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# MISSOURI TEAM PROCESS



*Achieving Excellence through Teams*

# MISSOURI TEAM PROCESS

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## About the Missouri Team Process

The Missouri Team Process (MTP) was developed by the **Excellence in Missouri Foundation** by benchmarking team processes in other state and national programs as well as team processes used in high performing organizations in the state. Over the last eight years, the process has been refined through feedback from users of it. The **Foundation** is a 501(c)(3) not-for-profit educational organization dedicated to helping organizations improve their performance. Since many organizations in the state use teams, use of this process enhances making their team effective and efficient.

## Missouri Team Process (MTP) Structure

The MTP is based on a set of Team Standards that address six major components of any team process:

- Selecting the Opportunity
- Establishing and Developing the Team
- Measuring and Analyzing the Current Situation
- Developing Improvements
- Implementing Improvements
- Post Implementation

The Team Standards are non-prescriptive, so are applicable to a wide variety of teams and situations where they can be used. The Standards are in question format that address specific topics that should be considered in forming and

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managing teams. Standard Guidelines are provided for each Standard to provide more detailed explanations of some of the Standards questions.

Any team that implements and follows the concepts embodied in the MTP Team Standards should realize the benefits of greater performance and more productive teamwork.

Scoring guidelines are provided to enable organizations to assess the effectiveness of their teams. Scores range from 1 to 5 for each Standard item, and are based upon the team's level of implementation for that particular item. For example, Standard 1 has three items worth 5 points each. There are 20 items within the 6 Standards, making 100 total possible points. Using the Scoring Guidelines, those teams whose overall score is 60 or higher are considered high performing teams.

## Missouri Team Process Role Model Attributes

### ❖ **Standard 1: Selecting the Opportunity**

The organization has a systematic methodology for determining whether the use of a team is appropriate for an opportunity, and that the opportunity is of importance, relative to other opportunities, to the accomplishment of organizational objectives. When the decision has been made to form a team, the team is provided specific guidance that fully defines what is to be accomplished, when, with what resources, within what boundaries, and for whom.

### ❖ **Standard 2: Establishing and Developing the Team**

The process for determining team composition assures that the "right" mix of team members is established to have the appropriate skills, knowledge, experience, and compatibility to accomplish the team tasks. When the team composition has been determined, clear definition of how the team is going to work is established, including who is going to do what.

### ❖ **Standard 3: Measuring and Analyzing the Current Situation**

Initially, the team develops what they are going to do by thorough analysis of the situation in order to develop a complete understanding of their opportunity. Based on the results of this analysis, the team builds a solid approach to addressing the opportunity that will be fact-based and systematic.

### ❖ **Standard 4: Developing Improvements**

Using facts and data, the team develops multiple alternatives or solutions that address the accomplishment of its objectives. There is frequent interaction with key stakeholders in developing the alternatives, as well as data and information garnered from other organizations. The alternatives or solutions are analyzed to determine the most appropriate and feasible approach to accomplishing the set objectives.

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## ❖ **Standard 5: Implementing Improvements**

Once the preferred alternative or solution has been developed, the team uses a systematic approach for how that solution will be implemented, including how key stakeholder buy-in and agreement will be attained. During implementation, appropriate measures and milestones are established to enable assessment of whether the approach is meeting team objectives and that the implementation is occurring as planned.

## ❖ **Standard 6: Post-Implementation**

After implementation of the solution, the process revisions are fully integrated into normal organizational operations. Lessons learned are collected and communicated. Stakeholders are advised of the change and benefits realized. Next steps, if appropriate are identified, including potential actions beyond the scope of the current opportunity.

## **Missouri Team Process Award Standards**

### ***Standard 1—Selecting the Opportunity***

- 1. How and why was this opportunity selected? How does the opportunity support achievement of your organization's objectives?**
  - a. What process/method was used to determine why this opportunity was an important task for a team effort? What were the reasons leading up to the opportunity?
  - b. How was the decision reached to undertake this opportunity?
  - c. How will the expected outcome(s) impact the achievement of the organization's objectives?
  
- 2. What are the objectives of the selected opportunity?**
  - a. What are the expected outcomes?
  - b. What boundary conditions existed for this opportunity, such as limitations on budget expenditures, personnel assignments in the completed actions, or authority to implement results?
  - c. What is the specific scope of the opportunity, including where the team was to begin and where its task was to end?
  
- 3. Who are the stakeholders of the opportunity?**
  - a. Who would be impacted by the results of the team activity, and why?

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## **Guideline Notes for Standard 1**

1. There should be a decision methodology (whether driven by management or by work team) to determine that this opportunity should take precedence over others identified by the organization or team. A description of what additional guidance or direction is provided for the team to fully understand the scope, responsibilities, and timeframe of its activity. For example, if measures showed that a process was performing poorly, the level of current performance is provided, or information is provided that demonstrates that a project was needed. The objectives of this opportunity expected contribution to accomplishment of organizational mission, vision, strategies, values, goals/objectives should be identified; and why this is significant to the organization and was influential in the opportunity selection.
2. In determining outcomes, include results, deliverables, and projected impacts to the targets/goals.
3. In addition to identifying appropriate stakeholders, your response may also include how these upstream/downstream stakeholders will be involved in the team process as appropriate, or how stakeholder needs will be met, based on the goals set forth for the opportunity.

## **Definitions:**

***Opportunity:*** A generic term to describe the various types of team tasks, including, but not limited to, problem solving, project implementation, process improvement, and team operations, which contribute to achieving organizational or community objectives.

***Stakeholders:*** A term that refers to individuals and/or groups impacted by the team's activity. Stakeholders could be, for example, external or internal customers, users of the process/product/service, owners of the process, members of the community and/or team sponsors.

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## Scoring for Standard 1—Selecting the Opportunity

<b>1. How and why was this opportunity selected? How does the opportunity support achievement of your organization's objectives?</b>	
No description provided of how or why the opportunity was selected. Linkage between expected outcomes and organizational objectives is not addressed.	<b>1</b>
Unclear or partial description of how or why the opportunity was selected. Linkage between expected outcomes and organizational objectives is vague or unclear.	<b>2</b>
Adequate description of how and/or why the opportunity was selected. There is clear linkage between expected outcomes and organizational objectives.	<b>3</b>
Description of how and why includes indication that the organization has determined it is capable of accomplishing objective; evidence exists that efforts have been made to improve the selection process. Linkage between team activities and organizational objectives is a factor in selecting opportunities.	<b>4</b>
There is indication that the organization has defined the linkage between team activities and organizational goals and that this linkage is a driver of the decision to select the opportunity.	<b>5</b>
<b>2. What are the objectives of the selected opportunity?</b>	
Objectives are not determined at the outset.	<b>1</b>
There is vague reference to implied outcome; no guidelines or scope identified.	<b>2</b>
Adequate explanation of expected outcome is provided; clear understanding of guidelines and scope demonstrated.	<b>3</b>
Expected outcomes include statement of goals and timelines; guidelines include definition of resources available, responsibility, and authority to make change.	<b>4</b>
Requirements, scope, and expectations are fully defined, such as a team charter that details the problem, opportunity to improve, expected outcome, team members, and appropriate authorization.	<b>5</b>
<b>3. Who are the stakeholders of the opportunity?</b>	
Stakeholders are not identified.	<b>1</b>
Major stakeholders are identified.	<b>2</b>
Multiple stakeholders are identified.	<b>3</b>
Many stakeholders are identified, including some internal and external customers of the improvement process.	<b>4</b>
Stakeholders are not only identified, but are involved as part of the team process; stakeholders' needs are identified and considered in the team objectives.	<b>5</b>

## Standard 2—Establishing and Developing the Team

1. How was the team formed?
  - a. Who prompted the team's formation?

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- b. What process was used to select team members? Did potential team members participate in the selection process?
  - c. How was approval obtained for team member assignments to ensure management support and resources to complete the project?
- 2. What were the roles and responsibilities of team members?**
- a. What were the specific roles of the team members, as appropriate?
  - b. How did team members' roles and responsibilities ensure effective interactions between team members?
- 3. How was team cohesiveness achieved?**
- a. What actions were taken to help the team work effectively together?

## **Guideline Notes for Standard 2**

1. The team selection process ensures that the team will be well balanced, knowledgeable and experienced enough to complete the task.
2. The team should decide who is going to do what – the roles of each person on the team, and their individual and collective responsibilities.
3. Such actions as defining meeting times, conduct of meetings, handling conflict, and individuals pulling their own weight are addressed. It may also include areas such as whether team performance reviews will be conducted. Examples of such mechanisms could include attendance at training on team dynamics, conducting personality profiles for team members, establishing team “ground rules”, or other mechanisms suitable to the organization’s culture.

## **Definitions:**

***Team:*** A grouping of people together to accomplish an objective or opportunity. It may include such groupings as standing teams, committees, councils, work groups, problem-solving teams, design teams, and process improvement teams.

**Scoring for Standard 2—Establishing and Developing the Team (15 points)**

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<b>1. How was the team formed?</b>	
No process of team member selection is described.	<b>1</b>
Process used to select team members is not defined, but there is some consideration of team member qualifications.	<b>2</b>
Process is defined and includes identification of skills and experience needed based upon the opportunity.	<b>3</b>
A well-defined process is described that includes interactions between potential team members and their supervisor in the selection process.	<b>4</b>
A well-defined process is described that ensures a well-balanced team with the skills, knowledge, and experience to accomplish the objectives; buy-in is obtained from leadership/supervisor.	<b>5</b>
<b>2. What were the roles and responsibilities of team members?</b>	
Roles and responsibilities are not described.	<b>1</b>
Roles and responsibilities are vaguely identified.	<b>2</b>
Individual roles and responsibilities are identified for team members; responsibilities of team members in working together are described in general terms.	<b>3</b>
All roles and responsibilities are identified as appropriate; interaction roles and responsibilities are described in detail.	<b>4</b>
All team member roles and responsibilities are identified, as appropriate; team interaction roles and responsibilities are defined in detail.	<b>5</b>
<b>3. How was team cohesiveness achieved?</b>	
No team cohesiveness initiatives are described.	<b>1</b>
A few cohesiveness activities have been accomplished, but no defined approach is described.	<b>2</b>
A defined team cohesiveness process is outlined that takes into account member knowledge and experience in team activities.	<b>3</b>
A well-defined process is described that takes into account member knowledge and experience in team activities; the team defines how it will work and handle conflict.	<b>4</b>
A well-defined process is described that fully considers member knowledge and experience in team activities; the team defines how they will work and handle conflict; team performance reviews are conducted.	<b>5</b>

## ***Standard 3—Measuring and Analyzing the Current Situation***

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1. **What approach was used to determine what data/information the team would collect to ensure understanding of the current situation?**
  - a. How did the team decide what data/information was needed to determine how well the existing process was working?
  - b. How did the team determine what data-gathering techniques should be used?
  
2. **How did the team gather data, and how was it summarized?**
  - a. What data-gathering techniques were used?
  - b. What information was collected?
  - c. How/by whom was stakeholder input obtained, if applicable?
  - d. If measurements were obtained, what did the team measure and how?
  - e. If benchmark or comparative data were obtained from external sources, how did the team obtain this information?
  
3. **What analysis techniques were used to understand the existing situation?**
  - a. What approach was used to determine how to analyze the data gathered?
  - b. What analyses were conducted to gain an understanding of the scope of the situation?
  
4. **What activities or tasks did the team determine to have the greatest influence on the process or operation?**
  - a. From the analysis conducted, what did the team determine to be the key activities or tasks and their relationship to the objective(s) (stated in Standard 1, item 2) within the process, or those factors having the greatest impact on the situation?
  - b. How were these activities/tasks/factors chosen?

## **Guideline Notes for Standard 3**

1. When the team understands how the process works, they should determine what measures need to be collected to gain a comprehensive understanding of how well key parts of the process work. They should also gather comparative performance data associated with these key parts of the process to help understand performance potentials.
2. The analyses should have helped the team to understand what the data are telling them.
3. The key activities/tasks/factors selected should link to the expected outcomes for the team process.

## **Scoring for Standard 3— Measuring and Analyzing the Current Situation (20 points)**

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<b>1. What approach was used to determine what data/information the team would collect?</b>	
The decision process for what data/information to collect is not described.	<b>1</b>
Brief description of the decision process for data/information collection is provided.	<b>2</b>
A systematic process was used to decide what data/information to collect.	<b>3</b>
An especially thorough process was used to decide what data/ information to collect.	<b>4</b>
A robust process was used that encompassed all facets of importance to the project and involved appropriate stakeholders.	<b>5</b>
<b>2. How did the team gather data, and how was it summarized?</b>	
The data/information collection methodology is not described.	<b>1</b>
A brief description is provided of the data/information collection methodology.	<b>2</b>
A clear explanation of the data/information collection methodology is described with indication of what was collected and how.	<b>3</b>
Data/information collection was accomplished from multiple sources with confirmation of data/information validity.	<b>4</b>
Multiple data/information internal sources are supplemented with comparative/benchmark data/information; how it was obtained is explained.	<b>5</b>
<b>3. What analysis techniques were used to understand the existing situation?</b>	
No process to understand the situation is described; team immediately jumps to resolving the situation.	<b>1</b>
Some basic analysis techniques, such as brainstorming, are used to understand the situation.	<b>2</b>
Analysis techniques are used to basically understand the scope of the situation and how to proceed.	<b>3</b>
Multiple analyses are conducted to understand the situation and how to proceed.	<b>4</b>
Multiple analyses are conducted that yield a full understanding of the situation and are used to establish a fact-based approach.	<b>5</b>
<b>4. What activities or tasks did the team determine to have the greatest influence on the process or operation?</b>	
Key activities or tasks having influence on the process/operation are not identified.	<b>1</b>
Key activities or tasks are identified, but there is little or no explanation as to why they were chosen.	<b>2</b>
Key activities or tasks are identified and clear rationale for their selection is provided.	<b>3</b>
Linkage is established between key activities/tasks and the expected outcomes or operation of the process.	<b>4</b>
Linkage is established between key activities/tasks and the expected outcomes or operation of the process, and there is clear explanation of how the link was established.	<b>5</b>

## **Standard 4—Developing Improvements**

### **1. How did the team develop alternatives or potential solutions?**

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- a. What methods were used to develop alternatives or potential solutions to address the situation?
- b. What alternatives or potential solutions were identified?

## **2. What process did the team use to determine the best solution?**

- a. How did the team analyze the options and select the best alternative(s) or Solution(s)?
- b. How were constraints of the opportunity considered in arriving at this decision?
- c. How were the opportunity objectives considered in the decision process?
- d. What outside resources, if any, did the team consult in reaching its decision?

## **3. Explain the process for development of the chosen solution(s).**

- a. What steps were taken to develop what will be implemented?
- b. What actions did the team take to ensure that the process would be effective and efficient after implementing the solution(s)?

### **Guideline Notes for Standard 4**

1. Alternatives or solutions should be developed that can potentially, individually or in combination, enable achievement of the team objectives. Process comparative information should have been sought in developing the solution. Stakeholders should have been asked for inputs of alternatives.
2. The team should have used a development process to translate the customer requirements into a revised or new process and ensure that the process will be repeatable and work smoothly.

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## Scoring for Standard 4—Developing Improvements (15 points)

<b>1. How did the team develop alternatives or potential solutions?</b>	
No planning was conducted; the team jumped immediately to conclusion about what to do.	<b>1</b>
Some suggestions or pieces of actions were identified; no systematic process is evident; there was limited involvement of the entire team.	<b>2</b>
An adequate action planning process was used that identified several alternatives/solutions; most of the team was involved.	<b>3</b>
An adequate action planning process was used that identified multiple alternatives/solutions that link to the opportunity objectives.	<b>4</b>
The entire team participated in developing a comprehensive set of alternatives/solutions that have a strong linkage to the opportunity objectives; stakeholders were involved in the process; comparative/benchmark data have been obtained.	<b>5</b>
<b>2. What process did the team use to determine the best solution?</b>	
No process is described; it is unclear how team chose the best plan.	<b>1</b>
There is a brief description of the method used to choose the best plan; no systematic process is evident; it is unclear how the analysis of options was accomplished.	<b>2</b>
A systematic process was used to select the best plan; adequate analysis of options was accomplished that included consideration of constraints; most of the team participated.	<b>3</b>
An especially thorough process was used to select the best plan; multiple analyses were conducted, involving most of the team.	<b>4</b>
A robust process was used to select the best plan, involving the collection and analysis of comparative/benchmark data; multiple analyses were conducted involving all team members.	<b>5</b>
<b>3. Explain the process for development of the chosen solution(s).</b>	
No systematic process was used to design the improvement alternative.	<b>1</b>
Some planning occurred on the design, but a systematic process is not evident.	<b>2</b>
A systematic process was used for determining how to design the improvement alternative.	<b>3</b>
A systematic process was used and key stakeholders were consulted on how to design the improvement alternative. Process effectiveness and efficiency were considered.	<b>4</b>
A systematic improvement design process was used with active key stakeholder involvement. The effectiveness and efficiency of the process was a driver in designing the change/solution.	<b>5</b>

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## **Standard 5—Implementing Improvements**

### **1. How was the action plan developed to implement the improvement(s) or solutions?**

- a. What method was used to develop the implementation action plan?
- b. How did the team go about developing a methodology to implement the chosen action plan?
- c. What factors were considered in deciding how to implement the chosen action plan?
- d. What did the team do to ensure that implementation would go smoothly?
- e. What approvals, if any, were needed before beginning implementation?

### **2. How did the team obtain agreement from stakeholders, and how did it share information with them?**

- a. How were inputs from involved stakeholders sought and used in forming the implementation plan?
- b. How were stakeholders that were not involved in the approval chain informed of the proposed action plan and its potential impact on them?

### **3. How is/will progress of the implementation be monitored?**

- a. What steps have been taken to ensure the effectiveness or continuing effectiveness of the implementation?
- b. What measures and/or indicators are being/will be employed to monitor the progress of the implementation, and how were these selected?

## **Guideline Notes for Standard 5**

1. The stakeholders should have a voice in the scheduling of the implementation to be sure their needs are met.
2. The measurement and/or indicators link back to the customer needs, as well as. measures used to assess whether the implementation is proceeding as planned. The measures could include both in process and end of process measures.

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## Scoring for Standard 5—Implementing Improvements (15 points)

<b>1. How was the action plan developed to implement the alternative or solution?</b>	
No systematic process was used to develop an implementation plan.	<b>1</b>
Some planning occurred on the implementation, but a systematic process is not evident.	<b>2</b>
A systematic process was used for determining how to implement the alternatives/solutions.	<b>3</b>
A systematic process was used and key stakeholders were consulted on how to accomplish the implementation.	<b>4</b>
A systematic implementation planning process was used with active key stakeholder involvement. Others in the organization were well informed of the implementation plan.	<b>5</b>
<b>2. How did the team obtain agreement from stakeholders, and how did it share information with them?</b>	
No systematic process is evident.	<b>1</b>
Agreement was obtained from some decision makers on the proposed actions.	<b>2</b>
Through the beginning of a systematic process, agreement was obtained from appropriate decision-makers and appropriate stakeholders were informed.	<b>3</b>
Through a systematic process, agreement was obtained from appropriate decision-makers, and buy-in from appropriate stakeholders was obtained.	<b>4</b>
Through a proactive approach, key decision makers and stakeholders were actively involved in arriving at the proposed action; information on the impact of the team's actions was clearly conveyed.	<b>5</b>
<b>3. How is/will progress of the implementation be monitored?</b>	
There is no indication that a process was put in place to monitor progress of the implementation or results.	<b>1</b>
A process is in place to obtain some implementation progress and results data, but there is no indication of how measures were selected.	<b>2</b>
A well-defined process is identified to monitor implementation progress or results; measures and/or indicators were identified with a clear explanation as to why they were selected.	<b>3</b>
A well-defined process with clear explanation of measures and/or indicators and their linkage to the opportunity objectives is in place.	<b>4</b>
A well-defined process with clear explanation of measures and/or indicators that have strong linkage to opportunity objectives is in place.	<b>5</b>

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## **Standard 6—Post-Implementation**

- 1. What are the anticipated/actual results that have been achieved by the team's actions?**
  - a. What are the key milestones that indicate significant team activity to date, progress thus far, and any future plans?
  - b. What was or is being done to monitor the success of the implementation?
  - c. If appropriate, what comparisons has the team made of the process performance at the start of the activity with that currently observed?
  - d. If the solution(s) has yet to produce documented improvements, or has yet to be implemented, what improvements are anticipated, and how were those improvements determined?
  
- 2. What ongoing communication is the team conducting with stakeholders?**
  - a. What actions have been taken to communicate results to stakeholders, as appropriate?
  
- 3. How are/will overall improvement efforts (be) incorporated into ongoing activities?**
  - a. What plans, if any, does the team have to continue improving the process? If plans are to continue, what are the next steps for the team?
  - b. Has the team or will the team been disbanded?
  
- 4. How will “lessons learned” be used by the organization for use by future teams?**

## **Guideline Notes for Standard 6**

1. Where actual results are not available, in-process data or feedback from stakeholders should indicate the progress of the improvement effort. For instance, in-process measurement data or informal feedback from stakeholders may provide an indication that the expected outcomes will be achieved.
  
2. Typically multiple methods should have been used to inform stakeholders of progress/results.
  
3. If the team identified further opportunities to improve the process that were beyond the scope of the current team, these additional opportunities should have been incorporated into next steps for the team or for consideration to be addressed by another team.
  
4. The team should have captured and communicated lessons learned that could be of benefit to other teams, both inside and outside of the organization as appropriate.

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## Scoring for Standard 6—Post Implementation (20 points)

<b>1. What are the anticipated/actual results that have been achieved by the team's actions?</b>	
There is no indication that advantages or benefits have been identified.	<b>1</b>
There is some description provided of advantages or benefits attained or anticipated.	<b>2</b>
Descriptions of advantages or benefits achieved or anticipated is provided; there is clear indication that some have occurred or there is a likelihood they will occur.	<b>3</b>
There is a complete description of advantages or benefits achieved or anticipated; some exceed or are expected to exceed expectations.	<b>4</b>
There is a complete description of advantages or benefits achieved or anticipated; many exceed or are expected to exceed expectations.	<b>5</b>
<b>2. What ongoing communication is the team conducting with stakeholders?</b>	
No plans for continuing communication of progress or results are evident.	<b>1</b>
A description of how results have been/will be communicated, including specific action taken/to be taken by the team, is provided.	<b>2</b>
A clear definition of how results have been/will be communicated, including specific action taken/to be taken by the team, is described.	<b>3</b>
A clear definition of a communications plan with identification of communication to key stakeholders and plans for next steps is described; there is clear communication of the impact of the action(s) taken.	<b>4</b>
Proactive communications plan is described with interactive communication to all stakeholders and appropriate milestones and follow-up reinforcement efforts.	<b>5</b>
<b>3. How are/will overall improvement efforts (be) incorporated into ongoing activities?</b>	
No identification of plans for continuing improvement is evident.	<b>1</b>
The team has identified a rough plan for its next stages or for follow-up activities by another team.	<b>2</b>
The team has planned its next steps in some detail; if disbanded, improvement activity to continue enhancement of the process performance has been identified.	<b>3</b>
The team has a well-defined plan for its next steps; if disbanded, the team has captured lessons learned from the process and additional improvement opportunities have been identified.	<b>4</b>
A well-defined plan for the next steps that integrates continuous monitoring of performance and continuous improvement is described; other teams have adopted the team methodology.	<b>5</b>
<b>4. How will "lessons learned" be used by the organization for use by future teams?</b>	
Lessons learned were not collected.	<b>1</b>
Some lessons learned were collected, but were not communicated outside of the team.	<b>2</b>
Lessons learned were collected and were communicated outside of the team.	<b>3</b>
There is a systematic methodology for collection of lessons learned for use by teams throughout the organization.	<b>4</b>
There is a systematic methodology for collection of lessons learned for use by teams both internally and external to the organization.	<b>5</b>

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## Feedback and Assistance

The **Excellence in Missouri Foundation** welcomes feedback on lessons learned using the Missouri Team Process or recommendations on improvements to the process itself.

If an organization desires to establish an internal team award, the **Excellence in Missouri Foundation** will be glad to assist in setting up the judging process for the award.

Copies of the MTP Standards booklet are available in packages of 10 copies at a cost of \$20 plus shipping.

To provide feedback or request assistance, please contact:

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