

## TOOL 1.1: How Does Your Team Experience Change?

### *How Does Your Team Experience Change?*

Item	Your Response	
My team can't keep up with the pace of change.	•—————• Does not describe my situation	•—————• Completely describes my situation
My team often feels that we're behind the curve.	•—————• Does not describe my situation	•—————• Completely describes my situation
My team doesn't have enough time to plan its work.	•—————• Does not describe my situation	•—————• Completely describes my situation
Unexpected changes just keep coming.	•—————• Does not describe my situation	•—————• Completely describes my situation
When we do develop plans, they are quickly outdated when the situation changes.	•—————• Does not describe my situation	•—————• Completely describes my situation
The way we're approaching our work is not getting us the results we need.	•—————• Does not describe my situation	•—————• Completely describes my situation
Our workload keeps growing, yet we don't have more resources.	•—————• Does not describe my situation	•—————• Completely describes my situation

## TOOL 1.1 (continued)

Item	Your Response	
The demands on my time never seem to end.	●—————● Does not describe my situation	●—————● Completely describes my situation
Despite all of the changes going on around us, my team is still expected to perform.	●—————● Does not describe my situation	●—————● Completely describes my situation
Simply working harder or more hours isn't enough to deal with all of the changes that affect my team.	●—————● Does not describe my situation	●—————● Completely describes my situation

## TOOL 1.2

### Identify Factors That Influence Your Organization

Environmental Factors		Have These Factors Impacted Your Organization in the Recent Past?		Examples That You've Seen
Legislative or Legal Factors	<ul style="list-style-type: none"> <li>• New laws</li> <li>• Changes to existing laws</li> </ul>	Yes	No	
Social Factors	<ul style="list-style-type: none"> <li>• Demographic changes</li> <li>• Changes in the workforce</li> <li>• Changes in the workforce's expectations</li> </ul>	Yes	No	
Technology Factors	<ul style="list-style-type: none"> <li>• New technologies</li> <li>• Existing technologies</li> <li>• Your team's understanding of relevant technologies</li> </ul>	Yes	No	
Customers	<ul style="list-style-type: none"> <li>• Customer needs that have changed over time</li> <li>• Customer needs that are changing rapidly</li> <li>• Customers that expect new or different services</li> <li>• Customers that expect individualized services</li> </ul>	Yes	No	
Natural Disasters or Events	<ul style="list-style-type: none"> <li>• Natural disasters</li> <li>• Diseases and viruses</li> <li>• Climate change</li> </ul>	Yes	No	
Internal Organizational Factors	<ul style="list-style-type: none"> <li>• Organization-wide reorganizations</li> <li>• Leadership changes</li> <li>• Policy changes</li> <li>• Budget or resource changes</li> <li>• New expectations about where and when work is performed</li> </ul>	Yes	No	

## TOOL 1.3: Analyze Your Environment

### *Analyze Your Environment*

<b>Step 1:</b> What activities, events, or issues have you encountered recently?	<b>Step 2:</b> Do these activities, events, or issues occur regularly or predictably (e.g., hourly, daily, weekly, monthly, annually)?	<b>Step 3:</b> What can you do to predict or learn when this event might occur?

**TOOL 2.1***Is There Enough Psychological Safety?*

<b>Signs of Low Psychological Safety</b>	<b>Signs of High Psychological Safety</b>
<input type="checkbox"/> People share information with select others	<input type="checkbox"/> People share information with each other directly (e.g., at meetings, in person, in emails to the team)
<input type="checkbox"/> Some team members seem “out of the loop” and are left out of group discussions	<input type="checkbox"/> People build on others’ ideas
<input type="checkbox"/> People shoot down ideas	<input type="checkbox"/> People respond positively to others’ ideas
<input type="checkbox"/> Brainstorming exercises yield few ideas	<input type="checkbox"/> Brainstorming exercises yield many, many ideas
<input type="checkbox"/> Team members don’t contribute equally to meetings or discussions; some members dominate while others are silent	<input type="checkbox"/> Team members contribute equally (over time) to meetings and discussions
<input type="checkbox"/> Decisions are attributed to politics or favoritism	<input type="checkbox"/> The team and leader allow and value everyone’s input
<input type="checkbox"/> Team members show little initiative; routine problems are pushed up to the leader to solve	<input type="checkbox"/> Decisions are attributed to an effective decision-making process and the facts of the situation
<input type="checkbox"/> Team members show little empathy toward each other	<input type="checkbox"/> Team members show initiative by solving problems on their own (when appropriate)
<input type="checkbox"/> Team members blame each other, leaders, or factors outside of their control when things don’t go right	<input type="checkbox"/> Team members show empathy toward each other
<input type="checkbox"/> Disagreements are not addressed directly and constructively	<input type="checkbox"/> Team members band together to learn from each other when things don’t go right

## TOOL 2.1

Signs of Low Psychological Safety	Signs of High Psychological Safety
<input type="checkbox"/> Team members get defensive when someone disagrees with them	<input type="checkbox"/> Disagreements are brought up openly and resolved constructively
<input type="checkbox"/> Team members defer to the leader or perceive that it's pointless to raise another view	<input type="checkbox"/> Team members are supportive and inquisitive when a disagreement occurs

## TOOL 2.2: Actions to Increase Psychological Safety

### *Actions to Increase Psychological Safety*

Actions that Enhance Psychological Safety	I Do This Frequently	I Could Do More of This
I talk with each team member about our organization's mission and goals.		
I talk with each team member about expectations for the quality of our work.		
I take steps to make sure each team member understands why our work matters and to whom it matters.		
In meetings and communication, I make sure that everyone contributes relatively equally and avoid having one or two people dominate the discussion.		
I try to make sure that each team member feels valued and fairly treated, avoiding any implication that there is an "in-group" and "out-group."		


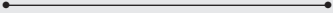

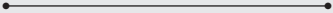

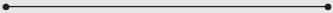
## TOOL 2.2: Actions to Increase Psychological Safety

Actions that Enhance Psychological Safety	I Do This Frequently	I Could Do More of This
I encourage people to have open, honest discussions.		
When disagreements occur, I coach people to discuss the issues with each other directly and in a professional manner.		
I am receptive to people expressing their disagreement or discomfort with a decision or course of action.		
I encourage people to share constraints, both professional and personal, that they may be operating under.		
I praise people who ask for help when they need it.		
I frequently share praise and acknowledge others' contributions.		
I avoid using phrases such as "That's not how we do things here" or "We tried that two years ago, and it didn't work."		
I support decisions that my direct reports make, even if I would have made a different decision.		
When someone tries something new and it doesn't work out perfectly, I encourage them to try again.		
When someone tries something new and it doesn't work out perfectly, I ask them to share what they learned.		
When someone is skeptical about a new idea, I ask them for ideas on how to make the idea successful.		



## TOOL 3.1: Examine Your Leadership Style

### *Examine Your Leadership Style*

Item	Your Response	
I'm willing to examine my own assumptions about how work gets done.	 I completely disagree	I completely agree
I am open to hearing what others have to say about how we approach work.	 I completely disagree	I completely agree
I am committed to exploring my own leadership style, even if I find out that I need to lead differently.	 I completely disagree	I completely agree
I am willing to persist with a new approach, even in the face of skepticism and setbacks.	 I completely disagree	I completely agree
I am willing to ask for feedback from those around me and to change my behavior to align with our new direction.	 I completely disagree	I completely agree
I am committed to using feedback to create a clear vision for collaboration for my team.	 I completely disagree	I completely agree

## TOOL 3.2

### *Support Behavior Change in Others*

#### Ideas to Support Behavior Change

- Suggest books, articles, or other resources to learn about a new skill.
- Ask the person to set a goal for the new behavior.
- Praise the person for trying the new behavior, even when it doesn't go perfectly.
- Communicate a need for changing behavior.
- Engage an ongoing discussion about what agility means for the person's role.
- Measure outcomes related to the behavior change, showing the person how the new behavior led to a positive outcome.
- Help the person find a safe way to try out the new behavior.
- Encourage the person to learn from their experiences.
- Ask others to recognize positive examples of behavior change in the person, such as sending a thank-you note or message of encouragement.

## TOOL 3.3: Leader Agility Assessment

### *Leader Agility Assessment*

	<b>I Could Do This More Often</b>	<b>I Have Room for Improvement</b>	<b>I Do This Often and Well</b>
When I see evidence that someone might not feel comfortable sharing their thoughts, I take steps to address the situation.			

**TOOL 3.3**

	<b>I Could Do This More Often</b>	<b>I Have Room for Improvement</b>	<b>I Do This Often and Well</b>
I check to make sure others understand the organization's mission, strategy, and goals.			
I share what behaviors and norms I expect from others.			
When communicating with others, I take time to explain things in terms of the mission and expected behaviors.			
I help others learn how to make good decisions by including them in my decision-making process.			
I let others make the decision when they have more firsthand knowledge of the situation, even if I would have made a different decision.			

### TOOL 3.3

	I Could Do This More Often	I Have Room for Improvement	I Do This Often and Well
I enable teams by helping them get the resources they need to be successful.			
I ask teams to keep me informed about what they learn from a pilot or experiment.			
I actively work to remove obstacles that slow down progress.			
I provide top cover to individuals and teams, allowing them to focus on the mission and learn from experiments.			

## TOOL 4.1

### *Who Should Make a Decision?*

<b>Push the Decision to Lower Management or an Individual Contributor</b>	<b>Push the Decision to Upper Management</b>
<input type="checkbox"/> The decision is routine	<input type="checkbox"/> The decision is not routine
<input type="checkbox"/> The decision is tactical	<input type="checkbox"/> The decision has strategic implications
<input type="checkbox"/> A quick decision is not needed	<input type="checkbox"/> A quick decision is needed
<input type="checkbox"/> Those with the knowledge needed to make the decision are at a lower level	<input type="checkbox"/> Those with the knowledge needed to make the decision are at a higher level
<input type="checkbox"/> The decision must be carried out by people who are at a lower level	<input type="checkbox"/> The decision must be carried out by people who are at a higher level
<input type="checkbox"/> The decision can be easily reversed	<input type="checkbox"/> The decision cannot be easily reversed
<input type="checkbox"/> A bad decision will have minor consequences	<input type="checkbox"/> A bad decision could harm people or waste significant resources

## TOOL 4.2: Decision Log

### *Decision Log*

Date	Decision Made	Who to Share the Decision With	When to Share the Decision	Check Off after the Decision is Shared
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

## TOOL 5.1: What Are Your Organization's Information-Sharing Norms?

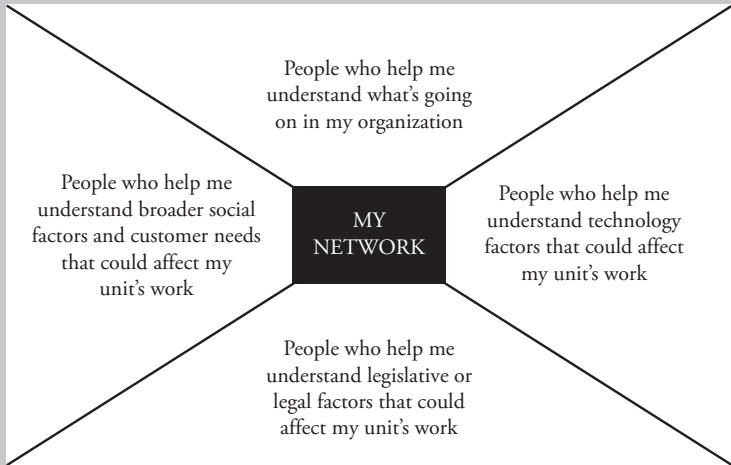
*What Are Your Organization's Information-Sharing Norms?*

Our Information-Sharing Norms	Not Followed	Followed Sometimes	Followed Consistently



## TOOL 5.2: Map Your Knowledge Network

### *Map Your Knowledge Network*



## TOOL 6.1: When to Restructure the Entire Organization

### *When to Restructure the Entire Organization*

Consider Restructuring	Consider Other Ways to Respond
Key factors that affect the entire organization are likely to be stable over the next several years	Key factors that affect the entire organization are likely to shift in the next several years
The shifts that occur will require more coordination among teams	The shifts that occur will not require more coordination among teams
Centralizing certain functions will improve efficiency	Centralizing certain functions will reduce efficiency as well as the ability to respond to unique customer needs
The current structure inhibits a quick response capability	The current structure already supports a quick response capability
Restructuring would support employee development by providing a functional home base	Restructuring would inhibit employee development of functional skills

## TOOL 6.2: Where Do You Need Stable Processes?

### *Where Do You Need Stable Processes?*

Name of Process (or Subprocess): \_\_\_\_\_

#### Factors Change in Straightforward Ways

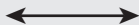
#### Factors Change in Complex Ways

Changes that affect the process don't occur very often.



Changes that affect the process occur frequently and often.

Only one variable changes at a time.



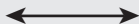
Many variables change at once.

Changes are predictable—we know what to look for and when they will happen.



Changes are unpredictable—we don't know exactly what to look for or when to expect a change to occur.

We can predict what changes will take place.



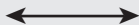
We can't accurately predict what changes will take place.

Changes are easy to categorize.



Changes must be analyzed in order to understand them.

There is one best way to respond to the change.



There are many possible ways to deal effectively with the change.

## TOOL 6.3

### *Process-Improvement Canvas*

What process are we addressing?		
What problem are we trying to solve?	What opportunities do we have for improving the process?	
What options do we have for improving the process?	What options are we trying out now?	What options have we already tried?
What are benefits of each option?		What insights or lessons have we learned?
What are the risks or drawbacks of each option?		

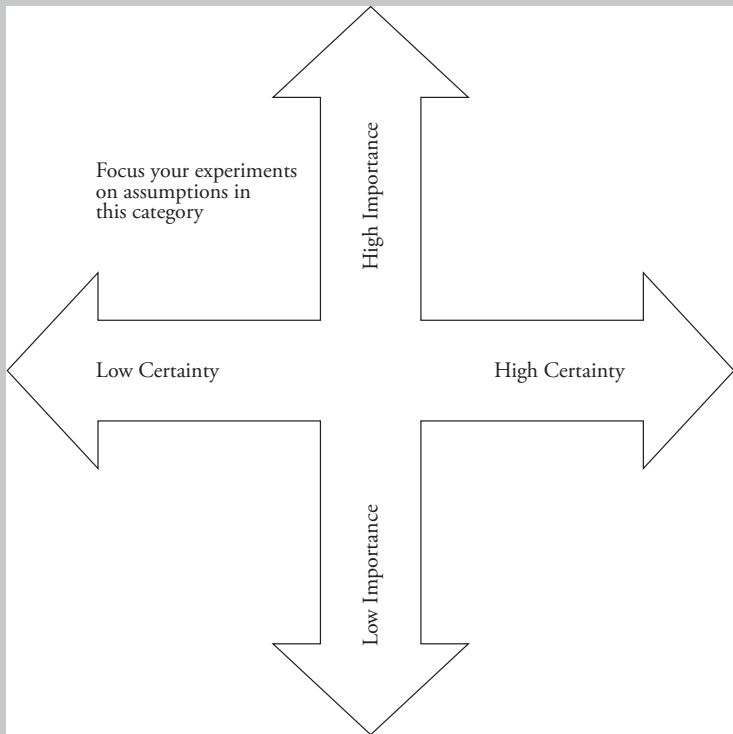
## TOOL 7.1: Map Your Assumptions

### *List Your Assumptions*

Type of Assumption	Our Assumptions
Stakeholder-Need Assumptions: What do we think our stakeholders really need?	
Solution-Fit Assumptions: How will this solution address the problem or need?	
Solution-Feasibility Assumptions: How will we develop and sustain the solution?	

## TOOL 7.1

### *Map Your Assumption*



## TOOL 8.1

### *Where Can We Be More Proactive?*

	Past	Present	Future
Legislative or Legal Factors			
Social Factors			
Technology Factors			
Customer Factors			
Natural Disasters or Events			
Factors from within Your Organization			

## TOOL 8.2: Coordinate and Define Your Sensing Activities

### *Coordinate and Define Your Sensing Activities*

<b>Impact to Your Work</b>	High Impact	<b>A</b> <ul style="list-style-type: none"><li>• Infrequent sensing</li><li>• Respond with scenario-planning</li></ul>	<b>B</b> <ul style="list-style-type: none"><li>• Frequent sensing</li><li>• Respond with pilots and experiments</li></ul>
	Low Impact	<b>C</b> <ul style="list-style-type: none"><li>• Infrequent sensing</li><li>• Respond when needed</li></ul>	<b>D</b> <ul style="list-style-type: none"><li>• Frequent sensing</li><li>• Respond with contingent operating procedures</li></ul>
		Not Likely	Very Likely
<b>Likelihood That the Factor Will Occur</b>			



*Sensing and Interpreting Checklists***Checklist of Sensing Activities**

- |   |
|---|
| <input type="checkbox"/> Check for updates to the organizational mission, strategic plans, objectives, and goals.   |
| <input type="checkbox"/> Look for recent important decisions that have been made elsewhere in the organization.   |
| <input type="checkbox"/> Ask leadership for advance notice on new organizational policies or rules.   |
| <input type="checkbox"/> Ask customer-facing employees to share new challenges as they come up.   |
| <input type="checkbox"/> Collect data and store it in a database, relying on automated tools or alerts (e.g., an alert when customer-satisfaction ratings drop below a defined level), if possible. |
| <input type="checkbox"/> Read books, journals, periodicals, and news stories.   |
| <input type="checkbox"/> Listen to podcasts.  |
| <input type="checkbox"/> Watch videos or documentaries.   |
| <input type="checkbox"/> Monitor for new or proposed laws or regulations.   |
| <input type="checkbox"/> Subscribe to industry newsletters or websites.   |
| <input type="checkbox"/> Set up news feeds to alert you when articles about specific topics are published.  |
| <input type="checkbox"/> Find compilations or summary reports from professional associations or industry groups.  |
| <input type="checkbox"/> Create a “call a customer” or “reach out to an expert” initiative.   |
| <input type="checkbox"/> Ask employees who attend a conference to give a presentation about what they learned.  |
| <input type="checkbox"/> Other sensing activities that I can do: _____<br>_____   |
| <input type="checkbox"/> Other sensing activities that I can collaborate with others on: _____<br>_____   |


## TOOL 8.3

### Checklist of Interpreting Activities

- Talk with and listen to experts who are engaging in sensing.
- Foster conversations across levels (e.g., top-level leaders talking to mid-level leaders and individual contributors).
- Foster cross-organizational conversations by inviting people from other parts of the organization to your meetings and vice versa.
- Use artificial-intelligence tools (if available) or other methods to analyze data so that you can identify trends and patterns.
- Find new ways to visualize data to identify patterns and trends.
- Ask employees to present new information as a conversation starter at a team meeting.
- Consult with outside experts, such as academics, consultants, other agencies, vendors, industry expert panels, and industry and professional associations.
- Collect and curate information (e.g., papers, articles, books; lessons learned; notes from employees who've attended conferences or seminars) into a knowledge base.
- Convene customer panels to understand current and changing customer needs.
- Read trend reports published by industry or professional associations.
- Other interpreting activities that I can do: \_\_\_\_\_  
\_\_\_\_\_
- Other interpreting activities that I can collaborate on with others: \_\_\_\_\_  
\_\_\_\_\_

## TOOL 9.1: Document (and Celebrate) Learning

### *Document (and Celebrate) Learning*

<b>A year ago, what did we not know? What were we unable to do?</b>	<b>What did we learn? How did we learn it?</b>
	
<b>Right now, what do we not know? What are we unable to do?</b>	<b>What can we learn? How can we learn it?</b>



**Figure A.1: Organizational Agility Framework**

## The External Environment

The external environment consists of factors outside the organization that influence or affect the organization, including

- (a) legislative and political changes,
- (b) social factors and trends,
- (c) customer/citizen expectations,
- (d) technology, and
- (e) naturally occurring events.

Alavi et al., 2014; Boin & van Eeten, 2013; Butler & Surace, 2015; De Florio, 2014; Dyer & Shafer, 2003; Fleming, 2012; Hamel & Välikangas, 2003; Harraf et al., 2015; Holbeche, 2015; Jaaron & Backhouse, 2014; Pellissier, 2012; Sharifi & Zhang, 1999; Zhang, 2011

## The Internal Environment

The internal environment consists of factors within the organization that affect a specific group or area in the organization, including its leadership, its policies, its interactions with other groups, and its economic/financial situation.

Corporate Executive Board, 2014; Holsapple & Li, 2008

**Figure A.2: *The Environment***

## Sensing & Interpreting Routines

All employees are involved in systematically, proactively, and routinely collecting information about the environment and engaging in constructive debate, reflection, and analysis about the effect of changes or potential changes. Employees continually scan the environment, often using technology, to gather information from outside and inside the organization, including from stakeholders, customers, outside experts, and other organizations.

Alavi et al., 2014; Boin & van Eeten, 2013; Breu et al., 2002; Brueller et al., 2014; Butler & Surace, 2015; Cegarra-Navarro et al., 2016; Corporate Executive Board, 2014; De Florio, 2014; Doz & Kosonen, 2010; Dyer & Shafer, 2003; Edmondson, 1999, 2012; Felipe et al., 2016; Hamel & Välikangas, 2003; Harraf et al., 2015; Holsapple & Li, 2008; Hopkin, 2015; Moynihan, 2012; Nejatian & Zarei, 2013; Overby et al., 2006; Sambamurthy et al., 2003; Schwandt, 1995; Sharifi & Zhang, 1999; Sutcliffe et al., 1999; Teece et al., 2016; Weick & Sutcliffe, 2015; Worley et al., 2014

## Responding Routines

All employees are involved in making decisions and taking action to respond to changes in the environment. This includes responding in new ways, as needed. The organization may also take actions to anticipate changes in the environment.

Alavi et al., 2014; Boin & van Eeten, 2013; Breu et al., 2002; Brueller et al., 2014; Cegarra-Navarro et al., 2016; Corporate Executive Board, 2014; Felipe et al., 2016; Hamel & Välikangas, 2003; Harraf et al., 2015; Holbeche, 2015; Holsapple & Li, 2008; Hopkin, 2015; Lewis et al., 2015; Mahmoudi, 2015; Moynihan, 2012; Overby et al., 2006; Sharifi & Zhang, 1999

**Figure A.3: Agility Routines**

## Organizational Structure

**Stability** is provided by a formal structure that is unchanging and flat; employees are assigned to functional groups in order to guide their growth and development.

**Flexibility** is provided by supplementing the formal structure with both leader-directed teams as well as self-organizing and self-managing teams that form, reform, and dissolve in order to sense, understand, and respond to the environment. Power and authority are decentralized.

Aghina et al., 2015; Alavi et al., 2014; Argyris & Schon, 1996; Boin & van Eeten, 2013; Butler & Surace, 2015; De Florio, 2014; Dyer & Shafer, 2003; Edmondson, 2012; Galbraith, 2014; Harraf et al., 2015; Holbeche, 2015; Holsapple & Li, 2008; Jaaron & Backhouse, 2014; Lewis et al., 2015; O'Reilly & Tushman, 2004; Orton & Weick, 1990; Sutcliffe et al., 1999; Teece et al., 2016; Worley et al., 2014

## Knowledge Sharing and Experimentation

Employees openly share information, communicate, and collaborate, enabling them to learn quickly. They conduct rapid experiments and tests on possible new services or improvements to current services. Employees integrate results from experiments into processes. Employees engage in formal and informal routines to search for, share, and retain information from the environment and from the results of experiments.

Aghina et al., 2015; Alavi et al., 2014; Argyris & Schon, 1996; Barbaroux, 2011; Boin & van Eeten, 2013; Breu et al., 2002; Butler & Surace, 2015; Cegarra-Navarro et al., 2016; Corporate Executive Board, 2014; Davenport & Prusak, 2000; de Oliveira et al., 2012; Doz & Kosonen, 2010; Dyer & Shafer, 2003; Edmondson, 1999, 2012; Ernst & Chrobot-Mason, 2011; Gren et al., 2015; Harraf et al., 2015; Hess, 2014; Holsapple & Li, 2008; Schwandt, 1995; Teece et al., 2016; Worley et al., 2014

## Decision-Making Practices

Decisions are made collaboratively based on expertise rather than on formal authority. Decisions are made by individuals with the most knowledge about the factors surrounding the decision and at the lowest level possible. Decision-makers gather information from both inside and outside the organization (e.g., experts in other parts of the organization and experts outside the organization).

Aghina et al., 2015; Alavi et al., 2014; Breu et al., 2002; Butler & Surace, 2015; Dyer & Shafer, 2003; Gren et al., 2015; Harraf et al., 2015; Jaaron & Backhouse, 2014; Lewis et al., 2015; McGuire & Palus, 2019; Nijssen & Paauwe, 2012

Figure A.4: Agility Levers

<b>Leader Actions</b>	
<p>Those in a position of formal authority provide direction (including interpretation of the mission and values) and guidance. Leader behaviors include providing context to members to help frame environmental changes as learning opportunities, encouraging and accepting decisions made by members who have the most expertise and knowledge of a given issue, supporting information sharing, setting mission-aligned goals, managing the culture and values, removing obstacles so that members can focus on goals, and creating a climate of psychological safety and trust. Supervision is based on a coaching and development style.</p>	<p>Aghina et al., 2015; Alavi et al., 2014; Bonilla, 2015; de Oliveira et al., 2012; Doz &amp; Kosonen, 2010; Dyer &amp; Shafer, 2003; Edmondson, 1999, 2012; Gren et al., 2015; Harraf et al., 2015; Hess, 2014; Holbeche, 2015; Hopkin, 2015; Kirkpatrick, 2016; Lewis et al., 2015; Moynihan, 2012; Nijssen &amp; Paauwe, 2012; Pasmore, 2015</p>
<b>Processes</b>	
<p>Some processes are clearly defined and stable, while others are intentionally flexible. The knowledge gained from rapid experiments and pilots is integrated into processes. To adopt changes to processes quickly, contingency plans are created, resources are redeployed as needed, and sufficient capacity and resources exist. Technology is used strategically to quickly improve or replace processes.</p>	<p>Aghina et al., 2015; Bonilla, 2015; Breu et al., 2002; Chung et al., 2014; de Oliveira et al., 2012; Doz &amp; Kosonen, 2010; Dyer &amp; Ericksen, 2006; Dyer &amp; Shafer, 2003; Harraf et al., 2015; Holsapple &amp; Li, 2008; Hopkin, 2015; Lewis et al., 2015; Mahmoudi, 2015; Sambamurthy et al., 2003; Sutcliffe et al., 1999; Teece et al., 2016</p>
<b>Roles</b>	
<p>Some roles are clearly defined, while others are intentionally flexible to allow for rapid experimentation and pilots. Employees are provided with resources to engage in training and development so that they can gain skills before they are needed. Employees possess a range of skills that allow them to be redeployed quickly.</p>	<p>Aghina et al., 2015; Alavi et al., 2014; Boin &amp; van Eeten, 2013; Breu et al., 2002; Butler &amp; Surace, 2015; de Oliveira et al., 2012; Edmondson, 2012; Gren et al., 2015; Holsapple &amp; Li, 2008; Nijssen &amp; Paauwe, 2012</p>
<b>Norms and Expectations</b>	
<p>Employees are expected to share information widely, make decisions based on expertise instead of authority, value diverse perspectives, encourage dissenting views during discussion, value mistakes as learning opportunities, and listen to and respect others' ideas. Employee development is viewed as an investment.</p>	<p>Aghina et al., 2015; Argyris &amp; Schon, 1996; Bonilla, 2015; Edmondson, 1999; Ferreira et al., 2015; Gren et al., 2015; Hess, 2014; Holbeche, 2015; Holsapple &amp; Li, 2008; Hopkin, 2015; Jones et al., 2005; Martin, 2019; Schwandt, 1995; Weick &amp; Sutcliffe, 2015; Worley et al., 2014</p>

**Figure A.4: (continued)**



<b>Organizational Effectiveness</b>	
The organization accomplishes its mission-aligned goals in an effective and timely manner.	Corporate Executive Board, 2014; de Oliveira et al., 2012; Doz & Kosonen, 2010; Edmondson, 1999, 2012; Felipe et al., 2016; Harraf et al., 2015; Holbeche, 2015; Holsapple & Li, 2008; Jaaron & Backhouse, 2014; Sharifi & Zhang, 1999; Worley et al., 2014
<b>Customer Satisfaction</b>	
Customers express satisfaction with the organization's products or services.	Holsapple & Li, 2008
<b>Role Clarity</b>	
Employees understand their job and tasks and how they align with the mission.	Edmondson, 1999, 2012; Holbeche, 2015
<b>Job Satisfaction</b>	
Employees like their work.	Alavi et al., 2014; Edmondson, 1999, 2012; Harraf et al., 2015; Holbeche, 2015
<b>Engagement</b>	
Employees have a sense of purpose and dedication to their work.	Edmondson, 1999, 2012; Hess, 2014; Holbeche, 2015; Jaaron & Backhouse, 2014
<b>Intent to Stay</b>	
Employees intend to remain with the organization for the foreseeable future.	Dyer & Shafer, 2003; Hess, 2014; Holbeche, 2015

**Figure A.5: Outcomes**