

dignity by default workbook

A Service Standard workbook for Adult Addictions
and Mental Health Services in Waterloo Wellington

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What is the workbook?

The workbook is a way for providers to apply the Dignity By Default Service Standards and Experience Patterns to a new or existing service. The workbook prompts you to think about things differently and deliberately. It also documents your work as you go and shows evidence of how you are using Dignity By Default to build or improve services.

How do you use the workbook?

For each of the standards, you will find questions and tools that encourage you to think about the needs of people accessing services and how your service will meet those needs. You will build a collection of data and ideas that you can refer to again and again. The workbook will keep it all in one place.

It's meant to be easy to use. While there are a number of charts and questions, most are meant to have 1-2 sentence answers—and feel free to use bullet points!

Currently, the workbook is geared towards designing new services, although it can also be used to review and develop new ideas for an existing service. One of the ways we'd like to improve the workbook as we go is to find more ways to use it after the initial design of a service. We'd love to get your feedback on how to do this.

If you have questions about questions about the service standard and how to use the workbook, please contact: Brooke Young, System Coordinator at Waterloo-Wellington Addictions and Mental Health Network, at: byoung@cmhawwd.ca

How can I give feedback on the workbook?

We want the service standards, experience patterns and this workbook to be continually improving, and we're always collecting feedback. We'd love to hear about your experience using the workbook and your ideas for how it can be improved.

You can give feedback online at www.designingbetter.ca/workbook

Standards Checklist

- 1 Use empathy to understand the needs of people. Engage with existing and potential Service Users to develop a deep knowledge of who they are and what that means for the design of the service. Use the Experience Patterns to support your understanding of people's needs.**
-

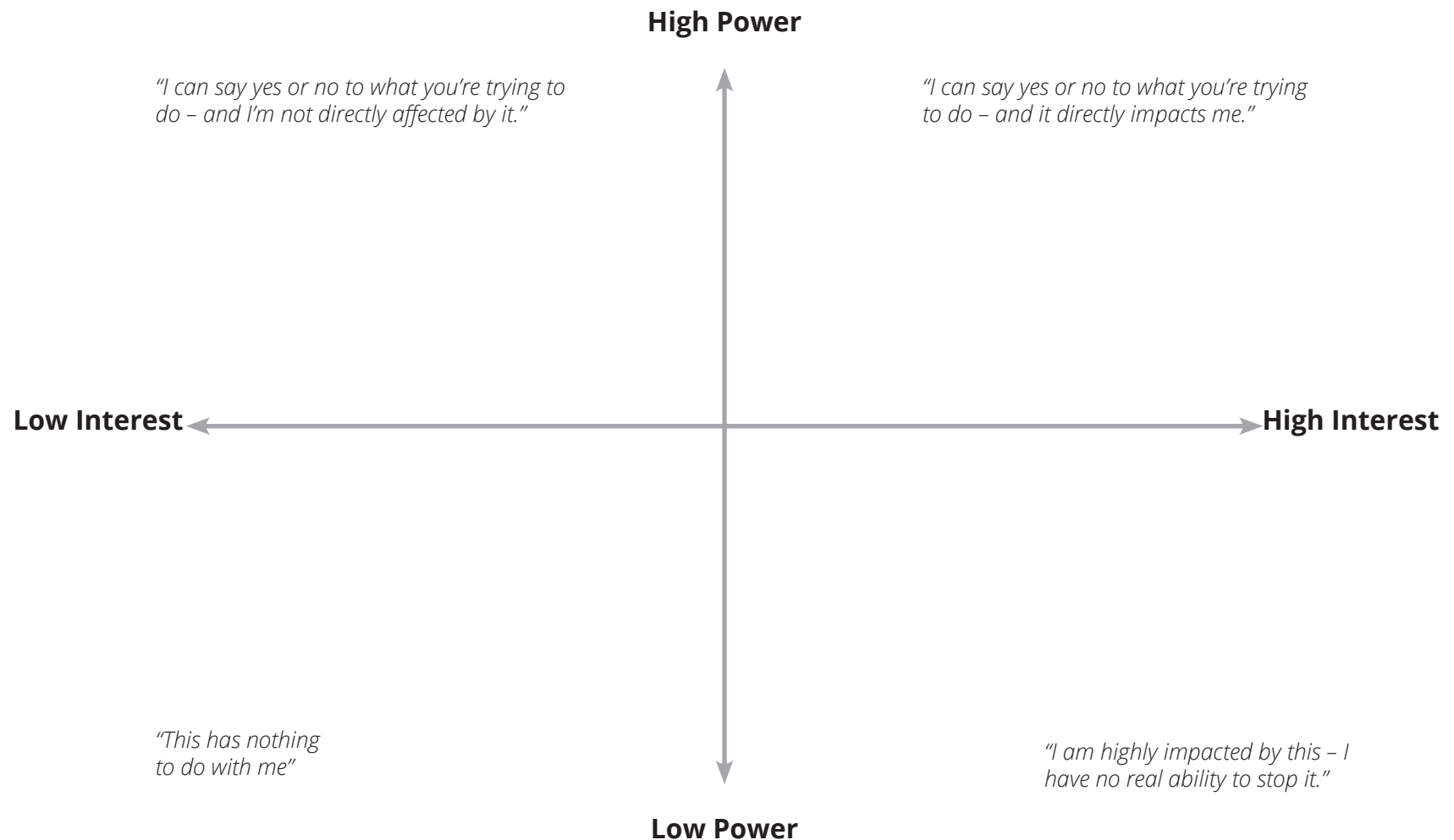
- Are you referring to the **experience patterns**?
Can you point to where some of them are incorporated?
- Are you using **human-centred design tools** as part of your process?
- Does the process allow you a window into their experience? (i.e. Do you understand what they do, why they do it, what's happening in their lives, what they care about?)
- Do you have a **stakeholder map** with all of your stakeholders represented?

*Don't know what a stakeholder map is?
Check out the **Stakeholder Mapping Template** on the next page.
This map should include all existing and potential Service Users
+ other stakeholders.*

- Make a list of the most important 5-10 need statements that represent what people actually need

Stakeholder Mapping Template

Draw the chart below on a piece of large paper or a white board.
Write each of your stakeholders on a separate sticky note or card.
Place them on the map according to where you think they fit.



2 **Actively involve Service Users and their families/ supporters in the whole design process.**
Find ways that work for them and compensate them for their time.

Are you actively involving Service Users and their families/supports in the **design process**?
*Use the **Design Process Involvement Template** to determine the level of involvement for each part of the design process.*

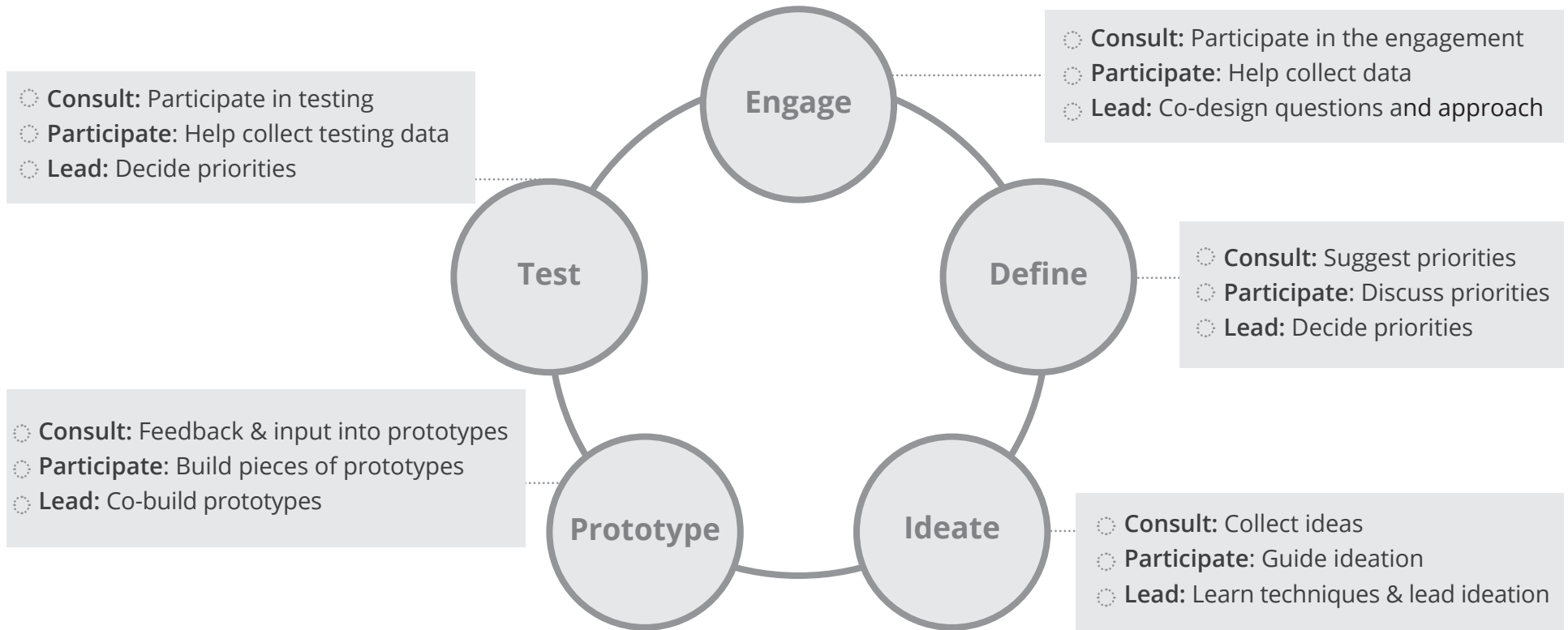
Are you compensating participants?
Use these guidelines to help you to decide.

- *Compensation can take many forms: (money/giftcard, food at a meeting, thank you card, gift basket, flowers, ticket to a play, mindfulness colouring book, blanket, volunteer appreciation event, formal recognition at an event or in a publication).*
- *Ultimately, do you have some way to show people that their time is valued and appreciated and that they are integral to this process?*

Design Process Involvement Template

This template describes what different levels of involvement could look like at each stage of the design process.

Check off the level of involvement key stakeholders (e.g. people with lived experience, their families/supports) have had or will have in your service design during each phase of the design process.



Standards Checklist

- 3** **Outcome = quality + experience.**
Regularly make and submit a formal plan for measuring and researching the quality of each service's design and delivery.
Continuously seek feedback from people who use and deliver services.
Use this data to signal opportunities for change that will improve service user experiences and outcomes.
-

-  Use the **Quality Improvement Worksheet** to help you build a Quality Improvement Plan and track your progress.

Quality Improvement Worksheet

Complete the plan below and use it to track your progress. Pick things that focus on both quality and experience.

What do we want to know?	Is this a Performance Indicator?	How will we learn it?	How often will we track it?	What did we learn?	What did we change?	What did we learn?	What did we change?
Quality							
Experience							

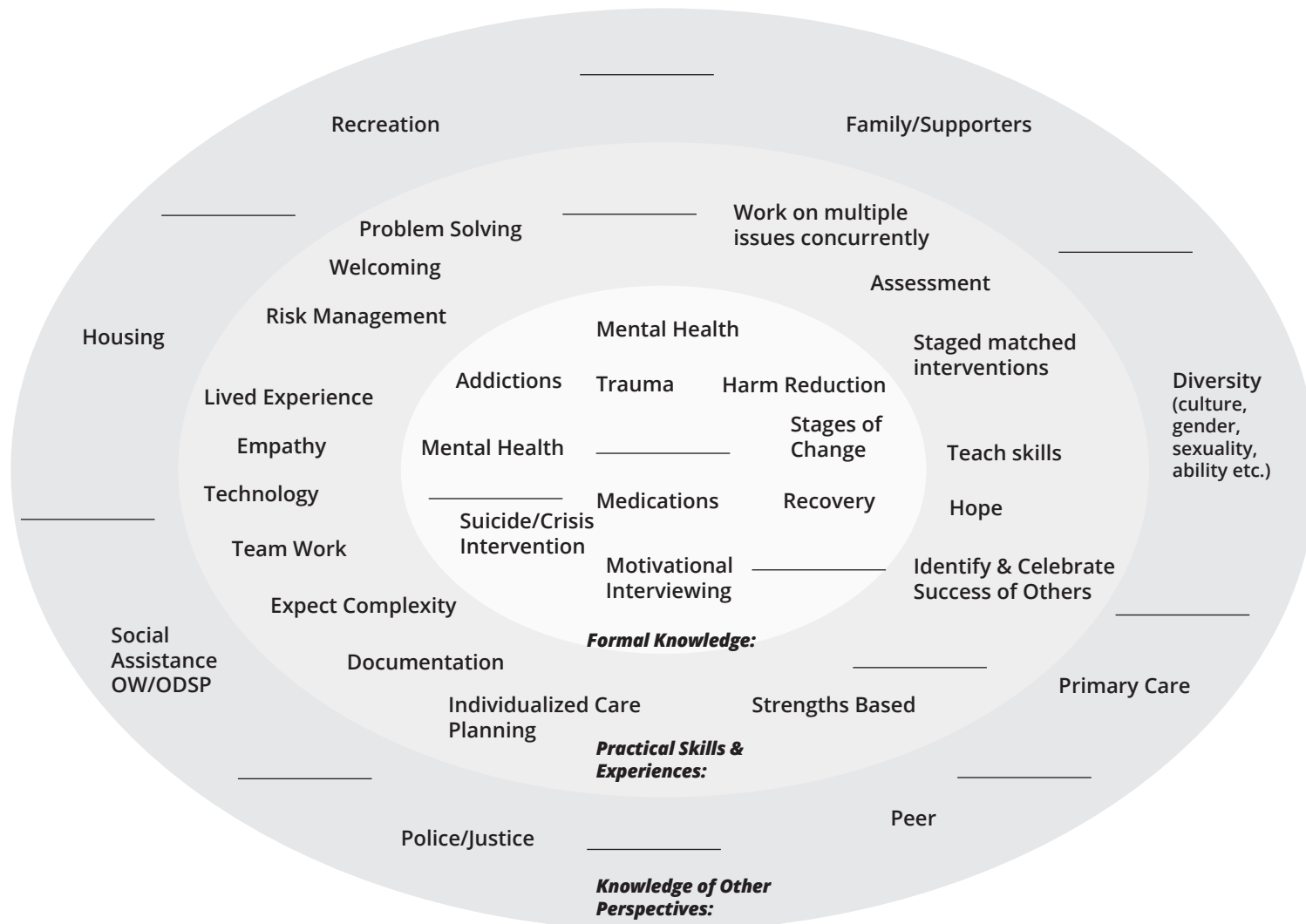
Standards Checklist

4 Build and ensure access to a **complexity-capable, multidisciplinary team** that can design, build and operate the service, led by a suitably skilled and experienced service manager with decision-making responsibility.

- Use the **Team Needs Map** to understand what knowledge, skills, experiences and perspectives you need.
- Use the **Team Member Skills Map** to understand how your team meets those needs.
- Use the **Needed Leader Skills Map** to understand what skills, experiences and perspectives your leaders need and how your team meets those needs.

Team Needs Map

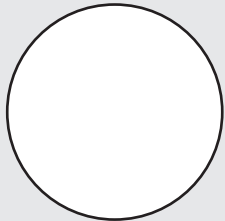
Use the map below to describe what knowledge, skills, experiences and perspectives you need. We have suggested some for you based on what we learned during the Designing Better Project. Add any you think are missing using the blank lines.



Team Member Skills Map

Use the map below to describe what knowledge, skills, experiences and perspectives each of your team members have. Complete as many template pages as you need to map your team.

NAME:



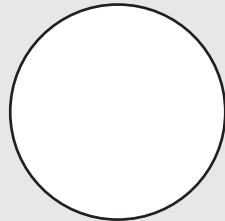
Formal Knowledge:

Practical Skills & Experiences:

Knowledge of Other Perspectives:

Things I want to Learn:

NAME:



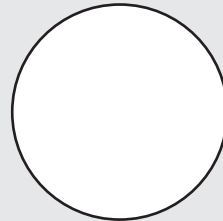
Formal Knowledge:

Practical Skills & Experiences:

Knowledge of Other Perspectives:

Things I want to Learn:

NAME:



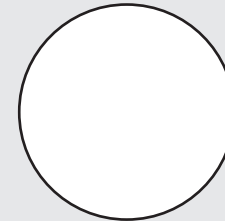
Formal Knowledge:

Practical Skills & Experiences:

Knowledge of Other Perspectives:

Things I want to Learn:

NAME:



Formal Knowledge:

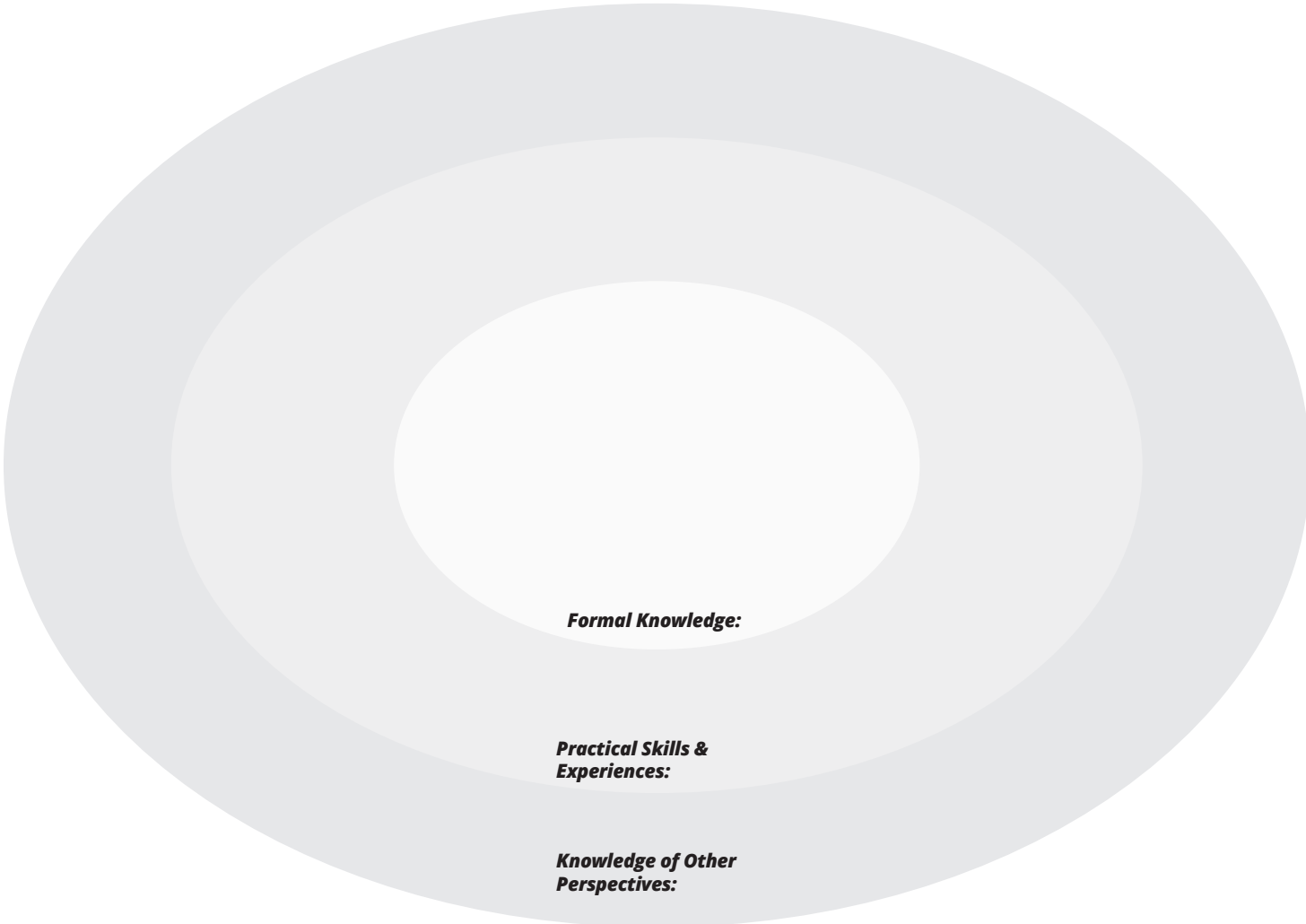
Practical Skills & Experiences:

Knowledge of Other Perspectives:

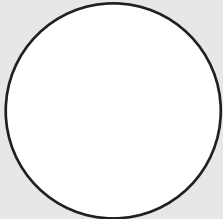
Things I want to Learn:

Leadership Needs Map

Use the map below to describe what knowledge, skills, experiences and perspectives your leadership needs and compare these to what you have.



NAME:



Formal Knowledge:

Practical Skills & Experiences:

Knowledge of Other Perspectives:

Things I want to Learn:

Standards Checklist

5 Build and deliver services that are flexible and responsive to people's needs. Build in multiple options for people to interact with and receive care.

Use the **Service Features Map** to think about the most important needs and experience patterns your service is trying to meet and what features the service has to address those needs.

Service Features Map

What matters to Service Users?

What are your Service User's needs that you're trying to meet?
(Refer back to the list you made for Service Standard #1)

1

2

3

4

5

Design Features

What are you actually going to do OR what tools are you going to provide to meet the need?

TITLE:

DESCRIPTION:

TITLE:

DESCRIPTION:

TITLE:

DESCRIPTION:

TITLE:

DESCRIPTION:

TITLE:

DESCRIPTION:

What experience patterns matter most to your Service Users?
(Refer back to the list you made for Service Standard #1)

1

2

3

4

5

What are you actually going to do OR what tools are you going to provide to meet the need?

TITLE:

DESCRIPTION:

TITLE:

DESCRIPTION:

TITLE:

DESCRIPTION:

TITLE:

DESCRIPTION:

TITLE:

DESCRIPTION:

Standards Checklist

6 Determine what resources will be used to build, provide and measure the service, and how to procure them. Think about how they will affect the delivery of services.

Use the **Resource Map Template(s)** to think about and understand what resources you need, how you will get them, and what might happen if you don't have them.

Resource Map Template



PEOPLE

The different types of people we need (i.e. social worker, peer, psychiatrist)

<p>TYPE</p> <input type="text"/> <p>\$ <input type="text"/> # <input type="text"/> COST <input type="text"/></p>	<p>WHY IT MATTERS</p> <input type="text"/>	<p>HOW WE'LL GET IT</p> <input type="text"/>	<p>HOW WOULD NOT HAVING THIS RESOURCE IMPACT THE SERVICE?</p> <input type="text"/>
<p>TYPE</p> <input type="text"/> <p>\$ <input type="text"/> # <input type="text"/> COST <input type="text"/></p>	<p>WHY IT MATTERS</p> <input type="text"/>	<p>HOW WE'LL GET IT</p> <input type="text"/>	<p>HOW WOULD NOT HAVING THIS RESOURCE IMPACT THE SERVICE?</p> <input type="text"/>
<p>TYPE</p> <input type="text"/> <p>\$ <input type="text"/> # <input type="text"/> COST <input type="text"/></p>	<p>WHY IT MATTERS</p> <input type="text"/>	<p>HOW WE'LL GET IT</p> <input type="text"/>	<p>HOW WOULD NOT HAVING THIS RESOURCE IMPACT THE SERVICE?</p> <input type="text"/>
<p>TYPE</p> <input type="text"/> <p>\$ <input type="text"/> # <input type="text"/> COST <input type="text"/></p>	<p>WHY IT MATTERS</p> <input type="text"/>	<p>HOW WE'LL GET IT</p> <input type="text"/>	<p>HOW WOULD NOT HAVING THIS RESOURCE IMPACT THE SERVICE?</p> <input type="text"/>

Resource Map Template



TOOLS

The different tools we need to deliver the service (i.e. cell phones, laptops, supplies)

TYPE

\$ **#** **COST**

WHY IT MATTERS

HOW WE'LL GET IT

HOW WOULD NOT HAVING THIS RESOURCE IMPACT THE SERVICE?

TYPE

\$ **#** **COST**

WHY IT MATTERS

HOW WE'LL GET IT

HOW WOULD NOT HAVING THIS RESOURCE IMPACT THE SERVICE?

TYPE

\$ **#** **COST**

WHY IT MATTERS

HOW WE'LL GET IT

HOW WOULD NOT HAVING THIS RESOURCE IMPACT THE SERVICE?

TYPE

\$ **#** **COST**

WHY IT MATTERS

HOW WE'LL GET IT

HOW WOULD NOT HAVING THIS RESOURCE IMPACT THE SERVICE?

7 Develop a plan for how people will learn about and connect with your service. Communicate information that is important to people accessing service, in a way that they can understand.


○ Use the **Service Experience Communication Map** to think about and understand what information matters to Service Users and how to communicate it.


○ Ask Service Users what they most need to know about your service. Use their answers to complete the **Service Experience Communication Map**. If you aren't able to ask Service Users, use empathy to complete the **Service Experience Communication Map**. Imagine what a service user might be thinking, feeling, seeing, saying and hearing when they are trying to learn about and connect with your service. Fill in the map using that context.


Note: Use visuals to communicate information wherever you can. A simple visual can be more accessible and more engaging than a wall of text. Visuals don't have to be fancy. Sometimes a quick sketch using basic shapes and stick-figures can communicate a lot, even if you aren't the best artist.


Service Experience Communication Map

Where do Service Users go to find out about your service?

 _____

 _____

 _____

 _____



What do Service Users need to know about what to expect?

Who will you meet?: _____

What happens first?: _____

When will things happen?: _____

Where do things happen?: _____



What does it feel like to engage in service?



What will a Service User actually do when they engage in service?



What does success look like for most people who use the service?



Standards Checklist

8 Evaluate what service user data and information the service will be collecting, using and sharing. Realistically address the security, legal responsibilities, and privacy issues. Ensure people have a reasonable way to access their own information.

Use the **Information Collection Worksheet** to think about and understand what information you need, why you need it and how you will protect it.

Ensure people have an easy way to access their own information. Use the **Accessing and Securing Information Worksheet** to think about what the process looks like and what barriers people might face.

Information Collection Worksheet

Use this tool to think about the type of information you collect. Group similar types of information into "buckets".



TYPE OF INFORMATION

ITEMS IN INFORMATION BUCKET:

- _____
- _____
- _____
- _____
- _____



Why do you need to know the information in the bucket?



When do you need to know the information in the bucket?



TYPE OF INFORMATION

ITEMS IN INFORMATION BUCKET:

- _____
- _____
- _____
- _____
- _____



Why do you need to know the information in the bucket?



When do you need to know the information in the bucket?



TYPE OF INFORMATION

ITEMS IN INFORMATION BUCKET:

- _____
- _____
- _____
- _____
- _____



Why do you need to know the information in the bucket?



When do you need to know the information in the bucket?

Accessing and Securing Information Worksheet

Why does it matter that Service Users can access their own information?

How do you communicate to Service Users they can access their own information?

Who do Service Users talk to access their own information?

NAME:	PHONE:
<div style="background-color: #cccccc; height: 25px;"></div>	<div style="background-color: #cccccc; height: 25px;"></div>

EMAIL:
<div style="background-color: #cccccc; height: 25px;"></div>

NAME:	PHONE:
<div style="background-color: #cccccc; height: 25px;"></div>	<div style="background-color: #cccccc; height: 25px;"></div>

EMAIL:
<div style="background-color: #cccccc; height: 25px;"></div>

How do Service Users access their own information?

- _____
- _____
- _____
- _____

What might get in the way?

 How much does it cost? _____

 How much time does it take? _____

 Where do Service Users have to go? _____

 What if this is too hard for someone? _____

 How will you keep Service Users' information private and secure?

Standards Checklist

9 Make a plan to deal with risk. Balance people's rights and dignity with realistic safety and security measures. If a Service User needs a change of environment or a break from a service, other services step in temporarily. No one should ever be banned or kicked out of service.

Document the types of risk Service Users, staff, or volunteers might face when engaging with your service. Use the **Risk and Dignity Map** to think about the risks that are most likely to happen, how you might intervene, when you would intervene and how you will maintain people's dignity.

Check your agency's policy on risk. Make sure any strategies you come up with using the **Risk and Dignity Map** align with your policies.

Have a plan and a place that Service Users can go for a period of time if the risk of them engaging in your service is too big. Find creative ways to avoid banning or kicking Service Users out of services. Make sure you communicate with other partners/providers so they know what to expect when someone needs a change of environment or a break from your service.

Risk & Dignity Map

	OPTIONS TO INTERVENE (FROM LEAST INTRUSIVE TO MOST INTRUSIVE)	DESCRIBE THE SITUATION WHERE YOU WOULD USE THIS OPTION?	HOW WILL YOU MAINTAIN A SERVICE USER'S DIGNITY?
WHAT IS THE RISK?	LEAST		
	MODERATE		
	MOST		
WHAT IS THE RISK?	LEAST		
	MODERATE		
	MOST		
WHAT IS THE RISK?	LEAST		
	MODERATE		
	MOST		

Standards Checklist

- 10** Make all new knowledge and practices open and reusable, and share them widely (or provide a convincing explanation as to why this cannot be done for specific subsets of knowledge).

-
- Using the **New Knowledge/Practice Worksheet**, document new knowledge or practices your service has developed (this could include a program approach, delivery model, promising practices library, findings from engagement with Service Users, new technology, and other ideas for improving services) and assess their reach.

New Knowledge/Practice Worksheet

Use this worksheet to document and test the new knowledge or practices your service has developed (this could include a program approach, delivery model, promising practices library, findings from engagement with Service Users, new technology, and other ideas for improving services).

New knowledge or practice your service has developed:	Who might want to know these things?	How will you record this knowledge?	Where can you share this knowledge?	How likely are the people you listed who might want the knowledge to find it in the place you are sharing it?
				1 - Extremely unlikely 2 - unlikely 3 - Neutral 4 - likely 5 - Extremely likely
				1 - Extremely unlikely 2 - unlikely 3 - Neutral 4 - likely 5 - Extremely likely
				1 - Extremely unlikely 2 - unlikely 3 - Neutral 4 - likely 5 - Extremely likely
				1 - Extremely unlikely 2 - unlikely 3 - Neutral 4 - likely 5 - Extremely likely
				1 - Extremely unlikely 2 - unlikely 3 - Neutral 4 - likely 5 - Extremely likely

Standards Checklist

11 Build on and learn from the work of others by expanding or partnering with existing services before creating something entirely new. Use common standards, methods and platforms whenever possible.

-
- Consider where your service can use elements of existing services and ideas. Use the **Learning from Others Worksheet** to think about the elements of your service design, who does similar things, what they do/use, how you might do/use that, or why you may need to do/use something different.
 - Be sure to look beyond just your sector or healthcare in general. There are other services/sectors/industries that might teach you something new about how to do things.

Learning from Others Worksheet

Using the service features you created in the Service Features Map (p.14), think about how you might make use of pre-existing models, programs, resources, partnerships or technological infrastructure.

FEATURE:

Who/What's out there that is similar?
(i.e. beyond healthcare)

What do they use/do?

How might we learn from what others are using/doing?

If we can't use/do what others are, why do we need to do something different?

FEATURE:

Who/What's out there that is similar?
(i.e. beyond healthcare)

What do they use/do?

How might we learn from what others are using/doing?

If we can't use/do what others are, why do we need to do something different?

FEATURE:

Who/What's out there that is similar?
(i.e. beyond healthcare)

What do they use/do?

How might we learn from what others are using/doing?

If we can't use/do what others are, why do we need to do something different?

12 Test a service from end-to-end using something people can look at and interact with. Use different Service User perspectives to make testing as lifelike as possible. Be sure to include Service Users, people delivering service and people in leadership roles.

-
- Use the **How to Test Instructions** for guidelines on how to prototype and test a service. You don't have to do it all of it at once. You can break testing into different pieces, and test different features individually.
 - Use the **Testing Worksheet** to make sure you are testing all of the features.
 - Refer back to the **Stakeholder Map** to get the list of stakeholders for your service.
 - Refer back to the **Service Feature Map** to get the list of features you developed.
 - In addition, remember to think about how one service interacts or doesn't interact with others and how one person accesses and manages multiple services they may need.
 - Consider how other aspects of a person's life will impact their experience of the service.

Testing Worksheet

FEATURES (IDENTIFIED IN THE SERVICE FEATURES MAP)	STAKEHOLDER 1 IDENTIFIED ON THE STAKEHOLDER MAPPING TEMPLATE (p.4)	STAKEHOLDER 2 IDENTIFIED ON THE STAKEHOLDER MAPPING TEMPLATE (p.4)	STAKEHOLDER 3 IDENTIFIED ON THE STAKEHOLDER MAPPING TEMPLATE (p.4)	STAKEHOLDER 4 IDENTIFIED ON THE STAKEHOLDER MAPPING TEMPLATE (p.4)	STAKEHOLDER 5 IDENTIFIED ON THE STAKEHOLDER MAPPING TEMPLATE (p.4)
FEATURE 1:	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?
FEATURE 2:	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?
FEATURE 3:	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?
FEATURE 4:	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?
FEATURE 5:	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?	IS TESTING NEEDED? Y N WHAT DO YOU WANT TO LEARN FROM TESTING?

13 Assume that, at some point, a service will be changed, interrupted or closed, or that some people might have to wait to access them. Design services that prepare individuals for the time between their service interactions, whether these are days, years or decades in length.

- Use the **Time Between Services Map** to think about what Service Users can take away with them. This might be things like: resources, artifacts (things), contacts, strategies/skills, other options for support, or connections with others.
- Plan for where Service Users will go for support if your service or some aspect of it was changed, interrupted, or closed.

Time Between Services Map

Think about how you will support Service Users between service interactions (time they interact with service.)
Plan for life outside of service.



CONNECTIONS

How will you help Service Users make/keep connections?

Empty text box for planning connections.



PLACES

How will you help Service Users access places & spaces?

Empty text box for planning places.



THINGS

What kinds of things will you provide? (ie. books, cards, tech.)

Empty text box for planning things.



RESOURCES

What kind of resources will you provide?

Empty text box for planning resources.



SKILLS/STRATEGIES

What kinds of skills/strategies will you provide?

Empty text box for planning skills/strategies.



OPTIONS FOR SUPPORT

What kinds of options for support will you provide?

Empty text box for planning options for support.

Standards Checklist

14 Create services that support people the first time they reach out for help. Focus on making services that are simple, skill-based, and that address multiple issues and root causes at the same time.

-
- Use the **Simple Skill-Based Services Worksheet** to think about how simple your service is, what skills you teach, how you deal with the root cause, and how you offer staged matched interventions for each issue at the same time.
 - Use the **Simple Skill-Based Services Worksheet** to count the number of steps in accessing service.
 - Find creative ways to reduce the number of steps, the number of people Service Users have to talk to and the number of times someone says 'no'.

Simple Skill-Based Services Worksheet

Simplicity Check

- Number of steps to find information on the service?
- Number of steps from first contact to service?
- Number of people Service Users have to talk to from first contact to service?
- Number of times a service user hears "no"?

How might we make it simpler?

Skills you teach:

- activities of daily living
- symptom management
- social skills
- recreation
- employment/volunteering
- emotion regulation
- _____
- _____

How will you deal with the root cause of people's issues and concerns? (physical, trauma etc.)

How does your care planning and service delivery deal with multiple issues at the same time?

What types of issues would you need someone else's help with? (things beyond your expertise)

- 15** Build services that are consistent throughout the addictions and mental health system. Many services have similar steps involved (i.e. first contact, intake, assessment, service, etc.). Align expectations around the experience and communication of these steps so that they are predictable across services.

- Using the **Aligning Processes Worksheet**, document similar processes and note how you might work with another service to improve User experience.

Note: This is a standard that needs to be worked on together as a system. It will take time, effort and a system-wide initiative for all services to share system-wide consistencies in the experience. For the purposes of this workbook, we are starting small—partnering with other services that are most closely aligned and looking at aspects of the experience you can mirror. Also, remember this standard is meant to promote a uniformly good experience—it is not meant to stand in the way of doing something differently to improve the experience!

Aligning Processes Worksheet

Record any processes your service will repeat over and over again that can be designed in the same way. This helps Service Users to always know what to expect during the process.

*i.e. Pre-service: access information, first contact, intake/assessment, "next steps letter", waiting)
In-service: admission, first appointment, ongoing appointments, care planning, documentation)
Post service: stopping service, discharge (current state)*

For each process you recorded, think about whether there is another service out there that you could align with.

<p>Process: _____ _____ _____</p>	<p>Possible alignment options: _____ _____ _____</p>
<p>Process: _____ _____ _____</p>	<p>Possible alignment options: _____ _____ _____</p>
<p>Process: _____ _____ _____</p>	<p>Possible alignment options: _____ _____ _____</p>
<p>Process: _____ _____ _____</p>	<p>Possible alignment options: _____ _____ _____</p>

Standards Checklist

16 Identify performance indicators for the service that evaluate both experience and outcomes. Establish a benchmark for each metric and make a plan to enable improvements. Report performance data on a shared digital platform that is available to the general public.

 Use the **Performance Indicator Worksheet** to determine 3 experience and 3 outcome indicators.

Record where you will report these Performance Indicators publicly.

Performance Indicator Worksheet

Complete the plan below and use it to track your progress. Pick 3 things that would help Service Users know if you are doing what they need. Pick things that focus on both outcomes and experience

What do we want to know?	How will we learn it?	How often will we track it?	What is our target?	What did we actually achieve?	What did we learn?	What did we change?
--------------------------	-----------------------	-----------------------------	---------------------	-------------------------------	--------------------	---------------------

Outcomes						
----------	--	--	--	--	--	--

--	--	--	--	--	--	--

--	--	--	--	--	--	--

Experience						
------------	--	--	--	--	--	--

--	--	--	--	--	--	--

--	--	--	--	--	--	--

Standards Checklist

17 Build a service that you would be happy to use yourself and recommend to your loved ones.

Do a gut check:
Ask yourself and your team, is this a service you would use yourself and recommend to your loved ones?

Yes

No