

# Design Considerations:

## Adapting the Collaborating, Learning, and Adapting (CLA) Maturity Self-assessment and Action Planning Process

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### How to Use this Tool

Teams have many options for adapting the CLA Maturity Self-assessment and Action Planning Process to their specific needs. This document lists design choices to think through when customizing your CLA Maturity Self-assessment and Action Planning approach.



### Level of Detail

**Consider:**

- How much detail about existing CLA practices and areas for growth do you need to come out of the self-assessment?

→ To go deep, focus on a few selected subcomponents. To go wide, consider assessing CLA maturity at the component level.



### Time

**Consider:**

- How much time is there for the participants to complete the CLA Maturity Self-assessment?
- How much time is there for participants to discuss the action plan?
- How much time is there for the facilitators to analyze the data and create a summary or action plan?

→ Time is always limited, so prioritize what's most important. Consider time commitments from the perspective of the participants as well as the facilitators. And budget time for data analysis!



### Participants' Existing Familiarity with CLA

**Consider:**

- How familiar are the CLA Maturity Self-assessment process participants with CLA? Is the level of experience in this group the same or mixed?

→ If most participants are unfamiliar with the CLA framework, allocate time to define and explain key concepts. Think of the process as an opportunity to build their understanding of CLA and then assess and plan.



## Level of Group Psychological Safety & Cultural Dynamics

### Consider:

- Do the participants feel free to share honestly?
- Are there cultural norms that influence certain participants' comfort with sharing?
- Are there cross-cultural or organizational power dynamics that influence certain participants' comfort with sharing? E.g., perception of challenging or exposing leadership, fear of retribution for raising challenges, deference to a certain participant group, etc.

→ A team's culture of psychological safety can be difficult to determine in advance, particularly if you're only talking to the team lead beforehand. This could be something to explore in other pre-meetings with staff. In groups that lack psychological safety, you may choose to use a survey or use a seasoned facilitator trained in non-violent communication or equipped with the skills and language to acknowledge challenging dynamics, uphold norms for the discussion, and make participants feel as comfortable as possible.



## Data Needs

### Consider:

- What will you do with the CLA maturity level information you collect?
- What will the team/organization do with the assessment data, synthesis, or action plan?

→ Determine the use of data to ensure the assessment is designed to capture the appropriate amount of information and the right level of detail.



## Frequency

### To Consider:

- Will you conduct the CLA self-assessment process with this group once, or repeat it?

→ If the assessment will be done more than once, you may want to design it with a lower level of effort to ensure it is feasible and replicable for both participants and facilitators. When repeating the assessment with the same group, consider how staff turnover and other organizational and individual factors have impacted the group over time. Refrain from drawing 1:1 comparisons in self-assessment results given these changes. Lastly, remember that the CLA Maturity Self-assessment is all about perceptions. Often, people's perceptions of how well they're doing CLA goes down over time as their understanding of CLA becomes more sophisticated. So their self-assessment scores could actually get worse even as their actual practices are getting stronger.