EVIDENCE FOR ACTION IN THE EARLY YEARS SYSTEM

Assessing System Leverage Points

Part 2 of 6:
THE APPROACH

Prepared by:

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Early Years™ Catalyst

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The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of Allan & Gill Gray Philanthropies.

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- Kirsty Arnott
- Julia Cornelius
- Karen Hagen
- Annette Harwood
- Bree Katsamangos
- Jade Leak
- Sara McAlister
- Cara Miller
- Nicole Pilsworth
- M'Lynda Stubbs
- Helen Walker

First Nations Input

- Maurita Cavanaugh
- Joanne Goulding
- Lisa Walker
- Staff from the team at Children's Ground - Alice Springs

Other Specialist Input

- Seanna Davidson
- Jen Lorains
- Paul Prichard

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Project Team

- Ellise Barkley, Clear Horizon
- Zoe Enticott & team, Clear Horizon
- Rebecca Fry, Centre for Community Child Health
- Lauren Heery, Centre for Community Child Health
- Myrna Machuca-Sierra, Social Enterprise Finance Australia
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INTRODUCTION

Background to this project

Early childhood is a critical period in a child's development that has consequences for the rest of their life. Yet, despite the strong evidence base and skilled professionals wanting to deliver better outcomes for young children and their families, our early years system is still not enabling this.

The Early Years Catalyst is an ambitious, long-term systemic change initiative that emerged from the 2020 National Early Years Summit. As part of its ongoing evidence gathering and to inform further iteration of the National Early Years Blueprint, the Early Years Catalyst commissioned Orange Compass (with project partners Centre for Community Child Health, Clear Horizon and Social Enterprise Finance Australia), to conduct a rapid assessment of the full suite of leverage points identified through the earlier systems mapping process completed in 2022.

This suite of possible leverage points for transformational change were identified and explored through the 'sense making and exploration' phase of the systems mapping process, resulting in nearly 60 leverage points across six categories of leverage in the system (a leverage point is a place in the system where we might intervene or apply pressure, to influence systemic changes).

In commissioning this project, the Early Years Catalyst sought to understand the relative potential of each leverage point to create transformative change in the systems that influence early childhood development (ECD) outcomes, and to explore the evidence for action - what can the evidence tell us about what it will take to bring about these changes in Australia's early years system?

In addition to the system mapping, this work complements the 'ECD Systems Landscape Atlas' which was commissioned by Early Years Catalyst in 2022 to provide an overview of the structural elements of ten key systems that influence ECD outcomes, offering insights into the ways in which these structures both constrain and create opportunities for young children and their families. The ECD Systems Landscape Atlas provides insights into navigating the complexity of the system.

Through this latest project, the Early Years Catalyst is supporting the field to move beyond 'seeing the system' (through mapping the systems) and 'navigating complexity' (in the landscape atlas) to 'acting, testing and learning for change in the system'.

The rapid assessment was undertaken over 10 weeks from January to April 2023.

The 'early years system'

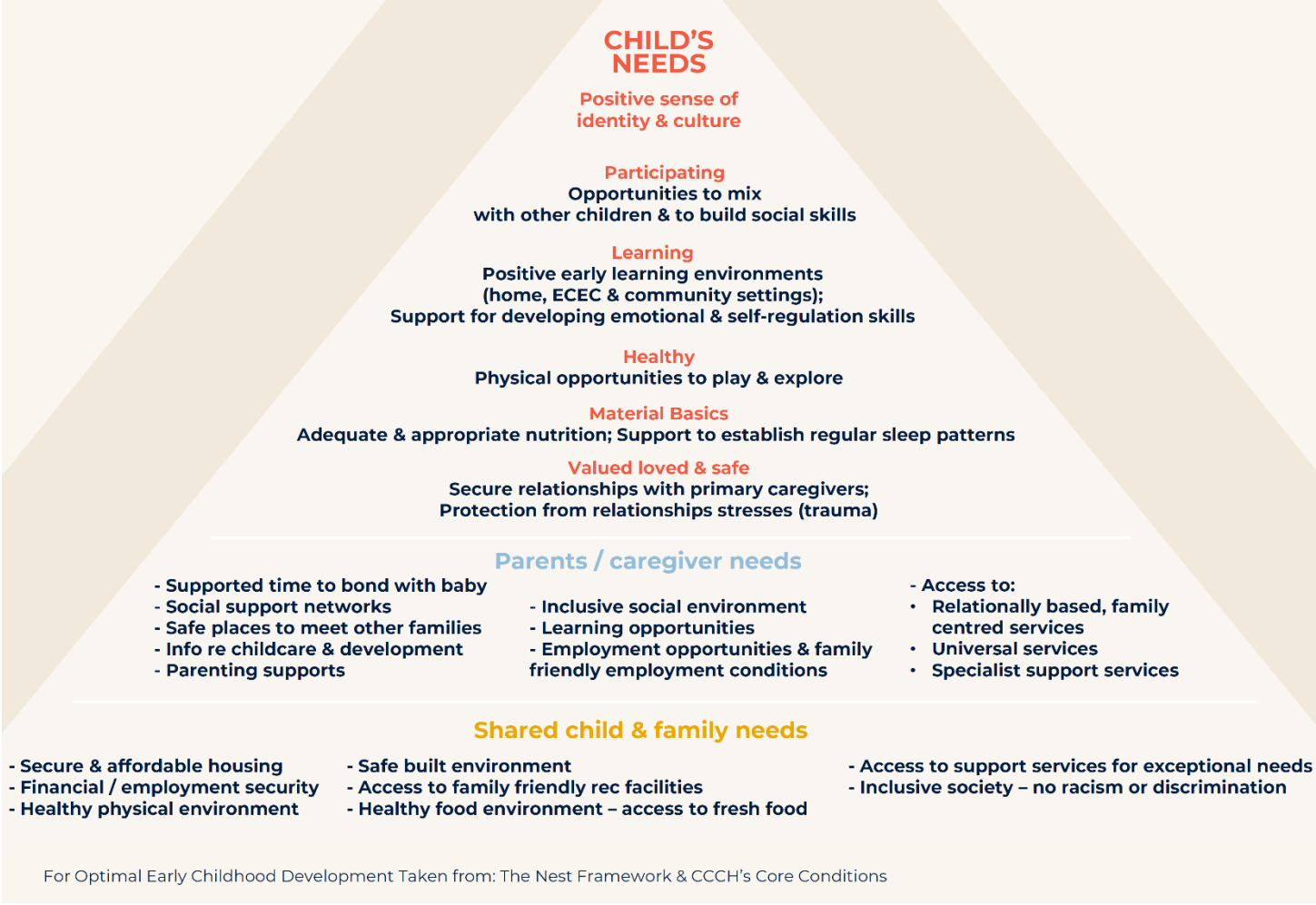
The work of the Early Years Catalyst has been framed by an intentionally broad definition of the influences on early childhood development drawn from two Australian, evidence-based frameworks that tell us what it takes for children to thrive. This definition recognises the breadth of intersecting influences (and systems) on children's early development and recognises that children develop in the connection with their families, carers and communities (ARACY's *The Nest wellbeing framework* and Centre for Community Child Health's *Core Conditions for children and families* - see Figure 1).

The 'early years system' is not a single system but cuts across at least ten policy areas and government portfolios - including:

1. health
2. mental health
3. disability
4. early learning
5. child protection
6. parenting and family supports
7. family and domestic violence supports
8. financial security and welfare
9. secure and affordable housing
10. safe, healthy physical and built environments.

While many of these systems serve a broader cohort of Australian citizens, each is critical to children and families in some way and therefore to achieving positive early childhood development outcomes.

Figure 1. The Early Years Catalyst's definition of the influences on early childhood development



THE PROJECT

As stated above, the project was completed within a 10-week period from January-April 2023. The project team created and implemented a new and bespoke assessment method as a rapid prototype. This was supported by participatory processes and the gathering of convergent evidence to assess and explore the relative potential for impact of the leverage points.

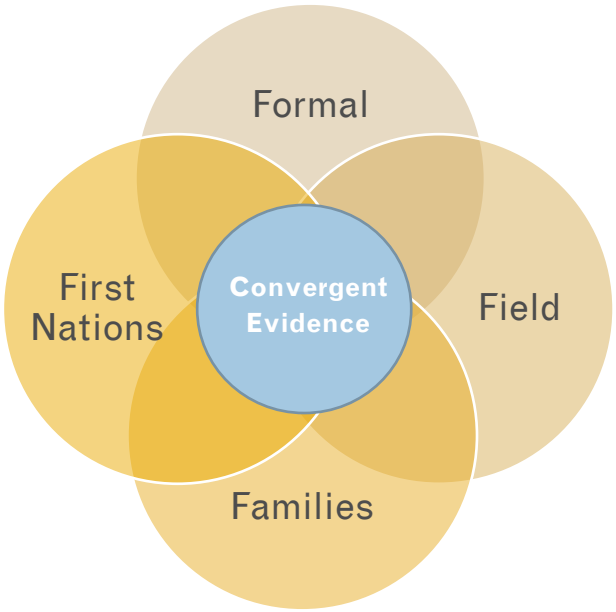
Key features of the process included **participatory workshops and discussions that followed a consistent ranking process** so that each leverage point has been assessed against the same 15 criteria from our bespoke framework.

Commitment to diverse perspectives, participatory processes and convergent evidence

In keeping with the Early Years Catalyst's participatory approach to the systems mapping project, we were committed to a participatory process for the assessment of leverage points, as we firmly believe the best processes draw on a breadth of perspectives and wisdom.

A key principle of our approach was to draw upon diverse sources for 'convergent evidence'. Throughout the project, we sought to gain perspectives from:

- **Field –** Front line practice knowledge and expertise
- **Family –** Lived/home environment/end user of service systems user experience
- **First Nations –** culture, wisdom and other ways of knowing
- **Formal -** Published research/literature review.



The assessment process was informed by field experience and expertise and specialist advisors. Building on our experience from the systems mapping process, we knew that the wisdom of those working at the front line would be invaluable in the assessment of the leverage points. Diverse contributions are outlined below.

PROJECT STEPS

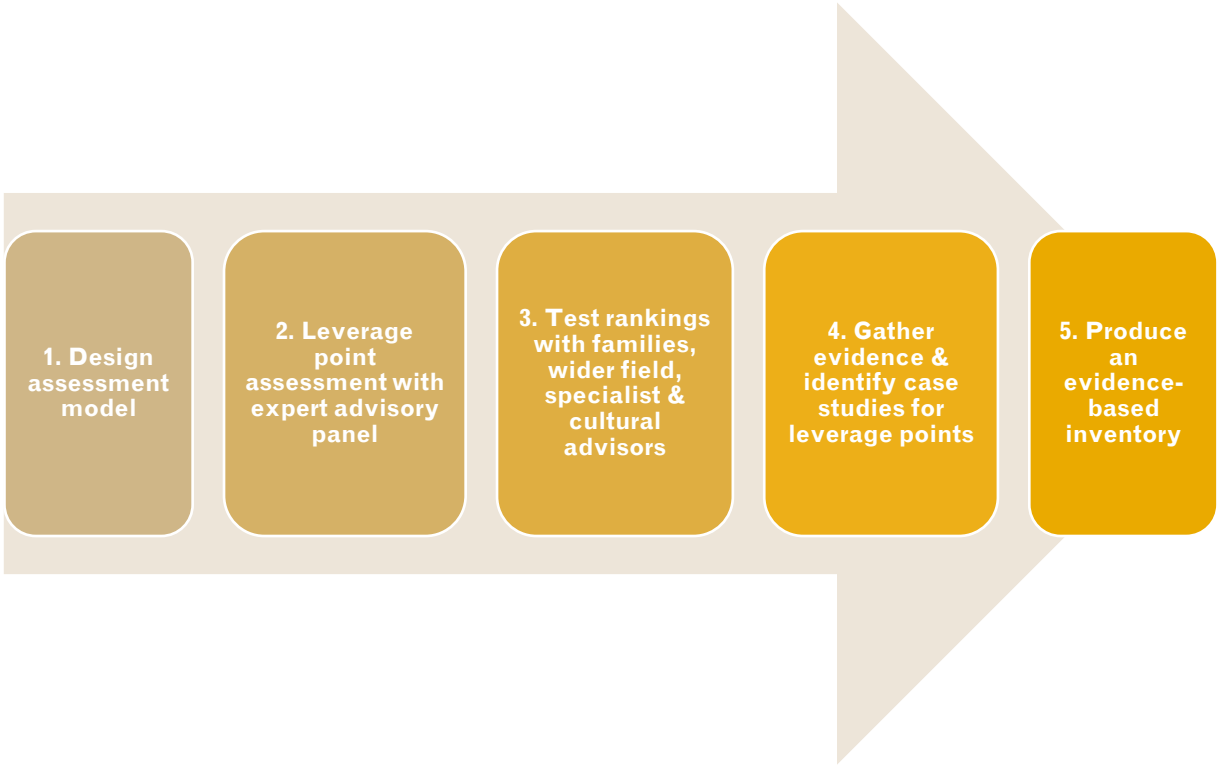


Figure 2. Steps in the process

Design a bespoke assessment model

Building a shared understanding of systems and leverage points

To frame our explanation of the leverage point assessment process, we developed a shared understanding of systems and leverage points. Firstly, we define a system as a group of parts that function as a whole. These 'parts' are both intangible and tangible components with interconnections and feedback that give rise to complexity (McKenzie and Cabaj, 2020). Taking guidance from Cabrera et al (2021), a simple way to summarise is to say that systems are made up of boundaries; parts; relationships; and unique dynamics which make up the whole.

What are leverage points?

When we talk about systems change, we are talking about intentionally nudging, changing, influencing and incentivising systems to work better for the people, the places and the communities we care about.

Places in the system where we might intervene or apply pressure to influence systemic changes, are referred to as 'leverage points'. The theory goes that, when we can see what is really happening in the systems, we can also start to find potential 'leverage points'.

There have been a range of authors focused on identifying and categorising leverage points. The most well-known is the work of Donella Meadows (Meadows, 2009). Meadows proposed a series of 12 types of leverage that reflect the complex nature of systems and includes various parameters, stocks, delays, flows and feedback. These were called 'places to intervene in a system - in increasing order of effectiveness':

12. *Constants, parameters, numbers (such as subsidies, taxes, standards)*
11. *The sizes of buffers and other stabilizing stocks, relative to their flows*
10. *The structure of material stocks and flows (such as transport networks, population, age, structures)*
9. *The lengths of delays, relative to the rate of system change*
8. *The strength of negative feedback loops, relative to the impacts they are trying to correct against*
7. *The gain around driving positive feedback loops*
6. *The structure of information flows (who does and does not have access to information)*
5. *The rules of the system (such as incentives, punishments, constraints)*
4. *The power to add, change, evolve, or self-organize system structure*
3. *The goals of the system*
2. *The mindset or paradigm out of which the system - its goals, structure, rules, delays, parameters - arises*
1. *The power to transcend paradigms.*

Since Meadows' work was originally published over 20 years ago, others have adapted, re-labelled and built upon Meadow's original list of 12 leverage point types, (including Orange Compass). Also widely known and referenced is the 'FSG triangle' - the FSG framework for the 'conditions of systems change', with six conditions that include policies; practices; resource flows; relationships and connections; power dynamics and mental models (Kania et al., 2018).

Meadows herself was careful to caution that complex systems are complex and that it is dangerous to generalise about them. She implored that her work not become 'a recipe' for finding leverage points. Rather, she shared it as an invitation to think more broadly about system change (Meadows, 2009).

Finding leverage, and in our case, assessing leverage points, must therefore be embedded in a broader process of systemic learning and adaptation that takes in to account the complexity and non-linearity of systems change (Davidson and Morgan, 2018).

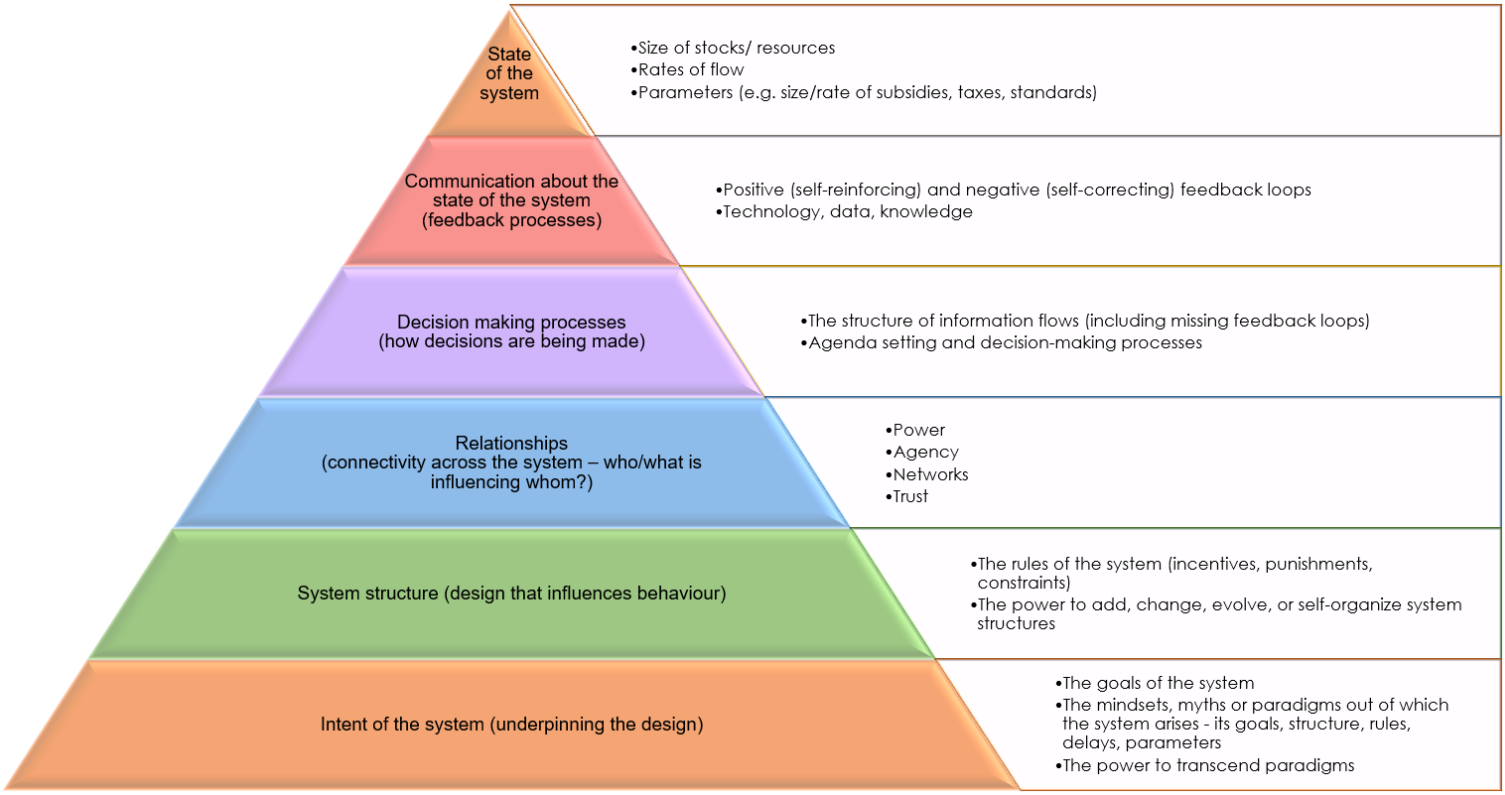
Categorising the leverage points

Before we could move to the assessment process, we first needed to categorise the leverage points, to create a cohesive list to work with. We used the bespoke Orange Compass framework for classifying leverage points (which was also used in the systems mapping process), which draws from critical system heuristics, the work of Donella Meadows, the FSG conditions of systems change and others.

The Orange Compass framework describes six categories of leverage in the system, including a focus on relationships and power (a feature of more recent waves of systems thinking) and an emphasis on distinguishing 'state of the system' from system structure or design. This distinction is emphasised because there is often confusion between changing current systems stocks and flows (e.g. the rate of a

tax or the size of a subsidy) and changing actual systems structure or design (e.g. changing policy about who is eligible to receive a subsidy or a tax break) - see Figure 3.

Figure 3. Orange Compass framework for identifying and classifying leverage points in the system



Orange Compass, 2022. Building on critical system heuristics, the work on leverage points by Donella Meadows, and conditions of systems change by FSG and others including: (Kania et al., 2018, Meadows, 2009, Meadows, 2008, Omidyar Group, 2017).

Clustering the leverage points by leverage point type

After categorising the leverage points, we clustered them based on leverage point 'type' and removed duplication to create a full list of possible leverage points that reflected the overall intent of the mapping process and the desired future state map. From this process we arrived at a synthesised list of 18 leverage points.

We cross-checked the initial synthesised list of leverage points with the outputs from the Early Years Catalyst's earlier systems mapping process to ensure that the final 18 represented the collective views of the systems mapping participants about the most important and impactful leverage points.

Clustering the leverage points by emphasis and intent

Taking the confirmed 18 leverage points, we then clustered them into broad groupings based on the 'emphasis and intent' of the leverage point. This resulted in four clusters:

- Communities and families in the driver's seat

- Re-imagining the service system
- Shared accountability for children's outcomes
- Shifting society's perspectives.

Designing a leverage point assessment framework

To create our own assessment framework, we drew upon various authors who have worked with the idea that systems change must be considered at multiple levels. We utilised a multi-level perspective which is rooted in complexity thinking (McKenzie and Cabaj, 2020, Geels, 2011). We also drew on a range of other useful papers on leverage point identification and categorisation each of which was helpful in informing our approach (Birney, (2021) Bolton et al., 2022), Egerer et al, (2021).

In designing our assessment framework, we held in mind that in systems change the proposed intervention (idea or solution) is only ever part of the answer, and that we had to create space for consideration of the broader context and the nature of the 'intervenor' or actor. For example, something that worked in the past may not work again if the systemic context has changed. Likewise, something that failed in the past may work now if the context and intervenor are different.

The result was the creation of multi-layered assessment framework (including criteria and indicators) to assess the leverage points from three critical perspectives:

- Level 1: The Leverage Point
- Level 2: The Wider Context
- Level 3: Key Actors.

The framework was translated into everyday language, with supporting questions to facilitate the use of the assessment framework by a wide audience (see Annex 1 for the worksheet used in discussions).

The Leverage Point Assessment Framework

LEVEL 1 – THE LEVERAGE POINT	
Factors	Questions to Consider
IMPACT POTENTIAL	How significant is the potential impact of this leverage point in helping transform the system to enable all children to thrive?
SCALE	How broad is the likely scale of impact from this leverage point? • e.g. population size/specific cohorts/per capita savings/costs
EQUITY	To what extent will this leverage point increase equity for children and families?
DESIRABILITY - FAMILIES	How likely is this leverage point to be attractive for ALL children and families?
DESIRABILITY - STAKEHOLDERS	How likely is this leverage point to be attractive to other key stakeholders within the system?
VIABILITY A – COSTS	What is the level of investment required for this leverage point - $$ and capacity/resources?

VIABILITY B – BENEFITS	What is the likely level of return on investment for this leverage point (benefits or savings)?
LEVEL 2 – THE WIDER CONTEXT	
Factors	Questions to Consider
MOMENTUM / APPETITE	What is the current level of momentum or appetite within the system for this leverage point?
DISRUPTION	How likely would this leverage point disrupt existing system structures, ways of working or vested interests?
ENABLING CONDITIONS	To what extent do the enabling conditions already exist in the system (e.g. structures, resources, capabilities) to enable implementation?
UNINTENDED CONSEQUENCES	How likely are unintended consequences from implementation of this leverage point?
LEVEL – KEY ACTORS	
Factors	Questions to Consider
WHO ARE THE KEY ACTORS IN THE SYSTEM?	
AGENCY	What is their level of AGENCY to act on this leverage point?
AUTHORITY	What is their level of AUTHORITY to drive adoption of this leverage point?
CAPABILITY	What is their level of CAPABILITY and expertise to implement this leverage point?

Leverage point assessment with expert advisory panel

Expert advisory panel

A group of 12 people with diverse experience and expertise from working at the front line of ECD systems formed an Expert Advisory Panel. This brought perspectives from across the country, regions, sectors and systems and grounded the assessment in reality.

Expert Advisory Panel members included:

Nicole Pilsworth	Gowrie Victoria	VIC
Annette Harwood	Kwinana Early Years Services (KEYS)	WA
M'Lynda Stubbs	Department of Education, Communities & Young People	TAS
Julia Cornelius	Our Place	VIC
Bree Katsamangos	MidCoast 4 Kids - Mission Australia	NSW
Karen Hagen	Brotherhood of St Laurence	VIC
Sara McAlister	Latrobe City Council	VIC
Jade Leak	DET Vic	VIC
Kirsty Arnott	Coolah Preschool	NSW
Brenda Amman	Centre for Just Places – Jesuit Social Services	VIC
Cara Miller	By Five – Wimmera Vic	VIC
Helen Walker	Brotherhood of St Laurence	VIC

In early March 2023, over two days, the Expert Advisory Panel met, reviewed and then rated each leverage point, testing our rapid prototype leverage point assessment process (see Annex A). This process and the follow up contributions delivered invaluable insights and has been one of key sources of convergent evidence in our assessment process.

Testing rankings with families, wider field, cultural and specialist advisors

Families

We were conscious of the ethical considerations in engaging families directly. After consideration, we concluded that the project timelines did not allow sufficient time for us to create the safe spaces and processes needed for direct engagement of families.

We therefore sought the views of families utilising a 'convenience sample', through our open online survey. Our Expert Advisory Panel kindly facilitated survey distribution and family responses. Of the 210 responses to the survey, 43 were from respondents who said they were completing the survey as a family member.

First Nations cultural advisors

To ensure that we heard First Nations perspectives and the assessment process reflected this, we engaged cultural advisors to provide input and insights. This included inviting First Nations participation in the Expert Advisory Panel and interviews and conversations with First Nations organisations and staff throughout the project. This included conversations with:

- Maurita Cavanaugh
- Joanne Goulding
- Lisa Walker
- The team from Children's Ground.

We also shared a version of the online survey with our cultural advisors and First Nations organisations, who shared it within their networks.

We want to acknowledge the generosity of our cultural advisors in sharing their time and wisdom with us, particularly given the 'heavy backpack' and 'cultural load' that they carry everyday as they are expected to represent 'a' First Nations view about a vast range of issues. We recognise there are many diverse perspectives and are grateful for the individual insights and views shared with us.

We heard real world examples of how the systems are failing First Nations peoples and communities, and practical examples of the potential of many of the leverage points to make significant impact and improve early childhood development outcomes for First Nations children in communities across Australia.

We have sought to incorporate these insights gathered from First Nations peoples into our analysis and findings and have confirmed that our interpretations of what we heard is an appropriate representation of their views.

In each of the four cluster documents, you will find a summary of the insights shared with us about the potential impact of the leverage points for First Nations children and communities. In addition, several of the case studies showcase First Nations led initiatives, illustrating how the leverage points can be implemented for positive impact on ECD outcomes.

Other specialist advisors

We engaged with other specialist advisors to provide input and guidance in the project approach, including a systems change specialist, who reviewed our methodology as the project progressed. We also gained insights from others within our network with expertise across a range of disciplines, around specific leverage points and potential implementation implications, to inform our final recommendations.

Leverage points rankings

In summary, ranking of the leverage points was achieved by:

- each of the 12 members of our Expert Advisory Panel completing a ranking survey following their two days of workshopping and discussion on each of the leverage points, and
- an open 'Field and Family' survey to which 210 responses were received.

In each instance, respondents were asked to rank each of the 18 leverage points as 'high', 'medium' or 'low' for impact. The results were then weighted, with 'high' scoring 3 points, 'medium' 2 and 'low' 1 and a weighted average calculated for each leverage point.

Our First Nations advisers also completed the same survey, however given the small sample size (4 respondents), this is presented as part of the broader results and discussion rather than as a separate ranking.

Finally, the project team created a consolidated ranking. There was remarkable consistency in the ratings across the field and family inputs and the Expert Advisory panel inputs, despite the detailed assessment undertaken by the Expert Advisory Panel.

Where necessary, the project team referred to the desktop evidence scan to arrive at a consolidated score. This was included by taking a holistic view and considering the rankings others provided as well as the desktop evidence review and factors such as desirability, feasibility, viability, transformative depth of each leverage point.

A more detailed breakdown of the scoring for each individual leverage point is available in each cluster document.

Gather formal evidence and identify case studies

Rapid desktop evidence scan

Upon completion of the leverage point assessment and ranking process, the project team undertook a rapid desktop evidence scan. The goal was to provide a high-level summary of relevant material to increase understanding about the leverage point:

- the intent and potential impact on ECD outcomes, and
- possible approaches to implementation including:
    - preconditions
    - implementation costs
    - timelines
    - barriers
    - risks
    - unintended consequences.

As far as practicable, the framing for the evidence scan reflected the assessment criteria and indicators used by the Expert Advisory Panel in their assessment of the leverage points.

The project team found relevant material from local and international contexts. The breadth of the leverage points made it necessary to source evidence from outside the early childhood development sector as the intent was to highlight strong examples of the leverage point in action and at times, these were outside the early childhood or social services space. Where insights were taken from analogous approaches, the linkages and translation to the ECD context is explained.

One of the benefits of working with multiple project partners was the different perspectives that members of the project team brought to the task of the desktop scans and development of relevant case

studies. Readers will note the diversity of evidentiary sources and case studies, reflecting the diversity of the project team.

Assessing the quality of evidence

For the desktop evidence scan, the project team applied a standard process (rubric) to indicate our confidence level in the evidence (formal and informal). The Rubrics have been incorporated with the other evidence rather than included in full in the final document.

Sources included: peer reviewed sources, relevant case study, grey literature, interviewee, and evaluation reports.

Confidence was rated using the following rubric:

HIGH	4 + sources of evidence available
MEDIUM	3+ sources of evidence available
LOW	2+ sources of evidence available
NIL	little or no evidence base to support this

Case studies to demonstrate implementation and impact

For each leverage point, alongside the desktop evidence scan, a case study was chosen to provide an example of how the leverage point has been implemented via a specific initiative or intervention, with commentary about their relevance for systemic change in the Australian early years system.

The case studies are drawn from a broad range of contexts and scales, from within Australia and internationally, across early years and non-early years sectors, developed using various evidence sources. We sought case studies that had documented evidence of impact and publicly available evaluations, which highlighted the lack of early evaluation of innovations and initiatives as a system-wide challenge.

We recognise that there are numerous other examples and illustrations of the leverage points in action that could have been selected and emphasise that this is by no means a complete representation or exploration – this is just the beginning.

Many of the interventions profiled in the case studies were not done in isolation but were part of a suite of interventions (involving multiple leverage points), and therefore their effectiveness and impact may be linked to or dependent on the mix of interventions, rather than just the specific leverage point.

The reader will note that:

- a number of the case studies highlight meso-level initiatives (community level or niche innovations), however, the leverage point they illustrate may also operate at the macro level or at a larger scale
  - Micro (individual - strengthening individual capacity and agency)
  - Meso (community/collective - nudging systems and supporting niche innovations)
  - Macro (society - cultural and ‘regime’ change)

- some case studies used to illustrate one leverage point are also good examples of other leverage points in action, particularly those in Cluster 1 - *Communities and Families in the driver's seat*, which spotlight innovations in individual place-based initiatives operating in Australia
- the case studies selected to illustrate the leverage points in Cluster 4 - *Shifting society's perspectives* are predominately from international examples, as Australia does not have many live examples of large-scale shifts in mental models, as distinct from large scale behavioural change.

There are significant contextual factors that are equally as important as the potential impact of any leverage point. Contextual factors can operate as enablers or barriers to impact, including factors like who has agency and authority, and whether there is capability and resourcing within the system to support implementation.

Create an evidence-based inventory

Bringing together the convergent evidence, the final rankings were confirmed and the final reports developed.

The sheer volume of information collated, and sense-making undertaken, has required a number of rounds of prototyping of different approaches to presenting the findings in a way that will honour the efforts and contributions of those who have participated in the project and also enable the findings to be both digestible and useful for a wide audience across the field.

We decided to utilise the Clusters as the core organising principle and have developed separate documents to share the key findings (Part 1 of 6) and the methodology and process used (this document Part 2 of 6), creating a total of six stand-alone but linked publications as a resource for those interested in creating transformational change in the early years system or beyond.

Limitations of the approach

Timeframes: We acknowledge the short timeframe in which this project was undertaken and the novelty of the method. We wish to emphasise that this work is as an important but incomplete exploration. The desktop evidence scan is not a comprehensive review of the literature, but as a starting point for consideration of the leverage point and a stepping stone for further analysis.

Explaining the leverage points: We acknowledge that the explanations we provided of leverage points may have influenced participants' interpretation and therefore their assessment and rating. In responding, some participants focused on the leverage point itself, whilst others focused on the examples of 'what this might look like'. For example, for *Leverage Point 5: Feedback loops from families and communities to government and service providers,* we explained that this might look like *'services and government seek and take on board regular feedback from families and communities about how well they are meeting the needs of local communities and where they can improve'.* We included these explainers to increase the accessibility and shared understanding of the intent of the leverage points.

Focus: Some of the leverage points were extremely broad, and by necessity the reviewer has focused on a specific element of the leverage point. There are many potential areas for further focus. Likewise, given the short timeframe, the project team prioritised case studies that had a publicly available evidence base.

Survey audience: The survey was circulated through our networks and our partners networks. Further, there is a significant proportion of the population where written English language surveys are not accessible. This was not a representative sample of the population. It is possible that more divergent views on the relative merit of different leverage points may have arisen with a greater cross-section of population involved.

Different reviewers: Each reviewer brought their own unique expertise resulting in a range of different perspectives presented in the leverage point reviews. Although we asked each reviewer to rate the quality of the evidence and associated implications for implementation, these ratings were largely discretionary. This is both a strength and a challenge of the evidence presented.

We believe that the commitment to gathering convergent evidence and valuing the wisdom shared in workshops, interviews and other formats as just as important as anything documented in formal texts, has contributed to the collation of evidence for action that is grounded in reality and enhanced by lived experience expertise and insights.

The desktop scan and case studies are intended to provide qualitative evidence to support out mixed methods approach to gathering convergent evidence.

ANNEX 1 – Worksheet - Participatory Leverage Point Assessment

LEVEL 1 – THE LEVERAGE POINT

IDEA/ LEVERAGE POINT	The questions to consider	Ranking:			Notes 'on why' - assumptions, conditions, risks, issues,	Notes – examples, case studies or questions arising
IMPACT POTENTIAL	○ How **significant** is the potential **impact** of this leverage point **i**n helping transform the system to enable all children to thrive?	L	M	H		
SCALE	○ How broad is the likely **scale** of impact from this leverage point? ○ e.g. population size / specific cohorts / per capita savings / costs	L	M	H		
EQUITY	○ To what extent will this leverage point increase **equity** for children and families?	L	M	H		
DESIRABILITY - FAMILIES	○ How likely is this leverage point to be **attractive** for ALL children and families?	L	M	H		
DESIRABILITY - STAKEHOLDERS	○ How likely is this leverage point to be **attractive** to other key stakeholders within the system?	L	M	H		
VIABILITY A – COSTS	○ What is the level of **investment** required for this leverage point - $$ and capacity/ resources	L	M	H		
VIABILITY B – BENEFITS	○ What is the likely level of **return** on investment for this leverage point (benefits or savings)?	L	M	H		

LEVEL 2 - THE WIDER CONTEXT

WIDER CONTEXT	The questions to consider	Ranking:			Notes 'on why' - assumptions, conditions, risks, issues,	Notes – examples, case studies or questions arising
MOMENTUM/ APPETITE	○ What is the current level of momentum or appetite within the system for this leverage point?	L	M	H		
DISRUPTION	○ How likely would this leverage point disrupt existing system structures, ways of working or vested interests?	L	M	H		

ENABLING CONDITIONS	To what extent do the enabling conditions already exist in the system (e.g. structures, resources, capabilities) to enable implementation?	L	M	H		
UNINTENDED CONSEQUENCES	○ How likely are unintended consequences from implementation of this leverage point?	L	M	H		

LEVEL 3 – KEY ACTORS

KEY ACTORS			**Notes**
Are there actors/leaders already in the system (people or organisations – specific or general types) who could drive this change?	**Yes**	**No**	
If yes, who?			

If yes, what is their:				**Notes**
○ level of **AGENCY** to act on this leverage point?	L	M	H	
○ level of **AUTHORITY** to drive adoption of this leverage point?	L	M	H	
○ level of **CAPABILITY** and expertise to implement this leverage point?	L	M	H	

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