




# Liquid Elements: Should they be frozen in place or remain fluid?

Liquid Elements allow for a lot of flexibility, although there may be some elements that would benefit your team or your organization by being “frozen in place” and applied consistently. When you think of how you will use each of these elements, do you feel they should remain fluid (liquid state), have some consistent elements while remaining flexible (slushie state) or should they always be used in a consistent and uniform manner (frozen state)?

Decide where each of these elements should fall when used within your organization, and then in the appropriate column, write some notes on what this element would look like when put into action. (For example, if you decided Supervisor Support should be frozen, then write some notes in the Frozen column for how you would freeze this element in place, who needs to be involved, how would this be communicated and how would people be held accountable?).

	<b>Liquid</b>  <ul style="list-style-type: none"> <li>Flexibility needed any time this element is used by anyone.</li> <li>This element will change and look different depending on the initiative.</li> </ul>	<b>Slushie</b>  <ul style="list-style-type: none"> <li>Someone on the team or in the organization will determine adjustments on a case by case basis</li> </ul>	<b>Frozen</b>  <ul style="list-style-type: none"> <li>Should always be applied consistently and uniformly.</li> <li>Should be codified into the organization’s policies and procedures.</li> </ul>
<sup>2</sup> <b>Su</b> Supervisor Support			
<sup>7</sup> <b>Me</b> Measuring for Effectiveness			
<sup>8</sup> <b>Lb</b> Learning Boosts			
<sup>18</sup> <b>S1</b> Spaced Learning			

## Liquid Elements: Should they be frozen in place or remain fluid?

	Liquid 	Slushie 	Frozen 
19 <b>Fu</b> Follow Up			
25 <b>As</b> Assessment			
26 <b>Mn</b> Mentorship			
34 <b>Co</b> Coaching			
35 <b>Mc</b> Microlearning			
44 <b>Gs</b> Goal Setting			