

WORKSHOP

PUT A VISION IN YOUR SAILS: ORGANIZING AROUND SHARED VISION

Phil Gardner
Research Administrator
Collegiate Employment Research Institute
Career Development and Placement Services
Michigan State University

Carol Lunney
Director
Career Development Center
Centre College

for:
Midwest College Placement Association
Cincinnati, Ohio
April, 1993

PUT A VISION IN YOUR SAILS ORGANIZING AROUND A SHARED VISION

1. Introduction:

"Handling Today by Envisioning Tomorrow"

- * A new process: thinking about tomorrow
- * Creating a vision around core values
- * Enrollment in a vision

2. Shaping Your Future: Context

- * Changing economic structure
- * Changing organizational cultures
- * Implications

3. Bringing It Home

- * Finding jobs
- * New twists

4. Vision: Content

- * Creating a vision
- * Core values: an exercise
- * Enrollment

PUT A VISION IN YOUR SAILS
ORGANIZING AROUND A SHARED VISION
(Continued)

5. Tower Building: Building a Shared Vision

- * Sharing
- * Constructing
- * Enrolling

6. Wrap-Up

- * Summarizing
- * Responding
- * Final thoughts

WHAT FORCES SHAPE YOUR FUTURE?

Economic

- * Global economic systems
- * Managing chaos -- the web
- * Non-linear thinking and processes
- * Innovation to obsolescence cycles very rapid
- * Work environment revolution
 - entrepreneurial employee
 - life long learning (short skill life)
 - unemployment real
 - labor contract changes

Organizational

- * Hierarchies fail to respond to change/needs
 - participation of individual - team
 - information/knowledge age
- * Small replaces big - seek flexibility
 - new roll for managers
- * Labor - management relations reinvented
 - unions new functions

WHAT FORCES SHAPE YOUR FUTURE?

(Continued)

Implications

- * Change driven by technology and learning
- * Pace of change will continue at a rapid pace
- * Individuals will be immersed in technological systems
 - may not understand
- * Living with chaos
 - can we "muddle"?

ORGANIZATIONAL CULTURE TRANSFORMATIONS

CONVENTIONAL ORGANIZATION (disappearing bureaucracy)	SELF-ORGANIZING ORGANIZATIONS (emerging adhocracy)
Profits (or turf protection), career advancement, and authority determine organizational change.	People, values, and customer satisfaction make the organization.
The individual self-perspective depends on position (job description) and ascribed status.	Self-perspective depends on competencies and capacity to influence the organization's product.
Communication is one-way, top down.	Communication is unrestricted, multiple, open, lateral, and fast.
Learning is undervalued, individually and organizationally.	Learning is central to survival; it is continuous for the individual, the team, and the organization.
Failure results from bad people.	Failure results from non-adaptive systems.
Organizational improvement occurs by identifying the "right models", new management techniques, or aggressive leaders.	Improvement occurs as core organizational competencies advance, as participation improves, and as the customer/environment is better understood.
We learn from success.	We learn from failures and from continuous feedback systems.
Organizational structure is hierarchical, specialized, and static. Roles sharply defined.	The organization is flat, mobile, de-structured, lean, and open. Roles flexible and temporary.
Social responsibility is minimized.	Social responsibility is central to long-term success.
Decision-making is centralized, controlled, vertical. Leadership equated with position in the hierarchy.	Decision-making is team-oriented, complex, open, horizontal. Leadership roves among team members based on expertise.
Reward Systems are formal, highly-structured, and competitive.	Reward systems are routine, open shared, timely, <u>ad hoc</u> , informal, and non-competitive.

Adopted from Ballard (1991); Rogers (1992); Harris (1980); and Senge (1990).

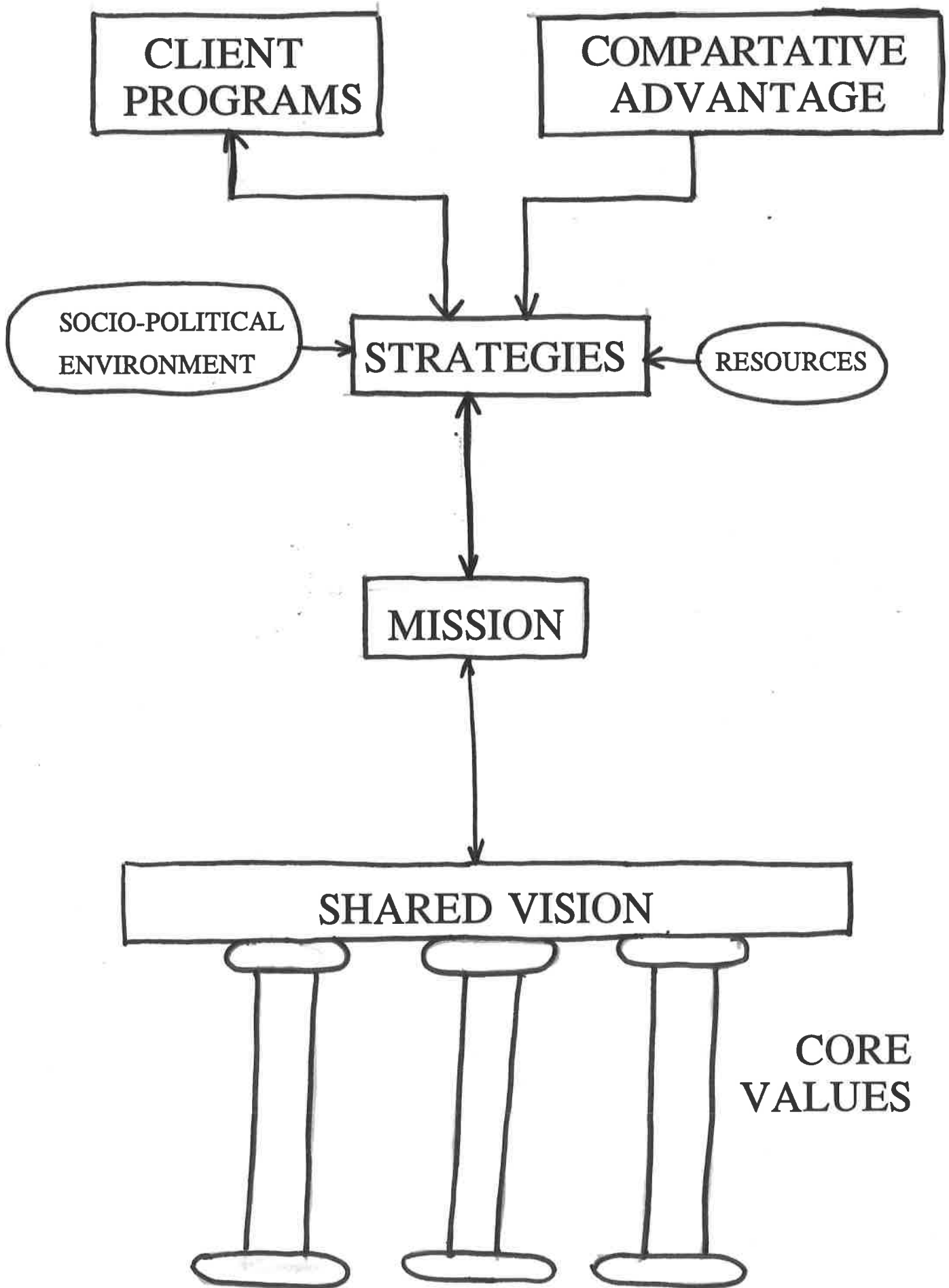
Prepared by Judy Rogers, Miami University and Steve Ballard, University of Maine

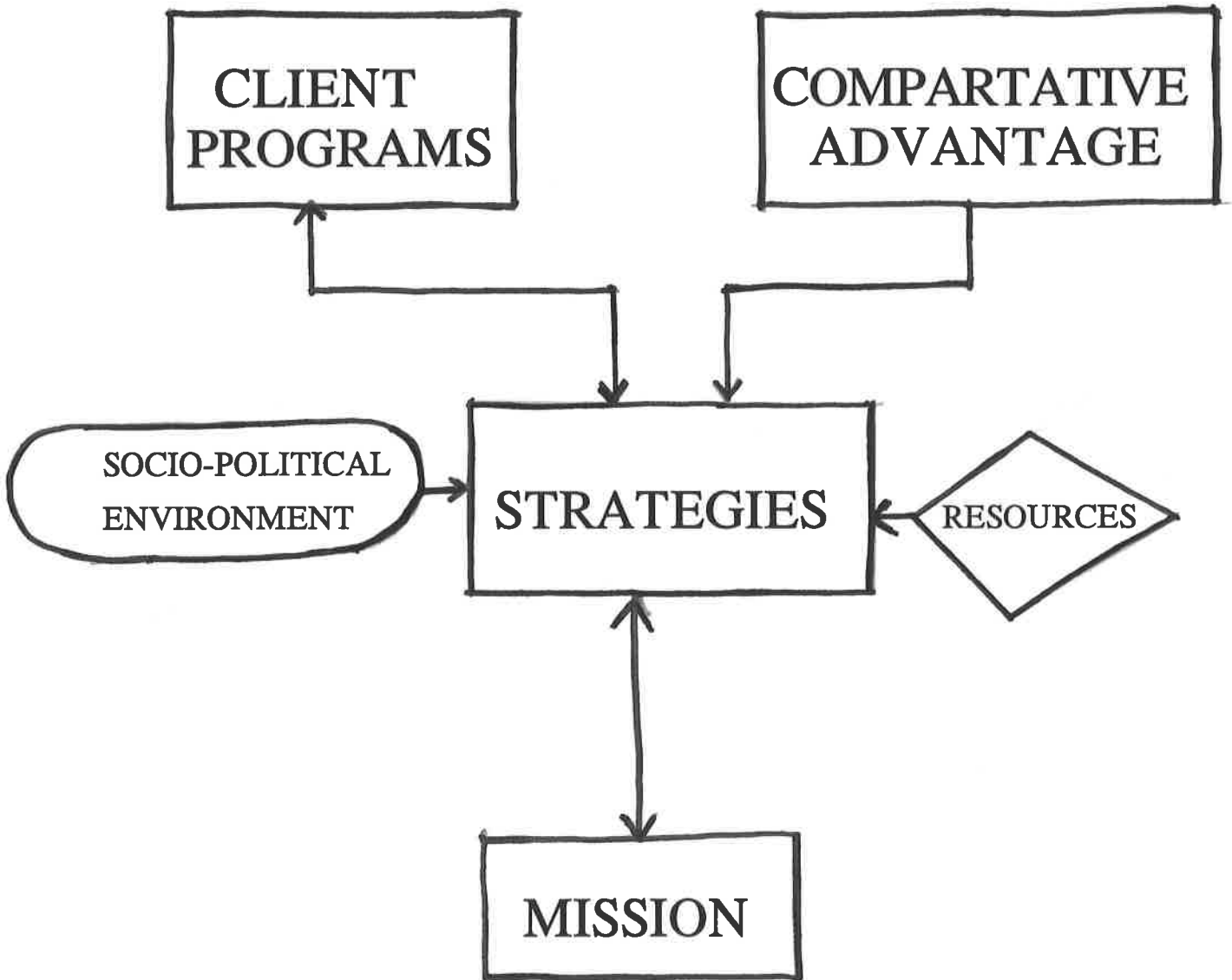
BRINGING FORCES HOME TO CAREER SERVICES

* Finding Jobs

* New Twists

- participants in process
- team organization
- language
- technical: monitoring data





CREATING A VISION

1. Conceptual Differences

Vision:

What - Picture of the future we seek to create

Mission:

Why - Why organization exists

Goal:

How - Strategies to obtain specific mission objectives

2. The Vision Statement Represents for Each Organization Member:

"What they want for the organization; what kind of person they want to be in the workplace and what kind of legacy they want to leave behind."

(Haas, 1990, p. 144)

"A shared vision is not an idea. . . .rather a force in people's hearts, a force of impressive power. . . .a shared vision answers the question 'what do we want to create?'" (Senge, 1990, p. 206)

3. A shared vision uplifts peoples' aspirations. Visions are exhilarating. (Senge, 1990).

CREATING A VISION (Continued)

4. A vision statement comprises:

Vision - The preferred future we want to create for our organization.

Core values - Our beliefs and ethics, how we want to interact with our customers, our commitment to a quality product or service, how we want to treat each other in the organization and how we want to influence society.

5. Create and recreate: Building shared vision is ongoing never ending.

5. A shared vision serves as foundation for individual and group behavior and decision-making.

It inspires involvement. (I³)

VISION STATEMENT

We all want a company that our people are proud of and committed to, where all employees have an opportunity to contribute, learn, grow, and advance based on merit, not politics or background. We want our people to feel respected, treated fairly, listened to, and involved. Above all, we want satisfaction from accomplishments and friendships, balanced personal and professional lives, and to have fun in our endeavors.

When we describe the kind of Levi Strauss & Co. we want in the future, what we are talking about is building on the foundation we have inherited! Affirming the best of our company's traditions, closing gaps that may exist between principals and practices, and updating some of our values to reflect contemporary circumstances.

Levi Strauss & Co.

MOVING FROM PERSONAL TO SHARED VISION

"Each shares responsibility for the whole,
not just for his (her) piece."

Steps in Mastering the Construction of Shared Vision

1. Give up notions that visions are announced from the top or emerge from the organization's regular planning processes.

Top-down vision is futile

- * often one-shot vision
- * not built on people's personal visions
- * vision not a solution to a problem
- * strategic planning fails to nurture vision
(too short term focused)

2. Vision can emerge anywhere in the organization

Origin is less important than how it comes to be shared

3. Visions that are truly shared take time to emerge
 - * stimulate on-going conversation
 - * listen (more difficult than talking)
 - * openness
 - * willingness to entertain diversity of ideas
 - * allow multiple visions to co-exist

EXERCISE
CREATING A SHARED VISION
(LEADERSHIP AND GROUP DYNAMICS)

Your Responsibilities:

1. Identify your values, concerns, and aspirations that motivate you.
2. Share your values, etc. with the group.
3. Participate in the selection of the shared values of the group.
4. Assist in design and construction of your group's tower, using the core values as pillars.
5. Help devise a strategy for promoting your groups tower and enrolling others in your vision.
6. Participate in the selection of the winning tower for the entire organization. Each group will have one secret vote.

Group Responsibilities:

1. Arrive at a set of values shared by your group.
2. Develop a vision statement around these core values.
3. Construct a tower that reflects the shared vision.
4. Devise a strategy for promoting your tower and enrolling others in your vision.
5. Participate in selecting the winning vision.

Tower Building Instructions:

1. Write out your vision statement on the card provided
2. Construct your tower from the following materials: newspaper, tape, twine
3. Each tower must consist of a minimum of six pillars (shared values) and one pillar must be _____
4. Creativity is encouraged. Build in linkages to customers and clients. Reserve a secret compartment to house a special tradition.
5. Prepare a promotion strategy and outline it on the card provided.

ENROLLMENT

A vision is not something you sell or have people buy into-it can be easily discarded. Actually, selling suggests getting someone to do something they may not want to do. You want people to enroll in your vision -- sign-up through their own free choice. Through enrollment they become committed. Once committed, you can activate them.

LEVELS OF PARTICIPATION

Top: Commitment - wants it, will make it happen

Approaching Top: Enrollment - wants it, will do anything "within spirit of the law" to make it happen

3/4 Up: Genuine Compliance: sees benefits, does what is expected and more, a good soldier

1/2 Up: Formal Compliance: sees benefits, does what is expected and no more, a pretty good soldier

1/8 Up: Grudging Compliance: sees no benefits, wants to keep job, does what is expected, lets people know not on board

Bottom: Noncompliance: no benefits, I won't do it. Sabotage expert. Apathy, no interest. "Is it 5 o'clock yet?"

Do not confuse compliance with enrollment and commitment.

Promoting a Vision

1. Live the values: you as an individual, manager, must be enrolled
 - * align your actions with vision
 - * make covenants

2. As a manager:
 - * create an empowering environment
 - * practice roving leadership
 - * remind people of common purposes and dreams

3. Be on level and honest
 - * don't inflate benefits
 - * don't sweep problems away

4. Let the other person choose
 - * "There is nothing you can do to get another person to enroll or commit."

Challenges:

1. Pulling-the-strings on empowerment. Managers or those with power/control hate to give it up.
2. Dealing with failure to live up to vision. What about non-compliers and compliers.

THE LEARNING ORGANIZATION (ORGANIZATION INSPIRED BY SHARED VISION)

Trust in working relationships

Risk-taking encouraged

Accept trial-and-error as a proven learning process
(failure accepted)

Problem-solving is decentralized
(closest to customer)

Decision-making is team-oriented
(empowerment II)

Training and development is central: continuous capacity
building to respond to environmental change

Flexibility in work schedules, skills, activities

Personal mastery - see correct reality more clearly; clarify
what is important to us, recognize different learning styles

Recognize environmental changes

Senge, 1990

QUESTIONS

IMPLEMENTING SHARED VALUES

Shifting an organization from hierarchical structure to a learning organization based on a vision takes guts. Change can be very threatening. Consider these questions posed by Smith and Ballard:

1. How do you get started? What are the first steps? Who takes the lead? How do you know when things are on the right track?
2. What are the barriers? What roadblocks are likely to emerge quickly? Where can you get help?
3. How do you deal with reluctant staff? A reluctant supervisor? Is this likely to happen? How do you respond?
4. Can reward and evaluation systems be changed? What examples can you identify? How can you start to develop systems which work?

SUGGESTED READINGS

- Ballard, S., Walton, T., Torragossa T., and Benner, M. (1991). High Performance organizations: Implications for change in the public sector. Policy Papers, 91-01. Orono, ME.: Margaret Chase Smith Center for Public Policy.
- Belasco, J. (1990). Teaching the Elephant to Dance: Empowering Change in Your Organization. New York: Crown Publishers, Inc.
- Deming, W.E. (1986). Out of the Crisis. Cambridge, MA: Center for Advanced Engineering Study, Massachusetts Institute of Technology.
- DePree, M. (1989). Leadership Is an Art. New York: Dell Publishing.
- Drucker, P. (1992). "The Rise of the Knowledge Society." Wilson Quarterly. Spring. 52-65.
- Gardner, J. (1990). On Leadership. New York: Free Press.
- Goldsmith, H. (1992). "The Impact of Technolgy on the Future of Student Affairs." Graduate Association for Student Affairs Journal. East Lansing: Michigan State University.
- Hammer, M. and Champy, J. Reengineering the Corporation: A Manifesto for Business Revolution. New York: Harper-Collins Publishers, Inc.
- Howard, R. (1990). "Values Make the Company: An Interview with Robert Haas. Harvard Business Review. 68 (5): 133-144.
- Keller, G. (1983). Academic Strategy, The Management Revolution in American Higher Education. Baltimore: The John Hopkins University Press.
- Kennedy, P. (1993). Preparing for the Twenty-first Century. New York; Random House.
- Kotkin, J. (1991). Tribes: How Race, Religion, and Identity Determine Success on the New Global Economy. New York: Random House.
- Morgan, G. (1988). Riding the Waves of Change. San Francisco: Jossey-Bass.
- Paepke, C. O. (1993). The Evolution of Progress. New York: Random House.
- Perelman, L. (1992). Schools Out, Hyperlearning, The New Technology, and the End of Education. New York: William Morrow.

- Postman N. (1992). Technology: The Surrender of Culture to Technology. New York: Knopf.
- Plunkett, L. and Fournier, R. (1991). Participative Mangement: Implementing Empowerment. New York: Wiley.
- Reich, R. (1991). The Work Of Nations. New York: Knopf.
- Schmidt, W. and Finnigan, J. (1992). The Race Without a Finish Line. San Fransico: Jossey-Bass.
- Senge, P. (1990). The Fifth Discipline. The Art and Practice of the Learning Organization. New York: Doubleday.
- Stayer, R. (1990). "How I Learned to Let My Workers Lead." Harvard Business Review. 68 (6): 66-83
- Vogt, J. and Murrell, K. (1990). Empowerment in Organizations: How to Spark Exceptional Performance. San Diego: University Associates, Inc.
- Wagenheim, G. and Reurink, J. (1991) "Customer Service in Public Administration." Public Administration Review. 51 (3): May-June.
- Waldrop, M. M. (1993) Complexity: The Emerging Science at the Edge of Order and Chaos. New York: Simon and Schuster.
- Walton, M. (1991). Deming Management at Work. New York: Harper and Row.
- Zuboff, S. (1988). The Age of the Smart MACHine: The Future of Work and Power. New York: Basic.