

**READY!**

**SET!**

**GO!**

**ORGANIZING AROUND A SHARED VISION  
IN A CHANGING WORLD**

**WORKSHOP**

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**1994**

# READY-SET-GO

1. Shading Your Future  
"Handling Today by Envisioning Tomorrow"

- \*Brainstorm

2. Context

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

3. Ready: The Vision

- \*Strategic architecture
- \*Creating a vision
- \*Building a tower
  - > values exercise
  - > construction of a vision

- \*Mastery
- \*Summarizing
  - > values
  - > value statements

4. Set: Change Readiness

- \*Organizations and change
  - > readiness test
- \*Scores: highs and lows
- \*Control and influence

5. Go: Getting off the Launching Pad

- \*Basic principles
- \*Ground rules to live by

6. The Learning Organization

- \*Leadership
- \*Empower
- \*Nuts and bolts
  - mission statement
  - goal setting

# BRAINSTORM

## WHAT IS YOUR FUTURE?

Consider

- \*What will students expect of us in 5 and 10 years?
- \*What will employers expect of us in 5 and 10 years?
- \*What will affect us?

Demographics

Technology

Competitors

Suppliers

Political/Economic

Government

Marketplace

# 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"?

## ***THE NEW WORLD OF WORK***

- **Work units change -- from functional departments to process teams**
- **Jobs change -- from simple tasks to multi-dimensional work**
- **People's roles change -- from controlled to empowered**
- **Job preparation changes -- from training to education**
- **Focus on performance measures and compensation shifts -- from activity to results**
- **Advancement criteria change -- from performance to ability**
- **Values change -- from protective to productive**
- **Managers change -- from supervisors to coaches**
- **Organizational structures change -- from hierarchical to flat**
- **Executives change -- from scorekeepers to leaders**

# BRINGING FORCES HOME TO CAREER SERVICES

## \* Finding Jobs

## \* New Twists

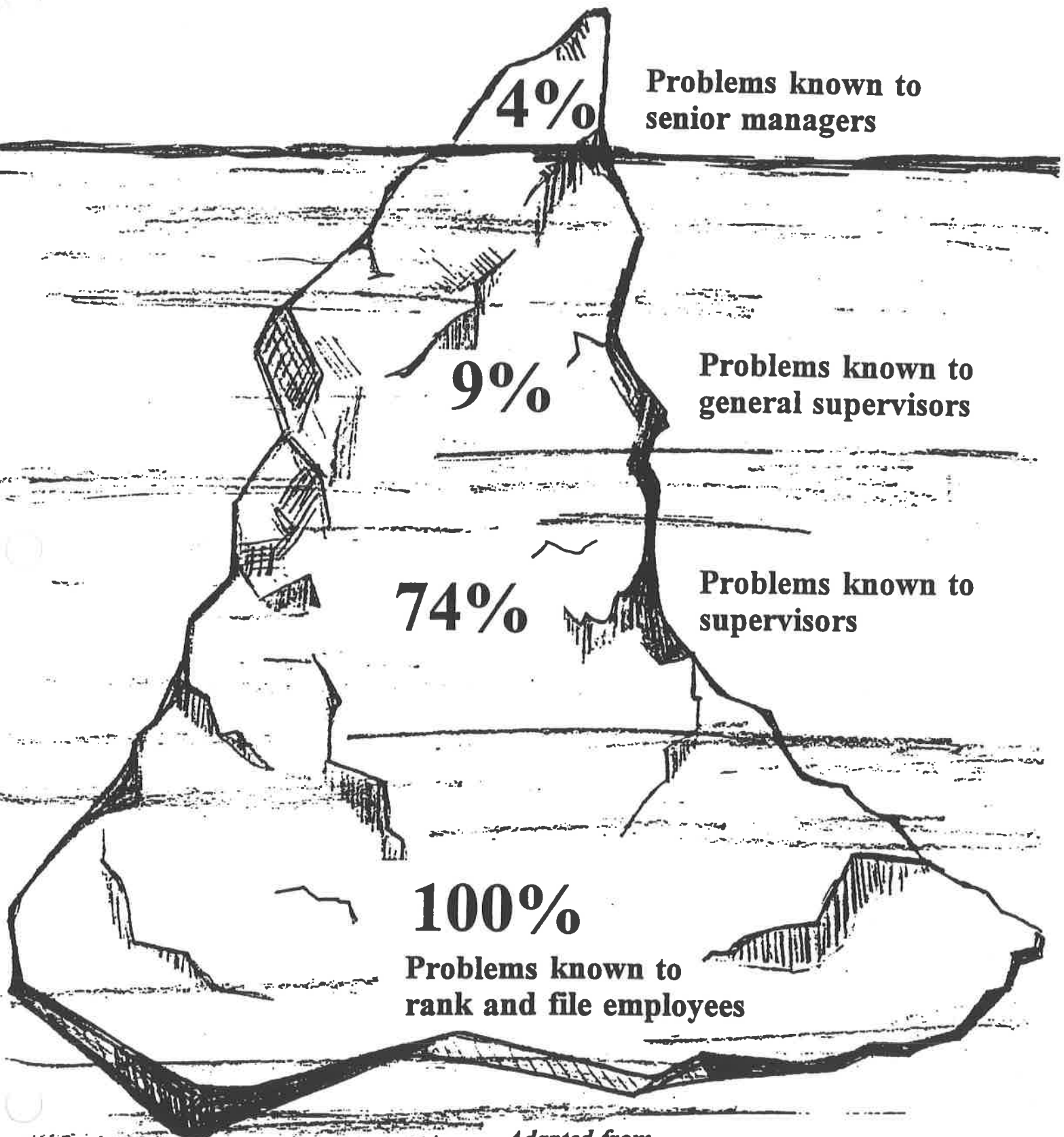
- participants in process
- team organization
- language
- technical: monitoring data

# TQM

- **Customer Focus**
- **Continuous Improvements**
- **Management by Fact**
- **Benchmarking**
- **Organizational Structure**
- **?**

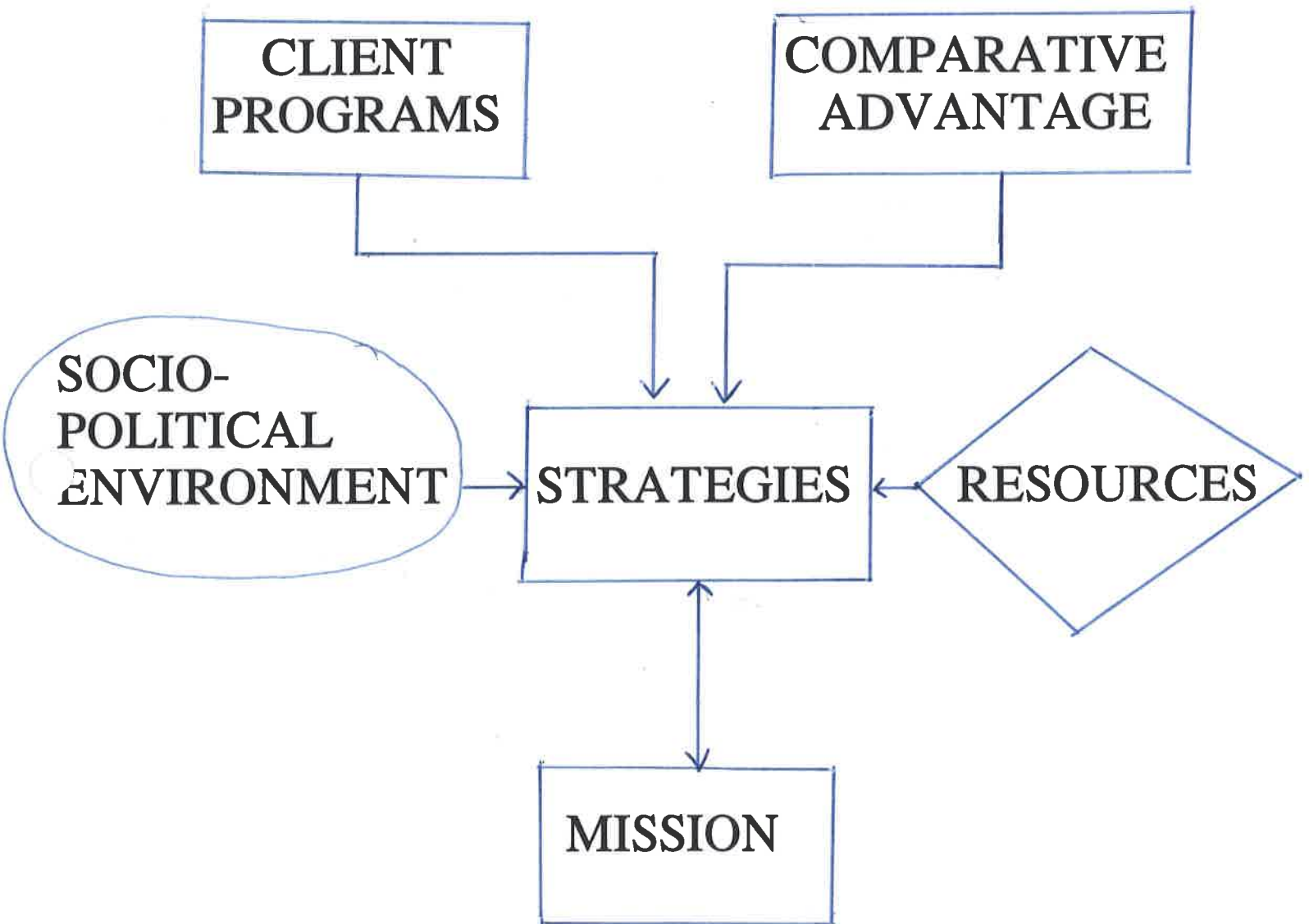


# ***THE ICEBERG OF IGNORANCE***

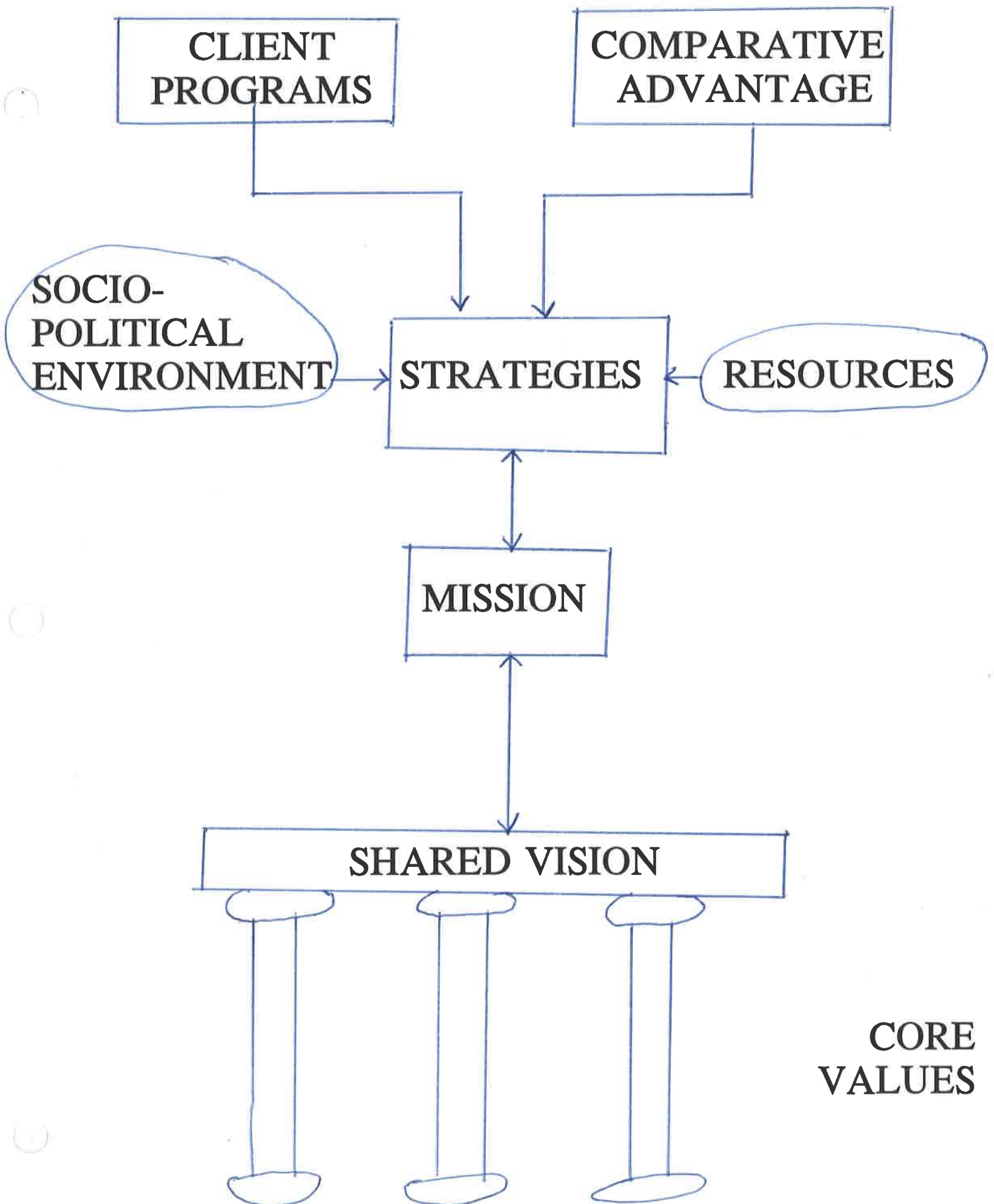


*Adapted from  
"Quality Improvement and TQC Management"  
Sydney Yoshida*

**READY!**







# 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. (I<sup>3</sup>)

# 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.

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**We would like to find the most effective, most productive, most rewarding way of working together.**

**We would like to know that our work process uses all the appropriate and pertinent resources: human, physical, financial. We would like a work process and relationships that meet our personal needs for belonging, for contributing, for meaningful work, for the opportunity to make a commitment, for the opportunity to grow and be at least reasonably in control of our own destinies. Finally, we'd like someone to say "thank you."**

**CEO**

**Furniture Company**

## CORE VALUES

This exercise attempts to draw out individual values on organizational structure and the craft we practice. The list is not intended to be inclusive, you will have an opportunity to add to this list. Please respond as to whether you agree or disagree with these statements by placing the letters from the following scale to the space at the left of each statement.

Strongly  
Disagree  
SD

Disagree  
D

Neutral  
N

Agree  
A

Strongly  
Agree  
SA

\_\_\_\_\_ I find work more rewarding in innovative, experimental environments.

\_\_\_\_\_ Technical or professional based education better serves the needs of society.

\_\_\_\_\_ Empowerment of all organizational members to share in decision making and evaluation enhances the quality of services to our customers.

\_\_\_\_\_ Matching students with faculty/staff mentors enhances the learning environment and the career development process.

\_\_\_\_\_ Diversity among my co-workers, diversity of experiences, diversity in perspectives provides for a more effective organization.

\_\_\_\_\_ My professional work will increasingly involve technical processes to handle and evaluate labor market and other strategically relevant information.

\_\_\_\_\_ Our primary customers are all students at our institution.

\_\_\_\_\_ We must help students acquire life-long skills for learning about career choice and job search.

\_\_\_\_\_ Productive organization has a prescribed, established way of doing things.

\_\_\_\_\_ Graduation requirements should include participation in experiential or work-related learning.

\_\_\_\_\_ Technological advancement will significantly influence my professional environment.

\_\_\_\_\_ Completion of undergraduate education guarantees access to employment through career services.

\_\_\_\_\_ Faculty involvement in career development activities will enhance career services ability to deliver a quality product.

\_\_\_\_\_ Our attention should be focused on employers recruiting on campus for our students.

Take a moment to reflect on the values you desire in this organization and the values you attach to your craft(what you do). Please respond to these brief questions by jotting down your values in these spaces for reference in the next exercise.

*What values do you hold regarding the work you do?* \_\_\_\_\_

*What organizational values do you most desire?* \_\_\_\_\_

*What behaviors would you like to see encouraged in the work place?* \_\_\_\_\_

As you reflect consider what these words mean to you control, participation, communication, information sharing, happiness, self-interest, service, commitment, passion, partnership, parenting, ownership, responsibility. You may add any additional thoughts here.

# 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

# 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.

# ***ACHIEVEMAX, INC.*<sup>SM</sup>**

## **Mission Statement**

The primary purpose of *ACHIEVEMAX*<sup>SM</sup> is to meet or exceed customer requirements and expectations by providing products and services of such quality that our customers will receive superior value through positive business and personal outcomes.

### **Shared Beliefs and Values**

- ☐ We believe that mutual trust and respect for our team members is absolute.
- ☐ We sincerely believe that teamwork is essential to our survival and success.
- ☐ We will establish individual roles and support the team objectives.
- ☐ We will empower all team members to meet our organizational objectives.
- ☐ We will allow all team members to participate in our successes as well as our failures.
- ☐ We will place importance on the personal life and well-being of all of our team members.
- ☐ We believe that customer service and satisfaction has to be the focus of everything we do.
- ☐ We will do whatever it takes to understand and uniquely satisfy our customer's expectations.
- ☐ We will constantly strive to satisfy customer needs through internal marketing techniques.
- ☐ We will stay in touch with our customers before and after the delivery of our products/services.
- ☐ We will seek to establish goals that maintain uniqueness and exceed customer expectations.
- ☐ We will support innovative thinking, constructive risk-taking, and personal accountability.
- ☐ We will promote personal enjoyment and satisfaction in our work environment.
- ☐ We believe that service "Above and Beyond the Call of Duty (ABCD)" is necessary for our customers.
- ☐ We believe that continuous improvement in our products/services is critical to our ongoing success.

***ACHIEVE THE MAXIMUM*<sup>SM</sup>**

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**SET!**

## CHANGE READINESS

Rate each of the 17 elements of change for your organization, unit and you personally. Give three points for a high ranking (we are good at this, I am confident of my skills); two for a medium score (We (I) could use improvement); and one point for a low score (We (I) have problems with this). Be honest. If you don't trust your own perspective about the organization, talk among yourselves. Discussion about unit ratings are not appropriate at this time. Note: outside assessment is always appropriate and should be a part of your strategic planning. Individual ratings will be suggested for selected elements.

Scoring      High = 3; Medium = 2; Low = 1

	<u>Organization</u>	<u>Unit</u>	<u>You</u>
Sponsorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measurements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processes/functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competitor benchmarking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational hierarchy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior experience with change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Modified of work by Albert Sodano, et al., Symmetrix. See Fortune, Feb. 7, 1994.



## ELEMENT DEFINITIONS

- Sponsorship:** The sponsor of change is not necessarily its day-to-day leader; she or he is the visionary, chief cheerleader, and bill payer -- the person with the power to help the team change when it meets resistance.  
3 = sponsorship comes at senior level  
1 = sponsorship comes at lower level
- Leadership:** This means day-to-day leadership - the people who call the meetings and set the goals. Successful change is more likely if leadership is high level, has ownership (direct responsibility for what's to be changed). Low level leadership, or leadership that is not well connected throughout the organization (unit) or that comes from the staff is less likely to succeed and should be scored low.
- Motivation:** Strong sense of urgency which is shared by entire organization (unit) and for a culture that already emphasizes continuous improvement. Negative: tradition-bound managers and staff, many of whom may have been in their jobs for a long period of time or a conservative culture that discourages risk taking.
- Direction:** Strongly believe that the future should look different from the present. Have a clear picture of the future. Can relevant parties, employees, customers, etc., be mobilized for action? Low if only minor change is needed.
- Measurements:** Use performance measures of the sort encouraged by total quality management and these measures reflect the essence of the services provided. Medium: some measures exist but compensation and reward systems do not explicitly reinforce them. If you don't have measures in place or don't know what this means, one point.
- Organizational Context:** Does the change effort connect to other major activities in the organization (unit)? (i.e. dovetail with a continuing TQM process; or fit with strategic plan for new services). Trouble if change effort is isolated or if there are multiple change efforts whose relationships are not linked strategically.
- Processes/functions:** Major changes religiously require redesigning operations/processes that cut across functions such as placement, counseling, co-operative education. If functional managers are rigidly turf conscious, change will be difficult. Give more points the more willing individuals and organization are to change critical processes and sacrifice perks or power for the good of the group.

Competitor benchmarking:	Whether a leader or a laggard in this field (delivery of career services), higher points for a continuing program that objectively compares your company's performance with that of competitors and systematically examines changes in your market. Give yourself one point if the knowledge you use to benchmark is primarily anecdotal.
Customer focus:	The more everyone in the organization (unit) is imbued with knowledge of customers, the more likely that the organization can agree to change to serve them better. Three points if everyone in the workforce knows who his or her customers are, knows their needs, and has had direct contact with them. Take away points if that knowledge is confined to pockets of the organization (unit).
Rewards:	Change is easier if staff is rewarded for taking risks, being innovative, and looking for new solutions. Team-based rewards are better than rewards based solely on individual achievement. Reduce points if your organization rewards continuity over change. If failures are punished reduce points; likewise, if budget officer becomes a hero for making budget, stifling risk taking, reduce points.
Organizational structure:	Flexible organization with little churn -- re-organizations are rare and well received. Score low for a rigid structure that has been unchanged for more than five years or has undergone frequent reorganization with little success (a cynical organizational culture that fights change by waiting for it).
Communication:	Have many means of two-way communication that reach all levels of the organization and that all employees use and understand. If communications media are few, exclusively one-way (top-down), change will be more difficult.
Organizational hierarchy:	Fewer levels of hierarchy and the fewer employee grade levels, the more likely change will succeed. A bloated middle layer often slows decision making and creates people who can block change.
Prior experience with change:	High score if organization (unit) has successfully implemented changes in recent past. Low if no prior experience with major change or if change efforts failed or left a legacy of anger or resentment.
Morale:	Employees enjoy working in organization and the level of individual responsibility is high. Signs of unreadiness to change: low team spirit, little voluntary extra effort, and mistrust (between administrating and support staff, faculty and student affairs).

**Innovation:** Always experimenting; new ideas are implemented with seemingly little effort; employees work across internal boundaries without much trouble. Bad signs: lots of red tape, multiple signoffs required before new ideas are tried; discouraged from working with colleagues from other units.

**Decision making:** High if decisions are made quickly, taking into account a wide variety of suggestions; clear where decisions are made. Low if decisions come slowly and made mysteriously with lots of conflict during process and fingerpointing afterwards.

# **EXAMINING ASSUMPTIONS**

## **Assumptions Drive Our Behaviors !**

**EXISTING  
ASSUMPTIONS**



**CURRENT  
ACTIONS**

**REVIEW AND  
REAFFIRM**

**OR**

**REVISE AND  
REPLACE**

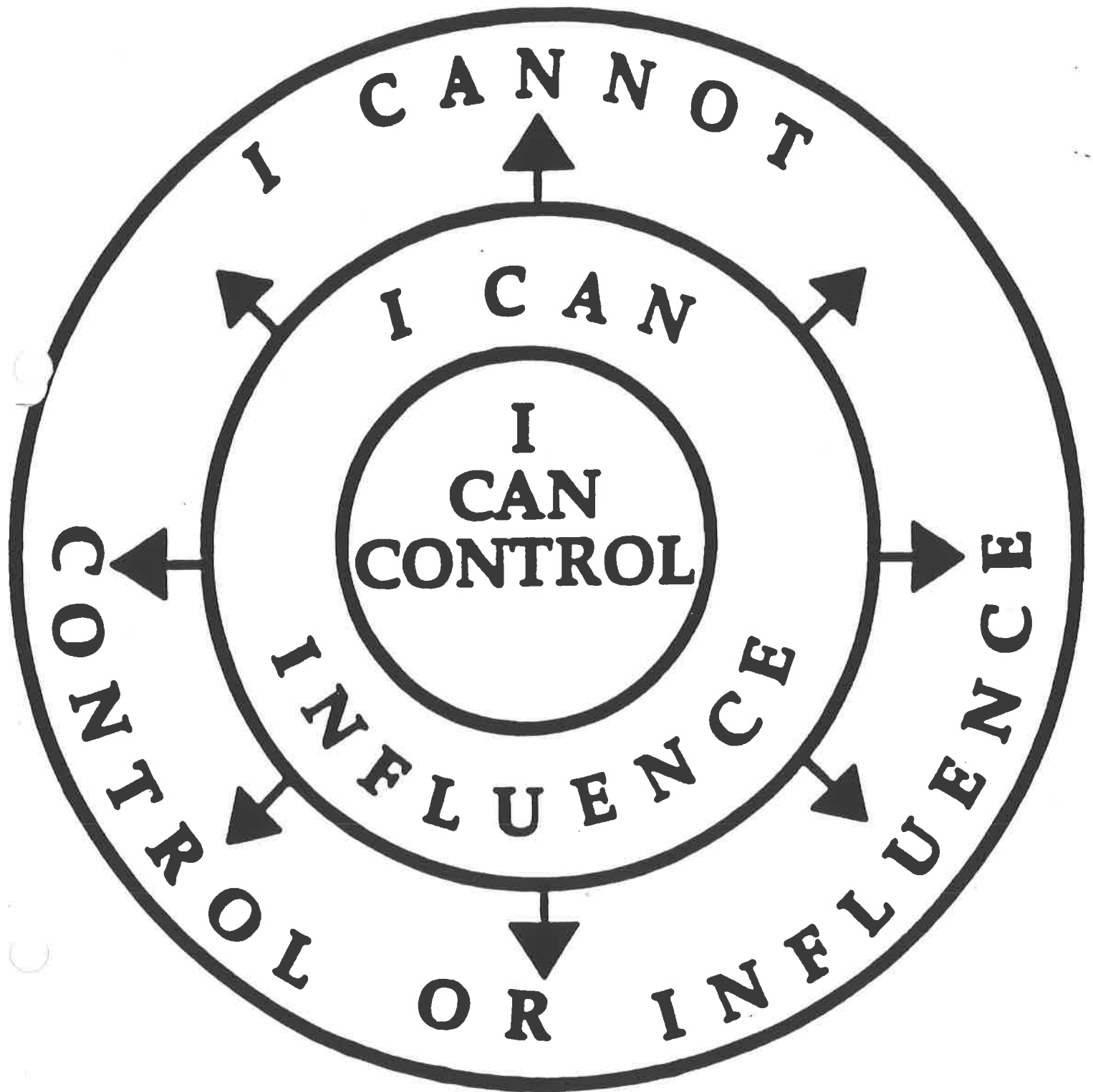
**NEW  
ASSUMPTIONS**



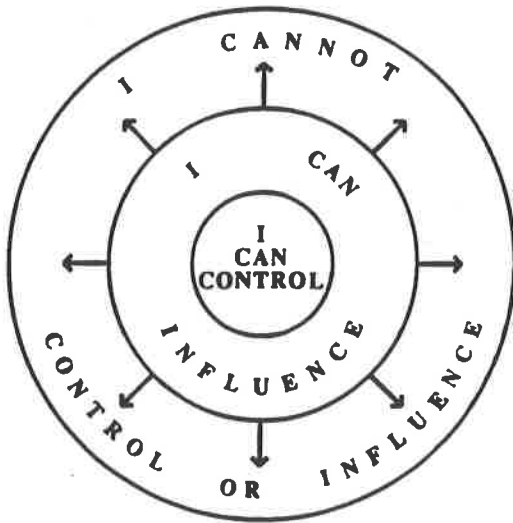
**APPROPRIATE  
ACTIONS  
FOR THE  
FUTURE**

**Notes:**

# Sphere of Influence



# NETWORKING



**SPHERES  
OF  
INFLUENCE**

	HIGH PRIORITY	LOW PRIORITY
CONTROL		
INFLUENCE		
NO CONTROL OR INFLUENCE		

**ACTION GRID**

**Notes:**

**GO!**

## BASIC PRINCIPALS

### TEAMS

- \*Focus on the issue, behavior, and work process, not the person.
- \*Maintain the self-esteem and self-confidence of others.
- \*Maintain constructive relationships with others.
- \*Take initiative to make things better.
- \*Lead by example.



## EXAMPLES OF GOOD RULES FOR TEAMS

- Let go of assumptions about the way things "have to" be.
- Forget about any constraints or limits. Set no limits.
- Don't criticize ideas during brainstorming.
- Listen carefully to other people's ideas
- Don't place blame.
- Learn from what's happened.
- Don't agree to anything unless you really mean it. (No agreeing for the sake of agreeing).
- Begin meetings on time.
- Be prepared.
- Don't interrupt

Taken from: Zenger-Miller, Inc. Launching and Refueling Your Team.

# **THE LEARNING ORGANIZATION**

# 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

## ***PRESCRIPTIONS FOR MASTERING CHANGE***

Here are seven specific steps you as a leader can take for your own personal change and that of your organization:

1. Start with a "can-do" spirit about change. Acknowledge that change can be tougher than it looks, and painful for some, yet we can't ensure the future without it. Then invite, predict and encourage change.
2. Identify your "observer-critics" and your "participant-supporters." You may find that individual behavior styles vary with the degree and type of change encountered. Involve your "participant-supporters" in the change process immediately, making sure they have complete information about the change and their expected role. Help your "observer-critics" see what's in the change for them; what the personal benefits and opportunities are. Make sure these are understood and owned.
3. Handle the fear of the unknown and fear of failure by making sure everyone has all the facts and how-to's. If this type of change has been done before, show these examples, find mentors to emulate, and rehearse the change in advance of implementation. *info is power*
4. Solicit everyone's constructive input and measurements on their progress with the change, then broadly communicate and celebrate that progress.
5. Invent ways to reflect change-mastery in your vision, values, strategies, culture and everyday operations--from hiring, training and mentoring, to compensations, rewards and reporting.
6. Link up "change" with total quality, superior service, continuous improvement, innovation, and continuous education. Create a learning environment that teaches how to flex and flow with change and use change to great advantage.
7. Include everyone in the change-mastery game, especially leaders on your front lines, your sales force, your customers, your suppliers and your distributors. Bring them together to collaborate and orchestrate the appropriate changes to evolve win/win results for everyone.

As you follow these prescriptions for effectively mastering change--and invent others of your own--you will ensure a high-performance, "innovation" cycle for you and your organization in the years ahead.

## ***NEW DEFINITIONS FOR LEADERS IN THE 21st CENTURY***

Six major themes emerged when leaders discussed how we must reinvent ourselves and our organizations for the 21st Century.

### **THEME #1      EVERYONE AS A LEADER**

Leadership is no longer the exclusive domain of the "boss at the top." Everyone in the organization has an obligation to lead. The biggest change in leadership is our perception of who can be a leader.

Leaders at the top will need to make it popular to lead, invite everyone to take a leadership role and then educate and strengthen each person's capacity to lead.

### **THEME #2      BRINGING OUT THE BEST IN EVERYONE**

Once the leadership responsibility has been distributed to everyone in the organization, the next imperative is to inspire other people, first to pull together in the direction of the mission/vision, and second to do their best in producing excellent results.

### **THEME #3      DISTINCTION BETWEEN MANAGEMENT AND LEADERSHIP**

Management assumes controlling, directing, checking. There is an assumption of authority and control in management. Leadership involves creating direction through vision, inspiration, and example as opposed to direction through control.

#### **THEME #4**

#### **SENSITIVITY IN LEADERSHIP**

This theme reflects the newly emerging, sensitive and humanistic dimension to leadership. There is currently a strong movement away from the traditional leader as boss and dictator to a more compassionate, caring individual who is involved in leadership as a servant rather than a master. Successful leaders today speak often of courage, hope, caring, heart, love, compassion, listening, cooperation, and service.

#### **THEME #5**

#### **THE HOLISTIC LEADER**

21st Century leaders must approach their lives and their organizations from a much more holistic standpoint, embracing within themselves a broad range of qualities, skills, and behaviors.

Future capabilities would include: more global perspectives in terms of understanding economies, markets, and people; the capabilities to learn and grow; broad multi-media communication skills; excellent fitness--physically, emotionally, and intellectually; and tremendous courage, conviction and hope. As a result, leaders are going to have to drop the "I've got it all together" image and become "life-long learners." The internal conversation will shift from "I have arrived" to "I'm learning more every day!"

#### **THEME #6**

#### **LEADERS AS CHANGE MASTERS**

A final theme in the new leadership definition is **mastery** over change, which goes beyond merely reacting to change as it comes up, but rather predicting and redirecting change **before** it comes up. We have moved from the **evolutionary** changes that past leaders had to face to more **revolutionary** changes today.

## ***TAKING A FRESH LOOK AT OURSELVES AS LEADERS***

While a great deal is being written in the media about "reinventing the organization," not enough has been written about the need to redefine ourselves as leaders. One will not happen without the other. We invite you to explore some of the ways it may be appropriate for you to revise elements of your style, your priorities, your beliefs, and your habits by rating yourself on the following questions, with a "1" being a low rating and a "10" being a high rating:

1. Am I paying enough attention to the subjective aspects of leadership, including the values, culture and tone in my organization?

1    2    3    4    5    6    7    8    9    10

2. Am I doing all I can to bring out the best in others by valuing and respecting their differences and by motivating and inspiring them?

1    2    3    4    5    6    7    8    9    10

3. Am I a developmental leader who is coaching others on an ongoing basis?

1    2    3    4    5    6    7    8    9    10

4. Is my attitude toward change a healthy one? Do I see change as an opportunity vs. a threat? Am I an effective change master?

1    2    3    4    5    6    7    8    9    10

5. Would others say that I am living in integrity by walking my talk and modeling the values I espouse?

1    2    3    4    5    6    7    8    9    10

6. What other leadership dimensions should I be adding? How am I balancing my focus on results vs. people? My commitment to career vs. my personal life? How can I improve my business skills, my physical fitness, my relationships, and my inner self?

1    2    3    4    5    6    7    8    9    10

7. Am I a leader in a big enough game? How can I make more of a difference in my family, organization, community, nation, and world?

1    2    3    4    5    6    7    8    9    10

## ***EMPOWER:***

**To authorize; to warrant; to license the authority and responsibility to take action.**

## ***EMPOWERMENT:***

**Enabling the team to function efficiently and effectively to meet organizational goals and resolve problems with a minimum of management direction or intervention.**



## ***BUILDING AN EMPOWERED TEAM***

As the term "empowerment" implies, it is related to a person's perception of his or her power to act. It is concerned with the actual degree and scope of that power, as well as with the person's confidence in using it. Although we cannot peer inside the heads of team members to see the extent to which they feel empowered, we can observe their behavior in the team.

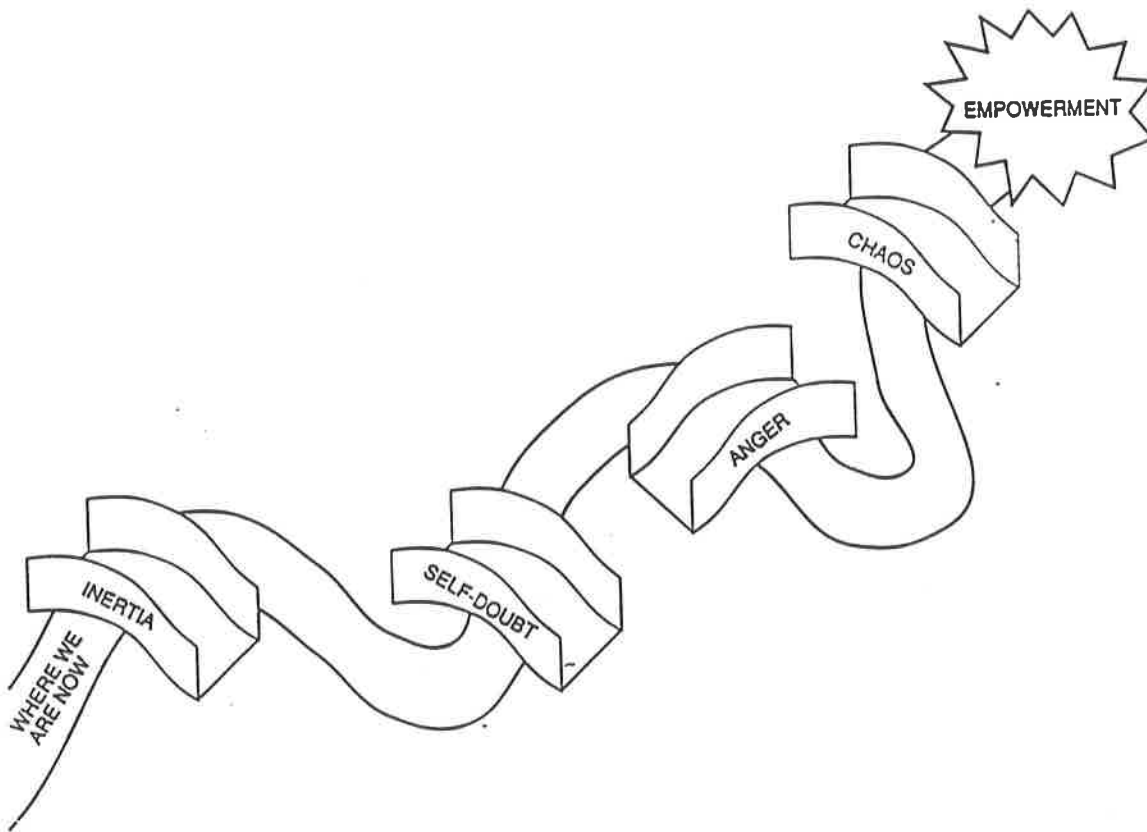
The signs of an empowered team are these:

- Everyone feels free to openly express views and opinions.
- Everyone is eager to contribute ideas and effort.
- Everyone works together to establish understanding and commitment within the team.

# The Road to Empowerment

The shift from the pyramid to the circle is not an easy cycle of development. In fact, being part of an organization moving from one form to the other feels pretty crazy. Change happens everywhere, and it is hard to see the reason for much of it. People feel like they are always reacting, putting out fires, don't have the time or energy to innovate or initiate.

Think of this as a journey with bridges to cross.

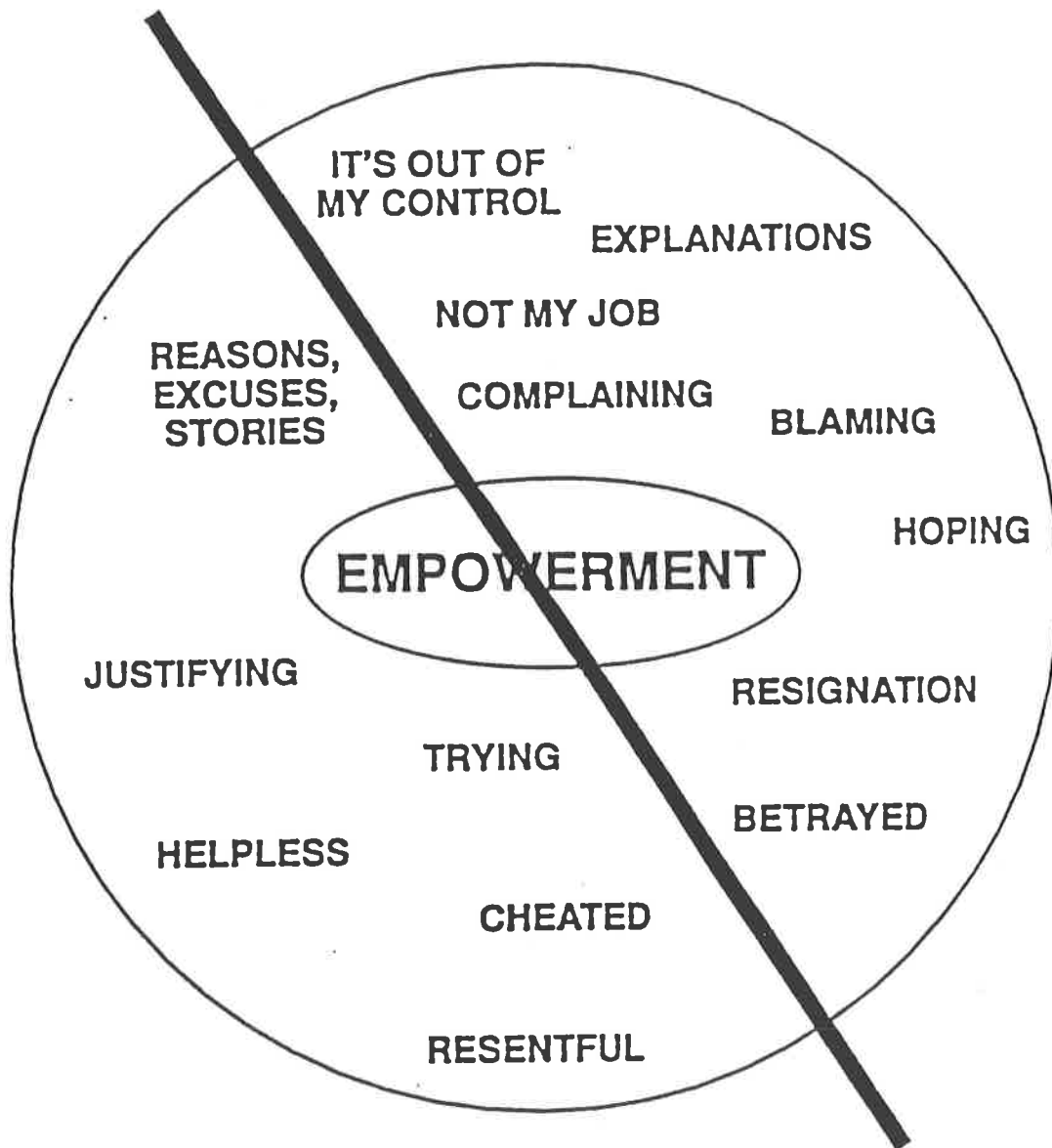


## BUMPS ALONG THE WAY

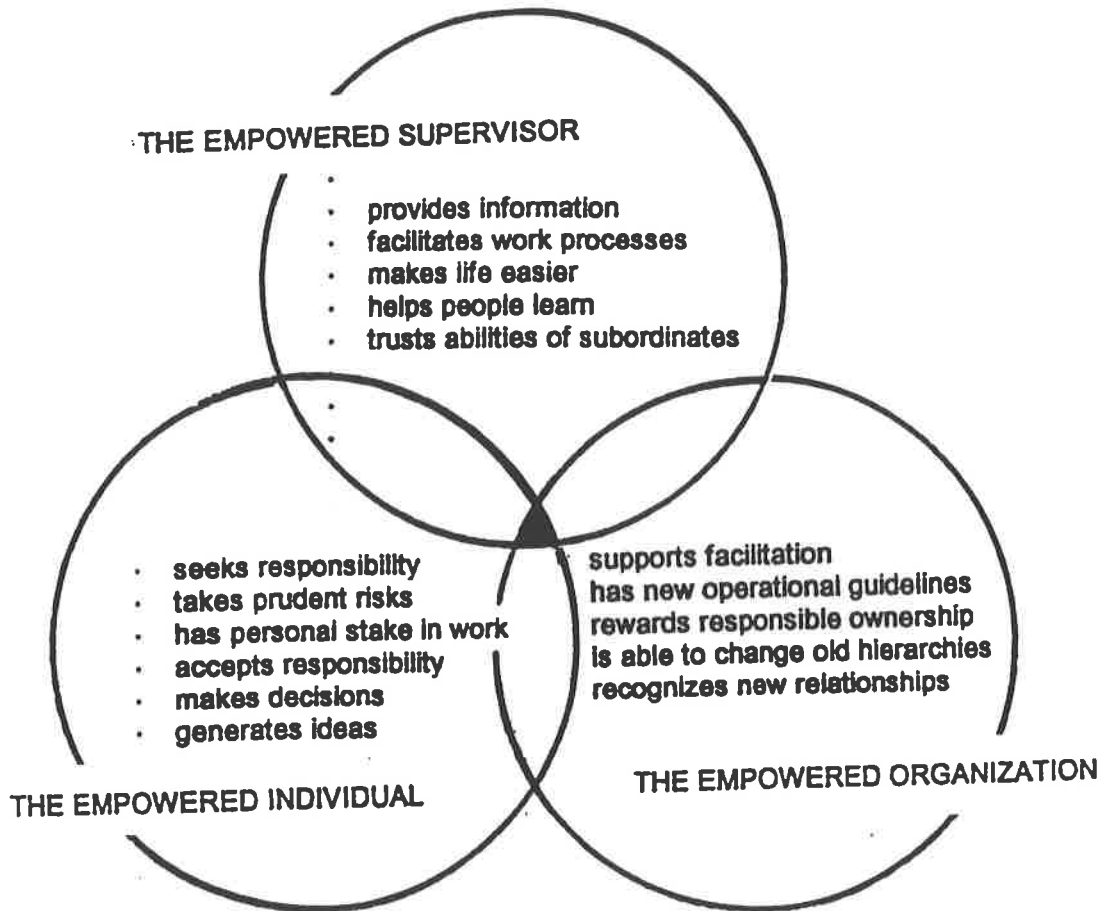
There will be predictable bumps along the way. Don't get stuck. Know these bumps are there, and get encouragement and ideas when you come to them.

- **Inertia**—difficulty in deciding to get started (often seems easier to stay where you are)
- **Self Doubt**—not believing you really can create an empowered workplace
- **Anger**—blaming others for having to go through all this
- **Chaos**—Seeing so many ways to get there that you become lost along the way

# UNEMPOWERING PERSPECTIVES AND BEHAVIORS



# EMPOWERMENT



**Question: What can I do to enhance the center of this model?**

## Self-Directed Work Teams

- Employee Suggestions
- Task Forces
- Quality Circles
- Self-Directed Work Teams



## EMPOWERMENT

*Self-directed team* (noun): A group of employees who have day-to-day responsibility for managing themselves and the work they do with a minimum of direct supervision. Members of self-directed teams typically handle job assignments, plan and schedule work, make production and/or service related decisions, and take action on problems.

# Assessing Empowerment

The survey that follows looks at each of these areas of the organizational environment that lead to a climate of empowerment. Look to assess the level of empowerment in your company and work together.

Please fill out the survey yourself, then have your other team members fill it out.

Answer each of the questions. Consider to what degree you feel each assessment is true for your own work group.

If you feel that a statement is *very true*, circle the number 1.

If you you feel that a statement is *somewhat true*, circle the number 2.

If you feel that a statement is *somewhat untrue*, circle the number 3.

If you feel a statement is *very untrue*, circle the number 4.

## EMPOWERMENT ASSESSMENT

	Group
<b>1. Clarity of Purpose</b>	
People know where they stand.	1 2 3 4
I know what is expected of me.	1 2 3 4
Tasks and responsibilities are clearly organized.	1 2 3 4
Systems and procedures are adequate.	1 2 3 4
I know what the company (team) stands for.	1 2 3 4
<b>2. Morale</b>	
People are trusted.	1 2 3 4
Policies are flexible enough to consider personal needs.	1 2 3 4
I feel respected as a person.	1 2 3 4
Individual differences in lifestyle and values are respected.	1 2 3 4
I like working here.	1 2 3 4
There is a positive spirit.	1 2 3 4
If I had a personal problem, the company (team) would stand by me while I worked it out.	1 2 3 4
<b>3. Fairness</b>	
I approve of the things that go on here.	1 2 3 4
People are treated fairly.	1 2 3 4
I trust what the company (team) says.	1 2 3 4

	Group			
<b>4. Recognition</b>				
Individual effort is rewarded appropriately.	1	2	3	4
If people do something well, it is noticed.	1	2	3	4
The company (team) looks at what you can do, not who you know.	1	2	3	4
The company (team) expects the best from people.	1	2	3	4
<b>5. Teamwork</b>				
People help each other out.	1	2	3	4
People work together to solve difficult problems.	1	2	3	4
People care for each other.	1	2	3	4
People here are out for the company (group), not themselves.	1	2	3	4
<b>6. Participation</b>				
People have a voice in decisions.	1	2	3	4
Problems are shared.	1	2	3	4
People get the resources they need to do their jobs.	1	2	3	4
<b>7. Communication</b>				
I am kept informed of what's going on in the company.	1	2	3	4
Communication is clear and timely between groups.	1	2	3	4
I understand why things are asked of me.	1	2	3	4
<b>8. Healthy Environment</b>				
People are able to manage the pressure of their work.	1	2	3	4
I am not expected to do too many things.	1	2	3	4
Change is managed well.	1	2	3	4
Red tape and procedures don't interfere with getting things done.	1	2	3	4
I am able to grow and learn.	1	2	3	4
There are opportunities for career development.	1	2	3	4

# Assessing Empowerment

## UNDERSTANDING YOUR SCORES

There are as yet no standard scores indicating what is high and low empowerment. For each of the eight areas, average the scores by dividing your total of all the numbers you circled by the number of questions in that section. If several people in a work team take this assessment, you can also average all their responses together for a group score.

Write your average scores here for each section:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Mark your two highest scores with an asterisk (\*). Circle your two lowest scores.

Generally, the sections in which the average is above 2.0 raise issues you should talk about in your team.

Which areas show a lot of difference in scores between team members? Talk about it in a group.

What can you do to make changes that will lead to a more empowered workplace?

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## SUGGESTED RESOURCES

The Fifth Discipline, Peter Senge

Workplace 2000, Joseph Boyett and Henry Conn (paper)

The New Rules of the Game, James Emshoff

Schools Out, Lewis Perlman (paper)

Technotrends, Daniel Burrus

Awaken the Giant Within, Anthony Robbins (paper)

The Goal, Eliyahu Goldratt (a novel)

Stewardship, Peter Block

If It Ain't Broke - Break It! Robert Krieger (paper)

21st Century Leadership, Lynne Joy McFarland

ZAPP! (The Lightning of Empowerment), W.C. Byham

Seven Habits of Highly Effective People, Stephen Covey

The Team Handbook, Peter Scholtes

The Age of Paradox, Charles Handy

The Virtual Corporation, William Davidow

# CONSUMER EXPECTATIONS

## SERVICE ONLY GAME IN TOWN

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- HIGH QUALITY WITH ZERO DEFECTS
- VARIETY
- CUSTOMIZATION (FIB THE INDIVIDUAL)
- CONVENIENCE (WHEN I NEED IT!)
- SPEED (JUST IN TIME LEARNING)