STS
INTERNATIONAL

GENESIS
TRANSFORMATION AND TEAM DEVELOPMENT

A PROCESS FOR DEVELOPING HIGH PERFORMANCE TEAMS

Prepared especially for:
Becton Dickinson
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INTRODUCTION

The following is adapted from a Presentation by Clateo Castelini to the BD Board of Directors

FUTURE STATE

- ☆ Culture Based on Visionary Purpose and Strong Values
- ☆ 18,000 Engaged, Involved, Inspired Colleagues
- ☆ Decisions and Actions Taken at the Front Lines
- ☆ Superior Results Against Stretch Goals
- ☆ Organization Recognized for Discipline and Focus
- ☆ Flexible and Adaptable to Changing Market and Customer Needs
- ☆ Recognized as One of Top 10 Companies in the World

SHIFTS FOR BDX

PROCESS OUTCOMES

WHERE WE ARE	WHERE WE NEED TO GO
Formal Strategy	Engaging Purpose
Structure Focus	Business Process Focus
Controlling Employees	Developing Colleagues
Front Line Implements	Front Line Initiates
Job Holders	Entrepreneurs
Thinking by Few (Top)	Thinking by All: 18,000 Leaders
Good Company	Great Company
Producing Medical Products	Help People Live Healthier Lives

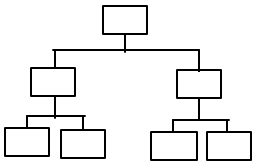
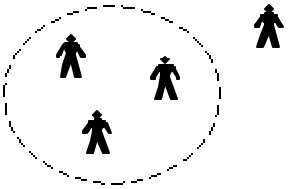
CHANGE TENSIONS

Central Control	Shared Control
Hierarchical Structures	Flatter Structures
Individual	Team Orientation
Single Job Focus	Multi-Role Focus
Entitlement Mentality	Engagement
"Guaranteed" Pay Increased	Pay at Risk Based on Company Performance

TEN KEY PARADIGMS

Building an Understanding

In making the journey toward high performance, leadership needs to recognize the transitions both individuals and the organization needs to make. The following descriptions show the movement from a closed machine age paradigm to the new open systems model.

CLOSED MACHINE AGE	**OPEN SYSTEMS**
	
Adversaries	Partners
Individual, Win/Lose	Team, Win/Win
Tall, Autocratic	Flat, Collaborative
Optimize Technology	Joint Optimization
Job/Function Focus	Product/Purpose Focus
Dependency	Self-Sufficient
Safety & Comfort	Spontaneity & Truth
Control	Commitment
Certain, Firm, Stable	Tentative, Flexible, Dynamic
Defensiveness & Gamesmanship	Vulnerability & Authenticity
People as Expendable	Development & Growth
Fear/Distrust	Courage/Trust

SYSTEMS THINKING

"The joy of this quest is not in triumph over others,
but in the search for the qualities we share with them
and for our uniqueness, which raises us above all competition."
-Theordore Roszak

THEORY INPUT

For many centuries scientists believed that the best way to learn more about something they didn't understand was to take it apart and find out what it was made of. By separating and reducing a subject to it's smallest parts they were able to understand the characteristics of each individual element. This has worked well for discrete components and technology, but it failed in understanding the interrelatedness, interactions, and interdependencies which occur within operating living systems. To understand systems we have to let go of our current methods of viewing organizations and risk exploring new possibilities. We look at wholeness rather than parts, scan for patterns rather than single pathways, and see multiple means to a common end.

"You cannot solve a problem from the
same level of thinking you were at
when you created it."
-Albert Einstein

UNDERSTANDING SYSTEMS

"A system is a collection of ***interdependent*** *parts which interact with each other to function as a whole. The cooling system in a car, for example, consists of a radiator, a fan, a water pump, a thermostat, a cooling jacket, and several hoses and clamps. Together they function to keep the engine from overheating, but separately they are useless. To do the job,* ***all*** *parts must be present and they must be arranged in the proper way."* *Adapted from Introduction to Systems Thinking, Future Systems, Inc.*

Using this example, the cooling system is a collection of parts combined together toward the purpose of keeping water cool. The cooling system is a sub-system of a larger system, the engine. If the cooling system achieves its purpose and the water is kept cool, then it supports the engine in achieving the production of energy to move the car. The car is a larger system of which the engine is a sub-system. And so it goes, whole systems within whole systems, interdependent and interlaced toward common, but distinctive purposes.

Organizational systems follow this same pattern. But they are much more complex than the cooling system, the engine, or the car. Organizational systems combine equipment, technology, and people in the accomplishment of common purposes. Systems thinking within the organization must recognize, understand, and build effective processes to guide relationships between whole individuals, working in whole teams, within whole units of whole businesses within larger social and economic systems of a global environment.

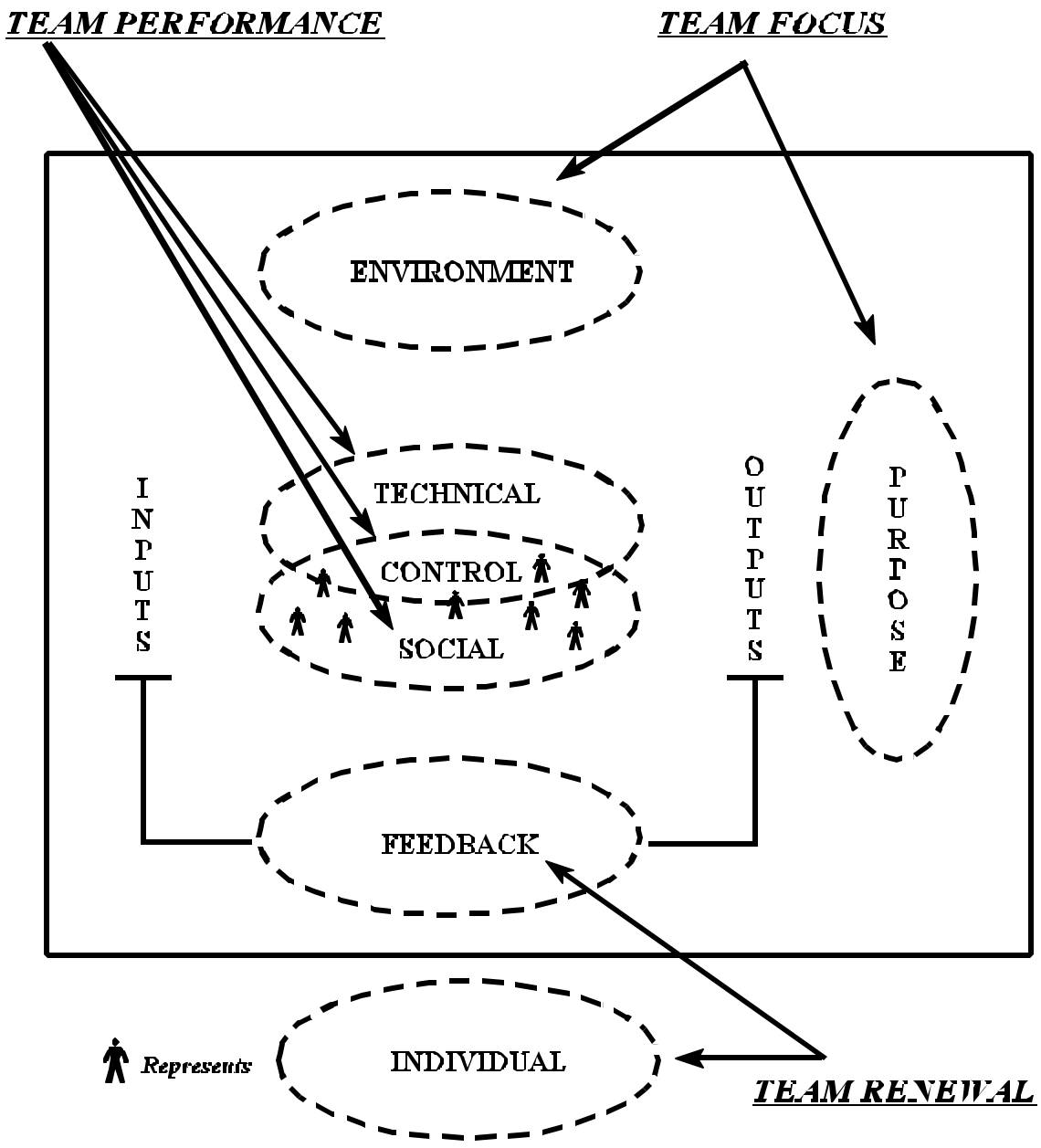
All systems utilize processes, agreed-upon methods for doing work in the organization. These processes regulate all aspects of organization life. Most of them were not consciously planned, nor are they openly clarified. They are both formal and informal, conscious and unconscious. They are exemplified by the "way we do business," the "chain of command," the "grape vine," the reverence for "sacred cows," the "organizational chart," policy manuals, etc. For success, it is vital that the systemic aspects of the organization be in agreement with the broader shared cultural and environmental demands. They interconnect with individuals and impact their sense of freedom, control, effectiveness, opportunity, empowerment, ownership, and so forth.

These processes are inseparably connected to each other. Just as in a whole individual, you can't separate the right brain creativity from the left brain logic—they need each other and they process the information for both content and feeling. You can't separate one process from another. You can study its elements, but you have to use other processes to make it effective.

In creating an effective team or organization, there are seven systemic areas of process development which must be explored and understood. We refer to these as our Seven Core Processes, and they are key to the growth of a group from an "assemblage of people and parts" to an interdependent, efficient, and effective system. These processes are not "activities," but usually begin with an activity. They represent thought-out, agreed-upon methods for doing work and for continuously revisiting the achievement of that work. Processes help us achieve, they help generate the content of what needs to happen or get done to fulfill our system's purpose.

For example, creating a Mission or Vision statement for an organization is an activity. Once it is done, the statement is laminated, hung on the wall, and the team feels accomplished. If the team builds a Purposing process they get a mission and vision, but they also get a process to revisit the mission, set objectives which would demonstrate alignment with the mission and measures which account for accomplishment of the objectives. The "process" continually checks both the progress toward the mission and the continued "correctness" or viability of the mission over time.

The Seven Core Processes that effective teams need to develop, link the key elements of the STS Open Systems Model. These Seven Core Processes have been grouped in the Team Development process into three key phases.



TRYING TO MAINTAIN FIT AND BALANCE BETWEEN THE THREE MAJOR AREAS

The importance of process is another discovery.
Goals and endpoints matter less.
Learning is more urgent than storing information.
Caring is better than keeping. Means are ends.
The journey is the destination.

-Marilyn Fergusen

PHASE 1—TEAM FOCUS

A process for defining and setting direction while maintaining congruence with those we serve.

In this phase, we build specific **Environmental** and **Purposing** processes. This phase enables the team to discover why they exist, who they are accountable to, and what they are responsible for. It provides the team with common and real direction as they develop their identity. As we develop these processes we will be utilizing social, technical, and control processes within our team, individual needs will surface and impact felt, and we may provide feedback and respond to it. This will be very helpful to us as we explore these other processes in depth later.

PHASE 2—TEAM PERFORMANCE

A process for insuring successful product transformation through effective human interaction.

In this phase, we develop **Technical**, **Social Interaction,** and **Control** processes. We take the Variance Matrix and Variance Control Table and decide how we will work together to control product variances. We will decide how and when we meet, and how we will run effective meetings, how we interact in the principles of goal achievement, adaptability, integration, and long term development. These will be accomplished in support of the processes and information we gained during Team Focus and will continue to highlight individual needs and feedback processes (to be developed next).

PHASE 3—TEAM RENEWAL

A feedback process for individual, team, and system congruence.

In this phase, **Feedback Processes** and **Individual Needs** processes will be explored. We have worked as a team for some time, struggled to perform and to mature, and now we can assess our progress and each other, and renew our team to the next level of performance.

It is important to recognize that when we work on developing each phase, the remaining 4 or 5 core processes will not go untouched. They are all interdependent and interactive parts. Only the focus and emphasis changes as we move from phase to phase.

KEY LEARNINGS

When properly completed, the systems thinking overview should provide team members with the following key learnings:

- Everything is connected to everything else.
- It is the adaptable system, not the well adapted, that survive.
- Bad boundaries make for bad information flow.
- Changing one part of the system impacts the whole system.

KEY PRINCIPLES & PARADIGMS

Understanding Organizations in New Ways

In exploring systems thinking and viewing organizations from a systemic perspective, there are some key principles to help us understand this concept.

NATURE KNOWS BEST

- Systems are governed by some natural laws.
- Think of organisms, rather than mechanisms.
- Organizations that live in harmony with their environment will thrive.
- Organizations, like plants and animals, are dependent on their external environment for their very survival.
- As a living thing, an organization exists only in the context of its larger environment.
- The environment isn't always right, but it's always there.
- It is the adaptable, not the well-adapted, who survive.
- Nothing grows forever.
- Successful systems must continue to transform or die.
- The only constant is change.
- Organizations are living systems—indivisible wholes made up of interdependent parts.

EVERYTHING IS CONNECTED TO SOMETHING ELSE

- A system functions as a whole—its behavior depends on its entire structure and not just on the sum of its parts.
- Any one part of a system has an effect on the whole system.
- Optimizing the performance of any one of its parts will result in sub-optimizing the performance of the whole organization.
- Each system or subsystem is made up of parts, and those parts, interacting, produce a whole, meaningful product or purpose.
- The pieces of a whole system act together as a single unit and is a subsystem or part of a larger system, and this larger system is a subsystem of a still larger system.
- To understand whole system you must use your whole brain, both your head (left brain) and your heart (right brain).

ORGANIZATIONAL SYSTEMS DEPEND ON PEOPLE

- Employees are the primary living component of the system. They create the adaptable system, make the connections, find the solutions, listen and respond to the feedback, and meet the competition.
- Employees must be allowed to see, touch, and be touched by the organization's external environment.
- Employees can think. They do have minds and can continue to learn how to use them better.
- Employees must be encouraged to grow, develop, and think. If you continue to give me a fish, I will never learn to fish.
- The best form of personal control is self control. It is also the best form of managerial control.
- Establishing effective, principle-based boundaries within the system provides the opportunity for effective self-control.
- Bad boundaries and rules make for poor performance and ineffective communications.
- Empowerment is not just to share decision-making with employees. You must create a shared vision, design specific expectations, measure output, and share consequences, both positive (rewards) and negative (failures).
- If you're not willing to truly empower employees, you may do more harm than good.
- Empowerment can't exist when we continue to separate the managing and the doing of the work.

EVERY SYSTEM HAS INPUT/OUTPUT AND A FEEDBACK LOOP

- Feedback is the heart of renewal.
- Feedback provides system stability.
- To ignore the feedback is to be blind and vulnerable to needed changes. A vulnerable, blind, non-responsive system will die.
- Integrating and welcoming feedback into the system increases your environmental and customer awareness, closes the blind spots, and allows you to grow and adapt.
- Systems act to negate changes and are often called "negative feedback" loops and are used loosely as synonyms for "criticism"....In systems theory, "negative" feedback isn't entirely good or bad. It's the process which negates changes or balances the system.
- Every system takes its inputs from the environment and gives back to the environment a product or service that is needed. The feedback loop between output and input lets us know how well the need is being fulfilled.

THE SYSTEMS THINKING PARADIGM

Systems thinking guides us to view organizations from broader perspectives than before. In systems terms, our *approach*:

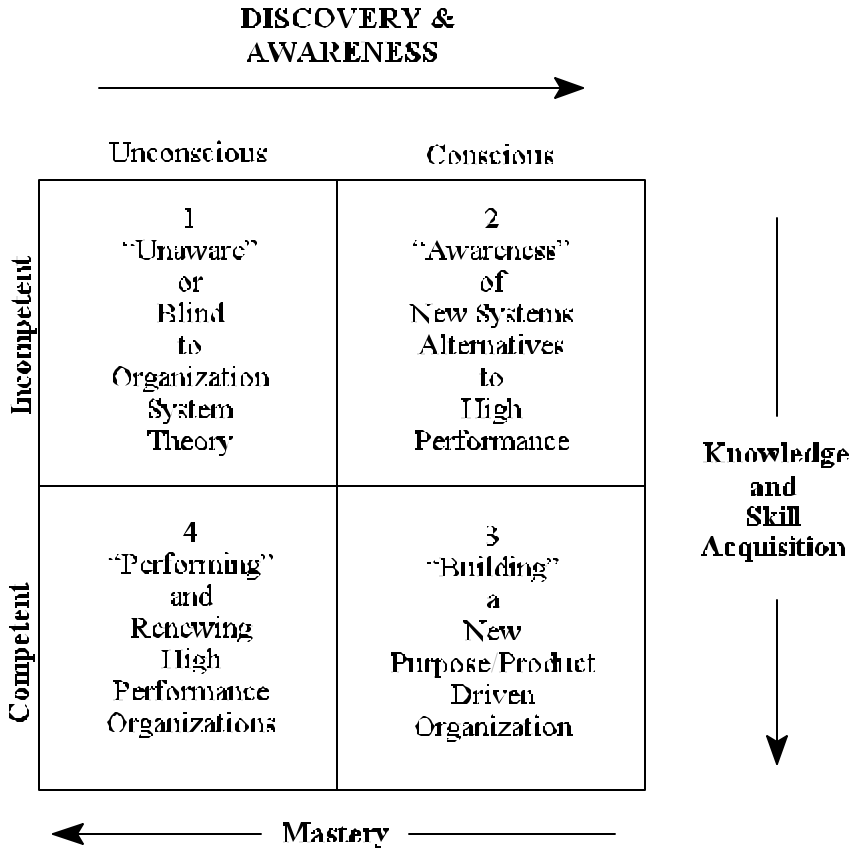
IS NOT	IS
! problem driven	! purpose/product driven
! canned or recipe solutions	! collaborative centered
! an overlay/add on	! whole system design
! business as usual	! new way of doing business

Just recognizing we can and should use systems thinking will not solve our pressing issues. We must apply these ideas in new ways by shifting our models, beliefs, and methods of designing organizations. Creation of high performance work systems requires a paradigm shift in the way we look at structuring, developing, and managing organizations for growth, profit, and survival. In essence, several "shifts" need to occur to create high performance through systems thinking. These "shifts" are detailed on the next page.

THE "SHIFTS"

OLD PARADIGM	NEW PARADIGM	WHERE IT IMPACTS IN THE ORGANIZATION
Maximum task breakdown; simple, narrow skills	Optimum tasks grouping; multiple skills; breadth & depth of skills	Structure: ! Division of labor
External controls (supervisors, specialists, staffs, procedures)	Internal controls (self-regulating, integrating sub-systems)	! Responsibilities ! Authority
Tall organizational chart, autocratic style	Flat organizational chart, participative style	
The technology imperative	Joint optimization	Work Design
People as an extension of the Machine	People as complimentary to the Machine	! Philosophy
People as an expendable spare part	People as a resource to be developed	! Information
Competition	Collaboration	
Gamesmanship	Collegiality	! Knowledge
Organization's Purpose Only	Member's and Society's Purpose Also	! Rewards
Alienation	Commitment	
Low risk-taking	Innovation	! Selection/ Retention

LEADERS AND THE LEARNING PROCESS



Leaders are always moving from Quadrant 1 to Quadrant 2. They are challenging themselves to look at things in new and different ways. They want to see both the new inventions and the new de-ventions (the things that have always been done, but we have found ways to do more with less). They don't have to create the new paradigm, but they are always searching to understand how it applies to themselves, their company, family, and community.

Once they are aware of the new paradigm, they plan ways to incorporate it into their activities. More than that they push themselves to move into Quadrant 3 and "DO IT."

Leaders move from Quadrant 3 to Quadrant 4 and become Masters over and over again. By taking their awareness, moving it to action, and then practicing it they integrate it in their style and being. They strengthen their understanding and grasp of it by learning to see the new paradigm and their fit within the paradigm through the eyes of their followers. They get feedback and continue to fine tune. The way of mastery is continual self-improvement, building deeper integrity between actions and beliefs, between what they say and what they do.

Inexperienced or ineffective leaders may try to "sell" everyone on the new paradigm before trying to live it themselves. They are still acting in the old paradigm and can only be seen as hypocritical in the eyes of their followers. They function like "Sheepherders" who push their followers into the unknown. They hide their struggle from others, wanting to seem adept, capable—even perfect —in the new paradigm.

Better leaders know that they must begin to try and demonstrate the new before they attempt to convince others. They function like a "Shepherd" who leads the way and experiences the unknown with the followers. They trust their own instincts before they ask others to trust them. They recognize and reveal their own struggle to change. They talk openly about the struggle and encourage others to struggle and win. They enlist others in helping them change and allow themselves to be coached.

LEADERS MASTER THE PRINCIPLES OF LEARNING

Masters demonstrate patience with their followers, but do not sanction incompetence. They realize that they cannot improve in themselves what they do not see, and they depend on others to help them see it. They provide this service to their followers by giving them direct, clear, supportive, and honest feedback. They all share responsibility with their follower for understanding and learning to function in the new paradigm.

To the leader, there are no problem people. There are teams with problems and people with problems. Leaders build an open environment which supports both the team and the individual to resolve their problems if they choose to do so. When they choose not to solve the problems, the leaders allow them to face the consequences of such decisions. They do not solve the problems for them and they do not overlook the problems.

SUMMARY POINTS IN LEADING LEARNING

Leading Learning is:	There are no final answers. All solutions are provisional. That worked well—how can we do better? That failed, how can we repair the damage and move on? That was a great mistake!! We sure learned a lot from it. Let's try it together? We will win in the long haul, if we continue to try and change. *Green and growing. Vital and changing.*
Leading Learning is not:	I've got it!!! When will they get it? We had it, how did we loose it? You try it. If you succeed—we will share the glory; if you fail—you are accountable. *Ripe and Rotting. Stale and stalled.*

BUILDING FOCUS

THEORY SUMMARY

High performance organizations know what they are about and who they serve. This may sound simplistic, but there are many organizations who seem to exist to "do" something, without really knowing why they do it or what they want to accomplish in the long run. For Genesis to be highly successful, it is imperative that each part of the organization understand the overall focus of Genesis and how their specific group supports those outcomes.

TEAM EXERCISE #1—KEY OUTCOMES FOR GENESIS

- Identify the stakeholders for the Genesis Project
- Identify the needs, wants, and desires of each stakeholder
- Identify what it will look like if those needs, wants, and desires are fulfilled
- Define the Purpose, Core Values, and Aspirations of Genesis
- Develop a presentation including the information above and what it means to your group Be prepared to present it in the joint session

SUGGESTED ACTIVITIES

- Read the materials under Team Focus including:
  - Environmental Systems
  - Creating a Purposeful system
- Brainstorm and list all possible Genesis Stakeholders then identify the specific demands each of these stakeholders may have on the project
- Prioritize the demands and select all demands critical to the success of the project
- Have each individual on the team discuss their particular purpose for wanting to be a part of the Genesis project and what they hope to get from it
- Clarify the scope of Genesis for the team by drawing a schematic linking all sub-teams to the primary objectives

TEAM EXERCISE #2—KEY OUTCOMES FOR YOUR SUB-TEAM

- Identify the stakeholders for your sub-team
- Identify the needs, wants, and desires of each stakeholder
- Identify what it will look like if those needs, wants, and desires are fulfilled
- Define the Purpose, Core Values, and Aspirations of your sub-team
- Develop a presentation including the information above and what it means to your group. Be prepared to present it in the joint session.

OPEN DISCUSSION

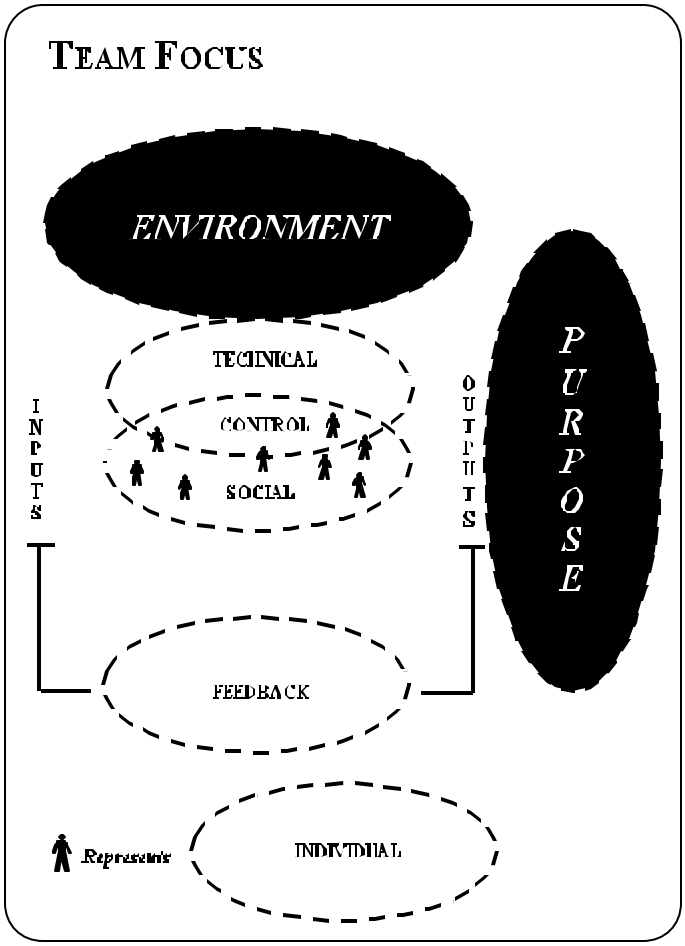
- What fit—what didn't
- What did we Like / Dislike / Mismatches
- Content and Process
- What needs to be changed

TEAM EXERCISE #3—INTEGRATING FEEDBACK AND REFINING TEAM FOCUS

- Incorporate feedback and discussion from main session in order to:
  - Refine Sub-Team Purpose, Core Values, Aspirations
  - Refine stakeholder expectations and set objectives
- Identify measures which will help us monitor progress toward our objectives
- Develop a presentation including the information above and what it means to your group. Be prepared to present it in the joint session.

TEAM FOCUS

A PROCESS FOR UNDERSTANDING FIT AND SETTING DIRECTION



The first step in developing high performance work teams is work team formation. Even though the development of all seven core processes is necessary for the team to be fully formed and functioning, the two primary processes which differentiate this stage are Environmental and Purposing processes.

Leaders of high performance teams assist the team to focus itself through the meaningful development of these two direction-setting processes.

THEORY INPUT

All living things or systems are dependent on something else for their survival and growth. Think for a moment about an acorn falling from the oak tree. For it to survive, it must depend on lots of external help. For example, soil, temperature, sunlight, moisture, etc. If any of these elements is missing or deficient, then the acorn will never survive and grow. It cannot survive long depending only upon its own internal capabilities or resources.

Organizations, teams, and individuals are like that acorn. We all are interdependent with the larger environment for survival and growth. None of us can survive depending only on our own internal capabilities and satisfying just our needs. That's what understanding the ***environmental*** **system is all about; finding out how we fit in.**

Organizations and teams that have processes helping them stay in touch with their external environment will survive and thrive over the long haul. These processes allow for adaptability and flexibility within your system. Through an understanding of how your organization and team fit into the larger environment, competitive advantage can be gained. By looking at our organization and team as a whole system, we appreciate how internal partners build upon one another's work in an open exchange; how each can take in outside requirements and life-sustaining support and give back products and services that perpetuate the economic value chain for mutual survival and growth.

Back to the acorn. Hidden deep in its genetic coding is its purpose. If it can find the right environment and stay in harmony with that environment, then it can fulfill its purpose... to become a giant oak tree.

Individuals, teams, and organizations are not genetically coded with a purpose... each must discover its own. That's what this core process is all about, purpose, or finding our ***target***.

Purpose includes the business mission of the team, its philosophy of human values, and its willingness to satisfy customer/stakeholder requirements. These requirements come directly from our external environment.

Business teams are first and foremost value adding or transforming entities. A team has to identify the direction in which it is heading as it changes from where it is today to where it will be tomorrow. A business team also acts in an economic environment that produces and needs profit to fund its long term growth.

Developing meaningful environmental and purposing processes by a business team will provide its members with a sense of identity, direction, and common focus. Purpose is the glue of team interdependency, the common target at which all can aim.

TEAM OUTPUTS
ENVIRONMENTAL PROCESS

As a team, it is critical to identify, discuss, understand, and build a strategy for dealing with the external environment. In order to accomplish the requirements of the environmental core process, each of the following tasks must be completed:

- Understanding and agreement of how our team/sub-system fits into the larger organizational system. Who do we serve in both the external environment and internal environments?
- What are the major trends that will impact our team's ability to serve the external and internal environment?
- Understanding clearly who are our team's stakeholders and what are their specific demands and expectations.

- Boundary identification and agreement. Both for "input" (when and from whom we take responsibility for resources) and "output" (when and to whom we deliver our outputs and what are the outputs).
- A method for dealing with conflicting stakeholder demands.
- Measures and measurement system to provide on-going feedback on team performance in relationship to stakeholder demands and expectations.
- A process for influencing and providing feedback to the environment from our team to continually stay in touch with the world outside our team.

KEY LEARNINGS

When properly completed, team focus should provide team members with the following key learnings:

- Environments change, so teams must discover ways to stay in touch with the environment.
- We don't get to choose our stakeholders; we just have to fulfill their requirements.
- Stakeholder demands can be conflicting.
- Teams not in harmony with the environment will fail to know, adapt to, and fulfill stakeholder requirements.
- Purpose builds common vision and understanding.
- Without purpose there is little meaning to what we do.
- Purpose guides and directs the team.
- Building the purpose is what develops ownership and commitment to it.
- Purpose is a living document, not a static event.
- Purpose provides the team a "touch stone" for making both short and long term decisions.

ENVIRONMENTAL SYSTEMS

The Team in Harmony with its Environment Will Thrive

No team is an island, complete unto itself. Like any other living thing, the team exists only in the context of its larger environment. All of the team's needs are drawn from this environment; all of its products are returned to the environment. To recognize this is to see the transparency of all rigid distinctions between "us" and "them."

The boundary that separates inside from outside is permeable and open. It is a door, more than a wall; a bond, more than a barrier; a concept, more than a firm reality. Across the invisible boundary that divides them, transactions between the team and its environment are governed by a set of natural laws.

You don't have to be a rocket scientist to understand these laws. Think of biospheres, ecology, bees, and flowers. Think of organisms, rather than mechanisms. The team and its environment are living entities, united in time and space. They are inseparable, interdependent, and mutually-creating. Like two sides of the same coin, each is required for the other's existence.

The team exists by the "consent" of its environment. The environment, in turn, is defined and changed by the action of the teams in it.

Purpose is the central value that unites inside with outside. The right purpose, rightly understood, radiates vitality in both directions. The team's central purpose, and the way that purpose is pursued, must be wanted and supported by its environment.

In the pursuit of its purpose, or "core mission," the team may identify any number of particular objectives. Many, if not all, of these will be imposed by the environment. And all of these objectives must be defined, integrated, and acted upon in ways that are both internally congruent and externally compatible with the environment's own many demands and needs. In short, the team that lives in harmony with its environment will thrive; the team that is unresponsive will wither and die. All of this is so obvious it hardly bears repeating. It's a given. A set of basic assumptions to be taken for granted. In times of relative stability, there is no pressing need to elaborate on the required "fitness" between the team and its environment. Not much is happening out there. So the team's adaptive response capability goes untested.

In times of chaos and turbulence, however, the team's very survival depends on its ability to respond quickly and well to the new environmental demands. These are such times. Consider the massive changes reshaping the face of the whole world today, and the increasing speed, complexity, and unpredictability of all these "megatrends." Consider the impact of this tidal wave on the particular environments most relevant

to your own team and on the technological, economic, social, geographic, and other fields in which you operate. Consider, too, how vastly different are the expectations and demands of your many stakeholders now, compared with those of times past.

Customers, suppliers, lenders, owners, workers, and every other direct participant in the enterprise has shaped and been shaped by those same still-rising rivers of change. Teams that choose to ignore these developments do so at their own risk. The pressures mount. The questions persist. Where are these new trends taking us? What kind of teams must be designed to master these turbulent times? These are the questions that must be asked and answered by every kind of team today—questions of adaptation and survival, transformation or decay. These are big questions, even ultimate questions. But they can be answered. Teams are human inventions, structured and managed for the conditions of the times. They can be re-invented for new times, even for times that demand continuous adaptation.

It's no easy task. All of the team's seemingly inseparable pieces must be taken apart, examined, and put back together again—re-fitted to a new pattern. The process begins with a careful look at the team-environment "set of the past, its features in the present, and the choices available for the future."

CREATING A PURPOSEFUL SYSTEM

The Team as an Agent of Transformation

What you see is what you get. That's more than just a funny punch line. For team designers, it's the statement of a simple fact.

The way people think about their team is directly related to the kind of team and the kind of results they'll produce. What you see ***determines*** **what you get. It works like a self-fulfilling prophecy. And it works both ways.**

Viewing a team from a systems viewpoint offers a dynamic alternative. It presents us with a map of the territory beyond the limits of machine age thinking, where people were seen mainly as cogs in the organizational wheel. In this view, the team is more than a collection of individuals, a specialized mini-society or an economic entity. It is, at heart, an "agent of transformation."

The system is understood as a living organism that draws the inputs it needs from the environment, transforming them into outputs that are needed by the environment. This view helps focus attention on the main work of the team, its function, rather than its particular form. And it puts function first. It recognizes that form, or team structure, should be fitted to the nature of the work and the environmental factors surrounding the work, rather than the other way around. This is quite different from the usual practice of buying a team structure off the rack, as it were, as if one size fits all.

The new model demands an ecological perspective. It puts the team in context with its environment, and with the transformation process required for its own survival. This transformation process occurs between the input and output "boundaries" that separate the system from its larger environment.

These boundaries are defined as the point at which ownership actually changes hands. This clarifies what exactly is within the system and what is beyond the system's sphere of direct influence and control. The delineation of clear boundaries, then, is the starting place for designing a system that fits and functions well, inside and out. Between the input/output boundaries, a technical system and social system must be designed to manage exchanges with the environment and to bring about the wanted transformation of inputs into outputs.

An effective design is fully three-dimensional. A well-structured team will find the proper balance between:

- The technical system's requirements for order and predictability.
- The needs of the workforce for meaning, variety, community, and self-expression.
- The environment's continuing demands for change of many kinds.

The ideal design will transcend the apparently opposing needs of these sub-systems, bringing them together as a unified whole. This is not so unthinkable as it may at first seem.

Charles Atlas might describe it as an exercise in "dynamic tension," rather than a contest to be won or lost. Pushing the system's "muscles" against each other can build up the entire body. But they're not "against" each other. They're pushing *together*.

This is why the central factor in team design is the system's primary purpose, or core mission. Common purpose unifies. It unites the people inside the system with each other, as colleagues in pursuit of the same larger vision. It can unite the inside system with the larger outside system too.

When the system's purpose is in harmony with the expectations of its stakeholders and with the demands of its larger environment, energy and resources are less likely to be lost in fruitless defensive maneuvers. The system's purpose must be as clearly understood and supported by the "outside" stakeholders as it is by those on the inside.

The system then is united around a central value, a core mission that is shared by all of the participants in the enterprise. But united ***action* is required as well. It's not enough to simply have in mind a common vision.**

The system must also be designed to produce results. To create outputs that are clearly in line with the system's mission. And to do so in a way that is responsive to continuing changes in technology, economics, social pressures, and other environmental factors. It must, in other words, be fully integrated and adaptive. It's a tall order, but it can be done.

The process begins when the current system is put under the microscope for study. The team's technical, social, and environmental systems must be analyzed separately and then refitted to a new design. Early in the process, however, the system as a whole must be defined. This systems overview, or "scan," will serve as a primary point of reference for the team design work to come.

TEAM PERFORMANCE

The Smell of the Place

THEORY SUMMARY

The key characteristic of a High Performing System is that they "perform," they accomplish their objectives more efficiently and effectively than other organizations. Doing this requires the effective blending and joint optimizing of Technical, Social, and Control processes.

In order to explore these concepts, we first want to look at what Jim Collins has referred to as the "Smell of the Place." This goes deeper than the surface numbers and progress summaries. It has to do with using our senses to feel and sniff our way through the data and get a sense of how well we are becoming the type of company we desire.

TEAM EXERCISE #4—THE SMELL OF THE PLACE

- Identify the Characteristics of High Performing Teams
  - How does their performance differ from other teams
  - What qualifies them to be "Great" vs Good
  - What Characteristics limit a team/organization from being Great
  - What activities, behaviors, or structure creates a High Performing Environment
  - When we become a high performance organization, what will be different, better, what will we sense
- Be prepared to share your outcomes and what you learned with the other teams in an insightful and impactful manner

SUGGESTED ACTIVITIES

- Identify time/event/role in your life where you were the most energized
- Identify the elements that are important for a team to be highly energized
- How do you create the environment to nurture and build that type of energy within your team

OPERATION SUBURBIA

Simulated Learning Opportunity

TEAM EXERCISE #5—BUILDING FOR PERFORMANCE

- Identify the "work" our group must perform in order to meet the purpose, core values, and aspirations we have proposed
  - An understanding of the activities and results which we are responsible for including detailed results in the areas of:
    - Team Development / Accountability / Sustained Performance
    - Coaching / Etc.
  - An understanding of the paradigm shifts:
    - Stretch vs Constraint—Trust vs. Contract
    - Discipline vs. Compliance—Support vs. Control
    - Job vs. What Needs to Get Done—Function vs. Whole
- Organize your team for high performance:
  - Identify your ground rules and operating philosophy
    - Within our team
    - Across the project
  - Define roles and responsibilities
  - Look at how you are structured to accomplish work—then insure that necessary activities and responsibilities are covered
- Identify what we need to start, stop, or continue in order to build a great company/project
  - What will change about Stewardship/Ownership/Performance
  - What behaviors we need to take on and will take on to make the change
  - How do we respond to the resistance to change in others—in ourselves
- Be prepared to share your outcomes and what you learned with the other teams in an insightful and impactful manner

SUGGESTED ACTIVITIES

- List the following:
  - What do we need to change?
  - What should stay the same?
  - What should we do more of?
- Make a list of questions for:
  - "What do I/we need to know in order to be successful?"
  - "Where do I need to go or how do I get the answers?"
- Group Presentations of What we want to create
  - Feedback and evaluation—accountability

TEAM PERFORMANCE

THE PROCESSES FOR INSURING SUCCESSFUL PRODUCT TRANSFORMATION AND EFFECTIVE HUMAN INTERACTION

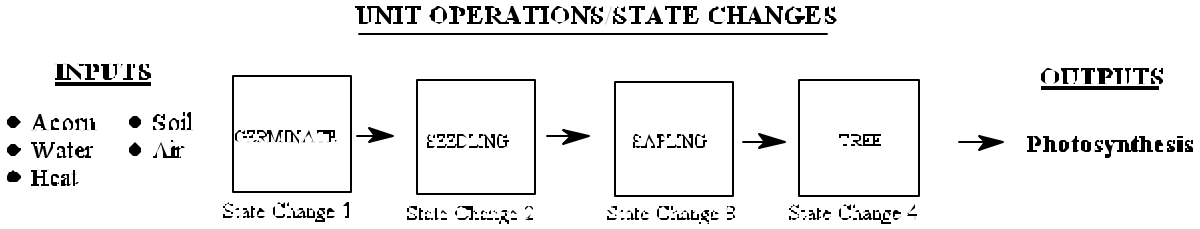
High performing teams "produce." That is, they effectively transform inputs into outputs by using well designed and clearly understood team processes. These core processes are identified as the "Technical," "Social," and "Control" processes.

For these processes to be "effective" teams have to do more than to develop them, more than "balancing" them, they have to continually improve and "optimize" all three of these processes.

TECHNICAL PRODUCING PROCESSES

Technical system analysis is a way to understand the team's conversion process for taking inputs and producing outputs. Technical system understanding allows the team to manage its conversion process in terms of product/service state change, not tasks.

For example, lets think about the conversion process for the acorn to become a tree.



The acorn (seed) along with the other inputs, water, sunshine, air, etc., combine and the seed changes state. It will literally burst open (germinate) with part of it pointing up and part of it pointing down. This germinated seed continues to change state as it interacts with the environment, absorbing water, heat, and nutrients. It develops a root pushing downward and a trunk pushing upward. It becomes a seedling.

The seedling continues to grow and change state. It develops leaves which start photosynthesis (converting sunshine, sap and carbon dioxide into sugar), develops a trunk, and when it attains a height of 6 feet, it is a sapling. As it continues to develop and attains reproductive capacity, it will again change state, becoming a tree.

High performance teams develop a joint understanding of their producing process from input to output. This understanding is in terms of what happens to the inputs as they become outputs, rather than what we do to those inputs. In our example, we understood what happened to the acorn, not what was done to it.

Technical systems understanding allows teams to manage and control their outcomes, instead of just doing assigned tasks. The team examines inputs (raw materials) and how those inputs become the final product, satisfying stakeholder requirements.

SOCIAL PROCESSES

Members of high performing teams clearly understand their technical producing process. More than that, they understand that each team member has a role and responsibility in the development, implementation, and coordination of that producing process. Effective development, implementation, and coordination results from the effective social interaction processes of this diverse group of individuals.

The social system defines patterns of human interaction and work relationships among team members. We need to understand the social system because it is these patterns of interaction that allow the team to control variances in its technical system. In addition, the social system design is vital for engaging people and sustaining their interest and commitment over the long haul.

The social system process is designed to help us achieve three key objectives:

- Regulate the organization's technical system.
- Support key variance control.
- Provide the framework to increase individual need attainment.

The social system enables individuals and teams to take control of their production rather than being controlled. The social system holds the key to the organization's long-run survival. It should be a fluid, creative endeavor focused on helping the team maintain alignment with the larger system.

In accomplishing the social process, your team will focus on four key elements forming the acronym **GAIL**:

Goal Attainment: Control of key variances through goal setting, performance, measurement, evaluation, technical problem solving, feedback, etc.

Adaptation: Reacting to and coping with immediate, short-term, environment-driven demands. These could include vendor problems, new regulatory issues, customer requirements, or other emergencies.

Integration: Creating wholeness and line of sight within the organization to reinforce interdependency and cooperation. Includes methods and processes to facilitate learning, teamness, involvement, respect, trust, etc.

Long Term Development: The actions needed to insure future success to include employee education/development, research, capital investment, etc.

CONTROL PROCESS

When we hear the word "control," often negative thoughts and feelings occur. Control has oftentimes materialized in negative, punitive ways in our lives. The state highway patrolman who controls speeding by writing tickets that result in fines; the IRS that audits our tax return and finds minor infractions that cause hours of work. Control for high performing teams is about assuring balance and accounting for results. Effective control processes keep the technical and social systems aligned with the external and internal stakeholders.

Control elements are those processes put in place to ensure that the team's purpose and objectives are met. For example, if we wanted to help our acorn transform into a tree, we would probably want to control temperature, moisture, nutrients, etc. In essence, help maintain balance within the producing process to attain purpose. In systems thinking, controls are viewed as essential, positive and supportive elements.

Organizations and teams focus their control process on variance control and values attainment. As a team/subsystem, we have established a mission/value statement and producing process in order to effectively meet the needs of our external and internal stakeholders by converting inputs into outputs.

Control of variances is best accomplished as close to the point of origin as possible. To the extent teams are enabled to control their variances as close to the source as possible, is the extent they will be able to move towards self-organizing behavior. The processes we choose to enable individuals and teams will determine how quickly they can mature and start living the value they developed.

KEY LEARNINGS

When properly completed, this section should provide team members with the following key learnings.

- A new knowledge & language of the product or service.
- A new understanding and focus so all can contribute equally to the transformation process.
- How the process is designed for achievement of purpose significantly impacts product quality.
- Awareness of why and how team designed processes best use team members' distinct competencies.
- What the key variances are and how they will be controlled.
- With control also comes accountability.
- The degree of team autonomy correlates with the degree of internal self-control.
- System order cannot exist without control.
- Control is not an option; either the teams do it or someone else will.
- Finding the fit between environmental, technical, and social systems requires team maturity.
- Effective decisions are equal to quality thinking times acceptance.

TECHNICAL SYSTEMS ANALYSIS

Defining Work in Meaningful Terms

THERE IS A CHOICE

A cartoon shows two workers talking outside the factory gates. Caption: "What do we make here, anyway?" "Beats me, I've only had this job six months."

Here's another one: A stranger happens upon a construction site. Curious, he asks the first worker he meets, "What are you doing here?"

"I'm laying bricks," he says.

The stranger asks the next man, "What are you doing here?"

"I'm building a wall."

Finally, a third workman is asked the same question, "What are you doing here?"

"We're raising a cathedral," says the last man proudly.

Four out of five workers in these stories do not know the *product*, much less the real purpose of their work. Their jobs have been reduced to disconnected fragments, abstract and meaningless. They've been mechanized. Who knows how many others are in the same fix, resigned to their fate, convinced that there's little, if any, choice in the world of work today. But there is a choice.

The alternative to disjointed jobs and alienated workers is a work system that is designed to reunite the people with their purpose. One of the goals of your team design is to do just that; to restore what was once a direct and meaningful relationship between working people and the work they do.

This is what is meant by seeking the optimum fit between "the social system" and "the technical system." In contrast to the purely mechanical approach, joint optimization delivers several real advantages. It recognizes and employs the human potential for creativity, learning, and self-discipline. It leads to greater commitment, motivation, and work life satisfaction. And, for the

team as a whole, it improves internal regulation while also boosting the system's flexibility, quality, and productivity.

Before such a system can be designed, it is necessary to have a proper conception of the work. It is all too easy to return to the familiar but outworn ideas of the past: to think of work in terms of the collection of tasks required, or of the tools used, or of the traditional hierarchies, departments, specialties, and other old-model "boxes" into which people have been force-fitted for so long.

In the new model, all of that is put aside. The system must be understood, first and foremost, as an agent of transformation. It exists to transform inputs from the environment into outputs wanted by the environment. Within the system's boundaries, those inputs are changed from what they were coming into the system into the final product the system exists to produce.

It is important to understand how that input changes from one state to another as it passes through the transformation process. Borrowing a concept from chemical engineering, significant state changes are called "unit operations." Technical system analysis also requires the identification of all the critical variables that must be controlled in the process. These are called, simply, "variances."

UNIT OPERATIONS

Unit operations represent major steps in the transformation process. The input is changed to *this* and then *this* is changed to *that*, and so on, until the final "thing" is the product itself. The idea here is to focus on the input as it is transformed, rather than on the particular process, tools or techniques being used to help bring the transformation about.

To define the transformation process in terms of its state changes, or unit operations, does three things. First, it helps the people in the system to understand the process in the simplest and clearest possible way. People are often amazed to discover that there are fewer unit operations than they might have thought. They can see, too, how every one of these successive state changes is in fact the product-in-becoming. Also, they begin to see their own roles as masters over this change process, rather than as robotic units whose actions are programmed and controlled by some larger machine.

The second big advantage in defining the process by its unit operations has already been suggested. It liberates the mind. Team members are freed from the illusion that current technology is all there is. The transformation requires these state changes, not necessarily these particular tools, procedures, and organizational arrangements.

This kind of thinking fires the imagination. Everyone in the team system can start looking for better ways to bring the product into being, rather than just better ways to work the old machinery.

For creativity to arise and be put to good use, it must be unbound from the limitations of the existing

machinery—be it in the machinery of the technical or the organizational sort. In a nutshell, the system defined by its unit operations is more likely to generate and to accept good ideas, from within and without.

Finally, unit operations each represent an identifiable, whole and vital contribution to the end product. Because of that, unit operations may also serve as the most appropriate bases for defining internal team work-unit boundaries. Instead of organizing teams and designing jobs around a particular kind of tool, for example, employees could be assigned to teams that are put together to manage one or more unit operations. People who are assigned work in this way find it much easier to identify with the product, with the organization's central purpose, and with their fellow employees as partners in the same essential work. Everyone involved knows why they're here, what they're here to do, and which problems are clearly their own to manage. This kind of organization builds both teamwork and responsibility.

The need for costly layers of supervision, communication, inspection, and checking jobs goes way down when the system is designed for direct control of the system's *real* requirements.

What are those requirements? "Variances." In technical analysis, according to the principles of advanced system design, variances do not include "problems," like breakdowns in the technical process or in the machinery. They do not include human error either, nor any of the other operational problems associated with work systems of every kind.

VARIANCES

Variances are seen as simply those normal deviations that occur as the input passes through the transformation process. These might be variances in the state of the input itself, or variances in the normal state of the technical procedures or techniques. A list of variances, then, is no more than a list of all the things that tend to "wobble" around some central tendency or norm.

You don't have to worry yet how these variances will be controlled, or who will do the controlling. In this phase of your technical system analysis, it's enough to just make a list of all the variances. When you've got them all down, in order, and within the unit operation where they occur, you're ready to identify *key* variances.

These are the big ones, the variances that *must* be carefully controlled for the system to get the job done right. Key variances are those that directly or indirectly have the largest impact on the quantity, quality, or cost of the system's product. Failure to control these key variances can cause big problems, and they can make other problems much worse. If they can be automated out of existence, that's great. But not all of them can be eliminated.

No automated or computerized system yet designed is so self-regulating that it can run error-free forever, without human adjustment, modification, and control. It's still up to people to control those variances, and

to keep inventing better and better ways to control them.

Which people? To the greatest possible extent, control should be in the hands of the people closest to the source of the variance. Let them "nip it in the bud," at the source. Keep the social system simple, supple, and strong. Prevent the horrible multiplication of economic and social costs that happens when problems are exported from one unit operation to another, or worse, from the producing system to its "paying customers."

The identification of unit operations and key variances will lead to the identification of new options for controlling those variances.

After you have completed the variance matrix for your team system's transformation process, you will take a look at how those variances might be brought under better control through improving the technology and/or the work system design of your team.

SOCIAL SYSTEM

An Analysis

TEAMWORK

Separation, frustration, crossed wires, and red tape are the norm in many teams today. The economic and social costs are enormous. Worse, these costs are often un-counted, built into the very structure of the team. But these "hidden taxes" do not go unpaid. They, too, are part of the bill, part of the unavoidable and escalating price of poor team design.

It doesn't have to be that way.

For an alternative that works, follow the thinking of modern system designers:

The team is there to serve as the connecting and coordinating link between the demands of the technical transformation process and those of the environment in which the team must operate. The people, then, are central to the effectiveness of the system as a whole. How are their talents and energies to be used?

Traditional designs treat people like machines. Conventional organizations feature small, specialty jobs, and lots of them; separate specialty departments, with high walls between them; long chains of reporting relationships, and "control" from the distant top. In these old-style organization structures, people are made small. Their contributions to the system are small, too, if they can be seen at all. Employees in these systems spend a lot of time and energy "working through channels," waiting for orders, and playing bureaucratic games, instead of working on the product.

In the new model, people are enlarged. They are restored to their place as masters of the machine—as controllers of an important technical process. Their energies are focused sharply on the work itself. And their contributions are direct, significant, and obvious.

The new model draws out the best of people by treating them as people: multi-talented, thinking, growing, creative, interacting, interdependent, and "whole" systems in themselves. Rather than separating the "parts," and imposing control from outside, the new model emphasizes the teamwork and self-regulation of which people are uniquely capable.

The self-managing team is the ideal. The team is organized to include all of the resources it needs to manage its own work directly—to control variances at the source. The team is charged with managing its own affairs, including most, if not all, of its own day-to-day problem-solving, work assignment and conflict resolution tasks. Members are typically encouraged to learn and to use all of the skills necessary in the work unit.

Work designs built around ideas like these recognize that the system depends upon the people who operate it. In fact, the more sophisticated or complex the technology, the more the system is dependent on the "human factor."

What about the bottom line? The cost of organizing work around self-managing teams is much less than the costs of the traditional organizational form, in both social and economic terms. Organization charts are flattened. The many costs associated with communicating, expediting, inspecting, checking, and supervising go way down.

The savings add up in other ways as well: Key variances are understood and controlled where they happen. There is no wasteful conflict between individual and unit goals, nor between the goals of one unit and those of the next. The common goal is to control variances in the process.
Structuring the organization around self-sufficient and self-managing work teams helps keep the system integrated. Cooperation, coordination, and shared responsibility are built into the design. Response time, adaptability, flexibility, and system maintenance are all improved as a result.

But coming up with the optimum system design is not quite as easy as deciding to lean toward self-managing workgroups. The right team structure and work role design will be the one that best fits together all the requirements of the system.

Every system is different. Each has a unique environment, calling for a unique adaptive response capability. Technologies vary too. Every technical system puts unique demands and constraints on the people in the system.

Finally, the people themselves come to the organization with their own set of special capabilities, needs, interests, and expectations. These, too, must be taken into account. The design that manages to deal most effectively with all of these factors will be the design that is built on the most thorough, three-dimensional analysis. Environmental and technical system analysis are discussed elsewhere.

Briefly, here's what's involved in social system analysis:

THE SOCIAL SYSTEM TEAM GRID

The social system grid on the page following this text is used here as the basic organizing scheme for social system analysis.

The left vertical axis of the grid lists the four primary functions that must be performed by any social system if it is to survive. These functions have been identified as goal attainment, adaptation, integration, and "latency" (or long-term development, renewal, and maintenance). For short: GAIL.

Across the top horizontal axis of the grid are listed four kinds of organizational relationships: supervisor-

subordinate, within-group, between-groups, and member relationships with outsiders. The grid, then, has 16 cells to be completed.

A different grid is used for the analysis of every "focal team role" to be analyzed. Focal roles are typically identified after completion of the technical system analysis. Roles found to be of major importance in key variance control are tagged as the "focal team roles," meaning that social system analysis will be conducted around these roles as the central components of the social system.

Cell entries in the social system grid list specific, observable examples of what is said, done, or shown (or *not* said, done, or shown) in that role relationship, regarding that particular system function.

For the goal attainment cells, for example, one can easily transfer information about key variance control items directly from the variance control table. This information is entered under the appropriate "relationship" heading: G-1, for example, is used when referring to how key variances are managed between the worker in the focal role and his or her supervisor; G-2 when discussing the degree to which variance issues are dealt with by the peer group, and so on. In effect, the four cells for goal attainment, (which include goal setting, planning, communication, and execution activities) will almost "write themselves." Most of the information needed will have already been gathered by the design team.

But filling in the rest of the picture is not always so easy. The team members may know the social system well enough, from their own personal experience, but to design all the team's social processes is quite another task. It takes all the members to do it well.

A Questionnaire on Team Maturity

Instructions: Check as many of the following characteristics as you feel your team is currently experiencing.

1. Objectives poorly set ___
2. Resistance to change ___
3. Members protect the team ___
4. Selective listening ___
5. Aligned with the needs of the stakeholders ___
6. Blaming others for production problems ___
7. Failure and mistakes expected ___
8. Pride and satisfaction ___
9. Fuzzy goals ___
10. Little care for others ___
11. Looking for new opportunity ___
12. Who says we should change? ___
13. Evaluations made outside meetings ___
14. New members welcomed ___
15. Self-serving team members ___
16. Strong need for structure ___
17. Goals are imposed on us ___
18. Need permission to act ___
19. Strong opinions shared respectfully ___
20. Polite conversations ___
21. Little listening ___
22. Conflicts unresolved ___
23. Outside input is welcomed ___
24. Supervisor/leader has the power ___
25. Suspicion ___
26. Bids for power ___
27. Authority is questioned ___
28. Real feelings shared outside ___
29. Strong need for approval ___
30. Happy, vital and rewarded ___
31. Authority is central ___
32. Feelings kept to oneself ___
33. Development is a waste of time ___
34. Conflicts resolved by voting ___
35. Confusion and stress ___
36. Misdirected energy ___
37. Lack of stability ___
38. Flexibility ___
39. It's up to "them" ___
40. Second guessing ___
41. Commitment debated ___
42. All team members contributing ___
43. Success emulated by others ___
44. Hidden agendas ___
45. Mistakes defended at all costs ___
46. Conformance to the established line ___
47. Informality and respect ___
48. Goal is to make it through the day ___
49. Alliance to myself only ___
50. Purpose is central ___
51. Hidden feelings ___
52. Clear common objective ___
53. Alliances and cliques formed ___
54. Discussions focus on the past ___
55. Outside help expected ___
56. Little thinking ___
57. Trust and openness ___
58. In-fighting/Attacks at authority ___
59. Objectives not known/cared about ___
60. Burn-out ___
61. Personal weaknesses ignored/covered-up ___
62. Open to purposeful change ___
63. Set own goals to achieve overall objectives ___
64. Lack of trust ___
65. Cohesiveness ___
66. Resistant to outside input ___
67. Mistakes are used as evidence ___
68. Personal weaknesses attacked ___
69. Fear of change ___
70. Whole system is important ___
71. Leadership discussed behind their backs ___
72. We can handle anything ___
73. Nit-picking ___
74. Shared leadership ___
75. Active listening ___
76. Not working in a unified way ___
77. Act, regardless of the consequences ___
78. Protecting knowledge from others ___
79. Act in awareness and responsibility ___
80. Outside help is required ___
81. High goal attainment ___
82. Mistakes are made but eagerly examined ___
83. Appreciate each other's talents and skills ___
84. Pioneering spirit felt in team ___

Scoring the Questionnaire

Part 1—Team Maturity Assessment . . . . . .

Characteristic	Questionnaire #'s	Number Circled	% of Total Circled
Dependent	6, 9, 10, 13, 16, 18, 20, 21, 22, 24, 25, 29, 31, 32, 36, 39, 44, 46, 48, 49, 51, 54, 55, 56, 59, 61, 69, 80		
Counter-Dependent	1, 2, 3, 4, 12, 15, 17, 26, 27, 33, 34, 35, 37, 40, 41, 45, 53, 58, 60, 64, 66, 67, 68, 71, 73, 76, 77, 78		
Interdependent	5, 7, 8, 11, 14, 19, 23, 28, 30, 38, 42, 43, 47, 50, 52, 57, 62, 63, 65, 70, 72, 74, 75, 79, 81, 82, 83, 84,		
	TOTALS		100%

Part 2—Team Process Breakout . . . . . .

Characteristic	Questionnaire #'s	Number Circled	% of Total Circled
Goal Attainment			
Dependent	9 - 24 - 29 - 36 - 48 - 55 - 59		
Counter-Dependent	1 - 17 - 26 - 40 - 45 - 67 - 73		
Inter-Dependent	7 - 8 - 43 - 52 - 63 - 81 - 82		
Adaptability			
Dependent	16 - 18 - 31 - 39 - 46 - 54 - 80		
Counter-Dependent	2 - 12 - 27 - 37 - 58 - 66 - 77		
Inter-Dependent	5 - 23 - 38 - 50 - 62 - 72 - 79		
Integration			
Dependent	6 - 13 - 21 - 22 - 32 - 49 - 61		
Counter-Dependent	4 - 15 - 34 - 41 - 53 - 68 - 76		
Inter-Dependent	14 - 28 - 47 - 57 - 65 - 70 - 75		
Long Term Development			
Dependent	10 - 20 - 25 - 44 - 51 - 56 - 69		
Counter-Dependent	3 - 33 - 35 - 60 - 64 - 71 - 78		
Inter-Dependent	11 - 19 - 30 - 42 - 74 - 83 - 84		
	Totals		100%

BUILDING A PLAN

After exploring the concepts, building, understanding, and agreeing together on where our team should develop, we need to put this information into an actionable format and begin to move from Quadrant 2 to Quadrant 3. The action plan involves three major parts:

First: Identifying the most important "gaps" between our development goals and objectives.

Second: Setting short term goals and ways to measure our progress.

Third: Do it, Do it, and Re-do it.

Development of new skills, abilities, and habits, whether personal or for the team, is the "great divide" between awareness and competency, between knowing and doing, and between hypocrisy and integrity. It has been said "Those that can—Do. Those that can't—Teach." I think that is gravely miss spoken. Teaching a team, especially one which is to perform efficiently and effectively, requires competent leaders who have taken the developmental journey and are willing to go on it again with the team.

There is no "magic formula" to making the plan effective. There are several suggestions which we offer:

- Keep it Simple and Straight-forward (KISS)
- Focus on the "Critical Few" (Pareto Principle—20% of the problems account for 80% of the results)
- Set Goals together, with the team
- Measure it yourself, when it's happening. After-the-fact measures rarely give you the information quick enough to adapt, integrate, and attain.
- Depend on each other and set regular, focused follow-up.
- Review, re-set, and refocus within 6 months.

TEAMING SKILLS

Personal Skill Promoting Group Effectiveness

MEETING EFFECTIVENESS
Self Rating
1 2 3 4 5

My ability to help a group come together, focus on the issues or purpose, establish meaningful roles and ground rules, use time effectively, involve and engage each member, measure their results, and meet their objectives.

BRAINSTORMING
Self Rating
1 2 3 4 5

My ability to help the group listen to all ideas openly, seek unusual possibilities, be creative, refrain from judging the merits of the ideas, build onto previous ideas, and think beyond previous boundaries and constraints.

PROBLEM SOLVING
Self Rating
1 2 3 4 5

My ability to work within the group to identify and clarify the problem, investigate root causes, analyze possible alternatives, weigh benefits and costs, compare against the stated objectives, collect meaningful data, and agree on solutions.

PLANNING/ ORGANIZING
Self Rating
1 2 3 4 5

My ability to help identify what needs to be done, establish priorities, set a timetable for accomplishing the tasks, make assignments, review progress, and follow through to meet the objectives.

DECISION MAKING
Self Rating
1 2 3 4 5

My ability to work with the group to review all pertinent information, listen to clearly understand each point of view, openly share biases and concerns, value personal and group needs, decide together and fully support that decision.

ASSESSING RESULTS
Self Rating
1 2 3 4 5

My ability to help get clear on what has to be accomplished, set goals that are both objective and subjective, establish a scale for measurement, benchmark their current state, regularly review results and progress.

CONFLICT RESOLUTION
Self Rating
1 2 3 4 5

My ability to help sort through differences that are getting in the way of the group's ability to accomplish tasks synergistically and collaboratively.

GIVING FEEDBACK
Self Rating
1 2 3 4 5

My ability to provide straightforward, honest, and helpful feedback to other members of the group in a respectful and developmental manner and to confront difficult issues with integrity and share responsibility for results.

RECEIVING FEEDBACK
Self Rating
1 2 3 4 5

My ability to hear and receive feedback from members of the group openly and non-defensively, seek to understand the key elements of the feedback, and respond to the feedback through responsible actions and commitments.

DECISIVENESS
Self Rating
1 2 3 4 5

My ability to take action and help the group move forward by listening to itself, agreeing on key elements, selecting a path, deciding and moving on. Helping to avoid waffling, false starts, and gridlock while allowing for constant field adjustments.

ACCOUNTABILITY AND FEEDBACK

THEORY SUMMARY

High performance systems grow through constant and continuous feedback and improvement. Not just the organization, but the individuals in the organization require constant, pervasive, and specific feedback about their results and their impact on the results to stay connected with their purpose.

Because it is so vital to their growth, they build this feedback into their system for accountability. In this way, they assess the results, they recommit to the future, they discuss problems and identify solutions, they interact with each other and with their environment, they continually improve and move forward.

TEAM EXERCISE #6—BUILDING-IN ACCOUNTABILITY

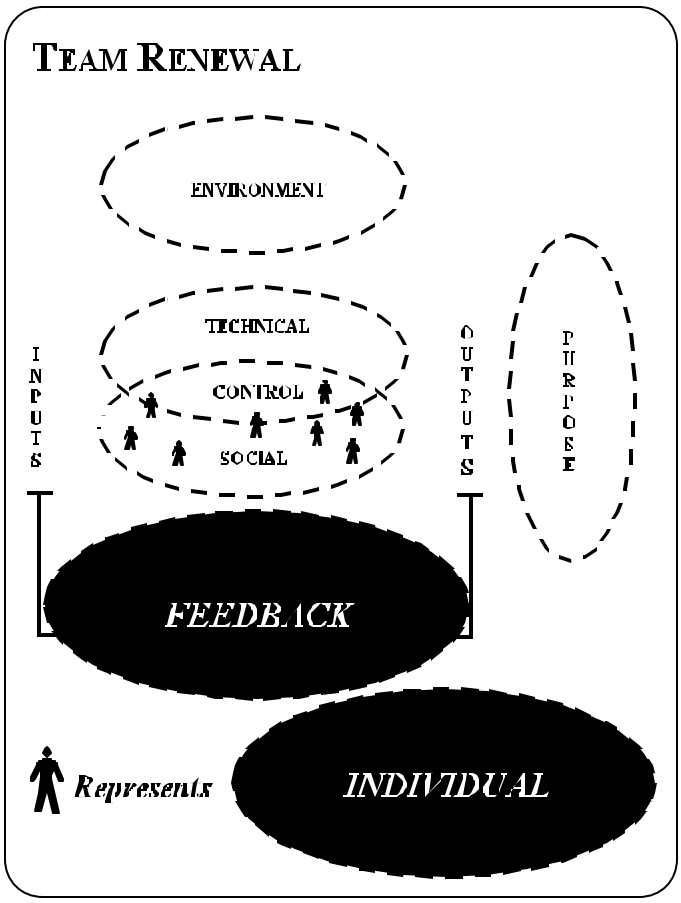
- Gain an understanding of:
  - Who we account to (360 degree)
  - Who accounts to us
- Build your "best suggestion" for a process of system-wide accountability (what, when, and how will all teams account to the larger system)
- Understand the principles of integrating Team Needs and Individual Needs
- Understand the importance and build a process for giving and receiving feedback within the team
- Explore the anticipated needs of project team members:
  - Cultural and Language needs
  - Build a framework and process for resolving issues:
    - within our team
    - between teams
    - between Genesis and Stakeholders
- Be prepared to share your outcomes and what you learned with the other teams in an insightful and impactful manner

SUGGESTED ACTIVITIES

- Read the attached materials on System Renewal
- Explore the relationship between energy, focus, commitment, and participation in terms of overall team performance
- Brainstorm a list of methods for accounting in a public way for results
- Brainstorm a list of personal needs which the Genesis Participants may have as a result of the multi-cultural/long distance make-up of the team

TEAM RENEWAL

DESIGNING FEEDBACK PROCESSES FOR INDIVIDUAL AND SYSTEM CONGRUENCE



High performing teams continually grow, develop, and renew. First, they recognize that the individuals within the team are the sole source of competence, innovation, creativity, spontaneity, and vitality. If the employees are stale, so is the team. If individuals have fire in their eyes, so does the team. For the company to be alive, so must its people and the team reaps its harvest from the seeds of inspiration and cultivation of encouragement which it garnishes on its members.

Second, the team must be in constant, visceral contact with its environment, its customers, competition, regulators, etc. But more than just being in contact, the team must continually adjust its processes and products to match the ever increasing demands of this environment. High performing teams maintain growth, competitiveness, and hope for the future through effective individual and feedback processes.

THEORY INPUT

Individuals, teams, and organizations all have needs. Just as the acorn had the need of warmth, sunshine, nutrients, and water; each individual member of our team has both common and unique needs. Research and practical application have demonstrated that quality of working life in teams is dependent on attainment of 4 C's.

Centrality: Team members know how their work contributes to the central purpose of the team and the organization as a whole.

Competence: Team members possess, demonstrate, and experience success in their team roles. Each member knows they are good at what they do and the new system they have designed allows for broader contribution and continual growth and development.

Commitment: Team members have designed and built their purpose, producing process, and defined their products and services. Having built it, individuals are now interdependent with it, providing congruence between what they do and who they are.

Control: Team members understand and embrace self control. Team members have the information, knowledge, power, team support, and rewards to insure system control and performance.

Within the context of the 4 C's is a fifth "C," **Congruence**, that makes it possible for the team to achieve quality of working life. In order to maintain understanding of and ability to manage quality of working life in the team, individuals will need to practice congruent communication. Simply, individuals must openly report what needs they have within each of the 4 C's and at what level these are now being attained or met by the team. Through this sharing, teams will identify what opportunities exist to provide greater opportunities for personal competence, challenge, meaningful work, creativity, freedom, and satisfaction. In other words, self and team actualization.

The feedback process is the heart of renewal. Feedback helps the team maintain both balance and fit between the other six core processes. Without it, the team dies. Often times its hard to get open, honest, and supportive feedback. And when it is available—we may not want or open ourselves to it.

Psalm 51:6 states, "We are not to delude ourselves and say something is true when it is not." Organizations, teams, and individuals require feedback to survive, grow, and prosper.

Providing and soliciting feedback is a challenge for all. Rarely do we find individuals or teams that embrace this concept and what it involves. Feedback can cause us to reconsider our rightness, values, beliefs, or position. For growth to happen, we must understand its usefulness and incorporate the concept into our teams.

The most effective feedback systems are those that provide information on a continual basis. We know we change, and our environment and stakeholders change too. These changes require action on our part, and can only be known and realized by developing real and meaningful feedback systems.

KEY LEARNINGS

When properly completed, the individual needs core process should provide team members with the following key learnings:

- Individual needs are similar, yet unique.
- Needs change as we grow.
- Blaming others does not allow for need attainment.
- Each person is responsible for sharing their needs.
- Common ground is not as important as common understanding.
- Mature teams ask what needs individuals have and try to satisfy them.
- Feedback is the "breakfast of champions."
- It can be done in a positive, helpful, and supportive way.
- Feedback is hard work, but well worth the effort in growth and development.
- The more one does it, the easier it gets.

THE FOUR C'S

Building Quality of Work Life

Building an effective team requires that individuals on that team understand purpose, feel committed to the purpose, feel valued, and have control. Development of a team based system utilizing the Four C's can attain that. The Four C's (shown below) are interrelated concepts that together build an environment capable of achieving high quality of working life.

1. Recognized **COMPETENCE** at the workplace.
2. Acknowledged **CENTRALITY**, or real relevance in applying that competence.
3. Shared **COMMITMENT** to the purposes of the enterprise.
4. Joint **CONTROL** over the product and process.

The concept of *competence* deals with one's feelings of pride in his/her work abilities. Traditional organization design weakened the concept of competence by breaking jobs into small parts and disconnecting people from the whole. Separation from the whole product and from other departments weakened the awareness of how one fits in. Team designed systems, focused on the whole product or purpose, increases the connection between what I do and the results attained.

The understanding of purpose, control of key variance, and how my role helps achieve these is competence. Team members in control of key variances are good at what they do, and they know they have this capability because of training and learning on the job.

Centrality refers to having everyone on the team involved in key variance control and understanding that this is the center of the team enterprise. This stems from the team recognizing the definition of key variances as the most important aspect of producing the product.

When centrality in the process is tied to control of key variances, the connection between centrality and competence is self evident. Learning to be competent in the skills and knowledge required to control key variances leads to high performance in tasks, defined by everyone in the team, to be central to its success.

Commitment to the values and goals of the team is the third part of team quality of working life. Through an open systems approval to team design where people understand its purpose, producing process, and values, loyalty can emerge. Commitment can only be developed through involvement and open discussion. People need to understand the team's purpose and their role in it to build cooperation and commitment through involvement.

Control within a team can be achieved through understanding of the product and process. The social process within any team relies on the sharing of power and influence. Power equalization through participation and influence over work are two critical issues for effective team management of control.

The combination of control over process through understanding and influence over others through the authority of knowledge and competence has been found to be a potent source of individual equality of working life in teams.

ACTION PLANNING

THEORY SUMMARY

Now we've looked at and built several processes to help us begin the Genesis project with the information, knowledge, and skill necessary for success. But, for all the things we have complete, there are several questions still hanging which we need to resolve in order for us and the project teams to be truly effective.

Action planning is usually about having the right questions, identified by the best guess, at priority and need, and being offered to the right people for solutions. Then, it usually requires additional support, coaching, resources, and accountability in order to meet the plan.

TEAM EXERCISE #7—ACTION PLANNING

- Identify your team's Next Steps including:
  - What activities need to be completed, by whom, and when
  - A process and plan to finalize our system-wide accountability process
  - A process and plan to finalize our Issue resolution process
- An understanding of how do we coach each other, the team facilitators, the teams...
- A list of short-term and long-term Next Steps for meeting the schedule and doing it right
- A list of things the project teams should understand through their development sessions including:
  - Learning Objectives
  - Boundaries
  - Focus
  - Behaviors...
- Be prepared to share your outcomes and what you learned with the other teams in an insightful and impactful manner

COACHING IN HIGH PERFORMANCE WORK SYSTEMS

Coaching is a word which has been around for some time and has primarily been associated with sports and athletics. But it has taken on new and broader meaning as companies re-think how people should be organized, developed and integrated as more important parts of the producing system. Individuals who have the capability for coaching within the system become extremely valuable assets in finding the path to high performance.

Coaches are not just supervisors and managers renamed. This happens often and, in fact, many of the companies supervisors and managers are certainly necessary to lead the organization through a transition to high performance teams. Still, their success depends not simply on being designated "coaches" or being "trained" in how to be a coach. They must be individuals who can constantly reshape their role and change with the growth and development of the teams and the organization. Coaches are not "players," but must know the plays. Coaches do not stand above, but must not get in the way. They must be able to flow between roles for example:

- They must demonstrate strength, conviction and passion in driving toward the next horizon,
- Blend in with the team as skills and assignments are grown and shared
- Leave the group, allowing them to grow and struggle together while the coach looks ahead to the next opportunity.
-

COACHING COMPETENCIES

As we look at Coaching and leadership within our organizations, seven (7) essential competencies emerge as necessary in understanding, building and fulfilling this new role. Each competency effects the others and effective coaches are continually learning and growing in each of these areas. A brief assessment for your individual use is included in this booklet.

Visioning

The ability to build a positive description of what the future can become while exploring possibilities and alternatives, creating common understandings, recognizing and defining consequences, establishing meaningful and stretchable targets, creating a sense of urgency and a bias for action, staying in constant touch and harmony with those outside your team and organization, and encouraging innovation and creativity.

Coaches must be able to envision the future in very specific terms. Only then can they make decisions and help a team make decisions based on the long term results and consequences of such decisions. Steven Covey identifies this ability as his second "habit" of highly effective people, "Begin with the end in mind." There are four (4) scenarios they must be able to envision:

1. The **future "desired" or Goal state**—what do we want/need to achieve and what are the specific characteristics of successfully reaching that state.
2. The **future effect of our current processes** and procedures on this future state (positive or negative)(are we going toward or away from the state)
3. **Options, changes, and possibilities** which could move us faster toward the future state
4. The broader, **system-wide effects of making changes** and how it will impact our future state.

Coaches who effectively "see" in these ways are then able to make decisions and choices which build toward the vision. Then they help the team gain or recognize those skills in its members.

Enabling

The ability to create a learning environment that encourages independent thinking by providing critical information readily, building relationships and trust between people and teams, and establishing team norms and standards congruent with growth values.

One key statement here is "create a learning environment." A learning environment is not filled with meetings and endless training sessions. If the environment is to allow learning, then individuals must be presented with the opportunity to observe and to act, then to make sense out of what they have seen and done in the context of what they were trying to achieve and make changes for their next action.

Many of us fall into the trap of explaining endlessly to individuals what they should have done, or should have learned from it. Coaches require individuals to explain what they observed, what it should have done, and what they learned from it. Knowing this, the coach is then in a position to help reinforce the vision they should be accomplishing and help align future actions with that vision. This enables the individual to learn from mistakes and anticipate future results. In effect, the coach is enabling the vision of the individual to integrate with the vision of the system, and make choices with both in mind.

Leading

The ability to offer direction and establish standards in an environment of mutual respect and integrity while creating new ideas, keeping focused on the vision, guiding the course without coercion or intimidation, being real and allowing, even embracing mistakes that lead toward learning.

In most organizations, the "coach," at least in early stages of transformation, is also the "company representative" (formerly a supervisory or managerial responsibility). There is inherent power with this type of designation. Coaches know this and allow themselves to feel confident that they could "stop the team and take control!!!" But they don't. They recognize that the strength of this leadership comes from the team "choosing" to be influenced by the coach rather than being "required" to.

This leadership is neither weak nor absent. We continually hear that supervisors must "let go" and allow the team to "make mistakes." This reflects what James Collins has termed "The tyranny of the **OR**." Coaches rely on the "Genius of the **AND**." They require the team to account for their performance and their adherence to standards. Then they insure that together they face the numbers, take the actions, and decide on a course which leads to higher ground and results.

Counseling/Confronting

The ability to respond to others appropriately, with sensitivity to their needs, feelings and capabilities; to deal effectively with others in both favorable and unfavorable situations, regardless of status or position. The ability to bring differences and conflict out into the open and model collaborative problem-solving and consensus-seeking behaviors.

"Leaders don't Sanction Incompetence!!" is a favorite concept Mike Vance uses when he identifies the qualities of leaders such as Walt Disney and Bill Marriott. Incompetence here can be defined as "acting or behaving in a way which is contrary to agreements or standards." That doesn't mean they pounce on problems or "call people on the carpet" when they observe something out-of-line.
Coaches don't ignore problems or difficulties. They don't "wink" at them and hope they will go away on their own. Instead they listen and observe carefully, they confront caringly, they bring the right parties together to gain perspective, and they require the situation to be dealt with together, in the open, within the group.

Communicating

The ability to effectively and clearly present and express information by using appropriate eye contact, gestures, and body language, being concise, using appropriate vocabulary, grammar and punctuation, and having appropriate voice inflection, modulation, volume, etc.

Coaches stretch their information sources to gain a broad perspective of what is going on with the business, the customers, the industry, even the world. They recognize that information is key to being ready and able to adapt to sudden course corrections and anticipate "whitewater" ahead. They then encourage, even require the team to build systems for gathering, processing, and using this information themselves in order to make better decisions, plans, and projections.

Critical Thinking

The ability to identify, incorporate, and organize the critical elements of a situation and plan alternative courses of action based on identifying obstacles or potential problems, delineating the problem, reasoning with others to gain a common understanding, dealing with ambiguity and paradoxical constraints, and establishing a plan of action noting major milestones and tasks required.

Many coaches have risen to their previous positions within the company based on their ability to process information, build and execute plans, and "get the job done." But now they are not one of the players and they must use their skills in a different way. Sometimes this involves showing the team how to process the information and share their framework for solving the problem. Sometimes it is learning to ask the right questions which causes the team to explore options and build alternate plans, then work with them to assess and choose the best alternatives.

The greatest skill for the coach to employ is to help the team "incorporate" seemly contradictory constraints or demands and really explore win-win alternatives. Too often we allow our logic to pick the "least offensive" solution, or the "most reasonable compromise." Teams and individuals "vote" on the outcome, rather than build a comprehensive solution which meets all the major needs. George Bernard Shaw observed:

"The reasonable man succeeds at adapting himself to the world around him. The unreasonable man persists at trying to adapt the world around him to himself, therefore all progress depends on the unreasonable man."

Only by seeking out a broader solution, reaching for all insights, exploring deeper options can the team establish a new logic for the high performance system they are building.

Integrating

The ability to view differences in people, actions, processes, roles, responsibility, thinking and results as complimentary rather than exclusionary. To bask in the "genius of the AND" rather than wallow in the "tyranny of the OR."

Coaches are able to integrate paradoxes and contradictions without compromise, for example:

- We need both quantity and quality patience and impatience.
- To act in harmony while engaging in massive and violent disagreement.
- To invest in the long-term while managing short-term performance.
- Maintain discipline and control while reducing hierarchical levels and developing self-discipline.
- Preserving our Core values while changing and stimulating progress.

We need both at the same time, not a balance of the two views.

Conclusions

Coaching is a role requiring "multiple" strategies, tactics, and skills. It is being hard and soft, resolute and ambivalent, direct and indirect, answering and questioning. It requires the ability to see the "game" in play, not just the score; the stance of the batter, not just whether he hit the ball; the readiness and position of the fielders, not just whether the ball was on time. Players keep their eyes on the ball while the coach keeps his eyes on the players, on the crowd, on the umpires, on the other team, and he builds in the players the ability to see all that he sees.

Coaching is not a retirement role, it's a role which many players, regardless of position will play as they grow and develop. It's a role oft seen in the past, but required in the future.

CORE COMPETENCIES

The Essential Elements of Team Leadership

VISIONING
Self Rating
1 2 3 4 5

The ability to build a positive description of what the future can become while exploring possibilities and alternatives, creating common understandings, recognizing and defining consequences, establishing meaningful and stretchable targets, creating a sense of urgency and a bias for action, staying in constant touch and harmony with those outside your team and organization, and encouraging innovation and creativity.

ENABLING
Self Rating
1 2 3 4 5

The ability to create a learning environment that encourages independent thinking by providing critical information readily, building relationships and trust between people and teams, and establishing team norms and standards congruent with growth values.

LEADING
Self Rating
1 2 3 4 5

The ability to offer direction and establish standards in an environment of mutual respect and integrity while creating new ideas, keeping focused on the vision, guiding the course without coercion or intimidation, being real and allowing, even embracing mistakes that lead toward learning.

COUNSELING/ CONFRONTING
Self Rating
1 2 3 4 5

The ability to respond to others appropriately, with sensitivity to their needs, feelings and capabilities; to deal effectively with others in both favorable and unfavorable situations, regardless of status or position. The ability to bring differences and conflict out into the open and model collaborative problem-solving and consensus-seeking behaviors.

COMMUNICATING
Self Rating
1 2 3 4 5

The ability to effectively and clearly present and express information by using appropriate eye contact, gestures, and body language, being concise, using appropriate vocabulary, grammar and punctuation, and having appropriate voice inflection, modulation, volume, etc.

CRITICAL THINKING
Self Rating
1 2 3 4 5

The ability to identify, incorporate and organize the critical elements of a situation and plan alternative courses of action based on identifying obstacles or potential problems, delineating the problem, reasoning with others to gain a common understanding, dealing with ambiguity and paradoxical constraints, and establishing a plan of action noting major milestones and tasks required.

INTEGRATING
Self Rating
1 2 3 4 5

The ability to view differences in people, actions, processes, roles, responsibility, thinking and results as complimentary rather than exclusionary. To bask in the "genius of the AND" rather than wallow in the "tyranny of the OR."

COACHES: ATTRIBUTES & ACTIONS

In order to help others learn and work in a team-based environment, coaches must create a role based on what it means to be a coach, and what they really are to do as coaches. Coaches continually ask themselves those questions and are always updating the lists based on the current needs of their group. Below are some of the attributes and actions of coaches in high performance systems:

COACHING ATTRIBUTES

What Coaches Are (Their characteristics):

- Envision how they, the company, and the world might be
- See greater potential in people than the people do
- Caring—Nurturing—Supporting—Loving
- Exemplary—they walk the talk
- Fully committed to the other person's success

Things Coaches Remember:

- The journey to reinvent myself as a leader (coach) and my company is not as scary as they say—it's worse
- What I have to listen to is more important than what I have to say
- People don't care how much I know until they know how much I care

COACHING ACTIONS

What Coaches Do (Their Activities):

- Coaches interrupt the present in order to:
  - Reinforce and recognize
  - Keep the vision and mission in the forefront
  - Know, recognize, and reinforce the critical success factors
  - Give credit where credit is due
  - Keep attention on the game and the players, not the scorecard
  - Distinguish and differentiate
    - Which are the trees, where is the forest, where are we
    - Clarify behaviors and activities which support or fail to support the purpose
    - Get specific, don't generalize
    - Help the employee to see the differences and to differentiate themselves
    - Listen to the language used
- Coaches stay in touch by:

- Recognizing accomplishment
- Being available to people and aware of concerns
- Staying connected with people over time

- Coaches are continuously learning, changing, and adapting by:
  - Taking themselves on as a leader and challenging who they are and what they do
  - Continually reinventing how they operate as a Coach/Leader

- Coaches line-out and let go by:
  - Not doing for others what they can do for themselves
  - Clarify boundaries and responsibilities

- Coaches walks the talk by:
  - Learning and living the principles of high performance
  - Thinking of things as processes and patterns
  - Building and revising their own processes in all seven core areas
  - Being real (authentic)

- Coaches are prepared, in that they:
  - Think and plan ahead of time and help focus the participants on their task
  - Are available to the teams while they are working
  - Are prepared with questions to ask which will help them focus on what issues need solving and resolving
  - Know the key outcomes expected of the team
  - Are able and willing to help fulfill those outcomes

- Coaches clarify tasks by:
  - Recognizing the team will be unclear about their tasks at various times
  - Not telling them <u>how</u> to do it
  - Clarifying the principles, tasks, and outcomes
  - Listening to the group's discussions
  - Providing only what insights can aid them in gaining clarification and understanding
  - Avoiding statements that are absolutes or focused on only one way
  - Learning to explore with them what is happening and see it from a new perspective
  - Helping tie and integrate ideas

- Coaches lead beyond conflict by:
  - Staying balanced and valuing the energy of the team
  - Seeking and gaining understanding
  - Creating and adhering to process
  - Building for mutual benefit (win-win)
  - Sharing responsibility and accountability

5 L'S FOR COACHING PROBLEM SOLVING

For High Performance Teams

In creating a "High Performance Team" promoting environment, Coaches, Facilitators, and Leaders of all kinds, struggle with how to delegate and develop team competency in solving problems, when those problems are pressing and require immediate attention. The following framework may be helpful in "thinking through" the process to get the right people together with the right authority to solve the right problems.

Line Up (Gaining Alignment)

- Describe the problem/task
- Identify the desired needs/outcomes (What, not how)
- Determine who owns it/who is affected by it
- Determine who should solve it. Who has the knowledge, skills and abilities?

Lift Off (Leading and Initiating the Process)

- Plan communications and gain a common understanding with the team
- Identify what involvement you need? (None, approval, part of decision)
- Help them kick it off or simply get out of the way

Let Go (Making sure the task stays with the problem owner)

- If you "lined up" well, stay out of internal methods and details
- If the right people are there, don't rethink whose functional responsibility it is. Remember that the "right people" may include leaders with a vested interest in the solution
- Demonstrate your trust in the process and in the knowledge, skills, and abilities assembled. Don't "jump in" at the first sign of trouble. "Trust the 'process,' Luke."

Lend Support (Cheerleading, mentoring, responding to needs)

- Ensure effective support/service systems
- Facilitate the work and development of others
- Offer encouragement, time, money, and permission
- Model appropriate behavior
- Find out from the team what support they need, and then provide the support they need, not support you'd rather give

Look Outward

- Ensure inputs and outputs meet the needs of the work system
- Keep the vision
- Manage the environment
- Anticipate the future
- Recognize accomplishments and consequences

L I N I N G U P	**The Problem/Task** Describe in your own words:									
	The Desired Outcomes, Needs, Expectations...									
	The "Owner:" Whose problem is it, really?	**Units Involved**								
		Management Team	Business Team	Front Line Coaches	Team A	Team B	Team C	Team D	Support Team	Support Team
	Who Else? Who else is affected by the problem, causing it, involved, knowledgeable, dependent on a solution, etc.?									
	Who Should Solve it? The smallest unit of organization that "contains" the answer to 1, 2 & 3, above is probably best equipped to solve the problem.									
To Lift Off—I will:										
To Let Go—I will:										
To Lend Support—I will:										
To Look Outward—I will:										

THE ABC'S OF ACCOUNTABILITY

Ability / Barriers / Consequences

Accountability

"This is a story about people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody would not do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done."

Anonymous

And so it goes in our organizations, nobody doing what anybody could have done and somebody being blamed by everyone. In fact, being accountable has often been interchanged for "blamed" or "blamable." When the question is asked—who is accountable for such and such—it tends to mean, who will be blamed if the results are poor or something goes wrong.

But there is another paradigm for accountability. It's not really new because it has its roots deeply in the past, but, as noted by Peter Block in the book Stewardship, we have built most current systems on a model of governance rather than stewardship, on hierarchy rather than purpose, on self-interest rather than service to the system in which we live and work.

System-wide accountability frees everybody to do what nobody did in the past. Now anybody can measure and recognize somebody and together they can account for their results and build high performance through making and keeping commitments with each other.

"Stewardship is the willingness to be accountable for the well-being of the larger organization by operating on service, rather than control of those around us. ...It is accountability without control or compliance."

Peter Block

> *"The joy of this quest is not in triumph over others, but in the search for the qualities we share with them and for our uniqueness, which raises us above all competition."*
>
> *Theodore Roszak*

ABILITIES

We've had some fun with Nobody and Everybody, etc. But it is important to understand that to build a system which has a stewardship-based accountability system, there are some basic abilities which individuals must possess. This may sound like a play on words, but the concepts are extremely important to our understanding. The paradigm has shifted from Control to Commitment—a major change in thinking.

The Ability to Respond

If you change the word "responsibility" into the "ability to respond" you create a new way of thinking. "Who's responsible" has all the ear-markings of a blame ambush. It is normally tied to the hierarchy and denotes a limited set of objectives, people, resources, etc., which a "manager" must oversee. Those "serfs" who are "overseen" are often asked which one of them is "responsible." The real answer is always "Nobody."

If we think instead, "am I able to respond" to changes, problems, schedules, etc., it shifts the emphasis. "Who's responsible" would mean, who has the power to change the schedule, to order a new part, or to shut down the equipment in light of a problem. It is truly an indicator of empowerment. Do I really have the power, authority, and skills to effectively respond to the needs of my area, role, and "responsibility." This is a critical element; people cannot be accountable if they have to ask permission to respond. The person with the power, knowledge, and skills to act can be, and usually is, accountable.

"As the basketball team joined hands at the center of their huddle, the coach once again reminded them, "the score is tight and so is their defense. We have to make every shot count."

The Ability to Account

A sports team knows how to account for their major results. The scoreboard shows it. In addition, a set of statistics is kept on each player which notes errors, scores, assists, defensive actions, and so forth. This is how they individually account for their performance.

In our organizations, there are also lots of numbers. However, most of the "players" are not really able to account for their performance or the performance of their team. But they can watch the clock. Most employees inherently want to "measure" their progress, and, in the absence of productivity measures, the time they have been on the job becomes the measure of choice or convenience.

If the employees have the "ability" to account for their results and/or the results of the team, a shift takes place. Now they may be able to see that they have made a difference, impacted the quantity, quality, or cost of their output. They can compare themselves with the performance of others and question the results. If they learn and understand the activities which "count," they can follow the lead of the basketball players and make their activities "count."

Abilities We Need to Develop So We Are Able to Respond or Account

- To *Define* that for which we are responsible and to whom
- To *Trust* and be open
- To *Envision* options/choices for the future
- To *Observe* the present to understand our current processes
- To *Anticipate* the consequences, both pluses and minuses
- To *Communicate* freely through questions as well as responses
- To *Feel* comfortable and self-confident
- To *Learn* from every experience and every person
- To *Connect* activity to purpose with integrity

"Those who succeed and do not push on to greater failure are the spiritual middle classers. Their stopping at success is the proof of their compromising insignificance. How petty their dreams must have been!... Only through the unattainable does man achieve a hope worth living and dying for—and so attain himself."

Eugene O'Neill

BARRIERS

The early stages of building system-wide accountability processes are fraught with barriers or obstacles sure to frustrate, antagonize, or just get in the way. Most are smoke-screens or old paradigms that blur our vision. The good news (and possibly the bad news as well) is that these barriers are mostly based on our past successes, on victories which another battle could discredit, on our own feelings and fears about the role accountability, blame, and risk will play in our future. The world loves the victor, and the barriers we build to protect that victor from the past prevent great new victories in the future.

For example, no one wants to report to the stakeholders that the numbers are bad. A failed project might transfer as a failed person. Those to whom we provide the accounting wanted results and we let them down, or if we didn't let them down, we still are the messenger of doom (and some of those messengers got shot anyway). And besides, "these accounting meetings take up too much time," "all we do is waste time talking about what we did—I need the time to do something," "it's just another fluffy, feel-good meeting; what a waste."

These barriers are difficult, if not impossible, to overcome without changing the system to see accountability from a different perspective. System-wide accountability is not another way to evaluate or value each other, but a way to value (assess) our results and target the next opportunity for improvement. It becomes a way to share a clear picture of our results in a variety of areas: satisfying customers, stakeholders, teams, individuals; meeting commitments to each other; upholding our values; reaching our purpose; and planning for the future. System-wide accountability allows us the opportunity to account for our stewardships, broaden our understanding of the rest of the system, and demonstrate real commitment to each other and to our mutual success.

THE SHIFTS

Overcoming barriers to accountability requires several shifts in what we do and the roles we think we are in. Below are some of the shifts which are critical for us to make.

Where We've Been	Where We Need to Go
Being held accountable by someone "higher-up"	Account for your performance to each other and your environment
Blaming poor results on individuals or groups	Analyzing poor performance together
Boss/Subordinate	Partnerships between people
Boss determined consequences	Natural—real consequences
Single point accountability	All account together to the team, to each other, to other teams (360°)
Private feedback	Public feedback
External control	Internal commitment
Compliance	Willingness
Participatory dictatorship	Democracy
Centralized control	Control at the point of effect
Accounts to....	Accounts for....
Dependent	Interdependent
Self-Interest	Service
Leaders and subordinates	Shared leadership
Job, position, and behavior as the drivers for extrinsic (monetary) reward systems	Results (organizational, team, personal) as basis for intrinsic and extrinsic rewards
Functions, levels, and hierarchy	Knowledge, skill, ability, and need based
Some accountable	All accountable
Narrowly defined jobs & doing whatever you're told	Roles and the desire to do whatever needs to get done for the team
Thinking of self	Thinking of others and self
Performance appraisals	Performance feedback

> *"My role is to continually keep people in touch with the economic realities of the business we are in."*
>
> *Ralph Stayer*

CONSEQUENCES

For individuals and organizations to become stewards who truly account, they must also have the opportunity to face and deal with the consequences of their results. The word "consequences" immediately leads us to think blame, when really it is neither positive nor negative. From physics, we learn that for every action, there is an equal and opposite reaction. Still, in the organization, we often "buffer" people from the real consequences or "fabricate" consequences and impose them.

As we build our system, it is important to confront individuals and teams with the natural consequences and allow them to respond to or be rewarded for the results which created the consequence.

Rewards and Recognition

As the basketball team accounts to the audience and the other team by way of their scoreboard, they receive immediate recognition for outstanding plays, on-target passes, that long three-pointer. When most employees score in the plant, few ever notice, let alone receive recognition. Even reward may be slow in coming.

When we are truly accountable, we understand the economic principles and realities of what it takes for the business to thrive and for us to earn more. We understand the impact of our decisions, our contribution to the business, and begin to gain a sense of the fairness of rewards. This can seem dangerous, and is dangerous in a system which takes advantage of the worker. But in a system based on stewardship, we learn to reach beyond self-interest and serve each other toward our mutual success and reward.

> *"Putting decision-making and the authority to act right where the work gets done recognizes the contribution and ability of the individual. This type of intrinsic reward is a powerful force in creating real and natural accountability."*
>
> *Dave Felten*

BUILDING A PROCESS

Critical Elements for Building Accountability Systems

- Require public accounting between:
  - Individuals to each other and to the team
  - Teams to each other and to the larger system
  - The larger system to the environment
- Design for wholeness so that the knowledge, skills, and abilities necessary for the team to fulfill its purpose reside within the team.
- Build information systems that are "team friendly" and provide real-time information from both the internal and external environments (safety, quality, quantity, cost, timeliness...).
- Connect natural consequences to rewards and recognition.
- Revisit support systems so they are congruent with this accountability.
- Re-define roles and responsibilities.

Current Leadership's Role

- Require the system to account, as opposed to holding people accountable.
- Become part of the system, as opposed to "in control" or "in charge" of the system.
- Be willing to be held accountable by others around you.
- Be active and involved, as opposed to passive or hands-off.
- Encourage, facilitate, enable, and support the groups as they account.
- Connect to a long-term vision while allowing others to fill in the blanks.
- Coordinate and integrate—help individuals understand their interdependence.
- Continue to push and challenge the envelope.
- Be willing to do what's right, as opposed to what's popular.
- Communicate more through questions than responses—require everyone to think.

> *"Leadership is the ability to establish a creative climate where people are self-motivated toward the accomplishment of long term constructive goals in an atmosphere of mutual respect compatible with personal values."*
>
> *Mike Vance*

