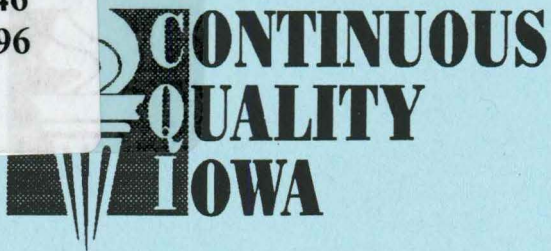


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Team Building for Leaders

Iowa Department of Transportation
Maintenance Division
East Central Iowa Transportation Center
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Expectations

- **Refreshed**
We each have the responsibility to stay physically refreshed so our heads stay in the game.
- **Dialogue**
Be direct and caring.
Everyone participates; no one dominates.
Listen as an ally.
Help maintain time limits.
Concede to wisdom, not position.
- **Stretch**
Learning takes many forms.
Respect others' learning.
- **Team Work**
None of us is as smart as all of us.

EXERCISE

Directions: Write a paragraph that outlines what you believe to be your responsibilities in leading the Maintenance Division in the implementation of the new organizational structure.

My responsibilities as a leader in the Maintenance Division include:

Six Foundation Principles

The way we provide services and produce products in Iowa state government is based on six foundation principles.

1. **Customers:** At the heart of the services we provide is our customer. Each of us has one or more customers. Customers receive the services or products that you and your co-workers produce. Customers can be internal (inside state government) or external (outside state government). It is our customers' experiences and perceptions which define the *quality* of the services or products we provide.
2. **System:** A system is the network of interdependent processes that work together to accomplish a stated aim. The aim (the purpose of why we do what we do) must be clear to everyone in the system. Without an aim, there is no system. Leadership of a system, therefore, requires knowledge of how all of the pieces of the system fit together to achieve the stated aim.
3. **Variation:** Variation is a normal part of everything you do. From the way you go to bed at night to how you fill out your time sheet, all systems and processes exhibit variation. Process improvement focuses on reducing variation in how we do our work to improve the results we achieve. As an example, if we train everyone on how to fill out a form (reduce variation in how the form is filled out), the number of errors made would be reduced and an employee would receive his/her check in 7 to 10 days instead of anywhere from 8 to 30 days.

4. **Knowledge:** Learning is vital to the success of every organization. Learning occurs when an existing theory is tested against data. Unless data is interpreted it is not knowledge. Using the scientific approach of Plan/Do/Study/Act, we are able to identify the causes of problems, develop a theory of how to improve things, test the theory, and use data to find out if it worked.

5. **Planned Change:** Change is not a mysterious process; it can be planned and managed. Using specific tools and methods, you can develop innovative ways to achieve your aim in an environment of constant change.

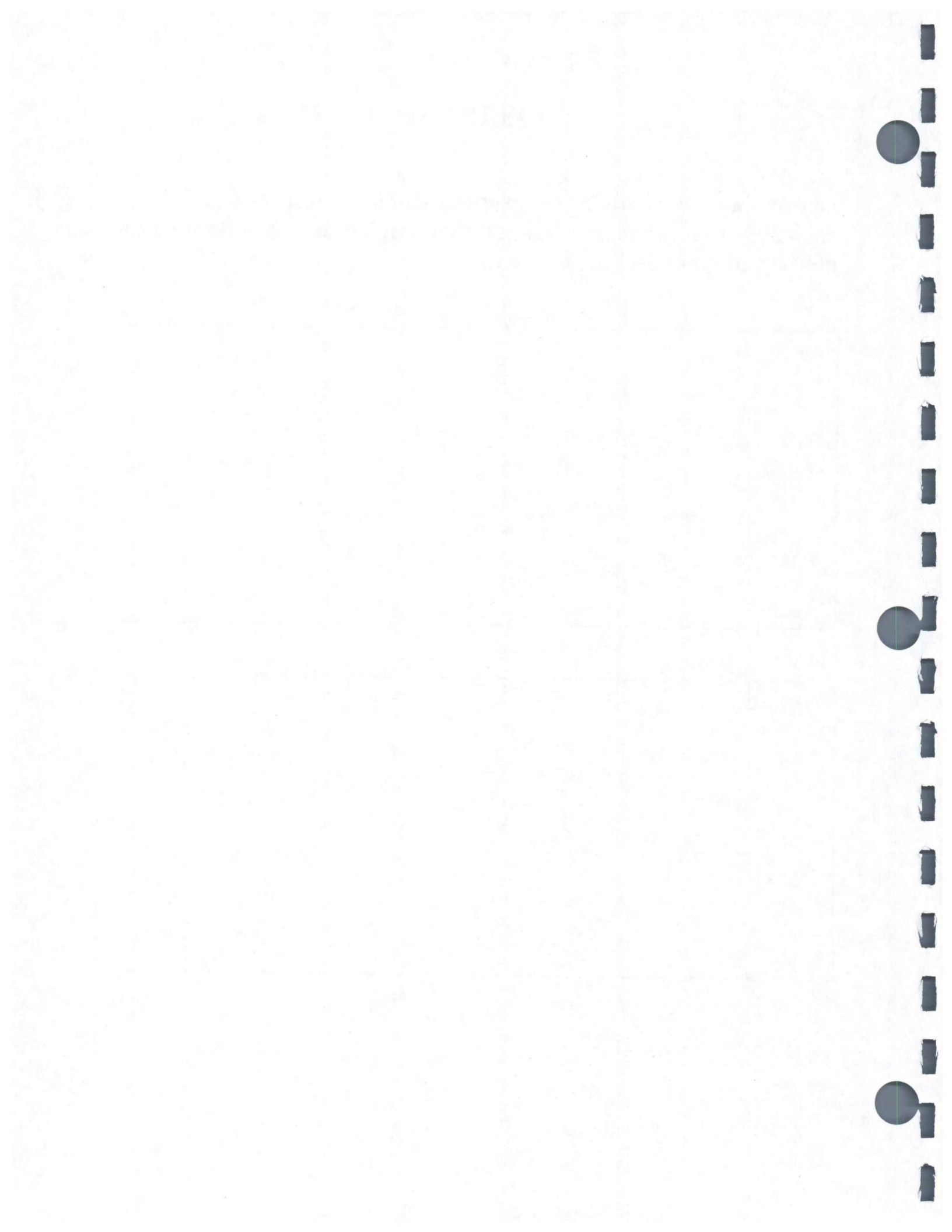
6. **People:** It is the people within the organization who drive change. W. Edwards Deming taught that those who do the work know best how to improve the work and are closest to the customer. Employees are now working together in teams with members representing the entire process. These members bring different perspectives and ideas together to solve problems. This transformation to a team environment requires that everyone develop new skills, behaviors and attitudes.

EXERCISE

Does today's work environment foster employee respect and encourage them to do the best job they can because they want to and not because they feel they have to?

Why?

Why Not?

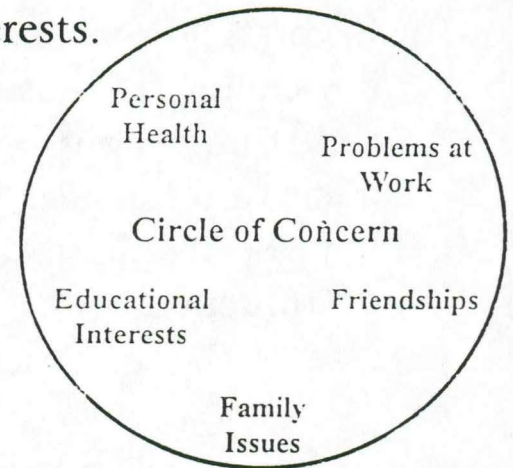


Circle of Influence/Circle of Concern

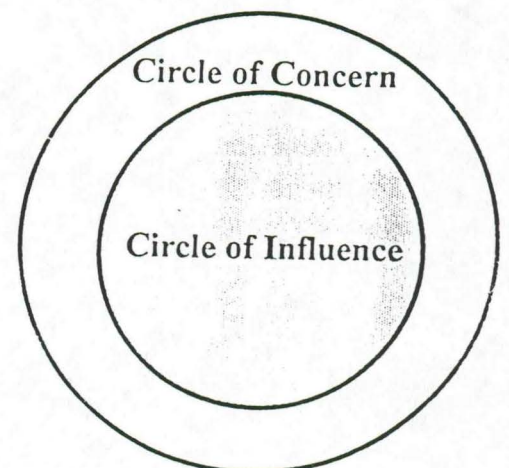
All of us are leaders in some capacity: at home, at work or in our communities. Stephen Covey created a simple model for thinking about how each of us can demonstrate leadership by using our personal influence or being proactive.

Covey states, "It is not what happens to us, but our response to what happens to us that hurts us." In order to become more proactive, we must be aware of how we spend both our time and energy. Each of us have things in our lives that concern us; we make decisions that focus our energy on certain issues rather than others. The diagram below illustrates someone who is concerned with his/her personal health, problems at work, friendships, family issues and educational interests.

No Concern

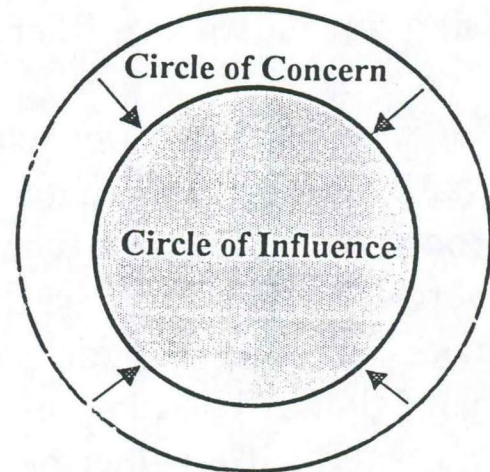


The items that we each hold within our circle of concern vary from those we have some control to change (circle of influence) to those that we have no real control over (circle of concern). Proactive people or leaders focus on those concerns which they can actually influence.



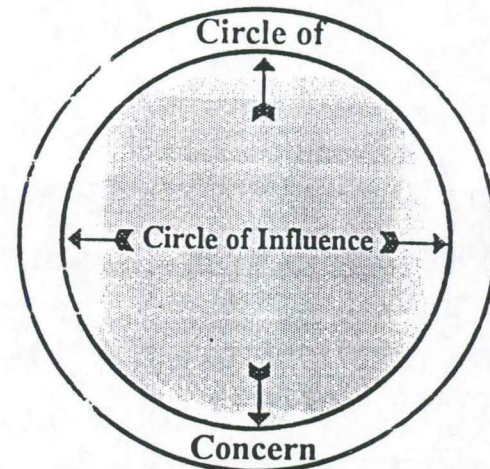
Reactive people who spend time and energy on the concerns over which they have no control (e.g. past mistakes) create negative energy by blaming, accusing, feeling like a victim, and focusing on the weaknesses of others. This negative energy can actually reduce the size of their circle of influence.

REACTIVE FOCUS
(Negative energy reduces
The Circle of Influence)



Becoming proactive or demonstrating leadership means focusing our energy on those concerns we have that we can actually do something about. The positive energy this creates enlarges our circle of influence. Thus, an issue which you previously may not have been able to control now moves into your expanded circle of influence.

PROACTIVE FOCUS
(Positive energy enlarges
The Circle of Influence)



Basic Principles for Teams

The workplace today is one of encouraging every employee to work together by communicating with one another in an open and honest way, sharing process improvement ideas, and addressing conflicts (personal or ideas) by using a one-on-one dialogue.

Easy to do, **NO**; possible to do, **YES!** By applying the *Basic Principles for Teams*, each team member will help create a work environment where everyone works from the same value set; a value set that encourages everyone to:

1. Focus on the situation, issue or behavior, not on the person.
2. Maintain the self-confidence and self-esteem of others.
3. Maintain constructive relationships.
4. Take initiative to make things better.
5. Lead by example.

The Basic Principles for Teams are an excerpt from *The Basic Principles for Teams* published by Zenger-Miller, Inc.

Action Plan

Purpose:

Desired Outcomes:

- 1.
- 2.
- 3.

Action	Who	How	When	Measurement	Resources

Empowerment - A Developmental Process

Employee empowerment is an attitude or way of life whereby leaders encourage every employee to make changes and improvements in the way an organization does business. Leaders encourage every employee to make changes by helping him/her develop the skills and abilities necessary to become a "changemaster".

First, we must understand the benefits of building an empowered work force. The benefits are many. However, there are a few which stand out: it fosters employee buy-in of decisions; it helps develop supervisor-employee trust; it fosters innovation; it helps people feel respected and valued; and it affords them an opportunity to participate.

Second, we must understand the source of empowerment. Empowerment can be driven by individuals, supervisors or organizations.

Third, we must ensure that we are truly empowering the employee and not abdicating responsibility. Dianne Tracy, the author of *10 Steps to Empowerment*, suggests we apply her power pyramid. Her power pyramid outlines the principles of establishing an empowering work environment.

Too often, supervisors refuse to empower an employee because they fear he/she will not do a good job or that if he/she fails, the blame will fall upon the supervisor. This is a real fear, but it need not exist.

Power Pyramid



10 Steps to Empowerment, Diane Tracy, 1990 (modified)

Supervisors are in control of who they empower, what tasks they empower others to do, and what level of empowerment they give them. Supervisors can increase the chances that an employee will complete a task successfully - or at least without making a major mistake - by applying a simple three step process. Before assigning a task to an employee, ask yourself three questions:

1. What knowledge/experience does the employee have about the task?
2. What are the relevant skills and abilities possessed by the employee to accomplish the task?
3. How serious is the impact on the organization if the employee makes a mistake?

After asking yourself these questions, you will have a good understanding of the possibility of success for the employee. After reviewing the data collected from these questions, you are in a better position to determine what level of empowerment you should give to the employee. There are basically two levels: partial or total.

Partial empowerment is used when an employee is not fully capable of performing all aspects of the task, or where there is a likelihood a mistake could be made that would have a serious impact on the organization. Here you may choose to limit the level of empowerment to identifying a process which requires improvement and recommending an improvement to the process. On the other hand, total empowerment is when an

employee is fully capable of performing all aspects of the task and it is not likely the employee will make a mistake or, if he/she did, it would not seriously affect the organization. In this example you might empower the employee to identify a process that requires improvement, develop the corrective measures, and *implement the procedures.*

An empowering leader asks himself/herself: What am I doing or not doing, as a leader, that prevents the employee from assuming responsibility and performing at the new level?
(Excerpt from *Flight of the Buffalo*, James A. Belasco & Ralph C. Stayer, 1993.)

EMPOWERMENT

EXERCISE

Directions: Think of the *best* supervisor you have ever had and list his/her traits in the appropriate column below. Now, think of the *worst* supervisor you have ever had and list his/her traits in the appropriate column below.

BEST SUPERVISOR'S TRAITS

WORST SUPERVISOR'S TRAITS



Paradigms

A paradigm is a set of rules and regulations (written or unwritten) that does two things: (1) establishes or defines boundaries; and (2) tells you how to behave inside the boundaries in order to be successful (*Paradigms*, Joel A. Barker, 1992).

EXERCISE

What are the current paradigms affecting the Maintenance Division?

1. _____

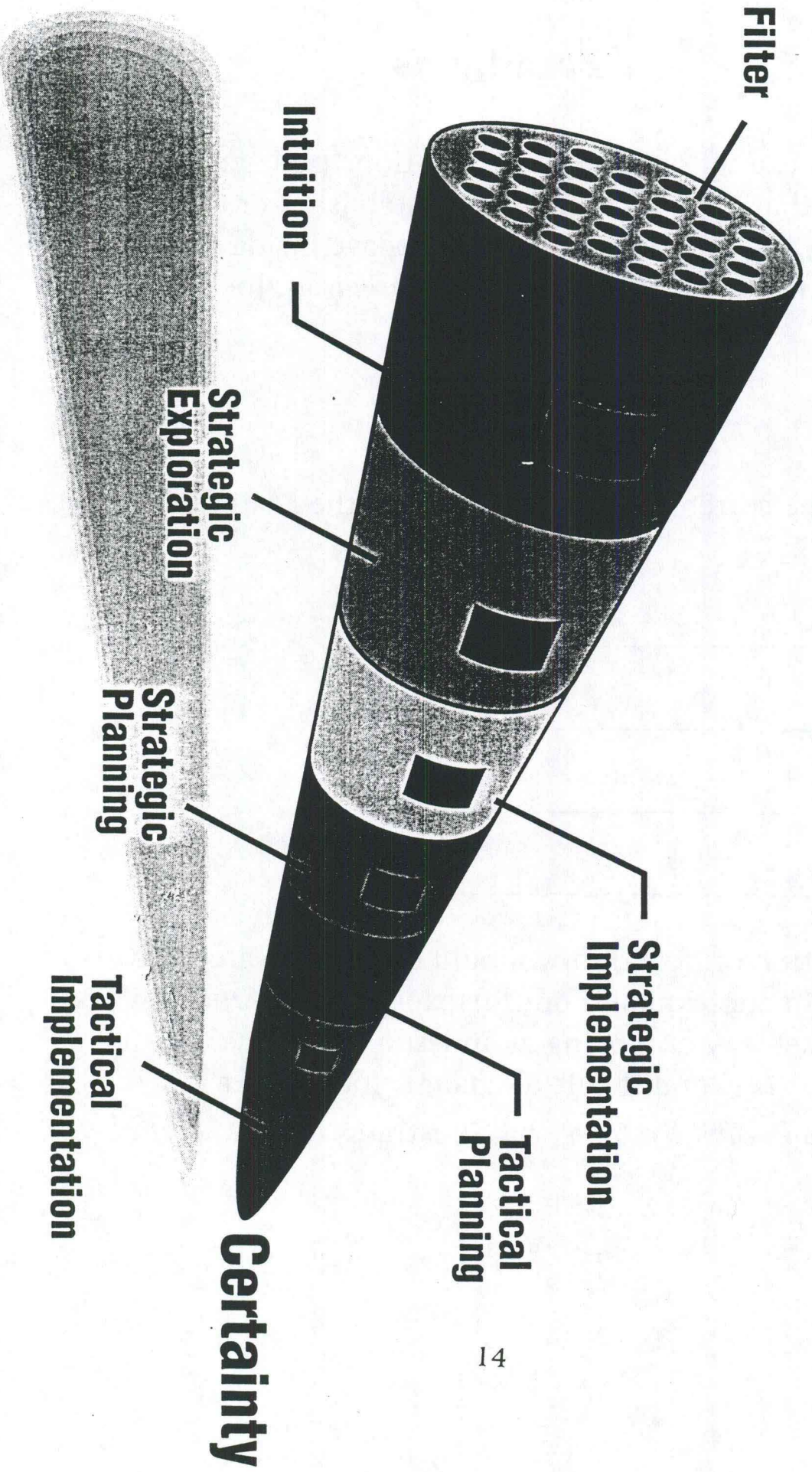
2. _____

3. _____

4. _____

Our perception of how things should or must be are formed through our education and our life experiences. Once we establish a set way of looking at an issue or process (a paradigm), it is very difficult to change. Joel Barker has developed a *Possibilities Cone* that illustrates the paradigm process.

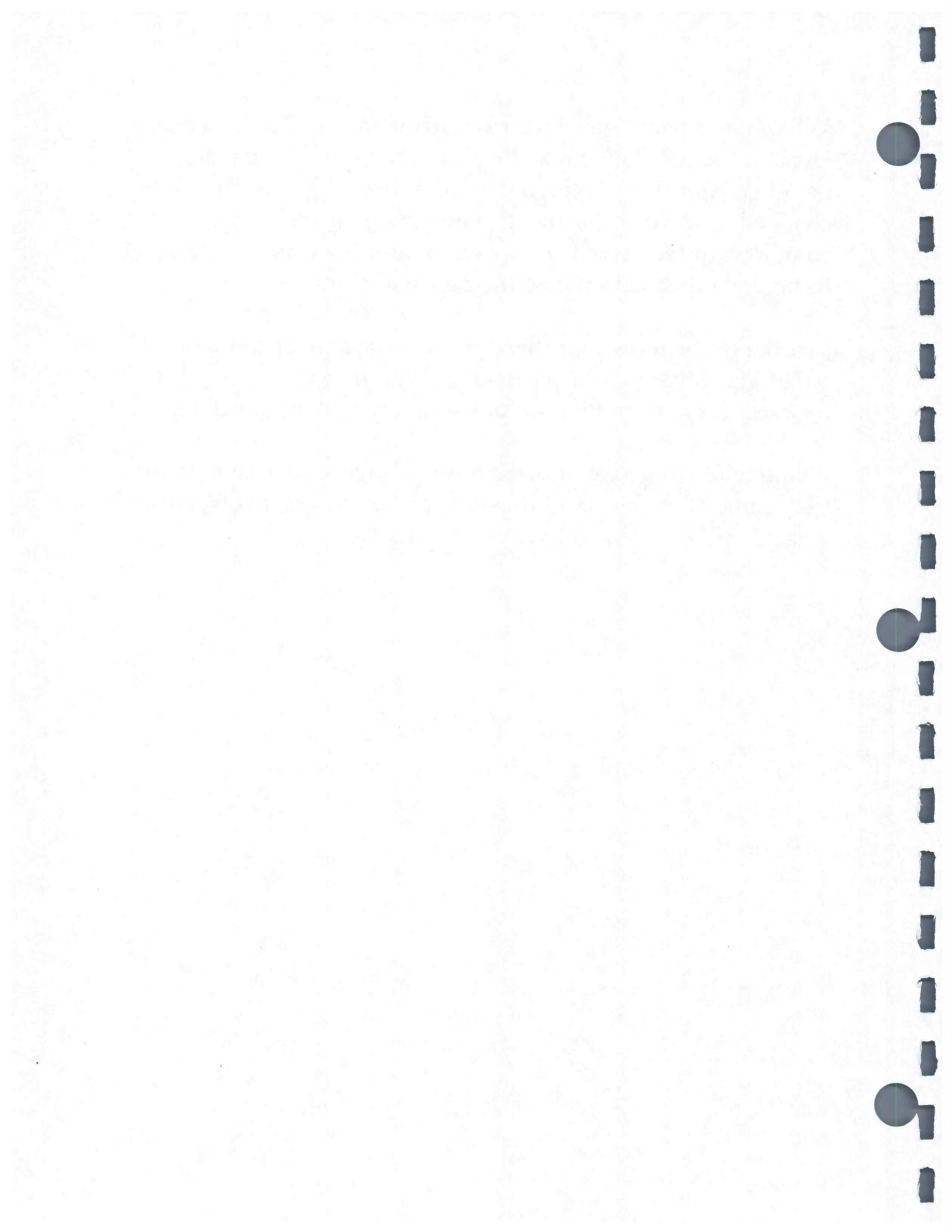
Possibilities Cone



What major paradigm shift is occurring in the Maintenance Division today? There may be more than one, but a major paradigm shift is the reorganization process. It has literally changed how we do business. The paradigm shift is not complete; in fact, this two-day team building course is designed to help you institutionalize the new paradigm.

Joel Barker believes that there are two ways we encounter paradigm shifts: (1) we accidentally bump into them; or (2) we are forward thinkers and we are purposefully looking for them.

A couple of things we know about paradigms are that they are the source of change, and the earlier you can get involved the greater influence you'll have on the change.



Communications

An integral component of leading an empowered organization is knowing how to effectively communicate with each employee, within the organization, and with the public (customers).

Communicating with Each Employee: Important attributes to display when communicating with each employee are honesty, sincerity, respect and a sense of value for input. Employees do not expect you to share every piece of information you have. But they do expect you to share information that is important and relevant to their needs and performance. To understand an employee's needs, you must listen to understand his/her thoughts and feelings.

Communicating Within the Organization: Communication within an empowered organization must flow vertically and horizontally between and among every portion of the organization. Information is knowledge, and knowledge is necessary for innovations to occur and for processes to be improved. Sharing information that helps every employee understand what is going on in the organization, what is needed by the organization, and where he/she fits into the equation to accomplish the organizational needs is critical to high morale and productivity. Build a communication network where information including input and feedback can flow easily from one office or individual to another.

Communicating With the Public: Communicating with the public is an opportunity to let our actions (behaviors) define our professional work force. In every situation where we have contact with the public, in personal conversation, in writing, in a professional capacity or as a local resident, we represent the Department of Transportation in the eyes of the public. The information we share with the public and the way we share the information contributes to the public's perception of our professionalism. We need to respond to the informational needs expressed by the public. If we do not have the information they request, we should direct them to the appropriate individual or office.

Action Plan

Purpose:

Desired Outcomes:

- 1.
- 2.
- 3.

Action	Who	How	When	Measurement	Resources



1234 5678
9012 3456
7890 1234

Teams

Definition of Teams: A team is defined as a small number of people with complementary skills who are committed to a common purpose, performance goals and an approach for which they hold themselves mutually accountable.

There are six qualities that distinguish a team from a simple collection of people.

The team has a definable membership (others identify them as a team).	Members identify themselves as part of a team.	Members share a sense of purpose, have common goals.
Members need each other to accomplish the purpose of the team.	Team members openly and honestly communicate with, influence and react to each other.	The team has the ability to act as a single organism.

(Jon Katzenbach & Doug Smith, *The Wisdom of Teams*, 1993, Harvard Business School Press, p. 45)

Why Use Teams: Teams help an organization tap into its most precious resources -- the knowledge, skills and abilities of employees. Today, customers' expectations and needs change at an ever-increasing pace. Our goal is to continue to provide the

citizens of Iowa with the best transportation network possible, and we must be able to rapidly respond to our customers' needs. Only by using the total experience, knowledge and abilities of every employee can we hope to achieve this goal. Six reasons to use teams:

- People who do the work know best how to improve it.
- Teams increase employee buy-in and ownership of decisions.
- Teams provide for multiple perspectives and diversity of ideas or philosophies.
- Teams foster the sharing of knowledge through the organization.
- Teams help look beyond the established paradigms.
- Teams include representatives from all parts of the organization.

Types of Teams: There are many types of teams. In the Department of Transportation, we concentrate on two types: process improvement teams and work unit teams.

TYPES OF TEAMS

	Process Improvement Team	Work Unit Team
FOCUS	Evaluates and improves a specific process.	Day-to-day operating responsibilities.
TIME	2-3 hour meetings for 3-4 months	Full-time
SKILL	Process improvement and problem solving	Group dynamics, interpersonal decision making
INVOLVEMENT	Voluntary or recruited	Ingrained

How do you know to use them: Knowing when to charter a process improvement team is a valuable skill to possess. It is true that, at first, it takes more time for a team to make decisions or recommendations. However, as every employee becomes skilled at using teamwork skills, the time it takes to make decisions will decrease.

When to Charter a Process Improvement Team (Suggested Criteria)

- * The output (product/service) of a process is failing to meet customers' needs and expectations.
- * A work process is inefficient - as evidenced by re-work, delays, excessive costs and/or chronic frustration.
- * A work process needs fixing and the job cannot be effectively done by an individual.
- * Major coordination is required to improve the process.
- * The issue is complex enough to require input from different work areas or disciplines.

Team Dynamics

The effectiveness of a team is related to how well the team members react to and resolve conflicts, the approach they use to build healthy relationships, and the process they choose to make decisions. Equally as important is the willingness to assess the effectiveness of their meetings and overall team performance.

Dealing With and Resolving Conflict: Conflict does not have to be bad. The outcome is dependent on how we react once the conflict has been identified. Conflict can be defined as differing ideas, concepts or philosophies. If all parties involved listen to and understand the other parties' concerns or positions, they have enabled the dialogue to be focused toward looking for common ground versus being focused on the degree of differences.

Relationship Building: Relationship building can occur in at least two ways: (1) it just happens over time; or (2) each party personally develops a process in which he/she aspires to develop a positive relationship. Positive relationships usually take time and effort to develop. One approach to building positive relationships with co-workers is to take part in daily discussions of business and nonbusiness subjects. Be constantly looking for the similarities you share. When focusing on the differences, look at them as being one way of thinking or doing something. In other words, do not look at the differences as right or wrong, but as one person's perspective. Everything in the world is not right or wrong -- yes or no.

Relationship Assessment

Directions: Carefully read each question. Circle the appropriate number 1-5 which indicates your belief as to the degree the question is true or not true. Then circle the appropriate number 1-5 which indicates your belief as to how important the behavior identified in the question is to maintaining a desired work environment.

Scale Use: 1 indicates the question is absolutely not true or is not important to the office. 3 indicates the question is true of some co-workers and not true of other co-workers, and it is important to the office. 5 indicates the question is absolutely true of everyone and it is very important to the office.

#	QUESTION	True or Not True	Importance to Office
1.	I feel that people in the office really care about me.	1 2 3 4 5	1 2 3 4 5
2.	My co-workers are willing to help when I have high priority projects to be done.	1 2 3 4 5	1 2 3 4 5
3.	I know what my co-workers expect of me at work.	1 2 3 4 5	1 2 3 4 5
4.	I am recognized for the good work that I do.	1 2 3 4 5	1 2 3 4 5
5.	I am included in the decision-making process within my work environment.	1 2 3 4 5	1 2 3 4 5
6.	I offer my assistance to others before they ask for help.	1 2 3 4 5	1 2 3 4 5
7.	I treat my co-workers like I want to be treated.	1 2 3 4 5	1 2 3 4 5

8.	I look forward to coming to work.	1 2 3 4 5	1 2 3 4 5
9.	I feel valued and accepted by my co-workers.	1 2 3 4 5	1 2 3 4 5
10.	When problems arise, we openly discuss them and reach a mutually acceptable solution.	1 2 3 4 5	1 2 3 4 5
11.	Employees do their jobs because they want to and not because they have to.	1 2 3 4 5	1 2 3 4 5
12.	There is a high degree of trust among my co-workers.	1 2 3 4 5	1 2 3 4 5
13.	Co-workers allow me to express my thoughts and feelings even when they differ from theirs.	1 2 3 4 5	1 2 3 4 5

Decision Making: The way we choose to make decisions can have a very decisive impact on the organization. It is important that an organization determines what kinds of decisions must be made by management and what kinds of decisions lend themselves to a dialogue with several individuals. It is important that all members within an organization understand that some decisions must be made by the leadership although, when possible, the preferred method of decision making is to involve those with experience, knowledge and concerns about the decision being made.

Team Assessment: Assessing your team's performance is essential for continued growth and enhanced effectiveness. A team's effectiveness should be assessed in two ways: (1) assessing the effectiveness of each team meeting; and (2) a periodic assessment of the team's overall performance.

Work Unit Team Assessment

Directions: For each statement written below, circle the appropriate number which is characteristic of your work unit team.

Assessment Questions	Totally unlike us	Totally like us
1. The team has a clear understanding of its purpose.	< 0 1 2 3 4 5 6 7 8 9 10 >	
2. Members understand how the purpose relates to the division's and department's vision.	< 0 1 2 3 4 5 6 7 8 9 10 >	
3. Team members are receptive to differing opinions and encourage dialogue.	< 0 1 2 3 4 5 6 7 8 9 10 >	
4. Team members willingly help other team members.	< 0 1 2 3 4 5 6 7 8 9 10 >	
5. The team sets goals for improvement and actively pursues them.	< 0 1 2 3 4 5 6 7 8 9 10 >	
6. Constructive feedback is openly shared among team members (positive & negative)	< 0 1 2 3 4 5 6 7 8 9 10 >	
7. We prefer to use consensus decision making.	< 0 1 2 3 4 5 6 7 8 9 10 >	
8. Team members are supportive of each other.	< 0 1 2 3 4 5 6 7 8 9 10 >	
9. The team evaluates its effectiveness by tracking its progress towards accomplishing its goals.	< 0 1 2 3 4 5 6 7 8 9 10 >	
10. The team approaches problems with an attitude of "how can we do this."	< 0 1 2 3 4 5 6 7 8 9 10 >	

Team Effort Evaluation Matrix

Team Effort	Within Team's Control	Appropriate Scope	Goal is Clear	Strategic	Not in Transition	Customer Impact	Important	Resource	Visible	Measurement	Data	No Solution in Mind	Not a Sacred Cow	Cooperation	TOTAL
1.															
2.															
3.															
4.															
5.															

Scale:
5=High
3=Medium
1=Low

Using the Team Evaluation Matrix

Team Effort

Number the team efforts and use the team effort matrix to evaluate them for potential success. A scale of 1-3-5 with one being low, three being medium, and five being high, works well. You may find you prefer another scale in your department or division. The idea is to use the matrix to select team efforts which have a reasonable chance.

Within Our Control

- If the department has the ability to change the process being addressed, give the effort a high rating in this category. If the area is outside of the team's ability to control (i.e. another department is responsible for the process), rate it lower.

Appropriate Scope

- Does the team effort deal with a process? Has the process been defined? If the scope of the effort is appropriate and clearly defined, rate it high in this category. If not, rate it lower. Those selecting the team effort should understand the scope and estimate the time a team needs to complete the effort.

Goal is Clear

- The goal of the effort should be clear before the team begins work. If the goal is clear, give the effort a high rating; if not, rate it lower.

Strategic

- Is the team effort compatible with the values and vision of the organization? Will this effort help accomplish the department's/division's mission? If this effort is related to key organizational issues, rate it high; if not, rate it lower.

Not in Transition

- Teams are occasionally asked to work on issues that have already been addressed, or which have recently been changed significantly by reorganization or management decisions. If this issue will be or has recently been changed, rate it low. If it is a process that has not undergone recent change, rate it high.

Customer Impact

- Team efforts may or may not have direct customer impact. If the issue being addressed by the team has high impact, rate the effort high in this category. If it has low customer impact, rate it low.

Important

- If this issue is important to the department/division and to the people on the team, rate the effort high. If no one cares about the issue, give the effort a low rating.

Resources

- Is the department/division prepared to devote *the necessary time and resources* to make the effort successful? Has someone from leadership been identified to support and be the “champion” for the team? If the team will be supported, rate it high, if there are no resources available (including time) rate it low.

Visible

- Give the effort a high rating if the results will be highly visible to either the employees of the organization or to its customers. Rate it lower if no one will directly notice the results/impacts.

Measurement

- Is there a known measurement for this process? If the process occurs frequently enough so it can be reliably measured, give this effort a high rating; if not, rate it lower.

Data

- Is the appropriate data available? If data can be gathered without excessive effort, rate it high, if data is not available or will be difficult to gather, rate it lower.

No Solution In Mind

- If this is a complex issue that is best addressed using a team approach which brings together various views, give the effort a high rating in this category. If you already know what to do to address this issue or if one person can easily address it, rate it lower.

Not a Sacred Cow

- In most organizations, there are certain issues which it is politically unwise to address. For example, there may be areas of special importance to the organization’s leaders which they may wish to address themselves. There may be issues related to a union-management agreement that teams should not address. If the issue is considered completely open for the team to address, give this effort a high rating. If anyone involved in this effort could experience negative repercussions, rate it lower.

Cooperation

- Finally, evaluate the likelihood that the effort will be met with enough acceptance and cooperation that a change will actually occur. If you foresee cooperation and therefore change, give the effort a high rating. If there is likely to be resistance, rate it lower.

NOTE You may also choose to weight the categories. Customer impact may be more important to your organization than cooperation. Use this tool in the manner that best fits your organization’s needs.

- **Select only the number of projects that you can support well.**
- **Select the team members after selecting the project.**
- **Provide a charter to determine when to use a process improvement or guidance team.**

Leadership

Leadership Defined: Leadership is more than the ability to direct activities to a conclusion. Leadership is about shaping and communicating a vision, leading people to places that they would not necessarily go on their own, and having empathy and compassion for everyone. It also includes developing the skills and abilities within each individual, providing open and honest feedback, and fostering a work environment that produces a work force where “*everyone does the absolute best they can every day, because they want to--not because they feel they have to!*”

Leaders have many different styles that they use to guide their organizations. But there are three ingredients that are common to all effective leaders:

- They have a guiding *VISION*.
- They have *PASSION*.
- They have *INTEGRITY*.

James A. Belasco & Ralph C. Stayers posed this question in their book “*Flight of the Buffalo*”: “What am I doing or not doing as a leader that makes me the head buffalo instead of the lead goose?”

Leadership Solution: “See leadership as a personal, emotional journey. Understand it happens in your gut before it happens in your, or anybody else’s, head!”

It's doing the right thing - being interested in direction, vision, intention, purpose and effectiveness. Leadership means every employee works with you, not for you! (Excerpt modified from Warren Bennis & Robert Townsend, *Reinventing Leadership*, 1995, William Morrow and Company Inc., New York, N.Y.)

Leaders' Responsibility: The responsibility of leadership is heavy, but can be extremely rewarding. It is the leaders' responsibility to identify the movers and shakers of tomorrow and develop within them the skills and abilities to launch their successes beyond that of the current leaders. We will examine four fundamental responsibilities:

1. To help each employee be successful.
2. To provide guidance on what the vision/goals of the organization are and what each employee's responsibilities are to accomplish them.
3. To coach employees on how they can develop their skills and abilities.
4. To foster the creation of the desired work environment.

To Help Each Employee Succeed: Employees expect their leaders to outline their responsibilities, their place within the organization, and how their job contributes to the overall accomplishment of the division's and department's vision. To help employees succeed, leaders can:

- Explain to each employee the vision and mission of the garage, office, division or department.
- Explain employees' duties and responsibilities and the standards expected of them.
- Explain to employees where they fit in the organization.
- Build a professional relationship with each employee. This will help you better understand the employee's thoughts and feelings.
- Ask each employee what you can do to help him/her better perform assigned duties.
- Learn each employee's level of skills and abilities. This will help you assign meaningful work and understand what kind of assistance you can provide to improve the employee's skills and abilities.

To provide guidance on what the vision of the organization is and what each employee's responsibility is to accomplish the vision:

Although there are many ways for an individual to effectively lead an organization, there is one commonly accepted responsibility all leaders must attend to; that is to provide the organization with a clear and distinct vision of the future, the goals which must be accomplished to reach the vision, and an empowered work environment in which to conduct the day-to-day business. Things you can do to provide this information:

- Provide employees with a copy of the division's and department's vision, mission statement, and goals.
- Explain to employees what the division's and department's visions, mission statement and goals mean in terms that relate to their jobs.
- Explain how each employee's work or the work of the garage as a whole contributes to the overall accomplishment of the vision, mission and goals.
- Show how decisions made by management help accomplish the vision, mission or goals.
- Communicate how each assignment contributes to the overall accomplishment of the vision, mission and goals.

- Work with employees to set clear expectations for the work they are to do, how it is to be done, and for their behavior.

To Coach Employees on How They can Develop Their Skills and Abilities: Coaching employees on how they can develop skills and abilities is a matter of knowing their current skills and abilities, their desire to improve their skills and abilities, and then helping each employee develop an action plan which will provide the desired degree of improvement. The following questions will help you:

- What can I help you with? Or: How can I help you?
- What do you need from me?
- What would you like to be doing in five years? How can I help you?

Sometimes when we are trying to help, we actually are not. Example: when someone comes with a problem do you:

- A. listen to the problem and tell the person what should be done; or
- B. listen to the problem and guide a discussion where you prompt the person to develop alternatives.

If your response is B, you are coaching. Coaching is a process which allows the employee to analyze a situation, develop possible solutions, and determine the appropriate action. By coaching, leaders help employees develop problem solving, analyzing and decision making skills.

To Foster the Creation of the Desired Work Environment: What does a desired work environment look like? To answer this question we must first ask ourselves “Through whose eyes are we looking at the desired work environment?” The desired work environment must be determined by viewing it through the eyes of every employee. The desired work environment is what all members of the work environment want it to be. Leaders need to involve every employee in identifying the characteristics of a desired work environment, determining the behaviors everyone must exhibit, and setting the consequences if someone fails to meet them. Once the desired work environment is established, it is critical that the leadership consistently models the established behaviors.

Employee Involvement in Developing the Desired Work Environment

A desired work environment is one in which everyone feels RESPECTED and VALUED, and is allowed to PARTICIPATE in the organization.

Can we expect employee loyalty and commitment? Yes, if we believe in and model the principles of PERSONAL RESPECT, VALUE and PARTICIPATION.

Personal Respect: a feeling that others hold you in high regard.

Personal Value: the belief or feeling that your knowledge, experience and contributions to the organization are significant, and are helping the organization accomplish its goals and objectives.

Personal Participation: being afforded the opportunity to express one's ideas or opinions and take part in the development of the organization's vision, guiding principles and strategic plan.

BUILDING THE DESIRED WORK ENVIRONMENT

A desired work environment is one in which employees feel respected and valued and are afforded the opportunity to share their thoughts, feelings and ideas. When such a working environment exists, employee morale, productivity and creativity are at their highest.

Is your work environment what you want it to be? Do you feel respected, valued and free to share your ideas? If you feel that your current work environment could be enhanced, then building the desired work environment process is for you!

Building the desired work environment is a simple six-step process that will produce effective results. It is designed around a simple philosophy: a happy employee is more productive, creative, and produces or provides higher quality services or products. Higher quality services and products lead to customer satisfaction.

Overview of the six-step process: This process is most effective when working with groups of 30 or fewer.

STEP 1 - (Group activity) Participants will identify the characteristics they believe must be present in the ideal work environment. *Optional* - ask participants to identify the desired characteristics for leadership, followership, co-worker relationships, empowerment, customer relationships, decision making and problem solving.

- STEP 2 - (Group activity) Participants will categorize the characteristics. If you chose to complete the option activity in Step 1, you can skip step 2.
- STEP 3 - (Team activity) Teams will write an operational definition for each category.
- STEP 4 - (Team activity) Teams will identify behaviors that model the desired characteristics.
- STEP 5 - (Team activity) Teams will identify the behaviors that do ***not*** model the desired characteristics.
- STEP 6 - (Group activity) Participants will develop a measurement process.

Desired Work Environment

Worksheet

Using this worksheet will be helpful in creating the desired work environment.

STEP 1 - Identify the desired characteristics.
List the characteristics you feel must exist within the ideal work environment.

--

STEP 1- "*Optional*" list the characteristics you believe must be present in the ideal work environment under the headings listed below. These headings are optional. Delete or add headings as you deem necessary.

LEADERSHIP FOLLOWERSHIP CO-WORKER RELATIONSHIPS

CUSTOMER RELATIONSHIPS

EMPOWERMENT

DECISION MAKING

PROBLEM SOLVING

STEP 2 - Categorize the characteristics.

Using the characteristics identified in Step 1, list like characteristics together in the space below. Then name each category. If you chose to complete the optional activity in Step 1, skip this step.

Step 3 - Using the characteristics identified in Step 1, write a two- or three- sentence operational definition for each category identified in Step 2.

Step 4 - Using the categories listed in Step 2, list in the space below three behaviors (per characteristic) that model the desired characteristic.

Step 5 - Using the categories listed in Step 2, list in the space below three behaviors (per characteristic) that do not model the desired characteristic.

Empty space for writing responses.

Step 6 - Develop a measurement process for each category that shows how well you are performing the desired characteristics.

Measurement:

1 = always 2 = usually 3 = sometimes 4 = never

Circle the appropriate number.

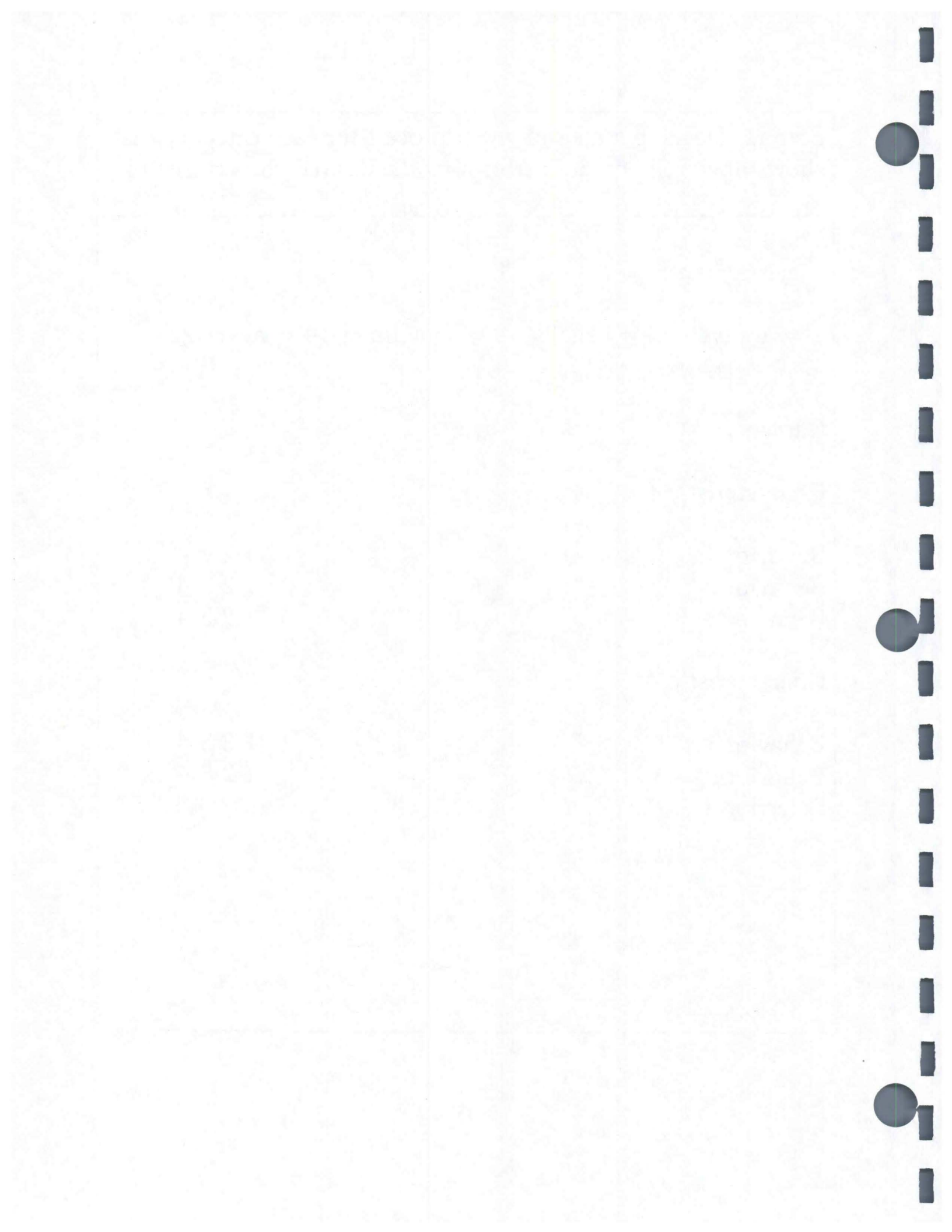
Category:

Characteristic #1:

Behavior 1	1	2	3	4
Behavior 2	1	2	3	4
Behavior 3	1	2	3	4

Characteristic #2:

Behavior 1	1	2	3	4
Behavior 2	1	2	3	4
Behavior 3	1	2	3	4

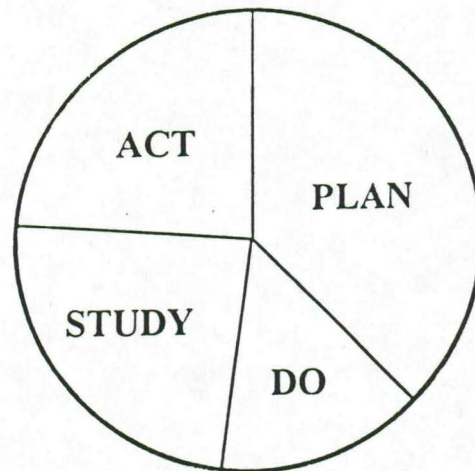


Plan/Do/Study/Act

Hundreds of decisions are made each day in all units of state government. Many times, due to the urgency of the situation or the lack of available data, decisions are made based on “gut feeling” or intuition. Without planning and data, such decisions can produce more errors, create re-work, or increase costs.

In state government today, more and more decisions are arrived at through a planned process and are based on data. This process consists of four phases:

- In the **Plan Phase** a team of people define what the problem is from the customer’s point of view and develops a theory of how to improve the process.
- In the **Do Phase** The team tries out its improvement strategy on a small scale.



- In the **Study Phase** the team finds out whether the improvement strategy worked.

- If the improvement strategy was successful, it is implemented throughout the system, which is the **Act Phase**: acting to make necessary changes in policies and procedures.

Spending time up front planning and making data-based decisions can reduce errors and re-work, and can significantly improve the results you achieve.

Meeting Agendas

Have you ever had the experience of finishing a meeting and saying to yourself, "WOW that was a great meeting?" Time just seemed to fly by and you left feeling energized and knowing you had accomplished what you set out to do.

Effective meetings don't just happen, they are made. One of the essential tools for productive meetings is the use of an agenda. Each meeting should have an agenda to guide the meeting process.

Agendas include the following information:

- The topic that will be discussed at the meeting (including perhaps a sentence or two that defines the item and why it is being discussed).
- The presenter, who is the person who originated the item or is most responsible or knowledgeable about it.
- A time guideline, which is the estimated time in minutes needed to discuss each item.
- The item type and whether the item requires discussion or decision, or simply an announcement.

Agendas usually list the following activities:

- Warm-ups. Short (5 - 10 minute) activities used to free a person's mind from what is occurring outside the team and get him/her focused on the meeting.
- Review. A quick review of the agenda, adding or deleting items and modifying time estimates.
- Breaks for meetings which run more than two hours.

- Meeting evaluation. A quick assessment of how the meeting process went. This information is then incorporated into your next meeting.

Agendas are typically drafted at the previous meeting and developed in more detail, if necessary, by the team leader prior to the actual meeting. The team leader then distributes the agenda to participants in advance if possible.

An example of an agenda is listed below:

**East Central Iowa Transportation Center Team
December 19 & 20, 1996
1:00 p.m. - 2:00 p.m.
Department Of Transportation**

Item #	Topic	Presenter	Time
1	Warm-up	Team Leader	5 minutes
2	Review Minutes	Team Leader	5 Minutes
3	Review Agenda	Team Leader	5 Minutes
4	Snow Removal	Bill	10 Minutes
5	Road Repair	Linda	15 Minutes
6	Mowing	Neil	10 Minutes
7	Next Mtg Agenda	Team Leader	5 Minutes
8	Meeting Assessment	Team Leader	5 Minutes

Facilitation Skills

Good facilitation skills are key to becoming an effective leader in today's organizations. Facilitation is the art of leading people through processes toward agreed upon objectives in a manner that encourages participation, ownership, and productivity from all involved.

Your role as a facilitative leader is to help your team focus and move toward the achievement of its goal. As a facilitative leader you will use skills and techniques to guide the process of the team rather than focus on the content as the team works to achieve its objectives.

Facilitation Skills:

- Keep the discussion focused on the topic and moving along;
- Ensure that all team members fully participate;
- Create a safe environment;
- Build the self-esteem of all team members;
- Provide techniques to intervene if the discussion gets sidetracked;
- Monitor team dynamics, diagnose problems, and allow for appropriate interventions;
- Help team members seek common ground when differences arise;
- Provide tools and techniques to generate ideas, narrow ideas, and assist in problem solving;
- Bring discussions to a close;
- Ensure that actions are developed;

- Provide avenues of evaluation and feedback for continuous improvement of the team process; and
- Promote the team concept.

A facilitative leader's job is not to do the job of the team, rather it is to assist the team in doing its job. Your role is to guide discussion and serve as a resource. Facilitative leadership will result in a smoother, more efficient team process and achievement of better outcomes.

Facilitator Assessment

Helps Initiate Action

- Assists in defining team problems.
- Redirects the team when it gets sidetracked.

Seeking and Clarifying Information

- Asks members to share relevant facts or opinions.
- Asks for the rationale behind opinions.

Giving Information

- Shares opinions and reasons when asked.
- Shares concerns regarding the team's process and/or content.

Clarifying and Elaborating

- Asks for clarification of ideas to ensure team has heard them accurately.
- Helps team members communicate thoughts and ideas more effectively.

Manages the Team's Process

- Invites silent members to share opinions.
- Keeps the team focused on the mission and goals.

Encourages the Team

- Praises members for contributions.
- Shows visible approval when members take on extra responsibilities for the team.

Champions Collaboration

- Encourages members to explore differences and identify all areas of agreement.
- Pushes members to resolve conflicts.

Good Role Model

- Facilitator is open to feedback from team members.
- Regularly asks team to evaluate the facilitator and make suggestions for change.

Summarizing

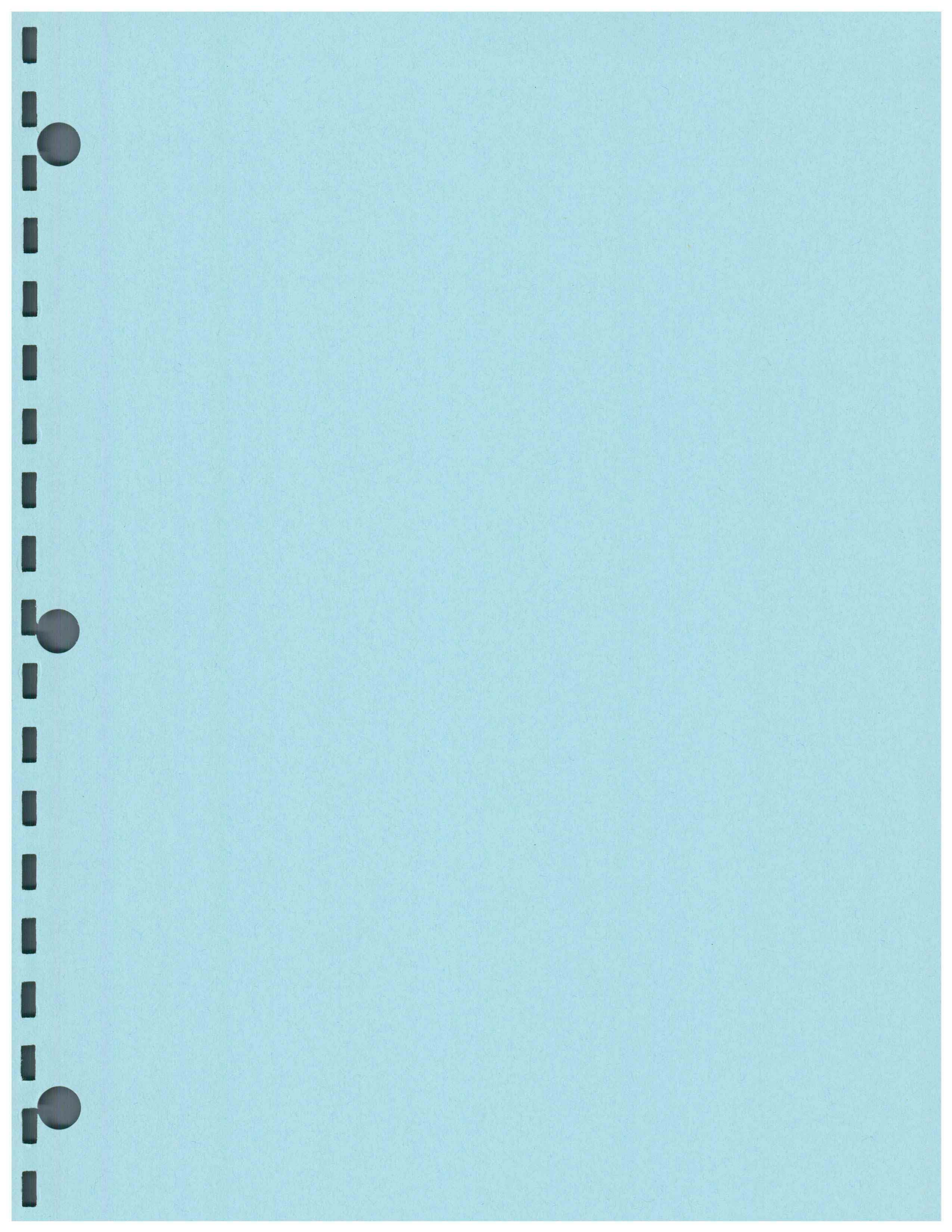
- Assists the progress of team discussions by summarizing ideas and action plans.
- Checks for consensus on decisions.

Harmonizing

- Encourages every member to voice concerns.
- Empathizes with members when they become upset.

Assists in Meeting Management

- Encourages the team to start and end its meetings on time.
- Reminds the team that every meeting must start with an agenda.



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