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Supplemental Handout Follow-on to HPO Seminar Participation Version 3.5

Compiled and Developed by
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In Consultation with Members of the IIWG
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SSC San Diego Executive Director

This guidebook has been produced as a service to
HPO Seminar participants by the SSC San Diego
Improvement Integration Working Group (IIWG).

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SSC San Diego
San Diego, CA 92152-5001

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1.0 Guidance on How to Effect Performance Improvement

So, now you've completed the full 3-day Higher Performance Organizations (HPO) Seminar. What can you personally do to effect real-world performance improvement? How can you make sure the time you spent in class will pay off in increased performance?

1.1 As an individual, you certainly can take time to make sure you do understand the concepts presented in the seminar, and how they apply to your roles and tasks within the organization. You can assess how well you are doing right now. Consider this: have you been given the resources needed to do your job well? Are there one or more particular competencies that you need to increase or acquire? Determine at least one improvement that you can and should make to improve your own performance at the individual level.

1.2 At the team or work group level (e.g., the branch or project level), you can consider how to enhance your own performance when working with others. Are there things that you need, and could ask from others? For example, do you need the support of a coach on a particular task? At the same time, what could you do for others? Is there a specific task on which you are proficient, so that you could coach others to help improve their performance on a particular team goal or task? Consult with other team members, colleagues, supervisor(s), peers and direct report(s). Identify at least one way that others could enhance your work on a team task, plus at least one contribution that you can and should make to improve your team's performance.

1.3 Consider the sphere of influence that your team operates within. (This usually is the division you are in, or could be your department.) Are there things that could be addressed to improve the efficiency and effectiveness of your team? Are there roadblocks that could and should be removed by your next level up management? Are the future resource needs of your project or group known, and are your current needs being met (e.g., specific equipment; access to laboratories, systems, other assets)? Do you have changing personnel needs? Are competencies and capabilities needed for your tasking being met internally through matrixing, development, recruitment or re-training actions? Are you communicating your team's future needs and plans up to the next level of management? Is your team allowing the next level of management to participate in your success?

1.4 Finally, consider how the work of your group (division, branch, project) fits in with your department and the Center. Do you know the Center's vision, mission, leadership areas and strategy? How about those of your Department? Can you see how the work you do fits into the Center's vision; are they aligned? How can you leverage your work with that of other, related groups at the Center? Can more critical mass be gained through partnering opportunities? What sort of support do you need from your Department? from the Center? Have you been paying attention to efforts made by top management to support your improved performance (e.g., new Leadership Philosophy)? Do you understand the external pressures on the organization (e.g., scrutiny of the purchase card program; upcoming review for a FY03 DoD base relocation and closure; IG record keeping requirements and externally issued data calls)? Do you understand what changes the organization has chosen to pursue versus those where it had no choice in (e.g., the difference between ERP and NMCI/DIFMS)? Are you open to thinking more corporate, doing your share to help the Center better leverage and align its efforts? Do you have suggestions on how the Center could be more successful, from your vantage point in the organization, considering what is truly within the Center's control? Have you tried to communicate such ideas, in a constructive way, to management?

2.0 Next Steps Exercise

2.1 Purpose.

The Next Steps Exercise is routinely administered as the last activity in HPO Seminars taught at SSC San Diego. There are two major objectives for the exercise:

- (a) To give seminar participants practice in basic organizational diagnosis.
- (b) To prepare participants for taking performance improvement concepts learned in the seminar back to the work place for use with their team, in a consultative or participative manner.

2.2 Guidance on How to Pursue Improvement Back in the Workplace.

We ask participants what they will do when they get back to their desks and want to implement some things they learned in the class. Often, people initially indicate they would approach their supervisor or team lead to present issues or ideas for implementation. Beyond directly taking steps to work on their own individual performance, this may well be the only starting point if there is currently no forum where their entire team or unit meets to exchange ideas and pursue group learning. People may also be tempted to meet with just one or two people that went through the class with them, develop a plan, and bring it to the rest the team for implementation. This unfortunately communicates the message “we’ve figured it out for you.” ***HPO Seminar graduates agree that the best approach is to involve all team members, and to support the manager in enabling and empowering all members of the team, to join in the process.***

It is very tempting to invest time and thought exploring issues that are outside the team’s sphere of influence. Often, there is a particular performance issue screaming for attention and, frequently, some troublesome issues are “above one’s pay grade.” What is instead more productive—and satisfying—to concentrate attention on are performance issues within the team’s control. It helps to determine the category of any improvement need or suggestion. (For example, “our team doesn’t know how to market” falls under *business development*; “Members of our team don’t share information” or “our team’s meetings are not productive” both would fall under deficient *team skills*.) Then, before investing too much effort, the team should assess the organizational level at which improvement can be addressed. (At the project or team level? branch level? division? department? Center? DoN? DoD? Federal government?) *It is important to determine the level at which control lies, so the team invests its improvement efforts where they can make a difference. A trap that groups can easily fall into is spending precious time exploring improvements that are well beyond their own sphere of influence (SOI).*

A constructive way to approach improvement is to analyze a particular issue, being certain to separate the symptoms that bother us from underlying causes of the problem. Think of the real life example of going to the doctor with a runny nose and watery eyes. The runny nose is one of the symptoms. The root problem could be a cold, the flu, or it could be an allergy. The doctor collects data and performs a diagnosis to determine what is in fact causing the symptoms. Only then is any medication or treatment prescribed. We need similarly to diagnose what we observe or experience in our own part of the organization before we prescribe a course of action. Acting on hastily on unexamined assumptions about symptoms and causes can cause more harm than not acting at all! Comparing the views of people within a group, contrasting different perspectives and vantage points, helps in separating facts from assumptions. ***The power in implementing many of the concepts taught in the HPO Seminar lies in harnessing participation of the right people, with the right competencies, working together to achieve a higher-level goal.***

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To use the “Next Steps” approach with one’s work team first consider—as a group—the performance of the team. How can you be more successful? What issues do you face? Are there obstacles standing in the way of performance? What particular influences have a significant impact on your work—either positive or negative? What is changing, or will change in the foreseeable future? What can your team control, and what can you at least influence? What is beyond your “sphere of influence” (SOI)? Concentrating on performance improvements inside your team’s SOI will increase the probability of success once you return to the work place. For ideas, refer to HPO models on the back of the “big sheet” handout such as the “Vision to Performance” spiral, and the different change levers (leadership, vision, values, strategy, structure, systems). These are the “diagnostic lenses” discussed in the class.

To review, here are the steps for a Next Steps exercise (use Task Team Record):

1. Select a Topic—a potential area for performance improvement within your team’s own SOI
2. Identify the Symptoms. What begs for improvement? How are problems manifested?
3. Identify the Source or Root Cause (Use the diagnostic lenses. When considering the six change levers remember you may need to work on more than one at time.)
4. Brainstorm possible actions (as suggestions to take back to your full team)
5. Consider what other information you need to make the decision
6. Consider who are all the people that should be included in the decision making process
(due to their role/function and to their competencies/skills)

2.3 Task Team Record

09/20/2001-Version 5.1

Topic (*What does this team wish to address, to improve performance within its sphere of influence?*):

Participants' Names: _____

_____ Name of Recorder: _____

What are the Observable Symptoms (*of a performance issue you would like to address*)? _____

What change lever can be used to resolve the symptoms? (*Change levers discussed in the HPO Seminar are: vision, values, leadership {philosophy/form/function}, strategy, structure and systems.*) **Separate those aspects that are within your team's control from those controlled at a higher level.** (*Use the diagnostic concepts you learned in the HPO seminar to describe where you'd look for underlying causes of the problem. For instance, if you observed conflict between individuals or work units, you may decide it's important to work on Leadership Philosophy, Structure, and/or specific Systems to resolve the conflict.*)

Initial Diagnosis (Statement of Organizational Performance Problem): _____

Proposed Tactical Actions: ideas on how to address the problem. Be sure to focus on steps you can take at your level to effect improvement. For each action, state its purpose and your ideas on how it can be explored with the rest of the work unit. (*Plan to use these ideas as a springboard for further consideration through consensus-building and quorum-qualified decision together with your team prior to making changes within the work unit.*)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

3.0 SSC San Diego's Organizational Improvement Resources

Successful organizational improvement generally requires an integrated approach, aligning the efforts of performing line units with functional offices that support internal development. From one organization to another, these supporting offices vary in name (e.g., Organizational Effectiveness, Human Resources, Training). By any name, offices supporting the specialized work of improvement for "Best in Class" organizations do *all* of the following.

- (a) Support the integrated business needs of the organization
- (b) Partner with management to enhance human performance
- (c) Identify performance requirements, gaps, and root causes for gaps
- (d) Take actions resulting in greater human performance and business impact
- (e) Measure, track and learn from the results

It is important for SPAWAR Systems Center, San Diego (SSC San Diego) to perform at this level. The Center's FY 2002 Organizational Improvement (OI) approach is driven from this philosophy.

3.1 SSC San Diego Improvement Integration Working Group (IIWG).

The Center has established the Improvement Integration Working Group (IIWG) to aid the integration of organizational improvements within SSC San Diego¹ The IIWG's current approach is revised from the previous 2.5 years in several ways:

- (a) Incorporates better defined OI structure and hierarchy not before present
- (b) Individual IIWG members' emphasis is partnership for performance in their home departments, thus ensuring contributions better grounded in practice
- (c) Applies more best practices for performance improvement
- (d) Corrects identified areas of weakness
- (e) Builds on the group's strengths and lessons learned.

3.1.1 IIWG Mission Statement. The IIWG facilitates performance improvement in support of SSC San Diego's goals by providing guidance on best-practice improvement processes, methods and techniques.² It partners with managers & work groups, striving always to enable them and see them develop toward self-sufficiency, since it is they who own the business needs, performance gaps and resolutions that results in improved organizational effectiveness.

3.1.2 IIWG Organization and Structure. The IIWG is a group comprised of at least one representative from each technical and support code department. The group's structure encourages each department to build critical mass for local action and results. Departments are expected to enable and reward managers and teams when they effect positive change. IIWG members each serve as a "partner for performance" within their home departments, helping to build a critical mass for positive change. Some members have developed specialized skills and/or assumed specific functional roles to assist in achieving the Center's performance improvement strategy. Table 1 provides a summary of the capabilities and responsibilities held by IIWG members, according to the department that sponsors them. Teams and managers needing OI assistance should first approach their department's IIWG member, even if that member does not have the specific capability required. This provides an

¹ The IIWG was formed in FY1999, and initially focussed on facilitation of concepts taught in the HPO Seminar. In FY 2002, the IIWG was re-designed as an internal performance consulting function that partners with management and intact work teams.

² These include the IIWG's "Four-Delta" process both as a cornerstone and unifying common practice.

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opportunity for coaching across the IIWG, as the member with the skill works together with the requesting department’s member to address performance gaps.

Table 1. IIWG Capabilities and Responsibilities, Sorted by Department

Department	Capabilities and Responsibilities (<i>Specialties</i>)
290	Partner for Performance
280	Practice Leader ³ , Performance Consultant, Coach, Instructor (<i>OD, BC, BSC, PF, SLII</i>)
270	Projects Mgr ³ , Performance Consultant, Instructor (<i>BF, HPO, MBTI, PF, SLII</i>)
260	Partner for Performance
240	Change Agent, Partner for Performance (<i>BF</i>)
230	Partner for Performance, Instructor (<i>BF, C7H, HPO</i>)
220	Change Agent, Partner for Performance (<i>BF</i>)
210	Partner for Performance, Instructor (<i>BF, BPR, HPO</i>)
203	Partner for Performance (<i>BF</i>)
202	Partner for Performance
209	CCHPO Services Coordinator

Key for specialties (additional roles): BC- business coaching; BF- Basic Facilitation; BPR- Business Process Re-engineering; BSC- Balanced Scorecard; C7H- Covey’s 7 Habits; HPO- HPO Seminar; MBTI- Myers-Brigg Type Indicator; OD- Organizational Development; PF- Process Facilitation; SLII- Situational Leadership II.

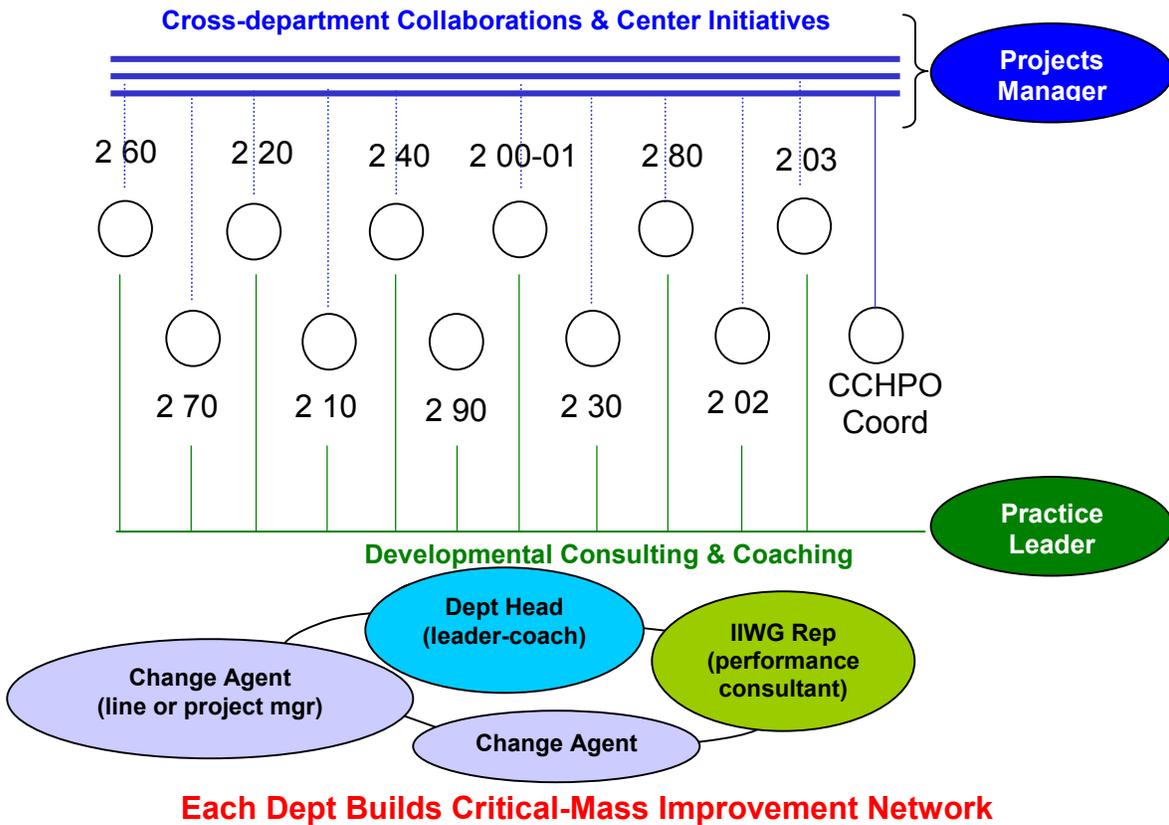
³ Both the Practice Leader and the Projects Manager positions have been filled in a semi-permanent “acting” capacity

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The IIWG structure is depicted in Figure 1. Via the IIWG, members and the employees in their home departments are provided access to cross-department OI expertise and resources. A Practice Leader role was created to support departments with targeted consulting and performance-related coaching. A Project Manager role was created to actively manage cross-department and Center efforts. At the top of Figure 1, the role of the Project Manager is to bring together and manage the contributions of IIWG members in cross-department and Center-level initiatives. The line extending down to the CCHPO Coordinator is solid because this role was created as a permanent contributor to Center-wide coordination. Other lines extending down to departments are dashed to indicate contributions to Center efforts are on a case-by-case, project-by-project basis depending on the levels of effort members can provide after meeting IIWG responsibilities within their own departments. Meanwhile, the Practice Leader provides individualized services to each department without exception, and the lines extending upward are accordingly all solid. The bottom of the figure depicts the critical-mass improvement network to be built within every department, with the active participation of its IIWG member.

Partnering with managers and work groups must be performed throughout the Center if the IIWG is to succeed in its mission. What is more, centrally funded and managed IIWG efforts cannot be cost-effectively applied to support a department without an effective partner for performance pre-positioned there, to lay the ground work and act as primary point of contact.

Figure 1. IIWG Organization and Structure (updated FY 2002)



3.2 Improvement Methods.

There are many types of improvement methods, geared toward alleviating a variety of root causes commonly found to cause gaps in performance and shortfalls in business results. Root causes under control of the organization include management shortfalls leading to an inadequate work environment, and shortfalls in the knowledge, skills and attributes of performers. Performers will lack skills unless they receive sufficient training, and insofar as possible they should be selected for tasks to which they are individually well suited by virtue of aptitude, background and interest. Training is therefore one general type of improvement method, but only rarely is it sufficient to attain competitive performance. Furthermore, to provide adequate work environment managers must ensure that performance goals are set, communicated, understood and accepted, or else poor performance is almost inevitable. Performers then require sufficient task information, performance feedback, well designed and executed work processes, and rewards for doing the right things (and not for doing the wrong things). In view of all these possible improvement methods, the IIWG strives to customize services to the diagnosed needs in each situation encountered. There are thus three broad categories of improvement methods that the IIWG will deliver to work groups, the first being the most flexible in content:

- (a) PiT STOP Workshops, customized to needs of a client group
- (b) "Off the Shelf" Training offering, targeted to needs of a client group
- (c) Command Special Courses, targeted to needs of a cross-section of people

3.2.1 Performance Technology- Steps To Optimize Performance (PiT STOP) Workshop: Over the past 3 years, since the HPO Seminar was first taught at SSC San Diego, work units, leadership teams and managers have often struggled in their attempts to implement performance improvement concepts at their level. Managers and teams that have been successful often relied on targeted training and performance consulting services from an IIWG member. The IIWG developed the concept of the Performance (improvement) Technology, Steps To Optimize Performance (PiT STOP) workshop to provide an internal capacity to systematically respond to requests for assistance in the implementation of measurable performance improvement.

A PiT STOP workshop provides compact "just-in-time" improvement guidance tailored to a SSC San Diego work team and/or manager, upon request for assistance. Like a pit stop on a race track, the concept is to take people away from work when, and only as much, as needed to aid performance. The IIWG contracts with the manager(s) of a work team or group, seeking to understand what is necessary to effect an immediate and/or long term improvement in the group's performance. PiT STOP Workshops are developed specifically for a requesting work group and must include a diagnosis step. The length of the workshop itself is expected to range from a few hours to one full work day. The strategy is to start with good diagnosis and advance work in partnership with the group's leader(s), to develop and deliver an effective workshop meeting the team's most important needs. Built into the PiT STOP process is development and monitoring of performance metrics to assess success for each improvement method applied.

In FY 2002, the IIWG will provide customized PiT STOP workshops *targeted to each requesting work team's specific performance improvement need(s)*. PiT STOP options already identified based upon common needs across SSC San Diego include:

1. Develop the Ability to Operate as a Consultative Leadership Team.
2. Develop the Ability to Operate as a Participative Leadership Team.
3. How to Develop and Use a Strategic Customer Value Analysis.
4. What is Higher Performance for Us?

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5. Mastery of Difficult Conversations: Giving Performance Feedback (*designed for any/all supervisors or project managers, rather than intact work groups*)

Each PiT STOP must begin with diagnosis of root causes causing gaps in performance and shortfalls in business results.

3.2.1.1 Roles and Responsibilities. To ensure success of the PiT STOP, there are clear roles and responsibilities indicated for IIWG Members, Department Sponsors and Workshop Recipients. Figure 2 provides additional information, on the four-step process to diagnose, develop and deliver a tailored workshop, *and to determine its impact.*

IIWG Projects Manager. The Projects Manager is responsible for responding to any request for assistance from the IIWG. The projects manager will assess the priority of each request, and monitor the availability of IIWG resources. The Projects Manager is responsible for equitable distribution of PiT STOP service across all departments, and for prioritizing and assigning Center-level resources accordingly to requests from work groups.

IIWG Practice Leader. The Practice Leader's role initially is to ensure and support diagnosis of the requesting group's needs by a performance consultant or IIWG member using suitable techniques. The practice leader continually investigates best practices, identifies useful tools that can be brought to bear and develops customized materials, models and analyses. These activities serve to guide all stages of the Four-Delta process—Diagnosis, Development of materials and methods, Delivery of services, and Determination of results.

All IIWG Members. Each IIWG Member, within their own department, is expected to provide accurate information on PiT STOP service, entrance criteria, and customization options. Within their department, IIWG members are expected to assist work groups in meeting any PiT STOP pre-requisites, to set realistic expectations for assistance, and to act as a central point of contact between their departments and the rest of the IIWG for planning, prioritizing and tracking all requests.

All Department Sponsors. Department sponsors are accountable for providing their IIWG member/representative with the resources and time necessary to fulfill his or her responsibilities, overseeing the identification of beneficiaries for IIWG service, and for leading/coaching development of performance-driven improvement network in their department in partnership with their IIWG member.

Expectations of Workshop Recipients. Groups receiving PiT STOP service from the IIWG are expected to meet a set of minimum entry criteria, ensuring readiness and commitment to effect targeted performance improvements, and then to measure and report their results. Entry criteria are as follows.

1. Participants attend the workshop as intact work groups. (up to 24 total participants)
2. The group's manager-leader has completed the 3-day HPO Seminar.
3. The group's manager-leader takes primary responsibility for coaching members in HPO concepts, supported by the department's IIWG member & any other participating members.
4. Group members that have not attended 3-day HPO Seminar plan to do so in the future.
5. The group agrees to apply knowledge gained in the PiT STOP immediately to its day-to-day work and agrees to keep commitments made in the workshop (e.g., goals set, decisions reached, actions items accepted)
6. The group agrees to establish at least one performance measure to determine results and monitor progress.

Figure 2. PiT STOP Workshop Overview

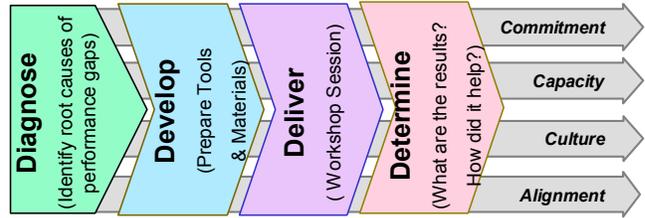
PiT STOP Objective: Provide “just-in-time,” tailored improvement assistance to SSC San Diego work teams.

* Work teams have been struggling to implement concepts taught in the Higher Performance Organizations (HPO) Seminar.

* The Improvement Integration Working Group (IIWG) has developed an internal capacity to assist groups in learning practical implementation of HPO Seminar concepts.

* In FY2002, a primary service of the IIWG is to provide customized PiT STOP workshops that are targeted to a work team’s specific performance improvement need(s).

Four-Step Process to Diagnose, Develop & Deliver Tailored Workshop, and to Determine its Impact



Partnership of Performance Advisor & Owners of Business Results)

PiT STOP Options (Initial topics- customize to client)

1. What is Higher Performance for Us? (Defining What Matters Most in Performance and Setting Solid Goals)
2. Develop the Ability to Operate as a Leadership Team.
 - (a) Consultative Level
 - (b) Participative Level
3. Mastering Difficult Conversations: Giving Performance Feedback (offered in June/July to D70 supervisors as pilot)
4. How to Develop and Use a Strategic Customer Value Analysis.

(more options can be developed after consultation)

Entry Criteria (for groups requesting a workshop)

- ✓ Participants attend as intact work groups. (Workshop size can range up to 24 total participants)
- ✓ The group’s leader has completed the 3-day HPO Seminar.
- ✓ The group’s leader takes primary responsibility for coaching members in the HPO concepts, supported by the dept’s own IIWG member & the IIWG’s core members.
- ✓ All members do plan to complete the 3-day HPO Seminar.
- ✓ The group agrees to immediately apply knowledge to its day-to-day work, and agrees to establish at least one performance measure to monitor progress.

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3.2.1.2 Process to Request PiT STOP Workshop. Any group desiring PiT STOP service should contact their department's IIWG representative to request a consultation. If their representative does not respond in a timely manner, the group may contact the IIWG Projects Manager directly. A request form is provided as Attachment A to this handout.

3.2.2 Off-the-Shelf Training. The IIWG has developed the ability to provide several licensed training packages internally, to work groups that would benefit from these commercially-offered developmental programs. These programs were chosen specifically—from a wealth of options—to provide simple, proven, effective learning tools and techniques that SSC San Diego managers and front line personnel can readily apply to “work smarter, not harder.”

By offering in-house instruction of commercial best practice training programs, the IIWG can provide the benefit of state-of-the-art human performance technology with minimized development costs. Conduct of the training sessions will be delivered at significantly lower cost by in-house instructors, then, to meet organizational improvement needs. During FY02, three different off-the-shelf classes are available to SSC San Diego work units or leadership teams.

3.2.2.1 Situational Leadership II (SL II). The *Situational Leadership II (SL II)* program was pursued following extended consultation with the Corporate Board, and is believed to provide essential development, tools and techniques needed for our supervisors and team leads to operate consistent with SSC San Diego's Leadership Philosophy. A leadership development initiative is essential to improving overall performance of SSC San Diego. The leader's role has shifted dramatically in recent years. In the past, the emphasis was more on the leader as “boss.” Today, leaders must be partners with their people; they can no longer lead with position power alone. Leaders must move from the “command-and-control” role of judging and evaluating to a role of ensuring accountability through supporting, coaching, and inspiring. SLII has endured as an effective approach to managing and motivating people because it fosters a partnership between the leader and the people that leader supports and depends upon. The purpose of SLII is to open up communication and to increase the quality and frequency of conversations about performance and development.

The SL II course is available in 1.5 day and 2 day formats. Pre-work for SL II includes the Leader Action Profile (LAP), which is comprised of self-assessment and anonymous assessment by 3 to 7 direct reports. The first SSC San Diego-led SL II course is planned in January or February 2002. The target participants for this first offering are members of one or two intact leadership teams who would benefit from the SL II tools, techniques and practices.

3.2.2.2 Myers-Brigg Type Indicator (MBTI)- The MBTI program was pursued to provide development of SSC San Diego leaders, understanding that leaders must now be able to enhance relationships and promote creativity among the employees they lead. Past MBTI workshops, offered by outside trainers, have proven successful in increasing effectiveness of SSC San Diego work teams. The MBTI is a well-known psychological typing instrument that enables a person to identify both basic interpersonal qualities and a fluid use of mental functions. It employs a model for understanding patterns in perceiving information and making decisions⁴. The MBTI assumes the use of eight mental capacities and competencies in powerful ways. Four of these capacities are related to perceiving information (*known as Introverted Sensing, Introverted Intuition, Extraverted Sensing, and Extraverted Intuition*) and four are connected to decisiveness about the information we have gathered

⁴ The model as presented by *Psychological Types*, Jung, 1921 & *Gifts Differing*, Myers, 1981 & *Enhancing Leadership Effectiveness Through Psychological Type*, Pearman 1999.

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(known as *Introverted Thinking, Extraverted Thinking, Introverted Feeling and Extraverted Feeling*). There are sixteen different psychological types, based on different combinations. Type is also a model for explaining the habits of mind each person uses for adjusting and responding to everyday demands using our perceiving and judging functions. Because these habits of mind promote typical behavioral expressions, psychological type also gives us a handle on the differences in the work and interpersonal styles we see around us in organizations.

Two different content focuses are available. A pilot of the Leadership Effectiveness MBTI workshop was provided to an intact division staff in December 2001. Additional classes were provided to an extended department leadership team in February 2002 and an extended division leadership team in March 2002. The second type of MBTI workshop provides insights on Team Building, and is intended for any intact team or work unit. A pilot of the MBTI Team Building workshop was provided to an extended department leadership team in March 2002.

3.2.2.3 *Seven Habits of Highly Effective People (7 Habits)*- The Covey 7 Habits of Highly Effective People workshop was pursued by one of the technical departments in FY01, to acquire internal ability to improve performance of its workforce. Past 7 Habits workshops, offered by outside trainers, have proven successful in increasing effectiveness of SSC San Diego employees. The 7 Habits workshop is a well-known 3-day workshop that enables participants to take control over their own lives by learning to adopt universal principles which guide their thoughts and actions to much greater effectiveness in what they do. Effectiveness in this course is defined as attaining desired results and maintaining and/or enhancing one's capability to produce those results over time. The course is two-pronged: first to learn the habits (1,2,3) that one can use to achieve personal independence and then to learn the habits (4,5,6) that one can use to become interdependent, which is critical to be a constructive team member. The course includes many hands-on exercises and specific processes designed to give participants direct experience in practicing habits that can lead to higher performance and greater team synergy. One such process is a well-established 360-degree profile assessment of each participant, which is a required pre-requisite for admission to the workshop. During the course, the student is coached on how to receive feedback and anonymously receives their compiled profile feedback which comes from inputs submitted by their boss, peers, directs, and themselves several weeks prior to the workshop.

This course is offered in-house certified at a less than half the cost of taking it commercially. It can be given in a 3 consecutive day format or any combination of 1 day per every 3-7 days. For those not able to devote 3 days, there is also a 1 day 7 Habits Introductory course that covers the same material with much less depth. A pilot of the full 3-day course was conducted in August 2001. The 3-day course was given in December 2001 and April 2002.

3.2.2.4 *Process to Request Off-the-Shelf Training*. The IIWG has the ability to provide the three off-the-shelf training programs described above, however there are trade-offs to consider in scheduling sessions, based on the logistics required and available resources to offer the classes. Table 2 provides a summary of all off-the-shelf training programs offered by the IIWG.

The enrollment approach for all IIWG "off-the-shelf" courses is described as "whole group (or team) service." The planned maximum number of offerings, for each of the three training programs, is provided in Table 2. All courses will be provided to existing or future teams, to increase effectiveness of the training by impacting a specific part of the organization whose members are then empowered to

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adopt best practices learned in the training. Care will be taken to schedule sessions that accommodate the schedule of teams. Normally, the IIWG will identify candidate teams through performance consultations, via the IIWG member and/or group manager. Any group or team in the Center who would like to request an off-the-shelf course to be provided using IIWG resources must contact their home department's IIWG member. The IIWG Projects Manager will coordinate all requests, and schedule sessions accordingly. It is essential that the Four-Delta Process is followed, in confirming a requestor's self-diagnosis that a specific training is needed. Therefore, a delay of up to two weeks is expected in responding to any first request for an off-the-shelf course, if no contact had previously been made with the IIWG (e.g., the home dept IIWG member needs to make initial contact with the requestor, and a performance consultant needs to be meet with him or her and the group leader {s} to diagnose needs of the requesting group).

Any group desiring a SLII, MBTI or 7 Habits Workshop should contact their department's IIWG representative to request a consultation. If their representative does not respond in a timely manner, the group may contact the IIWG Projects Manager directly. A request form is provided in Attachment A.

Table 2. Qualified IIWG Instructors for Off-the-Shelf Programs

Course Name	Qualified Instructor(s)	Training Options	Number of FY02 Offerings
Situational Leadership II (SLII)	Cecilia Burrus, Mike Kalman	<ul style="list-style-type: none"> • 2-day SLII Session • Condensed 1.5-day Session • Executive 1-day Session 	Up to 6 total sessions, averaging 10 participants per session
Myers Brigg Type Indicator (MBTI)	Cecilia Burrus	<ul style="list-style-type: none"> • ½ day Leadership Effectiveness Session • ½ day Team Building Session 	Up to 12 total sessions, averaging 15 participants per session
7 Habits of Highly Effective People (7 Habits)	Alan Olson	<ul style="list-style-type: none"> • 3-day Session • Executive 1-day Session 	Number of IIWG sessions TBD Training Office offering a session independent of the IIWG, in Dec 01

Each of the offerings includes an assessment, normally conducted prior to the class. Table 3 provides more information on the training materials and the assessment employed by each of the programs.

Table 3. Training Materials for IIWG Off-the-Shelf Programs

Course Name	Assessment	Materials Provided	Comments
Situational Leadership II (SLII)	Leader Action Profile, self and 3-7 direct reports, confidential, <i>prior to training</i>	Participant Workbook Packet containing Tools and Techniques Profile Results	LAP is very short (1 page), essential to complete prior to training. Handled by Blanchard (responses are confidential)
Myers Brigg Type Indicator (MBTI)	Self only, during training session	Participant Workbook	MBTI self-scoring form M will be used in class
Seven Habits of Highly Effective People (7 Habits)	Assessment by self and others, confidential, <i>prior to training</i>	Participant Workbook, Application Supplement Franklin-Covey Day Planner Profile Results	Assessment forms must be completed prior to training. Handled by Franklin-Covey (responses are confidential)

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3.2.3 Command Special Focus Sessions. The Commonwealth Center for High Performance Organizations (CCHPO) have provided additional developmental services to SSC San Diego, beyond continuing to present the HPO Seminar. Plans for offering developmental CCHPO training classes in FY 2002 are described in this section. These specific classes were selected after piloting and/or extensive consultation with the instructor during FY 2001, and were customized to meet SSC San Diego's needs, and do supplement the internal developmental offerings.

3.2.3.1 Facilitative Leadership. The objective for this training program is to synthesize prior leadership and HPO training, and to provide participants with practical tools and techniques to take on the role of the facilitative leader and coach. This 2-day course was developed specifically as a follow-on to the HPO Seminar, was offered at SSC San Diego March 12-13, 2002. An additional session may be offered in September 2002. The provider of this training is Ms. Patricia Page, of CCHPO. In Facilitative Leadership, supervisors and other managers develop leadership skills that they can bring back to their groups, to lead successfully according to concepts taught in the HPO Seminar. By the end of the session, participants will have:

- (a) A clear understanding of the difference in competencies between a facilitative and a traditional leader
- (b) Explored and evaluated their current roles & identified what to do differently in order to free themselves for the work of leadership
- (c) An understanding of the theory and practice in the techniques of coaching, mentoring, delegating and empowerment, and
- (d) developed a coaching plan

Note: this course was originally titled "Facilitative Coaching." The student handbook provided to participants of a February 2001 Facilitation Coaching (aka Leadership) training has been posted to the HPO web site.

3.2.3.2 Facilitation I. The goal of this first installment of facilitation training is to instill, within existing teams, personnel with the competence and confidence to effectively facilitate meetings in the participative leadership style (parallel organization). This is a companion 2-day course, designed to complement the Facilitative Leadership training, and was offered 14-15 March 2002. Additional Facilitation I courses are planned: (a) July 2002- in Hawaii, for D90 teams and work units and (b) September 2002- in San Diego. The course concept, used successfully in other public sector organizations offering the HPO Seminar, is to develop skills not only in the leader but in team members. Initially, one team member takes the facilitation training and uses the skills to improve the operation of the team. This facilitator then coaches peers in the skills. Facilitation I gives theory and practice using basic meeting facilitation skills. By the end of the session, participants will have:

- (a) Identified the roles and responsibilities of team leader, team member and facilitator
- (b) Developed a range of tools and techniques to guide the HPO change initiative
- (c) Practiced consensus building, problem solving and partnering
- (d) Developed the next steps for implementing performance improvements within the team.

The student handbook provided to participants of Facilitation I training has been posted to the HPO web site.

3.2.3.3 Facilitation II. This follow-on class to Facilitation I introduces components for successful teams. This segment includes assessment of performance during live facilitation and incorporates new team start-up (train-the-facilitator). Facilitation II was offered 4-6 March 2002, to

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graduates of the February 2001 Facilitation I program. If there is sufficient demand, another offering will be provided in September 2002.

3.2.3.4 Conflict Resolution. The objective of this course is to instill, within existing teams, personnel with the competence and confidence to effectively facilitate meetings in the participative leadership style (parallel organization). The course provides a description of approaches to conflict (self-awareness); provides conflict resolution process, techniques and tools, and addresses separation of the people (personalities) from the conflict. Conflict Resolution was offered on 7 March 2002, to graduates of the February 2001 Facilitation I program. If there is sufficient demand, another offering will be provided in September 2002.

3.2.3.5 Preparing for 360-Degree Assessment. The goal of this course is to inform participants of the required steps (including pre-work) that must be completed in order to productively implement a 360-deg assessment process. Caveats and liability issues will be addressed. The session will stress that 360-deg assessment should only be used for the purpose of development, and will cover how such developmental assessment programs should be planned and resourced to succeed. Other topics covered are a general description of how 360-degree assessment programs work and who they affect. A single Preparing for 360-degree Assessment program was offered on 11 March 2002.

3.2.3.6 Process to Request a Seat in a Special Focus Session. from the IIWG. The SSC San Diego Training Office handles all registration matters for Command Special Focus Sessions. If there is sufficient demand, the IIWG will sponsor additional offerings of up to two session types in September 2002. The IIWG partners with Training in development of course outcomes, advance consulting with the instructor, and evaluation and improvement of the sessions.

4.0 Leadership Development

For SSC San Diego to attain higher performance by means of consultative leadership, the organization must further develop the leadership competencies and practices of its current and future leaders. The Center took a significant step by bringing in the HPO Seminar to the entire workforce. At this time, over 2/3's of the organization has completed the seminar.

What does the HPO Seminar tell us about leadership? It defines three aspects of leadership, including:

(a) Leadership Philosophy:

- Core belief in potential of *all* people
- Treat *all* employees with respect (adult-adult)

(b) Leadership Form:

- Networked Talent Model (NTM)
- Parallel organization joined to the hierarchy

(c) Leadership Functions: five dimensions of leadership

- Strategic Customer Value Analysis (SCVA)
- Vision/Values Connected to Strategy, Structures and Systems
- Suprasystems Integration/Stewardship
- Learning, Thinking, Changing, Renewing
- Enabling, Empowering and Energizing

SSC San Diego's Corporate Board, with support from the IIWG, is developing a Leadership Roadmap to instill leadership competencies throughout our workforce. A high-level overview of building blocks for leadership competency is provided in Figure 3 (see page 20). Accompanying the Leadership Pyramid model (in the center of the figure) are initiatives or techniques (listed along either margin of the figure) applicable to developing the leadership skills and practices named in the model.

Why develop greater leadership ability within our workforce?

- The Networked Talent Model calls for each person to develop leadership abilities & behaviors— for self-direction for the leadership of others
- Intangible benefits: commitment, discretionary effort applied toward higher performance, teamwork, flexibility, satisfaction
- Tangible benefits appear when consultative decisions lead to more effective implementation

So what specifically is SSC San Diego doing to instill best leadership practices in our organization?

The first step beyond the HPO Seminar is often the most confusing, as people seek for ways to employ seminar ideas in practice. The most promising best-practice leadership resource that the IIWG and our senior leadership have identified for taking this first step is Situational Leadership II (SL II). In FY 2001, two members of the IIWG completed the Ken Blanchard Company's SL II training-for-trainers curriculum. Peers in other, exemplary organizations also in attendance at the training included the manager for University Development for Harley Davidson, a master trainer from Sprint's Corporate University of Excellence, and the director of the International Center for Excellence in Leadership.

SL II provides a practical, proven approach for implementing consultative leadership philosophies like those described in the HPO Seminar. A very brief introduction to key ideas from SL II follows.

- People all have the *capacity* for self-direction, but must develop capability (i.e., skills)
- Likert's "System 3" or "System 4" leader-managers can aid the development of people who report to them by learning & practicing four different leadership *styles*:

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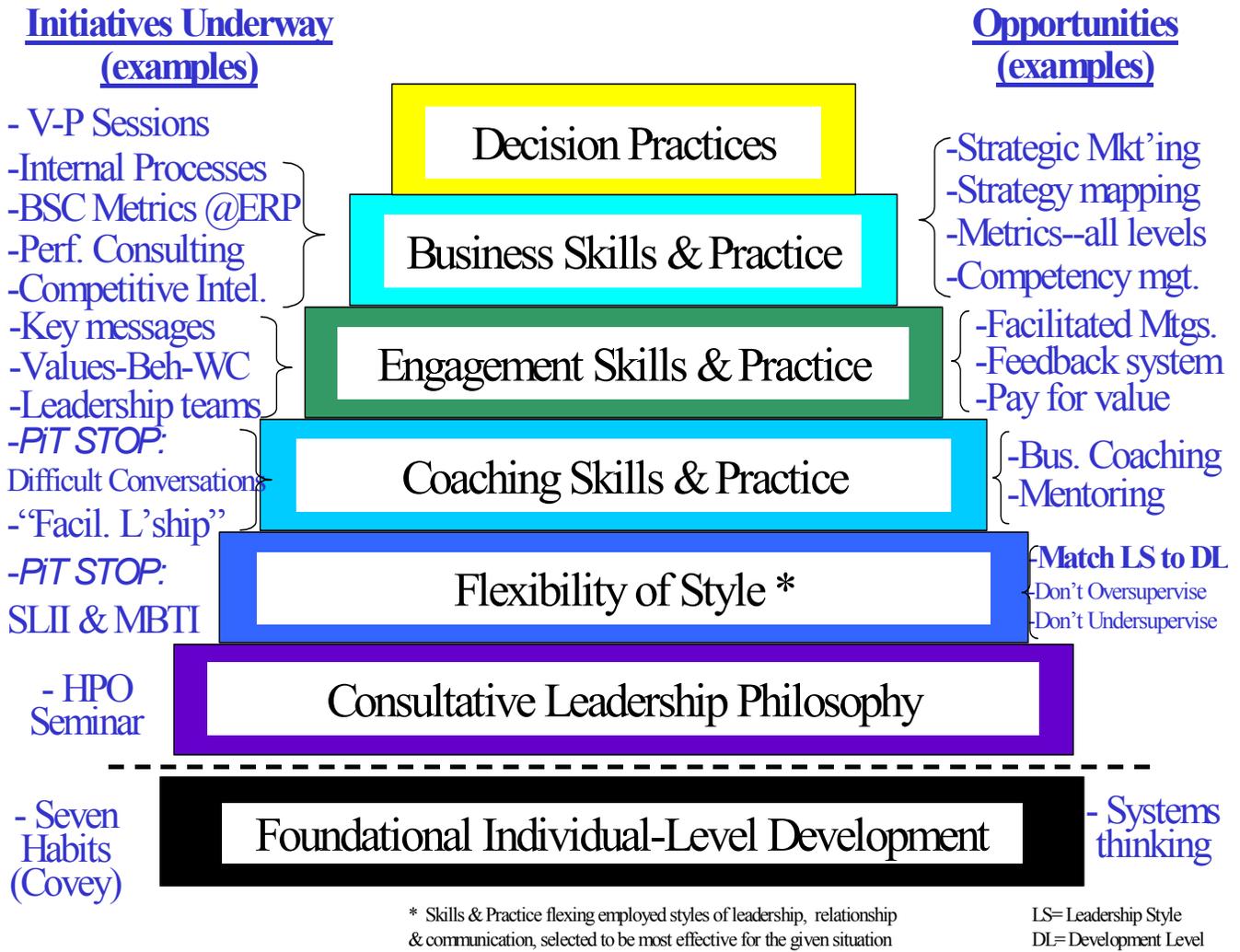
- ◆ directing
- ◆ coaching
- ◆ supporting
- ◆ delegating
- Match leadership style to the development level of people on a specific goal or task.
 - actively engage people in their own development
 - diagnose needs for direction and support
 - flexibly apply best leadership style to fit each situation
 - move from directing to coaching...then to supporting, then delegating
 - align individual & organizational goals with leadership philosophy

Besides SL II, other developmental offerings and services that have been brought into SSC San Diego, and which have been previously described in this handout, are:

- ◆ Facilitative Leadership
 - ◆ Leadership Effectiveness MBTI Workshop
 - ◆ PiT STOP Options
 - How to Operate as a Consultative Leadership Team
 - How to Operate as a Participative Leadership Team
 - How to Give Performance Feedback
 - ◆ Performance Consulting (provided by IIWG members that have acquired performance consulting competency)
 - ◆ Performance Coaching (provided by IIWG Practice Leader)
- And more

Figure 3. The Leadership Development Pyramid ⁵

Enabling & Empowering Leaders



⁵ This figure is adapted from a model first presented in Kalman, M. E. (July 2001), *On the way to building a leadership road map*. Working paper.

ATTACHMENT A

Request for Center-level Organizational Improvement Services

Version 1.0, 8 November 2001

Name of Requestor: _____ **Date of Request:** _____

Organizational Code of Requestor: _____ **Group or Team Name:** _____

Requestor' Phone Number: _____ **Requestor's Email Address:** _____

Are you the team or group leader? _____

If not, who is?: _____ Organizational Code of leader: _____

What general assistance do you believe you/your team or work unit needs? (e.g., PiT STOP Workshop on a particular or OI HPO concept, SLII Workshop, MBTI Workshop, 7 Habits Workshop):

Has the team or unit's leader completed the HPO Seminar? _____

Approximately what percentage of the team or unit has completed the HPO Seminar? _

Has the team or unit's leader taken other training/development in organizational improvement, performance improvement, strategic planning or business? If so, please describe: _____

Have other members of the group taken other training/development in organizational improvement, performance improvement, strategic planning or business? If so, please describe: _____

Please rate how effective the group operates as a team (circle a number)

As isolated individuals 1 2 3 4 5 6 As well integrated unit

Please rate how leadership decisions are made (circle a number)

By leader alone 1 2 3 4 5 6 Jointly by entire team

Does the group currently have a facilitator?: _____

Has the group attempted to implement performance improvements in the past? If so, please describe that experience: _____

Please indicate how soon a response you believe is needed (circle a timeframe)

Within 2 days Within one week Within a month Within 6 months

Please indicate the urgency of your request:

Low Moderate High Critical

ATTACHMENT B
DEBATE AND DIALOGUE

TRACK I	TRACK II
D E B A T E	D I A L O G U E
<ul style="list-style-type: none"> • Assuming that there is a right answer, and you have it 	<ul style="list-style-type: none"> • Assuming that many people have pieces of the answer and that together they craft a new solution
<ul style="list-style-type: none"> • Combative: participants attempt to prove the other side wrong 	<ul style="list-style-type: none"> • Collaborative: participants work together toward common understanding
<ul style="list-style-type: none"> • About winning 	<ul style="list-style-type: none"> • About exploring common ground
<ul style="list-style-type: none"> • Listening to find flaws and make counter-arguments 	<ul style="list-style-type: none"> • Listening to understand, find meaning and agreement
<ul style="list-style-type: none"> • Defending assumptions as truth 	<ul style="list-style-type: none"> • Revealing assumptions for re-evaluation
<ul style="list-style-type: none"> • Critiquing the other side’s position 	<ul style="list-style-type: none"> • Re-examining all positions
<ul style="list-style-type: none"> • Defending one’s own views against those of others 	<ul style="list-style-type: none"> • Admitting that others’ thinking can improve on one’s own
<ul style="list-style-type: none"> • Searching for flaws and weaknesses in other positions 	<ul style="list-style-type: none"> • Searching for strengths and value in others’ positions
<ul style="list-style-type: none"> • Seeking a conclusion or vote that ratifies your position 	<ul style="list-style-type: none"> • Discovering new options, not seeking closure

Synthesized and adapted from the work of The Public Conversations Project, National Study Circles Resources, The Common Enterprise, and by Mark Gerzon, Mediators Foundation, 3833 North 57th Street, Boulder, CO 80301

ATTACHMENT C
Vision to Performance

CCHPO has developed a two-day Vision to Performance (V-P) method for vision-guided strategic & tactical planning. In FYs 2000–2001, Gerry Brokaw delivered this 2-day event to all technical departments and most support code departments. The focus on the 2-day event has not always translated into a continuing process of improvement. In some cases, this shortfall was addressed by the IIWG providing continuing process facilitation design and support.

1.0 Diagnosis of SSC San Diego V-P Experiences. In April 2001, the IIWG conducted a full-day diagnostic conference conducted with Mr. Brokaw to discuss: (a) SSC San Diego's V-P results so far, (b) V-P design compared to execution, (c) how to improve process through actions taken—before, during and after the event.

Pre-requisites were identified for all future V-P Sessions. Vision elements should be established. Performance measures based on the vision elements should have been developed and tracked for awhile. Further, it was discovered that past V-P pre-work, specifically the SCVA, SWOC, and gap analysis, did not include the following items: (a) customer satisfaction and determination whether the unit delivers right products and services to the right customers; and (b) solid understanding of relevant best practices and how well the unit operates by comparison to best practices.

The scope of engagement for past V-P sessions was discussed. Participation was normally limited to 16-20 total people. Typically, these people were department and division level managers. There were questions about how strategic scope was defined. First, "whose strategy is it?" For instance it might be a department or a combination of individual divisions. It might be a strategy that applies directly to the performance of front line employees, or it might be a strategy applicable only to the managers' performance of administrative duties normally transparent to front-line performers.

Next, the strategic scope for the session should be agreed upon before lining up participants, to make sure the "right" people participate in the session/process. To date, most V-P's have involved an administrative/line management group, with limited participation of the operational/project management group. And yet, this distinction has gone little recognized, confounding attempts to explain to front-line performers how the strategies developed in these V-P sessions contribute or even pertain to front-line performance and organizational improvement.

Additional advance work was identified, which should be done before conducting a V-P session: (a) Leadership philosophy & organizational values articulated; (b) the group has discussed the extent to which the leadership philosophy and values are practiced; (c) context and expectations are established (i.e., basic knowledge of V-P process beyond a two-day group session so group members appreciate requirements for continuing action); (d) the lead manager takes responsibility for verifying/confirming context & expectations; (e) the group is capable of a participative discussion & decision (e.g., all members have agreed to meeting norms & ground rules, and the ground rules MUST include openness, honesty & accountability for fulfilling agreements); (f) commitment has been established with a guiding coalition to take primary ownership for outcomes, and everyone shares responsibility for the success of the effort.

2.0 Description of Improved V-P Session. An overview description of the two-day V-P Session process, including improvements identified by the IIWG with Mr. Brokaw, is provided: Opening Steps for the V-P Session

- (a) Agreement on
 - ground rules, including honesty, openness,
 - definition of consensus
 - guidelines for parallel organization with emphasis on commitment and accountability to follow-through on decisions
- (b) Consensus on expectations including role of senior manager & others
- (2) Guidelines for development of strategic goal setting (including new principles for design and process facilitation):
 - (a) Anchor in relevance to participants' current work
 - (b) Employ "powerful conversation" process
 - (c) Drive toward significant choices
 - Acknowledge conflicting objectives & tradeoffs
 - What ideas can be linked to create synergy?
 - What do we *stop* doing?

3.0 Follow-up to V-P Session. During the diagnosis of past V-P experiences, IIWG members and Mr. Brokaw identified improvements that should be implemented in any future V-P Session to guide follow-up after the event:

- (1) Program time on some regular basis to provide evidence of progress and underscore the importance of fulfilling commitments.
- (2) Time-phased, resourced tactical plans:
 - (a) may need follow-up activity to prepare plan(s)
 - (b) integrate and provide single plan at overall level, with outcome performance measures for execution
- (3) Form and/or periodically renew the "guiding coalition"—managers who are committed to helping lead change efforts indicated by the group's vision and agreed course of action
- (4) Plan ahead and prepare for any transitions/turnover expected among personnel in key positions of management affecting management of the group's plans
- (5) Keep information flow elevated to key people in the organization so action is visible; keep up the energy level

4.0 Current status of the V-P Improvement Effort. What actions has the IIWG completed?

- (1) Reviewed our own experiences and summarized initial ideas for improving the use of the V-P sessions at SSC San Diego, so that any session is conducted as part of a sustained overall V-P process (starting with newly expanded prerequisites).
- (2) Committed to apply more deliberate design criteria in the future when preparing for strategic planning sessions, and other group processes intended to engage leadership teams and the broader workforce in significant decisions. The effort will include consulting alternative published and unpublished information sources that reflect best practices or the accumulated lessons learned by other organizations. For instance, we have already obtained a reference manual⁶ that describes 18 other facilitated processes for strategic planning, visioning, and so on, with observations based upon the experience of organizations using these techniques for five or more years.
- (3) The IIWG will employ the "four delta process", documented in its FY02 Execution Plan, when providing support to any future V-P efforts.

⁶ *The Change Handbook: Group Methods for Shaping the Future*, by Holman & Devane (Eds.), 1999, San Francisco: Berrett-Koehler Publishers

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