Session 4

Embracing and Managing Change

Engaging Your First-line Leaders

Session 4 – Leading and Managing Change and Engaging the First-line Leader

- Identify key components of organizational change

- Determine best practices for preparing your organization for change

- Review and apply tools for helping your organization through change

- Identify the importance of engaging the first-line leader

- Determine development needs for first-line leaders in the areas of basic engagement skills

Attributes of Successful Change Agents

Rate yourself in each of the following skills. In the white space in each section, list some actions you can take to make these improvements?

Skill	Behaviors	How do you stack up?				
		1 = low skills		5 = high skills		
Analytic	• Evaluating data or information systematically to identify surface, as well as underlying, causes of problems (for example, performance gaps or process misalignment)	1	2	3	4	5
Holistic (big picture) thinking	• Understanding how the parts fit together and the impact of misalignment of one part on another • Looking beyond details to see the overarching goal and results • Understanding the impact of business decisions on the entire change strategy • Identifying the parts of an organization process or operation	1	2	3	4	5
Creative	• Designing new or innovative ways to address organization initiatives and customer needs	1	2	3	4	5
Developing relationships	• Working collaboratively with others to build understanding and trust, and to achieve common goals • Establishing and maintaining rapport with individuals and groups	1	2	3	4	5
Building networks	• Building ownership and support for change among affected individuals and groups	1	2	3	4	5

Attributes of Successful Change Agents *(continued)*

Skill	Behaviors	How do you stack up? 1 = low skills 5 = high skills				
		1	2	3	4	5
Project leadership	• Acting as a lead contact or focal point for components (such as program intervention, or event) of the change strategy • Directing the activities of others contributing to the component • Overseeing project deadlines, deliverables, and customer expectations • Adapting to constraints and unexpected roadblocks	1	2	3	4	5
Influence	• Establishing and using a power based through unique knowledge or expertise or through alignment with power brokers in the organization	1	2	3	4	5
Creating solutions	• Customizing or designing solutions that best fit the problem • Implementing the solutions • Tracking the impact of the solutions and making adjustments as appropriate	1	2	3	4	5
Responding to clients	• Interpreting client needs and expectations through various actions (such as, feedback systems, surveys, and consistent in-person contact) • Developing effective solutions (such as, coaching, training, or intervention) to close the gap in needs or expectations are not met	1	2	3	4	5
Using technology	• Using existing or new technology to design products, create solutions, deliver programs, and market services	1	2	3	4	5

Session 4
Change Management / First-Line Leaders

Managing Change / Leading Change – Both Important and Required

Leadership	Management
Produces change, often to a dramatic degree, and has the potential to produce extremely useful change	*Produces a degree of predictability and order and has the potential to consistently produce the short-term results expected by various stakeholders*
Establishing direction Developing a vision of the future and strategies for producing changes needed to achieve that vision	*Planning and budgeting* Establishing detailed steps and timetables for achieving needed results, then allocating the resources necessary to make it happen
Affirming people Communicating direction in words and deeds to all those whose cooperation may be needed so as to influence the creation of teams and coalitions that understand the vision and strategies and that accept their validity	*Organizing and staffing* Establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or systems to monitor implementation
Motivating and inspiring Energizing people to overcome major political, bureaucratic, and resource barriers to change by satisfying basic, but often unfulfilled, human needs	*Controlling and problem solving* Monitoring results, identifying deviations from plan, then planning and organizing to love these problems

Leading Change – John Kotter, 2012
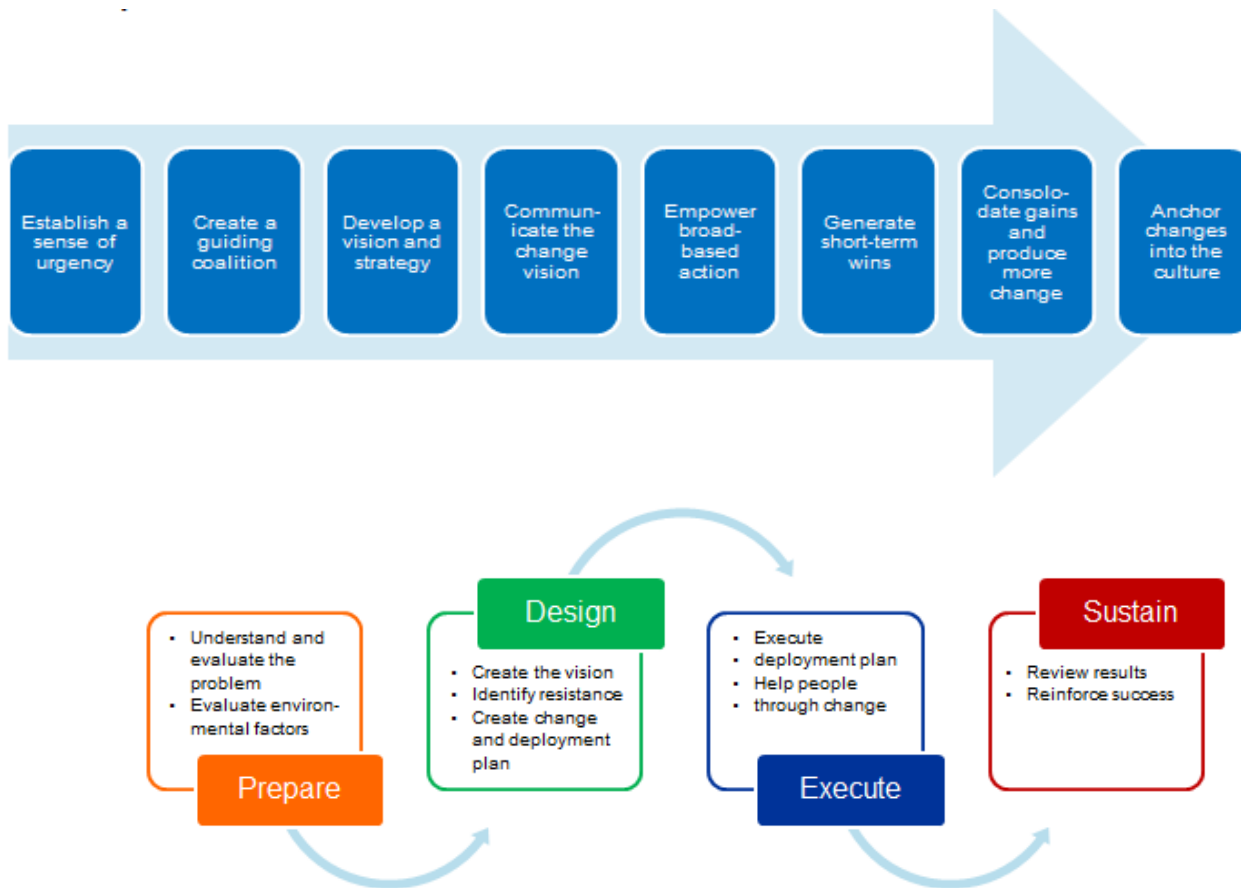
Role of a Leader During Change

Supervisors play a unique role in leading change: they need to first internalize (and begin to embrace) the change themselves before they can effectively help their employees through the change process.

- ✓ Make sure you are well on your way to embracing the change before helping others. Be cognizant of the influence you have on those around you.

- ✓ Stay as up-to-date as possible on change communications (attend meetings, read announcements and newsletters, talk with your manager, etc.)

- ✓ Ask questions, ask questions, and ask more questions until you are clear on content.

- ✓ Be a positive role model and ambassador for the change; support it both publicly and privately.

- ✓ Share information with your staff as often as you can; try to assess their comprehension

- ✓ Dedicate regular times (e.g. in staff meetings) to discuss the change and give updates; relay stories that emphasize important aspects or successes of the change

- ✓ Reward positive behaviors as often as possible

- ✓ Escalate questions or issues that need addressing

Common to All Models

Change must be sustained

Change is a process

Communication must be:
- Ongoing
  - Effective
  - Overdone

People are key

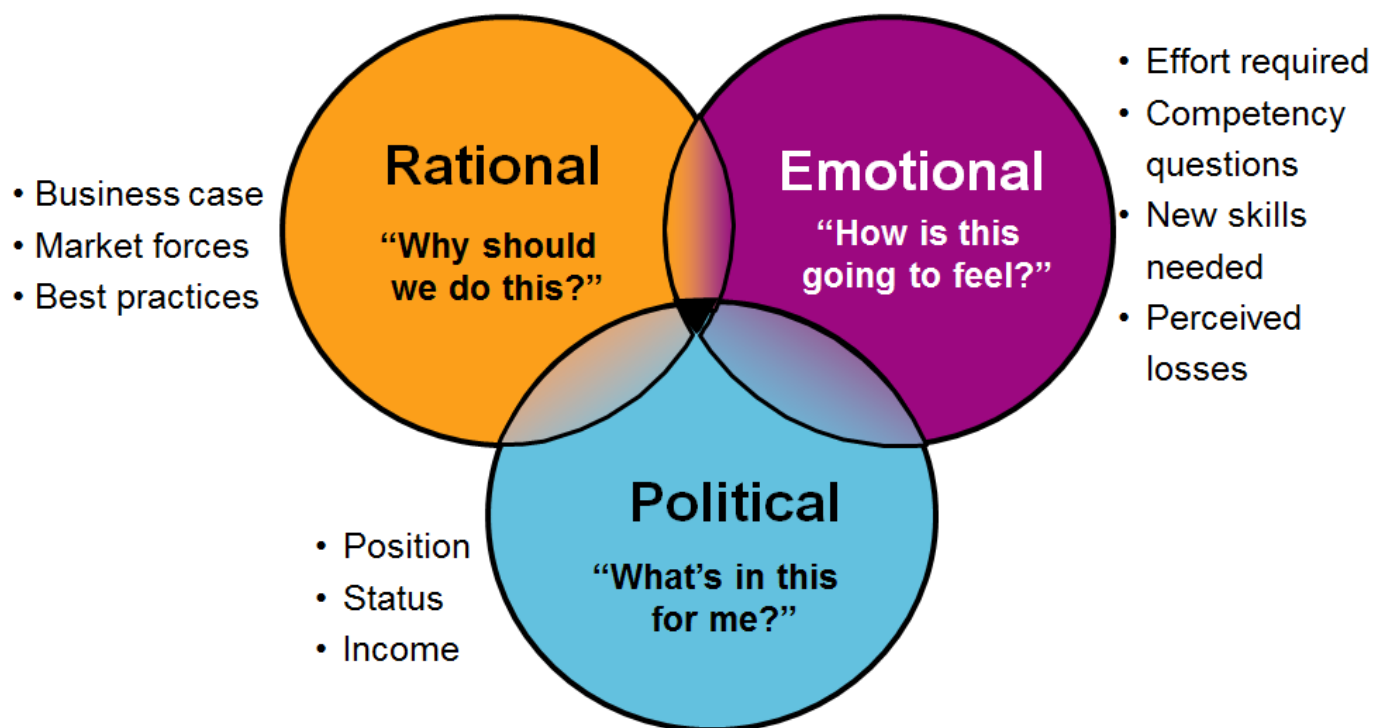**Choose your Model, Whether it's Complex or Simple**

Keys to Establishing Your Change Management Process
- Identify your change model as early as possible

- Create your project essentials (with schedules)

  - Change Project Plan

  - Communication Plan

  - Training Plan

  - Recognition Plan

- Create a 'Nerve Center'

- Develop a 'Change Survival Kit"

Why the Process Might Not Work

| Cause	Description	Actions to Increase Success
Lack of or poor vision	Corporate or specific business strategies are unclear	
Lack of or poor leadership support	Leaders must provide support for the change in the way of resources (especially time) and remove obstacles.	
HR systems misalignment	Hiring and training must align with the changes taking place, especially large organizational change	
Past implement-tation done poorly	People suspect this change will be the same as others	
Time	If insufficient time is allocated there will be a large maintenance cost after the implementation	
Low risk culture	A culture that punishes mistakes can't have a good implementation	
Communication	Communication must be direct and often (not filtered from above)	
Resistance planning and management	Preparation to address resistance is key. Resistance not addressed or 'silenced' can go underground and create pockets of covert resistance.	
Not thinking holistically	Tying the different parts of the organization together, recognizing that change in one part can impact another part	
Follow-through	Complete the change and communicate the results	

Change Management / First-Line Leaders

How People View Change

- Business case
- Market forces
- Best practices

Rational
"Why should we do this?"

Emotional
"How is this going to feel?"

- Effort required
- Competency questions
- New skills needed
- Perceived losses

Political
"What's in this for me?"

- Position
- Status
- Income

Ideas for Meeting Employee Needs

Rational *"Why should we do this?"*	Emotional *"How is this going to feel?"*	Political *"What's in this for me?"*

Change Curve

Denial

Once information has been received as to the ideals of change, this natural reaction is to deny that there is a need for change and in fact it is not happening. In a change sense, typical words that are used at this stage are: *'it won't work here", "we tried it before",* and *"why is this happening to me?"*

Action: Focus on maximizing face-to-face communication and address the 'what's in it for me issue.'

Commitment

At this point, the individual has successfully come through the change curve. Commitment is learning to live with the change, getting involved in change and dealing directly with it.

Action: Repeat and reinforce objectives and strategy; build buy-in and create good feedback mechanisms, including rewarding people and celebrating successes

Resistance

After learning that this change is not going away, the next natural step towards change is to go through the resistance phase. At this point, people affected often can't see a way out of the situation, often resorting to anger and bitterness

Action: Give people time to understand the change, but keep communication channels open.

Exploration

People will eventually become clear that the change is here to stay. It is no fad and big changes in their lives may need to happen. At this point, people will often try to compromise a favorable outcome to change. You may hear comments like: *"what if we do this",* or *"can I fit here?"* or *"can we just do this…?"*

Action: Communicate timelines for the project; encourage involvement and allow people total visibility as to what is needed to be done
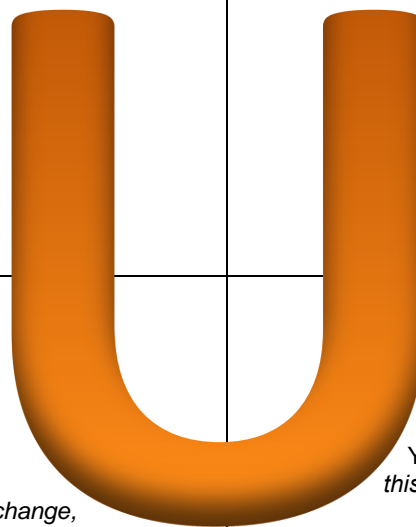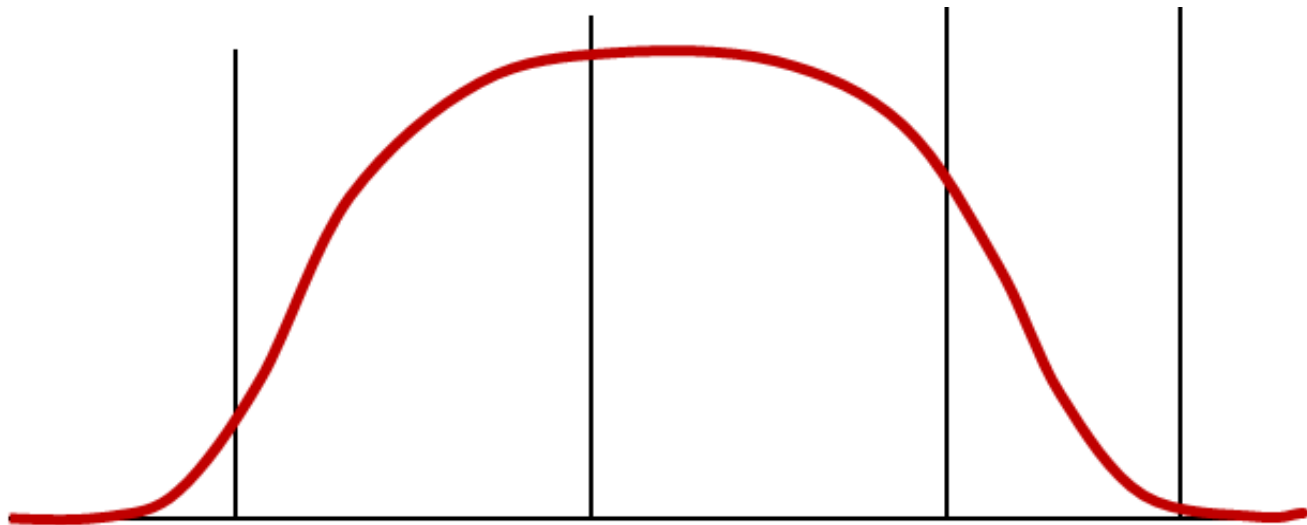
Laggards 16%	Late Majority 34%	Early Majority 34%	Early Adopters 13.5%	Innovators 2.5%
Put little focus here; they are the last to change and will do so on their own terms. Don't let them burn you	Put lots of focus here. These are the people you need to win over! They are the 'critical mass' who will enable your change to get to the 'tipping point' where more people support the change than resist it.		Put little focus here; you've already won them over! Don't let their enthusiasm give you a false sense of security about how the change is perceived by others. .	

Techniques for Overcoming Resistance
- Clear explanation and expectations for change and plan
  - Addresses how people see change

- Establish clear goals

- Identify how it impacts people
  - Confirm results (no matter what)
  - Provide training

- Over-communicate and promote

- Involve people in the change process

- Manage the bureaucracy and obstacles

- Change reward systems early

Communication Plan Worksheet

Change Vision – in the most simple terms, describe the change that you are implementing
See Keys to Effective Communication on next page for additional information

Reason(s) for the change

Process you will use to implement the change

Employee Impact

What will employees and company gain from this change?	What will the employees lose as a result of the change?	How will the employees be involved with this change?

Communication Methods

Message	Who delivers *(see Ideal Message Deliverer on next page)*	Venue *(see Ideas for Communication Venues on next page)*	Frequency *(see Frequency Report on next page)*

Key Elements of Effective Change Communication

- *Simplicity* - All jargon and technobabble must be eliminated

- *Metaphor, analogy, and example* - A verbal picture is worth a thousand words

- *Multiple forums* - Big meetings and small, memos and newspapers, formal and informal interaction (see Ideas for Communication Venues below)
- ***Note****: Studies show that face-to-face interactions are most effective*

- *Repetition* - Ideas sink in deeply only after they have been heard many times (the 13X rule applies here)

- *Leadership by example* - Behavior from important people that is inconsistent with the vision overwhelms other forms of communication

- *Explanation of seeming inconsistencies* - Unaddressed inconsistencies undermine the credibility of all communication

- *Give-and-take* - Two-way communication is always more powerful than one-way communication

*Leading Change*, John Kotter 2012

Ideas for Communication Venues

• Brown bag lunches	• Demonstrations	• Meetings – department	• Posters
• Bulletin board (physical)	• E-mails	• Meetings – enterprise	• Presentations
• Bulletin board (electronic)	• Focus groups	• Meetings – one-on-one	• Training / workshops
• Cafeteria postings	• FAQs	• Meetings – town hall	• Videos
• Communication trees	• Intranet pop-ups	• Meetings - team	• Webcasts
• Change booklets	• Leaflets/flyers	• Presentations	• Web site

Study participants indicated that group/team meetings, presentation/demonstrations, and one-on-one discussions that included the opportunity to ask questions were the most effective communication venues

Change Management Benchmark Report 2012
Change Management Learning Center

Who should deliver key change management messages?

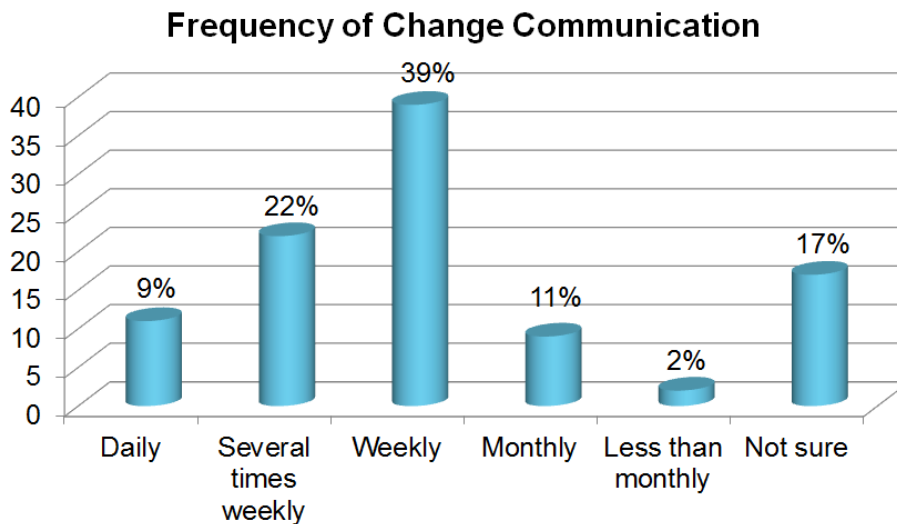When asked who should deliver key change management messages, study participants gave following results:
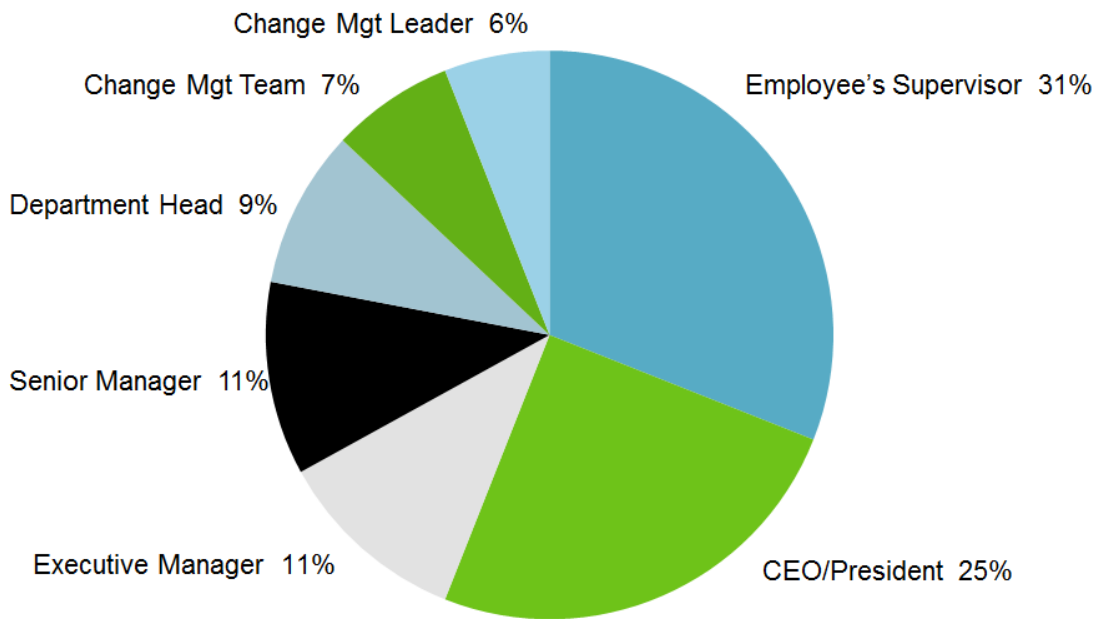
Best Practices in Change Management
Change Management Learning Center, 2012

Frequency of Communications

When asked how often they should receive communication about change, participants answered as follows:

Best Practices in Change Management
Change Management Learning Center, 2012

Communication Techniques for Change

- Communicate past successes in implementing change

- Ask for and listen to feedback

- Full disclosure
    - Reason for change
    - Process you will follow
    - Loss and gain

- Role employees play in change

- Use multiple channels to communicate
    - Listen for rumors, clarify immediately
    - 13X applies especially to change management

- Share information ASAP
    - Pre-scheduled times
    - Emergency protocol

Keys to Sustaining Change

Establish clear responsibilities for ensuring the change sticks.	Who is responsible for maintaining the change that has been made?

• Minimize duplicate activities
• Ensure that the unexpected is addressed in a timely manner
• Identify lack of adherence and follow up
	Who audits the ongoing process :
	  • Committee?
	  • Change leader and team?
	  • QA team?
	  • Department head?

Track results and behaviors • Identify expected and actual results • Measurement of results – cost, revenue, and resources • Observe and reinforce behaviors that support the change	• What results did you expect? How do actual results compare? • How do you measure the results? Cost? Revenue? Resources? • Does the change require a progressive improvement process (or should it be immediate)
Reinforce and reward adherence to the change • What gets recognized (rewarded) gets repeated • Identify criteria for recognition as well as rewards • Determine duration of reinforcement process	• How well do your leaders recognize people? Do they need some help in this process? • What do you recognize/reward now – how can that be applied to the new process? • How long will you continue to reward/recognize behavior and results that support the change?
Identify barriers to the change succeeding • Two categories to be concerned with – people and processes • Look beyond the immediate area impacted by the change	• How does the change impact other processes? Are there any unintended consequences around the change? • How does the change impact the people who work for the company – are the behaviors too difficult to change? Do you have the wrong people to support this change?

Thirteen Keys to Managing Change

1. **Remember that change is everywhere.** Change is all around our work and personal lives. If we didn't undergo change, we'd be at a considerable disadvantage, whether it be corporately or individually. "Change" often means keeping up with the times.

2. **Keep in mind that change is not new to any of us.** Think of the many different changes our company, your team or you personally have been through. We've all survived some significant changes efforts in the past – and we'll survive them in the future, as well.

3. **Be "At Cause," not "At Effect."** Being "At Cause" means adopting a proactive mindset where you are in control of your own destiny. YOU make things happen – things don't happen TO you. Being "At Effect" means you assume a victim mentality where you perceive that your life is controlled by others. During change, some things will be out of your control. However, controlling your attitude is something that is always entirely within your control.

4. **Think evolution, not revolution.** Many changes are initiated in order to continuously improve and build on our results, or to simply make our lives better. Change is rarely introduced to tear everything down and rebuild what was there before. It may not always feel like it, but change is never a conscious choice to make our lives more hectic!

5. **Remember to also focus on what is *not* changing.** Change initiatives or events rarely change *everything*. Let the stable aspects of the situation give you a sense of security as you adjust to what is indeed changing.

6. **Ask questions, ask questions, ask questions!** Get the facts about the change by speaking up and getting answers to things that aren't clear to you. Try not to "fill in your own blanks," since often times you'll be wrong.

7. **Keep doing your work.** Chances are many aspects of your job are *not* changing. Keep doing what you do best. Onward and upward!

8. **Use the change as a development opportunity.** Change often brings new opportunities and prospects that weren't there (or visible) before. Leverage the change to your advantage by identifying ways to improve your skills, knowledge and abilities to help you with your career goals.

9. **Make stress management a habit.** Whether it's going to the gym, taking a walk with a friend, or doing some deep breathing through-out the day, try to make stress management part of your daily schedule whenever possible.

10. **Be prepared for mental fatigue.** Change can be challenging, unsettling and exhausting even for the most experienced employees. Don't be surprised if mental fatigue sets in – especially during larger change initiatives. Expect it, normalize it and find ways to deal with it. (You'd probably be in denial if you didn't feel stressed at some point during times of change!)

11. **Be forgiving and more tolerant.** Change can often be difficult and people are bound to make mistakes. Be more forgiving and lenient with others (and yourself) during these times as we all go through the change together.

12. **Ask for help when needed**. Nobody can read your mind--be vocal about your needs and how the company, your manager or your co-workers can appropriately support you.

13. **Help yourself by helping others**. Reach out to someone in need. Lend a sympathetic ear to someone who may be having difficulty.

Engaging Your
First-line Leaders

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Skills of Leaders that Engage

Exercise - Twelve Needs a Leader Must Fill Self-Assessment

On the following chart, force rank yourself in each category from 1 – 12:
- 1 = Highly Effective
- 12 = Needs most work

Use each number only once but use all numbers.

Key:

Specific Need a Leader Fills
How the team members define the need

Trust
I believe in you

Recognition
What I do matters

Authority
Someone is in charge

Inspiration
We feel good about what we are doing

Security
Things will probably turn out okay

Cohesion
We're all singing from the same song sheet

Force Rank Yourself

Direction
Someone knows where we're going

Reassurance
Someone is looking after us

Vision
We know where we're going

Role Model
We have someone to look up to

Structure
Everyone knows where they fit in

Clarity
Someone is saying what is expected of us

'Twelve Needs a Leader Must Fill' Assessment

Force rank the person who requested this from you on the following 12 needs a leader must fill as follows:
   1 = Highly Effective
   12 = Needs most work

Remember to you each number, 1 – 12, only once.

Need	Rank	Team members say…	I can improve by…
Trust		*I believe in you*	
Authority		*Someone is in charge*	
Security		*Things will probably turn out okay*	
Direction		*Someone knows where we're going*	
Vision		*We know where we're going*	
Structure		*Everyone knows where they fit in*	
Clarity		*Someone is saying what's expected of us*	
Role model		*We have someone to look up to*	
Reassurance		*Someone is looking after us*	
Cohesion		*We're all singing from the same song sheet*	
Inspiration		*We feel good about what we are doing*	
Recognition		*What I do matters*	

After completing the ranking, look at the areas that that could use improvement and make suggestions for being better in this area.

Note: This is both a team assessment and a self-assessment document

'Twelve Needs a Leader Must Fill' Employee Assessment

Ask each member of your team to force rank you on the following 12 needs a leader must fill as follows:

    1 = Highly Effective
    12 = Needs most work

As they are ranking, they should rate on a scale of 1 – 5 how important that specific need is to them personally.

Need	Rank	How important is filling this need to you? • 1 = not important, • 5 = very important					Description of what the team member might say about the leader regarding each need
Trust		*1*	*2*	*3*	*4*	*5*	*I believe in you*
Authority		*1*	*2*	*3*	*4*	*5*	*Someone is in charge*
Security		*1*	*2*	*3*	*4*	*5*	*Things will probably turn out okay*
Direction		*1*	*2*	*3*	*4*	*5*	*Someone knows where we're going*
Vision		*1*	*2*	*3*	*4*	*5*	*We know where we're going*
Structure		*1*	*2*	*3*	*4*	*5*	*Everyone knows where they fit in*
Clarity		*1*	*2*	*3*	*4*	*5*	*Someone is saying what's expected of us*
Role model		*1*	*2*	*3*	*4*	*5*	*We have someone to look up to*
Reassurance		*1*	*2*	*3*	*4*	*5*	*Someone is looking after us*
Cohesion		*1*	*2*	*3*	*4*	*5*	*We're all singing from the same song sheet*
Inspiration		*1*	*2*	*3*	*4*	*5*	*We feel good about what we are doing*
Recognition		*1*	*2*	*3*	*4*	*5*	*What I do matters*

Once team members have force ranked and given an 'importance' value, look at how individuals scored and evaluate how important each is. An employee who ranks you needing improvement in 'Recognition' but rated the important of that score as 'Not Important' provides information about where you might focus your attention for development.

Vision and Alignment Worksheet

Company Vision and Strategy	Department or Team Vision, Strategy, and Priorities
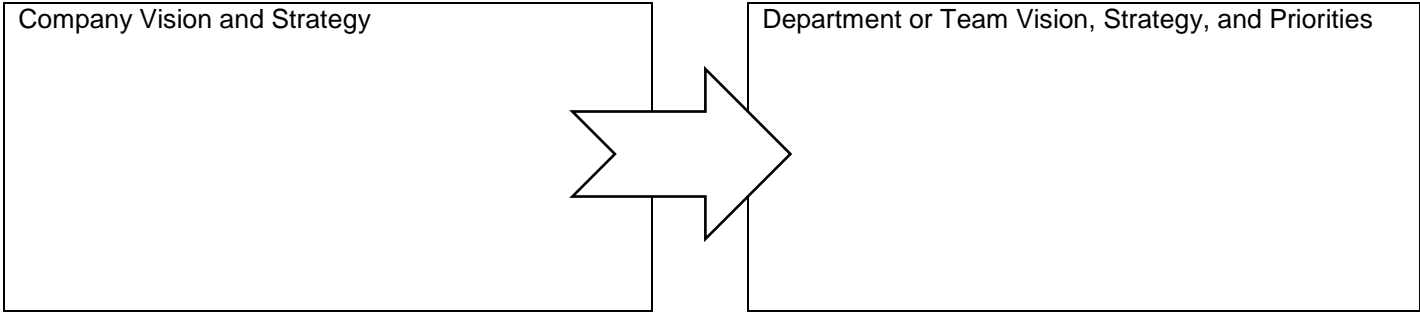
Communicating and Monitoring Goals

Department Goals	How do you monitor and communicate progress?
•	
•	
•	
•	
•	
•	

What reward systems do you have in place?

Team or Department	Individual

Create a Motivational Culture

Accountability   Communication

Setting Clear Expectations   *Business Information*

Input

Performance Management   *Ability to talk to you*

- What is your process?

- How is it supported?

- How is consistency maintained?

Knowing Your Employees

Professionally   *Personally*

Team Development

Performing

- Feeling excited about participating in team activities
- Feeling team strength
- Showing high confidence in accomplishing tasks
- Sharing leadership
- Performing at high levels

Forming

- Feeling moderately eager
- Anxiety
- Where do I fit? What is expected of me?
- Testing the situation and people

Norming

- Resolving discrepancies
- Developing trust, support and respect
- Developing self-esteem and confidence
- Being more open and giving more feedback
- Sharing responsibility and control
- Using team language

Storming

- Discrepancy between hopes and reality
- Feeling frustrated incompetent and confused : anger around goals, tasks and action plans
- Reacting negatively toward leaders and other members
- Competing for power and/or attention

Ideas for moving the team to the 'Performing' stage

Forming	Performing
Stormng	Norming
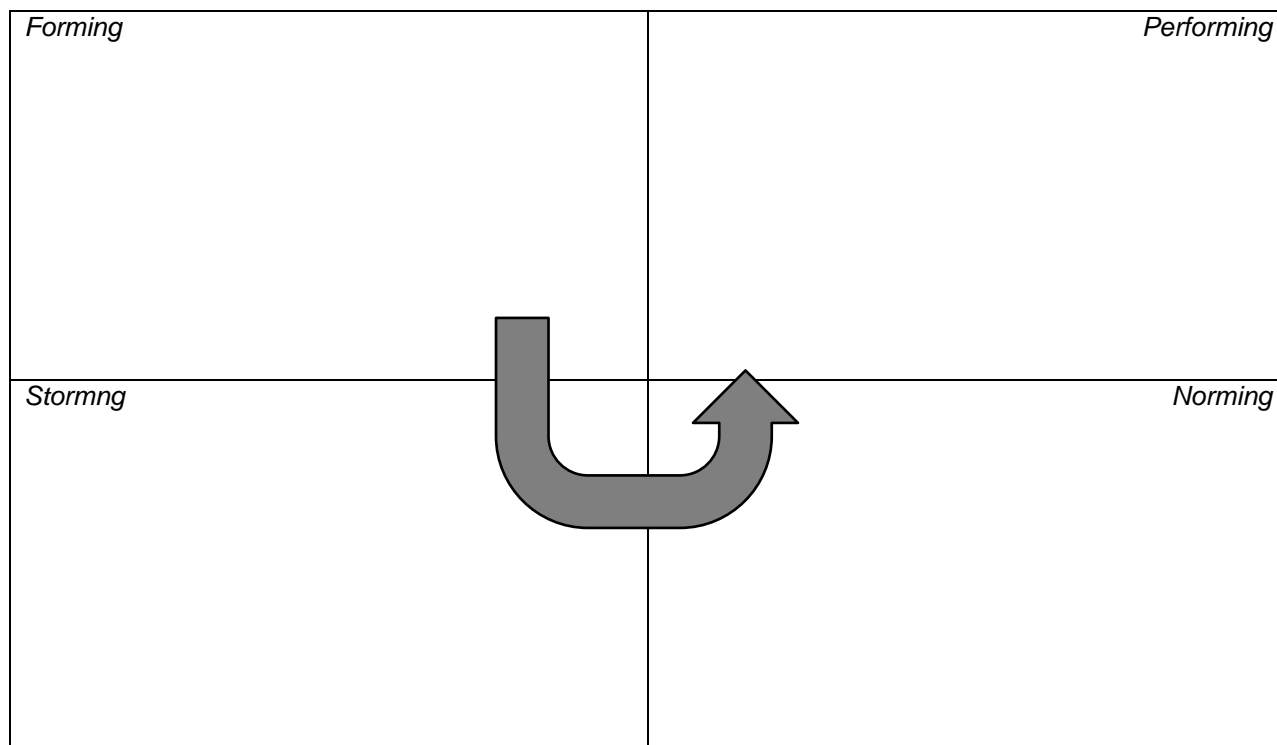
Staff and Self Development

Leadership Selection Process

Position:

Performance Objectives and Expectations

What will this person be expected to accomplish in this role; how will he/she be evaluated?

What are the requirements of this job?

Behaviors and Traits	Skills, Education, and/or Experience

Internal or external candidate

Internal Leading Candidate Name	If no internal candidate, why not? How will you replace this internal candidate in his/her current position?
External Leading Candidate Name	Why is an external candidate preferable to an internal candidate?

Training

What training will be required to be successful in this position? How will training be provided?	

This framework is designed to assist you in identifying and assigning the appropriate learning and development strategies that will help you achieve your targeted professional and career development goals. You may want to reference this information as you create or modify development goals.

Learning and Development Actions	Description	Target Skill-Set	Examples	Implementation Steps/Success Factors	Benefits
Formal Training & Education (internal or external)	Classroom, Webinar, or online self-paced courses targeted toward specific employee groups or skill development areas.	o Functional or role-specific skills/knowledge o Interpersonal skills development o Leadership Development	o Live, instructor-led course o Webinar based instructor-led course o On-line self-paced course	o Identify employee knowledge or skill need/gap o Match to appropriate training course o Develop pre- and post-training goals o Ensure program attendance o Provide manager feedback and evaluate progress in using skills on the job	o Provides immersive, targeted development. o Timing of training is important; should be completed close to time when skills/knowledge can be used/applied
On-the-Job Training/Challenges	Training or coaching provided to employees by managers, supervisors, and/or peers; activities align with day to day job tasks and assignments.	o Core job experiences o Personal challenges	o Creative problem-solving o Identification of new ways to work o Engagement in planning projects	o Identify employee knowledge or skill need/gap o Determine which on-the-job opportunities that would be appropriate/of interest o Determine goals of assignment o Facilitate learning during assignment, provide support. o Evaluate goal accomplishment	o Provides employee development through providing additional responsibility o Enables employee to learn through experience
Professional Membership/Association	Typically a method to increase exposure to best-practices and knowledge sharing within a technical/professional discipline.	o Networking/Exposure o Specific functional or professional skill development	o Participate as a member or as leader of professional organization, or internal/external networking	o Identify if broader or targeted exposure knowledge is desired/needed. o Talk to various people who belong/have participated in those groups; get feedback on effectiveness, focus, etc. of organization.	o Facilitates network building o Provides greater access to professional resources/best-practices
Reading/Writing	Self-directed learning or research in topical areas.	o Gaining and/or sharing specific knowledge	o Books, case studies, articles, on-line research, etc. o Writing a technical paper	o Identify knowledge gaps/needs o Provide recommendations, help, or ideas for resources as needed	o Exploration or targeted study of a particular subject matter
Feedback	Typically someone observes the employee and provides information, advice, and instruction intended to help develop skills, improve performance, or enhance the quality of his/her career.	o Functional or role-specific skills/knowledge o Interpersonal skills development o Leadership development	o Manager o Supervisor o Peer o Experienced coach (internal or external) o Client	o Identify skill to be developed and who would be best able to provide feedback o Provide opportunities for observation o Meet to discuss self-evaluation and give objective feedback	o Provides objective, outside view o Opportunity to reflect, discuss and learn from experiences o Improves short-term performance and longer-term development

This framework is designed to assist you in identifying and assigning the appropriate learning and development strategies that will help you achieve your targeted professional and career development goals. You may want to reference this information as you create or modify development goals.

Learning and Development Actions	Description	Target Skill-Set	Examples	Implementation Steps/Success Factors	Benefits
Mentoring	Typically a training method whereby a less experienced employee is matched with a more experienced colleague for guidance and development either through informal or formal programs.	o Career pathing/advancement o Leadership development o Networking/Visibility	o Career-oriented mentoring to increase visibility, provide challenging development assignments o Help with strategies for accomplishing work objectives	o Determine what type of mentoring "program" (formal or informal) is most appropriate and can be supported. o Carefully pair mentors to address a specific skill gap or area of focus o Facilitate goal development at the start of the relationship o Determine method to evaluate the success of the match/mentoring	o Knowledge sharing o Upskilling of workforce
Stretch Assignments	The practice of assigning an employee a new job or responsibility that is not typically associated with his/her role. Provides an opportunity to work on "next level" or different career path job responsibilities.	o Specific functional or role-specific skill o Leadership development	o Develop a new line of business o Turn around a struggling project/unit o Manage difficult employees o Work in a new functional area or line of business	o Establish with the employee the goals of the stretch assignment o Provide logistical and other support throughout the assignment via a "safety net" of strong peers, direct reports, coaching, internal training, etc. Delegate high-risk activities within the assignment to someone else. o Ask the employee to provide feedback on their own progress and provide objective feedback on an ongoing basis.	o Creates leadership talent with broader experience. o Enables cross-business best-practice sharing o Creates succession candidates o Improves performance
Job Shadowing/ Informational Interview	A temporary work experience or opportunity whereby an employee learns about a particular job (typically in a field of interest) by walking through the work day, or talking with another employee.	*For the shadow:* o Career pathing o Experience of new role and new organizational experience o Networking *For the "Host"* o Analysis of own style, career path o Self-reflection o Networking	o One-to-one shadowing o Group shadowing o Informational interview to learn about the other person's experiences, strengths, what they consider success factors for the job, etc.	o Help the employee determine who is the best person to "shadow" or talk to; preferably someone who demonstrates the company values, core competencies for the position, and is a good role model o Consider logistical difficulties o Involve the shadow in planning to address any logistical or scheduling difficulties o Create clear objectives o Collect feedback throughout the shadowing engagement	o Enables cross-functional best-practice and knowledge sharing o Facilitates internal network building o Facilitates understanding of different job and skill requirements

This framework is designed to assist you in identifying and assigning the appropriate learning and development strategies that will help you achieve your targeted professional and career development goals. You may want to reference this information as you create or modify development goals.

Learning and Development Actions	Description	Target Skill-Set	Examples	Implementation Steps/Success Factors	Benefits
Temporary Assignment/Job Rotation	The practice of transferring an employee for a temporary period of time between various jobs within an organization. Intended to provide participants with a range of business and leadership experiences.	o Cross-functional knowledge o Gaining breadth or depth of experience o Business problem-solving o Selling and influencing skills o Leadership skills o Networking/Exposure	o Functional rotation (all assignments within one unit, e.g. Operations, Sales, Air Quality, Finance, HR) o Cross-functional rotation (assignments span various functional units)	o Carefully assign participants to assignments that meet specific development needs o Provide support before, during, and following the assignment o Ensure successful re-entry to original job o Collect feedback throughout the process to determine effectiveness in achieving desired goals	o Creates greater organizational flexibility and talent with broader experience and skills o Provides employee with chance to learn new skills and test potential in different roles o Enables knowledge sharing and understanding within and across functions
Task Force/Committee	The practice of giving an employee the opportunity to serve on a team for a particular term or to achieve a particular goal. Intended to give the employee visibility, opportunity to work on an important organizational priority.	o Visibility & exposure to the business o Opportunities to develop new relationships, perspective o Learn new content areas, or provide subject matter expertise o Leadership skills, problem solving and decision-making	o Breaking new ground (e.g. research & development, joint venture, new product, M&A, etc.) o Internal or external committee	o Identify employee development and career goals o Determine which organizational task force/committee would benefit from employee's skills and would also provide needed exposure or learning o Ensure involvement has a defined start, milestones, and recognizable endpoint indicating success or failure o Track, measure, and reward progress; task forces and committees are often "extracurricular," and create additional time demands	o Mutual benefit of achieving organizational goals and promoting employee development

Leadership Evaluation

On the following statements, rate yourself on a scale of 1 – 10 **(1 = Not at all, 10 = Excels at this)** or, if not applicable, **NA**.

Global Perspective		Rating									
	Not at all								Excels at this		
Works effectively in cross-cultural environment	1	2	3	4	5	6	7	8	9	10	NA
Shows an appreciation of the value of diversity (race, nationality, culture, age, gender, sexual orientation)	1	2	3	4	5	6	7	8	9	10	NA
Varies his/her approach to adapt to cultural differences	1	2	3	4	5	6	7	8	9	10	NA

Vision and Alignment		Rating									
	Not at all								Excels at this		
Communicates clear vision for his/her part of the organization	1	2	3	4	5	6	7	8	9	10	NA
Translates vision into motivating strategies and implementation plans	1	2	3	4	5	6	7	8	9	10	NA
Helps people set short-term priorities in line with long-term goals	1	2	3	4	5	6	7	8	9	10	NA
Helps direct reports understand how they contribute to the vision	1	2	3	4	5	6	7	8	9	10	NA

Staff Development/Succession Management		Rating									
	Not at all								Excels at this		
Recruits and selects talented people	1	2	3	4	5	6	7	8	9	10	NA
Clearly communicates performance expectations	1	2	3	4	5	6	7	8	9	10	NA
Takes appropriate action when performance does not meet expectations	1	2	3	4	5	6	7	8	9	10	NA
Conducts timely and effective performance reviews	1	2	3	4	5	6	7	8	9	10	NA
Regularly gives open and honest feedback	1	2	3	4	5	6	7	8	9	10	NA
Places a high priority on coaching people	1	2	3	4	5	6	7	8	9	10	NA
Helps others prepare for increased responsibility	1	2	3	4	5	6	7	8	9	10	NA
Proactively looks to promote from within	1	2	3	4	5	6	7	8	9	10	NA
Works with employees to identify career growth plans that link with business growth plans (cross-training/professional development)	1	2	3	4	5	6	7	8	9	10	NA
Helps less experienced employees gain experience interacting with clients	1	2	3	4	5	6	7	8	9	10	NA
Delegates decision-making to the appropriate level (closest to work/client)	1	2	3	4	5	6	7	8	9	10	NA
Looks to eliminate unnecessary work or obstacles to productivity	1	2	3	4	5	6	7	8	9	10	NA
Has proactively identified and developed a successor to him/herself	1	2	3	4	5	6	7	8	9	10	NA

Motivation/Recognition		Rating									
	Not at all								Excels at this		
Recognizes and rewards achievement when performance surpasses expectations	1	2	3	4	5	6	7	8	9	10	NA
Seeks input before making key decisions	1	2	3	4	5	6	7	8	9	10	NA
Shows employee empathy	1	2	3	4	5	6	7	8	9	10	NA
Is distant enough to be objective	1	2	3	4	5	6	7	8	9	10	NA
Keeps promises and commitments	1	2	3	4	5	6	7	8	9	10	NA
Focuses on how results are achieved as much as on what results are achieved	1	2	3	4	5	6	7	8	9	10	NA
Provides positive feedback when deserved	1	2	3	4	5	6	7	8	9	10	NA
Bases pay fairly on both quantitative and qualitative results	1	2	3	4	5	6	7	8	9	10	NA
Establishes a culture which enables others to succeed	1	2	3	4	5	6	7	8	9	10	NA

Team Development		Rating									
	Not at all								Excels at this		
Works cooperatively with others to achieve common goals	1	2	3	4	5	6	7	8	9	10	NA
Successfully manages conflict	1	2	3	4	5	6	7	8	9	10	NA
Works effectively with peers and colleagues	1	2	3	4	5	6	7	8	9	10	NA
Willingly shares his/her "best" individual talent with others	1	2	3	4	5	6	7	8	9	10	NA
Respects the importance of other people's time	1	2	3	4	5	6	7	8	9	10	NA
Consistently treats people with dignity and respect	1	2	3	4	5	6	7	8	9	10	NA
Inspires people to follow	1	2	3	4	5	6	7	8	9	10	NA

Leadership and Engagement Best Practices

Leadership

- Use positive language – say what to do vs. what not to do

- Validate before you communicate – rumors can sound just like facts

- Ask questions and use employees as a sounding board

- Listen to employees

  o Use your ears and eyes

  o Let employee finish (no interruptions)

  o Respond to show you are engaged

  o Ask questions to clarify

- Encourage employee communication by facilitating discussions and conflicts

- Ask for feedback from employees about your leadership

- Solicit new ways of doing things

- Be open to new ideas

- Ask for solutions, not just complaints

- Encourage employees to submit innovative ideas

- Over communicate, especially in times of stress

- Conduct a better practices brainstorm session

- Set a good example – know who you are and live your 3 lives (business, personal, and family) with passion

- Encourage employees to balance life and work

- Demonstrate empathy, especially in times of personal hardship

- Keep a positive attitude – your staff will mirror your behavior

- Respect others' time

- Communicate, communicate, communicate

Vision and Building Alignment

- Understand the vision of the company

- Define your vision for your department that ties directly to the vision of the company

- Communicate your vision to your employees with emphasis to the connection to the company vision

- Clearly articulate cascading goals

- Routinely remind your employees of the vision

- Define and communicate your strategy for reaching the vision

- Discuss with your employees how to best execute the strategy flawlessly

- Measure progress (create 'balanced scorecards')

- Review performance against the goals – modify if needed

- Commit to semi-annual review and discussion of goals with your team

- Share performance results on a micro and macro level quarterly

- Manage profitability, not billability

- Regularly set and recalibrate priorities – make sure your effort is spent on the most important issues

- Recognize and reward achievements

Self and Staff Development
- Start by hiring the right people (remember the "intangibles" - personality, attitudes, motives, group chemistry - are indelible; knowledge/skills can always be acquired)

- Assign a new hire an informal "mentor" from your group to help show them the ropes, learn the resources, etc.

- Take new hires to lunch their first week...Request that each staff member schedule a time to have lunch with their new colleague

- Set clear objectives - for new hires, for newly promoted, for new task assignment

- Follow up on objectives/expectations via informal feedback, regular project reviews, "MBWA" (management by walking around)

- Ensure proper assessment of progress toward objectives

  o Conduct REGULAR and TIMELY Performance Appraisals
  o Seek their perspective on their own situation

- Provide challenging work - and as much variety as possible

- Cross train (within your group and between departments or disciplines)

- Share knowledge - set up regular brown bag "Lunch and Learn" sessions

  o See formal communications/meetings for ideas (such as regulation expert assignment)
  o Best way to learn is to be asked to teach

- Shared knowledge is facilitated by shared access - Encourage common e-filing on the network

- Make sure each junior staff is an "understudy" to an account manager or project manager

- Bring employee to upper level management or client meeting with a specific role or assignment to fulfill

- Hold a "re-energizing meeting" to focus on identifying "productive work" vs. "non-productive work" - which should be eliminated or reduced or altered

- Ensure staff are properly equipped with resources and tools

- Encourage professional registrations; professional memberships; external involvement in professional associations (great for professional development as well as potential for client development and staff recruiting)

- Use succession planning tools such as:
  - 360 feedback
  - Individual development plans
  - Electronic management system
  - Training (formal and informal)
  - Mentoring and coaching
  - Stretch and special assignments

Creating a Motivational Culture
- Set clear expectations

- Ask employees about their goals and objectives in the job – where do they want to grow?
  - Remember - you can't motivate employees, but you can create an environment that inspires and supports employee motivation
  - Be proactive regarding deserved promotions (don't wait for the counteroffers...)

- Frame and display client letters of recognition or praise of work well done

- Frame and display interesting or significant project work

- Celebrate birthdays and service anniversaries

- Bring junior level staff to client visits (with a role) and/or include on key project team

- Display newspaper clippings featuring employee or employee's family member

- Keep a positive attitude - positive energy is contagious. Never forget that your staff looks to you to keep them up!

- Make it FUN!

- Feed them! Plan an ice cream social to celebrate good news (e.g. recent win, above plan performance, new hire, etc.)

- Provide employees with challenging and diverse work - During performance appraisal time, ask them what they would really like to work on..be prepared- it may be something entirely different than what they're doing

- Address problem employees quickly before they de-motivate the group

- Seek employee's advice

- Don't hide your praise behind criticism, the employee will remember the criticism and assume the praise was included only to soften the blow.

     Change Management / First-Line Leaders

- o Praise staff immediately

- o Praise staff often (though don't cheapen praise- know the difference between praise and thanks)

- Be very specific about your praise - "You brought in 3 new clients this quarter - that's terrific!"

- Give public praise whenever possible and appropriate

- Involve staff in task teams and in regional or national initiatives

- If Regional Management or Senior Management visits an office, invite deserving employee(s) to lunch or dinner with them

- Recognize good efforts

  - o At department meetings
  - o Via email with cc to manager or next level manager
  - o Interoffice memos
  - o Simple thank you notes - even right on the work product
  - o Host a lunch

- Include Project Engineer or others in project review process as a learning opportunity

- Send employees to seminars and/or conferences

- Arrange for exposure to management

- Reward via:

  - o Training opportunity
  - o Plum project assignment
  - o National involvement
  - o Incentive pay - **personally** deliver bonus check with a thank you, while reminding employee of the behavior you're rewarding

Team Development
- Ensure interaction and involvement of all team members

- Maintain individual self-esteem

- Create environment of open communications

- Emphasize mutual trust

- Respect differences

- Solve problems and conflicts immediately

- Teach self-directive techniques – the team members are responsible for the team

Forming
- Establish the common purpose of the team and make it clear how people fit in

  - o Roles
  - o Skills

        o   Experience

- Map out the journey of the team's life – what are the predictable highs and lows

Storming

- Frame storming as a natural part of team development

- Welcome debate and encourage different views

- Handle disagreements immediately and encourage team members to do likewise

- Balance individual needs with the overall team needs

Norming

- Find areas the team agrees on and focus on the positives

- Develop self-esteem and confidence in individuals and in the team

- Celebrate successes

- Encourage open feedback

- Involve all team members in decision making

Performing

- Share decision making and accountability

- Watch for overconfidence in the team – discuss

- Watch for team bonding at the expense of other outside groups

        Change Management / First-Line Leaders