

CRITICAL CONDITIONS OF EMPOWERMENT

To be truly effective, leaders empower their people by creating conditions where empowerment can flourish.

Leadership is especially required in times of change. The most effective results are achieved by leaders who are able to empower the people of their organization. Whereas a control style creates dependence, conformity, and mediocrity; an empowerment style creates interdependence, creativity, and excellence.

Organizations are often depicted in mechanistic terms and the role of the leader/manager is described as engineer or architect. A more helpful metaphor is that organizations are organic—living. Leaders are better viewed as gardeners, farmers, or horticulturists.

Leaders cannot mandate empowerment; they can, however, create conditions which foster empowerment. Some of the most critical conditions are:

- Character
- Skill
- Trust
- Clear Expectations
- Mutual Commitment
- Necessary Competence
- Self Supervision
- Helpful Systems and Structures

Character

The character traits most critical to creating empowerment are:

- Integrity: habits are congruent with values, words with deeds, expression with feelings.
- Maturity: courage balanced with consideration.
- Abundance Mentality: there is plenty out there for everybody.

A person with these character traits can be genuinely happy for the success and accomplishments of others.

Skills

The three most critical skills for creating empowerment are:

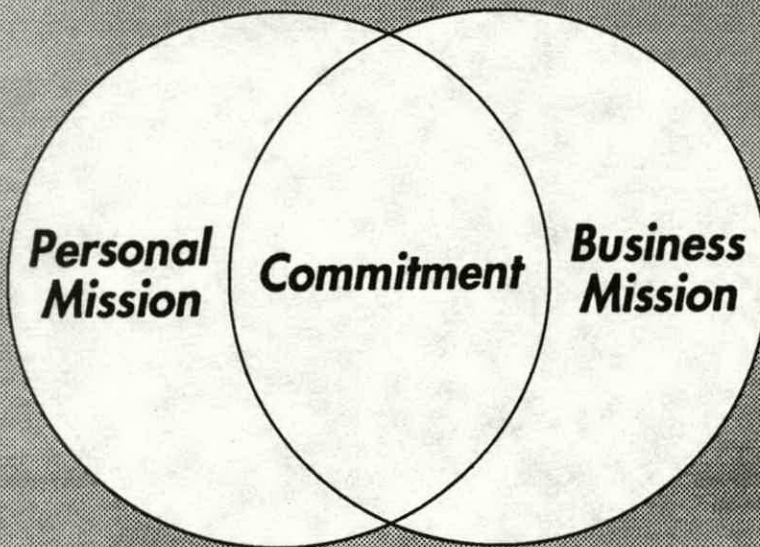
- Communication: able to effectively understand and convey ideas, feelings, vision, purpose, meaning, instructions, direction, and expectations.
- Planning and organization: able to develop objectives, goals, priorities, and activities that will carry out the organization's mission and strategies; then align the PS Paradigm elements to carry out the plan.
- Synergistic problem solving: Using the expertise, creativity, and analytical abilities of the group to create solutions that exceed in quality any solutions arrived at by an individual member.

These three personal skills enable an individual to establish the other conditions of empowerment.

Trust

Where trust exists, communication and overall effectiveness are

Control vs. Empowerment Style



Part III

Over the next five months, the case of the janitors was discussed, at least briefly, in every session held by the instructor. Meanwhile, the maintenance supervisor was steadily giving more responsibility to the janitors for the planning, doing, checking, and acting of their work. They tested out new machines and made the final recommendations for purchase. They experimented with different waxes to determine which stood up the best under normal usage. They began examining the cleaning schedule to determine how much attention should be given to each area. For example, one area that had been wet-mopped daily was mopped only as needed after visual inspection. The janitors developed their own criteria for determining plant cleanliness and began to exert peer pressure on janitors who did not meet the norms. As a result, the maintenance manager was able to report that he had a "turned on" group of janitors. Absenteeism and turnover steadily decreased.

Perhaps more importantly, other foremen began thinking about how they could apply the same principles in their own areas, especially since they could begin to see for themselves the results of the maintenance foreman's work with the janitors. There was a considerable improvement in both plant cleanliness and the janitors' attitudes.

greatly facilitated. Trust is the lubricant of human interaction. The key to building and maintaining trust is the concept of the Emotional Bank Account (P/PC balance in relationships).

Clear Expectations

Excellent performance begins with clear expectations around both the task performance and the relationship development.

Mutual Commitment

Think win-win. Seek to maxi-

mize the overlaps between personal and organizational needs and goals.

Necessary Competence

Competence can be thought of as the capability to do the job, technically as well as interpersonally. To empower and energize requires a set of skills different from traditional control methods. For example, control requires "telling" skills, whereas empowerment emphasizes "listening" skills. Developing competence should be viewed as a continuous improvement effort.

Self-Supervision

The four elements of most tasks are:

- Plan
- Do
- Check
- Act

In control style, the supervisor does the planning and the checking; the worker does the work. An empowerment style coaches the worker in planning the task, checking, incorporating the lessons learned, and doing the task within agreed-upon guidelines. As the worker is willing and able, these four elements become the worker's responsibility. The workers supervise themselves.

Helpful Systems and Structures

Systems and structures can encourage and reinforce, or discourage and extinguish conditions of empowerment. To the degree structures and systems encourage conditions of empowerment, they are considered helpful; to the degree they discourage conditions of empowerment in the workplace, the structures and systems are considered hurtful.▲

Control vs. Empowerment Styles

Control

Dependence
 Conformity
 External Control
 Extrinsic Rewards
 Mediocrity
 "Hired Hand"

Empowerment

Interdependence
 Creativity
 Self-Control
 Intrinsic Rewards
 Excellence
 Partnership

HELPFUL/HURTFUL SYSTEMS AND STRUCTURES

Instructions

Carefully analyze some of the systems and structures affecting you and your people. Then place a check in the box provided to denote whether it is helpful or hurtful.

In examining a structure or system, consider first what aspects of this system are helpful. Then ask yourself, "How can I better use the helpful aspects?" Next, consider what aspects of the system are hurtful. Then ask yourself, "How can I change the hurtful aspects?" and in the meantime, "How can I minimize their negative effect on my people?"

SYSTEM OR STRUCTURE	HELPFUL	HURTFUL
Strategic planning	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>
Management Information	<input type="checkbox"/>	<input type="checkbox"/>
Budgeting	<input type="checkbox"/>	<input type="checkbox"/>
Reward	<input type="checkbox"/>	<input type="checkbox"/>
Compensation	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment	<input type="checkbox"/>	<input type="checkbox"/>
Selection	<input type="checkbox"/>	<input type="checkbox"/>
Placement	<input type="checkbox"/>	<input type="checkbox"/>
Training	<input type="checkbox"/>	<input type="checkbox"/>
Customer Information	<input type="checkbox"/>	<input type="checkbox"/>
Employee Information	<input type="checkbox"/>	<input type="checkbox"/>
Structure	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

Empowering People

THE QUALITY CORE

EXECUTIVE SUMMARY

Quality must transcend traditional borders and boundaries between management and workers, between departments and groups, even between company and supplier, and company and customer. The image of "rugged individualism" must be superseded by a paradigm of "cooperative interdependence." No one person can do the task alone in today's complex world.

Empowerment goes beyond delegation. It enables the individual to optimize his/her effectiveness within the organization. Expanding on that concept, genuine empowerment can make self-directed work teams more effective than ever before.

When deeply understood and internalized by both executive management and the work force, empowerment through Principle-Centered Leadership will unleash the synergistic, creative energy of everyone in the organization. Existing walls and boundaries will fall, and fear in the workplace can become merely a bad and fading memory. The resulting quality in processes and products will show remarkable improvement.

HIGHLIGHTS

Empowerment is the fundamental principle at the managerial level of every organization. It is also the core principle of quality leadership. The only way quality of process, product and service can be achieved is through the labor, leadership, and service of people. Because human beings create, manage, control and determine the prioritized use of all other organizational resources and assets, the "people side of quality" is by far the most important. People govern all other aspects of quality.

The leadership dimension of quality is not "soft"—providing it effectively is, in fact, the hardest part of achieving innovation and continuous improvement and developing high-performance organizations. Consistently obtaining the highest and best potential contribution from people in working together to develop quality throughout every operation, every product and service, is the essence of the quality leadership challenge.

The first focus is on the *individual*—what principles and processes are within the direct circle of influence of the individual and his or her supervisor.

The second focus is on the organizational *systems* which must be aligned and supportive in order to maximize empowerment for the individual. Usually, such organizational systems may be outside the employee's direct circle of influence. It is imperative, therefore, that executive management review regularly these systems to assess their supportive or deterrent effect on managerial empowerment.

Back to Tracy in Customer Service with authority to refund up to \$100—what conditions need to exist in the retailing organization for Tracy to contribute her maximum potential to the mission and strategy of the organization? For Tracy and employees in most organizations, essential conditions required to develop maximum empowerment include the following:

- *Mutual trust* is the central principle of empowerment, but trust cannot develop in the absence of *trustworthiness*. Who are the parties among which trust must be developed? The supervisor, the direct report, and the organization overall must all be party to the developing trust. Trustworthiness in turn, is a function of the *character* and *competence* of each of the parties.
- *Stewardship delegation* of the *authority* to decide and act must accompany the *responsibility* for effective empowerment. Managers are all too willing to give up responsibility—which translates to work—but hold on to the requisite authority—which translates to power.
- *Knowledge* must include knowing *what* to do and more. Empowered workers, managers and leaders must understand the "why," *share the purpose, mission, vision and the principles and values* and also *share understanding of the strategy* upon which the achievement of those purposes and mission are based.
- *Skills* are too often assumed and leaders often fail to provide adequate *professional development and training*. This absence undermines one's competence in developing both knowledge and skills to maximize empowerment.

EMPOWERMENT

Our central purpose is to empower you to develop Principle-Centered Leadership.

Through this, we believe that the economic well being and the quality of life for you and your stakeholders will be significantly improved.

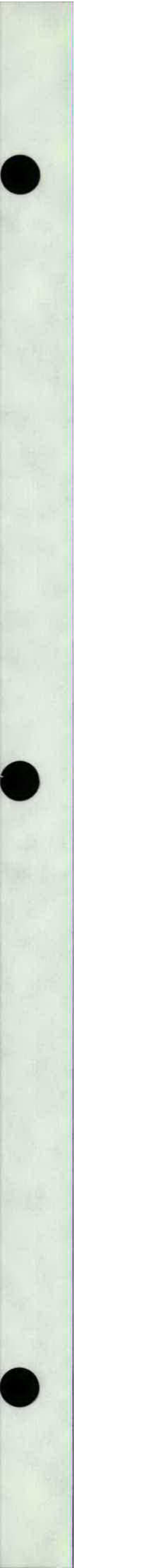
You and your organization will enjoy more success by every relevant measure.

For us, that is a compelling and noble purpose. It is our strategic vision.









10 COMMON DILEMMAS

Instructions

Throughout history all truly significant breakthroughs were break-withs, that is, they were breaks with old ways of thinking, old models, old paradigms. Principle-Centered Leadership is a new paradigm—it is a new way of thinking, and has extremely high explanatory value. It also can resolve and answer the classic problems and dilemmas of modern management.

1. How do we achieve and maintain a wise and renewing balance between professional and personal areas of life in the middle of constant pressures and crises?

2. How do we unleash the creativity, talent, and energy of the vast majority of the work force, whose jobs neither require nor reward such resources?

3. How do we create team spirit and harmony among people and departments that have been attacking and criticizing each other for years, while contending for scarce resources, playing political games, and working from hidden agendas?

4. How can we realize that the choices between hardball ("tough" management to produce a better bottom line) and softball ("kind" management that hopes for a bottom line) is transcended by a third alternative that is both tougher and kinder?

5. How can we have a culture characterized by change, flexibility, and continuous improvement and still maintain a sense of stability and security?

6. How do we get people and culture aligned with strategy so everyone in an organization is as committed to the strategy as those who formulated it?

7. How can people at all levels of an organization internalize the principles of total quality and continuous improvement when they are so cynical, fatigued, and disillusioned with all the past "programs of the month"?

8. How can we create a complementary team based on mutual respect when so few value diversity and pluralism?

9. How do we turn a mission statement into a constitution—the supreme guiding force of an entire organization—instead of a collection of nebulous, meaningless, and cynicism-inducing platitudes?

10. How do we maintain control, yet give people the freedom and autonomy they need to be effective and fulfilled in their work?

Empowerment

People versus Things

Organic versus mechanical paradigms

Where is the life - in the seed or in the farmer?

The Six Conditions of Empowerment

Character

Skill

Self-supervision

Accountability

Win-win agreement

Aligned systems and structures

Win-win agreements

Win-win agreements manage, not people

Qualities of an empowered organization

Covey Leadership Center client empowerment process

Three person teaching

EXISTENCE OF CONDITIONS OF EMPOWERMENT

Instructions

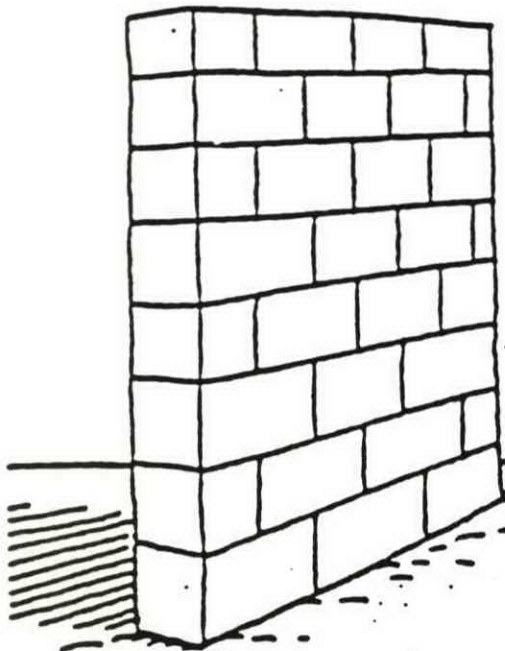
Consider the conditions listed to the right as they relate to you and your work group and those departments or customers that you interact with directly. Use the point scale provided to mark the extent to which each of these conditions exist.

Discuss specific insights or success stories.

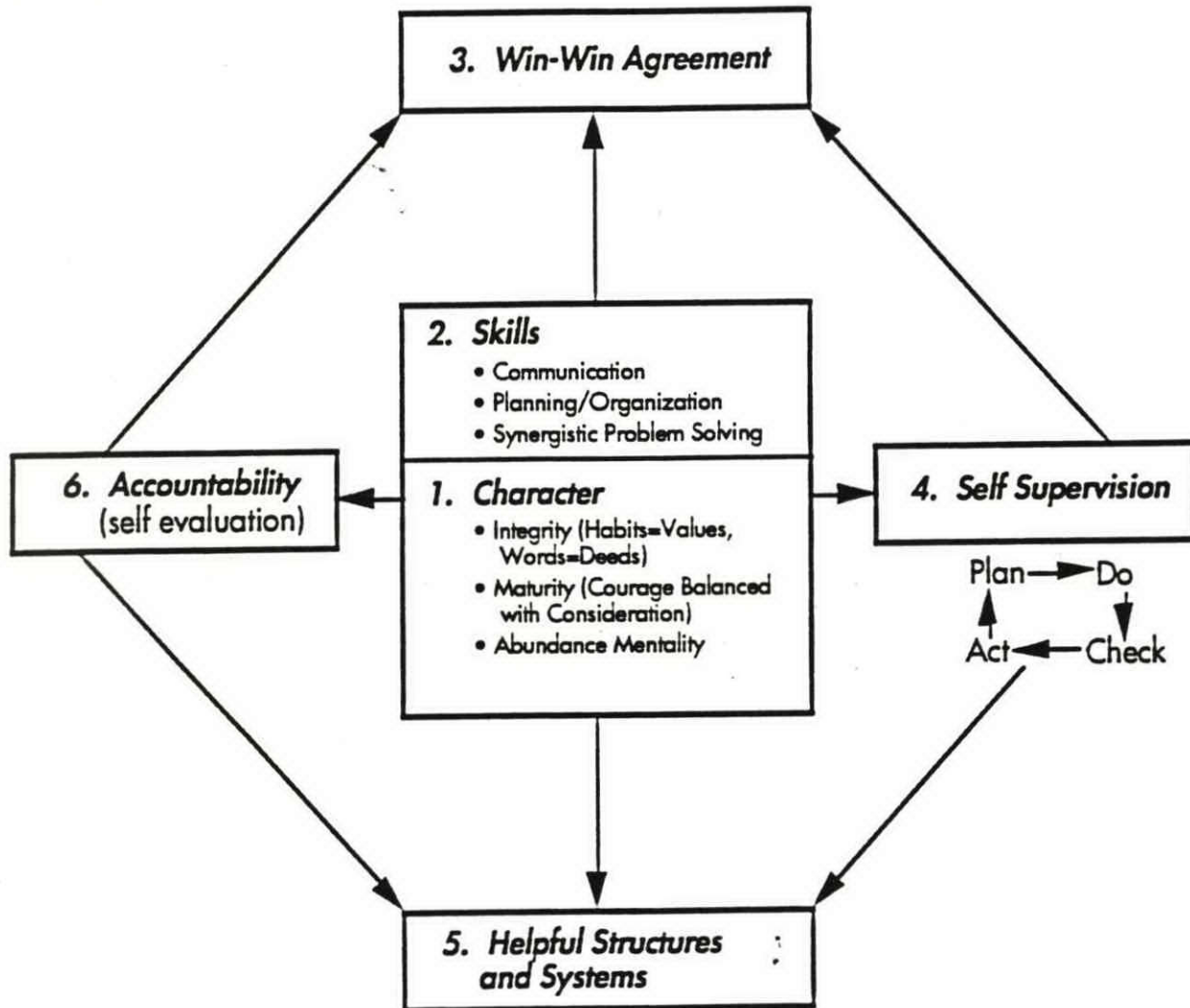
Select a spokesperson to report one insight or story to the larger group when it reconvenes.

CONDITION	LOW	HIGH
Character	1 2 3 4 5 6 7 8 9 10	
Skill	1 2 3 4 5 6 7 8 9 10	
Trust	1 2 3 4 5 6 7 8 9 10	
Clear Expectations	1 2 3 4 5 6 7 8 9 10	
Mutual Commitment	1 2 3 4 5 6 7 8 9 10	
Necessary Competence	1 2 3 4 5 6 7 8 9 10	
Self-Supervision	1 2 3 4 5 6 7 8 9 10	
Helpful Systems and Structure	1 2 3 4 5 6 7 8 9 10	
Other	1 2 3 4 5 6 7 8 9 10	

OK, RUN AS FAST
AS YOU CAN AND
SLAM YOUR HEADS
INTO THAT WALL
SEVEN OR EIGHT
TIMES ...



DIAGRAM

SIX CONDITIONS OF EMPOWERMENT

Win-Win Agreement—Psychological/Social Contract: clear mutual understanding and commitment re-expectations:

1. **Desired Results:** overlapping organizational mission/strategy/goals/job design with personal values/goals/needs—including time lines
2. **Guidelines:** policies, no no's, levels of initiative, and as few as possible procedures
3. **Resources:** human, budgetary, structural, systemic
4. **Accountability:** standards of performance, when to give progress reports, etc.
5. **Consequences:** natural organizational and logical personal consequences—financial, psychological, opportunity, perks, scope of responsibility, etc.

SIX CONDITIONS OF EMPOWERMENT—SELF-INVENTORY

Below is an opportunity for you to self-evaluate a number of conditions which empower your work group. Take about 10 minutes to respond to the survey items. Respond as accurately as possible; however, do not dwell on any one item for a long length of time.

The inventory is for your personal development and interest. You will not be required to reveal your responses to others, although you may desire to do so on your own.

Instructions for scoring and evaluating the inventory will be given during the workshop.

Section 1: Work Group Character

As I perceive it, the extent to which individuals in my work group exhibit the following character attributes is:

	Low				High
1. Make and keep commitments with each other	1	2	3	4	5
2. Actions are congruent with values and words	1	2	3	4	5
3. Show consideration for needs and feelings of others	1	2	3	4	5
4. Courageous in expressing real feelings and solving problems	1	2	3	4	5
5. Happy about the successes and accomplishments of others	1	2	3	4	5

Section 4: My Skills

The extent to which I possess the following skills is:

	Low			High	
1. Listen with a desire to really understand others	1	2	3	4	5
2. Communicate openly and honestly	1	2	3	4	5
3. Effectively plan ahead and prepare	1	2	3	4	5
4. Organize work and resources	1	2	3	4	5
5. Use synergistic problem solving (i.e., value differences, seek third alternatives, etc.)	1	2	3	4	5

Section 5: Win-Win Performance Agreements

The extent to which the following criteria are met when setting performance objectives with subordinates is:

	Low			High	
1. Performance and task expectations are regularly and clearly established	1	2	3	4	5
2. Personal and organizational needs are well blended	1	2	3	4	5

Section 8: Personal Accountability

In establishing accountability, the extent to which the following occurs is:

1. Work efforts are aligned with the needs of the organization

Small				Great
1	2	3	4	5

2. People feel individually and organizationally responsible to accomplish relevant tasks

Small				Great
1	2	3	4	5

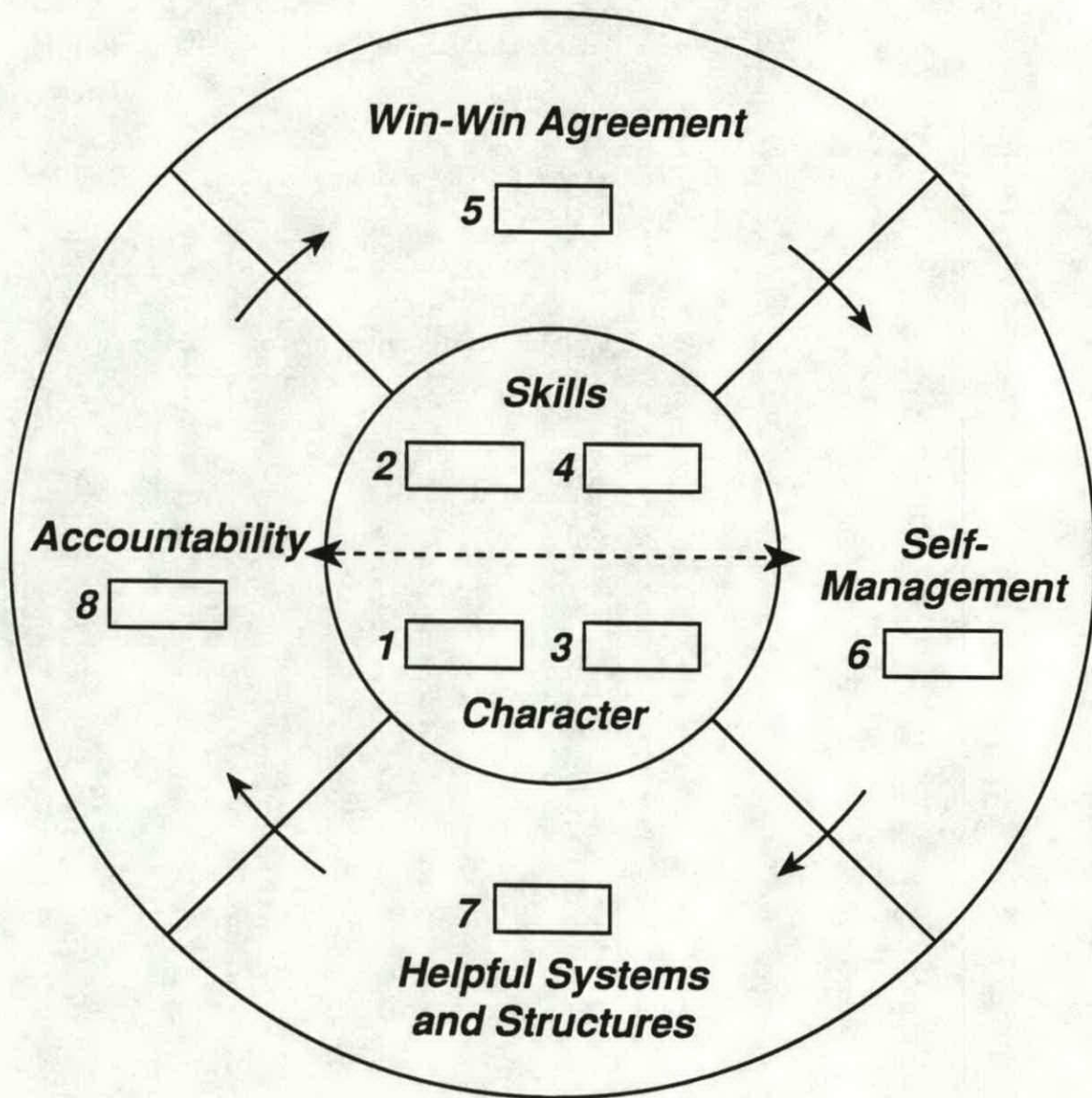
3. The organization has the ability to monitor individual and group performance

Small				Great
1	2	3	4	5

4. Trust level is high

Small				Great
1	2	3	4	5

Six Conditions of Empowerment



Section 1: _____ x 4 = _____

Section 2: _____ x 4 = _____

Section 3: _____ x 4 = _____

Section 4: _____ x 4 = _____

Section 5: _____ x 10 = _____

Section 6: _____ x 10 = _____

Section 7: _____ x 2 = _____

Section 8: _____ x 5 = _____

Empowerment Action Planning

INSTRUCTIONS

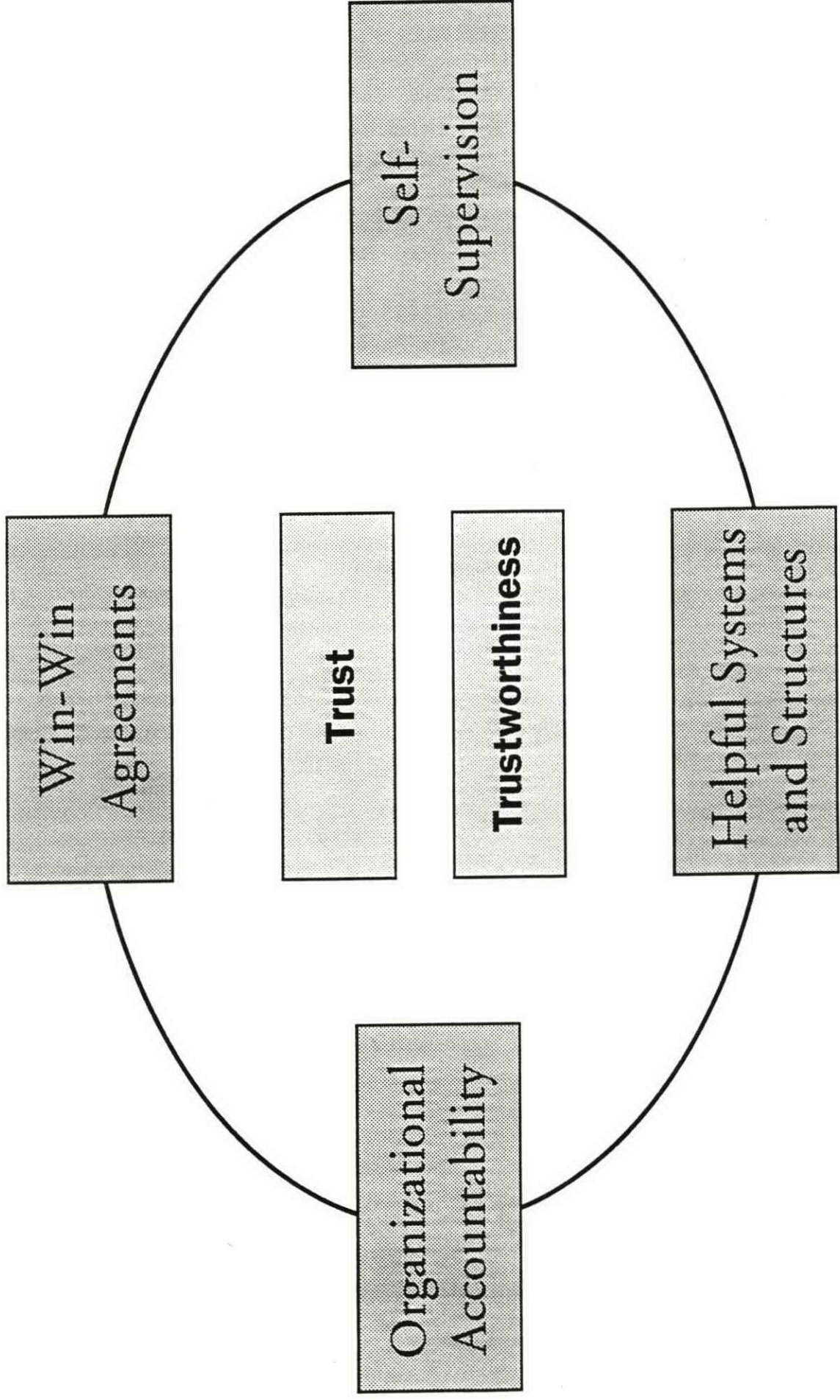
Use this worksheet to think through an empowerment issue.

1. Identify specific work group issues, challenges, or problems you are concerned about:

- A. Who are the key people involved?

- B. What is the background of these issues, challenges, and problems?

The Six Conditions of Empowerment



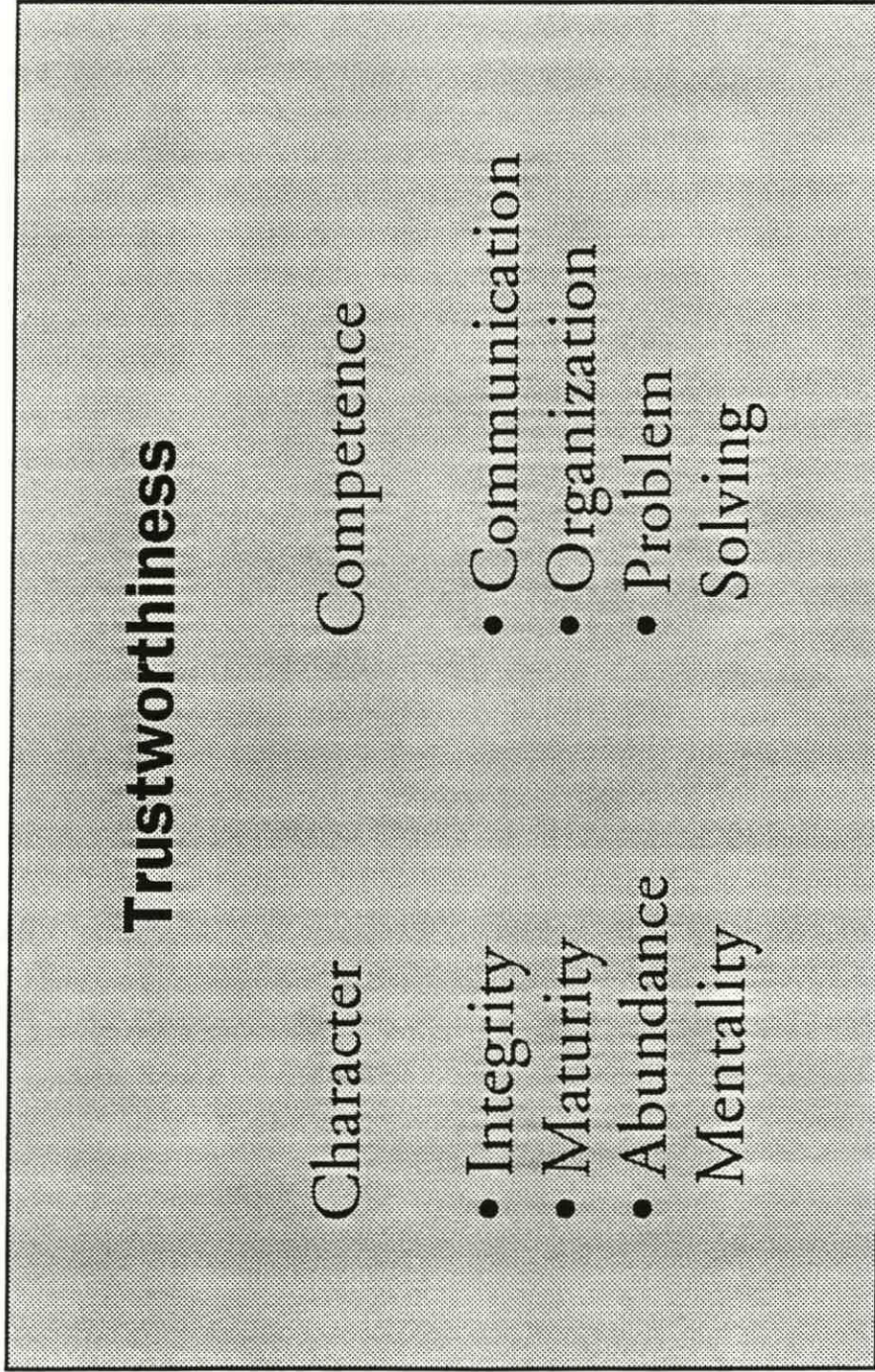
The greatest assets to constantly
develop, preserve and enhance are
your own capabilities.

What leaders can do to nourish the conditions of empowerment

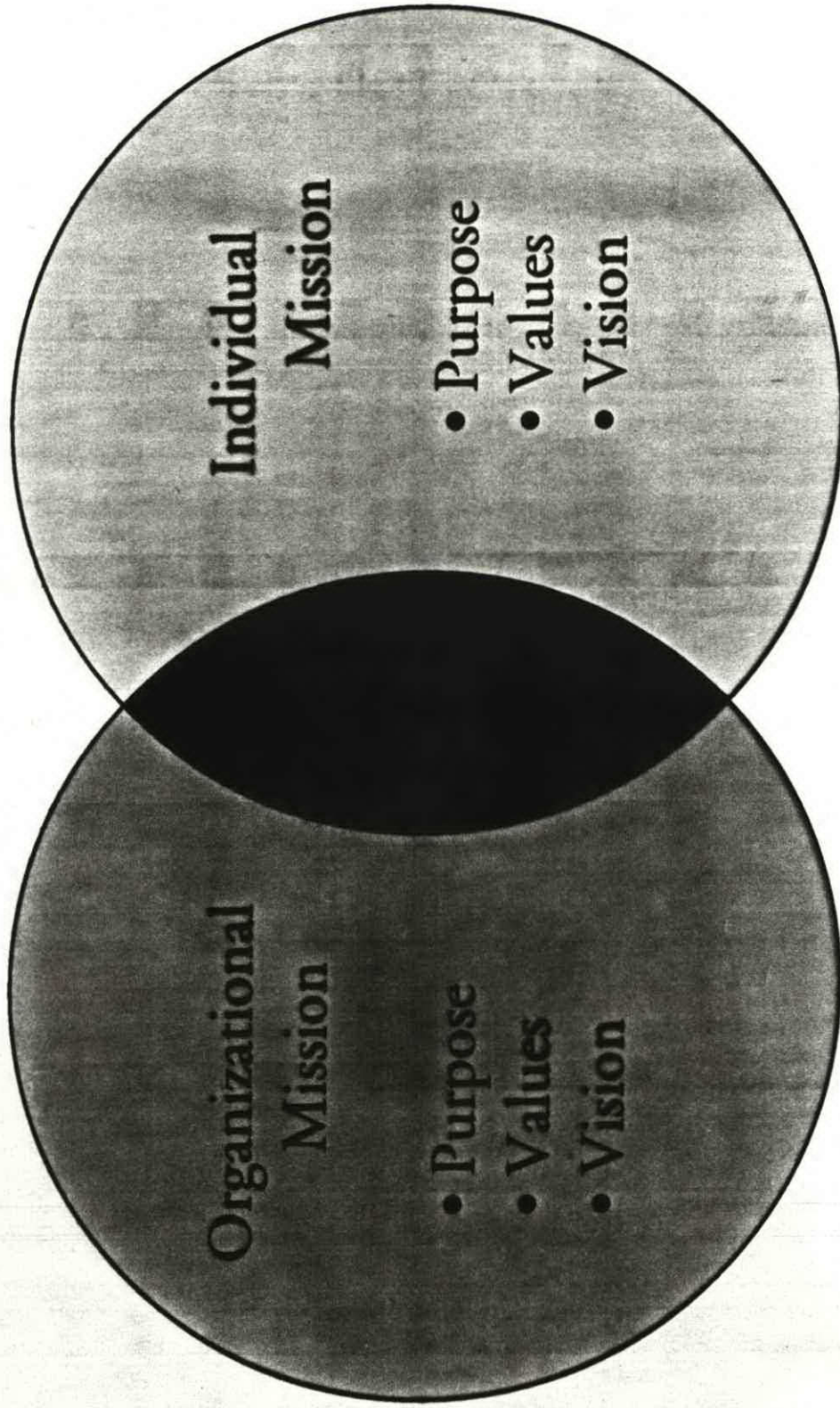
Personal

- Remember your role is more like a gardener than a programmer—nurture the conditions of empowerment
- Choose your response to situations based on your values, not emotion
- Focus on your circle of influence
- Be an example (“walk the talk”)

The Six Conditions of Empowerment



Control or Abandonment



What leaders can do to nourish the conditions of empowerment

Interpersonal

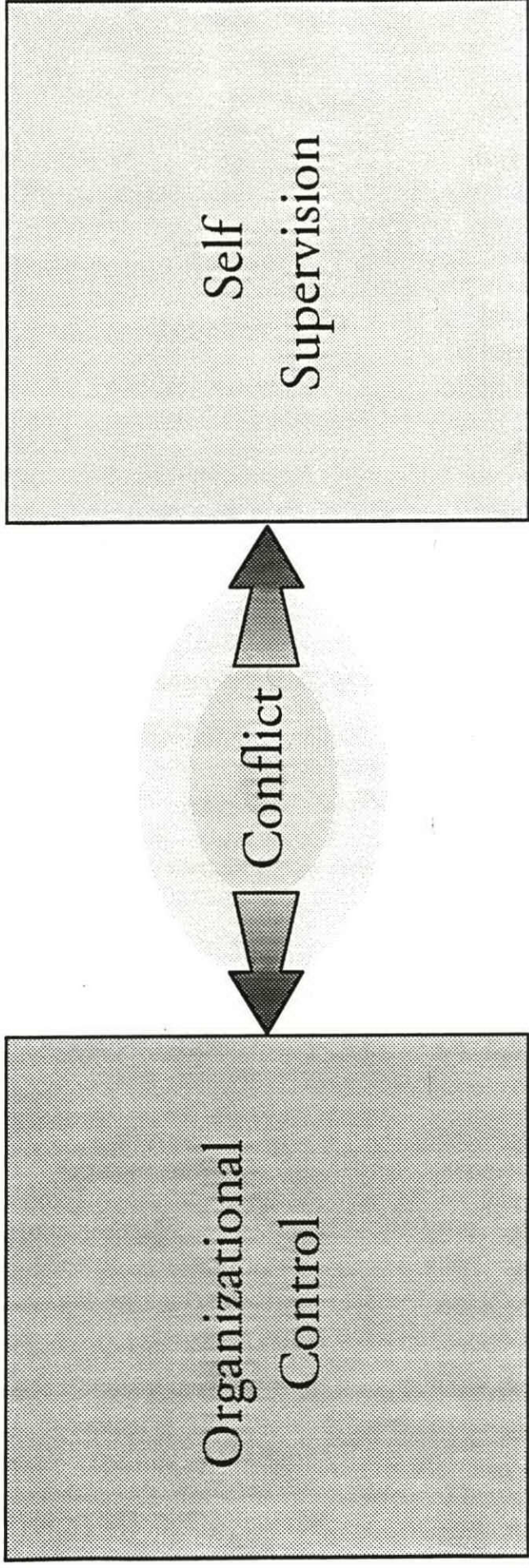
- Help others understand the six conditions
- Challenge others to focus on their circle of influence
- Make regular deposits into the Emotional Bank Account
- Coach others on what they need to do

What leaders can do to nourish the conditions of empowerment

Managerial

- Develop win-win performance agreements
- Let the win-win agreements supervise
- Arrange for training and development if people don't have the needed skills

Conflict



LEVELS OF INITIATIVE

Instructions

Often the level of initiative a person is to take in a particular assignment is unclear. When expectations are unstated, the assigned person is left to figure out his or her own level of initiative. If this level is different from the expectations of the person delegating, confusion and conflict can occur. For example, a supervisor may expect an employee to operate at the 4th level: do it and report immediately, but the employee believes that he or she should only recommend a particular course of action (level 3) before proceeding.

Identify one of the tasks from the list you wrote down on the previous exercise on delegation.

Task _____

1. A. If you are the person responsible to complete this task, circle the Level of Initiative at which you are currently operating.

1. Wait until told
2. Ask
3. Recommend
4. Do it and report immediately
5. Do it and report routinely

B. In your opinion, is this the most appropriate level?

If not, would it be worthwhile for you to discuss a more appropriate level with the other person?

C. If so, when will you have the discussion?

2. If you are responsible for delegating the assignment to another person, ask yourself the following questions.

A. What is the task or assignment?

B. At what level of initiative is the other person currently operating?

C. Is this the most appropriate level?

D. If not, at which levels would you like to see the person operating?

E. Would it be worthwhile to discuss a more appropriate level?

F. If so, when will you have the discussion?

DIAGRAM

EMPOWERMENT: THE THIRD ALTERNATIVE

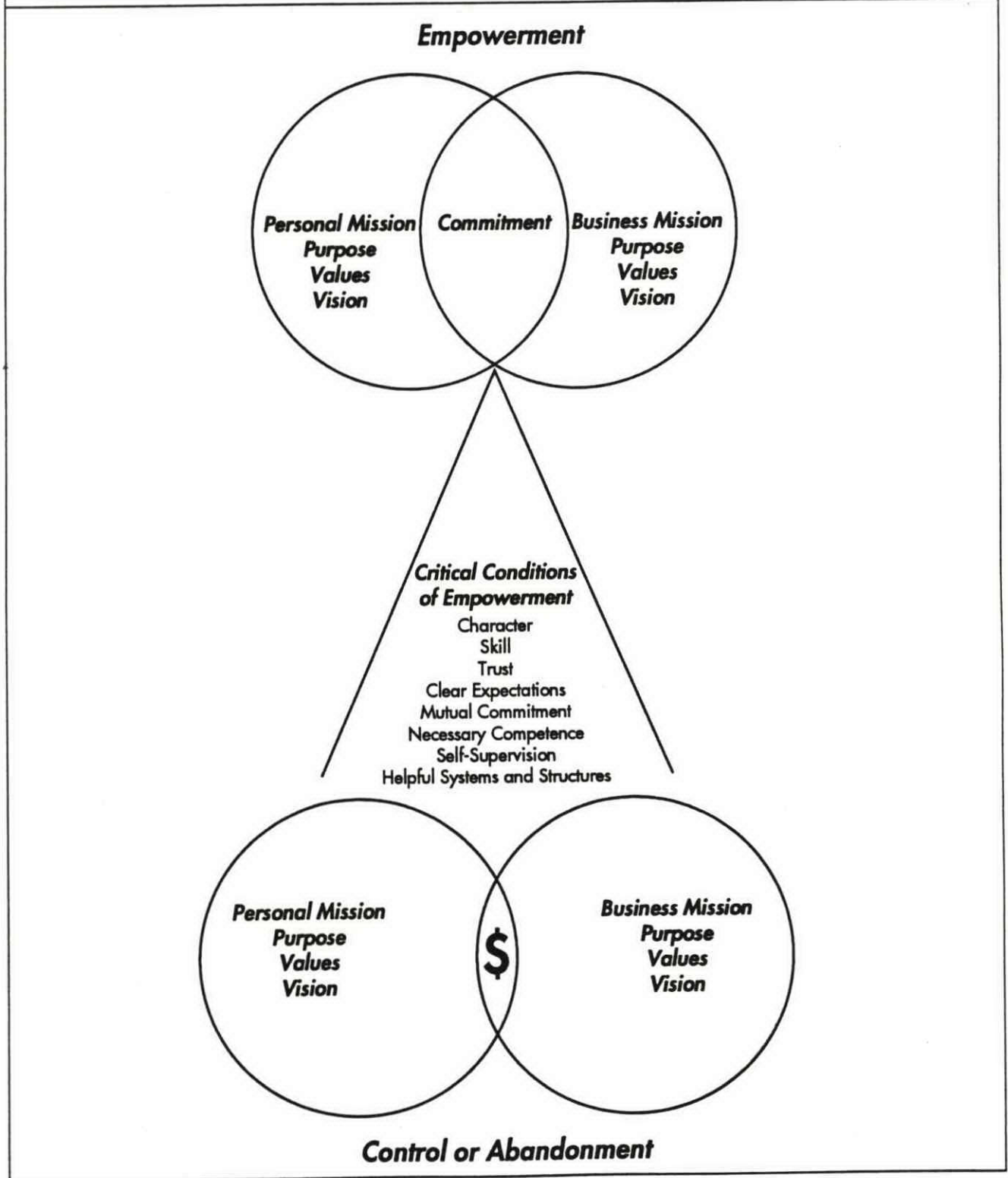
	Control	Abandonment	Empowerment
Nature of Relationship	Dependence	Independence	Interdependence
Results	Conformity	Chaos	Creativity
Locus of Control	External Control	No Control	Self-Control
Rewards	Extrinsic	Inconsistent	Intrinsic
Quality of work	Mediocrity	Variation	Excellence
Mentality: "What people feel"	"Hired-Hand"	"It's Not My Job"	Partners

Critical Conditions—

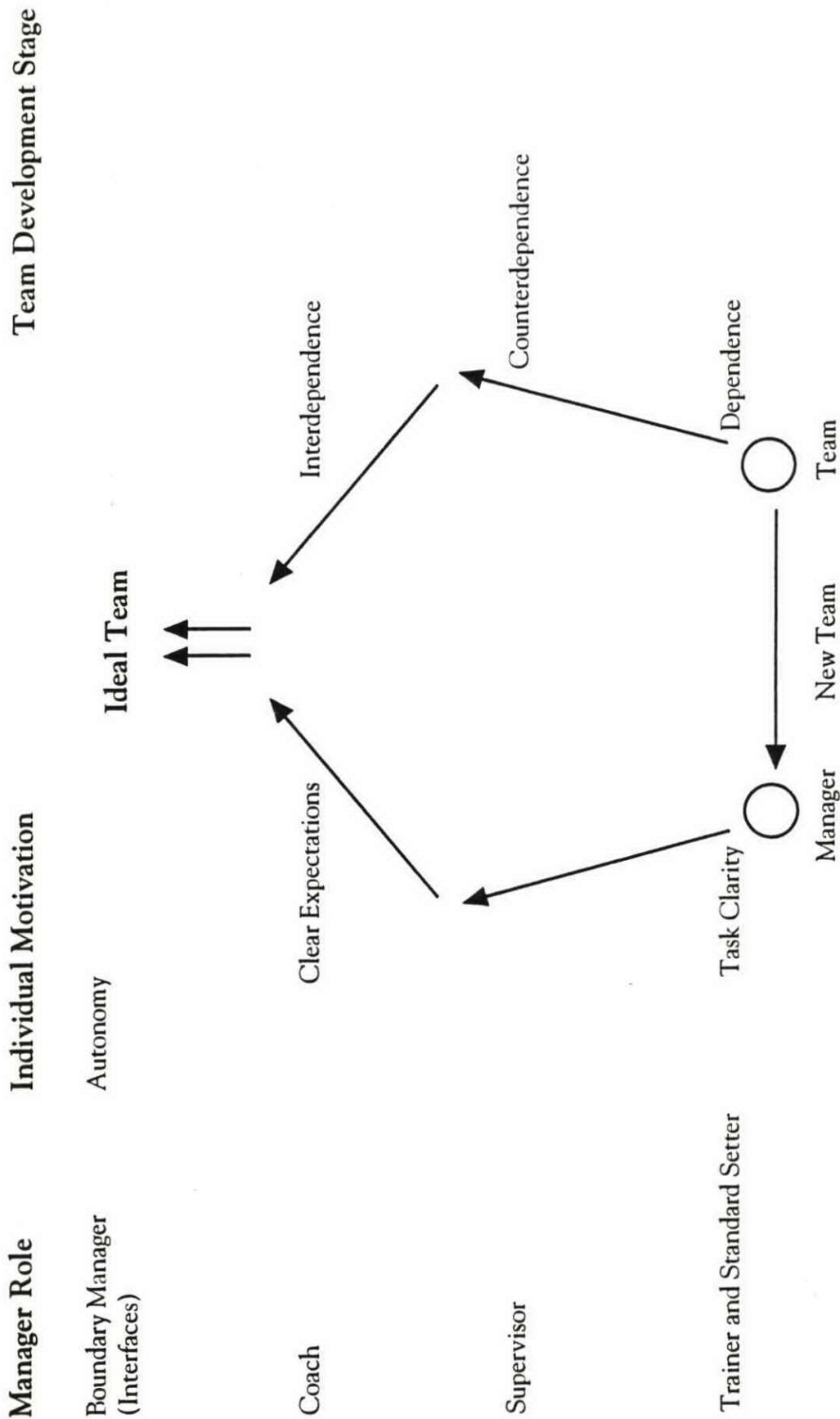
- **Character**
- **Skill**
- **Trust**
- **Clear Expectations**
- **Mutual Commitment**
- **Necessary Competence**
- **Self-Supervision**
- **Helpful Systems and Structures**

DIAGRAM

EMPOWERMENT: THE THIRD ALTERNATIVE



The Process of Team Development



TEAM DEVELOPMENT SCALE

Objective

1. To provide each team with a description of what an ideal team looks like.
2. To provide a measuring device for assessing where a team is at present and what the next steps might be for it to become even more effective.

Description

1. The word "team" refers to any group of individuals who work together on an ongoing basis. The attributes described at each level are most relevant for natural work teams, though they may also be helpful for task forces, ad hoc groups, and multifunctional business teams.
2. The scale lists the phases a team might pass through on its path to becoming an ideal team. These steps do not represent a strict progression, as some teams may do several steps simultaneously, skip some entirely, or do them in a different order. The phases are fairly typical of growth patterns experienced by many teams in a variety of situations.

STAGES OF TEAM DEVELOPMENT

1. Dependence on others

This is a natural beginning stage for all teams and groups. In this stage, team members attempt to clarify formal expectations of the team and the "rules" of the game by which they intend to operate. This stage is characterized by:

- Reliance on leaders and authority figures
- Polite conversation
- Conflict avoidance
- Classification of others based on stereotypes
- Formation of cliques
- Strong need for group approval
- Fuzzy goals and objectives

2. Counterdependence towards authorities

In due time, team members become more comfortable with their own work requirements and their team norms. They develop strong opinions about how the team should function together and begin to challenge authority.

Characteristics of this stage include:

- Second guessing leaders' decisions
- Desire for a greater voice in decisions
- Dissatisfaction with the dependent state of affairs
- Bids for power by individuals or cliques
- Frequent "hidden agendas"
- Wide range of participation by team members
- Strong need for structure (clear goals, rules, etc.)

3. Interdependence between team members and leaders

This attempts to resolve the conflicts generated in the second stage. There is recognition of the interdependence that exists between the leader and different team members. Relationships are revised, thereby providing a common ground to accommodate all critical needs and expectations. Characteristics include:

- Empathic listening to understand other points of view
- Opinions changed based on new facts
- Disbanding of cliques
- Development of goals and objectives which are "owned" by team members
- Shared leadership
- Strong sense of group identity
- Enforcement of team norms
- Difficulty for new members to join

TEAM DESIGN CHECKLIST

1. Will it be a real team?

- Will the members be truly interdependent; will they have to cooperate in order to complete their tasks?
- Will each member's role be differentiated from others so it makes a unique contribution to the result?
- Will there be enough physical proximity for team identity to be easily observable?

2. Will it be a work team?

- Will the team have a "whole task" (inputs-transformations-outputs) so that a product or service is produced?

3. Will the right resources be on the team?

- Will team members have the necessary knowledge and skills to complete the whole task?
- Will the team have enough people to do the task, but no more than necessary?

4. Will it be a self-directing team?

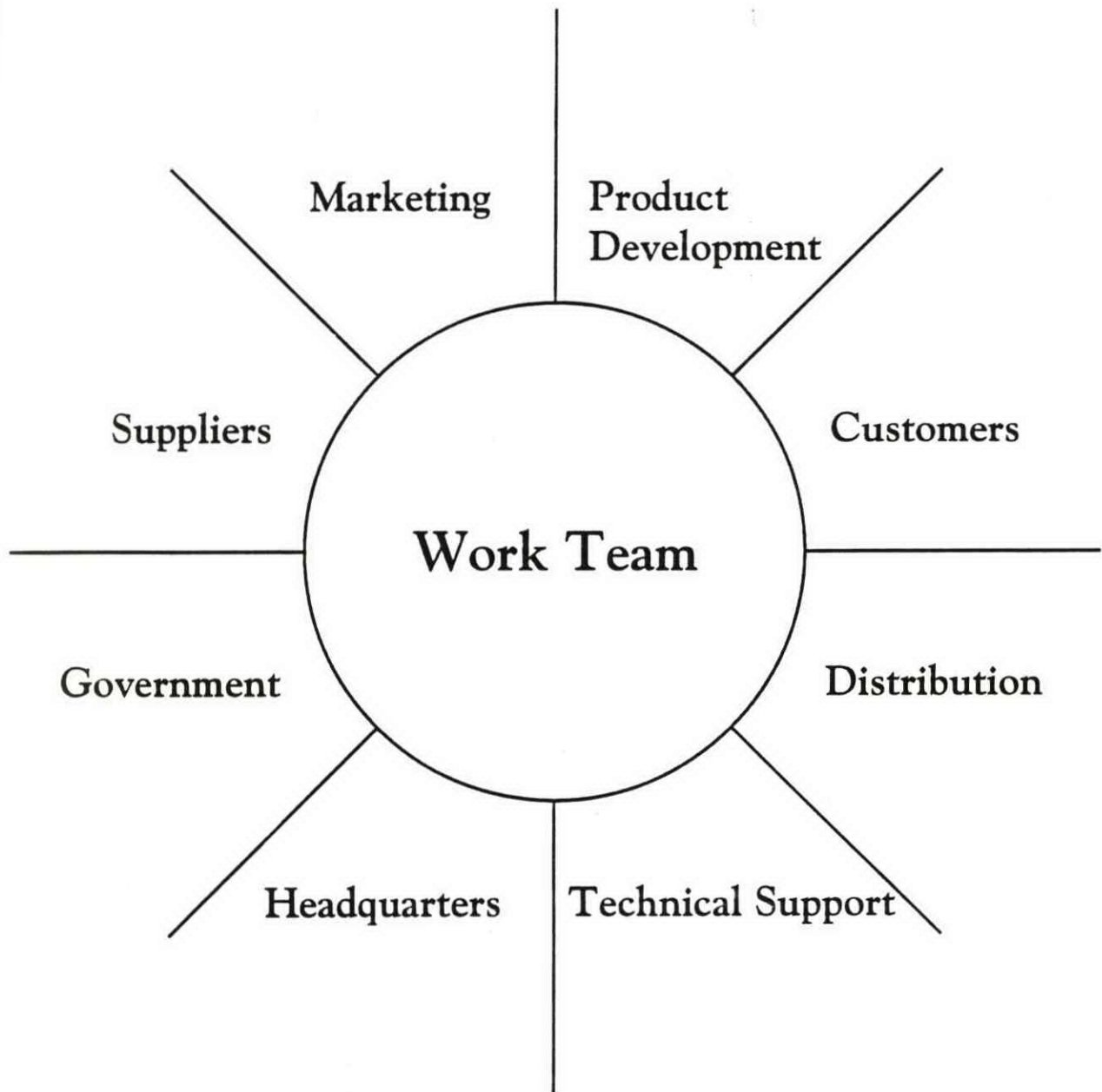
- Will the team have authority to determine "who does what by when" for daily activities?
- Will the team get accurate and timely information about its results, operating standards, and new developments that will affect daily priorities?
- Will leadership be shared on the team so that no one person is the "straw boss"?

Team Development Scale

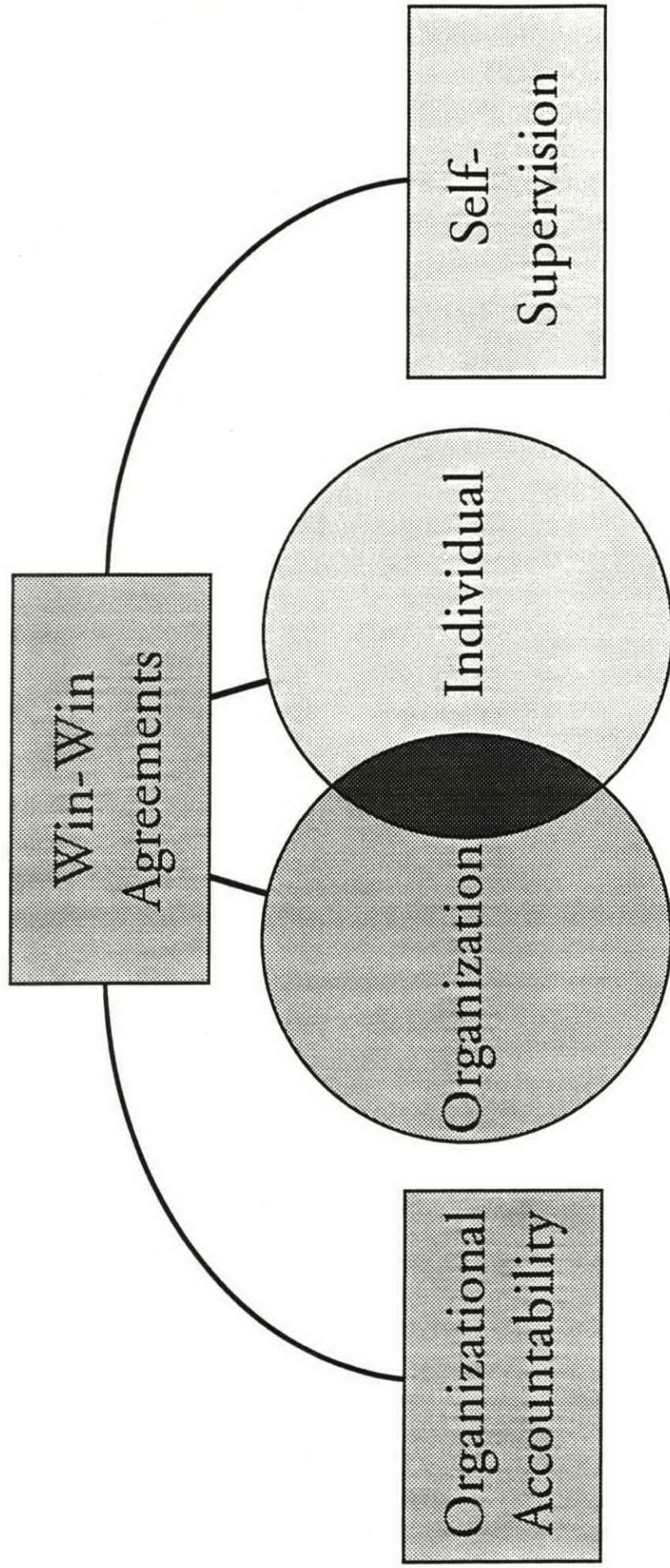
Communication	Problem Solving	People Development	Direction Setting	Administration	Leadership	Task Competence	Work Standards
<p>1. The manager passes information on a selected basis only to team members needing it. Manager decides what, when, where, and how information is to be passed.</p> <p>2. Manager passes all information to one or a few members of the team, who decide what, when, where, and how the information is passed to other members.</p> <p>3. Manager uses team input to decide what information is needed and develops a system to get information.</p> <p>4. Team determines individual expectations on communication and works to meet them.</p> <p>5. Team determines other organizations' communication needs and works to meet them.</p>	<p>1. Manager does all problem solving. Problem solving is confined almost exclusively to technical problems and short-term problem solving.</p> <p>2. Manager uses team members to gather information for problem solving.</p> <p>3. Team members solve task problems in their work areas. Problems are almost exclusively short term.</p> <p>4. Manager solves problems in areas other than technical.</p> <p>5. Manager assigns longer-term problems to individual team members.</p>	<p>1. Manager defines task skill needs and trains individual team members on discrete portions of the total team task.</p> <p>2. Feedback is given by manager only on task competence. Individual team members are trained by the manager on different tasks to increase flexibility.</p> <p>3. Team members train other members on work tasks.</p> <p>4. Selected team members are trained on problem solving, communication, and leadership skills.</p> <p>5. Peer feedback is gathered and shared by the manager. Feedback covers technical skills, as well as problem solving and communications.</p>	<p>1. Manager sets direction by telling team members what to do and how to do it.</p> <p>2. Manager sets direction by telling team members what to do, but leaves the "how" up to the individual.</p> <p>3. Manager sets broad expectations for team and team defines who does what and how they do it.</p> <p>4. Team defines its direction based on external expectations and its own needs and communicates this to the organization.</p>	<p>1. Manager completes all team administrative duties.</p> <p>2. Manager develops information format and desired content. Manager selects team members to complete forms for repetitive items.</p> <p>3. Manager selects individuals to complete non-repetitive functions such as reports, special events, and tests. Format set by manager.</p> <p>4. Manager defines administrative functions of team and uses team input on how the team will complete them.</p> <p>5. Manager assigns broad administrative responsibilities to a team member who defines administrative needs and meets them for one area.</p>	<p>1. Manager performs all leadership functions. Specific action steps are assigned to team members. Manager's role is that of a standard setter, trainer, and supervisor.</p> <p>2. Manager assigns team members to lead specific events and minor projects.</p> <p>3. Manager defines team results areas and develops a leadership role for one area. One team member assumes leadership for tracking progress in this area.</p> <p>4. Manager defines leadership roles for all results areas. Team members are chosen to track progress in each. Manager's role is coach and direction setter.</p> <p>5. Leadership role for one result area is changed to include goal setting, addressing deviations from goal, and communication to other organizations.</p>	<p>1. Individuals work in one task area. Team relies on other departments to complete many daily tasks.</p> <p>2. Some individuals rotate work areas to develop greater flexibility.</p> <p>3. Team relies on other departments only for support in special skill areas.</p> <p>4. Rotation of team members to different work areas is widespread. Team handles most daily tasks internally.</p> <p>5. Some team members are skilled in all work areas.</p>	<p>1. Policies are developed by the organization and the manager administers them on the team.</p> <p>2. Team standards are developed to clarify the policies. Manager administers team standards.</p> <p>3. Policy and standards are reviewed with the team for understanding and input. Changes are made when appropriate.</p> <p>4. Team members develop a means to ensure standards and policy are reviewed periodically and new members are trained.</p> <p>5. Team members confront deviations from standards.</p>

Communication	Problem Solving	People Development	Direction Setting	Administration	Leadership	Task Competence	Work Standards
<p>6. Team periodically critiques its communication system and alters it to suit changing needs.</p>	<p>6. Team sets priorities around short-term problem solving efforts.</p> <p>7. Team develops information system to highlight problem trends.</p> <p>8. Team works problems in all results areas and obtains resources as necessary.</p>	<p>6. Team develops own plan to build individual skills. Team feedback is well utilized when appropriate.</p> <p>7. Team critiques its own performance on a periodic basis and develops plans to improve.</p> <p>8. As team role and tasks change, the team develops individual and team skills to meet the new role/tasks.</p>	<p>6. Manager assigns administrative responsibilities to team members for all areas. Team members define needs and set up means to meet them.</p>	<p>6. Leadership roles for all results areas include goal setting, addressing deviations from goal, and communication to other organizations. Manager's role is management skills trainer, information source, coach, and tie breaker for decisions.</p> <p>7. Team analyzes its tasks and assigns individuals to leadership roles based on individual and team needs. Manager's role evolves to working interfaces, giving the team feedback about its performance and coaching.</p>	<p>6. All team members are skilled in all work areas.</p> <p>7. Some team members are skilled in interface tasks.</p> <p>8. Many team members are skilled in interface tasks.</p>	<p>6. Team members confront deviations from policies.</p> <p>7. Team makes changes to standards based on periodic review.</p>	
<p>Ideal Team</p> <p>Team determines what its communication needs (written and oral) are, both internally and with other organizations. Team revises information system periodically to meet needs.</p>	<p>Ideal Team</p> <p>Team has an information system that enables it to recognize problems in all results areas. Team recognizes both step-change problems and trend problems. Priorities receive proper attention and all problems are corrected. Steps are taken to prevent recurrences.</p>	<p>Ideal Team</p> <p>Team understands its role or tasks and develops individual and team skills to complete all tasks. All members have skill improvement plans based on task needs and peer feedback. Team critiques how it functions as a group and improves its performance over time.</p>	<p>Ideal Team</p> <p>Team sets direction (what activities individual members are to perform) as a group based on short-term needs as well as long-term direction. Team also provides helpful input to others' direction-setting efforts.</p>	<p>Ideal Team</p> <p>Team develops its own techniques to complete all administrative record keeping so it meets company needs. Team analyzes its administrative needs and changes its procedures as appropriate.</p>	<p>Ideal Team</p> <p>Team knows and agrees with its role in all results areas. Leadership for different results areas is decided by the team, based on individual and team needs. For each area, the leaders help the team set goals, monitor progress toward goals, and interface with other organizations. The manager's role is to manage boundary interfaces.</p>	<p>Ideal Team</p> <p>All skills necessary to do the tasks are internal to the team. Team members are skilled in all work areas and daily interface tasks.</p>	<p>Ideal Team</p> <p>Team understands and agrees with standards and policy that exist, as well as the logic behind them. Members meet standards and confront deviations both in and outside of the team. Team changes standards when appropriate and works to change policy using other resources.</p>

Analyzing your Boundary



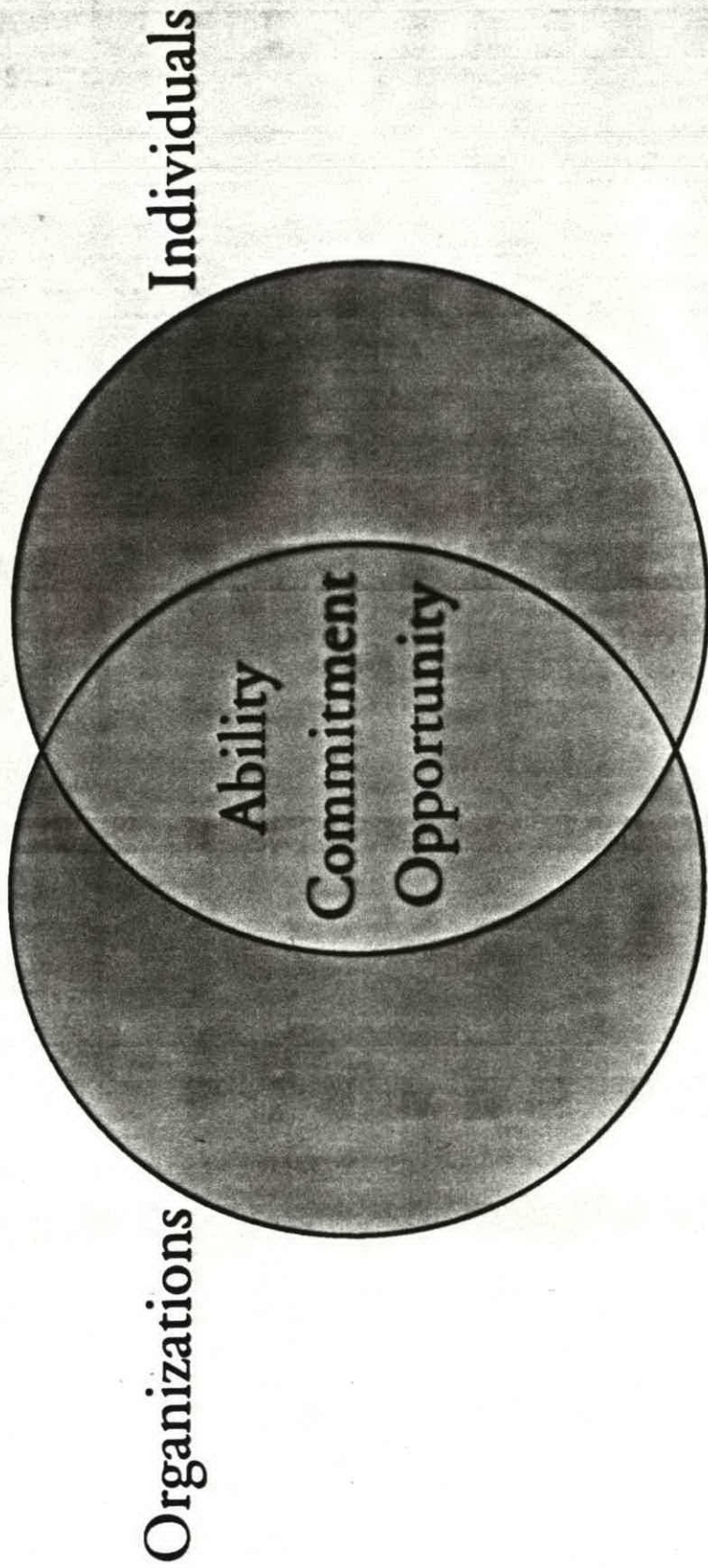
- Where are the breakdowns? What do they cost?
- Where are the opportunities? What will they bring?



1. Desired Results
2. Guidelines
3. Resources
4. Accountability
5. Consequences

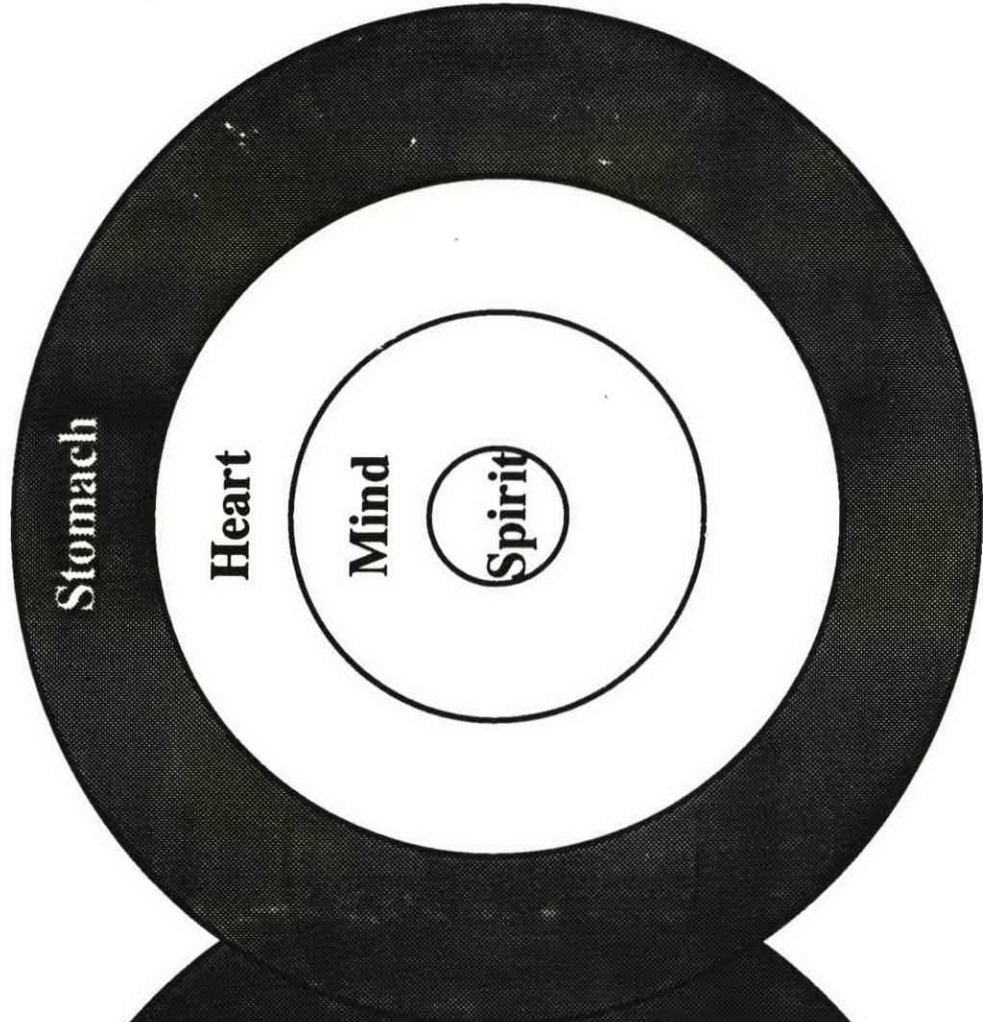
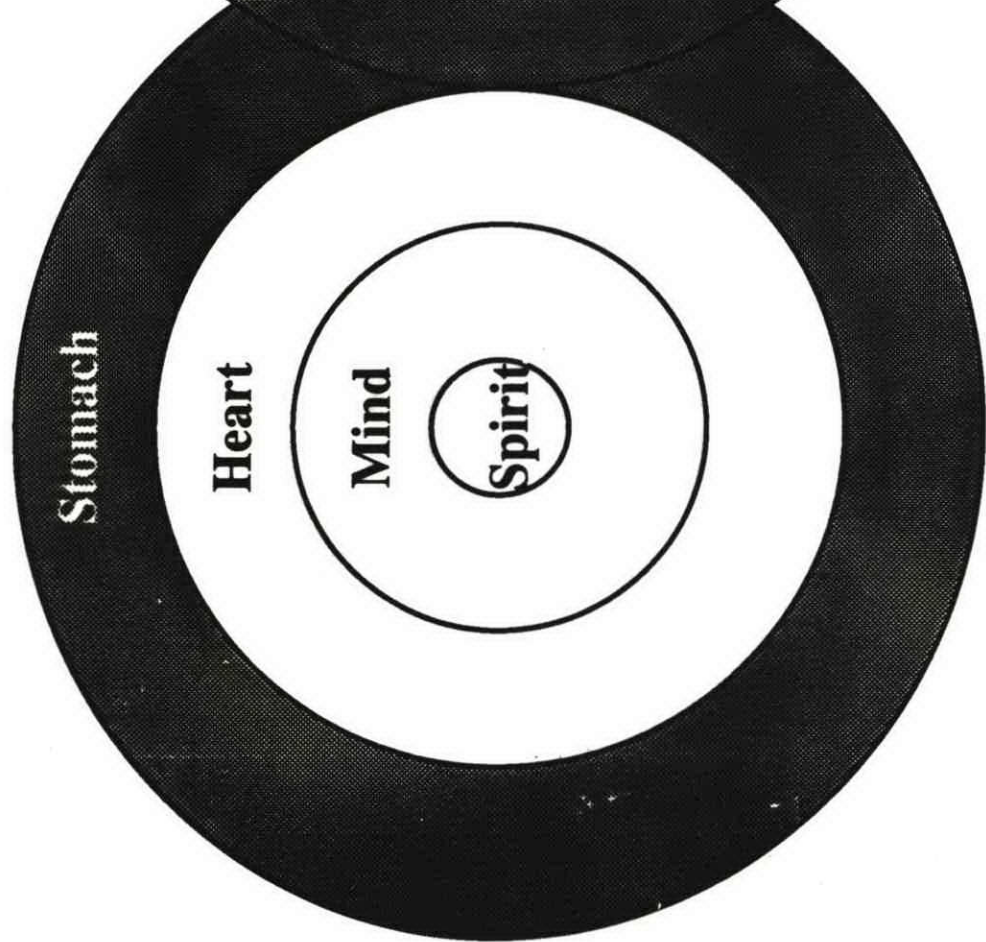
Empowerment

Individuals have the ability, commitment, and opportunity to personally succeed in a way that leads to organizational success.



Personal

Organizational



“I do not think we could have done what we did with Tylenol if we hadn’t all gone through the process of challenging ourselves and committing ourselves to the Credo. We had dozens of people making hundreds of decisions—and all on the fly. And they had to make them as wisely as they knew how. The reason they made them as well as they did, is they knew what the set of beliefs were of the institution they work for. So, they made them based on that set of beliefs, and we made very, very few mistakes.”

—James E. Burke
Chairman and CEO
Johnson & Johnson

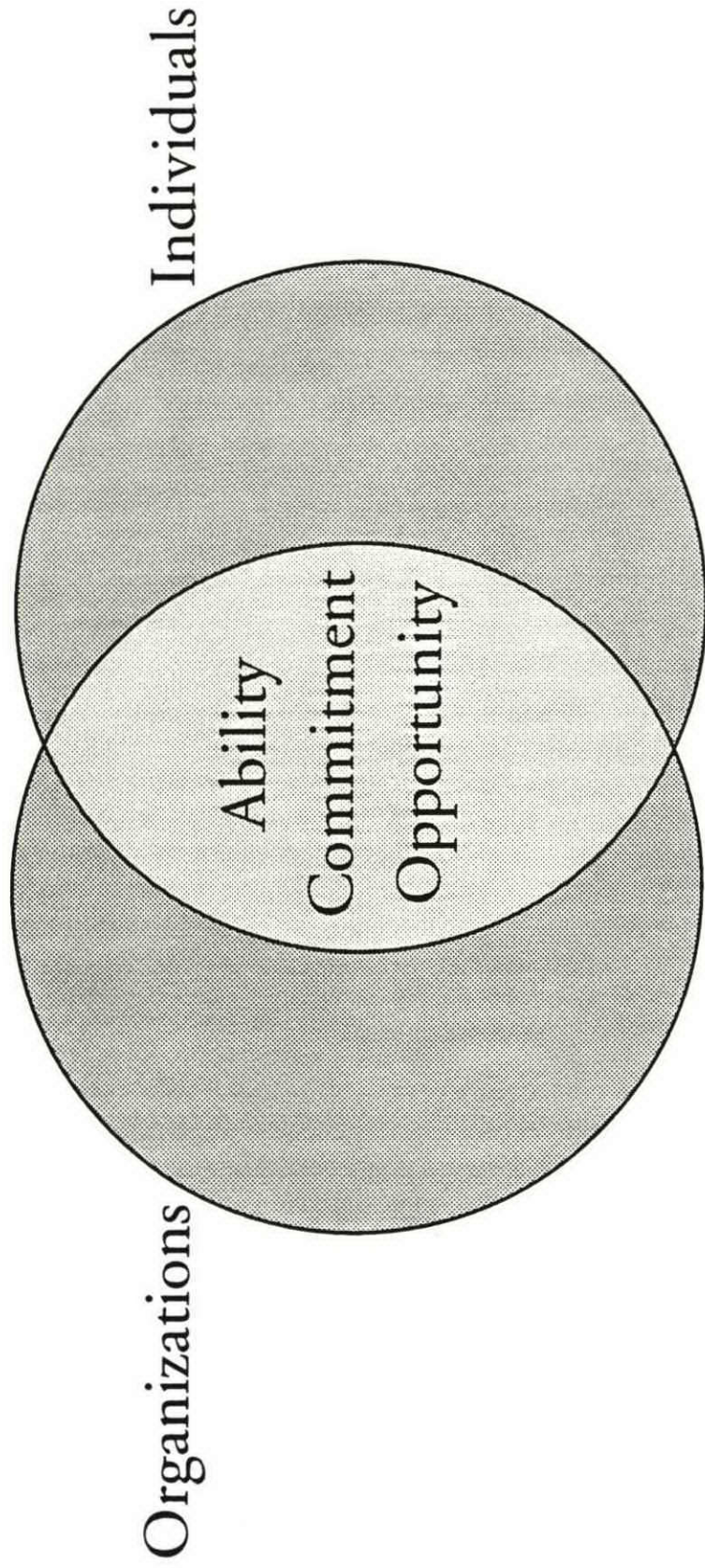
What leaders can do to nourish the conditions of empowerment

Organizational

- Commit/recommit to mission/objectives
- Change structures so the right people come together to do the work
- Change the rewards system so people are encouraged to work on the “right things”
- Change the information system so people get the information they need

Empowerment

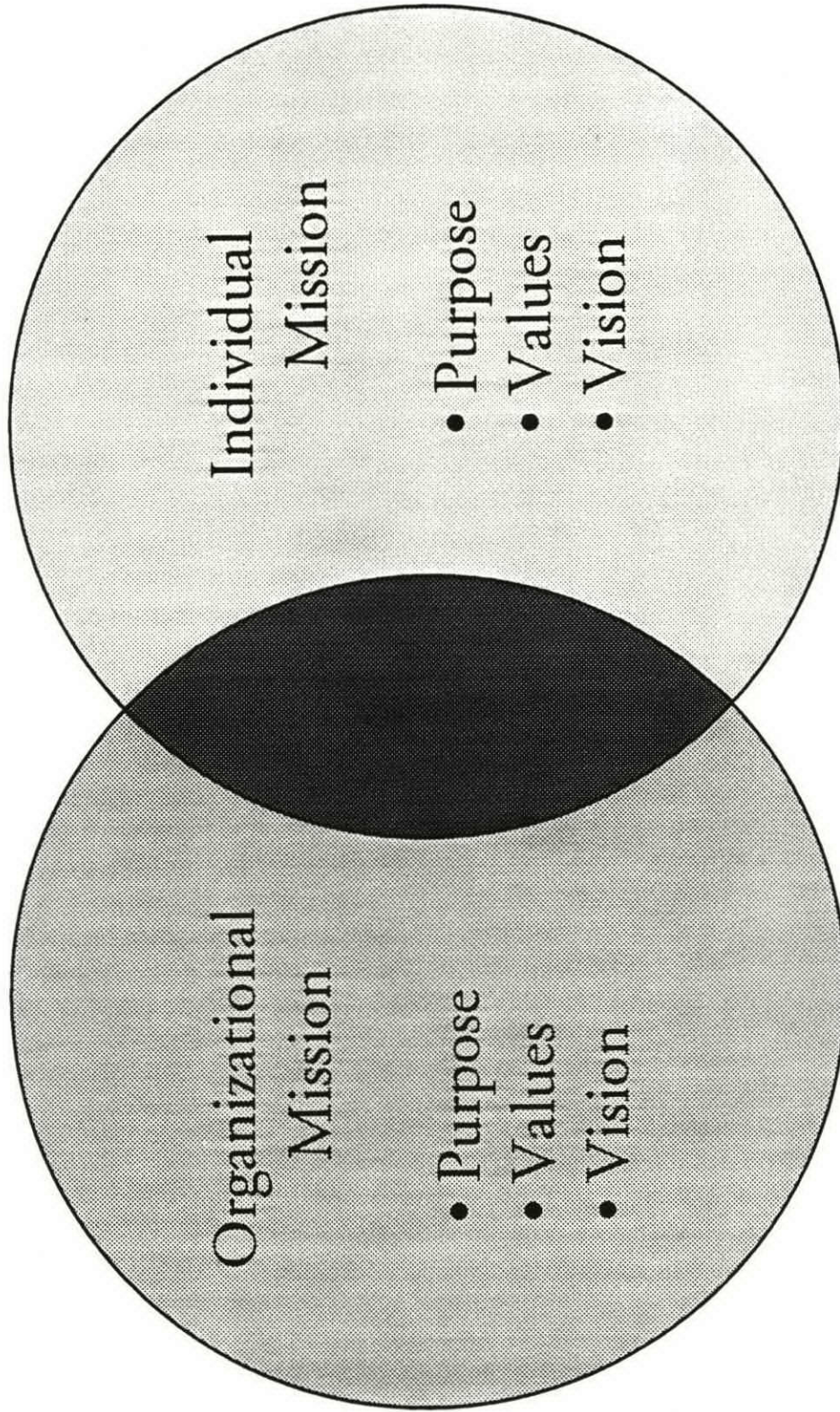
Individuals have the ability, commitment, and opportunity to personally succeed in a way that leads to organizational success.



Empowerment

Empowerment is the creation of conditions which result in every individual in the organization contributing synergistically their maximum potential competency to achieving the mission and strategic goals of the organization in meeting stakeholder needs.

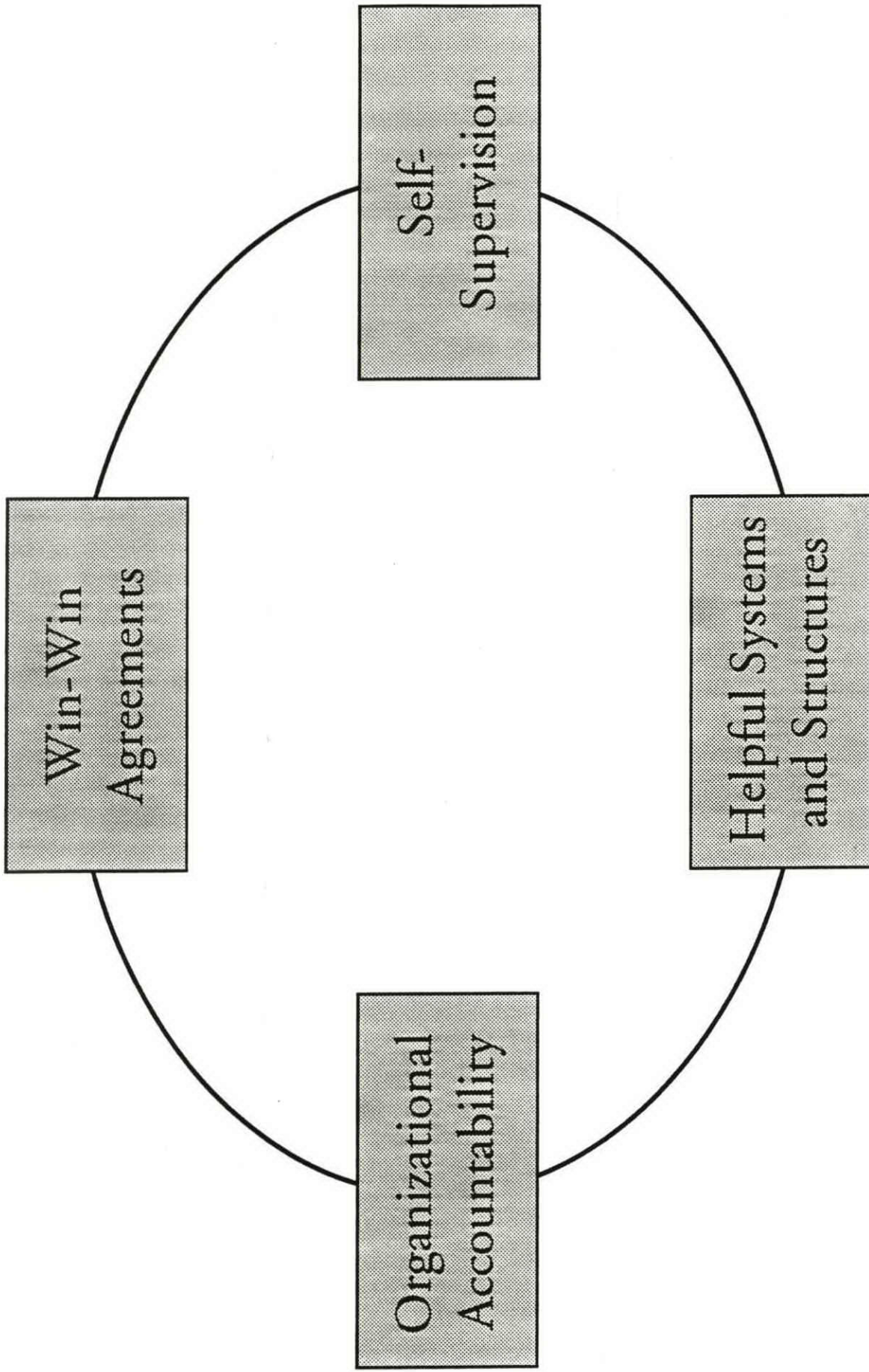
Control or Abandonment



The Paradox of Large Organizations

Trying to increase control from the top only reduces control.

“Letting go” can increase control when individuals are equipped to manage the work process.



INDIVIDUAL EXERCISE

HELPFUL/HURTFUL SYSTEMS AND STRUCTURES

Instructions

Carefully analyze some of the systems and structures affecting you and your people.

In examining a structure or system:

- First, consider what aspects of this system are helpful.
- Then ask, "How can I better use the helpful aspects?"
- Next, consider what aspects of the system are hurtful.
- Then ask yourself, "How can I change the hurtful aspects?"
- In the meantime, "How can I minimize their negative effect on my people?"

HELPFUL

SYSTEM OR STRUCTURE

HURTFUL

<input type="checkbox"/>	Strategic planing	<input type="checkbox"/>
<input type="checkbox"/>	Communication	<input type="checkbox"/>
<input type="checkbox"/>	Management Information	<input type="checkbox"/>
<input type="checkbox"/>	Budgeting	<input type="checkbox"/>
<input type="checkbox"/>	Reward	<input type="checkbox"/>
<input type="checkbox"/>	Compensation	<input type="checkbox"/>
<input type="checkbox"/>	Recruitment	<input type="checkbox"/>
<input type="checkbox"/>	Selection	<input type="checkbox"/>
<input type="checkbox"/>	Placement	<input type="checkbox"/>
<input type="checkbox"/>	Training	<input type="checkbox"/>
<input type="checkbox"/>	Customer Information	<input type="checkbox"/>
<input type="checkbox"/>	Employee Information	<input type="checkbox"/>
<input type="checkbox"/>	Structure	<input type="checkbox"/>
<input type="checkbox"/>	Other	<input type="checkbox"/>