

Leading Through Excellence

**Focusing our creative powers,
Guided by our convictions,
Creating Group GeoTech today**

The satisfaction of Excellence Achieved.

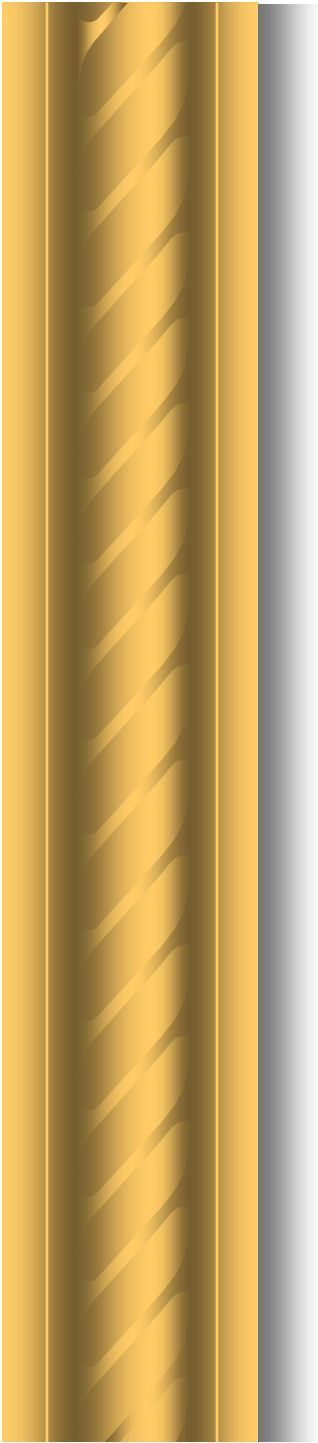


Workshop Purpose

Our purpose is to put the necessary agreements in place to run our business as a management team that makes timely and accurate decisions, has freedom to act, is united in purpose and provides direction based on shared expectations and standards...

In a way that focuses each of us on wanting to display our most productive behaviors while eliminating infighting, counter-productive communication patterns and passive aggressive behaviors arising from misaligned agendas and positioning...

So that through our efforts Group GeoTechnical will grow and excel in delivering on all the challenges faced.



Take-aways

- Incorporation of a new boss
 - Understanding his background, position, role and vision
- Formation of a new group
 - Stages of group development
 - Group assessment
- Possibilities, vision and leadership messages
- Improvements in team...teaming...teamwork
- Role clarity, performance management and expectations
- Reduced friction in daily communications
- Motivated to create results through personal standards of excellence
- The power of reframing



Conversational Pedagogy (teaching style)

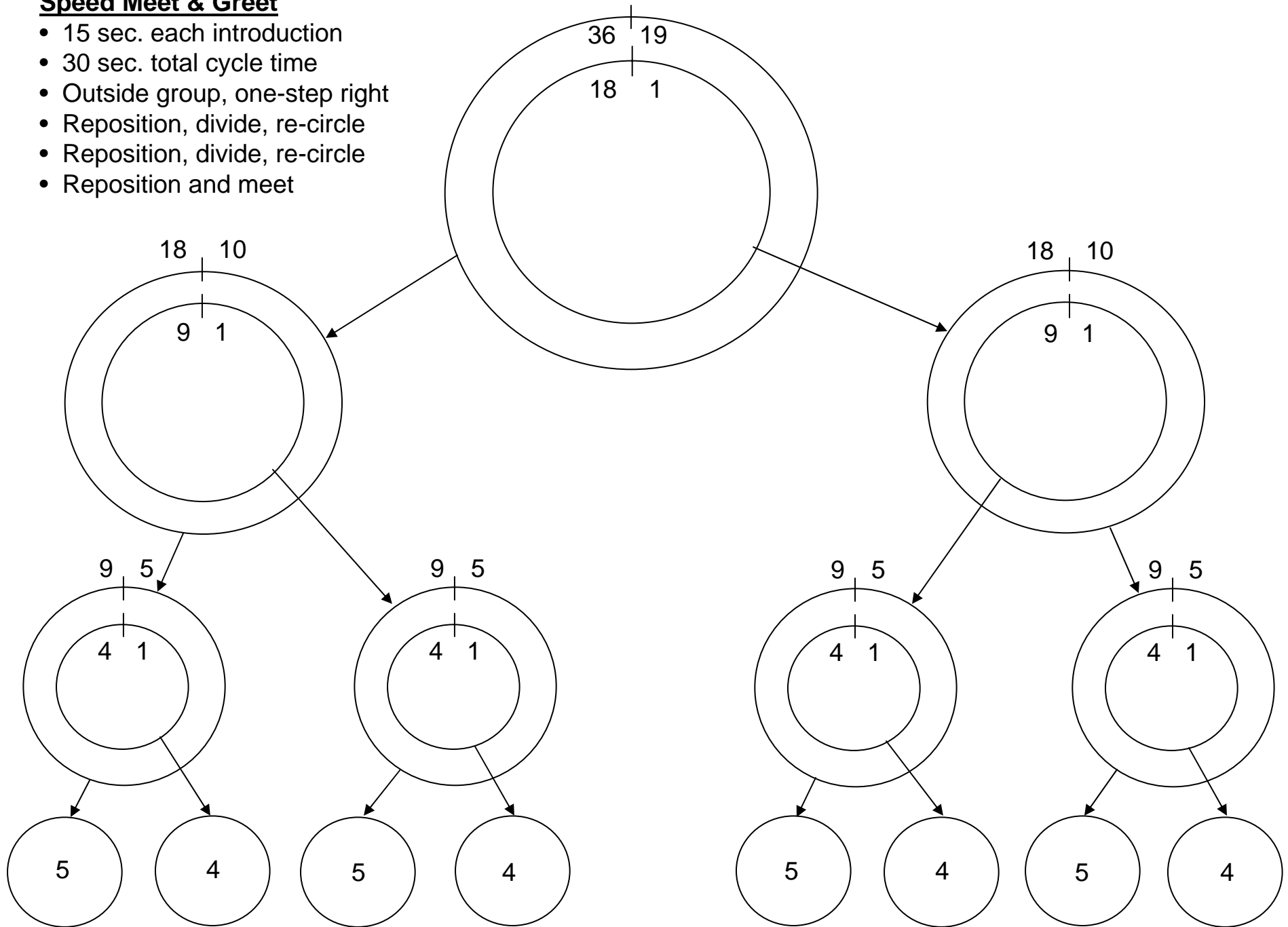
Why might one consider conversation to be the oldest and easiest way to cultivate the conditions for change?



- Prepare introduction
 - Name
 - Job
 - Place of birth
 - Time at GEI
 - Time in industry
 - “Most proud of...” (project of which I am most proud)

Speed Meet & Greet

- 15 sec. each introduction
- 30 sec. total cycle time
- Outside group, one-step right
- Reposition, divide, re-circle
- Reposition, divide, re-circle
- Reposition and meet



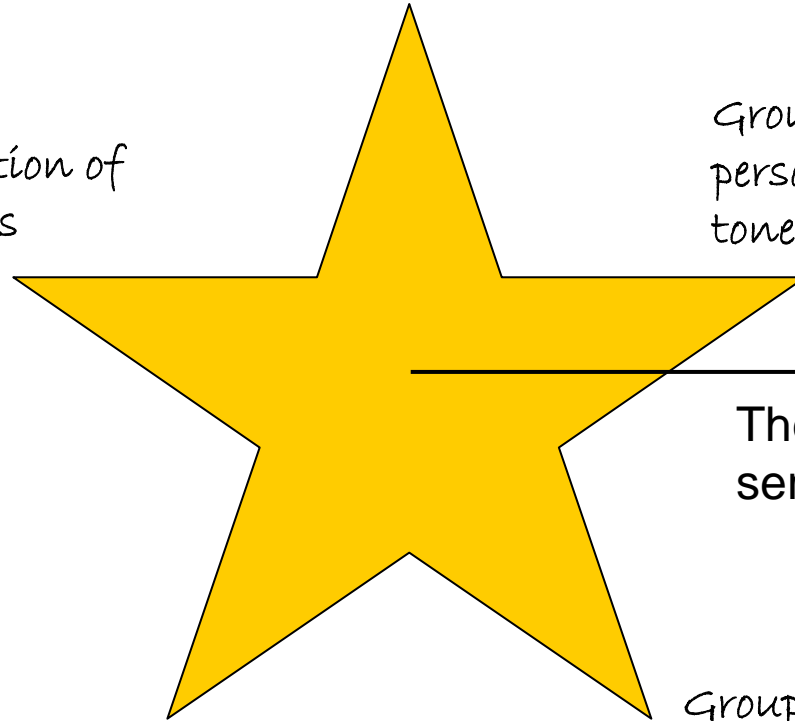
Formation of a Group

"Groups form at the intersection of individual purposes." -alden davis

Groups are unique
and have a common experience

Groups are a collection of
individual purposes

Groups are a collection of
personalities with a dominant
tone.



The gathering of individuals
serves a purpose

Groups that satisfy the
individual purposes continue
to exist

Groups have a location and
a look

Conversations

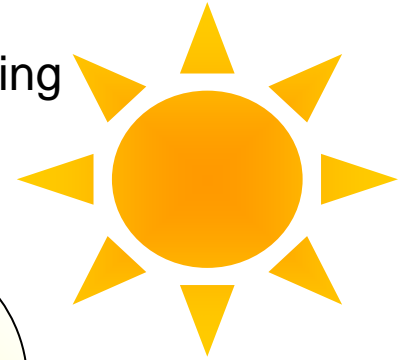
2. Name a group of which you are a part, describe the common experience and pick one word describing its personality. Complete this matrix.

Group	Common Experience	Personality

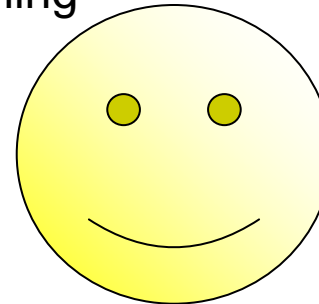
3. What personal purpose is being served by being in this offsite?
What was your mood coming into the room?

Stages of Group Development

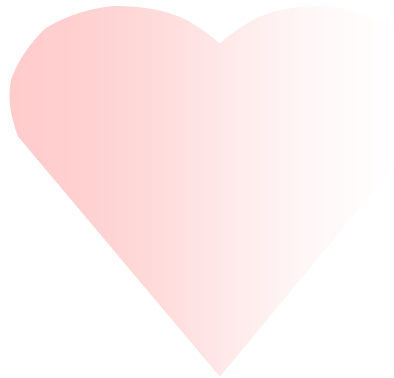
Transforming



Performing



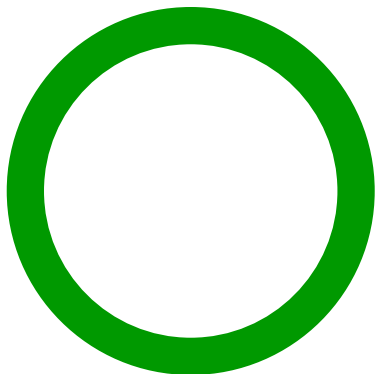
Norming



Storming



Forming



Exercise

- Use the handout and discuss



Abilene Paradox

Stages of Group Development

Based on a review of many studies, it is suggested that most groups go through a five-stage developmental sequence: forming, storming, norming, performing and transforming. The way the group responds to tasks and relations shift from stage to stage. It is difficult to pinpoint the developmental stage of a group at any specific time. It is, however, important for a group leader to understand the developmental stages of groups because each stage can influence group effectiveness.

FORMING

In the forming stage, task behaviors focus on member's efforts to define goals and develop procedures for performing their tasks. Relation oriented behaviors deal with feeling out and resolving dependency issues among group members.

Group development in this stage involves getting acquainted and understanding the group lead and other roles. In this stage, individual members might: 1) Keep feelings to themselves until they know the situation; 2) Act more secure than they actually feel; 3) Feel confused and uncertain about what is expected of them; 4) Be nice and polite, certainly not hostile; 5) Try to size up the personal benefits relative to the personal costs of being involved in this group.

STORMING

Things get serious in the storming stage. Conflicts over task behaviors emerge with respect to the relative priorities over goals, who is to be responsible for what, and the task guidance and direction of the leader. Relations behaviors are a mixture of expressions of hostility and strong feelings. Competition and conflict is a dominant theme at this stage. Some members may withdraw or try to isolate themselves from the emotional tension. The key is to manage conflict in this stage, not to suppress it or withdraw from it. The group cannot effectively evolve if the leader and members go to either extreme. Suppressing conflict will likely create bitterness and resentment, which will last long after the member's attempts to express their differences and emotion; withdrawal can cause the group to fail more quickly.

NORMING

Task behaviors in the norming stage evolve into a sharing of information, acceptance of differences in opinions, and positive attempts to reach mutually agreeable or compromise decisions on the group goals and the rules by which the group will operate. Relations behaviors focus on empathy, concern and positive expressions of feelings leading to group cohesion. Cooperation within the group is a dominant theme at this stage. A sense of shared responsibility for the group develops. The specific impacts of norms – positive and negative – on group behaviors will be explored further in “group-think.”

PERFORMING

This stage relates to how effectively and efficiently the group is able to perform its tasks. The roles of individual members are accepted and understood. The members usually understand when it is best for them to work independently of each other and when it is best to help each other in physically demanding tasks or decision making tasks. Groups differ after the norming stage. Some groups continue to learn and develop from their experiences and new inputs, thus continuing to improve their efficiency and effectiveness. Other groups – especially those that developed norms not fully supportive of efficiency and effectiveness, may perform only at the level needed for survival. A minimally adequate level of performance may be caused by excessive self-oriented group members, the development of norms that impact negatively on task effectiveness and efficiency, poor group leadership or other factors.

TRANSFORMING

The transforming stage involves the termination of task behaviors and disengagements from relations behaviors. Some groups, like a task force created to investigate and report on a specific problem within six months, have a well-defined point of closure. Other groups may go on indefinitely. Transforming for this type of group is more subtle and takes place when one or more key members move on to other positions or leaves the organization.



Practice the social skills

Build
a
Square

Manager Assimilation Process

- What do we already know about _____?
- What don't we know, but would like to know about _____?
- What are our concerns about _____ becoming our manager?
- What do we want most from _____?
- What does _____ need to know about us as a group?
- What are the major problems / obstacles _____ and the group will be facing?
- What suggestions do we have to overcome the problems / obstacles?

Manager Assimilation is about reaching mutual understanding on a range of relevant issues.



Dealing with Differences

“Increased control through self awareness”



Objective

1. Have an analysis of how you handle conflict using the Thomas-Kilmann Conflict Mode Instrument
2. Understand the five key ways of dealing with differences
3. Gain insight necessary to become more effective at dealing with conflicts in your life.
4. Understand how different conflict-handling styles affect interpersonal and group dynamics

- What is the dark side of ineffective interactions in the workplace.



seize

- Success at the end of the session would look like...



office attitude



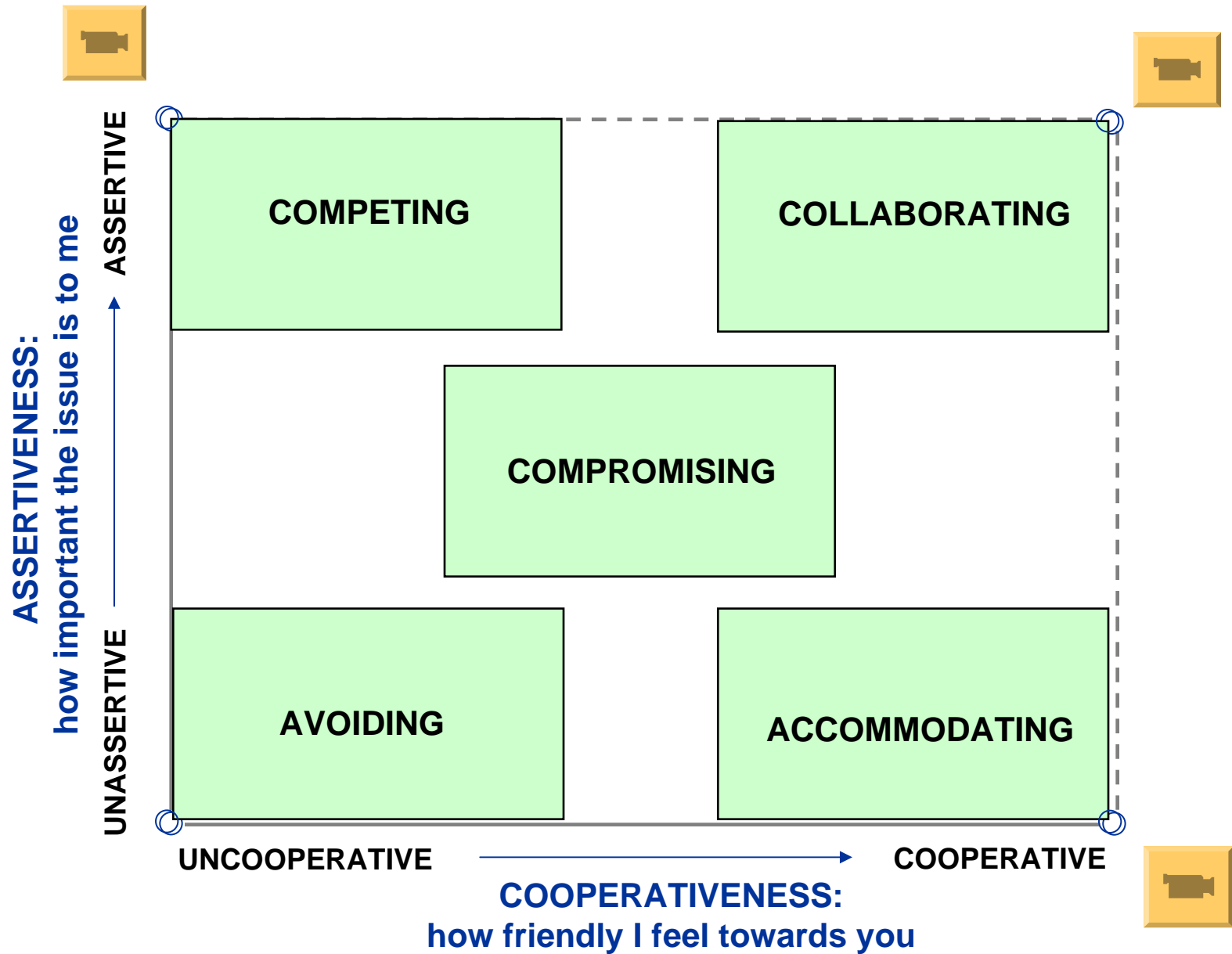
This is About Me!

- Effective Interactions is not about doing something “to” or “for” them.
- It is about **my** journey of becoming more effective as a person and becoming a steward of those around me.

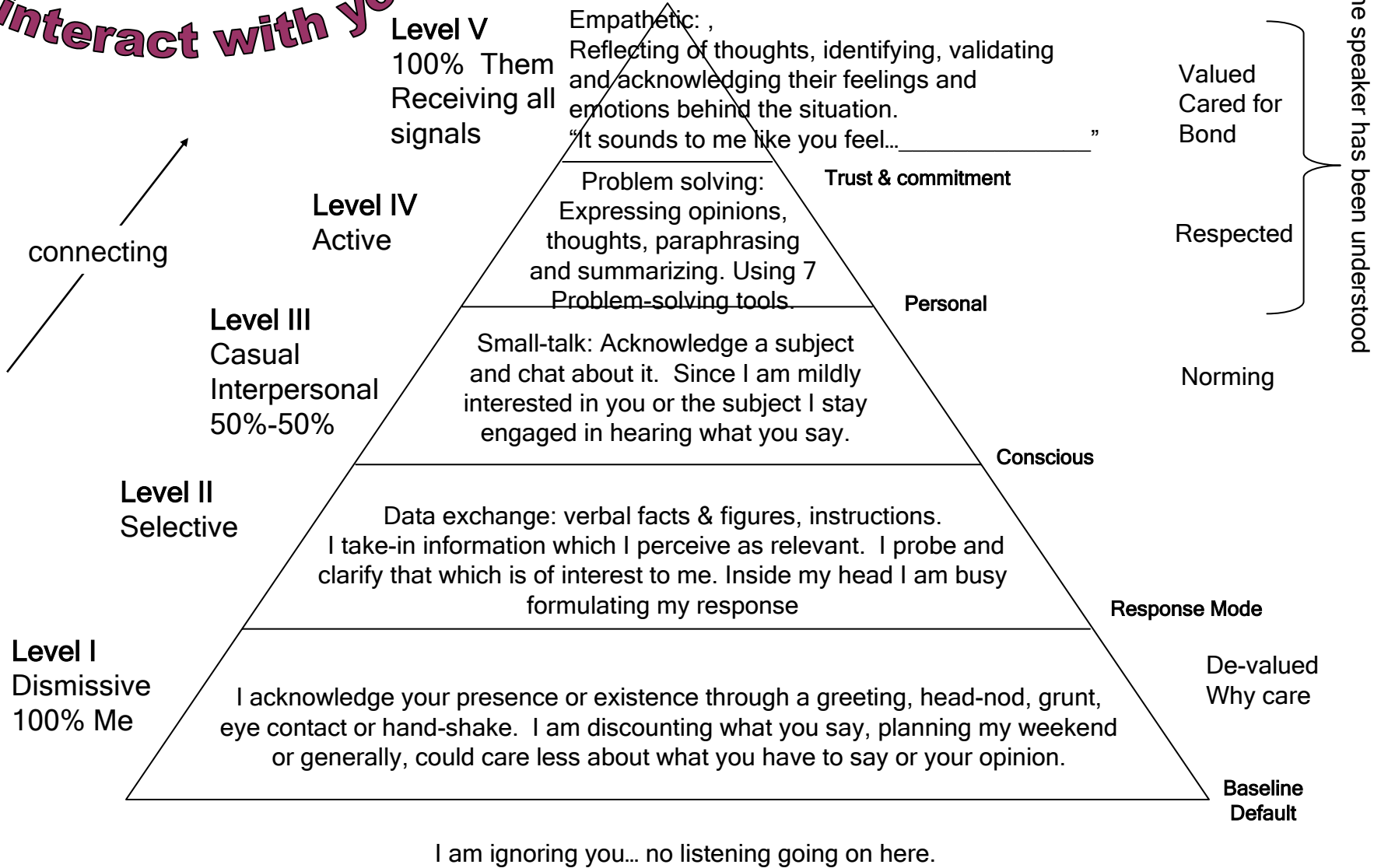


To the books!

Thomas-Kilmann Conflict Mode Instrument

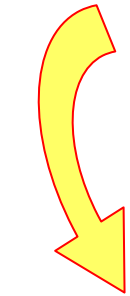


Listening: How I choose to interact with you



Creativity Tools

**Innovative thinking to fuel
Benchmarkable Performance**



Learning

TOOLS

GOAL

DIRECTION

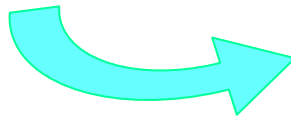
**Sustainable
Behaviors
Driving
Breakthrough
Results**



Worldview

GROUND

**Personal
Standards of Excellence**





AD's Beliefs

- Uniqueness is non-negotiable in an increasingly competitive environment.
- Visioning is our unique ability to craft our future.
- Without vision, spark and drive dies.
- Synergies increase as we align personal visions.
- The sum of our daily decisions is our vision.



DISTINCT ... OR EXTINCT!

“If there is nothing very special about your work, no matter how hard you apply yourself, you won’t get noticed and that increasingly means you won’t get paid much, either.”

Michael Goldhaber, *Wired*



Ultimately Possible

Hope

Reality

Immediately Impossible

Am I Open...



Dimetria



Mike



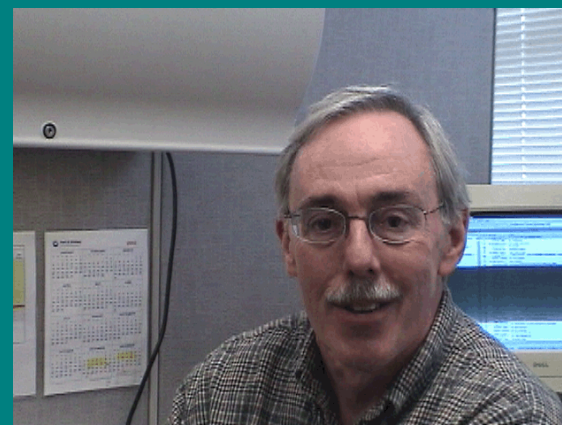
Yiovani



Jason



Jane



Jim

From whom am I most open to receiving feedback?

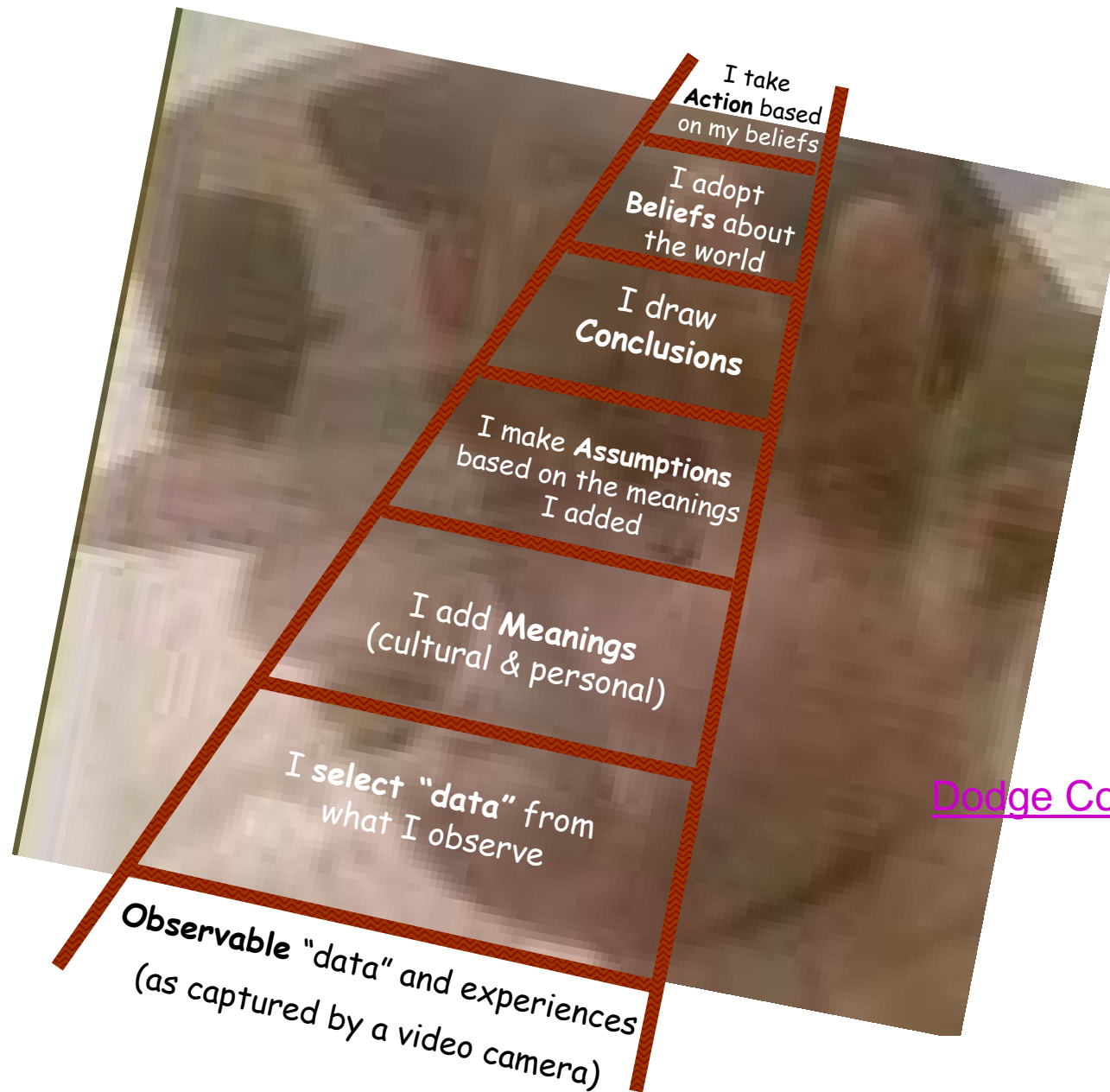
Why?

Premises about Learning & Leadership

- Good leaders are good continuous (Vergis in ESA) learners.
- Good learners are good possibility thinkers.
- Learning is different than knowledge acquisition.
- Learning is inversely proportional to my level of emotional distress.
- Learning is proportional to my curiosity.
- The effectiveness of my leadership (creating momentum and mass) grows from my ability to articulate messages with broad appeal and energized by my convictions (modified by Phil in San Antonio) and personal style (modified by Alex at UPRM).
- Leadership effectiveness drives from my personal Standards of Excellence [conviction] and personal style
- Learning organizations achieve continuously improving results with greater ease over time.

Question: *Does my worldview preclude me learning from you?*

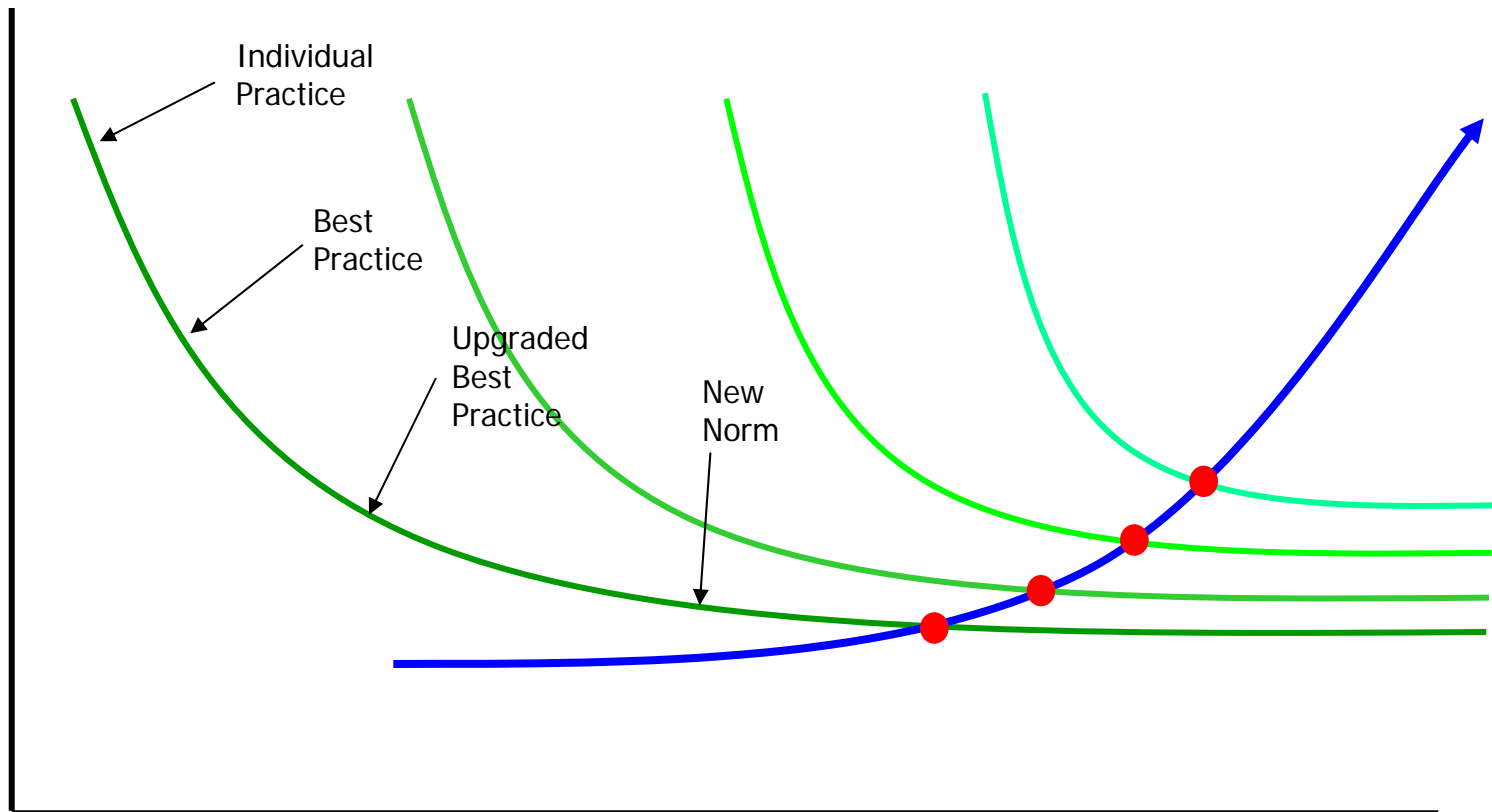
Chris Argyris' Ladder of Inference



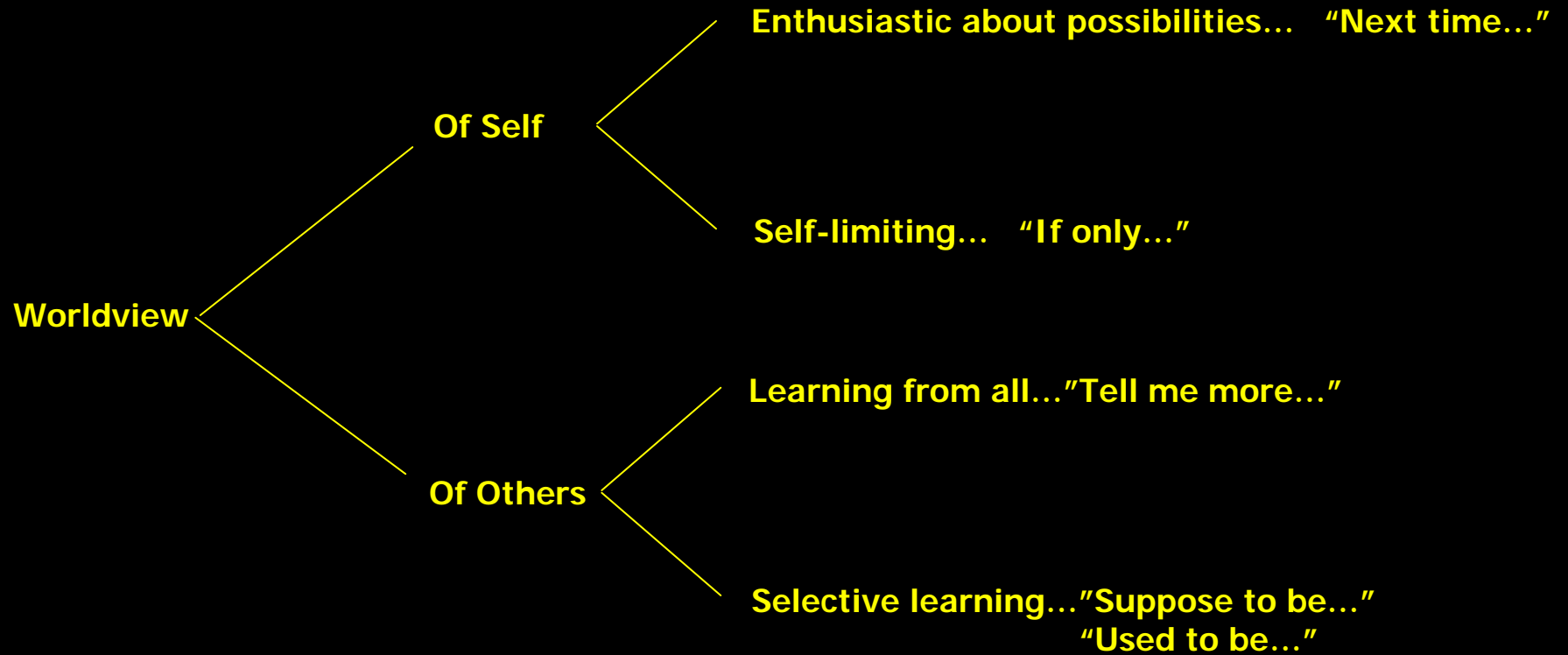
1923 – Present
Cambridge, MA
Harvard

[Dodge Commercial](#)

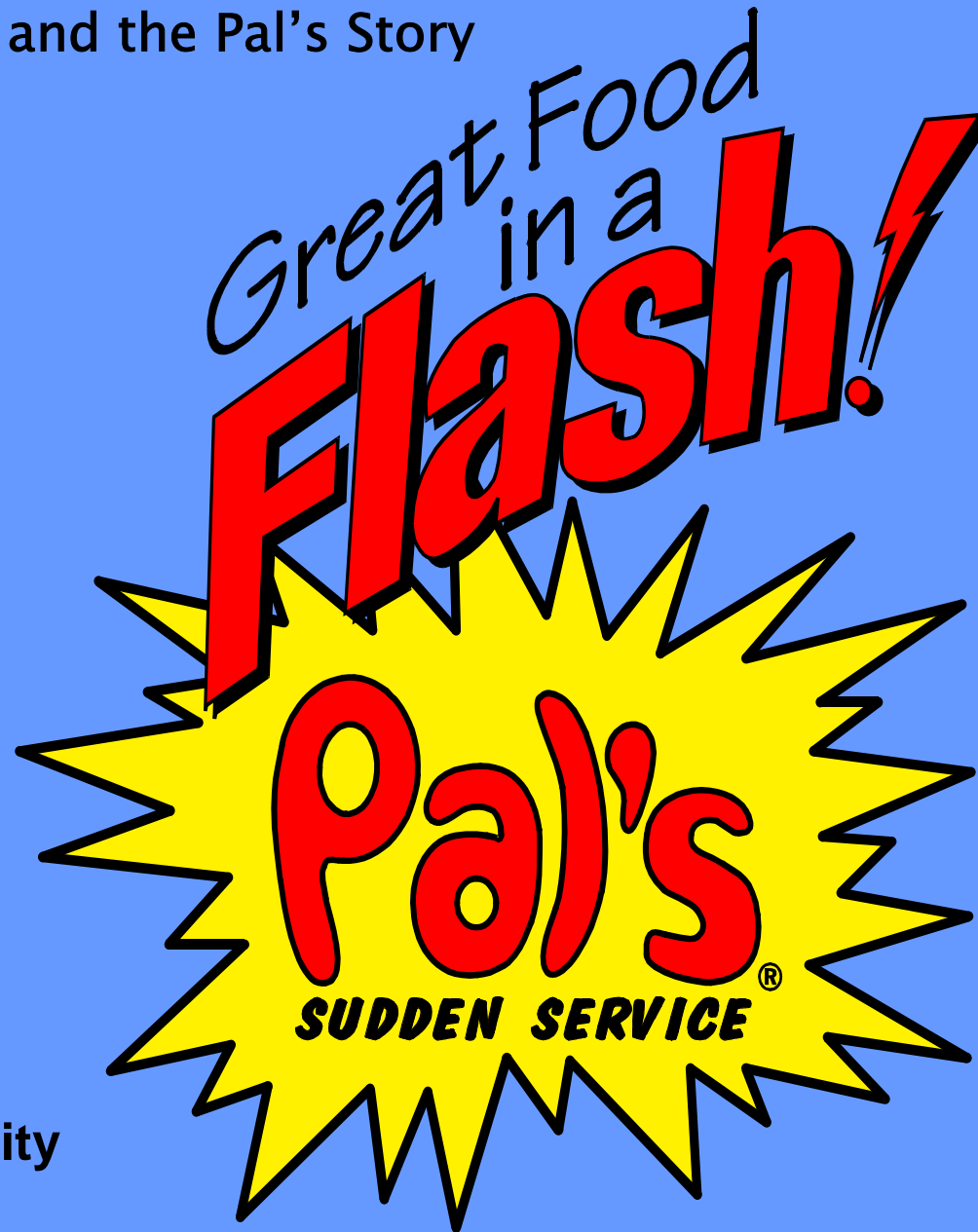
Learning Organizations Achieve Continuously Improving Results with Greater Ease Over Time



A Worldview Conversation



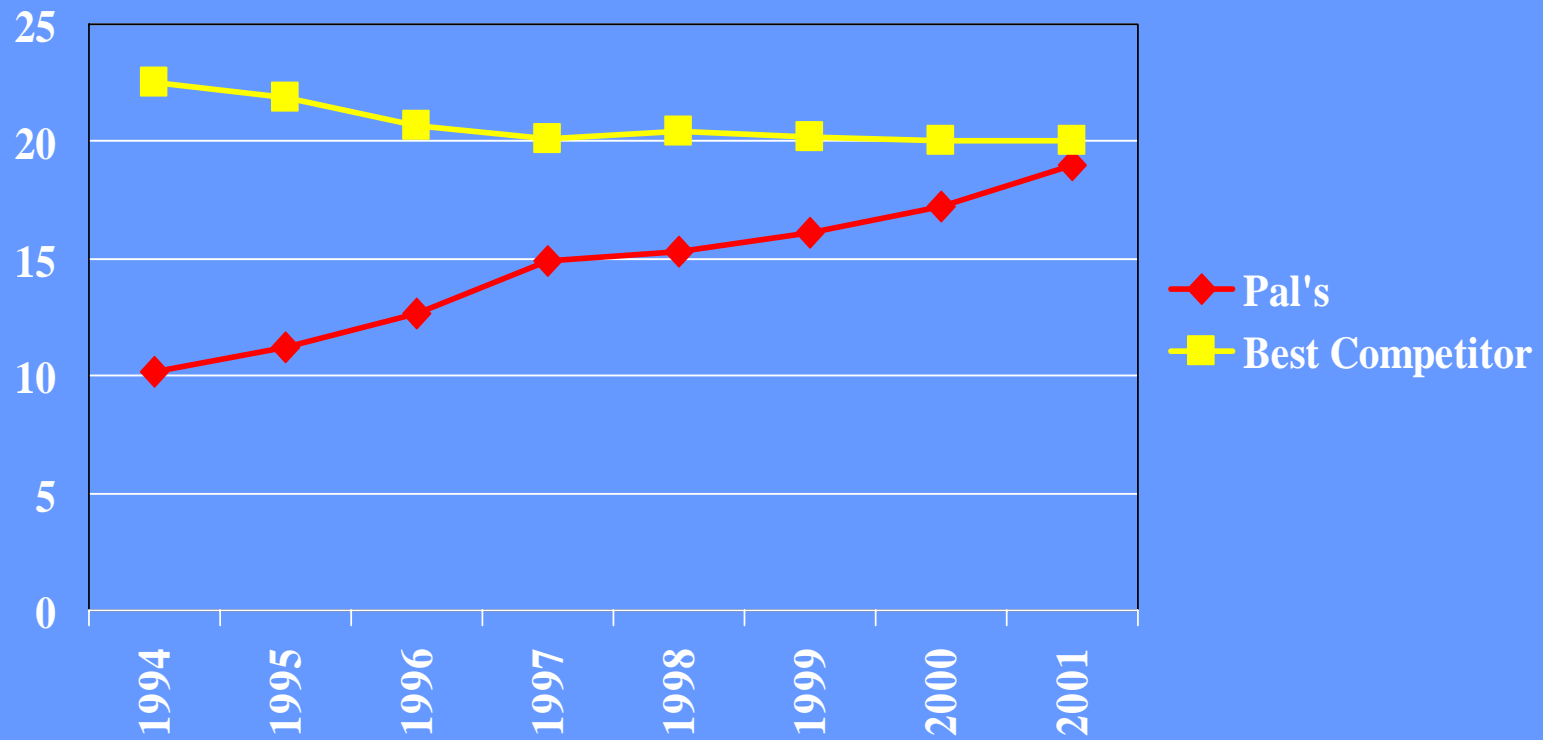
Thom Crosby and the Pal's Story



Baldrige Quality
Winner 2001

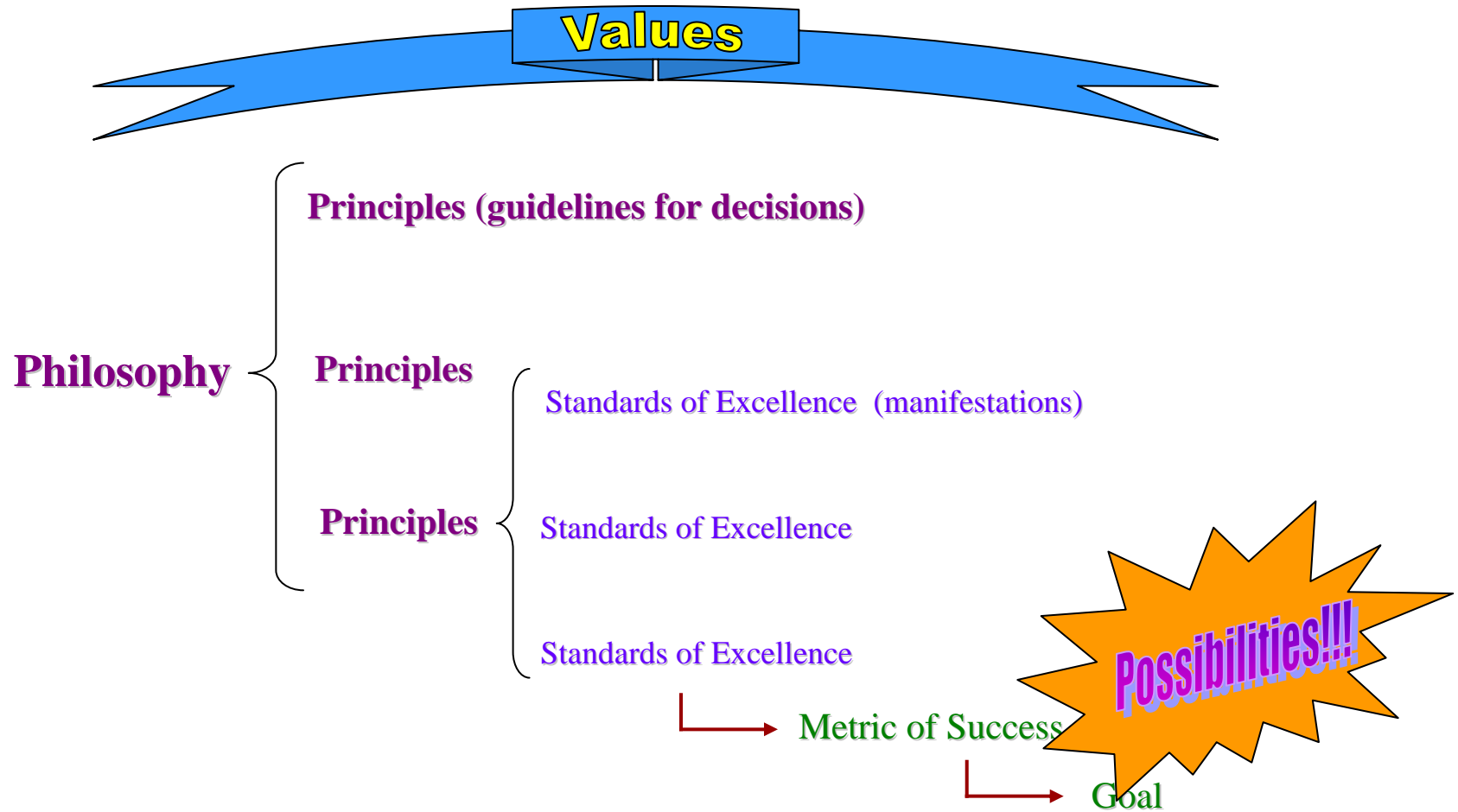


Percent Market Share



Higher is Better

Standards of Excellence

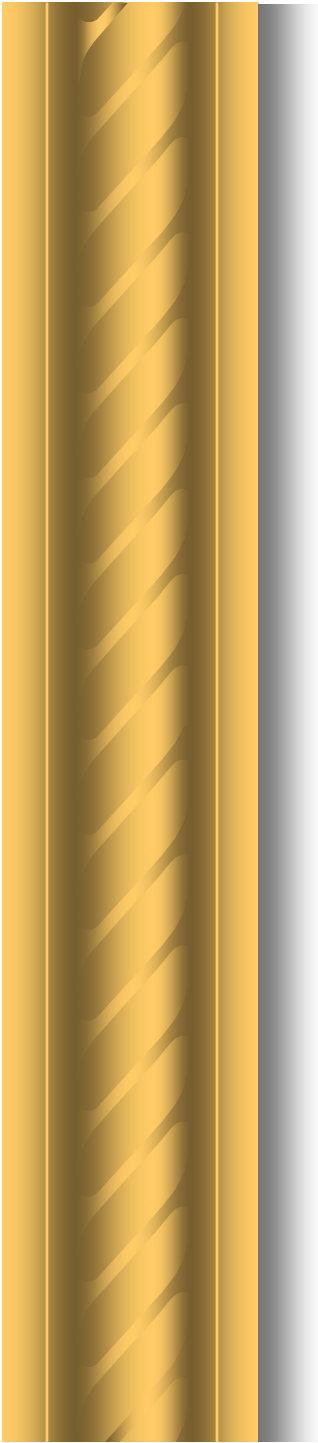


Standard of Excellence: the criterion for measuring or judging goodness as established by an authority.



Let's Take a Stand

1. Describe the organizational climate being creating.
2. Describe the process being used to determine the rate at which intellectual capital is being grown? Is the current rate sufficient?
3. Describe the current process being used to assess the organizational climate/employee engagement?
4. Is it clear the maximum to which a person can grow?
5. Are the minimum performance expectations known by the staff? Social, technical and business?
6. Describe the staffing process. Is it sufficient?
7. Describe the performance management infrastructure for setting expectations, giving performance feedback, managing consequences, annual reviews and merit.



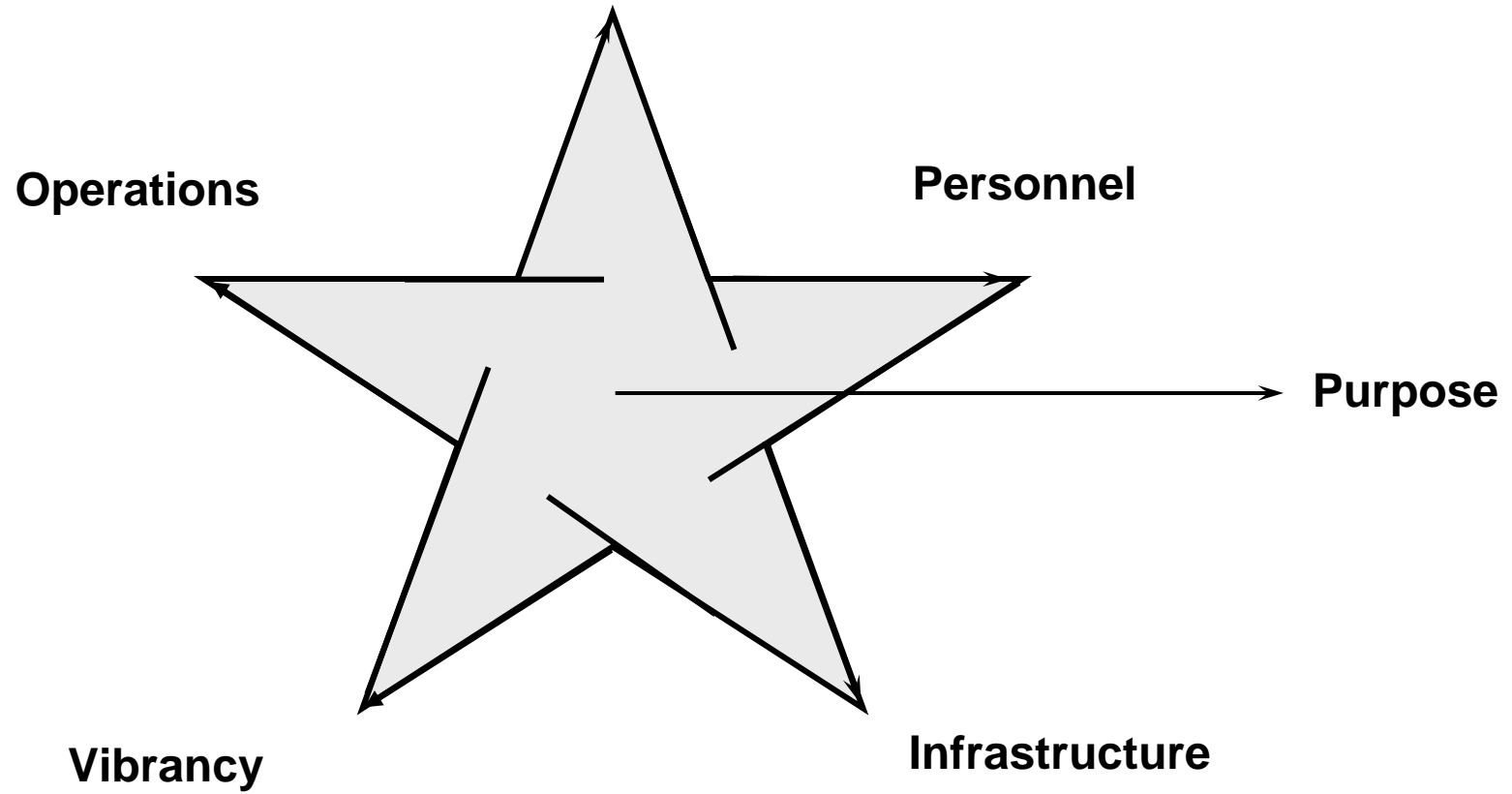
"If only, Peter,..."

Project Manager Performance Expectations

Performance Expectations for a Project Manager

Client Satisfaction and Relations	<ul style="list-style-type: none"> * Positive response from client to SR Mgmt. check in call * No source add on to contract * No surprises to client * Client referrals * Talk to the clients
Product Delivery	<ul style="list-style-type: none"> * On-time per the client/contract * Well prepared to present to client or... * Flexible to changes (without punishing the client) * "Can-do" responses to client * Timely responses to requests from client i.e. invoice approval, back up documentation * Managing sub-contractors * Client communications, i.e. answering emails, phone calls, notification of variances, consequences of scope changes * Shepherds project out the door: rolling up the sleeves and digging in
Product Quality	<ul style="list-style-type: none"> * Compliant to all current regulations, state, local and federal * Meet the written scope of work * Abide by Health and Safety plan * Licensed and registered engineers used * Dress code, i.e. PPE, lab coats, professional * Work ethic in the field, i.e. arriving before the others, not appearing fool * GEI report standards and template: figures, tables and text are consistent * Proposals address what client is requesting, not our perception of what they need
Program Mgmt.	<ul style="list-style-type: none"> * Translating customer requirements into a "task against time" chart with associated costs * Manage staffing and communicate requirements to people to get work done per schedule * Participation in division planning and scheduling meetings
Cost of Goods Sold	<ul style="list-style-type: none"> * Competitively bid sub-contractors when not covered under MEAs * Stay within scope * Get paid for scope creep * No surprises * Approval for variances * Manage your budget within BST * All contract employees are associated with billable hours unless otherwise approved
Talent Development	<ul style="list-style-type: none"> * Pursuing personal professional development * Writing papers, getting published, presenting at conferences * Coach junior staff in technical skills and non-technical skills, i.e. business development, liability, consulting * Development plans for junior staff * Engaging staff with clients
Employee Engagement	<ul style="list-style-type: none"> * Positive responses to the Gallup Q12
Revenue Cultivation	<ul style="list-style-type: none"> * Cross-selling other GEI services * Make effort to see clients and potential clients * Year-over-year growth of current client revenues (mine and maintain)

**Overall Management Direction
Peter's Affirmations**





Peter's Affirmations...

- I like a team of Experts knit together winning new business
- I like working with people who like to learn and are open to coaching and personal growth
- Performance management & expectations are part of my standard practices
- I want Group norms that we all buy-in to
- Personal pace is important; working at 50% efficiency, when competent in the task, introduces risk and must be improved.
- 1st impressions are important and I have valuable feedback
- I want us to all have personal aspirations because they drive us and give energy.
- Personal aspirations will be included as part of our performance management conversations
- I will not let our existing skill set dictate the kind of work on which I can bid.
- My job is to grow the business not source work for you.

Sample Progression Path

Based on input by GE Board of Directors, edited by DTC.

	Junior Associate	Associate	Sr. Associate	Principal	Sr. Principal
GEI Tenure	2 years, possible 6 months to 1 yr for senior recruits.	2-4 years, possible 6 months to 1 yr for senior recruits.	4-6 yrs, possible 6 months-1 yr for senior recruits.	6-8 yrs, possible 6 months-1 yr for senior recruits	10+ yrs, possible 6 months-1 yr for senior recruits
Industry Experience	8-10 yrs	8-10 yrs	13-16 yrs	20-25 yrs	25+ yrs
Responsibility Level	Grade 5/6	Grade 5/6/7	Grade 7/8/9	Grade 8/9	Grade 10
BD Contribution	Provides work to support 1 staff - \$100K - \$200K. Manages small to medium proposals.	Provides work to support 3-4 staff - \$300K - \$500K. Direct client relations. Directs proposals. Source of leads.	Provides work to support 5-6 staff - \$600K - \$800K. Major contributor and key strategist involved in GEI wide planning.	Provides work to support 8-10 staff - \$1.0M - \$1.3M. Responsible for regional/national BD programs or major clients. GEI strategic planner.	Provides work to support 10-12 staff - \$1.2M - \$1.5M. Responsible for regional/national BD programs or major clients. GEI strategic planner.
Client service/relationships	Primary service/BD contact for 1-2 existing clients.	Primary service/BD contact for 3-6 existing clients. Secure repeat work and develop some new clients.	Primary service/BD contact for 4-7 existing clients. Secure repeat work and develop new clients. Recognized by client as leader. Industry manager.	Primary service/BD contact for 5-10 existing clients. Develop new clients. Manage large projects and programs. Recognized by client as leader. Industry manager.	Primary service/BD contact for 7-10 existing clients. Develop new clients. Manage large projects and programs. Recognized by client as leader. Industry manager.
Business management contribution	Manages project budgets, schedules, collections, client contacts to meet business unit goals.	Manages project budgets, schedules, collections, and client contacts. Contributes to business unit plans and mgmt. Helps others contribute to business unit and GEI goals.	Manages branch, division, or program. GEI-wide impact and interests.	Branch or company wide operating unit manager supporting overall GEI or manages very large clients.	Branch or company wide operating unit manager supporting overall GEI or manages very large clients.
Recognized for technical leadership in industry	Participates in professional or technical societies. Prepares 1 technical paper/yr.	Working to become tech expert in area valuable to GEI clients. Writes and delivers papers, seminars, and short courses.	Lead local/regional business/tech group. Min 2 presentations/yr to industry or client groups. Invited presenter to industry/client groups.	Recognition by peers and clients. Writes and delivers papers, seminar, short courses.	Recognition by peers and clients. Writes and delivers papers, seminar, short courses.
Leadership	Tech/project leader w/established tech/bus. expertise. Active in division bus planning and implementation.	Tech/project leader w/established tech/bus. expertise. Key leader in division bus planning and implementation.	Recognized leader by staff of several branches. Leads operating unit.	Leads across branches/op units. Recognized company-wide.	Leads across branches/op units. Recognized company-wide.

The Power of Reframing

Reframing issues redirects our thinking.

From	To
‘We don’t have enough money’	“We haven’t figured out how to find new sources of money.”
‘We can’t get along with each other’	‘We haven’t made the commitment to work through our differences with each other.’
‘Our goal is unachievable’	‘We don’t have our goal broken into doable steps yet.’
‘We don’t have enough resources’	‘Given our commitment, we need to adjust how we spend our resources.’

Reframing an issue can shift the problem from ‘it IS this way’ to ‘here is another interpretation’.

**Drive on to
Excellence**