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**'Capability versus Capacity'**

Element/Score/ Day/ Book	Quote	COD Perspective	Action
<p><b>T3 #1</b></p> <p>SK / 7 / 0 Balancing Act, The; Kerry Patterson, Joseph Grenny, Ron McMillan &amp; Al Switzler: Thomson Executive Press; Copyright 1996.</p>	<p>No matter how unpopular the notion, leaders can't strip themselves of their responsibility to teach, coach, and train. When it comes to their vision in general and to leadership in specific, no one is better suited to the task. The only question is, "How can leaders take on the job without crushing themselves with one more assignment?" To respond to the never-ending time crunch, we'll suggest that leaders (1) teach in real time, (2) train in short bursts, and (3) coach to solve problems.</p> <p>[Capability versus Capacity] [vit - 1 #19-SK0067 - GREEN - teach]</p>	<p>Having regular meetings, even of short duration (less than an hour), during which a "learning" objective emerges from those who attend is an ideal method for connecting with people about topics of interest to THEM! Naturally there are always information-out topics that must be covered. But a strong message is delivered to any workforce when the "boss" is open to clarifying any topic of interest to those in attendance. This is more than a hurried, "Are there any questions? No, have a great weekend." Too often meetings are scheduled to prevent open dialog and emergent topics are often discouraged - intentionally or not.</p>	<p>Create a "Conspiracy Team" consisting of several front-line employees that are known to be influential, but not necessarily always in agreement with the "boss." Charter this group to field topics from among the workforce. Gritty/tough topics welcome. Meeting with them a few days before the all-hands meeting and let them brainstorm and vote on which Topic of the Month will get the attention. Keep track of team performance using CapacityWare.</p>
<p><b>T3 #2</b></p> <p>LM / 7 / 0 Membership Organization, The; By Jane Galloway Seiling, Davies- Black Publishing, C. 1997</p>	<p>Perceptions of fairness or unfairness are catching; they move across the organizational circle eventually affecting the climate of the organizational community and its ability to be a top performer. For this reason, the best interests of the member should be of concern to everyone in the organization. Perceptions of fairness and unfairness are based on the following assumptions: Members must be able to participate in decisions. Members are assumed to be capable of free and constructive deliberation. When individual members believe themselves to be powerful (as opposed to powerless), it enhances their self-respect and self-worth.</p> <p>[Capability versus Capacity] [vit - 1 #08 LM0177 - GREEN - fair]</p>	<p>Perceptions are really all you can influence. Reality has little to do with the performance formula. Decisions not only have to be perceived as fair, but often you will have to help people understand "fairness" in broad organizational terms for it to sink in. A fair organizational decision may result in the perception of being unfair to a small group or even a single individual. Just because people provide their opinions, does not mean that they have a clear sense of ownership in the decision. Perceptions are often hidden, especially from supervisors and managers, because disclosing negative perceptions is a discretionary act.</p>	<p>Institute a regular (weekly at least) "meal-time conversations" with front-line groups - a different group each month with overlapping membership. With a couple of months worth of regular opportunity people will likely open up and engage in "tough" conversations. Perceptions will surface and provide the opportunity to change those perceptions. When negative perceptions actually change, ask for help from appropriate front-line workers to spread the word about the change. Use CapacityWare to keep track of these events so that the process becomes as effective as possible.</p>

<p><b>T3 #3</b></p> <p>LM / 7 / 7 Habits of Highly Successful People, The, By Stephen R. Covey, Simon and Schuster, Copyright 1989</p>	<p>Mission [purpose - vision] statements are also vital to successful organizations. One of the most important thrusts of my work with organizations is to assist them in developing effective mission [purpose - vision] statements. And to be effective, that statement has to come from within the bowels of the organization. Everyone should participate in a meaningful way - not just the top strategy planners, but everyone. Once again, the involvement process is as important as the written product and is the key to its use.</p> <p>[Capability versus Capacity] [vit - 1 #17 - LM0179 - GREEN - participate]</p>	<p>Ownership of an organization's theoretical or conceptual basis for existence is best forged from among its full membership. This does not mean to imply that the process is a full joint venture. Those at the top of the organization chart may be more adept at drafting and finalizing the statements, but passing these statements through an workforce filter for a reality check is an imperative. Going slow to capture the best thoughts of the front line workers "tempers" these concepts as surely as heat will temper steel.</p>	<p>Create "Purpose - Mission - Vision - Values - Customers" statements and collect reactions from a broad base of workforce members. Do this over several iterations so that the workforce can recognize that their input is being considered and incorporated into final documents. Form ad hoc teams to review this document privately as the process moves forward so that people will feel free to talk about and impact these statements before final distribution. Go on to test peoples understanding of these documents over the course of time. Include a discussion of these statements in all employee orientations. Insist that front line workers participate in these presentations. Keep records of these "forging" events in CapacityWare.</p>
<p><b>T3 #4</b></p> <p>SK / 6 / 8 Fifth Discipline, The :The Art and Practice of the Learning Organization, Peter Senge, Copyright 1994</p>	<p>Reflective openness is based on skills, and not just good intentions. There are the skills of reflection and inquiry, first presented in the mental model chapter. These include recognizing "leaps of abstraction," distinguishing espoused theory from theory-in-use, and becoming more aware of and responsible for what we are thinking and not saying. There are also the skills of dialogue and dealing with defensive routines, discussed in the team learning chapter. Organizations that are serious about openness support their members in developing these learning skills.</p> <p>[Capability versus Capacity]</p>	<p>True high capacity organization invest in developing an open atmosphere among their workers such that problems can be surfaced and solved without fault being case and retribution being a club to attain submission.</p>	<p>Program sessions/events with sufficient time and attention that people can express what is on their minds. Suppression of legitimate concerns (even if they are not based on fact - especially if they are not based on fact) is a sure road to closing the open dialog desired by those in critical decision-making positions.</p>
<p><b>T3 #5</b></p>	<p>Empowering means that the people who deal with customers</p>	<p>The "rules" may be written and enforceable, or the "rules" may</p>	<p>Use an informal team to make a short list of the customer-</p>

<p>LM / 7 / Corporate Coach, The, James B. Miller, St. Martins Press, Copyright 1993</p>	<p>have to know when to break the rules, take initiative, and be creative. When they show this kind of thinking, their efforts should be recognized and rewarded, not punished.</p> <p>[Capability versus Capacity] [vit - 1 #16 - LM0074 - BLUE - reward]</p>	<p>simply be cultural norms. In any case, doing the right thing simply because it is the right thing to do at the moment, rules or no rules, may improve the customer relationship. Once a customer relationship is improved, it can be leveraged to an advantage, but seldom before an improvement is made.</p> <p>Note: Enterprise Car Rental - pick you up!</p>	<p>oriented "formal written" rules and the "informal cultural norms" that may be irritating to the workforce. Identify at least one that, if accommodated, would provide customer leverage that might lead to an advantage. Test this "breaking the rules" approach to see if it will shift the advantage to a win/win scenario from the current win/lose condition. Broadcast the results when the win/win advantage is achieved. Maintain records of this project as a CapacityWare INITIATIVE.</p>
<p><b>T3 #6</b></p> <p>IN / 2 / 16 END OF BUREAUCRA CY &amp; THE RISE OF THE INTELLIGENT ORGANIZATI ON, THE, by Gifford &amp; Elizabeth Pinchot, Berrett-Koehler Publishers, copyright 1993.</p>	<p>Part of the reality we sometimes deny in a bureaucratic setting is that all members of a system do deserve to be told all the relevant truths and to be given all the information needed to function well. Good self-management depends utterly on access to information.</p> <p>[Capability versus Capacity]</p>	<p>Open access to needed information is essential to optimize the capacity of any workforce. If people believe that information is being kept from them, they will withhold information in kind. The organization suffers.</p>	<p>To the extent possible, provide information that will fill the needs of people who have a desire to know what is going on that will impact them.</p>
<p><b>T3 #7</b></p> <p>PE / 7 / CREDIBILITY, by James M. Kouzes &amp; Barry Z. Posner, copyright 1993, by Jossey-Bass Inc.</p>	<p>Trust is maintained when people see that we are not "know-it-alls" and are interested in learning from others. It is also maintained when others see that we are willing to admit our own mistakes and learn from them, instead of dismissing them as someone else's problem.</p> <p>[Capability versus Capacity] [vit - 1 #35 - PE0901 - BLUE - mistake]</p>	<p>Trust is a condition that exists between two or more people when their priorities are well aligned. Unless drastic and adverse results occur, the failure to admit the mistake and learn from it is often more damaging than the mistake itself. People want to work in an environment that permits acceptable mistakes and demands that people learn from them so that repeat mistakes are eliminated. When that condition is part of the model provided by supervisory and management behaviors, it cascades to the workforce with tremendous advantages. Rewarding recovery</p>	<p>Look for ways to generate improved processes as part of the aftermath of something that has gone wrong. When the individual making the original mistake learns from it and institutes an organizational improvement because of it, consider this an opportunity for recognition - make it fun and a regular part of the formal recognition program. Identify an appropriate case and follow it to a positive conclusion for the organization. Incorporate the process into the formal recognition system in your</p>

		may be as important as rewarding discovery.	organization. Use CapacityWare to track progress on this INITIATIVE.
<p><b>T3 #8</b></p> <p>PE / 6 / Leading Change, John P. Kotter, copyright 1996, Harvard Business School Press.</p>	<p>In a change process, a good vision serves three important purposes. First, by clarifying the general direction for change, by saying the corporate equivalent of "we need to be south of here in a few years instead of where we are today," it simplifies hundreds or thousands of more detailed decisions. Second, it motivates people to take action in the right direction, even if the initial steps are personally painful. Third, it helps coordinate the actions of different people, even thousands and thousands of individuals, in a remarkably fast and efficient way.</p> <p>[Capability versus Capacity]</p>	<p>People have an amazing capacity to meet the expectations, positive or negative, that others set for them. The same is true of a leader's or organization's expectations.</p>	<p>People in well-functioning organizations find it easier to implement change because they have usually been an integral part of successful change implementation in the past. A leader in this type of organization can change the focus of an organizations' vision by stating it well, saying it often, ensuring managers are making plans to implement it, and monitoring employee ownership of the change by discussing it with them.</p>
<p><b>T3 #9</b></p> <p>PE / 5 / 0 Age of Participation, The; By Patricia McLagan &amp; Christo Nel, Berrett-Koehler Publishers, c. 1995</p>	<p>One challenge that many organizations face is eliminating work that does not add value from the main value-adding stream. One structural solution that helps them to do so is to bring as many functional activities into the main work stream as possible. For example, work teams can develop their own budgets and do their own staffing and performance management. The support staff for these activities should be very small, and its members should not have power to create work or reporting requirements that expand their influence without adding value. Assuming such functions may at first seem to distract teams from their main job of producing a product or service. But it has some major benefits: The team makes better decisions, and it owns them. In the past, they belonged to functional staff.</p> <p>[Capability versus Capacity]</p>	<p>There are four options when trying to balance what appears to be excessive workload. First, you can change the cooperative chemistry between people who work together (create synergy). Second, you can improve the RGB-MTT ratios by better "typing" the tasks assigned to each individual. You can charter the team or work group to determine what tasks can be eliminated or completed more efficiently. Finally, you can hire more people to do the work. In the long run, the first three options should be explored fully before exercising the fourth option.</p>	<p>First - determine the RGB Capacity Index for the group and take action to improve that "chemistry" to create synergy.</p> <p>Second - determine if tasks can be shifted among members of the work group to better use the talent available to get the job done.</p> <p>Third - Charter the group to eliminate unnecessary work and streamline process to improve efficiency.</p> <p>Fourth - consider hiring more people.</p>
<p><b>T3 #10</b></p>	<p>The ability of an employee to transfer from one part of their</p>	<p>Shifting workers from one assignment to another is often</p>	<p>Consider the potential of shifting people and jobs to</p>

<p>OR / 5 / 0  CapacityWare,  Joseph J.  Lacroix, Self-  published, 1990  through 2004</p>	<p>organization to another is a significant win/win benefit for both the individual and the organization in many cases. Notwithstanding dysfunctional employees that are simply transferred from one department to another, career progression through the ranks by working in various departments has long been a standard and desirable practice for both management and workers.</p> <p>[Capability versus Capacity]</p>	<p>healthy for the individual and the organization. This practice tends to remove "ruts" that may have been established in the organization's culture, and provide a fresh start for many employees. The gaining department will also benefit from acquiring a knowledgeable employee. The organization will fulfill an often-requested benefit of "cross-training" and provide both challenge and opportunity for the employees that take advantage of the opportunity.</p>	<p>accommodate learning, growth potential, and a potentially improved RGB capacity for both individuals and the gaining and losing work groups. Approach potential shifts as tentative - perhaps even on a trial basis.</p>
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