

Leveraging Cross-Systems Collaboration to Drive Innovation Webinar

June 2009

[Robb Sewell] Good afternoon. My name is Robb Sewell and on behalf of the NTAR Leadership Center, I would like to welcome you to the fourth in our series of Virtual Leadership Institute Classes. The topic of today's class is *Leveraging Cross-Systems Collaboration to Drive Innovation*. Before we start, I'd like to take a few minutes to review some important information. For those unfamiliar with this particular webinar format, the presentation slides will appear on the right side of your screen. A chat feature on the left portion of your screen will enable you to communicate with me should you have any questions or encounter any problems. Simply type your message and click send. You'll also see an option for full screen on the left portion of your display. Clicking this will maximize the area where the presentation slides appear and will minimize your chat box so that it appears as a floating window. Throughout today's presentation, I encourage you to submit questions for our presenter. To do so, click the Raise Hand button in the lower left hand corner of your screen. I will then provide you with information about how you can ask your question or if you prefer simply submit your questions by using the chat feature on the left side of your screen, type your question and then click send. Please note that this webinar is being recorded. A direct link to the class webinar including audio and web content will be available on the NTAR Leadership Center Web site by 12 PM, Eastern time, Thursday, June 11. The NTAR Web site can be accessed at www.ntarcenter.org, that is www.ntarcenter.org. And at this point, I'd like to turn things over to Maria Heidkamp who is the director of the NTAR Leadership Center's State Leaders Innovation Institute, Maria.

[Maria Heidkamp] Thank you very much Robb. I'm delighted to welcome you to today's Virtual Leadership Institute. For those of you who may not be familiar with the NTAR Leadership Center,

we were established in September 2007 through our cooperative agreement with the U.S. Department of Labor, Office of Disability Employment Policy, which goes by ODEP for short. The NTAR Leadership Center consists of a collaboration of partners with expertise in a variety of areas including workforce and economic development, disability employment, financial education and asset building, and leadership development. The NTAR Leadership Center was created to build capacity and leadership at the federal, state, and local levels to enable change across workforce development and disability-specific systems that will increase employment for adults with disabilities. Go to the next slide please. Thank you. Our mission, at the NTAR Leadership Center is grounded in a series of five principles that have been called from seven years of ODEP research, specifically these include, increasing partnerships and collaboration among and across generic and disability-specific systems, increasing the use of self-direction and services and integration of funding across and among systems, increasing economic self-sufficiency through leveraging work incentives, financial education or other strategies that promote profitable employment and asset building, increasing the use of universal design and employment services and as a framework for employment policy, and increasing the use of customized and other forms of flexible work options for individuals with disabilities and others with barriers to employment. I am pleased now to introduce our presenter for today's class on Leveraging Cross-Systems Collaboration to Drive Innovation. Philip J. Friedrich is currently an Executive Consultant and Coach for Take Charge Consultants in Coachville, Pennsylvania. Phil has extensive experience working with senior managers in both the public and private sectors to assess strategic environment, deconstruct complex issues, prioritize concerns, and identify actions needed to move forward to improve operations with the best use of resources. Phil's 30 years of experience include positions ranging from Director of Human Resources and Organizational Development for the Pennsylvania Department of Public Welfare to senior consultant

and partner with an international consulting firm where he studied how effective leaders manage difficult business challenges and work to incorporate those skills into repeatable, consistent methods that could be adopted by others. Among his recent consulting assignments, Phil has worked with the NTAR Leadership Center's State Leaders Innovation Institute team from Connecticut to help them do some strategic thinking around how to move their team agenda ahead in these difficult economic times. With that, Phil, the floor is yours.

[Robb Sewell] And Phil, all you need to do is just press star 7 to unmute your line.

[Phil Friedrich] That's good, thanks. Does it work? Am I here?

[Robb Sewell] Yes, most definitely.

[Phil Friedrich] Great, great, well thank you, Maria, and everybody welcome, on this, what is actually a hot and humid day from where I am in Pennsylvania. I understand we have a broad range of folks from around the country and I'm looking forward to talking with you and when I was asked to do this program, yeah, and we were looking at leadership and leading these types of organizations, breaking down complex issues and managing change, there's been higher library walls full of books and research on these things and then what I'd-- tried to put together today is a snapshot of both some research and some tools and tips and techniques that you can take back and use in the real world in which you work. Next slide, hello, there you go. As Maria briefly touched on, the agenda here today, it's in two parts. First, I'm going to talk about, and just give you the tour around the process to break down complex issues and prioritize concerns just a kind of controlled brainstorming process that comes from research on people who are good analytical thinkers and how they handle complex situations. If you are on this call today, a lot of it should be familiar to you because if you are at this level and involved

in this kind of a program, you have some analytical skills that have gotten to this point. What I'm looking to do is give you some extra tools and tips and a little bit of extra to add to your toolbox and talking then about how to break down complex issues and get people involved in that and have some ownership of that and identify priorities, so they can move forward, and how do you do that, how do you move forward effectively? How do you lead change? There's a lot of work on change management, but leading change takes a specific type of outlook and perspective to be effective and I'm going to offer some views on that and a little bit about change in general that I hope will be of value to you and then you'll have this presentation and a couple handouts also when you go back to the job. There's a couple of extra pieces that's in conjunction with these PowerPoints. One was a multipage handout but it's called label leading change. Some of you may have read it prior to this, it's something to look at afterwards. It's a little more in-depth coverage of some of what we'll talk about here on the second part of the agenda and there is two other one-page handouts and I don't know if you have those, if you printed those out but one was the situation appraisal page and one was an action plan page but we're going to use the situation appraisal page as a tool if you have it out to walk through this next part of the agenda. Next slide please. The objectives here today are, as I refer to them, is enable you at the end of this program to learn, how to learn the systematic approach to handling complex concerns and at the end of this session to have gained some additional perspective about strategies for leading change that can promote ownership and buy in among others and enable you to be more effective in engaging and aligning others to get where you want to go. Next slide. Today, it's not about funding, it's not about support services, work rehabilitation, workforce development, all that stuff, you're all experts in that and you've been talking about that until the cows come home on these programs, and I know everybody at work, what today is going to be about is about leadership, leading organizations in the process of effective

leadership. Next slide. That's me, as Maria said there's my information. I've been with Take Charge Consultants for a little over two years. It's a 35-year-old firm, it's funded by a couple of psychologists, headquarters is outside of Philadelphia. We do a lot of executive coaching and strategy work. Primarily our focus is in federal government. We've been rock and roll busy because fortunately or unfortunately some of our federal government clients include agencies like the FDIC and the Pension Benefit Guarantee Corporation in the small business administration so we've been heavily involved in this economic restructuring. We also, but not profit wise, we also do work with the likes of the Smithsonian Institute and National Geographic, those types of folks. Before that I was, for 18 years with Kepner-Tregoe out of Princeton International Consulting Firm, offices in 14 countries, problem solving, decision making, analytical process improvement, project management, IT back office, serious strategy work, and long ago and far away, I was with the Department of Public Welfare here in Pennsylvania, umbrella organization here for all the social services, income maintenance, mental health, disabilities, children with no families, the whole nine yards had jobs like the management development and the director of human resources and organization development, I still live in Harrisburg, Pennsylvania. It seems like as if the state capital may still stay involved in a little bit and some of the work you folks are doing and everyday in your world. Next slide, okay, let's talk situation appraisal, breaking down complex issues. The first aspect of the presentation today is to talk about and give you some frameworks, a template for getting out of that big buzzing mess if you're familiar with Edward de Bono creativity, does a lot of work on thinking skills, de Bono talks about the big buzzing mess that we all exist in all the time, and then how do we get out of it? How do we break things down to move forward? Well, let's talk. Next slide. What we're going to talk about is thinking processes today. We're going to understand a process level, not the content level, but processes that can be used in any environment and public sector or private sector in any kind of

department and any type of agency inside the state, cross state, federal, local, state, and where we are working. These are processes, analytical and changed leadership processes, that can be used in any kind of content. Talk about processes, the systematic set of steps to meet a goal. Unless you've been living under a rock, you're familiar with what's going on in the auto industry and coincidentally, I have been looking at new cars, seeing what's out there. Nothing to do with a cost or the cheap cost of it and all but for some of them, I've given up on Pontiac though. What it's--and looking at cars, if you think about the output, an output of the manufacturing process. It's a high-quality automobile ideally, so that's the result of a manufacturing company. Think about what the input is in that to get there. What are the raw materials? The raw materials, the input into that manufacturing process are the things like the technology, the wires and the chips and glass and rubber and leather or glass or all the different metals that go in and all the input, all the different raw materials that go into making up an automobile, but those by themselves, those bit and pieces aren't the automobile. They go through a manufacturing process and that process of stamping and welding and connecting and sitting is what you give the automobile and I would offer, especially if you've been looking in automobiles over the last two years, that no matter how good a quality or how lacking relative to other raw materials some manufacturing companies use, is the process, the quality, the process is the biggest differentiator in the quality of the automobile, how those things fit, how they work together, how they're set up and then to give you access to them. So it's the manufacturing process. Next slide. You don't manufacture, you think. Your job is to think and you have your stuff and people you work with, you work in a thinking process and what you want, your output, your result, is concerns resolved effectively and just as with the manufacturing process, you have inputs, you have raw materials, you have people, experience, judgment, knowledge, the people who work for you, the software, the databases, all that's your raw material. That

though and by itself, unless you have good thinking processes to gather and sort and organize that raw material, your raw material, you're not going to get the results you want. That some of the best staff, the deepest databases, the greatest amount of information you have if you don't have good analytical processes, good leadership processes, you're not going to get to where you want to go. Just like automobiles, I would offer that it's the processes. It's the thinking processes that are a differentiator between the more and less successful organizations. Next page. What you're going to find out, what you're going to see as we go through this is we're going to talk about questions. Research on leaders definitively shows that good leaders ask questions, draw out information, gather information from many, many sources in order to be able to make effective decisions and then to choose direction. Good leaders understand the intent behind their questions, the assumptions they are making to ask those questions, understanding what words they're asking is very important, what the words you use and I know where you're going to get the right answers, the answers with the best information, right's a relative term, the best information. And as we go through this, you're going to see that pretty much everything here is built on the questioning processes. Next slide. The process of situation appraisal and then as I mentioned, there is a one-page handout of situation appraisal that has all this on one page, as it is a one-page handout that you can follow through if you're taking notes on, or you can print it out after the event. The situation appraisal is processed for systematically planning and resolving concerns. Breaking down, identifying, and sorting through priority concerns so that you can get a clear, complete list of prioritized actions to take in order to move forward. The process takes you through four steps. The first step, you identify concerns. That really is two parts, identifying concerns so that you can set priorities, plan next steps, and plan involvement. That's how people do it who do it well, in that order. While we're on this slide, think all of you listening here and I would like you to pick up a pen or a pencil actually and some

paper. And write down some examples of complex concerns in your work environment now, in your role now, no matter what your role is, whether you're the king of Siam or whether you're the lieutenant in charge of a platoon. You know what? Complex concerns around funding or, what you're facing around barriers to program implementation or collaboration issues or communication, just think for yourself and write down a major concern, issue for you and your work environment now. I can see the smoke coming out of your ears. So just think about that, and what you want to do is have you kind of work a little bit on one of your major concerns as we move forward. Now it can be intra or interagency, it can be between states, it can be federal states, it can be inside your work team. You know, it can be with your staff. It could be with another department or another division or another agency. You know, so we all have for us, for where we are, complex concerns to deal with. It could be communicational morale. It could be funding issues. It could be program implementation in conjunction with XYZ division of ABC agency and over there, a half mile away in a capital complex. So now that you have something like that, let's go to the first step in the process of situation appraisal. Next slide. Study of--and as they say the people who are good at getting out of the complex situations and moving forward, show that they start out by asking these kinds of questions around the specific issue, and we're not talking about the end of hunger or you know, the end of war here. We're talking about, how do we get the funding decisions made around ABC program? You know, how do we communicate the new version of the strategy for this kind of development funding? Or this kind of workforce development? What's the issue? And the question for you as a leader and for you with your team or with your cohorts or with your colleagues or your peers is just get in a room or get on the phone and develop a list of the concerns. And we're not talking about problems, we're talking about concerns, using the right words, as problems tend to say that it's a negative. So what threats and opportunities do we have? What problems do we need to solve? What choices do we

need to make? These are not questions you have to answer, but these are examples of thought stimulators around improving communication among agencies. And not going anywhere. So what do we need to solve? What decisions need to be made? What changes do we need to make? What opportunities exist? And get them up, list them out, and then you can, as we talked about, you can make the note yourself about the decisions that you need to make around funding or around collaboration, around implementation, or the plans that you need to start implementing. Or what's bothering you about it. But just get them up. This is a controlled brainstorming process around a specific issue. So get them up, make them visible, and making them visible is really important. Get them to go out the brain, out the hands, on to the keyboard or onto a piece of paper and working with a group that means on to the white board, on to the easel sheets. Get them out, make them visible 'cause that is--I'm sure you'll appreciate that sometimes, to actually verbalize that thought is much more difficult than you might think and if you're with a group, by getting them out and making the visible writing--that's how it gets into this, that's how it gets clarified. That's--we got a communication problem. What do you mean by communication problem? Next slide. You're going to get a list of things you got to do, decisions that need to be made, problems that need to be solved, and you're going to recognize that some of them--this is part of this first step that needs to be separated and clarified. We got a communication problem--we don't have enough meetings, people aren't on the same page, nobody really understands the strategy, or we find out things the week after everybody else, or we don't have enough phones. You should expect to clarify your concerns, your issues. But the first step is to get them up, to make them visible so you can have those discussions. Because you know that somebody from a different agency or a different background, technical background or different profession comes from a different planet many times when they're looking at something that you're looking at. They have a different language, a different way of looking at it, and

different needs. So the first step in a process, in a leadership process, to break through the big buzzing mess and begin to be able to move forward is to identify concerns, get them up, list them, make them visible, clarify them when you need to. Sometimes you don't need to, sometimes they're clear, but you're looking for those communication problem types of things or lack of attention. What do you mean by lack of attention to this? How does that look? What do you mean by that? So you get up a list and it could be one easel sheet, it could be seven easel sheets, it could be white boards all around the room or it could be seven things. But whatever the complexity of the issue is, you have to identify the issues first so that you can--next slide--set some priority in the real world. You can't do everything at once. Now, your governor may tell you that's not the case, but in the real world, , you're secretary of whatever might you to do everything. Once we have to break things down, there has to be some priority. And in order to take action and start knocking off things, start moving forward on some of the highest priorities in complex changed situations that we're all involved in now, requires that you said some high, medium, and low priority, not one to ten, not one to a hundred, just HML, high, medium, and low. And in reality, you're really just looking for the highest. What are the highest priorities for us to work on now, or next, or first? What you want is to identify some or develop some criteria for how you're going to prioritize. The criteria can be--it's the state's--the governor's strategy, or the secretary's strategy, priority or work goal for this year or accomplishment number three and four, if it needs those. The highest priorities have to be high because they are on the page here, our great standard basic prioritization framework. Because they're the most serious, with our people, the costs, with the customers or clients, productivity, they're highly serious, something we have to deal with because of those reasons. They're urgent, and there's a deadline. There's something coming up. It's the end of the fiscal year. The funding wave one is ending in October and so there's some urgency in growth. Some things, we've been dealing with it this way for the last six months. We'll survive for another six

months or more. Other things, if we don't do something about it now, we're going to be so underwater in six months. We're not going to know what hit us. So what's the most serious? What's the most urgent? What's going to grow and hurt us later or even worse, high, medium, and low? So identify your concerns, list them up, get them up, clarify them, what are all the issues around funding or communication or collaboration or these program barriers, these implementation issues we're having? What are all those issues around there? What are our concerns? Break them down and clarify them so that you can anchor the highs, and what we want to do is find the anchor, the ones that everybody agrees are the highs, the ones you have to deal with first, the most serious, the most urgent, that are precedent to others and if you have to do this before you can get to others, before you can take others. And you're really just looking for an anchor or two that everybody agrees on. And then relative to that, what are our highest priorities? So get them up, clarify them, find some priorities so that you can then-- next slide, for the high priorities, not for everything. But it's from the highest priorities now, what's the analysis that's needed? What do we need to do about it? We're not talking about who is responsible yet. We're talking about what do we need to do. I mean does this mean that there's a decision to be made? Do we have a problem? Something's not working as we expect and we need to do an analysis of what changed, why we're deviating from the--should? Was it quality rate or the error rate or do we need an assessment analysis? Do we--it just needs further clarification. We still don't know what this is but we know its trouble. Do we need to take action? Somebody needs to get on the phone and have a meeting and sit down with somebody and do something. So what are the actions needed to move forward on those high priorities? Project, plans, decisions, whatever it may be. So you just write it right here on the list, on the sheet, on the blackboard, or on the white board. Blackboards can tell that I am older than many of you. Write it out, put it down so that you can take some action. And then, next slide, because if you don't identify the right action to take,

you're going to end up here. I was talking to someone recently who said to me, yeah, we identified this. We've made some decisions around what to do about this problem and it's still there. So we're back in, the decision we made didn't solve the problem. Okay, it's back, and if you made a decision that means you didn't find the cause to the problem first to understand what alternatives there were. So if it is possible for you to back up Robb, one slide. So that's why--what are your high priorities? What you want to do is find out, do we know either why this is a problem before we make a decision to choose an alternative to do it differently, so it would definitely come back and haunt us again? Does this need a clear project plan, do we need to clarify our objectives and identify resources to move forward? So what do we need to do? Okay, next slide. So you don't end up here, right? You drove twelve thousand miles for this. And then, once you've identified what is required to move forward, if it's a decision that needs to be made, if it's a project that needs to be planned, if there's a problem that needs to be solved, now you say, for those high priorities that we need to do these things for, or around, or about, who should be involved? So you know what needs to be done. When does it need to be done by, right? And who should be involved because they have the information. They have the analysis. You're going to need them because there's going to be some training involved or you need their support and their commitment, they're a funding source. Once you understand what needs to be done then you decide who should be involved in doing it because they're the big picture kind of person and you want some big picture kind of thinking around this. If it's an analytical, tough nut, problem to solve, to identify root cause it's an ongoing problem in the IT system that's causing you to lose days and lose sleep then you probably don't want that big picture person, you want the analytical person. Now, if it's a marketing issue and you want to get people out there to start hitting the streets and identifying what's going to hook people's attention to the workforce development opportunities that are coming up, then you want

those kind of people, that type of person, a person from that agency. So the process is to identify concerns, clarify them, get them up so you can identify what the priorities are, right, set priorities, and then for the priorities, plan next steps and who should be involved, so that you can move forward in a logical manner, to break things down, a controlled brainstorming to end up with the highest priority task to do now with the appropriate people responsible to help you move forward with a leadership of that issue, and with a technical knowledge of that issue so that you don't end up--next slide--like this. Who's responsible? It's got to be clear. There's got to be names attached. There's got to be days attached to when things are due. You don't want to end up here two months from now. And I know that none of you have ever had this problem especially if you work cross agency, across departments, across divisions, but you may know somebody who has been. So, next slide. Situation appraisal, here's the summary slide, this is an ordered logical way of doing things that is a differentiator between the more effective people than complex, complicated situations and people who can take a step back, take a breath, take a--and let's get them up, let's identify what's going wrong and what's going on here and what we need to do about it and making it visible. There's nothing more important and you want to write this down, than making it visible so everybody can see and everybody can add to it, and everybody can add their two cents to it, making it visible and being specific. What do you mean by "going to hell in the hand basket?" One of those federal agencies I had the opportunity to do some strategic--they call it strategic--strategic problem solving, it's really scenario planning. When the federal agencies involved in this economic recovery work, I was working with a group of folks and we're getting issues up around a particular concern that they had. And somebody said, not totally jokingly, he said, "This whole thing is just going to hell in a hand basket." Okay. There you go. What do you mean by that? Can you be more specific, but that's the level we started it. That's the level we started at and we worked our way down to try to get some

actions. They really were pretty good and then it got them off the dime. It got them moving forward and it does make a difference but I know that you might have those similar kinds of issues there that need some breaking down. Next slide. So, thinking about the resource part of these complex issues we're all involved in funding issues and collaboration issues and program local and simple implementation issues that were sometimes--there is just so many things, so many pieces in the guys, so many people run around trying to throw darts at the wall and deciding we would do this first because I'm comfortable with that. Well, it's not usually the way you're successful. So, just think for a minute and if you're with any of you colleagues in the same room, how can you use this on the job? How can you use the job and what will be easy or difficult and why in your own thinking? I mean, the idea of regular [inaudible] first meeting that issues the identification meetings or something that you can begin to add into your weekly or your monthly meetings, spend an hour identifying these issues, pull task forces together. And is this realistic, I guess, for you? What do you use now? Anybody want to toss in here? This should be familiar to some of the things you do now.

So, it's a tool to be able to break down those, as de Bono says those big buzzing messes, to enable you to move forward. And the situation appraisal form one-page template is part of the package, you print out and feel free to use with your folks, and, with your colleagues. To have a meeting, you need a facilitator and do it with a group of people to get those issues up, but it's a significant opportunity to move forward and what people want to do is they want to move forward. They want to have something attainable and accomplishable. And in all this change that's going on, and if you might have to use something like this situation appraisal process in or as part of, you identify how to move forward and this leading change. There's significant change occurring and so people would tell you that's getting faster and faster and it's more all the time no matter what. You know can probably even keep you on this

phone line are on Facebook now, or many of you might be, those of you who have kids know about Facebook probably more than others and part of that is that you probably weren't on Facebook a year ago, or even two years ago. But now, it's more and more of a part of life. Things change when we communicate things, this [inaudible] is significant change and all the parts of what that means for you, for all of us in the different parts of the world we exist in. And leading change with those priority issues, moving forward with them that you can, that we've talked about in the situation appraisal process. It's easier said than done. So let's talk about it. Next slide. Leading change, it ain't easy and significantly, but we can do it. Next slide. Let me ask you to think for yourself here, again if you have that pencil or pen available. What are the types of change in your organization going on right now? Like this week, this month. Minor, easily manageable change, they ever move in the cubicles around, they've got more staff and they're moving some people down the second floor, change in the phones. That may not be so minor. Or major change, yeah, we're consolidating agencies as Frank's division is merging with Ann's division and there's a boxing ring set up out in the parking lots for them to figure out who's on first. And what's major or minor change? And how much of it is going on for you? And there if five major changes come up, rolling down the pipe or two, and it's probably more than one in the real world that we live in. Okay, so thinking about those, the changes in your environment. What are the changes in your environment? Let's move to the next slide. Major change has to be orchestrated. Okay? If you're a leader, this is a leadership discussion. The other organize you get somebody has got to do it. If you're on this call, you are the type of person, you have to take responsibility for orchestrating, moving change forward. I'm going to spend a little bit of time here now, by doing a little overview on change. It may not be how people reflect on change, is something as they consider, because of the field you're all in, I'm making an assumption that you're--at least a little bit if not quite familiar with this, but again I'm working with

it. Consulting for a couple of psychologists that we work a lot with, wine managers in the companies and the agencies that we work with who are really cognizant to this. They're not in the tech service industry, in the public and the human services that some of us here may not be. But this is a refresher maybe for some of you. A lot of this is if you're familiar with the work of Daryl Conner or John Kotter. Conner leading on the managing, and he had to change a lot of work, kind of a [inaudible] that became used in the White House and in several agencies and then also in the Booz Allen, that bought his company and made a big practice out of it and of course John Kotter from Harvard who, when I grew up I want to have squads of graduate students who go out and collect data and come back every year. So I can write a book every other year myself. This stuff that the both them, really good stuff. Next slide. Okay so, major change must be organized or orchestrated. So, for both positive and negatively perceived change, there are real emotional responses that almost every person or group experiences. Next slide. So this, and again, it probably is a refresher but you know, even for significant change that is perceived as positive, yes, we know that this has come on, this is great, we want this to happen, people go through an emotional cycle. The pessimism will increase over time, left side bottom of the picture here. So, people start off with uninformed optimism, "Oh yeah he's good, he's a good director and, I know, we heard about this and more funding means good stuff and we're moving forward," and then it's like, how we going to do this informed pessimism, and people living in a public or either privately drop out and be careful they don't start checking out, because they're afraid of what's going on, what the future may hold, testing, testing, testing. You have to give people the time to test, bring things in a bit at a time, if you smash an organization into a new change, you're much better melting an organization into a change than to smashing the ice cube. As people test, they'll begin to have more information, they'll become more optimistic, and develop confidence so that they'll be able to compete and be satisfied

in the new environment. So even for change that's perceived as positive, yes this is good for us, this is good for the agency, this is good for the organization. There's an emotional cycle people go through. People are unsure, it's natural with people, natural. Next slide. Now, my friends, you may recognize this as the Kubler-Ross cycle of emotion when dealing with the death or dying of a loved one. Yes, people who are facing a change that they perceive as negative defined as changing how they define themselves. When you're asking people to change how they define themselves, there's an emotional cycle that's similar to this that people go through where they're just happy go lucky, this could take a very short time, it could take weeks or months, but people will be immobilized. Oh my God, what? They're going to deny it. No, that thing can't be happening, maybe he's transferring, maybe he's going back to the private sector and we'll never see that again. Well, it's stupid, they don't know what they're doing, they're not down here, anger. Bargaining, well listen, if I could still do part of the things that I do now over there and travel to Philadelphia three days in a week, then I only have 13 years, 6 months, and 2 days before I retire, detesting, and finally to acceptance. So there's an emotional cycle that people will go through inevitably. It's not just your people. It's not just people in California or Ohio or your agency. It's the way people deal with significant change, asking them to change who they are. Some of the most difficult--my former firm, we did a lot of research on the reaction to change and some of the most difficult people to have come along effectively or smoothly, in significant change of this type where they see it as negative, were the people who were the best in the old way of doing things, the people with the plaques on the walls who got the awards, who were recognized because they were the best and they are the best, maybe the smartest and hardest working people and now your asking them to be smart and hardworking, that's a different type of person, doing something different. It's really hard and this is true, end of story. You have to help people move through that by listening, by helping to move through, and next slide. It

takes time to move through the stages, okay. So if you look at those and you can pull this out later and there's a lot of literature on this but, how do you help people move through immobilizations and denial like giving them information, by taking the first step to yourself, by moving forward, showing them that you're moving by communicating and communicating and communicating over and over again in helping them move forward but you do have to do this. Now, you say, Oh my God, we have so much change here and we're so different than everybody else in the public sector and, oh, whoa, it's us, and that's true and it's different and it's difficult. Let's go to the next slide. Here is some research from 150 organizations primarily in the U.S. base but some international. Next slide. This is feedback from managers, this is one is the executive notes in those 150 organizations. It's about the projects, programs, initiatives in the past five years, major change projects in the past five years, in these organizations. Of those 150 organizations, setting 84 percent in the last 5 years that set and implemented strategy, they've gotten involved in employee involvement, empowerment, cost reduction, downsizing, customer service improvement, and these are all the things you do too, mostly used for private sector but, you can translate this to where you are, productivity improvement, yeah, yeah. But those organizations, 84 percent of them had strategy changes, 80 percent of them were engaged in employee involvement empowerment, trying to do things better with less maybe. Cost reduction, downsizing, 73 percent of them. Next slide. Executives, major initiatives undertaken in the past five years, this is just a little color on that. Those are the types of activities, the types of change the people were involved in the previous slide. This was the number. If you look at the purple and the green, that's almost 80 percent, almost just 6 to more than 11 in 5 years, that's 42 percent--over 42 percent have 11 or more major initiatives in the last 5 years. My math shows that at least 2 major initiatives rolling down the pike of that type in the last 5 years. Next slide. In the last 18 months, look at this. 22 percent had 3 major initiatives with strategy

change and customer service initiatives and all those types of things. So, the 28 percent, 30 percent, or almost 40 percent had 4 or 5 major initiatives undertaken in the last 18 months so it's rock and roll everywhere. Next slide. Change of the new normal. Let me ask you. Thinking about you, yourself, your agency, your organization, your division over the last 18 months, how many of your major initiatives were really successful and how many were less than completely successful? The honesty drum is drumming. Let me see this. You actually met the objectives that stated and they were rolled out. For the last 18 months, your strategy, your customer satisfaction improvement, your employee involvement, how many were successful, how many were less than completely successful? Okay, so you got to figure out for yourself. This is from you, this is you, you're the manager. You're the guy or the gal who is a significant manager, leader, executive in these agencies, all right? Next slide. From that research project, possible effects of the initiatives reported on profitability, again maybe for you will be budget management, meeting our budget numbers or getting under budget. Quality, customer, client satisfaction, internal systems, at best, the highest level is 64 percent. Look, there's 2 colors. Managers said it was positive results from their perspective. But look, there's an orange stripe there too. Look at the difference between staff perspective on what was successful and manager's perspective on what was successful. You think it's the same in your place? [Inaudible] to get you down into the trenches, what people will say what's going on? Next slide. Perceptions of initiatives reported. This is the last slide on this data here but this is executive and staff. Talking, giving feedback on the reactions of employees to the initiatives, that they would be successful or not. Look at the left side is resistant and skeptical, right, resistant and skeptical. Executives say that, you know, 50 percent of employees are going to be resistant or skeptical that they think it's going to work, that this initiative is going to work. You're starting off behind It's a lack of communication, it's a lack of clear strategies, the lack of having people understand why we're

doing this and leading people forward effectively. And then the staff perception, you know, it's pretty bad. You're asking people to change, you're asking people to make organizational decisions, agency changes and how you're working together and how you're implementing programs and this is the real world. Next slide. Okay, rock and roll. Successful change requires moving people from the current to the desired state. You're going to have to show people what the future is and there has to be pain involved by staying where you are. As a leader, you have the responsibility of setting up bounds of consequences to move people to the future, meaning negative consequences for doing it, continuing to do it this way and positive consequences for doing it in another way, and helping people through a transition. Next slide. We talked about time, effective change management takes time. Going awareness, developing and understanding, building a positive perception of what this is about and why--there's something to write down, along with making it visible, being specific, the next thing to write down is why. So people move to begin to install it, adoption and institutionalization, time. Your good looks and sparkling personality are not enough to do it. Next slide. Two cornerstones for leadership and effective change management recognizing resistance factors exist, they're real. Those slides about the emotional cycle are just that cover slide, the cover of the emotional issues around change and the second piece is to engineer your performance environment to support your change initiatives. Let's talk about these two real briefly. One, as a leader, recognizing that resistance factors are real, that it's not about you, it's not about this change, it's about change period, and planning how you're going to work against them. Next slide. Let's talk about those resistance factors first, two slides on this. Resistance to change will be higher when individuals or groups affected by the change whether it's you, whether it's the community group, whether it's the employer group that you work with, or whether it's the folks in the facilities. If they don't feel the need for change, if they see the personal cost is too high relative to the perceived reward for them, if

they dealt the consequences, isn't such that there'll be more positive consequences in the new environment than the old, if people are not involved in the planning, resistance will be higher. Involvement equals commitment. It takes time upfront to get people committed over the long run. Resistance will be higher when people lack confidence in their personal capacity to implement and they fear failure due to significant changes in key job characteristics. That's the emotional part of, you're taking away who I am, I've been doing this for 12 years and I'm pretty good at it now, and you're asking me to be different? You're asking me to talk to people in person, go out and drive out to that city, those cities all over the state and sit down with people and, the only people I've sat down with are people in my church and the PTA in the last 5 years. People need to know they're going to get the training and support to be able to move forward. These are views--this viewpoints and the one to the next, what you want to do is ask yourself on a scale of 1-10, where are people, they do not feel need for change or they do feel the need to change and you need to view this thinking, these questions to help you think about and plan for how to move people through change. Next slide. The second set of bullet points are on managing resistance for you to build into your planning, implementing significant change is that resistance will be higher when the purpose of the change is not clear. It's poorly communicated and not specific about the why. I know that many of you have human resources people, or human capital offices or whatever we call them now who are really good in hiring really good people but I also know that none of your agencies, none of your units, none of your organizations have actually yet been able to figure out how to hire people who can read other people's brains. It's just [inaudible]. You got to talk, tell it and tell it and tell it, three times before they begin to hear you. Resistance will be higher when key people are not seeing this [inaudible]. If the leadership doesn't take the first step, doesn't take action to change themselves, it ain't going to happen. Sponsors lack trust or respect. If there is a history of change sponsors, the people

sponsoring the change, the funding and [inaudible] happening, giving us the ability to happen aren't trusted then you have to find another sponsor 'cause it's not going to happen. If for whatever reason in the past, there's no trust in the sponsors and that was then, this is now but that's, if you want to be successful in leading change, you have to have respect and trust all the time. Resistance will be higher when change is seen as incompatible with the existing values. Our strategy has always been to build these facilities, to take care of these developmentally disabled people here at Folk Center in Northwestern Pennsylvania and it's a gorgeous building and this is community stuff. Aren't people living in the neighborhoods? What's that? You know, there's no [inaudible] there for some of the old folks, in those days then, that's when I was involved in Pennsylvania. Inadequate resources to support the change, normal, but on the scale, what are you going to do? And the speed of change is seen as too fast for the environment. These are all factors, these last 2 PowerPoints are all factors for you to consider with your team when you're planning to move forward with significant change. Next slide. The second part of this is the effective change management. First, recognize these resistance factors and works against them, and the second part is to engineer your performance environment, what does that mean? Next slide. I've referenced this but there are people, individuals and groups working in the performance environment, it's not that they're lazy, the performer, the individual group, it's not just they have a bad attitude, but there's a performance environment that affects them. And the first question is, do they understand the right response, and you, as the leader, about that group, about that agency, about that individual, about that team needs to ask yourself, do they understand the new expected response, what they're supposed to do, yes, no, or I don't know. It's really been detailed, has had the training, had to have the discussions. The second question is the performer, him or herself or for them, that unit, that group, you know, could be 500 people, could be 1 person, but do they have the right circumstances and

situation, do they have the right training skills, knowledge, software, tools, workspace to be able to do the job the way it's expected to be done now. Yes, no, or you don't know. Maybe you should ask them. Consequences, I mentioned this before. Are there positive and negative consequences appropriately associated with actions? Not what you think is positive or negative, but for them, what's rewarding for them. As with the guy in a bank, I'd never love, I do a lot of work in financial services which [inaudible] in Manhattan, I think a couple of weeks ago, but the guy is a managing director, we're standing in the office of one of his managers and these couple of old-- maybe we were kind of [inaudible] guys in the bank, you know. Through the afternoon, catch up on some staff, the younger is 30-ish, 32 year old or some guy comes in, [inaudible] Frank, here's the [inaudible] report. So he was one third of a project report that was due next day in the middle of the day, it is a Thursday afternoon. I thought he was just--you assume it's on the H drive, but here's a hard copy. Let me know if you have any questions. Thanks. Great. And, the young guy was like looking for a little kudos 'cause his boss is standing there. One of the guys sitting down and Frank goes, "Oh Jerry, thanks, that's great, and kind of leans back in the chair, leans around, pulls up a handful of paper and he said, "You know, Mary is really behind on her stuff. Can you help her with hers?" And the young guy's face has dropped. [Inaudible], I knew he wasn't going to hand him anything, really. Well as we talked about what happened, what's going on there was that guy essentially got negative consequences for an appropriate response, a positive response, he got more work. Now, the manager though, the manager, Frank, he is that kind of guy who for him, yes, give me more work, that proves I'm a hero, yes, more work, yes, look everybody, more work for Frank. He was the kind of guy, maybe one more kind of guy that was good, that was positive for him so he thought he was rewarding this guy, wrong. Are the consequences and balance for the people, the individuals, the teams, the agency that you're working with? What do they see as positive and negative? What they do and

there's a constant regular specific feedback. Is the feedback timely and specific, on a regular basis for people? Not like, you know, three months ago in that meeting downtown, wrong. Like, driving back in a meeting, let's talk. That's the time we have a specific feedback, alright, so [inaudible] engineering, performance environment and recognizing resistance factors, two major aspects of being effective. Next slide. And we talk about leadership drives change. Strong leadership, committed leadership, it isn't going to happen unless you're there to make it happen. Next slide. Roles in the Change Process, this is what they all kind of talked about a lot, sponsors, agents, and targets. Sponsors are often you, or your boss, or your boss' boss who are sponsoring the change, has the power to sanction or just legitimize the change, make it happen. All too often, what happens is the sponsors think that because they understand it and they are the king of the hill, there goes another memo or an e-mail and send out something, some data because Monday morning, at 9 o'clock, this is what we're going to do at 9 o'clock. Bingo, run. Everything's going to happen. It doesn't happen at all in that way. You need agents, change agents who're going to push the change down the organization who can be cascading sponsors. Next slide. Again, sponsors try--the job of the change sponsors, the leadership of change, is to get the targets to move, to change, right? The target's meaning, the staff, the agencies, the community, whatever they may be, target may not be the best term now with all that stuff going on in there. And they're in the world now but you know what I mean. What you need to be successful is the next slide. You need clear agents to move it down from you. Those people on the ground aren't going to move, aren't going to understand unless their boss and their boss' boss can explain it them. Who do they listen to? They don't listen to you, sorry. You don't control the consequences for them, a little bit but not really, not everyday. You need to find sponsoring agents down to the organization and as you're the executive director, if you're the secretary or the deputy secretary, you need to find the division managers, and they need to find the unit managers and if

you're division manager, you need to find your group managers and they need to find your first line supervisors, but who is going to carry the water and half the [inaudible] down the organization. How? Okay, next slide downhill, from here. I'm going to show you basically 7 major aspects of what our research as shown over the years, there's a major differentiator between those who are needing change effectively and less effective change processes. This is a high-level view of what you have in the leading change and out their piece that went out before this event and you can read that more specifically there's that one page on each of those there. And there's an action plan document that was sent out with this, which is [inaudible] across walks with these, but we'll talk about it as soon as we go through. Leading change hits a new reality, happens more and more. Next slide. What we want is to get you out of here and move on from this and then also to help you avoid the next slide. You can read this. You can't leave your footprints on the sands of time if you're sitting on your butt in your office. And so, next slide, the retrospectively. Oh, that one. Before you know, long ago, before 1000 AD, paradigm shifts or the Bronze Age, and the Iron Age, you know, thousands of years, by the year, by one thousand, and by the one thousand major shifts, paradigm shift changes were occurring about every hundred years. Agriculture studies, you have different ways of organizing groups, the country is reforming you know, different relationships, feudal relationships changing. In the 1800s, industrial revolution, there is more change than the previous 900 years, and you know by the year 2000, there's a massive paradigm shift every decade and over a glass of wine or a beer, we can probably talk about that, and you probably been smacking this, and hit on of some of those. Next slide. Ray Kurzweil, if you haven't read the Age of Intelligent Machines, it's a great book, it's two years old but people like Kurzweil say that there will be a thousand times more change in the 21st century now than it was in the 20th century. A thousand times, well, even if he's not right. Even if there's 800 times as much change, more change, it's pretty significant. Next slide. It's the New

Normal. [Inaudible], is it? Who would have expected as we entered the 21st century, in 2011, that there 238 million web users, in North America alone, and that's changed 'cause this was like two months old. The economy trust collapse, crash that we're in the middle of, that there are 60 billion searches, web searches everyday, worldwide I mean per month worldwide and over half of those are on Google, which they are proud of. Who would have expected, the USA being in Iraq and Afghanistan. How many years ago, right? How many years ago? No wait. Skype, free telephone calls. Four and a half Web sites created every second. This case, I got this from Windows or the Microsoft has a new search engine, Bing, that's one of the things that they claim in their marketing, four and a half Web sites now worldwide, created every second. And the only e-mail messages are sent and received today that exceed that population of the planet everyday and I know some of you are responsible for a lot of those e-mail messages. So, next slide. What does it all mean? Next slide, it happens. Shift happens. So, like this last year has been, it's only going to be more. Next slide. People don't naturally embrace change. We've talked about this previously, but in the parietal cortex there's the R-complex, the reptilian complex, I'm thinking about not going to the R-complex. The people, organisms that don't fear death perish faster. It is true that you know that the organisms, humans, early humans that fail to store up food for the winter, that engage in dangerous activities, usually didn't make it. The gene pool is filled with people who had some fear of change. And next slide. Given all that, let's talk about six strategies for leading significant organizational change. We're moving forward from where you are. You break down those complexes as you [inaudible] these issues, who they expect you to be and all these different kinds of funding, and the budget doesn't exist but you got this federal money and who knows what's going to happen if how many manufacturing plants that are closing down and automobile dealerships and what's going on with the farming, and the farming community with the drought and people you got to take care of and, it's just nuts. So, identifying

priority actions and what it's going to take to move forward, the decisions that maybe need to be made, the changes that need to be implemented. We're going to talk about this, you go first. You, the leader has to go first. We touched on that. You need to increase urgency, you know, painting a positive picture to do that, communicate, there's no such thing as too much communication. Disown the change and pay attention. Emotional intelligence is really a significant differentiator, it's real. Emotional intelligence 10 years ago is a nice thing but it's much more validated now and again it's one of the differentiators. Okay, next slide. Now, your folks generally aren't as eager to get going as these folks are, unfortunately, but let's talk about getting going as a crucial aspect of needing change. Next slide. And that with the first bullet point on that introductory slide is you go first. Everyone wants to get to heaven but no one wants to go first. You have to answer the tough question, and this is really important. This question, ask this first, answering a tough question and point out what it is that if you as a leader or whoever the leader of the change in that cascading sponsorship cannot support the change, others are not going to follow. Others will know. And if that's the case, you or they need to look for a different rule. You cannot hide it. People know if you're not going to be committed, if you're not committed and they're not going to follow you and they're not going to move forward. It's not going to be easy. It's not going to be easy anyway. It's going to be even worse. You and your leader cohorts need to take clear observable action to send a message that you're not a helpless victim, that you will assume control, you are accountable, and you are closing the gap between old expectations in the new reality. Actions demonstrate commitment. You have to--I worked with a guy in an agency long ago and far away. He was the secretary of this agency and he was a great guy, he was a great leader, not a very good team manager but great leader. They love him for it. And it was Tuesday morning, 7 am, senior staff meeting, he got up there and every Tuesday morning he said, here's the vision of the organization. We do this, this, this and this, okay? Let's talk

about that, what have you done about this bullet point this week? Who are you--he said where we were, big change in being there, this is where we're moving forward and every Tuesday morning, you could expect that he would ask that question and want to have a conversation about what you're doing in moving forward. And he'd tell you what he is doing also. So you going first as a leader, it's incredibly important to take that first step. The first one, the first action that separates the more effective from the less effective people is they are out in front. They're out of their office. They're walking on the floor and they're having a meeting. They're making a change. Next slide. The next point is to increase urgency, right? This is part of going first, you know, this is as if you'd walk to that action plan if you had that action plan, [inaudible]. Increasing urgency is part of going first but you need to show the need for change in a compelling and visceral way, and you need to think about as a leader, you need think about how you're going to do that. There's a person who was running an agency or running a big chunk of an agency who was trying to convince his folks who work in a very nice posh office in DC and make decisions that affect lots of people from there that there's a lot of people who are unhappy with what they were doing, he was new in the job or the administration has due change, he was new and he actually went out, and he made a videotape of a couple of the biggest complainers, the people who were complaining about what they had been doing over the last couple of years, the service, that they had been getting from this agency. He wanted the new tape back inside it, in the meeting, so these people living in their ivory tower down there on whatever street in DC saw some really upset people talking about what their staff was doing and it's a really unusual situation. When it got the idea across, the urgency, dramatic evidence from the outside, and that leader told his people to take those videotapes and play them to everybody in their units and let them hear what people are saying, and to talk about it, to have that discussion, alright? So, how can you reduce complacency? That's part of moving forward. Next slide. Paint

a positive picture of the future, it's the vision thing. What's the game? Where are we going, you can't be a leader unless people are going to follow you and people grant leadership to those people who can paint a picture of something visible. Where are we going, what can we do better. And it's two words that are really important, what and why. What and why, what and why. People don't read your mind. You've got to tell them what's going on and why it's supposed to happen. What it's going to do for them, why it's going to be more effective, why are we doing this, and you have as complete a picture of the future as possible. Here's an example of painting a positive picture. Next slide. Whenever you think about these marriages or politics and running for a presidency, I worked in New York for 15 years and my clients worked in financial services and this guy, at that time, stepped up and said, "Our world changed forever," it's from this book. As a united global community, we will rise above this tragedy. As a whole, we are good, we are honest people striving for peace, striving to care for our families, and to understand and appreciate the differences in those around us. Paint a picture, take control, help people where you going, and lead them to the future, and it's scripted. You have to have a script, stop doing what you've been doing, but look at what the script is for the future. Next slide. You paint it and you have to get rid of negative absolutes. Oh, this will never happen. You know, people talk about those things, ask them why they say that? You know, what do you mean by that? You can't expect people to mind read or you have stop the awfulizing. Oh, we'll never be able to do that kind of job, or catastrophizing. Oh, she's going to have a nervous breakdown if you have her do something like that. And this should, we should've, could've, would've, that--stop with the past. Move to the future, paint a positive picture. Have you, some of you I'm sure, I'm quite with the whole positive psychology movement and all the work has hit us. One of the anchors is University of Penn. There's a lot of work going on there. There's really, really interesting stuff and a colleague of mine actually wrote a book called Joy Rules. You can look it up on our Web site [inaudible].

It's a research around finding, you know, people, leaders who make a positive environment on purpose in the workplace have much more successful organizations. And people follow them much more, it's the emotional intelligence aspect in leadership. You can't communicate too much. Next slide. Oh, look. These people, these ladies are communicating without anything. You know they're unhappy. Without, with, even without the sign, they're communicating and we're communicating too as leaders all the time. Now, if in managing change, you'll be sending a message all the time. People look at you for signals. You don't realize it. They don't think you're the same. They don't think you go to another agency and they think you're coming over from another planet. You walk out off the floor and you're walking in your organization. You walk on the floor, walk around, and you go out for lunch, people are, have you come back from a meeting from the secretary's office or from the office of administration, and she's looking happy. What's going on? Like something's wrong, whoa. Next slide. Communicate-communicate-communicate. You can't make people change but what you want to do is tell them wait, what's going on and why? And ask them the question if they're walking at making a change, what are you going to get out of that in behavior? What is that going to do? What value is it that [inaudible]? And you might ask yourself this and your colleagues. What good is it? He is the governor. She is the governor now. The next three years or seven years, he is the president. That the legislative election isn't going to happen until whenever--this is what's going, this is where we are, this is what's going on. What good is it going to do? You want this job? Do you want to be a leader? You can't over communicate. Again, the consequences piece I talked about, supporting desired behavior and listening. Next slide. A couple more of points here, this is really an interesting trick by David Beckhard, is a social science researcher at MIT, talks about disowning the change. $D + V + FS$ is greater than resistance. Here's what he means by that. As a leader, if you have people and you're a change agent to people who work

with you. Give people the opportunity to express their dissatisfaction. What's wrong? What's going on? What do you feel? What do you see is difficult about this? What do you see as negative about this? Get it out. Make it visible. Make it public, right? That change cycle, have people say it out to be public, not check out privately but be public about it. Then, ask them to look at what it would look like, if the change was working the way that you want it to. So, here's what wrong, here's your dissatisfaction. If this change works in the best way possible, is the way they wanted to. It's happening whether they want it to happen. If this is happens, what it would look like in the best way possible? Get that vision. Get that up. Again that's making it visible. And then, what can you do? What are some of the first things we can do to start moving towards that vision? Show us what you wanted to do. So, you get out, you get out the dissatisfaction and then leave it. What are we going to do to move towards that? Show us where you want to go, and take action on them. What do we need to do? What decisions need to be made? What plans need to be implemented and who's responsible? Next slide. The last major step around leadership differentiators is to pay attention. Creating short term wins if you're not familiar with John Kotter's work. And if you're in the leadership role, you should read some of his stuff all the time. You should have resources like that, creating short-term wins, build on the wins, you will get to have setbacks, normal. We have to be able to have short-term high priorities. What are we going to work on now and what are the milestones and celebrate those wins, celebrate progress. I did some work for a number of years, strategy work with a major service organization, travel and insurance and everything, and changing a major chunk of your strategy was totally anti-cultural, where they were going from their previous history. But the people involved in leading the change, the two people involved in leading the team that was implementing change process were smart enough to have informal Friday afternoon pizza parties every week to talk about what was working and how they were doing and reward people and stupid funny

things that reward people on videos and it got them through it. Step by step, and if you want to have people to be able to accomplish things, short-term wins, pay attention again, this is the emotional intelligence piece. And, the final thing for you as leaders, that you have to continue to evolve also. Next slide. Significant Management Research from Bob Dylan, but, he was not busy being born, he was busy dying. One of my colleagues brought that up one day and I think that's exactly right, and you as leaders have to understand that. Next slide. Last slide of things that you need to do for you to avoid routinization. Reinvent yourself. Revitalize yourself. Evolve daily. You learn something new everyday. Look at the trends. If you get seeds from not only the journal of in your field but also at MIT Sloan Management Review, or Wharton School or, [inaudible] out your field and look for leadership management things--not only technical things but evolve. Learn a different language. Not necessarily French, but other agencies, other organizations, find out what they're doing. Get out of your box. Find out what's going on in labor and industry, or you'll find out what's going on over there in defense or whatever it may be, in state police. They're people too, who have issues and concerns they're leading and managing in different ways. Mate. Not literally. Hope yes, of course yes. Have a great life. Well, you know, love, drugs, sex, and rock and roll. Whatever [inaudible] but really team up with people. Find mates. Find mates in the workplace. You'll find people who you can eat lunch with, have coffee with, call, talk about things. Find people who you can bounce ideas off, who can help you. In the leadership role, you've got to find anchors, people who can help you. Fight fat, both your own physically, healthy, is good, but also in the organization, where can you cut fat, including your daily routine. And again, imagine your blessings. Think about what's right. Think about the glass as being half full. Think about where you're going and present that framework to people 'cause that's what they want to see. That's what they want to see. Next slide. So, the summary of this, of this second part is whether you think you can, or you think you can't, you're right. Whatever you think you

can do, you can do. And what you need to do as leader, just think about how you can do it. Next slide. It's not as strongest of the species that survive nor the most intelligent, but the most responsive to change. They're right after all this time. And the last slide just for you. Instead of waiting for the next big thing to transform your life, why don't we do it ourselves? That's what we needed. Next slide. That's who I am. So, we built up this hour and a half, if you do have any questions, let's talk, or what works or doesn't work or any feedback, let me ask you. So, it's a lot. It's a full boat and it's a lot of lecture, a lot of research on it, and you can use all these tools to help your life be more effective over the next few months and years. So, questions anybody?

[Robb Sewell] I think, Phil, we actually do have one question but I just want to remind people that in order to ask a question, you have two options. One, you can press the Raise Hand button on your screen, or you can just send your message to me via the chat feature. But Maria actually has the question. Let's all pass along to her.

[Maria Heidkamp] Thank you Robb and thank you Phil. That was a terrific overview and now, in the very short time we have, I'd like to ask if you can comment on how the Connecticut State Leaders Innovation Institute team, part of our NTAR Leadership Center Pilot Project, was able to use this prophecies to get past the obstacles that they seem to hit as the economy collapsed around them.

[Phil Friedrich] Yeah, well, actually, we brought them a magic wand.

[Maria Heidkamp] Okay.

[Phil Friedrich] But no, yeah. It's interesting, very hard working, very good people from lots of different agencies, very significant jobs and all their agencies were trying to work

together in the task force. And they were pretty much overwhelmed with all there was to do in implementing the workforce development funding that they were getting. And what we were able to do together was to that first part of this presentation on a situation-appraisal type of process to break down issues, to identify the set of priorities, and to build some project plans to get people involved and to move forward. And to help effect the change, once they had some pretty well framed out project plans for their priorities, it was a serious struggle, to clarify things and prioritize them. But once they had a few those, then they could go to the other people in other agencies, in other parts of the state and funding sources and present it and get them involved and ask them about it. And people started going, "Oh yeah, that makes sense," other than that big buzzing mess we had three months ago. So, it's just degrading things down into manageable slices.

[Maria Heidkamp] A great thought. Again, is there any question? All you need to do is press the Raise Hand button or just sent them to me via the chat feature. [Inaudible Remark] Yeah. We are actually running a little short on time. So, another option is that you can e-mail your questions to me and then I'll relay them to Phil and we'll send it out to you those answers afterward. But our e-mail address is ntar@rci.rugters.edu. And, it definitely looks like we don't really have any questions at this point, so we'll close now. So, on behalf of the NTAR Leadership Center, I would like to thank everyone for participating in today's class and especially thank Phil for his wonderful and insightful presentation. And before we close, I do want to mention two important pieces of information. When you do exit the web--the internet portion of today's webinar, your web browser will automatically take you to a brief survey where you can give us some feedback on your experience today as well as provide suggestions for a future VLI institute, VLI topics. Now just please take a few minutes to complete that survey. And finally, I'd like to remind everyone that our next VLI class will be held at 3 pm Eastern on Wednesday, August 12th, and our class

topic will be Developing You: Assessing and Strengthening Your Leadership Skills. Our instructors will be Nancy Weiss and Elizabeth Vasquez. And again, thank you for participating in today's class and have a great afternoon.