



R-r-rev Up the RPMs of Your Organization

*How to make Relationships, Performance and Morale work together
for forward movement and continuous improvement in your school or district*

Facilitator: The *Unity of Effort Frameworks*



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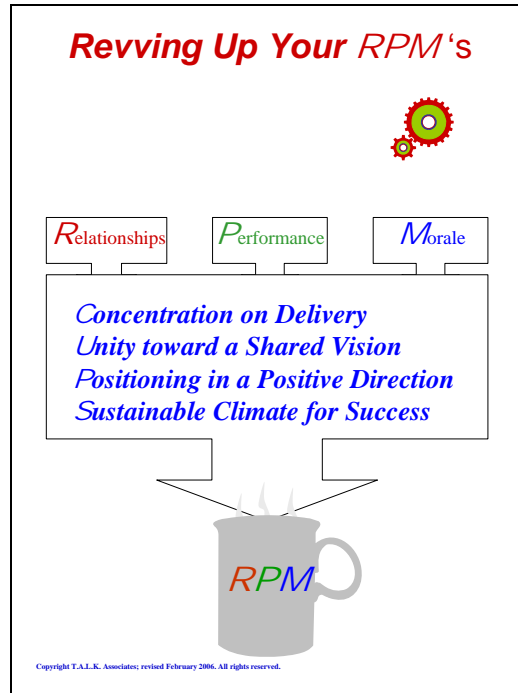
In the early 1990's, in a conversation with a coworker, I remember saying that *performance* is most important in an organization, even in life. People like Casius Clay and Lew Alcindor changed their names to Muhammad Ali and Kareem Abdul Jabbar, causing many mixed feelings. Their performances as great athletes year after year stood the tests of time and won the hearts of many. Their new names became accepted and respected. My friend said to me, "In the everyday workplace, performance is only part of it. People need to be recognized. They also need to have opportunities. That conversation expanded my thinking to understand that, those who work in the same place have working *relationships* that may impact performance. Then I thought that when I like my job or I like my working conditions, my *morale* can also affect my performance. After categorizing relationships, performance and morale, I learned that everything we do at work is in one of those three categories. I call them the *RPMs* of the workplace.

Relationships, Performance and Morale work together best when they are the bi-product of the workplace. Rather than doing them, we *experience* them. They are the result of what happens. For example, a school might experience high turnover because of the relationships between the administrator(s) and the staff. The relationships were the result of actions and activities that occurred. Perhaps the administrators were making "unfair assignments" or calling meetings at the last minute leaving staff members wondering if they could ever get the respect that they deserve. Or, perhaps the staff members overwhelm themselves because they most often work alone and make decisions alone instead of in teams. The success of an entire organization can be impacted by how well relationships, performance and morale work together. What needs to happen in the school for the *RPMs* to receive consistently high marks from everyone?

Imagine that you have cups in your organization that are filled with servings of relationships, performance and morale. The **CUPS** in *RPM* is an acronym for **C**oncentrate, **U**nify, **P**osition and **S**ustain - the formula that keeps Relationships, Performance and Morale working together. The effectiveness of your organization depends on how well the *RPMs* are *stirred* together and how full the cups are kept. To fill the **CUPS**:

- Concentrate *RPMs* on student-focused delivery
- Unify *RPMs* toward a shared vision
- Position *RPMs* in a Consistent Positive Direction
- Sustain an *RPM* Climate of Interaction for student-focused success.

This formula will accelerate your progress and the progress of your school or district for the success required of your students. The *RPM* Framework is designed to work in any organization.



These are the actions that everyone in your organization can take to cause relationships, performance and morale to work together in the direction of the successes, the results, and the outcomes that are required or desired. The following is a brief explanation of each of the actions and what will make it most effective.

Everyone Concentrates on student-focused delivery

This means that everyone in the entire organization concentrates on supporting the performance and delivery of the frontline educators. Who are considered as frontline? Frontline educators are those who have the direct task of delivery of services to the student. For example, in a restaurant it would be the waitress or waiter; in a manufacturing organization it would be a finished product machine operator and/or the sales representative; in public transportation it would be the cab, bus or train driver; in human services it might be the case manager; in education it would be the ***classroom teacher***. Imagine every person in the organization knowing that one of the most important parts of his/her job is to concentrate everything he does on supporting frontline performance and delivery, in a way that teachers will have the very best performance, so that students can have the very best success and experiences.

The school is divided into two main categories: 1) frontline and 2) everyone else. Everyone else is called the Smooth Operating System, abbreviated Smooth OpS. The Smooth OpS includes leadership, maintenance, food service, quality, medical, transportation, human resources and

other support services. The biggest part of their job is to make frontline people great. Once, an employee of one of my clients said to me just after attending an *RPM* session, “*If it weren’t for us, the frontline wouldn’t be able to do their jobs...*” She understood that the support employees were just as important as the frontline. Even the School Board is a part of the Smooth OpS.



It is what the Smooth Operating System does, that makes the frontline employees most effective. Therefore, it is important to know what helps to make the Smooth Operating System most effective. For example, how should organizational changes be handled?

When key decisions or changes need to be made or when someone has a great idea, two core questions should always be asked and one optional question can be asked:

- How does this impact our frontline performance and delivery, i.e. the performance and delivery of our classroom teachers and specialists?
- What support does the frontline need for successful performance and delivery?
- Optional question: What support does our Smooth OpS need to best concentrate on *supporting* frontline performance and delivery?

Most important! After these questions are asked, *get the answer*. Then act on it!

In counseling personal or professional development situations, the core question is, “**What support do you need to...?**”

- “What support do you need to be on time from now on?”
- “What support do you need to continue your outstanding performance?”
- “What support does the team need to finish on time?”

Remember, after you ask the question, ***get the answer***. Then act on it!

Many times, frontline folks are the last to find out about organizational changes. Yet, the working day of the frontline educator is most critical to delivery and student success and growth. Therefore, learning the impact on frontline performance *before* a change is made, can help to make adjustments that can save thousands, even millions of dollars. Asking the core questions first and getting the answers is one of the most cost effective, *RPM* enhancing habits that a school or district can develop. This should at least be a part of every leader's standard, from the frontline administrator to the school board. Best of all, it will help the organization's student-focused delivery to be as good, or better than it has ever been.

The phrase 'student-focused' simply means that the reason for relationships, performance and morale to work together is the student. Student success as the 'reason why' should be at the core of staff interaction – student achievement, high expectations, student success and growth. Therefore, everyone *focuses* relationships, performance and morale on the student while they *concentrate* their efforts on frontline performance and delivery.

Everyone *Unifies* relationships, performance and morale toward a shared vision

Having a shared vision is essential. A vision is the one place everyone moves toward in different ways. The vision unifies the organization. The best way to unify toward a shared vision is to have a vision *statement* that is easy for everyone to remember. A great vision statement should:

- Reflect that the organization is the best or among the best at what it does
- Be beyond the current state
- Be focused on the product or service recipient
- Be concise and one sentence or less and easy to remember
- Be embraced by all
- Be measurable: If it uses terms like *great*, or *world class* or *the best*, find out what that means for your organization by either comparing it to other organizations that are similar to yours or by originating the definition yourself
- Be stated in the present tense

Here are a few vision statements that some of our client schools created through our Unity of Effort vision sessions: “A world-class school developing world class students”, “Educational excellence for every student, everyday”, “[inspiring] children to be lifelong learners who realize their unlimited potential”.

If the organizational vision statement is created by the CEO, the superintendent, the director or the principal, that leader takes a chance on whether everyone else in the organization will embrace it. It becomes *his/her* vision rather than *our* vision. When you hear phrases like the “superintendent's vision” or the “CEO's vision”, that is a sign to find out whether the vision is embraced by the rest of the organization. The best way to establish an organizational vision statement is to include a cross section of people at *every level*, especially including frontline folks. When every employee in the organization has been represented in establishing a vision statement, they feel empowered and take pride in making *our* vision a reality.

An organization's quest should be to make the vision a reality rather than just a noble try. If your organization says that it is "world-class", the first thing you want to do is to find out what 'world-class' means then proceed to make *world-class* a reality. If your organization says that it is the "model", then determine what it means to be the 'model', then proceed at making your organization the *model* for everyone else in that field to follow. How will you know when your vision is a reality? - when your *parents* say that it is, when your school does what your vision says it does and everybody else knows it!

Unity of Effort in a Positive Direction TM *The RPM Framework for Continuous Success*

The combination of *Concentrating* on frontline delivery and *Unifying* around a shared vision yields one of the *RPM* frameworks called *Unity of Effort*. The *Unity of Effort* framework can be used for long term organizational success, from retaining great teachers to implementing and executing strategic plans. It includes:

- Leadership Consistency
- High performance delivery
- Student success
- The *Relationships, Performance and Morale* for all of the above

A *Unity of Effort* framework requires a leadership consistency that enables an environment for *Unity of Effort* to thrive. Leaders become adept at coordinating leadership practices in ways that are driven in the *direction* of the student. For example, getting answers to the core questions helps them to more easily make organizational decisions or adjustments.

Recently, one of my clients hired a new teacher; we'll call her Sue. Sue showed excellent promise. However, after one month she wanted to resign. The '*Unity of Effort*' savvy administrator realized the impact of recruiting, hiring and training another teacher compared to asking a simple question, "*What support do you need to continue working for us?*" The administrator *got the answer*. Sue said, "*I need adequate training about my job. I need to know what to do and how to react when I'm faced with...*" She went on to explain in detail the unique situations that she had encountered in the month that she had been working there. After that conversation, the administrator arranged for Sue to receive additional training in the areas that she expressed she needed more strength. Sue stayed and is now more confident in her role within the organization.

The *Unity of Effort* framework equipped the administrator to *know what question to ask* and to *get the answer*, possibly saving thousands of dollars and months of recruiting, interviewing and rehiring someone to replace an already excellent choice. That core question had an impact on the *RPM*'s experienced by the new teacher. It helped to keep the *RPM CUPS* full.

The core question, "*What support do you need to...?*" is vital when an organization is considering changes of any kind. However, even if the decision has already been made, ask the core questions and get the answers *anyway*. By doing so, you may get information that could

show the necessity to make an adjustment that will keep frontline delivery as good, or better than it already is. Your question could make a positive difference in relationships, performance or morale, making you like oil to an engine, keeping the system working smoothly (Smooth OpS). Additionally, asking and answering the core questions could lead to significant cost advantages while still keeping your staff intact and in excellence. When *Unity of Effort* is combined with our signature program, **CONSISTENT POSITIVE DIRECTION™**, it becomes even more effective.

Everyone Positions RPMs in a Consistent Positive Direction

CONSISTENT POSITIVE DIRECTION helps you to practice another dimension for yourself and your workplace. In my book, *Taking Charge of Your Positive Direction*, I describe **CONSISTENT POSITIVE DIRECTION** as “skills and approaches to speak, write, learn and impact reality in the *direction* of the required and desired outcomes, results, accomplishments, achievements, goals, objectives and/or successes”. ‘Positive thinking’ became one of the most significant learnings in the twentieth century. **CONSISTENT POSITIVE DIRECTION** takes you into the twenty-first century with the language to identify and use *direction* in your positive thinking, speaking *and* attitude. I began my company, T.A.L.K. Associates, many years ago with language and direction in mind. The title of my book implies that *you* are in charge of your own positive direction rather than someone else’s. The power is within you to control the *direction* of what comes out of your mouth. Your tongue can steer you in the direction closer to the success that you want or farther away. If you want success, then talk success. If you want teamwork, then talk teamwork. If you want trust, then talk trust. Let the language of **CONSISTENT POSITIVE DIRECTION** navigate you to the success that you want; the achievements that you want; the results that you want; the goals, objectives and/or accomplishments that you want. In an organizational *RPM* context, the direction of success and results always includes the direction toward the student – student success or growth and student achievement.

In a conversation that I had with a school district administrator one day, she talked about how she was working on a project and that another person that she had to work with was, “slowing things down and didn’t seem to want the project to be successful.” She said that she could only do so much because the person outranked her. My response was that rather than to focus so much on the differences between her and the other person, make the other person an ally. In other words, create the circumstances that will cause the person to *want or feel a need* to help you so that the project can be a success. “Also,” I said, “instead of predicting how the person is going to act, create the circumstances that may produce a better relationship. That means that *you* may have to do something different too.” I saw her about a month later and she said that she did what I had suggested and it worked. She said she focused more on making the other person an ally to her and the project. She also made some changes in the way she acted, which created more favorable circumstances for them to work together. They even became friends, she said, and the project was working even better than she could have imagined. In **CONSISTENT POSITIVE DIRECTION**, that is called **PC Upgrade** – going from **P**rediction to **C**reation. This is just one of the skills and approaches that are great for improving organizational relationships, performance and morale.

Even in the most demanding situations, you can use **CONSISTENT POSITIVE DIRECTION** to move things forward and get things done. It takes practice and the more you practice the better you get. Here are some of the core skills and approaches for rev-v-ing up the *RPM*s in your school or district.

- **Reality** – Interact more about the reality that you want to move toward instead of the reality you want to get away from.
- **Start Options** – Talk more about what needs to ‘**START**’ rather than what needs to ‘stop’, especially when you refer to ‘working together’.
- **PC Upgrade** – Create the circumstances that need to occur for success, instead of predicting the way that people will act to take away from success.
- Help people to ‘**PLAY**’ instead of making them pay.
- **Exercise Complete Respect in a Positive Direction** – Expand your organization’s ability to accelerate progress in diversity, inclusion and individuality.
- **Attitudinize yourself, your team and your organization in a positive direction** – Just as people possess different attitudes, teams and organizations possess different attitudes. Attitudes are often reflected in relationships and morale either of which can impact performance. *Attitudinizing in a positive direction* means to express attitudes in the direction of the successes or results that are required or desired. Whatever feelings you have, you can always express them in a positive direction. A team may feel that, “Nobody gives us the recognition that we deserve for the work that we do.” In a positive direction the team can say, “We need to be recognized for the work that we do. We want to be able to receive awards and opportunities like others in our organization!” The meaning and feeling can be just as intense. By using the forward focused language of *Consistent Positive Direction*, you influence more agreement and action toward the desired or required results.
- **The RPM Power Principle** is a powerful decision-making tool to help the school ‘behave’ its way to a required/desired success. It was inspired by Kurt Lewin’s concept, “Force Field Analysis” (www.valuebasedmanagement.net) which identifies organizational strengths, based on the dominance and potential of driving or restraining forces. Using the *RPM Power Principle*, for each category of organizational relationships, performance and morale, ask two questions: **1)** What will take the organization closer to the success that needs to be accomplished; **2)** What will take the organization farther away from the success that needs to be accomplished. After answering those questions, you will be better equipped to effect the access, the activities and the behavior that move you closer to your goals. Plus, you will be able to help yourself and everyone else to stay motivated by sharing and celebrating successes along the way. When you identify attitudes that take you farther away from your goals, you will know how to translate those attitudes into positive direction activities that also bring you closer to your goals. You will need to know the positive direction skills that help you to partner more effectively with each other. Your attitudinizing skills will accelerate your forward movement when you encounter situations that are particularly demanding.

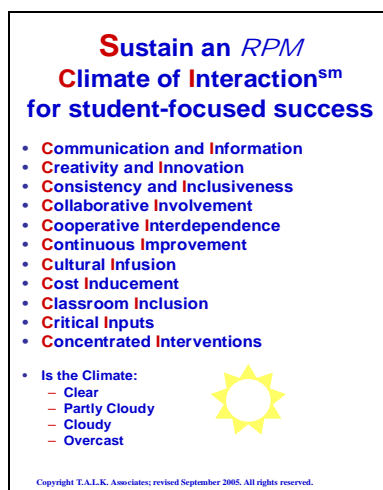
Everyone Sustains a Climate of Interaction for student-focused success.

Over the years, I have been associated with a number of great organizations and I have had many experiences in education, business and industry and in life. I learned what it takes to sustain a marriage, as well as to build and sustain a business. I learned a lot about being the best and *wishing* that I was the best. I also learned that, just when you think you ‘passed the test’, you will be tested again and again. I learned that on any given day a person will have differences and agreements about someone or something. Sometimes, just when you think you have things all figured out, they change. It is important to develop a readiness for change.

One of the most rewarding experiences that I have had with **Unity of Effort** and **Consistent Positive Direction** is the realization that “*We can do something about things!*” and “*We can make*

things work!” The next level then, is sustainability. How do we make it *last*? The answer; put a Climate of Interaction into place that makes it easier for everyone to function *for the student*. Here are eleven factors to include in that Climate. They are called the **CI Factors**. They include:

- **Communication and Information** – Talking to each other; sharing knowledge
- **Creativity and Innovation** – Allowing new/old ideas to build toward the required reality
- **Consistency and Inclusiveness** – Reliable, uniform daily effort and *everyone’s* perception that he/she is a valuable participant in the organization’s function and success
- **Collaborative Involvement** – Participating by combining work and ideas; everyone partnering for success, including collaboration with parents
- **Continuous Improvement** – Building on the progress that has already occurred; being as good as we are and better than we were
- **Cooperative Interdependence** – Managing, understanding and coordinating the dependence and the impact of our actions on one another and being open to listen and learn and to share similarities and differences, to sustain success
- **Cultural Infusion** – Establishing key interactions, relationships and processes as organizational standards, policies, procedures and/or practices
- **Cost Inducement** – Streamlining efforts, and resources to concentrate most efficiently and effectively on supporting frontline performance and delivery, in ways that financial stability and growth increasingly and inherently contribute to relationships, performance and morale working together in the direction of the student
- **Classroom Inclusion** – Classroom teachers gaining clear understanding of every student’s experience with their delivery, to improve/accelerate achievement
- **Critical Inputs** – In addition to learning the skills and approaches, *use* the skills and approaches. That increases your capacity to accelerate progress. Growth creates more growth; possibilities create more possibilities.
- **Concentrated Interventions** – Improvement actions, processes or programs that are used to specifically correct or adjust organizational, system or individual behaviors, *in the direction of the student*. They are conducted in alignment with the skills, approaches and practices of the “Unity of Effort in a Positive Direction” framework. This factor focuses strongly on assurance of accuracy, success and efficiency rather than prevention (‘moving toward’ rather than ‘getting away from’).

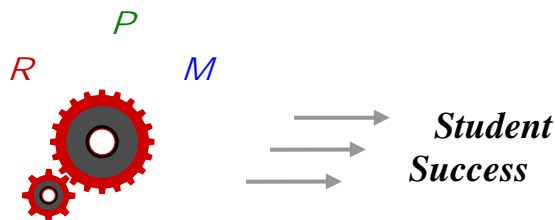


Before I realized that it took all eleven factors that are listed here for an organization to sustain a Climate of Interaction for success, I thought that Cultural Infusion was all that was needed. However, when the other factors exist in a school, the chances of successful sustainability are increased.

The combination of *Positioning* in a Consistent Positive Direction and *Sustaining* a Climate of Interaction for Student-focused Success takes us to the next level called *Unity of Effort II: Empowered Learning Communities™*. This extension of *Unity of Effort* expands the mastery of an organization to practice minute-to-minute excellence, empowerment and execution in the direction of every student's success. Leaders become adept at enabling student-focused climates of interaction that help the **CI Factors** grow and thrive. Leaders learn and use organizational skills and approaches of *Consistent Positive Direction* that *accelerate* progress for forward movement and continuous improvement. Leadership teams can increasingly enable a climate of trust in an environment of differences. Attitudinizing is a team effort as well as an individual effort. The school becomes increasingly self-directed in sustaining student-focused climates of interaction that empower success.

With the *RPM* frameworks, schools and districts become focused and flexible. The entire organization concentrates on its frontline's performance and delivery so that the student will have the very best education and experience. The student will always be the *reason why*. The skills and approaches of the *RPM* frameworks also provide the flexibility needed for day-to-day, minute-to-minute functioning of the organization as well as implementing and executing strategic plans. Sometimes you may have to put more of the day's energy into either one of relationships, performance or morale. As highly effective educators, you will know where to put your energy. In a highly effective organization, all three work together using the *Unity of Effort* and *Unity of Effort II* frameworks – keeping your *RPM CUPS* full.

Keep your organization in high gear by *r-r-revving* up your *RPM*s for student success.



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J. Bert Freeman and T.A.L.K. Associates have been providing staff development to educators for years in these matters of organizational unity. Uniquely, T.A.L.K. Associates is the only organization development and professional development company whose facilitators use the language, skills and approaches of Consistent Positive Direction in everything that they do. They are practitioners as they teach. J. Bert Freeman is a positive direction facilitator, coach and professional speaker. He is a member of the National Staff Development Council, the Metropolitan Wilmington Urban League Education Advisory Council and the National Speakers Association. He has a reputation for practicing the Consistent Positive Direction that he teaches, both "on and off the stage".

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