

# ***Unity of Effort***

## **in a Positive Direction**

### **Performance Development Manual for Educators**

#### **Excerpt (Enhanced)**

#### **Synchronizing the Direction of Excellence**



## **Organizational *ESP***

### ***Excellence on the Same Page***

A T.A.L.K. Associates Project

by

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Using the Power  
of Direction



Concentrating on front line  
performance and delivery



Unifying toward  
a shared vision



Positioning Relationships,  
Performance and Morale in a  
Consistent Positive Direction



Sustaining  
A Climate of Interaction  
for student-focused success



Exercising  
Complete Respect  
in a positive direction



Multi-level  
Leadership Consistency



Accelerating Progress



Forward Movement &  
Continuous Improvement



Managing Excellence  
in a positive direction



Synchronizing Everyone's  
Direction of Excellence



Data-Based  
Decision Making

# *Unity of Effort in a Positive Direction* **for Educators**

## **How to Synchronize the Direction of Excellence**

**Reminder:** In a Unity of Effort in a Positive Direction (Unity of Effort) framework the entire organization concentrates on supporting front line performance and delivery in a way that the front line can have the very best performance and delivery for student to meet/exceed grade level requirements and expectations and exceed qualifications for post secondary success. The organization is divided into two main categories: 1) front line and 2) everyone else. Everyone else is called the organization's Smooth Operating System, abbreviated Smooth OpS. The Smooth OpS includes leadership and all support staff.

**Excellence is a combination of accuracy and success in managing the effectiveness, efficiency and execution of one or more tasks.**

- Effectiveness: Accuracy and success of meeting/exceeding student or support requirements
- Efficiency: Accuracy and success of managing resources, time, space and cost for effectiveness
- Execution: Accurate and successful completion of tasks for effectiveness

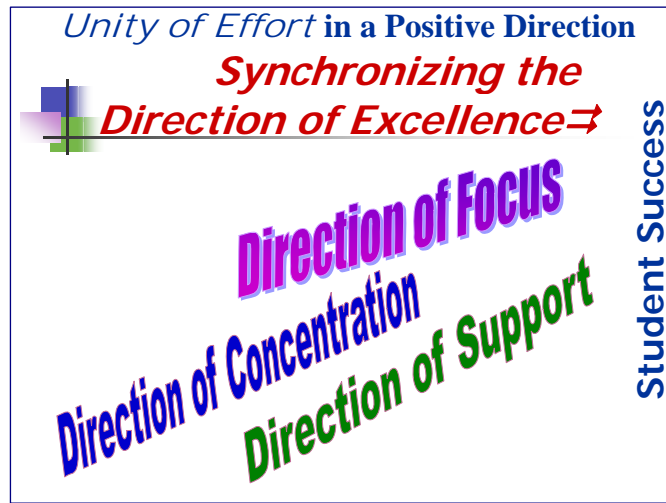
Organizations can facilitate improvements, corrections or innovations by assuring the Direction of Excellence, first. Synchronizing the Direction of Excellence means to align and orient all of the organization's activities in the direction of the student.

### **The Direction of Excellence**

It is true that everyone has different motives for coming to work. The work of each person is performed at some level of excellence. Relationships, performance and morale can work together when everyone, each with different tasks, is focused in the same direction. The vision statement unifies an organization when there is a 'reason why'. The organization functions best when that direction of excellence is in the direction of student growth and success. The student is the 'reason why'.

In a Unity of Effort framework, the Direction of Excellence includes three components synchronized in the direction of the student:

- **The Direction and Flow of Support** - Primary roles are performance and delivery that meets/exceeds the requirements of those we directly serve or lead. They include execution of tasks, providing guidance or direction, directing, ensuring system performance (adequate information, communication, functional support, training and leadership consistency), empowering in ways that everyone can best concentrate on supporting front line performance and delivery or, if they are front line, in ways that students meet/exceed grade level requirements and expectations.
- **The Direction of Concentration** - Relationships, Performance and Morale work together in a way that individual and team efforts are driven for the convenience of front line performance and delivery and of those we directly support.
- **The Direction of Focus** - Relationships, Performance and Morale work together to include:
  - The student as a part of the 'Reason Why' for everyone in the organization
  - Data-based decision making that is student-focused
  - Everyone yielding to interactions with a student whether it is on the phone or in person
  - Student Growth and Success as the Organizational Positive Direction (describing positive direction as the direction of required and/or desired outcomes, successes, achievements)



If you are a member of an organization’s Smooth OpS, then your role is to meet the support requirements of those individuals or parts (branches) of the organization that you support. Branches can be departments, divisions, groups, sections, teams, units etc. Your support would be in the form of delivery of services or goods in a way that:

If they are Smooth OpS branches, they can best concentrate on supporting front line performance and delivery.

**Or**

If they are front line branches, they can have successful performance and delivery so that their students can meet/exceed grade level requirements and expectations.

In a Unity of Effort framework, a person is a part of the Smooth OpS, the front line or both (usually one or the other). Any person in a formally defined leadership position is a part of the Smooth OpS – CEO’s, board members, chiefs, directors, superintendents, administrators, managers, supervisors etc. The leader’s role is to support those who report to him/her in a way that they can best concentrate on supporting front line performance and delivery; leaders are supported by those to whom they report. A Smooth OpS person who temporarily performs a front line task should be given the same degree of support for his/her performance and delivery as the other front line employees.

When key *organizational* decisions, adjustments or changes need to be made, two core questions (called Organizational Core Questions) can always be asked and one optional question also:

- How does this impact our front line performance and delivery?
- What support does the front line need for successful performance and delivery?
- Optional question: What support does our Smooth OpS need to best concentrate on *supporting* front line performance and delivery?

The core question (called the Direct Core Question) to *individuals or groups* for significant decisions, adjustments or changes is, **“What support do you need to...?”** For Example:

- “What support do you need to be on time from now on?”
- “What support does the team need to finish on time?”
- “What support do you need to be successful with your new responsibilities?”

Most important! After core questions are asked, ***get the answers***. Then act on them!

When it seems that everyone's excellence in your organization is going in different directions, fix the direction of excellence first, by synchronizing the components in the direction of the student. In the 1980's when SAS airlines set their vision to be the number one 'on time' airline, they did it because 90% of their customers were business travelers and their business travelers needed to be on time (ref. Moments of Truth by Jan Carlzon 1987). Their vision was established and achieved because they identified their 'customer-focused' direction of excellence, first. As educators, it is likewise important to identify your student-focused direction of excellence. Remember this. When corrections or adjustments need to be made: *first the direction, then the correction.*

This includes the alignment of programs and operating processes in ways that the Relationships, Performance and Morale (the human activity) work together in the same direction and always in the direction of student growth and success.

**Expressing your direction of excellence includes support from your immediate manager/supervisor to you, support from you to those you support directly, the connections from those you support to the front line.**

Think of situations or experiences that may exist in which the direction of excellence needs to be determined first. If you want to share any them, send an email to [talkassociates@unityofeffort.com](mailto:talkassociates@unityofeffort.com).

Remember: First the direction; then the correction.

### Organizational, Team and Individual Excellence

