Unity of Effort

in a Positive Direction

Performance Development Manual

for Educators

Excerpt with enhancements
Leadership ESP

Organizational *ESP*

Excellence on the Same Page

A T.A.L.K. Associates Project

by

J. Bert Freeman

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

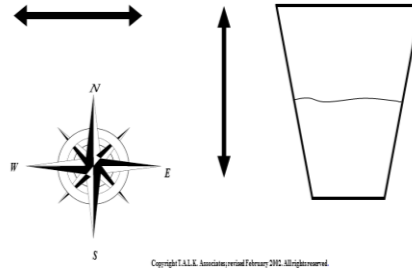## An introductory note for the Leadership ESP excerpt

In a Unity of Effort in a Positive Direction (Unity of Effort) Framework, 'Positive Direction' includes:

- Everyone functioning in the direction of student success
- Skills, approaches and practices called Consistent Positive Direction

Consistent Positive Direction is speaking, writing, learning and approaching the realities that we face, day-to-day, in the direction of the outcomes, the results and the successes that we want – the positive direction. It increases the assurance of forward movement and continuous improvement by the direction of our verbal activity. That direction can be short term or long term, forward or reverse, up or down. In our personal lives, it could be anything from getting across the street to getting an 'A'. In our professional lives, it could be anything from getting along to getting promoted. In education, 'Student Success and Growth' is always a part of the "Organizational Positive Direction". In a Unity of Effort framework the direction of excellence is always in the direction of student success. It is manifested in the effectiveness, efficiency and execution of tasks, all concentrated on supporting front line performance and delivery.

Which way is positive direction??

Half Full/Half Empty?
Forward/Reverse?
Up/Down?

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…whichever direction moves you closer to student success!

Positive Direction is the direction of the successes that you want, the outcomes that you want, the achievements that you want all in a way that you are focused in the *direction* that you want to 'move toward' rather than what you want to 'get away from'. It can be a full glass or an empty glass, up or down, left or right, forward or reverse.

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Unity of Effort in a Positive Direction
Leadership ESP (Excellence on the 'Same Page') for Educators

In a Unity of Effort framework, **Leadership Excellence** is the effectiveness, efficiency and execution of leadership tasks, either routine or special:

- **Effectiveness** is the degree of meeting/exceeding internal support requirements and expectations in a way that best concentrates on supporting front line performance and delivery (Smooth OpS)
- **Efficiency** is the management of resources, time, space and cost for effectiveness.
- **Execution** is the delivery of services for effectiveness.

The **Direction of Excellence** for organizational leaders is:

- The Direction and Flow of Support
- The Direction of Concentration
- The Direction of Focus

Remember this. The organization is divided into two main parts: the front line and everyone else. Everyone else is called the Smooth Operating System (Smooth OpS). The Direction of Excellence connects the leader and his/her hierarchy in the direction of student success. The immediate connection is from the leader supported by his or her manager or supervisor. The Direction of Excellence also includes the delivery recipients of the leader's efforts. The term 'leader' in this context refers to an organization's titular leaders, those who have formally assigned leader and management positions. In a Unity of Effort framework, all titular leaders are categorized under Smooth OpS. Whenever a leader has a front line role, that assignment must be supported with the same concentration as any other front line role. Titular leaders are leaders and managers of:

> Reminder: In a 'Unity of Effort in a Positive Direction' framework the entire organization concentrates on supporting front line performance and delivery in a way that front line educators can have the very best performance and delivery for students to meet/exceed grade level requirements and expectations.

- Smooth OpS branches of the school or district
- Front Line branches (However, the leader is still considered to be Smooth OpS or must exercise leadership consistency roles and practices)
- Branches that contain a combination of Smooth OpS and front line individuals (in this case the role of the Smooth OpS is usually to exclusively support front line performance and delivery)

'Branch' refers to organizations/units within a school district; e.g. a school is a branch of a school district.

Whether it is an individual, a team or an entire organization, everyone knows where to concentrate, everyone knows the support connections and everyone focuses on student success as being a part of the 'reason why'. Every leader knows and manages the Direction of Excellence.

Setting goals helps branches to get closer to achieving the organization's strategic plan which gets the organization closer to its student-focused vision.

Goals are longer term outcomes which must be achieved in a specific period of time (greater than 1 year). **Objectives** are shorter term outcomes which must be achieved in a specific period of time to achieve related student-focused goals (one year or less).
Tasks are executed to achieve specific student-focused objectives.

The Direction of Excellence is applied to the Relationships, Performance and Morale (the human activity) working together to execute student-focused tasks. Every leader in an organization has his unique Direction of Excellence while the excellence of every leader is in the direction of student success.

The TEAM NINE Approach is a process and/or a process check that helps schools to assure the successful execution and completion of tasks and objectives. It is the fastest way to get everyone to work together effectively. It includes the primary ingredients that everybody wants and needs in organizational Relationships, Performance and Morale (RPM's). The accelerator of a team or group effort is communication and information. For leaders the TEAM NINE Approach ranges from a checklist to a hands-on effort. The TEAM NINE Approach includes four components.

- Clear Tasks and Objectives
    - Time Period
    - Student-Focused
    - S.M.A.R.T. (Specific, Measurable, Achievable, Reality-based, Time-bound)
- Communication and Information (Talking to each other; sharing information, accelerates progress)
- Support for Performance & Delivery (Direction of Concentration, Direction and Flow of Support)
- Accurate & Successful Delivery (students meeting/exceeding grade level requirements & Smooth OpS meeting/exceeding internal support requirements)
    - **A**ccuracy (Getting it done right)
    - **S**uccess (Getting it done)
    - The Power of **AS**

In a Unity of Effort framework, whatever the leader's engagement in the process, the leader's primary role is to support the performance and delivery, growth and development of direct reports in a way that they can best concentrate on supporting front line performance and delivery (by meeting the internal support requirements of those they serve directly). If they are front line, then the leader's role is to support their performance and delivery for student success (every student meeting/exceeding grade level requirements and expectations *and* students exceeding qualifications for college and career readiness). When establishing an objective it is best to ask a simple question: "Does that objective connect to student success?" The tasks to achieve the objective incorporate the excellence that is involved: the effectiveness, efficiency and execution. Leaders plan, organize, direct and control such efforts in different ways. However, in a Unity of Effort framework, the consistency of leadership is manifested in the hierarchical protocol of support.

The Hierarchical Protocol of Support

In a Unity of Effort framework, in any organizational structure in which a student is served, the protocol of support is:

If person X reports to person Y, then person Y supports the performance and delivery, growth and development of person X, from the superintendent to the front line. Support flows one way, in the direction of student success.

If Group A reports to Person B who reports to Person C: Person C supports the performance and delivery, growth and development of Person B in a way that Person B can best support the performance and delivery, growth and development of Group A. The people in Group A are classroom teachers at a district school. Person B is their principal. Person C is the Director of Instructional leadership.

Group A and Persons B and C are all internal partners for student success. An organizational support protocol includes the hierarchical support protocol. Here is another combination of examples. These are Groups who are all in the same organization.

A, B and C are the same people as above. Group A is a front line branch. Group A reports directly to Person B. Group D is an IT branch. Person E is the IT manager. Person F is the management and instructional support director. Person E reports to Person F. Group D provides the IT support for the entire organization. Person G is the Assistant Superintendent of Curriculum and Instruction. Person C

reports to Person G. Person H is the superintendent. Person G reports to the superintendent. Person F reports to the superintendent.

The organizational support protocol is as follows:

Group A is supported by: Person B and Group D
Person B is supported by: Person C and Group D
Person C is supported by: Person G and Group D
Group D is supported by: Person E
Person E is supported by: Person F
Person F is supported by: Person H
Person G is supported by: person H and Group D
Person H is the superintendent

Even though Group A is front line and Person B is the front line administrator, Person B is in the Smooth OpS category. All titular leaders are in the Smooth OpS category. Everyone is considered to be an internal partner for student success.

Sifting through the support protocol is a part of Synchronizing the Direction of Excellence. The Direction of Excellence flows into the front line. The entire organization concentrates on supporting Group A in a way that it can have the very best performance and delivery for students to meet/exceed grade level requirements and expectations and exceed qualifications for college and career readiness. Everyone concentrates on making the front line great. In a Unity of Effort framework, the role of the organizational administrators at every level from the front line to superintendent is to enable that kind of effort.

The primary Unity of Effort applications that increase the assurance of leadership excellence are:

Leadership Consistency – Whether it is a titular leader or a project team leader, the leader practices and assures the appropriate Direction of Excellence. The leader's primary role is to support the performance and delivery, growth and development of those who report to him/her directly in a way that they can best concentrate on meeting or exceeding internal support requirements and expectations or students meeting or exceeding grade level requirements and expectations. The leadership effort is to concentrate on supporting front line performance and delivery. The leader is a part of the Smooth OpS.
Direction of Excellence – The Direction of Excellence keeps everyone in the organization connected to the organization's front line performance and delivery.
TEAM NINE Approach – The TEAM NINE approach increases the frequency of accurate and successful performance and delivery. It also accelerates progress and assures continuous improvement in Leadership Excellence (effectiveness, efficiency and execution of tasks). Growth leads to more growth. Possibilities lead to more possibilities.

In a Unity of Effort framework, it is best for the leader to become adept at using all of the practices. It is also important for the leader to have a clear understanding and functional use of "Internal Partnering". The Unity of Effort framework is designed to be used by leaders at all management levels in the organization. All of the practices enhance the styles, knowledge and strategies of organizational leaders. They can be used in any management structure that serves students.

The Unity of Effort Leadership Practices for Leadership Consistency are:
- Concentrate on supporting front line performance and delivery in a way that the front line can have the very best performance so that students can meet/exceed grade level requirements and expectations
- Support performance and delivery, growth and development of direct reporting personnel *in a way that* they can best *concentrate* on supporting front line performance and delivery
- Pull hierarchical support
- Support is one way in the direction of student success (the *organizational* positive direction)
- Ensure that the Direction of Excellence meets or exceeds acceptable performance levels

- Use the Core Questions: for decisions pending or made, interventions, corrective actions, performance evaluations, time/responsibility adjustments, improvements/innovations
- Use Meetings-before-the-Meeting: for response to mandatory change
- Use the FITS 4 Success: for ideas, proposals, suggestions and report supplements
- Address the System First: for making corrections and/or examining cause and effect – adequacy of communication, information, support, training, or leadership consistency
- Use the Decision-Making Round Table for resolution of differences, attitudinizing circumstances, when you have tried everything or when you have yet to try or do anything
- Student Success is the 'reason why' (Direction of Focus)

With the exception of the leadership support protocol and pulling hierarchical support, all of the other practices can be initiated and executed by anyone in the organization. For example, two employees in the organization may find a way to save time in their assignments. When they realize that it may affect others in the organization, they decide to ask the Organizational Core Questions. When they get the answers, they will know the best way to proceed with their improvement. The guidelines are the same for leaders and everyone else. In a Unity of Effort framework it is best to encourage all employees to use these skills.

Additionally, Unity of Effort leadership includes the applications of
- Relationships, Performance and Morale (RPM) as three categories of human activity in which the organization operates
- Identifying the Critical Reality Point to pinpoint organizational locations for improvement, innovation or intervention
- Consistent Positive Direction in daily interactions and as process components of specific practices for forward movement, continuous improvement, solution-focused communication, solution-focused decision making and presentation skills
- Internal Partnering for the Student Success:
    o **Support** – e.g. Smooth OpS delivery to internal Partners in a way that best concentrates on supporting front line performance and delivery
    o **Performance Expectations** – e.g. job requirements, meeting/exceeding performance objectives, task completions, appropriate behavior, timeliness, 'accuracy and success', safety
    o **Cooperative Performance Obligations** – e.g. response to administrative requests, meeting compliance requests/requirements, info for record accuracy, timeliness
    o **Communication and Information** – e.g. talking to each other, providing clarification, asking and answering Core Questions, sharing instructional, process and progress information
    o **Support Requirements** – e.g. services or goods required by Internal Partners from Smooth OpS branches or individuals to best support front line performance and delivery (can be required by front line or Smooth OpS)
    o **Help People to PLAY** – e.g. educate about correct behavior, help to manage compliance, be invitational, provide guidance; This is also a key Consistent Positive Direction skill.
- **Managing the Organizational Brain** in a positive direction – The organizational brain is a four sided metaphor that includes 1) Instructional Management, Process Management, Progress Management and Possibility Management, each of which requires production, process, progress and possibility leadership; 2) understanding that leadership, management and decision-making styles and tendencies may be important in maintaining the direction of excellence at acceptable performance levels:
    o **Instructional Leadership and Management** involve planning, organizing, leading and controlling day to day performance and delivery among internal partners in ways that best concentrate on supporting front line efforts for the student success.

- o **Process Leadership and Management** involve monitoring, analyzing, planning, organizing, leading and controlling logical or methodical operations or sequences that lead to desired or required outcomes.
- o **Progress Leadership and Management** involve keeping score of current circumstances, keeping the organization informed of student success and meeting requirement of internal partners, the use and availability of resources, process and instructional support activities and influencing and encouraging growth and development in ways that best concentrate on supporting front line performance and delivery.
- o **Possibility Leadership and Management** involve the engagement of human activity in creativity and innovation for organizational growth and development in ways that Relationships, Performance and Morale all work together to bring the organizational vision to reality and to expand the organizational possibilities to adjust to student growth and trends; Possibility Leadership also involves finding ways for improvements, innovations and interventions in matters of normal operation(s). Actions can range between spontaneous and calculated.
- Leadership Toughness – Effort(s) in the direction of student success
  - o Endurance – Doing what it takes to get to your destination successfully
  - o Persistence – Taking what you must go through to get to your destination successfully
  - o Insistence – Ensuring that what needs to be done gets done successfully
  - o Consistency of Positive Direction – Communicating in the direction of success
- Leadership Flexibility to incorporate your leadership know-how in using the Unity of Effort framework to concentrate on supporting front line performance and delivery, including the use and management of the following CI (Climate of Interaction) Factors:
  - o Communication and Information
  - o Creativity and Innovation
  - o Continuous Improvement
  - o Critical Inputs
  - o Concentrated Interventions
  - o Cycle of Influence
- Empowerment: Getting the decision making closer to the student, sharing accountability in the direction of excellence – You can manage it all yourself or you can share the accountability with others who report to you; understanding that leadership, management and decision-making styles and tendencies may be important in maintaining the direction of excellence at acceptable performance levels
- Allocation of resources in ways that best concentrate on supporting front line performance and delivery while sustaining organizational success and growth so that students meeting or exceeding grade level requirements and expectations.

The farther a titular leader is from the front line, the more power he or she has. In many organizations, the direction of support is toward that power and the person and the decisions that come with that power. In many organizations, although titular leaders feel as though they are adequately supporting everyone down through their respective chains of command, the support and the concentration flow toward the hierarchical power. In some organizations, an anticipated change in leadership puts all significant decisions on hold because "we have to wait until the new superintendent or principal comes on board". Instead, leaders can use their power to find the genuine impact of their decisions on front line performance and delivery. An organization can function consistently in the direction of student success when the leadership functions consistently in the direction of student success. Leaders have the power to effect and sustain that direction of concentration, support and focus while ensuring the continued health and growth of the organization. It is a question of direction.

Using the Unity of Effort leadership practices keeps the direction of excellence in the direction of student success. Those who are farther away from the front line have the power to make those practices a

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consistent part of their daily efforts, especially since their decisions impact the relationships, performance and morale of more people in the organization. That is why the Core Questions, as well as the other leadership practices are for every leader at every level. It is important to note that the Unity of Effort leadership practices are designed for effecting excellence in performance and delivery throughout the organization in ways that concentrate on supporting front line performance and delivery so that students can meet or exceed grade level requirements and expectations.

As the organization becomes more adept at using the Unity of Effort tools and practices it evolves into a cycle of influence in which the RPM's (human activities) of the organization are influenced by leadership and leadership is influenced by the RPM's of the organization all in the direction of student success. Leaders are increasingly internal partners to the workforce as well as to each other. The logic and the consistency are driven by direction.

The Unity of Effort framework provides a ***collective reasoning*** that is concrete and consistent by incorporating the following statements:
The organizational statement - "…concentrates on supporting front line performance and delivery in a way that the front line can have the very best performance and delivery so that the students can meet/exceed grade level requirements and expectations and our students can exceed qualifications for college and career readiness".
The Smooth OpS statement - "in a way that….best concentrates on supporting front line performance and delivery so that our students meet/exceed grade level requirements and expectations"
The front line statement - "in a way that we can have successful performance and delivery so that our students can meet/exceed grade level requirements and expectations and our students can exceed qualifications for college and career readiness".

In a Unity of Effort framework, synchronizers and leaders have a role to help and support branches and individuals in the organization to concentrate their efforts on meeting the requirements of those they serve directly, while adhering to the reasoning above. Everyone can know ***where*** to concentrate and everyone can know ***why*** to concentrate. Everyone can know their support responsibilities for making front line performance and delivery great.

Primarily, leaders communicate, coordinate and collaborate with other leaders to say what one or more organizational branches will do. The leader-to-leader interactions should reflect the understanding and use of the Unity of Effort framework. Those interactions are the strongest influence for keeping the organizational excellence in the same direction. The Unity of Effort Leadership Practices are essential, especially the Internal Partnering for Student Success. Once a leader has a task for her branch to execute, the leader communicates the branch goals, objectives and tasks in whichever organizational structure is in place while always functioning within the Unity of Effort framework. The roles of the branch members are already established and understood. The leader ensures that the TEAM NINE Approaches are in place. The branch uses the Leadership Consistency and Direction of Excellence that is already established.

If your branch is the only branch that uses the Unity of Effort framework, you can still use all of the Unity of Effort tools and practices. For example, as a leader you still have the role of pulling the hierarchy into your direction of excellence. When necessary, you can ask anyone the Core Questions. Members of your branch can do the same.

One senior manager was in a meeting with others discussing how the performance management program would be conducted and implemented. He was the only Unity of Effort manager in the group. When the decision statement was made by the Executive Director, he asked, "If we do it that way, what is the impact on our front line?" It took everyone in the room by surprise and everyone including the Executive Director agreed that "…we need to find that out first." Once they found the answer, it made a welcome difference in their strategic decision.

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If your branch is the only one that uses the Unity of Effort framework, determine how you and your branch will interact and function with others. Make the effort to make the person or people that you report to allies to your Unity of Effort framework. Your Consistent Positive Direction skills of Pulling Allies in the Direction of Success (68) will be very useful, especially asking for support. The Unity of Effort practice, the 'Answer before the Question' (page 85) will also be very useful, whatever your position in the organization. Remember to use any of your skills with the spirit and intention of 'Helping people to PLAY'.

Also, as a leader, understand that you are a *member* of your branch. Your branch has performance and delivery functions in the direction of excellence and you are a part of that. Your role is to enable the support that is necessary for everyone in your branch to have accurate and successful performance and delivery for those they serve internally and externally, in a way that everyone best concentrates on supporting front line performance and delivery so that the students meet or exceed grade level requirements and expectations.

Financial Stability is a major element of the system of support.. How does financial management connect with supporting front line performance and delivery? Financial stability is impacted primarily by costs and expenses and revenues. In a Unity of Effort framework revenue allocations would involve organization-wide consideration of how to concentrate financial distributions in ways that best concentrate on supporting front line performance and delivery: from setting up internal support systems and processes to ensuring that front line employees have everything they need for students to meet/exceed grade level requirements and expectations. The entire organization concentrates its financial efforts as well as its physical efforts on supporting front line performance and delivery.

In a Unity of Effort framework, costs, expenses and operating revenues are oriented in the direction of student success. Costs, expenses and operating income can be divided into three main categories:

a. **Front line costs and expenses** are used directly for front line activities and provisions (time, space and resources) in ways that the front line can have the very best performance and delivery for students to meet/exceed grade level requirements and expectations..
b. **Support and Overhead costs and expenses** are used for Smooth OpS activities and provisions in ways that internal support employees/resources can best *concentrate* on supporting front line performance and delivery.
c. **Operating Revenue** is used for costs required for Smooth OpS and front line needs.

Allocation of Resources

The closer a leader is to upper management, the more power he/she has regarding allocation and deployment of resources. There is only so much money, materials, people, maintenance and machinery to go around. They are a part of the boundaries in which an organization operates. In a Unity of Effort framework the decisions regarding allocation of resources are built around supporting front line performance and delivery. Resources including human activity are used for delivery of instruction, process, progress and possibilities – those elements that are depicted in the organizational brain. As a titular leader at any level, you must be able to balance your leadership among those four sides of that brain. However, the simplicity of your efforts is the Direction of Focus. Therefore you make sure that the people who do the actual production and delivery have what they need to be great in the eyes of their students and parents.

Your limits of time, space, cost and other resources are called boundaries. Rather than addressing boundaries as 'what gets in the way', address them as what must be included. Make them a part of the equation. Examples of boundaries are:

Cost and revenue allocations	Student learning requirements and expectations
Strategic Plans	Government regulations
EEO regulations, policies, expectations	Job descriptions
Organizational policies and procedures	Performance Expectations

Personnel levels	Process or Production requirements
Quality policies and procedures	Safety policies, regulations and procedures
Standard Operating Procedures (SOP's)	Training, development and educational requirements

You certainly can add to the list. In a Unity of Effort framework every leader will have occasions to use Core Questions and Meetings-before-the-Meetings. Under those circumstances leaders at every level should know how to appropriately include necessary boundaries with those questions. For example, an organization may install new technology that increases helps to accelerate academic achievement. As a result, the organization increases (or wants to increase) achievement goals by 10% as well. However, the organization is limited to the same personnel levels based on a directive that was implemented four months ago. That is a time to ask the organizational Core Question: "What is the impact on front line performance and delivery?" The complete question would be: "Given that the personnel levels must remain the same, what is the impact on front line performance and delivery?" and "What support does the front line need for successful performance and delivery?"

Remember. Answers should be given by or received from:
- The person or persons asking the question
- The person or group to whom the question is asked
- Front line representatives who are members of the front line
- Others as required, requested or volunteered

Although titular front line leaders are considered members of their front line organization, they are considered Smooth OpS. It is best that front line answers come from the people who report to them. Yet, responses from front line leaders are definitely welcome and important.

Leadership Team Development

Management/Leadership Teams (Smooth OpS) – Plan, Organize, Direct and Control Organizational Strategies in ways that concentrate on supporting front line performance and delivery; ensure the directions of excellence. Members of teams that are closer to upper-management levels are usually leaders of branches of the organization that have different roles. It is essential for those team members to know their own Directions of Excellence and the Directions of Excellence of their branches. The Unity of Effort framework increases the assurance that upper and middle management leadership team members will be on the 'same page' because each team and each member uses the Direction of Excellence to increase the assurance that everyone concentrates on supporting front line performance and delivery. It is important to establish the Direction of Excellence of any team. Leadership team members at the lower levels are more likely to have regular assignments that make it easier for them to communicate, coordinate and collaborate with some frequency. Each team member should be able to articulate the team's direction of excellence.

For upper or middle management teams, it is wise to include a synchronizer with the team or to ensure that someone is on the team with the knowledge to synchronize the direction of excellence as well as use the Unity of Effort practices. Leadership teams should use the TEAM NINE Approach to ensure that they are functioning effectively.

Your Leadership Effort

On any given day, at any management level, circumstances occur outside of the ordinary or routine. Your Unity of Effort leadership practices are designed for your branch to keep the Direction of Excellence under any circumstances, at the inclusion of everyone rather than at the expense of anyone. You and your organization can be well equipped to provide the support that is necessary to make front line educators great for student success.

Excerpt from Organizational ESP by J. Bert Freeman

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Learning Check – Section IV

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Answer the following question. Please contact T.A.L.K. Associates to share your answers and to get the correct and appropriate answers: . You will also be contacted to participate in a free webinar discussion on September 13, 2012, 11:30 am to 1:00 pm. Use this link to register: http://www3.gotomeeting.com/register/537671222

1. Connect the descriptions or phrases with the correct Unity of Effort Practices.

Column A – Descriptions	Column B – Practices
Ask only three questions	Organizational Core Questions
The leader's primary role	Direct Core Questions
Translate the deviations to Positive Direction	The Direction of Excellence
Is there adequate support?	Meeting-before-the-Meeting
Does it FIT the vision?	Addressing the System First
What is the impact on front line performance…?	Positive Direction Power Principle
There must be 100% consensus	Data-Based Decision Making
What support do you need to…?	Decision-Making Round Table
Support, Concentration, Focus	Support to Direct Reports
Letting the data talk **Example**	FITS 4 Success

2. Regarding a Unity of Effort Framework, explain the difference among goals, objectives and tasks.

3. As a leader in a Unity of Effort framework, what element of Internal Partnering most closely connects to your evaluation of the performance of others?

4. What element of Internal Partnering is also a key Consistent Positive Direction skill?

Learning Check continued – Section IV

5. What is/was your most compelling reality as a leader? How would you apply Unity of Effort practices toward approaching that reality most effectively? Use or refer to at least three practices and give reasons for your answer.

You are the manager/supervisor of a front line team. Your team is the only branch of your organization that uses the Unity of Effort framework. Respond to questions 7-10. Use 100% Consistent Positive Direction.

6. In a Unity of Effort framework, what is your role and your relationship with the manager to whom you report (e.g. Support Protocol)?

7. What would you say to her to explain your Unity of Effort framework?

8. In your role, are you Front Line or Smooth OpS?

9. You are given a special assignment. You must provide two members of your team to work special hours with seven residents on a motivation project for two weeks. After you assess the requirement, you realize that you must make adjustments to the shifts and assignments of your team.

      What Unity of Effort practices will you use regarding the team? What will you say?

      What practices will you use with the two members who are on special assignment? What will you say?