



OODN/PNODN January 11 Learning Session

Tools and Samples to Share
Provided by Dave Moyle
Organization Development Network Oregon
Community Consulting Program
January 2023

Tools, templates, samples to share

- Executive leadership team (ELT) assessment interview process, questions, and summary report sample
- ELT meeting effective assessment process, questions, summary report sample
- Meeting charter tool
- Leadership role description process and template
- Decision-making concepts
- Community Consulting Project team and individual assessment tools

Assessment interviews

- Pre-published
- Scheduled for 90 minutes whenever possible
- Two CCP consultants per interview
- “Anonymous but not confidential” rule
- Told each interviewee that the current ELT could change
- Asked for permission to record the interview

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Asst Interview
Questions

1. Which team do you consider to be your primary team or home team? Why? (3/20)
2. What do you see as the mission or purpose of the ELT? (3/23)
3. What are the most important values of the organization? How do those show up (or not) in your work? (7/30)
4. Does the ELT have the right members to achieve its mission/purpose? (2/32)
5. Do ELT members give the right amount of attention to areas outside their own? (3/35)
6. How much interaction and what is the nature of interactions between you and other ELT members outside of the weekly ELT Meeting? (4/39)
7. How much interaction happens and what is the nature of the relationships between your organization and others within CCC? (4/43)
8. How effective is decision-making in the organization? (3/46)
9. How clear are you on your roles, responsibilities, and accountabilities? (5/51)
10. How clear are you on your fellow ELT members roles, responsibilities, and accountabilities? (5/56)
11. How effectively does the ELT support DE&I? (3/59)
12. How effectively does the ELT support the strategy of the 3 C's: Community, Clients, and Culture? (3/62)
13. What are the top 2-3 strengths of the ELT? (3/65)
14. What are the 1-2 most important area for improvement/development for the ELT? (3/68)
15. What do you need or want from Rachel to strengthen the ELT? (3/71)
16. Is there anything we didn't talk about that you think we should have? (3/74)

Assessment interviews summary report *SAMPLE PAGE*

ELT and ELT+ Interview Summary			
Question	Opinions/Quotes	Implications	Potential solutions
1. Which team do you consider to be your primary team or home team?	<ul style="list-style-type: none"> ● It's not the ELT. (7) ● It's the ELT. (3) ● "I would love for that answer to be the ELT." ● "The ELT is the primary executive team." ● Anchor point is the ELT. ● Rachel doesn't truly have a team. "If ELT was her team, she wouldn't need you [the CCP team]." 	Although some do see the ELT as their primary or home team, the majority do not. Strengthening the ELT should elevate its stature in the minds of CCC executives.	See potential solutions on #2 below. Doing the work recommended in #2 will strengthen the ELT. Once these foundational elements are put in place, the team should consider engaging in activities specifically designed to strengthen the ELT as a leadership team.

Question	Opinions/Quotes	Implications	Potential solutions
2. What do you see as the mission or purpose of the ELT?	<p>Best quotes</p> <ul style="list-style-type: none"> ● "Ending homelessness, one person at a time." ● "Identify what is important for CCC to survive and thrive and stay on course." ● "Provide CCC's organizational and cultural DNA." ● "People believe the ELT is the omnipotent and omniscient team, but it's not." <p>Strategy and strategic execution</p> <ul style="list-style-type: none"> ● Set the strategy. (8) ● Execute on the strategy. (5) ● Determine the future of the organization. ● Set the overall priorities. ● Alignment and prioritization of resources <p>Governance and decision-making</p> <ul style="list-style-type: none"> ● Decision-making (8) ● Governance for strategy (6) ● Fiduciary (4) ● Minimize risk. (4) ● Provide operational leadership. (2) ● Monitor organizational performance at a high level; execute the mission. ● "We just went through the budget process and the Finance Department is dismal." <p>(CONT. NEXT PAGE)</p>	ELT members are vaguely aligned on the ELT's purpose, but execution on that purpose is falling short of expectations. The purpose needs to be crystal clear and mechanisms to increase ELT effectiveness need to be strengthened and put in place where they're missing.	<p>Create charter documents for the ELT and all other leadership teams. Key elements of team charters should include:</p> <ul style="list-style-type: none"> ● Mission/Purpose ● Responsibilities, accountabilities, and ownership ● Success measures ● Team members and their roles ● Key interfaces ● Key decisions owned and involved in ● Meeting structure and linkages ● Points of confusion or disagreement on any of the above that require special attention

ELT meeting assessment

- Sent out before the interviews with a request to complete before their interview
- At the start of the interview, we reviewed the assessment and asked clarifying questions as needed

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Meeting
Assessment

ELT Meeting Assessment

For each statement, rate your level of agreement using a 1-7 (1, strongly disagree; 7 strongly agree). Jot notes explaining your reasoning in the space below the questions. Email the completed assessment to dwmoyle@hotmail.com.

PURPOSE						
1. The purpose of the ELT meeting is clear.	1	2	3	4	5	6 7
Considerations: What do you see as the purpose of the ELT meeting? Do all ELT members seem to have a common understanding of that purpose?						
AGENDA AND EXPECTED OUTCOMES						
2. The right topics are on the ELT meeting agendas.	1	2	3	4	5	6 7
Considerations: Are the right items on the agenda? Does the ELT effectively plan for agenda items? Are there items on the agenda that you think shouldn't be? Is anything missing?						
3. The expected outcome is clear for each agenda item.	1	2	3	4	5	6 7
Considerations: Is it clear why each item is on the agenda and whether action or a decision is required? If an agenda item is not clear initially, is it clarified before proceeding?						
ATTENDANCE AND PARTICIPATION						
4. The right people attend the ELT to accomplish the purpose of the meeting.	1	2	3	4	5	6 7
Considerations: Is anyone missing? Is anyone attending who you think shouldn't be there?						
5. The level of participation is effective for achieving meeting outcomes.	1	2	3	4	5	6 7
Considerations: Is everyone heard? Are dissenting views encouraged? Are a few individuals dominating to the detriment of others?						
TIME MANAGEMENT						
6. ELT meeting time is well managed.	1	2	3	4	5	6 7
Considerations: Does the meeting start and end on time? Is the right amount of time generally given to topics? Does the ELT stay "on topic?" Are in-meeting adjustments to time effectively made?						
DECISION-MAKING						
7. Decision-making at the ELT meeting is effective.	1	2	3	4	5	6 7
Considerations: Is decision ownership clear? At the right level? With the right people <u>involved</u> ? Using the right method?						

Ten questions total

Meeting assessment summary report

SAMPLE PAGE

Percent negative (<4) sorted highest to lowest

Question	Topic	% -	% +
7	Decision-making	66	33
9	Continuous improvement	56	0
10	Overall effectiveness	43	14
1	Purpose	40	20
2	Right topics	40	10
8	Follow-through	33	44
5	Participation	30	50
6	Time Management	30	60
3	Expected outcome	20	40
4	Right people	11	78

As with the ELT interviews, decision-making emerged as the issue most needing improvement. The second lowest ranked item is assessing the ELT meeting and using that assessment to continuously improve. Once the meeting has been re-designed with a clear purpose (4th lowest) with the right topics (5th lowest), the overall effectiveness should improve. We recommend assessing the meeting on a regular basis using a simple Plan-Do-Check-Act process. Especially while the ELT is building new meeting norms, we recommend either bringing in a facilitator or assigning participants effective meeting roles such as timekeeper, gatekeeper, and decision process guide.

Percent positive (>4) sorted highest to lowest

Question	Topic	% -	% +
4	Right people	11	78
6	Time Management	30	60
5	Participation	30	50
8	Follow-through	33	44
3	Expected outcome	20	40
7	Decision-making	66	33
1	Purpose	40	20
10	Overall effectiveness	43	14
2	Right topics	40	10
9	Continuous improvement	56	0

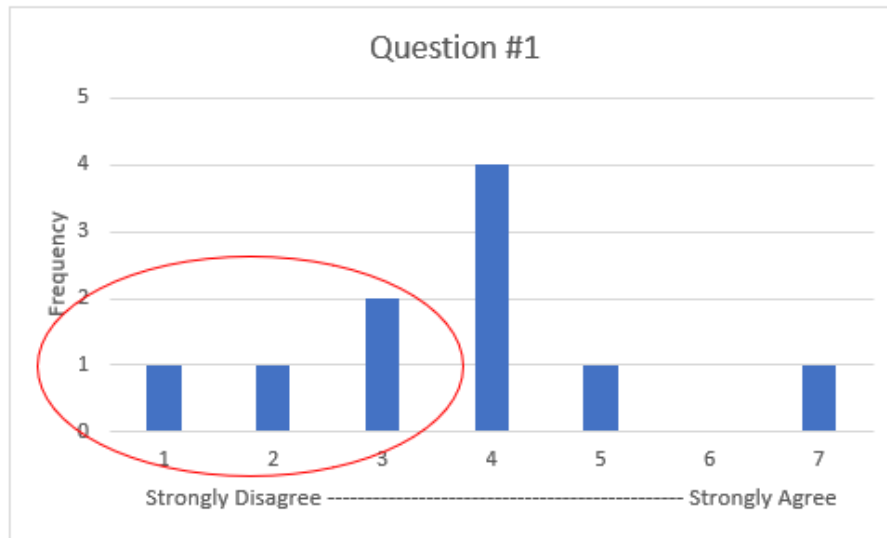
The top strengths provide a strong foundation to build on. In general, ELT members feel the right people are in the room with generally good participation. Thanks to Sean, in meeting time management works well. All other topics received less than a 50% positive rating.

Meeting assessment summary report

SAMPLE PAGE

ELT Meeting Assessment Detail

Question #1: The purpose of the ELT meeting is clear. Negative 40%; Positive 20%



Summary/Quotes

- No clear purpose or articulated strategy (IIIII)
- Governance, alignment, updates on major initiatives
- "If there is a charter, I am unaware of it"

"I would offer that our future purpose should focus on understanding the current state of the organization (both qualitatively and quantitatively) and organizing our strategy around stability."

Sample, meeting charter tool

2. Based on the racetrack, document the purpose, membership and protocols for the various ELT and ELT-like meetings.

Weekly ITMC Meeting	
Purpose	IT leadership alignment on: <ul style="list-style-type: none"> • Priorities • IT performance • Response to issues that need urgent attention • Emerging corporate issues, priorities, and communications • What should be communicated to the organization
Meeting Leader	Sr VP IT
Attendees	<ul style="list-style-type: none"> • IT Staff • HR Business Partner • Invited guest based on topic
Protocol	<ul style="list-style-type: none"> • One hour should be reserved for round robin and open items • Topics requiring more than one hour should be moved to the monthly meeting, the meeting should be extended to the third hour, or a special meeting scheduled. • The default decision-making method is consultative decision-making with David as the primary decision-maker, unless he designates someone else or wants a different decision-making method (e.g., consensus). • A staff member shall record a summary of what should be communicated to the organization this week (communication should not be limited to ITMC meeting content). • A staff member shall record decisions and action items with owners and due dates for future follow-up. • Staff members should remain fully engaged in the meeting, using e-devices only in support of the meeting or to handle issues that require immediate attention
Frequency	Weekly
Duration	2 hours (10:00 am -12 noon); 3 hours if needed (9:00 am – 12 noon)
Required Inputs	<ul style="list-style-type: none"> • Decisions from prior meetings for reference as needed. • Action items from prior meetings requiring follow-up • Information requiring pre-meeting review sent out by 8:00 am Thursday
Agenda Items	<p><u>Standing agenda items (first hour):</u></p> <ul style="list-style-type: none"> • Hot issues requiring ITMC attention and response • Round robin: What do my colleagues need to know about? What do I need help on or need to collaborate on? Should not be a simple calendar read-out. • Review of action items from prior meeting requiring follow-up • Next meeting agenda items and owner <p><u>Scheduled agenda items (2nd and 3rd hour if needed):</u></p> <ul style="list-style-type: none"> • Topics that can be covered in less than 1 hour • Emerging corporate issues, priorities, and communications • Tactical issues that require a presentation and ITMC action
Required Outputs	<ul style="list-style-type: none"> • Communication from the meeting, if deemed necessary, for distribution to IT managers, explaining not just the agenda items but the implications for IT and IT employees • Decisions and action items, with owners and dates, for future follow-up • Future agenda item, date, owner

IT Management Committee Example

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Document

Team:	Leader:	Date:
<p>Primary Purpose of the Team: <i>This is a short description of the purpose of the team. You can think of it as a mini-mission statement. Why does the team exist? What is the over-riding purpose? How would one describe the team's purpose in a short elevator ride?</i></p>		
<p>Responsibilities, Accountabilities, and Ownership</p> <p><u>Scope:</u> <i>Describe the team's scope of responsibility.</i></p> <p><u>Accountabilities:</u> <i>List the top 3-5 things the team is specifically accountable to deliver, or the top 3-5 objectives that its performance should be evaluated on.</i></p> <p><u>Process/Tool Ownership:</u> <i>List any processes, tools, or reports that the team owns</i></p> <p><u>Inputs/Outputs:</u> <i>List any inputs the team needs to do its work</i> <i>List any outputs this team produces (reports, communications, etc.)</i></p>	<p>Team membership by role <i>Who is on the team and what is their role?</i></p>	
	<p>Key interfaces <i>Key interfaces should describe who the team works with and the nature of that relationship.</i></p>	
<p>Success Measures <i>What measures define success for the team? How do we know if the team is succeeding?</i></p>	<p>Key Decisions <i>Key decisions should describe the critical few recurring decisions that the team either makes or has a key role in participating in and the decision-making method. Focus particularly where decision-making is unclear or is a source of conflict.</i></p>	
<p>Points of confusion, disagreement, role clarification needed <i>Describe any significant points of confusion or disagreement about this team's role in any of the categories above. These are areas where extra effort is required to ensure roles, responsibilities, and decision-making authority are clear.</i></p>	<p>Meeting structure <i>This should describe key meetings of this team and if/how these link to other meetings.</i></p>	

Recommendation #4: Create Leadership Role Descriptions

1. Beginning at the ELT level, have each ELT member create their own leadership role description.
 - Introduce the concept and template in an ELT meeting.
 - ELT members document their roles.
 - In a workshop or series of workshops, each ELT member reviews his or her role description with their peers to bring out disagreements, gray areas, points of confusion, etc. with the end goal of creating a clear and complete working role descriptions for each ELT member.
2. Cascade this process for other leadership roles.

Name:	Role:	Date:
<p>Primary Purpose of Your Role: <i>This is a short description of the purpose of your role. You can think of it as a mini-mission statement. Why does your role exist? What is your over-riding purpose? How would you describe your role in a short elevator ride?</i></p>		
<p>Responsibilities, Accountabilities, and Ownership</p> <p><u>Scope:</u> <i>List your scope of responsibility. For example, the functions you own or support or the number and types of accounts you are responsible for. If you are a manager, the number of teams and people you are responsible for.</i></p> <p><u>Accountabilities:</u> <i>List the top 3-5 things you are specifically accountable to deliver, or the top 3-5 objectives that your performance results should be evaluated on.</i></p> <p><u>Process/Tool Ownership:</u> <i>List any processes, tools, or reports that you own.</i></p>	<p>Key Relationships</p> <p><u>Internal:</u> <i>Describe the nature of your most important internal relationships with teams or individuals. For the teams you are on, describe your role.</i></p> <p><u>External:</u> <i>Describe your most important relationships outside the organization...those individuals or organizations that are most critical to doing your job. If you are a member of an outside team or organization, what is your role?</i></p>	
<p>Success Measures</p> <p><i>What measures define success for your role? How do you know if you are succeeding? (Refer to accountabilities above.)</i></p>	<p>Critical Decisions You Own Or Are Engaged In</p> <p><i>Describe key decisions where you have an important role. Focus on recurring critical or strategic decisions where conflict or role confusion is likely. What is your role in the decision? Do you own making the decision? Do you provide key input but someone else makes the final call?</i></p>	
<p>Points of confusion, disagreement, role clarification needed</p> <p><i>Describe any significant points of confusion or disagreement about your role in any of the categories on this page. These are areas where extra effort is required to ensure roles, responsibilities, and decision-making authority are clear.</i></p>	<p>Skills/Competencies/Special knowledge</p> <p><i>Describe any skills, competencies or special knowledge one must have to do your job.</i></p>	

Decision-making concepts

Typical Decision-Making Symptoms

“It takes too long.”

“Important factors weren’t considered.”

“We don’t learn from poor decisions.”

“It impacts me, and I didn’t have a voice.”

“If I don’t like mom’s decision, I’ll ask dad.”

“The hard decisions just get elevated.”

“Decisions are undermined by those who disagree.”

“No one can say ‘YES,’ but anyone can say ‘NO.’”

“There’s a bottleneck at the top.”

Recommended Decision-Making Principles

1. Have a clear owner and process for the critical few recurring decisions.
2. Push (but don't abdicate) decisions to the lowest level.
3. Collaborate whenever possible with those who have critical insight.
4. View decisions through the lens of compassion, equity and fairness to those impacted.
5. Adopt “disagree and commit” behaviors.*
6. Match the decision method with the type of decision.**
7. Practice continuous improvement.

Thoughts on “disagree and commit” in consultative decisions

- Disagreement is a natural, healthy outcome.
- Leaders are still responsible for implementing decisions they disagree with.
- Implementing decisions with full support enables leaders to fairly evaluate them.
- A time should be set to evaluate the decision and change course if the analysis indicates.

NOTE: “Disagree and commit” should not be used as a replacement for collaboration, as a bludgeon to snuff out disagreement, or as a requirement that leaders be dishonest or inauthentic in their communication about decisions.

Decision-making methods

1. **Consensus:** true consensus requires 100% agreement and when achieved is very powerful. Consensus decision-making is generally the most difficult and time consuming. It can result in lowest common denominator decisions and stalemates (any one person can say no; no one person can say yes). These decisions should be reserved for the most important decisions where 100% agreement is important.
2. **Consultative:** typically, either the expert on the topic or the person who has line responsibility for the outcome has the authority to make the decision *after consulting with others who have a stake in the outcome or who have key knowledge or information*. Consultative decision-making should be the default method.
3. **Authoritative:** the person who has line responsibility for the outcome makes the decision without necessarily consulting with anyone. Authoritative decisions are called for when a quick decision is required such as during an emergency or safety incident.
4. **Voting:** those who will make the decision vote, with everyone generally having an equal voice. It's typically quick and results in a clear decision. It can give a feeling of democracy. However, since everyone gets an equal vote, but not everyone has the same degree of knowledge or stake in the outcome, it may not result in the smartest decision. It results in winners and losers. Decision-making by voting by should be reserved for issues where it's more important for everyone to have an equal voice or issues of lesser importance when a quick decision is needed.
5. **Collaborative:** those who have a stake in the decision and those who have expertise, key information, or an important perspective are collaborated with leading up to the decision. Collaborative decision-making does not mean that consensus must be reached; however, good collaboration is crucial to effective consultative decision-making to increase the quality of the decision and to strengthen buy-in.

CCP Project Team Assessment Tools



Individual
Feedback



Project Lead



Team Self
Assessment

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to open*



OD Capabilities
Self Asst



Lead Expectations