

# The Office of Performance Excellence

## “The Catalyst”

*“The mission of the Office of Performance Excellence is to be a catalyst for continuous improvement of performance in state government to better satisfy customers and stakeholders.”*



### What is a catalyst?

In the laboratory, a catalyst is a substance that heightens or accelerates a reaction.

The definition is similar in the workplace.

Being a catalyst does not happen overnight or as the result of a single action.

### Being a catalyst...

#### Is not another role.

*It's a broad mindset—and an overall approach to how you lead.*

#### Requires a shift in thinking.

*You must believe that in today's changing workplace, everyone must assume personal accountability for getting things done.*

#### Multiplies effectiveness.

*You are no longer the primary doer, decision maker or problem solver. Instead you coach, support and advise others to assume responsibility, that frees you to pursue other leadership responsibilities.*

#### Means being consistent.

*You need to choose to consistently behave in ways that energize and mobilize others.*



### Catalysts believe...

At the root of a catalyst's behavior are strong held beliefs, including:

- Trust.
- Respect...there is value in differences.
- The key role of a leader is to support others.

### Leaders, who are catalysts, acting on these beliefs...

- Practice what they preach.
- Make a difference in the lives of the people who look to them for guidance and support.
- Influence people who can make a difference.
- Leave a leadership legacy!

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## ***Executive Directive 2001-3 "Quality Management Practices"***

*On June 8, 2001, Governor John Engler signed the Executive Directive on Quality Management Practices in the State of Michigan.*

*The key points of this Directive are:*

- It is the policy of this administration to assure excellence and continuous improvement in the services that state government provides to Michigan citizens.
- There is a focus on quality management principles and a contact for these activities within each agency.
- There is a commitment to develop employees to meet management challenges.
- Support and encouragement of the Leadership Development Program.
- Outlines the Office of Performance Excellence's role in the implementation of the directive.
- Sets the foundation for a competency-based human resource system.

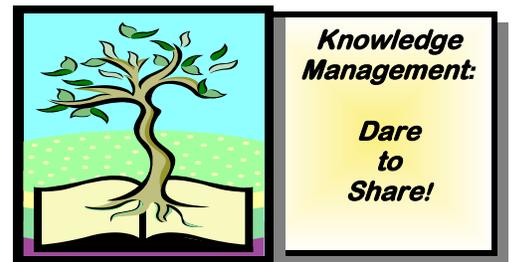


### ***What does this mean for leaders in my department or agency?***



Departments will embrace their own plan on how to enhance Quality Management Practices and develop their own leaders. The Leadership Development Program (see page 3) will begin with the core curriculum for Group 4/SES employees. However, learning does not and should not end at the classroom doors, and formal courses cannot address all of the issues important to particular individuals. Other areas where leaders can implement quality practices are:

- ⇒ Learning on-the-job and self-directed learning:
  - ◆ Project management
  - ◆ Self-assessments
  - ◆ Analyzing & seeking feedback
  - ◆ Executive coaching/mentoring
  - ◆ Learning through extracurricular activities
- ⇒ Performance appraisal & management
- ⇒ QRS guidance
- ⇒ Employee recognition
- ⇒ Collaborations & partnerships
- ⇒ Quality management "best practices"
- ⇒ Resources – videos, books, web site links



## ***"Leadership Development Program"***

### **Phase I For Excellence in Leadership**

Phase I of the Leadership Development Program focuses on a formal course curriculum to provide opportunities for State leaders to improve their skills in the fourteen leadership competencies. These courses are being designed to provide new information, skills, and challenges to leaders, as well as opportunities to learn with and from other State leaders. The curriculum will provide leaders with a high-quality backdrop that complements their current skills and helps them continue to achieve excellence in leadership for the State of Michigan.

### **Phase II For Excellence in Leadership**

The courses available in Phase I will provide a solid foundation for leaders to develop their leadership competencies. However, learning does not and should not end at the classroom doors, and formal courses cannot address all of the issues important to particular individuals. Phase II of the Leadership Development Program is being designed to enrich the formal training curriculum by Encouraging learning on-the-job and self-directed learning.

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### **What Will Phase II Look Like?**

Phase II is currently under development. It will include supports and guidelines for learning experiences such as:

*Learning through Experience:*

- ◆ giving formal presentations, managing projects, leading a change effort and taking on cross-departmental assignments.

*Learning through Feedback:*

- ◆ analyzing and seeking feedback, using performance appraisals, getting help from executive coaches, and mentoring.

*Learning through Education & Training:*

- ◆ participating in facilitated learning, attending lectures and symposia, obtaining cross-training, and achieving formal educational degrees.

*Learning through Extracurricular Activities:*

- ◆ reading books and journals,
- ◆ involvement in professional organizations, and performing volunteer or community work.



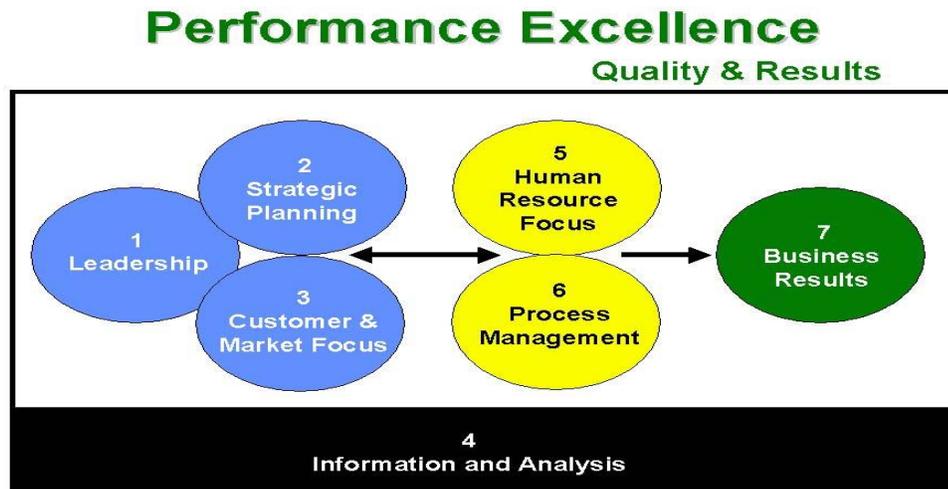
To Get Better Results for Michigan

### **The Leadership Development Program Core Courses**

Concept	Recommended Course Sequence
Understanding Leadership Priorities	1. Strategic Leadership: Behaviors That Make The Difference (prerequisite for remaining sessions)
Customer Focused Leadership	2. Customer-Focused Leadership
Strategic Planning	3. Strategic Planning: A Way of Thinking
Facilitating Change	4. The Leader as Change Manager
Alignment	5. Performance Excellence: Aligning for Results (previous sessions are prerequisites for this session)

Course offerings will begin in September 2001. A pilot session of each course will be held prior to roll-out of the course. See the Training & Development section of the MDCS web-site for registration information. All courses are listed under the Leadership Development Program logo. Follow your department or agency's established registration process for MDCS courses.

# "Getting Better Results" by Using Performance Excellence Principles



## What is Performance Excellence?

*"Continuously improving to provide quality results for everyone."*

Listed below are the elements of the performance excellence model and suggestions for practical application in the workplace. Upcoming issues of "The Catalyst" will present other applications for each element of the model.

- **Information and Analysis**

Identify a few key points to effectively measure performance and manage the organization.

- **Leadership**

Model your commitment to organizational learning by your participation in the Leadership Development Program.

- **Process Management**

Recognize that long-lasting results are achieved by process improvement.

- **Customer and Market Focus**

Understand the voice of your customers by hosting process-oriented focus groups with your customers.

- **Human Resource Focus**

Enable employees to contribute effectively and to the best of their ability by using a competency-based selection process.

- **Strategic Planning**

Set strategic directions and strategic objectives with the aim of strengthening overall performance and competitiveness.

- **Results**

Establish unique and innovative measures that track business development and operational improvement.

**Next Issue—More ideas on how to get better results!**



## Between Leadership and Results



*You can achieve better results by using the "Performance Excellence Principles."*

- ◆ Excellence begins with leadership.
- ◆ It is the responsibility of leadership to make these things happen. Just training your leaders is not going to get you results.
- ◆ Incorporate strategic planning.
- ◆ Adopt a process improvement methodology.
- ◆ Identify your customers – both internal and external.
- ◆ Develop competent staff.
- ◆ Reward and recognize employee efforts.

These are the structures you must have in place in order to achieve better results.



