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!

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.


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
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.

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.

Learning does not and should not end at the classroom door, 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.

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.

The Leadership Development Program Core Courses

<table>
<thead>
<tr>
<th>Concept</th>
<th>Recommended Course Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Leadership Priorities</td>
<td>1. Strategic Leadership: Behaviors That Make The Difference (prerequisite for remaining sessions)</td>
</tr>
<tr>
<td>Customer Focused Leadership</td>
<td>2. Customer-Focused Leadership</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>3. Strategic Planning: A Way of Thinking</td>
</tr>
<tr>
<td>Facilitating Change</td>
<td>4. The Leader as Change Manager</td>
</tr>
<tr>
<td>Alignment</td>
<td>5. Performance Excellence: Aligning for Results</td>
</tr>
</tbody>
</table>

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

Performance Excellence
Quality & Results

1. Leadership
2. Strategic Planning
3. Customer & Market Focus
4. Information and Analysis
5. Human Resource Focus
6. Process Management
7. Business Results

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.

What legacy will YOU leave as a leader?

More on leaving a legacy in the next issue!
Ken Blanchard, American Management Consultant, Business Writer and Motivational Speaker, once said, “None of us is as smart as all of us.”

The State’s Quality Recognition System (QRS) recognizes this management perspective. The mission of QRS is to assist departments and agencies in recognizing teams that implement improvements to organizational processes that meet customer/stakeholder needs and expectations. The QRS was installed by legislative action in fall 1998 via Public Act 119 of 1998 and implemented in January 1999. So far, 27 teams have been recognized for implemented process improvements that have:

- enhanced value to customers through new and improved products and services
- improved accuracy
- improved timeliness
- reduced complaints
- reduced re-work
- streamlined organizational processes
- realized cost savings

Details about the operation of the QRS and about each of the 27 improvements and team members can be found on the OPE web-site at www.state.mi.us/mdcs/ope/index.htm.

Please visit the Office of Performance Excellence web site for more information on the Leadership Development Program, detailed information on the QRS program and the other services available through our office.

Our web site also has links to information on self-initiated training, quality information and other resources you may find helpful in your daily challenges.

Our website address is:
www.state.mi.us/mdcs/ope/index.htm

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