

## Plotting a New Course for ARAMARK Using The CAREER ARCHITECT®

Christopher Giangrasso, Vice President, Human Resources  
ARAMARK School Nutrition Services, ARAMARK Corporation

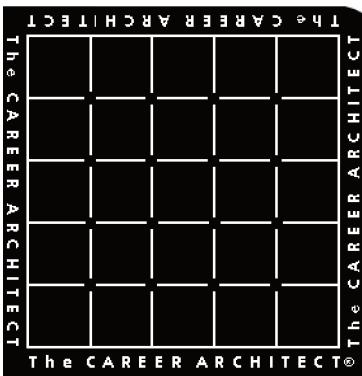
ARAMARK is a \$6 billion diversified service company with 145,000 employees worldwide. It has been a privately held company since the CEO led a management-driven buyout in 1984. In the decade following the buyout, the company enjoyed record growth in the areas of food service, uniform rental, health service, daycare, and magazine and book distribution. A core group of stable, tenured owner-managers ran each of these decentralized business units with an individual business focus.

In the early 1990s, as the business environment grew more competitive and volatile, ARAMARK's insular, decentralized corporate environment, which had until then been a company advantage, was becoming a liability.

"One of the biggest challenges we faced in getting people excited about change is that the company was doing so well," notes Chris Giangrasso, ARAMARK's director of Executive Education and Development. "We had owner-managers who were not inclined to take a lot of risk because they could see the value of their privately held corporation increasing — so why mess with success?"

The CEO and senior management, however, recognized that although the company was still growing at a steady rate, individual businesses were missing or losing opportunities to a variety of competitors, large and small, domestic and international. In order to sustain success, the company was going to need to become more market oriented, achieve greater revenue growth, foster innovation, develop stronger analytical skills and enhance risk taking.

The methods ARAMARK is currently using to address those needs involve a combination of education, development, staffing, rewards and communication.



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The education component is an Executive Leadership Institute which takes groups of 30 executives through four intensive sessions over the course of a year. The sessions begin with coursework taught and developed specifically for ARAMARK, by world-class faculty. The group is also assigned an intensive "Action Learning Project" which allows each group to put what they've learned to use in addressing a real business problem faced by ARAMARK.

"As a result of one Action Project, we were able to combine two business units into one mega-business, eliminating an entire layer of overhead," notes Giangrasso. "I don't think a task force could have achieved the same result. This is a CEO-driven process with real accountability and a demand for real results."

Each person who attends the Executive Leadership Institute graduates with a confidential Personal Leadership Plan, developed in conjunction with outside consulting psychologists, using an in-depth interview process and 360° feedback from superiors, peers and subordinates.

In addition to education, ARAMARK has embarked on a company-wide development process that began with defining values common to the entire corporation. An advisory council of human resource vice presidents from each business unit arrived at a set of twelve management dimensions:

- Consistently Achieves Results
- Provides Vision
- Analytical Abilities
- Innovation
- Selects and Develops Strong Talent
- Encourages and Demonstrates Collaboration
- Candor
- Maturity
- Decisiveness
- Influences Others Without Formal Authority
- Commitment
- Integrity

Every ARAMARK manager from the vice president level and up was analyzed against these criteria to get a sense of the organization's strengths and weaknesses. The independent consultants who had done the benchmarking for the Personal Leadership Plans were also asked to do a ranking based on their research. The results of both surveys indicated that the company's greatest strengths were commitment, candor and results; its weaknesses were systems for influencing without formal authority, visioning, and selecting and developing strong talent.

Having identified three organization-wide needs, the next step was finding a system for writing good development plans. For ARAMARK, the solution was a customized version of The CAREER ARCHITECT® Development Product.

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"We asked Bob [Eichinger] and Mike [Lombardo] to translate our Management Development Review data into CAREER ARCHITECT® terminology," explains Giangrasso. "They interpreted all the connections and created a custom version of the electronic CAREER ARCHITECT® that we now use to create development plans."

ARAMARK's 12 Management Dimensions "translated" into the following 10 CAREER ARCHITECT® Competencies:

- Dealing with Ambiguity
- Conflict Management
- Learning on the Fly
- Dealing with Paradox
- Standing Alone
- Motivating Direct Reports and Others
- Decision Quality
- Integrity and Trust
- Command Skills
- Perseverance

Today, The CAREER ARCHITECT® Development Product is in use at most management levels throughout the organization. Giangrasso is in the process of creating an education/development process that will address the needs of front line people as well.

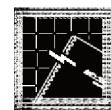
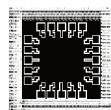
The CAREER ARCHITECT® competencies are also used as the basis of recruiting and staffing efforts. ARAMARK has developed custom Interview Guides which help an interviewer probe a management candidate's strengths and weaknesses in terms of competencies required for success within the organization.

"We knew that many of the competencies we value in the corporation — like 'Dealing with Ambiguity' and 'Motivating Direct Reports' — are difficult to develop," explains Giangrasso, "so we're trying very hard to hire people who already have those skills. These Interview Guides are a tremendous help."

In exploring a candidate's ability to "Deal with Paradox," ARAMARK's Interview Guide might suggest that the candidate be asked to describe two situations when he or she had to adapt to a new boss, strategy, plan or philosophy. The Interview Guide then tells the interviewer what responses to look for and what follow-up questions might be appropriate. The interviewer is then asked to rate the candidate on a 1-5 scale for each of the top ten competencies to develop an overall score. As a result of this process, interviewers are able to quickly compare candidates and better argue the case for their choices.

In addition to these education, development and staffing initiatives, the company has also made extensive revisions of its reward and employee communications programs.

"The single most important component of these initiatives has been the commitment of our CEO," notes Giangrasso. "Without his active involvement, this would have been seen as just another 'HR weenie intervention.' He took ownership and as a result the entire process has been a remarkable success."



## How The CAREER ARCHITECT® Is Helping BANC ONE Establish a Competency-Based Corporate Culture.

Michael B. Higgins

### Vice President & Manager

## Texas Compensation, Bank One

Texas, NA      Dallas, Texas

Paul A. Shannon

Vice President & Senior Training Officer  
Bank One, Texas, NA Dallas, Texas

Sue Vancil

Management Development Consultant  
Rockwall, Texas

Nancy Weaver-Gilbertsen

## Executive Development Program

Banc One Ohio Corporation

Columbus, Ohio

Barbara A. Beath  
Manager, Quality & Management Development  
Bank One Education Department  
Columbus, Ohio

The eighth largest banking organization in the U.S., Banc One Corporation is a multi-state bank holding company, with assets of approximately \$89.9 billion. The corporation operates 88 banking organizations and 1,425 offices in Arizona, California, Colorado, Illinois, Indiana, Kentucky, Michigan, Ohio, Oklahoma, Texas, Utah, West Virginia and Wisconsin. The corporation has major regional centers in Ohio, Indiana, Texas and Arizona.

"In the past, Banc One has grown primarily through acquisitions," explains Michael Higgins, vice president and manager of compensation for Bank One, Texas. "In the last few years, the company has decided that we ought to stop acquiring and make some money by managing the things we already own."

\*Michael Higgins is now with The Belgard Group, a management consulting firm specializing in high-performance teams and organizations.

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An organization that once heralded its "Uncommon Partnership" and allowed each bank to operate independently now recognized the need for a "national" culture and leaders with shared vision and competencies. The corporate office in Columbus, Ohio, defined a set of competencies that a successful Banc One manager ought to have — but left it to the regions to determine how to develop those competencies.

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At the Sedona Users' Conference four representatives from different areas of Banc One and one former employee, now a management consultant, described how they'd discovered that they had all independently elected to use The CAREER ARCHITECT® as their tool for developing the new Banc One competencies.

"We've been using The CAREER ARCHITECT® in Texas since 1993," notes Paul Shannon, vice president and senior training officer at Bank One, Texas. "Today, we're using the product at various levels in the organization, including senior executives and with our Banking Center Managers."

The CAREER ARCHITECT® is used to provide senior executives with an annual review of their own competencies as compared to a corporate model. Each executive is given a development plan based on identified or chosen gap competencies. "This process is really driven out of Columbus," explains Shannon. "This is how we link our development to the development that's happening there."

## PREPARING A NEW GENERATION OF BANKING CENTER MANAGERS

The CAREER ARCHITECT® is also helping Bank One Texas prepare a new generation of Banking Center Managers to manage a dynamically changing way of doing business. To develop a new Banking Center Manager program, Shannon brought together a team that consisted of market training managers from every major city within Texas.

Using The CAREER ARCHITECT®, the team went through the process of defining competencies that would be needed by successful Banking Center Managers in key areas like sales management, financial and operations. When the profile was complete, the team next examined every process that would be used in developing those competencies.

"We started at the base of the pyramid and focused on how we would recruit talent, internally and externally," recalls Shannon. "We wanted to make sure that the recruiting would be linked to the skills we need and that the assessment, training, developing and mentoring pieces would all be interrelated."

Each person coming into the new Banking Center Manager program is now given a developmental plan, work assignments to build the competencies, and frequent reviews of their progress.

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"The program is very flexible and we're finding that people move through it at different rates, depending on a combination of things, from the market in which they work to individual differences," concludes Shannon. "Right now the process is restricted to people that we're grooming for Banking Center management, but we think it's adaptable for any management supervisory person who's interested in growing competencies."

#### HUMAN CAPITAL PLANNING AT BANK ONE DALLAS

Sue Vancil, a former Bank One employee in the management development area of the company, now an independent management consultant, has been using The CAREER ARCHITECT® since 1993 to help the company assess and develop the high potentials it has in its corporate pools of talent. Working with David Sweet from the corporate offices at Banc One Columbus, Vancil identified an opportunity to pilot a new Human Capital Planning process with the president and the top 35 executives of Bank One Dallas. The process was designed to tie development planning into the competency language that was gaining a foothold in the organization.

"As we were explaining this process to Ty Miller, the president of Bank One Dallas, he said 'Great, but I also want 360° feedback,'" recalls Vancil.

"At this time VOICES® didn't exist, so we ended up using a combination of The CAREER ARCHITECT® and a Lotus scoring program. I wouldn't recommend that process — in fact I said 'Hallelujah' when VOICES® did come out."

In a two to three month group process, Vancil met with each of the functional heads and all their direct reports — the largest group had 15, the average size was six to eight people. Vancil helped each group probe their individual business strategy, customer base, unique challenges and other factors. She then asked them, "Based on those factors, what are the technical competencies you're going to need? What are the managerial competencies?" Using a flat sorting technique described in The CAREER ARCHITECT®, each group came up with its own Organizational Success Profile.

Based on those profiles, Vancil did a 360° assessment on both technical and managerial competencies. Individuals were given confidential feedback in a one-on-one setting. As a group, they were coached on how to go back to their bosses and come to a consensus as to what was important for their jobs and what were their two or three most important and strategically related developmental needs.

They came together again for a developmental planning workshop where they all had a copy of The CAREER ARCHITECT® spiral-bound Planning and Reference materials. The end result was that each individual who participated came away with a development plan based on a competency that related to their business strategy.

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"From conversations I've had with people who have been through the process, the biggest advantage was that they now had a common language for describing competencies," says Vancil. "We're also starting to see a Bank One Corporate Culture emerging. I've now worked with four groups in Bank One Dallas and 12 groups in operations — in most of those groups, 70% of the competencies selected were the same."

#### RECRUITING FOR HIGH POTENTIALS

Nancy Weaver-Gilbertsen manages an Executive Development Program for Banc One Ohio Corporation which is a comprehensive recruiting/placement/development program that begins internally and on campus and is designed to produce the sorts of resources needed by Banc One, now and in the future.

Since 1994, Gilbertsen has been concentrating on the recruiting aspect of the program. Using Banc One's Core Leadership Competencies model, Gilbertsen designed a competency interview that was used to recruit candidates for the 1995 Executive Development Program (EDP).

Gilbertsen recruits from some of the top 25 MBA schools in the nation, looking for people with three to five years of work experience. Selected candidates are placed in Banc One's cross-functional EDP program, which includes a variety of work assignments, educational training, and development planning with The CAREER ARCHITECT®, as well as peer and executive mentoring.

*Banc One's Core Leadership Competencies were identified by David Sweet of Banc One Columbus in a study of 200 managers across the organization.*

Banc One Core Leadership Competencies			
<u>Selection</u>	<u>Lower Layer</u>	<u>Middle Layer</u>	<u>Senior Management/ Policy Committee</u>
Action Oriented	Customer Focus	Dealing with Ambiguity	Managing Vision & Purpose
Composure	Delegation	Command Skills	Perspective/Range of Interest
Conflict	Integrity & Trust	Decision Quality	Sizing Up People
Ethics & Values	Listening	Timely Decision Making	
Intellectual	Managing Diversity	Managerial Courage	
Horsepower	Motivating Direct Reports & Others	Negotiating	
Learning on the Fly	Results	Organizing	
Problem Solving	Building Team Spirit	Priority Setting	
Self-Knowledge	Total Quality Management		

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Through conversations with EDP customers, Gilbertsen identified 15 Core Leadership Competencies against which 25 candidates would be interviewed and evaluated. Gilbertsen broke the 15 skills into four different categories: Learning Skills, Personal Skills, Leadership Skills and Mentoring Skills.

"I set up teams of interviewers consisting of three senior managers who had acted as mentors in the past and one assignment manager. These people all know what it takes to assimilate to Banc One and succeed in the EDP program," explains Gilbertsen. "Because we are recruiting for a 'learning program' we asked the interviewers to focus on Learning Skills. Each interviewer asked questions around all four skills in the learning category and at least one skill from each of the other three."

Gilbertsen also provided the interviewers with training on how to conduct a Learning Interview and what to watch for in an interview situation. The interviews were conducted in a single day with each candidate having an interview with each member of an interview group. The interviewers then came to a debriefing at the end of the day.

As successful as this process was for Gilbertsen in 1995, her next step is to integrate Lominger's The RECRUITING ARCHITECT® Handbook into the process.

## WORKING AT ALL LEVELS

Barbara A. Beath is a manager in the Quality and Management Development area for the Bank One affiliate in Columbus, which employees 10,000 people in the Columbus banks and other non-banking subsidiaries. Beath has been using The CAREER ARCHITECT® extensively in Career Development classes for both exempt and non-exempt employees.

Beath integrated The CAREER ARCHITECT® competencies into a management development curriculum aimed at mid-level and first-line managers. In a series of focus groups, Banc One's 22 Core Leadership Competencies were narrowed to 19 Skills and 11 "Being," or personal, characteristics needed for success in the organization. The focus groups then talked about the coming changes and challenges at Bank One and prioritized what skills would be needed.

Once they'd established their competencies and priorities, the group created "opportunity maps" by charting the things the organization valued and then determining which of those things they did well and not so well. The group identified three major skill areas: Communication, Creativity and Innovation, and Day-to-Day Management, which are now addressed by an 11-month program that was implemented two years ago and has had over 200 participants.

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"We have proof positive that the product works at all levels. In fact, we've even used The CAREER ARCHITECT® with fifth graders," quips Beath. "We volunteered at a school in Westerville where we used the cards in a discussion about leadership and how these competencies can help them manage things on the playground."

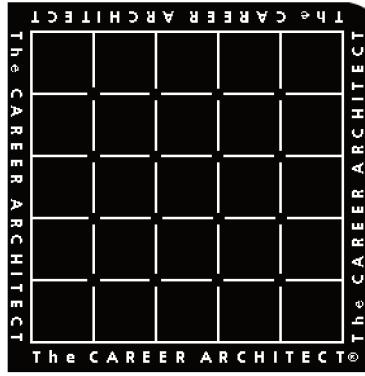
- • • • Since a recent round of layoffs, Beath has also been using The CAREER ARCHITECT® in a Job-Seeking Skills class designed to help participants identify their strengths and gain more confidence in the interview process.

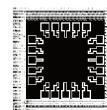
The Columbus affiliate has also used The CAREER ARCHITECT® to profile the position of Relationship Banker, a person responsible for integrative marketing of all the affiliate's banking and non-banking products to commercial and retail customers. "When we had reached consensus on the profile, the head of our commercial area said he wasn't sure we had anyone in the organization who could do this job," notes Beath. "It was not a happy realization, but we had the language and direction to know where we had to go."

The Services Corporation of Bank One Columbus is using The CAREER ARCHITECT® to profile positions and career movement paths for the 8,000 employees it has nationwide. The bank's audit group is using The CAREER ARCHITECT® to define the skills the group's auditors will need as they move from being "policemen" to "consultants."

"Most recently, I've been using a combination of The CAREER ARCHITECT®, The LEARNING ARCHITECT® and LEARNING AGILITY™ [now known as CHOICES™: The TALENT MANAGEMENT ARCHITECT™] with resistant derailers," says Beath. "I've also used this approach with willing learners who feel they are not living up to their potential in the organization."

Beath notes that although use of The CAREER ARCHITECT® and competency language is now widespread throughout Banc One Corporation, it happened without a formal plan or mandate: "It's a textbook example of 'Influence Without Authority.' We all used it independently to create small successes and suddenly discovered that The CAREER ARCHITECT® had become an institution at Banc One."





## The Evolution of the Learning Interview

### A Lesson in Learning on the Fly

Les Woller, Director, HR Planning\*

Battelle Memorial Institute

Les Woller is a pioneer in a selection process called the "Learning Interview" which he developed during his eight-year tenure at Battelle Memorial Institute, a world leader in research and consulting headquartered in Columbus, Ohio.

The Learning Interview helps him assess candidates for both Learning I (basic smarts/analytical skills) and Learning II (street smarts/learning well from experience) potential.

His story begins in 1986 when Battelle decided to expand its largely governmental business base to include industrial and commercial clients. Instead of selling a research product that required a technical presentation at the lower levels of universities and government agencies, Battelle now wanted to market a capability that would call for strategic partnering and relationship building at high levels within prospective client organizations.

This major strategy shift required a major shift in skills. So in 1986, Battelle recruited and hired 14 people from outside into senior levels of the organization — beginning with Woller, who was hired as a vice president of human resources for roughly 4,500 of Battelle's 8,500 employees. Between 1986 and 1989, Battelle's new hires experienced a 78% failure rate as 11 of the 14 left the organization under a variety of circumstances.

In January of 1989, Battelle asked Woller to form an entirely new HR planning function aimed strictly at developing the leaders the organization needed for the future. For the next six months, Woller explored the research and best practices in leadership by visiting Harvard, Duke, and the Center for Creative Leadership, and corporations including GE, Weyerhaeuser and Xerox, among others.

As a result of Woller's research, Battelle created an external faculty of experts who were each assigned people within Battelle who were responsible for transferring the consultant's expertise into the organization's knowledge base.

\*Since making this presentation, Woller has formed Woller & Associates, a consulting firm specializing in leadership, selection and development, which is headquartered in Overland Park, Kansas.

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The faculty included Ram Charan for Strategic Planning, Ray Reilley of the University of Michigan for Financial Management, Stew Bither of Penn State for Market Assessment, Peter Linkow of ODI for Total Quality, and Bob Eichinger of Executive Success in Minneapolis for Leadership.

Woller was assigned to work with Eichinger, who had just introduced The CAREER ARCHITECT®, which he'd created with partner Mike Lombardo. "As a research institution, Battelle was interested by the research base embedded in The CAREER ARCHITECT® and its ability to put complicated subjects like human behavior and leadership into a logical structure," recalls Woller.

Eichinger took Battelle's top management through a lecture on executive development and helped them begin to build a profile for executive success using The PORTFOLIO SORT™ Cards. "Bob had also helped design the Tools course at CCL, and in 1991 they introduced 'Ten Questions for a Learning Interview,'" explains Woller. "For me, this was a catalytic event, particularly as I began to understand the importance of Learning II and how to recognize learning-agile candidates."

During the next round of interviewing for a senior position at Battelle, Woller, who had utilized learning questions during the interviews, found himself diametrically opposed to the rest of the team as to which of the top candidates should be hired. He was immediately overruled. The candidate Woller predicted "would be nothing but trouble" was hired and then parted company with the organization within 90 days.

"The CEO asked me what I had seen that the others had missed. So I took him through the steps, going from 'What sort of skills are we looking for?' to 'What sorts of experiences would someone with those skills have had?' to 'What did they learn from those experiences?'" says Woller. "The candidate I had opposed had been unable to explain how he accomplished many of the things he did. While it was true he had a brilliant track record, he was overly action-oriented and not sufficiently thoughtful or planful enough to do well in the Battelle culture."

In order to avoid further expensive failures, Woller was given the charter to apply his Learning Interview to each of the people coming in for executive positions. "At this point, I began working very seriously with Bob and Mike on how to apply The CAREER ARCHITECT® and The LEARNING ARCHITECT® to structure my Learning Interviews so that I could: 1) do a better job, 2) teach others, and 3) reduce my margin for error. (I wanted to make sure my first shot hadn't been just dumb luck.)"

By 1994, Woller had conducted more than 300 Learning Interviews to fill more than 25 executive jobs from the outside, including a new CFO and multiple senior VPs. As a result of those new hires and Battelle's successful shift in strategy, 1993 was Battelle's most profitable year in recent history.

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"Some of those hires were quite controversial because we were bringing people in who did not fit the traditional culture but had the skills to take us where we wanted to go," notes Woller.

"Even given that very natural dissonance and resistance to change, we turned the equation around from a 78% failure rate to an almost 80% success rate, as assessed through our succession planning process."

## METHODOLOGY FOR A LEARNING INTERVIEW

1. Woller uses The PORTFOLIO SORT™ Cards to help determine The CAREER ARCHITECT® competencies needed for the position. (In this example, a leadership position requiring "Strategic Agility," "Learning on the Fly" and "Results.")

### Job Specifications

- Customer Needs
- Strategic Response
- Challenges
- What Would a Successful Person Look Like?

COMPETENCIES for Leadership Position

- Strategic Agility
- Learning on the Fly
- Results

2. Next, Woller asks, "What experiences would build these competencies?"

### What Experiences Would Build These Competencies?

- Chair of Projects / Task Forces
- Fix-Its / Turnaround
- Heavy Strategic Demands
- Line to Staff Switches
- Member of Projects / Task Forces
- Off-Shore Assignments
- Start-ups

3. Woller asks, "What learning or problem solving tactics would a person with these competencies employ?" This question helps Woller understand how well a candidate will operate in an organization's culture. The items checked here indicate a good cultural fit for a leadership position at Battelle.

### Culture Fit ... Learning or Problem Solving Tactics

ACTION	THINKING	PERSONAL	PEOPLE
Pure Action	3 Problem Solving	Checking Feelings	3 Getting Information
Trial & Error	Visioning	Self Talk	Modeling
3 Following a Plan	Intuition	Personal Experience	3 Actively Involve

Note: These questions provide a bridge between The CAREER ARCHITECT® and The LEARNING ARCHITECT® and can be found in Code H on The PORTFOLIO SORT™ Cards in The CAREER ARCHITECT® Professional Planning Book.

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4. Woller asks, "What would a learner look like?"

#### What Do Learners Look Like?

The attributes in LEARNING AGILITY™: THE LEARNING II ARCHITECT™ [now known as CHOICES™: The TALENT MANAGEMENT ARCHITECT™] can be used to identify the candidates with learning potential.

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5. A candidate's ability to make sense of his or her experiences and learning are another indicator of Learning II or high potential.

#### Sense Making

"RULES OF THUMB"

Applications of the Learning

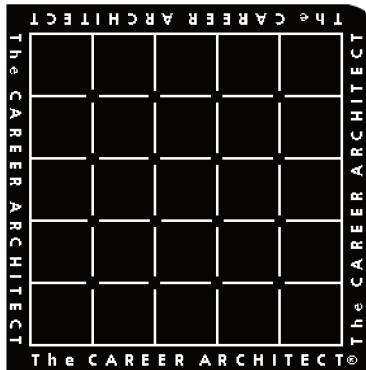
Give Examples

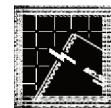
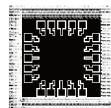
6. The end result is a Learning Question that systematically probes the candidate's competencies, experiences, cultural fit and learning potential.

#### Putting It All Together ... The Learning Question

1. Tell Me about a Time You Chaired a Project or Task Force:

What did you do?  
How did you approach it?  
Why did you do it that way? (What was your rationale?)  
What did you learn?  
Give some examples of how you've applied this learning.





## How The Leadership Architect® Suite Is Answering Bell Atlantic's Call for Leadership Development

Yolan Williams, Senior Consultant, Organization Development, Bell Atlantic

Mary Crannell, Consultant Leadership 2000

Bell Atlantic is a diversified telecommunications and information services company, formed ten years ago as a result of the AT&T divestiture. Today, the company has approximately 68,000 employees with 16,000 in the management and professional ranks.

When first formed, Bell Atlantic brought together many distinct organizational cultures, including those of the former New Jersey and Pennsylvania Bell Systems, as well as the C&P culture which had operated in Maryland, West Virginia, Virginia and the District of Columbia. In 1993, Bell Atlantic decided to move to a line-of-business structure, as have so many other American corporations, in order to better serve the company's customers.

"Though we broke those entities apart and formed new lines of businesses, the original cultures still remain distinct and have to be taken into account when moving managers around the organization," notes Yolan Williams, Senior Consultant of Organization Development for Bell Atlantic. "We anticipate that The CAREER ARCHITECT® will be a very flexible and adaptable tool for helping people understand the different cultures and textures at work in the organization, and it has helped us to make better placements."

In one of their earliest projects using The CAREER ARCHITECT®, Williams and Crannell helped one of Bell Atlantic's Management Information Systems (MIS) groups build a success profile for a part of the organization that was going to be used as a change agent for the organization. "At one time, we were a telephone company, but today we're a communications and entertainment company," says Williams. "Obviously, our managers need an enhanced set of skills to be successful today."

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Crannell used The PORTFOLIO SORT™ Cards to lead a senior team of the MIS group through a discussion and analysis of their current strengths. She then asked them to imagine themselves in the year 2000 celebrating their success and answer the question "What were the skills that got you there?"

"Interestingly enough, the skills set they came up with was very heavy on Power Skills and very low on Renewal Skills," says Williams. "The CAREER ARCHITECT® helped them understand that they could certainly develop their high potentials around those skills, but that change agents might not be able to simply bulldoze the sorts of changes they needed. As a result, they were able to make informed decisions about balancing the profile and the team."

Williams used a slightly different process with an Operations Group of the company. This team was first taken through an explanation of the life cycle of an organization from the forming phase to the maintenance phase, and then to a third phase of fulfillment or reinvention. Each member of the Operations Group was then asked to do The PORTFOLIO SORT™ Card sorts of the competencies needed for each of the three phases, as well as a sort on their current competencies.

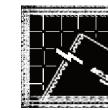
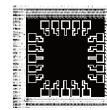
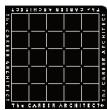
"When we asked them to compare their current skill set to the skill set needed for a Phase 3 organization, they could see there were some pretty substantial gaps," explains Williams. "The integration of the two models allowed them to see that they were not wrong or incompetent — they were doing exactly what they'd been trained to do for the past 30 years — but that they now needed to acquire a new set of competencies to meet a new set of challenges."

Interestingly enough, the ten competencies in the profile for the Operations Group and the ten competencies selected for the MIS profile had only three areas of overlap: Customer Focus, Dealing with Ambiguity, and Managing Vision and Purpose.

"That's when we decided that The CAREER ARCHITECT® was the right tool for Bell Atlantic," says Williams. "It helps us to highlight the differences and the similarities of all the different cultures. We can use it not only as an integrating tool but also as a differentiating tool. The good thing is that by using The CAREER ARCHITECT®, we're able to compare apples to apples to see what's important to each line of business."

Since her presentation at the Sedona Users' Conference, Williams has been piloting The RECRUITING ARCHITECT™ at Bell Atlantic. "The response has been extremely favorable," notes Williams. "We're able to create job profiles in minutes instead of days. We find that it makes sense to both interviewers and candidates and that they really like using it. In fact, it's taken off so well that we're planning to extend its implementation even further."

Williams is also working to introduce a "virtual assessment center" that will utilize LEARNING AGILITY™. The LEARNING II ARCHITECT™ [now known as CHOICES™: The TALENT MANAGEMENT ARCHITECT™] to support assessment and development of Bell Atlantic's high-potential and high-professional population. "As opposed to creating a very costly assessment center, we're going to move around our organization using a combination of The LEADERSHIP ARCHITECT® Suite and group decision support software to meet them at their point of need."



## How The Career Architect® Is Helping BFGoodrich Build a Developmental Architecture

LINDA HODGE, Director of Training and Development  
for the Aerospace Segment of BFGoodrich

Starting in 1986, BFGoodrich began divesting itself of its tire business to sharpen its focus on two major segments: Specialty Chemicals and Aerospace. Within the Aerospace Segment, there are four major groupings of business divided into 20 divisions and roughly 35 locations. The divisions range in size from 70 employees to over 2,000.

By 1987, the Aerospace Segment had moved from being a highly structured and very centralized bureaucracy to become an entirely decentralized, entrepreneurial organization. Each division became autonomous, run by general managers who were held accountable primarily for results. Any leadership development that happened, happened at the discretion of the GMs.

When Linda Hodge moved from one of the Aerospace divisions to become the director of training and development at Aerospace Headquarters in Akron, Ohio, in September of 1993, senior management was beginning to express concern that only six out the 20 General Managers heading their divisions had been promoted from within.

"One of the challenges in creating a developmental solution to that problem is that there were and still are no centralized or mandated functions at BFGoodrich," explains Hodge. "Top management doesn't want to tell the GMs how to run their businesses and they are very resistant to outside experts or anything that appears too trendy or cookbook."

As a first step in creating a development architecture, Hodge invited Bob Eichinger, one of the co-founders of Lominger Limited, Inc., publishers of The CAREER ARCHITECT®, to speak at an annual management conference.

"I asked him to tell them 'Everything You Need to Know About Development' in two and a half hours because that's all the time we had on the agenda," recalls Hodge. "But during that time he was able to broaden their thinking about developmental assignments and help them see that we were providing very few opportunities for the sort of jobs and interdivisional transfers that would develop the kind of broad-based leaders that we need."

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As a result of that presentation, Eichinger was asked to spend a day and a half working with the Aerospace Operations Group, a ten-member group of senior executives headed by Dave Burner, president of the Aerospace Segment.

At that workshop, the group did sorts of The CAREER ARCHITECT® PORTFOLIO SORT™ Cards to determine which competencies were needed for success today and which competencies would be required in the future. They identified five primary gaps: Managing Diversity, Motivating Others, Perspective/Range of Interests, Dealing with Ambiguity, and Dealing with Paradox.

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Hodge next spent a day with all 20 GMs, taking them through the same sorting process used by the Operations Group. "There would have been a lot of resistance to any cookie-cutter solution," says Hodge. "By putting a deck of Cards into their hands right away, they were each able to come up with their own set of competencies. Much to their surprise, they discovered that there was a high degree of similarity in the competencies they had chosen."

The Operations Group took the results from their own and the GM's workshops to finalize a list of Essential Competencies for a Broad-Based Leader.



BFGoodrich has identified 10 Fundamental Skills and 13 Core Leadership Competencies.

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Based on that competency model, Hodge used The CAREER ARCHITECT Electronic Version 3.1® to develop a generic development plan for a Broad-Based Leader which charted the most likely developmental jobs in the BFGoodrich Aerospace Segment and appropriate Development in Place Assignments and Off the Job Assignments, as well as courses and readings.

At the request of divisional GMs, Hodge has also done individual development plans for selected personnel and has been consulted about succession planning as well as people moves within and between divisions.

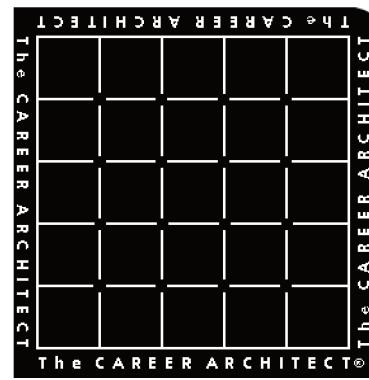
"The common competency language has been very useful to the GMs," notes Hodge. "Prior to this, they might have said, 'We believe that in two years Bill X will be ready to run Division Y,' but they couldn't have told you why. This has helped them to turn vague pronouncements into useful discussions."

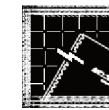
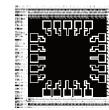
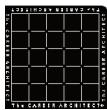
"Not so surprisingly, there has been a lot of interest in the Derailment Factors," says Hodge. "There are a number of people who have gotten to a certain point in the organization and then have never gone any further. We'd like to use the Derailment Factors help them understand why."

According to Hodge, GMs are also using the competencies both for performance reviews and providing feedback. "We've getting an increasing number of requests for 360° feedback, and in the near future we will probably bring VOICES® on line."

The competencies are also being used as the basis of divisional recruiting efforts and team selection. Hodge is currently working to develop a Learning Interview process for selecting high potentials using The RECRUITING ARCHITECT® Handbook.

"What I really like most about The CAREER ARCHITECT® is that it is so flexible," concludes Hodge. "There are so many applications and I think we've used just about every one."





## How The Career Architect® Helped Boeing Launch Its New Management Development Initiative

William B. Cahill  
Boeing Center for Leadership and Learning  
The Boeing Company

In recent years, Boeing has seen a major reduction in its Aerospace and Defense work, and its major revenue source — commercial jets — has been hard hit, first by recession in the industry and then by new competition from Europe as the industry began to rebound.

In order to turn the company around, Chairman and Chief Executive Officer Frank Shrontz and President Phil Condit are determined to see Boeing become a lean, customer-driven organization with a focus on teamwork and continuous quality improvement.

"In the past, each product was supported by its own organization — so if you bought a 747, you were basically buying it from a totally different company than if you bought a 757," explains Bill Cahill of Boeing's Center for Leadership and Learning. "To be successful today and in the future, we needed to spark a cultural transformation that would allow us to act as 'one' company."

In 1993, the company established the Center for Leadership and Learning in order to implement the CEO's Management Development Initiative. The Center was designed to integrate and focus all aspects of Boeing's selection, evaluation, education and development assignment processes in order to better support the company's business strategy and performance.

"The vision for the Center was to have a wide partnership of people working throughout the company to develop 'capable and focused' managers," says Cahill. "We knew that to genuinely unleash the power and imagination of the people working at Boeing we'd have to implement management development as part of our daily business."

The company already had in place an extensive list of Management Attributes defined by Shrontz and Condit. The Center's goal was to find meaningful ways to develop those attributes through job assignments and coursework.

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Intending to use The CAREER ARCHITECT® as a primary tool in their development planning process, the Center asked Lominger to translate and find connections between Boeing's existing Management Attributes and The CAREER ARCHITECT®.

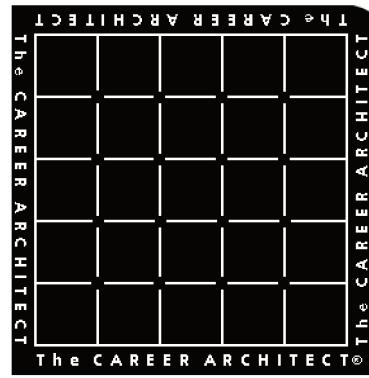
"We combined CAREER ARCHITECT® competencies with other data and some . . . common-sense things about Boeing to create a grid which describes the skills you would be expected to accumulate as you advance in your career at Boeing," notes Cahill. "It's fairly comprehensive but it leaves an area for the specific functional responsibilities you might have in any given unit."

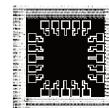
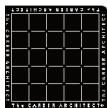
With the process in place, the Center began taking 500 senior executives through a required, week-long development program designed to educate and inspire top managers, with the target goal of developing more capable and focused managers. Additionally, the Center began offering ongoing workshops for individuals interested in Boeing's new model for development.

"Through those workshops, we've begun to create an internal army of change agents," says Cahill. "We bring people in and get them working in teams on real work-related problems and get them started on their own individual development, and they leave very excited about the process and ready to train somebody else to do the same thing."

In August of 1995, the Center distributed a Leadership and Learning Guide for Boeing Managers throughout the company. The Guide, which is introduced with a cover letter from the CEO, describes what a capable and focused manager looks like and then gives the reader a road map and tools for getting there. Designed primarily as a self-based work kit, the Guide will also be supported by The CAREER ARCHITECT®, available through the company's 24 individual Learning Centers.

"We knew that a percentage of the people would put them aside, but the ones who went to the back page and began the three-step process of creating a development plan would be hooked," says Cahill. "By linking their Learning Development Plans to company objectives, they improve the company during the process of improving themselves."





## How The leadership Architect® Suite Helped Caterair Get a Change Management Initiative Off the Ground

David Workman, Senior Vice President  
Human Resources, Caterair\*

In 1992, Caterair was divested from Marriott and purchased by senior management. At that time, the company had more than 22,000 employees, operated in 24 countries, and was the world's largest independent catering company. With a new debt burden to retire, senior management embarked on a major assessment of their mid-level managers to understand why many of them were not meeting their revenue goals.

According to David Workman, who had been hired as senior vice president of Human Resources to lead Caterair's change management and leadership development pool, the early findings were not impressive.

"For many years, the company had had no centralized standards, instrument or process for management hires," explains Workman. "After performing a series of structured interviews through an outside consultant and administering the Management Profile Record (MPR), we found that about 75% of our middle managers did not have the minimum technical skills or leadership capabilities needed for their jobs."

In order to address these problems, Caterair took a three-pronged approach. As a first step, they did additional assessments of their current management pool in order to better understand the nature of their managers' shortcomings and strengths before determining who to cull and who to develop.

Working with Mike Lombardo, co-founder of Lominger Limited, the publishers of The LEADERSHIP ARCHITECT® Suite, and Les Woller, a Lominger Associate, Workman created an assessment process which used the MPR to identify managers with any affinity for management, and LEARNING AGILITY™: The LEARNING II ARCHITECT™ [now known as CHOICES™: The TALENT MANAGEMENT ARCHITECT™] to assess untapped potential.

\*Since making this presentation, David Workman has formed THE WORKMAN GROUP, LIMITED, a consulting firm that specializes in helping organizations to operationalize The LEADERSHIP ARCHITECT® Suite.

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"In some cases, we found they had very talented people trapped in very boring situations," notes Lombardo. "High talent and high potential but bored senseless. They called them 'brain deads' because they'd stopped learning anything long ago. On the other hand, they also had people who were reputed to be high performers but scored very low on the formal assessments. In those situations, the issue was often job design — the job was so narrow or so easy that anyone could do it."

Workman next helped Caterair to develop competency models for every job and job family within the organization. Those competencies became the core of an aggressive development process, based on a combination of VOICES®: The FEEDBACK ARCHITECT™, Lominger's electronic 360° tool, and The CAREER ARCHITECT® Expert System.

A three-week internal Leadership Institute for high-potential managers was created where, in addition to training on strategy, financial management, safety, operation and total quality, each participant was helped to create an individual development plan. VOICES® was used to help managers determine their most critical developmental needs vis-a-vis the Competency Model for their jobs. The CAREER ARCHITECT® was then used to create individual three to five year developmental plans to address those needs.

The third component of Caterair's change management initiative was a complete re-engineering of their selection processes. Working with Woller and Lombardo, Workman developed a competency-based Learning Interview process for Caterair.

"Our chairman, Dan Altobello, and chief operating officer, Angelo Bizzarro, both felt very strongly that the key to future success lay in selection," notes Workman. "We knew we had to start by selecting the right people for key roles, and then work at increasing their competencies over time."

In Caterair's Learning Interview, all candidates have an initial interview during which they are asked eight generic questions designed to probe for the 14 core competencies that Caterair has identified to be common to all roles at the Supervisory level and above. If they pass the first interview, candidates have a second interview where they are asked learning questions which may relate to as many as 35 competencies that Caterair has identified as most important for success.

In the Learning Interview, interviewers are provided with a set of Learning Questions, "look fors" and follow-up probes. Through the process, the interviewer listens for and notes any evidence relating to the competencies being assessed. At the end of the interview, the interviewer reviews the information provided by each candidate and compares it against predeveloped indicators for each Learning Question.

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Each indicator is ranked on a scale of 0-5 to indicate the extent to which it was demonstrated by the candidate. The range of scores that a candidate may display for any Learning Interview question is from 0 to 25 with a score of 15 representing the score that the majority of people would achieve (i.e. "about like most people") when answering the question. Interviewers are also supplied with a matrix that indicates which of the 35 competencies are being evaluated by each Learning Interview question.

Prior to a massive recruiting effort that Caterair undertook in the United Kingdom, Workman and Woller produced a series of videos so that interviewers could see an entire interview and practice the new techniques for interviewing and scaling results before using them in the field.

"The poor financial results Caterair had been experiencing in the UK were specifically attributable to poor leadership," recalls Workman. "After assessing the situation, the only possible solution was to remove the poor leaders. We found ourselves needing to replace the entire management team."

The recruitment effort produced more than 1,200 applicants. Resumes were screened for experiences where candidates would be likely to have had an opportunity to "learn from experience," i.e. Start Ups, Fix Its, and Turn Arounds. Roughly 10% of the 1,200 applicants were interviewed. Half of those returned for second interviews and 25 were hired.

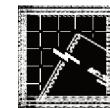
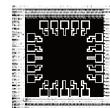
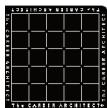
"We weren't necessarily looking for experience in the in-flight business," says Workman. "We wanted good problem solvers, who could demonstrate learning agility and good leadership skills."

As a result of the scaling performed during the interviews, interviewers were able to identify developmental needs in new hires and present them with both feedback and individual developmental plans as they came on board. "Even though every one of these individuals had outstanding scores overall, like most of us they had areas that needed strengthening," notes Workman.

After six months on the job, new hires go through a full VOICES® assessment. Following that, Caterair has a policy that all managers receive VOICES® feedback every 12 to 18 months or six months after assignment to a new job.

In June of 1995, Caterair's Change Management and Leadership Development Initiative had been in effect for three years. According to Workman, Caterair was already beginning to see a reversal of the decline in margin the company had been experiencing and a gradual increase in profitability. "We saw those results as directly attributable to this intervention and our improved processes."





## Defining the Role of Manager

Claude Balthazard , Senior Consultant  
CIBC Leadership Center

Deregulation of the financial and banking industry in Canada provides Canada's six largest banks with new competition as well as expanded opportunities. To prepare itself to meet the challenges of a rapidly changing marketplace, the Canadian Imperial Bank of Commerce (CIBC) formed the CIBC Leadership Center 18 months ago. The mandate of the Leadership Center is to enhance organizational leadership and empower employees to manage themselves.

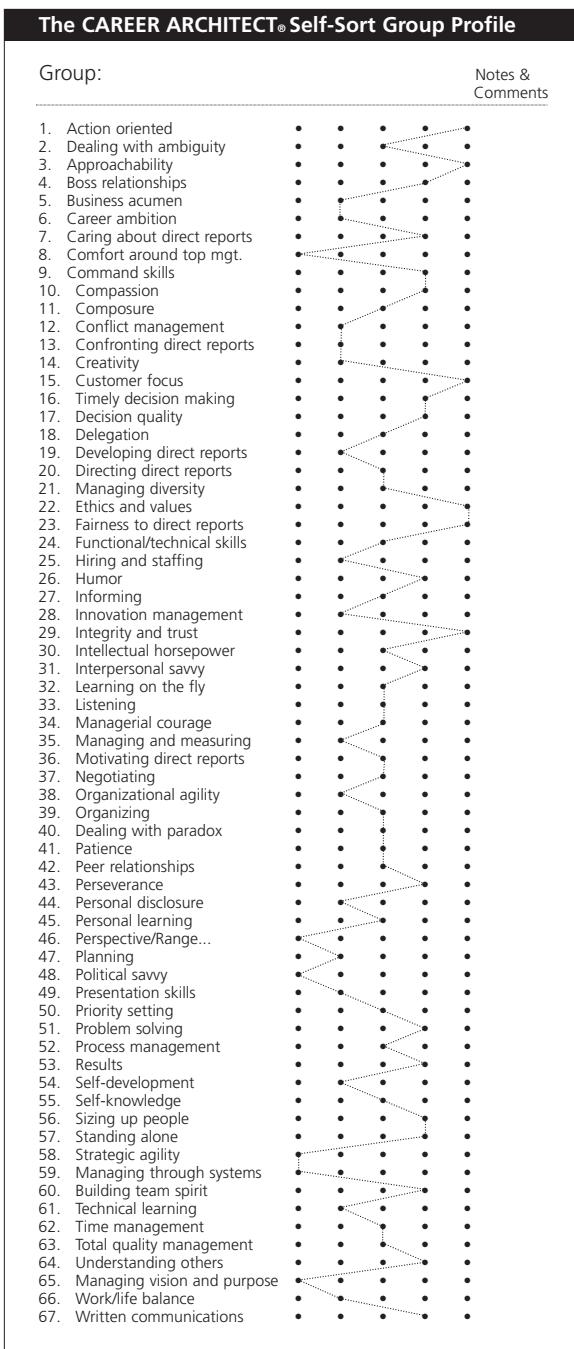
Claude Balthazard, a senior consultant at the Center, is using The CAREER ARCHITECT® Development Product in a two-day workshop he designed to help intact teams of managers and their direct reports to define and implement the "New Role of the Manager."

Prior to the workshop, Balthazard sends each member of the team a pre-work package which includes a set of The PORTFOLIO SORT™ Cards and Individual Sort Instructions. The members are asked to fax the results of their self-assessments in advance of their arrival.

"The pre-work assignment allows them to take all the time they need to do their self-assessment and also whets their interest in attending," notes Balthazard. "Another advantage of doing it beforehand is that it minimizes the tendency to try to guess what we're looking for and then feed that back to us." The first day of the workshop is devoted to discovery. The team is asked to define for themselves the ideal role of the manager. Then they're asked to do an Importance Sort deciding how important each of The CAREER ARCHITECT® 67 core competencies and characteristics would be in fulfilling the role of the manager as they've defined it.

Next a "team profile" or aggregate of the team's self-profiles is fed back to the group. Balthazard creates the team profile using a simple spreadsheet program to average individual scores. By analyzing the profile, the group can see their current patterns of behavior.

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"Typically, we see a fire-fighting pattern where 'Action Oriented' is much stronger than 'Planning,'" says Balthazard. "Most teams also have a hard time mixing 'hard' and 'soft' management styles — so they will be high on items like 'Integrity and Trust' or 'Approachability' but much lower on items like 'Managerial Courage' or 'Conflict Management.'"

When the team has finished analyzing its own profile, Balthazard helps the group analyze the gap between the current profile of the group's competencies and the importance sort, reflecting what they thought were the core competencies and characteristics needed in the new role of manager.

On the second day of the workshop, the team uses the gap data to identify three key items for the team's development. The team breaks into three tables, with each table assigned to create an Action Plan for one of the three key items, using developmental suggestions from The CAREER ARCHITECT® Development Product.

"We focus less on courses and external and more on the Developmental Tips, Develop in Place Assignments and the Learning Boosters from The CAREER ARCHITECT®, because these are things the team can apply on the job tomorrow," explains Balthazard. "By the end of the process, the team has taken ownership of their Action Plans, and team members have made a commitment to reinforce each other and keep each other on track."

The team is allowed to keep The CAREER ARCHITECT® Development Product for some time in order to finish their group plans or to create individual plans, if desired. In the 22 months since introducing the workshop, Balthazard has conducted the workshops for roughly 70% of the CIBC's more than 50 District and Branch Manager teams. Recently the earliest groups have begun expressing interest in returning for more work.

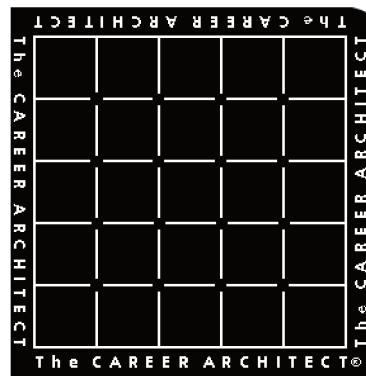
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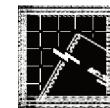
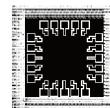
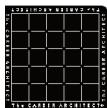
## The CAREER ARCHITECT® Gap Analysis Worksheet

Name:	Team:								
Most Important Characteristics	Avg.	G	S	Untested skill in an essential area	Weaknesses in an essential area	Upgrading an average skill	Strength	Overused Strengths	P
60. Building team spirit	2.882	High					3		
29. Integrity and trust	2.763	Very High						3	
15. Customer focus	2.763	Very High						3	
19. Developing direct reports	2.732	Low			3				
36. Motivating direct reports	2.667	Average				3			
65. Managing vision and purpose	2.660	Very Low		3					
33. Listening	2.660	Average				3			
27. Informing	2.642	Average				3			
7. Caring about direct reports	2.535	High					3		
18. Delegation	2.516	Average				3			
3. Approachability	2.503	Very High					3		
23. Fairness to direct reports	2.477	Very High						3	
63. Total quality management	2.461	Average				3			
22. Ethics and values	2.451	Very High						3	
20. Directing direct reports	2.431	Average				3			
64. Understanding others	2.424	High					3		

Balthazard is also in the process of creating a program called "The Self-Development Program" in which he hopes to use both The CAREER ARCHITECT® and The LEARNING ARCHITECT® Development Products as components of a self-guided exploration process.

Though the Center uses the ELECTRONIC VERSION of The CAREER ARCHITECT® for some groups, Balthazard prefers the paper version for his New Role of the Manager workshops: "I think it's easier with the paper version to have the group work through the materials as a team — and I think that's very important. They can bounce ideas off each other in a way that individuals working on their own cannot."





## How Columbia Gas of Ohio is Using The Organization Architect® Tool Set to Achieve Operational Excellence

Ken Keener, Human Resource Consultant  
Shared Service Center, Columbia Gas

In order to excel in the competitive marketplace that deregulation is creating, utilities like Columbia Gas of Ohio recognize a need to reinvent themselves from the monopolies they have traditionally been into lean market-driven businesses that can successfully compete.

In 1997, Bob Skaggs, president and CEO made a strategic decision to adopt "Operational Excellence" (*The Discipline of Market Leaders*) as the value discipline Columbia Gas would use to achieve market leadership in a deregulated gas industry. With Operational Excellence, Columbia Gas would become synonymous in the minds of consumers with "lowest total cost and dependable hassle-free products and service"

"Having completed a major restructuring of the organization to fit this new strategic direction, Bob came to me lamenting that even though the organizational structure had undergone significant change, the workforce culture hadn't," explains Ken Keener, a human resource consultant working in the company's newly formed Shared Service Center.

Keener suggested that two tools from The ORGANIZATION ARCHITECT® Tool Set\* might help Skaggs and his senior team clarify their sense of where the organization was today and where it would need to be in order to achieve Operational Excellence. The tools he recommended were:

1. The ORGANIZATIONAL CULTURE ARCHITECT® Builder & Translator to help the group evaluate its core competencies, cultural attributes and organizational capabilities.

2. The CHANGE!ABLE ARCHITECT™ Planner & Translator for evaluating the organization's potential to successfully implement cultural change.

\*For a more complete description of The ORGANIZATION ARCHITECT® Tool Set, see the In Practice Story ORGANIZATION ARCHITECT®: Early Users Report on the Lominger Web Site at [www.lominger.com](http://www.lominger.com).

Columbia Gas Cultribute Profile	Columbia Gas Change!Able Profile
<p><b>Mission Critical Cultributes</b></p> <p>Reengineer Systems</p> <p>Price Value Leader</p> <p>Service Leaders</p> <p>High Productivity</p> <p>Workforce Improvement</p> <p>Improve Profitability</p> <p>Customer Requirements (Cluster 8 — Manage Work)</p> <p>Low Cost Producer</p> <p>Change Work Processes</p> <p><b>Very Important Cultributes</b></p> <p>Focus Employees (Cluster 3 — Have a Shared Mindset)</p> <p>Structure Workflows (Cluster 8)</p> <p>Accountabilities/Consequences</p> <p>Align Training Strategy</p> <p>Retain Best</p> <p>Informing Workplace</p> <p>Coordinate Departments (Cluster 8)</p> <p>Vendor Relationships</p> <p>Compensation and Performance</p> <p>Loyal Employees</p> <p>Leader/Employee Trust (Cluster 3)</p> <p>Community Positioning</p> <p>Attract Talent</p> <p>Tie Rewards/Goals</p> <p>Employee Stakeholders</p> <p>TQM/Reengineering</p> <p>Corporate Culture (Cluster 3)</p> <p>Workforce Diversity</p> <p>Access Trends</p> <p>Core Values (Cluster 3)</p> <p>Predictable Results</p> <p>Reduce Order/Delivery Time</p> <p>Management Pay At Risk</p>	<p><b>Enablers of Change</b></p> <p>Culture Readiness</p> <p>External View</p> <p>The Marketplace</p> <p>Top Management Competence</p> <p>Top Management Experience</p> <p><b>Chillers of Change</b></p> <p>Talent Management</p> <p>Financial Flexibility</p> <p>Top Management Composition</p> <p>Top Management Legacy</p>

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In a half day meeting held in April of 1997, consultant Mary Michaels and Keener led the team through a sort of the Organizational Cultributes to determine "Who Are We Today?". After a strategic review and discussion about the implications of Operational Excellence, the group completed a second sort on "Who Do We Need To Be Tomorrow to achieve our strategy through Operational Excellence?". Having analyzed the gaps between the two sorts, Michaels helped the group do a sort of The CHANGE!ABLE ARCHITECT™ Profiler Cards to determine how difficult it would be for Columbia Gas to close those gaps.

"The Cultribute Cards really hit nails on the head for them," says Keener, "The sorting process generated a lot of dialogue and rigorous debate over what was really most important to the organization.

According to Keener, the Gap Analysis and CHANGE!ABLE ARCHITECT™ Sorts were very sobering. "There were two major clusters that clearly needed improvement — 'Having a Shared Mindset' and 'Managing Work.' Four out of the five Cultributes in both those clusters were rated as 'mission critical' or very important' and were things the team rated as 'currently low' or 'average.'"

On The CHANGE!ABLE ARCHITECT™ Assessment, the management group had an index score of 205 indicating a 'neutral toward chilling' propensity for change. "The CHANGE!ABLE assessment really brought home the message that it wasn't going to be easy to move the culture where it needed to go." Having completed their assessments and drafted a Cultribute Profile for the new Columbia Gas culture, the group decided to validate its results with an employee survey.

"We contracted with Lominger to use and convert the Cultributes language into 23 Survey Statements," explains Keener. "Employees were asked: 'To what degree is this a good description of the place in which you work?'"

31% of the company's 2,000-plus employees participated an easy-to-use, touch-tone survey, which took just three to five minutes to complete. The survey results provided a culture index which was then used as part of Columbia's new Balanced Scorecard measurement system.

"The results reinforced some of the senior team's assessments and surfaced a couple of variations," notes Keener. "For example, most employees had a higher view of the company's ability to manage costs than senior management. But on the whole, there was general agreement that 'Shared Mindset' was very low and they were not strong in the cluster of 'Managing Work.'"

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The management group then took it upon themselves to conduct focus groups to get qualitative input in addition to the quantitative data they'd gotten from the survey. They used a technique with the focus groups called "Forced Field Analysis" to better define and prioritize areas for development.

"For example, they knew they were low on . . . . 'Shared Mindset' but they wanted to get a better idea of the forces that were preventing a shared mindset," notes Keener. "From these groups, it became clear that senior management had not really communicated a shared vision and they were not clearly modeling values such as 'Operational Excellence.'"

As a result of the survey and focus groups Columbia Gas launched four major initiatives, each spearheaded by a member of the senior team:

**1. To Expand Communications** An initiative to expand management outreach and improve two-way communications was undertaken by Jerry Tischer, vice president of Columbia's Northern Region.

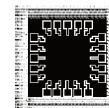
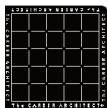
**2. To Fully Communicate Goals and Progress**  
Dennis McFarland, Columbia's senior vice president of finance and planning is working on improving the timeliness and effectiveness of the company's communication about its goals and progress toward them.

### **3. To Recognize Employee Achievements**

Ellen Milnes, vice president of Customer Service Centers, is working with a group of Columbia Gas employees to reevaluate current employee recognition practices and develop meaningful new programs.

**4. To Clarify Roles and Responsibilities** Andy Sonderman, general counsel and secretary for Columbia Gas of Ohio, is looking at roles and responsibilities created by the company's recent restructuring. His team is focusing on facilitating the flow of critical job-related information among employees in new roles and locations.

"The good news was that the senior staff stepped forward and volunteered to take the initiatives," says Keener, "Most of them have delivery dates either by the fourth quarter of 1997 or the first quarter of 1998. Through the Cultribute process, there was a transference. This isn't an HR initiative anymore."



## From Outplacement to Career Continuation

Bill Ward, Senior Vice President

Drake Beam Morin, Inc.

In the not-so-distant past, the primary role of "outplacement" counseling was to help people who had lost their jobs to vent their anger and distress, get rid of their aching feelings, and provide sufficient therapy to get them on the path of looking for a new job. Most people thought a career meant a series of almost automatic promotions to bigger and better jobs inside a company. In such careers, seniority was a key factor and growth automatically resulted in advancement to higher rank and greater benefits.

In today's competitive business environment, such "bureaucratic" careers are rapidly becoming extinct. Among the many forces altering the nature of the career, the one most of us know is restructuring or downsizing — usually interpreted as elimination of jobs and/or layers of positions.

According to Bill Ward, a senior vice president at the Tampa offices of the international consulting firm of Drake Beam Morin, Inc., The CAREER ARCHITECT® development products have contributed to his area of expertise and required him to move beyond the traditional "outplacement" counseling concept into a developmental model.

"The CAREER ARCHITECT® provides a means for professionals to get control of their careers regardless of their current employment status," explains Ward. "With The CAREER ARCHITECT®, I can not only help my clients to understand what went wrong at their last job or what is blocking their opportunities for advancement at their current job, but also it can also help them decide what they'd ideally like to be doing in ten years and how to get there."

Clients usually begin their counseling with Ward at DBM by using The PORTFOLIO SORT™ Cards to do a self-assessment. Next they measure their own data against the core competencies and characteristics they perceive to be important at the company they are leaving. (With clients who are still on the job, Ward will also use 360° feedback data in assessing relative strengths and weaknesses.)

... continued

"For many, these are the first insights they've ever had about the discrepancies between what they were doing and what the company had reason to expect in terms of managerial behavior," says Ward. "Having identified a competency or characteristic that they lack, it's wonderful to be able to say 'But that's developable and here's how you go about doing it.' For that reason alone, I think The CAREER ARCHITECT® has tremendous value."

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Ward notes that The CAREER ARCHITECT® also provides his clients with a powerful set of data to analyze career options, including going into a new profession, starting a business, buying a franchise, becoming an independent contractor, or consulting.

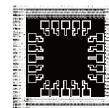
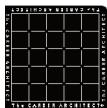
"I had a client who was thinking about going into consulting, but he did a sort that revealed he had about eight areas where he was weak on The CAREER ARCHITECT® Success Profile for starting your own business," recalls Ward. "He asked me if he should forget about consulting and I said, 'No, you can go into consulting knowing that you've got these weak areas but you also need a plan in place for developing them and time to work on them.'"

Ward claims that clients who have gone through his CAREER ARCHITECT®-based counseling have a competitive edge in the interviewing process. "They're coming across with more confidence because they're using The CAREER ARCHITECT® language to describe their strengths — and it's language that managers both speak and understand."

Ward frequently uses The CAREER ARCHITECT® to help clients analyze whether or not positions they are offered are appropriate. "I had one client pass on a CEO position with a major paper company because he realized that his managerial expectations and the company's were diametrically opposed," notes Ward. "Today, he's heading a high-tech start-up company in Australia, and he's so enthusiastic about The CAREER ARCHITECT® that he's used it in hiring his top eight executives and coached them all on how to use it in recruiting their direct reports."

Increasingly, companies are employing Ward as an on-site consultant for everything from conducting annual audits and succession planning, to turning around performance problems and redeployment, to helping senior management enhance their opportunities for promotion, as well as developing individualized and personalized career development programs for managers, executives, supervisors, leaders and key contributors at all levels.

Most recently, Ward has been using The CAREER ARCHITECT® to help clients make the transition from exciting and/or high-stress careers to part-time employment, starting their own businesses or moving toward full-time leisure. "An alarming number of pilots die in the first year after they stop flying. It's tough to go from full speed to full stop," notes Ward. "Using The CAREER ARCHITECT® to give people an opportunity to understand and plan for such transitions can make an enormous difference to them and to society."



## Ego Versus Decision: The Career Architect® in Senior Executive Outplacement

Jan Thompson, Senior Vice President\*

Drake Beam Morin, Inc.

Senior executive outplacement has traditionally been a major business area for the consulting firm of Drake Beam Morin, Inc., but, according to Senior Vice President Jan Thompson, The CAREER ARCHITECT® is playing an increasingly important role in helping DBM clients to add a development perspective to their career decisions.

Thompson cites as an example a vice president of marketing for a semi-conductor company, who had a good personality, a strong network, and a great reputation in the industry, but was leaving his current position because of a major philosophical difference with the president of the company over how the business should be run.

This client was considering three options. A fellow member on the board of a non-competing semi-conductor business had asked him to head a venture capital-funded start-up which would be based on a technical application. In addition, the client was considering either starting his own company or taking another corporate job.

Thompson took him through three comparison sorts, starting with having the client sort his own skills and then comparing his skills to the skills needed in a start-up and the skills needed by an entrepreneur. In the case of the corporate job, DBM suggested that he do some information interviewing with CEOs and then had him come back to create a sort of the competencies he thought would be needed in the corporate job based on those interviews.

"Initially, the presidency of the venture capital-funded start-up looked the most attractive to him. They were stroking his ego big time, and he had just come out of a situation where he'd lost a battle with the president and was feeling pretty down," explains Thompson. "By taking that position, he could prove he'd been right all along."

Thompson suggested that he ask himself three things: 1) Was he ready for the top job? 2) As president, what competencies would he need in his key staff to balance his own strengths and weaknesses? 3) If not president, should he be an entrepreneur or take a corporate job?

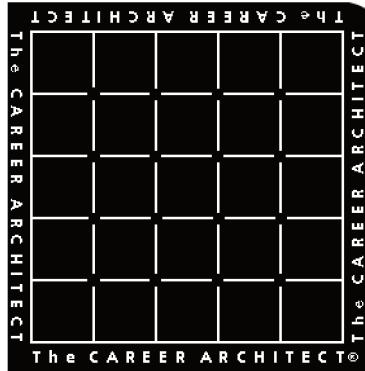
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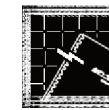
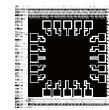
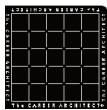
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"Feedback from his CEO network helped him understand all the competencies needed to run a business. When he started looking at the competencies he might need in his key staff, he had a genuine breakthrough," recalls Thompson. "He'd never really thought of hiring people that might complement his skills instead of hiring people that were just the same as he was. He began to recognize that his lack of operating and command experience was a genuine weakness."

• • • • Ultimately, the candidate realized that although his long-term career ambition was to be president of a large organization, he was not yet ready for the position. He ended up taking a position as general manager of a large technical division in order to gain well-rounded experience and the competencies he now realized he lacked.

"It was very satisfying to see him back off an ego decision, although it would have made him look great initially, and go into a job that was part of a long-term career plan," concludes Thompson. "We found that The CAREER ARCHITECT® helped us to move him from being stuck in his ego into a pure career decision with amazing speed."





## Changing the Contract: Using CAREER ARCHITECT® in Career Management

Jan Thompson, Senior Vice President\*

Drake Beam Morin, Inc.

Drake Beam Morin is using The CAREER ARCHITECT® as a tool in a career management design process for organizations. The philosophical context of DBM's career management process is that the "contract" between employers and employees has been evolving in the light of recent technological and global economic changes.

Whereas in the past, an employee might reasonably expect to work for a single company until retirement, that sort of entitlement is unrealistic today.

### FROM ENTITLEMENT TO EMPLOYABILITY

With career management, DBM helps companies position themselves somewhere in the spectrum between pure entitlement and pure employability, where employees are encouraged to be self-reliant and are empowered to develop themselves with an eye toward career-long resilience. Where a company falls in that spectrum often depends on the company's individual beliefs and practices in determining where the responsibility for career development lies.

For example, if a company has a mandatory training and development program and it tells employees when and where they need to go, this is a practice that suggests that the company believes it knows best about development, i.e. "the company is in charge of your career."

### THE NEW CONTRACT

As companies move toward the employability end of the spectrum, they must clearly communicate a "contract" stating what the company will take responsibility for (for example, providing information, tools, and opportunities for development) but *that* it is the employee's responsibility to initiate and implement his or her own career development.

"One of the company's responsibilities is to inform and provide information about what competencies are important to it as an organization," notes Jan Thompson. "The CAREER ARCHITECT® gives companies a common language to use when talking about competencies and development. It helps them first to clarify their thinking and then to communicate those thoughts."

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The company is also responsible for providing developmental planning tools, some of which are The CAREER ARCHITECT® Development Products. In the opportunity part of the contract, it's the company's responsibility to provide developmental opportunities *while* there is work to be done. "They can't create opportunities out of thin air," explains Thompson, "and they can't guarantee opportunities when there is no work."

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#### THE EMPLOYEE'S RESPONSIBILITY

On the employee side, Thompson sees three key employee responsibilities. First, employees are expected to self-initiate their own career plans. "We know they can't do that without the tools and information," says Thompson. "Once they have the tools and information, they have the means to initiate development and feedback. That's the whole point of empowerment."

Second, employees are encouraged to use VOICES®: The FEEDBACK ARCHITECT™ to seek feedback from diverse stakeholders whose opinions they respect.

Finally, employees are expected to rethink what job satisfaction means. In DBM's satisfaction/alignment paradigm, the more closely an employee's personal interests, values and competencies are aligned with the company's needs, the greater the level of job satisfaction that employee will experience.

#### A CASE HISTORY

Thompson cites an example of a brokerage firm facing a serious retention threat for a group of 100 high potentials where career management had been successfully used. The organization had gone through several flattenings and restructurings, and there were no promotional opportunities in the near future. "Some of these perceived themselves as 'stuck' in the same job for over two years," says Thompson, "so there was a lot of grumbling and some very real unrest."

The company wanted to know if DBM's career management intervention could be done very quickly and in a group setting. They felt they were in serious danger of losing some people and wanted to address the discontent quickly. They wanted to know how involved top management would have to be and whether the program should be voluntary or involuntary.

#### DEVELOPMENT IN A DAY

DBM responded with a process they called "Development in a Day," which was a series of one-day workshops designed for groups of no more than ten. "We invited all 100 to attend and offered them a number of optional days. It was completely voluntary because we felt that it needed to be self-initiated in order to be effective."

Attendees were given some pre-work on values using a self-administered test, developed by Edward Shein, to assess where they were today in their careers and what things they valued.

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At the workshop, the first discussion centered around "The New World of Work" — what had happened at the company, what was happening in the marketplace and how, in this new world, it's important to be responsible for one's own career since job security is no longer guaranteed.

Next the groups were asked to sort The CAREER ARCHITECT® PORTFOLIO SORT™ Cards and assess their own competencies. Then they did a Visioning Exercise about what their ideal job would be (in the company or not) and what the competencies for that job would be.

"Self-awareness was extremely important to the accuracy of the 'self' sorts because these people had been given no feedback from the company about their relative strengths and weaknesses," explains Thompson.

Over lunch, DBM staff ran comparison analyses of their current competencies to the ideal, which were then fed back to the individuals, who proceeded to pick three competencies to work on.

"Choosing competencies was difficult at the first few workshops, because the company had given these people very little input about what the company valued," notes Thompson. "We tried to address that by putting all 67 competencies on a flip chart and letting the individuals put sticky dots next to the competencies they thought were most important. It gave them a very non-threatening way of comparing themselves to the ideal."

At the end of the day, each attendee took with them an individual development plan for the three competencies he or she had selected.

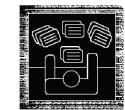
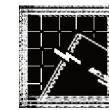
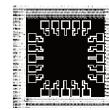
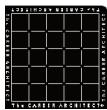
## LEARNINGS

"In retrospect, I think a development plan on three needs was too ambitious, but the group process worked very well overall — particularly when HR was not involved," says Thompson. "People were much more frank about their dissatisfaction and personal career aspirations when they felt 'the company' wasn't listening."

The workshops received very positive comments in group evaluations from attendees, and the company saw a dramatic change in behavior following the workshops, as measured by an increase in self-initiated career planning. Their mindset had changed from "What's the company done for me lately?" to "What can I do for myself in this company?"



\*Since making this presentation, Jan Thompson has formed Jan Thompson & Associates, a leadership consulting firm specializing in 360 assessment and career management.



## Using TheCareer Architect<sup>®</sup> to Deal with an HR Manager's Performance Issue

jan thompson , Senior Vice President\*

Drake Beam Morin, Inc.

As a senior vice president at Drake Beam Morin, Inc. (DBM) Jan Thompson has dealt with her fair share of performance issues and outplacements, but last year she was confronted with a situation that even she admits was a "toughie." The management of a very high-profile non-profit organization asked her to help them address a serious performance issue — with their HR manager.

"We were brought in because non-profits can be extremely media-sensitive," explains Thompson. "Bad publicity can literally translate into a loss of donations to the organization. Additionally, a change in top management was going to occur in three months and the retiring executive director didn't want the new director to inherit his 'problem.'"

For almost 20 years, DBM has used a process called Directional Performance Counseling, which includes a variety of basic psychological assessments, in cases like this. In this instance, Thompson decided to add The CAREER ARCHITECT<sup>®</sup> Development Product into the mix.

The first step in Thompson's process was setting goals and parameters for the process with the organization and the HR manager, who was DBM's actual "client" — even though the organization was sponsoring the services.

When Thompson came in she found a manager who had lost the respect and trust of the entire organization through what amounted to bad judgment and poor political skills. Though he had been perceived as a "problem" for almost five years and was currently on probation, there was no other documentation that would justify terminating him and he was threatening to sue.

"Our first job was to make it clear that we would not accept this assignment unless there was a real willingness on the part of the organization to work with our client and help him develop on the job," explains Thompson. "If he perceived us as being brought in to help fire him, we would have completely lost his trust and violated our consulting ethical contract."

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While DBM couldn't promise to "save" his job, the organization's financial investment in the DBM process helped convince the client that there was a genuine commitment to keeping him on the job. Some very negative 360° feedback from managers throughout the company convinced him that, contrary to his own perceptions, his issues were not solely with the executive director.

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Thompson also took the client and a five-member management team from the organization through "skill" and "importance" sorts with The CAREER ARCHITECT® Development Product and developed a "comparison report" or gap analysis which identified the critical areas which the HR manager needed to address relative to his position.

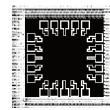
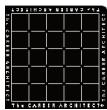
In review and analysis of the data, Thompson asked managers to be very specific about what they meant when they said the client had a problem with The CAREER ARCHITECT® competencies such as Political Savvy. "We caused the managers to be much more concrete than they had ever been before and used that input to create a very specific plan for addressing those performance issues."

Working with a DBM consulting psychologist and the client, Thompson helped create a short-term "Fix-It" plan which included coaching on everything from listening and writing to responding and feedback. "We went so far as to have him write summaries for each meeting he had with his manager. The first one he wrote was terrible — it was as though he had been at a different meeting — but by the time he wrote his sixth report he was communicating much more effectively."

At the end of three months, the HR manager's probation was extended, and he reported feeling an enhanced awareness of others' feelings and that he "was not home free but was on his way." The organization believed that the process helped them to understand not only what could be changed and what could not — but also what role they would have to play in creating change.

According to Thompson, an added benefit is that managers, including the new executive director, have found The CAREER ARCHITECT® language creeping into their competency and performance discussions: "They see it as a way to articulate more accurate information in their discussions of behavior."

\*Since making this presentation, Jan Thompson has formed Jan Thompson & Associates, a leadership consulting firm specializing in 360° assessment and career management.



## How The Career Architect® Reinvigorated Duke Power's Leadership Development Process

Janis G. Wilkinson General Manager

Organizational Performance Improvement and Organization Effectiveness, Duke Power

In order to be successful in a new era of deregulation, electric utilities like Duke Power must shift from operating in defined service territories as regulated monopolies to competing in a worldwide market with a variety of regulated and non-regulated businesses.

In 1989, Duke Power embarked on a "Journey to Excellence," designed to produce the culture change and focus on total quality management the company would need in order to compete effectively. With more than \$4 billion in annual sales and more than \$6 million in profits, Duke is the sixth largest investor-owned utility in the United States, serving 1.7 million customers. In 1988, the company had 20,000 employees. By 1995, they had downsized to 14,900.

"You don't go from a stodgy Southern utility to a competitive international player overnight," cautions Janis G. Wilkinson, general manager of organizational performance improvement and organization effectiveness for Duke Power. "In addition to a dramatic downsizing and a major change in vision, we've done a basic overhaul on all of our human resource systems."

The direction for the "overhaul" of Duke's leadership development system was drawn from a number of sources, including the company's strategic planning process, annual Baldrige assessments, and the result of an employee survey, all of which indicated a company-wide need for a new sort of leader.

Wilkinson invited Lominger co-founders Bob Eichinger and Mike Lombardo to consult on the company's Role of the Supervisor Project. Working with The CAREER ARCHITECT®, Duke's senior management developed a profile for the company which was then validated by thousands of employees.

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<b>Duke Power Company Leadership Framework</b>		
	Gap Competency <i>(A competency an employee at this level must develop)</i>	Career Stopper <i>(Essential Need — A competency an employee must have)</i>
All Employees	<ul style="list-style-type: none"> <li>• Customer Focus</li> </ul>	<ul style="list-style-type: none"> <li>• Action Oriented</li> <li>• Composure</li> <li>• Learning on the Fly</li> <li>• Integrity and Trust</li> <li>• Interpersonal Savvy</li> <li>• Self-Knowledge</li> </ul>
• • • •		
Supervisor	<ul style="list-style-type: none"> <li>• Timely Decision Making</li> <li>• <i>Managing Diversity</i></li> </ul>	<ul style="list-style-type: none"> <li>• Approachability</li> <li>• Conflict</li> <li>• Management</li> <li>• <i>Managing Diversity</i></li> <li>• Ethics and Values</li> <li>• Results</li> <li>• Building Team Spirit</li> </ul>
Manager	<ul style="list-style-type: none"> <li>• <i>Dealing with Ambiguity</i></li> <li>• Innovation</li> <li>• Managerial Courage</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Dealing with Ambiguity</i></li> <li>• Comfort around Management</li> <li>• Developing</li> <li>• Direct Reports</li> <li>• Hiring and Staffing</li> <li>• Organizational Agility</li> <li>• Self-Development</li> </ul>
Senior/ Manager	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• <i>Dealing with Paradox</i></li> <li>• Perspective/Range of Interest</li> </ul>	<ul style="list-style-type: none"> <li>• Business Acumen</li> <li>• <i>Dealing with Paradox</i></li> <li>• Personal Learning</li> <li>• Political Savvy</li> <li>• Managing Vision and Purpose</li> </ul>

The resulting Leadership Framework provides a list of Gap Competencies, or competencies that need to be developed, and Career Stoppers, or competencies without which an employee cannot succeed, for every stage of employment at Duke from entry level to senior/manager.

In implementing the recommendations from the Role of the Supervisor Project, Duke's stated objective was to align company systems and processes with the Leadership Framework to ensure that "We have people with the right skills in the right place at the right time achieving business results."

To accomplish that, Duke developed a Leadership Assessment and Development System (LADS) which is supported by The CAREER ARCHITECT® Electronic Version 3.2.

"The assessment component of LADS is essentially a gateway to other sorts of assessment," explains Wilkinson. "You can base your assessment on a self-sort of The PORTFOLIO SORT™ CARDS from The CAREER ARCHITECT® or get increased objectivity from a 360° process. LADS is very easy to use, and all of an employee's development options at his or her specific level are provided."

According to Wilkinson, the LADS process was rapidly adopted as a team and organizational assessment tool and has also been used to facilitate team mentoring.

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<b>Duke's Leadership Assessment &amp; Development System (LADS)</b>								
<b>Assess Your</b>	<b>+</b>	<b>Interpret</b>	<b>+</b>	<b>Computer</b>	<b>+</b>	<b>Development</b>	<b>=</b>	<b>Improved</b>
<b>Competencies</b>		<b>Assessment</b>		<b>Analysis</b>		<b>Plan</b>		<b>Skills</b>
• Self		• You add it up		• List of development		• Focus and do		
• Teammates		• Interpret		opportunities				
• Customers		• Narrow to 3 needs		• Discussion with				
• Supervisor				supervisor				

With the Leadership Framework and LADS in place, Duke began the process of aligning major systems, including strategic workforce planning, recruitment, selection, employee development, derailment, training and succession.

Duke's new workforce planning system identifies three major groups in each business unit: supporting role players, pivotal role players and the succession planning pool. The company's top 200 leaders are managed as a corporate resource in an executive pool. Using The Leadership Framework and LADS, Duke now has a common language to assess which of the competencies they currently have in that pool, which competencies can be developed, and any competencies for which they are going to have to hire.

Duke now has developmental framework for each level within the organization. Career planning is more employee driven and the company has decreased its formal classroom training to allow more personal and on-the-job learning — and to break out of the insularity caused by internal training programs. "We're experimenting with a consortium of area businesses to develop issue-based executive seminars," notes Wilkinson. "We're also considering job exchanges with another international utility."

Duke is also using its competency-based language to manage and de-emotionalize systems for recruitment, selection and deselection. In a recent reorganization of Duke's Customer Operations group, individuals were asked to assess themselves against a profile provided for the job. "Unfortunately, we had more qualified folks than there were jobs," says Wilkinson. "It was a very tough process, but those who were not selected had a better understanding of the objective reasons for the decision."

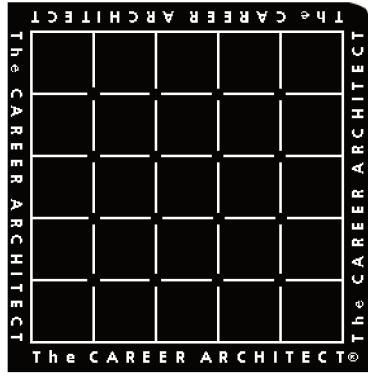


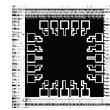
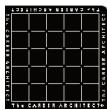
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The next items on Wilkinson's agenda are derailment prevention and intervention as well as fine-tuning and customizing all systems for individual business units. The success of Duke's leadership development initiative will be measured in 1996 against a baseline measurement done in 1994. Interim assessments of progress will be made against annual Baldrige assessments and employee surveys.

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"In order to make an initiative like this effective, you've really got to 'wire in' your communications and make sure your programs have strong linkage with your major business initiatives," notes Wilkinson. "You have to avoid a perception of complexity and make your deployment 'idiot proof.' Finally, you also have to build in flexibility for customization. Our different business units have very different needs and they're very specific about articulating them."





## Building Curricula for Success with The Career Architect<sup>®</sup>

Bonnie Stoufer, Manager of Corporate Curriculum  
Electronic Data Systems (EDS)

One of the most unusual applications of The CAREER ARCHITECT® in use today can be found in the customized Corporate Development Curriculum being designed and implemented at Electronic Data Systems (EDS).

The curriculum development efforts started in July 1993 with the design of the Leadership Development Curriculum. An Action Learning Team (ALT) was identified consisting of eight leaders from strategic units located worldwide. Bob Eichinger participated in the ALT as an external expert to stretch the group's thinking and vision. The group developed curriculum appropriate for the 59 leadership behaviors that had been identified by an earlier ALT.

The CAREER ARCHITECT® was used as the basis for the development efforts. The 59 behaviors were cross-referenced to the 67 competencies of The CAREER ARCHITECT®, and the data was extracted from the system to build the initial draft of the curriculum. The Action Learning Team members then customized and tailored the curriculum with additional examples and specifics that reflected the EDS business environment and culture.

EDS purchased the rights to computerize The CAREER ARCHITECT® to create an electronic version of their new curriculum similar in function to The CAREER ARCHITECT™ Electronic Version 3.2. EDS's curriculum focuses on five categories from The CAREER ARCHITECT®: full jobs, in-place assignments, coaching and mentoring, self-development and courseware.

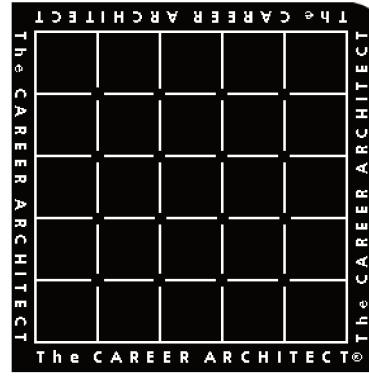
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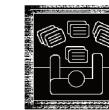
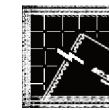
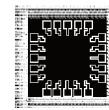
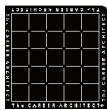
"We pulled from The CAREER ARCHITECT® the things that spoke to our needs," notes Bonnie Stoufer, manager of corporate curriculum, "and we customized on top of it. For example, we added lists of specific in-place assignments that might be available within EDS and the ALTs gave us the benefit of their experiences."

Since her presentation to the Users' Group in 1993, Stoufer's curriculum team has completed the design of the leadership and consulting curricula and is currently working on new curricula for engineering and systems engineering. The team is utilizing a standard curriculum architecture with standard components in order to leverage content and activities between job families.

"We're starting to see some common threads as we look at the curricula being developed across job families," says Stoufer. "We can identify components of the architecture that are foundational for all the job families in the corporation."

According to Stoufer, The CAREER ARCHITECT® has been valuable in identifying the appropriate development activities for the different components of each curriculum: "It provides a solid, research-based foundation that we need to ensure the development of EDS employees."





## Helping Students from Communities of Color Make Inroads into the Corporate World

Jackie Looney, Managing Director  
INROADS, Minneapolis-St. Paul, Inc.

INROADS is a not-for-profit career development organization which recruits outstanding Hispanic, African-American and American Indian students. Its Pre-College component prepares high school students for college. College students are placed in four-year internships with sponsoring organizations — including many Fortune 100 companies — and are trained for corporate and community leadership.

Founded in 1970 by publishing heir Frank Carr, INROADS was designed to build a bridge between communities of color and the corporate world. Today, INROADS has 43 affiliates serving more than 6,000 high school and college students and 800 client corporations nationwide.

INROADS' goal is achieved when a sponsoring organization hires the INROADS alumnus who interned at that organization immediately upon graduation from college. Currently, there are more than 4,800 INROADS graduates pursuing professional and managerial careers. In 1994, INROADS was recognized by *The Princeton Review* as one of "America's Top 100 Internships."

According to Jackie Looney, managing director of INROADS Minneapolis-St. Paul Inc., the bridge envisioned by Frank Carr not only exists, but INROADS corporate sponsors need and increasingly expect graduating INROADS alumni to cross over it with a skill set appropriate for facing the challenges of a rapidly changing global environment.

"In the past 20 years, the business environment has experienced radical change, but the way we were training and developing students had not," says Looney. "In 1993, we recognized that in order to remain the country's premier training organization of its kind, we needed to be on the cutting edge of training and development. As a result, we embarked on a re-examination and retooling of our national curriculum."

... continued

The CAREER ARCHITECT® Development Product was introduced into the process by Dr. William Zeigler, Jr., director of staffing and development at GenCorp and one of The CAREER ARCHITECT® Development Product's earliest users, who was serving on a regional advisory committee that was re-examining the old curriculum.

• • • • "As we looked at a section in the old curriculum called 'Management and Leadership Skills,' we felt it was very heavy on management and said very little about leadership," recalls Zeigler. "The two have very different objectives and involve very different activities. As those discussions got more focused, the need to look at these issues on a national basis became more evident."

Zeigler was invited to act as consultant and designer on a 19-member national training and development team chaired by Looney and made up of a cross-section of training consultants, industrial psychologists and INROADS staff from across the country. The team was asked to implement a plan for student development based on the expectations and needs of INROADS corporate sponsors.

"One of the first things we decided to do was conduct focus groups with sponsoring companies across the country to determine what they were looking for from INROADS graduates," explains Looney. "We asked each group to use The PORTFOLIO SORT™ Cards to rank the competencies 'most important to success,' 'nice to have' and 'not important for success' in an entry-level professional position."

"The CAREER ARCHITECT® Development Product was particularly useful because it gave us a common language and behaviorally based definitions of competencies for use in those focus groups," continues Looney.

INROADS Entry Level Skill Set	
PORTFOLIO SORT™	NAME
Card Number	
33	Listening
51	Problem Solving
62	Time Management
29	Integrity and Trust
50	Priority Setting
67	Written Communications
15	Customer Focus
22	Ethics and Values
31	Interpersonal Savvy
39	Organizing
30	Intellectual Horsepower
49	Presentation Skills
1	Action Oriented
2	Dealing with Ambiguity
4	Boss Relationships
43	Perseverance
47	Planning
64	Understanding Others
55	Self-Knowledge
61	Technical Learning
32	Learning on the Fly

*Ranked in order of importance by consensus of focus group.*

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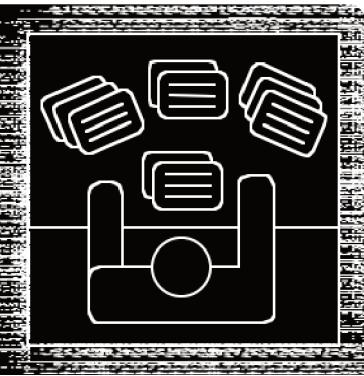
The sample for the study included ten focus groups with more than 60 companies from across the country and across the spectrum of industries — but the 21-competency model produced by each group showed a high degree of similarity. “Basically, you’re looking at an entry-level skill set and that’s not going to change dramatically based on market or industry,” notes Ziegler.

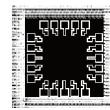
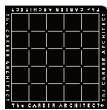
The consensus competency set that emerged from the focus groups is currently being validated by INROADS affiliates nationwide. INROADS students have also been asked to do competency sorts to gauge how similar or disparate their perceptions are to those of their sponsoring organizations.

As the validation process is being completed, the team has embarked on the process of developing a new curriculum. In a major paradigm shift, INROADS plans to move from an almost totally workshop-based program to a multidimensional curriculum which combines various training and development modes.

“Current research suggests that 90% of all learning occurs through informal or experiential situations,” notes Looney. “What is particularly useful about The CAREER ARCHITECT® is that once you’ve identified the competencies, it points you to the experiences that will develop them. We may have to translate some of those experiences for our students, but many of them are applicable now.”

According to Looney, another benefit of The CAREER ARCHITECT® Development Product is that its three to five year development plans dovetail well with the sorts of plans that INROADS has traditionally developed for its students. “In each plan, we hope to identify all the learning moments that a student will experience over a four-year period of time. It’s going to be a very powerful tool for our students, for INROADS and for our corporate sponsors.”





## International Paper's Team Process for Developing Competency Models

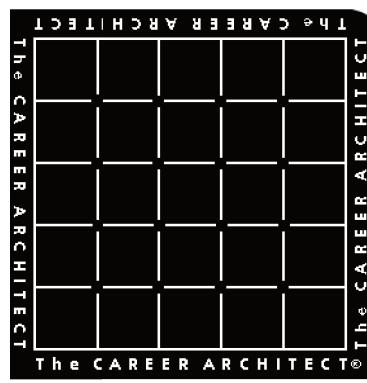
Daniel A. Moss Manager, Management Planning and Resources  
International Paper

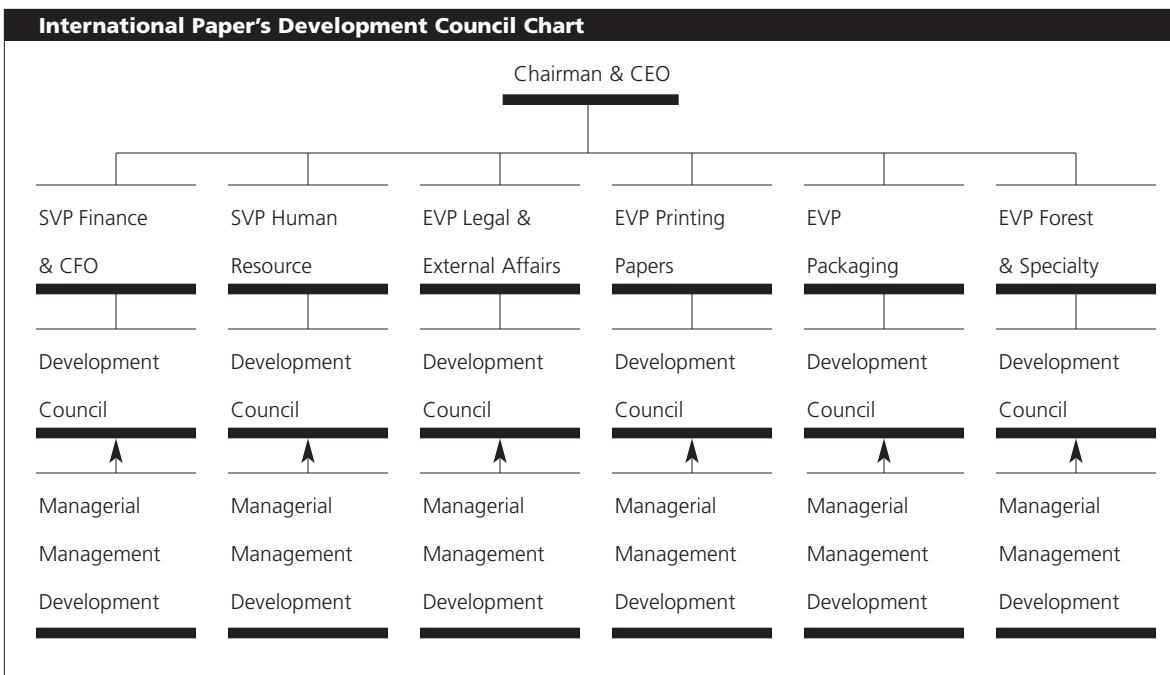
In the past ten years, International Paper has grown from a \$5.5 billion company with 35,000 employees and less than 1% in overseas sales to a \$20 billion company with 80,000 employees doing roughly 20% of its sales overseas. Much of that growth has been through acquisition — which has drawn a significant amount of management talent from the core organization to manage the new acquisitions.

"As a result, our pipeline for management talent was becoming drained," explains Dan Moss, manager for management planning and resources at International Paper. "Our ability to grow is regulated by our ability to have adequate management talent."

For almost 20 years, International Paper has had a system of Development Councils in place, each council reporting to one of the three core business units (Printing Papers, Packaging and Forest & Specialty) or one of the three support units (Legal & External Affairs, Human Resources and Finance). The Development Councils meet monthly and are responsible for slating key domestic managerial and professional jobs, profiling jobs in terms of managerial profiles or competency models, and doing succession planning, high-potential talent reviews and high-potential talent pooling.

As International Paper recognized a need to accelerate its development processes to meet increased demand, these existing Development Councils were seen as ideal vehicles to "punch in" innovation in terms of how the company was developing talent.





For more than 20 years, International Paper's Development Councils have provided the company's division and staff unit managers a monthly opportunity to talk about talent and people resources...

"There is a Senior Management Development Council in place at the executive management level where all Executive Vice Presidents and Senior Vice Presidents meet periodically," notes Moss, "but instead of starting with that group we thought it would be effective to work with Councils who would be willing to innovate and build a critical mass of acceptance around a change in development approaches."

The Converting Development Council was the first group that expressed interest in piloting a competency model for its plant manager position. The typical plant manager works with sales, marketing, finance, administration, research and manufacturing functions.

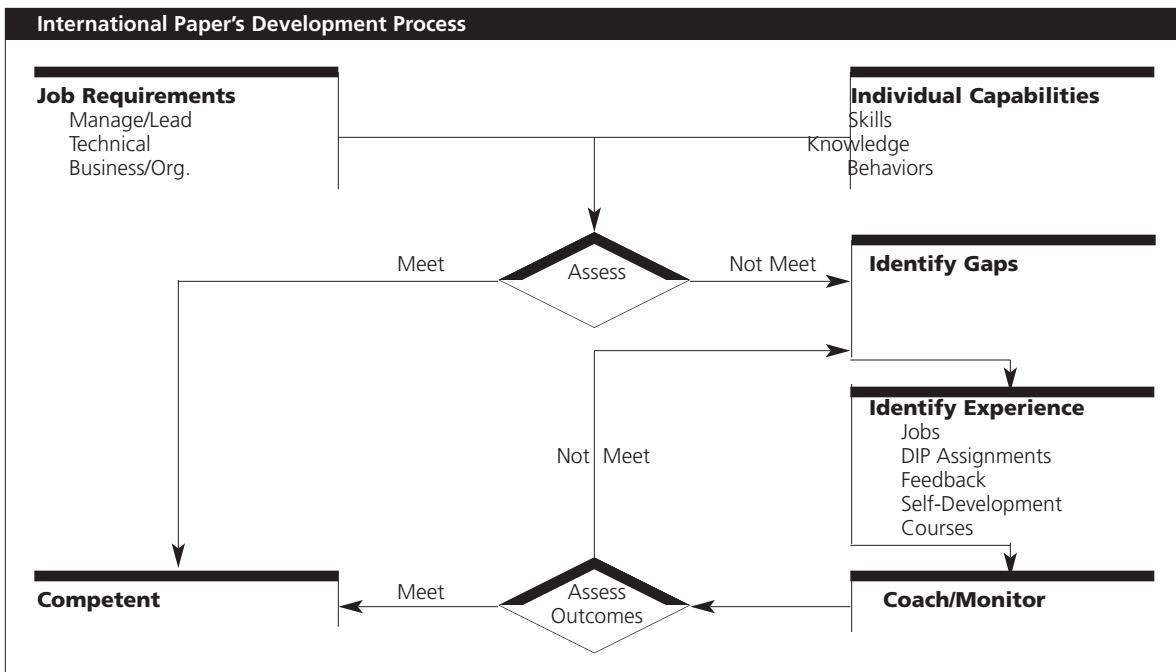
Before developing a model, the group reviewed a new development process for International Paper which begins with restating the process of defining job requirements in terms of managerial and leadership competencies, technical competencies and necessary knowledge of both the industry and the International Paper organization.



The relative importance of technical, management and organizational competencies changes with larger scope and responsibility levels.

The mix of technical, managerial and organizational competency will vary depending on the level of the position. For example, a senior executive would be expected to have far greater management/leadership and business/organizational capabilities than an entry-level employee, from whom technical skills would be the primary expectation.

*In the new development process, an individual cycles through the process until a needed competency is fully learned.*



In the development process, once a competency profile has been established, individuals can be assessed against that profile to identify gaps or needed competencies. Next, appropriate developmental experiences are identified, including jobs, develop-in-place assignments, feedback, self-development and courses. Ideally, a system of coaching and monitoring is used to support individual development, and an assessment follows the completion of a development process to determine whether or not a competency has been learned.

The Converting Council decided to use an expert panel to develop the competency models for the plant manager position. The seven-member panel was selected by the Council and composed of both solid, experienced general managers and one or two high potential/early career people.

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"The mix of experience was extremely valuable to the process," says Moss. "The newer people brought a very different perspective and were willing to challenge the assumptions of people senior to them if what they were saying didn't make sense. We had a lot of very thought-provoking conversations. The mix was a very good complement."

• • • • The Expert Panel met a total of four times. Prior to the first meeting they were given some pre-work and at the first meeting they were led through Learning Units on how managers learn, the development process, and the role that competency models play. They were also introduced to The CAREER ARCHITECT® Developmental Product and asked to do a skill sort first on their current job and then on themselves, after which they did a gap analysis.

After the Learning Units, the members worked on identifying what they felt were the key challenges (a future difficult aspect of a job that must be handled well to achieve desired business results) and key accountabilities (what is done and how it is done) of the plant manager position.

"The key challenges and accountabilities form the basis of the criteria against which we select the managerial/leadership, technical and business/organizational skills," explains Moss. "We always come back to those key challenges and accountabilities when there's debate later in the process about whether or not a skill is essential to the job."

At the end of the first meeting, each member of the group was asked to form a focus group of up to three people who were either incumbents or bosses of plant managers, and to obtain some feedback about the key challenges and accountabilities the group had identified.

Six weeks later, the group reconvened and reviewed feedback from the focus groups which resulted in some fine-tuning of the challenges and accountabilities. The group then turned their attention to identifying competencies, starting with management/leadership requirements, working with "Use K: Building Organizational Competency Models or Success Profiles" as described in The CAREER ARCHITECT® Manual. They sorted the PORTFOLIO SORT™ Cards into three roughly equal piles (a "flat" sort) of competencies that were "most critical," "moderately important" and "least essential" for business success.

The sorts were then scored, giving three points for critical skills, two points for moderately important skills and one point for the least important skills. Results of all the individual sorts were tallied and a picture of the skills that the group perceived as most critical emerged.

"It's important to post both the top and bottom results," notes Moss. "Sometimes something from the bottom of one person's list moves to the top after debate and discussion."

... continued

The group was then asked to take the result of the consensus sort back to their focus groups and bring the feedback to the third meeting, which was to be the last major work session. In that meeting, the group brainstormed and wrote competency definitions of all the technical and business/organizational requirements of the plant manager position, which were once again taken back to the focus groups for review.

At a final wrap-up meeting, the group analyzed the model that they had built and decided how to present their findings to the Development Council on the following day.

Based on the success of the Plant Manager Profile, the same process was further fine-tuned and has since been used to profile the positions of General Plant Manager and General Manager, which are senior level jobs, as well as the positions of first-level team leaders.

In other business units of International Paper, the finance and information systems groups are currently profiling all job families using The CAREER ARCHITECT® and a similar team approach, but with their own career banding and pathing.

"The Senior Management Development Committee has been following the process," says Moss. "One of the benefits of 'punching in' at a lower level of the organization is that you can innovate, test out new approaches and learn from your experiences to make the process even better."

"There are currently a number of expert panel/teams developing key leverage job competency profiles," concludes Moss. "The profile road map is the critical first step in the development process, defining 'developing for what.' The CAREER ARCHITECT® has been a very helpful tool in the process."

*Excerpted from International Paper's Plant Manager Competency Profile.*

#### International Paper's Plant Manager Competencies

##### Managerial and Leadership Competencies

###### ACTION ORIENTED

Enjoys working hard; action oriented and full of energy for the things he/she sees as challenging ...

###### INTEGRITY AND TRUST

Is widely trusted; is seen as a direct, truthful individual ...

###### MOTIVATING DIRECT REPORTS AND OTHERS

Can motivate many kinds of direct reports and team or project members; can assess each person's hot button and use it to get the best out of them ...

###### CUSTOMER FOCUS

Is dedicated to meeting the expectations and requirements of internal and external customers; gets first-hand customer information and uses it for improvements in products and services ...

###### RESULTS

Can be counted on to exceed goals successfully; is constantly and consistently one of the top performers ...

###### PRIORITY SETTING

Spends his/her time and the time of others on what's important; quickly zeros in on the critical few and puts the trivial many aside ...

###### ORGANIZING

Can marshal resources (people, funding, material, support) to get things done; can orchestrate multiple activities at once to accomplish a goal ...

##### Technical Competencies

###### MANUFACTURING PROCESS

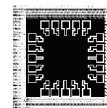
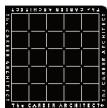
Production Equipment ...  
Product Flow ...  
Raw Materials ...  
Distribution ...  
Maintenance ...

###### INFORMATION SYSTEMS

Systems ...  
Data Analysis ...  
Computer Literacy ...

###### REGULATORY

Compliance ...  
Protocol ...  
Customer ...



# How The Leadership Architect® Tools Helped International Paper Restructure its HR Functions

Daniel A. Moss

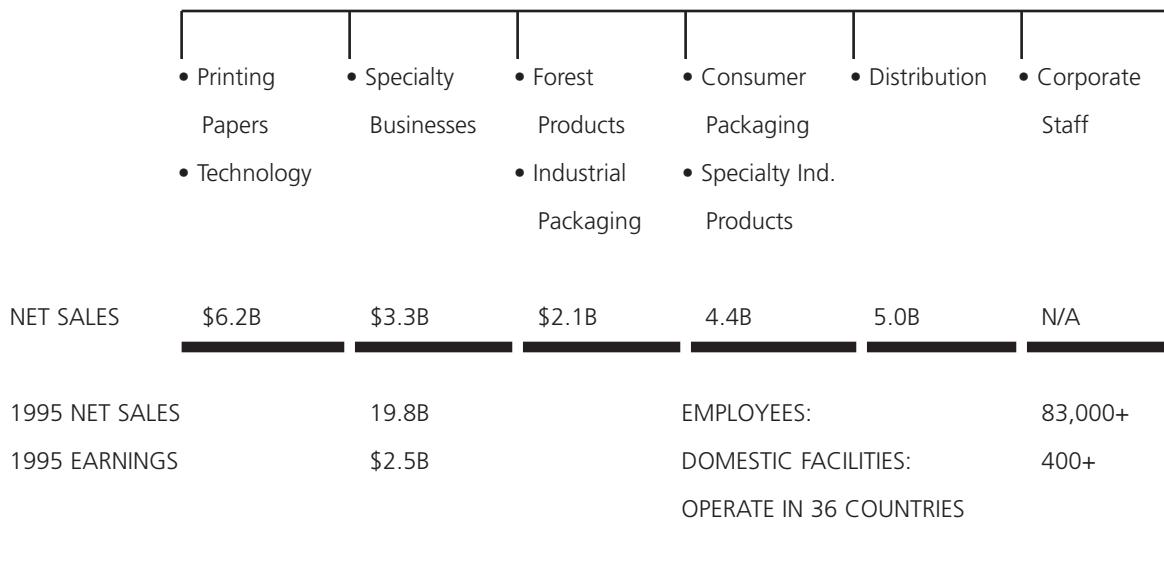
Manager, Management Planning and Resources, International Paper

For the last three and a half years, International Paper has been using tools from The LEADERSHIP ARCHITECT® Suite to build the management development systems needed to sustain the company's growth.

Three and a half years ago, International Paper was completing more than a decade of phenomenal growth under the leadership of CEO John Georges who retired in January, 1996. Georges had grown it from a \$5.5 billion dollar company operating largely in the U.S. to a \$20 billion company with operations in 36 foreign countries.

*International Paper has experienced phenomenal growth over the last 14 years.*

## International Paper Organization



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In 1992 John Dillon, who became CEO upon Georges' retirement, began preparing to take the reins. He noted that the key to the company's continued growth would be its ability to find and develop adequate managerial talent. The first step the company took to address this issue was a redesign and acceleration of all its development processes — introducing The LEADERSHIP ARCHITECT® Tools into the company's existing • • • • Development Council system. (For more details on this process, see the *In Practice* article titled: "International Paper's Team Process for Developing Competency Models.")

*International Paper has employed The LEADERSHIP ARCHITECT® Tools for a variety of purposes.*

At the same time the company was accelerating its development process, it also began the process of restructuring its Human Resource function.

"We went through a massive restructuring, looking at 600 jobs in the HR function" notes Dan Moss, manager for management planning and resources at International Paper. "We went from six layers to three and eliminated 25% of those 600 jobs. Everybody's job was up for grabs."

Prior to this restructuring, "customers" in the company's three business sectors and three staff units were serviced by a centralized human resource function. It was a very simple organizational model. At that time, HR devoted approximately 60% of its time to administration, and roughly 30% of its time to operations, and only 5-10% of its time to strategic functions.

#### Applications of The LEADERSHIP ARCHITECT® Suite

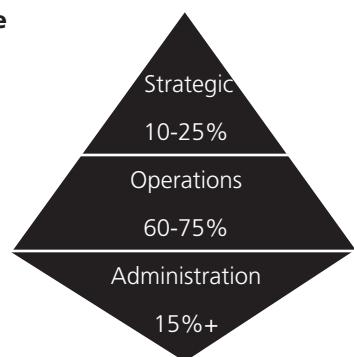
- Success Profiles (Competency Models)
- Feedback Tools (VOICES®, Paper)
- Job Family (Bands) Success Profiles
- New Engineer Orientation
- Restructuring Human Resources
- Development Planning
- General Manager Leadership Model

#### HR Activities Shift

##### Today



##### Future



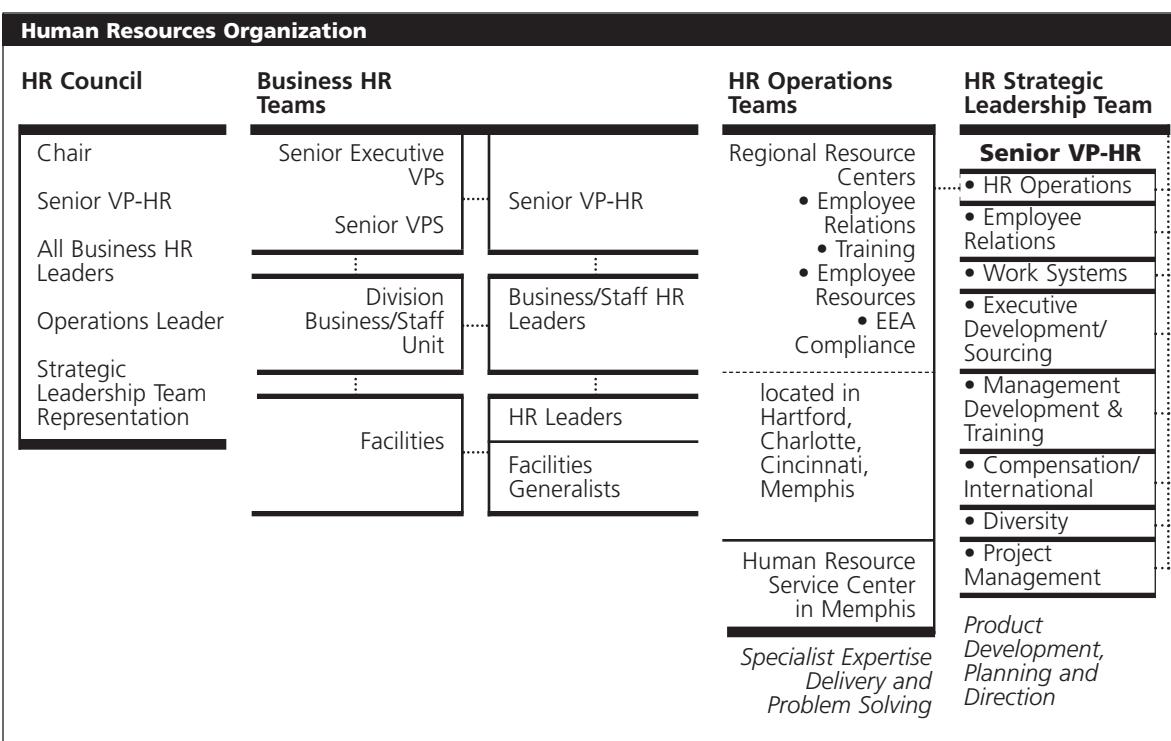
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In late 1994, the HR Leadership Team began working with the company's various business and operations units or "the customer" to formulate a strategic position for the HR restructuring. Over several months, the team conducted a number of customer interviews, surveys, and focus groups to formulate the new strategic position and create a future model where 10-25% of HR would be devoted to strategic, 60-75% to operations and only 15% to administration.

A second team was assigned to create the structure of the new organization. Ten of the 15 structure team members were vice presidents from business units and only five were from the HR function. This team met a total of three times. The first meeting lasted four days during which the team completely disassembled the HR function, looked at all the individual tasks and needs in light of strategic focus, and then reassembled the function in a new design.

After three months, the team had finalized their strategic positions, established some ground rules for the reorganization, and had developed a direction and focus for the new HR function,. They were now ready to approach senior management for their buy-in and authorization to proceed. Each step of the 15 month process was overseen by the company's Operating Committee which consists of the top 12 people in the company.

In the new model, HR responsibilities are divided into four groups, the HR Council, Business HR teams, HR Operations Team and the HR Strategic Leadership Team.



... continued

The HR Council, which meets monthly and is chaired by the Senior VP of HR, is responsible for coordinating all of the HR functions. The Council includes representatives of the Business Teams, Operations Team and the HR Strategic Leadership Team.

The company's new Business HR Teams are designed to create partnerships between business processes and HR. All human resource functions within the businesses are closely aligned to business functions with HR people reporting directly to the business.

Operations are now handled by teams headquartered at Regional Resource Centers located in Hartford, Charlotte, Cincinnati and Memphis. Designed to service all of the businesses in each region, each Regional Resource Center is staffed by two labor relations consultants, two employee resource consultants, two regional trainers, and a diversity consultant — all functions once handled by corporate.

The majority of administrative functions are now handled by a customized, integrated Human Resource Information System (HRIS). A national Human Resource Service Center headquartered in Memphis handles questions about areas such as thrift plans and employee benefits via 800 number.

The corporate HR staff now consists of 30 people who form the HR Strategic Leadership Team. Each member of this team is devoted full time to strategic areas such as executive development and training, compensation, and employee relations — once handled as a small percentage of a full job.

Once this new model was finalized, a third team was created to design and implement the staffing process for exempt employees. This team consisted of HR personnel released from their typical jobs. It took seven months to staff more than 300 positions.

In the staffing process they designed, each employee was asked to fill out a four page preference form which included an audit of personal experience and preferences for jobs in the new structure.

Next the team prepared four-page descriptions for each of the 300 positions that needed to be staffed. Each job was described according to the impact of the position, its principle accountabilities, scope, minimum requirements, and key competencies.

An earlier HR team had identified 16 competencies (from the 67 Core Competencies described in The CAREER ARCHITECT®Expert System) as important to the vision and mission of International Paper's HR function. The hiring managers were asked to select seven or eight of those 16 competencies in designing each position.

Daniel A. Moss

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In selecting the key competencies, each member of the staffing team had to briefly state why each competency was important to that specific position and provide examples of how this competency would be demonstrated in that position.

**Excerpt from International Papers Human Resource Position Description/Job Title: Human Resource Generalist**

Division/Unit/Location: Training Example

COMPETENCY CONFLICT MANAGEMENT\* WEIGHT: 3

Briefly state why this competency is important to this position.



**Conflicts occur on a regular basis and the generalist must be willing to step into the issue and facilitate resolution. Labor relations within the mill makes this critical.**

Provide example(s) of how this competency is demonstrated in this position.

**Diffuses highly emotional situations quickly. Stays calm and focused; seeks to understand all sides and points of view regarding issues. Finds common ground and offers multiple options for resolution.**

**HR Staffing Process/Suggested Interview Questions**

The finalized position description forms were then used as the basis of a large scale interviewing process supported by The RECRUITING ARCHITECT® Handbook. "Each interviewer was equipped with a set of RECRUITING ARCHITECT® questions and probes," notes Moss. "They followed an interview protocol where each interviewer would handle two or three of the eight competencies for two to three candidates. At the end of each interview session they'd do a consensus debriefing.

**CONFLICT MANAGEMENT\***

Tell me about a time when you made peace with an adversary.

Tell me about a time when you brought two reluctant people or groups together.

Tell me about a time when you someone pushed you to your limit.

Tell me about a time when you had to give bad news and the receiver didn't take it well.

Tell me about a time when you had to resolve a conflict or you couldn't succeed in what you were doing.

Have you ever been prevented from achieving an important goal by somebody in power, blocking you for no apparent reason? How did you handle the situation?

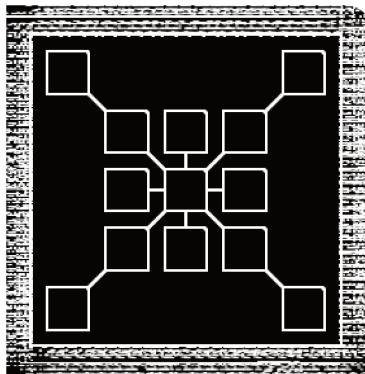
*International Paper contracted with Lominger Limited Inc. to incorporate portions of products from The LEADERSHIP ARCHITECT® Suite for use in International Paper's HR products.*

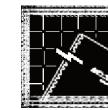
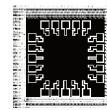
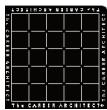
Daniel A. Moss

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All of the documentation and recommendations from the interview process were presented to a Review Board of very senior managers and HR people who had been coached in the use of The RECRUITING ARCHITECT®. The final step in the process was the communication of the selection decisions to the candidates and the company.

"It was a massive and somewhat traumatic . . . . . undertaking," notes Moss, "But the feedback that we got was that the common language provided by The LEADERSHIP ARCHITECT® tools made the process more objective, consistent and efficient."





## Generating Buy-in for The CAREER ARCHITECT The Limited, Inc.

Bob Myers, Vice President, Organization and Leadership Development  
The Limited, Inc.

The CAREER ARCHITECT® Development Product is currently in use in a variety of applications at The Limited, Inc., an \$8 billion specialty retailer of women's, men's and girls' fashion apparel and personal care products. With 5,000 retail stores throughout the country, The Limited's retail companies include The Limited Stores as well as Abercrombie & Fitch, Bath & Body Works, Henri Bendel, Lane Bryant, Structure and Victoria's Secret, among others.

If you asked Bob Myers, The Limited's vice president for organization and leadership development, how he went about "generating buy-in" for The CAREER ARCHITECT® Development Product at his organization, he would tell you he began by using it to solve real problems for people throughout the organization, including the chairman of the company.

When Myers joined The Limited in late 1993, he entered a culture that had concentrated for the last 12 years on managing issues related to rapid and extreme growth — real estate transactions, retail contracts, production time to market, distribution systems — and had had very little time to think about leadership issues. But as Myers arrived, the agenda was changing.

The \$8 billion The Limited, Inc., today, with 13 retail divisions and six support divisions, is very different from the \$400 million Limited Stores it was 12 years ago. In addition to its retail companies, The Limited now owns its own production sourcing company, real estate company and credit services company. Questions had begun to arise, such as "How do all these various businesses relate to each other?" "What should leadership look like now that we're doing more than mall-based retailing?" and "What will leadership look like at the turn of the century when The Limited is projected to be a \$20 billion company?"

... continued

"The company had experienced phenomenal growth with an almost 'Darwinian' approach to leadership development," explains Myers. "They had very short competency profiles — sales and profits — but this system had yielded some very talented, very bright survivors. Merchant managers did particularly well in this environment, but the concept of general manager was not so well understood. As they . . . contemplated the consequences of future growth, they began realizing they would have to do more in terms of leadership development."

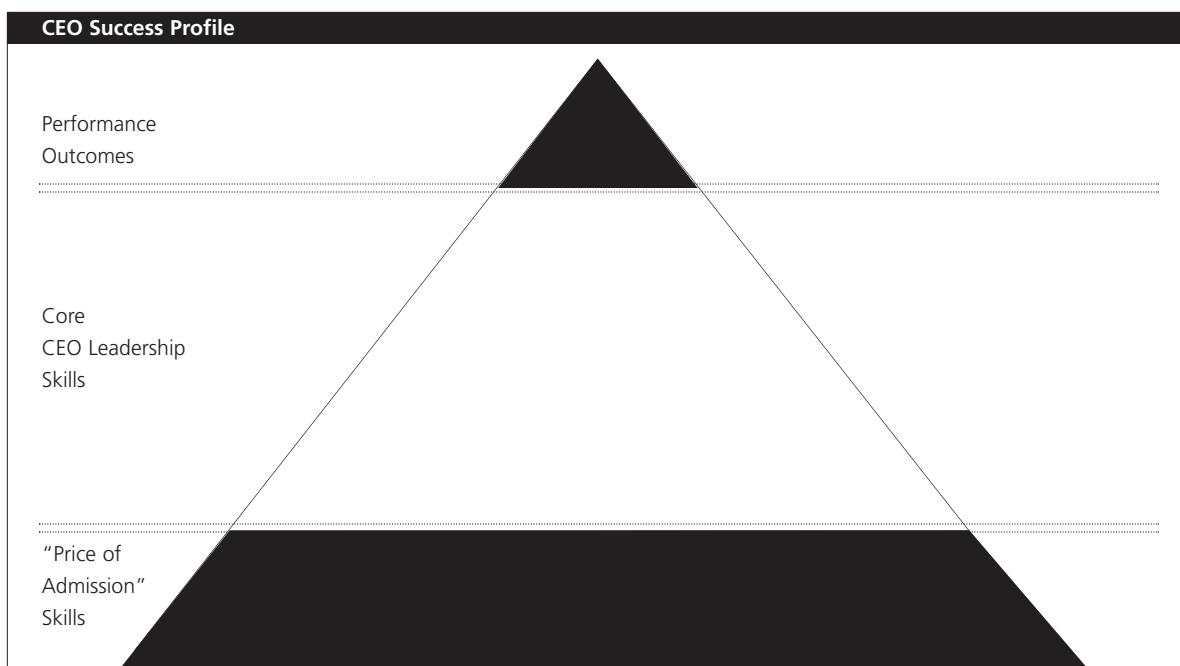
In this context, Les Wexner, the chairman and founder of The Limited, called Myers into his office and told him that he was preparing to do annual performance appraisals for the 12 CEOs of The Limited's retail businesses. Having talked extensively about leadership, Wexner had decided that he'd like to "walk the talk" by providing them with high-quality feedback about their leadership skills in their performance appraisals. He asked Myers to help him do that — and to get it done in two weeks.

"This was an opportunity to generate buy-in for the concept of more specific leadership development," says Myers. "I walked back to my office, grabbed a deck of The PORTFOLIO SORT™ Cards, handed it to him and said, 'Here's your homework assignment. Go home and sort these cards; ignore the pink ones for now. Come back with no more than 20 cards that capture what leadership means to you.'"

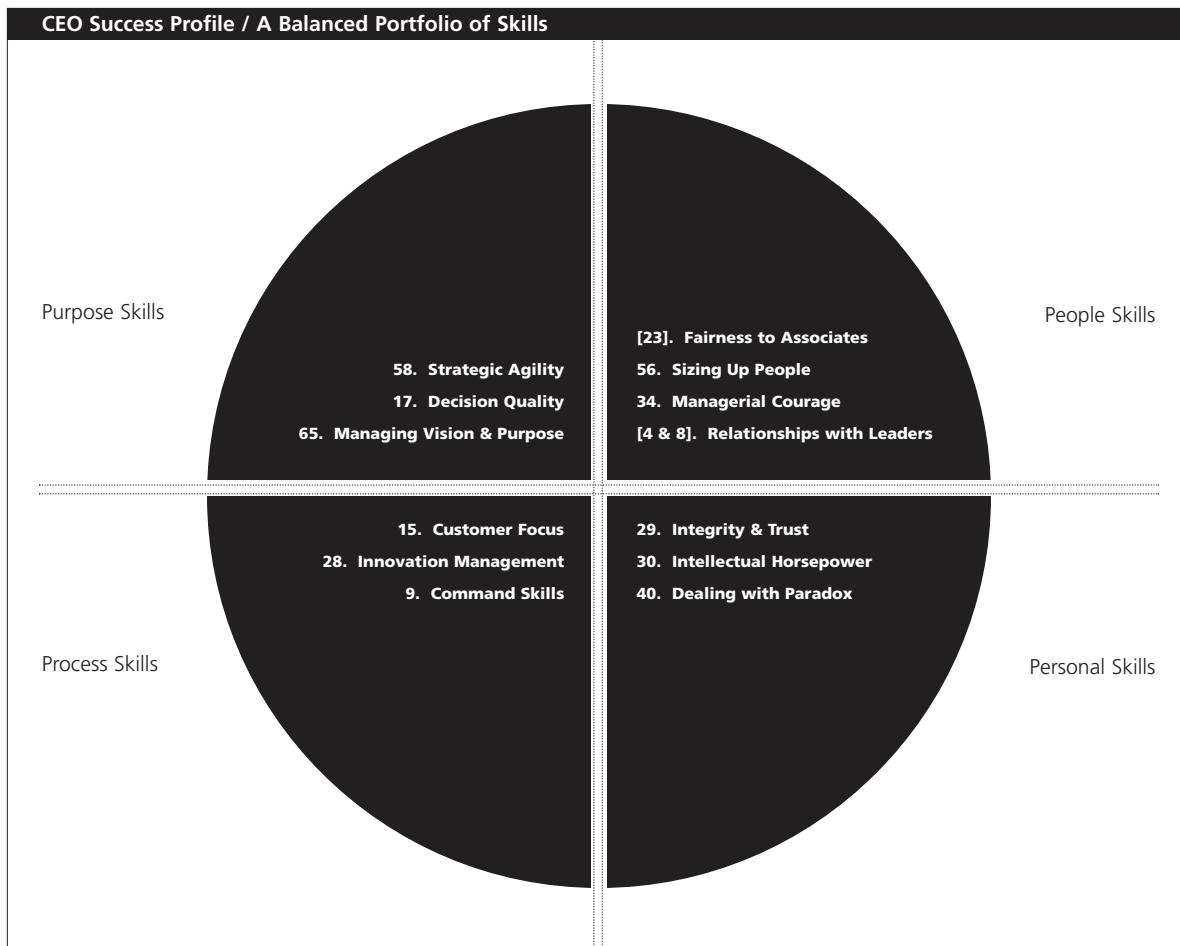
Wexner returned the next morning with a tremendous amount of enthusiasm and 13 Core Competencies and Characteristics that he'd identified as important for success, and others such as "Intellectual Horsepower," "Fairness to Associates" and "Integrity and Trust" which he felt were simply "price of admission" skills that no CEO could lack.

The next step was translating those competencies into feedback for all 12 CEOs. Realizing that he didn't have enough information as Chairman to rate each of these CEOs, Wexner decided to get the rest of the management committee involved in the process, and to extend the deadline by several weeks.

Myers took Wexner's success profile and translated it into a form which was used in a series of half-day sessions during which the five-member management committee was introduced to The PORTFOLIO SORT™ Cards. Each member was handed one of the forms and asked to use a Check, Plus, Minus system to rate whether a given CEO had each Skill and whether it was a particular strength or a weakness. If it was a strength, they were asked if it was an overdone strength. They were also asked if each weakness was a genuine weakness or simply an untested area.



Using *The PORTFOLIO SORT™ Cards*, Myers helped Wexner to define a balanced portfolio of skills essential to success at The Limited. *EDITOR'S NOTE:* Some of *The PORTFOLIO SORT™ Cards* were combined and/or renamed (indicated by the numbers in brackets) by Myers and Wexner to better reflect The Limited's culture.



... continued

"They all liked the form and came to the next meeting with their forms totally filled out," recalls Myers. "It turned out in some cases that they simply didn't agree. As so often happens, the discussions they had in trying to reach a rating consensus were extremely valuable — more valuable than any form or written system of input could ever be."

• • • • Using the profiles that came out of the consensus meetings, Myers summarized the feedback for each CEO and returned it to Wexner, who was now fully armed to give his CEOs feedback on their current leadership skills and potential, rather than an analysis based on "hitting numbers."

As a result of that process, additional uses of The CAREER ARCHITECT® are spreading throughout the organization. Myers says it's not unusual to see members of the management committee carrying a box of The PORTFOLIO SORT™ Cards in their briefcases. "One of the greatest values The CAREER ARCHITECT® provides to an organization is a common language," notes Myers. "Instead of spending the first 20 minutes of each meeting defining a development issue, we're able to get right to the heart of the matter."

"Once the management committee got excited about The CAREER ARCHITECT®, executives across the organization became curious," says Myers. "In the weeks following their feedback sessions with Les, half of the CEOs called to say they wanted to see more of The CAREER ARCHITECT®. Almost unanimously they said it was the best feedback they had ever gotten from Les. I would then call their vice president of HR and say 'Let me introduce this to you if you aren't already aware.'"

Myers has also introduced The CAREER ARCHITECT® Development Product to human resources professionals in each of The Limited's 18 divisions, who are using it to help people throughout the organization understand leadership and development on a more detailed basis. "I had two motives for introducing it at this level. I hoped they would use it in recruitment and in support of developmental planning — but I also hoped it would help them see themselves and be seen as internal consultants with a larger role than simply filling jobs."

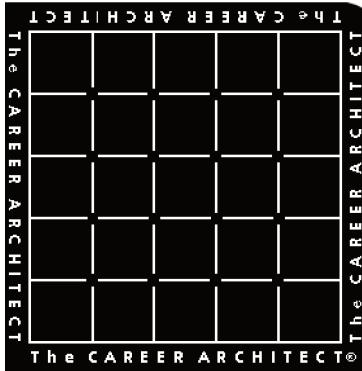
Several divisions, in particular the Victoria's Secret Stores, have embraced The CAREER ARCHITECT® with enthusiasm. "We took the two top levels of the Victoria's Secret organization, about 50 people, and used a combination of The CAREER ARCHITECT® and a product called Consensor to build a future focus profile for the Victoria's Secret Stores that they now roll into their performance appraisal and succession planning processes."

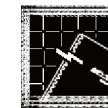
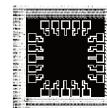
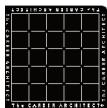
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Bath & Body Works, one of the fastest growing divisions of The Limited, is hiring and promoting people at a furious rate. They are using The CAREER ARCHITECT® Development Product to help understand the differences between single unit and multiple unit managers and to create training programs specific to those needs.

A one-week workshop called BBW Academy is now a required step for anyone going from single to multiple unit management. As part of that workshop, each person does a personal sort of The PORTFOLIO SORT™ Cards, and compares it to the vice president of store's sort of what he or she thinks is important to success as a district manager. They then compare the gaps and create development plans for themselves.

In addition to The CAREER ARCHITECT® Development Product, Myers is currently exploring the use of LEARNING AGILITY™:THE LEARNING II ARCHITECT™ [now known as CHOICES™: The TALENT MANAGEMENT ARCHITECT™] as part of The Limited's succession planning process for its 600 top executives. "For The Limited right now, the most important thing we can do is develop our current and future leadership talent. Our future growth and success depends on it. These tools are invaluable in helping us do that."





## Why The Company You Keep Is Keeping Company with The CAREER ARCHITECT® Development Product

Kathleen Hart-LaFazia, Senior Management Development Consultant

Joan Tebeau, Management Development Associate New York Life Insurance Company

New York Life is the fifth largest insurer by assets in the United States. The company offers a wide range of diversified services through its five major business units: Asset Management, Health Benefits, Individual Operations, Investments and New York Life Worldwide Holding, Inc.

Managers from individual units can have access to the company's Human Resources Management Development Group, which provides a variety of internal consulting services including career development and learning enhancement exercises based on The CAREER ARCHITECT® and The LEARNING ARCHITECT® products.

Both products are being used as internal consulting tools to provide New York Life's Home Office Managers and Individual Contributors with self-driven assessments of their competencies for their current jobs, assessments of their preferred Learning Tactics, and a planning tool for self-development.

Business units have the option of arranging for a three-hour workshop for small, medium and large groups or having individual consultations with individual employees or management.

If they opt for the workshop, bosses or group leaders are provided with a pre-work exercise which involves sorting the 67 competencies described in The CAREER ARCHITECT® to identify which are the most important for success in a current job at New York Life. The Management Development Group then enters the boss's results into the Electronic Version of The CAREER ARCHITECT®.

At the workshop, attendees first use The PORTFOLIO SORT™ Cards to determine their personal strengths and weaknesses. Then they are asked to complete a sort using the Learning Tactics cards from The LEARNING ARCHITECT® and to complete a Learning Tactics Wheel as well as a Learning Action Plan.

"The Learning Tactics wheel gives them a very graphic representation of the tactics they use, don't use and overuse," notes Joan Tebeau, an internal consultant with New York Life's Human Resources Management Development Group. "We also developed a job aid for filling out the Action Plan, which seems to help in a workshop setting."

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New York Life's customized job aid speeds completion of the Action Learning Plan.

### NEW YORK LIFE'S ACTION LEARNING PLAN JOB AID

#### #1 Sorting The LEARNING TACTIC® Cards

Take a few minutes to think of multiple times when you were at your best — successfully facing issues or challenges, learning and solving problems "hand-over-fist."

As you read the cards one at a time, ask yourself whether or not you used each tactic. Put the tactics you used least into a pile on the left and the tactics you used most into a pile on the right.

24 Cards  
Least Like Me

24 Cards  
Most Like Me

#### #3 The CAREER ARCHITECT® Development Needs

Name \_\_\_\_\_

Date \_\_\_\_\_

Department \_\_\_\_\_

##### CAREER ARCHITECT:

Select one to three competencies that you would like to enhance over the next 3 to 5 years.

##### LEARNING ARCHITECT:

Please fill out the summary of the Learning Tactics Wheel so that we can take your learning preferences into consideration when we research your planner.

ACTION    THINKING    PERSONAL PEOPLE

PA    TF    FP    PS    V    I    CF    ST    PE    GI    M    AI

Overuse    1A 1B 1C 2A 2B 2C 3A 3B 3C 4A 4B 4C  
(4 sections)

Strengths    1A 1B 1C 2A 2B 2C 3A 3B 3C 4A 4B 4C  
(2-3 sections)

Underuse    1A 1B 1C 2A 2B 2C 3A 3B 3C 4A 4B 4C  
(1 section)

Don't use    1A 1B 1C 2A 2B 2C 3A 3B 3C 4A 4B 4C  
(0 sections)

#### #2 The LEARNING ARCHITECT® Job Aid

##### n SELECT ONE 'SLICE' TO ENHANCE

Is it an under used slice?

1. Write down the 4 statements from the cards in this slice:  
"Do more of these"

2. Consult the learning tips codes for *Under Use* or *Don't Use* Cards.

3. Read/jot notes on tips cards associated with this slice.

4. Considering the 4 statements and the tips cards, brainstorm 'GAG' assignment that will help you meet your goal.

5. Practice these behaviors and/or assignments outside the work environment — it may be a safer haven.

Is it an overused slice?

1. Write down the 4 statements from the cards in this slice:  
"Do less of these"

2. Try to throttle down these actions/behaviors; tips for *Overuse* cards.

3. Select a compensator slice or slices.

4. Follow the outline (1 - 5 at the left) for working on an under used skill for this 'compensator.'

##### n REPEAT FOR TWO ADDITIONAL SLICES

While the attendees are completing their Learning Assessment, the results of their personal Competency Skill Sorts are entered into the computer and a comparison to the boss's sort is generated. By comparing items that the boss has indicated as very important to items noted by an individual as relative weaknesses, the system generates a comparison report indicating likely developmental needs.

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Workshop leaders help group members to identify one to three competencies which the individuals can work to develop over the next three to five years. Each workshop attendee or "learner" fills out a Development Needs form and returns it to the Management Development Group.

Following the workshop, the Management Development Group generates a customized and comprehensive CAREER ARCHITECT® development plan for developing the selected competencies, based on actual seminars, readings and other library resources available from New York Life. The plan also details a wide variety of developmental tips and develop-in-place assignments, as well as upcoming developmental opportunities.

The development plan is fed back to the learner in a private consultation and the learner is then responsible for meeting with his or her boss to discuss developmental needs. A Management Development consultant will also meet with the boss to discuss aggregate development needs and opportunities identified during the group workshop.

At periodic intervals, a Management Development consultant will follow up with both the boss and the learner to assess progress and offer advice or suggestions.

Though the majority of the participants in the workshops to date have been supervisory management and executive level personnel, Hart-LaFazia and Tebeau recently did a workshop for 22 employees at the request of their manager, who was a director of systems. The section had three levels: entry level, middle individual contributor, and a team leader position.

"In the past, this manager had created development plans for her direct reports and those plans were linked to her performance appraisal system," explains Tebeau. "As a result, her employees would either file those plans in the bottom of a drawer or complete every item on her list and then ask for an immediate promotion. There was very little measurable development going on."

"In order to help her to gain more buy-in from her staff and help improve the overall quality of the section's development plans, we felt it was essential that each plan be self-driven," continues Tebeau. "We were also able to convince her that she would gain more buy-in and better results if her development and appraisal processes were not linked."

The section director was asked to sort The PORTFOLIO SORT™ Cards and pick the competencies most important for success at all three levels in her section. Tebeau and Hart-LaFazia ran those profiles against the individual profiles generated during the workshop and helped all 22 direct reports prepare development plans.

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Particular attention was given to tracking the employees to make sure they availed themselves of the opportunity to meet individually with their boss and discuss their plans.

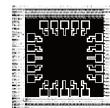
"We made a point of creating an aggregate profile for the section of what developmental opportunities had been selected, and fed that back to the director," recalls Tebeau. "She had . . . . gone from 100% control to no control at all, so that aggregate data got her re-engaged in creating section-wide courses and opportunities."

Future plans for the tools at New York Life include branching out of the home office at 51 Madison Avenue and bringing The CAREER ARCHITECT® and The LEARNING ARCHITECT® products into field locations and service offices located around the country. Hart-LaFazia and Tebeau would also like to create a stand-alone learning module rather than offering it in conjunction with development planning.

"We have a stated goal to become a learning organization," explains Hart-LaFazia. "We think The LEARNING ARCHITECT® has application here and can be offered as a stand-alone piece."

In an ongoing effort for continuous improvement, the Human Resources Management Development Group is committed to regularly surveying users on the perceived effectiveness of its development planning process and opportunities for improvement.





## The Organization Architect® Tool Set Early Users Report

Four Companies:

Praxair, BFGoodrich, CFCF, Inc., Manor Care Health Services

The ORGANIZATION ARCHITECT™ Tool Set was introduced at The LEADERSHIP ARCHITECT® Users' Conference in Monterey California in June of 1996. Within two months of its introduction, more than 100 practitioners had been certified in its use by Dave Ulrich and Bob Eichinger. This story provides early reports from four companies currently deploying the Tool Set to support their strategic planning initiatives.

### About The ORGANIZATION ARCHITECT™ Tool Set:

When contemplating a new business start-up or planning a major change in strategic direction, The ORGANIZATION ARCHITECT™ Tool Set provides a bridge between strategic vision and a workable plan for implementing that strategy. Tools in the set include:

**The ORGANIZATIONAL CULTRIBUTE ARCHITECT™ Builder & Translator** For evaluating the core competencies, cultural attributes and organizational capabilities, or "cultributes", your organization will need in order to make your strategy succeed — and creating an action plan for developing them.

**The FUNCTIONAL ARCHITECT™ Profiler** For determining which business functions will need to be "first in class" — and formulating a plan to enhance those functions.

**The COMPABILITY ARCHITECT™ Unit and Team Builder & Translator** For identifying and building the high performance division level teams that give your strategic plan a competitive edge — by assessing the learning speed of divisional teams, their ability to implement work process improvements and their responsiveness to customer needs.

**The CHANGE!ABLE ARCHITECT™ Planner & Translator** A unique change assessment survey that helps you evaluate your organization's potential to successfully implement your new strategy — or overcome existing obstacles to change.

The ORGANIZATION ARCHITECT® Tool Set also includes The COMPETENCY ARCHITECT® Sort Cards for leadership competency assessments and PORTRAIT WRITER™ Software for making greater sense of all your ORGANIZATION ARCHITECT® assessments.

**BILL ZEIGLER, SENIOR DIRECTOR**  
ORGANIZATION DEVELOPMENT / PRAXAIR

In early 1996, Praxair CEO William Lichtenberger, announced that as of August, every new business proposal that went forward at Praxair would have to be accompanied by an HR strategic plan. According to Bill Zeigler, senior director of organization development, the question of how to implement that mandate was answered with the introduction of The ORGANIZATION ARCHITECT™ Tool Set.

“We’re using the tools to help us put together HR strategic plans. Basically, we start with a business proposal and look at its stated objectives, financials, and critical success factors, asking ourselves, ‘What would have to go right in order for this venture to succeed?’ We use the Cultribute Deck to answer the question, ‘Given those success factors, what are the organizational competencies or cultributes that would have to be in place for that success to happen?’”

Using an electronic translator provided in The ORGANIZATION ARCHITECT™ Tool Set, Zeigler then translates the cultributes into individual competencies.\*

“Based on those translated competencies, we develop a staffing perspective about what sort of employees we’re going to need and where we are most apt to find them either internally or externally. The ORGANIZATION ARCHITECT® provides a focused method of getting to a point where we can use The RECRUITING ARCHITECT® to find appropriate people to support the business proposal.”

To date, Zeigler has used the tool set to help a vice president of strategic marketing to experiment on a trial run, a mid-level manager to start a long-term reengineering effort and a senior-level manager to launch a new global account management team.

“The reaction we’re getting is very positive. I think one of the things that helped it slide into this organization so easily is that all five bands of exempt employees have a competency model that was created using The CAREER ARCHITECT®. I find generally that the more comprehensively you’re using the Lominger products, the easier it is to bring in new pieces.”

*\*The integrated products in The LEADERSHIP ARCHITECT® Suite share a common language based on 67 Competencies and Characteristics that relate to career success and 19 Career Stallers and Stoppers that can chill otherwise successful careers. Research recently done with VOICES®, Lominger’s 360° feedback instrument, indicates that these 86 Competencies, Stallers and Stoppers can be measured reliably and most are significantly related to current job performance.*

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**ANDY POWELL, MANAGER, HUMAN  
RESOURCES / BFGoodrich SPECIALTY CHEMICALS**

BFGoodrich is a decentralized organization which relies on its Functional Councils, groups of senior managers from each function who meet regularly, to manage the professionalism of each function — determining things like career ladders, promotions, moves, and developmental opportunities.

Andy Powell, a manager in Human Resources, has been working with the Functional Councils within BFGoodrich's Specialty Chemicals Group to develop competency models for all jobs on the career ladder in each function.

Working with an R&D group, Powell used The ORGANIZATIONAL CULTRIBUTE ARCHITECT™ Builder and Electronic Translator to validate current and future competency sorts done with The PORTFOLIO SORT™ Cards.

Powell ran the 15 top competencies from their current and future sorts through the electronic ORGANIZATIONAL CULTRIBUTE ARCHITECT™ Translator. They then assessed whether the translated organizational cultributes accurately described the sort of organization they have today and will need tomorrow.

"In both cases, the cultributes were valid and descriptive. They said, 'That's us. We're high on quality but we take a long time to make a decision.' And the future sort clearly described where they'd like to go."

In another instance, Powell worked with the general manager of one of BFGoodrich's largest divisions to define a competency model working backward from the cultributes.

"The cultributes language helps managers to make the connection between business objectives and strategies and the behavior or process side of an organization. To go from saying 'We want to be \$2 billion by the year 2000 and we want to do that through acquisitions and new product development' to saying 'We need to be good at Dealing with Paradox' is just a huge leap. It's helpful for managers to begin by talking about business needs and organizational capabilities instead of individual competencies."



**JEANNETTE LALONDE-BARD, VICE PRESIDENT  
HUMAN RESOURCES, CFCF INC.**

In April 1996 Videotron, a cable and broadcasting company that operates primarily in Quebec, announced its intention to acquire CFCF Inc., a Canadian broadcasting and cable company. The merged company would be the largest private broadcasting company in Quebec. Under Canadian law all such mergers are subject to approval by the CRTC, Canada's regulatory agency for telecommunications. The approval process takes nine months, during which time the two companies are required by law to continue acting as competitors even though they've announced their intention to merge.

Jeannette LaLonde-Bard, vice president of Human Resources for CFCF, has been using The ORGANIZATION ARCHITECT™ to help CFCF management and employees to understand and prepare for the transition ahead.

LaLonde-Bard invited Bob Eichinger of Lominger Limited, Inc. to facilitate a discussion with the CFCF management committee around organizational culture and the differences between the CFCF and Videotron cultures.

Using The ORGANIZATIONAL CULTURE ARCHITECT™ Builder, they assessed first their own culture and then their perceptions of the Videotron culture (because of the waiting period, Videotron management couldn't be included in the discussion).

"We found the two cultures to be very different," notes LaLonde-Bard. "The CFCF culture is very people oriented and very strong in terms of vision, values and planning. We perceived the Videotron culture to value things such as creativity, being first to market, and taking strategic risk."

While the two cultures are very different, translations of the cultributes into individual leadership competencies revealed a number of shared competencies, such as Innovation Management, Managing for Results, Problem Solving, Business Acumen, and Priority Setting.

"Competencies such as Listening, Patience, and Motivating Direct Reports are deeply ingrained at CFCF. Videotron is more skilled with Timely Decision Making, Strategic Agility, and Technical Skills," says LaLonde-Bard. "It's likely that to succeed in the marketplace, CFCF will need to be a little more like Videotron — and that to succeed operationally, Videotron might become a little more like CFCF."

Having described the cultributes and competencies at work in both organizations, Eichinger then facilitated a discussion around the implications of the gaps.

"We realized there's clearly a potential that CFCF employees will be perceived as bureaucratic and soft sided by their counterparts at Videotron," explains LaLonde-Bard. "By recognizing the differences in the cultures, we can help our employees to prepare themselves and develop the new competencies they'll need to succeed in a new culture. By leveraging our strengths and recognizing the complementary characteristics of both organizations, Videotron can gain a competitive advantage."

"The management committee's response to The ORGANIZATION ARCHITECT™ was very strong. They felt the exercise had been extremely helpful," concludes LaLonde-Bard. "In fact, the president of one of the companies that will be sold after the current transaction is complete said he would like to do this exercise again with whatever company ends up acquiring the English Broadcasting company he heads."

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**DAVID WORKMAN, VICE PRESIDENT OF ORGANIZATIONAL DEVELOPMENT / MANOR CARE HEALTH SERVICES**

David Workman, vice president of Organizational Development for Manor Care Health Services has been using The ORGANIZATION ARCHITECT™ Tool Set to identify possible barriers to the company's ability to compete effectively in the marketplace.

In order to do that, Workman asked Mike Lombardo, one of the creators of the tool set, to develop an Organizational Cultributes Questionnaire that was then sent to the top 400 employees of the organization nationwide.

"Instead of asking them to do two assessments for present and future, we asked them to look at how we're functioning today and once we got that data back, we compared it to assumptions about where we'd like to be tomorrow," explains Workman.

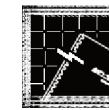
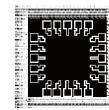
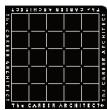
"For example, if we want to double the size of the company in five years, and the current data suggests we're not good at building bench strength, then we've identified a definite problem."

Workman used the electronic translator provided in The ORGANIZATION ARCHITECT® Tool Set to translate high and low Cultribute Clusters into individual competencies. He was then able to compare high and low competencies from the cultribute survey to group data collected from 360° assessments done on top executives using VOICES, Lominger's electronic 360° feedback product. (While individual VOICES results are confidential, group data can be collected and cut in a variety of ways.)

"If the translation indicated that Conflict Management was a competency that would be needed for future success, we would then look to see how well managers at various levels of the company had been rated on that competency. If Conflict Management is scoring in the bottom ten, that would tell us we're going to have to modify some of our processes around that area in order to become more effective."

"We found very good identification around some key areas. As a result, we've modified a number of our Action Plans to compensate for the areas where we found our team to be the weakest."





## How Royal Insurance is using LEADERSHIP ARCHITECT Competencies today to lay the foundation for Skills-Based Pay

John Cross, Assistant Vice President, Human Resources

Royal Insurance Company

Royal Insurance is a 150-year-old, British-owned property/casualty insurance company with more than 4,000 employees in the U.S. The company generates roughly \$2 billion in U.S. sales annually. In recent years, the company has rapidly evolved from a centralized hierarchy to a decentralized, more flexible organization.

To facilitate that evolutionary process, John Cross, assistant vice president of Human Resources at Royal, has been implementing a variety of LEADERSHIP ARCHITECT® products for applications throughout the organization.

### DEVELOPMENT PLANNING

An early implementor and beta tester of many LEADERSHIP ARCHITECT® products, Cross introduced The CAREER ARCHITECT® Expert System into Royal in 1992 as part of an "a la carte" menu of human resource services available to business units across the company.

"What makes The CAREER ARCHITECT® so effective is that it works in concert with the way people already work," notes Cross. "Abstract, consultant-driven development initiatives have a long track record of costing a lot of money — and not being successful. The CAREER ARCHITECT® simply helps people to recognize and capitalize on the opportunities and challenging work assignments that are available all around them. You don't have to make them learn a new theory or radically change their behavior in order to move ahead. They just have to take advantage of what's already there."

### 360° FEEDBACK

As the demand for development plans based on The CAREER ARCHITECT® expert system grew, Cross purchased the Electronic Version of the product in order to produce development plans more quickly. VOICES®: The FEEDBACK ARCHITECT™ was then a logical choice as a 360° assessment tool.

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"Our senior management got engaged with the competencies after they were asked to give VOICES® feedback," recalls Cross. "They started to receive diskettes from direct reports who wanted feedback. After doing a few ratings they got interested in getting some feedback on themselves. As a result, many of them and their direct reports have individual development plans in place based upon 360° feedback."

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#### DERAILMENT INTERVENTION

Cross has also used The CAREER ARCHITECT® extensively in derailment situations. The process varies depending on the urgency of the situation, but generally includes either a Benchmarks or VOICES® 360° assessment and the creation of a short-term development plan that includes a lot of follow-up and boss involvement.

"In addition to helping us identify what to do, in terms of jobs and other developmental activities, The CAREER ARCHITECT® is very useful in helping us identify who will be the most effective coaches and mentors," explains Cross. "By interweaving the 'what' and the 'who,' we're able to create much more effective 'rerailment' strategies."

#### COMPETENCY PROFILING

When Royal's Claims Group recently requested Cross's help in improving its staff development efforts, Cross saw a natural application for The COMPETENCY ARCHITECT® Profiler.

The Royal Claims Group is a 1,300-person workforce that had been largely neglected compared to workers on the sales or revenue side of the business. As a precursor to any development efforts, the group wanted to build and distribute success profiles for each of the major jobs in the group.

Cross realized the electronic COMPETENCY ARCHITECT® would allow him to do two things:

1. Quickly and cost-effectively survey a large sample of the decentralized, nationwide Claims Group.
2. Use the resulting success profiles to experiment with a method for Skills-Based Pay first proposed at the 1995 LEADERSHIP ARCHITECT® Users' Conference in Sedona, Arizona.

#### LAYING THE FOUNDATION FOR SKILLS-BASED PAY

"Like many organizations, we jumped on the broad-banding bandwagon without having a replacement compensation system in place," notes Cross, "so I was very interested to hear in Sedona that other LEADERSHIP ARCHITECT® users were interested in using competencies as the basis for differentiating and distributing jobs."

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At the Sedona conference, Bob Eichinger, one of the publishers of The LEADERSHIP ARCHITECT® Suite, proposed a three-dimensional model for skills-based compensation which weighed 1) the importance of each competency to performing the job (basically the level of the job), against 2) the importance to the organization of the outcome of the job, against 3) the scarcity of the skill as reflected by its developmental difficulty.

Cross joined a group interested in doing further development of and experimentation with Eichinger's model following the conference. At the group's first meeting in Memphis, Cross volunteered to use the results of an upcoming Competency Survey for the Royal Claims Group as a test for a refined compensation model.

"There were only five to six more steps involved in doing the skills-based pay analysis than would typically be part of the methodology you'd use in doing a competency project," notes Cross. "What made this such a logical test is that there was an existing need for a large competency survey in our Claims Group."

Cross developed a step-by-step methodology, based on The COMPETENCY ARCHITECT®, which will also be used in other groups throughout the company and for less-populated or function-related positions in Claims, like attorneys.

## METHODOLOGY FOR ELECTRONIC COMPETENCY SURVEYS

### **Step 1.** Meet with Client

**Description:** Cross and Claims Group Training Consultant Gloria Gabrick met with the Claims Group management in order to introduce The COMPETENCY ARCHITECT® Profiler and explain in broad terms how the electronic system would be used to survey the group.



The Claims Group was asked to provide information about workflow and department production; an organizational chart of the department, unit and team; and a description of the positions and jobs within the department, unit and team.

### **Step 2.** Design the Survey Process

**Description:** Here Cross worked with his staff to design the overall process, methods, controls and technology — down to determining who in the Claims Group had access to the Windows-based systems needed to run the COMPETENCY ARCHITECT® software.

**Learnings:** "As we were doing the technology research, we were able to identify a network of Claims people who were called on later in the process to serve both as information providers and progress monitors."

... continued

**Step 3.** Establish the Technical Competencies

**Description:** Cross worked with the Claims Group to identify and write descriptions of technical competencies. In order to "make the cut," each technical competency had to meet the test of time (a genuine technical skill takes more than six months to develop — "Knowing Lotus" is not a technical skill) and developability (one must be able to articulate the steps required to develop that skill).

• • •

**Learnings:** "It is inevitable that managers will want to add technical skills. Rather than having a large number of skills forced on us in the final analysis, we decided to listen to and accommodate those needs early on in the process, but have a system in place for managing the number and quality of skills included."

**Step 4.** Establish Survey Groups and Identify Respondents

**Description:** In the 1,300-person Claims Group, there are nine job titles that account for more than 700 employees. This survey was designed to profile those nine jobs. The less-populated and related-function jobs, such as in-house attorneys, will be done in a subsequent study.

Cross and his staff worked with the Claims Group to determine how many and which people would be surveyed. Among the questions asked were: Who are the stakeholders? Who are the experts? What should be the proportion of bosses to incumbents to customers and other stakeholders? Do we survey everybody? Is the job going to change in the near future so that surveying bosses or management might be more appropriate? Do we do a portion of the population? A geographical cluster?

The client expressed a preference for a larger proportion of incumbents, so a focus report of all jobs was used to identify jobs with the largest numbers of incumbents and then to select incumbents in those jobs who had been on the job at least six months and were not in performance counseling.

**Learnings:** "I think without an electronic product like The COMPETENCY ARCHITECT®, the tendency would be to use a consultant and survey a very small but representative group. This product can accommodate very large groups so you can get larger, more diverse samples and think very broadly in terms of what constitutes a rating group. The larger sample allows for a more participative process."

"An important thing to consider in selecting evaluators is how many different jobs a single evaluator is being asked to do. You don't want to overload any one person because you'll reduce that evaluator's willingness to participate and ability to return the diskettes on a timely basis."

... continued

**Step 5.** Design Processing Procedures and Instructions, Assign Accountabilities

**Description:** Cross and staff walked through all of the necessary steps for completing and returning the evaluator diskettes, making an internal decision tree for handling questions and technical problems, and then writing detailed instructions to accompany each diskette.

**Learnings:** "It's a very good idea to do a procedure test before you roll out a large survey. It helps you spot and correct a lot of potential problems."

**Step 6.** Plan and Implement Communications

**Description:** Claims Executive Jack Szczepek was asked to send an e-mail to all employees in the offices where surveys were to be sent explaining the purpose of the survey, why certain people were selected, providing directions and asking those selected for their best efforts. An article was also prepared for the company newsletter describing the process and the anticipated outcome.

**Learnings:** "You've got to expect a certain amount of paranoia and cynicism when working with a group that's never been surveyed before. Why wasn't I chosen? Am I going to be fired? What are they really asking? It makes your job easier if the introductory communication comes from a leader with a lot of personal credibility."

**Step 7.** Release Survey Diskettes and Monitor Progress

**Description:** 492 diskettes were released on September 29, 1995 with a deadline of three weeks for completing and returning the diskettes. The "help" network established during step 2 was activated to assist, monitor and report any problems or log jams.

**Learnings:** "Our informal network was a tremendous asset. We started to get feedback during the first week that there was still some cynicism and confusion about the purpose of this survey. So we asked Jack to send a second e-mail reinforcing that we wanted their input because we viewed the people actually doing the jobs as our resident 'experts.'"

**Step 8.** Log In Diskettes When Returned

**Description:** Human Resource Analyst Sue Martin had created a software program to track the status of diskettes. Three weeks after the diskettes were sent, 79% had been completed and returned.

**Learnings:** "We were frankly stunned at how quickly the diskettes came back. We had no idea what to expect, but a 79% return in only three weeks was a definite surprise."

**Step 9.** Enter the Data and Run the Reports

**Description:** Results from the individual diskettes were fed into The COMPETENCY ARCHITECT® Report Writer™ Software which allowed the cumulative data to be viewed and analyzed in a number of ways.

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Anticipating a flood of data from the 490 evaluators, Cross created a study team of HR people to study the data and determine which of the standard and custom reports they would initially need and how to handle the free-form comments. The group included Cross, Gabrick, Martin and Art Meyer, an HR generalist who works with the Claims Group.

• • • • **Learnings:** "When dealing with very large groups, this is a point where you might like to include a consultant or form a product-sensitive study team, because you really do have to know what you're doing. Of the standard reports, I'd say the 'Importance' report would always be the most essential. Additional custom reports would vary according to an organization's needs."

"We were also surprised both by the quality and the quantity of the free-form comments that came back. They were very telling in terms of department morale — you might say the Claims Group got a free attitude survey. But we had to find a consistent method for distilling their meaning."

#### **Step 10.** Study the Data and Draft

##### Preliminary Profiles

**Description:** The study group divided up the jobs and designed a common methodology for analyzing the reports and free-form comments. They began by dividing the most important competencies into thirds and then looking for any significant differences between rating groups — for example, did incumbents rank importance differently than their bosses?

#### Success Profiles

##### **Class Entry Operator (Entry Level Position)**

RANK	CARD#*	COMPETENCY
1	203	Class Entry & Transaction Functions
2	212	Claim Service Support Function
3	4	Boss Relationships
4	62	Time Management
5	15	Customer Focus
6	42	Peer Relationships
7	11	Composure
8	29	Integrity & Trust
9	66	Work/Life Balance
10	43	Perseverance
11	32	Learning on the Fly
12	55	Self-Knowledge
13	33	Listening
14	16	Timely Decision Making
15	50	Priority Setting
16	204	Software (Other)
17	1	Action Oriented
18	41	Patience
19	54	Self-Development
20	57	Standing Alone
21	3	Approachability
22	53	Results
23	51	Problem Solving

##### **Claim Manager (Key Management Position)**

RANK	CARD#*	COMPETENCY
1	15	Customer Focus
2	36	Motivating Direct Reports & Others
3	60	Building Team Spirit
4	25	Hiring & Staffing
5	29	Integrity & Trust
6	22	Ethics & Values
7	63	Total Quality Management
8	23	Fairness to Direct Reports
9	39	Organizing
10	20	Directing Direct Reports
11	17	Decision Quality
12	50	Priority Setting
13	27	Informing
14	16	Timely Decision Making
15	18	Delegation
16	13	Confronting Direct Reports
17	62	Time Management
18	52	Process Management
19	11	Composure
20	19	Developing Direct Reports
21	34	Managerial Courage
22	31	Interpersonal Savvy
23	33	Listening

\* Card #'s 1-67 = competencies from The COMPETENCY ARCHITECT®

Card #'s 200+ = technical competencies defined by Royal Insurance .

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**Learnings:** "Undoubtedly the biggest surprise was that no technical skills were selected by either bosses or incumbents as 'most important' for the key management jobs. We had always assumed that to be true, but we didn't expect to get such dramatic evidence."

#### **Step 11.** Present and Finalize Profiles

**Description:** Cross made a presentation to the Claims Group management based on the HR study team analysis. In the follow-up discussion, the group was asked to make a number of determinations, including how many competencies they wanted the final profiles to include. Rather than deciding on their own, the Claims Group management decided to send the draft profiles back to the field for further input.

**Learnings:** "There were surprisingly few amendments coming back from either the management group or the field. The biggest question was how large the profile should be. Our suggestion was that size should be a function of the application. For development, a large profile is recommended. For selection, you want the shortest possible list."

#### CONCLUSION

At this point, Cross assigned staff to work with the Claims Department on putting a developmental planning process into place. They determined that the managers would be coached on how to work with employees to assess themselves against the Success Profile for either their current jobs or jobs to which they aspire, and then to do a gap analysis to determine developmental needs.

In the current process, developmental plans, based on identified needs, will be generated by Sue Martin in Cross's department using the electronic version of The CAREER ARCHITECT® and then returned to the manager and employee for refinement and implementation. Martin is also responsible for tracking and summarizing requests and trends.

Training Consultant Gloria Gabrick is analyzing the processes for developing the technical skills chosen for the Success Profiles and writing descriptions of the appropriate courses and opportunities to develop those skills for input into the development planning software.

Meanwhile, Cross took the finished profiles and went through the following steps to perform his test of the "Sedona Model" for skills-based pay.

#### METHODOLOGY FOR SKILLS-BASED COMPENSATION ANALYSIS

##### **Step 1.** Input the Finished Success Profiles into Lotus or Excel Spreadsheet Software.

**Description:** A spreadsheet was created for each job with lines for all of the selected competencies and columns for three rating categories.

##### **Step 2.** Create Rating Categories

**Description:** Cross used the rating categories from the "Sedona Model." The first rating category indicated each competency's importance to the job. The second category was "importance" defined as the importance to the organization of the outcome of the job. The third and final category was scarcity of the competency.

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Weighted Value for Claim Manager						
RANK	CARD #	COMPETENCY	RATING	SCARCITY	IMP.	TOTALS
1	15	Customer Focus	4.75	1	3	14.25
2	36	Motivating Direct Reports & Others	4.63	9	3	125.01
3	60	Building Team Spirit	4.6	8	3	110.40
4	25	Hiring & Staffing	4.6	2	3	27.60
5	29	Integrity & Trust	4.56	6	3	82.08
6	22	Ethics & Values	4.5	9	3	121.50
7	63	Total Quality Management	4.44	2	3	26.64
8	23	Fairness to Direct Reports	4.42	7	3	92.82
9	39	Organizing	4.42	9	3	119.34
10	20	Directing Direct Reports	4.42	2	3	26.52
11	17	Decision Quality	4.4	3	3	39.60
12	50	Priority Setting	4.38	2	3	26.28
13	27	Informing	4.38	2	3	26.28
14	16	Timely Decision Making	4.37	1	3	13.11
15	18	Delegation	4.37	2	3	26.22
16	13	Confronting Direct Reports	4.31	8	3	103.44
17	62	Time Management	4.27	2	3	25.62
18	52	Process Management	4.27	4	3	51.24
19	11	Composure	4.27	6	3	76.86
20	19	Developing Direct Reports	4.23	7	3	88.83
21	34	Managerial Courage	4.21	8	3	101.04
22	31	Interpersonal Savvy	4.21	3	3	37.89
23	33	Listening	4.19	3	3	37.71
TOTAL						1400.28

### Step 3. Assign Values.

**Description:** The value for the overall rating was taken from The COMPETENCY ARCHITECT® Importance Report. Cross assigned the value for importance/outcome using a 1-4 point scale (1 = administration, 2 = individual contributor/professional, 3 = manager, 4 = executive). The value for scarcity was expressed in a variety of ways, randomly (using the 1-9 point score from the Lominger research), linearly (doubling the Lominger score) and exponentially (squaring the Lominger score).

**Learnings:** "Obviously, the importance/outcome value was the least empirical. Since running these numbers the first time, I've discovered a bonus plan within Royal that assigns outcome values to jobs by how much pay is at risk. I'd like to take a look at how those values would affect our preliminary results."

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Position Comparisons				
CLAIMS POSITION	BASIC TOTAL (Direct)	DOUBLED TOTAL (Linear)	SQUARED TOTAL (Exponential)	SALARY MID-POINT
Claim Manager	1400.28	2800.56	8985.12	62,250
MCU Manager	1222.50	2445.00	6754.26	71,700
Claim Service Support Supervisor	876.78	1753.56	5430.5	36,800
Claim Supervisor	759.64	1591.28	4658.56	53,900
Claim Specialist	636.6	1273.20	2881.24	59,300
Claims Service Rep.	612.16	1224.32	2627.28	44,750
Claims Asst.	355.89	711.78	1971.79	26,600
Class Entry Operator	342.90	685.80	1728.00	20,100

#### Step 4. Run the Math.

**Description:** Cross next experimented with several methods of expressing scarcity. The direct method was to simply use the 1-9 point score. With the linear method he multiplied that number by 2. In the exponential method the scarcity number was squared. Each of those scarcity results was then added to the rating and importance variables to generate three different totals for each job.

#### Step 5. Analyze the Results.

**Description:** The results revealed a linear progression of the jobs in Royal's Claims Group with the most senior positions receiving the highest score and the entry level receiving the lowest.

**Learnings:** "We discovered certain anomalies.

For example, the higher-scoring Claims Manager pays almost \$10,000 less than the lower-scoring Major Case Unit Manager position. That raised some issues about whether we'd been undervaluing a fairly difficult job. Another explanation might be that the MCU Manager position included more technical skills — none of which I'd given a score above 3 in the scarcity rankings. It could be that those skills — which are associated with high dollar value outcomes — should legitimately be given a higher value."

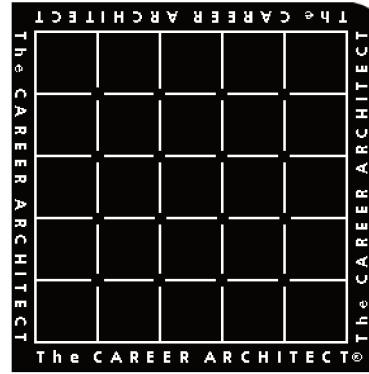
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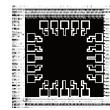
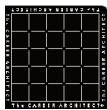
## CONCLUSION

Cross and staff intend to continue experimenting with methods of assigning values to these profiles as they complete other Success Profile projects and run the results from those surveys through this same methodology.

“The premise of this research was that you could . . . . combine The CAREER ARCHITECT® competencies with data about how difficult they are to develop, plug in a company’s perception of how important those skills are, and arrive at some method of differentiating jobs and skills within those jobs. Clearly the results of this preliminary test suggest that we have discovered a simple, yet powerful, method of differentiating and distributing jobs”.

According to Eichinger, future uses of the model could include a performance appraisal system which would include the competencies from the success profiles. Ideally, increases in appraised skill level would result in higher pay.





## How Royal Trust is Using The CAREER ARCHITECTURE to Become a Competency-Based and Learning Organization

Louise Couillard, Project Manager for the Competency Project\*

Royal Trust

In 1994, Royal Trust, a leader in institutional and personal trust services, was purchased by the Royal Bank of Canada. Following this merger, a major review of the human resource function led to a number of initiatives to improve the productivity of staff and the efficiency of the human resource function. One of these conclusions was to make the merged company a competency-based and learning organization.

Louise Couillard is the project manager of a Competency Project designed to take Royal Trust toward that goal. This project was identified by top management as one of the six priorities for Royal Trust in 1995.

According to Couillard, many of Royal Trust's 4,400 employees worldwide originally viewed both the merger and her project somewhat suspiciously. "They felt we were saying, 'If you stay and work harder, doing someone else's job as well as your own, then we'll give you the same pay, keep changing things around, show that we care and tell you to plan your own career.'"

Before changing the rules of the game, senior management made a point of visiting all the businesses and clarifying the company's new contract, which Couillard describes as follows: "If you buy into our goals and values, contribute energy and ideas, focus on selling products and taking good care of clients, then together we will create a good work environment, provide all the challenges you can handle, broaden your experience, and offer support and guidance for career and financial planning. You'll be part of a company setting the pace in this industry."

\*Since making this presentation, Louise Couillard has left Royal Trust to form Louise Couillard & Associates, a consulting firm that specializes in competency development and change management.

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The goal for the Competency Project is to develop a competency-based Human Resource processes and management approach. In this competency-based system, line managers will be provided with specific tools and will be expected to coach and support the development of their staff. Employees will have development plans in place to improve their competencies and advance in their careers.

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As a first step, Couillard used a group process to define a set of eight to ten competencies for all client contact positions. At Royal Trust, that involved profiling roughly 40 positions in a period of about eight months.

The process began with an expert panel of managers who met to clarify the focus and challenges for each specific position. They then sorted The PORTFOLIO SORT™ Cards to determine which of the 67 competencies were most important for success in that position. A group of incumbent employees was asked to go through the same process — adding additional technical competencies if required. In a final validation or consensus meeting, members from the two groups arrived at an agreement on what competencies belonged in the final job profile.

"We found that these profiles could be done very effectively using The CAREER ARCHITECT®, " notes Couillard. "Equally important, they could be done very rapidly. Managers reported that they couldn't believe the amount of progress they were able to make in such a short time."

Once defined, these profiles and competencies are intended to be the core of all human resource management functions, including:

- **Recruitment** The competencies will be used for selection criteria, job posting and assessment of candidates.
- **Training and Development** Employees will be better equipped to develop their technical, personal and interpersonal competencies.
- **Performance Management** Competencies will be integrated into performance planning, coaching and assessment and will provide important cues for performance observation and evaluation.

- **Job Evaluation and Compensation**

Competency development will be the basis for broad-banding with movement through ranges.

- **Career Development** Information on job requirements will be competency-based.
- **Succession Planning** Competencies will provide better identification of requirements for key positions.

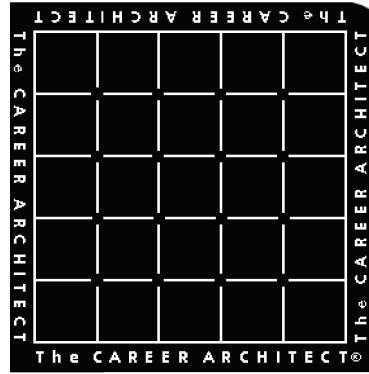
"I think the strength of The CAREER ARCHITECT® is that having used it to define your competencies, you can use it in all these applications," notes Couillard. "Profiling is only the tip of the iceberg. The real value — and the difficult part — is in the actual applications."

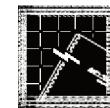
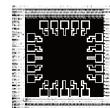
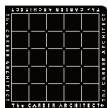
royal trust

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One of the first applications currently underway is a new training and development approach where The CAREER ARCHITECT® development tools will be integrated into the technical and other in-house training programs. The CAREER ARCHITECT® tool will emphasize the importance of coaching and mentoring as well as the use of in-place assignments.

"We've got several groups who already have their development plans in hand, have had their first discussions with their managers, and are beginning to implement their plans," reports Couillard. "The response from employees and managers has been very, very positive."





## Voices<sup>fi</sup>: The FEEDBACK ARCHITECT Early Users Report

### Panel Discussion

1995 LEADERSHIP ARCHITECT<sup>fi</sup> Users Conference

At the 1995 LEADERSHIP ARCHITECT<sup>®</sup> Users' Conference, there was a panel discussion by people who have worked extensively with VOICES<sup>®</sup>: The FEEDBACK ARCHITECT<sup>™</sup>, Lominger's electronic 360° feedback system, in the first seven months after its roll-out.

The group described their early experiences with the product in detail — success stories, minor snags and things learned. On the following day, Bruce Willson of Microsoft described some of the overseas experience he's recently had with the product.

**George Schenk of Monsanto:** "We've used VOICES<sup>®</sup> with the president of our industrial chemicals group and six people within his top management team ... We spent an entire day with Bob Eichinger defining competencies, and the 360° feedback that we sought was based on those competencies ... The non-computer literate needed some help getting into the program, but once they got started they did pretty well ... People found it very engaging, and they saw it as having a lot of face validity.

### **Sue Vancil, Management Development Consultant**

"We did all the top executives of **Bank One Texas** and about 65 people with Melinda Branchini at the **Volunteer Hospitals of America** ... I have been starting the feedback using the EasyView Reports, and then when they start asking questions, I tell them about the CustomView cuts of the data we can do ... They tell me the data is so much richer than what they've gotten from past feedback sessions."

**Les Woller of Woller & Associates:** "We have about seven organizations that have implemented VOICES<sup>®</sup> to varying degrees ... On the average, we found it takes four times as long as you think it will to get your disks back from the raters ... If you're doing any sort of volume, you need to assign someone to be in charge of getting the disks back ... In the first few feedbacks I was so impressed by the amount of data available, that I probably gave too much ... Now I have a core of four standard reports that I use and anywhere from one to five CustomView Reports.'

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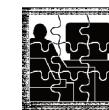
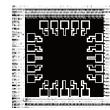
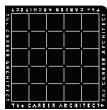
**John Cross of Royal Insurance:** "We acquired VOICES® in November of '94 ... I've completed eight feedback reports for people who were up for promotion ... I have ten in process now, all of which are derailment situations and I have demand for another 30 before the end of the year ... It's been a resounding hit with our executives and management folks ... You do have to think about your administrative process and flow — the good news is that if you have the right people it's not that hard ... You need to train your feedback providers how to work with the product, but it's not a high hurdle ... It has really captivated our peoples' imaginations, and they come back with other uses for the product — like attitude surveys"

**Oliver London of London & Associates:** "We're using VOICES® with **Harris Methodist Health Plan** as part of a system tied in with The CAREER ARCHITECT® ... We used all 67 competencies and got some complaints that it was too long. It took an average of an hour to an hour and a half to complete each disk ... I've found that our people want more data rather than less, so I tend to give feedback in three sessions ... Typically the third session is where we go into The CAREER ARCHITECT® and start working on a development plan ... I stick almost entirely with the CustomView reports ... At Harris, I found people who had not gotten any formal feedback from their bosses in a number of years — they were both excited and nervous about what they were going to see."

**Pat Pinto of Pinto Consulting Group:**

"I've helped a number of organizations set their VOICES® process and trained people to give feedback using the product ... At first I was concerned that the technology would be an impediment — happily that's not the case ... I usually advise people to think in terms of two sessions, a first session with a combination of EasyView and CustomView Reports on paper, and then a second session with the live computer program ... My greatest surprise was the number and the richness of the written comments that come back."

**Bruce Willson of Microsoft:** "We probably have used the product more overseas than we have domestically. We've done work all across Europe and in South Africa. We're currently working with all of our managers in the Middle East ... We've only got one shot with most of these people so we're asking for feedback on all 67 Competencies and the 19 Career Stallers and Stoppers ... We haven't really experienced any difficulties with the language because we're mostly using the product with high-level managers who are very fluent in English."



## Enhancing Consulting Opportunities with The CAREER ARCHITECT

Lynn Buchanan , Internal Consultant

Weyerhaeuser

In the two years since Lynn Buchanan added The CAREER ARCHITECT® to her set of practitioner tools, her career as an Internal Consultant in the Organization Development and Training Department at Weyerhaeuser has undergone a significant shift from doing 80% assessment for hiring to 80% individual development planning — a change made more significant by the fact that her services are 100% “demand/pull” and 100% charged back to her Weyerhaeuser clients.

An extremely decentralized company with more than 35,000 employees worldwide, Weyerhaeuser has seven major businesses and more than 100 individual business units, each with their own HR group. The Organization Development and Training Department, located at the corporate headquarters in Tacoma, Washington, is almost totally customer-driven.

“I first latched onto The CAREER ARCHITECT® because 80% of my job was assessment centers for hiring,” recalls Buchanan. “We were fishing for competencies out of the air or using other group’s assessments. And suddenly there were these wonderful cards that made that whole process so much easier and gave better-quality competencies to work with.”

Two months after being certified in The CAREER ARCHITECT®, Buchanan got her first request for an Individual Development Plan (IDP). In the year since, she’s answered requests for more than 100 Individual Development Plans. Buchanan credits part of this increased interest to the Baldrige criteria published for the Baldrige Award, a national quality award sponsored by the Department of Commerce.

“A lot of people are using the criteria for continuous improvement in addition to winning awards,” notes Buchanan. “It asks you to measure anything to do with ‘best practices,’ and we all know that growing your people is a best practice. It has many positive outcomes and can generate a huge return on investment.”

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A second factor is the favorable word of mouth that CAREER ARCHITECT®-based Individual Development Plans have generated within the company. "I did my first IDP for the direct report of a very supportive but tough-minded manager who sang its praises to all of his colleagues," recalls Buchanan. "It wasn't very long before calls starting coming in from around the company."

• • • • Buchanan's Individual Development Plans have been used in succession planning, professional growth efforts, and most recently in turning around serious performance issues. Typically, succession plans go out one to five years and a professional growth plan goes out one to three years, but plans targeted for a performance issue are only six months long with biweekly reviews.

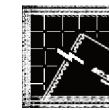
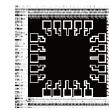
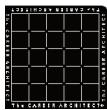
"Every two weeks we're doing a mini 360°," explains Buchanan. "We're asking 'What have you done? What have you learned?' So far it's been 50% successful in a very small statistical sample — but these were plans for people with one foot already out the door."

Having developed a reputation as Weyerhaeuser's CAREER ARCHITECT® "expert," Buchanan has been asked to participate in the company's efforts to establish a set of core competencies for every senior leader position in the company. "This is a huge paradigm shift," says Buchanan. "This is a new opportunity to support the development of leadership talent company wide. A set of core competencies is essential to effective succession planning."

According to Buchanan, another value of defining executive competencies will be improved communication of the company's expectations in terms of executive talent. "It can be very demoralizing for talented people to be passed over because they lack a competency or characteristic they could have developed — if they'd only known it was required."

Team Development Planning is Buchanan's latest CAREER ARCHITECT® innovation at Weyerhaeuser. When a vice president recently resigned, Weyerhaeuser decided that instead of replacing him, they'd create a business management team consisting of all of his former direct reports. Called in as a consultant, Buchanan suggested a Team Development Plan as well as Individual Development Plans for each member of the team.

"They've identified as a group what core competencies they need as a team and also what competencies they're all lacking as a team," notes Buchanan. "We're about to begin the process of building action plans for the team. Instead of sending each individual off to a class, we're going to bring instructors in. They still have to decide how to give each other feedback, and who is going to be the coach, and finalize all the details of a good developmental plan, but we hope to have a final plan in place within the next few months."



## The Grand Casino of Card Sorts

Les Woller, Woller & Associates\*  
for Battelle Memorial Institute

During Les Woller's tenure at Battelle Memorial Institute, the organization began the process of expanding its traditional business base in government research and consulting to include commercial and industrial clients. One of the earliest applications of The CAREER ARCHITECT® Development Product at Battelle was the creation of a competency profile and development plans designed to help the company's leadership manage change more effectively.

As top management was working on those leadership development plans, others in the company were enhancing their Total Quality Management effort. Les used The CAREER ARCHITECT® Development Product to help that team determine "What are the skills it takes to expand TQM efforts in this culture?" Interestingly enough, those skills were almost identical to the leadership skills that had already been defined.

"It's pretty logical," notes Woller. "Battelle is looking at a fairly major change for management. Many things are changing — not just the marketplace, but also the way Battelle goes to market. If you're going to change something fundamental like your processes, then change management and total quality management are going to look pretty much the same."

Two years later, many in the top four levels of Battelle management had received 360° feedback and 60% also had development plans in place — but it was still largely a top-down program with little involvement or ownership by those in other key management positions.

Since making this presentation, Les Woller has formed Woller & Associates, a consulting firm specializing in leadership, selection and development.

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After two years, it was also time to revalidate the competency profile. Working now as a consultant, Woller suggested that Battelle kill two birds with one stone by revalidating the competencies as part of a planned development workshop for 145 of Battelle's top executives. Instead of having 15 of the company's top leaders determine the competencies, 145 leaders would be asked to simultaneously inventory and take ownership of the skills needed for success today and the skills needed for the future. Woller dubbed it the "Grand Casino of Card Sorts."

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On the morning of the first day of the workshop, Battelle's CEO delivered a "state of the union" address in which he tied the company's strategy to its need for fully developed leaders. This was followed by a report from the CFO on the company's financial status. Then leaders from each of the company's five major businesses gave a 15-minute review of their progress on their strategic plans.

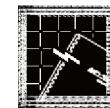
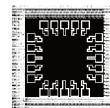
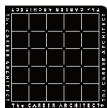
After lunch, the group reconvened at 21 individual tables. Bob Eichinger had been asked to provide the group with a brief overview of how leaders develop. Following that presentation, everyone was asked to sort the PORTFOLIO SORT™ Cards to determine what skills they felt were resident at Battelle leadership today. Each table completed their individual sorts and summarized their results on poster-sized tally sheets provided on flip charts.

"We knew that the table discussion would be valuable," says Woller. "In fact we had orchestrated the composition of each table so that people from different divisions who needed to talk to and work with each other had an opportunity to do so. It was a strategy designed to bring together people who needed to work with each in order to be successful."

A "SWAT team" of two-person squads moved through the room gathering and summarizing results from each table. The results were rolled into one report which was fed back to the large group after a brief break. The large group was then asked to sort on which skills will be important for Battelle's success tomorrow.

Those results were then fed back to the large group, which looked for "gaps" in the overall organizational portfolio of skills by comparing what skills the organization was "weak" on today with what skills would be "critical for success" in the future. After asking "What skills are we weak on today that we absolutely need tomorrow?" they validated their results by asking "Do these competencies make sense?" and "How do they relate to our strategy?"

"At that point, our 'new' competency model included 13 of the 15 items included on the 'old' competency model," notes Les. "We came up with virtually the same model, but the buy-in and enthusiasm generated by this model was completely different."



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*The Evolution of the Learning Interview — A Lesson in Learning on the Fly*

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