Acknowledgement:
Workplace Productivity Program (WPP) grant from DEEWR.

This module and these resources will be available on the Organisational Development, Division of Human Resources website from second session 2008.

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<table>
<thead>
<tr>
<th>Learning resource</th>
<th>Owner</th>
<th>Version:</th>
<th>Summary/Overview of changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading People Series – Leading and Facilitating Planning</td>
<td>Hedy Bryant</td>
<td>1.0 August 2008</td>
<td></td>
</tr>
</tbody>
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LEARNING IN THE WORKPLACE

To continue to reinforce your learning from this workshop and prior to the follow up session, when you return to your team use the table below to assist you to reflect on the concepts introduced. Your reflection may also incorporate other behaviours that you have observed from other leaders within your workplace as well. You should aim to identify at least 10 different situations.

As part of your reflection, identify some of your key strengths and opportunities for improvement in the way you apply planning principles within the workplace. What steps might you be able to take to improve your own practice?

<table>
<thead>
<tr>
<th>What was the outcome? Describe this in terms of the characteristics of leadership in facilitating planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What attributes of leadership in facilitating planning did you display?</td>
</tr>
<tr>
<td>How have you applied this? Try to think of a specific work situation</td>
</tr>
<tr>
<td>Effective planning concept</td>
</tr>
</tbody>
</table>
PROGRAM OVERVIEW

This module will provide participants with:
- an overview of Unit 1 - their responsibilities for leading and guiding consultative planning; the framework and processes for strategic planning and quality assurance at CSU
- an introduction to the principles of consultative strategic and operational planning
- the principles of aligning planning, people and resources
- a suite of tools, processes and resources to support the planning process including: communication and facilitation skills.

Session Objectives

At the end of this session participants will:
- know their responsibilities for leading and guiding consultative planning within the CSU planning and quality cycles
- be better prepared to facilitate operational planning with their teams

What will we cover?

What is strategic and operational planning? The CSU/university planning and quality cycles. Continual improvement

Why plan? If you fail to plan you plan to fail.

Who (should) manage planning? The manager as leader & facilitator of planning.

Who should be involved? Consultation, collaboration and participation of the team.

How to plan? How to measure performance? Five key groups of resources.
Tools for identifying barriers and constraints; Strengths, Weaknesses, Opportunities, Threats.

The workshop will be a mixture of facilitated and focussed discussions as a whole group and/or in groups as well as presentation of key concepts and information.

ICONS

The following icons appear within this learning resource. They highlight important information as well as activities that can be completed:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎯️</td>
<td>These are the outcomes that relate to a section of the resource.</td>
</tr>
<tr>
<td>🤗</td>
<td>An Individual or group exercise.</td>
</tr>
<tr>
<td>💡</td>
<td>A key message or important point</td>
</tr>
<tr>
<td>💭</td>
<td>Self-reflection</td>
</tr>
<tr>
<td>เอกสาร</td>
<td>This is a workplace activity</td>
</tr>
</tbody>
</table>


# SESSION PLAN

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00am</td>
<td>Welcome &lt;br&gt; Objectives of the Session &amp; Outline of the Process for the Workshop &lt;br&gt; The Context: University Strategy: Frameworks, Tools &amp; Resources: Planning Cycles</td>
<td>Facilitator</td>
</tr>
<tr>
<td>9.30am</td>
<td>Why Plan? Introductions &amp; PIRI &lt;br&gt; <em>If you fail to plan you plan to fail</em></td>
<td>Group exercise</td>
</tr>
<tr>
<td>9.45am</td>
<td>What is a strategic plan? Vision, mission, objectives; five key groups of resources; KPIs &lt;br&gt; What is an operational (or business) plan? Examples</td>
<td>Group and individual exercises</td>
</tr>
<tr>
<td>10.45am</td>
<td>Morning Tea</td>
<td></td>
</tr>
<tr>
<td>11.00-4.30pm</td>
<td>How to plan?</td>
<td></td>
</tr>
<tr>
<td>11.00am</td>
<td>Who manages planning? &lt;br&gt; The manager as a facilitator of planning; CSU responsibilities; Frontline Management Skills</td>
<td>Facilitator</td>
</tr>
<tr>
<td>11.15am</td>
<td>Who should be involved? Team consultation, collaboration and decision making</td>
<td>Facilitator</td>
</tr>
<tr>
<td>11.30am</td>
<td>Group exercises for facilitating planning: &lt;br&gt; - SWOT Analysis &lt;br&gt; - Identifying barriers &amp; constraints</td>
<td>Facilitated group exercises</td>
</tr>
<tr>
<td>12.30am</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1.00-4.30pm</td>
<td>Developing a Team Implementation or Action Plan: using SMART goals, actions</td>
<td>Facilitated group exercises</td>
</tr>
<tr>
<td>3.00pm</td>
<td>Afternoon Tea</td>
<td></td>
</tr>
<tr>
<td>3.15pm</td>
<td>Groups report back on their plan</td>
<td>Facilitated group exercises</td>
</tr>
<tr>
<td>4.00-4.30pm</td>
<td>On-the-job Applications: Developing a Plan, Evaluation &amp; Close</td>
<td></td>
</tr>
</tbody>
</table>
FRAMEWORK FOR DELIVERY OF PROFESSIONAL DEVELOPMENT RESOURCES

For leaders and managers to enhance their business knowledge and increase organisational effectiveness and readiness for change.

1. FRAMING:
   - University Strategy & core plans & frameworks
   - Core processes & University/Enterprise Model: yourCSU; WPI; BPM
   - OD Frameworks

2. SKILLING & TOOLS
   - Discipline, systems, delegations
   - Project management tools & templates
   - Initiatives & funding proposals & mechanisms
   - Reports – committees, Academic Senate etc
   - Business and report writing skills
   - Leadership programs & Leading People Series
   - Online learning resources on OD website

Delivery:

- Resources: books, articles, web links
- Workshops
- Online learning modules

How will the program be delivered?

**Leading People Series of Workshops:**
- Change Management
- People Management
- Resource Management
- Planning (Strategic Context)
- Business and Report Writing Skills

**Online Learning Resources:**
- Change Management
- People Management
- Resource Management
- Planning (Strategic Context)
- Business Reporting Language

**Leadership Programs and Management Forums**
- Frontline Management; Graduate Certificate in University Leadership and Management; Leadership Development for Women
- Senior Managers Forum; senior Women’s Network; Middle Managers Forums; Heads of School Forum; Course Coordinators Forum

For details on dates refer to the Staff Development Calendar: [http://www.csu.edu.au/division/humres/services/sd/](http://www.csu.edu.au/division/humres/services/sd/)
Charles Sturt University (CSU) in its University Strategy 2007-2011, under Institutional Development, has committed to:

“Continue to build institutional strength, reputation and sustainability by aligning institutional values, planning and performance through commitment to quality and continual improvement”

A number of other initiatives, some outlined below, importantly Work Process Improvement (WPI), the CSU Planning Cycle, the adoption of a quality cycle (referred to as PIRI) by our senior managers and the Performance Management Scheme, support Faculties, Divisions and Centres to conduct operational planning and continual improvement.

Workplace Productivity Program (WPP) and the Enterprise Model

Plan

Organisational Development Frameworks:
- Leadership & Management
- Performance
- Continual PD
- Change Management

Review

Business Knowledge modules & Leading People Series:
- Change Management
- People Management
- Resource Management
- Planning

Implement

CSU Project Management Framework

Work Process Improvement (WPI) 2006

University Strategy
Institutional Development
- Organisational Culture (& Change)
- Service Alignment
- Workforce Planning
- Sustainability

Workplace Productivity Program (WPP)
- Enterprise model yourCSU
- Organisational Change & Renewal Framework
- PD resources for leaders & managers (YOU)
- WPI Stage 2: Business Process Management (BPM)
Since 2005 CSU Strategic Planning has been linked to performance outcomes using the PIRI cycle:

<table>
<thead>
<tr>
<th>Year</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>Planning stage</td>
<td>- to set direction and intent for the University.</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Implementation stage</td>
<td>- gaining a better sense of quality and excellence;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- leading a performance culture to drive CSU outcomes;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- creation of a line of sight for the individual to organisational planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and outcomes through the Performance Management Scheme.</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Review stage</td>
<td>- AUQA review; determining the framework for quality for CSU planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for the next iteration of the University Strategy 2011—2016.</td>
</tr>
<tr>
<td>2011</td>
<td>Improvement stage</td>
<td>- realisation and assessment of outcomes; defining the next steps to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>achieve the vision; beginning the implementation of the University</td>
</tr>
</tbody>
</table>
A culture of planning and performance for quality in learning and teaching and research is built through continuous improvement.

- **organisational performance** is continually monitored
- annually evaluated and reported in relation to KPIs

**PLAN**

- CSU’s strategic directions;
- identifying, assessing & managing risks;
- developing & managing a budget to achieve strategic goals & priorities

**IMPLEMENT**

- the **strategic priorities** are implemented in accordance with the plans and budget

**REVIEW**

- **areas for improvement** are identified, and
- the plans are modified to improve quality

**IMPROVE**

1. Preliminary Timeline for Planning, Budget and Review Activities 2008 (Attachment 1)
2. Users Guide to Planning – The Planning and Review Cycle (Attachment 2 and below)
3. Faculty and Divisional planning and risk assessment documentation guided by planning templates (Attachment 3)
WHY PLAN?

If you fail to plan you plan to fail
(Source unknown)

Exercise – Introductions

Introduce yourself to the people at your table. Discuss what the quote means to you and your team’s performance?

Some areas you could address include:
- purpose of planning
- advantages of planning
- what can happen if we don’t plan
- impact of planning on people and resources

What were your main ideas?
(Exercise from BSBFLM405B Implement Operational Plan – CSU Training 2007)

Workplace Learning Activity - Planning

Hold a similar discussion to that above with your team before your next planning event.
WHAT IS A STRATEGIC PLAN?

Strategic plans are longer term plans (normally 3-5 years with some being longer) whereas operational plans, also referred to as business plans are generally annual or for up to 2 years. There are several ways that strategic plans can be developed. Two processes will be explored. The key elements of a strategic plan are (Cole, 2005; The Institute of Cultural Affairs, 2005):

Values: What do we stand for?

Vision: Where we’re headed; Where the group wants to be.

Mission: How we’ll get there What is our business, What are we here for?

Goals, Objectives (SMART), Strategies or Strategic Directions:
- **Goals**
  - An overall or longer-term aim providing focus and direction for day-to-day activities and a reference point for decision making
- **Objectives**
  - A clear, specific measuring post indicating progress towards achieving a goal. A short-term goal
  - The best objectives are measurable and time-framed (SMART)
  - Statements that describe an intended outcome
- **Strategies: the how!**
  - An approach or an implementation methodology that will lead to achieving the objective and will overcome obstacles, barriers or constraints
- **Strategic Directions**
  - Broad directions or proposals about how the group will get there
  - Striving to be innovative and creative
    - mixing creative ideas with conservative ones
    - not simply more of what we already do
  - Providing a target for people, to help avoid simply being busy

Outcomes, Targets and Key Performance Indicators – Monitoring Progress:
- **Outcome measure**
  - The yardstick or standard used to measure success in achieving an objective
  - Each objective should have an accompanying outcomes measure
  - Each objective should use identical terminology
- **Targets and Milestones**
  - Are normally even shorter-term than objectives and more specific
  - Both establish a performance standard and help us to monitor our performance
  - A specific, measurable and trackable indicator of performance or ‘measure of success’:
    - Specific and concise
    - Measurable
    - Ambitious or Achievable or Action-able yet challenging, Accountable
    - Related to the overall department and enterprise goals or Realistic or Relevant
    - Time-framed or Timely
    - Ecological
    - Sustainable
    - Trackable, or easily monitored
    - SAM – specific, achievable and measurable
  - Can be considered as similar to an outcome
- **Key performance indicators (KPIs)**
  - Are measures of success in reaching targets and goals.
Exercise – Key elements of the CSU strategic plan

<table>
<thead>
<tr>
<th>Exercise after Cole (2005)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In small groups examine the values, vision, mission and key objective statements of CSU. What would the values and vision tell a prospective employee (or student) about the organisation as a place in which to work or study? What do they tell about the University’s role in the community? The way it operates? What it believes in? How do these statements aid you and your team in your day to day decision making? How do they guide the actions of both managers and employees?</td>
</tr>
</tbody>
</table>

Key Resources Underpinning a Strategic Plan (Cole 2005 pg 454)

Five resource areas needed to support an organisation’s vision and strategic plans:

1. **Structures**, which includes the physical layout of the organisation, the organisation design (the way it groups and links its employees and functions together), and its financial and budgeting arrangements [yourCSU - Charles Sturt University](http://www.csu.edu.au/division/humres/org-dev/Change/change.htm)

2. **Staff (or people)**, which includes its recruitment and selection processes, succession plans and capabilities, and the attitudes of its employees [Workforce Planning - Division of Human Resources - Charles Sturt University](http://www.csu.edu.au/division/humres/)

3. **Skills**, which includes training for the future as well as the present in technical and interpersonal skills, leadership, and strategic and conceptual thinking. [Organisational Development - Division of Human Resources - Charles Sturt University](http://www.csu.edu.au/division/humres/org-dev/Change/change.htm)

4. **Systems**, which includes training systems, administration and information systems, customer service and delivery, sales, productivity, wastage, cost control and other operating systems and processes. *(What’s the link here to CSU?: Group discussion)*

5. **Culture and values**, or ‘the way we do things’, which includes problem solving and communication methods and styles, leadership style, trust responsibility and accountability [http://www.csu.edu.au/division/humres/org-dev/Change/change.htm](http://www.csu.edu.au/division/humres/org-dev/Change/change.htm)
Reflection – Key elements of the CSU strategic plan

In observing these five resource areas how do you consider CSU is positioned to achieve its Strategy 2007-2011?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Table 1: Developing a strategic plan….operational plan (ICA)

<table>
<thead>
<tr>
<th>Cole (2005)</th>
<th>The Institute of Cultural Affairs (ICA) (ICA) (2005) (also refer to Attachment 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agree on your values</td>
<td>1. Practical vision (agree on)</td>
</tr>
<tr>
<td>2. Agree on your vision</td>
<td>2. 3. Mission, Goals, Values are elements of the practical vision</td>
</tr>
<tr>
<td>3. Agree on your mission</td>
<td></td>
</tr>
<tr>
<td>4. Do a SWOT analysis</td>
<td>4. Identify underlying obstacles or constraints (SWOT; Force Field Analysis; Environmental Scan)</td>
</tr>
<tr>
<td>5. Agree on your top critical issues</td>
<td>5. 6. Strategic directions</td>
</tr>
<tr>
<td>6. Agree on your strategic objectives</td>
<td></td>
</tr>
<tr>
<td>7. Do a gap analysis</td>
<td></td>
</tr>
<tr>
<td>8. Get to work!: The operational planning process:</td>
<td>8. Implementation planning – SMART accomplishments</td>
</tr>
<tr>
<td>9. Step 1: Establish realistic goals, objective and targets</td>
<td>9. Strategies, targets</td>
</tr>
<tr>
<td>11. Step 3: Sequence activities</td>
<td>11.</td>
</tr>
<tr>
<td>12. Step 4: Communicate the Plan</td>
<td>12.</td>
</tr>
</tbody>
</table>

Also refer to Strategic Planning at a Glance (ICA 2005) (Attachment 5)
WHAT IS AN OPERATIONAL PLAN?

Definitions

1. **Cole (2005)** (BSBFLM405B Implement Operational Plan – CSU Training 2007) provides a definition and overview of the essential elements of operational plans:

   Middle and first-line managers develop operational plans for their department or team, showing how the organisation's long term plans and objectives will be achieved. They are shorter term than the overall business plans they support, generally looking ahead one week to one year. As plans become more short-term, their precision increases. Work schedules, holiday's rosters, departmental training plans, and health and safety improvement plans are some typical operational plans line managers and team leaders work with.

   Operational planning calls for precision about what is to be done (objectives and targets) when it is to be done (today, tomorrow, next week), where it is to be done (at the workplace, in the stockroom), how it will be done (Steps to be taken) and who will do it (list people by name).

2. **The Institute of Cultural Affairs (2005)** defines it’s method for operational planning as Implementation Planning or Action Planning (also refer to Attachment 5 and Table 2 and Attachment 8):

   Where people put design or detail to specific actions to implement strategies.

3. **Division of Library Services Operational Plan 2008** is an excellent example of an operational plan and uses the CSU template (Attachment 4):


4. **CSU Effective Team Leadership**

   **Action plan** - an annual action plan aligns with the team’s vision and:

   - Builds on strengths
   - Eliminates or reduces weaknesses
   - Takes advantage of opportunities
   - Avoids or overcomes threats, barriers, constraints and underlying obstacles

   The **action plan** should consist of:

   **Objectives** - What do you intend to achieve in the next year?

   **Strategies** - How do you intend to achieve the objectives?

   **Time frames** - When should the strategies be completed?

   **People** - Who is responsible for implementing each strategy?

   **Resources** - What resources (e.g. staff, budget, materials) are required?

   NOTE: It is important that the team plan is consistent with and supports the plans of the Division/Faculty and the University.
The action plan should be implemented then monitored or reviewed on an ongoing basis, and improvements or adjustments made to ensure the success of the plan. The plan should then be reviewed after 12 months to determine:

- Which objectives were achieved?
- What contributed to their achievement?
- Which objectives were not achieved?
- What hindered or prevented their achievement?
- What areas could be improved for the future?
- How could they be improved?

The continuous improvement cycle of plan, implement, review and improve is used to effectively manage the performance of teams and individuals.
HOW TO PLAN?

Who manages planning? The manager as leader and facilitator

Managing work (Generic responsibilities) Services and Systems - Division of Human Resources - Charles Sturt University

The supervisor/manager:

- establishes the work unit’s objectives and priorities to align with and support the objectives and priorities of the Faculty/Division and University;
- understands and communicates the relationship between individual, team, Faculty/Division and University objectives to staff;
- regularly evaluates the work unit’s objectives, plans, procedures and practices, and makes appropriate changes if needed; and
- defines and evaluates the work unit’s achievements within the context of the University’s objectives and priorities.

Accountability statements for Executive and Senior/Middle Managers:

- leading and guiding consultative planning and the management of performance to set and implement a Division’s, Faculty’s, Section’s objectives and strategies that contribute to the achievement of the University’s objectives;
- leading and guiding the development and implementation of policies and procedures that contribute to the achievement of the University’s mission, values, priorities and objectives.

Frontline Management Program (CSU) key competencies or generic skills relevant to managing and implementing operational plans:

Communicating ideas and information
- sharing information with all stakeholders, including members of work teams to manage the facilitation of the operational plan
- negotiating variation to operational plans

Collecting, analysing and organising information
- acquiring information for reporting and planning purposes to aid in the development and management of the operational plan
- planning resource acquisition and usage including human resources and contingency planning

Planning and organising activities
- managing the operation to achieve planning outcomes, especially in regard to team effectiveness
- developing, analysing and monitoring budget and financial plans

Working in a team
- developing and managing risk management and contingency plans and addressing unsatisfactory performance in all areas of the operation

Using mathematical ideas and techniques
- using technology to assist the management of information and to aid the planning process

Solving problems
- managing the team’s operations by developing innovative operational plans to achieve organisational outcomes (ed. an important point in relation to CSU style or format for operational planning)
Who should be involved? Team consultation, collaboration and decision making – why?

The Institute of Cultural Affairs Technology of Participation (ToP) (Spencer 1989) is a method of facilitating participatory decision making and group planning that has at its centre the manager as facilitator and the facilitator as leader.

The manager as facilitator is…..

- skilled at asking the right questions and eliciting answers.
- drawing out a vision and developing plans that motivate everyone to achieve agreed upon goals.
- a conductor, orchestrating and bringing forth the talents and contributions of others.
- a communicator, networker, fostering communication from decentralised and cross-departmental teams.
- a promoter of continual learning.
- a teacher, mentor, a developer of human potential from and for their team.

The facilitator as leader ….

- ultimately responsible for the organisational learning process (Peter Senge as cited in Spencer 1989).
- provides visionary inspiration, motivation and direction.
- attracts and inspires people to put forth incredible efforts in a common cause.
- achieves organisational transformation through participation.

Exercise – Group Reflection

How do these descriptions of the manager and leader as a facilitator of participatory decision making align with the transformational and supportive leadership directions for CSU? Refer to Attachment 9.

What is consultation? Is it the same as participation?

_______________________________________________________________________________
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Workplace Learning Activity – Team Conversations Characteristics

Spend a few minutes and reflect on the conversation patterns in your work team. Select two topics that have recently been considered by your team, then use the characteristics in the table below and determine whether the conversation was debate, discussion or dialogue. It is suggested that you draw up a blank table with the characteristics only and two columns for topic 1 and 2 and place your answers against the characteristic. The discussion and dialogue formats make it much easier to deal with information, and to translate it into a useful decision-making process. (p58 Benjamin 2006)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Debate</th>
<th>Discussion</th>
<th>Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>To defeat</td>
<td>To persuade</td>
<td>To understand</td>
</tr>
<tr>
<td>Judgement</td>
<td>Absolute conviction of correctness of own position</td>
<td>Acknowledges value of other’ positions</td>
<td>Suspends judgement</td>
</tr>
<tr>
<td>Presentation</td>
<td>Telling</td>
<td>Selling</td>
<td>Asking</td>
</tr>
<tr>
<td>Agreement</td>
<td>Not possible; forced</td>
<td>Ultimate goal; compromise</td>
<td>Not necessary; multiple positions possible</td>
</tr>
<tr>
<td>Focus</td>
<td>Attack person and ideas</td>
<td>Change other’s positions</td>
<td>Draw out values and positions from others</td>
</tr>
<tr>
<td>Process</td>
<td>Repeat and reinforce own position</td>
<td>Bring all positions out on table</td>
<td>Explores issues without taking positions</td>
</tr>
</tbody>
</table>

Facilitating planning through identifying the forces, barriers, constraints and underlying obstacles

Why do this?
There are a number of methods for identifying what the internal and external forces are that are operating to facilitate or strengthen the process and that are operating against or threatening the process of developing a plan. It is important to identify these so that the team may develop strategies to work with the strengths and opportunities, and overcome the underlying contradictions and threats.

These are identified in the ICA (2005) (Attachment 3)
They include:
1. SWOT analysis: this identifies the Strengths, Weaknesses, Opportunities, and Threats
2. Barriers, constraints and underlying contradictions
3. Force Field Analysis
Exercise – SWOT Analysis

In your groups, identify a common purpose from your individual operational plans:
What is the team’s purpose?

SWOT analysis (this may be a Workplace Learning Activity depending on time available in the workshop)
It is important that a team identify any internal strengths and weaknesses and external opportunities and threats before developing a team plan. This is called a SWOT analysis:

| 1. What are the team’s strengths? | 2. What are the team’s areas of weakness?
|-----------------------------------|-----------------------------------------------|
| Write 2 strengths on a separate piece of coloured piece of paper | Write 2 weaknesses on a separate piece of coloured piece of paper
| - Post these up to the wall chart | - Post these up to the wall chart |

| 3. What opportunities can the team use to its advantage? | 4. What threats or areas of vulnerability will the team need to avoid or overcome?
|----------------------------------------------------------|----------------------------------------------------------|
| Write 2 opportunities on a separate piece of coloured piece of paper | Write 2 threats on a separate piece of coloured piece of paper
| - Post these up to the wall chart | - Post these up to the wall chart |

Exercise – Barriers, Obstacles or Underlying Constraints (ICA 2005; 1998)

Using your group’s common purpose...
What are the issues, obstacles, constraints or barriers that could prevent this purpose (or vision) from becoming a reality?
Individually brainstorm ideas, discuss these then with your group. Select your 5 or 6 best ideas and write them on the coloured paper. Post these up to the board.

Facilitator will cluster these cards into common themes.
What is the root cause problem to all of the cards in each cluster? These become titles for each cluster.

What are the items that you can do something about: Circle of Concern (Attachment 10.): in the Circle of Control and the Circle of Influence not in the Circle of Concern?

Notes:
- if your work team does this really well, it will provide a window of opportunity for the future.
- It will identify which things need to change, or be acted on
- participants often identify a “lack of…” This is a mechanism for not taking ownership of an obstacle, and putting the responsibility to act onto someone else. Hint: keep asking “why” to dig below “lack of”.
- participants need to focus on the things they can do something about: the Circle of Concern
Operational, Implementation, or Action planning

There are a number of different methods and templates for developing an annual operational or action plan. These include: Cole (2005) (Attachment 6; CSU Effective Tem Leadership (Attachment 7); CSU Operational Plan template (Attachment 3) and the ICA ToP (2005) method (Table 2; Attachment 8)

Bookmark link to: Operational Plan Templates in Attachments.

Exercise – Developing an Operational or Implementation Plan

Using the ToP method of action planning develop an action or implementation plan for the next 12 months. For one objective or strategic direction (which we will agree to in the workshop) identify the actions and implementation steps and timelines to achieve the objective. Identify what victory (the goal) would look like for each strategic direction or objective.

This process will be guided by the facilitator to establish an implementation calendar and debrief the key themes.

Use the template Table 2 that has guiding questions on the next page and a blank template is available in Attachment 8.
## Table 2. Technology of Participation Implementation Planning Template

<table>
<thead>
<tr>
<th>Strategic Directions/ Objectives</th>
<th>Key Actions, Steps and Milestones By insert date</th>
<th>Who is responsible?</th>
<th>Quarterly scorecard/Timeline/When? 90 day or quarterly targets</th>
<th>Victory or goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert one Objective or strategic direction</td>
<td>Considering the SWOT and constraints/risks?: Brainstorm the practical actions (5 to 6) or accomplishments for the next year in 90 day implementation steps Prioritise the actions: Which are the most urgent AND important actions? Which are the easiest to accomplish and will therefore generate momentum? SMARTTEST Place each main action on a coloured piece of paper and when finished place these up on the calendar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>If you get time consider the resources that will be required</td>
<td>Resource Management is another Unit that will consider resources</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vision Statement** (insert here)
## 90 Day Implementation Timeline

**Texaco Caribbean Inc.**

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>DECEMBER</th>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>90 DAY VICTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengthen Inter-Organization Communication</td>
<td></td>
<td>Analysis rape</td>
<td>Priority list rehabilitation</td>
<td>Improved Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sale &amp; Contract scheme</td>
<td>Agree on retailer participation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designated office contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monthly sales meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish Star Recognition Program</td>
<td></td>
<td>Reintroduce Star Award Contest</td>
<td>Agree on retailer participation</td>
<td>Improve Company Image</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop realistic standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facility Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing Standards Criteria</td>
<td>Obtain standards manual</td>
<td>Establish timetable</td>
<td>Reproduce and distribute progressively</td>
<td>Standards for 10 Stations</td>
</tr>
<tr>
<td></td>
<td>Continue fortnightly committee meetings</td>
<td></td>
<td>Reverse poor image</td>
<td></td>
</tr>
<tr>
<td>#8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design Appropriate Faculty</td>
<td>Establish priority system</td>
<td>Evaluate and agree on final design</td>
<td>Adjustable design based on funding</td>
<td>10 Designs by March 1</td>
</tr>
<tr>
<td></td>
<td>Conduct field assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop QC Assurance Program</td>
<td>Establish quality check at rack &amp; station</td>
<td>Establish and impose sanctions for Quality &amp; Quantity</td>
<td>Improved Cash Flow and Involvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure security of tamper-proof seals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spot check delivery traffic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establish luxury contractor accountability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging Appropriate Staff</td>
<td>Obtain approval to employ</td>
<td></td>
<td>Three New Employees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seek suitable candidates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain Adequate Planning</td>
<td>Establish base volume</td>
<td></td>
<td>5-10% Increase in Volume</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide breakdown statements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Orientation Program</td>
<td>Retailer orientation tour</td>
<td></td>
<td>Appropriation request format</td>
<td>6 Orientation Seminars by 30 March 1986</td>
</tr>
<tr>
<td></td>
<td>Mgmt structure staff organization &amp; functions</td>
<td></td>
<td>Retailer assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accounting operations procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflection – Putting the strategies into Practice

Identify 3 strategies from this planning that you will implement with your work team. Try to be specific and think in practical terms.

1

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

2

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

3

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
WORKPLACE LEARNING ACTIVITIES

To continue to reinforce your learning from this workshop with your team, use some of the workplace learning activities identified. When undertaking team planning use some of the strategies, tools and templates that you have practised in the workshop.

RESOURCE MANAGEMENT ONLINE UNIT

It is recommended that this unit be accessed in conjunction with operational planning. The allocation of resources for each action or target is important so that proposals for funding and resources can be prepared ensuring the success of your plan.
REFERENCES AND FURTHER READING

The Institute of Cultural Affairs (2005) Technology of Participation (ToP) Module 3: Strategic Thinking and Planning of the *Facilitation Methods and Foundational Wisdom Program*.

ATTACHMENTS

Preliminary Timetable for Planning, Budget and Review Activities 2008
Users Guide to Planning – The Planning and Review Cycle
CSU Operational Plan Templates
CSU DLS 2008 Operational Plan
Strategic Planning at a Glance (ICA 2005)
A Basic Planning Format or the 5 W’s and an H
CSU Effective Team Leadership Action Planning Template
Technology of Participation Implementation Planning Template
Transformation Leadership
Circle of Concern / Circle of Influence
## 90 Day Implementation Timeline

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>DECEMBER</th>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>90 DAY VICTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Streamline Inter-Organizational Communication</td>
<td></td>
<td></td>
<td>Improved Communication</td>
</tr>
<tr>
<td>S2</td>
<td>Establish Star Recognition Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>Develop Standards Criteria</td>
<td>Obtain standards manual</td>
<td>Establish timetable</td>
<td>Reproduce and distribute progressively</td>
</tr>
<tr>
<td>S3</td>
<td>Design Appropriate Facility</td>
<td>Establish priority system</td>
<td>Evaluate and agree on final design</td>
<td>10 designs by March 1</td>
</tr>
<tr>
<td>T2</td>
<td>Develop S-0 Assurance Program</td>
<td>Establish quality check at rack &amp; station</td>
<td>Establish and impose sanctions for Quality &amp; Quantity</td>
<td>Improved Cash Flow &amp; Involvement</td>
</tr>
<tr>
<td>T3</td>
<td>Engaging Approvable Staff</td>
<td>Obtain approval to employ</td>
<td>Three New Employees</td>
<td></td>
</tr>
<tr>
<td>T4</td>
<td>Obtain Adequate Planning</td>
<td>Establish base volumes</td>
<td>5-10% increase in Volume</td>
<td></td>
</tr>
<tr>
<td>T5</td>
<td>Family Orientation Program</td>
<td>Retailer orientation tour</td>
<td>Appropriation request format</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Retailer assessment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PUTTING THE STRATEGIES INTO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify 3 strategies from this Planning that you will implement with your work team. Try to be specific and think in practical terms.</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>
WORKPLACE LEARNING ACTIVITIES

To continue to reinforce your learning from this workshop with your team, use some of the workplace learning activities identified. When undertaking team planning use some of the strategies, tools and templates that you have practised in the workshop.

RESOURCE MANAGEMENT ONLINE UNIT

It is recommended that this unit be accessed in conjunction with operational planning. The allocation of resources for each action or target is important to identify the resource requirements. Proposals for funding and resources can then be prepared to ensure that these are provided, ensuring the success of your plan.

Note: this unit will be available in October 2008.

REFERENCES AND FURTHER READING

The Institute of Cultural Affairs (2005) Technology of Participation (ToP) Module 3: Strategic Thinking and Planning of the Facilitation Methods and Foundational Wisdom Program.
## Preliminary Timeline for Planning, Budget and Review Activities 2008

(To be updated on further advice of DEEWR requirements)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 January 2008</td>
<td>Performance Management plans finalised for academic staff.</td>
</tr>
<tr>
<td>March 2008</td>
<td>• 2008 Operational Plans are published on each Section’s website.</td>
</tr>
<tr>
<td></td>
<td>• Links to 2008 Operational Plans established on the Planning Section of the Planning &amp; Audit website, together with confirmation that a risk register and workforce plan have been submitted.</td>
</tr>
<tr>
<td></td>
<td>• Commence payment of performance bonuses to academic staff and common anniversary date for salary progression.</td>
</tr>
<tr>
<td>4 &amp; 5 March 2008</td>
<td>• Review of key themes emerging from November 2007 Planning Meeting.</td>
</tr>
<tr>
<td></td>
<td>• Review of strategic initiatives.</td>
</tr>
<tr>
<td>31 March 2008</td>
<td>• Performance Management plans finalised for general staff.</td>
</tr>
<tr>
<td>16 May 2008</td>
<td>• Research publications database closed.</td>
</tr>
<tr>
<td>21 May 2008</td>
<td>• Faculty Courses Committees will have finalised approval of all new and revised courses and subjects for introduction in 2008 for reporting to DEEWR (1 August 2008).</td>
</tr>
<tr>
<td>30 May 2008</td>
<td>• End of Year Review – Performance against the University Strategy in 2007</td>
</tr>
<tr>
<td>31 May 2008</td>
<td>• Face to Face Planning Workshops for Board of Graduate Studies and Research Management Committee.</td>
</tr>
<tr>
<td></td>
<td>• Expect call for CDP bids from DEEWR.</td>
</tr>
<tr>
<td></td>
<td>• Executive Staff Performance Management plans finalised and recommendations provided to Division of Human Resources.</td>
</tr>
<tr>
<td>June 2008</td>
<td>• Commence payment of performance bonuses to general staff and common anniversary date for salary progression.</td>
</tr>
<tr>
<td></td>
<td>• DEEWR provide guidelines for the Institution reporting during 2008.</td>
</tr>
<tr>
<td>June - July 2008</td>
<td>• Specifications for submissions to the Commonwealth for the Institution Assessment Framework (IAF) are distributed to relevant areas of CSU to develop submissions and present to the SEC for endorsement:</td>
</tr>
<tr>
<td></td>
<td>- Strategic Direction – Director Planning and Audit</td>
</tr>
<tr>
<td></td>
<td>- Capital Asset Management Plan – DVC (Administration)</td>
</tr>
<tr>
<td></td>
<td>- Equity Report – DVC (Administration)</td>
</tr>
<tr>
<td></td>
<td>- Indigenous Education Statement – DVC (Administration)</td>
</tr>
</tbody>
</table>
ATTACHMENT 2: Users Guide to Planning – The Planning and Review Cycle

PLANNING AND REVIEW CYCLE

- University Act
- University Council
- Vice-Chancellor
- Senior Executive Committee
- Deans, Executive Directors, Directors
- Planning and Review
  - Report performance
  - Review performance
  - Look forward
  - Assess opportunities / risks
  - Identify improvements
  - Manage change
- Mission
- University Strategy (Planning Framework)
- Annual Priorities
- Operational Plans (Annual)
- Annual objectives
- Budget Development
  - Review achievements
  - Estimate income
  - Prioritise initiatives
  - Determine capital requirements
  - Allocate budget
  - Identify forward commitments
- Continuous Improvement and Renewal
- Financial Accountabilities
- Performance Accountabilities
- University Committees - Recommend priorities and validate initiatives
- External Environment

LPS Leading and Facilitating Planning Version 1.0 2008
ATTACHMENT 3: CSU Operational Plan Templates

Charles Sturt University

Faculty/Division of [insert text here]

2008 Operational Plan
**Statement of Context**

Set the context of the Plan: a succinct, outline of how the plan sits within/relates to ongoing work or developmental activities; consequences for other areas, etc.

<table>
<thead>
<tr>
<th>Key Objective 1: Support of the CSU Course Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Link to Course Plan</strong></td>
</tr>
<tr>
<td><strong>Context / planned outcomes</strong></td>
</tr>
<tr>
<td>historic performance / proposed actions /</td>
</tr>
<tr>
<td>expected outcomes (targets or deliverables) /</td>
</tr>
<tr>
<td>timeline [Associated Risks]</td>
</tr>
</tbody>
</table>

- Statement/planned outcome/target No 1
- Statement/planned outcome/target No 2
- Statement/planned outcome/target No 3
- Statement/planned outcome/target No 4
- Statement/planned outcome/target No 5
<table>
<thead>
<tr>
<th>Key Objective 2: Support of the CSU Research Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Link to Research Plan</strong></td>
</tr>
<tr>
<td>Statement/planned outcome/target No 1</td>
</tr>
<tr>
<td>Statement/planned outcome/target No 2</td>
</tr>
<tr>
<td>Statement/planned outcome/target No 3</td>
</tr>
<tr>
<td>Statement/planned outcome/target No 4</td>
</tr>
<tr>
<td>Statement/planned outcome/target No 5</td>
</tr>
</tbody>
</table>
### Key Objective 3: Support of the CSU Learning and Teaching Plan

<table>
<thead>
<tr>
<th>Link to Learning and Teaching Plan</th>
<th>Context / planned outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement/planned outcome/target No 1</td>
<td>historic performance / proposed actions / expected outcomes (targets or deliverables) / timeline [Associated Risks]</td>
</tr>
<tr>
<td>Statement/planned outcome/target No 2</td>
<td></td>
</tr>
<tr>
<td>Statement/planned outcome/target No 3</td>
<td></td>
</tr>
<tr>
<td>Statement/planned outcome/target No 4</td>
<td></td>
</tr>
<tr>
<td>Statement/planned outcome/target No 5</td>
<td></td>
</tr>
</tbody>
</table>
### Key Objective 4: Support of the Institutional Development Plan

<table>
<thead>
<tr>
<th>Link to Institutional Development Plan</th>
<th>Context / planned outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>historic performance / proposed actions / expected outcomes (targets or deliverables) / timeline [Associated Risks]</td>
</tr>
<tr>
<td>Statement/planned outcome/target No 1</td>
<td></td>
</tr>
<tr>
<td>Statement/planned outcome/target No 2</td>
<td></td>
</tr>
<tr>
<td>Statement/planned outcome/target No 3</td>
<td></td>
</tr>
<tr>
<td>Statement/planned outcome/target No 4</td>
<td></td>
</tr>
<tr>
<td>Statement/planned outcome/target No 5</td>
<td></td>
</tr>
</tbody>
</table>
ATTACHMENT 4: CSU DLS 2008 Operational Plan

Charles Sturt University  
Division of Library Services  
2008 Operational Plan

Statement of Context

The Operational Plan for 2008 lists only those strategic initiatives which will be initiated in 2008 in support of the Universities strategic goals for 2007-2011. The plan will be implemented against the background of the fundamental reorganisation of the Divisional structure to better align services with the University’s strategies for 2007-2011.

Key Objective 1: Support of the CSU Course Plan 2006-2011

<table>
<thead>
<tr>
<th>Link to Course Plan</th>
<th>Proposed Action</th>
<th>Expected Outcome</th>
<th>Timeline</th>
<th>Associated Risks</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| CP Objective 1: Enhance the quality and scope of CSU’s profile of professional courses | • Participate in course planning and review arrangements via UGFC  
• Faculty Liaison team foster collaboration with EDs and academics on course development and planning  
• Develop collection to support Dentistry  
• Develop collection to support new programs in Ontario  
[Risk DLS CP1.1] | • Enhanced and timely resource provision for courses  
• Fill for purpose collection – serials and non serials  
• Core Dentistry collection in place for commencing of teaching  
• Collections in ‘place’ to support new programs in Ontario | • 2008 - ongoing | • Inadequate resources to support courses  
• Size of Faculty Liaison team | Executive Director |
ATTACHMENT 4: CSU DLS 2008 Operational Plan continued

**STATISTICAL REPORTING**

- Design data collection (Section Manager signs off in consultation with team managers and Development)
- Individual Statistics Proformas
- Data entry by designated operating team
- Monthly Team checking (Confirm data and note patterns, trends, etc)
- Operating Teams’ Draft Monthly Statistics Report

**FUNCTIONAL REPORTING**

- Design report templates (To ensure required content is included – consultative process between person providing and person receiving report)
- Individual Monthly Functional Reports to direct supervisor (Note activities undertaken and planned, difficulties and issues)
- Operating Teams’ Monthly Functional Reports to Section Manager (Note activities undertaken and planned, difficulties and issues, relating to operational area)
- Consolidated Monthly Function Report – Section Manager (Note progress towards strategic priorities, operational goals, major activities undertaken and planned, significant achievements, emerging difficulties, trends and issues)

**PLANNING PROCESSES**

- **INDIVIDUAL PERFORMANCE PLANS**
- **TEAM OPERATIONAL PRIORITIES**
- **SECTION OPERATIONAL PLANS**
- **BUDGET PROCESS**
- **DIVISIONAL OPERATIONAL PRIORITIES PLAN**
- **WORKFORCE PLAN**
- **RISK MANAGEMENT PLAN**
- **QUALITY IMPROVEMENT PLAN**

**CONSOLIDATED MONTHLY STATISTICS REPORT** (To Director, Manager Business Services)

**QUARTERLY STATISTICS REPORT** (To Executive Director)

**ANNUAL STATISTICS REPORT** (To Executive Director)

**BENCHMARKING REPORTS** (e.g. CAUL statistics)
## ATTACHMENT 5: Strategic Planning at a Glance (ICA 2005)

Module 3: Strategic Thinking & Planning

### Strategic Planning at a Glance

<table>
<thead>
<tr>
<th>Workshop/Mood</th>
<th>Focus Question/Context</th>
<th>Brainstorm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practical Vision</strong></td>
<td>&quot;What are our hopes and dreams? What do we want to see in place in ten years?&quot; Prime the pump: &quot;imagine your kids in 10 years...&quot; &quot;walk around...&quot;</td>
<td>Individual / Small Team / Individual / Small Team / Group / Cluster</td>
</tr>
<tr>
<td><strong>Underlying Obstacles</strong></td>
<td>&quot;What are the blocks and obstacles that are keeping us from reaching our vision?&quot; Temporary &amp; specific causes for misfortune. Lack of...</td>
<td>Individual / Small Team / Per vision column or grouping Group / Cluster</td>
</tr>
<tr>
<td><strong>Strategic Directions</strong></td>
<td>&quot;What are 2 year actions that would address obstacles and launch the vision?&quot; Strategic Thinking 147/805 rule windows of opportunity downboard thinking bold/conserving</td>
<td>Individual / Small Team / per underlying obstacle most immediate from vision Group / most boldest most conserving different</td>
</tr>
<tr>
<td><strong>Implementation Planning</strong></td>
<td>&quot;What are the accomplishments for the next year; 90-day implementation steps?&quot; SMART accomplishments Specific Measurable Actionable Realistic Timely</td>
<td>Individual / Small Team / Individual / Small Team / Group / Calendar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organise</th>
<th>Name</th>
<th>Reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columns</td>
<td>Start with largest cluster What is the focus? What would you see? Name the accomplishment.</td>
<td>What stands out? What breakthroughs? Benefits?</td>
</tr>
<tr>
<td>By similar accomplishment</td>
<td></td>
<td>Remember? Most easy/hard to address? Where are obvious solutions?</td>
</tr>
<tr>
<td>Cluster</td>
<td>Start with largest cluster When have you encountered these in your experiences? What is the arena of breakdown? How would we name this underlying obstacle?</td>
<td>Quick 2-4 word title by box: try to use verbs What is the arena of focus? What is the strategic intent of this group?</td>
</tr>
<tr>
<td>By similar root cause or breakdown</td>
<td></td>
<td>Naming: Major thrusts? Arena? 3 word title Reflection: What new? Breakthroughs? Where are you most interested?</td>
</tr>
<tr>
<td>9 Box Cluster</td>
<td>Calendar</td>
<td>Next Steps:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion method on process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90 day plans for 1st quarter accomplishments</td>
</tr>
</tbody>
</table>
ATTACHMENT 6: A basic planning format (Cole 2005) or the 5 W’s and an H

<table>
<thead>
<tr>
<th>What is to be done (Target)?</th>
<th>Why will we do this (Overall goal or objective)?</th>
<th>When is it to be done (target date)?</th>
<th>Where will it be done?</th>
<th>How will it be done (the tasks involved, stages/key points)?</th>
<th>Who will do it?</th>
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ATTACHMENT 7: CSU Effective Team Leadership Action Planning Template

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies and Actions</th>
<th>Timeframe</th>
<th>Person responsible</th>
<th>Resources</th>
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ATTACHMENT 8: Technology of Participation Implementation Planning Template

<table>
<thead>
<tr>
<th>Strategic Directions/Objectives</th>
<th>Key Actions, Steps and Milestones By (insert date)</th>
<th>Who is responsible?</th>
<th>Quarterly scorecard/Timeline/When? 90 day or quarterly targets</th>
<th>Victory or goal/measure of success</th>
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Vision Statement (insert here)
ATTACHMENT 9: Transformational Leadership

Transformeral Leadership

- Inspire deeper respect and emulation
- A sustained role model
- Generates confidence in the vision
- Transparency in actions
- Questions current ways
- Generates simpler solutions
- Enables innovation
- Overcomes resistance to change
- Encourages matching of individual and organisational goals
- Motivates and encourages - "I care about your development, as a person and professionally"

Key Success Factors For Supportive Leadership: Building CSU’s Performance Capability (Sept 2007)

Supportive Leadership

- Alignment
- Performance
- Relationships

HR Advantage: Your people, your advantage
ATTACHMENT 10.: Circle of Concern / Circle of Influence\textsuperscript{12}

Another way to become more aware of your own degree of proactivity is to look at where you focus your time and energy – e.g. on your health, children, problems at work, nuclear war.

The Circle of Concern encompasses everything that reaches your awareness and about which you have some feeling. In this circle, there are some things over which you have no real control and others that you can do something about.

Your Circle of Influence lies within the Circle of Concern and defines the concerns you have that you can do something about.

Your Centre of Focus lies within the Circle of Influence. It is here that the things you are concerned about, that are within your ability to influence, and that are in harmony with your deepest values and your mission, are found.

Proactive people focus their efforts in the Circle of Influence or Centre of Focus. They work on things they can do something about. The nature of their energy is positive, causing their Circle of Influence to increase. They find in their growing personal strength the ability to influence more people and circumstances in positive ways.

Reactive people, on the other hand, focus their efforts in the Circle of Concern. They focus on the weaknesses of other people, the problems in the environment, and circumstances over which they have no control. Their focus results in blaming and accusing attitudes, reactive.

\textsuperscript{1} Covey, S.R. 1989, The Seven Habits of Highly Effective People: Restoring the Character Ethic, Business Library, Melbourne.

language, and increased feelings of victimisation. The negative energy generated by that focus, combined with neglect in areas they could do something about, causes their Circle of Influence to shrink.

The problems people face fall into one of three areas:

- **direct control** - problems involving their own behaviour
- **indirect control** - problems involving other people’s behaviour
- **no control** - problems they can do nothing about, such as their past or situational realities.

The proactive approach puts the first step in the solution of all three kinds of problems within your present Circle of Influence:

- **Direct control problems** are solved by working on your habits.
- **Indirect control problems** are solved by changing your methods of influence. These are the “public victories” of habits 4, 5 and 6.
- **No control problems** involve taking the responsibility to genuinely and peacefully accept these problems and learn to live with them, even though you don’t like them. In this way, you do not empower these problems to control you.

Shankland wrapped up the strategic directions stage by having the Texaco team reflect on which action arenas would be the easiest, the most difficult, and which would be the most exciting to implement. That conversation prepared the Texaco team for the fourth stage of the process, Designing the Systematic Actions.

As they left the room, participants were grinning and talking animatedly in small groups. Bob Harper was elated with the concepts, but still cautious about the outcome. “I’m not about to do cartwheels just yet. From time to time the boss has to play the devil’s advocate. So I’m withholding judgment for now, until I see how all of those grand ideas are translated into plans. Still, I have to admit that it looks like the patient is going to pull through.”

Many good business people are cautious, and Bob Harper is a good businessman. But as another business client, a bank officer in Illinois, said, “The highlight of the planning process for me was the transformation of vague ideas into specific actions—something you can really work with.” In less than 24 hours, Bob Harper would become a true believer.

Designing the Systematic Actions

After lunch the group of Texaco staff and retailers returned to the meeting room, eager to tackle the next challenge. They now recognized that strategic directions are merely stepping stones leading to practical actions. It was practical action that would make their planned corporate future a reality.

“At last,” Bob Harper remarked to his top marketing man, “we’re getting down to the brass tacks.” He would be surprised to find how sharp those tacks would prove to be.

Ellen Rebstock wrote on the chalkboard, in letters five-inches high. It was seven minutes after one. The Texaco people watched as the words appeared one at a time: What are the individual, measurable accomplishments that can be achieved by you to fulfill the strategic directions you have mapped out?

As in the previous three sessions, small teams were formed to pool their ideas and select items to be sent to the front in response to Rebstock’s questions: “Which action from your team’s cards could be accomplished most quickly? . . .” “Which action would catalyze the greatest change or movement within the Texaco family? . . .” “Which action would have the broadest impact, addressing several contradictions at once?”

The cards were grouped into clusters, this time with other cards describing similar actions. As the group named each cluster of cards, Harper became excited by the concrete, hard-headed practicality of the planned sets of actions slowly taking shape on the board. He also became somewhat overwhelmed by the amount of work it would take to implement all of them. “Where would the people and the resources, let alone the time, come from to make all this happen?” he wondered. “It takes all our time, money and energy just to keep day-to-day operations going, and we’re going down the tubes at that.” At the same time, he could not isolate a single action posted on the board that was not vitally important
to implementing the plan the group had been building for the last two days—a plan of action which he was convinced would put Texaco back on top.

As if reading Harper’s mind, Rebstock said, “Tomorrow morning, we will figure out what it will take to implement these actions. But it is pretty clear that we can’t do all of them at once. We need to set priorities for them, in terms of urgency.”

At this point, she put up a chart showing the next twelve months divided into quarters. She divided the group into three teams and assigned each team the task of establishing priorities for five actions. The teams were instructed to determine in which quarter of the coming year each action would be implemented, based on considerations such as “How urgent is this action?” “What has to happen before this action can be initiated?” and “Which actions would achieve quick, visible results that would generate momentum and catalyze more action in other areas?”

When the teams were finished, they wrote the name of each action on a card and placed that card on the chart in the quarter in which it would be implemented. The whole group then reviewed the timeline, asking questions for clarity and making changes where necessary.
When the timeline was completed and agreed upon, Rebstock led the group in a brief reflection on the session. Harper discovered that he was not alone in his feelings of excitement over the practicality of the planned actions or even in his sense of being overwhelmed by the work it would take to implement them. Others in the group were expressing the same sentiments. "When we began this process we were intimidated by the impossibility of it all," he thought to himself. But now we are overwhelmed by possibility and filled with excitement. And spreading these actions out over the year makes the job a bit less intimidating."

He sensed a shift in the group's attitude as they dispersed for dinner. There was a cockiness about them, a spirit of camaraderie and a readiness to take on any challenge. They reminded him of his soccer team when he was a youth. He remembered the spirit the team shared when getting ready for an important match.

**Drawing up the Implementation Timeline**

When the group entered the room the next morning, there was a new chart on the front wall. It was divided into three months and the weeks of each month. Down the side were listed eight actions, selected at the end of the previous day, for implementation in the next 90 days.

"This morning we will put wheels under our plan of action," said Sherwood Shankland. "We need to decide what steps will be required to implement each action, who will be responsible for seeing that those steps are taken, and when, where and how each step will be done.

"There are 24 members of the Texaco family represented here," he continued, "so we need about three volunteers to work on each action. I am not asking you to volunteer simply for the purpose of this exercise. I am asking you to take responsibility for the implementation of the action you choose."

Harper was wary. The night before, he had consulted with Shankland and Rebstock on the best approach to this section of the process. They explained that assignments to work on the actions could be made arbitrarily, by "counting off," or Harper could make assignments based on what he knew of peoples' skills, propensities and interests. Or they could ask for volunteers and hope for adequate coverage of all the actions. There were advantages and risks in each approach, so they sought Harper's advice.

Harper had weighed the options. Counting off seemed safe, he thought. Objectivity is always helpful. However, some people might get assigned to activities for which they had little interest. That might limit the energy and imagination that would go into the implementation plan.

If he did the assigning himself, he could make sure he would get people with appropriate expertise in particular areas. On the other hand, that might inhibit fresh ideas from being introduced or certain members of the group might feel manipulated.
Finally, Harper chose the volunteer method, knowing that people would choose the area where they had the most interest and therefore would contribute the most energy. He was aware that this could lead to some great disparities—perhaps ten people would volunteer for one action and nobody would volunteer for several others. He decided to risk it when Shankland and Rebstock pointed out that those disparities could reveal a lot about the group’s seriousness toward the implementation of the action plan.

As people volunteered to work on the implementation program, Harper was pleased with his choice. The group displayed the maturity he had felt confident they would. Everyone was concerned about making sure that all the actions were covered. And several in the group were willing to switch from their first choice to their second choice to even out the numbers. One team even volunteered to work on two actions which they perceived as being closely linked.

Each team was asked to devise the steps required to implement their action. That done, they filled out a card for each step detailing the specifics of who, when, where and how the step would be implemented. Much communication took place between teams. In many instances a step required consultation or commitment from someone from another team. Retailers found themselves making decisions usually reserved for head office staff. In the process they discovered a lot about the overall organization that they hadn’t been aware of before. The same experience occurred with the head office staff who picked up much about the day-to-day workings of the retail outlets.

The work was fun, the Texaco teams discovered, but it was also serious business. During the session, many teams formed task forces. They scheduled regular meetings to ensure that their action plans would be carried out. Virtually everyone in the room had their personal calendars out on the table. They scheduled meetings, phone calls and other tasks for which they assumed responsibility over the next 90 days. This was no mere exercise. It was a time of making real commitments to real action!

As the teams finished their work, they brought up cards that described their steps to the implementation calendar chart at the front of the room. They placed each card in the appropriate week. As the chart began to fill up with cards, excitement grew. Each card contained specific, detailed actions, like “Call John on Wednesday to get budget figures,” or “Meet with the team on the 18th at 2:00 to decide format and make assignments for the questionnaire on standards criteria.” These detailed actions in composite added up to major steps moving the Texaco group in the directions it had mapped out for itself the previous morning. And what had looked so overwhelming the previous evening had quickly and almost effortlessly come together in the morning session.

At the far right hand side of the chart was a column with cards identifying the 90 day goal for each action. As the group examined this column, they saw nothing they felt was unattainable. They were elated at the prospect of the potential achievements for Texaco in just 90 days. Only 72 hours earlier they could not have imagined accomplishing that much in five years!
As Sherwood Shankland asked the group which steps would have a direct impact on both the head office and for the regional unit, Harper thought, “Every single one of them.” But while the group reflected on their experiences and involvement in the Top Strategic Planning Session, which nearly all rated “very helpful,” Harper wondered, “Will those plans really be put into action?”

“I think you’ll be pleased with the results,” Shankland told Harper as they walked out of the room to the team’s celebration lunch. That remark, as we shall see, was a major understatement.

Bob Harper and his team called their seminar document “The Texaco Retail Marketing Plan.” Subsequent visits to Texaco’s headquarters and retail facilities revealed some dramatic results produced by the program.

Within a year of the Top Strategic Planning Session, Texaco recaptured its former position as the top retailer in the region, overtaking its two major competitors.

The retail stores, having received a major facelift, were bright and attractive. Store operators, once bristling with complaints, now used Top Strategic Planning with their