

<b>Date:</b>	Fri, 6 Feb 2004 11:33:14 -0500
<b>Author:</b>	
<b>Subject:</b>	A MESSAGE FROM REG WEAVER AND JOHN WILSON
<b>Body:</b>	

February 5, 2004

Dear Colleagues:

We are at a critical moment in our organization's history. It is a time of tremendous challenge and unique opportunity. The question is how we -- all of us together -- will respond to the present uncertainties and build a strategic vision for our organization that will take us well into the twenty-first century.

Our Association, the largest education union in the world, is almost 150 years old. We have faced turbulent times before. We have always emerged stronger. And we will do so again.

Today's NEA was forged in the cauldron of the 1960's and 70's. Our organizational values were reflected in the major initiatives of the time: unification of our local, state and national affiliates; implementation of "one-person, one-vote" to assure every member a voice in the organization; collective bargaining to protect and advance the rights and interests of public school employees; merger with the American Teachers Association; our unwavering commitment to human and civil rights and social justice. In the 80's & 90's, we built on this foundation. Our advocacy gained substantial results and we strengthened our state affiliate delivery system, responded to members' professional development needs, and increased membership dramatically. These were passionate, exciting and value-driven times.

Today, we face a world changing at unprecedented speed. Public education is under attack as never before. Our membership is changing. Many of the NEA and affiliate members, leaders and staff who fought to advance the public education cause and educator rights over the past 35 years are now retired or about to retire. We must find the right organizational and strategic approach to meet the challenges before us.

In October 2003, we sponsored the "Quality Association Initiative Symposium" designed to introduce one common organization development language that would lay the foundation for continuous organizational improvement. (Please see below for the Symposium overview.) Since October, we have established an NEA planning group to shepherd NEA's own system improvement efforts. As a group, we have agreed to start by exploring our own effectiveness and then to expand the dialogue to other stakeholders.

We held an internal meeting on January 25-27, 2004, to continue the work started in October. This meeting brought together twenty-five (25) NEA leaders and staff (Executive Committee, Strategic Response Team Directors, Union Leaders & Planning

Group) to begin a dialogue and reach a common understanding of the NEA current situation and future considerations. For discussion purposes, everyone read the book, *Good To Great*, by Jim Collins. We encourage you to read the book and give us your feedback. Although the book speaks to profit-driven companies, Collins espouses many concepts useful in planning our own future. During the meeting, NEA staff members Michael Edwards and Mae Kim gave us a fabulous NEA history lesson that drove a very honest core-values-in-action discussion and debate. We then spent time discussing our organizational passions, economic drivers and potential future goals. (Please see below for the Systems planning meeting agenda.)

A follow-up meeting is scheduled for Sunday, February 8th to reach a greater understanding of the NEA core values and disciplined actions necessary to move NEA from good to great. Systems planning is only one step in the process. We assure you that we shall do our best to make this an open and inclusive process. We are committed to sharing all materials and outcomes. We challenge each and every one of you to participate in moving this organization to greatness.

As James Baldwin so aptly said, "There is never time in the future in which we will work out our salvation. The challenge is in the moment; the time is always now."

In Unity,

Reg Weaver and John I. Wilson

#### Quality Association Initiative (QAI) Symposium History & Overview

##### What is the Quality Association Initiative?

The Quality Association Initiative (QAI) was created a year ago, November 2002, to focus on our internal alignment and continuous improvement efforts. The QAI has been a partnership between two NEA departments: State Affiliate Relations (SAR) and Quality School System (QSS). The collaboration between these two departments was an effort to work at the nexus of two key NEA concerns - to assist state affiliates in building their internal capacity to address member and student needs while helping state affiliates build their capacity to address school system effectiveness. The QAI is also based on the premise that NEA and our state affiliates should be partners in learning about effective organizational practices.

A representative staff group was formed and the following committee products and commitments were identified:

1. **Data Collection:** The committee developed a survey of state leadership with the purpose of identifying the various trends and systemic improvement methods employed within our affiliates. The survey data indicated that a wide-array of system improvement methods were being employed and most of those improvements were responding to events, without an overall systemic success plan. (Survey results attached)

2. Skill Building & Alignment Opportunity: The purpose of the QAI Symposium was to provide opportunities for participants to develop:

- a. a systemic and more holistic approach to leading and implementing organizational improvement efforts;
- b. strategies to shift from a problem-solving (reactive) orientation to a creating (generative) orientation;
- c. a beginning core theory of success for our own organization; and
- d. a set of tools and frameworks for having more generative/creative conversations.

3. Develop ongoing opportunities to learn and share systemic approaches: Continuously learn, monitor and assist in internal and state affiliate systems redesign efforts.

4. Integrate the learnings from the symposium into the NEA/NTL OD certificate program.

#### Who Attended the QAI Symposium?

Many states have engaged in organizational redesign guided by State Affiliate Relations staff and/or others outside our organization. Attendees at the symposium were drawn from sixteen state affiliates that have made a commitment and/or taken action to make systemic improvements in their organization. The NEA staff attendees included various union representatives, directors, managers and content/delivery staff who are responsible for providing this expertise to our affiliates. These states were represented by a cross-section of the organization including the state executive director, president, staff union representative, and other change agents.

The fifty plus NEA attendees included the officers and executive committee, NEA staff union representatives, directors, managers and content/delivery staff who are responsible for providing systems expertise to our affiliates.

#### What happened at the Symposium?

Participants experienced a very intense learning opportunity designed to help us step-back and take a systemic approach toward reaching our organizational vision -- NEA will focus the energy and resources of its 2.7 million members towards ensuring a great public school for every child.

Guided by Dr. Daniel Kim and Diane Cory, internationally known organizational change consultants, participants began to develop a common language for systems work. They provided a number of tools, models and frameworks to help us analyze and reflect on our own organizational system.

#### System Defined:

#### Characteristics of a System

- \* Systems have a purpose.
- \* All parts must be present (functioning and contributing) for a system to carry out its purpose effectively.
- \* The order in which the parts are arranged (differentiated roles) affects the performance of the system.
- \* Systems attempt to maintain stability (in pursuit of its purpose) through feedback.
- \* Capable of creating -- being more than the sum of its parts.

What is Systems Thinking? Systems thinking is a perspective because it helps us see the events and patterns in our lives in a new light-and respond to them in higher leverage ways. For example, suppose a fire breaks out in your town. This is an event. If you respond to it simply by putting the fire out, you're reacting. (That is, you have done nothing to prevent new fires.) If you respond by putting out the fire and studying where fires tend to break out in your town, you'd be paying attention to patterns. For example, you might notice that certain neighborhoods seem to suffer more fires than others. If you locate more fire stations in those areas, you're adapting. (You still haven't done anything to prevent new fires.) Now suppose you look for the systems-such as smoke detector distribution and building materials used-that influence the patterns of neighborhood-fire outbreaks. If you build new fire-alarm systems and establish fire and safety codes, you're creating change. Finally, you're doing something to prevent new fires!

--Pegasus communication

Leading Systemic Change:

Using different models/frameworks, we began to track, test and reflect on day-to-day activities/events making sure that what we do is moving us closer to our vision

Three phase Change Model

Phase one underscores the importance of creating a place to work that goes beyond just problem-solving to one where we are asking new questions, not just seeking old answers, and questioning long-held organizational beliefs and assumptions.

Phase two is creating a vision and changing organizational structures to bring the vision to life. Organizations tend to spend a lot of time in this phase reorganizing and little time in Phase three creating an organization where we are developing sustaining structures and leaders are creating a work place that inspires employees to move beyond their own self-interest for the good of the organization. Learning the complexities of organizations:

Kim and Cory helped us to step back and deepen our skills and capabilities for effecting change.

Multiple Levels of Perspective

There are many different ways we can look at and perceive the world. From an organizational systemic perspective, we learned five (5) different levels-events, patterns of behavior, systemic structures, mental models and vision.

Depending on our perspective or view of the world, there are times the NEA needs to reflect and ask ourselves those difficult questions like: Are we making history that we are proud of? Is what we are doing on a daily basis really helping us to achieve our vision? Other times, we must respond quickly because it is the right thing to do at that time. It all depends on how and when you look at something.

Events are the things we encounter on a day-to-day basis: the computer system is down, we eat lunch, write a report, send an email, respond to a member request or fix the elevator. At the event level, our actions tend to be reactive and in the present. Ex: A member, on vacation in DC, happens by the NEA building and decides to stop and have a look around - we quickly arrange a tour of the building.

Patterns of Behavior Over Time are the accumulation of events which strung together as a series, can reveal recurring patterns. Ex: When visitor logs are reviewed, we begin to track that "X" number of members drop by during spring and summer school vacations while vacationing with their own families or as chaperons on field trips.

Systemic Structures refer to the systems, organizational structures, and policies that are part of the NEA infrastructure and internal operations. Ex: Given our wisdom to track the member drop-ins, we use the data and the opportunity to be a Great organization by providing members who visit DC with tour packets, which could include maps and suggestions for things educators might find interesting to visit or places to visit that would provide teaching materials. We could perhaps even check their membership status, update addresses and renew memberships right at our very own reception desks. At this level of organization perspective, achieving our vision of ensuring great public school for all children could require changing someone's assignment, changing an existing policy, etc.

Mental Models, our individual and organizational beliefs and assumptions. Ex: If we as individuals and collectively as an organization were more mindful of our vision on a day-to-day basis, we would constantly think of ways to leverage our opportunities to realize the NEA vision, like providing resources to our members when they do come to the building that will help them do their jobs better and in turn provide great public schools for all children.

Vision can be viewed as the guiding image that "sponsors" all of our mental models.

NEA will focus the energy and resources of its 2.7 million members towards ensuring a great public school for every child.

Importance of an organizational vision and sense of purpose:

We learned that in most organizations 70% of our workday is spent dealing with internal barriers and 30% is spent on actual work. Our facilitators convinced us that we must create a true sense of organizational purpose and really care about that purpose for us to not just be a good organization, but a GREAT organization. We were once again

reminded that the key to organizational failure is to try to be all things to all people all the time. We must constantly ask ourselves, is what I am doing right now helping our organization to ensure a great public school for every child? If it is not, what can I do differently?

Creative tension between vision and current reality: We also learned about <outbind://44/#\_edn1> \* the discrepancy that often exists between the "espoused" vision and the "vision-in-use." The former is the one we say that we wish to achieve and the latter is the one that our hidden belief systems has us working toward. Creative tension exists when we discover a "gap" between our vision (NEA will focus the energy and resources of its 2.7 million members towards ensuring a great public school for every child.) and our current reality (our vision-in-use). It is surfacing the difference between these that generates the energy for change.

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Moving from vision to action:

Kim and Cory showed us a continuum that can help us think about how we move toward greater effectiveness:

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Disciplined People Disciplined Thought  
Disciplined Action

And to guide that action we need to think about not just being the best in the world but the best for the world. The Hedgehog Concept model defines where our area of greatest leverage is:

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Fostering healthy conflict:

Our facilitators taught us that it is the fear of conflict that is oppressive in organizations and provided us with the four player conflict model to illustrate how robust decisions are best made when all four players-movers, followers/deep listeners, opposers and the external observers are all active in the conversation. Dr. Kim pointed out that great organizations love their vision so deeply that they are willing to tell the truth right now.

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Symposium Wrap-up:

The symposium ended with a powerful visioning exercise that had our minds telling a little tiny washer on the end of a piece of yarn what to do.

In closing, Dr. Kim shared with us the following Vision Deployment Matrix, which will assist us in becoming more measured in our quest to realize the NEA vision.

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#### Next Steps:

This summary has given you some background information on the QAI project and a sampling of what was learned at the Symposium. For a better understanding, please attend a Gallery Talk in the NEA Atrium. (Dates and Times TBA)

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<outbind://44/#\_ednref1> NEA QAI Symposium 10/27-30/03 - Captured by Roxanne Dove; PowerPoint graphics by Grace Hwang-Friedman

NEA's Systems Planning Retreat  
January 25-27, 2004

From Quality Association Initiative (QAI) Symposium Report, P. 6

NEA's Systems Planning Retreat  
January 25-27, 2004

#### Purpose

To engage NEA's Executive Committee, Strategic Response Team and the Planning Group in dialogue and debate on how NEA can move from being a good organization to a great one. The concepts and approaches described in Good to Great - Why Some Companies Make the Leap and Others Don't by Jim Collins will be used throughout the retreat.

#### Desired Outcomes:

1. To connect into NEA's passions by exploring its history, key events, core values and strategic focus.
2. To clearly understand who are NEA's clients and what drives its economic engine.
3. To understand and confront the brutal facts of NEA's current reality, dialogue and debate them and develop positive means to address them.
4. To clearly understand what NEA could do better than any other organization.
5. To identify what could be NEA's BHAG (Big Hairy Audacious Goal) and initial steps that need to be done to refine and implement it.

#### Agenda

##### DAY ONE

Focus: Dialogue & Debate: Hedgehog Concept - Passion & Economic Engine

Sunday, January 25th 2 - 8:30 PM (including a working dinner)

2:00 PM Opening Remarks: Reg Weaver, President & John I. Wilson, Executive Director

2:30 PM Creating the Retreat Climate

3:00 PM Overview of Agenda & Meeting Processes: Pat Bidol-Padva. Ph. D., OD  
Facilitator

3:15 PM Overview of NEA's History, Events & Values: Michael Edwards

3:45 PM Identifying NEA's History, Key Events and Core Values via a "Fireside Chat  
Process"

5:30 PM Dinner

6:00 PM Plenary Dialogue & Affirmation of NEA's Core Values

6:45 PM Mutual-understanding of "Who are NEA's Stakeholders" and its Current Fiscal  
Reality.

8:30 PM Closing Perspectives

## DAY TWO

Focus: Dialogue & Debate: Hedgehog Concept - Confronting Current Reality &  
Identifying NEA's Great Initiatives

Monday, January 26th 8:30 Am - Noon

08:30 AM Perspectives on Sunday's Work

08:45 AM Frank & Optimistic Confrontation of Brutal Facts of Current Reality:

10:30 AM Identifying "What can NEA "Be the Best At"

11:30 AM Closing Perspectives

## DAY THREE

Focus: Dialogue & Debate: Hedgehog Concept - Selecting NEA's BHAG & Identifying  
Next Steps

Monday, January 27th 8:30 - 11:30 AM

08:30 AM Perspectives on Monday's Work

08:45 AM Dialogue on "What can NEA's Be the Best At" Options

09:30 AM Identifying & Selecting NEA's Potential BHAG(s)

11:00 AM Identifying Next Steps

11:30 AM Concluding Perspectives & Closing Remarks: Reg Weaver, President & John I. Wilson, Executive Director

### Creating the Retreat Working Climate

Step One: Individually answer the following questions.

1. How valuable an experience do you plan to have at this retreat-not what you expect to have, but what you plan to have?

1 2 3 4 5 6 7 low very high

2. How engaged and active do you plan to be?

1 2 3 4 5 6 7 low very high

3. How much risk are you willing to take?

1 2 3 4 5 6 7 low very high

4. How invested are you in the quality of the experience for all of the participants-the total group?

1 2 3 4 5 6 7 low very high

Step Two:

When the questions are individually rated, share your responses with each other. The questions do not have a "right answer" but the consideration of them helps you establish the working climate for the retreat. At the completion of your dialogue, prepare an easel paper listing of the group's rating for each question.

Step Three:

Share and discuss insights with the total community.

\* Adapted from Peter Block's Flawless Consulting.

Guidelines for the NEA's Systems Planning Retreat  
"Creating a Retreat Learning Environment"

- \* Listen and respond with your "head, heart & spirit" - only have one conversation at a time.
- \* Create a Spirit of Inquiry: Check out assumptions and inferences, make your own explicit.
- \* Dialogue about and deliberate the "undiscussable" issues (Say what needs to be said).
- \* Treat the candidness of others as a gift.
- \* Be aware of your thoughts and feelings and use that awareness to effectively listen, speak and act "in the moment".
- \* Turn off your cell phones.
- \* Enjoy your journey as you continue to move NEA from "good to great."

#### 4-Player Model: Using Conflict to Create Great Outcomes

Collaborative dialogue enables those who are working together to create wise options. The skillful use of dialogue enables participants to become aware of gaps in perceptions, jointly reassess them and create innovative and pragmatic options.

The 4-player model can be used to foster meaningful dialogue. During the dialogue, all four player roles need to be present so that a healthy balance between advocating and inquiring is created. The four roles may be done by anyone and it is most helpful when the same person does not always play the same role. In fact, one person could use all four roles during a dialogue. The four player roles are represented in the following diamond.

Adapted by Daniel Kim from David Kentor. Quality Association Initiative (QAI) Symposium Report, p.6).

#### Enduring Greatness-Three Circles and BHAG

A Hedgehog Concept is a simple, crystalline concept that flows from a deep understanding about the intersection of the above three circles:

1. What you can be the best in the world at? -may not be your current core competence.
  2. What drives your economic engine? - discovery of the single denominator that has the greatest impact on their cash flow.
  3. What you are deeply passionate about? - discover what deeply makes you passionate?
- (Good to Great, p. 95)

NEA's History, Key Events and Core Values

Purpose: To jointly identify key events, core values and strategic foci of the NEA system.

Step One:

Take a gallery walk around the room to look at visual representation of NEA's history, key events and core values. Identify on the visual when and where you joined the NEA system.

Step Two:

Listen with your head and heart to Michael Edwards's overview of NEA's history, key events and values-in-action.

Step Three:

Participate in the Fireside Chat.

Step Four:

Plenary Affirmation of NEA's Core Values-in-Action.

Fireside Chat Process

Take a seat at the table that has the same number as the one found in the lower right corner of your name tag. The fireside chat consists of two rounds of sharing and dialogue. During the first round, individuals share key events that that experienced in the NEA system. During the second round, the group identifies NEA's core values-in-action.

First Round of the Fireside Chat: Sharing Individual Key Events

This round consists of two tasks.

Task One: Each participant will share her/his response to the following question:

What is one of the key events that you have either experienced as a member of the NEA system or that you have heard about?

Story Teller: The story teller takes about five minutes to share his/her "key event" story about NEA system. The storyteller boldly tells the story about this key experience. He/she states the details of what he/she did and why it was a significant event.

Listeners: The listeners probe to get the juicy details of the story by asking the storyteller questions such as:

- Who was involved?
- What were you thinking? Feeling?
- What did you do?
- What was the outcome?

- Why was this a key experience?

Recorder: One of the listeners captures the essence of the experience (what, who, when, impact) on easelpaper.

Time Keeper: The timekeeper ensures that each person is able to share one experience so each sharing is kept to 7 minutes.

The sharing is continued until everyone has shared a NEA key experience. Remember to rotate the roles of storyteller, listeners, recorder, and timekeeper.

Task Two After everyone has shared an experience; the group looks at the easelpaper record of the experiences and creates a summary list that describes the major stakeholder groups that were part of the experiences and how they were impacted. This list is also recorded on easelpaper.

Second Round of the Fireside Chat: Identify NEA's Core Values-in-Action

Values-in-action are the deeply held beliefs and enduring principles that guide the day-to-day behaviors of the organization. In *Built to Last* (James Collins and Jerry Porras), the authors illustrate how visionary organizations choose their values because of their beliefs without being unduly influenced by the current environmental pressures or strategic fads. Values-in-action are the core values that endure and are a source of strength and wisdom to the organization.

Task:

Based on the experiences that you shared, the Michael Edwards' presentation and the pictorial presentation of NEA's her/history, key events and values, create an easelpaper list of NEA's most important values-in-action. The list of values-in-action should include only those values that have been implemented by NEA.

If there are values that were important and are no longer reflected in NEA's actions, include them on the list but note the value's inactive status. If your value-in action list has more than four to seven values, identify the key values-in-action (no more than seven) that you believe actually are sources of strength and wisdom for NEA's current day-to-day behaviors.

Plenary Sharing

Your group will share both its NEA experiences and its list of NEA values-in-action in the plenary session.

The total group will jointly select a list of NEA key values-in-action.

Good to Great Framework

From Good to Great, p. 12

### Confronting Reality: Stakeholder Identification

Task:

Use the current Strategic Plan and Budget (and other data if you wish) to identify the following:

- \* NEA's key internal and external stakeholders,
- \* How each stakeholder influences NEA.
- \* How well NEA responds to the stakeholders,
- \* How the stakeholder impacts NEA's fiscal resources.

An external stakeholder is any person or group outside the organization that garners the organization's attention, resources, or is affected by the organization's actions. An internal stakeholder is any person or group inside the organization that garners the organization's attention, resources, or is affected by the organization's actions.

Process:

1. Create an easelpaper list of key internal and external stakeholders and identify which of them are your primary clients (serving them implements your core values).
2. For each stakeholder on the list, use the following worksheet to identify their influence on NEA and how they use NEA's fiscal resources. Record your perceptions on easelpaper. Begin with your primary clients and then assess your other clients (as many as time permits).
3. Share your conclusions with the other sub-groups.

### NEA's Stakeholder Analysis

Stakeholder: \_\_\_\_\_

1. How do they influence us?
2. What services, if any, do they need from us?
3. How do they impact our fiscal resources?
4. Other key factors about this stakeholder are:

Getting the Hedgehog Concept: An Iterative Process

From Good to Great, p. 114

### Confronting Reality: Identifying & Confronting NEA's Current Reality

#### Task:

In your sub-group, create an easelpaper list of NEA's current reality: how well the organization is responding to the major challenges and opportunities.

Use the following worksheet to format your easelpaper responses. The effectiveness of NEA's response is determined by how well the response is aligned with the organization's core values in action and is connected to the needs of NEA's primary stakeholders. The effectiveness scale consists of:

- ++ 3D Highly Effective
- + 3D Moderately Effective
- 3D Not Effective

#### Identifying & Confronting NEA's Current Reality Worksheet

Major Challenges or Opportunities NEA Response (List Specific actions)  
Effectiveness of nea's response

Text Box: Balancing Inquiry and Advocacy

#### DIALOGUE FISHBOWL

This type of discussion enables a large group of participants to discover what individuals and subgroups think and feel about an issue or problem. The discussion occurs in an inner circle of chairs surrounded by concentric circles of chairs. It will be used to create a mutually-acceptable identification of:  
A7 Who is NEA's primary client(s)?  
A7 What economic factor, if increased, would optimally enhance NEA's fiscal resources?

#### Process:

1. Purpose: The purpose is to learn from one another by freely, openly and candidly sharing views about the issues or problem. The discussion can include new perspectives, questions, facts, likes/dislikes, values, and needs. The success of the dialogue depends upon the participants' willingness to share, participate and to constructively use differences of opinion to create new perspectives.
2. Who Participates?: Anyone can participate by coming into the inner circle (fishbowl) and making a statement, asking a question, taking exception to or confirming another person's ideas or anything else which enriches the dialogue. Fishbowl participants can ask specific individual to join the inner circle.

3. Who Talks?: Individuals in the fishbowl only dialogue with those who are in the fishbowl. However, they speak loudly enough so the listeners in the outer circles can hear them. Those who are not in the fishbowl must keep quiet. If anyone wishes to share an opinion they can enter the fishbowl or write on the comment card.

4. Share AirTime: Inner circle participants can join in the discussion by waiting for an opening or if needed by interrupting. Individuals in the inner circle should share the airtime with each other. When someone is finished, they can leave the fishbowl so others can join it.

5. Topic Parameters: The facilitator will keep track of the conversations and determine if a topic has been sufficiently covered so that a new topic can be started. Participants, in the fishbowl, may also realize that they have covered a topic. If the topic is not germane to the issue at hand, the facilitator may ask that it be placed on the Parking Lot (a tracking list written on easelpaper).

6. Records: The key points of the fishbowl dialogue will be recorded on easelpaper. The points will be written in language acceptable to the person who made the comment. The notes will be attached to the report prepared by the facilitator.

Hedgehog Concept: Identifying "What NEA Can Be Best At"

A Hedgehog Concept is not a goal to be the best, a strategy to be the best, an intention to be the best, a plan to be the best, It is an understanding of what you can be the best at. The distinction is absolutely crucial. Good to Great, p.98.

Task:

Step One:

In your sub-group, answer the following:

What do you understand that NEA can become the best in the world at?

Frame your answer as (examples on Good to Great, p. 101):

NEA could become the best at \_\_\_\_\_.

Step Two:

Share and dialogue with the other sub-groups.

From Good to Great, p. 179

The Magical Combination

Hedgehog Concept: Identifying Potential BHAG's

A BHAG (Big Hairy Audacious Goal) is a huge and daunting goal-like a big mountain to climb. It is clear and compelling and people "get it" right away. A BHAG serves as a unifying focal point of effort, galvanizing people and creating team spirit as people strive toward a finish line.

Bad BHAG's are set with bravado; good BHAG's are set with understanding. Indeed, when you combine quiet understanding of the three circles with the audacity of a BHAG, you get a powerful, almost magical mix. Good to Great, p.202.

Task:

Step One:

In your sub-group, identify no more than three potential BHAG's. Write your BHAG's on easel paper.

Step Two:

Share and dialogue with the other sub-groups.

Step Three:

Total-group selection of top BHAG options

The Doom Loop

From Good to Great, p. 179

Freedom and Responsibility

From Good to Great, p. 188

Pushing NEA's BHAG Flywheel

Identifying the Next Steps

In order to implement the BHAG's, the next steps need to be established need to have the most effective nexus of disciplined people, thought and action. The immediate next steps are:



Unions.

- \* 1988-Present Organizational Development Consultant, Public Sector Mediator
- \* 1986-1988 Executive Program Director, South Florida Water Management District, West Palm Beach, Florida.
- \* 1978-1986: Co-Director of Environmental Conflict Management Project, University of Michigan, School of Natural Resources
- \* 1975-1978: Chairperson of Education Department, Urban Campus of National College of Education in Chicago.
- \* 1973-1975: Superintendent of Baldwin Community Schools, Baldwin, Michigan.
- \* 1964-1974: Co-Director, New Perspectives on Race, Inc., Detroit, Michigan.
- \* 1962-1964: Biology Teacher, Williamston School District, Williamston, Michigan.