

A woman with dark hair, wearing a purple top, is smiling and looking upwards in a meeting room. The room is filled with numerous sticky notes of various colors (yellow, orange, pink) pinned to the wall and ceiling. The notes contain handwritten text, some of which is partially legible, such as "CUSTOMER", "SUPPORT", and "SERVICE". The scene is brightly lit by overhead fluorescent lights.

Leading by design:
A user-centred approach to leadership development

Foreword

This placement report is submitted to meet the requirements of MDE501 Design-Led Enterprise Project and in partial fulfilment of the Master of Design Enterprise. It is preceded by MDE 401 Design, MDE 402 Enterprise, MDE 403 Operations and MDE404 Design-Led Enterprise.

I would like to acknowledge the following people for their advice, mentoring and support:

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Jane Venis – for her on-going support, unbiased feedback, and practical advice on structure and sense-making in this document.

My amazing colleagues at Otago Polytechnic – the formal leaders who generously shared their experiences, approaches and insights to contribute to the co-creation of a new user-centred model of leadership development and an associated toolkit.

To my teams in the School of Design and the Food Design Institute, and in particular the team leaders, for their dedication, hard work and willingness to participate in a shared leadership model.

Caroline Terpstra

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Abstract

Leading by design: A user-centred approach to leadership development

Otago Polytechnic has been on a ten-year quality journey, achieving a widely recognised turn-around in educational and financial performance. In 2012, with results plateauing, the leadership team looked to staff to bring about an additional lift in performance. Acknowledging the developing capabilities of individuals within the organisation, self-managing teams were introduced, giving these same individuals the opportunity to be directly involved in decisions that affect their work.

This project focuses on emergent leadership development in a self-managing team environment. The use of reflective interviews and user-centred design research methods with a group of formal leaders in the institution, uncover rich insights into how these leaders have made personal adjustments to their own leadership style and worked with their teams to provide the resources, social knowledge and skills regarded by Henry Sims and Charles Manz (1995) as essential to autonomy.

In moving from traditional managing to coaching, mentoring and facilitating with their teams, leaders act as a link between the wider organisation and the self-managing team. As teams start to operate autonomously within agreed boundaries, formal leaders move into more strategic roles.

Opportunities for improvement are identified and include clear and consistent communication of vision and purpose and further alignment of supporting systems and processes. The outcome of this research project is an emergent leadership development model, represented through a 'how to' guide and exemplar resources.

Project Background

In my earlier research I explored systems such as sociocracy and dynamic governance. These systems support and empower managers and employees to share decision-making and workload design, with the purpose of creating a more connected, creative and productive work environment.

The first phase of my Master of Design Enterprise study resulted in an integrated management toolkit based on the principles of self-organisation, transparency and co-creation called WorkFace:

“Managers use a set of simple strategies which empower employees to participate in decision-making and contribute to workload design, management and evaluation in an environment which values employee contribution”. WorkFace (Terpstra, 2011)

The principles of self-managing teams are well aligned with those of sociocracy and dynamic governance i.e. employee empowerment, transparency and shared decision-making leading to a more engaged and productive workforce.

This project explores experiences and perspectives which have not been captured before. Institutional surveys have collected feedback from staff on this journey to self-leadership, but never separated the experiences of those leading and those participating in this significant change process.

I have great empathy for these people – I have worked alongside most of them and could readily identify with their attempts, frustrations and successes. I saw an opportunity to identify the common strategies, approaches and adjustments that had allowed them to develop leadership in others.

Lastly I knew that as a designer, with a particular interest in design thinking and its application to business, I could apply user-centred methods that would result in deep insights and contribute to a user-centred solution that would form the enterprise outcome expected from this final paper of the Master of Design enterprise – the MDE 501 Design-led enterprise project.

Literature review

This section considers the wider context, reviewing publications and literature on the subject of self-management and leadership development.

The self-managing team concept grew out of the Total Quality Movement (TQM) of the 1980's. Self-managing teams have been an enduring organisational model for over three decades but much of the research on their effectiveness has come from the manufacturing sector. More recently the concept has gained momentum in the service sector as businesses look to increase their competitiveness through greater employee engagement, satisfaction and productivity.

Self-leading teams have arisen as a response to the changing context in which organisations operate. As organisations become more complex and the environment more dynamic, their leaders must "build on and even harder trust the contributions of all the members involved in a joint task." (De Leede, Nijhof and Fisscher, 1999, p.213). The approaches that determined success in the industrial economy are not appropriate for organisations working in an interconnected, global economy where knowledge resources and expertise are as critical as other economic resources.

“Self-managing teams are fast becoming the management practice of choice for organizations that wish to become more flexible, push decision making to the front lines, and fully use employees’ intellectual and creative capacities”. Wageman (1997 p.49)

George Graen and Mary Uhl-Bien (1991) quote earlier work by J.Richard Hackman (1986) on the use of an authority matrix to demonstrate how a self-managing team has “responsibility for executing, monitoring and managing its own performance and work processes” (p.25). His matrix describes critical

leadership functions that help create favourable performance conditions for self-management. The limitations of the study in terms of this research are that it is located in a manufacturing environment. Hackman’s model does not involve active intervention to facilitate the development of self-management skills. Rather it focuses on the leader’s role in “creating and maintaining favourable performance conditions” by ensuring the self-managing team has access to the “ingredients, the processes and the outcomes” (p. 28) to complete their work at each stage of the project.

Graen and Uhl-Bien also refer to a Charles Manz and Henry Sims (1987) paper which discusses leader behaviours that facilitate individual self-management, such as self-observation, self-evaluation, self-reinforcement and self-goalsetting. In their opinion neither of these models fully addresses the process through which self-managers are developed. They argue that to be effective, self-managers must out-grow their jobs, and therefore take on additional responsibility for their performance which goes beyond their traditional work role. This transformation process requires a manager to expand his or her interests from self-focus to team-focus. In the same way, followers must be motivated to out-grow their roles and a leader will learn to identify and nurture those individuals.

Graen and Uhl-Bien’s leadership-making model describes how teamwork is built from within, through activities which allow individuals to “outgrow their dependence on outside direction and control and realise that a more effective strategy for accomplishing their own needs (I) is through satisfying learn (WE) needs” (p.36). Their model consists of three primary components - the characteristics of the leader, those of the follower, and the maturity of the leadership relationship.

This three component model of leadership suggests that the leadership influence process occurs within the context of the leadership relationship

which they liken to an apprenticeship. Over time the relationship formed has

Ruth Wageman (1997) describes seven critical success factors for effective self-management:

1. Clear engaging direction
2. A real team task
3. Rewards for team excellence
4. Basic material resources
5. Authority to manage the work
6. Team goals
7. Norms that promote strategic thinking

Wageman suggests that the most important team design feature in the development of self-managing teams is leader behaviour towards the team. This appears to be less important to the team than team composition and rewards.

The manager/leader must move from directing and controlling the work to coaching the team and must respond to the development of the team over time, moving from designer to midwife to coach.

The leader as designer sets a direction, designs team tasks and a team reward system and ensures the team has the basic material resources it needs to do the work. She establish what the team is responsible for.

The leader as midwife works with the team to establish appropriate performance goals around the work the team undertakes to achieve its' goals.

Finally the leader moves into a coaching role which continues throughout the life of the team. The team has determined its priorities and how to achieve them and is much more receptive to the leader's high-quality coaching.

In further work with J.Richard Hackman (2005), Ruth Wageman focuses on coaching as an act of leadership. They propose a theory of team coaching that "specifically and exclusively address a team's task performance processes - not members' interpersonal relationships" (p.273).

an incremental influence on self-managing behaviour (p 34).

This theory describes functions that coaching serves for a team, rather than focusing on either specific leader behaviors, or leadership styles. It also describes specific times when coaching interventions are most likely to be effective. Conditions under which team-focused coaching is most likely to facilitate performance are:

Coaching that addresses effort is motivational in character; its functions are to minimize free riding or "social loafing" and to build shared commitment to the group and its work.

Coaching that addresses performance strategy is consultative in character; its functions are to minimize mindless adoption or execution of task performance routines in uncertain or changing task environments and to foster the invention of ways of proceeding with the work that are especially well aligned with task requirements.

Coaching that addresses knowledge and skill is educational in character; its functions are to minimise suboptimal weighting of members' contributions (i.e., when the weight given to individual members' contributions is at variance with their actual talents) and to foster the development of members' knowledge and skill. (Hackman and Wageman, 2005, p. 273)

Paul Suff and Peter Reilly (2006) argue that as a team gains autonomy it is more likely to take on managerial functions and the manager/leader is freed up to:

- Facilitate the transition to self-managing teams
- Administer team reviews
- Counsel and guide teams on any team related issues
- Educate and train team leaders
- Provide recruitment process support (p.21)

The hero-leader model is dead according to Craig Pearce and Charles Manz (2005). They assert that the notion that a single leader can know everything that is necessary to lead all aspects of the work process is unrealistic in contemporary knowledge-based, dynamic and complex team environments. These environments rely on the capabilities of the whole workforce to achieve optimal effectiveness and competitiveness. Shared leadership models empower all organisational members with key knowledge to contribute, resulting in more effective decision making.

In contrast to the traditional approach to leadership development, they argue that:

Followers should also be included in leadership development efforts in order to prepare them to exercise responsible self-leadership and to effectively utilize shared leadership. This need is especially important in the case of team-based knowledge work (p.130).

They describe knowledge work as being less highly structured than manufacturing with less well-defined problems and solutions that require the intellectual capital of skilled professionals.

Similarly Graen and Uhl-Bien, believe that individuals can contribute significantly to knowledge work by “determining the design of the task and how it will be accomplished” (p.26). A leader, who is technically able, and otherwise successful, may refuse to “encourage self- and shared leadership in favour of his or her tried and true authoritarian rule” (p.26). This results in lost opportunity for innovation and creativity for the team and the organisation. Graen and Uhl-Bien cite the challenges faced when team members may appear to successfully adopt self and/or shared leadership, but actually work at odds with overarching organisational objectives. Similarly workers may lack the requisite knowledge, skills and abilities for their tasks. Finally they argue that in order to foster self- and shared leadership, there must be a willingness from leaders to foster self-leadership in others and a willingness to share leadership influence throughout the system (Graen and Uhl-Bien, 1991).

Henry Sims and Charles Manz (1995) describe the very real fear of loss of job, status and seniority by those who enjoy the privilege of a leadership role. When leaders are expected to share their knowledge and experience with others, their own roles will be re-defined and in some cases dis-established. They described a “delaying” of managers and supervisors that happened with the introduction of self-managing teams.

According to Vanessa Druskat and Jane Wheeler (2004) external leaders frequently find themselves:

“squarely in the middle of a managerial no-man’s land”. Druskat & Wheeler (2004, p.66)

They argue that this is largely due to the demands placed on the external leader as they constantly guide and develop their teams to increasing independence. Even a team that manages its own work with autonomy needs a formal leader who is accountable for the group’s performance, managing the boundary between the team and the wider organisation through social and political awareness and an ability to build team trust. As these behaviours are successfully adopted by the team, the external leader is freed up to take on other responsibilities in the organisation including the responsibility for more teams.

Druskat & Wheeler describe the leadership activities and behaviours needed to build the foundation for team empowerment as:

- Relating - being socially and politically aware, building team trust and caring for team members.
- Scouting - seeking information from managers, peers and specialists; diagnosing member behaviour; and investigating problems systematically.
- Persuading - obtaining external support, influencing the team.

Esther Derby (2013) describes the delicate balance the leader must achieve with their team in order to achieve self-management. Leaders must make a skilful assessment of the capabilities and needs of each team. Derby believes that all teams can be empowered to manage their own work, team membership, monitor their own progress and determine their own direction within the organisation. She asserts that leaders can help teams take responsibility for managing their own work by refraining from continually asking about progress and from piling on more tasks. If team members aren't yet able to plan and monitor their own work, they need coaching to help them identify and break down tasks into manageable steps.

Lastly Derby warns against over-loading teams with work that is not related to their core business because team members have been employed for their expertise in a specific area and that is where their passion lies. Her research suggests that the balance of 'management' to 'technical' tasks should not exceed fifty percent – anymore and team members will rebel.

The use of positional authority is what differentiates between traditional leaders and self-managing team leaders according to Ron Armstrong (2005). Traditional leaders function outside of their subordinate work group and use positional authority to provide instruction, conduct communication, develop action plans and give orders on what is to be accomplished. Leaders of self-managing teams move inside their team to lead and facilitate, and their authority comes from their ability to communicate with their teams,

In effect, the team leader becomes accountable to the team for his or her leadership performance. The team leader's orientation is toward meeting the needs and requirements of team members and that of the organisation. Their focus is on how to create a working environment where team members are willing to exert themselves to meet their own and the team's goals.

Gary Hamel (2011) refers to the self-managing workplace as a "socially dense marketplace" that encourages "relationships rather than transactions" (pp.58, 59).

Hamel describes the advantages of self- management as being:

- Lower costs
- More collegiality
- Greater initiative
- Higher loyalty
- Deeper expertise
- Better decisions
- Increased flexibility

He points out that employees who have always worked in a hierarchical organisation, may find it difficult to adjust to self-management. It may also take longer to induct new employees into the team and the organisation, issues that need to be considered during recruitment and selection processes.

Furthermore, Hamel recommends that there need to be zero tolerance for team members who don't deliver or contribute to the work of the team otherwise, "self-management can become a conspiracy of mediocrity" (p.58).

Workers can experience freedom with responsibility when certain conditions are provided and expectations set. These are:

- Providing clear targets and transparent data
- Accountability for spending,
- Conflict resolution and due process
- Peer review and challenge process
- Elected compensation committees (pp. 55-56)

Team decision-making can be a collective process but relies on creating conditions that support this approach. Jan de Leede, André Nijhof and Olaf Fisscher (1999) describe the need for a collective mind that allows teams to act in a joint and responsible way.

Scanning the environment



Placement 1 – ThinkPlace

In the first part of this programme, I undertook a week long placement at ThinkPlace, a strategic design consultancy with offices in Canberra and Wellington.

ThinkPlace draw on a range of design thinking and user-centred design approaches and apply them to service design initiatives, strategy development and organisational design. The tools and approaches used are not unique to ThinkPlace but the team has considerable experience in the public sector and this creates genuine understanding of public service cultures and agencies.



Figure 1: ThinkPlace project space, Canberra

Three projects were underway and at different stages in their life-cycle, allowing me to observe some early stage information gathering, user testing, prototyping and co-creation, based on the following principles:

Framing - clarifying the problem and the intent. It involves surfacing assumptions and constraints, conversations and idea structuring to arrive at precise intent statements so all stakeholders and participants have a shared understanding of what the initiative is meant to achieve. Information design is used to produce visual and succinct representations of the problem.

Exploring - understanding the context. It includes gathering and making sense of intelligence from multiple sources, gathering people's insights through immersive research, modelling these insights into usable descriptive frameworks and mapping the current landscape.

Innovating - creating possibilities and options. It includes generating models and criteria for possible futures, whether at a strategy, service or organisational capability level. It involves concepts for the interventions required to achieve the desired future state.

Evaluating - defining evaluation criteria based on the potential for success. We search for the ideas that are likely to achieve the desired user experience, and we develop and shape those ideas so that they are viable (business) and possible (technical).

Defining - proposing the way forward. This final phase commits to action by identifying what has to be done, who has to do it and a timeframe for completion.

Observations and reflections

Solution Diagrams are visual tools that explain and communicate concepts and solutions. Vijay Kumar (2012) explains that:

Diagrams can effectively clarify structural relationships, describe processes, show how value flows through the system, show how the system evolves over time, map interactions between components, or work with other similar aspects of the system. (Pg 267)

ThinkPlace designers use diagrams to generate, illustrate and improve solutions. The skill lies in selecting the appropriate diagrammatic tool for the situation and solution required and then constructing a diagram that readily explains the solution to the user group. It is often necessary to support the diagram with some form of narrative. Participants can be introduced to the map via a series of exercises and then left to interact with it with minimal further information.

“Map could help with scenario planning...could help you to see something radical” *Session participant*

Analysis workshops are used to sort, cluster and organise data and to look for patterns and insights from that data. They can be used after the presentation of a diagram or prototype map. During these workshops, data is re-presented in a format that allows participants to actively engage with the research, to share ideas and insights and to cluster these ideas around themes. Project spaces with vertical and horizontal surfaces such as whiteboards, pin-boards and tables along with post-it notes, pens and paper allow the project team to add new ideas and insights. Filming participants as they interact with the prototype map allows designers to review the session and look for mismatches between actions, body language and responses.

User personas are created by first identifying potential users of the innovation, then creating a list of attributes for them. After choosing a manageable number of user types from this list, a combination of the attributes for each user type is used to create personas. Finally a visual profile, usually an illustration, is created for each persona. Personas are a tool for creating empathy with a user group.

Concept prototypes are a quick and imperfect approach to giving an idea physical form encourages a different type of interaction with the idea. Feedback is incorporated into the next iteration of the prototype. During a prototyping workshop, participants look for patterns and insights from the information gathered previously, clustering these insights around themes. Solutions are framed and explored through prototyping and the process can be captured using a conversation tracking tool.

“Users should be at the centre of the map...”

Session participant

Placement 2 - PESA tour USA

In September 2014, I participated in a Performance Excellence Study Awards (PESA) tour of the United States along with two colleagues from Otago Polytechnic, one representative from the Southern District Health Board and one from the Westland Milk Company. The tour was led by Errol Slyfield of Business Excellence New Zealand, and we visited Baldrige Performance Excellence Award recipients across four American states. Business Excellence New Zealand is licensed by ASQ Baldrige to translate and distribute the Baldrige Excellence Framework in New Zealand.

The Baldrige Excellence Framework and its Criteria for Performance Excellence has been in existence since the mid-1980s when U.S. leaders decided that American companies needed to focus on quality in order to compete in an ever-expanding and demanding global market.

The programme:

- Develops and disseminates evaluation criteria
- Manages the Malcolm Baldrige National Quality Award
- Promotes performance excellence
- Provides global leadership in the learning and sharing of successful strategies and performance practices, principles, and methodologies

The programme is a public-private partnership dedicated to improving the performance of U.S. organisations by:

- Helping them achieve best-in-class levels of performance
- Identifying and recognising role-model organisations
- Identifying and sharing best management practices, principles, and strategies

In 2015–2016 Baldrige placed additional focus on managing and leading all the components of an organisation as a unified whole as well as managing change and dealing with data analytics, data integrity, and cybersecurity.

The framework is tailored to meet the needs of three sectors:

- Business and not-for-profit
- Education
- Healthcare.

Organisations who engage with the programme use an improvement and innovation framework based on seven key management areas:

Leadership, Strategy, Customers, Measurement, Analysis and Knowledge Management, Workforce, Operations and Results.

The tour took us to four previous Baldrige award winners:

- Sharp Health Care Services, San Diego, California
- The City of Coral Springs, Florida
- Pewaukee School District, Pewaukee, Wisconsin
- St. Mary's Hospital (part of SSM Healthcare), Madison, Wisconsin.

All had settled on Baldrige after trying other organisational performance excellence approaches because they felt that Baldrige gave them a competitive advantage and considers staff, customer and stakeholder needs and perspectives. In line with the Baldrige philosophy of sharing best practice, each visit allowed us to meet with management on site to learn how the framework had been implemented in their organisation. We toured a range of facilities and met with a range of staff and key stakeholders. We also visited Fairview Health Services, which operates in partnership with the University of Minnesota Academic Health Centre, Minneapolis and attended the Performance Excellence Regional Conference in Minneapolis.

Baldrige Criteria for Performance Excellence Framework



Figure 2: Baldrige Criteria for Performance Excellence Framework

Observations and reflections

Leadership

The practice of identifying leadership potential, providing development pathways for employees and then acknowledging acts of leadership, emerged as a common thread across the organisations visited. This was manifest in:

- Distribution of leadership roles and responsibilities across a leadership team referred to as having 'a strong bench'
- Provision of internal leadership training programmes plus follow up sessions
- Training for all managers on giving and receiving constructive and honest feedback

Customers

Defining who the customer is and then placing excellent customer service at the heart of the organisation's purpose was a common theme. This focus was reinforced through:

- Providing explicit behaviour standards
- Hardwiring these expected behaviours through reinforcement and performance measures
- Acknowledgment of excellent customer service
- Regular and meaningful engagement with customers using a range of methods – focus groups, surveys, newsletters, web-based information sharing etc.

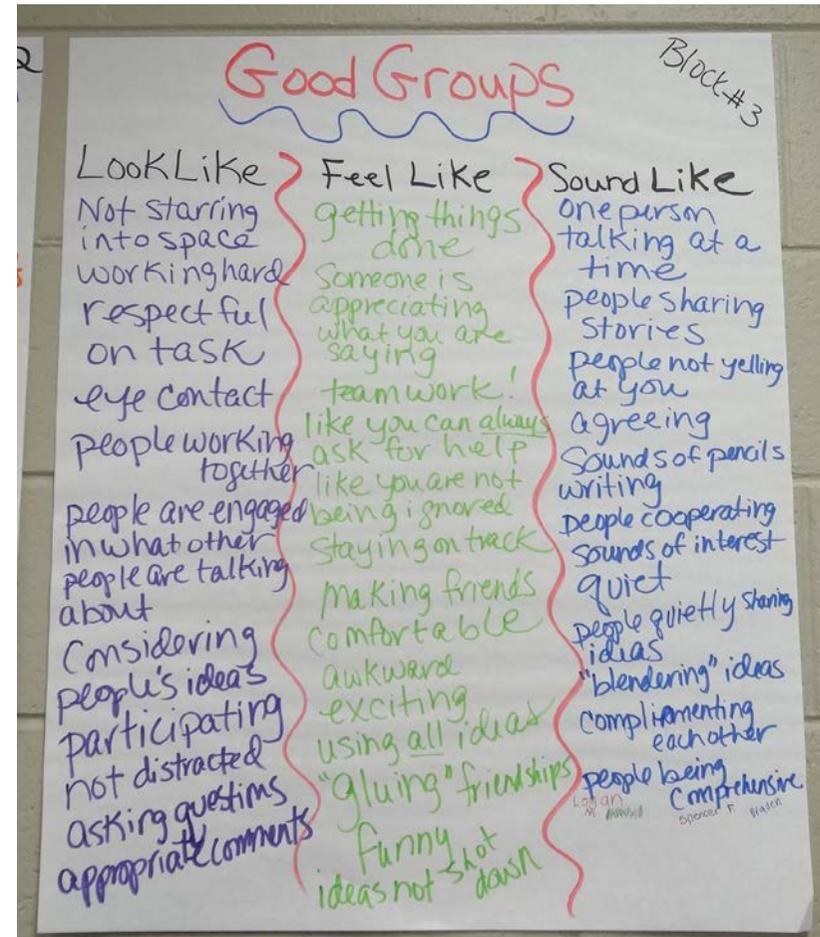


Figure 3: Classroom wall, Pewaukee School District

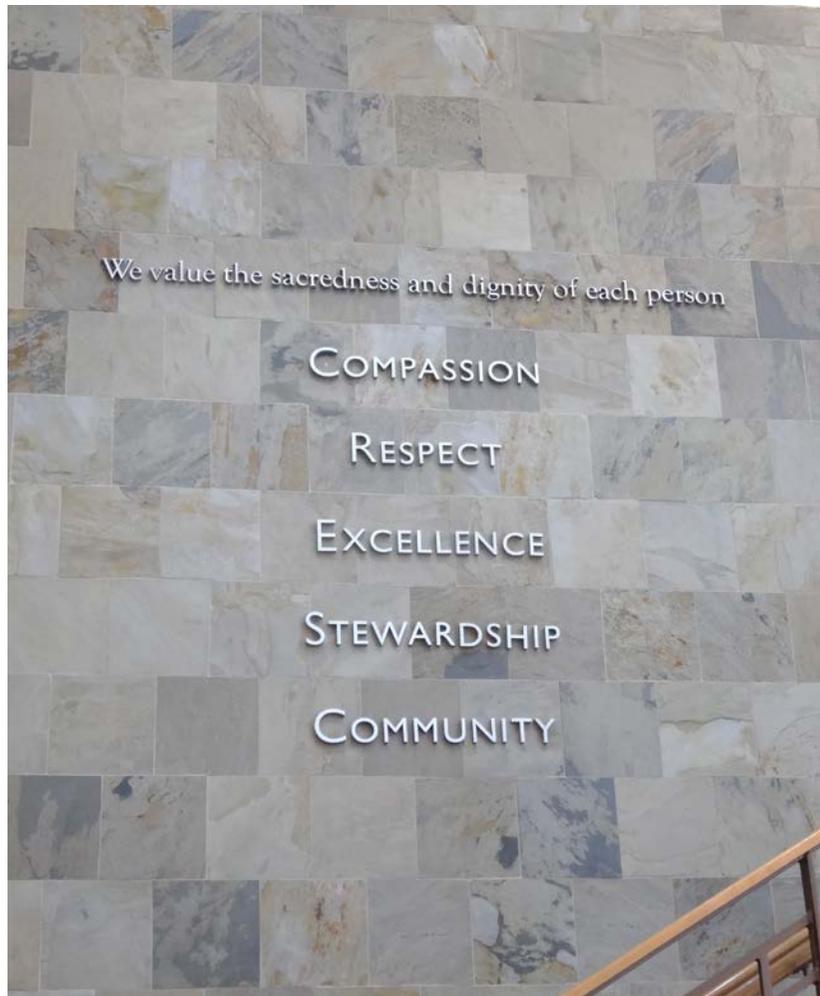


Figure 4: Main entry, SSM Healthcare, Madison, Wisconsin

Strategy and vision

Each organisation had a strong, palpable and readily-communicated mission statement that connected employees, customers and stakeholders with its goals and purpose. This was done through:

- Co-creation approaches to the articulation of a common mission statement
- Socializing the vision through awareness – building sessions
- Ensuring the vision and mission statement informed every aspect of the strategic plan
- Physical representations and reminders of the vision and mission statements - on walls, on pillars, in gardens
- Use of storytelling such as interviews with staff, customers, patients and students to help keep employees aligned to the vision throughout the year

“Leadership calls forth the very best from everyone in our organisations”

Sr Mary Jean Ryan, SSM Healthcare

Workforce

Every employee we questioned on our visits could not only articulate the organisation's vision, they could articulate their personal contribution to the achievement of that vision. This was a powerful embodiment of a well-integrated and communicated vision and strategic direction throughout an organisation. The following approaches had been used to facilitate this integration:

- Recruitment and selection processes that included managers and team members and screened for employees who are a 'fit' with organisational culture
- Consistent and clear messaging to employees
- Use of a sentinel event such as a patient or student complaint an opportunity for improvement rather than being used to 'blame and shame'
- "Meeting in a bag" to ensure that leaders have the tools needed to ensure messages and new initiatives filter down in a consistent way to employees at all levels of the organisation.

Recognition and rewards in these organisations are integrally linked to core values and typically based on identification of opportunities for improvement, whether it be improving patient safety, student achievement, workflow or systems. Recognition took the form of personal thank you notes and vouchers to staff awards with team members using pre-agreed criteria to propose candidates for awards along with a rationale for their choice.

"Being more systematic, has allowed us to be more innovative"

JoAnn Sternke, Superintendent, Pewaukee School District

Operations

A focus on efficient and appropriate work processes and systems with regular evaluation and improvement allowed each organisation to prioritise important work. This reduced waste of both physical and human resources allowing employees to focus their efforts in a more productive way and to deliver value to the end-user. Adapting Baldrige to their educational context, Pewaukee School District leaders re-presented strategic priorities to teachers in a way that appealed to their passion for, and commitment to quality education. Achieving operational efficiencies across all aspects of school operations meant that savings were directed towards resources that directly benefit students. Having good systems in place reduced time spent on re-work and freed up staff to innovate and improve.

Results

Amongst the benefits of gathering data and recording progress is the ability to measure and make corrections in a timely way and also to communicate results widely.

Every performance indicator has improved at Pewaukee School District since adopting the Baldrige framework and while the team acknowledge Baldrige is “not the only factor, it is the organising factor”. Decisions are now data-driven rather than based on “gut and heart”. Educators appreciate the research-informed and best-practice driven decision-making approach.

All organisations visited had adopted the practice of using visual data walls to breakdown results and communicate progress against their goals. These data walls were adapted for each context.

Benchmarking by sector and sharing of best practice are critical components of Baldrige with visits, conferences and the examination programme which are all opportunities to encourage and recognise excellence within the Baldrige framework.



Figure 5: Visual Management Board, SSM Healthcare, Madison Wisconsin

Design Research Methods

From human-centered research to insights

Design, and more particularly design thinking is becoming widely accepted as a contributor to the innovation process that allows modern organisations to gain a competitive advantage. Designers can help people engage with a problem or issue through the use of story-telling and visual imagery. They are used to dealing with uncertainty, thrive on experimentation, learn from failure and have confidence in a process that allows them to manage uncertainty.

Design thinking draws on human or user-centered research methods that grew out of Stanford University's IDEO School and earlier management-based methods pioneered by researchers such as Jay Doblin and Michael Porter. IDEO describe design thinking as "a system of overlapping spaces rather than a sequence of orderly steps" (ideo.com). Proponents of design thinking derive inspiration from a problem or opportunity and use ideation to generate, develop and test ideas that provide a solution to meets the user's needs.

IDEO employ a wide range of collaborative tools and methods such as stakeholder maps, customer journey maps, personas, storyboards, service prototypes and service blueprints that allow the researcher gain inspiration from first-hand exposure to users, frame opportunity areas based on insights gained and generate solutions through user feedback.

Modern organisations are faced with large amounts of data but as Peter Coughlan and Ilya Prokopoff (2006) explain, this data is usually stripped of the emotional content which "forms the basis of the most compelling change initiatives" (p 190), describing data that is captured from everyday reality as opposed to a satisfaction survey. Like IDEO, they propose the use of user or human-centred frameworks that allow designers to deal with systems-level problems in a holistic way. Rather than the usual approach of defining the

problem and proposing a solution, organisations are encouraged to use simple, low risk rapid prototyping before finally committing to a solution. Prototyping tools include physical prototypes of product or environments, enactments of processes and service experiences and the internal infrastructure and business plans required to deliver them. Coughlan and Prokopoff argue that the application of these easily learnt tools to a business environment drives innovation by allowing businesses to envision and realise futures that are desirable and viable.

Similarly Tim Ogilvie and Jeanne Liedtka (2011) advocate for greater application of design tools to business challenges. They believe that making the vocabulary of design more accessible and relevant to non-designers will allow them to more readily work with design thinking tools and apply them to their business challenges alongside other problem-solving approaches.

According to Ogilvie and Liedtka, In order for managers to think more like designers they must understand and embrace three key concepts:

Empathy - truly understanding their customers likes, dislikes, needs and wants

Invention - being able to create new futures without allowing real or imagined constraints to limit the possibilities

Iteration - being prepared to experiment and arrive at concepts for prototyping with users as opposed arriving at solutions with no user input

Ogilvie and Liedtka demystify the process of ideation and co-creation by basing their process on four simple questions: "What is? What if? What wows? What works?" (Ogilvie & Liedtka, 2011).

Birgit Mager and David Sung (2011) describe “a continuous shift from the design of the tangible world to the world of interactions, moving from interaction to experience and then from experience to services” (p.1). They explain that the use of visualisation tools allow service designers to describe and propose solutions that do not yet exist.

Vijay Kumar (2013) proposes a structured innovation process based on seven modes: Sense Intent, Know Context, Know People, Frame Insights, Explore Concepts, Frame Solutions, and Realize Offerings. Under each mode, Kumar lists a range of appropriate design methods and tools drawn from his own and other researcher’s experience.

This innovation process can be mastered and practised systematically throughout an organisation. The process moves between abstract and concrete, understanding and making usually in a non-linear and iterative manner involving research, testing, prototyping and refining in response to user feedback.

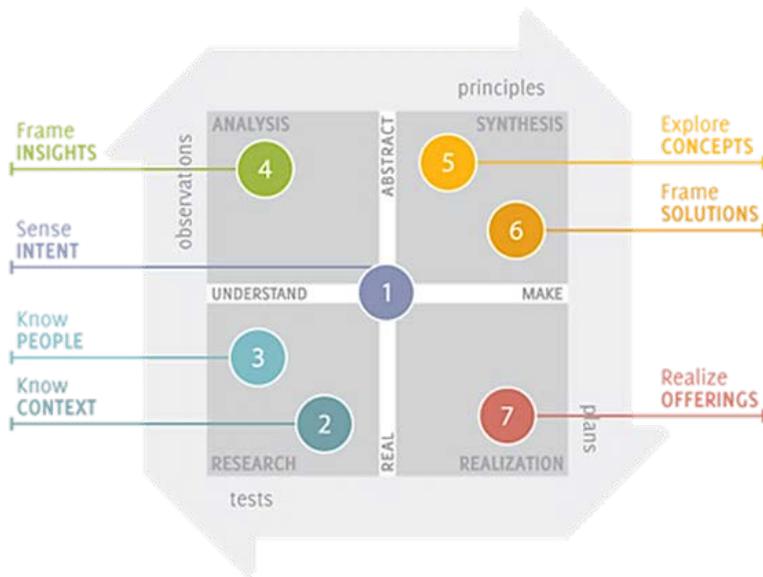


Figure 6: Kumar’s Design Innovation Framework (2013)

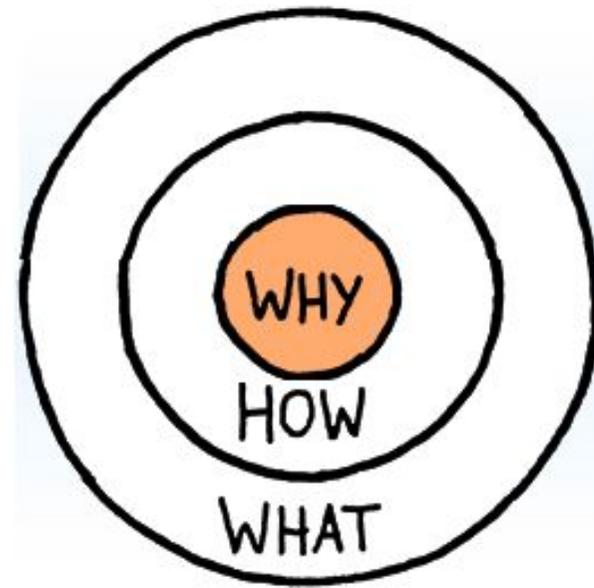


Figure 7: Sinek’s Golden Circle model (2013)

Simon Sinek (2013) is the author responsible model known as The Golden Circle. Sinek’s model is based on the premise that the biology, rather than psychology of the brain, can help us to understand what drives human behaviour and decision-making. The neocortex in the human brain controls rational thoughts, consciousness, and language and is represented by the ‘what’ and ‘how’ in the model. The limbic system controls feelings, emotions, and value judgements and is represented in the model by the ‘why’. Sinek argues that most organisations have a good grasp of what they do and how they do it but not many truly understand their ‘why’. When an organisation communicates from the inside out, starting with the ‘why’, it can connect directly with the emotions that drive human behaviour. This allows an individual to make rational sense of the tangible aspects of the message, and be inspired to act.

Jakob Schneider and Marc Stickdorn and (2011) also apply user-centred design approaches to service design thinking adding co-creation to ensure all users are included in the process. They use sequencing to visualise services as inter-related actions, evidencing to make them tangible and finally consider the whole service environment in a holistic way. Users expect a service to be an integrated experience rather than a series of service components. This was reinforced during the PESA tour where Coral Springs city leaders understood that their citizens didn't differentiate between city roads and state roads, but treated the roading network as one system. Citizens enquiring at city hall, expect a "one-stop shop" experience. In the same way, users of the self-managing team implementation - both formal leaders and staff - expect a well-designed, seamless, implementation experience.

Schneider and Stickdorn use a four step process involving:

Exploration – understanding the culture and organisation from the perspective of customer, identifying the real design problem and visualising findings.

Creation – gathering insights, co-creating and exploring potential mistakes. This stage involves everyone who is part of the service experience.

Reflection – working with users to visualise concepts, create and test prototypes. Experiences are more challenging to prototype and frequently call on theatre props, scenery and role-playing techniques.

Implementation – this step involves working with the same users to develop deliverables and artefacts needed to communicate the new service, as well as considering the change management required.



Figure 8: Stock image – Service design mapping

Project methodology

scan >

Scanning the institutional context and wider environment through research, a placement and study tour

sort >

Engaging with users, recording their experiences and sorting by theme

explore >

Using mapping to explore options and generate concepts

co-create >

Co-creating a solution prototype with the user that meets their needs and those of the organisation

A range of current user-centred research methods as represented in Figure 10 have influenced the methodology applied to this project:

My process	IDEO	Kumar	Ogilvie & Liedtka	Sinek	Stickdorn & Schneider
Scanning and understanding the environment	Inspiration	Sense intent	What is?	Why?	Exploration
Information gathering and sorting		Know context			
		Know people			
Exploring opportunities	Ideation	Frame insights	What if?	How?	Creation
		Explore concepts			
Co-creating a solution prototype		Frame solutions	What wows?	What?	Reflection
	Implementation	Realise offerings	What works?		
					Implementation

Figure 10: Comparison of design research methods

Scanning and understanding the environment - based on my own and my peers experience of leading a team to self-management, along with the placement experience and study tour. A literature review of publications looking at the role of leadership and ongoing development of self-managing teams gave a wider context.

Information gathering and sorting - using a set of seven questions as interview prompts, twenty-seven formal leaders in the institution, excluding the senior leadership team, were invited to participate. Twelve formal leaders, 7 heads of school (n = 12) and 5 service area leaders (n = 15) with teams varying in size from 6-63 FTEs (full time equivalent staff) and 1-6

teams agreed to participate. Insights from these interviews were gathered, sorted and clustered to identify themes and evaluated for concept generation. Teams exhibited variation in size, complexity and culture.

Exploring opportunities - users were invited to imagine different futures with the help of mapping and storytelling tools, generating concepts from the insights gained through an ideation session.

Co-creating a solution – used mapping to illustrate structures, relationships and value flows in a visual format, and co-create a solution prototype to address the needs of the user and the organisation.

An organisational response



Figure 11: Self-Leading Team Resource Kit, Otago Polytechnic, April 2015

At the start of 2014, Otago Polytechnic surveyed 380 staff to gauge progress on the implementation of self-managing teams. Findings from this survey are grouped into three categories:

Team Design - understanding of the self-managing team concept was high as was variability within teams across the organisation.

- Understanding of what the organisation is trying to achieve with self-managing teams was rated lower than understanding the concept.
- A lower rating than expected around people knowing what teams they belonged to.
- A lack of understanding of what self-managing teams mean in practice around roles, responsibilities, accountabilities and authorities.
- Team performance planning was less widely adopted than expected.
- The involvement of teams in the budget setting, management and recruitment functions were the lowest *ranking categories.

Team Functionality - most variability existed in this area indicating:

- A clear need to provide more support in the areas of managing conflict and holding others to account.

Support for Self Managing Teams - the data indicated a need for tailored support for teams in most need and for formal leaders to continue to support and coach their teams to become self-managing.

As a result of this survey, senior leaders identified the following actions:

- A Self Managing Team pathway document that provided a more detailed rationale for the concept
- A development programme and resource kit to reinforce behaviours that support a self-managing team approach.

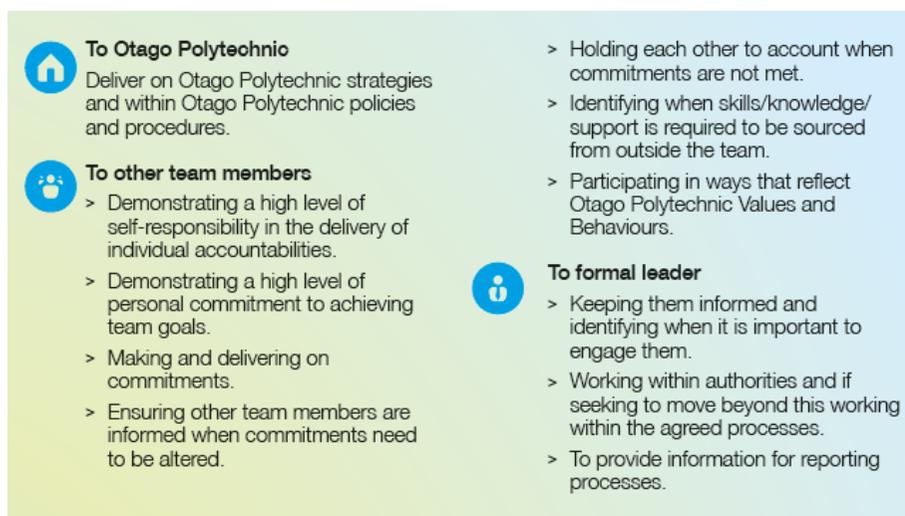


- Tailored mentoring programmes, development workshops, behaviour coaching, visitor's programme, access to organisational cases studies and an enhanced resource area on the intranet page.

A self-managing team resource kit that provided clearer messaging around the purpose of changing to self-managing teams was developed in mid-2014 and updated in 2015 to reflect the change in emphasis from self-managing to self-leading teams. This toolkit was provided more than two years after the concept was first introduced to formal leaders.

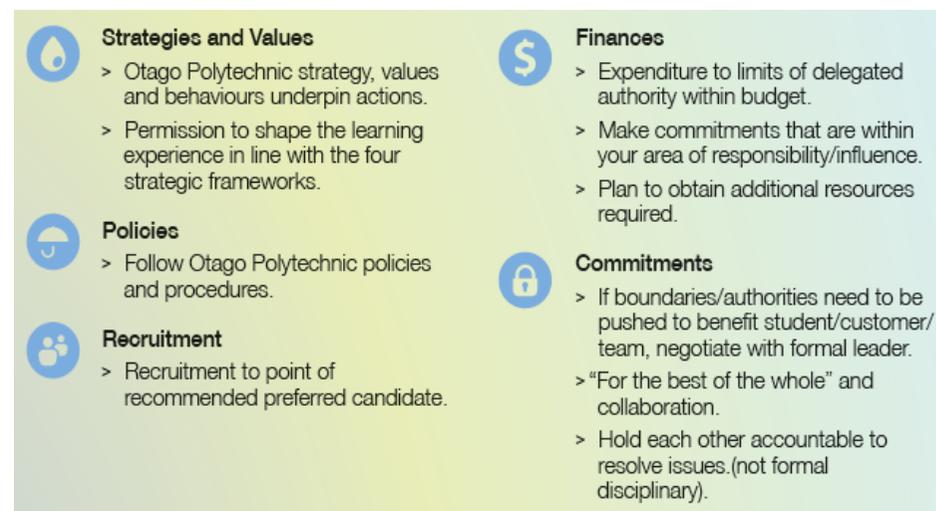
Connections between self-leading teams and organisational systems, processes and priorities are outlined in the resource kit, as are support processes for teams and answers to frequently asked questions. For formal leaders, the resource kit offered some much needed support and validation, presenting concepts, structures and strategies in a more visual and readily referenced format however the concepts and ideas in the toolkit were still aspirational rather than a detailed 'how to' guide.

Accountabilities are clearly described at institutional, team and formal leader level:



Authorities to shape student and customer experiences were based on the following principles:

The toolkit set out the rationale, benefits of self-managing or self-leading teams. It listed authorities, accountabilities and activities from institutional, team member and formal leader perspectives.



Figures 13 &14: Self-leading team authorities, accountabilities and activities diagram, Self-Leading Team Resource Kit, 2014

Activities that support accountabilities and authorities are described as high-level concepts, and left to each team and their formal leader to operationalise.

Although a professional development programme for all staff was outlined in the resource kit and subsequently implemented, the resource kit didn't actually provide any tools for the formal leader or the teams themselves!

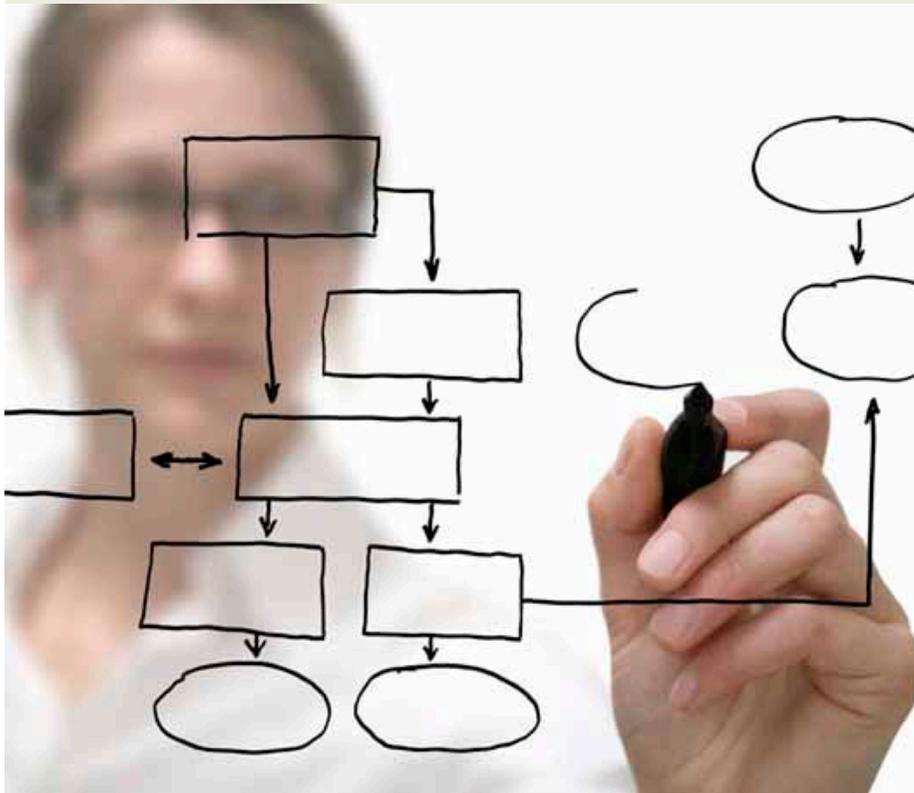
With very little in the way of an operational roadmap from aspirational goals to implementation, formal leaders have developed approaches and strategies that support self-management and self-leadership within their teams. But these approaches and strategies have not been captured or shared within the institution.

I saw an opportunity to apply user-centred design methods to draw on this collective knowledge and co-create guidelines that supported emergent leadership.



Figure 15: Self-leading team authorities, accountabilities and activities diagram, Self-Leading Team Resource Kit, 2014

Findings: The role of leadership in the implementation of self-managing teams



This section discusses the role of leadership in the implementation of self-managing teams at Otago Polytechnic.

Reflective interviews and user testing was conducted in mid-2015 with twelve formal leaders in the organisation. Through this process, a collective experience of leadership development to emerge. Seven heads of school and five service area leaders with teams ranging in size from 6 - 63 full-time equivalent staff. Leaders had overall responsibility for as few as one and as many as five teams. The challenges, approaches and strategies used by these formal leaders to build trust, understanding and confidence in the purpose and implementation of self-managing teams have been collated and sorted into thematic groups. The skills required to develop self-leadership in others as well as the adjustments required in terms of personal leadership style to achieve this goal are revealed through this reflective approach.

What mentoring and coaching tactics proved most effective and how did formal leaders provide the resources, social knowledge and skills regarded by Sims and Manz (1995) as essential for the transition to autonomy?

Subsequent user testing with a sample from the formal leaders group reveals further insights into the changing culture of self-leadership almost one year after the interviews were conducted.

What new challenges are leaders and teams facing and how can these be addressed to ensure momentum, confidence and commitment in self-leading teams is not lost?

What is a self-managing team?

Teams need a clear rationale for the self-managing concept. They wanted to understand why they needed to become self-managing and how the concept connected to the 'big picture', the organisations strategic priorities and direction.

They needed to have institutional messages broken down into meaningful examples and practical guides and most importantly they needed to know how they and their students would benefit from the change?

The institution required all teams to develop a team performance plan that could be used as a living, guiding charter. In order to develop this plan, teams needed to be able to think and act as a team with common goals rather than a group of individuals. The process of developing a team charter, vision or mission statement can be a starting point for collaboration and a platform for decision-making that is aligned with wider institutional frameworks.

Ideally the team performance plan identifies roles and responsibilities for individuals that are then transferred to individual performance plans reinforcing a seamless alignment with the institution's vision and goals.

In practice, formal leaders encountered behaviours that were counter-productive to this process. Some individuals struggled with the concept of

'the greater good', focusing instead on their own needs rather than those of the team.

One formal leader reported a noticeable change of attitude and a resistance to taking responsibility for decision making as soon as the term self-managing was applied to the team.

Some teams felt they were already self-managing and autonomous and were confused as to how or why change was needed. These teams and their formal leaders found it difficult to know where they sat on the spectrum of self-management at Otago Polytechnic. Many had achieved consistently good results in the annual Work Environment Survey which tends to be an indicator of a well-functioning team. They were autonomous and had good systems and solutions for sharing information and responsibilities.

One formal leader described their role as:

“establishing clarity of purpose, shared language, and harnessing the efforts of everyone in the team to deliver”

Formal leader, Otago Polytechnic

Developing behaviours that supported autonomous decision making

Teams needed to have a sense of autonomy and an understanding of the limits of that autonomy. All teams wanted to be clear about what they could self-manage and when they needed permission or could ask for help.

With autonomy comes responsibility and formal leaders described a number of scenarios they had encountered with their teams. Some individuals tried to use their autonomy to subvert the system in an effort to achieve a result that benefitted the individual or the team. Others took on a task as part of their contribution to the team and didn't complete the task whereas others chose to not to take on any team tasks or responsibilities. In some cases team members didn't support an initiative and actively undermined efforts to achieve a task.

Challenging these behaviours proved difficult for all teams but not addressing them allows low performers to hide and can lead to covert resentment within the team or a "conspiracy of mediocrity" as described by Hamel (2011, p.58). Formal leaders continue to work with their teams on how best to address non-performance and the institution has developed a programme called Courageous Conversations to develop a culture of accountability. Self-awareness training has helped build an understanding of how to accommodate for and build on diversity within a team.

Formal leaders had all focused on developing simple processes that allowed them to "liberate the desired behaviours rather than get in the way of it". Examples given included guidelines for team meetings and creating systems that simplified budget tracking. All teams appeared to need quite targeted support around decision-making.

Mixed messages from the institution were interpreted and filtered by the formal leader in order to maintain the self-management focus with their teams. While generally accepting this incongruence, leaders nevertheless found the level of reporting, checking, evaluating and auditing difficult to reconcile with a self-managing team environment.

Some teams wanted freedom without responsibility. Self-management was seen as taking on extra work that may have previously been undertaken by others and there is some logic in this. As the role of the formal leader changes to that of coaching and mentoring rather than doing for others, all staff are expected to play a more active role in decisions that affect their work. Examples include recruitment and selection. Previously the responsibility of the formal leader, in a self-managing team environment all team members would be expected to have input into this process provided they have had the appropriate training. Involvement in preparing and monitoring budgets now typically involves the whole team.

Formal leaders developed strategies to support the teams to share their work and to deal with resistance from individuals. Most teams welcomed less management and more autonomy provided the benefits were clear and the work was shared fairly and transparently. Once individuals started performing in their teams it became easier for their team leaders to encourage them to apply for promotion and for formal leaders to support the application. The annual staff awards are another way to acknowledge excellence in certain areas. Teams have become more involved in selecting nominees from amongst their teams and the process works well provided the criteria for the awards are clearly explained.

Creating the conditions that support self-managing behaviours.

Team design, including the roles and responsibilities of those in the team proved a challenging area for most of the formal leaders interviewed.

In all but two situations, teams were already formed and had established ways of working, communicating and sharing roles and responsibilities. While teams may have considered themselves self-managing, they typically managed only parts of their work. They had less access to information, less input into decision-making and were less likely to rely on all members of the team to achieve team goals than they would in a self-managing team environment.

In some teams, leaders have had to focus their efforts on stripping away years of disempowerment to build self-awareness and confidence in their staff. Facilitated self-awareness training for teams using personality mapping techniques like Belbin and Get Dotted have been used by most teams. Encouraging all team members to contribute equally to decision-making has meant learning to deal with dominant and unwelcome behaviours as well as learning techniques that allow quiet team members to express their ideas and opinions.

Developing leadership skills in others demands that formal leaders learn to 'let go of the reins' and model strategies that developed supported problem-solving and decision making skills. Leaders supported individuals and teams to trust in their own experience and decision-making skills by adopting strategies such as asking for options and recommendations on how to proceed and only then giving feedback. Formal leaders of large teams found it impossible to maintain regular contact with each individual staff member. Instead they chose to spend focused time meeting with team leaders, sharing information and modelling self-management approaches with the expectations that team leaders would then model the same behaviours with

their teams. New team leaders were mentored into the role and one formal leader attended team meetings with the new team leader for a term.

These strategies created a support network for team leaders but some formal leaders felt they lost contact with their wider teams and the decisions that were being made in their school or college. To counter this they set up strategies to ensure good communication was maintained including regular reporting in team leader meetings.

Formal leaders of small teams, typically service area teams, could more easily maintain contact with all team members either through individual meetings or by running the team meeting.

All leaders talked about the importance of giving their staff access to relevant data and information needed for decision-making. Strategies included either removing barriers to access or reinterpreting data in a more user-friendly format. This focus on transparency was a priority amongst the leaders interviewed and seen as a critical to developing a sense of trust between the formal leader and the team. Of equal importance was the leader's ability to tolerate mistakes as teams took on higher levels of decision-making. Having the freedom to take risks without fear of blame was viewed as a very important part of the journey to self-management. Teams needed to know that their formal leader would back their decisions.

“naming a group a self-managing team and structurally redesigning a group are two different things”

Paul Goodman and Uriel Haran (2009, p.5)

Evaluating progress and responding to team needs

The relationship of the formal leader with their teams has changed as the team moves closer towards effective self-management. Formal leaders with smaller teams may need to be more active in the day to day operations of the area. An example would be a Head of School with teaching responsibilities who has no choice but to ensure the team is self-managing effectively in order to get through their own work.

One formal leader of a large area, reported having a better personal relationship with team leaders and felt this was due to the fact that all roles and responsibilities had been made clearer. He felt that team leaders previously had the freedom to make decisions but didn't necessarily have access to the information they needed to make the right decisions.

In academic areas, school cultures tend to be a reflection of the industry they serve. Some formal leaders come from very hierarchical industries and have never been encouraged to contribute to decision-making. Moving from process to outcome focus took some re-training for the leader and a different set of strategies than those needed to lead a school where staff have either been self-employed or worked in small teams where decision-making is very responsive to needs.

Keeping in touch with teams in a self-managing context requires new ways of communicating progress against goals. Rather than formal leaders having to attend all meetings, especially in a larger college with multiple teams, they choose to meet with their team leaders and relied on minutes and visual management boards for regular information updates.

The focus of the formal leader's role moves from operational to overseeing. With growing confidence in their decision-making abilities and the need to seek information that informs those decisions, teams become more engaged with institutional processes and policies.

Teams and team leaders still look to their formal leaders for guidance on more complex matters but as one leader said, it is about "sitting on the side, coaching helping them to see a pathway". Another felt that teams could be too inward looking and saw herself as a "champion for her people – the person who knows when to lift an issue out and get something resolved".

Reporting around programme quality and compliance is now a team activity with the team leader ultimately responsible for ensuring completion rather than the formal leader. Formal leaders now play a supporting rather than a lead role in recruitment and selection of new staff as team leaders and members undergo training and gain confidence in this area.

The relationship of formal leaders to the wider institution has changed too as self-managing behaviours becomes more embedded. Some formal leaders have been seconded to special projects, others have added new schools to their portfolios. Predictably this has worked well when the formal leader has confidence and trust in the teams' ability to self-manage and not so well when the formal leader has maintained close oversight of team activities.

Formal leaders have looked to the wider institution for feedback on their progress. Heads of Schools have come under the guidance of a mentor from the senior leadership team and Service Leaders have a similar arrangement. Both groups meet regularly to air issues of importance, seek clarification and generally support each other. Even so, it remains difficult to get a sense of their team's progress it could be argued that there is little to be gained from comparisons, especially given the very different culture surrounding the teams. It appears that few teams perform equally well in all areas of self-management.

In some areas, teams were still forming or growing with a number of schools combining into larger colleges in late 2013. Leaders of these entities faced challenges in trying to get to understand capabilities, experiences and respective cultures of new teams. While challenging, the sudden expansion of responsibilities also forced these leaders to adopt new ways of working with their teams. Teams who experienced no change in composition often adopted self-managing behaviours more readily but this was dependent on the capabilities of team members as well the environment in which they worked. Leaders and team members who came from industries and environments which relied on hierarchical structures and approaches to decision making needed more support to adapt to the new model than those from participative environments.

One leader expressed a sense of lost opportunity to share best practice amongst formal leaders during this establishment period and missed the support of peers.

When asked to identify their most important contribution to the development of self-managing teams at Otago Polytechnic, formal leaders said:

- Trying to model autonomy with responsibility. If you make a mistake, apologise find a resolution and move on
- Empowering team leaders to deal with issues and supporting staff to solve problems with the wider organisation rather than escalating them to the formal leader
- Giving team members and team leaders the confidence to grow
- Enabling staff to see a way forward and that they are responsible and accountable for their decisions.
- Communicating, being visible, modelling open dialogue - allowing everyone to have their say

- Ensuring there is follow-through, checking that “issues raised are issues resolved”
- Encouraging team members to contribute ideas - “Don’t just come to me with a problem, come with a problem and a solution”
- Making the decision to commit to it (self-managing teams). Gave over and above to make it happen but only because felt it would move the school in a better direction



“the definition of a self-managing team is based on the group’s control over a variety of decisions”.

Goodman & Haran (2009, p.2)

In the early stages of implementation, self-managing team research was shared with formal leaders who were then expected to disseminate information and drive commitment to the self-managing team concept. In reality this culture change needed a unified institutional approach and inconsistencies were quickly identified, sometimes serving to undermine the implementation process. These observations are not meant as criticisms but merely highlight the scale of culture change expected by the institution and the need for very clear messaging and alignment of systems and processes to the messaging. Even with clear messaging, teams needed a lot of support from their formal leaders to give the self-managing team concept meaning and relevance for their context.

High level “soft skills” proved absolutely essential in the successful implementation of self-managing teams. In hindsight the organisation could have drawn on the skills of formal leaders specialising in fields that develop those skills to an advanced level. In reality, formal leaders had limited experience of leading organisational change of this magnitude and team members had even less experience of being part of such change.

Organisational change relies not only on a strong rationale but also on clear boundaries or spheres of influence, defined by the Oxford Dictionary as meaning “a field or area in which an individual or organisation has power to affect events and developments”. With those spheres of influence established, formal leaders needed to learn how to share information and distribute some of their functions while simultaneously developing capabilities in others to undertake the work and maintaining a high trust environment. One of the most challenging leadership functions and one that absolutely had to be addressed within teams as well as by formal leaders was dealing with non-performance. In reality many teams simply avoided addressing non-performance within the team because it was too uncomfortable. They were either ill-prepared for the conversation needed, couldn’t adequately rationalise the need for the conversation or both.



User Testing

In March 2016 a sample from the formal leaders group were invited to respond to collated responses from the reflective interviews conducted in 2015. They added the following additional comments:

Team design and support

- Team structure needs to be able to adapt to change
- Clarity around difference between team leaders/programme leaders/academic coordinators
- Role descriptions need to be updated to fit the new self-managing team process e.g. programme managers become team leaders. Need a Human Resources template that is available to all schools prior to the role occurring
- Now that the self-managing teams are bedded in, we are finding where institutional processes and policies are causing friction e.g. Team Performance Plan, Individual Performance Plan and Individual Development Plan timing. We need authority to vet processes that work for best for us
- Systems and processes not moving as fast as teams – need lots more thinking on role definitions and rewards

- Role of self-leading team forum: Info is largely a repeat of Head of School meeting – needs to be a sharing time.

Formal leaders changing role:

- We are less visible to staff – staff might wonder what we do all day
- Teams working more independently - Head of College free to work on strategy. Are we asking too much of team leaders?
- Opportunities for formal leaders to get coaching/mentoring from each other, but also access ‘experts’ for discussion/reflection
- Having self-managing teams running and getting the “right people” into the right places has created space to become more involved in institutional and external projects. Need better linking to relevant Leadership Team members re these projects.
- Getting teams working well means formal leader becomes more strategy focused and less compliance-focused

New Solution Landscape

E5 Emergent leadership model: Empowering and enabling leadership

My research has revealed that all twelve formal leaders experienced very similar challenges in supporting leadership development in their teams. The application of a user-centred design approach has led to a new model (see Figure 17) and a set of practical guidelines in the form of a toolkit (see Figures 18, 19 and 20) for use in leadership development. Both are based on five impact areas:

- Engage:** Helping the team to understand the rationale for self-management/leadership.
- Envision:** Using visual tools and storytelling such as case studies and real examples to help teams connect concepts to their daily reality.
- Enable:** Developing behaviours that supported autonomous decision making with responsibility. Sharing information and creating a high-trust environment where mistakes are seen as a learning opportunity.
- Environment:** Creating the conditions that support self-managing behaviours. Considering team design, roles and responsibilities.
- Evaluate:** Evaluating progress and responding to team needs, understanding that as self-managing teams mature and gain confidence in their ability to self-manage, they will require support and information that supports their new-found autonomy. As teams become more engaged with decision-making they

will become more aware and critical of organisational systems, policies and processes.

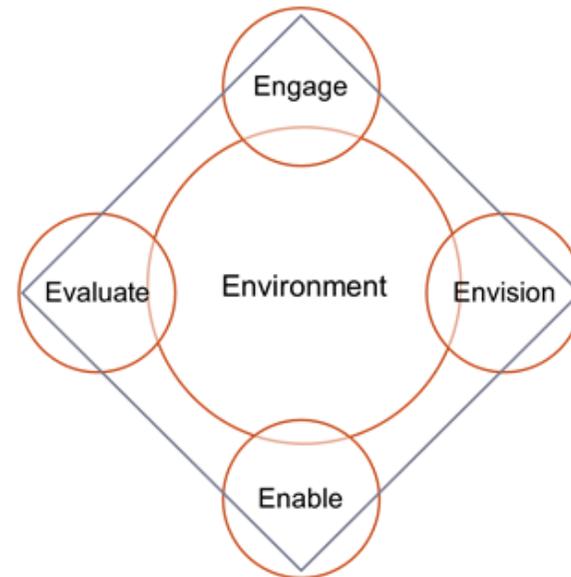


Figure 17: E5 Emergent leadership model

ENVIRONMENT

Leadership means creating an environment that encourages and supports freedom with responsibility

Teams and individuals feel safe to participate in decision-making when certain conditions are met - support transparency, trust, accountability, recognition and acknowledgement.

Activities and prompts

Letting people know you trust them, you're there for them, you've got their back

Saying thank you and being specific why

Model behaviours that you want to see in others: If you make a mistake, admit it, apologise and find a resolution

Share information in a visible way where appropriate

Create spaces that reflect open-ness

Communicate '7 times, 7 ways' to ensure information gets through

Accept incongruence but don't use it as an excuse

EVALUATE

Leadership means expecting and encouraging learning by doing and reflecting.

Self-reflection is critical to working effectively in a team. Evaluation leads to shared, robust decision-making. Values match what gets rewarded, what gets rewarded gets repeated.

Activities and prompts

Performance review process should be built upon regular conversations that allow concerns and issues to be addressed, expectations and goals to be discussed. No surprises at end of year

Be clear about basic expectations first and clarify how expectation are linked to rewards.

Trust goes hand in hand with accountability - have honest conversations with staff who don't contribute as agreed

Agree on transparent nomination and selection process for staff awards.

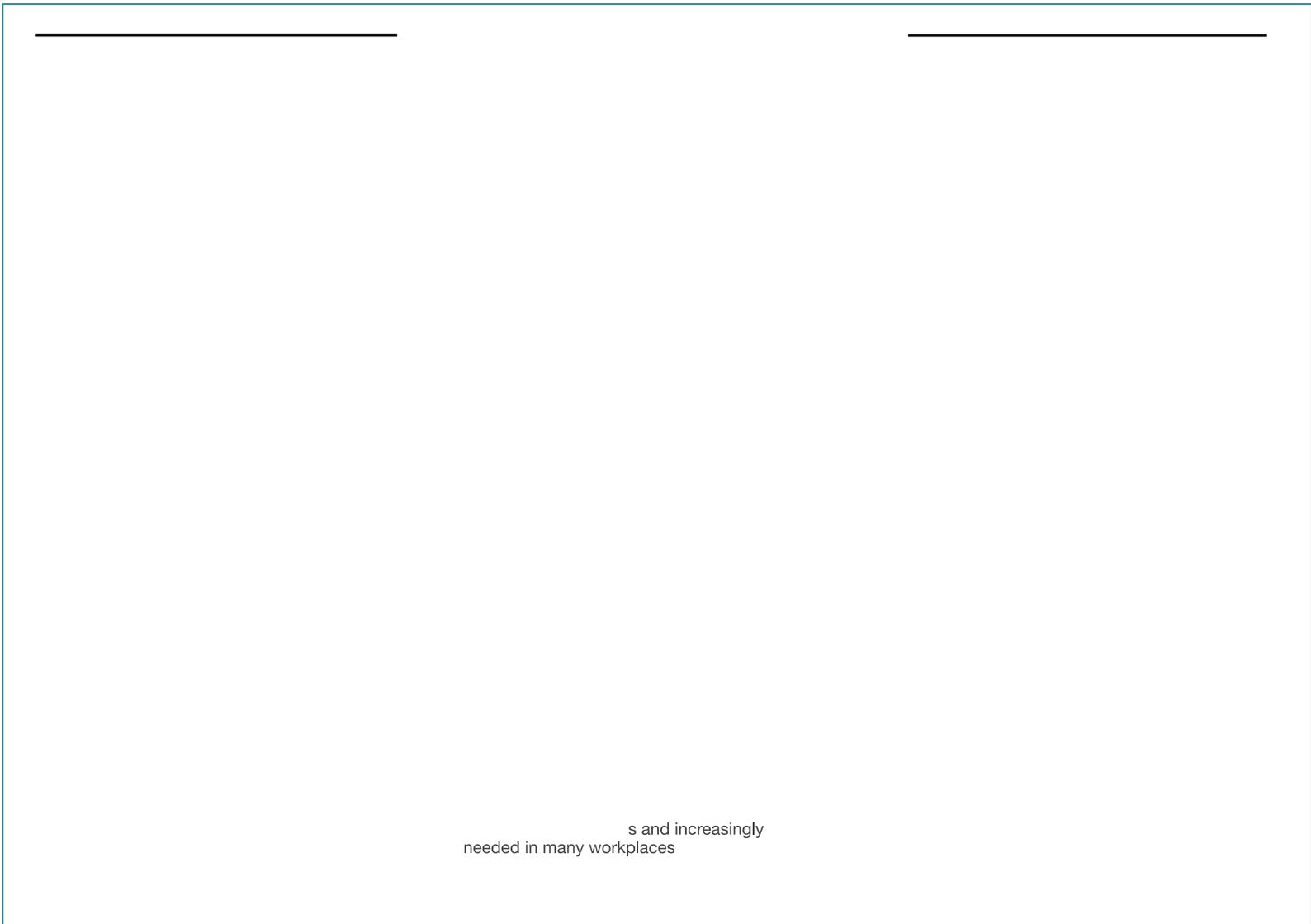
Discuss what recognition and rewards mean in context of individual, team, area

Leading by Design

Guidelines for a user-centred approach to developing leadership in others



Figure 18: E5 Emergent leadership toolkit – trifold 1, pg 1



s and increasingly
needed in many workplaces

Figure 19: E5 Emergent leadership toolkit – trifold 1, pg 2

ENVISION

Leadership means assisting teams to envision a self-managing future.

Teams need a clear picture of what they can do on their own - rules, context, process, information - and when they need to ask for help.

Leading by Design

Guidelines for a user-centred approach to developing leadership in others

ENVISION

Activities and prompts

What makes a team? What teams should we have?

Develop a matrix of team roles and responsibilities with names beside each
List tasks, name of person in team responsible for each, and resources needed to carry out task

Review in-house processes and systems - simplify and check they contribute to overall goals and add value to daily work

Understand how roles and responsibilities impact on customer - use what-if scenarios

Describe limits and boundaries of autonomy - use examples

Reinforce that being able to contribute effectively in a team is a skill that is very attractive to employers and increasingly needed in many workplaces



Leading by Design toolkit
web: lbdtoolkit.com
facebook: [leading by design](https://www.facebook.com/leadingbydesign)

ENABLE

Leadership involves giving direction, support, access to information then stepping back.

The experiences and perspectives of others will contribute to a more rounded decision-making process and final outcome.

Leading by Design

Guidelines for a user-centred approach to developing leadership in others

ENABLE

Activities and prompts

Acknowledge that change is part of every workplace.

Reassure individuals that their skills and experiences are valued

Develop ways to allow all staff to have a voice, no speaking through others.

Develop inclusive decision-making process e.g. consent means don't need to agree but can't provide a better option and can live with a decision

Display data in accessible format that supports decision-making

Provide rules, context, information - then ask for options, recommendations and give feedback

Support recruitment process - help frame position description, skill-set, personal attributes needed and trust the team to select right candidate

Connect team leaders and others across organisation



Leading by Design toolkit
web: lbdtoolkit.com
facebook: [leading by design](https://www.facebook.com/leadingbydesign)

Figure 20: E5 Emergent leadership toolkit – double sided postcard 1

Conclusion

This project draws on the collective experience of a group of formal leaders working in a self-managing team environment to determine the strategies and approaches they have found to be most effective in developing leadership in others.

This research is important because traditional models of leadership, where one person is expected to lead all aspects of the work process, are no longer relevant or realistic. Contemporary knowledge-based organisations exist within dynamic and complex team environments that rely on the capabilities of the whole workforce to achieve optimal effectiveness and competitiveness. Shared leadership models, such as the one proposed through this project, empower all organisational members to contribute more effectively to decision making and work design.

Wider research suggests that role clarity, effective communication, shared decision-making and acknowledgement of contribution are critical factors in ongoing job satisfaction, motivation and productivity. The process of leadership development, relies on the use of coaching to grow skills and capabilities in others. As teams develop these skills and capabilities, the role of the formal leader moves into acting as a link between the wider organisation and the team and advocating on the team's behalf. These findings were all consistent with the experiences of my research participants.

My own experience of leadership development and those of my colleagues led to the identification of an opportunity to support others facing the same challenges. A literature review, placement opportunity and study tour offered insights into other models and approaches that could be adapted for to form a step-by-step approach to leadership development.

The application of user-centred design methods, including co-creation has given rise to a new solution landscape - an emergent leadership model and 'how to' guide in the form of a toolkit for use by any member, at any level throughout the organisation. The goal of this toolkit is to provide more effective leadership development support offering practical activities and prompts that complement existing resources. It is relevant for any organisation committing to self- leadership.

As with all change, there are further opportunities for improvement in the areas of performance excellence and change management at Otago Polytechnic. Our collective experience of systems that are not being managed in a holistic way, where different parts of the system are optimised for an area's own goals, continues to cause frustration. Better integration and alignment of systems and processes with user needs will reduce time spent on unproductive work.

As I write this conclusion, a new vision and purpose for Otago Polytechnic is being developed using a widely consultative model and work is underway to improve the functionality of the staff web portal. I would like to think that the outcomes presented in this research project will contribute to the ongoing development of leadership potential within the institution and be of interest to others going down the self-leading pathway.

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Definitions

Self-managing and self-leading teams

Otago Polytechnic defines a self-managing team as “a team who have shared objectives and the authority and ability to work together to achieve them” (Self-Leading Team Resource Kit 2014). Team members participate equally in decision-making and manage team membership through an inclusive recruitment process. Because they are directly involved in making decisions that affect their work, it should follow that employees are more productive and satisfied. Moving from individual effort to team-based effort is also expected to improve quality and outcomes for learners.

For the purpose of this report and within the institution itself, the terms self-managing and self-leading are used interchangeably. Staff voted informally in favour of a name change from self-managing to self-leading teams in early 2015 but with no clarification of the difference between the two. What it means to manage, and what it means to lead are different and so it follows that what it means to self-manage and self-lead are different also. At a basic level, leading is a more strategic activity that involves connecting vision to outcomes and considering the tangible and intangible needs of the team. Managing is more about controlling the teams’ resources, including people, to get the job done. So leaders can often be managers, but some managers forget to be leaders because they don’t consider the well-being and development of their team.

User-centred design

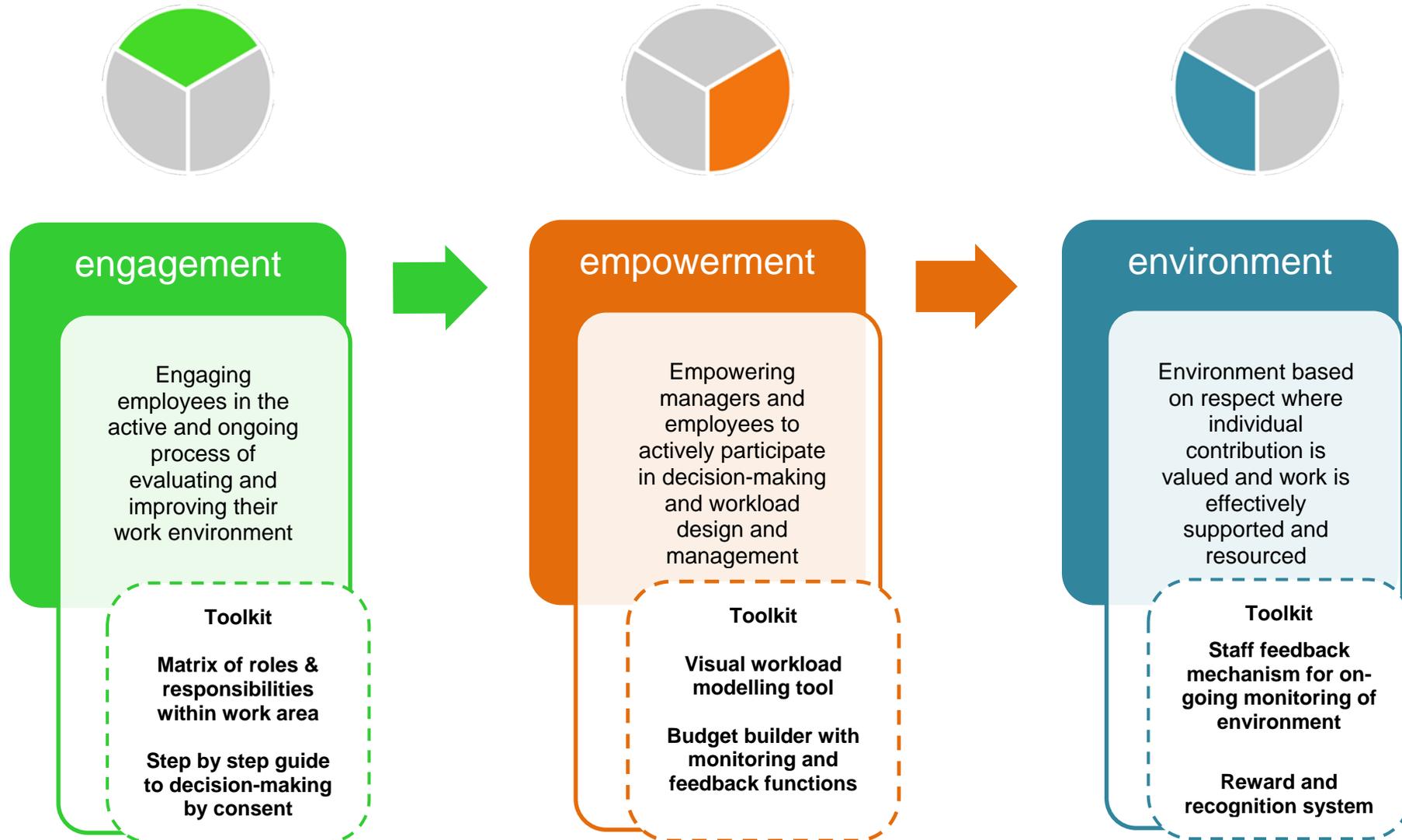
User-centered design, also referred to as human-centred design, is described in Wikipedia as “a framework of processes (not restricted to interfaces or technologies) in which the needs, wants, and limitations of end users of a product, service or process are given extensive attention at each stage of the design process”.

User-centered design always involves a multi-stage problem solving process where designers analyse and predict how users are likely to use a product or service and then test those assumptions by observing and working with actual users at each stage of the process. This whole process involves the user in concept and idea generation followed by prototyping and refinement. This iterative testing process allows the designer to ‘walk in the user’s shoes’ which allows them to develop a far greater insight into the user experience. Solutions developed through this process can be optimised around user behavior rather than forcing the user to adopt a solution that is less than fit for purpose. The process can uncover a user experience that is laden with frustration and lack of trust when there are very few external indicators that this is the case. The ultimate goal of this design process is to arrive at a solution that meets the need of both the user and the organisation.

Appendices

1. WorkFace model (2011)
2. WorkFace Business Model Canvas (2011)
3. Consent form and questionnaire
4. Ethics Approval
5. Declaration

Appendix 1: WorkFace (Terpstra, 2011)



Appendix 2: Business model canvas for WorkFace

Key partners	Key activities	Value Proposition	Customer relationships	Customer segments
Otago Polytechnic	Producing the kit	An integrated management toolkit based on the principles of self-organisation, transparency and co-creation. Mangers use a set of simple strategies which empower employees to participate in decision-making and contribute to workload design, management and evaluation in an environment which values employee contribution.	Self-service (tool-kit)	Higher education initially
Other tertiary institutions	Providing the premium service for tertiary institutions, schools and businesses		Communities through website	Later roll-out for small and medium sized businesses
Chambers of Commerce	Key resources On-line tool-kit and "method" cards Networks		Consultancy service	Not for profit/community groups
NZIM			Channels Web-based service Professional networks	Large businesses with sub-units
Interaction designer				
Web distributor partner				
Cost structure		Revenue streams		
Cost driven – for tool-kit		On-line tools and method cards based on IDEO model		
Value driven – consultancy service		Premium consultancy service available to organisations/businesses		

Appendix 3: Consent form and questionnaire

Sample Consent Form

Project title

Leading with a lighter touch: the changing face of leadership at Otago Polytechnic

I have read the information sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

- My participation in the project is entirely voluntary.
- I am free to withdraw at any time up to five days after the interview date without giving reasons and without any disadvantage.
- The data (including video tapes or audio tapes) will be *destroyed* at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for five years after which it will be *destroyed*.
- The information gathered will be used in a conference presentation and publication and will also contribute to a postgraduate research project due for completion late 2015 or early 2016. It will be anonymised and coded.
- A copy of the overall results of the project will be available by email request after 12 July, 2015.
- [Additional information given or conditions agreed to](#)

To assist the researcher and to provide confidentiality, participants are asked to focus on experiences, strategies, behaviours etc and to ensure that team members are not identified in their responses. The researcher will remove any specific names of people or Schools, but participant should be aware of the implications of their responses.

I agree to take part in this project under the conditions set out in the Information Sheet.

.....(signature of participant)

.....(date)

.....(signature of researcher)

This project has been reviewed and approved by the Otago Polytechnic Research Ethics Committee.

Send a copy of the whole file to your manager to read, and a copy to EthicsAdmin@tekotago.ac.nz; the hard copy signed by your Manager/HoS needs to be sent out to the Ethics Committee Secretary at the Research Office (G312) by internal mail, or deliver personally.

SURVEY QUESTIONS:

Leading with a lighter touch: The changing face of leadership at Otago Polytechnic

1. In your opinion what conditions are needed for teams to self-manage effectively?
2. What activities/actions/strategies/behaviours/training have you employed to help the development of self-management capabilities in your teams?
3. In your opinion what challenges have the teams in your area faced in their journey towards self-management?
4. How has the adoption of self-management in your area been incentivised/rewarded?
5. How do you view your relationship with a self-managing teams versus traditional teams?
6. How do you view your relationship with the wider organisation now compared to your relationship with the wider organisation two years ago?
7. What is the most important contribution that you have made to support the development of self-managing teams in your area?

Appendix 4: Ethics Approval



23 July 2015

Caroline Terpstra
19 Clarence St
Dunedin

Dear Caroline

Re: Application for Ethics Consent
Reference Number: 016
Application Title: *Leading with a lighter touch: the changing face of leadership at Otago Polytechnic*

Thank you for your application for ethics approval for this project.

The review panel has considered your revised application including responses to questions and issues raised. We are pleased to inform you that we are satisfied with the revisions made and confirm ethical approval for the project.

Many thanks for your careful responses to our recommendations.

We wish you well with your work and remind you that at the conclusion of your research you should send a brief report with findings and/or conclusions to the Ethics Committee. All correspondence regarding this application should include the reference number assigned to it.

Regards


Richard Humphrey
Chair, Ethics Committee
Otago Polytechnic

Otago Polytechnic	P.O. Box 5601 Princes Street Dunedin 9004	Telephone 03 477 4700 Phone +64 3 477 2614	Email enquiries@otago.ac.nz www.otago.ac.nz
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Appendix 5: Declaration

DECLARATION CONCERNING THESIS / DISSERTATION / EXHIBITION
PRESENTED FOR THE DEGREE OF MASTER OF DESIGN ENTERPRISE

I, Marie Caroline Terpstra

of
19 Claremont St,
Maori Hill
Dunedin 9010

solemnly and sincerely declare, in relation to the thesis/dissertation/exhibition entitled:

Leading by design: A user-centred approach to leadership development

.....

(a) That work was done by me, personally

and

(b) The material has not previously been accepted in whole, or in part, for
any other degree or diploma

Signature: 

Date: 2. 4.16