**US Army Corps
of Engineers®**

Learning
Organization Doctrine

*Roadmap
for
Transformation*

November 2003

Fellow Members of the
U.S. Army Corps of Engineers

For over two hundred years, the Army Corps of Engineers has faithfully served the needs of the Army and the Nation. In order to continue this tradition of distinguished service in an increasingly dynamic environment, we must transform the Corps into an organization that continuously and systematically learns. This will ultimately allow us to best achieve our Vision of being the world's premier public engineering organization responding to our Nation's needs in peace and war.

Organizational learning must be embedded in all that we do. We can no longer afford to simply brief each other about what we already know; instead, we must create learning dialogues in our team of teams.

The attached doctrine explains the context that requires our transformation, defines what we must become, and provides concepts to guide our thinking. It introduces the concept of organizational culture and describes it with the 7S model, a tool we can use to plan effectively and implement holistic change. The 7S model will serve as an important instrument in our transformation into a Learning Organization. Our doctrine will also guide us in the development of leaders at every level.

I encourage you to study the doctrine. Becoming a Learning Organization is "real work" and is vitally important for our future. As you dialogue with each other on this doctrine, you will truly begin to understand the kind of organization and leadership key to our future.

I empower and challenge each of you to shoulder this transformation as a personal responsibility. When I see you, I will ask if you have accepted this powerful responsibility.

I believe in you, and I look forward to our implementation of the principles outlined in this doctrine. I am confident this will make our great organization even better and more agile in the future. Thanks for all that you do.

Essayons,

Robert B. Flowers
Lieutenant General, USA
Commander, US Army Corps of Engineers

"The concepts that shape the thinking of strategic leaders become the intellectual currency of the coming era; the soldiers and civilians who develop those ideas become trusted assets themselves."

Army Leadership, FM 22-100,
August, 1999,
Paragraph 7 - 104

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Learning Organization Doctrine

Roadmap for Transformation

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Chapter 1.
Learning Organization

Unexpected crises, significant opportunities, and a wide array of challenges have filled each decade of our history as a Nation. In peace and war, challenge and change are constants. Now more than ever, we must learn how to plan for a future that we cannot easily predict.

Organizations that endure over time adapt by preparing for the future. The Corps of Engineers is over 225 years old, and to adapt for our future, we must continuously learn from our work today. We have done this in our past. Yet, today the rate of change is greater than ever. Accordingly, we must learn faster than ever before. We must develop a new cultural approach to our business and to learning. In this way, we will evolve with the needs of the Nation, and we will improve our competence as an organization.

Cultural change requires an understanding of all the dynamics in the Corps. Our strategy for change must take a holistic approach to align these dynamics to our desired end state. Narrowly-focused new initiatives, responding to the latest trend or management article, will likely not yield enduring and widespread change. Initiatives focused solely on organizational structure will have limited success without aligning the other dynamics within the culture. We must integrate many initiatives, or confusion will impede change.

Since 1988, attempts to institutionalize Project Management as our business process have been frustrating because we did not view the change holistically. We focused on the system and structure, yet did little to change the skills and attitudes our people needed, our style of leadership, and other elements of our culture. Clearly, we must understand all the dynamics and align them with the desired end state.

What is a learning organization? Why should the Corps create a learning organization? How can the Corps become a learning culture?

Definition of Learning Organization

A learning organization systematically learns from its experience of what works and what does not work. The goal of learning is increased innovation, effectiveness, and performance.

A learning organization is a nonthreatening, empowering culture where leadership, management, and the workforce focus on continuously developing organizational competence. The goal of strategic learning is to create the Corps ideal future in dialogue with our stakeholders. More than a vision statement, an ideal future is a more systemic, dynamic full picture. Operational and technical learning comes from the process of designing and delivering products, services, and solutions to complex problems in dialogue with customers. See Technical Learning Example below.

Example To Learn From

From Khobar Towers to Pentagon Renovation

An example of how a project made use of technical learning occurred when the Corps sent a team to study what aspects of the construction of Khobar Towers in Lebanon contributed to the loss of life when terrorists bombed it. By studying what did not work well there, Corps engineers were able to innovate solutions that were later incorporated as best practices into the initial stages of renovation of the Pentagon. That renovated side was attacked on 9/11/01, and those renovations caused a reduction in the loss of lives. Future renovations will continue to employ these innovative best practices. As a secondary benefit, the national television show "60 Minutes II" featured this example of the learning organization in action, thus educating the public about the Corps commitment to continuous learning.

While we continue to define answers, we believe the journey is critical to the Corps future. Changes in our context and in the social, economic and governmental environment in which we serve the Nation and Army require us to continuously develop our organizational competence. Learning from our past and present will prepare us for the uncertain future and will create an organization that values investments in learning, an attribute that attracts and will help retain fresh talent in our ranks.

This doctrine is a guide to stimulate thinking about the practice of learning organization behavior in the Corps of Engineers. This doctrine is authoritative, but not prescriptive. It facilitates communication across USACE, contributes to a shared professional culture, and provides a common language and a common understanding of how we advance learning organizational behavior and thinking. It is rooted in time-tested principles, but is also forward-looking and adaptable to changing technologies, opportunities, and missions. This USACE doctrine is detailed enough to guide operations, yet flexible enough to facilitate initiative and adaptation. To be useful, this doctrine must be well known and commonly understood.

Context and Business Logic

Today's historical and social context dramatically affects how the U.S. Army Corps of Engineers serves the Army and the Nation. The following realities characterize this context:

The Corps Changing Context

Economic and political realities

- Increased competition for business in a global economy
- Increased scrutiny from Congress, OMB, media, and interest groups
- Drive to outsource "non-governmental" work
- More diverse kinds of work; increasing workload (do more with less)

Work realities

- More multi-stakeholder planning and collaboration (e.g., watersheds)
- Increased responsibilities as stewards of the environment
- New skills, thinking, and tools needed to be a knowledge-based organization
- More rapid pace of work; flexibility needed for continuous change

Talent realities

- Losing experienced senior people; too few mid-level replacements
- More competition for young talent
- New values and approaches for the workforce

These elements of the Corps new context reflect part of the change in the mode of production from manufacturing to knowledge / service. The manufacturing era required bureaucratic stovepipes of experts to mass produce standardized products. This industrial-bureaucratic logic created

efficient procedures, work fragmented into specialized parts, and a hierarchical organization. However, the knowledge / service mode of production defines today's era. This logic requires interactive teamwork, strategic alliances, integration of knowledge, and coproduction of solutions with customers. In order to adapt, the Corps must become a learning organization based on these new strategic values.

Today's employees are self-developing free-agents who want to learn continuously. They want to acquire marketable skills, as well as attain advanced degrees / certificates to show for their learning.

A potential fit exists between the need to create an interactive organization designed for the knowledge / service mode of production and the needs of today's employees. Creating that fit is the challenge for leadership in this era. Leaders must design the right organization and lead it in the right way.

Becoming a learning organization will adapt the Corps to the service / knowledge mode of production and will attract young self-developers. While training will help update those with expertise, only an *organization* that is constantly learning will attract and retain new employees to guarantee the Corps service to the Nation.

In times of transformation from the old to the new mode of production, people search for the best way to organize work and motivate people in new situations. This began in the early 1980s and has continued to this day. People search for paradigms that work in the new context. The old concepts and values are in our minds because we learned them in school. Yet, the old ways are no longer effective and efficient. The transformation to a new mode therefore always creates a discontinuity, represented in Figure 1 as lightening bolts between the overlapping modes.

Figure 1.
DISCONTINUITIES IN MODE OF PRODUCTION
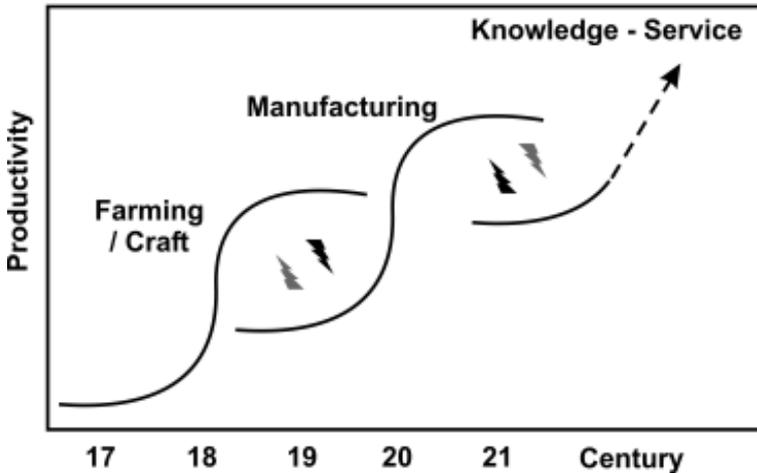
During periods of discontinuity, ideas and management books emerge. Many have some truths, some add to the confusion, but most soon fade and are forgotten. The learning organization concept has endured because it fits the new mode of knowledge / service production. Organizations have developed the learning organization concept for over twenty years and have found it strategically important.

Sources of Learning

Learning has a variety of sources. Three sources are strategy, operations, and the technical area. Strategic learning comes from continuous dialogue about values and goals with customers, stakeholders, and partners. Operational and technical learning comes from the process of designing and delivering products and solutions in dialogue with customers.

Organizational learning also comes from best practices. Best practices can be found inside or outside the Corps. The goal is not to copy the best practice, but to innovate something better adapted to our needs.

Similarly, we can learn from cases drawn from our own experience, both positive and negative. Why did one strategy succeed and another fail? What could we do differently next time? Why did a particular initiative or operation, which had such support and resources, not produce what we had hoped? Why did another initiative or operation succeed? What lessons can we apply to improve the Corps as a whole?

Systematic Organizational Learning

Learning for the Corps of Engineers occurs every day all over the world. Individuals learn. Work groups learn. Project teams learn. Senior strategic leaders learn. A learning organization makes use of these lessons for the whole organization.

Training, on the other hand, is about *individual* competence. A learning organization understands the difference between individual competence and organizational competence, and connects them. Even the best training, however, does not make a learning organization.

As strategic, operational, and technical learning occurs, we must bring this learning into meetings and the centers of decision-making. We should also enter this into a knowledge management system that filters, distills, and integrates it so that we turn information into knowledge. We must then turn this knowledge into wisdom for use throughout the organization, especially for leaders who must shape culture, policy, decisions, and planning.

Knowledge management networks, techniques, and tools alone, however, will not get us the higher performance, productivity, and effectiveness we seek. We have to standardize our learning, so that it drives how we plan and develop initiatives, how we align all elements of our culture, and how we make decisions.

The learning organization is initially difficult to understand because it is a systemic concept. We often think about learning as occurring in classes as taught in school. We see learning as separate from work. Learning is not "real work" in the craft or manufacturing mode of thinking. Real work in these modes produces deliverables. Some even say that learning takes time away from getting the job done; instead of learning, we could be "doing." This way of thinking does not portray learning as inherently a part of work.

The knowledge / service mode of learning empowers us to improve our effectiveness systematically by making better products and providing better services. Learning is one of the essential keys to productivity in knowledge work. If we are not continuously and systematically learning, others are, and they will reach the goals we are aspiring to reach before we do.

Taking a historical perspective gives an insight into the relationships of learning and work. The purpose and process of learning change. New tools, technology, processes of work, and organizations require new ways of learning. Each changed context sets new purposes for learning. For example, with computers and the internet, people can learn quickly from colleagues around the globe about their organizational innovations – if the culture and systems are there to empower that to happen, and if they are motivated to learn.

Historical Shift of Learning

Figure 2 shows this historical shift in the purpose and process of learning.

In the craft/farming mode, learning focuses on individuals. People work alone, with their families, or in small groups. This type of learning increases their manual techniques with hand tools.

In the early manufacturing mode, learning focused on individuals. People worked in large bureaucracies or assembly lines. Learning focused on skill training for their functions or technical disciplines. In the late manufacturing mode, starting in the 1980s, knowledge and service thinking began to affect manufacturing as statistical process control and total quality management techniques began to shift the learning focus from individuals to work groups. See Figure 3.

Figure 2.
LEARNING IN CRAFT, FARMING, AND MANUFACTURING

Mode of Production	Learning Purpose	Learning Process
CRAFT/FARMING hand tools	*Individuals* - manual technique	master - apprentice
MANUFACTURING electromechanical tools	*Individuals* - expertise in technical disciplines *Work groups* - expertise in team disciplines	training in skills class teacher-students SPC and TQM best practices, ours and others

With the increasing emergence of the <u>knowledge and service mode</u> in the 1980s, advanced thinkers started conceiving of an *organization* that continuously learned and developed its organizational competence and effectiveness. The transition from the manufacturing to the knowledge / service mode significantly expanded the purpose and the process of learning, now crucial for organizational performance. In Figure 3, the +'s indicate important added new elements of the learning purpose and process of the manufacturing mode.

Figure 3.
LEARNING IN KNOWLEDGE / SERVICE

| Mode of Production	Learning Purpose	Learning Process
KNOWLEDGE/SERVICE knowledge *and* electronic tools	*Organizations -* **+ SOLUTIONS FOR CUSTOMERS** **+ SHAPE CULTURE (7Ss)** **+ SYSTEMIC KNOWLEDGE** • technical, business leadership **+ INNOVATION IN** • product/service • process • relationships • organization	**+ STRATEGIC LEARNING** *interactive dialogue:* • on context - foresight and analysis • with stakeholders values and goals • with customers - success & strategy • lessons learned & case studies **+ OPERATIONAL LEARNING** • after action reviews (AARs) • customer feedback **+ TECHNICAL LEARNING** • ongoing front-line learning • studying successful and unsuccessful projects

The 7Ss of Culture

Progressive organizational learning guides the systemic development of our culture. We define culture as a 7S social system (strategy, structure, systems, shared values, stakeholder values, skills, and style of leadership), as described below. This doctrine provides concepts and describes processes that leaders can use as a roadmap for cultural transformation. To achieve organizational learning and a higher level of organizational competence and effectiveness, leaders must transform the culture of how we think, meet, plan, and perform our work. The people of the Corps recreate culture every day because the beliefs, values, mores, and concepts of culture reside in their minds. During times of transformation, understanding culture is critical. Leaders must consciously shape culture to the changing context about them.

The 7S model is an anthropological way to understand culture. The model shows that corporate success requires the development of both the hard Ss (strategy, structure, and systems) and the soft Ss (style of leadership, skills, stakeholder values, and shared values). The 7Ss serve as the following to help leaders:

• Mental model to understand culture

• Guide for change management strategy

• Tool to design initiatives holistically

• Reminder of hard and soft assets to integrate, align, and measure

The lines in Figure 4 indicate that all parts of an organizational culture interconnect. To change one part of an organization without affecting the other parts is not possible. Therefore, effective management focuses on the interactions of the parts.

Figure 4.
THE 7Ss
Systems thinking about culture

Leadership of a system requires effective management of the *interactions* of the parts (Ss) **not** the separate management of each part.
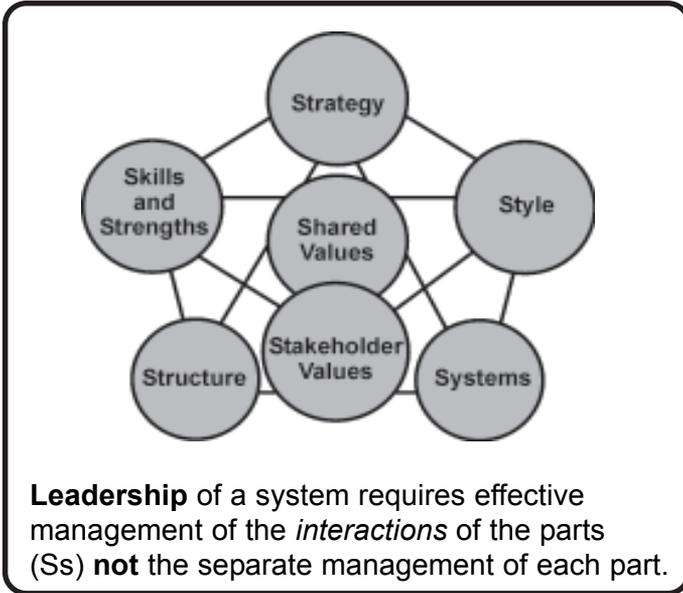
An introduction, definitions, discussions, and examples of the 7Ss follow. These short statements *do not* include everything that defines the 7Ss of the Corps. They do not address everything necessary to create our learning culture, but they do introduce a systemic and dynamic way for leaders to understand our culture.

Leaders must align all these elements of our culture so that they reinforce each other, and thereby improve our performance and our effectiveness.

The 7S model serves as (1) a tool for understanding and planning comprehensive cultural change and (2) a means by which the Corps of Engineers can plan and implement cultural development in a learning organization.

Strategy

Definition of Strategy: The art of devising and employing a system of activities that mobilizes all resources toward a valuable goal.

Discussion of Strategy

Strategy is formulated from what worked and did not work in the past (case studies, lessons learned) and shows what we must do in the present to achieve our desired future. Strategic thinkers understand the relationship between the past, the present, and the future.

Strategic effectiveness comes from the way the activities align and reinforce each other. Adding together activities randomly does not equate to a strategy. Strategic thinkers must, therefore, organize the right mix of activities, assure they reinforce each other, and align all elements of the culture to reinforce the strategy.

Strategic thinkers must have foresight about today's context and the dynamics that are shaping it, in order to extrapolate what the likely future will be. They must define, with stakeholders, a vision of the ideal future and maintain goals that cumulatively create that future. In developing strategies that mobilize all resources to achieve the necessary goals, strategic thinkers realize that they must make trade-offs. Within the Corps of Engineers, strategic plans generally refer to plans that ultimately affect the whole organization.

For example, the Corps strategy to attain its Vision as the world's premier public engineering organization covers many goals, including the following: forming key alliances, achieving synergy with the environment, aligning culture with organizational learning, promoting empowerment, and developing leaders and talent at all levels. Outwardly, the goals best position the Corps to serve the Army and the Nation in

peace and war. Inwardly, the goals improve, integrate, and align all parts of the Corps organization. Therefore, strategy faces outward and inward, and over time guides how we transform the Corps to achieve our ideal organizational state.

<u>Examples of Corps Strategies</u>

- The Corps of Engineers – Federal Emergency Management Agency alliance to improve federal capability to respond to national emergencies

- USACE Campaign Plan that includes becoming a learning organization

- The leadership development programs and plans to develop leaders at all levels

Structure

<u>Definition of Structure:</u> The formalizing of relationships, roles, and responsibilities to organize and perform work.

<u>Discussion of Structure</u>

The type of organizational structure will determine how effective project development becomes. How flexible and adaptive structure is determines how responsive the organization is to changing conditions and needs of stakeholders. Ideal structure engages people's talents and shapes their responsibilities so that quality work and effective partnerships result. Unnecessary or burdensome bureaucratic structure undermines this work. The failure to engage the right people in the right structures also undermines projects. Lean but inclusive structures, based on shared values, focus performance. Good structure with developed relationships opens two-way communication, and empowerment increases employees' creativity.

Examples of Structures

- HQ, Divisions, Districts

- Regional Management Boards

- Command Council

- Functional stovepipes

- Project teams

Systems

Definition of Systems: A defined process or set of processes that link and order activities to enable work to be done and goals to be achieved.

Discussion of Systems

Organizations use systems to accomplish both repetitive or nonrecurring tasks. Leaders uses metrics to measure the effectiveness of systems and organizational performance. Leaders rely on measurement, communication, and planning systems to learn where to make use of best practices, lessons learned, new technology, or new relationships to improve efficiency and effectiveness. When not redesigned to meet changing needs, systems can become unproductive. If necessary, new conditions and challenges may require the elimination of old systems.

Examples of Systems

- Project Management Business Process (PMBP)

- Personnel Systems

- Corps of Engineers Financial Management System (CEFMS)

- USACE Command Staff Inspections (CSI)

Shared Values

Definition of Shared Values: An essential characteristic or attribute promoted by the organization to motivate the behavior of members of the organization.

Discussion of Shared Values

Shared values define organizational behavior and what the organization strives to achieve. Shared values shape planning for the future, determine reaction to current events, and guide at moments of decision. By recognizing the Corps shared values, leaders gain insight and perspective on any issue or change facing the organization. Shared corporate values have to be in line with the values of the Corps stakeholders. In today's context, shared values include the following examples.

Examples of Shared Values

- Continuous learning

- Innovation

- Customer success

- Public service

- Army values of loyalty, duty, respect, selfless service, honor, integrity, personal courage

- Professionalism

Stakeholder Values

Definition of Stakeholder Values: An essential character-istic or attribute that is important to individuals or outside organizations systematically engaged with an organization.

Discussion of Stakeholder Values

Corps of Engineer stakeholders include the Army, the Air Force, the Administration, Congress, employees, the envi-ronmental community, labor unions, clients, the media, state and local governments, professional organizations, architect-engineer firms, construction companies, and others.

Each stakeholder has cherished values they pursue as they work with the Corps, and the Corps must align its shared values with those of our stakeholders. Understanding stake-holder values is important to successful engagement. Shared projects depend on how well the Corps values are under-stood and aligned with the stakeholder values. In the project management business process, clients are integral mem-bers of the project delivery team. Clients' values help define project success.

Understanding stakeholder values requires respectful listen-ing, communication, and dialogue — key competencies of a learning organization, at both the strategic and operational levels.

Examples of Stakeholder Values

• Profit (private sector companies)

• Responsiveness to local needs (Congress)

• Responsiveness to national needs (Administration)

- Fair and respectful treatment at work (employees)

- Projects on time, within budget, meeting quality standards (clients)

Skills, Strengths

Definition of Skills, Strengths: Skills are techniques and procedures that people know how to do. A strength is a developed talent that might include the ability, knowledge, understanding, and judgment to accomplish an objective at a high level of performance.

Discussion of Skills, Strengths

Strengths require the integration of mental, physical and emotional abilities. Being competent at complex organizational tasks requires the combination of several strengths and skills. Therefore, competencies include many strengths and skills.

For example, to be competent at creating a motivating culture, leaders must understand people, grasp dynamic trends in society, design rewards, create systems that help people succeed, and inspire others to work for a vision beyond self.

Strengths that facilitate organizational learning and knowledge integration are essential in a learning culture. Leaders express their strengths in the way they work with clients, organize tasks, facilitate teams, and conduct meetings.

Examples of skills, strengths

- Group facilitation to make the most of learning

- Coaching, mentoring

- Systems thinking

- Leadership in nonthreatening, non-blaming after action reviews of projects

- Facilitation of meetings to optimize performance and learning

- Technical, leadership, and business management strengths

Style

Definition of Style: Style of leadership or relationship refers to the manner in which individuals use their talents, values, knowledge, judgment, and attitudes to lead and relate to others. Style expresses an individual's character.

Discussion of Style

How leadership style fits the social system determines the effectiveness of the leader. The leadership style needs to be in tune with the historical context and organizational situation. Today, a leader whose style involves directing, monitoring, and controlling people and information is going to demotivate people. However, the leader whose style involves understanding context and people, making goals clear and believable, learning from others, building relationships and teams, removing roadblocks so that others succeed, and practicing honest communication is going to be effective in the knowledge / service world.

Examples of Style

- George Patton — directive, forceful, authoritarian

- Abraham Lincoln — inspiring, visionary, strategic

- Jimmy Carter — moral, detail-focused

- Dwight Eisenhower – consensus-building and corporate-focused

- Robert E. Lee — noble, strategic

Role of Leaders

We have leaders at all levels of the Corps. These leaders create the learning organization. They drive the change. They bring strategic and operational learning into the centers of decision-making at the District level, at the Division level, and at the Headquarters level.

Personal Involvement

Leaders must integrate organizational learning into the agenda of their meetings.

They must advance organizational learning into their personal schedules. If their schedules are filled with operational, short-term, reactive issues only, they are not leaders of learning.

All leaders, no matter what level or how strategic or operational in their work, must take responsibility to understand and reinforce the learning organization. How they do this, how they work with other leaders, and how the learning they help create is distributed and used become the leadership process. That process will initially be described below and in the chapter on leadership for learning.

Education and Use of Doctrine by Leaders

Although important, establishing doctrine and distributing it is just a beginning. Operationally focused leaders concentrate on performance and actions they must accomplish now. We always have crises and short-term problems that require action. Learning may seem opposed to doing what must be done now. Many may not believe the way to increase the Corps performance and effectiveness is through continuous organizational learning.

Leaders in Headquarters, Divisions, Districts, project groups, and various meetings need to discuss this doctrine. The concepts that underlie the learning organization require this discussion and dialogue. The concepts have to be "unpacked," thought about, and practiced, before their full meanings becomes clear.

Some may believe the Army and the Corps are already learning organizations, and no more development is necessary. For leaders who see the development of a higher form of the learning organization as a means to increase innovative effectiveness and performance, creating a dialogue is a first step.

Leadership Process

Systematic organizational learning requires leaders to focus on all elements of the Corps culture. Strategic learning occurs when top executive leaders create a dialogue about values and goals with customers, stakeholders, and partners and ask "How can USACE best help you succeed?" They then align organizational strategy with this new learning.

These top executive leaders then ask subordinate leaders with operational responsibilities to achieve these strategic goals. Experience and learning from operations are fed back to the top strategic level and are used to explore opportunities and refine corporate goals. This interactive dialogue between levels develops a learning-driven plan to transform the culture of USACE and align all systems, measurements, values, structures, planning, etc.

Leaders with operational responsibilities implement functional changes and align project delivery teams with this new learning. Learning dialogue is an integral part of work with customers, teams, and frontline workers. Operational learning also comes from discovering internal and external best practice and innovations.

Organizational alignment comes from this continuous interactive dialogue between strategic learning and operational learning. Learning from measurements (CSIs, PRBs, etc.) across the organization and from customers also guides alignment.

Additionally, case studies provide systematic organizational learning. We select certain cases because they are prominent, well-known events in the life of the Corps. They may be about (1) the effectiveness or ineffectiveness of an initiative, (2) a public controversy that involved the Corps, (3) a notable response from a client, or (4) any example of the Corps competence as an organization that might challenge assumptions and offer learning.

Knowledge Creation Process

The Corps must integrate new knowledge into its institutional memory and centers of decision-making. Leaders must take responsibility for ensuring that learning from projects, initiatives, and organizational strategies is accessible across USACE.

The knowledge management system is not just the network that stores the information. It consists primarily of the communities of practice, the experts in each type of work, who must filter, condense, and integrate the learning. The technology is merely a tool they use.

The USACE Learning Network integrates leadership, business and communications, and technical learning. The Learning Network consists of three interrelated parts, each with a different, but important function. The first part, Communities of Educational Resources, expands the training function by customizing courses and training events to the needs of individuals and groups. Partnerships with universities and firms will allow the codesign of onsite customized offerings, distance learning (e-learning), or traditional courses. Internal Corps experts will also function as educators, trainers, and mentors.

The second part of the Learning Network, Communities of Practice, consists of people who share a work practice, competence, or kind of knowledge. The Communities of Practice will filter, distill, and integrate learning from all over the Corps.

The third part of the Learning Network is the web-based system accessible from anywhere that serves as the communications infrastructure for the communities. The popular word "network" suggests the Learning Network is a web-based system. But the communication system is no more than electronic pipes without the people who use them. The Learning Network can only be useful as a tool of a learning organization if both the "people" and the "pipes" are active and working. The people and the pipes must be developed concurrently through the collaboration of all leaders building the communities and the web-based system.

The learning network encourages virtual sharing and consulting internally based on the latest knowledge and best practices. The Learning Network will also facilitate the as-

sessment of individual and group learning and development needs, coaching and mentoring, and the integration of learning into the work process. All these elements of the Learning Network will help ensure that learning is readily available to all Corps employees for planning, decision-making, and increasing organizational effectiveness.

Figure 5.

USACE Learning Network
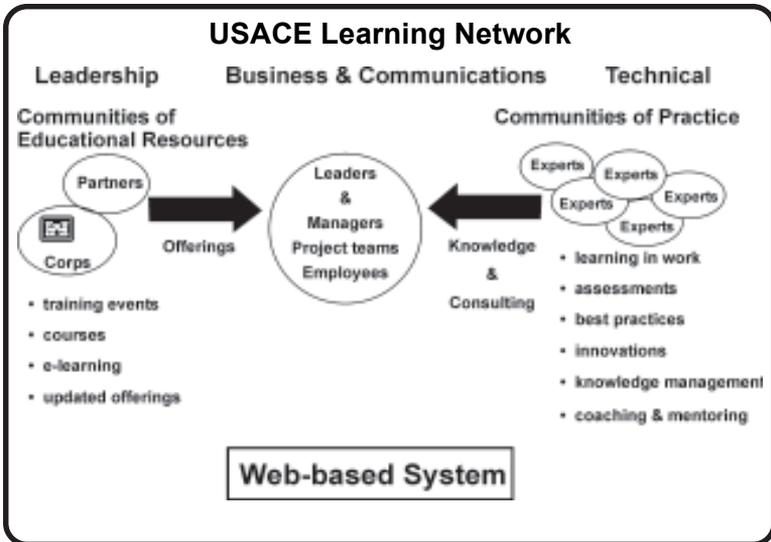
Chapter 2. Leadership for a Learning Organization

We no longer live in the stable past. Leaders bear an increased responsibility to transform the Corps as a complex social system interacting with diverse stakeholders. Leaders must create collaboration among talented people from many professions and disciplines within the organization. We no longer can simply define a vision, build a linear plan, and march forward. Today's challenge is to transform bureaucratic hierarchy. The new Corps can become a complex, self-organizing, adaptive learning organization where people are empowered to be creative and innovative to help diverse civilian and military clients succeed.

It would be misleading to assume that all managers are leaders, or that all leaders are good managers. We must develop the leaders and the managers we need, since both are essential for the Corps future. It is not enough for a leader to have a team complete a program, project, or an activity. A leader must assess what was learned and determine what should be done better next time if the Corps is to learn as an organization. The leader should ask the following questions: Who needs to know what was learned? How can the Corps make this a part of future planning so that what was learned increases our organizational competence? It is not sufficient that the individual leader learns; rather she must ensure that others and the organization as a whole are informed.

While many work hard in the public interest, it takes more than hard work for the Corps to succeed today. Through continuous learning, the Corps will help develop this doctrine as a tool for education, guidance, and transformation.

Section 1.
Leadership and Management

How are leadership and management different? Briefly stated, management is a series of functions that can be distributed to others, such as to members of a team. Leading is a relationship and cannot be distributed to others. By definition, a leader is a person others want to follow. Leaders cannot give their personal qualities to others, nor can they transfer relationships with their followers to surrogates. The Corps needs both leadership and management. Ideally, all managers would be leaders.

Be-Know-Do-Learn

Army Leadership: Be, Know, Do (FM 22-100, August 1999) describes leadership that affirms the Army values of loyalty, duty, respect, selfless service, honor, integrity, and personal courage. We recommend study of that leadership doctrine as a foundation. It describes people who live those values, know themselves, and "carry out actions with skill and a can-do attitude."

This Learning Organization doctrine builds on the FM 22-100 leadership doctrine. Leadership today sees continuous learning as *the key organizational competence* in the knowledge / service context. The shift from C2 (Command and Control) to C4 ISR (Command, Control, Communications, Computers, Intelligence, Surveillance, Reconnaissance) is a good example of learning at the heart of effectiveness. This paradigm, driven by growing complexity and technology, implies the need for a new organization and leadership. The Learning Organization doctrine builds upon Be – Know – Do – Learn as a continuous cycle of learning and a can-do attitude.

Figure 6.
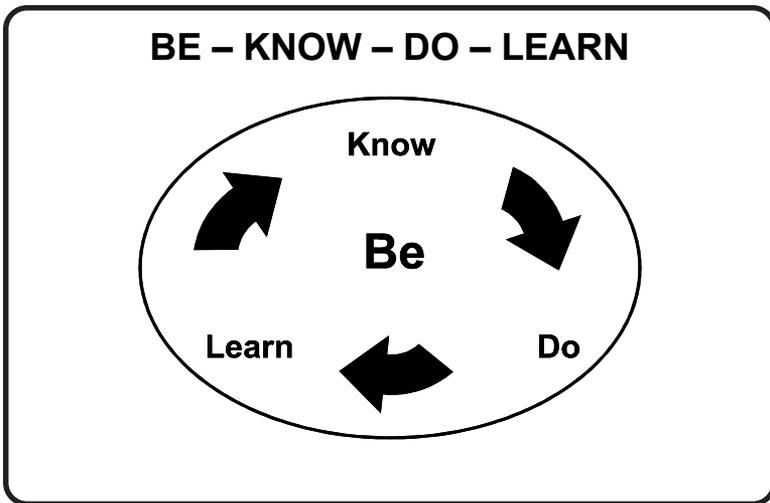
Be – Know – Do – Learn is a tool for understanding leaders and assisting in their development.

BE **refers to leaders as people**. BE refers to character or personality, consisting of drives, attitudes, talents, strengths, and values. In the first chapter, we described the historical shift in the American population from the manufacturing era experts to the learning / service era self-developers. This shift explains the changing values of the Corps workforce. The Corps should assess the BE of its leaders, so the right leaders get in the right jobs to optimize their contributions to the success of the Corps.

KNOW **refers to what leaders know, including their mental, physical, and emotional knowledge**. Knowledge is what we have learned in school, on the job, in training, and throughout our lives. In the manufacturing era, knowledge was often a physically-based "skill" such as how to run a lathe or a backhoe, or how to do a job on an assembly line. Today, knowledge connotes a mental and emotional compe-

tence, such as how to understand social and political trends, how to create collaborative relationships with stakeholders, how to turn challenges into solutions, how to engage clients as coproducers, or how to facilitate teams. Today, increasingly, we also have to be "people smart," knowing how to listen and create trust. Leaders also have to deal with those who don't listen, those who are unwilling to learn, those who aggressively push personal agendas, or those who do not take the time to understand the issues deeply. Knowledge alone, however, is not enough. Leaders need to have the talent and develop the strengths to use their knowledge in what they do. In other words, leaders must be able to think and carry out in practice what the knowledge is about.

DO **refers to the actions of leaders–behavior**. Examples of actions include running meetings, empowering people, creating direction with agendas or mandates, following up on projects, and building strategic alliances with stakeholders or work groups within the Corps. An individual can have the *knowledge* about something, but not be able or willing to act on it. For example, a person can know what strategy is and how to talk about it, but not *think* strategically, *create* strategic focus in meetings, or *build* strategic partnerships.

LEARN **refers to the motivation and capacity to learn.** A leader today has a strong *motivation* to learn continuously, to not fear looking ignorant, and a willingness to ask questions to better understand. Leaders in a learning organization also see themselves as educators. They teach others about the learning organization doctrine; they don't just disseminate the information. One of the best ways to learn is to teach. Learn implies leaders ask good questions and establish processes that create learning for themselves, their teams, and the Corps. They then make the learning available to all who should know, so improved action and planning can occur. Learning moments exist in AARs, IPRs, and best practice discussions. Learning is an organizational process that helps leaders learn themselves.

Continuous learning is a component of every aspect of today's Army and of this leadership model for creating the learning organization.

Leadership Potential

Not everyone can be a leader and many do not want to be leaders. Some, however, may wish they were leaders. Why do they want to be leaders? Do they grasp reality and have a vision of how an organization can be better? Do they want to be agents of change? Some people are born with unusual potential to be leaders, and others can develop more modest potential within limits. Each person has talents based on individual genetic gifts, life experience, self-awareness, and courage to stand up for values.

Some people assume that anyone could be a leader, though it would be a great boost to organizational effectiveness if we were all good followers. Effective leaders are, in fact, good followers. They know when to lead and when to follow and when to support. When there are too many leaders, with too few followers, and no leadership process to create integration, a frenzy of unintegrated initiatives erupts with each leader pursuing his own ideas.

Most people have unique potential for excellence in a field that will bring them satisfaction and make a contribution to the organization. For some, leadership is their arena for development and contribution. Being technically competent or knowledgeable in a professional discipline, however, does not mean an individual has leadership potential. The Corps must determine who has leadership potential, and who does not. For the Corps to be successful, it must assess leaders and select the right people for jobs that fit their talents.

Strategic and Operational Thinking

Leaders can be at any level in an organization. Nonetheless, a difference exists between the way leaders think and behave, irrespective of their titles and levels in the hierarchy. Leaders are thinking strategically when they ask, "What are the right things to do?" To answer this essential question, they employ strategic intelligence: foresight, visioning, systems thinking, partnering, and the creation of a motivating culture. Having knowledge of some topic or talking about it is just the Know. In order to think and act strategically, leaders must employ strategic intelligence and talent attributes of their personality. Leaders are thinking operationally when they ask, "Are we doing things right?" This requires a different kind of intelligence and talent as attributes of personality. They employ team collaboration, coaching, stimulating creativity, empowering relationships, and innovating systems to answer the essential operational question.

> My vision for the Corps is one agile team, capable of operating virtually as a learning organization.
>
> LTG Robert Flowers, April 29, 2003

Figure 7 illustrates that each type of thinking has its own focus and concerns. The arrows indicate the continuous learning that can be derived from results. All leaders must create interactive dialogue, no matter whether they are thinking strategically or operationally.

Figure 7.
STRATEGIC and OPERATIONAL THINKING
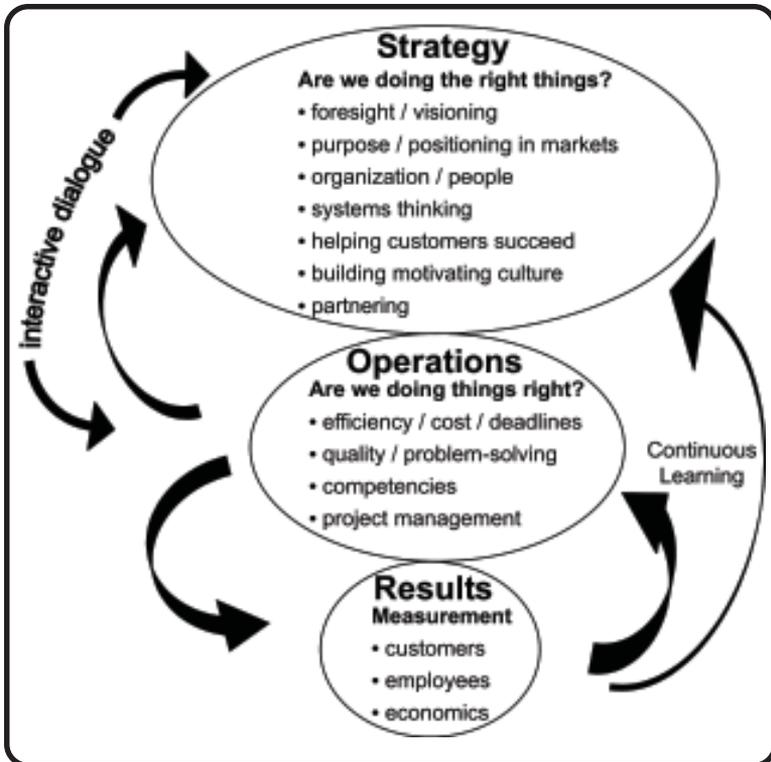
The organization needs leaders who think and act strategically and leaders who think and act operationally. Both types of thinking and acting are essential. It is not to be expected, however, that all leaders are able to do both equally well because talents and personality differ. While leaders with some strategic or operational leadership qualities may be at any level, the top of the organization must have leaders who have the personality and talents to be strategic thinkers and who can lead strategically.

In selecting leaders, we understand that no one is a pure type. Everyone is a mix of attributes, even though certain qualities are more prominent in a given individual. The success of the organization depends on how well strategic think-

ers and operational thinkers interactively lead and implement a shared vision—the Corps ideal future. Strategic thinkers and operational thinkers each bring important talents and must work together. When they do not listen and learn from each other, strategic thinkers get lost in their own abstract ideas, and operational thinkers get lost in details and lists. While behaving negatively in these ways, however, all leaders feel they are doing "real work," and in fact can be working very hard. Are they adding value or merely creating a lot of action? Strategic thinkers and operational thinkers must interactively implement a shared vision, a shared picture of the ideal future. This is how they add value. See Figure 8.

Figure 8.
STRATEGIC AND OPERATIONAL
THINKERS' CHOICES
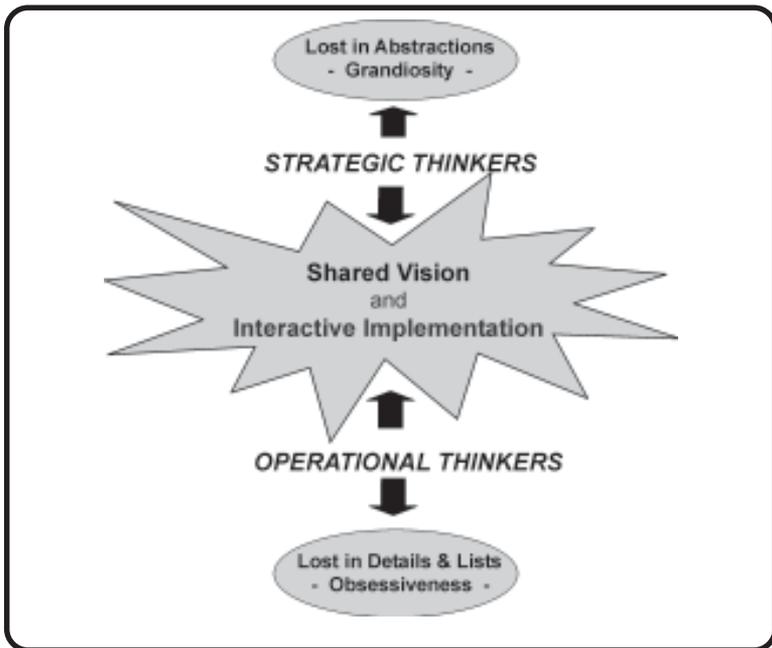
Leaders at All Levels

Though the Corps has a hierarchical structure, the future of the Corps requires leaders at all levels to stimulate all work groups to greater effectiveness. Leaders create the learning organization through the way they work with others and how they lead teams. Our systems need to help us identify, recruit, develop, and retain outstanding leadership talent for the future. Our leaders need to create a systemic leadership process that involves everyone in the technical, operational, and strategic learning necessary for continuous high performance in the public interest.

Leaders and Character

Leaders must understand their own character and that of their followers. The concept of "character" has several meanings in popular usage and in philosophy, anthropology, and psychology. The Army Leadership Doctrine, FM 22-100 (August 1999), focuses its discussion of "character" on Army values and how a leader develops those values in herself and in others. It also describes character as including developed "mental, physical, and emotional" attributes (paragraph 2-41). This concept of 'character values and attributes' refers to the system of drives, values, talents, strengths and attitudes that make up a person (the *Be* of Be - Know - Do - Learn). Character therefore, also commonly called personality, is a systems concept for understanding how all the attributes of the whole person are structured and integrated.

Personality, the dynamic system of the person, is how we typically relate to the world, other people, and work. Our individual personality is how we direct our passions and shape and discipline our talents. Individual personality accounts for the different meaning we each give to our own life.

Talents and strengths are attributes of individual personality that we can understand and measure. Talents and strengths contribute to success in the workplace. All people have talents that characterize them over their lives. These talents are the spontaneous ways a person responds to situations. A positive way to characterize people is by these dominant talents. When a person develops a talent to a level that provides consistent, near-perfect performance in a given activity, we call this a strength. Talents and strengths are different from knowledge and skills. Strengths consist of behaviors, values, attitudes, motivation, and thinking styles. Experience and research show that these talents and strengths are major determinants of a person's success, and are a resource for their and the organizations development.

People tend to apply their strengths spontaneously because these patterns of thought and behavior are often successful. For example, a person who has been successful in developing rewarding relationships will respond to new situations by building relationships in the new situation and will find those relationships personally satisfying. In another example, a person who finds success and satisfaction by constantly accomplishing tasks will respond to new challenges with intensity and activity.

A part of a leader's role is to educate about, reinforce and shape the culture of the organization and to help others internalize Army and other organizational shared values. It is also a part of a leader's role to understand the personality attributes of others, and to help them develop to their full productive potential in a way that supports Army and Corps missions. Leaders can empower individuals to exercise their talents and strengths and develop their productiveness in support of missions. When individuals work in mission ways that are also personally satisfying and meaningful, they become more engaged and motivated team members.

Social Character

Each society raises and shapes the kinds of personality types it needs for the society to function and prosper. The dominant "social character," which is the dominant personality type most adaptive to a particular society, can be described. To lead effectively, it is very useful to understand the personality of those you wish to follow you. It is also useful to understand your own personality and motivation, and how it may differ from your followers. All true leadership development starts with leaders understanding their own personality: 'know thy self.'

In the manufacturing era, the dominant social character type was the expert. Patriarchal families raised performance-oriented children who were schooled to become experts in some field. Bureaucratic-manufacturing work requires the organization of experts in knowledge and skill disciplines and stovepipes. A fit existed between this structure of schooling and work and the social character of people raised in that social system. Employees saw their work life as a vertical climb up the hierarchy, and they were loyal in exchange for security.

Each social character type has positive and negative potentials. Understanding the negative potential of experts is not a criticism of expertise. The Corps will always require expertise. Leaders bring out the best in each social character and each individual personality type, and develop their strengths, while being aware of and discouraging the negative potentials. See Figure 9 on the following page.

Figure 9.
THE SOCIAL CHARACTER OF EXPERTS

Values	Positive Potentials	Negative Potentials
• professional recognition	• knowledge & competence highly valued	• competition vs. teamwork • "Never admit failure"
• highest level of subject matter mastery	• very high standards	• unresponsive to customer • "know it all" • over-critical • nit-picking, detail - focus
• autonomy	• entrepreneurial	• turfism
• control	• vertical account-ability • clear line of authority	• too much report-ing / briefing • hierarchy • overload

The knowledge-service economy is changing because of new technologies, expanding knowledge, global competition, and innovations. This work requires multi-disciplinary team organization, as we find in the Corps Project Management Business Process (PMBP). This teamwork requires employees with values and motivation that include, but go beyond, those of the expert. Today's work requires people interested in continuous learning and requires a different approach to leadership that this doctrine describes.

As work and society change, families raise a different social character type. Today's non-patriarchal, two-career family is producing self-developers interested in continuous learning, who see themselves as free agent professionals. See

Figure 10. They have the social character knowledge-service organizations need today, but they must be properly managed, lead and developed. This is a challenge for leadership today: to create the fit between the new workforce and multi-disciplinary teamwork.

Figure 10.
THE SOCIAL CHARACTER OF SELF-DEVELOPERS

Values	Positive Potentials	Negative Potentials
• indepen-dence, freedom from control	• initiative, self-reliance, • self-starters	• freedom w/o commitment • lack of loyalty
• opportunities to learn	• continual learning from customers, stakeholders, co-workers • asks why, wants whole picture	• information junkie • lacks deep know-ledge
• participation	• networker • empowers others • shares authority & knowledge	• wants more responsibility than is able to handle
• play & plea-sure	• fun & excitement in work • "what if..." thinking • balance in life	• escape to addic-tions • flee routine & dead lines • satisfied by just getting by

To be effective in the new mode of knowledge / service work, leaders need to understand the major social character shift from expert to self-developer now occurring in the workplace. Many managers and leaders today grew up with and were

educated in the manufacturing logic, and have the social character of experts. Understanding, engaging, and motivating today's increasingly self-developer workforce with values so different from their own is difficult. This doctrine can also be a personal roadmap for transformation for them, as well as for the culture of the Corps.

Section 2. Dimensions of Leadership

The Corps has identified 5 dimensions of leadership:

- Strategic

- Direction

- Drive

- Management

- Relationship

The Strategic Dimension

Learning organizations require leaders who are strategic thinkers. These leaders explain how the organization creates value for its customers and helps them succeed. This value equation is the foundation of the organization's strategic logic. They are visionaries who mobilize all the resources of the organization toward the ideal future. Their focus is global and long-term, oriented to the success of the whole social system of the Corps.

When strategic thinking is strong, the leader seeks a clear understanding of all elements of a situation, fitting them together into a whole. These types of leaders make the fullest possible use of their own brainpower and that of others to realign the elements in the most effective way as a system.

They encourage a free flow of ideas. They are voracious learners. To make informed decisions, they continuously thirst for fresh information and knowledge of what is working and what is not working. They want to learn from customers, colleagues, stakeholders, and operations. They learn from people whose ideas and concerns differ from their own, not just from those who agree with them.

When the strategic thinking talent is weak or absent, the leader deals best with the here and now, and is not interested in the past or the future. They tend to get overly involved, and sometimes lost, with details or with micro-management. They are reactive.

The Strategic Dimension of Leadership

- Foresight

- Visioning

- Systems Thinking

- Strategic Alliance

- Aligns Culture and Shapes Values

- HQs Leaders' Role

- Development of Leaders for Learning

Foresight

Foresight describes leaders who are interested in and have a talent for understanding the future. They are acutely aware of history, and they see the present as the unfolding of trends from the past. They look ahead to see how these trends will likely develop over time. They think about their lives and

their work as turning these trends in a positive direction. They see themselves as actors in history. They want to "change the world."

Such leaders perceive how today's forces will shape the future, even though these forces are not obvious or provable from data. The strategic thinking leader understands these forces before others, thinks in terms of them, and plans accordingly. Scenarios are only as useful as the foresight of those who create and use them. These leaders know how to develop an analysis and strategy based on foresight. They then build an organization that can create its ideal future adapted to those forces.

Leaders with foresight educate themselves about the dynamic trends forming the future for their organizations. They do not limit themselves to their technical disciplines. They develop themselves to be broad thinkers. Thus, for example, engineers educate themselves about the changing values of the workforce, and how information technology transforms the way work is organized. What is the best organization for the new workforce? These leaders use what they are learning about the future to plan and make investments.

To those who do not have this interest or talent, this concept can seem grandiose and ambitious. To those with foresight, discussions and work that is too routine, detail-oriented, focused on today, or too operational do not hold their interest for long. They want to know how things fit with where the future is going and what the bigger picture is.

Visioning

Visioning as an element of the strategic dimension of leadership is the ability to create an ideal future that inspires dedication and motivates people to go beyond self. This leader knows the importance of integrating that vision into people's everyday work.

When the vision talent is weak, leaders think mostly about daily challenges as they occur. They are reactive, trying to make the present conform to their static view of the past or their idea of the present. They expect the future to be a repetition of or an elaboration of the present.

The visioning leader makes the vision real, putting it in ordinary language. The leader often tells stories like parables or gives examples that convey the vision, like teaching about a best practice.

This leader knows how to make the vision a guide to everyone's thinking and actions by asking questions when people are planning projects. This leader knows change management requires involvement, education, persuasion, and dialogue over time. This leader knows change management cannot be rushed, or rammed through.

The visionary leader engages others in discussing doctrine and the ideal future. Only by people discussing what documents and concepts mean to them, what is not clear to them, and what others are thinking can these concepts become internalized and real. The visioning leader creates and facilitates these discussions because he sees being *an educator* as a fundamental part of leadership.

Beginning at the top of the organization, the visioning leader works with others to define the Corps ideal future and develops a process to make that future real for everyone. Once this initial visioning and ideal future work is done at the top, this leader integrates it into all work, shaping direction and content of all projects to align with this ideal future.

Systems Thinking

Systems Thinking is another element of the strategic dimension of leadership. The leaders with this talent have the

ability to see the whole system and connect the parts so they all align with the desired ideal future. Systems thinkers care about the success and effectiveness of the system. They recognize, however, that the parts can only be understood in terms of their relationship to the purpose of the whole system. This strategic way of thinking builds on foresight and visioning because its purpose is the success of the system in its future environment.

In terms of the Corps, this means that the system thinker does not focus on individual stovepipes, projects, or initiatives as ends in themselves, except as they affect the success of the Corps as a developing whole system. The systems thinking leader understands the Corps within the context of stakeholders: White House, OMB, Congress, other agencies, environmentalists, private sector interests, etc. These stakeholders shape the Corps. The systems thinker does not drive quickly to closure of issues, until the alignment of the issue with the success of the whole organization is complete. The systems thinker does not require only fast action, but wisely designs the right action timed for the right moment.

Only about 3% of the general population possess systems thinking as a cognitive talent or element of character. Most people naturally think in terms of immediate work projects and get deeply involved in the requirements of making those projects successful. The systems thinker focuses more on the longer-term interactions between a project and other elements and asks, "How do all these apparently diverse parts align to achieve our ideal future as an organization?" "How can we best align the elements of the Corps in planning, budget decisions, and organizational efforts?"

In meetings, the systems thinker often spends a lot of time listening. After learning what the group is doing and not doing, he synthesizes dynamic strategies to move forward. When the meeting produces ideas that are not integrated,

or when people are not responding to each other's ideas, this leader shows the relationships among the various ideas, creating clarity in the discussion. This may require asking people to explain the logic of their ideas.

When people are not comfortable with disagreeing with others' ideas because they see disagreement as threatening, the systems thinker might ask the group, "Shall we now evaluate these ideas in terms of our strategic goals?" In an organization of engineers and scientists, discussing different approaches to solving physical design questions is commonplace. In the same spirit in a learning organization, we should question and discuss people's ideas about organizational challenges.

In a meeting, the systems thinker might go to the white board and draw a graphic or dynamic cycle that integrates the elements of the group discussion into a system, or put the ideas into the 7Ss systems model. The systems thinking leader alternates between educating and facilitating in a group discussion.

Strategic Alliance

Strategic Alliance is seen in leaders who align Corps values and goals with those of stakeholders and partners. These leaders use strategic dialogue to create this alignment. These leaders share knowledge, lessons learned, and innovations with partners.

These leaders know creating strategic allies is a key to success in the knowledge / service economy. They know that others can create new knowledge or an innovation and rapidly displace established organizations, such as the Corps. These leaders know how to work with allies to increase each other's learning or to challenge preconceptions. Ideas move with increasing speed from concept to implementation when allies collaborate. These leaders know that in the modern

economy, the role of material resources has declined relative to the importance of knowledge and human resources in creating value. Leaders with this knowledge think and act differently from their peers who overvalue autonomy, and often lurch from project to project, crisis to crisis.

> ### Examples To Learn From
>
> **Strategic Alliance**
>
> The Chief of Engineers, LTG Robert B. Flowers, reported in July 2002 that the Corps had for the first time created a program with an outside group, The Nature Conservancy, to improve the health of river environments. Together the Corps and the Conservancy will chart river flows, restore wildlife habitats, and conduct experiments around 13 of the nation's dams. LTG Flowers said, "It is our intent to work together to improve the regulation of various dams. We are both out for the same thing, and that is to see to the human needs and also the needs of the environment."

The leader high in the strategic dimension of leadership makes strategic alliances central to all his work whether in HQs or Major Subordinate command (MSC). This leader builds alliances with other governmental agencies, regional authorities, suppliers, unions, and stakeholder groups like environmentalists, etc. We can also see the Corps strategic alliances in the close collaboration with the Federal Emergency Management Agency, as in the shared response to the attacks of 9/11/01.

This leader, strong in the strategic dimension of leadership, builds trust through face-to-face discussions with top leaders of partnering organizations. These discussions are personal and frank. They deal with immediate pressing realities, as well as long-range strategies, values, and ideal futures of the respective organizations.

Aligns Culture and Shapes Values

Aligns Culture and Shapes Values as a strategic dimension of leadership means the leader knows that implementation of initiatives and projects alone do not change the culture of the Corps. This leader works with others in different functional areas of the Corps, who have different kinds of knowledge, to align all aspects of the Corps culture. This alignment requires understanding what culture is, and how it is changed, using the 7Ss as a planning tool for transformation.

The leader high in the talent of aligning culture and shaping values knows everyone has values, and that some may be implicit, that is, not spoken about. These implicit values need to be aligned with the Corps explicit shared values. For example, some employees, devoted primarily to their security and careers, may fear to take any risk. Or some organizations within the Corps may want autonomy over their information and tasks and resist any corporate collaboration and challenge to their local views. The leader high in aligning culture and shaping values knows that in the knowledge / service economy, the Corps must value innovation, shared knowledge, partnering, and interactive planning among levels, regions, and stovepipes to achieve the Corps ideal future.

This leader is likely to study other leaders and what they did to develop and change their organizations, given the historical context they faced. They talk with and learn from other leaders in the Corps, sharing stories about the longer-range strategic issues. They do not get lost in today's "burning platform" or "crisis du jour." This leader is likely to become a student of strategy, studying how organizations achieve their external objectives in their environment and also how they lead internal strategies for change.

HQ Leaders' Role

HQs consists of HQs / Washington and HQs / MSCs. HQs leaders in a learning organization orient much of their daily work to strategic responsibilities of long-range planning; this process cannot be left to staff.

HQs leaders center their attention on transforming the Corps as a whole, and align all parts (all Ss) of the organization with their understanding of the desired future. These leaders create an organizational learning agenda. Their focus is more on the long-term organizational competence and development of the Corps, while not avoiding the daily operational requirements. Since HQs/Washington leaders have the most access and information about stakeholders, many of whom are in Washington, they are best qualified to develop these strategic relationships everyday, allowing them to focus on the larger challenges, for which they are uniquely positioned to work.

As described in part by USACE 2012, HQs/Washington maintains regular dialogue with HQs/MSC leaders, and all strategic planning is created interactively between Washington and the regions. This *interactive planning* is necessary in a learning organization where learning occurs in the regions, as well as in Washington.

Development of Leaders for Learning

Corps leaders make a priority the recruitment, promotion, and development of leaders who show particular learning organization talents. In a Division or District, they recognize leaders who are models of the leadership described in this doctrine. They teach others best leadership practices. These leaders thereby become examples to managers and employees. Their practices become the standard, and others will emulate them.

Questions About the Strategic Dimension

Foresight

What dynamic trends in society, the economy, and government are we working to understand so we can refresh our strategy?

How well do we understand the changing values of the workforce and the interactive, empowering style of leadership required by these employees?

Do the outcomes from particular projects or initiatives indicate we do not understand the forces changing the Corps context well enough? Are we reacting to more than understanding and interacting with stakeholders?

Were best practices learned from *prior* to project design?

Was the strategic approach correct for the challenges that were being faced?

Visioning

What will we do with the USACE 2012 Ideal Future definition, once we deal with the particular structural idea? Will it guide us in our planning?

Do leaders make clear the Corps values and vision (and ideal future) in projects and initiatives? Do these guide the design of projects and initiatives?

How often do employees in HQs, Divisions, and Districts participate in discussions about the meaning of the Corps vision, shared values, and ideal future?

Systems Thinking

Who in HQs, Divisions, Districts is aligning all the 7Ss of USACE culture? How often does this alignment get addressed in the Command Council, the Issues Management Board, and the planning committees?

How much of Corps meetings are largely downloads and briefings of what people are doing? Where do people discuss learning systemically? How often does strategic dialogue occur?

What are the largest gaps in aligning our Ss? What do we have to do to bring them into alignment? For example, are we measuring and rewarding employees' individual performance when we want more teamwork? Corporately, are we measuring largely hard assets (financials, project deliverables, etc.), when soft assets (customer satisfaction, teamwork, trust, learning, empowerment, etc.) are increasingly the keys to productivity and success?

Strategic Alliance

Did the team have strategic allies? How effective were these relationships?

Was the strategy clear to everyone involved, including customers?

What other organizations should be assisting us in this activity?

Were the Corps values aligned with all stakeholder values in this action?

Would a Memo of Agreement have helped?

Were the stakeholders / customers part of the process from design to conclusion?

How well has the Corps understood and supported the stakeholders' / customers' strategy for success?

Have we created a two-way learning dialogue with the stakeholders and customers that challenges and engages all parties?

Did we measure stakeholder / customer views of the results? If so, what did we learn and what did we change as a consequence?

Are there stakeholder organizations that the Corps is not creating alliances with, and if so, why not?

Aligns Culture and Shapes Values

Are the senior leaders assuring that all elements (Ss) of the culture are aligned with the Corps ideal future?

For example, are we measuring in our command inspections, performance evaluations, and criteria for promoting the learning organization values?

Were the Corps values upheld and realized by this action? Did this work indicate that the Corps missed something it needs to value also?

HQ Leaders' Role

Do I create dialogue about the strategy of my organization or work group, and how it is aligned with the Corps values and strategy?

Am I discussing the LO doctrine with my teams? Are we using it as a roadmap for transformation? Do I see part of my leadership as being an educator?

Do I build organizational learning into my meetings? Am I asking questions that create learning about how the Corps can be more effective? Am I participating in the senior leadership forums at HQs to clarify and advance our corporate learning agenda?

Am I helping assure that HQs senior leadership meetings are incorporating the lessons from cases, best practices, and corporate experience in planning and decisions? Am I helping the Corps continuously improve its strategy and its implementation?

Development of Leaders for Learning

Do I take personal responsibility to select, promote, and develop leaders who show talent in being leaders for learning?

Do I express appreciation publicly for what leaders for learning have done to help us understand how to improve our competence as an organization? Do I protect and celebrate those who have shown courage in asking hard questions?

The Direction Dimension of Leadership

The leader with this talent knows that it is inefficient for everyone to work hard when the direction for the work is unclear. This leader knows how to ask questions of teams and other leaders to make the need for clear direction obvious. This leader does not fear sounding stupid for asking what others have failed to ask: "What is the goal for this activity?" "What are we trying to accomplish?" This leader may also question the stated goal and is not afraid to go against the conventional wisdom of what the purpose is. This leader knows that this courage to ask, and to clarify direction, is extremely valuable to the Corps.

The Direction Dimension

- Creating a Motivating Culture

- Honest Communication

- Focus

- Conceptual Thinking

- Stimulating Creativity

Creating a Motivating Culture

Creation of a motivating culture indicates the strength of a leader who understands that the motivation of the workforce affects the value created for the customers. Therefore leaders make the effort to understand what motivates their workforce.   They give them what they need to perform well. These leaders provide the workforce clear mandates, operating principles, resources, authority, knowledge, and tools so they can fulfill their responsibilities. These leaders give employees responsibilities that bring out the best of their talents. They recognize and reward them in ways they value. These leaders remove barriers to their performance.
When this talent is high, these leaders engage people in every meeting in the direction the organization must go. When leaders are not talented in this way, their talking is like a monologue. They lack candor or excitement that engages, and meetings become heavy and lifeless.

The 4 Rs of Motivation

- ***Responsibilities*** – opportunities for people to express their talents and values through their work. They are empowered to *respond*.
- ***Relationships*** – trust and openness drive out fear and lead to creativity, ideas of improvement, and sharing of information. Relationships build teamwork.
- ***Rewards*** – intrinsic or extrinsic, they should be meaningful to the person, considered fair by everyone, and reinforce shared values.
- ***Reasons*** – leaders communicate why tasks are vital to the organization, making those tasks meaningful to each employee in terms they value.

At the team level, leaders might ask, "How can this work help the Corps achieve its strategic purposes?" "How best can we do this?" The leader creates discussion that stimulates their motivation.

Honest Communication

Honest Communication is seen in the leader who is straight talking and who believes that the best policy is to let people know now what they will likely find out later. This leader tells the good *and* bad news, saying it in a way that does not cause harm to the person or the Corps. This leader does not download all information about a topic, since this can overwhelm and demotivate listeners. This leader knows what to say, when to say it, what forum to use, and what person or persons to say it to. This leader watches the effect on his or her listeners: Are they becoming engaged or turned off?

This leader is comfortable saying he or she doesn't know or understand a concept, or that something is unclear. In other words, in a culture of experts, this type leader does not fear being thought stupid. Professor Robert J. Sternberg, Director of Yale University's Center for Abilities, Competencies, and Expertise, said in response to the statement, "The best way to avoid stupidity is not to be afraid of looking stupid" that "People often fail to learn because they do not want to look stupid. As a result, they make or repeat mistakes they could have avoided. Also, when they make mistakes, people try to cover them up so as not to appear to have been stupid and then look even more stupid when the cover-up comes to light." (Washington Post, 5/7/02, F11).

When people receive frequent and honest information, motivation and trust become strong. A learning organization requires *transparency* of what is working and what is not working. No blame. No personalizing of problems. These undermine the emotional foundation of a learning culture. Leaders act with courage and speak with candor. They invite reviews of team and organizational performance and their own leadership.

Communication with outside stakeholders and customers has to be consistent with the Corps commitment to integrity and public service. At the same time, external communication respects the values of stakeholders and does not damage bonds of trust and shared purpose.

Therefore, the leader early on informs others about issues, problems, and mistakes — any matter that will eventually involve them. In this way, people can focus their efforts on creating the best path forward. This leader informs those above him of important matters, allowing senior leaders to engage others, including stakeholders outside the Corps, in interactive, forward-focused solutions.

Focus

Focus as a character trait or talent is the cognitive and emotional ability to set a direction, maintain work with that end in mind, while making corrections with determination to see the results. Leaders high on the focus talent are goal-oriented self-starters. These leaders are confident because they have a clear focus and logic of action.

When the focus talent is weak, leaders are distracted or unclear about their role in helping the Corps and the customers succeed. Their interests, enthusiasm, and priorities fluctuate and take over their thinking. This leader has no personal strategy aligned with the Corps ideal future.

Conceptual Thinking

Conceptual Thinking is the ability to see patterns among seemingly diverse phenomena. This leader can think about the relationships between and among patterns. The conceptual thinker *creates* direction by seeing the larger patterns and details as just aspects of those. The conceptual thinker can use concepts to analyze current realities and chart improved directions.

The conceptual thinker can explain events simply. This leader can summarize and integrate many events and details with a concise explanation that makes complex realities understandable. These leaders exhibit curiosity, like to examine information to find its meaning, think things through, and figure out why things happen. They are integrators.

When leaders are not talented in this way, they tend to "see it, do it" and have difficulty explaining to others how to do things or why certain things should be done. They are not comfortable with complexity, thinking things through, or a lack of closure, but want to take fast action.

Concepts save leaders from *detailitis*, the obsessive describing of parts rather than the whole.   Leaders examine information to discover its meaning and explain that meaning to others with focused concepts.   For example, a leader might say the following to a group about its PM Plan: "This design of how the team will function is too structure-focused. What style of leadership, skills, and supporting systems will you require? We've talked about the importance of coproduction, yet I don't see how you are doing this with the customers. Where do you describe this as part of your strategy?"

Stimulating Creativity

This leader stimulates creativity by challenging a team to use fresh solutions and helps people overcome their fears of failing. This leader asks questions that cause people to think, free of constraints. "If you had a magic wand, what three things would you do that would bring about the solution we want?"

The stimulating leader, therefore, creates challenges and makes work fun and imaginative. This type leadership loosens people up and focuses their intelligence on addressing team goals in new ways. Innovators and self-developers thrive in an environment free of rules, monitors, and demands: they love to play with ideas and possibilities. This leader respects the established rules and business procedures, but does not let them become energy and time-sumps, as this shuts down creativity. The creative leader brings out prior lessons learned. The creative leader challenges others to find best cases, and asks, "How can we do even better than that?" Or "Now that you waved your magic wand and created some fresh ideas, how close can we come in reality to actually doing that?"

The leader who has this talent, this drive for creativity, often feels the conventional road to the goal is too slow or indirect. This leader thinks that the better way to the goal has

not been found yet, looks for it, and encourages others to seek for it also. Disdain, opposition, or resistance to his drive for creativity does not distract the leader.

Questions About Direction

Creating a Motivating Culture

Do I know how motivated the people I manage are? Have I measured their motivation as a group, with a gap survey, and discussed with them how to improve their motivation?

Do I understand what motivates different people?

Do I publicly recognize people's contributions and good work?

What do I do to engage my people in the work?

Do I remove barriers to my people's success in their work?

Honest Communication

Do I share good and bad news with my people openly, without blame?

Do I keep my people informed of the latest developments affecting our work?

Am I honest and frank in my communications, avoiding spin and image control?

Do I encourage and require the sharing of information?

Am I open to hearing information from others that is critical of me, our organization, or our projects?

Do I value this two-way communication and encourage others to value this?

Am I willing to learn from what others communicate to me?

Do I give honest, private assessments to my employees? Do I do this in such a way that builds trust and a desire to improve?

Do I know what my employees think of my leadership? Have I ever asked them how I can be a better leader or manager? Have I ever had them measure my leadership?

Focus

Do I make clear the direction we must go as an organization and how projects are aligned with that direction?

Do I make the results we seek clear to individuals and teams?

Conceptual Thinking

What are the dominant concepts that shape thinking in my organization?

What are my dominant concepts?
How well do my own and my employees' concepts align with those of the Corps?

Stimulating Creativity

What do I do to encourage the creativity of project teams?

Do I communicate an interest in creative solutions?

Does my organization recognize and reward creativity?

Does my organization communicate broadly our creative best practices?

The Drive Dimension of Leadership

The leader with drive knows that his or her success comes from engaging the aspirations of teams of talented people and guiding their efforts toward Corps objectives. This leader knows that he must empower others. This leader knows that drive to accomplish outcomes is a team effort.

A leader with a high drive for accomplishment knows not to conclude a meeting until the actions are complete. This leader knows that to make the meeting effective, its outcomes must help make the Corps work better, not just make the team feel good that it did its job.

The Drive Dimension

- Entrepreneurial Implementation

- Innovating Systems

Entrepreneurial Implementation

Entrepreneurial Implementation in the Corps means boldness and creativity consistent with the Corps shared values and strategy. Operational leaders assess local conditions, human and material resource capabilities, and devise what works with their teams. Each project has unique features. Leaders and their teams use their experience, integrated knowledge, and street smarts to design the most effective critical path to get the job done.

The Corps recognizes that team efforts must sometimes draw talent from any of the Districts, Divisions, Centers, Laboratories, and Field Operating Agencies (FOA), around the world as well as resources outside the Corps. The future will have more virtual teaming like this.

The USACE Corporate Business Process defines the common administration, process, and logistics of how to perform work. The leader makes clear the mission, team mandate, operating principles for work, and basic PMBP requirements. The leader can ask the team members to think of the project as their own and to figure out how to make it a success. The leader is interested in their entrepreneurial ideas. The leader asks for regular input of ideas from the team. This interaction continues during the life of the project, even though the team may work on its own for much of the time. This interaction makes the implementation interactive and entrepreneurial — no longer a manufacturing process of standard products and processes.

Innovating Systems

Leaders efficiently seek the goal, not the beaten path. In bureaucratic organizations, many established systems exist. In a dynamic, changing environment, yesterday's systems may be too cumbersome or based on yesterday's work.

Therefore the culture of learning and continuous improvement often requires leaders with operational responsibilities to create new, lean systems and processes for a project. These new systems, if they prove to be better, can then be considered as best practice models for institutionalizing widely, once they are fully worked through the Corps-wide change process. Computer networks facilitate communication and innovation of systems required for today's fast-paced work.

Questions About Drive

Entrepreneurial Implementation

Did team members serve in the right roles?

Did the team members have the right talents and responsibilities?

How effectively did the team interact with other teams and organizations in implementing solutions and producing results?

Did I encourage the team to be entrepreneurial in implementing their project?

<u>Innovating Systems</u>

Have my organization and I been learning how to innovate systems that make our work with customers more effective?

Has my organization communicated to senior decision makers what Corps systems need improvement or redesign based on what we have learned through our innovative project efforts?

The Management Dimension of Leadership

The management dimension surfaces in a leader who plans effectively and makes optimal use of resources. This leader recognizes that management is a series of functions to distribute among the members of a team. This leader does not feel he has to be in charge all the time and is comfortable sharing management responsibilities. This leader is comfortable letting the team, when oriented with its mandate, operating principles, and expectations, manage themselves as much as possible.

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┌─────────────────────────────────────────────┐
│          The Management Dimension             │
│                                               │
│    •   Coordinates                            │
│                                               │
│    •   Creates Accountability for Learning and│
│        Measures Results                       │
│                                               │
│    •   Integrates Knowledge                   │
│                                               │
│    •   Empowers                               │
│                                               │
│    •   Includes Learning in Projects and Meetings │
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Coordinates

This leader knows how to bring people together so that work gets done efficiently, even in the face of complex timing and availability of resources. These leaders anticipate what the team needs and provide the team the human and physical resources it needs. Effective coordinators play out in their minds how things should occur. Therefore, they know what to do and how to meet needs. They are possibility thinkers and problem solvers. When the coordination talent is weak, people who might have been leaders will have difficulty with the complexity of change in an organization. Instead they will build a rigid organization or process and force people to follow their structure.

Creates Accountability for Learning and Measures Results

Leaders with accountability talent measure how well the product or service helped the client succeed. As work progresses, they anticipate how to measure results and how the customers will give their evaluations. These leaders do not measure for measurement's sake, and they keep measurement to essentials only.

These leaders know that to help the client succeed often requires continuous dialogue with them. Sometimes the provider may not understand the client, or client and provider haven't reached a shared understanding of the challenges. They feel accountable for learning.

Leaders with this talent discuss how they will evaluate people beforehand. Where individuals do not reach these ideals of performance, these leaders analyze with a person or team, in private, the factors that caused low performance. They discuss ways to improve.

When leaders are weak in the accountability talent, they overemphasize subjective, arbitrary, or fluke factors, rather than doing a systemic objective analysis. They are more likely to rate the individual's personality than the actual work performance being appraised, and they often do not know who the highly productive people are in their organizations.

This leader requires that customers, employees, and stakeholders measure both hard data (costs, quality, deadlines, etc.) and soft data (trust, collaboration, learning, project advances your strategy, etc.) regularly. All team members at the workgroup level discuss these results and make improvements based on what they learn. And they distribute this learning to higher leadership in HQs and MSCs.

Accountability in the industrial bureaucratic world of command and control meant monitoring performance to get people in line and to goad them on to higher productivity. In the knowledge / service world, accountability is a means of organizational and team learning. This accountability requires an environment free of fear, focused in a positive way on the team, to show what is working and what is not working.

If a team member is not working up to responsibilities, the leader tries to understand if there is a problem in the organi-

zational system, such as a lack of clear expectations, needed authority, a needed mandate, resources, tools, etc. Next the leader finds out if the person and his role match. Should the person have responsibilities closer to his talents? Leaders do not blame.

Leaders do not reward solely based on results. They do not reward performance if it is done at the expense of shared values. For example, a team can be driven to achieve the customer's project results, but burn out people's trust, good will, and motivation. A team can cut costs but undermine quality. Has there been dialogue with the customer at the highest level about values and long-term strategy? Or has the team looked only at the project in terms of immediate criteria? Therefore, accountability of individual and team performance has to be aligned with the Corps values and strategy and those values and strategies of the customers.

Integrates Knowledge

The amount of information available today can be overwhelming. Leaders distill and integrate this flood of information to create meaning and knowledge. In the knowledge / service economy, knowledge integration is a major factor in productivity.

Teams consist of experts, each with a specialized knowledge. In the manufacturing mode of production, work was accomplished in a linear, additive, and therefore often slow process. Each expert completed his piece and passed the work onto the next expert or functional area. In the knowledge / service world, we share knowledge across networks and require concurrent engineering. This process requires teams to integrate knowledge from design to implementation and is faster and more effective. This knowledge integration is continuous and stimulates innovation. This leader does not tolerate those who hoard knowledge on the old theory that knowledge is power. This leader teaches that we must share knowledge for all to benefit.

Empowers

Leaders provide clear mandates, authority, systems, knowledge, and funds so employees can help their customers succeed. Leaders remove roadblocks, simplify procedures, make crucial contacts for the team, and generally reduce the bureaucratic burden and internal competition that can weigh their people down. When teams need this blocking and tackling repeatedly, leaders in a learning organization work interactively at the highest level to reduce the bureaucratic procedures, turf boundaries, data calls, and requirements that have accumulated over the years like barnacles on a ship. Leaders reduce the weight of procedures from the past on the creativity required in today's context.

Example To Learn From

Reducing Internal Competition

Two adjacent districts were not getting along with each other. They would complain and tear each other down even though they were in the same Division. They would even talk to the same customers one after the other and compete against each other for work. Finally one District Engineer called his equivalent to discuss how to get their people together. The DEs knew their people did not want to talk to each other, but this did not deter them. They brought them together on the border between the two states, and with the help of a facilitator, addressed the problem for three days. The participants delved into the anger, problems, and complaints about each other and worked them through. They arrived at suggestions, such as defining collaborative rules, and wrote a charter. They created a new attitude and working relationship between the districts. Proof came when one district called up the other and asked for help on some new work and discussed how to share the contract. People realized they could help these customers succeed by working collaboratively across their districts.

Includes Learning in Projects and Meetings

Leaders ensure the PM Plans include four learning points:

Point in PM Plan	ACTION
Project Design	Check for Best Practices in the area of the project.
Mid-Project	Conduct In Progress Reviews (IPRs) to learn while the project is underway, in order to make mid-course corrections.
Project End	Conduct After Action Reviews (AARs) to clarify learning and guide future projects.
Final Point	Distribute the learning locally and enter the AAR lessons into the Corps-wide Learning Network web system.

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In the manufacturing-bureaucratic mode, many meetings include briefings of information or coordination of actions. Briefings mostly consist of a one-way downloading of information from presenter to audience. Learning requires dialogue and discussion (two-way conversation). Using Dialogue helps a group move from sharing information to knowledge and understanding. Leaders of project teams build discussion into regular meetings.

Meetings therefore must include learning, as projects do. Team leaders require best practices to learn from in planning new projects or initiatives. During the meeting, leaders

ask, "What are we learning so far and what needs to be improved?" At the end of meetings, leaders conduct a meeting assessment on process and results effectiveness (and ensure that blaming of individuals does not occur). But learning about process does not suffice. The content of the meeting discussion is more important. Therefore, effective leaders also ask, "What have we learned today and who needs to know?" "What are the issues we still need to understand better?" In this way the leader creates learning in meetings.

Questions About Management

Coordinates

How can we make the coordination of a team's work easier? Have I played out in my mind beforehand what is necessary to coordinate projects effectively? What have I learned that has improved coordination?

Creates Accountability for Learning and Measures of Results

Does my organization measure how much our work helps our internal and external clients to succeed?

Do all members of our teams know how their results will be measured?

Does my organization measure how well we are learning?

Are supervisors evaluated on how much learning they create as part of the work of their teams?

When mistakes occur are people blamed, or are these incidents turned into learning for the organization?

Integrates Knowledge

How well is the knowledge of various experts integrated in projects? How well did they listen and collaborate?
Are there people in my organization with important knowledge who could be helpful for projects, but are not sufficiently involved?

What kind of knowledge would my organization benefit from? Do we have that knowledge now? Do we have enough knowledge? How might we obtain the knowledge we need?

How well did the Learning Network provide access and useful knowledge for the success of your work? Did it provide the best practices, innovations, and people we were looking for?

Was the Learning Network's website organized well so that we did not have to wade through excess information to find what we needed fast and effectively?

Are IT systems lean and interoperable, e.g., easy for users to learn and use?

Do executive leaders have easy access to all the knowledge they need to make effective decisions?

Empowers

Do the members of my organization feel empowered? How often do we measure that?

Have we made changes to improve empowerment?

Did the team members have all the technical, business, thinking, interpersonal skills, and any competencies needed to be effective in this action?

Do we encourage team members to develop themselves and help them find learning opportunities?

Do the employees at the frontline of the work in my organization have the opportunity to discuss what they are learning and share ideas for improvement? Do my managers act on these ideas?

<u>Includes Learning in Projects and Meetings</u>

What are we learning in the activity being discussed?

What do mistakes tell us to do differently now?
Do we have the right people in this meeting to address the goals of this meeting? Is anyone missing who would add value?

Who will take responsibility for advancing learning in our meetings by our next meeting in each of the areas we have listed?

The Relationship Dimension of Leadership

Leaders know that business in the knowledge / service economy thrives on relationships. They therefore seek to know the values and goals of others inside and outside the organization. Someone said that "high tech requires high touch," which means high speed communication technology, though impersonal, actually requires more face-to-face discussion. Leaders know that trusting relationships do not arise simply by schmoozing and chatting.   The leader creates relationships by being honest and transparent in forging shared strategy with all internal and external stakeholders.

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┌─────────────────────────────────────────────┐
│          The Relationship Dimension          │
│                                              │
│    •   Develops Leadership and Talent        │
│                                              │
│    •   Coaches                               │
│                                              │
│    •   Creates Team Collaboration / Productivity │
│                                              │
│    •   Coproduces                            │
│                                              │
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Develops Leadership and Talent

Develops Leadership and Talent is a dimension of the leader who makes the development of her people a major priority. The Corps will have the leaders it needs tomorrow only if today's leaders develop them as part of their work.

This leader builds trust by creating mutually supportive relationships and derives satisfaction from the work their associates do. Leaders are generous with their time, praise, and ideas. They are also comfortable with discussing areas where individuals need development. They discuss these needs matter-of-factly with the individual.

When this dimension is weak in a leader, the talents of others may threaten him. He may fear that strengths of others may make his work more difficult, rather than seeing others as resources and thinking about how they can help him grow.

This leader knows the best way to develop leaders is to engage them in the tasks of leadership. This leader will know how to find leadership tasks that fit the potential leader's level of understanding and talents.

Leaders do not assume that being technically competent is sufficient, nor do they focus on action above everything else. Leaders look for talented employees with leadership poten-

tial and express confidence in them by giving them stretch assignments. Leaders make themselves available to discuss their questions, aspirations, and needs. Leaders ask themselves, "Who are my high potential people, who can be with my assistance, leaders for tomorrow?"

Coaches

Coaching is seen in a leader who wins the trust and respect of others who want to learn. Coaching is more difficult than it may seem, and it requires an interest and openness on the part of the person being coached. Does the person want to learn? Coaching requires intuition to know what another person cannot tolerate hearing. Leaders sense people who are coachable, what their needs are, and what motivates them to do better.

Coaching requires understanding what a person or team needs to align with the Corps purposes and how to motivate and focus them. Coaches help team members build on their strengths and see how they fit with strengths of others on the team. Coaches help them see the areas needing development honestly.

The operational coach is direct and firm, yet affirming. The coach respects the human dignity of each person, understands the psychology of praising in public, and offers insights in private. This type coaching maintains the trust of the team in the coach and preserves the motivation of each individual. Humor is helpful.

The wise coach knows the importance of encouraging individuals to contribute to the team and does not seek personal glory or benefit at the expense of the larger good. The coach praises the individual's contribution to the team. When an individual has an idea, the leader gets the team to understand it and use it, while binding up possible envy and competitiveness.

This leader knows that different individuals require different types of coaching. Some individuals, for example, require a great deal of personal attention and support, while others require firmness, no-nonsense straight talk, and an understanding of what under-performance means. Coaching is often seen as a panacea for what may be an organizational problem. The leader knows the difference between a systems problem and an individual who needs coaching.

Creates Team Collaboration / Productivity

Creates Team Collaboration / Productivity is seen in the leader who can bring experts together to create common language and common goals.

When this talent is high, leaders motivate people to work together for the team goal. They get people to help each other. When this talent is weak, leaders do too much of the work themselves, or they direct individuals to do pieces of the work, rather that getting team members to determine how to reach common goals.

Teamwork often requires resolving conflict and facilitating dialogue. When an individual seeks autonomy and implies "I can do it myself," a leader shows that individual how the team can accomplish a project with a "we-can-do-it-better together" attitude. The key to collaboration is the leader's focus on the team's helping the client succeed.

Example To Learn From

Virtual Teaming

With the large new Everglades project, the Jacksonville District naturally thought of building its capacity to handle a project close to them. However, after examining the full scope of the project, the Corps chose to look at where the people and capacity were currently located and employed those resources rather than building up in Jacksonville.

PMBP, a concurrent engineering, multi-functional team approach, replaces stovepipe autonomy, while building on expertise. Increasingly, the Corps will have to create virtual teams, drawing needed talent from anywhere vs. the traditional desire to bring the work to one district.

The leader knows that in knowledge / service work, productivity comes from knowledge integration, strategic alliance, innovation, and continuous learning. Within teams, leaders create openness and collaboration to make these real.

Coproduces

This leader develops solutions to help customers succeed, working with them as part of the team. In essence, they coproduce desired outcomes.

Questions About Relationship

Develops Leadership and Talent

Do I know who my high potential leaders are? Am I engaging them in developmental discussions and giving them stretch assignments?

Are leaders and employees in my organization enabled to use their talents and strengths regularly?

Are work and project expectations communicated clearly and aligned with employees' talents and strengths?

How well do I know what motivates my employees in work? Should I be managing and leading them differently?

Coaches

Do I establish coaching relationships between members of my organization? Do I coach others?

Does my organization measure the effectiveness of our coaching by asking those coached to complete a gap survey?

Creates Team Collaboration / Team Productivity

Did the team have the resources it needed?

What worked / did not work with planning, communication, IT, budgeting, HR, RM, and other systems in the team?

Coproduces

Have your teams involved the customer from project design to completion?

How well has this coproduction worked?

Have you asked your customers to what extent their coproduction worked for them?

Chapter 3. Creating the Learning Organization

The Corps must adapt to the requirements of the knowledge / service mode of work. Today we face increased competition and activeness of stakeholders.

Leaders for learning continuously scan for trends and learn from the experiences of others. They promote systematic opportunities for learning. They require others to examine errors and efforts that did not work as well as planned. Additionally, they learn why efforts *did* succeed. Leaders create the learning organization through the way they work with others and lead teams. The Corps needs to identify, recruit, develop, recognize, and retain outstanding leadership talent for the future. Our leaders need to create a systemic leadership process that involves everyone in the technical, operational, and strategic learning necessary for continuous high performance.

Assumptions About Leadership

The Corps must communicate the kind of leadership it needs, based on the following assumptions.

1. People follow leaders. Leadership is based on qualities of a person. Leadership is not a role, but a relationship that cannot be given to others.

2. Management is a collection of functions, carried out by a person or a team. We hire managers for certain roles. People comply or do not comply with managers.

3. The organization needs both leaders and managers. Organizations today are over-managed and under-led. Ideally, all managers would be leaders.

4. The organization needs both strategic and operational thinking. Both are essential.

5. While people with strategic leadership qualities may be at any level, the top of the organization must have strategic thinkers.

6. The success of the organization depends on how well leaders with strategic and operational responsibilities work together to implement a shared strategy interactively. Ideally, these leaders know when to be followers, creating an integrated leadership process so that leaders don't exist on isolated islands of their own vision and authority.

7. Though the Corps has a hierarchical structure, the future requires distributed leadership (leadership is not inherent in one's role). This means having leaders at all levels.

Assumptions About People As Leaders

1. For an organization to be successful, it must select and position the right leaders in the right jobs. In this way, leaders can contribute their strengths to help the organization succeed.

2. While some people are born with exceptional leadership potential, others can develop leadership qualities, within limits. Not everyone, however, can or wants to be a leader.

3. No one is a pure type. Everyone is a mix of elements, even though certain qualities are more prominent in a given individual.

4. All people have talents based on individual genetic gifts and life experiences. The development and expression of those talents vary based on self-awareness, courage to stand up for values, and productiveness.

Empowerment

When people left the craft / farming mode of production and moved into cities during the rise of the manufacturing era, bureaucracy was a progressive development. It replaced the spoils system of patronage, cronyism, and nepotism. Between 1880 and 1920, bureaucracy was created as the ideal organization of the new industrial era. Its rules promoted selection by merit, fairness, protection of individual rights, rational procedure, planning, and increased central control. Other important protections were added later, such as the right to organize and protection for whistleblowers. As we move rapidly out of the manufacturing mode, the negative elements of bureaucracy become inhibiting. Excessive reporting, formatted roles and procedures, and hierarchical approvals stifle the speed, empowered teamwork, and innovative effectiveness required today.

The knowledge / service mode of production requires greater use of people's intelligence, talents, and energy. Organizational learning and empowerment are based on each other. Leaders must empower today's talented employees with clear mandates, resources, authority, and the absence of barriers. We must not bog employees down with reports that no one uses, excessive emails about minor matters, meetings that add little value, and monitoring to keep people in line. One of the most serious effects of bureaucracy on people is the increase of fear and the discouraging of courage.

Figure 11.
EMPOWERMENT

Empowerment exists when people are ***willing*** and leaders make them ***able*** to fulfill a mission without micromanaging them

Empowerment implies a culture of continuous innovation and learning.

Willing (individuals)	**=** Motivated to Accept Responsibility		
	+		
Able (organization)	**=** Authority	**+** Competence	**+** Resources
	⬇	⬇	⬇
	• Mandate	• Technical	• Tools
	• Support	• Business	• Systems
	• Operational principles	• Leadership	• Funding

Leaders today must eliminate negative consequences of bureaucracy. Leaders must empower teams. A leader's effectiveness becomes apparent when people say, "We did it ourselves."

Empowerment means a full approach to management of work and leadership of people. Empowerment is often confused with delegation, which refers to a one-way assignment of tasks in one situation. Delegation fits in a traditional bureaucracy. Empowerment explicitly implies a two-way interactive relationship between a leader and others. It transforms bureaucracy. It defines an ongoing way of working together, in which the leader makes the vision clear, and then gives a team or an individual a particular task mandate to create that vision.

The mandate defines the charge of responsibility. The leader gives the authority, knowledge, tools, and resources to succeed. The team members then determine how they will work and fulfill the mandate. Each person must accept responsibility. A leader cannot empower someone who is not willing. Empowerment remains the key to motivating the new workforce that values independence and continuous self-development.

Empowerment recognizes continuous learning as essential to organizational success and high performance. Empowerment engages the spirit and minds of the new generation who require freedom from control and freedom to be creative.

With freedom, however, comes responsibility. Empowerment requires accountability to the mandate, and the higher vision and values of the Corps. Empowerment does not mean team members can do as they please, get their own way, or operate with autonomy.

Empowerment takes place within a relationship of trust and responsibility in which the empowered interact with the leader during the project. But the leader is not "managing" the employees. The leader listens for what the team or individual needs to be successful and provides it. When the task is complete, the leader takes account of what worked well, and what did not, celebrates the successes, and assesses what needs improvement the next time. Accountability encompasses learning, not blame.

The Corps needs both learning and empowerment to continue to be successful in the new context of the knowledge / service mode of work. Why are both essential? Let's take the worst situation, where little learning and little empowerment occur. Here no one is learning from clients, Congress, the White House, or other stakeholders, and people feel they cannot be creative, either because they are not given the mandate or because they fear taking responsibility. This situ-

ation exists in an unresponsive bureaucracy that follows the rules and shows little interest in customers and the evolving national agenda.

Where the Corps people are learning but not empowered to make the needed changes to align the culture, people become frustrated, then cynical, and then resigned. People lose interest in what they have learned, and their devotion fades away. People will burnout or bailout. The organization will experience a state of unrealized potential of people's willingness to make a difference, and the organization will lack the capacity to increase its competence and be more effective.

Where there is little systematic learning, but high empowerment, people act on their ideas, but the organization neither integrates nor learns from the results. The organization encourages good ideas and puts a high value on being active, but the activity is often duplicated by others, working at cross purposes. All the activity creates the appearance of work being done, but little value is added. The organization is in an initiative frenzy, a state of unfocused activism.

The ideal state means one of high organizational learning and high empowerment. The organization internalizes what they learn from best practices and innovations outside and within itself. It continuously improves its operations, learning from stakeholders and allies through ongoing dialogues. People and teams are empowered to be creative and implement new practices. Leaders align and integrate all elements of the culture (the 7Ss) with evolving strategic purposes. This innovative effectiveness is the essential goal of the ideal future of the Corps. Every leader should be working to create this future today. See Figure 12 on following page.

Figure 12.

EMPOWERMENT ⬌ LEARNING
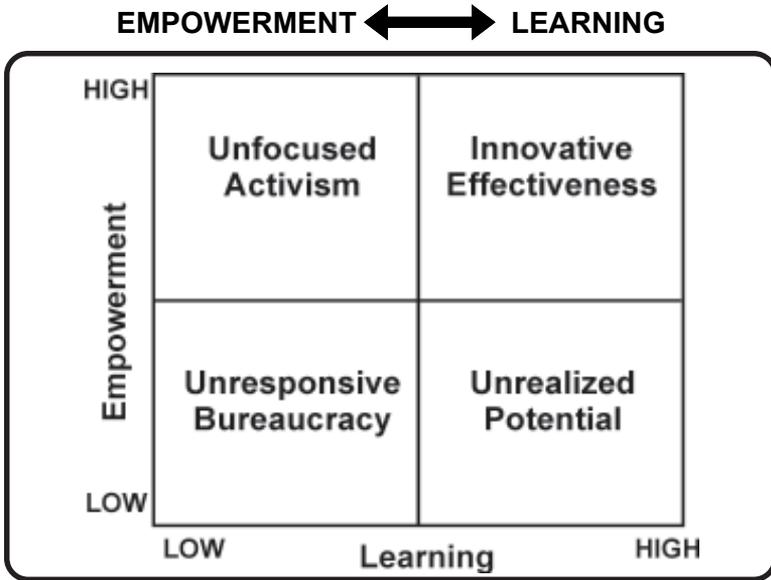
Individuals in the Learning Organization

The success of a learning organization improves when leaders empower individuals to use their strengths to help customers succeed. People are more willing to develop and perform when learning builds on their strengths.

The Corps remains strong in some leadership strengths, but simply needs to develop those strengths further. As an engineering organization, we have achieved operational excellence throughout our history. In other areas, current leaders need new competencies required for a learning organization.

In most organizations, including the Corps, strategic leadership is rare. The Corps needs to select and develop those most suited to be strategic leaders. These leaders must create systematic organizational learning in the Command Council, the Issues Management Board, and the planning committees.

This doctrine describes important leadership competencies for a learning organization in knowledge / service work. Competency is a broad concept that describes many skills (learned ways of doing things) and talents (personal patterns of thought, feelings, or behaviors), which are integrated to accomplish practical tasks. We can teach skills and develop talents in most individuals to some degree. However, the greatest payoff for an organization is to identify those who have developed talents for leadership and provide them with further experiences and training. The Corps needs to place these leaders in roles to use their talents for the success of the Corps. The Corps must align individual development with the needs of the Corps.

With retirements, transfers, voluntary departures, and new military assignees frequently coming to the Corps, regular opportunities occur to position new leaders in vacated roles. The challenge for the Corps is to select the right person for the role, based not on technical proficiency alone, but on competence and character as a leader. The Corps should give potential leaders responsibilities where their individual competencies (their talents and personalities) fit the needs of the Corps. When the Corps brings out the best of its leaders by aligning them with the organization's strategic purposes, the Corps will create the correct role for individuals in the learning organization.

A strong cultural tendency in our country is to think of the individual first, the organization, group, or team second. Ours is a culture that highly values the individual, individual rights, the entrepreneur, and individualism. Some believe that if individuals learn, the organization learns or that the primary

task of the learning organization means providing for the needs of individuals. This focus on the individual makes understanding the meaning of the learning organization difficult. People who focus on the individual ask, "How does learning benefit the individual?" or "What do I get out of this?"

Individuals learn every day, everywhere in the Corps. Nonetheless, improving training and increasing individual learning do not make a learning organization. The organization must continuously become more competent and successful in its missions for the learning organization to become real.

All people have talents that characterize them over their full life spans. We even describe people by their dominant strengths. We think of talents and strengths as natural gifts, and when people develop talents and strengths, they become behaviors, values, and thinking styles. Talents differ from knowledge and skills. People can learn knowledge and skills.

For example, consider the difference between understanding strategic management and thinking strategically. Some people understand or have knowledge of strategic management, but if they do not think strategically, they will not behave strategically. For them, strategy is just another knowledge area in their minds; it is academic. They can "talk it," but can't "walk it." Strategy does not govern their way of behaving with others or organizing their own work, nor does strategy motivate them.

An example of the difference between "Know" (what a person knows) and Do" (what a person does) follows:

An individual has knowledge about building teams and developing people and relationships; however, he does not think as a developer or get satisfaction from seeing people work together to achieve a goal. This person will not likely develop teams and relationships. This kind of leader fails to see or understand these blind spots unless he listens to others.

Measurement of Leadership and Organizational Learning

Leaders value measurements to determine if the organization is learning. Leaders know that measurements get attention so they choose to measure carefully. They are always willing to adjust and change measures to help the organization continue to grow and achieve its goals. (Refer to the Systematic Organizational Learning, page 7.)

We can measure leadership talents. Most leaders have some degree of each of the talents described in this doctrine. Those who stand out as leaders have high measures of several of the talents, but few have high measures of all the talents. The Corps must create leadership teams in which the leaders collectively bring what is needed.

We can also measure the effects of leadership. We have measures of hard factors like project efficiency and effectiveness. The ideal future of the Corps requires that we measure soft factors like trust, organizational learning, and customer satisfaction. To reduce subjective or political biases, we will use instruments to discover leaders' strengths and the effects of their leadership. Hard and soft factors when strongly present equal assets. Corps success in today's world depends on both hard and soft assets.

Leaders use tools, listed on the next page, to measure and learn about Corps effectiveness as a learning organization, and to drive learning into the organization. You will find some examples of the gap survey and AAR tools available on the Learning Network under Leadership.

> **Leadership Tools**
>
> - Strategic discussions
> - Gap Surveys
> - After Action Reviews
> - In Progress Reviews
> - Best Practices
> - Learning Cases
> - Team Learning Projects

Aligning the 7Ss

We must align aspects of the Corps culture (strategy, shared values, stakeholder values, style, systems, skills, and structure) to reach the ideal future of the lean learning organization. The strategy must create value for stakeholders. If we make no time in meetings or projects to learn what is working and what is not working, we cannot expect to learn as an organization. If we do not transform our systems based on our organizational learning, we cannot expect to stay current with the changing needs of stakeholders.

Creating doctrine is only a first step. Aligning all Ss will take time and the concerted effort of all leaders, especially those with HQs strategic responsibility. For example, are the Command Staff Inspections, individual performance, and team performance assessments measuring learning and using the doctrine-based metrics? Do we have effective customer measurements? Are these systemic measurements leading to improvements in the Corps work practices, systems, rewards, and ways of working with stakeholders?

HQs leaders manage the interactions between the various parts of the Corps to create alignment with strategic goals.

While stovepipe leaders seek their agendas, corporate leaders must create the integration and synthesis of these organizational parts. We cannot manage and budget separate parts in isolation. For example, effective design of integrated information systems cannot occur without defining what the organization and users need to learn from the systems. Without this strategic integration, organizations allow fragmented IT projects to proliferate. These systems then will not be interoperable, and individuals will have to master many unnecessarily divergent systems.

Recruitment and promotion cannot be effective without determining what kind of people the organization requires for its ideal future. Recruitment and promotion in turn require knowledge of changing work. HR cannot recruit and promote separately from the line organization.

A Leader for Learning does the following:

- Creates learning discussions in meetings

- Uses leadership tools as part of his work

- Teaches others about doctrine and how they create organizational learning

- Measures hard and soft results of activities

- Communicates strategic, operational, and technical learning to other leaders

- Ensures learning gets into the Learning Network web system

- Aligns all elements of culture - hard and soft Ss - with the Corps ideal future

- Ensures transparency of information and integration of knowledge

- Creates interactivity - openness, engagement, and cooperation across boundaries

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Leaders transform culture. They understand that the new context of the Corps and strategic logic require this transformation. They instill this understanding in the minds of all members of the organization. Leaders see themselves as teachers. Shared values are measures of success of projects, initiatives, and the Corps as a whole. The Corps measures employees by these values. Leaders get promoted because they personify these Corps values. Major leadership meetings and forums center around the learning priorities of the Corps, and the parts become aligned based on this learning. Leaders sensitive to these strategic issues make this happen.

Questions for Learning

The basic questions below serve as guides for leaders. We will add questions as the Corps develops as a learning organization.

The Basic Questions

- What is the Corps learning about what works and does not work?

- What should we do differently in the future?

- Who needs to know the lessons we learn?

- Who will enter these lessons into the Learning Network for Corps-wide access or write case studies for further use?

- Who will bring these lessons into the leadership process at the highest levels for future decision making and planning?

You will find more focused questions for each of the five dimensions of leadership under the sections devoted to those dimensions.

Beginning The Transformation

This doctrine and the leadership activities it describes are not initiatives, but a process of transformation that starts with leaders changing how they think. Everyone has theories about organization, work, people, and leadership. This doctrine requires they rethink those theories.

This doctrine includes a model of systemic change. It describes the ideal future of the Corps as an organization. The essence of the change is revolutionary. The process of change, however, will be evolutionary.   It will take years to realize fully what this doctrine is describing. We can take actions immediately, and we should. And we will have immediate results in the improved organizational effectiveness of teams, programs, and the Corps as a whole. The full cultural transformation, however, will take time. Fundamental learning and unlearning that cultural transformation requires is gradual, except in extraordinary situations. Culture changes slowly.

The steps forward do not represent simple linear progression. Some steps may occur simultaneously. Others will open up new opportunities that are merely possibilities. Passionate advocates may retire or leave; new hires may bring new drive and ideas to the process. Changing culture is a multi-dimensional, self-generating process that we cannot put into a neat plan as if it were a physics or chemistry equation.

Steps Toward Transformation

- Senior leaders will individually study the doctrine and learn the concepts.

- Senior leaders will discuss the doctrine in a dialogue format, raise questions, test the ideas and concepts against their own theories and ideas. People need time to discuss the doctrine, to assimilate it, and to transform it from information to knowledge and understanding.

- Senior leaders will distribute the doctrine to their leaders, require them to study it, then create a leadership dialogue with them. They should address the question, "What does the doctrine require us to do differently?"

- Leaders must align Corps values, systems (knowledge management, people, leadership, communications, corporate measurements, etc.), all 7Ss, and strategic planning with the ideal future of the Corps described in the doctrine and in USACE 2012. The ideal future involves moving from the bureaucratic to the interactive organization. The ideal future also involves moving from an operational culture focused largely on products to a strategically dynamic culture focused more on providing solutions to the complex large-system challenges of its customers. HQs and MSCs must learn interactive planning to create this ideal future in dialogue with the Corps stakeholders.

- Leaders and managers need to conduct their business with stakeholders, and in teams, as leaders for learning.

- USACE personnel can do case studies to educate about the ways the Corps needs to change and conduct business.

- The USACE Learning Network will be established and become active.

- Senior leaders and others will reduce costs and cross-purposes to integrate and limit the ever-expanding list of change and improvement initiatives.

- Senior leaders and others should study organizational lessons to learn how to improve ways of doing business and how to create initiatives, transforming the focus of HQs and MSC meetings. Meetings could become leadership dialogues in which organizational learning shows leaders how to be more effective for our stakeholders and how to create our ideal future.

The learning organization can transform our work and our way of thinking and can systematically improve our performance and effectiveness as public servants.

This document should help reorient our thinking and help us develop a Leadership for Learning Organization in the Corps of Engineers. Do not consider it a comprehensive statement of all that leaders and managers do nor a management manual to solve problems.

Leadership has in the past and will continue to determine Corps success and performance.

Concluding Thought

Take guidance from a great innovator and a life-long learner, Albert Einstein:

**"We cannot solve problems
using the same kind of thinking
we used when we created them."**