
Creating and Retaining a Diverse and Productive Project Workforce

Course No: K06-003

Credit: 6 PDH

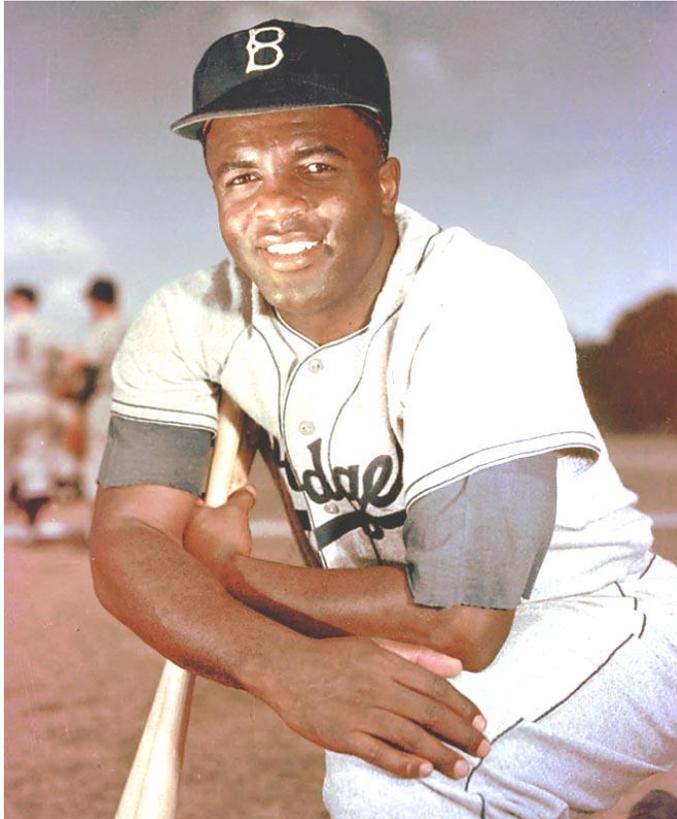
Richard Grimes, MPA, CPT



Continuing Education and Development, Inc.
22 Stonewall Court
Woodcliff Lake, NJ 07677

P: (877) 322-5800
info@cedengineering.com

Creating and Retaining a Diverse *and* Productive Project Team



Diversity is not just about ethnicity, gender, etc., it is so much more.

Fundamentally, everyone must be able to *see portions of themselves* in the definitions of diversity and until individuals can personalize it, it will always be about *someone else*.

Employees watch their leaders to see if they are “walking the talk”. They notice with whom they sit at lunch or sit beside at meetings. To whom do they assign the highly visible assignments and who gets the routine and tedious ones?

What makes team member think they are genuinely valued in the project or organization?

This course will show you how organizations can become so focused on performance

criteria that age, ethnicity, gender and any other non-performance issues simply do not matter.

Jackie Robinson broke the major league baseball color barrier in 1947. It was not because of their social consciousness but because the Brooklyn Dodgers knew his *skills were so exceptional*, they could not afford to *not* have him. They won six pennants in his 10 years of playing!

In other words, ***when employers focus more on talent and performance than tradition, that alone will determine who plays.***

By

Richard Grimes, MPA

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
A NOTE FROM THE AUTHOR	3
COURSE DELIVERABLES.....	4
THE COST OF REPLACING TEAM MEMBERS.....	5
CALCULATING THE ROI OF THIS COURSE	6
YOUR PRESENT SITUATION	7
TRAITS OF A DIVERSE AND PRODUCTIVE PROJECT TEAM.....	9
BENEFITS OF A DIVERSE PROJECT TEAM	10
REQUIREMENTS FOR A DIVERSE AND PRODUCTIVE PROJECT TEAM	11
WHAT ARE FUNDAMENTAL HUMAN NEEDS?.....	12
WHAT MOTIVATES YOU?	13
THE FIVE COMPONENTS OF TEAM MEMBER MOTIVATION.....	17
#1 TELL ME WHAT YOU EXPECT OF ME IN MEASURABLE TERMS.....	18
#2 GIVE ME A CHANCE TO PERFORM (AND LEARN)	20
#3 LET ME KNOW HOW I AM DOING AS I GO ALONG	21
#4 GIVE ME HELP AND GUIDANCE WHEN I NEED IT.....	22
#5 REWARD ME WITH PAY OR PRAISE WHEN I SUCCEED.....	23
BASIC ELEMENTS OF A DIVERSE AND PRODUCTIVE PROJECT TEAM	24
THE ORGANIZATIONAL ELEMENT.....	24
THE LEADERSHIP ELEMENT	26
THE TEAM MEMBER DEVELOPMENT ELEMENT	28
DEVELOPING A PROJECT OR ORGANIZATIONAL ACTION PLAN.....	29
A STRATEGIC PLANNING MODEL FOR PROJECT OR ORGANIZATIONAL CHANGE.....	30
“BRANDING YOUR PROJECT OR ORGANIZATION”	32
PROJECT/ORGANIZATIONAL/EMPLOYMENT BRAND	32
YOUR PROJECT OR ORGANIZATION’S VALUES.....	33
ACTION STEPS.....	40

ADDITIONAL ITEMS FOR CONSIDERATION	41
USEFUL “HUMAN CAPITAL” METRICS	42
HUMAN CAPITAL ROI [HC ROI].....	43
REVENUE PER EMPLOYEE [RPE]	44
WORKFORCE DEVELOPMENT RATIO [WDR]	45
PROFIT PER EMPLOYEE [PPE].....	46
LABOR COST AS A PERCENTAGE OF REVENUE.....	47
VOLUNTARY SEPARATION RATE [VSR]	48
COURSE SUMMARY	48

A NOTE FROM THE AUTHOR

Before you begin this course, please allow me to clarify something so there is no chance of confusion later. Any references that I make to “project management” ***refer to the group of leaders who manage the individuals called “The Project Team.”***

I DO NOT MEAN the technical discipline called “Project Management” that deals with the tools of accomplishing the project such as Work Breakdown Structures, Gantt Charts, Schedules, Budget Projections, etc.

COURSE DELIVERABLES

This course will teach you:

- ▶ How to identify the traits of a diverse and productive project team and compare them to your current organization
- ▶ How to calculate the costs of team member turnover
- ▶ The requirements necessary for a diverse and productive project team.
- ▶ The five components of team member motivation.
- ▶ The organizational, leadership, and team member development elements of a diverse and productive project team.
- ▶ How to develop a project or organizational action plan.
- ▶ How to “brand” your project or organization to recruit and retain diverse and productive team members.

You will also gain these tools to help you:

- ▶ A method to measure the readiness of your project or organizational culture to create and retain a diverse and productive project team.
- ▶ An easy-to-use model for strategic planning within your project or organization.
- ▶ A list of specific, practical action steps to help you get started

The intent of this course is to help you focus on the specific performance requirements of every position within your project or organization and look for the people who can meet them.

If your project or organization becomes **PERFORMANCE FOCUSED** from top-to-bottom, the “packaging” of the performers – black or white, male or female, young or old, etc. - becomes a non-issue. *When their packaging becomes a non-issue, you will have created and be able to retain a culture of inclusiveness and productivity.*

THE COST OF REPLACING TEAM MEMBERS

Replacing lost team member is very expensive for any organization. The worst aspect of this issue is that **it does not have to happen!** This course will help you identify probable reasons within your organization why people leave and help you develop strategies to change it.

The Society for Human Resource Management (SHRM) estimates that the cost of turnover is typically 30% of an team member's **total** annual salary cost when you factor in the cost of recruitment, lost productivity, possible overtime for others in making up that person's work, possible impact on customers, morale of fellow team member, etc. Here is how to figure the cost of turnover in your organization.

1. Take the annual salary of the team member that you lost. \$ _____
2. Add the wage cost of benefits, taxes, and anything else the employer provides such as uniforms, parking fees, etc. as a percentage of salary. Usually from 28% - 35% depending on the organization \$ _____
3. Take 30% of that amount as the cost of turnover.

For example, we will use an administrative position that pays \$40,000 a year and the company's added wage costs are 32%.

1. Take the annual salary of the team member that you lost = **\$40,000**
2. Add the cost of benefits, taxes, and anything else the employer provides such as uniforms, parking fees, etc. as a percentage of salary. We will use 32% here.
3. $\$40,000 \times 32\% = \$12,800$ $\$40,000 + \$12,800 = \$52,800$
4. Take 30% of that amount as the cost of turnover. **$\$52,800 \times 30\% = \$15,840$**

The cost of losing that \$40,000 team member is \$15,840. If you can stop just one team member from leaving, based on what you learn in this course, what would be your organization's return on investment (ROI) for the cost of this course?

CALCULATING THE ROI OF THIS COURSE

We will use the example on the previous page where the cost of turnover was \$15,840.

We will make these assumptions:

- ▶ Your project or organization paid \$149 for this course
- ▶ You made some specific recommendations to your organization based on what you learned. (These recommendations did not cost anything beyond the cost of the course– **the organization just started doing things differently.**)
- ▶ Project management implemented your recommendations
- ▶ A \$40,000 (annual salary) team member changed her mind about leaving because your organization's work environment had improved
- ▶ Your organization did not have to incur the \$15,840 cost of replacing her
- ▶ Your organization's return on that \$149 investment was the net gain of not replacing her divided by the net cost of that gain.

$\$15,840$ (cost savings by her not leaving) - $\$149$ (the cost of your learning) = net gain of your learning or $\$15,691$.

$\$15,691 / \149 (Cost of the course) = 105.308 or 10,530.8% return on the \$149 investment of this course.

YOUR PRESENT SITUATION

What benefits would there be for you, personally, to be a member of a diverse and productive project team?

People typically list:

- ▶ More satisfying professional and personal life because I am maximizing my unique talents and abilities
- ▶ More opportunities to develop or expand professional skills
- ▶ An expansion of my knowledge of customs, beliefs, values, and backgrounds different from mine
- ▶ Better health through reduced stress (“I get to go to work” instead of “I have to go to work.”)



What benefits would there be for you if you knew how to create a diverse and productive project team?

How about:

- ▶ Increased professional responsibilities leading to an improved personal financial situation
- ▶ Increased influence in the way the organization grows
- ▶ Increased professional opportunities in organizational development or project management

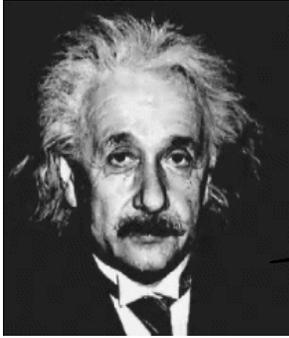
What obstacles are you likely to encounter in your organization when you attempt to implement what you learn here?

(Typical obstacles include overcoming “the-way-we’ve-always-done-it” syndrome; the “not-invented-here” blindness; or the “not-my-idea” ego maniac that blocks organizational development.)



How do you think you will overcome them?

(Help key project management members see “what’s-in-it-for-them” by trying your suggestions. You will see that most of the tips and techniques in this course DO NOT COST ANYTHING TO IMPLEMENT. There is no financial risk for the organization. What more could they ask for?)



Albert Einstein said once, *“Insanity is doing things the same way you always have and expecting different results”*.

How does Einstein’s statement apply to your desire to create and retain a diverse and productive project team?

(The hardest obstacle to overcome is “organizational inertia”. You will have to help them make small changes at first to “build up some momentum”. Once they see your ideas actually work, it becomes easier to try more things.)



TRAITS OF A DIVERSE AND PRODUCTIVE PROJECT TEAM

What behavioral traits or characteristics do you associate with a diverse and productive project team?

But, since projects or organizations typically exist to produce items or provide services, there must be some other traits present beyond diversity regardless of the individual characteristics of the team member:



- ▶ Team members are self-directed because they know what is expected of them
- ▶ They receive frequent feedback on their progress from reports, instruments, or comments from their leader
- ▶ They have a high degree of motivation because they feel their leader and employer cares about them
- ▶ They meet or exceed expectations regarding quality, quantity, and target dates for productivity
- ▶ Their tardiness, turnover, and absenteeism is very low

Which of those traits or characteristics do you routinely see in your project or organization?

Why do you think you do (or do not) see them?

What traits do you think human beings share in common regardless of nationality, race, gender, age, religious affiliation or anything else that contributes to diversity? (The drive toward self-actualization, becoming “all you can be” that is described in Maslow’s Pyramid starting on page 12.)

BENEFITS OF A DIVERSE PROJECT TEAM

What positive individual results are tied to having a diverse and productive project team?

(Look back at the traits of a diverse and productive project team. They are essentially the same because the “project team” is nothing more than a collection of individuals.)

What positive project and organizational results are tied to having a diverse and productive project team?

Project and organizations with diverse and productive project teams are typically:

- ▶ Profitable
- ▶ Growing
- ▶ Able to adapt quickly to market conditions
- ▶ Able to recruit and keep top talent
- ▶ Leaders in their field

What negative individual results are tied to having a diverse project team? (None)

What negative project or organizational results are tied to having a diverse project team? (None)

Why would we ask questions about the “individual” before asking about the “organization”?

(We asked because the organization is just a collection of individuals with a common bond.)

REQUIREMENTS FOR A DIVERSE AND PRODUCTIVE PROJECT TEAM

What conditions must be present in the mind of a team member for them to be productive? What needs to be *IN YOUR MIND FOR YOU TO BE PRODUCTIVE?*

(Top-to-bottom management who have learned and apply leadership skills and at least the five elements identified on page 17)



What must there be within a project or organization to help create those conditions in the team member?

(A project management staff from top-to-bottom who are leaders, not bosses, that:

- Understand and can apply the basic skills to create the conditions listed on page 17
- Make time to get to know the team members as people, not just “headcount” on a staffing chart
- Are willing to admit you “can’t know the book by its cover” and look at the individual talents within.)

What conditions exist within your current project or organization (or anywhere you have ever worked) that would encourage a workplace to be as diverse and productive as possible?



Who controls the existence and extent of those conditions?

(The organization’s management staff from top to bottom.)

If there were an opening in your organization that would be a great fit for your closest friend, would you recommend that he or she work in your project or organization? Why?

How does that last question relate to requirements for a diverse and productive project team?

(If a team member would not recommend his or her closest friend work there, it speaks volumes about the work environment.)

WHAT ARE FUNDAMENTAL HUMAN NEEDS?

Abraham Maslow, psychologist, Motivation and Personality

A smart leader helps his/her team member understand this pyramid and helps them find a way to climb as high as they can.



SELF-REALIZATION AND FULFILLMENT

Employees and leaders frequently overlook this. Employees fail to set meaningful goals in cooperation with their leaders requiring measured accomplishment. They need to grow professionally and personally when possible by managing their self-development with support and encouragement from the organization. "Be all you can be." They need chances to find creative solutions to work problems.

ESTEEM AND SOCIAL STATUS

We like to feel needed, appreciated, and valued by peers and superiors. Smart leaders find ways to acknowledge employee accomplishment via recognition and reward, which encourages the employees to do more to gain more recognition.

BELONGING AND SOCIAL ACTIVITY

Humans are social creatures and require a certain amount of social interaction: some need more than others do. Smart leaders can build upon this need by encouraging work teams and interdepartmental or community service activities.

SAFETY AND SECURITY NEEDS

These needs are met at work if the employee believes the work environment is physically and emotionally safe (such as people will not scream at them for any reason); job rules, policies, and procedures indicate a fair work environment; there exists a reasonable benefit package.

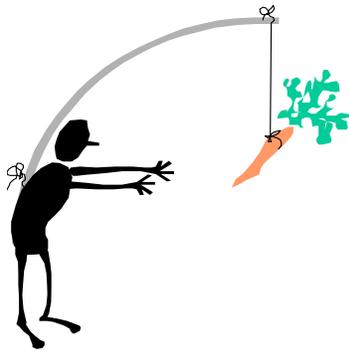
BASIC BIOLOGICAL OR PHYSICAL NEEDS

Include hunger, thirst, and sleep. Obviously, the work place is not where these needs are met although the paycheck is the symbolic meeting of those needs.

How far toward the top of this list is your project or organization?

What connection do you see between the extent of your organization's productivity and its placement on this diagram? (The higher the organization is on the pyramid, the more satisfied, thus more productive and probably diverse, will be the project team.)

WHAT MOTIVATES YOU?



Ask yourself, "What incentive do I have to work for my organization?"

What incentive does each of your team members have to work for your organization?

(This question gives you insight into how team members perceive the organization which leads to the "branding" issue that we talk about starting on page 32)

What incentive does each of your team members have to work for you?

What incentive do you have to work for your supervisor or manager?

Why are we asking you these questions?

(Look at the text box below on this page. If you cannot think of a reason why someone would want to work for you, as opposed to another supervisor in the same project or company, then why would you expect your team member to be loyal to you and do their best for you? Remember, there is a BIG difference between doing their best and doing enough to get by!)

Why should you be asking yourself these questions?

(Reread the question above.)

Many surveys have shown that most employees do not stay with (or leave) their employers; they stay with (or leave) their supervisors.

What do you think?

Complete these two sentences.



1. **“LIFE WOULD BE GREAT IF MY EMPLOYEES WOULD ONLY...”**
 (Most managers and supervisors say, “Think for themselves”, “Show some initiative”, “Get to work on time”, “Get to work”, “Worry more about their business instead of everyone else’s”, etc.)

2. **“WHEN THE BEST BOSS I EVER HAD DID THIS (specify), IT HAD THIS IMPACT ON ME AND MY WORK (specify)”**

TABLE 1

When the best boss I ever had did this...	It had this impact on me...	And it had this impact on my work...
(Example: Told me what she wanted and left me alone to do it.)	(It made me feel she trusted me to do it right.)	(I took time to do it right to show her I could and so she would continue to leave me alone to do it.)

What relationship do you see between how you want your team member to act and the impact on you and your work by the best boss you ever had? (A primary reason why you acted like you did was the influence of your leader. You must ask your team member that same question about the best boss they ever had. Then be sure to demonstrate the traits they listed and you will get the desired behavior.)

Why do we ask this question in a course about project and organizational diversity and productivity? (There is a direct connection between the quality of an organization’s leadership, top-to-bottom, and its diversity and productivity. You cannot get the desired outcomes without a high quality of leadership first.)

How much did it cost the best boss you ever had to act like that? (If you said, “Nothing, it was free!” you have discovered a truth about motivating people. It DOES NOT COST ANYTHING!)



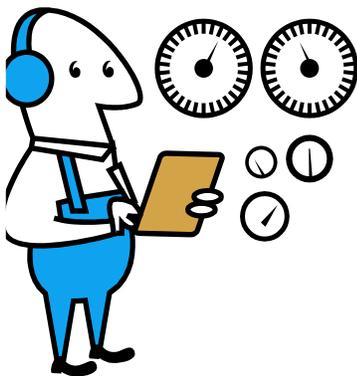
What can YOU start doing differently RIGHT NOW that can help you get what you want from your team member’s behavior?

Question: When you were in school, did you know the least you could do to get by and not get in trouble at home? How did you discover this?



Who determined whether you did the least or the most you could do?

How would you compare that school behavior to team member at work?



QUESTION: If you were paid 10% more, would you consistently provide 10% more productivity day in and day out? Why or why not?

What relationship do you think there is between what people in military service **are paid** and **what they do to earn that pay?**

(This demonstrates that money is not always the biggest motivator for team member. How many would risk their lives in military service if it were only for the paycheck?)



Complete this sentence, “Work life would be great if my boss would only....”

How could you get those items that you listed?

(Why not discuss this with your boss? Use the same example that we used on page 14 where you discovered that it doesn’t cost anything to act in a way that motivates people.)

If you asked this same question to your team members, how do you think they would answer?

What is keeping you from asking them?

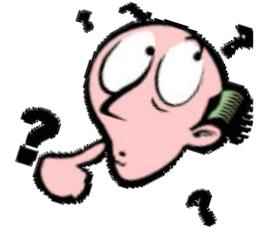


Based on the discussions we have had so far, what do you think is the PRIMARY FACTOR from an organizational standpoint in determining whether a project team is productive?

(The primary factor is the quality of the leadership skills demonstrated by the organization’s management team from top to bottom.)

THE FIVE COMPONENTS OF TEAM MEMBER MOTIVATION

(How prevalent are these within your project or organization? What would line team members, the people who do the actual work, think? Do you think these components would apply to any person regardless of their background?)



- **Tell me what you expect of me** in measurable terms (quality, quantity, time) that reduce the risk of my confusion. (Details on page 17)



- **Give me a chance to perform** (and learn from my mistakes, too.). (Details on page 20)

- **Let me know how I am doing as I go along...** Remember the report cards you got in school every 6 weeks? You did not have to wait until the end of the year to learn if you had passed or failed the grade. (Details on page 21)



- **Give me help and guidance** when I need it. (Details on page 22)

- **Reward me** with pay or praise when I succeed. (Details on page 23)



We'll break these five components down a little more next.

#1 TELL ME WHAT YOU EXPECT OF ME IN MEASURABLE TERMS

What value do you think there is in having **measurable** performance goals?

(You cannot determine progress without measurable performance goals.)

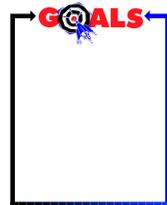
An effective goal also requires at least these four elements:



Realistic (in the mind of the person doing the work) – The person must feel they have some chance of success or they will not bother trying.

Quantifiable – It must tell the person **HOW MUCH** (Quantity),

HOW WELL (Quality), and **BY WHEN** (Time). This knowledge helps them gauge their own progress toward the ultimate goal. We will abbreviate this to “QQT” in this course.



Job and Project Related – He/she must understand how his/her personal goals support the goals of the department, which support the goals of the project.

Do-able – They must involve his/her **doing something that they can observe and measure**. A goal that calls for “Understanding how work flows through the Highway Department” is useless because you cannot measure UNDERSTANDING.

It only becomes useful if he/she must do something that demonstrates his/her understanding such as, “explain in writing the complete workflow of a request from a citizen for a safety sign on his street until it is installed.”



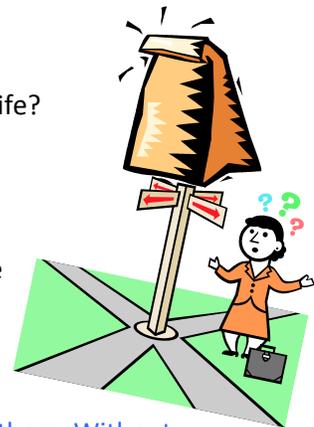


What are some sources of stress in your work life?

What are some measurable (“QQT”) goals in your work life?

What are some sources of stress in your home life?

What are some measurable (“QQT”) goals in your home life?



How can having measurable (“QQT”) goals reduce stress in your life?

(Specific measurable goals give us a way to measure progress toward them. Without the QQT measurable elements, the goals are vague. If the goals are vague, then progress will be vague leading to frustration and, ultimately, stress.)

List some activities associated with your project job that you wish were defined more clearly regarding what your leader expects you to do.

How does this lack of clarification affect you and your work?

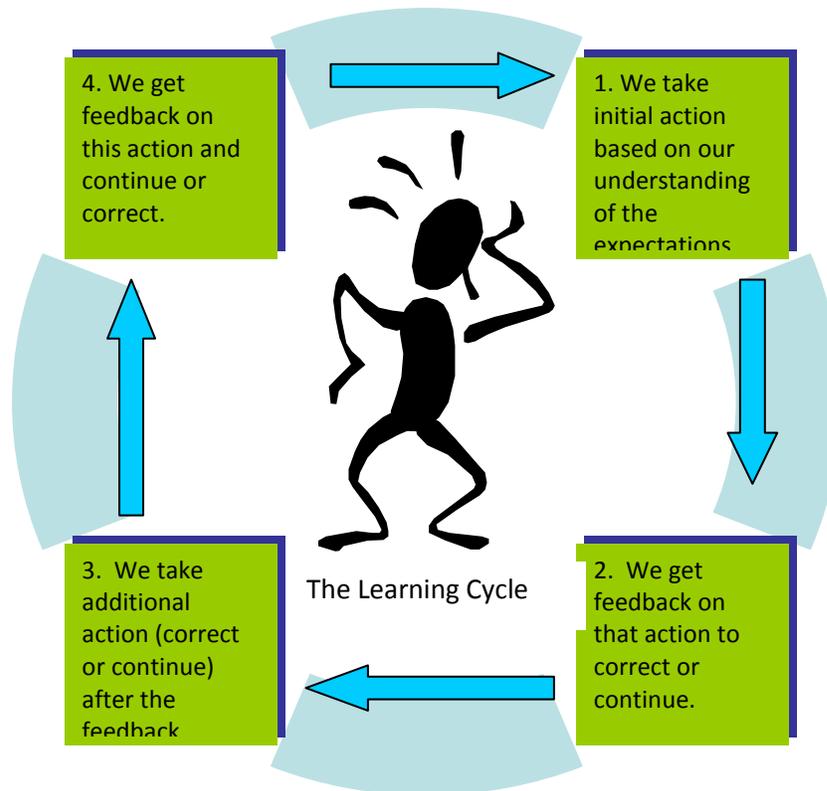
How does that lack of clarification lead to stress?

How does this lack of clarification affect your value to the project or organization?

Now that you have identified these issues, what will you do next?

What is the possibility that many other team members in your project share these feelings, too?

#2 GIVE ME A CHANCE TO PERFORM (AND LEARN)



How does your projector organization practice these activities on a routine basis?

- Explain to team members at every level in the org chart what work performance and outcomes are expected in measurable terms of **quality, quantity, and time**;
- Give them a chance to perform using those measurables;
- Give them frequent feedback (written and verbal) on the performance focusing on behaviors (“*You spelled this wrong.*”), not personalities (“*You are careless.*”)
- Allow them to practice the corrected performance again by applying the feedback given

How do you think your project or organization’s **current approach** to this topic impacts productivity?

#3 LET ME KNOW HOW I AM DOING AS I GO ALONG



Think back to your days in grade school. Did you have to wait until the end of the school year to find out whether you were going to pass?

What kind of “feedback” did you get from your teachers though the year that gave you an idea of how well you were doing?

Do you think your grades were based on your performance on tests, homework, and class participation or whether you were black or white, male or female, athletic or non-athletic, etc?

What did the teacher need to do to create a situation where you could get that feedback?

(Set up a grading system so your scores on tests, homework, classwork, behavior, etc. would feed into the semester grade. You always knew how you were doing because she gave your work back with a grade. That was the feedback. Also, you were graded purely on your performance – not whether you were a boy or a girl, black or white, etc.)

How could that same model of feedback help you at work?

(If you can establish a graduated scoring system for work – like the teacher’s graduated system of A, B, C, D, and F – the team member will be able to monitor themselves just as you did in grade school. Also, team member realize how they are graded for performance and nothing else.)

What would be necessary from a project or organizational position to make that happen?

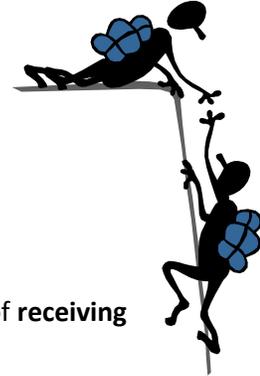
(A requirement from executive management that work performance at all levels is identified with QQT elements on a graduated scale plus a determination. to make the project team composition reflect the available talent pool as much as possible. Also that those results feed into an annual performance assessment system that is seen to be fair and equitable from a team member’s perspective.)

How does the lack of a situation like that (the grade school scenario) impact project or organizational productivity? (If people have to rely on their leaders to tell them how they are doing, it removes the opportunity for self-determination. Also, unless the team member and their leaders share a common understanding about how work performance will be evaluated, there is a strong potential for friction when a team member thinks he did a job worth an “A” and his leader says it’s only worth a “C”.)

#4 GIVE ME HELP AND GUIDANCE WHEN I NEED IT

When you need help with something at work, what is your preferred way of **being helped**?

What difference is there (if any) between your preferred way of **being helped** and the way you actually receive it at work?



When you need guidance with something at work, what is your preferred way of **receiving guidance**?

What difference is there (if any) between your preferred way of **receiving guidance** and the way you actually receive it at work?

Do you think many others in your project or organization experience your situation regarding their preferred methods of receiving help and guidance in relation to how they actually receive it?

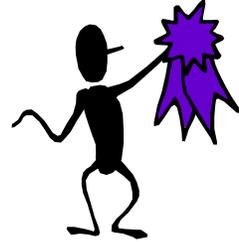
What relationship do you think exists between how team member receive help and guidance and organizational productivity? (If they do not receive help and guidance as individuals in the manner most acceptable to them, resentment can build and reduce productivity.)

#5 REWARD ME WITH PAY OR PRAISE WHEN I SUCCEED

List some rewards that would have meaning for you at work.

Then put a “Y” for yes (“N” for no) in the “\$” column if that reward would cost money.

Finally, put a “Y” yes (“N” for no) in the 3rd column if a reward like that would be typical in your organization.



Rewards like this would have meaning for me when I succeed at work...	\$	Typical in your org?

What impact on your productivity would there be if you received rewards like those?

Why would it have that impact on your productivity?

What percentage of the rest of the project team in your organization do you think shares your views?

Now that you have answered these questions, how can you apply this knowledge to your organization?

BASIC ELEMENTS OF A DIVERSE AND PRODUCTIVE PROJECT TEAM

THE ORGANIZATIONAL ELEMENT

A diverse and productive project team does not just happen miraculously; it is the result of careful planning and preparation. However, even if you do plan and prepare carefully, there is no guarantee it will develop or last. However, there **is a guarantee** that if you do not plan and prepare carefully, you will never get close to it! This is more of a journey than a single destination.

Use the scale on the next page to rate your project or organization as you think it is today.

Then rate it where you think it should be. Make a copy of this survey and administer it to as many team member and management as possible when you return from class.

That will give you a snapshot of your project or organization's potential for creating and retaining a diverse and productive project team plus identify specific issues that need work.



1-2 = Never see this 3-4 = Rarely see this 5-6 = Occasionally see this
 7-8 = Often see this 9-10 = Always see this

TABLE 2

	Organizational Issues	Is now	Should be
1.	All functional job descriptions of the project contain references to measurable performance standards and every team member receives a copy of theirs.		
2.	All performance assessments contain progressive performance levels using measurable terms indicating "how much", "by when", and "how well"		
3.	Each department has a new team member orientation and training program that ensures new team members become productive as quickly as possible.		
4.	Leaders at all levels are required to meet with their team member at least quarterly to review their progress on annual goals, make adjustments or set new ones as necessary, and document their meeting.		
5.	Every team member receives a written performance review from his or her leader at least annually. This review is based only on documented performance, includes summary comments by the team member and leader, and defines initial goals for the next observation period.		
6.	Performance feedback systems are linked to every job function so team member can self-monitor their progress toward annual goals.		
7.	The project or organization has a mission statement concerning a diverse project team that is understood by each team member and each leader understands his or her part in fulfilling it.		
8.	We make sure that each team member understands how his or her job supports the organization's mission statement.		
9.	The performance assessment process requires leaders to document their efforts to support the professional and personal development of their team member.		
10.	Our project or organization publishes and works hard to follow Customer (internal and external customers) Service Standards of Excellence.		
11.	We have a strong team member Quality Service Council that encourages team member training in process improvement and publicizes and rewards successful outcomes.		
12.	Our culture focuses more on what caused the problem instead of who was involved.		
13.	Our project or organization takes a survey of team member job satisfaction annually and publishes, then acts on the results.		

Why do you think we have included each of these issues?

(These are the issues and practices that must be present and evident in the eyes of the team member if an organization wants to be as diverse and productive as possible.)

THE LEADERSHIP ELEMENT



Use this scale to rate your project's or organization's leadership as you think it is today.

Then rate it where you think it should be. Make a copy of this survey and administer it to as many team members and management as possible when you finish this course.

That will give you a snapshot of your organization's potential for creating and retaining a diverse project team plus identify specific issues that need work.

1-2 = Never see this 3-4 = Rarely see this 5-6 = Occasionally see this
7-8 = Often see this 9-10 = Always see this

Table 3

	Leadership Issues	Is now	Should be
1.	We have an effective Leadership Development program to develop <u>existing</u> leaders professionally and personally at all levels in the organization that is open to every qualified team member.		
2.	The leadership development program requires participants to document <u>their application</u> of the professional development training they receive.		
3.	The leadership development program requires participants to self-select work related projects to complete as they work their way through the program.		
4.	Leadership roles in community service activities are encouraged within our leadership development program.		
5.	Mentoring of junior leaders by senior leaders is an element of our leadership development program.		
6.	We have a Future Leaders program that helps us identify and groom <u>future leaders</u> in the organization.		
7.	Our leaders are measured in their annual performance evaluations on the performance of their departments.		
8.	Our leaders are measured on their annual performance evaluations on the extent of their supporting team member development within their departments.		
9.	Our leaders receive training in measuring productivity, writing financial proposals, project management, business writing, and making effective presentations as part of their professional development.		
10.	Our leaders understand what motivates team member to be as productive as possible.		

Why do you think we have included each of these issues?

(These are critical leadership issues for a diverse and productive organization.)

THE TEAM MEMBER DEVELOPMENT ELEMENT

Use this scale to rate your project or organization’s team member development as you think it is today.

Then rate it where you think it should be. Make a copy of this survey and administer it to as many team member and management as possible when you return from class.



That will give you a snapshot of your organization’s potential for creating and retaining a diverse project team plus identify specific issues that need work.

1-2 = Never see this 3-4 = Rarely see this 5-6 = Occasionally see this
 7-8 = Often see this 9-10 = Always see this

TABLE 4

	Employee Development Issues	Is now	Should be
1.	Our team members have equal access to training that is linked to business-related outcomes.		
2.	Our team members have equal access to training that focuses on professional and personal development topics such as business writing, giving effective presentations, conducting meetings, and public speaking.		
3.	Our team members have equal access to training that teaches them to become active participants in the project’s or organization’s success such as measuring productivity, writing financial proposals, project management, providing quality service, and using effective communications skills.		
4.	Every training course has measurable outcomes that tell us how much the participant has learned.		
5.	Team members meet with their leaders <u>before going to courses</u> to establish post-training goals for specific and measurable application of the training.		
6.	Leaders encourage team members who have gone to class to do <u>post-training</u> “lunch-and-learn” presentations to the rest of their department to share the skills they have gained.		
7.	There are training courses focused on helping team members manage their self-development.		
8.	There are training courses that help team members understand the history of their organization, where it plans to go in the future, and their role in the journey.		
9.	There are training courses that teach team members about civil behavior, first aid, personal health, and managing personal finances.		

Why do you think we included these issues? (These are critical team member development issues for a diverse and productive project or organization.)

DEVELOPING A PROJECT OR ORGANIZATIONAL ACTION PLAN

The following is a simplified work breakdown structure for use with non-technical team member. It also works well in non-work settings such as volunteer groups.

Tell the group to consider the significant few (as opposed to the trivial many) factors that will lead to the success or failure of this project we are planning.

The factors do not need to be opposites of each other such as saying a success factor would be a sufficient budget and a failure factor would be an insufficient budget. While each is true, listing either one will be satisfactory. It is more important that we catch the significant factors than we list opposite versions of the same situation.

Additionally, you do not have to have equal amounts of “success” and “failure” factors. It is more important that we not overlook anything than to worry about balancing each column with equal listings. Also, notice that one column is numbered and the other is lettered. It does not matter which is which; only that you use letters and numbers to keep things straight as you will see in a moment.

After you have listed the most evident success and failure factors, you brainstorm for tactics that can be used to either help ensure a particular success factor does happen or that a specific failure factor does not happen. (Frequently, the same tactic will address different success and failure factors.)

Put an “X” in the column under the success or failure factor the tactic addresses. The numbers and letters of the factors help visually to keep the columns straight. When there are no empty columns under the success and failure factors and you think you have planned sufficiently for the factor, you are finished.

Now you can make team assignments and get the project started knowing that you have covered the most obvious (but not every) contingency!

A STRATEGIC PLANNING MODEL FOR PROJECT OR ORGANIZATIONAL CHANGE

This outline can help a project or organization develop their strategy with maximum team member participation. (The example is a county government license office.)

.....
Project: Change the way we issue license tags

Factors that will encourage success		Factors that will encourage failure										
1	Communicate with all internal vendors and customers	A	Equipment does not work									
2	Employee training on new equipment and procedures	B	No teamwork or support from internal vendors, customers or department team member									
3	Public support	C	System problems									
4	No problems with equipment	D	Creates problems – public complains									
5	Production increases in same amount of time	E										
Tactics we can use to encourage success and discourage failure		1	2	3	4	5	A	B	C	D	E	
Have informative meetings with all areas with minutes provided to all.		X	X	X				X				
Maximum team member input regarding practices, policies, training, and implementation.		X	X		X		X	X	X	X		
Conduct dry runs with “customers” from other departments			X	X	X	X	X	X	X	X		
Proper testing frequently		X	X		X		X			X		
Back-up plans if system fails					X		X		X			
Team development celebration & support activities		X	X		X	X	X	X	X			
(What else?)												



These tactics can become sub-projects for assignment to team members. They can also do a “success-failure” factor analysis on each one to help them create a plan with greatest chance of success.

Use this sample with others at work to create and retain a diverse and productive project team.

Project: Create and retain a diverse and productive project team

Factors that will encourage success		Factors that will encourage failure										
1		A										
2		B										
3		C										
4		D										
5		E										
Tactics we can use to encourage success and discourage failure		1	2	3	4	5	A	B	C	D	E	

Use the template above for developing project and organizational strategies with topics from the next section that apply to your organization.

“BRANDING YOUR PROJECT OR ORGANIZATION”

Complete these sentences with the first product brand word that comes to mind. The words in blue are just samples.



If someone wants you to make a copy of a document, they may say, “Please (Xerox) this for me”.

If a child asks their parent for a snack, they may ask for (Jell-O).

If you want something to drink from a concession stand, you will probably say, “Please get me a (Coke).”

Would you agree with this statement: “Many of the reasons potential team member or customers come to your organization (or don’t come) are likely to be many of the same reasons existing team member or customers stay (or leave).”

PROJECT/ORGANIZATIONAL/EMPLOYMENT BRAND

The “Project or Organization’s Brand” is the labor market’s perception of your employment value proposition. So ask yourself, “Why would someone want to work for your project or organization?” What’s its perception in the labor market?

“Organizational brand” is the internalized sum of impressions your organization makes on new applicants or existing team member.



Write the name of a project or organization for which you **WOULD** or **WOULD NOT** want to work.

Now list some of the words that come to mind when you think about that organization.

The words you list are your internalized impressions about them: i.e., their “brand” as you see it.

YOUR PROJECT OR ORGANIZATION'S VALUES

What is the *purpose* of your project or organization?

What are its *values* that support that purpose?

How does it express *that purpose* to its customers?

How does it express *those values* to its customers?

How does it express *that purpose* to its team member?

How does it express *those values* to its team member?

What link is there, if any, between the expression of those values to customers and team member?

What does the Nike phrase, "Just do it!" mean to you as a consumer?

What relationship do you think it has to its core values as an organization?

What would you expect it to mean to employees there?





Have you ever been aboard a flight when a Southwest Airlines flight attendant makes humorous comments during their pre-flight briefing or arrival at the destination announcement? What connection do you see between the values that Southwest Airlines conveys to its customers and the way its employees deliver service?

What connection do you see between the values that **your project or organization** conveys to its customers and the way your employees deliver service?

What can your project or organization do to create and solidify the link of its core values with employees and customers?

Your ultimate goal with the branding strategy should include:

1. There is a common theme about your project or organization so existing team members tell the same story about what it is like to work there.

What common story would you want your employees to tell about your project or organization?

2. This theme is reflected in your product or services so customers share a similar feeling about your project, organization, its products (or services), and its team member.

Think about Southwest Airlines. Are there any common themes between the service that customers expect from Southwest and what they see from the employees?

What would happen if customers thought their perceptions of what to expect from Southwest did not match the reality of what they experienced?

Make sure you bind #1 & 2 (above) together so neither customers nor team member see any disconnects between what you say your values are and what you demonstrate!

For example, if your project or organization says, *"Our employees are our most important asset"*, what happens when economic conditions deteriorate:

1. Do you increase spending on employee skills and development training so each one becomes better at helping the organization through the storm, or
2. Do you decrease expenses by eliminating employee training and development activities and even "downsizing" the organization?

What messages are sent to the employees with each of the two options above?

What possible impact could each option have on customers?

Target team member groups for recruiting and retention just as you do customers (Most “vulnerable” in first 3years)

What importance does this statement have regarding recruiting and retaining team member: ***“Hire for attitude, train for skill”***?

How likely would your project or organization be to use that concept? Why / why not?

If your project or organization wanted to adopt that philosophy, what would have to be in place first from these perspectives?

- ▶ Human Resources
- ▶ Training
- ▶ Managerial / Supervisory skills
- ▶ What others?

How does your project or organization identify and manage talent among recruits?

How does your project or organization identify and manage talent among existing team member?

How do you match project or organization values with the job skills you want to recruit and retain?

Create a competitive advantage by combining marketing principles with recruiting and retaining strategies.

Ask your customers and team members for their views: “Mrs. Jones, as one of our customers, what words do you associate with our project or organization in these categories:

- ▶ Our project or organization as a whole
- ▶ Our products (or services)
- ▶ Our team members

“What words would you associate with our team members’ perceptions of:

- ▶ Their customers
- ▶ Themselves as team members of our project or organization
- ▶ Our project or organization itself
- ▶ The products or services our project or organization provides

Anonymous survey to senior project management (also to middle and lower project management, and line team members) that asks, “*What words do you associate with our project or organization in these categories:*”

- ▶ Our project or organization as a whole
- ▶ Our products (or services)
- ▶ Our team members

“What words would you associate with our team member’ perceptions of:

- ▶ Their customers
- ▶ Themselves as team member of our project or organization
- ▶ Our organization
- ▶ The products or services our project or organization provides

What words would you associate with our customers’ perceptions of:

- ▶ Our team members
- ▶ Our project or organization
- ▶ The products or services our project or organization provides

Suppose you ask those questions in separate surveys to some of your customers, senior project management, middle management, lower management, and line employees.

Why would you want to ask those questions to those distinct groups?

What would you do with the answers you receive?

How do those questions link with branding your organization?





The Corporate Leadership Council (CLC)* has developed a database based on extensive research presented in a SHRM (Society for Human Resources Management) White Paper (July 2003) that lists these job criteria and their importance (on a scale from 0-7 with 7 most important):

*<http://www.corporateleadershipcouncil.com/>

Ranking	JOB CRITERIA	SCORE
1	Base pay	6.47
2	Manager / supervisor quality	5.31
3	Health Benefits	4.24
4	Work Hours	4.10
5	External equity (team member stock plans, profit sharing)	4.08
6	Job Fit	4.06

.18
differences

Where does **BASE PAY** fit into Maslow's pyramid on page 12?

What does this survey say about what is important to your team members?

How would project manager / supervisor quality influence all of the other criteria?

(Typically, if a team member enjoys a very positive relationship with their manager / supervisor, they will have a higher tolerance of lower quality in all of the other criteria up to a "breaking point" that varies with individuals.

However, a negative relationship with their manager / supervisor usually means a lower threshold of tolerance for the other criteria. In essence, the team member – project manager/supervisor relationship is critical for a diverse and productive project team.

ACTION STEPS

Use a worksheet like this to list a series of action steps to begin creating and retaining a diverse and productive project team in your project or organization.

We suggest you focus on presenting the benefits of a diverse and productive project team (page 10) to the most senior member of project management that you think will listen and take action. Remember, organizational change is **evolutionary, not revolutionary** and occurs in small increments.

Ask for that senior project manager's support as you try starting with a small department or group that you can use as a "lab situation" and benchmark as many initial measurables as possible such as attendance, tardiness, diversity characteristics, turnover, work productivity, work quality, and rework.

Then administer the surveys found in the "Basic Elements of a Diverse and Productive Project team" (page 24) to help you assess the organizational situation. Record the results of the surveys and start developing plans to target any issues with a score of less than "7". GOOD LUCK!

	ISSUES WE NEED TO ADDRESS	Page #	Assigned To:
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

ADDITIONAL ITEMS FOR CONSIDERATION

In the past 30 years, the nation's economy has doubled while the birth rate has dropped 24%

In the US, the number of people ages 25-39 has decreased from 62 million in 1990 to 60 million in 1999. By 2006, the number of workers age 34 and younger will decrease to only 36% of the labor force.

The CLC database shows that 24% of High Performing Employees intend to leave their current employer in the next year while another 19% are undecided. **If your organization lost 43% of its high performers, what would happen to the organization?**

If the primary reason good team member leave is **bad management**, what do you plan to do about that?

What role does **talent acquisition and retention** play in your organization's performance assessment system?

If a line manager hired (or lost) a star like Michael Jordan, what would the reward (or penalty) be?

How do you identify your good and bad managers?

How do you reward or punish them?

What is your organization's current turnover rate? Do you include internal promotions as "turnover" or just people you outright lose? What is the difference?

What questions do you have remaining about what it takes to create and retain a diverse project team?

USEFUL “HUMAN CAPITAL” METRICS

Many company executives love to demonstrate how much they value (or want to appear to value) their project team by saying things like, “**Our people are our most important asset!**”

Have you ever wondered, though, just how valuable are they? Are they becoming more or less valuable? How do we know? Can we believe these numbers?

In an article in the January 2005 HR Magazine entitled “Blind Investment”, the author states, “*In fact, a variety of experts agree that as much as 80% of a company’s worth is tied to human capital.*”



The article goes on to discuss several different ways of measuring the value of their project team that may be useful to your organization. [\(Please keep in mind that this is not a financial analysis course and the author does not pretend to be a financial analyst. These are offered as benchmark guides to use if your organization has nothing at all.\)](#)

- ▶ **Human Capital Return On Investment** [we will refer to it as “HR ROI”]
- ▶ **Revenue per Employee** [RPE]
- ▶ **Project team Development Ratio** [WD ratio]
- ▶ **Profit per Employee** [PPE]
- ▶ **Labor Cost as a Percentage of Revenue**
- ▶ **Voluntary Separation Rate** [VSR]
- ▶ **Operating Efficiency Rating**

Please remember that *trends in scores* tell you much more than just a single measurement. These metrics are useful only to determine *trends* of things getting better, worse, or not changing at all. We suggest using any of these metrics *at least three times* to determine a trend.

HUMAN CAPITAL ROI [HC ROI]

The rationale for this is to illustrate the relationship between human capital investment, productivity, and profitability. HC ROI is the pre-tax profit an organization generates for each dollar invested in regular team member pay and benefits after non-human expenses are removed.



Also note the organization must separate compensation and benefit expenses from normal operating expenses for this calculation to work.

$$\text{HC ROI} = \frac{(\text{Revenue} - \text{operating expenses} - (\text{compensation} + \text{benefits costs}))}{(\text{Compensation} + \text{benefits costs})}$$

Sample

Revenue = \$23,432,819

Operating expenses = \$13,587,952

Compensation = \$2,975,218

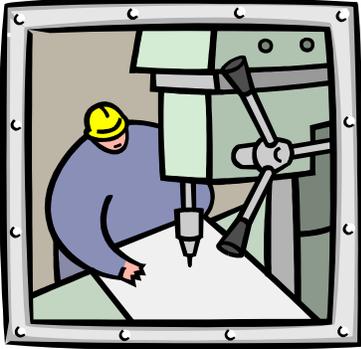
Benefit costs = 32% of compensation costs

$$\text{HC ROI} = (\$23,432,819 - \$13,587,952 - (\$2,975,218 \times 1.32))$$

$$\text{HC ROI} = \frac{(\$23,432,819 - \$13,587,952 - (\$3,927,288))}{\$3,927,288}$$

$$\text{HC ROI} = \frac{\$5,917,579}{\$3,927,288} = 1.506$$

REVENUE PER EMPLOYEE [RPE]



This metric allows a company to determine its revenue per team member (full time equivalent abbreviated as FTE). This is widely considered a basic measure of a company's productivity.

When combined with the Project team Development Ratio (page 45), it allows a company to determine the impact of Project team Development initiatives on the bottom line.

For example, if your company's RPE increased by 8.3% while the WD ratio has increased only 2.25%, it would indicate that you are getting a good return on your WD efforts.

$$\text{RPE} = \text{Revenue}/\text{FTE}$$

Sample

Revenue = \$23,432,819

FTE = 147 team member

PPE = \$23,432,819/147 = \$159,407 per team member

WORKFORCE DEVELOPMENT RATIO [WDR]

This identifies the ratio of the entire budget that is invested in project team member development.



It is more important that the factors a company uses to determine the WD factors be consistent than “philosophically pure”.

For example, whether a day spent in training class should be broken out as a WD expense or remain as a wage expense is less important than we *consistently* calculate it the same way every time!

$$\text{WDR} = \text{WD Expenses} / \text{Total Expenses}$$

Sample

Operating expense budget for this year = \$13,587,952

Compensation + benefits costs = \$3,927,288

Project team Development budget = \$478,500

WDR = \$478,500 / (\$13,587,952 + \$3,927,288)

WDR = \$478,500 / \$17,515,240

WDR = 2.73

PROFIT PER EMPLOYEE [PPE]

This takes the pretax profit as organization generates and attributes this to each FTE. This metric provides an integrated picture of productivity and expense control efforts.

Like the previous metric, combining this with the WDR is another way of determining if WD efforts are having the desired results.

If our WDR has increased from 2.73 to 3.41 while our PPE has increased by 9.74%, is that great news, good news, or no big deal?

(Obviously, the answer would be different with different companies but a question like that can help an organization tell if it is going the right way with its project team development efforts.)

$$\text{PPE} = \text{Revenue} / \text{FTE}$$

Sample

Revenue = \$23,432,819

FTE = 147 team member

Operating expense for this year = \$13,587,952

Compensation + benefits costs = \$3,927,288

LABOR COST AS A PERCENTAGE OF REVENUE

This looks at the percentage of revenue dedicated to compensation and benefits costs for regular team member. It provides insight into an organization's benefits and compensation programs. Over time, this measurement can show if the organization is obtaining a higher or lower return on dollars invested in the project team.

Combining this with the WDR, the RPE, and PPE is another way to determine if WD activities are positively affecting your organization.

If our WDR has increased from 2.73 to 3.41 while our PPE has increased by 9.74%, RPE has increased 12.76% and labor cost as a % of revenue has remained relatively steady, is that great news, good news, or no big deal?

$$\text{Labor Cost as a \% of Revenue} = \frac{\text{Compensation} + \text{Benefits Costs}}{\text{Revenue}}$$

Sample

$$\text{Labor Cost as a \% of Revenue} = \$3,927,288 / \$23,432,819 \\ = 16.7\%$$

VOLUNTARY SEPARATION RATE [VSR]

This looks at the percentage of FTE that has voluntarily left the organization. High turnover may impact the organization's stability, profitability, and productivity.

Be careful *not to include* those who voluntarily left for non-workplace reasons such as relocation of a spouse or personal reasons unrelated to the workplace.

$$\text{VSR} = \text{Total Voluntary Separations} / \text{FTE}$$

COURSE SUMMARY

We have tried to point out that the key to having a diverse and productive project team is nothing more than focusing on the performance requirements of the job and the abilities of all the applicants to perform them.

When a project or organization improves its ability to define job requirements using specific measurable terms, then they will look for talent that meets those requirements and not be distracted by the applicant's packaging in terms of race, gender, age, disability (unless a *bona fide occupational qualification*).

When major league baseball began signing black players, it was not because of their sense of social responsibility: it was because the black players WERE SO TALENTED!

If an employer learns to focus on purely job-related requirements in their search for talent and managing that talent after hiring by improving the quality of their leadership from top-to-bottom, they will automatically become more productive and diverse without additional effort.