

# Institute For Enterprise Excellence



*Bringing Purpose To Life*

Principles for Personal and Organizational Transformation –Enable

April 2016

[Instituteforexcellence.org](http://Instituteforexcellence.org)

**Executive Summary:**

Our first White Paper “Foundations For Transformation: Linking Purpose, People and Process”<sup>1</sup> described the common patterns that we have observed as executives and managers have attempted to create a culture of continuous improvement in their organization. Many find themselves trapped in a cycle of “program of the month” approaches that never seem to produce the sustainable transformation of management that is necessary. However, there are some who desire to break away from this pattern, and wish to switch the direction of their efforts by understanding the power of purpose, as well as learning and practicing new principles of management.

In this paper, we describe the principles behind the IEX model, specifically those principles primarily focused on enabling people to be engaged in, and improve their work systems.

**Review of the Sustainability Model**

In our first white paper “Foundations for Transformation”<sup>1</sup> we described a model for sustainability (see Figure 1), and described climate and culture (see Figure 2), and described the velocity model (see Figure 3).

Executives who understand the interactions of all parts of the model will realize the following points as illustrated in Figure 1:

1. Working towards “true, true north”<sup>2</sup> includes understanding what we want to see (Purpose), what we need to do (ideal behaviors – KBI’s) and what we want to get (key performance measures – KPIs).
2. There are appropriate roles and responsibilities to achieve the desired results and accomplish the organization’s purpose. Leaders need to own (monitor, maintain and improve the understanding of) the guiding principles. Managers need to own systems (monitor, maintain and improve). The front-line workers need to own the tools (monitor, maintain and improve). In most organizations, these roles are misaligned. The tools are owned by managers or the improvement team. Systems are owned by leaders. The front-line workers have no real role or responsibility, and no-one is responsible for the principles.
3. Systems drive behaviors. If you want different (ideal) behaviors, you need to have the right systems. Understanding systems and how to adjust them is critical knowledge that is beyond the scope of this paper.
4. Improvement comes from both individuals and from systems, and better results through ideal behaviors. It’s “both/and” not “either/or.”
5. Executives and managers can use their knowledge of the model to assess the current state of their systems by observing the frequency, intensity, duration, scope and role of ideal behaviors. They can use this information to determine how to adjust key systems to get better results through ideal behaviors.
6. There is a model for deployment<sup>3</sup> that can help executives who wish to apply this knowledge every day in their organization in order to bring their purpose to life.
7. We have placed both “climate and culture” at the center of our sustainability model. The purpose of the sustainability model is to create a sustainable “way of being” that helps the organization achieve its purpose through ideal behaviors in order to achieve the ideal results. We describe the relationship between climate and culture in Figure 2. What the leader believes about the way the world works will drive their behavior. For instance, if leaders believe that the way to get results is to focus on results, this will show up as a focus on measurable results in their behaviors. This will set the climate (the tone and mode) for the organization. There is a “macro climate” for the organization as whole, as well as “micro climates” at the department level. In other words, any leader sets a climate that will affect the culture. We

Figure 1. Sustainability Model

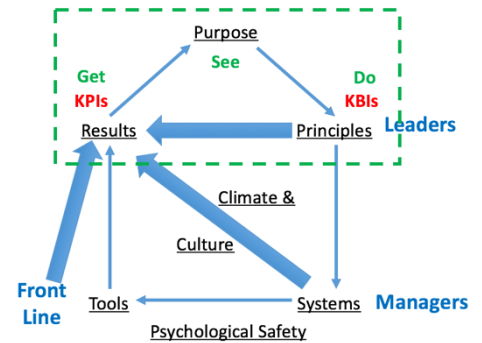
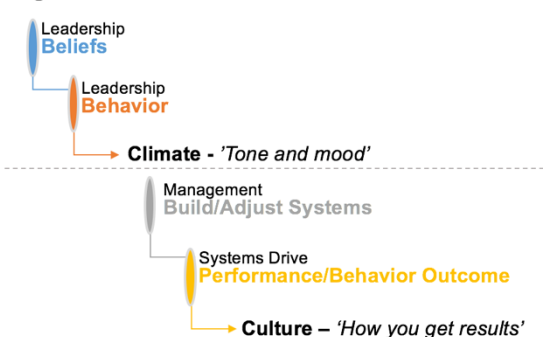


Figure 2. Climate and Culture



<sup>1</sup> <http://bit.ly/IEXfoundations7>

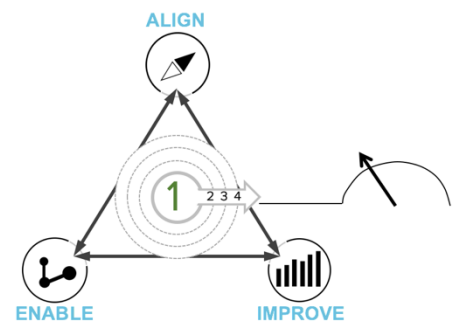
<sup>2</sup> <http://bit.ly/truetruenorth4>

<sup>3</sup> <http://bit.ly/IEXdeploy4>

define culture as the sum of the behaviors that are exhibited by the people who are trying to achieve results. For instance, if the primary way that people (leaders, managers and front-line) achieve results is through fire-fighting, work-arounds and heroic efforts, then that defines the culture. People will respond rationally to the climate that is set by leadership and will create systems (both formal and informal) accordingly. These systems will drive the behaviors which define the culture.

8. "Psychological Safety" Represents the foundational and necessary conditions that must be in place in order for the sustainability model to be effective. Here are some key points about this part of the model:
  - a) The quality of the relationship between each person and their immediate supervisor is pivotal. Marcus Buckingham, states it as follows, "The talented employee may join a company because of its charismatic leaders, its generous benefits, and its world-class training programs, but how long that employee stays and how productive he is while he is there is determined by his relationship with his immediate supervisor."<sup>4</sup>
  - b) Research from 2015 provided by Gallup, Inc. indicated managers account for 70% of the variance in employee engagement.<sup>5</sup>
  - c) A recent study by Google researches discovered that what makes a great team is not who is on the team, but rather how the team members interact, how they structure their work and how they view their contributions.<sup>6</sup> This conclusion should not come as a surprise, as this was pointed out by both W. Edwards Deming<sup>7</sup> and Russell Ackoff<sup>8</sup> decades ago. The best parts do not make the best system, what matters is their alignment toward purpose and quality of the interactions. This knowledge applies to social systems as well as mechanical systems.
  - d) The Google research also discovered five keys that make an effective team, the primary factor being "psychological safety" defined as "team members feel safe to take risks and be vulnerable in front of each other."<sup>18</sup> Again, this should not come as a surprise. Deming<sup>9</sup> pointed out the need to drive fear out of the workplace, and Patrick Lencioni<sup>10</sup> described the importance of creating trust and team member vulnerability.
  - e) Engaging employees is only the beginning. In a 2015 Harvard Business Review article, authors Eric Garton and Michael Mankins stated as follows, "The problem is that the typical manager today is generally great at hitting his or her numbers, while only a small minority have mastered the art of inspirational leadership. As a result they are unable to manage individuals to their full potential, build and lead truly great teams, and connect a team or individual's mission to the company's overall purpose."<sup>11</sup>
  - f) Learning more about emotional intelligence<sup>12</sup>, social intelligence<sup>13</sup> and leadership vertigo<sup>14</sup> can provide guidance to managers who wish to improve the environment and relationships in their sphere of influence.

Figure 3. Transformation Velocity



### The Velocity Model

Most organizations that pursue an improvement effort seem to gravitate to the "improve" dimension (lower, right-hand corner) of Figure 3. People are primarily taught improvement tools and methods through experiential learning events. This is not wrong, but it is incomplete.

<sup>4</sup> Buckingham, Marcus, *First Break All The Rules*

<sup>5</sup> <http://bit.ly/gallup70percent>

<sup>6</sup> <http://bit.ly/googlegreatteam>

<sup>7</sup> Deming, W. Edwards, *The New Economics*, pp. 125-128, and *Out of the Crisis*, pp. 117-118.

<sup>8</sup> Ackoff, Russell, *Systems Thinking For Curious Managers*

<sup>9</sup> Deming, W. Edwards, *Out of the Crisis*, pp. 59-62.

<sup>10</sup> Lencioni, Patrick, *The Five Dysfunctions of a Team*, 2002.

<sup>11</sup> <http://bit.ly/hbrbeyondengage>

<sup>12</sup> One definition of emotional intelligence: "the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior." [https://en.wikipedia.org/wiki/Emotional\\_intelligence](https://en.wikipedia.org/wiki/Emotional_intelligence)

<sup>13</sup> One definition of social intelligence: "the capacity to effectively navigate and negotiate complex social relationships and environments." [https://en.wikipedia.org/wiki/Social\\_intelligence](https://en.wikipedia.org/wiki/Social_intelligence)

<sup>14</sup> Brown, S. Max and Naseer, Tanveer, 2014, *Leadership Vertigo*, <http://leadershipvertigo.com>

Improvement without alignment to the most important problems and strategies for the organization (upper part of Figure 2) can lead to random acts of improvement that can be wasteful and counterproductive. Without attention to the principles of enabling people (lower, left-hand corner of Figure 3), people will not be engaged in the improvement work. Improvement will be done “to” them or “for” them, not “with” them.

Imagine 3 pedals at the three corners of the velocity model. Even and equal pressure on the pedals will accelerate the transformation effort. Pressure on only one or two of the pedals will not produce the desired acceleration. At the center of the model are the “work systems.” The principles of enabling help people to be engaged in improving their work. The principles of alignment help people to understand how their work connects to the purpose of the organization. The principles of improvement help people to effectively improve their work systems. Improving the work is the work, not in addition to the work.

The transformation journey is an “organic” process, not mechanistic. Organizations must discover the benefit of starting small at the center of the model with simple systems of alignment, enabling and improvement. After stabilizing the systems (30 – 60 iterations of the ideal behavior) they are ready to the next level, then stabilize again, then move to the next level, etc. The velocity model forms the basis for an assessment methodology to understand the maturity level of an organization’s transformation journey. Specific systems are assessed based on the frequency, intensity, duration, scope and role of the ideal behaviors that the systems are driving.<sup>15</sup>

### Review of Principles

In our first white paper<sup>1</sup>, we described some of the important business principles of enterprise excellence, grouped into domains of 1) alignment, 2) enabling and 3) improvement.<sup>16</sup> We organize these principles into 3 dimensions as illustrated in the “velocity model,” Figure 3.

#### Align

- Constancy of purpose
- Provide value to the customer
- Think systemically

#### Enable

- Lead with humility
- Respect every individual
- Learn continuously

#### Improve

- Focus on process
- Provide quality at the source
- Flow and pull value
- Understand and manage variation
- Embrace scientific thinking
- Seek perfection

Here are some key points about these guiding principles:

1. Principles are not the same as “values.” Every individual develops their values early on in life. They are personal, subjective and govern the individual’s behavior.
2. Principles are universal truths that govern everyone and govern consequences.
3. Not understanding or ignoring these guiding principles will put a company out of business (some faster than others).
4. Understanding these principles will help to identify ideal behaviors or key behavior indicators (KBI’s). See Figure 1.
5. Understanding these principles help to adjust systems and select appropriate tools, which helps to deliver better results (key performance indicators – KPI’s). Refer to Figure 1.

---

<sup>15</sup> <http://bit.ly/HVNAssess>

<sup>16</sup> These twelve principles can be attributed to a number of thought leaders and sources including the Shingo Institute, Lean Enterprise Institute, W. Edwards Deming, Stephen Covey, Taichi Ohno, and Shigeo Shingo. More information can be found at this link: <http://bit.ly/stoeckdeming2014>

6. Learning these principles (and unlearning existing beliefs and principles) is a challenging and life-long task.

### Principles for Enabling

We begin with the principles for enabling which provide the basic elements for psychological safety for people to feel comfortable to point out issues, bring forth ideas and feel real ownership in their work and improving the work. These are also the principles that must be first modeled by leadership if the transformation effort is to be successful.

### Respect Every Individual

Respecting every individual is more than “being nice to people,” but rather sees every person as a human being who has a unique viewpoint that deserves to be heard and understood. It also means helping every person achieve their full potential. Respecting people means listening to them, understanding the real nature of their problems along with them; understanding what may be causing the problems, and allowing people to surface and test countermeasures.

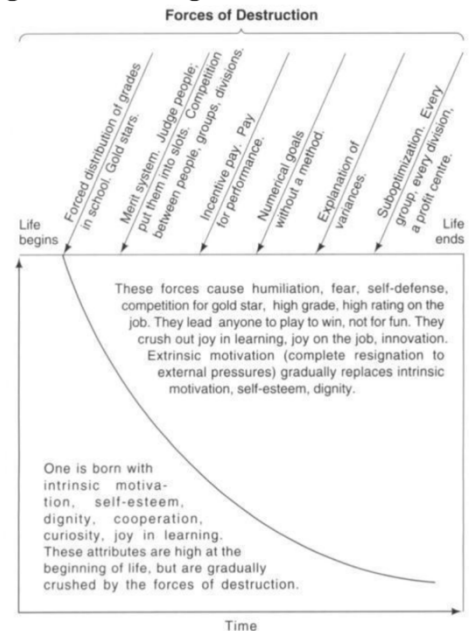
Every human seeks recognition and his importance in the enterprise deserves to be clearly acknowledged through actions by management. Dr. W. Edwards Deming understood this when he described the “Role of a Manager of People”:  
“A manager of people understands that people are different from each other. He tries to create for everybody interest and challenge, and joy in work. He tries to optimize the family background, education, skills, hopes, and abilities of everyone.”<sup>17</sup>

The prevailing style of management seems to view people as an expense, a commodity, a resource to be used (and often discarded). Dr. Deming illustrated the effects of the prevailing style of management (applied in education and at work) on every individual in Figure 4 which he described in his 1993 book, *The New Economics*.<sup>5</sup>

This principle is known as “Respect for People” by Toyota and is one of two pillars of The Toyota Way<sup>18</sup> (the other pillar being “continuous improvement.”) The principle has existed for many decades within the Toyota management system, but has mostly been ignored by outsiders. Respect for people also goes by “respect for humanity.” In his 1983 book *Toyota Production System* Professor Yasuhiro Monden wrote:  
“At Toyota, respect for humanity is a matter of allying human energy with meaningful, effective operations by abolishing wasteful operations. If a worker feels that his job is important and his work significant, his morale will be high; if he sees that his time is wasted on insignificant jobs, his morale will suffer as well as his work.”<sup>19</sup>

Bob Emiliani summarizes the problem with the oversight of this principle as follows:  
“As many people have found out firsthand, practicing only the “continuous improvement” principle (called ‘Betterment’ in the old days, leads to many problems. Foremost among them is management’s desire to improve efficiency and productivity usually results in layoffs, which slows down or halts improvement efforts. Root cause analyses of the problems that arise when only the “continuous improvement” principle is practiced indicates a countermeasure that today we call the “respect for people” principles. This point is worth repeating: “Respect for People” (Cooperation) is

Figure 4. Deming’s Forces of Destruction



<sup>17</sup> *The New Economics for Industry, Government, Education*, Deming, W. Edwards.

<sup>18</sup> “The Toyota Way 2001,” Toyota Motor Corporation, Internal document, Toyota City, April 2001.

<sup>19</sup> *Toyota Production System: Practical Approach to Production Management*, Monden, Yasuhiro, 1983.

the primary countermeasure for bungled continuous improvement (Betterment) efforts. That's why it is a Toyota Way principle."<sup>20</sup>

### Ideal Behaviors Based on Respect Every Individual

What kinds of behaviors might we see if this principle was understood and applied in an organization? What behaviors would our systems drive? Here are some ideas:

Leaders: Routinely provide employees with opportunities to grow in their jobs. Proactively resolve issues that affect health, safety and the environment. Encourage and reward safety issues (including psychological safety) that are brought forward. When in the gemba, leaders seek to understand patterns of barriers and problems that impede achieving the goals of the organization.

Managers: Involve front-line staff in improving the work in their area. Provide coaching for problem solving, by first listening to understand. Proactively identify and resolve issues that affect health, safety and the environment. Encourage and reward safety issues (including psychological safety) that are brought forward

Front Line: Proactively identify and resolve issues that affect health, safety and the environment. Engage in active listening to better understand and show respect. Help develop and document current best processes (standards) that represent the agreement about the current best way to do the work today, and use this as a basis for improvement.

### **Here are some discussion questions on this principle:**

- What is my motivation when I am in a conversation with someone? Is it to get my point across to them? Is it to really understand where they are coming from? What could I do to truly listen?
- What percent of my time is spent for the specific purpose of helping another person reach their full potential? What will I do today to help others unleash their untapped potential?
- When did I last complement someone for the unique contribution that they make?
- Where do we have "cat jobs" or "dog jobs" (work that robs people of dignity)?

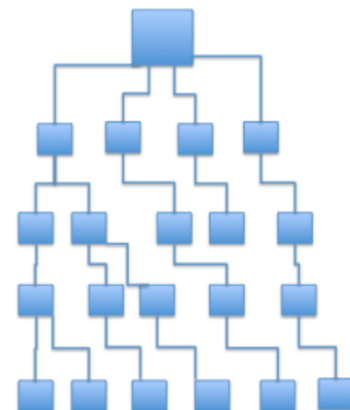
### **Lead With Humility**

The prevailing view of nearly every organization is illustrated in Figure 5.<sup>21</sup>

This hierarchical view sends several messages:

- 1) There are a few people at the top of the organization, and many at the bottom.
- 2) The people at the top are different from – even better than – the people at the bottom.
- 3) The people at the top do the thinking (and have the answers), the people at the bottom do the work (and do as they are told).
- 4) The primary purpose of the structure is "command and control."
- 5) When asked "who is your customer?" any person in the structure would logically answer "my boss."

Figure 5. Prevailing View of an Organization



<sup>20</sup> "The Equally Important 'Respect for People' Principle, Robert Emiliani, published in *Real Lean: The Keys to Sustaining Lean Management*, 2008.

<sup>21</sup> The history of the use of the organizational chart in management can be traced back to 1841 when there was a train wreck in Massachusetts. Peter Scholtes wrote about this in his book *The Leadership Handbook*.

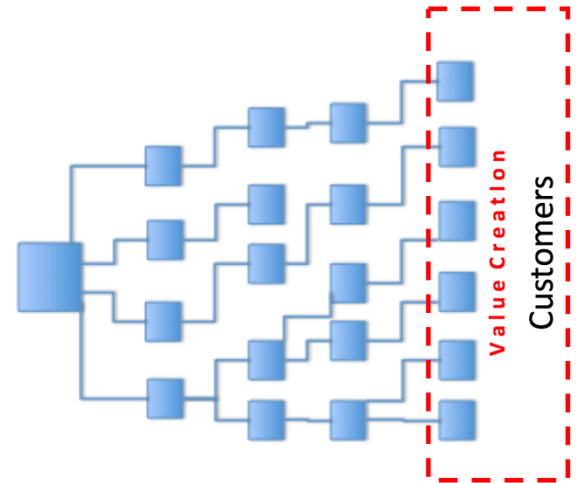
This view of the organization is not based on the principle of “lead with humility” but rather “lead with arrogance.” How can misunderstanding (or ignoring) this principle put your company out of business? The answer to this can be found in the 2009 book *How The Mighty Fall*<sup>22</sup> written by Jim Collins as a sequel to his best-selling 2001 book *From Good To Great*.<sup>23</sup> In the original book, Collins researched eleven companies that demonstrated the ability to move from merely good to great (as defined primarily by financial performance in the stock market). Collins (and the rest of the world) noticed that all eleven of these “great” companies plummeted from their previous stellar performance starting in 2008. Several factors for this dramatic change were identified. The number one cause was “arrogance” – the belief that they had all the answers and that past success meant continued success in the future.

Figure 6. New View of the Organization

Leading with humility includes viewing the organization differently. Figure 6 describes how this might look. What messages does this view send?

- 1) Value is defined by the customer and value creation occurs closest to the customer.
- 2) Management is not about “command and control” but rather “communication and coaching.”
- 3) People in the organization are no different (or better) than others, they simply have different roles.
- 4) Management needs to go to where the value is added to understand the current state and to make it possible for the value creators to do their job more effectively.

We elaborate upon this model of the organization in our tenth white paper “Side (By Side) Management.”<sup>24</sup>



In his 2014 book *Lead With Humility*,<sup>25</sup> Jeffrey Krames identified several attributes of leadership by reflecting on the lessons from Pope Francis I. These include:

- 1) No one is greater than any other human being.
- 2) Everyone has a series of virtues, qualities and a greatness of his own.
- 3) Take care not to do things that signal to your direct reports or other workers or colleagues that you are above them. That may mean moving out of the corner office to an inside office or even a cubicle. Such an act says “I am not above you; I am one of you, and I make mistakes, get angry and live through the same things you do.” You hear things that you wouldn’t hear if you were ensconced in a corporate suite. Being in a cubicle gives you a strong dose of reality.
- 4) Spending company funds more wisely. If you tend to spend an inordinate amount of money for office or holiday parties, simplify them, scale them down, and let your employees suggest and vote on a good cause to which the extra money could be contributed.
- 5) The most humble leaders will focus on service. If you change your view of your role as a leader – from one who gives orders to members of your team to one who serves your reports – you open up opportunities that did not exist before.
- 6) Engage people in in-depth conversations. Dialogue is born from a respectful attitude toward the other person, from a conviction that that the other person has something good to say. It supposes that we can make room in our heart for their point of view, their opinion, and their proposals. Dialogue entails a warm reception and not a preemptive condemnation. To dialogue, one must know how to lower the defenses, to open the doors of one’s home and to offer warmth.

<sup>22</sup> *How The Mighty Fall: And Why Some Companies Never Give In*, Jim Collins, 2009.

<sup>23</sup> *Good To Great: Why Some Companies Make The Leap...And Others Don't*, Jim Collins, 2001.

<sup>24</sup> <http://bit.ly/sidebysidemgmt>

<sup>25</sup> *Lead With Humility: 12 Leadership Lessons From Pope Francis*, Jeffrey A. Krames, 2014.

In a 2013 Harvard Business Review blog post, John Dame and Jeffrey Gedmin point out that “We have scores of books, articles, and studies that warn us of the perils of hubris ...yet the attribute of humility seems to be neglected in leadership development programs.”<sup>26</sup> They identified six principles for developing humility as a leader:

- 1) Know what you don't know.
- 2) Resist falling for your own publicity.
- 3) Never underestimate the competition.
- 4) Embrace and promote a spirit of service.
- 5) Listen, even (no *especially*) to the weird ideas.
- 6) Be passionately curious.

#### Ideal Behaviors Based on Lead With Humility

What kinds of behaviors might we see if this principle was understood and applied in an organization? What behaviors would our systems drive? Here are some ideas:

Leaders: Maintain open and honest two-way communication with everyone throughout the organization. Treat all ideas as equal in value, no matter whose idea it is. Ask supportive questions rather than giving answers or solutions. Actively seek input from everyone to encourage solutions that are built by collaboration.

Managers: Maintain open and honest two-way communication with everyone throughout the organization. Treat all ideas as equal in value, no matter whose idea it is. Ask supportive questions rather than giving answers or solutions. Identify and communicate trends about what is working and what is not.

Front Line: Listen to and communicate feedback from the customers, fellow staff members, and stakeholders that may impede the value-creation process.

#### **Here are some discussion questions on this principle:**

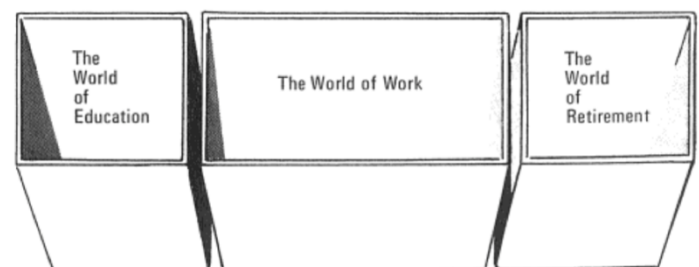
- When have I found myself using a position of “command and control” rather than “align and coach”? What could I do to minimize the “command and control” behaviors?
- What is my motivation when I am asking questions of others?
- When have I missed an opportunity to admit a weakness or a mistake that I made? What could I do to recover from that? (it's never too late)

#### **Learn Continuously**

We tend to view our lives as a series of three periods or “boxes” as illustrated in Figure 7 and described by Richard Bolles in his 1981 book *The Three Boxes of Life and How to Get Out of Them*.<sup>27</sup>

The first period is “getting an education” followed by (and separate from) making a living (the world of work) and finally the world of retirement (play). As Bolles states it, “The box-like nature of these three phases of our lives is further accentuated by what it is that happens to us, time wise, in each one. If we look, for example, at the time devoted to ‘getting an education,’ the cultural expectation is that while we are in the first box (from age five through 18, 22 or whatever) the major portion of our time will be devoted to that task. While we are in the second box, however, the cultural expectation is that only a relatively small proportion of our time will be devoted to formal education – and that, mostly to upgrade our work skills or to prepare us for a change in career.”<sup>11</sup>

Figure 7. The Three Boxes of Life



<sup>26</sup> <https://hbr.org/2013/09/six-principles-for-developing>

<sup>27</sup> *The Three Boxes of Life and How to Get Out of Them: An Introduction to Life/Work Planning*, Richard Bolles, 1981.



This view may have worked in the industrial age (a topic we discussed in our second paper “Evolving World View”<sup>2)</sup> but it will not serve us in the age we find ourselves in now. Most of what we have been taught in school is outdated or incorrect, and the rate of change required to understand and work in the world today is accelerating every day.

Learning – continuously - is not something that can be isolated to the “first box of life” and it is not a luxury that we devote time and resources to “when we have some extra time.” Learning needs to be a principle embraced by every person in every organization if nothing than purely for survival. Learning is the work. Dr. W. Edwards Deming understood this when he often stated, “Survival is not compulsory. Improvement is not compulsory, but improvement is necessary for survival.”<sup>28</sup>

#### Ideal Behaviors Based on Learn Continuously

What kinds of behaviors might we see if this principle was understood and applied in an organization? What behaviors would our systems drive? Here are some ideas:

Leaders: Ask “what did you learn?” when interacting with colleagues, managers and front line staff. Embrace continuous learning by asking questions and listening emphatically to understand. Learn and then teach managers on how to better engage and support their areas of responsibility in achieving the goals of the organization.

Managers: Emphasize what they and others are learning on a daily basis, especially learning about experiments that failed. Identify learning as ongoing and actively seek ways to help the front-line staff develop their talents and skills.

Front Line: Discuss what they learn in their experiments for testing ideas for improvement. Engage in peer to peer idea sharing on a routine basis.

#### **Here are some discussion questions on this principle:**

- What has stopped our learning?
- How strong of a priority is “learning” for me? How do I continue to learn new things and challenge my assumptions?
- How have we confused education with learning?
- “I’d rather know a little less, than so much that isn’t so.” What is an example of something that you thought was true, but discovered that it was not true?
- How do we take time to ask “what have we learned today?” What are the consequences when we don’t do this?

-----

#### **Our White Paper Series:**

Our first white paper “Foundations For Transformation: Linking Purpose, People and Process”<sup>1</sup> describes the common patterns that we have observed as executives and managers have attempted to create a culture of continuous improvement in their organization. Many find themselves trapped in a cycle of “program of the month” approaches that never seem to produce the sustainable transformation of management that is necessary. However, there are some who desire to break away from this pattern, and wish to switch the direction of their efforts by understanding the power of purpose, as well as learning and practicing new principles of management.

Our second white paper “Evolving World View: Implications for All Industries, Including Healthcare”<sup>29</sup> describes the sources of knowledge that will be needed to manage effectively in the twenty-first century. We described how the world view is changing from the “machine age” mindset that has driven the traditional “plan, command and control” approach, to a “systems view.” We explain the evolution of thinking that is the foundation for the principles of enterprise excellence.

---

<sup>28</sup> W. Edwards Deming, personal correspondence with, July 1992.

<sup>29</sup> <http://bit.ly/evolvingworldview4>

Our third white paper “Practical Wisdom for Addressing Problems”<sup>30</sup> describes the practical benefits of understanding the difference between convergent and divergent problems, including what we can reasonably expect from ourselves and from others when attempting to address the important problems of management. The tendency for most executives and managers is to look to recipes and formulas to tell us what to do – a prescription for how to deploy a lean management system. There is no recipe, formula or prescriptions. But there is knowledge that can guide our actions.

Our fourth white paper “One Approach to Deploying a Purpose and Principle-Driven Transformation”<sup>3</sup> shares our current thinking about “deploying a cultural transformation” based on the knowledge and contributions of many thought leaders, as well as observing patterns in organizations from many industries that are attempting and succeeding at a cultural and management transformation.

Our fifth white paper “Principles for Personal and Organizational Transformation – Align”<sup>31</sup> describes the principles behind the IEX model, specifically those principles primarily focused on aligning the improvement efforts so that individuals can have a clear “line of sight” between the work they do every day and how it connects to and supports the organization’s purpose.

Our sixth white paper “Principles for Personal and Organizational Transformation – Enable”<sup>32</sup> describes the principles behind the IEX model, specifically those principles primarily focused on enabling people to be engaged in, and improve their work systems.

Our seventh white paper “Principles for Personal and Organizational Transformation – Improve”<sup>33</sup> describes the principles behind the IEX model, specifically those principles primarily focused on improving the work.

Our eighth white paper “Systems By Design”<sup>34</sup> describes the importance of design and redesign of key systems, in particular supporting systems of alignment, enabling and improvement. We describe a method, including a “system standard” that can help any executive and manager design and redesign key systems that will help them contribute to their organization’s purpose.

Our ninth white paper “True, True North”<sup>2</sup> describes the benefits of more fully understanding True, True North and how this can avoid the trap of the narrow definition of True North only as measures. This matters, because without this understanding the pursuit of true north can merely be “management by results” in disguise.

Our tenth white paper “Side (by Side) Management”<sup>24</sup> describes a more useful view of the traditional hierarchy model, and the implications for connecting strategy deployment to daily management in order to provide value to customers, as well as facilitating true knowledge creation in the organization.

-----

---

<sup>30</sup> <http://bit.ly/practicalwisdom4>

<sup>31</sup> <http://bit.ly/alignprinciples3>

<sup>32</sup> <http://bit.ly/enableprinciples3>

<sup>33</sup> <http://bit.ly/improveprinciples2>

<sup>34</sup> <http://bit.ly/systemsbydesign2>

## **The Institute for Enterprise Excellence**

The Institute for Enterprise Excellence (IEX) was established in 2013 as a research, education and coaching institution that focuses on helping organizations build principle-based architecture to achieve world-class results.

We bring purpose to life by advancing the use of practical application of principles, systems and tools in pursuit of enterprise excellence.

What differentiates us is our Principle-based Deployment Model, the culmination of many years of application experience and continuous research in the field of behavior and performance.

Jacob Raymer

President & Founding Partner

[Jacob.raymer@instituteforexcellence.org](mailto:Jacob.raymer@instituteforexcellence.org)

Max Brown

Partner

[Max.brown@instituteforexcellence.org](mailto:Max.brown@instituteforexcellence.org)

Mike Stoecklein

Partner

[Mike.stoecklein@instituteforexcellence.org](mailto:Mike.stoecklein@instituteforexcellence.org)