CURRICULUM ON LEADERSHIP

Strand L5: Planning

Level 11

This Strand is composed of the following components:

1. Planning Activities
2. Conducting an After Action Review
3. **Organizational and Strategic Planning**





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# C. Organizational and Strategic Planning

## Objectives

**DESIRED OUTCOME (Leadership)**

*90% of Senior Cadets will be able to use a strategic plan to guide the focus of their leadership efforts. 25% of Senior Cadets will be able to draft a simple strategic plan.*

1. Explain the basic meaning of the elements of DMAIC and how they integrate into process improvement.
2. Describe how an organization’s Vision, Mission, Goals & Objectives integrate into a Strategic Plan and how leaders use these elements to effect change.
3. Describe how you, in your current leadership position, could use the elements of process improvement and strategic planning to improve the performance of your organization within the CA Cadet Corps.

### C1. Organizational Improvement

In these lessons, we want to discuss organizational improvement and strategic planning as they exist in business and governmental organizations so you have an idea of the concept. Then we want to discuss the type of organizational planning senior cadets (and commandants) should be doing within the California Cadet Corps.

Transformation Planning is the process of developing a plan to move the organization from an "as is" state to a "to be" state.

Change Management is the process for obtaining the data that you need to measure your success or failure in achieving the objectives you set for your organization.

Organizational Planning includes identifying an organization's immediate and long-term objectives, and developing and monitoring specific strategies to achieve them. It also entails staffing and resource allocation, and is one of the most important responsibilities of a management team.

One of the basic premises of leadership in the Army is to always improve your foxhole. That’s the Army’s way of saying that whatever your job is, you should try to make things better. If you’re a Squad Leader, you want to figure out what “success” means for your squad, and improve the squad’s performance related to that definition of success. Same thing if you’re a Battalion Commander or 10th Corps Commander. You want your organization to grow and improve while you’re in charge of it. You need to define the ways that can or should happen, and how you’ll get there.

There are many books written, and whole careers spent developing systems that provide a framework for large organizations to improve. This has gone by many names: Total Quality Management (TQM), Process Improvement, LEAN Six Sigma, and Continuous Improvement are only a few. If you end up in a career in management, whether in business or government, you’ll likely spend considerable time doing this. It’s a noble effort that rarely works, but it’s what managers do.

Organizational improvement looks at the processes that make up what an organization does. That’s why it’s often called Process Improvement. They usually map the processes in some way to gain a better understanding and identify inefficiencies in each process. If you can improve your processes, you’ll be more successful in accomplishing your mission. A big part of this is being able to measure the results and quantify what you do. Often, just mapping out the process – getting a visual look at what you’re doing to accomplish a task - makes it clear why you’re inefficient. But getting organizations to change the way they do things is VERY DIFFICULT. That’s the way they’ve always done it!! The leadership of the organization has to be fully behind the process improvement and change. Unfortunately, many people don’t like change, and a lot of them are in charge of organizations.

In process improvement, a common process used is called DMAIC (Duh-May-Ick). DMAIC is an abbreviation of the five improvement steps it comprises: Define, Measure, Analyze, Improve and Control. All of the DMAIC process steps are required and always proceed in the given order. (Unknown, 2017)

[](https://en.wikipedia.org/wiki/File:DMAICWebdingsII.png)

**Define**

The purpose of this step is to clearly articulate the business problem, goal, potential resources, project scope and high-level project timeline. Write down what you currently know. Seek to clarify facts, set objectives and form the project team. Define the problem, the customer’s expectations, and what has an impact on the quality of the product or process.

**Measure**

The purpose of this step is to objectively establish current baselines as the basis for improvement - data collection. The performance metric baseline(s) from the Measure phase will be compared to the performance metric at the conclusion of the project to determine objectively whether significant improvement has been made. The team decides on what should be measured and how to measure it. It is usual for teams to invest a lot of effort into assessing the suitability of the proposed measurement systems. Good data is at the heart of the DMAIC process.

**Analyze**

The purpose of this step is to identify, validate and select root cause for elimination. List and prioritize potential causes of the problem

* Prioritize the root causes (key process inputs) to pursue in the Improve step
* Identify how the process inputs affect the process outputs.
* Detailed process maps can be created to help pin-point where in the process the root causes reside, and what might be contributing to the occurrence.

**Improve**

The purpose of this step is to identify, test and implement a solution to the problem; in part or in whole. This depends on the situation. Identify creative solutions to eliminate the key root causes in order to fix and prevent process problems. Use brainstorming and try to focus on obvious solutions if these are apparent. However, the purpose of this step can also be to find solutions without implementing them.

**Control**

The purpose of this step is to sustain the gains. Monitor the improvements to ensure continued and sustainable success. Create a control plan. Update records as required.

Here’s a very simple process that we’d like to improve: Taking attendance in class

At Abraham Lincoln High School, the Commandant (MAJ Lopez) notes that they waste a lot of time at the beginning of class. This takes away from the time she has to teach or conduct activities. She’d decides to take a look at what they’re doing, and improve the process. She has just accomplished the Define step in DMAIC.

MAJ Lopez doesn’t say anything to anybody at first. She decides she will time the beginning of class for a couple of weeks to determine the baseline metrics she’s working with. She records the time from the bell to when she’s able to start teaching every day for two weeks. She finds it often takes 8-10 minutes before she’s ready to actually start teaching or training! This the Measure part of DMAIC.

In the Analysis part of DMAIC, MAJ Jones notes how the class starts every day:

|  |  |
| --- | --- |
| **ACTIONS TAKEN** | **AVG TIME** |
| Cadets gather outside the classroom and the cadet chain of command has them line up and come into the classroom | 3 min |
| Cadets take their seats, stow their backpacks, and settle in | 90 sec |
| The First Sergeant leads the class in the Pledge of Allegience | 1 min |
| The First Sergeant calls roll | 3 min |
| The First Sergeant or Company Commander or Commandant make any announcements they have for the day | 2 min |
| The Commandant is now ready to teach or send the class out to train |  |

MAJ Lopez looks at each of the actions that are a part of her process:

* Inefficiency in gathering cadets and getting them into the classroom. The cadet leaders take more time than they should to gain the attention of the cadets, to get them in order, and to get them moving
* When they come into the room, there always seems to be confusion about who sits where, and there’s a lot of ‘settling time’ before they’re ready at their desks
* The Pledge of Allegience itself only takes 20 seconds. They waste a little time before and after, but not too bad
* The First Sergeant calls roll to assist the Commandant with attendance. This is a part of the process that MAJ Lopez thinks could be more efficient. She wants to switch to a system where the First Sergeant gets the names of the absent cadets from each of the Platoon Sergeants.
* Announcements can be lengthy, or not at all. MAJ Lopez considers that there may be different ways to pass along the type of information they have been announcing in class.

During the Improve step, MAJ Lopez looks at each part of the process that she has identified. She considers the following:

* The cadets could practice drill & ceremonies if they have a formation instead of lining up outside the classroom. She thinks that if they practice, they can do this quickly, then just File from the Left into the classroom. They add in the reporting process that the leaders go through to form the company, so this is where the First Sergeant gets the attendance report (the cadets who aren’t present) from the Platoon Sergeants. MAJ Lopez decides to train the cadet leaders to improve the first step, and gain some practice in drill at the same time.
* Since they’re coming from a formation, the cadets will be in the right order to file directly to their seats. The new process will include dropping their backpack and standing at Attention behind their desks.
* The First Sergeant will lead the class in the pledge before they take seats. This streamlines all the moving about there was in the old process.
* Instead of calling out the name of every cadet in the class, the First Sergeant already has the attendance report from the formation. He gives it to the Commandant when they enter the classroom, so they don’t have to call roll every day like they used to.
* The Commandant makes a part of the white board for current announcements. These are written big enough for everyone to see. This helps make the announcements standard for every class, which makes information dissemination more efficient. There are still sometimes announcements from the cadet chain of command, and often MAJ Lopez emphasizes important announcements, but it doesn’t take as long as it used to.

Continued

MAJ Lopez determines the changes she’s going to make to the process. She uses the Leadership School to implement her plan, and trains the cadet leaders in their new roles. They like the formation, but it takes them a little practice to get it down so that cadets go straight to their position in formation every time. But the practice makes them better, and they are soon efficient at forming up, taking the report, and filing into the classroom.

MAJ Lopez knows that only the cadets – especially the cadet leaders – can accomplish this. She motivates them by explaining her idea and challenging them to meet, even exceed the standard. The companies are even competing to see who can be more efficient at accomplishing the process quickly.

Finally, MAJ Lopez again measures the time it takes to do each of the parts of the process. She finds that she’s not saving any time with the new announcement system, but the other parts of the process tighten up and shave an average of 3 minutes off the old system! It doesn’t sound like much, but MAJ Lopez thinks the unit is getting a lot more confident in drill & ceremonies, and it’s a 30% savings in time – she’s happy with that!

You can study process improvement for weeks and weeks, and really learn how to do it. Some people make their whole career out of working with companies or units that want to improve their processes. We’ve just looked at the overall process without getting into detail, but it’s enough to give you an idea of how it works. You identify a problem, determine how your process is measured, map out the process so you know what all the steps are, determine where there are inefficiencies in the steps, or even steps that aren’t necessary to do at all, and refine it all into an improved process that you can show is better because you are able to measure it. Then you have to implement by training the people who do the process to do it a new way, and continue to refine and measure to ensure you have been successful.

### C2. Strategic Planning

A strategic plan is a plan that maps out specific strategies for achieving organizational results. It connects to the mission, vision, values, and critical success factors of an organization.

In essence, a strategic plan will provide a path that will take an organization from its present status to where leaders want it to be in a projected timeframe.

As a management tool, a strategic plan must be developed according to the needs of the organization that it represents. Representatives from every section within the organization should participate in the strategic planning process. If possible, customers and stakeholders should also be an integral part of the planning activities. When everyone participates in the planning stages, the implementation of the strategic plan becomes less of a challenge.

Steps:

* The Vision
* The Mission
* Values
* Stakeholders
* Bumps and Roadblocks
* Goals and Objectives
* Spreading the Word
* Tracking, Assessment, and Follow-up

The developers of an organization’s strategic plan should take into consideration the following:

* The type of leadership structure the organization has
* The culture of the organization
* The size of the organization
* The organization’s stakeholders
* The organization’s budget
* The complexity of the organization

The stages involved in strategic plan development can be very lengthy, and may require detailed analyses of all sections within the organization. The following steps outline some of the procedures that an organization should employ when developing a comprehensible strategic plan that will best represent the business of the organization.

1. Assess the organization’s current situation.

* What is the purpose of the organization
* Who and what does this organization represent?
* How well are we presently achieving the purpose of the organization?
* What are our strengths?
* What are the weaknesses of the organization?
* What opportunities are there for growth within our organization?
* As an organization, where will we like to be in the next 10 years? For a cadet leader, you may shorten this to one or two years, but the concept is the same
* How are we going to get there?

2. Define the following for the organization:

* Vision Statement
* Mission Statement
* Values
* Objectives
* Goals
* Success Factors
* Strategies
* Programs

A vision statement outlines what the organization wants to be. It concentrates on the future, and is usually a source of inspiration for all members of the organization. It provides clear decision-making criteria.

A mission statement is a clear and succinct representation of the organization’s purpose. A mission statement is usually general, and represents all sections within the organization. Mission statements are intermittently reviewed according to how often major changes are made within the organization.

Organizational values define the standards that govern the culture of the organization. Without values the members of the organization will adopt values that may not necessarily align with the values of the organization.

Organizational goals define the desired results that an organization hopes to realize and achieve within a specific timeframe. Organizational goals should be both long term and short term. Most organizations recommend setting long term goals first, then short term goals.

Objectives are steps in the process of attaining an organizational goal.

Critical success factors are key organizational factors that should be addressed if the organization is to achieve its vision and mission. They might include:

* Achieving credibility as an organization
* Maintaining standards
* Finding needed resources
* Staying in touch with stakeholder needs
* Establishing internal and external communication standards
  + How do you communicate within your organization?
  + How do you communicate outside your organization?
    - To other parts of your school
    - To community representatives or organizations
    - To higher levels of the CA Cadet Corps
    - To parents
* Establishing cost-effective operations
* Development of a system that documents processes so others can be trained
  + Write Standard Operating Procedures (SOPs) for your processes
* Achieving buy-in from all levels of the unit, which helps understanding and acceptance through participation
* Employing systems and administrative policies to enhance members’ ability to be successful

Organizational strategies are created by evaluation of decisions within the organization that will enable long term objectives to be achieved. Strategies may define the resources that are needed to implement the organizational objectives.

Strategic programs represent the final element of strategic planning. The programs are basically projects that implement the key strategies of the plan. Strategic programs should identify resources, time scales, budgets and targets that must be put in place to implement the strategies.

Once you have completed all the aforementioned steps, and you have defined all of the strategic planning elements that are most suitable for your organization, you can proceed to piece together your strategic plan.

At the end of composing the strategic plan for your organization, you should note that there is no perfect strategic plan. Organizations should do their best to encourage and implement strategic thinking within all facets of the organization, and should make a habit of learning from previous mistakes in an effort to promote continuous growth within the organization. (gis\_r07, 2011)

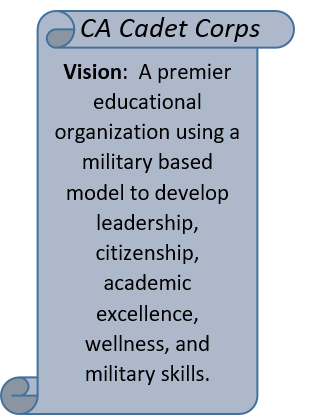
A strategic plan is not something to be drafted, put in a binder, and put on a shelf. It needs to become a part of the management of the unit. The aspects of the strategic plan that affect everyone in the unit need to be understood by everyone, and managers need to reinforce the concepts with their subordinates. Any time decisions are made, leaders should consider whether their decision supports the strategic plan. The organization should make all major decisions with the strategic plan and their goals in mind, and tout the aspects of their plan to all personnel.

### C3. Organizational Planning in the Cadet Corps

How can you as a cadet use the concepts here of process improvement and strategic planning? Whether you’re a Squad Leader looking to do a good job with your squad – wanting your squad to be the best – or the 10th Corps Commander, or any leader in between, a good place to start is to do a good assessment of where you are as an organization. Where are we now in terms that are appropriate to the success of your mission? Do you have data that shows how you’re doing? How is success rated for your organization? This may be obvious – you may be in a situation where someone higher in the organization is already keeping statistics on the things that matter most to your overall organization. Or you may have to define the areas that are important, and figure out how to measure success.

Where do I want to be? This is your **vision** for your organization. Where you want the organization to be at some point in the future. You should be optimistic in your vision, and hopeful that you will be able to improve to a better state of being as an organization. Vision gives people something to strive for. It should be clear, but not necessarily specific – leave that to the mission, goals, and objectives.

Our Vision and End State for the CA Cadet Corps overall are shown here:



**End State:** Cadets are inspired by their training and experience to achieve success in life based on the values, skills, and confidence they develop while in the CA Cadet Corps.

Are you a leader? What’s your vision for what you want to accomplish before you graduate? Can you contribute to the program itself by making it better for those who come behind you? How?

**Example 1: 2nd Squad in 1st Platoon**

James is a Squad Leader. His squad consists of six cadets when they all show up, and they’re part of 1st Platoon in A Company at a school in the California Cadet Corps program. James is enthusiastic and wants his squad to be the best in the company – even in the whole battalion! He thinks his squad is already pretty good – he’s lucky that he has cadets assigned to him that like CACC, want to do well, and are willing to put in some time to get better. They’re already pretty good at drill, but he wants to improve the sharpness of their uniforms. They need to work on their memory work too, and step up the military courtesy, especially when they’re in uniform. James was embarrassed the other day when one of his cadets repeatedly failed to say Ma’am to the battalion commander when she was addressing him in formation. James knows there’s an AGI coming up, and wants to make sure his squad shines during the inspection. More than anything, James wants to win the best squad competition the battalion announces at the end of the semester.

James gets his squad together after school one day. They talk about what they want to achieve, and the part they play in A Company. They lay out their goals- best to get it in writing – and discuss the ways they can accomplish them. Part of the process, James realizes, is just the fact that they all agree on what the goals are and that they need to work at improving in each of these areas. But in his class on goal-setting, he knows the goals have to be SMART – Specific, Measurable, Achievable, Realistic, and Timely. The hardest part is figuring out quantifiable metrics for each goal, so they can track their progress and know when the goal has been achieved. How do you make military courtesy quantifiable?! Xi Lin comes up with the idea of making it a competition to see if they can correct each other – every time someone uses poor military courtesy, they’ll note it, and keep track. They decide not to count the times they’re correct, though that’s good, but to focus on when they mess up. They think the extra attention on it will help them remember to say sir, ma’am, sergeant, and to salute officers. And once they’re doing it all the time, it’ll get easier, and more natural. They slowly come up with objectives for all their goals. James is psyched – he knows they can get Best Squad this semester!

**Example 2: 10th Corps**

It’s June, and Amelia has been designated as the next Commander of the 10th Corps. She’ll take command at the end of the Summer Encampment, and lead the cadets of the whole state for the next year. She’s excited about making her mark on the organization that has meant so much to her for the past six years. She loves the Cadet Corps. She has grown so much due to the leadership opportunities she’s had and the challenges the program has put her through. She wants to give back to the program and improve it so that other cadets will continue to have the chances she has had to grow and develop their leadership skills. Amelia is working with her key leaders – her Deputy Commander, XO, and Command Sergeant Major (the staff won’t be appointed until after Summer Camp, but she has some ideas about who she wants in key roles) to do some strategic planning that will bring them success over the next year. Her vision is a corps run by cadets for cadets, with mentorship from the commandants. She wants to help the corps grow in numbers and quality by offering a challenging, fun, and worthwhile program to its cadets. She knows that a key to bringing the corps together is good communication throughout the chain of command – the four regions and 15 brigades under them need to be putting out the same messages and ensuring key information is disseminated down to every cadet, while units’ reports make their way all the way to the 10th Corps level. This has been a challenge, and is something Amelia wants to fix.

Amelia and her leaders are trying to define success in the areas that the 10th Corps has influence over. Numbers of cadets attending state level activities, growth in schools, and the number and quality of leaders who step up and assume leadership positions in 10th Corps and at Summer Encampment –these are what they’ve settled on. So they’re defining their goals and objectives to improve in these areas:

* 20% increase in cadet attendance at state activities
* 25 cadets on the 10th Corps Staff, with attendance at drill never less than 20
* 10% increase in cadets at the Summer Encampment
* 75 cadets applying for leadership positions at the Leadership Encampment

Each of these goals has its challenges, but there’s a lot of overlap too. They work on objectives that will lead them to accomplishing the goals – things like publishing WARNOs on time, improving communication within the Corps so that information about activities gets down to the cadets in every school, and working with the S4 to help assure that schools have transportation to get to the activities. They work with the S1 to make sure they have the data from this past year, so they know the numbers they have to reach – and they make up a board for the headquarters that lists all that, so everyone can see where they are and where they need to be.

It’s great to have goals, but that doesn’t make you successful. You have to work to accomplish your goals, and it helps to have a plan. James and his squad came up with goals for the semester:

* Take first place in the battalion drill competition for Armed Squad
* Improve military courtesy from 14 (now) to 0 errors per week by the end of the semester
* Improve uniform sharpness, having at least 3 cadets awarded superior uniform/gold cord
* Improve memory work from a test average of 45% to 85% by the AGI
* Win the Best Squad Award for the battalion

**Example #1, part 2:**

James’ plan for his squad was to have two sessions a week with the squad, some during lunch, some after school. He came up with a schedule that they could all meet. It broke out the sessions to concentrate on the things they had to do to meet their goals. Sometimes they practiced drill, sometimes they went through each other’s uniforms, they practiced military courtesy, and even spent one session shining shoes! Throughout, they worked on memory work from the Cadet Handbook, and proper responses using good military courtesy. They volunteered to raise and lower the school flag a bunch of times, which got them credit for school service, and even did a community service project at James’ grandmother’s nursing home. They promoted faster than most other cadets in the school, and in the end, all six signed up to attend the summer leadership encampment. At the end of the semester, they blew away all their competitors, and were named Best Squad.

James was happy, of course, but the rest of the squad was really motivated too. Of the six cadets, all went on to become NCOs, and three became cadet officers. James was the Battalion Commander two years later! But he always looked back on that semester with his squad as the most fun he had in Cadet Corps.

James’ vision is for his squad to be the best squad in the battalion based on the criteria set out to win the Best Squad competition. Amelia’s vision is to grow the cadet program in quality and quantity, to have cadets run the program in leadership roles, and to involve more cadets throughout the program as leaders.

Once you know where you want to take your unit, you’re ready to set goals and objectives. In Lesson L4/A3, we talk about Personal Goal Setting. It’s not very different to set organizational goals. They should be things that help you reach your vision. They should be SMART (Specific, Measurable, Achievable, Realistic, and Time-Bound or Timely).

Once you have determined goals, you can refine them and develop objectives. Objectives are what you have to do to reach your goals. For example, for James and his squad, one of their goals was to win the Drill Comp. They then set some objectives that they believed would allow them to accomplish that goal:

* Go over every drill movement in the routine using TC 3-21.5
* Perfect their manual of arms, as evaluated by C/CSM Morales
* Every squad member will memorize the sequence of commands
* They will be able to run through the routine five times in a row without going out of bounds or out of sequence, and always end in the ‘box’

One of the keys to organizational improvement is data collection. How can you improve if you don’t know where you are? If you can’t measure your improvement, how can you know you’ve improved? Much as James and Amelia set out measurable goals, you can too. Some measurements are already being collected, like attendance data. Others may or may not be recorded, but it’s noted, like who, or how many cadets attended Uniform Day in uniform. In an inspection, do you ask memory work questions (that gets cadets learning it, and prepares them for the AGI, when they’ll be asked those same questions)? It’s easy for the inspector to record how many were correct and incorrect – you just have to DO it. The AGI itself quantifies a lot of things in the Cadet Corps program. How much community service is done? How many cadets are present in uniform? Out of supply records inspected, how many meet the standard? There are many things looked at in the AGI, and it’s a great source document a staff can use to set THEIR objectives.

A valid strategic plan has a vision (and maybe an end state), goals and objectives, a way to measure them, and a plan on how you will accomplish them. Once you’ve laid these out, you need to communicate your plan to all the cadets in your unit (but especially your leaders), and incorporate your goals and objectives into your planning processes. If your cadets know and buy into your vision, understand what the unit’s goals are, they are better situated to support you on attaining your goals. Having a plan/strategy and systematically working toward it will put you way ahead of those leaders who just sort of let things happen.