



Excellent  
Performance  
Begins Here



# CQI Learning Lunch

## Accelerated Learning & Quality

### *Rapid Learning, Rapid Improvement*

Host - Dennis Sergent @ 517-285-5500

January 30th, 2012

CQI Preview - 9:00 AM to 10:00 AM – Dial-In

Conference Access Number: 1-218-632-9378

Conference Passcode: 734-254-9433#

Learning Lunch - 10:30 AM to 2:00 PM – In Person

*University Club of Michigan State  
3435 Forest Road, Lansing, MI 48909  
517-353-5111*



# Today's Process



- **A Short Review**
  - **Current State of Accelerated Learning Principles**
    - W. Edwards Deming – Out of The Crisis & The New Economics
    - Chris Argyris – Overcoming Organizational Defenses, HBR Articles
    - Brian Joiner – Fourth Generation Management
    - David Langford & Barbara Cleary – Orchestrating Learning With Quality
    - Dave Meier – Accelerated Learning Handbook
    - Numerous Other Researchers & Scholars
      - Russ Ackoff, Peter Senge, Geary Rummler, Paolo Friere
  - **Your Dialogue & Considerations**
- **Table Discussions**
  - What adds value to you and your organization?
  - What are the positive attributes you can use?
  - What are the differences which influence your thinking?



# The Learning Challenge



## Only 15% of Performance Improvement Comes From Training

- The rest comes from the hard work of using the learning already known by the learners
- Learning by doing something with the knowledge and testing the results
- Consulting to do things differently, to do new things or to not do some things at all

## Only 21% of Learning & Training Value Comes from Teachers or Instructors

- About 80% comes from the learner doing
- Value (\$) difference from active learning examples abound

## 53% of Projects Fail

- With certified project managers
- There are models of higher performance

## 65% of Transformation Projects Fail

- Because people, brand and culture are ignored in favor of technology
- Defensive reasoning can be addressed, but it takes time

## Only 9% of Communication Depends On Words

- Non-verbal communication accounts for 90+% of communications
- We can unlock what is NOT said today
- Competent facilitators are essential



# A History of Learning



- **Analysis - How the Parts Work**
- **Synthesis - Why the System Works Better Than the Parts**
  - Ackoff, Deming, Langford, <http://www.youtube.com/watch?v=2MJ3IGJ4OFo&feature=related>
  - 1970 - Banking Model vs Dialogue Model of Learning – Friere
  - 1970's - Improving Performance of People in Systems - Rummler
  - 1982 - PDCA – Deming (On Shewhart's Foundation)
  - 1991 - Double Loop Learning & Skilled Incompetence - Chris Argyris
  - 1993 - Rapid Learning, Rapid Improvement – Brian Joiner
  - 1994 - System of Profound Knowledge – Deming & Many Others
  - 1995 - Quality Learning Systems - David Langford & Barbara Cleary
  - 2000 - Accelerated Learning - Dave Meier
  - 2008 - Turning Learning Right Side Up - Russ Ackoff



# What Is “Old Way” Thinking?

- **Fear Based Education & Transition**
  - Knowledge only comes from an authority
    - And delivered “to” a student
  - “Driving Change” – and “Teaching Them” with “the right answer”
  - Reliance on Reforming & Restructuring
  - Reducing Variation, Cost, Waste, Inventory, etc
  - Talk about “Working Together”
  - Striving for “Zero Defects” and “Zero Waste”
  - Continuous Improvement of Measurement Systems
  - One Tool For Transformation
    - Benchmarking, PMP, Reengineering, TQM, Six-Sigma, etc.
  - Using Metrics for Alignment\*
    - \* Without a transformation of our thinking

# Banking Model vs. Dialogue Model



## Banking MODEL

- Information Processing Context

### OLD FRAMEWORK

1. Argument
2. Logic - Affirmative / Negative
3. Evidence
4. Impact

### HOW LEARNING IS DIFFERENT

- Banking Model\* of Learning
- Reading At Speed to Memorize
- Repeating Back At Rote, Incomprehensible Speeds
  - Quote Expert Ideas & Authors
- Overwhelm “Opponents” with Preponderance of Evidence

- Contradict Opponents
- Win / Lose Proposition

## DIALOGUE MODEL

- Active Learning Context

### NEW FRAMEWORK

1. Identity
2. Purpose
3. Method
4. Adaptation

### HOW LEARNING IS DIFFERENT

- Pursue Active Learning
- Challenge Thinking in Ideas
- Pose Questions In Dialogue
- Define Adaptation We Must Make
  - Win / Win Proposition

\* Banking Method as described by Paolo Friere and HBO Documentary “Resolved” about the innovative approach of a coach and two students in the debate competitions of 2006 and 2007.



# Paolo Friere Model – ca. 1970



- **Richard Shaul summing up the educational philosophy of Paulo Freire:**
  - There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the ‘practice of freedom’, the means by which men and women deal critically with reality and discover how to participate in the transformation of their world.
- **A foundation of critical pedagogy - Friere**  
**Quotes:**
  - Education makes sense because women and men learn that through learning they can make and remake themselves...
  - Women and men are able to take responsibility for themselves as beings capable of knowing - of knowing that they know and knowing that they don't.
- **1897 idea stated by John Dewey was strongly critical of the transmission of mere facts as the goal of education.**
  - Education is a regulation of the process of coming to share in the social consciousness; and that the adjustment of individual activity on the basis of this social consciousness is the only sure method of social reconstruction”



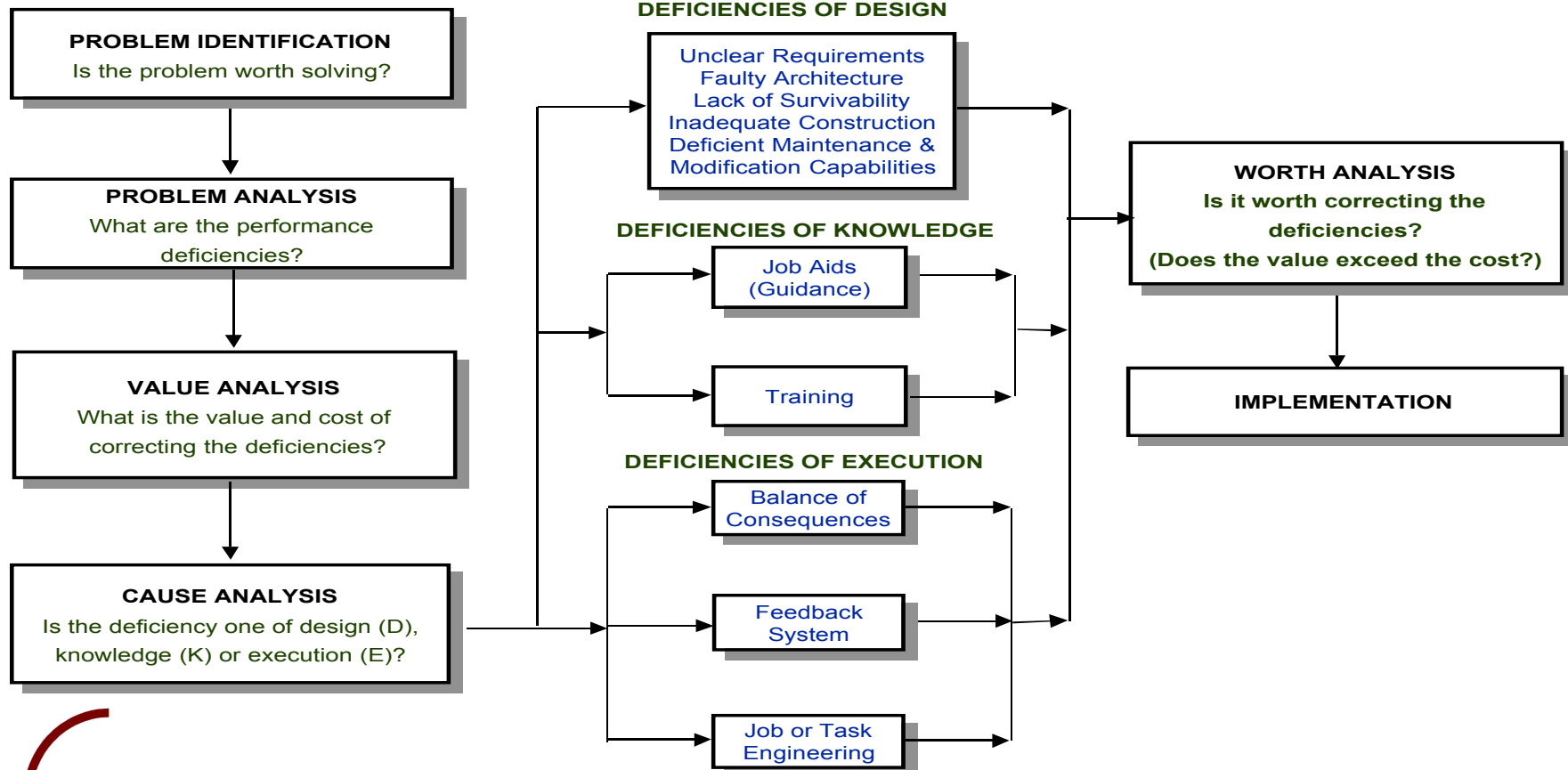
# Improving Performance – a Process



Used to analyze all manner of performance issues and to decide both the value and cost of correcting deficiencies. Developed by Geary Rummler, etc.

## Performance Analysis

### Steps in the Performance Audit

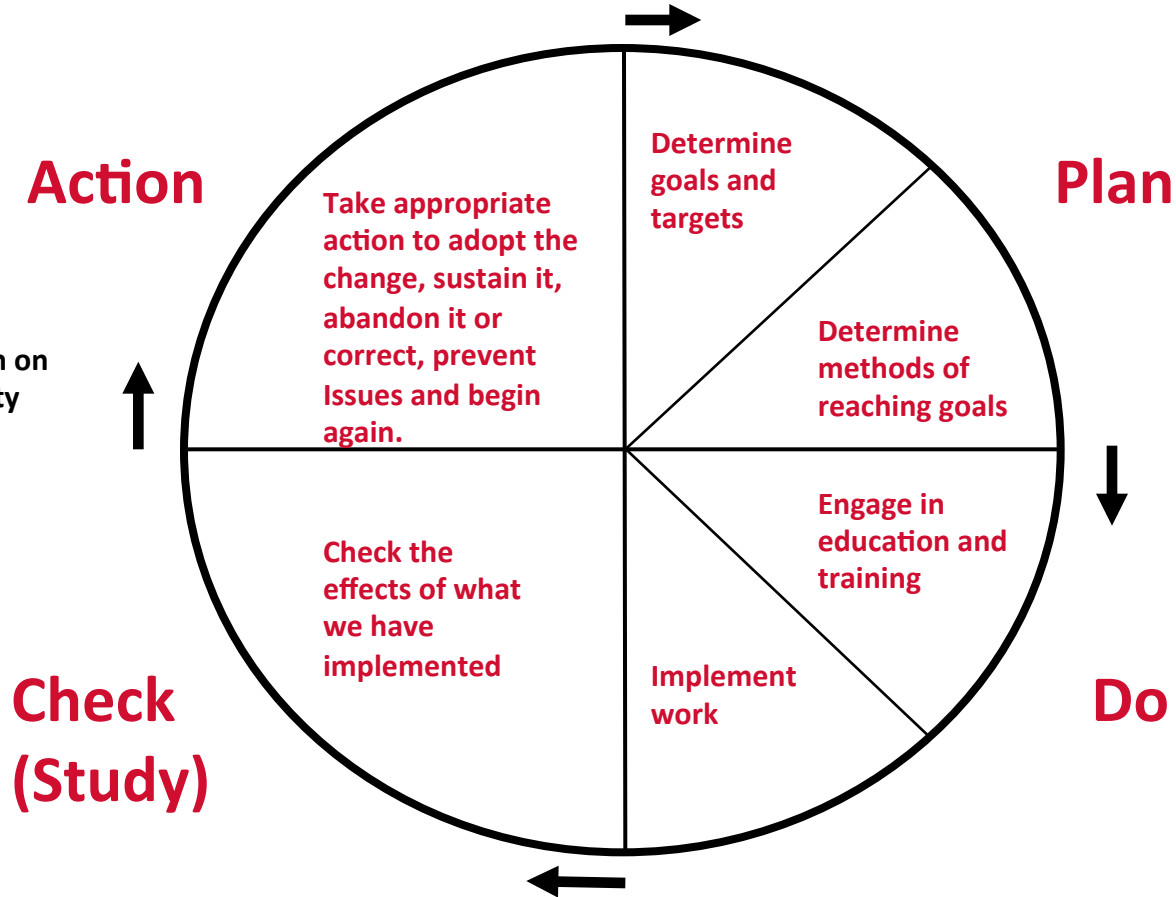


- Higher Quality - Lower Costs - Better Workplaces -

# P-D-C-A - Proceed With Control



- We **PLAN** what we want to accomplish over a period of time and what we will do to get there.
- We **DO** something that furthers the strategies and goals developed in our plan.



Ian Bradbury's presentation on Design and Control of Quality has expanded our views of the PDCA learning cycle, adapted by Deming from Shewhart.

We **CHECK (Study)** the results of our actions to make sure we achieve what we plan.

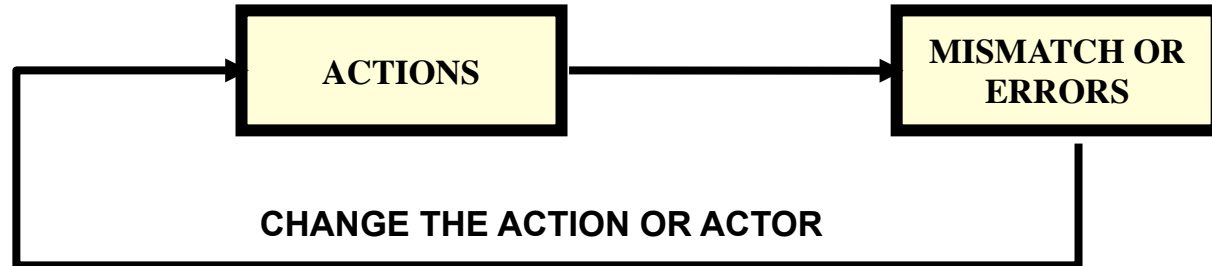
We **ACT** by developing procedures to ensure our plans continue to be successful and by changing what is needed to achieve the initial goals.



# Single Loop Learning - Double Loop Learning

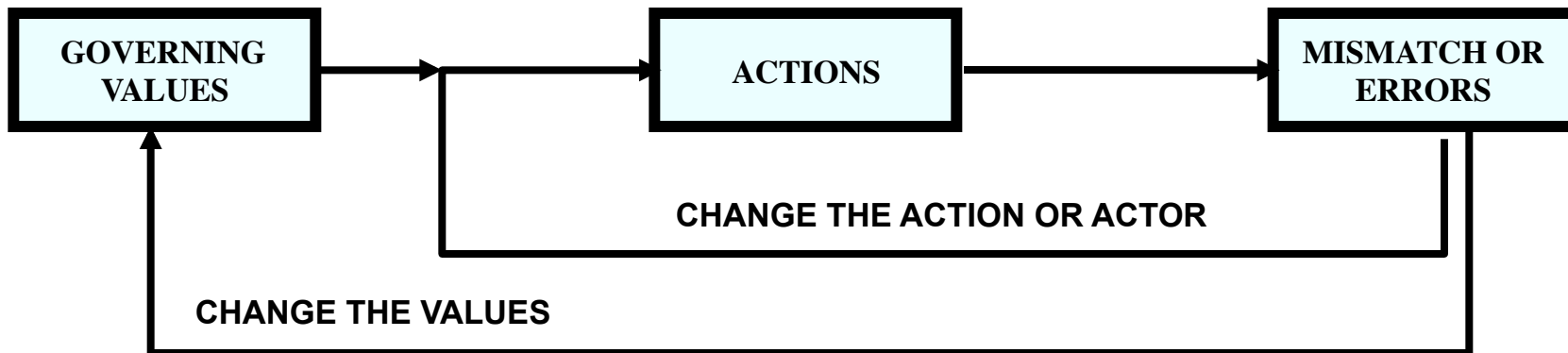


## SINGLE-LOOP LEARNING



Invalid or Incomplete Information - Ineffective Roles & Policies, Designed Errors = **Fix Blame**

## DOUBLE-LOOP LEARNING



Valid Information - informed Choices - Monitored Implementation = **Fix System**



# Rapid Learning, Rapid Improvement

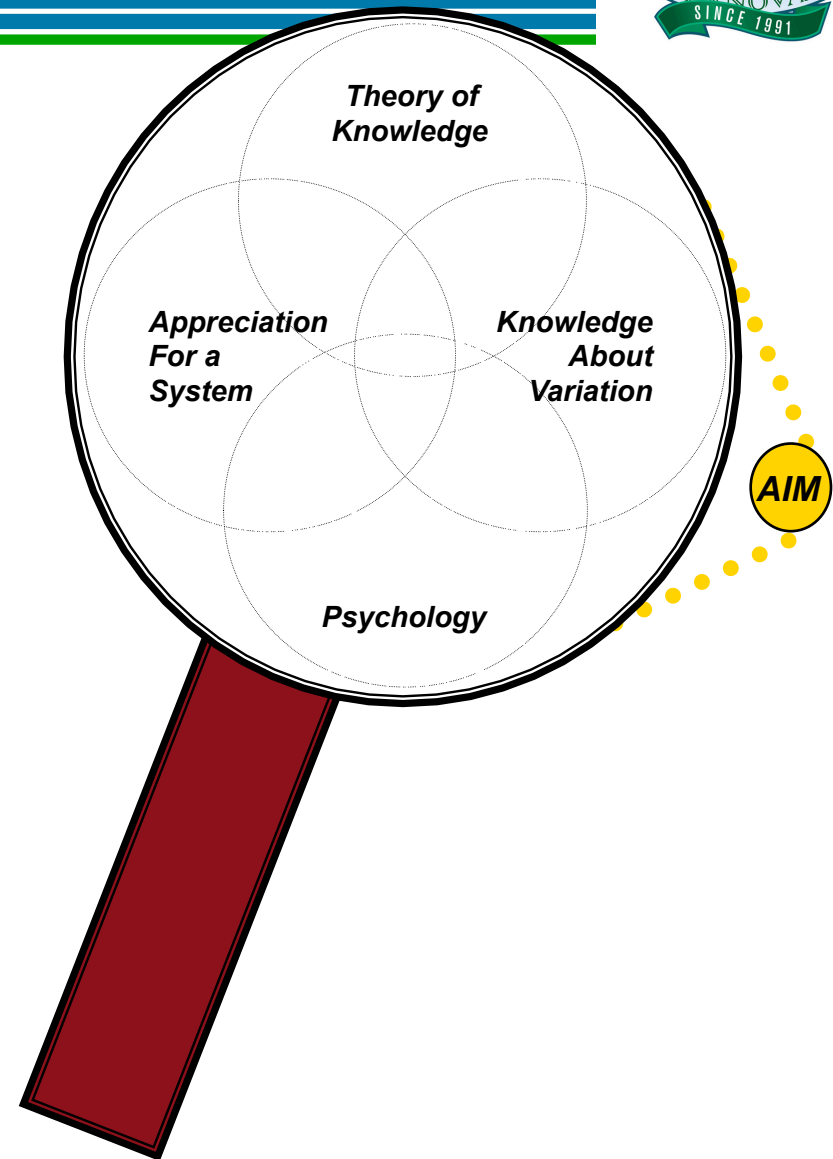


- From Brian Joiner's "Fourth Generation Management – The New Business Consciousness"
- Learning From Data:
  - Plan-Do-Check-Act
- Using It Effectively
  1. Adapting to the situation
  2. Try ideas first on a small scale
  3. Decide ahead of time how you will assess progress
  4. Integrate PDCA Functions
- Ask Questions To Gain Knowledge
  - The people know more about the system than the managers
  - Managers have to ask to gain the knowledge



# System of Profound Knowledge (SoPK) \* W.E.Deming

- “The aim . . . is to provide an outside view - a lens . . . provides a map of theory by which to understand the organizations that we work in”
- **Components of The Whole**
  - Theory of Knowledge
    - Knowledge is built on theory
  - Appreciation for a System (*the Enterprise*)
    - A system is a network of interdependent components that work together to accomplish the aim of the system
  - Knowledge About Variation
    - There will always be variation.....
  - Psychology
    - Individuals
    - Groups
    - Society
    - Change
- “One need not be eminent in any part of profound knowledge in order to understand and to apply it”
- “The various segments of the system . . . Cannot be separated. They interact with each other. For example knowledge about psychology is incomplete without knowledge of variation.”
- It is NOT the flavor of the week!





# System of Profound Knowledge - Components



## TIMELINE of PROFOUND KNOWLEDGE - IMPORTANT CONCEPTS & SOURCES

1900s	1910s	1920s	1930s	1940s	1950s	1960s	1970s	1980s	1990s	2000s	2010s
<b>KNOWLEDGE</b>											
Realism of Pragmatism, John Dewey - 1905		Mind & World Order, C.I. Lewis - 1929	How We Think, John Dewey - 1933			Experiential Learning Theory, Carl Rogers - 1969	Double Loop Learning in Organizations, Chris Argyris - 1974				Descriptive & Normative Learning Models, Carile & Christensen - 2005
							Adult Learning Theory, Malcolm Knowles - 1975			The Accelerated Learning Handbook, Dave Meier - 2000	
<b>PSYCHOLOGY</b>											
		Lewin's Equation, Kurt Lewin - 1920	Anthropological Theories Applied to Business, Edward Tolman - 1932		Organizational Development, D. McGregor - 1950	Human Side of Enterprise, D. McGregor - 1960	Relationship Awareness Theory, Elias Porter - 1971	Diffusion of Innovation, Everett Rogers	Organizational Defenses, Skilled Incompetence, Management Malpractice - Chris Argyris - 1991		Autonomy, Purpose, Opportunity to Develop Mastery - Daniel Pink - 2007
		Participation Management, Mary Parker Follett - 1925			Socio-Technical System, Eric Trist, Tavistock Institute - 1951	Maslow's Hierarchy of Needs, A. Maslow - 1962	Attribution Error, Lee Ross - 1977				
		Hawthorne Experiments, Elton Mayo - 1927				Motivation Theory, Herzberg - 1968					
<b>SYSTEMS</b>											
		Scientific Management, F. Taylor, Frank & Lillian Gilbreth - 1920s		General Systems Theory, Ludwig von Bertalanffy - 1949	Holistic Management, Stafford Beer - 1959	Principles of Systems, Jay Forrester - 1968	Human Performance - Geary Rummier -	Creating The Corporate Future, Russ Ackoff - 1981	Improving Performance: G.A. Rummier & A.P.Brache - 1998		
								Open Systems, Fred Emery	Fifth Discipline, Peter Senge - 1990		
								The Goal, Eli Goldratt - 1984	Theory of Constraints, Eli Goldratt - 1990		
<b>VARIATION</b>											
		Shewhart Control Chart, W. Shewhart - 1924	Economic Control of Quality of Manufactured Product, W. Shewhart - 1931	Use of Statistical Methods to Support The War Effort 1941 to 1945		Enumerative vs. Analytic Studies, W. E. Deming 1960			Systems Renewal - Reliability Fundamentals, V. M. Catuneanu & A.N. Mihalache -		
		Design of Experiments, Sir Ronald Fisher - 1925	Statistical Method From the Viewpoint of Quality Control, W. Shewhart - 1939								
			Sampling Methods Developed, H. F. Dodge								

# David Langford's Points For Quality Learning



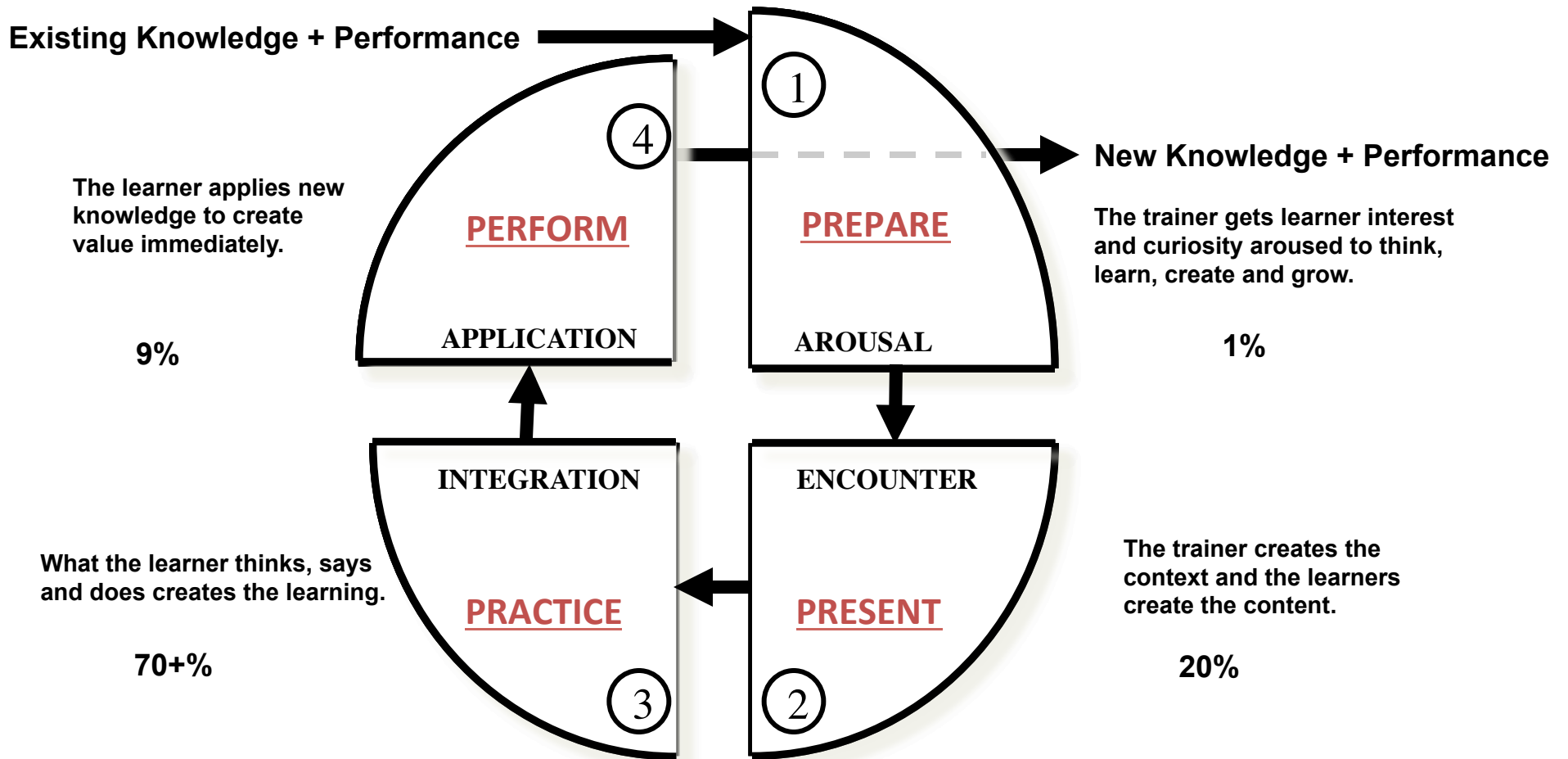
1. Plan strategies with people instead of for people.
2. Start teaching learners how to assess their own work and progress.
3. Form teams out of improvement needs, but not of the need to form teams.
4. Only give a test to find out what to do next.
5. Take the names off tests and chart results to measure the system's performance, not the individual's performance.
6. The size of a team depends on the complexity of the problem or opportunity for improvement.
7. Take action to improve. Avoid the practice of giving only lip service to quality improvement.
8. Understand that you are at the top of your system and CEO of "Me Inc."
9. Reduce waste in learning by minimizing the loss of human potential.
10. Focus on improved, documented learning, not on improved rankings and ratings.
11. Trust the process of improvement PDSA (Plan-Do-Study-Act).
12. Reduce dependency on testing and textbooks to achieve quality in learning. Rely instead upon improving the processes of the learning experience.
13. Create methods to encourage and track lifelong learning.
14. Focus on the system/process, not on the individual.
15. Understand that people do not resist change; they resist being changed.
16. Go upstream in the process to prevent poor quality.
17. Improve systems by first improving the largest system over which you have influence, then modify the containing systems to produce even greater results.
18. Understand what to improve in relation to the purpose and vision of the organization.
19. Understand the leadership role of the facilitator.
20. Understand the colleague and society relationships.



# Four Phase Learning Cycle



⇒ Learning is most effective when learners are involved at physical, auditory, visual and intellectual levels.



⇒ Learning is the creation of meaning, knowledge and actionable value by the mind of the learner.

\*see David Meier "Accelerated Learning Handbook"



# What We Can Do Differently



- **Use The PDSA/PDCA Model As A Foundation**
  - Plan - Do - Study - Act
  - To Ensure We Really Need Training
  - Analyze Performance Based on The System Needing Improvement
- **Use the ADDIE Model Next**
  - Analyze/Assess
  - Design
  - Deliver/Develop
  - Implementation
  - Evaluation
- **Involve The Learner**
  - Engage Them in The Learning
  - **After Assessment of Their Needs - But Before A Learning Session**
    - Pre-reading of Assigned Articles on the Web
    - Pre-reading of Handouts & Study Guides
    - Reflection on Real Issues in Their Workplace
    - Pre-class notations on Sticky Notes
  - **In Workshop Setting**
    - Facilitated Discussions & Exercises
    - Practice Communications, Teamwork & Problem Solving With A Facilitator
    - Exercise With Tools Like Plan - Do - Study - Act , Etcetera



# Deming's 14 Points For Management



Deming's 14 points are paraphrased here:

**1. Create constancy of purpose towards improvement.**

- Replace short-term reaction with long-term planning and replace fad-driven management with fact-led decisions and directions.

**2. Adopt the new philosophy.**

- Management should walk the talk and demonstrate they respect the people and the system they manage.

**3. Cease dependence on inspection.**

- Managed variation eliminates the need to inspect for defects.

**4. Move towards a single supplier for any one item.**

- Multiple suppliers mean variation between feedstocks.

**5. Improve constantly and forever.**

- Constantly try to understand common cause variation and manage special cause variation. More special cause variation causes more waste.

**6. Institute training on the job.**

- Adequately trained staff will all work the same way, and reduce variation.

**7. Institute leadership.**

- Mere supervision is quota- and target-based, engage workers in the processes they work within.

**8. Drive out fear.**

- Long term, fear prevents workers from acting in the organization's best interests.

**9. Break down barriers between departments.**

- Use the 'internal customer' definition that each department serves other departments that use its output.

**10. Eliminate slogans.**

- It's not people who make most mistakes - it's the process or system they are working within.

**11. Eliminate "management by objectives".**

- Production targets encourage the delivery of poor-quality goods and services "on time" or "on budget".

**12. Remove barriers to pride of workmanship.**

- Management's job is to manage the system and eliminate the other problems which reduce worker engagement, satisfaction and retention.

**13. Institute education and self-improvement.**

- Harassing the workforce without improving the processes they use is tampering and counter-productive.

**14. The transformation is everyone's job.**

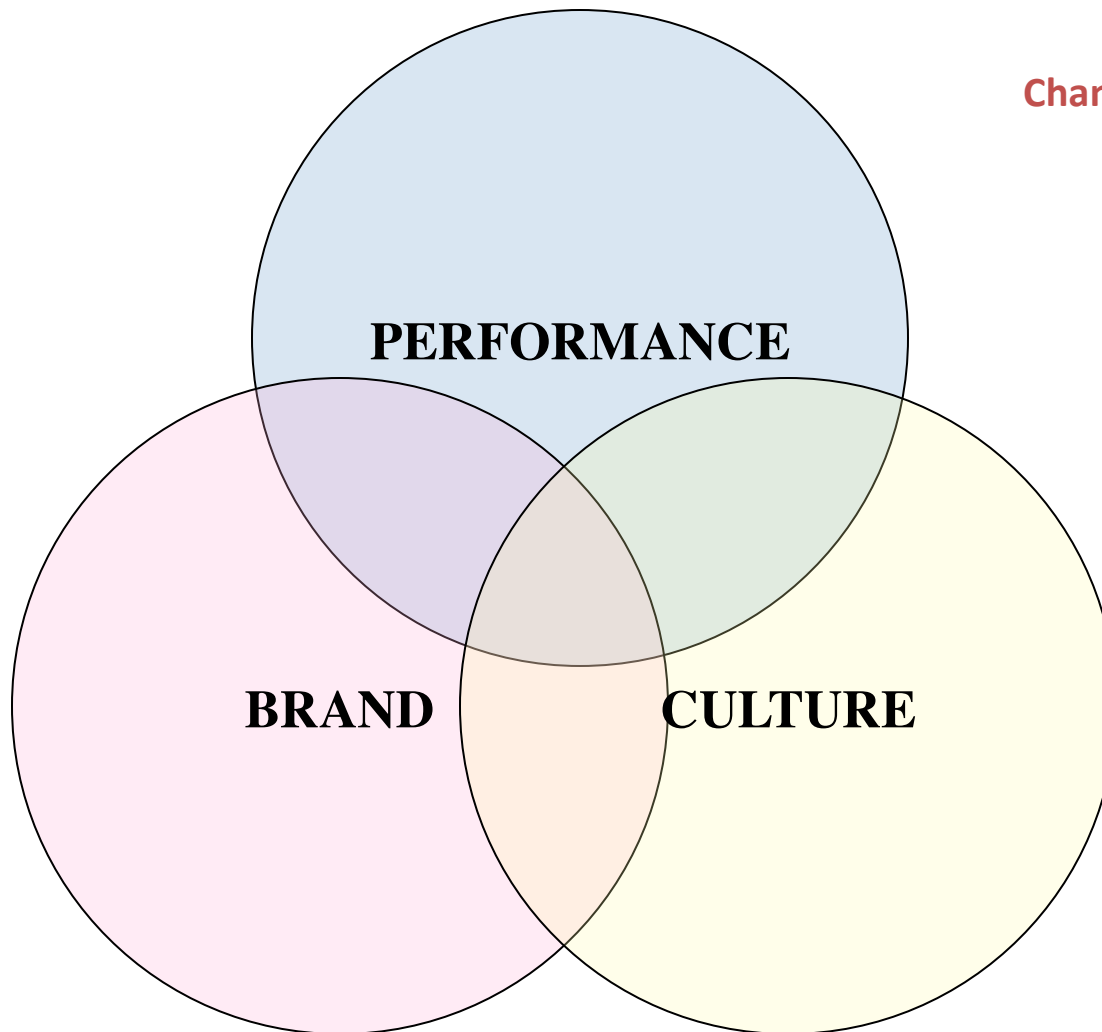
- "You do not have to do this. Survival is not compulsory."

# Managing & Leading Change



## Changes To Performance

*Require Changes To Both  
Brand and Culture*

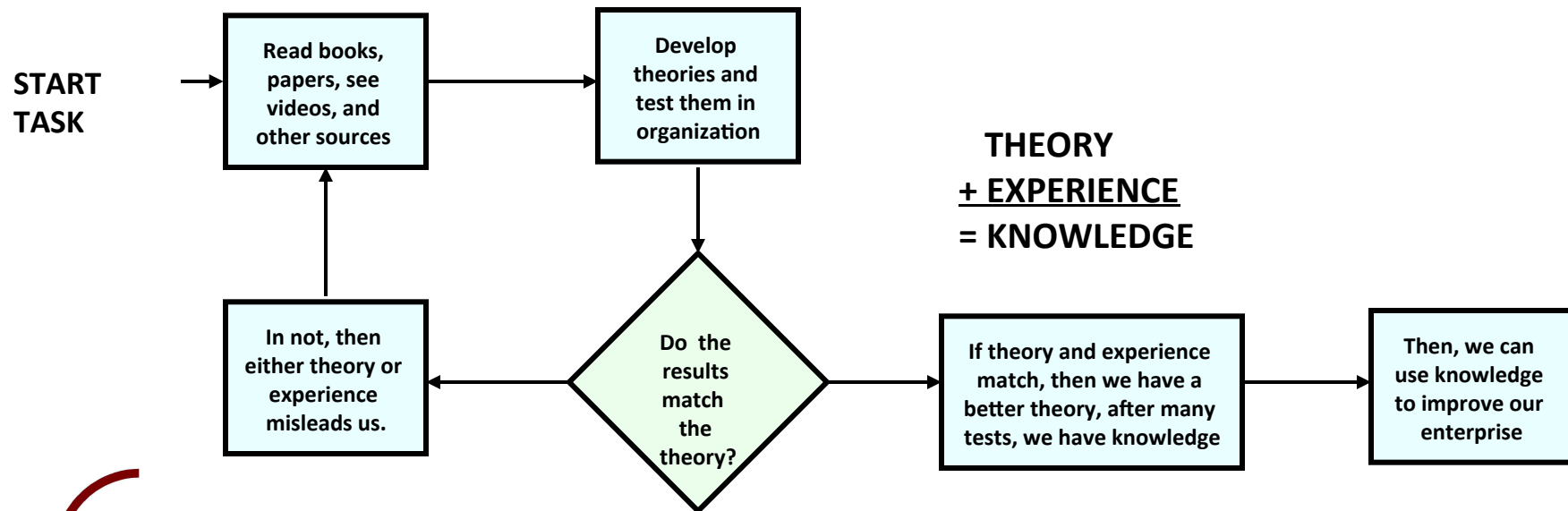
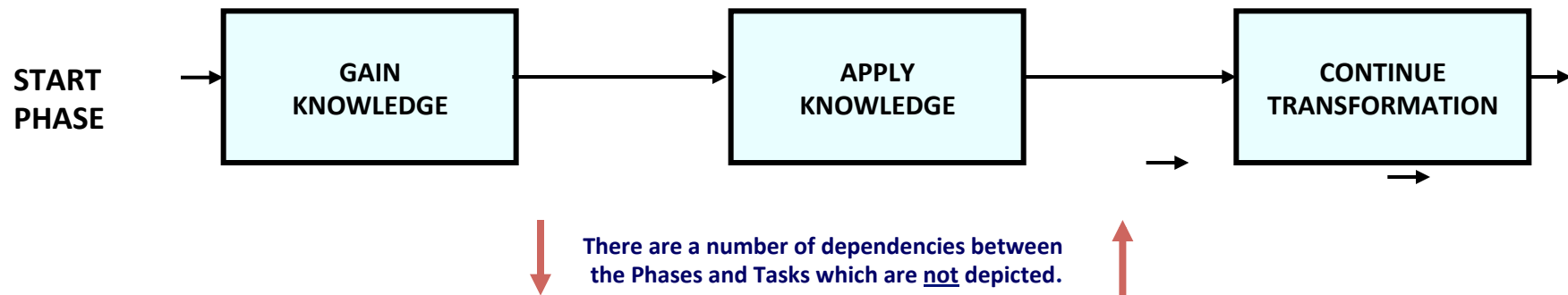


*- Higher Quality - Lower Costs - Better Workplaces -*

# Transformation Process Described by Deming



- Compared to the PDSA/PDCA Cycle



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# Management & Leadership



- **Capabilities Expanded**
  - **Management & Leadership Resources – Education, Training become Learning**
    - Change in Culture, Leadership & Personnel
    - Blended Learning & Architecture
      - Different Tools
        - » Greater Results of Learning & Development
      - Linked to Innovation Efforts
      - Linked to Organization Change Efforts (esp. Culture)
    - Senior Management & Team Development Program Interfaces are CRITICAL
  - **External - Consulting & Coaching**
    - Insight - Leadership & Organizational Effectiveness
      - » Overcoming Organizational Defenses
    - Innovation - Systems Thinking & Tools
      - » Planning For Change With Focus on Customers, Communications and Teamwork
    - Integration - Organizational and Personal Elements
      - » Development of People & Relationships
  - **Leadership & Development Balance – Quality Management System**
    - “A Mirror” of Performance / Execution of Leadership and Organization
    - Potential Management & Leadership “SME” Issues
    - Education & Training Needs “Learning”
    - Culture Impact on “Learning Organization”



# “New” Way Thinking

- **Knowledge Based Transformation**
  - Transformative Thinking
  - Leading Transformation
  - Use of Reformation and Transformation
  - Resource & Relationship Management
    - Striving for Balance
  - Thinking & **Learning** Together
    - Then Working Together
  - Continuous Investment
  - Use of Tools Appropriate To Problems They Can Solve
  - Use Thinking for Alignment
    - Systems Thinking, InThinking and Enterprise Thinking

# Lunch!



- Let's collect our lunch!
- Room will be secure
- Staff will take your drink orders when you return
- While you lunch, continue the dialogue
- Make sure everyone is heard from
- Be prepared to share your answers to the following questions!



# Table Discussions



## AT EACH TABLE DISCUSS:

- **WHAT ARE OUR NEXT ACTION STEPS?**
  - What did we learn here?
  - What do we need to discuss next?
  - Who else needs to hear about this?
  - What will we do with our learning?
  - What adds value to you and your organization?
  - What are the positive attributes you can use?
  - What are the differences which influence your thinking?



# Future Agenda



## New 2012 Program – at 9:00 AM Before Each Learning Lunch

- One Hour Conference Call on The Subject of The Day
- Free and Facilitated by CQI
- If you can't leave your desk for the Learning Lunch
- If you can't afford to come for lunch & dialogue in person
- If you want more than the usual time to discuss the subject

## What Are Your Ideas?

- Benchmarking
- Civility - Lack of it Costs up to \$300 Billion Annually (Pattie McNeil)
- Effective Measurement for Training & Development Initiatives
- Influence (Influencing Your Leader and Your Team)
- Innovation as “Phase 0” in Quality
- Mentoring & Partnership Between Generations (Baby Boomer, GenX, GenY, Transition to Future)
- Quality Assurance Through Proofing
- PDCA vs. PDSA Comparisons With Langford “Probletnuity” Process
- Transformation / Implementation Plans for Quality Systems and Continuous Improvement
- Safety and Quality Synergies



# 2012 CQI Programs



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- **Jan 6 - Learning Lunch**
  - Continuous Improvement Paradigms & Principles
- **Jan 30 - Learning Lunch**
  - Innovation through Accelerated Learning and Quality
- **FEBRUARY 7 – BREAKFAST PROGRAM**
  - Ian Bradbury – Design & Control of Quality
- **Feb 21 - Learning Lunch**
  - Six Thinking Hats
- **MARCH 14 - BREAKFAST PROGRAM & SEMINAR**
  - Joe Raelin – The Leaderful Organization & Why It Matters
- **Apr 5 - Learning Lunch**
  - Multi-Cultural & Virtual Teams
- **Apr 27 - Learning Lunch**
  - Appreciative Inquiry
- **May 7 - Learning Lunch**
  - Idealized Design
- **May 16 - BREAKFAST PROGRAM**
  - Lisa Toenniges – Get the People Performance You Need: Six Questions to Ask
- **May 28 - Learning Lunch**
  - Continuous Investment
- **Jun 19 - Learning Lunch**
  - Why Best Efforts Are Not Enough
- **QUALITY, INNOVATION & LEADERSHIP ACADEMY – TBD**
- **Jul 10 - Learning Lunch**
  - Treating Human Error as an Effect, Not Cause
- **Aug 1 - Learning Lunch**
  - Performance Analysis and Root Causes
- **Aug 23 - Learning Lunch**
  - Cultural Influences on Change
- **Sep 14 - Learning Lunch**
  - Organizational Development
- **THIRD QUARTER BREAKFAST PROGRAM & SEMINAR**
  - Speaker To Be Determined
- **Oct 8 - Learning Lunch**
  - Leadership versus Management
- **Oct 23 - Learning Lunch**
  - Balancing Actions & Thinking
- **Nov 13 - Learning Lunch**
  - Having Difficult Conversations - Principles and Tools
- **Dec 6 - Learning Lunch**
  - Brainstorming
- **FOURTH QUARTER BREAKFAST PROGRAM – Date TBD**
  - Speaker To Be Determined
- **SECOND HALF QUALITY DEPLOYMENT COHORT – TBD**
- **CQI PREVIEWS @ 9:00 AM – Every Learning Lunch Morning**



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# 2012 - SPONSORS



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# Accelerated Learning - Learning Lunch



+ • Do more

• Do less -



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## **CQI LEARNING LUNCH**

**Accelerated Learning & Quality**

*Rapid Learning, Rapid Improvement*



**SERGEANT  
RESULTS  
GROUP**