



CQI Learning Lunch

Overcoming Organizational Defenses Through Productive Reasoning

**Host - Dennis Sergent
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**December 15th, 2010
10:30 AM to 1:00 PM**

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

The CQI HAS EVOLVED!

The CQI Board of Directors has determined an updated vision and mission, as well as a new name behind CQI -



Capital Quality and Innovation!

Look for more news on the transformation!

Organizational Defenses - Obstacles

THE OBSTACLES -

- **Skilled Incompetence and Managerial Malpractice**
 - Change We Do Not Acknowledge
 - External Environment Always Changes While We Implement Solutions
 - Internal Environment (People, Culture, Brand, Performance) Always Change
 - Single Loop Learning
 - Blaming People
 - Organizational Inertia
 - Myth of the Management Team
 - Faulty Inference From Data
 - Wrong Conclusions
 - Fear of Embarrassment
 - Fear of Embarrassing Others
 - Bypass
 - Cover-Up
 - Budget Games
 - Making It All Un-discussable

Chris Argyris - William Bridges

Skilled Incompetence? Really?

Not insults, but sociological definitions

- *Derive from study and case work of Chris Argyris, Harvard University and others*
- *Primary Source = “Overcoming Organizational Defenses” by Argyris*
- *Study of “Espoused Theory” vs “Theory in Action” in Model I and Model II Learning Models*

Skilled Incompetence

- *Counterproductive behavior*
 - *Espousing one thing, acting another way*
 - *Get into trouble without trying to manipulate and without political motives*
 - *Unaware of own reasoning*
- *Best efforts*
 - *Genuinely think the thinking, saying and acting match*
 - *Clean motives, surprise at disconnects and own behavior when revealed*
- *Skillful*
 - *Natural, routine, produced in milliseconds*
 - *Spontaneous, automatic, unrehearsed*

Managerial Malpractice

- *Self esteem in not being embarrassed or embarrassing others (threatened or threatening)*
- *Ambiguous or vague premises*
- *Inferences and conclusions without reasoning & logic*
- *Inability to consider we could be wrong, no learning from failures*
- *Internal competition, lack of commitment*
- *Bypass, cover up and fancy footwork*
- *No discussion of some subjects, difficult discussions made undiscussable*
- *Inflexible*

Understanding Defensive Reasoning

Understanding The Problem

- All organizations have these defenses
- We all possess it to a degree
- Well educated professionals are especially susceptible
- Formidable predisposition against learning In action
- Rarely experience failure
- High success aspirations & standards - feed shame & guilt @ mistakes
- Do not know how to deal with it effectively
- Undeveloped tolerance for failure
- Undeveloped skills to deal with feelings
- Reinforce defensive reasoning
- Creates a “doom loop”
- Performance evaluations exacerbate it
- Fear failure and fear the fear of it
- Requires dual track solutions
 - Develop The Individual and The System
 - Connect Action and Learning To Knowledge

Knowledge

+ Action

+ Learning

= Improvement



Defensive Reasoning vs. Productive Reasoning



Reduce Defensive Use

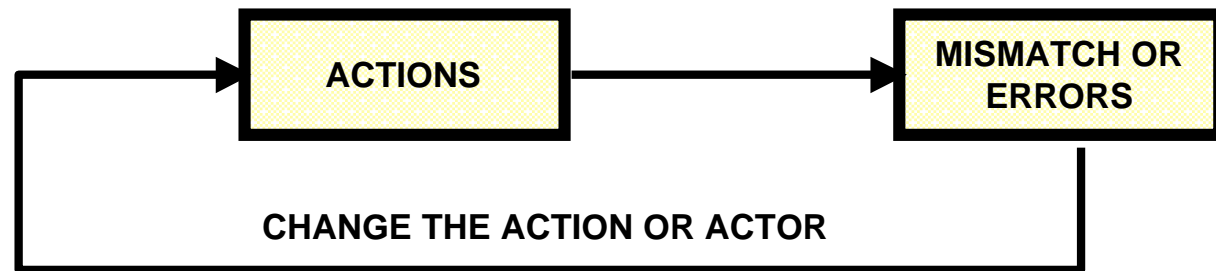
- Model I Theory
 - Espoused vs. Action Mismatch
 - Part of Culture & Used With Skill
- Unaware of Reasoning Processes In Use
- Self Esteem Tied Up In Not Being Embarrassed
- Past Success Breeds False Confidence
 - Attention To Preserve Status Quo
 - We Have Success, Must Be Right
- Limited or Low Value Choices
- Ambiguous or Vague Premises
- Inaccessible or Unused Data
 - Technical and Business, Behavioral
- Inferences and Conclusions
 - Without Reasoning & Logic
 - “I Am Not Wrong”
- Ineffective Strategies & Tactics
 - No Learning From Failures
- Self-Fulfilling Predictions and Behavior
- Internal Competition
- Lack of Commitment
- Bypass, Cover Up and Fancy Footwork
- No Discussion of Some Subjects
- Difficult Discussions Made Undiscussable
- No Integration of Individuals & Team
- Inflexible, Lack of Learning
- Conservative, Cost Focus
- Fueled By Fear

Increase Productive Use

- Model II Theory
 - Espoused vs. Action Match
 - Must Be Embedded With Continuous Action
- Awareness of Reasoning Processes In Use
- Self Esteem From Consistent, Effective Behavior
- Future Success Demands Uncertainty
 - Attention to External Changes and Future
 - Consider “How Can We Become Right?”
- Competitive, High Value Choices
- Premises Made Explicit
- Data Collected Rigorously
 - Technical and Business, Behavioral
- Inferences and Conclusions
 - Tested By Open Inquiry & Logic
 - “Could We Be Wrong?”
- Effective Strategy and Tactics
 - Learn From Each Use
- Logic Not Self Sealing
- Internal Collaboration
- Internal Commitment
- Discuss The Bypass, Cover Up & Fancy Footwork
- Discuss The Undiscussable
- Practice Regularly To Solve Real Issues
- Integration of Individuals To Team
- Agile, Flexible, Learning
- Entrepreneurial, Value Focus
- Fueled By Trust

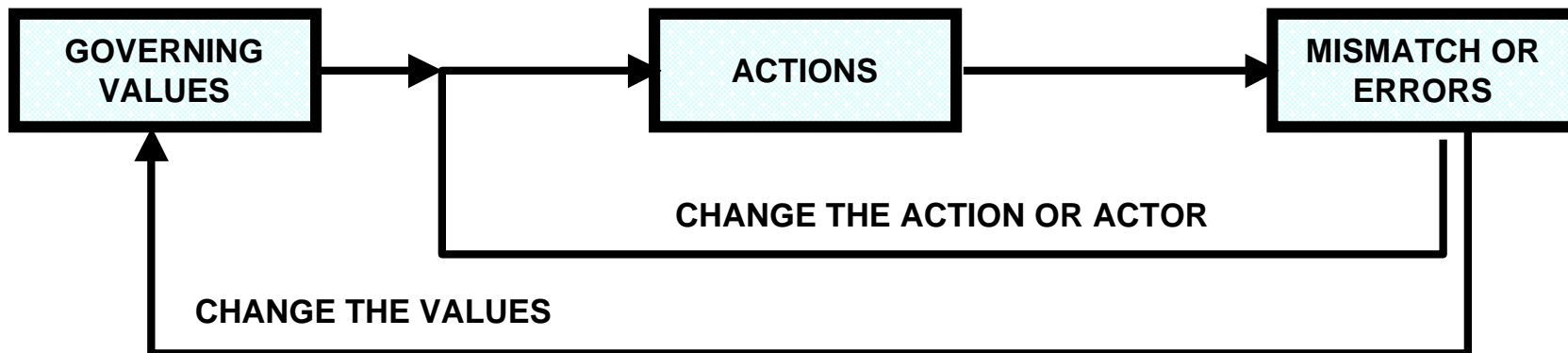
Single Loop Learning - Double Loop Learning

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*

SOLUTIONS

- **Acknowledge Changes In The Environment ASAP**

- And in every meeting ask “What has changed”
- Adapt Plan to changes
- Engage the Stakeholders

- **Discussing The Un-discussable**

- Purposeful Dialogue
- Ladder of Inference
- Left Hand Column Tool

- **ENGAGEMENT OF THE STAKEHOLDERS**

- Rebuild trust
- Listen carefully
- Understand what matters to them
- Share self honestly without hostility
- Ask for feedback and take it whenever you can get it
- Trust others as much as you want them to trust you
- Find ways to extend that trust further
- Don't confuse trust with being a buddy
- Don't be surprised if
- Constantly remind yourself to tell the truth

Chris Argyris' and William Bridges



Solutions Toward Productive Reasoning



Solving The Problem

- Leadership must demonstrate Theory II In action
- Teach people to reason and examine
 - By reshaping our own behavior
- Identify the inconsistencies
- Acknowledge that we design and implement actions
 - With consequences we do not intend
- Learn to identify what individuals and groups do
 - In defensive reasoning
- Understand how it contributes to problems
- Collect valid data & analyze it
- Test the inferences
- Question conclusions
- Reduce & overcome defenses

Knowledge

+ Action

+ Learning

= Improvement

Step # 1 - Critically Examine & Change Theories In Action

Step # 2 - Start At The Top or Core of Value Chain

Step # 3 - Connect The Program To Real Business Issues



More Solutions Toward Productive Reasoning



Implement In ALL Work Relationships, Not Just Training

- Use Left Hand Tool, Ladder of Inference, other tools
- Think about issues and discuss as a team
- Work openly and effectively, with more options
- Grow as individuals & team by solving problems
- Develop deeper understanding of our roles
- Lay groundwork for continuous improvement
- Learn to learn from the system & process

Knowledge

+ Action

+ Learning

= Improvement

Purpose Focused Dialogue

This is a method to discuss knowledge and create solutions around questions which matter to teams.

BASIC ELEMENTS - How it Works

SEAT AT ROUND TABLES of 4 - 8

With Large Paper Sheets, Markers,

EXPLORE QUESTIONS, ISSUES, IDEAS

*Discuss What Matters To Their Situation in
15 - 20 Minutes*

WRITE / DRAW KEY IDEAS & CONNECTIONS

Record & Share Major Insights

TRAVEL IN SEVERAL ROUNDS

*Carry Questions, Ideas, Insights To
New Rounds*

TABLE HOST REMAINS

*Briefly Shares Previous Questions,
Ideas, Insights
Travelers Connect Ideas From
Previous Tables*

LISTEN FOR CORE QUESTIONS, INSIGHT & PATTERNS

*Blend Perspectives In
Progressive Rounds*

BASIC PRINCIPLES - How to Work It!

CLARIFY PRINCIPLES & CONTEXT

*Define Purpose, Participants,
Time Limits, Possibilities*

CREATE COMFORTABLE SPACE

*Pay Attention To Invitation,
Refreshments, Music, Lighting*

EXPLORE SIMPLE, CLEAR, POWERFUL ISSUES

*Ask Open Ended Questions
Which Matter To Participants*

ENCOURAGE PARTICIPATION

*Share Your Best Thinking,
Listen Attentively, Make A Difference*

DIVERSIFY PERSPECTIVES

*Link Discoveries In a Widening
Dialogue and Conversation
Build on Other's Thinking*

LISTEN TOGETHER

*Find Deeper Wisdom
As A Team*

SHARE QUESTIONS, INSIGHTS, PATTERNS IN TOWN HALL CONVERSATION

Larger System Becomes Evident, New Actions Become Possible, Team Value Becomes Obvious



Building Competence & Organizational Learning



A Comprehensive Learning Program

- Begin With Focus on Everyday Leader Behaviors
- Participants Willing & Skilled Outsiders
 - Innovators & Early Adopters
- Participants Explore & Commit To
 - Be Open
 - Don't Cover Up
 - Don't Bypass
 - Discuss It All
- Learn Skills
 - Productive Reasoning
 - Reduce Defensive Reasoning & Org Defenses
 - Discuss The Undiscussable
- Evaluate Theories
 - Espoused Theories
 - Theories In Use - Model I and Model II
 - Record Discussion & Agreement
 - Replay, Discuss, Inquire
 - Reflect & Evaluate
- Redesign Change Program
 - Map Defensive Routines
 - Integrate Technical Knowledge & Features With Behavior
 - Organize What To Change
 - Measure Change
- Design & Implement Change Program
- Develop & Spread Model II Learning

Design & Implement A Change Program

- Begin With Selecting Problems To Address
 - Important to Director & Team
 - Requires Development of Skills
 - Applicable To Many Future Cases
 - Plan Future Follow Up Sessions With Coach
- Practice Model II Learning
 - Practice Skills
 - Evaluate Theories
 - Replay, Discuss, Reflect, Evaluate
 - Map Routines & Actions
 - Organize & Measure Change
 - Report Results

Expand & Spread Model II Learning

1. Offer Organizational Learning in Several Directions
 - Board, Leaders, Stakeholders, Key Allies
 - Innovators & Early Adopters to Demonstrate
2. Integrate Model II Inquiry & Learning
 - Senior Leaders, Managers, Directors
 - Innovators & Early Adopters to Demonstrate
3. Develop A Group of Internal /External Resources
 - Consultants, Change Agents, Educators
 - Includes Contract Intervenors
 - Innovators & Early Adopters to Demonstrate
4. Expand To Customer, Client, Supplier Relationships



Lunch!



- Let's collect our lunch!
- Room will be secure
- Staff will take your drink orders in the meeting room
- When you return, start discussing at your table
- Make sure everyone is heard from
- Appoint one person to record your answers to the following questions!

TABLE DISCUSSIONS

AT EACH TABLE DISCUSS AND DOCUMENT:

- **WHAT ARE OUR NEXT ACTION STEPS?**
 - **What did I learn here?**
 - **What do we need to discuss next?**
 - **Who else should be here?**
 - **What will we do with this learning?**
 - **When do we meet again?**

Future Discussions

- **January 11th, 2011 = Leadership (What is a “Leader-ful” Organization?)**

Other Subject & Speaker Suggestions

- **Brainstorming, Benchmarking**
 - **Comparisons of Quality Management Systems**
 - **Continuous Improvement**
 - **Design & Control of Quality (Ian Bradbury of Peaker Services, Inc.)**
 - **Gipsie Ranney**
 - **Having Difficult Conversations - Principles and Tools**
 - **Influence (Influencing Your Leader and Your Team)**
 - **Innovation**
 - **Lean Principles (2 VOTES)**
 - **Lean Project: Eliminating the Waste In Performance Reviews (R. Steele of Peaker Services)**
 - **Overcoming Roadblocks (2 VOTES)**
 - **PDSA - In More Detail (2 VOTES)**
 - **Quality Tools & Processes (Beth Leinhart)**
 - **Six Sigma**
- **What Are Your Ideas?**



**SERGEANT
RESULTS
GROUP**



CQI LEARNING LUNCH

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Through
Productive Reasoning*

