

**CONTINUOUS
QUALITY
IMPROVEMENT**

**ORIENTATION
TO
CONTINUOUS QUALITY
IMPROVEMENT
IN
EDUCATION
1996
PARTICIPANT'S
MANUAL**



CONTINUOUS QUALITY IMPROVEMENT

INTRODUCTION: In this workshop you will examine a Continuous Quality Improvement model and challenge previously held assumptions about how organizations should be managed. The elements of the model include: Customers, Products, and Services; Team Work; PDSA Methodology; Leadership; and Staff Development.

ESTIMATED TIME: Nine hours

- TOPICS**
1. Prologue
 2. Models and Assumptions
 3. Customers, Products and Services
 4. Team Work
 5. PDSA Methodology
 6. Leadership
 7. Staff Development

MODELS AND ASSUMPTIONS

INTRODUCTION: This Unit introduces a Continuous Quality Improvement model and asks you to become familiar with and assess your level of agreement with its assumptions.

ESTIMATED TIME: One and a half hours

TOPICS

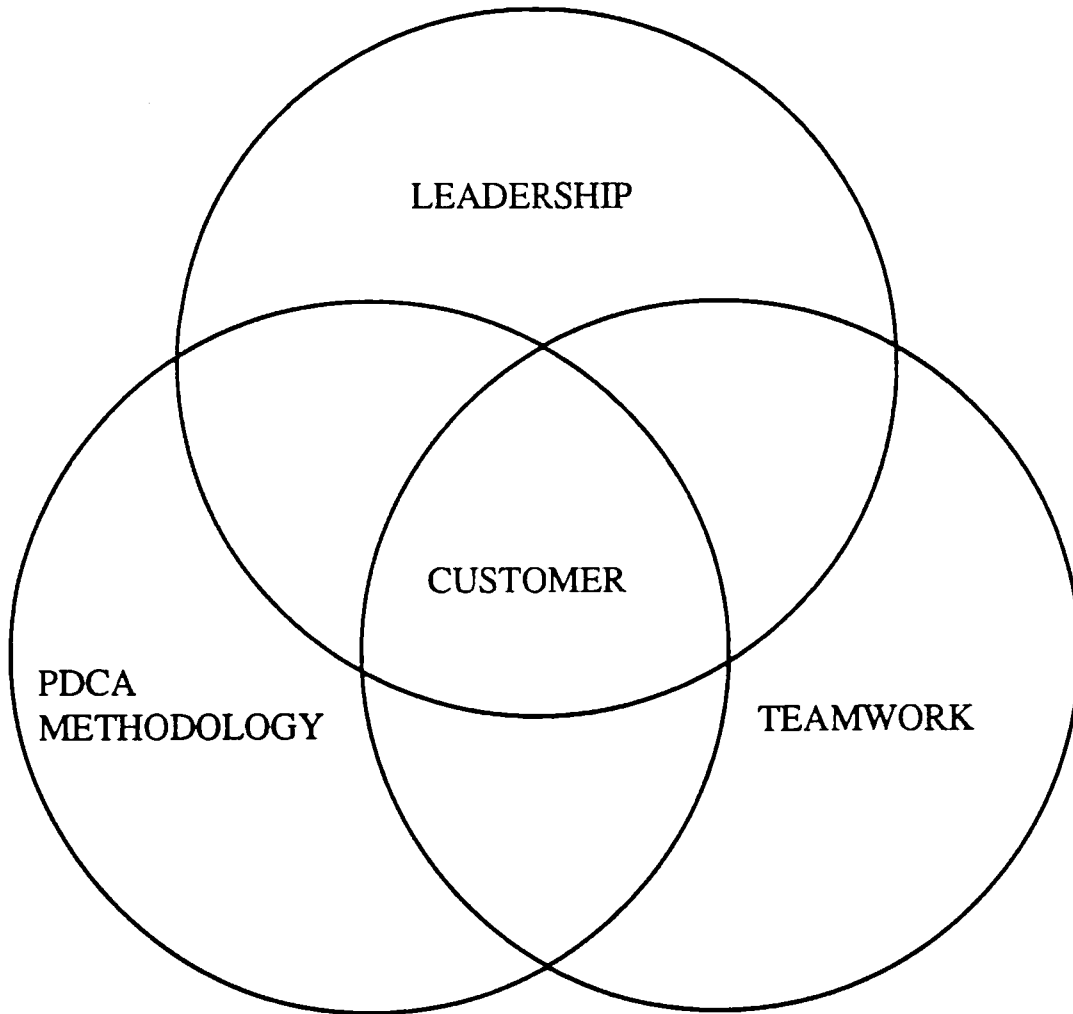
1. Overview and Objectives
2. Idea of a Model
3. A Continuous Improvement Model
4. Continuous Improvement Assumptions
5. Introduction to a Pareto Chart.

LEARNING OBJECTIVES:

- * Demonstrate an understanding of the Continuous Quality Improvement model by:
 - * Creating a new model
 - * Creating new labels for the existing model
 - * Assess level of agreement with assumption statements.
 - * Become familiar with a Pareto Chart.

A CONTINUOUS IMPROVEMENT MODEL

From Fox Valley Technical College



P = PLAN

D = DO

C = CHECK

A = ACT

DEFINITIONS

QUALITY

- * Meeting or exceeding customer requirements
- * Anticipating and complying with customer requirements

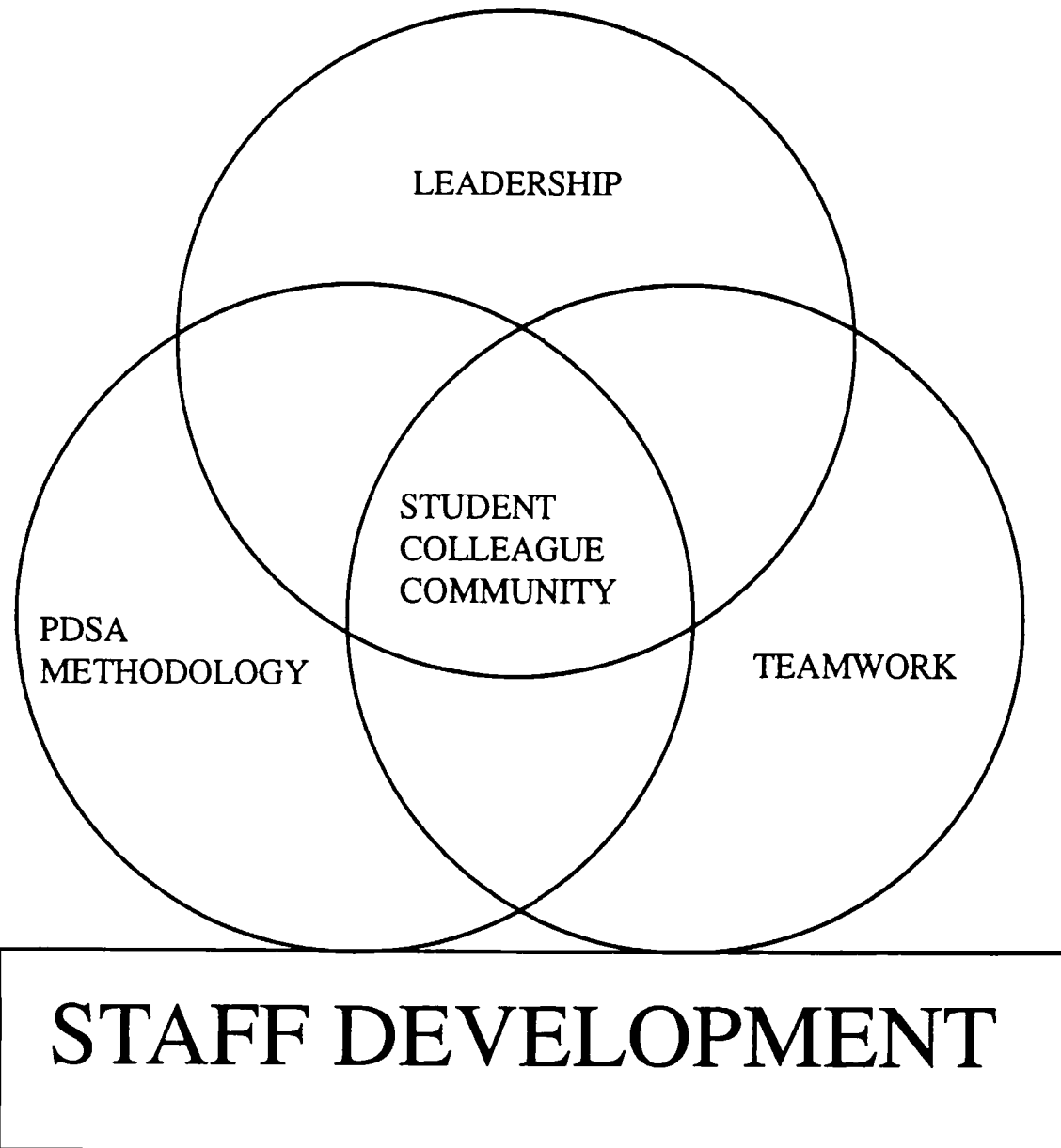
CONTINUOUS IMPROVEMENT

- * Scheduled and unscheduled, cyclic and non-cyclic activity
- * Routine identification of processes, programs, and services to better address customer requirements.
- * Systematic development and implementation of action plans to provide significantly better processes, programs and services.

CUSTOMER

- * One who receives and benefits from our programs or services.

CONTINUOUS QUALITY IMPROVEMENT MODEL



...mental models are active--they shape how we act.

Why are mental models so powerful in affecting what we do? In part, because they affect what we see. Two people with different mental models can observe the same event and describe it differently, because they've looked at different details.

Peter Senge from The Fifth Discipline

**ALL MODELS ARE
WRONG, BUT SOME
ARE USEFUL.**

W. Edwards Deming

HISTORY OF CONTINUOUS IMPROVEMENT

1930'S

Walter A. Shewhart
Joseph M. Juran
W. Edwards Deming
A. V. Feigenbaum

1950's

Japan Union of Scientists and Engineers

Statistical Process Control (Variation)

Use of Customer Input to Shape Product Design

1980's

NBC's "If Japan Can, Why Can't We?"
Malcolm Baldrige Award

Philip Crosby
Zero Defects
Quality is Free
Cost of Quality
Cost of Not Improving
Ford
Service Applications

1990's

"Quality or Else"
PBS

ISO 9000
International Standards

American Association of Higher Education
Motorola

WHAT IS IT CALLED?

Statistical Process Control

Quality Assurance

Total Quality Management (TQM)

Total Quality Improvement

Quality Improvement

Continuous Improvement

Continuous Quality Improvement (CQI)

CQI ASSUMPTIONS

One way to better understand a CQI initiative is to understand the philosophy upon which CQI is built. Please read the following statements and indicate your level of agreement or disagreement. Do NOT rate your organization's beliefs or practices. Indicate your personal level of agreement with these statements..

Assumptions	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Our centralized, hierarchical system of management does not foster continuous improvement.	4	3	2	1
2. Eighty percent of an organization's problems are within management's power to correct.	4	3	2	1
3. The person who knows the most about doing the job is the person doing it, and that person should be involved in decisions about the job.	4	3	2	1
4. Twenty to forty percent of a college's operating budget is spent on waste or on doing things over that weren't done right the first time.	4	3	2	1
5. All work is a process.	4	3	2	1
6. The vast majority of problems in our organizations are not in our people but in the systems and processes within which they work.	4	3	2	1
7. The key to improvement is in a systematic approach to improving work processes.	4	3	2	1
8. If it ain't broke, you haven't looked hard enough.	4	3	2	1
9. People want to do a good job.	4	3	2	1
10. An organization exists to serve its customers.	4	3	2	1

Adapted from Fox Valley Technical College

Pareto Chart

Number Who Disagree

Assumption

ASSESSING ASSUMPTIONS

Cost = Money, Time, Personnel, Information, Satisfaction, Equipment

Assumptions	Cost of Failure to Understand and Adopt
1. Our centralized, hierarchical system of management does not foster continuous improvement.	
2. Eighty percent of an organization's problems are within management's power to correct.	
3. The person who knows the most about doing the job is the person doing it, and that person should be involved in decisions about the job.	
4. Twenty to forty percent of a college's operating budget is spent on waste or on doing things over that weren't done right the first time	
5. All work is a process.	
6. The vast majority of problems in our organizations are not in our people but in the systems and processes within which they work.	
7. The key to improvement is in a systematic approach to improving work processes.	
8. If it ain't broke, you haven't looked hard enough.	
9. People want to do a good job.	
10. An organization exists to serve its customers.	

An important, first understanding--contradicted by an endless string of guru-led, top-dollar workshops vending proprietary versions of the thing--is that there is no single "it" behind the TQM label. What you find instead is a bag of ideas and tools from a variety of sources--systems theory, humanistic psychology, statistics, common sense--in a loose "movement" for work-place transformation.

Newcomers to TQM want a tidy definition or a formula, but TQM isn't like that.

Ted Marchese
"Getting a Handle on TQM"
Change May/June 1992

Challenges of the CQI Model

To integrate our personal mental models with the CQI model

To be patient with ourselves and with others along the journey of integrating these models

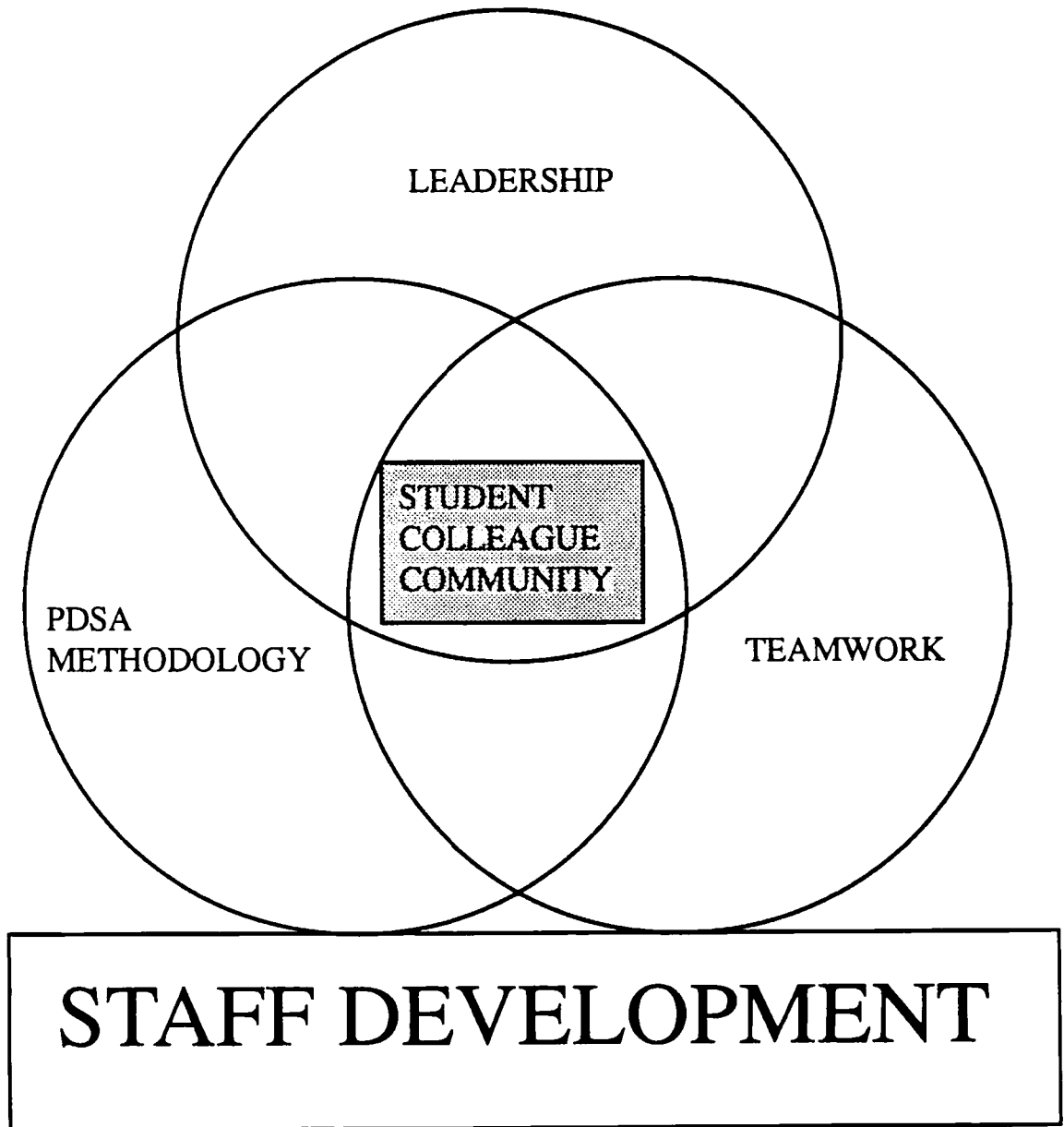
Customers: Students, Colleagues, and the Community

INTRODUCTION: This Unit asks you to develop a customer model for your organization and to identify who your own customers are. Effective ways of listening to students, colleagues and the community and using their input are introduced.

ESTIMATED TIME: Two hours

- TOPICS:**
1. You as a customer
 2. The changing roles of customer and provider
 3. Internal and external customers - yours and the college's.
 4. Building a customer model
 5. Achievement of students, colleagues and community. Do these meet or exceed their needs?
 6. Sources of information of the needs and expectations of students, colleagues and the community.

CONTINUOUS QUALITY IMPROVEMENT MODEL



Customer Dialogue - A Changing of Roles

Ordering a Meal

Overall

Customer	- Hungry Person
Expectation	-Good Meal
Provider	-Food Service Worker

Step One

Provider A	- Can I Take Your Order? What is Your Order?
Expectation	-Significant Information about a Desired Meal
Customer	-Information Provider

Step Two

Provider A	-More Details about the Order
Expectation	-Complete Information about a Desired Meal
Customer	-Information Provider

Step Three

Provider B	-Food Preparer
Expectation	-Complete Information about a Desired Meal
Provider A	-Information Provider

Step Four

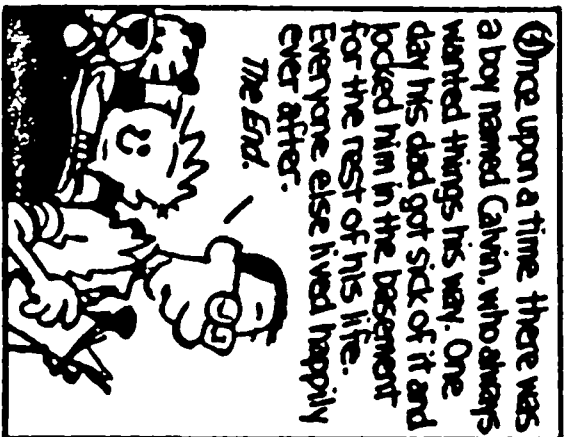
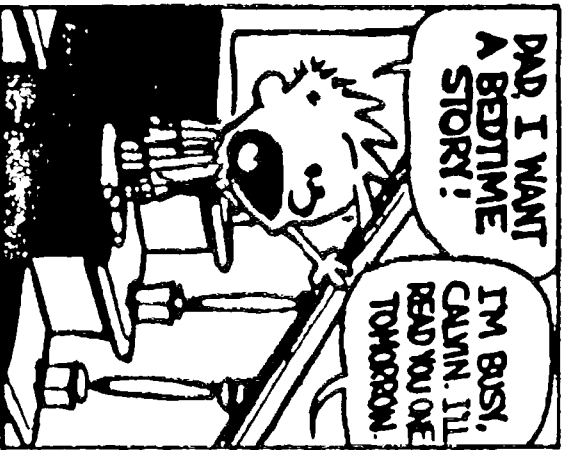
Provider A	-Food Service Worker/Server
Expectation	-Good Meal
Provider B	-Food Preparer

Step Five

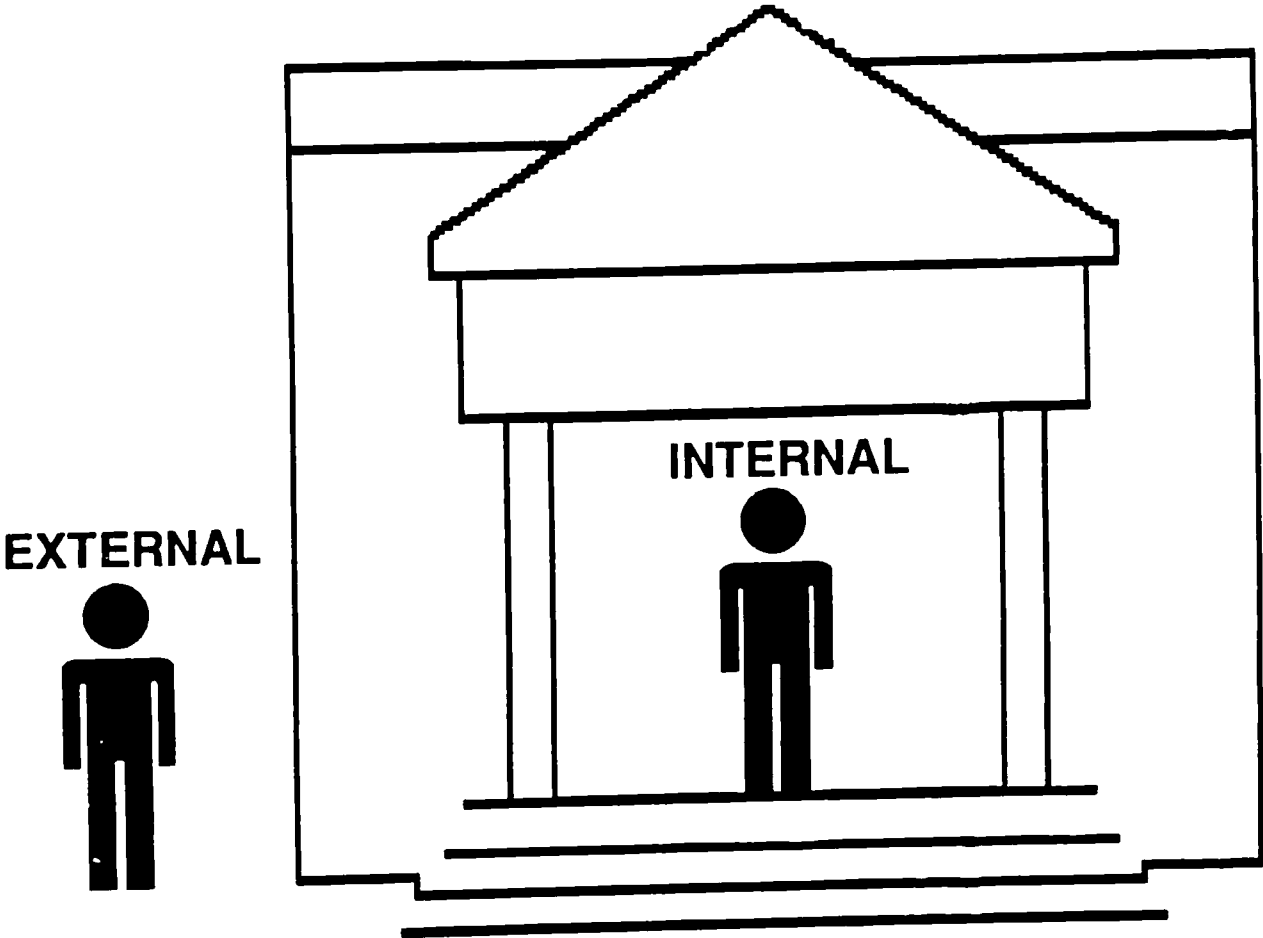
Customer	-Hungry Person
Expectation	-Good Meal
Provider A	-Food Server

Step Six

Provider C	-Cashier
Expectation	-Payment for Good Meal, Input about Meal/Server
Customer	-Good Meal Consumer



INTERNAL/EXTERNAL CUSTOMERS



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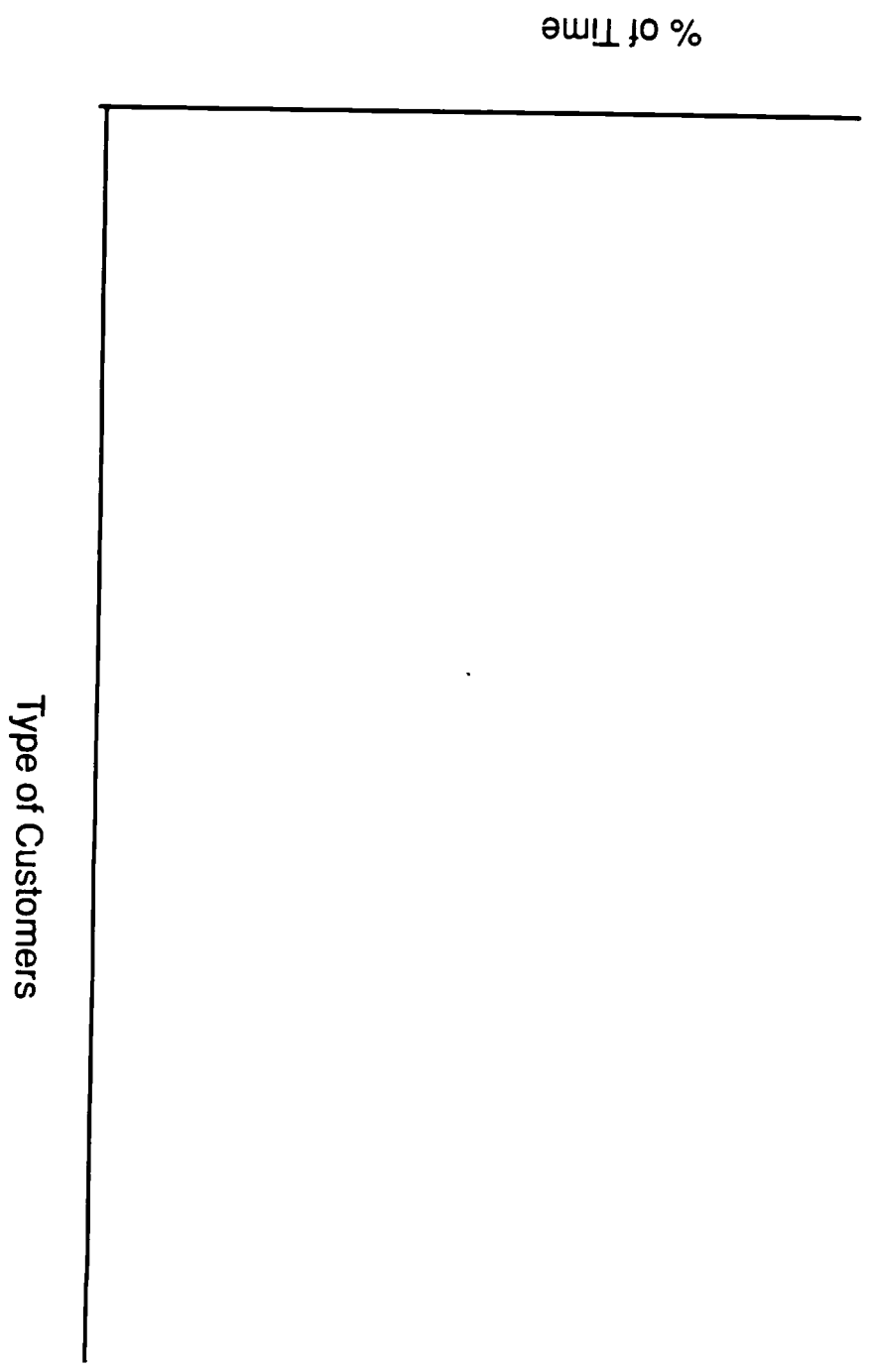
A DIFFERENT VIEW OF JJC

CUSTOMER

YOUR DEPARTMENT/UNIT MODEL

CUSTOMER

My Customers-Pareto Chart
% of Time Given to My Customers



CUSTOMER MODELS IN EDUCATION

Model #1

Head of department or supervisor as manager

Teacher or administration/technical support as production worker

Student as product

Employers, post-secondary institutions, society as customer

Model #2

Head of department or supervisor as manager

Teacher as front-line service provider

Education as product

Student as customer

Model #3

Head of department or supervisor as mid-manager

Teacher as front-line manager

Student as production worker

William Glasser

In education, the product (an educated individual) produces itself. Educators only supply the tools.

Joel Barker

Set up an Example

Customer

Process, Service

Customer Requirement

Way to Exceed the Requirement or to Anticipate the Requirement

Listening. You can convey no greater honor than to actually hear what someone has to say.

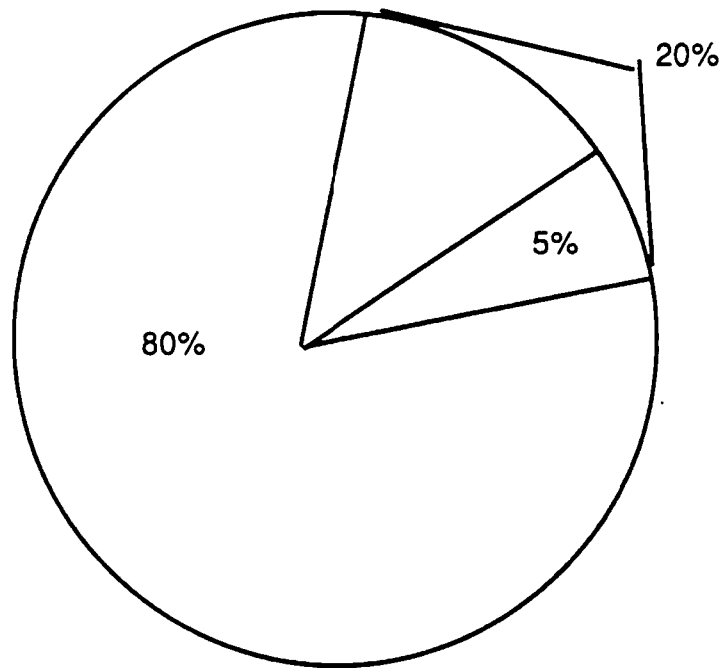
Philip Crosby

High quality colleges, universities, and corporations are better at listening, at researching the needs of their specific customer groups.... They have more people listening and they listen harder to what their customers have to say.

Daniel Seymour

from On Q: Causing Quality in Higher Education

So What?
Why Do We Listen When We are the Professionals?



Customer Research

Validate

80% of what you will hear from customers you probably already knew or guessed--this can validate your suspicions and provide you with needed data

New Ideas

20% of what you hear will be of interest to you--worth going to the trouble of a focus group or survey to hear

Great Ideas

5% of that 20% will be of great interest to you--something you did not suspect and that will be very helpful to you.

Base Line

Customer satisfaction information should be critical base line data for measuring planned improvements.

Basic or Reactive Sources of Customer Needs

- * Customer Feedback (registration, counseling, academic skills center, student services and activities, institutional research)
- * Technical Support (physical plant, media services, information technology center)
- * Claims/Refunds (business service center, registration)
- * Recruiting Personnel (admissions, minority enrollment, transfer center, assigned faculty, business assistance training center)

Advanced or Proactive Sources

- * Focused Questioning of Selected Customers (focus groups)
- * Observing the Customers Using the Product or Service
- * Monitoring Customer Satisfaction (surveys, data base analysis, point of service evaluation)
- * Monitoring of Broad Market Trends (environmental scanning)

FOCUS GROUP QUESTIONS

Training Needs Regarding ISO 9000

1. Are you aware of ISO 9000?
 - . What it is
 - . 1994 deadline
2. How--if at all--does your company plan to participate in ISO 9000?
3. Do you plan to launch a training effort? Probe for details:
 - . who?
 - . how many?
 - . for what training?
 - . for how long?
 - . starting when?
4. If FVTC became a licensed training center for ISO 9000 (utilizing Bywater materials), would you be likely to use our services? Why/why not?
5. What are you willing to pay? Probe for:
 - . reasonable training costs
 - . maximum training costs
 - . budget for ISO 9000 committed?
6. What is your reaction to a cost of _____? (Find out market rate for this item.)
7. Wrap up --anything else about ISO 9000 and your training plans?

from Fox Valley Technical College

Student Satisfaction Inventory
Student Support Services

Use the following rating scales when completing the op scan form:

Importance

A=Very important C=Neutral
B=Important D=Not very important
E=Not important at all

Satisfaction

Satisfaction ratings are used **ONLY IF YOU USED THE SERVICE DURING THE PAST TEN MONTHS**

A=Very satisfied C=Neutral
B=Satisfied D=Not very satisfied
E=Not satisfied at all

Applying to JJC is a reasonable process.

1. Importance 2. Satisfaction

The college provides an opportunity for people to have access to higher education at levels appropriate to their needs.

3. Importance 4. Satisfaction

The orientation program for new students helps them to adjust to college

5. Importance 6. Satisfaction

The JJC placement testing is effective in advising and enrolling students in appropriate basic English and mathematics courses.

7. Importance 8. Satisfaction

Admissions personnel respond effectively to prospective students, individual needs and requests.

9. Importance 10. Satisfaction

Academic advising is effective in students' developing an educational plan and semester course schedules

11. Importance 12. Satisfaction

Academic advising is effective in students' preparing for transfer to a four-year or senior college/university.

13. Importance 14. Satisfaction

Academic advising is effective in assisting students to choose courses required for JJC degree/certificate programs.

15. Importance 16. Satisfaction

JJC athletic programs provide opportunities for men and women to effectively develop physical skills and team work.

17. Importance 18. Satisfaction



PLEASE SEE REVERSE SIDE OF THIS FORM FOR INSTRUCTIONS

(Print or type your suggestion - One suggestion per form. If further space is needed, please attach an additional sheet to this form.)

I SUGGEST: _____

MY SUGGESTION WOULD BENEFIT THE FOLLOWING:

YOUR NAME IS NOT REQUIRED TO SUBMIT A SUGGESTION. IF YOU WANT YOUR NAME KEPT CONFIDENTIAL, BUT ACKNOWLEDGEMENT OF ACTION TAKEN FORWARDED TO YOU, PLACE A CHECK MARK IN THIS BOX.

Name _____

(Please print)

Signature: _____

Position/Department _____

Extension Number _____

PLEASE FORWARD TO THE
EMPLOYEE SUGGESTION CENTER

DEPARTMENT USE ONLY Your Suggestion will:

Be implemented:

Not be implemented

(tentative Date)

FOR OFFICE USE ONLY

Your suggestion has been received and forwarded to the following area/department/office for review:

Date Received: _____ Date Acknowledged: _____

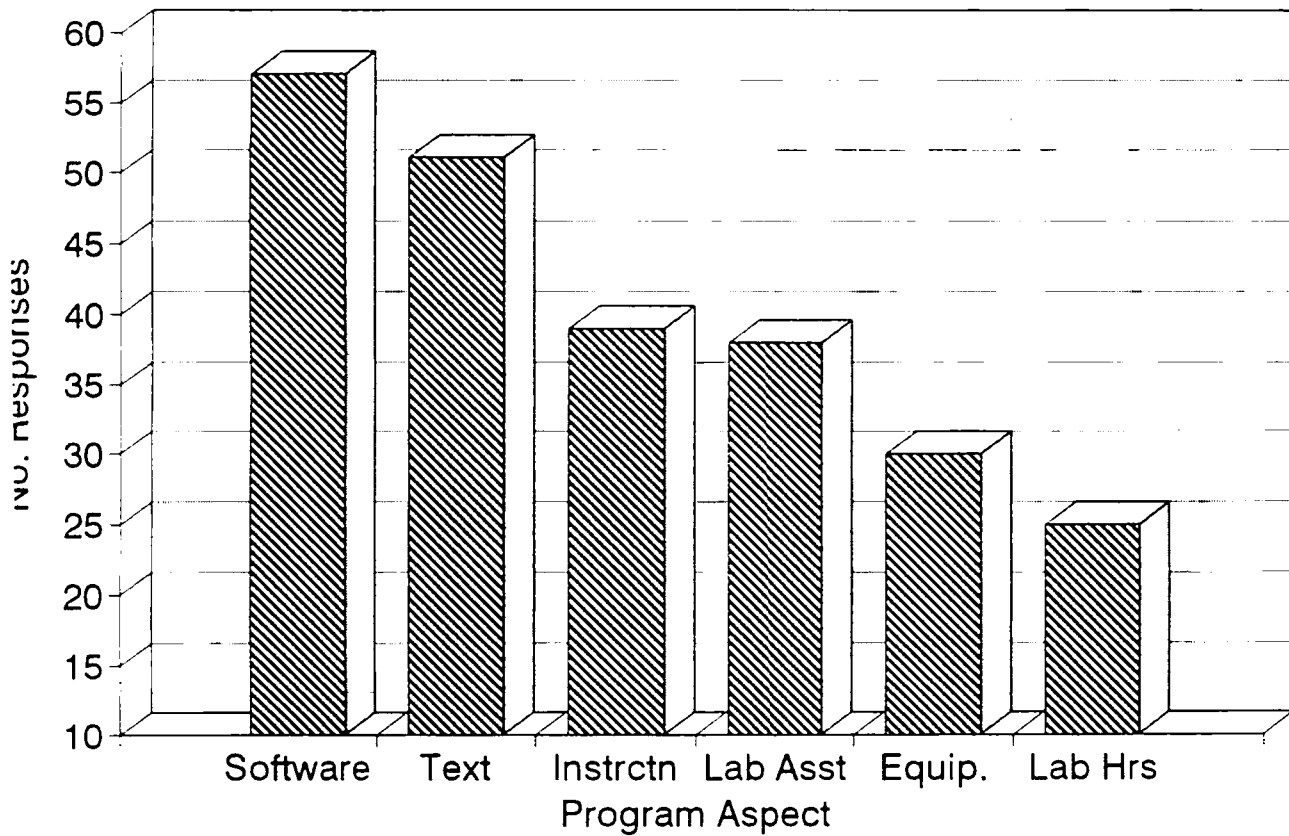
EMPLOYEE SUGGESTION CENTER

Signature

Please send xerox copy of your response to Employee Suggestion Center

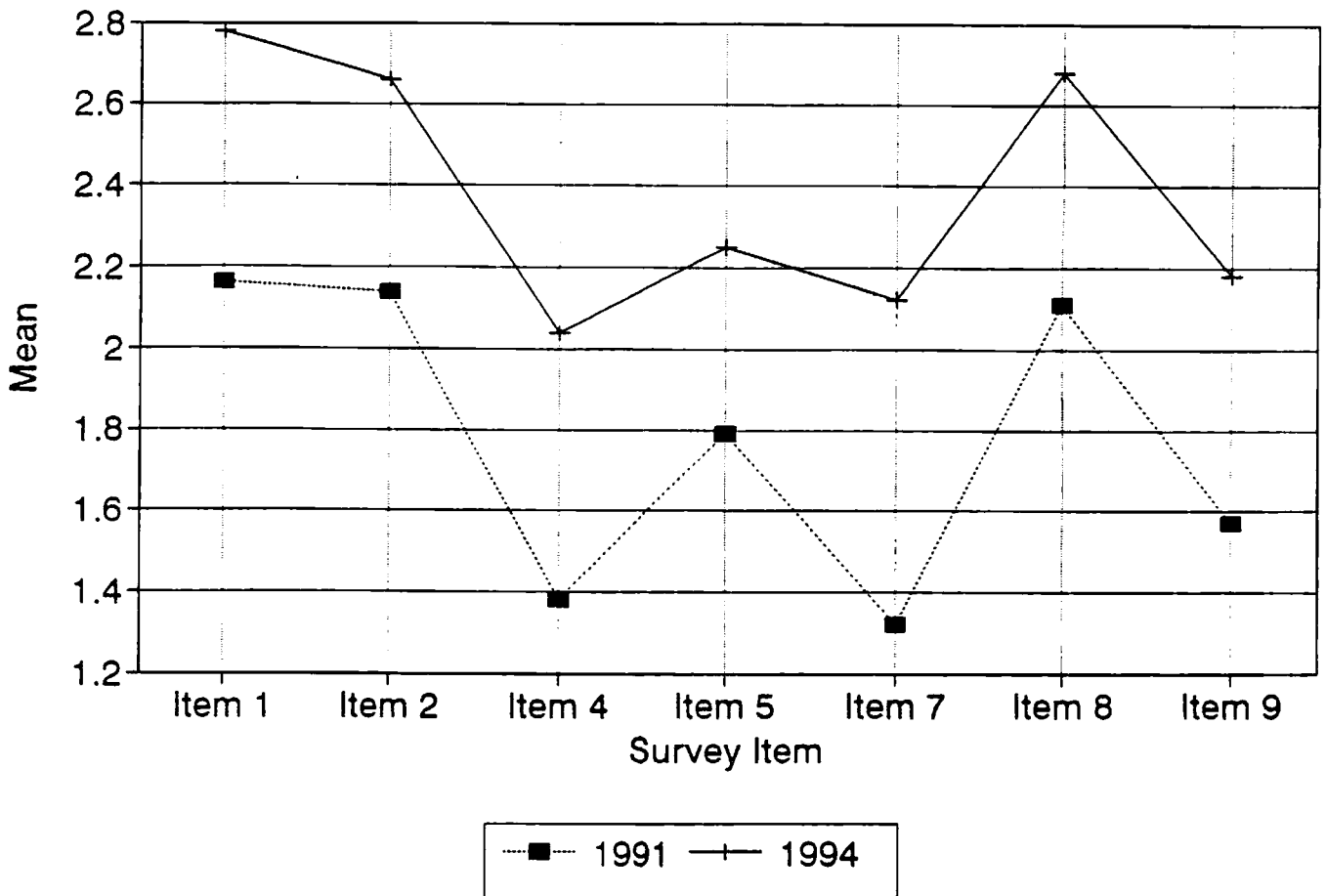
Program Survey Results

Dissatisfaction with Program



Institutional Effectiveness Data

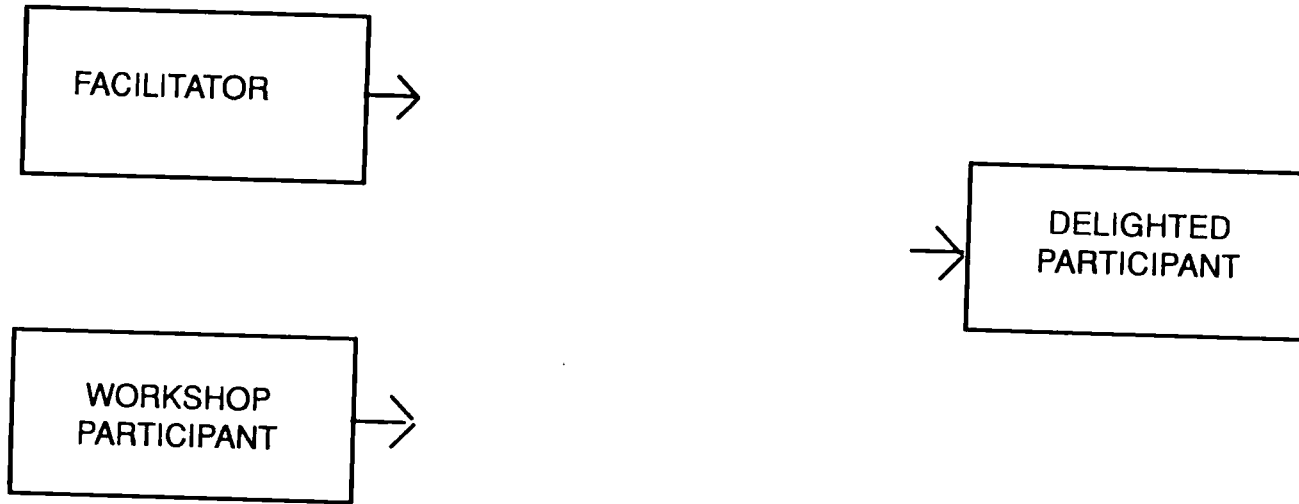
Faculty Responses - 1991 Vs. 1994



1. Atmosphere in which faculty and staff are free to be creative
2. Atmosphere in which faculty and staff are free to experiment
4. Leadership provided by the college's top administration
5. Teamwork among college faculty and staff
7. Opportunities to provide input related to important decisions
8. Accessibility to supervisory personnel
9. Recognition of team and individual effort

FLOW CHART

WORKSHOP EXPERIENCE



TEAM WORK

INTRODUCTION In this Unit you will be asked to consider the role of the team as well as the role of the individual in Continuous Quality Improvement. Team basics and criteria for identifying when team involvement is necessary will be discussed. Two key team support structures will be developed: The Team Charter and the Team Ground Rules.

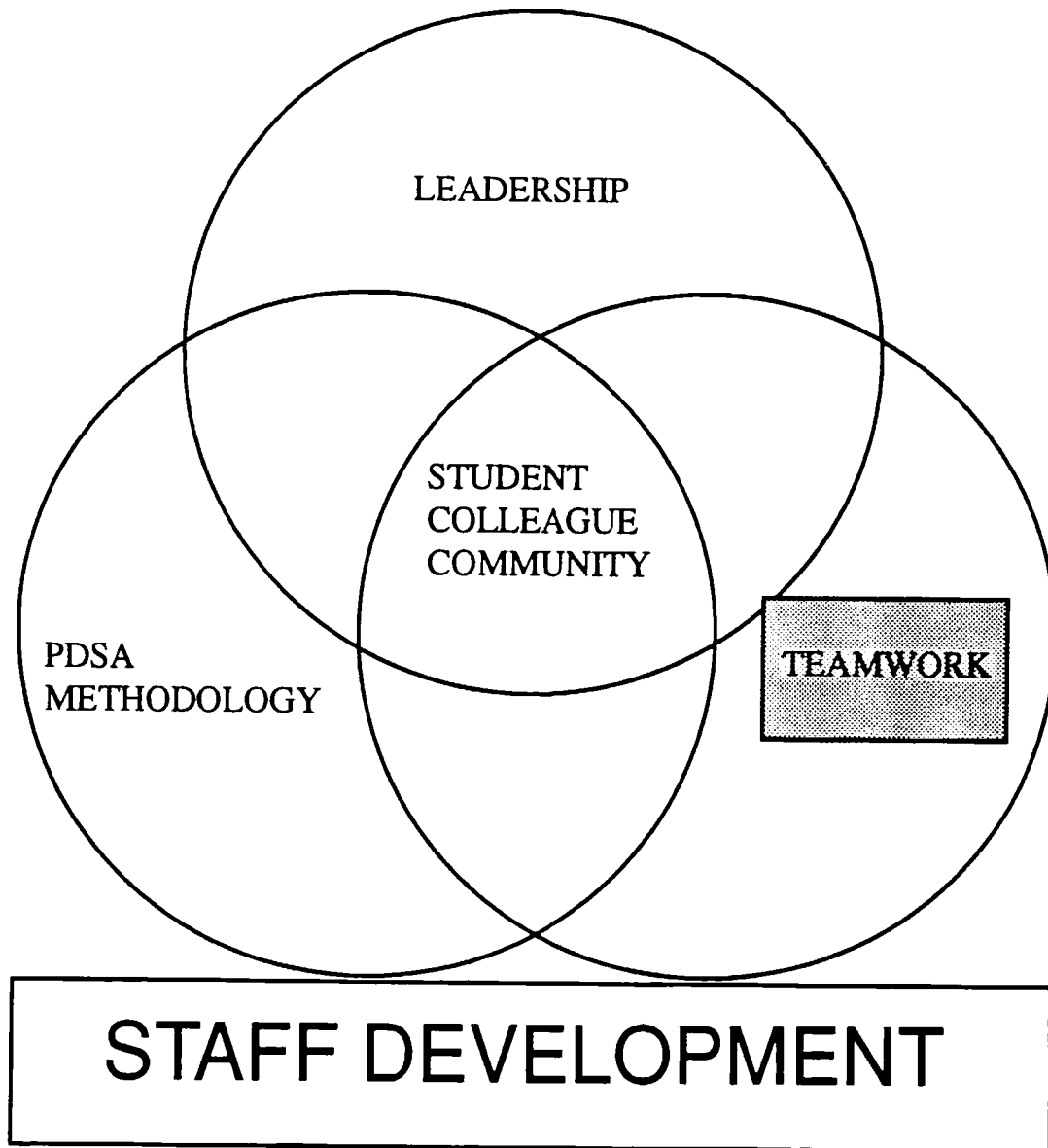
**ESTIMATED
TIME:**

One hour and fifteen minutes

TOPICS:

1. Value of the Individual and the Team
2. Distinction between Team and Group
3. Key Elements for Creative Team
4. Team Charter
5. Team Ground Rules.

A CONTINUOUS IMPROVEMENT MODEL



WHAT MAKES A TEAM MORE THAN A GROUP?

CHARACTERISTICS OF TEAMS

- * TEAM MEMBERS HAVE SHARED COMMITMENT TO AN OBJECTIVE.
- * TEAM MEMBERS FEEL COLLECTIVELY RESPONSIBLE FOR THE OUTPUT OF THE TEAM.
- * TEAM MEMBERS DEVELOP A SENSE OF TRUST IN, RELIANCE ON, AND INTERDEPENDENCE AMONG MEMBERS.
- * TEAM MEMBERS SUPPORT EACH OTHER AND RECOGNIZE THE VALUE OF EACH OTHER'S CONTRIBUTION.
- * TEAM MEMBERS SHARE INFORMATION OPENLY.

FROM FOX VALLEY TECHNICAL COLLEGE

Robert Waterman has written a book on teams: Adhocracy.

Adhocracy is the use of ad hoc teams or teams operating for a brief period focusing on some improvement need. Waterman writes:

The well-run ad hoc team has several attributes that make it the ideal organization for change. First, like change itself, it cuts across conventional lines and boundaries.

Second, the well-run project team is designed to make change happen. It solves one of the most common management problems of the last 20 years: great strategy, lousy implementation. Well-managed adhocracy requires the broad participation that is so vital to implementation.

Third, the well-run team mounts a frontal attack on everyone's pet nemesis - - lack of communication. With widespread involvement comes deep and broad understanding of decisions made along the way.

Finally, the best thinking very often results from a team effort. With few exceptions, repeated research has established that groups are usually better than individuals at solving problems where no one has deep or relevant experience. The problem of rapid change, that confounds so many organizations these days, is just this sort of problem.

**AN EFFECTIVE
TEAM MEMBER**

MOTIVATED

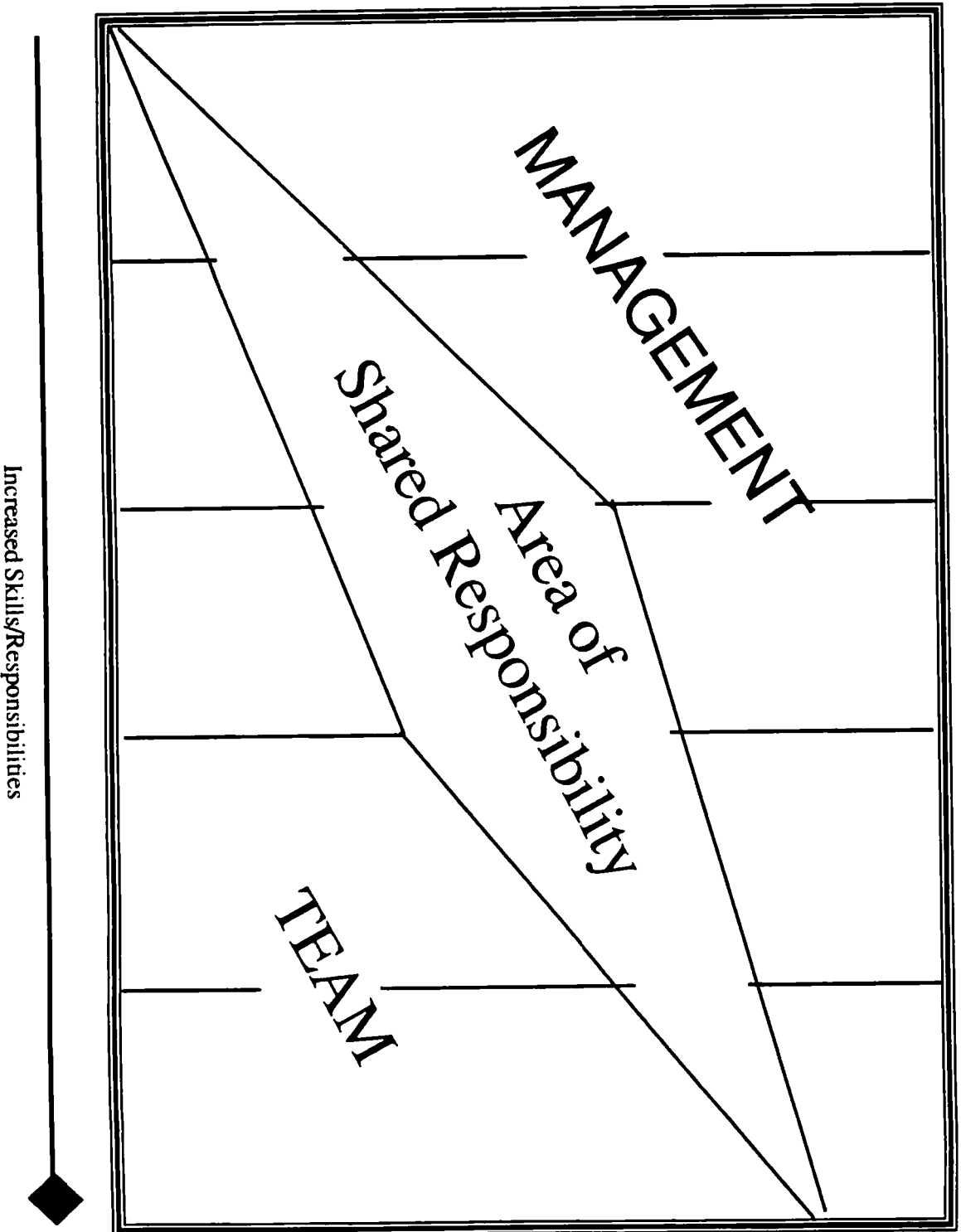
AND

INFORMED

WHEN TO CREATE A TEAM

DECISION	CRITERIA		
	Is there enough time to involve others?	Will the decision be better if I involve others?	Is ownership of the decision a critical factor in implementation?
	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No

SHARED MANAGEMENT CONTINUUM



TEAM PROCESSES

IDENTIFYING TEAM STRUCTURE, ROLES, AND RESPONSIBILITIES

DETERMINING AND AGREEING TO OPERATIONAL GUIDELINES

DEVELOPING THE TEAM AND TEAM MEMBERS

SCHEDULING AND DETERMINING WORK ASSIGNMENTS

COMMUNICATING AND COORDINATING WITH OTHERS

MEASURING, EVALUATING, AND IMPROVING PROCESSES

DELIVERING SERVICE TO INTERNAL AND EXTERNAL CUSTOMERS

CONTROLLING INVENTORY, SUPPLIES, AND EQUIPMENT

RESEARCHING, DEVELOPING, AND INNOVATING

PLANNING AND BUDGETING

HANDLING PERSONNEL FUNCTIONS

STEPS TO TEAM SUCCESS

Understand college culture and practices

College Mission and Goals
Related Master Planning Directions



Establish team context

Team Charter:
Team Purpose
Team Members and Sponsor
Empowerment by the Sponsor
Desired Outcomes
Boundaries
Timelines

Communication of Progress to Team and Stakeholders

Ground Rules
CQI Tools



Increase Team
Involvement in
Decision-making



Improving Processes,
Programs, and
Systems

The Team Charter

A clear sense of purpose and direction is the foundation for an effective CQI team. The Team Charter is a document designed to ensure that the team possesses a shared understanding regarding what it is trying to do. The charter describes the mutual aspirations of the team, its sponsor, and, when appropriate, the Quality Council regarding what it is hoping to accomplish.

Key elements of the charter are:

- * Listing of Sponsor, Team Members, Leader, and Coach
- * Goal Statement (a brief statement of the team's purpose)
Example: To develop and implement a new student loan program that reduces outstanding loan balances and is easy to use.
- * Desired Outcomes (a few key measurable results the team should focus on achieving)
Examples:
 - Reduction in number of outstanding loans.
 - Simplification of procedure.
 - Reduction in time to collect default loans.
- * Boundaries (suggested limits to what the team should investigate or recommend)
- * Example: Recommendations must comply with Joliet Junior College loan policies.
- * Time Line -- Initial dates for the team to complete the phases of the Plan-Do-Study-Act cycle.

**JOLIET JUNIOR COLLEGE
EVENING PROGRAM REVIEW CHARTER
AND GROUND RULES**

DATE: May 25, 1995

BUILDING THE CHARTER

TEAM LEADER: Charlene Ingham

TEAM MEMBERS: Denise Sitar, Natalie Miller, Jean Kathen,
Sunnie Hunter

COACH: Bob Hauwiler

TEAM SPONSOR(S): J. D. Ross

GENERAL PURPOSE: To review the Evening Program and produce
an action plan.

DESIRED OUTCOMES:

1. Clarification of communication techniques
2. Improve procedures of new part-time faculty
3. Improve support from non-academic offices

BOUNDARIES:

1. Fiscal constraints
2. Board policy
3. Main campus services

TIMELINE:

Plan: Complete Plan by mid-June 1995
Do: 1995-1999
Study: June 1996
Act: June 1997

CATCHBALL: Department Chairs, Joelyn Ainley, Richard
Brandolino

Team Charter

Team Leader:

Team Members:

Coach:

Team Sponsor:

Goal:

Desired Outcomes:

Boundaries:

Timeline:

Start

End

Plan:

Do

Study

Act

Ground Rules: Overview

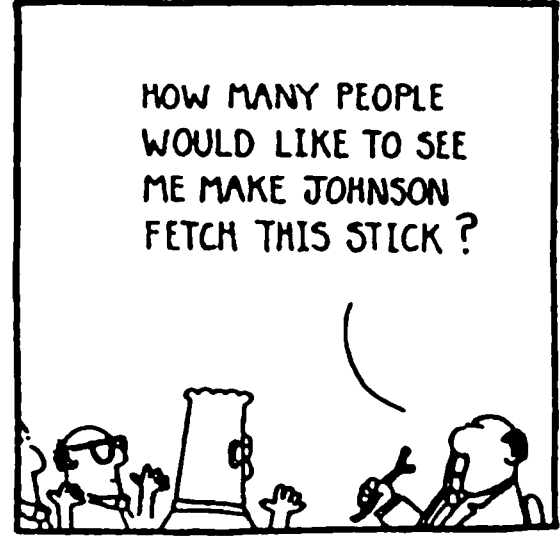
Ground Rules are guidelines that cover:

- * How meetings will run.
- * How members will interact.
- * The type of behavior considered acceptable.

Ground Rules provide useful up-front discussion by team members about the behaviors they feel are important to their success. These Ground Rules should be developed and agreed to by all team members. Occasionally, teams should evaluate their performance against their Ground Rules.

Sample Ground Rules

- * All meetings will begin and end on time.
- * We will value all persons' opinions.
- * At least 5 team members will need to be present to hold meetings.
- * Everyone will serve as a recorder.
- * Assignments will be completed on time.
- * We will make major decisions through consensus.
- * We will identify those issues that should remain confidential and limit the discussion of those issues to team meetings.
- * We will use the "issues bin" to keep our discussions focused on the topic at hand.



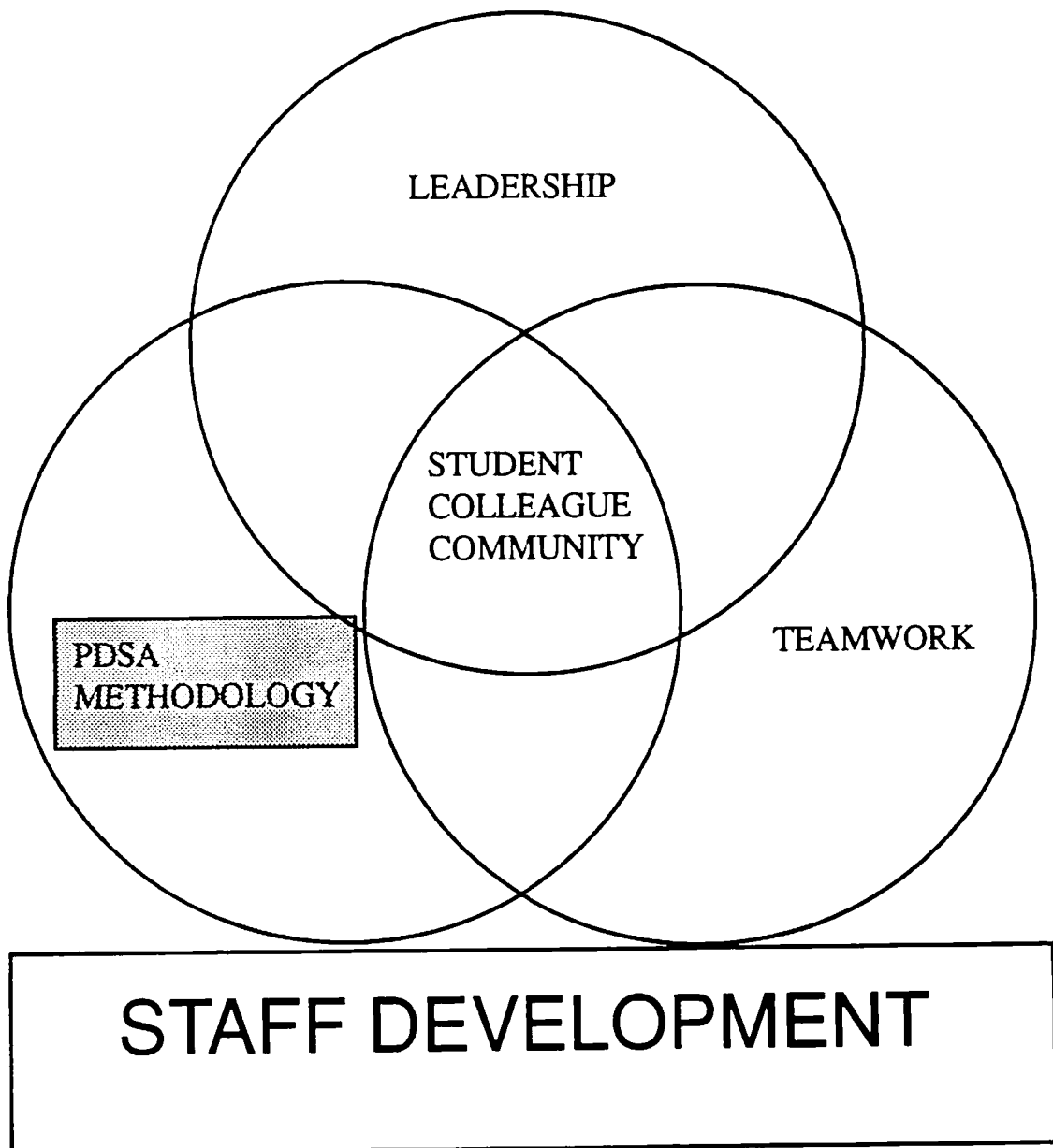
PDSA METHODOLOGY

INTRODUCTION: This Unit will introduce the Plan-Do-Study-Act (PDSA) Cycle.

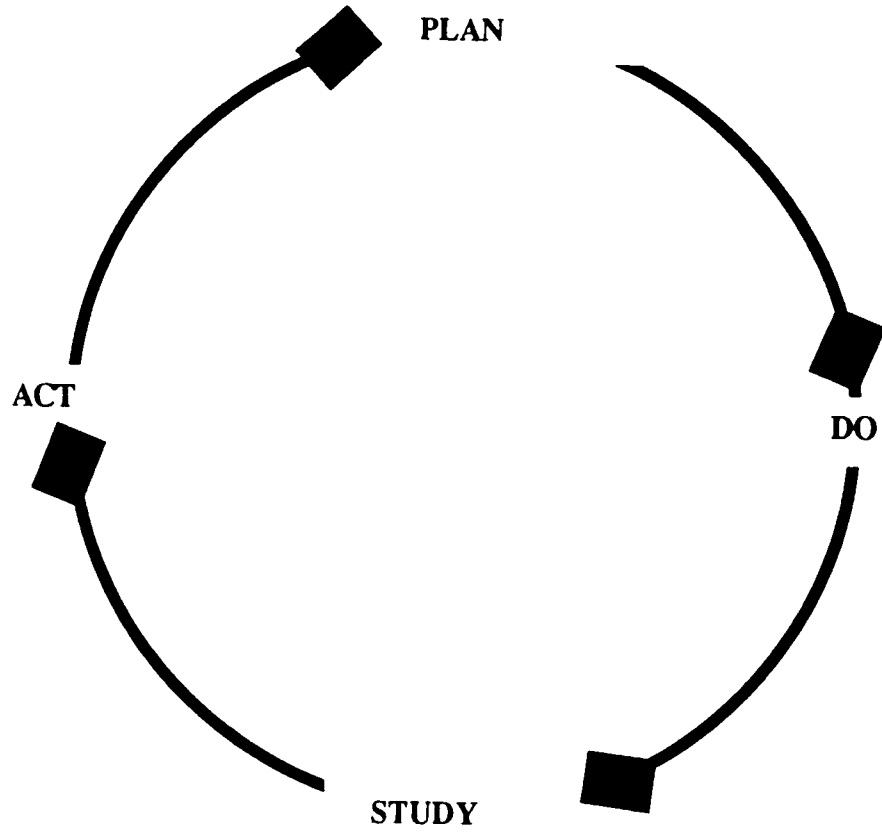
ESTIMATED TIME: One hour and forty minutes

- TOPICS:**
1. The PDSA Cycle - A Systems Model
 2. PDSA Improvement Strategies
 3. Work as a Process
 4. Root Causes
 5. Use of CQI Tools
 6. Measures

A CONTINUOUS IMPROVEMENT MODEL



PDSA CYCLE
DEFINE, IN YOUR OWN WORDS,
EACH PHASE OF THE CYCLE



PLAN -

DO -

STUDY -

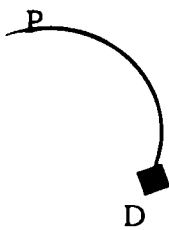
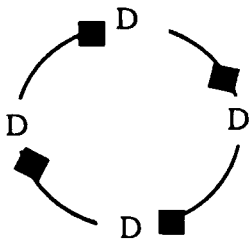
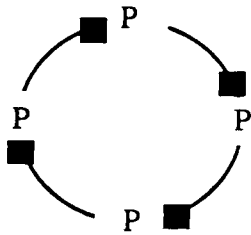
ACT -

VALUING P, D, S, AND A

Discuss what outcome each of the cycles below will produce.

When you do this...

You get this...



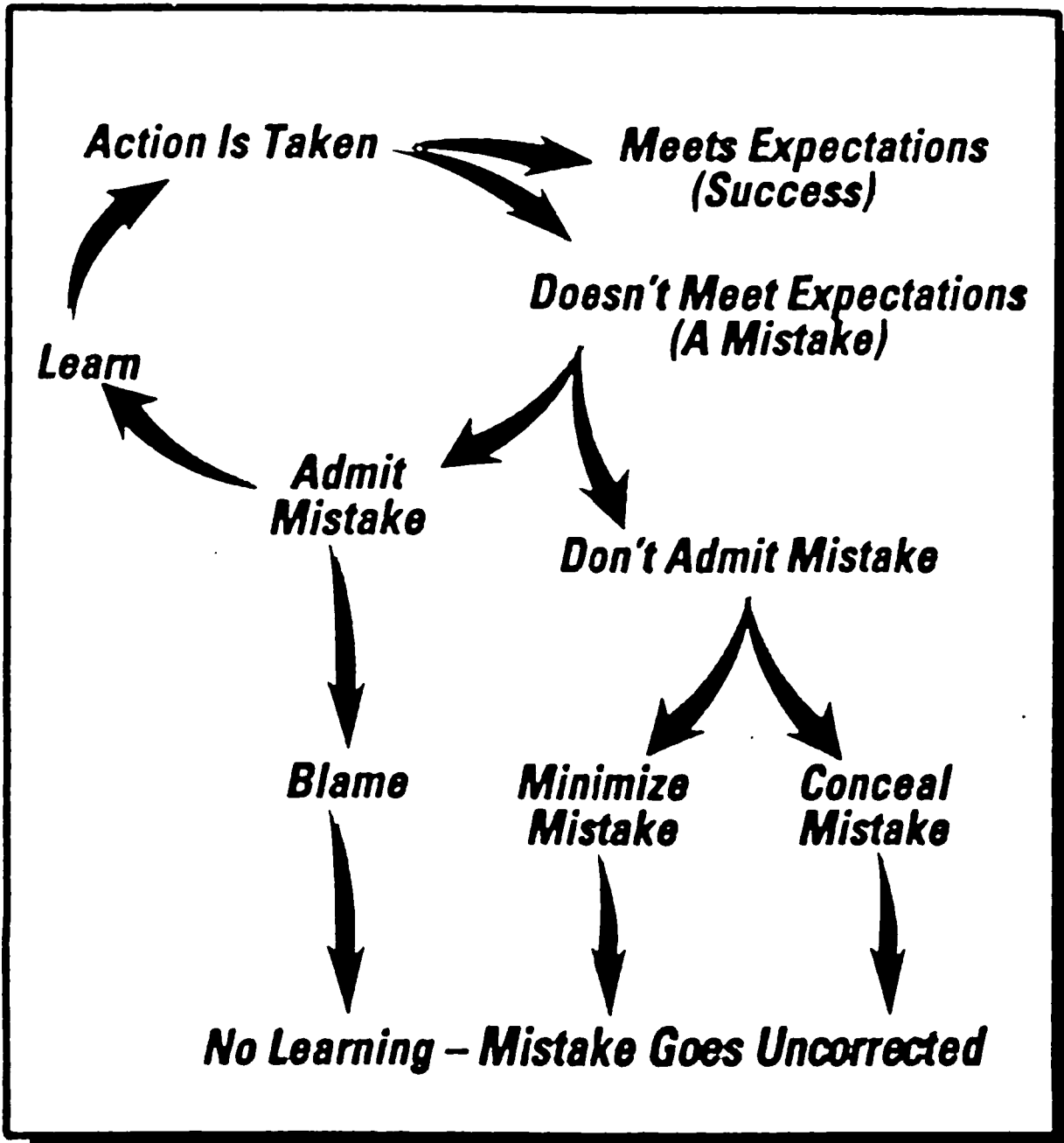
To improve service often requires addressing a service problem. Often what is seen as a problem is just a symptom. One of the requirements of the PDSA or systematic approach to improving services is to determine the underlying problem.

Peter Senge in The Fifth Discipline writes:

An underlying problem generates symptoms that demand attention. But the underlying problem is difficult for people to address, either because it is obscure or costly to confront. So people "shift the burden" of their problem to other solutions -- well intentioned, easy fixes which seem extremely efficient.

Solutions that address only the symptoms of a problem, not fundamental causes, tend to have short-term benefits at best. In the long term, the problem resurfaces and there is increased pressure for [a] response [that addresses symptoms].

It is critical that the PLAN component of the PDSA cycle gets at fundamental or root causes.



from *The Learning Edge*
by Calhoun Wick and Lu Stanton Leon

PROBLEM SOLVING

Select the problem area

Define the problem

Analyze the current process
Impact of problem
Causes of problem

Develop solutions

Choose and implement the best solution

Monitor results

Make necessary adjustments

from Fox Valley Technical College

PLANNING

Identify mission

Identify customers

Assess current situation

Identify directions to move forward

Evaluate ideas to find the best ones to pursue

Develop a plan to implement the best directions

Implement the plan

Establish intervals and methods to check on progress of plan

Make changes that are needed to more closely achieve the initial goals

PROGRAM REVIEW

Reaffirm Program Goals

Gather Information on the Program Components, Finances, Personnel, Student, Colleague, and/or Community Use, Achievement and Satisfaction, and Facilities/Equipment

Determine Program Strengths in Terms of Program Goals

Determine Program Concerns in Terms of Program Goals

Determine Causes Related to Program Concerns

Develop an Action Plan Including Strategies and Measures of Anticipated Improvement

Implement the Action Plan

Periodically Review the Action Plan and Evaluate the Measures

Make Adjustments in the Action Plan Based upon the Review and/or Move to Standardization of One or More Strategies.

PROCESS IMPROVEMENT

Presumes a stable process
(if you leave the process as it is, the outcomes are predictable)

Identify process improvement goal

Identify improvement strategy and critical measures (how you will know a change is an improvement)

Implement strategy

Assess critical measures

Standardize effective changes (critical measures met)

OR

Eliminate ineffective changes (critical measures not met)

from Fox Valley Technical College

A process is a series of related tasks.

A system is a grouping of related processes.

SYSTEM:

PRODUCING TRANSCRIPTS

PROCESSES:

INSTRUCTOR GRADES ASSIGNMENTS

INSTRUCTOR KEEPS ATTENDANCE RECORDS

REGISTRATION FOR CLASSES COMPLETED

INSTRUCTOR FILLS OUT GRADE REPORT

STUDENTS RECORD UPDATED.

from Fox Valley Technical College

OLD THINKING

Ask why until you find who.

NEW THINKING

Ask why until you find a process.

RULE OF THUMB:

Ask why 5 times.

from Fox Valley Technical College

ASK WHY FIVE TIMES

Late delivery of a requested service: homework, supplies, report, meeting, etc.

WHY?

The **office** responsible for providing the service did not complete the service on time.

WHY?

Two of the **suppliers** of material critical to the service did not provide that material on time.

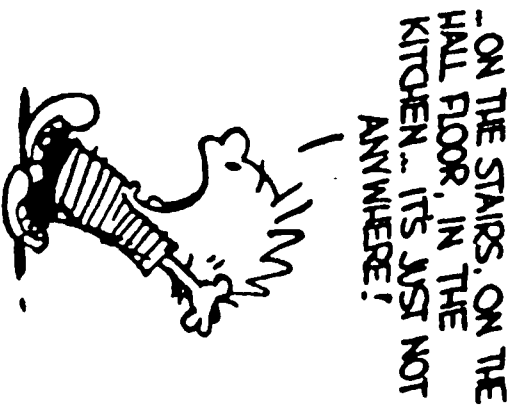
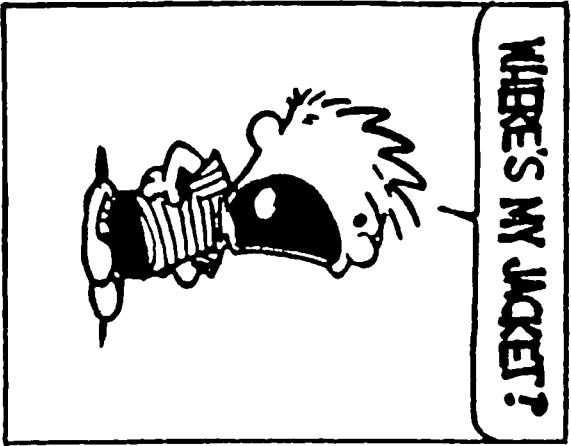
WHY?

Supplying the materials was not a high priority for those **suppliers**.

WHY?

Priority setting by suppliers is unorganized.

A technique for getting at root causes is the Cause-Effect or Fishbone Diagram



Gathering Input

1. Ask one team member to serve as a facilitator. The facilitator will provide direction and reminders regarding the follow procedures.
2. The team will address one of the cause categories and will respond to the following question : What are some strategies that can be used to address this cause category?
3. There will first be three minutes of think time. There will be silence.
4. During a ten to fifteen minute interval, answers to this question will be placed on post-its by the team recorder.
5. Ideas are presented, one idea at a time, working around the group clockwise. If someone would like clarification of an idea he/she should raise a hand and be called on by the facilitator. Otherwise, no interruptions or judgement of ideas.
6. Team members are not limited to ideas that they have jotted down.
7. A team member can pass if he/she has no idea to offer.
8. Offer an idea even if it sounds similar to one that has already been offered.

Building the Affinity Diagram

1. The team can assist the recorder in putting all the ideas (post-its) up on chalk board, wall or flip chart.
2. All team members face the display of post-its and begin to cluster them in a silent process.
3. The following directions apply:
 - a. If a strategy seems to be related to another strategy, move those post-its together.
 - b. Do this in complete silence.
 - c. Everyone works at the same time.
 - d. A post-it can be positioned by one team member, someone can move it; someone else or the first person to move it can move it back or to some other place, and so on.
 - e. Let the clusters emerge; don't try to impose a structure on them.
 - f. Allow for loners. There may be some strategies that stand alone.
4. This clustering activity should take between five and ten minutes.

Identifying Strategy Clusters Using Headers see example TC below

1. Headers or category names are to assigned to each cluster.
2. The recorder should provide assistance writing down suggested headers.
3. The following directions apply:
 - a. Start with an easy cluster
 - b. If you get stuck on header, move on and come back later.
 - c. Look for the header in the cluster. Sometimes it's there.
 - d. Write the header on a post-it in a different color ink.
 - e. Don't write the first header that is called out from the group. Ask for one then check for consensus from the group before writing it down.
 - f. Headers should be relatively short and include both a verb and a noun.
 - g. After writing the header, quickly read off the item under it to make sure they all fit. If they don't, pull them out to see if they fit elsewhere.
 - h. If an item seems to fit in more than one grouping, create a second post-it and put it in both places.
 - i. If the header includes the word and, make sure there aren't actually two separate clusters.
4. This activity should take twenty minutes.

TC

Question*: what are the issues we need to address in order to develop summer work schedules that will meet customer needs?

Determine Customer Needs

- . determine year-round needs
- . identify potential business
- . analyze client needs from last summer
- . survey in-house customers

Determine Staff Availability

- . who wants to work
- . what vacation plans are already firm
- . develop a calendar of who will be in town

Identify Monetary Boundaries

- . how much money is available from prior budget
- . can we add staff if we recover money

Identify Curriculum Needs for Fall

- . what curriculum must be ready in Fall
- . marketing for coming year
- . look at workshop schedule
- . determine program needs

*from Fox Valley Technical College

PARETO CHART

S - 1

Nature of Chart

1. A bar chart
2. An ordered bar chart with largest values going down to lowest values from left to right.

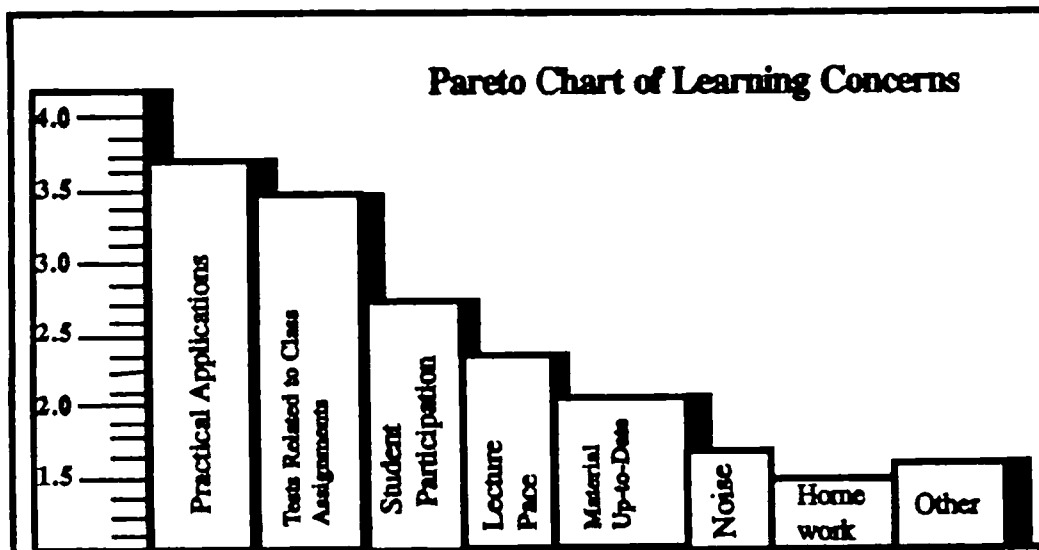
Developing the Chart (see diagram TA)

1. From a data source (e.g. survey results), assign a numerical value derived from the results to each item or category.
2. Rank these values from highest to lowest.
3. Set up the chart with the items or categories listed under a horizontal line at the bottom of the chart in the same order as the rankings calculated above.
4. On the left of the chart set up a vertical line going from 0 to largest value calculated in the first step above.
5. Develop a bar for each item or category with the height of the bar determined by the values calculated in the first step above.

Use of the Chart

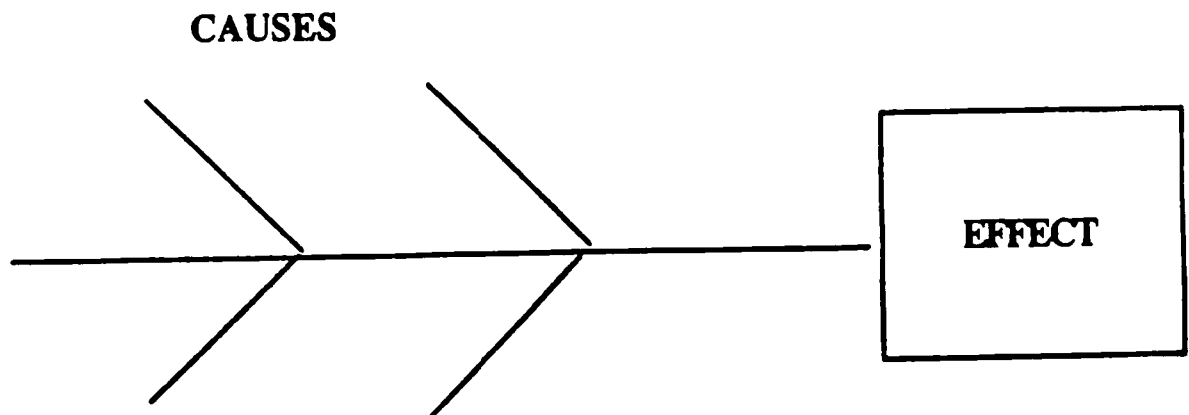
1. The items or categories that have the highest values for the bars are those most in need of attention.
2. Select these items with the highest values for further consideration or action.

TA



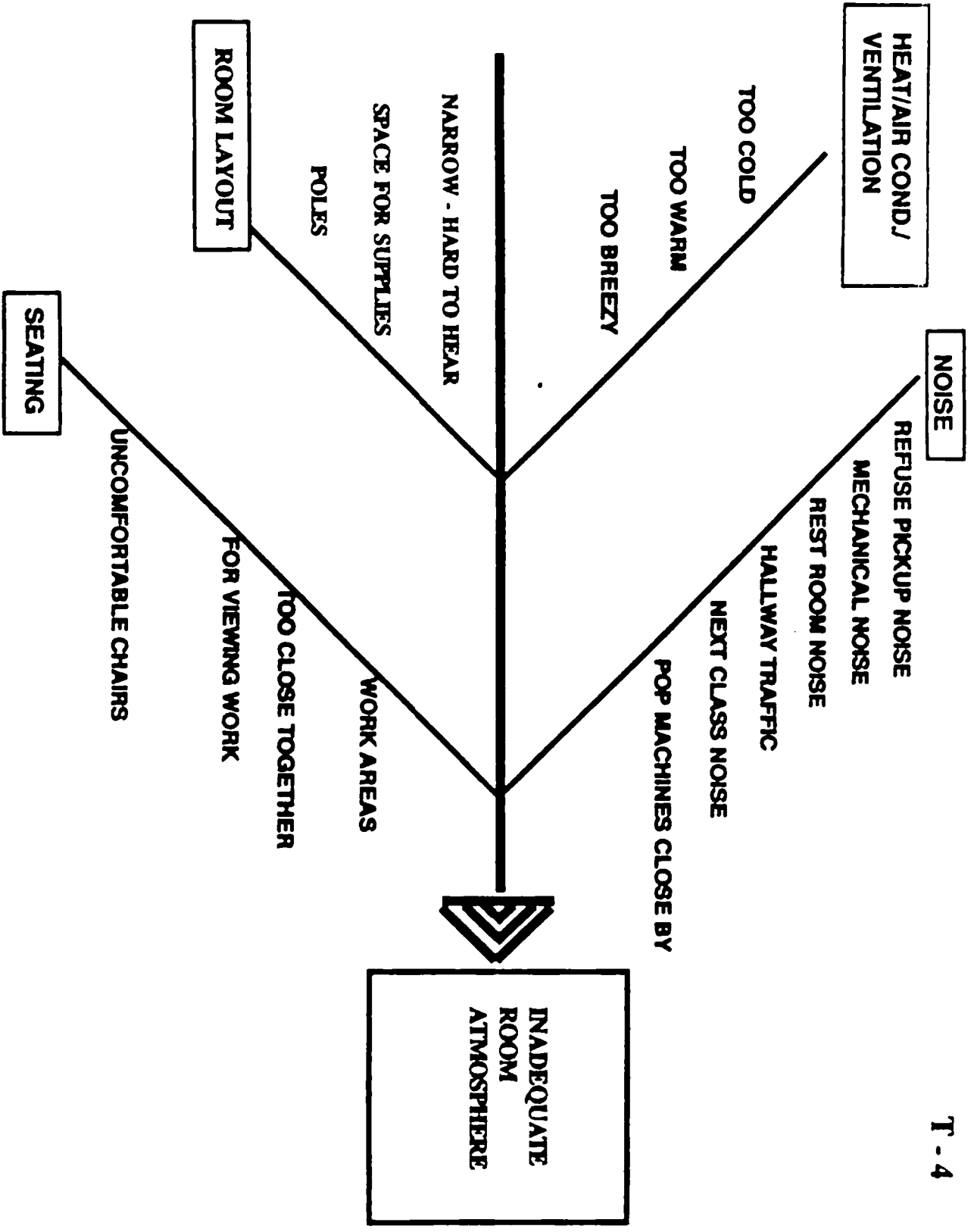
CAUSE AND EFFECT DIAGRAM (Fishbone)

Purpose: to identify possible causes of a problem - used in problem solving or process improvement



1. Draw the outline as above.
2. Clearly identify the effect and put it in the box on the diagram.
3. Use brainstorming to determine all possible causes. Write each cause on a post-it. Put the post-its on a blank sheet of flip chart paper.
4. In silence, as a group, cluster the causes by moving the post-its around, placing related causes together.
5. Put each cluster on one "bone" of the fish
6. Label each cluster.
7. Discuss causes and clusters and seek agreement on most likely causes.

CAUSE AND EFFECT DIAGRAM - LEARNING PROBLEM



T - 4

Results of an Effective Action Plan and PDSA

1. Significant Improvement in the Process
2. Significant Improvement of Service to Students and/or Colleagues
3. Significant Improvement Identified Through Measures or Statistics
4. The Measures or Statistics Indicate One or More of the Following:
 - a. Reduced cycle time
 - b. A simplified process
 - c. A standardized process
 - d. Errors removed or prevented
 - e. Improved design
 - f. Reduced variation in the service

LEADERSHIP

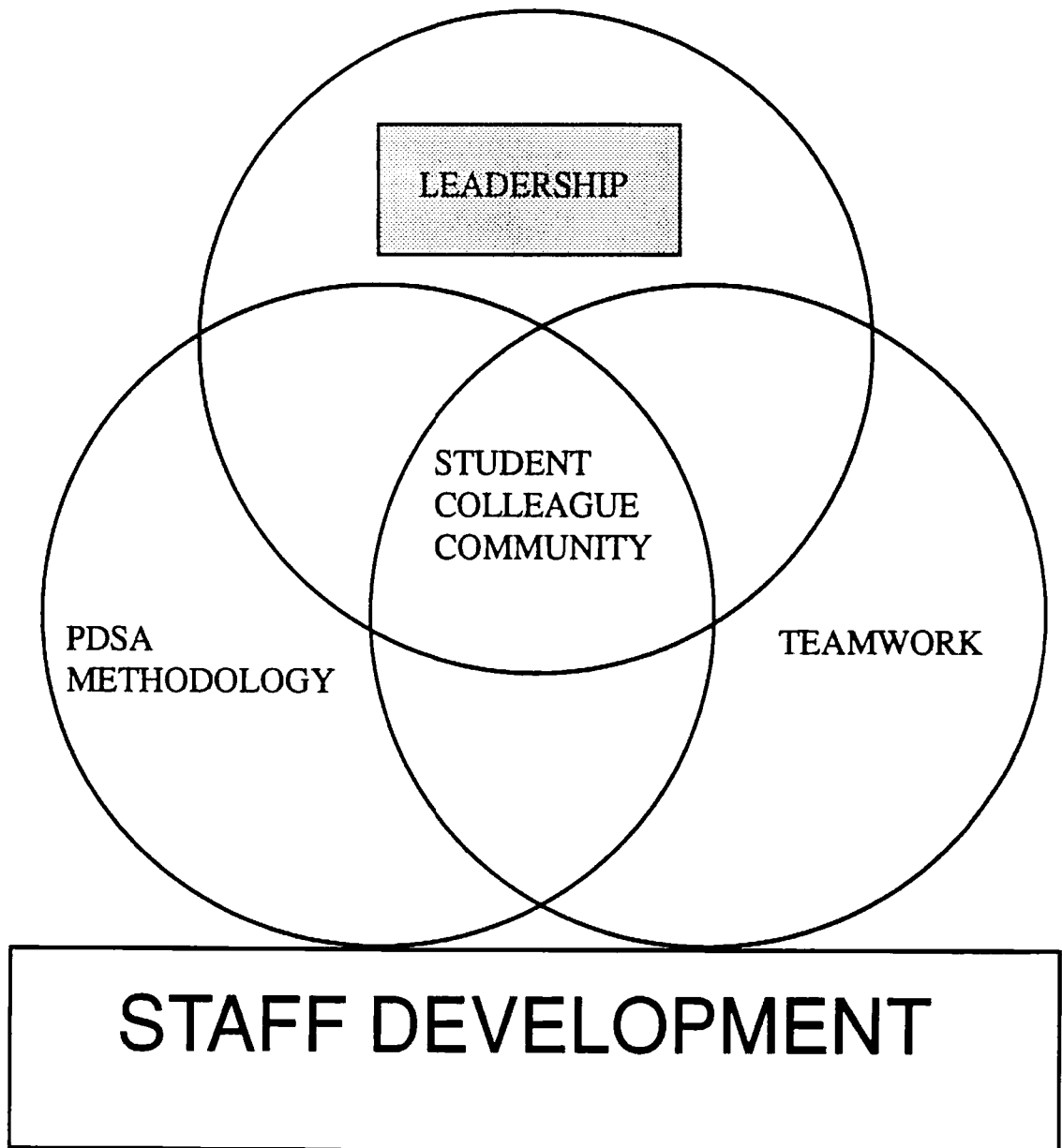
INTRODUCTION: In this Unit you will be asked to define the leader's role in relation to the CQI model.

ESTIMATED TIME: One hour

TOPICS:

1. Leadership and Management
2. Leaders on All Levels
3. Relationship of Leadership to the Rest of the CQI Model

A CONTINUOUS IMPROVEMENT MODEL



Leadership is seen as related to but distinct from management.

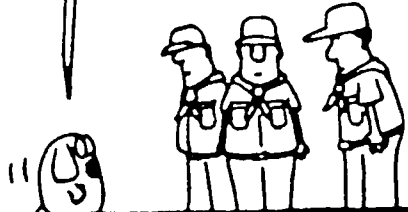
CQI deals with the improvement of the management of processes.

Management has a focus on the effective use of time and other resources to sustain or improve process and systems.

Leadership has a focus on the direction that the time, resources, processes and systems are taking the office, the department, the division, and the college.

CQI depends on leadership for direction.

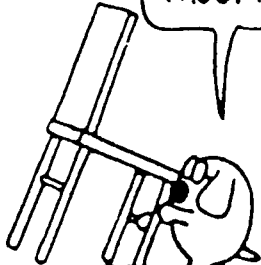
ATTENTION, BEAVER TROOP! I AM DOGBERT, YOUR NEW LEADER.



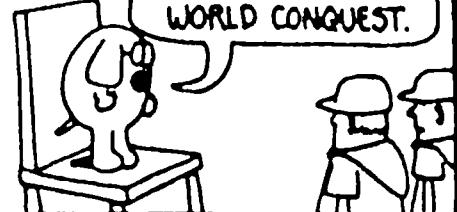
MRS. PHILBININSKI, YOUR PREVIOUS TROOP LEADER, RAN OFF WITH THE MAILMAN.



I VOLUNTEERED TO LEAD THE TROOP...



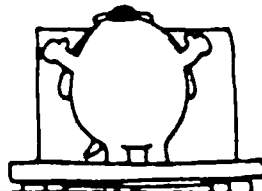
... SO I COULD MOLD YOUR PUTTY-LIKE BRAINS INTO TOOLS TO SERVE MY PERSONAL AMBITION FOR WORLD CONQUEST.



YOU WILL BE MY ARMY OF OBEDIENT SERVANTS.



WE WILL MARCH TOGETHER TOWARD GREATNESS !!!



THERE'S NO MERIT BADGE FOR WORLD CONQUEST. WE ONLY WORK FOR MERIT BADGES.



MRS. PHILBININSKI RUINED THOSE KIDS.



Leadership: Critical for Improvement

1. Give an example of a college process.
2. Give an example of a divisional process (a process affecting and limited to primarily one of the three college divisions: academic affairs, business affairs, student affairs.)
3. Give an example of a departmental or office process.
4. Give an example of a program or service process.
5. Give an example of a classroom process.
6. Give an example of a work-related process that is personal.

Go back and list who the leader is in each example.

The Two Major Contributions of Leadership

Influence to Improve - Pointing the Direction

Decisions to Make Resources Available for Improvements - Moving the Resources in the Direction

Reflecting on the other components of the CQI model -

Suppose you have leadership responsibility. Recall the resources for which a leader has responsibility: time, money, personnel, equipment, and information.

Give examples of the decisions you can make regarding resources that will

1. Keep a focus on meeting or exceeding the requirements of the students, our co-workers, and the community?
2. Support the use of teams of informed and motivated personnel to work together to improve a process, system, or program?
3. Support the use of a PDSA methodology and improvement tools by a team to produce an action plan?

STAFF DEVELOPMENT

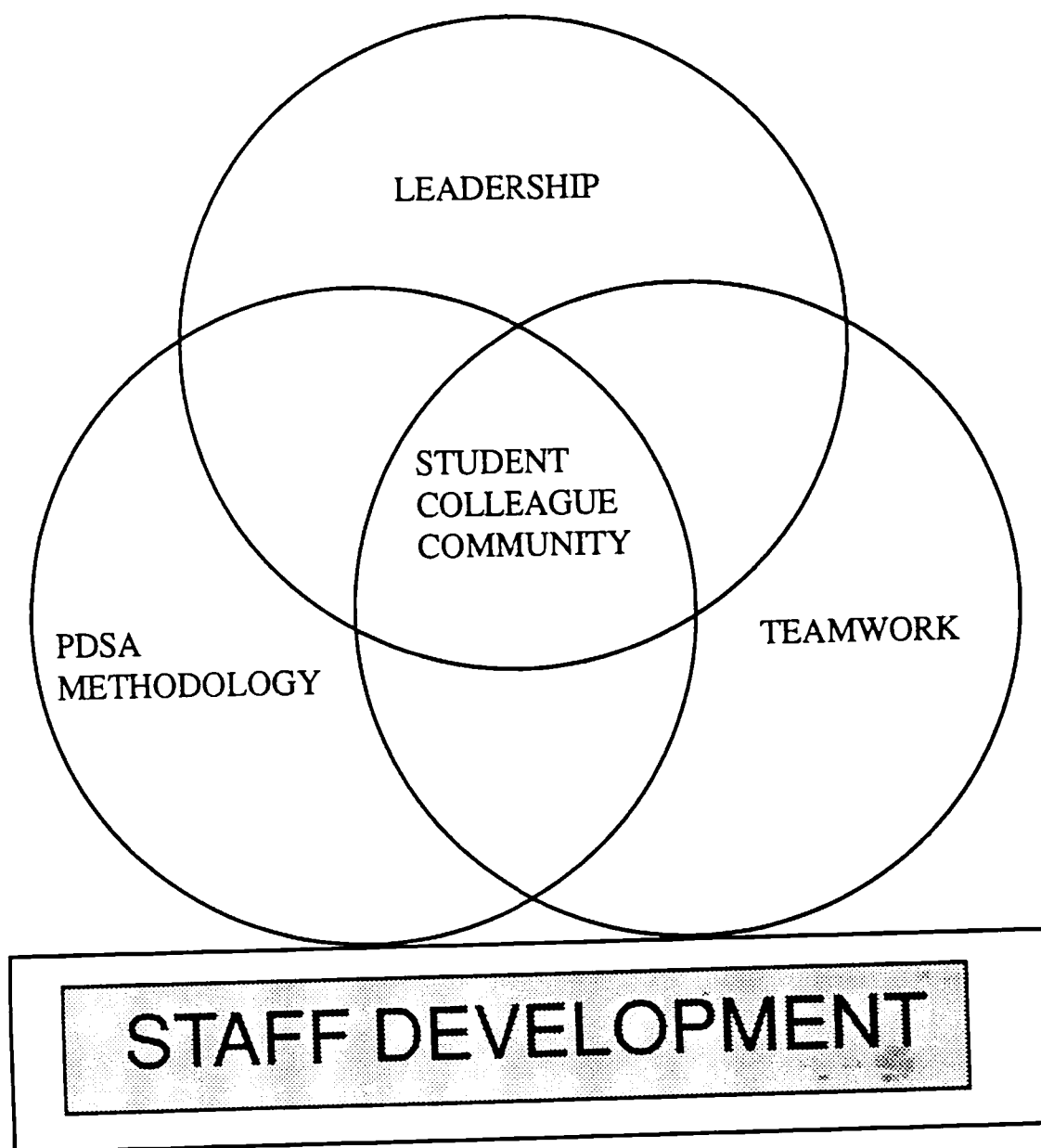
INTRODUCTION: In this Unit you will be asked to assess the impact of staff development activities, formal and informal, should have on the other four components of the CQI model. You will also have the opportunity to create service standards for an office or department and techniques to keep personnel continually aware of those standards.

ESTIMATED TIME: Half hour

TOPICS:

1. Forms of Staff Development
2. Relation of the Effects of Staff Development on the Other Four Model Components
3. Standards of Service
4. Keeping Aware of Standards

A CONTINUOUS IMPROVEMENT MODEL



Staff Development - a form of Life-Long Learning

Formal

Informal

Home

Work

Community

Personal

Meeting Your Needs

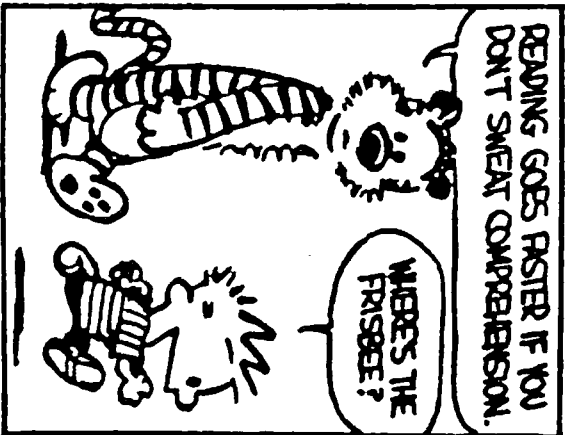
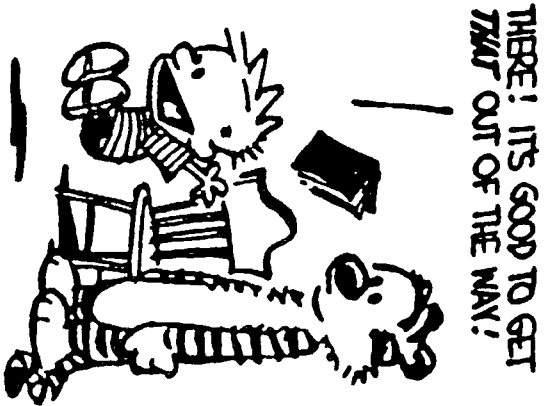
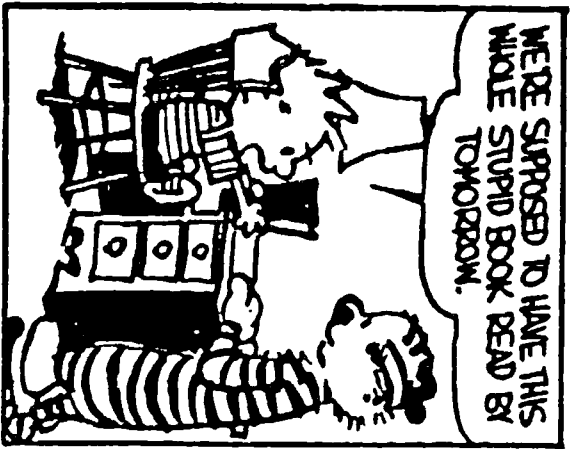
- Mental
- Physical
- Social/Emotional
- Long-term

Learning isn't something you can switch on and off during your working life. If you look closely at careers, you can see when people are learning and when their learning has shut down--or has been shut down by outside circumstances.

Like bottle rockets, some people burst on the scene with dazzling energy only to fizzle quickly into obscurity. Others spit and sputter through their work, unsure of their goal or how to reach it. But those who continuously and intentionally learn are like heat-seeking missiles whose target is challenge and growth.

Calhoun Wick and Lu Stanton Leon
from The Learning Edge

Peter Senge says in The Fifth Discipline: The Art and Practice of the Learning Organization, "Real learning gets to the heart of what it means to be human. Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we re-perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life."



How does staff development or life-long learning help each of us to

1. Keep a focus on meeting or exceeding the requirements of the students, our co-workers, and the community?
2. In the effective use of teams of informed and motivated personnel to work together to improve a process, system, or program?
3. In the effective use of a PDSA methodology and improvement tools by a team to produce an action plan?
4. Exercise our leadership regarding those processes, systems, and programs for which we have responsibility?

Staff development or life-long learning in support of CQI can take the form of a daily consideration of the standards of service expected of yourself and your office and/or department.

1. List the five components of the CQI model.
 - a.
 - b.
 - c.
 - d.
 - e.
2. List four requirements of your internal customers.
 - a.
 - b.
 - c.
 - d.
3. List four requirements of your external customers.
 - a.
 - b.
 - c.
 - d.
4. Look at the list on the following page that outlines the major themes of Connections, a customer service model used at JJC.
5. From the four lists, choose the top twelve that in your opinion will best meet the needs of those who use the services or program you provide.

Service Expectations

- from the Connections program

1. Students/co-workers expect to be treated in a friendly manner, even as a friend.
2. Provide positive communication, positive feedback.
3. Our attitudes and feelings are noticed.
4. Accept compliments.
5. Good appearance.
6. Deal successfully with yourself first and you will then deal successfully with others.
7. Communication is key.
8. Each job is important.
9. Courtesy, honesty, openness, fair play.
10. We have the ability and the responsibility to improve.
11. Prompt service is quality service.
12. Efficient service is quality service
13. Positive strokes.
14. Warmth, friendliness, honesty, patience, tact, courtesy, and promptness.
15. Ask others about their needs.
16. Listen carefully.
17. Keep your promises.
18. Ask for help.
19. Satisfy student needs.
20. Sincere, friendly, positive strokes.

Solving a complaint -

1. Listening
2. Put yourself in the complainer's place and use positive communications.
3. Ask questions.
4. Suggest alternatives.
5. Use positive phrases, apologize without blaming.

Standards of Service

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Techniques for Keeping Aware of these Standards on a Daily Basis

- 1.
- 2.