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# Leadership: The Essential Quality Strategy Part 2

By Anton G. Camarota, MBA

### Identity: The Power of Being

**“The law of harvest is to reap more than you sow. Sow an act, and you reap a habit. Sow a habit and you reap a character. Sow a character and you reap a destiny.”**

— James Allen

A core presupposition that underlies the “being” of leadership is that people are map-makers — they interpret reality through a set of filters that we can call a map. We construct our maps from early life experiences and constantly build on, change and add to them as we grow. However, what limits us is that we respond to our map of reality, not reality itself. This is important because the map is not the territory! Responding in this way results in a person ascribing meaning to an event that may or may not be true for others and generating emotional states around the event when, in fact, their perception of what is happening is not really what is going on.

Your leadership identity is a function of your map of reality. The more expansive and inclusive your map, the more effective you will be as a leader. It is thus important to understand your map, what it does and does not contain, and what results you are getting from living through it. Maps take on a self-fulfilling role, guiding our behaviors, emotions and passions.

The drive to achieve and live out our identity is one of the most powerful psychological forces operating in human beings. We are all determined, whether we are conscious of it or not, to become who we think we are. Our identity determines what skills we will learn and practice, what behaviors we will exhibit, and how we achieve

our destiny. When our identity is aligned with our destiny and capability, we literally become our highest wish for the world.

Leadership, in one sense, can be considered as a way of living that is a function of a person’s identity, both their individual identity and the identity of the organization that they lead. Leadership begins with assuming the responsibility for leading ourselves — deciding who we are, what gives our lives meaning and what arouses our passions. We see that authenticity is a prerequisite for authority. An inauthentic leader is not a leader at all, at least not for long, as their followers will soon scatter, losing respect and interest in following someone that they can’t trust.

What everyone really wants is to live fully within their chosen identity — they quite literally want to “be all that they can be!” This is true both of life in general as well as the specific leadership context within which you find yourself. When you feel that your identity is reinforced by your environment, you feel more energized and passionate about what you are doing. It is thus useful to look at the five components of personal identity — our map of reality — shown in Figure 1 to determine how you can best understand your map, how it both helps and limits you.

### Figure 1. The Five Components of Personal Identity

- **Metaphor** — When we see one thing in terms of another, such as “business is war.”
- **Role** — Who you are within your metaphor, such as a general, lieutenant or private.

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# Message from the Chair

By G. Dennis Beecroft



Within the last month, I have had the opportunity to meet with fellow ASQ Quality Management Division members and members of other Divisions and Forums. I have discovered that many of us do not understand the ASQ organizational structure and how we fit into it as individual members.

The ASQ is an international organization formed over fifty years ago. Currently, ASQ has over 100,000 individual members from more than 100 countries. While the largest percentage of ASQ membership is from the USA, some 10,000 members live in other countries. Within North America (United States, Canada, Mexico, Costa Rica) membership is geographically divided into Regions which are then divided into Sections and/or Subsections. The other countries are represented through an International Chapter with the individual countries having Country Councillors. More detailed information is available on the ASQ Web site at [www.asq.org](http://www.asq.org).

When individuals join ASQ as Regular Members, they are assigned to the Section/Subsection closest to where they live or work. Included in the membership fee is the opportunity for individuals to also join one ASQ Division (also called Forums — more on that later). More ASQ Divisions can be added to your membership for an additional fee.

Divisions are “special interest” groups representing a topic or industry sector. The Quality Management Division is the largest of these 26 divisions currently in ASQ. Other Division examples include Automotive, Biomedical, Education and Six Sigma.

ASQ recently established three levels of membership: ASQ Regular Membership, ASQ Associate Membership and ASQ Forum/Division Membership. Descriptions and benefits of each of these membership levels are defined in ASQ publications, Web site and application forms.

Now to help understand “ASQ Forums.” The “ASQ Forum/Division Membership” allows individuals to join one or more of the “special interest” groups at a reduced fee. In this case, they are not assigned to the geographical section where they live or work and do not participate in local section activities. This membership level is for those who wish to receive information, publications and have access to the Web site of a “special interest” group. It was felt by renaming the ASQ Divisions as “Divisions and Forums” it would assist individuals in making their decision to join at the appropriate membership level that would best serve their needs.

During a recent meeting with the Windsor, Ontario, section of ASQ, one of the participants asked me if he could be added to the Quality Management Division meeting schedule. Division members are assigned to their local Section. Most Sections, which have members from many, if not all, of the 26 Divisions, hold regular meetings and schedule other activities such as training, workshops and company tours. Divisions, for the most part, do not have sufficient numbers in any one area to hold their own meetings. The exception to this is

that several of the Divisions, the Quality Management Division being one, hold annual Quality Conferences. During our conference we also hold courses.

ASQ Canada: There are over 5,700 ASQ members in Canada. Canada was represented by only one region — Region 4 — which was divided into 15 Sections. Recently, Region 4 has been renamed ASQ Canada. This change was made as it was felt that it would allow Canada’s individual members and sections to better relate to each other and take advantage of some of its unique situations.

Let me use my personal ASQ membership as an example to help explain what I have just presented:

- I am an ASQ Regular Member and live in Ancaster, Ontario, Canada.
- I am in Region 4 — now ASQ Canada.
- I have been assigned to the Hamilton Section (the closest to Ancaster, Ontario):
  - I receive invitations to all Hamilton Section activities.
  - I can hold office in the section and participate in all activities.
  - When I attend section functions, other section members also represent many other “special interest” groups (Divisions/Forums).
- As an additional membership benefit, I also joined the Quality Management Division:
  - I receive all Division information including the *Forum* newsletter.
  - I can hold office in the Division — I am the current Chair, Quality Management Division.

During a recent trip to Ireland, I met with some ASQ Quality Management Division members in Dublin. It was during these meetings that I became aware of the overall lack of appreciation of ASQ’s structure and how it has been organized to address our individual membership needs. As a result, I feel it is very important for us as Quality Management Division members to assist in an education and communication role as we travel and meet with other individual members, sections and divisions. By helping others to understand our Division role and relationship with other ASQ members, we can only strengthen our position and add additional value to ASQ members as a whole.

I look forward to receiving your comments and suggestions. My email address is [Dennis@g-dennis-beecroft.ca](mailto:Dennis@g-dennis-beecroft.ca).

(LEADERSHIP, continued from page 1)

- **Function** — What you do in your role, for example “creating better knowledge for decisions.”
- **Values** — Principles that you hold as important, such as competence, integrity and respect.
- **Beliefs** — Judgments and evaluations about yourself and your world, including your generalizations about the causes and meaning of events.

Your perceptual map is a filter on the world, distorting your sensory inputs and shaping your subsequent behaviors. Your leadership metaphor determines the overall size and shape of your map of reality, while your role defines which actions are important and your function provides a means of judging the success of your actions. Your values and beliefs are the part of your perceptual map that strongly affect your representations of the external world.

When you look through a colored filter, let's say red, certain other colors are highlighted and certain other ones are suppressed. Your values and beliefs are the areas of your life that are highlighted as you view the world through your perceptual map. What is important and true for you shines through and resonates with your leadership metaphor, role and function. This process leads us to the reverse the old saying, “I'll believe it when I see it,” to a more correct statement of, “I'll see it when I believe it!”

Skilled leaders are acutely aware of their identities, how their map of reality colors their world and both limits and enhances their performance. They realize that maps are transient; that is, they are continually being formed, refined and changed as one grows and learns more about the world. As a result of this realization, the best leaders enthusiastically commit themselves to life-long learning. They understand that in order to improve how they interact with the world, they must continually expand who they are as people.

### Capability: The Power of Doing

“First say to yourself what you would be; then do what you have to do.”

– Epictetus

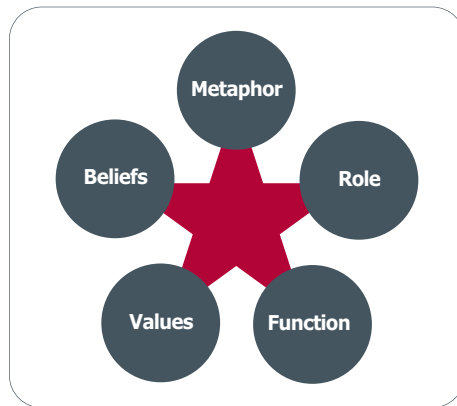


Figure 1 — Foundational Leadership Skills

We carry our identities with us everywhere we go, and these qualities of character remain relatively constant as we interact with others. Capability, on the other hand, reflects the application of specific skills within specific contexts to achieve desired results. It is the domain of action — the doing of leadership. Building capability is the purview of most training programs. Capability requires mastery, which in turn requires practice and judicious application of skills in specific circumstances.

A central task of leadership is to communicate vision and strategy, and set an agenda for change that empowers people to move forward. The vision and strategy establish a common basis for shared meaning and decision criteria, around which the organization will rally. The leader must exhibit behavior that is consistent with vision and strategy, as followers require leaders to have internal congruence as a precondition for trust. Leaders must “walk the talk” in order for followers to develop a subconscious understanding of their message.

The second part of any communication is the shared understanding and response from the receivers. The response that leaders must generate in their followers is trust. Followers have to experience trust in a leader before they commit to the leader's vision, values and beliefs. Thus, leaders who seek to energize their organizations around their stated vision and strategies must demonstrate congruency between their words and their behaviors to build trust in followers. It is not enough to deliver flowery or passionate speeches; the leader must back them up with consistent deeds over time to embody true commitment. Only when

followers trust the leader enough to internalize the leader's agenda will they become champions of the cause.

Understanding how to enroll and align others on your journey requires the skills of emotional intelligence. These include self-awareness, self-management, social awareness and relationship management. These skills predicate themselves upon a base of consciousness and self-understanding — knowing and being able to articulate your feelings effectively as they arise and fall back, as you pass through the waves of emotions.

Emotional intelligence is the foundation of successful relationships with yourself and with others. Handling emotions in a constructive manner leads to shared outcomes that benefit all, while allowing destructive emotions such as anger or fear to proliferate may create short-term spurts in performance, but also yield long-term burnout and attrition. Employees subjected to such destructive emotions on a recurring basis will seek other positions and other organizations that provide a greater comfort level. While a certain amount of conflict and discomfort can be productive, the skill of managing the emotional tone of the organization is crucial to making sure that the tone supports, not hinders, achieving organizational results.

Motivation is based on a series of beliefs that act as either catalysts or barriers, depending on if they are fully expressed or not. First, you must believe that you are deserving and responsible, that you are worthy of achieving the outcome. This is self-esteem, which is predicated upon self-knowledge and self-understanding, clearly knowing who you are and what you are about in your life. Second, you must believe that you can produce the required behaviors to achieve the outcome — you have the skills necessary to do what must be done. Third, you need to believe that working to achieve the goal is appropriate and fits with the rest of what you are doing. Fourth, you must believe that it is possible to achieve the goal, that what you will do has a reasonable chance of success. Finally, the goal must be something important and valuable to you, which returns us to understanding your personal values. If an

(LEADERSHIP, continued on page 4)

(LEADERSHIP, continued from page 3)

outcome doesn't resonate with one or more of your highly held values, it is unlikely that you will show any desire to achieve it.

It is the job of leadership to manage these beliefs in their followers, which will motivate them to achieve the desired change. Leaders energize people with positive emotional responses, and build follower self-esteem by involving them in decisions and activities critical for organizational success. Leaders make sure that their followers understand exactly what is required of them, and that they possess the necessary skills to do what has to be done. They set the context for goal achievement and instill a sense of meaning and personal satisfaction around moving forward. Leaders make sure their followers are not held back by any limiting beliefs.

## Conclusion

**“The ultimate test of practical leadership is the realization of intended, real change that meets people's enduring needs.”**

— James MacGregor Burns

One's destiny drives their life, while the desire to assume an identity is the generative force behind one's actions as a leader, and hence, the success of their organizations. Capability is the application of skills in service of identity and destiny. Understanding destiny and identity are important first steps — ones that need to precede development and application of higher-order skills such as emotional intelligence and speech-making. The goal is alignment of destiny, identity and capability to create a leadership presence that inspires others.

The work of leaders is to bring about transformation and meaningful change in their followers and their organizations. Leaders motivate and inspire others to move forward, and energize people to overcome obstacles. They appeal to basic needs, such as importance and meaning, by articulating values to match those of their followers. They provide people with a sense of control by involving them in deciding how to achieve their vision, and build self-esteem and growth by supporting people with coaching, feedback, and role modeling. Effective leaders also create a sense of belonging and achievement by recognizing and rewarding success.

Quality leadership is integrative, cutting across disciplines to drive revenue and reduce costs. Quality leaders can enhance the productivity of their followers by practicing and integrating leadership as a foundational skill set at all levels of the organization. Quality leaders can also impact the relationship between stakeholders and their organizations by extending their leadership skills into the marketplace and into society.

Organizations seeking to improve performance excellence should undertake a quality strategy of balancing leadership and management, and bringing forth the leadership potential of their organizations. Those individuals with appointed quality management responsibilities can implement such a strategy by adopting the following leadership development agenda:

### Leadership Lessons: Leading Your Organization

- Commit to continual self-development.
- Understand and get completely clear on your destiny and higher purpose.
- Define and understand your identity including, metaphor, role, function, values and beliefs.
- Write down your personal values and those of your organization.
- Understand how your personal and organizational values overlap.
- Understand your follower's values, and what roles you are asking them to play in your leadership metaphor.
- Develop and implement a strategy to help your followers advance their status and live their values.

### Leadership Lessons: Influencing the External Customers

- Understand and integrate the identity value of your products and services into your quality policy — how do your products and services help your customers to become more of who they are?

- Understand and promote your organization's quality values as part of the customer perception of your products and services.
- Understand and promote your organization's quality values as guiding principles for stakeholder interactions.
- Perform “quality values audits” as part of the improvement process to determine if customers purchase because of stated quality values, and how your organization is actually connecting with your customers.

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# The Science Fair Approach for Award Site Visits & Corporate Quality Conferences

By Denis Leonard

Receiving a site visit from a team of Quality Award Examiners does not simply mean a stressful or nervous time for the company concerned, nor is it simply that the interviews, tours, information materials and countless details that need to be arranged and implemented entails a lot of coordination. No, the real issue for the company involved, just as with writing the application, is how do we tell them everything they need to know about us within these constraints?

Until you have tried, the 50-page Malcolm Baldrige National Quality Award application seems too huge to fill. Managing to get all the information about a company into a 50-page application is actually difficult! The same problem exists with a site visit. With all the great things your company does, how can you be sure they see it all? Well, the answer is that you cannot be sure you can cover everything, but obviously the better the planning and execution, the closer you can get to your goals.

## Creating a Science Fair

There are a range of things that can be done to make the visit as well organized, efficient and courteous as possible. One suggestion is to consider displaying your best practices in “science fair” or poster format.

The opening and closing meetings of site visits are normally held between the full team of examiners and senior managers from the company concerned. This meeting is a chance for the groups to be introduced and for the examiners and company to outline the agenda for the visit, establish logistics, ask questions and clarify anything they think appropriate. The company can provide an overview or introduction and point out key issues that they want the examiners to be aware of. One method of conducting these meetings is to do so with tables arranged in a horseshoe format to create an effective and open discussion setting with a screen placed at the open end of the horseshoe, so that a projector can display directly from a laptop or PC. (See Figure 1 for table layout for the meeting room.)

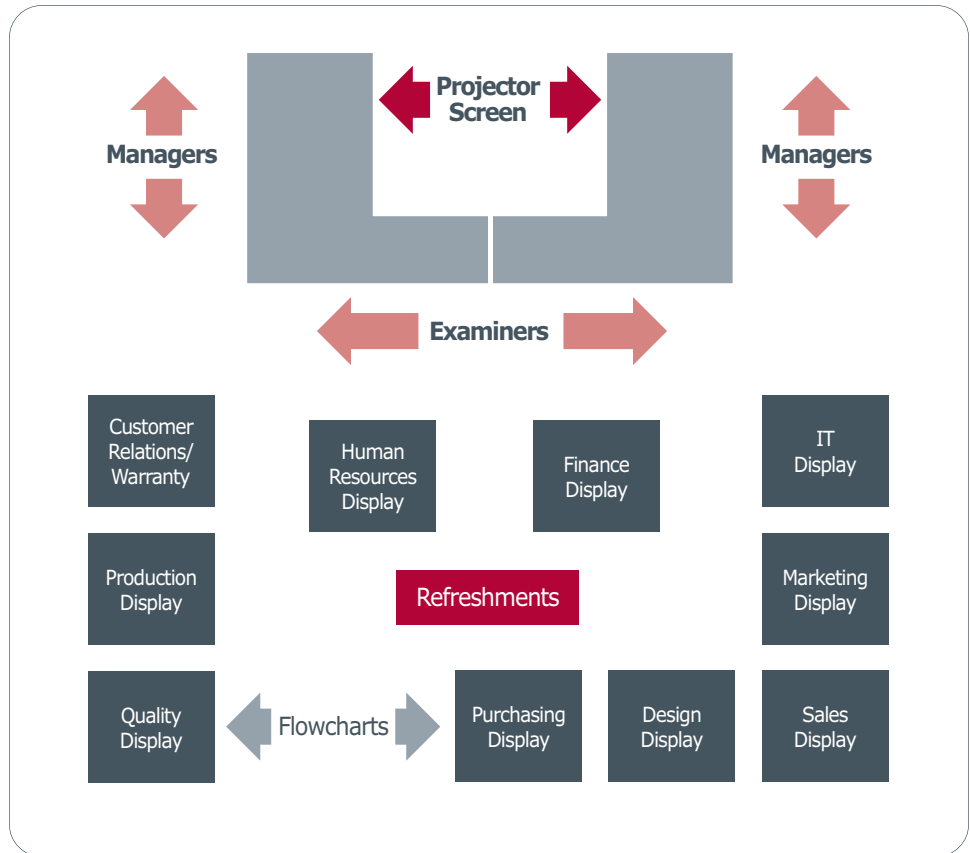


Figure 1 — Example of Site Visit Layout for Displaying Best Practices

This arrangement enables the agenda, list of key managers attending, and many other documents to be displayed clearly to the entire team, so all members attending can follow exactly what is going on. More and more ISO-based audits are being conducted in this manner to allow fast access to online documents, flowcharts, records and other auditing materials. This, of course, also allows documents to be updated in an agreed manner real-time and printed and ready immediately. For example, if the agenda needs to be adapted quickly it can easily and immediately be done.

In a large room, this setting also allows for the space to be used for display purposes. As described earlier, using time effectively to present best practices information is a key issue. By using a science fair format,

tables with back drops and front aprons can be used to display best practices through materials, products, flowcharts and procedure documents organized by department and by project. This could include placing a laptop on the table open to a department intranet page so an examiner could surf through. Or you could have a electronic presentation or sets of photographs of a team displayed. Or project or display a manufacturing process as a slideshow.

By using this format, a company could have best practices on display from every department. This creates a fast overview of the company. Each of the tables could be laid out in order of the processes of the company, walking the examiners through

(THE SCIENCE FAIR APPROACH, continued on page 7)

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(THE SCIENCE FAIR APPROACH, continued from page 5)

each stage in the process while focusing them on the key projects and on best practices. It would not be necessary to man the displays; simply allow examiners to walk around and view between meetings. But certainly, do plan to have someone walk examiners through the fair or be available for questions.

### Other Uses of the Science Fair

The science fair approach also gives the opportunity for creating an energetic atmosphere. When the logistics are established, each department and project team can be responsible for creating their own display. This can create an atmosphere of fun and teamwork, but the real benefit is the sharing that occurs. During the planning, set up and upon completion, team members get a chance to see in a “hands-on,” active way all the great things happening in other departments.

If everything can be set up a comfortable time before the first day of site visit, the Best Practice Science Fair can be opened to the whole company to tour. This provides the benefits of engagement, cross-department conversations and sharing of information and ideas. All of which is exactly what will happen with the examiners.

This can become the start of an internal information sharing session each year, perhaps becoming part of a larger company quality conference or shared with key business partners as an annual learning event. Break-out sessions could be presented on best practices, the lessons learned in their implementation, new ideas and potential changes that could be presented to partners. The opportunity could also be taken to provide mini-courses or introductions to tools and techniques. Partners that have shown best practices could be invited to present each year, enhancing your relationship with them. Break-out sessions could include structured brainstorming sessions to gain feedback on areas for improvement suggested by the partners. This could end with a conference dinner, which could be used as a celebration and appreciation of employees and partners. The networking and relationship building of such an event and the opportunities it provides are powerful.

The learning, networking and energy created makes this an annual event that becomes a launching point for key issues and a high profile way of promoting and celebrating quality.

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# The Lean Office — Mapping Your Way to Change Team Solutions, Priceless Knowledge

By Kristi Huls

Lean concepts are used all over the world in manufacturing and distribution. But what about the office areas — the administrative types, the sales and marketing people, not to mention legal, purchasing, engineering and others? These are prime areas for process improvement and positive bottom line impact.

At The Antioch Company, we developed a simple approach to improving office processes. Our lean program is a simple method to strategically analyze administrative processes, eliminate waste, find root causes of problems, and increase overall communication, effectiveness and awareness. Each lean office event involves participants from the process being examined, customer(s) and objective employees. Together, the group discusses how tasks are completed, defines who's responsible for the actions at every step, identifies wasteful activities to change or eliminate, and creates the framework for the future state. Both the current and future state versions of the process are mapped. Our program is adaptable for any type of process or issue. We even used it to create a new process when we launched our album personalization service.

## Background

The Antioch Company (TAC) is 77 years old and operates several businesses. Antioch has facilities in four states and does business around the world.

TAC is an employee-owned company and bestows the highest trust in employees to take initiative and do what is right for the company. With that in mind, Kristi Huls and Jane Mobilia-Witte developed and implemented a lean office program as a grassroots effort. Our goal was to make improvements, one process at a time. Jane Mobilia-Witte is the senior materials manager and leads the materials management team for all domestic and international facilities.

We started conducting lean office events in 2002. In 2003, we expanded our services to include the 6S and 6SII programs in the office. The 6S program helps people

and departments clean and organize their work areas. The 6SII program focuses on the network side of cleaning and organizing.

## Stories and Results

The following are two examples of the results of a lean event.

Accounts Payable — we looked at all the different ways that bills are received and paid. The scope of the process was from the mailbox to the file cabinet. The goals were to eliminate overtime, take 100 percent of discounts and prevent the need to hire. At the time, the team was working overtime on a regular basis and we were missing out on thousands of dollars in discounts. They saved over 8 hours per week in copying, stapling and filing! We mapped fourteen different inputs and developed a common method (best practice) to pay a bill. The event resulted in reducing 60 percent of the non-value-added activities and eliminating overtime without hiring additional resources. All of these changes happened because the team was allowed to question and make changes to their process.

Distribution Packaging — an event was held to create one process that incorporated best practices between three sites. The goal was to have consistency in packing orders for shipment. Employees from all sites and shifts developed one standard procedure. Standardizing the process decreased packing rework by 30 percent! Having both shifts involved also improved relationships and working conditions among employees. And all new employees are trained using the procedure. Overall savings totals a whopping \$100,000 annually!

Overall, since we started quantifying our results, we have saved over \$1 million. On average, each lean event at Antioch reduces 40 percent of the non-value-added activities and saves over \$32,000 annually!

Important parts of our program:

- 1) Use facilitators to conduct the lean office events. They remain neutral

and unbiased, keep the team focused and perform the administrative activities.

- 2) Keep the program simple. We shy away from statistics and complicated mapping.
- 3) Assign follow-up meetings and responsibility of the team members to own and implement the changes.

## The Lean Event

The following are the ten steps of a Lean Office Event.

### 1. Preparation

First, identify and work with the process owner to develop the initial scope, goals and metrics, and select the team members. The scope defines the "from-to" boundaries for the event and is critical to the success of the event. The scope is used to determine the event duration and is used by the facilitators to keep the event focused, identify and review existing metrics, and create the initial goals. Most events take two days. The team should include process experts, process supporters, customers and someone outside of the process for an objective view. Process owners and managers are not required. The team should consist of "doers" and decision makers.

### 2. Train the Team

Kickoff the event and jump right in by reviewing the ground rules and the agenda. Then hold a short training session covering lean concepts, the roles each team member plays, and what to expect throughout the event. A little training goes a long way to ensure a successful event. We went from several hours of training to no training to a happy medium of 20-30 minutes.

Team members must also be able to make decisions and be engaged at all times. This means they must attend the entire event and not come and go as they please. Managers are notorious for not attending the entire event and this is very disruptive for the team.

Team dynamics play a role in the success of the event. For example, if you know one of the team members has a strong personality, do not let them dominate or drive the team in a certain direction. This can poison the team.

Set ground rules to your benefit. If you have a long-winded person attending, have a ground

rule that says “state your point first.” Then if there is time, give them two minutes to elaborate.

**3. Finalize the Scope, Goals and Metrics**

The team is encouraged to review, adjust and approve the scope and goals. The scope sets the boundaries for discussion and goals set the tone for the duration of the event. Document the individual objectives of each team member, too. This helps the whole team understand what each individual’s focus will be. The individual objectives also shed light on the problem areas of the process.

Review the existing metrics and determine if they are measuring the appropriate behaviors. Set action items to create all needed metrics for the future. This should also be reviewed at the end of the event after the customer’s needs have been identified.

**4. High Level Process Outline**

Here, the process is documented to break it into usable sections for interviewing. The outline basically lists the “mini” processes within the big process. For example, the laundry process outline might be sort, wash, dry and fold. To buy an office supply item it might be select the product, buy the product and receive the product. Each item in the outline will be reviewed and the details mapped.

**5. Interview**

Team members are interviewed to gather details about the current state. You might uncover some surprises about what’s really happening. During the interviews, the facilitator captures the ideas and unresolved issues on a flip chart for later review and assignment, while scribes document the process steps.

It is important that team members understand that this is not an interrogation. It’s about the process. The purpose of the exercise is to gather the detail of the current steps to complete the process. People do not intentionally perform their work inefficiently; rather they perform it the way they were taught.

You will constantly hear “it depends on...” so weed out the things that happen once every five years and map the regular steps and “exceptions.” We often find that the exceptions are really the norm.

**6. Current State Map**

The facilitators create the map after the team is dismissed. They use the data collected during the interviews to create the map using color-coded sticky notes. Color-coding helps teams visualize the number of decisions, activities and feedback loops. After it is mapped, the team reviews and approves it.

We are often asked, “Why do you map the current state? If you know what the issues are, just fix them and move on.” We always have novices in our events and even people within the process don’t always know what happens throughout the entire process. Going through the interviews

brings everyone up to the same knowledge level. The biggest reason to map the current state is to ensure that ALL the issues have been identified so they do not creep into your future state.

**7. Define the Value**

We have clear definitions for each value category. This helps the team determine the value of each activity in the process. During the training, we emphasize that only 5 to 10 percent of all the activities will be value-added so they are not surprised during this exercise.

The three categories of value and their definitions are listed below.

- Value-added (customer requirement) activities: An activity that customers have requested AND are willing to wait or pay for AND physically changes the information or product.
- Non-value-added activities: An activity that could be eliminated, minimized or deferred without reducing the value to the customer.
- Non-value-added but necessary (compliant) activities: An activity due to a regulation or mandatory requirement.

It is important for the team to understand the overall purpose of the process and to define what the true product or service is resulting from the process.

Now have the customer/team tell you what is important in the process and create a list. Use the value-added definition to weed out the items from your list that truly don’t add value. For the ones that are left, find an activity on the map that most closely resembles the value-added item and place a green dot on it.

Next, determine if any items are non-value-added but necessary and put a blue dot on those. By default, the rest are non-value-added. Put a red dot on these.

**8. Future State Map**

Jump-start the creativity with a brainstorming activity. Again, starting with the first section of your outline, have the team brainstorm what should/could change. Do this for each section and then categorize the ideas as Yes, No or Long Term. Have the team discuss what the process will look like with the changes while the facilitators create the map.

Define the value of the activities as you did for the current state map and then do your calculations to determine how many non-value-added activities you eliminated.

**9. Action Items and Close**

Review each idea and action item captured throughout the event and assign responsibility. The first meeting should be held within 30-60 days.

Recap what transpired during the event and congratulate the team on the progress they made. Review the initial goals to ensure each was met. Make sure the metrics will measure

the success of the team and that they drive the appropriate behavior. Celebrate in a way that fits your company culture!

**10. Post Event and Follow-up Meetings**

Create electronic versions of the action items and future state map. Work with the process owner and team members to document the actual benefits of the event.

Review the original objectives to focus the team and discuss the general status of future state changes. The team members then discuss the status of each action item. Remember, if you don’t hold a follow-up meeting, don’t expect anything to change.

Continue holding follow-up meetings until the future state is implemented.

That wraps up our entire program. The inception of lean events in the office environment at The Antioch Company has yielded excellent results. We have saved at least \$1 million. Despite the large dollar savings, we feel our biggest benefit is awareness among the team members. Because of lean events, communication and relationships have improved immensely. It is hard to quantify the benefits of people communicating the right information at the right time to the right people. We believe our program was embraced because of its simplicity, ease of use and immediate results.

We continue to change the way work is done — one process at a time.

*Kristi Huls is the engineering manager for The Antioch Company/Creative Memories and is responsible for all manufacturing equipment and processes, and the change management system for the four domestic facilities. Her team also supports all new-product development initiatives.*

*Kristi Huls and Jane Mobilia-Witte developed a lean office program to improve business processes and increase company profits and also implemented 6S programs in the office and shop. Kristi and Jane have written articles published in Target magazine and the Journal of Organizational Excellence, and have presented on lean office concepts at several major conferences. Kristi Huls can be reached at (320) 529-5934 or [khuls@antioch.com](mailto:khuls@antioch.com).*

Mike Rother and John Shook, *Learning to See* (The Lean Enterprise Institute, 1999)

Don Tapping and Tom Shuker, *Value Stream Management for the Lean Office* (Productivity Press, 2003)

Association for Manufacturing Excellence National Conferences 1999-2004

# Preparing for the Certified Manager of Quality/Organizational Excellence (CMQ/OE)

By JD Marhevko, Vice Chair Operations

The CMQ/OE is being offered March 2006, with a broader scope to capture the growing skills required of today's Quality professionals and to support a broader organizational range. Professionals in "Quality Management" have evolved beyond the manufacturing floor. To capture this growth, the Body of Knowledge (BoK) has been expanded to encompass Lean, Strategic Planning, Financial Management, Supply Chain Management and other key areas.

Current Certified Quality Managers will "grandfather" in as/if they re-qualify on their three year cycles. New candidates for the CMQ/OE will need to meet the following criteria to qualify for taking the exam. (Note: This criteria is the same as it was for the Certified Quality Manager)

- **10 years of on-the-job experience** in one or more of the areas of the CMQ/OE BoK. A minimum of five years of this experience must be in a decision-making position.

If you have completed a degree from an accredited institution, part of the 10-year experience requirement may be waived. The equivalencies include:

- Diploma from a technical or trade school — one year
- Associate degree — two years
- Bachelors degree — four years
- Masters degree or Doctorate — five years

- **Proof of professionalism** is required via ASQ Membership, registration as a Professional Engineer or by obtaining supporting signatures from two persons — ASQ members, members of an international affiliate society, or members of another recognized society — verifying that you are a qualified practitioner of the quality or organizational excellence sciences.

## The BoK will encompass the following areas:

- 1. Leadership:** Demonstrate knowledge of the quality manager's role in organizational leadership and as quality champion and customer advocate. Deploy change agent strategies in support of organization-wide continuous improvement efforts. Develop teams and participate on them in various roles. *Sub-Categories:* Organizational structures and culture, Leadership challenges, Teams and team processes, and the ASQ Code of Ethics.
- 2. Strategic Plan Development and Deployment:** Develop and maintain organizational focus on the importance of quality and performance excellence. Create quality policies and procedures in support of the strategic plan, and integrate those policies and processes into the tactics developed to support the strategic plan. *Sub-Categories:* Strategic planning modules, Business environment analysis and Strategic plan deployment.

- 3. Management Elements and Methods:** Demonstrate management abilities in human resources, financial, risk and knowledge management applications. Use effective communication methods in various situations to support continuous improvement efforts. Select and use appropriate tools and methodologies to plan, implement and evaluate projects. Develop, deploy and evaluate quality plans that can be used throughout the organization. Evaluate and recommend appropriate quality models or systems to implement in various situations. *Sub-Categories:* Management skills and abilities, Communication skills and abilities, Project management, Quality system, Quality models and theories, Quality management tools, Process management and Measurement assessment and metrics.

- 4. Customer-Focused Organizations:** Identify and segment customers using a variety of criteria and tools. Identify and prioritize product or service design and development on the basis of customer requirements and feedback. Proactively solicit customer input and combine with market analysis and other research to achieve organizational goals, etc. Use customer expectations and feedback to manage continuous improvement projects. *Sub-Categories:* Customer identification and segmentation and Customer relationship management.

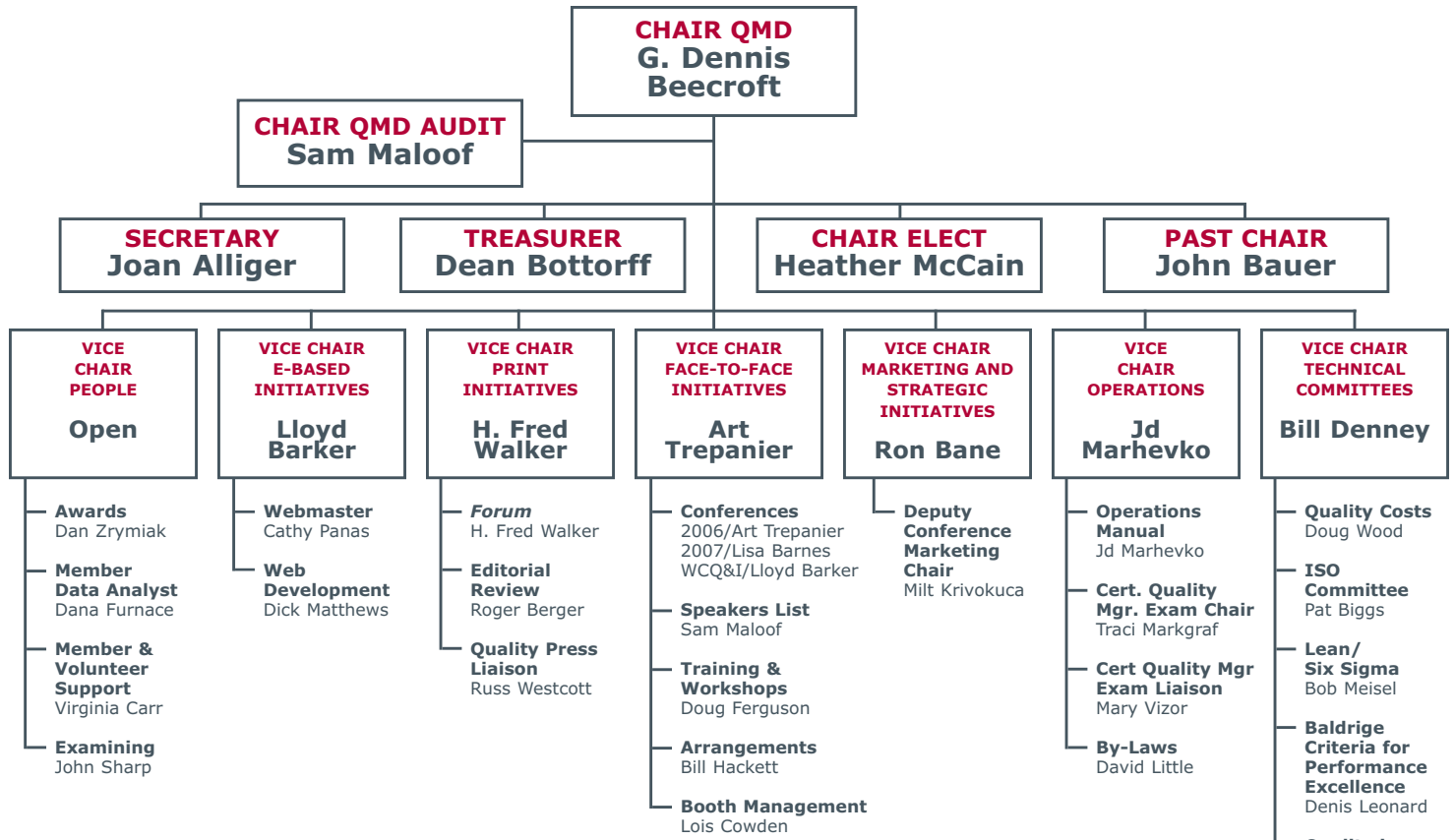
- 5. Supply Chain Management:** Develop and implement supplier management systems from selection process through partnership agreements. Identify methods for assessing supplier performance at various levels of customer-supplier relationships. *Sub-Categories:* Supplier selection, Supplier communication, Supplier performance, Supplier improvement, Supplier certification/partnerships/alliances and Supplier logistics.

- 6. Training and Development:** Demonstrate knowledge of and ability in developing, implementing and evaluating needs assessment, training delivery methods and outcomes of training efforts. *Sub-Categories:* Training plans, Needs analysis, Training materials/curriculum development and delivery, and Training effectiveness and evaluation.

There will also be a constructed-response (essay) portion on the exam. Candidates will be able to select two out of three open-ended questions from the above BoK.

Additional detail on the above information and the updated BoK is available on the ASQ Web site at <http://www.asq.org/certification>.

If you are not currently a Certified Quality Manager, consider the professional value and the level of personal growth that can be achieved by attaining certification as a CMQ/OE.



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