

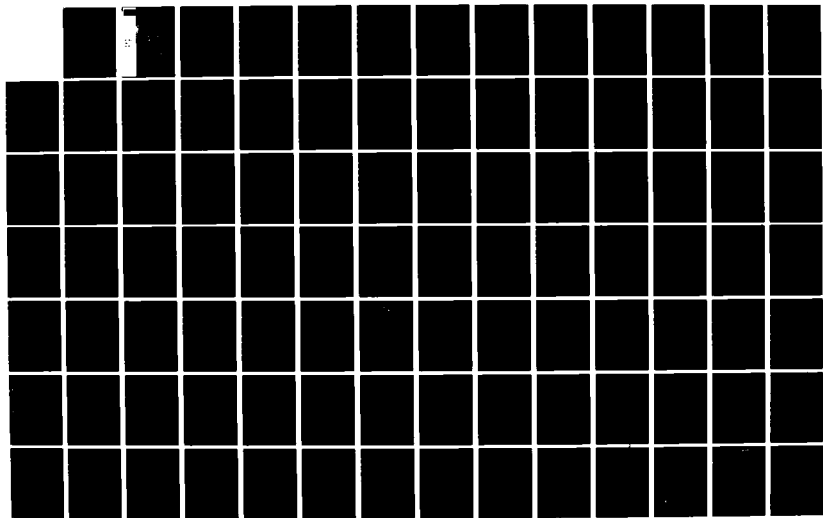
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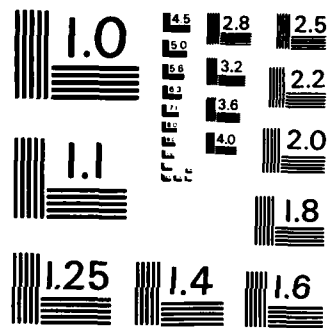
DLA (DEFENSE LOGISTICS AGENCY) QUALITY CIRCLES WORKSHOP 1/2
HELD AT ALEXANDRIA VIRGINIA ON 7-9 AUGUST 1985(U)
DEFENSE LOGISTICS AGENCY ALEXANDRIA VA 09 AUG 85

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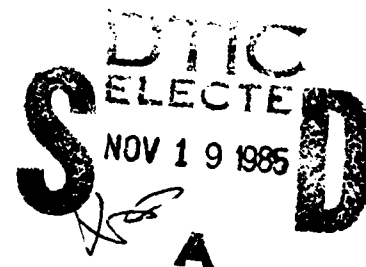
DEPARTMENT OF DEFENSE

**DEFENSE
LOGISTICS
AGENCY**

Cameron Station,
Alexandria, Virginia 22304 6100

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**DLA
QUALITY CIRCLES
WORKSHOP**



7-9 August 1985

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DEFENSE LOGISTICS AGENCY
HEADQUARTERS
CAMERON STATION
ALEXANDRIA, VIRGINIA 22304-6111

DLA-CO

30 OCT 1985

SUBJECT: DLA Quality Circles Workshop, 7-9 August 1985

TO: Heads of DLA Primary Level Field Activities
Heads of HQ DLA Principal Staff Elements

1. Attached is a summary of the presentations made at the DLA Quality Circles Workshop.
2. Lieutenant General Donald M. Babers, USA, Director, Defense Logistics Agency, gave the opening remarks. We have transcribed General Babers' comments, and they are provided at Enclosure 3 to the attached Summary. An index to excerpts from Workshop presentations and handouts is provided at Enclosure 12 to the Summary.
3. The consensus of the attendees was that the Workshop was very beneficial in providing a means to meet other QC Program Coordinators, exchange ideas, and acquire new information on how to improve their respective Quality Circles Program.
4. The suggestions made during the QC Workshop swap shops and open forum are under consideration by this Headquarters, and they will be addressed by separate correspondence.
5. We wish to extend our appreciation to all who made presentations, and to all who participated in making the Workshop a success.

FOR THE DIRECTOR:

1 Enc1

JOSEPH H. GIVANT, Chief
Survey, Standards & Management
Information Systems Division
Office of the Comptroller

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Summary of DLA Quality Circles Workshop
7-9 August 1985

1. The DLA Quality Circles Workshop was held at the Ramada Inn, 1395 and Seminary Roads, Alexandria, Virginia, 7-9 August 1985. There were representatives from all 25 DLA Primary Level Field Activities and 11 HQ DLA Principal Staff Elements, with a total of 110 participants. The Agenda is at Enclosure 1. A list of attendees is at Enclosure 2.
2. The Workshop was opened with comments by Lieutenant General Donald M. Babers, USA, Director, DLA. General Babers expressed his support of the Program. A transcribed copy of his remarks is at Enclosure 3.
3. Dr. John Demidovich, Professor of Management at the Air Force Institute of Technology was one of our guest speakers. Dr. Demidovich spoke on motivation as a means of Maintaining Circle Enthusiasm on Wednesday, 7 August. On Friday, 9 August, he spoke on Stimulating Creativity in Quality Circles. He is a very dynamic speaker and gave momentum to the Workshop for a productive meeting. Enclosure 4 includes some of the items introduced by Dr. Demidovich.
4. Professor Virgil Rehg, Quality Circles Program Director, Air Force Institute of Technology, also gave two presentations during the Workshop. Mr. Rehg's topics were "Quality Circles Evaluation" (Encl 5) and "Recent Developments in the Quality Circles Process" (Encl 6).
5. Colonel George A. White, USAF, Commander, DLA Administrative Support Center, gave the Workshop attendees his philosophies of "Management's Role in a Quality Circles Program." Colonel White's comments were especially valuable to the attendees as Colonel White implemented Quality Circles in DLA. A summary of Colonel White's speech is at Enclosure 7.
6. CDR Robert Stewart, USN, Executive Officer, DCASR Boston, also spoke on "Management Support/Involvement in Quality Circles." He gave the Workshop attendees insights into his 26 years government experience in managerial positions and tied this into how Quality Circles and management work together.
7. Dr. Michael Donovan, President of Productivity Development Systems, Inc., Clearwater, Florida, graciously accepted an invitation and donated his time to be our speaker at the Workshop luncheon. Dr. Donovan also addressed "Management Involvement." Dr. Donovan's theme was "Making employee involvement a way of life means more than starting several pilot Quality Circles. It requires a climate of active management support." His presentation was very well received.

8. Mr. Fred Oates, Defense Depot Ogden (DDOU), gave a brief on the DDOU QC Program structure including management levels of the program; roles of the players managing the Program; accountability and responsibilities; communication channels; procedures; feedback and reporting; program scheduling; and program evaluation. Mr. Oates also showed DDOU's new 7-minute slide show on Quality Circles. This is really a "neat" presentation of "How Quality Circles Work." All new DDOU employees are shown this presentation on Quality Circle involvement and the "New Idea Form."

9. Ms. Sandi Jasper, Defense Logistics Services Center (DLSC), gave a brief on the DLSC Quality Circles Steering Committee. The DLSC Steering Committee is comprised of equal representation by employees and managers, with the DLSC Commander as the Chairman. One Union representative is also a member of the Committee, or "Board" as referred to by DLSC employees. The Board addresses program expansion; ways to gain better management support; publicity and promotions; incentive and awards program; and problems/concerns of QC members. DLSC is achieving many benefits from the dedication of the Board to their Quality Circles Program. It exemplifies true participative management.

10. Mr. Ben Jenkins, DCASR Atlanta, gave a presentation on "The Role of the Quality Circle Coordinator/Facilitator." The criterion for success in a Quality Circle program is not that there is an effective leader or facilitator or member per se, but that the behaviors that link to effective leadership facilitation and membership are all present in the program. This presentation focused on the behaviors and characteristics that are necessary to insure effective coordination/facilitation and the continued success of a Quality Circle program. A copy of Mr. Jenkins' handout is provided at Enclosure 8.

11. Mr. Frank Boyle, Defense Fuel Supply Center (DFSC), made a presentation on "Overcoming the Barriers to Team Building." Mr. Boyle explained that in addition to the mechanics of Team Building, team members must acknowledge the inhibitors to group dynamics. Team building barriers include acknowledgment and acceptance of the individual and team commitment; individual support for the group effort; and working with personality conflicts but avoiding group therapy. He discussed the barriers in communicating, such as selective hearing and believing, and stereotyping. Leaders and managers must set the pace to overcome these and other barriers. The clear intention of working with the inhibitors to Team Building is to move the QC towards a commitment to excellence.

12. Mr. Marshall Messimer, Defense Depot Mechanicsburg (DDMP), gave two presentations -- one on "Standardized QC Training Package" and "Circle Excellence Award." Mr. Messimer stated that he used Beardsley's training material at DDMP, but felt that each activity's coordinator should use the material their people were comfortable with. Establishment of a DLA library of QC training materials would be valuable to all QC Program Coordinators. A proposed "Circle Excellence Award" was explained and given to Workshop attendees for their comments and recommendations to be returned to DLA-CO for establishment of a DLA Quality Circle Excellence Award.

13. Mr. Bill Widdows, DSAC, made a presentation on "Quality Circle Burnout." A copy of Mr. Widdows' handout is at Enclosure 9.

14. Similar activity Swap Shops were held on QC Reporting and Program Evaluation. The summary presentations highlighted the following:

a. Depots

(1) Requested that the quality circle reporting requirement to HQ, DLA, be changed from monthly to quarterly.

(2) Regarding the monthly report requirement, need better definition of what is a "quality circle" and what is an "active quality circle."

(3) Requested guidance on how Quality Circle training hours should be charged.

b. Supply Centers

(1) No method of sharing ideas with other centers.

(2) Lack of resources to collect data for report.

(3) Better defined definition of what is required in the report.

(4) Lack of concern by some center commanders on documenting dollar savings. They are interested in motivating people to improve quality of work life.

(5) No feedback from Headquarters, DLA, on data submitted in report.

c. DCASRs

(1) Recommend change of name of program. Quality Circle title has a bad taste. Suggested title, "Productivity Enhancement Program."

(2) Need uniform guidance for training managers.

(3) Need method of interchanging ideas between DCASRs.

d. Service Centers

(1) Recommended software be developed to prepare reports.

(2) Requested establishment of due date of report.

(3) Requested guidance on computing cost savings.

(4) Requested information on RCS number for report.

(5) Identified need for more communication with HQ, DLA, on quality circles.

(6) Requested definition of benefit to cost.

(7) Need general written guidance on Quality Circle Program.

(8) Most field activities have full-time coordinators for Quality Circles. Concern expressed that only a part-time Quality Circle Coordinator was assigned at DLA Headquarters level.

(9) Recommended that each activity prepare a model of their Quality Circle Program. Analysis should then be made and the best of each activities model be used to develop a standard program.

(10) There is concern that dollar savings will show up as cuts next year.

(11) Need a system of networking.

(12) Need more policy letters from Headquarters to defend the Quality Circle Program.

15. The "AA Team" Quality Circle at the Defense Industrial Supply Center (DISC) gave a presentation on a successful QC project they participated in on a training manual for incoming procurement agents within the DISC Directorate of Contracting and Production. DLA Centralized Intern Development Office (DCIDO) is also using the manual to train procurement interns.

16. Ms. Katie Cubbage discussed the upcoming Productivity Week to be held 13-17 January 1986 and the Productivity display that will be in the Pentagon for the month of January. All activities were urged to submit any items they felt should be included in the DLA display. The Productivity Excellence Award and criteria for nominations were also discussed.

17. A Productivity Gain Sharing (PGS) briefing was presented by Ms. Jeanine Smith of the DLA Productivity Demonstration Projects Office. The presentation stressed the importance of Quality Circles in a successful Productivity Gain Sharing Program. Areas of discussion follow:

- The goals of PGS (productivity) and QCs (cost reduction) differ but are complementary.

- QC activities are enhanced when employees share in the gains they create.

- QC facilitators may serve as catalysts for the PGS program.

- PGS can stimulate new interest in a declining QC program.

- QC activities receive more support from the entire organization when productivity gains are shared.

- Both PGS and QCs reduce the "we" "they" attitude of an organization.

18. Messrs. Joe Gidjunis and John Guardiani from DISC gave two presentations -- one on the "DISC Quality Management Plan" and another on "Incentive Awards." These presentations were especially valuable to other activities as DISC has a very active program.

19. Mr. Bill Zunke of Defense Electronics Supply Center (DESC) briefed on the DESC Quality Improvement Program and how Quality Circles fit into the overall program. DESC also has an active QC Program, and they were the first DLA activity to implement a Quality Improvement Program.

20. Ms. Sue Cox from Defense General Supply Center (DGSC) briefed on how to conduct a good management presentation of a Quality Circle project. She stressed "tell them what you plan to tell them; tell them; and tell them what you told them." A copy of Ms. Cox's handout is at Encl 10.

21. The MBO presentation was given by Ms. Mildred Henson from DFSC. A copy of Ms. Henson's handout is at Enclosure 11.

22. A group of DLA Administrative Support Center (DASC) QC members led by Ms. Sheryl Jurasits gave a demonstration of how not to conduct a QC meeting. A discussion pointing out the mistakes of the Circle followed which was a different learning approach. The presentation in "skit" form was well received.

23. The summary and discussion of highlights of the workshop was conducted by Ms. Katie Cabbage. Most comments were positive, and evaluation of the workshop indicated it was a success.

24. You are encouraged to contact the DLA presenters for additional information on their presentations. Refer to Enclosure 2 for their telephone numbers.

25. For your convenience, an index of the presentations and enclosures referred to in this summary is provided at Enclosure 12.

12 Encl

Katie M. Cabbage

KATIE M. CUBBAGE

DLA Quality Circles Program Manager

Pierson G. Kemp, Jr.

Approved by

PIERSON G. KEMP, JR.

Chief, Productivity and

Manpower Management Branch

DLA QC Workshop Agenda

Wednesday, 7 August 1985

8:00 - 8:45	REGISTRATION/ADMINISTRATION
8:45 - 9:00	SEATING
9:00 - 9:05	INTRODUCTION OF GENERAL BABERS -MR. D.B. SHYCOFF DEPUTY COMPTROLLER, DLA
9:05 - 9:25	WELCOME/REMARKS -LTG D.M. BABERS, USA DIRECTOR, DLA
9:25 - 9:40	BREAK
9:40 - 10:40	MAINTAINING CIRCLE ENTHUSIASM -DR. DEMIDOVICH, AFIT
10:40 - 11:30	QC PROGRAM STRUCTURE -MR. FRED OATES, DDOU
11:30 - 11:50	QC ITEMS FOR DOD PRODUCTIVITY WEEK & PRODUCTIVITY EXCELLENCE AWARD -KATIE CUBBAGE, DLA-CO QC PROGRAM MANAGER, DLA
11:50 - 1:00	LUNCH
1:00 - 1:30	MANAGEMENT ROLE -COL. GEORGE A. WHITE, USAF COMMANDER, DASC
1:30 - 2:15	QC EVALUATION -PROF. VIRGIL REHG, AFIT
2:15 - 2:30	BREAK
2:30 - 3:45	SIMILAR ACTIVITY SWAP SHOPS QC REPORTING & PROGRAM EVALUATION -(DEPOTS, DCASRS, CENTERS)
3:45 - 4:30	SWAP SHOP PRESENTATIONS

DLA QC Workshop Agenda

Thursday, 8 August 1985

8:00 - 8:35	CREATING AN ACTIVE STEERING COMMITTEE -SANDI JASPER, DLSC
8:35 - 9:15	MANAGEMENT SUPPORT/INVOLVEMENT IN QC -CDR ROBERT STEWART, USN EXECUTIVE OFFICER, DCASR BOSTON
9:15 - 9:30	BREAK
9:30 - 10:00	MBO PRESENTATION -MILDRED HENSON, DFSC
10:00 - 11:30	DESC QUALITY IMPROVEMENT PLAN -BILL ZUNKE, DESC DISC QUALITY MANAGEMENT PLAN -JOE GIDJUNIS/JOHN GUARDIANI, DISC
11:30 - 1:00	GROUP LUNCHEON (ON SITE) MANAGEMENT INVOLVEMENT -DR. MICHAEL DONOVAN, PDS, LUNCHEON SPEAKER
1:00 - 1:45	ROLE OF COORDINATOR/FACILITATOR -BEN JENKINS, DCASR ATL
1:45 - 2:15	ROLE OF TEAM LEADER/MEMBERS -SHERYL JURASITS, DASC
2:15 - 2:45	STANDARDIZED QC TRAINING -MARSHALL MESSIMER, DDMP
2:45 - 3:00	BREAK
3:00 - 4:00	SWAP SHOP - STANDARDIZED QC TRAINING PACKAGE
4:00 - 4:30	SWAP SHOP PRESENTATIONS

DLA QC Workshop Agenda

Friday, 9 August 1985

8:00 - 9:00	STIMULATING CREATIVITY IN QCs -DR. DEMIDOVICH, AFIT
9:00 - 9:30	INCENTIVE AWARDS -JOE GIDJUNIS/JOHN GUARDIANI, DISC
9:30 - 10:00	CIRCLE EXCELLENCE AWARD -MARSHALL MESSIMER, DDMP
10:00 - 10:15	BREAK
10:15 - 10:45	PRODUCTIVITY GAINSHARING -JEANINE SMITH, DLA-C
10:45 - 11:15	MANAGEMENT PRESENTATION -SUE COX, DGSC
11:15 - 11:45	QC BURNOUT -BILL WIDDOWS, DSAC
11:45 - 12:15	TEAM BUILDING -FRANK BOYLE, DFSC
12:15 - 1:15	LUNCH
1:15 - 1:45	QC MANAGEMENT PRESENTATION -AA TEAM, DISC
1:45 - 2:45	WHAT'S NEW IN QCs AND AFIT COURSES -VIRGIL REHG, AFIT
2:45 - 3:00	BREAK
3:00 - 4:00	SUMMARY & DISCUSSION OF HIGHLIGHTS OF WORKSHOP -KATIE CUBBAGE, DLA-CO
4:00 - 4:15	CRITIQUE OF WORKSHOP

DLA QC WORKSHOP ATTENDEES
7-9 August 1985
Alexandria, Va.

DCSC

Barbara Gallagher	DCSC-C	850-2900
Tina Moll	DCSC-PCBC	850-3426
Bob Barksdale	DCSC-TWO	850-3220

DESC

Willis Zunke	DESC-QPC	986-5471
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DFSC

Frank Boyle	DFSC-C	284-7421
Brenda Broadwell	DFSC-L	284-7421
Joyce Brown	DFSC-O	284-6848
Sam Clark	DFSC-P	284-7433
Allen Easterly	DFSC-L	284-7421
Terri Fagan	DFSC-L	284-6140
Karen Haas	DFSC-LBC	284-7421
Betty Heitmeyer	DFSC-P	284-7418
Karen Herder	DFSC-L	284-7421
Barbara Holloway	DFSC-P	284-7840
COL C. M. Jeffers, USAF	DFSC-L	284-7423
Jackie King	DFSC-LB	284-7421
Fran West	DFSC-O	284-7471
Dave Wilson	DFSC-P	284-7840

DGSC

Sue Cox	DGSC-LRM	695-4087
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DISC

Joe Gidjunis	DISC-CBC	442-5742
John Guardian	DISC-CBC	442-5742

DPSC

Paul Bellino	DPSC-AV	444-4350
Leon Blackburn	DPSC-SMP	444-3843
Thomasine Davis	DPSC-Z	444-4328
Frank Doelp	DPSC-WT	444-2654
Edward Kapuscinski	DPSC-TMP	444-3006
Valerie Verna	DPSC-ZBM	444-4555

DDMP

Marshall Messimer	DDMP-CU	430-3195
COL David Moore, USAF	DDMP-AA	430-2382
Wayne Galloway	DDMP-JCD	430-5811

DDMT

JoAnn Kern	DDMT-CUD	683-4823
Frannie Miller	DDMT-TTMA	683-6055

DDOU

Fred Dates	DDOU-CA	790-7646
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DDTC

Ann Silveria	DDTC-GLM	462-9149
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DIPEC

Edwina Anderson
Joan Titus
John Miller
Arlene Williams

DIPEC-LR
DIPEC-H
DIPEC-MEC
DIPEC-I

683-6613
466-7324
430-2617
850-3165

DLSC

Sandi Jasper

DLSC-LQB

369-6708

DASC

Carmen Harbison
Sheryl Jurasits
Lisa Richardson
Susan Thomas
Sheila Walker
COL George White

DASC-F
DASC-R
DASC-F
DASC-F
DASC-F
DASC-A

284-5454
284-6060
284-7430
284-6780
284-7430
284-6003

DRMS

Eldon R. Voss

DRMS-CU

369-6718

DSAC

William Widdows

DSAC-LP

850-2676

DTIC

Don Gilliam	DTIC-T	284-6867
Clarence Hill	DTIC-T	284-6867
Amy Hurd	DTIC-D	284-7633
Joyce Isaac	DTIC-T	284-6867
Jerry Milstead	DTIC-T	284-6935
Gertrude Roberts	DTIC-D	284-6955
Gerry Schrader	DTIC-T	284-6861
Brenda Scruggs	DTIC-T	284-6805

DCASR Atlanta

Howard Head	DCASR-ATL-CO	697-6282
Benjamin Jenkins	DCASR-ATL-COQ	697-6284

DCASR Boston

CDR Robert Stewart	DCASR-BUS-HMD	955-4308
CAPT Christine Bauman	DCASR-BUS-HMD	955-4308

DCASR Chicago

Joyce McClain	DCASR-CHI-CO	930-6719
Katherine Nikkel	DCASR-CHI-C	930-6501

DCASR Cleveland

Brenda Wigfall	DCASR-CLE-CU	580-5765
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DCASR Dallas

Bart J. Marko	DCASR-DAL-C	940-1351
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DCASR Los Angeles

Lois Jackson	DCASR-LA-CO	833-1267
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DCASR New York

Marie Shapkazian	DCASR-NY-CU	994-3031
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DCASR Philadelphia

LCDR Allen B. Schwartz	DCASR-PHI-DE	444-4003
Anthony Gervasi	DCASR-PHI-CU	444-4047

DCASR St. Louis

John Brinton	DCASR-STL-C	693-6673
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AFIT

Professor Virgil Rehy	785-4020
Dr. John Demidovich	785-3944

PDS

Dr. Michael Donovan	Comm - (813) 531-3509
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OSD

Dick Weaver

DPPU

289-2346

HQ DLA

Dotty Ambrose
Sam Backman
Buena Chesshir
Katie Cabbage
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Dan Daddario
Ann Durgin
J. H. Givant
Pierson Kemp
Mary Flowers
Suzi Koon
Robert Krilowicz
COL Maxim I. Kovel, USA
Ruth Morris
Barbara O'Connell
Scott Radler
Clay Robinson
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Jeanine Smith
Dick Stewart
A. J. Stinnett
Marlene Young

DLA-CO 284-6151
DLA-OT 284-6754
DLA-CFF 284-6221
DLA-CO 284-6151
DLA-C 284-9372
DLA-WS 284-6358
DLA-C 284-9449
DLA-CO 284-6145
DLA-CO 284-6148
DLA-USF 284-6253
DLA-CO 284-6151
DPMSO 284-6451
DLA-W 284-6355
DLA-AOP 284-7732
DLA-CO 284-6151
DLA-SCC 284-6477
DLA-ZP 284-5385
DLA-CD 284-6203
DLA-C 284-9406
DLA-LPO 284-6325
DCMO 850-2771
UMLPO 284-9372

DLA QUALITY CIRCLES WORKSHOP

REMARKS BY GENERAL BABERS

7 AUG 1985

On one hand I've got my friendly Comptroller, Mr. Shycoff, telling me we're going to run out of money and we've got to cut overhead. I've gone to the field and said, in 1986 we're going to cut back 10% in the overhead account, and we're going to cut back in travel during FY 86. I look out and see people from all 25 Primary Level Field Activities spending travel money, drawing per diem. I ask if there is a better sign that this Headquarters, this Agency, the Ivory Palace over at Cameron Station is interested and believes that Quality Circles gives a payoff. There's no doubt in my mind that what we're spending to transport you people here, take you away from your jobs, the discontinuity that might occur there, pay the per diem, when you get back you should brief the chain of command, those above and below you. It's going to take time away from the job, but there's no doubt in my mind that we will be paid back many fold if even one, if even one circle that you are affiliated with, if one supervisor can get the spirit and get with us.

I've been a reader all my life. I like to read books. I like fiction. I also like those management books that come along. So, when I got to the Agency, I had an opportunity to read Mr. Crosby on Quality Is Free and Quality Without Tears and [Mr. Tom Peters'] Passion for Excellence. I asked that we buy enough to send out to each of the field commands so that they can read what's being said about quality today. It turns out that all these new management books are different than what I read when I went through the MBA Program at Syracuse back in the mid-1960's. I read the Quantitative Aids

to Business Decisions, Philosophies of Associated Dealings with Unions. I didn't study anything during that 2 years in Syracuse, nor did other MBA Programs around the country spend very much time talking about the people quotient. It was just assumed that leadership comes naturally, and that if you're a good person, you're a smart person, you'll do what's right with your people as long as the numbers up there. Motivated by numbers people will achieve great things. But again, this new wave of authors, the people that are being listened to, are really not saying that. They are saying you had better listen to your people, people at all levels. People can make a difference.

I've told a story almost every place I've gone this past year. I've visited every single one of the PLFAs now as of yesterday, and I've told the story of my association over an extended period of time with the Army Tank Programs as the Director of Procurement, Army Tank Automotive Command, and later as the Program Manager for M-60 Tank, and later as the Army's Program Manager for the M-1 Tank. It covers a big part of my life. The prime contractor that I was dealing with most of that time on tanks was Chrysler Corporation. Now you know that Chrysler and Mr. Laacco hooked up. Chrysler on the M-60 Program, a tank that we had been building since the early 1940's, just upgraded it, just one generation to another, without any real evolution. The tank would be completed, building 30 or 60 a month, turned over to a Government final inspector. They would be inspected by the Government and come up with 132 deficiencies cited and turn that back over to the contractor. Sixty days later the tank would come back to the Government for final acceptance to work off a few of those problems. So at all times when you're talking over a

million dollars a tank that's a big inventory of tanks. Then there was a rework area where at all times there was a 2 months production over there. Then another factory was busy repairing the problems that the Government had uncovered. By the way, what the Government was uncovering from one month to the next was relatively unchanged.

When we went into the M-1 Program, that's an entirely new tank--completely different in technology. We had a chance to design quality in. We had a chance to get machines that were highly productive. We opened up two new factories. We had a chance to be among a new work culture. But the first 2 years Chrysler would present the tanks to the Government, the Government would inspect them, and there would be 130 to 140 gigs identified. Chrysler would take the tanks to their second factory, and they would repair them and turn them over to the Government. That was by Mr. Iaacco. I used to meet with him every month. He's a great salesman. He's probably doing things with quality on that car--I don't know if he is or not. But on that tank program where he claims to have made \$50 million a year for the Corporation, he didn't change that. And as you talk to him, and talk to the Vice Presidents and Plant Managers of Chrysler, they will tell you that we're tied to the Union - the UAW. You're tied to those people in the mid-West. They just don't give a damn. They don't care. They want to work 40 hours a week with high absentee rates. These machines we're building won't hold a tolerance--or those machines we get out of DIPEC, everybody knows they won't hold a tolerance. The damn engineers didn't design tank quality in, so we can't inspect it in. And, on and on.

Chrysler sold that tank plant to General Dynamics. General Dynamics is catching a lot of fire on overhead and a lot of other things. But within 15 months General Dynamics was presenting tanks that were requiring 4,000 hours a piece less time to fabricate. They were presenting a tank to the Government...one time in less than 30 days they would have it back. They were presenting tanks that had no defects at all when they were presented to the Government. The cost of scrap and rework went way down. Now they're dealing with the same Union they were tied to the year before, the same technical data package, the same drawings, the same machines, the same work ethic people--the only thing that is different is that there are 45 new managers--upper and mid-management, there are 45 new ones. You go in there and you talk, you brief, and the people will come up to you and tell you the good ideas they've got that have gone into that tank. The Union representative is allowed in those meetings to talk with you.

Now what is it that has changed so much. All along the worker on the floor was being nailed for the lack of quality, and throughout industry today, throughout our whole Government, we think the people on the factory floor, if the secretaries would only care they wouldn't make that many mistakes, if the engineers would only listen to us, if the people on the drawing board would only listen to us, they could design that quality in and we wouldn't have to worry about it. But people just don't give a damn. Those are things that are being said.

In fact, Mr. Shycoff and I attended a meeting on productivity with all the bigwigs in Government and OSD, and we were talking about what we could do to enhance productivity. I was having lunch with one of the high appointed

officials of one of the Government agencies, and I won't say which one, and he said the union worker just doesn't give a damn, people just don't give a damn.

Well, my experience from the time I was a young fellow when I was putting groceries up in a grocery store on weekends, stacking the shelves, or mopping the floors--all of you've got that. It didn't take me long to learn how to do that job and find ways to do it better than the way I was told to do it. Sometimes bosses would let me do that, and others not let me do that.

Our people are exactly the same. Our people, whether they're a GS-3 secretary, or whether they're somebody whose picking supplies or packaging supplies for the Depot, or whether they're a buyer on the floor, or whether head of Tech Data Package, do give a damn. We've got to establish a quorum where their voices can be heard, where they feel they're not going to be intimidated if they have a good idea and they voice it, or if they have an idea that does not turn out to be a good one and a winner, that we'll be tolerant and not make them feel foolish.

How many of you have ever seen people assemble automobiles? Has anybody ever been through an automobile factory? Well let me tell you it's getting some better. Like so many people, I've visited some plants in Japan, and I've visited some here. When you get a person who 8 hours a day, 40 hours a week, doing nothing but screwing on lug nuts, and you think that the person is going to be doing that for the next 25 or 30 years, and you're working for a boss who doesn't give you time to breathe or time to think or talk. Can you imagine what a hopeless situation you have placed a whole factory full of people in--a whole generation in? Well, you don't have to go to a factory to see people that are facing that situation. All the way up and down the

supervisory chain, we have got to be looking at every aspect of our performance and the people entrusted to us for supervision and see where we've got them deadended with all monotonous jobs to build and make more interesting jobs. I've gone all that far and I haven't talked about Quality Circles at all.

If you read all the good books, they'll tell you that quality is not a technique, quality is caring about people, quality is knowledge about how to do your job. Quality Circles, I don't know if that's a gimmick or not. It seems to me it's more a state of mind. It's an opportunity to get people together and give them a chance to represent their own views or their associate's views, a chance for those individual people to receive some recognition and for the people under them. It's a chance for all elements of supervision to recognize people as thinking human beings--of listening to them.

As we go around DLA, we're getting some gangbuster ideas, some real money saving suggestions, programs coming out of Quality Circles. In some areas, we're not getting anything. Not all Quality Circles are showing payoff in terms of savings and productivity. Sometimes the chemistry is not right. Hopefully, we have those who oversee that function at the head of the Quality Circle astute enough to make necessary adjustments in terms of people so that we do get the chemistry that is proper.

But irrespective of whether or not you end up saving \$37,000 as a result of some action coming out of a Quality Circle, I think there's substantial evidence that because you've increased communications and opportunity for

increased teamwork, opportunity for those who supervise and those who must implement to talk on common ground, it's worthwhile anyway.

And, so any effort we spend in sharpening our techniques in order to come up with something that saves time, something that saves money, something that improves quality and permits us to do something right the first time, something that makes people's jobs more interesting, something they look forward to coming to work for on the next day. It just has to be a big pay off item. It just has to pay dividends. And the few minutes or few hours a week that those in the Quality Circles take away from their jobs or their positions is paid back many fold--by all those different elements.

I think as time goes on we're going to see more emphasis on improving quality, improving productivity, and when we start talking about those two they almost become synonymous. When we focus on quality, productivity is almost certain to be enhanced.

I'm delighted with the investment that we're making in the 115 people from 25 locations. I think that between now and putting this workshop to bed Friday, I think we're going to learn from one another, and I think when you go back, this 115 people, if the Commander's whole operations and the chain of supervision will give this group of people a chance to function, then we can touch the lives of the entire 50 to 51 thousand people we have in DLA. I don't think that's too lofty a goal, and I think that's got to be our main drive.

I appreciate you permitting me to come, Don (Shycoff). He doesn't always do that you know.

I look forward to any fallout where I might be of some assistance. I am briefed as I go around to the different Quality Circles by the boss or by one of the Quality Circles. I find those very helpful, and I look forward to that during this next year.

Thank you very much.

DLA Quality Circles Workshop
Excerpts from Dr. John Demidovich's
Presentation

The following were introduced and explained by Dr. Demidovich:

1. The film "Brain Power" featuring John Houseman, based on the book by Dr. Karl Albrecht. It is a film designed to be used at the beginning of any meeting.

- . The film says: "We tend to get out of something what we expect to get. What are you expecting?"
- . The film covered the three key points of Perception.
 - .. Recognition - Relate what we see to what we know.
 - .. Interpretation - Way brain interprets -- be careful how we interpret -- be willing to accept small ambiguity -- how we grow.
 - .. Expectation - Organize our thoughts to what we expect -- Tend to get what we expect.
- . To perceive well is to think well.

2. The Crawford Slip Method. Two publications, entitled "Productivity Improvement by the Crawford Slip Method" and "Crawford Slip Method" by C.C. Crawford, John W. Demidovich, and Robert M. Krone, have been reproduced and provided under separate cover.

- . Using the Crawford Slip Method, attendees were asked to give
 - (1) Expectations of the Workshop, (2) What is Lacking in Quality Circles Training Materials, and (3) Ideas on Improving Training Materials.These were typed and are enclosed for your information (Atch 1, 2, and 3).

3. Mental Locks. Source: vonDech, Roger. A Whack on the Side of the Head, New York, Warner Books, Inc., 1983.

- . "The Right Answer."
- . "That's not Logical."
- . "Follow the Rules."
- . "Be Practical."
- . "Avoid Ambiguity."
- . "To Err is Wrong."
- . "Play is Frivolous."
- . "That's not My Area."
- . "Don't be Foolish."
- . "I'm not Creative."

4. Some quotes:

- . "There is a way to do it better -- Find it!" Thomas Edison.
- . "Aim at nothing and you'll hit it." Pillsbury.
- . "If you don't know where you're going, any road will get you there!"
- . "Imagination is more important than knowledge."
- . "62% of sales are made after the 6th attempt."
- . "Imagination is more important than knowledge."
- . "Human communications is number one problem."
- . "Larger percentage of work week devoted to unlearning (old attitudes, habits, knowledge)."
- . "To keep your mind clear, change it once in a while."
- . "We tend to over-collect and under-utilize data."
- . "There are too many managers; not enough leaders."
- . "Learning is sometimes painful."
- . "If you are doing a job that shouldn't be done, it's dumb."
- . "There is no limit to what can be accomplished if it doesn't matter who gets the credit." Ralph Waldo Emerson.
- . "It's easier to ask for forgiveness than permission." Commodore Grace Hopper.
- . "Creative process -- Making of the new or rearranging of the old in a new way." Walt Disney.

5. Creative Behavior formula:

$$CB = I \times D \times E \times A$$

I = Imagination

E = Evaluation

D = Data

A = Action

6. Main barriers to being creative:

- . Habit
- . Fear (afraid to fail)
- . Prejudice
- . Inertia - Killer phrases "He doesn't know it"; "It's out of proportion"; It's "Impractical"; "It can't be done."

7. The way we learn is through our five senses. Four-fifths of the way we learn is through our eyes.

- 83% - Seeing
- 10% - Hearing
- 2% - Touching
- 4% - Smelling
- 1% - Tasting

8. Seven characteristics of a creative person:

- . Challenge assumptions
- . Recognize patterns
- . See new ways
- . Make connections
- . Take risks
- . Use chance
- . Construct networks

9. The Intreprenuer's Ten Commandants.

Source: Pinchot, Gifford III. Intreprenuring, New York: Harper and Row, Publisher, 1985. (Atch 4).

10. Creativity - The Human Resources (See Atch 5).

11. "Rate Yourself" - Who Wants Listening Instruction? (See Atch 6).

12. The Time of Your Life - Six Steps to Time Management, and Books on Time Management (See Atch 7).

13. Resources Suggested. (See Atch 8).

8 Atch

DLA QC WORKSHOP - 7 AUG 85

EXPECTATIONS

Would like to get some sense/feel that HQ DLA will establish a written policy statement on QC! Now!!

Why so little enthusiasm at management level on QCs?

Motivation.

Ideas of ther QCs.

How to be a better QC leader.

How to have QC be more constructive.

How to have QC members think more clearly.

How to get more from QCs.

How to maintain circle enthusiasm.

Would like to learn how to get management involved in QCs.

Would like to know if DLA will provide full-time QC facilitiators.

New ideas.

Learn better ways of relating the QC philosophy to non-believers.

Learn new techniques for "breathing new life" into already functioning QCs.

Get help in organizing new QCs.

Learn new techniques of facilitating (managing) QCs.

A better understanding of QCs.

Ideas how to resume team meetings when leaders are unwilling. New leader?

Ideas for use of QC Bulletin Board--recognition, etc.

Ways to improve facilitating a QC team.

Exchange of ideas.

Ways to improve QC program.

Understanding of QC priorities vs. other DLA-C programs.

Value of QC program.

Atch 1
to Encl 4

New techniques of effective speakers.

To learn how to stimulate QC meetings.

To learn ways to better conduct QC meetings.

To learn ways to attract new members to our QC.

Perhaps to learn how to present findings to management.

A firsthand knowledge of the expectations of HQ DLA regarding the Quality and QC programs.

How to become a better instructor, by listening to others, and use their methods when appropriate.

Become a more effective briefer.

Make new contacts in the other organizations.

Learn new ideas about QC program.

Listen to all that is said.

Regeneration of enthusiasm for QC or a concept.

Contacts on QC whose interests may be tapped in the future.

Sources of written information on successful QCs.

Maybe how to stimulate my management to start a QC program.

Better able to run a QC.

To understand how QCs work and what benefits they might bring to DLA and DLA employees.

Share with my fellow workers my perceptions of this conference.

Improvements to PGS include being open-minded enough to recognize potential problems and pitfalls in our study and correct before the program goes live.

To improve our PGS program.

Learn how QCs can be implemented into Productivity Gain Sharing (PGS).

Learn how to improve Quality.

Learn how to lead a QC.

Expect to get a feel for type of support DLA has for QCs.

Find out what others do in their QCs.

Gain ideas on how to become more involved in QCs.

Find out about QCs! What it's all about. I'm a new member.

QC bottom up or top down--which works better.

What's new in QCs.

How to get better management support--not just lip service.

Management's role in QC.

How to improve QC effectiveness.

Explain to HQ DLA the need for their continued program support by messages to the field about QCs.

New ideas to incorporate into our QC program.

How to express and exchange ideas.

Better understanding of people over me and supervised by me.

Expectation of improving Quality which in-turn will improve production.

Present my ideas on how some things in our program can be done well.

Meet people who can help me with our program.

More ideas on how to improve our QC program.

Create enthusiasm toward QCs.

How to promote QCs within my organization.

Better understanding of QCs.

New ideas for QCs.

Program guidance.

Exchange ideas/problems/solutions.

Explore new ideas of training.

Learn the future/non-future of DLA QC program.

Perceive better idea of full scope of QCs in DLA.

Find new ways of helping circle members achieve their goals.

Ways to encourage more interest and enthusiasm in the circle concept.

How to deal with road blocks in achieving circle goals.

Better understanding of QC program as a whole.

New techniques for improving QC operations.

New ideas in QC programs and ideas instituted at other activities.

Meet people who I am directly related to and higher management levels in the area of QCs.

How to coordinate the QC program when the OPI office is experiencing a 20/30% vacancy.

How to combat QC burnout.

How to get our managers enthused over QCs.

A better way of presenting QC to the worker. How do we get the Steering Committee more involved in the QC program?

New ways to do things.

Better ways to build enthusiasm.

Ways to draw out ideas from a group.

Learn new approaches to problems.

Make new contacts.

New sources of information.

I expect to take back ideas to regenerate old enthusiasm and get new people enthusiastic about QCs.

I expect to learn from other DLA QC programs ways to improve our program.

I expect to achieve a centralized organization to the QC program.

I expect to rate our QC program according to other DLA QC programs.

Ways to improve QC at work.

Effective ways of getting peoples' interest in QC.

To be more effective with my QC groups.

How to get management and administration more interested.

To enhance my knowledge of the QC concepts I hope to obtain today.

To be more effective in my QC group and at work.

To meet other members involved in the QC program.

To share what I know with others.

I was told to attend.

Get motivated (especially after seeing the film "Brain Power").

I was ordered to be here.

Understanding of HQ DLA's degree of support.

Get action started on a DLA-wide recognition program for QCs.

DLA awareness of common problems.

Gain additional QC information.

Facilitators in DPSC gain QC information.

To make new contacts in DLA.

To discuss problems with the DLA coordinators.

Finding out future direction of QCs in DLA.

Meeting people I have only spoken to on the phone.

Exchange of information and ideas.

Ability to increase output as example to other QC members.

Methods of increasing group involvement.

Knowledge of group dynamics.

Ability to effectively run a QC meeting.

To learn what other people are doing in the QC arena.

To meet other people who are working this area.

Learn how to become more productive.

A better understanding of what QCs are about.

Learn how to motivate my co-workers.

This looks like an attempt to get DLA out of the Dark Ages. I hope it works.

Determine whether HQ DLA has the same view of QC as the PLFAs.

Find out what QCs is all about.

Understand PGS program.

Ordered.

I expect to make QC contacts in DLA who may be of assistance in the future to our QC program.

Find out how widespread the QC program commitment really is within DLA. Expect to find its been frustrating, on the whole.

Decide whether to restructure current program within my organization. Expect to learn to (or several possible methods).

Share ideas and information on QCs and productivity.

Introduction to QC concepts.

Meet QC representatives.

Obtain knowledge for my projects.

Play a role in productivity improvement.

How do QCs work?

How can QCs increase productivity?

Share QC experiences with other attendees.

Has anyone started an executive QC? If so, how is it working and who is its leader (by position)?

What is DLA doing and how is the program supported?

What's going on in QCs around the country?

Successful efforts from other circles that we could try.

Ways to keep up interest and get support for QCs.

"I will" power.

Knowledge.

Ideas.

Answers.

Incentive.

Support.

Sharing of ideas.

Future contacts for improving QC program.

Improved communications.

A better public relations network in DLA.

Meet DCAS personnel, know faces, names, point of contacts.

Better procedures.

Assist our present facilitators in expanding QC participation.

Improve content of QC meeting.

Carry forth the problems/solutions found by other QC groups.

Gain knowledge of other DCAS organizations.

Familiarize myself with QCs.

How to overcome the apathy of the middle managers in the workforce to be involved in participatory management.

How to increase the efficiency and effectiveness of the Region workforce.

What approach can be utilized in applying QCs in a purely contract administration environment.

How to activate a dormant QC program.

I was ordered to be here.

I expect to gain some insight into the workings of QCs.

Generally I expect to learn as much as possible to help me present this information to my managers.

I would like to learn how to present this to my managers.

Exchange ideas.

Tools to change minds from anti-QC to Pro QC.

Clear statement that DLA is supportive and QC is a priority.

Standardized QC training package.

Maintain enthusiasm.

Good ideas from other QCs.

How to get a circle started.

Pick-up useful information to share with QC team leaders and circle members.

Exchange of ideas.

Enhance our QC program.

Policy statement from DLA on QCs.

Learn new contacts for QCs.

To be able to establish QCs in my directorate.

I expect to be able to sell the ideas of QCs ability to change some of our supervisors' approach to work problems.

Learn how to begin QC program.

Acquire strong motivation to be a good QC leader.

Obtain examples of how to provide a forum for lower grade personnel to express their ideas.

DLA should commit to Quality improvement/QC programs by allocating full-time, high level spaces to this effort.

Help in getting the "details" instead of "overall" picture.

Be able to do a better job.

Possibly become active in a QC at HQ DLA.

Be able to help the QC program.

Be able to conduct future workshops.

Meet some of our fine people in our field activities.

Learn what QC program is all about.

New ideas or variations on old ones.

Understand QCs.

Get rid of prejudices.

DLA trends.

Different approaches.

New ideas.

To expect best of everything from the workshop and more from the team effort.

To motivate people at the conference in the question and answer sessions.
It's a great learning tool for all of us.

To have a better understanding of what QC is and how to apply to my job and life.

To meet every person individually at the conference. Exchange name, organization code and a positive connection and working relationship.

To familiarize myself with the other QC programs and their attempt/success in saving money.

Expect a better working knowledge of the QC program and how to help the people interact as a whole in DLA.

Increase understanding.

Enhancement of perceptions.

How to generate interest from co-workers on ways and means to improve workplace.

Learn techniques to bring necessary changes into work environment.

How to convince management to become more involved in QCs.

How to form a QC.

How QCs solve problems.

Learn more about the QC concept.

To network.

To get motivated.

To polish my facilitator skills.

To hear about other QC programs.

To make sure workshop goes smoothly.

Be able to meet with other QC groups to discuss a common improvement at Cameron Station.

Find out how top management feels about QCs.

Exchange ideas.

To get new ideas for improving our work area.

To have a better understanding of what a QC is supposed to do.

Find out who is doing what and set up on-site visits.

Make contacts to be able to share future information.

Improve my public speaking techniques.

Share the successes and failures of our program with others.

Information about role of facilitator.

What other activities are doing.

Focus on ideas about support for QCs in DLA.

Network of QC people.

New ideas about QCs.

Get ideas for using a QC.

Learn how to organize a QC.

Learn what a QC does.

See how QCs are being used in DLA.

Provide suggestions/ideas for use by others.

Find out if a QC can help my organization improve.

Expect to know how to get something meaningful from QCs (not just a better way to sharpen pencils).

Expect to know how to motivate people in QCs.

Expect to know how to run a QC.

To meet other leaders and facilitators to find out where they are located and discuss other meetings that would help our group.

To learn from other QC members on how they run their circles.

Learn how to improve our QC.

To "satisfy" my boss by being 1 of 4 people to represent our activity.

Put in plug for training staff within DLA to meet retraining needs in QCs (to maintain a degree of consistency).

To establish support network among activities with common goals.

Meet DLA persons who I've only communicated with by phone previously.

Pass on all I can to full-time person we are trying to hire.

How to get managers active in the program.

Qualities of a good (active) Steering Committee.

Ideas for our Qcs to work with.

Exchange.

Rest from day-to-day work activity.

HQ DLA needs to make training available to all new facilitators and team leaders.

Nationwide DLA training process.

Find out what DLA policy is.

Better way to restart a dead QC program.

How to use PCs in QCs.

To have a great time!

I was ordered to be here (expect to be assigned this responsibility).

To learn how to revive "dead" circles.

Ordered to be here, but I know I will get something I can use.

Learn how to use Brain Power.

Learn how QCs work.

How to have QCs without a production base.

Expect to learn about the new Productivity Program in DLA.

Expect to find out if management is really going to support QCs.

Learn how to become and pass on my enthusiasm for QCs.

Learn how to get management enthused about QCs.

Hear varied thoughts and ideas from many people.

Better understanding of concept of QCs.

How to involve upper management more.

How to be better organized in meetings.

How to be strong leader without being dictatorial.

To put more enthusiasm in our QC program.

Get better guidelines about QCs and its procedures.

Learn how to have an effective QC.

How to motivate people throughout the workforce.

How to maintain a QC.

Enthusiasm.

Grow.

Communicate.

Learn.

Re-energize (revitalize).

How to motivate people.

Exchange of ideas.

Multiple perspectives.

How to stimulate thoughts.

I expect to leave here with the inner motivation to be able to project that motivation to all levels (from management to employees) to sell QCs at my activity.

I expect to learn enough about QCs to be able to plan an effective program and launch it at my activity.

I expect to learn new methods of motivating people to do the best job they can.

Get to know QC people better for easier exchange of information.

Increased QC knowledge.

QC reporting format.

Standardized QC training package.

Improved QC program.

Networking of DLA QC representatives.

Concept of QCs.

How to get good ideas from QCs.

How to motivate QCs.

Resourcing process.

New ideas for addressing the problem of dispersion of circles.

Budget guidance from HQ DLA for program.

Policy formulation QC program HQ DLA.

Methods.

Sources of information.

Techniques.

Ideas.

Knowledge.

Sharing of knowledge from various QC participants and how a successful QC is operated.

Most effective methods of sharing the QC story.

Visible commitment from DLA executive level.

To learn what will be the course and/or direction DLA's QC program will follow (voluntary or non-voluntary participation).

What is Gen. Babers' real commitment to total quality within DLA? Will it be reduced to writing?

DLA QC WORKSHOP - 9 AUG 85

WHAT IS LACKING IN QUALITY CIRCLES TRAINING MATERIALS

We need special training material targeted at bringing the middle manager into the game.

I do not know what is available from various sources. We need a control reference point/source.

We need a handbook for QC members, one for leaders, and one for facilitators.

Material for training circle leaders is not available.

Need more on-site training at DLA activities.

Need consolidated handbook for members, leaders, and facilitators.

Need to have more managers training in QC techniques.

Need films/cassettes on Motivation and Creativity.

Need to buy updated films/cassettes for use by QCs.

Need video cassette recorder and tape player for office use.

I lack training material in all areas--QC program is still to be developed--unfamiliar with any of the training material available.

A more definite line on particular block of training for group dynamics, measurement and ROI Formulas.

How to get top management committed, not just involved!

A separation between training that applies to circle members and non-circle members.

A definite methodology which relates to (a) QWL program, and (b) cost savings programs.

An abbreviated training package which can be used for "briefing."

Training materials are old and outdated.

We need updated videos, tapes and manuals.

We need a simplified member's manual.

We need a problem solving workbook.

We need a training newsletter.

Atch 2
to Encl 4

We need a self-study package.

Get all people from DLA who have good training packages to come up with a standardized one.

People to conduct the training.

Money (budget) to buy various materials.

The opportunity to collaborate with other areas to enable us to have a better training package.

Need good supervisory awareness training.

Give students the opportunity to participate in the training--use a lot of exercises.

Have leadership training for the leaders.

Mandatory supervisory training.

Would prefer that material be geared more toward white collar environment.

Need additional circle simulation exercises--Cafeteria exercise may be too familiar to new class attendees (know about it through word of mouth).

In member training, I need something that is portable for the QCs, quick and will be useful (tailored) for the member.

Need more role play staff on circle interactions.

Need an effective listening package that can be readily used by facilitators/coordinators and perhaps in part by leaders.

Need white collar (process travel vouchers, invoices) updated staff training.

A list of training available to use is needed.

Only one person normally allowed to go to training.

An area to meet to train or show films is not always available. We get bumped many times.

More tapes/viewgraphs.

Training could be very beneficial if held at Cameron Station for large group participation.

Need a beginners guide book to be given to all new members.

Need visual aids to stimulate the mind.

All areas need to be improved upon.

Would like any training material on motivation for management for support of QCs.

Audio visual aids to conduct QC training.

Need film or slides on how to overcome burnout.

Updated material on rather short training for new employees who do not know what QC is.

Training material to create an active and effective steering committee.

Material to train managers to actively listen to employees for a time participative management program.

Films to encourage and motivate all employees.

Booklets on how to train the QC members.

Not sufficient copies (good readable copies).

Material is out-of-date.

Need list of good reference material.

More communications with other DLA activities about QCs for exchange of materials.

DLA to provide books, newsletters, etc. for current ideas to provide the QC.

Network at regional level for improved communication.

We need formal training in QC techniques, and methods of presenting ideas to sell management on implementing them.

We need management support with \$ to send more participants to QC workshops.

Training materials lack variety--mostly handouts or slide presentations.

Training materials have little formal structure--just random handouts. No integration to the information.

Training materials do not address the real concerns of the trainees--"How will this help me do my job better?".

Training materials lack "freshness". They look stale - no pizzazz.

Training materials do not differentiate between "levels" of trainees, i.e., new employees, mid-level, long-time employees.

Training is as good as the motivation of the instructor.

Some of us have developed the philosophy of perform the task first, then learn what you should have done.

Have not had any training (formal, i.e., slides, books, etc.) since the initial circle training.

How to elicit more qualitative input from the circle.

Need training information on courses for facilitator, team leaders, and members.

Need a list of up-dated video, cassette, and lecture on QC.

Easy step-by-step on how to get people interested in QC.

Easy step-by-step--at the layman level--materials which will engrain the QC process in team members.

Lacking materials to retrain stale circles, leaders, coordinators, and managers.

Lacking in training materials. Fresh, new material to support what we already have.

PDS material lacks depth in the process of measuring and follow-up techniques. After 3 years of using their techniques it is still confusing.

Do not have funds to provide IMS material to all students.

Do not have update of Beardsley material.

Do not have capability to develop professional slides.

Do not know what other people are using.

Do not know what else is available.

Overcoming difference between blue collar/white collar training.

I'm writing my own training materials utilizing various sources in an attempt to overcome the insufficiencies present in the PDS materials.

PDS needs to be more organized for people who are not full-time QC coordinators.

Availability of training materials for members to keep (xerox).

Need more help in part-time section facilitator training.

Availability of AFIT courses.

No central place to gather different training materials from different sources.

We are deficient in the goal setting area.

My program lacks the materials required for group dynamics.

Need materials to help circles conduct a cost/benefit analysis of their prospective projects.

Need some ideas on facilitator intervention techniques.

I need some extra materials to use with my facilitators.

I need some materials geared to use for training management.

I need help with the Interpersonal management skills.

A full-time instructor to do orientations and IMS training.

Permission to give 8 hour listening course to all employees.

Ability to obtain resource quickly.

Time to research to upgrade all of our current material/offerings.

Time and resources to put all employees thru QC principles and techniques class.

Thought provoking feedback exercises.

Resource/research material to assist instructors.

Study materials and guides.

Good instructors--how do we train the trainers?

Good visual aids are needed.

Need basic how to's--set up, train, structures.

Need good reference lists.

There is not a good listing of materials available to all employees.

We are just starting our program--I have not investigated this area fully yet.

Simple material including audio visual aids are needed.

Facilitators and leaders should attend speech improvement courses.

There is a lack of guidance--we do not know where to start.

There is not enough publicity. Employees do not know what QCs are.

Good instruction on how to train.

Motivation materials--what makes people tick?

Effective communications position.

Would have helped to at least have had one copy per table of briefing charts prior to lecture.

I am concerned that too many "productivity enhancement" programs exist simultaneously in DLA, i.e., QC mode installations, SPD, CA, DIMES, Gain Sharing, Efficiency Reviews, Project Management, etc.--conflicting priorities.

Availability of training materials not publicized in my HQ Directorate.

Would like to see PDS material updated or replaced ASAP.

Would like to see film (motivational, i.e., "Brain Power") library established for use throughout DLA.

Would like to see this workshop's "personnel/speakers" put this show on the road (Spring, 1986) to all DLA QC activities for mid-management support (3 days).

Would like to see training budget established at HQ DLA.

One of the objectives of QC should be to come up with a training course that is easier executed in DLA.

The production and use of ideas that are both new and relevant to the creator.

Need availability as well as support of supervisors to attend training material.

Definition: Creative Process--fresh, meaningful association of element.

Qualified people to assist in training people.

QC program materials to be available to all--not the few. Seems to be a limited supply of training tools and materials.

School of team members to be familiar with QC.

Equipment available.

Room available at all times to show training material.

White collar training material.

QC should be mandatory--if we want quality everywhere, QCs should be implemented everywhere.

I think the order of the agenda of presentations should have been reversed. Show how QC's work from the ground up.

There should have been more small group interaction.

Dr. Donovan was a wonderful speaker. It is a shame he could not stay longer to answer more questions.

Handouts during the presentation would have been helpful. It would have helped when reviewing at the end of the day.

We needed coffee earlier in the morning.

Need to train top management again to support QC so they can show troops they practice what they preach.

Need funds to bring in qualified instructors.

PDS material video presentation was poor. They need to do that over in a more professional way.

Need people to do training and people to be trained.

I have PDS manual that is 5 years old and no tapes to accompany the manual.

At the present time I have training materials.

Persons with the knowledge of the subject.

Time to attend these sessions for training.

Need management approval of funds to send the facilitators that want to attend IAQC conferences.

Need a push from management to get the people trained with the materials already available.

Examples of ideas that a QC discussed--and decided it was a poor idea.

Examples of ideas that a QC expanded on--and successfully completed.

Printed materials--the very basic makeup of a QC.

Briefing techniques for new leaders.

Generating management enthusiasm for QCs.

I am not familiar with QC training. I have never had it. This is my first experience in QC.

Individual training packages need to be developed--classroom type training is sometimes difficult to schedule.

Materials need to be condensed--who has time to read all that is published?

Have a simplified list developed for QC process.

Training material needs to be directed towards our type of work--all films, handouts, address industrial type organizations.

Training material is needed for the middle manager--his role, his contribution, etc.

More basic training on how to get people motivated with lack of management support.

Ability to get photo support to fill in PDS script.

Basic guidelines to brainstorming.

Tailored to the organization.

There is no central library on QC that we can draw on.

There is a lack of money to acquire the latest training material.

We do not have enough qualified instructors.

Much better communication through inter-responses.

We are lacking in updates of QC innercircle training.

We need detailed guidance in reporting by the use of regulation.

To encourage the QC team coordinators to let the QC program flow--don't make it so structured that the circles are bound by set policy and measurement of their progress and cost savings.

Would like a list of recommended reading materials that would keep us current as well as motivated.

The Swap Shops were great--we needed more interaction as well as some time to set aside our "horror stories" and how others would have solved them.

More emphasis should be placed on statistics and GPC.

The examples and exercises are not tailored to the environment.

We need member training updated material. We are using the old material that we received in 1981. We need leader training up-dated material.

We need facilitator training--for full-time.

One more person in the training section to assist facilitator.

AFIT material is dull, no color--unattractive.

PDS material does not address the relevant issues of the DLA program (the basic course in QC is good though).

DLA is uncommitted to the People Development Process.

Graphic illustrations are needed (higher quality).

Better material, i.e., handouts, manuals.

More time to training employees.

Interpersonal and group dynamics for supervisors and circle leaders.

Comprehensive cost benefit analysis techniques.

Statistical process control for managers and other employees.

The QC program is lacking the enthusiasm from the middle management.

Our steering committee is not responsive to their duties.

Develop a criteria for selecting program coordinator/facilitator.

We must build together a trust by closer use or exchange of programs we have.

Buy/obtain more tapes. Visual aids seem to work well with most people.

Obtain catalog for coordinator of what is used at Headquarter's level.

DLA QC WORKSHOP - 9 AUG 85

IDEAS ON IMPROVING TRAINING MATERIALS
(After oral exchange of ideas)

Collect some catalogs to see what is available.

Create the HQ DLA newsletter for networking of different activities experiences with training materials.

Have HQ DLA have a "training materials" library available. Have it categorized by needs and phases of the QC process. (Example: Beginning QC, Intermediate QC, and Advanced QC).

Keep the facilitators going to classes or reading the latest books out so the program remains alive and moving.

Retrain all QC participants--specifically the coordinators and facilitators and teamleaders in basic QC concepts. After 3 years, a lot of that information is lost.

Have a full time QC coordinator to research available training materials.

Need an introduction tape for QC recruitment similar to DDOU's. Please make one for all of DLA's use. Include humor.

Need tape/VCR for "Brainpower."

Need Juran tapes. Need Crosby tapes.

Need Xerox training materials.

Advise all QC facilitators/leaders be trained in organizational development and come to the realization that they are chg. agents.

Look at AFIT material.

Check out videos/movies on creativity/management.

Educate the workforce--by training--volunteer/selection approach.

Create an interest in the QC program - advertising, marketing, selling it.

To mail all projects on QC to all activities to stimulate excitement of QCs as well as to stimulate new ideas and maybe better communication in the field.

Develop own training material pulling from available sources.

Look at Xerox material.

Atch 3
to Encl 4

Advertise various training courses available through DoD and commercial sources.

Make more use of AFIT materials.

Set up a library of available material.

Publicize what materials can be developed through computer use.

Establish a common library of all available packages which can be accessed by all coordinators for review.

Develop DLA package(s) specifically tailored for centers, depots, DCASRs.

Conduct IMS training on a broader basis.

Purchase the rights to copy the Xerox IMS material for the circles.

Keep coordinators advised of updates in training materials as they become available.

From what I have learned these last few days - we need to unlearn some things.

Establish a network of area QCs where we can borrow different training supplies for those who cannot procure them because of lack of funds.

Hire a full-time coordinator to integrate the needs of the circle in terms of training, allocation of funds, guidance and establish rapport between circles and management. Efforts are never consolidated.

Have material on how to better measure intangible benefits.

Investigate training methods currently available.

More psychological training materials on how to make all circle members train to be the best they can be.

DLA needs regional QC coordinators to facilitate the exchange of information on all topics.

IMS should be given to all managers in all DLA activities.

I would like to have a copy of the training packages of the PLFAs.

HQ DLA needs to establish a resource library of training materials for our use.

Make more extensive use of data available--take a seminar similar to this to each PLFA.

Establish a library of new and existing material tapes, books, films, etc., on the process.

Each training package from each PLFA should be made available to all.

We need to set up a showing program for all the A/V and printed materials that we use.

We need to examine alternative sources of training materials to see if there is something more geared toward a white collar environment.

Call other activities, talk to them, get their ideas and resources.

Use different people from the program to help deliver/develop training.

Use more testimonials, experimental methods, skits/role plays.

Make your own video tapes of the circle problem solving process.

Combine many different training packages/pieces to tailor your package.

Involve more than one instructor in your training class.

Use role playing. Look into PDS update.

We could get reproduction of materials from Tobyhanna Army Depot.

We need to have a hotline within our own communication system so we can talk to each other.

More interaction (workshops)--doing is "hands on" training.

Accountability for program.

More workshops for ideas.

Each activity compile a list of their training material and rate them. HQ DLA then consolidate the lists and distribute to each PLFA, supply center, and depot.

Establish a video library for QCs.

Request and pay for Dr. Demidovich, AFIT, to come to speak at Cameron to large groups.

Buy/obtain more tapes--visual aids seem to work well with most people--obtain catalog for coordinator of possible what is used.

Most need is for training for middle management from top down to training supervisors--this program is important--we can move mountains.

Show managers how the training will benefit the work area and the overall government.

Have mini-workshops for QC members to stimulate their thinking.

Have all DLA QCs have the same type of training.

Have managers approve of the training. Allow us to go to training classes.

Additional materials (visual preferably) on problem solving techniques.

Visual aids to motivate participation in new QCs.

Condensed reproducible training package on learning to listen.

Course to be presented by local college on mind building.

Audio cassettes on management support.

Class by Verg Rehg on burnout.

Films such as "Teamwork" could be purchased and passed around to employees, i.e., "lunchtime program."

Managers should be informed by higher authorities to permit employees to get training.

Talk about American QCs' successes--we are tired of Japanese success stories.

Produce a "short" motivational video about QCs/productivity that appeals to management! How QCs support productivity.

Produce videos dedicated solely to CAS on add-on to train. (Cost savings, group dynamics, measurement, briefing techniques).

Purchase/produce a 30 minute abbreviated training tape to give to top management who ask "What is QCs all about?," "Is it good?," etc.

Need more posters available for distribution that are eye catching and encourage employee ideas--such as Thomas Edison's quote.

Have video cassette equipment available in more areas and a variety of films available for employees to use during slack periods.

Need more current updated training material.

More video cassettes to motivate managers/leaders to get excited about participative management.

Buy Morressy's film "You Are What You See."

Get more films/cassettes for circulation in DLA.

Develop a 30-minute video cassette as a brief to managers on "What QCs Are and How They Work."

Distribute updated version of PDS tapes from Tobyhanna Army Depot.

100% support for QC must come from Commanders and Directors of activities.

People need a constant reminder that the QC program is looking for ideas.

Updated training materials need to be developed.

Top level managers need to receive QC training.

Recommend agencies be authorized to purchase memberships in an organization like IAQC for coordinators and facilitators to increase awareness and communication of new ideas.

Recommend periodic regional workshops or rotate location of DLA workshop so more people can participate.

Recommend Demidovich develop a motivational series of VCR tapes--he is dynamic! Management will not commit \$ to send all to workshops.

Recommend QCs be permitted to have funds to purchase equipment for training and to produce effective training methods.

Update the training materials if they are not providing the current methods.

We can get a copy of the new reference material from Katie.

We can copy the new material from Tobyhanna.

We can buy upgraded audio-visual equipment and have enough available when needed.

Coordinator needs to provide, to the facilitators, a list of the training materials available for use.

More material is needed on leadership techniques in QCs.

Films on Japanese techniques about quality are needed.

More information on where to get training materials.

Listings of people to contact about QCs.

Get QCs out of the management offices--meet in a neutral place.

We were told of many instances of successful QC programs. Learning of unsuccessful programs would have been very beneficial. By understanding potential problems, we are best prepared to deal with them.

Knowing who (and where) designed QC would have been helpful. History would have been good for us to learn.

The training at the conference was good. We need references for the future, however.

Rather than fancy A/V packages, what we really need are effective quality trainers. Van Doren once said: "The art of teaching is the art of assisting discovery."

Mid-management training. Also, integration of "team building" techniques and materials.

Video is a powerful training medium--are QC videotapes available?

Training materials not in use in our Directorate at HQ DLA.

To improve: Establish QC at HQ. Best place to start is to form steering committee of PSE Heads and/or Deputies.

DDMP should make a show available to everybody.

Use the film "What You Were When...".

Use local colleges for reference material.

Use local organizations such as AAUW for reference material.

Use Briggs-Myers tests.

Consolidate training for instructors so they can benefit from interaction with others.

Put key presentations on video tape to reduce TDY/Travel costs.

Put basic training courses on microcomputers to reduce TDY/Travel costs and enforce self-learning.

DLA should publish a productivity improvement newsletter to spotlight innovations and share good ideas.

Share training materials within DLA to cut costs and share ideas.

Contact local QC chapters for reference material and list of resources of training materials.

Short video tapes should or could be used. Workbooks would be good to go along with films.

Get more publicity especially on the very good morale boosting ideas.

Professional slides--not the plain typed ones we always see.

Get people away from the work environment for formalized training of more than one day.

More training with people like Dr. Donovan, PDS, and Dr. Demidovich, AFIT.

In DCASR organizations, more money is required to obtain more audiovisual aids.

We need some emphasis on fine tuning an on-going communications link that is already in place.

Statistical process control: send all required to know these concepts to elementary courses in basic math, algebra and statistics, then to SPC.

Interpersonal dynamics: require all managers to participate as co-equals with employees in t-group type sessions.

Develop training materials in basic statistical analyses.

Hire contractor/consultant who understands the environment and tailor package as such.

Train the entire workforce in interpersonal skills, statistics. Make the training mandatory.

Utilize a basic package and allow PLFAs to expand, embellish, modify to meet their respective needs.

Require participation and interaction in and with outside activities, e.g., GE Lockheed.

Review training activities nationwide. Revamp expenditures based on accomplishment.

Centralize some training activities.

Present some training to Commanders to ensure they get the importance of program.

Hold a special session with an expert in statistics or SPC.

The facilitators should tailor the examples and exercises to the given government.

Up-to-date training material.

Material that pertains to government workers/offices.

Slides that show problems in office area and freight terminals.

Material that starts with QC and becomes a part of a larger concept.

Enroll members in More Time Workshop by Hermanet in San Francisco.

Enroll members in the Forum by Warner Erhardt and Associates in San Francisco.

Enroll members in the Communication for Action Workshop by Hermanet in San Francisco.

Initial training will be required in order for me to know what training materials are needed to be an effective QC person.

As a new person in QC, all training materials will be needed to help.

To be an effective QC person, training materials such as A/V and charts will be needed.

Get the updated PDS material distributed to Field Activities.

Have a central location for training new facilitators and coordinators.

DLA should sponsor more training creating more QC deciples: coordinators/facilitators.

Keep the overall training basic--but create a central repository of training specific areas so they can be used by other DLA activities facing the same problem.

Listen to all suggestions.

More data on how enert personalities differ, and yet come to same solution.

Simple training sessions--for both management and lower groups.

Video training classes on QC introduction.

Develop manuals or training materials with exercises for environments dealing with paper-mill operations.

Have training available for new facilitators in areas where they do not have full time coordinators to get the QC program off the ground.

Try getting members to participate in skits like yesterday.

Videos and movies should be used more. (As long as they are professionally done).

Like the idea of role playing using folks from the audience.

More handouts that cover what a circle member's role is.

Use more professionally trained speakers.

Have training materials absolutely geared to government employees.

I have learned from this exercise that I know nothing of the QC training packages. I have never had any training.

There should be a basic training course for new QC members. Preferably on-site. What is QC all about?

Most QC training activities seem to gear the training toward industrial-type organizations/companies. Need to lean more toward professions. Different type of training.

Listing of what is available for the different personnel in the QC process--manager, employee, leader, etc.

Analysis of where the best training is available.

Develop packages for professional types vs. industrial.

Time management course should be offered to all QC members.

Need to compare PDS with the current Interspan training packages being used and consider an integration of the best materials from both.

Computer Assisted Instruction (CAI) course material.

Find material for non-production type of work.

Use another source of training material to get a different perspective.

Failure to tie QCs with Work Simplification.

White collar case studies.

Well organized and structured agenda of this meeting.

Other:

I am concerned that too many "productivity enhancement" programs exist simultaneously in DLA, i.e., QC, Mode 1 Installations, SPD, CA, DIMES, Gain Sharing, Efficiency Reviews, Project Management, etc.--conflicting priorities.

THE INTRAPRENEUR'S TEN COMMANDMENTS

1. COME TO WORK EACH DAY WILLING TO BE FIRED.
2. CIRCUMVENT ANY ORDERS AIMED AT STOPPING YOUR DREAM.
3. DO ANY JOB NEEDED TO MAKE YOUR PROJECT WORK, REGARDLESS OF YOUR JOB DESCRIPTION.
4. FIND PEOPLE TO HELP YOU.
5. FOLLOW YOUR INTUITION ABOUT THE PEOPLE YOU CHOOSE, AND WORK ONLY WITH THE BEST.
6. WORK UNDERGROUND AS LONG AS YOU CAN -- PUBLICITY TRIGGERS THE CORPORATE IMMUNE MECHANISM.
7. NEVER BET ON A RACE UNLESS YOU ARE RUNNING IN IT.
8. REMEMBER IT IS EASIER TO ASK FOR FORGIVENESS THAN FOR PERMISSION.
9. BE TRUE TO YOUR GOALS, BUT BE REALISTIC ABOUT THE WAYS ACHIEVE THEM.
10. HONOR YOUR SPONSORS.

SOURCE: PINCHOT, GIFFORD III. INTRAPRENEURING, NEW YORK:
HARPER & ROW, PUBLISHERS, 1985.

Atch 4
to Encl 4

CREATIVITY

The Human Resource

There's no such thing as a recipe for creativity. Yet, in the lives of great artists, scientists, and thinkers, they share seven activities:

1. Challenging assumptions is daring to question what most people take as truth.
2. Recognizing patterns is perceiving significant similarities or differences in ideas, events, or physical phenomena.
3. Seeing in new ways is seeing the commonplace with new perceptions, transforming the familiar to the strange, and the strange to the familiar.
4. Making connections is bringing together seemingly unrelated ideas, objects, or events in a way that leads to a new conception.
5. Taking risks is daring to try new ways or ideas with no control over the outcome.
6. Using chance is taking advantage of the unexpected.
7. Constructing networks is forming associations between people for an exchange of ideas, perceptions, questions, and encouragement.

Sources:

W. H. Jones
(415) 894-2305
Standard Oil of Calif (Chevron)
225 Bush Street
San Francisco CA 94104

Creativity Exhibit (Jan 83)
Pacific Science Center
Seattle WA

Creativity with Bill Moyers
PBS VIDEO 800-424-7963
12-part series
Each video cassette available
on 3/4 or 1/2 inch for \$225.00

Broadcasting Industry Council to
Improve American Productivity
(BICIAP)
Don LeBrecht, Executive Director
1771 N. Street, N. W.
Washington DC 20036
(202) 296-6572

Atch 5
to Encl 4

WHO WANTS LISTENING INSTRUCTION?

by Bruce Bufe, Language Arts/Reading Consultant
Mississippi Bend Area
Education Agency
Davenport, Iowa

Will busy, overworked teachers take a night course in listening--of all things? Yes! In the past three years my colleague, Dick Hanzelka, and I have offered a two or three credit graduate course in listening. To our knowledge, our listening course is one of a kind in eastern Iowa.

Many teachers begin the course expecting to get materials and activities that will make their students better listeners. The notion of whether we can "make kids listen" is a subtle question and theme throughout the course. As instructors, we have two objectives. First, we must as educators improve our own listening abilities before we can expect to help others. So we weave into the course activities to help all of us become better listeners, both at home and at work. Secondly, we present the idea that better listening results from carefully designed lesson plans and a classroom environment conducive to listening. It is a revelation to many teachers that they do not need kits and worksheets to enhance listening. Instead, by carefully attending to lesson introductions, motivational activities, and relating new material to the students' background information, teachers can make listening easier and more likely to occur--for their students. We believe that improved listening is accomplished with the materials and lessons that teachers use every day. For example, the idea of metacognition can certainly be worked into lesson plans in which students are asked to listen and think about their assignments even before they begin their work.

We believe that it is probably not possible to make kids better listeners, but as teachers we can create a caring classroom environment and lessons that make it more likely that students will listen.

Because of the meager help from the curriculum and textbook, we find that teachers are indeed eager for listening inservice.

"RATE YOURSELF"

LEADERS HAVE FOUR MAJOR TRAITS,
AND 10 TESTED SUCCESS BEHAVIORS

Wilmette, IL - Career counselor and motivational expert Dr. Whitt N. Schultz, CEO of The How To Book Company, who for years has researched the traits and success behaviors of leaders, reports that those who lead almost always have these four characteristics:

1. **They are optimistic.** They act in an affirmative manner. They are believers, builders, encouragers.
2. **They are enthusiastic.** Enthusiasm is woven into their life style. They have zest, zeal, and a sense of spirited urgency to accomplish good.
3. **They are individualistic.** They don't follow the crowd. Rather, they lead the crowd. They often make easy targets for they are out in front.
4. **They are imaginative.** They set a "creative climate" around them wherein people and ideas grow. They encourage ideas for they know good ideas can come from anyone, anywhere, at anytime. Therefore, they treat ideas with tender, loving care.

And here are 10 typical success behaviors of leaders, according to Dr. Schultz:

1. **They observe with application.** They observe and absorb. They look at everything like it's the first and last time they'll ever see it.
2. **They know how to listen--really listen!** Listening is wanting to hear.
3. **They take copious notes.** They capture ideas as their senses alertly respond and react to them.
4. **They welcome ideas.** Urging others to bring their best thinking on a subject. They're open, responsive, sensitive, aware and encouraging.
5. **They value time highly** ... and utilize it skillfully.
6. **They set regular goals** ... and strive to reach them.
7. **They always try to understand first** - then, and only then, do they judge.
8. **They always anticipate achievement** and they build on their strengths and surround themselves with success symbols - the meaningful accomplishments in their life.
9. **They know how to ask clear, courteous and incisive questions.** Questions are the creative acts of the intelligence.
10. **They know how to organize their approach** to challenges and how to immediately focus their total mind power on the relevant.

Dr. Schultz, a noted author, educator and owner of successful businesses, sums up his success research thusly:

"An affirmative viewpoint towards life is a vital part of every leader's lifestyle. And, when leaders can't change the facts, they creatively bend their attitude to meet and manage challenging situations which they always see as growthful opportunities." Dr. Schultz says.

As a lecturer and seminar leader, Dr. Schultz lectures over 100 times a year and has counseled millions on "How to Use That Wonderful Gold Mine Between Your Ears." Article Courtesy Dr. Schultz.

THE TIME OF YOUR LIFE

Six Steps to Time Management

1. LIST GOALS

SET PRIORITIES

2. MAKE A DAILY "TO DO" LIST

3. START WITH "A"s

4. WHAT IS THE BEST USE OF MY TIME RIGHT NOW?

5. HANDLE EACH PIECE OF PAPER ONLY ONCE.

6. DO IT NOW!

Resources Suggested
by Dr. John Demidovich
DLA QC Workshop on "Quality Is Productivity"
7-9 August 1985

CREATIVITY

The Whole Brain Corp
Ned Herrmann
105 Laurel Drive
Lake Lure, NC 28746
(704) 625-9153

- . Brain Dominance Instrument
- . International Brain Dominance Review
new publication dedicated to Brain Dominance research and application
- . Forthcoming book, The Search For Self, by Ned Herrmann

Dr. C.C. Crawford
author of Crawford Slip Method
3832 Mount Vernon Drive
Los Angeles, CA 90008
(213) 294-5015

Dora Wilson
TAC Headquarters, Contracting
Get copy of TAC Procedural Guide developed
using the Crawford Slip Method

Dr. Sidney Shore
"Creativity in Action" Newsletter on Creativity
Sharon Valley Road
P.O. Box 603
Sharon, CT 06069
(203) 364-0480

Air University (Television Center)
AV 875-2133
ID Little Boy 781348 - shows how we discourage creativity in our children
ID Paint Story 790801 - Kettering tells how difficult it is to sell an idea--
killer phrases encountered.

The Creative Thinking Center - "Storyboarding" technique highlighted
Larry Smithers
5100 Darron Road
Hudson, OH 44236
(216) 655-2149

Creativity Course conducted by AFIT, Demidovich will be the instructor
14-16 Jan 86 AFIT - WPAFB, OH
25-27 June 86 ARADCOM, Dover, NJ

Little Boy
Utah State Board of Education
(801) 533-5573
Denise
\$15 for filmstrip, script and audio cassette

Olympics of the Mind - programs designed for K-12 school systems
Prof Sam Micklaus
P.O. Box 27
Glassboro, NJ 08028
(609) 881-1603

Future Problem Solving Program - programs designed for K-12 school systems
Coe College
Anne B. Crabbe, Ed. D. (Director)- Dr. Gitzy
Cedar Rapids, Iowa 52402
(319) 399-8688

Max Think, Inc.
Neil Larson
230 Crocker Ave.
Piedmont, CA 94610-1027
(415) 428-0104
1-800-227-1590
In CA - 1-800-642-2406

- . Software to extend your reach...in ideas, creativity and imagination
- . Idea processing using the IBM-PC and compatible computers using PC-DOS2.0 or higher
- . How people organize thoughts

Source: BYTE, Software Review, Max Think
July 1985, pp 279-284

Yankee Ingenuity Programs
623 Grant St.
Kent, OH 44240
(216) 673-1875

Author (Charles H. Clark): Brainstorming
"Ideas are a terrible thing to waste"
1xx Ideas for next year's convention

Idea Management: How to Motivate Creativity and Innovation - Charles H. Clark
AMA Management Briefing, 1980

Creative Education Foundation, Inc.
437 Franklin St.
Buffalo, NY 14202
(716) 884-2774

Annual Creative Problem Solving Institute
. Third week of June each year in Buffalo, NY
. First week in January each year in San Diego, CA

PBS Video
475 L'Enfant Plaza SW
Washington, DC 20024
1-800-424-7963
A series of video tapes titled, Creativity with Bill Moyers

Sidney J. Parnes
Bearly Limited
Buffalo, NY 14213
. A new book based on almost 40 years of facilitating widely diverse groups
in problem-solving situations--A Facilitating Style of Leadership, 1985

Dr. David Campbell
Creative Leadership Center
Greensboro, NC

LCA Video/Films
Kate Reynolds
1350 Avenue of the Americas
New York, NY 10019
(212) 297-9360
"Brainpower" film

Proceedings - Creativity and Innovation in Bureaucracy Symposium (1983)
National Defense University
Fort Lesley J. McNair, Wash., D.C.
1985

GENERAL

ESPN Cablevision
Management Reports
Check local newspaper for showing dates
Highlights: Business Week Activities
Major theme each week
Short Tom Peters' presentation
Short Dr. Russ Ackoff's presentation

Value of the Person
52 Dutch Lane
Pittsburgh, PA 15236
Wayne Alderson
(412) 653-4287
562-9070

That's a Wrap
P.O. Box 8288
Cincinnati, OH 45208
(513) 221-5080
. Ribbons to sell to raise funds for quality circle banquets, prizes, awards,
etc.

CBS/Fox Video
Trish Swarthout
1-800-824-8889
Dr. Morris Massey
"What you are...is where you see"

Executive Development Systems
Suite 115
2995 LBJ Freeway
Dallas, TX 75234
(214) 620-0172
. Action Programs For Successful Daily Living
by Ed Foreman
. Self-made millionaire at age 26
. Only person in this century to be elected to US Congress from two different
states (Texas and New Mexico)
. Variety of audio cassettes available

Nominal Group Technique (NGT) of Problem Solving
Andre Delbecq and Andrew Van Deven
Four steps in the NGT technique for problem solving:

1. Silent generation of ideas and writing
2. Round-robin discussion and recording
3. Discussion for clarification and understanding
4. Voting and ranking of ideas

Model Installations Program (MIP)

- o Air Force Program is part of the Defense Department - sponsored model installation program started in January of 1984.
- o Base Commanders have the permission of the AF's top two leaders (Secretary Orr and General Gabriel) to experiment with ways of improving the operation of their installations.
- o Innovation Task Force
Lt Col Jack Jones, a project officer at the Pentagon
Col Alan L. Gropman, Deputy Director of AF Plans for Planning Integration at Headquarters, USAF

Pontiac Division of GM

New video cassette - Road Map for Change

- o Describes how they designed and built the popular automobile, Fiero following Deming's fourteen points. William Hogland is a principal player - he is the current leader heading up the Saturn project that will be in Spring Hill, Tennessee.

LISTENING

International Listening Association (ILA)

c/o Broward Community College
1000 Coconut Creek Blvd
Pompano Beach, FL 33066
Executive Director: Richard Quianthy
(305) 973-2370

Dr. Lyman K. Steil
Communication Consultants Assoc.
25 Robb Farm Road
St. Paul, MN 55110
(612) 483-3597

CRM McGraw Hill

Pat McQuiston
Federal Coordinator
(714) 453-5000
o Three programs (video, audio, printed)
o Listening to Communicate
o Stress Management
o Solving Problems Creatively

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The Time of Your Life, Jerry Kramer Production starring James Whitmore.
Released by the Cally Curtis Company, 1111 N. Las Palmas Avenue, Hollywood, California 90038, Telephone: (213) 467-1101.

QUALITY CIRCLE EVALUATION

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INTRODUCTION

The primary purpose is to present two views on evaluation, productivity measures and attitudinal measures. Primary emphasis will be on productivity measures because attitudinal measures have already been described in papers written by Steel, Lloyd, Ovalle & Hendrix (1982) and by Steel and Shane (1985). I will include some details on collecting attitudinal measures and present some of the results of attitudinal surveys conducted by the Air Force Institute of Technology (AFIT).

THE PROBLEM

An article by Meyer and Stott (1985) presented two case histories of Quality Circles. The two cases are relevant to the Defense Logistic Agency (DLA) because the experiences they cited have already taken place at some DLA facilities and could occur at others.

In one of the cases, the organization appeared to have done everything correctly. Management had hired a qualified professional to provide training; started small; used full time facilitators; and had a steering committee. The results were very positive. Cost savings were significant; the return on investment was about three-to-one; anecdotal evidence that filtered up to top management indicated an improvement in foremen and employee quality mindedness; and management-worker relationships were reported to have been improved. After about a year enthusiasm waned; attendance at circle meetings dropped off; members lost the evangelical fervor they once had; and progress declined. The other case related similar experiences.

Does this sound familiar? If so you are not alone. Both industry and government are facing the same situation. But how does this relate to Quality Circle Evaluation? Can the evaluation process prevent this from happening? Here are my thoughts on the subject:

1. The attitudinal evaluation of a Quality Circle process is an activity that focuses attention on circles and the importance that the organization places on the circle process. Committing resources to conduct, analyze and debrief the evaluation is a way of communicating to the organization that management is interested in the process.

2. A well-designed measuring process could identify problems that need to be addressed if the organization is really serious about improving quality. It is not difficult to show significant results over a short time period. But to maintain quality improvements requires a long range commitment that can only be achieved by correcting problems in the systems. The systems problems that often need correction include such things as: the reward and recognition process, the promotion process, the hiring process, the performance appraisal process, and other processes that influence the perceptions of the work force of how serious the organization is about improving quality.

3. Repeated evaluations of both types of measures taken in conjunction with interviews can highlight problems while those problems are still in their infancy. This action will not guarantee success but it could eliminate surprises. It will make the organization aware of the fragile nature of the circle process and how dependent it is on maintaining all the factors that are necessary for success, that is, good facilitation, management support and so on.

PRODUCTIVITY MEASUREMENTS

What measures of evaluation will have the biggest impact on getting and keeping management support? More than likely, measures that are related to mission objectives of the organization. Examples of these would be measures related to quality, costs, schedule, and performance of personnel, equipment and facilities. You may not have considered these to be ways of evaluating the circle process but that is how they should be viewed.

Measures of quality, schedule, performance and certain costs are probably already being collected on a periodic basis in most organizations. But how many of your organizations are collecting data on "quality costs?" Measuring "quality costs" is usually not done accurately, if at all, in most organizations but it is an excellent way of evaluating the circle process.

QUALITY MEASURES

Quality measures include:

- Avoidable scrap rates
- Per cent defective
- Number of defectives
- Time lost due to defects
- Errors per page

QUALITY COST MEASURES

Quality Costs are one of the best measures a Quality Circle team could be using to measure the effectiveness of the Quality Circle process. Quality Costs are usually divided into four categories: Failure Costs (Internal and External), Appraisal Costs and Prevention Costs. Extensive lists of costs that pertain to each category are available in Quality Control literature.

- Typical costs in each of these categories are listed below:

1. Internal Failure Costs include:

- Cost of scrap
- Cost of rework
- Cost of downtime
- Cost of lost time
- Overhead

2. External Failure Costs include:

- Costs associated with returns
- Cost of lost orders due to poor quality
- Cost associated with a loss of good will
- Overhead

3. Appraisal Costs include:

- Labor costs of inspection
- Cost of the inspection equipment
- Cost of a calibration system
- Cost of evaluating the inspection system
- Overhead

4. Prevention Costs include:

- all work performed to prevent the occurrence of defects
- overhead

Collecting quality costs serves several purposes. It helps focus attention on the real problems in the organization, that is, the cost of poor quality.

Collecting quality costs makes it possible for the Quality Circle to evaluate the effectiveness of the circle process. A circle that can show how their actions reduced the cost of an operation while maintaining a high quality of output has generated data that will help guarantee their continued existence. When good managers become aware of results of this nature, there is a greater probability of getting support for the quality improvement program.

Collecting quality costs provide the circles with information on areas that need to be improved. By using the Pareto approach, the circle teams choose the problems that have the greatest potential for savings.

The total quality cost is the sum of the quality costs, failure, appraisal and prevention. Traditionally, failure costs are the highest of the costs but by putting resources into prevention the costs of failures and the total decreases.

SCHEDULE

Measures that relate to schedule include data related to meeting the delivery of goods and/or services. This would include:

- Time ahead/behind schedule
- Per cent of units shipped on time
- Per cent of a service completed on time

PERFORMANCE

Performance measures can be measured in various ways. I usually think of it as how well something is performing compared to how well it is supposed to perform. It could include the following:

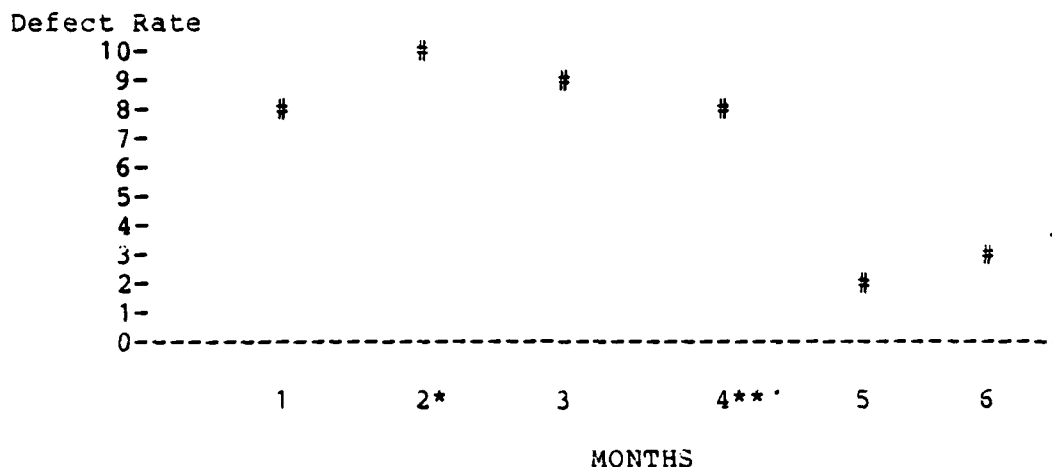
- Number of requirements achieved
- Mean-time-between-failure
- Mean-time-to-repair

In addition to these quantitative measures there are other measures that can be used to measure the effects of a Quality Circle process. They include grievances, accidents, turnover, absenteeism, and so on. This group is not as closely related to mission performance as the four categories listed above but can be indicators of a successful Quality Circle process.

COLLECTING QUALITY MEASURES

Quality measures, ie., defect rates, scrap rates and other quality measures are usually collected by asking each organizational unit to submit reports that show the status of some operation. This is essentially an accounting function but it must be accurate. The time period for reporting these rates is usually monthly.

The data is usually presented graphically. It will be important to indicate on the graphs when the Quality Circle process began and when pertinent problems were solved. For example, a graph on defect rates for a typical operation may look like the illustration in Figure 1.



* Started Quality Circles
 **Problem Solved

Figure 1. Defect Rate Chart for Unit 5AC3

This means of evaluating the Quality Circle process can be very effective in conveying the message that the Quality Circle process is beneficial to the organization because the results of the circle operation are related to mission effectiveness.

To avoid the loss of enthusiasm described in "the problem" cited earlier, it is important that results like those illustrated in Figure 1 be publicized; that recognition be given to the teams that accomplish such results; that managers be recognized for their role in solving the problem; and that all means available be used to promote what has been accomplished.

ATTITUDINAL MEASURES

The AFIT measurement effort has been concerned primarily with attitudinal measures. Using an instrument called "AFIT Survey of Work Attitudes," AFIT has evaluated several organizations during the past few years.

The instrument measures twenty-nine variables. A list of these variables and their definitions can be found in the appendix to this paper.

THE RESEARCH DESIGN

Collecting attitudinal data requires a research design. Several research designs are described by Campbell and Stanley (1963). The model that has been used by AFIT for attitudinal surveys uses two groups of people. One group is called the QC group. This group comes from the part of the organization where Quality Circles will be implemented. The second group is called

the Control group. They come from the part of the organization where there will be no Quality Circles. The design AFIT has used most often is as follows:

	Control Group -----	QC Group -----
Time 1	FIRST MEASURE TAKEN	FIRST MEASURE TAKEN
	At this point in time the two groups can be compared to see how similar they are.	
Training		Quality Circles Implemented
Time 2	SECOND MEASURE TAKEN	SECOND MEASURE TAKEN
	At this point in time the following comparisons can be made:	
	1. For both the QC group and the Control group, the first measure can be compared to the second measure. 2. The Control group can be compared to the QC group to see if the Quality Circle process has had any affect on the factors being measured.	
Time 3	THIRD MEASURE TAKEN	THIRD MEASURE TAKEN
	Similar comparisons to those made at Time 2 can be made at this time.	

If the only difference between the two groups is that one has Quality Circles in operation and the other does not then differences in the factors being measured can be attributed to Quality Circles.

SURVEY RESULTS

The results of the surveys have been mixed. In each case where the difference between the First Measure Taken and the Second Measure Taken for the Quality Circle group have not been significant, there have been serious violations to good circle operation. Examples of these violations include lack of management support, not replacing a facilitator who had resigned, and insufficient training.

In one of the AFIT studies there were significant differences in the results obtained from the second survey. The scores for the Quality Circle group differed significantly from the scores obtained from the Control group. The following variables differed significantly:

- Goal Difficulty

- Job Satisfaction
- Job Involvement
- Relationship-oriented Supervision
- Task-oriented Supervision
- Communication Climate
- Participation in Decision Making
- Supervisory Subtlety
- Work Group Support
- Egalitarianism
- Impersonality of Institutions

Definitions of variables are at Attachment 1.

CONCLUSION

Productivity data and attitudinal data are two ways of evaluating the circle operation, and both methods require substantial efforts in acquiring accurate data. Productivity data is a more effective way of selling the benefits of the circle process because the results obtained from hard data are more closely aligned to the mission objective. The cost and effort needed to acquire productivity data is usually less than what would be required for attitudinal data.

Productivity data is collected more frequently than attitudinal data but both evaluation methods provide significant information on the health of the circle process.

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DEFINITIONS OF VARIABLES

1. PERSONAL CHARACTERISTICS

- A. Need for Achievement - This is defined as behavior toward competition with a standard.
- B. Need for Affiliation - This represents an attraction to another organism in order to feel reassured from the other that the self is acceptable.
- C. Sense of Competence - This refers to the ability to cope with one's environment and get what he/she wants from it.
- D. Perceived Ability - The ability to meet job demands and requirements.

2. TASK AND ROLE VARIABLES

- A. Skill Variety - The degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person.
- B. Task Identity - The extent to which a job is perceived as providing an opportunity to perform a whole identifiable module of work, that is, doing a job from beginning to end with a visible outcome.
- C. Task Significance - The degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization (e.g., co-workers) or in the world at large (e.g., clients).
- D. Autonomy - The degree to which an employee perceives his/her job as providing an opportunity for freedom, independence, and

discretion in scheduling the work and choosing the methods of task accomplishment.

- E. Job Feedback - The degree to which performing the work or interacting with one's supervisor provides direct and clear information regarding the effectiveness of the employee's job performance.
- F. Goal Clarity - The extent to which work goals and priorities are perceived as clear, unambiguous, and specific.
- G. Goal Difficulty - Indicates the degree to which work goals are viewed as difficult, challenging, and demanding.
- H. Goal Realism - Reflects the extent to which work goals are perceived as realistic and attainable.

3. THEORY Z VARIABLES

- A. Goal Congruency - Perceived agreement between personal ends and organizational goals.
- B. Supervisory Subtlety - Supervisor's knowledge of capabilities of employees and his/her ability to mesh workers together.
- C. Intragroup Support - Support provided to a group member by his/her members.
- D. Egalitarianism - Equal and unbiased treatment of all work group members by the supervisor.
- E. Interpersonal Trust - The degree to which an individual perceives his people in general as trustworthy and reliable.

4. GROUP DYNAMICS

- A. Group Cohesiveness - Indicates the degree to which the immediate work group is viewed as a cohesive unit working in a cooperative manner.
- B. Participation in Decision Making - The degree to which employees perceive an opportunity to actively participate in making decisions which affect the work or the immediate work group.
- C. Communication Climate - The degree to which the employee perceives that there is an ample flow of information within the organization; e.g., ideas are readily accepted by management, information to do an effective job is provided, the employees are kept advised of important events and complaints are aired satisfactorily.
- D. Relationship-oriented Supervision - The degree to which workers see their supervisor are warm, considerate, responsive, etc.
- E. Task-oriented Supervision - The extent to which the supervisor is perceived as assigning work roles, pressing for production, emphasizing deadlines, etc.

5. WORK ATTITUDES

- A. General Job Satisfaction - The extent to which an employee is satisfied with his/her job including satisfaction with the job itself, co-workers, the general task environment, and resources available.
- B. Organizational Commitment - The relative strength of an individual's identification with and involvement in a particular organization.

- C. Job Involvement (Factor 1) - Reflects the degree to which an employee's opportunity to actively perform the job provides the necessary preconditions to the development of a sense of involvement in one's job.
- D. Job Involvement (Factor 2) - Reflects the degree to which an employee actually feels a direct personal involvement in the work he/she performs.
- E. Job Involvement (Factor 3) - Reflects the extent to which outcomes of the work in terms of job performance accomplishments are consistent with job involved motivation.
- F. Impersonalness of Institutions - The degree to which the employing organization is viewed as mechanistic, uncaring, and impersonal.

6. WORK OUTCOMES

- A. Work Stress - Employee perceptions regarding the degree of stress experienced as a result of performing the job, dealing with the work group, or operating in the organizational environment.
- B. Self-rated Effort - The degree to which effort is expended in performing one's job.
- C. Self-rated Job Performance - An appraisal of the employee's job performance from his/her vantage point which is based upon feedback received from the immediate supervisor covering the areas of productivity, work quality, efficiency, problem solving, and adaptability/flexibility.

D. Intent to Remain - The degree to which an employee plans to continue membership in his/her present organization.

RECENT DEVELOPMENTS IN THE QUALITY CIRCLES PROCESS

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This paper has two purposes, the first is to present some techniques/tools that Quality Circle teams could use, and the second is to discuss the direction in which the Quality Circle process appears to be heading.

TECHNIQUES/TOOLS

ERROR PREVENTION WORK SHEET

Circle teams at times may feel that there are no more problems for them to solve. If that is the case, the ERROR PREVENTION WORK SHEET may be a useful technique to use at that time. This does not imply that it has application only when teams are staggering because this technique could be used for circles at any stage of development.

The ERROR PREVENTION WORK SHEET is essentially a process of preventing errors before they occur. It is very simple to use and involves the following steps: (See Figure 1.)

Step 1. In Column 1, list the steps of the process. This can be fairly general initially but can eventually become very specific as more detail is required.

Step 2. In Column 2, brainstorm as many mistakes as possible that could be made for each of the steps.

Step 3. In Column 3, describe the consequences of the mistakes. Cost estimates of making the mistake should also be determined at this time.

Step 4. In Column 4, identify the seriousness of the mistake on a scale from 1 to 10 where "10" corresponds to a serious outcome and "1" corresponds to an outcome that is minor.

Step 5. In Column 5, brainstorm ways of preventing this mistake from happening.

Step 6. In Column 6, estimate the cost of each of the ways of preventing the mistake listed in Step 5.

Step 7. In Column 7, choose the most appropriate way of preventing the mistake.

The benefit of this tool is that it draws a circle team into one of their real reasons for existence, quality improvement. By preventing mistakes before they ever happen the circle team is going to be able to show both quality improvements

and cost savings. Therefore, it is imperative that both the cost of the prevention and the cost of the mistake be determined during process.

This technique has application to every task or job in an organization because every job we are involved in can be broken down to a series of steps.

BONE DIAGRAM

The Bone Diagram is another approach to Force Field Analysis that Jim Cook and Charlie Birkholz use with their teams at General Motors.

To use the Bone Diagram illustrated in Figure 2, the circle team brainstorms the following:

1. Where our organization is right now. The results of the brainstorming are written in the bottom of the bone, "Present Organization." Since this brainstorming, anything goes.
2. Where/what we would like to go/see/have happen in the future.
3. Positive forces that can help us move from the "Present" to the "Future."
4. Negative forces that prevent us from moving from the "Present" to the "Future."

After the brainstorming sessions, the teams need to look at the complete picture and ask themselves some basic questions:

- What should our goals be?
- When can they be achieved?
- How should we track our progress?
- Can the positive forces eliminate, or negate a negative force?
- Will it be easier to eliminate a negative force, or will it be easier to strengthen a positive force?
- How do the negative forces relate to our "Present Organization?"
- How will we move from the "Present" to the "Future?"

Other questions may be added. The importance of this questioning period is that it should lead to a plan of action with goals, milestones and lead eventually to organizational change.

STATUS CHART

The status chart can be used in conjunction with the Bone Diagram. This technique is also used with the teams at General Motors. The purpose of the status chart is to identify the roadblocks to organizational change.

There are four steps in using the Status Charts:

Step 1. On the Status Chart in Figure 3, have each team member define the four phrases, "Make It Happen, Help It Happen, Let It Happen, Oppose It, and Don't Know About It." No other directions are given, simply ask them to define what those phrases mean to them.

Step 2. Identify the change you want to accomplish and record it at the top of the matrix in Figure 4. Using their definitions from Step 1, have each team member identify how the individuals on the left side of the matrix treat (or value) the change that is desired. Place an "x" in the appropriate column. (In Figure 4, the change relates to quality attitudes, but you can use this techniques for any change you are trying to accomplish.)

Step 3. In Figure 4, place a check mark in the column where you would like each individual to be.

Step 4. Examine the results. How do these individuals impact on what you are trying to accomplish? Where do the biggest discrepancies occur? What do you need to do to narrow, or eliminate, the discrepancy?

Teams can use this technique when they have difficulties with getting projects approved. This technique may give them some insights they had not considered previously.

FUTURE OF THE QUALITY CIRCLE PROCESS

What is the future of Quality Circles and what have we learned from them? Let us look at the second question first. Organizations have learned that workers have a lot of good ideas, have skills that can be used to make improvements that have not here-to-fore been utilized, that the workers want to do a good job, and want to be involved in making decisions that affect their job. Unfortunately, the growth of the circle process is stymied in many organizations for various reasons. The number of circles seem to reach a certain level and remain at that level. But organizations have learned that the circle process has tremendous potential. If organizations will not support the growth of the circle process, how can they utilize the skills of the work force to achieve organizational growth?

Perhaps the answer to that question can be found if we examine what other organizations are doing that started circles some years ago. This is what I see as the future of the Quality Circle process.

Some organizations that have been involved in Quality Circles are now looking at a total system approach, or Total Quality Control(TQC). In the TQC approach, quality is everyone's job; defect prevention is stressed. The motto of TQC is "do it right the first time." These organizations are still using Quality Circles but have added other types of participative management teams to improve quality. They found that other types of teams were required because some of the problems uncovered by Quality Circle teams were beyond their responsibility and/or capability.

Another reason for the TQC approach is related to the publicity that the gurus, (Juran, Deming, Feigenbaum and Crosby) are receiving. Management has been turned on by what the gurus have accomplished in certain organizations and have committed vast resources for implementing TQC. Perhaps its because Juran and Deming have been around longer than Quality Circles, but management seems to be more willing to support a TQC approach than the Quality Circle approach. Middle managers are more involved in TQC than they were in Quality Circles.

In the future, I expect the TQC concept to spread. Organizations will have various participative management teams that will be formed to meet the needs at the time. For example, if a Quality Circle is not feasible, a study group might be able to solve the problem. But whatever the teams are called, they will all use some type of problem solving model, they will all collect data, and they should be trained in how to use the problem solving tools that the circles have been using successfully for the past eleven years.

To illustrate what teams might be like, let us look at the different kinds of teams that are used at Xerox:

1. Quality Teams: meet daily and involve the whole production line. Training is on-going and quality responsibility is designed into everyone's job.
2. Self-managing Work Groups: meet daily, or as needed; have five to fifteen members and occur in various configurations. The foreman acts as an advisor, facilitator and resource. Teams go through a training period.
3. Study Teams: full time for three to six months; this is a special task force that has full access to all business information.

4. Business Area Work Groups: meet bi-weekly for one and one-half hours bi-weekly; involve the whole plant; foreman acts as leaders and receive special training that is passed on to team members; groups are self-managing.

SUMMARY

In this paper my purpose was to expose the reader to some techniques/tools that may be helpful to anyone involved in participative management teams; and to present some thoughts on what the future looks like.

I personally feel very good about the recent developments. I think the TQC approach is the way to go. Everyone who has been involved in circles can feel proud of their accomplishments. They have proven that the circle process is a good approach to quality improvement; they have demonstrated that the process will work; and they have helped people at the working level develop and grow. The accomplishments of the circle process has been beneficial to the TQC movement. Without the experience of circles the TQC would not have the success it is experiencing.

Figure 1. Error Prevention Worksheet

ERROR PREVENTION WORKSHEET

Figure 1

Figure 2. Bone Diagram
POSITIVE FORCES THAT CREATE GROWTH

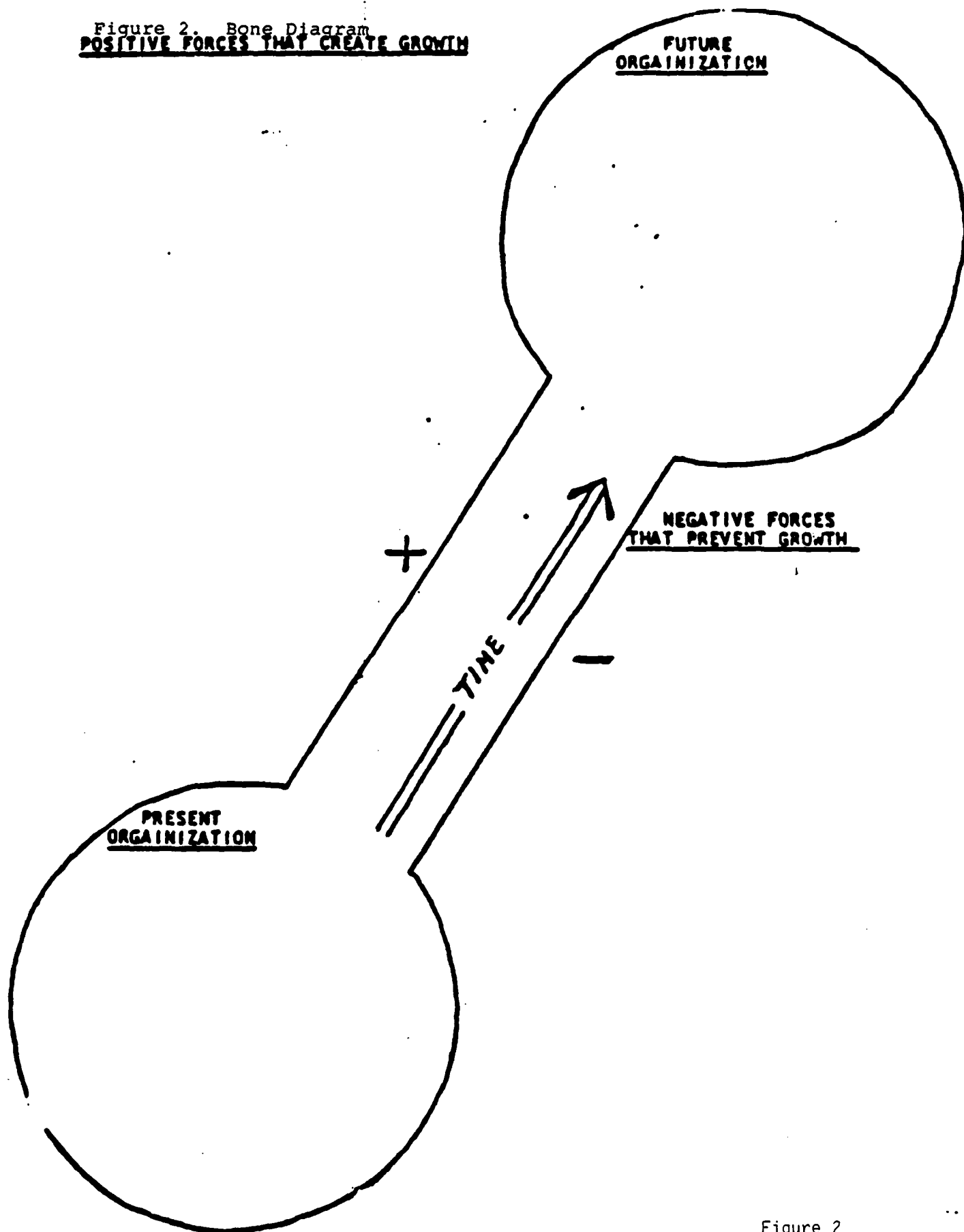


Figure 2

Figure 3. Status Chart

STATUS CHART
RED "X" CHART--
DEFINITION WORK SHEET

DEFINE: MAKE IT HAPPEN

DEFINE: HELP IT HAPPEN

DEFINE: LET IT HAPPEN

DEFINE: OPPOSE IT

DEFINE: DON'T KNOW ABOUT IT

Figure 3

Figure 4. Status Chart Matrix

CHANGING ATTITUDES TOWARD QUALITY

STATUS CHART ON CHANGING QUALITY ATTITUDES

How is it treated or valued in your organization? By the:	Make it happen	Help it happen	Let it happen	Oppose it	Don't know about it
Commander					
Directorate Chief					
Division Chief					
Branch Chief					
Section Chief					
Supervisor					
Other Workers					
Other functions					

Instructions:

1. For each individual, place an "X" in the column that you think applies.
2. Place a second "X" in the row where you would like the individual to be (based upon your definition of the terms).
3. Indicate the impact that individual has on the success of the program. (S = serious; M = modern; L = little)
4. What action will you take at this time?

Figure 4

MANAGEMENT'S ROLE IN A QUALITY CIRCLES PROGRAM

DLA QUALITY CIRCLES WORKSHOP, 7 AUGUST 1985

PRESENTATION BY: COLONEL GEORGE A. WHITE, USAF

The first and most important job for management in setting up a Quality Circles program in any organization is to be honestly committed to the Circle concept. Unless managers from the top on down sincerely want the benefits possible through Circles and are willing to do their share in making the process work, Circles will become just another "gimmick" and won't last.

This initial decision will require that a member of top management take the responsibility to learn enough about QCs to know generally how they operate, what they can and cannot do, and have a general idea about what is involved in setting up a QC program.

Early in the process, a Quality Circle manager must be appointed who has the responsibility and the authority for the Circle program and who will develop a program outline for starting Circles in the organization. Equally as important, candidate facilitators must be identified and kept involved in program development.

If the employees are unionized, management should explain the plan to union leadership as early as possible. If the union will become involved in planning, so much the better. Cooperation between management and the union through a QC program can have very beneficial results for both parties.

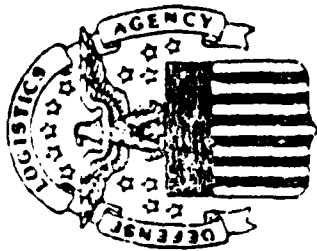
Management must be ready and willing to provide the necessary training for prospective Circle members, facilitators, supervisors, and for all levels of managers. If everyone isn't prepared and trained on how a Circle program operates, there won't be much opportunity for success.

Management also has a responsibility to encourage, listen to carefully, and seriously consider the proposals made by QCs. An error made by some managers is to conclude early in the process of a QC project that the idea is not worthwhile or is unworkable in the organization. QC proposals represent a great deal of thought and effort on the part of QC members, and quick criticism or arbitrary dismissal of an idea can be the most destructive action a manager can take. Every proposal deserves management's honest consideration.

Involvement of management in the operation of a QC program must be continuous. There must be a sustained investment in the program by management to assure everyone that QCs are an important part of the organization's operating structure and its ongoing quality program. Heavy managerial participation in the QC Steering Committee is one avenue of involvement.

One of management's most important responsibilities is patience. There must be time for the designated manager to research QCs, time for organization wide orientation, time for facilitator identification, time for training everyone, and time for the fledgling Circles to get organized and work through some projects. This will probably take about six months to a year's time before Circles become active and productive.

Quality Circles can be a key factor in the total quality program of an organization. But managers must realize, going in, that they have major responsibilities for the life and health of QCs. Significant benefits for the entire organization are possible, but like all desirable goals, an effective Quality Circles program can be achieved only with continued attention and support of management.



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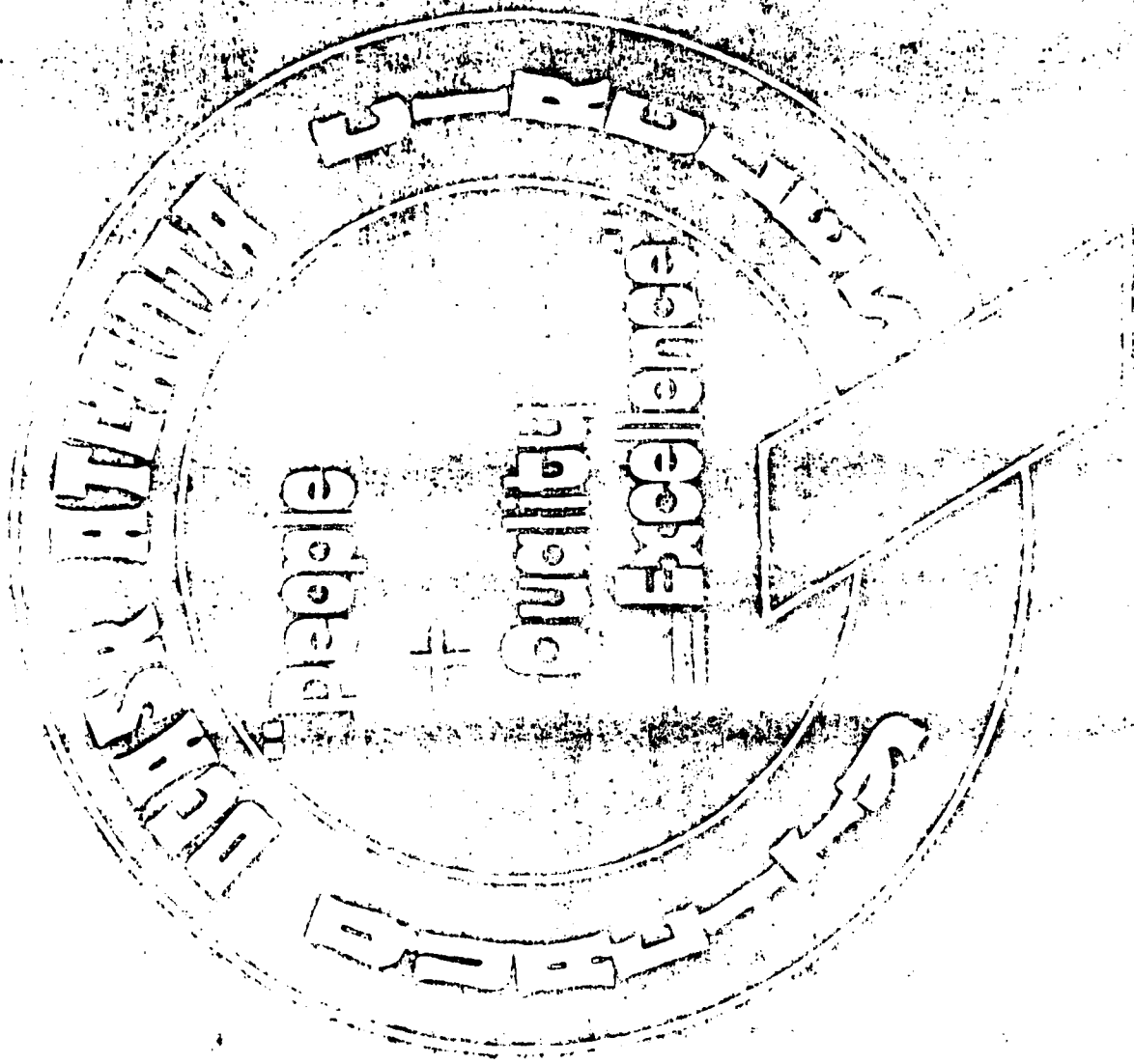
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ATLANTA

**"THE ROLE OF THE Q.C.
COORDINATOR/FACILITATOR"**

8 AUG 85

PRESENTER: BENJAMIN F. JENKINS



ALICE: "WHICH WAY DO I GO FROM HERE?"

CAT: "THAT DEPENDS ON WHERE YOU WANT TO GO."

ALICE: "I DON'T KNOW WHERE I'M GOING."

CAT: "THEN IT DOESN'T MATTER WHICH WAY YOU GO."

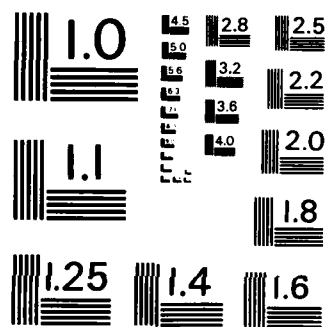
FROM THE BOOK ALICE IN WONDERLAND.

DLA (DEFENSE LOGISTICS AGENCY) QUALITY CIRCLES WORKSHOP 2/2
HELD AT ALEXANDRIA VIRGINIA ON 7-9 AUGUST 1985(U)
DEFENSE LOGISTICS AGENCY ALEXANDRIA VA 09 AUG 85

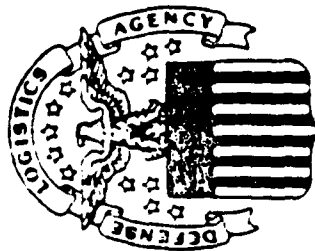
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A



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COORDINATOR'S ROLE

- PROGRAM DESIGN/IMPLEMENTATION
- SERVES ON STEERING COMMITTEE
- MANAGES THE ENVIRONMENT
- DEVELOPS AND IMPLEMENTS PROGRAM POLICY
- COMMUNICATES THE ORGANIZATION'S OBJECTIVE(S)/GOAL(S)
- DEVELOPS STRATEGIES FOR MANAGEMENT INVOLVEMENT AT ALL LEVELS
- PLAN PROGRAM TRAINING ACTIVITIES
- EVALUATES PROGRAM EFFECTIVENESS & REPORTS TO TOP MANAGEMENT
- SUBSTITUTE FACILITATOR
- ARTICULATES THE Q.C. CONCEPT/PHILOSOPHY

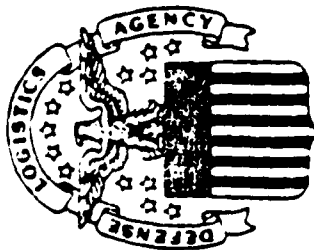
TEAM PLAYER

MIDDLE MANAGEMENT

RESISTER

MIDDLE MANAGEMENT ROLE

- LEADER
- MEMBER
- FACILITATOR
- STEERING COMMITTEE
- OBSERVER



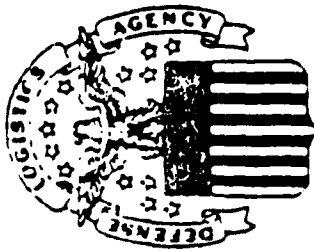
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COORDINATOR'S BEHAVIOR

- ADVOCATE FOR "PEOPLE DEVELOPMENT"
- UNDERSTANDS THE ORGANIZATION'S MISSION AND COORDINATES PROGRAM ACTIVITIES TO SUPPORT IT
- ALLOWS FACILITATOR TO BE CREATIVE
- EFFECTIVE LISTENING IS AN ONGOING PRACTICE
- FLEXIBLE WHEN INTERACTING WITH OTHERS
- PROPONENT FOR "TOTAL QUALITY" IMPROVEMENT WITHIN THE ORGANIZATION
- FRIENDLY, BUT "TASK ORIENTED"
- "RESULTS ORIENTED"



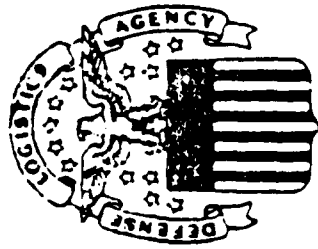
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FACILITATOR ROLE

- HELPS PREPARE AGENDA (ONLY IN BEGINNING)
- CLARIFIES CIRCLE TECHNIQUES AND PROBLEM SOLVING PROCESS
- KEEPS AND DISTRIBUTES RECORDS
- SUBSTITUTE LEADER
- ASSISTS IN MEMBER TRAINING
- SUGGESTS EXTERNAL RESOURCES
- ASSISTS THE LEADER IN THE CIRCLE PROCESS
- ASSISTS IN Q.C. MANAGEMENT DEVELOPMENT INITIATIVES
- EVALUATES CIRCLE PROGRESS AND LEADER EFFECTIVENESS
- PREPARES AND SUBMITS PERIODIC REPORTS TO PROGRAM COORDINATOR



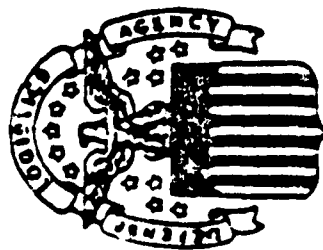
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FACILITATOR BEHAVIOR

- DOESN'T INTERRUPT NORMAL FLOW OF CIRCLE OPERATION
- CLARIFIES CIRCLE PROCEDURES AND PROCESSES
- RECEPTIVE TO NEW IDEAS
- SUGGESTS MECHANISM (E.G. A TECHNIQUE) TO RESOLVE CONFLICTS
- SUGGESTS MECHANISM (E.G. A TECHNIQUE) TO "UNFREEZE" GROUP
- MAINTAIN SELF CONTROL
- EMPHASIZES THE IMPORTANCE OF CIRCLE INTEGRITY AND CREDIBILITY
- ULTIMATE AIM: SELF FACILITATION AND TOTAL QUALITY IMPROVEMENT



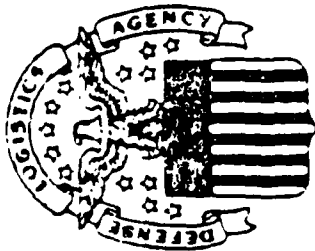
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COMMON PROBLEMS IDENTIFIED (1985)

- INEFFECTIVE FACILITATORS
- WORKLOAD IMPACT/Q.C. LOW PRIORITY
- MANAGEMENT INVOLVEMENT
- MANAGEMENT IS NOT AWARE OF CIRCLE'S PROGRESS/STATUS
- INFORMATION CONCERNING PROGRAM CHANGES I.E. FACILITATOR(S),
CIRCLE LEADERS, CIRCLE NAME(S)



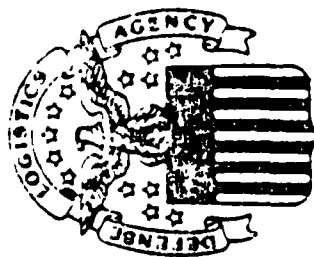
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- CIRCLE FACILITATOR -

- THE CIRCLE FACILITATOR SHOULD HAVE A MINIMUM OF 6 MONTHS EXPERIENCE AS A CIRCLE MEMBER OR LEADER PRIOR TO APPOINTMENT.
- THE APPOINTMENT SHOULD NOT EXCEED ONE YEAR. (PERSONNEL TURNOVER DUE TO PROMOTION, TRANSFER OR REASSIGNMENT MAY IMPACT ON LENGTH OF APPOINTMENT.)
- THE FACILITATOR(S) SHOULD BE INFORMED AT THE TIME OF THE APPOINTMENT THAT THE ULTIMATE GOAL OF THE ORGANIZATION IS TO HAVE "SELF FACILITATED CIRCLES."
- A SEMI-ANNUAL EFFECTIVENESS EVALUATION OF EACH CIRCLE FACILITATOR SHOULD BE CONDUCTED BY THE PROGRAM COORDINATOR THROUGH THE USE OF QUESTIONNAIRE(S) DISTRIBUTED TO CIRCLE LEADERS/MEMBERS. (THE INFORMATION OBTAINED SHOULD BE DISSEMINATED TO LOCAL MANAGEMENT.)



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MEASUREMENT FACTORS -

(CIRCLES)

CONSISTENT
WITH SUCCESS

1. LENGTH OF TIME IN WHICH THE CIRCLE HAS BEEN
IN EXISTENCE AND THE EXTEND TO WHICH MEMBERS
ARE RETAINED.

6-12 MONTHS

2. NUMBER OF PROJECTS ACCEPTED

MINIMUM OF 3 PER YEAR

3. NUMBER OF PROJECTS COMPLETED AND IMPLEMENTED

MINIMUM OF 3 PER YEAR

4. CONTINUING PRODUCTIVITY

WORK ON MULTIPLE PROJECTS

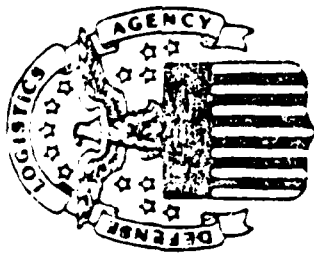
5. COST EFFECTIVENESS

SUCCESSFUL COMPLETION OF
FACTORS 1-4 AND EFFECTIVE
COST-BENEFIT ANALYSIS

6. CONTINUITY AND REGULARITY OF MEETINGS

1 HOUR EACH WEEK AT
DESIGNATED TIME

7. EXTEND TO WHICH MEMBERS TAKE RESPONSIBILITY
FOR LEADERSHIP TASKS



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- MEASUREMENT FACTORS -

(CIRCLES)

CONSISTENT

WITH SUCCESS

8. QUALITY OF PROBLEM ANALYSIS

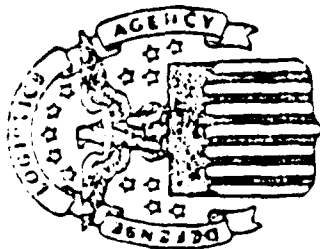
1. EFFECTIVE USE OF PROBLEM SOLVING TECHNIQUES SPECIFICALLY, PROBLEM IDENTIFICATION/SELECTION.
2. CIRCLE TRACK THE RESULTS USING QUANTITATIVE MEASURES.

9. COMPLEXITY OF PROBLEMS SOLVED

- CIRCLE UTILIZES INFORMATION TO GIVE IT A BROAD VIEW OF THE ORGANIZATION'S OBJECTIVES AND ATTENTION IS GIVEN TO RESOLVING PROBLEMS THAT WILL ENHANCE THE ORGANIZATION'S SUCCESS.

10. COMPLEXITY OF CAUSE AND EFFECT ANALYSIS

- CIRCLE DEMONSTRATES PROFICIENCY IN UTILIZING THE TWO TYPES OF CAUSE AND EFFECT DIAGRAMS:
1. CAUSE CLASSIFICATION & EFFECT
 2. PROCESS CAUSE & EFFECT



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PROGRAM PROBLEM AREAS

COMMON PROBLEMS CHECKLIST

• FACILITATORS FAILED TO ADEQUATELY TRAIN CIRCLE MEMBERS

• WORKLOAD REQUIREMENTS/SCHEDULE CONFLICT WITH QUALITY CIRCLE MEETINGS

• FIRST LINE SUPERVISORS ARE PERCEIVED AS NOT SUPPORTING PROGRAM BY THE CIRCLE MEMBERS

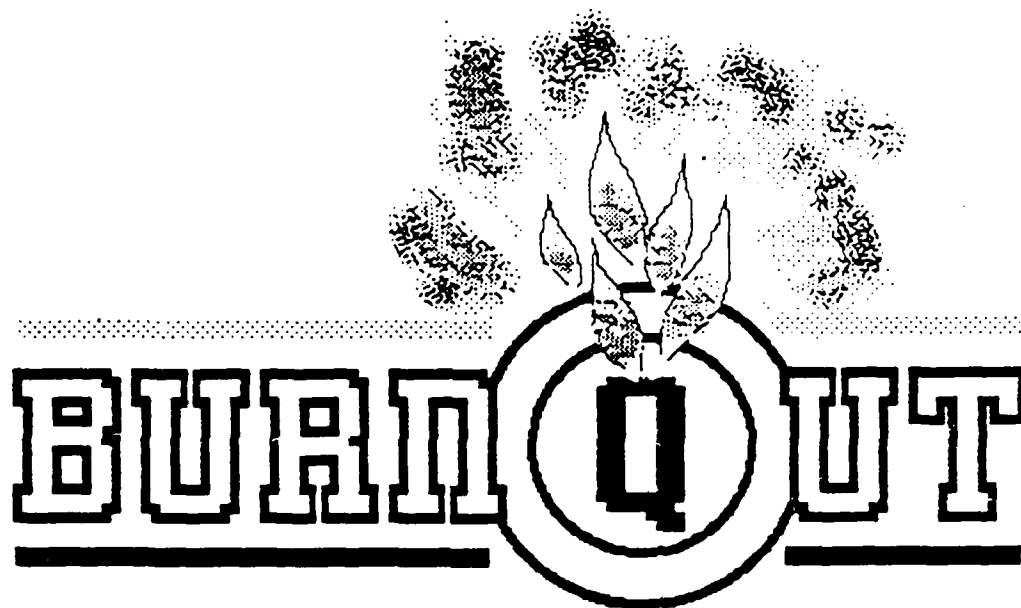
• SUPERVISORS HAVE BEEN PROHIBITED FROM PARTICIPATING OR HAVING MEANINGFUL INTERACTION WITH CIRCLE MEMBERS

• CIRCLE MEMBERS ARE NOT CONVINCED OF MANAGEMENT'S SUPPORT AND COMMITMENT AT THE REGION HQ LEVEL

• FACILITATORS ARE SELECTED WITHOUT DUE CONSIDERATION GIVEN TO INTERPERSONAL AND LEADERSHIP SKILLS

STATUS		
R	U	P
☐	☒	☐
☐	☒	☐
☐	☐	☒
☒	☐	☐
☐	☐	☒
☐	☒	☐

☒ R=RESOLVED
☐ U=UNRESOLVED
☐ P=PROGRESS BEING MADE



PRESENTED BY:

BILL WIDDOWS

SYSTEMS ANALYSIS OFFICER
DLA SYSTEMS AUTOMATION CENTER
COLUMBUS, OHIO

QUALITY CIRCLE BURNOUT

WHAT IS QC BURNOUT?

HOW CAN YOU RECOGNIZE IT?

WHAT CAN BE DONE ABOUT IT?

HOW CAN YOU PREVENT BURNOUT?

WHAT IS BURNOUT?

IN 1956, BURNOUT WAS NOT EVEN A WORD IN THE NEW COLLEGIATE DICTIONARY

1961 WEBSTER'S THIRD NEW INTERNATIONAL DICTIONARY DEFINED BURNOUT AS FOLLOWS:

"TO CAUSE TO FAIL, WEAR OUT OR BECOME EXHAUSTED BY MAKING EXCESSIVE DEMANDS ON ENERGY, STRENGTH OR RESOURCES"

BURNOUT, AS DEFINED BY MENTO, LLOYD AND REGH OF THE AIR FORCE INSTITUTE OF TECHNOLOGY, IS AN INADEQUATE COPING MECHANISM USED BY AN INDIVIDUAL OR GROUP TO REDUCE STRESS. STRESS IN QUALITY CIRCLES IS PRIMARILY BROUGHT ON BY:

- o THE LARGE AMOUNT OF TIME IT TAKES TO SOLVE A PROBLEM.
- o INSINCERE, INFLEXIBLE, AND INDIFFERENT RESPONSE FROM MANAGEMENT.
- o INSUFFICIENT AMOUNT OF TRAINING IN LISTENING AND PROBLEM-SOLVING SKILLS.

BURNOUT IS NOTHING NEW - ATHLETES HAVE BEEN ACQUAINTED WITH BURNOUT FOR YEARS -IT HAS BEEN A BIG CONCERN FOR OLYMPIC COACHES - TRAIN FOUR YEARS TO COMPETE - HOW DO THEY KEEP THE ATHLETES IN PEAK FORM.

EDUCATORS HAVE RECOGNIZED THIS PROBLEM AND HAVE COUNTERED WITH SABBITICALS - AN OPPORTUNITY TO RECHARGE THEIR BATTERIES - GET AWAY - DO SOMETHING DIFFERENT. WRITERS, DOCTORS, ARTISTS, ETC. ALL HAVE EXPERIENCED BURNOUT.

BURNOUT AS RELATED TO THE PAST ALWAYS PERTAINED TO ONES FULL-TIME OCCUPATION OR MAIN INTEREST.

BURNOUT AS WE USE IT FOR QUALITY CIRCLES REFERS TO A PART-TIME OCCUPATION OR AN ADDITIONAL ASSIGNMENT - NOT A FULL-TIME JOB.

BURNOUT IS INEVITABLE. IT IS PART OF THE LIFE CYCLE OF ANY QUALITY CIRCLE PROGRAM.

HOW CAN YOU RECOGNIZE IT?

THERE ARE MANY SUBTLE WAYS THAT QC BURNOUT CAN CREEP INTO ONES LIFE.

THE MOST NOTABLY ARE:

- o TARDINESS AND LACK OF ATTENDANCE AT MEETINGS.

DO YOU LOOK FOR EXCUSES NOT TO GO TO THE SCHEDULED MEETING. DO YOU SCHEDULE OTHER MEETINGS WHICH MIGHT CONFLICT. DO YOU SHOW UP LATE.

- o WITHDRAWAL FROM OR LACK OF PARTICIPATION IN MEETINGS.

DO YOU JUST SIT THERE AND FAIL TO RESPOND TO QUESTIONS. ARE YOU GUILTY OF LETTING YOUR THOUGHTS STRAY TO OTHER THINGS. YOU ARE PRESENT PHYSICALLY BUT NOT MENTALLY.

- o INCREASED CONFLICT, POWER STRUGGLES, AND SELF-SERVING BEHAVIOR AT MEETINGS. ARE YOU ALWAYS TRYING TO DOWNPLAY SOMEONE ELSE'S IDEAS AND SUGGESTIONS.

- o DELAY OR FAILURE TO CARRY-OUT TASKS

DO YOU FAIL TO KEEP YOUR END OF THE BARGAIN - NOT PROVIDE NECESSARY DATA THE TEAM NEEDS ETC. ALWAYS LATE IN PROVIDING YOUR RESULTS FROM YOUR TASKS.

IF YOU HAVE SOME OR ALL OF THESE SYMPTOMS THE CIRCLE IS EXPERIENCING BURNOUT.

WHAT CAN BE DONE ABOUT IT?

ONCE YOU HAVE RECOGNIZED THAT YOUR QC CIRCLE HAS BURNOUT, IT IS TIME TO TAKE POSITIVE STEPS TO REBUILD THE CIRCLE TO BECOME STRONG AND EFFECTIVE AGAIN.

DEAN ROGERS, OF THE 3M COMPANY, FOUND THAT STRUCTURAL TIME OUT - STO WAS A DEVICE THAT WORKED WELL FOR THEM TO PUT NEW ZING BACK INTO THE PROGRAM. STO IS A ONE MONTH PERIOD OF TIME IN WHICH A QUALITY CIRCLE CONTINUES TO MEET AT THE REGULAR TIME TO EVALUATE HOW THEY WORK TOGETHER AS A PROBLEM SOLVING TEAM AND TO GIVE THE TEAM ADDITIONAL TRAINING. TRAINING CAN COVER COMMUNICATION, PROBLEM SOLVING TECHNIQUES, GROUP PROCESS, STRESS MANAGEMENT AND TEAM WORK.'

THE BEAUTY OF STO IS THAT IT IS VERY FLEXIBLE AND CAN BE CUSTOM DESIGNED TO FIT ANY CIRCLE'S NEEDS. IT CREATES A PLACE TO STOP AND CATCH THEIR BREATH AND START OVER AGAIN. STO CAN BE USED AT ANY STAGE OF DEVELOPMENT IN A CIRCLE.

- o AFTER COMPLETING A MAJOR PROJECT
- o WHEN THE CIRCLE IS SPINNING THEIR WHEELS
- o A CHANGE OF LEADERSHIP
- o TO RESTRUCTURE AND ADD NEW MEMBERS OR DROP MEMBERS WHO DO NOT WANT TO CONTINUE

3M FOUND THAT AFTER ONE MONTH - FOUR MEETINGS, THEIR QUALITY CIRCLES WERE MORE EFFECTIVE AND MOTIVATED TO CONTINUE AS ON-GOING PROBLEM SOLVING TEAMS.

OTHER COMPANIES HAVE DEVISED THEIR OWN TECHNIQUES TO OVERCOME A LACK OF INTEREST, POOR ATTENDANCE AND OTHER BURNOUT SYMPTOMS. THE IMPORTANT THING IS THAT YOU HAVE RECOGNIZED THE PROBLEM OF BURNOUT AND ARE DOING SOMETHING ABOUT IT.

NOW WE NEED TO DISCUSS HOW TO PREVENT IT.

HOW CAN YOU PREVENT BURNOUT?

IT IS COMMON FOR CIRCLES TO EXPERIENCE A LETDOWN AFTER WINDING UP A PROJECT. THIS LETDOWN CAN CONTINUE FOR SOMETIME UNLESS STEPS ARE TAKEN TO BRING IT TO A HALT. IF IT IS NOT STOPPED, IT CAN LEAD TO A BURNOUT. THE SYMPTOMS ARE THE SAME - MEMBERS MISSING MEETINGS, LACK OF ENTHUSIASM, ETC.

THERE ARE MANY EFFECTIVE METHODS AVAILABLE TO PREVENT BURNOUT FROM BECOMING A PROBLEM. CHUCK LEDFORD OF THE BOEING MILITARY AIRPLANE COMPANY SAID IN A RECENT ARTICLE THAT IF YOU WERE TO CATAGORIZE THEM, THEY WOULD FALL INTO THE FOLLOWING AREAS:

- o GOAL SETTING
- o EFFECTIVE COMMUNICATION
- o RECOGNITION SYSTEMS
- o EDUCATION AND TRAINING
- o OTHER UNIQUE METHODS

GOAL SETTING IS VERY IMPORTANT BECAUSE IT GIVES EVERYONE A TARGET TO SHOOT FOR. KNOWING WHERE YOU WANT TO GO IS HALF THE BATTLE. THE GOALS MUST BE REACHABLE AND MEANINGFUL. LEDFORD'S RESEARCH FOUND THESE FOUR PRINCIPLES CAN HELP YOUR CIRCLE GET HEALTHY:

- o GET AGREEMENT AND COMMITMENT FROM EACH MEMBER
- o REDUCE GOALS TO MANAGEABLE SIZE
- o STATE YOUR GOALS IN TERMS OF MEASURABLE RESULTS WITH TARGET DATES AND COST LIMITATIONS
- o DEVELOP AND FOLLOW AN ACTION PLAN

EFFECTIVE COMMUNICATION

NOTHING IS MORE IMPORTANT IN DODGING BURNOUT THAN EFFECTIVE COMMUNICATION BETWEEN QUALITY CIRCLES AND MANAGEMENT. HERE ARE SOME IDEAS TO HELP COMMUNICATIONS:

- o DEVELOP AN OPEN DOOR POLICY BETWEEN QUALITY CIRCLE LEADERS, FACILITATORS, AND MANAGERS
- o ASSIST THE CIRCLES IN CUTTING THROUGH RED TAPE
- o GET MANAGEMENT INVOLVED BY SEEKING THEIR DIRECTION - INVITE THEM TO MEETINGS
- o PROVIDE REPORTS TO EVERYONE CONCERNING QC ACTIVITIES
- o SEND CIRCLE LEADERS TO CIRCLE ACTIVITIES AT OTHER ORGANIZATIONS TO GET NEW IDEAS

RECOGNITION SYSTEMS

WHEN YOU WORK HARD AND ARE SUCCESSFUL, IT IS NICE TO BE RECOGNIZED. MANY COMPANIES HAVE A GENEROUS BUDGET WITH WHICH THEY CAN PRESENT AWARDS TO GROUPS FOR THEIR ACHIEVEMENTS. WITH A LIMITED BUDGET, ONE MUST COME UP WITH OTHER FORMS OF RECOGNITION SUCH AS:

- o HAVE AN ANNUAL QUALITY CIRCLE DAY WITH DISPLAYS AND BOOTHS
- o DEVELOP A "CIRCLE OF THE YEAR AWARD" WITH THE WINNING CIRCLE ATTENDING A QUALITY CIRCLE CONFERENCE
- o HAVE QUALITY CIRCLE ARTICLES PUBLISHED ON A REGULAR BASIS IN THE ORGANIZATION PUBLICATION

THERE ARE OTHER METHODS OF RECOGNIZING QUALITY CIRCLE ACHIEVEMENTS - USE THEM.

EDUCATION AND TRAINING

IT GOES WITHOUT SAYING THAT TO BE SUCCESSFUL, QC TRAINING IS REQUIRED. AFTER BEING IN OPERATION FOR A WHILE, THE CIRCLE'S TRAINING NEEDS A BOOSTER SHOT TO STAY HEALTHY. THE TRAINING COURSES SELECTED SHOULD MEET THE NEEDS OF THE CIRCLE.

COURSES COULD BE TAUGHT ON CIRCLE TIME DEALING WITH SUBJECTS SUCH AS COST BENEFIT ANALYSIS, CREATIVITY TRAINING, ADVANCED PROBLEM SOLVING SKILLS, COMPUTER SKILLS, AND CHART AND GRAPH TECHNIQUES.

OTHER UNIQUE METHODS

CHUCK LEDFORD SAID THAT A SURVEY BY THE BOEING COMPANY REVEALED UNIQUE SUGGESTIONS WHICH WERE FOUND TO BE SUCCESSFUL IN REVITALIZING MATURE BUT BURNED-OUT CIRCLES. HERE ARE SOME EXAMPLES:

- o STRESS TO MANAGEMENT THE IMPORTANCE OF THEIR VISIBILITY IN CIRCLE MEETINGS. THEY NEED MORE THAN LIP SERVICE FROM THEM. THEY NEED ACTIVE SUPPORT AT ALL LEVELS.
- o PROVIDE TRAINING TO MANAGERS IN THE AREA OF EMPLOYEE INVOLVEMENT AND SHOW THE BENEFITS IT HAS FOR THEM. PRODUCTIVITY IS THE GOAL.
- o HOLD SPECIAL MEETINGS WITH CIRCLES AND THEIR MANAGEMENT TO IDENTIFY A PROBLEM THEY COULD WORK TOGETHER.
- o HAVE SEVERAL CIRCLES COMBINE THEIR EFFORTS AND WORK TOGETHER TO SOLVE A MAJOR PROBLEM.

SUMMARY

BURNOUT IS A REAL THING. IT CAN DESTROY A PROGRAM UNLESS IT IS CAUGHT IN TIME AND POSITIVE CORRECTIVE ACTION IS IMPLEMENTED.

ALWAYS BE ALERT FOR IT, ESPECIALLY WHEN THE CIRCLE IS IN THE VULNERABLE STAGE.

BURNOUT IS REPAIRABLE BY TAKING TIME OUT, TRAINING, EDUCATION, CHANGE OF TEAM LEADERS, ETC.

THE IMPORTANT THING IS TO PREVENT BURNOUT. A WISE FACILITATOR AND A GOOD TEAM LEADER WORKING TOGETHER WITH MANAGEMENT WILL PRODUCE BETTER RESULTS ON A REGULAR BASIS THAN A TEAM WHICH HAS TO RECOVER FROM BURNOUT.

REFERENCES:

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ROGERS, DEAN L., "STRUCTURAL TIME OUT - AN ESSENTIAL STEP IN SUSTAINING QUALITY CIRCLE EFFECTIVENESS," 1985 IAQC ANNUAL CONFERENCE TRANSACTIONS, CINCINNATI, OHIO

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PIZER, RUSSELL A., "Q-C'S IN TROUBLE," NORTH BABYLON, NEW YORK, QUALITY CIRCLE DIGEST, APRIL 1985

STEP 6: GAINING MANAGEMENT APPROVAL & SUPPORT **(THE MANAGEMENT PRESENTATION/ REVIEW)**

INTRODUCTION

A Management Presentation/Review is a presentation of your TEAM's efforts and recommendations made on a specific project, and is generally regarded as the culmination of weeks/months of your group's efforts in solving the problem you selected. *This review will provide each member of the TEAM with the opportunity to communicate to management the progress and improvements that your TEAM is advocating as a result of research and study, and also provides the opportunity for you and your TEAM to gain well-deserved recognition for your efforts.* Needless to say, this is one of the most important phases of your training.

WHO PARTICIPATES IN A MANAGEMENT REVIEW?

All TEAM members should participate both in the preparation and presentation of your problem and its solution. This review will most likely be attended by your supervisors, Branch/Division chiefs, your Director and/or Deputy Director and your TEAM Coordinator. In some instances, the Deputy Commander or Commander may also attend.

HOW IMPORTANT IS THIS PRESENTATION?

The only answer to this question is VERY IMPORTANT!!! Not only is this your TEAM's opportunity to sell your ideas and reinforce the value of the TEAM program to management, but its success may also influence your own career. After all, this will be a unique opportunity for you to speak directly to a group of your higher-level managers. The impression that you make can be an important one for both you and your TEAM.

THREE PHASES OF A MANAGEMENT REVIEW:

- preparation of the study
- rehearsal of the study
- presentation of the study

1. Preparing Your Presentation: As your TEAM prepares for your review, there are several things you will need to consider. Some of these include:

a. Who Will Be Attending: Determine what management personnel will be invited to attend. Then, before anything else, analyze your audience. Consider and tailor your presentation to the following:

- What Are They Interested In? In other words, what considerations are important to them? Such factors as cutting costs, improving productivity, increasing quality, or decreasing error rates are generally very important to managers, and these are some of the things that you should talk about in your presentation.

- What Do They Already Know? You may need to educate your audience about the problems you discovered during your research. For example, some managers may not be familiar with procedures utilized at the Branch or Section level. Try also to stay away from usage of acronyms, document identifier codes, form numbers, etc. in your presentation. Remember... don't ASSUME your audience will know these things.

- How Will Your Solution Impact Them? What, in effect, are you asking them to do? Will your solution create more work or add responsibility to another branch, activity or office? If so, prepare your presentation to offset this disadvantage.

- What Objections Are They Likely To Have? Analyze possible areas of disagreement before the presentation. Have facts and figures available to refute or minimize them.

b. Prepare An Outline Of Your Study: Use the attached Presentation Worksheet as a guide. Pay careful attention to how you are organizing your presentation. All people need and look for order or structure in presentations. Your listeners will understand, remember and be persuaded by your material if it is presented in a clear, logical sequence. Atch #2 shows a variety of ways in which a presentation may be structured.

c. "Flesh-Out" Your Outline: Individual TEAM members will probably be assigned the responsibility for amplifying the outline into a presentation script. Pay particular attention to the following two critical areas of a presentation:

- Introduction: This should accomplish several important things:

- capture interest of audience.
- motivate listeners to pay attention.
- arouse good will toward the presenter(s).
- clarify the purpose of the briefing.

Remember . . . TELL THEM WHAT YOU PLAN TO TELL THEM!!!

- Conclusion: This is the last thing your audience will hear, and creates the impression they will retain after the briefing. Consider the following points:

- restate your points.
- stress benefits/impacts.
- ask for action.
- thank audience for their attention.

Remember . . . TELL THEM WHAT YOU TOLD THEM!!!

d. Develop Your Visual Aids: A purely verbal presentation leads to the quick loss of your message by the audience. The following statistics reinforce the value of GOOD visual aids.

	<u>Recall/3 Hrs.</u>	<u>Recall/10 Days</u>
Verbal only	70%	10%
Verbal/Visual	85%	65%

The following guidelines for preparing visual aids may help you:

- Make them visible. They *must* be able to be clearly seen from the back of the room. Use dark lines and contrasting colors, or use negative (black background) for viewgraphs.
- Keep them simple and uncluttered.
- Keep them appropriate. You have carefully tailored your presentation to your audience. Consider the same thing in designing the visual presentation. For example, cartoons are generally not used for "selling" a solution where you are attempting to establish your *credibility* and *gain the respect of your audience*.

- Make them communicate. Use them for a purpose . . . not just to be using a visual aid.

- Be consistent. All visual aids should present a "unified" appearance. For example, stick to the same color scheme for each chart.

Atch #3, 4, and 5 set forth some guidelines for the development and presentation of visual aids.

2. Rehearse and Polish Your Presentation: All speakers should practice their presentations until they are fully confident of their parts in the review. These rehearsals also provide a valuable chance for the TEAM to review how well the total package looks, and also gives you a chance to analyze whether points need amplifying, etc. Be particularly sensitive to portions of your presentation which tend to BEG A QUESTION. (In other words, you create a question in the minds of your listeners which you do not answer.) Visual aids are generally not finalized until all polishing has been completed. Pay particular attention to all data for accuracy. (Do your script and your visual aids reflect the same figures?) Just before finalizing your visual aids, invite an experienced individual for a critique session.

Set a date and time for your presentation. Reserve a conference room, invite your guests, etc. Attempt to schedule your presentation using the following guidelines:

- Avoid Monday and Friday dates, if possible.
- Begin your invitations with the most senior executive. Generally, she/he will have the most scheduling conflicts.
- Avoid scheduling presentations immediately following lunch, the very first thing in the morning, and late in the afternoon.

Dry run your presentation on the day before your scheduled briefing. Practice until everyone is comfortable with the visual aids, order of speaking, etc.

3. Presentation of Your Study: This is when all your hard work will pay off. Remember the following to ensure your review proceeds smoothly.

- Arrive approximately 1/2 hour early. Do a quick dry run again
- Start your meeting on time, follow your agenda, and finish as planned.

● Keep the meeting under your control. Appoint one person, usually the leader, to field questions from your audience. ASK THAT ALL QUESTIONS REGARDING THE PRESENTATION BE HELD UNTIL THE ENTIRE BRIEFING IS FINISHED.

Generally stage fright is caused by a lack of confidence in your presentation. If you have done your "homework" prior to the briefing and are comfortable with your presentation, this fear will be minimized. Remember... don't worry about what you can't control--just worry about the things that you can control.

Atch #5 provides some guidelines for dealing with tense situations should they occur.

SUMMARY

A Management Review ~~is~~ an opportunity for your TEAM to tell about its hard work. You will benefit directly through the personal development and exposure you receive while preparing and delivering the review. Management benefits by becoming more aware of the improvements that TEAMS are making.

A Management Review ~~is not~~ an opportunity for circumventing the chain of command, for putting management on the "spot", for unjustified demands for additional funding, manpower increases, or for pointing a finger at other organizations or Directorates.

Relax and enjoy your presentation. It will be fun and a rewarding experience for you!!!

Presentation Worksheet

PART	REMEMBER	YOUR IDEAS
Introduction: Road Map	• Get their attention • Tell them what you're going to tell them	
Problem Statement	• Clear, crisp definition	
Impact of Problem	• Show why it's important • Show how it wastes time, raises cost, reduces quality, etc. • Use evidence, examples	
Solution	• Clear, crisp definition of your proposed solution	
Benefits	• Show benefits • Do they outweigh cost? • Use evidence, examples	
Request Action	• Ask for what you want • Summarize with emphasis	

LAST MINUTE CHECKLIST:

- ☐ People Informed
☐ Seating Adequate

- ☐ Room Scheduled
☐ Agenda Prepared

- ☐ Equipment Available
☐ Dry Run Completed

STRUCTURES

<u>Pattern</u>	<u>Definition</u>	<u>Example</u>
Chronological	Events are arranged in the order in which they occurred <i>in time</i>	"First, the group interviewed all employees. Then we listed all the problems they said. Next, we . . ."
Geographical	Things are arranged according to their physical location	"When we rearrange the maintenance shop, the parts will be stored in the back of the room. Next to the bins will be . . ."
Cause-effect	Begin with causes, and then report their effects	"We found three problems in our investigation, including . . . Their effects were . . ."
Effect-cause	Report symptoms or problems, and then talk about their causes	"Employees felt that they were not getting parts quickly enough. To look for a reason, we went to Purchasing and found that . . ."
Process	Describe the sequence in which something is done	"This machine works through 12 steps. First, the wire enters here at the bottom. Second . . ."
Question-answer	Ask questions, likely to be in listener's minds, and then answer them	"Several things may be in your mind. First, how much will it cost? Our figures show that costs in the first year will not exceed . . ."
Topical	Arrange topics or items by their natural breakdown or sub-topics	"We found that improvements are needed in three areas: purchasing, quality control, and communication. Let's take each of them one at a time . . ."
Problem-solution	Present the problem, and then provide the solution(s)	"The first problem we found concerned parts. To solve the problem, we suggest that . . ."

RULES FOR PRESENTING VISUAL AIDS

1. Do not stand in front of the visual aid while you talk about it. This seems obvious, but it is a rule that has been violated hundreds of times. Needless to say, the visual aid loses its impact when this occurs.
2. Speak to the audience, not to the aid. Continue to look at your audience as much as possible.
3. Know your visual aid very well. If you have to study it while you talk about it, you will lose eye contact with your audience and seem badly prepared.
4. Point to the part of the visual aid you are discussing. Help your audience to follow your description of the visual aid by pointing to the portion of the aid under consideration. With large aids, you may need a pointer; otherwise, simply point with your finger.
5. Reveal your aid when ready; *conceal it when you are finished*. If your audience is studying your visual aid while you are talking about something else, it is a distraction rather than a help. This same principle applies to handouts. *Hold all handouts until completion of the briefing*. You will keep your audience's attention.

TYPES OF VISUAL AIDS

● FLIP CHARTS:

- Equipment Needed: Easel and Briefing Paper
- Advantages: Good for short-fuse, one-time requirements. Briefing can be presented in private office or other small room. Relatively informal.
- Disadvantages: Charting is usually performed by briefer. Can be time consuming to prepare. Not generally suitable for larger groups or rooms. Not very durable for repeated use.

● VIEWGRAPHS:

- Equipment Needed: Viewgraph Projector
- Advantages: Relatively easy to prepare. Flexible. Good for larger groups and rooms. More formal. Durable for repeated usage. More professional appearance. Can readily be converted into hard copy for handouts.
- Disadvantages: Some leadtime required. Coordination with DGSC-W generally necessary. Limited availability of projectors.

GUIDELINES FOR EFFECTIVE FLIP CHARTS

1. Write BIG.
2. Write CLEARLY.
3. Title every page and underline.
4. Use KEY WORDS. (Exception: Write out special points.)
5. Use red for emphasis.
6. Use graphs, diagrams, etc. for emphasis.
7. Highlight during presentation for emphasis by:
 - Circling key words.
 - Using different color.
 - Pointing to it.
 - Writing it in during presentation.

WHEN THE GOING GETS A LITTLE ROUGH

In the course of discussions, you may encounter difficulty in communicating an idea or in reaching an agreement. Some of the suggestions outlined below may help to relieve the situation or keep it from getting uncomfortable.

1. Don't get into an argument. Don't get critical or impatient. Don't make the other person appear wrong or guilty for not understanding or agreeing with you.
2. Stop talking and listen. The other person may need to get a point across to you before he can receive and accept your idea.
3. Check to see that you both have the same purpose in mind.
4. Indicate your willingness to communicate until an agreement can be reached.
5. Present one idea at a time. Then check to be sure that the idea has been clearly understood before you try to introduce a second idea.
6. Reinforce your position with the use of a demonstration or a visual aid.
7. Keep your sense of humor.
8. Consider tabling the discussion on the point under contention. Go on to other points.

DLA QUALITY CIRCLES WORKSHOP, 8 AUGUST 1985

MANAGEMENT BY OBJECTIVES

PRESENTATION BY: MILDRED G. HENSON

Management by Objectives... MBO... You have probably heard this term many times. But do you know what it means or how it works?

The term Management by Objectives was first applied by a man named Peter Drucker in 1954. The Management by Objectives approach to planning was detailed in his book "The Practice of Management". More than 30 years have passed since Mr. Drucker's detailed description of Management by Objectives was first introduced. Since that time, Management by Objectives has attracted a great deal of discussion, evaluation and research. More and more we hear of the MBO approach being used as a highly successful management tool, both in private industry and in government.

Right now, you are probably wondering just what is this Management by Objectives or MBO. It is a simple, almost self-evident concept of knowing what you want to accomplish and figuring out the best way to do it. Then you do what you want to accomplish within a stated period of time.

Management by Objectives lets individuals know what is expected of them. It is an aid to planning because it forces the manager to establish goals and target dates. It improves the communication between managers and subordinates and makes individuals more aware of the organizations goals. It even makes the appraisal or evaluation process more equitable because it focuses on specific accomplishments and lets the employee know how well he or she is doing in relation to the organizations goals.

In MBO, effective planning depends on every manager having clearly defined objectives that apply specifically to his or her individual functions. Each managers objectives contribute to the objectives of higher management and of the organization as a whole. Essentially, MBO involves managers and subordinates meeting together to establish specific objectives and periodically reviewing the progress toward those objectives.

But you must keep in mind that MBO will not solve all the problems of an organization. For the MBO Program to succeed in any organization it must be supported and used by management.

(VIEWGRAPH OF DLA GENERAL OBJECTIVES)

Here at the Defense Logistics Agency we have seven General Objectives that apply to all DLA Centers, Depots, and support activities as well as the Headquarters. These general objectives are posted throughout the Defense Fuel Supply Center where I work. The blue and white posters are evidence of the commitment General Babers has made to the Management by Objectives Program in DLA. This viewgraph lists the seven general objectives approved by General Babers on March 4 of this year.

The seven DLA General Objectives fall into these categories: Force Readiness, Management, Quality, Workforce Excellence, Acquisition, Contract Administration Services and Environmental Protection.

The seven DLA General Objectives are supported in turn by specific objectives which are developed by each organizational element. The specific objectives support the mission of the organization.

(VIEWGRAPH OF QUALITY CIRCLE OBJECTIVES)

Since this is a workshop for Quality Circles, this is a good time to let each of you know that the Quality Circle Program Objectives, not surprisingly, fall right into place in supporting the DLA General Objectives.

The six Quality Circle Objectives currently being used at the Defense Logistics Agency as shown:

1. Develop harmonious manager/worker relationships and improve communications.
2. Inspire more effective teamwork and problem solving capabilities.
3. Improve employee morale, motivation and involvement.
4. Reduce errors and enhance quality of work.
5. Promote personal and leadership development.
6. Provide opportunities for recognition.

Your Quality Circle Objectives complement the DLA General Objectives for Management, Quality and Workforce Excellence by making the best use of human resources, challenging personnel, providing opportunities for growth, equality of opportunity, and producing quality work.

Now I would like to tell you what we do in an operating directorate in our MBO program. Specifically in the Directorate of Supply Operations at the Defense Fuel Supply Center. (VIEWGRAPH OF DFSC MBO PROGRAM)

At the Defense Fuel Supply Center, we do not have a set of General Objectives for the Center. We use the DLA General Objectives you saw earlier. Annually, or more often if necessary, each Directorate will formulate its specific objectives as they relate to its mission. Ideally each director will establish target dates that will allow sufficient time to accomplish the objective. The specific objectives are then funneled through the central focal point at DFSC, which is the Office of Planning and Management. There they are consolidated with the specific objectives from other offices and directorates and reviewed before they are sent to the Commander of DFSC.

Quarterly, each directorate in DFSC is asked to review and update its specific objectives. At this point, any change in target dates previously established or failure to accomplish the objective by the specified target date, must be justified. Again, the Office of Planning and Management consolidates and reviews the information for the current quarter before it is sent to the Commander of DFSC. Each Directorate receives a copy of the updated Quarterly MBO Program for review and reference.

Semi-annually, we present a briefing of the current status of our specific objectives to the Commander of DFSC. (VIEWGRAPH OF STORAGE PLANNING AND REVIEW SYSTEM) This is one of the charts presented in our most recent briefing. The DLA General Objective, Management, is supported by the specific objective developed in the Directorate of Supply Operations. This objective covers a very short period of time -- only six months, but we feel this is ample time to accomplish the three goals to achieve the objective. Because this is a new specific objective we have not yet completed any of our goals.

Here is another chart presented to the Commander in the semi-annual briefing-- (VIEWGRAPH OF PSO AND DISTRIBUTION IMPROVEMENT PROGRAM) -

This is a long range objective-- almost four years. Looking at this we can see what we have done and what we have yet to do. Our final target date is more than two years from now. But--look at what we have already accomplished, we have 13 goals and eight have been completed. Here again, the specific objective "Complete Peacetime Stockage Objective and Distribution Improvement Program" supports the DLA General Objective, Management.

These examples of specific objectives are evidence of the fact that you can have objectives that cover short or long periods of time. Your target date depends on the length of time it will take your organization to accomplish the stated objective. Looking at these examples we know what we have to do next and the amount of time we have to do it.

We develop our objectives, review and update quarterly and present semi-annual briefings-- but, it doesn't stop there. Each month, the MBOs are a part of the Monthly Management Review in the Directorate of Supply Operations. As the action officer and coordinator for the MBO Program in the Directorate, I use this format to chart the progress of the goals and objectives. (VIEWGRAPH OF MBO CHART FOR 25 JULY 1985). As you can see on the chart, the current fiscal year is shown by month, FY 86 is shown by quarters and our most distant target date is shown for the year of completion. The darkened circles are completed objectives and goals. Circles that are not filled will still require attention of the managers. This is only one of the pages of internal objectives used by the managers in the Directorate of Supply Operations. It is not a paper exercise but a tool to assist the managers in accomplishing their work. This monthly review helps us to stay on track.

(VIEWGRAPH OF SUMMARY)

In summary, the information I have just given you is what takes place in our organization. If you are working with Management by Objectives, remember that a good MBO program focuses on output and is job related. A review of the mission and functions statement of the organization is helpful when planning your objectives. Good MBOs focus on the what and when, -- what you are going to accomplish and when you are going to do it. But best of all, good objectives have a stretching and growing effect upon the persons and organizations which make commitments to attain them.

DEFENSE LOGISTICS AGENCY
GENERAL OBJECTIVES

1. FORCE READINESS: ENHANCE THE SUSTAINABILITY AND MOBILIZATION CAPABILITIES OF THE ARMED FORCES IN PEACE AND WAR.
2. MANAGEMENT: MAKE THE BEST USE OF HUMAN, FINANCIAL, INFORMATION AND MATERIAL RESOURCES; INCREASE PRODUCTIVITY; IMPROVE COST EFFECTIVENESS; AND PREVENT FRAUD, WASTE AND ABUSE.
3. QUALITY: INSIST ON QUALITY IN ALL THAT WE DO.
4. WORKFORCE EXCELLENCE: ATTRACT, DEVELOP, CHALLENGE AND RETAIN HIGH QUALITY PERSONNEL; ENSURE INNOVATION, GROWTH, PERSONAL ACCOUNTABILITY AND EQUALITY OF OPPORTUNITY; AND IMPROVE THE QUALITY OF WORKLIFE.
5. ACQUISITION: EXECUTE THE DEFENSE ACQUISITION IMPROVEMENT PROGRAM TO REDUCE COST AND LEADTIME, IMPROVE SPARE PARTS ACQUISITION, ENSURE CONTRACTOR PERFORMANCE, INCREASE COMPETITION AND PROMOTE REBUILDING THE INDUSTRIAL BASE, WHILE SUPPORTING SOCIO-ECONOMIC OBJECTIVES.
6. CONTRACT ADMINISTRATION SERVICES: IMPROVE CONTRACT ADMINISTRATION SERVICES, ENSURING FULL COMPLIANCE WITH CONTRACT TERMS AND DEFENSE POLICY, WITH SPECIAL EMPHASIS ON PRODUCT QUALITY.
7. ENVIRONMENTAL PROTECTION: EXECUTE THE HAZARDOUS MATERIALS/WASTE AND ENVIRONMENTAL PROTECTION MISSIONS IN A TIMELY AND COST EFFECTIVE MANNER, PAYING SPECIAL ATTENTION TO PUBLIC CONCERN AND WITH FULL COMPLIANCE WITH ENVIRONMENTAL LAWS.

QUALITY CIRCLE PROGRAM OBJECTIVES

1. DEVELOP HARMONIOUS MANAGER/WORKER RELATIONSHIPS.
2. INSPIRE MORE EFFECTIVE TEAMWORK AND PROBLEM SOLVING CAPABILITIES.
3. IMPROVE EMPLOYEE MORALE, MOTIVATION AND INVOLVEMENT.
4. REDUCE ERRORS AND ENHANCE QUALITY OF WORK.
5. PROMOTE PERSONAL AND LEADERSHIP DEVELOPMENT.
6. PROVIDE OPPORTUNITIES FOR RECOGNITION.

DFSC MBU PROGRAM

OBJECTIVES SET ANNUALLY

DIRECTORATES SET TARGET DATES

CONSOLIDATED BY OFFICE OF PLANNING AND MANAGEMENT

APPROVED BY COMMANDER

REVIEWED QUARTERLY

BRIEFED SEMI-ANNUALLY

DLA GENERAL OBJECTIVE: MANAGEMENT - MAKE THE BEST USE OF HUMAN, FINANCIAL, INFORMATIONAL
AND MATERIAL RESOURCES; INCREASE PRODUCTIVITY; IMPROVE COST EFFECTIVENESS;
AND PREVENT FRAUD, WASTE AND ABUSE.

SPECIFIC OBJECTIVE: IMPLEMENT STORAGE PLANNING AND REVIEW SYSTEM.

GOALS:

TARGET DATE

00	DEFINE AND EXAMINE THE EXISTING STORAGE ACQUISITION PROCEDURES	SEP 85
00	PREPARE DRAFT PROCEDURES	NOV 85
00	COMPLETE COMPREHENSIVE STORAGE PLANNING AND REVIEW SYSTEM	MAR 86

DLA GENERAL OBJECTIVE: MANAGEMENT - MAKE THE BEST USE OF HUMAN, FINANCIAL, INFORMATIONAL
AND MATERIAL RESOURCES; INCREASE PRODUCTIVITY; IMPROVE COST EFFECTIVENESS;
AND PREVENT FRAUD, WASTE AND ABUSE.

SPECIFIC OBJECTIVE: COMPLETE PSO AND DISTRIBUTION IMPROVEMENT PROGRAM.

GOALS:

	<u>TARGET DATE</u>
00 DEVELOP STATEMENT OF WORK FOR PSO CONCEPT STUDY	SEP 83 COMPLETED
00 CONTRACT AWARDED TO ADVANCED TECHNOLOGY	SEP 83 COMPLETED
00 PSO CONCEPT STUDY DELIVERABLES	
00 DOCUMENT CURRENT SYSTEM	JAN 84 COMPLETED
00 REPORT ON ALTERNATIVE APPROACHES	APR 84 COMPLETED
00 TEST PLAN & MILESTONES PLAN FOR PILOT SYSTEM	JUN 84 COMPLETED
00 FINALIZE STATEMENT OF WORK FOR DISTRIBUTION CONCEPT STUDY	FEB 84 COMPLETED
00 AWARD DISTRIBUTION CONCEPT STUDY CONTRACT	JUN 84 COMPLETED
00 COMPLETE DISTRIBUTION CONCEPT STUDY CONTRACT	JUL 85 COMPLETED
00 AWARD PSO PILOT STUDY CONTRACT	DEC 85
00 AWARD DISTRIBUTION PILOT STUDY CONTRACT	APR 86
00 COMPLETE PSO PILOT STUDY	MAR 87
00 COMPLETED DISTRIBUTION PILOT STUDY	JUN 87
00 IMPLEMENT BOTH SYSTEMS	OCT 87

MBO MILESTONE CHART

Report Date 25 July 1985

Goal:

MILESTONE		Year		Month												Responsible Office or Person				
				OCT 1985	NOV 1985	DEC 1985	JAN 1985	FEB 1985	MAR 1985	APR 1985	MAY 1985	JUN 1985	JUL 1985	AUG 1985	SEP 1985		1st QTR 1986	2nd QTR 1986	3rd QTR 1986	4th QTR 1986
emi-annual Briefing																				
GENERAL OBJECTIVE: FORCE READINESS																				
) Achieve at least 95 percent of inventory objective.																				
) Develop and implement Peacetime Stock Level and Distribution Program. (ENERGY MANAGEMENT PRIORITY)																				
) Acquire additional product pipelines for delivery of bulk petroleum to military activities. (ENERGY MANAGEMENT PRIORITY)																				
) Develop 1985 Emergency Fuel Distribution Plan. (ENERGY MANAGEMENT PRIORITY)																				
) Develop analytical allocation of inventory and storage among the unified commands. (ENERGY MANAGEMENT PRIORITY)																				
) Prepare restructured inventory and storage plans for a one-year execution period (IMP) and five-year planning and programming cycle (WISP). (ENERGY MANAGEMENT PRIORITY)																				
) Apply the team approach to the review of bulk fuel requirements prior to submission for contracting.																				
) Determine the feasibility of using ready reserve fleet tankers for storing war reserve fuel.																				
) Examine alternative method for support of U.S. Gulf and East Coast bulk fuel requirements.																				
O) Satisfy Bulk Fuel System Icing; Inhibitor (FSII) at reserve requirements for locations stocking marks; commercial jet fuel without additives for prepositioning in or near the JOA.																				

Legend: ○ Plan ● Completed Plan * Major Decision Point △ Revision ▲ Completed Revision

SUMMARY

FOCUS ON OUTPUT

RELATE TO JOB

'WHAT' AND 'WHEN'

COMMITMENT

DLA Quality Circles Workshop
7-9 August 1985

INDEX

Agenda	Encl 1
List of Attendees	Encl 2
General D. M. Babers' Remarks	Encl 3
Dr. John Demidovich's Presentation	Encl 4
Professor Virgil Rehg "Quality Circle Evaluation"	Encl 5
"Recent Developments in the QC Process"	Encl 6
Colonel George A. White's Remarks	Encl 7
Mr. Benjamin F. Jenkins "Role of the QC Coordinator/Facilitator"	Encl 8
Mr. Bill Widdows "Burnout"	Encl 9
Ms. Sue Cox "Management Presentation"	Encl 10
Ms. Mildred Henson "Management By Objectives"	Encl 11
Index	Encl 12

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