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AD-A225 735

# TOTAL QUALITY MANAGEMENT (TQM)

## *Group Dynamics Workshop*

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The Office of the  
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Prepared By:  
Booz • Allen & Hamilton Inc.  
Human Resources Management Practice  
4330 East West Highway  
Bethesda, Maryland 20814

90 08 10 001

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**WELCOME TO OSD's  
TOTAL QUALITY MANAGEMENT (TQM)  
GROUP DYNAMICS COURSE**

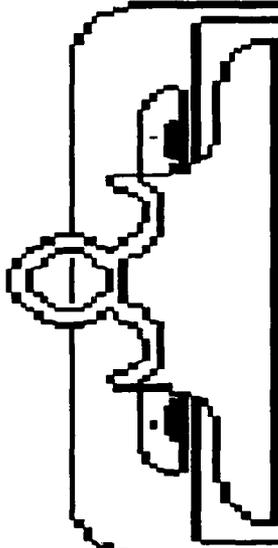
**Total Quality Management**

- This course has been designed under the direction and approval of OASD (P & L) TQM and prepared for The Office of Personnel Management, Contract Number OPM-87-9038.
- This is one of four courses following up the OSD TQM Awareness Course. Other courses include:
  - Process Action Team Course
  - TQM Implementer's Course
  - TQM Quantitative Methods Course.

More information on these courses can be found in Appendix C of your participant manual. Please see your instructor if you have questions about them.

- OSD has developed this and other TQM courses consistent with its TQM training leadership role. OSD has directed the preparation of customized TQM training courses for adaptation and use DoD-wide. OSD also invites a limited number of other DoD personnel to attend pilot sessions of these OSD TQM courses.

### Group Dynamics Course Objectives



- Explaining and advocating the importance of group teamwork and productivity in implementing TQM in OSD
- Defining and describing the productive functioning of TQM groups in implementing TQM in OSD
- Applying and practicing TQM group dynamics leadership and participation skills in implementing TQM in OSD.
- The purpose of this course is to strengthen and expand participants' use of group dynamics skills as leaders and members of OSD TQM groups.

### Total Quality Management

- Examples of such groups include Quality Management Boards (QMBs) and Process Action Teams (PATs) or any OSD group assigned a quality task.
- OSD has established the following instructional objectives for this course:
  - To explain and advocate key reasons why group teamwork and productivity are essential for achieving OSD's TQM goals.
  - To define and describe the efficient and effective operation of any OSD TQM group.
  - To apply and practice TQM group dynamics leadership and participation methods and principles in the OSD environment.
  - To develop and draft a personal action plan adapting and transferring TQM group dynamics principles and methods to a OSD-specific quality improvement group project chosen by each participant.

**Daily Course Schedule: Days 1 and 2**

8:30-10:15	Course working session
10:15-10:30	Break
10:30-12:00	Course working session
12:00-1:00	Lunch
1:00-2:45	Course working session
2:45-3:00	Break
3:00-3:45	Course working session
3:45-4:00	Short exercise assignment Course wrap up and adjournment (promptly)



**Total Quality Management**

- The course will start and adjourn on time.
- The time schedule will be flexible for breaks and lunch hours.

**Daily Course Schedule: Day 3**

8:30-10:15	Course working session
10:15-10:30	Break
10:30-12:00	Course working session Course wrap up and adjournment (promptly)

**Total Quality Management**

**Benefits of Learning Group Dynamics**

- Increased effectiveness in leading TQM groups
- Improved performance as a member of a TQM group
- Improved skills in managing other work teams
- Increased likelihood of accomplishing quality improvement tasks by improving the group dynamics tasks
- Expanded resources and options for handling group dynamics problems in TQM groups.

**Total Quality Management**

Discussion Questions:

- What positive assumptions do you make about the experience of taking a "group dynamics" course?
- What are your negative assumptions?
- What are ways you can gain maximum value from investing in learning about group dynamics?
- What are ways you can maximize the relevance of the course for your work and your functional unit?

**Course Modules**

- |             |  |
|-------------|--|
| Module I.   | Course Rationale, OSD Context, and Overview                            |
| Module II.  | Applying TQM Concepts to Group Dynamics                                |
| Module III. | Group Dynamics Tasks and Stages<br>Determining TQM Task Accomplishment |
| Module IV.  | Methods for Maximizing TQM Group<br>Participation                      |

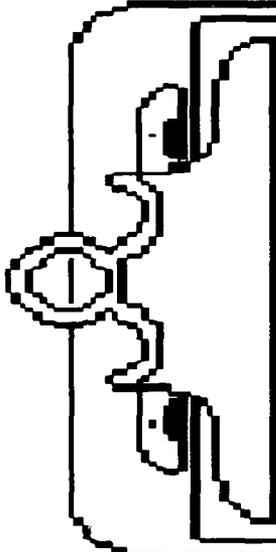
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- Each learning module translates and applies proven group dynamics principles and methods to the special OSD environment.
- Each module pursues specific instructional objectives, as indicated in the following outline of each course module.
- Some repetition of critical concepts occurs throughout all modules. This intended reinforcement of key ideas and tools bolsters their retention, value, and use.
- The course looks at group dynamics from a teamwork perspective.

**MODULE ONE**

**COURSE RATIONALE, OSD CONTEXT,  
AND OVERVIEW**

**Total Quality Management**

**Module 1 Learning Objectives**

- Understand what the course will cover and how it will be presented.
- Recognize the importance of group dynamics for TQM group leadership and participation.
- Define group dynamics implementation tasks in OSD.
- Accept the need to manage group dynamics effectively in implementing TQM.

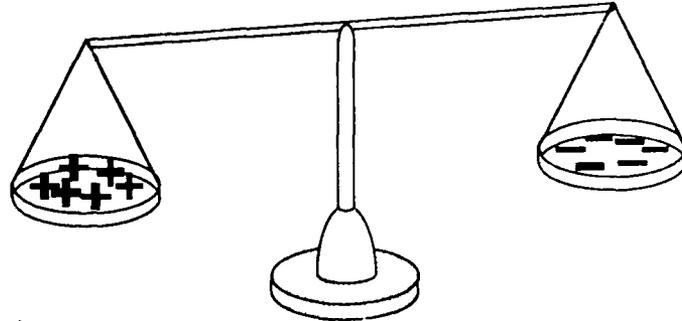
**Total Quality Management**

- Module 1 defines the content boundaries of the course.
- Module 1 clarifies student expectations on how the course will be taught.
- Module 1 clarifies the OSD, context, value, and relevance of the course.
- Module 1 advocates the importance and value of managing properly, consistently, and carefully the group-dynamics aspects of TQM implementation.

### Pros and Cons of Groups

Pros (examples):

- More information
- More experience
- Greater perspective.



Cons (examples):

- More time to make decisions
- More conflict (and time for conflict resolution)
- More personal compromise.

### Total Quality Management

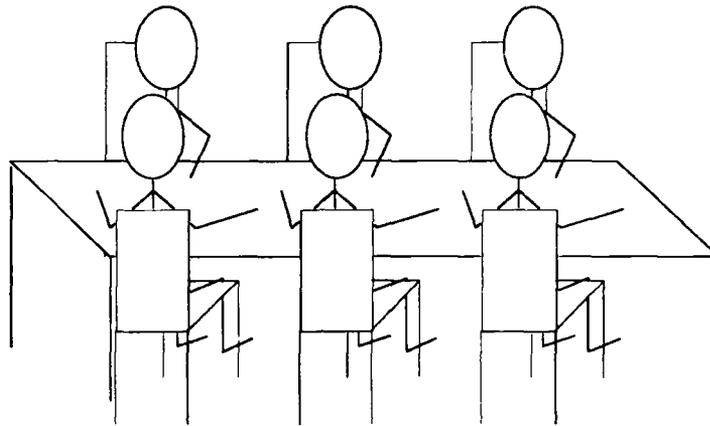
- In today's work world, we increasingly work as collaborative groups. The increasing specialization of knowledge, for example, means we are increasingly dependent on others to get our work done.
- Much of the work of TQM is done in small groups.
- Groups often involve efficiency and effectiveness tradeoffs.

Discussion questions:

- What are the advantages of working in a small group for achieving quality improvements in OSD?
- What are the disadvantages?
- What kinds of TQM tasks and activities can best be accomplished by a group?
- What are the benefits of knowing more about how groups operate in conducting quality improvement tasks?

**Total Quality Management Groups (TQMGs)**

**Learning TQM group dynamics by experiencing  
TQM group dynamics first-hand during the course**

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- You will be assigned at random to a small group for the duration of this workshop.
- Your experiences in this TQM group (TQMG) will provide a realistic microcosm of the group dynamics of other OSD TQM groups.
- You will work with other group members in analyzing quality improvement opportunities in areas of OSD during the workshop.

## Total Quality Management

### OSD TQM Group Dynamics Exercise:

#### TQMG Assignments

#### OBJECTIVES:

Upon completion of this exercise, you will be able to:

- Explain how group dynamics principles and processes apply to the function of OSD quality improvement groups.
- Analyze a specific OSD quality improvement opportunity as a member of a small OSD TQM working group.
- Apply group dynamics concepts and methods presented in the course while working in a TQM group during the course.

#### TQMG RULES:

- TQMGs sit together as a group during the course.
- TQMGs sit together during all lunches.
- TQMGs complete both quality improvement and group dynamics tasks during the course.
- The TQMG leader is responsible for all members of his/her group being on time at all times. The leader is also responsible for giving reports to the class on the group's discussions.
- TQMG members will be analyzing their own performance in the group, and the performance of the group as a whole.
- TQMGs select or design their own name and symbol.

#### ACTIVITIES:

- Count off using the numbers indicated by your instructor. Remember your number; it is now the number of your TQMG.

## Total Quality Management

- Move to the table assigned your number. Bring everything with you; you will be working at this table for the rest of the workshop.
- Introduce yourself to other members of your group as directed by the instructor.
- Select the leaders of your group:
  - Each person states the month and day of his/her birthday.
  - The person whose birthday is closest to today's date is the group leader today; the person whose birthday is second closest to today's date is the group leader tomorrow; and the person whose birthday is third closest is the group leader for the third day.
- Your group will be assigned a quality improvement task to work on during this course.
- List below at least three features of a "group" that distinguish it from a "collection of individuals":
  - 1.
  - 2.
  - 3.
- Combine the lists of all group members creating one (unduplicated) list of the features of a "group." (Your group leader will present your group's list to the rest of the class.)

## Total Quality Management

- Make a copy of your TQMG's list of the qualities of a "group" below.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

- Select a name and a symbol for your group.

**Hold Groups Differ From a Collection of Individuals**

- Definable membership
- Group consciousness (the members think of themselves as a group)
- Shared purpose, goals, or ideas
- Interdependence for satisfaction of needs (members need each other to accomplish the purposes of the group)
- Interaction (members communicate with each other, influence each other, and react to one another)
- Ability to act as a single entity (i.e., as a group).

(Source: Knowles and Knowles, 1972, pgs. 40 - 41)

**Total Quality Management**

- Groups can lack one or more of these qualities and still be considered a group.
- Some OSD TQM groups may not have a goal agreed upon by all group members.
- Some OSD TQM groups may exist solely because of some perceived organizational requirement.
- Some OSD TQM group members may participate in the group because they are told to or because it is in their professional interest.
- At a minimum, a group exists when "two or more persons are interacting with one another in such a manner that each person influences and is influenced by each other person." (Source: Shaw, 1981, pg. 8)

**Defining Group Dynamics**

- Social and psychological processes happen in all groups all of the time.
- These processes involve constant movement and flux within the group that cause it to act the way it does.
- These "dynamics" within a group result from factors within and outside of the group.

**Total Quality Management**

- "Group dynamics refers to the complex forces that are acting upon every group throughout its existence which cause it to behave the way it does.
- We can think of every group as having certain relatively static aspects: its name, constitutional structure, ultimate purpose, and other fixed characteristics.
- But it also has dynamic aspects: it is always moving, doing something, changing, becoming, interacting, and reacting.
- And the nature and direction of its movement is determined by forces being exerted on it from within itself and from outside.
- The interaction of these forces and their resultant effects on a given group constitute its dynamics.

## Total Quality Management

- In this sense, 'group dynamics' is to groups what 'personality dynamics' is to individuals.
- It is a phenomenon that occurs naturally; nobody invents it."

(Source: Knowles and Knowles, 1972, pg. 14)

**OSD TQM Groups**

- Executive Steering Committee\*
- Senior managers (at command and facility level)
- Quality Management Boards (QMBs)
- TQM Principles
- Process Action Teams (PATs)
- Middle managers and supervisors
- All employees.

**Total Quality Management**

- All personnel at OSD are responsible for implementing TQM.
- The basic qualities of OSD TQM groups as "groups" can influence OSD TQM group success and failure.
- The more you understand the group dynamics of these OSD TQM groups, the more productive you can be as either a group leader or participant.
- TQM implementation requires the active involvement of employees at all levels. Upper management must lead the way, but they cannot implement TQM alone. Everyone must participate.

\* In some agencies and services, this entity may be referred to as an Executive Steering Group, as with the Department of the Navy.

**Functions of the Executive Steering Committee (ESC)**

- Responsible for TQM leadership and implementation.
- Principle function of identifying and prioritizing principle problems in TQM implementation.
- Identify and allocate resources.
- Set training and TQM implementation guidelines.

**Total Quality Management**

**RESPONSIBILITIES:**

- Identify and prioritize generic OSD-wide improvement issue areas.
- Mobilize resources.
- Initiate interactions with other OSD decision-making bodies.
- Remove barriers/facilitate implementation.
- Direct action on unresolved process problems referred by the senior QMB.
- Reward/recognize TQM progress.
- Provide TQM leadership: demonstrate as a group and as individuals.
- Create organizational culture through effective leadership.
- Meet customer requirements.
- Become personally involved in fostering continuous improvement in the quality of products and services.
- Increase productivity by focusing on quality.
- Achieve participative involvement of employees at all levels.
- Provide support for necessary training.

**Functions of the Quality Management Board (QMB)**

- Identify processes in assigned issue area.
- Prioritize processes by improvement potential.
- Analyze and change processes when change is needed.
- Remove barriers.
- Establish Process Action Teams (PATs) when appropriate.
- Facilitate progress of PATs.
- Initiate action on problems referred by PATs.
- Provide TQM leadership.

**Total Quality Management****FUNCTIONS:**

- Translate goals to tangible internal initiatives.
- Remove barriers.
- Establish and facilitate progress of QMBs.
- Set guidelines for TQM implementation.
- Take action on unresolved process problems referred by QMBs.
- Serve on QMBs as designated.
- Provide TQM leadership: demonstrate as a group and as individuals.
- Actively support TQM.
- Generate new ideas.
- Manage the design of TQM.
- Continue to emphasize to the whole organization the importance of TQM.
- Provide a liaison with labor unions and other interested organizations to ensure process success.
- Interface with and support middle management.
- Help establish and maintain atmosphere conducive to employee participation.
- Assume advocacy role in cultural change process.

**Functions of the Process Action Team (PAT)**

- PATs will be formed to deal with specific process problems and to resolve issues.
- Roles of QMBs and PATs are complementary.
- QMBs focus on more permanent and larger issues.
- Involving many people in the improvement process is critical to making the QMB/PAT structure work.

**Total Quality Management****FUNCTIONS:**

- Identify and remove barriers.
- Develop practical process improvements.
- Install solutions and measurement systems for process control and feedback to QMB.
- Recommend to QMB solutions to problems beyond PAT's ability to implement.
- Dissolve upon completion of work.
- Play key/leadership role in TQM process.
- Recognize and understand role in the continuum of communication from the top and working levels of the organization.
- Display visible commitment to the TQM process.
- Generate ideas for process improvement to gain improved productivity.
- Interface with and support productivity principles.
- Work effectively as team member and team leader.



## Total Quality Management

- Write down your answers to the following questions about your quality task:
  - What is unclear about it?
  
  - What changes would make it a more valuable and OSD-specific learning for you?
  
- Discuss your interpretation of your quality task with other members of your group.
  
- Next, share your answers with other members of your working group.
  
- Working as a group, analyze your group's quality task using the following criteria:

SCOPE:

DIFFICULTY:

URGENCY:

## Total Quality Management

SPECIFICITY:

CLARITY:

- Discuss with members of your group what additional criteria you would add to this list if you were
  - An Under Secretary ultimately responsible for the quality task assigned your TQMB
  - A member of a QMB defining the quality task assigned to your TQMG
  - A member of a real-life PAT assigned your quality task (i.e., you were part of a small group expected to recommend solutions to the assigned quality task).
  
- Working with other members of your group, use the criteria just developed to prepare a revised written statement of your group's quality tasks. Write it in the space below.
  
  
  
  
  
  
  
  
  
  
- Obtain the course instructor's approval of this quality improvement task statement.

**Key Elements of TQM Group Structure**

- **Members:** the professional, organizational, and personal characteristics, beliefs, and expectations of the group members.
- **Leader:** the style, skill, personality, power, status, and other leadership qualities of the group leader.
- **Task:** the scope, specificity, and functional areas of the quality improvement task.

**Total Quality Management**

- Examples of "membership" group structure:
  - The clarity and confusion among group members as to the reasons for their being assigned to the group ("Why am I here?").
  - How well prepared are the members who participated effectively in the group.
  - How many members have taken the OSD TQM Awareness Seminar, let alone more advanced and specialized TQM training.
- (An administrative quality improvement versus an engineering quality improvement) and the structure of the task (degree of flexibility, specificity, formalization, etc.); e.g., degree of agreement and disagreement among members about the official and unofficial purposes of the OSD TQM group.

## Total Quality Management

### Discussion Questions:

- What are the OSD TQM group membership factors having the greatest impact on the success of TQM groups?
- What are the OSD TQM group leader factors having the greatest impact on the success of TQM groups?
- What are the OSD TQM task factors having the greatest impact on the success of TQM groups?

**Key Elements of TQM Group Structure (continued)**

- 🔑 **History:** the group's origins and past.
- 🔑 **Culture:** the rules, standards, values, and traditions of the OSD unit and the group itself.
- 🔑 **Participation:** the extent to which and the manner in which individuals participate in the group.

**Total Quality Management**

## Discussion Questions:

- What are the OSD TQM group culture factors having the greatest impact on the success of the group in accomplishing its quality improvement tasks?
- What are the OSD TQM group history factors having the greatest impact on the success of the group in accomplishing its quality improvement tasks?
- What are the OSD TQM group participation factors having the greatest impact on the success of the group in accomplishing its quality improvement tasks?
- Examples:
  - History: whether the group has had a high turnover in members, meets regularly or erratically, uses TQM tools appropriately.

## Total Quality Management

- Culture: the extent to which group members' commitment to TQM is sincere, enduring, and action-oriented; the attitudes of group members regarding being a member of the OSD TQM group, ranging from enthusiasm and concern to boredom and indifference.
- Participation: the quality and quantity of member participation in the work of the group; includes any kind of participation, from speaking to thinking to observing to listening; e.g., tailgating your idea on to the one just presented.

**Key Elements of TQM Group Process**

- **Inclusion:** the group members' sense of group belonging, identity, and acceptance.
- **Influence:** the relative distribution of power among group members.
- **Collaboration:** the process of working together in smooth, cordial, and mutually beneficial ways.

**Total Quality Management**

Examples:

- **Inclusion:** the degree to which group members feel they are accepted and respected by the group; feeling that the group takes your ideas seriously.
- **Influence:** the relative and shifting power of group members to control the group's actions and the way that power is exercised (autocratically or democratically); e.g., a group member may have more influence than the group leader because of the group's respect for that person's OSD experience, political clout, or TQM expertise.
- **Collaboration:** the ways in which group members work together in a harmonious, friendly, and supportive atmosphere; e.g., group members' willingness to use personal contacts in OSD to help the group break an impasse in solving the quality improvement problem.

**Key Elements of TQM Group Process (Continued)**

- 0 — **Risk Taking:** experiencing uncertainty, meaningful consequences, and potential loss to achieve some gain or advantage as a group.
- 0 — **Listening:** attending to and responding to each other's communications.
- 0 — **Identity:** the merging of an individual's personal and professional identity with that of the group.

**Total Quality Management**

Examples:

- **Risk taking:** the willingness of group members to take personal, professional, or organizational risks to help the group achieve its quality improvement goal. A risk is any volitional behavior involving uncertainty, loss, consequences, and significance as defined by taking the risk. For example, a risk is trusting that other group members will not tell others confidential or embarrassing information shared with the TQM group, such as strongly held opinions about OSD units.
- **Listening:** how well and how often group members listen to what other members say; e.g., taking personal summary notes during all TQM group meetings versus pretending to listen while daydreaming.

## Total Quality Management

- Identity: the extent to which each group member identifies personally and professionally with the group itself as an OSD entity; e.g., engaging in behaviors preserving group solidarity and collaboration, such as willingness to compromise in the interest of achieving the group's quality objectives.

**Key Elements of TQM Group Process (Continued)**

- 0 — **Goals:** the degree of understanding and support of the formal and informal goals of the group.
- 0 — **Decisions:** the process of identifying, weighing, and selecting alternatives.
- 0 — **Problem Solving:** the methods the group employs to overcome obstacles that prevent accomplishment of group goals.

**Total Quality Management**

**Examples:**

- **Goals:** the members' awareness, interpretation, agreement, and endorsement of the groups' goals; e.g., resolving differences in opinion about what was really meant by the quality improvement issues identified for action by the ESC.
- **Decisions:** how decisions are made in the group, from dictatorial methods to consensus methods of decision making; e.g., the extent to which all members of the group participate in making decisions and the extent to which some members (such as the highest ranking civilian or officer) dominate the way decisions are made, as well as what decisions are made by the TQM group.

## Total Quality Management

- Problem Solving: all TQM groups need to develop effective problem-solving processes for group dynamics problems (e.g., lack of group member commitment) and for quality improvement problems (e.g., getting cooperation from other OSD units when it causes them perceived or actual inconveniences due to a change in the traditional way of doing things).

**Group Dynamics Management Challenges**

- Certain normal and natural qualities of groups can expedite, improve, and strengthen the ability of the same OSD TQM groups in achieving their quality improvement objectives successfully.



- Other natural and normal qualities of groups can weaken, delay, and even destroy the ability of OSD TQM groups to achieve their quality improvement objectives successfully.

**Total Quality Management**

- As groups are the primary mechanism by which TQM is implemented in any organization, all members of OSD TQM groups need to understand how these group dynamics forces can, by themselves, make the difference in implementing TQM successfully in their units.
- TQM group leaders and members need to anticipate and manage the many group dynamics processes potentially present in every group. If managed, these processes can be channeled towards constructive ends. As a result, the potential destructive effects of group dynamics processes can be prevented, minimized, or eliminated.

**Group Management Challenges**

- High performance motivation
- Improved decision making
- Broader experience
- Greater expertise
- Greater endurance
- Expanded resources.



**Total Quality Management**

- Membership in any group can increase the motivation to perform well because each person's behavior is being evaluated by other group members, if only informally.
  - OSD managers may possibly work much harder in groups, knowing that contributions, or the lack of them, will be noted by at least some members of the group.
  - This in itself could motivate high levels of effort, cooperation, and energy to achieve the group's TQM objectives.
- Group judgments are often superior to individual judgments in situations where any individual's range of knowledge and experience is necessarily limited.
  - For example, group judgments about OSD quality problems/opportunities spanning several complex OSD units are likely to be much better than any single individual's judgment, including the person in charge of all the units.

## Total Quality Management

- From a TQM perspective, those closest to the work process always know it best and are in the best position to find and resolve the sources of the quality problem in the work system.

## Total Quality Management

### Group Dynamics Exercise: Broken Squares

#### Goals:

- To demonstrate and analyze the benefits of cooperation in solving a group task.
- To sensitize participants to behavior which may contribute toward or obstruct the solving of a group problem.

#### Instructions:

- If you have participated in this exercise before, please identify yourself to the course facilitator.
- You will participate in the exercise with other members of your TQMG working at your table.
- Your group will receive an envelope containing a set of broken squares. Do not open this envelope until the instructor signals you to do so.
- You will be given an envelope that contains pieces of cardboard for forming squares. When the instructor gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him or her a perfect square of the same size as those in front of the other group members.
- Specific limitations are imposed upon your group during this exercise:
  1. No member may speak.
  2. No member may ask another member for a piece or in any way signal that another person is to give him a piece. (Members may voluntarily give pieces to other members.) You can receive pieces only; you may not ask for them in any way.
- The instructor and other observers/judges will monitor your conduct of the exercise.

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- After completing the exercise, the observer/judge will comment on group problem-solving behavior within each group.
- As you participate in the exercise, look for ways it applies to TQM group functioning in OSD.

## Total Quality Management

### Video on Working Together as a Group

#### Video Preview Instructions:

- This unusual video has several distinct segments plus a segment (dance team) interspersed at several points.
- Each TQMG will be asked to answer for the class a list of questions regarding a particular segment of the video. Each TQMG, however, is responsible for discussing the TQM group dynamics of the entire video.
- Each TQMG will have time after the video to discuss its answers to the questions for its assigned segment.
- Pay close attention to the entire video! The entire class will discuss a number of general questions about the video as a whole, as well as specific segments.
- To help remember and distinguish the segments assigned your group, circle the segment assigned to you.
  - Circles (animated)
  - Woman with heavy box meets man with empty cart
  - Scull Race
  - The Good Excuse Store
  - For Want of a Staple
  - Two Painters.
- Review the following questions before watching the video and jot down your comments as you view the video.
  1. How does this segment apply/not apply to your work experience at OSD?

## Total Quality Management

2. What points made in this segment are applicable to increasing productivity of OSD TQM groups?
  - A.
  - B.
  - C.
  - D.
  
3. How could a senior OSD manager put each of these points to good use in leading or participating in OSD TQM groups?
  - A.
  - B.
  - C.
  - D.
  
4. Which one point is the most helpful for senior OSD managers?
  
  
  
  
  
  
  
  
  
  
5. What substantive aspects of the video segment do you disagree with the most and why?



**Group Dynamics Management Challenges (continued)**

Group Rewards

- Groups can discourage members from assuming the risks and burdens of leadership because the group receives the credit, not the individual; one advances in OSD, it can be argued, by individual performance far more than by group performance.

Group Negativity

- The relative anonymity of a group can lead to expressions of negative, impulsive, and cynical TQM attitudes and actions; if enough members of an OSD TQM group behave in this way, the failure of the group becomes a self-fulfilling prophecy.

**Total Quality Management**

Discussion questions:

- Do you agree or disagree with the assertion that OSD rewards individual performance far more than group performance?
- How can a group leader turn around group negativity and cynicism?

**Group Dynamics Management Challenges (continued)**

Group Responsibility

- Responsibility is diffused within a group; groups make it easy to evade responsibility for struggling with the tough problems of TQM by letting other members of the group do the work.

Group Risk-taking

- People often make riskier decisions in groups than they do by themselves; groups can also discourage risk taking when it is irresponsible.

**Total Quality Management**

Discussion questions:

- How can a group leader get members to take greater individual responsibility for the work of the group?
- Do you believe people take greater and unwise risks in groups than they do as individuals? Why? (or why not?)

**Group Management Challenges (continued)**

Groupthink

- Conformity pressures in most groups create "groupthink": "Groupthink is a process in which critical thinking is suspended and decisions are made without adequate information or consideration of alternatives." (Source: Janis, 1972)

Group Leadership

- Individuals lacking adequate leadership skills and aptitudes are sometimes appointed to group leadership positions anyway.

**Total Quality Management**

- Pressures toward groupthink abound in OSD; the power and pervasiveness of groupthink in a complex bureaucracy like OSD makes its occurrence highly likely in most OSD TQM groups.
- Many TQM group leaders, for example, may be pressured or ordered by their superiors (or simply by virtue of the position they hold) to lead TQM groups, even though this is not their strength, when other members of the group could perform this role more effectively. (Source: Shaw, 1981, pgs. 15 - 16)

**TQMG Discussion Activity:**

- What recommendations can you offer to turn these potentially negative group qualities into positive ones to help OSD TQM groups work more productively?

**Group Management Challenges (continued)**

**Special Challenges**

- Resistance to adopting and adapting TQM principles and methods
- Fears and threats of radically changing the OSD culture
- Sheer size, complexity, and bureaucratic scale of OSD
- Unpredictable changes in OSD's mission and budget due to global economic and political events.

**yeah, but...**

**yeah, but...**

**yeah, but...**

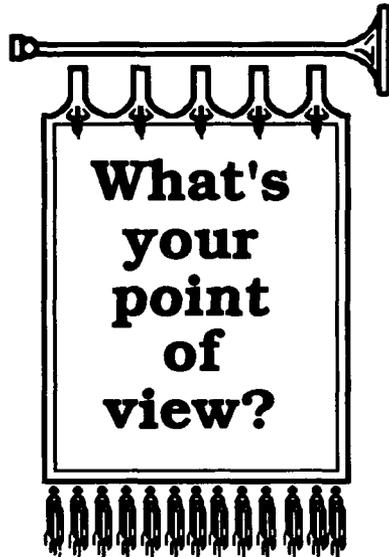
**Total Quality Management**

- Several special factors and new trends create unusually large dangers for the successful operation of all OSD quality improvement groups. These OSD unique factors and trends can program these groups for failure at any point in their operation:
  - The normal and understandable resistance to and skepticism about the management philosophy and methods of TQM among many OSD personnel at all levels.
  - Controversial and uncertain changes in OSD work culture that TQM requires, and the many years it will take for these changes to penetrate most OSD agencies.
  - The unique organizational culture, structure, and functioning of OSD (i.e., a gigantic size, tradition bound, bureaucratically entrenched, internally competitive, politically controlled organization staffed by both civilian and military personnel).

## Total Quality Management

- The drastic and wrenching changes in OSD's mission, resources, and strategies as result of global and domestic economic, technological, and political change, ranging from OSD budget cuts to Peristroika.
- These group dynamics issues are not a matter of being sensitive to "touchy-feely" people issues; they are a matter of being productive in achieving quality improvement objectives.
- OSD's TQM groups will need to achieve high levels of group cohesion and commitment. These groups must evolve as rapidly as possible into teams, not just committees. Otherwise, they will prove the OSD TQM skeptics right.

**Group Dynamics and OSD**



Why do "group dynamics" matter to:

- OSD?
- You?
- TQM in OSD?

**Total Quality Management**

**INSTRUCTIONS:**

- Write your answers to each of the following questions.
- Do not converse with other members of your group in answering these questions.

**QUESTIONS:**

- Of all the OSD small work groups you participated in, what was it that you liked most about the way the best groups did their work?

1.

## Total Quality Management

2.

3.

- What was it you disliked most about the way the worst small OSD work groups did their work?

1.

2.

3.

- Share your answers to each question with other members of your TQMG.
- Working as a group, develop a list of the top five group dynamics qualities supporting the successful operation of OSD TQM groups.

1.

2.

3.

## Total Quality Management

4.

5.

## Total Quality Management

### COURSE OSD APPLICATION AND ADAPTATION Making the course relevant to your OSD unit

#### Instructions:

- Select three major concepts of group dynamics presented today.
- Put the concepts in your own words in one sentence.
- For each concept, describe:
  - A. How it applies to TQM implementation, your OSD unit; and
  - B. How it requires adaptation to work effectively in achieving TQM goals in your OSD unit.

#### Worksheet:

##### Group dynamics concept #1

Definition:

OSD application:

OSD adaptation:

## Total Quality Management

### Group dynamics concept #2

Definition:

OSD application:

OSD adaptation:

### Group dynamics concept #3

Definition:

OSD application:

OSD adaptation:

**MODULE TWO**

**APPLYING TQM CONCEPTS TO  
GROUP DYNAMICS**

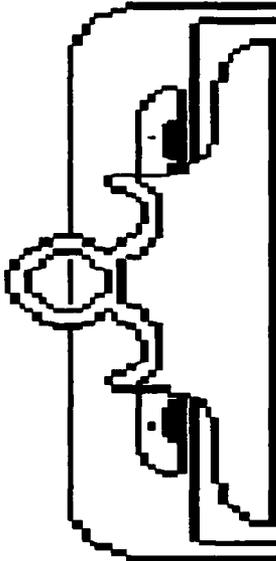
**TQM Concepts**

**Module Two Content**

- Reinforce core TQM concepts.
- Review OSD's TQM implementation.
- Clarify any misconceptions and answer any questions about TQM since participants attended the TQM Awareness Course.
- Identify the group dynamics significance and relevance of core TQM concepts.

**TQM Concepts**

### Learning Objectives



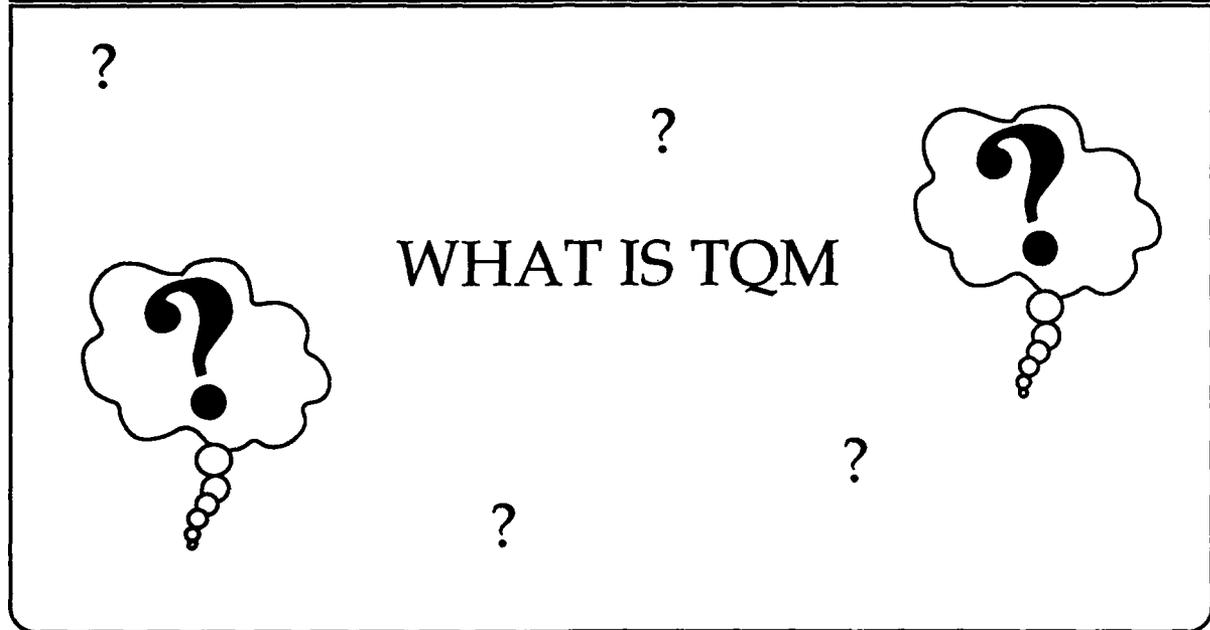
Upon completion of this module, the participant will be able to:

- Explain selected TQM concepts.
- Emphasize the group dynamics importance of selected TQM concepts.
- Describe the group dynamics aspects of portions of OSD's TQM implementations plan.
- Identify group dynamics implications of core TQM concepts.

### TQM Concepts

- Key TQM concepts explored from a group dynamics perspective include:
  - TQM culture
  - TQM process
  - TQM leadership
  - TQM teamwork
  - TQM training
  - TQM Quantitative tools
  - TQM long-term commitment.
- This module is a brief review of selected TQM concepts. It highlights TQM themes, roles, processes, and responsibilities especially relevant to group dynamics.
- Please refer to the student manual, Total Quality Management (TQM) Awareness Seminar that was provided for the Awareness Course.

Core TQM Concepts



TQM Concepts

OSD TQM EXERCISE:

Using what you learned about TQM in the Awareness Course

- Working with members of your TQMG, create a list of the top ten TQM concepts. Be prepared to present your group's list to the class.

1.

2.

3.

## Core Principles of TQM in OSD

4.

5.

6.

7.

8.

9.

10.

- Discussion questions:
  - Are any critical concepts missing?
  
  - Of all the concepts listed, which five are the most critical?
  
  - How solid and sound is your knowledge of these concepts?
  
  - Which concepts are most critical to group dynamics issues?

**OSD's Definition of TQM****Total Quality Management (TQM)**

*Total Quality Management (TQM) is both a philosophy and a set of guiding principles that represents the foundation of a continuously improving organization. TQM is the application of quantitative methods and human resources to improve the material and services supplied to an organization, and the degree to which the needs of the customer are met, now and in the future. TQM integrates fundamental management techniques, existing improvement efforts, and technical tools under a disciplined approach focused on continuous improvement.*

**TQM Concepts**

- There is no strict definition of TQM. However, there are several TQM experts who agree that several components must be present and working in order for TQM to be achieved.

**Reference:**

OSD 5000.51G (Draft). Total Quality Management Guide, August 1, 1989.

**Common Themes of TQM Experts**

- ☆ Customer defines quality.
- ☆ Management creates the quality culture.
- ☆ Management provides for system improvements.
- ☆ Quality becomes prevention-based.

**TQM Concepts**

- There are many authorities responsible for the quality revolution in the U.S. and abroad. Three of the most well-known and practiced concepts are those of Deming, Juran and Crosby. Though different in approach, all advocate the quality path to productivity.

**Common Themes of TQM Experts (continued)**

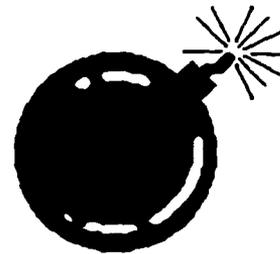
- ☆ Statistical thinking is used to study processes.
- ☆ Team approach used for problem-solving.
- ☆ Continuous improvement.
- ☆ Education and training are vital.

**TQM Concepts**

- Each of these common themes is critical in implementing TQM in any environment, including OSD.

**Potential Barriers to TQM in OSD**

- Resistance to change
- Fear
- Lack of knowledge
- Regulations.

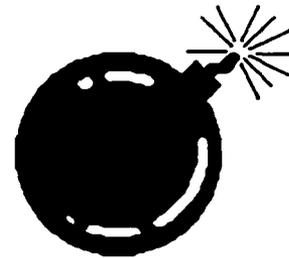


**TQM Concepts**

- TQM implementation requires long-term commitment and the dedication to overcome many barriers that will almost inevitably arise along the way, including:
  - Resistance to change: "People don't resist change, they resist being changed."
  - Fear: Fear will stifle innovation and hinder cooperation and teamwork.
  - Lack of knowledge: Lack of knowledge can hinder management's ability to improve processes and employees' ability to contribute to the improvement process.
  - Regulations: Regulations may impede innovation by requiring strict adherence to specifications, or impede communication by restricting access to information.

**Potential Barriers to TQM in OSD (continued)**

- Stovepipes
- Ricebowls
- Individualism
- Impatience.



**TQM Concepts**

- Stovepipes: The narrow upward flow of information can hinder communication because managers do not pass down lessons learned.
- Ricebowls: Territorial battles adversely affect cooperation and teamwork by creating suboptimization and detract from unification of effort.
- Individualism: "Rugged individualism," like ricebowls, may detract from cooperation toward common goals.
- Impatience: Impatience and the resulting shortcuts and quick fixes may contribute to short-term results at the expense of long range goals.
- Full-group discussion questions:
  - Which of these barriers are most dangerous to OSD TQM groups?
  - Which of these barriers do OSD TQM groups have the least and most control over?

**TQM Leadership, Commitment, and Teamwork**

- Top management leadership
- Long-term commitment
- Employee teamwork.

**TQM Concepts**

- Top management must take the lead in creating an environment of innovation, trust, continuous process improvement, and pride of work.
- Transformation to a quality culture takes time. It cannot be dictated, and must be built into the organization as a way of life.
- The cultural change process requires teamwork involving managers, supervisors, and employees.
- Only top leaders can eliminate fear and provide the constancy of purpose to initiate, promote, and sustain change. Managers must demonstrate their commitment to TQM and constancy of purpose in every action and word. Managers must provide a vision of the future, remain patient, and avoid short-term fixes.

## **Total Quality Management**

- Teamwork will provide the vehicle for cooperation and communication and total employee involvement in continuous process improvement.
- Teamwork is risky; he that works to help others may not have as much production to show as if he had worked alone.

**Focus on Process**

- Quality management focuses on the processes by which work gets done, not the output totals.
- Quality is a continuous process improvement that leads to the continual upgrading of product quality.
- Understanding the process requires learning the answers to a series of questions.
- Quality management focuses on understanding and improving the work processes.

**TQM Concepts**

- Quality management places emphasis on preventing defects through process improvement rather than discovering them with inspection. Quality must be managed in, not inspected in.
- "Quality begins in the boardroom": Senior management must focus on the processes by which work gets done.
- Only a process focus allows managers to build in quality.

**Process Management**

- I. **Plan:** The first step is to Plan a change by defining a problem and stating improvement objectives.
- II. **Do:** The next step is to Do or test the change, preferably on a small scale.
- III. **Check:** The third step is to Check or study the results--what did we learn? This information is used for planning and prediction purposes.
- IV. **Act:** The final step is to Act. Action options include adopting the change, abolishing the idea, and experimenting again with different conditions/people.

**TQM Concepts**

- The Shewhart Cycle of Learning, or Plan Do Check Act (PDCA) cycle, provides the method to "manage quality into" a process and the resultant outcomes by providing information for planning and prediction purposes.
- The management style commonly practiced today uses a "Plan/Act" "Act" cycle which does not benefit from the learning steps in the PDCA cycle.

## Discussion Activity:

- How do group dynamics factors influence the Shewhart cycle?
  - Positively?
  - Negatively?

**Tools For Continuous Improvements**

**TQM tools answer quality questions:**

- Where to improve?
- What is happening?
- How well are we doing?

**TQM Concepts**

Managers can use tools to:

- Identify improvement opportunities
- Gain in-depth knowledge of processes
- Distinguish between alternative causes
- Monitor improvement outcomes
- Establish control points and procedures
- Plan change and adaptations
- Select priority areas for action
- Build support for change efforts
- Reshape rules and responsibilities
- Predict quality and outcomes.

**Tools for Continuous Improvement (continued)**ToolUse

Flow Charts	Document actual and ideal path
Cause and Effect Diagram	Explore causes
Check Sheet	Gather data based on observation
Pareto Chart	Display
Scatter Diagram	Test themes of relationships
Histogram	Display distribution of data
Run Chart	Display simple trends over time
Control Chart	Determine common and special variation in a process.

**TQM Concepts**

- The tools provide the information for managers to make data-based decisions for continuous improvement.
- Without effective tools, managers often rely on intuition, hunches, and incorrect or incomplete data.
- Decisions that are not based on reliable data often fail to address true impediments to quality and can create additional problems by "fixing" processes that already work.

### TQM Group Leadership Challenges

- The leadership is responsible for 100% of the processes.
- Workers can only work within existing processes.
- Most problems are with the system.
- Only leadership can facilitate system change.
- Leaders must drive out fear to promote innovation.



### TQM Concepts

- Juran: "At least 85% of the problems are in the system - fewer than 15% are attributable to some particular individual or set of circumstances."
- Leadership has the responsibility of fixing the system; system change must be implemented top-down.
- Top-level leaders must accept the challenge and take the lead in establishing a culture for quality.
- Building a culture for quality requires leaders to lead by commitment and active involvement in speech and action.

**TQM Group Leadership Challenges (continued)**

- Drive out fear.
- Cultivate passionate commitment to customers.
- Continue TQM education.
- Foster atmosphere that accepts change.
- Change practices and procedures which impede TQM culture.



**TQM Concepts**

**TQMG Discussion Activity**

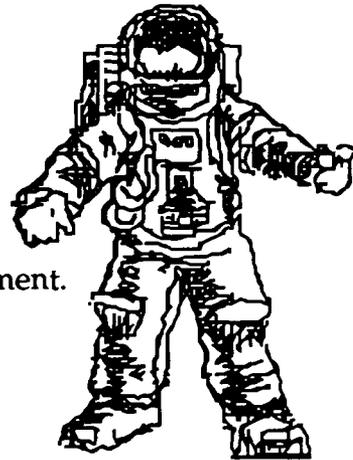
- Identify and jot down below at least one way in which each of the above leadership challenges can be met for your assigned quality task.
  - FEAR
  
  
  - CUSTOMER COMMITMENT

## Total Quality Management

- TQM EDUCATION
  
  - CHANGE
  
  - TQM CULTURE
- 
- Compare your answers with those of others in your TQMG.
  - Which of these leadership challenges has the greatest priority for your quality task?

**Making it Happen**

- Start within your area of influence.
- Improve one small project at a time.
- Focus on making your work processes consistent.
- Encourage your people to think process improvement.
- Live in a glass house; provide example.
- Be patient, persuasive, and persistent.
- Advertise successes and share your knowledge.



**TQM Concepts**

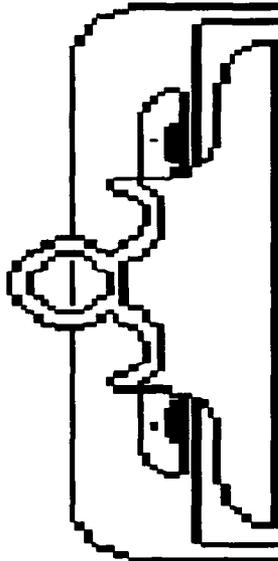
TQMG Discussion Activity

- What principles and methods of TQM do you still have serious reservations about regarding their use in OSD?
- What are the reasons for your reservations?
- What TQM principles and methods have the best chance of working at OSD?

**MODULE THREE**

**GROUP DYNAMICS TASKS AND STAGES  
DETERMINING TQM TASK  
ACCOMPLISHMENT**

### Learning Objectives



- Present internal group dynamics issues potentially determining the success of TQM implementation groups in an OSD environment.
- Describe four stages of group development TQM groups normally go through and the influence of each of these stages on TQM implementation in OSD.
- Suggest ways to minimize negative impacts and maximize positive impacts of OSD work culture on TQM implementation groups.

### Total Quality Management

- Module 3 explores the group dynamics processes supporting the accomplishment of the quality task.
- Module 3 creates more realistic expectations about how OSD groups coalesce, evolve, and mature.
- Module 3 explores specific ways the OSD work culture impacts these stages of group development.

**Learning to Work Effectively as a TQM Group**

- Managing quality improvement tasks
  - external
  - tangible.
- Managing group dynamics tasks
  - internal
  - intangible.

**Total Quality Management**

- Every OSD quality improvement group faces two equally complex and difficult tasks: an external, quality improvement task; and an internal, group dynamics task.
  - The external group task is relatively tangible, concrete, and clear...maybe.
  - The internal group task is quite the opposite, entailing matters of personality, behavior, and social interaction.
- Many TQM groups make the mistake of focusing almost exclusively on quality tasks and ignoring almost completely the group dynamics tasks.
- Managing one task complements managing the other task.

## Total Quality Management

### TASK-PROCESS LEADERSHIP ACTIVITY

#### INSTRUCTIONS:

- Turn to Appendix C in your manual and read the directions for the Tasks-Process (T-P) TQM Group Leadership Self-Assessment Questionnaire.
- Complete the questionnaire as directed, using your course TQMG as the real-world context for answering each question.
- Scoring instructions:
  - Using the scoring sheet in appendix C, give yourself 1 point for each item in each column for which you circle (A), always or (F), frequently.
  - Add up your total number of 1s for each column.
  - Follow the directions on the T-P profile sheet in appendix C.
- Tell other group members your positions on the profile sheet.
- What would you guess are the positions of your TQMG leader on the profile sheet? (Confirm this with your group leader.)

### Turning Individuals Into Groups

- Group dynamics issues precede quality issues.
- Turning individuals into a group demands strong and sensitive leadership.
- Addressing group dynamics issues early enables group members to contribute more effectively and sooner, speeding up accomplishment of the quality tasks.

### Total Quality Management

- The evolution and maturation of quality improvement group development as a social group comes before its productive performance as a quality group.
- As senior OSD managers and officers know, getting an assortment of employees from different work units, most of whom have just met each other, to function efficiently and effectively as a coordinated team does not take place automatically.
- Group teamwork, communication, and cooperation, as examples, evolve only with strong leadership, sufficient time, shared experiences, and usually, interpersonal struggles.
- OSD quality improvement groups, if they are to tap fully the talents, expertise, and experience of all members, must anticipate and resolve these group development issues.

**The Quality Improvement Task**

- This task forms the rationale for the OSD TQM group.
- This task is what TQM groups are all about.
- This task is the "end" of quality products/services, and not the means of achieving the quality improvement objectives.

**Total Quality Management**

- This task involves making the quality improvements for which the group was formed or activated. These are the reasons prompting the creation and continuation of any OSD quality improvement group, whether *ad hoc* like a PAT, or permanent like an ESC.
- This task involves what most people expect when asked to lead or participate in a quality improvement group:
  - Scheduling or attending meetings
  - Brainstorming solutions
  - Using TQM quantitative tools like flow charts and run charts in collecting data on the quality problem
  - Gathering quality improvement data

## Total Quality Management

- Using these and other tools in identifying system and processes causes
  - Determining solutions eliminating the common causes of the quality problem
  - Recommending actions up and down the line, etc.
- 
- In carrying out this task, the group solves quality-related problems and exploits quality-related opportunities within OSD by acting as a group; i.e., through group dynamics processes.

**The Group Dynamics Task**

- Group relationships and interactions
- Group communication and commitment
- Group work environment pressures
- Group discomfort with group dynamics issues
- Group quality improvement effectiveness.

**Total Quality Management**

- This task involves managing the working relationships among the group members.
  - In order to function effectively, for example, a quality group must work out personal differences among members.
  - The group must also establish communication ground rules enabling the group to carry out its external, quality improvement task.
  - And the group must have a minimum level of genuine commitment and regular participation from the majority.
- The demands and pressures of their everyday jobs make addressing the group dynamics task particularly challenging for OSD quality improvement groups, and especially for their leaders.

## Total Quality Management

- Most everyone understands and accepts the importance and payoff of the external, quality improvement task. But not everyone views the quality group's internal task so readily and positively.
  - An organization such as OSD can command and get proper and prompt action on the external task.
  - It is far more difficult to command the personal commitment and involvement entailed in acting on a quality improvement group's internal task.
- These group dynamics task issues often evoke discomfort, disinterest, and skepticism. Many OSD managers and officers, for example, may prefer to deal with "hard" issues (e.g., weapon systems engineering or acquisition procedures) rather than "soft" ones (e.g., interpersonal conflict or communication problems among quality improvement group members).
- Knowing what these group dynamics tasks are, how to spot them, and why they matter, greatly increases your ability as a group member or leader to anticipate and resolve them.
- Knowing how to handle this human side of leading or participating in a quality group improves your skill in detecting and defusing the land mines encountered on the group's quality improvement journey.

**Interdependence of Group Dynamics and Quality Tasks**

- Dangers of neglecting either task: quality groups in organizations in the beginning stages of TQM implementation, as in OSD currently, are most prone to making this costly mistake.
- Group dynamics task comes first: the dangerous temptation is to delay it.
- Both tasks must be addressed simultaneously.

**Total Quality Management**

- Failing to invest time and effort in managing the group dynamics task endangers success in managing the quality improvement task. In the impatience to get TQM underway, many quality groups ignore the group dynamics task, viewing it as unimportant.
- Group dynamics issues, such as power struggles and discussions leading nowhere, undermine, delay, and even sabotage the group's success in managing its quality improvement task.
- The dual challenge for all quality improvement groups then, is to manage its external quality task and the internal group task with equal resources, skill, and persistence.
- Managing the TQM group's assigned "quality" issues with maximum cost-effectiveness or cost-efficiency requires managing the "people issues" with the same priority, savvy, creativity, and work.

## Total Quality Management

- Addressing both tasks at the same time means learning how to operate smoothly as a group and, at the same time, learning how to improve quality in the targeted OSD.

**Group Dynamics Land Mines**

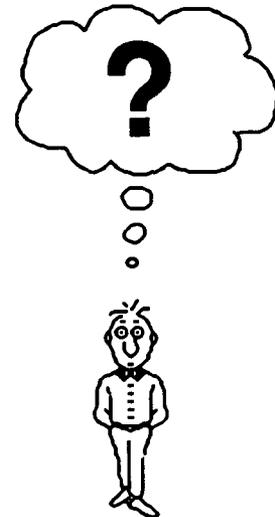
- Group dynamics issues can disrupt and block accomplishment of the group's quality objective in many ways.
- These are the sub rosa (beneath the surface) issues that arise inevitably when people form themselves into groups.
- Unless managed by the group leader and participants alike, these "undercurrents of the interpersonal underworld" thwart and restrict the group's productivity and success from the first minute they meet as a group.

**Total Quality Management**

- These issues are seldom talked about openly during group meetings. They are talked about privately outside of TQM group meetings. Regardless, every member of the group, to varying degrees, is aware of them.
- These issues are the not-so-hidden behaviors, agendas, and concerns that get in the way of performing the group's quality improvement task.
- Three of the most common kinds of such group dynamics land mines are group identity, relationship, and culture issues.

**Group Identity Issues**

- Membership: do I want to belong?
- Control: who's in control?
- Compatibility: do I like these people?
- Participation: how do I want to participate?



**Total Quality Management**

- Group identity issues involve matters of group inclusion, influence, control, cooperation, interest, and loyalty.
- Discussion questions:

Privately, think about your answer to each of the following questions, then discuss your thoughts with other members of your TQMG.

- Do you feel more like an insider in this group or more like an outsider?
- Who will have the most control over the group, regardless of who is officially in charge?
- Am I going to be able to work effectively with these people?
- Do I want to bother to become actively involved with this group?

**Group Relationship Issues**

- Openness/guardedness: is this going to be run in a candid and informal way, or in a guarded and formal way?
- Formality/informality: are we going to put our titles and ranks aside, or play subtle or open power games at the same time we are tackling our quality improvement task?
- Cooperation/conflict: are we going to spend most of our time arguing or are we going to work in a more constructive way?

**Total Quality Management**

- Group relationship issues involve matters of how the group members work together as a group.
- Group relationship processes may be difficult to manage, but their presence or absence will have a major influence on the group's morale and productivity.

**OSD Culture Issues**



- OSD unit benefits
- OSD unit risks
- OSD cultural barriers
- OSD priority conflicts.



**Total Quality Management**

- What good is this group going to do for my OSD unit?
- Will what I say and do as a member of this group get me in trouble with my own OSD unit?
- Will TQM-related negative elements in OSD's work culture prevent us from achieving the group's quality improvement objective? Examples of these negative OSD work culture elements undermining TQM groups:
  - The endless cycles of "new" management strategies, such as MBO and others
  - The lack of tangible reward options for exceptional performance, given Federal civil service and military personnel regulations

## Total Quality Management

- The belief among members of a group, especially those with longevity or tenure in the Pentagon, that almost any quality improvement action has:
  - Been tried before and failed
  - Will fail even if it has not been tried before
  - Is a dumb idea
  - Etc.

## Total Quality Management

### OSD GROUP DYNAMICS EXERCISE: DETECTING AND DEFUSING GROUP DYNAMICS LAND MINES IN OSD

#### INSTRUCTIONS:

- Using a brainstorming process, generate a list of at least three real-life examples of each of the three types of group dynamics land mines as they apply to your TQMG and its quality tasks.
- After presenting your group's examples to the class, add examples generated by other TQMGs below.

#### Group Identity Issues

MY DISCUSSION GROUP'S IDEAS	OTHER DISCUSSION GROUP IDEAS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**Total Quality Management**

Group Relationship Issues

- | MY DISCUSSION GROUP'S IDEAS | OTHER DISCUSSION GROUP IDEAS |
|-----------------------------|------------------------------|
| 1.                          | 1.                           |
| 2.                          | 2.                           |
| 3.                          | 3.                           |
| 4.                          | 4.                           |
| 5.                          | 5.                           |

Group Culture Issues

- | MY DISCUSSION GROUP'S IDEAS | OTHER DISCUSSION GROUP IDEAS |
|-----------------------------|------------------------------|
| 1.                          | 1.                           |
| 2.                          | 2.                           |
| 3.                          | 3.                           |
| 4.                          | 4.                           |
| 5.                          | 5.                           |

**Helping or Hindering Behavior**

- Task-oriented behavior
  - Initiating
  - Information or opinion seeking
  - Information or opinion giving
  - Clarifying or elaborating
  - Summarizing
  - Consensus testing



**Total Quality Management**

- Task-oriented behavior: this behavior concerns the content of the OSD TQM group meeting; e.g., working through a problem. Task-oriented behavior is action taken by group members at their own initiative to help the group accomplish its quality improvement task; examples:
  - Initiating behavior: proposing or defining the group's goals
  - Information or opinion seeking: requesting or seeking relevant data
  - Information or opinion giving: providing data, judgments, or examples
  - Clarifying or elaborating: interpreting or explaining an OSD or TQM issue, policy, or procedure
  - Summarizing: recapitulating or synthesizing a complex discussion point
  - Consensus testing: polling or questioning the group about the degree of agreement and disagreement over an issue.

**Helping or Hindering Behavior (continued)**

- Maintenance-oriented behavior
  - Encouraging
  - Expressing group feelings
  - Harmonizing
  - Compromising
  - Gatekeeping
  - Setting standards

**Total Quality Management**

- Maintenance-oriented behavior: actions addressing group dynamics needs of the group as a working whole; e.g., noticing and reacting to the way group members are cooperating or not cooperating in getting the quality improvement task done. These behaviors focus on the process of the group's work, not its TQM content.

**Examples:**

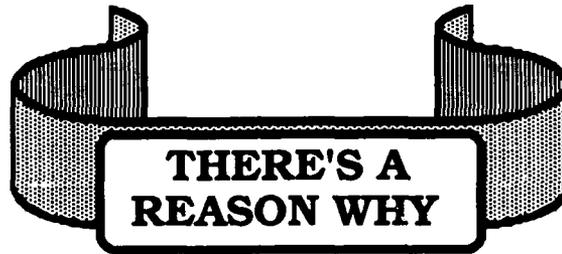
- Encouraging: e.g., acting in a friendly, open, accepting, or respectful way toward other members of the group, especially at the first meeting
- Expressing group feelings: e.g., checking out how other members feel about what is happening at the time or expressing one's own feelings
- Harmonizing: e.g., reducing tension with humor (preferably by poking fun at yourself)

## Total Quality Management

- Compromising; e.g., being willing to settle for what you really need, instead of all that you want
- Gatekeeping; e.g., gently encouraging a withdrawn member of the group to participate by asking their opinion
- Setting standards; proposing or following standards that apply to either the content or the process of the group's quality improvement task.

**Helping or Hindering Behavior (continued)**

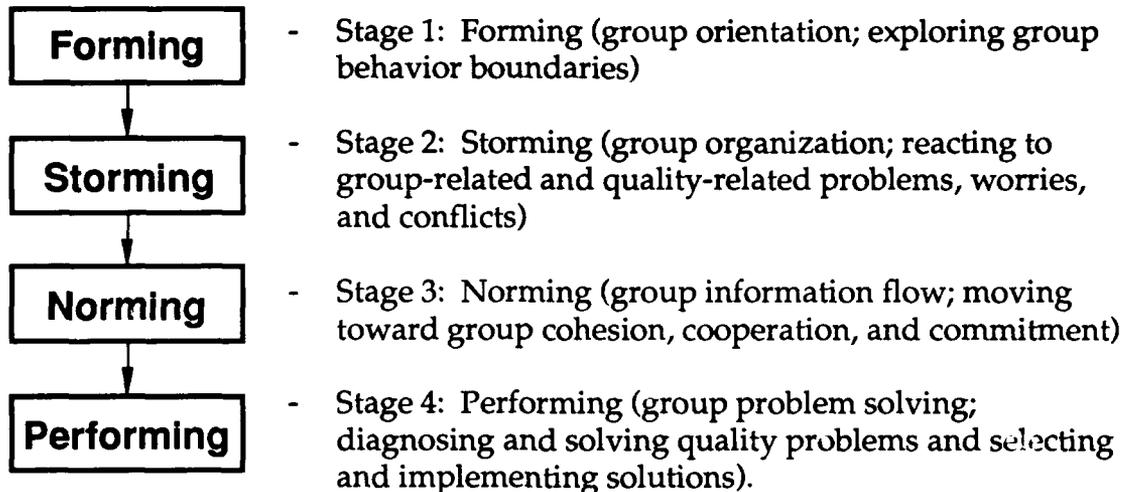
- Self-oriented behavior
  - Dominating
  - Withdrawing
  - Aggressive blocking
  - Help seeking
  - Recognition seeking.



**Total Quality Management**

- Self-oriented behavior: behavior that satisfies the individual's need for feeling accepted and respected as a member of the group; self-oriented behavior occurs when group members do not feel that they belong to the group, do not have an equal voice in making group decisions, or do not feel they can trust other members. Examples:
  - Dominating: hogging the floor
  - Withdrawing: silently watching the group and withholding your ideas and opinions in a passive-aggressive way
  - Aggressive blocking: acting in any hostile way, such as always attacking solutions as soon as they are offered
  - Help-seeking: minimizing the value of your opinions or frequently asking for the advice of others
  - Recognition seeking: trying to bring attention and credit to yourself.

**Four Stages of TQM Group Development**



**Total Quality Management**

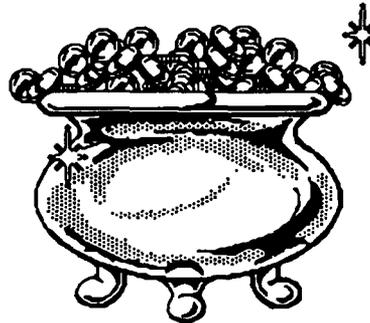
- Over three decades of research by behavioral scientists confirms the necessary and fairly uniform evolution of social groups through predictable phases of growth. For purposes of leading TQM groups, however, the most useful (and easiest to remember) ways of looking at these stages may be the above four stages. (Source: Tuckman, 1955)
- How long it will take any specific TQM group to move through these stages can vary widely. It can happen in as quickly as one hour or take as long as several months.
- TQM groups will not always progress through these stages in a linear fashion; e.g., teams can start at the Storming Stage.
- A group may move through this cycle more than once.

## Total Quality Management

- How complicated, intense, and involved any one stage will be for any specific TQM group will also vary widely:
  - For some groups, moving through all four stages may happen easily, pleasantly, and casually.
  - Other groups may move through any or all stages with difficulty, irritation, and confrontation.
  - Yet other TQM groups may never get past the Storming Stage.
- Distinctive OSD factors will also cause variations in how, when, and how often TQM groups move through these stages. The following factors tend to slow the process:
  - Frequent changes in group membership due to frequent OSD personnel changes
  - Required preparation work prior to OSD meetings
  - The high sense of responsibility among OSD civilian and military managers.

**Payoffs of Knowing These Four Stages**

- Preventing overreaction
- Preventing unrealistic expectations
- Increasing group productivity.



**Total Quality Management**

- Knowing these stages of growth pays off in three practical ways for OSD TQM group leaders and members:
  - Prevents irksome and tiresome overreaction to normal incidents during the first hours or meetings of the TQM group (e.g., immediate and intense disappointment and frustration)
  - Prevents delusive, erroneous, and unrealistic expectations about how TQM groups should function, especially at the start (e.g., expecting the group to work together as constructively and efficiently at the first meeting as at the second or third meeting)
  - Maximizes the group's productivity in discovering and implementing the best possible solutions to OSD quality improvement problems in the shortest possible time.
- Each of these TQM group development stages, with definitions, examples, and illustrative OSD implications are described in the following four sections.

**Stage 1: Forming**

- Hesitant swimmers stage
- Interpersonal group forming
- Checking each other out.

**Total Quality Management**

- "When a team is forming, members cautiously explore the boundaries of acceptable group behavior. Like hesitant swimmers, they stand by the pool, dabbling their toes in the water. This is a stage of transition from individual to member status, of testing the leader's guidance both formally and informally." (Scholtes, 1988, pg. 64)
- Literally speaking, OSD TQM groups are "formed" in accordance with OSD policies and practices. These policies and practices determine when such groups are organized and provide guidelines for selecting group members. But there is a different kind of "forming stage" that takes place in all quality improvement groups. This is an interpersonal forming process, one quite different from that of appointing individuals to a specific OSD quality improvement group.
- "Forming" refers to the process of checking out the group as individuals and as a group. During the forming phase of group development, members "research" each other, as well as the rules by which the group seems likely to operate. Before expressing our private views openly or strongly, we want to know the players and the rules of the game.

## Total Quality Management

- During the forming stage, we "check out and research" the group and its members in a number of customary, socially accepted ways:
  - Asking questions about each other while waiting for the meeting to start; most quality improvement group members want to know the organizational title, position, area of work, and power of other group members; often they want to know more than what is stated during formal introductions at the group's first meeting.
  - Listening to the viewpoints and opinions of other group members and drawing tentative conclusions about their attitudes, intelligence, experience, competence, etc.; we collect this information over time, revising and updating our conclusions about other group members, but do so most consciously during the Forming Stage.
- Little if any forward movement toward achieving the quality improvement task happens during the Forming Stage. This slow start is perfectly normal and desirable. Fortunately, this stage does not have to take up much time or energy if the group leader manages it well and if group members accept the need to work through this stage. This means that top management at OSD must be patient with TQM groups.
- During the Forming Stage, group members need to confront issues of individual inclusion within the group:
  - Do I understand and agree with the group's goals?
  - Is the group truly supported by the right OSD agencies and officials?
  - Are the right people in this group? (Should anyone be deleted or added?)
  - Am I going to find or create the time to be a member of this group?
  - Do I want to invest (risk?) my time, energy, advancement, connections, etc., by participating actively in this group?
  - Does the work of the group hold any interest, attraction, or tangible benefit for me, my OSD unit, or my career?
  - What will others in OSD (my boss and peers) think of my being on this TQM group?

## Total Quality Management

- What are the chances this group will actually be able to accomplish some worthwhile and lasting quality improvement in OSD?
- What do I think of the people in this group?
- What will I likely gain or lose as a result of being a member of this group?
- Answering these questions occurs before individuals decide if they want to be counted as members of the group.
- Groups generally move out of this stage when most members have made a definite commitment to actively participate in the group and to identify themselves with its fortunes.

**FORMING STAGE: Feelings**

**POSITIVE FEELINGS**

Enthusiasm

Anticipation

Interest

Pride

Pleasure

Optimism

**NEGATIVE FEELINGS**

Apathy

Dread

Boredom

Embarrassment

Irritation

Pessimism

**Total Quality Management**

Discussion questions:

- Which feelings are OSD TQM group members likely to feel the strongest during this stage?
- Which feelings are you likely to feel the strongest?
- Are any strong feelings likely to be felt among OSD TQM groups missing from this list?

**FORMING STAGE: Behaviors**

- Clarifying the quality task
- Talking broadly
- Suggesting the quality task strategy
- Jumping to conclusions
- Developing group guidelines
- Fussing and complaining
- Taking side trips
- Rejecting the group

**Total Quality Management**

- Clarifying (or perhaps, challenging) the quality improvement task given the group.
- Suggesting how the group ought to go about accomplishing its quality improvement task.
- Setting up guidelines for group operation; e.g., meeting schedule.
- Testing the group leader's skills in running the group.
- Diverting the group into unproductive activities; e.g., gathering the wrong information or gathering the right information in the wrong way.
- Engaging in abstract, idealistic, or lofty discussions of TQM in general and the quality improvement task in particular.

## Total Quality Management

- Engaging in inaccurate, premature, or irrelevant discussions of TQM in general and the quality improvement task in particular; e.g., offering instant solutions to the quality improvement problem.
- Complaining about the uselessness, stupidity, futility, etc., of the quality improvement task.
- Refusing to participate actively and effectively in group discussions.

**IMPLICATIONS OF THIS STAGE FOR OSD TQM GROUPS**

- Learning the OSD players and the rules of the game
- Showing caution, courtesy, and conservatism
- Sharpening this skill on constantly new personnel
- Playing it safe
- Getting impatient
- Resisting involvement.

**Total Quality Management**

- Every senior manager and officer learned early in his or her career to investigate the "players" and the "rules of the game" any time he or she is assigned to a new working group of any kind.
  - This is not unlike the slow, deliberate process we go through anytime we change jobs or assignments.
  - We take time, for example, to check out the personalities, backgrounds, and hot buttons of key people in a new work group, such as new Deputy Assistant Secretary or Commanding Officer of our unit.
- Given the high rate of turnover in political appointees and flag officers in OSD in Washington, D.C., for example, all OSD senior managers and officers are savvy experts at this "checking out" process. Much of it occurs informally by talking with other OSD personnel before the quality improvement group meets for the first time.

## Total Quality Management

- Even when the players know each other, as will occur often in some OSD quality improvement groups, most group members will act cautiously during the forming stage.
- Joining or being assigned to a quality improvement group involves participating in a relatively new kind of work activity, one where the rules of the game are new to nearly all the members of the group.
- The seemingly diversionary, time-consuming, and useless nature of the Forming Stage can create frustration, impatience, and withdrawal among senior OSD managers and officers unaware or unappreciative of the normality and necessity of what occurs during this stage.
  - As a generalization, these senior-level OSD personnel are highly action-oriented professionals with too many high-pressure duties and too little time to "waste" on the Forming Stage.
  - They may even feel, if not reveal, that just being in the quality improvement group diverts them from more urgent and productive tasks.

## Total Quality Management

### TQMG DISCUSSION:

- Identify two examples of Forming Stage feelings you experienced or observed in your TQMG so far.

1.

2.

- Identify two examples of Forming Stage behaviors you displayed or observed in your TQMG so far.

1.

2.

**Stage 2: Storming**

**NO!**

- The jumping into the water stage
- Crashing into reality
- Experiencing despair and hopelessness
- Fighting over both serious and trivial matters.

**NO!**

**NO!**

**NO!**

**Total Quality Management**

- "As team members start to realize the amount of work that lies ahead, it is normal for them to almost panic. Now they are like swimmers who have jumped into the water, think they are about to drown, and start thrashing about." (Scholtes, 1988, pg. 65)
- "Storming" refers to the collision with the intimidating challenges of the group's quality improvement task.
- Group members "storm" over such issues as:
  - Frequency and location of meetings
  - Use of agendas
  - Applying strictly, loosely, or not at all the group dynamics methods covered in courses like this one

## Total Quality Management

- Who will keep minutes and records
- Who will do the work of gathering data
- How much the group members need to learn or relearn about TQM quantitative methods, TQM group dynamics, or TQM facilitation
- How much control the leader has or should /should not have
- How the meeting will be conducted, especially if high standards of meeting productivity will be followed.
- The difficulties of the task seem beyond the resources of the group or the realities of the organizational environment.
- As a result, argument, dissension, and disagreement overshadow the group's discussions.

**Storming Stage Feelings**

- Opposition to the TQM methods used by the group
- Fear about the group's ability to solve the quality problem effectively
- Doubts about the capability of the other group members to make useful contributions to the work of the group
- Anger about the attitudes or behavior of other group members.



**Total Quality Management**

**TQMG Activity:**

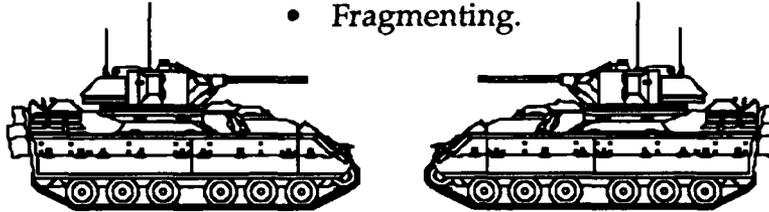
- Generate a list of the positive and negative feelings most likely to occur within OSD TQM groups during this stage.

Positive feelings:

Negative feelings:

**Storming Stage Behaviors**

- Conflict
- Shielding
- Grumbling
- Interrogating
- Fragmenting.

**Total Quality Management**

- Quarreling, arguing, and attacking other members orally.
- Defensiveness about the role of one's own organizational unit in the presumed quality problem or the proposed quality solution.
- Complaining about the amount of work and time the group consumes, with little or no evidence of progress at this stage.
- Questioning the need for the group and the likelihood of its achieving its quality improvement objective(s).
- Breaking into "camps" or factions with competing or conflicting viewpoints about the quality problem or solution(s).

**Implications of this Stage for OSD TQM Groups**

- Aggressive leadership styles
- OSD unit protectiveness
- OSD inter-unit hostility, rivalry, and suspicion.

**Total Quality Management**

- Some OSD quality improvement group members may be overly defensive about their ideas and overly critical of the ideas of other group members. The tendency to reward individual performance (i.e., the hero concept), rather than group performance reinforces this behavior.
- Senior managers and officers on OSD quality improvement teams with forceful personalities, viewpoints, and management styles can cause havoc during this stage.
  - They can also perform a valuable role in quickly surfacing the toughest, most critical issues the quality group must resolve.
  - The group leader has the responsibility to channel the behavior of these group members in positive directions.
  - They may even feel, if not reveal, that just being on the quality improvement group diverts them from more urgent and productive tasks.

## Total Quality Management

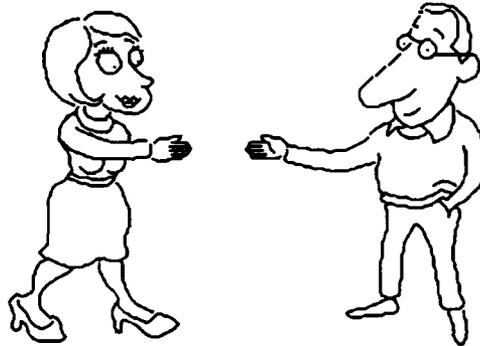
- Group members from different and antagonistic OSD units may prolong or intensify the Storming Stage because of past resentments and current conflicts between the two units; e.g., "storming" feelings and behavior between group members from an OSD requirements function and an OSD procurement function or between OSD policy and OSD acquisitions.

### TQMG Discussion:

- Identify two examples of Storming Stage feelings you experienced or observed in your TQMG so far.
  - 1.
  - 2.
- Identify two examples of Storming Stage behaviors you displayed or observed in your TQMG so far.
  - 1.
  - 2.

**Stage 3: Norming**

- The keeping-each-other-afloat stage
- Creating workable rules for working together amicably
- Sorting out roles and responsibilities.



**Total Quality Management**

- "As team members get used to working together, their initial resistance fades away. They start helping each other stay afloat rather than competing with one another." (Scholtes, 1988, pg. 66)
- "Norming" refers to the stage in group development when participants move toward cooperation, commitment, and cohesion.
- Three key norming issues for TQM group members are:
  - Knowing for certain that all decisions will be made jointly in a way acceptable to all group members
  - Knowing that all members are truly free to speak their minds candidly without fear of retribution from the group or from a third party
  - Knowing that differences and disagreements will be handled in a constructive, fair, and acceptable way.

## Total Quality Management

- Having worked out some of the initial areas of disagreement and disharmony among members, the group inches toward a "we" attitude toward it.
- During this stage, the group establishes, clarifies, and enforces the rules or norms by which it will operate.
- Part of the Norming Stage is the emergence of more clearly defined roles for each member of the group, both formally and informally. The authority and duties of the group leader, for example, become more accepted and backed by the members of the group.

### Norming Stage Feelings

- More comfortable and relaxed about working with other group members.
- Less fear about expressing criticism directly, candidly, and constructively.
- Increased optimism about the value and importance of the group and its quality improvement work.
- Greater satisfaction and sense of reward from participating in the work of the group.



### Total Quality Management

#### TQMG Activity:

- Generate a list of the positive and negative feelings most likely to occur within OSD TQM groups during this stage.

Positive feelings:

Negative feelings:

- More willingness to engage in the hard work of cooperation, collaboration, and compromise in finding quality improvement solutions.

**Norming Stage Behaviors**

- More positive and frequent expressions of support for the group's ability to achieve its objective(s).
- More openness and frankness in group communications.
- More friendliness, informality, and humor before, during, and after group meetings.

**Total Quality Management**

Discussion question:

- From your OSD experience, what leadership factors move groups most quickly to the Norming Stage?

**Implications of This Stage for OSD TQM Groups**

- Cross-functional group members
- Wide variations in TQM training and experience
- Conflict between TQM methods of OSD management traditions.

**Total Quality Management**

- The presence of quality improvement group members from cross-functional OSD areas may result in a lengthening of the Norming Stage.
  - It may take more time and effort, particularly by the group leader, to evolve group norms acceptable to participants from different OSD units.
  - Some OSD quality groups, for example, may have a large number of members from different units.
- The greater the number of group members who have taken the OSD TQM Awareness Course, the easier it will be to reach and complete the Norming Stage. The Awareness Course, for instance, acknowledges the difficulties of leading TQM groups of any kind.

## Total Quality Management

- Even with the benefits of the OSD TQM Awareness Course, some members of OSD quality groups may resist the norms of the group. One potential reason for this is the long-revered traditions of different agencies and services, traditions which may run counter to TQM principles and methods; e.g., monitoring and possibly altering a work process that seems to be working just fine (yet may be subject to quality improvements, for example).

## Total Quality Management

### TQMG Discussion:

- Identify two examples of Norming Stage feelings you experienced or observed or Forming Stage behaviors you displayed in your TQMG so far.

- 1.

- 2.

- Identify two examples of Norming Stage behaviors you displayed or observed in your TQMG so far.

- 1.

- 2.

**Stage 4: Performing**

- The swimming-as-a-team stage
- Focusing on the quality improvement task
- Working on the quality task until the job is done.



**Total Quality Management**

- "As team members become more comfortable with each other, and better understand the project and what is expected of them, they become a more effective unit with everyone working in concert. At last team members have discovered and accepted each other's strengths and weaknesses, and learned what their roles are. Now they can swim in concert." (Scholtes, 1988, pg. 67)
- "Performing" refers to the final and longest stage in group development. This is the stage where the group directs its attention most completely and continuously, at last, to achieving its quality improvement objectives.
- During the Performing Stage, the quality improvement group diagnoses the quality problem/opportunity, gathers the right kind of quantitative data, and formulates, selects, and implements the solution.

## **Total Quality Management**

- Among the key issues to be resolved during the Performing Stage are:
  - Being highly successful in reaching the OSD quality improvement objectives
  - Resolving problems that crop up from time to time, such as the reemergence of inclusion and control for some members
  - Loyalty and commitment issues, with some members having or choosing to leave the group for a variety of reasons
  - Potential changes in group leadership by necessity or choice
  - Discouragement over the task taking longer and being harder than anyone anticipated.

**Performing Stage Feelings**

- Greater satisfaction with the group's progress in achieving its quality improvement objective(s).
- Greater pleasure in doing the more hands-on kind of work members may have anticipated and looked forward to when assigned to the group.
- Greater confidence in the group's ability and resourcefulness in solving the quality improvement problem.

*yes!**yes!***Total Quality Management**

## TQMG Activity:

- Generate a list of positive feelings most likely to occur within OSD TQM groups during this stage.
- Would you anticipate any negative feelings at this stage? If so, which ones?

**Performing Stage Behaviors**

- Greater willingness to work through problems of any kind.
- Greater willingness to examine and, if necessary, change one's own TQM attitudes, beliefs, and behavior.
- Greater willingness to give priority to the time and scheduling needs of the group.



**Total Quality Management**

Discussion question:

- For each of the three points listed above, identify two actions the group leader can initiate to encourage and sustain these kinds of performing behaviors.

1.

2.

**Implications of This Stage for OSD TQM Groups**

- Shifting to technical matters
- Shifting to technical group members
- Discovering quality solutions.

**Total Quality Management**

- The Performing Stage draws extensively on the technical and substantive professional expertise and experience of group members.
  - For some OSD group members, this is the stage where their in-depth knowledge about the content and context of the quality improvement task becomes most needed and acknowledged.
  - In other words, group members with the greatest technical expertise may find this stage the most rewarding one.
  - The Performing Stage may, eventually, convince the group members who are secretly skeptical about TQM that quality improvements are feasible within the OSD context. A by-product of this stage is demonstrating the power of TQM principles and methods, when properly applied, to bring about significant improvements in quality...even in an organization as unique as OSD.

## Total Quality Management

### **TQMG DISCUSSION:**

- Identify two examples of Performing Stage feelings you experienced or observed in your TQMG so far.
  - 1.
  - 2.
  
- Identify two examples of Performing Stage behaviors you displayed or observed in your TQMG so far?
  - 1.
  - 2.

**Riding The Group Dynamics Roller Coaster**

- As with the four stages themselves, the pattern of highs and lows will differ for each quality improvement group, depending on such factors as:
  - The complexity of the quality task
  - The quantity and quality of resistance to proposed solutions
  - The effectiveness, flexibility, and skillfulness of the group's leader
  - The strength and consistency of top-level support the group receives.

**Total Quality Management**

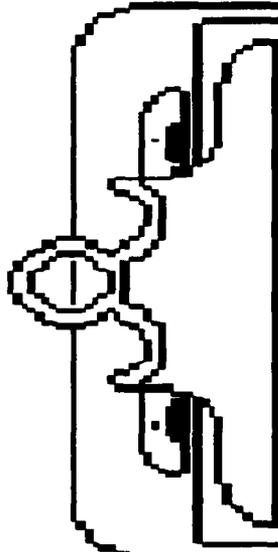
- "Every team goes through cycles of good times and bad times. The duration of these highs and lows will vary for each team, depending on how quickly they progress, work through obstacles or problems, and so forth. Team members should know that such cycles are normal and do not indicate whether the team will ultimately be successful." (Source: Scholtes, 1988, pg. 68)
- These up and down, positive and negative shifts in TQM group dispositions usually follow a cycle something like the following:
  - Beginning with expressions of interest, curiosity, excitement (concealed, perhaps), and attentiveness during the Forming Stage; as usual, this "honeymoon" period passes all too quickly
  - Drifting away from these positive, upbeat feelings and attitudes toward impatience, discouragement, boredom, frustration, etc., in the Storming Stage

## Total Quality Management

- As the awesomeness of their quality improvement task unfolds and sinks in, group members discover how little they now seem to know about TQM.
- They realize also how much patience and persistence TQM methods take, even though warned of it in the OSD TQM Awareness Course.
- Add to this experiencing one or two false starts, one or two changes in membership (including, possibly, the leader, given the high turnover in senior OSD positions), one or two discouraging words or actions from the "higher ups," and one or two dead end conclusions...and it is no wonder many TQM groups become bogged down in a swamp of despair or worse, a swamp of disinterest.
- Moving toward feelings and attitudes of cautious optimism, tempered enthusiasm, and realistic hope confident in the Norming and Performing Stages; this movement generally occurs gradually, unevenly among different groups, and with occasional lapses into periods of low morale.
- This roller coaster of highs and lows is normal, will pass, and can be handled well by most any group, especially if the members are prepared for it and accept the proven wisdom of facing and going through them, instead of trying to avoid and go around them.
- The more trained and adept group members are involved in working through these and other group dynamics problems, the more productive they can be in achieving their quality improvement objective(s). These group self-management methods are explained in Module IV.

**MODULE FOUR****METHODS FOR MAXIMIZING  
TQM GROUP PARTICIPATION****Total Quality Management**

### Learning Objectives



- Experience and learn TQM group dynamics processes first hand.
- Use group productivity methods supporting accomplishment of OSD TQM objectives.
- Anticipate and manage OSD TQM group productivity problems.
- Reinforce lessons learned from TQM experiences during the course.
- Facilitate transfer of course learning to OSD units.

### Total Quality Management

#### Module Learning Objectives

- Experience and learn group dynamics processes immediately and actively by working with a class group (TQM) in solving an OSD quality improvement problem.
- Describe, adapt, and apply group dynamics management methods supporting accomplishment of OSD TQM objectives; e.g., preventing group floundering.
- Reinforce on-the-job adaptation and application of the course by summarizing OSD-related group dynamics lessons learned by each TQM during the course.
- Facilitate transfer of learning from the course to OSD units by developing individual learning application plans.

**Methods For Maximizing Group Productivity**

- Clarifying group goals
- Defining team member roles
- Listening effectively
- Giving feedback
- Establishing ground rules
- Preventing group floundering
- Handling behavior problems

**Total Quality Management**

- Every TQM group experiences a range of group participation problems, some expected, some unexpected.
- Group leaders and participants will manage these participation problems best if they expect them and view them as normal group dynamics processes.
- Handling these problems quickly, effectively, and energetically increases the group's ability and resources for achieving its quality improvement objectives.
- Each of these methods will be explained and applied to the OSD context.

**Clarifying Group Goals**

- Interpreting the group's goals: The group should examine the goals stated in the OSD directive according to criteria group members would apply to any goal statement.
- Negotiating the group's goals with OSD: The group should feel free to redefine or modify goals contained in the directive it received from OSD.
- Building commitment to the group's goals: Only when group members understand clearly and accept fully the group's goals will they give their genuine

**Total Quality Management**

endorsement of them.

- Group members are neither able nor motivated to participate actively in achieving quality improvement goals which:
  - Create conflict with their own perceptions, beliefs, experiences, etc.
  - Seem unclear, fuzzy, or ambiguous in any way
  - Lack sufficient urgency, significance, and payoff for them.
- The group may want or need to restate its goals in its own words to ensure that everyone shares the same understanding of the meaning and intent of the goals.
- The group leader should renegotiate, or at least confirm, the group's

## Total Quality Management

- The group leader should encourage each member to discuss openly and bluntly the following kinds of topics:
  - Specific areas of agreement and disagreement
  - The group's quality improvement goals
  - How the group's goals could or will impact their OSD unit
  - Any doubts or reservations about the group's ability to implement the goals
  - Ways in which they can contribute to accomplishing each goal
  - The extent of their commitment to the group's goals (e.g., how much time are they willing to commit to doing whatever it takes to reach the group's goals).

**Importance of Group Roles Clarification**

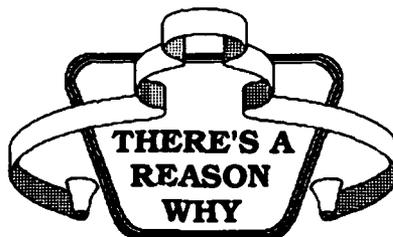
- Stimulates members to communicate openly with each other.
- Enables the group to identify and call on the relevant skills, resources, and interests of all group members.
- Prevents, or at least reduces, conflict and competition between group members.

**Total Quality Management**

- TQM groups work most efficiently and effectively when member roles are understood clearly and followed correctly.
- The temptation to skip this step should be avoided. It is an essential part of the initial group dynamics task of any quality improvement group.

**Defining the TQM Team Leader's Role**

- Clarifying and confirming the leader's definition and expectations of the team leadership role: autocratic? participative? shared?
- Clarifying and confirming the group members' definitions and expectations of the team leader's role (to "facilitate" or "to lead").
- Clarifying and confirming potential OSD-specific

**Total Quality Management**

implications for leader and group roles.

- The team leader's role should be discussed in detail, not just assumed by anyone, included the leader. Both the leader and group members should state their respective viewpoints on what a OSD TQM group leader should do and not do as the group leader.
- The team leader is responsible for managing the logistical details of the group's operation, such as keeping records, scheduling meetings, chairing meetings, communicating with members between meetings, etc.
- The team leader serves as a moderator and negotiator, resolving disputes and arguments within the group.
- The team leader is charged with determining and obtaining the resources needed for the group to accomplish its quality improvement tasks, whether that is time,

continued

## Total Quality Management

- The team leader also works on substantive tasks, contributing to the actual work of the group as a full-fledged group member; performing his or her managerial role may limit the amount of substantive work the team leader can do, but some level of first-hand involvement with the actual work of the group (i.e., recommending solutions to quality problems is part of the demanding role of TQM team leader).
- The team leader should have in-depth experience and expertise in the area or process targeted for study and improvement. These subject matter qualifications should not, however, tempt the team leader to impose his or her views on the group. Neither should the team leader bring his or her civilian status or military rank into the group meetings. The role of the leader is to lead, not to dictate, manipulate, or impose his or her own viewpoints. Experience shows that nearly all groups, if properly led, will arrive eventually at the best solution.
- The team leader may need to intervene occasionally on behalf of a team member whose unit or superior does not support the work of the TQM group. A team member, for example, may have difficulty getting free from routine work assignments to complete work required by the TQM group, such as data collecting. The team leader should be willing to intervene when necessary and in non-antagonistic ways to see that team members are allowed to do the necessary work of the TQM group.
- The team leader should be willing to invest extra time in reading about TQM principles and methods, such as those recommended in the TQM Awareness Course participant manual. The team leader should, for example, apply these TQM teachings to the way the group goes about its work (i.e., the team leader should see that the principles and methods of TQM are used by the team in conducting its own work).
- The team leader must manage attentively the group dynamics of the team, such as communications, problem-solving, and cooperation. As always with TQM methods, the team leader must see that the group does not blame individual members for problems that develop; instead, the team leader should demonstrate proper use of TQM methods by looking at the process and the system.
- Equally important to all of the above, the role of the team leader is to see that the job gets done correctly and promptly. The team leader should, for example, immediately implement any changes recommended by the team which the leader has the authority to implement or has the connections to get implemented by the proper authorities.

continued

## Total Quality Management

- The team leader is responsible for maintaining and boosting the morale of the group. As part of monitoring the group dynamics side of the group, the team leader should openly acknowledge the group's progress as it reaches key milestones; such acknowledgement has to be sincere and deserved, because group members will not feel rewarded or motivated by phoney, "rah-rah" kinds of feedback. The team leader should keep watch on the mood of the group, keeping it as high as possible, but understanding that all groups have their morale peaks and valleys.
- Finally, the team leader must balance concern for and attention to the quality task with attention and concern for people and to team tasks.

## Total Quality Management

### TOMG Discussion Questions:

Please list your thoughts on the three most critical OSD-specific leadership responsibilities of OSD TQM team leaders below. You will be asked to contribute your answers to this discussion question.

#### Examples:

- Running interference with OSD and other Federal agencies upset or threatened by the possible or actual actions of the TQM group.
  - Making a commitment to stay with the group until the quality task is finished or, if unanticipated events prevent this, to select and coach an "understudy" to take over.
- 1.
  - 2.
  - 3.
- What are the implications of these leadership responsibilities for OSD TQM groups?

**Defining the TQM Group Facilitator's Role**

- According to one highly respected TQM group dynamics expert (Scholtes, 1988, pgs. 3-14), the ideal facilitator has a combination of three skills seldom found in one person:
  - people skills (interpersonal communication)
  - technical skills (statistics and data analysis)
  - training skills (teaching group dynamics and TQM skills informally and in structured training settings).

**Total Quality Management**

- A properly skilled facilitator has received in-depth training in TQM, group dynamics, project management, quantitative method, and meeting productivity.
- Lacking facilitators would handicap OSD TQM groups significantly; it would, for example, deprive them of a TQM implementation resource generally considered essential to the success of quality improvement teams.
- Because the facilitator operates, to some degree, outside the TQM group, he or she performs a quality improvement role no other group member, including its leader, is equipped to provide:
  - They attend meetings, but do not participate in them.
  - Instead, they make group dynamics observations useful to the group leader; the advisor works mostly before and after group meetings and mostly with the group leader.

continued

## Total Quality Management

- According to Scholtes (1988, pgs. 3-14), the facilitator:
  - "Continually develops personal skills in facilitating, group processes, and planning; learns a variety of techniques to control digressive, difficult or dominating participants, to encourage reluctant participants, and to resolve conflict among participants; learns when and how to employ these interventions and how to teach such skills to team members.
  - Helps project teams design and sometimes, rehearse presentations to management."
- The role of the facilitator also includes:
  - Tutoring the group on relevant principles and methods of TQM and assisting them in conducting their quality improvement work.
  - Advising the group leader on the process of making quality improvement decisions, not on the content of the decisions; this is where the quality advisor's skills in meeting productivity, project management, and group dynamics are put to use for the benefit of the TQM group.
  - Helping group members break down their quality improvement tasks by manageable, individual-sized assignments.
  - Assisting the group leader in planning and organizing the work of the group, including being available for day-to-day consultation on process or TQM problems or issues that emerge.
  - Coaching members in using quantitative TQM tools which they hesitate to use for a number of reasons (lack of training or practice with these statistically based methods); this may extend to preparing customized teaching modules on various statistical approaches and giving hands-on assistance in analyzing and interpreting data collected by group members.
  - Preparing, coaching, and teaching group members how to use the eight basic quantitative tools of TQM:
    - Flow charts
    - Cause and effect diagrams
    - Check sheets
    - Pareto chart
    - Scatter diagram
    - Histogram
    - Run chart
    - Control chart.

continued

## Total Quality Management

- These methods are introduced in the OSD TQM Awareness course and presented in detail in OSD's TQM Quantitative Methods course currently under development (see Appendix C).
- The guidelines for facilitators include the following:
  - Does not contribute own ideas
  - Remains neutral
  - Helps group members focus
  - Encourages everyone's participation
  - Defends group members
  - Suggests processes.

**Defining Group Member Roles**

- All members share core responsibilities.
- Refining these responsibilities enhances group productivity.
- Two vital, specialized roles are the recorder and evaluator.

**Total Quality Management**

- The core group member responsibilities include:
  - Attending all meetings regularly
  - Participating actively and constructively
  - Upgrading their TQM expertise
  - Completing work assignments (e.g., collecting data)
  - Being attentive and responsive to the group dynamics processes (e.g., reducing tension between members).
- The roles needed by an OSD/DoD TQM group will vary according to the nature of the quality improvement task. To be successful, the group must contain members with the requisite backgrounds, experience, and authority appropriate to the technical and OSD/DoD-related requirements of the quality improvement task.

continued

## Total Quality Management

- Part of the role clarification process for OSD/DoD TQM group members is gaining and sustaining belief in the importance of their group participation:
  - Realistically speaking, many OSD/DoD TQM group members are likely to view their roles in this group as a second- or third-level priority.
  - This makes it even more essential for OSD/DoD TQM groups to discuss among themselves the seriousness of the role and the consequences of performing to the best of one's ability.
- Two specialized group member roles are those of the TQM group recorder and evaluator:
- The recorder assists the team leader in keeping summary notes on key points discussed at each meeting. In addition to keeping a journal of each meeting, the recorder should also write down legible and clear notes on the decisions the group makes, including the alternatives identified and any explicit criteria used by the group in making its decisions. The intent here is to preserve in written outline form the steps in the process by which the group conducts its work. The recorder should not, for example, create a written transcript of each meeting. Instead, the recorder should summarize the major issues discussed by the group and how each issue was resolved by the group. These notes should be made on flip chart paper or a chalkboard so all group members can follow the key points. In summary, the essential roles of the recorder are to:
  - Capture core ideas
  - Capture key words and phrases
  - Remain neutral and objective at all times
  - Make changes in words and phrases
  - Make mistakes (and welcome corrections)
  - Slow down or stop the discussion to prevent vital information from being lost
  - Accept feedback from the group when he/she is omitting or distorting vital information.

(Source: Doyle and Strauss, 1976)

## Total Quality Management

- The evaluator assists the group leader in monitoring the group's progress toward its quality improvement task. One way the evaluator can do this is by evaluating each group meeting with meeting effectiveness forms. Most books on how to conduct better meetings have generic meeting evaluation forms. The group evaluator can also contribute in a specialized way by taking the lead in developing criteria to measure the extent to which the group has detected all feasible improvements in the process or system they are studying. The group leader may give other assignments to the group evaluator, such as collecting interview data from groups whose work procedures would be changed if the group's recommendations are implemented fully.

### Listening Effectively

- Listening effectively increases group productivity significantly.
- Listening effectiveness can be improved by using the HEAR Model:

H = Hear

E = Empathize

A = Analyze

R = Respond.

### Total Quality Management

- Active listening improves group productivity in several ways:
  - Preventing or at least minimizing communication breakdowns
  - Increasing the correct understanding of the facts, ideas, feelings, and solutions being presented by the speaker
  - Helping team members clarify their own thoughts, problems, and options for action when what is said is identical to what is heard by other group members.
- The HEAR Model of active listening provides an effective and relatively easy method of improving listening among group members:

H - HEAR the sender's words:

- Listen

continued

## Total Quality Management

- Concentrate
- Eliminate or control distractions
- Avoid "mental arguing"
- Avoid mentally criticizing the speaker's delivery
- Avoid overreacting to certain words and phrases.

### E - EMPATHIZE with the sender:

- Display an interest in understanding the speaker's point of view.
- Listen for the facts, ideas, and feelings.
- Listen for the thoughts behind the words.

### A - ANALYZE the sender's words and thoughts:

- Thinking is faster than speech. Use your extra "thought time" to summarize, review, and anticipate.
- Use open-ended questions that cannot be answered with a simple "yes" or "no" to help the sender focus on a specific topic.
- Check your analysis with the sender. Paraphrase and summarize. Verify perceptions.

### R - RESPOND - We tend to interrupt and not listen to the whole thought:

- Pay attention and show it.
- Hold off on your evaluation.
- Do respond.
- Check to be sure the sender understands your response.

## Total Quality Management

- Active listening involves more than just hearing what is said. It also involves interpreting the meaning of what is said (leading to understanding, misunderstanding, or both), and evaluating the information, its strengths, weaknesses, and uses. Finally, active listening involves reacting to what you heard and how you evaluated it.
- As senders, we can improve our communication effectiveness in several ways:
  - Mentally rehearsing, organizing, and simplifying our message before we speak
  - Repeating or summarizing our key points by rephrasing and reinforcing them as our conclusions
  - Asking if there are any questions about our message
  - Observing the facial expressions and other body language of group members, which indicates understanding (or misunderstanding) of what we intended to communicate (*heads nodding versus raised eyebrows*).

**Giving Feedback**

- Part of active listening is providing appropriate feedback to the sender of the message.
  - The more important our message, the more serious the consequences of misunderstanding, and the more necessary it is to give or solicit feedback.
  - The more doubtful we are that our message was understood, the greater our responsibility to verify that understanding.
- A TQM team that learns how to give and receive effective feedback is more likely to succeed.

**Total Quality Management**

- Feedback is an ongoing process that provides information to the group and its members to keep them on track.
- Many people are uncomfortable about giving or receiving feedback. Yet feedback is essential for effective communication. How one asks for and gives feedback is as critical as getting or giving the feedback. For example, one should not blame or put down the other person in any way when giving or asking for feedback.
- While it is the sender's primary responsibility to convey meaning that the receiver will understand, the wise listener (and effective TQM group member) must take responsibility for providing feedback to the sender that either confirms or leads to clarification of the intended message.

## Total Quality Management

- Characteristics of effective feedback:
  - Directly expresses feelings
  - Describes behavior and not intentions
  - Is nonjudgemental
  - Focuses on behavior that can be changed
  - Is specific to the behavior that elicited the feedback
  - Focuses on alternatives as opposed to solutions
  - Is immediate or given as soon as possible after the event
  - Is focused on a change in behavior that will help the recipient perform better
  - Is directed to the listener
  - Is positive as well as negative
  - Is intended to help.
- The receiver of feedback also has responsibilities. A receiver should:
  - Ask clarifying questions
  - Ask for the specific feedback they desire
  - Not explain, defend, or justify
  - Reward others for giving feedback, and always say thank you.
- Think of feedback as a gift you have received. You may not like all the gifts, but you graciously accept them and later decide what to do with them.

**Establishing Ground Rules**

- Determining the group's ground rules is a ground rule in itself.
- The group's ground rules cover such matters as:
  - How the group's meetings will be conducted
  - How conflict will be handled
  - How decisions will be made by the group.

**Total Quality Management**

- Some TQM group leaders and members may argue that discussing such basic and obvious matters wastes precious time. On the contrary, time spent working as a group in confirming, clarifying, and creating group ground rules pays big dividends in many ways: better use of group time, improved group morale, increased group cooperation, and increased group productivity, to identify just some of the benefits of explicit, but flexible group ground rules.
- As appropriate, TQM groups should take time to revise, add, or delete ground rules if they enable the members to work more productively in accomplishing the group's quality improvement task.
- No TQM group can function efficiently or effectively without explicitly-stated ground rules enabling the group to work cooperatively as a cohesive team.
- These rules need to be reviewed, discussed, and agreed upon by all group members, however obvious they may seem.

**Establishing Ground Rules (continued)**

- Meeting logistics:
  - Attendance
  - Rationale
  - Location
  - Planning
  - Promptness
  - Chores
- Meeting process:
  - Communication
  - Assignments
  - Participation
- Membership:
  - Members joining the group
  - Members leaving the group

**Total Quality Management**

- Setting meeting logistics ground rules:
  - Meeting attendance: this is an almost sacred priority, which means resisting externally and self-imposed pressures to skip group meetings because of other equally important meetings.
    - Unless all group members are genuinely committed to respecting the group's dates, the group will fail to perform its quality improvement task in an efficient and effective manner; the meeting attendance ground rule is that simple and serious.
    - Given the limited control OSD personnel may have over their meeting schedules and priorities, OSD TQM groups may want to discuss what reasons justify missing a scheduled group meeting; these should be as few as possible.

## Total Quality Management

- For some members of OSD TQM groups, such as flag rank officers, it may make sense, in the long run, to have an alternate attend all meetings, especially when the primary TQM representative has to be available frequently and immediately for other top priority OSD matters.
- Meeting rationale: the group should have sound, explicit, and written reasons to meet.
- Meeting location: preferably, the group should meet at the same place every time, assuming an equally convenient and appropriate location is always available.
- Meeting planning: the "REAL NEAT" model is useful for determining if a meeting has all the ingredients to be necessary, well-planned, and effectively conducted:

<u>R</u> esources	<u>N</u> ature
<u>E</u> xperts	<u>E</u> xpectations
<u>A</u> ction (Results of Efforts)	<u>A</u> genda
<u>L</u> eadership (How Shared)	<u>T</u> ime.

- Meeting promptness: the team leader should take responsibility for starting and ending the meetings as scheduled; people who are on time should not be penalized by waiting for those who are late, regardless of the legitimacy of their lateness. If it makes sense to continue working past the scheduled completion time, the group leader should find out if all group members' schedules permit this; those who have conflicting time commitments should be excused at the time scheduled for adjournment.
- Meeting chores: responsibility for taking meeting minutes, sending written group communications, confirming meeting site availability, refreshments, etc., should be rotated among group members in a way decided upon by the group.

## Total Quality Management

- Setting meeting process ground rules:
  - Communications:
    - Attack problems - not people
    - Open/Honest participation
    - Focus on common issues
    - Focus on present and future
    - Responsibility for self
    - Confidentiality
    - Empathy
    - Facilitator will enforce ground rules.

(Source: Michael Doyle and David Strauss)

  - Work assignments:
    - Who, for example, will contact the appropriate OSD person to gain permission and assistance in obtaining quantitative data on the quality improvement task?
    - How fairly is the work distributed among group members, regardless of rank or classification?
  - Participation:
    - All group members are expected to contribute their ideas and opinions in a timely, clear, and courteous manner.
    - Groups should develop a ground rule to cover this commonly encountered problem. The excuse, "I really don't have anything to share about this topic," should not, for example, be acceptable when the topic is critical to the group's quality improvement task.
- Setting membership ground rules:
  - New member orientation:
    - New members joining a TQM group require proper indoctrination into the origin and evolution of the group, a list of current activities, all group ground rules, and current group plans and activities.

## Total Quality Management

- One approach is to assign one person to be prepared to bring newly added members of the group up to date on the group's quality tasks and accomplishments thus far.
- The new member should be brought up to date in a face-to-face, informal briefing.
- The new member should be made to feel welcome and not excluded in any way, however subtle, because he/she is a recent addition.
- The proper orientation of new members is one of the many responsibilities of the group leader.
- Members leaving the group:
  - Members will often leave the group and that should be expected, given the frequent turnover in some OSD positions. Groups can prepare for this eventuality by creating a ground rule which requires the member leaving the group to pass on his/her group experience and perspective to the new member and to members remaining in the group.
  - For example, the departing member should make sure that data and materials are passed on in an organized manner to another group member, whether that is a current or new group member.
  - As always, the group leader should be alert to the potential psychological impact of the group losing one of its valued members.

### Preventing Group Floundering

- Initially, when the group starts working together false starts may signal potential problems with the group's quality improvement task.
- In a new TQM group, floundering may also stem from interpersonal group dynamics issues (such as trust) left unaddressed.
- The group members may feel ill at ease with each other for either personal or professional reasons.



### Total Quality Management

- At any point, especially at the start, TQM groups stagger and stumble in reaching their quality improvement objectives. Any TQM group may:
  - Attack its assigned objective as too overwhelming or too difficult.
  - Procrastinate in examining or breaking through the most formidable barriers blocking achievement of its quality improvement objectives.
  - Vacillate in making tough decisions, especially when no simple alternative has overwhelming advantages over other alternatives, or when any decision will provoke controversy somewhere within OSD.
  - Postpone taking action after the data gathered justifies and supports the action strongly.

continued

## Total Quality Management

- Stray from its specifically assigned quality improvement task at any time. A forceful group member, for example, may divert the group to one relatively small part of the quality problem of greatest interest to him.
- Groups may delay taking quality improvement actions.
- It may be stated, for example, that group members should express their viewpoints candidly. Some group members may, however, resist doing so, knowing they will be working with or reporting to other group members in other circumstances. They may worry about being penalized in some way for what they said or did with the TQM group.
- These interpersonal sources of group floundering are most likely to occur in OSD TQM groups whose members vary considerably in their respective OSD status, power, or position.
- While the group leader will have to come up with a customized answer, there are a number of common sense ways to handle floundering problems:
  - Remind group members that floundering is normal and is to be expected; this does not prevent or eliminate floundering, but does put it in its proper perspective.
  - Review the group's written plan for reaching its objective. If the group lacks such a plan, create one.
  - Follow the Plan-Do-Check-Act process for getting unstuck.
  - Discuss what is keeping the group from moving forward promptly and productively.
  - Discuss what needs to be different for the group to stop floundering.
  - Ask for volunteers to examine the floundering problem and recommend solutions to it.
  - Avoid ignoring floundering problems or pretending that they do not exist.

## Total Quality Management

### Teambuilding Video

#### INSTRUCTIONS:

- As you watch the video, pay close attention to the following:
  - The goal of the team
  - Members' hidden agendas
  - Any changes in member attitudes toward the group leader
  - The responsibilities of the group leader
  - Compromises reached by the group
  - How the "task becomes the boss"
  - Procedures used to resolve group conflict.
- You will be asked to discuss your answers to the following questions about the above topics with your TQMG:
  1. What was the goal of the team at Bounty Industries? What problems were its members experiencing? How did the problems affect the team's ability to meet goals?
  2. Members of a group are often trying to satisfy their own hidden agendas (personal goals and ambitions). What examples of this behavior did you see in the film?

## Total Quality Management

3. How did various Bounty employees respond to Bligh, their new manager, in the first half of the film? Were there any changes in this relationship as the film progressed?
  
4. As the new leader of the group, how did Bligh see his role? How effective was he as a leader?
  
5. What responsibilities does a leader have to his or her team? What can the leader do to get a stalled team moving again?
  
6. Larsen (Head of Sales) suggested working on all steps simultaneously rather than in sequence. What was the reaction from the group to his idea? How do groups you belong to respond to new ideas?
  
7. What is a "working compromise"? Do you feel Fletcher (Head, Engineering and Design) and Bligh reached such an accord following their final confrontation?
  
8. The manager host in the film suggests that in any work situation, "the task should be the boss." Discuss what this means.

continued



**Handling Behavior Problems****Overly Aggressive Group Members**

- Some group members may act in dominating or overbearing ways, interfering with group harmony, collaboration, and productivity. They may for example:
  - impose their viewpoints and suggestions on the group because of claims, valid or not, of greater expertise or experience with the area under discussion
  - challenge the feasibility of proposed activities with which they disagree, arguing that they know better.
- Leaders should increase gradually the directness and forcefulness of interventions handling behavior problems.

**Total Quality Management**

- Other Examples:
  - Intimidating other members from speaking out by the forcefulness and certitude with which they state their own ideas
  - Attacking any member who seems to encroach in any way upon their claimed area of expertise or experience
  - Interrupting other group members by "correcting" them in their supposed misstatements
  - Monopolizing the group discussion by going off on tangents, telling long war stories, or simply hogging the discussion floor.
- There are several ways group leaders can handle overly aggressive group members:
  - Make a ground rule declaring that all members have both the right and the

continued

## Total Quality Management

responsibility to be equal contributors to the work of the group; that means taking turns so that others may make their contributions to the group.

- Make it clear from the beginning that the expertise and experience of every group member is needed, solicited, and respected by the group. Regardless of the depth of their expertise or experience in a given subject area, the ideas and opinions of every group member are needed by the group. Just because one is not a "world authority" does not mean that one's thoughts and questions cannot contribute to the work of the group.
- Confront overly aggressive members early in the work of the group. Acknowledge their contributions, but indicate the desirability of getting input from all group members on every topic. When they persist in attempting to force their opinions on the group, keep interrupting them politely, and asking other group members for their thoughts on the topic.
- Speak privately with these people, asking them to be more patient and tolerant of the viewpoints of group members who, in fact, may be far less knowledgeable than they are. Admit the seeming inefficiency of this, but point out the compensating payoff of the group's growth as a group by working through all problems as a group.
- Invite these people to give a presentation on their area of advance knowledge.
- Remind the person that TQM ultimately relies on scientifically collected data, not on the expertise, opinions, or experience of any one individual.
- Balance the opportunities for all group members to participate in the discussion by inviting other group members to offer their reactions and comments on the topic being discussed.
- If these less confrontational methods fail to work, the group leader may have no choice but to demand that the person leave the group.

### Discussion questions:

- What are some examples of the behavior of people who misused their authority in OSD groups in which you participated?
- If the group leader handled this situation effectively, what did he/she do?
- If the group leader did not handle the situation effectively, what could he/she have done to manage this situation better?

continued

## Total Quality Management

### Discussion Questions:

- What are some examples of the behavior of overly passive people in OSD groups in which you participated?
- If the group leader handled this situation effectively, what did he or she do?
- If the group leader did not handle this situation effectively, what could he or she have done to manage this situation better?
- What are other kinds of major group participation problems you expect to confront in leading or managing OSD TQM groups?
- How could they be prevented, minimized, or handled?

**Handling Behavior Problems (continued)****Overly Passive Group Members**

- Some members may contribute very little to the work of the group due to a variety of causes: hostile attitude toward the group; doubts about the efficacy of TQM; passive or introverted personality.
- The group leader should facilitate the active participation of all members in analyzing, researching, and solving the quality problem(s), as just listening is not enough.
- Unequal participation in the group's discussions can be a source of conflicts.

**Total Quality Management**

- The group leader has special responsibility to draw out these withdrawn and inactive group members by:
  - Noticing this lack of participation and asking the passive group member to comment on a relatively easy and nonthreatening topic of discussion
  - Talking to the person privately about their low level of participation and asking them for their thoughts about the quantity of their participation in the group
  - On occasion, using group discussion methods, such as the nominal method, which requires all members to contribute their ideas and judgments on a topic. For example, ask each group member to write down all his/her thoughts about a topic, then have each group member, one at a time, share one of his/her thoughts not already shared by another group member. Group members keep taking turns until they have exhausted all items on their lists.

continued

## Total Quality Management

- All group members have a responsibility for handling behavior problems. It is not solely the job of the group leader. All group members should support and reinforce the efforts of the group leader to manage behavior problems.

### Discussion Questions:

- What are some examples of the behavior of overly passive people in OSD groups in which you participated?
- If the group leader handled this situation effectively, what did he or she do?
- If the group leader did not handle this situation effectively, what could he or she have done to manage this situation better?
- What are other kinds of major group participation problems you expect to confront in leading or managing OSD TQM groups?
- How could they be prevented, minimized, or handled?

**Handling Behavior Problems (continued)****Other Behavior Problems**

- **Feuding Members**: Feuding can sometimes be prevented by leaving one of the two feuding members off the team or not having them work together on tasks. This only works where the conflict precedes the formation of the TQM group and the group leader is aware of it.
- **Negative Members**: Overly negative members tend to be naysayers whose first reaction usually focuses on why any idea won't work.
- **Digressing Members**: Digressing members wander away from and around the topic of discussion.

**Total Quality Management**

- **Feuding Members**
  - The group leader can talk to the feuding parties outside of the group, letting them know that it wastes the group's time.
  - The group leader can ask the other members of the group to explore how to deal with this behavior problem and change the group or subgroup to implement whatever solution is agreed upon.
- **Negative Members**
  - Group leaders can diffuse some of this negativity by asking if others agree with the member's negative response.
  - The group leader can also use humor to discount excessively negative reactions.

## Total Quality Management

- The group leader can ask overly negative group members to put aside their doubts for a moment and focus instead on what is positive about the idea.
- Digressing Members
  - Digressions are frequently caused by poor meeting planning and management by the group leader; written agendas, if followed, can prevent or minimize wandering from the topic by group members.
  - The group leader has responsibility for getting the group back on the agenda, and pointing out to the group the costs of straying from the business at hand (having to have longer meetings than are necessary).
  - The group leader can also thank the digressing member politely and simply move on to the next topic.
- General Guidelines for Handling Behavior Problems
  - As a general rule, the group leader should seek to use the mildest form of intervention to handle disruptive behavior, escalating gradually to more confrontational intervention; e.g., talk to the person privately and gently at first; if this fails, harsher and blunter words may be used and the problem may be discussed openly by the group as a whole.
  - Group leaders may find that the best solution to a behavior problem is to do nothing at first, waiting to see how serious and frequent the problem is. There is a good chance that slightly disruptive behavior will stop on its own, especially if ignored.
  - The members of the group will often provide nonverbal clues suggesting how quickly or how strongly the group leader should respond to the disruptive behavior (sighs, rolling eyes, or not paying attention when the disruptive behavior occurs).
  - It is important that the group leader respond calmly but firmly to disruptive behavior; the group leader should not become angry or lose his or her temper over reactions to the disruptive behavior.

continued

## Total Quality Management

### TQMG DISCUSSION ACTIVITY

- Write down at least three disruptive behaviors interfering with your effective, enjoyable, rewarding participation in OSD/DoD TQM groups meetings (committees, task forces, working groups, etc.).

1.

2.

3.

- Working with others in your discussion group, develop a list of the top ten ground rules covering each of these disruptive behaviors.

1.

2.

3.

4.

5.

continued

## Total Quality Management

6.

7.

8.

9.

10.

## Total Quality Management

### OSD Group Dynamics Exercise

#### Brainstorming Ways to Apply and Extend the Value of the Course

##### Instructions:

- Remember the basic ground rules for brainstorming:
  - No criticisms or evaluations
  - Piggy-backing encouraged
  - Wild ideas are O.K.
  - Ensure everyone hears
  - Quantity not quality
  - Record all ideas
- Working with members of your group, brainstorm answers to these two questions:
  - How can you best transfer what you learned in this course to your own work?
  
  - How can you best transfer what you learned in this course to your OSD unit?

Thank  
You!

Total Quality Management

APPENDIX A

**SELECTED BIBLIOGRAPHY  
IN TQM MANUAL GROUP DYNAMICS**

Total Quality Management

## Appendix A

### Selected Bibliography in TQM and Group Dynamics

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**APPENDIX B**

**OPTIONAL  
OVERNIGHT ASSIGNMENT**

**Total Quality Management**

## Total Quality Management

### Overnight Assignment

Just as you did with your TQMG, analyze the most relevant quality "process(es)" within your OSD functional area.

Questions:

1. Who are your unit's external customers?
2. How do you know what your external customers like or don't like about the process?
3. Who are your internal customers?
4. How do you go about determining what the internal customers like or don't like about the process? What satisfies them?
5. What are the operational definitions of quality in this process?

## **Total Quality Management**

6. What records are kept regarding the quality of a service or product?
  
7. What are the most common mistakes or defects that occur?
  
8. By what process do you inspect, evaluate, and report problems?
  
9. List the critical elements of this process.
  
10. List the suppliers of each critical element.
  
11. Describe the organization's procedures for acquiring materials or inputs brought in from outside the facility.
  
12. Describe the organization's procedures for acquiring materials or inputs brought in from outside the facility.

APPENDIX C

**TASK-PROCESS (T-P)  
SELF-ASSESSMENT QUESTIONNAIRE**

Total Quality Management

## Appendix C

### T-P Leadership Questionnaire

Name \_\_\_\_\_ Group \_\_\_\_\_

*Directions:* The following items describe aspects of leadership behavior.

Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle whether you would most likely behave in the described way: always (A), frequently (F), occasionally (O), seldom (S), or never (N).

- |           |   |
|-----------|---|
| A F O S N | 1. I would most likely act as the spokesperson of the group.                  |
| A F O S N | 2. I would encourage overtime work.   |
| A F O S N | 3. I would allow members complete freedom in their work.                      |
| A F O S N | 4. I would encourage them to use uniform procedures.                          |
| A F O S N | 5. I would permit the members to use their own judgement in solving problems. |
| A F O S N | 6. I would stress being ahead of competing groups.                            |
| A F O S N | 7. I would speak as a representative of the group.                            |
| A F O S N | 8. I would needle members for greater effort.                                 |
| A F O S N | 9. I would try out my ideas in the group.                                     |
| A F O S N | 10. I would let the members do their work the way they think best.            |
| A F O S N | 11. I would be working hard for a promotion.                                  |
| A F O S N | 12. I would tolerate postponement and uncertainty.                            |

continued

- A F O S N 13. I would speak for the group if there were visitors present.
- A F O S N 14. I would keep the work moving at a rapid pace.
- A F O S N 15. I would turn the members loose on a job and let them go to it.
- A F O S N 16. I would settle conflicts when they occur in the group.
- A F O S N 17. I would get swamped by details.
- A F O S N 18. I would represent the group outside meetings.
- A F O S N 19. I would be reluctant to allow the members any freedom of action.
- A F O S N 20. I would decide what should be done and how it should be done.
- A F O S N 21. I would push for increased production.
- A F O S N 22. I would let some members have authority which I could keep.
- A F O S N 23. Things would usually turn out as I predicted.
- A F O S N 24. I would allow the group a high degree of initiative.
- A F O S N 25. I would assign group members to particular tasks.
- A F O S N 26. I would be willing to make changes.
- A F O S N 27. I would ask the members to work harder.
- A F O S N 28. I would trust the group members to exercise good judgement.
- A F O S N 29. I would schedule the work to be done.

continued

- A F O S N 30. I would refuse to explain my actions.
- A F O S N 31. I would persuade others that my ideas are to their advantage.
- A F O S N 32. I would permit the group to set its own pace.
- A F O S N 33. I would urge the group to beat its previous record.
- A F O S N 34. I would act without consulting the group.
- A F O S N 35. I would ask that group members follow standard rules and regulations.

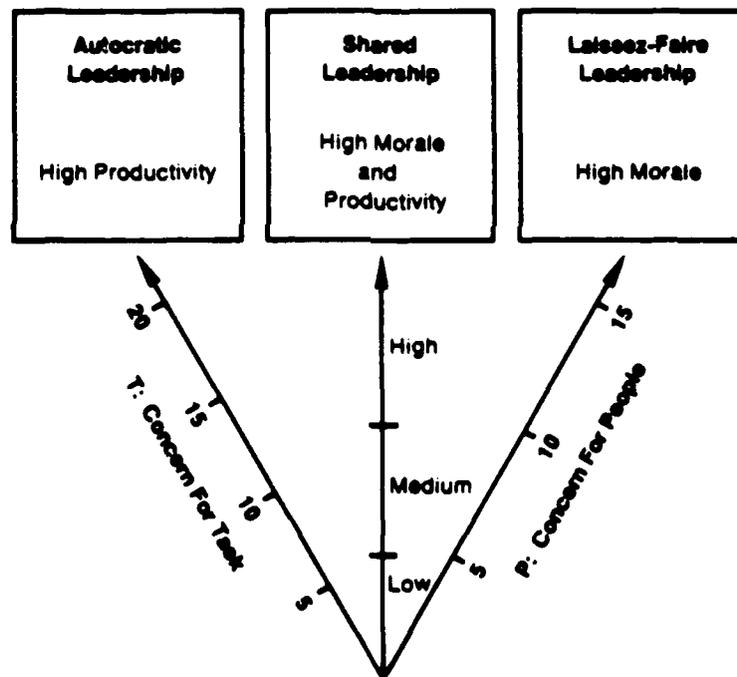
T\_\_\_\_\_

P\_\_\_\_\_

## T-P Leadership-style profile sheet

**Directions:** To determine your style of leadership, mark your score on the *concern for task* dimension (T) on the left-hand arrow below. Next, move to the right-hand arrow and mark your score on the *concern for people* dimension (P). Draw a straight line that intersects the P and T scores. The point at which that line crosses the *shared leadership* arrow indicates your score on that dimension.

### SHARED LEADERSHIP RESULTS FROM BALANCING CONCERN FOR TASK AND CONCERN FOR PEOPLE



Source: *A Handbook of Structured Experiences for Human Relations Training*, vol.I, pages 10-12.

A or F=1	A or F=1
1 ----	3 ----
2 ----	5 ----
4 ----	8 ----
6 ----	10 ----
7 ----	15 ----
9 ----	18 ----
11 ----	19 ----
12 ----	22 ----
13 ----	24 ----
14 ----	26 ----
16 ----	28 ----
17 ----	30 ----
20 ----	32 ----
21 ----	34 ----
23 ----	35 ----
25 ---	Total ----
27 ----	
29 ----	
31 ----	
33 ----	
Total ----	

**APPENDIX D****CORE TQM CONCEPTS****Total Quality Management**

### OSD's Implementation Plan

- TQM implementation has the support of top OSD officials.
- Short-range goal: Over one year, identify leaders of TQM implementation and begin implementing TQM structures and strategies into OSD.
- Long-range goal: Over seven years, establish TQM culture within OSD so that the TQM label will fade as continuous improvement principles and practices become normal way of business.
- Strategy also emphasizes encouraging establishment of TQM culture within industry.

### TQM Concepts

- This module describes key concepts and principles of TQM. It is understood that this newer system of management is clearly needed in order to competitively continue into the 21st century and to allow for continuous improvement.
- OSD has mandated that TQM be implemented in divisions of the Department. OSD has developed an implementation plan that delineates the improvements that will take place.

### Deming's 14 Points

- Deming's 14 points outline his approach to transforming western culture.
  1. Create constancy of purpose for improvement of product and service.
  2. Adopt the new philosophy.
  3. Cease dependence on mass inspection.
  4. End the practice of awarding business on price tag alone.
  5. Improve constantly and forever the system of production and service.
  6. Institute training.

### TQM Concepts

- 7 of Deming's principles that most concern group dynamics:
  1. Create constancy of purpose for improvement of product and service:
    - Aim to become competitive
    - A long-term, strategic approach is required
    - Management is committed to people and jobs.
  2. Adopt the new philosophy:
    - Western Management must take up the challenge
    - Management must learn its responsibilities
    - Management must take on leadership for change.
  3. Cease dependence on mass inspection:
    - Build quality into the product/service in the first place
    - The problem is in the process, not the product
    - Even 100% inspection does not assure quality.

**Deming's 14 Points (continued)**

7. Institute leadership.
8. Drive out fear.
9. Break down barriers between staff areas.
10. Eliminate slogans, exhortations, and targets for the work force.
11. Eliminate numerical quotas.
12. Remove barriers to pride of workmanship.
13. Institute a vigorous program of education and retraining.
14. Take action to accomplish the transformation.

**TQM Concepts**

7. Institute leadership:
  - Help people and machines do a better job
  - Improvement means change, and change requires leadership
  - A supervisor should be a coach, not a judge.
8. Drive out fear:
  - Economic cost of fear is real
  - Employees afraid to ask questions – causes lost information
  - Good management solicits recommendations, and then acts.
9. Break down barriers between the staff areas:
  - Break down barriers between departments
  - Reconcile organizational structure with process
  - Need for vertical and horizontal communication.

## Total Quality Management

14. Take action to accomplish the transformation:

- The transformation is everybody's job
- Top management cannot do it alone.

**Juran's Key Principles**

## Dr. Juran's three principles of Quality Management

- **Quality Planning:** consists of a standardized series of steps for establishing quality goals and developing the means for meeting those goals.
- **Quality Control:** is carried out by the operations work force. Quality control is "staying on course, adhering to standards, and prevention of adverse change."
- **Quality Improvement:** aims at outperforming the past; improving competitiveness in the marketplace and reducing the chronic level of quality deficiencies.

**TQM Concepts**

- **Fundamental concept:** All improvement takes place project by project, and in no other way.
- All three of the elements of Juran's quality triangle must be followed fully and in sequence.

**Crosby's 14 Steps to Zero Defects**

1. Management Commitment
2. Quality Improvement Teams
3. Measurement
4. Cost of Quality
5. Quality of Awareness
6. Corrective Action
7. Zero Defects Planning

**TQM Concepts**

- **Management Commitment:** Management must be committed to making quality the organization's top priority.
- **Quality Improvement Teams:** Quality improvement teams coordinate the effort to achieve quality.
- **Measurement:** Achieving quality requires clear measurements to track progress.
- **Cost of Quality:** The cost of quality is better than the cost of no quality.
- **Quality of Awareness:** Management must ensure all personnel maintain an awareness of quality.
- **Corrective Action:** Successful corrective action fixes the problem so it will not occur again.
- **Zero Defects Planning:** Represents a long-term commitment to quality.

**Crosby's 14 Steps to Zero Defects (continued)**

8. Employee Education
9. Zero Defects Day
10. Goal Setting
11. Error-Cause Removal
12. Recognition
13. Quality Councils
14. Do It Over Again.

**TQM Concepts**

- **Employee Education:** Organizations must invest in employee education to involve all employees in the quality effort.
- **Zero Defects Day:** A public declaration of management's commitment to quality.
- **Goal Setting:** Necessary to keep the organization moving toward quality.
- **Error-Cause Removal:** Takes advantage of employee knowledge to identify improvement areas.
- **Recognition:** Recognition of quality performance rewards dedicated effort and provides examples to all personnel.
- **Quality Councils:** Promote communication and sharing of knowledge.
- **Do It Over Again:** Achieving quality is a never-ending process.

**Quality Management in OSD**

**Cultural Transformation**

- Stable statement of mission
- Management practices in concert with vision
- Consistency of effort.

**TQM Concepts**

- Climate of cooperation, innovation, and continuous improvement.
- The quality mission of the organization must be clearly stated by all of management, documented and known by all employees, suppliers and customers.
- Management's actions must support the quality mission at all times to define the commitment and establish the priority and truth of the mission.
- Constancy of purpose lived by management focuses work efforts towards common goals, providing unification of effort.
- The result is an environment created by management which fosters cooperation toward common purposes, innovation to continually strive toward the vision and continuous improvement.
- Creating this environment is a cultural transformation which requires constancy of purpose and long-term commitment to achieve.

### Cultural Change

Cultural Transformation is Evolutionary and Revolutionary

- Revolutionary: changing management's habits of thought
- Evolutionary: changing the organizational culture.

### TQM Concepts

- Cultural change is the process that will facilitate the transformation from the fundamental ways in which we manage and organize our people to a new philosophy - a TQM culture.
- Cultural change won't happen overnight; it will take years:
  - The change process begins at the top, with leadership setting the example.
  - The change begins with a few people and will eventually build throughout the organization.
  - A TQM culture will evolve over time.
- As people begin to see the benefits of a TQM approach, the evolution will become natural, rather than forced.

**Quality Management in OSD****Total Employee Involvement/Teamwork**

- All employees are involved in the continuous improvement process.
- Quality management requires both individual contribution and team effort.
- Teamwork builds communication, fosters cooperation, provides consistency of effort, and stimulates innovation.
- Teamwork requires trust and risk.

**TQM Concepts**

- Under the leadership of top management, all employees are involved in continuously improving the work process.
- Employees who are actively involved in the processes are the ones who are best suited to study and recommend solutions to problems in the processes.
- Quality management employs teaming structures in a linking pin arrangement to top management.
- Cross-functional management satisfies cross-functional goals.
- Teamwork is risky; he that works to help others may not have as much production to show as if he had worked alone.
- Management must build a culture of trust to encourage cooperation and teamwork.



**PLAN OF INSTRUCTION  
FOR  
TOTAL QUALITY MANAGEMENT  
(TQM)**

*Group Dynamics Workshop*

Prepared For:  
The Office of the  
Secretary of Defense

Prepared Through:  
The Office of  
Personnel Management  
Contract Number OPM-87-9038

Prepared By:  
Booz • Allen & Hamilton Inc.  
Human Resources Management Practice  
4330 East West Highway  
Bethesda, Maryland 20814

# **TQM GROUP DYNAMICS**

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## ***PLAN OF INSTRUCTION***

### **Preface**

The Total Quality Management (TQM) Group Dynamics Workshop consists of four modules of training. The modules are designed to be delivered in twenty (20) hours of instruction and encompass two and a half (2 - 1/2) training days.

### Table of Contents

<u>Topic</u>	<u>Page Number</u>
<u>Course Design</u>	
Purpose	3
Course Objectives	4
Course Schedule	6
Course Outline	6
<u>Course Management</u>	
Instructor Qualifications	7
Target Audience	7
Course Materials	7
Course Instructional Methods	8
Course References	8

### COURSE DESIGN

#### Purpose

The purpose of this course is to provide participants in-depth, practical knowledge and skills in organizing, leading and participating in DOD TQM groups. Examples of such groups include Quality Management Boards (QMBs) and Process Action Teams (PATs). The course will enable participants to identify and advocate key reasons why group teamwork is essential for achieving DOD's TQM goals. The course emphasizes the critical importance of group dynamics leadership and participation skills in the implementation of TQM within DOD.

# **TQM GROUP DYNAMICS**

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## ***PLAN OF INSTRUCTION***

### **Course Objectives**

1. Explaining and advocating the importance of group teamwork and productivity in implementing TQM in OSD.
2. Defining and describing the productive functioning of TQM groups in implementing TQM in OSD.
3. Applying and practicing TQM group dynamics leadership and participation skills in implementing TQM in OSD.
4. The purpose of this course is to strengthen and expand participants' use of group dynamics skills as leaders and members of OSD TQM groups.

### **Module Sub-Objectives**

Participants will be able to:

#### **Module I**

1. Understand what the course will cover and how it will be presented.
2. Recognize the importance of group dynamics for TQM group leadership and participation.
3. Define group dynamics implementation tasks in OSD.
4. Accept the need to manage group dynamics effectively in implementing TQM.

#### **Module II**

1. Explain selected TQM concepts.
2. Emphasize the group dynamics importance of selected TQM concepts.
3. Describe the group dynamics aspects of portions of OSD's TQM implementations plan.
4. Identify group dynamics implications of core TQM concepts.

# **TQM GROUP DYNAMICS**

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## **PLAN OF INSTRUCTION**

### **Module III**

1. Present internal group dynamics issues potentially determining the success of TQM implementation groups in an OSD environment.
2. Describe four stages of group development TQM groups normally go through and the influence of each of these stages on TQM implementation in OSD.
3. Suggest ways to minimize negative impacts and maximize positive impacts of OSD work culture on TQM implementation groups.

### **Module IV**

1. Experience and learn TQM group dynamics processes first hand.
2. Use group productivity methods supporting accomplishments of OSD TQM objectives.
3. Anticipate and manage OSD TQM group productivity problems.
4. Reinforce lessons learned from TQMG experiences during the course.
5. Facilitate transfer of course learning to OSD units.

### **Course Schedule**

The course schedule is provided on pages 1-3 and 1-4 of the student manual.

### **Course Outline**

The course outline is presented on page i of the student manual.

# **TQM GROUP DYNAMICS**

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## **PLAN OF INSTRUCTION**

### **COURSE MANAGEMENT**

#### **Instructor Qualifications**

Instructors for this course must have attended the DOD TQM Awareness Seminar.

#### **Target Audience**

The target audience for the Implementers Course is DOD civilian and military upper- and mid-level managers (SES, GS, Flag Officers, and senior officers – 06 through 05).

The course was designed to develop and strengthen the TQM group leadership skills of these high-level personnel.

#### **Course Materials**

##### Instructor Materials

- Plan of Instruction
- TQM Group Dynamics Workshop student manual (SM)
- Vu-graph set
- Broken Squares Game supplies
- Overhead projector
- Participant evaluation forms
- Participant name tags and table name plates
- Markers and tape

##### Participant Materials

- TQM Group Dynamics Workshop student manual (SM)

# **TQM GROUP DYNAMICS**

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## ***PLAN OF INSTRUCTION***

### **Course Instructional Methods**

The instructional methodology for all eleven course modules will be a combination of lecture, guided group discussion, group learning activities, and participant exercises.

Participants will be encouraged to take notes in their TQM Group Dynamics Workshop student manuals. The student manual provides a reduced copy of most of the vu-graphs used in the Group Dynamics Workshop and additional information and references related to the information in the vu-graphs.

### **Course References**

An extensive bibliography is published in Appendix A of the student manual for the Group Dynamics Course.

WELCOME TO OSD's

TOTAL QUALITY MANAGEMENT (TQM)

GROUP DYNAMICS COURSE

## Group Dynamics Course Objectives

- Explaining and advocating the importance of group teamwork and productivity in implementing TQM in OSD
- Defining and describing the productive functioning of TQM groups in implementing TQM in OSD
- Applying and practicing TQM group dynamics leadership and participation skills in implementing TQM in OSD.
- The purpose of this course is to strengthen and expand participants' use of group dynamics skills as leaders and members of OSD TQM groups.

### Daily Course Schedule: Days 1 and 2

8:30-10:15 Course working session

10:15-10:30 Break

10:30-12:00 Course working session

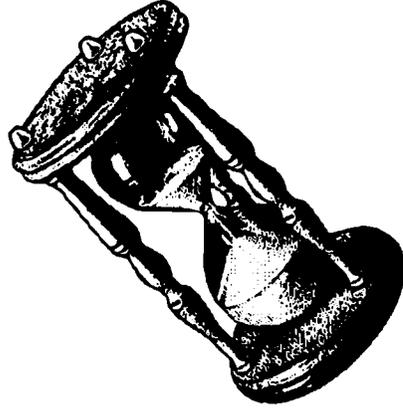
12:00-1:00 Lunch

1:00-2:45 Course working session

2:45-3:00 Break

3:00-3:45 Course working session

3:45-4:00 Short exercise assignment  
Course wrap up and adjournment (promptly)



### Daily Course Schedule: Day 3

8:30-10:15 Course working session

10:15-10:30 Break

10:30-12:00 Course working session  
Course wrap up and adjournment (promptly)

### **Benefits of Learning Group Dynamics**

- Increased effectiveness in leading TQM groups
- Improved performance as a member of a TQM group
- Improved skills in managing other work teams
- Increased likelihood of accomplishing quality improvement tasks by improving the group dynamics tasks
- Expanded resources and options for handling group dynamics problems in TQM groups.

## Course Modules

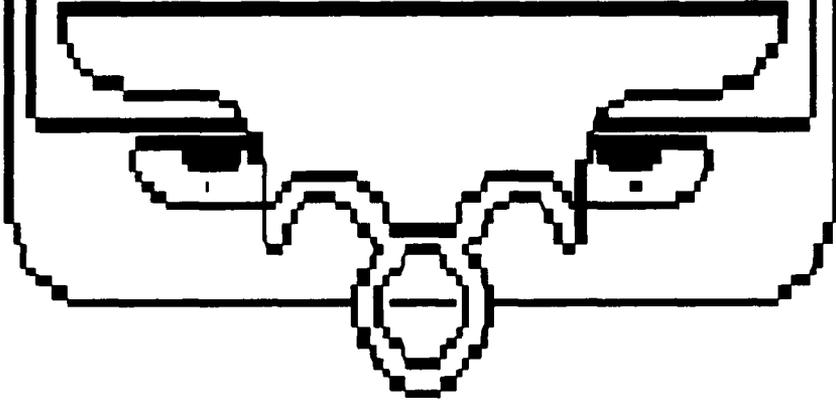
- Module I. Course Rationale, OSD Context, and Overview
- Module II. Applying TQM Concepts to Group Dynamics
- Module III. Group Dynamics Tasks and Stages  
Determining TQM Task Accomplishment
- Module IV. Methods for Maximizing TQM Group  
Participation

**MODULE ONE**

**COURSE RATIONALE, OSD CONTEXT,  
AND OVERVIEW**

## Module 1 Learning Objectives

- Understand what the course will cover and how it will be presented.
- Recognize the importance of group dynamics for TQM group leadership and participation.
- Define group dynamics implementation tasks in OSD.
- Accept the need to manage group dynamics effectively in implementing TQM.



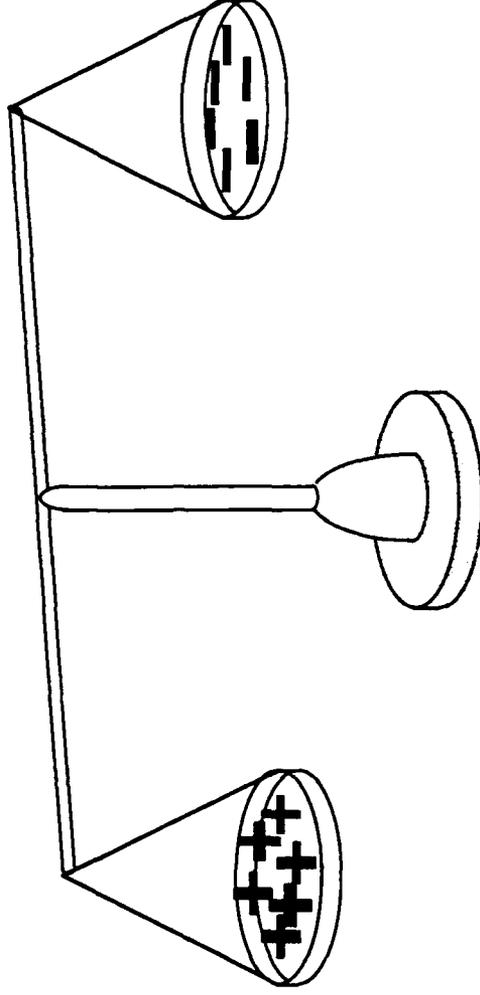
## Pros and Cons of Groups

### Pros (examples):

- More information
- More experience
- Greater perspective.

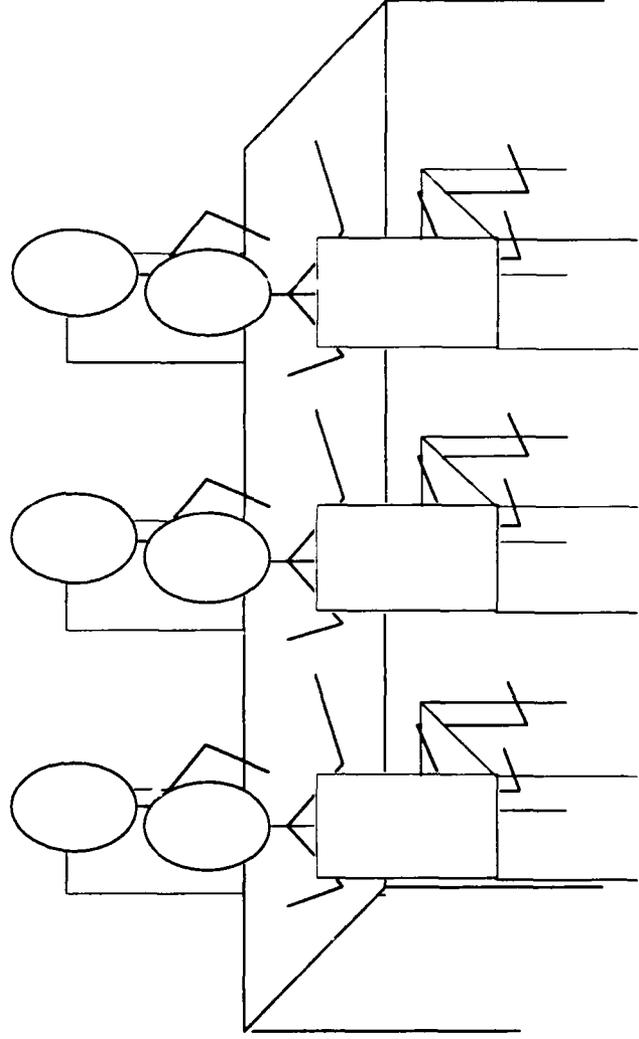
### Cons (examples):

- More time to make decisions
- More conflict (and time for conflict resolution)
- More personal compromise.



## Total Quality Management Groups (TQMGs)

Learning TQM group dynamics by experiencing  
TQM group dynamics first-hand during the course



## Hold Groups Differ From a Collection of Individuals

- Definable membership
- Group consciousness (the members think of themselves as a group)
- Shared purpose, goals, or ideas
- Interdependence for satisfaction of needs (members need each other to accomplish the purposes of the group)
- Interaction (members communicate with each other, influence each other, and react to one another)
- Ability to act as a single entity (i.e., as a group).

(Source: Knowles and Knowles, 1972, pgs. 40 - 41)

## Defining Group Dynamics

- Social and psychological processes happen in all groups all of the time.
- These processes involve constant movement and flux within the group that cause it to act the way it does.
- These "dynamics" within a group result from factors within and outside of the group.

### OSD TQM Groups

- Executive Steering Committee\*
- Senior managers (at command and facility level)
- Quality Management Boards (QMBs)
- TQM Principles
- Process Action Teams (PATs)
- Middle managers and supervisors
- All employees.

## Functions of the Executive Steering Committee (ESC)

- Responsible for TQM leadership and implementation.
- Principle function of identifying and prioritizing principle problems in TQM implementation.
- Identify and allocate resources.
- Set training and TQM implementation guidelines.

### Functions of the Quality Management Board (QMB)

- Identify processes in assigned issue area.
- Prioritize processes by improvement potential.
- Analyze and change processes when change is needed.
- Remove barriers.
- Establish Process Action Teams (PATs) when appropriate.
- Facilitate progress of PATs.
- Initiate action on problems referred by PATs.
- Provide TQM leadership.

### Functions of the Process Action Team (PAT)

- PATs will be formed to deal with specific process problems and to resolve issues.
- Roles of QMBs and PATs are complementary.
- QMBs focus on more permanent and larger issues.
- Involving many people in the improvement process is critical to making the QMB/PAT structure work.

## Key Elements of TQM Group Structure

- 0 Members: the professional, organizational, and personal characteristics, beliefs, and expectations of the group members.
- 0 Leader: the style, skill, personality, power, status, and other leadership qualities of the group leader.
- 0 Task: the scope, specificity, and functional areas of the quality improvement task.

### Key Elements of TQM Group Structure (continued)

0 History:

the group's origins and past.

0 Culture:

the rules, standards, values, and traditions of the OSD unit and the group itself.

0 Participation:

the extent to which and the manner in which individuals participate in the group.

## Key Elements of TQM Group Process

**0** Inclusion:

the group members' sense of group belonging, identity, and acceptance.

**0** Influence:

the relative distribution of power among group members.

**0** Collaboration:

the process of working together in smooth, cordial, and mutually beneficial ways.

### Key Elements of TQM Group Process (Continued)

- 0 Risk Taking: experiencing uncertainty, meaningful consequences, and potential loss to achieve some gain or advantage as a group.
- 0 Listening: attending to and responding to each other's communications.
- 0 Identity: the merging of an individual's personal and professional identity with that of the group.

## Key Elements of TQM Group Process (Continued)

**0** Goals:

the degree of understanding and support of the formal and informal goals of the group.

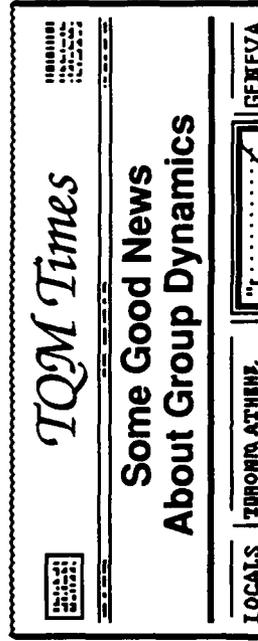
**0** Decisions:

the process of identifying, weighing, and selecting alternatives.

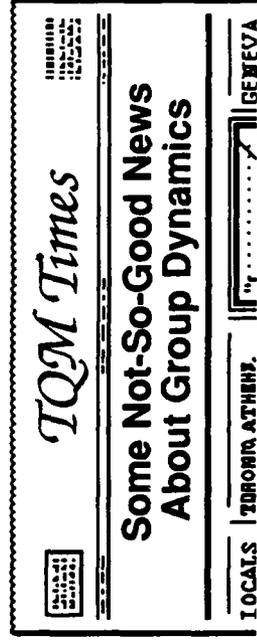
**0** Problem Solving:

the methods the group employs to overcome obstacles that prevent accomplishment of group goals.

## Group Dynamics Management Challenges



- Certain normal and natural qualities of groups can expedite, improve, and strengthen the ability of the same OSD TQM groups in achieving their quality improvement objectives successfully.



- Other natural and normal qualities of groups can weaken, delay, and even destroy the ability of OSD TQM groups to achieve their quality improvement objectives successfully.

## Group Management Challenges

- High performance motivation
- Improved decision making
- Broader experience
- Greater expertise
- Greater endurance
- Expanded resources.



## **Group Dynamics Management Challenges (continued)**

### Group Rewards

- Groups can discourage members from assuming the risks and burdens of leadership because the group receives the credit, not the individual; one advance in OSD, it can be argued, by individual performance far more than by group performance.

### Group Negativity

- The relative anonymity of a group can lead to expressions of negative, impulsive, and cynical TQM attitudes and actions; if enough members of an OSD TQM group behave in this way, the failure of the group becomes a self-fulfilling prophecy.

## Group Dynamics Management Challenges (continued)

### Group Responsibility

- Responsibility is diffused within a group; groups make it easy to evade responsibility for struggling with the tough problems of TQM by letting other members of the group do the work.

### Group Risk-taking

- People often make riskier decisions in groups than they do by themselves; groups can also discourage risk taking when it is irresponsible.

## Group Management Challenges (continued)

### Groupthink

- Conformity pressures in most groups create "groupthink": "Groupthink is a process in which critical thinking is suspended and decisions are made without adequate information or consideration of alternatives." (Source: Janis, 1972)

### Group Leadership

- Individuals lacking adequate leadership skills and aptitudes are sometimes appointed to group leadership positions anyway.

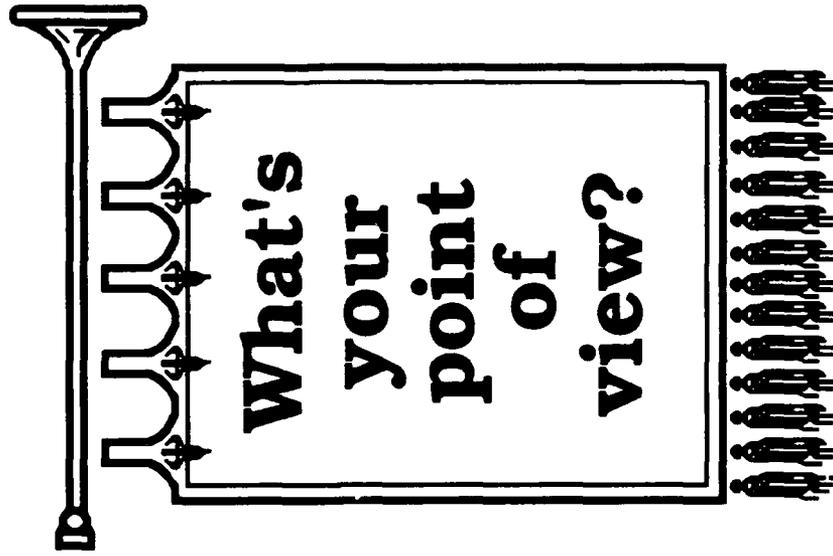
## Group Management Challenges (continued)

### Special Challenges

- Resistance to adopting and adapting TQM principles and methods
- Fears and threats of radically changing the OSD culture
- Sheer size, complexity, and bureaucratic scale of OSD
- Unpredictable changes in OSD's mission and budget due to global economic and political events.

**yeah, but... yeah, but... yeah, but...**

## Group Dynamics and OSD



Why do "group dynamics" matter to:

- OSD?
- You?
- TQM in OSD?

**MODULE TWO**

**APPLYING TQM CONCEPTS TO  
GROUP DYNAMICS**

## Module Two Content

- Reinforce core TQM concepts.
- Review OSD's TQM implementation.
- Clarify any misconceptions and answer any questions about TQM since participants attended the TQM Awareness Course.
- Identify the group dynamics significance and relevance of core TQM concepts.

## Learning Objectives

Upon completion of this module, the participant will be able to:

- Explain selected TQM concepts.
- Emphasize the group dynamics importance of selected TQM concepts.
- Describe the group dynamics aspects of portions of OSD's TQM implementations plan.
- Identify group dynamics implications of core TQM concepts.

Core TQM Concepts

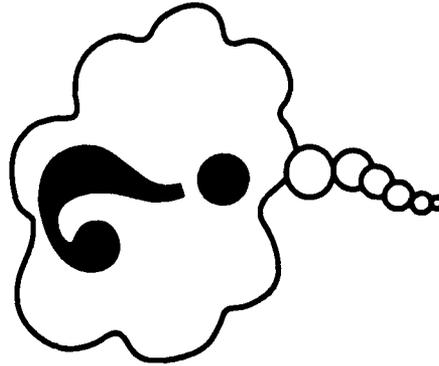
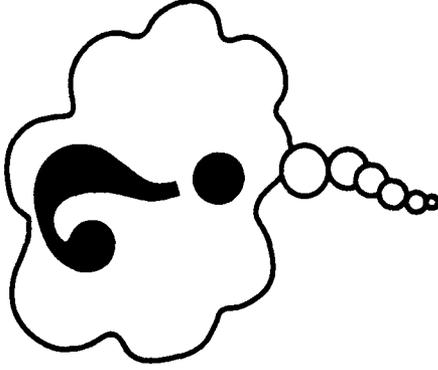
?

?

WHAT IS TQM

?

?



## OSD's Definition of TQM

### Total Quality Management (TQM)

*Total Quality Management (TQM) is both a philosophy and a set of guiding principles that represents the foundation of a continuously improving organization. TQM is the application of quantitative methods and human resources to improve the material and services supplied to an organization, and the degree to which the needs of the customer are met, now and in the future. TQM integrates fundamental management techniques, existing improvement efforts, and technical tools under a disciplined approach focused on continuous improvement.*

### Common Themes of TQM Experts

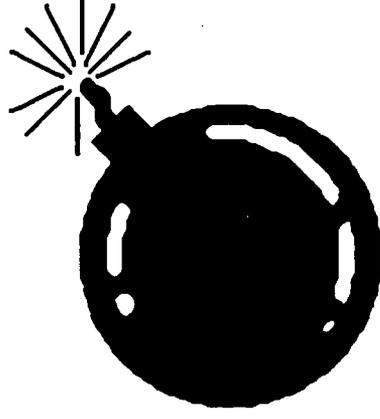
- ☆ Customer defines quality.
- ☆ Management creates the quality culture.
- ☆ Management provides for system improvements.
- ☆ Quality becomes prevention-based.

### Common Themes of TQM Experts (continued)

- ☆ Statistical thinking is used to study processes.
- ☆ Team approach used for problem-solving.
- ☆ Continuous improvement.
- ☆ Education and training are vital.

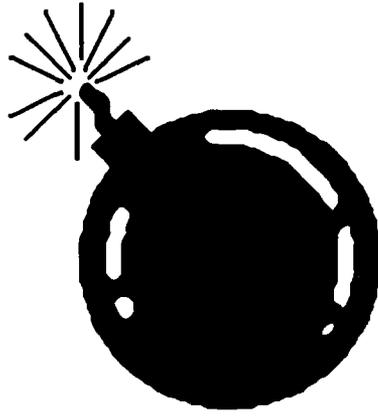
## Potential Barriers to TQM in OSD

- Resistance to change
- Fear
- Lack of knowledge
- Regulations.



### Potential Barriers to TQM in OSD (continued)

- Stovepipes
- Ricebowls
- Individualism
- Impatience.



## TQM Leadership, Commitment, and Teamwork

- Top management leadership
- Long-term commitment
- Employee teamwork.

**Focus on Process**

- Quality management focuses on the processes by which work gets done, not the output totals.
- Quality is a continuous process improvement that leads to the continual upgrading of product quality.
- Understanding the process requires learning the answers to a series of questions.
- Quality management focuses on understanding and improving the work processes.

### Process Management

- I. Plan: The first step is to Plan a change by defining a problem and stating improvement objectives.
- II. Do: The next step is to Do or test the change, preferably on a small scale.
- III. Check: The third step is to Check or study the results--what did we learn? This information is used for planning and prediction purposes.
- IV. Act: The final step is to Act. Action options include adopting the change, abolishing the idea, and experimenting again with different conditions/people.

## Tools For Continuous Improvements

TQM tools answer quality questions:

- Where to improve?
- What is happening?
- How well are we doing?

## Tools for Continuous Improvement (continued)

Tool

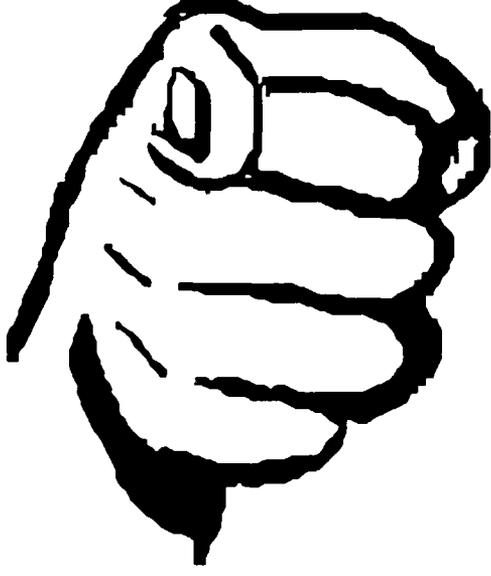
Flow Charts  
Cause and Effect Diagram  
Check Sheet  
Pareto Chart  
Scatter Diagram  
Histogram  
Run Chart  
Control Chart

Use

Document actual and ideal path  
Explore causes  
Gather data based on observation  
Display  
Test themes of relationships  
Display distribution of data  
Display simple trends over time  
Determine common and special variation  
in a process.

## TQM Group Leadership Challenges

- The leadership is responsible for 100% of the processes.
- Workers can only work within existing processes.
- Most problems are with the system.
- Only leadership can facilitate system change.
- Leaders must drive out fear to promote innovation.



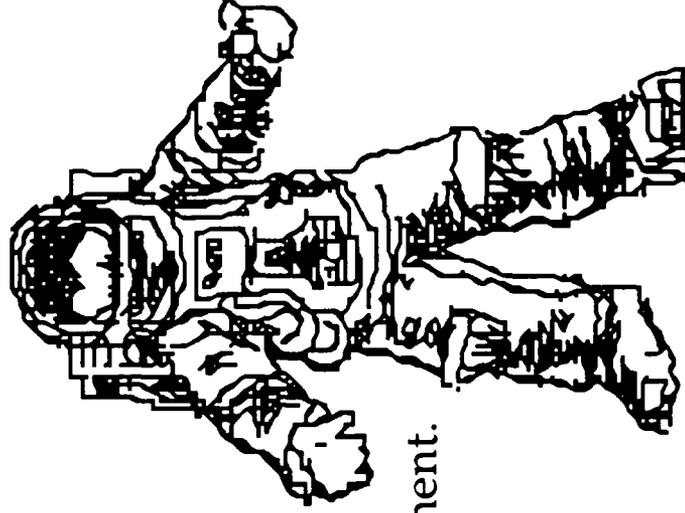
### TQM Group Leadership Challenges (continued)

- Drive out fear.
- Cultivate passionate commitment to customers.
- Continue TQM education.
- Foster atmosphere that accepts change.
- Change practices and procedures which impede TQM culture.



## Making it Happen

- Start within your area of influence.
- Improve one small project at a time.
- Focus on making your work processes consistent.
- Encourage your people to think process improvement.
- Live in a glass house; provide example.
- Be patient, persuasive, and persistent.
- Advertise successes and share your knowledge.



**MODULE THREE**

**GROUP DYNAMICS TASKS AND STAGES  
DETERMINING TQM TASK  
ACCOMPLISHMENT**

## Learning Objectives

- Present internal group dynamics issues potentially determining the success of TQM implementation groups in an OSD environment.
- Describe four stages of group development TQM groups normally go through and the influence of each of these stages on TQM implementation in OSD.
- Suggest ways to minimize negative impacts and maximize positive impacts of OSD work culture on TQM implementation groups.

### Learning to Work Effectively as a TQM Group

- Managing quality improvement tasks
  - external
  - tangible.
- Managing group dynamics tasks
  - internal
  - intangible.

## Turning Individuals Into Groups

- Group dynamics issues precede quality issues.
- Turning individuals into a group demands strong and sensitive leadership.
- Addressing group dynamics issues early enables group members to contribute more effectively and sooner, speeding up accomplishment of the quality tasks.

### The Quality Improvement Task

- This task forms the rationale for the OSD TQM group.
- This task is what TQM groups are all about.
- This task is the "end" of quality products/services, and not the means of achieving the quality improvement objectives.

## The Group Dynamics Task

- Group relationships and interactions
- Group communication and commitment
- Group work environment pressures
- Group discomfort with group dynamics issues
- Group quality improvement effectiveness.

## Interdependence of Group Dynamics and Quality Tasks

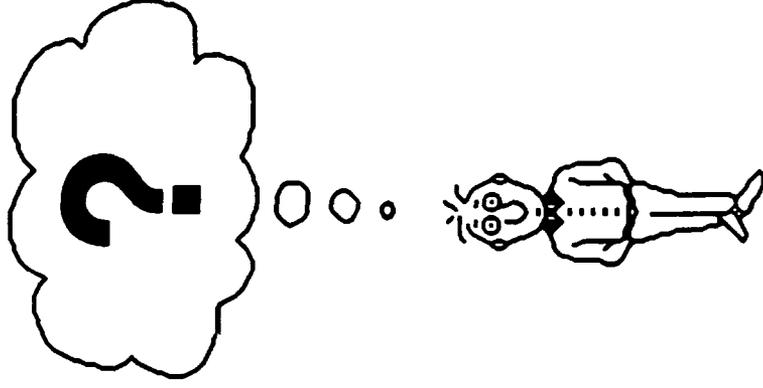
- Dangers of neglecting either task: quality groups in organizations in the beginning stages of TQM implementation, as in OSD currently, are most prone to making this costly mistake.
- Group dynamics task comes first: the dangerous temptation is to delay it.
- Both tasks must be addressed simultaneously.

## Group Dynamics Land Mines

- Group dynamics issues can disrupt and block accomplishment of the group's quality objective in many ways.
- These are the sub rosa (beneath the surface) issues that arise inevitably when people form themselves into groups.
- Unless managed by the group leader and participants alike, these "undercurrents of the interpersonal underworld" thwart and restrict the group's productivity and success from the first minute they meet as a group.

## Group Identity Issues

- Membership: do I want to belong?
- Control: who's in control?
- Compatibility: do I like these people?
- Participation: how do I want to participate?

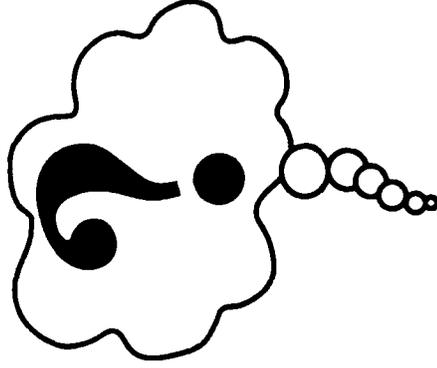
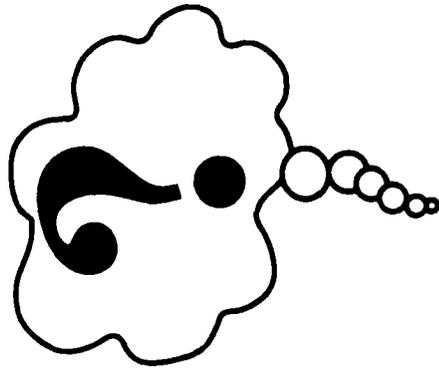


### Group Relationship Issues

- Openness/guardedness: is this going to be run in a candid and informal way, or in a guarded and formal way?
- Formality/informality: are we going to put our titles and ranks aside, or play subtle or open power games at the same time we are tackling our quality improvement task?
- Cooperation/conflict: are we going to spend most of our time arguing or are we going to work in a more constructive way?

## OSD Culture Issues

- OSD unit benefits
- OSD unit risks
- OSD cultural barriers
- OSD priority conflicts.



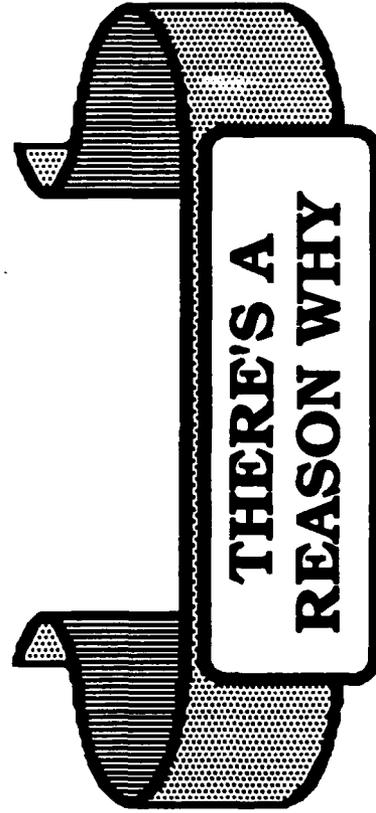
## Helping or Hindering Behavior

- Task-oriented behavior
  - Initiating
  - Information or opinion seeking
  - Information or opinion giving
  - Clarifying or elaborating
  - Summarizing
  - Consensus testing



### Helping or Hindering Behavior (continued)

- Maintenance-oriented behavior
  - Encouraging
  - Expressing group feelings
  - Harmonizing
  - Compromising
  - Gatekeeping
  - Setting standards

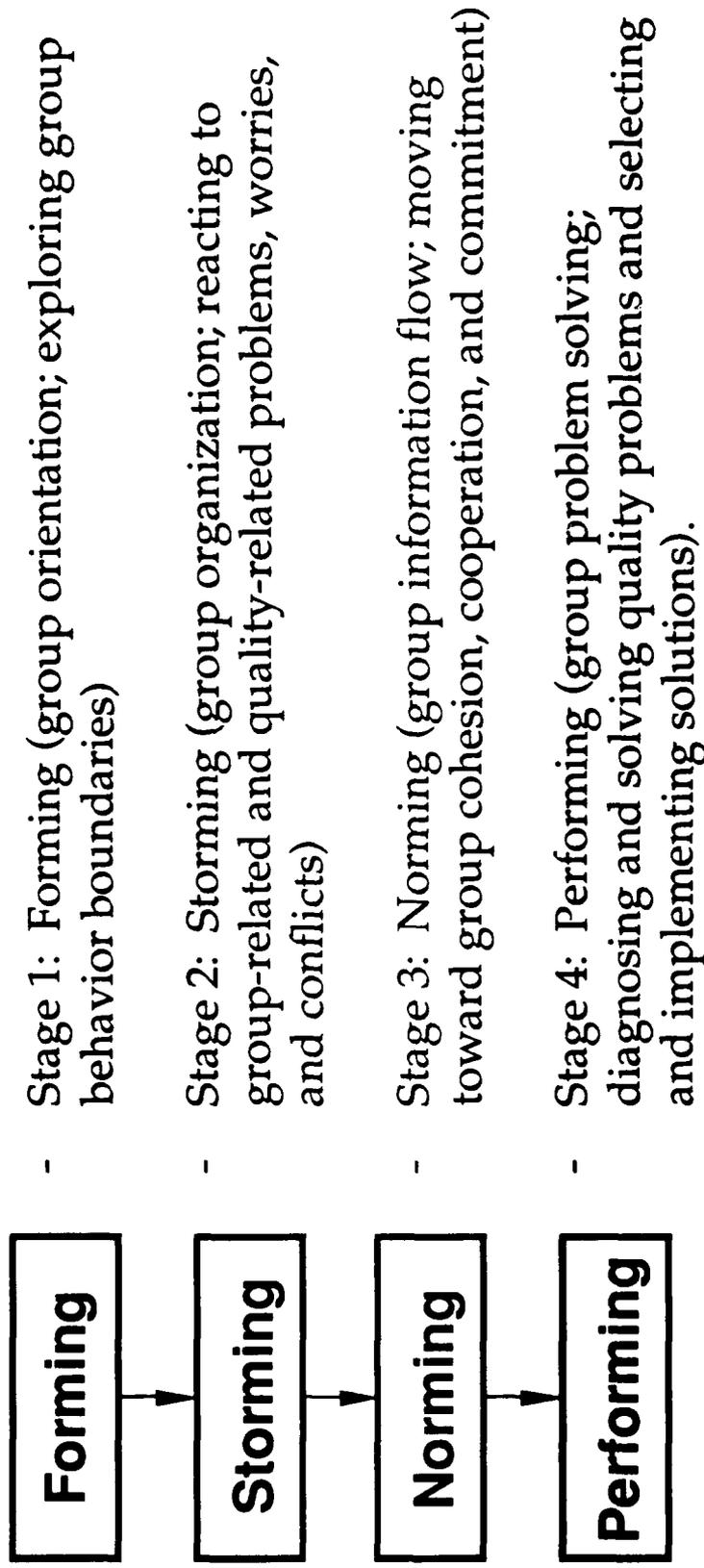


### Helping or Hindering Behavior (continued)

- Self-oriented behavior
  - Dominating
  - Withdrawing
  - Aggressive blocking
  - Help seeking
  - Recognition seeking.

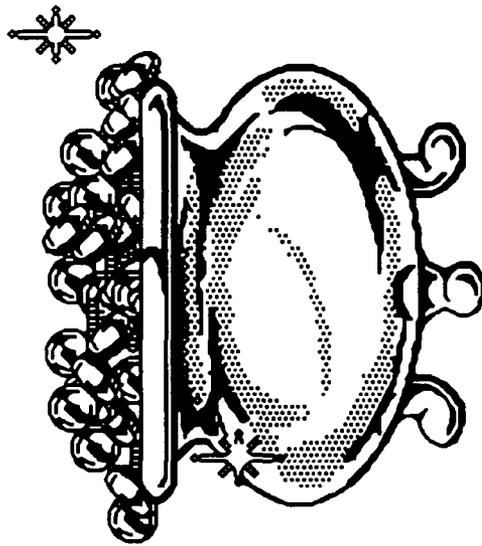


### Four Stages of TQM Group Development



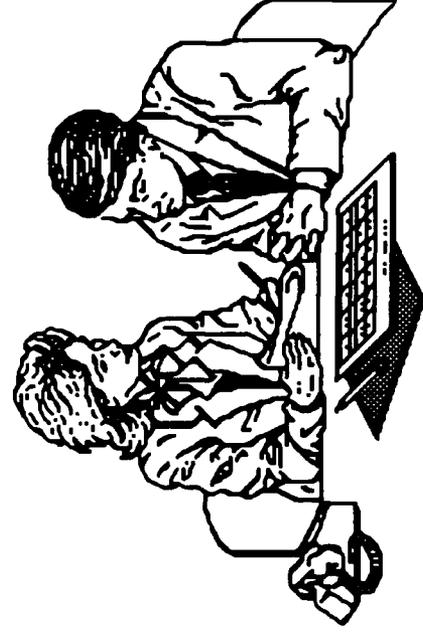
### Payoffs of Knowing These Four Stages

- Preventing overreaction
- Preventing unrealistic expectations
- Increasing group productivity.



### Stage 1: Forming

- Hesitant swimmers stage
- Interpersonal group forming
- Checking each other out.



**FORMING STAGE: Feelings**

**POSITIVE FEELINGS**

Enthusiasm

Anticipation

Interest

Pride

Pleasure

Optimism

**NEGATIVE FEELINGS**

Apathy

Dread

Boredom

Embarrassment

Irritation

Pessimism

### FORMING STAGE: Behaviors

- Clarifying the quality task
- Suggesting the quality task strategy
- Developing group guidelines
- Taking side trips
- Talking broadly
- Jumping to conclusions
- Fussing and complaining
- Rejecting the group

## IMPLICATIONS OF THIS STAGE FOR OSD TQM GROUPS

- Learning the OSD players and the rules of the game
- Showing caution, courtesy, and conservatism
- Sharpening this skill on constantly new personnel
- Playing it safe
- Getting impatient
- Resisting involvement.

**Stage 2: Storming**

**NO!**

- The jumping into the water stage
- Crashing into reality
- Experiencing despair and hopelessness
- Fighting over both serious and trivial matters.

**NO!**

**NO!**

**NO!**

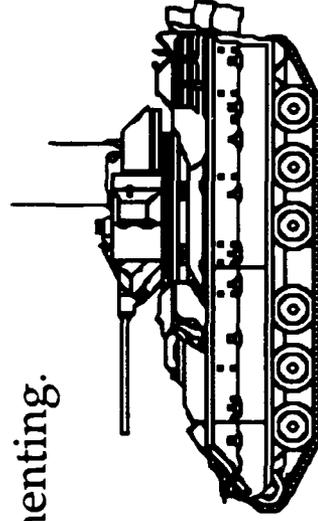
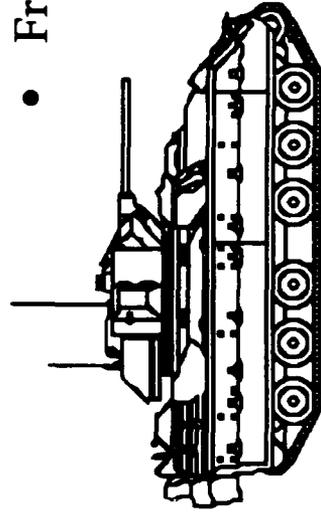
### Storming Stage Feelings



- Opposition to the TQM methods used by the group
- Fear about the group's ability to solve the quality problem effectively
- Doubts about the capability of the other group members to make useful contributions to the work of the group
- Anger about the attitudes or behavior of other group members.

### Storming Stage Behaviors

- Conflict
- Shielding
- Grumbling
- Interrogating
- Fragmenting.

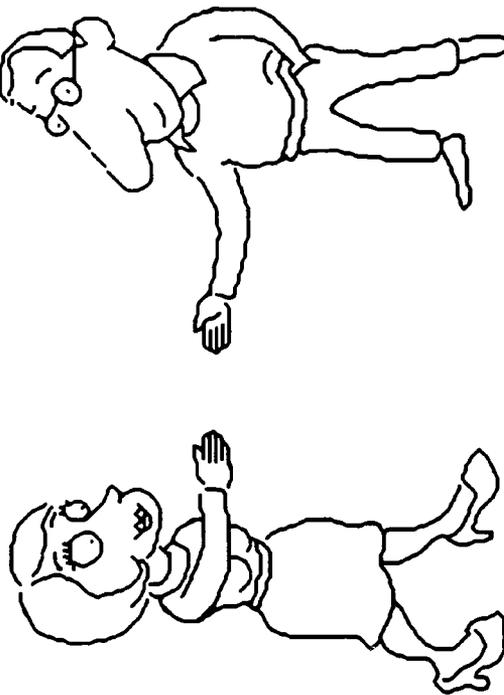


### Implications of this Stage for OSD TQM Groups

- Aggressive leadership styles
- OSD unit protectiveness
- OSD inter-unit hostility, rivalry, and suspicion.

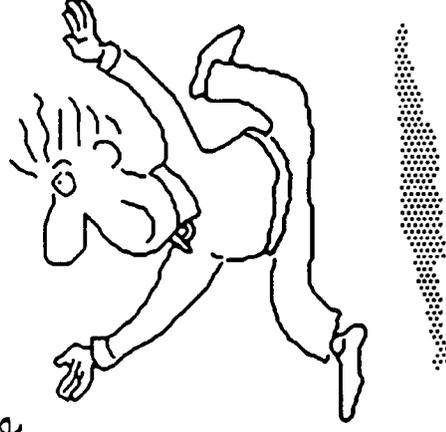
### Stage 3: Norming

- The keeping-each-other-afloat stage
- Creating workable rules for working together amicably
- Sorting out roles and responsibilities.



## Norming Stage Feelings

- More comfortable and relaxed about working with other group members.
- Less fear about expressing criticism directly, candidly, and constructively.
- Increased optimism about the value and importance of the group and its quality improvement work.
- Greater satisfaction and sense of reward from participating in the work of the group.



### Norming Stage Behaviors

- More positive and frequent expressions of support for the group's ability to achieve its objective(s).
- More openness and frankness in group communications.
- More friendliness, informality, and humor before, during, and after group meetings.

### Implications of This Stage for OSD TQM Groups

- Cross-functional group members
- Wide variations in TQM training and experience
- Conflict between TQM methods of OSD management traditions.

### Stage 4: Performing

- The swimming-as-a-team stage
- Focusing on the quality improvement task
- Working on the quality task until the job is done.



### Performing Stage Feelings

- Greater satisfaction with the group's progress in achieving its quality improvement objective(s).
- Greater pleasure in doing the more hands-on kind of work members may have anticipated and looked forward to when assigned to the group.
- Greater confidence in the group's ability and resourcefulness in solving the quality improvement problem.

*Yes!*

*Yes!*

### Performing Stage Behaviors

- Greater willingness to work through problems of any kind.
- Greater willingness to examine and, if necessary, change one's own TQM attitudes, beliefs, and behavior.
- Greater willingness to give priority to the time and scheduling needs of the group.



### Implications of This Stage for OSD TQM Groups

- Shifting to technical matters
- Shifting to technical group members
- Discovering quality solutions.

### Riding The Group Dynamics Roller Coaster

- As with the four stages themselves, the pattern of highs and lows will differ for each quality improvement group, depending on such factors as:
  - The complexity of the quality task
  - The quantity and quality of resistance to proposed solutions
  - The effectiveness, flexibility, and skillfulness of the group's leader
  - The strength and consistency of top-level support the group receives.

**- MODULE FOUR**

**METHODS FOR MAXIMIZING  
TQM GROUP PARTICIPATION**

## Learning Objectives

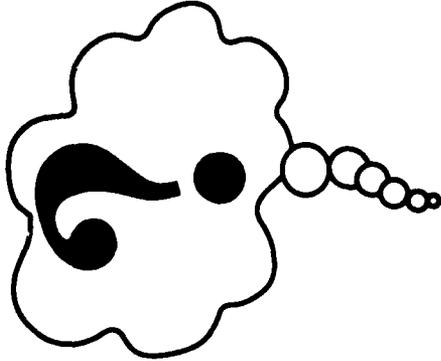
- Experience and learn TQM group dynamics processes first hand.
- Use group productivity methods supporting accomplishment of OSD TQM objectives.
- Anticipate and manage OSD TQM group productivity problems.
- Reinforce lessons learned from TQM experiences during the course.
- Facilitate transfer of course learning to OSD units.

## Methods For Maximizing Group Productivity

- Clarifying group goals
- Defining team member roles
- Listening effectively
- Establishing ground rules
- Preventing group floundering
- Handling behavior problems

## Clarifying Group Goals

- Interpreting the group's goals: The group should examine the goals stated in the OSD directive according to criteria group members would apply to any goal statement.
- Negotiating the group's goals with OSD: The group should feel free to redefine or modify goals contained in the directive it received from OSD.
- Building commitment to the group's goals: Only when group members understand clearly and accept fully the group's goals will they give their genuine

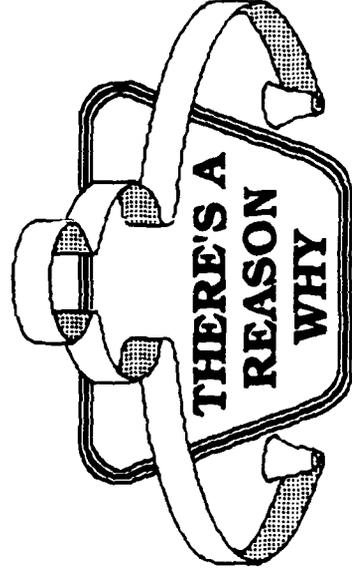


## Importance of Group Roles Clarification

- Stimulates members to communicate openly with each other.
- Enables the group to identify and call on the relevant skills, resources, and interests of all group members.
- Prevents, or at least reduces, conflict and competition between group members.

### Defining the TQM Team Leader's Role

- Clarifying and confirming the leader's definition and expectations of the team leadership role: autocratic? participative? shared?
- Clarifying and confirming the group members' definitions and expectations of the team leader's role (to "facilitate" or "to lead").
- Clarifying and confirming potential OSD-specific



## Defining the TQM Group Facilitator's Role

- According to one highly respected TQM group dynamics expert (Scholtes, 1988, pgs. 3-14), the ideal facilitator has a combination of three skills seldom found in one person:
  - people skills (interpersonal communication)
  - technical skills (statistics and data analysis)
  - training skills (teaching group dynamics and TQM skills informally and in structured training settings).

## Defining Group Member Roles

- All members share core responsibilities.
- Refining these responsibilities enhances group productivity.
- Two vital, specialized roles are the recorder and evaluator.

## Listening Effectively

- Listening effectively increases group productivity significantly.
- Listening effectiveness can be improved by using the HEAR Model:

H = Hear

E = Empathize

A = Analyze

R = Respond.

## Giving Feedback

- Part of active listening is providing appropriate feedback to the sender of the message.
- The more important our message, the more serious the consequences of misunderstanding, and the more necessary it is to give or solicit feedback.
- The more doubtful we are that our message was understood, the greater our responsibility to verify that understanding.
- A TQM team that learns how to give and receive effective feedback is more likely to succeed.

## Establishing Ground Rules

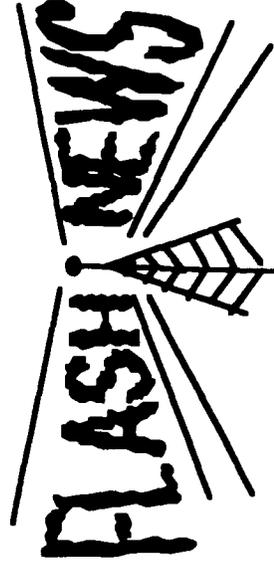
- Determining the group's ground rules is a ground rule in itself.
- The group's ground rules cover such matters as:
  - How the group's meetings will be conducted
  - How conflict will be handled
  - How decisions will be made by the group.

### Establishing Ground Rules (continued)

- Meeting logistics:
  - Attendance - Planning
  - Rationale - Promptness
  - Location - Chores
  
- Meeting process:
  - Communication - Assignments - Participation
  
- Membership:
  - Members joining the group - Members leaving the group

## Preventing Group Floundering

- Initially, when the group starts working together false starts may signal potential problems with the group's quality improvement task.
- In a new TQM group, floundering may also stem from interpersonal group dynamics issues (such as trust) left unaddressed.
- The group members may feel ill at ease with each other for either personal or professional reasons.



## Handling Behavior Problems

### Overly Aggressive Group Members

- Some group members may act in dominating or overbearing ways, interfering with group harmony, collaboration, and productivity. They may for example:
  - impose their viewpoints and suggestions on the group because of claims, valid or not, of greater expertise or experience with the area under discussion
  - challenge the feasibility of proposed activities with which they disagree, arguing that they know better.
- Leaders should increase gradually the directness and forcefulness of interventions handling behavior problems.

### Handling Behavior Problems (continued)

#### Overly Passive Group Members

- Some members may contribute very little to the work of the group due to a variety of causes: hostile attitude toward the group; doubts about the efficacy of TQM; passive or introverted personality.
- The group leader should facilitate the active participation of all members in analyzing, researching, and solving the quality problem(s), as just listening is not enough.
- Unequal participation in the group's discussions can be a source of conflicts.

## Handling Behavior Problems (continued)

### Other Behavior Problems

- Feuding Members: Feuding can sometimes be prevented by leaving one of the two feuding members off the team or not having them work together on tasks. This only works where the conflict precedes the formation of the TQM group and the group leader is aware of it.
- Negative Members: Overly negative members tend to be naysayers whose first reaction usually focuses on why any idea won't work.
- Digressing Members: Digressing members wander away from and around the topic of discussion.

**Thank  
You!**