



Quality Connection

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Attend monthly Section meetings.*

In Search of Validity

By Dr. Jo McLaughlin

Introduction

Using the Internet can be a challenge for some and an inspiration for others. How do you find the information you want. There are a myriad of strategies for getting information on the Internet (NET), but finding those sources that give you well researched knowledge will involve "peeling the onion" going through layers of material on the net to assure you have the information and knowledge you need – beyond marketing hype.

Why use the Internet for Research?

One of the first things to do when researching on the NET is to determine your strategy. Are you seeking information and/or knowledge? Knowledge is processed information and might include studies, anecdotal evidence that a program or activity may have been successful. Knowledge sources will provide empirical evidence for understanding a given issue, and add validity to your research. It's up to the researcher to verify these sites and confirm their validity.

Where to begin?

Begin with a strategy -- with "the end" in mind. What results are you seeking? What is your purpose? What criteria do you have for your research?

One of your first steps within this strategy will be to identify key words and phrases for your search. By mapping the territory and determining some keywords you

will narrow your search. It's helpful to remember that you will continue to broaden and narrow your search as you are introduced to a plethora of possibilities during the course of your search. My favorite search engine is "GOOGLE.COM". For the intuitive types, dive in!

Evaluating Internet Sources

Sites ending in edu/; .gov/; .mil/; .org/ are considered by many information specialists as having more reliable information than .com/ sites, although I have found wealth of valid resources on.com sites (avoid marketing traps!) It's important though to keep in mind several factors when you reach a site to determine how valid the information is.

- Who is the Author?-
- What are the author's credentials, expertise, accessibility?
- Is the Author supported by a credible organization (e.g. university research)?
- What is the bias of the Author (explicit or implicit)?
- For what audience is the Author writing?
- What is the Context of the Article/Information?
- How are the article's content and facts presented?
- What claims or conclusions are being made and how are these claims and conclusions presented?
- Is the study/information dated?
- What is the chain of evidence for the study/information?

In Search of Validity (continued)

- What references are utilized?
- Are these primary references (research based studies) or secondary references or popular press?
- What do reviews of the article/information tell you?

Yes, so many questions, so little time. When inquiring minds want to know, though! It's important to thoroughly research the research.

Sources for Internet Sites

With the need for "instant" research, we are beginning to find websites listed as much as other traditional sources. Bibliographies may be a good source for searching internet sites, and take us from books, peer reviewed journals and academic/professional press to the NET.

Webliographies are becoming a revised version of Bibliographies. These list sources found in books and journals list resources that have information / knowledge readily available on the NET. An example of a webliography is in Robert Peach's ISO 9000 Handbook (Forthcoming from Quality Systems Update). Seventeen pages are devoted to sources exclusively available on the NET. Bob notes that he did not invent the webliography.

On-line – Limited Access

There are a variety of sources on-line that can be accessed through "closed systems" These might include your organization's intranet. Explore where you can go "in-house", as large organizations may belong to extensive databases such as the International Benchmarking Institute (Members Only). Check with your organization's Knowledge Management gurus or librarians about web-based databases to which your organization has access and/or membership.

Local area libraries and college/university library systems' access to electronic databases, such as Business Periodicals on Line, Emerald and Proquest Databases. These databases offer you access to electronic journals which may be nationally or internationally renown. Check with your librarian – they are wizards with "hidden" systems and other treasures. Beyond your local library, you may want to secure a Library of Congress (LOC)Reader's Card and research the LOC's more than 60 databases . You will need to do most of this from DC! Access their website to learn more (www.loc.gov).

Investigate Professional Associations' databases and their access. If you are an ASQ member, you can access ASQ's electronic database and quality

information center on-line. Other professional associations offer similar services to their members.

Exploring Internet Research

Try out the following sites for your research, and remember to keep peeling back the layers to get to the valid information and knowledge you need! The following sites were selected in conjunction with the Situational Leadership and Teaming Presentation.

Search Engine:

<http://www.google.com>

Leadership

Journal of Leadership and Organizational Studies

<http://www.academy.umd.edu/publications/jls-currentcall.htm>

Center for Creative Leadership

<http://www.ccl.org>

Leader Page

<http://www.nwlink.com/~donclark/leader/leader.html>

Teams

Center for the Study of Work Teams

<http://www.workteams.unt.edu>

Pete Grazier's site -- Former AQP/ASQ Presenter

<http://www.teambuildinginc.com>

Happy Researching!

Will we ever get here?? "Caution: You have now reached the end of the Internet..."

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ASQ - Baltimore Section 0502

THE VISION: *To be the recognized resource on issues related to Quality in the Baltimore Metropolitan Area.*

OUR MISSION: *To create value for our members and professionals at large by providing opportunities for professional development and serving as a resource for those managing quality in the Maryland community.*

"There is only one boss--the customer. And he can fire everybody in the company from the chairman on down simply by spending his money somewhere else."

Sam Walton, founder of Wal-Mart

Leading Edge Quality Approaches in Non-Manufacturing Organizations

By Ron Bane

Summary

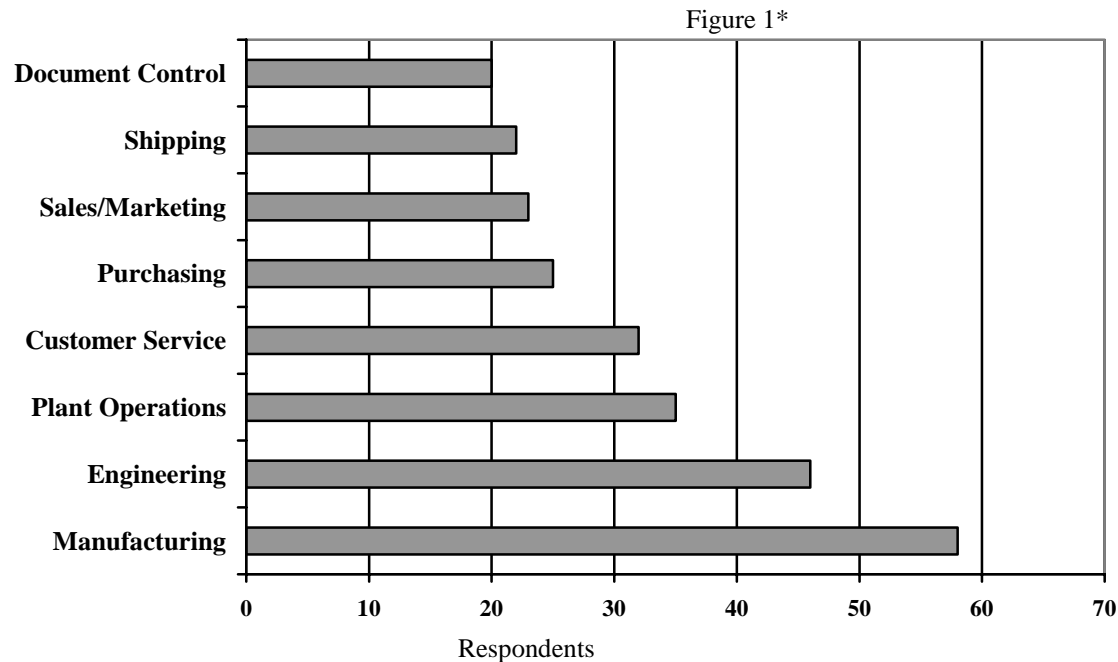
This paper will demonstrate how lean manufacturing, six sigma, and similar leading improvement approaches have been applied successfully to service, education, and other non-manufacturing environments. Although in some cases the organizations did not use the same “labels” for the approaches, the utilization of the underlying concepts has produced significant organizational success.

Introduction

Six sigma, lean manufacturing, Kanban/pull systems, value stream mapping, Malcolm Baldrige, and Kaizen blitz teams are, perhaps, the most successful of the many waste reduction and profit increasing approaches in today’s quality language. It is difficult to pickup a quality-related publication or attend a quality-related conference without being exposed to these approaches. Most of these communications contain great manufacturing examples where significant costs, time, and waste targets have been achieved. However, for some non-manufacturing areas (service, shipping, education, government, etc.) the applicability of these approaches may not be clear. These organizations may be asking “Are these approaches for us?”

Text

Six sigma, due to the highly successful implementation at General Electric, has received a great deal of attention in the past two years. However, not all of the success stories reside in manufacturing. The “Six Sigma Survey..” article in the November 2001 issue of Quality Digest reflects wider application. As you can see in Figure 1, although most of the responders were in manufacturing, engineering, or plant operations, a significant portion of the responders were applying six sigma in non-manufacturing areas.



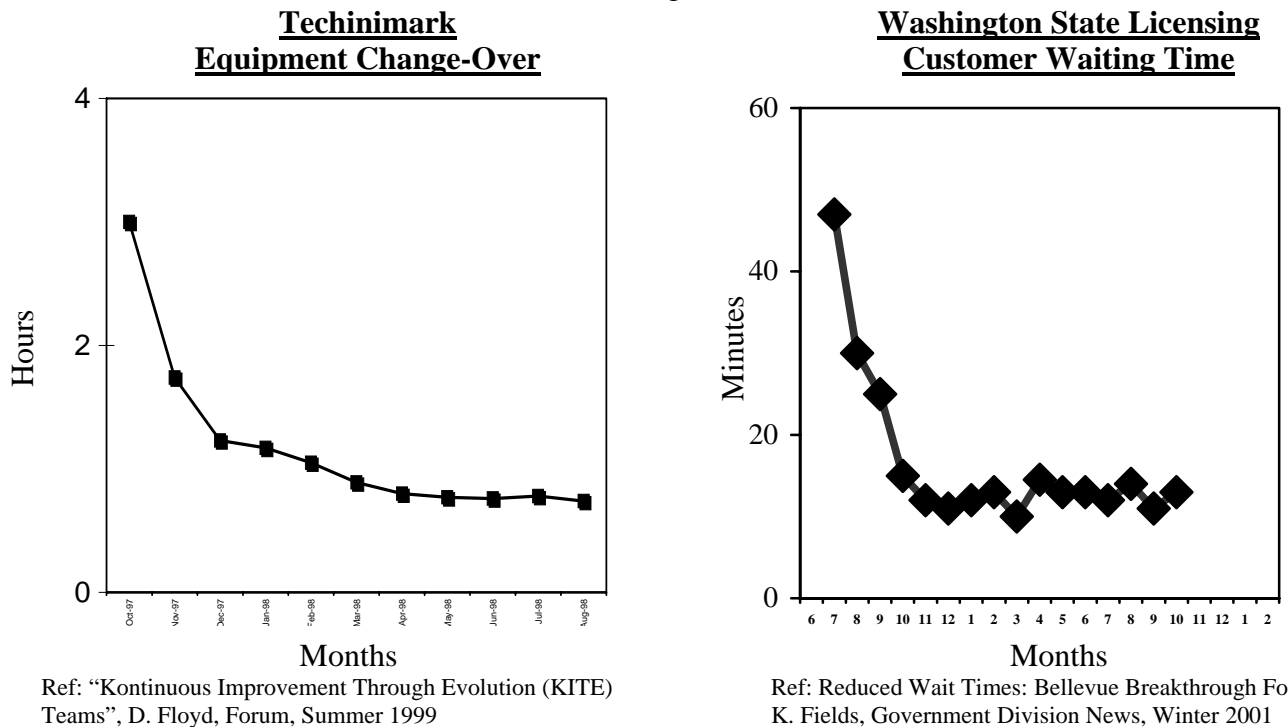
* Adapted from "Six Sigma Survey: Breaking Through the Six Sigma Hype," Quality Digest, November 2001, page 28. Copyright 2001, Quality Digest, a QCI International publication.

Many six sigma advocates say that most processes (in or out of manufacturing) run at about three sigma, thus they can be improved. Clarkson University in upstate New York is a clear example of this starting point and how six sigma can be used to address and track progress. Mike Ensby of the Clarkson staff led a six sigma effort to reduce student scheduling errors. Their team identified 16 defect opportunities. During the initial quarter that they measured these defect occurrences they attained a 3.1 sigma level. As they applied the six sigma approaches, the levels in subsequent quarters improved to 3.6, 4.1, and 4.5 sigma. The result was a faster, more accurate system for the students and significant reduced workload on the academic coordinators.

Another leading edge approach is lean manufacturing. Its very name implies that it is for “manufacturing only.” Likewise, the techniques associated with this approach and the successful examples touted (i.e., reduce die change time) tend to support this exclusive use. However, lean manufacturing is a marvelously, universal improvement approach.

Figure 2 is a comparison of two applications of lean manufacturing “approaches.” The example on the left is from Technimark, a packaging manufacturer on the East Coast. Through the use of Kaizen teams and waste reduction techniques they were able, after several months, to reduce their changeover times about 80%. The downward sloping graph is what one would expect from a successful implementation of lean practices in a manufacturing environment. Notice that the graph on the right show a very similar downward sloping line in very different environment. Long wait times are a common, yet irritating occurrence in many state motor vehicle license bureaus. Bellevue, WA addressed this problem. They were able, after several months, to reduce the wait time about 70%.

Figure 2



As indicated in the references, these examples can be found in two separate documents. The license wait time reference does not use the terms Kaizen teams, waste reduction, or any of the other phrases typically associated with lean manufacturing, but the underlying concepts for both examples were essentially the same. These examples along with others in this paper strongly suggest that non-manufacturing organizations can reap rewards from leading edge approaches if they look past the manufacturing-associated labels and utilize the underlying concepts.

For instance, the underlying concept of value stream mapping is identifying the important steps of your key processes. I was recently working with a high school district to improve its payroll processes. Although the district staff did not relate to the value stream mapping terminology, they could easily identify the important steps of their process from the teachers’ point of view. More important, they could see the benefit of eliminating unimportant, time-consuming activities and suggest actions that could be taken.

Similarly, waste elimination should be viewed from a resource allocation stand-point, critical to quality should be viewed as critical to organizational success, 5-S techniques should be viewed as workplace organization methods, and Kaizen teams should be viewed as dedicated project teams. As non-manufacturing organizations focus on the underlying concepts, the applicability of these approaches becomes more obvious.

The state of California has several examples where departments have applied the underlying concepts of waste and value stream mapping. The departments listed in Figure 3 have achieved significant results. Clearly, large opportunities can be seized.

Figure 3

Waste Elimination/Value Stream Mapping in Government
State of California

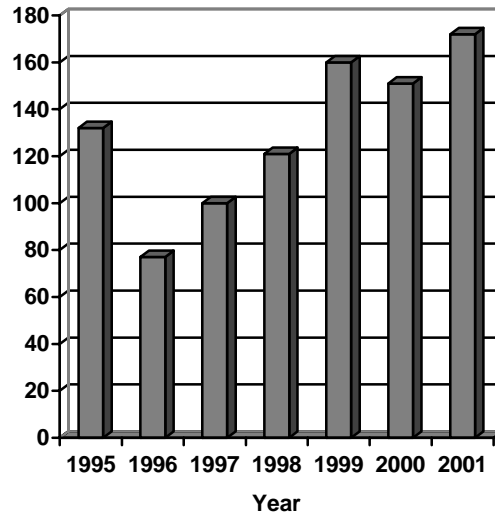
Department	Waste	Results
Parks	Water Main Leaks	Realized \$60K/Yr Savings
Administration	Office Space Steps	129 steps reduced to 45
DEO	Check Processing	Days: 44 reduced to 25
DMV	Check Processing	Days: 77 reduced to 23
State Hospital	Patient Injuries	50% Reduction in injuries

The Malcolm Baldrige Assessment process is another great tool that appears to be underutilized by non-manufacturing organizations. Although the seven criteria appear to be generally applicable, some organizations think that the “Baldrige language” is not for them. As with the above approaches, the underlying Baldrige core concepts and values (see Figure 4) aid acceptance. It has been my experience that all organizations that are seeking success pursue most of the Baldrige concepts.

- Figure 4
- Malcolm Baldrige Core Values and Concepts**
- Visionary Leadership
 - Organizational & Personal Learning
 - Agility
 - Managing for Innovation
 - Public Responsibility & Citizenship
 - Systems Perspective
 - Customer-Driven Excellence
 - Valuing Employees & Partners
 - Focus on the Future
 - Management by Fact
 - Focus of Results & Creating Value

Last year, Loyola University of New Orleans won the Louisiana Quality Award. One of the elements of their success was the university’s College of Business. The college addressed the task of increasing enrollment while increasing admission standards. They utilized both a dedicated team to focus on a critical area and the Baldrige framework to assure that they maintained a comprehensive view. The results in Figure 5 clearly reflect their successful results.

Figure 5
 University of Loyola of New Orleans
 College of Business
Freshmen Enrollments



Note: This chart from the Loyola University of New Orleans' award application provide by Dr. Caroline Fisher, College of Business.

Organizations that want to take advantage of these approaches must consider three requirements. One key requirement is patience. Even though some Kaizen teams generate improvements in a few days, most projects do not provide significant results for months. Also, remember that continuous improvement is a never-ending process. Another vital requirement is top management support. Some leaders feel that the term “top management support” is over-used. However, the reality is that without top management support the aforementioned organizational patience will not occur. More important, organizations tend to greatly resist change. Without persistent top management support the organization will gravitate back to its past operating mode. Thirdly, the organization needs a change-agent or champion. This person maintains momentum and champions the methods when these new approaches hit the rough spots that all new initiatives experience.

There are tremendous opportunities for non-manufacturing organizations that step up to the above requirements and embrace these approaches. A Chicago based shipping firm has been able to reduce its trailer loading time by 87% by using Kaizen blitz teams. This firm has realized annual savings of \$702,000. A customer service center in the Southeast has been able to eliminate 3,943 non-value added hours per year and improve their telephone service levels by 18%. Clearly, these non-manufacturing organizations have attained successful results.

The intent of this paper has been to demonstrate that these leading edge approaches can be utilized in a diverse array of sectors to seize organizational opportunities. At a recent presentation to business leaders in California, Rich Allen, Director of Worldwide Quality for Solectron (two-time Malcolm Baldrige Award winner) said “Learn by doing! Don’t wait until you are ready ..” The message is that opportunities exist today, so start today to learn, translate, plan, and initiate these proven approaches.

Conclusion

The types of opportunities discussed in this paper exist in all organizations now. To seize the opportunities organizations should start now. The old statement that “Every journey starts from where you are” definitely applies to this situation. Leaders should study how other organizations, both within and outside of their sector, are successfully applying lean manufacturing, six sigma, and the other leading edge approaches. Organizations should realize that to see the best practices they have to look beyond the manufacturing-type labels at the underlying concepts. Through conferences, publication, and networking, non-manufacturing organizations can learn how the underlying concepts can be successfully implemented in their organization.

Acknowledgements

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Dr. Caroline Fisher, College of Business, Loyola University of New Orleans
Pete Williams, formerly of the California Governor's Office for Innovation

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- This paper was originally presented at the May 2002 AQC. Reprinted with the author's permission. Ron Bane is the Principal, Ron Bane Consulting in Sacramento, CA. He may be reached at 916 920-2678 or at ronbane@yahoo.com*

Senate Productivity Awards for Maryland

Since 1983 Maryland's U. S. Senators have honored the quality, productivity and business achievements of Maryland organizations through the Senate Productivity Awards for Maryland. The Maryland Quality Awards were created in 1997 and began to recognize levels of achievement by top Maryland organizations.

Through recognition and identification of role models whose performance is worthy of emulation, the U.S. Senate Productivity Award process encourages organizations to learn and improve. Through conducting self-assessment, which is an essential step in writing an award application, and through utilizing the written feedback created by a team of Baldrige-trained examiners, the process helps applicants improve the way they manage their organization.

The U.S. Senate Productivity and Maryland Quality Awards use the National Baldrige criteria, which have helped many organizations in the areas of Health Care, Service, Manufacturing, Education, Not-for-profit and Government. By using the criteria as a model for managing your organization, you will improve your organization's bottom line through

sustained productivity, improved sales and profit growth.

The 2002 Awards event will be held on Monday, March 3, 2003.

U. S. Senate/Maryland Quality Award Examiners

The Section would like to recognize the following persons who have volunteered to serve as examiners for this year's U. S. Senate Productivity and Maryland Quality Awards.

Education

Esther M. Alessio	Montgomery College
Gayle M. Fink	Community College of Baltimore County
Beverly M. Johnson	National Education Assn.
John A. Kozarski	Community College of Baltimore County
Dianne K. Larrimore	Queen Anne's County Board of Education
Joseph J. Lavorgna	Montgomery County Public Schools
Carol K. LeVine	Ridgeview Middle School
Judith F. Lewis	Montgomery County Public Schools
Jo H. McLaughlin	
Michael P. Perich	Montgomery County Public Schools
Charles T. Tyler Jr.	Baltimore County Public Schools

Health Care

Jan L. Carson	Villa Maria
Betsy W. Jett	National Institutes of Health
Sunil K Sinha	VA Maryland Health Care System
Paul Stearns	American Health Care System
Lee Williamson	MD Department of Health & Mental Hygiene

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Donna C. Thomas RoxTel Corporation
Rita J. Trapani Raytheon ITSS
Sara E. Watkins Sandy Spring Bank
Sally D. Williams OAO Technology Solutions
Denise Wynne Electronic Data Systems

Reduced Recertification RU Credits for Extenuating Circumstances

Effective September 1, 2002 (Formerly recert extension for extenuating circumstances)

Purpose:

To grant temporary relief due to *extenuating circumstances* for those recertifying.

Limit of granted use:

Granted reduced relief may be used up to two recertification cycles in a row.

History notes will be entered into the applicant's certification records.

Who will handle these requests?:

This policy and procedure will be handled directly by ASQ national Recertification Coordinator. Member applicant will then submit their recertification journal packet directly to the Recertification Coordinator for review if approved for extenuating circumstances waiver.

What types of extenuating circumstances qualify?:

▶ Unemployment, overseas travel, military involvement, extended health issues, maternity leave, and possibly other extenuating circumstances.

What types of extenuating circumstances do not qualify?:

- ▶ Did not have time to do other activities
- ▶ Employer not offering resources/avenues for additional activities
- ▶ Live too far away to participate, etc. for activities
- ▶ And possibly other non-qualifying reasons

Requirements for request to be granted:

- ▶ Valid proof of unemployment – either termination letter from past employer or unemployment compensation letter
- ▶ Letter from employer or doctor listing health reason (With highest confidentiality security given)
- ▶ Letter from employer listing length of time overseas for work and duties performed
- ▶ Letter from military officer showing active duty papers
- ▶ Other methods of validating proof will be considered

What will be the reduced RU credits requirements to recertify?:

The applicant would be waived the 18 RU credits with what they have accumulated to recertify by their certification expiration date.

What actions will be taken if an applicant is denied the reduced RU credits?:

Each applicant inquiring as to qualifying for the reduced RU credits will be handled on a **case-by-case** situation. Should an applicant be denied the reduced RU credit waiver, he/she will be instructed to recertify by exam within their one-year grace period allowed after their certification expiration date.

Problem Solving Success Tips

By Jeanne Sawyer

The ability to solve complicated problems quickly is more important than ever in today's economy. From the time we're little kids, we're taught to solve problems by trial and error. That's fine if the problem is as simple as a burned out light bulb. When the problem is a muddle of business, technical and political problems, we need something that helps us untangle the mess. Unless you're Harry Potter, treating a mess like a burned out light bulb is as effective as wishing for magic.

Fortunately, there are alternatives to magic. Many key concepts in problem solving seem obvious but are often overlooked, causing delays and frustration in getting important problems solved. Here are some tips and reminders that will help you solve messy problems quickly and easily.

- ❖ **Define the problem first.** Explain what the problem is—what went wrong, what are the symptoms, what is the impact on your business. Write it down. Everyone who reads it should understand what the problem is and why it's important. Caution: describe the problem, not what you will do to fix it.
- ❖ **Use your time for problems that are truly important.** Just because a problem is there doesn't mean you have to solve it. If you ask, "what will happen if I don't solve this problem?" and the answer is, "not much," then turn your attention to something more important.
- ❖ **Test your assumptions about everything.** Check the facts first. Be sure that you and your team understand the problem the same way, and that you have data to confirm that the problem is important. Test the assumptions about proposed solutions to improve the chances your solution will actually solve the problem.
- ❖ **Measure.** The key question to answer is, "How will you know when the problem is solved?" If you don't measure, you won't know for sure. Use measurements to learn and portray the truth—the real truth, not what you wish were true.
- ❖ **Measure the right things.** A common measurement trap is to measure something because it's "interesting." If knowing a measurement won't change anything (e.g., help you make a decision, verify an assumption or prove the problem is solved), then don't waste your time measuring it.
- ❖ **Use your project management skills.** Solving a big problem is a project: you're far more likely to solve it successfully if you treat it like one. That means you'll need to identify tasks, make and adjust assignments, and keep track of what is due when. Be sure to get appropriate management support for your project.
- ❖ **Look for solution owners rather than problem owners.** Everyone participating in the situation owns the problem, like it or not—and nobody likes it. Avoid the finger-pointing trap by looking for solution owners, i.e., the people who can do something to help solve the problem. Helping with a solution is much more fun than being blamed for a problem, so you're more likely to get the response you need.
- ❖ **Whatever you do, do it on purpose.** Doing nothing is a wimpy way to decide not to solve the problem—and is quite likely to leave you making awkward explanations when the problem resurfaces.
- ❖ **Communicate.** Don't leave you key stakeholders guessing. Being human, we tend to be bad about keeping others informed about the progress we're making, especially if there is little or no progress. You're more likely to get support and understanding if you get the word out honestly about what is happening.
- ❖ **Avoid "bug mentality."** Fixing bugs fixes symptoms: like taking aspirin for a headache, it may provide relief but does nothing to prevent the next headache. It's ok, and often necessary, to relieve the symptoms but you have to dig deeper if you're going to prevent problems from occurring.
- ❖ **Identify and fix the right root causes.** Complicated problems have multiple root causes, probably more than you can fix in a reasonable amount of time. Don't waste time or money on causes that are either insignificant in impact or only peripheral causes of the problem you're trying to fix.
- ❖ **Choose solutions that are effective—and implement the solution completely.** Identifying the right root causes is necessary, but unless you then implement a solution, you still have a problem. Double-check to be sure

your solution plan really will eliminate the causes you've identified, and then execute the plan. It's easy to get distracted by other projects once you get to the implementation phase and never finish.

- ❖ **Focus on avoiding fires.** Although it's generally understood that it costs more to deal with crises than to prevent them, many companies give a mixed message on this. If the guy who puts out the fire is treated as a hero, it tends to make people want to be fire-fighters. If you want to focus on prevention, be sure to reward those who do it successfully.
- ❖ **Have the courage to say "no" when appropriate.** If you believe the problem can't be solved in the time-frame allowed or with the resources available, your best option is to say so right away. Accepting an assignment that you believe is impossible is setting yourself up for failure. Do, however, choose your strategy for how you refuse to take on the project: gather evidence, explain what it will take to accomplish the desired results, etc.
- ❖ **Meet your commitments.** Do what you promise and don't promise what you can't deliver. Meeting commitments strengthens relationships and builds trust. You need both to solve messy problems. If the situation changes and you do have to change a commitment, let everyone know as soon right away so they can make appropriate changes to their own plans.
- ❖ **Everything necessary, nothing extraneous.** Make sure you solve the problem completely, but don't get sidetracked into doing other things that won't make *this* problem go away. Put those extras aside to evaluate later as special projects.
- ❖ **Everyone necessary, no one extraneous.** Make sure everybody who can contribute to the problem solving effort is appropriately involved. Only have the people on your team who will contribute actively to solving the problem. People who need to know what's going on can be informed more efficiently in other ways.
- ❖ **Plan for things to go wrong.** We've heard it before, and it's still true: if something can go wrong, it will. Figure out what can get in the way of your problem solving effort and develop appropriate contingency plans.

- ❖ **Use completion criteria.** Define what successful completion of each task entails. Specify when it is due and what standard must be met to avoid misunderstandings and delays. You don't want to tell someone who has worked really hard to complete a task that they misunderstood and you wanted a sledge hammer rather than an ordinary hammer.
- ❖ **Acknowledge and thank everyone who helps.** Solving an important problem deserves recognition, and nobody else is going to take care of this for you. Make sure management and key stakeholders know what you and your team have achieved. Remind them of the risks avoided. Thank everyone who participated in the project. It's the polite thing to do, and encourages them to help you next time.

Jeanne Sawyer is an author, consultant, trainer and coach who helps her clients solve expensive, chronic problems, such as those that cause operational disruptions and cause customers to take their business elsewhere. These tips are excerpted from her book, When Stuff Happens: A Practical Guide to Solving Problems Permanently. Find out about it, and get more free information on problem solving at her web site: www.sawyerpartnership.com. © 2001 The Sawyer Partnership

Newly Certified Quality Personnel

The Baltimore Section recognizes the following newly certified individuals who have passed the June 2002 ASQ examinations.

Certified Quality Improvement Associate

Joseph Addicks	Apogee Designs
Sidney Drake	
Matthew Kidwell	
James Richeson	Corvis Corporation
Linda Robertson-Brewington	Knorr Brake Corp.

Certified Quality Engineer

Bharat Desai
Ying Ti Liu
Simon Ndiritu

Certified Quality Auditor

Geoffrey Bellchambers	NAHB Research
Michael Burt	Fairchild Controls
Michael Epple	BD Bioscience
Jean Kerns	AAI Corporation
Vicky Lipps	
Amy Potter	
Jamie Stanley	Digene Corporation

We commend each of these individuals that have taken the Certification challenge and have been successful. They have reached a new level in their professional growth.

Comments on the Certification Process

Geoff Bellchambers, CQA - I thought the test was very fair and comprehensive. I felt that it was a good test of knowledge regarding quality in general and auditing processes and techniques. I chose to read the ***Auditor Handbook*** rather than attend a prep class - so kudos to the authors of the book for getting me through!

Jamie Stanley, CQA - In preparing for the exam, I found the self directed learning series to be very helpful. It's a little costly but it's well worth every cent. The pretest and post test exams really make you think. If you get a question wrong and you're not sure of the reason, the book and the sections of the questions are referenced at the bottom of each question so that you can review that section to obtain a clearer understanding. Also, you can study at your own pace and it appears to be more fun than studying. I would recommend the self directed learning series as the best means in preparation for the Auditor's exam.

Simon Ndiritu, CQE - I had done a thorough preparation and was very upbeat as I went for the exam, albeit with limited quality engineering experience. However, this fact did not deter my determination and confidence to do well since I had a very solid quantitative background. I have taken enough courses in undergraduate and graduate program in Statistics, Design of Experiments, Project Management, and have very strong skills in Reliability Engineering. I was confident of myself that my exam preparation came part-time while taking 6 credits graduate level courses for professional development in the Spring, 2002.

I found the Body of Knowledge very relevant and each topic was fairly represented in the exam. With a course outline printed from the ASQ website, I collected all the recommended text books and committed up to 10 hours a week for 2 months. I did not attend any educational seminars and only came to learn of the training primers when I saw them with other candidates in the exam room. I used the exam time very diligently; marking and skipping those questions that I found to take more than 2 minutes. Interestingly, when I came to the end of the paper and had time to review the questions I had omitted, each question was making sense and I was very optimistic with my answers. I just managed to finish on time.

As I continue to interview, I now feel that I am a better candidate for any quality-engineering job. Above all, I know this certification will increase my productivity.

Jim Richeson, CQIA - I attribute this accomplishment to reading the CQIA Primer and also studying the handouts that my mentor, **Mr. John Weisz** (US Army, Ret.) provided.

Linda Robertson-Brewington, CQA, CQIA - Having attained my CQA status in December 2000, I anticipated a similar exam format and prepared accordingly...focus on what the question is truly asking for. Even though the CQIA is considered basic QA fundamentals, I felt it to be a higher level than "basic".

I would like to extend my gratitude to **Lloyd Dixon** for his insight, patience and sharing his knowledge to help me grasp the concepts during the exam review. I encourage everyone to pursue ASQ certifications; they certainly are career building blocks - invest in yourself!

My hands were actually shaking when I received my ASQ "big envelope" in the mail, containing my CQIA certificate...for me this was more exciting than passing the CQA exam because I had worked much harder for the CQIA exam and felt so mentally numb after experiencing it! I even called my parents vacationing in Missouri to share my great news!

ASQ Unemployment Program

ASQ has a Member benefit designed for members who want to continue their membership, but have difficulty renewing because they are currently unemployed. Membership dues are \$82.00 for regular members, and \$82.00/\$99.00 for Senior and Fellow Members. Participating members receive a discount on their membership renewal based on consecutive years of membership:

- Receive a 50% discount if you have 1-4 consecutive years of membership. You must complete your first year as a Regular Member before applying for this option.
- Receive a 100% discount if you have 5+ consecutive years of membership.

Criteria

1. You must be a Regular Member, Senior or Fellow.
2. Any years as an enrolled student member do not qualify.
3. You may send this application only after being unemployed for **at least 90 days**.
4. You must be actively looking for employment.
5. Retired members or self-employed are not eligible. ASQ offers a similar benefit for retired members. Please contact ASQ to request an application for the *retirement* program, item B0488.

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Hardy Cook Memorial

Past Chair Frank Vojik recently received the following letter from the Community College of Baltimore County, Catonsville Campus, regarding the donation of several quality books in memory of Hardy Cook.

Dear Mr. Vojik,

I am writing on behalf of the CCBC Catonsville Campus Library to thank you for the donation of books from the American Society of Quality to honor the life and work of Hardy M. Cook. These materials are valuable additions to the library collection and, in the case of two titles, update older additions already in the collection.

Each book will have a bookplate placed inside indicating that it is a gift donation from the Society in honor of Mr. Cook.

A worthwhile donation of this sort will enhance the learning experience of our students in the Quality Management program as well as other students taking courses in this field. It is sad to note that the college has lost a valuable instructor in Hardy Cook, but his legacy is the knowledge he passed onto his students and the fine information resources the Society has given to the College.

I sincerely thank you again.

Best Regards,

Cynthia Roberts
Coordinator, Collection Development
Library and Media Services
CCBC Catonsville

(For those of you who are relatively new, Hardy M. Cooke was a long-time member of the Baltimore Section and a past Chair. He was very active in the Inspection Division and was awarded several honors by the Society, including ASQ Fellow. For many years he was the Quality Manager at the old Western Electric Plant on Broening Hwy - Baltimore. Hardy also taught several quality-related courses in the Quality Management & Technology program at the Catonsville Campus of CCBC.

Until his health failed in the past few years, Hardy continued to regularly attend Section Meetings and the Annual Quality Congress.

In accordance with the direction of the Board, Frank purchased \$500 worth of quality books, texts, and reference materials at the Charlotte AQC to donate to CCBC in Hardy's name. When the donation was made to the college, a letter was included highlighting Hardy's accomplishments and honors.

ASQ Unemployment Program (Continued)

Benefits

- Your **basic membership dues** for the current membership year will be paid or partially paid by ASQ. Basic membership dues exclude divisions, journals and additional sections (Seniors/Fellows – you keep your extra benefit of choice if you have been paying at \$99 level).

You may participate in the program for no more than two years in your membership lifetime. You must complete an application for the second year of participation

Next Newsletter Due Date	November 15, 2002
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Certification Exam Schedule

Examination	Application Date	Exam Date
CQE/CQA/ CSQE/CQIA	October 4, 2002	December 7, 2002
CQT/CRE/CMI/S ix Sigma Black Belt/HACCP/ Quality Mgr.	January 10, 2003	March 1, 2003
CQE/CQA/ CSQE/CQIA	April 4, 2003	June 7, 2003
CQT/CRE/CMI/S ix Sigma Black Belt/HACCP/ Quality Mgr.	August 22, 2003	October 18, 2003
CQE/CQA/ CSQE/CQIA	October 3, 2003	December 6, 2003



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