

How to Manage a Culture for Quality in your University – *Examining Your Work Approach*

Sari Scheinberg, PhD
Chalmers University – CIT
UppZ – presentation in Prizren
26-27 June 2012

Quality— derived from and linked to?

Various ways the **University** –leaders, professors, researchers, students, administration- 'make sense' of and 'commits to' a Culture that conscious and systematic management of Quality University:

- From a **system** perspective – As an organisation, *what system we are in?*
- From an **organisation** perspective – *How does the university defines its mission and role in this system, what structures, resources and standards are needed?*
- From a **process** perspective - *How the university is organized internally to accomplish this **mission**, what activities and processes are needed and how the leadership and management culture can support it?*
- *From a **culture or work approach** perspective – How can we work individually and in teams, what goals, culture, relationships are needed?*

Goals for this session:

- **Check in – (5 min)**
 - ❑ Readiness to explore: culture? learning? curiosity?
- **Managing a Culture for Quality in Your University** (10 min)
 - ❑ Linked to your core values and processes
 - ❑ Developing a systematic and conscious approach to working
 - ❑ Reinforcing the culture you are working in
- **Introducing the Cycle of Experience – (20 min)**
 - ❑ theory and model
- **Exercise – (40 min)**
 - ❑ evaluation of your 'way of working'
- **Concepts and Discussion – (10 min)**
 - ❑ What supports and hinders conscious and systematic work
 - ❑ Consequences of not working systematically
- **Reflection and evaluation (10 min)**

Different dimensions driving Quality

- Formal – standards, goals, organisation, rules
- Professional – roles, responsibilities,
- Power – demands, controls, resources
- In ADDITION to the above.... Quality work needs:
 - **Informal** – 'walk the talk', individuals, relations
 - **Personal** – roles, responsibilities, trust, openness, transparency
 - **Empowerment** – support, commitment, passion

What **culture** do you need to create to support quality thinking, working?

- Today's Culture in your university??
 - Very motivated
 - A bit too theoretical – not practical enough
 - More labs, actio learning...
 - Multicultural university – 4 ethic cultures
 - Albanian, bosnian, turkish, serbs
 - Not so easy to talk about weakness –
 - Need to be right at first....
 - All is fine.... Pretending ...
 - Making mistakes... Ok to share...learning....
- Professor – will never say i dont know....

Examples of core values/aspects of QM culture?

Reinforces-values:

- Being aware – curiosity, asking, experimenting
 - Understanding – learning, feedback
 - Cooperation – learning alliances, relationship, sharing,
 - Process orientation – structure, change, empowerment
 - Diversity – personnel, competence, ideas, backgrounds, interests
 - Results oriented – planned and innovation
 - Transparency –
 - Share successes and mistakes
 - Clear ethics, politics
 - Reflexivity and Continuous improvement, standardizing
 - Sustainability – visible leadership, aligned incentives
-

So how to go from **current** – to **possible** conscious learning environment?

- What do you need to support your learning and commitment to quality values?
- What kind of relationships help your learning and commitment to quality values?
- What rules do we need in this group to help your learning and commitment to quality values?
- How does it feel now – to learn in this group – what can be improved

Various models and cycles for learning and working

- Kolb – Learning cycle
- PDCA – Shewhart, Deming, Japanese?
- Ward – Lean product development
- **Gestalt - Cycle of Experience**
 - Perls – 1951 (individual experience)
 - Zinker – (group experience)
 - Nevis - (organisation experience)
 - Scheinberg – 1997 (larger system change)

Cycle of Experience

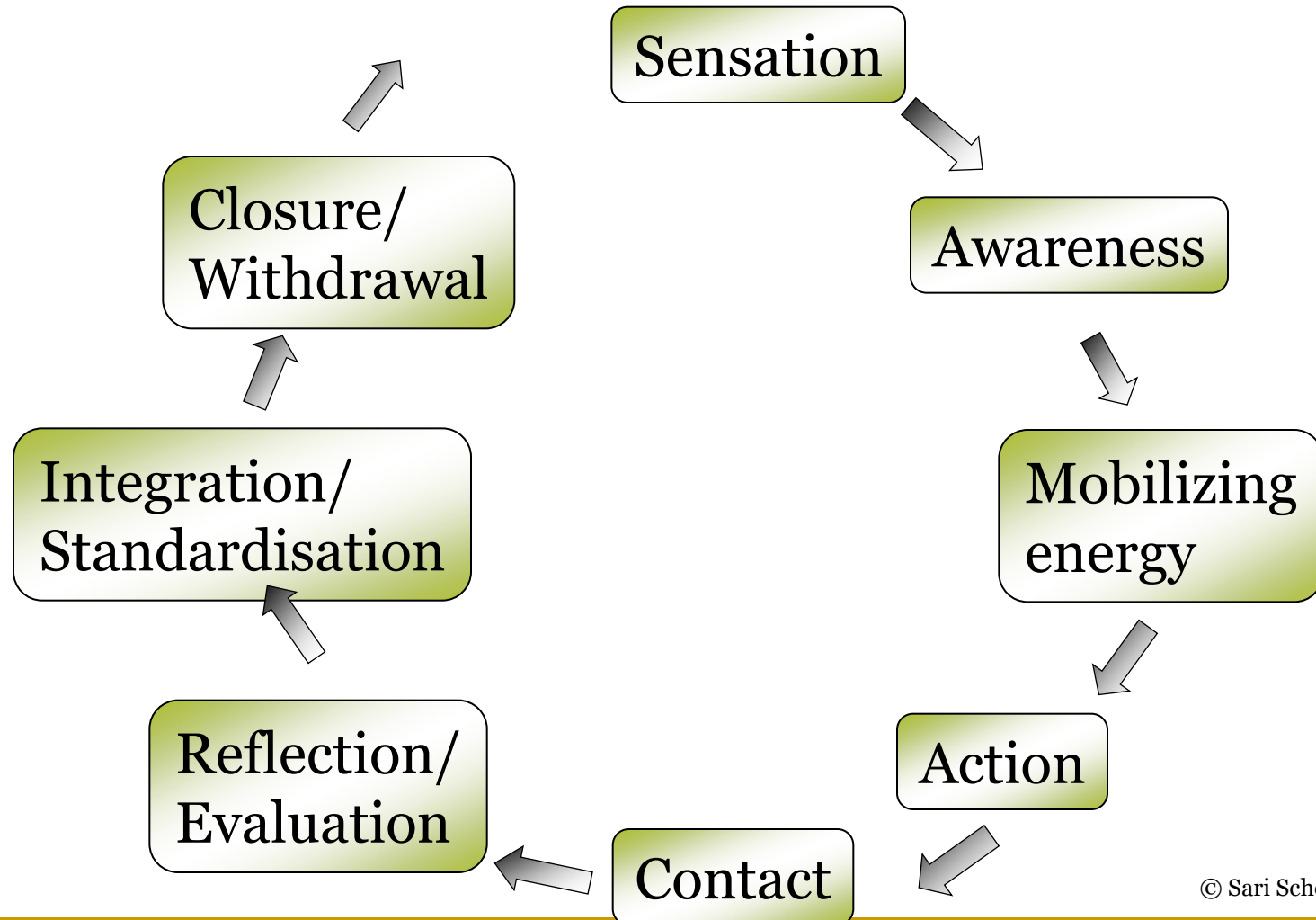
- A Process and Method to become more aware of how you manage (your and others) experiences and energy
- A model to support conscious and systematic way of working and learning
- A useful tool to observe your own approach to working, experiencing, relating, etc.
- A natural method for the management of Quality – that supports reflection, continuous improvement, etc.

Cycle of Experience

Introduction - Basic assumptions:

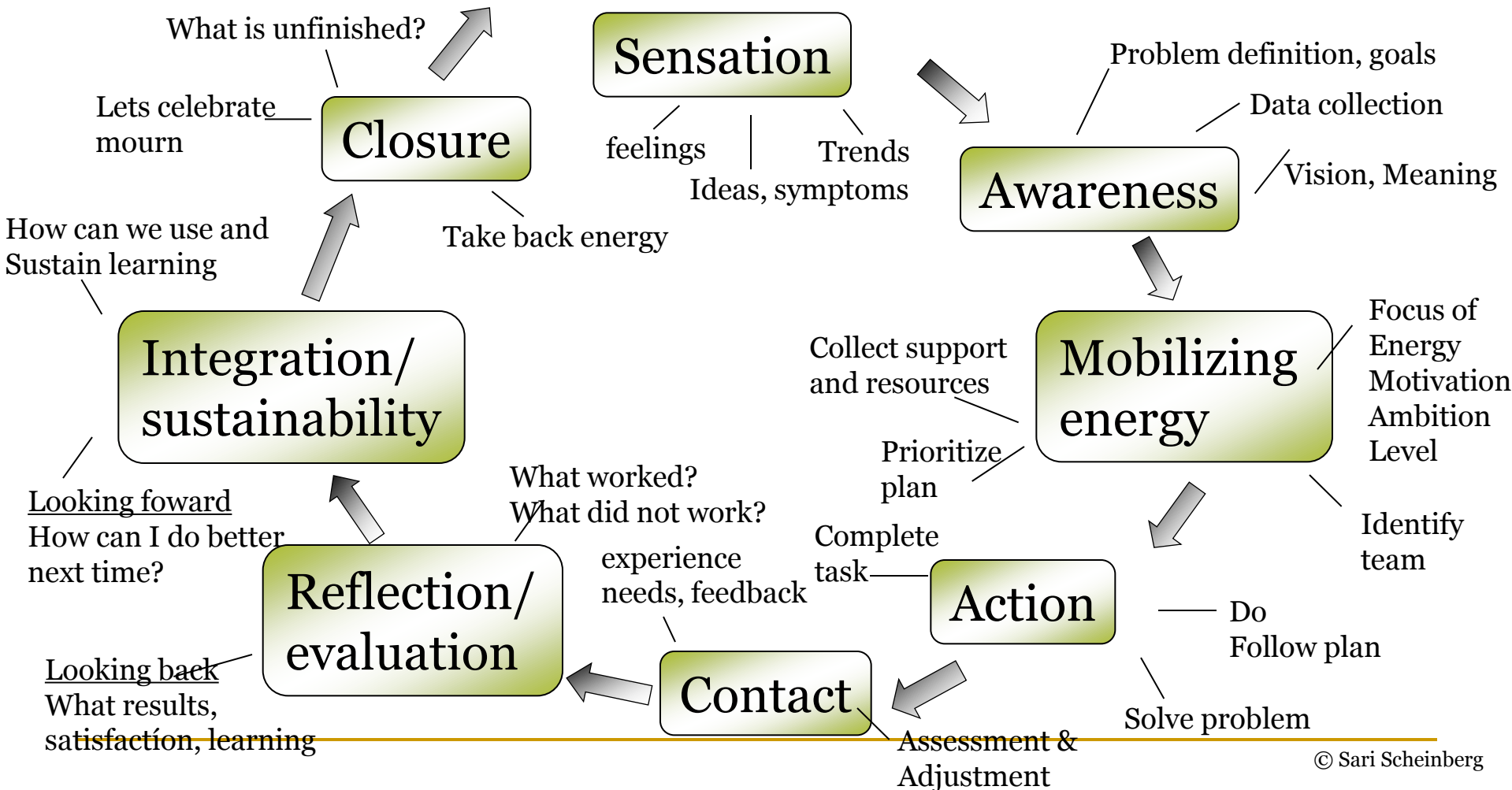
- » we have an energy field - whether it's our own, people around us or our surroundings
- » it's important to have access to that energy in order to:
 - » feel healthy and have full access to our potential (emotional, physical, mental, spiritual, sentimental)
 - » have good relationships to others
- » the access to energy is often blocked (by resistances) or tied up in “unfinished business” we carry around
- » as adults, we need to be aware of our energy use and abuse

Cycle of Experience

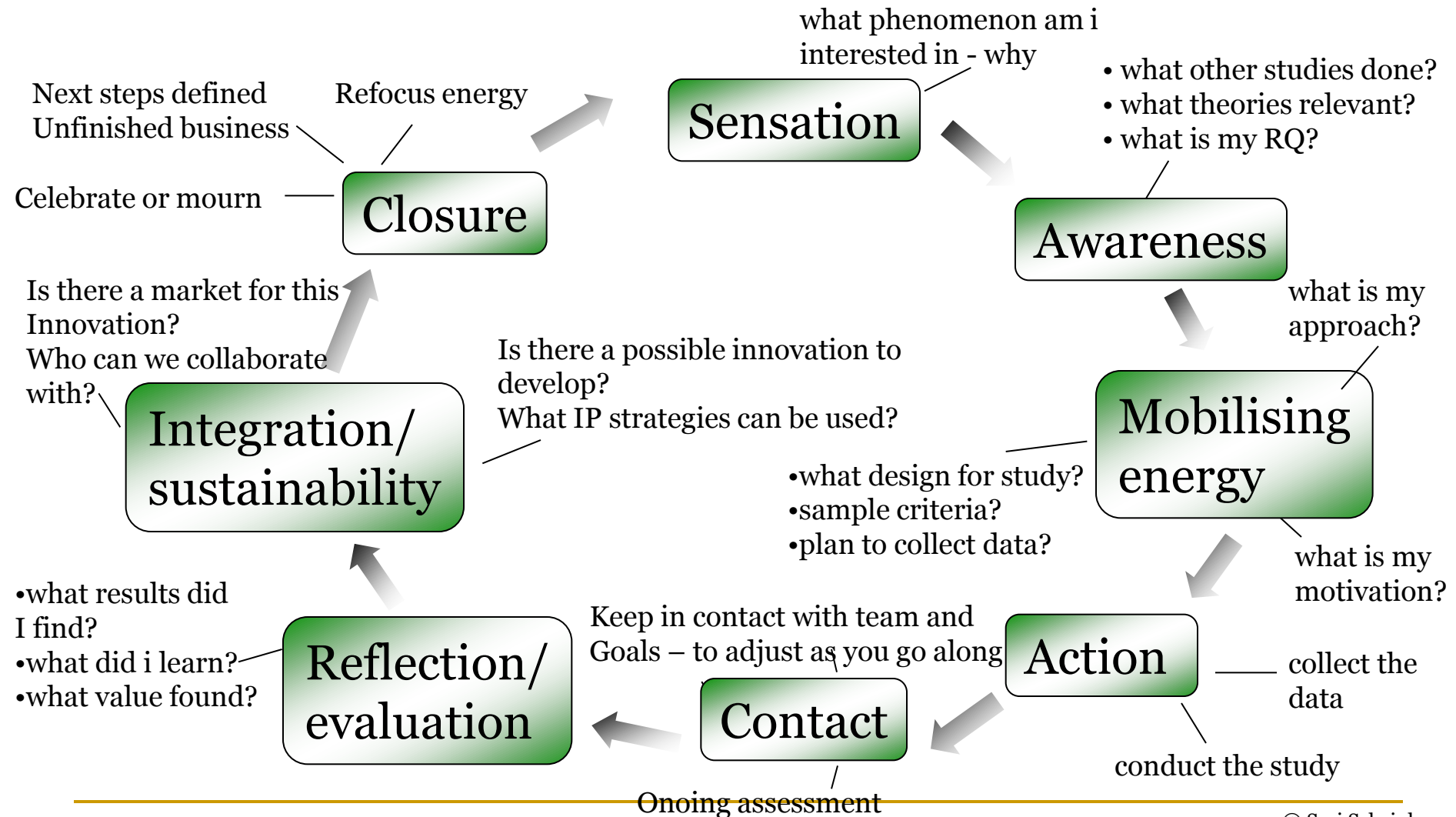


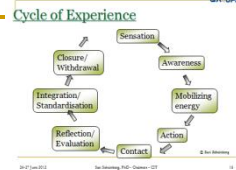
© Sari Scheinberg

Cycle of Experience



Research to Market

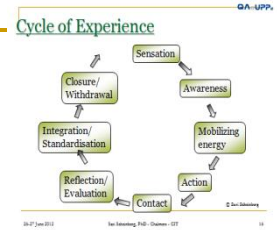




Sensation

- Indication that something is changing or must be changed - can be either internal or external
- Indication that something is out of balance
- Indication that a need or want is very strong
- An indication in any form
 - ❑ feelings, thoughts, intuition, fantasies, inspiration, impulses
- Instructions or demands from someone else
- Indication for org. can take various forms
 - ❑ customer complaints, change in competitive field, increase in defects, decrease in productivity, change of standards, etc
- **Indicators for quality**
 - **can be market driven, leadership driven;**
 - **it can practical or theoretical;**
 - **problem or opportunity is identified**

Awareness



- **Processes of becoming more conscious of sensations and what they are**
 - ❑ information collection: from inside or outside (pain or gain)
 - ❑ information generation: brainstorming, fantasies
 - ❑ seeking and sharing of information: yours or someone else's
 - ❑ reviewing performance history
 - ❑ environmental scanning
 - ❑ problem or possibility - definition and interpretation
 - ❑ identify needs, demands, requirements
 - ❑ connect to purpose and meaning
 - ❑ generate hypotheses, assumptions, values
 - ❑ 'root cause analysis'
- **Forming a picture/image of the situation (idea, understanding, picture, focus, etc.)**
- **Define problem to solve or opportunity or goals to achieve**
- **Develop goals, policies, strategies, priorities, mandates**
- **Prioritizing focus and context for Quality and defining the purpose, goals, meaning, policies for quality work in university (self assessment)**



Mobilizing Energy

■ identifying & seeking resources necessary to solve the problem or to ‘go after’ the possibility, e.g.

- ❑ that the problem and solution is prioritized
- ❑ that you have knowledge, competence & experience
- ❑ That you have the tools, methods needed
- ❑ That you have the information and facts needed
- ❑ that you have the equipment and space needed
- ❑ that you have enough time
- ❑ that you have organizations, networks or people to support you
- ❑ that you have a budget or money
- ❑ that you have the mandate, power or authorization
- that you have an action plan to solve the problem

■ **Planning for the quality work - leaders, team, design, strategy, process of working, resources needed, and plan**

Mobilizing Energy



- To recognize or choose to:
 - ❑ find a deeper meaning and value in the focus (individually or in group) to become inspired
 - ❑ that you have motivation, energy and commitment needed
 - ❑ include feelings and emotions which are forces that contribute to the motivation or resistance (forces that support or hinder the work)
 - ❑ Identify any attitudes or 'hooks' to the problem/opportunity
 - ❑ Identify differences, conflicts, competing interests or dilemmas
 - ❑ focus energy, interest, participation, commitment and motivation
 - ❑ build readiness & willingness – through training, relation building
 - ❑ join in what is important to others (and give up on your position) or to support and promote own position
 - ❑ Be committed to what you believe
- **Examine the ambition level, motivation, commitment, and drive of quality team.**
- **Identify problems or resistances - readiness**

Action

- Activities taken to support ideas, goals and direction set
- Seeking maximum participation
- Solving the problems
- Going after the possibilities
- Development of teams, relations
- **Conduct quality work as planned**
 - **Support and drive process, relations**
 - □ **Document all activities and reflections**

Contact

- You have done (are doing) what you have planned
 - ❑ the “aha” feeling
 - ❑ To take a deep breath in – in the experience (a sigh, a shout, etc.)
 - ❑ being conscious of what you are doing, while you are doing it – and why
 - ❑ staying in touch with the meaning and purpose
 - ❑ Continuous assessment and feedback – to examine understanding of current status – (not necessarily agreement, or satisfaction)
 - ❑ common experience that we have done something and are ready to take next step forward
 - ❑ Making continuous adjustments to maintain contact with goals, team
- **During quality process – ongoing contact with all stakeholders, goals of the quality, AND continuously adjust direction and relations to achieve goals**

Reflection/Evaluation (looking back)



- Reviewing what has occurred (task and process)
- Define results achieved (according to goals)
- Acknowledgment of
 - what was accomplished,
 - what remains to be done and
 - what will remain unfinished
- Evaluate how it felt, how meaningful it was
- Review and reflect on successes and mistakes made and what was learned
- Give and get feedback from those you worked with
- **Write up quality results, experience, process**
- **Define any value found from quality work findings – learning – mistakes, successes**
- **Give and get feedback**

Integration/Sustainability (looking forward)

- Pausing to let things sink in - “staying with the learning”
- Take time to integrate what you learned - into existing work, processes, create new processes (**integrate**)
- Define how you would do it differently the next time
 - Decide how to improve or change your work processes, routines, relationships, etc.
- Share your learning's with others around you (**diffuse**)
- **Standardize** the learning into organisation processes
- Start processes to support how the other parts of the organization/system/work need to reflect the learning made (customers, suppliers, authorities, etc.) (**sustain**)
- **Define possible ideas, improvements, innovations that can be developed, identify key stakeholders, explore strategies, study possible markets**

Closure/Withdrawal

- Celebrate what you have achieved or mourn what you haven't achieved
- reduce the energy and the interest for the issue/task ('let go')
- get ready to change focus to other tasks or problems
- review your priorities
- accept what you haven't finished will remain unfinished, or decide what you need to finish
- close the meeting, group, task, relationships, process and experience
- **Complete all activities related to the quality work and identify next steps for next phase/innovation process**

When can you use Cylce?

- To become more aware of our style of working
- To be more aware of how and where we use our energy
- To help us evaluate and reflect on where we are stuck or blocked in our work, activities, energy, etc. (resistences)
- To help us plan activities, projects, etc.
- To help us lead activities, etc.
- To support team building
- To help us evaluate projects, activities, relationships, etc.
- **To help plan and evaluate the quality work and processes**

Evaluate your own work approach (40 min)

- Create 'natural' pairs, groups (2-4 persons)
- **Individual work:** (10 min)
 - Identify a recent group work (from this program?)
 - Evaluate your approach according to the COE (draw on the cycle)
 - Indicate on the cycle - your strengths (++ , +) and weaknesses (-- , -)
 - What are your reflections and learnings when you see your approach to work?
- **Group work:** (20 min)
 - Share your experiences
 - What is common – different – why?
 - Insights to take from this for future work
- **Large group – sharing** (10 min)
 - Final reflections and learnings

Reflections on reported 'ways of working'

- What is your common way of working?
 - What are your strengths in 'working systematically
 - What are your weaknesses

- What supports you or hinders you from working more systematically and consciously??

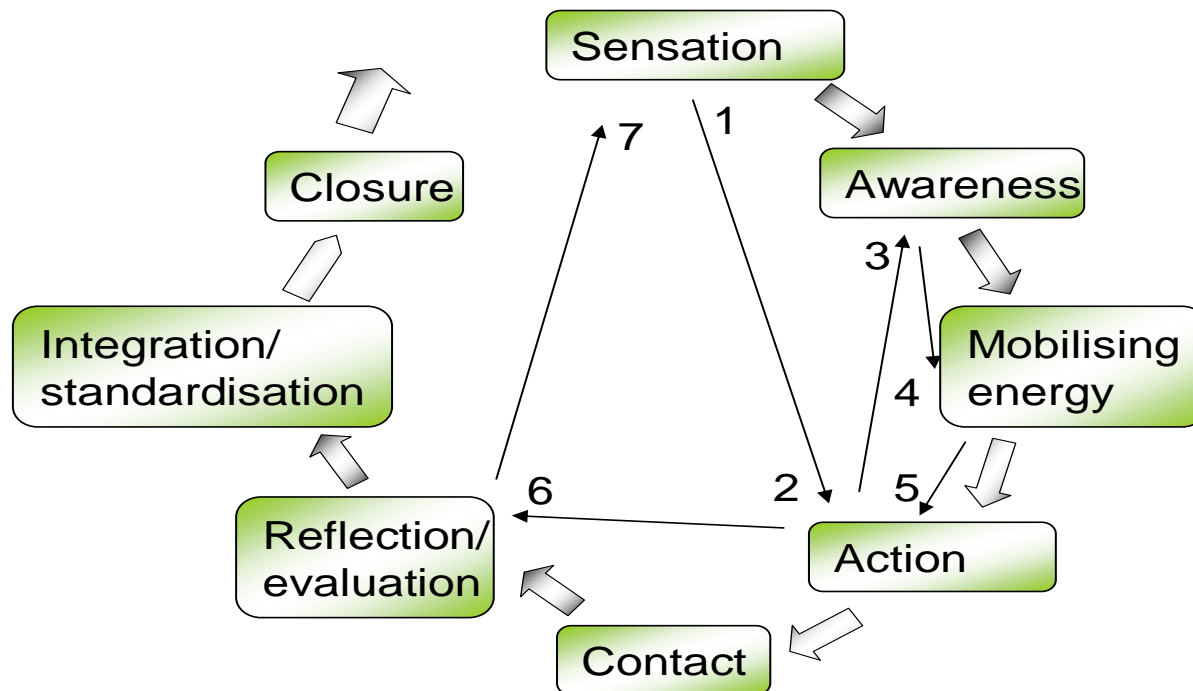
But in reality ...we do not naturally follow the cycle.... (10 min)

- Do not take time to reflect
 - We are not skilled in reflecting and integrating
 - If we take time to reflect – it is hard to concentrate – so many other things come to mind...or we can get tired
 - The culture we live in does not support reflection and learning
- Unfinished business takes our energy
 - Skip closure
- Company tradition or culture – 'it's how we do it here'

Unfortunately we do not always follow a conscious and systematic way of working

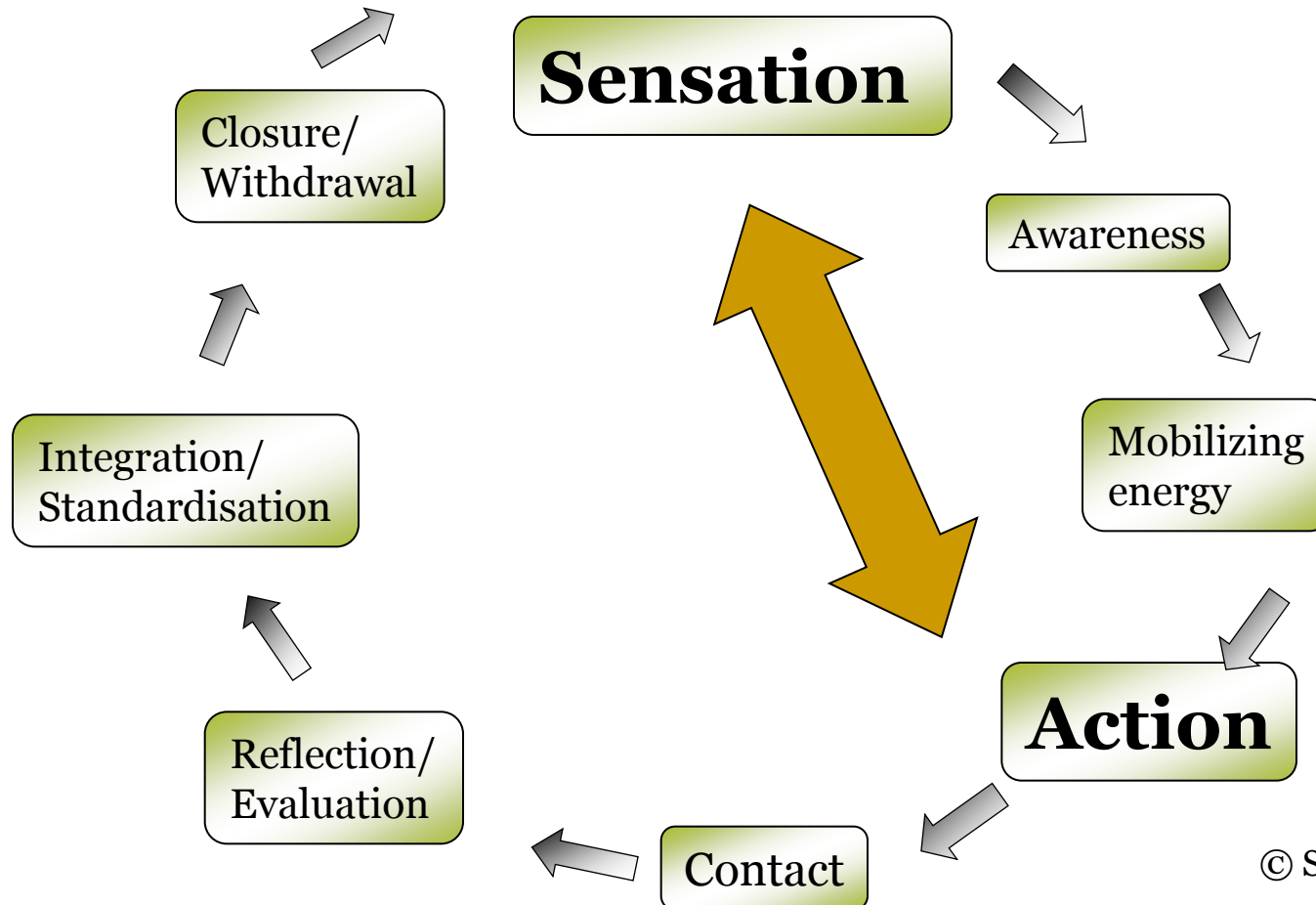
- 'Firefighting' – problem solving – in a hurry
 - Go from Sensation to action and back again
 - Skip awareness building, mobilizing teams or motivation, contact, reflection, integration...
- If we do not set goals then we do not evaluate
- Believe 'i can do it better myself'
 - Skip mobilizing energy
- Ambition level – not 'even' between all parties
 - Skip awareness, mobilizing energy
- Dangerous to admit mistakes
 - Skip reflection and integration

Non-systematic way of working



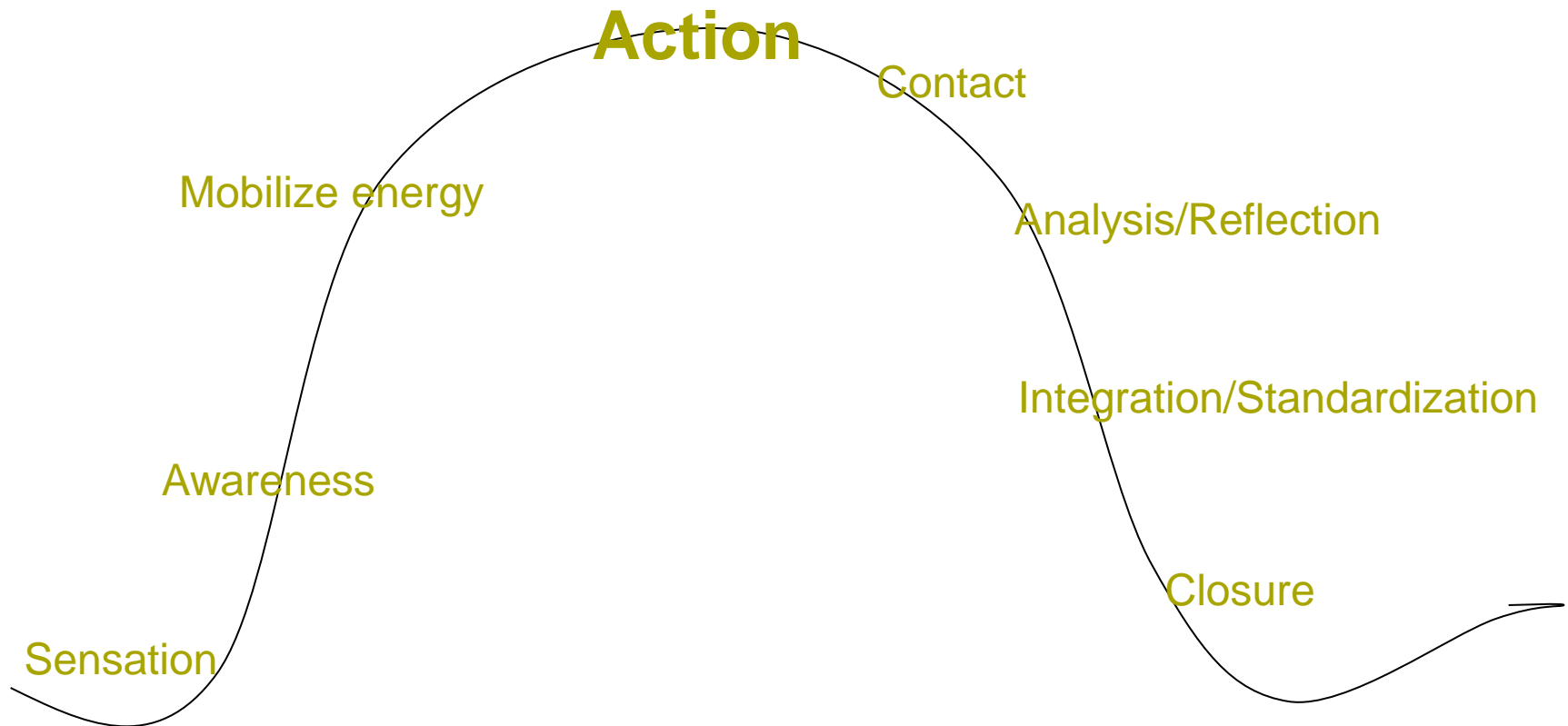
© Sari Scheinberg

Non-conscious way of working



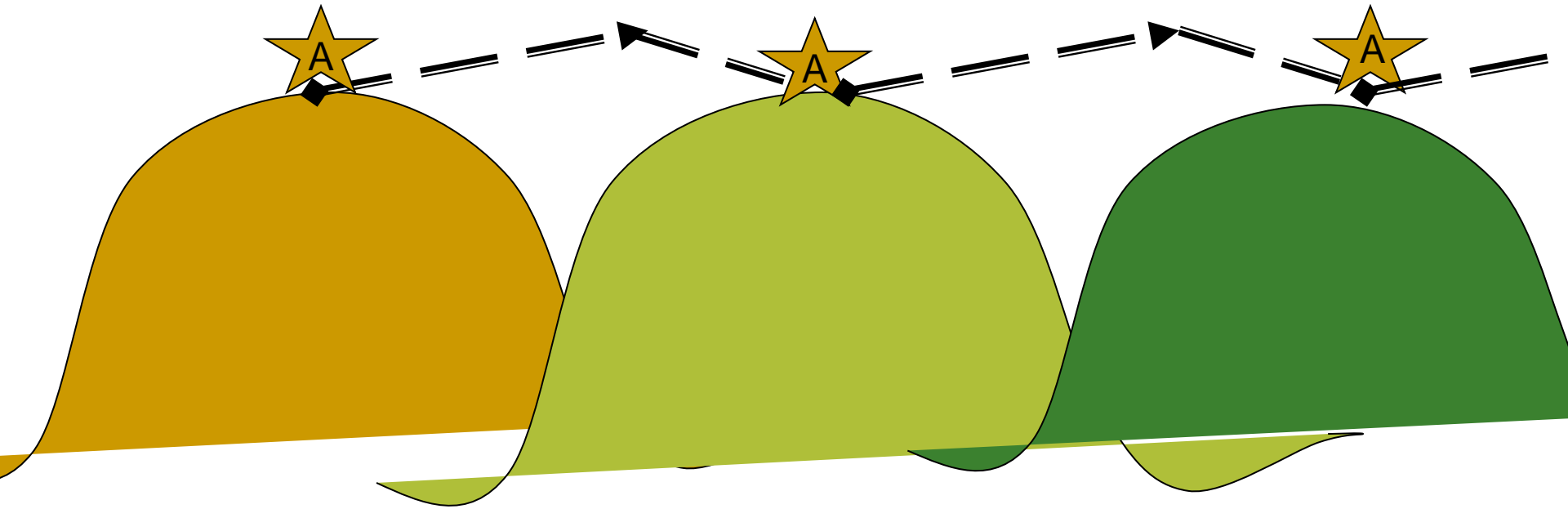
© Sari Scheinberg

Working as an energy process



© Sari Scheinberg

Action junkies - Living from mountain top to mountain top



© Sari Scheinberg

What is the culture at your university/ department?

- Action junkie –
 - Habits
 - You feel you need to be busy all of the time
 - NO time to do anything but PRODUCE!
 - Chemistry
 - You like to adreneline rush
 - Threat –
 - You need to perform, produce, deliver – otherwise you are not doing your job
- Consequence
 - We lose our ability and value of reflection – so we avoid and then stop reflecting!
 - We do not learn (individual, group, organisation)
 - We do not remember what we do – no impression!
 - We do not get and give feedback
 - It is harder to grow and feel fulfilled!

Types of Resistances

What can block energy or an experience?

- **Fears** – afraid of: contact, failing, succeeding
- **Egotism** – I know best, stop listening, intellectualizing
- **Deflection** – changing focus, cynical, humor, excuses, chaos, procrastination, constant distractions, politics
- **Confluence** – polite, need to be liked, conflict avoiding, only agreeing
- **Projection** – blame others, judge, guilt
- **Introjection** – (swallow no chewing) should, duty,
- **Retroflection** – not good enough, perfectionism, fear of failing
- **Desensitized** – out of touch, not using senses, not paying attention
- **Parallel Process** – symptom of a larger system

Resistances – a reflection

- Are all resistances negative?
 - NO!
 - Often we are blocked or have resistance as a natural reaction
 - When we grow up, we develop certain 'defence mechanisms' or 'survival strategies' that we carry with us – but may no longer be useful in our current situation
- Most important to reflect on whether they are useful or if they serve you today....or not!

Reflection

- Review your work experience from earlier analysis
- Indicate on this cycle where you can see 'stops' or blocks to your way of working on your own or in your group
 - What type of blocks do you find?
 - Internal
 - External
 - Patterns?
- What insights do you get when you reflect on these stops?
- Is there anything you can do to avoid them in the future?

Experience Cycle

Consequences of not completing a full cycle:

Underutilization or misappropriation of resources

Ineffective – do things wrong, do wrong things

Don't feel appreciated

Don't get feedback

Feel lonely

You do not learn, or grow

Unfinished business

Do not feel present, distracted

Stress

You do not get any nourishment

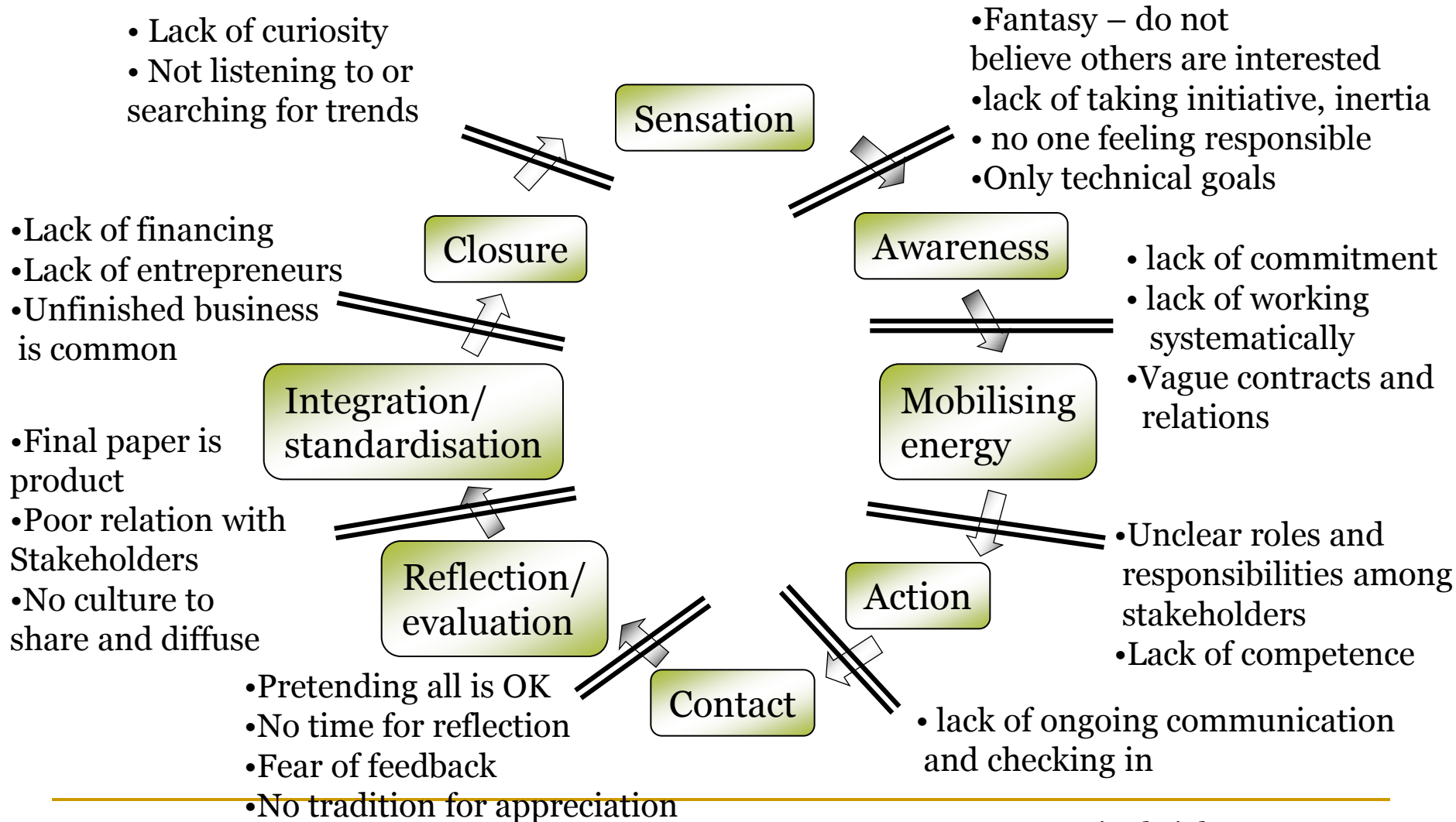
Burnout, depression

CANNOT INNOVATE!!!

Cannot support a culture for sustaining quality!!

Cycle of Experience

Application of blocks in Research-to-Market Process



© Sari Scheinberg

Conclusions

- Being more conscious and systematic in our way of working supports –
 - improved learning, cooperation,
 - Clearer roles and responsibilities
 - Reflection and feedback
 - Improvements and innovation
 - Assessment of what supports and hinders our work
- Information comes in all forms – intellectual, Emotional and behavioral forms – and all clearly influence quality work in universities
- The psycho-social issues are present (and blocking) at all stages in the quality work
- Cycle model is useful as conceptual framework
 - For understanding the quality improvement/maintenance process
 - To understand the research to market process
 - To analyse results
 - To find and identify value, improvements,

Own reflections -

- What insights did you get – regarding your own way of working –
 - doing your quality work? Other work? research?
 - Working with your customers?
- What was useful? Not clear? Not correct?
- What is missing?
- Remember....in our fast moving stressful world.....

We can only go as fast as we can breathe!!!!

Thank you!

- Sari Scheinberg, PhD
 - sari@cit.chalmers.se

Findings from Research

- In the following pages – are some findings from Research conducted on the application of the Cycle of experience for **Assessing Research to Market** and what supports and hinders it and innovation!

Research Question and the Study's Background

- Research question
 - What supports and hinders University research from reaching the market ?
- Sample
 - 200 Stakeholders in the research to market process
 - Researchers, university administrators, industry leaders, bankers, community leaders, government policy makers, journalists
 - Nicaragua, Bolivia, Tanzania, Honduras
- Time frame – 2004-2006
- Research methodology
 - Qualitative – interviews
 - Action research – findings presented in ongoing workshops to get feedback and create local networks to transfer ownership of results

Findings – 10 Key issues **hindering** research to market

1. **Good examples of research and practice exist but are invisible**

1. *Research islands, no routines to documents and diffuse, no one knows and cares*

2. **Parallel efforts**

1. *Little cooperation and sharing, no generosity, limited cross-disciplinary research, no culture or systems for sharing within and across universities*
2. *Lack of communication and meeting places*

3. **Research Ideas are not always based upon need**

1. *Inertia – no one takes initiative, non-responsiveness, laziness*
2. *Limited relationship with customers, customers frustrated*

Research to market hinders -continued

4. Lack of 'ongoing and committed relationship' with the market

- *Limited contact network, Lack of clear roles and responsibilities, lack of communication and work routines*
- *Potential customers not able to define needs clearly, lack business development skills and urgency/priority*
- *For researchers - paper is final product*

5. Organisation system for researchers and research not formalized

- *No career for researcher, own money – own time,*
- *Limited training for research skills – students, teachers, researchers*
- *short term design, guilty, no clear ownership of research products*

6. Search for support, financing, solutions, cooperation - from abroad

- *Lack of self trust and confidence, lack of honesty of key limitations and strengths,*
- *very limited local financial support mechanisms, bankers do not see research and innovation as something to invest in*
- *Donor organisations are the local bankers*

Research to market hinders -continued

7. Lack of entrepreneurs in local market

- ❑ *lack of demand and search for new ideas and inventions*
- ❑ *limited training for entrepreneurs and business plan development*

8. The entrepreneurial University is largely non-existent

- ❑ *Lack of key processes to transform research into innovation, culture of employees and not entrepreneurs,*
- ❑ *no clear ownership rules (IP)*
- ❑ *Limited entrepreneurship training for students*

9. Lack of management and quality standards

- ❑ *Lack of reflection, learning in work, lack of management skills, no systematic ways of working, contracts not existing, ethics not clear*

10. The influence of an unconscious 'local mentality'

- ❑ *Resistance to new ideas, jealousy, cooperation not common*
- ❑ *contracts vague, work process not so conscious*

Personal and Psycho-social factors hindering University 'research to market'

The lack of or limited nature of:

1. curiosity in sharing or searching for what you and others need or know and in exploring or experimenting with new ideas
2. responsiveness, sensitivity or initiative taking to understand the needs, issues and trends in the market
3. awareness and understanding of innovation thinking and design
4. competence in research methodology and codes of conduct

Psycho-social factor hinders

The lack of or limited nature of:

5. consciousness and systematic approaches in work - process thinking, system perspectives goal setting, etc.
6. trust and belief in both own competence, the competence of colleagues and other stakeholders
7. asking for help from, being responsive to, and having experience in working co-creatively – with stakeholders
8. competence in relationship or 'alliance' building and developing concrete agreements or contracts

Psycho-social factor hinders

The lack of or limited nature of:

9. expression of clear ethical considerations, including the definition of rights and reward
10. defining clear roles and responsibilities of all stakeholders in research projects
11. being persistent and systematic to drive results
12. generosity and satisfaction for other's success
13. reflection, sharing and learning of mistakes and successes

Psycho-social factors hinders

The lack of or limited nature of:

14. giving and getting feedback, appreciation & constructive learning in relationships & projects
15. efforts and willingness to integrate research results into product, service, technological development
16. integration and diffusion of learning and experience into work routines and organisation processes