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Bend the Curve CIP-News - September, 2011

Bend the Curve Continuous Improvement Practitioners

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Models for Development and Awareness

Back in the “early days” of *Bend the Curve*, Dr. Susan Gallant (one of the MDOL original, brilliant external consultants) introduced us to several fundamental development models and tools. Because it’s been a while, we’re including a very brief overview of a couple of these, here in this month’s *CI-P News*. You may want to reflect on the relationship of these two models and how you might use them in your practice.

First is the **Four Stages of Learning**, which posits that individuals in the beginning are unaware of what they don’t know. However, realizing this deficit, they can then choose to deliberately and consciously acquire a skill and practice it. Eventually, they can perform the skill without having to think it through – it has become second nature to them. At this point, they’ve achieved unconscious competence/skill, the fourth stage of learning a new skill.

*To see how these stages might apply to our own practice in the development of a process mindset, refer to page 8 of Chapter 3-Process in the [CI-P Reference Guide](#).
<http://www.maine.gov/dhhs/btc/improvement/development/home.html#manual>*

Second is the **Johari Window**, developed by Joe Luft and Harry Inham, American psychologists, to look at interpersonal awareness, communication, and relationships. The Johari Window can help individuals understand the value of self-disclosure of traits, feelings, and behaviors and encourage individuals to give and accept feedback in order to increase self-awareness. It can help, if done well, individuals and groups build more-trusting relationships with one another, address issues, and work more effectively as a team. It can be useful to both individuals and groups (groups can, after all, also have characteristics) but should be skillfully facilitated.

Note that these windows vary depending entirely on the specific relationship context and can be significantly different for each relationship (Self:boss; Self:work planning committee; Self:colleague; Self:children; Self:sibling; Self:doctor, cost containment committee: quality improvement team; etc.). Teams with members who have a strong understanding of each other can be more effective than one in which the team members have large Hidden, Blind, and/or Unknown areas.

Keep in mind that these “windows” are fluid and will increase and decrease depending on the communication of the individual and his/her group. For example, I may disclose that I dislike producing minutes and will do my best to avoid this task and you may respond that you, on the other hand, like the integrative nature and power of doing that – moving this information for both of us from the Private to the Open area.

*There is a fuller discussion in Chapter 5-Self in the [CI-P Reference Guide](#) starting on page 21.
<http://www.maine.gov/dhhs/btc/improvement/development/home.html#manual>*

The Four Stages of Learning a New Skill¹

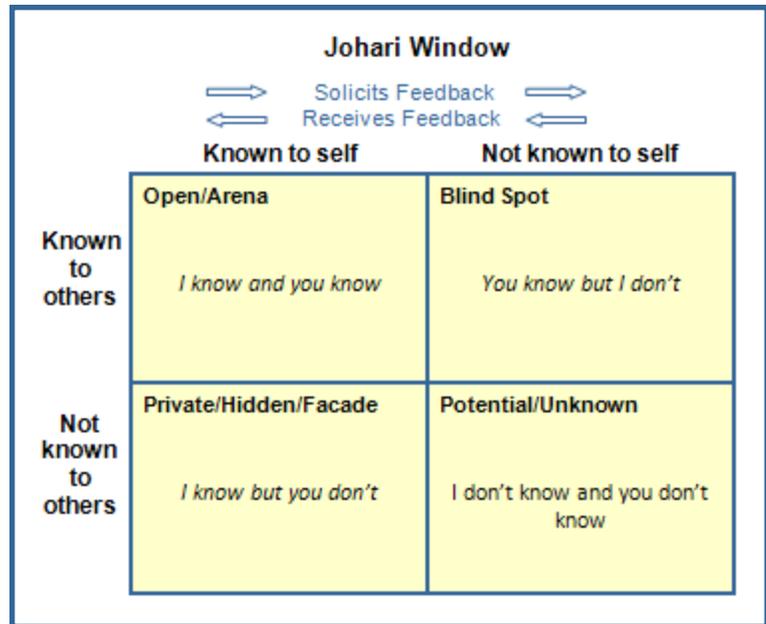
	Incompetence (Unskilled)	Competence (Skilled)
Unconscious	1 Not Aware <i>I don't know what I don't know</i>	4 Second Nature <i>I don't have to think about it</i>
Conscious	2 Aware <i>I know what I don't know</i>	3 Deliberate-Practicing <i>I want to learn and practice</i>

As a side note, there are many folks who have suggested that there is also a 5th stage, and give it different names (we'll use one of these, "reflective competence") and varying characteristics. This Reflective Competence stage is, for most, a higher order integrative stage that reflects on the learned knowledge/skill, brings in other ideas, adapts the knowledge/skill, creates "new" knowledge/skill, etc.

The Four Stages of Learning¹ a New Skill	
Learning Stage	Characteristics
Unconscious Incompetence	You are not aware of the existence or relevance of a skill/knowledge. You don't understand or know how to do something and don't recognize this deficit. How long you are in this stage reflects the strength of the stimulus to know, to learn the knowledge/skill.
Conscious Incompetence	<p>You become aware of the knowledge or skill and realize that you do not have it. You may recognize the value and relevance of a new skill/knowledge in addressing the deficit -- although it is possible you may deny the usefulness of the knowledge or skill. It is important at this stage to understand that the making of mistakes and learning intelligently from them is integral to the learning process.</p> <p><i>Individuals respond to training when they are aware of the existence, nature, and relevance of the skill/knowledge, as well as the personal benefit they will derive from achieving it.</i></p> <p><i>Trainers/trainers may, mistakenly, assume that trainees are aware, when, in fact, some/all may still be at the first stage of unconscious incompetence and will have none of these realizations in place. Trainees will not be able to work toward achieving conscious competence until they've first become consciously and fully aware of their own incompetence/lack of skill and its importance to them. This can often be an underlying reason for the failure of much training and teaching.</i></p>
Conscious Competence	You understand or know how to do something by yourself but you have to concentrate to demonstrate the knowledge or skill, to do it right and reliably. There is conscious attention in executing the new skill. Continued practice and commitment are crucial to moving to the next stage.
Unconscious Competence	You know and can do something right without thinking about it. You have had so much practice with a skill that it has become "second nature" -- much like "muscle memory" -- and it can be performed easily. You may also now be able to teach it well to others, although because this has become instinctual, you may have to move to conscious competence in order to teach someone else well.

¹ Adapted from work by Noel Burch, Gordon Training International, Maslow, et al. & <http://www.businessballs.com/consciouscompetencelearningmodel.htm>

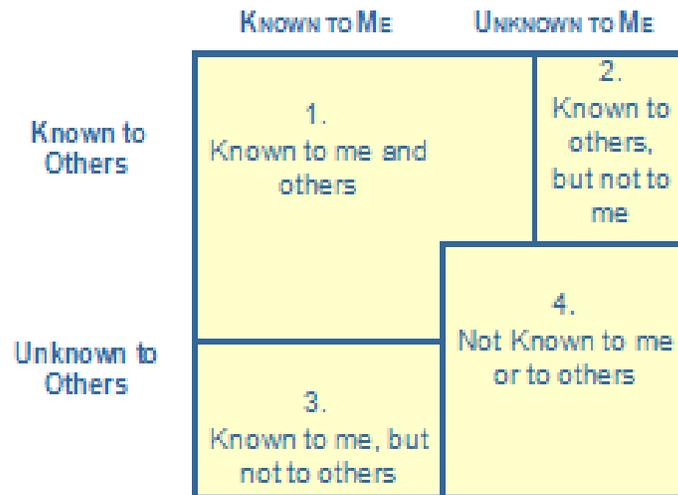
The Johari Window² – The Four Stages of Self & Interpersonal Awareness



adapted from work by Joseph Luft & Harry Ingham. 1955.

Self-Awareness Stage	Information
Open / Arena	This quadrant represents information about the Self that both the Self and Others are aware of. It is the part of the self that the Self sees and Others see. It is an area of open activity and the open flow of information. Expanding this area can result in less time being consumed, less energy required, and an increased likelihood of effective collaboration.
Blind Spot	This quadrant contains information that Others see but the Self is not aware of. These Others can decide whether and how to inform the person about these "blind spots". The Self can also decide to reject or accept receiving feedback. In addition, the Self may become aware of "something" and solicit feedback (Maslow's self-actualization) in order to gain insight. This, then, makes the Blind Spot smaller and the Open area bigger. (See following Johari diagrams.) <i>This is what we are trying to do when, as CI-Ps, we solicit constructive feedback.</i>
Private/Hidden/ Facade	This quadrant is the Self's private space, which it knows but keeps from Others. It represents information Others are unaware of. It is up to the Self to disclose this information or not. While disclosure can help to build trust, it is important to keep in mind that self-disclosure is not always desirable.
Potential/ Unknown	This quadrant is both the most enigmatic and promising in that this information about the Self is seen neither by the Self nor by Others. It represents the Self's information, behaviors, motives, etc. that are not recognized by anyone participating. This may be because they do not apply or because there is collective ignorance of the existence of this information. This area is inexhaustible and represents "discovery", the "future" – one's potential.

Models for Development and Awareness (cont'd. from p.4)



A Johari Exercise: 56 Adjectives (Prashant Garg & Aditya Jain. 1955)

This Johari Window Exercise can be a simple and useful tool for beginning to enhance both self-awareness and mutual understanding among individuals within a group. In this exercise, 1) the Self chooses 5-6 adjectives from the list of 56 adjectives below (you'll notice they're mostly non-threatening) about him/herself which are placed in the Open & Private-Known to Self areas and then 2) the Others also choose 5-6 adjectives describing that person. These are then placed in the appropriate Known to Others quadrants. (Although, of course, the Self can choose not to disclose characteristics that are Private and the Others can choose not to disclose Blind Spot information / characteristics about that person.)

The 56 adjectives:

- | | | | |
|--------------|-----------------|--------------|------------------|
| • able | • extroverted | • mature | • self-assertive |
| • accepting | • friendly | • modest | • self-conscious |
| • adaptable | • giving | • nervous | • sensible |
| • bold | • happy | • observant | • sentimental |
| • brave | • helpful | • organized | • shy |
| • calm | • idealistic | • patient | • silly |
| • caring | • independent | • powerful | • smart |
| • cheerful | • ingenious | • proud | • spontaneous |
| • clever | • intelligent | • quiet | • sympathetic |
| • complex | • introverted | • reflective | • tense |
| • confident | • kind | • relaxed | • trustworthy |
| • dependable | • knowledgeable | • religious | • warm |
| • dignified | • logical | • responsive | • wise |
| • energetic | • loving | • searching | • witty |

*** Thank you to Susan for her discussion and helpful suggestions about this write-up!

Lean works - if there is work to do! (cont'd from p. 1)

Many of you know I channel Ed Deming. And, recently, I have been trying to understand some of his more profound ideas.

Last month it was Deming's comment about the "unknown and unknowable" - that is, we live in a fearsomely complex world and the idea that we can write an equation to understand it is at best naïve and at worst dangerous.

While the 'unknown and unknowable' may continue to mystify, there is another idea that is not just mystifying but alarming.

Decades ago, Deming railed against current management practices saying that if we as a nation are not careful we could even lose our national sovereignty.

Wow! What do we do with that!

At the time I could not fathom what he was talking about since the 'good ole US of A' was the biggest kid on the block and the global economy was just cranking up.

But dial up the current state of affairs and one can't help but be concerned.

Things have changed, substantially. Since Deming's perspicacious comment, the USA has gone from being a creditor nation to a debtor nation.

Not only have jobs gone overseas but we owe others huge sums of money - so much so that we now have a crisis that dominates the news and our nation's psyche.

We desperately need to try something different.

We know the principles and methods of Lean work, but it will have to work in this larger national and international context and that context is the fearsomely complex environment I noted earlier.

Lean is certainly 'something different'.

Think of it as an operating system that enables an organization or government to adapt and survive in the uncertainty

— *cont'd on next page*

Printed & Other Matters

A New Operating System for Government— For states and regions to be competitive and innovative, they need transformational change. The business community could be a formidable ally.

"A 21st-century [government] operating system should identify the results it most wants to achieve and the strategies most likely to get there, and then rigorously prioritize and allocate resources to achieve them. It should co-produce with citizens, business, nonprofits and other governments. It needs to recruit, nurture, empower and reward entrepreneurial leaders and staff, many of whom move readily among all three sectors. And it must relentlessly improve and innovate, continuously creating higher-value methods and activities while shedding those that deliver less value."

— Jim Chrisinger. *Governing Magazine*, Management Insights

<http://www.governing.com/columns/mgmt-insights/state-region-competitive-innovative-transformational-change-business-community.html>

Lean works - if there is work to do!

generated by Deming's environments of "the unknown and unknowable".

There can be no efficiency in a defunct business or in government paralysis - the one affects the other.

Lean principles and thinking can only be applied if work exists to apply it to.

That is, Lean works only if there is work to do and our current state of debt, unemployment, and jobs going overseas makes for a very problematical environment.

Remember, too, this nation was built on debts incurred by others -- think the Louisiana Purchase sold to us by France to pay her debts.

This is what Deming was talking about when he raised the concern about national sovereignty and why he was so concerned about how we manage our affairs.

These are interesting times because the world is changing dramatically before our eyes and we will need the best minds and ideas to get through them.

Lean is one of these best ideas.

Lean. A simple four-letter word that sums up so much of what can make a difference in the world and our lives:

Respect for people and continuous improvement.

— *Walter*

BTC Lean Events

Date	Time	Topic	Location	Contact
Oct. 14	8:15-4:30	Clinical Supervision	221 State, Lean Lab	WEL/JK
Nov. 18	8:15-4:30	Clinical Supervision	221 State, Lean Lab	WEL/ASD
Dec. 5-9	8:15-5:00	DOP 1-7 (<i>tentative</i>)	221 State, Lean Lab	WEL/AD/JR/JK/MAD
Dec. 16	8:15-4:30	Clinical Supervision	221 State, Lean Lab	WEL/ASD
Jan. 20	8:15-4:30	Clinical Supervision	221 State, Lean Lab	WEL/ASD
Feb. 17	8:15-4:30	Clinical Supervision	221 State, Lean Lab	WEL/ASD
March 16	8:15-4:30	Clinical Supervision	221 State, Lean Lab	WEL/ASD
April 20	8:15-4:30	Clinical Supervision	221 State, Lean Lab	WEL/ASD
May 18	8:15-4:30	Clinical Supervision	221 State, Lean Lab	WEL/ASD
June 15	8:15-4:30	Clinical Supervision	221 State, Lean Lab	WEL/ASD
July 20	8:15-4:30	Clinical Supervision	221 State, Lean Lab	WEL/ASD

* To add or see more events or detail, go to the Bend the Curve Calendar in Outlook's Public Folders.



Department of Health
and Human Services

Maine People Living
Safe, Healthy and Productive Lives

Paul R. LePage, Governor

Mary C. Mayhew, Commissioner

The primary purpose of the *Bend the Curve* Team is to provide support, consultation, assistance, and leadership in continuous improvement approaches and activities for State staff, work teams, and leaders as they seek to continually improve their work culture, systems, processes, and environments – in order to meet the mission of Maine State government and the expectations of Maine citizens.

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We're on the net!

<http://www.maine.gov/dhhs/btc>



**Continuous Improvement Practitioners:
BTC Intervention Facilitation Status**

DHHS		DOL		DAFS	
Kate D. Carnes	C-L	Jorge A. Acero	C-O	Wendy Christian	I-O
Nancy Cronin	C-O	Michael T. Brooker	I-O	Rebecca S. Greene	I-L
Marcel Gagne	LCL	Deidre A. Coleman	I-O	Lyndon R. Hamm	I-LCL
Julita Klavins	L	Joan A. Cook	LL	Billy J. Ladd	I-LCL
Walter E. Lowell	L	Merle A. Davis	L	Michaela T. Loisel	I-L
Jerrold Melville	LCL	Eric Dibner	O	DOC	
Ann O'Brien	L	Peter D. Diplock	I-O	Gloria R. Payne	I-O
Cheryl Ring	C-LCL	Brenda G. Drummond	I-O	DOT	
Terry Sandusky	L	Anita C. Dunham	I-LCL	Michael Burns	C-O
Bonnie Tracy	C-O	Karen D. Fraser	C-L	Jessica Glidden	I-O
		Timothy J. Griffin	L	Rick Jeselskis	I-O
Sec.of State-BMV		Gaetane S. Johnson	I-O	Robert McFerren	I-O
Scott Thompson	O	Michael J. Johnson	O	Sam McKeeman	C-O
OPEGA, Legislature		James J. McManus	I-LCL	Jeffrey Naum	I-O
Matthew K. Kruk	I-O	Scott R. Neumeyer	I-O	Mark S. Tolman	I-O
Univ. of Maine		John L. Rioux	L	DEP	
Kim Jenkins	O	Sheryl J. Smith	C-O	Carmel A. Rubin	I-O
Community – Private Sector *					
Rae-Ann Brann*	I-L	James Fussell*	I-LL	Henry B. McIntyre*	LCL
Stephen C. Crate*	I-O	Kelly Grenier*	LL	Jack Nicholas*	I-O
Arthur S. Davis*	L	Alicia Kellogg*	I-O	Anne Rogerson*	O
Nancy Desisto*	L	Maayan L. Lahti*	I-O	Clough Toppan*	LCL
Jane French*	I-L				
Town of Durham, New Hampshire					
		David Kurz	I-O	Steve McCusker	I-O
		Michael Lynch	I-O	Todd Selig	C-O
* Community CI-P		I - Inactive	C - "Champion for Lean" - not facilitating		
L - Lead (LL-Learning)		LCL - Learning Co-Lead		O - Learning Observer	

More Miller workshops & next DOP 1 scheduled!

Additional workshops with Ken Miller are still being planned. We'll keep you posted.

An introductory week-long CI-P Bronze level training DOP 1 is tentatively scheduled for December 5-9, 2011.

You can also check the Bend the Curve Calendar in Outlook's Public Folders & come to the planning meetings for Clinicals and other events.