The Intersection Between Quality and Social Responsibility

New model for improvement considers externalities
Modern issues generate wicked problems and require new approaches
Quality, social responsibility, and risk management integrate to drive an effective management system
2012 ASQ WORLD CONFERENCE ON QUALITY AND IMPROVEMENT
MAY 21 – 23, 2012
ANAHEIM, CALIFORNIA

2012 WCQI Registration is Available Now—Register Today!

With more than 2,000 quality professionals and 100 sessions to choose from, the 2012 World Conference on Quality and Improvement will be the best event of the year to sharpen your quality and continuous improvement skills.

WCQI doesn’t just give you the opportunity to learn from concurrent sessions, workshops, keynote speakers, and networking; you can also see real-world examples of quality being put to use in companies like yours in the International Team Excellence Award Process.

Visit wcqi.asq.org to register and for up-to-date conference information.
# table of contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Improvement in the New Millennium: Quality, Sustainability, and Externalities</td>
<td>Brian L. Joiner</td>
</tr>
<tr>
<td>9</td>
<td>The Discreet Charm of Cell Number Nine</td>
<td>Roberto M. Saco</td>
</tr>
<tr>
<td>16</td>
<td>A Comprehensive Approach to Quality Aims at Inclusive Growth: Continual Improvement as a Management Imperative</td>
<td>Gregory H. Watson</td>
</tr>
<tr>
<td>21</td>
<td>An Integrated Perspective Leads to Simultaneous Improvement</td>
<td>Christine Robinson</td>
</tr>
<tr>
<td>29</td>
<td>A Global SR Standard: Good or Too Good to Be True?</td>
<td>Joan Marques</td>
</tr>
<tr>
<td>34</td>
<td>Keller Independent School District Recognized by Texas Award for Performance Excellence</td>
<td>Shellie Johnson and Paula Sommer</td>
</tr>
<tr>
<td>37</td>
<td>ISO Survey Reveals Increase in QMS Certifications</td>
<td></td>
</tr>
</tbody>
</table>

- **Behind the Scenes**
  - Delve more deeply into this issue’s featured online options.
- **Bonus article:** “Unique Partnership Results in Increased Sustainability” by Kristen Joiner
- **Bonus article:** “A Primer on ISO 9000, 26000, and 31000” by Christine Robinson
- **Supplemental information:** “Keller Independent School District Texas Award for Performance Excellence Feedback Report”
The Journal for Quality and Participation is peer-reviewed and published by ASQ. It focuses on the people side of quality, particularly employee involvement, facilitation, and teams; human resource management; leadership theories and practices; and change management, as well as articles related to the education market and social responsibility.

Publication of any article or advertisement should not be deemed as an endorsement by ASQ or The Journal for Quality and Participation.

The Journal for Quality and Participation—ISSN 1040-9602 is published four times per year (January, April, July, and October) by ASQ, 600 N. Plankinton Ave., Milwaukee, WI 53203 USA. Copyright ©2012 American Society for Quality. Periodicals postage paid at Milwaukee, WI, and additional mailing sites.

Postmaster: Send address changes to The Journal for Quality and Participation, 600 N. Plankinton Ave., Milwaukee, WI 53203 USA. All rights reserved.

Subscriptions are available both domestically and internationally. Nonmember subscriptions and additional subscriptions to North American addresses (including Canada and Mexico) may be purchased for $75 (U.S. currency) per year. Subscriptions outside of North America may be purchased for $85 (U.S. currency) per year. Single issues are $15 for ASQ members, and $23 for nonmembers (U.S. currency).

For reprint information or permission to quote from the contents of The Journal for Quality and Participation, contact ASQ Customer Care at +1-800-248-1946.

Letters to the editor are welcome. Email them to debhopen@nventure.com. Please include your address, daytime telephone number, and email address. ASQ reserves the right to edit letters for space and clarity.
A New Age

Jules Verne’s classic action adventure, *Around the World in 80 Days*, follows the travels of Phileas Fogg and his French valet, Jean Passepartout, as they set out to win a bet to circumnavigate the globe. When Verne wrote the book in 1873, the probability of Fogg winning the bet was extremely low. His proposed travel schedule left no room for problems, but, of course, that was not to be the case; challenges abounded every step of the way.

The 2004 movie offered a revised version of the story, but the central theme remained the same—a man’s quest to beat the odds and prove his capability. The following dialogue (from http://www.imdb.com/title/tt0327437/quotes) gives a clue as to what makes Fogg tick:

**Phileas Fogg:** Unlike you and your colleagues, money does not inspire me.

**Lord Kelvin:** I believe every man has his price. Even you, o noble Phileas Fogg. There must be something I could offer that would be worthy of your time.

**Phileas Fogg:** There is. Your position as head of the Royal Academy. I could lead Britain and the rest of the world into a new age of progress and discovery.

**Lord Kelvin:** Fair enough.

**Phileas Fogg:** What?

**Lord Kelvin:** I, Lord Kelvin, hereby vow to surrender my position as minister of science to Phileas Fogg if he can circumnavigate the globe...in no more than 80 days. But if he cannot, he must never set foot in the academy again, he must tear down that abhorrent eyesore he calls a laboratory, and he must swear...never to invent again.

**Phileas is taken aback by this vow, not knowing what to say.**

**Lord Kelvin:** Just as I always suspected, Fogg. You promise so much, yet you deliver...oh, nothing.

**Phileas Fogg:** I’ll take your wager.

**Lord Kelvin:** What did you say?

**Phileas Fogg:** I’ll take your wager!

The young Fogg obviously was more than slightly arrogant; he was willing to risk not only £20,000 but also his career—a pursuit of science he clearly cherished. So, what does this story have to do with the intersection between quality and social responsibility? Well, as you’ll see when you read many of the articles in this issue, the old rules of engagement for quality professionals are changing. The playing field is no longer a plant or even an entire enterprise; now it’s society. We’ve come to recognize that every action we take has a long-term impact on the world around us.

Just as Phileas Fogg wants to lead the world into a new age of progress and discovery, so do many of us involved with the quality movement. Day after day more of us are realizing that the principles, practices, and tools we’ve mastered to improve effectiveness and efficiency of processes, increase customer satisfaction and loyalty, enhance employee engagement and contributions, etc., can be applied to society’s issues. Daunting as mankind’s problems may be, we have the ability to affect them positively. As individual practitioners and a collective group, we can make a difference.

As Fogg and Passepartout encountered many obstacles as they traversed the globe, we can’t expect conquer this new age easily. There will be setbacks, but they will help us to learn and give us even greater capability to influence the future.

One thing is clear, however. We can achieve this lofty purpose only if we start taking one step at a time. The ISO 26000 standard provides a framework for defining the elements of social responsibility. It is a great place to start this new leg of the quality journey. By becoming familiar you’ll gain a greater understanding of how many ways our actions impact others. I’m sure you also will have many ideas on how you can make a difference.

As the singer-songwriter, multi-instrumentalist, record producer, and activist Steveland Hardaway Morris—better known as Stevie Wonder—says, “We all have ability. The difference is how we use it.” We have the knowledge and skills. Now we need to use them.

Deborah Hopen
Editor
debhopen@nventure.com
The new model for improvement illustrates more than suppliers, processes, and customers. It takes the externalities/byproducts generated by the existence and transaction of the processes into account, fostering changes that improve the world and the lives of its people over the long term.

Improvement in the New Millennium

Quality, Sustainability, and Externalities

Brian L. Joiner

In the 1980s, my home city of Madison, WI, was well known as one of the first cities to embrace quality concepts. When the mayor from the latter part of that era was re-elected recently, some were heartened to hear that he wanted reinvigorate quality but were dismayed that he was far less interested in sustainability, one of the major concerns of more current times. Interestingly, the mayor added that he did care about “externalities,” a term familiar to economists but not to most quality practitioners or sustainability advocates.

This challenging situation inspired a deeper look, and we discovered that quality, sustainability, and externalities are closely interrelated concepts. It is now clear that considering these concepts together reveals a new perspective on improvement that will offer huge potential for any organization wanting to improve its performance as well as for anyone who is simply interested in the general welfare of our society. This article explores these linkages and illustrates why and how they work together.

Understanding the Linkages

Quality, as we know, helps make our organizations work better—get the same or increased benefits with lower cost. It focuses on the health of processes and outputs for customers, often using the familiar diagram in Figure 1. Something is missing from the model in figure, though, and it’s the externalities.

These are byproducts that affect others and for which neither the producer nor the consumer wants and/or knows how to take responsibility. They are the byproducts, the side effects! Externalities can be byproducts of transactions or byproducts of the organization just existing. They can be positive but tend to be negative when viewed from the outside world. Figure 2 shows a revised version of the quality model that includes the externalities.
For example, if a company makes cabinets, the negative externalities of the transactional production process might include cutting down trees from nonsustainably-harvested forests, or sawdust and other debris that are discarded. Negative byproducts of the company just existing—ones that are not associated with any particular product or service—might include mining coal to provide energy for heating and cooling or employees using gasoline to get to and from work. (See Table 1 for other examples.)

Who tends to bear the brunt of negative externalities? Unfortunately, the answer is people who are less able to deal with the consequences—the sick, the elderly, and the poor.

Can externalities be positive? Yes, on occasion. The New York City subway initially was built to make it easier for people to get around the city. A positive externality is New York City’s relatively low rate of obesity because many people choose not to buy a car and walk much more than people in most other communities.

Externalities from businesses tend to start as orphan issues to which no one wants to pay attention but then over time are dealt with by governments or nonprofits that develop laws or legal actions to limit or stop them. These laws and legal actions eventually begin to limit the ability of a business to do business as usual.

When governments and nonprofits focus on externalities, many businesses try to deny the problem and/or shift blame. Of course, this doesn’t work that well. Forward-thinking businesses are finding that it is better to be proactive and to deal with these problems upstream at their sources. Many are working to get better at anticipating and preventing negative externalities; others are eliminating or at least reducing the externalities that already exist.

On this journey, it’s becoming increasingly clear that organizations can’t afford to isolate quality from sustainability or externalities for the reasons listed below:

- Quality helps our organizations work better.
- Sustainability helps prevent or reduce negative externalities. It helps us meet our needs without the side effects adversely affecting the ability of others to meet their needs.

Some leading quality experts are coming to realize that there can be no true quality unless sustainability and negative externalities are included in the concept. For example, Yoshinori Iizuka,

<table>
<thead>
<tr>
<th>Negative Externalities</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercury gets into lakes from electricity for urban buildings.</td>
<td>Impacts low-income populations who get a significant amount of their protein from the lakes.</td>
</tr>
<tr>
<td>Particulates in vehicle exhaust from company fleet or commuters.</td>
<td>Impacts populations with lung issues, such as children with asthma and the elderly.</td>
</tr>
<tr>
<td>Increased nutrient load into local lakes from impervious surfaces.</td>
<td>Impacts bacteria, toxic blue-green algae, community’s access to waters, and fish populations.</td>
</tr>
<tr>
<td>Roads designed to increase flexibility of movement by automobiles.</td>
<td>Impacts elderly and lower income access to essentials, including: groceries, employment, educational opportunities, and healthcare.</td>
</tr>
<tr>
<td>Biased law enforcement actions that result in the arrest of black parents.</td>
<td>Greatly increases the likelihood their children will wind up in prison, too.</td>
</tr>
</tbody>
</table>
professor at the University of Tokyo and current chair of the Deming Application Prize Committee and past president of the Japanese Society for Quality Control, recently wrote, “Quality’ can be defined as a totality of characteristics of an entity that bears on its needs and expectations. Quality thus relates to all who have needs and expectations related to the product or service including society, employees, suppliers, and investors. In this sense, ‘sustainability’ is a part of quality of product, and I thus think we need to expand the definition of quality to include negative externalities as ‘defects.’”

People who have worked in quality are accustomed to asking questions such as the following:

- Is the customer having any problems with our product or service?
- Is there any rework in our processes?
- Do we have any waste of material or other resources?
- Can we reduce the time it takes us to respond? To get the job done?

Now we must add questions to that list that relate to sustainability/externality issues. For example, we need to ask if any of our operations, products, processes or services involve the following:

- Make use of fossil fuels, metals, minerals, or other materials extracted from the earth’s crust (e.g., gasoline, coal-powered electricity, copper wiring, asphalt, etc.)?
- Depend on chemicals or other manufactured substances that can accumulate in nature (e.g., PCBs, dioxin, many pesticides, etc.)?
- Depend on activities that can harm life-sustaining ecosystems (e.g., building on wetlands, removing trees, etc.)?
- Interfere with anyone’s ability to meet his/her present or future human needs (e.g., reconfiguring intersections in ways that limit pedestrian access to groceries, etc.)?

If the answer is “yes” to any of these questions, we have identified potential negative externalities to address if we wish our products, services, and operations to be truly high quality. Organizations that become proficient at asking these questions and responding to what they are learning will be well on the road to enhanced performance.

Can Sustainability Truly Be a Business Opportunity?

Some businesses already are finding that paying attention to sustainability and negative externalities gives a powerful boost to their organizations. For example, some are learning that strategies, such as the ones described below, not only reduce externalities, but also reduce costs.

- Reducing energy consumption wherever possible (e.g., heating, cooling, lighting, computing, transportation, etc.) reduces externalities and costs.
- Reducing water use conserves natural resources and reduces many organizations’ largest energy cost (pumping).
- Reducing waste conserves natural resources and reduces the cost of hauling materials to a landfill.
- Facilitating employees using alternatives to single-occupancy vehicles reduces employee costs, traffic congestion, and air pollution-related respiratory problems.
- Reducing the use of questionable chemicals by using “green cleaning” products decreases damage to employee health.
- Reducing negative impacts on the natural environment encourages more efficient land use.

Other businesses are going even further. Nidumolu, Prahalad, and Rangaswami in their paper “Why Sustainability is Now the Key Driver of Innovation” argue that “Smart companies now treat sustainability as innovation’s new frontier.” They posit four stages to moving to sustainability.

- **Stage 1: Viewing compliance as opportunity.** Ensure that compliance with norms becomes an opportunity for innovation.
- **Stage 2: Making value chains sustainable.** Increase efficiencies throughout the value chain.
- **Stage 3: Designing sustainable products and services.** Develop sustainable offerings or redesign existing ones to become eco-friendly.
- **Stage 4: Developing new business models.** Find novel ways of delivering and capturing value, which will change the basis of competition.

In another very interesting and closely related paper, “The Sustainability Imperative,” Lubin and Esty argue that sustainability is a new megatrend,
much as quality was in the 1970s and 1980s. Their four stages are similar.

- **Stage 1: Do old things in new ways.** Outperform competitors on regulatory compliance and environment-related costs. Reduce costs by reducing pollutants. An example is 3M’s “Pollution Prevention Pays” program, which saved the company more than $1 billion with additional savings anticipated.

- **Stage 2: Do new things in new ways.** Redesign products and processes to optimize natural resource efficiencies. An example is DuPont’s “zero waste” commitment, which eliminates businesses with big eco-footprints.

- **Stage 3: Transform core business.** Have sustainable innovations become the source of new revenues and growth. Dow’s 2015 goals driving innovation across businesses are an example of this stage. The company is moving from commodity chemicals to advanced materials and high-tech energy (e.g., solar shingles and hybrid batteries).

- **Stage 4: New business model creation and differentiation.** Use sustainability to reposition the company fundamentally and redefine its strategy. GE’s ecomagination initiative is delivering $25 billion in revenues, helping reposition the company as an energy and environmental solutions provider and building a green aura for all of GE.

These two papers have much in common and provide complementary suggestions as to how sustainability can move, as quality did, from controlling the negative externalities (defects) to strategically embracing the potential positives.

**Cities and Sustainability**

Quality, sustainability, and externalities are not just issues that businesses face. In an important sense, a primary role of cities is to reduce externalities. For instance, cities reduce the externalities of transportation by reducing distances (between businesses, individuals, or between businesses and customers) and by providing easier ways for people to move from one place to another (streets, sidewalks, buses, elevators, and trains). Cities also provide opportunities for synergies, new ideas, and for innovations—many of which can help reduce externalities.

As large consumers of goods and services, cities also tend to be significant creators of negative externalities. They use electricity to power their buildings, streetlights, and water-pumping stations, causing byproduct externalities, such as air and water pollution. If they reduce their energy use and/or use renewable energy, they can reduce these externalities.

Cities also have a major role to play in reducing externalities that are not of their own making, for example, by leading initiatives to clean up their air and water; thus, although cities can be significant sources of externalities, they can, and often do, play an even bigger role in reducing them.

As noted in the opening of this paper, my own hometown embraced quality practices several decades ago. In recent years it has also emphasized sustainability. The opportunity that Madison now embraces is the idea of integrating quality, sustainability, and externalities so that the city becomes one of the first communities in the United States to achieve the special benefits associated with that approach, optimizing the city’s economic, environmental, and community health.

**Examples of Recent Improvements in Madison**

Some of the improvements that Madison has adopted are described briefly below:

- **Buildings.** The city’s engineering group conducted an inventory of its buildings and identified those that were the biggest energy users. They then developed new energy saving specifications for lighting and HVAC systems and implemented them on a priority basis. The city-wide annual cost for electricity and natural gas was reduced by 10 percent in just two years. To get its energy Madison uses electricity produced from coal-fired power plants that emit mercury as a byproduct. The mercury gets into the tissue of fish in our lakes and then into the tissue of residents (typically lower income) that derive a significant portion of their protein intake from the fish, creating a health and social justice problem for the city. Reducing the city’s energy use, therefore, not only saves money but also helps to reduce mercury emissions and its associated health problems for area low-income residents.

- **Vehicles.** Fleet, Transit, and Public Works staff assessed organizational transportation needs,
researched vehicle and fuel options, and developed a set of recommendations to ensure that city vehicles meet or exceed fuel efficiency, emissions, and safety standards. Metro Transit staff assessed the potential of using hybrid buses. An updated “Policy for Acquisition of Energy Efficient and Safe Vehicles” helped institutionalize recommendations into city operations and new vehicle leases and purchases. This will help assure that cost effective and sustainable changes will be made to the fleet in the coming years. As an example, Metro Transit purchased 19 new hybrid buses that get 20 to 30 percent better gas mileage and reduce particulate emissions by 90 percent.

- **Green cleaning.** A cross-functional staff team researched and identified alternative cleaning products and vendors. As a result, cleaning staff at all city facilities now use biodegradable, nontoxic cleaning products whenever possible.

**Summary**

Externalities frequently affect the outside world but may not directly impact the producer or customer. Though occasionally positive, these externalities are more often negative. Historically, governments and nonprofits have dealt with negative externalities, but it’s now become clear that all components of society, including businesses, need to take responsibility for preventing and minimizing negative externalities. Failure to do so will limit society’s ability to function effectively. We need to reevaluate and revise our definition of quality so that it includes sustainability and negative externalities.

Forward-thinking businesses already know it is generally better to take a proactive stance and prevent externalities at the source. Quality tools and processes can be a big help. They are often not only the best way to improve quality, but also a very good way to reduce negative externalities and thus increase sustainability. Those already well versed in quality are prepared well to help meet these additional challenges. The opportunity is huge. The time is now.

**References:**


   *Editor’s Note:* This article highlights the evolution of the quality movement in Madison and addresses what it takes to start a quality improvement network


---

**More Online**

Learn more about Sustain Dane at [www.asq.org/pub/jqp](http://www.asq.org/pub/jqp).

---

Brian L. Joiner

Brian Joiner is author of *Fourth Generation Management*, coauthor of *The Team Handbook*, and founding editor of *Current Index to Statistics*. He is the founder and CEO of Joiner Associates Inc. and Sustain Dane, as well as co-originator of Minitab. Joiner has been recognized with ASQ’s Deming Medal, Shewhart Medal, Hunter Award, Ott Award, and Wilcoxon Prize. His recent interests include helping create a just and sustainable society and helping redesign the U.S. healthcare system. Contact him at brianjoiner38@gmail.com to learn more about the information contained in this article.
Sustain Dane is a nonprofit organization based in Madison, WI, that aims to increase sustainability in the workplace, homes, and schools. In other words, Sustain Dane works with businesses, schools, and individuals to increase their sustainability or reduce their negative externalities.

The organization was formed a dozen years ago by an informal group of local business leaders, most of whom had quality backgrounds. My father, Brian Joiner, was one of them and served as board president for five years and as a board member since Sustain Dane’s inception. My mother, Laurel Joiner, also played a major role as a leader in Madison’s quality movement. The founders were interested in identifying and applying a systemic approach to improving their community and ecology, in the same way they had applied quality principles to improve their businesses systemically. They were concerned about the impact their work could be having on the quality of life in the community.

In their pursuit of a solid theoretical framework for implementing sustainability measures, the leaders discovered a model called The Natural Step (TNS) that was developed by a pediatrician in Sweden. This framework allowed Sustain Dane members to look at every aspect of what their organizations were taking from the earth and putting into the atmosphere as well as their impact on the social well-being of the community’s population.

This article provides a case study on the development of the founders’ vision of a sustainable community that allows businesses to improve their results through quality, while simultaneously reducing the impact of their operations on the larger region.

**Early Initiatives**

Sustain Dane’s vision is to create a community that deeply enjoys, cares for, and is sustained by its unique environment. In 2000, Sustain Dane and the city of Madison began working closely together to introduce TNS to more than 200 city staff members. Eleven years later, this work has grown into a city-led effort to engage the business community and public school district in reducing some of the externalities of their everyday operations, specifically greenhouse gas emissions (GHG).

During this decade of growth, Sustain Dane and the city have made significant changes in reducing the externalities of the city’s operations, while generating many co-benefits. In 2003, Madison’s mayor, Dave Cieslewicz, convened an energy task force, charging it with devising recommendations to make Madison a green capital city and a leader in energy efficiency and renewable energy to support the city’s economic vitality. This aggressive challenge was stimulated by diverse pressures, including the following:

- A pressing need to position new high voltage transmission lines.
- The demands of dealing with the effect of three polluting coal plants within the inner city.
- A threat of being named a nonattainment zone for air quality by the EPA.
- The need for energy reliability for Madison’s growing biotechnology industry and other businesses.
- The fact that Madison imports 85 percent of its energy with more than 89 percent coming from fossil fuels.

All of these factors, punctuated by the August 2003 power blackout across the eastern United States, prompted this proactive systems analysis and comprehensive approach to restructuring the city’s energy use and supply, creating a more sustainable city.

A 40-member task force created a set of recommendations that were summarized in a document entitled, “Building a Green Capital City: A Blueprint for Madison’s Sustainable Design and Energy Future.” The city chose to lead by example and has demonstrated significant progress.
toward making its operations more sustainable. For example, the city reduces energy use to save both the environment and money at the same time. One of the ways it does this is through the use of renewable energy. Since 2007, the city has installed solar hot water systems in all 11 fire stations. In addition, four solar electric systems have been installed at the engineering service building, a library, and two landfills. In total, the city will save more than 30,000 kWh and 3,000 therms every year. This will reduce greenhouse gas emissions by 43 tons annually.

These new systems perform extremely well and demonstrate the viability of solar energy in Wisconsin. Most systems have energy monitoring, and some are accessible via the Internet. The city also has implemented significant measures to reduce energy usage. Little measures add up and are difficult to track, but current estimates calculate an annual savings of more than 800,000 kWh, 50,000 therms, and almost 1,000 tons of carbon dioxide.

Recent Efforts

In 2007, the city expanded its collaboration with Sustain Dane to launch a pilot climate change program, called Mpower ChaMpions. It raises widespread community awareness and mobilizes the community’s commercial sector to join the city in reducing GHG emissions—a major externality of commerce—with a co-benefit of saving significant dollars. The goal was to help businesses learn about and use the multitude of free resources available to them to take precise measurements of their baseline emissions, increase their energy efficiency, incorporate renewable energy, mobilize their employees to make changes at work and home, and track their overall progress.

Sustain Dane oversees this clean energy campaign that was developed in partnership with a coalition of 14 community organizations, including the University of Wisconsin-Madison and the local utility, Madison Gas and Electric. The program was structured around a carbon dioxide reduction challenge by the mayor, who encouraged the city, area residents, nonprofits, and businesses to join in a community commitment to reduce citywide carbon dioxide emissions by 100,000 tons in four years. The challenge focused specifically on reducing municipal and commercial energy use, reducing vehicle miles travelled by commercial and city entities, reducing municipal and commercial water consumption, and increasing the use of green power products and onsite renewables.

The pilot group includes a diverse set of 15 area businesses that collectively occupy more than 1.7 million square feet and employ more than 3,500 individuals. A staff member from Sustain Dane, called an energy advocate, worked with these businesses to develop a comprehensive carbon baseline, create an action plan that identified specific strategies and projects for reducing GHG emissions, facilitate access to knowledge and tools, and measure results through Energy Stewards, an online tool linked with the EPA Energy Star Portfolio Manager. Through this process, the businesses reduced their use of energy, water, transportation, and waste while saving money. Sustain Dane’s approach centered on one-on-one support, measurement, local and national resources, transparency, timely information, accountability, and community partnerships.

Businesses came to understand that sustainability must be included in their strategic plan to stay competitive. Regardless of their size or type of industry, the businesses learned from one another, created a network of leading green businesses, and ultimately saved money and reduced GHG emissions. Collectively, this pilot group implemented 35 projects with five-year savings of more than
$1 million and 30 million pounds of carbon dioxide emissions. Projects included installing sub-meters, heat recovery units, dual-flush toilets, and daylight and occupancy sensors; improving dock-door sealing; and incentivizing alternative commuting for employees. This information was used in case studies, which the businesses shared with the broader business community in a public workshop intended to create a public forum of best practices. More than 50 businesses and 100 individuals attended this workshop.

In March 2011, the EPA awarded the city of Madison and Sustain Dane a major, multi-year grant to expand this Mpower ChaMmpions Program over the next three years, working with 106 businesses and the Madison Metropolitan School District to reduce GHG emissions and increase their level of sustainability and economic competitiveness. Ultimately, Sustain Dane will create a Green Business & School Partnership Network and document the program for others to replicate and apply to their city, nonprofit organization, school district, industry, business, or professional organization.

Through the ChaMmpions Program, businesses receive information on related sustainability issues such as the impact of buying locally, grown organic food; data on their water usage and its effect on the local aquifers; and the influence of storm water runoff on local lakes. Essentially, by analyzing GHG emissions, implementing projects, and educating on other sustainability issues, businesses leaders begin a new way of thinking. These leaders, perhaps for the first time, are thinking systematically about their operations and the externalities they’re imposing on the community as a closed loop, as opposed to remaining unaware of and not seeing their byproducts as an inherent cost to their companies. This is the shift in thinking that is informing the new megatrend in business, a 21st century approach to commerce—one that allows consideration of the triple bottom line: people, profit, and planet.

Kristen Joiner has been executive director of Sustain Dane since 1999. She started her career with Habitat for Humanity, co-organizing an environmentally sustainable housing program in Texas/Mexico border communities, and then moved on to the East Coast. Later at Parliamentarians for Global Action, Joiner worked with international leaders to promote sustainable development through international policy. She co-founded Scenarios USA, a national model for public school sex education programs that involves public school teachers and filmmakers who produce media written by teenagers about their lives. To learn more about Sustain Dane, contact Joiner at kristen@sustaindane.org.
Whether “tame” or “wicked,” the problems we face and how we elect to resolve them determine the future development of quality and sustainability.

The Discreet Charm of Cell Number Nine

Onward to Wicked Problems?

Roberto M. Saco

What kind of problems are at the heart of your organization’s strategic plan? Do you expect them all to be “tamed” by using known problem-solving approaches and technologies? If so, you may be stuck in 20th century improvement paradigms. If, however, you recognize that you’re faced with broad and “messy” issues that are booby-trapped by stubborn behavioral factors and that involve many aspects outside of your organization’s control, then welcome to the 21st century. The playing field changed while we were doing total quality, Six Sigma, and Baldrige. It has grown to global proportions, challenging us to find long-term, win-win solutions with the global community as a significant stakeholder. The future of quality is contingent on whether we in the quality community can move beyond our investment in the current quality principles, tools, and practices to identify the new knowledge and techniques that will be critical to solving these larger and thornier issues—whether we can resolve the impasse or intellectual tug of war in which we currently find ourselves.

Where Has the Quality Journey Taken Us?

Although the meaning of quality is difficult to define, it is one of those supra-ordinate values, such as justice, liberty, or love, whose meaning changes as our understanding develops with experience, knowledge, and insight. The meaning of quality has shifted over time because “quality” is both contextual and developmental, and the quality journey to which we refer frequently is dynamic. The journey involves people, who introduce another complex factor blurring the boundaries on the meaning of quality.

With the above caveat in mind, the current situation is illustrated and
explained in Figure 1. On the vertical axis, we have the primary objective with its three fields that range from a single-dimensional to a multi-dimensional approach. What we call quality has had different objectives over time, focusing first on productivity, then on multi-factor performance (e.g., productivity, quality, and customer satisfaction, etc.), and then on sustainability. In this scheme, sustainability is both the well-being of the enterprise over the long term and concern for the environment in which the enterprise operates. As used here, environment has both connotations of renewable resources and larger societal concerns, which are not limited to purely ecological matters. Clearly, sustainability goes beyond the responsibility for the performance of an enterprise; what economists call externalities also are brought into the picture. Each of these three levels, it should be noted, incorporates, rather than discards, the prior one.

The horizontal axis shows the location or point on which quality has focused over time. It has moved from the tactical to the strategic—first on the shop floor, then on the entire organization, and finally to society at large. Each level absorbs the prior one; the change is simply a matter of focus.

Figure 1 can be viewed as a three by three matrix, providing a nine-cell configuration that constitutes the map for quality’s journey.

- The first cell covers from the turn of the 20th century up to the 1930s. Management theorists and industrialists such as Frederick Taylor and Henry Ford focused quality on efficiency and productivity. Here we have a paradigm of control.
- Although the work of Shewhart and Deming in the 1930s still focused on the shop floor and control, product quality began to be viewed as the driver for productivity—quality matters, and it takes precedence over sheer quantity.
- Fast-forward to the 1970s and the rise of the Japanese school of thought—particularly the Toyota Production System, which decimated Detroit. The Japanese first aimed at total quality control (TQC) and then enterprise-wide total quality management (TQM). The 1980s became the heyday of quality.
Toward the end of the decade, ISO 9000 and the Malcolm Baldrige National Quality Award were created. Deming and Juran re-emerged and promulgated far-ranging quality management systems. The Baldrige Award and operational performance excellence can be associated with the fifth cell on the journey, which occurs at the intersection of multi-factor performance and the entire organization. By this point in time, the paradigm had shifted from control to management in general and improvement in particular.

In the 1990s the advent of reengineering, Six Sigma, and lean methodologies created a turn away from the developmental curve. In a sense, quality became more tactical (moving back toward the shop floor) and one dimensional (concentrating on defect or cost reduction).

This brings us to present times, where a tug of war exists with competing definitions and today’s quality community is stuck. It is stuck in a definitional quagmire, and it is also mired in professional interests, which create camps or schools organized around tools. Several issues need to be resolved to move us toward the ninth cell. First we need to decide whether we want to get back on the developmental curve. Are we ready and able to tackle the obstacles that are holding us back? This is a question of will. The second issue involves our capability to meet the current challenges. This is a question of skill.

Some additional explanation is warranted here. By the time the quality journey reached the fifth cell, we already were beginning to deal with wicked problems, as opposed to tame problems. The latter are problems that are basically technical in nature and have a convergent solution (e.g. How do we balance the line?); we know how to optimize tame problems. The term tame doesn’t imply that these are easy problems to solve, however; in fact, they can be quite complicated and require advanced thinking and sophisticated tools.

On the other hand, wicked problems are complex and are known as divergent or “Jell-O” problems. Fundamentally, they usually involve people’s behaviors, values, and attitudes. They don’t have one right answer; actually, there may not be an answer for them. Sometimes wicked problems are described as requiring ongoing management instead of one-shot solutions. Many societal and political issues are wicked in nature.

Where Do We Go From Here?
If cell nine is populated by wicked problems, can the tools and frameworks used purposefully and successfully in prior legs of the journey serve us here? The answer is probably not. If we’re going to venture into cell nine, a re-tooling is in order (in addition to other things to be sure). In this cell, the paradigm shifts away from improvement to change and diversity. We should look not to the physical sciences, but to the life sciences and social sciences for inspiration. Some disciplines or topics that come to mind are: service design, disruptive innovation, complex adaptive systems, cognitive psychology, and brain science.

I believe that quality was relevant in the 1980s because it focused on the issue at hand. The quality movement began to recognize the importance of quality management and improvement, of managing the entire enterprise in a quality way—in addition to—not instead of—product quality and control.

Today, our world is influenced by different trends, such as accelerating globalization, rising educational levels, increasing use of the Internet, and ubiquitous technology. We need to move on

<table>
<thead>
<tr>
<th>1930-60s</th>
<th>1970-90s</th>
<th>21st Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paradigm</td>
<td>Control of variation</td>
<td>System optimization</td>
</tr>
<tr>
<td>Objective</td>
<td>Productivity</td>
<td>Total performance</td>
</tr>
<tr>
<td>Locus</td>
<td>Shop floor</td>
<td>Entire organization</td>
</tr>
<tr>
<td>Discipline</td>
<td>Quality Control</td>
<td>Total Quality Management</td>
</tr>
</tbody>
</table>

Table 1: Paradigmatic Shifts in Quality
to a larger concern—global sustainability. Should we discard shop floor productivity? Not really. How about the improvement of the enterprise? Not that, either. Just because our view becomes broader doesn’t mean that we should ignore what’s right in front of our noses or our multiple responsibilities. We can certainly live in a world where, for example, Six Sigma and cognitive psychology live side-by-side, each contributing to the challenge of tame and wicked problems.

Table 2, “Paradigmatic Shifts in Quality,” summarizes the repositioning of quality that has and is continuing to occur. During the 20th century, we have moved from quality control to total quality management. Quality gurus Deming, Juran, Ishikawa, and Taguchi as well as organizations such as Toyota led this shift.

Now in the 21st century, we urgently need another new paradigm—one that seeks to satisfy by both satisfying and sufficing, rather than optimizing. The new thinking must expand the notion of performance to incorporate sustainability and position the enterprise in relationship to its environment. This new approach needs another name and maybe even a new language yet to be introduced. The term “Sustainable Quality Governance” may sound a bit stilted, but it does address the key notions of sustainability, as well as look beyond leadership to all-encompassing governance of the enterprise and its environment.

To foster this shift, the quality community must come to grips with the issues of will and skill, outlined above. Before us, we have choices of volition and knowledge. Cell number nine has its allure, but the road ahead won’t be the stuff of easy riding.

Note: The author would like to acknowledge Howard Gitlow (University of Miami), Jon Lloyd (Plexus Institute), Alexis Goncalves (Pfizer Inc.), and Paul Borawski (ASQ) for comments on an earlier draft.

References:

Roberto M. Saco

Roberto Saco has been immersed in the disciplines of process and change management and service quality for more than 25 years and led the business transformation program for one of the most profitable divisions of a Fortune 100 company. Saco served as ASQ’s chair and as a senior examiner and judge for the Florida Sterling Award as well as a senior examiner for the Baldrige performance excellence programs. He can be reached at rsaco@aporia-advisors.com.
Characteristics of Complex Systems

Bruce A. Waltuck

There are times when we are faced with situations and events that seem chaotic and unpredictable; yet, as covered in the first installment in the fall issue of The Journal for Quality and Participation, coherent and predictable patterns frequently emerge within the boundaries of the chaotic and complex. As researchers in both the natural and social sciences explored complex systems, they found a number of common characteristics. The following overview of these characteristics helps to view the complex human dynamics of organizations through a new lens and point to the ways we may work as change agents in a complexity paradigm.

Autonomous Agents

Have you ever been stuck in a traffic jam on a busy highway? You have certain information from your perspective behind the wheel. You can see a bit down the road, you know how fast you and the cars in front of you are moving, and you know where you want to go. So, from your point of view, you are acting autonomously—independent of the other drivers. It is easy to see in this example that there are both enablers and constraints affecting your actions. In organizations, despite the constraints of various rules, we are still free (to some degree) to act autonomously. The individual agents in a system (you and me in our organizations, for example) interact more or less locally. The patterns of our local actions add up to more than the sum of their parts, however. Flocks of birds, schools of fish, and people in communities or workplaces—all exhibit these complex patterns of behavior.

Far From Equilibrium

This characteristic also is called “the edge of chaos.” In the manufacturing world, we often apply the tools of statistical process control. We want the processes and systems with which we are working to be stable, predictable, and controllable. We want everything the way we designed and intended it to be, but complex systems in nature do not want to be in that zone of equilibrium. They operate the way turbulent bubbles of water do inside a steam boiler. There is an optimum level of activity inside the boiler. This produces bubbles of just the right size for maximum efficiencies in carrying steam through the system. The best steam bubbles are not produced in the middle point of equilibrium. Instead, the most effective interaction of heat and water is produced at the level just before the system breaks down into total chaos (and energy inefficiency).1

In human organizations, systems respond to increased energy inputs with higher levels of interaction. This can be communication or the exchange of information. Pascale and his colleagues wrote “…in the face of threat, or when galvanized by a compelling opportunity, living things move toward the edge of chaos. This condition evokes higher levels of…experimentation, and fresh new solutions are likely to be found.”2

Self-Organizing

No one tells flocks of birds and schools of fish how to behave together. They follow a few simple rules that each individual understands, and they self-organize into the patterns that we recognize. Your behaviors and those of the other drivers in the traffic jam example are another instance of how agents in a system self-organize.3 In her book, A Simpler Way, Wheatley wrote, “When simple relationships are created, patterns of organization emerge.”4

Emergence

When we go to the factory floor and see cars or cell phones in production, we know before the first parts are connected what the final product will look like. In contrast, the patterns of interaction in complex systems are non-linear. They don’t follow the exact same steps every time. When we create a complex, non-linear system, we often establish certain rules for the agents in the
system. This is similar to being behind the wheel in the traffic jam. You have to obey speed limits, go the right way on the road, avoid collisions, etc. From your viewpoint, you can see only a small part of the whole roadway traffic system; however, from the view in the traffic helicopter, hovering far above you, patterns are observed. These patterns are emergent properties that occur from the iterated behaviors of the locally-interacting agents in the system.

**Attractors of Meaning**

Have you ever joined in a popular fad? What made you vote for the candidate you chose in an election? The behavior of complex systems, just like your behavior in these examples, is influenced by the fields of various attractors. Like magnets, these attractors may push or pull us in our actions within the system, and in varying degrees of force. Physicist Fritjof Capra observed that when you look at the results of a complex system, you observe “a visual shape, a pattern... known as an attractor.”

In the complex landscape of our organizations, there are multiple attractors of meaning that constantly are present and changing. An understanding of the patterns of attractors in an organization helps us think about how to influence change.

**Sensitivity to Initial Conditions**

There is a famous saying that “you cannot step into the same river twice.” The swirl of water flowing through the stream is never exactly the same from moment to moment. The dynamics of daily life and change inside our organizations are much the same. We might seek to replicate the success of a certain team or a method that worked well for another firm. Then we scratch our heads and wonder why things did not go as planned. We must remain aware that “similar to” does not mean “same as.”

**Fractal Patterns**

Simple rules, repeated over and over, create highly complex patterns of behavior. In nature, we observe the ways that a certain type of pattern creates many shapes we take for granted. From the main trunk of a tree its network of branches follows a simple basic pattern. We see this kind of pattern in the shapes of mountains, coastlines, or a head of broccoli. IBM scientist Benoit Mandelbrot called this kind of patterning process “fractal.” These fractal patterns have the characteristic of being self-similar at varying scales in the system.

Glenda Eoyang has noted that fractal patterns are a characteristic of complex adaptive systems. With regard to organizational dynamics, Eoyang writes that these “patterns of behavior or relationship appear in multiple places and times across the organization.” Wheatley has written, “…all organizations are fractal in nature... deeply patterned with self-similar behaviors evident everywhere.” Computer systems have fostered identification of these patterns; for instance, mapping relationships in social networks has revealed important details about key relationships.

**Bifurcation**

As complex systems function over time, they may seem stable. Outputs may appear clear and predictable, but at certain points, the system’s whole pattern seems to shift suddenly.

In popular business literature, we have become familiar with the phrase “tipping point” from Malcolm Gladwell’s book of the same title. The tipping points that Gladwell describes are points at which the system or organization bifurcates—splits, moves to a new level of energy, interaction, and behavior. Most of us have observed moments in organizations, communities, or personal relationships when situations seemed to suddenly jump to some new pattern of behavior.

**Feedback Loops**

The steam boiler is designed to keep its operation in the optimal zone through loops of communication. Information about what is happening inside the boiler is constantly fed back to the systems that control the boiler. Heat levels are adjusted up or down as needed. People in relationships and organizations constantly receive feedback—from parents, teachers, friends, and coworkers. We interpret the feedback and through our words and actions, we respond. The people who gave us the feedback then make meaning of our response and decide what they will do next, and so it goes. The amount of information varies, as does the time needed to receive and respond to the information. Feedback loops can serve to regulate or amplify and provide both barriers to...
and enablers of change. Methods of connecting more people in an organization can affect the behavior of feedback dynamics.

Adaptive

We have described certain kinds of complex social systems as adaptive. This means that the system or organization learns from its experience and responds to changes in its environment. Like a living organism, social systems and organizations adapt to survive. The first Hyundai cars sold in America did not have a very good reputation for quality. Hyundai could have stayed the course and followed its initial plan to build and sell cars based mainly on low cost, but the company learned from customer feedback. They adapted to the changing requirements by placing a greater emphasis on quality. To boost consumer confidence, Hyundai began offering the best new-car warranty in the industry. Hyundai did not become extinct; it grew and succeeded. Today, their cars compare favorably to the best in the business.

With regard to adaptation and evolution, Charles Darwin is quoted famously as referring to “survival of the fittest.” In fact, what Darwin wrote was that “it is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.” The lesson applies equally to our relationships, communities, and organizations.

These different characteristics of complexity impact everyone in an organization, especially its leaders. The next installment in this series will look specifically at the role of leaders faced with complexity.

References


Bruce A. Waltuck

Bruce Waltuck worked as a change leader in government for 30 years. He co-created and led the U.S. Department of Labor’s award-winning “simple rules-based” improvement system and most recently served in the U.S. Department of Health and Human Services as senior advisor for process improvement. Waltuck is a past chair of ASQ’s Government Division and an associate of the Plexus Institute. He has presented and taught extensively on adopting the concepts of complexity in organizational change. Waltuck can be reached at im4xlns@hotmail.com and posts on Twitter as @complexified.
A Comprehensive Approach to Quality Aims at Inclusive Growth

Continual Improvement as a Management Imperative

Gregory H. Watson

Over the past century, the quality movement has focused on operational issues. Initially, Frederick W. Taylor systematically investigated productivity, seeking to achieve “maximum prosperity for the employer coupled with the maximum prosperity for each employee.” He set out to develop the “one best way” to do work by determining how long work should take and how it could be accomplished in the most effective way. Since that time, organizations have emphasized generating effectiveness by focusing on efficiency and associated practices that eliminate waste while increasing quality and throughput. These approaches have been applied to production operations and more recently, to services as well.

This foundation had led quality management professionals to concentrate their efforts somewhat myopically on improving the way people work. The main thesis that the four articles in this series will develop is the need to shift the focus from this traditional view to a broader perspective where management emphasizes achievement of quality results. This is a much more comprehensive approach, encompassing all disciplines and methods that are used to improve performance. Quality
becomes one of the primary outcomes that management must attain to achieve profitable growth and excellence in its work endeavors. These articles, therefore, will position “comprehensive quality” as a principal objective of “inclusive growth,” an outcome of the cooperative efforts within an organization.

**Total Quality Management**

The historical focus on the concept of total quality management (TQM) might be considered sufficient for dealing with these same issues. TQM was initially described as Total Quality Control (TQC) by Armand V. (“Val”) Feigenbaum. He presented quality as both the means and the result; management became the methodological process for applying those means and attaining the results.

Unfortunately, TQM never became part of the mainstream of the discipline of business management—despite the encouragement of many senior business leaders/influential quality gurus or approaches such as quality management systems, Lean Six Sigma methods, and performance excellence (e.g., the Malcolm Baldrige Award criteria). It was sidelined as a subset of production and operations management, as a technical issue for industrial engineers, applied statisticians, and Lean Six Sigma Black Belts, or as a standards compliance issue for quality assurance auditors.

If we are brutally honest, we must conclude that quality has fallen far short of universal acceptance as the critical ingredient in management thinking to stimulate growth. In fact, the best efforts of the quality community have tended to limit its integration into the domain of organizational management. Unwittingly, use of the term “quality management” has enabled executives to delegate responsibility to a few professionals rather than holding the entire organization accountable. Only by incorporating quality as a natural ingredient of management will it achieve fully the intended objective of benefitting both market- and ownership-based customers. This series of articles will describe an approach for “managing for quality” during the 21st century. This first installment explains the role of improvement in this comprehensive approach.

**The Improvement Imperative**

In 1916, Henri Fayol, a French mining executive, advocated for “a constant search for improvements.” He further emphasized “management’s need to have an unrelenting intention to effect improvement” as a cornerstone of business leadership. These imperatives represent the first modern statements of the need to improve performance continuously and established this approach as a core obligation of management.

General Motors CEO Alfred P. Sloane Jr., subsequently emphasized organizational profitability, applying “the force of facts” for identifying constant improvement opportunities for “profitable growth.” His ideas were interpreted as a requirement for business to demonstrate continual improvement of financial performance through increased quarterly and annual revenues and profits.

In the early 1980s, W. Edwards Deming repositioned the focus of continual improvement. Instead of management blindly pursuing growing profitability, Deming stressed that leaders must understand the roots of that growth. He stated that “quality must be built in at the design stage… downstream there will be continual reduction of waste and continual improvement of quality in every activity.” He linked continual improvement of quality to the innovation process and to the daily management systems of organizations.

An ISO 9000-compliant quality management system aligns with this approach. The standard defines continual improvement as “recurring activity to increase the ability to fulfill requirements.” This activity is addressed by monitoring audit findings, data analysis, management reviews, and other sources constantly in the search for improvement opportunities.

Both Deming and the ISO 9000 standard refer to continual improvement, but the term “continuous improvement” is used more commonly. This phrase is based on a widely-accepted translation of the Japanese word “kaizen.” What is the distinction between continual and continuous improvement?

Continuous and continual both are based on the Latin word “continus.” Continual dates from the 14th century, but continuous ties directly to the French derivative continère, which means to hold together and came into usage in 1673. Are these merely linguistic interpretations of the same source word, or is there a more profound difference?
It is possible to resolve this distinction by observing the subtleties of their usage, as described below:

- Continual implies a constant state of alertness—always being vigilant to determine if a possible change makes sense. Continual improvement, therefore, requires a rational review of opportunities in order to make strategic choices that will guide improvement. This review process is implied to be systematic and continuing indefinitely; it recurs regularly in a steady, rapid succession. Continual aligns with Fayol’s concepts as well as the front-end analysis that supports Japanese Hoshin Kanri planning.

- In contrast, continuous implies an uninterrupted sequence of changes that occurs without the benefit of managerial review. This resembles the “white water” of a raging river that is flowing continuously from its headwaters down a vertical pathway and cascading through its channel to its ultimate destination.

Continual fits the concept of management better because it involves a systematic approach for controlling change through the iterative review and decision-making processes. Continuous is more reactionary and uncontrolled. The white water analogy brings an image of management steering a craft down the raging river, steering clear of the hidden boulders and other obstacles. This image leads me to prefer to use the term continual improvement because it is a more faithful representation of Fayol’s original intention.

So, what conclusions can we make regarding continual improvement? It certainly does not involve a constant state of change merely for the sake of change. Instead, robust continual improvement must be embedded into a business strategy/plan that includes incremental, evolutionary change as well as discontinuous, breakthrough, revolutionary change. What we have learned impacts how we make decisions related to the need for change initiatives. A structured decision-making process is necessary for ensuring the most appropriate change option is selected. Organizational success in this arena, therefore, requires a management process that ensures changes drive growth in organizational performance.

Such improvement requires a never-ending stream of innovation, which emerges from systematic generation of creative ideas. Consideration of all aspects of the organization’s operations and impacts is necessary. Diverse ideas come from inclusive engagement of all stakeholders, and they lead to expanded perspective and increased decision-making quality. Continual improvement, therefore, begins with both a strategic organizational perspective and a democratic process for soliciting ideas and opportunities for improvement. On the other hand, it ends with an autocratic decision—a final choice from among the diverse options—and identifies the organization’s future direction. This combination of an egalitarian front end and leader-driven back end works well. Ultimately, however, leaders interpret the ideas and define the vision and plans for moving the organization forward. It is management that establishes the overall process and is accountable for the final decisions; thus, continual improvement as described by Fayol and Deming becomes a function of management.

Since Fayol first established continual improvement as a fundamental concept of management, it has evolved into the global quality movement that has affected all types of enterprises and work disciplines. This total quality approach engages people from all functions and levels of the organization to achieve a common purpose. In an overarching sense, total quality not only improves organizational performance, but also increases the quality of life for all people through the organization’s effect on society. We can conclude, therefore, that the total quality approach also is a function of management—one that reaches far beyond the organization’s operations.

Models for Continuous Innovation

Motivation for continuous innovation is a driver of sustainable success. Here the use of the word “continuous” is chosen to describe the effort management must place on innovation. In this case, the white-water analogy fits because a successful innovation process involves ceaseless search and rapid management interventions to steer the organization past obstacles that may hinder progress.

Organizational leaders are faced with the two simultaneous, opposing trends described below:

- Customers always want more performance, and their expectations rise as markets develop to maturity; therefore, increasing capability is required from organizations to succeed.
• Processes degrade in performance over time due to the natural effect of entropy; therefore, processes tend to decrease in capability to perform.

The capability to produce an outcome is evaluated by recipients of that outcome—the customers, clients, beneficiaries, etc. This assessment involves a comparative judgment of the organization’s effectiveness—the ratio of recipients’ expectations for results to the performance of the process the organization uses to produce those results. The gap between initial expectations and the achieved performance gives rise to the motivation and constant need to improve work in the organization through management processes.

Fayol described the process of management as a series of activities: planning, organizing, coordinating, commanding, and controlling. He advocated that management foster a “constant search for improvements…that should be pursued unceasingly at all levels and throughout all parts of the business. The executive in charge should have an active, unrelenting intention to effect improvements.” He laid the foundation for the role of the modern executive just as Taylor had established guidelines for the analytical understanding of work processes. Taylor proclaimed that “the system must be first.” In practice, however, Taylor worked only the bottom half of the system, and Fayol focused on the top-down perspective. Interestingly, the interplay between the daily work and the strategic direction is where many organizations fail in integrating their objectives. In the end, successful work requires an understanding of both of these theoretical approaches.

Russell L. Ackoff wrote “Successful problem solving requires finding the right solution to the right problem. We fail more often because we solve the wrong problem than we get the wrong solution to the right problem.” Fayol established the need for looking at business using different perspectives, saying “forecasts are not prophecies: their function is simply to minimize the factors as much as possible.”

Managers have attempted to build various models of organizations and structures without reaching consensus on what is really important. We would do well to heed the advice of the eminent statistician George E.P. Box, “All models are wrong, some models are useful. Every model is an approximation— it is the data that is real (they actually happened!). Don’t fall in love with a model. The model is a hypothetical conjecture that might or might not summarize and or explain important features of the data.”

From this discussion, we can draw two conclusions, as follows:

• The process of management must satisfy a requirement for continual improvement that engages the entire workforce (both directions are essential: That is, the improvements that begin at the top and filter down for execution as well as those that originate at the “front line” of the organization and rise to the top for validation and approval).

• Whatever model is developed to describe the way an organization operates must address work as a comprehensive system and be both simple enough to explain how work is done and profound enough to provide value. Such a model should begin with the process of management that engages the various organizational levels to produce its output.

Ultimately, describing the requirements needed for an organization to attain performance excellence and inclusive growth must include quality and innovation as key components of management and the role of executives.

Future Articles
The next three articles in this series will focus on the role of quality and innovation as a stimulus for learning and building cooperation through a shared quality mindset. These all affect the process of management and provide the foundation for the more comprehensive “managing for quality” approach.


References

Gregory H. Watson

Gregory Watson is chairman of the International Academy for Quality and past chair of ASQ. He is a Fellow of ASQ and the Institute of Industrial Engineers. Watson is chairman of Business Excellence Solutions Ltd., Finland and has previously held executive positions with Xerox Corporation, Compaq Computer Corporation, and the Hewlett-Packard Company. In 2000, his peers in the quality community elected him as one of Quality Progress magazine’s global “21 Voices of Quality in the 21st Century.” Watson was the first non-Japanese recipient of the Deming Medal from the Union of Japanese Scientists and Engineers. He has been the recipient of ASQ’s Distinguished Service Medal, the Magnolia Quality Contribution Award from the Shanghai Association for Quality, and the Gold Medal of the Finnish Society for Quality. He can be contacted at greg@excellence.fi.

Did You Know?

The Corporation for National and Community Service (CNCS), the U.S. Census Bureau, and the Bureau for Labor Statistics issue the annual Volunteering in America report. Data is collected from more than 60,000 households and 100,000 individuals. For the purpose of this study, “Volunteers are defined as individuals ages 16 and over who perform unpaid volunteer activities for or through an organization.”

In the most recent edition researchers concluded, “Volunteers provide a powerful economic and social benefit to communities across the nation, with 62.8 million adults serving almost 8.1 billion hours through organizations in 2010…” (http://www.volunteeringinamerica.gov/assets/resources/VIA2011NationalPressRelease080811FINAL.pdf).

“Every day, volunteers of all ages are giving their time and talents to solve problems and make our country stronger,” said Robert Velasco II, acting CEO of CNCS. “Americans are doing extraordinary things to improve the long-term health and vitality of the nation.”

The median hours served per volunteer was 52, and the proportion who served at least 100 hours rose slightly to 33.8 percent. Volunteer efforts were valued at nearly $173 billion. The report contains many facts that can be used for planning and tracking trends. As the report states, “Volunteers fill crucial voids in the community. Across the nation, organizations are serving our country’s most vulnerable using fewer resources. In 2010, volunteers worked in a range of critical areas to bridge these gaps.”
Work toward improved quality of life by expanding management’s focus on quality, social responsibility and risk management.

An Integrated Perspective Leads to Simultaneous Improvement

Christine Robinson

Throughout the history of the quality movement, there has been a struggle regarding its relative importance in the process of managing an organization’s success. Recent developments may be exacerbating this debate. Is quality bigger than social responsibility? Is it a subcomponent of risk management? Is it a cost or benefit in fiscal management? These are just a few of the seemingly competing systems that are compared to quality, and the selection of a winner usually depends on the underlying perspective—or possibly the bias—of the analyst.

If we step back a bit from the debate, there may be some considerably more important questions to ask than the ones posited in these debates. These alternative questions do not involve other potentially competing systems; they address higher-order considerations that relate to the fundamental purpose of quality and these other management functions. Here are a few of those questions.

• Is there an advantage to having a single system be superordinate?
• What will be gained in daily practice and long-term results by determining an ultimate winner in the debate?
• What could we gain if we adopted a more integrated view of these systems?

This series of articles sets out to grapple with the pros and cons of dealing with these systems using an integrated approach. In this first segment, a conceptual framework is presented, showing the interconnectedness of quality, social responsibility, and risk management. The three associated ISO management and leadership standards will serve as a foundation for this discussion. Future segments will provide a more in-depth analysis on how to use specific processes
to accomplish the objectives of all three standards simultaneously. They also will share the perspectives of various stakeholders in the debate, providing their feedback on the feasibility of implementing a fully integrated approach and suggestions on how to apply learnings from one of these fields to the others.

Why Focus on Quality, Social Responsibility, and Risk Management?

The ISO management and leadership standards are generic in nature, being applicable to businesses, governments, educational institutions, healthcare organizations, nonprofit groups, etc. They are independent of the organization’s mission or the products/services it provides. The term “management system refers to what the organization does to manage its processes, or activities, so that its products or services meet the objectives it has set itself, such as satisfying the customer’s quality requirements, complying with regulations, or meeting environmental objectives.”

Five areas currently are associated with management or leadership standards, as follows:

- Quality management (ISO 9000 family)
- Environmental management (ISO 14000 family)
- Social responsibility (ISO 26000)
- Risk management (ISO 31000 family)
- Energy management (ISO 50001)

The decision to focus this series of articles on only three of these three systems did not come lightly. Quality systems were the obvious choice as the starting point for this discussion on integration strategies and practices. In recent years, ASQ also has invested significant effort in fostering the development and dissemination of the standard for and programs associated with social responsibility, so it was a good candidate for inclusion. Numerous articles have supported the concept that quality and social responsibility are connected logically. On the other hand, the case for incorporating risk management was less clear. Some aspects of risk management have been associated with the quality field for many years, but others were considered outside its purview. In the end, most people will acknowledge there is some relationship among these three systems.

The other two ISO management and leadership standards certainly could have been included in this analysis. There is significant conceptual overlap between ISO 14000, ISO 50001, and ISO 26000. A review of the seven core subjects addressed in ISO 26000 makes its connection to these other two standards apparent. “The environment: The decisions and activities of organizations invariably have an impact on the natural environment. These impacts may be associated with the organization’s use of energy and natural resources, the generation of pollution and waste, and the implications of its activities, products, and services on natural habitats.” Although ISO 14000 and ISO 50001 address environmental issues in far more depth than ISO 26000, they will be considered analogous in these articles.

The sidebar, “Comparing the Standards,” provides a high-level analysis of the similarities and differences in these three standards. A primer that provides more detail is available at http://asq.org/pub/jqp and addresses the historical context, scope and purpose, principles, and contents of each standard.

What is the Ultimate Objective?

Discussions related to quality management, social responsibility, and risk management tend to take on a business focus, but they clearly apply to all types of organizations. Each organizational type has a broad purpose it is designed to achieve, and its associated individual organizations have their own specific missions and goals aligned with those purposes. For instance, businesses are intended to make a profit, and each individual business has its own specific profit goal that it sets out to achieve.

Different types of organizations may have purposes that are incompatible. Time, effort, money, and other resources are invested in the pursuit of fulfilling these purposes—sometimes at the expense of other organizations of the same type or organizations of different types with conflicting objectives. This reality is so ingrained that we not only accept it, but we also actually may relish the battle—plotting and planning how to outsmart competitors and organizations that seem to stand in our way.

From a systems-thinking perspective, however, optimizing different individual organizations or even whole organizational types at the expense of others is a sub-optimal approach for people at large. After all, organizations are merely a mechanism for helping people attain their personal
objectives. The profits attained by business are passed on to people in the form of compensation and earnings that are distributed to owners. The regulations enforced by government agencies are intended to protect and improve the lives of people. Instead of focusing so directly on organizational results, it makes sense to develop organizational approaches that simultaneously benefit the organization and mankind.

Although many metrics have been identified for measuring the outcomes expected for organizations, quantifying the effectiveness of systems in benefitting people is far more challenging and involves a wide variety of factors that can have substantially different targets depending on the individual’s perspective. The term “quality of life” is used frequently to reflect the general well-being of people and society. Although the standard of living, which is based primarily on income, affects the quality of life, it is only a piece of the overall quality of life concept, which embraces many tangible and intangible aspects.

The ecological economist Robert Costanza has written on the challenges of measuring quality of life, “While Quality of Life (QOL) has long been an explicit or implicit policy goal, adequate definition and measurement have been elusive. Diverse ‘objective’ and ‘subjective’ indicators across a range of disciplines and scales, and recent work on subjective well-being (SWB) surveys and the psychology of happiness have spurred renewed interest.”

It is beyond the scope of this article to develop a comprehensive set of metrics to quantify quality of life, but it is necessary to grasp the range of indicators that could be used to determine if

Comparing the Standards

The titles of the three standards include terms such as “requirements,” “guidance,” and “guidelines.” ISO 9001 is a certification standard; an organization can be audited, found to be in compliance to the standard, and awarded a certificate attesting that compliance. The other two standards provide definitions and practices related to social responsibility and risk management, but organizations cannot receive certification for complying with them.

All three standards encourage organizations to develop a customized approach to managing their associated systems; ISO 9001 reflects the broadest perspective. These standards are consistent in that they require integration into overarching management activities. Separate programs and task forces are discouraged, and the “silo” approach is identified as an unsuccessful way to tackle these organizational needs; these management activities must be embedded within all systems to achieve success.

These standards all take a broad, organization-wide (or wider) look at the issues they cover. They see the organization and what it needs to do from a global and long-term perspective. They envision what a successful organization will look like in the future. Furthermore, they all point out that the organization’s culture must support the principles advocated by that particular standard. While these principles are not identical among the three documents, they definitely have points in common and reinforce one another.

All stakeholders engaged in their application need to understand the words used to communicate the contents of the standards; differences in interpretation can create confusion and hinder successful implementation. Two of the three standards (ISO 26000 and ISO 31000), therefore, have sections where key terms are defined. Where the number of terms is large, separate standards (ISO 9000 and ISO Guide 73) were created.

All of the standards encourage a flexible approach, which encourages organizations to identify and use the tools and techniques appropriate to their unique situations. In addition, the standards make few recommendations regarding specific tools and techniques; only ISO 31000 provides a discussion of specific approaches. This means that leaders will need to rely on their own “toolboxes” for planning, problem solving, decision making, and engaging people in these systems.
an organization’s systems are impacting people’s lives positively. The hierarchy of needs developed by Abraham Maslow offers some insight into the breadth of issues to consider when evaluating the suitability of organizational systems. Table 1 describes the five levels briefly and provides some sample metrics that could be associated with them, demonstrating the many aspects to be measured to quantify quality of life comprehensively.

How do Organizations Affect Quality of Life?

To assess the effects an organization has on people and their quality of life, every aspect of its operations must be considered. Conscious and unconscious decisions, as well as planned and unplanned activities, can generate positive and negative consequences. As Figure 1 shows, a two-by-two matrix can represent the interaction between the organization and people; of the four possible combinations, only one optimizes the effects

<table>
<thead>
<tr>
<th>Level: Needs</th>
<th>Description of Needs</th>
<th>Potential Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Physiological</td>
<td>Most vital needs associated with human survival, including water, food, and sleep (all other needs are subordinate).</td>
<td>Number of people with access to safe drinking water. Number of people with diets that don’t meet the minimum daily standards.</td>
</tr>
<tr>
<td>2. Safety</td>
<td>Needs related to safety and security that are affected by employment, access to healthcare, and shelter.</td>
<td>Number of people living in poverty. Average number of hours worked each week, including overtime. Number of people without health insurance.</td>
</tr>
<tr>
<td>3. Belongingness and Love</td>
<td>Needs associated with friendships, families, etc., that are based on a person’s ability to build and maintain relationships.</td>
<td>Number of hours spent with family and friends. Number of hours spent in electronic interactive communications (email, social networking, and other methods). Number of hours donated to non-profit organizations.</td>
</tr>
<tr>
<td>4. Esteem</td>
<td>Needs related to having a sense of self-worth based on recognition by peers, including appreciation, respect, prestige, and feelings of accomplishment.</td>
<td>Number of people with a college degree. Number of patent applications filed. Number of books, articles, musical works, etc., published.</td>
</tr>
<tr>
<td>5. Self-actualization</td>
<td>Needs associated with a person’s ability to fulfill his/her potential that requires a great deal of self-awareness.</td>
<td>Average score on the “The Personal Orientation Inventory,” a psychological evaluation tool designed to determine the degree of self-actualization.</td>
</tr>
</tbody>
</table>

Figure 1: Interaction Between Organizations and People

<table>
<thead>
<tr>
<th>Effect on People</th>
<th>Negative</th>
<th>Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Optimal Case</td>
<td>Negative</td>
<td>Positive</td>
</tr>
<tr>
<td>Optimal Case</td>
<td>Sub-Optimal Case</td>
<td>Positive</td>
</tr>
</tbody>
</table>
for both. Clearly, the potential to affect organizations or people is quite large and requires conscientious effort to avoid.

The three systems covered in these standards all are related to managing an organization and the organization’s impact on quality of life, as shown in Figure 2.

- Management is responsible for the organization’s systems, and its decisions are the drivers of almost all actions. Management establishes the organization’s strategies, goals, and priorities, as well as determining what improvement efforts to take. Change in performance, therefore, is directly tied to the decisions that management makes.

- Management sets priorities and makes other decisions based on implicit or explicit analyses of risk. Data, opinions, experience, etc., are factored into the decision-making process to obtain the best possible results and avoid negative consequences. The ISO 31000 system is designed to improve the quality of decisions by reducing risks.

- Many management decisions relate to the processes used to provide products and/or services, which are intended to enhance quality of life. Some of them address the basic human needs for survival, security, and safety. Others foster social relationships or contribute to individual performance, increasing the opportunity for recognition and self-actualization. The ISO 9000 system is designed to improve the quality of products/services and their associated processes.

- Similarly, management decisions frequently have a direct or indirect effect on one or more of the seven core subjects associated with social responsibility—community involvement and development, consumer issues, fair operating practices, human rights, labor practices, organizations and organizational governance, and the environment. The ISO 26000 system is designed to increase organizational consciousness related to this area and improve decisions by reducing negative impacts.

The force field analysis shown in Figure 3 portrays the relationships among social responsibility and quality from a different perspective. Every decision made by the organization has the risk of generating effects that hinder the achievement of quality of life for people—sometimes just an individual, sometimes a small group, and sometimes all of mankind now and in the future. Here are a few examples of organization decisions and actions that can hinder the quality of life.

- A manufacturing organization disposes of toxic waste in an aquifer that feeds into a water source for the local community, decreasing access to drinkable water.
• A change in federal regulations causes physicians to limit care provided to people.
• A manager implements a new policy prohibiting workers from taking family calls.
• A college stiffens graduation requirements, causing students to drop out of school.
• The board of directors terminates the CEO after a merger, undermining his self-confidence.

After reviewing these figures, it becomes clear that risk management is an antecedent of effective management, which, in turn, creates positive or negative consequences for quality and social responsibilities. None of the systems is of greater importance or is superordinate to the others; they all contribute to the attainment of quality of life. Although organizations are not the only contributors to the forces that affect quality of life, they are the most significant ones by nature of their collective number and size.

Can These Systems be Integrated Effectively and Efficiently?

The prospect of simultaneously implementing all three of these systems may at first seem daunting. In reality, however, every organization already has these systems in place. It is not possible to operate without analyzing risk, providing some product or service, and affecting one or more of the seven core subjects related to social responsibility. The issue is that in most organizations at least one of these systems operates with an implicit design, rather than a design that is integrated with the other systems. This haphazard approach is unlikely to generate consistently optimized outcomes for both organizations and people.

Recognition of this situation supports development of explicitly integrated systems, but the magnitude of the effort still may seem insurmountable. Fortunately, there is much overlap in the practices associated with these three systems. For instance, a corrective action process that meets the ISO 9000 standards can be expanded to address issues related to social responsibility. Root cause analysis techniques are used in conjunction with all three systems. Strategic and tactical plans should address all three systems.

The key is to remember that all three of these systems are linked directly to the management function. Instead of handling them separately—through independent systems or departments—they should be built directly into the processes that management uses to assess organizational performance, set strategies and goals, select improvement projects, monitor outcomes and outputs, etc.

In the next installment, an analysis of the fundamental principles and tools associated with these three standards will be presented, showing how they connect to the management function.

References

More Online
To learn the more about ISO 9000, 26000, and 31000, see the primer at http://asq.org/pub/jqp.

Christine Robinson
Christine Robinson is a consulting quality engineer who has earned the following ASQ certifications: CQE, CQA, and CMQ/OE. She specializes in quality systems development, documentation, and improvement. Robinson has more than 25 years of experience in quality for manufacturing operations and support, service, and nonprofit organizations. Contact her at cqechris@att.net.
A Primer on ISO 9000, 26000, and 31000

Christine Robinson

This article presents introductory information on the following three ISO management and leadership standards:

- ISO 26000:2010—Guidance on Social Responsibility

For each standard, its historical context is provided along with its scope, principles, contents, and where to learn more.

**ISO 26000**

The newest of the three standards is ISO 26000:2010.

**Historical Context**

“Organizations around the world, and their stakeholders, are becoming increasingly aware of the need for and benefits of socially responsible behavior. The objective of social responsibility is to contribute to sustainable development,” reports the International Organization for Standardization’s website.

The World Commission on Environment and Development/Brundtland Commission defined sustainable development as “development which meets the needs of current generations without compromising the ability of future generations to meet their own needs.” The Nations Economic Commission for Europe (NECE) explains, “The concept supports strong economic and social development, in particular for people with a low standard of living. At the same time it underlines the importance of protecting the natural resource base and the environment. Economic and social well-being cannot be improved with measures that destroy the environment. Intergenerational solidarity is also crucial: all development has to take into account its impact on the opportunities for future generations.”

Socially responsible organizational behavior is more than a nice thing to do or a public relations initiative. It offers the following tangible and intangible benefits:

- “Competitive advantage.
- Reputation.
- Ability to attract and retain workers or members, customers, clients, or users.
- Maintenance of employees’ morale, commitment, and productivity.
- View of investors, owners, donors, sponsors, and the financial community.
- Relationship with companies, governments, the media, suppliers, peers, customers, and the community in which it operates.”

“In the wake of increasing globalization, we have become increasingly conscious not only of what we buy, but also how the goods and services we buy have been produced. Environmentally harmful production, child labor, dangerous working environments, and other inhumane conditions are examples of issues being brought into the open. All companies and organizations aiming at long-term profitability and credibility are starting to realize that they must act in accordance with norms of right and wrong,” summarizes ISO in its project overview for the development of this standard.

The decision to develop an international standard on social responsibility raised many questions related to the suitability of this approach. There was not unilateral agreement that a standard was the best path forward. To ensure that the final standard would reflect a true consensus of international opinion, the membership of the development group represented the main stakeholder groups—industry, government, labor, consumer, service, support, research, and non-governmental organizations, etc. “In July 2010, the ISO/WG SR had 450 participating experts and 210 observers from 99 ISO member countries and 42 liaison organizations.”

Some of the issues addressed by the development group included the following:
• Standard versus legislation. The use of legislation to regulate social responsibility is an approach favored by many people involved in the field. Voluntary compliance seems to have a lower probability of creating widespread change. The development group felt that a two-pronged approach offered the best alternative. “Regulation can be considered to be static and comes from the top down, standardization works from the bottom up, is dynamic in nature, and simplifies development. Because it is based on voluntary action, consensus, and openness, the result is a positive commitment, rather than a restrictive sense of obligation. The intention is also that the standard will contribute to greater awareness and wider observance of existing legislation and regulation,” notes the ISO website.5

• Definitions, components, policies, and practices. No commonly accepted definition for social responsibility existed when the development team began its work. Similarly, there were differing ideas about which key topics should be included under the umbrella of social responsibility. The consensus approach used to develop an ISO standard and the breadth of the involved participants’ backgrounds and experiences provided an ideal opportunity to establish a framework and associated supporting terminology and information that could be used to build awareness, increase leaders’ understanding of social responsibility, and provide the “nuts and bolts” needed to guide organizational behavior.

• Effect on developing countries. Some were concerned that a standard of this nature would place unfair expectations on developing countries. The potential for more experienced corporations, governments, and other organizations to comply with the standard and create competitive barriers was discussed widely. In a concerted effort to level the playing field, the development group was co-chaired by two representatives—one from a developed nation (Sweden) and one from a developing nation (Brazil). Other leadership positions followed the same dual-nation pattern. Furthermore, workshops have been conducted for participants from developing countries. The essence of social responsibility involves respect for all people of all nations; therefore, the standard was designed carefully to avoid the creation of unfair advantages for organizations from developed nations.

As ISO summarizes, the standard “provides harmonized, globally relevant guidance for private and public sector organizations of all types based on international consensus among expert representatives of the main stakeholder groups, and so encourage the implementation of best practice in social responsibility worldwide.”4

Scope and Purpose
When developing this standard, a decision was made to expand its application beyond corporate social responsibility. Its tenets are equally pertinent to governments and all other types of organizations.

Although regulatory compliance is a fundamental managerial accountability, this standard fosters a broader perspective—one that embraces the spirit of socially responsible organizational behavior. It guides organizations to analyze the current and future effects of their decisions and actions on not only their direct stakeholders but also other stakeholders who have a more distant relationship. “In applying ISO 26000, it is advisable that an organization take into consideration societal, environmental, legal, cultural, political and organizational diversity, as well as differences in economic conditions, while being consistent with international norms of behavior,” notes ISO.1

ISO 26000 is a leadership standard, not a management system standard. It provides guidance for the organization, but it does not provide a basis for certification. In fact, any group that marketed a certification would be acting in opposition to the standard’s intentions. ISO recommends that organizations which are using the standard to guide their voluntary compliance efforts share that information by stating “'Organization' has used ISO 26000 as a guide to integrate social responsibility into our values and practices.”5

Principles
ISO 26000 contains seven principles to guide leaders in the management of social responsibility. They are laid out in Clause 4 of the standard.6

• Accountability.
• Transparency.
• Ethical behavior.
• Respect for stakeholder interests.
• Respect for the rule of law.
• Respect for international norms of behavior.
• Respect for human rights.

Contents
The standard itself describes each of the seven core subjects (see Table 1) in detail, along with information to help manage an organization’s approaches to social responsibility:
• An introduction which provides an outline of what is in each clause of the standard, the core subjects and issues, and a schematic overview.
• A brief statement of scope.
• A list of 27 key terms and definitions related to social responsibility.
• A discussion of the background, trends, and characteristics of social responsibility.
• An explanation of seven principles and two practices relating to social responsibility, including identifying and engaging with stakeholders.
• A detailed exposition on each of the core subjects and issues of social responsibility.
• A review of practices and approaches to help integrate, implement, and promote socially responsible behavior throughout the organization and, through its policies and practices, within its sphere of influence.
• A list of examples of various sector initiatives and how they include various aspects of social responsibility.
• An extensive bibliography of ISO, International Labour Organization (ILO), and United Nations standards, agreements, and other documents which set forth concepts related to social responsibility.

More Information
The ISO informational website associated with the social responsibility standard is located at http://www.iso.org/iso/iso_catalogue/management_and_leadership_standards/social_responsibility.htm. From this web page, links are provided to a variety of graphics and tables to help those trying to become familiar with the standard obtain an overview of its framework and contents. Some of the available items include the following:
• A graphic depicting the seven core subjects of social responsibility, which are described in Table 1 of this article.
• A schematic overview of ISO 26000, which also appears on page 2 of “Educator’s World” in the online-only content of this issue, which is available at http://asq.org/pub/jqp.
• A list of the clause numbers, titles, and brief descriptions.
• A list of 36 social responsibility issues addressed in the standard, aligned with their core subjects.

ISO 9000

Historical Context

These documents are an outgrowth of standardization activities in Great Britain and the United States during World War II. First published in 1987 and revised in 1994 and 2000, ISO 9001:2008 is the newest version and the keystone of the family. Over the years, it has evolved from a focus on conformance to written procedures to a focus on management of effective systems and processes that affect the customer. Routine revision by the ISO technical committee in charge of quality management and quality assurance standards keeps the requirements at the forefront of good practice.

Any organization which uses ISO 9001 as a framework can expect to benefit by connecting its quality management system to organizational processes and encouraging a natural progression toward improved organizational performance. Organizations that work to adhere to the principles in ISO 9004 will see a number of benefits.
• Customers will receive products that conform to requirements, are dependable and reliable, are available when needed, and are maintainable.
• People within the organization will experience better working conditions, increased job
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community involvement and development</td>
<td>“Community involvement and development addresses issues related to two interrelated areas of concern. The first is an organization’s involvement in the community, which concerns the relationships between the organization and other organizations and institutions in the communities where they operate. The second is development, the process by which economic, social, cultural, political, and environmental dimensions of the society improve thus promoting higher levels of well-being.”</td>
</tr>
<tr>
<td>Consumer issues</td>
<td>“Organizations that provide goods or services to consumers have responsibilities to those consumers. These include use of fair, transparent, and helpful marketing information; and contractual processes. They also involve minimizing risks from the use of the products or services through design, information provision, support services, recall procedures, and protecting consumers’ personal information.”</td>
</tr>
<tr>
<td>Fair operating practices</td>
<td>“Fair operating practices concern ethical conduct in an organization’s dealings with other organizations. This includes relationships between organizations and government agencies, as well as between organizations and their partners, suppliers, contractors, competitors, and the associations of which they are members. Fair operating practice issues arise in the areas of anti-corruption, responsible involvement in the public sphere, fair competition, promoting social responsibility in relations with other organizations; and respect for property rights. In the area of social responsibility, fair operating practices are about how organizations use their relationship with other organizations to promote positive outcomes.”</td>
</tr>
<tr>
<td>Human rights</td>
<td>“In the standard, human rights span two broad categories: 1) Civil and political rights (life, liberty, freedom of expression) and 2) economic, social, and cultural rights (right to work, the right to food, etc). The recognition and respect for human rights is a measure of a civilization and is widely regarded as essential to the rule of law, to concepts of justice and fairness, and as the basic underpinning of the most essential institutions of societies such as the judicial system.”</td>
</tr>
<tr>
<td>Labor practices</td>
<td>“The labor practices of an organization encompass all policies and practices relating to work performed within, by, or on behalf of the organization. It extends beyond the relationship of the organization with its direct employees or the responsibilities that the organization may have at a workplace that it owns or directly controls. Meaningful and productive work is an essential element in human development through the improvement of standards of living through full and secure employment.”</td>
</tr>
<tr>
<td>Organizations and organizational governance</td>
<td>“The standard describes this core area as an organization that aims to be socially responsible and has a decision-making system that incorporates, in practice, the principles of accountability, transparency, ethical conduct, consideration of stakeholders’ interests, and legal compliance.”</td>
</tr>
<tr>
<td>The environment</td>
<td>“The decisions and activities of organizations invariably have an impact on the natural environment. These impacts may be associated with the organization’s use of energy and natural resources, the generation of pollution and waste, and the implications of its activities, products, and services on natural habitats.”</td>
</tr>
</tbody>
</table>

satisfaction, as well as improved health and safety, morale, and stability of employment.

- Owners and investors will receive an increased return on investment, improved operational results, as well as increased market share and profits.
- Suppliers and partners will see stability, growth, and mutual understanding.
- The local economy and society will benefit from fulfillment of legal and regulatory requirements, improved health and safety, reduced environmental impact, and increased safety.

Other ISO 9000 family members provide additional focus on specialized areas of organizational endeavor, such as customer satisfaction, measurement systems, and industry-specific applications, such as medical laboratories, automotive manufacture, and software design.

**Scope and Purpose**

ISO 9001 is prescriptive in content. It sets forth requirements, not guidelines, and is designed to provide the framework for organizational certification through third-party audits. It is not its intent, however, “to imply uniformity in the structure of quality management systems or uniformity of documentation.” Rather, it “lays down what requirements the quality system must meet without dictating how they should be met in any particular organization.” Each organization’s approach is expected to be based on its type, size, and the nature of the product/service it provides.

This family of standards “does not include requirements specific to other management systems, such as those particular to environmental management, occupational health and safety management, financial management or risk management. [It] enables an organization to align or integrate its own quality management system with related management system requirements.”

**Principles**

Eight overarching principles establish the organizational culture needed to develop and sustain a quality management system successfully.

- Customer focus.
- Leadership.
- Involvement of people.
- Process approach.
- System approach to management.
- Continual improvement.
- Factual approach to decision making.
- Mutually beneficial supplier relationships.

**Contents**

The ISO 9001:2008 standard is organized into nine main clauses.

- Clauses 0-3 provide an introduction, the scope, normative references, and terms and definitions.
- Clause 4 looks at the overall quality management system.
- Clause 5 looks at the responsibilities assigned to management, including commitment, customer focus, the quality policy, planning, assignment of responsibility and authority, communication, and review.
- Clause 6 looks at all aspects of resource management.
- Clause 7 looks at the systems needed to bring a new product into realization: planning, customer-related processes, design and development, purchasing, production and service provision, and control of monitoring and measuring equipment.
- Clause 8 looks at measurement, analysis of data, improvement, and corrective and preventive action.

The ISO 9004:2009 standard begins with a brief introduction, scope, normative references, and terms and definitions (similar to but much shorter than ISO 9001), followed by six main clauses and additional material.

- Clause 4: Managing for the sustained success of an organization.
- Clause 5: Strategy and policy.
- Clause 6: Resource management.
- Clause 7: Process management.
- Clause 8: Monitoring, measurement, analysis, and review.
- Clause 9: Improvement, innovation, and learning.
- Annex B: The quality management principles.
- Annex C: The correspondence between ISO 9001 and 9004.
The introductory document of the family, ISO 9000:2005, contains definitions for more than 80 terms associated with quality management systems.\textsuperscript{8} 

More Information
Since the ISO 9000 family of standards has been in existence for more than two decades, much more is available to help those new to the standard. Many books, articles, and standards are available through ASQ, and more information is available through a wide variety of online sources, including ISO.

ISO 31000

Historical Context
All organizations face factors which make them uncertain whether their objectives can be met. The “effect of uncertainty on objectives” is called “risk.”\textsuperscript{14,15} These risks “may have consequences in terms of societal, environmental, technological, safety and security outcomes; commercial, financial and economic results; as well as social, cultural, and political reputation impacts.”\textsuperscript{16} To successfully achieve an organization’s objectives, these risks must be identified, understood, and managed. ISO 31000 describes the principles needed for doing this, helping organizations answer the question: “Is the level of risk tolerable or acceptable, and does it require further treatment?”\textsuperscript{16}

This standard grew out of work done by Australia and New Zealand (AS/NZS 4360:2004), and then expanded through the efforts of an ISO Work Group which included experts from 28 countries on six continents. The standard is designed to help organizations in the following 17 areas:

- Increase the likelihood of achieving objectives.
- Encourage proactive management.
- Be aware of the need to identify and treat risk throughout the organization.
- Improve the identification of opportunities and threats.
- Comply with relevant legal and regulatory requirements and international norms.
- Improve financial reporting.
- Improve governance.
- Improve stakeholder confidence and trust.
- Establish a reliable basis for decision making and planning.
- Improve controls.
- Effectively allocate and use resources for risk treatment.
- Improve operational effectiveness and efficiency.
- Enhance health and safety performance, as well as environmental protection.
- Improve loss prevention and incident management.
- Minimize losses.
- Improve organizational learning.
- Improve organizational resilience.\textsuperscript{17}

Each organization must tailor its own approach for identifying and dealing with the risks it faces. Some risks are catastrophic, and other risks are more mundane and predictable. This standard is designed for organizations facing any type or size of risk.

Scope and Purpose
The baseline standard ISO 31000, along with its companion standards ISO 31010 and ISO Guide 73, were developed to be “used by any public, private or community enterprise, association, group, or individual”\textsuperscript{14} and are “not specific to any industry or sector.”\textsuperscript{14} They can be used “to address risk at any level and on any subject,”\textsuperscript{18} which can be seen as one of its greatest strengths. This standard moved the management of risk “from a focus on financial, operational, market, employment, insurance, and reputational risks to a broader approach based on the effect of uncertainty on the achievement of organizational objectives.”\textsuperscript{19}

The adaptability of the standard means that it does not expect approaches from different organizations to be identical (or even similar). It is a guidance document—not a standard against which organizations may be audited and certified by third-party agencies, as is ISO 26000. It is intended, however, to become “an integral component”\textsuperscript{17} of an organization’s management system—not an add-on, separate program or stand-alone activity “divorced from the mainstream management of the business.”\textsuperscript{20}

The target audience for this standard includes a wide variety of people, such as the following:
“Those responsible for implementing risk management within their organizations.
Those who need to ensure that an organization manages risk.
Those needing to evaluate an organization’s practices in managing risk.
Developers of standards, guides, procedures, and codes of practice relating to the management of risk.”

Principles
ISO 31000 contains a total of 11 principles to guide leaders in managing risk. They are laid out in Clause 3 of the standard, as delineated below:

- Creates and protects value.
- Is an integral part of all organizational processes.
- Is part of decision making.
- Explicitly addresses uncertainty.
- Is systematic, structured, and timely.
- Is based on the best available information.
- Is tailored.
- Takes human and cultural factors into account.
- Is transparent and inclusive.
- Is dynamic, iterative, and responsive to change.
- Facilitates continual improvement of the organization.

Contents
ISO 31000 begins with a general introduction, followed by six main sections:

- A brief statement of scope.
- A discussion of 11 principles associated with risk management.
- A framework for incorporating a risk management system into organizational management.
- A listing and brief discussion of processes included within a risk management system.
- An appendix describing the five attributes of enhanced risk management.

ISO Guide 73:2009 is an update of the 2002 list of vocabulary related to risk management. It provides definitions and extra notes on 50 terms used to communicate about risk. These definitions provide a common language that everyone involved in risk management can use. “The standard also provides the risk management world with an internationally agreed vocabulary. This means that not only is it possible for risk management practitioners to speak a common language, but also allows safety, security, quality and internal auditors to join in the conversation, in turn promoting cooperation and better outcomes.”

ISO/IEC 31010:2009 (prepared jointly by ISO and its partner the International Electrotechnical Commission) provides additional detail related to the processes of risk management and assessment. The bulk of the document is an appendix describing more than 30 “best practices” techniques that can be used to perform risk assessment. Each description provides an overview along with use, inputs, process, outputs, and strengths and limitations. While not detailed enough to make readers experts in each of these techniques, it provides a starting point for organizational learning and choice. It also provides guidance to organizations that need to answer the following questions:

- “What can happen and why?
- What are the consequences?
- What is the probability of their future occurrence?
- Are there any factors that mitigate the consequences of the risk or that reduce the probability of the risk?”

More Information
To learn more about this family of standards, ISO has provided a section of its website devoted to articles about risk management and the background of ISO 31000 (http://www.iso.org/iso/iso_catalogue/management_and_leadership_standards/risk_management.htm). As these three standards have been out for just two years, only a limited number of additional articles can be found by searching on the Internet.

References


Winston Churchill once described U.S. Secretary of State John Foster Dulles as a bull who brought along his own china shop. As I watch events unfold in the political process here in America, I am coming to believe that our politicians are bringing their own china shops with them. If you live in other parts of the world, you may be having similar thoughts about your governments.

Saying that our government isn’t working well is an understatement. Congress can’t get much done, and neither can the executive branch. Democrats are blaming Republicans and vice versa; independents blame everyone else. It’s not just the politicians who demonize the other side, though; the rest of us do it, too. We all bring along our own china shops.

This situation appears almost hopeless to me, and that may seem just like the places where some of you work. It doesn’t have to be that way, however. Here is a small catalogue of things I’ve seen that can change this situation and build trust.

Drinks at 5

Former President Ronald Reagan, a conservative, had a very good relationship with the liberal Speaker of the House Tip O’Neil. They disagreed on many issues and battled for their positions, but at 5 p.m. they would have a drink together to remind themselves that they actually liked each other. They were able to separate their politics from their personal relationship. Of course, they didn’t get together every day, but the spirit of their intentions helped maintain their mutual respect when they differed. Having a cocktail together was fairly easy, but it demonstrates the value of an approach that is uncommon these days.

The Teamwork Miracle

Back before the Association for Quality and Participation merged with ASQ, its annual conferences were vibrant affairs, and I suspect the World Conference on Quality and Improvement (WCQI) that incorporated the International Team Excellence Award (ITEA) program still has that same vitality. I found the team presentations particularly worthwhile—often more so than the keynoters and regular sessions presented by practitioners and consultants, such as myself.

I recall a time at the conference when one of the team’s members stopped me on the street in New Orleans and invited me to their presentation later that day. Actually, the participating teams issued invitations of this nature all the time, and those conferences buzzed with excitement and well-deserved pride. Typically, these presentations included team members from management and labor talking about how they worked together to improve quality. What fascinated me most was how the team members got together in the first place.

At one conference, I saw a presentation by a Borg Warner team in which the members told us that management and labor had never seen eye-to-eye at the initial meetings. Eventually, someone wisely suggested that each team member write their personal visions for the plant on a sheet of flip-chart paper. No one signed the flip charts or indicated if the viewpoint represented the union or management. When their vision statements were posted, it was impossible to tell who had written each page. Once they realized that they shared a common vision, a turning point occurred in their working relationship.

I talked to one of the hourly workers after the session, and he told me, “They used to call me Wildcat Bill.” He had gotten that nickname years before because he had been in the habit of calling wildcat strikes to get management to listen to workers’ perspectives. He commented that he hadn’t used that tactic in years because the relationships had changed, and management and the union now listened to each other.

If your quality effort is stalled, or you find yourself demonizing other work groups, the department down the hall, another plant, suppliers, etc., you need to go to the WCQI and ITEA. Learn from others who are working well, applying quality principles and tools, and achieving improved performance results.
The head of a financial services company tried to visit each location at least once a year. With so many locations around the world, this took significant time and effort. He would always speak and ask for questions, and then he would ask how things were going. As might be expected, he received polite answers. He realized that staff members were on their best behavior—and they probably were hoping that the meeting would end quickly so that they could get back to business. The CEO wasn’t learning anything about the challenges facing the various offices, so he needed to change his approach.

He started including a long social time at the end of these sessions with plenty of good food and drinks, as well as pool tables and other forms of active entertainment. He told me usually later in the evening people would start coming to him and sharing their views. It was during those off-the-cuff moments that he learned what he needed to know about the company.

I believe these casual gatherings proved that he was “an OK guy,” and that it would be safe to talk with him candidly. All too often meetings between executives and other staff members are highly stylized Kabuki theater events. Everyone knows his/her part and plays it perfectly. This CEO found a way around that stereotypical interaction.

I hope that at least one of these stories gives you an idea about what might be useful for building or maintaining respect and trust where you work. These stories give me hope. I need them to remind me what’s possible. So, let’s hold our own informal conference and team presentations by sending me your personal examples of how you or others kept bulls out of china shops.

Rick Maurer

Rick Maurer is an adviser to people who lead change in large organizations. He recently released the new paperback edition of his classic book Beyond the Wall of Resistance: Why 70% of All Changes Still Fail—and What You Can Do About It. You can access free tools on leading change from Maurer’s website at www.rickmaurer.com.
Successful implementation of the ISO 26000 standard depends on adopting a unified approach that involves eight key attributes.

A Global SR Standard

Good, or Too Good to Be True?

Joan Marques

Humanity is gaining awareness of the effects its decisions and actions have on current and future life. That recognition has translated into efforts to establish global standards for greater social responsibility. ISO 26000, the guidance standard for social responsibility issued by the International Organization for Standardization, has gained quite some attention from practically all areas, but a unified stance is yet to be determined. Intended to provide guidance rather than rules, this standard will require ongoing global collaboration between stakeholders. Whether ISO 26000 will succeed or sink into oblivion depends on the collective efforts we, as a global community, are willing to invest—the degree to which we want our awareness to become action. This article provides a brief overview and presents eight attributes on which we need to focus if we want ISO 26000 to work—stakeholders, trust, attention, novelty, diversity, alliance, respect, and dedication.

Wakeful Times, Wakeful Standards

As we’re advancing into the second decade of the 21st century, the topic of greater awareness is gaining prominence in a wide variety of forms and dimensions, including the following:

• Workforce members are pressing for more recognition.
• Customers are pressing for greater quality at lower prices.
• Environmentalists are pressing for more responsible allocation of resources and less ecological destruction.
• Communities are pressing for more social responsibility.

In fact, all of these demands have one common core—hope for better treatment. The time that any business, governmental, or non-governmental organization could be established with purely selfish motivations is definitely past. There are too many mechanisms that keep track of what we do, too many measuring devices that register how we...
do it, and too many stakeholders who observe why we do it. These stakeholders have become the most important cohort in the performance of any entity. Never before has our awareness of stakeholder theory been so well developed; and never before have we been confronted so clearly and so frequently with the input of internal and external stakeholders.

An organization’s stakeholders are affected by the current and future impacts of its decisions and actions. Stakeholders can be internal or external to the organization, including customers, employees, suppliers, the community, and even future generations. In this day and age, leaders in any setting have become aware that they cannot focus on only a handful of shareholders, but that they must consider the long-term ramifications of their organizations for as wide a group of living beings as possible. With such a diverse perspective as input, leaders are faced with the need to broaden the scope of their interest in social responsibility.

**Passionate and Concerned Voices**

The progress made in recent years on the ISO 26000 standard points in a very hopeful direction. This comprehensive standard for social responsibility was released in late 2010, and it entails principles to follow the rule of laws, adhere to international norms, and respect human rights. As a guidance standard, it “is intended for use by organizations of all types, in both public and private sectors. It covers labor, human rights, the environment, corruption, consumer concerns, and other issues pertinent to social responsibility.”

Examining the standard’s notions on corporate responsibility, Assländer asserts, “The ISO working group defines social responsibility as the responsibility of organizations for their influence on society and the environment. Corporations must contribute to sustainable development through transparent and ethical behavior, which increases the wealth and welfare of society, respects the demands of all relevant stakeholders, and is in line with applicable laws, international regulations, and standards of behavior.” Henriques notes that within these broad concepts, a variety of details are included, touching on many aspects of human performance and human treatment. Beautiful ideals such as non-discrimination, ceased corruption, fair competition, and customer concern are consistent elements of ISO 26000. Pojasek even credits this standard as a valuable monitoring system for organizations to convert their environmental management operations into integrated sustainability management systems.

Indeed, ISO 26000 expands the purview of ISO’s other standards. Henriques clarifies that ISO has always been known as a producer of standards on technical and internal performance issues. He points out that ISO 26000 is different because it does not have competition as its main focus but rather on collaboration. This may be the point, however, when some dark clouds start to appear on the horizon. As can be expected for any new initiative, there are many passionate supporters, but also many concerned voices, reacting to this change.

Supporters’ thinking seems aligned with the United Nations’ formulated Millennium Development Goals with a Global Compact as one of its eight projected outcomes for 2015. Frost encouragingly shares that there are 99 ISO member countries involved in the development of this standard, 69 of which are considered to be developing nations. Jacobsen also highlights the collective core of ISO 26000 by delineating that social responsibility is a multidimensional approach and cannot be seen as isolated—it has to be collaboratively integrated in every aspect of performance. This may conjure up thoughts of total quality management that has expanded into all possible dimensions—operating practices, consumer concern, community consideration and development, fair operations, honorable labor practices, decent organizational governance, human rights, and the environment. In the context of ISO 26000, social responsibility is not a corrective action at the end of a cycle, but an embedded value that should be understood and embraced at all levels of an entity’s performance.

Those who are concerned with the standard raise a number of rational fears. On one hand, there are the globally operating constituents from industrialized countries (e.g., multinational corporations) who are concerned that their operations in developing nations may become subject to more intense scrutiny and lead to a new series of demands that they might not be able to meet. On the other hand, there are numerous groups in developing nations that fear an eruption of
exactly which ISO 26000 aims to eradicate—unfair competition. Jimena posits a valuable comment in that respect; “Done well, ISO 26000 could drive competition among enterprises for better social responsibility performance. Done badly, it could inadvertently further the global squeeze on small producers unable to meet the aspirations of its guidance.” After all, it is easier to meet global standards when finances, connections, and a number of other infrastructure areas are abundant and well established. It is much harder when you are a small player in a small, developing nation, trying to establish yourself in the midst of an army of seasoned opponents. As an illustration of this issue, Henriques presents concerns from the United States and India, which both argue that ISO 26000 can become a handy tool for governments to implement trade barriers.

**Focusing on the Positive: A Unified Standard**

Of course, there always will be just as much acclaim as apprehension with every development, regardless how laudable the intentions. ISO 26000 is no exception to this rule. Living in these exponential times, we should take serious note of the concerns mentioned and work toward a true, unified standard. Eight aspects of ISO 26000 to scrutinize thoroughly to ensure successful implementation are shown in Figure 1 and are described below:

- **Stakeholders.** Internal as well as external stakeholders should be involved in the formulation of social responsibility and what it entails for any entity. Since ISO 26000 pertains to a global human rights standard, a multitude of complications may arise, and have to do so from the multi-stakeholder approach. Castka and Balzarova stress that ISO 26000 is intended to provoke a shift from customer focus to stakeholder focus and to create a business-to-society orientation in organizations. Social responsibility—much like security, honesty, trust, or success—is a fascinating, yet hard to define term when it comes to organizations’ performance. How far should the responsibility of any organization go, who should be involved, and how should social responsibility initiatives be implemented? These are just some of the questions to answer. Although social responsibility entails overarching concepts, there are specifics that need to be crystallized for corporations, industries, governments, and nations to grasp its implications.

- **Trust.** Leaders are well aware that trust is a critical factor in achieving success in any venture. In relation to social responsibility, however, the magnitude of trust required transcends far beyond the internal-organizational level. Jacobsen labels it “Public trust and strong reputations,” which would be characterized by an expansive degree of consideration. Jastram seconds this notion and Bernhart spells out the reasons why building massive trust is so important—the actions of leaders in recent decades have caused enormous declines in trust, resulting in increased stakeholders’ expectations. According to Bernhart, guidelines such as ISO 26000 can help restore credibility, trust, and brand value.

- **Attention.** Paying closer and more uniform attention to the way we go about our business is critical to corporate social responsibility. At a recent APICS International Conference and Expo, IFS North America’s senior advisor, Bill Leedale, asserted that the four areas addressed by the U.N. Global Compact—human rights, labor, the environment, and anticorruption—are covered by three elements, which he refers to as the three Ps: people, profit and planet.
Leedale is convinced that finding a balance between these three elements can help meet all standards in any industry.\textsuperscript{12} Mahajan lists a number of contributing factors that bear vigilance, such as globalization, increased technology, and increased awareness, and he concludes that ISO 26000 can be highly useful in the near future.\textsuperscript{13}

- **Novelty.** Zenko and Mulej present this powerful statement, “Development or existence of human society depends on innovations and the end of one-sidedness of behavior.”\textsuperscript{14} One of the essentials in achieving and maintaining excellence in performance is ensuring a climate for ongoing innovations. In these times where constant change is the only thing of which we can be sure, lifelong learning has embedded itself as a prerequisite for leadership and adaptability. According to Jacobsen, innovation is one of the fundamentals included in ISO 26000.\textsuperscript{7} Von Weltzien Hoivick encourages small and medium-sized enterprises that may wonder how to measure up to larger, more advanced corporations to look for processes where strategy, business innovation, personal development, and continuous learning are interlocked with understanding.\textsuperscript{15} Social responsibility as defined in ISO 26000 certainly offers that opportunity.

- **Diversity.** This concept is ubiquitous in the existing global state of affairs. Diversity involves a broad array of aspects, such as human, performance, industrial, size, cultural, ideological, geographic, and perceptual diversity. Considering this compelling yet intricate labyrinth of factors organizations must address today, Brodhag underlines the need for global regulation processes which involve all stakeholders and mentions the ISO 26000 standard on social responsibility as one of the effective ways to do so.\textsuperscript{16}

- **Alliances.** The only way we ever will get to an achievable and sustainable standard is through global cooperation. The U.N.’s Global Compact is an example of an alliance that fits with ISO 26000. Yates and Murphy underscore that successful standard setting requires assurance that there is a sense of togetherness and compatibility in perceptions among products, industries, and countries.\textsuperscript{17} Along the same lines, Jimena stresses that we will need consensus to make ISO 26000 successful. She points out that when this standard was first formulated, there was a great alliance between governments, industries, labor groups, consumer organizations, NGOs, academics, consultants, and other bodies in reaching consensus on what social responsibility should mean.\textsuperscript{8} Now that ISO 26000 has been released, the cooperation among global constituents needs to be maintained; otherwise this standard could lead to results that are in exact opposition to its goal—as previously mentioned, increased global squeeze on small producers who will be unable to meet the aspirations of its guidance.

- **Respect.** As with all the concepts discussed in this section, respect has to be considered in a broad sense here as well. This means that a standard of global dimensions only can be sustained if there is proper respect for people and the environment, which then gets translated into fair practices, concern for people, and care for places (environments). Assländer underscores that corporate social responsibility procedures should entail raised standards of social development, environmental protection, and respect of fundamental rights.\textsuperscript{2} His statements are seconded by Altschuller, Lehr, and Orsmond, who affirm that it all boils down to respect for human rights.\textsuperscript{1}

- **Dedication.** No lasting success can be attained without dedication to its purpose; therefore, this quality is essential at micro as well as macro levels. Castka and Balzarova indicated earlier that ISO 26000 will require a shift from customer focus to stakeholder focus.\textsuperscript{9} This shift needs to be broad enough to embrace all living beings and the resources that sustain their existence.

### Conclusion

Is ISO 26000 a utopia? Only if we make it one. We’ve created cars that drive, and now do so using a number of responsible alternatives to gas. We have built airplanes that can take several hundreds of people into the sky at the same time and deliver them safely to a different continent within a day. We’ve developed communication
mechanisms that enable us to learn from one another instantly and continuously. We have become accustomed to differences and learned to respect and even embrace them. It is time now to round it all up with the one thing we have not done yet—establish a code of unified respect, and in a standard that can be maintained. ISO 26000 is here. Now it’s up to us to decide what we can make of it.

References
The journey to excellent performance requires dedication and a willingness to seek and respond to feedback.

Keller Independent School District
Recognized by Texas Award for Performance Excellence

In the July 2011 issue of The Journal for Quality and Participation, the Keller Independent School District (KISD) reported that it had completed a major milestone on its journey to understanding the Baldrige Criteria for Performance Excellence as district leaders had prepared an application for the Texas Award for Performance Excellence. When the update appeared, KISD’s submission had been accepted and was undergoing review at the award’s commitment level. That issue included the complete criteria and application, which now can be accessed at http://asq.org/quality-participation/2011/07/baldrige-national-quality-program/educators-world-keller-independent-school-district.pdf.

Since that update, KISD has been recognized at the commitment level and received a comprehensive feedback report. The award shown in the photo is displayed proudly where students, parents, faculty, administrators, school board members, and other stakeholders can view. It represents the enormous progress the district has made since
beginning its continuous improvement journey. In fact, the executive summary specifically noted, “Overall, KISD is at a higher than expected level of performance for its apparent time using the criteria.”

The entire feedback report is available online at www.asq.org/pub/jqp. Although the district has room to improve, there can be no doubt that a similarly committed leadership team can generate substantial improvement in a very short time—even during times of economic turmoil, budget cutbacks, and when the need for tough decisions is constantly present. The KISD success story is a role model for other school districts that believe performance excellence is worth the effort.

**An Important Step in the Journey**
KISD superintendent James Veitenheimer studied the process Texas organizations were following to support their Baldrige-based systems of continuous improvement. He learned that many of the Texas recipients had used the state award process to gain external feedback initially. He found that these assessments measured the extent to which extent an organization had developed and deployed sound, balanced approaches. He also learned that the feedback resulted in improved performance levels and led to increased organizational successes. Veitenheimer recognized the connection between organizations that had achieved impressive results, gaining distinction as state award winners, and then progressing to greater heights through the Malcolm Baldrige Quality Award. He acknowledged this as a best practice and determined that KISD should follow suit.

The Texas Award for Performance Excellence offers a three-tiered approach for applicants. After reviewing the options, KISD decided its application should align with the commitment level requirements. This is the mid-level in the system and appeared to be the optimum fit for determining where KISD stood. The “stair steps” of the Texas Award for Performance Excellence are presented in Table 1.

**Key Learnings From the Feedback Report**
The executive summary of KISD’s feedback report noted that the district’s most important outstanding practices involved the following areas:
- Senior leader commitment and involvement.
- Innovation.

---

**Table 1: Texas Award for Performance Excellence Application Levels**

<table>
<thead>
<tr>
<th>Variance in Application Levels</th>
<th>Engagement Level</th>
<th>Commitment Level</th>
<th>Progress Level</th>
</tr>
</thead>
</table>
| Application Description       | • Organizational profile  
                                | • 12-page application  
                                | • No site visit  
                                | • Feedback report provided  | • Organizational profile  
                                | • 15-page application  
                                | • No site visit  
                                | • Feedback report provided  | • Organizational profile  
                                | • 25-page application  
                                | • Purchased site visit  
                                | • Feedback report provided  |
| Recognition Level             | • A teleconference with a senior examiner can be requested to explain the feedback report  
                                | • Applicants are recognized at the annual Quest Conference  | • A teleconference with a senior examiner can be requested to explain the feedback report  
                                | • Applicants are recognized at the annual Quest Conference  | • A half-day visit by a senior examiner can be purchased to explain the feedback report  
                                | • Applicants are recognized at the annual Quest Conference  |
| Assessment Focus             | • Basic requirements of seven categories  | • Approach and levels of performance for seven categories  | • Approach and deployment, levels, and trends of performance for seven categories  |
Culture.
- Use of core functions.
- Forward looking—strong consideration for the future.

On the other hand, the areas below were identified as the district’s most significant concerns or vulnerabilities:
- Documentation of processes throughout the organization.
- Systematically capturing lessons learned and implementing into the feedback process to improve existing processes.

The feedback report also noted KISD’s performance in the following areas related to Category 7, (Results):
- Strong performance overall in most of the results reported.
- Feedback loop and cycles of refinement.
- Several innovative processes are in place; however, it is not clear if these are being measured.
- Segmentation of results.

What the Future Holds for KISD

Veitenheimer noted that it is great for the district to receive the feedback to our application. It is particularly gratifying to see plans already addressing many of the opportunities for improvement. This assessment process guided senior leaders in identifying gaps and incorporating those insights into annual action plans. “It is good to see that this third-party audit supports our direction and our view of where we are in the journey. Our process for tracking implementation actions and results, stemming from the specifically cited opportunities for improvement, is in place. With all functions and campuses using this same assessment process, we expect that improvement will accelerate and enable us to be ‘intentionally exceptional!’” says Veitenheimer.

KISD’s journey isn’t finished, but this milestone achievement has reinforced the district’s commitment to using the Baldrige criteria as a framework for continuous improvement and exceeding the expectations of its stakeholders. Increasingly effective and efficient processes coupled with innovative approaches are generating increasingly better results, which, in turn, are intensifying KISD leaders’ enthusiasm and commitment to and enthusiasm for the system.

Note: The Texas Award for Performance Excellence has existed for 18 years and is sponsored by the Quality Texas Foundation, a not-for-profit organization. Quality Texas partners with private, public, and education sectors in Texas to support their involvement in continuous improvement. The formation of these partnerships recognizes that performance excellence is fundamental to making Texas renowned for the quality of goods, services, education, health care, and overall quality of life.

Paula Sommer is the owner of Dynamic WorkSystems in Arlington, TX. A long-time supporter of the Malcolm Baldrige program, she’s served as a national examiner and is involved with the Texas state program based on the Baldrige criteria. Sommer works with school districts to use the Baldrige framework to accelerate continuous improvement. She is a recipient of the Ishikawa Medal and is an ASQ Fellow. Contact her at 817-461-1218 or texaspaula2@tx.rr.com.

Shellie Johnson, communications director for Keller Independent School District, has worked in public relations/marketing and broadcasting. In addition to her time spent with several chambers of commerce, she was vice president of communications for the Frisco RoughRiders, an affiliate of the Texas Rangers. She also spent more than 10 years as a television news reporter and anchor. For more information on the Keller Independent School District, contact her at shellie.johnson@kellerisd.net.
Keller Independent School District
Commitment Level
Feedback Report

Quality Texas Foundation
EXECUTIVE SUMMARY

This report summarizes strengths and opportunities for improvement for Keller Independent School District (KISD) as a result of an assessment against the Quality Texas Commitment Level Criteria.

KISD exhibits effective approaches to many Areas to Address, but deployment may vary in some areas or work units. Fact-based evaluation and improvement occur in several areas, responsive to the basic purposes of the Item. There is strong innovation in several areas. Good organizational performance levels are reported for several important requirements of the criteria. Trend data are reported for some items and the majority of trends described are beneficial. Keller ISD is in the early stages of obtaining comparative information overall. Results are reported for many areas important to accomplishing the organization’s mission.

Overall, KISD is at a higher than expected level of performance for its apparent time using the Criteria. In light of this, Strengths should be viewed as areas to build on. Opportunities For Improvement (OFIs) should be evaluated and prioritized to move the organization to a higher level of performance.

The most important outstanding practices identified are in the areas of:

1. Senior Leader Commitment and Involvement
2. Innovation
3. Culture
4. Use of Core Functions
5. Forward looking – strong consideration for the future

The most significant concerns or vulnerabilities identified are in the areas of:

1. Documentation of processes throughout the organization
2. Systematically capturing lessons learned and implementing into the feedback process to improve existing processes

The above areas of concern are critical in periods of rapid expansion and growth.

The most significant strengths, vulnerabilities, and/or gaps identified in Category 7 are in the areas of:

1. Strong performance overall in most of the results reported
2. Feedback loop and cycles of refinement
3. Several innovative processes are in place; however, it is not clear if these are being measured
4. Segmentation of results
This report identifies how KISD has begun to understand and use the Quality Texas Criteria for Performance Excellence based on the information the organization provided in the written application. The following charts provide additional indicators of performance.

Scores are only indicators of performance relative to the use of the Criteria. The question asked within the organization should be, “What are we doing (or not doing) that may impact our performance on a particular item.”
DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Category 1: Leadership

Strengths

KISD senior leaders set the organizational structure, expectations and accountability processes to accomplish strategic objectives. They use the motto, mission, vision and values (MMVV) to reshape the district as evidenced in Figure P.1-2, Guiding Principles, Functions, Processes, and Competencies. Each year, representatives of all stakeholders: students, parents, community, businesses, Board of Trustees (BOT), and staff are involved in cycles of review and refinement. This is accomplished through a series of workshops, planning sessions and retreats.

KISD focuses on identified areas of strategic challenge as indicated in Figure P.2-2 by aligning its Key Strategic Priorities with the organization’s MMVV. This is accomplished through the work of the Strategic Planning Committee. Each department, core function and campus plan, as well as the District Improvement Plan, align to and focus on KISD’s strategic priorities.

Senior leaders use a variety of frequent communication methods with employees and key constituents to share important information and decisions, promote two-way communication and organizational values, and share best practices. For example, the Superintendent communicates to all employees via email or video, on a monthly basis and in special circumstances when critical issues arise. The community, parents and teachers are invited to the Superintendent’s monthly Brown Bag Lunch sessions which are also posted to the web. These communications reinforce KISD MMVV and demonstrate the culture.

Senior leaders promote legal and ethical behavior by utilizing Board Policy and Administrative Regulations which are reviewed at monthly General Administrators’ Meetings.

KISD fiscal accountability includes yearly audits with results reported publicly. As shown in Figure 1.2-1, financial transparency is accomplished through web postings of the Annual Budget, Investment Reports, Bond Issue Reports, Financial Integrity Rating System of Texas, Annual Financial Statements, and Check Register.

Senior leaders performance is evaluated annually utilizing a district-created, goal-based appraisal system developed around seven Leadership Domains, Figure 1.2-2. The Superintendent is evaluated annually using a BOT-developed system that includes ten executive proficiencies, as well as annual goals.

KISD accomplishes organizational compliance through adoption and revision of ARs and Board Policy. An analysis of compliance needs occurs during bi-monthly Board
meetings and weekly Senior leader meetings. KISD Senior leaders review both leading and lagging measures for compliance and address improvement opportunities.

With the implementation of a Board policy on environmental stewardship, KISD is forward-looking in its approach to societal well-being. Initiatives include recycling, selection of environmentally friendly and sustainable equipment and materials, designing Leadership in Energy and Environmental Design (LEED) certified facilities, the “Pink Out” football game to raise cancer research funds, and the “Big Event” day of community service offering staff and student engagement.

KISD demonstrates a strong commitment to community health through several innovative programs, including a precedent-setting Asthma Initiative offered in collaboration with Cook Children’s Hospital.

**Opportunities for Improvement**

Although senior leaders use methods of frequent communication, it is unclear how the feedback is captured, documented, and utilized in KISD improvement planning and in capturing and implementing innovative ideas.

Although Senior leaders personally promote an environment that fosters and requires legal and ethical behavior and articulate and train employees at all levels within the organization, it is unclear how this behavior is monitored and at what frequency.

While KISD security processes employ SROs, have strategically placed security cameras, and secure entries on all district facilities; it is unclear how safety issues are handled, monitored, or reviewed.

KISD Administrative Regulations are reviewed, revised and updated as needed, but at a minimum of 24 months. With the rapid growth occurring within its environment, a shorter review period may facilitate the implementation of necessary revisions, supporting organizational and leadership agility.

**Category 2: Strategic Planning**

**Strengths**

To create sustainable initiatives, KISD recently expanded its focus from short-term goals by implementing the use of a five-year strategic planning four-step process that is results-focused and includes internal and external stakeholders. Nineteen key strategic objectives (KSOs) align to five key strategic priorities as shown in Figure 2.1-1, Strategic Priorities, Objectives, Measures and Goals. Key strategic measures have been identified with corresponding results and strategic goals established. Designated Core Function leads are responsible for strategic objective achievement.
Stakeholders are included in KISD’s budget planning process at each organizational level through the District and Campus Educational Improvement Committees. These budgets are developed based on the needs and activities as outlined in the campus and district plans. Budget assumptions align to strategic goals at the district level, with related funding amount and source included in the strategy to ensure spending meets legal requirements. Alternative funding resources and partnerships are taken into consideration.

**Opportunities for Improvement**

Although documenting processes is identified as a strategic challenge in KISD’s organizational profile, Figure P.2-2 Strategic Content, it is unclear if this challenge is addressed in the strategic initiatives and goals stated in the strategic priorities, Figure 2.1-1. This challenge falls under both Operations and Sustainability categories. In the rapid growth environment KISD is experiencing; consistent, responsive and timely processes may be required to meet emerging demands.

**Category 3: Customer Focus**

**Strengths**

KISD works to provide offerings that address state and local requirements by collecting stakeholder feedback through both internal and external surveys and working through district committees and the community. Input from the community and professional staff generate innovative ideas which are then implemented and measured through stakeholder satisfaction surveys and program evaluations. Ongoing stakeholder feedback is obtained by using a web-based portal with a “Question of the Week Survey”. Based on input from internal and external sources, KISD created a complaint management data base as well as new format designs for the website and E-News, which exceeded stakeholder expectations as shown in Figures 7.2-1 and 7-4.1.

KISD uses an array of telecommunication methods to reach out to parents, students, staff and external stakeholders. This facilitated improved communication between campuses, as well as the district and community stakeholders.

KISD demonstrates a strong student and stakeholder culture by establishing cultural expectations through its motto, mission, vision, and values. KISD works to address opportunities to engage students, parents, and the community as shown in Figures 7.2-3 and 7.6-7.

KISD promotes a positive campus and district culture through the use of local media sources. The community recognition of KISD culture and commitment to students’ success resulted in three Bond referendums being consecutively passed.

KISD makes new parent involvement a priority on the district level, obtaining a fresh perspective in maintaining and continuing to build positive relationships within the
community. This is critical based on the new student arrival rate of three to five percent annually.

Customer information and feedback is collected via surveys, as well as through social media sources such as Twitter, Facebook, web postings, and blogs. KISD realizes the importance of a formal customer complaint management and resolution process to track and compile complaints allowing for targeted improvement efforts. This is in the early stages of development as shown in Figure 3.2-1.

Stakeholder satisfaction and student engagement are assessed as shown in Figures 7.2-1 and 7.2-3. This information led to the creation of the CBOC and Diversity committees and the redesign of TAC and DEIC.

Opportunities for Improvement

Due to the rapid growth environment, it may become more of a challenge to find innovative ways to stay connected with the ever expanding population within the district. Capturing and documenting ideas generated by new arrivals may lead to further innovation.

Although an anti-bullying program reinforces KISD standards and addresses the culture between students, it is unclear how this program is monitored and potential situations addressed.

While a complaint process exists, it is unclear at what frequency feedback is reviewed and action taken based on this feedback. It is also unclear how often the blogs are monitored and if there exists a policy to enforce proper use of information collected.

Although KISD determines and measures dissatisfaction through district-wide internal and external surveys, interviews and data analysis, it is unclear at what frequency this is done and if and when the results are incorporated into appropriate action plans to address stakeholder needs and expectations. With the rapid growth environment, an accelerated review may be necessary.

Category 4: Measurement, Analysis & Knowledge Management

Strengths

KISD selects and collects data and information for tracking purposes and organizational decision-making based on its Strategic Plan's key strategic measures, department scorecards, and campus improvement plans. Several data are evaluated at the district, Function, campus and classroom levels to determine success in meeting targets including student data, professional development survey results, program evaluation data, and personnel performance data. Senior leaders conduct quarterly reviews and
adjust district level priorities accordingly, along with providing updates to the Board of Trustees.

A formal needs analysis of data sources occurs annually as part of KISD’s strategic planning and deployment process. Gaps are identified, along with capability assessments. Priorities for improvement are determined through the use of the plan-do-study-act process, where performance review findings are evaluated and priorities assigned to the Core Functions.

KISD’s action planning process and use of its “campus pilot projects process” to test and deploy innovations to address any gaps on its campuses, assist in driving cycles of continuous improvement.

KISD makes knowledge management data available to its workforce and customers through its intranet site and or internet portal providing access to parents, staff, and CFs. Community partners and vendors gain access to pertinent information via a dedicated web link. Additionally, in an ongoing effort to ensure availability and access to needed data and information, KISD designed new technology architecture to provide secure access and ensure confidentiality and monitors its network hourly.

KISD manages organizational knowledge through the use of ARs, the Employee Handbook, Induction Programs and monthly leadership meetings. Through its extensive network of committees, the collection and transfer of workforce knowledge readily occurs. The use of Eduphoria to access curriculum and student data facilitates knowledge transfer between students. Knowledge sharing with the community takes place via programming on KSTV, monthly Superintendent Brown Bag lunches, and district/campus websites.

A framework to ensure reliable, secure and user friendly hardware and software is provided through KISD’s Technology Plan. KISK monitors its Network Operations Center and telecommunications services using alert systems, dashboard data displays, and multiple electronic reports. Data security and recovery is ensured through the automated backup of district services coupled with off-site disaster recovery systems. Additionally, KISD offers a Help Desk for employee technology-related assistance.

**Opportunities for Improvement**

Although cycles of review for performance are based on deployment plans in KISD’s strategic planning process, the frequency of the review is unclear from the data provided; however, goals are listed in a one-year time frame. In the identification of gaps, a structured review period may be necessary to meet rapid growth and changing demands.

While it is indicated that a “campus pilot projects process” is used to test and deploy innovations, it is unclear what method is used to gather data and more importantly the frequency and extent of documenting key learnings and results from this pilot. With the
rapid growth environment, a formal documentation process may be required to capture and share critical innovations to quickly incorporate them into KISD’s educational systems as applicable.

Although as assessment of data sources and refinement of processes were done over the last two years at KISD, the on-going frequency of these activities is unclear. A formal schedule for regular review should be established so systems can be revised to improve operational efficiencies in accuracy, integrity, timeliness, and security and confidentiality of organizational data, information and knowledge.

While audits are conducted to review security procedures and validate the design and function of all systems, the frequency of this activity and how and when results are shared are unclear/not provided.

**Category 5: Workforce Focus**

**Strengths**

Beginning in 2009-2010, KISD Senior leaders determine key factors that affect workforce engagement and satisfaction through a formal process including a district-wide employee survey. The survey results, as shown in Figure 7.2-2, guided KISD’s workforce plans for the subsequent year. Prior to 2009, informal conversations and campus-level surveys were combined with data from employee exit interview surveys and cycles of Continuous Improvement.

KISD fosters an organizational culture conducive to high performance through its open lines of communication and involving the right stakeholder groups in developing recommendations and in making decisions. There are strong linkages and alignment with KISD’s Senior leadership, district-wide committees, as well as key processes and team membership as indicated in Figure 6.2-1. The Superintendent recognizes celebrations and special activities at the GAM and Board of Trustee meetings and the Heart at Work program provides an opportunity for employee to employee recognition.

KISD Senior leaders use a systematic approach to drive learning and development throughout the organization in alignment with the Strategic Plan and core competencies. Areas of strategic challenge are addressed, Figure P.2-2, and all staff participate in professional development and training programs. System-wide appraisals address organizational priorities and individual development needs. Professional development goals are identified, along with an outline of resources and actions steps that align with the district’s priorities and KISD’s core values.

KISD Senior leaders recognize the importance of assessing workforce capability, anticipating needs, expanding current staff capabilities, as well as adding required staff. Its Workforce Function’s recruitment plan targets identified shortage areas and diversity
needs. The KISD maintains high employee retention rates competitive with comparative districts and lower than State retention rates as indicated in Figure 7.4-2.

**Opportunities for Improvement**

Although it is noted that written department and cross-functional processes assure transfer of knowledge, consistency and efficiency of work when an employee leaves the district or when a new employee is hired and trained, it is unclear if a formal process exists to strategically capture, share and benefit from this written documentation and to incorporate learnings into the organizational cycles of improvement.

Workplace environmental factors are addressed through periodic checks of facilities for health, safety and security issues; however, it is unclear at what frequency these checks occur and how and when the results are shared. Additionally, although a safety manual exists and monthly and yearly safety audits are conducted, it is unclear if formal safety training is routinely scheduled for all employees or if audit results are communicated to the workforce.

**Category 6: Process Management**

**Strengths**

In the spirit of continuous improvement and an effort to drive innovation and ensure organizational alignment, new work processes have been designed and formalized by considering the KISD core competencies, Core Functions, organizational alignment, stakeholder input, and key management processes as shown in Figure 6.1-1.

Work processes are reviewed and finalized by Senior leaders in view of the organization’s motto, mission, vision, and values. KISD has determined key work processes with corresponding stakeholder requirements and impact as shown in Figure 6.1-2 Key Stakeholder Matrix and align with the stakeholder requirements identified in Figure P.1-7, thereby contributing to delivery of student and stakeholder value and organizational success.

After key work process requirements are identified through CFDP teamwork, KISD engages key stakeholders in documenting and improving key processes by using PDSA and team review and aligning key requirements with MMVV, sustainability, and legal compliance.

Workplace preparedness for disasters and emergencies is ensured through KISD’s Emergency Operations Plan (EOP). A District Emergency Recovery (DER) team has been established with members of this team representing the cross-functional services necessary to ensure systems remain operational. Every facility has an EOP including practice drills and safety/security procedures. The EOP is reviewed and updated annually.
**Opportunities for Improvement**

Although key stakeholders are involved in documenting and improving key processes, it is unclear if a mechanism exists to strategically align these newly documented individual processes with KISD overall work systems.

While every facility has an EOP that is reviewed and updated annually, it is not clear how the updates are communicated on an ongoing basis and if feedback loops are used as a continuous improvement tool.

With the introduction of a three-pronged approach to support the routine monitoring of key processes in daily operations including fidelity checks, evaluating data, gathering stakeholder feedback; it is unclear how frequently these activities take place and how the results are communicated.

**Category 7: Results**

**Strengths**

Through utilization of continuous improvement efforts, KISD achieved exemplary level performance in all academic areas for a total of 24 campuses district-wide compared to both state and Region XI results on the Texas Assessment of Knowledge and Skills (TAKS) as evidenced in Figures 7.1-1 through 7.1-6, Percent of Students Meeting the TAKS Passing Standards in Reading, Mathematics, Writing, Social Studies, and Science; as well Percent of Students Achieving TAKS Commended in the same categories as evidenced in Figures 7.1-8 through 7.1-12, and the Percent of Campus Ratings.

KISD has been rated as a TEA Recognized District for the past three years, moving from 85% to 92% Recognized or Exemplary campuses, supported by their Organizational Strategy for Improvement, Figure 7.6-1.

As noted in Figure 7.2-3, the levels of student engagement projects showed increases in all grade levels reported. This is a positive reinforcement in relationship building between students and the community.

KISD annual expenditures remain consistently under budget since 2006. The Texas Association of School Business Officials recommends having at least 17% in Fund Balance. KISD’s FB exceeds the percentage of expenditures recommended for good financial management as indicated in Figure 7.3-1.

From 2006-2010, KISD reported positive results indicating 100% of core academic subject teachers have been highly qualified.
Good results were reported for Workforce Retention among Teachers, Administrators, and Non-Certified for a three year period, with percentages of 87% or higher as evidenced in Figure 7.4-2.

For the period of 2009-2010, KISD reported good current levels in the areas of Workforce and Leadership Development with nine principals hired from within the district. Eight or 89% were graduates of the Leadership Development Academy (LDA). Additionally, six principals were hired from within the district with four or 67% being graduates of the Assistant Principal Cohort.

Good performance levels were reported for Organizational Accreditation, Assessment, Regulatory and Legal Compliance as evidenced in Figure 7.6-4.

**Strong performance results are reported with several superior statewide ratings in Governance and Fiscal Accountability in the Appropriate Use of Funds, as well as Audit Findings and Recognition as shown in Figures 7.6-2 and 7.6-3.**

Good performance results were reported for Societal Responsibility, Support of Key Communities, and Contributions to Community Health as shown in Figures 7.6-6 and 7.6-7.

**Opportunities for Improvement**

One of the key success factors for KISD in the Organization Profile, Figure P.2-1, is a Safe and Secure Environment. Recognizable achievements were made in this area with receipt of the 2010 Texas Safe School Award and recognition in National Security Magazine’s “Top 500” Recognition. Several key changes and comparative data sources were noted; however no level, trend, on-going measureables highlighting the changes and various sources were provided for student safety within the application.

While it is noted that continuous improvement efforts resulted in seven additional campuses with achievement at the Exemplary rating for a total of 24 campuses district-wide on the TAKS, further segmentation of these results was not provided i.e., breakdown by student demographic groups, Gifted and Talented, Grade Level, Private/Virtual/Home schools. Segmentation including the remaining 11 campuses may help to determine challenges and focus areas.

A comparison of KISD’s innovative pilot programs to other campuses was not provided.

While external and internal stakeholder satisfaction was measured in 2009-2010, the student segment was not considered. Without input from this key group, the KISD may not have a complete understanding of stakeholder satisfaction and dissatisfaction.

In the areas of stakeholder satisfaction and dissatisfaction, only one year of data is provided; therefore, improvement in each noted area cannot be determined. In all three stakeholder groups surveyed (Teachers/Professionals, Support Staff, Administrators),
the highest levels of dissatisfaction were consistently in the areas of compensation and professional development.

Figure 7.4-1 Workforce Satisfaction results indicate lowest levels of agreement in the areas of safety, communication, and on the job training opportunities. The measurement timeframe is not clear; therefore, improvement levels cannot be determined.

No results were reported for Workforce Capability and Capacity by Staffing Levels.

No results were provided for Workforce Climate, Health, Services and Benefits.

While good overall performance levels were reported in Figure 7.6-5, Employee Survey for Ethical Behavior; the percentages shown for Administrators model ethical behavior and legal compliance may alert KISD to an area for improvement. Expanding this survey beyond the employee base to other stakeholder groups may provide additional insight.
ISO Survey Reveals Increase in QMS Certifications


The figures included in this article are for certifications to the ISO standards. Certification, which involves a third-party audit provided by independent agencies, which are not affiliated with ISO, the standards-writing organization based in Geneva, Switzerland. Although certification is not a requirement of the standards themselves, many thousands of organizations across the world have found value in obtaining third-party certification to one or more of the standards.

**ISO 9001:2008**

The most well-known of ISO’s quality management system (QMS) standards, ISO 9001, gives the requirements for a QMS. It remains firmly established as the most globally implemented standard to provide assurance about the ability to satisfy quality requirements and to enhance customer satisfaction in supplier-customer relationships.

Through the end of 2010, slightly more than 1.1 million ISO 9001 certificates had been issued in 178 countries and economies. This total represents an increase of more than 45,000 or 4 percent over 2009, when the total surpassed the one million mark for the first time. The region reporting the largest surge in certifications was Central/South America with an 11 percent increase; Africa and West Asia recorded the biggest declines, showing an 18 percent loss in certifications in 2010. North America posted a 13 percent decline during this period. China tops the countries in growth of ISO 9000 certifications as shown in Table 1.

**ISO/TS 16949:2009**

This QMS standard provides the requirements for applying ISO 9001:2008 by suppliers in the automotive industry. Through December 2010, 43,946 certifications were issued for a 7 percent increase compared to 2009. Reviewing
the numbers at the regional level, the Far East posted a 13 percent gain in 2010 and now accounts for slightly more than half of ISO/TS 16949:2009 certifications worldwide. In comparison, certification to this standard in North American declined by 4 percent in 2010 as this region now accounts for 11.9 percent of all certifications. Certifications in Europe remained steady as this region posted a 1 percent increase for a 2010 year-end total of 10,624 certificates.

Looking back five years, the largest annual growth in certifications was recorded in 2006 when nearly 11,000 new ISO/TS 16949 certifications were issued, representing a 64 percent increase over the previous year. In recent years, 2009 showed the least growth with just a 5 percent increase compared to the prior year. By the end of 2010, certificates were issued to organizations in 84 different countries or economies, and Table 2 shows the top 10 countries for certification to this industry-specific standard.

**ISO 13485:2003**

ISO 13485:2003 gives quality management requirements for regulatory purposes for suppliers in the medical device sector. At the end of 2010, more than 18,800 certificates had been issued in 93 different countries and economies, representing a 15 percent increase from 2009. The newest of the three QMS standards, ISO 13485:2003 has posted a wide range of annual growth percentages in the past six years as shown in Table 3.

In absolute numbers, Europe was the region showing the biggest leap in certifications between 2009 and 2010 with 2,026 new certificates issued that year. Looking at annual growth in percentages, Africa/West Africa topped the list with a 41 percent growth rate, followed by Central/South America at 33 percent, and North America with 20 percent. The Far East region declined in its certification annual growth rate with a 21 percent decrease in 2010.

For further details on this survey, visit ISO’s website at www.iso.org.

---

### Table 1: Top 10 Countries for ISO 9001 Growth in 2010

<table>
<thead>
<tr>
<th>Country</th>
<th>New Certifications in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China</td>
<td>39,961</td>
</tr>
<tr>
<td>2. Russian Federation</td>
<td>9,113</td>
</tr>
<tr>
<td>3. Italy</td>
<td>8,826</td>
</tr>
<tr>
<td>4. Brazil</td>
<td>4,009</td>
</tr>
<tr>
<td>5. United Kingdom</td>
<td>3,656</td>
</tr>
<tr>
<td>6. Germany</td>
<td>3,427</td>
</tr>
<tr>
<td>7. Czech Republic</td>
<td>2,211</td>
</tr>
<tr>
<td>8. Malaysia</td>
<td>2,151</td>
</tr>
<tr>
<td>9. Republic of Korea</td>
<td>1,378</td>
</tr>
<tr>
<td>10. Indonesia</td>
<td>1,048</td>
</tr>
</tbody>
</table>

### Table 2: Top 10 Countries for ISO/TS 16949 Certifications

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Number of Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China</td>
<td>14,200</td>
</tr>
<tr>
<td>2. Republic of Korea</td>
<td>4,014</td>
</tr>
<tr>
<td>3. United States of America</td>
<td>3,727</td>
</tr>
<tr>
<td>4. Germany</td>
<td>3,178</td>
</tr>
<tr>
<td>5. India</td>
<td>2,979</td>
</tr>
<tr>
<td>6. Japan</td>
<td>1,195</td>
</tr>
<tr>
<td>7. Brazil</td>
<td>1,138</td>
</tr>
<tr>
<td>8. Italy</td>
<td>1,118</td>
</tr>
<tr>
<td>9. Thailand</td>
<td>1,046</td>
</tr>
<tr>
<td>10. France</td>
<td>1,033</td>
</tr>
</tbody>
</table>

### Table 3: Annual Growth of Certifications to ISO 13485:2003

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Growth Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>111%</td>
</tr>
<tr>
<td>2006</td>
<td>58%</td>
</tr>
<tr>
<td>2007</td>
<td>62%</td>
</tr>
<tr>
<td>2008</td>
<td>2%</td>
</tr>
<tr>
<td>2009</td>
<td>24%</td>
</tr>
<tr>
<td>2010</td>
<td>15%</td>
</tr>
</tbody>
</table>
The three Ps of performance are essential for moving social responsibility from a talking point and platitude to a daily practice in our organizations.

The first P is for purpose. Dr. W. Edwards Deming put constancy of purpose first in his list of 14 points. People who work in any organization espousing the value of social responsibility need to know why an aspect of social responsibility (environment, labor conditions, etc.) is worthy of the organization’s attention. The will to sustain the changes required to foster social responsibility in any organization is linked directly to the degree of dedication people have to the purpose defined. Without that clarity of purpose, social responsibilities tend to be transient, and the people who work in those systems become conditioned to seeing the commitment as merely marketing materials without substance.

The second P is for process. Deming often would refer to the question: “By what method?” Well-defined processes for executing social responsibility commitments require a disciplined method for rolling up the organization’s collective sleeves and translating the purpose into action. In too many organizations, the process for achieving social responsibility expectations comes down to letting a thousand flowers bloom with little commitment to having well-defined processes in place that become the foundation for continuous improvement of social responsibility goals. Defining the purpose and process necessary to achieve social responsibility targets without asking the fundamental questions related to sustainability of the initiatives often results in improvements that are not resilient enough to endure the test of time.

The third P is for people. If we are going to create a culture where social responsibility is more than a passing fad, we have to engage people in defining the purpose of our efforts. They need to participate in creating the processes essential to execute the organization’s social responsibility aims effectively.

When organizations optimize their commitment to the three Ps of clear purpose, well-defined processes, and engagement of their people, the odds of success go up dramatically. When one or more of these three critical factors is ignored or given limited attention, social responsibility efforts will be a mile wide and an inch deep. When all three Ps are given both intention and attention by organizational leaders, the odds of optimization increase considerably.

The rule of thumb is that 80 percent of strategies—including social responsibility strategies—never get executed. The capacity of organizations to thoughtfully use the three Ps as a simple, powerful framework for systematically taking their commitment to social responsibility and integrating it into daily work is essential to long-term sustainability.

A brief story illustrates this premise. About a month ago, a young man was fatally shot in one of our city neighborhoods. Seven young men were taken into custody and are awaiting trial for the alleged murder. In so many situations like this, the incident would have gone down as a statistic. After a month or so, any social responsibility demonstrated by neighbors and friends would have evaporated, and the neighborhood would have gone back to business as usual.

Fortunately, in Madison another story emerged. Within a few days of the incident, neighbors went door to door inviting fellow residents of the community to come to a meeting at the local elementary school. More than 300 residents of diverse backgrounds and economic status attended to be part of a gathering aimed at demonstrating that no matter how tragic this event, they were committed to redoubling their efforts to honor the loss of life by doing more than hosting a memorial gathering. They were going to use the emotion generated to make a positive difference.
in their area. Three fundamental questions served as the focus for the gathering:

• What can we do as neighbors to make a positive difference here in our neighborhood?
• What can we do with a little help from the outside?
• What do we need others to do for us (city, county, etc.)?

A little more than a month since the incident, hundreds of residents have taken on small actions to improve the community. A few of these are listed below:

• People are present at the local bus stop to make sure everyone feels safe getting on and off the buses.
• A landlords’ association has been organized to share best practices.
• A neighborhood candlelight Christmas vigil was organized by local youth.
• Adults are volunteering to help troubled youth develop their résumés and find employer connections.

This is what social responsibility looks like when a tragedy is turned into a triumph of will:

• Consumers become citizens taking responsibility for defining their purpose.
• People create their own processes for action, customizing those processes to fit their neighborhoods.
• Local residents step up to be accountable for their community.

I facilitated the two initial meetings in this neighborhood. These meetings could have been free-for-alls with residents blaming other residents, tenants blaming landlords, taxpayers blaming the city for lack of police, etc. Instead, by framing the process around the theme of citizens being responsible, we turned a tragedy into a declaration of the human spirit. Even more amazing is that the mother of the victim has attended both meetings and has become an active part in the renewal of the community.

Another aspect of this story is that the service providers—local neighborhood center staff, elementary school faculty, police officers, mayor’s office staff, etc.—all have been involved. Their roles have not been that of “servicers” of the residents. Rather, they are supporting the residents in the process of defining their future, executing their strategy, and facilitating engagement.

Last week, at our second meeting about half of the 150 people at the meeting were youth from the neighborhood taking the lead to create and plan positive actions around things they could do for themselves. This is what social responsibility looks like.

Tom Mosgaller

Tom Mosgaller is past chair of ASQ and former quality director for the city of Madison, WI. He currently services as director of change management at the Center for Enhanced Systems Studies (CHESS) in the Engineering Department of the University of Wisconsin. Contact Mosgaller at tom.mosgaller@chess.wisc.edu.
For those involved in the preparation of educational leaders, it is essential to emphasize the concern leaders should have about the effect of their actions and decisions on society in general. Instead of limiting their focus to student learning, strict regulatory compliance, and interfaces with different political bodies, educational leaders must grasp the concept of and be prepared to integrate their organizations into their societies.

Werner Landecker developed a model that describes four types of integration: cultural (reflecting what other organizations do), normative (following the rules), communicative (telling the external environment what the organization does), and functional (showing results). The tenets of social responsibility align well with this framework, identifying cultural and normative factors that educational organizations can apply to become integrated to the community.

The ISO 26000 standard describes the components of social responsibility and can be used to develop the mindset, key questions, and necessary skills future educational leaders need to work successfully with different stakeholders from the community. It emphasizes the importance of ethical behavior and transparency in decision making and provides specific normative and regulatory-focused approaches for organizations of different types to make them recognized, legitimate members of a community.

Furthermore, ISO 26000 aligns well with other approaches that are used in the preparation process, such as the following:

- It expands on the Malcolm Baldrige criteria item on social responsibility, which over the years has developed a structure more like the Sarbanes-Oxley Act of 2002.
- It ties into the preparation standards used by the Educational Leadership Constituency Council (ELCC) and the Interstate School Leaders Licensure Consortium (ISLLC). These standards not only provide a means for determining the appropriateness of training programs, but they also impact state licensure requirements for new P-12 school and central office administrators.
- It is anchored on many policy elements found in the statutes and regulations for quality of life measures in the European Union. This may be why the standard seems to fit more easily the EFQM (formerly the European Foundation for Quality Management) Model.

Social Responsibility Differs From Social Justice

Instructors in colleges and schools of education first must consider whether ISO 26000 addresses topics usually thought of as belonging to a social-justice model. Focusing on community relations and how schools can become better community members is not necessarily the same thing as the redress of social inequalities, which, for many educators is an important step in improving student learning.

Although there is no one model of social justice, overall, it can be said that it is distributive, recognitional, and associative in scope. There are economic, political, and social dimensions to these considerations. Social justice pursues changing regulations to redress problems in order to create a just society. Its approach focuses on recognizing individuals’ capabilities and ensuring those capabilities can used freely.

Anecdotally, it has been my experience that learners in educational leadership programs whose background is teacher preparation confuse social responsibility and social justice. They have little or no previous exposure to models from business and industry, which would emphasize how schools need to identify and work with different stakeholders. Furthermore, educators tend to hold the view that they automatically are good neighbors because they are preparing children to succeed, thus, considering interactions with the community as less important.
Although the international flavor of ISO 26000 does link social responsibility with aspects of social justice, there are technical differences between the two, as described below:

- ISO 26000 addresses the recognition of human rights from an ethical perspective, indicating that organizational actions must take into account and protect the rights of employees, customers, and citizens.
- The standard seems to focus on regulatory compliance as the fundamental duty of organizations.12
- As a model, it is couched in more formalistic terms, e.g., allowing for less choices of interpretation.13

Ultimately, the distinction between ISO 26000’s definition of social responsibility and educators’ accepted views of what social justice entails is similar to the way Sen distinguishes freedom into “opportunity” and “process.” Whereas the standard is procedural in nature, social justice entails providing opportunities for affecting an individual’s real capability to improve his/her well-being14 From Sen’s perspective, social justice is about making changes “in terms of enhancement of human living and the freedom to live the life that we have reason to value”12 and, therefore, is about making change to status.

A comparison between ISO 26000 and the approach used by the Organisation for Economic Co-operation and Development (OECD) to
measure social justice in its member countries makes these differences clear.

- As shown in Figure 1, ISO 26000’s principles are accountability, transparency, ethics, respect of stakeholder interests, respect for laws and norms, and recognition of human rights. The emphasis is on the transactional relationship between the organization and its external environment. This relationship is the basis through which the organization identifies itself with a community.

- On the other hand, Figure 2 illustrates how the OECD defines social justice, using Wolfgang Merkel’s model. In this case, the emphasis is on the twin pillars of equal distribution of primary goods and equal opportunity in developing capacities, which are based appropriately on the traditional social contract according to Nussbaum15 (rather than a transactional relationship).

The social responsibility model of ISO 26000, therefore, might be viewed as being a subset of social justice; however, the degree of linkage would be bounded by the philosophical and political perspectives that drive both models.

**Aligning ELCC/ISSLC Standards With ISO 26000**

ISO 26000 can help prepare the next generation of primary to 12th grade education administrators by providing guidelines on how to meet certain aspects of the ELCC/ISSLC standards and state licensure standard requirements. Figure 3 shows which ELCC/ISSLC standards can be linked to ISO 26000 to meet current or proposed state licensing standard requirements, such as the proposed Massachusetts state standards.16

ISO 26000 emphasizes that there is more to community relations than public relations, conducting campaigns to raise funds, and determining barriers that impede the relationship between parents and schools. Although these are

---

**Figure 2: Merkel’s Social Justice Construct**

<table>
<thead>
<tr>
<th>Principles</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal distribution of primary goods</td>
<td>Poverty prevention</td>
<td>Total poverty rate, child poverty, senior citizen poverty</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>Educational expenditure per student, preschool education expenditure,</td>
</tr>
<tr>
<td></td>
<td>Labor</td>
<td>impact of socioeconomic factors on educational performance</td>
</tr>
<tr>
<td></td>
<td>Public compensation</td>
<td>Total employment rate, employment rates by gender,</td>
</tr>
<tr>
<td></td>
<td>Income distribution</td>
<td>ratio of female-to-male employment rates, unemployment rate,</td>
</tr>
<tr>
<td></td>
<td>Intergenerational justice</td>
<td>long-term unemployment rate, ratio of native-born to foreign-born employment,</td>
</tr>
<tr>
<td></td>
<td>Discrimination</td>
<td>ratio of native-born to foreign-born unemployment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social expenditure, health spending, social cohesion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Income gaps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pension vs. family policy, R&amp;D expenditure,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CO2 emissions, environmental policy, national debt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integration policy, anti-discrimination policy, discrimination against</td>
</tr>
<tr>
<td></td>
<td></td>
<td>minorities</td>
</tr>
</tbody>
</table>

Figure 3: Linkage of ELCC/ISSLC Standards to ISO 26000

Figure 4 provides an example of how ISO 26000 can help meet the following specific sub-standards:
- Promoting the success of every student and influencing the external environment (ELCC/ISSLC 6.0/6.2).
- Increasing the capability to be an advocate for the family and community (proposed MA standard 3/3e).

This example reflects the difficulties educational leadership students have in identifying and working with stakeholders. ISO 26000 helps instructors address ELCC/ISSLC standards, state licensing...
requirements, and suggests activities/assessments that demonstrate student competence in working with stakeholders.

**Conclusion**

A careful look at the ELCC/ISSLC standards suggests that educational leaders must have a systemic perspective and skills for enhancing and demonstrating how schools and districts are fundamental and performing parts of the community. More and more states are expanding their licensure standards to include this perspective. Including a social responsibility component based on the ISO 26000 standard in educational leader preparation programs can help students develop the skills necessary to understand and deal with the many critical issues that influence how educational institutions are viewed and what is expected of them.

Additionally, ISO 26000’s social responsibility model also increases consciousness regarding the imprint an organizational structure has on its surroundings (e.g., ergonomics and environmental considerations. These concepts are not a fad; they tie into long-standing concerns, such as emergency planning, risk management, and work safety. A closer look at ISO 26000 is worthwhile because educational leaders preparation’ standards are placing a greater directional emphasis on schools working with community stakeholders.

**References**


Fernando F. Padró

Fernando Padró is an ASQ Senior member. He is chair-elect of ASQ’s Education Division and serves as an associate editor for Quality Approaches in Higher Education. He is the interim director of the Educational Leadership unit at Cambridge College and is a member of the doctoral faculty. He also currently serves as a faculty fellow in the National Association of Student Personnel Administrators (NASPA). Contact Padró at fpadro@msn.com.
Design for Operational Excellence: A Breakthrough Strategy for Business Growth

Author: Kevin J. Duggan

Abstract: This book introduces a continuous improvement program that helps companies adapt to changing markets and customer needs rather than react to them. It goes beyond typical Six Sigma and lean approaches to enable organizations to profit and grow in both good and bad economic times. The book covers eight key principles that facilitate the continuous flow of value into any operation—from customer service to sales to manufacturing. It outlines a plan to help managers achieve true operational excellence in a matter of months.

Publisher: McGraw Hill
ISBN: 0071768246
Format/Length: Hardcover/304 pages
Price: $35.00

Discover Your CEO Brand: Secrets to Embracing and Maximizing Your Unique Value as a Leader

Author: Suzanne Bates

Abstract: The most successful leaders seem to possess a remarkable gift for inspiring and motivating people. They are not only hard workers who possess great business minds; they rally others to drive forward with a powerful, common vision. This book demonstrates how leaders at every level can develop this skill and use it to bring their teams together around a common purpose. Applying years of coaching expertise, Bates shows how to connect with key audiences, elevate your leader profile, attract and retain the best talent, create business opportunities, and drive long-term value within your company. You don’t have to be a business mogul to build a powerful brand and become an influential leader in your company and your industry. This book provides a variety of approaches for increasing your personal brand, and they are based on your real-life successes, not fabrication or exaggeration.

Publisher: McGraw Hill
ISBN: 9870071762861
Format/Length: Hardcover/256 pages
Price: $25.00
The Zigzag Principle: The Goal-Setting Strategy That Will Revolutionize Your Business and Your Life

Author: Rich Christiansen

Abstract: Have you ever set your sights on the top of a mountain and then started your ascent by heading straight through the trees and up the sheer cliffs? Or, have you driven in your car to the other side of town—as the crow flies? Of course not because you instinctively know that, just as a river has to wind its way around obstacles, the best route is never actually a straight line! This book applies a foundational law of nature to business management, entrepreneurship, goal setting, and life in general, exploring why zigzagging toward intended outcomes is more effective than trying to bulldoze through whatever stands between us and our objectives.

The book addresses how to identify your destination; create a defined set of values to help you as your business finds its way; add resources and hire the right people; replicate your successes to bring your product to the masses; and protect your resources and your sanity. The simplicity of a straight line can be seductive, but it’s not a realistic way to go about achieving your goals because you will always come upon unexpected obstacles in the road. Zigzagging requires you to be nimble and flexible, to “bootstrap” and to be able to take advantage of multiple opportunities. What it delivers is success—in business and in life—far beyond your initial plans and dreams.

Publisher: McGraw Hill
ISBN: 0071774580
Format/Length: Hardcover/256 pages
Price: $20.00

Six Sigma for Sustainability: How Organizations Design and Deploy Winning Environmental Programs

Authors: Tom McCarty, Michael Jordan, and Daniel Probst

Abstract: This guide reveals how to use the power of Six Sigma to develop and implement enterprise-wide green initiatives. It explains how typical Six Sigma DMAIC structures such as program governance, project charters, transfer functions; measurement systems, risk assessment, and process design support environmentally sound business practices. It is the perfect resource for CEOs launching an environmental sustainability program and for Six Sigma Green or Black Belts charged with running a green or sustainability strategy. Real-world examples demonstrate how specific problems in areas such as carbon emissions, energy conservation, materials recycling, water use, and finance can be solved using Six Sigma tools. The detailed information in this practical resource helps readers deliver innovative programs that simultaneously reduce environmental impact and create business value.

Publisher: McGraw Hill
ISBN: 0-07-175244-7
Format/Length: Hardcover/304 pages
Price: $50.00
**Six Sigma Green Belt, Round 2: Making Your Next Project Better Than the Last One**

**Author:** Tracy L. Owens

**Abstract:** This book is intended for the Green Belt or anybody who has attended Six Sigma training and has completed a project. Many first projects are coached by another Six Sigma practitioner. When that first project is complete, the coach usually moves on to other Green Belts. This user-friendly guide to completing an improvement project quickly and thoroughly identifies the nine most critical elements of a project and presents the tools needed to deliver them. A person who has been exposed to Six Sigma training will have an easy time understanding and applying the tools and techniques presented. Even a non-Green Belt will find this material usable with only a little coaching. The book’s final chapter is intended as a guide to process management and process improvement inside or outside the context of an improvement project. Once the concepts and topics become familiar, this chapter can be read independently and repeatedly to help the organization manage its processes and improve them every day.

**Publisher:** ASQ Quality Progress

**ISBN:** 978-0-87389-825-6

**Format/Length:** Hardcover/160 pages

**Price:** $30.00
Positive Outcomes: Putting Lean and Six Sigma to Work

2012 Lean and Six Sigma Conference
February 27 – 28, 2012 • Phoenix, AZ

Find out how lean and Six Sigma tools and resources can help you improve your organization’s competitiveness and make an impact on the bottom line. No matter if you are a beginner or a seasoned veteran, the 2012 Lean and Six Sigma Conference can make a difference, with more than 50 sessions, hands-on workshops, keynote speakers, and multiple networking opportunities focusing on:

- Global Imperative
- New/Unique Applications With Lean and Six Sigma
- The Tools of Lean and Six Sigma
- Cost/Waste/Defect Reduction
- Sustaining the Culture

To register, visit sixsigma.asq.org.

93% of the 2011 ASQ Lean and Six Sigma Conference attendees say they would recommend this conference to others.
NEW STANDARD
The ISO 26000 Guidance on Social Responsibility is here. This standard, which focuses on seven key aspects of social responsibility, will provide a clear measurement for organizations striving to become more socially responsible.

ISO 26000 in Practice: A User Guide
Michelle S. Bernhart and Francis J. “Sonny” Maher
This book is structured to help you navigate ISO 26000 and guide your organization to move toward its social responsibility goals, based on the broader map that ISO 26000 provides.

Sustainable Business and Industry: Designing and Operating for Social and Environmental Responsibility
Joseph Jacobsen
This book is an introduction to developing and implementing a successful program in the domain of sustainability and social responsibility.

An Introduction to Green Process Management
Sam Windsor
Read this book to get an overview of green and its impact on business, without spending countless hours researching the subject. Get the information in a manner that can be used to help businesses determine the role green will play in their futures.

Learn more about these books through the Quality Press Bookstore at asq.org/quality-press.