

Institute moves forward on internet initiatives

The board of trustees of The W. Edwards Deming Institute is pleased to announce that an agreement has been reached with Corpedia, LLC, to develop an online continuing education program for delivery through the Institute's website. The program, developed jointly by Corpedia and the Deming Institute, will be an interactive, multi-media series of courses, rich in animation and sound.

Corpedia — short for "Corporate Encyclopedia—is an Arizona-based firm specializing in corporate training programs delivered via a proprietary internet system. A privately held start-up company, Corpedia (www.corpedia.com) is rapidly gaining a reputation for working with internationally recognized business thinkers to develop and offer high-quality internet-based educational content. The company made headlines last May when it signed Peter Drucker to an exclusive agreement to write 23 one-hour internet-based courses on business and management.

In other internet activity, the Deming Institute recently unveiled a redesigned website. (If you have not visited the Institute site lately, take a look). It is still at www.deming.org, but it features a fresh design, with updated graphics and simplified navigation.

In addition, William (Bill) Ratcliff, long-time administrator of the Institute's database, is working with engineers from Civic Resource Group to expand the Institute's database capabilities. The new database will be web-based, highly secure, and include a secure e-commerce component.

Kevin Cahill, project leader for the Institute's internet initiatives, says the changes to the website and database will improve the Institute's ability to communicate and collaborate. Anyone interested in helping with the Institute's internet initiatives or having suggestions for the project or feedback regarding the website should contact Cahill at kevinc@civicresource.com. ■

Board welcomes new member



Richard R. Steele

The board of trustees of The W. Edwards Deming Institute welcomes Richard R. Steele, founder and CEO of Peaker Services, Inc., as its newest member. Mr. Steele's selection attests to his commitment to applying Deming's management philosophy in his company.

A chief supplier to railroads, power generation and marine companies, Peaker Services rebuilds and repairs large diesel engines and related equipment. The company also designs and installs custom control

systems. Mr. Steele founded the company in 1971 in Belleville, MI. Today, Peaker Services occupies a 10-acre site in Brighton, MI, approximately 30 minutes northwest of Detroit.

Mr. Steele is active in Deming Institute activities and is a member of the Deming Study Group of Greater Detroit. He is also active in community affairs, currently serving as a board member and house leader of the local Habitat for Humanity, and previously as community board member for McPherson Hospital, Old Kent Bank, and the Brighton Township Homeowners Association. Steele holds bachelor's degrees in mechanical engineering and aerospace engineering, both from Iowa State University. ■



Courtesy MIT/CAES

"A system includes the future."

– W. Edwards Deming

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- Deming Library of Congress Collection
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 - Kevin Cahill
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 - Dan Robertson
- Newsletter
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W. Edwards Deming — a personal view

by Diana Deming Cabill

It was a momentous occasion for Pluma Irene Edwards and William Albert Deming, the birth of their first child, a son, on 14 October 1900, in Sioux City, Iowa. William Edwards Deming, called Ed, bore the name of both parents. His brother, Robert (Bob) Edwards was born two years later. His sister, Elizabeth Marie arrived on 21 January 1909. The three siblings remained close throughout their lives.

When Dr. Deming was about four years old, the family moved from Sioux City to a farm, near Ames, owned by Pluma's father, Henry Coffin Edwards. The years in Iowa produced fond memories for young Ed Deming but, when his father filed claim to a 40-acre parcel of land in Wyoming, the family moved again. First they lived in Cody, then built on their land in Camp Coulter, now known as Powell. On a 1992 visit to Powell, Dr. Deming learned that the area is still called the Deming Addition.

Like many houses of the time, the family's first house in Powell resembled a railroad car. Tar paper covered the walls — a tar paper shack it was called. Later, they built a beautiful house that stands today. Years afterward, Dr. Deming would recall the bitter cold of Wyoming winters and the scant protection of tar paper. Alas, the family's land was poor, useless for farming. Everyone worked to pay taxes and support the family.

In 1911, Pluma and the children spent the winter with relatives in Los Angeles. It was a time of relief from the cold and for the discovery that fruit really grows on trees. One day, young Ed attended a Wild West Show starring Buffalo Bill. Bill Cody recognized the boy in the front row, a familiar face from Cody, Wyoming.

Pluma's mother, Elizabeth Grant Edwards, believed in the importance of education for women, an unusual thought for the nineteenth century. When she died, her daughters were heirs to a fund designated for their education. They studied in San Francisco; Pluma became a musician. She taught piano to her own children and gave lessons in Wyoming. William Albert was well-educated in law and mathematics.

Both parents shared their knowledge and love of learning with their children. Elizabeth became a musician, Bob a businessman. Ed graduated in 1917 from the University of Wyoming with a bachelor's degree in electrical engineering. In 1924, he earned a master's degree in mathematics and physics from the University of Colorado. In 1928, he earned a PhD from Yale University in mathematics and physics. In 1927, he met Dr. Walter A. Shewhart of Bell Laboratories. Dr. Shewhart's concept of common and special causes of variation was a critical influence on Dr. Deming's thinking.

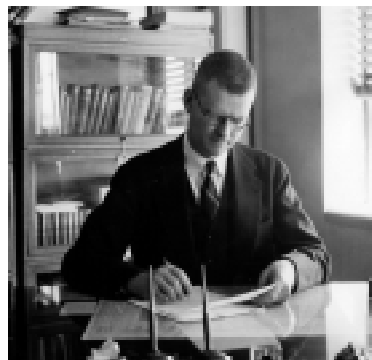
Ed Deming married Agnes Bell in Colorado in 1922. He accepted a job with the Department of Agriculture's Fixed Nitrogen Research Lab in 1927. The couple moved to Washington, DC and had a beautiful daughter, Dorothy. Tragically, Agnes died in 1930.

Lola Shupe, a mathematician, was Dr. Deming's scientific aide at the laboratory. They co-authored many technical papers. In 1932, they married. Soon Dorothy had two younger sisters, Diana and Linda. Mrs. Deming provided enormous support to her husband throughout his career, handling his difficult computing in the evenings and on weekends. They took frequent business trips together. On one, they sailed the maiden voyage of the Queen Mary.

The family embraced music, books, the Episcopal church, cats (until Mrs. Deming became allergic), dogs, ducks, gardening, concerts, plays. They read the *Washington Post*, the *Atlantic Monthly*, *Readers' Digest*, *New Yorker* (with emphasis on the cartoons). There was eggnog at Christmas and "Deming martinis" at parties. They shopped at Wagshall's

delicatessen. Homemade lemon ice cream was the favorite dessert (vanilla if ordered in a restaurant or Filbert from the Cosmos Club). In 1980, *The Los Angeles Times* food section headlined Dr. Deming's recipe for lemon ice cream, which had been submitted by his twin granddaughters.

In the first part of his career, Deming concentrated on statistical methods of analysis and interpretation of



At the Department of Agriculture

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Tacoma partnership notes

Project on family violence builds collaborative skills and new attitudes

By Patricia Clark

The community of Tacoma and Pierce County in Washington State has experienced a new and effective method of making change, a method that encourages the development of collaborative problem-solving skills and new attitudes across traditional community boundaries.

Tacoma/Pierce County has been associated with The W. Edwards Deming Institute since 1996 when the community was selected by the Institute's former Development and Outreach Committee to be the Institute's partner in an action research project into the application of Dr. Deming's principles to a community. In a gutsy move, Tacoma/Pierce County selected the complex issue of family violence to develop and test a model of change in a demonstration project. The decision was not so surprising for a community with a history of aggressive civic action in making change and instituting community-based leadership models. This rich tradition of collaboration and grass-roots leadership played a significant part in the selection of Tacoma/Pierce County as the Institute's partner-in-learning.

The demonstration project — known as the Community Collaborative on Family Violence — increased the safety of victims of family violence and increased the confidence and abilities of those who provide services and manage programs in the areas of child abuse, domestic violence, elder abuse, sexual assault and legal/law enforcement. The collaborative officially operated September 1999 – March 2000. Of course, a tremendous amount of prework, planning, coordination, studying, adapting, and fund raising went on behind the scenes prior to, during, and after the collaborative. (This work is not be addressed in this article.)

The community learning collaborative applied sophisticated theory using deceptively simple and effective methods. (See figure on page 4.)

Learning how to learn, by testing theories with small changes, was a core element in the process used to apply Dr. Deming's theories to a

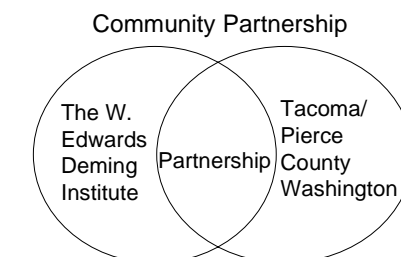
community. The results of the Community Collaborative on Family Violence include breakthroughs in understanding the customers or beneficiaries of the participating agencies, breakthroughs in understanding processes and, perhaps most importantly for individual participants, breakthroughs in their own power to implement changes that bring about improvements.

For Institute participants, the learning collaborative offered an opportunity to apply Dr. Deming's ideas in another setting, adding to the body of knowledge about community improvement and learning about large-scale change in a volunteer world.

Reporting results

At the conclusion of the collaborative, March 1, 2000, community participants — many of whom were once skeptical about the possibility making positive change in the issues surrounding family violence — stood before a large audience in the Tacoma City Council chambers, speaking with well-founded pride about their collaborative experience. With newfound confidence and assurance, each of the 12 participating teams reported about their own aims and learning, their plans to sustain the gains they had made over the prior six months, and how they planned to spread the changes further into their organizations.

For example, the team representing the YWCA shelter for battered women reported their



amazement at the success they experienced when they included the residents of the shelter in their improvement process. The shelter staff had

Institute volunteers

The W. Edwards Deming Institute sponsored the Community Partnership Project (later known as the Tacoma Partnership) and the Community Collaborative on Family Violence beginning in 1994. Peter R. Scholtes led the project for several years, having the vision that there would be a way to apply Dr. Deming's ideas to a community, and that a demonstration project would be an effective way to learn about that application. Peter Scholtes and Britt Hall organized and conducted the learning events held from 1996-1998 and conceptualized the project's initial structure. When the partnership narrowed its focus to the family violence demonstration project, Mike Tveite and Pat Clark took lead roles in representing the Institute. Many, many others who participate in Institute activities volunteered their time during the course of the partnership. Many of these people have developed expertise which they would be glad to share. Some are applying what they have learned in their own communities.

Institute volunteers executed the community selection process, developed the infrastructure of the partnership, taught about Dr. Deming's ideas, worked on planning and coordination committees, wrote articles, raised funds, acted as process advisors during the collaborative, started the Deming study group, developed materials for teaching, and generally participated in the activities of the partnership.

Fortunately for all, two Institute volunteers, Al Viswanathan and Dave Nave, live near Tacoma and participated actively during the entire partnership.

A related activity was the April 1999 Deming Institute Conference, held in Tacoma, and featuring community change efforts from around the world. March Jacques, Britt Hall, and Peter Scholtes were the core committee for the conference, and all have been volunteers for the partnership.

All these people, and more, contributed their time, without fee, in the belief that the Community Partnership Project would "foster understanding of The Deming System of Profound Knowledge" and ultimately help make a positive difference in the world. ■

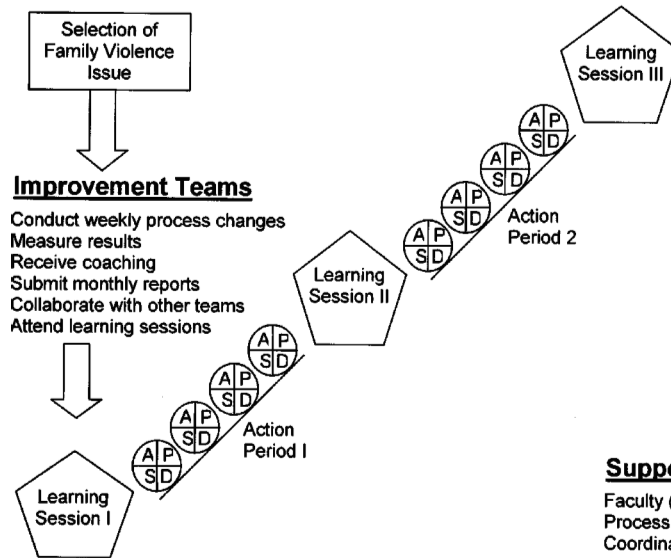
Change concepts

The model for improvement is one important aspect of a learning collaborative, but “change concepts” are also an integral aspect of the methodology. Change concepts are essentially proven practices for teams to consider when selecting targets for improvement.

The change concepts below have proven effective in increasing safety for victims of family violence. The list was developed in November 1998 by a panel of subject matter experts from the Tacoma/Pierce County area. It served as a launching pad for team activities during the Community Collaborative on Family Violence.

1. Increase collaboration between service providers
 - Co-locate providers
 - Hold cross-functional and interagency meetings to learn from each other
 - Encourage inter-professional case management
 - Optimize competition for resources
 - Define interagency relationships
2. Increase language and data compatibility
 - Modify forms for data collection
 - Create common language
 - Share data within system
3. Provide client-centered services
 - Educate service providers in cultural differences
 - Interview users of services to determine their desires
 - Learn client language
 - Identify and support at-risk populations
 - Increase access to family legal services (at multiple entry points, to entire array of services)
4. Increase community involvement
 - Train high-contact people to recognize signs of abuse
 - Educate to impact attitudes
 - Empower “a community” to address violence
5. Improve legal interventions
 - Make the offender/ perpetrator accountable
 - Allow for prosecution without victims being present. ■

Community Learning Collaborati



experienced a discouraging false start in their collaborative project, but the effort turned around when the staff asked shelter residents what they needed. This interaction was institutionalized in the form of regular, periodic meetings between residents and staff.

In another example, the team from the county prosecutors office enthusiastically reported that they had successfully stimulated multi-agency cooperation with the result of greatly reducing the time between issuing warrants and arresting perpetrators of domestic violence. One piece of this effort was joint activity in which the prosecutor's office collaborated with the county courts and with

Tacoma's daily newspaper to publish “want ads” for repeat offenders with outstanding warrants. The intended (and effective) consequence was that family and friends of the pictured offenders also “collaborated” by pressuring the offenders to turn themselves in.

To round out the picture of what a learning collaborative is, how it worked and what concepts were applied, the March meeting included reports from the faculty, nationally prominent leaders in the fields of family violence, volunteers from the Institute and community planners. They spoke to a varied audience. Some in the audience came from the family violence field. Others were community

continued

More information

The Deming Institute sponsored the Community Partnership Project to learn about the application of Dr. Deming's ideas in communities and then to make that knowledge available to others. A limited number of printed reports from the Community Collaborative on Family Violence are available by contacting the collaborative director, John Briel (jbriel@ci.tacoma.wa.us, 253-591-5059), or assistant director, Penny Hulse (phulse@piercelfire.org, 253-851-0080).

The partnership's archive documents are available on a web site maintained by the Deming Electronic Network (http://deming.ces.clemson.edu/pub/den/deming_tacoma.htm).

The March 1999 issue of *Quality Progress* contains an article entitled “Applying Quality Concepts to Community Issues,” which describes the first phase of the project. This article is a condensation of a longer essay, available on the

DEN, entitled “Applying Deming's theories to community issues.”

Back issues of this newsletter (available on the Institute's web site: www.deming.org) also contain reports about the project.

For more information on the partnership, contact the Institute (staff@deming.org) or any of the following volunteers:

- Patricia A. Clark: patclark@cpcug.org, 202-338-4875
- Dave Nave: David.Nave@PSS.Boeing.com
- Britt Hall: Bhall@waukesha.tec.wi.us, 262-691-5461
- March Jacques: march@execpc.com, 262-786-9336
- Peter Scholtes: 608-223-0313
- Mike Tveite: MDTveite@aol.com
- Al Viswanathan: alv1@gte.net ■

Winners all — 100 years and counting!

Join a celebration of the human spirit.

THE W. EDWARDS DEMING INSTITUTE®
FOSTERING UNDERSTANDING OF
THE DEMING SYSTEM OF PROFOUND KNOWLEDGE™



FALL CONFERENCE

October 14-15, 2000

Georgetown University Conference Center
Washington, DC, USA

October 14-15, 2000, The W. Edwards Deming Institute will celebrate the 100th anniversary of Dr. Deming's birth in 1900. The celebration will take place at the Institute's Fall Conference at Georgetown University Conference Center in Washington, DC.

Conference learning sessions will explore Dr. Deming's teachings — their origins and the broad implications they hold for many fields. Speakers will examine the influence Dr. Deming had — and continues to have — on society, as well as possible future applications and extensions of his theory.

Sessions and speakers

- Nida Backaitis and Marcia Daszko — Deming in the Internet Age
- Clifton Bailey — Theory and the Questions Asked and Not Asked
- Beth Blankenship — Deming in the 21st Century
- Pat Clark — The Tacoma Experience
- Bill Latzko — The Use and Misuse of Control Charts
- Ron Moen — PDSA History and Application
- Pete Petersen — Using the Deming Collection at the Library of Congress
- Gipsie Ranney — (TBA)
- Stein Smaaland — Commercial Deming, Customer Loyalty and Employee Motivation
- Scott Stegall — It's Transformation, Stupid
- Myron Tribus — Deming's Contributions to the Field of Education
- Additional speakers are still being confirmed.

Learning sessions are designed for participant involvement and interaction. Each session runs approximately one hour and fifteen minutes and engages 20 to 50 participants.

Open space technology — back by popular demand

In a repeat of last fall's popular "open technology" sessions, the 2000 fall conference will create a public forum for spontaneous discussion groups to run in parallel with more traditional sessions. In open space sessions, anyone can "convene" a session. Conference organizers provide a time and space for conference participants to self-organize around topics of mutual interest. Open technology topics are proposed and discussion leaders identified early in the conference. The topics become part of the conference agenda and attendees may opt for either the spontaneous "open technology" sessions or for the pre-planned sessions.

Special "birthday party" session features David Wayne

— Dr. Deming in disguise —

leading a toast to the human spirit, for winners everywhere!

Direct questions about the conference program to the program chair: Kim I. Melton, PhD, Department of Business Administration, North Georgia College and State University, Dahlonega, GA 30597, 706-867-2724, kmelton@ngcsu.edu.

Celebrate and interact at the Fall Conference – October 14-15, 2000

FOUR-DAY VIDEO SEMINAR

October 16-19, 2000

Georgetown University Conference Center
Washington, DC, USA

THE W. EDWARDS DEMING INSTITUTE® is pleased to offer the Four-Day Deming Video Seminar, October 16-19, 2000, in Georgetown, Washington, DC. Built on archive videos of Dr. Deming's famous Four-Day Seminar, this seminar blends footage of Dr. Deming presenting his theories with active participant exercises, discussions, working groups, and presentations by experts in Deming's theory of management. The seminar's instructional design covers the same material that Dr. Deming included in his Four-Day Seminar and provides practical, expert guidance in how to apply his teaching to today's fast-paced, technology-driven, global markets.

FORMAT

Large screen video presentations bring the best of Dr. Deming back to the podium — an American original teaching again and sharing the wisdom that launched a rebirth of industry in two nations. Live facilitation, by master teachers who assisted Dr. Deming at his seminars, creates an interactive learning environment. Small working group activities, scattered throughout each day, provide ample opportunity to deepen understanding and clarify concepts.

TAKE-HOME REFERENCES

Supplementary texts include Dr. Deming's original writings: *Out of the Crisis* and *The New Economics* — take-home references to revisit for years of personal growth.

SOME TOPICS COVERED

The Deming System of Profound Knowledge. The Red Bead Exercise. Optimization of a system. Context for improvement. Managing stable and unstable systems. Understanding variation. The Funnel Rules. 14 Points for Management. Faulty practices; better practices. Sustaining change. Learning and organizational change. Mandates for leadership. Cooperation as a competitive tool. Customer-supplier involvement. Identification of real issues. And much more.

REGISTRATION

The Deming Four-Day Video Seminar costs \$795 per person. The fee includes continental breakfast, breaks and buffet lunch each day, plus copies of *Out of the Crisis*, and *The New Economics*. Refunds will be given for cancellations received at least three weeks prior to the seminar. Substitutions may be made at any time. For more information or to register, contact: The W. Edwards Deming Institute. ■

Location

The Deming Institute's 2000 Fall Conference will be held at the Marriott's Georgetown University Conference Center, 3800 Reservoir Road, NW, Washington, DC 20057. Located on the campus of Georgetown University, the hotel provides easy access to the cobbled byways and delightful restaurants of one of the nation's most treasured historic districts. In addition, the hotel offers a variety of on-site restaurants, convenience stores, the Georgetown University Bookstore, a business center, guest laundry, and exercise room. The closest airport, Ronald Reagan Washington National Airport, is 15 minutes by taxi. Monday through Friday during normal business hours, Georgetown University provides free half-hourly shuttle service to the Conference Center from two metro locations: DuPont Circle and Rosslyn. For more information about these local area shuttles, inquire when you make your room reservations at the Conference Center.

Lodging

A room rate of \$142 (single), \$153 (double), per night plus applicable taxes, is available for the nights of October 13-18 to guests attending the Fall Conference and/or the Four-Day Video Seminar. To ensure a room at the conference rate, reservations must be made by September 22. Call 800-228-9290 or 202-687-3200 and request the Deming Institute room block.

Meals

Conference and seminar fees include continental breakfast, lunch, and refreshment breaks. ■

Winners all—100 Years and counting

THE W. EDWARDS DEMING INSTITUTE®

Fall Conference

October 14-15, 2000
Georgetown University Conference Center
Washington, DC

Four-Day Video Seminar

October 16-19, 2000
Georgetown University Conference Center
Washington, DC



RSVP now! Reserve your place by Friday, September 29, 2000.

- Conference and Video Seminar, October 14-19: \$945
- Conference only, October 14-15: \$150
Saturday 8:00 a.m - 5:30 p.m., Sunday 8:00 a.m. - noon.
- Video Seminar only, October 16-19: \$795

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Optional: To be included in the on-site list of attendees, please indicate what information you wish to share with other attendees.

- Include all the above information.
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- Do not include any information about me.

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improvement activists. Still others had an interest in applying quality management principles in new ways or to other parts of the community.

Improvement model

The community improvement model used in the Community Collaborative on Family Violence is based on a model for improvement developed by Associates in Process Improvement (API) and on the learning collaborative method that API developed with and for the Institute for Healthcare Improvement. API has reported breakthrough success, both in healthcare applications and in

teams to focus on determining their aims. For many of the collaborative participants, having time was rare, especially time to focus on improving services and work processes. Also rare was the opportunity to meet, to exchange information, and to collaborate with others who serve similar client populations.

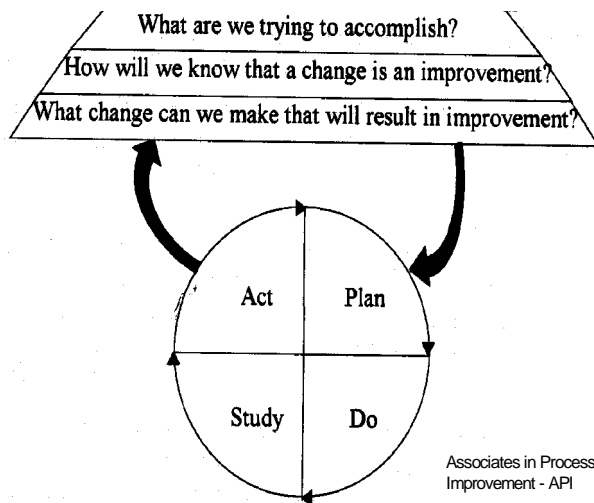
For many in family violence agencies, the idea of identifying clients (a.k.a. customers or beneficiaries of family violence services) was a novel concept. Even more novel was the idea of asking customers what improvements to services would best suit their needs or be most useful. Novel too was the realization that other service agencies also were, or could be, beneficiaries of their actions.

“Violence can occur in private and in public, but its language is essentially private because it is the language of pain. Force, like violence, can be located in both realms. In a way, it has no language, and nature remains its quintessential source. It moves without having to persuade or to hurt. Power, however, is the only force that emanates from action, and it comes from the mutual action of a group of human beings: once in action, one can make things happen, thus becoming a source of a different kind of force.”

- Seyla Benhabib, 1989, “Models of Public Space”

Benhabib, Seyla (1989), “Models of Public Space: Hannah Arendt, the Liberal Tradition, and Jürgen Habermas,” in *Habermas and the Public Sphere*, Craig Calhoun, ed., (1992), Massachusetts Institute of Technology, Cambridge, MA.

Model For Improvement



corporate settings, using this model for rapid-cycle change. API associates, especially Lloyd Provost, provided volunteer mentoring to the “Tacoma Project.” Using an adaptation of the API learning collaborative methodology, the Tacoma project became a community learning collaborative, using rapid-cycle application of the improvement model for teams to become effective in making change.

The first question the improvement model asks is: “What are we trying to accomplish?” Very often, this is a question that gets lost in the crush of everyday work. The learning collaborative provided teams with time away from clients and work. It provided learning opportunities and engendered collaboration among the teams. All this started by getting

Learning sessions

During the “learning sessions” convened for the Community Collaborative on Family Violence, all the teams came together for two days of learning and networking. These sessions enhanced an attitude of collaboration among the service providers by providing them opportunities to become acquainted on a face-to-face basis and to learn about each other’s services, clientele, and challenges. When voters overturned a car tax revenue source in a referendum between the first and second learning sessions, many agencies were affected. One agency lost some staff but, through relationships forged during learning sessions,

continued on next page

**KEY PARTNERSHIP
EVENTS**

- Sept. 1996
Public announcement and press conference
- Nov. 1996
Two-day seminar introducing about 100 of Tacoma's civic movers and shakers to Deming's philosophy
- April 1997
One-day seminar and search conference to solicit public opinion regarding community problems
- July 1997
One-day seminar in Deming "tools and methods"
- July 1998
One-day seminar in Deming "tools and methods"
- Nov. 1998
Meeting to develop change concepts
- April 1999
Community symposium and Deming Institute conference
- Sept. 1999
Learning Session I of the Family Violence Collaborative
- Dec. 1999
Learning Session II
- Mar. 2000
Learning Session III and team reports to the community

was able to develop shared services with another agency participating in the collaborative.

Learning sessions also provided the teams with an opportunity to meet and learn from a "faculty" of six nationally known experts in the field of family violence. These experts provided expertise related to each of the change concepts used by the collaborative. (See box titled "Change Concepts.") The faculty, who came from Massachusetts, Texas, Tennessee, Washington, and Hawaii to be part of the Tacoma project, lectured on the change concepts and on other proven practices. They also coached the teams on effective/ineffective approaches to increasing victim safety. Between learning sessions, the faculty answered questions and encouraged the teams, long distance, via phone and email.

Action periods

For many the collaborative's participants, taking a deliberate and methodical approach to change was a new experience. Initially, some felt defeated before they began. Improvement as they understood it required changing too many things, things outside of their control. Few at the beginning of the collaborative would have believed they could make a change "by next Tuesday," but that is exactly what the rapid-cycle improvement model and the learning collaborative methodology asks them to do. The

model focuses small change efforts that can be implemented and tested very quickly, "by next Tuesday."

This produces a series of small-scale, rapid changes, and gets the teams started making change based on a theory. They test theory and learn as they apply it. Between the learning sessions were action periods, during which each team ran test cycles, on the theories for change designed at the learning sessions. At first, some participants expressed befuddlement with the new terms and the improvement model. In particular, many had trouble with "the measurement thing." Mike Tveite, one of the Institute's process advisors for the collaborative, helped them understand that data is an observation recorded. Soon, they were recording data to use to better understand their processes and their customers, as well as to measure the effectiveness of change. By the third learning session, the teams had not only mastered the unfamiliar terms but had applied them by making improvements in their services.

At the March 1 meeting, the teams reported these improvements, with pride, to an auditorium full of community leaders, stakeholders in the family violence field, and people interested in quality in communities. Participants made gains during the 6-month project and developed strategies to hold the gains and spread the change within the organizations.

Report of Tacoma project will be featured at Institute's October conference. ■

MARK YOUR CALENDAR

• **Fall Conference**

October 14-15, 2000
Georgetown University
Conference Center
Washington, DC

• **Four-Day Video Seminar**

October 16-19, 2000
Georgetown University
Conference Center
Washington, DC

Institute co-sponsors seminar on planned experimentation

The W. Edwards Deming Institute is co-sponsoring a three-day seminar on planned experimentation, September 19-21, 2000, in New York City.

Led by Lloyd Provost of Associates in Process Improvement, students at this 3-day educational workshop will apply the basic tools of statistical process control (SPC) in a real world environment. (Knowledge of the basic concepts of SPC should be considered prerequisite for attendance.)

The seminar features a computer simulation of a brick factory. Participants will work in teams to improve the performance of operations in the factory. Each team will perform a series of directed improvement cycles designed to apply concepts taught in the lecture. Students will:

- experience quality improvement using multiple learning cycles (PDSA),

- apply the methods for understanding measurement variation,
- learn the theory and methods of planned experimentation,
- design experiments and analyze results in a real world environment,
- integrate planned experimentation with the other methods of quality improvement, and,
- experience the importance of teamwork in improvement.

The \$595 seminar fee includes the book *Quality Improvement Through Planned Experimentation*, handouts, and lunch on all three days. For additional information, contact The W. Edwards Deming Institute (telephone: 301-294-8405, fax: 301-294-8406, email: staff@deming.org). ■

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experimental and observation data. He became a leading exponent and practitioner of sampling methods and was “Advisor in Sampling” at the United States Bureau of Census, later at the Bureau of the Budget, Executive Office of the President. In 1947 and 1950, he was assigned to Gen. MacArthur’s Supreme Command of Allied Powers in Tokyo. For 47 years he was professor of statistics at the New York University Graduate School of Business Administration. He established a consulting practice with Japanese industry; he later worked with U. S. as well as international corporations. His system emphasized the importance of quality,



About 1960, wearing the Second Order Medal of the Sacred Treasure.

efficiency, and a partnership between managers and workers.

Dr. Deming was a physicist, a statistician, a business consultant, a teacher, an author, a lecturer, a composer. Cecelia S. Kilian (Ceil) was for 39 years his loyal secretary. He favored public transportation and employed modern communication tools in his basement office: speaker telephone, computer, copier, facsimile and FedEx. He served in numerous organizations, received many honors and medals including 18 honorary degrees. In 1960, by authorization of Emperor Hirohito of Japan, he was awarded the Second Order Medal of the Sacred Treasure. In 1987, the United States awarded Dr. Deming the National Medal of Technology. ■

Building Dr. Deming’s office — a personal recollection

by Ken Hohmann

In June 1947, Bill Petrie and I commenced an 8,000-mile tour of the country. As fraternity brothers, we had just completed our third year of architecture at U.S.C. and had received a request from my cousin Ed Deming to design an office for the basement of his home. We had allotted three days out of our 2-month tour for Washington, D.C. and before the third day, our recommended office layout had been given to Ed.

As we were about to leave, Ed unexpectedly informed us that he also wanted us to build the office! We didn’t have any construction tools with us. He told us that he had a saw and a hammer. I then cited the pipe columns that required drilling; he countered that he had a hand drill.

Reluctantly, we interrupted our tour and drove our 1930 Model A coupe to Bethesda for the building materials. When the salesman said he didn’t have any “combed” plywood, I asked to see his catalog. It showed a photo of combed plywood, labeled “striated.” On the West Coast, it was labeled “combed.” Once the framing and plywood were itemized, I placed an order for 8d and 16d common nails, along with some 8d finishing nails. The salesman informed me that he would determine how many nails I could buy! Even though WW II had been over for almost two years, nails were still being rationed according to the lumber purchased. Before the project was finished, Bill and I had straightened out many a bent nail.

The materials were delivered and we immediately started the unscheduled project. We put in long hours so we could continue our delayed tour. Dear Cousin Lola provided us with three meals a day and washed our dirty clothes. All we had to do was play carpenter. With Ed’s hand drill, we bolted studs to the steel pipe columns. We used his handsaw to cut all of the framing and the plywood paneling. In about a week we finished the project. As we were finally leaving, Ed gave us \$70 on top of the board and room Aunt Lola had provided.

Cousin Ed certainly moved on blind faith concerning our design and carpentry skills. I knew nothing of Bill’s prior experience although I had been a carpenter’s helper while waiting for U.S.C. to commence its fall semester in November, 1945, after my army discharge in August. Several years later, Cousin Ed mailed me photos of his office and of all the shelves that he had added. Following Ed’s death in 1993, his daughter Diana mailed me a 10.5 inch by 17 inch momento of the incognito “combed” plywood paneling. ■



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ISBN changes

Changes affect ordering Deming's books

Dr. Deming's last two books, *Out of the Crisis* and *The New Economics*, have new ISBN numbers.

- *Out of the Crisis*:
ISBN 0262541157
- *The New Economics*:
ISBN 0262541165

The change resulted when MIT Press assumed publication of the books, replacing the Center for Advanced Engineering Study at the Massachusetts Institute of Technology (MIT CAES) as publisher. ■

MARK YOUR CALENDAR

• *Fall Conference*

October 14-15, 2000
Georgetown University Conference Center
Washington, DC

• *Four-Day Video Seminar*

October 16-19, 2000
Georgetown University Conference Center
Washington, DC

For reflection

Dr. Deming on Walter Shewhart and quality control

The following passage is taken from the dedication Dr. Deming wrote for the June 1980 edition of Dr. Walter A. Shewhart's book, *Economic Control of Quality of Manufactured Product* which was originally published in 1931.

"Quality aimed at, to meet the needs of the consumer, must be stated in terms of specified quality-characteristics that can be measured. It is necessary to predict what quality-characteristics of a product will produce satisfaction in use. Quality, however, to the consumer is not a set of specifications. The quality of any product is interaction between the product, the user, his expectations, and the service that he can get in case the product fails or requires maintenance. The needs of the consumer are in continual change. So are materials, methods of manufacture, and products. Quality of a product does not necessarily

mean high quality. It means continual improvement of the process, so that the consumer may depend on the uniformity of a product and purchase it at low cost."

"To Shewhart, quality control meant every activity and every technique that can contribute to better living, in a material sense, through economy in manufacture. His book emphasizes the need for continual search for better knowledge about materials, how they behave in manufacture, and how the product behaves in use. Economic manufacture requires achievement of statistical control in the process and statistical control of measurements. It requires improvement of the process in every other feasible way. The cost and inadequacy of inspection are well known. The ultimate aim of quality control should accordingly be elimination of inspection except for small samples for assurance of continuation of statistical control and for comparison of measurements between vendor and purchaser, manufacturer and customer, etc." ■