

"Learning Excellence, a Survival Guide in Troublesome Times"

Learning Excellence: Building Sustainable Communities of Performance

Hans-Werner Franz



- to build a bridge from learning organisation thinking to total quality management, from ECLO to EFQM

What I am going to tell you

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- **About learning organisations**
- **About communities of performance**
- **About Excellence**
- **About EFQM**
- **About innovativeness**

2 strands
of LO thinking
leading to Excellence

Four widespread errors about LOs

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- **Organisations learn when people learn**
 - Organisations learn when knowledge is shared and becomes common competence for and through co-operation, i.e. an improved or new structure or process and joint action.
- **People must be motivated to share knowledge**
 - People only share and keep sharing knowledge when they want it, i.e. normally when it accrues advantage or benefit to them.
- **Learning organisations need knowledge databases**
 - LOs need routines of active exchange and collaboration for building individual and collective competence.
- **Building a learning organisation is the task of HR management**
 - LOs need leaders who learn, share and exchange knowledge systematically, and who support learning, sharing and exchanging knowledge on all levels.
 - LOs are not about knowledge management but about competence management for improved co-operation.



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Three meanings of **learning organisation**

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- the organisation that learns
- the organisation in which people learn
- **the organisation of learning**

- This means,
the **organisation** as such must become an organism **fostering, supporting and rewarding learning** through its framework conditions of
 - internal and external communication
 - internal and external collaboration
 - performance in all relevant areas and on all levels and
 - personal success (earnings and career)
 - personal leadership of responsible people

What is an organisation?

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Organisations are

- distinct social systems
- of purposeful* co-operation
- of people and groups of people
- with defined (and undefined) structures, rules and values
- embedded in a defined set of stakeholders

* substantial and financial



Organisations are not containers

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- One way of conceiving working and learning in organisations is through communities of practice (Lave & Wenger: **situated learning**)
- Community of practice (Wenger 1998, 45ff)
 - congregations of people
 - with mutual engagement,
 - a joint enterprise and
 - a shared repertoire of meanings
- differing according to (Wenger et al. 2002)
 - what they are about (the domain)
 - how they function (the community aspect)
 - what competences they produce (the practice)
- Participation in CoP
 - is voluntary
 - with varying degrees of commitment



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Communities of practice: life cycle

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- Communities of practice have a life cycle (according to Wenger et al. 2002)
 - Phase 1: potential
One or several persons start promoting a certain topic or activity
 - Phase 2: coalescing
The emergence or formation of a basic structure with more or less clearly defined aims, tasks, and ways of communication
 - Phase 3: maturing
A growing stock of shared knowledge and competence according to the changing needs of the community's member and of the community as a whole
 - Phase 4: stewardship
Most of the CoP members have achieved the level of competence and sense of responsibility required to cope with the common enterprise and its tasks.
Now the intake and development of knowledge threaten to become smaller than the output.
 - Phase 5: transformation
The CoP becomes less important as a reference or marketplace (others become more important or topic loses importance)



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franz@sfs-dortmund.de

Phase 4: Community of Performance

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- The aim of learning organisation management
 - leading an organisation to Phase 4: Community of performance (Franz & Sarcina 2009)
 - and maintaining it there

How to achieve this?

- **Management is the function responsible of**

- organising and leading
- the co-operation
- of people and groups of people
- for converting their competence
- in products and services and revenue
- for their stakeholders
- within defined structures, rules and values

Leaders are people who take responsibility in building common sense für common action



How to achieve this?

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**EFQM
is
the only
formally established
and sustainable model
representing and enacting
the learning organisation**

Do you know
another one?

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- EFQM fundamental concepts:
„Excellent Organisations achieve and sustain superior levels of performance that meet or exceed the expectations of all their stakeholders.“
- **Two sources of EFQM**
 - Organisations can only survive when they make a meaningful difference to their natural and social/societal environment.
Background:
Systems theory and systemic thinking on organisations and management starting with Peter Drucker (1909-2005) including MbO, Kaizen or CIP, and learning organisation thinking
 - The history and development of quality thinking
- A major social innovation in organisation

Always a
bit better

Quality through time

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Period	Label	Content
<i>Pre-industrial</i>	Crafts associations and guilds valid still today	Quality assurance by qualification assurance (profession, Beruf) <i>transferred to industrial age in German speaking countries</i>
<i>Industrial mass production</i>	F.W. Taylor Scientific Management valid still today	„Systematic management“ by empirical analysis of working conditions and enhancing the workers' skills aiming at saving energy; focus : productivity booster
<i>Industrial mass production</i>	Tested quality 1945 – today	Inspection of products at the end of a production process, large inspection departments with high costs
<i>Industrial (diversified) mass production</i>	Produced quality Japan: 1950s - today West: 1980s - today	Juran, Deming, Crosby via Japan's race of catching up with Western capitalism („creative destruction“), process-focused , SPC, ISO 9000, Six Sigma, CIP
<i>Industrial diversified mass production</i>	Total quality 1990s - today	US: Malcolm Baldrige Award, *1987 by US Congress EU: EFQM Excellence Model (1989) World: revised ISO 9000 model (9001:2000)
<i>& post-industrial (services)</i>	Excellence present time	quality of the organisation as a social system EU and increasingly beyond: adapted EFQM Excellence Model (2010)



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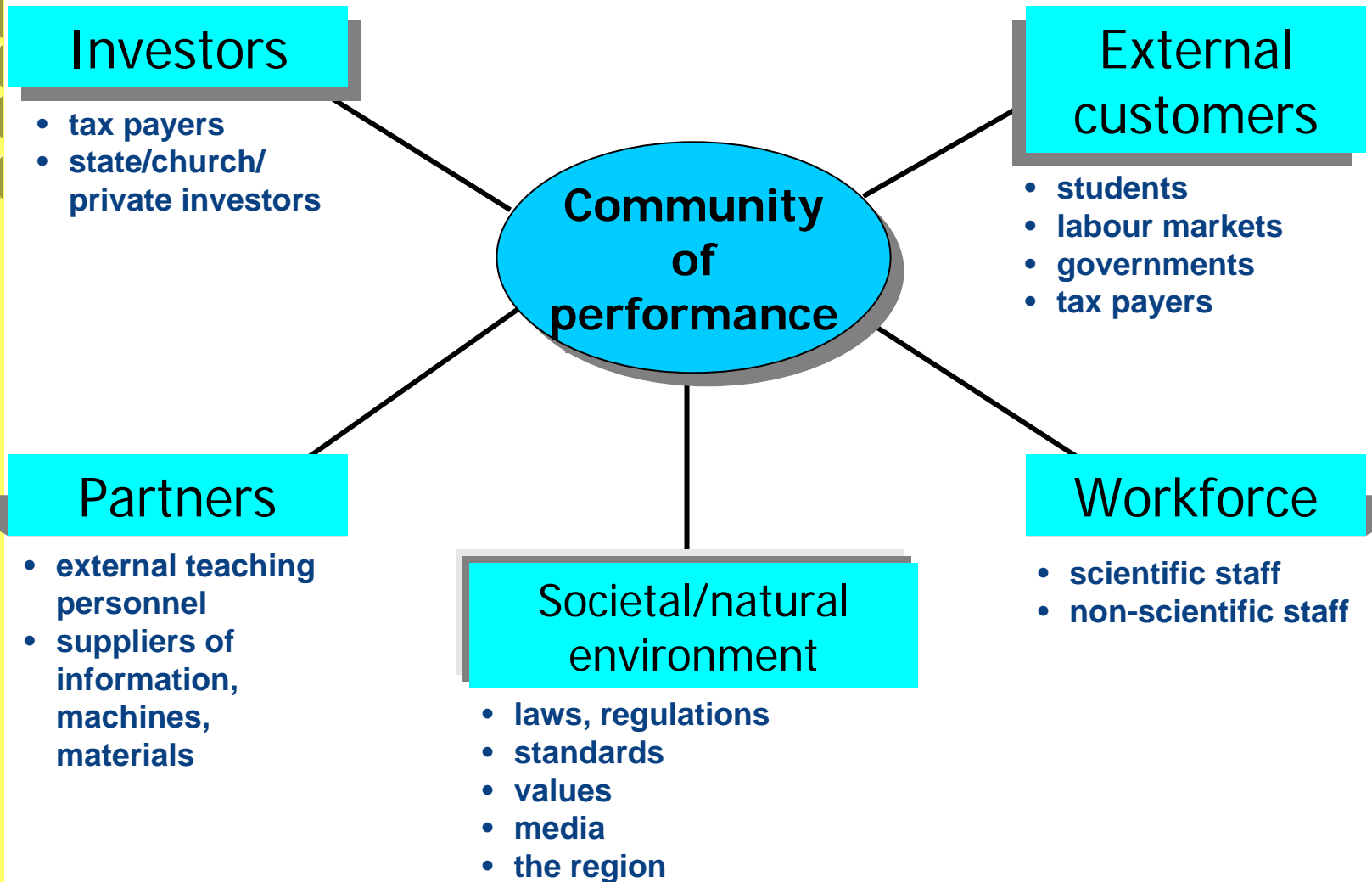
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Stakeholder analysis: 3 questions

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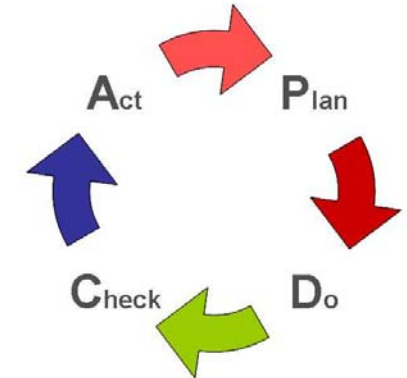
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- **Who are OUR stakeholders?**
If possible, with names and faces.
Who are the most important ones?
- **What do they expect from us?**
Do we know what they expect from us?
Have we asked them?
- **How do we meet their expectations?**
Do we meet their expectations?
Have we asked them?
Do we have strategies
to meet their expectations?

The 5 Satisfactions



Deming control cycle



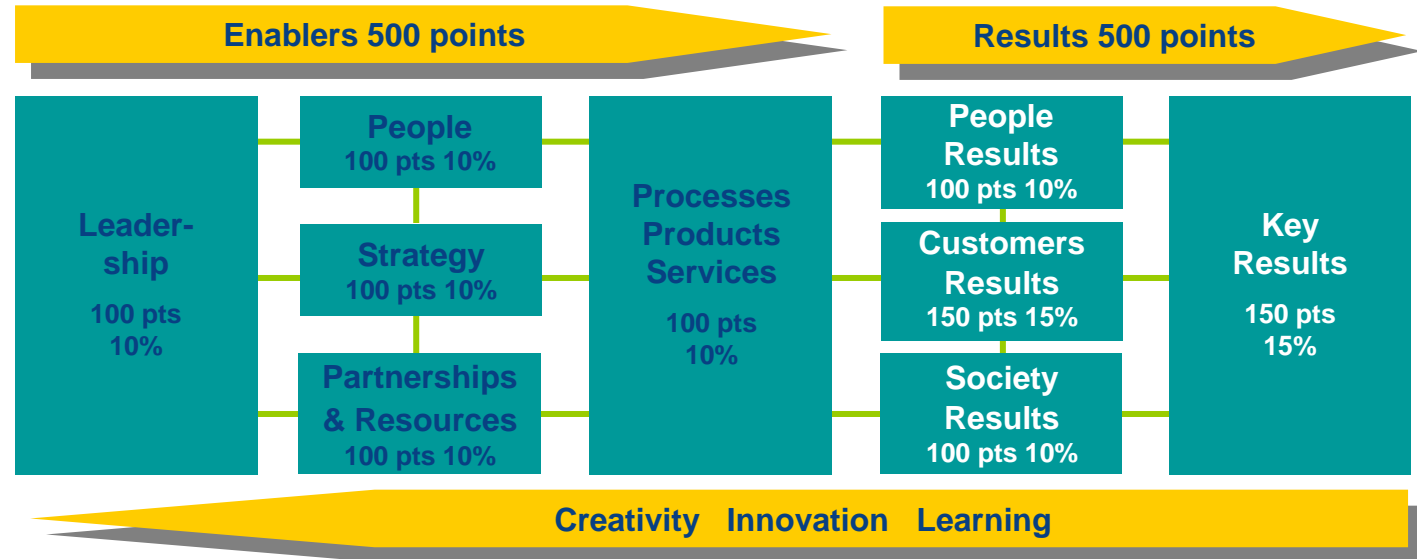
The EFQM Excellence Model 1

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- a systemic management model
- with an underlying stakeholder approach for transcending system confines
- understanding total quality as perspective, interest and value driven
- a control cycle
- a learning and improvement/innovation cycle
- **self-assessment** as its engine

completely based on social scientific methods

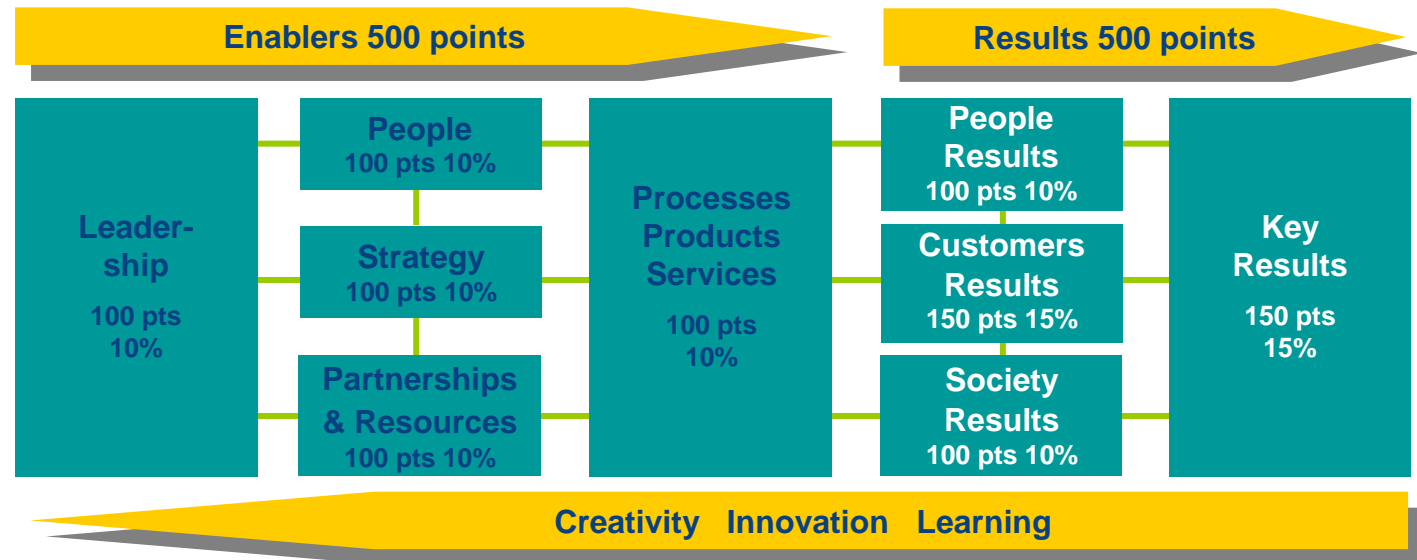
The EFQM Excellence Model 2

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- focus on management quality, not quality management
- open to shaping your own management style
- asks for participative approaches and empowerment
- compatible with all other quality methods and instruments
- asks for reflexivity (second loop learning)
- **self-assessment** as its engine

The EFQM Excellence Model 3

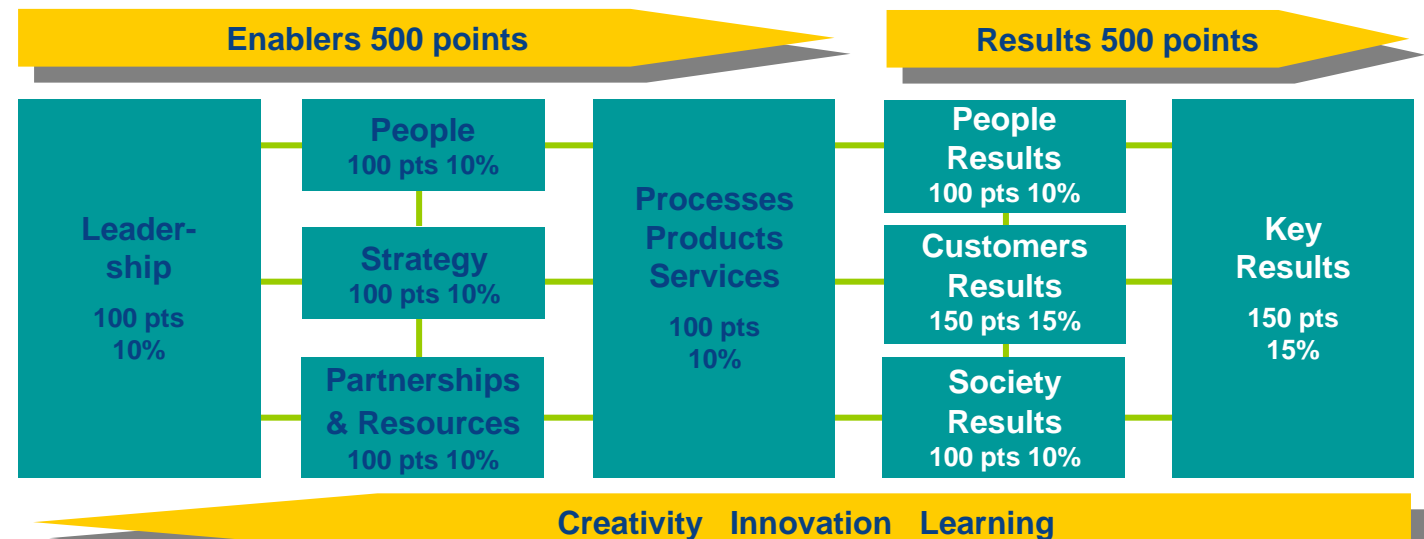
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- **Who has no objectives will not reach them.**
- **Without a vision of what you want to be in the future, you cannot realise what you are at present.**
- **Organisations with EFQM outperform such without.**
(CQE, Hendricks/Singal, Lay et al.)
- **EFQM helps you to keep track**



Thank you

- CQE University of Leicester (2005), Report on EFQM and BQF, funded study into the impact of the effective implementation of organisational excellence strategies on key performance results, done by Dr Louise Boulter, The Centre of Quality Excellence, The University of Leicester; Professor Tony Bendell, The Centre of Quality Excellence, The University of Leicester; Ms Hanida Abas, The Centre of Quality Excellence, The University of Leicester; Professor Jens Dahlgard, Linköping University, Sweden; Professor Vinod Singhal, Georgia Institute of Technology, US
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