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DAY 5:

THE JOINER TRIANGLE,

THE 14 POINTS (part 2)

and

THE DEADLY DISEASES

12 Days to Deming

DAY 5: THE JOINER TRIANGLE, THE 14 POINTS (part 2), AND THE DEADLY DISEASES

(9.00am – 12.15pm; 1.15pm – 5.15pm)



Introduction (p 1)



Point 7: Institute leadership of people (p 2 [WB 70]) – see Appendix page 24



Point 8: Drive out fear (p 4 [WB 72]) – see Appendix page 24



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Point 10: Eliminate exhortations (p 8 [WB 76]) – see Appendix page 25



Point 11: Eliminate arbitrary numerical targets (p 10 [WB 78]) – see Appendix page 26



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Point 13: Encourage education (p 14 [WB 82]) – see Appendix pages 26–27



Point 14: Top management commitment and action (p 16 [WB 84]) – see Appendix page 27



Video: *Management's Five Deadly Diseases* (p 18)



Disease 1: Lack of constancy (p 18 [WB 86]) – see Appendix page 28



Disease 2: Short-termism (p 20 [WB 88]) – see Appendix page 28



Disease 3: Appraisal of performance (p 22 [WB 90]) – see Appendix page 29



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Disease 5: Use of only visible figures (p 26 [WB 94]) – see Appendix page 30



“Out-of-hours” note (p 28)





DAY 5: THE JOINER TRIANGLE, THE 14 POINTS (part 2), AND THE DEADLY DISEASES



Day 5 is devoted to continuing the good work which began on Day 4, now focusing on the remaining eight of the 14 Points and the five “Deadly Diseases”. I suggest you begin by looking back at Day 4 pages 14–15 to briefly remind yourself of the guidance I gave you there about tackling this important project, followed by Day 4 pages 16–27 [WB 56–67] to browse through the work that you carried out on the first six Points.

There is one important change from yesterday. I am still providing brief introductory suggestions on how each of the three Joiner Triangle foundations supports the need to adopt every one of the 14 Points. Similarly, there will be suggestions on how the foundations support the need to cure the Deadly Diseases. However, I have placed all today’s such suggestions in the Appendix rather than here in the main text. The idea is, of course, to encourage you in each case to first spend a little time seeing if you can come up with some suggestions of your own. Then, if you wish, take a look in the Appendix to see what I have written there. Don’t worry if your suggestions are different from mine: as I implied yesterday, there’s nothing sacrosanct about what I’ve written. If yours are indeed different from mine, it probably means you now have *two* useful starters rather than one—so twice as many ideas on which to expand!

Whereas in *DemDim* there is plenty to read on the 14 Points (including the whole of Part 5), there is less on the Deadly Diseases. However, that is more than adequately compensated for by the availability on the internet of Dr Deming’s extremely powerful video: *Management’s Five Deadly Diseases*. You have seen a clearly heartfelt extract from what he said on this video on Day 1 pages 37–38.

At this time of writing, the video, an Encyclopaedia Britannica film, has been accessible for some years at www.youtube.com/watch?v=ehMAwIHGNOY (note that the penultimate character is a zero and the sixth character from the end is a capital letter I). I strongly recommend that you watch this video before embarking on the Deadly Diseases this afternoon. It seems odd that I did not mention the video in *Dem-Dim*: presumably, although it was produced in 1984, I had not come across it at the time I wrote the book.

So 13 topics for the whole day: an average of around half an hour for each, even taking the time out to watch the video. That’s not too fast: so give yourself time to think—but also it’s not too slow: you have the rest of your life to continue learning!



Points 7–12 (pages 2–13) are also on Workbook pages 70–81.

Point 7. Institute leadership of people

Adopt and institute leadership aimed at helping people to do a better job. The responsibility of managers and supervisors must be changed from sheer numbers to quality. Improvement of quality will automatically improve productivity. Management must ensure that immediate action is taken on reports of inherited defects, maintenance requirements, poor tools, fuzzy operational definitions [*operational definitions will be studied on Day 11*], and other conditions detrimental to quality.

Rather than my attempting to contrive introductory comments in this case, it will be far more useful for you to **turn to *DemDim* page 335 and read through the list of “Attributes of a Leader”** which Dr Deming used in his four-day seminars around 1990. (Don’t focus your attention on the technology—simply Dr Deming’s own handwriting and a typewriter!—but on the wisdom.) That list provides many clear links with the Joiner Triangle.

There is considerably more on Day 12 concerning Deming’s specific guidance on leadership. However, you should find *DemDim* page 335 more than ample in the current context or, if you’re particularly interested in this topic, you might like to read the whole chapter (*DemDim* Chapter 25 pages 333–339).

Particularly with reference to All One Team, my friend Dave Kerr wrote to me as follows: “A point which always comes out very clearly to me is that, in order for a group of people to behave as a system, there has to be active leadership that focuses the group to align their behaviours around a commonly-understood purpose. In my experience within corporate land, this kind of leadership is largely missing—with just a few notable exceptions.”

(See Appendix page 24.)

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Point 8. Drive out fear

Encourage effective two-way communication and other means to drive out fear throughout the organisation so that everybody may work effectively and more productively for the company.

The three-word heading to this Point is one that everybody who has heard or read it seems to easily remember. Perhaps that is because it is one of the bluntest expressions imaginable of how the Deming philosophy is diametrically opposite to what is going on in many organisations. Do *you* produce your best work when you are in a state of fear? If so, I feel genuinely sorry for you. You might produce your *fastest* work—but your *best* work?

Much of both management and government strategy seems based on driving fear *in* rather than *out*. Certainly, for many years, British governments have made excessive use of targets, league tables, threats, “weeding out bad teachers”, etc. Do these drive fear *in* or *out*? What is the effect?

In Point 12 we shall find Dr Deming talking of the value of “**pride of workmanship**” and indeed “**joy in work**” (recently seen in Attribute 3 on *DemDim* page 335). Presumably the only way that they could be compatible with fear is in the case of a confirmed masochist.

(See Appendix page 24.)

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Point 9. Break down barriers

Break down barriers between departments and staff areas. People in different areas, such as Research, Design, Sales, Administration, and Production, must work in teams to tackle problems that may be encountered with products or service.

As a considerable change of source, here is a short extract from the soundtrack of a video made in 1984 for the UK Government's Department of Trade and Industry in support of a National Quality Campaign. The video was called *The Case of the Short-Sighted Boss*. An electrical goods manufacturing company was not doing very well. In a dream, the Managing Director engaged Sherlock Holmes as a management consultant!

Holmes was speaking to the Sales Director, Peter Marks.

Marks: Just get the goods out of the factory gates—that's what I always say.

Holmes: Do you indeed? (*Beckoning Marks over to the window, and watching a large truck leaving the factory:*)
Come here. Is that what you mean?

M: Yes.

H: So what's in this lorry coming in?

M: That one's bringing back faulty goods that are under our guarantees.

H: And how much does that cost the company?

M: I don't know. It's not my Department.

(See Appendix page 25.)

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Point 10. Eliminate exhortations

Eliminate the use of slogans, posters, and exhortations for the workforce, demanding Zero Defects and new levels of productivity without providing methods. Such exhortations only create adversarial relationships; the bulk of the causes of low quality and low productivity belong to the system, and thus lie beyond the power of the workforce.

This Point in particular needs reading beyond the first few words—including to the very end of the first sentence! Dr Deming was pretty scornful of mere “slogans” and “exhortations” as ways to improve quality. But, of course, not all “posters” are bad. E.g., on *Out of the Crisis* page 59 [pages 68–69] he writes:

“Posters that explain to everyone on the job what the management is doing month by month to (for example) purchase better quality of incoming materials from fewer suppliers, better maintenance, or to provide better training, or statistical aids and better supervision to improve quality and productivity, not by working harder but by working smarter, would be a totally different story: they would boost morale.”

A little later he says, with obvious regret:

“I have not yet seen any such posters.”

If something so shallow as alluded to in this Point could have any positive effect, I can only conclude that the management environment must be pretty feeble. If something so feeble really could motivate, the organisation’s employees’ motivation must be at rock-bottom—and whose fault is that?

(See Appendix page 25.)

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Point 11. Eliminate arbitrary numerical targets

Eliminate work standards that prescribe quotas for the workforce and numerical goals for people in management. Substitute aids and helpful leadership in order to achieve continual improvement of quality and productivity.

Here we have the topic that used to be regarded as probably the most controversial of all of the 14 Points (other than Point 12 if that is incorrectly regarded as being primarily about performance appraisal). Nowadays, repeated failures of the “target culture” have raised some awareness of the truth in what Deming was getting at so long ago. Yet managers and governments still *love* targets. They are easy to set, and then those who set them can sit back and wait for the results to arrive—as they will (or will appear to) if the threats and promises are sufficiently impressive. But at what cost?

An obvious trouble then is that it is the *number* which becomes the aim—as opposed to (a) *quality* being the aim and (b) the number (amongst many others) being an indicator of a possibly rather questionable aspect of “quality”. What is the consequence? Using some of Dr Deming’s own words: **fudging figures, creative accounting, suboptimisation**. Remember also from Point 8 (in my comments on Appendix page 24 relating to the Scientific Approach): “**Where there is fear, there will be wrong figures**”.

Resources are channelled into reaching that number, irrespective of the harm caused elsewhere. Methods of measuring or counting are changed. Definitions are changed. “Punctual” is revised from being 5 minutes late to being 10 minutes late (*DemDim* page 113). The definition of an “unemployed person” (or whatever term is used for those who contribute to the monthly figures) changes maybe three times a year (*DemDim* page 111). With crime figures, certain types of offences are surreptitiously dropped from the count (I refer ahead here to Day 6 pages 25–26).

(See Appendix page 26.)

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Point 12. Permit pride of workmanship

Remove the barriers that rob hourly workers, and people in management, of their right to pride of workmanship. This implies, *inter alia*, abolition of the annual merit rating (appraisal of performance) and of Management by Objective. Again, the responsibility of managers, supervisors, foremen must be changed from sheer numbers to quality.

This Point is unusual in that people have largely ignored its main focus and argued instead about a subsidiary (but nonetheless very important) aspect. The main focus is the value and mutual benefit of “pride of workmanship”. The subsidiary aspect (which Deming introduces as “*inter alia*”—“amongst other things”, indeed amongst *many* other things)—is performance appraisal. I believe it was at least partly due to this, i.e. lack of attention paid to the Point’s main issue, that in 1988 he began to talk of something very closely related but with those short and considerably more impactful words: “joy in work” (to be discussed on Day 8).

The matter of performance appraisal itself is the subject of the third of the Deadly Diseases, so I strongly suggest we leave that topic until then and instead concentrate here on the essential and main Point: pride of workmanship.

(See Appendix page 26.)

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Point 13. Encourage education

Institute a vigorous programme of education, and encourage self-improvement for everyone. What an organisation needs is not just good people; it needs people that are improving with education. Advances in competitive position will have their roots in knowledge.

The well-known Japanese teacher, Kaoru Ishikawa, is often quoted (e.g. near the end of the Preface to his book: *Introduction to Quality Control*) in such words as “QC starts and ends with education”. (*It should be noted that the Japanese interpretation of the term “Quality Control” (QC) is much broader than ours.*) I would expand Ishikawa’s statement to something like: “QC is generated by education and generates yet more education”.

In the very useful Volume 21 of *The Deming Library*: “A Theory of a System for Managers and Educators”, Dr Deming asks:

“What do we mean by quality in education?”^a

Sharpening the point of his question, he enquires more specifically:

“Do we mean the ability to think, or to pass tests?”

On the same theme, in *The Deming of America* he states categorically:

“Our education is failing. We just don’t educate people, youngsters. We grade them, but don’t educate them, don’t teach them to think.”

Whereas training (Point 6) is specific, finite in scope, education’s domain is (or needs to be) unbounded, unlimited, infinite. One of Deming’s big complaints about familiar so-called education “systems” is that, because of their concentration on passing examinations which are usually more on the lines of regurgitation of information (memory, not thought) rather than understanding (knowledge), the result is destruction of creativity and innovation. In fact, are not our supposed “education” systems more truthfully *training* for the skill of passing examinations? Instead, Deming is virtually *defining* “education” as “teaching to think”.

Point 13 implies far more than might be noticed at first glance.

(See Appendix pages 26–27.)

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Point 14. Top management commitment and action

Clearly define top management's permanent commitment to ever-improving quality and productivity, and their obligation to implement all of these principles. Indeed, it is not enough that top management commit themselves for life to quality and productivity. They must know what it is that they are committed to—i.e. what they must do. Create a structure in top management that will push every day on the preceding 13 Points, and take action in order to accomplish the transformation. Support is not enough: action is required.

“Top management commitment” has unfortunately become something of a cliché—you can hear it, almost robot-like, from just about all teachers of just about all approaches to what they call “quality”. But most other approaches do not really require people in management themselves to change significantly, if at all: they just need to “support” whatever is going on. However, as you will have realised by now (and we saw it in Point 2), Dr Deming was talking about *transformation of management*—and he meant it! So what chance does his priceless teaching have of getting anywhere in an organisation without Point 14?

(See Appendix page 27.)

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Now it's time to take a break to watch the video *Management's Five Deadly Diseases* (see the link on page 1). Delegates used to appreciate my description of this video as featuring a rather elderly "Angry Young Man"! I think you'll soon see why.

The "Five Deadly Diseases" (pages 18–27) are also on Workbook pages 86–95.

Disease 1. Lack of constancy



The crippling disease is lack of constancy of purpose to stay in business by planning to provide product and service in the future that will help man to live better materially, and which will have a market, and provide jobs.

In fact, Dr Deming began this statement with "The crippling disease in America ...". I have omitted the two extra words for the obvious reason that this Disease is far more widespread.

We already know that "constancy of purpose" heads both the list of 14 Points and the list of Deadly Diseases, and how Dr Deming has thus focused upon its crucial importance—that's if his description: "the crippling disease" doesn't already have sufficient impact!

It is relevant here to point out the error in a phrase glibly trotted out by many speakers: "If you always do what you've always done, you'll always get what you've always got". *Wrong!* The world is ever-changing. Even the *same* products and services need to be produced more efficiently and cost-effectively: in other words, the *processes* involved still need to be improved—for, if you don't do it, others will. Secondly, of course, those same products and services may sooner or later have no market, because better products and services will have become available—and if not from you then from elsewhere. The market for even the best horse-drawn carriages soon plummeted once people were able to switch to cars. So it should be no surprise that Dr Deming's wording here is focused on *innovation*.

(See Appendix page 28.)

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Disease 2. Short-termism

Short-term thinking defeats constancy of purpose to stay in business with long-term growth.

My choice of Dr Deming's words here are few but surely "hit the nail on the head".

My friend Dr Jackie Graham, based in Australia, points out how government cycles (i.e. the times between General Elections) can seriously obstruct long-term projects: "The big joke in Australia is the fast train from Melbourne to Sydney. Been talked about for more than 30 years. Every election time it gets rolled out, dusted off, and then after the election gets put back on ice. No government can build it in one term and so it does not get done." Jackie told me that one can drive a car between the two cities (without speeding) in considerably less time than the train currently takes! The latter barely averages 50 miles (80 kilometres) per hour. No wonder she observed: "the busiest air corridor in the world is between Melbourne and Sydney".

With even greater focus than the words I have quoted above, on *Out of the Crisis* page 84[99] Dr Deming expresses this Deadly Disease as "Emphasis on short-term profits". Short-term profits (like other figures discussed in Point 11 on page 10) can always be made to *look* better. In his first paragraph on this topic (*Out of the Crisis* page 85[99]), Dr Deming describes how to do it:

"Ship everything on hand, regardless of quality: mark it shipped, and show it all as accounts receivable. Defer till next quarter, so far as possible, orders for material and equipment. Cut down on research, education, training."

This will be so familiar to many readers that I need say no more.

(See Appendix page 28.)

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Disease 3. Appraisal of performance

The effects of performance appraisal (personal review system, merit rating, evaluation of performance, annual review, system of reward, pay for performance, etc) are devastating.

As you can see from *DemDim* pages 50–51, Dr Deming’s opinion of performance appraisal was unambiguously damning. But the term “performance appraisal” means different things to different people. So what exactly was Deming so heavily against, and why?

Basically, it was anything that judges individual performance with the implication that it is primarily the individual’s *fault* if there are any supposed shortcomings. From Deming’s viewpoint, one big reason is immediately and patently obvious: yet again, the vast majority of performance, behaviour, results, quality, productivity, etc comes from the *system*, not the individual. In particular, if appraisal means that a person will be rated or ranked—and, worse still, if this results in some kind of reward or punishment, be it financial and/or other—then that is what Deming was talking about and saw as so harmful.

As a personal observation, I can honestly say that I have never heard anybody who is involved with performance appraisal talking about it with any enthusiasm. From what people have so often told me, my impressions are these. For those to be appraised it is a matter of apprehension at least, even for those who usually escape pretty lightly from it—they might not be so lucky next time. For the appraisers it is an irritating chore. For all it is an unpleasant interruption to their “proper job”.

Many organisations protest that this does not reflect *their* appraisal system—that is there to *help* the individual, for coaching, for seeing how management can assist the person to do a better job. If that is really the case, fine. But, if so, why only once a year? And also, if so, why call it “performance *appraisal*”? Consult your dictionary for its definitions of “appraise” and “appraisal”.

It may be wise at this stage for me to remind you of my warning at the bottom of Appendix page 23 (see also my “Obsession With Quality” comment on Day 4 page 20 about the danger of merely stopping doing something undesirable and thus leaving a vacuum. In the context of performance appraisal, what is in my opinion the quite brilliant Chapter 9: “Performance Without Appraisal” in Peter Scholtes’s *The Leader’s Handbook* provides tremendously good guidance.

(See Appendix page 29.)

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Disease 4. Management job-hopping

Mobility of management causes instability, results in decisions being made by people who do not know the business [i.e. *this business*] and thus blindly use experience gained elsewhere which may be totally irrelevant.

This fourth Deadly Disease needs some clarification in order to avoid misinterpretation. Dr Deming is not suggesting that one should necessarily be stuck in the same place in the same organisation for life! But, as we are viewing an organisation as a *system*, broad knowledge across the organisation as a whole as well as substantial knowledge of part of it is *necessary*. How does the organisation work? How does what happens in one part of it affect what happens in other parts? And how is what happens in one part *affected by* what happens in other parts?

Moving around the organisation in order to acquire that broader understanding is clearly good. So what is the fourth Deadly Disease? What Dr Deming is warning us against here is the culture of flitting from one location to another, one job to another, one company to another, not for better understanding but for attempted self-advancement. In some environments you can be regarded as a “stick-in-the-mud” if you don’t move on within a few months from wherever you are now. This encourages development of ability at short-term impact without concern for long-term effects (for you’ll no longer be there); it encourages superficiality rather than depth; it encourages action without understanding. As so often the case, Dr Deming summed it up superbly in few words (*Out of the Crisis* page 103[121]):

“Mobility from one company to another creates prima donnas for quick results.”

(See Appendix page 29.)

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Disease 5. Use of only visible figures

One can not be successful on visible figures alone. Of course, visible figures are important: the bank account must be watched, and employees and vendors must be paid. But he who would run his company on visible figures alone will in time have neither company nor figures.

A familiar joke is “In God we trust; all others, bring data”. Apart from religious objections some may have to this humour, it is dangerous in its implication that “data” are all that is needed for any purpose. By “data” is meant numerical information. Yet we have already become very familiar with Lloyd Nelson’s claim that the most important figures for management of any organisation are “unknown and unknowable”—and now we have Deming drawing attention to the limitations of “visible figures”.

This fifth Deadly Disease can come as a shock even to those who are warming to Deming’s teachings—especially if they are statisticians or accountants! So what are these “most important” but invisible figures? You’ll recall working on this in the third part of Activity 4–a (Day 4 page 5). Here is a summary of those mentioned by Dr Deming in his discussions on this Disease (*Out of the Crisis* pages 103–105[121–123] and elsewhere); they include ...

“ ... measures of improvement in quality and productivity from continual improvement of processes, from elimination of work standards [see the important note at the top of the next page], from better training, better supervision; from a team composed of the chosen supplier, the buyer, engineering design, sales, customer, working on a new component or redesign of an existing component; measures of loss from the annual rating on performance, and from inhibitors to pride of workmanship; measurements of the multiplying effect on sales that comes from a happy customer, and the opposite effect from an unhappy customer. Where are the figures?”

In conclusion, and back to the main issue (from *Out of the Crisis* pages 104–105 [page 123]):

“He that expects to quantify in dollars the gains that will accrue to a company year by year for a programme for improvement of quality by principles expounded in this book will suffer delusion. He should know before he starts that he will be able to quantify only a trivial part of the gain.”

(See Appendix page 30.)

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NB There may be a potential danger in using the summary on the previous page without clarification: it is a possible misunderstanding of the term “work standards”. But we only have to refer back to Point 11 (page 10): “[work standards that prescribe quotas for the workforce and numerical goals for people in management](#)” to be clear about Deming’s focus with those words. That focus is, of course, in no way related to e.g. *standardising* work, procedures, operations, etc once they have been found advantageous. Apart from anything else, this clearly reduces variation. Some refer to these more appropriate practices by alternative terms such as “standard work” which helps to avoid possible ambiguity.

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That’s it! Congratulations on completing this major project. You may now relax and look forward to a considerably shorter and less challenging Day 6! However, please see the note overleaf.



“Out-of-hours” note

You may recall my saying in the Overture that I would, from time to time, ask you to focus attention on “your organisation” in some of this course’s activities. The purpose is, of course, to help make your learning “live” in your own situation.

Day 6 is the first time that this happens—and it happens in quite a big way. However, it may of course be that you personally are not currently involved with any organisation, either as an employee or indeed as a manager—i.e. that there isn’t a “your organisation” in this context. If you are studying this course as a member of a group then your discussions could perhaps centre around the organisation to which at least one of your fellow-students belongs. Failing that, and especially if you are studying alone, this will become the time to involve your friend—please refer back to the “Activities, Major Activities, and Pauses for Thought” section in the Overture: see Day 1 page 15.

The material for Day 6 includes a substantial case study on pages 7–16. Day 6’s Major Activity then follows on pages 18–20. After you’ve read the first few paragraphs of the Major Activity, I’ll suggest that you read through the case study again, but this time highlighting and making notes on items in the case study that will be helpful to you in the Major Activity—you’ll probably be able to find quite a lot of such items. To help in that preparation I recommend that you print out in advance a *single-sided* “working copy” of Day 6 pages 7–16, and then staple or bind together those pages so that you can make notes on the blank sides opposite to the relevant items.

One further considerable help with this Major Activity would be, if possible, for you to print out an enlargement of the table on Day 6 page 19 [WB 101]. This is a table in which you will need to summarise the information you’ve just recorded alongside the case study, and so you would definitely benefit from having the extra space available on such an enlargement. Further guidance will be found in the middle of Day 6 page 18 [WB 100].

Approvals, Acknowledgments and Information

^a (page 14) This and all other quotations from Volume 21 of *The Deming Library* have been included with the approval of Clare Crawford-Mason.