

# Leading Quality in the 21st Century

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## Acknowledgements

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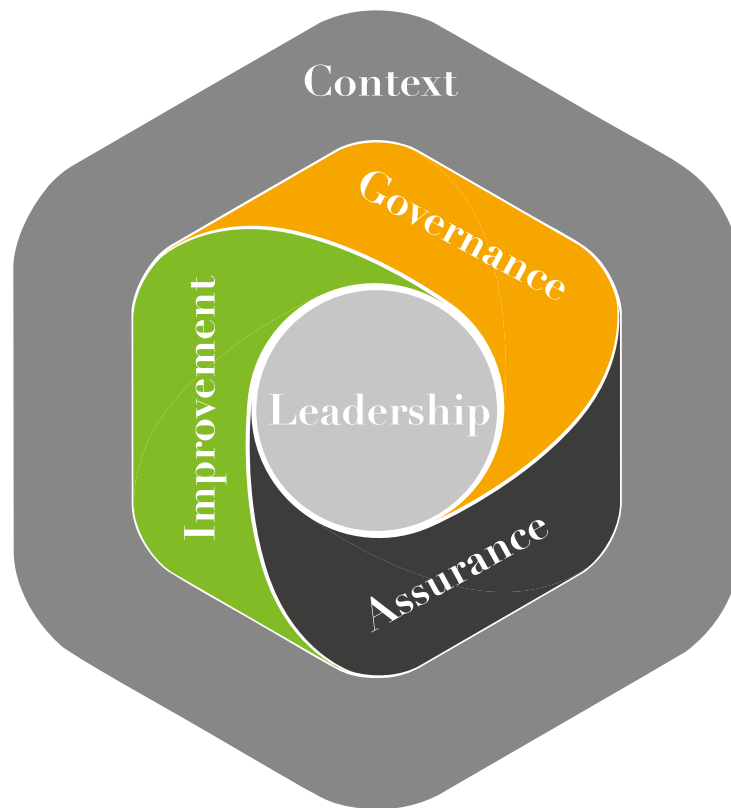
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# Introduction

In October 2014 the Chartered Quality Institute (CQI) published a document entitled *The New Quality Profession Challenge*. The purpose of the publication was to present the case for a change in the role and value delivered by the quality profession. It also outlined a vision for the quality profession as a compelling strategic business management function that helps organisations to sustain and thrive.



This vision comprised a statement of our professional brand, a description of our unique skill set (The Competency Framework) and the key factors that must be achieved to deliver this vision (critical success factors). Now that this skills framework has been published (see Figure 1 below), the purpose of this report is to focus on the core of the model – Leadership.



**Figure 1:**  
The CQI  
Competency  
Framework

The Oxford Dictionary defines leadership in two ways: “The state or position of being a leader,” and “The action of leading a group of people or an organisation, or the ability to do this”<sup>1</sup>. All too often we associate leadership with this position but this framework is intended to bring about change in the behaviour of all quality professionals, irrespective of position. We can all bring quality leadership behaviours to the work we do, whether we are the chief quality officer or a newly qualified quality engineer at the foot of their career ladder. This publication is for all those intent on bringing about change in their behaviour and in the organisations in which they serve.

In preparing the content of this publication the CQI decided there would be no better place to identify what leadership really means than to consult a variety of quality professionals from leading organisations across the public and private sectors. In total, 15 quality leaders were interviewed and asked a series of questions concerning the challenges they face, how they have successfully adopted the key roles that comprise the leadership component of the framework, and what they have done to develop themselves and others to become better leaders. The list of participants is included at the end of this publication and the CQI is indebted to them for their contributions.

# Part 1

# Leading in the 21st Century

# Leading is not an easy ride

The world is a different place since the financial crash of 2008. No longer can leaders depend upon medium-term stability in the markets or communities which they serve. Customer preferences can shift dramatically, the complex networks in which many organisations now operate can experience significant shocks, investors hunt daily for better returns, stock markets fluctuate rapidly and reputations can be shattered overnight as a result of quality failure. What does this mean for the leaders of the organisations in which quality professionals work today?

It sounds like an over-used cliché but leaders are facing the need to deliver relentless change. There is no time to 'take a breather'. Leaders must continually challenge conventional wisdom<sup>2</sup> and spur their teams to explore and experiment at pace<sup>3</sup>.

We live in an age of great upheaval. Leaders must learn how to master personal challenges and make decisions under extreme uncertainty<sup>2</sup>. Managing risk has become more important but also more complex – we are not just talking about market risk but also social and political risk<sup>3</sup>. Carlos Ghosn, of Nissan and Renault, recently observed: "Business schools may prepare people to deal with internal crises. But I think we need to be more prepared for external crises, where it's not the strategy of the company that is in question, it's the ability of leaders to figure out how to adapt that strategy. We are going to have a lot more of these external crises because we are living in such a volatile world – an age where everything is leveraged and technology moves so fast. You can be rocked by something that originated completely outside your area."<sup>3</sup>

Solutions to problems have become more complex and must be found quicker. They must be implemented faster and better and there is a greater array of stakeholders to involve and persuade. As Ellen Kullman of Dupont recently stated: "The world is so connected that feedback loops are faster and more extensive."<sup>3</sup> Given this, the reputation of any organisation is continually at risk of collateral damage. Hence, leaders spend far more of their time fire fighting than their predecessors did. Coping with externally generated crises has become a key part of the modern leader's role. In an age when crisis is the new norm, global organisations need leaders who are able to act quickly and calmly amid chaos<sup>3</sup>.

The previous publication, *The New Quality Profession Challenge*, contained a list of examples of failure from a diverse range of organisations and contexts, all of which have damaged their reputations well beyond the boundaries in which they primarily operate.

# The quality profession can smooth the ride

If quality professionals are to become highly valued members of the organisations in which they serve then they must help their leaders address these fundamental challenges. They can do this by leading the quality function in playing a vital role in the management of the business. The leaders we spoke to raised a number of ways in which they are developing the role of quality in their businesses.

In order to build the credibility necessary to help address these challenges, quality leaders are concentrating on keeping quality on the agenda and shaking off the negative perceptions of quality as a 'bolt-on' policing function that audits and restricts flexibility. They are doing this by making what quality does continually relevant to the issues that stakeholders face daily and to the changing context in which the organisation fulfils its purpose. This requires the leaders to continually promote the real value of quality inside and outside of the business, supporting the delivery of change, building and protecting reputation, and increasing competitive advantage (ie cost, time, customer intimacy, service excellence and technical mastery). Those that are successful have worked to be accepted as a truly valuable member of the senior team. This is essential in order to provide a platform of support from the very top of the organisation that is genuinely convinced of the value that the quality leader can bring.

In doing this quality professionals need to fully accept that senior leaders are primarily held accountable for financial performance more than for quality. This can mean that they, the senior leaders, are not fully aware of all of the consequences of the decisions that they take. Business leaders can subconsciously assume that quality will be delivered despite the decisions they take and this can lead to increased exposure to risk. To address this, quality leaders are working hard to understand the pressures faced by their senior stakeholders and learning how to include quality risks and opportunities in the debates that precede decisions.

This requires that quality leaders understand the full capability of their organisations. In this way they will be better able to build the credibility from which they can work effectively as agents of change and not just 'harbingers of doom'. To do this, quality leaders must collaborate with people working throughout the entire end-to-end value chain. They must be inspiring, motivating and coach people in the organisation to think differently, challenge the status quo and adopt good ideas from other industries and institutions. In turn, they must be continuously learning and adapting as individuals and as a function. They must "foster adaption, learning what to preserve and what to challenge"<sup>15</sup>.



As Shimon Peres, former President of Israel, said: “Ideas are now more important than materials. And ideas are unpredictable.”<sup>13</sup> Ideas come from the confluence of the different experiences and perspectives of people across the whole business. Quality leaders are in a unique position to bring these all together but only if they themselves have built strong relationships from which to operate. Also, as new technology continues to have a major effect on the way we do work, quality leaders are continuously adapting quality tools and quality professionals to new industries and technologies in order that what they do has continual relevance.

# The need for talent

This all requires that quality leaders are recruiting, training and empowering highly talented people to deal with these complex problems and create continued competitive advantage. To do this the profession must raise the profile and calibre of the quality function. In turn, they are also working hard at changing the mindsets of their people in the quality function, particularly regarding their roles and activities – not primarily as detectors of failure but playing an integral part in the organisation achieving its strategic goals. If the quality function is relegated to a position of less influence, a step away from influencing the key business leaders, then it becomes devalued. In turn this can lead to a leak of talent away from long-term careers in quality.

Hence, senior quality leaders are working to reposition quality in the hierarchy of influence such that they attract people with the leadership, influencing, networking and socialising skills necessary to address the issues above. They must attract new talent, position the quality profession as a first-choice career, encourage the younger members of the profession to develop, broadcast the rewards and demonstrate the satisfaction of working in the profession.

All this means that that senior leaders are aiming to grow future leaders of quality. They are doing this by giving suitable candidates a broad business experience and encouraging them to look for ideas from other contexts. One leader who was interviewed for this report summed up the challenges facing quality leaders: “To wave the magic wand would be to get the right positioning of quality across the corporation and then to get the right people with the right skills in position.” And that’s what the Competency Framework is here to achieve.

# Leadership in the Competency Framework

The Leadership section of the Competency Framework describes the key roles that leaders in all positions should be performing if they are to establish quality at the heart of their businesses. There are eight roles that encompass the whole breadth of leadership activity. These roles are shown in Figure 2 (below), along with a short summary of what is meant by each of the terms used. What then follows are brief descriptions of each of the roles based on literature research and examples of good practice provided by the leaders interviewed. In the final chapter we will also provide a table that summarises effective and less effective practices as a guide for self-assessment and development.

Figure 2: summary of the eight roles

The Quality Advocate	Articulates a clear vision for quality as a strategic imperative that supports the organisation’s broader strategic aims and objectives.
The Stakeholder Advocate	Acts as the stakeholder conscience within the organisation and makes interventions whenever necessary.
The Systems Thinker	Looks across business function and hierarchy to promote a broad process and customer-centric view of the organisation.
The Fact-Based Thinker	Promotes a culture of decision-making based on fact and the measurement of performance.
The Quality Planner	Advocates the principle of planning for quality to prevent potential problems with product and service quality.
The Quality Coach	Develops knowledge of quality principles and capability in quality tools, techniques and approaches throughout the organisation.
The Quality Motivator	Motivates and empowers others to take accountability for achieving and improving standards of performance.
The Quality Collaborator	Works collaboratively with all functions and suppliers to resolve issues and ensure delivery of quality products and services to the customer.

# The Quality Advocate

In order to make quality relevant to the business and to be accepted as a valuable member of the senior team, leaders must create a simple, clear, relevant statement of the vision for quality that aligns with the corporate goals. The vision should be stated in plain English – in a language that all people can relate to. Above all, the leaders advise to avoid the use of jargon and ‘quality speak’. A recurring theme was ‘less is more’ – one page works well, not reams of Microsoft PowerPoint slides. As one leader commented: “This challenges traditional quality behaviour because we as a profession have a reputation for making things overly complex.” Another leader added: “It needs to be granular and have real meaning for everyone in the business, whatever their role. It must be relevant to people’s real lives and practical.” Josef Ackermann of Deutsche Bank echoes this: “Once you have done the analysis and made the decision, then you have to learn to simplify the decision in communicating it to others. Everything’s complex but, once you have decided, sometimes you need to simplify it so much it’s almost a caricature. You must say, ‘Nothing matters beyond this.’”<sup>3</sup>

This requires quality leaders to be able to communicate well at senior levels, both inside and outside of the organisation. To do that they need to invest in understanding and empathising with the other functions across the full geographic footprint of the organisation. They must learn to speak the language of the business. Their ideas and intentions should be stated in words and concepts that are directly relevant to their business leaders. This is best done from a position where they are seen as part of the leadership team, helping the rest of the organisation to understand their roles and responsibilities for quality and dispelling any confusion. They must ensure that the business in general understands what quality is and its role.

Quality advocates must also influence the fundamental values of the organisation. Chandrashekhar Lakshman said: “Firmly held leader values affect leader behaviour by affecting their perceptions of situations and problems, the solutions they generate, their interpersonal relationships and their acceptance or rejection of organisational pressures and goals”<sup>6</sup>. Values are inextricably linked to vision and are significant in developing the cultures they foster<sup>3</sup>. At IBM, Lou Gerstner discovered the importance of corporate culture to making change happen. He said: “When I came to IBM I was a guy who believed in strategy and analysis. What I learned was that corporate culture is not part of the game: it is the game.”<sup>12</sup>

Quality advocacy is not just for senior leaders. Hannah Murfet, Vice Chair of the CQI Next Generation Network (NGN), adopts a powerful technique for communicating the value of quality. ‘Long-term learning’ comprises of a variety of different group learning events delivered by either external or internal speakers and has been found to be an effective way of communicating good behaviours. The sessions include representatives from all functions to provide a cross pollination of ideas. Hannah recounted: “I’ve given a talk on quality and made it come across in an interesting way. I prefer to do that in small groups of about 15 people and give them the chance to ask questions. For example, ‘Why do we bother having a quality management system?’ This allows key issues to come to light.”

Unless the importance and relevance of quality to the organisation is well established, quality professionals face an uphill battle to act as key agents of change. The total quality management (TQM) literature argues that because senior managers create the organisational systems that determine how products and services are designed and produced, the quality improvement process must begin with management’s own commitment to total quality<sup>4</sup>. This cannot be achieved without a clear articulation of a quality strategy that is relevant, acceptable to stakeholders, and of real value to the organisation and its stakeholders.

Finally, the measurement system should integrate all key measures of success in a way that balances all of the strategic objectives of the business. This is another way in which the importance and relevance of quality can be established.

# Quality advocacy at Coca-Cola

The quality team at Coca-Cola develop a one-page summary of its quality strategy that comprises objectives, goals, initiatives, strategies and measures (OGISM), and is developed every three years. It translates the company vision into direction for each and every manager in the business. Neil Marshall was clear about the mantra: “Make it simple – one or two slides is enough. Make it practical and ensure it relates to people’s real lives.” Neil believes that a good leader should work to keep the high-level strategy very simple and easy to communicate. He concentrates on communicating this internally and externally, building on a platform of strong relationships that he has established over time. This, he says, is crucial to the strategy becoming reality.

For another good example of strategy into action, review the Nissan TQM Objectives Management Process in *Total Quality Management and Operational Excellence – Text with Cases* (Oakland)<sup>11</sup>.



# The Stakeholder Advocate

Stakeholder advocates work to build business models that are focused on the customers' and other stakeholders' needs. This must include all aspects of the business, ie processes, organisation structure, people capabilities, partnerships, resources, data and systems. In turn, they also ensure that their organisations are set up so that even when customers don't fully understand what they want, the company works effectively to ensure that they get what they need. This requires that they help the businesses learn the language of customer feedback, how to interpret it, understand it and accept it.

This is not a passive process. Stakeholder advocates work to ensure that the voice of the customer is heard as timely and directly as possible. This can also have a positive effect on cross-functional teamwork. Quality guru Karou Ishikawa said: "Consistent with TQM principles, the assessment of customers' requirements serves as a tool to foster cross-functional and cross-hierarchical cooperation."<sup>6</sup>

Without exception all the leaders interviewed stressed the importance of good relationships and collaboration with the customer. When Moya Greene took over at the Royal Mail it was facing a cash crisis. Her response was interesting: "You cannot position your company in the broader social and economic fabric of the nation if all you do is look at the financial dimensions of performance. You have to look at what your customers think, what your employees think and what you can do for your customers."<sup>3</sup>

Customer focus is a crucial leadership behaviour or value. This also has benefits for the senior leaders that quality professionals serve. Research has found that senior managers who treated customers as partners in a cooperative relationship, and aimed to satisfy these customers, were more successful in leading their organisations to be effective<sup>3</sup>. It is through this behaviour that good stakeholder advocates continually promote the real value of quality to their organisations.

## Bringing the voice of the customer into an airline

During his time as a quality director within the airline industry, Steve McNair witnessed a powerful example of how to effectively bring the voice of the customer to life. One particular organisation already had a good end-to-end view of aircraft operations but despite this, organisational units were operating in a siloed and transactional manner.

To address this, work was commissioned to map the journey that the customer took through the airline's processes, bringing into scope areas that had not perhaps been properly or fully considered. It was more intuitive for the business to visualise this journey in terms of the frontline activities, such as check-in desks, flight crew and maintenance activities. But what about the baggage handlers, the cleaners and the systems architects that designed the online check-in systems? Were they seeing their work through the 'eyes of the customer'?

What transpired was a very simple visual but powerful series of presentations which took employees through 'what good looked like', irrespective of whether they were considered 'frontline' or not. Steve observed: "It helped us to see what the customer really sees, where we could improve and how we could work better together to achieve improved customer experiences." Steve and his team were then able to map the quality outcomes of the customer experience to the quality outcomes of every department involved.

What made this so effective was the groundwork that Steve had already done when he first arrived. He spent the first part of his time in post working closely with the business to establish strong working relationships and understand the context of operations from the point of view of his internal stakeholders. This was supported by material, which explained in simple, straightforward terms what quality meant to each area of the organisation. This in itself took time. "It was not a case of acting authoritatively, but more about finding ways to be supportive and increasingly participative within the business," Steve recounted. "We had to be prepared to walk a mile in their shoes. This proved successful in breaking down even the stiffest of resistance to the chosen quality management approach. Steve observed: "It was also about getting the quality team to understand that they couldn't do it for the managers, they shouldn't do it to the managers but they must consider how they could best do it with the managers. Our behaviours and business understanding was key."

Steve summarised: "We didn't realise the full impact of what we were doing when we started our journey, but the benefit of our approach resulted in much better integration of the quality function into the business, a better understanding within the business of exactly what quality can provide, a dramatic improvement in the perception of the team by the business, and a desire to involve the quality team in finding ways forward rather than adopting an adversarial position. It just felt right. Ultimately, the paying customer was the beneficiary of a true team ethic."

For another good example of strategy in action, review the Customer Solution Life Cycle Model at Fujitsu in Total Quality Management and Operational Excellence – Text with Cases (Oakland)<sup>11</sup>.

# Part 2

## The System Thinker and The Fact-Based Thinker

# The Systems Thinker

In the first publication, *The New Quality Professional Challenge*<sup>12</sup>, all of the leaders interviewed commented on the unique perspective that quality professionals could acquire of the entire end-to-end value chain. Leaders who act as systems thinkers use this end-to-end perspective to recognise differences along the value chain and gain support for increasing the reputation and value of quality to the business. They have taken their objectives and worked across the whole organisation to prove the value of what they are proposing, showing early wins and using their understanding of different functions to make it relevant. Through this they have gained the necessary support to deliver their objectives. Systems thinking is a key skill that links quality professionals to other senior management roles. An essential responsibility of leaders at the top of any organisation is to create and design systems that enhance the production and delivery of quality products and services<sup>3</sup>. Quality professionals can use this skill and perspective to support their senior colleagues, thereby gaining credibility and building relationships from which to leverage change.

In turn, this is an important precursor to delivering value to the business through the leadership of broad-based improvement. TQM literature argues that because senior managers create the organisational systems that determine how products and services are designed and produced, the quality improvement process must begin with management's own commitment to total quality through demonstrating understanding and empathy with the systemic issues<sup>3</sup>.

Many behavioural issues that affect quality have their roots in structural or systemic issues. When quality professionals are called upon to deal with the outcomes of failure in behaviour they must be able to trace the root causes back to the more fundamental issues, and not just berate the protagonists. Although many quality professionals will associate systems thinking with quality management systems, it is important that they are flexible in their approach towards frameworks and systems to establish a 'fit for purpose' quality management system (QMS). This can be a strong ally in times of great upheaval or crisis when it's essential to keep one's 'hand on the thermostat' – to know when to push hard and when to back off<sup>7</sup>. In such circumstances, a broad systems view is essential for effective judgement.

Complex and dynamic situations demand fast adaption, exploration and experimentation, with timely feedback loops and effective learning. The quality professional is in an ideal situation to engender this – to encourage the 'voice of the business', as well as the 'voice of the customer', to be shared widely and appropriately<sup>7</sup>. This exploration and experimentation also requires people take responsibility for initiating change at all levels in the organisation. Leaders must generate leadership at more levels in the organisation and to do this they need to distribute responsibility and draw on collective intelligence<sup>8</sup>. This can only be done effectively if they possess a 'landscape view' of the business.

As one of the leaders we interviewed said: "Quality people are the 'needle and thread', stitching the whole end-to-end together. To do this you have to be a good communicator and influencer who can quickly build respect and credibility. Many quality people can talk to people about ISO 9000 or audits etc, but people who can truly work end-to-end are very thin on the ground."



# Systems thinking at Costain

Costain, one of the UK's biggest engineering groups, has been on a journey to develop better business-wide clarity of the way it delivers value. It's called 'The Costain Way' and in the words of Tony Blanch, Costain's Business Improvement Director: "It has not been easy and has taken several iterations to get it right."

By 'right' he means simple, meaningful and totally focused on the customer. Quoting from Costain's introduction: "The Costain Way is Costain Group's Business Assurance System, a risk-based integrated management system that provides instructions and advice on how to promote best practice across the group. It contains the required standards, guidance, best practices and standard forms for all the activities undertaken by everyone across the Costain Group – The Costain Way of working."

Each step or sub-process within the life cycle contains information on key policies, key gate review points, 'must do' activities (to ensure compliance and risk are managed), 'how to' advice (ie accepted ways of working to exploit best practice), and tools that enable all of these activities. To act as the 'conscience of the business' and ensure continual relevance, Tony works with the business and strategic development teams to ensure that emerging business requirements are continuously reflected in The Costain Way.



Tony has observed that it's a continuous challenge to ensure successive projects learn from experience and that this is captured in The Costain Way. "Learning from experience is a behavioural thing, especially learning from what has not gone so well elsewhere in the organisation," says Tony. "People say, 'We won't make the same mistakes – it won't happen to us', but it can." The Costain Way is how the organisation builds new requirements into future plans to avoid making the same mistakes again. The Costain Way is a unique approach that brought accessing organisational management systems into the age of the app. This innovative solution provides all employees with quick, easy access to the required and accepted best ways of working at Costain. It stands out from other approaches because the bright, clear and simplistic user

interface belies the complexity, depth and wealth of information it contains.

Costain has built a system that not only makes information easier to access across its sectors and departments, but also provides a platform that can be used to capture emerging innovations and best practices, and then quickly establish them as business

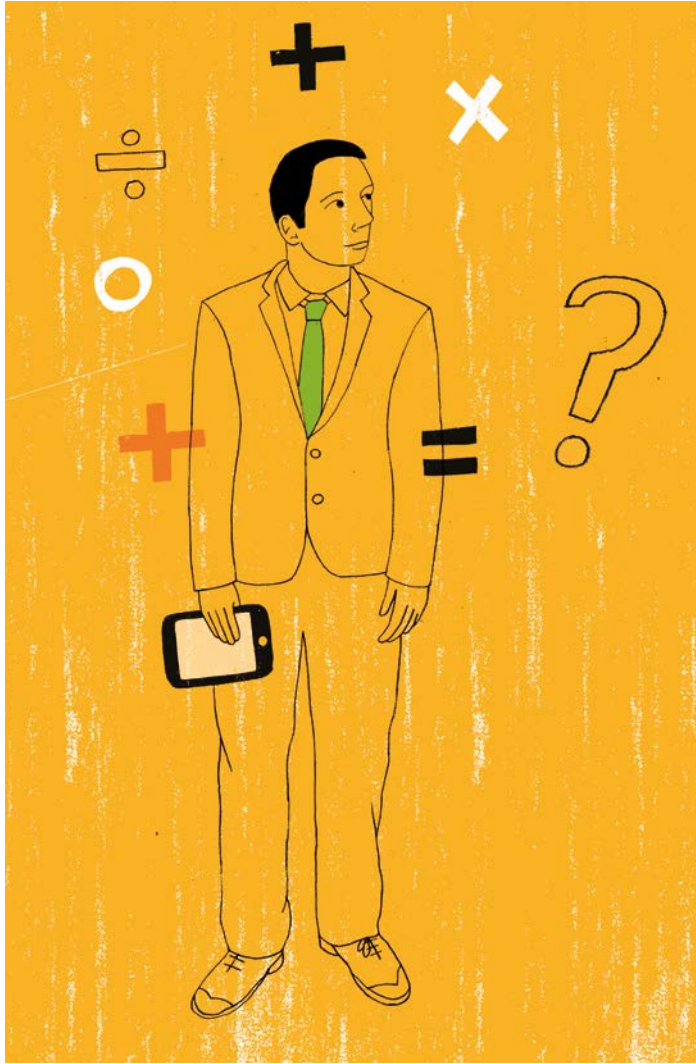
as usual. Surveys conducted in 2013 (prior to launch) and repeated in late 2014 found:

- Those believing it is 'very easy' to use have increased by 27%
- 36% more users now say information is 'quick' to find
- Those believing guidance documents are 'very clear' has increased by 27%
- Those believing their manager is more likely to identify nonconformance has increased by 15%.

# The Fact-Based Thinker

Quality professionals should be renowned for being fact-based thinkers – continually propelling this essential skill into the forefront of every business issue. Given the increasing reputational risk from failure, the stakes are high when dealing with the impacts of failure and it's especially important to acquire and analyse the relevant data.

This is a role that quality professionals are often called upon to perform in situations of great stress and pressure.



As one leader commented: "When what you are dealing with is an issue that has a high impact on external reputation then the pressure to decide will be intense. At those times it is critical to keep a cool head and seek the facts." This skill can also contribute to helping to accelerating change. As another leader said: "People buy into facts that cannot be disputed."

However, overdoing this behaviour can lead to ignorance of the emotional and political forces at work. The quality profession can attract people who are more comfortable making 'black or white' decisions rather than learning when to compromise. Being too driven by the data can lead to failure to deliver the eventual desired outcome. Also, as the profession carries a reputation of being quicker to report and describe failure than to help identify solutions, it's important to demonstrate a desire to acquire facts and drive to root causes that deliver insight.

It is important to use appropriate tools and techniques to acquire the data. The challenge becomes stark when the cost reduction agenda threatens to drive down quality. Some of the leaders commented that cost data is more readily obtainable and acceptable than data that indicates a risk to quality.

As one commented: "How do you convert a 'gut feeling' about a potential quality impact that cannot be measured for a period of time?" It's crucial that quality professionals establish a basis for data collection and reporting that uses an appropriate 'quality' language that fits into the business language.

Done in a positive way, this type of approach can be deployed across the organisation to improve decision making. This skill is essential if quality professionals are to empathise with the pressures that senior leaders are under to deliver financial objectives, and help their organisations handle the demands of (sometimes) conflicting objectives and targets.

# Delivering continuous improvement at ABB

As part of its vision for efficiency, safety and quality, ABB (a leader in power and automation technologies) recognised the need to develop a global operational excellence programme that would help build a culture of continuous improvement across the organisation. The success of this programme was down to three main areas:

- Assessments of training needs – to help identify where to focus the necessary skills and capability development. The resulting training programme not only focused on the skills required to deliver improvement projects that realise benefits to the business, but also the enthusiasm and energy to help drive the programme. ABB built and deployed a complete candidate assessment process that identified the individual's learning needs to be addressed and provided guidance on their requirements for development.
- The infrastructure, processes and procedures that guide the knowledge transfer programme, run via an active Programme Management Office, and with clear governance and ownership. This was established as a critical element for the 'ABB 4Q programme' to help transfer knowledge in a consistent manner and ensure a supportive framework for employees to move onto further improvement projects. The ABB 4Q programme is a systematic, problem-solving approach that combines all of the major modern continuous improvement approaches, such as Lean, Six Sigma and the Theory of Constraints.
- Active coaching and mentoring for improvement projects. The coaching approach takes the skills and knowledge learned in the classroom into the workplace under the guidance of an expert coach. Individuals gain the first-hand experience and confidence that only comes from doing the work themselves. This serves to reinforce training that has already taken place, which is better for the individual's professional development and for the organisation. This can be used in conjunction with any improvement methodology, such as the DMAIC (define, measure, analyse, improve and control) model and PDCA (plan, do, check, act) model.

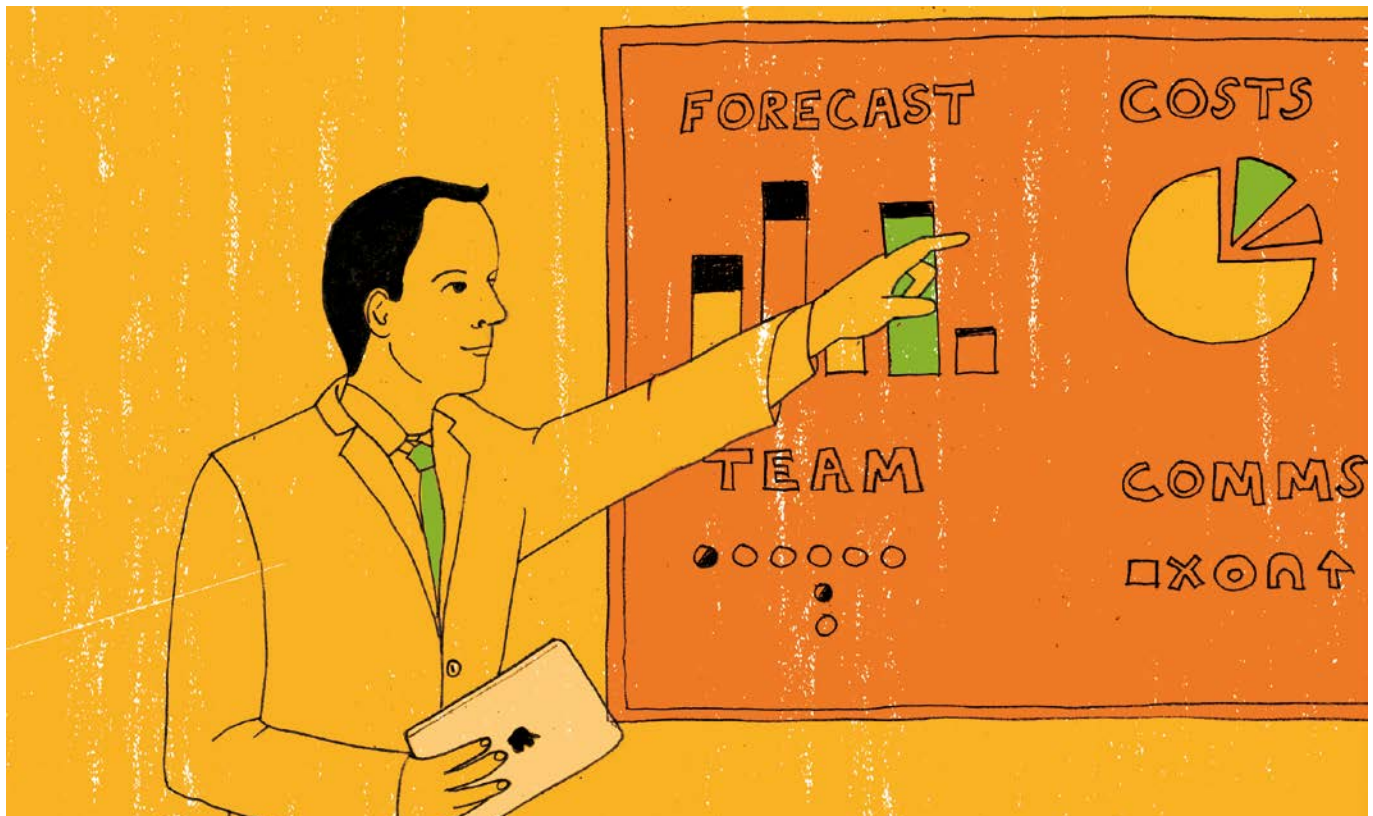
This has resulted in a comprehensive continuous improvement training approach for all levels, with more than 13,000 employees trained and coached to certificated levels, as well as developing more than 500 internal coaches/trainers across the group. Benefits to date have been estimated to be in excess of \$650m for the period 2010–2014, with potential follow-up improvement projects valued at more than \$1.3bn.

# Part 3

## The Quality Planner and The Quality Coach

# The Quality Planner

The management of risk is increasingly entering the portfolios of quality professionals and a number are now formally acquiring job titles that contain the word 'risk'. The introduction of this book (part one) stressed the importance of managing risk to senior leaders and the extent to which the 21st Century is making this challenge more complex. Quality professionals can add real value by advocating the need, and providing the tools, for planning to reduce risk and prevent failure. Improvement work starts with preventing failure and planning for greater efficiency, rather than just learning from the experience of failure.



The key to planning is to establish the right horizon – pre-empt any constraints that may get in the way and to not set targets that are going to be unreachable. This requires quality professionals to have sufficient knowledge to select the most appropriate planning tool. There are numerous examples that relate to specific industries or disciplines, and to assign actions appropriately to the right people at the right time the use of classic techniques, such as Quality Function Deployment (QFD) and Failure Mode Effects Analysis (FMEA), are widely used by the organisations that the leaders we interviewed represent. As one leader commented: "It is important that quality professionals are not known for applying quality controls too rigidly and quality assurance too lightly."

It is also important that quality professionals adapt these traditional tools and techniques to the demands of new industries and technologies. Additional demands are being placed on products and services because of new materials, technology, customer demand and communications media, and the quality management toolset must remain relevant. For example, one leader identified that current quality tools will need to be adapted to cope with the diverse demands of nanotechnologies, as well as the opportunities of big data. Over time, leaders have learned to 'move' quality planning as far upstream as possible. For example, one leader explained that quality planning originally started after the contract had been won. Once the bid team saw the power of this approach, they suggested starting the plan at the bid development stage in order to 'price risk into the bid'.





Another leader has observed just how rare it is for designers to have sufficient factual information about real customer needs and requirements, as well as process capabilities. He recounted: "All too often designers have to try and figure out what is required. They design the product or service, which almost perfectly misses the requirements of the customer, and then 'throw it over the wall' into operations without any idea of how they are going to deliver it. The business is then trying to catch-up, often having to make adjustments during delivery – adding to the pressure for on-time, on-cost and on-quality delivery. All this happens because representatives from across the value chain have not come together early enough in the delivery cycle and shared their collective wisdom before it's too late. Who better to facilitate this than the team with the best end-to-end perspective – the quality team."

Good leaders also ensure that the business learns from success and failure. This might sound obvious but there is a need to develop the right cultural environment if this is to be successful. Firstly, people

across the whole organisation need to exist in a culture of openness, where feedback is encouraged. Secondly, it requires the collection, coding, analysis and dissemination of the right data, to the right people, at the right time. Thirdly, leaders need to remove any reticence to adopt learning on the basis that 'we're different' or 'it's not been invented here'. Finally, a culture of learning is more easily instituted when the leaders themselves hold values of continuous improvement dear to their heart<sup>6</sup>. More importantly, when these values are translated into actual behaviours that reinforce and emphasise the importance of continuous improvement on both processes and outcomes, the results are likely to be much more positive.

The long-term health of an organisation depends on treating quality improvement as a never-ending quest, and the degree to which leaders communicate the importance of continuous improvement of work processes and outcomes will be positively related to their effectiveness and to the unit's performance<sup>6</sup>. Through this 'quality planning' role, quality professionals can help organisations to continuously respond to a fast-changing world – adapting quality tools and techniques to the demands of new industries and technologies to gain advantage and deliver greater value.

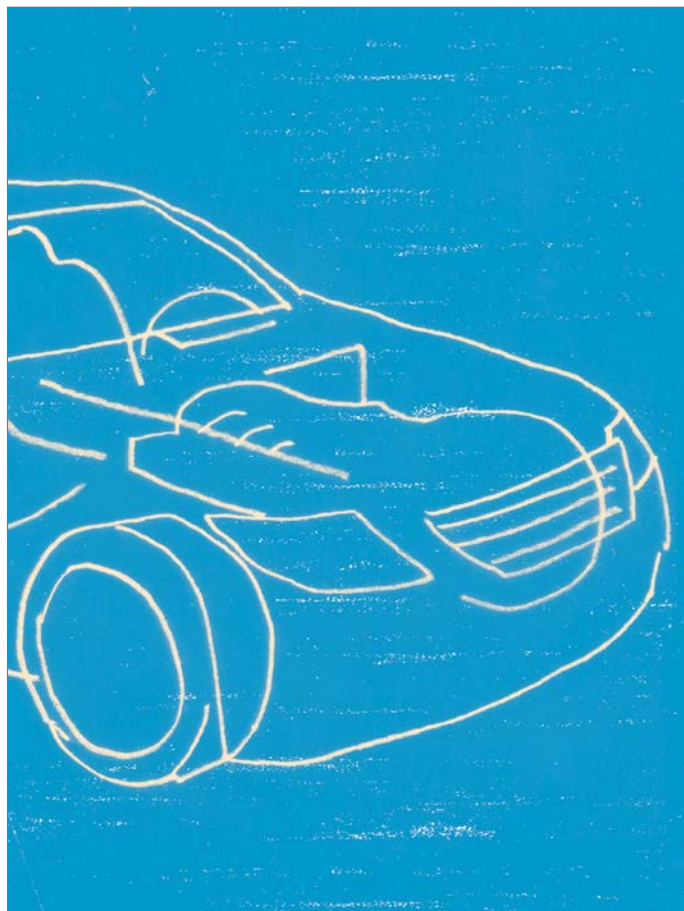
# Quality planning at Jaguar Land Rover

At Jaguar Land Rover (JLR) the ethos is to encourage failure mode avoidance in the engineering process, capturing the results into engineering standards so that potential failure modes are known, captured and eliminated through the process of design. JLR is also working to shift as much testing as possible from the physical space to the virtual space. This is due to the sheer complexity of the product and the wide variety of possible usage states that are introduced by the consumer. The testing process would be too complex and hard to simulate all of the possible failure modes.

Jon Bridges, JLR's Quality Engineering Director, is working to ensure that there are good, robust engineering standards that capture all of the learning and experience that have come from years of operation. Built on using strong failure mode practices, whether it is FMEA, Design Review Based on Failure Mode (DRBFM) or other quality tools, it makes sure products are operating to the right level, while also

enabling efficiency in design and manufacture. To do this

Jon needs a good 'whole systems' view of the business, strong working relationships across the entire value chain, support from the business to capture data from a huge variety of sources, and the credibility from which to drive continuous improvement in the product creation process.



JLR has just finished the most recent re-engineering of this product creation process. Speaking about his role in this work, Jon said: "Working with my vehicle engineering colleagues, core engineering leaders, programme delivery leaders, HR, purchasing, and the rest of the cross-functional senior management group that have come together to do this work, has been one of the most fulfilling times for me as a quality professional in our business." According to Jon, the journey is not complete. "Despite our successes in recent years, with both brands achieving top five places in the 2014 JD Power APEAL (Automotive Performance, Execution and Layout) Study and a halving of our warranty since 2009, we still have much more to do," said Jon. "Our competition is not

standing still. And having completed this phase of re-engineering, we are now embarking on the continuous improvement journey once again."

# Introduction to the three interpersonal skills

In 1998 author Daniel Goleman published the results of his research into leadership effectiveness. He collected data from 188 companies, most of which were large, complex and global in nature, and attempted to link performance to the personal capabilities of the leaders. To simplify the analysis he divided it into three categories – technical ability, cognitive ability and emotional intelligence (ie the ability to work with others and effectiveness in delivering change). What he discovered surprised the world of business. ‘Emotional intelligence’, as he termed it, was found to be twice as important to successful performance as the other two categories. When he compared ‘star performers’ with ‘average performers’ in senior leadership positions he discovered that “nearly 90% of the difference in their profiles was attributable to emotional intelligence rather than cognitive ability”<sup>8</sup>. From that work he developed five components of emotional intelligence:

- Self-awareness – “having a deep understanding of your emotions, strengths, weaknesses, needs and drives”. It is for this very reason that the CQI is promoting these leadership roles and asking the profession to reflect on its leadership behaviours – to become more self-aware. This also extends to an understanding of personal values, principles and goals (ie many people join the profession to make a lasting difference but does this higher purpose sometimes get lost in the cut and thrust of everyday business?). Peter Drucker also argues that success in the modern and complex knowledge economy comes to those who know themselves, their core strengths, how best to use these strengths to perform and what their values are<sup>9</sup>. Good self-awareness also leads to greater comfort with ambiguity and change.
- Self-regulation – managing one’s emotions, and controlling and channelling them. “People who are in control of their feelings and impulses – that is, people who are reasonable – are able to create an environment of trust and fairness.” It enhances integrity. Leaders’ moods affect their teams and a leader’s behaviour can quickly become the norm. Control of feelings is especially important in a crisis and our profession is often called upon to deal with them.
- Motivation – epitomised by “a passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence”<sup>8</sup>. Linked with self-awareness, all of the leaders interviewed displayed a passion for quality and the value it can and should bring, not just to end users of the product or service, but to all those involved.
- Empathy – ability to understand the emotional make-up of others and to deal with people accordingly.
- Social skills – proficiency in managing relationships and building networks. This requires that the leader finds areas of common ground and builds rapport. “Social skill is friendliness with a purpose... nothing important gets done alone.”<sup>9</sup>

The power of the Leadership section of the CQI Competency Framework is that it encompasses all of the five capabilities that Goleman analysed in the Quality Coach.



# The Quality Coach

If quality professionals are to be agents of change then they, and their teams, must be able to coach performance out of others. As management guru Tom Peters once said: “If you’re a leader, your whole reason for living is to help human beings develop”<sup>2</sup>.

Modern, more complex organisation structures require quality leaders to develop strong influencing and coaching skills in order to get things done through other people. A number of the leaders interviewed commented on the fact that quality people don’t do anything to deliver the product or service – they perform a peripheral, supporting role. Mentoring, coaching and facilitating are really critical in order to advise those that are responsible for execution. This is especially important when quality professionals are called upon to support people in times of stress, uncertainty and change.

Good coaching helps others find the right issues and solutions. Good quality coaches should start by being more self-aware and learning to better understand people. Leaders are constantly required to make judgements about the capability of themselves and others<sup>8</sup>. Many organisations are now training their people to better understand the behaviour of others and a number are using personality profiling techniques, such as Belbin Team Roles and the Myers-Briggs Type Indicator. Good coaches need to develop a broad and deep knowledge of the capabilities of the organisation, learn and adopt good coaching approaches/tools/techniques, stick to the facts and develop skills to empathise with their subjects. Goleman observed: “Outstanding coaches and mentors get inside the heads of their people.”<sup>8</sup>

A number of leaders interviewed are already working to develop themselves and their teams to be better coaches. They have started with themselves and a few key people in order to establish the practice, and then deployed it more widely as it became more accepted and effective. Many make it integral to their leadership development programmes or continuous improvement training programmes, while others are specifically targeting emotional intelligence skills training – having already identified the wider interpersonal skills that such programmes develop. The benefits are intuitive but Goleman observed: “Coaching and mentoring pay off not just in better performance but in increased job satisfaction.”<sup>8</sup>

The next generation have a lot to say about the importance of coaching and mentoring young talent. Natalie Shoemark-Dyer, Chair of the CQI Next Generation Network (NGN), is clear about this. “We would love to have mentors,” said Natalie. “I was lucky enough to have a mentor when I was training which was a brilliant support. Young quality professionals would appreciate that. Even as a network, there are so few of us that it’s difficult sometimes to bounce ideas off other people. It would be really nice to share and develop knowledge in that way.”

# Coaching in Bombardier

The role of the Quality Coach is taken very seriously at Bombardier. The company doesn't see this as an add-on skill that is developed through the combination of natural ability and experience. All leaders of the quality team in the UK are going through a programme of being externally qualified as Core Energy™ professional coaches. Once the core quality team is fully qualified, they are looking to extend this to other key leaders in the business. But why is this so important to them?

Gregorio Acero, Bombardier Head of Quality – Western Europe, Middle East and Africa, spoke passionately about the contribution of coaching to his role as a quality leader. He said: "Quality people must be cognisant of the prevailing culture and ways of working in the different functions – 'How do engineers think? How do scientists think?' We must be good coaches to people in different functions if we are to be effective and move the company forward. We must empathise with them."

Coaching is used in a number of other ways at Bombardier:

- To coach top management in leading quality effectively.
- In creating the right role for quality within the value chain. The organisation believes quality should increase the value it can bring through having responsibility for deliverables within the end-to-end project value chain. To do this they have to work with other departments to create clear work definitions for these contributions. This requires that they coach the other departments to better understand the role of quality to jointly identify how best to work together.
- Making the best use of data. When data prompts the need for change in ways of working, the quality team will work with stakeholders to identify how to use this data to create a better perspective on the issue, how to encourage change to occur, and how to accelerate uptake and buy-in to the solutions. This requires the application of coaching principles and practices.

At Bombardier, as in any other major corporation in today's fast moving economy, change really does seem like the only constant. However, this continuous drive for improvement can often generate fears and insecurities. To address this, quality can use its privileged position (offering a holistic view of the different processes in the company) to coach different functions in the organisation to understand the situation, and the new possibilities that the change brings. This in turn generates a smoother and swifter transition, with the benefit of reduced stress in the organisation.

The direct measurable impact has been a sharp reduction in the cost of poor quality since 2013, linked to a strong problem solving methodology, eliminating repeated deviations and feeding knowledge of root causes and solutions to new products. This success directly links to the coaching programme. As summarised by Gregorio: "At Bombardier we understand that the best results will be achieved only if we have the best people empowered to contribute at their highest potential. We had the right people and the right solutions at hand. We just needed the right coaching to reveal their true potential." The number of high performing and high potential people has increased by a factor of three since the introduction of these techniques. Coaching is now a key part of the leadership toolbox, bringing the quality department to a different level of engagement and changing the perception of the function in the organisation.

Part 4  
The Quality  
Motivator  
and  
The  
Quality  
Collaborator

# The Quality Motivator

Author Daniel Goleman lists motivation as one of the key factors of emotional intelligence<sup>8</sup>. He discovered that effective leaders are:

- Passionate
- Energetic
- Restless with the status quo
- Persistent questioners
- Driven to achieve
- Driven to achieve for the sake of achievement (not just for external reward)
- Eager to explore
- Forever raising the performance bar
- Likely to keep score
- Prone to remain optimistic.

The most important thing about this list is that many of these factors are infectious. If quality professionals behave in this way then their teams and colleagues will be motivated to follow. This behaviour will also have an impact on the effectiveness of their coaching activity.

The Quality Motivator should be driving improvement in quality. When studying leadership in quality, author C Lakshman found “the long-term health of an organisation depends on treating quality improvement as a never-ending quest”. He also observed the role of leadership in achieving this: “The degree to which leaders communicate the importance of continuous improvement of work processes and outcomes will be positively related to their effectiveness and to the unit’s performance.” He went on to discover that:

“A culture of quality is more easily instituted when the leaders themselves hold values of continuous improvement close to their heart. More importantly, when these values are translated into actual behaviours that reinforce and emphasise the importance of continuous improvements on both processes and outcomes, the results are likely to be much more positive.”<sup>6</sup>



The leaders interviewed established simple statements of desired behaviours they use to develop and assess all leaders across the company. This is then used for peer review, performance assessment and for creating development plans. It is an integral part of all performance reviews. In every management activity, peers, subordinates and supervisors look for the demonstration of these desired behaviours. Throughout the performance appraisal scheme the demonstration of these behaviours is recognised and rewarded.

Some companies have established internal education programmes and internal 'colleges' through which all employees gain a common education in how to behave as a leader. Training is done in interactive classroom environments and online, and is also conducted in the local language as this has been found to be instrumental in the speed of uptake and level of acceptance. This is then backed up with provision of skills and opportunities to gain experience. Quality learning must be company-wide and open to all, with access to the full range of communication methods and social media – webinars, one-to-one meetings etc. People also need to be motivated and feel confident enough to experiment and explore<sup>5</sup> because that is the only way real innovation is born.

Finally, leaders should always strive to give personal meaning and significance to the working environment<sup>2</sup>. This requires continually communicating the quality approach across the whole company – to become a "quality evangelist" as one leader put it. The leader's role consists of highlighting the importance of the unit's internal customers, as well as external customers to everyone in the unit. Quality leaders should seek to create, share and spread strategies to motivate people towards quality improvement in all functions – to build the right environment for improvement. As one leader put it: "I don't believe you can motivate anybody. You can create an environment or a whole range of different environments in which I work, and maybe I like some of them better than others. If you create an environment I like, then I will be motivated by myself. You can't make me motivated."

Acting as a motivator is one of the biggest things being addressed by the CQI's Next Generation Network (NGN). The NGN are adopting a number of communication channels, including social media, to motivate peers and the younger generation to gain a better understanding of what quality can do for organisations and society. NGN Chair, Natalie Shoemark-Dyer, said: "Quality is misunderstood and it makes it difficult to motivate people to get on board and join us. Therefore, there is a big piece of work around motivation. Also, within an organisation, it can be quite challenging to get people engaged in taking ownership for their work and that is where quality can play a vital role."

# Driving performance improvement at Lockheed Martin

Almost 10 years ago Lockheed Martin established the Full Spectrum Leadership programme. The programme aimed to develop high-performing leaders through education, training, coaching and continual assessment. Corporate culture change takes place in two ways – it grows from the bottom-up (as shifting social and economic realities weave their way into the fabric of an organisation) and it flows from the top-down (as leaders recognise the inevitable changes taking place in the world and shape them to serve the best interests of the organisation and everybody who is part of it).

Full Spectrum Leadership is Lockheed Martin's model for promoting and accelerating the latter type of change. It allows the company to create its own destiny and ensures it continues to thrive in the face of new competitive challenges. The characteristics of Full Spectrum Leadership are embodied in five imperatives:

1. Deliver results – leaders are ultimately responsible for delivering results, and that means consistently meeting expectations and delivering value to customers and stakeholders.
2. Shape the future – leaders must be forward thinkers who are able to envision a future state, set the direction, and passionately articulate the steps and changes necessary to make it happen.
3. Build effective relationships – leaders need to be able to establish and maintain strong, enduring and effective relationships within Lockheed Martin, and with its customers, employees, teammates and community.
4. Energise the team – leaders must create a positive, engaging work environment where people can develop, excel and foster a diverse and inclusive culture that builds trust and aligns with Lockheed Martin's values.
5. Model personal excellence, integrity and accountability – leaders at all levels are role models for employees whether they intend to be or not. They must demonstrate a commitment to personal excellence and set a high standard for ethical behaviour and integrity.

Since Full Spectrum Leadership was introduced in January 2006, it has provided a consistent foundation for selecting, developing and assessing the performance of leaders at all levels. The programme has become embedded in Lockheed Martin's culture and it has changed how leaders perceive their roles within the company. Allied with this are descriptions of effective behaviours that complement

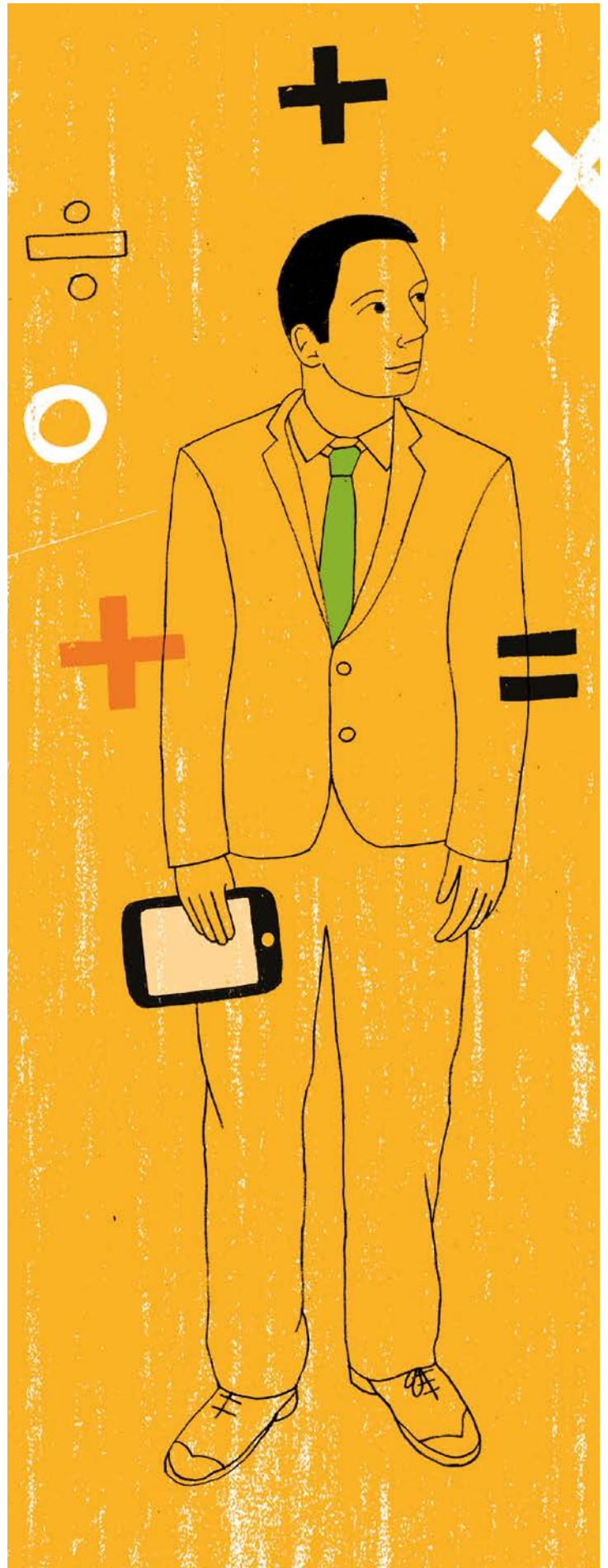




these leadership skills and approaches. The model is reinforced throughout all company activities, with everyone required to challenge and recognise errant and effective leadership behaviour respectively. On a periodic basis group leaders get together and review their behaviours against the leadership model, and are also assessed from a 360-degree view as part of their appraisal process. Other examples of how leaders are motivated to higher performance levels include:

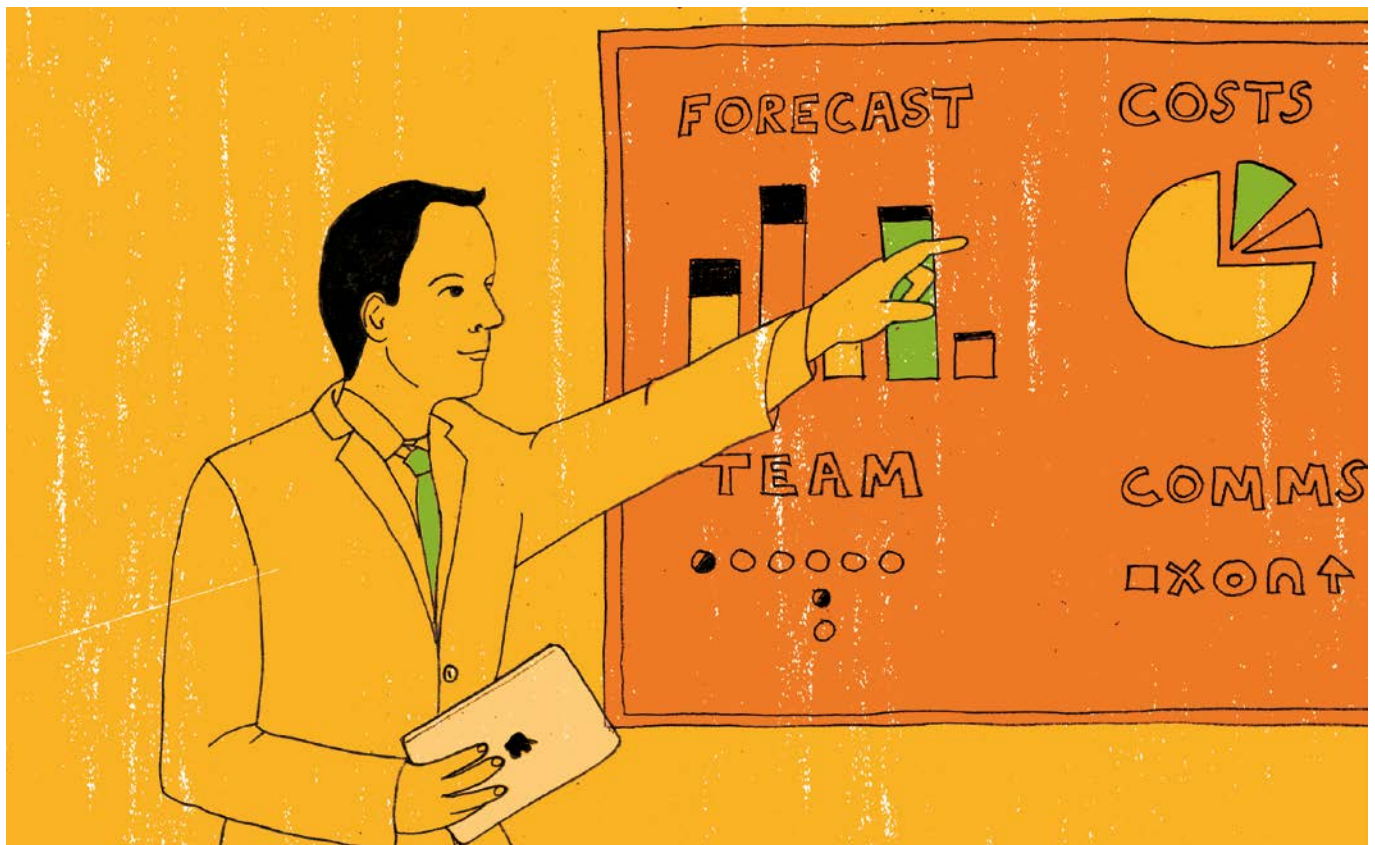
- The regular review of team performance centred around visual management boards
- Giving opportunities to learn from others by working in diverse teams
- Giving opportunities to develop skills by working in a number of different functions – career paths can often 'zigzag' up the organisation
- Encouraging affiliation to professional bodies
- The building of strong links to education establishments
- Coaching and mentoring – setting up safe places to learn
- Removing the fear factor – a barrier to progression can be fear.

Graham Harraway, Director of Operations at Lockheed Martin UK, is clear just how much of a difference this has made: "Managing performance is 60% what you do and 40% how you do it."



# The Quality Collaborator

In the complex world of modern business and public service, quality professionals must build effective networks. The rapid pace of globalisation has led to the increased need for team working. Author Peter Drucker stated: "Very few people work by themselves and achieve results by themselves." He further argued that in our complex, modern economy, individuals alone do not have the full set of experiences, skills and knowledge to resolve problems or gain advantage. To do so requires working with others, and that requires that we know ourselves and know others skills, preferences and success factors, and communicate sufficiently to be able to collaborate [9]. Increasing globalisation also requires leaders to better understand other cultures. As Carlos Ghosn, Chairman and CEO of Renault-Nissan, commented: "Leaders of the future will also need to have a lot more empathy and sensitivity – not just for people from their own countries but for people from completely different countries and cultures."<sup>3</sup> The skills of reading non-verbal communication and knowledge of customs and practices of other cultures were also cited as important by some of the leaders interviewed.



The role of an effective change agent and coach requires good collaborative behaviour. Author Tom Peters said: "Change is about recruiting allies and working each other up to have the nerve to try the next experiment."<sup>2</sup> The ability of a leader to keep quality on the agenda will depend, to some extent, on their ability to build rapport with the senior team – particularly in times of crises because leaders need to call on the various perspectives on the issue. Lakshman noted: "Leaders must increasingly resist the temptation to cope with chaos and complexity by trusting their gut. At a time of extreme volatility, past experience is an unreliable guide to future outcomes. Leaders must create cultures of constructive scepticism and surround themselves with people who bring multiple perspectives and have no fear of challenging the boss."<sup>6</sup>



As I mentioned earlier, many of the leaders interviewed said they learned the value of examining their business decisions in a social and political context. Heifetz, Grashow and Linksy also stressed the importance of acting politically, and not just analytically, during times of great change: "Orchestrating conflicts and losses, and negotiating among various interests, are the name of the game."<sup>5</sup> In turn, collaborative leaders provide a more positive work environment. The modern world is growing the need to retain talent and this requires leaders to better empathise with their teams and colleagues. And in the increasingly knowledge-led economy this is gaining importance, especially because when people leave they take the company's knowledge with them.

A positive environment also encourages information sharing and learning from experience across the whole organisation. Lakshman stated: "The degree to which leaders value participation, teamwork and information sharing will be directly related to their communication behaviours about the importance of teamwork, and thereby foster an organisational culture of openness and information sharing."<sup>6</sup> Research has found that high consideration behaviour is positively related to perceptions of fairness, commitment, trust and attachment of team members. In turn, supervisory behaviour, moods and expectations were seen to have impacts on performance and high customer service behaviour.<sup>6</sup>

According to the leaders interviewed, good quality collaborators also need to be able to negotiate and find compromise. This requires good empathy with different needs, balanced with expert diplomacy and knowing how to mediate – that is, how to hold the 'middle ground'. They must also be cool under pressure when managing crisis situations. A modern quality professional is someone who can sympathise, understand, make a logical argument and pacify, using diplomacy, subtlety and tact in order to achieve the best result for the company. As one leader put it: "These are huge influencing factors. They are the difference between having the capability and being successful. If you want to be successful you need a measure of emotional intelligence, a broad understanding of business and be able to facilitate commitment to success." Above all, it is important not to be closed to situations. The leader must try to understand and solve problems. To quote Lord Thomas Dewar: "Minds are like parachutes; they work best when open."<sup>10</sup>

# Building productive relationships at Fujitsu

In the fast-moving IT services environment the 'voice of quality' has to work to be heard. Head of Quality at Fujitsu, Amanda Craib, understands that people drive the service industry and that is why collaborative working is crucial. Amanda uses every opportunity to build relationships and mutual understanding. She said: "I listen for conversations and directions of thought where I can inject the quality implications."

Amanda is always seeking opportunities to go and present to different communities, and to invite conversation about the plans for quality and how to drive more efficient and effective outcomes. She has identified a core skill: "What I think has got me to a position where I am able to do this is my ability to listen to what is happening in a room and guide it, or at least inject a thought at an appropriate time to help people get the context."

The positive effect of this was demonstrated during the recent launch of a new change initiative. In the midst of discussing the plans, the CEO reinforced the role of the quality team in acting as the conscience of the change programme by giving feedback on progress. As Amanda observed: "It was an amazing, supportive comment from the CEO and if I get those I know that the corridor conversations, official meetings, presentations and injection of context of conversations about other things not seemly focused on this area, is the right approach to getting buy-in and behavioural change."

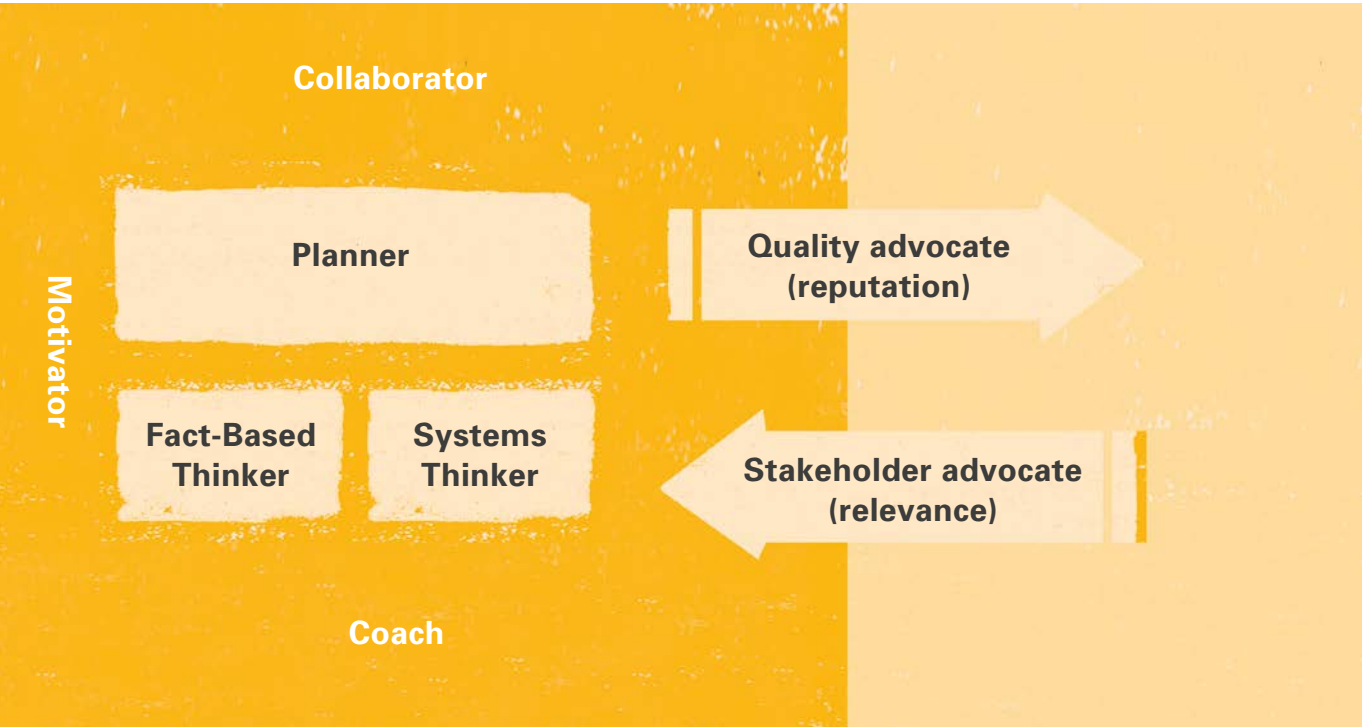
# Part 5

## How to apply the leadership techniques

# Bringing it all together

Many of the leadership behaviour examples given by leaders in this ebook indicate that these behaviours work as an integrated set. Although it is important to look at each behaviour individually in order to understand what it means to adopt it, quality professionals will need to learn how to develop and adopt them all in tandem. The Overall Model of Quality Leadership in Figure 1 (see below) was developed as a result of the examples of leadership activity given by those interviewed.

**Figure 1 – The Overall Model of Quality Leadership**



The model attempts to show how the eight roles (Quality Advocate, Stakeholder Advocate, Systems Thinker, Fact-Based Thinker, Quality Planner, Quality Coach, Quality Motivator and Quality Collaborator) interact to create a holistic model of leadership behaviour. The central elements (Planner, Fact-Based Thinker and Systems Thinker) form the core of the model and represent the more traditional and cognitive based elements of the quality leader’s role – the ‘hard skills’. The three outer elements (Collaborator, Motivator and Coach) represent what are known as the ‘softer skills’ and were cited by leaders as vital for ensuring that quality leaders relate more to the organisations in which they seek to operate effectively.

The two arrows (Quality Advocate and Stakeholder Advocate) illustrate how the quality leader’s role is about acting as an advocate of value (building reputation) and as an advocate of the stakeholder within the organisation – bringing the stakeholder conscience into the organisation and ensuring that the work undertaken remains relevant. It is through these outer elements that quality leaders execute these advocacy roles, while using the inner skills to interpret data and create compelling rationale from which they can influence change.

# Leading yourself – interpersonal skills required of a leader in quality

## How do I compare?

Figure 2 (see below) contains a summary of the characteristics of more and less effective practice against the eight leadership roles. It is designed to give an overview of each role and provide the basis for you to assess where you might need to seek opportunities for further professional development.

**Figure 2 – summary of more and less effective practices against the eight leadership roles**

	<b>+</b> More effective practice	<b>–</b> Less effective practice
<b>The Quality Advocate</b>	<ul style="list-style-type: none"> <li>• Making the quality strategy real and relevant</li> <li>• Linking the quality strategy to the business strategy</li> <li>• Adopting and adapting techniques to the context</li> <li>• Aiming to leave the position (quality leader) in a better place – ie thinking differently about the role</li> <li>• Focusing on values and how to reinforce them (to affect leadership behaviour)</li> <li>• Being a good negotiator</li> <li>• Remaining optimistic</li> <li>• Ensuring the measurement system reflects the importance of quality</li> <li>• Communicating regularly with the whole business to stimulate debate and learn about quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Not using the language of the business</li> <li>• Being overly complex</li> <li>• Motivated by status and power, not by a passion for the subject</li> <li>• Reacting negatively to poor perceptions of the value of quality</li> <li>• Thinking it's the responsibility of the senior quality leader.</li> </ul>



## More effective practice



## Less effective practice

### The Stakeholder Advocate

- Gaining good business experience in order to know when to intervene and why
- Learning how to influence
- Seeing customers as partners
- Learning the value of examining decisions in a social and political context
- Highlighting the importance of the internal customer and the external customer
- Ensuring the quality culture is balanced with other business priorities
- Teaching the business how to capture and interpret the voice of the customer
- Working with top managers to establish their roles in working collaboratively with customers
- Plotting the customer's journey and experience through business.

- Making decisions in isolation
- Perpetuating the role as a 'bolt-on' function and not an integral part of the value chain
- Seeing customers as totally separate parties
- Presiding over a set of disintegrated measures of success
- Forcing quality onto managers via bureaucracy, for example, instead of being catalysts for change.







## More effective practice



## Less effective practice

### The Systems Thinker

- Encouraging cross-functional thinking and activity
- Illustrating the customer's journey through the entire value chain, both the 'back office' and the 'front-line'
- Creating a framework for flawless execution
- Showing how the quality function's objectives contribute to delivery of the organisation's performance and other functions within it
- Working to develop a broad-based leadership of quality at all levels (not just leaders by role definition)
- Having a fit for purpose quality management system (QMS).

- Policing systems
- Over-emphasis on systems and not on the contribution of people
- Not giving the opportunity for resources to improve the system
- Lack of experience at the sharp end (working in the system)
- Seeking to find fault and blame rather than getting to the root cause and tackling the deep-rooted issues
- Not seeing the bigger picture, especially in times of crisis and stress
- Over reliance on ISO and audit to bring about stakeholder advocacy.





## More effective practice



## Less effective practice

### The Fact-Based Thinker

- Communicating success
- Restlessness
- Forever raising the performance bar and keeping score
- Persistently questioning and challenging the status quo
- Creating a culture of constructive scepticism
- Measuring failure in the language of the business
- Establishing fact-based thinking across the whole organisation to improve decision-making.

- Collecting separate (favourite) metrics and not connecting/integrating them
- Not getting to the root cause – ie jumping to solutions
- Rewarding solution fixing and not prevention
- Taking a short-term perspective to problems
- Rushing to solutions under the pressure of time
- Failing to learn from history
- Corporate myopia – short-sighted or short-term focused
- Basing decisions on fact only and not considering the emotional and political needs of those involved
- Treating issues as too 'black and white' and not considering all of the factors involved.





## More effective practice

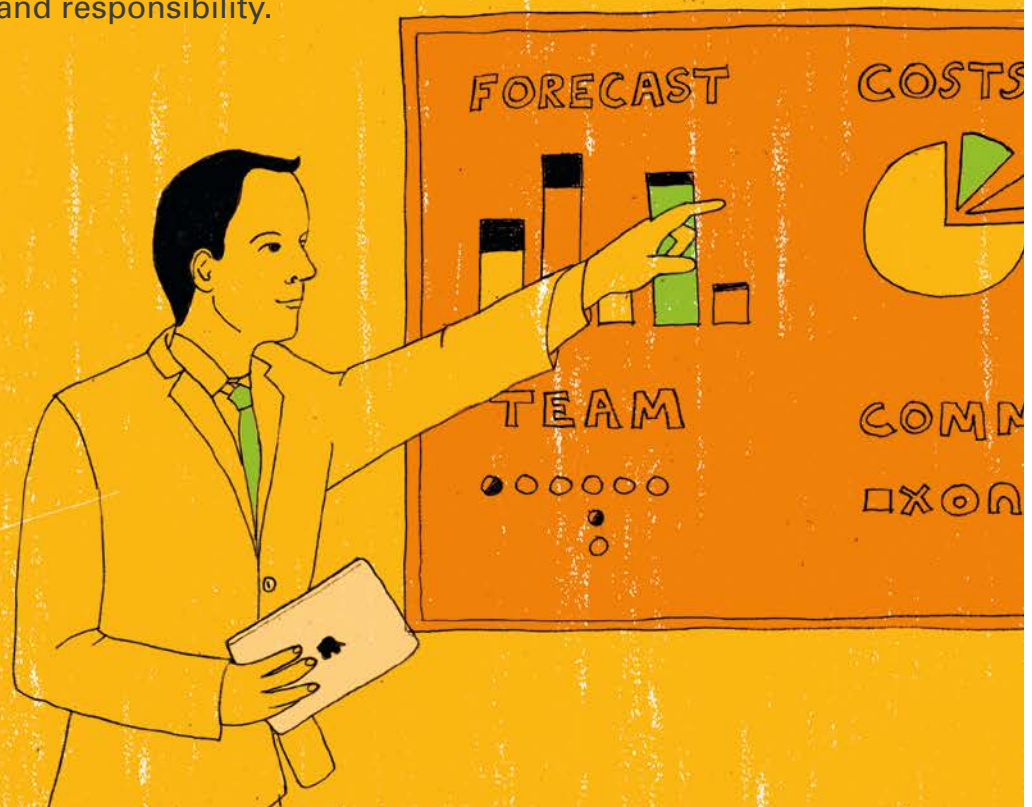


## Less effective practice

### The Quality Planner

- Learning from history and experience
- Taking an approach that is fit for purpose and adapted to the industry and technologies involved
- Creating a culture that welcomes learning from experience
- Advocating quality planning to start as far upstream of the value chain as possible
- Advocating the need for quality planning, where it makes sense, using the most appropriate tools and techniques
- Creating a consistent and robust risk management approach, with clear ownership and responsibility.

- Ignoring gate reviews to race to launch
- Dismissal of learning from the past – stating: “We won’t make those mistakes” or “not invented here is not acceptable”
- Over rigid application of quality control and insufficient application of quality assurance.







## More effective practice



## Less effective practice

### The Quality Coach

- Being self-aware
- Knowing your team – outstanding coaches and mentors get inside the heads of their people
- Developing stronger emotional intelligence in teams and rising stars
- Developing a broad and deep knowledge of quality and the capabilities of the organisation
- Developing the coaching skills of your team
- Building good rapport at all levels
- Being aware of the prevailing organisation culture.

- Taking too internal a focus
- Forcing people through training without a direct link to the valued outcomes
- Singular focus on tools and techniques
- Trying to force a solution on the problem when not accepted or relevant
- Treating coaching as an 'add-on' skill and not integral to the role.





## More effective practice



## Less effective practice

### The Quality Motivator

- Developing listening skills
- Making time to really understand the organisation
- Building the right environment for improvement
- Being a good judge of capability
- Driven to achieve
- Passionate about quality
- Energetic.

- Overly critical and fault finding
- Presenting problems and not supporting solutions
- Being overly pessimistic
- Focusing on the needs and expectations of the external customer only and not balancing this with the internal customer.



	<b>+ More effective practice</b>	<b>– Less effective practice</b>
<b>The Quality Collaborator</b>	<ul style="list-style-type: none"> <li>• Building a wide network (before you need it)</li> <li>• Regulating one's behaviour (managing emotions)</li> <li>• Exercising empathy and reading non-verbal signals (important in a global context)</li> <li>• Surrounding yourself with people who bring multiple perspectives and have no fear of challenging the boss</li> <li>• Encouraging and fostering teamwork and participation</li> <li>• Seeking common ground</li> <li>• Learning to understand the skills, knowledge and success factors of others</li> <li>• Good communication</li> <li>• Good knowledge of different global cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Blaming others for failure</li> <li>• Defensive behaviour</li> <li>• Taking an adversarial approach to problems</li> <li>• Creating or not challenging conflicting objectives</li> <li>• Over reliance on your own perspective and gut feel</li> <li>• Avoiding dealing with conflict.</li> </ul>

### A tool for self-assessment

The main purpose of this publication is to bring about change but it will only happen when quality professionals seek new ways to improve as leaders. To help, the CQI is currently creating a self-assessment tool for the eight leadership roles that will encourage quality professionals to honestly assess their behaviours, with the help of a trusted colleague or advisor if necessary, and seek ways to improve. The CQI will be providing a link to the resource in due course.



# How to apply your learning

## Case study scenario

The following case study is a fictitious description of a situation in which you, the quality leader, must play a leading role. The aim is for you to draw on the descriptions of the eight leadership roles in order to decide how you should respond as an effective leader. There are four questions at the end of the study for you to consider.

When you have formulated your plan, turn over the page and read what other quality leaders have decided.

## Case study description

You've arrived at a new company as the head of the quality function. The company you're joining is a global leader of products and services but is facing mounting competition from low-cost competitors. The CEO has launched a strategy of moving supply of components, assemblies and some supporting services to low-cost providers and/or countries. This new business model is not fully embedded but there are already quality problems occurring that are costly in terms of wasted time and materials. It's also leading to customer complaints (internal and external), missed deadlines and a general picture of failing to meet requirements. In fact, two major customers have threatened to switch suppliers unless there is recognisable improvement in the next three months.

The multinational executive management team (who you report to) see you as the 'white knight' – assuming that you will fix the problem. The previous head of quality was known for keeping the quality department totally independent, focusing on detection through inspection and audit, reporting errors and problems, and stating problems but not really supporting the development of solutions. There is no quality strategy or plan and the people in the quality team are showing signs of low morale.

## Review questions

1. What would you address as a sense of urgency?
2. What would be the elements of your 100-day plan?
3. What would you implement in the long-term to avoid repetition of the circumstances you have just inherited?
4. How would you know that what you've done would be successful? What metrics (qualitative and quantitative) would you use to demonstrate success to stakeholders?

# Developing yourself and your peers

## What the CQI can offer

Leadership is established as a fundamental part of the CQI Competency Framework and it is critical to the success of quality professionals. It will have an impact on the CQI's approach to professional development that will see a balance between the 'hard' techniques and the 'soft' behavioural aspects of the leadership role. The continuing professional development (CPD) system for members of the CQI and IRCA provides a mechanism for the profession to consider these softer aspects in conjunction with the framework. Members can plan and complete ongoing CPD for themselves and their staff.

## CPD other leaders have found of value

The leaders interviewed for this publication were asked to advise on methods for good professional development. Below is a list (though not exhaustive) of readily available methods:

- Learning negotiating skills
- Developing a wider perspective of other industries and functions – ie seeking to get work experience in other functions
- Training in how to better communicate with senior managers and external stakeholders
- Undertaking recognised coaching qualifications
- Formal training in emotional intelligence
- Attending cross-industry working groups to influence policy, understand relevant trends and learn from others
- Reading recommended books
- Attending professional networking events
- Gaining formal qualifications – ie the CQI Diploma
- Leadership training from recognised providers, such as the Chartered Management Institute (CMI)
- Forging links with education establishments
- Coaching and mentoring – ie setting up safe places to fail and learn
- Breaking down the fear barrier. Leaders need to take away the fear factor.

# Summary

Below are statements of what it means to be the complete quality leader by two leaders who were interviewed for this ebook.

“A complete quality leader is one that has secured the acceptance of the senior team, has exceptionally strong analytical capability to be able to rapidly understand and prioritise the most important problems to be solved in any business situation, has practical and direct business experience through having worked in and led many of the typical business functions, and has excellent interpersonal and influencing skills to be able to mobilise large populations without having direct hierarchical authority over these.”

“The complete quality leader creates the right culture by showing commitment to communicating the need for consistency in products, processes and people to deliver customer satisfaction, generate cash and reduce costs to be competitive – the eight C’s of quality leadership.”

## What’s next?

The CQI’s Competency Framework for the quality profession is the product of significant input from employers, academics and quality leaders, and detail on leadership behaviours emerged as an important component of this work.

## What is the CQI doing to support improvement in leadership?

The CQI has embarked on a significant programme of change that includes:

- Revised membership criteria – reflecting the Competency Framework at all levels of membership
- Revised qualifications – reflecting the Competency Framework to support career paths for quality professionals
- Increased CPD support – reflecting the Competency Framework and emerging trends.

In parallel, the CQI has been working with its growing community of Corporate Partners to promote professional standards in industry and grow the number of qualified and competent quality professionals.

## What you can do?

Quality professionals can support the profession by:

- Using the Competency Framework to inform personal development
- Using the Competency Framework to inform staff development
- Sharing knowledge of how the Competency Framework has been used to develop individuals and teams
- Providing feedback to the CQI on the future development of the Competency Framework.

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