

THE HUMAN ELEMENT

Published by the Human Development and Leadership Division of ASQ

Summer 2020 | VOLUME 14, ISSUE 2

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Editor's Note

Do you have an article you'd like to have considered for The Human Element? To be considered for inclusion in the quarterly newsletter send your article on a topic in the HD&L BOK to Amanda at afoster@divisions.asq.org Articles for the Fall 2020 edition are due September 14, but please give advance notice if you plan to submit an article.



Letter from the Chair

In many ways, it's hard for me to believe that another three months have passed. As I sat down to write my last letter, we were just beginning to see the effects of the current pandemic on our professional and personal lives. We watched it spread around the globe and touch just about every country to some degree. Now many of us are trying to figure out how to navigate this "new normal." So, you might ask, how did these changes over the last several months impact our division?

Our leadership already operates in a virtual nature because we are located across the US as well as in Canada, Ireland, Albania, and the Dominican Republic. We had to take our traditional face-to-face planning sessions and move them to a virtual format. As I'm sure many of you have experienced, this amount of virtual interaction can be exhausting, especially since we're interacting virtually for both our professional and personal communications. (Maybe you've heard of "Zoom fatigue"? If not, Harvard Business Review and Ted have articles discussing this topic.)

Like many of you, we were sad to see World Conference canceled and miss out on the opportunity to connect in person with our members. We hope to see these in-person events return in 2021. In the meantime, we continued delivering our webinars and saw a surge in interest and live attendance, driving us to increase the live attendee limit in our webinar platform. We also successfully conducted our first webinar in Arabic (kudos to webinar co-chairs, Sidita Hasi and Kiran Mann!). We are now planning for webinars in other languages to connect with our members in new ways. We've also seen increased activity and discussion in our myASQ online community as our members connect with each other virtually. In the last several months our online community membership has grown from just under 1000 members to almost 1500 members...wow! I encourage each of you to join in on an ongoing discussion or start one of your own!

As I look ahead at the rest of 2020, I am excited by the planned efforts around taking our pilot mentoring program and making this a more permanent offering to our members. I am also excited by the work being put into developing a roadmap for the HD&L division by some of our leadership team. As I mentioned in my last letter, we are focused on developing a 3-5 year roadmap that sets a vision and path for further development and delivery of our BoK. I hope to be able to share more about the progress on this in our next newsletter.

As I wrap up my Summer 2020 edition of "Letter from the Chair," I hope that each of our members and their families are safe and healthy. I also hope that I see you virtually in our online community!

With Warmest Regards,





Implementing Knowledge Management Practices

By Dr. Cynthia J. Young, DBA, PMP, LSS MBB, CMQ/OE, Founder of CJ Young Consulting LLC, Managing Partner of The MPlus Group, Curriculum Developer and Instructor with Leidos, and past chair of ASQ Tidewater, Section 1128

Knowledge management (KM) practices can support an organization when they account for human nature. People typically want to go through the path of least resistance, especially when time is against them. Sharing knowledge of a process may scare some people because they may feel that they may be passed by if someone else knows what they know.

While there are many KM practices an organization can use, below are four KM practices organizations can implement to support an organization's growth and achievement goals while supporting professional growth of their employees:

Eliminate silos of knowledge within the organization. A business has an annual plan with specific goals. While the goals may be specific to organizational silos, knowledge about the silos may be able to be used throughout the organization. Eliminating knowledge silos¹ requires a team mentality and not an individual mindset to support collaboration. For example, when you are in school and having difficulty in a course, you are not necessarily stuck to those in your class to help you understand an assignment. You have colleagues in other majors who may be able to help provide insight, especially if the course is a basic English 101 course or something similar. However, if you resist sharing a problem in your class because that person is outside of your major or not in your class, you may fail the course because of missing a needed component.

The same goes for business overall. Just because you work in finance and someone else works in business development, does not mean that either or you cannot help each other. Getting an outside perspective brings another point of view as well as the chance to unearth some long-ago used experience and knowledge. Individual employees must be willing to coordinate with other employees. This must also move up in the business through divisions, departments, and so on so that everyone has the knowledge availability and understanding to make educated and knowledgeable decisions to support the annual plan. Converting tacit (known to you) to explicit (codified) knowledge and then sharing that knowledge throughout the people who need it in the organization will support the annual plan and the effort required to achieve the annual goals.

Map where your knowledge is located. When you map your knowledge, you will also map the gaps in organizational knowledge in both the physical location of procedures or the personal knowledge of the organization's employees. As organizations set goals for growth, knowledge of what is needed or more importantly, identifying the unknown, becomes critical to completing the task or achieving the goal. Mapping knowledge doesn't require fancy software, but it does require that you have a process to follow and that that process is known throughout the organization. Also, don't hold back on who is allowed or requested to provide the knowledge since everyone will have a necessary piece complete the puzzle both up and down the corporate ladder.

¹ Gleeson, B., & Roza, M. The silo mentality: How to break down the barriers, Forbes (Oct 2, 2013). <https://www.forbes.com/sites/brentgleeson/2013/10/02/the-silo-mentality-how-to-break-down-the-barriers/#191d31618c7e>

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Implementing Knowledge Management Practices continued

Start with something small within your division, department, or group. As business start to reenter the daily grind, knowledge must be captured, especially if your workforce not returning at the same time. If your organization is going to remain in a virtual or working-from-home state, you can also accomplish mapping processes to share. Mind maps can be used to support business development², personnel growth and retention, or onboarding of new employees. Process mapping is already conducted through process improvement initiatives, but when knowledge is specifically mapped, it can also be used to support goal attainment.

Fill the gaps in the knowledge. Filling knowledge gaps does not happen immediately. This may take a regular battle rhythm of events until the gaps are filled into based on the desire of those leading the effort. This starts with taking the maps completed previously by a team and opening them up to a larger audience. Not everyone will have all of the necessary information to fill the knowledge gaps, but one person may have one piece of information with the associated experience to know what it means to the overall map.

As you being to fill gaps in, review the overall maps because filling in the knowledge gaps will be a reiterative, cyclical process as new knowledge is gained or created with new employees joining the organization. Especially important is capturing knowledge of personnel leaving the organization³ whether by the own choice or not. When a person leaves by request or demand of the employer, the outgoing employee may not be open to setting the departure up with successful knowledge turnover. When a person leaves by their own decision, whether going to another company or retiring, they will be more open to sharing and transferring their knowledge to those taking the responsibility for the experience leaving. Either way requires a process be in place for capturing the knowledge to prevent gaps upon their departures.

Create a knowledge management (KM) community of practice (CoP). Before trying to take on the world and turning everyone off with pairing everything to KM, start with what is important to their part of the business. A great way of doing this is to create a KM CoP⁴. You can start with the basics such as blogs, wikis, and libraries of information, but use these to start the knowledge sharing between the members of the community. You may also want to consider getting representation from each of the divisions or departments within your organization so that there is a point of contact who can take back the knowledge gained from the CoP to share with others not in the CoP. CoPs are especially helpful for understanding processes that can lead to mapping or planning improvements for processes that may affect more than one division or department.

While organizations may not have a specific KM program or KM directives, these are not always necessary if you have leaders who have a desire to share, transfer, capture, or map knowledge. It requires a culture of aiming to achieve the same goals or opportunities. KM is a team sport and knowledge should not be resident with only one or two people. When knowledge is managed at a team level, it can benefit everyone in the organization as well as the customers they support.

² Young, C. J. Mind mapping in 6 simple steps for business development: Strategic tool combines tacit, explicit knowledge to see a competitive edge. ISE Magazine, 51(12), 34-38, (2019).

³ Are you taking steps to prevent knowledge loss when offboarding employees? Panopto, (2020)
<https://www.panopto.com/blog/are-you-taking-steps-to-prevent-knowledge-loss-when-offboarding-employees/>

⁴ Garfield, S. How to start & lead communities of practice. Medium (Dec 30, 2017).
<https://medium.com/@stangarfield/how-to-start-lead-communities-of-practice-f2944b22ef56>

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The Playground Part I

A Story About How We Build Community and Learn Together

The first installment in a three-part series cowritten by



Deborah A Coviello ASQ
HD&L Member Leader



Ruth Stanley ASQ
Canada/Greenland
Regional Director



Michael Mladjenovic ASQ
Canada/Greenland Deputy
Regional Director

Close your eyes and remember your childhood when you played on a playground at school or a park; hear the laughter, running feet, balls bouncing, or the tears of someone who fell off of a swing. Can you visualize this and get a sense of joy, fond memories, feelings of insecurity when trying new things, watching others from afar or being in the middle of a game of tag? Simply pause to see this in your memory, breath 3 times and then open your eyes.

As adults we often forget these memories; where playing, learning together, taking risks, falling, winning and building lasting relationships are often lost into a distant past. Why do we forget such memories or not bring play, discovery, communal learning into our adult lives? Do we still play? Do we push others in our playground to try new things? Do we brush ourselves off, try again until we perfect swinging a bat or adopt a mindset of closed learning opportunities?

When we contrast the learning environment of our childhood; how we competed with each other, supported each other, took risks and learned new skills together; to our world of adult learning we see vastly different approaches. Why? We are still humans with feelings, different levels of risk appetite, and varied ways we want to engage with the world, but assume we no longer “Play” and must learn in a structured approach.

Which brings us to our proposal of bringing back the Playground to learning and the concept of Co-Mentoring as a way of embracing our early learning environment that was safe, fun, low risk, nurturing, caring and supportive - gaining new skills was simply play vs. work. During this time of remote engagement due to the pandemic, adults have been thrown into new playgrounds where technology can be scary and everyone is learning together to build new engagement skills. It is during this time that a small group of Quality professionals in Canada have re-discovered the Playground and are actively co-mentoring each other to gain new skills and simply have fun in a safe environment.

It is this passion for helping others learn new skills in a collaborative environment and a chance meeting on the ASQ HD&L discussion board that we realized we wanted to bring this story forward to you in a three-part series.

This article is intended to bring us back to discovery of our past ways of learning on the playground into adult learning and propose another tool that can elevate the entire team to a place where everyone feels safe and a part of something exciting. We want to start a conversation and engage your thoughts in building up a new approach that can be adopted by the broader

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The Playground continued

ASQ community as well as building the body of knowledge for Human Development & Leadership. We believe by sharing this experiment in real life with you we can co-develop an approach that will make a significant difference in how we educate and learn going forward.

If you're intrigued by this topic and want to watch us play in the playground and show you, we're going to test the hypothesis that co-mentoring is an effective tool to accelerate the ability to acquire new skills.

In part II we will be sharing the experiment with you (including videos) so you can see the process real time and even provide your input into the experiment.

Part III of this series will be the collective input and results of the learning playground. We will bring our conclusions and proposals so others can replicate the

same approach. After all, we are all here to live fulfilled lives, to learn and engage with others, and feel a sense of accomplishment. We want to actively engage with you and build this body of knowledge together. We believe in leveraging the days of unstructured learning from the playground as a powerful tool to accelerate adult learning in a framework of co-mentoring.

Now we want you to close your eyes again and picture a playground, but instead replace the children with adults. See yourself climbing the jungle gym, swinging on a swing, swinging a bat or kicking a ball. Do you see yourself doing this with other adults? Has someone fallen on the ground and scraped their knee? Do you go over and pick them up and wipe them off and encourage them? Can you see yourself doing that in your own learning playground? Now open your eyes and let's make it happen!



Engaging Your Employees to Motivate and Increase Morale

By Kiran Mann, Member Leader of ASQ HD&L, President/Founder M2M Business Solutions

Four Tips for Managers to motivate their employees and increase their morale.

Have you ever thought that you can make or break your employee's day? Other than their own personality and decision of working in a company, you are the most powerful factor in building their motivation and bringing positive moral. Let's use the example of employee X, we'll give him the name Derek. Put yourself in Derek's shoes and imagine yourself in his situation....



Your boss gives you a project with clearly defined deadline. He tells you that activity is important and has to be done on time but

gives no further explanation. You work day in and day out to complete the project but continue to have setbacks. There isn't enough funding to purchase essential tools and you are realizing that you do not

have enough time to complete the project. You feel that the project is beyond your ability and skill set. You are stressed and feel like a failure. You try bringing this up to your boss who responds simply with, "just figure it out". You leave his office more frustrated than when you arrived. This feeling slowly creeps into other areas of your work until you begin dreading going into work and contemplating finding a new job where you can feel confident and capable.

This situation is all too common in workplaces and is often a root cause for a decrease in employee morale and motivation. This disengagement could have been avoided with the following actions taken by the boss

1. **Create meaningful work.** Not explaining why the project was important to the company and the role Derek (employee) play in the company's result was a big mistake. When assigning a new project or responsibility, be sure to communicate the significance of their role to the outcome of the company's goal. Giving meaning increases motivation as people feel that their work has value and that they are a part of the company's success.

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Engaging Your Employees to Motivate and Increase Morale continued

- 2. Offer training and coaching** - Instead of telling the employee to “just figure it out,” use this as an opportunity to coach them on best practices. Take the time up front to train the individual and it can build capability which improves morale and engagement. If you let the employee struggle too much, they might start to question whether they are suitable for the role and start looking outside of your company for a better fit.
- 3. Provide the right resources** - One of the biggest mistakes a boss can make is setting an employee up to fail by not providing the right resources. In the above example, the employee did not have time or budget to successfully complete the project. Be sure to examine the challenges an employee might face and figure out solutions to help them move past the obstacles or communicate up front the potential challenges that they might face. By providing the right resources, you are setting the employee up to succeed, which boosts their motivation.
- 4. Listen** - In the example above the employee tried presenting his challenges to the boss but was blown off. If employees feel that their challenges are not heard or not valid, their frustration will grow, and morale will decrease. Listen without attempting to respond and put yourself in their shoes. Meet them where they are and show them that you are facing the challenge together. Your support can increase engagement as the employee feels they have a boss that cares about them.

Allow employees to respect you and follow you. Provide them an environment where they choose to be motivated and inspired. It does start with you and you have the control to make their experience positive and motivated in the company.



Kindness: The Secret to Successful Lean Coaching

By Karyn Ross, Owner of Karyn Ross Consulting, Founder and President of the Love and Kindness Project Foundation, Founder of Women in Lean – Our Table

As a Lean coach and consultant to organizations big and small, and author of two Lean books (one of which is a lean coaching workbook), I do a lot of coaching! A lot! And, one of the most frequent questions I’m asked is, “What’s the secret to great Lean coaching...to get others to actually do things in a different way!?” And the answer that I give is always the same...and almost always a surprise to people! “Kindness”, I say. “The secret to successful Lean coaching is kindness!”.

So why, after all of my years coaching people on the shop floor, managers, and executive level leaders, do I say that ‘Kindness is the secret’? Because before anything else, before any title you give someone – ‘team-member’, ‘supervisor’, or ‘Vice-President’ to name a few – the people you are going to be coaching are just that: People! Human beings with thoughts, feelings, differing opinions, experiences, and fears. When learning new things, new ways to work, new ways to act and new ways to lead, what all people need most is kindness, so that they can move past their thoughts and feelings of discomfort and fear, and have the courage to give new ways a try!

So, what does kindness look like in Lean coaching?

We’re all probably familiar with the concept of pushing the person we’re coaching out into the uncomfortable learning zone. We hear about this all time. Lean coaches are taught to ask open-ended questions that ‘challenge’ their learners to ‘think differently’. And Lean coaching sessions often end with the person being coached left with a long list of things to ‘do differently’ that they haven’t done in the past: ‘go see’ what’s happening on the gemba, create ways to manage visually, stop batching and change to single-piece flow instead. Often, the person promises sincerely that they are going to do all those things, but when the next

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coaching session rolls around, the Lean coach finds that the person being coached hasn't actually done any of them at all. This can lead to the Lean coach feeling disappointed, frustrated, and even angry that the person they are coaching is being 'resistant'. And those feelings can lead to a rocky relationship with the person they are coaching.

What if, however, instead of leaving the person being coached with a long list of things they didn't know how to – or have the confidence to do, because true confidence only comes from 'doing' – the Lean coach stayed with the person they were coaching and 'nurtured' them through the uncomfortable learning zone? What if the Lean coach went with them to the gemba and showed them how to observe and talk with the people doing the work? What if the Lean coach helped the person being coached draw out the first draft of visual management and was there with their learner – standing right beside them – the first time they used it? And what if the Lean coach went to the gemba with the person being coached and stood right beside them to help them 'see' where batching was occurring? Wouldn't that kindness help the person learning have less fear and anxiety so they could do new things and work in new ways? And wouldn't it help create a better relationship between the coach and the person being coached?

If you think back to things that you have had to do that were new to you, or that you hadn't done before – buy your first car or new home, for example – didn't you take someone with you to help you feel less fearful and more confident? And what about things that you are afraid to do? I am absolutely petrified of getting needles, so every year I have to ask a friend or family member to go with me to get a flu shot! And, think about sports coaches. The swimming coach doesn't just throw a new swimmer into the deep end on their own! Either they stay alongside them in the water, or they run along the side of the pool with a live preserver. As Lean coaches, we need to do these types of things too! We can't just need to 'challenge' our learner to dive into the deep end without knowing how to swim! We need to be kind, and 'nurture' them along as they are learning as well!

So, here are some easy ways that you can bring kindness into your Lean coaching!

- **Think Kindly!** Remember, regardless of someone's status or role in the organization, they are a human being first and will be nervous about trying new things. Assume positive intent, and instead of thinking "I can't believe she's being so resistant", think instead, "She must really be feeling uncomfortable. What can I do to make it easier for her to give it a try?" And don't forget to think kindly about yourself, as well. Just because the person you are coaching doesn't do what you ask them to the first time doesn't mean you are a bad coach or that you've failed. All it means is that you need to find a way to give the person a little more help!
- **Speak Kindly!** Sometimes, as Lean coaches, we might complain to others about the person we are coaching if they aren't making the amount of progress we think they should be. If you hear yourself complaining, stop. And say, instead, "He's come a lot farther than I expected in this amount of time!" And, then tell yourself the same thing, because often, the little voice inside of our head doesn't speak kindly to ourselves either!
- **Act Kindly!** When you see that the person you are coaching is struggling, sit down with them and have an honest talk about what you are seeing. Ask what you could do to make their learning easier. And, if needed 'hold their hand' and stand by them as they practice whatever skill it is that they are struggling with. And if you are in a situation that you don't know what to do about, err on the side of kindness! Because erring on the side of kindness always makes things better for you and the person you are coaching.

So, if you're a Lean coach, and you want the people you are coaching to learn faster, have more courage, and be more confident, the best thing to do is to treat them kindly. Nurture them as much as you challenge them. Make sure that they know that you are always there to help them. Speak to them kindly and thank them for the effort they put into trying and learning, not just the progress they make. Your kindness will allow them to learn more easily, create better coaching relationships and model what respect for people throughout the organization really looks like!



Trust and Kindness Can Save Lives

By Dr Hoda Saleh, Lean consultant, executive advisor, educator, and CEO for Vizibility, llc. Middle East Division.

Three decades ago I learned lesson that changed my life, inspired my career and education in psychology, Lean management, and social sciences, and shaped the way I lead today. It was a lesson in respect, social justice, and how to be a servant of local passion taught to me by a young student. I was principal of an all-girl high school and it was humming smoothly. Employee satisfaction scores were high, district standards were top notch, and student enrollment was at an all-time high. My leadership style was to round every two hours doing little things that needed to be done, set high standards, and empower my staff to trystorm daily. That's brainstorming ideas with the psychological safety to try and fail fast, hence trystorming. Everything felt good, predictable, and somewhat effortless. Until I ran into a particular student in her final year. This student caused havoc with classmates and gave most teachers a run for their money. Eventually, her violent actions and escalating behavior made her intolerable and would surely result into her expulsion. Consequences seemed to be ineffective. I called the girl in and had a heart to heart conversation with her. It was obvious to me that she was closed off and had bottled a level of fear that was hard to comprehend. Today we would consider therapy, however, in this area of the world and during this time, this option was not as available nor as accepted as it is today. Our conversation went on for a while, and the more I mined, the clearer it became that I was not making headway. The pivotal point is when I told her that she left me no choice but to call her parents in. Her anger escalated as she violently stormed out. As the day proceeded, I could not shake the rage I perceived in this girl and how troubling it must be to bottle such energy.

A few hours before school dismissal I was called to come quickly to the 5th floor, as a student was threatening to commit suicide and requested to only talk to me. Fumbling as I rushed, I had vivid images of our conversations, trying to pinpoint information that I can use to save this girl from jumping. When I got there out of breath, I saw a scared trembling girl, oozing with fear and giving up on the world. I dismissed the faculty and everyone from the area and asked to speak alone with her. I focused on my tone of voice, compassionately looked her in the eye, and asked her to just come down and have a talk. My heart raced as she leaned towards jumping asking if she will be punished? I kindly smiled and calmly said no. I held her hand as she stepped down and embraced the crying student and gave her a moment to collect herself. As we walked back to my office I was turning over in my head ways I could get this girl to trust me and be vulnerable to opening up. I learned three valuable lessons that I have carried til today.

LEADERSHIP LESSONS LEARNED:

The bedrock of respect for people in Lean management is fostering an environment where individuals can grow, be exposed to a set of behaviors that encourages trust and kindness, kindling the internal passion to be courageous and go out of one's comfort zone to expand on the capacity to do more. For me, the following three lessons resonated, and are actionable items leaders can use every day to bring kindness and trust to everyone.

1. **See the potential:** The student in my story was a star Judo athlete. I initiated our conversation by highlighting that and pointed to some of her key attributes through the remainder of the conversation. Over time strength finding became part of my leadership style as I sought to understand other separate realities, passions, and distinguishable attributes. For her, this was not so easy. She was closed off and ashamed. Ashamed of who she was and what she had become; her self-worth was shattered. As I peeled the onion, I realized she had no capacity to love herself or even feel a sense of belonging. At one point she shared that her parents would parade her older sister for her beauty and how that created toxic resentment. Something Simon Sinek said that really resonated with me was "Joy comes not from comparison to others but from

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Leadership Tip: Seek the potential within your people and foster an environment for it to shine. Respect for humanity is a lifetime principle of serving and helping others grow

advancement in one's self". Find the capacity to grow your people. For her Judo became a numbing agent that she used to project her anger freely as she continued comparing her life and circumstances with others. For many, this sort of depression or numbing agent, is fed by alcohol, drugs, gaming, or even over working. Our sessions became frequent and as she grew in realizing she was enough, that her imperfections were in fact her perfections, she gained courage. At the same time, I gained a lesson in seeing the potential in others and sheltering one's mind from toxic thoughts and demeaning people. In Lean, we talk about respect for humanity, a principle that goes much deeper into social sciences, community interconnections, and developing those

around us. For me, respect for this student stemmed in first seeing her potential, putting social judgment aside, digging deep into what she shielded from the universe and even herself, pulling it out and giving it the environment to shine.

2. **Build Relationships:** As these sessions proceeded, her trust in me grew. However, this was no easy task,

Leadership Tip: Focus on what your people can get out of you, not what you can get out of them. That means making yourself available for your people.

I had to be consistent and create an environment that was fitting. I had to diffuse the power distance between us. As leaders, we must examine the causes of the problem so that we can solve it and learn as we peel the onion back to engage the student, replicate the approach and be watchful for weak signal detection. I had to invest time to show I care, prioritize her over other things. Keven Talbot often says that "hope is not a strategy", I couldn't agree more. I could not sit back and hope that she will get better. I had to tip the bell curve in a way that was favorable to her. I had to be fully and whole heartedly present. I showed up to her games and cheered her on. Over the years, she

had done significant damage that distanced her from other students and painted a distorted picture to her teachers. I had to intentionally outline different scenarios, collaborate with her on them, discuss what success would look like to her and how it would make her feel. I then had to create situations that she can be afforded the space to try to construct my feedback in a way that was helpful in moving her forward. This took time, effort, and a lot of planning. To build or repair relationships, you first must build it within yourself.

3. **Love Yourself:** Brené Brown, in her book, "Rising Strong", highlights that a key ingredient to connection is one's authenticity to be who they are. She needed to understand first her authentic self and let herself be seen in that light. I also had to be in a place where my positive feedback earned me the right to cash it in to provide constructive feedback. Jack Zenger and Joseph Folkman, in a Harvard Business Review article, "The 3 elements of trust", describe the critical nature of staying in touch on the issues and concerns of others, while giving honest feedback in a helpful way that elevates them. I have seen over the years countless examples of leaders that demoralize and blame others under the umbrella of wanting to help. That simply just does not work and erodes trust. I had to be present in a way that shed

Leadership Tip: Authenticity, integrity, and kindness ignites the soul, builds confidence, and spreads joy.

light on the authenticity she was courageously bringing out. I featured her picture in the school honor board and at the same time, met with her family on different strategies they could take.

light on the authenticity she was courageously bringing out. I featured her picture in the school honor board and at the same time, met with her family on different strategies they could take.

APPRECIATE PEOPLE WITH KINDNESS AND TRUST

Fortunately, this story has a happy ending. Her behavior changed, she became a lovingly kind individual, graduated with honors, became a social butterfly, got accepted to Law School, and most recently made partner in a large law firm. Watching the student's behavior change from violence and hate into calm and positive gave me confidence in my own abilities and my capacity for kindness. This experience helped me gain a new appreciation for causality related to anger or behavioral violence in someone and how we all have choices to make when we encounter it. Most often these behaviors are rooted in antecedence that go much deeper if we will only listen. Other times those emotions are a byproduct of a system issue. Understanding, analyzing, and seeing how this is not the fault of the person but rather that the person is a victim of the environment, arms leaders with a more productive lens. Unfortunately, I see this in many work environments in an array of industries. As we perform our leader standard work and are up and about at the gemba, we scrutinize individuals rather than see the potential in what they have accomplished. Our performance review system pegs

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individuals up against one another, advocating self over team environment, with a clear message that our imperfections are flaws as it deteriorates our courage into cowardness and converts our compassion to rivalry. Relationships become seeded in selfish agendas, zero sum games as one's true authenticity becomes masked with corporate culture. For some, regrettably they are in that environment for so long that it becomes their identity, numbing away at their joy, gratitude, love, and sense of belonging.

CONCLUSION:

Leaders are shaped by their mindsets and behaviors. To be kind, see the potential in others, and serve to elevate your people. Build authentic trusting relationships that foster a sense of belonging. Find the perfection in the imperfection and have the courage to inspire those around you to love one's self. Most importantly love thy self. The good thing is that we have a choice every morning of what those intentions and actions are going to be. The bad news is that we have a choice every morning of what those intentions and actions are going to be. So here is my admonishment to you, reflect on the choices you will make every morning:

Will I appear to my team a selfish leader, or a selfless one?

Will I be a strength finder and elevate those capabilities, or will I scrutinize my people?

Will I be consistent and courageous in building relationships and understanding separate realities, or will I burn bridges?

Will I have the courage to love me for who I am openly and be authentic, or will I pretend to fit into social norms?



COVID 19. Is There Any Effect in the Brain? The Mathematical Brain in Action.

**By Jesus Gilberto Concepcion, HD&L Division Scholarship Chair.
Professor Emeritus UNPHU**

This year the most important event in the world without a doubt is the evolution and spread of COVID-19. This event, although well-known so far, remains unknown in many respects. All events involving mass participation have had to be suspended. Of these, those related to the education and transmission of knowledge have had to be transformed into virtual scenarios. The words quarantine and virtual education are normal. For a week we monitored the effects of COVID-19 in a moderate way and maintained normal activity to keep up our mental and physical balance. After this period, we decided to conduct brain evaluation studies using our Emotiv Insight electroencephalograph which is capable of measuring various aspects of human behavior and comparing these results with those we have published in previous publications on the Mathematical Brain.

As we mentioned in our previous article, the capacity to perform can be associated with two components, aptitude and attitude; four interactive components: physical, intellectual, emotional, and spiritual; and in four dynamic intelligences: analytical, practical, social and creative. In quality, the only scientific approach is Deming's with plan, do, study, and act. The Emotiv Insight Electroencephalograph (EEG) system uses six characteristics to measure behaviors. They are engagement, interest, focus, relaxation, stress and excitement. The two core ones are engagement and interest and the other four serve as the central dimensions as described in the mathematical brain model. We had found a close relationship between these six characteristics using a mathematical series.

With the mathematical series used, we have found that the two most important behaviors are Engagement and Interest. In this model, they are in a high probability of transition, Engagement through the left-brain

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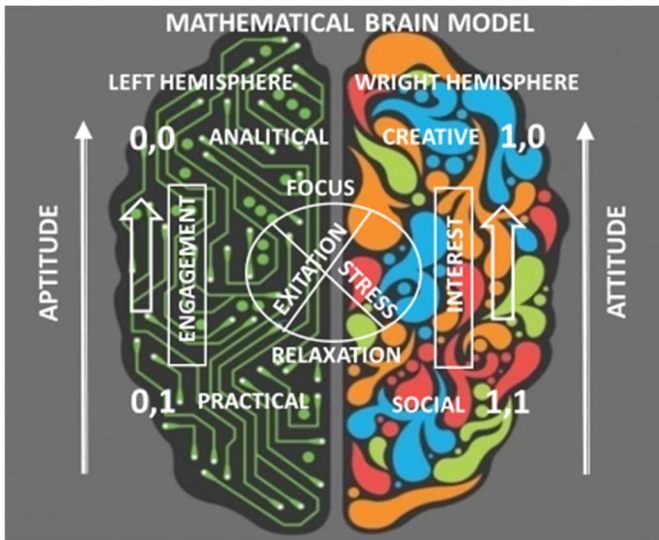


Figure 1: Brain Model on the Mathematical Series

normal values. By continuing with the concept $5-4=3$, these results matched the normal values. Tables 1 and 2 show the normal results and those of this study. Similar results as indicated here were found when we studied for the first time the Fibonacci series.

Table 1. Values of Behaviors in percent obtained from the electroencephalogram prior to COVID 19. Values taken from Reference 1.

Behavior	Relaxation	5,4,3,2,1	5-4=3
Focus	39 ± 4	37 ± 4	39 ± 4
Engagement	45 ± 9	49 ± 4	39 ± 4
Relaxation	49 ± 1	47 ± 4	39 ± 4
Interest	53 ± 2	54 ± 4	39 ± 4
Stress	43 ± 7	42 ± 4	39 ± 4
Excitement	39 ± 9	43 ± 4	39 ± 4
Mean Value	45	45	43

related to the logical part and interest with the creative part of the brain. This tells us that there was a decrease in energy, which is below the third level of brain energy. Related the relative speed of four levels of very fast, fast, moderate and slow with values of 1,2,3 and 4, there was a very fast to moderate decrease. What could we do to get back to normal as soon as possible?

These results clearly demonstrate that in general there is an impact of COVID-19 on the overall functioning of the brain. This could affect not only people with moderate COVID-19 conditions, but also

hemisphere and Interest through the right brain hemisphere. The other four are interactions of the two hemispheres, focus, relaxation, excitement and stress. Focus and relaxation have a symmetry transition of one, and excitement and stress have a symmetry transition of two.

What happened after COVID-19? We reviewed research related to the virus and the pandemic. There was not much COVID-19 research related to the brain, because it is difficult to be told to evaluate your brain when you have COVID-19. Imagination led us to evaluate our brain using our mathematical model and compare it with previous results. The instrument was calibrated and we decided to take the 5,4,3,2,1 model to make the first evaluation by doing one-minute runs. Then we use the concept $5-4=3$. When we performed the first three evaluations, we noticed that the values did not match the data from the previous studies. After the fourth run, the results looked like the

The results are surprising, for the calibration of the equipment in relaxation mode the decrease of the mean values of the six behaviors was 3%, from 45 to 42%, however, when compared to the six forms of behaviors of the three first runs of 5,4,3,2,1, the total decrease was 10%. For fundamental behaviors, Engagement and Interest the decline in the Engagement was 41%, (from 63% to 37%) while Interest scores remained constant. The normal model has an average value of 58%, which corresponds to a level between the second and third energy levels of the brain. After COVID-19, the Engagement and Interest of the 5,4,3,2,1, series decreased by 13% from 60% to 47%. Commitment is

Table 2. Values of Behaviors in percent obtained from the electroencephalogram after COVID-19. Values in red are those out of the normal values reported. They are lower than normal.

Behavior	Relaxation	5,4,3,2,1 (3)	5,4,3,2,1 (5)	5-4=3
Focus	39 ± 4	34 ± 2	41 ± 3	41 ± 4
Engagement	59 ± 9	37 ± 1	63 ± 4	56 ± 3
Relaxation	38 ± 4	24 ± 2	39 ± 5	46 ± 4
Interest	53 ± 1	56 ± 1	56 ± 0	56 ± 2
Stress	38 ± 2	27 ± 1	36 ± 3	39 ± 3
Excitement	27 ± 4	39 ± 3	43 ± 5	48 ± 3
Mean Value	42	35	46	48

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Figure 2: Example of an Electroencephalogram

people who maintain rigorous quarantine. What can we do to quickly insert ourselves into the normal world of work? Three presentations have influenced us in relation to brain improvement in recent ASQ activities. The first was the Webinar by Brooks Carder through ASQ's HD&L Division on Positive Psychology, and the two master talks from the ASQ World Quality and Improvement Conference where leading speakers, James Clear and Shabnam Moharabi discussed the power of step-by-step improvement and gratitude in positive Psychology. These presentations catalyzed us to present a process that would improve the activity of our brain in an accelerated way. After suffering the consequences of the state of COVID-19. When starting this process you must first choose the series of the mathematical model that you like the most and spend two to four minutes speaking the chosen series. This will try to tune your brain into a state that is ready to improve. Then you must follow these four steps.

First you must gain more knowledge every day. Second, you must be more curious every day. Third, you must be persistent. Fourth, you must always be grateful to everyone who helps you. As you practice you will have a faster way to tune your brain and improve again.

If you want to delve deeper into these concepts, we urge you to register in the next webinars that we will dictate in both English and Spanish through the HD&L division of ASQ in July and August.

References

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