ETCS Retreat Agenda
January 4, 2018
11:00 AM – 3:00 PM

I. Welcome and Introduction

II. Strategic Plan Implementation
   a. Big Picture and Collective System Design Overview
   b. Lunch Presentations
      ▪ Laura Link, Assistant Professor of Educational Leadership
        • How does Professors in Partnership impact the big picture of our Strategic
          Plan in regards to student success?
      ▪ Irah Modry-Caron, Director of Institutional Research, Effectiveness and
        Assessment
        • How does the student data impact the big picture of our Strategic Plan?
   c. Group Discussion

III. Short-Term Action Teams: Plan, Do Check, Act (PDCA) Cycle
   a. Complete a PDCA loop by improving our work:
      PLAN: Review Implementation Planning Worksheets from September 22nd
             Workshop
      DO: Check-In and Invite teams to share accomplishments and updates
      CHECK: Measure progress and identify Lessons Learned
      ACT: Identify "what can we do right now" using root cause analysis
      PLAN: Homework: Begin next round with adjustments to “Implementation
             Planning Worksheet”

IV. Understand, and validate student flow and needs through college-wide initiative
   a. ETCS Strategic Plan Flow for Student Success
   b. Meetings are from 12:00 pm – 1:30 pm:
      i. PLAN - January 19 and 26: Develop approach for understanding and validating
         student needs
      ii. DO - February 16 and March 2: Do the work by implementing the approach
      iii. CHECK - March 23: Compile the results and understand what we’ve learned
      iv. ACT - April 13: Determine next steps and identify functional requirements of flow
         for student success
   c. May 4, 2018 Celebration and setting expectations for Fall 2018

V. Key Learning Points
ORGANIZATIONAL LEVEL - ALIGNMENT

- Working together in harmony
- Going in the same direction
- Supporting each other.

VISION
MISSION
VALUES
STRATEGY
STRUCTURE
SYSTEMS
PARADIGM

It is a Greek word which means a model, theory, perception, assumption, or frame of reference. The way we ‘see’ the world in terms of perceiving, understanding and interpreting. It is our mental map. It creates the lens through which we see the world.
**Growth Mindset**

- "Failure is an opportunity to grow"
- "I can learn to do anything I want"
- "Challenges help me to grow"
- "My effort and attitude determine my abilities"
- "Feedback is constructive"
- "I am inspired by the success of others"
- "I like to try new things"

**Fixed Mindset**

- "Failure is the limit of my abilities"
- "I'm either good at it or I'm not"
- "My abilities are unchanging"
- "I don't like to be challenged"
- "I can either do it, or I can't"
- "My potential is predetermined"
- "When I'm frustrated, I give up"
- "Feedback and criticism are personal"
- "I stick to what I know"
KAI = Change
ZEN = Good

KAIZEN (Continual Improvement)

What is the Purpose of Kaizen?

- Kaizen activities focus on each process in order to add value and eliminate waste
KAIZEN (CONTINUOUS IMPROVEMENT) IS OUR WAY OF LIFE

Plan

Act

Continuous Improvement

Check

Do
“Compound interest is the 8th wonder of the world.”

- Albert Einstein
ETCS Strategic Planning: The Big Picture

What advantages does CSD provide?
• Turn our challenges into opportunities
• Focus on possibility instead of competition
• Achieving the best possible outcomes instead of just filling gaps

Why are we sure that we can do this?
Because no one knows more about what ETCS is capable of than us!
How does Collective System Design work?

Successful implementation requires systems thinking!
What if the members of an orchestra each played their parts as if they were their own solo?

Similar to an orchestra, systems thinking requires us each to understand how each part fits into the overall picture.
The questions of Collective System Design

- Needs
  - Why are we doing this?

- Requirements
  - What must we accomplish to ensure that we meet the needs?
    - This is our goal!

- Solutions
  - How will we accomplish our goal?

- Implementation Measures
  - How will we know that we’ve accomplished our goal?
Conscious Choice to Change

GOAL
What must the Strategic Plan implementation accomplish?

HOW
How do we propose to achieve this intention?

- Implement the system design: ETCS Standard Work
- Support the system design: ETCS System Flow Implementations
- Intentionally describe the system design thinking: Collective System Design mapping
- Build through collective agreement and inclusion: Engagement method of workshops and facilitation
Something is missing...

As we implement our Strategic Plan, how do we address these facts:

• The needs of our people, our students, and our community partners will change over time.

• Best practices and innovation may change the solutions we choose to implement.

• We can’t afford to wait until our plan is “perfect.”

We need a way of starting implementation now that ensures that we can still change for the better over time...

The missing piece to the puzzle is Continuous Improvement.
To start thinking about design interactions, we have a live survey using Poll Everywhere. To join the survey, text **IPFWSE** to **22333**.
How do you feel about the weather so far in 2018?

- I prefer it colder: 18%
- I've managed to survive the arctic tundra of Northeast Indiana: 32%
- Can it be summer now?: 50%
Does our chosen solution of **open and collaborative facilitation** affect our achievement of...

...establishing a tone of collective agreement and inclusion?

Yes: 90%

No: 10%
Does our chosen solution of **open and collaborative facilitation** affect our achievement of... 

...engaging in continuous improvement?

- Yes: 86%
- No: 14%
Does our chosen solution of open and collaborative facilitation affect our achievement of... intentionally describing the system design thinking?

PS

FR

Yes: 76%
No: 24%
Does our chosen solution of **open and collaborative facilitation** affect our achievement of...

...developing the structure to support the system design?

- Yes: 67%
- No: 33%
PS  Does our chosen solution of **open and collaborative facilitation**
    affect our achievement of...

FR  ...using work and actions to implement the system design?

Yes  74%

No   26%
Design interactions identify the path forward

**FR:** Establish a tone of collective agreement and inclusion
**FR:** Engage in continuous improvement
**FR:** Intentionally describe the system design thinking
**FR:** Develop the organizational structure to support the system design
**FR:** Use work and actions to implement the system design

**PS:** Open and collaborative facilitation of workshops, surveys and projects
**PS:** Continuous Improvement process with Plan-Do-Check-Act (PDCA)
**PS:** Collective System Design methodology for design mapping
**PS:** System flows
**PS:** Standard Work

**GOAL**

FR – Functional Requirement
PS – Physical Solution
Implementation based on design precedence

**PS:** Open and collaborative facilitation of workshops, surveys and projects
Start January 2017 with first ETCS retreat

**PS:** Continuous Improvement process with Plan-Do-Check-Act (PDCA)
Start September 2017 with Short-Term Action Teams

**PS:** Collective System Design methodology for design mapping
First introduced September 2017 as part of Implementation Planning Worksheets, start January 2018

**PS:** System flows
Coming soon, includes flows for Student Success, Research & Innovation, and Engagement

**PS:** Standard Work
Coming soon

FR – Functional Requirement
PS – Physical Solution
Lunchtime Speakers

Dr. Laura Link
• Assistant Professor of Educational Leadership

Irah Modry-Caron
• Director of Institutional Research, Effectiveness and Assessment
Thank You to Our Speakers

As we wrap up lunch, take the time now to clear up the clutter and take a quick break as you need it.

As you return to your table, discuss the following questions:

• What did you learn from the lunchtime presentations?
• How does Professors in Partnership impact the big picture of our Strategic Plan in regards to student success?
• How does the student data impact the big picture of our Strategic Plan?
ETCS Strategic Planning: Continuous Improvement

How does CSD achieve Continuous Improvement?

• Implemented through Plan-Do-Check-Act (PDCA)
• Everyone is empowered to make improvements
Plan, Do, Check, Act (PDCA) – What is it?

A continuous quality improvement model consisting of a logical sequence of four repetitive steps for continuous improvement and learning.
ETCS System Design, Continuous Improvement and Learning with Plan, Do, Check, Act (PDCA)

**PLAN**
- Identify Stakeholder Needs
- What we want to achieve to meet those needs (FR)
- How we are going to achieve (PS)
- Establish measures that reinforce what we want to achieve (FRm) and how we will (PSm)

**DO**
- Steps that we will take

**CHECK**
- Check and study results

**ACT**
- Decide what needs to change

**Continuous Improvement and Learning**

With Collective System Design

**LEGEND:**
- FR = Functional Requirement – Defines what we want ETCS to achieve.
- PS = Physical Solution – Proposed or planned solution, hypothesized to achieve FR.
- FRm = Measure of the Functional Requirement
- PSm = Measure of the Physical Solution
Becoming a Learning Organization
Learning Organization Principles

To create a deep commitment to real organizational learning:

1. Make mistakes by challenging mental models
2. Embrace a collective agreement
3. Take time to develop, adopt and apply
Don’t Give Up!

I have not failed, I've just found 10,000 ways that won't work.

- Thomas Alva Edison

• JK Rowling: Unemployed and depressed, she viewed herself as a failure while working at a coffee shop scribbling notes about a wizard

• Steve Jobs – fired from Apple before returning years later

• Michael Jordan – didn’t make his high school basketball team

• Abraham Lincoln – lost eight elections
Using PDCA to implement the ETCS Strategic Plan

- Round 1: Short-Term Action Teams began in Fall 2017 and will work through end of Spring 2018 semester

- Today, we will complete our first PDCA cycle and Short Term Action Teams will begin Round 2

We use PDCA to implement the Collective System Design Language
Plan – Round 1

• STATs formed and completed the Implementation Planning Worksheet:
  • Sub-initiative, step of program flow, stakeholder need, FR, Short-Term PS, 3 steps, risks, team champion, team members, timeline

• Plans stated the Functional Requirement (FR)

Activity:

Review Implementation Planning Worksheets (from Sept 22^{nd})
Do - Round 1

• Do the work
  • Short-Term Action Teams (STATs) have made varying levels of progress on their plans

Activity:
Each team share accomplishments and updates
Check - Round 1

• Measure progress and identify lessons learned:
  1. What was our intended outcomes?
  2. What was our actual outcomes?
  3. What caused our outcomes?
  4. Where are we now?
  5. Is this the work/Physical Solution we should be doing or is there something different we should do to achieve the Functional Requirement (FR)?
  6. How can we improve the work/Physical Solution?
  7. How can we improve our work process and team structure?
  8. What can we achieve by the end of the semester?

Activity:
Identify Lessons Learned
1-2-Team-All
• Standardize, improve, adjust/change the work based on outcomes:
  • Change the work steps
  • Change Physical Solution (PS)
  • Change Functional Requirement (FR)

• Problem-solving tools can help identify potential improvements by identifying the root cause of issues that you may have encountered
A PS is a hypothesis to achieve an FR.

Plan
Change the work

Act
What needs to change?

Check
Study results using FRM and PSM

Do
Implement the Plan

Standard Work

ETCS Strategic Plan
System Design Map

FR1 FR2 FR3

PS1 PS2 PS3

Update FRM / PSM

Implement the Plan
Update FRM / PSM

Green Sheet
White Sheet

Change FR
Change PS
<table>
<thead>
<tr>
<th>Change the Work Steps</th>
<th>Change the Physical Solution (PS)</th>
<th>Change the Functional Requirement (FR)</th>
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5 Whys

An iterative interrogative technique used to explore the cause-and-effect relationships underlying a particular problem.
Fishbone Analysis

Visually display the many potential causes for a specific problem or effect.
Activity:

Based on outcomes and lessons learned, collectively work on root-cause analysis/problem solving to determine improvements, changes, or adjustments to identify “what can we do right now?” (to be completed spring semester 2018)

Report Out
Plan – Round 2

• Homework:

Begin next PDCA cycle by adjusting or creating new Implementation Planning Worksheet for work that can be done so that Short-Term Action Teams complete their work by May 1, 2018.

How will your plan address the lessons learned you identified today?
ETCS Strategic Planning: Flow-Based Design

What does CSD provide that point based design does not?

• Builds on flow-based design
• We establish collective agreement about what the system must be able to accomplish (FR) before we define solutions
• Use of PDCA to make improvements
The ETCS Strategic Plan Map

- Provides a language to express our collective agreement about the design of the Strategic Plan
- May be modified to show that we are implementing the four focus areas based on flow-based design...
- Reflect our learning as we proceed with implementation
We identified stakeholder needs on 9/22
Then, Laid Out Needs According to ETCS Student Flow

At September 22, 2017 workshop, eight flows were created:
These eight flows were then consolidated into the following points and then consolidated into **seven** time periods:

1. Outreach/Outreach recruitment/college markets to high school students/Precollege, Enter, Activity or Program/Get student interested in STEM
2. Recruitment/Student applies to college not universities-market particular programs/Increased engagement/University and Programs, Background (Promotion)
3. Knowledge of ETCS programs/Discovery of major/Communicate PFW offerings
4. Pre-College Exploration/High School/ Campus Visit/ Academic Preparation
5. College Selection
6. Program Selection
7. Application/application/Apply and Decision for IPFW/College application
8. Acceptance/Admission/Advising/admission-financial aid/Admissions/students accepted
9. Decision to Enroll/Enroll ETCS
10. Meet with advisor and register for classes/advising and registration days/Department Contacts/ Select major/ Orientation A & R/ R&A Days
11. IPFW orientation/orientation meet with advising-sign up for classes
12. Continuous advising and registration/Continuous advising/Advising
13. Registration of Classes
14. Attend classes, evaluating decision: right major, university? And have success in college career/student success in classes/Maintain academic success/Attend Classes as Student
15. Gen Ed Foundation courses
16. Retention
17. Charge major-drop out/Jail/transfer-come back in a few years/Major change
18. Experimental learning opportunities/Experimental learning/Co-op internship/Resume builder for job/coop/internship
19. Capstone Project
20. Make decision on level of engagement, campus life, etc./Social Life-College org professional (studies org)/Co-curricular Involvement
21. Career Advising/Job search
22. Grad audit and apply for graduation/Placement graduation/apply for graduation/Successful students apply for graduation/Graduation Registration
23. Graduation/graduation/graduation/graduation/graduation/Graduation/Graduation/Graduate
24. Employment/employment/get a job/Get employed
25. Engage alumni/alumni communication/alumni/Alumni Status, Part of work force
Aligning Measures to ETCS Strategic Plan Flow for Student Success

- Outreach & Recruitment
- Selection & Application
- Admission & Enrollment
- Transition to PFW - First Year
- Academics
- Prep for Graduation
- Post Graduation
Aligning Measures to ETCS Strategic Plan Flow for Student Success
Reflection Questions

1. How is your Short-Term Action Team aligned to student flow?

2. How does our work shift if we think in terms of flow?

3. Is our definition of student needs complete?
# Impact of Initiatives and Committees on ETCS Strategic Plan Flow

## ETCS Industry Advisory Board

- **STAT 1.4.1**: Increase school-educator relationships
- **STAT 2.4.2**: Establish communication between high school faculty and

## SDE Advisory Board

- **STAT 1.1.1**: Identify needs of at-risk students
- **STAT 1.1.2**: Math Success
- **STAT 1.1.3**: Inclusive advising for FY students
- **STAT 1.1.4**: Establish advising and educate faculty/staff

## ETCS Advanced Manufacturing Advisory Board

- **STAT 1.1.5**: Provide easy access to students and industry for internships

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<th>Initiative/Committee</th>
<th>Outreach &amp; Recruitment</th>
<th>Selection &amp; Application</th>
<th>Admission &amp; Enrollment</th>
<th>Transition to PFW - First Year</th>
<th>Academics</th>
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**PLAN, DO, CHECK, ACT (PDCA)**
Student Flow according to students in ET 200 – Strength of Materials
(Sophomore CNET & MET students, Dec. 2017)

Pick a major
Pick a school
Investigate costs

Don't go to college

Change major
Investigate value (accreditation, reputation)

Apply to school
Attend orientation
Obtain advising
Pick classes

Take classes
Apply to graduate
Graduate
Find meaningful work

Do internship or co-op

More schooling

• H.S. diploma
• Good communication with advisor

• Books & supplies
• Money
• Time
• Good communication with teachers

Notes
Class ended before we could focus on
Functional Requirements for all steps in the flowchart

Areas for Improvement
• Co-op program doesn't allow full-time status as student (limited to 2 classes while on co-op assignment).
• Not informed about IFFW opportunities during freshman year.
• Need more classes during the day.
• Bingo sheet should indicate which classes are easier, which are harder.
Student Flow according to students in MET 330 – Fluid Power
(Junior MET students, Dec. 2017)

Areas for Improvement
- Give H.S. advisors awareness of Engineering Technology majors (they only know of Engineering)
- Publicize minors which are related and useful
- Create additional technical minors (materials)
- Publicize class schedules 2 years in advance
- Get rid of tiny classroom desks, install tables in all classrooms
- Publicize how to stay in a major (probation rules, etc.)
- Graduation process is mysterious, having to apply a semester in advance inconvenient
- Publicize differences between Engineering Tech. and Engineering
- Eliminate IET 204 (topics are covered in MET 325 and Statistics)
- IET 204 equipment is not up to date
- Machine shop should be more organized
- Schedule earlier classes. Don't schedule junior/senior classes in overlapping timeslots.
- Publicize how to test out of classes (such as ET 106).
Student Flow according to students in ET 240 – Steels (Senior MET students, Dec. 2017)

**Areas for Improvement**
- Parking closer to classrooms.
- Limit of 2 classes during Co-op slows graduation.
- Class schedule: spring/fall/time of day. More summer classes would help. More classes earlier in the day would help.
- Financial aid for transfer students from Purdue: nightmare of filing form 4 times because of clerical incompetence at IPFW.
- Advising and class scheduling.
- Class enrollment software should prompt students to take certain classes together (like Amazon recommending products).
- More slots in MFT 440

**Flowchart:**

1. **Transfer to IPFW**
   - Decide on program, minor, double major
   - Which courses transfer?
   - Cost
   - Class availability (fits work schedule)
   - Earning potential of major
   - Awareness of program, minor, double major
   - Bingo sheet

2. **Apply to IPFW**
   - Decide on program, minor, double major

3. **Figure out funding**
   - FAFSA
   - Financial Aid awareness, incl. deadlines
   - Scholarships

4. **Study Abroad**
   - Awareness of program
   - Obtain advising
   - Knowledgeable & available advisor

5. **Enroll in Co-op**
   - Awareness of program

6. **Take classes**
   - Good professors
   - Friendships with other students
   - Class availability
   - Accurate and clear class descriptions in IPFW Bulletin
   - Take Sr. Design & Sr. English in the same semester
   - Required books posted online

7. **Apply to graduate**
   - Awareness of process

8. **Graduate**
   - Find meaningful work
   - Networking
   - Career Services (mock interviews, resume reviews)
   - Job postings on Dept. boards
   - E-mails about jobs
   - JobZone/Handshake websites

9. **Drop out, transfer out, change major**

10. **Get additional education**
Areas for Improvement
- Teach students how to negotiate salary & accept a job offer
- Bingo sheet laid out for part-time students
- More high-level classes offered in the summer
- Better MET 487 textbook
- Don’t require a book if it’s not used in the course (Ergonomics)
- Book list should state whether the book is used in subsequent classes (buy vs. rent decision)
- Fix prerequisite errors for transfer students from ME
- Co-op program should allow you to work in the morning, take classes in the afternoon (3-4 classes, not just 2 classes)
- Workshop space for Senior Design
- Solidworks Certification as part of the MET 223 course

Notes
Students added Functional Requirements & Organizational Skills to all flow items.
Implementation based on design precedence

**PS:** Open and collaborative facilitation of workshops, surveys and projects

Start January 2017 with first ETCS retreat

**PS:** Continuous Improvement process with Plan-Do-Check-Act (PDCA)

Start September 2017 with Short-Term Action Teams

**PS:** Collective System Design methodology for design mapping

First introduced September 2017 as part of Implementation Planning Worksheets, start January 2018

**PS:** System flows

Coming soon, includes flows for Student Success, Research & Innovation, and Engagement

**PS:** Standard Work

Coming soon

FR – Functional Requirement
PS – Physical Solution
ETCS Strategic Plan Flow for Student Success:
Student Flow and Need Validation
Spring 2018 Schedule

All meetings are scheduled on Fridays from 12:00 pm – 1:30 pm in ET 235

Lunch will be provided

PLAN: Develop approach for understanding and validating student needs

January 19, 2018
January 26, 2018

DO: Do the work by implementing the approach

February 16, 2018
March 2, 2018

CHECK: Compile the results and understand what we’ve learned

March 23, 2018

ACT: Determine next steps and identify Functional Requirements of flow for student success

April 13, 2018

CELEBRATE

May 4, 2018 – Celebration and setting expectations for Fall 2018
What are your **key learning points** from today’s retreat?

- “Get high schools involved”
- “Standard work requires steps and time frames”
- “IPFW’s high school involvement”
- “Narrow focus; start small and build”
- “Learn from mistakes”
- “Need more time to put plans in to motion”
- “We're still learning through practice”
- “Be more efficient w meetings”
- “PDCA can help us continually improve”
- “Need to schedule regular meetings”