

# Ongoing Discussion “Thought Piece”

Prepared by

David Langford

[david@langfordlearning.com](mailto:david@langfordlearning.com)

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Ongoing Discussion Host: Bill Bellows

([william.bellows@pwr.utc.com](mailto:william.bellows@pwr.utc.com))

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## Langford Points For Quality Learning

1. Start planning strategies with people, instead of for people.
2. Start teaching learners how to assess their own work and progress.
3. Form teams out of improvement needs, but not of the need to form teams.
4. Only give a test to find out what to do next.
5. Take the names off tests and chart results to measure the system's performance, not the individual's performance.
6. The size of a team depends on the complexity of the problem or opportunity for improvement.
7. Take action to improve. Avoid the practice of giving only lip service to quality improvement.
8. Understand that you are the top of your system.
9. Reduce waste in learning by minimizing the loss of human potential.
10. Focus on improved, documented learning, not on improved rankings and ratings.
11. Trust the process of improvement PDSA (Plan-Do-Study-Act).
12. Reduce dependency on testing and textbooks to achieve quality in learning. Rely instead upon improving the process of the learning experience.
13. Create methods to encourage and track lifelong learning.
14. Focus on the system/process, not on the individual.
15. Understand that people do not resist change; they resist being changed.
16. Go upstream in the process to prevent poor quality.
17. Improve systems by first improving the largest system over which you have influence, then modify the containing systems to produce even greater results.
18. Understand what to improve in relation to the purpose and vision of the organization.
19. Understand the leadership role of the facilitator.
20. Understand the colleague and society relationships.

## Biography

David P. Langford

Langford Quality Learning originated in 1986 as a process to improve student learning in David Langford's high school computer and business classes. Studying the work of Dr. W. Edwards Deming, Dr. Myron Tribus, Dr. Russell Ackoff and others, Mr. Langford used basic statistical tools to teach students to assess and monitor their own progress and intrinsically take responsibility for learning. Effort was then directed toward improving school wide learning by identifying, defining, and overcoming barriers that hindered the students' path of learning. Through these efforts, students realized that school exists to foster lifelong learning. Since 1992, Mr. Langford has devoted his research and time toward using quality methodology and concepts to improve student learning, school leadership, business processes and procedures, and to promote society partnerships. Out of this effort emerged the concepts of Quality Learning, Just-In-Time Learning, and the Self-Managed Classroom.

Mr. Langford's presentations have been seen throughout the United States and in Canada, Argentina, Brazil, Germany, Qatar and Australia. His former students have also given presentations in the United States, Canada, Japan and England. David P. Langford was featured in the film *Quality...Or Else* which aired on PBS and has appeared in other documentaries including the Deming Library Vol. XXI. He is co-author of the book *Orchestrating Learning With Quality*, and the author of *Tool Time for Education, Business and Healthcare*. Langford has created a number of new quality tools such as: The Consensogram, Code of Cooperation, If...Then, Integrative Analysis, Capacity Matrix, Morphing, Parking Lot, P3T, and Systems Progress as well as creating additional quality resources and materials.

Langford's educational clients include Pre-K-12 School Districts across the country and internationally, colleges and universities, Regional Education Service Centers and Chambers of Commerce. He has also worked in the business sector with clients ranging from General Motors to government agencies such as the Department of Defense. Clients from education, government, healthcare and business attend his 4-Day Seminars. Mr. Langford is currently an international consultant, trainer, keynote speaker, writer, and educator on improving the quality of learning in education, business and government.

David P. Langford was born and raised in Durango, Colorado. He graduated from Montana State University-Billings with a B.S. in Education K-12 and has a Masters in Educational Administration and Supervision from Arizona State University. He has been a music, technology, science, and business teacher/coordinator in education since 1979, with experience ranging from preschool through postgraduate studies in both rural and urban settings. He currently resides with his wife and five children on the Calamity Jane Horse Cache ranch in Molt, Montana (just west of Billings).