



Model-Netics®

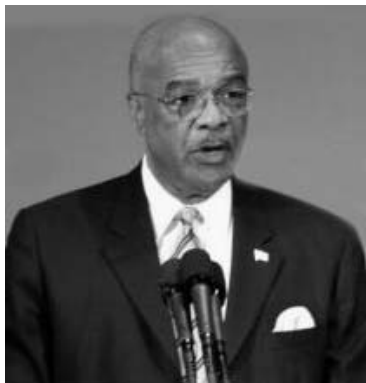
# INSTRUCTOR NEWS

Summer 2004

## "How a Business Model Helped in School District Management"

Excerpts from a presentation to the National Conference on Education February 27, 1998.

Dr. Rod Paige (1891), Secretary of Education, [then] Superintendent of the Houston Independent School District (HISD).



*(This article is Part One of a two-part synopsis. Part Two, comprised of comments by Dr. Susan Sclafani, Counselor to the U.S. Secretary of Education and Assistant Secretary, Office of Vocational and Adult Education, will follow in the Fall issue.)*

### Using A Business Model

"How do you create, using a business model, a high performance organization? We believe that MEM, Main Event Management, the company that owns the learning program that we use, helps us to do this.

Dr. Paige commented, "...industrialization was beginning, in our country, to be organized around what we now know as the *factory model*. And it was pretty well agreed that the school system, especially large school systems in the United States, patterned themselves organizationally after this industrial model."

He further stated, "...this industrial model is characterized by being highly centralized, largely bureaucratic, a top down system, and mostly the big systems like this in the United States are organized that way, and they served that way for about a hundred years."

He mentioned, "...we also are aware that the business community has the power to drive school reform in the direction that meets their interest, which is to prepare boys and girls for the world of work.

### COLD Organizations

"Our school district, like all these other big school districts ... are what we call COLD organizations: Complex, Open, Large, Dynamic organizations." Dr. Paige explained that they have some common problems.

- Boundary rationality, you can't know everything about what's going on.
- Bureaucracy
- Change
- Complexity
- Information overload
- Obsolescence
- Scarce resources
- Turnover

"All these are problems that large organizations experience. School districts are no different."

He stressed, "...these schools are embedded in systems and these systems have characteristics that are not pedagogical.

"Our bus system is not pedagogical. We move 1,300 buses every day. That's a business. Our food system is not pedagogical. We feed a lot of students every day. The only thing in our state that matches up with that is McDonald's. That's a business. ...[W]e have this bifurcated system: the business side and the pedagogical.

"We need the same type of organizational skills and organizational control that any large organization has. ...We want our pedagogical systems to be run by people

who are expert in that, our teachers. And we want our business side to be run by people who understand the business... And we want the whole thing to come together in an organization around the dynamics we know that organizations all have.

### Houston ISD Approach

"So what we have done in Houston is that we've adopted an enculturation process. ... The enculturation process was borrowed from American General Corporation, which is headquartered in Houston... a program called Model-Netics. ... and now we have Model-Netics training going all the way down through the assistant principal level.

"Model-Netics gives us the tools to build an organization because it teaches us how organizations work. It gives us the structure to make sure that the organization creates the kind of environment that we want, so that we can get the results from our objectives. And we don't want to impinge on the judgment that teachers must make, with respect to teaching students.

"In our system, we believe there is the business element and there is the pedagogical element, and we try to distinguish between those two. We don't have pedagogical [individuals] making business decisions, or business-trained [individuals] making pedagogical decisions."

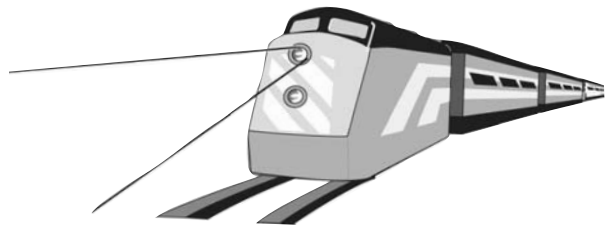
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*The number in parenthesis after a name refers to the individual's Model-Netics Associate Number.*

# Northbound Train Spotlight

**Organization:** AttentionWest  
**Location:** Atlanta, Georgia  
**Industry:** Accounts Receivables Management  
**Interview With:** Jim Richards, President  
**No. Employees:** 600



## When were you first introduced to Model-Netics?

**Mr. Richards:** 1996.

## Who receives Model-Netics training in your organization?

**Mr. Richards:** All supervisory, middle and upper management employees receive Model-Netics training. We are considering using Model-Netics for other levels of employees in the future. Any employee that wants to advance in the company must graduate from Model-Netics training.

## Why did you introduce Model-Netics into AttentionWest?

**Mr. Richards:** Model-Netics establishes structure and consistency in our management processes.

## How has Model-Netics changed (affected) the way business is conducted at AttentionWest?

**Mr. Richards:** The company now is on the same page when discussing important issues and finding solutions to daily problems.

## With the demands you face as President of your organization, why have you decided to continue to teach Model-Netics?

**Mr. Richards:** It would be a waste of my time to not teach this program. With all of our management "talking the same language" we can get to the heart of an issue and resolve it more quickly and efficiently. With it taking less time to "manage" employees, the employee as well as the management team are more productive.

## In what ways has Model-Netics influenced your approach to management?

**Mr. Richards:** Whenever I need to make a decision, I think of a model or two that apply, ask more questions and get more data, making for a better decision.

## If you have any other comments and/or thoughts relative to Model-Netics, please elaborate.

**Mr. Richards:** Model-Netics is the best management training program for both the student and teacher I have ever participated in.

## June 2004 ITP

The Model-Netics Instructor Training Program (ITP) was held in Houston, Texas on June 7-9, 2004. Special Guests attending the graduation luncheon included: B. Kim Andrews (2693) - University of Houston, Robert Farquharson(1990) - Houston Independent School District (HISD), Dan George (2445) - Manhattan Insurance Group, Tom Hook (1774), James LaVois (1919) - Houston Independent School District (HISD) Mark Miranda (2355) - HISD, and Susan Roeder (2527) - Hilcorp Energy Company.

## Sponsoring Organizations

Instructor candidates participating in Parts I and III of the June ITP represented the following sponsoring organizations:

All About Staffing  
Ameren  
American General Financial Services  
HCA  
Houston Independent School District  
Kovar's Karate Center  
University of Houston  
University of Missouri-Columbia

## Part I Speaker

**Susan Holley**, Director of Operations for American General Financial Services in Brandon, Mississippi spoke on behalf of the Part I class.

She credited application of the models in her daily work practices with her promotions. "...[A] huge part of the reason that I was successful was that I used a lot of models when selecting people that work with us. And that is because you always want to surround yourself with people that are smarter, better, quicker, and can ...do things that make you look that much better."

Susan went on to say that her company, American General Financial Services, views Model-Netics as a vital factor in the success of the company and its employees. The company sends instructor candidates to each of the quarterly ITP's and they always pick candidates that "have succeeded after they've had the Basic Model-Netics Course." AGF uses Model-Netics to increase productivity. "They are going to expect me to come back, teach a group ... and we are supposed to increase productivity!"



L to R: Faye Tripp, Harold S. Hook and Susan Holley



L to R: Harold S. Hook and Dennis Fouty, Featured Speaker

### Part III Speaker

**Faye Tripp** (2734), Project Director, HCA - Orange Park PAS, Orange Park, Florida spoke on behalf of the Part III class.

Faye noted that HCA decided in 2000 to migrate all of the ten different Patient Account Services (billing, collections, accounts receivable, accounts payable, etc.) into one location. They chose a Project Team to facilitate this process. She became the Project Director in 2001, while taking the Model-Netics class. She credited Model-Netics with a major part in the successful migration of 19 facilities, enabling her to plan effectively to keep their functions viable while they were in the movement process.

Faye ended with, "...as I'm starting to teach it, it's fun to see the light bulbs that all go on with people as they start to understand the models and talk about applying [Model-Netics] in their workplace and in their personal lives."

**Featured Speaker**  
**Dennis Fouty** (2533), Associate Vice Chancellor, Associate Vice President, University of Houston.

Dennis Fouty opened by welcoming the group to the University of Houston. Then he proceeded to describe his history with Model-Netics. He first took Model-Netics in 1982 at the University of Nebraska.

### Management Challenge

"When I arrived at the University of Houston, [I found] one of the challenges that all technology organizations have is that the managers and the management team in all the organizations optimize this whole concept of the Best Operator." What he found was that the department

didn't have all of the tools needed from a management perspective. He was bemoaning this difficulty with the Vice President of Human Resources one day, trying to find a strategy solution to the problem when he thought of Model-Netics. He went home and dug his Model-Netics binder out of the attic.

but it serves as a fantastic framework for experiences that you are going to have. There's my Model-Netics story."

Mr. Fouty commented, "Technology ...has gone through enormous transformation. The concept of having a hybrid manager - someone who understands technology as well as understanding the

business aspects - has been desired for a long time. The Model-Netics installation at the University was implemented over the last three years, with about 100 technologists that have completed the program, and the results have been very good. I think that's fantastic that we have now reached a point that we are at that fifth step of the *Attitude Stair-Steps* organizationally. [It has] caused [us] to look for a better way to do things within [the] organization.

### An Enculturation Process

"You as well ... assume a central role within your organization. You are a small group of folks - 2,700 folks around the country. And within your organization, people will look to you as role models." Mr. Fouty went on to say, "[Model-Netics] is a class on management by managers. It's a culture challenge. And so, we are conveying that culture throughout our organizations, and we have the responsibility as we are conveying that culture, to do it in the most obvious and meaningful way."

Dennis concluded that Model-Netics has stood the test of time. He quoted from Jim Collins, who wrote the book, *Good to Great*: "The real path to greatness turns out requires simplicity and diligence. It requires clarity, not instant illumination." Dennis then closed, "And that's really what embodies Model-Netics - it gives us that clarity."



### Double-Entry Note-Taking An Active Learning Experience

To understand what makes Model-Netics the highly effective program that it is, you can point to a number of reasons including the course content, the modeling approach, the teaching grid, the Socratic method of instruction, etc.

Another core component to the Model-Netics program is the Double-Entry Note-Taking process. This particular type of note-taking is designed to help facilitate an active learning experience for the Model-Netics student.

#### The Double-Entry Note-Taking Process

Step 1: The Double-Entry Note-Taking process begins during the Model-Netics classroom session. The student records notes of the session on a notepad. The notes include the key points of the model including model definition, organization-related examples, and the model "So What?".

Step 2: Before the next class is taught and while the session is still "fresh", the student then goes back to the original classroom notes and transfers those notes into the Model-Netics Course Book.

It is through this double-entry process that the student is able to thoughtfully reflect on the session. As this double-entry process takes place, the student transfers the notes using their own words while drawing upon their own experiences and examples. This is why we say that each student writes their "own" textbook (i.e., drawing upon their experiences in relation to the models) making the learning experience a meaningful one.

#### 84% Approval Rating

How do class participants view the Double-Entry Note-Taking process? Each person participating in a Model-Netics class is asked, "Did you find the Double-Entry Note-Taking process has aided your learning?" In a survey comprised of Model-Netics Basic Course graduates, over 84% (from a sample of over 2,700 graduates) answered "Yes" to this question.

#### Learning Effectiveness

The Model-Netics Double-Entry Note-Taking process places a premium on learning effectiveness. Through this process, the student is exposed to learning opportunities at multiple levels: 1) Hearing the Model-Netics instruction; 2) Viewing the flip chart work of a Model-Netics instructor; 3) Documenting the session via notes in the class; 4) Reflecting on the session just taught and reviewing the notes taken; and 5) Transferring the classroom notes and updating those notes through the double-entry transfer into the Model-Netics Course Book.

In summary, it is the belief of our students and instructors alike that the Model-Netics Double-Entry Note-Taking process is without a doubt a core component in what makes Model-Netics the highly effective program that it is.

Dennis decided to sit in on a Public Course offered by Main Event Management. He commented that with a Ph.D. under his belt, he was unsure exactly what Model-Netics could offer him. However, "...it didn't take but probably about 15-20 minutes to realize ...that I had used Model-Netics as a framework from the point that I [originally] took the class. ...So there is a strong testimony that it does serve not only as an organizing tool for experiences that you already have,

Dennis concluded that Model-Netics has stood the test of time. He quoted from Jim Collins, who wrote the book, *Good to Great*: "The real path to greatness turns out requires simplicity and diligence. It requires clarity, not instant illumination." Dennis then closed, "And that's really what embodies Model-Netics - it gives us that clarity."



# Calendar of Events

- |                       |   |
|-----------------------|---|
| Sept. 13 - 15, 2004   | Model-Netics Instructor Training Program (ITP)<br>Parts I & III<br>Houston, Texas |
| Sept. 16 - 17, 2004   | Model-Netics Recertification Seminar<br>Houston, Texas                            |
| December. 6 - 8, 2004 | Model-Netics Instructor Training Program (ITP)<br>Parts I & III<br>Houston, Texas |
| December 9 - 10, 2004 | Model-Netics Recertification Seminar<br>Houston, Texas                            |

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