Lean Leadership and Change Management skills

TILBURG, SEPTEMBER 28TH 2013
FRANK WILLEMS, LEAN MANAGEMENT INSTITUTE AND HANZE UNIVERSITY OF APPLIED SCIENCES
Agenda

Recap on
• Basic principles of Change Management
• TheoryU and Social Networking theory as framework for Leadership
• Theory about Lean thinking as a method for improving Leadership skills and strategy deployment
• Lean A3 thinking

Work on
• Group practice in collegial peer coaching with A3 thinking
• Summary and mission setting for your personal practice
Recap
What’s the problem?

CIO skills deliver suboptimal results
Underdeveloped people leadership constrains results

- Strategy development
- Planning; budgeting
- Demand management; project prioritization
- Program and project delivery
- Run operations
- Business process improvement

- Does not fully embrace leadership as primary role
- Underdeveloped leadership and interpersonal skills

Managing Systems  Leading People

Source: The CIO Edge, 7 Leadership Skills, Waller, Hallenbeck and Rubenstrunk
Where to find the solution?

Core management processes (e.g., strategy, planning, program execution, operations)

Maximize Collaborative Leadership

Develop Seven Leadership skills
- Commit to leadership first, everything else second
- Lead differently than you think
- Embrace your softer side
- Forge right relationships, drive right results
- Master communications
- Inspire others
- Build people, not systems
- Leading people

Managing Systems

Leading People

Source: The CIO Edge, 7 Leadership Skills, Waller, Hallenbeck and Rubenstrunk
## Score of the Change colour test

<table>
<thead>
<tr>
<th>Name</th>
<th>Yellow</th>
<th>Blue</th>
<th>Red</th>
<th>Green</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerard</td>
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<td>Hariksho</td>
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<td>Fabian</td>
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<td>Laurant</td>
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<td>Roland</td>
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<td>Roy</td>
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<td>Marcel</td>
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<td>Marijke</td>
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<td>Remco</td>
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<td>Huub</td>
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<td>Ozlem</td>
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<td>Erik</td>
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<tr>
<td>Rob</td>
<td>22</td>
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<td>23</td>
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</table>
### The five colors at a glance

<table>
<thead>
<tr>
<th>Yellow-print</th>
<th>Blue-print</th>
<th>Red-print</th>
<th>Green-print</th>
<th>White-print</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Something changes when you</strong></td>
<td>bring common interests together</td>
<td>think first and then act according to a plan</td>
<td>stimulate people in the right way</td>
<td>create settings for collective learning</td>
</tr>
<tr>
<td>in a/an</td>
<td>power game</td>
<td>rational process</td>
<td>exchange exercise</td>
<td>learning process</td>
</tr>
<tr>
<td>and create</td>
<td>a feasible solution, a win-win situation</td>
<td>the best solution, a brave new world</td>
<td>a motivating solution, the best ‘fit’</td>
<td>a solution that people develop themselves</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The result is...</strong></th>
<th>forming coalitions, changing topstructures</th>
<th>project management, strategic analysis</th>
<th>assessment &amp; reward, social gatherings</th>
<th>training and coaching, open systems planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>by a/an...</strong></td>
<td>facilitator who uses his own power base</td>
<td>expert in the field</td>
<td>HRM expert</td>
<td>facilitator who supports people</td>
</tr>
<tr>
<td><strong>aimed at...</strong></td>
<td>positions and context</td>
<td>knowledge and results</td>
<td>procedures and working climate</td>
<td>the setting and communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Result is...</strong></th>
<th>partly unknown and shifting</th>
<th>described and guaranteed</th>
<th>outlined but not guaranteed</th>
<th>envisaged but not guaranteed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safeguarded by...</strong></td>
<td>decision documents and power balances</td>
<td>benchmarking and iso systems</td>
<td>HRM systems</td>
<td>a learning organisation</td>
</tr>
<tr>
<td><strong>The pit-falls lie in...</strong></td>
<td>dreaming and lose-lose</td>
<td>ignoring external and irrational aspects</td>
<td>ignoring power and smothering brilliance</td>
<td>excluding no-one and lack of action</td>
</tr>
</tbody>
</table>

Source: Change Management Approach Prof. De Caluwé, Twynstra Gudde
First diverge and then converge

Change idea - Multiple view
- Making more complex
- ‘Whole elephant’

- To search and find
- Subjective, intuïtive
- Separate cause and symptoms

Focus of issue
## Overview of a sample of colored interventions

<table>
<thead>
<tr>
<th>Dominant Color</th>
<th>Individual</th>
<th>Group</th>
<th>Organization</th>
</tr>
</thead>
</table>
| Yellow         | - Personal Commitment Statement  
                - Outplacement  
                - Protégé constructions | - Confrontation meetings  
                - Third-party strategy  
                - Top structuring | - Improving quality of work life  
                - Forming strategic alliances  
                - Negotiations on labor conditions |
| Blue           | - Management by Objectives  
                - Hygienic working  
                - Working with a day planner | - Working in projects  
                - Archiving  
                - Decision making | - Strategy analysis  
                - Business process redesign  
                - Auditing |
| Red            | - Career development  
                - Recruitment and selection  
                - Job enlargement/Job enrichment | - Social activities  
                - Team roles  
                - Management by speech | - Reward systems  
                - Managing mobility and diversity  
                - Triple ladder |
### Overview of a sample of colored interventions

<table>
<thead>
<tr>
<th>Dominant Color</th>
<th>Individual</th>
<th>Group</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green</strong></td>
<td>- Coaching</td>
<td>- Teambuilding</td>
<td>- Open systems planning</td>
</tr>
<tr>
<td></td>
<td>- Intensive clinic</td>
<td>- Gaming</td>
<td>- Parallel learning structures</td>
</tr>
<tr>
<td></td>
<td>- Feedback/Mirroring</td>
<td>- Intervision</td>
<td>- Quality circles</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>- T-Group</td>
<td>- Self-steering teams</td>
<td>- Search conferences</td>
</tr>
<tr>
<td></td>
<td>- Personal growth</td>
<td>- Open space meetings</td>
<td>- Rituals and mystique</td>
</tr>
<tr>
<td></td>
<td>- Networking</td>
<td>- Making mental models explicit</td>
<td>- Deconstructing “sacred cows”</td>
</tr>
</tbody>
</table>
### Every colour has it’s own change agent

<table>
<thead>
<tr>
<th><strong>Yellow print</strong></th>
<th>Director of the process who encloses his power</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Blue print</strong></td>
<td>Expert projectmanager who takes care of formulating and implementation, but mandated.</td>
</tr>
<tr>
<td><strong>Red print</strong></td>
<td>Coaching manager, HR- or communications-expert who suggests solutions</td>
</tr>
<tr>
<td><strong>Green print</strong></td>
<td>Process supervisor who supports people</td>
</tr>
<tr>
<td><strong>White print</strong></td>
<td>A pattern indicator who puts himself (or herself) on the line</td>
</tr>
</tbody>
</table>
Cultural change is about identity

Meaning and Existence
- Societal value and contribution
- Historical success and pride
- Reasons to exist

Distinctive Competences
- Reputation and trust
- Knowledge and expertise
- Inspiration and communication

Customer Value
- Fulfilling Customer Needs
- Attraction and promises
- Reasons for retaining

Competitive Advantage
- LEAN Leadership
- Quality and innovation
- Creativity and collaboration

Business Idea And Identity

Source: Prof. Jaap Boonstra Cultural Change in Organizations
New leadership results in faster impact

Development line with co-creation and Leadership principles of Lean and TheoryU

Energy and time

Impact

Traditional line of Development

Source: TheoryU and Market research Master Leadership Hanze University
The Golden circle

People connect better with you when it is clear why you do it, not what you do

Feeling, Trust and intuition (Lymbic brain)

Rationality and analytical mind (Neocortex)

From inside to outside
Theory U as ‘toolkit’ for leaders

LISTENING 1: *from habits*

- Downloading habits of judgment

LISTENING 2: *from outside*

- Factual listening
- Noticing differences

LISTENING 3: *from within*

- Empathic listening

LISTENING 4: *from Source*

- Generative listening
- (from the future wanting to emerge)

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**Open Mind**

- Disconfirming [new] data

**Open Heart**

- Seeing through another person’s eyes
- Emotional connection

**Open Will**

- Connecting to an emerging future whole;
- Shift in identity and self

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Theory U as ‘toolkit’ for leaders

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TiasNimbos
Business School
## Interventions of TheoryU

<table>
<thead>
<tr>
<th>Level</th>
<th>Intervention</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Seeing</td>
<td>Community Building</td>
<td>Group Agree and setting conditions for unifying group communications</td>
</tr>
<tr>
<td>2. Seeing</td>
<td>Attentive observation</td>
<td>Sensation and experience what you really see and hear</td>
</tr>
<tr>
<td>2. Seeing</td>
<td>Future Search</td>
<td>Sharing past, present, future dreams and map common interests</td>
</tr>
<tr>
<td>3. Sensing</td>
<td>Nature walk</td>
<td>Silence Walk, nature experience</td>
</tr>
<tr>
<td>4. Presencing</td>
<td>Meditation</td>
<td>Strengthening coordination in team</td>
</tr>
<tr>
<td>4. Presencing</td>
<td>Social dreaming</td>
<td>Share parts of dreams and collective dreams to come</td>
</tr>
<tr>
<td>Golden Circle (Sinek)</td>
<td>Human Needs (Assink)</td>
<td>Human Motivations (Barrett)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Why</td>
<td>Spiritual</td>
<td>Make the difference</td>
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<td></td>
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<tr>
<td>Co-creation</td>
<td></td>
<td></td>
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<tr>
<td>Internal cohesion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How</td>
<td>Mental</td>
<td>Transformation</td>
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<td></td>
<td>Emotional</td>
<td>Self-Esteem</td>
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<tr>
<td></td>
<td>Relational</td>
<td>Survive</td>
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</tbody>
</table>
Social networks: LinkedIn visualisation

http://inmaps.linkedinlabs.com/network
Concepts from social network analysis

• Nicholas Christakis: Our experience with the world depends on the factual structure of our networks and what flows in these networks
• Ronald Burt: People focus on activities within their own group and that causes ‘structural holes’ in information flow between these groups

Combine Groundswell, the law of innovation and participation levels

To know about the innovative change character of your crowd
Core principles of Lean

Specify **Value**
(what customers want, how and when do they want it?)

Implement **Pull**
(decreased delivery time. *Lead Time*)

Achieve **Flow**
(detection to remove anything that stops the product. *Waste*)

Identify the **Value stream**
(what value added operations should the product follow to reach customers?)

**Perfection**
(the “never ending” of improvement)

James P. Womack
Daniel Jones

*LEAN THINKING*
Como utilizar el pensamiento Lean para eliminar los desplazamientos y crear valor en la empresa

James P. Womack
Daniel Jones
# The Lean Infrastructure: the value-creating work of management

<table>
<thead>
<tr>
<th>Lean Leadership</th>
<th>To create, lead and communicate a clear and shared vision on Lean change following a structured PDCA approach. ‘Practice what you preach’ drives the Lean culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value Stream Improvement</td>
<td>Create processes that can produce close to customer demand are free of waste, flexible and adaptable. Full end to end process awareness.</td>
</tr>
<tr>
<td>Operational Management</td>
<td>To create stability, reliability, capability, flexibility and rhythm in the process and to create awareness we are implementing Flow Boards, Performance Meetings, Problem Solving activities.</td>
</tr>
<tr>
<td>Lean Culture</td>
<td>To create a sustainable Lean culture we invest in our people and train them in the new ways of work, develop their skills and provide education and training.</td>
</tr>
</tbody>
</table>
A3 Thinking as elementary leadership tool

• “Thinking” for a reason
  – “What is the purpose?”

• Can’t be done in isolation

• Specific actions are needed to encourage the right thinking
  – This leads to the next actions & even deeper thinking – never ending – continuous improvement

• Need both the thinking & behaviours
7 Elements of A3 Thinking

1. Logical thinking process leads to the real problem!
2. Objectivity
3. Results & process
4. Distillation & visualisation
5. Alignment
6. Coherence within & consistency across
7. Systems viewpoint
First practice in working with A3 Thinking
A recent lesson about passion and leadership

“IT was a fantastic race. We wouldn’t have it any other way. We came from behind, the guys showed so much heart. On your own you’re nothing, but a team like this can make you look great… We were facing the barrel of a gun at 8-1 and the guys didn’t even flinch. Thanks to San Francisco, this is one hell of a day.” James Spithill, two-time Cup winner.
Ellison: ‘This regatta has changed sailing forever’
And a lesson about winning, losing, humbleness and emotions
Leadership and change lessons?

8-1 matchpoint for Team NZL and then a huge comeback for Team USA
And what about Lean lessons?

More than two times faster than the wind

Race 19 Performance Data

- Course: 5 Legs/10.07 nautical miles
- Elapsed Time: OTUSA – 23:24, ETNZ – 24:08
- Delta: OTUSA +:44
- Total distance sailed: OTUSA – 11.9 NM, ETNZ – 12.2 NM
- Average Speed: OTUSA – 30.55 knots (35 mph), ETNZ – 30.55 knots (35 mph)
- Top Speed: OTUSA – 44.33 knots (51 mph), ETNZ – 45.72 knots (53 mph)
- Windspeed: Average – 18.2 knots, Peak – 21.3 knots
- Number of Tacks/Jibes: OTUSA – 9/7, ETNZ – 9/7

Extreme standardised work

Team based problem solving
Storyline of the Problem Solving A3

Theme:

Plan

Background

Current Situation

Goals

Root Cause Analysis

Do, Check, Act

Countermeasures

Effect Confirmation

Follow-up Actions
Make in three groups one A3 of the America’s Cup leadership problem

• Central question: What’s the leadership lesson?
• Collect the facts and figures (www.americascup.com and more sources)
• Two groups analyse Team NZL and two Team USA
• What’s the background?
• Find possible goals for Teams NZL or Team USA
• Try to analyse, based on facts but also based on my lectures and your personal insights what’s the real results are
• Report back with your A3 template
Storyline of the Problem Solving A3

**Theme:**

- **Plan**
  - Background
  - Current Situation
  - Goals
  - Root Cause Analysis

- **Do, Check, Act**
  - Countermeasures
  - Effect Confirmation
  - Follow-up Actions
Problem Solving A3: Theme

- Title introduces the content to the audience
- Should objectively describe the problem addressed in the report in the context of the overall story
- Theme becomes searchable in an electronic database
  - “Reducing scrap in the machine shop”
  - “Improving press shop productivity”
  - “Improving on time delivery of new IT architecture”
  - “Reducing errors on Accounts Payable”
  - “Standardization of SAP business rules at new release for procurement”
Problem Solving A3: Background

**Theme:**

- **Plan**
  - **Background**
  - **Current Situation**
  - **Goals**
  - **Root Cause Analysis**

**Why are you talking about it?**
- Think about audience
  - What’s their background?
  - What information do they need?
- How does the problem relate to company goals?
- Other issues
  - How was the problem found?
  - Who is involved?
  - What are the symptoms?
  - Past performance?
  - etc.
Problem Solving A3: Background

**Theme:**

**Background**

1. **Corporate Goals 2006**
   - Increase global market share
   - Improve quality & service
   - Increase corporate profits

2. **Manufacturing Goals 2006**
   - Improve reduce cost by 5%
   - Reduce scrap 15%
   - Improve productivity 7%
   - Improve HSE index 10%  
     *Health, safety & environment*

   - Graph showing scrap percentages over years:
     - 2004: 3.2%
     - 2005: 2.7%
     - 2006 (YTD): 2.6%

   - Not meeting goal for 2006: 2.3%

Ref: Sobek & Smalley 2008 pp34
Problem Solving A3: Current Situation

**Theme:**

<table>
<thead>
<tr>
<th>Plan</th>
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<tbody>
<tr>
<td><strong>Background</strong></td>
</tr>
<tr>
<td><strong>Current Situation</strong></td>
</tr>
<tr>
<td><strong>Goals</strong></td>
</tr>
<tr>
<td><strong>Root Cause Analysis</strong></td>
</tr>
</tbody>
</table>

- Frame current condition in a simple way for the reader
- Draw a visual representation that depicts the critical elements of the system or process
- Try to avoid text summaries
- "Frame the problem" & insert the problem statement
  - What is it?
  - What is it not?
- Be quantitative
  - Data collected through direct observation
  - Summarise relevant information about current state
Problem Solving A3: Current Situation

**Theme:**

**Current Situation**

<table>
<thead>
<tr>
<th>Year</th>
<th>Scrap by Department</th>
<th>£K</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td></td>
<td>700</td>
</tr>
<tr>
<td>2005</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>2006 (YTD)</td>
<td>86</td>
<td></td>
</tr>
</tbody>
</table>

**Breakdown of Machine Shop Scrap Rates**

*Legend*
- ■ 0–1%
- ▲ 1–2%
- ■ X 2+

Ref: Sobek & Smalley 2008 pp34
Problem Solving A3: Goal

**Theme:**

- **Background**
- **Current Situation**
- **Goals**
- **Root Cause Analysis**

**Plan**

- How will we know the project is successful at the end of implementation?
- What standard or basis for comparison will be used?
- Set a clear goal or target state for the situation
- Be clear on the measure of performance
- Consider how to collect the data to later evaluate and check the effectiveness of any action items
Problem Solving A3: Goal

**Theme:**

**Plan**

<table>
<thead>
<tr>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grinding Machine Scrap</strong></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>8.7</td>
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<tr>
<td>7.0</td>
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<tr>
<td>6.0</td>
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<tr>
<td>5.0</td>
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<tr>
<td>4.0</td>
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<tr>
<td>3.0</td>
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<tr>
<td>2.0</td>
</tr>
<tr>
<td>1.0</td>
</tr>
</tbody>
</table>

- Reduce scrap in rough grind from 3.7% to less than 2% by December 2006
- Reduce scrap in final grinding from 8.7% to less than 2% by December 2006

Ref: Sobek & Smalley 2008 pp38
Problem Solving A3: Root-Cause Analysis

Theme:

- Background
- Current Situation
- Goals
- Root Cause Analysis

Plan

- Continue the investigation of the current condition until root cause is identified
- Separate symptoms & opinions from cause & effect
- Consider appropriate techniques
  - Use 5 Whys
  - Fishbones
- Real problems often have multiple causes
  - Experiments may be required to establish cause & effect
Problem Solving A3: Root-Cause Analysis

Theme:

Goal

Pareto by Defect Type

- Undersized Shaft: 72%
- Grinder Burn: 20%
- Scratches & Dents: 6%
- Other: 2%

Main problem: Undersized Shaft defect

Ref: Sobek & Smalley 2008 pp41
Problem Solving Process

1. Initial Problem Perception (Large, vague, complicated problem)
2. Clarify the problem
3. Locate Area/Point of Cause

POC
- Direct Cause
- Cause
- Cause
- Cause
- Root Cause

4.5-Why? Investigation Of Root Cause

Basic Cause & Effect Investigation

Grasp the Situation

Cause Investigation

Why?
Why?
Why?
Why?
Why?

5. Countermeasure
6. Evaluate
7. Standardise
5 Whys

The machine stopped

The overload circuit tripped

The pump was seized up

Metal shavings damaged the shaft

Shavings entered lubrication system

No filter on the inlet pipe
Problem Solving A3: Countermeasures

**Theme:**

- As important to know what did not work as what works
- Ensure to address the potential root cause(s) with the action items
- Make it clear exactly what will be done (WHAT)
- Clarify the due date for actions (WHEN)
- Assign ownership/responsibility (WHO)
- Make implementation order & location clear

**Do, Check, Act**

- **Countermeasures**
- **Effect Confirmation**
- **Follow-up Actions**
Problem Solving A3: Countermeasures

**Theme:**

Do, Check, Act

**Countermeasures**

- Finish grinder
- Rough grinder

Spindle bearing tightened

Coolant replaced

Target level

Dates of action items & results confirmation

Ref: Sobek & Smalley 2008 pp42
Problem Solving A3: Effect Confirmation

Theme:

■ Verify the effectiveness of the action items in total
■ Use the same standard as the one listed in the goal section
■ Determine ways to verify the effectiveness of the items, one by one if possible
■ Plan in advance for the data that will need to be collected
■ Identify who will help collect the data and how frequently

Do, Check, Act

Countermeasures

Effect Confirmation

Follow-up Actions
Problem Solving A3: Follow-up Actions

**Theme:**

- What further changes should be made to the system to sustain the improvement?
- What else remains to be done?
- Look for similar processes that can benefit from the countermeasures
  - Inside & outside the department

**Do, Check, Act**

- **Countermeasures**
- **Effect Confirmation**
- **Follow-up Actions**
Theme: Reducing Scrap in the Machine Shop

**Background**

1. **Corporate Goals 2006**
   - Increase global market share
   - Improve quality & service
   - Increase corporate profits

2. **Manufacturing Goals 2006**
   - Improve reduce cost by 5%
   - Reduce scrap 15%
   - Improve productivity 7%
   - Improve HSE index 10%
   *Health, safety & environment

---

**Current Situation**

**Breakdown of Machine Shop Scrap Rates**

<table>
<thead>
<tr>
<th>Process</th>
<th>Milling</th>
<th>Turning</th>
<th>Drilling</th>
<th>Rough Grinding</th>
<th>Final Grinding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrap %</td>
<td>1.5</td>
<td>0.9</td>
<td>0.7</td>
<td>3.7</td>
<td>8.7</td>
</tr>
<tr>
<td>Scrap £K</td>
<td>40</td>
<td>27</td>
<td>23</td>
<td>150</td>
<td>460</td>
</tr>
<tr>
<td>Status*</td>
<td>◼️</td>
<td>◼️</td>
<td>◼️</td>
<td>◼️</td>
<td>◼️</td>
</tr>
</tbody>
</table>

*Legend: ◼️ 0–1% ◼️ 1–2% ◼️ 2+%*  

**Goal**

- Reduce scrap in rough grind from 3.7% to less than 2% by December 2006
- Reduce scrap in final grinding from 8.7% to less than 2% by December 2006

**Root Cause Analysis**

- Undersized Shaft defect
- 72% of grinding defects

---

**Countermeasures**

<table>
<thead>
<tr>
<th>Suspected Cause</th>
<th>Action Item</th>
<th>Responsible</th>
<th>Date</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dirt &amp; contamination</td>
<td>Daily 5S &amp; PM tasks</td>
<td>Tony (T/L)</td>
<td>2/11</td>
<td>Conducting daily. No issues.</td>
</tr>
<tr>
<td>2. Grinding wheel set up check</td>
<td>Grinding wheel set up check</td>
<td>Tony (T/L)</td>
<td>4/11</td>
<td>Checked out O.K.</td>
</tr>
<tr>
<td>3. Manual offset function</td>
<td>Check offset function</td>
<td>Tony (T/L)</td>
<td>4/11</td>
<td>Checked out O.K.</td>
</tr>
<tr>
<td>5. Clamp &amp; locator damage</td>
<td>Check camp &amp; locator</td>
<td>Ed (Maint)</td>
<td>5/11</td>
<td>Nothing abnormal.</td>
</tr>
<tr>
<td>7. Incoming part dimensions</td>
<td>Measure part dimensions</td>
<td>Janet (QC)</td>
<td>9/11</td>
<td>Within spec.</td>
</tr>
<tr>
<td>8. Poor material hardness</td>
<td>Measure hardness</td>
<td>Janet (QC)</td>
<td>9/11</td>
<td>Within spec.</td>
</tr>
<tr>
<td>10. Grinding conditions abnormal</td>
<td>Check grinding conditions</td>
<td>Mary (Eng)</td>
<td>1/21</td>
<td>Nothing abnormal.</td>
</tr>
<tr>
<td>11. Coolant concentration</td>
<td>Measure concentration</td>
<td>Joe (Maint)</td>
<td>1/21</td>
<td>Contaminated tanks. Replaced.</td>
</tr>
<tr>
<td>12. Wheel dressing check</td>
<td>Check conditions</td>
<td>Mary (Eng)</td>
<td>1/21</td>
<td>Nothing abnormal.</td>
</tr>
</tbody>
</table>

**Follow-up Actions**

<table>
<thead>
<tr>
<th>Investigation Item</th>
<th>Responsibility</th>
<th>Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish coolant check PM</td>
<td>Ops &amp; maintenance</td>
<td>15/11</td>
<td>Complete</td>
</tr>
<tr>
<td>2. Establish bearing check PM</td>
<td>Ops &amp; maintenance</td>
<td>15/11</td>
<td>Complete</td>
</tr>
<tr>
<td>3. Communicate findings to similar plants</td>
<td>Tom Engineering Mgr.</td>
<td>22/11</td>
<td>In-process</td>
</tr>
<tr>
<td>4. Discuss bearing issue with OEM</td>
<td>Tom Engineering Mgr.</td>
<td>29/11</td>
<td>Pending</td>
</tr>
</tbody>
</table>
10 questions for formulating an A3

1. What is the problem or the issue?
2. Who is the owner of the problem?
3. What are the underlying causes of the problem?
4. Which countermeasures are possible?
5. How do you decide which countermeasures will be suggested to implement?
6. How do you get commitment of all the involved people?
7. What is your plan; who, what, when, where, how, why?
8. How do you know that the countermeasures really works?
9. Which issues can be foreseen during implementation?
10. How do you fix the experience and knowledge and how do you share this?

Source: John Shook Managing to Learn
Collegial peer coaching and A3 thinking

• Use the A3 thinking as part of solving a problem and improving your skills

• Each colleague is mentor or coach and helps by:
  – Facilitating real, lasting positive change
  – Observing, listening, asking questions
  – Using questioning techniques to identify solutions
  – Maintaining positive, supportive, non-judgemental point of view.
  – Supporting each other

• Collegial peer coaching consists of three basic parts:
  – Pre-conference; one person draws a case with an A3 theme and describes a real good view of the situation
  – Observation; colleagues first listen empathic (TheoryU level 3), then ask objective, not judged questions. The coached person gives answers
  – Post-conference; The team evaluates the outcome based on observations
Summary and mission setting
The seven CIO leadership skills

Core management processes (e.g., strategy, planning, program execution, operations)

Develop Seven Leadership skills
- Commit to leadership first, everything else second
- Lead differently than you think
- Embrace your softer side
- Forge right relationships, drive right results
- Master communications
- Inspire others
- Build people, not systems
- Leading people

Source: The CIO Edge, 7 Leadership Skills, Waller, Hallenbeck and Rubenstrunk
The five colors at a glance

<table>
<thead>
<tr>
<th>Yellow-print</th>
<th>Blue-print</th>
<th>Red-print</th>
<th>Green-print</th>
<th>White-print</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something changes when you</td>
<td>bring common interests together</td>
<td>think first and then act according to a plan</td>
<td>stimulate people in the right way</td>
<td>create settings for collective learning</td>
</tr>
<tr>
<td>in a/an</td>
<td>power game</td>
<td>rational process</td>
<td>exchange exercise</td>
<td>learning process</td>
</tr>
<tr>
<td>and create</td>
<td>a feasible solution, a win-win situation</td>
<td>the best solution, a brave new world</td>
<td>a motivating solution, the best “fit”</td>
<td>a solution that people develop themselves</td>
</tr>
<tr>
<td>The result is...</td>
<td>forming coalitions, changing topstructures</td>
<td>project management strategic analysis</td>
<td>assessment &amp; reward, social gatherings</td>
<td>training and coaching, open systems planning</td>
</tr>
<tr>
<td>by a/an...</td>
<td>facilitator who uses his own power base</td>
<td>expert in the field</td>
<td>HRM expert</td>
<td>facilitator who supports people</td>
</tr>
<tr>
<td>aimed at...</td>
<td>positions and context</td>
<td>knowledge and results</td>
<td>procedures and working climate</td>
<td>the setting and communication</td>
</tr>
<tr>
<td>Result is...</td>
<td>partly unknown and shifting</td>
<td>described and guaranteed</td>
<td>outlined but not guaranteed</td>
<td>envisaged but not guaranteed</td>
</tr>
<tr>
<td>Safeguarded by...</td>
<td>decision documents and power balances</td>
<td>benchmarking and iso systems</td>
<td>HRM systems</td>
<td>a learning organisation</td>
</tr>
<tr>
<td>The pit-falls lie in...</td>
<td>dreaming and lose-lose</td>
<td>ignoring external and irrational aspects</td>
<td>ignoring power and smothering brilliance</td>
<td>excluding no-one and lack of action</td>
</tr>
</tbody>
</table>

Source: Change Management Approach Prof. De Caluwé, Twynstra Gudde
Cultural change is about identity

Meaning and Existence
- Societal value and contribution
- Historical success and pride
- Reasons to exist

Distinctive Competences
- Reputation and trust
- Knowledge and expertise
- Inspiration and communication

Customer Value
- Fulfilling Customer Needs
- Attraction and promises
- Reasons for retaining

Competitive Advantage
- LEAN Leadership
- Quality and innovation
- Creativity and collaboration

Business Idea
And Identity

Source: Prof. Jaap Boonstra Cultural Change in Organizations
The Golden circle

People connect better with you when it is clear why you do it, not what you do.

Feeling, Trust and intuition (Lymbic brain)

Rationality and analytical mind (Neocortex)

From inside to outside
Theory U as ‘toolkit’ for leaders

LISTENING 1: from habits
- Downloading habits of judgment
- Reconfirming old opinions & judgments
- Disconfirming [new] data

LISTENING 2: from outside
- Factual listening
- Noticing differences
- Seeing through another person’s eyes
- Emotional connection

LISTENING 3: from within
- Empathic listening

LISTENING 4: from Source
- Generative listening (from the future wanting to emerge)
- Connecting to an emerging future whole; shift in identity and self

Open Mind
Open Heart
Open Will

TiasNimbas Business School
<table>
<thead>
<tr>
<th>Golden Circle (Sinek)</th>
<th>Human Needs (Assink)</th>
<th>Human Motivations (Barrett)</th>
<th>Level of Consciousness (Barrett)</th>
<th>TheoryU level (Scharmer)</th>
<th>TheoryU leadership skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why</td>
<td>Spiritual</td>
<td>Make the difference</td>
<td>7</td>
<td>Performing</td>
<td>Act in conjunction with the entire new system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-creation</td>
<td>6</td>
<td>Prototyping</td>
<td>New way of acting by connected heads, hearth and hands</td>
</tr>
<tr>
<td>Internal cohesion</td>
<td></td>
<td></td>
<td>5</td>
<td>Let arise ‘Open Will’</td>
<td>Connected with the future that can be designed and touched</td>
</tr>
<tr>
<td>How</td>
<td>Mental</td>
<td>Transformation</td>
<td>4</td>
<td>Connect with the source, Presencing</td>
<td>Generative listening, collective connected</td>
</tr>
<tr>
<td></td>
<td>Emotional</td>
<td>Self-Esteem</td>
<td>3</td>
<td>In contact with the system ‘Open heart’</td>
<td>Empathical listening, release and connect</td>
</tr>
<tr>
<td></td>
<td>Relational</td>
<td></td>
<td>2</td>
<td>Seeing with fresh eyes ‘Open Mind’</td>
<td>Factual listening, seeing the difference</td>
</tr>
<tr>
<td>What</td>
<td>Fysical</td>
<td>Survive</td>
<td>1</td>
<td>Listening from habits</td>
<td>Downloading from old patterns</td>
</tr>
</tbody>
</table>
Core principles of Lean

1. Specify Value (what customers want, how and when do they want it?)
2. Identify the Value stream (what value added operations should the product follow to reach customers?)
3. Achieve Flow (detection to remove anything that stops the product. Waste)
4. Implement Pull (decreased delivery time. Lead Time)
5. Perfection (the “never ending” of improvement)

James P. Womack
Daniel Jones
What will be your personal A3 for this year?

**Theme:**
- Background
- Current Situation
- Goals
- Root Cause Analysis

**Plan**
- Countermeasures

**Do, Check, Act**
- Effect Confirmation
- Follow-up Actions
Change Management is essential

The illiterate of the 21st century are not those who cannot read and write, but those who cannot unlearn, share and collaborate

Alvin Toffler
Chaos is needed for breakthrough!

If a cluttered desk says something about a messy mind what does a blank desk say then?

*Einstein*
Feedback on yourself is essential

Work hard, play hard, rest hard.
Life with passion

Anthony Robbins