Coaching Learning Groups

Coaching Practice for Lerning Groups in Days 4 to 6

Gerardo Aulinger

AGENDA (Suggested!)

Will be adapted depending on current situation!

Day 1:

8:30 - 10:30	What did you learn since the last workshop?
10:45 - 11:00	Select 4 themes for the coaching practice sessions
11:00 - 17:00	Coachings in groups (one after another)
	Do next steps or experiments (all groups work parallel)
	Feedback, reflection on what we have learned
	Often we need to redo the process analysis and
	redefine the current-/target-condition
	for every single group here
17:00 – 18:00	Summary of the day, Q & As as needed

Days 2 and 3:

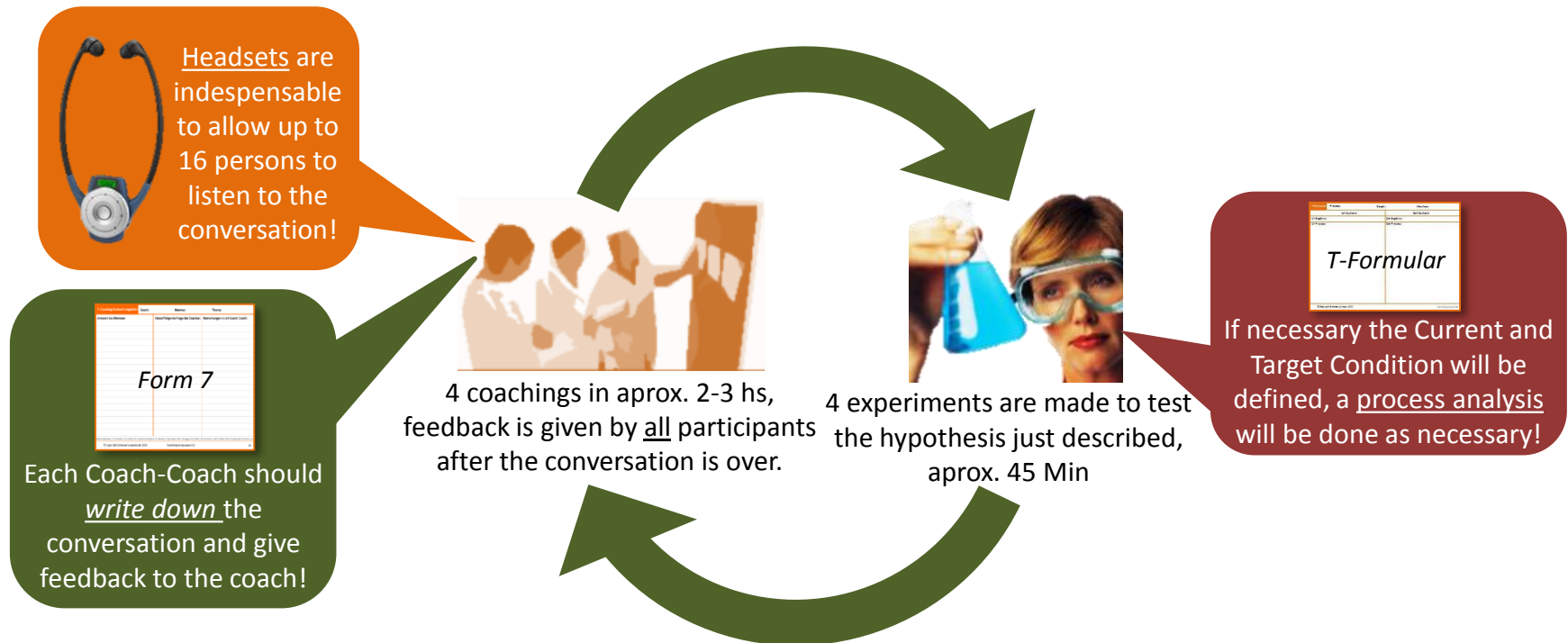|	
8:30 - 9:00	Short introductory presentation, fix agenda for the day
9:00 - 17:00	Coachings in groups (one after another)
	Do next steps or experiments (all groups work parallel)
	Feedback, reflection on what we have learned
	Often we need to redo the process analysis and
	redefine the current-/target-condition
	for every single group here
17:00 - 18:00	Summary of the three days, Q & As as needed

on Day 3:   End will be 17:00

In order to allow as many learning iterations as possible, we will be coaching and experimenting with 4 coaching groups

1- Divide 12 to 16 participants in 4 groups (these must not be the learning groups!)
2- Chose practice processes: 4 themes (+ 3 reserve) out of the learning group themes
3- All participants go together to the first process, the coachings can start...

Headsets are indespensable to allow up to 16 persons to listen to the conversation!

Form 7

Each Coach-Coach should *write down* the conversation and give feedback to the coach!

4 coachings in aprox. 2-3 hs, feedback is given by <u>all</u> participants after the conversation is over.

4 experiments are made to test the hypothesis just described, aprox. 45 Min

T-Formular

If necessary the Current and Target Condition will be defined, a process analysis will be done as necessary!

4- Day closed by summarizing and reflecting on learnings of the day (aprox. 60 min)

Four typical **Main Learing Issues** for the **Follow up-Kata Course** on days 4 to 6
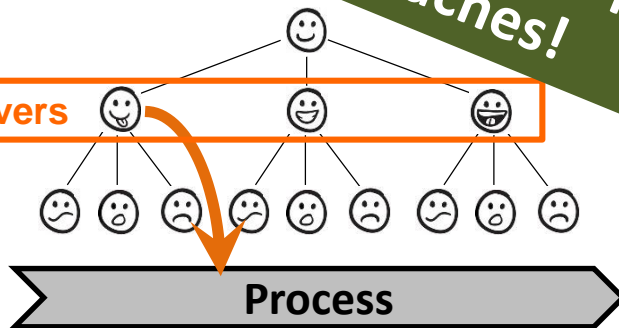
1- Are all themes, roles and targets clear to the LG ?

2- Define mathematically consistent target conditions

3- How could the Coach-Coaches give valueable Feedback?

4- Understanding the Problem is 90% of the improvement work

"Most automotive manufacturers build good cars. We build good people who build good cars" - Toyota
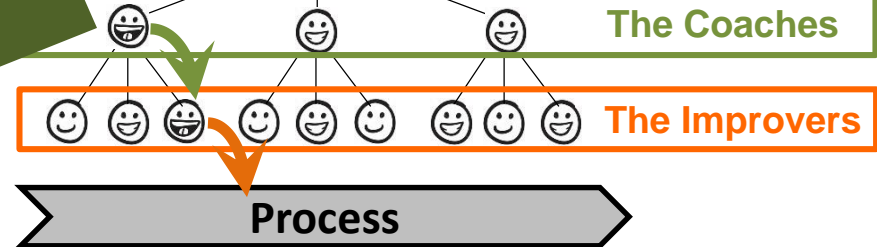
We should start by developing good KATA coaches!

Optimisation by experts' in periods

Optimisation by everybody everyday!

The Improvers

The Coaches

The Improvers

Process

Process

Improvement capacity and innovation remain unharnessed and are kept small.

Improvement capacity and innovation are fully harnessed and get expanded continually

So, first of all we should find a way to develop our own Kata coaches!

Kata Coordination Group coordinates and supports lerning groups

The Coordination Group makes sure that the LGs don't turn into „bubbles", isolated from the organisation!

External Kata-Coach

Kata Coordination Group
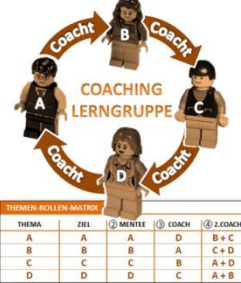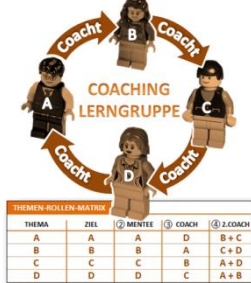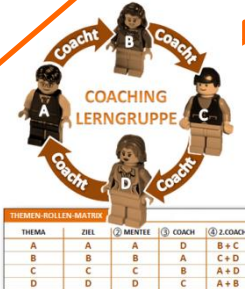4-6 members (incl. top-manager)

Coaching Mo

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Coaching Fr

Supports Learning groups by:
- Developing standards and rules
- Helps overcome typical obstacles, such as:
  - permission to use stopwatches,
  - arranges daily meeting free times, etc.
- Measures progress of LGs compared to the Target condition of the LGs, for example:
  - 4 coaches x 5 d = 20 Coachings/week

Formblatt 3
"Coaching Wochenplan"

  - Target achievement of each member
  - further KPIs
- Visit LGs during coaching sessions 1 x/week
- Keeps Theme-Role-Matrix up to date, etc.

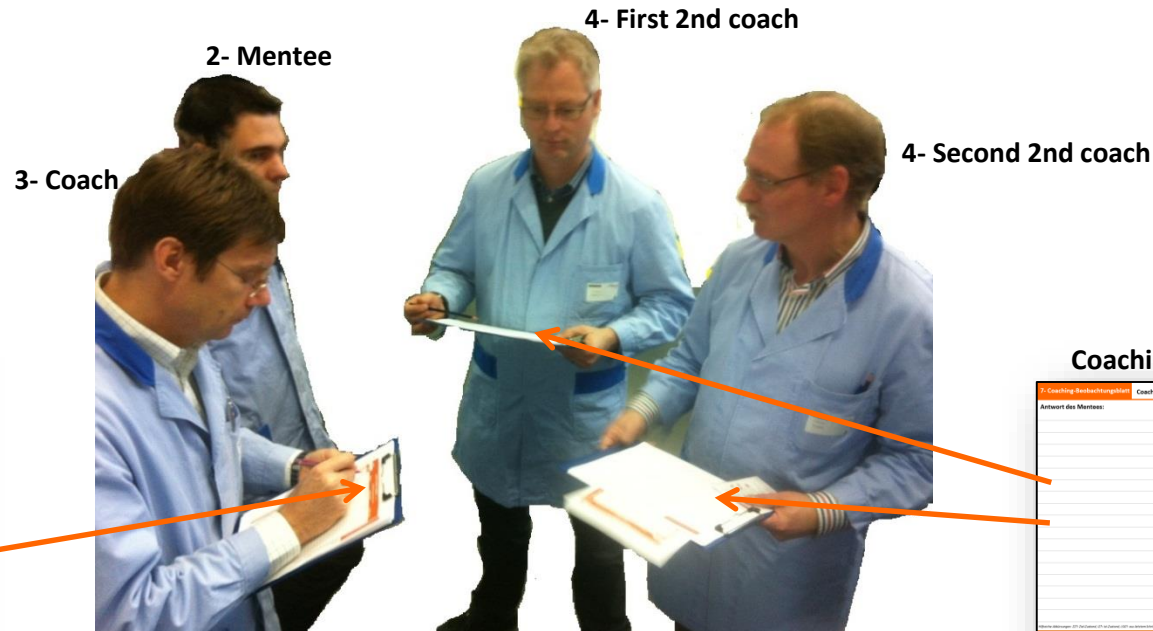# First step: fill out **Theme-Role-Matrix** and define CLGs

Themen-Rollen-Matrix Coaching Lerngruppen			Verantwortlicher:		Datum:			Version 1.0
Nr.	LG	Thema	Ziel (in Zahlen)	2- Mentee	3- Coach	4- Coach-Coach	4- Coach-Coach	Täglich um:
1								
	1							
4								
5								
6	2							
7								
8								
9								
10	3							
11								
12								
13								
14	4							
15								
16								
17								
18	5							
19								
20								
21								
22	6							
23								
24								
25								
26	7							
27								
28								

0- Download Theme-Role-Matrix from www.Verbesserungskata.de

1- <u>All</u> aspiring coaches should be listed as Mentee in this column, even if they do not have a theme nor a target assigned.

2- Sort list in groups of four, this takes some time and should be done with everybody on the list present.

3- Each Mentee get his <u>own</u> learning task including a challenging target:
  - the target should be achievable in aprox. 2 to 4 weeks.
  - Themes and processes should be short cycled in order to be appropriate to practice and experiment on a daily basis.

4- Assign coach und 2nd coach roles in groups of 4 by rotating the names, everyone should be 1x mentee, 1x coach und 2x 2nd coach

5- Define daily schedule for coachings. Initially plan 2 hours per day for coachings and feedback (30 min x 4 coaches)

After the coaching session, the coach gets feedback from both 2nd coaches and his mentee, everything is documented

4- First 2nd coach

2- Mentee

3- Coach

4- Second 2nd coach

Form 8
Coaching feedback logsheet

Form 7
Coaching analysis sheet

Feedback rules:

1- Use sandwich method: positive fb., improvement suggestion, positive fb.!

2- Give at least one specific improvement suggestion per coach-coach

3- „In your case I had asked…", „I had the impression that…", etc.

4- Give specific examples wherever possible and suggest specific, alternative question you would have asked instead.

| 7- Coaching observation sheet | Theme: | Mentee: | Coach: |

Answer given by mentee:	Following question from the coach:	Observations by the coach-coach:
Start here, don't forget to write down the start time →		
		How long did the coaching session last? _____ Min

Recommended short hands: TC?: target condition, CC?: current condition, LSL?: Last step's learnings?, Os?: obstacles, 1O?: <u>one</u> obstacle, Wep?: What <u>exactly</u> is the problem?, He?: How <u>exactly</u>...?, NSE?: Next step, expectation, WSL?: When see learnings

Coaching Learning Groups 3.1

Coach-Feedback-Logblatt
Version 1.1

Feedback in Stichworten von…

Nr.	Datum	Dauer	Mentee:	1. Coach-Coach:	2. Coach-Coach:
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

The Kata are just a Trojan horse, a means
to develop scientific thinking and behavior

Just **jumped to a solution** again?

Understand the
PROBLEM ⟹ **Solve Problem**

There is no such thing as a solution, only such thing as eliminating the Root Cause and it's **undesired Outcome**

PROBLEM = ROOT CAUSE + undesired OUTCOME

„Understood and measured"

„in numbers which are mathematically linked to the Target Condition"

1

2

These we eliminate…

… so that this doesn't result anymore!

Example:

„The change over time for a process must be reduced from 32 to 12 min. Different sized screws need to be opened and tightened. The screws are of size M6, M8 and M10, which cost an additional tool changing time of approximately 5 min. If we only used M8-screws, the tool changing times would be eliminated, we would save the resulting 5 min."

2 Types of Experiments: only after root cause and undesired outcome are clear, we are allowed to change the process

	Problem or Obstacle	Next Step?	Expectation?
1- Understand	Problem is not clear and not quantified: *„I do not know…"*	To better understand the problem and measure the undesired outcome. The process is not being changed … *„Analysis…",* *„Observation…",* *„Measure…"* …or for the duration of a short Experiment: *„Simulate the problem…"*	Better describe and quantify problems, sometimes better describe the gap to target: *„Find improvement opporunities of…"* *„Measure undesired outcome of…"* *„Better understand the root cause of…"*
<td colspan="3" style="background:red;color:white">**Attention! This gap between both types of experiments should not be crossed at any time!**</td>
2- Change	Problem is clear and quantified: *„Different screw sizes cost me 5 min as I need to use different tool sizes."*	We test a hypothesis for a specific solution: *„I will change the screw sizes all to size M8!"*	Target oriented, numerical expected outcome calculated from target procress KPI: *„I expect to save 5 min and measure a new change over time of 32 − 5 = 27 min!"*

Coaching Learning Groups 3.1

Hypothesen are Chains of Cause and Effect, „If A then B",
which we test by doing experiments to be confirmed or refuted

	If… *Measure implemented*	then… *Expected numerical outcome or result*	
Hypothesis	**A** *„If all screws are changed to one size, M8, then the tool change would be eliminated…"*	**B** (one number incl. it's unit) *„…I expect to save 5 Min of change over time, and to measure 32 − 5 = 27 min c/o time!"*	
Experiment	**A** *„We changed all screw sizes to M8, the tool change time was eliminated…"*	**B** (one number incl. it's unit) *„… we measured 27 min c/o time, so we saved 32 − 27 = 5 min!"*	✔ **Hypothesis confirmed**
		C (one number incl. it's unit) *„… we measured 29 min c/o time, so we saved 32 − 29 = 3 min!"*	✘ **Hypothesis refuted**

It´s crucial to understand the root cause: how do we know that we have reached enough depth of root cause analysis?

OIL
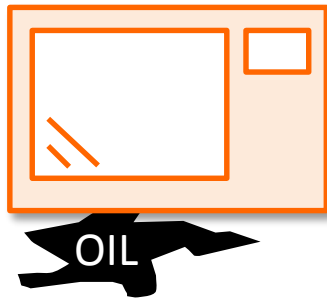
„We have discovered an oil leakage below the milling machine !

3.1- What exactly is the problem that is causing this *leakage*?
„I have found out that the shaft seal is broken!"

3.1- What exactly is the problem that is causing the shaft seal to break?
„I've noticed that the ball bearing is broken and the shaft beats!"

3.1- What exactly is the problem that is causing the ball bearing to break?
„The ball bearing is running dry because the oil filter is clogged!"

3.1- What exactly is the problem that is causing the oil filter to clogg?
„The cover of the oil unit is slipping to a side, oil and chips fall into it!"

4- What would therefore be your next step?
Jumped to solutions too early!
„We should place an oil pan under the machine! "

4- What would therefore be your next step?
Jumped to solutions too early!
„We should replace the shaft seal!"

4- What would therefore be your next step?
Jumped to solutions too early!
„We should replace the ball bearing!"

4- What would therefore be your next step?
Jumped to solutions too early!
„We should replace the oil filter!"

4- What would therefore be your next step?
„We should fix the cover with a hinge and cut a window into it!"

- ☐ All 3 days we will need well-lighted, well-ventilated room with tables and U-shaped seating, the room should be located close to the processes we will practice on during the 3 days. The processes should be a selection (aprox. 5-6) out of the processes used by the coaching learning groups. Please inform your employees and works council in advance about the planned activities. The workshop starts at 8:30 on all 3 days, will finish at 18:00 and at 17:00 on day 3. Preparations on day 1 will start at 7:30.
- ☐ Please ask each participant to bring with him the folder handed out during the first Kata Course
- ☐ 1 beamer (ideally hanging from the ceiling!)
- ☐ 2 flipcharts with enough new flipchartpaper
- ☐ 4 pinnboards (without brown paper)
- ☐ Name tags from last course or 50 white, rectangular moderation cards
- ☐ 1 pencil per participant
- ☐ 3 pencil sharpeners
- ☐ 10 rubbers
- ☐ 5 adhesive tapes, 4 scissors
- ☐ 1 clipboard per participant
- ☐ 1 flipchart pen black with **wide chisel tip** per person (e.g. Edding 383)
- ☐ 1 flipchart pen red with **wide chisel tip** per person (e.g. Edding 383)
- ☐ Food (drinks, pretzels or similar) during morning and afternoon breaks
- ☐ 1 stop watch or smartphone with stop watch function per participant
- ☐ For the coaching exercises on the shopfloor we will need a set of head-sets (one headphone per person) and one microphone (available during all 3 workshop days!)
  Note: please make sure to test and connect the devices for loading the day before!
- ☐ 1 computer with internet and a color printer connected in order to print forms when needed
- ☐ 4 laptops with Excel process step analysis tool installed (Download here)
- ☐ 1 pair of safety shoes per person if needed

2x

4x

The following forms should be printed in color (you can find them here www.verbesserungskata.de/katacourse):

☐ 2- Coaching Instructions, 20 copies

☐ 4- T-Form, 10 copies

☐ PA1-Sketch of the line, 10 copies

☐ 7- Coaching-Beobachtungsblatt, 50 copies

☐ 5- Target Achievement , 10 copies

☐ PA2-Process stability chart, 10 copies

☐ Coaching Board Tags, 5 copies

☐ 6- Coaching Sheet, 10 copies

☐ PA4-Process Steps Analysis, 10 copies