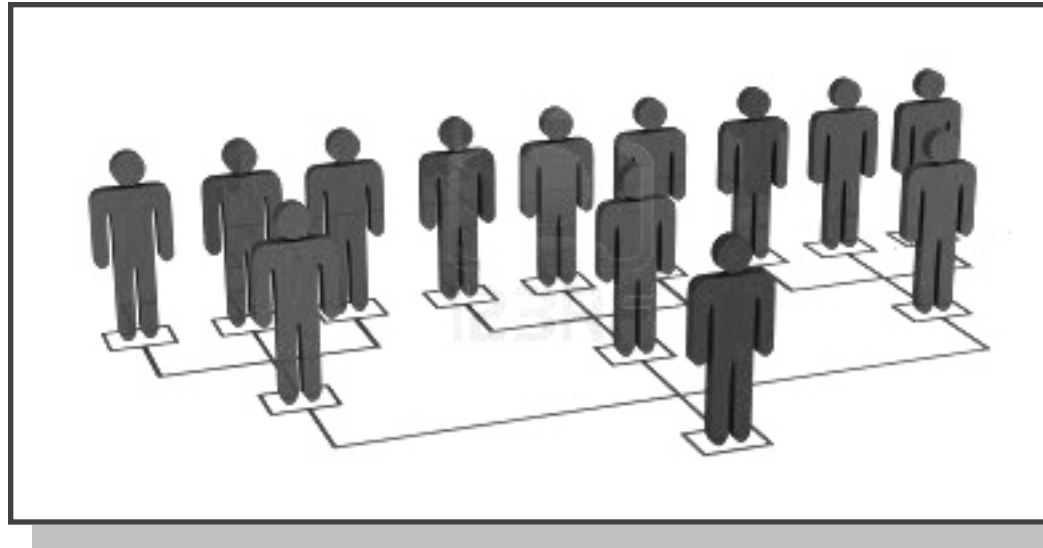


Chapter 3

ROLES AND STRUCTURE FOR DAILY IK PRACTICE



This chapter explains the setup for the practicing described in PART II and PART III of this Handbook:

- 1) The **basic roles**, which repeat throughout the organization
- 2) The **Learner's storyboard**
- 3) Suggestions for **spreading practice** into the organization

THIS IS ABOUT DEVELOPING A DAILY COACH/LEARNER PROCESS IN YOUR ORGANIZATION

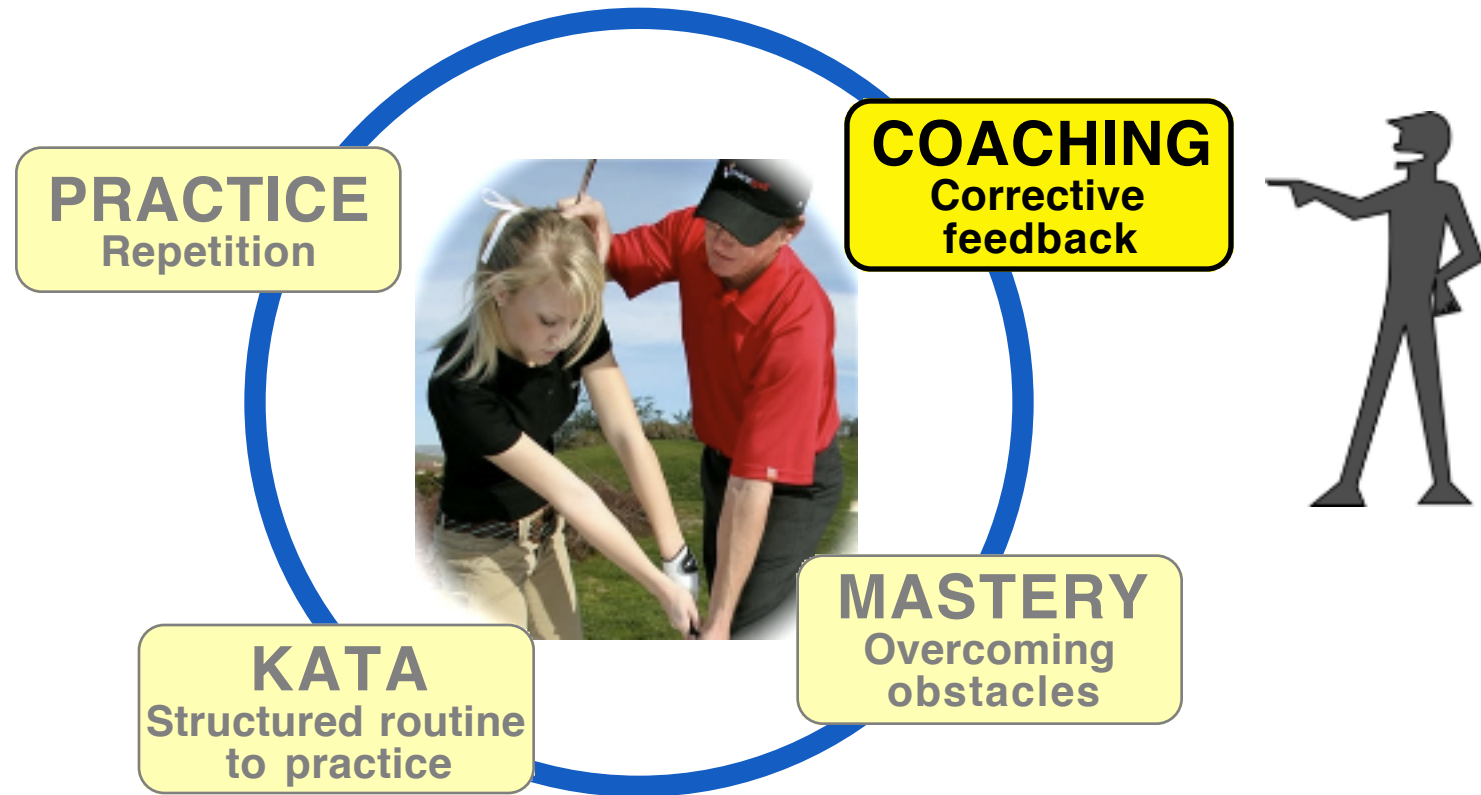
To coach people in practicing the Improvement Kata pattern on real processes in everyday work, with the goal of making it part of the culture



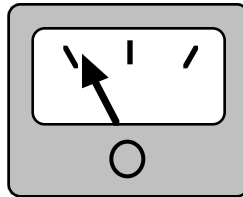
The routine of the Improvement Kata isn't complicated, but it can be difficult to practice because it's not intuitive/natural and we're not used to it, so we tend to default to the familiar.

As in sports and music, practicing a skill should be done under periodic observation and guidance of an experienced coach. Without coaching we lose our way and don't practice the right pattern, or practice ineffectively. Without coaching, a change in the our mindset -- in our brain's wiring -- is unlikely to occur.

COACHING IS A KEY VARIABLE IN KATA PRACTICE



Practice with corrective feedback is an important part of effective skills training.



If the Learner is not learning the Improvement Kata or if the target condition is not being reached, examine the coaching.

(1) The Basic Roles



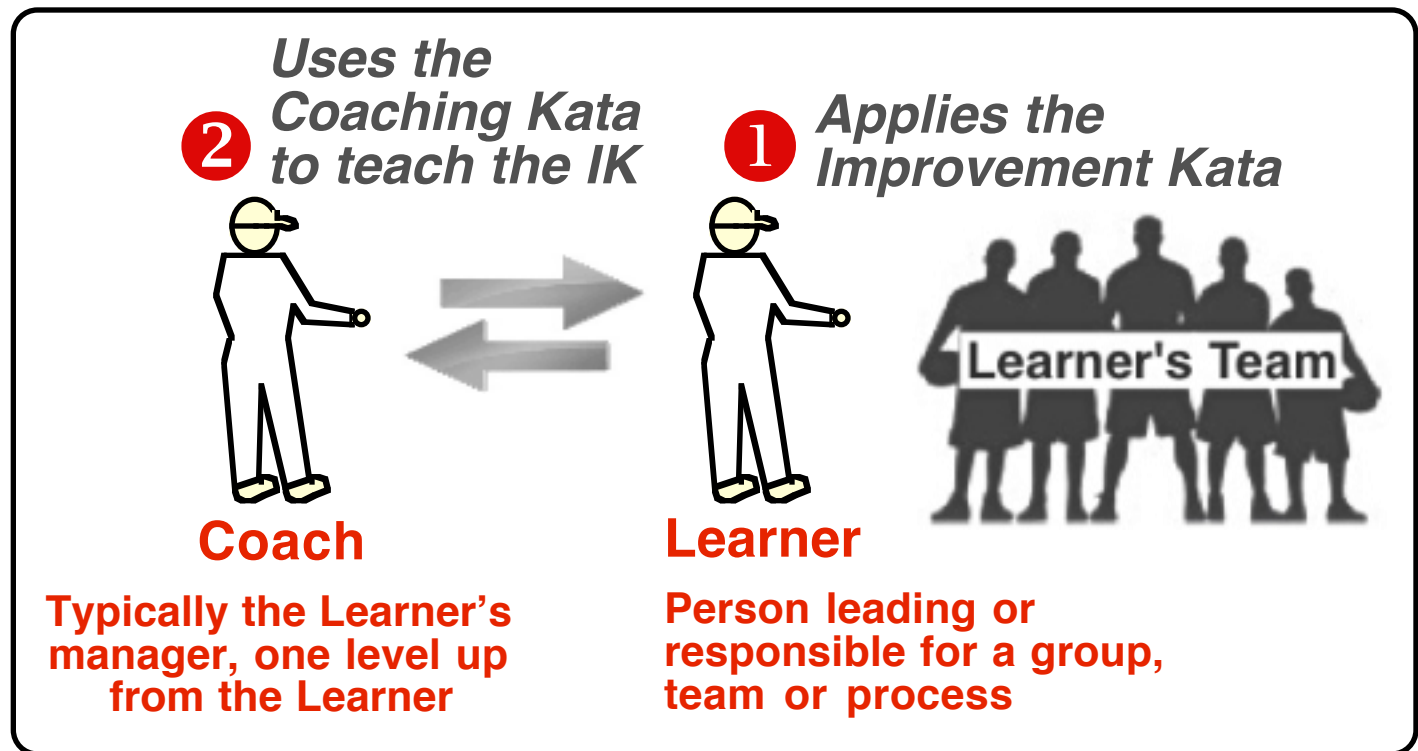
THE TWO CORE ROLES ARE *COACH & LEARNER*

- These two roles usually mirror a reporting relationship, with the Coach being the Learner's manager, not a staff person. (There can be exceptions.) That is, when the Improvement Kata is used up-and-down an organization these two roles cut *across* each level of the organization.
- Coaching is done one Learner at a time. A Coach (manager) may have several Learners, but coaches them at different times.
- The practicing gets integrated into the Coach and Learner's normal daily work.

TERMINOLOGY

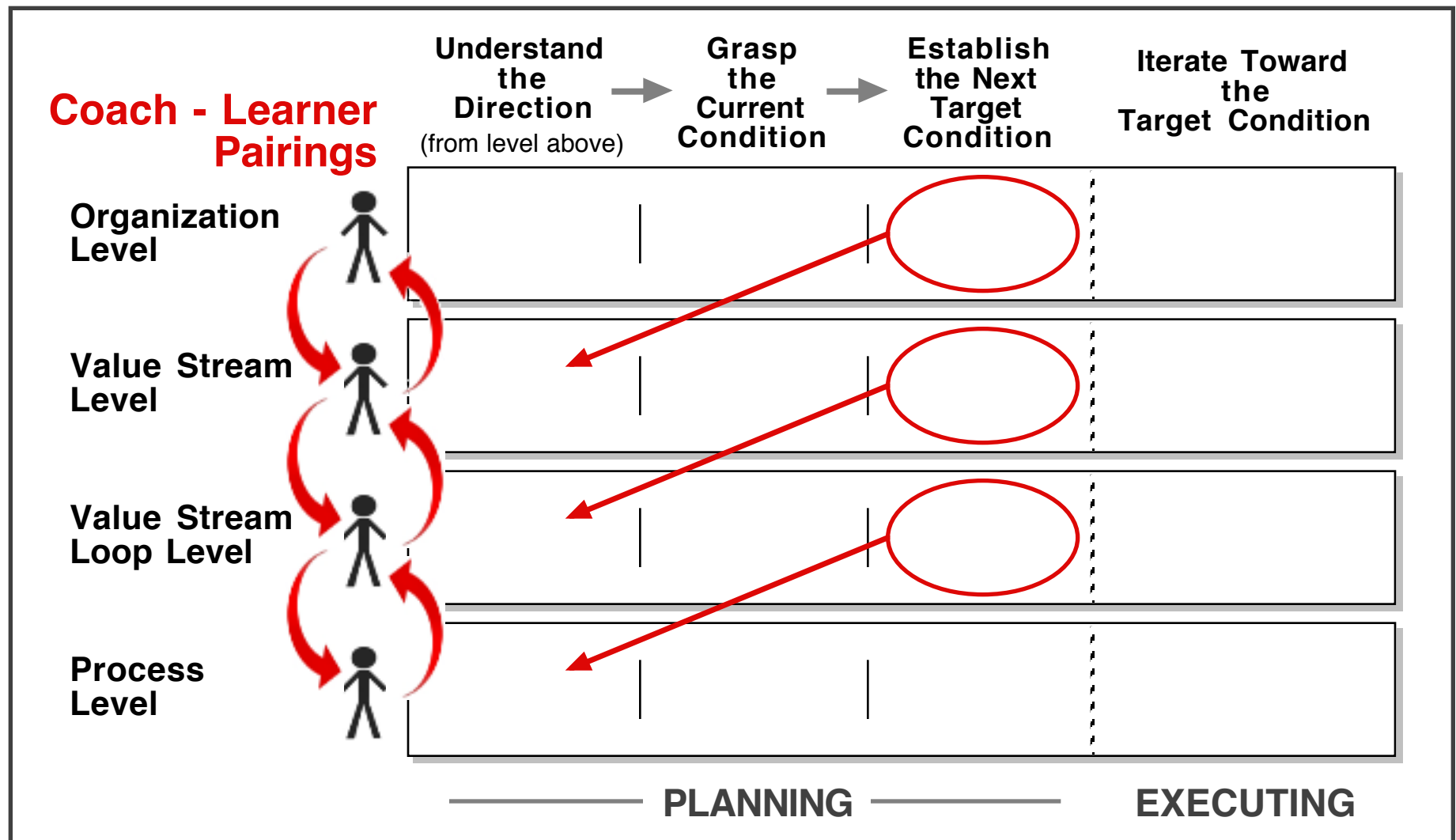
This Handbook
refers to
Coach & Learner

Some
organizations use
Mentor & Mentee
or
Coach & Coachee



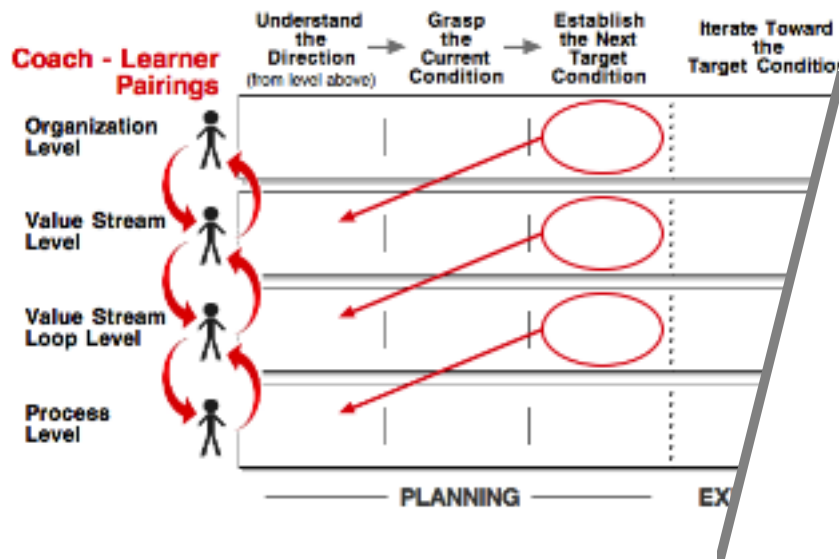
COACHING ACROSS THE ORGANIZATION'S LEVELS

The Coach / Learner pairing repeats across each level of the organization, with each Learner applying the Improvement Kata at their level and coaching the level below. Notice how the *Target Condition* from the level above becomes the *Direction* for the level below.



Based on an illustration by Emiel van Est

IT'S “NESTED” COACHING



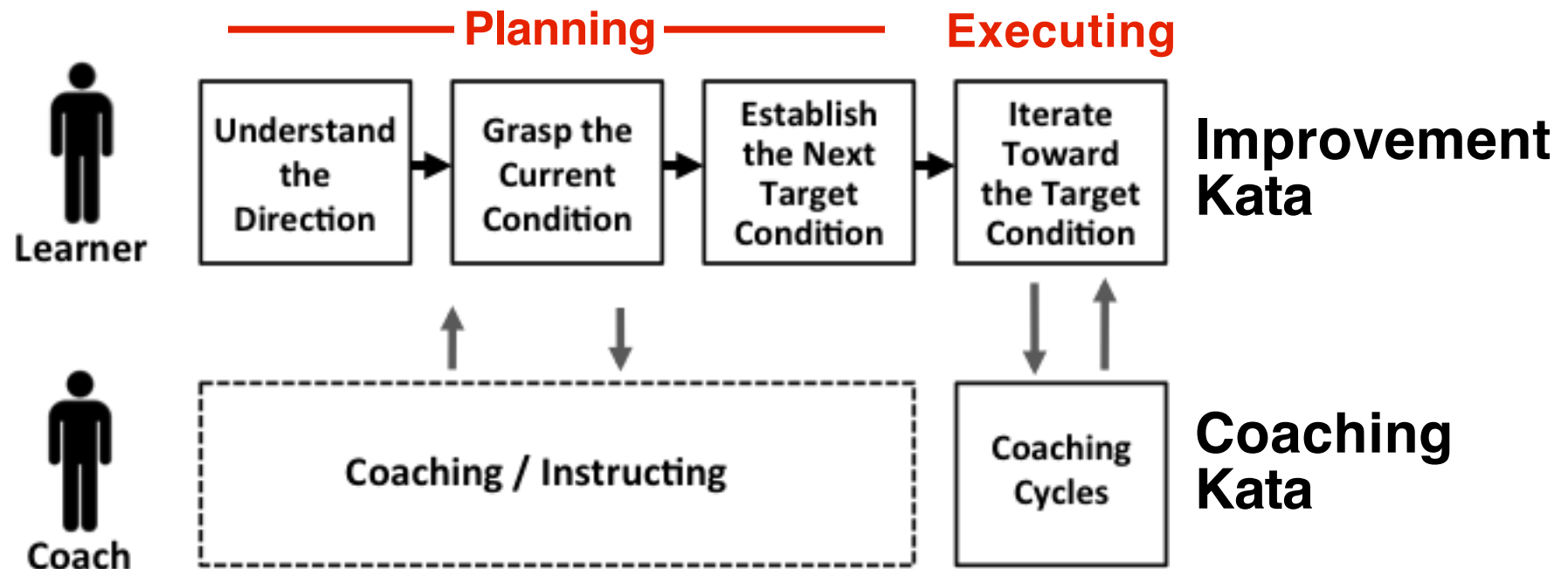
Through nested coaching & storyboards from the senior level... to the value-stream level... to the process level, each Learner has responsibility for improvement at their process/level and for coaching the next level down. Each Learner focuses on their next target condition, which is driving improvement that links back to the business strategy.

The coaching cycles that happen from the senior level down focus on an improvement theme that each Learner has a piece of.

In addition, a process owner has other things in their process that they cannot let slip and may have improvement objectives for those as well. A kata-proficient process owner will also apply the Improvement Kata pattern to those topics. The Improvement Kata is a meta pattern that gets applied to any goal.



THE COACH WILL ACCOMPANY THE LEARNER THROUGH THE ENTIRE IK PROCESS



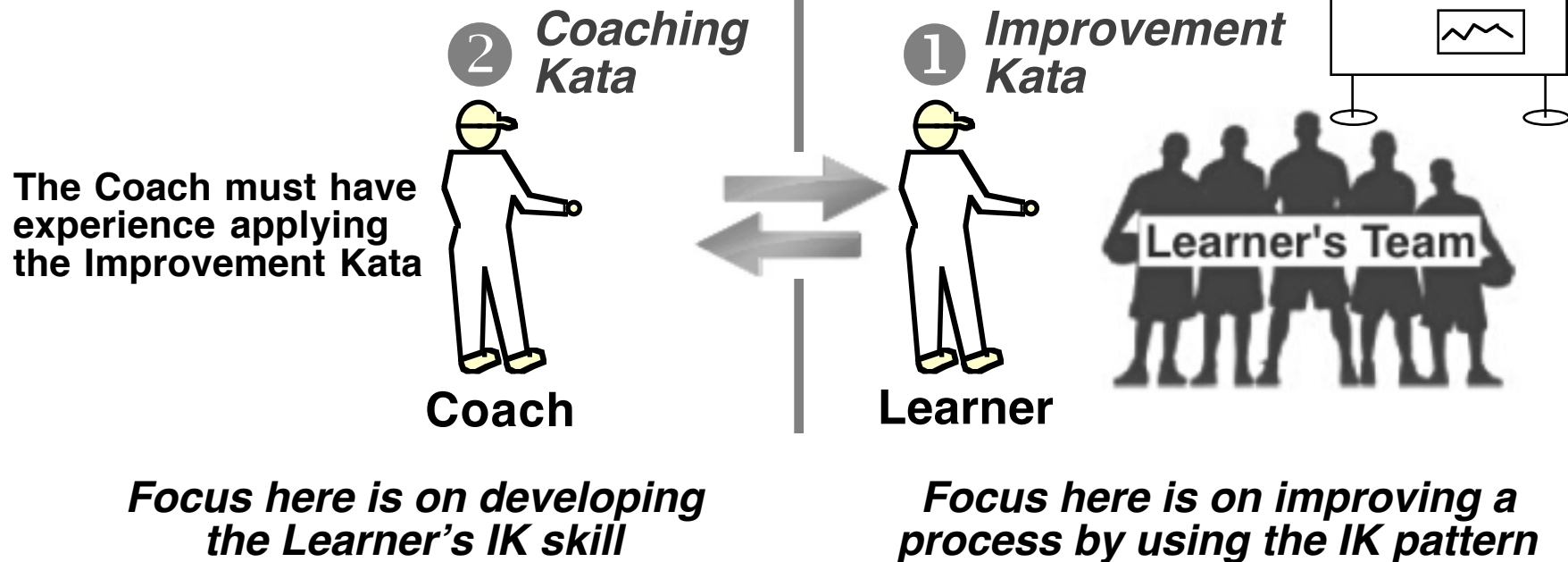
TWO DIFFERENT FOCAL POINTS

The Coach's goal is to increase the Learner's skill in applying the Improvement Kata pattern.

The focus here is developing the Learner's ability to meet challenging objectives using the Improvement Kata pattern, by engaging and guiding the Learner in practicing the pattern.

The Learner's goal is to use the pattern of the Improvement Kata to achieve a target condition.

The focus here is using the pattern of the Improvement Kata to achieve a target condition at the Learner and Learner's team's level in the organization.



KEY POINT ABOUT THE LEARNER AND THE COACH

There is a special overlap of responsibility between the Coach and the Learner. They're in it together.

The **Learner** is responsible for the doing.

The **Coach** is dependent on the Learner for achieving the desired results, but can only give procedural advice to the Learner. Why? Because the solutions aren't known yet, and because giving solutions short-circuits the Learner's skill development.

A Coach can't go into the field and play, s/he can only develop the players.

This overlap creates an interdependence between the Coach and Learner, like two runners in a three-legged race. The Coach is as dependent on the Learner as the Learner is on the Coach.

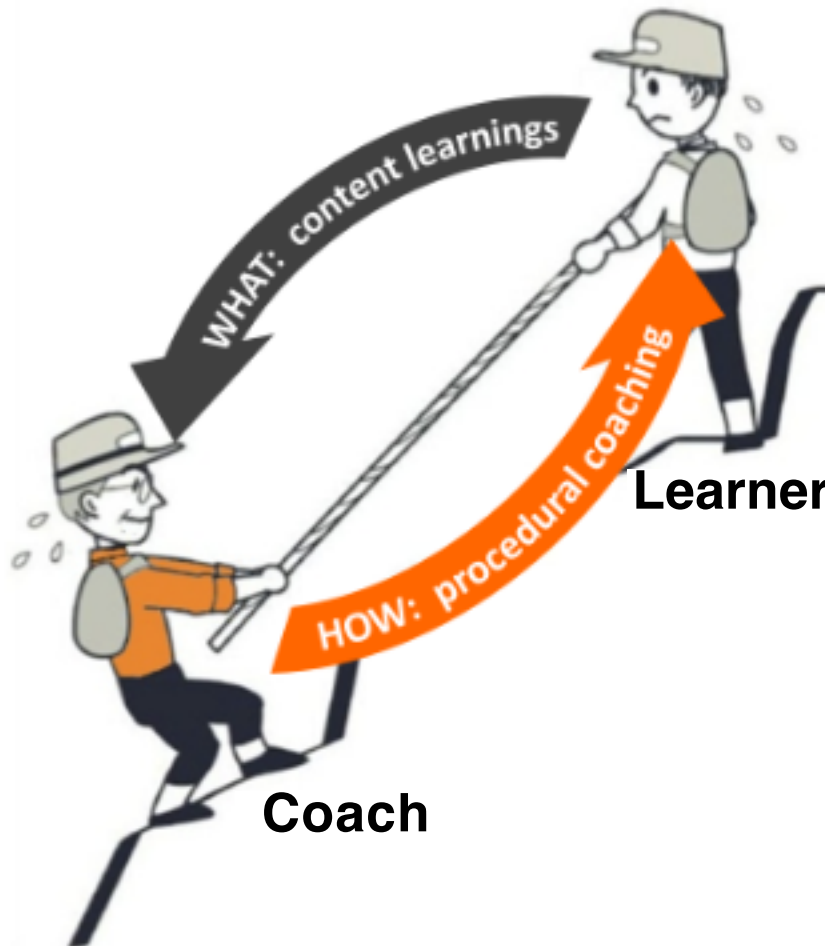
The Learner works on the steps to the target condition (the **what**), while the Coach works on **how** the learner is approaching it.



THE INTERDEPENDENCE BETWEEN COACH & LEARNER

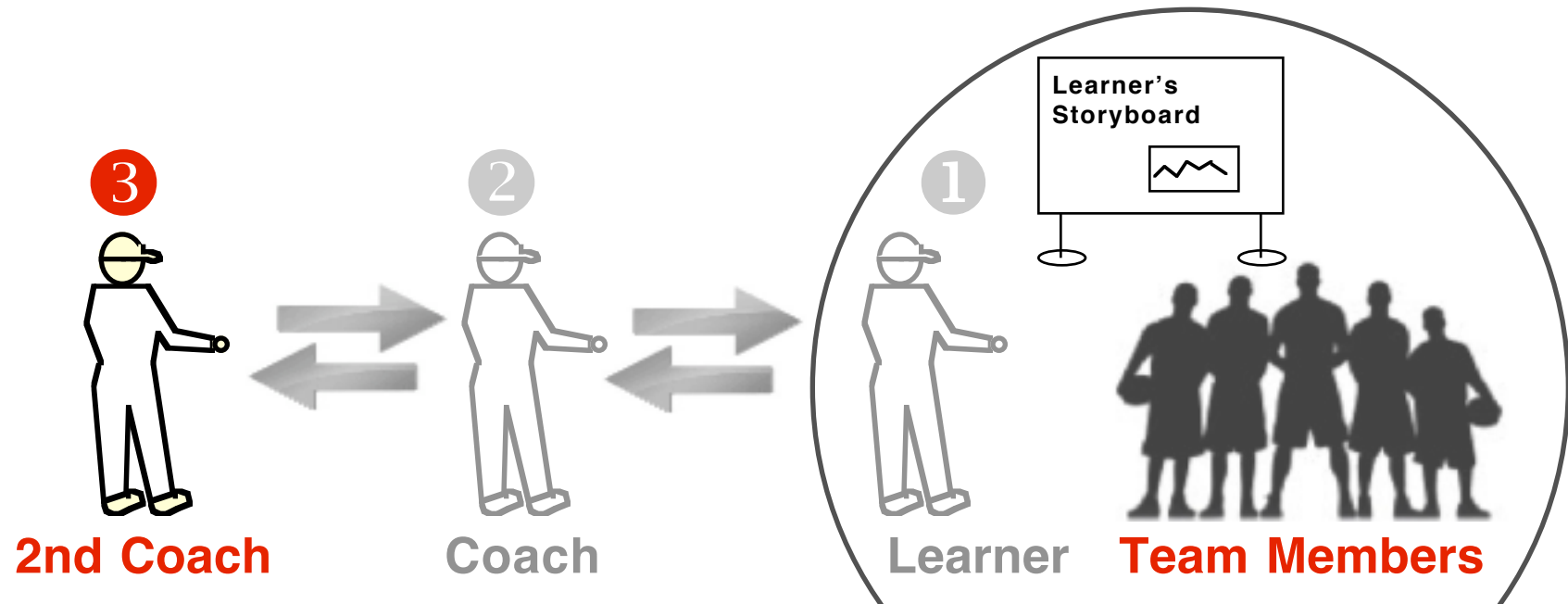
The Coach guides the Learner on *procedure*, but is dependent on the Learner to take steps toward the target condition along an unknown path. The Learner pulls the Coach and the team forward on the learning path to the target condition.

The Coach guides primarily the process, not the content, of the Learner's actions. The Coach asks procedural questions and gives procedural guidance...



...the Learner works toward the target condition and shares learnings from the last step on the path. The Learner will often be ahead of the Coach on the content of what's being worked on.

TWO MORE ROLES: *2nd COACH & TEAM MEMBERS*



Coaches the Coach

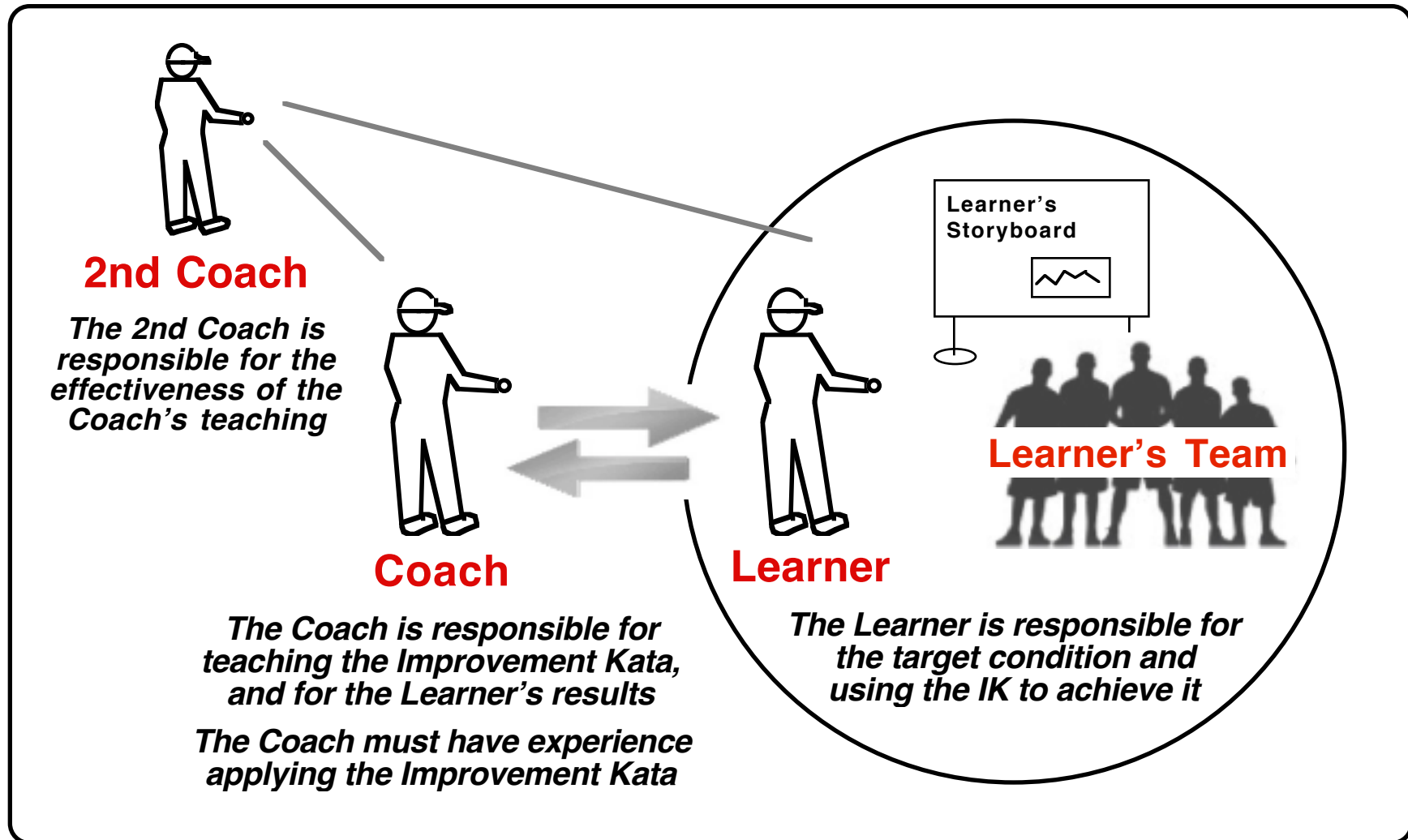
The **2nd Coach** is typically one level up in the hierarchy from the Coach, although a 2nd Coach can also be a peer or a staff specialist, such as a Lean staff person.

Like the Coach, the 2nd Coach must have personal experience with applying the Improvement Kata.

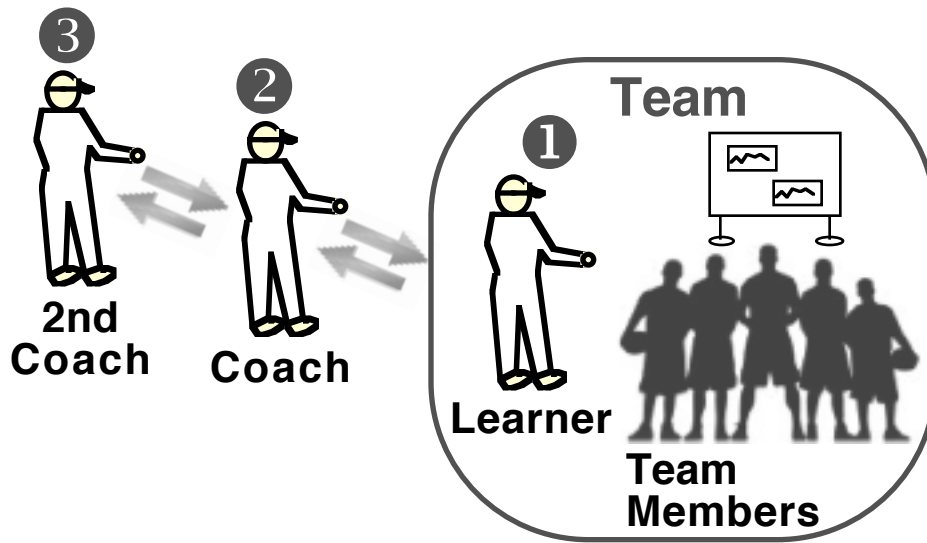
The Learner is the manager of the **Team Members**. At a minimum, the Team Members are involved in:

- Understanding the current work process in order to establish the target condition.
- Working to break through obstacles on the way to the target condition.

ROLE RESPONSIBILITIES



ROLE TASKS



LEARNER:

Applies the Improvement Kata at the level for which they are responsible. The Learner grasps the current condition, designs the next target condition and works toward it by conducting experiments with PDCA and developing solutions to obstacles, all in daily dialog with the Coach and the Team Members. The Learner is responsible for the *doing*.

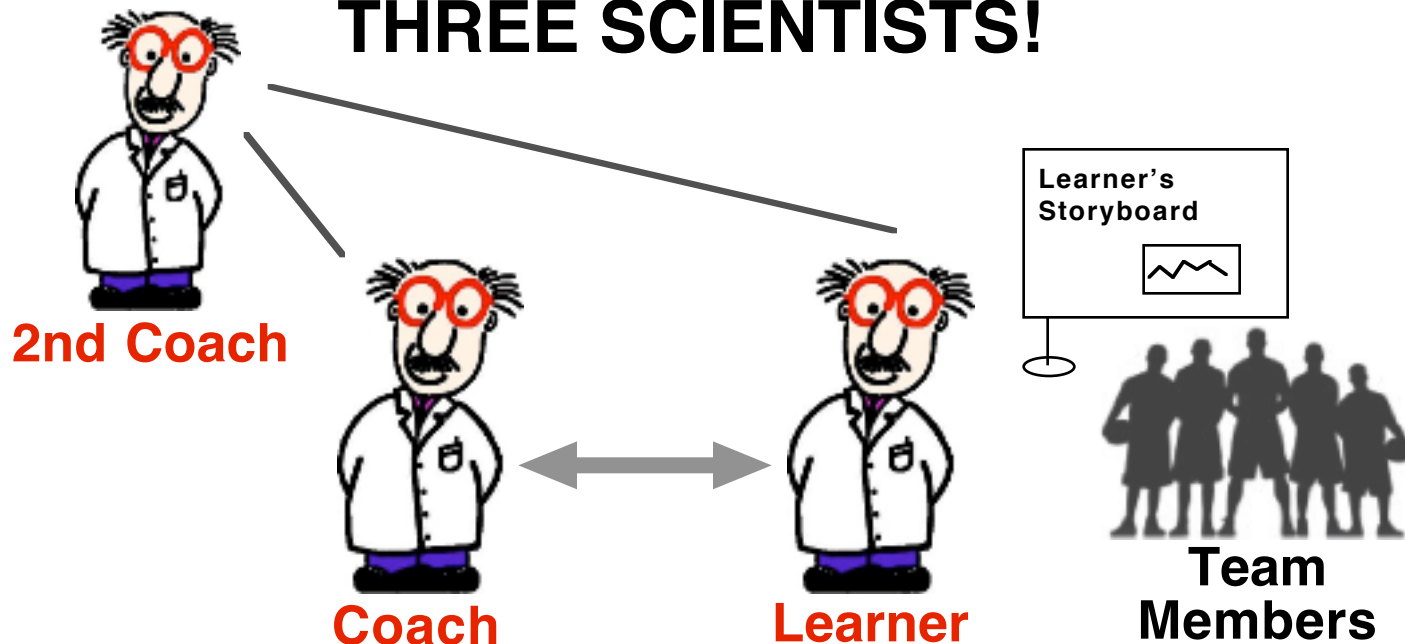
COACH (The Teacher):

Ensures the Learner is working scientifically according to the Improvement Kata pattern. Conducts coaching cycles daily using the 5 Coaching Kata questions. The coach's job is to develop the learner by guiding the learner on Improvement Kata procedure, not to improve the process. The Coach is responsible for the Learner's *results*.

2nd COACH (Coaches the Coach):

Observes coaching cycles between the Coach and Learner. Gives feedback to the Coach to help the Coach develop his or her coaching skills.

THREE SCIENTISTS!



The **Learner** is trying to be scientific in striving toward the Challenge, by using the Improvement Kata as described in Part I. The Learner is looking for cause-and-effect between steps taken and progress toward the current target condition.



The **Coach** is trying to be scientific in having the Learner practice and internalize the pattern of the Improvement Kata, following the Coaching Kata described in this section (Part II). The Coach is looking for cause-and-effect between the Learner's approach and progress toward the current target condition.



The **2nd Coach** is trying to be scientific in helping the Coach practice and learn effective coaching skills. The 2nd Coach is looking for cause-and-effect between the Coach's actions and the Learner's skill growth in applying the Improvement Kata pattern.

THIS IS FREE TRAINING

Since the coaching is done by a line manager while the Learner works on a real goal, it's done without hiring extra staff and there's no extra cost or application delay for the Learner's capability development.



(2) The Learner's Storyboard



EACH LEARNER HAS A STORYBOARD

Each learner's storyboard is a 'living document' that contains the elements and running story of the application of the Improvement Kata to a particular process. (Any process would have only one Improvement Kata storyboard.)

The board itself does nothing. It's used to support the interaction between Learner and Coach in the Improvement Kata process.

That interaction should ideally take place as close to the focus process as possible, so that's usually where the storyboard lives.

LEARNER'S STORYBOARD - STARTING POSITION

--> Start with this exact storyboard format <--

<i>Focus Process:</i>		<i>Challenge:</i>
<i>Target Condition</i> <i>Achieve by: _____</i>	<i>Current Condition</i>	<i>PDCA Cycles Record</i>
		<i>Obstacles Parking Lot</i>

Blank fields



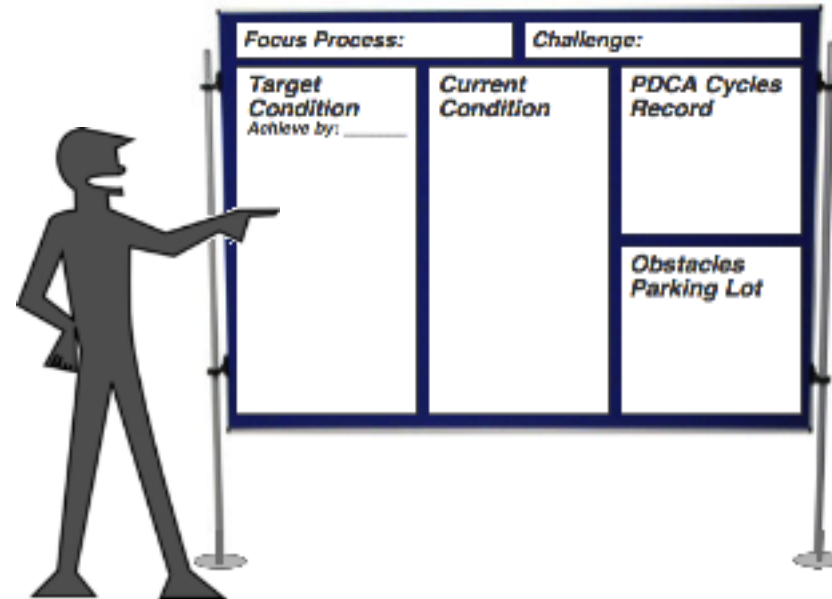
where information,
progress and learning
will be posted and
updated as the
Learner goes through
the Improvement
Kata pattern

Having a common
format for the
Learner's storyboard
makes it easier for
Coaches to coach
multiple Learners

After you have practiced with this storyboard format and gained some experience, your organization's storyboard design can evolve to suit your environment and culture. But even then, try to keep a standard storyboard format across your organization so that coaching and communication are easier.

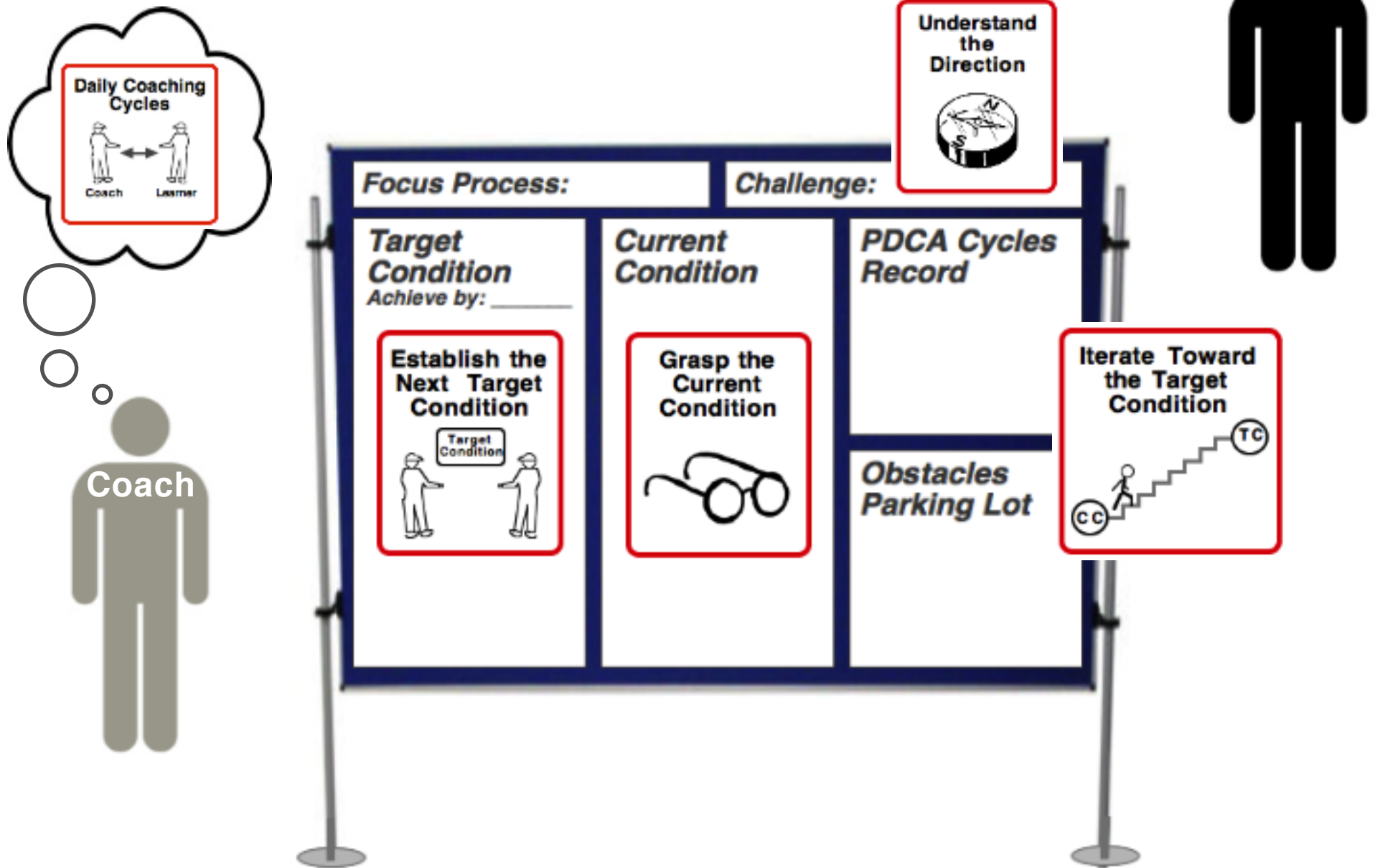
THE LEARNER OWNS THE STORYBOARD

The Learner updates the storyboard, not the Coach



The layout and information on the storyboard should flow naturally, like a story, with the Five Coaching Kata Questions that the Coach asks in the *Executing* phase of the Improvement Kata.

THE ROUTINES THE LEARNER PRACTICES



SELECTING AN APPROPRIATE FOCUS PROCESS FOR A BEGINNER LEARNER

For beginners it's important to use an easy-to-understand work process for their initial practicing, so they can concentrate on the pattern of the Improvement Kata rather than getting overwhelmed by a difficult-to-understand work process.

--> Good processes for a beginner to practice on have a visible, repetitive, short-cycle work pattern.

To find such a process you may have to take the Learner outside their own work area. Keep in mind that the word “process” refers to all kinds of activity: production, administrative, hospital, logistics, etc. You are free to choose any process for the Learner, such as material handling, order-entry, lab procedures, handling customer returns, and so on.

Help the beginner quickly internalize a few basics by guiding him/her through the full 4-Step Improvement Kata pattern repeatedly over a short time frame. Have the Learner start applying the Improvement Kata to more complicated work processes as their skill builds.

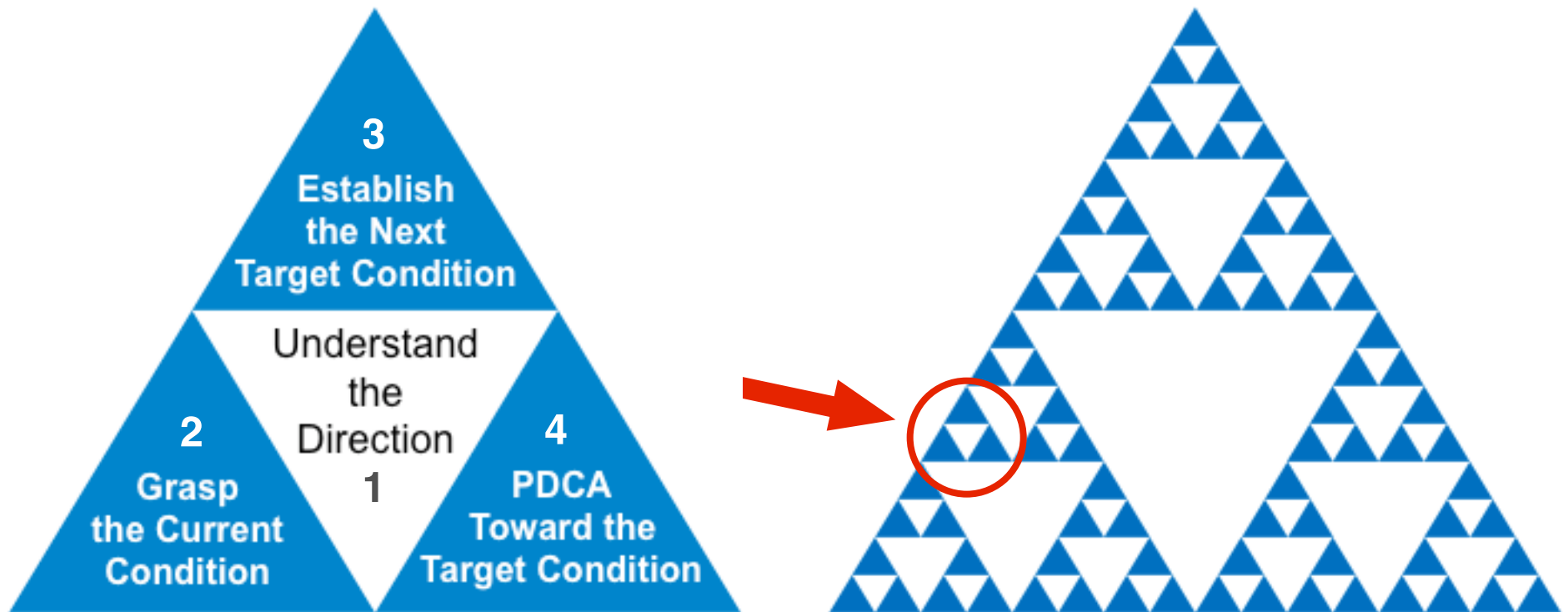


(3) Spreading IK Practice Into the Organization



THE IMPROVEMENT KATA PATTERN IS FRACTAL

It gets practiced throughout an organization to become the normal way of managing and working. Once managers learn this approach they may find it hard to go back to traditional-style management.

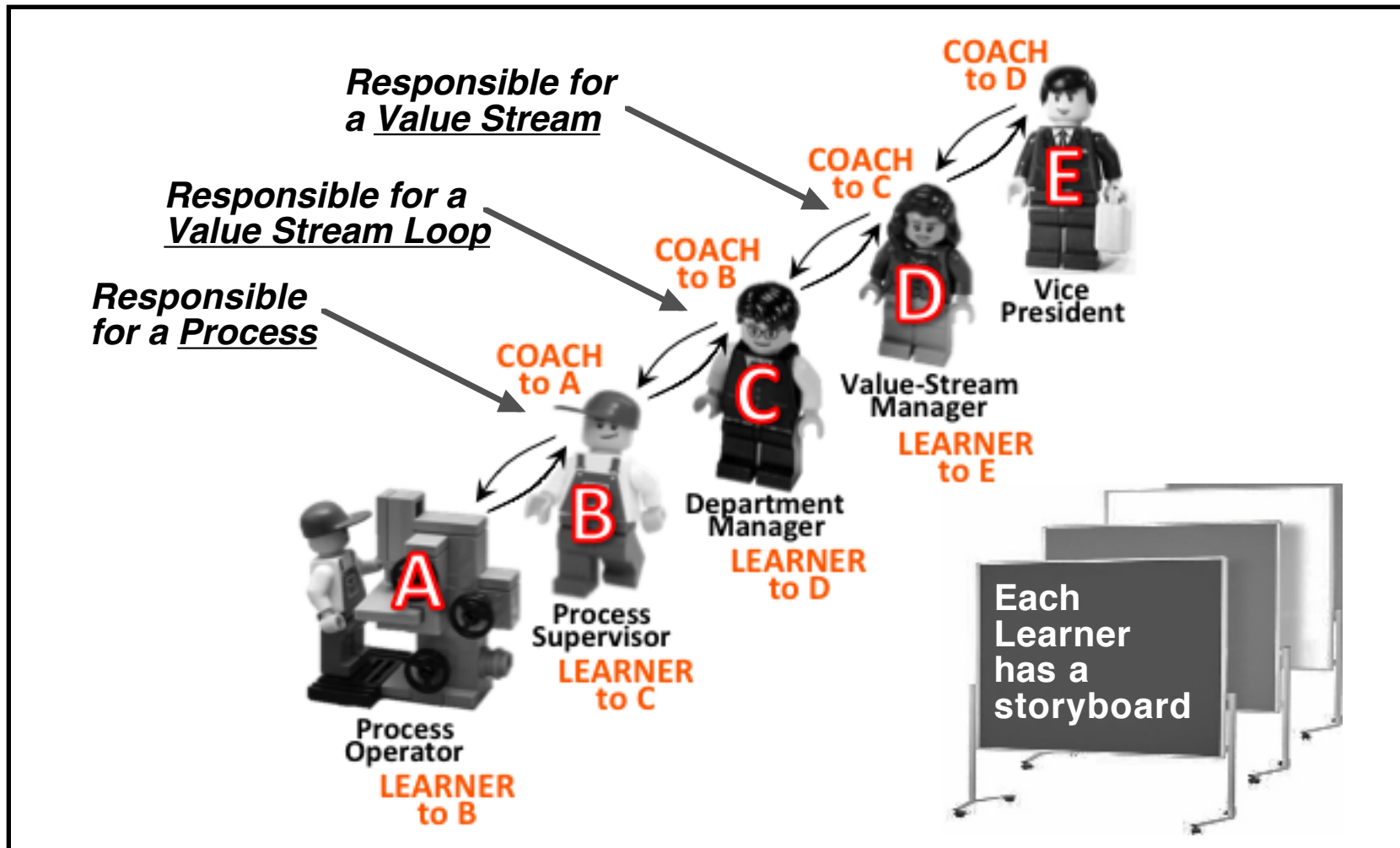


It's a decentralized process that's connected through a common way of working (the Improvement Kata pattern) and, often, an overarching objective. In any organization there are all sorts of objectives -- ambitious ones that lead to a breakthrough at the company or site level, incremental improvements, specific outcome targets, and so on. The beauty of the meta-patterns presented in this Handbook is that they apply to all of these. A manager can teach a way of thinking and acting that applies to any objective.

Fractal depiction by Mr. Emiel van Est

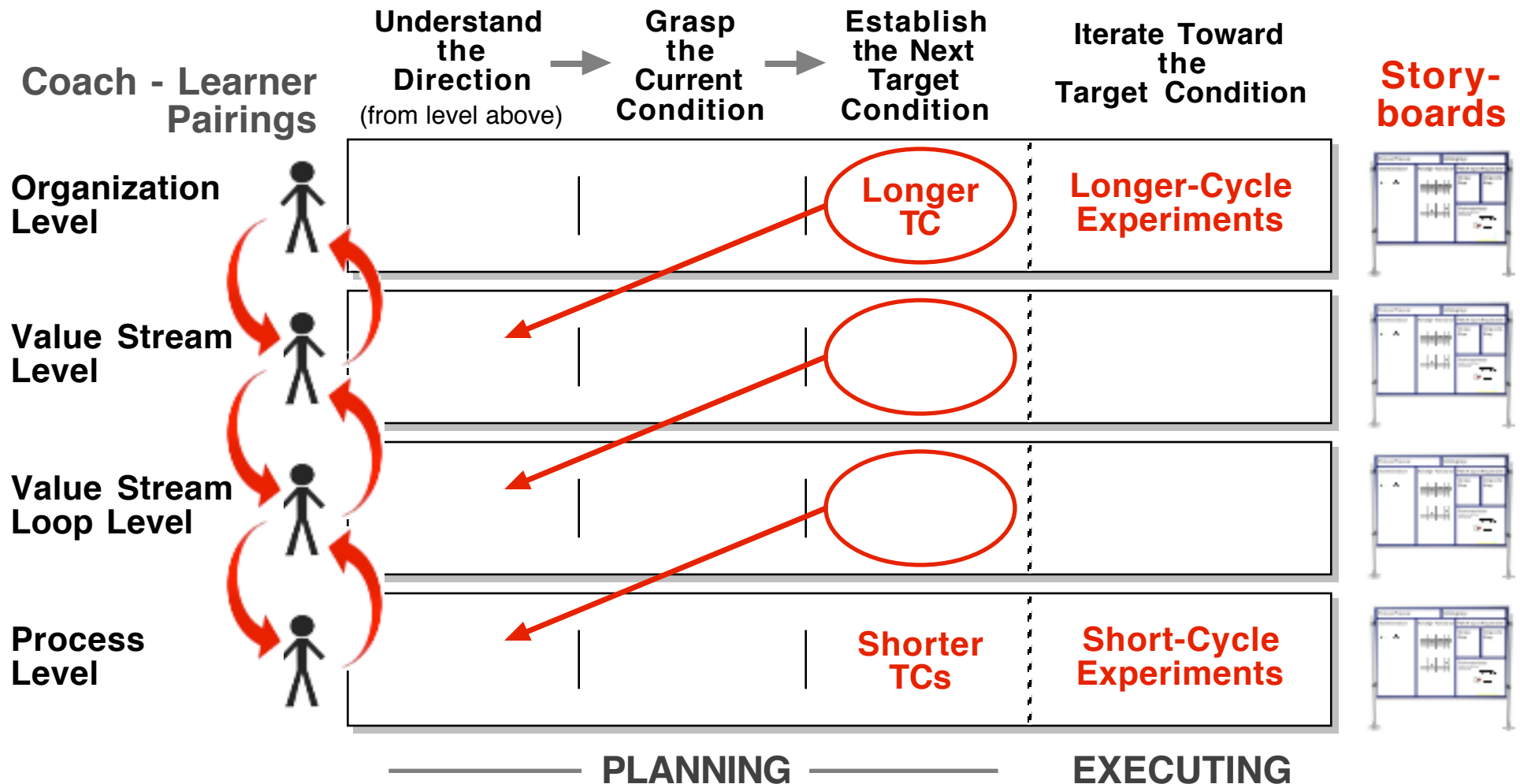
WHAT IT LOOKS LIKE

This is a depiction of what you're working toward... Coach-Learner relationships up-and-down a value stream. Of course, it takes time to build this kind of capability and structure.

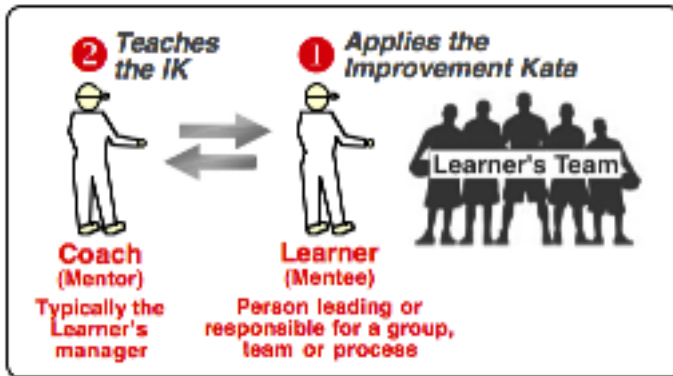


WHAT IT LOOKS LIKE

The higher your level in the value stream, the bigger the goal you are responsible for. A Target Condition at one level is the Challenge for the next level down, and one level coaches the next level down.



Based on an illustration by Emiel van Est



ADAPT THE COACH / LEARNER ROLES TO YOUR ORGANIZATION'S STRUCTURE

Each organization will have to determine how the Coach/Learner roles overlay onto its organizational structure



NOTE: As described in the previous chapter (*Guidelines for Practicing*), the Coach/Learner roles should above all be developed in the line functions of your organization, not the staff functions, so that the practice is part of everyday work in every area. This is an important point for successfully changing or developing an organization's culture.

Some staff functions can develop into “2nd Coaches” (see below).



Lessons Learned

KEY LESSONS FOR DEPLOYING THE IMPROVEMENT KATA

These are *must-haves*

- ☑ To bring the pattern of the Improvement Kata into the operation of your organization, line managers will have to actively coach it every day. Coaching/practicing the Improvement Kata pattern has to get into the normal daily work of line managers, not just staff persons.
- ☑ A gating factor is how much Improvement-Kata coaching capability you are developing in your organization. You cannot expand wider and faster than your coaching capability. It is much better to say, “*We could have gone faster,*” than to say, “*We went too fast.*”
- ☑ To be able to coach the Improvement Kata, a person first has to learn how to do the Improvement Kata.
- ☑ You may think deploying simply means getting people in the organization to start practicing the Improvement Kata, but the effort to deploy the Improvement Kata needs to be monitored and guided. To do that be sure to establish an ‘Advance Group’ as described in the following pages.

START WITH A SMALL “ADVANCE GROUP”

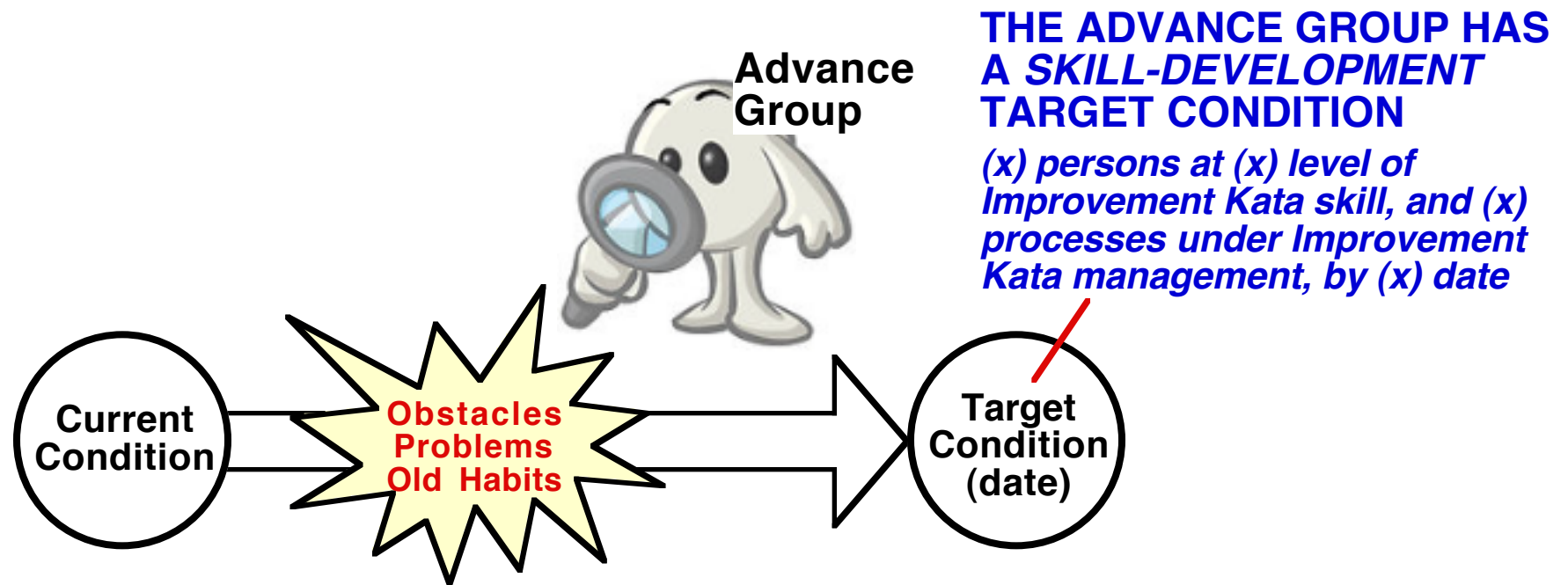
AKA “The Shepherds” - A key element

Advance Group refers to a team of 3-5 people who shepherd the deployment of Improvement Kata thinking and acting in an organization or site. There can be one advance group for the overall organization, and an advance group at each local facility.

- The Advance Group practices and learns first, and then shepherds the deployment process. The AG does this by applying the steps of the Improvement Kata to the process of skill development in the organization.
- The Advance Group includes a senior executive (*the* senior executive in small and mid-sized companies, and at smaller local sites).
- The Advance Group is *not* a lean staff group, although a lean staff member can be on the advance group. If you have a lean staff, their role may migrate toward being “master coaches” for line managers, who are the heart of the lean effort.
- Since they are going first, the Advance Group will probably need guidance from an external coach, which can be an outside consultant.

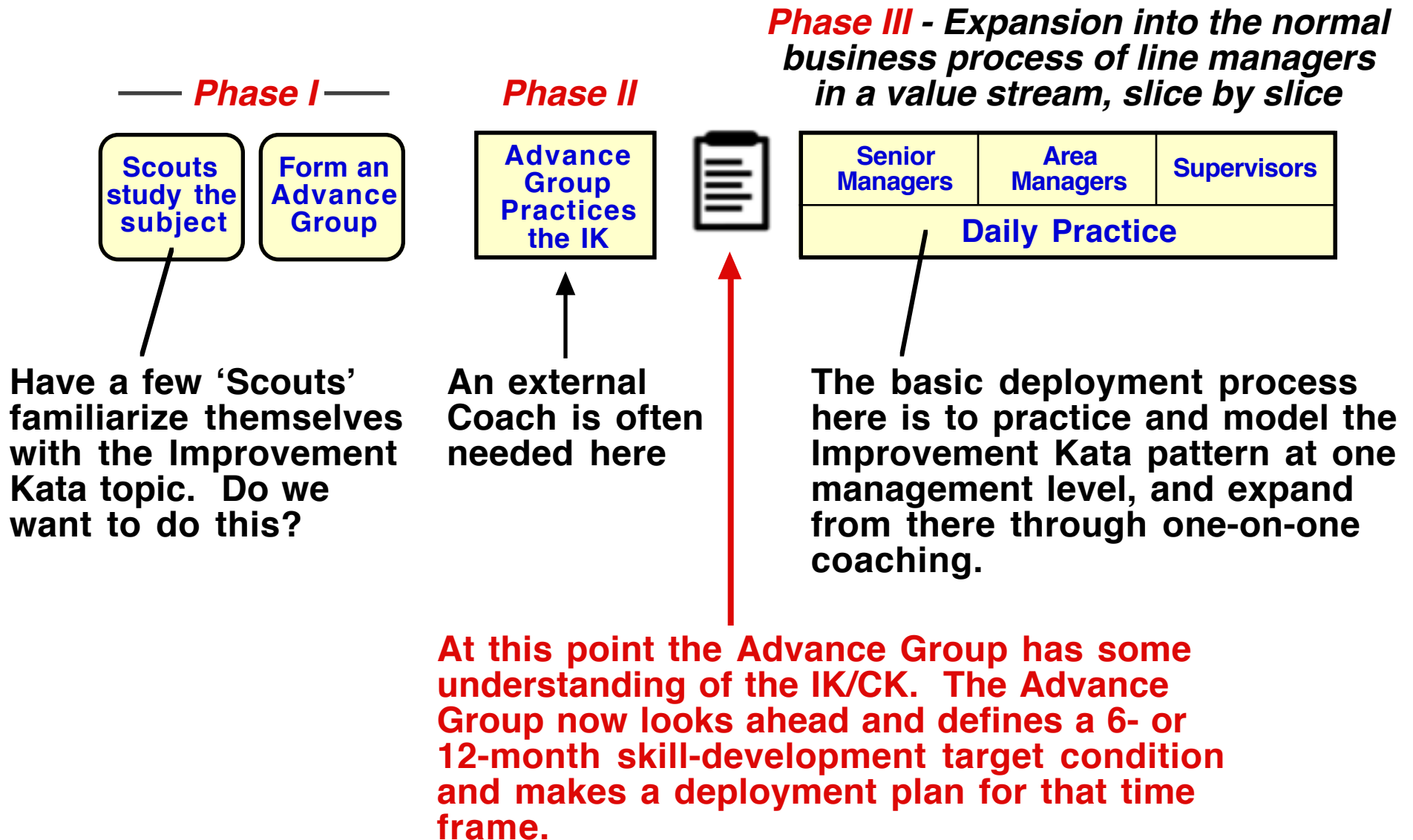
WITHOUT AN ADVANCE GROUP TO SHEPHERD IT, YOUR DEPLOYMENT IS UNLIKELY TO SUCCEED

Planning a perfect deployment of new-skill development is impossible. It will be important to sense obstacles, problems and weaknesses as they arise along the way, learn from them and adjust the deployment activity accordingly. This is the responsibility of the Advance Group.



You're working on a change in how your organization manages people, so there's a need for high-level PDCA on the process of skill development. The Advance Group does this high-level reflecting and adjusting, for example on a bi-weekly basis.

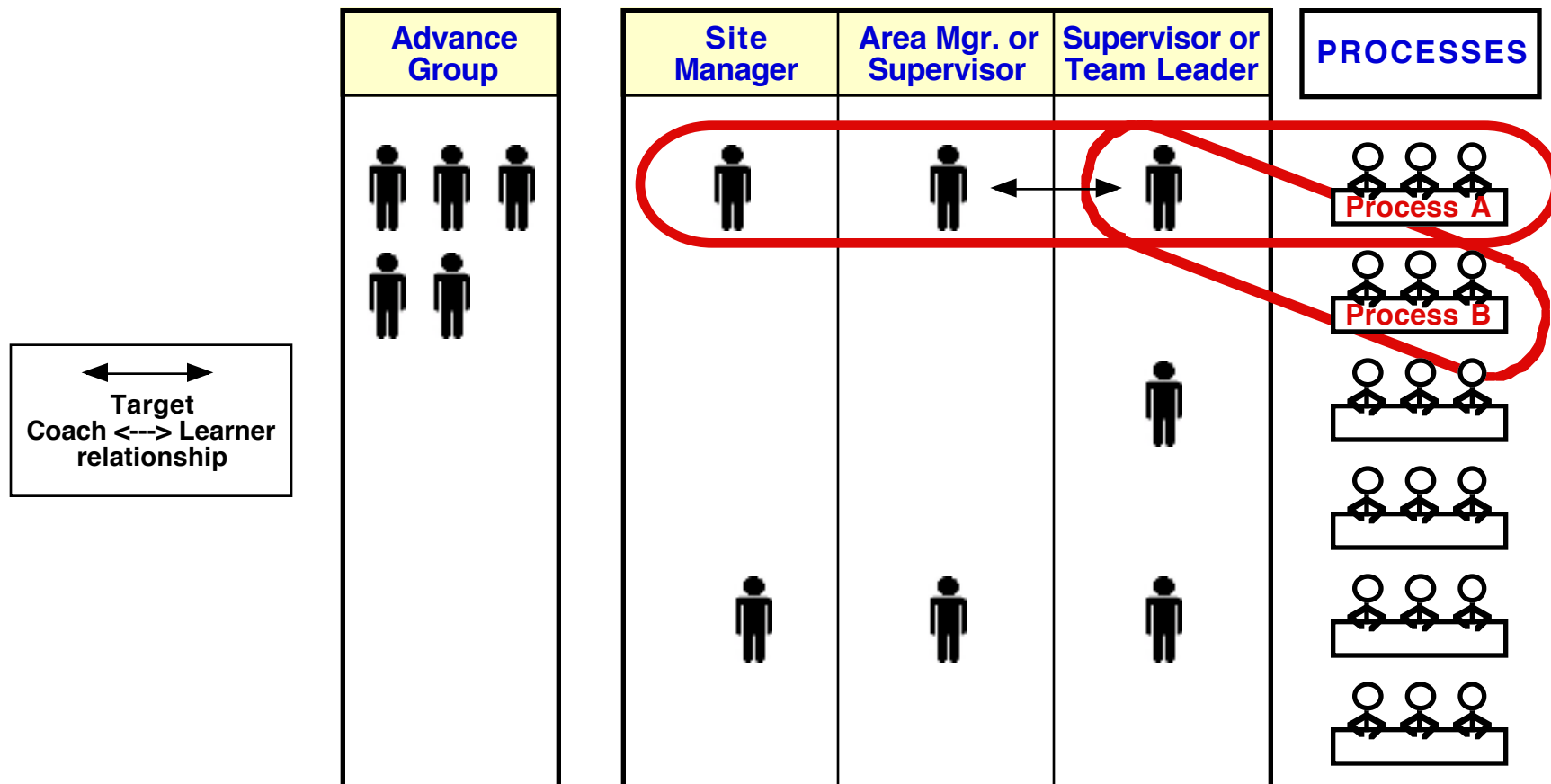
A THREE-PHASE DEPLOYMENT APPROACH



EXPANDING SLICE BY SLICE IN PHASE III

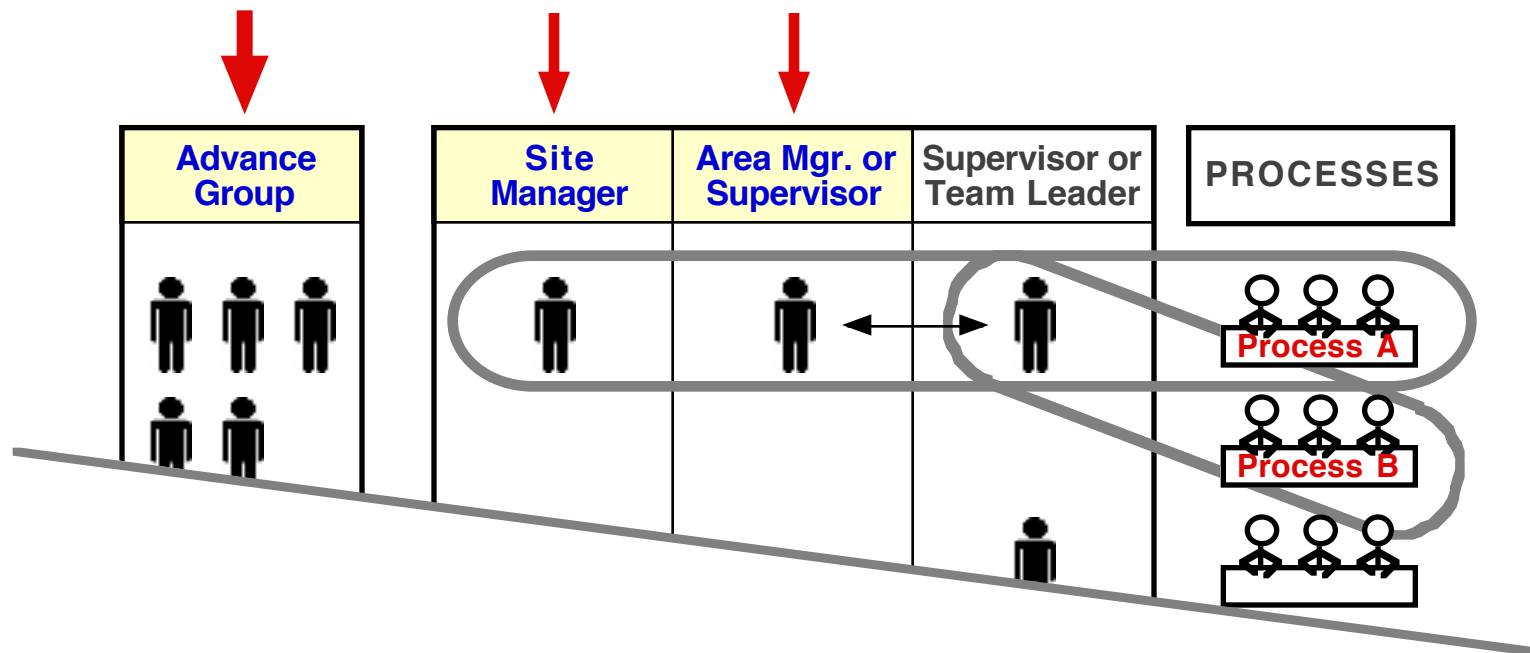
To what process will the Learner apply the Improvement Kata?

- A *slice* = a process and it's associated chain of persons.
- Add slices only as your coaching capacity permits.
- Once you start applying the Improvement Kata to a process you should never stop. So it's better to start too small than to involve too many people too quickly.



SO WHO GOES FIRST?

Practicing is top-down. The **Advance Group** and some **selected managers** should be the first Learners.

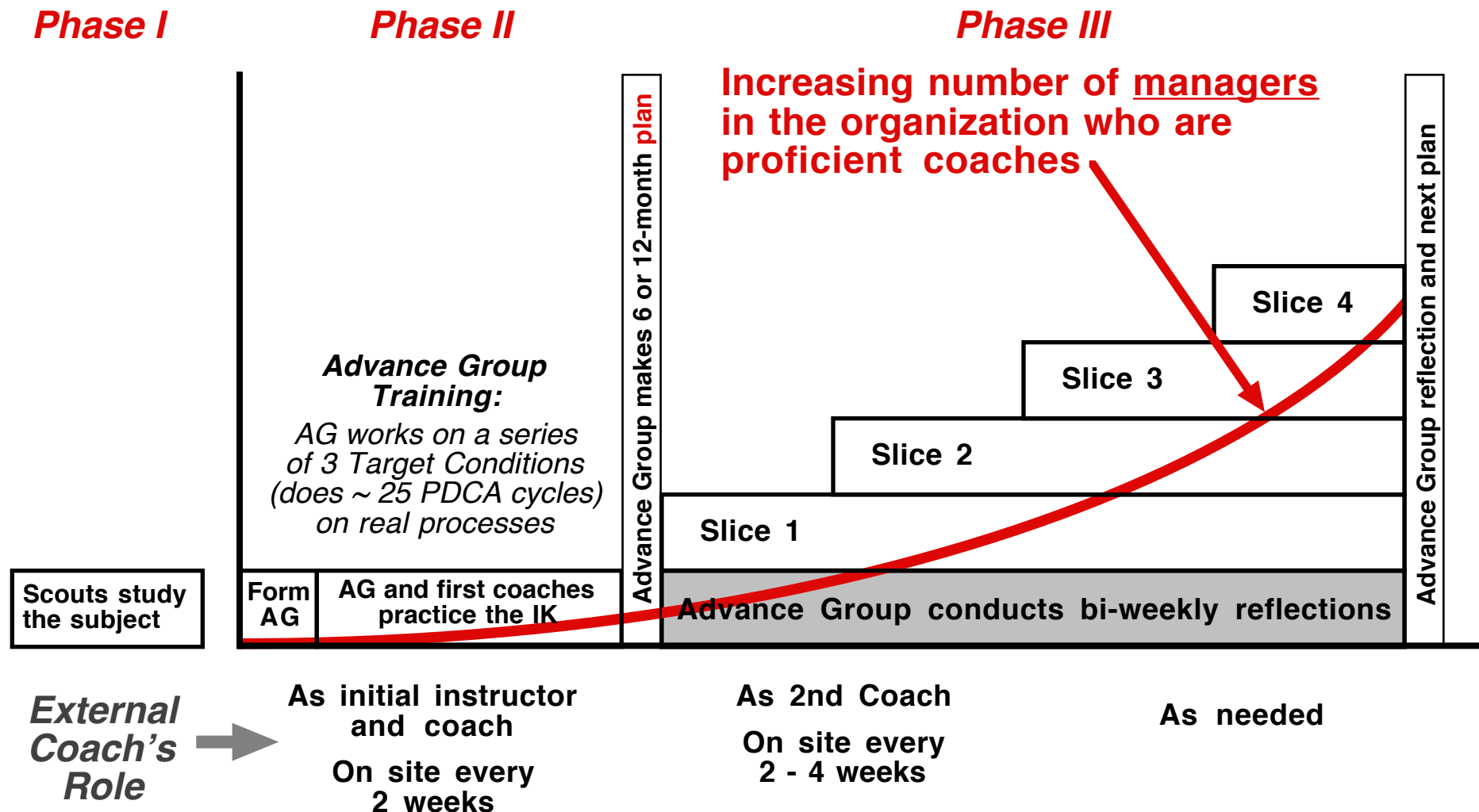


The Advance Group then starts a cascade of practicing by coaching the next group of Learners/managers in the organization.

But the Advance Group will not be responsible for conducting all coaching and training, nor for making improvement happen at all processes. That will increasingly be the responsibility of managers, who coach in their areas and expand the cascade.

WHAT A DEPLOYMENT LOOKS LIKE (not to scale)

**Don't try to expand faster
than you can develop internal Coaching Kata proficiency!**





IN ADDITION, YOU CAN EXPAND *ORGANICALLY*

In addition to what's in its deployment plan, the Advance Group will learn things along the way. For instance, as a team pursues successive target conditions at a particular focus process, they will often increasingly find obstacles to progress *there* originating in other areas and processes.

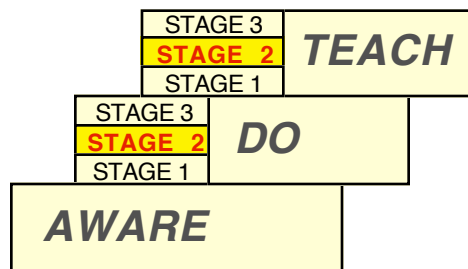
These obstacles will lead you to a customer process, a supplying process or a managing process, where you then initiate Improvement Kata / Coaching Kata practice.

This way you are sure to expand your IK/CK deployment according to need.

DEALING WITH THE “Yes We Have No Coaches” PROBLEM

The development of internal Kata coaches is a prerequisite for teaching people how to work with the Improvement Kata every day. However, at the start there are no Improvement-Kata experienced coaches.

One approach to dealing with a lack of internal experienced coaches is to find an experienced external coach to help you.



The role of an external coach is to help selected persons in your organization get to STAGE 2 Improvement Kata and Coaching Kata proficiency as quickly and effectively as possible, so you can teach and spread the Improvement Kata within your organization with less and less reliance on outside expertise.

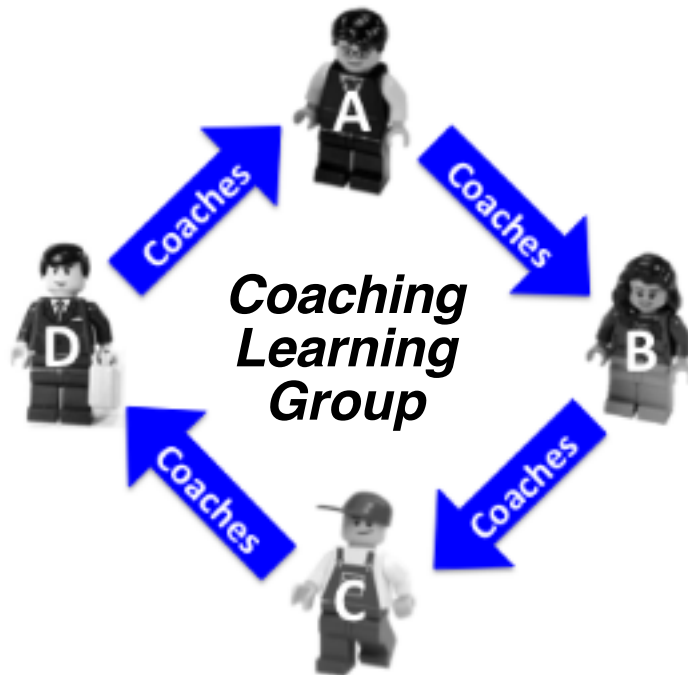
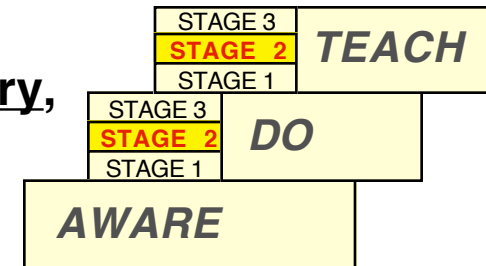


An external coach should be used more at the beginning than later. It's important that the coaching be done by persons inside your organization as soon as possible. The role of the external coach is *not* to do all your training for you, because that will prevent your organization from developing the skills.

ROTATION-PRACTICE LEARNING GROUPS

Another approach for getting started when you still lack experienced coaches is to have people practice in rotation models, whereby each person in turn takes the role of Learner, Coach and 2nd Coach.

The purpose of these rotation models is to develop kata coaches. These are a temporary, artificial structure to as quickly as possible develop some STAGE 2 Improvement Kata and Coaching Kata capacity.













Theme / Roles Matrix					
Process & Theme	Target	Achieve date	Learner	Coach	2nd Coach
			A	D	B + C
			B	A	C + D
			C	B	A + D
			D	C	A + B

After each coaching cycle, the Coach gets feedback from the 2nd Coach and the Learner

This rotation model is by Gerd Aulinger

EXAMPLE ROTATION MODEL FOR 9 PERSONS

- Select 3 processes with 3 persons practicing per process. This is the Advance Group members + the additional coaches in training, for a total of 9 persons.
- Since these are artificially-selected processes, the Learner pairs with the process Supervisor to apply the Improvement Kata to the process.
- The members in each group periodically rotate roles within their group.

	2nd Coach	Coach	Learner	Process and Supervisor
Group 1				 
Group 2				 
Group 3	