Coaching the Coach : A structured approach to team creativity

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Lifelong learner
Causing Improvement Through Others – Part 1

Why Develop Our MVP?

Vital Structures for Success

Key Concepts and Principles

Coaching the Coach

Coaching the Team Leader

Common Issues
IQI Academy Graduate Survey

IQI Academy offered since 1992
“Modern” version since 2012

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Institute for Quality and Innovation
ACADEMY OVERVIEW

Developing the next generation of transformational leaders

Institut for Quality and Innovation

CAUSING IMPROVEMENT THROUGH OTHERS - PRESENTED BY ERIC BUDD
eric@qualityandinnovation.org
IQI Academy Graduate Survey

IQI Academy offered since 1992
“Modern” version since 2012

Q: Are materials, concepts used after the course?
IQI Academy Graduate Survey

Q: Do you still have your Academy notebook?

Q: If you still have your Academy notebook, do you use it?
IQI Academy Graduate Survey

Predictions

- Look up personal notes made in the notebook
- Look up a quote
- Review an exercise
- Review how to use one of the tools
- Refresh what was learned about a concept

Q: If you used your Academy notebook since participating, for what purpose(s) did you use it?
IQI Academy Graduate Survey

Q: If you used your Academy notebook since participating, for what purpose(s) did you use it?

I use this book at management meetings and we work through various quality processes and staff issues.
IQI Academy Graduate Survey

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Q: If you used your Academy notebook since participating, for what purpose(s) did you use it?

I’ve used the material to talk about the IQI class and some of the principles. I’ve also continued working on my project.
IQI Academy Graduate Survey

Q: If you used your Academy notebook since participating, for what purpose(s) did you use it?

I have used it for reference in updating my company’s Continuous Improvement training on problem solving. I have used it as a reference for various steps in the PDSA process for my work issues.
IQI Academy Graduate Survey

Q: If you used your Academy notebook since participating, for what purpose(s) did you use it?

To refresh myself on the principles of Deming. To make a point when I’m in meetings with other staff who have completed IQI when we are encountering system-related barriers within [our agency]
IQI Academy Graduate Survey

Q: If you used your Academy notebook since participating, for what purpose(s) did you use it?

I have conducted at least 7 PDSAs within the last 5 months and have tried to encourage non-IQI graduates to do the same instead of having them commit to lengthy, vague and undefined “pilots” which is our typical course of action.
Idea -> Proposal -> Assignment

Why Develop Our MVP?

- Heidi Nielsen
  Director of Operations

- IQI Board of Directors

- Frank Murdock
  ASQ Lean Division Member
  IQI Board of Directors
  IQI Academy Guest Instructor
  Long-time student of
  W. Edwards Deming

HN: “Now that you’ve taught people how to perform improvement work, we should teach people how to be improvement leaders”

IQI: “Sounds good”

FM: “Create a minimal viable product (MVP)”
Prototype - “Paper-doll layouts”

Why Develop Our MVP?
- Vital Structures for Success
- Key Concepts and Principles
- Coaching the Coach
- Coaching the Team Leader
- Common Issues

Level 1

Level 2

IQI Core
Coach-in

Level 3

IQI GM
Partner-Tr

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eric@qualityandinnovation.org

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Prototype - “Paper-doll layouts”
Prototype - “Paper-doll layouts”

What are we trying to accomplish?

Develop and deliver the structures and experiences necessary to make it possible for a coach-in-training to consistently produce effective improvement team leaders.

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**Prototype - “Paper-doll layouts”**

- Select Level 1 Participants – the **Coach-in-Training**
- Conduct initial training
- Identify volunteer for Level 2 & Level 3 work
  - Team leader: IQI Academy graduate
  - Team: IQI Academy graduates preferred
Capturing the Learning

- Mindmap
- Call recordings
- Call notes
Capturing the Learning

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- Call notes

Common Issues

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Common Issues
Coaching the Coach: A structured approach to team creativity
To live a creative life, we must lose our fear of being wrong.’

-Joseph Chilton Pearce
Kids are naturally creative

But somewhere in transition to adulthood, creativity and questioning are stifled
PDSA shows up early in our education
Imagination gets drowned out in the noise of adulthood – “we become prisoners of our own success”
Imagination gets drowned out in the noise of adulthood
Start with discipline

Daily check-ins with bite-size deliverables

Establish Accountability

Establish Structure and Routine
Change requires constant attention

- Make improvement conversations a DAILY habit
- Set aside preconceived notions
- Constantly seek alignment and reset your viewpoint
Push through the learning curve

- Tackle the raw emotions of change
- Persevere!
- Walk before you can run
- Embrace simplicity
Push through the learning curve

- Tackle the raw emotions of change
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- Embrace simplicity
Momentum takes time

- Small changes will lead to big improvements
- Stay disciplined
- Focus on the system interactions
Bring Play to Work

• Without prediction, there can be no learning

• “Thinking in Bets” by Annie Duke

• Don’t get furious – get curious
What does success look like?

• A kindergarten classroom
  • Sticky notes
  • Diagrams
  • An archive of the work

• Real data, shop floor images
• Prototypes, failure and learning
How did we cultivate change?

• Dedicate time everyday to make moves to create meaningful change
• Create a team structure with accountability and shared aim
• Have tough conversations fueled by curiosity
  • Bring fun back to the workplace
• Work through setbacks to gain momentum

• Put more simply – Embrace the world like a kindergartener.
Team Leader has 2 learning and improvement paths

Team leader role, capabilities

Leading

Improving

Team capabilities

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3 Basic Questions

- What are we trying to accomplish?
- How will we know that a change is an improvement?
- What moves can we make that will result in an improvement?
Practice—With Coaching

• Create projects
• Determine and set scope
• Select methods to evaluate success or completion
• Plan tests aimed at improvement to ensure learning
• Evaluate results
• Choose next steps

The practice field is a concept that rarely is applied in our organizations today
Capacity Matrix – A tool for self-directed learning
# Capacity Matrix - System

<table>
<thead>
<tr>
<th>System</th>
<th>Capacity Breakdown</th>
<th>Able to:</th>
<th>Capacity</th>
<th>Resources</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provide a definition of the system</td>
<td>X</td>
<td>M1 pg. 99</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Define the aim of the system</td>
<td>X</td>
<td>M1 pg. 99-100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Create System maps, diagrams, models</td>
<td>X</td>
<td>M1 pg 56, Fig. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify System components</td>
<td>X</td>
<td>M1 pg 56, Fig. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify Customers</td>
<td>X</td>
<td>M1 pg 56, Fig. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify Suppliers</td>
<td>X</td>
<td>M1 pg 56, Fig. 6</td>
</tr>
<tr>
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<td></td>
<td>Explain Interdependence in the System</td>
<td>X</td>
<td>M1 pg 56, Fig. 6</td>
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<td>Describe why the whole cannot be divided into independent parts</td>
<td>X</td>
<td>M1 pg 56, Fig. 6</td>
</tr>
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<td></td>
<td></td>
<td>Explain where management’s focus should be and why</td>
<td>X</td>
<td>M1 pg 56, Fig. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Show how every system exists in an environment, and no system can be fully understood independent of its environment</td>
<td>X</td>
<td>M1 pg 56, Fig. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provide examples of how structure determines behavior</td>
<td>X</td>
<td>M1 pg 56, Fig. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Show how effects in a complex organizational system are often remote from causes, making it very difficult to recognize structure and learn from experience</td>
<td>X</td>
<td>M1 pg 56, Fig. 6</td>
</tr>
</tbody>
</table>

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Handoffs “What’s So?”
Let’s Go See

A useful response to every question is, “Let’s go see.”

- Useful to map before/after of people and product travel.
- Identified need to:
  - Duplicate equipment and
  - Improve access to utilities in some areas
  - Preventing repeated, time consuming, enter/leave routines
- Eventually led to PDSA cycles to
  - Implement kitting
  - Revise shift maintenance schedules
  - Develop “Plan B” procedures for busy days
**PRINCIPLE**

Things get worse before they get better

People often want to abandon the change before the new process is stable and has shown its capability.

*There are predictable occurrences of regression while improvement is taking hold.*
Thank you!

• Thank you to Eric Budd and IQI for enabling this journey which we hope to share with you in 2020

• Contact: heidin.nielsen@gmail.com
The performance of the whole is never the sum of the performance of the parts taken separately; it is a product of their interactions."