Transform My Company Workshop

1 of 4

Getting the basics right

Welcome

Presented by

Brad Cotton

Ron Parrs

Programme

Section	Contents	Deliverables	Subjects covered
1	Understanding the current state	Understand the basics - Where are your customers? - What are the basic expectations from the customer? - Where is your competition?	Understanding the customers KANO Model – customers expectations Web based placements Looking for niche
2	Laying a solid foundation	Seeing waste for what it is Creating standardisation Mapping a process	Understanding activities which absorb time and deliver nothing Workplace organisation
3	Simple tools for seeing a process	Voice of the Customer, Process and Business	Linking all three voices together
4	Effective communication	Using NLP and other communications skills	Understanding how to engage and manage first meetings

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Understanding Improvement Tools

The Complete Continuous Improvement (CI) tool Kit

Seeing to complete CI tool kit is the key to successful deployment. It must include your strategy, process and customer needs

People talk about the tools of CI tools in terms of

5S, Lean, Six Sigma and Design for Six Sigma as unique tools, in fact they are all related and need to be used together

How they fit is as follows:

Complete tools of Continuous Improvement			
What your business needs is …	Managing your business transformation	Design for Six Sigma	Being fast to market and flexible in design
		Six Sigma	Optimising your processes
		Lean	Removing waste and creating flow
		Standardisation	Getting the basics right
Business strategy		Knowing where you are and where you are going.	What your customer needs is …

Why is this view important?

CI alignment is all about seeing the three voices in a business, process or activity and aligning them at every stage

Address 1 or even 2 of them and no change will happen

VoB Strategy only   VoB+C Cannot afford to make the quality

VoC Quality only   VoB+P Efficiency with no customer

VoP Efficiency only   VoP+C No linkage to the business growth

    VoB+C+P Everyone wins
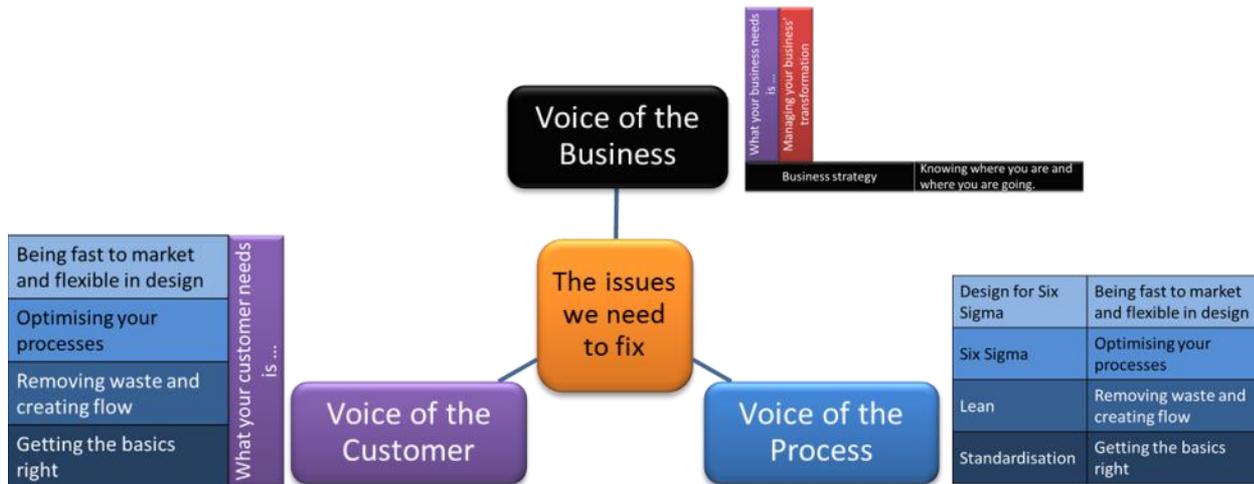
Understanding people

1. Establishing a 'sense of urgency'

2. Creating a coalition

3. Creating a vision

4. Communicating a vision

5. Create empowerment

6. Generating short term wins

7. Looking for more

8. Anchoring the changes

Permanent change

We normally start here
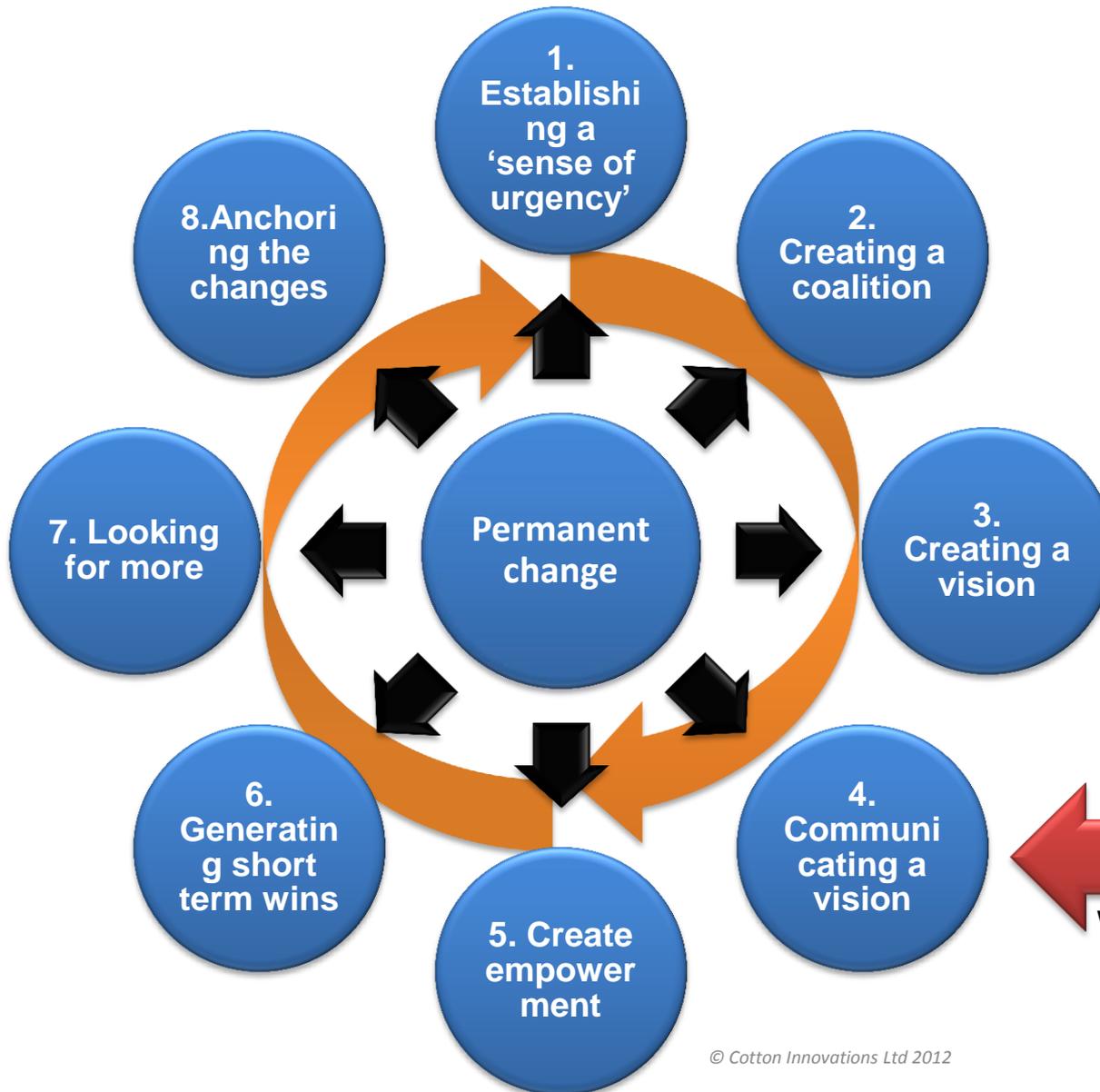
Kotter's work showed that there are 8 steps to creating a change which is sustainable in a business.

All steps need to be completed and in this order to affect a change.

It is also called 'winning the hearts and minds of the people'.

Customers expectations

Dave Caroll Video CNN

Seeing The Problem In Smaller Pieces

Project start with:

- Improve Customer Satisfaction

- Reduce development time

- Save 15% of the development budget

- Improve on time delivery

- Reduce invoice error rate

- Grow Sales by 20% in 2006
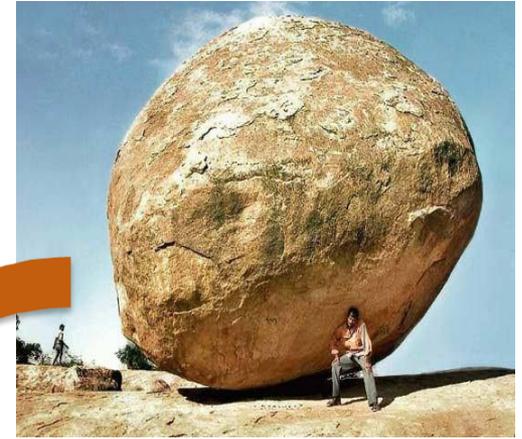
And usually end up as:

Information control

Supplier input management

Optimal settings

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'5S / Workplace Organisation – What Is It?

5S helps to support the identification and elimination of wastes by…

- 1S – for **SORTING** what is needed from what is not needed in the area

- 2S – for planning the best place to **SET** the retained items in order

- 3S – for **SHINNING**, cleaning and identifying items

- 4S – for creating and setting the **STANDARD** for cleanliness

- 5S – for establishing the discipline to **SUSTAIN** the first 4S's

5. Sustain

1. Sort

2. Set

3. Shine

4. Standardize
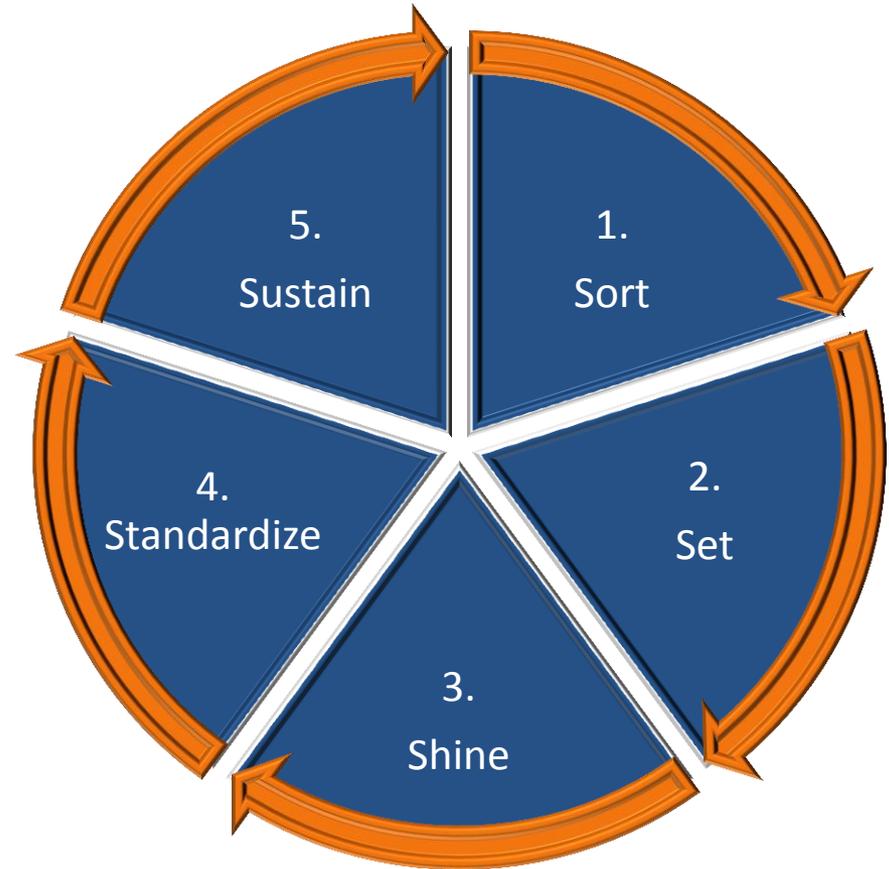
5S - Sort

Often there are things in the workplace that have been there for years and we are keeping them just in case!!

SORT is about reviewing the items in our workplace areas.

How does this look to you?

The 1 minute test... Can you find a document or part in 1 minute or less?
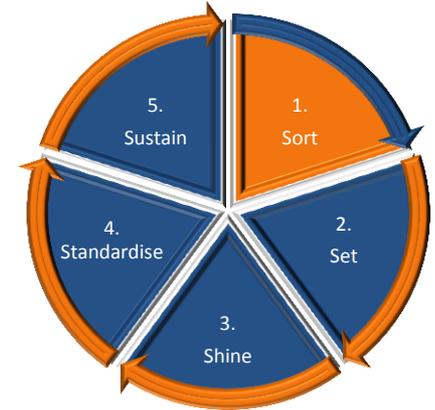
Seeing Things for what they are

Video

D:\CI Innovations\Video clips\1.Define\Defining the project/ basketball

5S - Sort (The Red Tag System)

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RED TAG CARD	Item	Specify
Item found	Product	
	Equipment	
	Office equipment	
	Other equipment	
	Miscellaneous	
Number of items found		
Date found		
Where was it found		
Date to be disposed		
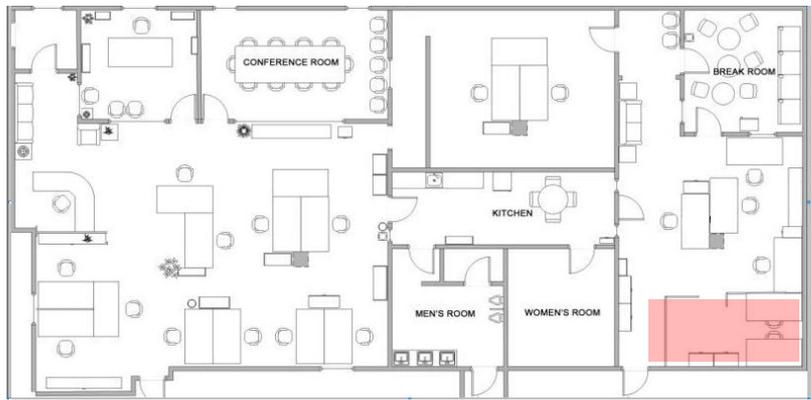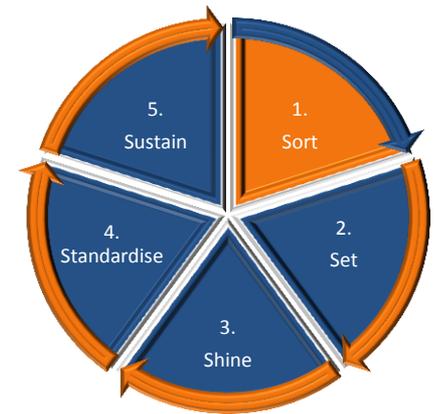
The Red Tag is applied to items that you cannot decide on. Complete the tag including identifying where these items are to be kept during the decision process.

Adding a tag to the items found helps show what, when and where they were found.

Items will be scrapped if not required / at the end of red tag period.

One mans waste is another's fortune.

5S - Set

Once we have decided what to keep in the area through SORTING, the second step is to **SET** where items should be placed.

This is often best done by reviewing the workplace and tracking how things are moved around (including input and exit of product / people).

This is often best done with a spaghetti map...
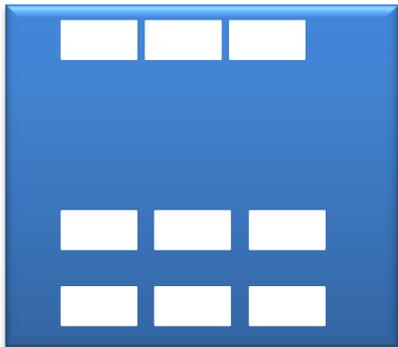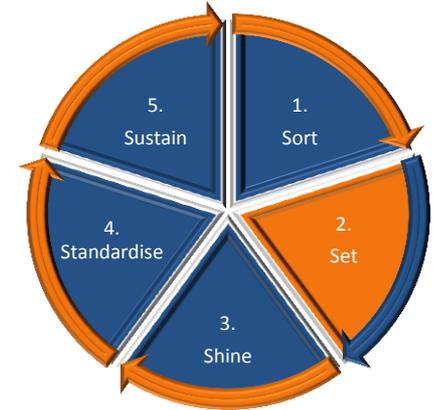
Draw the current Layout
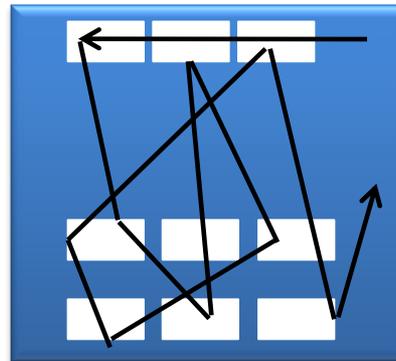
Map the person / product flow based on current layout. Measure.

Redefine the workspace
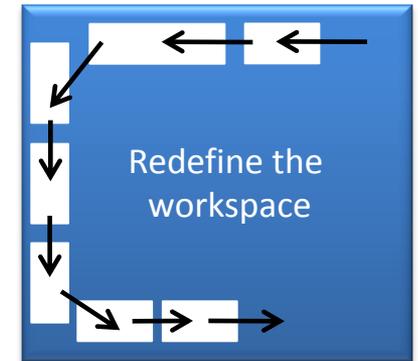
Change layout to reduce waste and SET (new Std.)

5S - Set

Good workplace layout leads to...

- Reduce time spent looking for things

- Easier identification of when something is out of place

- Standard creation; visual reminders for all to see

- Only storing what is required (reduced inventory)

- Sets of 'family' items grouped together

- Improved area ownership

- Improved safety

5S - Shine
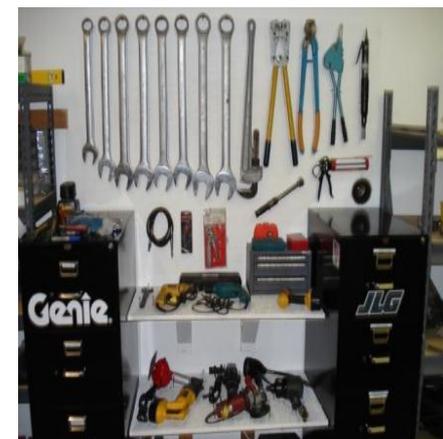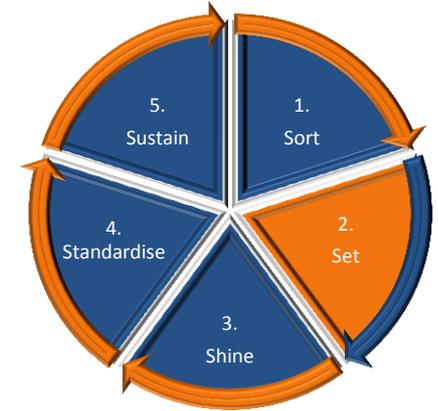
So far we have SORTED and SET those items we are keeping in the desired areas.

The next step, **SHINE**, is ensuring that the area is thoroughly cleaned and that the area is inspected for issues during this process.

The key aspects to consider whilst shining include:

- Ensure the cleaning is completed by the areas team members – this will promote ownership
- Develop a plan if need be, assigning tasks and timing to team members
- Allocate some early responsibility for auditing and maintenance (this is formalised during 4S and 5S)
- Look for any health and safety issues
- Include desks, benches, filing storage etc...
- Ensuring appropriate rubbish bins are used

5S - Shine
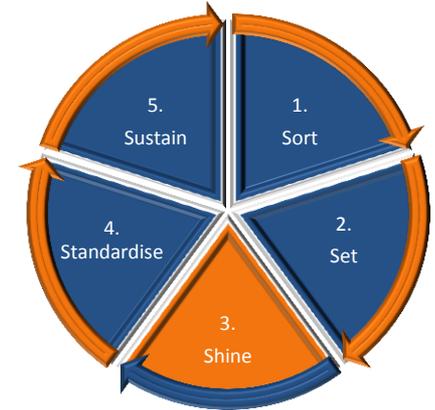
Area cleaning will be required…

- An initial 'deep cleaning' may be necessary
- Take machine back to the original manufacturers std.
- Implement regular housekeeping
- Any dirt or grease is immediately obvious
- Clear workplace of debris, dirt, dust, etc...
- Healthier, safer environment for humans & m/c's
- Improves the image of the organisation
- Cleaning is an important part of inspection
- Provides a foundation state from which to build

- Usually, if it looks OK, it is OK
- If it looks disorganised, it is usually inefficient

5. Sustain | 1. Sort | 2. Set | 3. Shine | 4. Standardise

BEFORE

AFTER
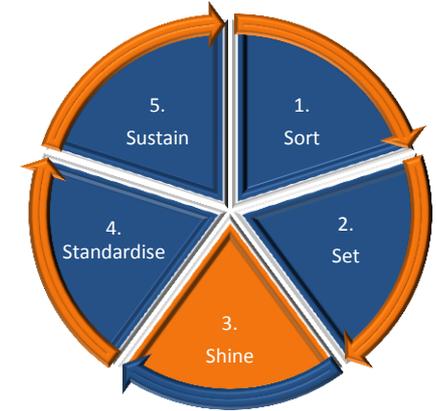
5S - Standardise

So far we have...

- SORTED, deciding what we want to keep and what we want to discard
- SET the layout of the area
- SHINED the area through cleaning
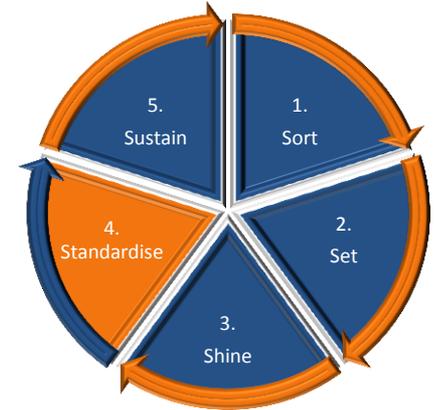
Once we have completed the first three S's we need to **STANDARDISE** the area.

Standardising is about:

- Agreeing a standard
- Communicating the standard (shifts/areas)
- Documenting the standard (visual displaying)
- Following the standard
- Periodic auditing to ensure the area is always returned to standard and issues rectified (or escalated)

5S - Standardise

The process of standardising involves...

- Writing down your agreed standard processes and ensuring they are visible
- Agreeing who will do what on an on-going basis and what will happen to cover absences
- Ensure everybody is aware of agreed standards

5. Sustain
1. Sort
4. Standardise
2. Set
3. Shine
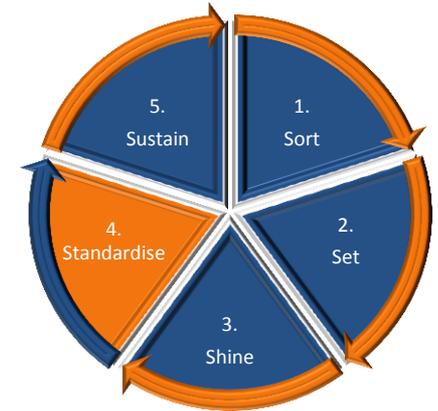
Standard tooling storage.

Please maintain this desk to this standard.

Standards can be presented in many forms:

- Visual aids
- Photos
- Worksheets
- Labelling

5S - Sustain

Note the adjacent 5S Map - it is often worth assigning area responsibilities – this can be done in any environment

An audit system will ensure involvement and discipline – this is an example process

1. Date – the date for the audit
2. Auditor – the person responsible for audit
3. Score weighting – 5 to 1 rating
4. Score – add the score to a visual graph
5. Explanation of score – comments from auditor for remedial action if required

Poor organisation

5S – SUSTAIN

Things always go wrong when we take our eye off the ball

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Find the letters which spell the words:

'WoRK PLacE ORgANIsATiON is a GrEat iDea'

Note: Capitalisation is important!

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Build cups to the supplied specifications

3 Rounds 3 cups in each round

Round 1 – No changes allowed
Round 2 – Allowed to organise equipment only
Round 3 – Now redefine the work

Build 9 cups exercise

Operator	Role
Stage 1	Remove 3 cups from the stack every 15 seconds and submit into the process. Cups must be stacked
Stage 2	Add 1 red **RECTANGULAR** Sticker to base of each cup. Every 15 seconds pass 2 cups forward
Stage 3	Add 1 green **RECTANGULAR** Sticker to base of cup to the base of each cup. cups forwards in 3's as they arrive Cups must be stacked before passing
Stage 4	Write on the label for each cup : "FINISHED # *(then the number of each cup)*" Pass forward as they arrive Add a Yellow **ROUND** label to the cup
Stage 5	Use a **ROUND** Blue sticker and attach the label to the rim of the cup. Blue sticker must be under the knot of the string. Pass them forward in 3's as they arrive
Stage 6	Add 5 coloured wooden chips to the cup 1 Yellow 1 Blue 1 Purple 2 Red 1 Green Inspect and pass to customer and good cups as they arrive Dispatch to customer 1st after 45 seconds and every 5 seconds after that and reject any cups that are untidy for rework to the relevant person

Inputs vs Output

The outputs (Y's) of a process are dependent on its inputs (X's)
This is summarised as 'Y = f(X)'

X_1

X_2

Inputs

Process

Outputs

X_3

Y_1

Y_2
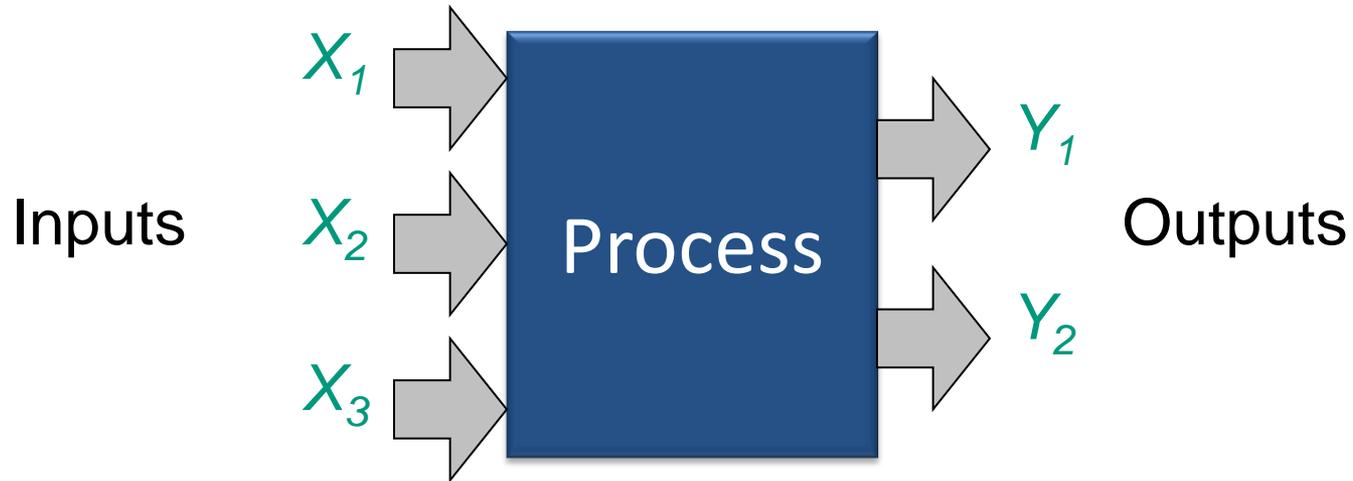
Overt & Covert Needs

Do not blindly accept what the customers say as truth or how they will act

- Overt needs: What they say they need, want, or value

Compare & validate what the customer says against what they do

- Covert needs: What their actions say they need, want or value

Consider the Voice of the Customer in the broad sense

- What they say, what they do, where they spend their time, money & effort… & take pride, where their pain is & all in the context of <u>their</u> environment, situation & business

<u>Both</u> overt & overt needs are important to evaluate & build confidence in the VOC picture & resulting CTQs

Customer expectations

London Bridge Example

Legend has it than an American, Robert P. McCulloch, hearing that London was replacing its 'London Bridge' with a wider one, he brought the whole bridge for $2.46million in 1968 and shipped it to Arizona USA and had it re-built across lake Havasu.

On visiting the bridge after it was rebuilt across the lake, Robert was horrified to find out that he had indeed brought London Bridge. When he asked 'where were the towers and the lifting road section?' He found out the bridge he wanted was 'Tower Bridge' and that was not for sale!
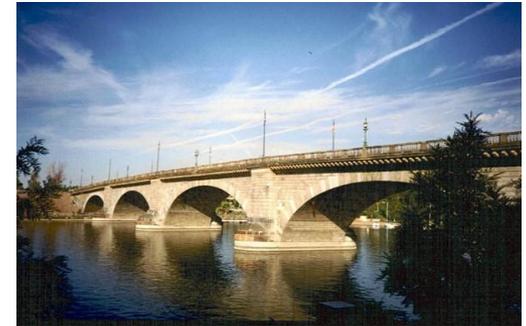
Exercise – VOC Data Mining

Part 1

- Using the supplied cards separate them into groups.
- Count the number of groups you have
- Cost the groups?

Part 2

- Are their themes in the faults/issues?
- Regroup them into themes

Part 3

- Recount the new number of entries in the themes
- Calculate the costs per theme
- Does this change the importance of the issues?

For your process, list the data you record in the following table.

Next define the measure as an Input to the process or an Output.

Measurements taken in your process	Input (x) (Yes)	Output (y) (Yes)
Time for samples to arrive		Yes

Breaking Problems Out

Y_1 = High Level issue

The issue as seen/reported by the customer

$Y_1 = f(X + X + X + X + X + X)$

The x's that that contribute toward this issue

$Y_2 = f(X + X + X + X + X + X)$

The X's for the previous level become the Y of the next level "What must we do to affect this Y".

$Y_3 = f(X + X + X + X + X + X)$

Repeat the Process until the X's become manageable "chunks" and considered a project.

It may be necessary to "Flowdown" all the Y's or it may be appropriate to select the Flowdown path based upon chance of success or business need

Y=f(x) Cascade - Example

Y_1 = Delivery of production samples on time and to plan.

Y_1 = approval by marketing, approval by packaging, approval by senior management teams, *approval by branding team*, paperwork complete

Y_2 = f (defined sample colour, approved chip/artefact, *approved samples*)

Y_3 = f (supplier colour matching, tool approval, *batch consistency*)

Y_4 = f (tool running conditions, *material blending*, time, container shape)

The key in Y= f(x) Cascade is to take the CTQ (or big Y) & keep asking the question – what are the sub-processes & what do we do to meet this need?

Y=f(x) Cascade :For Your Project

Y1 =					
$Y_1 =$					
$Y_2 =$					
$Y_3 =$					
$Y_4 =$					
$Y_5 =$					

Prioritize The CTQ's

- The customer will not view everything with equal importance.

- If we can understand the product of service we provide from the customers perspective we can reduce the 'unnecessary' work we create in fixing things which do not matter

The Kano Model

Delighters:
Unexpected features which will excite the customer

Performance:
These are features which are expected and will most probably be included in your SLA or contract documents

Must Be:
The customer expects it to be there and if not would be dissatisfied

Customer Satisfaction

High

Low

High

Low

Quality Level

Delighters (unspoken / nice surprises)

Performance (spoken satisfiers)

Must Be (unspoken/expected Dissatisfiers if not present)
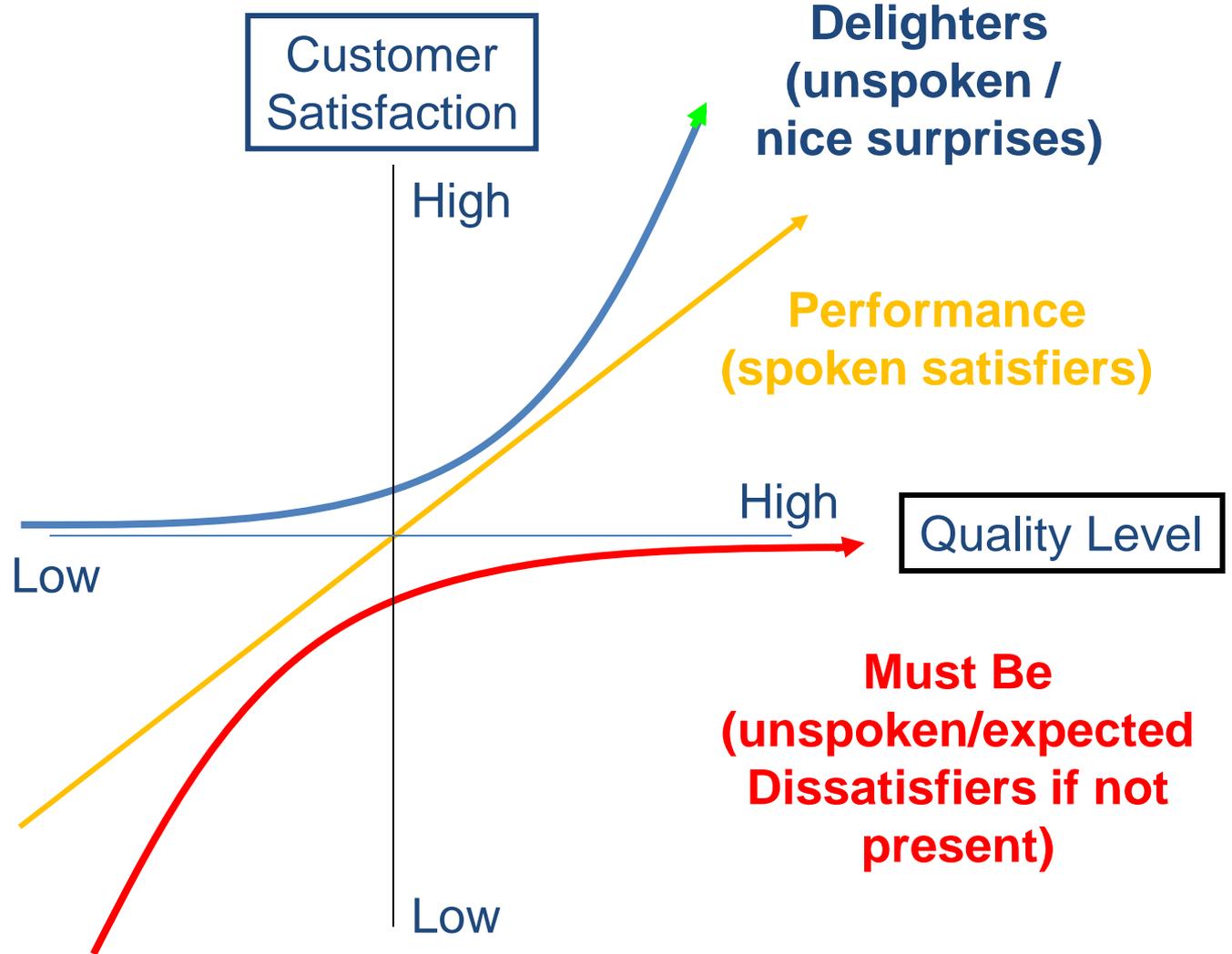
Recent visit
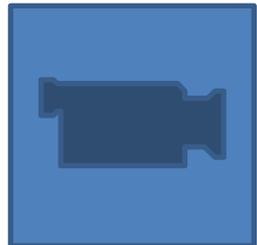
Exercise - The Kano Model

Using the table below define the functions or factors your project has to deliver and how they would be classified in the Kano Model

Dissatisfiers	Satisfiers	Delighters

SIPOC: What Stops The Process Flow
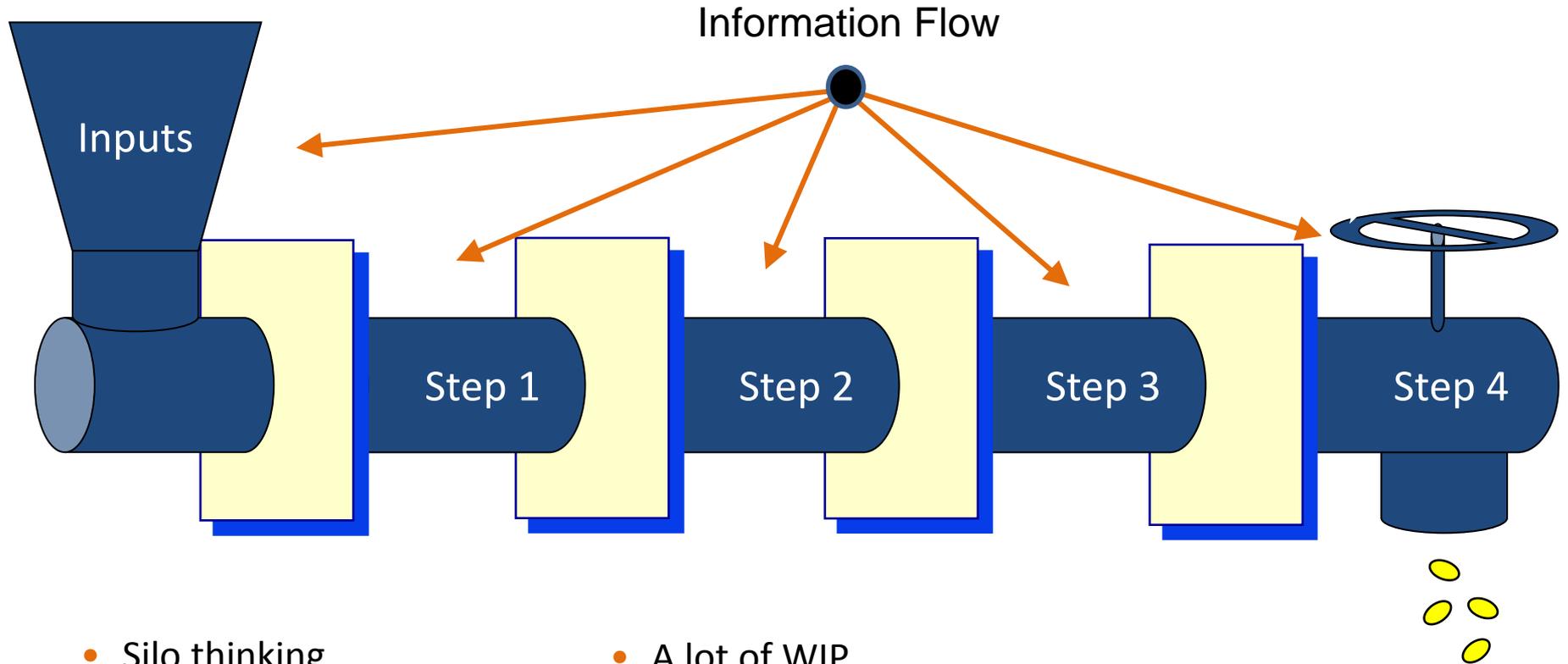
The Problem Is Often In The Handoffs!

Suppliers

Inputs

Process

Outputs

Customers
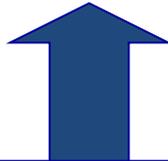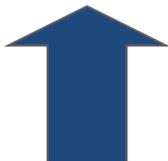
We must identify and control the critical sources of variation here…

To deliver good output here…

To create satisfied customers here…

SIPOC Map

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SUPPLIERS	INPUT	PROCESS	OUTPUT	CUSTOMER
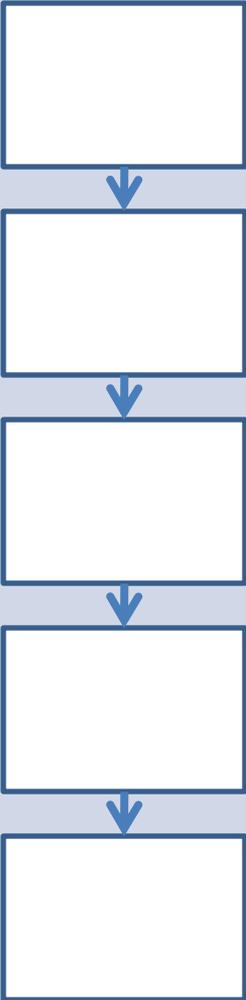
SIPOC Exercise

Create a SIPOC for your process

Step 1: Summarise the process into 5 steps

Step 2: List the INPUTS to this process

Step 3: List the OUTPUTS

Step 4: List the CUSTOMERS

Step 5: List the SUPPLIERS

In / Out Of Scope Tool

Process:

- Write down elements on Post-It notes

- Stick on a flip chart

- Draw a large circle on the flip chart

- Discuss each element

- In scope goes inside the circle

- Out of scope stays outside

- Use as a visual to agree with process owner/sponsor

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Chairman (CH)		Resource Investigator (RI)
Company Worker (CW)	Monitor Evaluator (ME)	Shaper (SH)
Completer Finisher (CF)	Plant (PL)	Team Worker (TM)
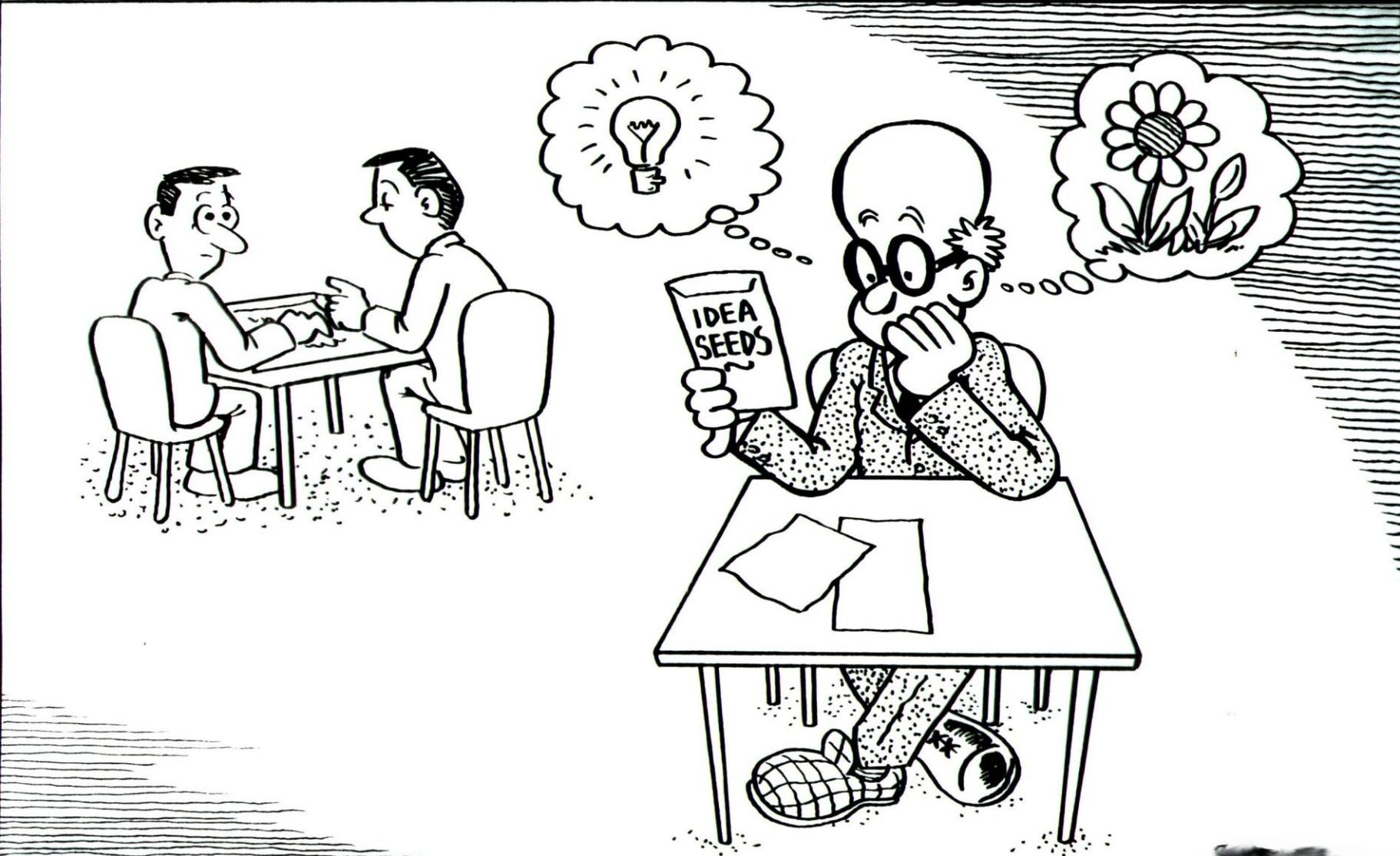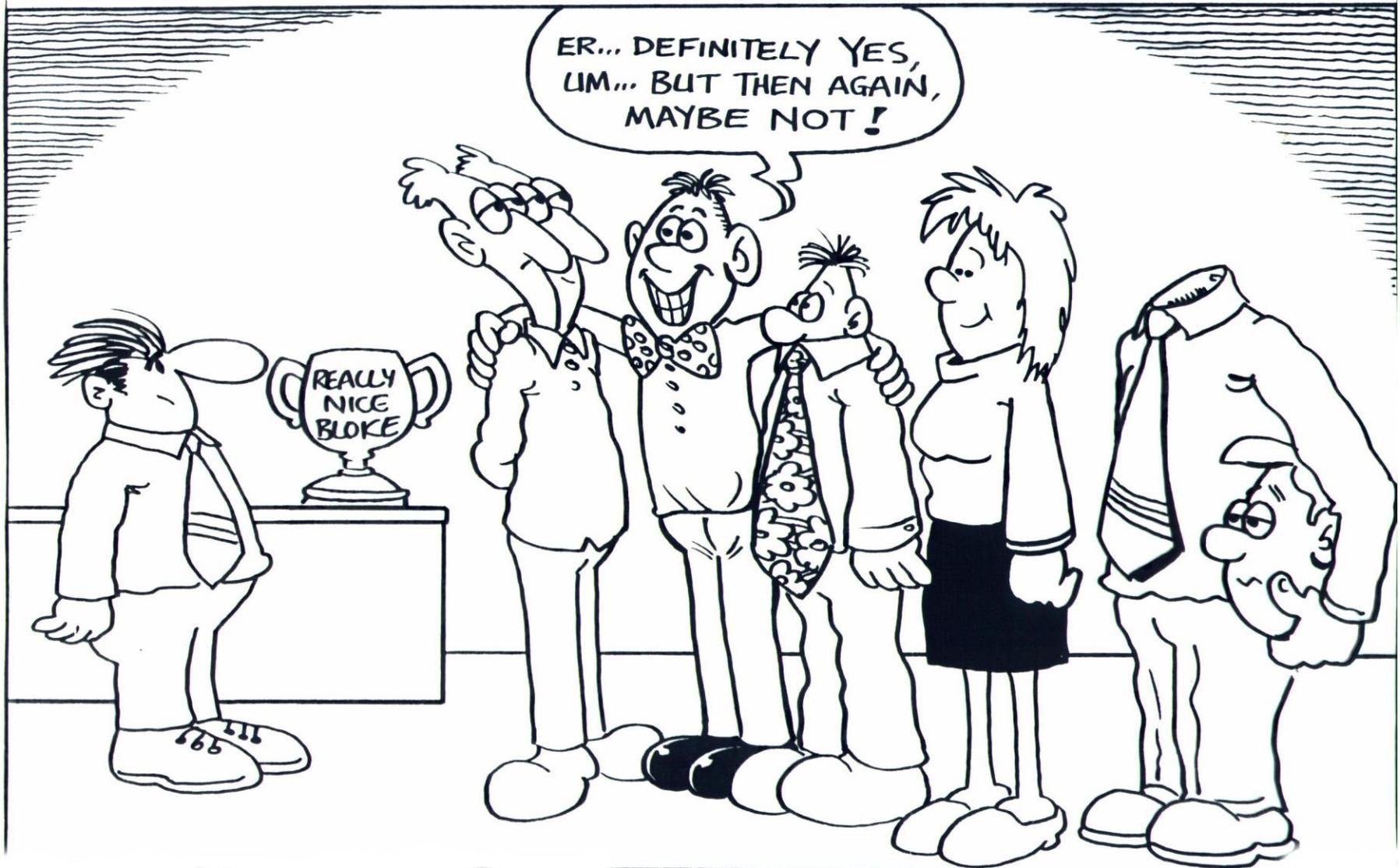
Review the character drawings and identify which of them best suit you and your personal traits.

Activity

- Using the above images consider which of the 3 roles best describes your role in the teams you have been a part of.

- Rank your three choices , 1, 2, 3 with 1 being the best fit.

- Enter your choices on the matrix at the front of the classroom.

Team Development & Leadership

Dr Bruce Tuckman published his team development model in 1965.

The development progression is:

- Forming
- Storming
- Norming
- Performing

He added a fifth stage, "adjourning" in the 1970's.

The theory is an helpful explanation of team development and behavior.

Similarities can be seen with other models:

- Tannenbaum and Schmidt Continuum
- Hersey and Blanchard's Situational Leadership® model

Team Development & Leadership

Tuckmans model explains:

- As the team develops maturity and ability, relationships establish, and the leader changes leadership style.

- Beginning with a directing style, moving through coaching, then participating, finishing delegating and almost detached.

- At this point the team may produce a successor leader and the previous leader can move on to develop a new team.

- This progression of team behaviour and leadership style can be seen clearly in the Tannenbaum & Schmidt Continuum - the authority and freedom extended by the leader to the team increases while the leaders control reduces.

- In Tuckman's Forming, Storming, Norming, Performing model, Hersey's and Blanchard's Situational Leadership® model and in Tannenbaum and Schmidt's Continuum, we see the same effect, represented in three ways.

Stages of Team Development

PERFORMING

NORMING

STORMING

FORMING

P E R F O R M A N C E

TIME

| DIRECT | COACH | CONSULT | EMPOWER |
| TELLING | SELLING | SUPPORTING | DELEGATING |

Management style

WBS and OBS Combined
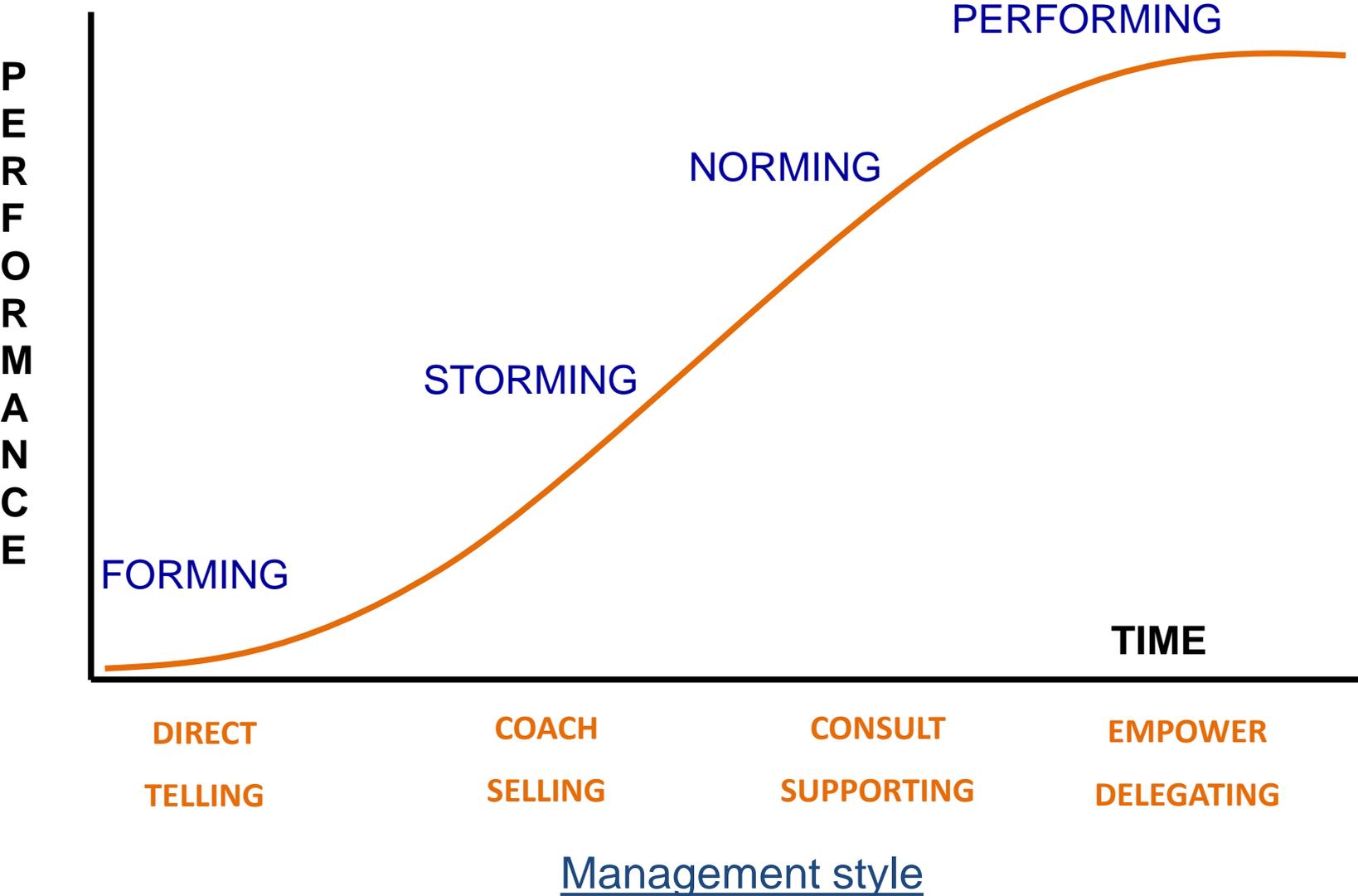
Communication planning and scheduling is a key feature of the OBS:

1. Generating Understanding

2. Creating Engagement

3. Supporting collaboration and co-ordination between Stakeholders and the Project Team

Communication plans must be formalised as activities within the WBS, have assigned ownership & accountability and ultimately be scheduled within your Network Plan and Gantt

Communication In Teams

How we communicate define how successful we are at negotiation

There are three basic communication styles:

1. Auditory

2. Visual

3. Kinaesthetic

Understand what you are and who you are talking to is will

help your communications.

We are often a combination of 2 with one slightly dominant.

Occasionally we will meet people who are all three or just 1.

Auditory Communication

People in this group like to communicate using:

Likes	Dislikes
Lists Detail Information Detail and descriptions	Imagery Feelings and opinions
Eye contact: Left to right as if reading a book.	
Key words: Let me explain... Do you understand ... Listen, I will tell you again... Language The primarily use descriptive language.	

Visual Communication

People in this group like to communicate using:

Likes	Dislikes
Pictures Imagination Form application	Facts Feeling
Eye contact: Up to straight ahead, as if seeing the picture above them and having to pull it down.	
Key words: Can you see what I mean... Imagine this... Take for example the 'XYZ' then add to this... Language The primarily use is picture words and painting images.	

Kinaesthetic Communication

People in this group like to communicate using:

Likes	Dislikes
Emotions Feelings Passion Relationships and associations	Imagery Facts Detail
Eye contact: Down to straight ahead, as if making a model and presenting it to you.	
Key words: This makes me feel good I am comfortable with this I am not happy about. Language Uses their hands a lot and likes to feel an association with the item..	

Constructive / Destructive Communication

We can also see if they are pulling from experience or are trying to construct associations or are being over expressive of their experiences.

This may be reversed for LEFT HANDED people

LEFT Viewing	Style	RIGHT Viewing
UP LEFT Visual recall		UP RIGHT Visual construct
LEFT Auditory recall	Auditory Visual Kinaesthetic	RIGHT Auditory construct
DOWN LEFT Internal dialogue with self		DOWN RIGHT Linking to feelings

AVK Exercise

Consider a personal event which is very important to you.

- Family

- Holiday

- Success at work

In pairs speak to your colleague for 1 minute.

Person 1 – Speak for 1 minute

Person 2 – Listen to the account, look for body language and words that are used.

Swap roles and repeat

Feedback what was said.

How close were you in your observations?

TA – Transactional Analysis

Transactional analysis was developed by Berne to define how people communication.

In principle, we have 3 levels of communication:

Adult – Debate and discussion

Parent – Instructive and command

Child – submissive and responsive.

TA – Transactional Analysis

Communication that works is:

Person 1	Person 2	Communication style
Parent	Parent	Argue, statements and commands, Biggest 'dog' must win or get their opinion across
Parent	Child	Command, expecting no response except obedience from the child
Adult	**Adult**	Discussion, debate and reasoned agreement Together we find a common ground This the desirable communication were we can plan, action and deliver.
Child	Child	Gibberish, 'Playground talk' which has no rhythm or reason and no possible actions can come from it

TA – Transactional Analysis

Communication which DOES NOT work is:

Person 1	Person 2	Communication style
Parent	Adult	Argument meets reason, Parent either moves to Adult or leaves frustrated as Parent keeps 'stonewalling'
Adult	Child	Reason meets, and need to be told what to do. Child moves to adult or Adult leaves frustrated and child is unmoved.

TA – Transactional Analysis

Actions required to create movement

Person 1	Person 2	Communication style
Parent	Adult	Adult remains calm, offers alternatives, resists the desire to drop into child and uses reason to pull the person out of Parent. 'A kind word turns away anger'
Adult	Child	Child drops into a **'Child-Victim-Rescuer'** cycle. If left they look for a parent to rescue them. When this happens the learn that if they play this game, the can avoid responsibility. Adult - resists the urge to 'TELL' them what to do (become parent), instead asks questions like: "What do **YOU** think we can do to solve this problem?" Or "How do **YOU** think **WE** can solve this problem?".

TA – Transactional Analysis

Tricks to recognise your position and adjust your behaviour

Them	You	Communication style
Parent	Driven to child	Take a moment to centre one self. IE gain control of your emotions. Think of where you are why you are here what you want to achieve. Use open questions to understand peoples behaviour Listen until they have finished, listen to what they are saying and add a positive suggestion to the situation
Child	Driven to Adult	Look for ways forward which you an lead them. Resist the temptation to 'tell' and don't use 'closed questions' Use open questions to get them to think of a solution or other opportunities. Give positive praise when they really earn it..

Body Language

Our cues for memory come mostly from what we see and experience. Not from what we have learnt or remembered.

Your body language tells more about you and communication that you think

Pose	Communication style
Arms crossed	Creating a barrier
Playing with a pen	Nervous, unsure
Heavily leaning forward	Aggressive
Leaning forward	Interested
Nodding head	Interested in conversation
Leaning back in the chair	Comfortable with the situation
Reposed in the chair	Laid back not caring

Body Language Communication

How much we remember in a week or month depends on how engaging and how applicable the learning experience was. Generally speaking this is:

Sensory	Communication style
Words	
Spoken	
Action	

To check this out,

- Who was your favourite teacher at school?

- What subject did they teach?

- What can you remember from all the hours you spent in class?

- Why do you remember them?

Body Language Exercise

In pairs conduct the following experiment

Stage	Person 2	Communication style
1	Show no interest in the conversation	Can do any activity other than walk about. Answer emails, read, make notes, but no eye contact or acknowledgement.
2	Positive eye contact no response	'Shop manikin' no physical response
3	Acknowledge conversation	Can nod, show facial expression and make sounds of agreement or disagreement, no arm actions or body movement
4	Interact in conversation	Full engagement with Q&A can body language

How did each stage feel?

(for both person 1 and 2)

Any Questions?

Thank you

If you wish to contact me email:

Brad@cottonci.com