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**COACHING AS A MAIN WAY OF INTENSIVE LEAN
MANUFACTURING DEVELOPMENT**

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***Purpose:** the purpose of this work is to show how the coaching can make a significant breakthrough in effective developing organization toward Continuous Improvement.*

Working at Toyota

I have always wondered why my attempts at ‘consulting’ companies to become lean did not succeed in making long lasting transitions. I explained in detailed reports and plans what to do and how to do it, however on repeated follow-up visits the results and sustainability were disappointing. Only after working for a number of years with ex-Toyota Managers, did I understand the logic of how Toyota implements TPS (Lean) and why it works.

Stories from my colleagues, during their initial time at Toyota, including study trips to other Toyota facilities in the US and Japan where extensive degrees of TPS/Lean could be observed, referred to how they made notes and drawings to remember all the technical solutions, incl. Poka-Yoke’s.

When they then returned to their new facility* to start their managerial jobs, none of these technical finesses were in place, except for the basic equipment and the Shop Floor Information Centers, with KPIs**. Another key difference was that every manager, from Supervisor to Plant Manager, had their own Sensei-Coach (150 in total!) from the ‘mother-plant’ in Japan.

Every day it became a routine, when a target was not achieved the Coach would start ‘questioning’ the manager. This constant ‘pulling in the shirt sleeve’ by the Coach

became a joke, shared amongst the managers, as a symbol of working for this strange Japanese company. What they couldn't understand until after leaving Toyota, was the profound importance this had on them. It helped them to learn and accept the new 'system' as a new way of thinking.

(*Burnaston Car Assembly Plant, TMUK), (** KPI; Key Performance Indicators)

Coaching is how we 'learn' and become 'experienced'

The question is how do we learn lean and become experienced practitioners, not just in Lean Management but in anything.

Thinking in a broader context the answers are all around us, for instance in our daily life. How do children learn to become responsible adults? How do sports enthusiasts become seasoned professionals?

We do not simply tell a child how to behave or a sports person the 'rules of the game' and expect them to achieve results on their own.

'Consultancies' will set up a 'pilot area' as a part of a Lean Program. This is like showing a child or an athlete once how it is done and expect them to be able to perform.

Explaining and showing examples is an essential part of understanding and accepting the new way, but those are only the initial steps. However, these are the only steps most companies take to introduce Lean.

In a child's upbringing, parents explain the right thing to do and why it has to be done in a certain way; however they also demonstrate it themselves. They have to be role-models, always encouraging the correct behavior. Some parents go one step further, they let their children, in a controlled manner 'burn their fingers', so the child learns from his/her own experience, therefore he/she is more likely to remember it.

At Toyota there are many anecdotes of small (and large) mistakes that managers have made, where they later realized that their Sensei recognized their mistake but did not stop them from trying (some examples include rather expensive production losses). To pragmatic business leaders this may seem a costly and 'childish' approach. To Toyota this is an investment in the learning curve of its key managers' experience, something they will never forget.

Most business leaders talk about their organization being a 'high performance unit', or a 'winning team'. This analogy is highly appropriate. The organization can be seen as a team, 'playing' against its competitors, in a game of financial performance and ultimately, survival!

If we compare ourselves with sports, the Coaching concept becomes easier to accept. High performance athletes and sports teams always have a Coach (sometimes several for specialized aspects). All the participants are already professionals, or at least dedicated amateurs, and already know what to do and how to do 'it'. In this context the concept of Consulting is best compared with journalists or professional 'observers'. They express their opinions on what the individual sports person or team should do but fail to translate this into action, in a way that improves the sports person or team's performance

Sports Coaches are ever-present on the 'sidelines' – never on the 'field' restricted to agreeing... 1) objectives (to win!), 2) direction (game-plan), 3) encouragement and 4) feedback during and after the game – and the cycle starts again.

Coaching in Lean

Coaching is a natural and essential part of any change or performance improvement in any organization. The organization's members have to learn 'to play' their role in different ways, in better ways. They have to be confident and capable in their new role. Otherwise they will revert to their old habits, especially under pressure. As they become more confident in their individual roles, the 'team play' becomes essential. As they say "the team, like a chain, is only as good, as its weakest link (member)".

The organization as a team needs to be coached till they become competent and confident in their new 'modus operandi', and are able to sustain and develop further autonomously.

When Toyota starts a new facility, a so-called "transplant", coaches from the 'mother-plant' conduct the coaching on every position, every day, for several years. As the "transplant" matures, the plant managers gradually take over the coaching role.

Toyota has an extensive Development Program (see figure 1), detailing a 10 year period. The key difference is that, although elements are 'trained', most of the competences are judged by On the Job Training (OJT), Confirmation and 'Go, Look, See' (see figure 2)

Key Elements of Coaching

Coaching has been recognized for decades as a major component, in developing autonomous (continuously improving) individuals and teams (Situational Leadership, Fig. 3).

Toyota did not 'invent' Coaching as a critical element of developing a "Learning Organization", they simply tried it out. As with most of its current approaches and tools materialized through 'trial and error', it was proven as the most effective approach. And it is now an integrated part in its management approach to implementing and enhancing TPS (Lean) world-wide.

In order to Coach any discipline, first-hand experience is required. The 'coach' has to be a reasonable practitioner with extensive experience in order to be fully committed - as opposed to just directional or authoritative (telling) management style (Situational Leadership, Fig. 3).

Generic elements of coaching:

- 1) Mentor, Mentee relationship – nominated mentor to all mentees
- 2) Socratic Questioning - testing the 'thinking way' asking about the process
- 3) Modeling Behavior - 'live/be' the part
- 4) Immediate feedback - as in 'One Minute Manager' by Blanchard
- 5) Situational approach - depending on the level of motivation and capability

These are carefully honed skills, beyond the basic competence in the role being coached. According to Toyota, it takes 10 years to reach an acceptable level of competence as a coach (1), as the old Chinese proverb goes "*if the student hasn't learnt, the teacher hasn't taught*"

In Summary

Coaching is the proven approach to becoming a fast and effective learning organization.

If the direction is set to Continuous Improvement, and the organization has access to basic Lean tools and methods, Coaching will enable its individuals and teams to break through the 'pain barrier' of change, with a stronger sense of achievement having done it themselves, Therefore it becomes sustainable and ever improving.

- (1) 'Toyota Kata' by Michael Rother, 201

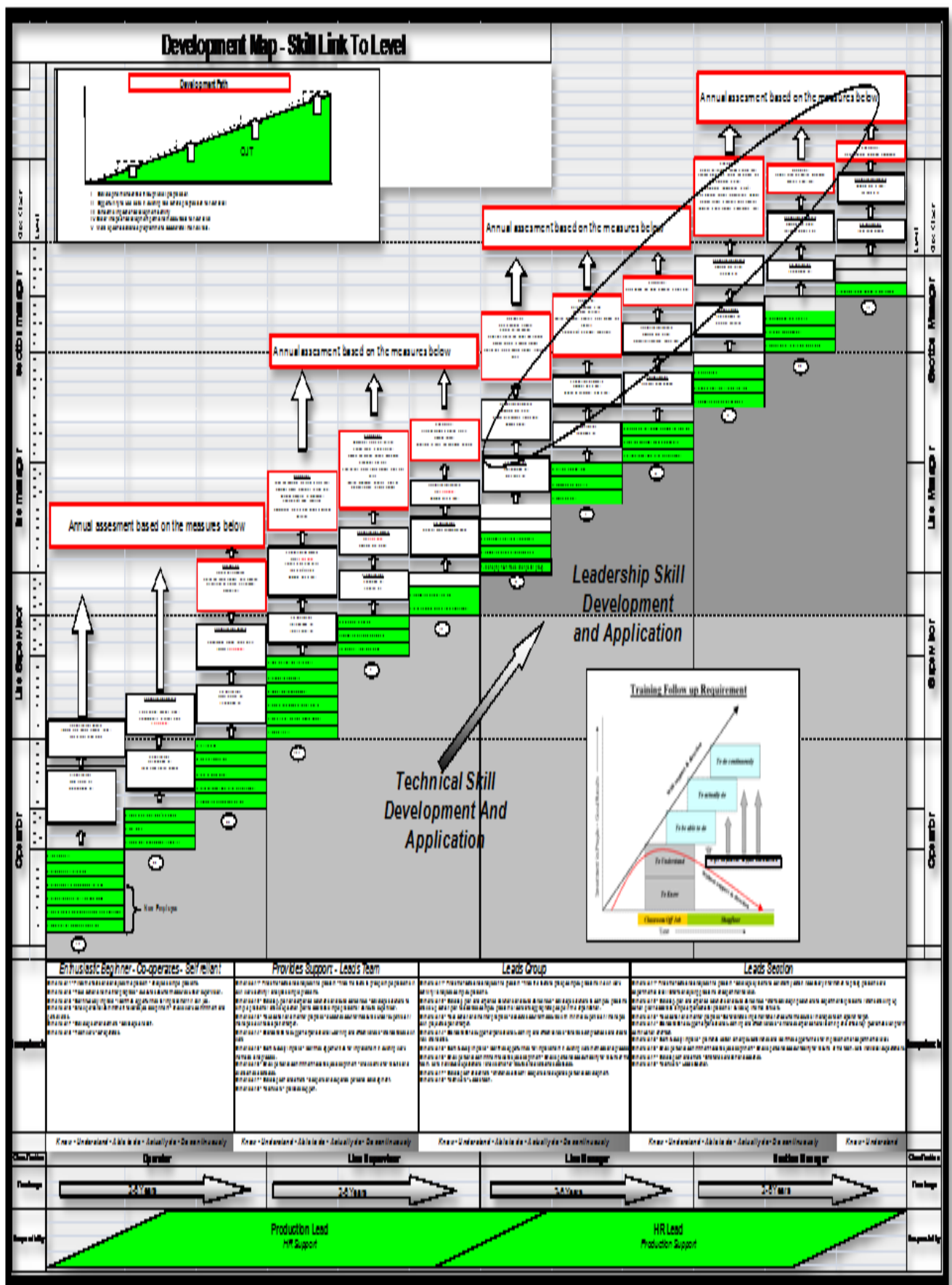


Figure 1: Toyota's 10 year Member/Manager Development Program (Toyota, TMUK)

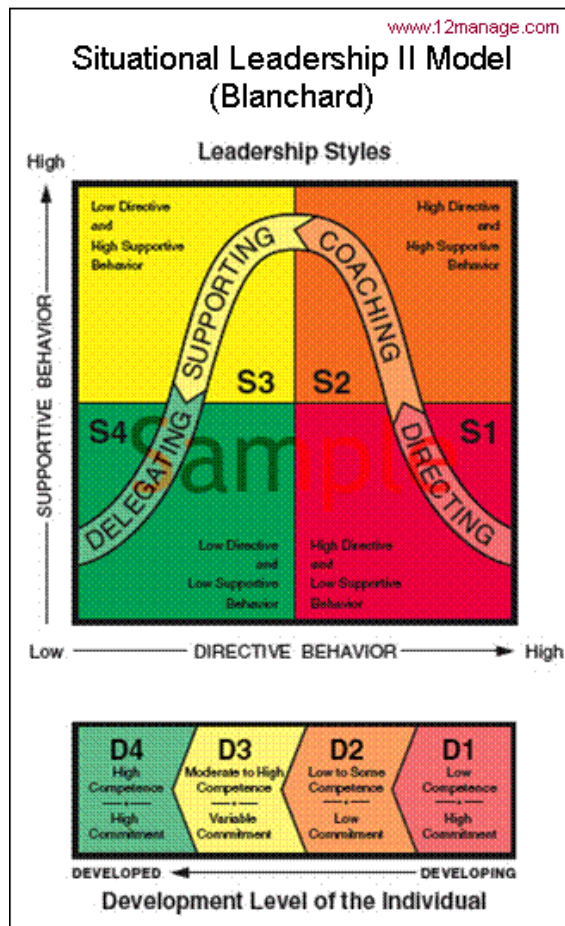


Figure 2: Situational Leadership Model (Blanchard)

Appendix:

The Four Stages of competency (Maslow)

1. Unconscious incompetence

The individual neither understands or knows how to do something, nor recognizes the deficit or has a desire to address it.

2. Conscious incompetence

Though the individual does not understand or know how to do something, he or she does recognize the deficit, without yet addressing it.

3. Conscious competence

The individual understands or knows how to do something. However, demonstrating the skill or knowledge requires a great deal of consciousness or concentration.

4. Unconscious competence

The individual has had so much practice with a skill that it becomes "second nature" and can be performed easily (often without concentrating too deeply). He or she may or may not be able to teach it to others, depending upon how and when it was learned.

Аннотация

КОУЧИНГ КАК ОСНОВНОЙ СПОСОБ ИНТЕНСИВНОГО РАЗВИТИЯ БЕРЕЖЛИВОГО ПРОИЗВОДСТВА

Овсянникова Е.

Целью данной работы является показать, как коучинг может сделать значительный прорыв в эффективной развивающихся организации к непрерывному совершенствованию.

Анотація

КОУЧІНГ ЯК ОСНОВНИЙ СПОСІБ ІНТЕНСИВНОГО РОЗВИТКУ ОЩАДЛИВОГО ВИРОБНИЦТВА

Овсяннікова О.

Метою даної роботи є показати, як коучинг може зробити значний прорив в ефективній розвиваються організації до безперервного вдосконалення.