# Creating a Culture of Continuous Improvement – Using the Improvement Kata

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# Purpose of Today's Presentation

Awareness; not skill development

Sense of  the subtle yet powerful nuances of Improvement patterns (aka Kata)

A paradigm shift in thinking about your role as a manager, leader, lean facilitator, process owner; and how continuous improvement is achieved and sustained
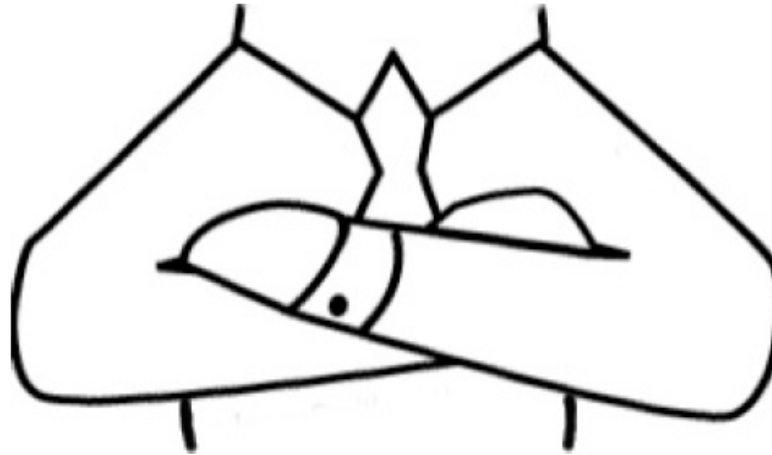
# Sustainability

Rigor

Discipline

# A QUICK EXPERIMENT

## Take a moment... please cross your arms. Then re-cross them the other way.



**How did it feel the second time compared to the first?**

➡ For most of us the second time feels odd. You have to consciously think about it and be more deliberate.

**What would happen if you practiced folding your arms the other way every day?**

➡ It would become normal; something you can do without thinking about it.

TOYOTA KATA

# MUCH OF WHAT WE DO IS HABITUAL

## Like crossing our arms, performed almost without thinking

Habits are behaviors that have been repeated regularly and occur unconsciously. The repeated behavior develops neural pathways in the brain, making the behavior easier to complete.
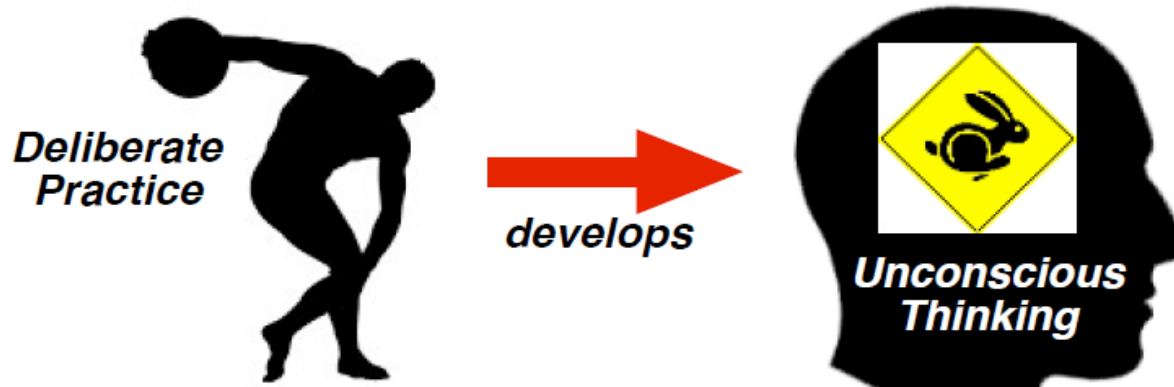
# WE HAVE THE ABILITY TO CHANGE OUR AUTOPILOT

## Humans have the power to develop new habits

**You can rewire your thinking and habits by deliberately practicing a different pattern**

*Deliberate Practice* → *develops* → *Unconscious Thinking*

*You can change the culture of an organization, and even an entire society, this way.*

# What's next?

| 2 | 4 | 6 | 8 | 2 |
|---|---|---|---|---|

# WE ALSO HAVE COGNITIVE BIAS

**A tendency to draw incorrect conclusions in certain circumstances based on cognitive factors rather than evidence**
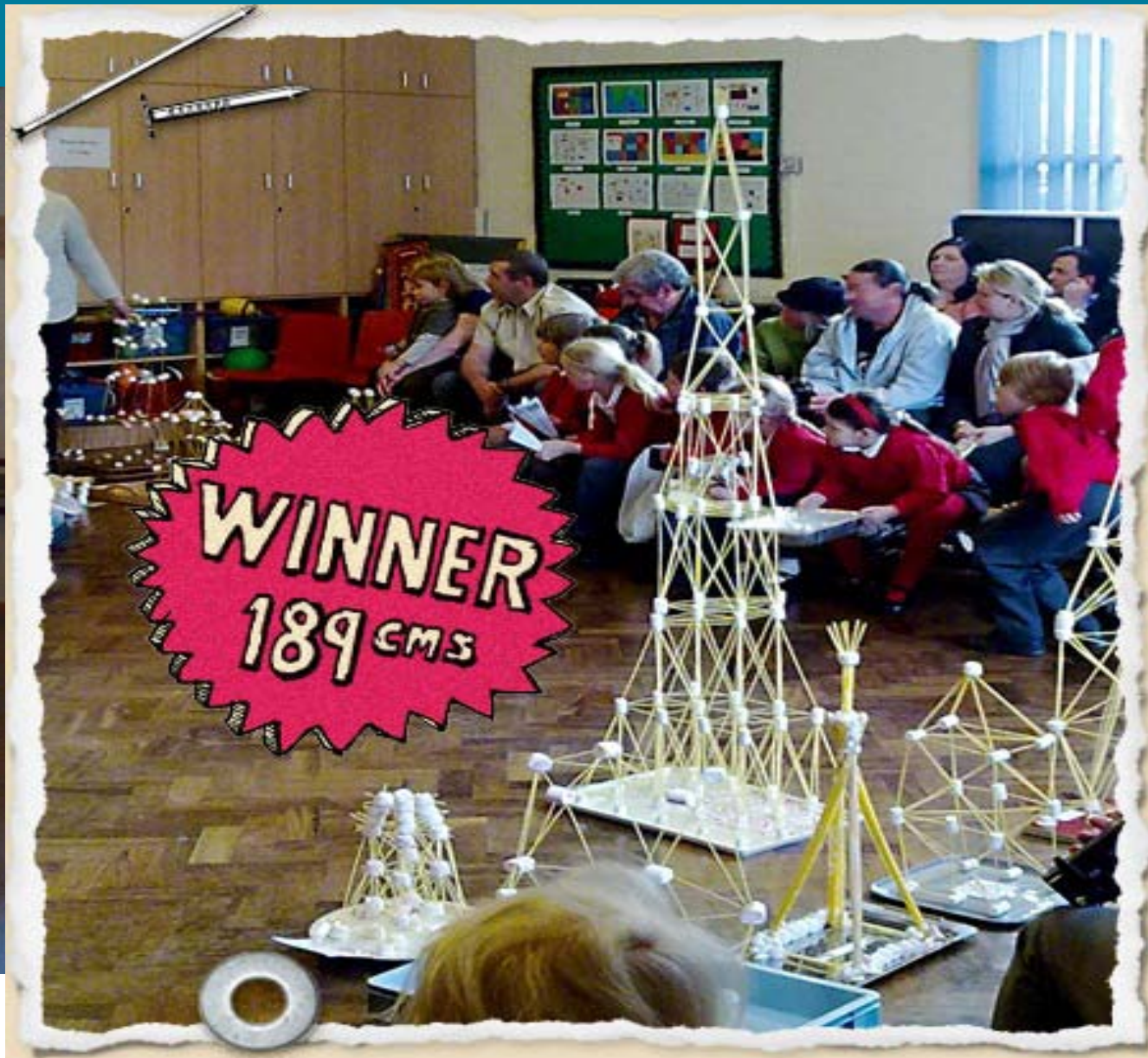
**Our habits work well under many circumstances, but in certain cases they lead to errors known as *cognitive biases***

For example, a pitfall of many habits is that the past experiences that created them do not necessarily represent future situations.

# The Marshmallow Challenge

WINNER
189 cms

# WHAT'S A *KATA*?

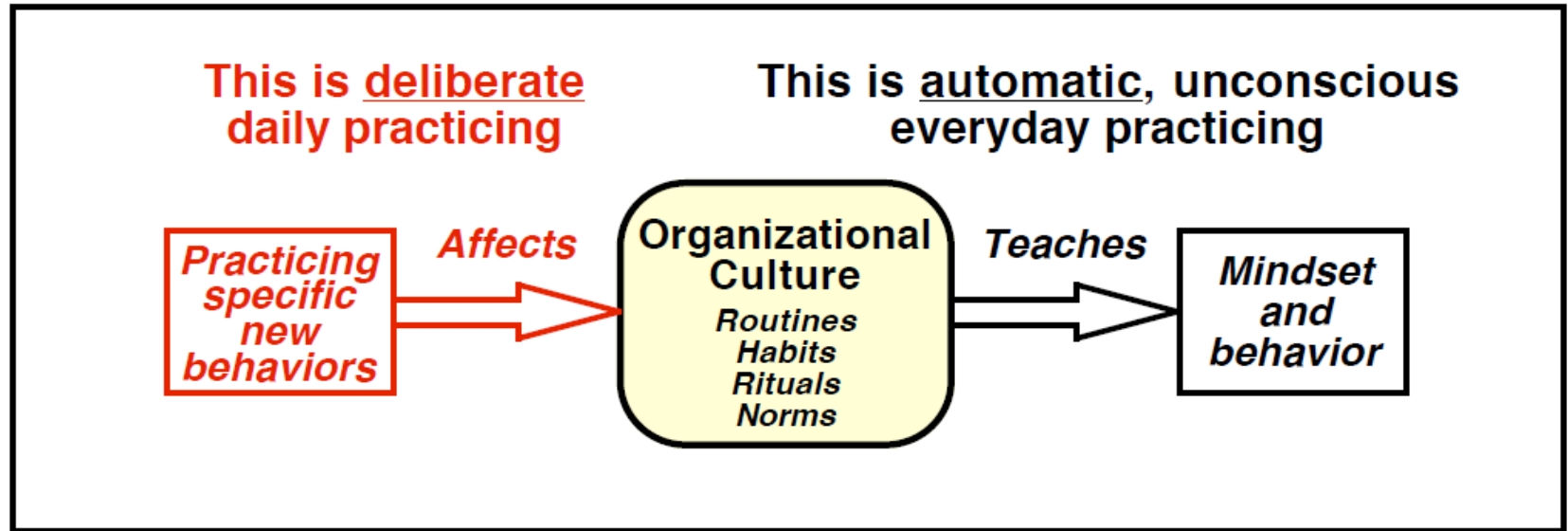## A kata is a routine you practice deliberately, so it's pattern becomes a habit



**Through practicing, the pattern of a kata becomes second nature - done with little conscious attention.**

**Examples include riding a bicycle, driving a car, typing. Once you've learned to drive you don't think much about using the car's controls and can focus your attention on the situational aspects of navigating the road.**

# KATA CREATES CULTURE

This is <u>deliberate</u>
daily practicing

This is <u>automatic</u>, unconscious
everyday practicing

Practicing
specific
new
behaviors

**Affects** →

Organizational
Culture
Routines
Habits
Rituals
Norms

**Teaches** →

Mindset
and
behavior

What organizational
culture, mindset and
behavior do you <u>want</u>?

What do you <u>want</u>
your managers to be
teaching?

Every manager is
automatically a
teacher, because they
teach & reinforce your
organization's
prevailing culture.

TOYOTA KATA

# Typical Box Scorecard Approach

**How was that calculated?**

**84.9% OTD Last Period**

## Backward looking vs. Strive for a future reality

| BOX SCORECARD - 2008 | | Jan | Feb | Mar | Apr | May | Jun |
|---|---|---|---|---|---|---|---|
| **GROWTH** | | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| Monthly MSI Produced | Plan | 5,665,666 | 5,665,666 | 7,082,082 | 5,665,666 | 5,665,666 | 7,082,082 |
| | Actual | 5,591,197 | 9,894,404 | 4,719,064 | 9,567,324 | 7,179,096 | 9,848,916 |
| Trial Response (Days) | Plan | 20.3 | 20.3 | 20.3 | 20.3 | 20.3 | 20.3 |
| | Actual | 22.2 | 15.2 | 31.96 | 19.27 | 29.50 | 26.00 |
| Internal Film Purchases | Plan | 67.0% | 67.0% | 67.0% | 67.0% | 67.0% | 67.0% |
| | Actual | 35.9% | 68.7% | 41.1% | 66.7% | 73.3% | 72.2% |
| **CUSTOMER FOCUSED QUALITY** | | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| Complaint Occurrences/$MM | Plan | 2.86 | 2.86 | 2.86 | 2.86 | 2.86 | 2.86 |
| | Actual | 3.10 | 4.5 | 5.1 | 2.8 | 2.3 | 2.8 |
| Return Dollars % of Sales | Plan | 0.6% | 0.6% | 0.6% | 0.6% | 0.6% | 0.6% |
| | Actual | 0.60% | 0.82% | 1.14% | 0.55% | 0.18% | 0.02% |
| On-Time Delivery vs Request | Plan | 69.0% | 69.0% | 69.0% | 69.0% | 69.0% | 69.0% |
| | Actual | 55.8% | 71.4% | 67.6% | 65.4% | 54.6% | 47.7% |
| On-Time Delivery vs Acknowledge | Plan | 96.5% | 96.5% | 96.5% | 96.5% | 96.5% | 96.5% |
| | Actual | 87.3% | 96.6% | 95.9% | 91.4% | 92.9% | 84.9% |
| Lead-Time | Plan | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 |
| | Actual | 35 | 33 | 30 | 29 | 27 | 33 |
| ISO 9001 Implementation | Plan | 10.00% | 20.00% | 25.00% | 35.00% | 45.00% | 55.00% |
| | Actual | 10% | 12% | 28% | 29% | 29% | 35% |
| ERP Implementation | Plan | Q2 | Q2 | Q2 | Q2 | Q2 | Q3 |
| | Actual | In progress | 20% | 50% | 55% | 55% | 60% |
| **OPERATIONAL EXCELLENCE** | | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| Cost/Eq Unit Measure 2006= .075, 2007= 0.105 | Plan | 0.0860 | 0.0860 | 0.0860 | 0.0860 | 0.0860 | 0.0860 |
| | Actual | 0.122 | 0.074 | 0.152 | 0.073 | 0.100 | 0.099 |
| Effective Feet/Minute (asset adjusted rate) | Plan | 197 | 197 | 197 | 197 | 197 | 197 |
| | Actual | 216 | 193 | 169 | 192 | 186 | 175 |
| % Scrap | Plan | 10.30% | 10.30% | 10.30% | 10.30% | 10.30% | 10.30% |
| | Actual | 11.50% | 8.45% | 11.60% | 8.53% | 9.91% | 13.29% |
| Changeover Time/Color (Min) | Plan | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 |
| | Actual | 26.1 | 28.5 | 33.5 | 31.3 | 31.6 | 32.9 |
| Inventory Days On Hand | Plan | 61.0 | 61.0 | 61.0 | 61.0 | 61.0 | 61.0 |
| | Actual | 71.2 | 72.5 | 71.9 | 70.5 | 69.4 | 68.7 |
| **SAFETY/ENVIRONMENT** | | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| OSHA Incident Rate | Plan | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| | Actual | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| CMS Implementation | Plan | 10.00% | 20.00% | 30.00% | 40.00% | 50.00% | 60.00% |
| | Actual | 0% | 0% | 10% | 10% | 10% | 10% |
| ISO 14001 Implementation | Plan | 10.00% | 20.00% | 30.00% | 40.00% | 50.00% | 60.00% |
| | Actual | 20% | 20% | 30% | 40% | 45% | 55% |
| **PEOPLE** | | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |

# What are the day to day routines that leaders follow?

Striving

Troubleshooting

Workday

- Problem solving is handled in meetings – derailing meeting effectiveness
- Key performance indicators are not often defined
- Leadership discussions lack defined focus – (planned vs. actual performance)
- Standard work is not defined, process metrics unclear
- Focus is often on problem solving and firefighting

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# We may often be used to this pattern



Event     *Business as usual*     Event     *Business as usual*     Event

Days
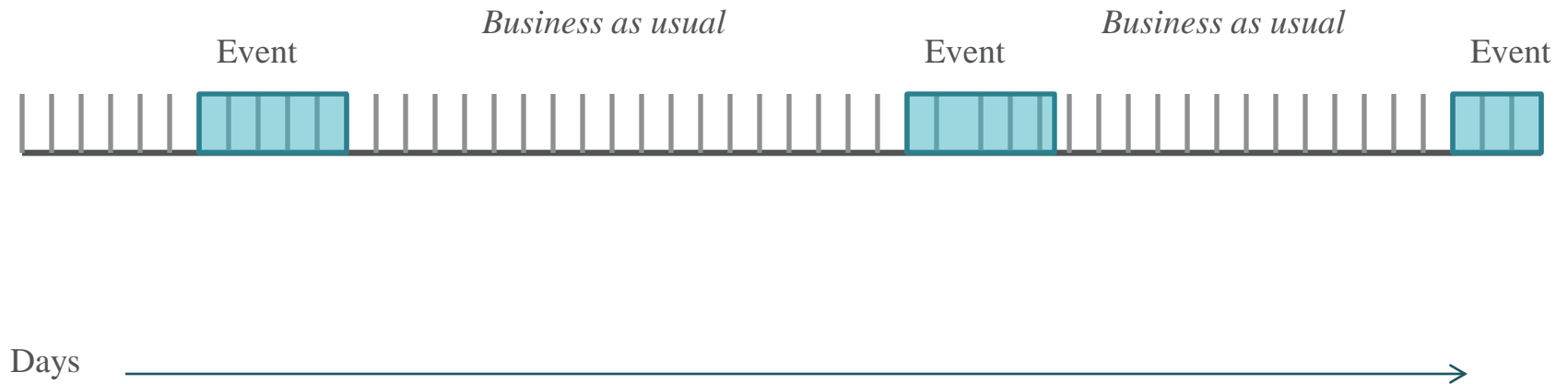
# Lean and Improvement Kata

## Typical Lean

Focus is on implementing tools and techniques.

What you see when you go on benchmarking trips.
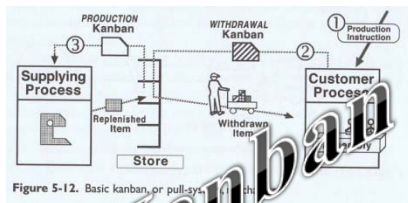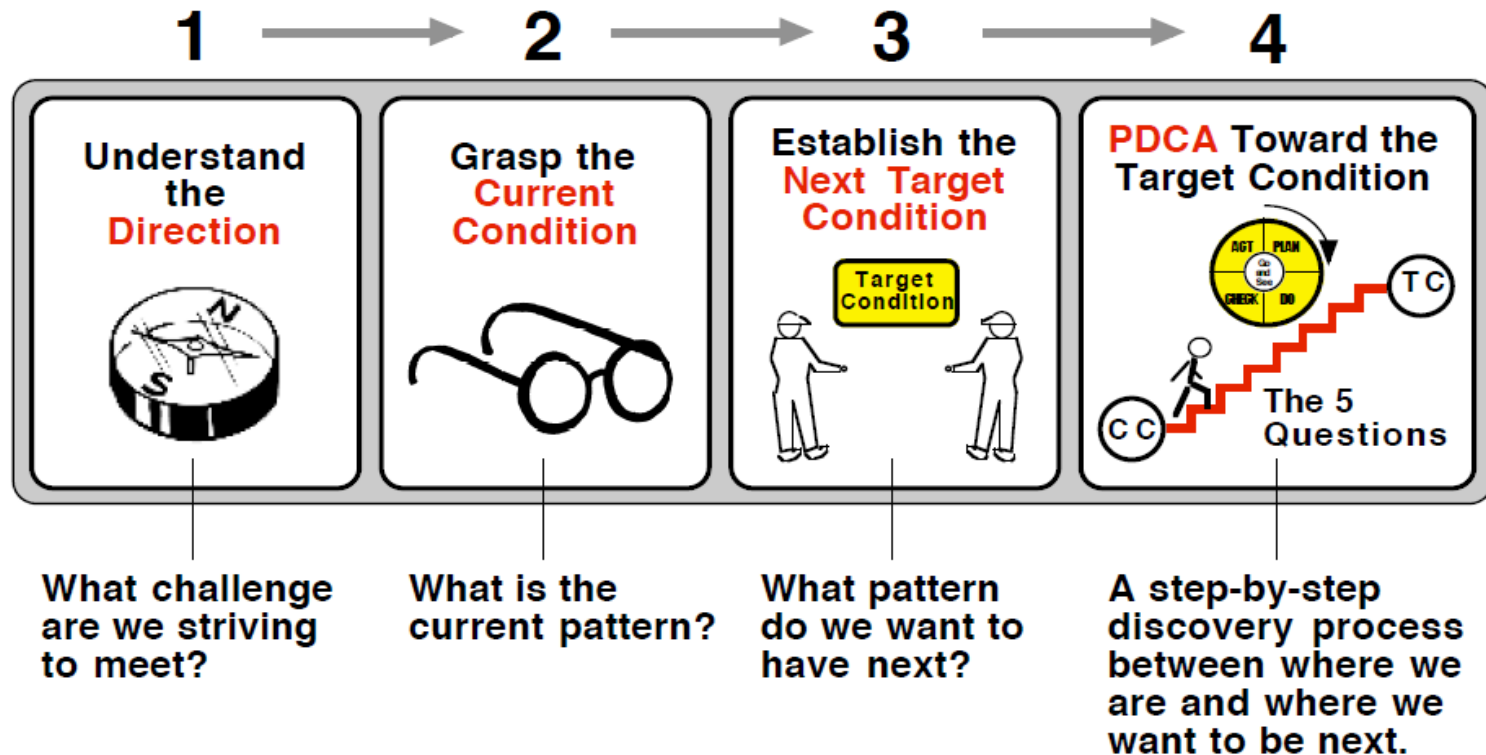
## Improvement Kata

Behaviors or katas of managers and staff in their daily routines.
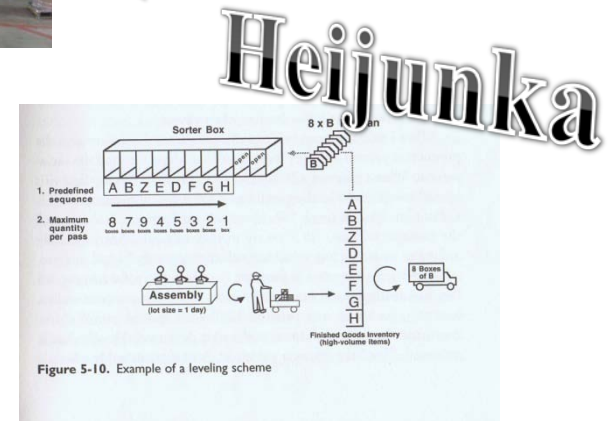
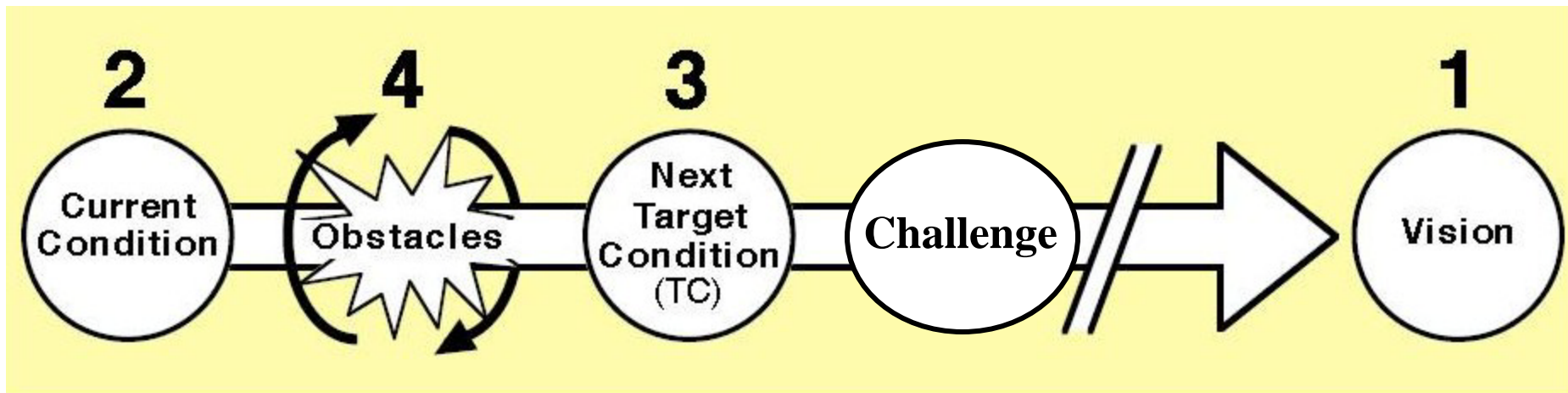# THE IMPROVEMENT KATA

## A routine practiced to make striving and scientific working a daily habit, based on four overall steps:
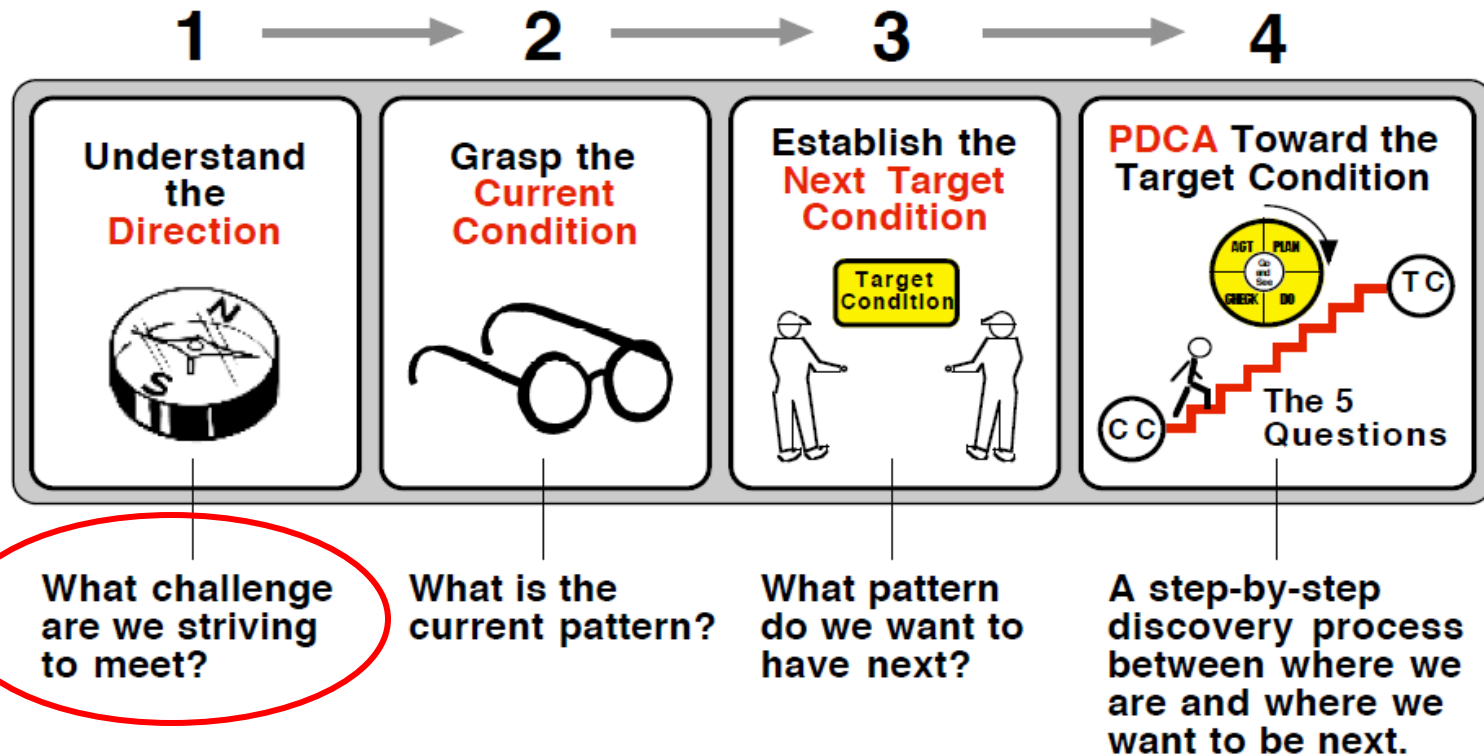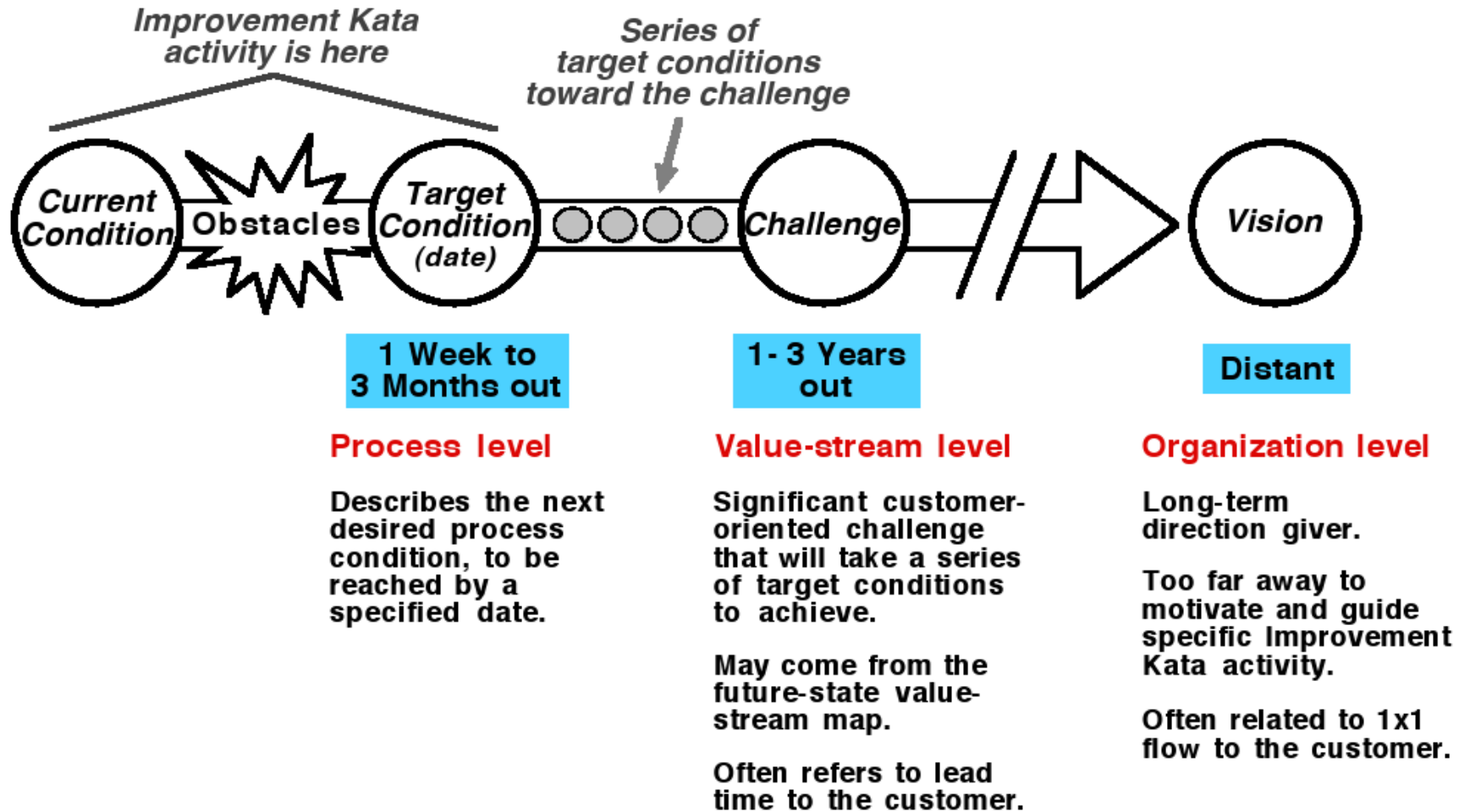


| 1 | 2 | 3 | 4 |
|---|---|---|---|
| **Understand the Direction** | **Grasp the Current Condition** | **Establish the Next Target Condition** | **PDCA Toward the Target Condition** |
| What challenge are we striving to meet? | What is the current pattern? | What pattern do we want to have next? | A step-by-step discovery process between where we are and where we want to be next. |

TOYOTA KATA

# The Four Routines

## of the Improvement Kata

# THE IMPROVEMENT KATA

## A routine practiced to make striving and scientific working a daily habit, based on four overall steps:



**1** → **2** → **3** → **4**

| Understand the **Direction** | Grasp the **Current Condition** | Establish the **Next Target Condition** | **PDCA** Toward the **Target Condition** |
|---|---|---|---|
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# A CONNECTED IMPROVEMENT TRAJECTORY
## The Improvement Kata pattern is purpose-driven activity



Improvement Kata activity is here

Series of target conditions toward the challenge

Current Condition — Obstacles — Target Condition (date) — ○○○○ — Challenge — ⟶ — Vision

**1 Week to 3 Months out**

**1- 3 Years out**

**Distant**

**Process level**

Describes the next desired process condition, to be reached by a specified date.

**Value-stream level**

Significant customer-oriented challenge that will take a series of target conditions to achieve.

May come from the future-state value-stream map.

Often refers to lead time to the customer.

**Organization level**

Long-term direction giver.

Too far away to motivate and guide specific Improvement Kata activity.

Often related to 1x1 flow to the customer.

# We will be the Best Children's Hospital

*Just what does that mean?*

# CPI "System" and Vision – more integrated

**No Waiting**

**No Harm**

Engage Everyone in a
Patient-Focused Philosophy

**"Just In Time"**

**Right service Right
amount Right time
Right place**

**Eliminate batches**

**Rapid Changeover**

**Balance the Work**

**Standard Work**

**Continuous Flow:**

**"Built-In Quality"**

**Make problems
visible**

**Never let a defect
pass along to the
next step**

**Error Proof**

**Stop when there is
a quality problem**

**Value Stream Improvement Through Waste Reduction**

Continuous Performance Improvement

# SO A CLOSER AND MORE SPECIFIC <u>CHALLENGE</u> IS OFTEN THE KEY DIRECTION-GIVER
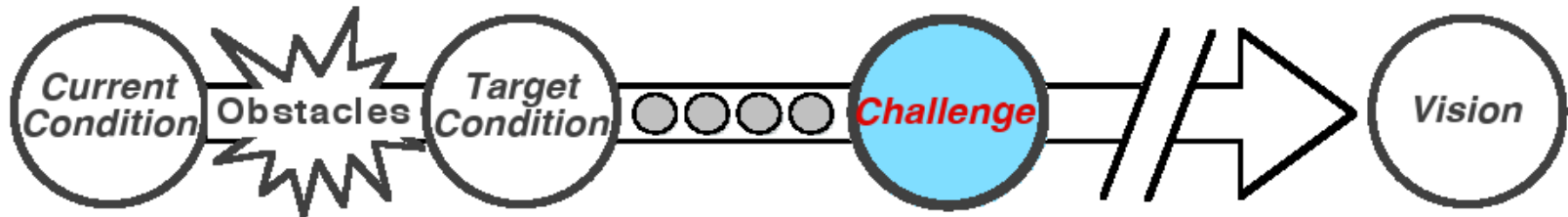


The challenge ensures that process-level improvement efforts have a focus and fit together.  Without a challenge...

- The organization is unaligned.  Improvement efforts and proposals are evaluated independently, instead of as part of reaching for something.  We tend to use short-term cost/benefit analysis to decide what to do, which dangerously keeps us inside our current knowledge threshold.

- We jump from one direction to another in trying avoid obstacles, rather than working through obstacles.  We don't use obstacles to guide us to the learning vectors, innovations and important competencies of tomorrow.

- Improvement efforts focus on reacting to daily problems ("troubleshooting") and trying to maintain the current level of performance, rather than reaching for a next, new level of performance.

# WHAT IS A CHALLENGE?

**A challenge is:**

- A non-negotiable objective related to better serving the external customer. It's often a lead-time goal.

- Typically at the value-stream level, pertaining to more than one process (see next page).

- Often 1-3 years out.

- Achievable, but we don't know in advance how we will achieve it. You don't need to figure out now how to get there. That's what the rest of the Improvement Kata is for.

- Not easy, but not impossible.

- A step toward to the vision.

You can think of a challenge like a sentence beginning with the words, *"Wouldn't it be great if we could..."*

# A CHALLENGE USUALLY PERTAINS TO MORE THAN ONE PROCESS
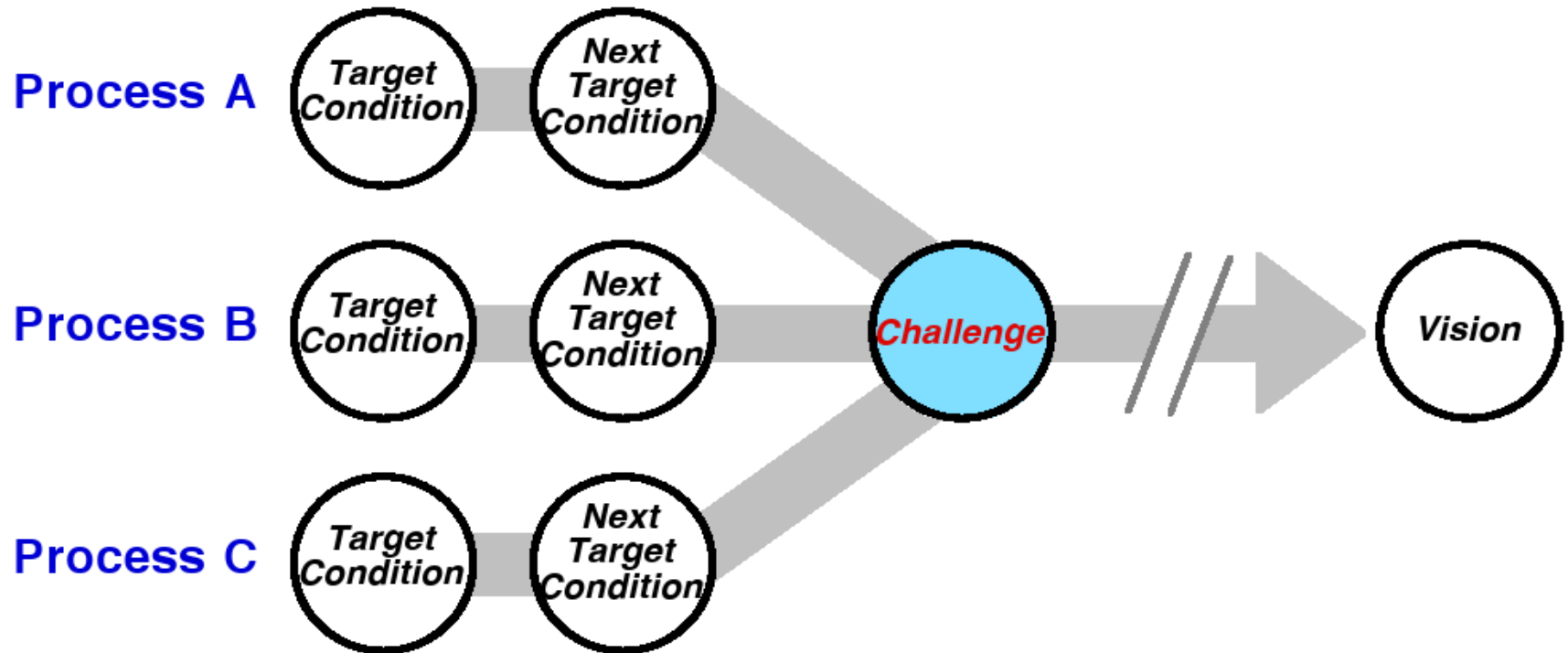
# CHALLENGE = A RALLYING POINT

**A challenge should be a description - a statement - of a desired state that people can rally around, not just a number. A good challenge focuses our attention and effort.**

| Challenge Description<br>*Wouldn't it be great if we could...* | Example<br>Rallying Statement |
|---|---|
| • *"...machine parts directly in the 1x1 assembly flow"* | • *"Machine to assemble"* |
| • *"...paint parts directly in the 1x1 assembly flow"* | • *"Paint to assemble"* |
| • *"...build one customer kitchen at a time and put it right on the truck"* | • *"Build to truck, kitchen at a time"* |
| • *"...have lab-test results done in 45 minutes, with no errors"* | • *"Take 45"* |
| • *"...take only 7 days from new patient referral to evaluation"* | • *"Just a week"* |
| • *"...assemble the day ordered, and ship the next day"* | • *"Same day, next day"* |

# THE IMPROVEMENT KATA INVOLVES MANAGEMENT AND LEADERSHIP

*Teaching the improvement kata is managements job*

*Establishing direction is part of leadership*
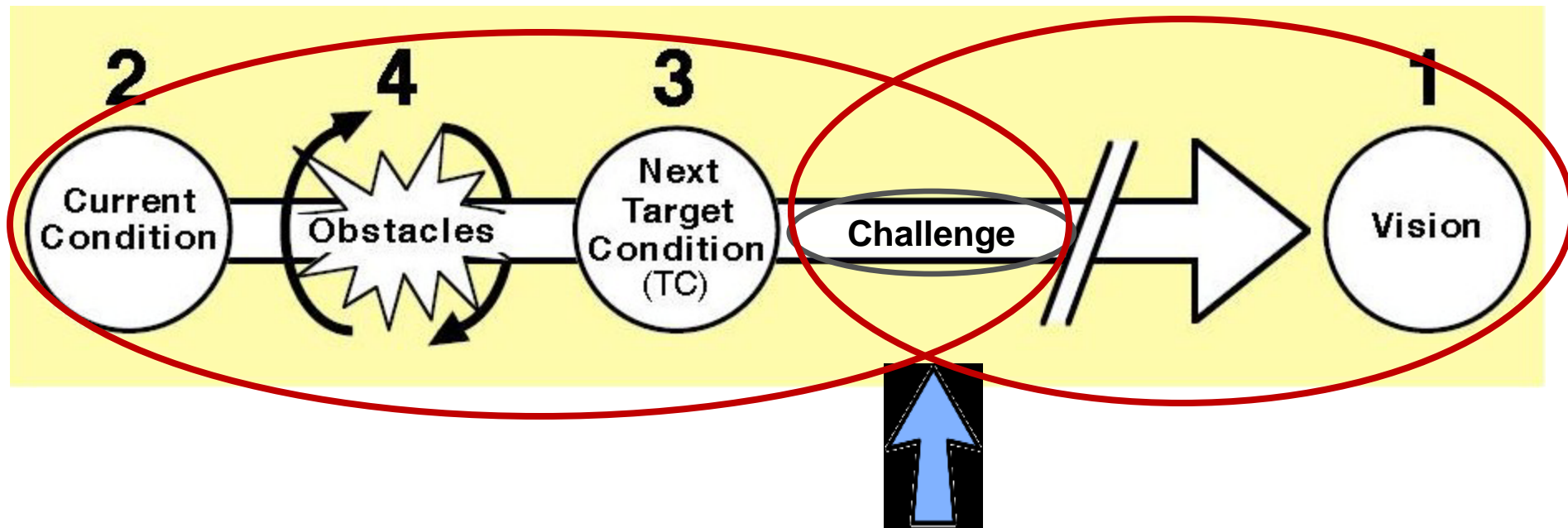


**The challenge is a link between process-level improvement and organization strategy**

What is the CHALLENGE:

Wouldn't it be great if…….

*We all could write clearly and consistently with both hands any time we wanted to.*

# ORIENTATION



You are here

**Understand the Direction**

What challenge are we striving to meet?

**Grasp the Current Condition**

What is the current pattern of working?

**Establish the Next Target Condition**

Target Condition

**PDCA Toward the Target Condition**

ACT PLAN
Go and See
CHECK DO

The 5 Questions
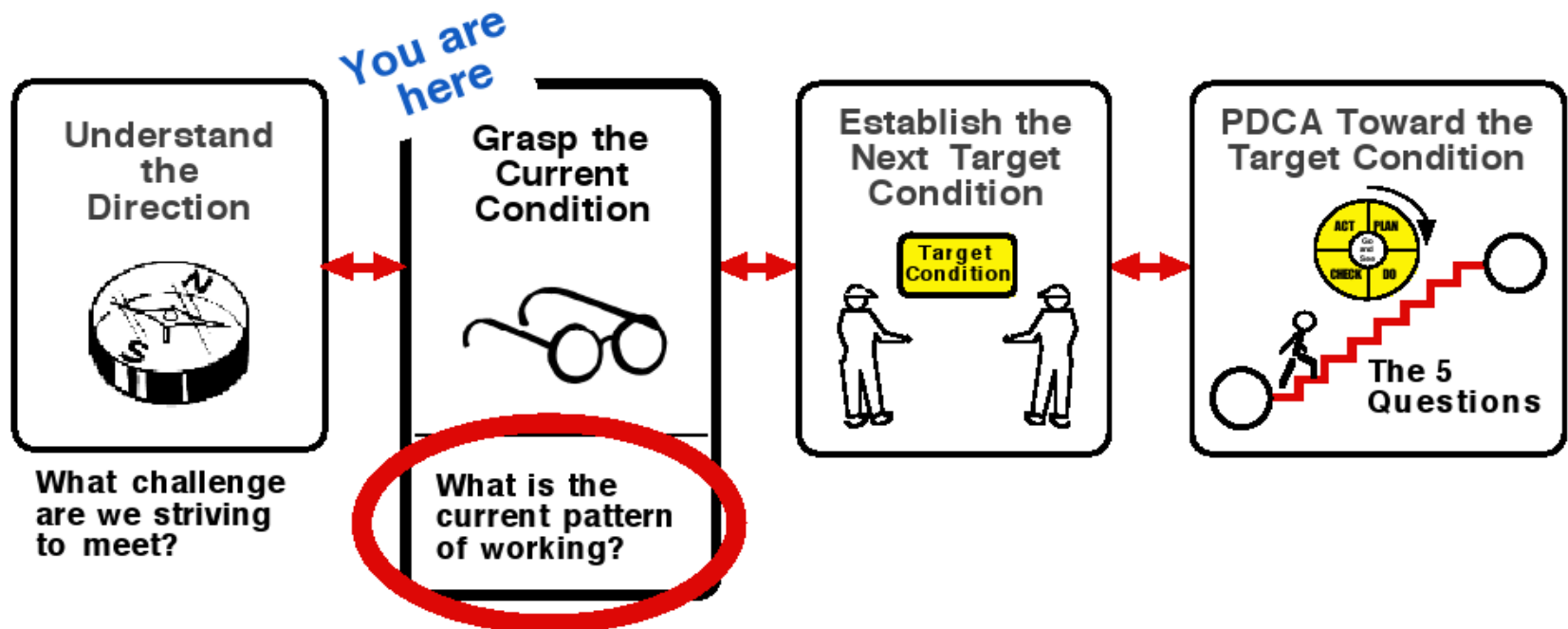
# THE PURPOSE OF THIS PROCESS ANALYSIS

**The purpose of the Toyota Kata process analysis
is <u>not</u> to uncover problems, wastes
or potential improvements**

**Analyzing the current condition is done:**
- **To obtain facts and data**
- **To look for the current pattern of operation**

# Process analysis components

1. What are the units of work, and how long do they take?
   1. Steps, sequence, time…
2. What are the typical patterns of work? - *diagram*

   • How is the process currently performing? *- data*
3. Do we have any machine constraints?
4. How many people are necessary for the process?
5. How is the process performing over time? - *data*

# ORIENTATION



**You are here**

| Understand the Direction | Grasp the Current Condition | Establish the Next Target Condition | PDCA Toward the Target Condition |
|---|---|---|---|
| What challenge are we striving to meet? | What is the current pattern of working? | What pattern do we want to have next? | The 5 Questions |
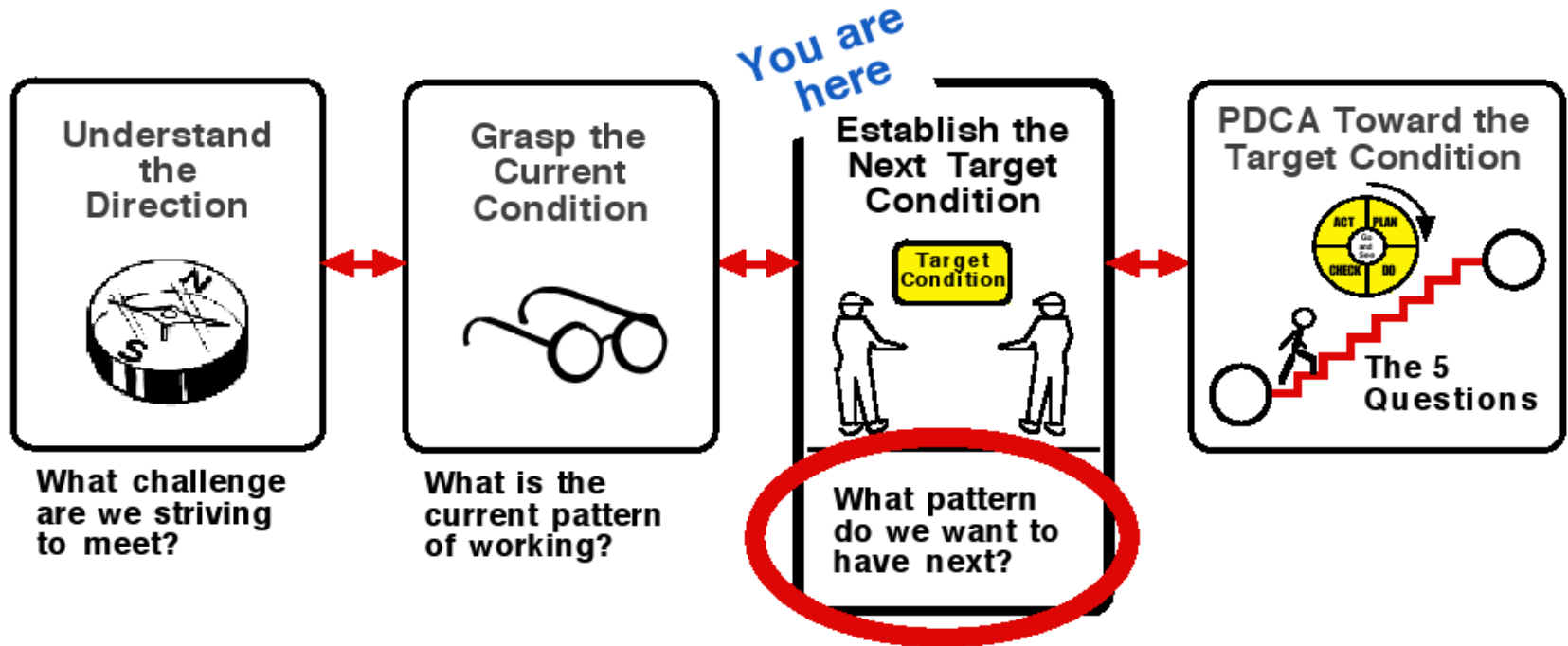
# HOW DO WE TEND TO TRY TO IMPROVE?

**We hunt for wastes or react to problems, and try to eliminate them**

Old Way

Current Condition

Problems, wastes and opportunities for improvement
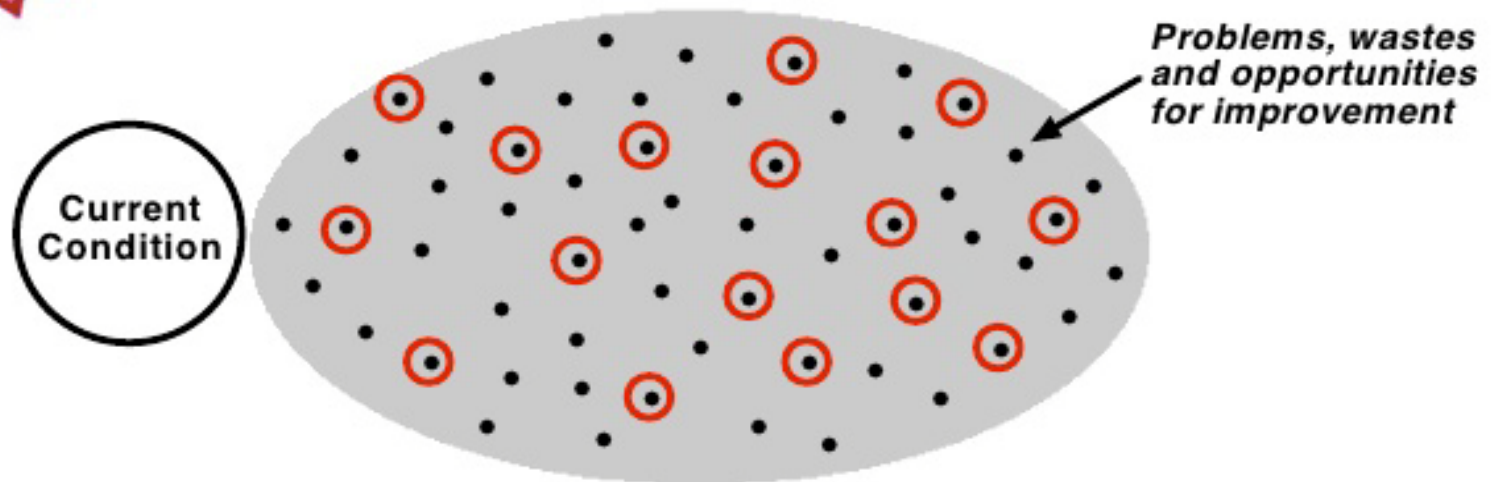
This scattershot approach may not achieve meaningful improvement that moves the organization forward.

It misspends our limited capacity for making improvements.

We don't learn much, because we're not experimenting.
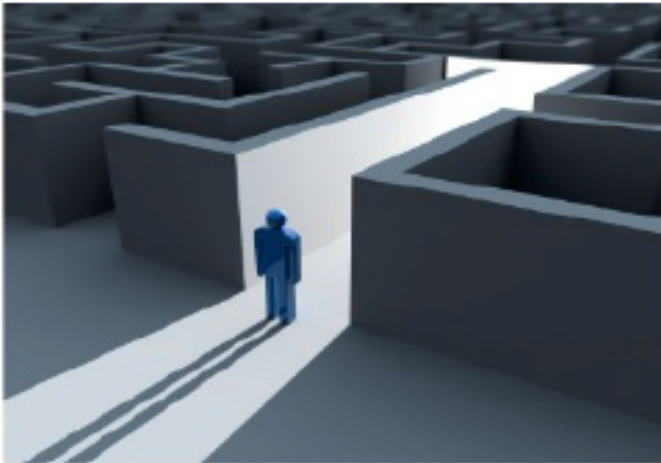
# THE IMPROVEMENT KATA IS A DIFFERENT APPROACH

With the improvement kata you work iteratively toward a target condition, on the way to a vision, learning along the way. You work on those things that you discover you *need* to work on to reach the next target condition.
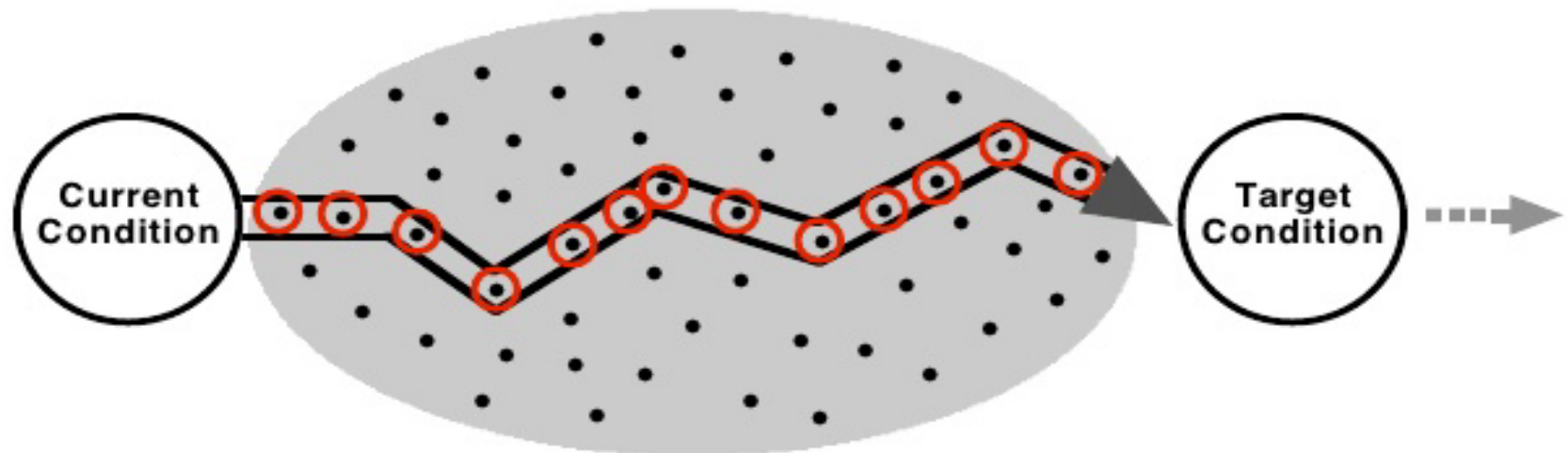
Diagram by Mr. Jeff Uitenbroek

© Mike Rother

TOYOTA KATA

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# WHAT IS A TARGET CONDITION?

**A target condition is:**

- A nearer-term desired state that is defined in more detail than the challenge.

- Typically at the individual process level.

- A step toward the challenge.

- Includes a specified target date, typically 1 week to 3 months out.

The challenge comes from leadership. A target condition is developed by the learner in dialog with the coach and the process team.

These are two different things developed by two different groups.

A target condition is like an overall hypothesis you test against in order to reveal key obstacles, using this question: *"What is now preventing us from working according to the target pattern?"*



Illustration from *The Team Handbook*, page 3-33
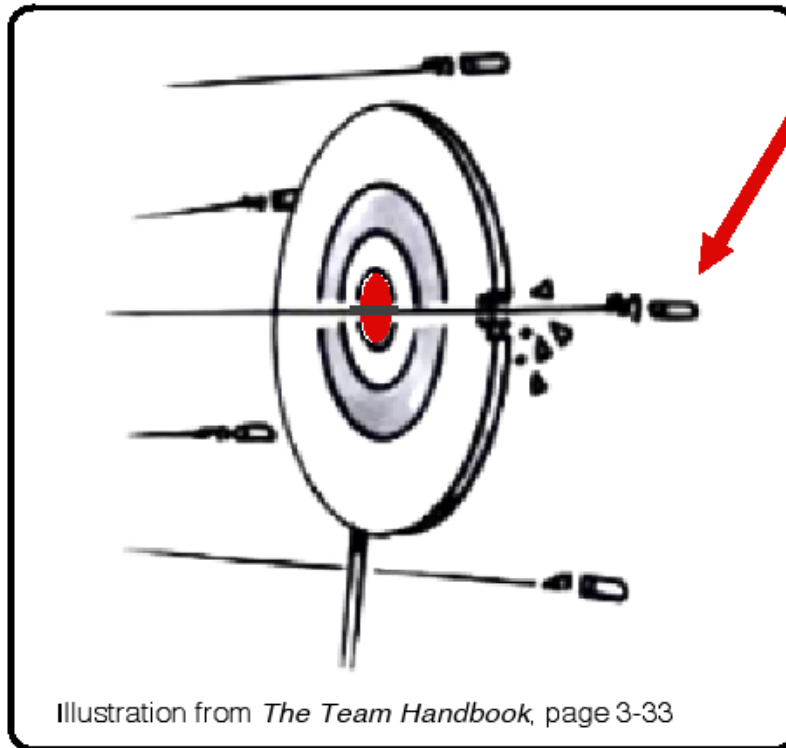
In contrast, PDCA without a target condition is like trying to learn from randomness



You will often hit your "threshhold of knowledge" and try to find THE answer

# 'BEYOND YOUR KNOWLEDGE THRESHOLD' MEANS YOU DON'T ALREADY KNOW HOW YOU WILL REACH IT

A target condition that you can already or quickly see how to reach - one that involves little trial and error - is not a good target condition. A good target condition requires experimentation and learning to reach it.

*The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark.*

~ **Michelangelo**

# TERMINOLOGY
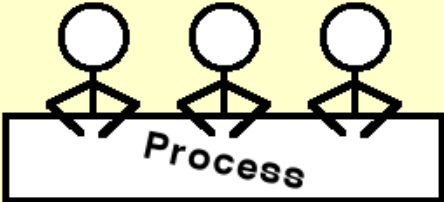
- A *target condition* is not a *solution*. It's something you are striving to reach by a specified date

- What you do to overcome *obstacles* (problems) on the way to a target condition are *solutions* or *countermeasures*

- *Adaptiveness* happens as you work step-by-step toward the target condition and adjust based on what you learn along the way
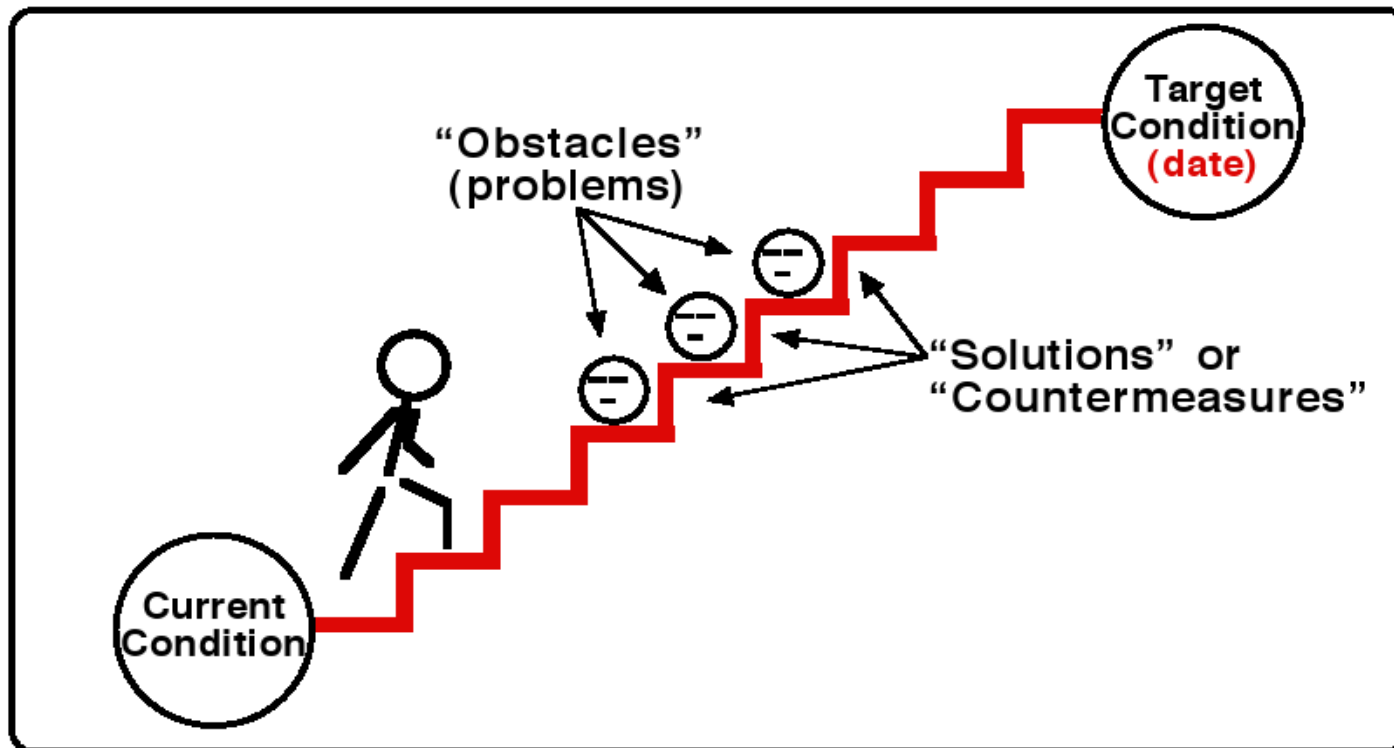
# TARGET CONDITION versus TARGET
## Learn the difference!

| TARGET CONDITION | TARGET |
|---|---|
| A learning goal. A discription of circumstances. | A performance goal. An outcome, result or score. |
|  Description of a desired pattern of how something should operate | Examples: Inventory level Inventory turns Lead time Output per hour Cost, Labor cost Quality level Productivity etc. |
| This is actionable We predict the process operating in this pattern will generate................ | Cannot be achieved directly .....this outcome / result |

A *target* is simply an outcome, while a *target condition* is a description of circumstances -- of an operating pattern -- that you predict will result in the outcome

# EXAMPLES

| **TARGET CONDITION**<br>A learning goal.<br>A discription of circumstances. | **TARGET**<br>A performance goal.<br>An outcome, result or score. |
|---|---|
| **Desired pattern for how basketball team plays** → | **10% more shots made** |
| **Desired pattern of how math and science are taught.**<br>**Desired pattern of student study habits.** → | **All 6th grade students in our school passing the standardized test for math and science** |
| This is actionable<br>We predict the process operating in this pattern will generate............ | Cannot be achieved directly<br>........this outcome / result |

# Target conditions consist of

- Defined steps, sequence, timing
- Process characteristics *(examples)*
  - Number of workers
  - Regulatory requirements
  - Shifts, etc..
- Process metrics
- Outcome metrics

# OBSTACLES TO THE TARGET CONDITION ARE WHERE DAILY RAPID PDCA CYCLES HAPPEN
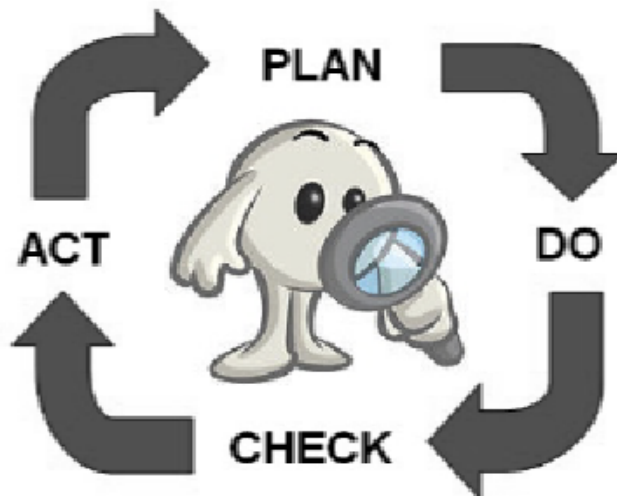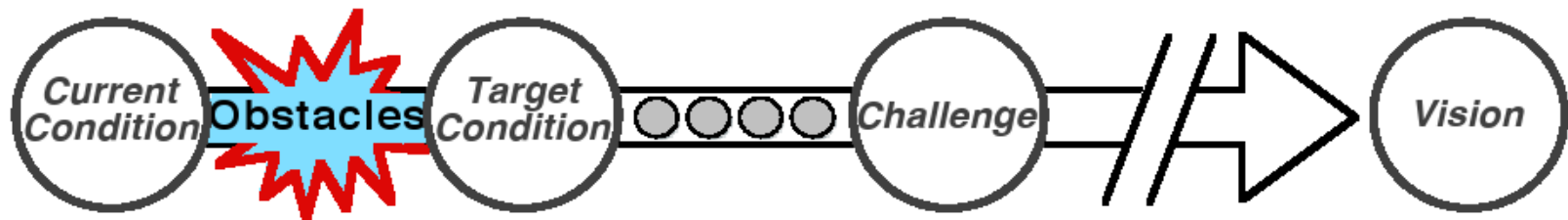


Here we've reached the level in the organization where the process of evolution takes place.

# Let's Practice

## Current Condition

- Describe your current capabilities in writing and drawing

## Target Condition – by next Tuesday

- Words are written individually, in the same order in 10 seconds
- Anyone can read the words
- Loops and letters are smooth and even
- Star shape has five points that are of equal shape

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Continuous Performance Improvement

# ORIENTATION



**You are here**

| Understand the Direction | Grasp the Current Condition | Establish the Next Target Condition | PDCA Toward the Target Condition |
|---|---|---|---|
| What challenge are we striving to meet? | What is the current pattern of working? | What pattern do we want to have next? | The step-by-step discovery process between where we are and where we want to be next |

The 5 Questions
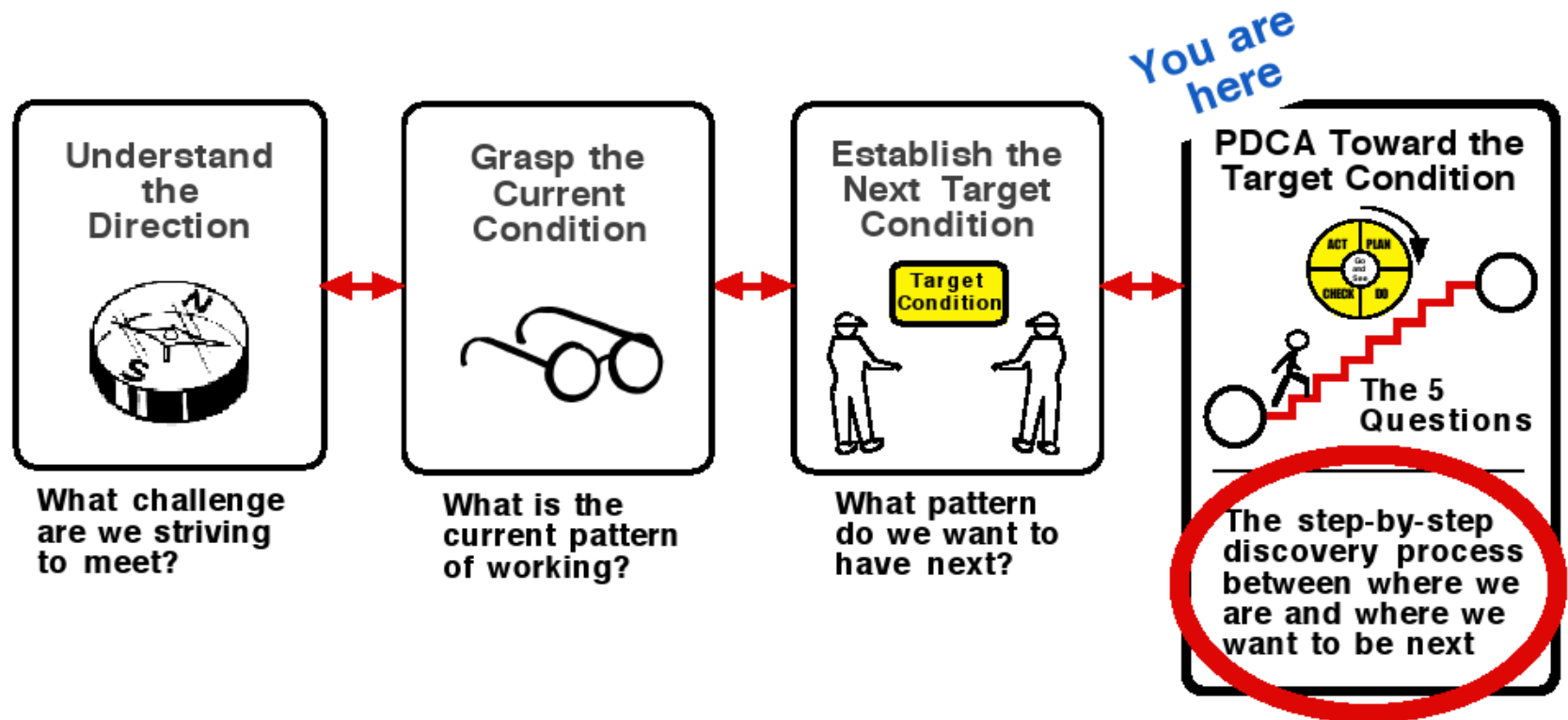
# Most Important:
# ASSUME THE PATH IS UNCLEAR

We make a plan and intend to execute the plan.  But reality is neither linear nor predictable enough for this alone to be an effective means for achieving our target conditions.

With complex systems we cannot plan or aim so well up front as to hit the target condition.  Regardless of how well you planned, the path to achieving the target condition is somewhat of a grey zone.



**The grey zone**

Current State — Next Step ... Target Condition
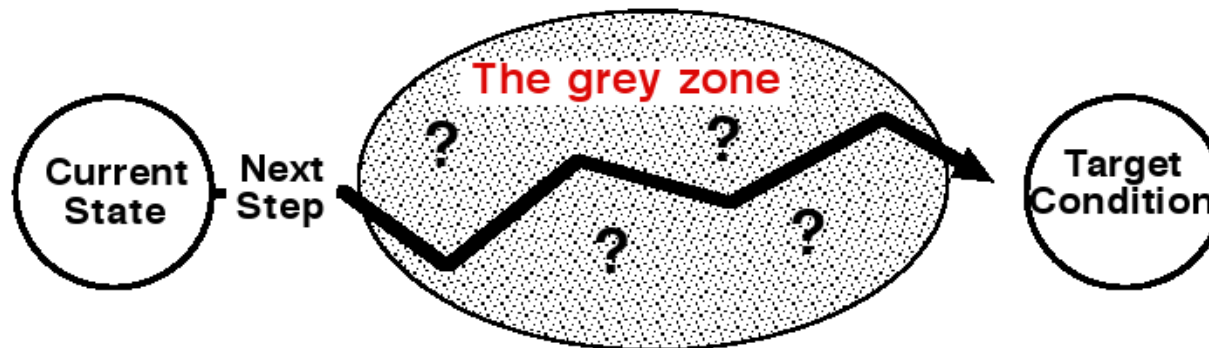
*A target condition is a setup for experimenting at the threshold of knowledge*

# TIME TO PUT ON YOUR SCIENTIST HAT

# WHAT IS SCIENTIFIC THINKING?

## Learning along the way to the target condition

Because the path to a target condition cannot be predicted with exactness, we have to find that path by experimenting like a scientist. With each insight a scientist adjusts his/her course to take advantage of what has been learned.

| What we may think *scientific* is | • Quantification and precision<br>• Objective and certain<br>• Reveals what is there<br><br>Eg: *We have made the right plan* |
|---|---|

| What *scientific* really is | • Involves uncertainty, ambiguity & incompleteness<br>• Never free from error<br>• A process of discovery, via systematic trial and error<br><br>Eg: *Our plan is a hypothesis* |
|---|---|

# THIS IS THE WELL-KNOWN PDCA CYCLE

**(4) Standardize/stabilize** what works, or begin the PDCA cycle again.

**(1) Define what you** expect to do and to happen.

This is the hypothesis or prediction.

ACT | PLAN

CHECK or Study | DO

**(3) Compare** actual outcome with expected outcome.

**(2) Test the hypothesis,** ie. try to run the process according to plan. Observe closely.
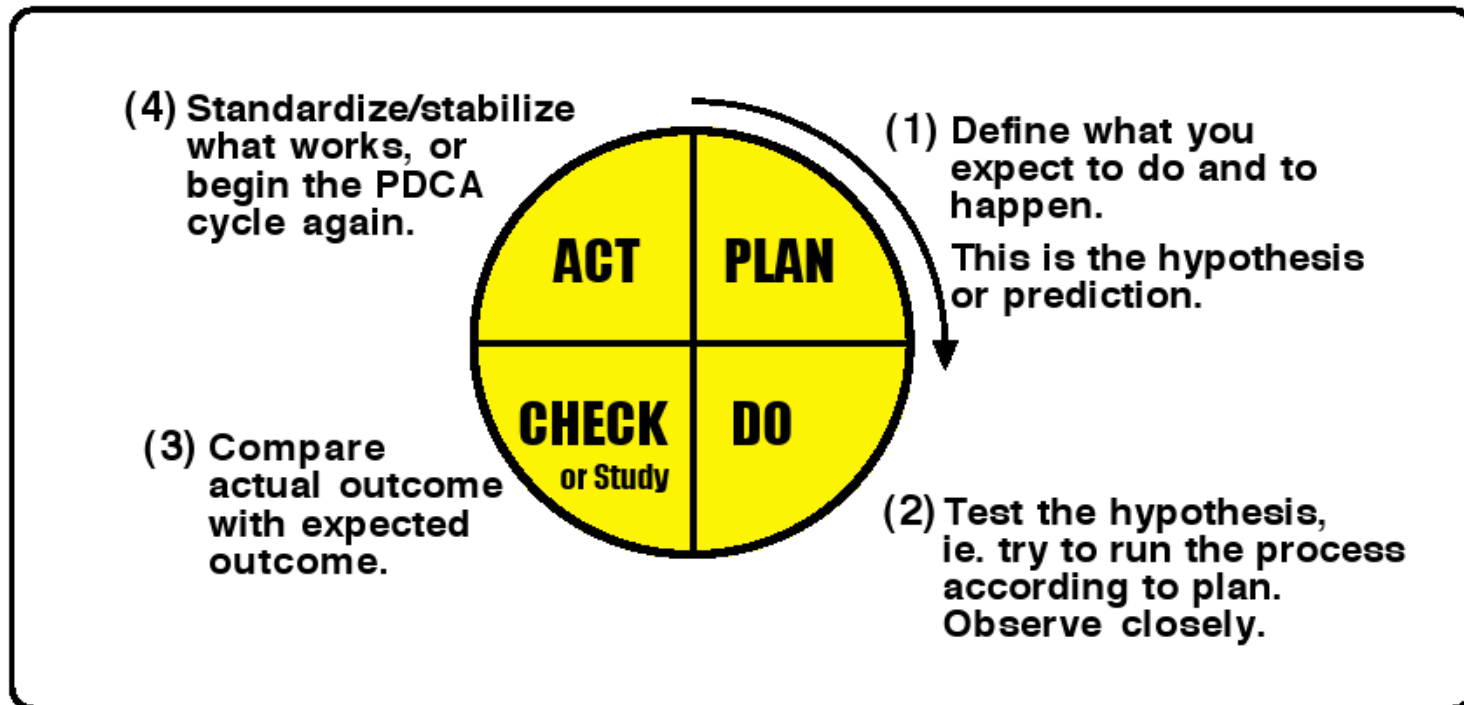
**But let's take a closer look at how it works...**

# 'SURPRISE' IS HOW PDCA HELPS YOU LEARN AND IMPROVE

## Learning happens when reality differs from expectation

Unexpected results (surprises) lead to valuable learning experiences. The Improvement Kata mindset seeks to use these lessons.

A. The purpose of PDCA is to generate surprises and thus opportunities for learning & progress toward the target condition.

B. Using small failures as learning opportunities also develops the improvement expertise of the learner.

# WATCH FOR THE KNOWLEDGE THRESHOLD

## This is where you experiment with PDCA
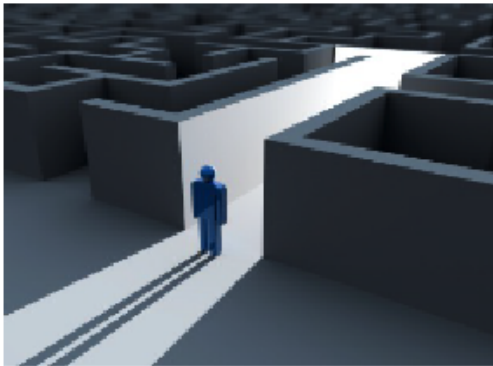
The threshold of knowledge is the point at which we have no data and start guessing.

There's always a knowledge threshold.

When something other than what we expect happens, the knowledge threshold becomes visible. When a plan, step, belief or hypothesis turns out to be incorrect, you're at the *learning edge*.

**Predictable Zone** | **Uncertainty / Learning Zone**

Obstacles

?

?

Unclear Territory

?

Next Target Condition

Current Knowledge Threshold

We want to be here next
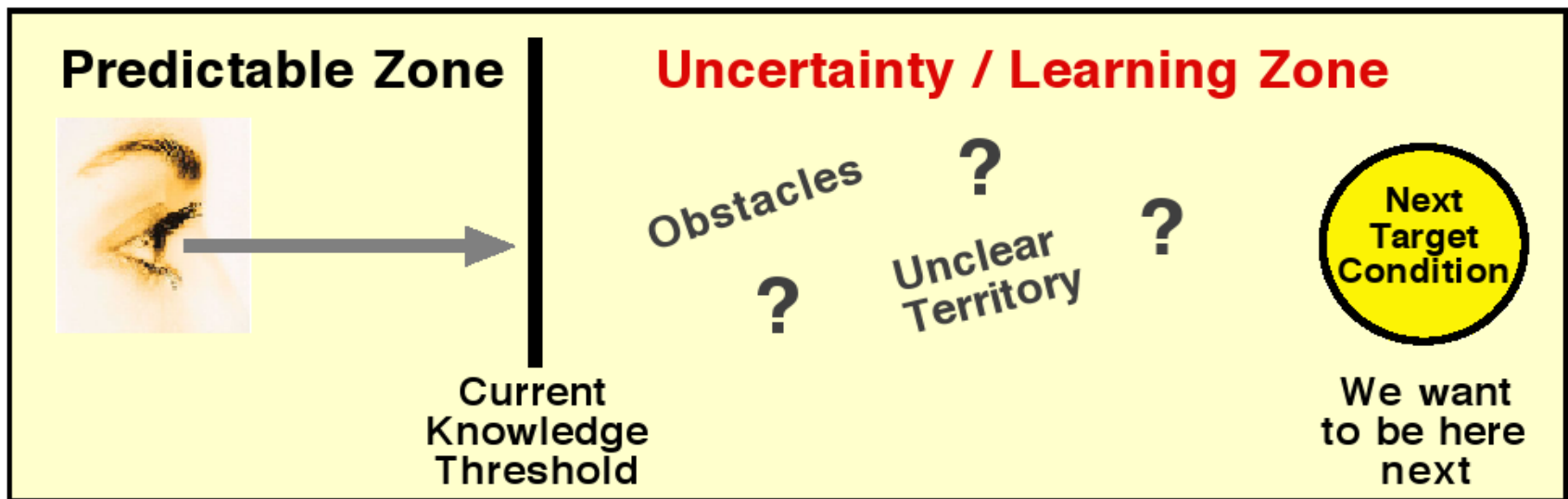
# SMALL PDCA CYCLES = MORE LEARNING

## When should you 'check'?

| Old Way | Improvement-Kata Way |
|---|---|
| • Check infrequently (eg: weekly)<br><br>• Big PDCA cycles | • Check after each step<br><br>• Small PDCA cycles (short & frequent) |



Target condition
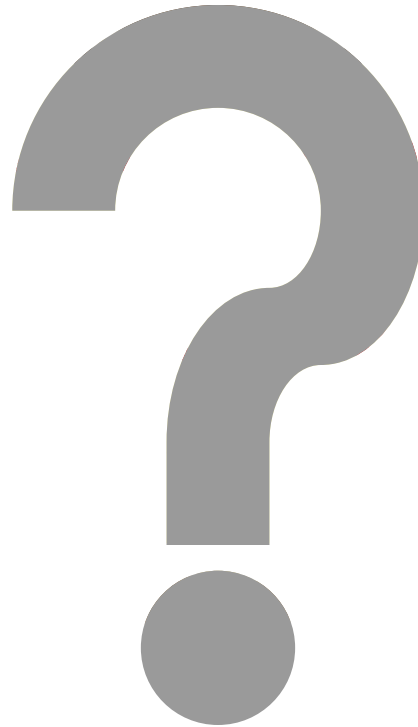
Current condition



Target condition

Current condition

SMALL PDCAs
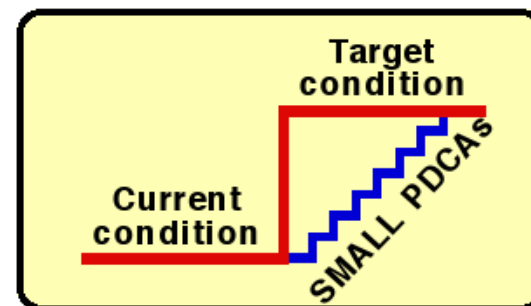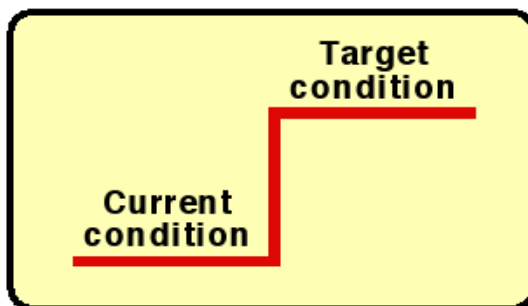
# When you experiment
# TRY NOT TO THINK TOO FAR AHEAD

You don't actually know what the result of the next step will be. So concentrate on the next step, because what you learn from that may influence the step after that.



"Every step taken alters the horizon, changes the field of vision, causing us to see what had been thus far circumscribed as something quite different."

~ James P. Carse, NYU
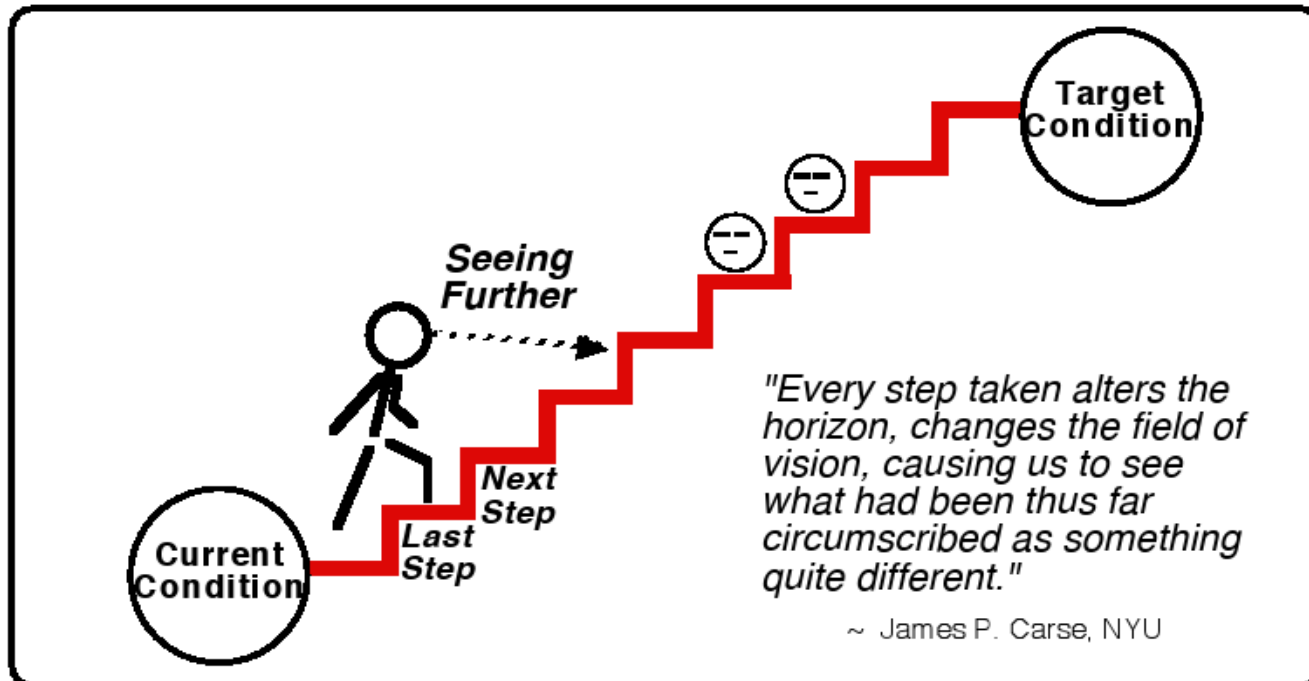
# AND KEEP THIS QUESTION IN MIND

Target condition

- Words and shapes are written individually, in the same order in 10 seconds

- Anyone can read the words

- Loops and letters are smooth and even

- Star shape has five points that are of equal shape

What is preventing us from being able to reach our target condition?

# What are the obstacles that are preventing you from reaching your target condition?

Make a list on the back side of your paper….
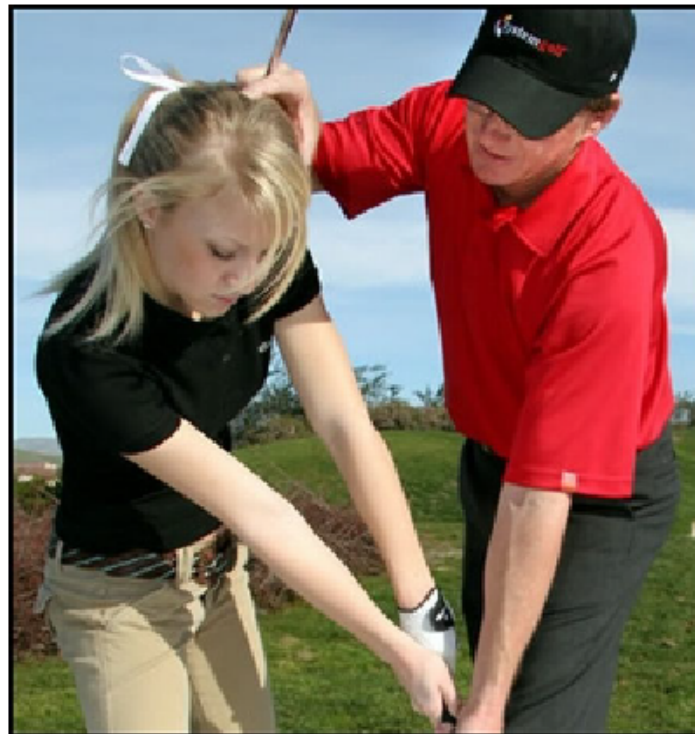
# ORIENTATION



Understand the Direction

Grasp the Current Condition

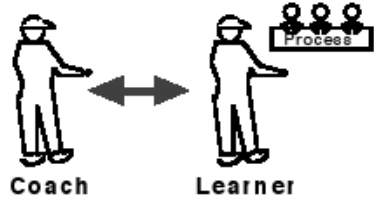Establish the Next Target Condition

Target Condition

PDCA Toward the Target Condition

The 5 Questions
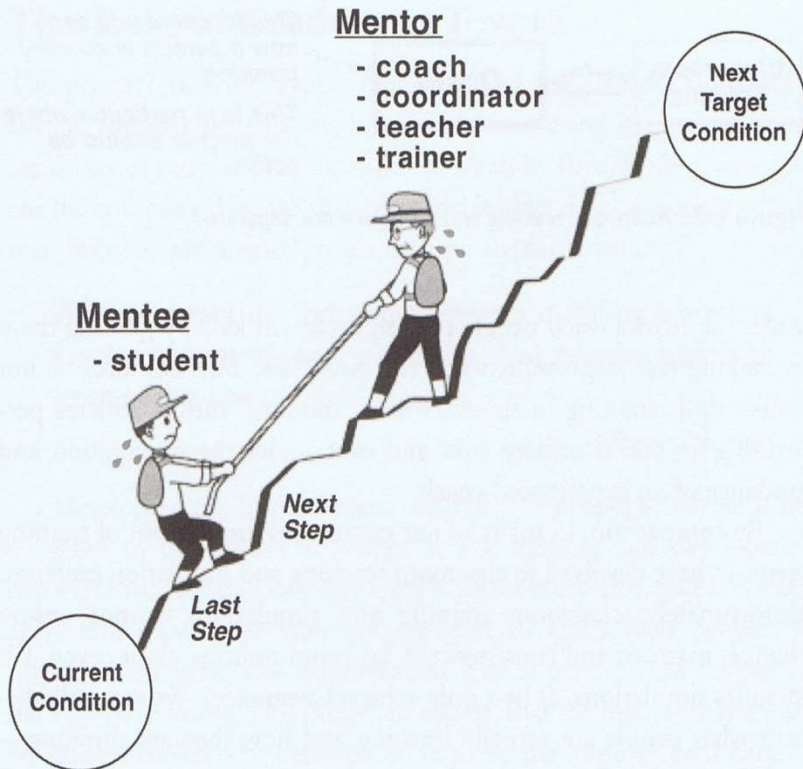
You are here

Conduct Coaching Cycles

Coach     Learner

Process

Teaching the improvement kata through coached practice

# Coaching



Figure 8-2. Toyota's classic depiction of its mentor/mentee approach
Note: Labels and current- and target-condition circles were added by the author.

It's about developing people, not solving the problem or overcoming the obstacle

Let the learner make a mistake, we learn best on the edge of our knowledge.

# THE INTENTION OF A COACHING CYCLE IS NOT AUDIT AND COMPLIANCE

It's this...

...not this



**Teaching the learner how to play the continuous improvement game**

# THE TWO FUNDAMENTAL ROUTINES AT THE CORE OF COACHING CYCLES

## The 5-Question Coaching Dialog

## Rapid PDCA Cycles

### COACHING KATA

#### The Five Questions

1) What is the target condition?

2) What is the actual condition now?

3) What obstacles do you think are preventing you from reaching the target condition?

   --------(Turn Card Over)-------------------->

   What obstacle are you addressing now?

4) What is your next step? (next PDCA / experiment) What do you expect?

5) When can we go and see what we have learned from taking that step?

#### PDCA CYCLES RECORD

Date:

Process:

Process Metric

| Step | What do you expect? | Coaching Cycle | EXPERIMENT | Result | Observe closely | What We Learned |
|------|---------------------|----------------|------------|--------|-----------------|-----------------|
|      |                     |                |            |        |                 |                 |

**Five-Question Card Used by the Coach**

**PDCA Cycles Record Used by the Learner**

# BE CAREFUL ASKING *WHY?*

The Lean community promotes *"asking why five times"* as a means to help get to the root cause of a problem. This is fine if you are asking the question of yourself.

However, when a coach asks a learner *"why"* it can easily seem confrontational rather than constructive, especially if *"why"* is asked repeatedly.

You're asking questions to help you see the learner's current thinking pattern, and for that purpose it may be better to use questions beginning with the word *"what"*.
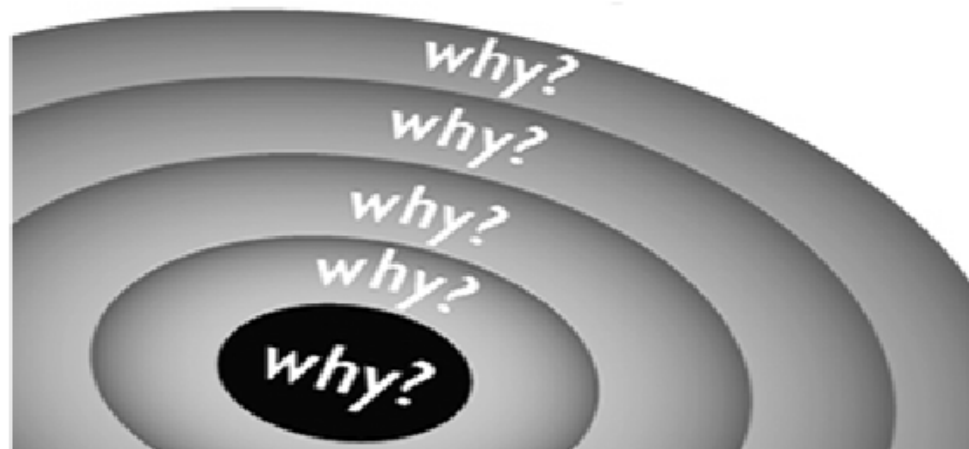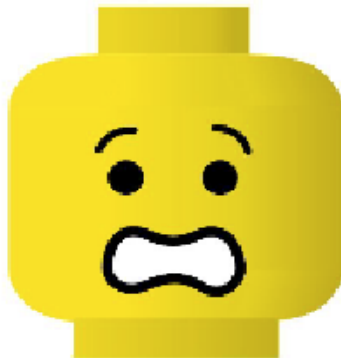


**In the spirit of the Improvement Kata, think of it as five *experiments* rather than five "whys"**

# Let's practice

Coaching Meeting #1

Pick a partner – one person is the Coach, one is the Learner

Learner - Review your list of obstacles

Learner - Identify *ONE* obstacle that is preventing you from reaching the target condition

Coach – Review the coaching card questions in order with the Learner

Switch roles

# It all about linking improvement with learning….

## Improvement Kata

- Routines performed by a mentee (learner) while being coached by a mentor

## Coaching Kata

- Scheduled and structured coaching routine performed at the"Gemba"

Coaching occurs outside of routine scheduled sessions as the threshold of the mentee knowledge and ability has to be extended
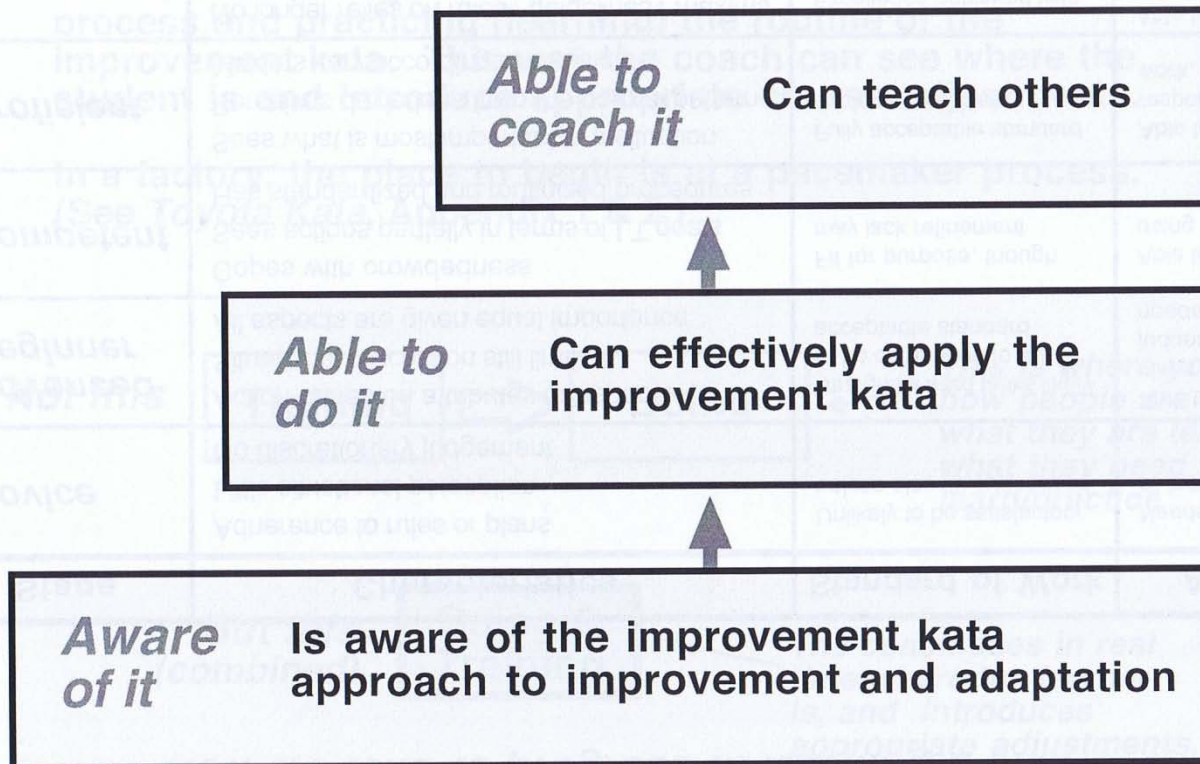
# Key Foundational Principles:

Not an implementation process, as in a tool of lean. It is a way of changing behavior and mindset.

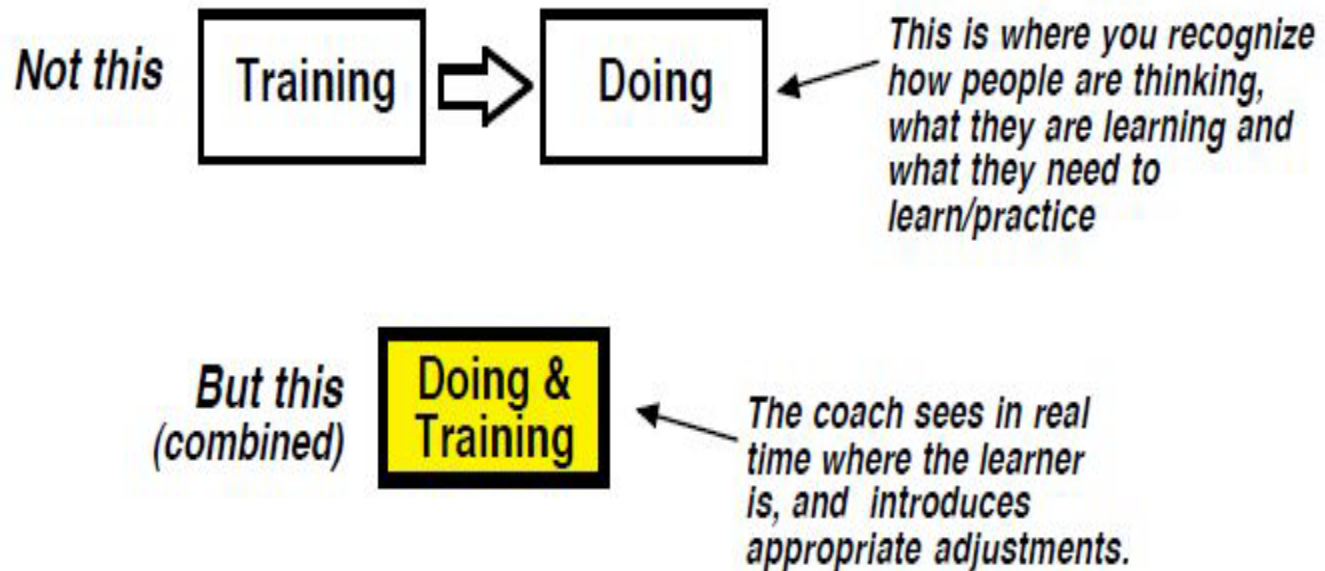Establishing new thought and behavior takes practice and coaching.

We should always be asking - 'is the process performing as expected…(at the Target Condition)'?

# Toyota Kata Learning Progression



**Able to coach it** — Can teach others

**Able to do it** — Can effectively apply the improvement kata

**Aware of it** — Is aware of the improvement kata approach to improvement and adaptation

# Combine training and doing!



Not this: **Training** ⇒ **Doing** — This is where you recognize how people are thinking, what they are learning and what they need to learn/practice

But this (combined): **Doing & Training** — The coach sees in real time where the learner is, and introduces appropriate adjustments.

# In Conclusion

Toyota Kata is a management system focused on process and people development

Managers coach others to drive continuous improvement and the achievement of challenging objectives in all aspects of an organization.

It is a system of leadership practice which drives adaptive thought and behavior.

Seattle Children's
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What questions do you have?