



Welcome
to the
Kata Coaching Dojo

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It would also be great if you mention **www.Kata-Dojo.com** somewhere in your presentation and promote it as our common platform for sharing our Kata Coaching Dojo exercises and experiences.

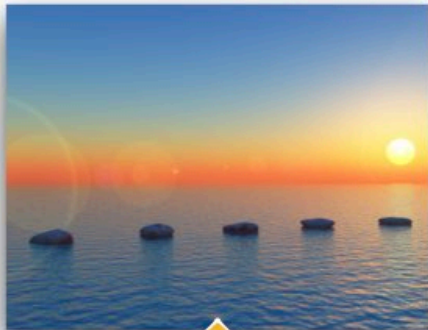
Text adapted from Mike Rother

We need more Active Optimists

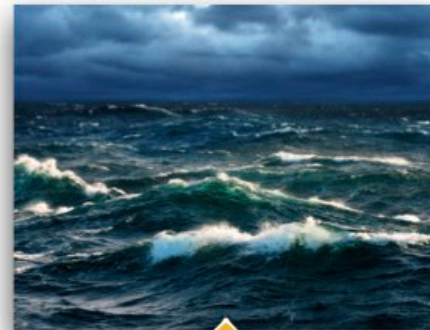
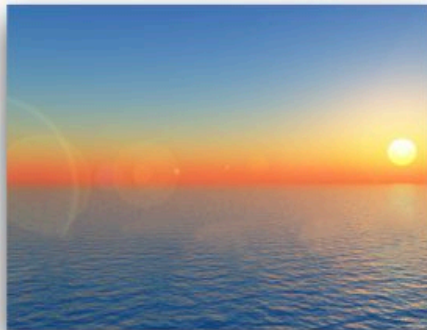
knows the direction + has ability to find a way + wants to do it



The 5 Questions of the Coaching Kata are like Stepping Stones — a helpful pattern for coaching



This is where we start

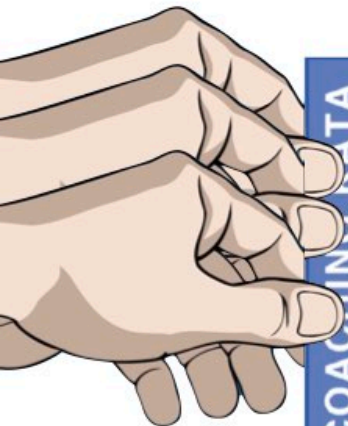
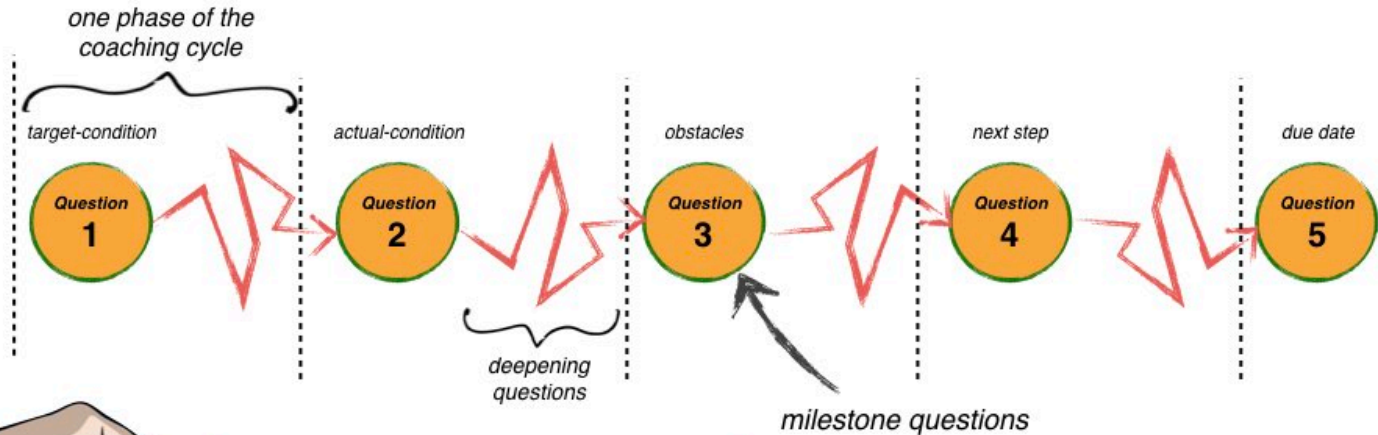


This is what we want to master



The 5 Questions are Milestones for the Conversation

Tip: „Rule of thumb“ - How to stay on track



COACHING KATA

The Five Questions

- 1 What is the **Target Condition**?
- 2 What is the **Actual Condition** now?
-----*(Turn Card Over)*----->
- 3 What **Obstacles** do you think are preventing you from reaching the target condition?
Which **one** are you addressing now?
- 4 What is your **Next Step**? (Next experiment)
What do you expect?
- 5 How quickly can we go and see what we **Have Learned** from taking that step?

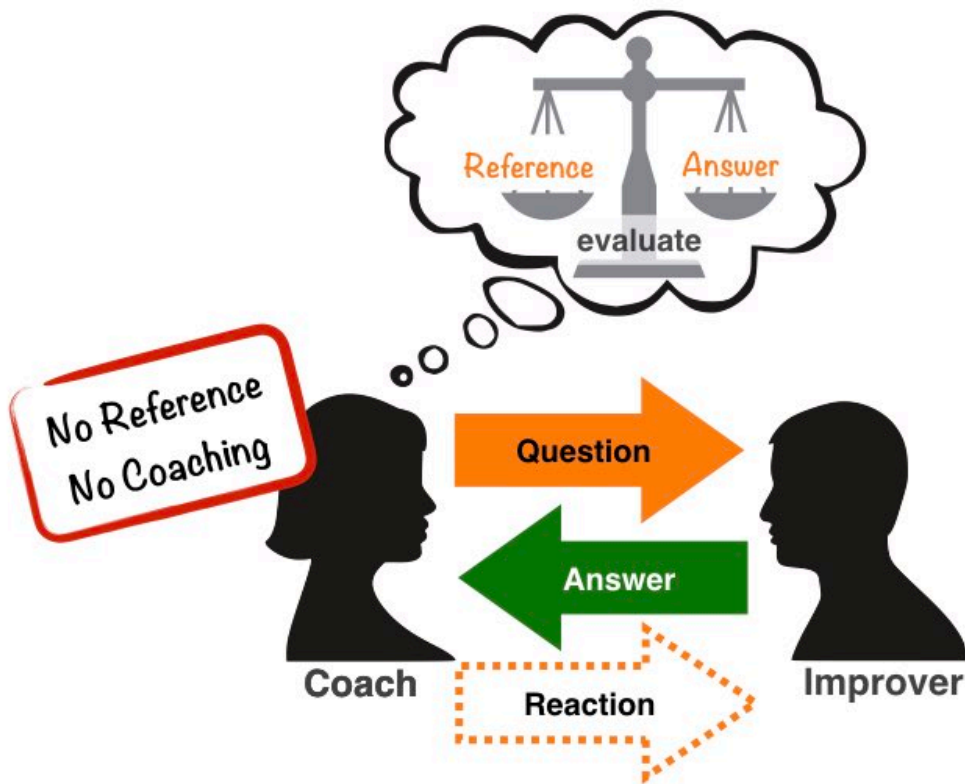
*You'll often work on the same obstacle with several experiments

*The Coach should always be aware in which phase the conversation is.
To do so use the „rule of thumb“:*

Follow the questions on the card with your thumb, always putting it on the last question asked.

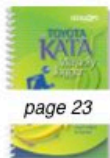


Helpful coaching requires more than the Starter Kata



Requirements beyond the 5 questions of the CK:

- **Hear** the answer
- **Evaluate:** Compare answer with reference
- **React** situational, often with deepening question



Feedback for the Coach might not develop coaching skill as much as we think.



**Feedback does not offer opportunity for repeated practice.
Getting Feedback \neq Being Able To Do It**

In sports we purposefully distinguish between two different settings to improve skill



apply



(2nd)-Coach observes and identifies **individual fields of learning.**



learn



Improve **individual** fields of learning by:
(1) **frequent repetition** of
(2) **specific exercises.**

DELIBERATE and REPEATED practice makes perfect.

is able to improve his approach with each round



Coach

repeatedly simulates the same situation within a coaching-cycle



„Improver“

Observer

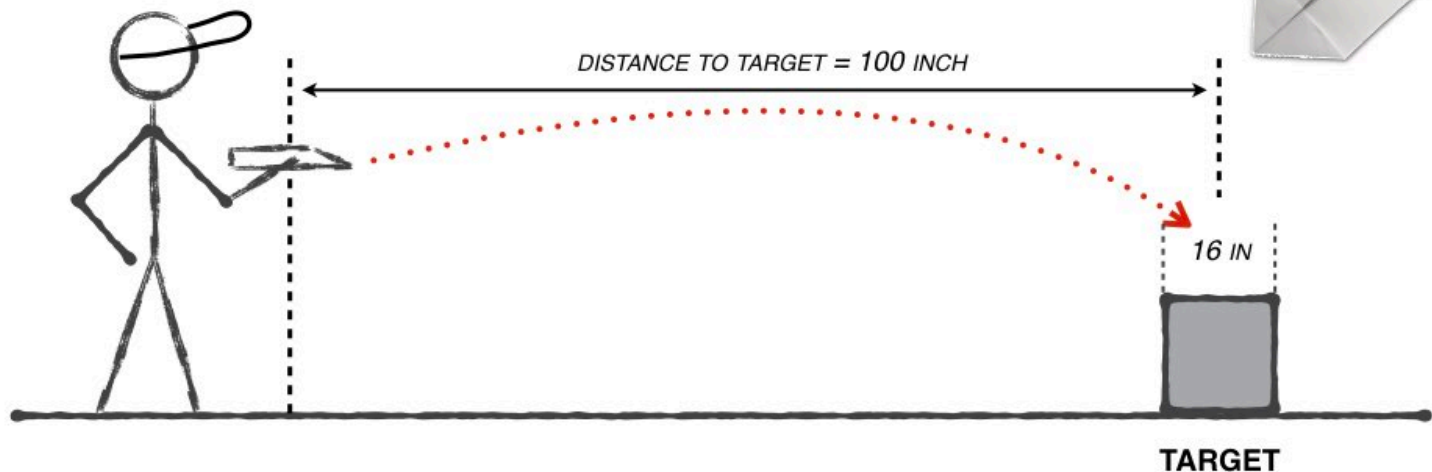
gives short feedback after each round



Kata Jet: A simple process for practicing



side view

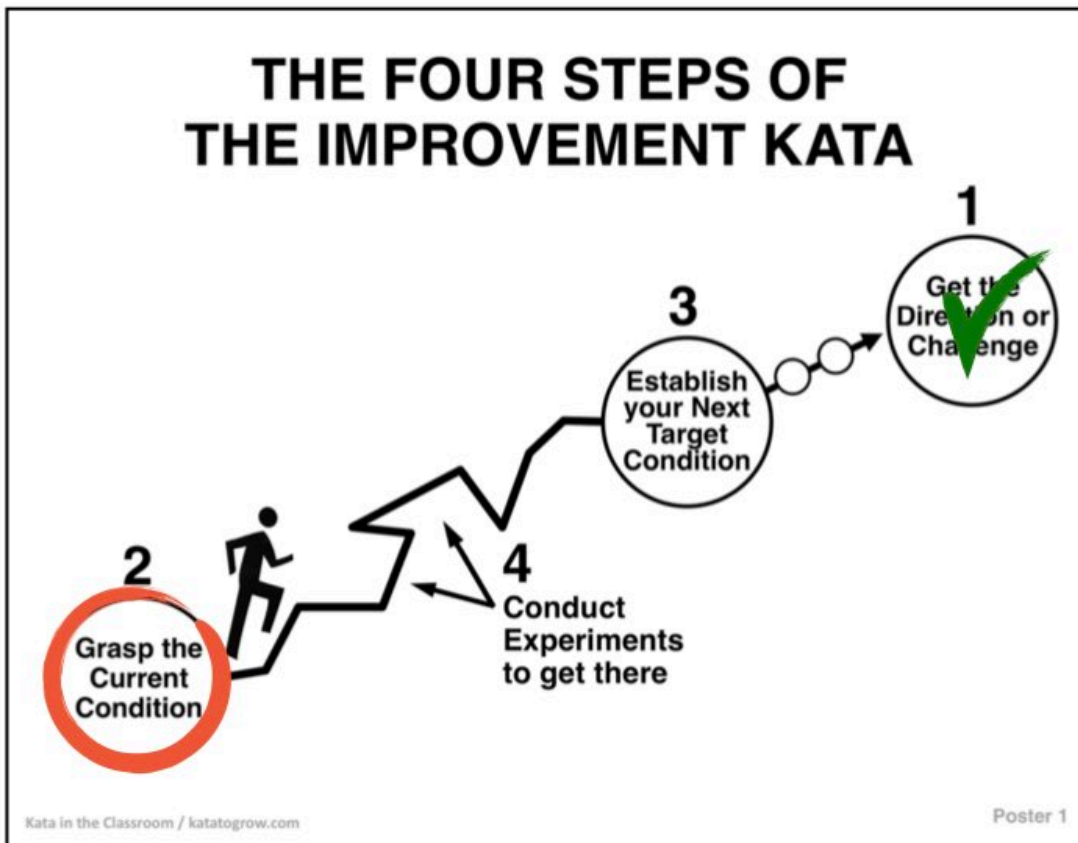


The Challenge:

Hit the target with a hit rate of 100% (zero defects)

This is not a production process. Think like improving quality for the customer.

Let's do some Improvement Kata



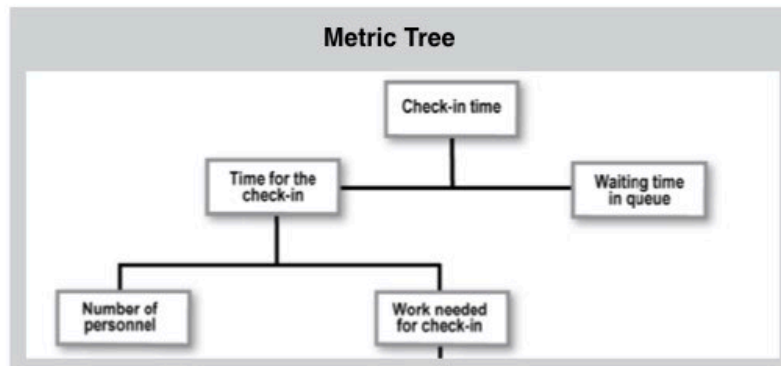
What is the Current Condition?

What is the Current Condition right now?

Only one out of 5 throws is a hit so the hit rate is at 20%

Let's go and see how the process is running.

Building a metric tree might help to understand what to measure when observing the process.

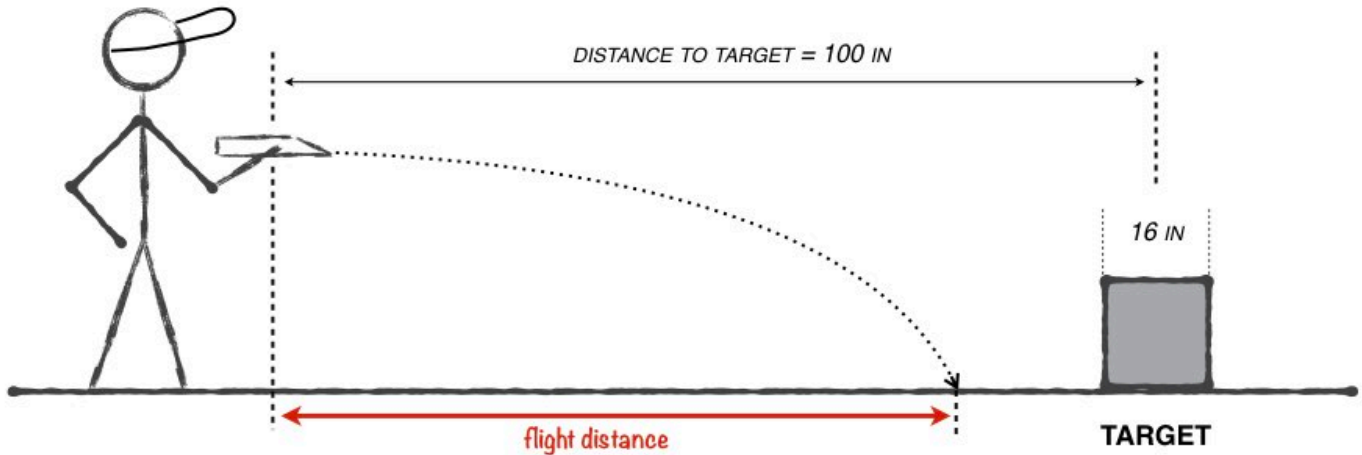


(Toyota Kata Kata Memory Jogger, GOAL/QPC 2018)



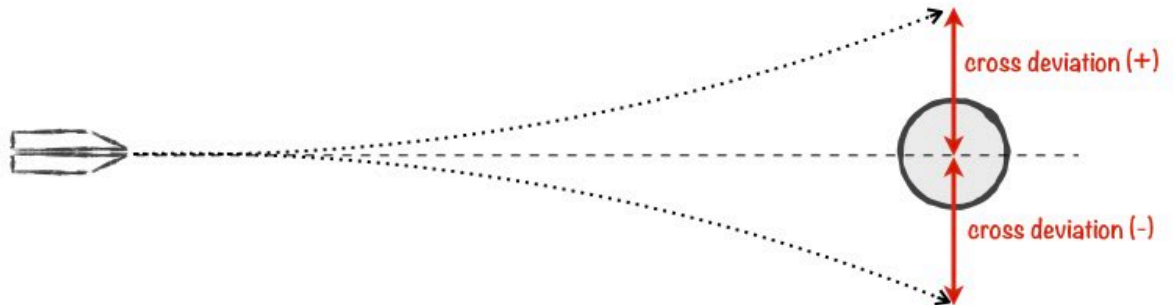
What influences the Hit Rate?

side view



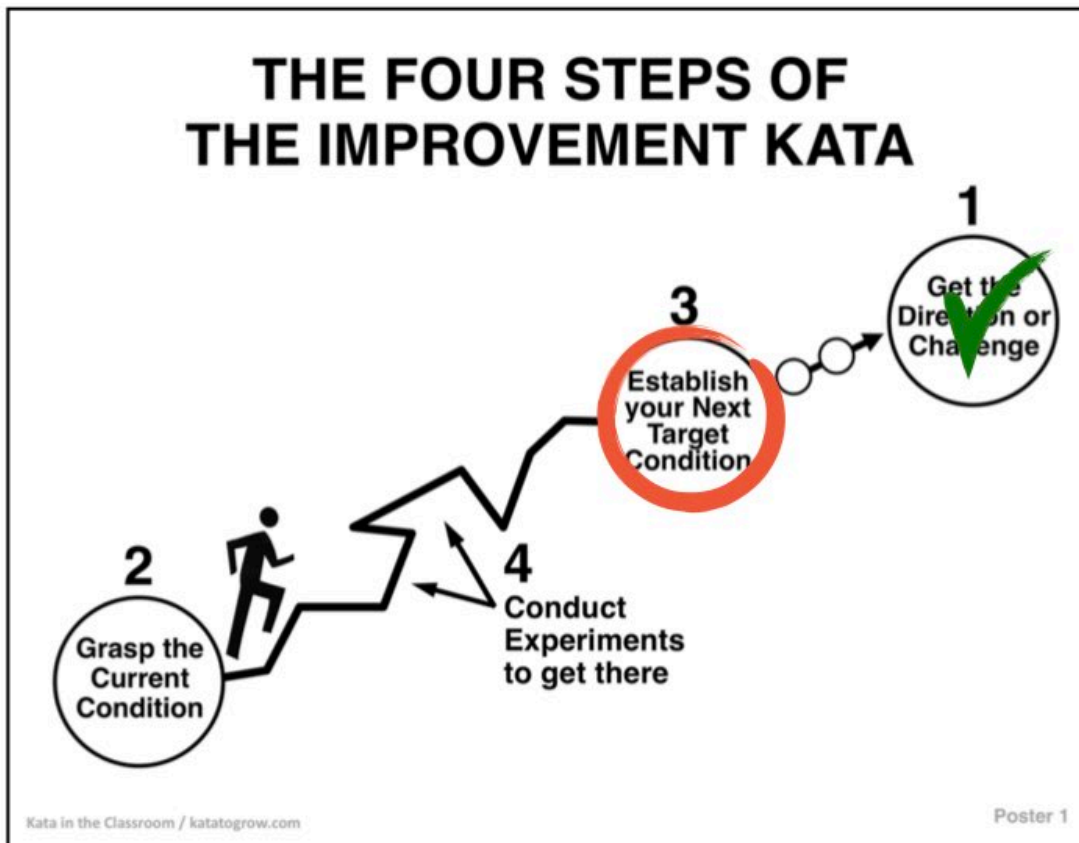
Current Condition: Flight Distance = 100in ± 30in

top view



Current Condition: Cross Deviation = ± 32in

Let's do some Improvement Kata



Establishing a next Target Condition

Steps to Establish a Target Condition



- 1 Review your challenge
- 2 Agree on the achieve-by date
- 3 Define the desired outcome performance
- 4 Define the desired process pattern
- 5 Define the process metric to focus on

(Adapted from Toyota Kata Practice Guide, McGraw-Hill, 2018)



Next Target Condition

Process: **KATA Jet**

Achieve-by Date: **Oct 18th, 2019**

Improver: **Tim**

Coach: **Amy**

Challenge:

100% hit rate; independent of target position; within 6 month.

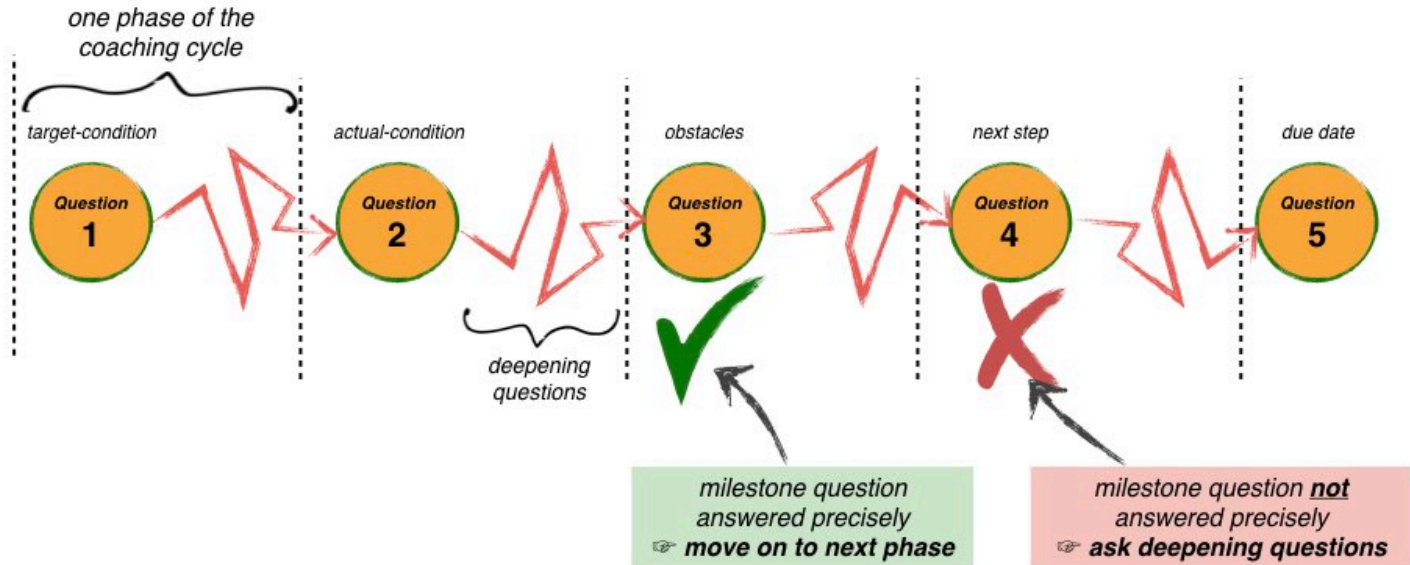
Initial Condition	Target Condition
Impact Indicator: hit rate = 20% (1 of 5)	Impact Indicator: hit rate = 40% (2 of 5)
Process Indicator: flight distance = 100 in \pm 30 in	Process Indicator: flight distance = 100 in \pm 8 in
distance to target = 100 in	distance to target = 100 in
	design changes = 0
	lot size = 5
	budget = 500,— \$
flight distance = 100 in \pm 30 in	flight distance = 100 in \pm 8 in
cross deviation = \pm 32 in	cross deviation = \pm 8 in

Focus



Using the 5 Questions like Quality Gates

Tip: „Stand on red, walk on green.“



For a reference think like this:

A good coaching-cycle has no jump backs.



Tips and Tricks for the Coach

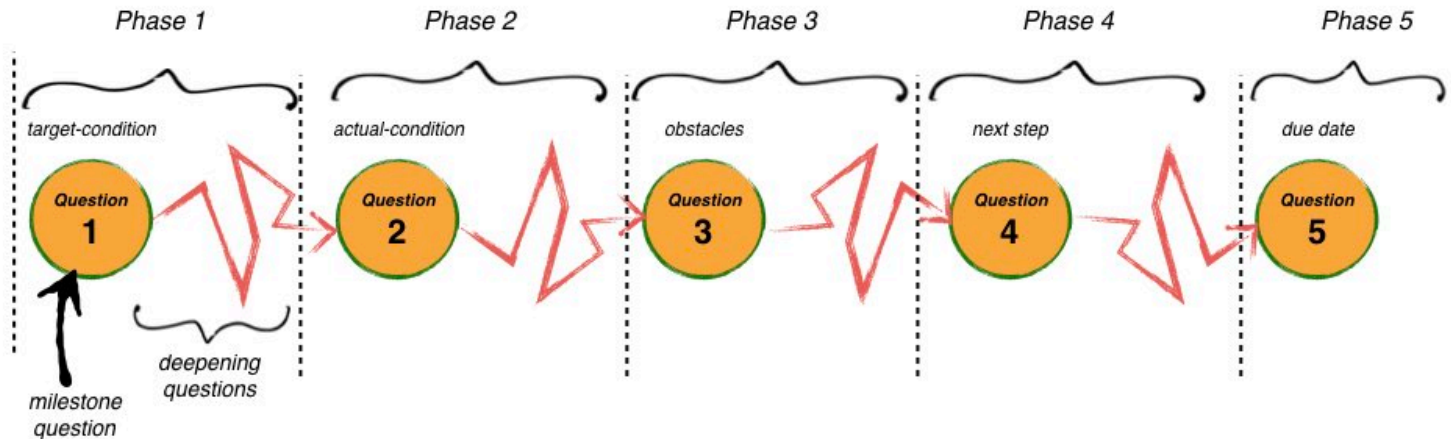
Using the 5 Coaching Kata questions as a reference

- The 5 questions of the Coaching Kata are like quality gates and each opens the next phase of the coaching cycle.
- If the „gate question“ is not answered precisely enough ask deepening questions to help the other person to clarify for themself.
- Ask the next „gate question“ only after the previous one has been answered to your satisfaction.
- Often it is good to ask question 4 after reaching the threshold of knowledge.
- If the threshold of knowledge is reached, go to question 4.

Tip for the 2nd Coach:

**If the conversation gets of track during a phase,
the cause often lies in the previous phase.**

In the Kata Coaching Dojo we will practice specific situations within a phase of a Coaching Cycle



Objective:

Build and improve our reference for a specific phase

Learn and improve how to react on deviations with deepening questions

Phase 1: Having a precise Target-Condition



Coach: *What is your target condition for this process?*

Improver:

- A. *My target condition is to improve the Kata Jet process.*
- B. *The challenge is to reach a hit rate of 100% within 6 months. At first we aim for a hit rate of just 40%. That is already difficult enough as we cannot change the distance to the target and the 500\$ budget is really too small for achieving this.*
- C. *My target condition is to stabilize the flight distance at $100\text{in} \pm 8\text{in}$ and to reduce the cross deviation so that we hit the center with a maximum deviation to the sides of $\pm 8\text{in}$.*

Questions for the Coach:

- 1) *What is the problem with each of these answers?*
- 2) *What should the "perfect" answer contain?*
- 3) *How would you react as a coach in this situation?*

Phase 1: What should a good answer contain?



Impact Indicator



therefore



Process Indicator

(Adapted from Toyota Kata Practice Guide, McGraw-Hill, 2018)

*„My Target Condition it to reach a hit rate of 40%
therefore we have to improve the flight distance
to 200 cm with a variation of +/- 20 cm.“*



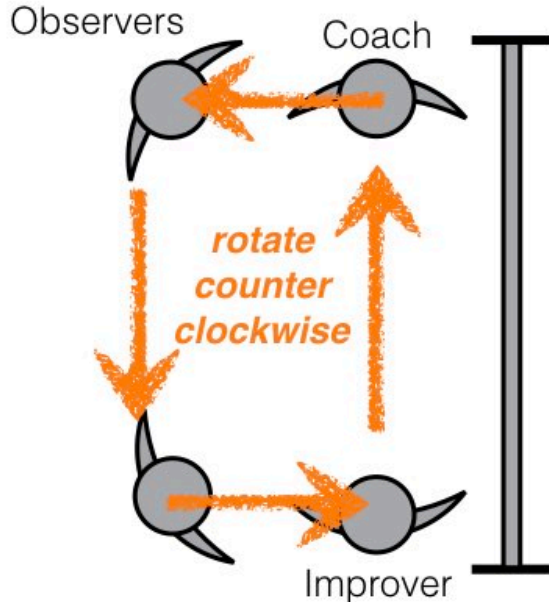
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How to do the Kata Dojo in a group of 4



screen with exercise text

1. Coach asks the opening question
2. Improver reacts with one of the given answers
3. Coach asks deepening questions to help the Improver to be more precise
4. The Coaching Cycle ends when the Coach asks the next Gate Question
5. After the Coaching Cycle ONE Observer gives a short feedback.
6. The Coach repeats the Coaching Cycle applying the feedback.



- ▶ For the repeated Coaching Cycles the Improver uses the same given answer as in the first.
- ▶ The Coach decides how often he/she would like to repeat the same situation. (do it at least 2 or 3 times).
- ▶ Avoid lengthy discussions about the feedback.

Phase 2: What should a good answer contain?



(Adapted from Toyota Kata Practice Guide, McGraw-Hill, 2018)

Impact Indicator



because



Process Indicator

*„The actual condition now is a hit rate of 20%
because the flight distance is at 200 cm +/- 80 cm.“*

- **current data (today)**
- **visible on the charts**
- **preferably run charts**
- **single events for the process indicator**
- **metric = name + unit + number**



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Phase 2: Understanding Actual-Condition

Coach: What is the actual-condition now?

Improver: Like this! (shows a new chart)

Questions for the Coach:

- 1) *What is the problem with each of these answers?*
- 2) *What should the "perfect" answer contain?*
- 3) *How would you react as a coach in this situation?*

Current Condition

Process: **KATA Jet**

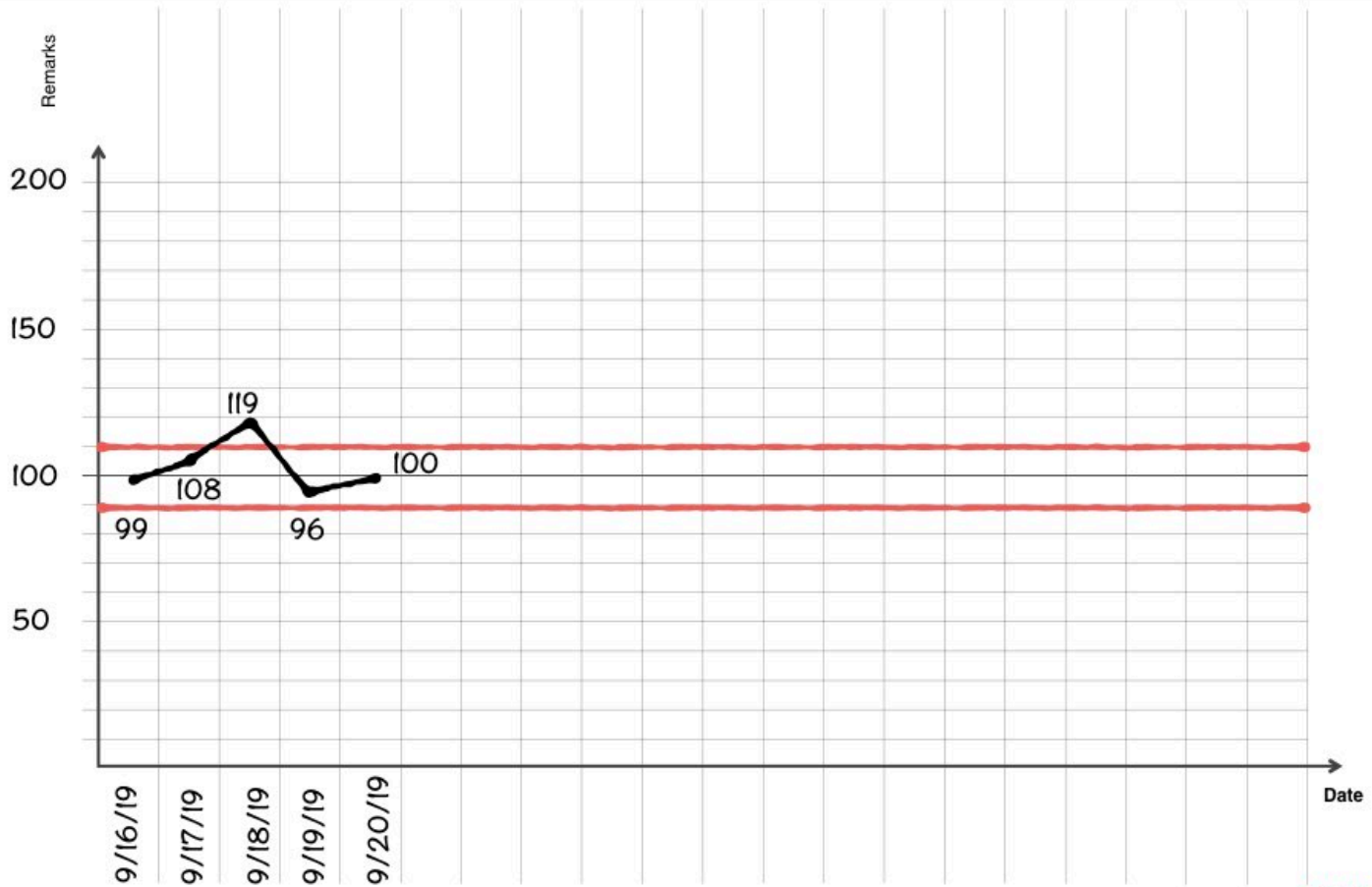
Indicator (name + unit): **FLIGHT DISTANCE (in)**



Current Condition

Process: **KATA Jet**

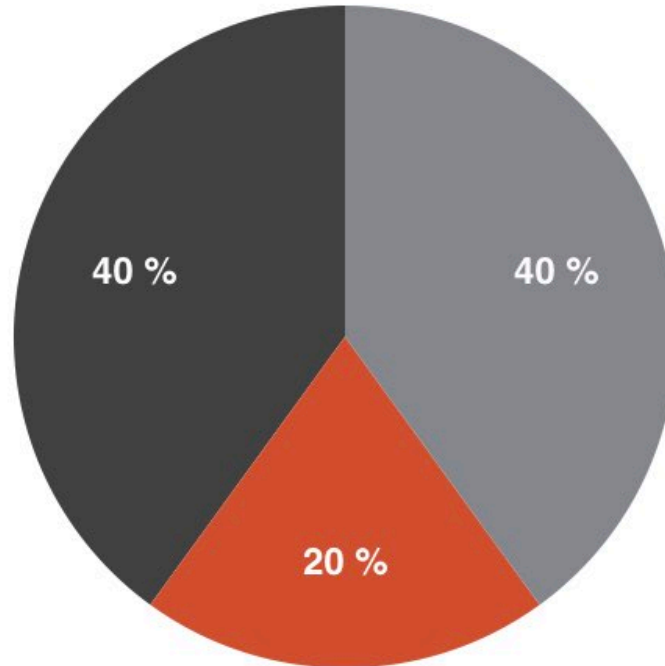
Indicator (name + unit): **AVERAGE FLIGHT DISTANCE (in)**



Current Condition

Process: **KATA Jet**

Indicator (name + unit): **FLIGHT DISTANCE 8/20/19 to 9/20/19**



- to far
- o.k.
- to short

Phase 2: Understanding Actual-Condition

Situation: The data presented for the actual-condition is imprecise.



Coach: *What is the actual-condition now?*

Improver:

- A. *The hit rate is at 20% BECAUSE he flight distance for the last 5 attempts was like this.
(show outdated data)*

- B. *The hit rate is at 20% BECAUSE The flight distance for the last 5 attempts was like this.
(show averaged data)*

- C. *The hit rate is at 20% BECAUSE the flight distance during the last 4 weeks was like this.
(show pie chart)*

Phase 3: Identifying obstacles precisely



Coach: *Which obstacles are preventing you from reaching the target condition?*

Improver:

A. We don't hit the target precisely enough.

B. The flying distance is wrong.

C. I don't know.

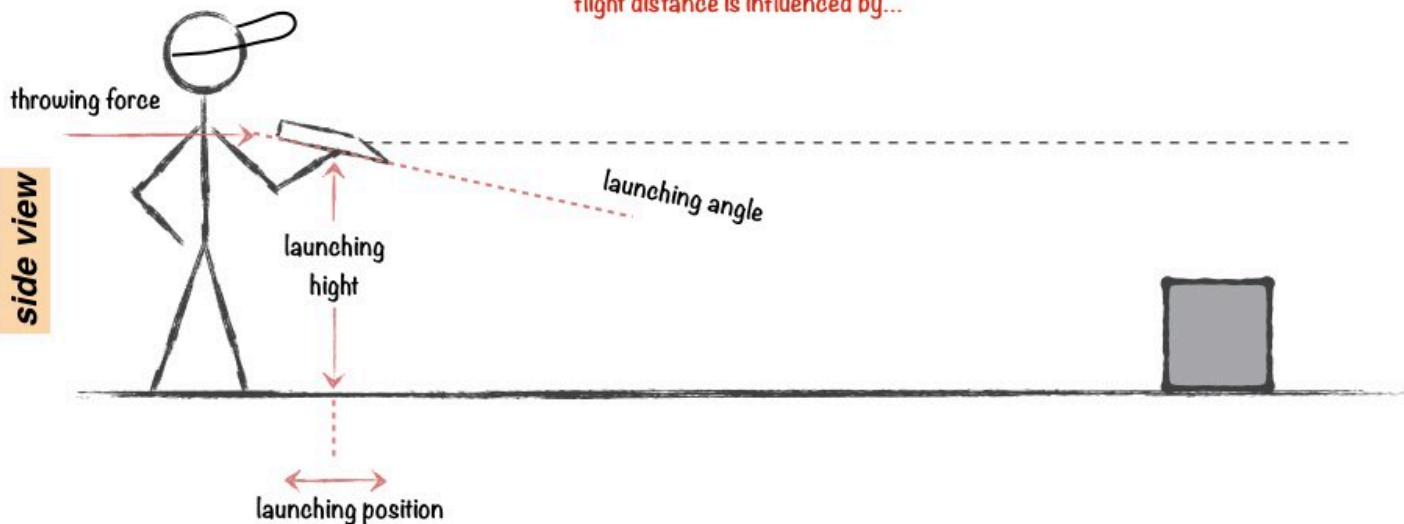
D. Our process is not the problem. Our colleagues from the pre process should work more precisely.

Questions for the Coach:

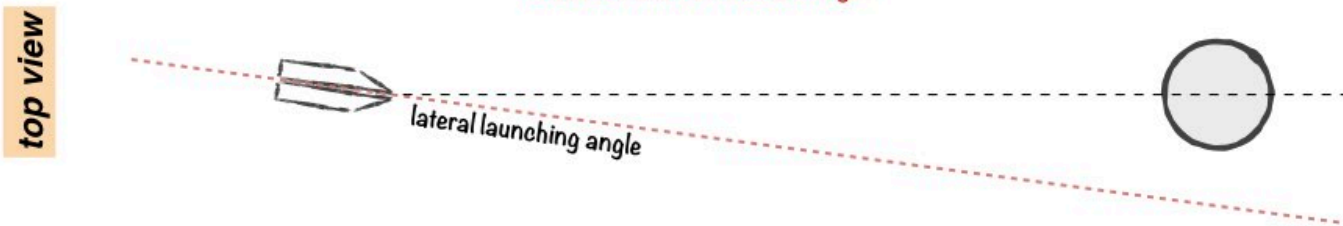
- 1) What is the problem with each of these answers?*
- 2) What should the "perfect" answer contain?*
- 3) How would you react as a coach in this situation?*

The paper plane and its characteristics

flight distance is influenced by...

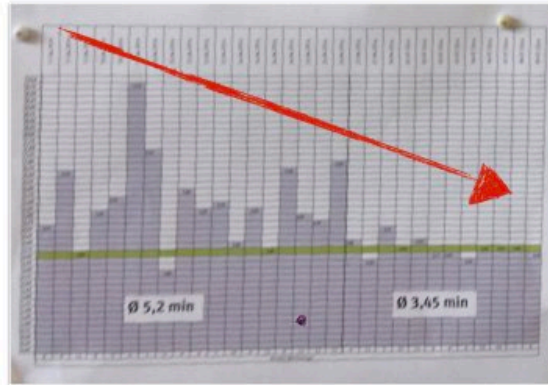


cross deviation is influenced by...

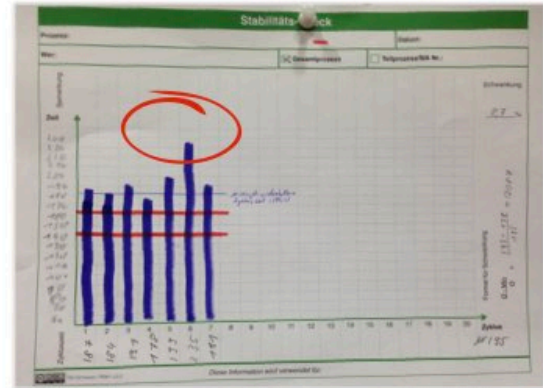


Tip: Love at First Sight

„We should be able to detect outliers, trends and patterns immediately“



Display the current condition with a run chart



Use single data points instead of cumulated or averaged data.

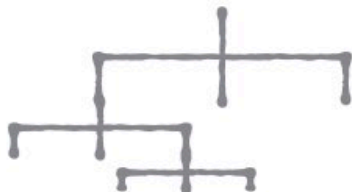


We have to spot outliers, trends, and patterns immediately.
Use run-charts with single values to do so. Don't forget the red target line.
Enter new data by hand - no print-outs.

Tips and Tricks for the Coach

How to take the conversation one level deeper

**„Split a problem into its parts“
e.g. a KPI into the parameters it is
influenced by**



*„Which parameters are
influencing the process metric
(Q3.1)“*

**Find outliers, trends,
patterns in (the data) and
start questioning about what
influences them.**



*„Which parameter is creating
this outlier, trend,
pattern?“ (Q3.1)*

„What exactly happened here“

**Zoom in on the process and
find out the steps it consists
of in the current state.**



*„What exactly happens / which
steps happen in the process?“
(Q3.5)*

**Ask about the desired state
as opposed to current state.**



Obstacle: Eliminate step 3

*„How should the process run /
what should happen correctly?“
(Q3.6)*

Phase 3: Choosing on obstacle to address.

Please copy the obstacles to your obstacle storage before starting this exercise.

Coach: Which obstacles are preventing you from reaching the target condition?

Improver: The launching hight varies, the throwing force varies and the launching angle varies as well. Many mistakes occur when we employ students for a holiday job during the summer break. Additionally we have a bad hit rate after the annual maintenance.



Coach: Which one are you addressing now?

Improver:

- A. I don't know, maybe the high number of mistakes with students during their summer job.
- B. The bad hit rate after the annual maintenance.
- C. I'm not quite sure.

Questions for the Coach:

- 1) What is the problem with each of these answers?
- 2) What should the "perfect" answer contain?
- 3) How would you react as a coach in this situation?

Tip: Effect first

„Before analyzing an obstacle find out the unwanted effect first“



find out first

Obstacle = Root Cause x Unwanted Effect



Every obstacle has an unwanted, measurable effect on the process indicator. If the improver does not see any obstacles you might ask about the reasons for outliers, trends and patterns regarding the process indicator.

Phase 3: Starting the Root Cause Analysis

Coach: Which obstacles are preventing you from reaching the target condition?

Improver: The launching height varies, the throwing force varies and the launching angle varies as well.



Coach: Which one are you addressing now?

Improver:

- A. The center of gravity is too far backward. For the next 5 throws we will move the two paper clips further to the front.*
- B. We have to increase the throwing force.*
- C. I will instruct the team members to aim more carefully.*

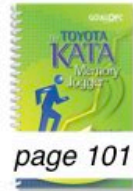
Questions for the Coach:

- 1) What is the problem with each of these answers?*
- 2) What should the "perfect" answer contain?*
- 3) How would you react as a coach in this situation?*

Phase 3: What should a good answer contain?

Obstacle = Root Cause x Unwanted Effect

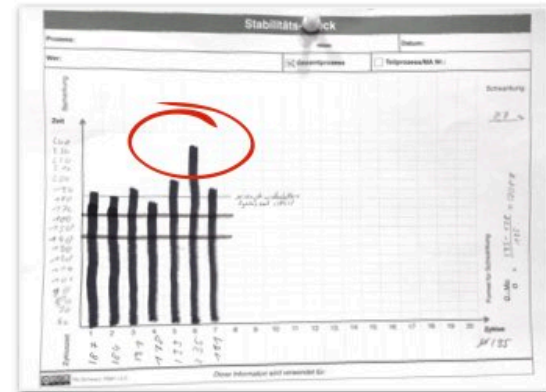
- only **1** obstacle
- obstacle not step*
- reason for choice



*beware of inverted solution

„We should address the launching angle first **because** it is very easy to fix and influences the throwing distance by +/- 10cm “

„We should address the launching hight first **because** it influences the throwing distance by +/- 40cm “



Learning to hear individual parts 1

„Furthermore, it is my opinion that Carthage must be destroyed“

Marcus Porcius Cato

„Why haven't you put away your dirty cloth again?“

Learning to hear individual parts 2

„In my hotel room there is no electricity anymore“

„This morning we had problems at workplace number 6.
But we can't take care of that right now.“

„I think we should react immediately and call for an expert.“

Learning to hear individual parts 3

„New team members always create big problems during the first 3 weeks.“

„If we don't react immediately this will become a real problem.“

„I have the feeling that the problems with this process
are increasing during the last couple days.“