

LEI Summit 2023 Learning Session

It Starts With Me Personal Improvement A3 Thinking

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Title: What are you talking about?						
I. Background Why are you talking about it?	Owner/Date <table border="1"><tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>					
II. Current Conditions Where do things stand today? - Show visually using charts, graphs, drawings, maps, etc.	V. Proposed Countermeasures What is your proposal to reach the future state, the target condition? How will your recommended countermeasures affect the root cause to achieve the target?					
What is the problem?	VI. Plan What activities will be required for implementation and who will be responsible for what and when? What are the indicators of performance or progress? - Incorporate a Gantt chart or similar diagram that shows actions/outcomes, timeline, and responsibilities. May include details on specific means of implementation.					
III. Goals/Targets What specific outcomes are required?	VII. Followup What issues can be anticipated? - Ensure ongoing PDCA. - Capture and share learning.					
IV. Analysis What is the root cause(s) of the problem? - Choose the simplest problem-analysis tool that clearly shows the cause-and-effect relationship.						

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Personal Improvement A3 Title:		Date:
Background		Proposed Countermeasures
Why should I improve myself in order to be a coach / leader who creates an organization filled with problem solvers? Why this, why now?		
		What experiments will I try on myself to develop new habits to become a better coach / leader of problem solvers?
Current State		
Very Specific Habits / Actions I Currently Take ----> Outcomes From My Current Habits / Actions (Strengths and Limitations)		
PROBLEM STATEMENT - 1 Concise Sentence regarding your Current Condition / Limiting Habits		Plan / Next Steps
1 Concise Sentence regarding your Current Condition / Limiting Habits		
		What steps will I take and when? What is my practice plan to develop new habits?
Goals / Targets		
New Desired Condition. What does better look like for me? What, How Much, By When?		
Analysis		
Reasons for My Personal Performance/ for My Current Strong Habits and Limiting (Gap) Habits		
		How will I know if there's improvement? How will I know if things are off-plan? How will I make time to practice? What is my process for ongoing, intentional reflection / for complete practice of P-D-C-A? Who else will I involve?
Follow Up		

→ Behaviors or Habits:
 Very specific things I do.
 Specific, observable and can be changed with intentional practice

→ Example

- Intentionally and consistently asks What Do You Know and How Do You Know It questions of self and others.
- Consistently recognizes when jumping to solution, and brings self back to "Left Side" Thinking

Personal quality or trait
that might summarize or
label those specific
behaviors:

"Demonstrating a
problem-solving mindset"

Something I do -
a Habit

1. I cut off people
when they are talking.

Outcomes of doing that

- Don't hear whole message
- Dominate conversation
- Speaker loses train of thought
- Discredit their message
- They start to build resentment
- Lose interest in having conversation w/ me
- If she can do it, so can I
- What I'm saying must not be important

My Specific Behaviors Worksheet
Very **Specific** Current Behavior / Habit ----> Outcomes of That Current Behavior / Habit

Something I <u>Do</u> – A <i>*Specific*</i> Behavior /Habit	Strengths	Outcomes of <u>Doing</u> That
1.		
2.		
3.		

My Specific Behaviors Worksheet
Very **Specific** Current Behavior / Habit ----> Outcomes of That Current Behavior / Habit

Something I <u>Do</u> – A <i>*Specific*</i> Behavior /Habit	Limitations	Outcomes of <u>Doing</u> That
1.		
2.		
3.		



Catchball is Always In Service to the Problem Owner

Until I heard where your thinking was at, I didn't know what question you needed.

Mindset a Toyota Leader/Coach has with problem owner employee being developed

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The Practice of Catchball

- Role of the Problem Owner - Offer your most recent, evidence-based thinking to another / the Reviewer.
- Role of the Reviewer - Listen to where the Problem Owner's thinking is at. Then offer open-ended questions that help the Problem Owner *learn for themselves* where there may be gaps in their thinking.
- Better questions in support of the Problem Owner's thinking:
 - Follow thoughtful, genuine listening ("Getting ready to talk is not the same as listening.").
 - Are asked after a pause.
 - Are asked one at a time, rather than in rapid-fire fashion. Ask one question, then Stop.
 - Are short in length. If you find yourself asking a long, rambling question, Stop, Pause, Think. Then ask it concisely.
 - Are open-ended, and typically begin with **What** or **How**.
 - Cannot be answered Yes or No.
 - Are much less like to begin with Why. Beginning a question with Why, or asking Why as often as we typically do, can unintentionally start to take the Problem Owner down a "certainty" path. They will too often tell you (or themselves) what you already think (*vs. know with evidence*) about why something happened. Rather, asking What is happening, How is it happening, What's one reason, etc. leads to better evidence-based thinking.

Margie Hagene 2011

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Personal Improvement A3 Thinking Catchball

Two 10 Minutes Cycles of Practice in Pairs

In each of 2 cycles there will be the following roles:

Problem Owner Offers recent draft thinking and uses questions asked to begin to better Grasp the Situation.

Reviewer Offers open-ended questions to support Problem Owner with Grasping the Situation.

Process

~ 4 minutes **Problem Owner** - Read your draft thinking verbatim, making supplemental comments as needed. Add any additional thoughts to your draft as you speak.

~ 6 minutes **Reviewer** - Offer open-ended questions only – especially What & How questions. Then silently listen. The Reviewer's voice should be heard 10% of the time at most during Catchball.