The Coaching Kata

Three Example Coaching Cycles

by Gerd Aulinger

v1.3

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LEARNER AND COACH

The following script is an example of how coaching cycles work

The purpose is to help you get a feeling for the structured pattern of coaching-cycle dialogs between Coach and Learner, using the Five Coaching Kata Questions + the PDCA Cycles Record.
What it Looks Like
You're Taking Roles 1 & 2

2nd Coach
- Observes and coaches the coach

Coach (Manager)
- Guides the process with the FIVE COACHING KATA QUESTIONS

Learner
- The Learner applies the pattern of the IMPROVEMENT KATA and uses the PDCA CYCLES RECORD

Team
- Learner's Storyboard
- Process
Another Example

PDCA Cycles Record

The Five Coaching Kata Questions
In this Example We Are Here

**PLANNING**

- Understand the Direction
- Grasp the Current Condition
- Establish the Next Target Condition

**EXECUTING**

- Iterate Toward the Target Condition

'Learner'

'Learner' Coaching Cycles

'Coaching' Coaching Cycles

'Executing' Coaching Cycles

**Improvement Kata**

**Coaching Kata**
Tool for the COACH: The Five Coaching Kata Questions

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

Reflect on the Last Step Taken
Because you don’t actually know what the result of a step will be!

1) What did you plan as your Last Step?
2) What did you Expect?
3) What Actually Happened?
4) What did you Learn?
   ------------------>
   Return to question 3

Card is turned over to reflect on the last step

Downloadable pocket card available on the Toyota Kata website
# Tool for the LEARNER:

## The PDCA Cycles Record

<table>
<thead>
<tr>
<th>Process:</th>
<th>Obstacle:</th>
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<tbody>
<tr>
<td>Learner:</td>
<td>Coach:</td>
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<table>
<thead>
<tr>
<th>Date, Step &amp; Metric</th>
<th>What do you expect?</th>
<th>What Happened</th>
<th>What We Learned</th>
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**PDCA CYCLES RECORD** *(Each row = one experiment)*

- **PDCA CYCLES**
  - **Record**
  - **Tool for the LEARNER:**
    - **Do a Coaching Cycle**
    - **Conduct the Experiment**
SUGGESTION

Find a second person and read through the example responsively. One person takes the Learner role and one person takes the Coach role.

Note: The example is oversimplified for demonstration purposes: The target condition is one-dimensional, whereas a good target condition describes several characteristics of a desired condition.
IMPROVEMENT IN ASSEMBLY – COACHING CYCLE 1

Coach: What is the **target condition**?
Learner: The target condition is to complete one unit every 21 seconds.

*(This target condition is oversimplified for demonstration purposes)*

Coach: What is the **actual condition** now?
Learner: (shows newest run chart) The exit cycles are currently ranging from 26 to 34 seconds.

Coach: What **obstacles** do you think are preventing you from reaching the target condition?
Learner: (Points to his Obstacles Parking Lot)
- The work content seems to be higher for some end items.
- Occasionally the operators have to do rework.
- Replenishing the material interrupts the operators.

(Note ➔ No reflection this time because it's the 1st coaching cycle – no step taken yet)

Coach: What **obstacle** are you addressing?
Learner: A big obstacle seems to be the replenishment of material, whereby the cycle time goes up to 34 seconds because the operator is interrupted. The material change shouldn’t interrupt the operator and not cause any cycle time variation.

Coach: What is your next step? (The next PDCA cycle/experiment) What do you expect?
Learner: (Refers to left side of the PDCA Cycles Record) I’d like to change the lineside material containers so they can be filled from the top while the operator is working. I expect this to eliminate the interruptions.

Coach: When can we go and see what we have learned from taking that step?
Learner: In one hour. Coach: OK, I’ll be back in an hour. Thank you!
IMPROVEMENT IN ASSEMBLY – COACHING CYCLE 2

Coach: What is the **target condition**?
Learner: The target condition is to complete one unit every 21 seconds.

Coach: What is the **actual condition** now?
Learner: (shows newest *run chart*) The exit cycles currently still range from 26 to 34 seconds.

*Coach flips the card for reflection on the learner's last step*

Coach: What was your **last step**?
Learner: (Refers to left side of the *PDCA Cycles Record*) I cut open the container tops.

Coach: What did you **expect**?
Learner: That the material handler can fill them while the operator keeps working.

Coach: What **actually happened**?
Learner: (Refers to right side of the *PDCA Cycles Record*) The material is easy to pour in from the top, but it then spills out of the container.

Coach: What did you **learn**?
Learner: The material now has too little support in the container and falls out.

*Coach flips the card back to discuss learner's next step (next page)*
IMPROVEMENT IN ASSEMBLY – COACHING CYCLE 2

Coach: What **obstacle** are you addressing?
Learner: Still working on replenishment of material, which causes the cycle to go up to 34 seconds because the operator is interrupted. The material change shouldn’t interrupt the operator.

Coach: What is your **next step**? (The next PDCA cycle/experiment)
What do you expect?
Learner: (Refers to the left side of the *PDCA Cycles Record in the next row*) I want to add a clear cover to the container, so the parts don’t fall out but the operator can still pull parts out. I’m making a prototype container with a clear cover to test whether the cover will help. I expect to learn if it works.

Coach: When can we go and see what we've learned from taking that step?
Learner: In 1 hour

Coach: OK, I’ll be back in an hour. Thank you!
IMPROVEMENT IN ASSEMBLY – COACHING CYCLE 3

Coach: What is the target condition?
Learner: The target condition is to complete one unit every 21 seconds.

Coach: What is the actual condition now?
Learner: (shows new run chart) The exit cycles are still ranging from 26 to 34 seconds.

Coach flips the card for reflection on the learner's last step

Coach: What was your last step?
Learner: (Refers to left side of the PDCA Cycles Record) I added a transparent lid to the lineside container so the parts wouldn’t fall out.

Coach: What actually happened?
Learner: (Refers to right side of the PDCA Cycles Record) It stopped the spilling, but the material handler now has to reach too high to refill the lineside container.

Coach: What did you learn?
Learner: For the material handler the filling height should no more than 50 inches. But the point-of-use height on the other side needs to be right for the assemblers.

Coach: How high should the point-of-use height be on the assembly side?
Learner: To answer that I need to understand the assembly process better.

Coach flips the card back to discuss learner's next step (next page)
IMPROVEMENT IN ASSEMBLY – COACHING CYCLE 3

Coach:  What **obstacle** are you addressing?
Learner: Replenishment of material, haven't solved it yet.

Coach:  What is your **next step**? (The next PDCA cycle/experiment)
         What do you expect?
Learner: (Refers to left side of the *PDCA Cycles Record*) I would like to do a test to determine the correct height on the operator side of the line. I plan to make a cover out of cardboard, with a changeable slot to test different heights.

Coach:  When can we go and see what we **have learned** from taking that step?
Learner:  In 1 hour

Coach:  OK, I’ll be back in an hour. Thank you!

AND SO ON...
With each cycle the Learner learns a little more about what s/he needs to do to reach the target condition.
For more detail on how to do coaching cycles see the *Improvement Kata Handbook*

A free download on the Toyota Kata Website
For now...