

Managing for Operational Efficiency:

# Exercising Management Roles of Front-Line Leadership



Gregory H. Watson, PhD., EUR. Ing.  
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# Exercising Management Roles of Front-Line Leadership: Abstract

The third lecture in this series describes how leadership is developed over time through a *hitozukuri* process similar to the European apprenticeship system that was designed to develop mastery in the discipline of a profession's art, craft or science (*kata*) through a progressive development as apprentice, journeyman (*shu*), craftsman (*ha*), and then master (*ri*). In this process everyone is both a learner and a teacher. The role of *shishō* or master is developed through levels of education and training in both classroom and operational environments. At various levels one is first an instructor, then teacher, then mentor, becoming a master over time. A *shishō* who is revered for having taught valuable lessons may be considered *onshi* or a beloved teacher. When a *sensei* becomes *shishō* they have evolved through application of the process called *jishu kanri* or self-mastery, as based on precepts of Japanese religious beliefs and cultural traditions of Buddhism and Shintoism which are foundation for developing personal reflection to motivate individuals and *jishuken* teams to improve.

# Learning Objectives for this Webinar:

1. Learn how the concepts that define the Toyota Production System are operating in a team-based environment to deliver *hinshitsu kanri* through the integration of *nichijo kanri* and *jishu kanri*, applying *ji kotei kanketsu (JKK)*.
2. Discover how rule-based management defines daily work: Make Rule, Teach Rule, Keep Rule, Check Rule, and Change Rule defines SDCA.
3. Understand how front-line leaders are developed and how a supervisory function operates as teachers to assure productive flow of work across end-to-end operative workflows and how it keeps productivity of outcomes at the highest levels.

# Exercising Management: Roles of Front-Line Leadership

**A team-based work environment delivers *hinshitsu kanri* through integration of *nichijo kanri* with *jishu kanri*, by applying *ji kotei kanketsu (JKK)*.**



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# The Japanese process of developing workers:

How are Japanese workers developed to deliver quality as a routine way of working?

**Nihon-teki (日本的): Japanese style.**

**Hinshitsu (品質): Quality is a natural or a normal state – delivery of results on target in a consistent manner.**

**Kanri (管理): A system or process of management.**

**Nichijo (日常): Routine collaborative work of the day.**

**Gemba (現場): The “actual place” of work where value-addition is occurring through the collaborative action of people working in synchronicity.**



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**A collaborative work environment!**  
**Working together for a common purpose!**

# Monozukuri (物造り): An Art, Science and Craft

**Monozukuri is “the art, science, and craft of making things” as defined by Professor Takahiro Fujimoto of the University of Tokyo (it has a purpose of delivering value to customers).**

- **Art:** art is a product of conscious application of human creative imagination to express a conceptual idea through the technical proficiency in applying an artistic media.
- **Science:** is a systematic approach to building and organizing a body of knowledge in the form of testable explanations and predictions about its particular object of study.
- **Craft:** a profession practiced by skilled laborers who gained the special knowledge by informal tinkering and trials to determine a best way of doing something to meet their own standard.



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**A Nihon-teki approach to manufacturing.**

# Only work that produces value is valuable:

**Sagyō (作業)** means **work**. When **sagyō** is combined with **hyojun (標準)** it means standard work. **Standard Work, according to Toyota, is about takt time, work sequence, and required WIP, it doesn't include process capability or even work instructions at the individual station level. It is only about the way you combine them in a line or a cell.**

**Shigoto (仕事)** is the Japanese word for “true work,” “employment” or “job” and it typically refers to a **work process that adds value** in the production flow as opposed to activities that do not add value appreciated by customers. Often it is used to mean “work” in the sense of one’s job, but it can also refer to chores, a trade, someone’s handiwork, and is even used the same way “work” is in physics terminology. In physics work is force multiplied by motion. Without motion there is no work. All work follows flows. When work flows smoothly it represents a healthy process. This fact is called the **constructal law** of biology.

Job instructions are created by workers for workers to standardize and improve discipline in human movement in performing tasks (Gemba 1); however, standard work, or managing the flow, is the job of the supervisor (Gemba 2).



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**There are distinct areas of responsibility  
for assignment of work ownership.**

# Taiichi Ohno on “standard work:”

“There is something called *‘Standard Work,’* but standards should be changing constantly. Instead, if you think of the standard as the best you can do, it’s all over. *The standard is only a baseline for doing further kaizen.* It is *kaiaku* if things get worse than now, and it is *kaizen* if things get better than now. *Standards are set arbitrarily by humans, so how can they not change? When creating Standard Work, it will be difficult to establish a standard if you are trying to achieve “the best way.”* This is a big mistake. Document exactly what you are doing now. If you make it better than now, it is *kaizen*. If not, and you establish the best possible way, the motivation for *kaizen* will be gone. *That is why one way of motivating people to do kaizen is to create a poor standard. But don’t make it too bad. Without some standard, you can’t say “We made it better” because there is nothing to compare it to, so you must create a standard for comparison.* Take that standard, and if the work is not easy to perform, give many suggestions and do *kaizen*.”

There are two possible outcomes of work: *kaizen* (改善) or changing it for the better and *kaiaku* (改悪) which means changing it for the worst. “*Kai*” means literally to “break apart and investigate” and “*aku*” implies that this change is bad, while “*zen*” implies that the outcome is an improvement on the prior or existing situation.

**Work outcomes are developed depending on how well work processes are studied and understood.**



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# Jishu kanri – motivated self-management:

- **Jishu kanri (自主管理):** means “**self mastery management system**” where “every worker is an inspector.” This applies to independent, self-regulated or autonomous work voluntary participation, and self-control of working systems in Japanese companies.
- **Jishuken (自主権):** management-driven *kaizen* activity where managers identify areas in need of improvement and engage the entire organization to stimulate *kaizen* activity. The literal meaning of *jishuken* is “**a fresh set of eyes**” (implying an autonomous viewpoint). If workers are too close to a problem this may keep them from seeing what is wrong in a process – they are accustomed to waste, so it no longer looks like waste to them. This perspective is gained by *jishuken* teams.



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**One job of workers is to help each other  
so they can achieve harmony in the flow.**

# Ownership of work creates worker pride:

Change worker attitude from “doing a job” to “producing value.”

- **Monozukuri** (物造り): the basic activity in manufacturing is to produce value from things for customers.
- **Hitozukuri** (人作り): the way to achieve improvement in a daily work process is by producing value in people – or by developing the potential of the worker. This is the required step in organizational transformation beyond production of things by “pairs of hands” or “fast hands” to applying all human capabilities in an imaginative way of working.
- **Kotozukuri** (事作り): the desired new productive state is to produce value from knowledge for society.

**THE GOAL: Transform from “*mono*” (物造) to “*koto*” (事作).**



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**Transition from creating customer value by making things to creating value for society from knowledge.**

# Nemawashi: one vision achieved through the process of negotiated objectives – targeting of means and ends:



**Nemawashi** (根回し) is a process of laying a foundation for a proposed change or project, by informally talking to people concerned and gathering their support and feedback. It is an important element in major change, before formal steps are taken. It enables changes to be carried out with the consent of all sides.

**Nemawashi** literally translates as "going around the roots," it comes from **ne** (根) or root and **mawasu** (回す) to go around [something]; literally, it is carefully digging around the roots of a tree, to prepare it for a transplant.



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# *Shishō* – outcome of a life-long learning system:

- **Takumi (匠):** “a workman under development” – an artisan or workman who is on a journey to become a master craftsman or practitioner of the art, science, and craft of monozukuri.
- **Dōjō (道場):** “Place of immersive learning” – a “place of the way” where one learns to become a master.
- **Kata (型):** “a disciplined “way of working” – the form or technique that is a structured way of doing things that is trained by drills until it has become internalized.
- **Dantotsu (断トツ):** “to be the best of the best” – objective.
- **Shishō (師匠):** “a master, teacher, or coach” – outcome.



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## The gemba is the dōjō!

# Hitozukuri – incremental mastery of a craft:

- **Kyoushi (教師):** “profession as a teacher.”
- **Sensei (先生):** “one who comes before” – a teacher or elder who has developed experience in a particular way.
- **Seito (生徒):** “one in training under a sensei” – a student.
- **Deshi (弟子):** “one in training as an apprentice” – a disciple.
- **Kohai (後輩):** “a junior in training who is being mentored.”
- **Senpai (先輩):** “a senior employee who acts as mentor.”
- **Shishō (師匠):** “a master, teacher, or coach” – one who guides others on a journey of development.
- **Onshi (恩賜):** “one who has given a valuable gift” – not just a sensei or shishō, but their teaching is also cherished.



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**Each worker is worthy of being developed to their maximum potential.**

# Shuhari – the process of incremental mastery

**First develop a core competence, then develop independence.**

- **Shu** (守) “**keeping**” achieves stability as work standards are improved to the point of perfection and the **kata** (型) may be followed in disciplined “**way of working**” documenting what a master has done (acting to understand, document, and simplify).
- **Ha** (破) “**breaking**” the *kata* occurs as workers accept personal responsibility for the quality of their work and are delegated the decision rights enabling self-management of their *kata*, so they change their job by analyzing and improving it based upon their own initiative, making it better or more applicable to their own needs
- **Ri** (離) “**going away**” occurs by reforming and extending the master’s *kata* or standards as an innovative breakthrough that creates new philosophy or inventive methods for adding value.



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**Developing value through people!**

# Shuhari – illustrating the principle of mastery:

## How deeply have we really learned about the way we work?

This story from Noriaki Kano provides us with a humorous warning that we must be alert to the source of information that we use to discover all the “facts” about how things “really” work.

- First generation *sushi* is prepared by a Japanese chef in Japan (**kata** (型)).
- Second generation *sushi* was prepared by a Japanese chef in America (**shu** (守) to keep or follow the way of the master independently).
- Third generation *sushi* was prepared by an American chef in America (**ha** (破) to adapt a master’s teaching to your own style or culture).
- Fourth generation *sushi* is prepared by an American chef in Japan but using with beef instead of fish! (This is **ri** (離) or to break away from a master’s standard to develop a new, creative method.)

**Be careful not to lose significant process information as you develop improvement methods. Caution: Do not over-simplify in a rush to improve!**



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## Don't Copy – Adapt!

**First, seek to understand, then you can adapt.**

# Ji kotei kanketsu (JKK) – Owning up to actions:

*Ji Kotei Kanketsu (JKK)* (自工程完結) is the concept of “**process ownership**” by workers which is supported by related concepts of daily management and the assigning decision rights to assure that poor quality is not passed on to the next step in the process. JKK also engages workers in their responsibility to seek continual improvement of standard work and applies to work at all levels (worker, supervisory, manager, and executive).

**Quality Responsibility is Shared: Everyone is responsible for the quality of their own work and the work of those who are in their team!**

*Wa* (和) is the objective. It implies peaceful unity and conformity in a work or social group where members prefer continuation of a harmonious community or team over their personal interests.



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**Workplace vitalization humanizes work!**

# How is it all put together as a system?



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# Exercising Management: Roles of Front-Line Leadership

**Rule-based management defines the SDCA daily work cycle: Make Rule, Teach Rule, Keep Rule, Check Rule, and Change Rule.**



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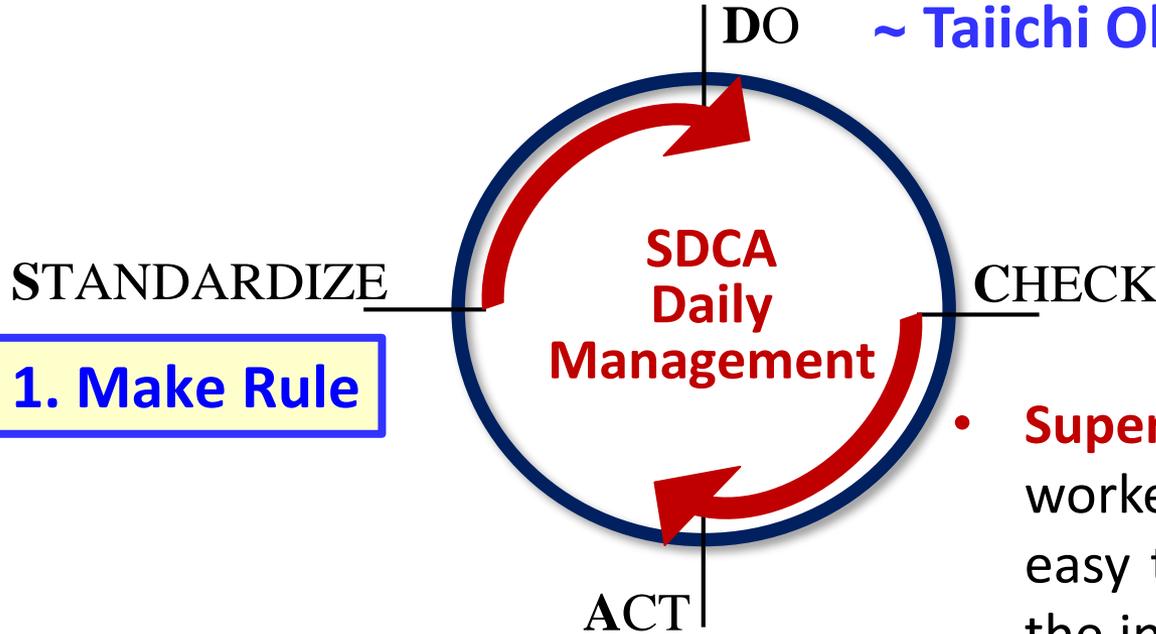
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# Make Rule:

“You’ve got to assume that things are a mess.”

~ Taiichi Ohno



- **Supervisor Responsibility:** Guide all workers in the definition of simple, easy to apply job instructions. Find the integrating methods that create standard work for the processes.
- **Worker Responsibility:** Collaborate with colleagues to define their job instructions in simple language.



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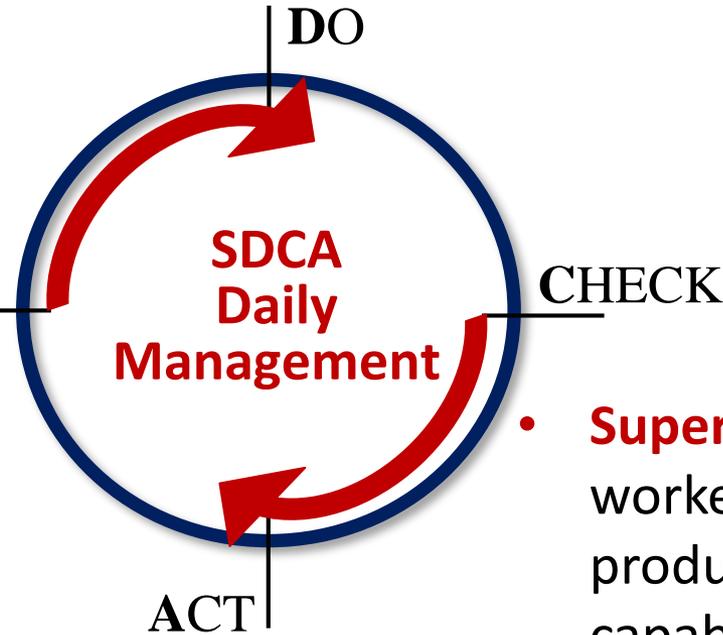
## Facilitated by the Supervisor

# Teach Rule:

## 2. Teach Rule

STANDARDIZE

## 1. Make Rule



- **Supervisor Responsibility:** Train all workers in the agreed upon rules of production and ensure workers are capable to execute the rules in real production situations.
- **Worker Responsibility:** Participate in the training and concentrate on how to apply the rules at work.

## Conducted by the Supervisor



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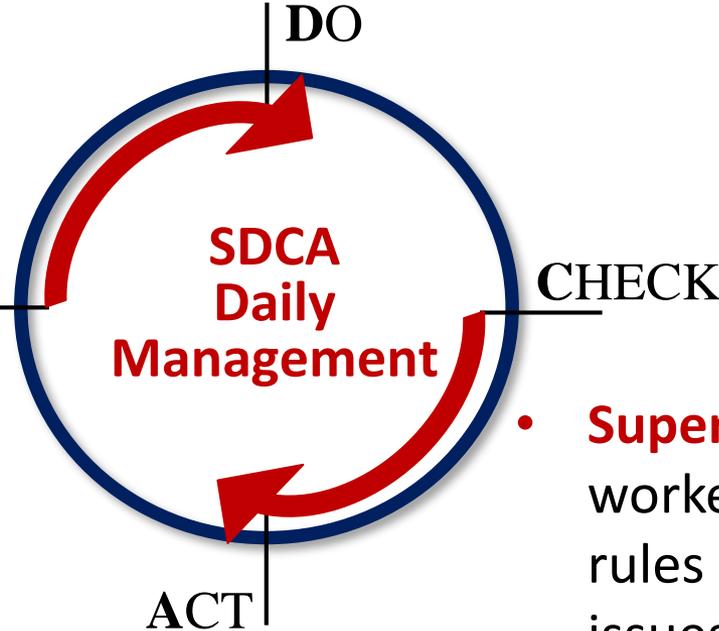
# Keep Rule:

## 3. Keep Rule

## 2. Teach Rule

STANDARDIZE

## 1. Make Rule



- **Supervisor Responsibility:** Monitor workers to assure compliance with rules and provide refresher session issues or concerns appear.
- **Worker Responsibility:** Start with a “point-and-say” approach to apply new procedures until they become second nature.



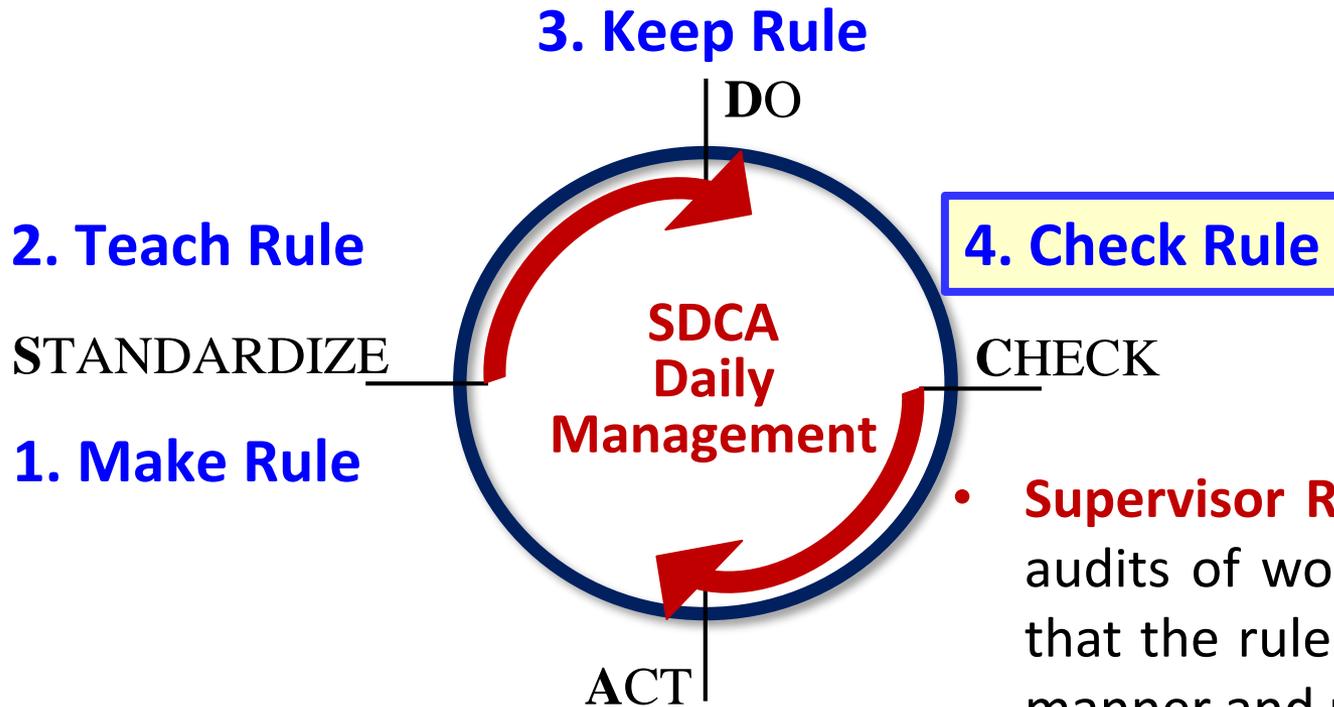
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## Performed by the Workers

# Check Rule:



- **Supervisor Responsibility:** Conduct audits of work processes to assure that the rules are applied in a right manner and remain valid as rules.
- **Worker Responsibility:** Check the quality of their own work as part of their “jishu kanri” approach to the “Zero QC” implementation.



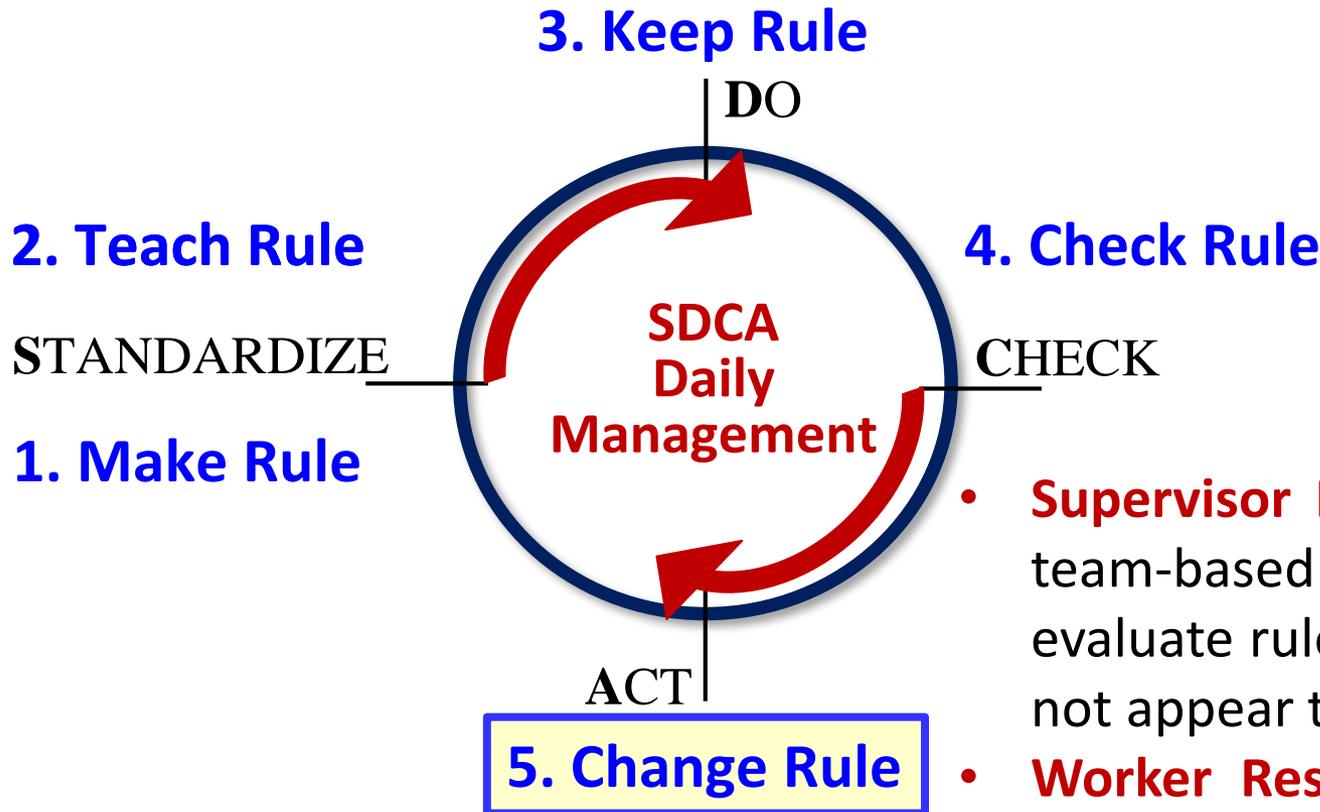
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## Performed by Workers and Supervisor

# Change Rule:



- **Supervisor Responsibility:** Guide a team-based approach of workers to evaluate rules and methods that do not appear to work properly.
- **Worker Responsibility:** Work with colleagues under the supervisor as a facilitator to improve quality of production rules for standard work.

**Facilitated by Supervisor**



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# Operational design of standard daily work:



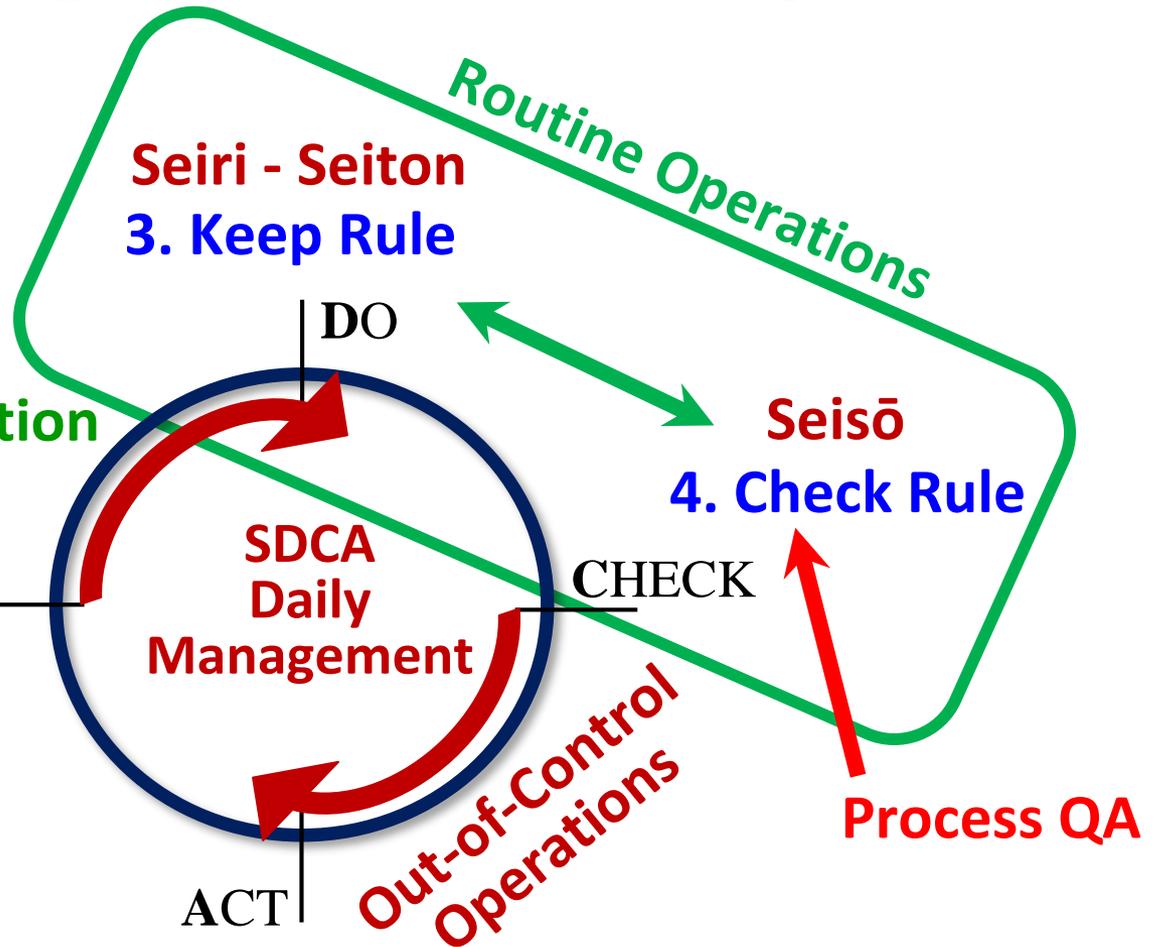
**Shitsuke**

**Education & Motivation**

**2. Teach Rule**

STANDARDIZE

**1. Make Rule**



**Seiri - Seiton**  
**3. Keep Rule**

*Routine Operations*

DO

**Seisō**

**4. Check Rule**

CHECK

**SDCA**  
**Daily**  
**Management**

*Out-of-Control*  
*Operations*

**Process QA**

ACT

**5. Change Rule**

**Seiketsu = Kaizen**

**Assigning Rules Creates Standard Work.**



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# Exercising Management: Roles of Front-Line Leadership

**Front-line leaders are developed to serve in the supervisory function as teachers and assure that operational end-to-end workflows to maintain productivity at the required level of performance.**



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# Quality responsibility is everyone's business:

**Take personal responsibility to deliver customers quality results!**

Embedding a “quality improvement mindset” into everyone who participates in an organization requires the active engagement and involvement of everyone:

- **Workers:** Accept personal responsibility for achieving quality outcomes and take ownership of their standard work process that achieves this result consistently.
- **Supervisors:** Delegate responsibility for quality through a set of consistent actions that encourage workers to take personal responsibility for the quality of their work.
- **Leaders:** Develop an organizational culture where everyone is actively engaged in the assurance of quality for customers.



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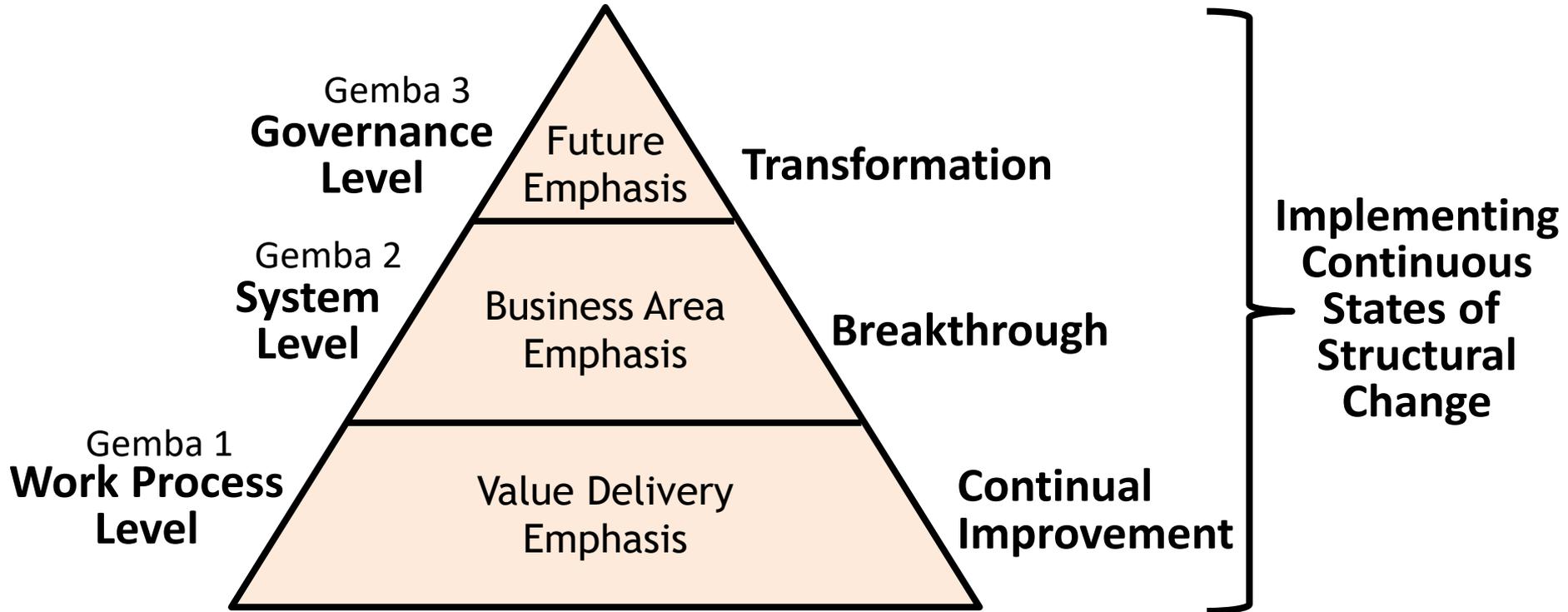
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**Total means “participation by all” – at all levels and in all disciplines = EVERYONE!**

# Implementing the Portfolio of Change Projects:

In reality – there exists a **portfolio** of multiple-generation business improvement actions that must be coordinated to drive change.



**Leaders** improve systems ...

... **Managers** improve processes...

... **Workers** improve tasks!



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# Everyone has a unique quality responsibility:

## Each person responsible for improving in their own way:

- **Workers are responsible for improving the efficiency and quality of their own work.**
- Supervisors are responsible for improving quality of the end-to-end work flows across their process.
- **Functional managers are responsible for cross-functional integration of a collaborative work environment.**
- Executives are responsible for assuring resources have been allocated properly for improvement.
- **The executive in charge must have an unrelenting intent to pursue improvements of all kinds.**

**Everyone has a specific role in this quality management system (*kanri*) of the *gemba* and collaboration by all is required.**



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# Revolutionizing the Japanese HR System:

- **Traditional Japanese HR System:** Traditionally the Japanese system of jobs was rigorously structured based on providing lifetime job security and promotions based on seniority.
- **National Qualification Examination:** The manufacturing art, craft, and technological capabilities of workers are examined using three-tiered structure of education and demonstration administered by professional associations.
- **Shokunou Shikaku Seido (諸苦惱資格精密):** This represents a modern system of merit-based pay where *shokunou* (諸苦惱) means “diversified virtues or benefits;” *shikakau* (資格) means “capabilities, qualifications or requirements;” and *seido* (精密) means “accuracy or precision.”

**Over the past 25 years Japan has gradually moved away from lifetime job security to a merit-based pay system.**



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# People become a flexible production resource:

- **Shojinka (正神香)** is a method for managing workers so that the number of workers assigned to a work center is continually minimized to meet the work demands upon that center (it is also translated as **“flexible staffing”** and labor linearity). To achieve this flexibility it is necessary to implement operator cross-training which may be performed on-the-job and to engage workers in Quality Circles, so everyone understands the process and how it performs.
- **Nagara (乍ら)** is a situation of multi-tasking or “doing one thing while doing something else,” meaning to **“do more than one thing at a time.”** Combining tasks requires careful design of work processes which limits idle time and separates the actions of people and actions of machines. Typically, in such work, machines are doing one thing, while people are doing another. If, *nagara* is used and it creates waste or defects, then any work efficiency gain is artificial and the benefit is illusory.



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**Cross-training and multi-tasking help increase both worker flexibility and agility in planning production.**

# Responsibilities of the Working *Gemba*:

What is the responsibility of the worker?

## GEMBA 1

- Learn how to perform own work to the level required for standard work.
- Expand work scope to the conduct of work in adjacent working areas.
- Perform work according to the standard requirements.
- Check the quality of incoming process deliverables and check quality of own work activities.
- Improve the efficiency of own work performance.
- Increase the integration of own work with the system of performance.
- Suggest system-level improvements that could increase effectiveness or efficiency of work processes (beyond group's scope of action).



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## Do Work – Improve Work!

# Role of the ‘line lead’ water beetle:

***Mizusumashi* (水増し)**: helps to reduce variation, improve flow, and assure that standard work is controlled. When work operations become more efficient, then operators have little time to do tasks that vary from standard in work sequence or from intermittent acts (such as kanban material replacement, replacing any bad parts, or performing corrective actions). This disrupts standard work and creates process waste.



In some organizations the mizusumashi is a “line lead” to monitor workers, audit standard work, and support workers in addressing their immediate problems as a “supervisor-in-training.” They are highly capable and usually are cross-qualified in all production operations in their work area.

# Nature of the supervisory function:

- Supervisors must be engaged in daily work practice and encourage workers so they are enthusiastic about work and able to contribute their imagination for innovative problem-solving that advances the performance of the job. Workers must develop ‘performance pride’ as well as “joy in work.” Stimulating worker desire to work is what the best supervisors do to create harmony in work.
- The job of the supervisor is to train the workers in all fundamental skills required to do the job at a level of competence where it can be done with the required quality.
- Supervisors must assign responsibility to workers and provide them with the resources to do their jobs properly.

**Japanese supervisors have very different job descriptions than their Western counterparts.**



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# The Role of the Supervisor:

“In Japan, it is said that “time is the shadow of motion.” In most cases, delay is generated by differences in operator motion and sequence. *The job of the supervisor is to train workers.* At the same time workers must be taught to help each other. *Carrying out standard work methods in the cycle time helps worker harmony grow.”*

## ~ Workplace Management

The job of a supervisor is to assure standard work, train the workers, facilitate problem-solving, and to encourage workers in improvement efforts.



**Taiichi Ohno**  
1912-1990

*Workplace Management*  
(WM-1982)

*Toyota Production System*  
(TPS-1978 (Japanese/1988 English))

**Supervisors encourage workers and it is their job so stimulate enthusiasm about work among the workers.**



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# Increase responsibility by sharing decisions:

## *Ringiseido* (稟議制)

- *Ringiseido* (or Ringi System) is a **shared decision-making process**, which encourages open input, consensus and ownership among individuals in an organization who are at different levels of authority. This is achieved by gathering input from people further down an organization and circulating it across management, without more senior management forcing their own ideas on others, but providing thoughts and feedback based on principles. A *ringiseido* process encourages consultation between the managers and people at the working level of the organization.
- The *ringiseido* process satisfies the Japanese cultural desire for harmony among people. The physical action of *ringiseido* is called **a ringi decision-making process and it fosters an environment of support and agreement for a decision after the manager with final authority has reviewed and accepted a recommended decision.**

**A ringi system allows workers to take part in the decisions that affect their work.**



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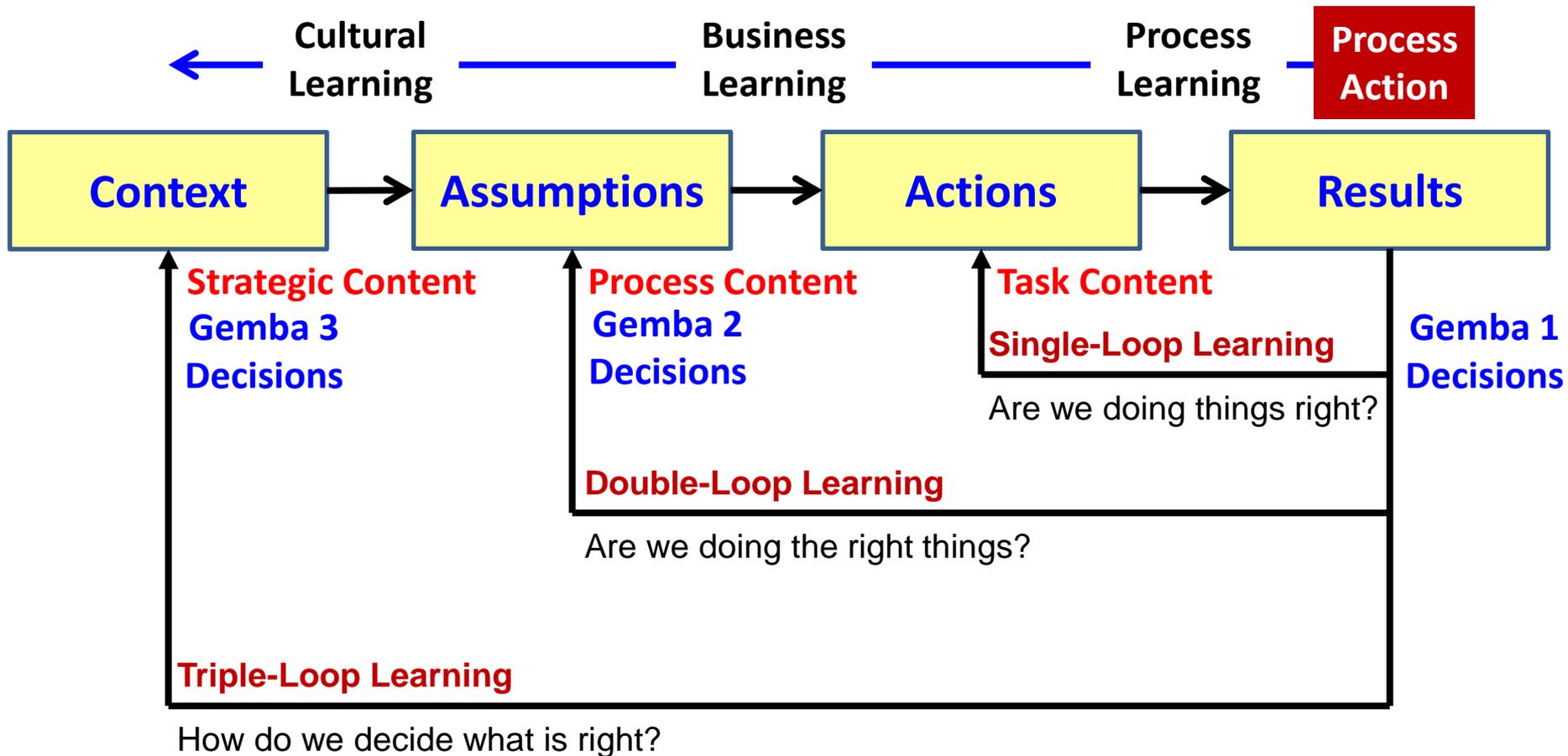
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# Responsibilities of the Supervisory *Gemba*:

## GEMBA 2

- Document process activities as standard work for flow and failure risk.
- Train the workers in performance of standard work and problem solving.
- Monitor process throughput for flow efficiency and task performance.
- Check worker performance against standard work requirements.
- Facilitate problem solving team activities with workers.
- Assure workflow balance and equity of operator tasking.
- Solicit task improvement ideas from workers.
- Conduct small-scale experiments to improve process performance.
- Recommend system-level performance improvements to management.
- Participate in system-level performance improvement projects.

# Applying “Triple-Loop” learning to work:



**The gemba is a learning environment where lessons are learned at all levels.**

# Managing quality responsibility in the gemba:

The true nature of everyone's "Job" is to: Encourage the delivery of goodness (*kaizen*) and prevent the occurrence of badness (*kaiaku*).

Organization Level	Objective	Quality Emphasis	Type of Waste	Improvement Projects	Methods
Executive Gemba 3	Agility	Policy	Muri	Hoshin Kanri	Presidential Review S-7 Strategic Methods <i>Cross-Functional Teams</i>
Management Gemba 2	Harmony	Flow	Mura	Kaizen Kanri Hinshitsu Kanri	Gemba Walk Process of Management <i>Project Teams</i>
Worker Gemba 1	Discipline	Perfection	Muda	Nichijo Kanri Hinshitsu Kanri	Self-Inspection 3-S for Workers <i>Quality Circles</i>

*Jishuken Teams*

The resources of the entire business system are allocated to establish control of quality, safety, cost, flow, and motivation.



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# How education and training combine:

- Workers are educated in basic skills and trained to the level of proficiency that is required for their job. Workers take a state-sponsored skills examination for an independent validation of their capacity to perform the work.
- Workers are monitored by supervisors and the “water-beetle” assistant to assure that they are following standard work and to collect their ideas for improvement. Supervisors will lead workers to test their ideas for inclusion in standard work.
- Whenever workers have problems with following standards a supervisor will take them to a training workstation where they relearn the skill and practice it until they can demonstrate they have the ability to perform it flawlessly and then they go back to work.

**On-the-job activities reinforce classroom training and education.**



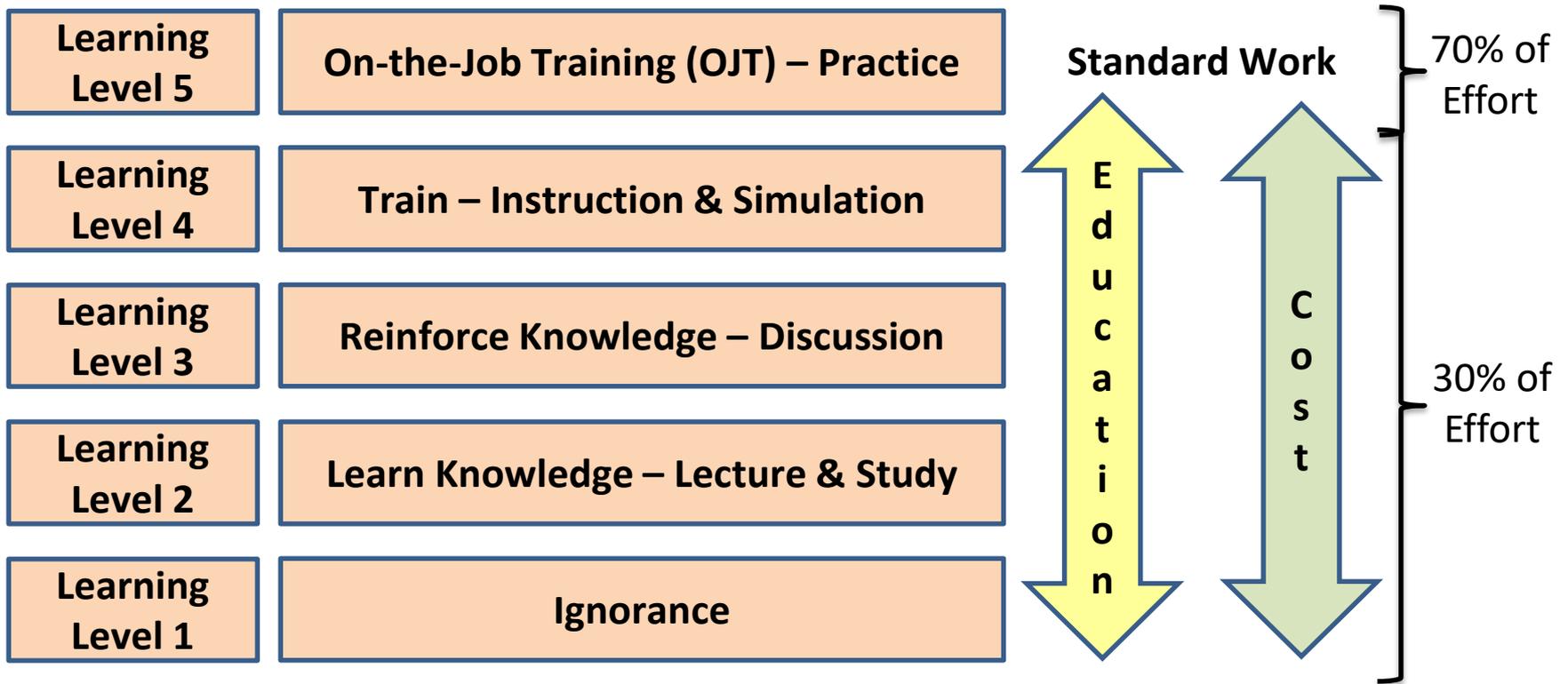
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# Toyota develops people in a learning process:

**Education concentrates on developing the discipline of standard work so operators can follow work instructions and reduce cost.**



# Toyota develops supervisors as teachers:

Supervisory development concentrates on applying standard practices and assuring efficiency to increase profit. Supervisors develop into facilitative teachers and team leaders.



The supervisory function embeds humanity into daily management and communicates the culture in words and deed – living as a role model of the organization.

# Principles of Teaching based on Scientific Management (1925):

- **Workers are trained in both the theory and the practice of what they need to know to perform standard work.**
- **Training concentrates both on “mind” and “hand.”**
- **Training simulates the real working environment very closely to better prepare all workers for the gemba.**



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## Leadership in management is essentially a task of teaching.

### Principles of Teaching<sup>1</sup>

By PAUL H. HANUS  
Professor of Education, Emeritus, Harvard University

- I. **In my teaching, are my aims, ultimate and immediate, clear in my own mind?**  
Ultimate aims: What ought the students to get out of this course (every course) I teach?  
Immediate aims: What point or points should be made today in order to make progress toward the realization of my ultimate aims?
- II. **Do I avoid talking too much or too little?**  
There must be as much learning as teaching. The teacher should stimulate relevant inquiry and discussion, and participate in them; but the teacher must remember that students learn only *by their own efforts*. The teacher is guide, not purveyor.
- III. **Do I make appropriate use of the students' previous experience and instruction?**  
New facts or principles (experiences) are assimilated only when they are related to past related experiences.
- IV. **Do I make good use of illustrative material?**  
Much of this material should be collected by the students as well as by the teacher.
- V. **Am I sure that my students react vigorously to my instruction?**  
Are they passive or alert during the class exercises? Do they ask pertinent questions? Do I get pointed answers or discussions in response to my questions? Do they discuss my expositions or points of view among themselves?
- VI. **Are most of my students usually interested in the classroom work?**  
The secret of interest is their own activity. Keep most of the class busy most of the time. If classes are not interested the fault is with the teacher.
- VII. **Do I habitually read the best contemporary literature in my field?**  
As soon as the teacher stops growing he should stop teaching. He must be both a reader and an observer.
- VIII. **What tests do I employ to assure myself that my students are achieving the results at which I aim?**  
Such tests must themselves be constantly tested.

<sup>1</sup>Outline of an address, New York, December 2, 1923, at a meeting of teachers of management held annually under auspices of the Taylor Society.

*Compliments of the Taylor Society*

# Focal points for discovering knowledge:

**Approximately 30% of knowledge comes from formal classes for education or training, but 70% comes from the practice of work.**

**We need to include “reflective thinking” in our work processes so we can stimulate our ability to “learn on the job.”**

**Learning occurs when we fail and correct mistakes; not when we succeed and do nothing differently.**

**Therefore we must focus on learning about our processes using evidence-based measurements and accept responsibility for self-development.**

**Continual improvement requires a process of continuous learning.**



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# Take-Away Learning Summary

**“Quality is everyone’s responsibility.”**  
**~ W. Edwards Deming**



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# Building a system to support the workers: How do we motivate our workers?

Employee motivation occurs in Japan to encourage workers for management by self-control (*jishu kanri* (自主管理)) so they accept personal responsibility for quality, working in collaborative teams (*jishuken* (自主権)) to cooperate and achieve harmony in common goals (*wa* (和)). The enabler of self-control is leadership that fosters a culture of respect for humanity (*bushidō* (武士)); a spirit of continual improvement (*kaizen* (改善)); an honest, open mind (*sunao* (素直)) that is flexible to change and adaptable to new ways of working; opportunities for reflection to achieve a state of mindfulness (*hansei* (はんせい)) or personal awareness; and the attitude that workers own responsibility for their own work (*ji kotei Kanketsu* (自工程完結)(JKK)). Thus, motivation is stimulating workers enthusiasm to work. It is an act of persuasion.



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## Next: The Japanese psychology of work.

# ASQ LED “Managing for Efficiency” Webinars:

## Gregory H. Watson, PhD., EUR. Ing.

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Webinar #1: March 25, 2021, 1500 CST
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- Exercising Management Roles of Front-Line Leadership  
Webinar #3: May 27, 2021, 1500 CST
- **Elevating Individual Responsibility through Motivation**  
Webinar #4: June 24, 2021, 1500 CST
- **Building Cross-Functional Links to Align Objectives**  
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- **Designing an Executive’s Quality Management System**  
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**Thank you!**

Gregory H. Watson, PhD., EUR. Ing.

[greg@excellence.fi](mailto:greg@excellence.fi)