# The Coaching Booster

## Coaching with Agile and Lean Methods

Shirly Ronen-Harel
and Jens R. Woinowski

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# 1. Foreword

**Change (and adapting to it) needs to become an ingrained habit and this is a simple way to do so with any coaching technique**.

Coaching is becoming widely acknowledged and people realize just how effective it can be.

Coaches use various types of tools and methods for life coaching, personal coaching, career coaching and many more. After all, Coaching is about getting the very best out of someone and enabling them to make decisions that will improve their life.

**This book is a tool, a booster to use with all of these different coaching methods**. It's a booster for coaching results, to allow every coach in every field and level of coaching, to take the coaching to a new level, suitable for dealing with a rapidly changing environment.

Additionally, this book will also present the wonderful thinking tools and mindset of Lean and Agile. Lean and Agile provide amazing practical tools that every coach should be familiar with,regardless of their coaching method of choice. They enhance motivation, help getting things done, boost empowerment and learningâ€¦ So why not use them to enrich your coaching?

Lean and Agile provide a practical approach for taking the usual coaching and psychological buzzwords and giving them a frame to promote such goals as empowerment, learning, doing, motivation. Lean and Agile tools, along with the powerful mindsets that accompany them, put everything in a practical level and make things happen.

The world around us is changing, and fast. It is becoming more and more complicated and the pace of technological change is one of the highest in recorded history. Naturally, this new reality creates new challenges. The goals that we want to achieve, for example, can be ever-changing – and therefore seem unachievable.

To face these challenges, we need strategies that will help us regain a feeling of control over our goals, and help us reach them. We need ideas that will enable us grow and flourish, while at the same time help us face the uncertainties of change.

The need to develop new strategies and ideas, and adapt to changes, is at the heart of many coaching processes. Why? Because as coaches, we recognize our coachees' universal need to deal with change. They need to understand what needs to be changed, and they need to learn how to both preserve their newfound behavior so that it doesn't dissipate within a week or two, and how to easily change again when needed.

Based on Lean and Agile methods, our Coaching Booster teaches people how to see change as a habit, and embrace change as a way of life. This book will help people leave their comfort zone, turn dealing with new changes into a habit, and help them change their habits effectively and quickly, all while demonstrating how it can be repeated in the future.

Looking at these Lean and Agile tools, you might actually recognize certain coaching methods that employ these tools. The difference is that some coaches use some of the tools some of the time. The coaching Booster see the whole toolset as one package and advises coaches to emphasize some practices above others and not treat each tool individually and separate from the others.

For example, emphasizing strong visibility, along with constant heartbeats of work, using small steps, and value-oriented thinking are essential. Focusing on them will lead to better coping with changing environments, adding wonderful possibilities to the coach's set of activities and boosting results.

Lean and Agile methods boost productivity, promote innovation and have been tested (and proven) in real-life situations. The Lean and Agile mindset of empowerment elevates learning, teaches us to adapt and to react to change.

The Booster also introduces a framework that helps you coach easier, working together with your coachees towards the goals they have developed themselves.

The Booster is written to be simple and intuitive, showing you how to simplify the complex environment of change in which we live. This makes it easier for us to set goals and establish a vision, as well as cope with changes.

**It's not that the questions we as coaches ask are not suitable anymore; it's not that the goals and value we help the customer realize have lost their relevance; it's the way we manage the flow that leads to achieving these goals that has become unsuitable for rapidly changing environments**.

Anyone can use it, anyone can take the framework suggested, follow a few simple principles and apply it to any kind of coaching method.

This book was written out of our experience as Agile coaches, dealing with rapidly changing environments. All we did is merely collect these amazing tools and present them here for your use.

Enjoy :)

# 2. About the authors

## Shirly

If you were to ask me, as a coach (which is what I am), how I get things done, I would answer 'Read this book'. I have used several coaching styles and have based all on the same principles – the coaching Booster.

So who am I?

I am a wife, and a mother of two sons. For the past 16 years I have worked in the Israeli Hi-Tech industry. A Social-Work degree from Tel Aviv University combined with a love of psychology drew me to organizational processes. I particularly enjoy working with people, helping them make the most of themselves in their company.

During one of my senior Quality Assurance positions, I discovered the world of Lean and Agile. It was, more or less, like a light bulb went on over my head. Lean and Agile are all about human behavior, motivation, empowerment and respect. They are about gaining accountability, getting things done, working with groups of people and leading them to results. That is exactly what I had been looking for all the time. Agile and Lean connected the dots that were project management, quality procedures, and the world of human resource psychology.

So I sat down and wrote a book called 'Agile Kids', which is aimed at both parents and children. The book shows parents practical ways of how to get daily chores done, and how to improve family communication in general. In other words. Agile Kids took concepts from Agile, and showed how to use them in a completely different world – the family one. It teaches constant communication and how to empower children without losing your parental authority. You learn how to get things done with your kids through a collection of practical actions.

In the meantime, Agile started creeping into all sorts of places. You can find people talking about Agile principles at homes, schools, and small businesses.

I continued to implement Agile methods in organizations, and my experience coaching managers, groups and individuals increased. I realized that the deceptively simple tools of Lean and Agile are

powerful coaching tools that everyone can enjoy. It isn't just that Lean and Agile bring fast results. You can use them as a framework for just about any kind of coaching method.

As long as you know the rules and how to use the tools, you can apply them on any other theory or method you prefer to use.

**So why not write another book?**

As it so happens, I was reading Jens Woinowski's posts at the time. Jens is incredibly passionate about bringing Lean into the world of personal improvement. I called him up, suggested that we start writing this book – and the rest is history.

So enjoy :)

**You can reach me at**: Twitter: @shirlyronenrl[1] , Linkedin: shirly-ronen-harel[2]

# Jens

Where to start?

I'll start off with the fact that I'm a husband and a dad. I work as a Quality & Risk Manager at a major IT company in Germany. I learned about Lean and Agile on the job, but I was sure that the principles could be applied in a broader sense as well.

One day, while I was emptying my dishwasher, I discovered how they could.

That's when I began to see the advantage in using Lean and Agile practices in all sorts of areas, not just businesses and companies. So I started my blog called leanself.org, to see how Lean can improve other areas.

**Hang on, what about the dishwasher?**

Well, a couple of years ago I was emptying my dishwasher. I had just started to look further into Lean Management principles. As you can expect, emptying the dishwasher wasn't the most exciting of tasks so I had time to think about Lean. I suddenly realized that the Lean approach isn't just for companies and organizations. The fundamentals of Lean are so natural, you can apply them to your whole life.

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[1] https://twitter.com/ShirlyRonenRL
[2] il.linkedin.com/pub/shirly-ronen-harel/0/653/249

So there I stood in front of the dishwasher, trying to apply Lean to the boring task of 'take all the dishes out and empty the dishwasher'. It didn't take very long. All I had to do, was 'reduce running around'. Instead of taking out one cup, placing it in the cupboard, and coming back for more, I took out all the cups at the same time, and put them next to the cupboard. Then the same with the plates, and so on.

Of course, my blog posts show you how to transfer this discovery to more than just emptying the dishwasher.

Then one day one of my readers contacted me with a great idea. She wanted to know if I would like to collaborate with her and write a book about personal coaching, combining Agile and Lean approaches. I think you can guess who she was.

I immediately agreed, and this book is the result.

I hope the coaching Booster helps you deliver added value to your clients. If you are a coachee and you are reading this book, I hope it helps to understand your coach better and get the most out of your coaching.

**You can reach me at**: Twitter: @leanself[3], leanself.org blog[4]

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[3]https://twitter.com/leanself

[4]https://leanself.org

# 3. Dealing with change

## Boosting Coaching with Lean and Agile methods

The world around us is changing, and changing rapidly. It is becoming more and more complicated and the pace of technological change is one of the highest in recorded history. For instance, the way we talk to other people. Not that long ago, we picked up a (rotary) phone to talk to someone else. Not long after that, we were walking around with phones in our pockets that didn't even have to be connected to anything. Not long after THAT, we did away with buttons all together!

The entire world is changing, our working environment is changing. Many more people now work from home than in the past. Even the way we buy things changes rapidly – not long ago we were amazed and skeptical regarding online shopping. Same goes to any field we can think of.

**Change is just something that we have to accept and get used to. We can't avoid it – it is our new reality. We need to react fast to our changing environment**, **and constantly learn new things. We need to change our goals, habits and way of life**.

Naturally, this new reality has new challenges, for some it even poses an insurmountable burden. The goals that we want to achieve, for example, can be ever-changing – and therefore seem unachievable. To face these challenges, we need strategies that will help us regain a feeling of control over our goals, and help us reach them. We need ideas that will enable us grow and flourish, while at the same time help us face the uncertainties of change.

The need to develop new strategies and ideas, and adapt to changes, is the root of many coaching processes. Why? Because as coaches, we recognize our coachees' universal need to deal with change. They need to understand what needs changing, and they need to learn how to both preserve their changed behavior so that it doesn't dissipate within a week or two, and how to easily change again, when needed.

**In other words, your coachees need to change, and change quickly, while living in an environment that changes**.

Confusing, right?

To simplify it a bit, it's simple. Change (and adapting to it) needs to become an ingrained habit.

And that is EXACTLY what Lean and Agile are all about. By making people leave their comfort zone, turning dealing with new changes into a habit, they help us change our old habits effectively and quickly, and showing us to do so again in the future.

> **Welcome aboard!**
>
> We live in a world where **the boat is rocking**, and always will be. The Coaching Booster helps us teach our clients how to rock the boat their way.

Based on Lean and Agile methods, our Coaching Booster teaches how to see change as a habit, and embrace change as a way of life.

The Booster is written to be simple and intuitive, showing you how to simplify the complex environment of change in which we live. This makes it easier for us to set goals and establish a vision, and cope with changes.

**The Booster introduces a framework that helps you coach easier**, working together with your coachees towards the goals they developed themselves. **Change happens**, but turning that change into a habit, rather than an imposed necessity, helps coachees achieve their goals

Lean and Agile methods boost productivity and promote innovation and have been tested (and proven) in real-life situations. They have achieved great results. Born in the Toyota car factories as an empowerment oriented mindset blended with soft skills development and team oriented thinking, (The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer[1], the Lean method migrated to the Western vehicle industry where it was a huge success, and was then adopted by various industries, also beyond manufactoring. In the software industry it is gaining ground togehter with Agile.

After the successful migration from factory floors to software companies, even more industries started looking into Agile and Lean methods, learning how to use them to achieve their own goals. The coaching industry was one of these, and personal life coaches can find these methods incredibly useful when working with their clients.

**So what can we learn from the Coaching Booster about dealing with a rapidly changing environment? How do we respond to change and uncertainty?**

**1. Use Iterations, Feedback and the Right Tools.**

Changes are part of our daily activities; that is a fact that we should accept, and adapt to. Don't forget, change is also a potential for growth. Yes, we may make the wrong decisions and we might even fall flat on our faces. But we will learn from those mistakes and get back up again, wiser and stronger. It is true for us coaches, and just as true for our coachees.

The Agile framework includes rules and behaviors that help us to react better to a changing environment. Some are stricter, such as "The heartbeat is your safe zone." Other rules are more flexible, such as *daily meetings* or *frequent communication*. **But first**, **we need to embrace change**, **and acknowledge that it is a fact of life**.

Have you embraced it? Good. Now let's discover the tools that help us take advantage of the change.

**2. Create a Consistent Rhythm, a Heartbeat.**

The Coaching Booster teaches us to create a rhythm of constant action. We set objectives, move towards the goal, collect feedback from our surroundings, learn from that feedback, and set a new objective. This process is repeated ad infinitum, creating a uniform and constant 'doing and reflecting' rhythm.

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[1]http://www.amazon.com/The-Toyota-Way-Management-Manufacturer/dp/0071392319

The process takes place over a set period of time. That can be anywhere from one to four weeks, and it is what enables you to persist over time and turn one-time occurrences into ingrained habits. The secret is doing small tasks to reach your goal, and once the time period is up, to start all over again.

### 3. Strive for Visibility.

Visibility is a powerful principle. Just like a tree falling in a forest with no one to see it, if goals or tasks aren't visible, will they actually get done? Or, to flip the question on its head, if the goals ARE visible, will we be more motivated to complete them?

As it turns out, the answer is yes. Visualizing the goals or tasks that we need to do in order to reach our objectives, makes it far easier to manage (and complete) those tasks.

You can visualize the goals by writing them down on a whiteboard, or pining notes to a board, or choosing any other method that works for you.

With your goals or tasks visualized, you can see your path very clearly. You see your priorities, problems and solutions, laid out in front of you. By the way, using big boards is a commonplace practice in the Agile culture. They are called Information Radiators, as the information on them is shown (*radiated*) to everyone. When in front of a board, you can see the tasks and challenges ahead of you, as well as the goal that you are trying to achieve.

And it's exactly BECAUSE the board is seen by everyone, that change becomes a sustainable habit over time.

**Why we use the word "visibility".**

In the Agile and Lean world you will often find the terms *visual management* and *visualization.* We chose to use *visibility* because it has a broader meaning.

### 4. Embrace Continuous Improvement & Kaizen.

**The idea of continuous improvement is twofold. One, do it all the time. Two, take baby steps.**

A *Retrospective* is an hourly session held once a week or two, depending on your rhythm.

The retrospective's purpose is to help you improve on past results, and define new goals and actions. These goals and improvements can be about your work, interpersonal conduct, or obstacles that have arisen. They can be just about anything that either contributes to or interferes with, our effectiveness.

But that doesn't mean that we work with our coachees only during the retrospective session. Not at all. We do it the Kaizen way. Continuous improvement.

We change in small ways all the time. We constantly correct the course towards our goals, not just during the retrospective session. In the end making these small improvements will become second nature to our coachees. *Continuous Meaningful Feedback* It's an ongoing process.

**We constantly improve our methods, and adapt to change ourselves. How? By delivering personal values, getting rid of things we don't need, and getting direct feedback. Then teaching others to do the same.**

**5. Establish Direct Communication**.

Needless to say that if you aren't already directly communicating with your coachees, well, you're missing a key element of successful coaching.

**Communication is valuable, and one of the most effective tools that we work with**. **It is a key to a trust-based relationship**, **which is the basis of any good coaching endeavor**.

Look out for these three points in every communication:

- Frequent and direct communication,
- truthful communication leading to trust, and
- transparency in decisions.

**6. Focus on Value (Value Oriented Thinking)**.

Value is what motivates all of us. When we look at anything â€" what we're going to eat, what we're going to read, who we are going to talk to â€" we are motivated by the underlying value to ourselves.

So what value does the Coaching Booster using agile and lean principles give you? The Booster enables you to identify the value the coachees are really looking for in their decisions. You can help them achieve what they really want, and provide your customers with better service.

**7. Take Baby Steps**.

When a toddler first learns to walk, they take small steps. Why? Apart from the fact that they have short legs, smaller steps are easier to control. And when they fall down (and they will) it doesn't do a lot of harm. Mistakes are far easier to correct.

The same goes for all of us.

When we change things, we don't change everything at once.

Take Jack as an example. He wants to start leading a healthier life. If Jack started going to the gym six times a week, eats nothing but kale, and takes up yoga lessons, chances are he will give up within a week. But if Jack changes one bit at a time, he can easily reach the same goals, only this time, persist at it.

Changes are best made gradually, in small increments. The heartbeat we use in the Coaching Booster gives people the ability to cope with those changes, learn from them, and decide on a course of action.

**8. KISS!**

Keep It Simple Stupid (as in, keep it very simple).

Don't try to achieve perfection.

Find the minimum required solution to problems.

Meaning maximize the amount of things you don't need to do – that'll usually be good enough.

**9. Ensure Empowerment & Improve Self-Organization**.

**"I am in charge of my own life. I am my own organizer. I can do this by myself."**

As coaches, THIS is the mindset we should be teaching our coachees. The concept of self-management and self-organization is fundamental. It's not our job to make decisions for our coachees. They have to learn to make their own decisions and take responsibility for the outcome. Both during and after the coaching process.

Being responsible for their own actions is immensely empowering to the coachees. They discover for themselves the best way to move forwards. Of course empowering them isn't as simple as it sounds, and you have to provide your coachees with supporting frameworks and clear boundaries.

**Empowerment – A fundamental condition for success and built into the processes. Empowering our coachees means that we enable them to manage change by themselves. it also means that the feeling of control comes from with and become an intgral part of our coachee being.**

**10. Eliminate Personal Waste.**

If something is dead weight – you don't need it. Get rid of it.

**11. Practical, not Theoretical, Coaching.**

Understanding what is important is an art. Getting things done is a result of this. Lose your grading charts. Start getting results.

**Results, whether good or bad, are far better feedback than any grading tool.**

Dividing our goals into small tasks that actually provide value to our coachees is far better than having a long period where you diagnose the situation. First of all, it's a huge effort to build the right framework for your coachee, and if you find out it isn't exactly right, you need to make the necessary changes. And when you finally got it all set up, change happens (remember? Change happens all the time) and you have to start all over again.

So no, heavy grading tools won't help.

Get started right away. Get early feedback, and learn from it. THIS is what helps us change. It enables us to examine our reaction to change and constantly verify that we are headed in the right direction. Start working right away, even if you don't have every last detail scoped and analyzed. To paraphrase the Stark family motto, 'Change is coming'. By the time you analyze everything – it will have changed.

You don't want to work with your coachees for six months, only to discover that they haven't actually had any benefit from your hard work, right?

So get instant feedback, and correct the course while it is still worth it.

*We won't use measures and grades as ways of evaluating our coachee's progress. What we really want to achieve is a change of their mindset.*

**GTD** – Get Things Done. Master your to-dos at home and at work.

Getting things done by delivering actual value to our coachees, rather than 'measure behavior'.

**Boost Your Goals** – With an Agile approach, you'll find your goals get much more ambitious. That's a good thing.

**Pull Value** – Achieve a continuous flow of what you want and need.

**12. Respect** – it's a basic condition for people working together.

**13. Fun** – and lots of it. Because it's fun! Really!

## Our coaching Booster tools
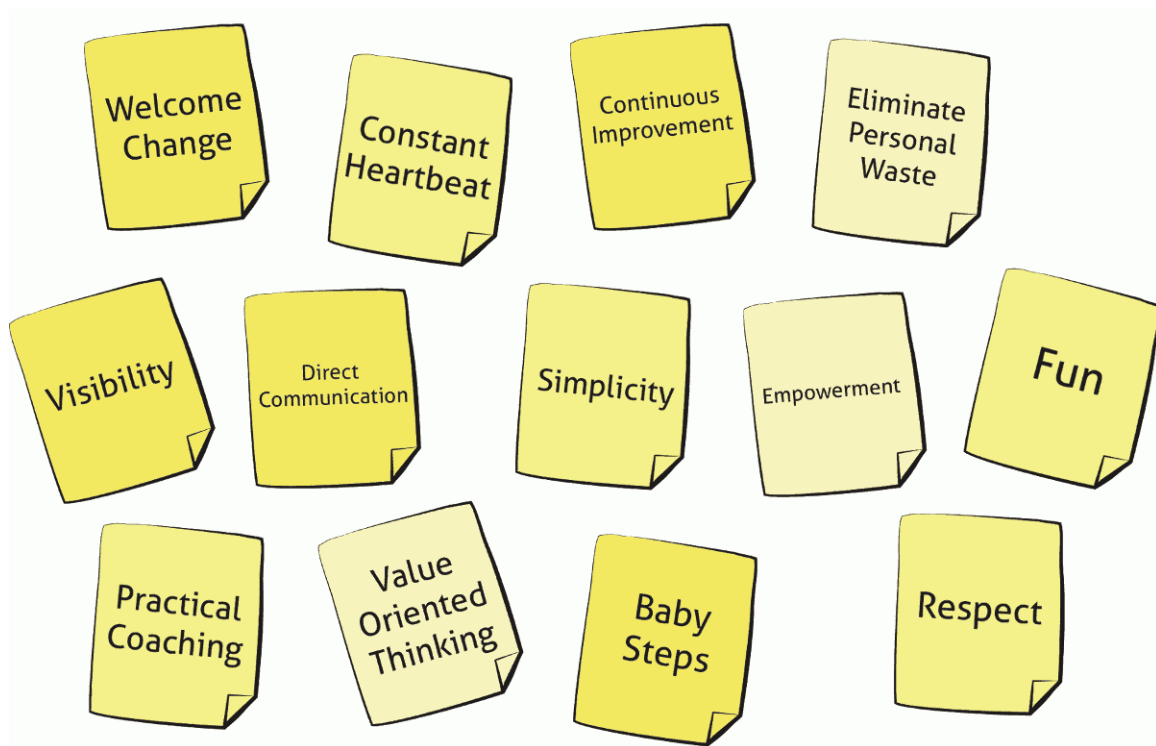


## Move beyond the limitations of traditional coaching

As a coach, it's not just the coaching process that you will get better at. You will also learn how to use the Coaching Booster to improve your own personal business processes. This book gives you a tactical framework that helps you effectively improve your coachees reality, day to day activities, objectives and more. You will learn simple tools and strategies to teach empowerment, productivity, and continuous improvement.

As a coach you open a door for your coachee to a world where flexibility and coping with change doesn't come with the price tag of personal energy and resources. The Coaching Booster method is based on a few simple values and principles that will enable you to help your coachee be fully aware

and in control of the coaching process, taking responsibility and being really empowered toward full accountability over his actions and outcomes.

**Any coach can use the Coaching Booster. It is a framework of methods that any specific coaching content can be stretched over to make the right place for your coachee, and blend tools, games, and traditional coaching techniques.**

# 4. Constant heartbeat

**ℹ** **What will be the value delivered in this chapter?**

**Creating a routine, a rhythm of action shows you how to break down that "forever" time to get things done into smaller chunks of time.**

Every change holds a "goal" or a target that we try to reach. Every goal has a duration, the time that it takes to reach the goal. Now, you may have noticed that some goals (such as 'yes, I WILL lose 20 pounds before the summer holidays') feel unreachable. The time we think it will take us to reach that goal is more or less 'forever'. But it doesn't have to be that way. The concept of taking several steps to get closer to the goal, then taking them again, creating a rhythm of action shows you how to break down that 'forever' into smaller chunks of time. Suddenly, even the most unachievable goals become something you can reach, not something that will always stay out of your grasp. Yes, even those that feel like they will take forever to reach.

First of all, we have to understand that things do not happen by themselves. We need to make them happen. This may seem self evident to you, but it's surprising how often we ignore this basic rule.

So how do we make things happen? How do we get closer to our goal?

By creating a routine. A rhythm of action. And we'll call it a *heartbeat.*

The heartbeat is part of the coaching Booster infrastructure. It contains exploration, action and continuity, and takes a few days to complete. Once we complete it, we immediately start another. Just like the human heart, and hence the name. It is this constant rhythm that helps us create the change that we are reaching for.

## So how exactly does this heartbeat work?

Simple.

**1. First of all, we start off exploring, looking for the direction of the change**.
**2. Once we know what direction we want to go in, we act.** We get things done, but we make sure to do them in small doses. Small doses of actions as well as in small timeframes. In a routine of acting in fixed and repeating cycles of activity. Each heartbeat has a beginning and a finish which between we execute or goals, small goals.

This not only boosts our confidence, but it also enables us to cope with the big change we are trying to achieve.

**3. Finally, we use the feedback that we get to start off the whole exploration process again.**

**This process is called the Booster heartbeat**.

But how does it work in real life?

Well, lets use a real life example. How many people do you know who enthusiastically signed up to a gym, just to stop going a week or two later? Those people probably believed the same thing that many of us do. Paying their subscription fee upfront will persuade them to stick to their schedule. They will go to the gym every other day, exercise like mad, and have rock hard abs in six months.

But of course they don't.

There are plenty of other examples that we can give of goals that we all WANT, but find it hard to achieve:

- Dieting
- Getting another degree, or completing a course
- Taking your spouse out on a date
- Being a better parent and spending more time with the kids
- Getting promoted at work
- Learning to sky-dive

This is why being able to constantly change while coping with new challenges is essential. It means that we can grow and develop into who we want to be.

Yes, being able to constantly change is a challenge. We know! And that is exactly why we wrote this book :)

**Maintain continuity**

Even when we understand the importance of our decisions, or know what action needs to be taken, we aren't always successful in actually following it through. We need to find a way to maintain continuity.

But how can do we do that?

# Are small goals the trick?

Smaller goals are far easier to reach, it's true. For example, instead of deciding that we will lose 20 pounds in 5 months, we change the goal to "lose 1 pound in the next week". That certainly helps, but it isn't the complete story, and won't accomplish much on it's own.

**What are the factors we need to take into account?**

First of all, we need to define what we want to achieve. We should know our vision, our goals and course of action. Second, we need to be able to take small steps towards our goal without giving up.

Just like toddlers who are just learning how to walk, smaller steps are easy to relate to and act upon. If the steps are too big, you can easily fall over. You won't see the immediate success and it's easier to give up. Don't blame yourself – that's just how our brain works, looking for instant gratification.

So we are looking for some way to envision our goal, take small steps, and see our success.

And that is exactly what we have in the heartbeat. Using the heartbeat, we are focused when we take those small steps. It means, placing those things we want to do in a cadence of small periods of time.

**So, we aren't just dividing our goals into smaller ones. We're also dividing our time into smaller chunks. This means that we can react much faster to the changes around us. We don't have a plan for the next year, because who knows what changes will happen by then. We have a plan only for the period of time , or for next week. This way, we create successes continuously and create a routine where we can manage the change.**

**No, you can't change overnight and no one expects you to.**

If you set a lofty goal for yourself, the most effective and realistic way to achieve it is by setting short term goals that lead up to it. And those short terms goals are completed by using a constant heartbeat of short periofd of time as aroutine activity.
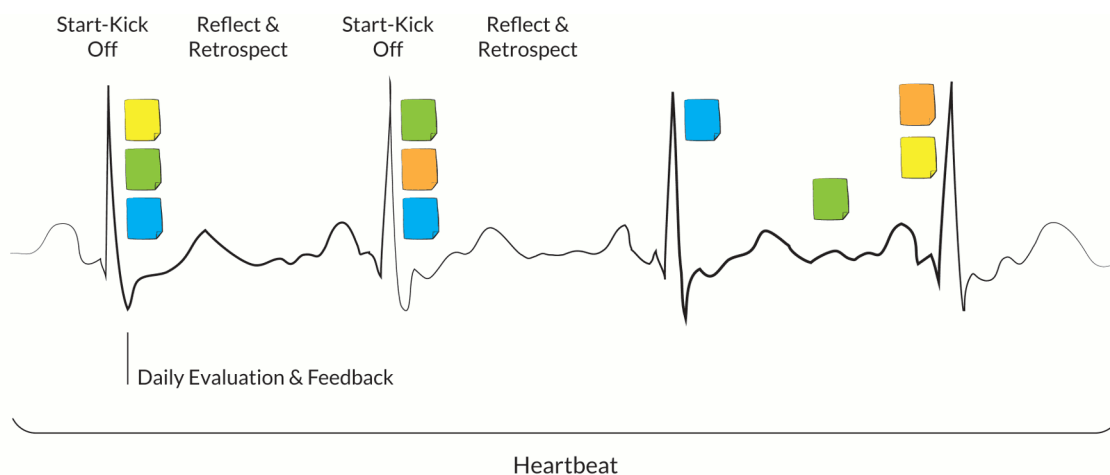


## Why is routine good?

Many of our daily activities are a routine of sorts. For instance, brushing our teeth. We brush our teeth when we wake up, and before we go to bed. If you make sure that your kids do THAT every day, they'll brush their teeth every morning and night on their own after a while. By the way, it is always a good idea to explain the REASON behind all this teeth brushing. Explaining helps the routine stick even more.

Routine isn't just doing the same thing at the same time. Studies have shown[1] that routines have a positive psychological influence on children. Routines, or a heartbeat of activity, as we call it, help babies and toddlers to anticipate what will happen next. This gives them a measure of control and boosts their self-confidence. For instance, when parents say, "It is bedtime", the child knows what's coming next (a bath, brushing teeth and reading a book). The routine helps the child make sense of the situation and relate to it.

So routines are NOT just maintenance. Daily routines provide young children with a sense of safety and comfort. They help children cope with transition. Routines are an opportunity to learn, and are a good framework to Get Things Done easily. Routines put us on the right path towards achieving our goals.

The benefits of routines aren't restricted to children. Studies show that[2] routines affect adults in much the same way. A routine enforces our feelings of safety, positive emotions, confidence, and well-being. Routines are like guidelines that we feel comfortable operating within.

**You are the master of your routines**.

Today, of course, our parents no longer have to create routines for us, even though sometimes we might like them to. WE are the adults. We are the ones who need to maintain our routines and develop new ones.

# Perform the heartbeat action

When we say "heartbeat", what we actually mean is a rhythm. It is a fixed and repeating cycle of activity. The idea is borrowed from the world of Agile, and means that our work is done in regular and repeatable cycles.

According [3] to Medilexicon's medical dictionary[4]: **Heartbeat** is "A complete cardiac cycle, including spread of the electrical impulse and the consequent mechanical contraction."

In our case, the cycle includes less electrical impulses and more actions that propel us towards our goals. Remember that to complete our goals we take baby steps? Small tasks that build up to the big one of achieving our goal? That's the heartbeat. It includes:

- A kick off
- A daily follow-up
- Reflection

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[1]http://www.zerotothree.org/child-development/social-emotional-development/love-learning-and-routines.html
[2]http://onlinelibrary.wiley.com/doi/10.1348/000712610X513617/abstract
[3]http://www.medicalnewstoday.com/articles/235710.php
[4]http://www.medilexicon.com/medicaldictionary.php

But what do they mean?

Well, the kick off defines what you want to achieve in the current cycle. The daily follow up shows you how successful you were, and if you ran into any challenges along the way. And the reflection shows you what you can improve for the next cycle.

If you look closely, you'll see that this heartbeat is JUST like your actual heart beating. Each beat starts up, *pumps* certain value around, and as soon as it ends, another beat begins.

## And the beat goes on…

Heartbeats are supposed to be consistent. Your cycles may be a bit faster, or slower, but you have to maintain a steady pace.



**Framework**
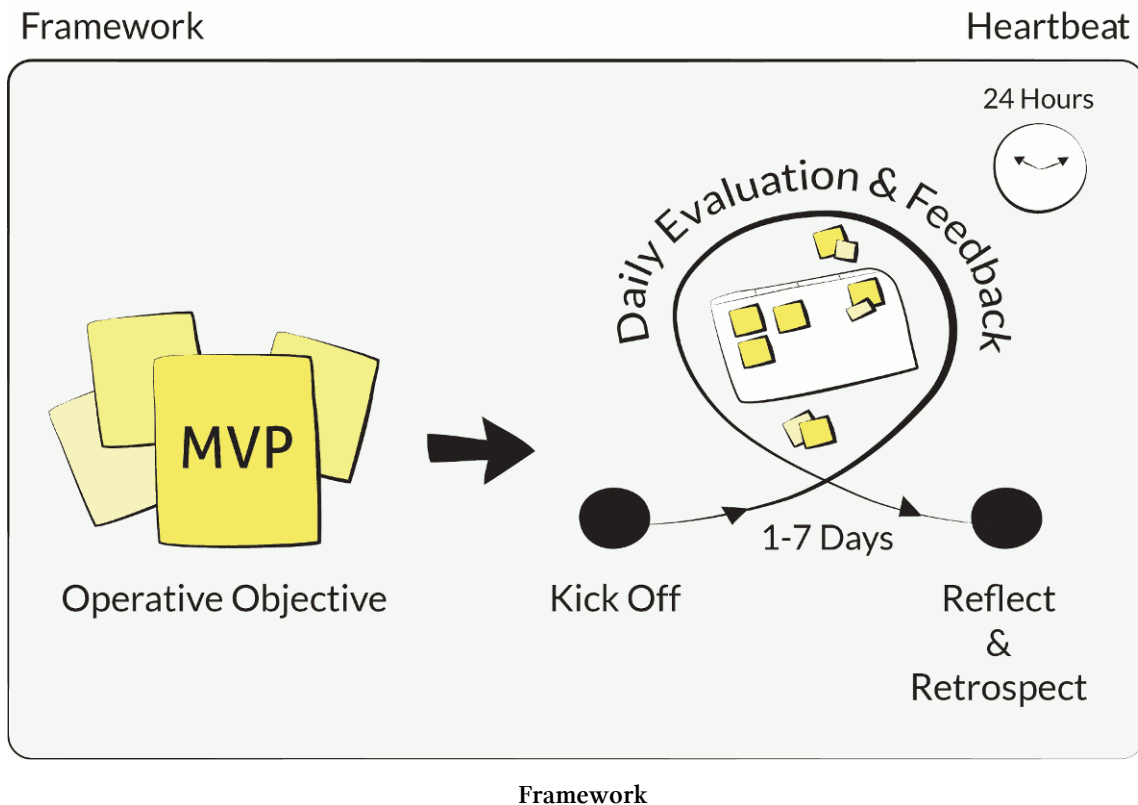
**Our heartbeat forces us to break our big goals up into smaller ones. It makes us look at smaller chunks of time, which makes sure that we remain focused.**

The heartbeat is very clearly defined, with a start and a finish, and real value to show for it, when it's over. This is why making the heartbeat part of our routine helps us find solutions to the changes that happen around us, and get things done.

## When was the last time you stopped to think?

Lets have a closer look at how the heartbeat works:

1. We always begin and end the cycle on the same day – for example, Tuesday.
2. Every cycle, we kick-off (stop and think) before we start actually doing.
3. We write down a small number of goals/tasks we want to accomplish.
4. We look at what we've achieved every day, and when the heartbeat ends, we review what we've achieved at the end – again, we stop to think.
5. We draw our conclusions and write down new tasks, changing where we need to.
6. And then the new heartbeat starts.

**Just creating a routine isn't enough. Ever so often, stop. Think. Is there any feedback? Does it mean you need to change what you are doing?**

**Avoid work for work's sake.**

Simply doing tasks for the sake of doing tasks virtually ensures that we will miss our goals. Stopping to think and make minor adjustments to correct our course is far more effective.

# When, What, and How?

When we want to change, there are few questions we need to ask ourselves. When to change, What to change, and How to change.

Why do we ask ourselves these questions?

Because change is hard.

Take the gym example from the beginning of this chapter. We wanted to go and exercise. We really really did. But we couldn't. One day, there was a *Parents-Teacher meeting.* Another day our kid wasn't feeling well. And Thursday, well, that's the day we stay late at the office.

If you don't stick to your routine, you'll find that there's ALWAYS something that you have to get done before you go to the gym. And at the end of the week, you realize that you haven't even gone once. You'll wonder how you didn't manage to spare a few hours for doing a little physical exercise.

Of course, some people think that "*going* to the gym" is part of the problem. They say that you can exercise at home, and that all the effort involved in getting ready, driving to the gym, and driving back is, in fact, a waste of time. They have a point and this *waste* is called *motion waste* (But we will get to that in the chapter about "Personal waste removal").

Let us get back to the When, What, and How questions. When you are looking for a change, those are the questions that you ask.

**When?**

When does the change take place?

The change takes place at beginning and end of every heartbeat.

There isn't a sudden magical "poof" when change occurs. Change happens gradually, over time, as we move towards our goals with each heartbeat.

**What?**

What should we change?

Keep in mind that we've just broken down our very big goal into smaller goals. So we don't have a BIG what to change, we have a lot of smaller whats instead. Just as important, but it's much easier to answer.

We evaluate our *what* all the time, so that it is easier to change and adapt accordingly. And at any given point, the 'what' that we answer is the one with the highest value (at the time).

**How?**

How are we actually going to do things?

We've set ourselves small goals? Awesome. How are we going to achieve those goals? How are we going to complete each small task? Even if we don't always succeed, we can learn from what we did, and do things differently next time.

# Change gradually

The aim is to gradually improve our routine and abilities.

**Get into the rhythm**.

The heartbeat enables us to cope with changes, adapt and learn, in small doses. We examine our routine and refine it, based on feedback we receive.

Effective change and the ability to get things done are most effective when they occur *gradually*. When you have time to understand the process.

Think of a normal day for you.

Every evening, you spend a few minutes thinking about what you've done during the day. You might have found a new restaurant, you might have done really well at work, or you might have just written the first page in your novel. Thinking about the feedback you got, you decide what you'll do tomorrow, based on that feedback.

And that, people, is what the heartbeat is.

# Get used to this routine

This is a routine, just like any other, and we have to get used to it.

It's a bit like the first few days for children going off to daycare centers. The parents help them set up routines, which in turn, helps the kids get settled in faster. Getting up in the morning, saying "Good morning" to the staff, and so on.

Everybody needs to get used to new routines. So do we.

**The coach's role** – your role – is help the coachee get used to this regular heartbeat, teaching them how to speed up or slow down.

It is your job to teach this routine to the coachee, how to operate within the boundaries and rules that enable successful action. Show your coachee how he can continue by himself.

# 5. The Coaching Booster framework overview

**ℹ** **What will be the value delivered in this chapter?**

**This chapter covers the coaching Booster basics, giving you an overhead view of the entire framework, so you can get the feel of the basic steps to take – to make things happen.**

The coaching Booster has two main processes:

1. Discovery
2. Work

Both of these processes are in complete synch and run continually. However, different conditions and times may place an emphasis on one or the other. In each process we act according to Agile/Lean values and principles to achieve the best results.
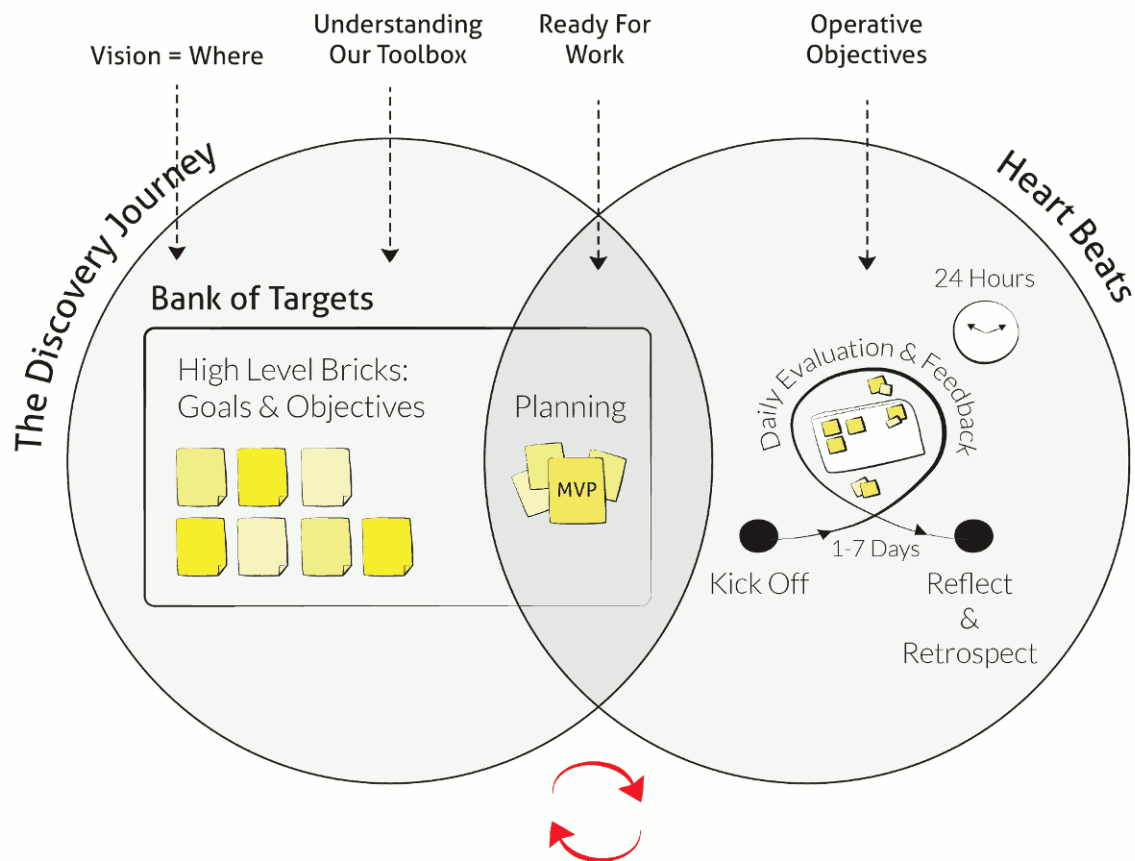
# The Booster framework

The framework adds *how* and *when* to the values and principles we've talked about in one of the previous chapters about "The coaching booster principles".

For an example, let's take John. John is getting married in six months (congratulations, John!). Getting married is a huge project â€" There's the reception to plan, the guests to invite, wish lists to make, and so much more. But he doesn't need to go into the fine detail of every one of those tasks immediately. After all, John (and his partner of course) probably haven't even decided what specific food they want to serve, what sort of music they want to hear, and so on. John needs to **discover** this. Once everything that they want to do is **discovered**, they can then start planning the details, in other words, do the **work**.

The same applies to getting a better job, or losing weight. **There's the DISCOVERY Journey where we ask questions**, **and WORK phase where we perform practical actions**, such as "research the market for average salaries in my profession".

The point is, that we continuously elaborate the DISCOVERY items, and then transform them into actual tasks. Along the way we also discover our abilities, strengths, and weaknesses, so we know

how to better prepare ourselves for the heartbeat. During the heartbeat, where we WORK and get things done, we also collect feedback for the next DISCOVERY stage.

**What do you wish to achieve?**

Write down all the goals you want achieve, every single one, and put them up somewhere visible, somewhere everyone can see them, especially you.

This is our bank of goals. This is what we want to achieve.

The bank is part of our personal DISCOVERY Journey. Once we understand the goals, we can start breaking them down into smaller tasks so we can start working towards them.

Now that we know what our goals are, we need to think about how and when we will achieve them. We need to drill down into them and prioritize them, so that we understand which ones are most important right now. Once we know which the most important ones are, we can start dividing them into practical tasks.

**The heart beat – the "doing" cycle:**

The doing cycle lasts either one or two weeks, whichever you prefer. Choose a number of goals or tasks from the list you've just made, and start working.

Mind you, don't take on too many tasks at a time.

Once a day, every day, stop and review what you achieved the day before, and what you need to get done today.

**The heartbeat ends:**

When the heartbeat ends, we need to stop again, and review the following:

1. What did we plan, what did we achieve, and what changed.
2. What should we start doing, what should we stop doing ,and what should we continue doing?
3. Think about what the next heartbeat has in store for us in terms of challenges and tasks.

**As part of planning our Discovery and work process we build the following map:** *Where, Bank, Our Path.*
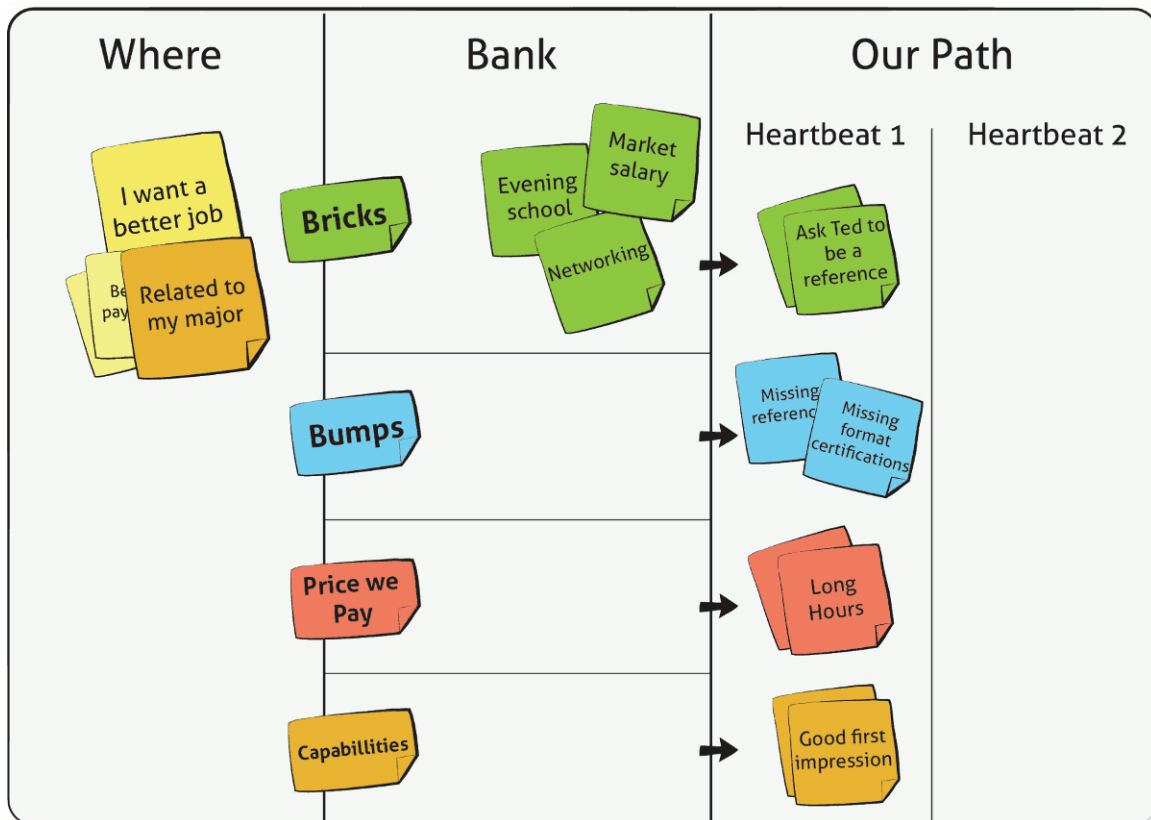
**Where** – The *Where* is the target, the vision. It is the guideline to our desired destination.

**Bank** – The *Bricks* in the bank are what we use to build the road on the way to our vision. They represent the things we need to carry, build or go through.

**Our Path** – The *Path* is built out of our *Bricks*. We use values and principles to define it, and yes, we may encounter speed bumps on our *Path*. The rate at which the *Path* is built and traveled on is determined by the heartbeats.

We also learn to understand our capabilities, limitation and price we are willing to pay for each action we take, just as in any coaching activity. The Booster Framework helps us get organized and build (achieve) the desired bricks – the bricks we chose to deal with during a specific heartbeat.

The DISCOVERY Journey helps us define our vision in general terms. We then need to start the WORK process, making the actual bricks that define our *Path*. We start placing the bricks, building the *Path* towards our goal in such a way as to be able to understand what we see in each brick. This way, when we complete the *Path*, we know where it leads, and what it is made of.

Every new heartbeat, we continue planning and laying new bricks.

We'll progress along our *Path* toward reaching our goal during each heartbeat, using bricks to build our *Path* as we go. We will respond to changes as necessary, using the tools we've learned to overcome any obstacles.

**All three parts of the map – the *Where,* the *Bank,* and the *Path* – are constantly reviewed**

according to feedback we get as we make progress. Of course, if we need to make adjustments, we will. After all, **the DISCOVERY Journey is a continuous one**.

## This routine blends into the entire coaching Booster framework

- We achieve short term goals, based on our long term vision, with short term commitments that are easy to achieve.
- We create a structured beat (kick off, daily evaluation, reflection).
- We stop and re-think our values at regular intervals.
- We gain visibility and control over our progress towards our objectives.
- We gain early and continuous feedback that enables us to stay on track.
- We create simple and easy achievements that boost our confidence and motivation.
- We become more adaptive to changing environment.
- We gain positive emotions of feelings of safety, confidence, and well-being.
- It's not just a routine. It is a routine that means constant change.
- We get used to this routine until it becomes a habit.

# 6. Value driven thinking

**What will be the value delivered in this chapter?**

**This chapter shows how to identify the activities and goals that have value, no matter what coaching technique you prefer.**

**Why are we so set on identifying *value* throughout this book? Because value, one of the most important concepts in Lean, is what your coachee is really looking for. It is what you should deliver to them. If what you are doing doesn't add value – just don't do it.**

According to Ralph Keeney[1], people go about decisions backwards. Instead of articulating *values*, they immediately search for solutions. They react to challenges as they happen, and don't think about objectives at all. (Value-Focused Thinking: A Path to Creative Decisionmaking[2])

Here's an example of what Keeney was talking about:

Pretend that in your town, there's a problem of speeding drivers, who ignore the speed limit. And as you are a responsible driver yourself, you know that's dangerous.

To solve the problem, police set up hidden speed cameras in strategic parts of the town. According to them, it was to catch dangerous drivers who exceed the speed limit, and so reduce the number of accidents. But as it turned out, drivers didn't actually drive any slower, as they didn't see any visible deterrence. (Hidden speed cameras, remember?)

So was there any *value* in setting up the cameras? Apparently not. The taxpayer money was spent on buying and installing the cameras, but the actual driving speed didn't go down. So there was a challenge (speeding drivers) and a quick reaction (hidden cameras!), which didn't actually produce any *value*.

But was there *another value* in setting up the cameras?

Yes, and you can probably guess what it was. With the hidden cameras in place, the police department (and the town council) made buckets of money from the fines.

The problem being, of course, that that's not what we were looking for. We wanted to reduce the number of accidents by making people drive slower. *That* was the intended *value*.

When the hidden cameras were taken down, and *visible* cameras were set up, people started slowing down. And that reduced the number of accidents.

See? Value, and the *value* we were looking for.

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[1]http://www.amazon.com/Ralph-L.-Keeney/e/B001IGQOVE/ref=ntt_athr_dp_pel_1
[2]http://www.amazon.com/Value-Focused-Thinking-Path-Creative-Decisionmaking/dp/067493198X

So how does this relate to coaching?

As coaches, obviously, we want to give the coachees *value*. So we need to identify what we really want, and tailor our solution accordingly. In our case, we want to help coachees achieve their desired behavior, or at least get feedback that puts them on the right track. Set up visible speed cameras, as it were, not hidden ones.

This brings us to an important question. What IS the *value* in coaching?

To answer that question, we'll break it down. First of all, your coachee probably has some expectations as to what they'll get from the process. You'll want to meet those expectations (you do have your contract to uphold, after all). But that's easy. The coachees' expectations might not be what they really *need* from the coaching. So, secondly, you need to think about the *value* underneath. What is *really* motivating your coachee to come to you?

Third, as many coaching methods already encourage, you also need to help the coachee identify his own *value*, related to his goals, abilities, strength, etc., and help him attain it. This is no simple task.

You need to make sure that your coaching covers these *values* as well.

## Placing value at the center

RalphKeeney[3] in his book Value-Focused Thinking. A Path to Creative Decision Making. Harvard University Press, Cambridge, 1992.[4] shows nine benefits of *value* oriented thinking and illustrates the notion of making all decisions while taking into account the decision-maker's *values*. Values, and using the term as such, is a principle for evaluating the desirability or objective of a possible alternative. This thinking is designed to focus the decision maker on only those activities which are essential for him. I won't go into too much detail into Keeney's theory, suffice to say that being able to think of *value* first and generating alternatives which are *value*-oriented is crucial to our ability to achieve our goals and wishes and it's not something only the Lean or Agile movement advocates.

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[3]http://www.amazon.com/Ralph-L.-Keeney/e/B001IGQOVE/ref=ntt_athr_dp_pel_1
[4]http://www.hup.harvard.edu/catalog.php?isbn=9780674931985

# Benefits of Value-Focused Thinking
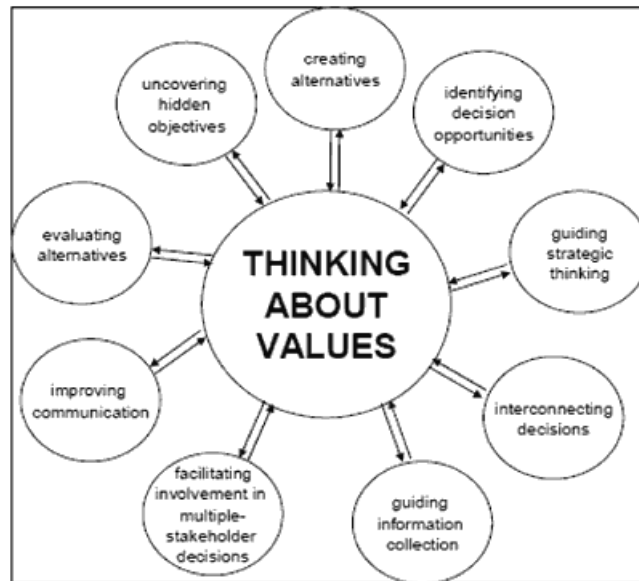


This graphic is taken from Ralph Keeney[5] book Value-Focused Thinking. A Path to Creative Decision Making. Harvard University Press, Cambridge, 1992.[6]

**Emphasize value**.

As for Lean principles in this Coaching Booster, *value* should be emphasized and placed at the center of our coaching. We should seek *value* and speak it out loud, literally callling it "***value***". Identify *value* all the time, in all levels of intervention. Never stop.

**1. Value is everywhere**.

**We do know that a lot of other coaching methods are also looking to identify *value*. The booster suggests emphasizing it, doing it all the time, in all levels of intervention, not only at the beginning, with every brick, before and after execution and out loud.**

The questions identifying *value* should be asked for every action-brick we perform. "What will be the *value* of this action?", "What *value* will it generate for me?"

We are constantly thinking of *value* and shrinking our steps to achieve *value* with minimal unnecessary waste or things that do not add *value* to our actions.

**2. Value is announced out loud**.

- It's called literally using the word *value*.

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[5]http://www.amazon.com/Ralph-L.-Keeney/e/B001IGQOVE/ref=ntt_athr_dp_pel_1
[6]http://www.hup.harvard.edu/catalog.php?isbn=9780674931985

- It's part of the coachee's awareness.
- The Coachee owns the tools to identify *value*.
- It's visible.

It's not something that is hidden in one of our questions, it's not *just* something that the coach helps the coachee to find, it's something that the coachee needs to find while he is aware that he is looking for it, and learn the techniques and thinking that will allow him to do so.

Let's take the GROW model questions for example:

The following are examples of ways to identify *value*, and there can be many more these questions are a good starting point:

- What outcome would be ideal?
- Contd. … and what will be the *value*?
- What do you want to change?
- Contd. … What *value* will it bring?
- Why are you hoping to achieve this goal?
- Contd. … And what *value* does it hold?

Placing the *value* in the center will also mean calling *value* by its name.

What will be the *value* of this action?

After performing the tasks the same questions should be asked again, explicitly with *value-oriented* thinking aimed to get feedback and move on to our next goal.

Getting the coachee use to *use* this term will direct his thinking to the relevant *value*. We actually shift the questions from the coach into the coachee's awareness and teach him to ask these questions himself.

**Make value explicit**.

Value is something that needs to be clarified, visualized and made explicit. It is something we teach, consult and coach for.

**3. Boosting Value through other Lean and Agile principles**.

Simply listing objectives is superficial. But when you place *value* at the center of your coaching the way described above, you generate more solutions or alternatives for action. To further boost results that are *value* oriented we combine this thinking with visualization, adding simplicity and small steps. Moving in the cadence of heartbeats with small steps will allow us to understand if we are on track with our desired *values*. We stop after every heartbeat and assess the results to collect feedback and change, or even to rethink whether this delivered the right *value* for us.

# Dealing with value

Among the important questions (see examples detailed above) a coach needs to ask, there are a few Lean and Agile mindsets and attitudes used to identify *value*, which will help our coachee answer the questions they are asked.

## Identify and define value

How do we identify and define *value*?

**Lets take John as an example**.

> *John wants to improve his career development and become the Sales Manager in his company. In theory, the best outcome from your coaching sessions is that John gets the promotion. He gets to be the Sales Manager. But to get the position, John had to make compromises. He saw his family less often and led a more stressful life. Does that mean that your coaching was successful? It depends. On what? On what was truly of value to John in the first place. Was he really after the promotion? Or was he after a more fulfilling life with his family, and the job was just a means to an end?*

Understanding what is truly important for your coachee is the tricky part of coaching. You need to deliver *value* on more than one level. On the one hand, you need to make sure that you follow through your original contract. On the other hand, you need to make sure that they understand their personal motivation, and act accordingly.

**There are two approaches to understanding what a valuable outcome of your coaching is. Using both will give you a pretty good idea of that outcome**. The first one, is simple. Ask the client what he expects from the coaching. This is usually done at the beginning of your coaching endeavors. Once you have gained a certain level of trust, you can try the second approach, which is to discover the underlying motivation.

## Ask WIIFM, or, What's In It For Me?

Here's a little Marketing 101. "What's In It For Me" is the question people always ask, whether consciously or unconsciously.

Suppose you meet a woman who tells you she is a stylist. That is what she DOES. But it isn't what she can do for YOU. In fact, you might not even know what a stylist is, and what it is that she actually does. If you met ten stylists that same day (maybe you went to a stylist convention by mistake?), she wouldn't be any different from the others. BUT. If she tells you that she can make you look fantastic with a budget of no more than 50 dollars, all of a sudden she has your attention. You know exactly â€˜what's in it for me', and you'll definitely remember her.

It's the same with personal coaching. When you tell people about your business, do you tell them what you DO for a living, or what you can do for THEM?

You don't tell people you "are a personal coach". You tell them what's in it for them. You tell them that you can help them get that promotion, life change, or family time that they've been looking for.

And if you aren't sure what's the answer to WIIFM? Stop right here, grab a pen and paper (or whatever digital equivalent you use) and ask yourself, "What do my customers get out of my coaching?"

So why are we going on about WIIFM? Going back to your coachees and the *values* they are looking for, WIIFM is the question that identifies *value.*

In the business world, by the way, this is invariably money.

Individual people, of course, are far more complicated. The 'what's in it for me' *values* can be as varied as:

- Time with family and friends
- Recognition at their job
- Doing sports
- Going the theater, the movies, or a concert
- Reading or writing a book
- Health and a long life
- Relief from pain for somebody who is ill

All the items on the list are meaningful to some, but don't mean a lot to others. It's your job as a coach to help the coachee find out what's important for THEM, what are THEIR priorities. Help them. Tell them to ask themselves "What's in it for me?". That'll help you (and them) identify the real *value.*

## Think Like a customer - Customers are important – but who are they?

Remember we said that we need to know what the customer wants? What *value* he is looking for? Well, things get a little complicated here. Because it's not always easy to know who the customer actually is. For the coach (you), that's an easy question. The customer is, obviously, the coachee. You provide him with *value*, and he pays your bills.

For coachees, it's not such an easy question. When they're in a session with you, they are your customer. But by themselves, they are THEIR customer.

We told you it gets complicated :)

To try and simplify it a bit, here's another way of looking at it:

By themselves, they wear two (very big) hats:

- The "I'm a customer and I paid for this!" hat: Wearing this hat, the coachee thinks about the *values* that they want to achieve. The key questions are "What is of *value* for me?" and "(Why) is it important to me?". In essence, this is the *Where* part of the Booster framework.
- The "I need to provide you with what YOU want" hat: When you wear this hat, you think about how to achieve things. The key questions are "How do I get *value*?", "When (can) I get it?", and "How much does it cost me?". This is the *Bricks* and *Path* part of the Booster framework.

## Getting priorities straight

We've agreed that *value* is a key concept, but *value* is also a difficult and ambiguous term.

Important, for instance, isn't always the same as *has value*. For example, having lots of money may be important for someone. But does it have *value*?

So how do we prioritize our goals? As we said, we need to look at the *value*, the deeper motivation behind priorities and goals. Keep in mind that your coachees' goals may not always have an underlying *value*. Sometimes, the goals may even be in conflict with each other. If you find a goal that doesn't have a *value* – rethink the goal. Sometimes, you'll discover together with your coachee that the *value* behind the goal they are striving for, actually requires a completely different goal.

How do we define these *value* and priorities?

We ask questions. Why does your coachee want to reach that specific goal what's the *value* in it? Why is that something so important for them?

Once they know their underlying reasons, you may find that their priorities are not aligned with their *values*. That means that the goals need to be adjusted.

## Using Root Value Analysis

Of course, you could second guess your coachee's real motivation, but that tends to lead to misunderstandings. A better way is to use the "Root Value Analysis" method.

The idea behind Root Value Analysis is to look at your coachee's goals and ask him why these goals are important to him.

Let's go back to our example. John wanted to become the Sales Manager. He came to us for coaching and advice. Here's how we would use the Root Value Analysis method to ask him why he wants that promotion so badly.

(C)oach: "Last week we talked about your goal - you really want that promotion. I'd like to continue our conversation about that. Is that OK?"

(J)ohn: "Sure."

(C) "Great. Let's take a step back for a second. Why is becoming the Sales Manager so important for you?"

(J) "I guess…. because I deserve it."

(C) "I see, you deserve it. May I ask why?"

(J) "Well, it's about time I got that promotion, isn't it?"

(C) (Waits for the coachee to fill the silence)

(J) "You know, some people around me have had their second promotion already."

(C) "So you are comparing yourself to your colleagues. Is that it?"

(J) "I think I should be getting paid more, too".

(C) "Yes, I can understand that. Most people would like to be making more money. So, do you want more money because of your financial situation, or is there something else behind it?"

(J) "That's a tough one. I mean, I get paid well enough, it's just… I feel the guys at work get more respect for what they do than me".

(C) "Let me see if I understand you correctly. You want the promotion for professional recognition and respect for your efforts. Correct?"

Did you see what happened? Together with John, we saw through the stated goal to the *value* behind it. In this case, the *value* is â€˜the desire to be respected'.

## Using 5 Whys

Now go back and read the dialog again. Did you notice that the coach was asking the same question again and again? He was asking "Why do you want that?", he just phrased it differently every time.

If you have a good working relationship with your coachee, you can simply ask "Why" five times without rephrasing. It won't as easy as our conversation with John (real life never is), and you may need more than one session. But asking why five times is very important in getting to the root *value*.

For more material on the 5 Why's : "Five Whys Technique". adb.org. Asian Development Bank. February 2009. Retrieved 26 March 2012.[7]

> **🔑 Asking outside the box**.
>
> This is one way of using the "5 Whys" technique to get from describing a problem to the root cause. In our case, we use it to get from describing a goal to the underlying motivation and *value*.

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[7]http://www.adb.org/publications/five-whys-technique

## Working toward gaining *value*

Once you and your coachee understand the coachee's deeper motivation, you can move on to the next step.

Every coaching session should work towards one goal: Help the coachee gain *value.*

Remember, you always deliver *value* to your coachees when you empower them with the ability to add *value* themselves outside of the sessions with you.
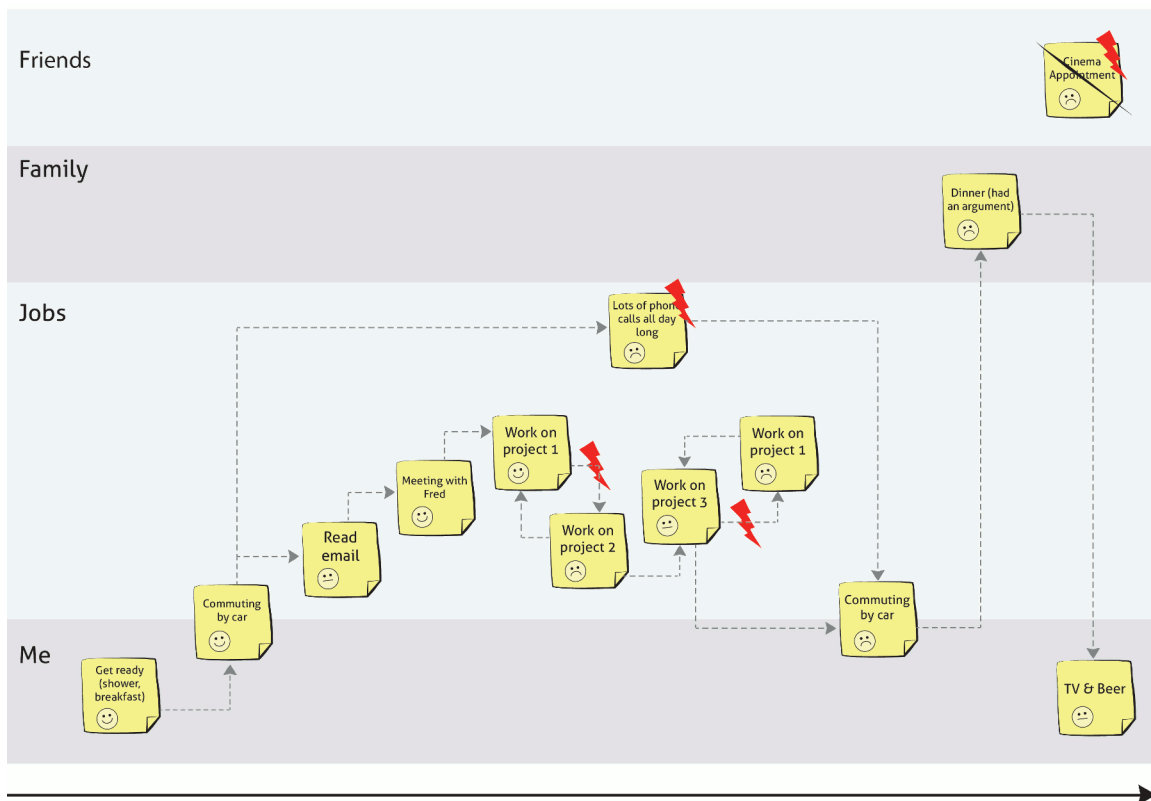
# Mapping The Value Stream

Once you have identified the real *value*, you need to take a closer look at how to create that *value*.

Lean uses a concept called Value Stream Mapping[8] to visually represent the flow of *value* through production. The map is drawn using a set of standardized visual notations and rules. The concept can be used to visualize the building of a car, for example, mapping the *value* throughout the process.

You can use Value Stream Mapping to analyze a typical day, week or month in the coachee's life.

Here's an example of Beth, having a very bad Monday at work:



We like using really simple elements to map out the stream.

---

[8]http://en.wikipedia.org/wiki/Value_stream_mapping

- Boxes where we write down activities and results
- Arrows to connect the boxes
- Smileys and flash symbols

We also placed a time scale at the bottom, arranging all the elements from left to right.

Did you spot the problems in the flow of *value*?

- The general mood throughout Beth's day doesn't seem to be very good.
- Phone calls interrupt the work flow regularly.
- Projects 1, 2, and 3 interfere with each other. Each time Beth switched projects, the *value* changed as well.
- The cinema appointment was canceled, as Beth was in such a bad mood that she didn't even want to go.

We'll be talking about potential solutions for these issues throughout the book, but we're sure that you can come up with a few yourself if you look closely.

**Get rid of waste**.

An important part of increasing *value* and improving the *value* flow is to eliminate waste. This will be discussed in the "Personal waste removing" chapter.
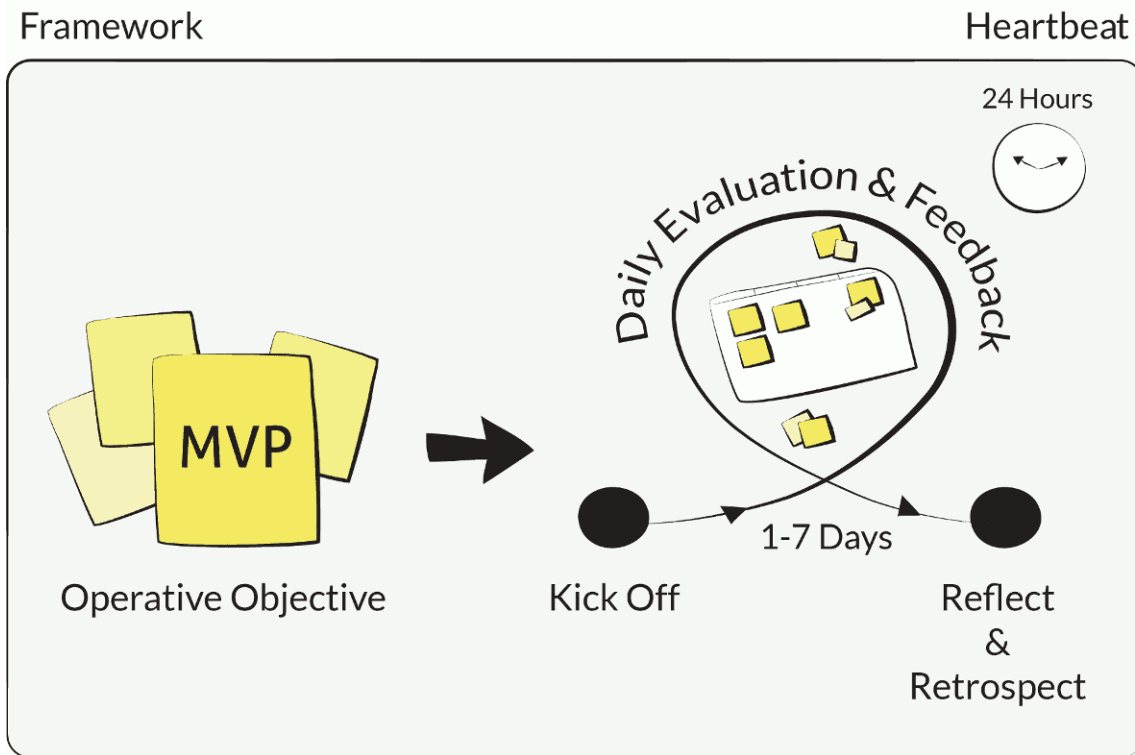
# 7. Inside the heartbeat – The Doing

**ℹ️** **What will be the value delivered in this chapter?**

**We will jump straight into the place where things happen and see how we can get things done. This is the heartbeat itself.**

In our Lean and Agile mindset our coachee-oriented doing will not just be action for its own sake. It is value-driven and guided by the Coaching Booster principles. Working within a clear infrastructure allows the coachee to boost results. We focus on the most important and valuable parts. This is a dynamic process in which our client is aware of the *bricks* or tasks in their various stages of progress. The heartbeat, along with small steps of consciously doing while actively gathering feedback allows for an environment in which it is:

- Safe to try,
- Safe to fail,
- Safe to correct, and yet
- Encourages self-development and continual improvement.

**Inside the Heartbeat**

As previously mentioned, during the discovery journey the coach helps the coachee discover and understand:

- His or her vision,
- The means at their disposal,
- Their strength, and
- Their weaknesses.

By being aware of them, the coachee can define the main *bricks* to work with and assign them to be tackled in the coming heartbeat. From the discovery journey the coachee already identified some *bricks*. He or she can distinguish which of them are less or more important than others to work on. The coachees reach the *doing* phase, the heartbeat, relatively prepared, knowing just enough about what they want to tackle first.

## What is a heartbeat?

1. **A heartbeat is a fixed time frame that has a beginning and an end** , and in it there is **collection of bricks** (maybe split into actions and tasks) which we are **committed to getting them done** until their full completion by the end of the heartbeat.

Let's say for example, from Monday to Friday, since we don't work on Saturday and Sunday it marks the end of the week and the end of doing, this is how we consider our heartbeat of doing. We mark the beginning of a heartbeat with planning, and we mark the closure of the heartbeat with a review of the outcomes.

**2. This is a stable period of time that things are being done**. That is, task execution taking place de facto to an end.

> **A heartbeat can be a few days, one week or more**.
>
> However, the period of time in which the *bricks* are being acted upon (executed) should remain constant. Temporarily changing the start and end of the heart beat is not recommended.
>
> Once the heartbeat starts keep the next one going at the same rate one after another.

The rate may change once there is a true understanding whether it's truly too long or too short to achieve the goals we have set or execute *bricks* or tasks. However once the rate of the heartbeat has changed, again continue at the same rate.

**3. The heartbeat is a safe zone for doing (execution)**. The coachee knows that he or she can work on the things they have chosen and are important and valuable to them without interruptions. When we say interruptions we mean that it is not recommended to change *bricks* or tasks during the heartbeat unless there was a true understanding that what the coachee is doing is truly out of focus and irrelevant. Preventing context switches and going into a steady, stable heartbeat of doing that gradually becomes a habit is an important key to successfully accomplishing one goal.

> **The heartbeat is short for a reason**.
>
> This is to allow a period of time of uninterrupted (safe zone) doing and on the other hand short enough to allow frequent changes right after.

**4. Each heartbeat has a vision or a goal the coachee wishes to achieve**. It is appropriate, of course, to the client's overall vision and goals.

We may want to consider the heartbeat goals as a fork in the road of the overall vision, one safe step forward, that is

- Small enough to be able to visualize the goal as a practical one and achieve it and
- Big enough to contain only a few tasks to execute, successfully or unsuccessfully,
- Receive feedback and set a new goal accordingly, refined and relevant to the next heartbeat.

It can also be a new set of desires that were formed after getting appropriate feedback from previous doings.

**5. A short planning session is conducted at the beginning of every heartbeat**. This means selecting and sizing those *bricks* that are valuable to be executed in the current heartbeat. During the planning session the coachee may even split some of the *bricks* into smaller tasks and actions which are executable with a well-define visibility of their definition of done.

The heartbeat's definition of done (goal) represents the view our coachee holds regarding where he wants to be at the end of the heartbeat (in a visual sense and practical view).

The end of a planning session is characterized by committing to the heartbeat's vision (goal) and undertaking relevant *bricks* or tasks within this timeframe.

**6. All bricks and relevant tasks selected are then put plain and visible on the task board waiting for execution**.

The task or *bricks* selected to be executed during a heartbeat should begin and end in one heartbeat. Hence it should be sized according to its value.

**7. Daily evaluation and assessment** are conducted during the heartbeat in front of the heartbeat task board.

**8. At the end of each heartbeat the coachee presents his or her outcomes** and …

**9. Retrospects over his or her performance for further improvements**.

# Planning the heartbeat

**Planning the heartbeat is the link between the Personal Discovery and the actual work that needs to be done.**

An important thing to note is that sometimes we may have issues which seem simple enough to just add them to a heartbeat, allocate relevant *bricks* or new *bricks* and tasks and start working. After all, the Discovery is an ongoing one and the framework is simple as it allows us to start working on anything that adds value. Therefore, you may even consider building a task board, announcing a heartbeat and start working as an acceptable practice.

So what do we have here in terms of planning?

## A short definition of each heartbeat's vision

As written above, just before our coachee starts to execute *bricks* or tasks it is important to understand the current heartbeat's vision. After all the purpose is to act upon only the thing that are of high value, not merely to start doing without aiming for anything.

**What is it my coachee wants to achieve at the end of the heartbeat, what will he/she see when it's done?**

The coachee's heartbeat goal or vision relates to theresults of the Personal Discovery journey.

The planning session may take a few minutes or a few hours. It doesn't really matter, as long as the coachee understands and agrees to the big picture and direction they are aiming to work at.

There are various ways to

- Prepare for working on the heartbeat,
- Understand the *bricks* the coachee wants to execute,
- Understand what is more or less important at the moment,
- Fit it all in to the relevant timeframe, and
- Create the vision of the heartbeat.

Hence – aim for small *bricks*. Stop with some real, directed questions to point to the value at hand and will have to be asked.

**Defining Heartbeat Vision through Leading Questions**:

The **GROW** model questions may be applied here as well, as described in detail in chapter "Taking the GROW model into the Booster framework." ) It's nothing fancy, just a way to create a small vision, or goal, to be achieved in a specific period of time. Any skilled coach should be able to help his or her coachee focus on a small period of time vision and goals. Our client should relate to the following question (as an example):

- What does my coachee want to achieve in this heartbeat that is related to the overall vision and why?
- What value will this heart beat produce ?
- Is it a heartbeat that involves collecting information? Personal action? Or something else … .
- What will my client see at the end of the pulse?

And more vision related questions as selected by the coach.

Write it down.

Once the vision is set, it's time to select the relevant *bricks* to be achieved within this heartbeat and that are related to this goal or vision.

Let's look at an example:

> *Meet Lisa: she's 28 years old, a brilliant PHD student in sociology. This year she wants to pursue a healthy lifestyle and to do better at her studies. It's not that currently she is unhealthy or a bad student, she just thinks she needs to keep it going and believes that without specific attention to these matters she would not be able to keep it up.*
>
> *Let's assume that as a coach, we have already had a proper conversation with her, and reached the above mentioned conclusions.*

*So she has her vision all thought out, and in short we can state it as:*

- *Do better at school.*
- *Keep healthy.*

*This is assuming she has already reached these notions in further detail during previous sessions with her coach.*

- *She has decided she will work in heartbeats of one week, starting on Monday and ending every Saturday.*
- *She probably has a lot of things she discovered about herself during the coaching session, e.g.: other goals (engage in sports, attend study groups, read more books), abilities, difficulties and more.*
- *She does not yet know what learning groups she wants to attend or what books she wants to read or what*
  *she is going to do with the rest of her goals. For the time being… but that's okay, it's enough to get going.*
- *All she needs to do now is visualize her vision and create her first basic board.*
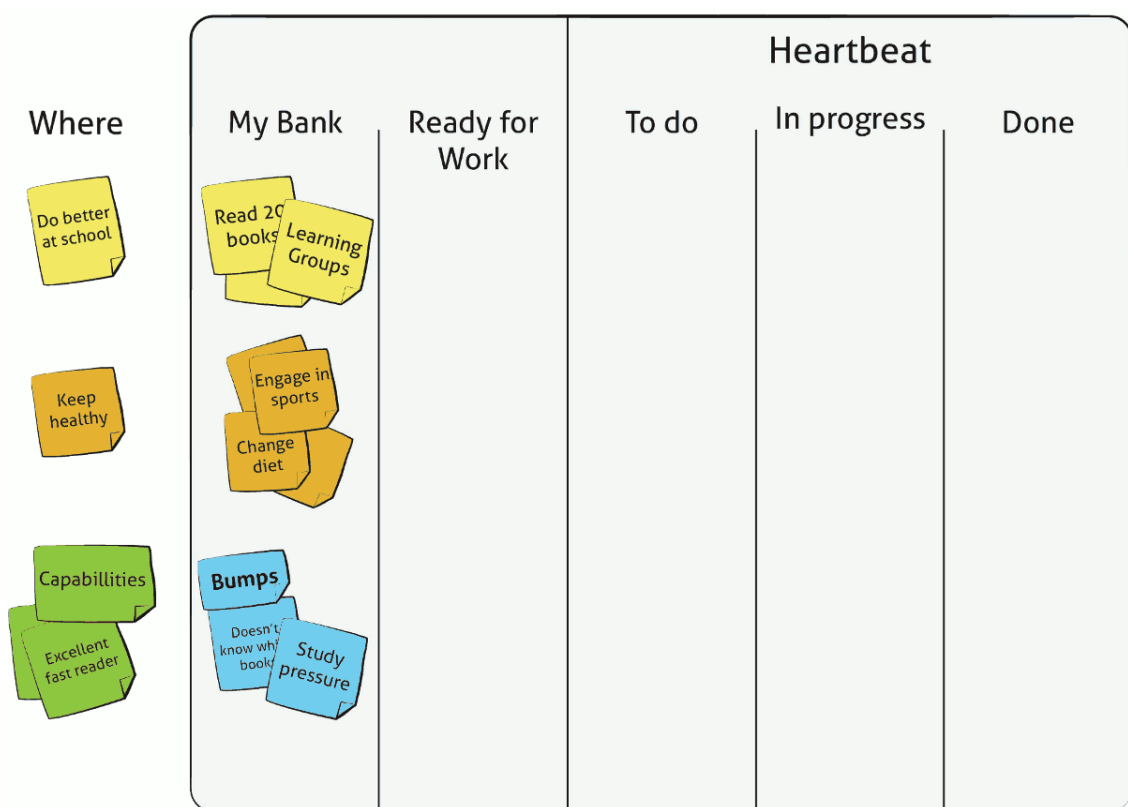
# Planning the current work itself

The coach's role up until now was to help the coachee identify a short-term goal, now it is aimed at selecting the relevant *bricks*, those which are small enough to deliver relevant value, those whose definition of done is clear and also to leave some room for changes and spontaneous action during the heartbeat.

**Using Capacity planning**:

Just before the coachee commits or starts working he or she **should understand the amount of free time they have to spend** in the current heartbeat on executing *bricks*/tasks. This is called capacity.

How much time does my client have to act upon the heartbeat's vision and goal? ·

According to this capacity the coachee will allocate *bricks* and tasks for execution and only then commit on actions that will be complete by the end of the heartbeat.

**In the chapter about "Sizing up our bricks and tasks to complete" we explain more about how to size those bricks so they will fit into a heartbeat as an actionable and executable brick**.

**Don't fill 100% of the capacity with tasks**. A road with 100% traffic road is in gridlock, always make sure to leave 20% free for unexpected issues.

*How can we help Lisa?*

*Let's ask her. It's very easy, you see, now that Lisa knows she needs to work only in one-week timeframes. all she needs to do is to consider the upcoming tasks and figure out how much time she wants to invest, or how much she has available, in achieving her goals. Obviously she will need to create this time. This is the trick here, once you have a relatively small timeframe, during which you need to perform tasks to achieve your own goals, it's easy to find this time and make it happen. There may be periods when it will be harder and others when it will be easier, but it is definitely easier when you have a point in time until which you need to complete something.*

*Lisa decided to start small, after all tackling all her goals at once would probably be very difficult and very likely would end with failure and quitting. So she decided to deal with only two issues for now. Engage in sports – biking; and read books – how many? It's also easy to assume that there will be no problem to do a Google search and also commit to finding a learning group, but she doesn't think she'll have the time for that.*
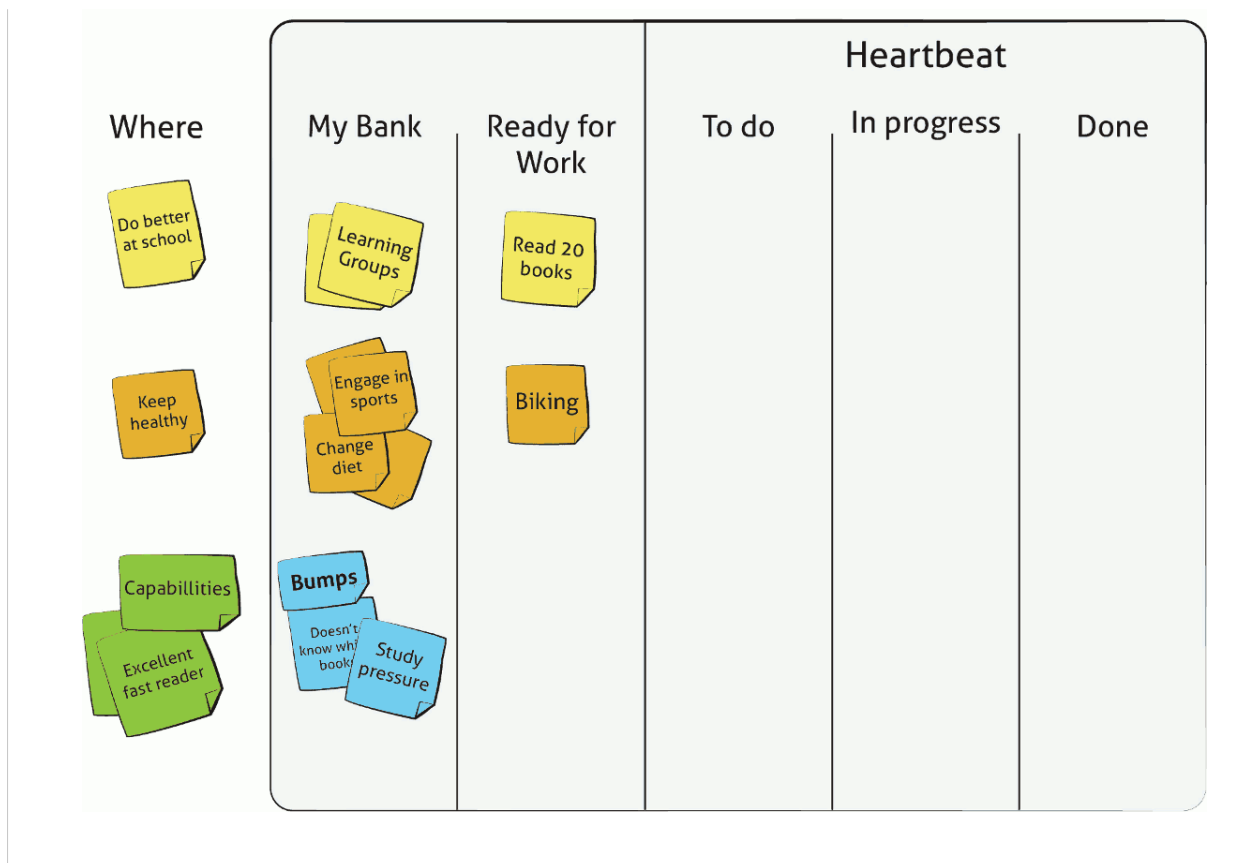
**The actual work**

Identify relevant *bricks*, size them up and split big building *bricks* into smaller ones if needed.

Understand the *bricks* and task's value and definition of done and visualize the end first (what will it look like at the end of the mission).

Our coachee will look at the bank, and choose from the *bricks* that are ready for action those that reflect the vision of the heartbeat. Please note that the relevant building blocks are supposed to already be known as after all they were part of the discovery joerney. In case they're not, let's create them. At this stage each of the chosen *bricks* should also be clear and as well as its meaning of 'done' (DOD).

The coach's role is to help the coachee examine the relevant *bricks* and understand what exactly needs to be done in order to achieve it. If needed we will help the coachee divide the *bricks* into more specific smaller tasks. If it's not needed, then don't. If the client feels he or she can take a *bricks* and make it happen without dividing it into some smaller operational missions, so be it.

The coach should coach to focus on value, to split big *bricks* to smaller ones, to identify personal waste as non-valuable. The coach should lead the coachee toward a realistic definition of done for *bricks* or tasks so it will be executed to the finish during the heartbeat.

The coachee can take upon himself more *bricks* in different sizes, but whatever is taken should be

related to the heartbeat's vision, or the goals set and should be committed to execution and being done by the end of the heartbeat.

- Assign specific *bricks* to the heartbeats. If needed, divide big building blocks to smaller operative tasks.
- Examine, re-evaluate capabilities and bumps for the coming heartbeat.
- Commit to the heartbeat's goal according to the selected building blocks.

The coachee should try to identify if he or she needs to reexamine his or her abilities, or expected bumps and see if he or she is ready to go.

- Look forward again and according to the heartbeat's vision and *bricks* selected for action .
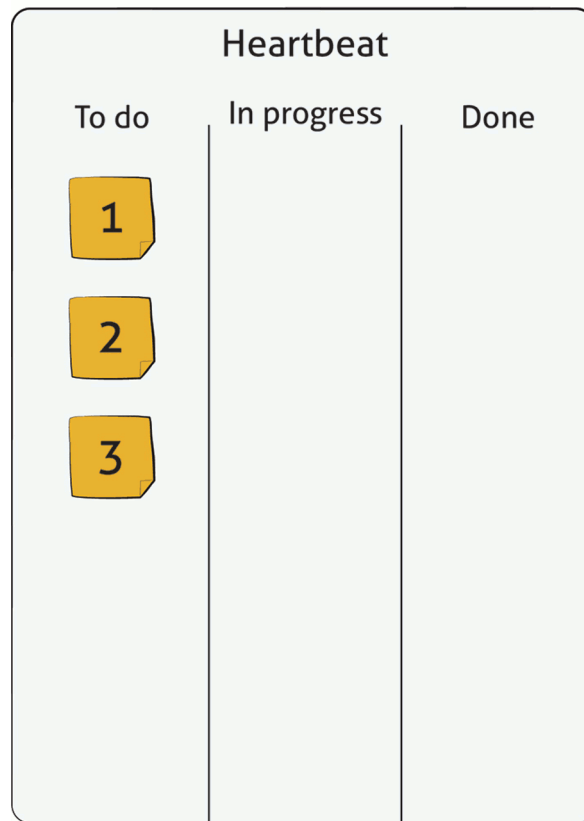- Visualize the entire plan for the heartbeat using a task board.

**The entire set of selected *bricks*, tasks, bumps, capabilities should be visualized using our task board**.
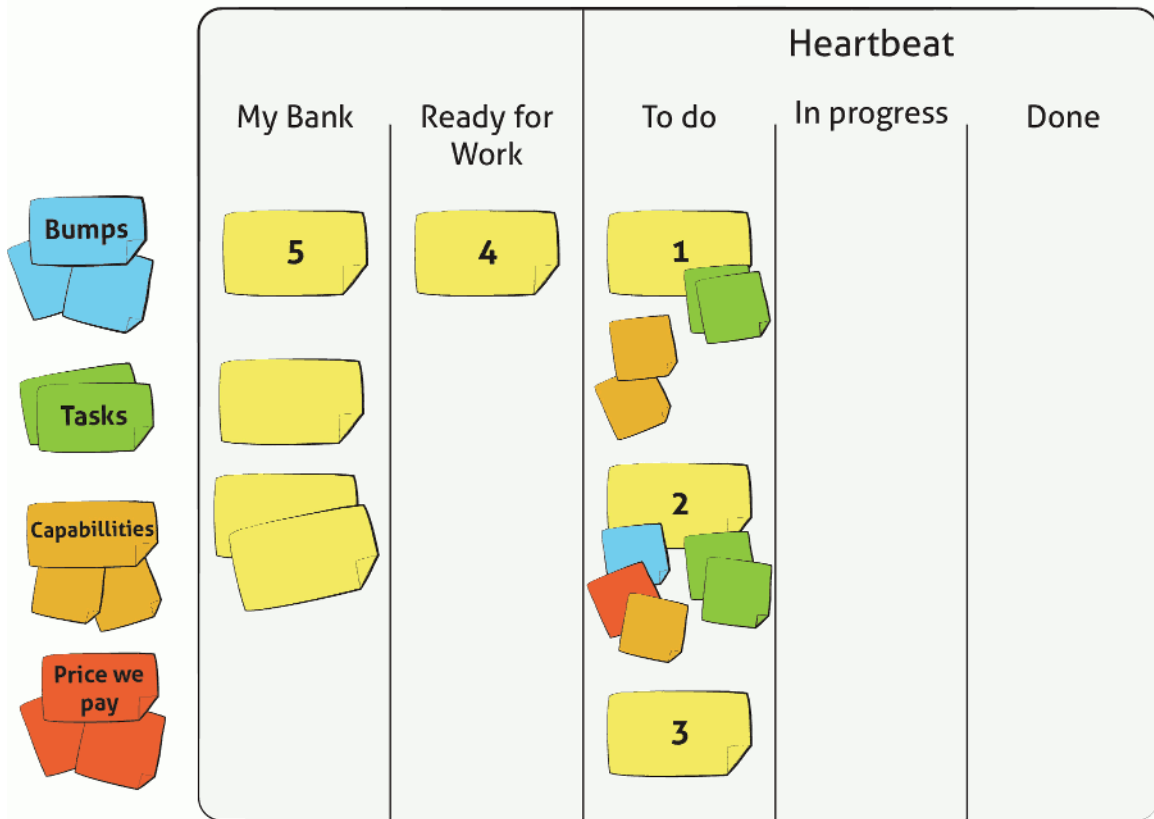
**No need to commit to huge bricks**.

On the contrary, starting small is always better.

Planning the heartbeat's work program will look like this:

And in the broader picture of the entire framework:

**Task boards can be basic or complex, it's a matter of personal preference**.

We will reach the task board and operation later, but right now for the sake of the example we suggest to refer to the boards in their most simple manner, an get going.

*Among many things Lisa could do to get practical she thinks, for example, that reading 20 professional books will help her to do well at school, And riding her bike at least 3 times a week will help her stay healthy.*

*She knows she needs to start with probably one book and take the time to at least start riding her bike once next heartbeat.*

*The reason she is starting small is to be able to execute her wishes and see how it goas for her, maybe biking was not such a great idea or maybe reading a book is harder than she thought. Since she just started, she can try it now and change her mind later on to align with her vision.*

*During this planning session she may discover other things that she has forgotten, after all only when we get practical we can truly envision practical actions. It's OK to add them to our bank too.*

*Here is how task board may look like:*
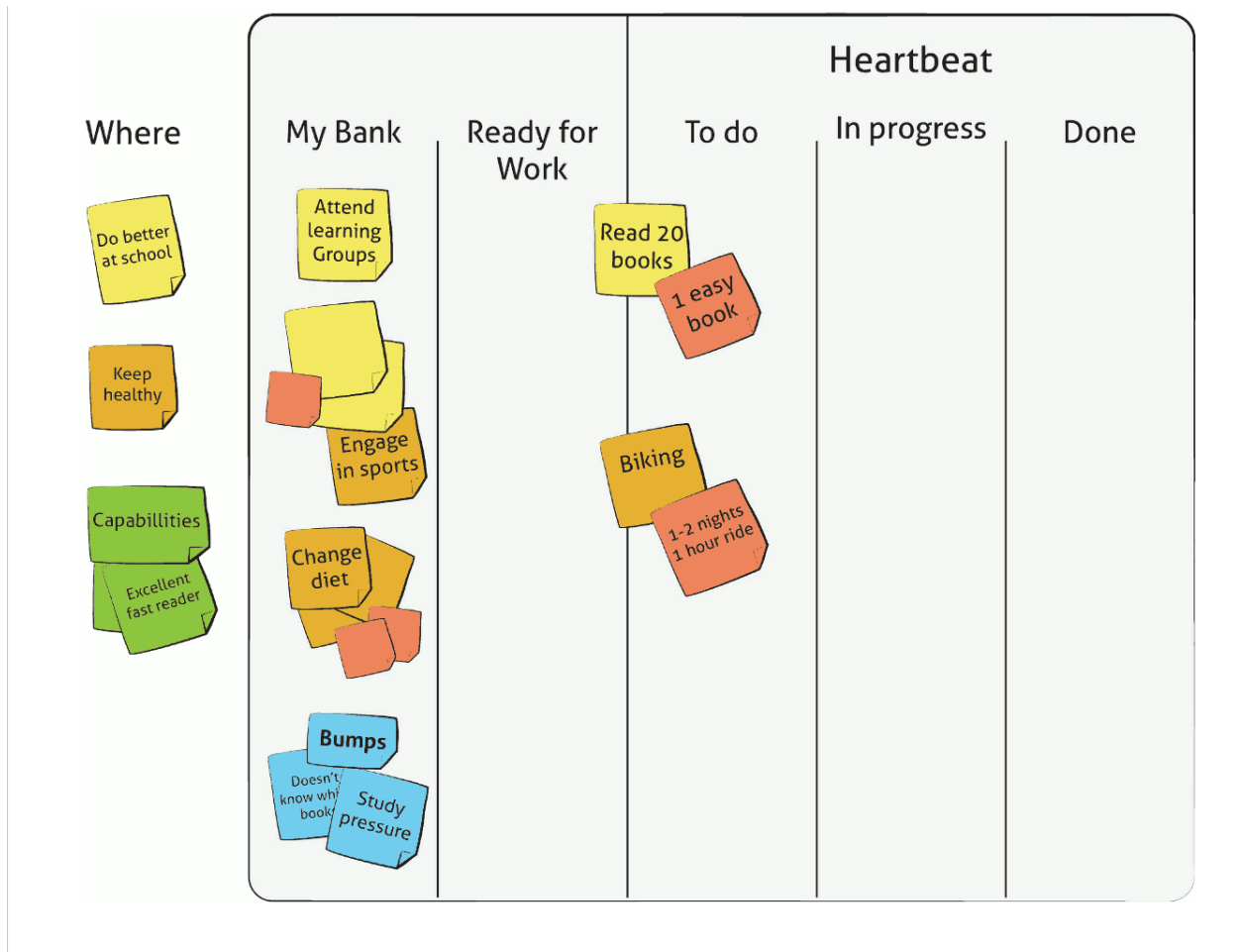
# The execution steps

**Each time there should be one and only one 'brick' or task chosen for execution**.

The coachee should take (himself) the relevant note on the board (representing the task that needs to be executed) and move it to the "in progress" column. When the task is done the client will place its note in the appropriate place on the board in the "done" column.

**What does it mean when a task is marked as done?** It means that the definition of done was reached for that task. The entire goal will be consider done in case all of its tasks are done and the goal DOD was reached Meaning that task will move on the board between the various columns to reflect the reality of which state it is in.
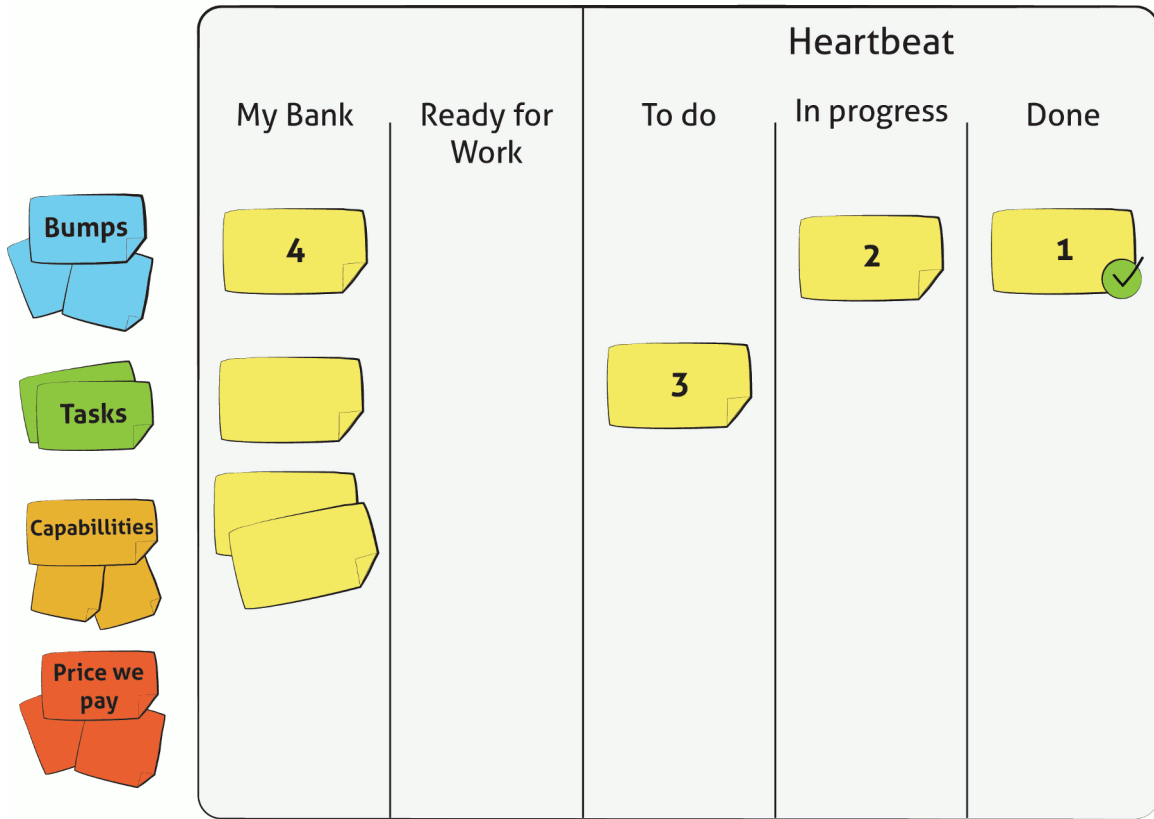
While also reflecting capabilities and bumps ...
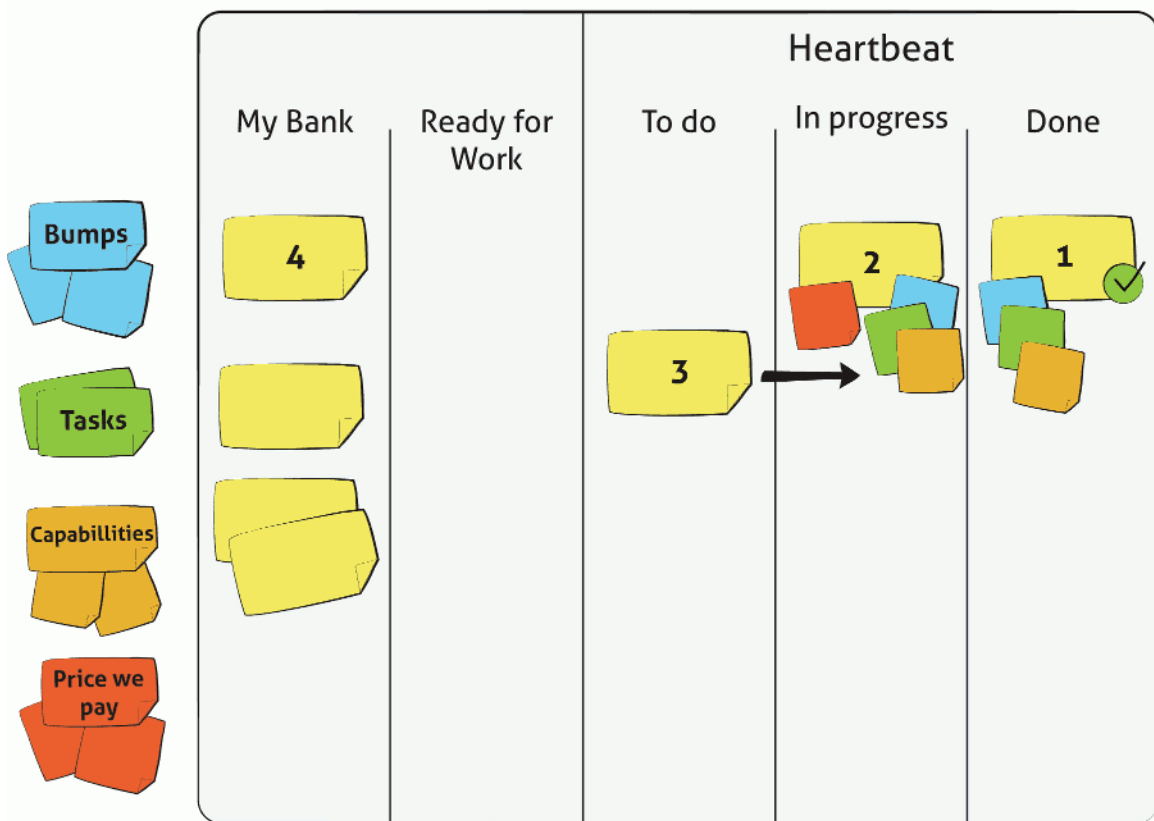
At the end of each day and obviously at the end of a heartbeat the coachee is able to visually reflect his or her achievements, weaknesses and abilities. It has an enormous educational and motivational value.

## Daily activities

Each day, regularly and uncompromisingly the coachee will come to the task board and reflect over his or her performance. They will ask themselves a few questions in the context of their commitments.

- What did I finish today?
- What am I going to finish tomorrow?
- Are there Any impediments holding me from completing this specific commitment?

**Whenever an impediment arises**, …

… the coachee needs to stop and think what has to be done in order to remove it and before assigning any new tasks or building blocks.

- Where does he or she stand in regards to the heartbeat's commitments?
- What are the capabilities the coachee can use now and what are the bumps he or she needs to relate to in their next action?
- What helped them while executing the tasks and what bumps did they manage to overcome?

**To summarize this part – The execution:**

- Executing one task at a time.
- Delivery.
- Daily evaluation of progress, capabilities, bumps and commitments.

# End of the heartbeat

At the end of each heartbeat the coachee will present his or her's outcomes (or achievement) in a visual manner. At the beginning of the heartbeat the coachee clarified and agreed to what the vision was so now the coachee needs to reflect on it. Was this goal or vision achieved? Show it to yourself, to your coach, your family, be proud!

In addition, the coachee should examine his or her performance.

This is one of the steps, if not "the" most important step towards improvement and learning.

## Demonstrate the heartbeat

By going over the achieved tasks (*bricks*), the coachee shows deliveries and achievements compared to the vision and commitment.

## Retrospective

The heartbeat retrospective is one of the most important action taken. Why? Because its all about learning and improvement. (We have an entire chapter about that called "The Retrospective Session".)

The goal of this session is learning through examination of one's performance during the heartbeat.

To put is short, we'll take a few minutes, maybe half an hour or more and ask a few very important questions:

- Ask what went well during the heartbeat?
- Ask what could we do better? Or what should we keep doing, stop doing, or start doing?
- What abilities were available to the coachee and how did he or she use them?
- What bumps were in the way and how did the client overcome them? And more ….

There are many ways to conduct retrospective, this is just one suggestion.

The coachee should draw out action items. From the good things, create a list of actions which you should also follow next time. From the not-so-good things draw action items for corrections. The actions can be translated to tasks or new *bricks* added immediately as corrections to the next heartbeat. And the coachee can immediately proceed to plan his next heartbeat.

**Continuous improvement**

The reason that the coachee should first of all examine his or her heartbeat's outcomes and only then proceed to plan the next heartbeat is because we want to implement right into the next doing period (the next heartbeat) what we understood as feedback in regards to keeping, eliminating to carry on in an unsuccessful way. This is continuous improvement. If according to our retrospective outcomes we feel that it is necessary, we will coach our client to slightly expand the discovery process. There may be changed values, abilities and more.

Don't be afraid to change and coach your coachee not to be afraid to change his or her map. This is a reality check that needs to happen according to feedback coming from the coachee's doing. The coachee may then want to change even his or her goals, building blocks, change priorities or whatever. Anything that fits the client reality is acceptable.

# Summary

**The heartbeat, meaning the doing phase, creates a well-structured and clear order of work – Planning-doing-feedback and back to planning again. In fact it creates a habit of changing while doing relevant deeds, with relevant and to the point feedback.**

Work can be done faster or more moderately, as you choose. Everyone will eventually adopt his own pace, action, rhythm and pace of improvement. Initially the doing will look superficial and slow but soon, when the coachee works in small portions, he or she will slip easily into the rhythm of action and execution like anything else the client has to learn.

We recommend starting with very simple heartbeats. After all, we haven't accumulated execution experience yet and we can't evaluate the scale at this point. Because simple is easier to achieve. Simple makes it easier to fail, easier to change. It's recommended to attempt taking on a mission to see how it goes. When advising on the second heartbeat we may also challenge our coachee and make him or her to commit to do more challenging things even if they are at the edge of their ability.

And don't forget to enjoy the way!

# 8. Failing is Part of it: How to Succeed in Making Mistakes?

**ⓘ** **What will be the value delivered in this chapter?**

**We show you a better way to make mistakes and learn from them.**

**When I have autonomy I grow. Yes, and mainly when I have room for experimentation and making mistakes.**

"The only way to never fail is to never try" or "we learn from our mistakes" – these are sentences we believe many of us hear again and again since our childhood. Making room for trying and making mistakes is one of the things we believe in the most. After all, we all make mistakes, all the time. The question is do we learn from our mistakes? Meaning: do we truly learn? And the more important question is do we know how to make mistakes in order to learn?

Don't avoid making mistakes. Really, don't. We even recommend you feel free to make mistakes. Don't stop trying even if it means making mistakes.

The idea is to know how to fail well.

> *Shirly's son for instance, he's a champion in computer games. The kind that have levels, adventures, where the main player gains power and knowledge … . And he didn't start playing from the highest level and become a champ without making mistakes, right? He kept failing, correcting, repeating, re-experiencing, getting better, failing gain. And in the end he feels on top of the world. Why? Because it's OK to fail and correct. Because he has the space, the legitimacy and autonomy to fail. His feeling of uccess comes from his ability to correct and make progress. There's nothing like small failures and small successes as part of an experience to make us feel capable and successful.*

Same goes with ourselves and our coachee. Our ability to grow derives from our experiences. But not just any experience – it's our ability to fail, to correct, try again and get better … . **We don't have to get frightened and shy away every time we make a mistake. We do have to be brave, take a good look at our mistake and work to improve on it.**

## So how to succeed in making mistakes?

**1. Don't be afraid to try.**

How do people become master sportsmen? How does someone become a master at any field? By trying. A lot. Trying that comes from the ability to learn and get better. Fear is one of the most powerful inhibitors to learning new things – use it.

**2. By making small steps, our mistakes will also be smaller, more digestible and easier to fix. They will also increase our sense of autonomy to make mistakes.**

Just like in a computer game. Small mistakes are more controllable, they teach us more. They are also less scary, less noisy and surely less harmful.

**3. Inspecting our experiences and our mistakes is another important part of knowing how to make mistakes.**

After all, we wouldn't want to make the same mistake twice, would we?! Our mistakes are vital for our continuous improvement. They are great learning tools, because they provide us with a perfect picture of our actual reality, rather than what our reality should theoretically be. This is why looking at our mistakes and asking what we have learned from them, what we should stop doing and what we should start doing differently is a good and brave way to learn.

Cooking can be a good example for this. Is a recipe perfect the first time we try it? Or do we need to retry and refine it several times until we find just the right ingredients for our palette, until we discover the "right mix" for us?

**4. Sometimes we'll make small, controlled experiments, so we can test how reality responds to the change we want to make.**

But this will be a small experiment, so if we fail we can learn, correct and try to make it better. Small mistakes which entail some preliminary probing of the reality that awaits us, are both controllable and helpful to our learning.

**5. From big mistakes – which regrettably will happen – we also ought to learn.**

We won't punish ourselves for our past mistakes. It's important for us to look back at the past, take from it what helped us get past difficult times and learn what not to repeat.

**6. By making mistakes we learn how to avoid some of them in the future.**

And... Don't forget to enjoy the journey.

**So...Fail fast, fail often**

**References and further reading:**

- [Failing Better, Mike Langlois](#)[1]

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[1]http://gamertherapist.com/blog/2012/04/07/failing-better/?goback=%2Egde_53475_member_106232276

# 9. Personal waste removing

**What will be the value delivered in this chapter?**

**Every day, waste limits our success and our improvement activities. We'll show you how to identify and remove waste.**

Waste is activity that doesn't add any value to your coachee, and should be removed, so that your coachee can focus on more important activities.

Waste[1] can be defined as everything that doesn't add value.

We are engaged in a lot of activities in our lives, but not all of them add value. If you pay close attention you can realize that wasteful activities are usually associated with bad energy. An example might be a messy workspace where we can't find anything we need a when we need it, A filthy restaurant kitchen and so on.

An environment that undergoes waste removal will be more orderly, feel safer, moving around will be easier and performing tasks will take less time and less effort. In fact, removing waste will free valuable time to do more things that add value. These small waiting times or disorganized inventory that occupy us, when removed them accumulate into a significant time of doing other things during which we can grow, or even use for much needed rest.

So how often have you heard your coachee complain that they want to achieve their goals, but they feel they are wasting time on trivial stuff? That's usually because they are. They are wasting their time on unidentified waste.

By the way, just like any other self-fulfilling prophecy, simply feeling this way can keep your coachee from achieving their goals.

We don't hold with waste. We will show you how to remove waste, and make sure that your coachee efforts are invested in activity that has real value for them.

In the one of the previous chapters, we talked about how to identify the real values that your coachee is looking for. Those values guide your actions as a coach. But, human beings being what they are, even though we know what we need to do to reach our goals, we STILL waste time. We aren't always aware of it, but we waste time on actions that don't contribute anything to our values.

This is where one of the more powerful principles of Lean comes into play:

**Identify how to create value and eliminate waste.**

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[1] ToyotaProductionSystem, Ohno, Taiichi, 1988, ProductivityPress

If you remember, the chapter about "Value driven thinking" we used the Root Value Analysis to discover the value (why we want to achieve something) from our goals (what we want to achieve). But even so, some of your coachees may feel that to reach one goal and "spend more time with their kids", they have to fail at the other goal of "getting the respect they deserve at work".

But in fact, they don't. Both goals can be achieved, if you help them remove waste.

**Everyone's life is a mixture of value and waste**. Waste includes everything that doesn't add value to your life. Now, while finding the waste in your coachee's life may seem like a daunting task at first, it isn't. All waste can be broken down into eight distinctive types. Once the coachee will be aware of these types of waste , it will be easy to take action to eliminate them and set the course of action toward value.

# 8 Types Of Waste

**So what are these eight types of waste?**
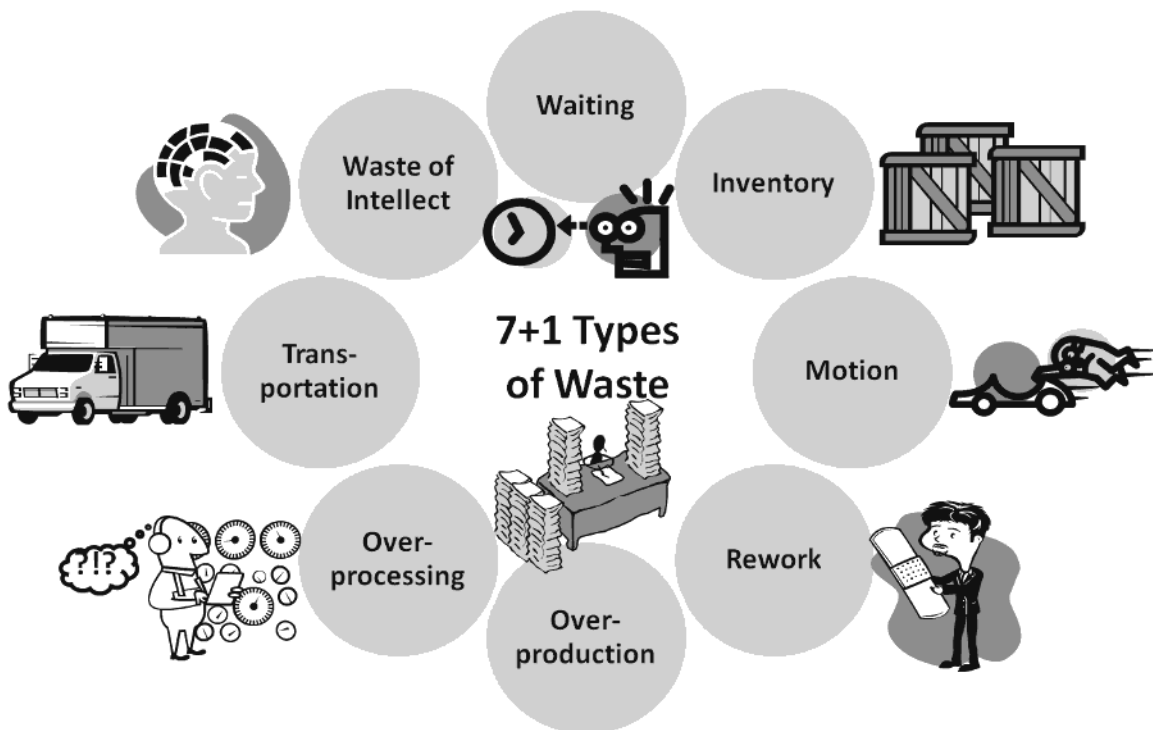


## Waiting

When we wait, we are wasting time. We don't do things, we wait for things to happen.

Have you ever sat in a restaurant and waited too long for someone to come and take your order, or to bring your dish? This is a 'waiting waste' which harms the entire production line of this restaurant

from achieving it goals (one of them is a returning happy customer?). This waste (as any other) is a symptom of something that needs to be changed in the flow of the restaurant work in order to achieve their goals. We need to understand the Couse of symptom and eliminate this waste.

The classic example is when you arrive to a meeting on time, then sit and twiddle your thumbs for six minutes for the others to arrive.

**By the way, if you're the late one, you are, in fact, creating waste for others. Food for thought.**

## Inventory

When we have lots of stuff that we can't easily handle, that's waste. Having too much food in your fridge, or too many tasks on your board, or even just having too many emails in your Inbox.

Inventory needs to be managed, it takes space, it gets older and it costs.

Let's take an example, Now imagine this chairs factory that has a lot of extra chairs that can't be sold right now. It needs to be stored, the space costs, it can suffer from unnecessary damage just because we needed to move it and store it, and we need to pay for all of that.

Just imagine an inventory of laundry, how Mach effort is needed to wash it , fold it and all actions needed to get things done when you have such a large pile of laundry to deal with? it takes time, and valuable time that could be used for other important stuff.

We have a lot of inventory in our homes and life, e.g. things we collect over time, committing to big security payments, over-insurance and many others. All of these things require an investment of effort, leaving less effort, resources or money to deal with other things.

## Motion

Motion waste usually disrupts the workflow and delays the start of work or the flow of work. When we move a lot while doing things it makes us feel useful. But this feeling is misguided, because at the bottom line we end up doing less with more energy invested having this "bad energy" around, making us feel tired and as though we didn't manage to complete what we wanted. We usually don't know why … .

There is no shortage of examples.

Moving around quickly from one task to another without specific order leads to waste.

Having to go to the shed each time we need a screw driver just because we insist keeping all the tools there. In fact it may even prevent us from fixing a tiny problem just because we won't like the idea of "moving" to get the screw driver.

An untidy working environment that makes us forrage, move or search for a specific item. For example, keeping the printer far away and having to get up every time we need to print something.

# Rework

Repeating tasks is wasteful. Why would you repeat a task? Because you have done it poorly the first time around. Or maybe you did it right, but at the wrong time, and now have to start again. Or maybe you didn't understand it to begin with?

# Over-production

Making too much of anything or too soon is a waste. It can be cooking too much food, or making 10,000 spoons when all you need is one.

# Over-processing

Taking tasks too far. For instance, if you iron your clothes – that's value. Ironing your underwear – that's waste. Not because people won't see you your underwear (hey, it's possible), but because nobody can tell if underwear is ironed or not.

You know over processing, one form of it always reminds me of those perfectionists, who always do much more than is needed. Wasting time, and sometimes effort on things that we don't necessarily need to do.

But sometimes it's just doing too much work in a situation wherein value can achieved in less than that.

Our goal will be to do only the level of processing that is "enough" to achieve value. I remember my father in law would always assign tasks to me to do "on the way" while I initially intended to do something else.

If I was planning to take a package to someone so "on the way" I need to go to the store, or to change the car tire or whatever, but not necessarily something that adds value to what I initially needed to do. I ended up wasting my time, probably my entire free day doing things I didn't need to even be doing. Of course by now, you can also identify the motion waste or any other waste hiding inside of this activity.

Other examples could include over-worrying, over-studying for an exam, over-preparing for an event; or over-analyzing a situation instead of trying a practical solution or alternative to resolve it.

# Transportation

For example, let's think of a factory that produces tables. Whenever one of the tables is moved from one place to the other it is put at risk of being damaged. There are times I need to move a table, but I will make sure the distances will be kept short and the transportation itself will be done safely I will take whichever precautions are necessary. Furthermore, the farther it is moved, the less value it holds at a time. Lets take a hospital for example, moving important medical equipment from one department to another while patients are waiting for treatment – during this time the equipment

does not hold value, simply because it is not being put to use. Furthermore, I need to assign someone to move the equipment, meaning –- additional effort. Let's not solve this problem yet, let's go to our personal lives.

We'll see that the same principles apply.

Imagine we are moving a house, the less things we'll move the less risk we damage anything. But let's look at something more personal.

Travelling long distances when it isn't necessary. For example, if you go shopping not at your local supermarket, but one that you have to drive a long way to get to. Or living too far away from work, wasting gas money, wasting valuable time with our children, wasting emotions on traffic or sleeping hours.

Obviously not every form of transportation is waste though.

## Intellect or Waste of Brainpower or talent (additional)

Sitting in meetings that go nowhere.

The waste of brain power or talent in organizations is akin to having someone with the right skill around and not asking for his help. It means failing to use employee talent to benefit the organization's productivity. It's like having a group of people that can assist and not using the group's brain power to solve problems. It's like not asking your children what they think and assume you need to give a solution. It's not only losing the potential feedback and solutions, it's also damaging to the employees' motivation, self-esteem, feeling of value and the ability to feel empowered and consequently grow.

This waste can happen just by ignoring someone, or failing to involve someone. The waste will also be generated by emotions of anger or neglect that we will have to deal with as a result.

People's talent and intellect are a great asset, not utilizing them is not only a major waste of time and resources but also potentially damaging to the organization.

**Watch out for root causes**.

Keep in mind that if you have one type of waste, it might be caused by another type of waste. For example, if you've just made 10,000 spoons, when all you need is one, you've just created "over-production" waste. Of course, you've also created "Inventory" waste, as you now have to deal with storing and handling 9,999 spoons.

# Understand Waste

Each type of waste

1. has different consequences in terms of how much damage they cause
2. can be measured differently, both in terms of the problem and in terms of successful removal
3. is removed in a different way.

**Or, to put it simply, the eight types of waste help you understand, measure, and eliminate, waste.**

# Measuring Waste

Now that we have identified the waste, lets measure it. Based on our measurements, we can define reduction goals, basically deciding how to eliminate the waste that we've found. Of course, the measurement doesn't have to be precise, as a rough estimate is usually enough to get started.

So how do we measure waste, exactly?

Breaking it down into waste types makes things simpler.

**Waiting**
> Just count the actual time you waste on waiting. Did your coachee arrive 15 minutes late? That's 15 minutes of waste right there.

**Inventory**
> This waste can be measured in a number of ways. You can count the number of items you have in your inventory. For instance, how many emails you have in your Inbox, or how many clothes you have in your wardrobe. Or you could measure the amount of space that the inventory takes up. You can even measure inventory by weight.
>
> You also can ask others, (in fact you can do it for any type of waste). What do I have in surplus? Some will say , you have tons of shoes, tons of old closes in your closet, tons of laundry around, tons of unwashed dishes in the sink and so on...

**Motion**
> Motion waste is measured by either counting the time that you wasted on moving, or the distance that you traveled. If you are wasting time running around a disorganized kitchen to make lunch, it's better to count the time you've lost. Commuting to work, on the other hand, is easier to measure by distance.

**Rework**
> Just count the number of tasks you had to do over, because you didn't get them right the first time. You can also measure the time that you wasted doing the same task again and again. And as you've probably figured out by now, waste creates waste. The time that you've wasted doing the same task again is the time someone ELSE has wasted waiting for you to finish.

**Over-production**

The easiest way to measure over-production waste is by counting the inventory it creates, or by measuring the actual waste that is thrown away. A really simple example is when you throw away half your lunch, because you made too much.

**Over-processing**

Over-processing is one of the hardest waste types to identify and measure. We can get so used to our own routines, that we are blinded to the over-processing they involve. One way that you CAN detect and measure over-processing is to look at a task, and find out the time it 'should' take in an ideal world. Are you taking longer than that? You are probably over-processing.

**Transportation**

Motion waste is about people moving around. Transportation waste is about things that are moved around. You can measure transportation waste by measuring the time, distance, and volume (or weight) of the items moved around. For example, taking a backpack to work full of stuff that you don't need or use, is waste. As with over-processing, motion waste almost always accompanies transportation, such as when you go shopping.

**Intellect or Waste of Brainpower or talent (additional)**

The best measure for brainpower waste is time. Every minute that you spend not adding value to yourself can be seen as waste of brainpower. Try to spot the time that the other waste types take up from your day because they haven't been eliminated. By the way, don't confuse brainpower waste with 'recreation time'. Sometimes lying on the beach is exactly what you need to get your thoughts in order.

## Activity – Measuring Waste

There is also one fun and simple way to measure waste which I think coaches and coaches would like more. I used to run this exercise with groups and individuals and it always produced great visibility of wasteful activities and acts a good starting point for waste removal activities.

Make sure you have enough sticky notes around and a white board/window to write on and visualize the results.

1. All you need to do is just draw out on a white board 8 columns, each column will represent the type of waste.
2. For the next heart beat (or week, month, few days) whenever you encountered a wasteful activity write it down on a sticky note and stick it to the relevant column on that white board.
3. You can add relevant details to the wasteful activity note, such as 1-10 scale of pain (how painful is it?) , if it was removed then how.. and more of what you think will help you later on removing this waste.

Now, look at your board. You will probably be able to quickly identify the most common type of waste that are relevant to your daily activities or goals that you've set.

This visibility will allow you later on to identify the type of waste to remove , either as quick win , or as something that needs more deep attentions and goals setting sessions to be able to deal with.
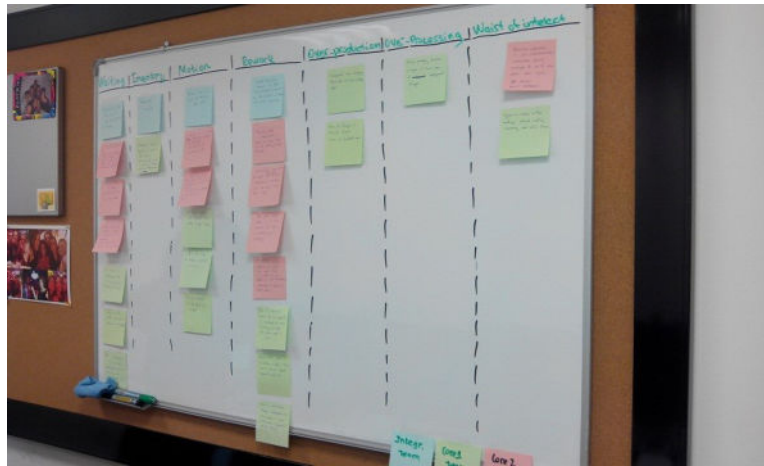


**Waste board**

# Eliminate Waste

Identifying and measuring your waste is half the battle. Now, we need to eliminate it.

First of all, we'll set a goal. Think big when setting your goal -– removing half of all your waste is easier than you'd think, and removing ALL of it is also well within reach!

Here's how you'd eliminate each type of waste:

## Waiting

**Be On Time**. That was simple, wasn't it? But seriously, being on time to meetings is the #1 way to reduce this waste. That also means replying to emails in a timely manner –- you're also reducing waste for others as well!

Set your boundaries with other people, establish a known ground rule that you don't wait for people.

Avoid doing things that entail wasting a lot of time, or at least divide them into smaller chunks so waiting will not be an issue.

Sometimes you have no choice but to to wait, so just make sure to identify the value in those activities that require waiting

## Inventory

Don't use it? Lose it. Get rid of anything that you own, but don't use. It isn't always easy (some items have sentimental value, we know), but you can get rid of tons of stuff. You can sell it, throw

it away or donate it to charity, but you don't need it in your house. And don't wait five years to do this again. Do daily, weekly, monthly, and yearly waste removal sessions, and don't buy impulse items.

For example: for a family of 3–4 members, I suggest you won't wait till tons of laundry accumulates till the weekend (then you find yourself spending hours to deal with it), rather than eliminate it by washing in small doses during the week. In my family the kids are washing their own dishes after each meal, instead of leaving them in the sink to the end of the day to be washed by someone (mostly me)

Adopt a minimalist approach, think about the value in each action and where can we keep things at a minimum and still retain the value.

Keep things simple - maximize the amount of things you don't do.

## Motion

Be organized. Arrange your workspaces in an organized fashion so that you have what you need close by. Keep your tools together, move closer to work (if possible) or even work from home. If you can't, then go the other way, and add value to the time you were wasting on moving. Ride a bicycle to work, or read a book on the train. This way, you might not have reduced the motion waste, but on the other hand, you haven't actually wasted the time.

## Rework

Measure twice, cut once. Make sure you understand what you are going to do, and what the result is, before you start working.

## Over-production

Before you start working on something, check to see how much you actually have to produce. Do 80% of that. Then see if that's enough. You can always make more, but you can't make less.

## Over-processing

Look at your more complicated tasks. Can they be done more easily? Are they even required? Are you going through needless steps? Is there a different order you can do them in to be more efficient? Avoid multi-tasking (which is motion waste) and stick to doing one task at a time.

**Ask yourself constantly: what are the real value elements of this action?**

# Transportation

Remember the moving hospital equipment example? This equipment, while in motion, does not add value, someone needs to move it and it costs money (directly and indirectly), we are at risk of damaging it so we need to invest in protection … . So, what can we offer as a solution? Buy more equipment (if it adds value compared to the cost), move departments closer, move patients; Shorten the transit route; Think: what adds value?

Remember: Living too far from work means wasting gas money, valuable time with our children, wasting emotions or sleeping hours on traffic

What can be a solution? Perhaps moving closer to your place of work?

Other waste removing actions may include removing events, changing locations, carpooling, considering the costs vs value in adding or changing type of transportation we use and more…

And get rid of the stuff you lug around all the time for no reason. Then apply the same principal behind the motion waste elimination.

# Intellect or Waste of Brainpower or talent (additional)

Just don't do it. Is what you are going to do a waste of your brainpower? Simply refuse to do it. Did anything happen? No? You were right then, it was a waste. For instance, don't go to meetings that don't have an agenda, or that have more than three people participating.

Look around, believe in people.

Find in everyone the vale that they hold. Seek for feedback and ask questions to acquire others' value.

Don't ignore people.

As part of the Kaizen activities and Retrospective, we also aim to identify waste and suggest solutions. We just need to set our mind to see it. We cover the ways of removing waste using well organized continuous improvement in the chapter about "Continuous Improvement".

OK, so you know what types of waste there are, and you know how to measure how much is being wasted. If you wish to set the scope over waste, the next step is to help your coachee eliminate the waste that is interfering with his reaching his goals. How?

1. **Define the ideal state with your coachee**.

What does his ideal day look like?

What bothers him the most about his current state?

What goals does he want to achieve?

**Visualize everything**.
Use the booster framework for that. A board, some sticky notes, that's it. Simple.

**2. Understand the coachee's current state using the coaching Booster.**

**3. Which of the waste types is holding him back from his goals?**

Ask your coachee to visualize specific examples of waste in his day-to-day life. (You can use the previous activity listed above in this chapter showing how to easily acquire a good view over one person's subjective waste.)

Identify the waste type and identify their causes.

**4. Assign specific solutions for wasteful situations Assign a specific goal that will eliminate the waste**.

Your coachee needs to embrace these goals as a solution to removing the waste from his or her behavior.

**5. The next step will be to try out the solution**.

There is nothing like trying out, experimenting and coming back with some feedback. Did it work? Did it reduce waste? Was it valuable?