TOYOTA SF* LEADERSHIP & KAIZEN MINDSET

*Shop Floor / 現場 / Genba / Actual Place

Art Smalley, President
Art of Lean, Inc.
Co-Founder Lean
Leadership Academy

August 2015

Outline

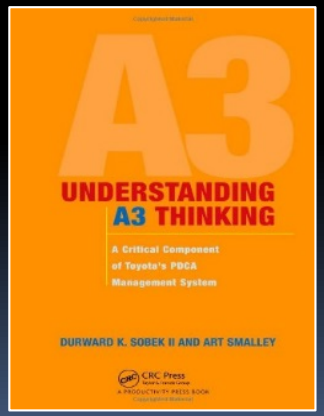
1. Outline
2. Background / Perspective
3. Toyota Leadership & Shaping Principles
4. Problems Solving & Leading
5. My Challenge for You
6. Q & A Session

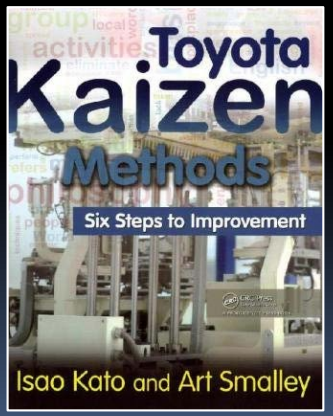
Personal Background

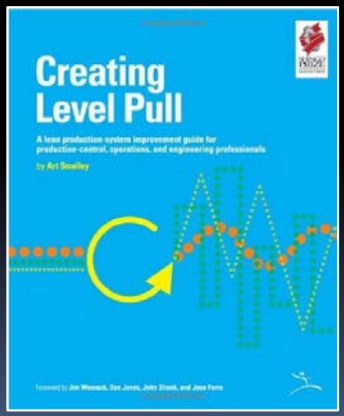
Work Related
Toyota Motor Corp Japan
Director Donnelly Corporation
McKinsey & Company
Art of Lean, Inc. / Lean Leadership Academy

Home / Family Related
Wife & 3 Daughters
Cypress, California

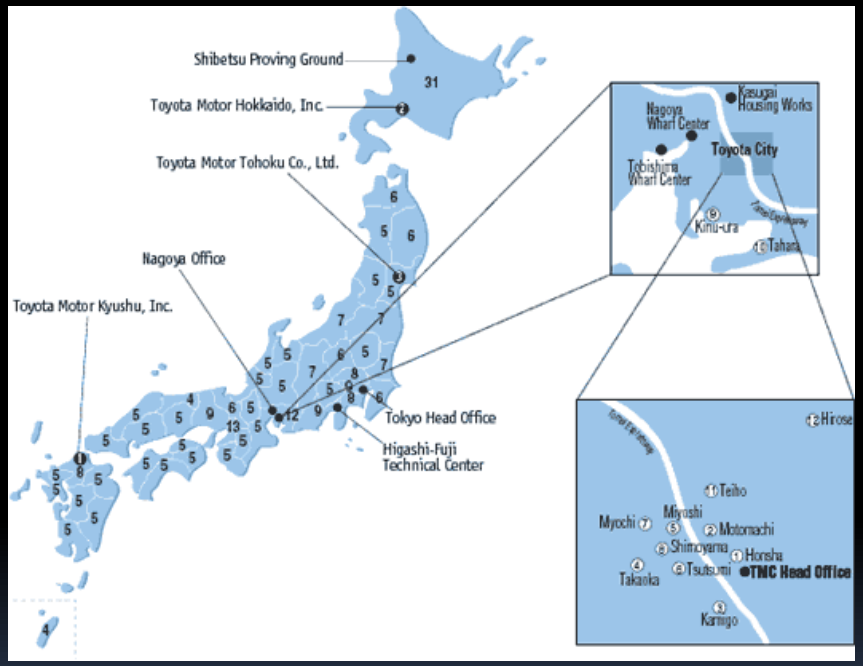
Hobby Related
Photography
Woodworking
Reading
FMA: Kali / Escrima







Toyota Motor Corporation



	Name	Main Products	Start of operations	Site area (1,000m^2)	Bldg. area (1,000m^2)	Number of employees
①	Honsha Plant	vehicles	1938	551	440	2,800
②	Motomachi Plant	vehicles	1959	1,610	820	5,900
③	Kamigo Plant	Engines	1965	933	550	3,500
④	Takaoka Plant	vehicles	1966	1,432	700	5,200
⑤	Miyoshi Plant	Chassis parts	1968	380	170	1,600
⑥	Tsutsumi Plant	vehicles	1970	1,077	600	5,300
⑦	Myochi Plant	Engine, chassis casting parts, chassis mechanical parts	1973	581	270	1,900
⑧	Shimoyama Plant	Engines, exhaust emission control devices	1975	453	230	1,400
⑨	Kinu-ura Plant	Transmissions, drivetrain casting parts	1978	921	360	2,600
⑩	Tahara Plant	vehicles	1979	4,057	1,140	6,900
⑪	Teiho Plant	Machinery, dies for casting/forging plastic molds	1986	302	110	1,900
⑫	Hirose Plant	Electronic parts, components	1989	247	90	1,300
Total						40,300

Kamigo Engine Facility

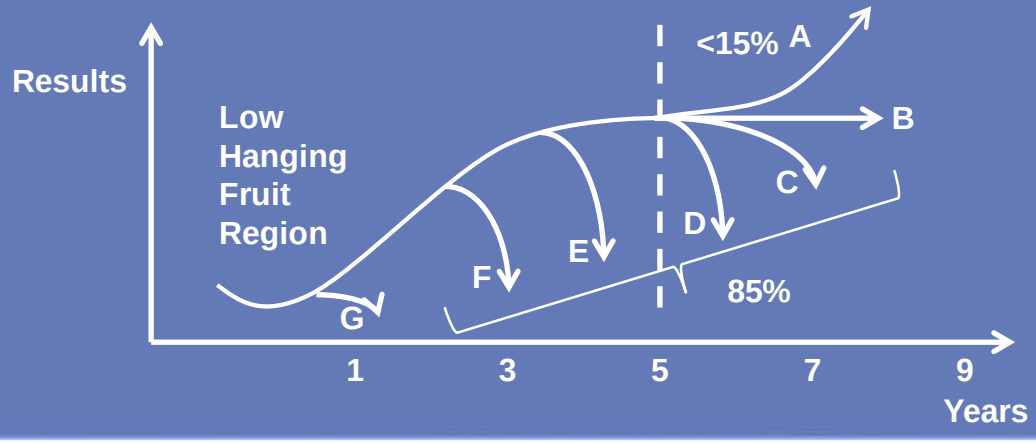
Engine Plant
870,000 Sq. Meters
3,150 Employees
1 Million Engines / Yr.

Casting

Machining

Assembly

State of Lean 2015



Case A – Continued success

Case B – Flat lined trend

Case C – Slight decline

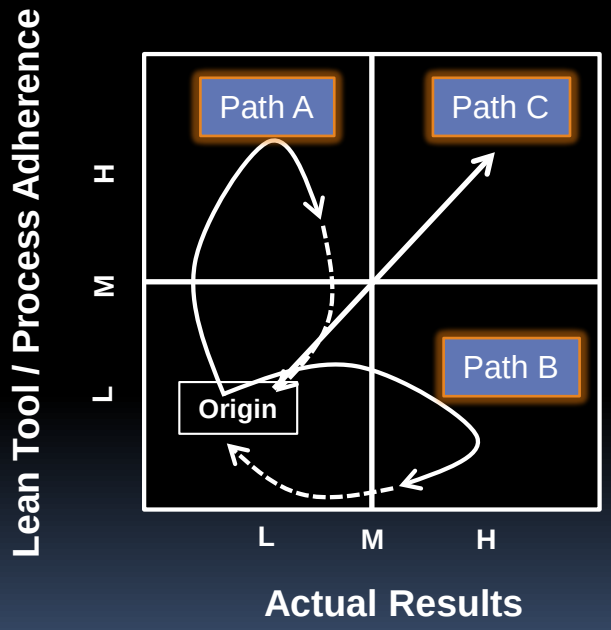
Case D, E, F – Major decline

Case G – Never got off the ground

- According to Shingo Prize Institute data only about 15% of organizations attempting Lean continue to improve after a few years and produce measureable results.
- In other words 85% of organizations attempting lean either flat line in terms of performance or slowly regress back towards their original state.

Lean Tools vs. Results

Question: Why do 85% of cases surveyed exhibit this problem and fail to sustain?



1) **Path A "Lean Zealot" Route**
   - Love of tools, methods, ways, etc.
   - Excessive buzzwords
   - No deep understanding of why, how, etc.
   - Limited problem solving ability
   - Stuck on trivial details
   - Endless training, workshops, or reflection
   - However limited results are produced
   - Eventual program decay

2) **Path B "Charismatic Person" Route**
   - Top leadership driven by few key people
   - Low hanging fruit obtained easily
   - Problems solved by experts / outsiders
   - Limited team development
   - No comprehensive tool, method, system or principle based approach
   - Results make everyone look and feel good
   - The great leader retires, transfers, leaves
   - Eventual results and program decay

Leadership vs. Management

- Management tends to be more about adhering to a process and managing complexity
- Leadership tends to be more about direction, change, people, and delivering results
- Most North American companies are “over managed” & “under lead”
- Albert Einstein – “Repeating the same process over and over and expecting different results is the definition of insanity”
- Stephen Covey – “You manage things but you lead people”

A Kaizen Mind Must Be Developed

Former Toyota Exec. VP Mfg. Taiichi Ohno

"It is important for employees to be able to look at the work they are performing and be able to properly identify waste. Once the waste is spotted It is the responsibility of the team to improve the process. The important thing is to teach people to challenge problems and apply the thinking process of Kaizen. We as leaders need to foster the habit in employees of trying to change things for the better."

Translation:
Improvement is not an accident and will not happen naturally. We as leaders must make it happen. Continuous change does not equal continuous improvement…

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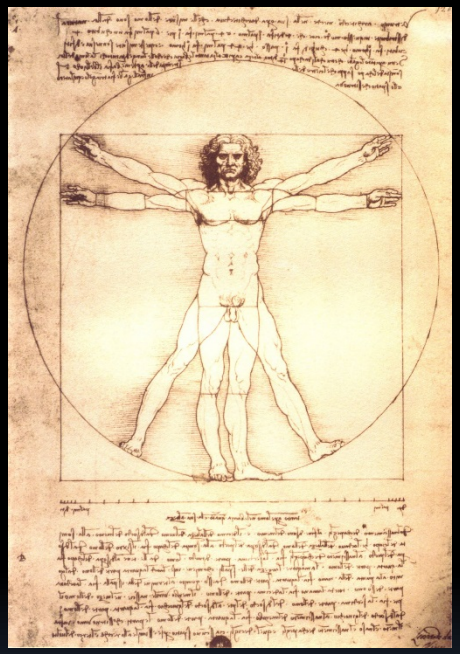
Leadership Shaping Principles

- Environment
- Structure
- Systems / Tools
- Thinking Patterns
- Behavior
- Results



*Shop Floor / 現場 / Genba

Shape the Environment

Shape the Environment

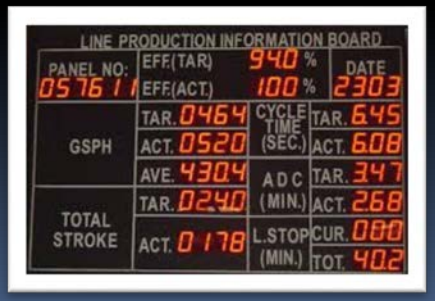
Daily Shift Cadence

06:00 Start of Shift
09:00 Quality Review
11:00 Mid Day Review
13:00 Material Review
15:00 End of Shift Status

Top Five Issues Start of Each Day
Prime Directives: 100% Safety, 100% Quality, 100% On-Time
Status / Abnormality Report Instantly (Red or Green)
Immediate Countermeasure Action / Root Cause Analysis Emphasis
Coordinate Technical Support Help

Shape the Environment

	Level	Area “Problem Rate”	
組長	Group Leader	25 ~ +	Per Day
班長	Team Leader	5 ~ +	Per Day
技能員	Team Member	1 ~ +	Per Day



Shape the Structure

工場長	Plant Leader	1
部長	Department Leader	5
課長	Area / Production Leader	25
組長	Group Leader	125
班長	Team Leader	625
技能員	Team Member	2,500
Sample Plant Head Count		3,281

In general there is a 1 to 5 leadership ratio

Main emphasis in leadership training and development is at G/L & T/L level

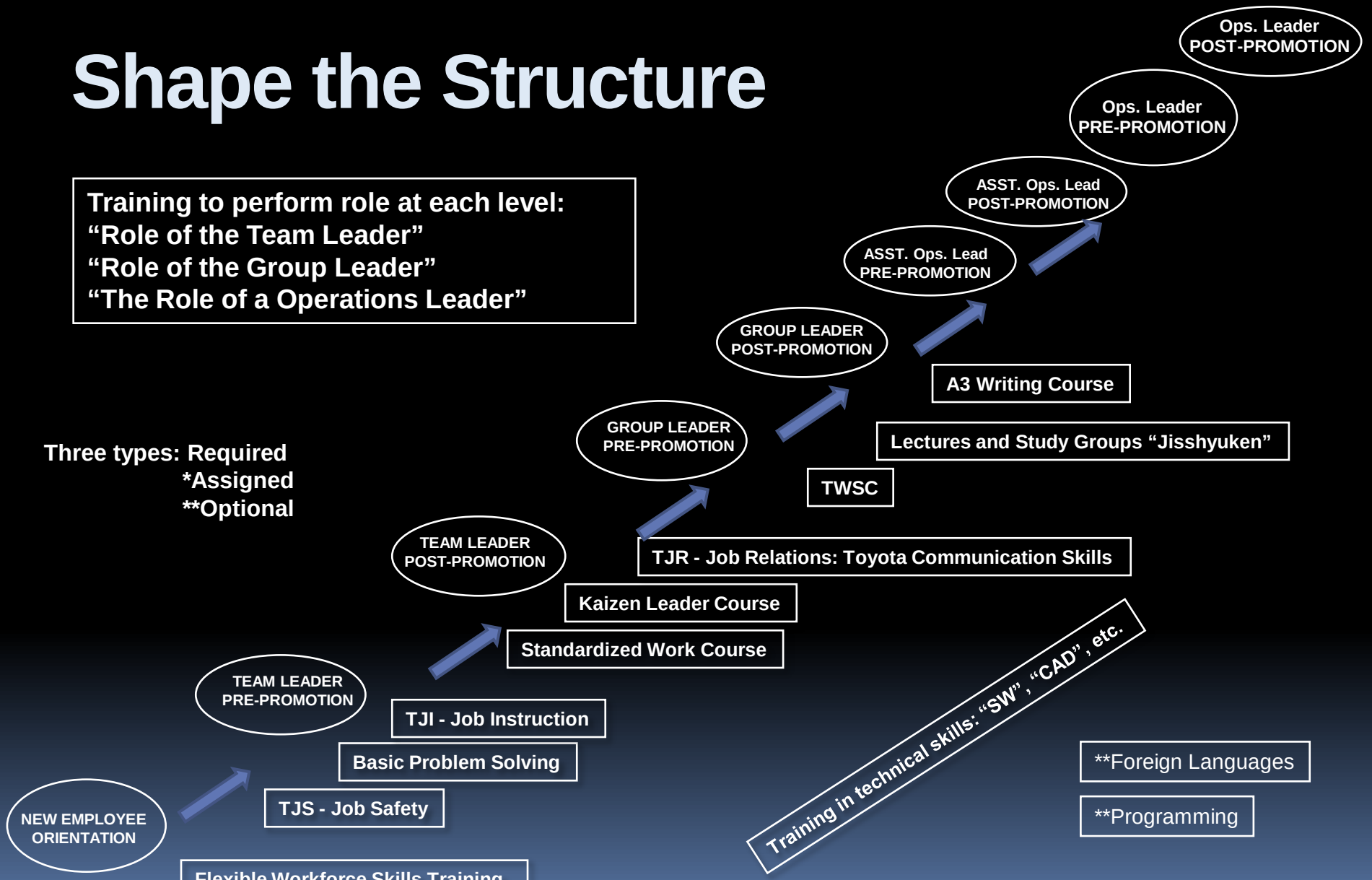
長

Pronounced: Osa or Chō
Meaning: Leader, Head, Chief, Director, Commander

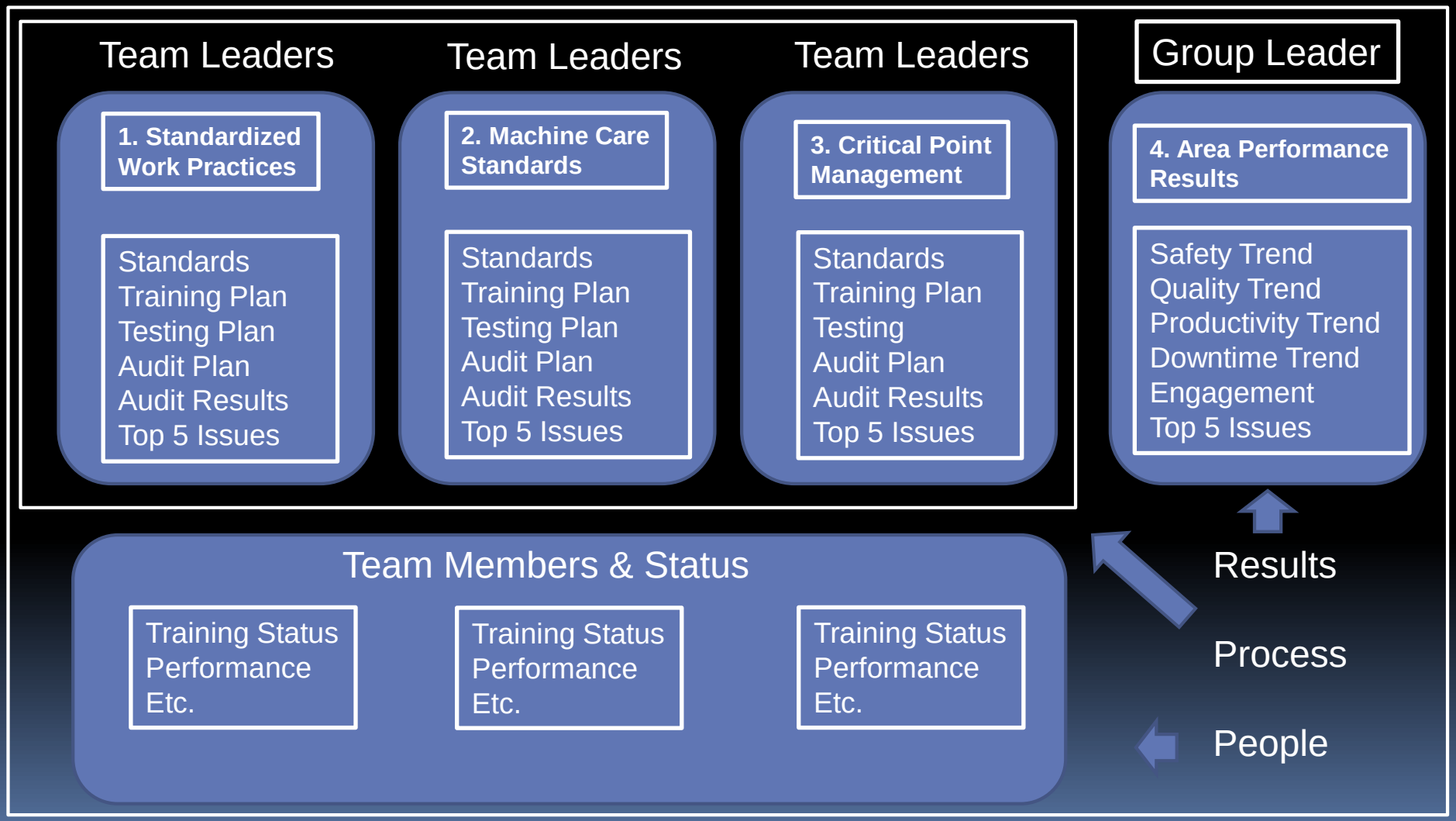
Shape the Structure

Training to perform role at each level:
“Role of the Team Leader”
“Role of the Group Leader”
“The Role of a Operations Leader”

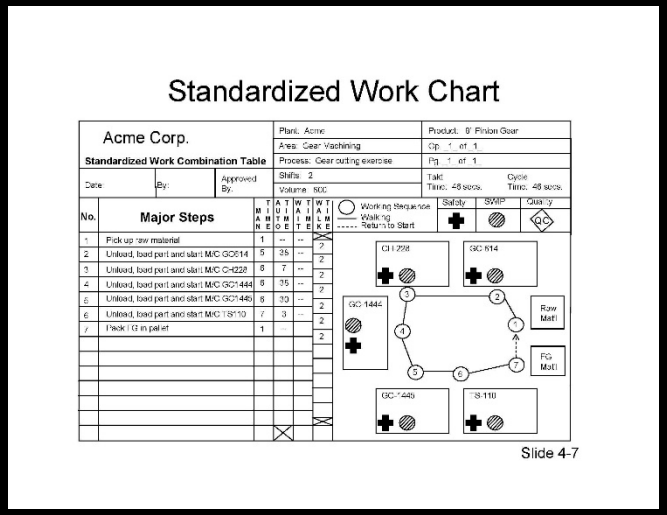
Three types: Required
***Assigned**
****Optional**



Shape the System



1. Standardized Work



Team Member

-Safety & Skills Training
-Job Specific Training
-Test Skills (85%)
-Test Defect ID (85%)
-Performance Test
-Audit Checks (S, T, Q)

Team Leader

-Train the Trainer Training
-Create Training Plan
-Conduct Training
-Conduct Testing
-Follow Up Training
-Audit EPED / Corrections

Group Leader

-Overall Training Plan
-Audit T/L Prep Process
-Audit T/L -> T/M Training
-Audit EPEM / Correct T/L
-Confirm Results / Adjust

2. Machine Care

Daily Maintenance / 5S Work

Foreign debris clean up
Hydraulic leak & fluid checks
Electric item checks
Mechanical wear checks (datum surface)
Preventive maintenance

Team Member

-Safety & Skills Training
-Job Specific Training
-Test Skills (85%)
-Test Equip (85%)
-Performance Test
-Audit Checks (S, T, Q)

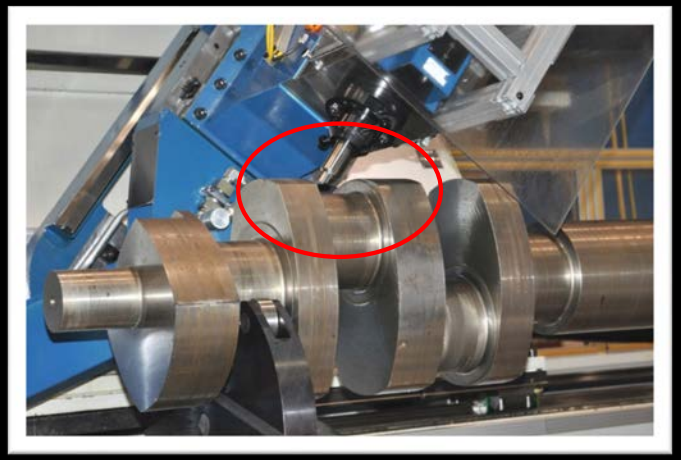
Team Leader

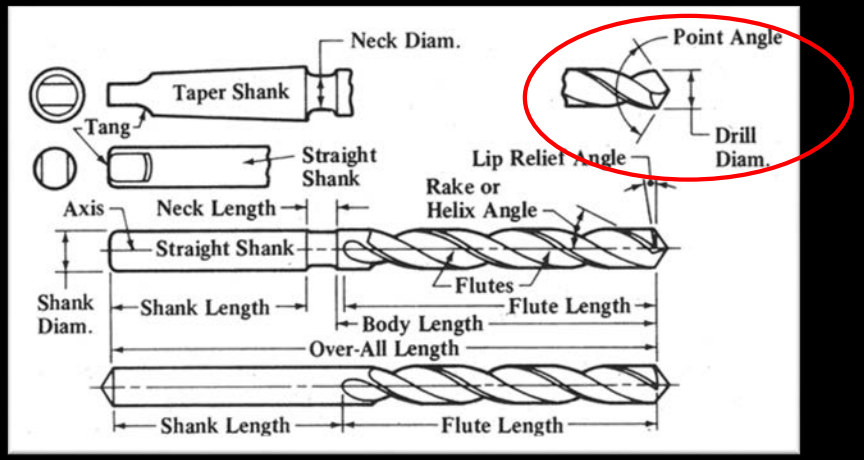
-Train the Trainer Training
-Create Training Plan
-Conduct Training
-Conduct Testing
-Follow Up Training
-Audit EPED / Corrections

Group Leader

-Overall Training Plan
-Audit T/L Prep Process
-Audit T/L -> T/M Training
-Audit EPEM / Correct T/L
-Confirm Results / Adjust
-Direct Problem Solving

3. Critical Point Management

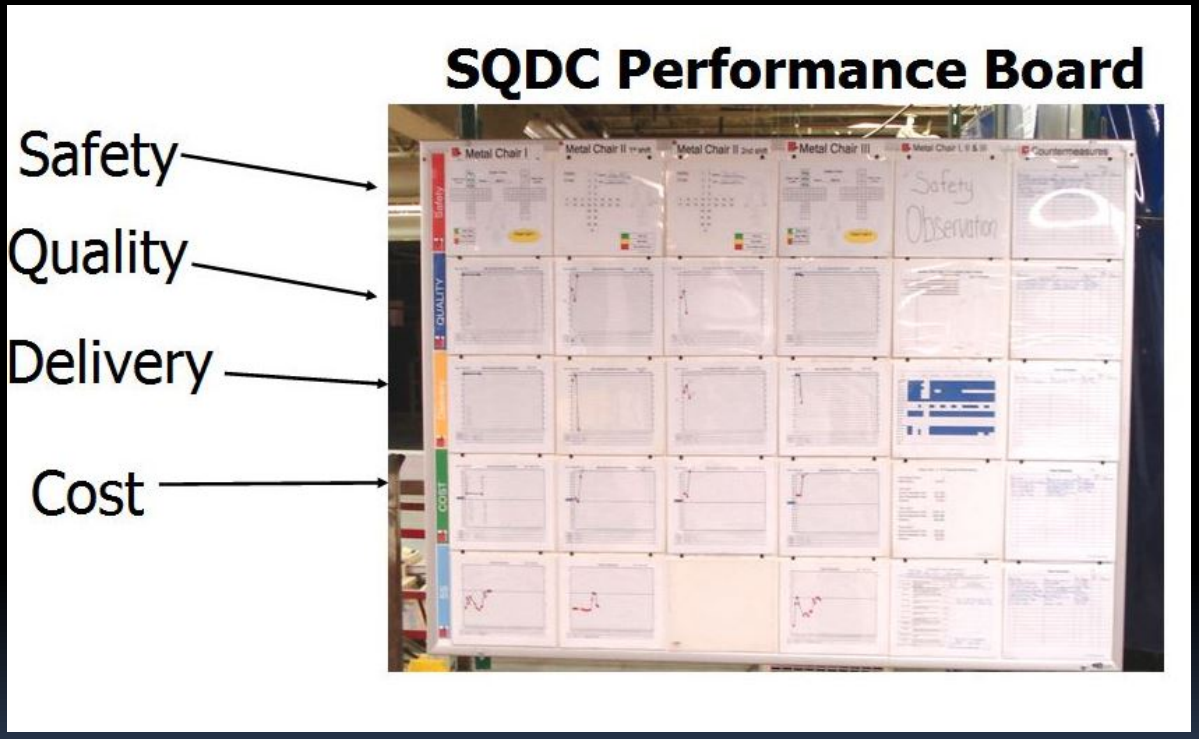




Tool inspection
Holder inspection
Ultrasonic wash standard
Tool set standard
Tool run out check standard

Point Angle Degree Confirmation
Point Wear, Flank Wear, Edge Wear ,
Surface Wear, etc.
Abnormal Wear, Chipping,
Etc.

4. Results Section



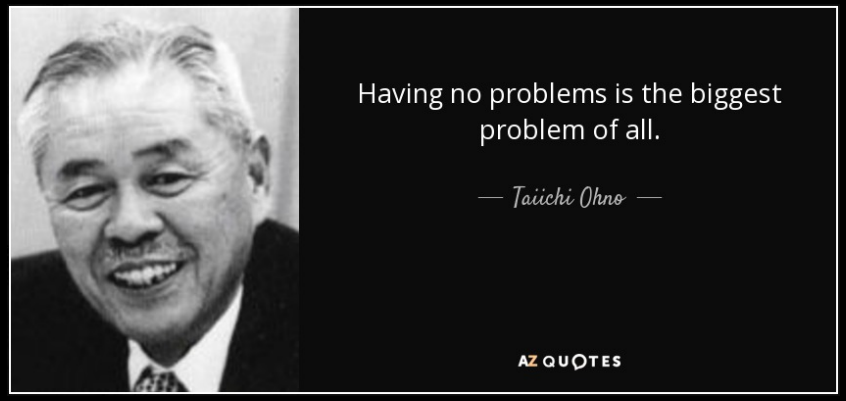
If the results are not moving then there is a problem in the previous areas.

Or in the execution of G/L, T/L role, or the ability to train, coach, or problem solve…

Shape the Thinking Patterns

	Level	Time Focus
工場長	Plant Leader	Month - Quarter
部長	Department Leader	Week - Month
課長	Area / Production Leader	Day - Week
組長	Group Leader	Hour - Day
班長	Team Leader	Minute - Hour
技能員	Team Member	Second - Minute

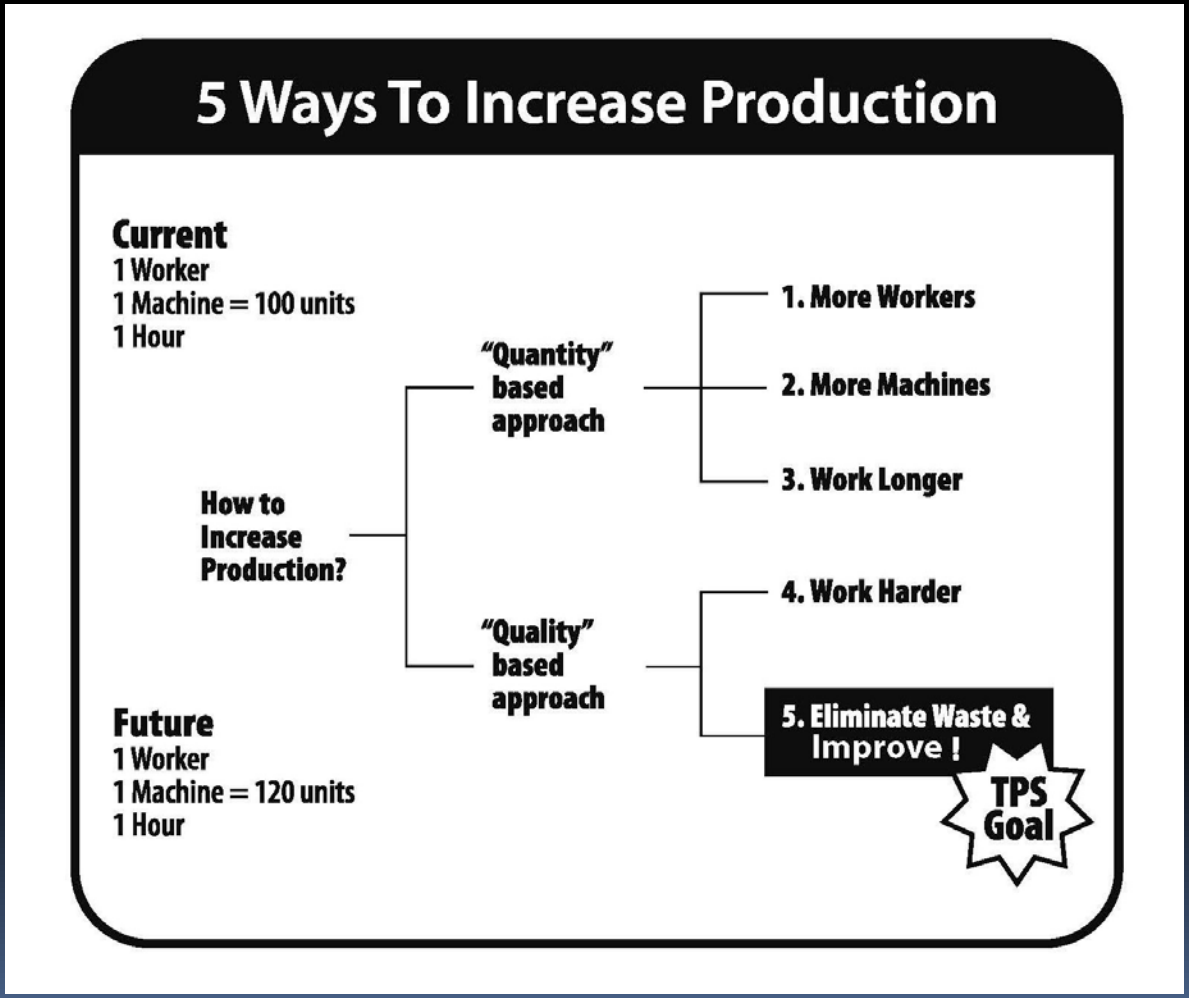
Shape the Thinking Pattern



- People
  - Training
  - Relations
  - Methods
- Product
  - Quality
  - Quantity
  - Timing
- Process
  - Machine
  - Critical Point
  - Maintenance

Problem = Gap from standard or expected outcome
Kaizen = True sustainable improvement above and beyond the standard

Shape the Thinking Pattern



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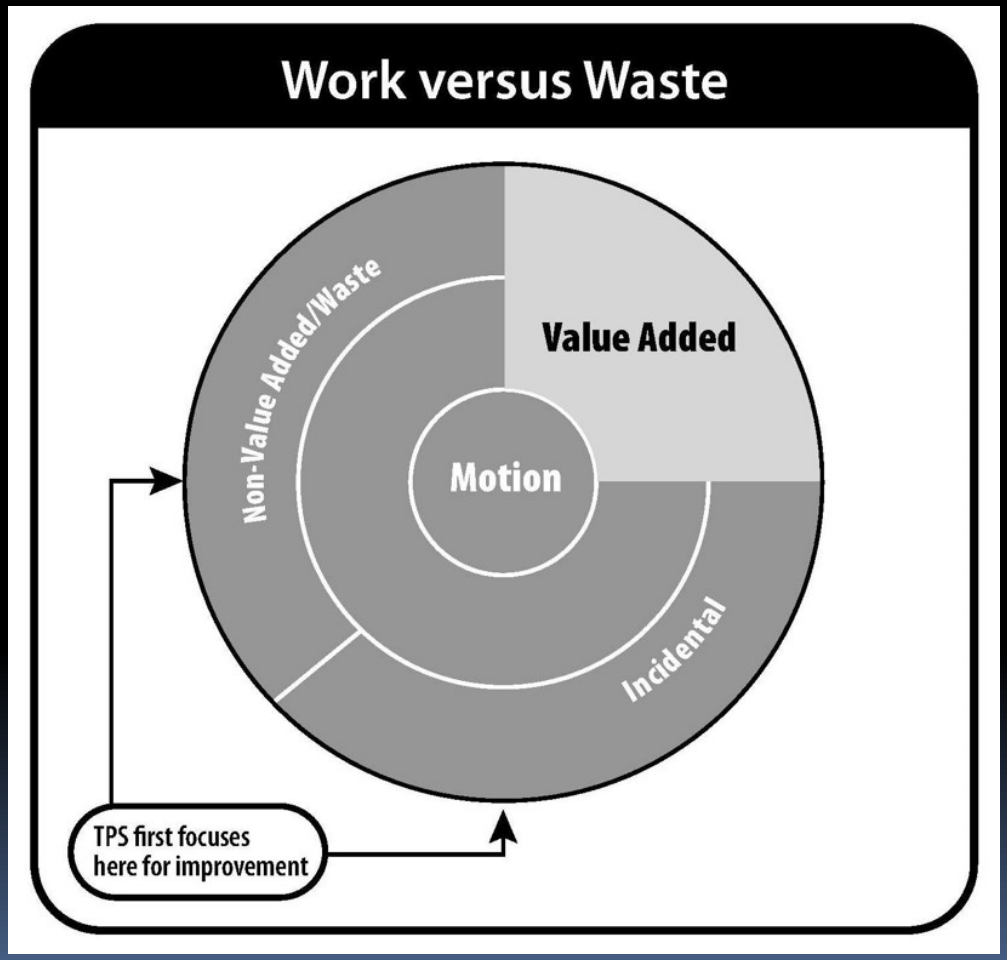
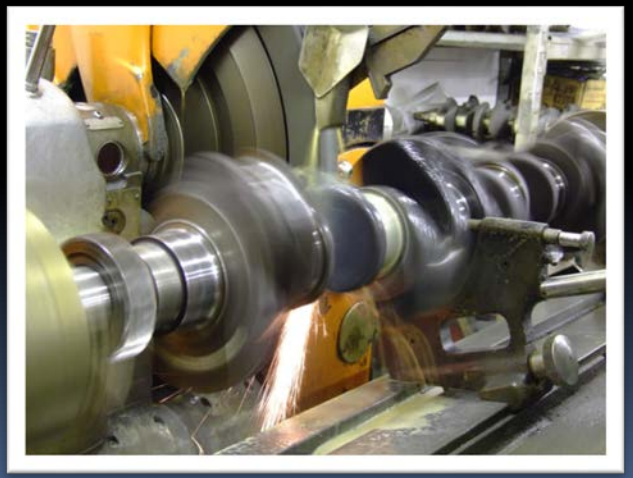
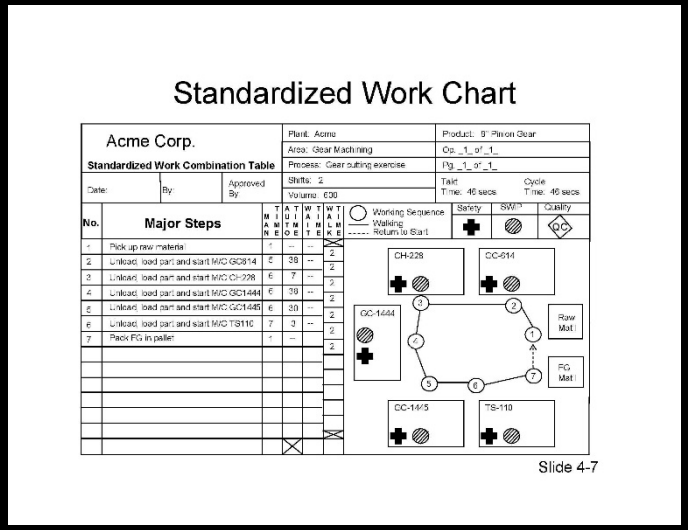


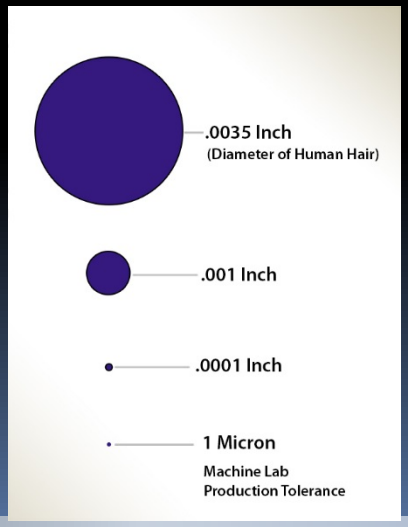


Shape the Thinking Pattern



Level of Detail

Seconds
Steps
Motions
Work Elements

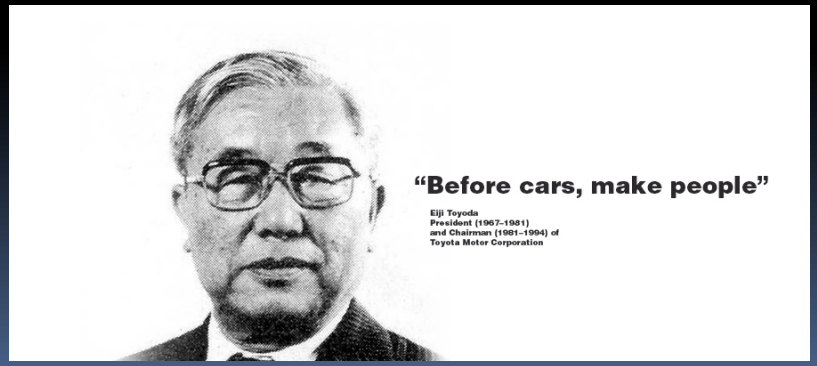


Level of Detail

Micron (.001 mm)
Cpk > 1.5 Capability
<10 Defects Per Million

Shape the Behavior

“It is important for employees to be able to look at the work they are performing and be able to properly identify waste. Once the waste is spotted It is the responsibility of the team to improve the process. The important thing is to teach people to challenge problems and apply the process of Kaizen. We need to foster the habit in employees of trying to change things for the better.”



- Courage
- Creativity
- Challenge

Shape the Behavior

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Top Five Issues Start of Each Day
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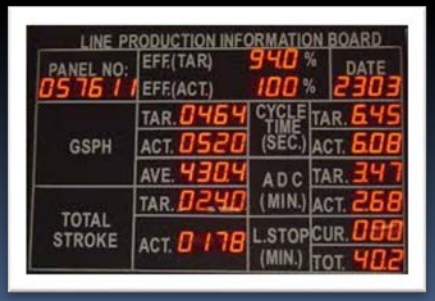
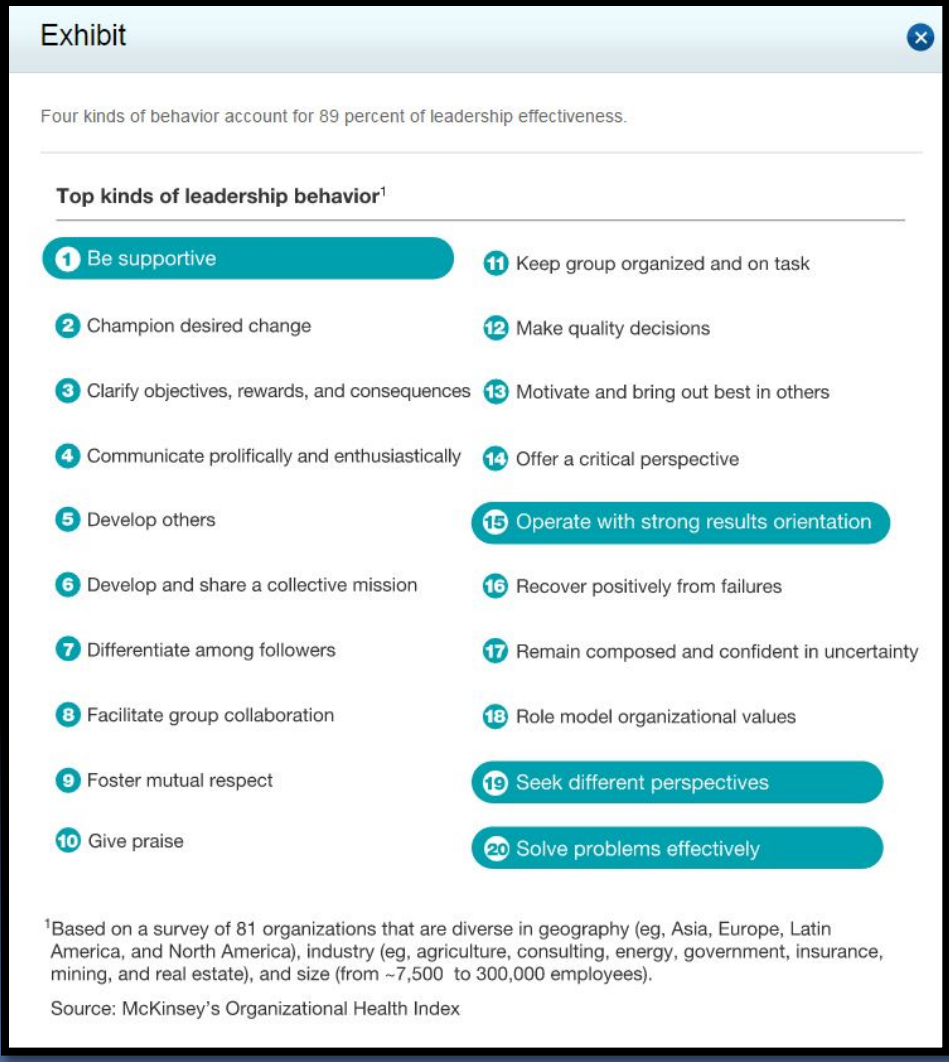


Leadership Behavior



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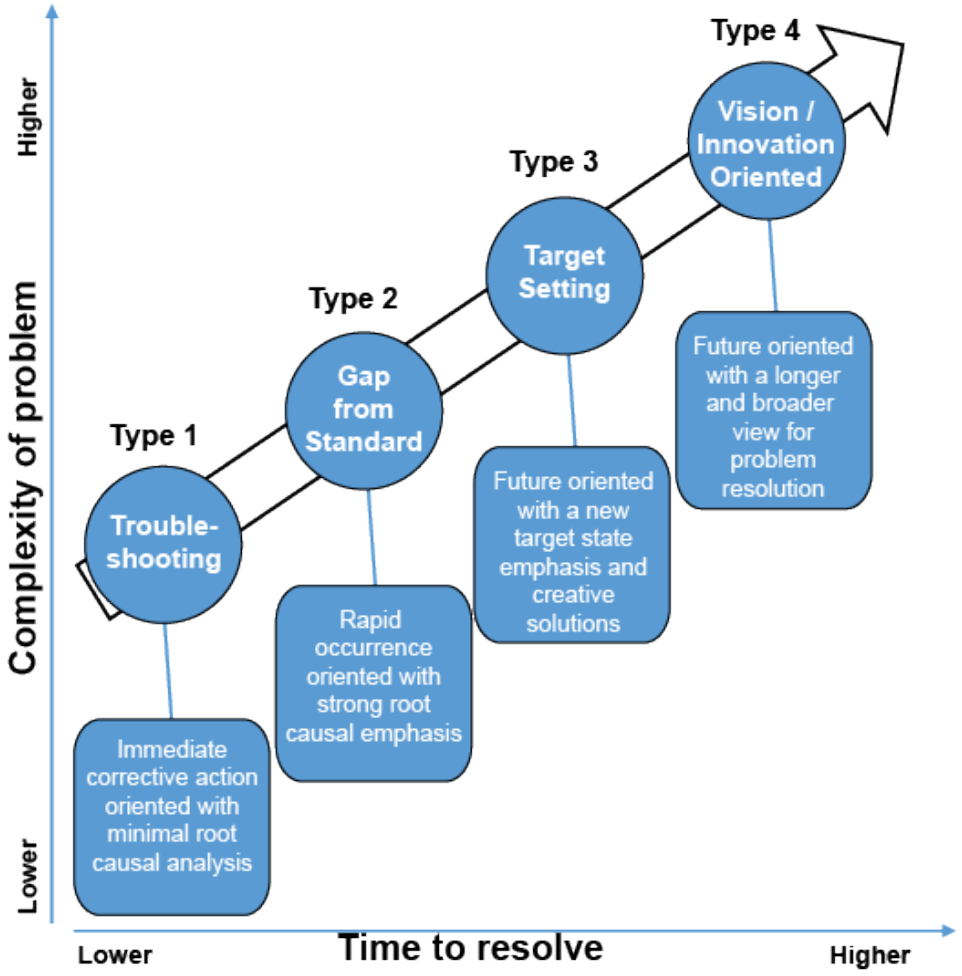
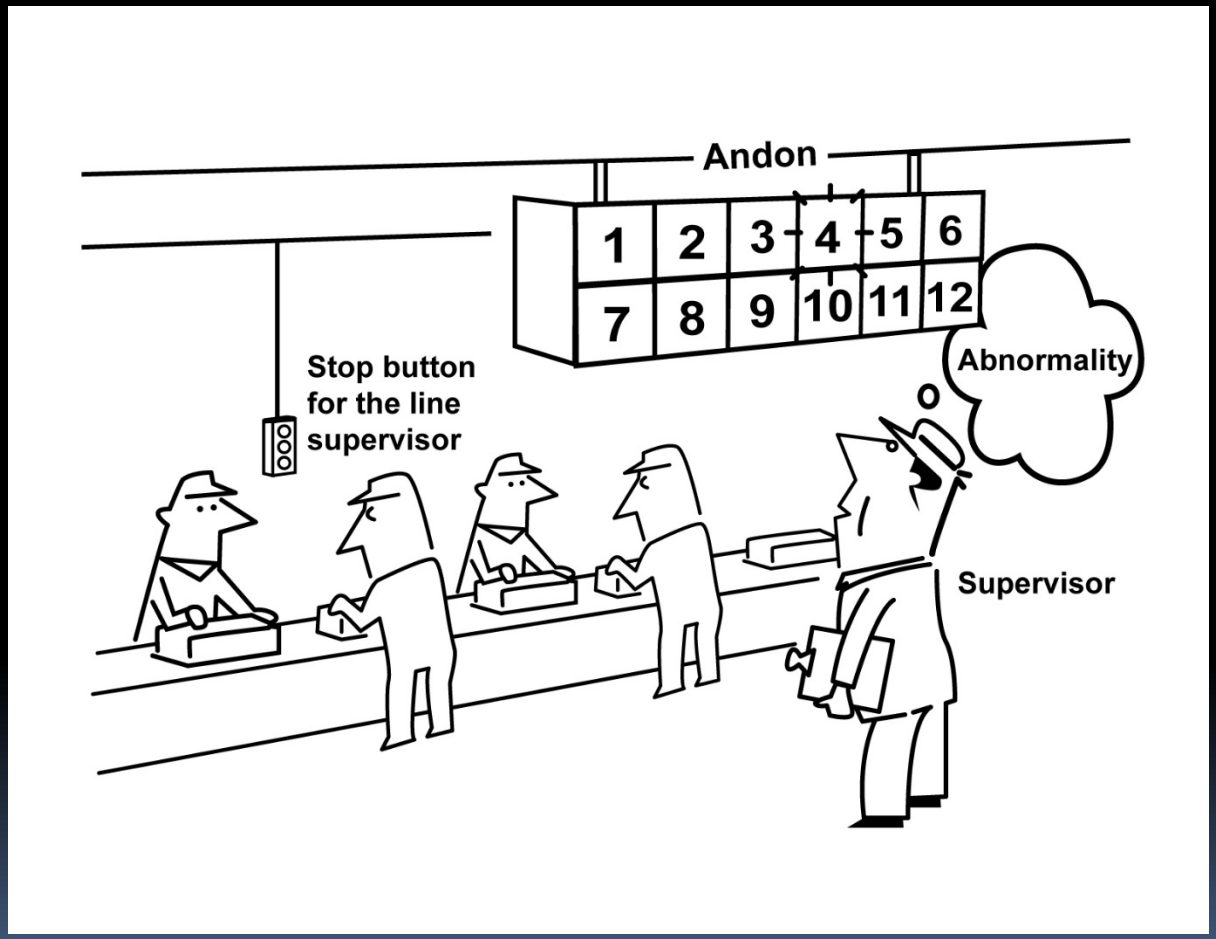
4 Types of Problem Situations



Type 1 – Troubleshooting



Type 1 – Troubleshooting

Production Analysis Board

Line/Cell Name:	Team Leader:	Date:
Quantity Required:	Takt Time:	Shift:
		Num of Operator:

Time	Hourly Plan / Actual	Cumulative Plan / Actual	Problem/Causes	Sign-off
: ~ :	/	/		
: ~ :	/	/		
: ~ :	/	/		
: ~ :	/	/		
: ~ :	/	/		
: ~ :	/	/		
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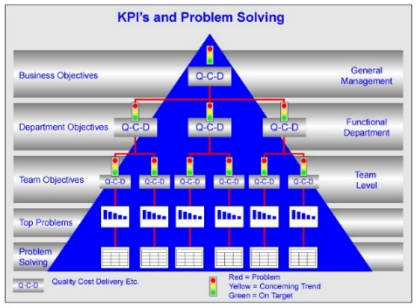
Kaizen Express

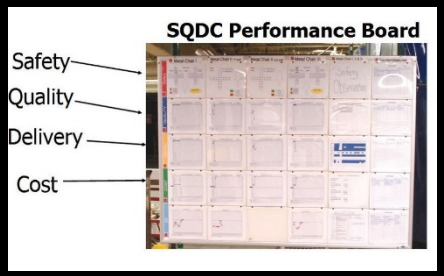
Lean Enterprise Institute lean.org

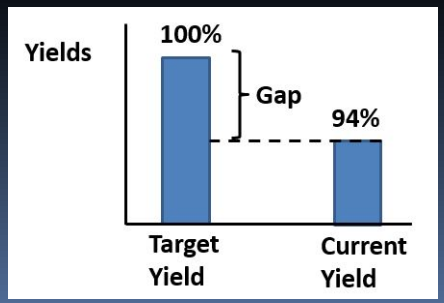
4C Problem Solving

- Concern
- Cause
- Countermeasure
- Check Results

Type 2 – Gap from Standard





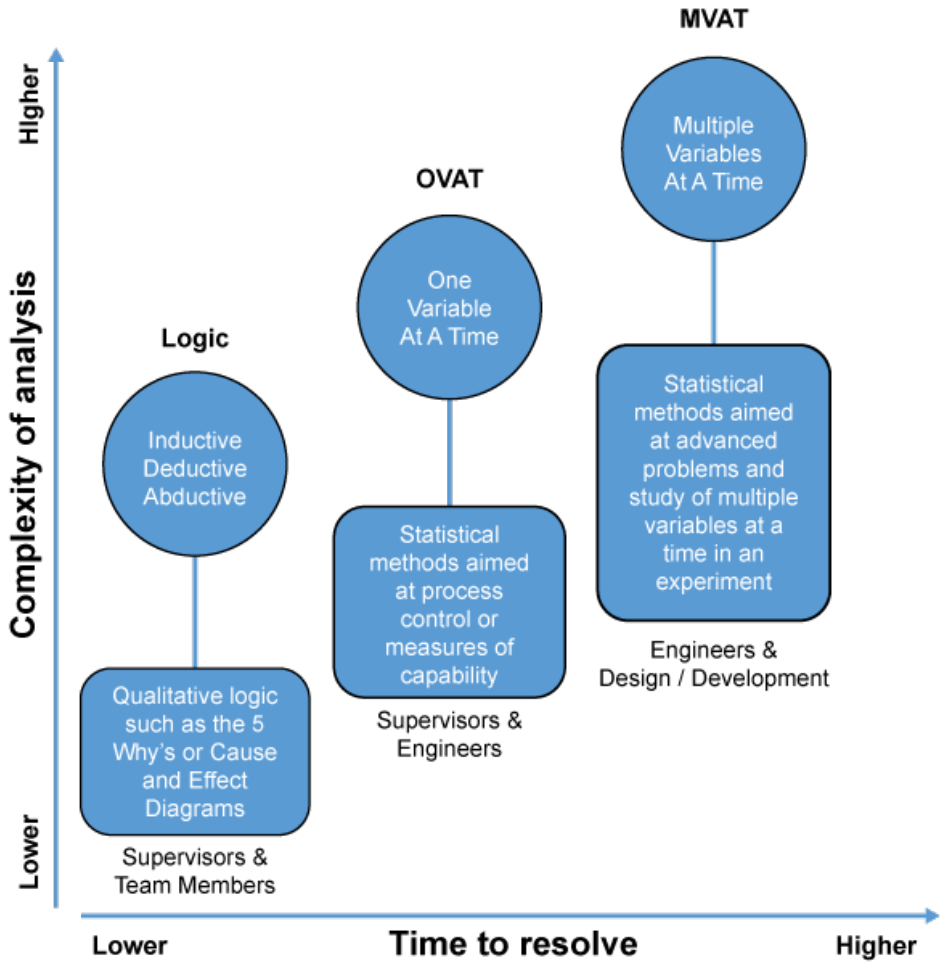


P	Step 1	Clarify the Problem Background
	Step 2	Define the Problem
	Step 3	Establish a Goal
	Step 4	Root Cause Analysis
D	Step 5	Implement Countermeasures
C	Step 6	Check Results
A	Step 7	Follow Up & Standardized

Vague Problem Understanding

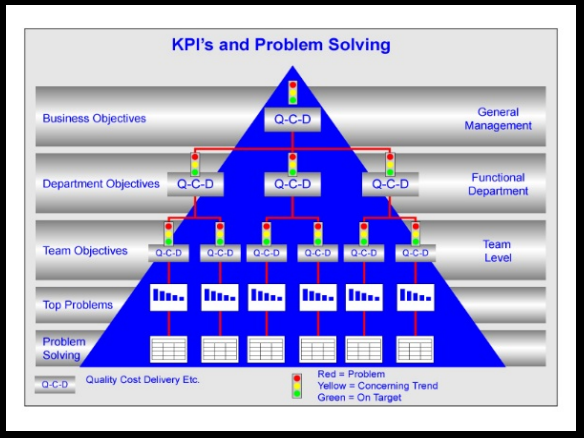
5W 1H &
5th Why Emphasis

Type 2 – Analysis Types



Convergent
Focused
Analytic
C&E Relationship
Standard attainment
Scope control

Type 3 – Target State



(Future) Ideal Situation

Kaizen Methods

改善方法

Type 3 - "Target State"

Acceptable (Current State) Situation

Normal Status

GAP

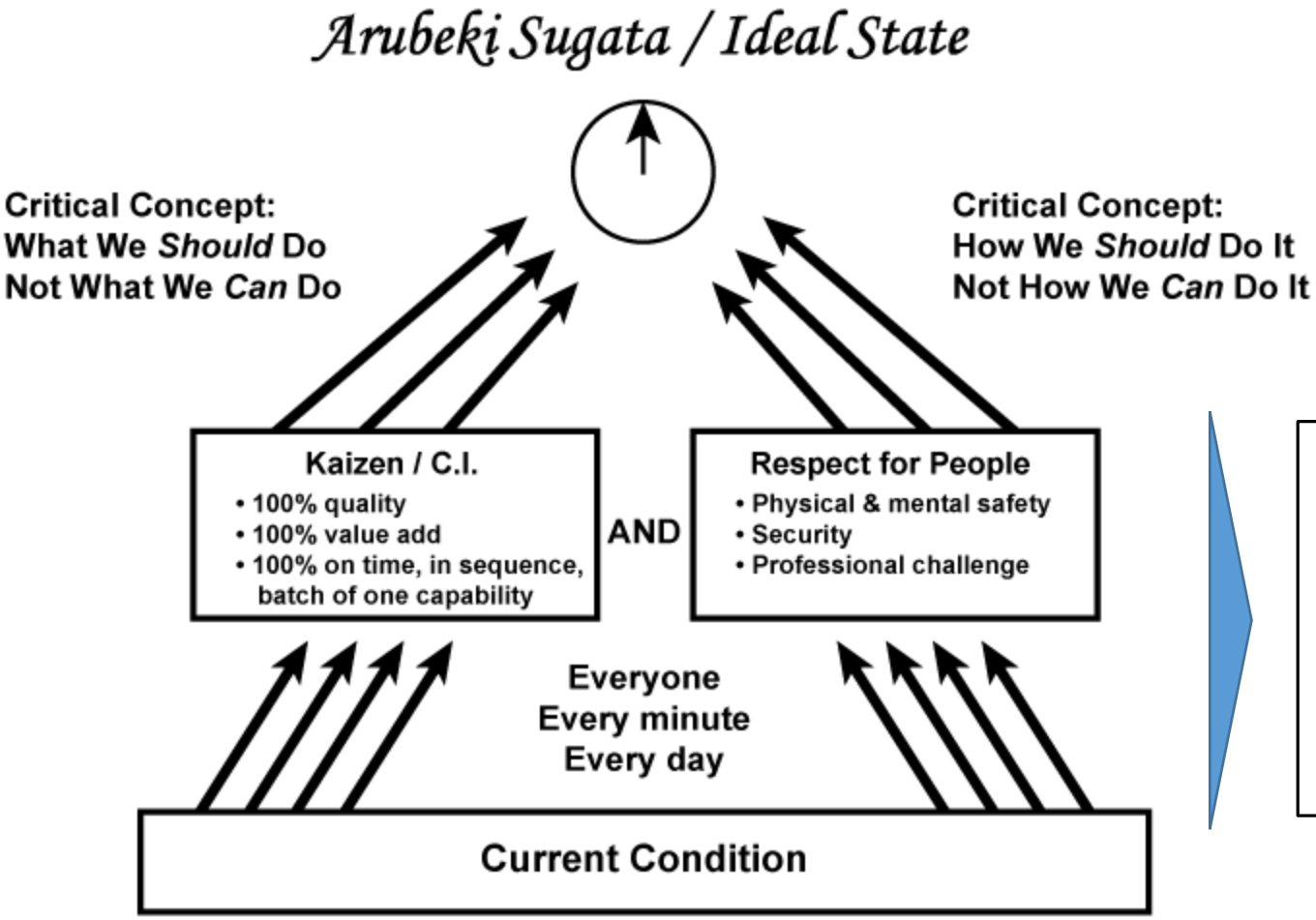
Type 2 - "Gap from Standard"

問題解決

Problem Solving

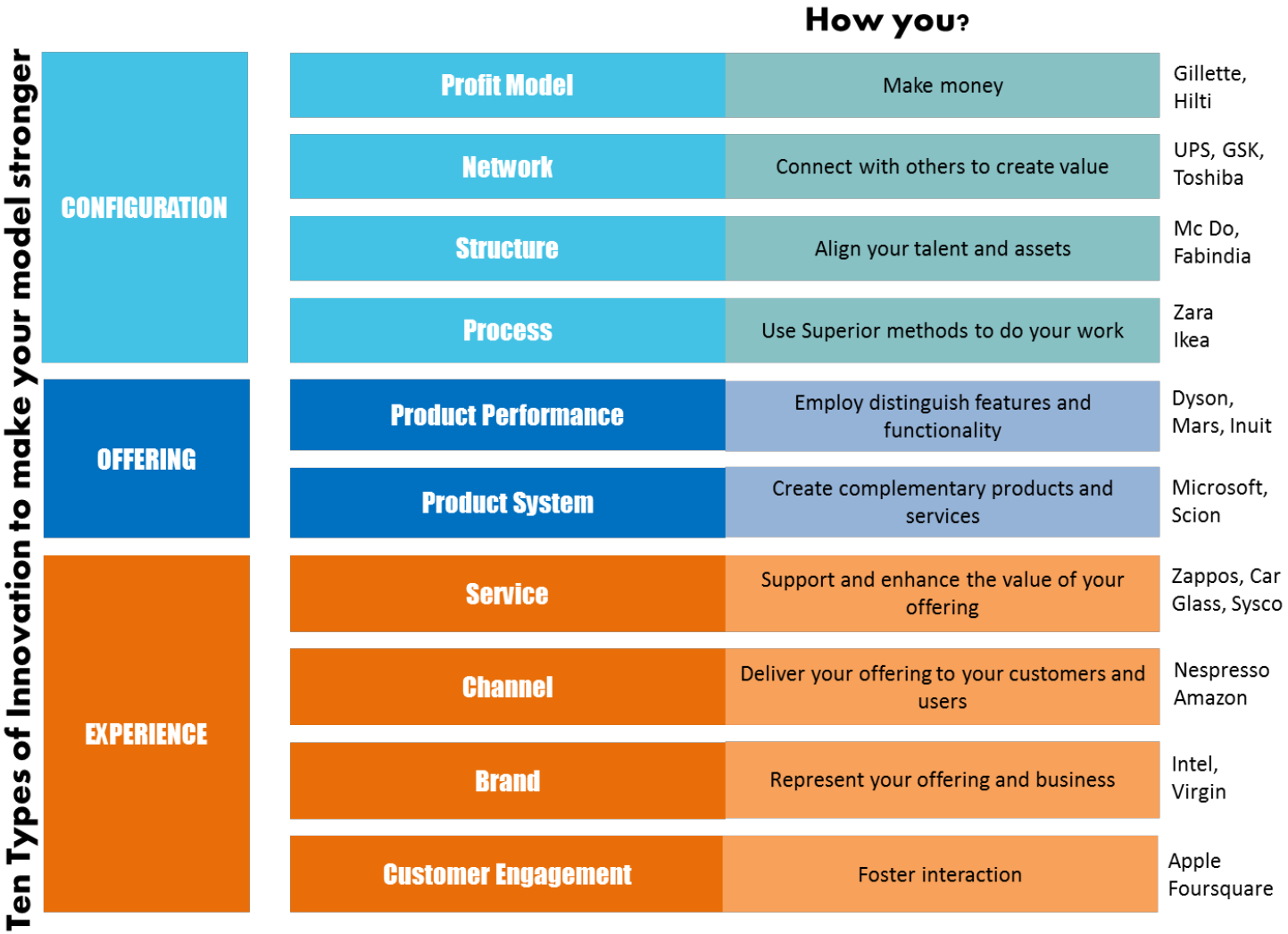
Current Situation

Type 3 – Target State



Divergent
Creative
Synthesis
Requires change
Longer time
Greater span

Type 4 – Vision / Innovation

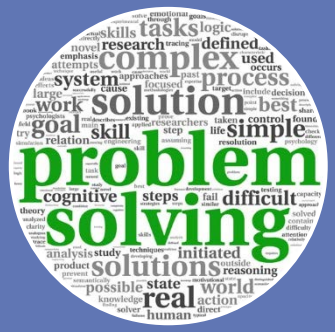


Doblin: 10 Types of Innovation: The Discipline of Building Breakthroughs

4 Aspects of Coaching Situations

CP1
Person

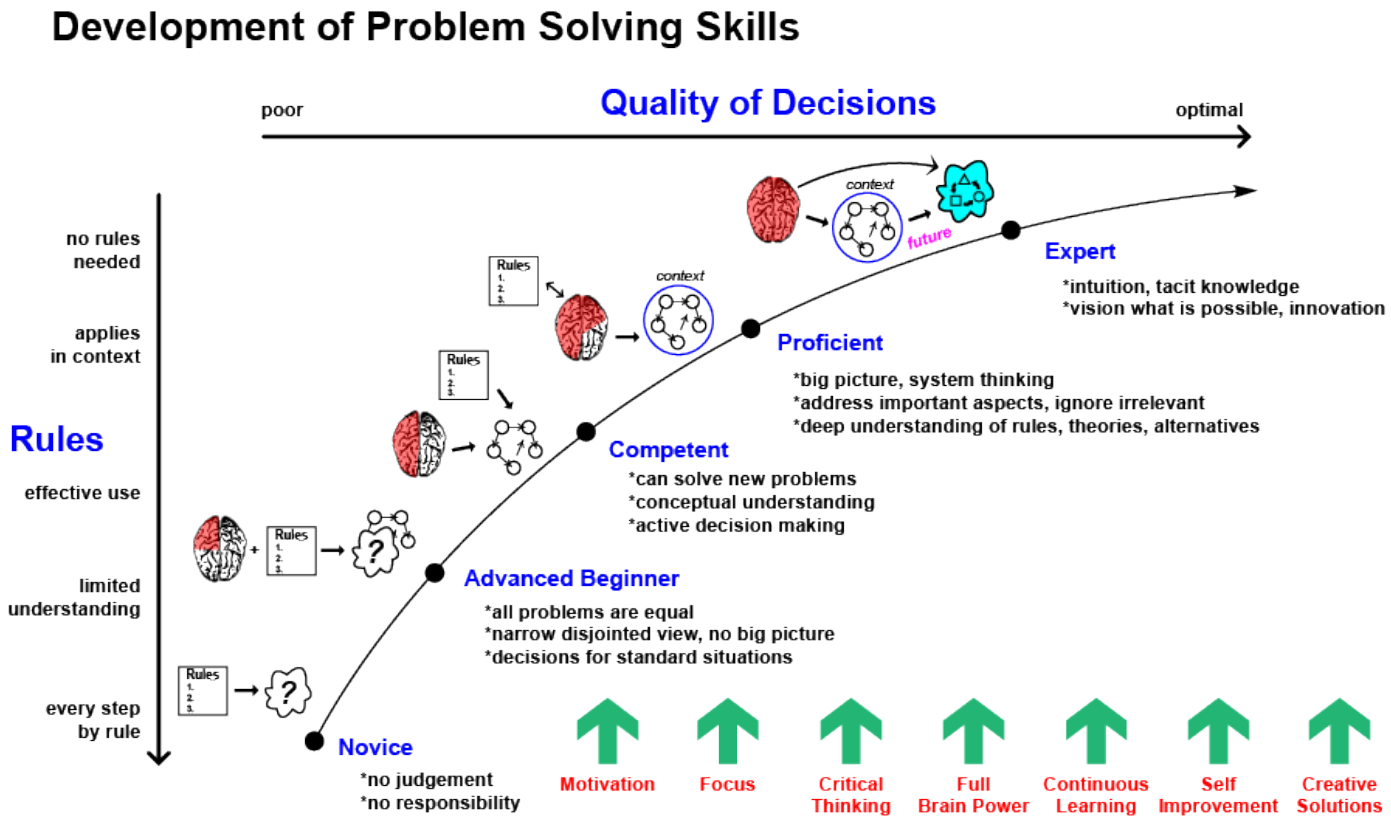
CP2
Process



CP 3
Problem

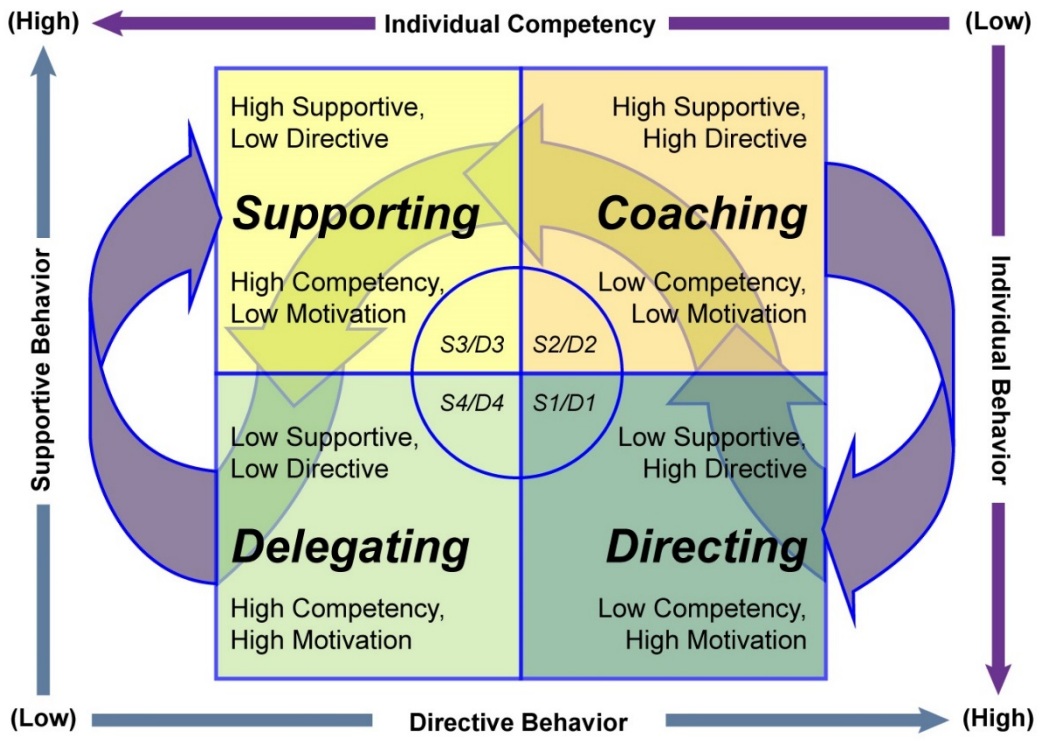
CP 4 Coaching Plan

Leading / Coaching Problem Solving

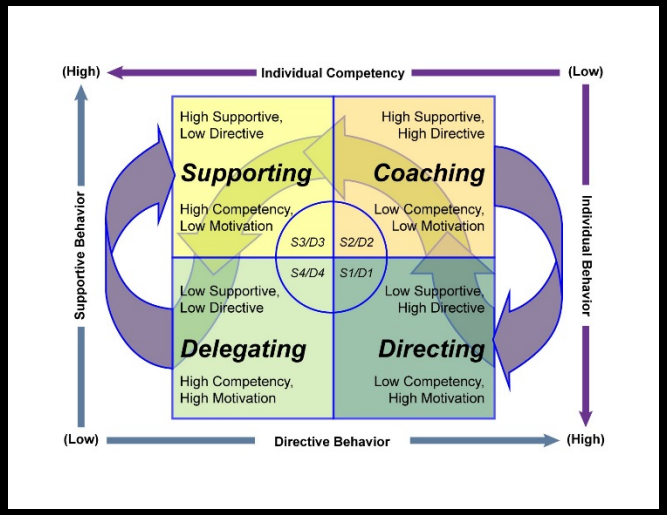


Adapted from Dreyfuss Model of Skills Acquisition

Leading / Coaching the Person



Directing

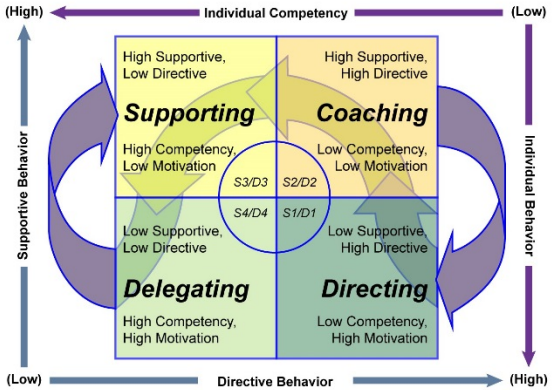


Quadrant: Low Skill / High Will

Nickname: Enthusiastic Beginner
Freshman

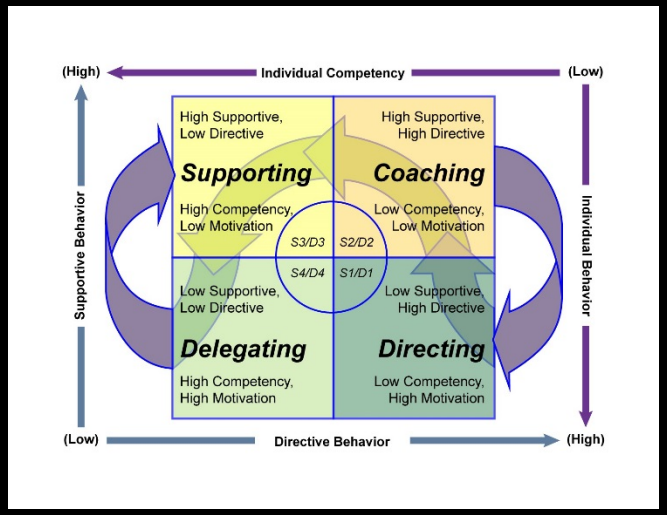
SL Approach: Requires Direction
Appreciates Direction

Coaching



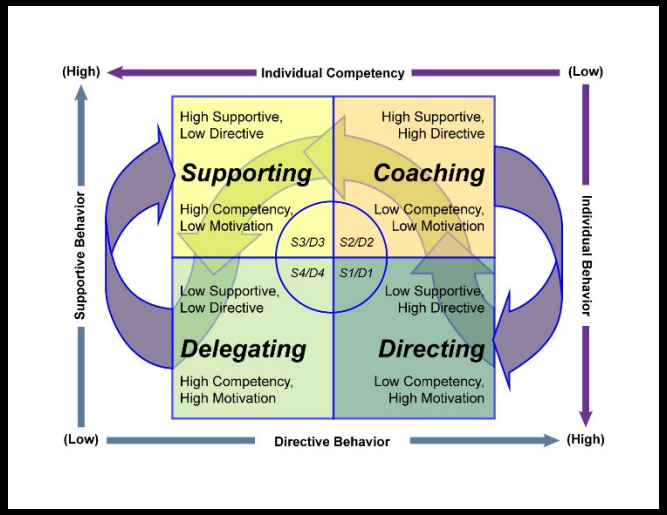
Quadrant:	Low / Med. Skill / Low Will
Nickname:	Disillusioned Learner Sophomore
SL Approach:	Requires High Support & Key Direction Crucial Conversation Motivation

Supporting



Quadrant:	High Skill / Low Will
Nickname:	Cautious Contributor Junior
SL Approach:	Requires High Support but Low Direction Challenge Thoughtfully

Delegating

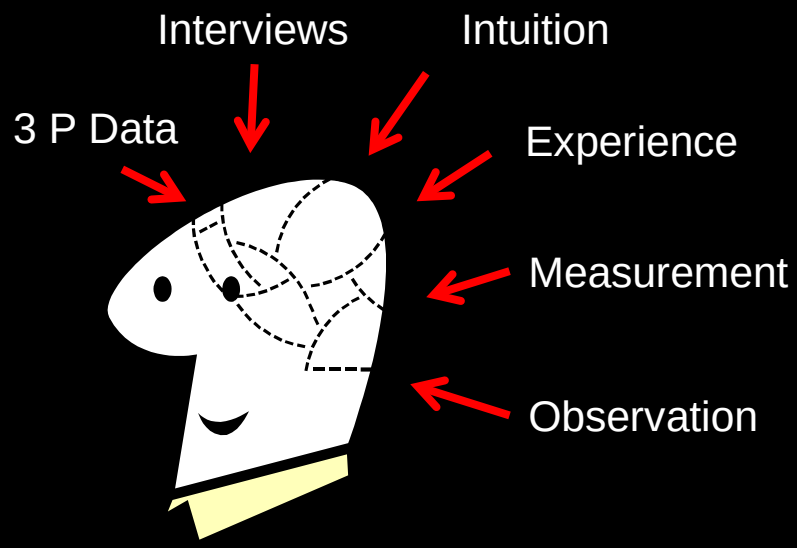


Quadrant:	High Skill / High Will
Nickname:	High Achiever Senior
SL Approach:	Requires Low Support and Low Direction Delegate / Challenge

CP2: Process Mentor

T1? T2? T3? T4?

1. Problem Background
2. Problem Definition
3. Establish Goal
4. Cause Analysis
5. Countermeasure
6. Check Results
7. Follow Through



<u>Process Assistance:</u>
Navigating the process
Probing questions
Technical insight
Align experts
Remove barriers
Alternative methods
Similar experiences
Other ideas

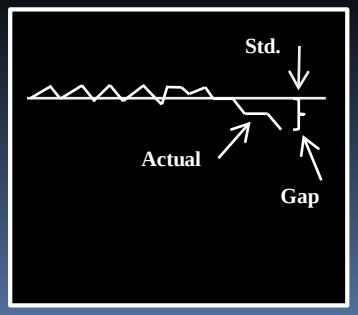
CP3: Problem Solving Ability

TPS

TPS

A. Immediate abnormality signal

B. Go to actual machine and see status

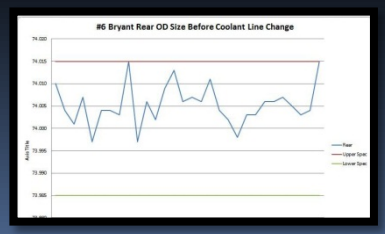


C. Ascertain actual problem situation

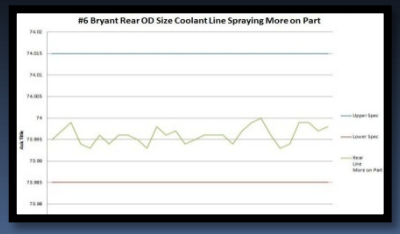
TPS

D. Coaching Investigation Sequence

1. Measure actual dimensional extent of problem
2. Look for obvious contamination or abnormalities
3. True and re-dress grinding wheel and observe status
4. Check actual grinding wheel (check “pores”)
5. Confirm actual (not theoretical) stock removal
6. Send part to QC Mat’l lab for hardness and HT depth check
7. Check actual cutting conditions
   - Wheel RPM
   - Feed Rate, Depth of Cut, etc.
   - SFPM
8. Confirm status of datum features and clamp mechanisms
9. Measure spindle run out
10. Coolant check
    - Flow rate / pressure
    - Nozzle condition and direction
    - Temperature
    - Concentration

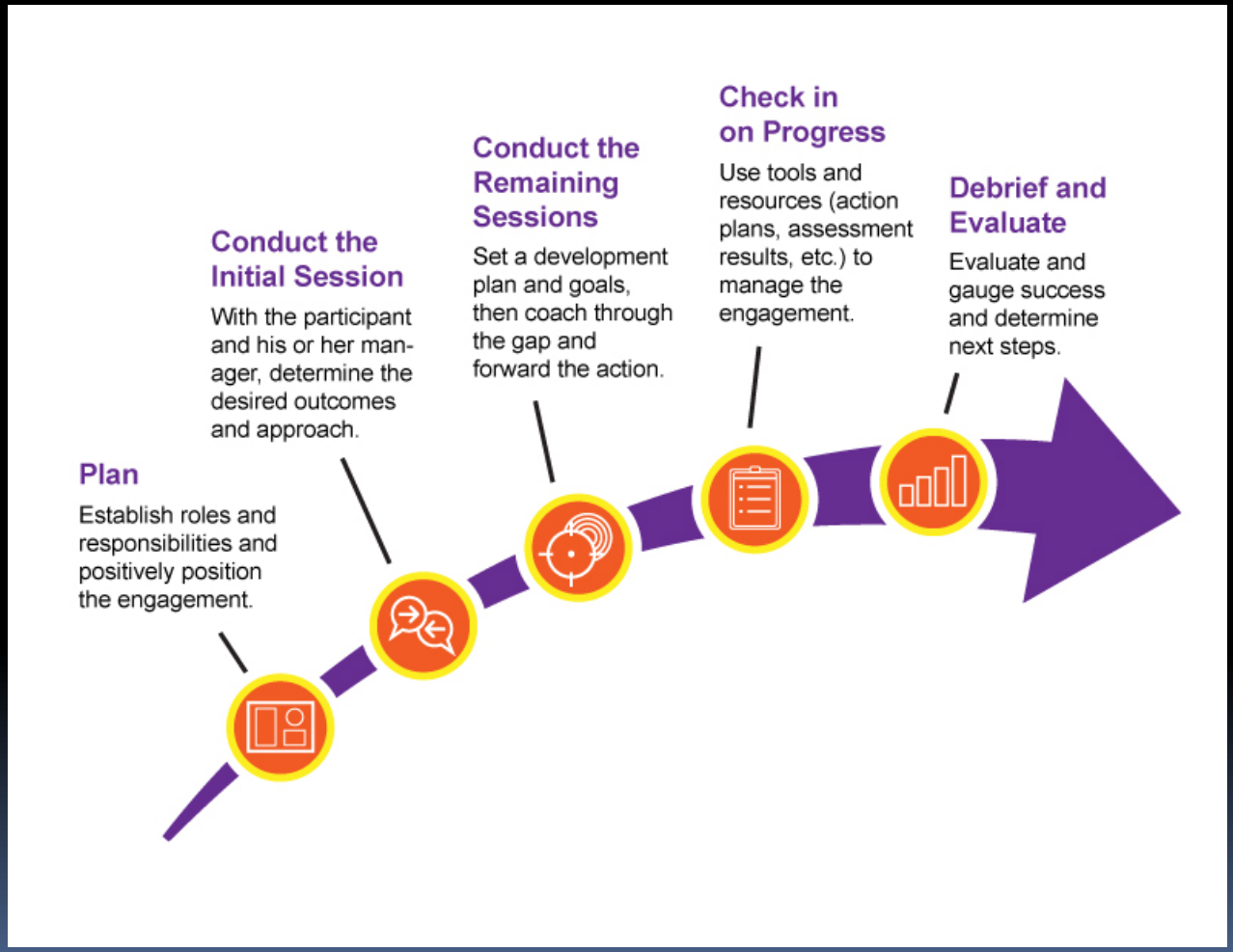


Cpk 1.15



Cpk 2.0

CP4: Coaching Plan



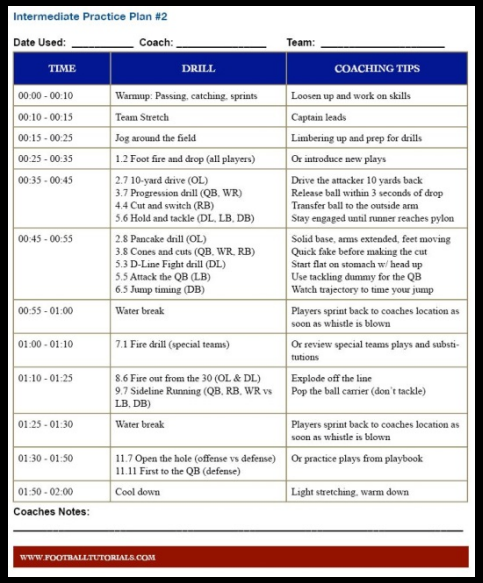
CP4: Detailed Coaching Plan

120 Minutes
= 12 x 10 Minutes
= 6 x 20 Minutes

6 Coaches / 72+ Players
=Offense Drills
=Defense Drills
=Special Teams Drills

Position Groups
=QB's
=RB's
=WR's & TE's
=Offensive Line

Practice Drills
= 1x1
= 2x2
= 7x7
=11x11



Intermediate Practice Plan #2

Date Used: _____ Coach: _____ Team: _____

TIME	DRILL	COACHING TIPS
00:00 - 00:10	Warmup: Passing, catching, sprints	Loosen up and work on skills
00:10 - 00:15	Team Stretch	Captain leads
00:15 - 00:25	Jog around the field	Limbering up and prep for drills
00:25 - 00:35	1.2 Foot fire and drop (all players)	Or introduce new plays
00:35 - 00:45	2.7 10-yard drive (OL) 3.7 Progression drill (QB, WR) 4.4 Cut and switch (RB) 5.6 Hold and tackle (DL, LB, DB)	Drive the attacker 10 yards back Release ball within 3 seconds of drop Transfer ball to the outside arm Stay engaged until runner reaches pylon
00:45 - 00:55	2.8 Pancake drill (OL) 3.8 Cones and cuts (QB, WR, RB) 5.3 D-Line Fight drill (DL) 5.5 Attack the QB (LB) 6.5 Jump timing (DB)	Solid base, arms extended, feet moving Quick fake before making the cut Start flat on stomach w/ head up Use tackling dummy for the QB Watch trajectory to time your jump
00:55 - 01:00	Water break	Players sprint back to coaches location as soon as whistle is blown
01:00 - 01:10	7.1 Fire drill (special teams)	Or review special teams plays and substi-tutions
01:10 - 01:25	8.6 Fire out from the 30 (OL & DL) 9.7 Sideline Running (QB, RB, WR vs LB, DB)	Explode off the line Pop the ball carrier (don't tackle)
01:25 - 01:30	Water break	Players sprint back to coaches location as soon as whistle is blown
01:30 - 01:50	11.7 Open the hole (offense vs defense) 11.11 First to the QB (defense)	Or practice plays from playbook
01:50 - 02:00	Cool down	Light stretching, warm down

Coaches Notes:

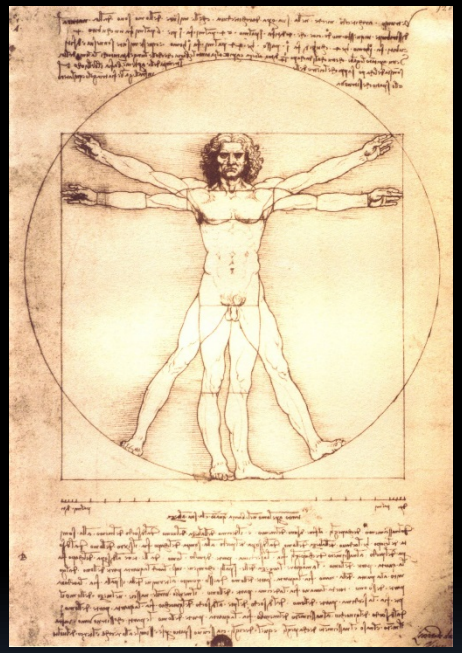
WWW.FOOTBALLTUTORIALS.COM

Outline

1. Outline
2. Background / Perspective
3. Toyota Leadership & Shaping Principles
4. Problems Solving & Leading
5. My Challenge for You
6. Q & A Session

Challenges To You

- Environment
- Structure
- Systems / Tools
- Thinking Patterns
- Behavior
- Results



*Shop Floor / 現場 / Genba

Final Q & A

Appendix

Toyota Historical Sales Growth

Ranking by Sales (Million units sold)

Rank	1950	1970	2003/4	
1	GM	GM	GM	(8.60)
2	Ford	Ford	Toyota	(7.20)
3	Chrysler	Chrysler	Ford	(6.72)
4	Studebaker	VW	VW	(5.11)
5	Nash	Fiat	Renault*	(4.98)
6	Kaiser	Toyota	Daimler**	(4.50)
7	Morris	Nissan	Honda	(2.88)
8	Hudson	Renault	Hyundai	(2.65)
9	Austin	BL	Fiat	(2.37)
10	Renault	Peugeot	Mitsubishi	(1.44)
	Toyota			

Aspiration:
By 2010
Global #1 in
Market Share

Toyota Recent Performance

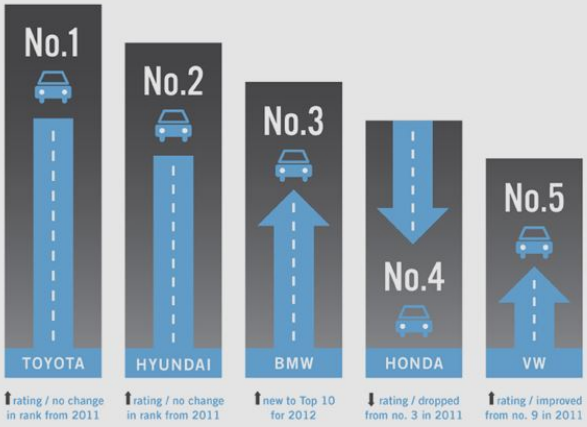
Performance Metric	Ford	TOYOTA	CHRYSLER	General Motors
Market Cap	$63 bn	$179 bn	$14 bn	$54bn
Revenues in FY13	$147 bn	$220 bn	$87 bn	$155 bn
3yr Revenue CAGR	3.8%	7.8%	20.7%	1.7%
Vehicle Sales in 2013	6.3m	8.9m	4.4m	9.7m
EPS growth in 2013	15%	237%	-131%	-2%
Estimated EPS growth in 2014	-18%	49%	-	0%
1yr Forward P/E	10.8x	8.7x	32.4x	9.2x
12 Month Dividend Yield	2.79%	1.18%	0%	0.87%
EV/EBITDA	5.38x	38.7x	5.50x	3.81x

BIDNESS ETC

CarMD® VEHICLE HEALTH INDEX™:

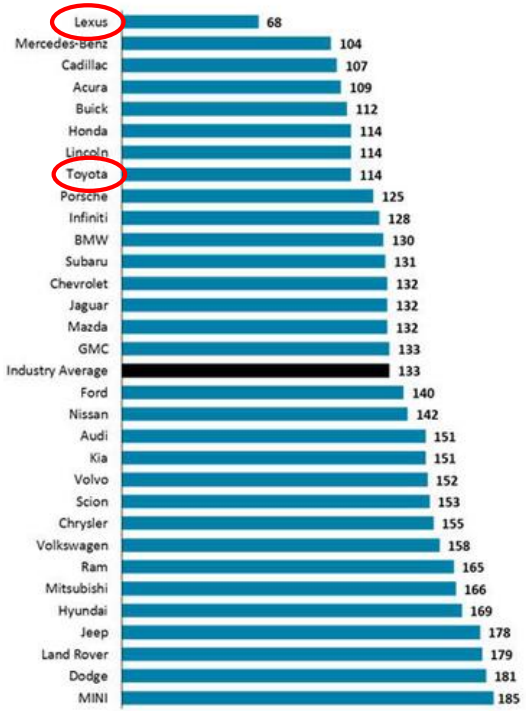
SUMMARY:
Top Manufacturers

For the second consecutive year, Toyota is the no. 1 manufacturer in the U.S., based on a ranking derived from the fewest percentage of "check engine"-related problems and lowest average repair cost. Toyota earns the top spot with the lowest Index rating of 0.58, which is an improvement from its 0.67 rating in 2011 (the lower the rating, the better the overall ranking). Rounding out the top five vehicle manufacturers of 2012 are No. 2 Hyundai, No. 3 BMW, No. 4 Honda and No. 5 Volkswagen. Domestic manufacturers dropped out of the top five, with Ford moving from no. 4 to no. 9 and GM dropping from no. 5 to no. 8.



J.D. Power
2014 U.S. Vehicle Dependability Study℠ (VDS)

2014 Nameplate VDS Ranking
Problems per 100 Vehicles (PP100)



Source: J.D. Power 2014 U.S. Vehicle Dependability Study℠

Job Instruction

How to teach an employee to do a particular job

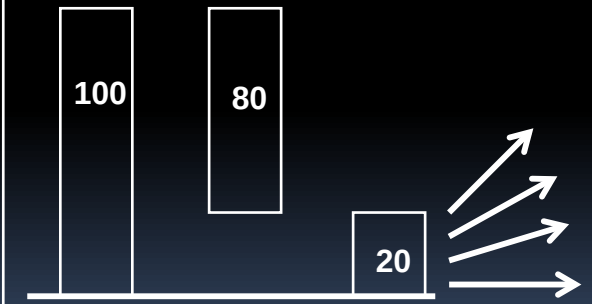
-Safely

-Correctly

-Conscientiously

Original Sample TWI-JI Problem

- Shortage of 350 lens grinders
- 5 Years to learn and master
- 100's of small details
- Need more production now!



Job Breakdown Sheet 1
Job Breakdown Sheet 2
Job Breakdown Sheet 3
Job Breakdown Sheet 4
Etc.

Learning Curve:

From: 60 Months

To: 4 Months

>90% Reduction

Job Breakdown Sheet

Operation: _____

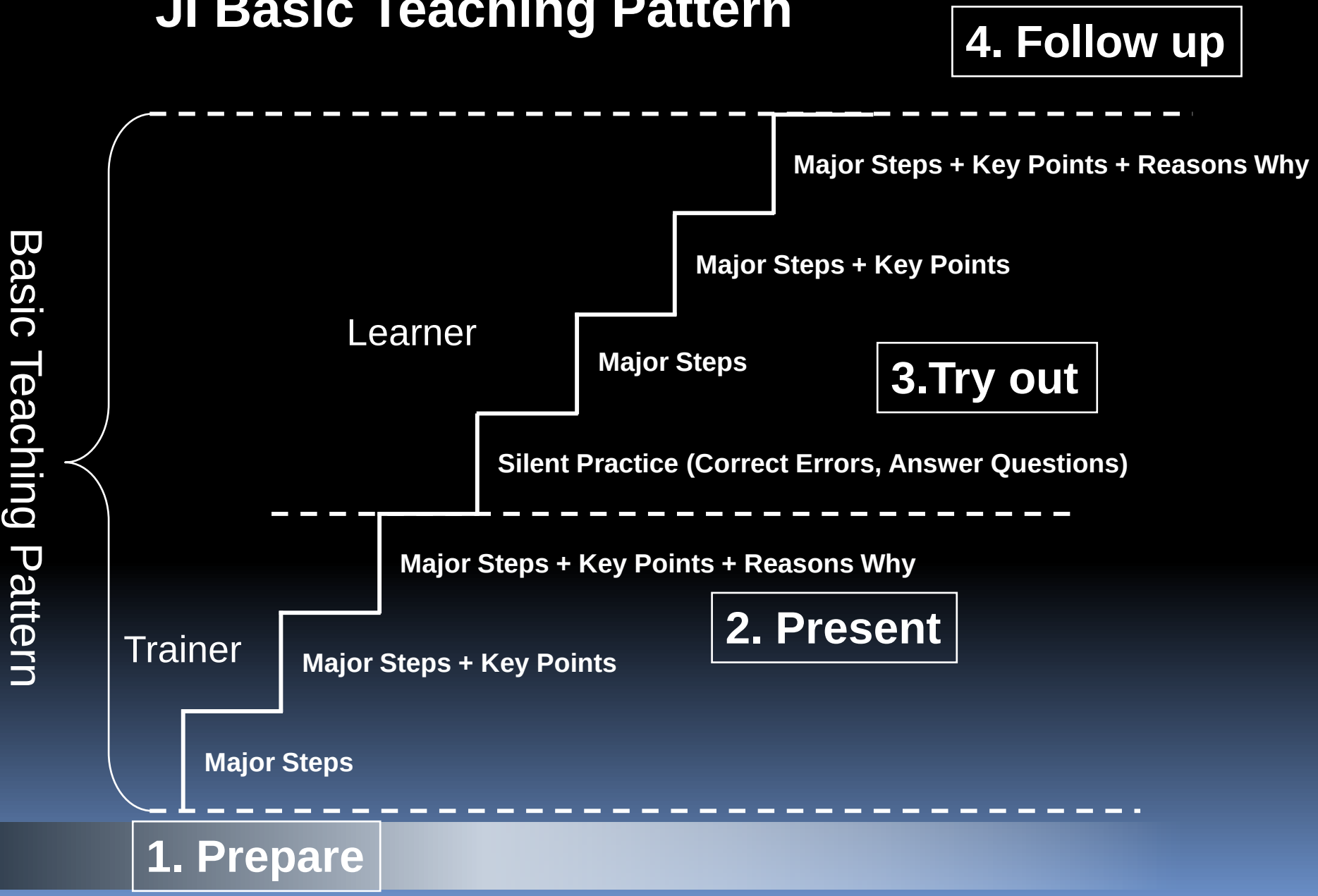
Parts: _____

Tools & Materials: _____

Safety Equipment: _____

Major Steps	Key Points	Reasons Why
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

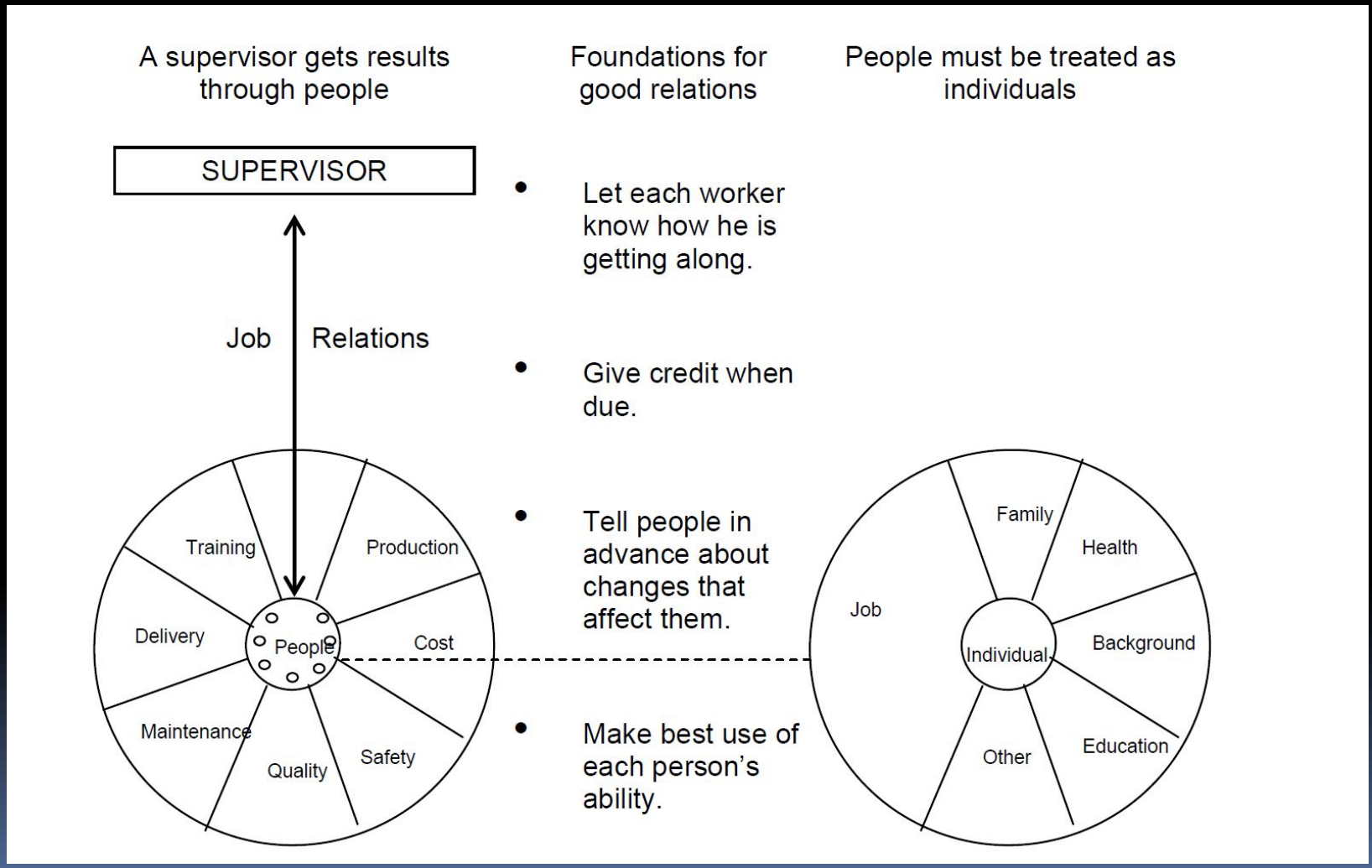
JI Basic Teaching Pattern



Training Matrix

Name:	Oper. Std. Sheet No.													REMARKS			
Dept:	Process or													CAPABILITIES			Personnel Needs (Reassignment)
Date:	Operation Name																Performance Needs (Work Manner)
IDEAL NUMBER TRAINED																	
		⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕				
		⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕				
		⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕				
		⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕				
		⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕				
		⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕				
		⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕				
		⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕				
		⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕				
		⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕				
RESULT OF TRAINING	Beginning of Year													⊕ = 100%			
	Middle of Year													⊕ = 75%			
	End of Year													⊕ = 50%			
Remarks	Job Needs (Production Change)													⊕ = In Training			

Job Relations



Job Relations

1. A leader gets results through people. People must be treated as individuals. Good leadership prevents many problems, but the leader must know how to handle those that do arise.

2. Complete facts must be known or obtained. Opinions and feelings must be found out and considered along with the facts. It is necessary to look at an individual because people are not alike.

3. Decisions are made on the basis of facts properly evaluated and related. And decisions do not always make a solution.

4. The leader must know his responsibility to check the results of the decision and follow up. It is necessary to watch the timing of action and follow-up, and watch for effect on the objective, on the individual, on the group, and on production.

Job Relations Worksheet

Objectives – What results do I need in this situation to maintain or improve morale and productivity of the individual, group, and company?

1.
2.
3.

Step 1. Get the Facts	Step 2. Brainstorm Possible Actions	Step 3. Decide Temporary and Final Actions	Step 4. Check Results
List all the pertinent facts of the situation. Keep wording brief and accurate.	Consider all the possible actions resulting from weighing the facts and considering their bearing upon each other.	Consider all the possible actions resulting from weighing the facts and considering their bearing upon each other. Issue decision.	What is the effect on the individual, group, and company?

Plan For Every Person

NEW EMPLOYEE ORIENTATION

TJS - Job Safety

Basic Problem Solving

TJI - Job Instruction

TEAM LEADER PRE-PROMOTION

Standardized Work Course

Kaizen Leader Course

TJR - Job Relations: Toyota Communication Skills

TEAM LEADER POST-PROMOTION

TWSC

Lectures and Study Groups “Jishuken”

GROUP LEADER PRE-PROMOTION

A3 Writing Course

GROUP LEADER POST-PROMOTION

ASST. MANAGER PRE-PROMOTION

ASST. MANAGER POST-PROMOTION

*MANAGER PRE-PROMOTION

MANAGER POST-PROMOTION

Training in technical skills: “SW”, “CAD”, etc.

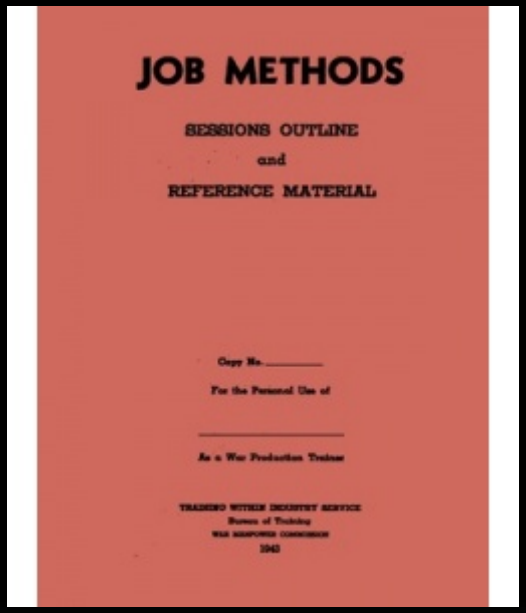
**Foreign Languages

**Programming

Flexible Workforce Skills Training

Basic TPS , Safety, and Quality Training

Job Methods



“TWI Job Methods is about executing a plan to produce greater quantities of quality products in less time by making the best use of the manpower, machines and materials that are now available.“

The Japanese decided to adopt this tactic and simply call it “**Kaizen**”

Job Methods Worksheet

Work Element Analysis Sheet

No.	Work Elements	Safety Distance Dimension Quality Ease	Why	What	Where	When	Who	How	improvement Ideas	E	C	R	S

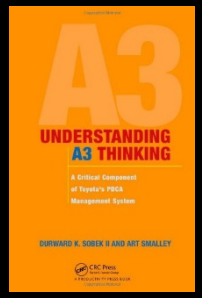
Job Methods Approach

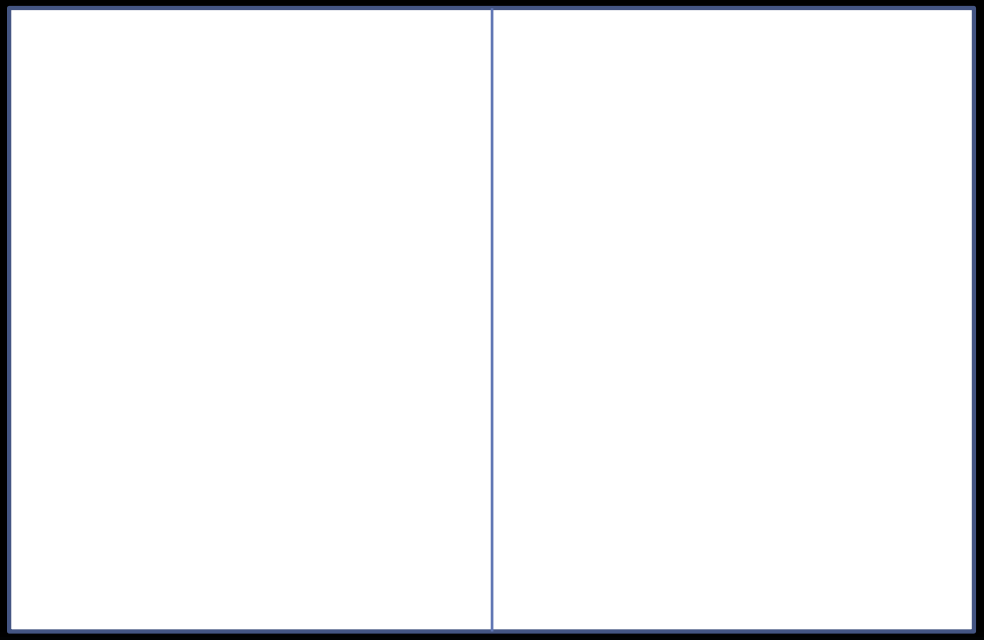
Step I. Break down the job.
List all details

Step II Question		Step III Develop
Why? What?	→	Eliminate!
Where? When? Who?	→	Combine! Rearrange!
How	→	Simplify!

Step IV. Apply the new method.
Sell-Approvals-Use-Credit

A3 Report Writing





A. Status Reports
B. Proposals
C. Problem Solving / Kaizen

1) Problem Background
2) Problem Definition
3) Goal
4) Root Cause Analysis
5) Countermeasures
6) Check Results
7) Follow up & Standardize

11”x17” Paper Size / International A3
Shows your thinking / planning ability
Avoids paperwork and rework
Bottom line up front / Elevator speech

A Kaizen Mind Must Be Developed

“It is important for employees to be able to look at the work they are performing and be able to properly identify waste. Once the waste is spotted It is the responsibility of the team to improve the process. The important thing is to teach people to challenge problems and apply the process of Kaizen. We need to foster the habit in employees of trying to change things for the better.”