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The People Value Stream of Lean : an extension to lean

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The People Value Stream: An Extension to Lean¹

Peter Hines and Florian Magnani

Introduction

Lean, the managerial system exemplified by the Toyota Production System (TPS), has spread across organisations since the 1980s. Compared to mass production systems, lean systems ultimately transform the work design, the way employees behave within their work environment and the interactions between employees and managers. Despite significant improvements in lean research, **most attempts to adopt lean underestimate the human dimension, as companies focus on implementing the technical elements, without having a clear idea of the potential gains from a human perspective** (Netland, 2013).

While lean and TPS have been studied by researchers as innovative operations and organisation management concepts, the second part of Toyota's motto— 'We do not just build *cars*, we build *people*' — has not been fully taken into consideration (Koenigsaecker 2010). The human dimension of lean has received surprisingly limited attention until recently (Fenner et al., 2022; Koemtzi et al., 2022). The explanation comes from Toyota itself: the most important challenge of lean adoption is the apprehension of the socio-technical system. Lean calls for changes in human resource management (Olivella *et al.*, 2008) that affect the role of employees (de Treville and Antonakis, 2006), the development of their competencies (MacDuffie, 1995), their relationship to work (de Menezes *et al.*, 2010), and their ability to solve problems and to challenge existing practices (Saito *et al.*, 2012). Research, mainly in the last decade, shows that lean can have a significant impact on working conditions with human resource practices regarding employee development playing a key role in moderating the outcomes of lean adoption (Magnani *et al.*, 2019).

Fujio Cho, then president of Toyota, introduced 'The Toyota Way', the first attempt to make the human dimension of TPS explicit as a new set of values that guide **behaviors regarding employee competencies' development**. 'Making things' (Monozukuri) was the nature of the industry, but the Toyota Way added the 'educating people' dimension (Hitozukuri), promoting the ongoing development of skills and abilities in an environment of mutual trust (Saito *et al.*, 2012; Ballé *et al.*, 2019). The Hitozukuri dimension, also known as 'Respect for People' (Sugimori *et al.*, 1977), is reflected in human mechanisms and benefits the organisation by providing employees with the opportunity to contribute and achieve self-realisation whilst maximising their performance (Emiliani and Stec 2005). The 'Respect for People' dimension presented in the Toyota Way demonstrates one of the prevalent convictions that Toyota cultivates: TPS was first and foremost a human-based system in which people were engaged in the continuous improvement of organisational processes and in which people's needs were both understood and respected (Dahlgard and Dahlgard-Park 2006).

¹ This chapter is based on three of our previous papers: Magnani *et al.*, 2019; Hines, 2022 and Hines *et al.*, 2022. We would like to acknowledge the contribution in these of Valentina Carbone, Valérie Moatti, Chris Butterworth, Caroline Greenlee, Cheryl Jekiel and Darrin Taylor.

Hitozukuri is engrained in the process of educating and raising the competence of every employee (Saito *et al.*, 2011), but also in the social mechanisms that gives employees the opportunity to develop competencies through solving problems in an atmosphere of mutual trust (Ballé *et al.*, 2019). Thus methods like Quality Control Circles at Toyota are primarily aimed at developing people with their improvement results of secondary importance. By empowering employees, they naturally deepen their practice and learn on their own to perform them more effectively. Indeed, Cho, in the early drafting of The Toyota Way presented ‘respect for people’ as a foundation to ‘continuous improvement’ rather than presenting it in parallel (Jeff Liker, personal comms, 2022). Hence, Toyota demonstrated that the Just-In-Time system and Quality Management system (Basu and Miroshnik 1999) were built upon and deeply rooted in 'Respect for People' (Liker and Hoseus, 2010). Even though the human dimension described in the Toyota Way appears to be explicitly related to its technical dimension, a comprehensive characterisation of the human dimension of TPS remains absent from the literature.

In the last decade researchers have highlighted that lean primarily focuses on employees, at least in the TPS (Jayamaha *et al.* 2014). Specifically, these new studies consider the human dimension as undoubtedly one of the most influential parameters in the successful adoption of lean by an organisation (Bortolotti *et al.*, 2015). Other recent studies have reinforced the understanding of lean as a sociotechnical system (Soliman *et al.*, 2018), which consequently opened the door to discussions about the human (soft) dimension (Preece and Jones 2010; Taylor *et al.*, 2013) and its interactions with the technical (hard) dimension. As a result, there has been a shift from seeing lean as purely a process-oriented strategy to lean as a people-oriented strategy (Jayamaha *et al.* 2014; Marodin and Saurin 2013).

However, a number of key issues remain, including: the debate around whether lean is positive for employees (Bouville and Alis, 2014; Koentzi *et al.*, 2022), theoretical considerations associated with the human dimension (Taylor *et al.*, 2013; Magnani *et al.*, 2019) and the fact that the human dimension of lean has rarely been put into practice by managers (Emiliani, 2003; Jekiel, 2020). In this chapter, we will seek to contribute to these areas.

In the following section, we will first show how human resources are depicted in the lean research literature. The next section will present the People Value Stream as a continuous improvement process to better understand the employee experience in a lean organization, and we will discuss how it triggers self-development in employee. We will conclude by offering research perspectives to continue improving the understanding of the human dimension’s role in a lean organization.

Human resources in lean management literature

Some researchers have attempted to characterize the elements of human resource (HR) management specific to Lean. Sugimori *et al.* (1977) were the first to highlight the importance of the human dimension of TPS. Focusing above all on the individual level, they show the impact of the system on employees’ role in identifying and reducing non-value-added, calling on their abilities. Dankbaar (1997) adds that this system relies on specific competencies held by the employees involved in continuous improvement activities, which has the effect of transforming their problem-solving behaviours. A work transformation also seems to be taking place with employees who see their responsibility increase (Seppälä and Klemola, 2004).

Human resources department role

In support of this work transformation, managerial and human resource practices (Shah and Ward, 2003) evolve into a management system that involves all members of the organization and encourages a culture of accepting problems as learning opportunities (Emiliani, 2003). Shah and Ward (2003) have specified HR practices that are put in place during adoption, such as job rotation, job design and extension, cross-training programs, problem-solving groups. They also include the creation of flexible, cross-functional teams and the autonomous organization of these teams. Shah and Ward (2007) end up summarizing all of these HR practices as the mechanism for engaging employees impacted by adoption.

On the other hand, Moyano-Fuentes and Sacristán-Díaz (2012) clarified the specific aspects of work organisation and its evolution during the lean adoption: the degree of accountability of HR, the influence on the work organisation, the effects on human resources management. Previous studies have suggested that appropriate HR practices moderate the possible negative outcomes of lean adoption (Martínez-Jurado, Moyano Fuentes, and Gómez 2013) while maintaining a cooperative and committed workforce (Bonavia and Marin-Garcia 2011). Researchers add that when HR professionals do not participate in the adoption, employees and managers are more reluctant to adopt fully lean practices (Thirkell and Ashman 2014). The HR department frames the learning mechanisms of all these actors (Ballé *et al.*, 2019) to bring forth creative thinking that enables the organisation to respond to contemporary issues.

Management role

Recently, an interest has emerged in research on these human variables and their influence on the process of creating this learning system, initially considering the impacts on the individual, then expanding to incentive HR practices and the supporting HR architecture (Koemtzi *et al.*, 2022). Researchers observed a significant increase in lean adoption levels when HR practices supported the lean implementation initiative through the managerial role (Camuffo, De Stefano and Paolino 2017). A change in the interactions between employees and managers is regularly mentioned, particularly around the role of managers who ensure that an environment conducive to employee development is in place. Direct managers empower employees and provide them with developmental activities and new forms of recognition (Marin-Garcia and Bonavia 2015). This is illustrated through mentoring/coaching activities at the individual level, interpersonal communication, and group activities at the team level, as well as structured strategic problem-solving guidelines (Hoshin Kanri) at the organisational level (Tortorella *et al.* 2015). These interactions also moderate employee outcomes and facilitate the alignment of individual and organisational lean adoption.

To summarise, the human resources presented in the lean literature can be summarized as follow: (1) HR department, throughout HR practices, has an important role to create a protective atmosphere and mutual trust culture in the organization (2) this mutual trust is exemplified by the managers' role and will increase employee buying-in the lean initiative. Thus, a lean environment reinforced by HR practices and managerial support can assist employees in harnessing their intellect and becoming creative system thinkers.

The People Value Stream

Lean is characterized by a system fostering individual and collective learning that is the result of organizational directives, including those from human resources and managers (Ballé and Régnier, 2007). This observation highlights different employees' roles in lean adoption and therefore the need to create a new employee experience. This experience gives rise to the People Value Stream, which, through employee development, serves as a moderating element in lean adoption, reinforcing appropriate working conditions and creating new interactions. This development requires a change in the role of both human resources management and management.

In this section, we will outline the conceptual framework of the 'People Value Stream' (Hines, 2022). Based on our observation over the last 30 years of how people are managed, we can develop a Current State Value Stream Map (Hines *et al.*, 1997; Rother & Shook, 1998) of how the Lean thinker might view the employee journey. What we can see are a number of typical features. There is little connection between HR (the equivalent of production control) and the customer (the internal line manager here). Hence, the people lifecycle is determined to a large degree by the optimisation of the classic HR sub-functions such as recruitment, compensation, and training and development (Liker and Hoseus, 2010).

The result of this is that the journey of the employee is far from optimised as they are often recruited on a different basis from how they are inducted, with each of the other elements of the HR team doing their best within their particular silo (Sparrow and Otaye-Ebede, 2014). However, from the point of view of the employee feels that they are being continually pushed around without anyone looking after their journey.

Consequently, the employee journey is far from optimised and invariably leads to **insecurity and frustration** in the employee, the HR team and the line managers (Camuffo, De Stefano and Paolino, 2017). This frustration is built upon the fact that there is huge wasted human potential (the so called 'eighth Lean waste' as per Bicheno & Holweg, 2009), lower than potential employee value-added ratios, and high staff turnover rates. In this Current State caricature (Figure 1), we **show** an employee value-adding ratio of 45% with a staff retention span of 4 years. **This 45% (or 1.8 years over 4 years) accords with the typical personal value adding ration found in research carried out by Hines *et al.* (2002). This previous research suggests that the other 40% of employees time is necessary non value adding with the remaining 15% waste. Such a low value adding ration and staff high turnover** further inhibits employee development and productivity by shortening the learning curve effects. It also places substantial financial burdens on the organisation with the cost of employing a new person often being well over one year's salary as the full cost of recruitment is usually hugely underestimated by most organisations (James, 2018). Taken all together, this is a far from satisfactory position all-round.

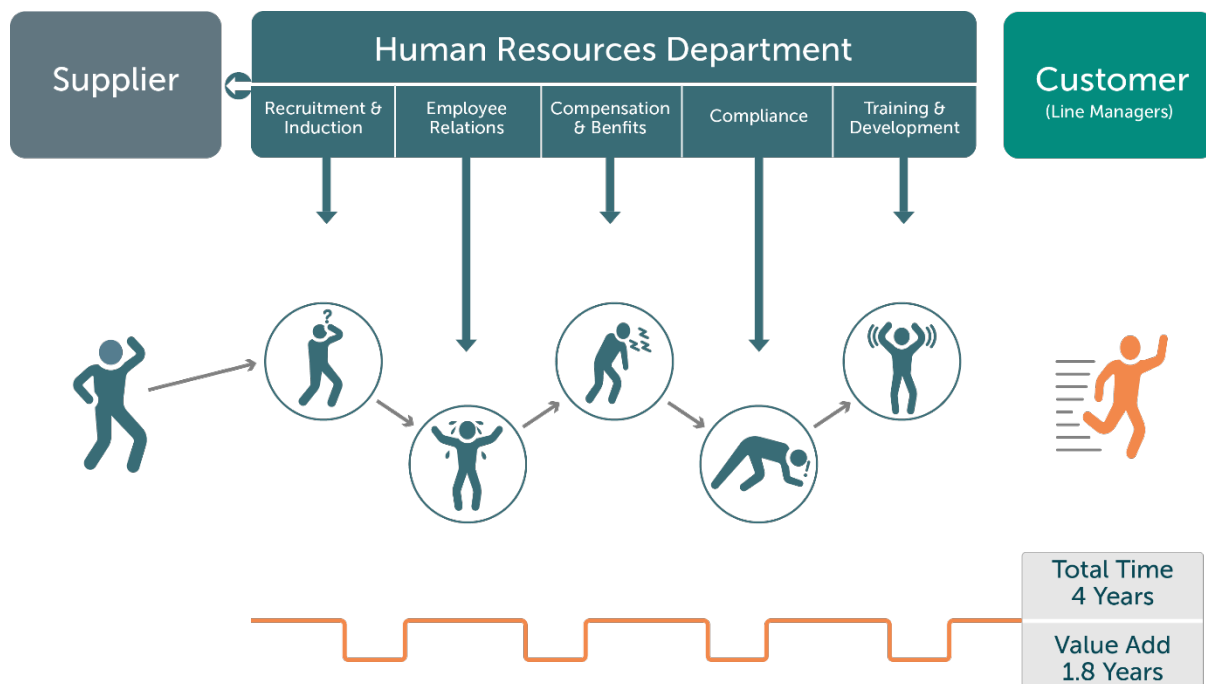


Figure 1. The Current State: How the Lean Thinker Might See the Employee Lifecycle (Source: Hines, 2022)

In Figure 2, we illustrate a Future State caricature of the People Value Stream. Here the changes are analogous to the changes in the Future State of the traditional (Product) Value Stream Map (Rother & Shook, 1998). There is a direct pull from the line manager in terms of their needs for appropriate competencies, behaviors, engagement, people numbers and employee wellness. The role of HR is transformed into a set of cross-intra-functional processes such as setting behavioral norms and coaching of line managers in the new competencies they require. The figure also illustrates seven personal flows that the individual will focus on during their career including their learning and the development flow, and the mental and physical wellbeing flow. The degree to which each of these flows is important and how fast the employee needs to develop in each will vary from employee to employee based on their individual aspirations and needs for growth and development. As in the traditional (Product) Value Stream, these flows are achieved in a more focuses, faster and more efficient way. Hence, the employees develop faster, are more engaged and hence stay longer and have higher value-adding ratios. In the case of the People Value Stream, the primary focus is on the growth and development of the employee (Kaur Paposa et al, 2023).

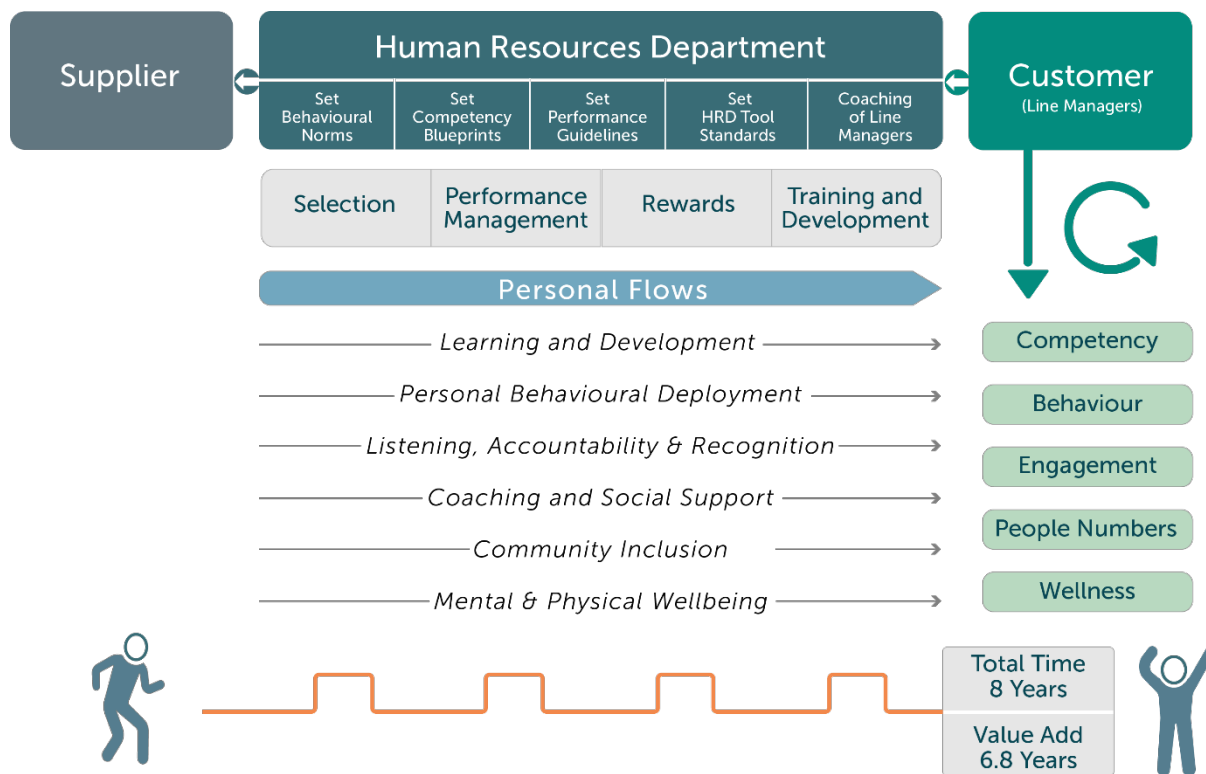


Figure 2. The Future State: The People Value Stream (Source: Hines, 2022)

Employee Experience

The idea of the employee experience is at the heart of People Value Stream concept. Here we are seeking to make life better for the employee so that they can be more motivated and engaged and consequently contribute more including their discretionary effort. The first to give insights about the People Value Stream of Lean and its inherent employee experience were Like and Hoseus (2008). They illustrated the employee experience to go from a capable employee to a committed employee. Even if this first attempt was pictured as a sequential stream, we argue that in some organizations, it can be more complex and simultaneous. We found out that Selection, Performance Management, Rewards and Training & Development need to be addressed in a concurrent manner to improve the engagement rate.

When looking further into the employees' view of what engages them, Qualtrics (2020) found that it was more useful to link engagement with what the employee wants rather than what the organisation wants. A summary of these findings is shown in Figure 3. These factors revolve around learning, manager support, linking with people's work and company objectives, trust and belief in managers, and career development. All of these are very personal to the individual concerned and their subjective experience of work.

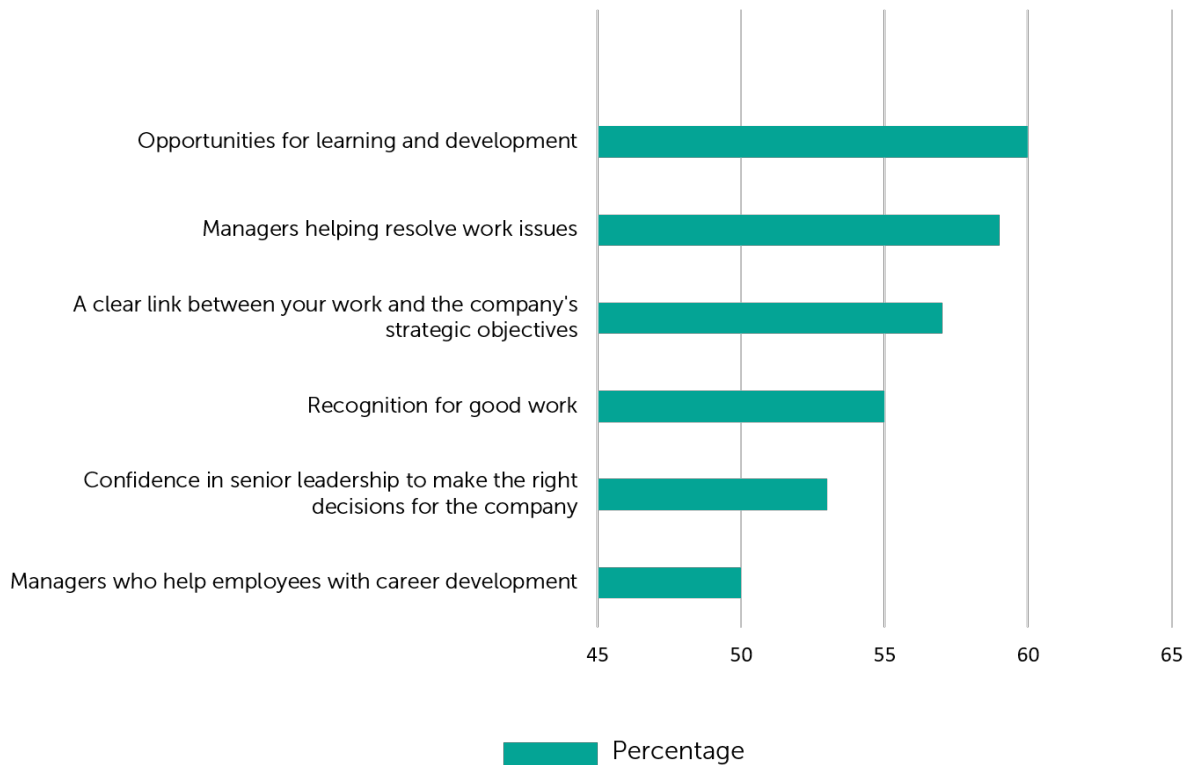


Figure 3. What Drives Employee Engagement according to Employees (Source: Qualtrics, 2020)

As a result, in the People Value Stream Organisation, we believe there should be a major focus on the employee experience and the psychology driving it. This of course is personal, governed by expectations, and viewed through their perception of the workplace. We might liken this to an attempt to move from a parent-child relationship to an adult-adult relationship (Berne, 1957). The ensuing problem is that both the manager and employee need to move to an adult ego from the parent and child egos respectively. This is hard. For the manager, this requires a move from judgemental or critical words, impatient body-language and expressions, finger-pointing, and patronising language and gestures to leading by asking questions and being attentive and non-threatening (Eyre, 2021). **It in essence means a move to an upside-down organisation with autonomy lying at the individuals' level with support provided by leaders** (Figure 4).

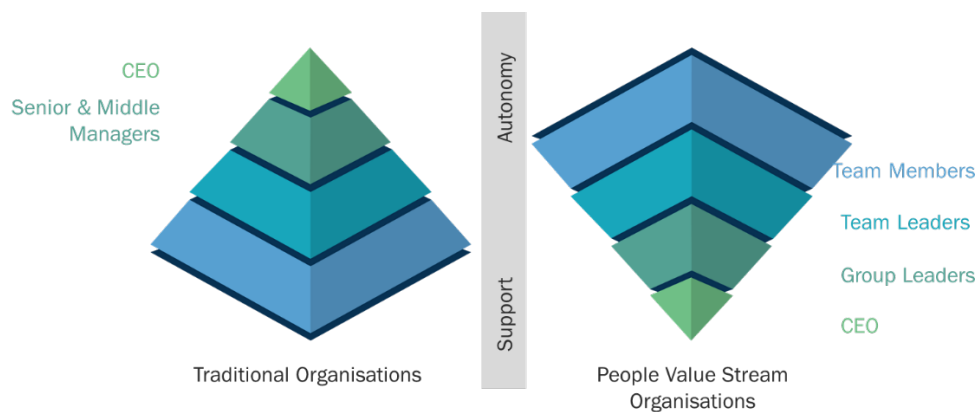


Figure 4. Turning Lean Upside Down (modified from Hines and Butterworth, 2019)

Perhaps even more problematic is that the employee needs to move to an adult ego and move away from rolling eyes, shrugging shoulders, exaggerated language, and responses such as “whatever... worst day of my life” and an overly “I” focus (Davidson and Mountain, 2021). This requires self-reliance, confidence, belief, and a clear purpose. Although this might be the case from time-to-time, rarely have organisations fully created the environment for this to flourish in transformational leadership. More problematic still is that we need the change to occur in **both** the manager and the employee.

This desired adult-adult relationship is only likely to occur under an even more enlightened styles of leadership such as true Servant Leadership or Agile Leadership (Dank and Hellström, 2021). Servant leadership was first articulated by Robert Greenleaf (1970). He asserted that a leader’s primary passion, motivation, and role is to serve and meet the needs of others. Servant leadership is viewed as benefitting the employee as well as the organisation. For the employee, it improves well-being, satisfaction and work engagement. It also benefits the organisation by enhancing employee task performance, their organisational citizenship and their innovative work behaviour (Solaimani *et al*, 2019).

Self-Development and Growth

The essence of the People Value Stream approach is the self-development and growth of the individual with the support of leadership and the people and culture team (Kaur Paposa *et al*, 2023). **This journey is personal, individual and needs to be defined by the individual so that they can flow along their own career journey. Hence, there needs to be a ‘plan for every person. This self-development is achieved through the personal flows presented in Figure 2. For each of the personal flows,** the starting point for this is creating a people version of the established PDCA thinking-based process improvement cycle termed the “Self-Development & Growth Cycle” (Hines *et al.*, 2022). This is a type of self-reliant management system.

There are four elements of the feeling-based cycle: Meaning (~Plan), Flow (~Do), Reflect (~Check), and Act (Figure 5). This second cycle is necessary as we as humans are both thinking and feeling beings. Our brains are organised into a hierarchy wherein we process through the most primitive parts of our brain first, before getting to the smarter parts. Hence, we process in the limbic part of our brain that governs our feelings and emotions before we process in the cortex or thinking part of our brain (Perry and Winfrey, 2021). So in fact we might argue that the Self-Development & Growth Cycle should precede the PDCA cycle because if we do not successfully pass through the limbic part of the brain, our logical thinking ability will be severely limited and our functioning IQ reduced by around 20% (Perry and Winfrey, 2021).

This Self-Development & Growth Cycle is based on the feelings of the individual and can be undertaken at a series of timescales from daily right up to a whole career. It equates closely to Saito’s view of hitozukuri: ‘a continuous process that is more than just following education. It is a lifelong process that shows the ingredients of a personal maturation and the maturation of ones [sic] craftsmanship’ (Saito, 2020)

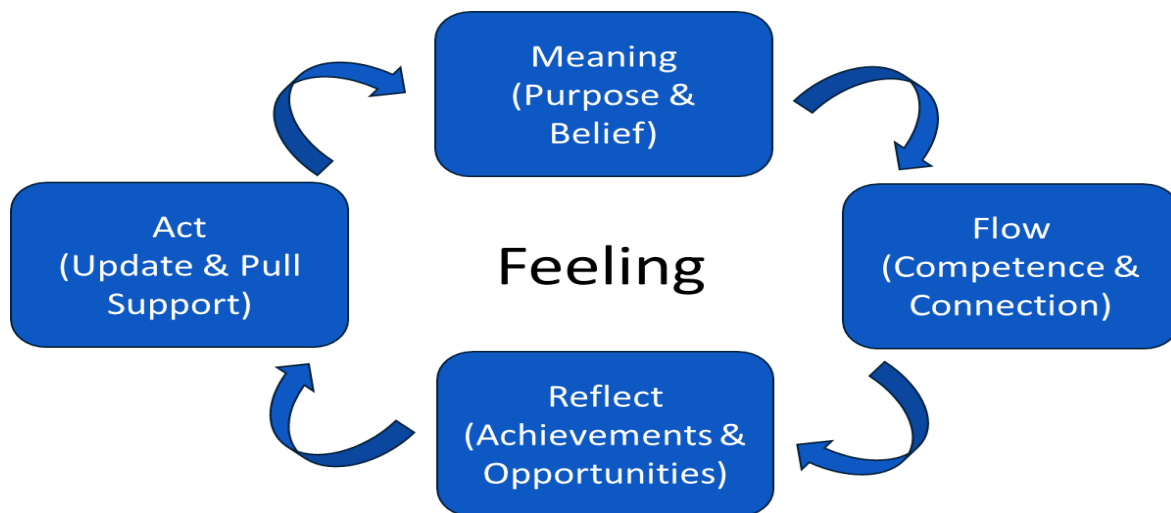


Figure 5. The Self-Development & Growth Cycle

Meaning

The first element is meaning, which is in effect the equivalent of the Behavioural and Strategy Deployment within a Lean organisation, but here taken to the individual level (Hines and Butterworth, 2019) with influences both from within themselves as well as the wider team they work within (Carraro *et al.*, 2022). Creating meaning **for the work performed by employees** is the first step in increasing their self-reliance, ensuring an improved employee experience and achieving greater happiness (Rosso *et al.*, 2010). It serves two psychological needs: competence and connection (May *et al.*, 2004). As a result, employees take more interest in their job, thus positively impacting their engagement. We suggest that meaning for the individual is based on two parts: **aligning the purpose of the organization with the one of the employees, and taking into account individual beliefs and aligning them with the values of the organization. Here we take individual purpose to be what the individual wishes to achieve both in the short term and over their lifetime. It is the set of aspirations that motivate our activities (Ivtzan *et al.*, 2016). We take personal beliefs to be what people hold dear such as a religious or environmental belief and link this with things that they think are possible to achieve for themselves. There is a need to overcome the quite widespread Imposter Syndrome whereby individuals feel that they are not worthy or were lucky in the past and are not up to a particular role (Hunt, 2020).**

The meaningfulness of work was first widely discussed by Hackman and Oldham (1976) in their Job Characteristics Model where jobs designed for employees were likely to be meaningful (and hence contribute to internal motivation) if they had high skill variety, task identity, and task significance. However, here we are more concerned with jobs designed by employees or those that they have a significant input in shaping (Thoren, 2020). We also see meaning as forward looking, changeable, and dynamic (Wrzesniewski and Dutton, 2001), and that the individual needs to have **confidence** that their **individual** purpose is possible to be achieved.

Flow

Within flow, we are trying to achieve high levels of competence and connection to the organisation that will lead to increased motivation. The concept of flow is well-established within the Lean community and has been widely advocated and applied within the flow of product and services (Rother & Harris, 2001). Indeed, to take Taiichi Ohno's words somewhat out of context, we will "let the flow manage the processes, and not let management manage the flow" (Miller, 2017). However, we have taken the principle of flow more widely aligned with developments in positive psychology by Csikszentmihalyi (1990). According to Csikszentmihalyi, flow is a state of mind in which a person becomes fully immersed in an activity and is using their skills to the maximum. In essence, we are looking to create a position where all employees can attain all levels of Maslow's Hierarchy, including physiological needs, safety, love and belonging, esteem, and self-actualisation (Maslow, 1954).

Within the context of our conceptual framework, we will now use the term 'flow' by extending its traditional Lean view which is "the progressive achievement of tasks along the value stream so that a product proceeds from design to launch, order to delivery, and raw material into the hands of the customer with no stoppages, scrap, or backflows (Womack & Jones, 1996, p. 306)". In our sense, we are applying this thinking to people's careers and hence we modify the definition of flow to 'the progressive achievement of challenges throughout their career so that every individual person proceeds from recruitment to post-retirement by maximising their potential and creating value to their team and the organisation they work within'. We are therefore seeking to create the type of continuous flow (Rother & Harris, 2001) and flow efficiency (Modig & Åhlström, 2012) that is called for in the Product Value Stream, but here applying it to the People Value Stream.

In common with the traditional Lean concept of value stream(ing), we identify a series of value stream flows that the individual will need to progress along during their career (Hines, 2022). These are Learning & Development, Personal Behavioural Deployment, Listening, Accountability & Recognition, Coaching & Social Support, Community Inclusion, Mental & Physical Wellbeing. As Ryan (1995, pp. 411-412) states: 'domains and situations in which individuals find their basic psychological needs supported will be those in which integrated processes will be most evident, and in which persons will tend to experience the greatest well-being and satisfaction'. The individual will require considerable support from team peers, their team leader, and senior leaders. Their role and behaviours will need to be developed considerably from the classic Lean organisation. This will require changes to the language used, for instance, terms like "People and Culture" rather than "Human Resource Management". The People and Culture team will also have an important and quite different role to play.

To do this requires a "Plan for Every Person" so as to maximise the employee experience throughout the flow. However, in contrast to traditional organisations, this plan is, as much as possible, developed by the individual themselves. Of course, complete autonomy is very rare, and the level of autonomy will depend on the role and the organisational setting. An important approach in this area is the concept of job crafting which moves on from the historical job design by management (Hackman and Oldham, 1976) to job design (largely) by the individual (Wrzesniewski and Dutton, 2012). Job crafting 'involves redefining your job to incorporate your motives, strengths, and passions. The exercise prompts you to visualize the job, map its elements, and recognise them to better suit you' (Wrzesniewski *et al.*, 2010, p.1). However, it is our belief that it is necessary to do more than just craft the job itself, which is a key part of our first flow, but also the other flows that we illustrate above (Figure 2) in order to achieve the greatest possible motivation. We might consider that, apart from their first flow, the others

are primarily outside the job and so these might be termed “extra job crafting” or perhaps “flow crafting”. Hence, leaders should pay attention to the needs of employees both within their working hours but critically also in the time at work before work starts, during breaks and after-work time. It is in these, often short but valuable, times informal times that many employees gain the most satisfaction and connection and hence motivation.

Reflect

As we noted above, humans have the equivalent of two minds: one that thinks and the other that feels (Goleman, 1997). The first of these is often the only one considered in a Lean environment, which, at least in the western world, is often dominated by male, middle-aged white men who often have an engineering or operations management background. The Deming Cycle is often very appealing here as it is simple, logical, and effective. However, for the other feeling mind, this type of classic Lean approach makes little sense as it is hard, impersonal, stressful, and often uncaring. According to Goleman, the second, feeling mind contributes 80% of the success in life through our emotional intelligence (EI). He identifies five key areas of EI: self-awareness, managing emotions, self-motivation, empathy, and handling relationships. The emotional mind is impulsive and powerful, and the two usually work in parallel; however, when under stress, the emotional mind can dominate the rational mind.

He considers that skills like self-awareness and self-motivation are instilled (or destroyed) in childhood, a point further developed by Marc Brackett (2019). In our context, we could also apply this to the workplace. In order to become good at feeling, Brackett proposes that we should work on recognising emotions, understanding emotions, labelling emotions, and expressing emotions, which will then help in regulating emotions and developing ourselves.

We therefore propose that individuals reflect and internalise within the Self-Development & Growth Cycle in order to feel what they have done during the flow by reflecting on their experience. This is because there are great opportunities for growth, with growing evidence that the brain is “livewired” and not like a computer but more like an electric, living fabric that is constantly reweaving itself (Eagleman, 2021). This reflection is done in as positive a way as possible, and likely shared with other employees and leaders, although we suggest only if the employee wishes to do so.

As Goleman (1997) states, optimism is an emotional attitude that boosts performance in the business world. Hence here, we follow the 4-to-1 principle of Ogden Lindsley where, for every corrective reflection (negative psychology), there should be four optimistic achievement reflections (positive psychology). This is based on his educational research that found when teachers praised children more than they criticised them, the children achieved a far greater performance. The exact optimum he found was 3.57:1 (Lindsley, 1990). For us, this is about self-appreciation: ‘even seek 4-to-1 when talking to yourself! High performers have positive thoughts about themselves and do not indulge in negative self-talk or self-pity’ (Miller, 2011, p.184).

We are therefore suggesting that the reflection should primarily be on what has been achieved. However, like Lindsley, we see a small amount of corrective (or opportunity) focus is necessary for the development and growth of the individual. This reflection might take a number of forms. The first might be done daily with the self-identification of the equivalent of improvement suggestions and secondly it might be done weekly or monthly against major self-developed

growth targets, the equivalent or A3 reviews. These 'Tier Zero' reviews are the core of this reflection activity (Hines *et al.*, 2022).

Act

The last of our four elements, as in the Deming cycle, is act. For us there are two parts to this. The first is an update of what we might do as an individual, or a reset of our meaning or flows based on our reflection. This update could, for instance, include trying more of an activity where we have achieved something, or doing less or stopping if that has led to a negative experience and calls for a correction, or, more positively, an opportunity (Collins, 2001). This might mean that we need to undertake some job crafting, or extra job crafting, within our flows, or simply internalise what we have done well or what we need to let go of (Dweck, 2017).

What it is likely to require, certainly for any major opportunity, is support from others, whether they be peers, team leaders, senior management, and/or people and culture professionals. Hence, we are suggesting, as in Product Value Stream, that we generate a pull within the People Value Stream (Roth and DiBella, 2015). Hence, the starting point for annual reviews and periodic check-ins, and even discussions during gemba walks is as much about the needs of the individual as it is the needs of the organization. Consequently, the support and coaching provided to the employee are significantly pulled by the employee needs. In general, we are looking for some stretch in this revision (Czikszentmihalyi, 1990) by applying the eustress principle wherein the target is just out of reach but with support can be achieved without overwhelming the individual (Frink and Ferris, 1998). As a result, the individual is supported and encouraged to stretch to achieve their potential.

This will allow the individual to stay in control (autonomy) and pull from someone they trust (connection) and feel will be able to help (belief). This type of pull, or Voice of the Employee (VOE), is, of course, at the heart of what servant leadership should really be about and should set the agenda for much of the leader standard work (LSW). As Nancy Kline (2015) contends, the quality of everything we do depends on the quality of the thinking we do first, here based on the VOE. As a result, this is an extension from the advanced Lean concept of each team developing the agenda for the LSW of the above team (Mann, 2009). This will then further increase the meaning and openness of individuals to the work of their leaders in such areas as gemba walks and kata coaching.

Conclusions and Future Research

This chapter demonstrates that the human dimension of lean, i.e. "Respect for the Person", is the result of organisational injunctions, including those coming from human resources management and the sum of the actors' understanding and their behaviors. This human dimension encompasses three interdependent elements: interactions between actors through mutual trust, the development of individual and collective skills, and behaviors that generate organizational learning. The human dimension integrates and balances the interests of each stakeholder in order to moderate the relationships between actors during adoption. We postulate that the technical system is no longer sufficient to explain the adoption process. Based on the aspirational situations generated by the inclusion of the human dimension, we postulate that the positive evolution of the human dimension would allow us to understand the changes

in positive behaviours towards adoption. These elements of the human dimension represent the interpretive variables of adoption. The inclusion of the elements of the human dimension also leads to the protection of the socio-technical system from potential drifts that could lead to its degeneration.

We have outlined above a major rethinking of Lean and how organisations might move to a People Value Stream approach, and starting with individual employees developing an understanding of meaning for themselves as well as how they might contribute to the organisation. This can be then used for them to choose how they flow along their career. They will regularly reflect on how they are progressing, with an emphasis more on the positive psychology feel of what has gone well and with a focus on how they can continue to grow, develop, stretch, and challenge themselves. During this journey, they will also need to update their plan to keep it current and to pull support from the wider organisation, in particular their team leaders and people and culture team.

The People Value Stream might be a logical extension of the Lean approach and bring to bear a way to truly “Respect Every Individual”. It is likely to overcome some of the negative aspects sometimes associated with lean such as low job satisfaction and health risks, particularly around stress (Koemtzi, 2022). The approach described here is not however, without its problems. Chief among these is the weight of inertia that affects most organisations. We therefore envisage that there will have to be some significant change in the mindset, structure, and actions of most organisations. The individual-centred approach will impact other parts of the People Value Stream model. This will include a rethinking and crafting of employee roles where individuals are provided with the opportunity for greater self-reliance, development, and growth requiring significant support on this motivating journey.

We suggest that there is a rethinking of the role of the Human Resources department towards one concerned with People and Culture. This will include a move from the traditional language of Human Resource Management, such as ‘engagement’ and ‘management’, to that of People and Culture with terms such as ‘employee experience’ and senior roles such as Chief Joy Officer (Sheridan, 2018). It will also mean there might be a move from the management of sub-functions like recruitment and reward and recognition to end-to-end processes that support employee career paths. The People and Culture team should lead or inspire a movement to remove, or dramatically reduce, the hygiene factors in the organisation so that employees can focus on their growth needs.

We also suggest that there should be a review of who is recruited based on their self-reliance potential and past behaviours; a move from performance management to individual-led development and growth with input from the team; a move from imposed job descriptions to how to support bottom-up job crafting with co-created job descriptions; a move to a new approach to rewards and recognition based more on contribution rather than a job title, with a greater reward for specialist knowledge and competence without necessarily a managerial role; a move from HR event- and push-based training to experiential lifelong learning where the pull is based on the individual and team/organisational need and a complete review of promotion and succession planning and how this can be driven as much as possible by the individuals and peer groups concerned (the boss we want) rather than top down planned.

We believe there should be a rethinking of the role of senior managers towards true servant leaders that respond to, support, and coach individuals across the business. This should include the advent of a caring infrastructure that focuses on the needs of individuals, especially those requiring major support; as well as a focus on ways of capturing the VOE such as running lunch

and listen sessions (where senior managers mostly listen) and creating an employee council. A further role for such leaders is in the development of a psychologically safe organisation for people to work within (Edmondson, 2019) where leaders drive out fear (Deming, 1982) and support employees. For example, gemba walks might have the aim of, not telling people what they should do or blaming them if things go wrong but, developing one idea to implement to support the people seen, as at Thermo Fisher Scientific in Vilnius (Hines and Butterworth, 2019). This will help create an environment of high trust (Brown, 2018) and let go of the last remnants of the command-and-control culture and move to high levels of delegation (Blanchard, 2020).

There will also be changes required for front-line team leaders including a rethinking of their role, from the deployer of organisation strategy, to one of emotionally intelligent coaching of individuals in the team. This will mean that more time is spent on coaching, training, and emotionally supporting, with a much greater focus on listening and acting on bottom-up input. This will in turn create an environment where employees have the skills and emotional safety to raise and solve their own problems. Supporting these moves should be a move to team measures that centring on the development and growth of individuals in the team and their ability to contribute to the team.

We would also like to suggest that there are implications also for the role of unions as they continue to evolve from protecting worker rights to perhaps being the instigator or champion of the People Value Stream approach and the development and growth of their members.

As we have sought to turn Lean on its head, we have perhaps raised more questions than we have answered and thus we see a significant need for future research in some of these areas and be focused on the empirical testing of the application of the People Value Stream, the further development of the roles and activities of individuals, senior management, leaders, and the people and culture team, as well as how the different flows we discuss operate.

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