1. Determine, “What do I want?”:
   a. The Promise: Sum up your strategy in a sentence.
   b. Translate the Promise’s 5 Dimensions into criteria, then rank each based on its importance to the Promise:
      i. Cost
      ii. Time
      iii. Range
      iv. Innovation
      v. Consistency
   c. Build a clear-cut message for all involved.
   d. Specify the Service Dream, the final goal you want to achieve.
   e. Determine the Essence (the DNA of what you do) and the Flame Red (what sustains the Essence). These must never be lost or watered down.
   f. Identify and prioritize Moments of Truth, when and where service is at stake.

2. Consolidate infrastructure so brains work proactively:
   a. Use the 9 Questions approach to identify
      i. What must be done?
      ii. What is assigned to me?
      iii. Who is in charge?
      iv. What service do I/we provide?
      v. What must I do without being told?
      vi. Who will help me grow?
      vii. What goals do I/we have?
      viii. What values do I/we have?
      ix. What management style must I/we have?
   b. Identify Blocking Factors for responses to each of the 9 Question
   c. Devise solutions for Blocking Factors using the Innovations Matrix
      i. Structured Problems: Can be solved by applying a sequence of operations (or a problem solving process) and usually have an applicative solution.
         1. Incremental projects: changes are limited in scope and scale, applied over time; tackle low-variability, structured problems
         2. Extended projects: changes may be larger in scope because of those effected but not necessarily larger in scale, require coordination with others; tackle high-variability, structured problems
      ii. Unstructured Problems: Can be difficult to determine which solutions are satisfactory, solutions are often exploratory or experimental.
         1. Radical projects: limited scope but large impact/scale; tackle low-variability, unstructured problems
         2. Revolutionary projects: large scale and scope, require coordination with others; tackle high-variability, unstructured problems
   d. Work on your own “manager-educator profile” using the Twenty Commandments, measuring your progress
      i. Efficiency
         1. We are Yes Operations, not No Operations
         2. Keep it Simple; it will become complicated by itself
         3. The meaning of Operations: Why?
         4. We don’t want 1 Million Dollar improvement, but 1,000 $1,000 improvements.
         5. Everything can be questioned, but the goal is agreement.
6. One must stick to Operations.
7. One can only be Managing Director from 8:00 to 8:05 a.m.
8. One must be ready 5 minutes beforehand.

ii. Attractiveness
1. Don’t bring problems unless they come with possible solutions.
2. Be bold and daring, but honest.
3. Don’t work on opinions, just facts.
4. For improvements to work, there must be benefits for everybody.
5. Being world-class takes talent and making room for it to show.
6. A good manager must share responsibility

iii. Unity
1. Rather than always doing, get others doing.
2. Be there for those who can’t find solutions.
3. Make getting the best out of others a priority.
4. We work, plural.
5. To manage is to serve.
6. To manage is to educate.

3. Remove brainpower irritants and boost productivity by acting on the 6 Operations Variables:
   a. Plot a capacity/load matrix
      i. CSEAT technology possibilities:
         1. Capacities – What capacities are involved in the task?
         2. Substitution – What technologies can substitute the task? If none, move to E.
         3. Extension – What technologies can extend the capacities? If none, stop.
         4. Availability – What must be available in the technology to be used now?
         5. Timeliness – When will the technology be available?
   b. (re-)Design a structure suited to both your Promise and your capacity
   c. Analyze processes, querying everything and seeking efficiencies
   d. Identify the 7 Times
      i. Operational: standard time for performing tasks
      ii. Set up: time needed to change tasks
      iii. Batch: time spent grouping tasks
      iv. Interference: time spent waiting
      v. Planning: time spent organizing for tasks
      vi. Safety: time for “just in case”
      vii. Disorganization: inexplicable or forgotten time loss
   e. Examine service layout
   f. Map stakeholder movement flow
   g. Evaluate operations rules, what information is needed, and who is the decision-maker
   h. Examine current human resource profiles and explore those needed

4. Determine knowledge stock.
   a. Modify vocabulary around the Problem = Knowledge paradigm.
   b. Develop a persona for its ability to solve the problems facing stakeholders.
   c. If they do not have it, develop it or reassign to others.
   d. Activities stem from Processes and both require knowledge.
   e. Solved Problems come from decisions made, generating more knowledge.
   f. Use an Ishikawa Chart to break down problems not easily understood.
   g. Compile a Knowledge Database (KDB) using the Verb, Object, Condition (VOC) structure.
h. Rate knowledge components 1-through-5 using the competitive knowledge assessment (CKA) scale.

i. Identify knowledge gaps.

j. Assess the larger knowledge culture within which you operate.

k. Establish Knowledge Units daily and future use.

5. Diagnose services and propose changes using the Service Activities Sequence (SAS)
   a. Explore the realities of your services using the Customer Journey Technique
   b. Identify your Touchpoints, determining the problems faced at each
   c. Ensure Operational alignment with your Promise’s priorities
   d. Use Observation and Active Listening to detect latent needs
   e. Implement the service innovation cycle

6. Design a SPDM training plan
   a. Provide heuristic rules to better understand problems and root causes
   b. Include creativity techniques
   c. Identify stakeholder roles in the innovation process
   d. Devise and expectations theory
   e. Prioritize assessment, especially to learn about new activities and processes
   f. Include ways to update or add to your SPDM training plan

7. Use this outline as a checklist for implementing SPDM