



# **DTE Energy®**

## **DTE Assessment Process**

**Presenters:**

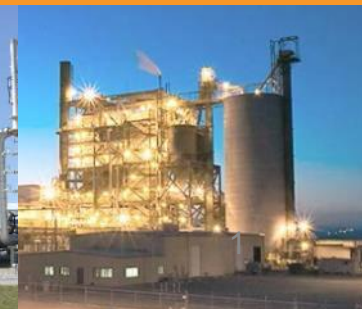
**Renee Lower**

**Kim Meszaros**

**Tim Menke**

**Coleen Bedrosian**

**August 13, 2015**



# Agenda

- *About DTE Energy*
- *Continuous Improvement at DTE*
- *DTE Continuous Improvement Maturity Model*
- *Why the model works for DTE*
- *Trends found through our assessments*
- *Learnings*
- *Improvements*



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**Detroit City Gas - Founded 1849**



**Detroit Edison - Founded 1903**



# DTE Energy - *Today*

## Regulated Utilities



### DTE Electric

- Electric generation and distribution
- 2.2 million customers in Metro Detroit region



### DTE Gas

- Natural gas distribution
- 1.2 million customers throughout Michigan

## Non-Utility Businesses



### Gas Storage & Pipelines



### Power & Industrial Projects



### Energy Trading

# Agenda

## • About DTE Energy

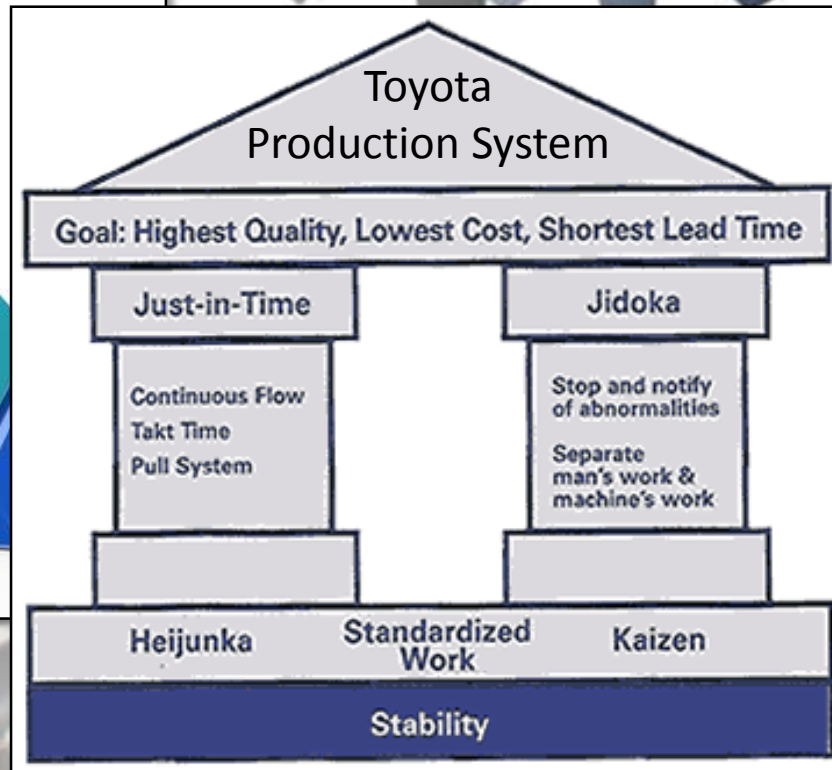
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# TQM

Total Quality Management

# LEAN





# The best-operated energy company in North America and a force for growth and prosperity in the communities where we live and serve

## We put the health and safety of people first

...and know this responsibility rests with each of us.

## We act with integrity and show respect

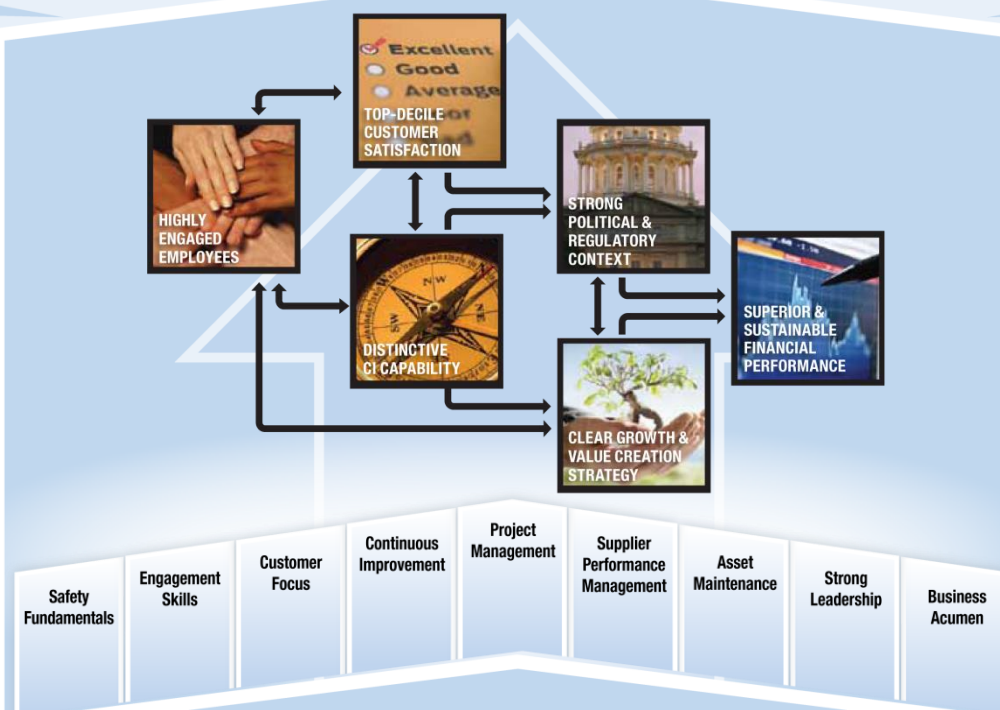
...and understand this defines our company's character.

## We see our work through the eyes of those we serve

...and know that our work is a powerful means to serve others.

## We bring our best energy and focus to our work

...and are fully engaged and accountable for results.



## We believe that improvement is our daily responsibility

...and know those we serve have the right to expect that from us.

## We play to win as a team

...and put the needs of our enterprise first.

## We are passionate about the success of our company

...and know that its health and growth generate prosperity.

**We serve with our energy,  
the lifeblood of communities and the engine of progress**

# We have invested in teaching our employees to use CI





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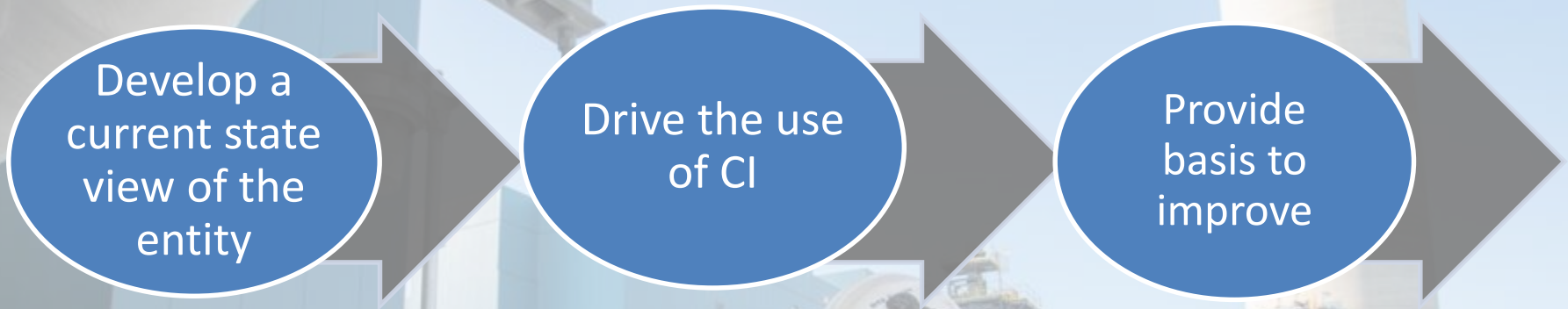
**We check CI progress in each group every year**

| CI MATURITY RATING SCALE             |  |  |  |  |  |  |  |  |  |   |  |        |      |
|--------------------------------------|--|--|--|--|--|--|--|--|--|---|--|--------|------|
| 0 - No Application                   |  | 1 - Initial Application<br>Some initial efforts, typically ad-hoc.   |  | 2 - Solid Foundation<br>Integral to a significant portion of key work; not a standard practice |  | 3 - Standardized<br>Strong competency; consistent application to all core work |  | 4 - Effective<br>Consistent, disciplined, skillful application to all work |  | 5 - Benchmark Caliber<br>CI excellence present throughout organization; continually improving |  | Rating |      |
| CI MATURITY RATING SCALE             |  |  |  |  |  |  |  |  |  |   |  |        |      |
| 0 - No Application                   |  | 1 - Initial Application<br>Some initial efforts, typically ad-hoc, informal, and on a trial or pilot basis   |  | 2 - Solid Foundation<br>Integral to a significant portion of key work; not a standard practice |  | 3 - Standardized<br>Strong competency; consistent application to all core work |  | 4 - Effective<br>Consistent, disciplined, skillful application to all work |  | 5 - Benchmark Caliber<br>CI excellence present throughout organization; continually improving |  | Rating |      |
| C2                                   |  | Capability 2: Solve problems to prevent their recurrence.  |  |  |  |  |  |  |  |   |  |        | 2.39 |
| Climate                              |  | Component 1: Organization's infrastructure and climate to support problem solving  |  |  |  |  |  |  |  |   |  |        | 2.58 |
| 2.1.1 Problem identification culture |  | Leaders and team members discourage others from identifying process problems. Problems are minimized or hidden to avoid unwanted attention.  |  |  |  |  |  |  |  |   |  |        | 2.12 |
|                                      |  | Leaders and team members neither discourage others from identifying process problems nor respond positively when team members identify process problems.   |  |  |  |  |  |  |  |   |  |        | 2.58 |
|                                      |  | When problems arise, the focus is on finding a way around the problem to 'get the job done' without trying to identify and eliminate the root causes.  |  |  |  |  |  |  |  |   |  |        | 3.13 |
|                                      |  | Leaders and team members respond positively when team members identify process problems.   |  |  |  |  |  |  |  |   |  |        | 2.50 |
|                                      |  | When problems arise, the response frequently includes efforts to identify and eliminate the root causes.   |  |  |  |  |  |  |  |   |  |        | 4.00 |
|                                      |  | Leaders and team members actively welcome process problems as opportunities to improve process design, whether identified by team leaders, team members, or people from outside the organization.  |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | When problems arise, the response usually includes efforts to identify and eliminate the root causes.  |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | Efforts have resulted in the some improvement in most key process output metrics over time.  |  |  |  |  |  |  |  |   |  |        | 2.50 |
|                                      |  | Leaders and team members actively encourage problem identification. Leaders coach team members to view problems as opportunities to improve process design.  |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | When problems arise, the response routinely and consistently includes efforts to identify and eliminate the root causes.   |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | Efforts have resulted in significant improvement in most key process output metrics over time.   |  |  |  |  |  |  |  |   |  |        | 3.00 |
| 2.1.2 Structure & span of support    |  | The current organizational structure does not support problem solving. The high ratio (>10:1) of team members to team leaders (whether supervisory or non-supervisory) prevents effective problem solving.   |  |  |  |  |  |  |  |   |  |        | 2.50 |
|                                      |  | The current organizational structure does not support problem solving. The high ratio (>10:1) of team members to team leaders (whether supervisory or non-supervisory) prevents effective problem solving.   |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | Some team leaders view process improvement and problem solving as part of their core work, though they have other assigned work that limits their ability to engage in day-to-day problem solving.   |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | The current organizational structure supports some problem solving. There is a manageable ratio (6-10:1) of team members to team leaders (whether supervisory or non-supervisory).   |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | Most team leaders view process improvement and problem solving as part of their core work, though they have other assigned work that limits their ability to engage in day-to-day problem solving.   |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | The current organizational structure supports problem solving. There is an effective ratio (<6:1) of team members to team leaders (whether supervisory or non-supervisory).  |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | Problem solving is the top priority for team leaders, and they devote a meaningful portion of their time to coaching their team members on problem solving.  |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | Efforts have resulted in the some improvement in most key process output metrics over time.  |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | The current organizational structure supports problem solving. There is a highly effective ratio (<5:1) of team members to team leaders (whether supervisory or non-supervisory), and team leaders spend the bulk of their time on problem solving and coaching team members on problem solving. |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | Efforts have resulted in significant improvement in most key process output metrics over time.   |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | The current organizational structure meets Level 4 criteria; in addition, leaders at every level have higher-level or higher-skilled problem solvers to support and coach their problem solving efforts.   |  |  |  |  |  |  |  |   |  |        | 3.00 |
|                                      |  | Efforts have resulted in significant improvement in most key process output metrics over time. Some key process output metrics are best in class.  |  |  |  |  |  |  |  |   |  |        | 3.00 |

- ✓ Rate 45 CI attributes on a 5-point scale
- ✓ Self-assessed annually; rated by independent internal group every 2 years
- ✓ Results used to drive CI development plans, which integrate into business priority plans



# Why did we create the CIMM Process?



## Benefits:

- Accountability
- Positive learning tensioning
- Consistent viewpoint of rating scale application and maturity
- Numerical attributes allow for comparability

# How did we create it?

Benchmarked/researched

Drafted and tested model

Refined and gathered  
feedback for  
improvement



# Flow of the Assessment Process

## Planning

- Entity Management
- Scheduling

## Assessment

- 18 week check-in
- Assessment Process
- Field Days

## Post Assessment

- Ratings
- Report creation and delivery
- Quality assurance

## Learning & Growing

- Development plan
- Consulting

# Planning phase of the Assessment Process

## Entity Management

- Use corporate records to create meaningful groups to assess
- Keep up with reorganizations

## Scheduling

- Balance schedules of entity with available assessors
- Provide opportunities for leading and supporting
- Include vacations and conference time for team



# Assessment phase of the Assessment Process

## 18 Week Check-In

- Leads entity through the Assessment Process
- Includes pre-specifications on deliverables
- Web-based tool kit provides templates

## Assessment Process

- Entity self-assesses using tools and process
- Every other year, CIMM Team centrally assesses to validate process followed

## Field Days

- CIMM Assessment Team spends 1-2 days with the entity to validate process
- Entity creates a balanced agenda for the field days

# Post Assessment phase of the Assessment Process

## Rating

- Blind rate (active statement)
- Collaborative rate

## Report Creation

- Report is created to provide entity with thoughtful recommendations to move the entity forward in their maturity
- Reports consider the time until the next recommendation to provide assistance over the next 2 year time period

## Report Delivery

- Reports are reviewed pre-QA, at QA and following QA
- Summary report is created for senior leaders

## Quality Assurance (QA)

- Senior advisors provide and receive insights on assessments



# Learning & Growing phase of the Assessment Process



## Development Plan

- A formal plan is required at 30, 60 and 180 days following the assessment with a final plan due 1 year after the initial assessment

## Consulting

- CIMM Team provides entity team with support following the assessment
- Support can vary from questions by email, in person or on-site assistance

# Agenda

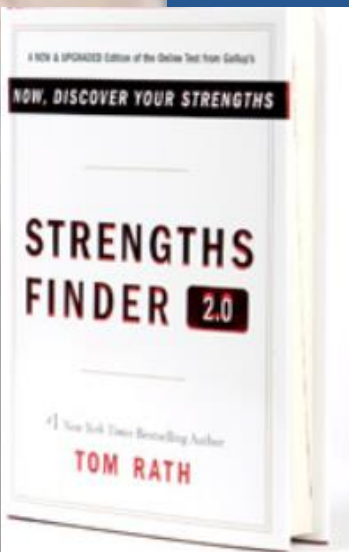
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# A strong team is vital to our success

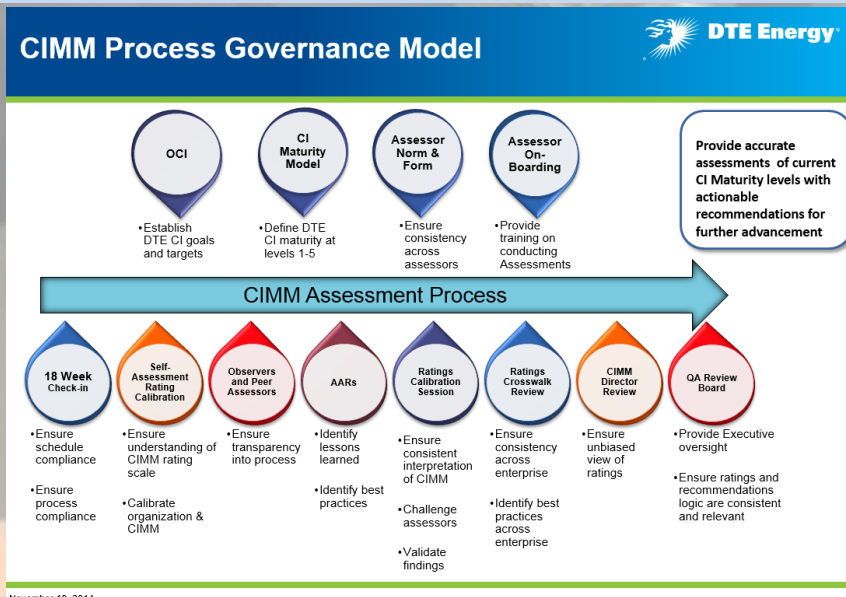
Experienced  
Measurable-Quantifiable  
Inquisitive  
Coach  
Partner  
Achiever  
Strengths  
Intentional-Improvement  
Helpful  
Professional  
Recommended  
Fun  
Change-Agent  
Collaborative  
Supportive  
Observations  
Leader  
Trust  
Positive  
Subject-Matter-Expert  
Fair  
Laughter  
Perspective  
Expert  
Safety  
Community  
Respected  
Happy  
Communication  
Process-Minded  
Talent  
Stories



# Our governance around the process

Our Operating Committee ensures that the following actions occur:

- Corporate direction on CI is set for the corporation
- Our ratings are consistent
- Obstacles are removed impeding our process





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# C1 Process Design: What we see in the field

Work is viewed from a process perspective. Employees understand the rationale for their process design. Process design includes outputs, pathways, connections, activities, embedded tests, and escalations

Key processes have balanced metrics with clear alignment to enterprise priorities and match how work is performed

Work is thoughtfully designed with consideration of suppliers, customers, and business unit partners. Customer needs are at the forefront of process design

True North is used to provide direction for problem solving



# C2 Problem Solving: What we see in the field

A structure and cadence for problem solving exists and is used to reinforce and coach on the application of the scientific method, where appropriate. Teams and leaders are involved in problem solving


Employees are encouraged and feel comfortable in identifying the real issues that will improve performance of key process metrics

Problems are raised and get resolved at the root cause – they are not allowed to linger


Understanding and monitoring of critical control points triggers problem solving

“Go and see” and “Swarming” are used and tracked with CI Tools


# C3 Sharing and Learning: What we see in the field



A central database of learnings exists and is easily assessable. It is utilized before problem solving




Organizations understand where they rank compared to peers on key performance metrics and actively benchmark to identify tasks to close the gap to best operated




After Action Reviews (AAR's) are readily utilized as part of the problem solving process




# C4 Coaching and Teaching: What we see in the field




Coaching is a planned, deliberate practice



Leaders are responsible for the development of CI capability in their people



Coaching includes all aspects of CI activity-  
developing CI skills and techniques



Leaders are responsible for creating a positive  
learning climate

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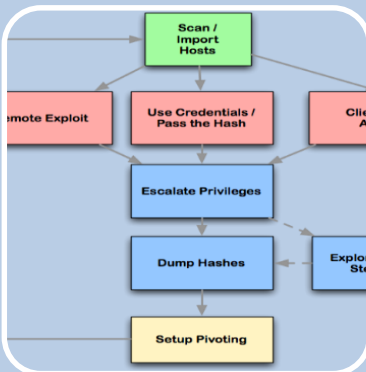
# Learnings

## People



- Committed executive support is essential
- Composition of the team is important
- Central Assessment Team means no bias
- Assessment Team focus is to be humble and helpful
- Organizations committed to CI are more successful
- Ratings across the spectrum are based on leader engagement

## Process



- Without an assessment there would be no impetus for change
- Distinctive CI maturity creates a competitive advantage
- Rating template education continues to evolve
- Quality schedules take time to develop

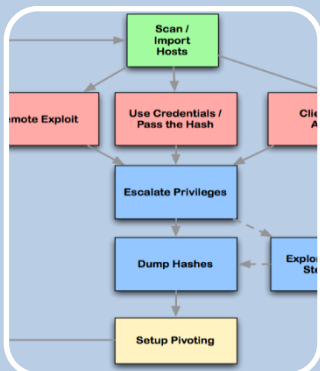
# Challenges

## People



- Groups may get too focused on numerical results instead of improvement
- Teams don't like to be assessed
- Evolving organizations impact success of the process
- Self-assessment leads do not always have necessary skillset

## Process



- Logistics are complicated for some assessments—travel, time, coordination



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# We continuously improve ourselves

## Create new tools

- Enhanced agenda pre-specifications
- Created Capabilities Attribute Template (CAT)
- Created toolboxes and website
- Developed CI Guidebook to describe Maturity

## Improve processes

- Results based threshold implemented
- Streamlined document submittal process
- Enhanced agenda pre-specifications

## Create new initiatives

- 2013 SaMM Model created
- 2014 PMMM Model created
- 2016 Tiered approach based on maturity

**NOTE: 2010 CIMM Model Developed/Deployed**



# We have created roles for DTE employees of all levels

*By including observers, end-to-ends and peers in our process, we have built in an embedded test for constant feedback in our process.*

## Observer

- No prior assessment experience required
- Responsible for following and learning from an assessor
- 1 day commitment

## End-to-end

- Observer in past 12 months
- 2 day commitment—observe day 1, assess day 2
- Rate with assessment team

## Peer

- Prior Assessment Team Member or solid end-to-end performance
- Fill-in as assessor for vacations and gaps in scheduling
- Must assess every 12 months

# Questions?

