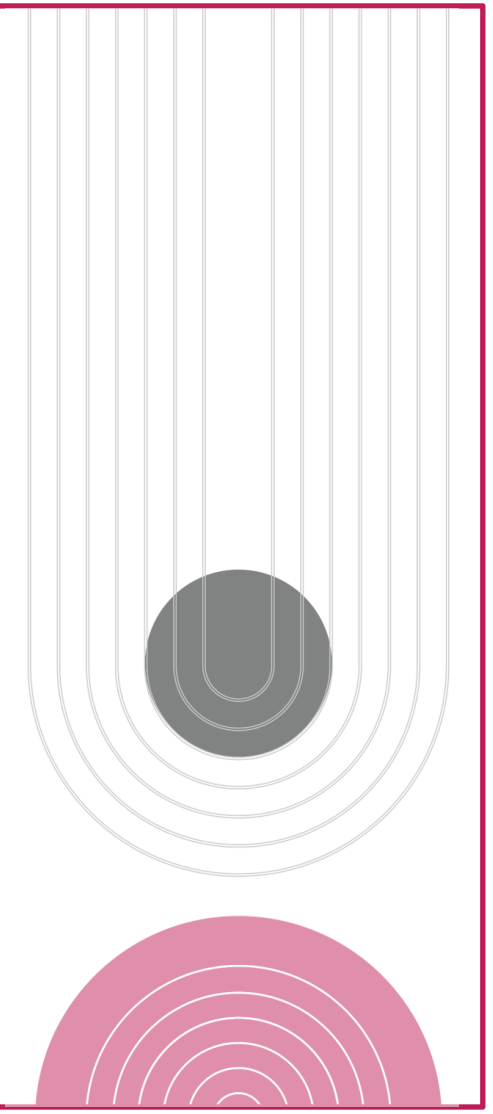
iLEAD WITH ENTREPRENEURIAL SPIRIT

WORKBOOK

BMW GROUP

ROLLS-ROYCE MOTOR CARS LTD

YOUR IDEAS:




HELLO, ARE YOU
Non Production
Have you completed...
Fit for Leadership?
No
Yes
Have you completed...
LDP or Springboard?
No
Sign up for...
Kickstart
Yes
Sign up for...
Engaging Communication
+/or
Authentic Impact
+/or
Entrepreneurial Spirit
+/or
MINI Spirit
+/or
YOUR ILEAD JOURNEY
*ProLead is to be completed if you are thinking of progressing to PL. (Discuss with your Line Leader)
Production
Have you completed...
ProLead?*
ProLead Lite?
Yes
No
Yes
Sign up for...
No
Sign up for ProLead
ProLead Foundations
Yes
Sign up for...
Entrepreneurial Spirit
+/or
Engaging Communication
+/or
Authentic Impact
+/or
MINI Spirit
+/or
ProLead Foundations includes...
Leadership Foundations
+
Engaging Communication
+
Production Yellow Belt
+
Data Analytics optional

GROUP ACTIVITY

1. Move into groups and find a poster

2. For each of the functions shown consider:

   i. What would being more entrepreneurial look like

   ii. What are the most important risks to consider with entrepreneurial thinking for that area

3. Answer any that you can, ignore any codes you don't know, or add any we've missed off!

NOTES:

“When everything seems to be going against you, remember that the airplane takes off against the wind, not with it”

Henry Ford

GROUP DISCUSSION

01
Our Challenges

What are the biggest challenges facing Oxford & Swindon?

02
Prioritise

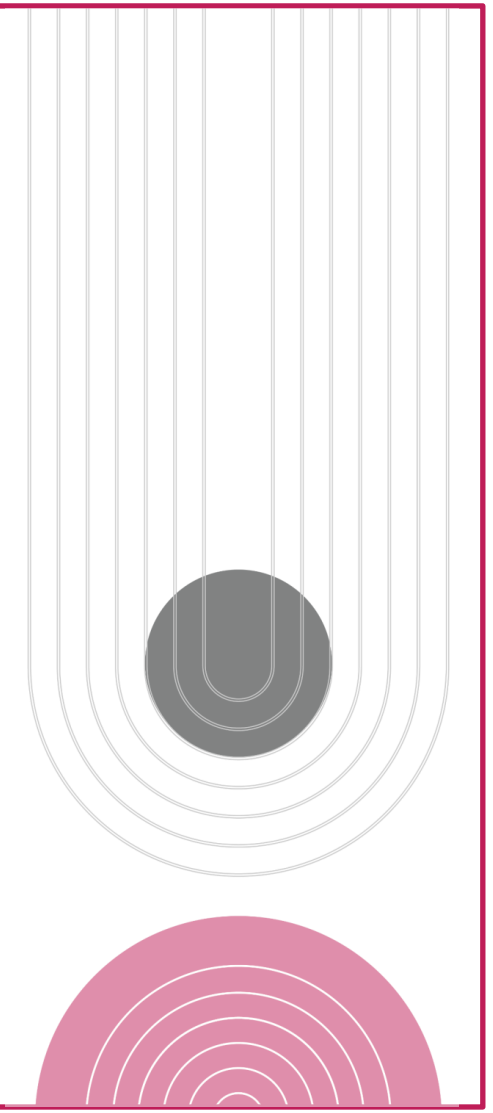
Prioritise the challenges in order of importance (which should we address first?)

03
Match

For each department pick one challenge that they could contribute to by thinking more entrepreneurially*

* Keep in the mind the practicalities, opportunities AND risks you have already identified on the poster

YOUR IDEAS:



“You cannot overtake 15 cars in sunny weather... but you can when it’s raining”

Ayrton Senna

FIXED MINDSET COMPARED TO GROWTH MINDSET

A FIXED MINDSET...

... leads to the desire to look smart

... causes a tendency to avoid challenges

... makes people give up easily

... labels failure as fruitless or worse

... drives people to ignore useful negative feedback

... makes people feel threatened by the success of others

A GROWTH MINDSET...

... leads to a desire to learn

... strengthens the tendency to embrace challenges

... enables people to persist in the face of setbacks

... labels failure as essential to mastery

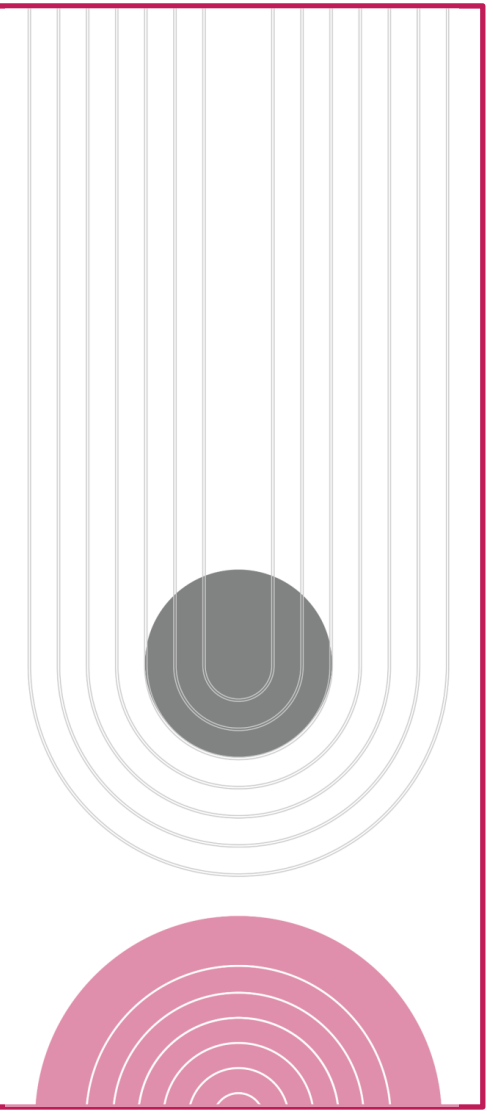
... makes people learn from criticism

... enables people to find lessons and inspiration in the success of others

People who go through life with a fixed mindset see their abilities as something given that cannot be changed.

People with a growth mindset, on the other hand, view challenges and problems as an opportunity to develop and learn something new.

YOUR IDEAS:



SELF-RENEWAL
JOHN W. GARDNER, 1964

One of the reasons why mature people are apt to learn less than young people is that they are willing to risk less. Learning is a risky business, and they do not like failure. In infancy, when the child is learning at a truly phenomenal rate — a rate they will never again achieve — they are also experiencing a shattering number of failures. Watch them. See the innumerable things they try and fail. And see how little the failures discourage them.

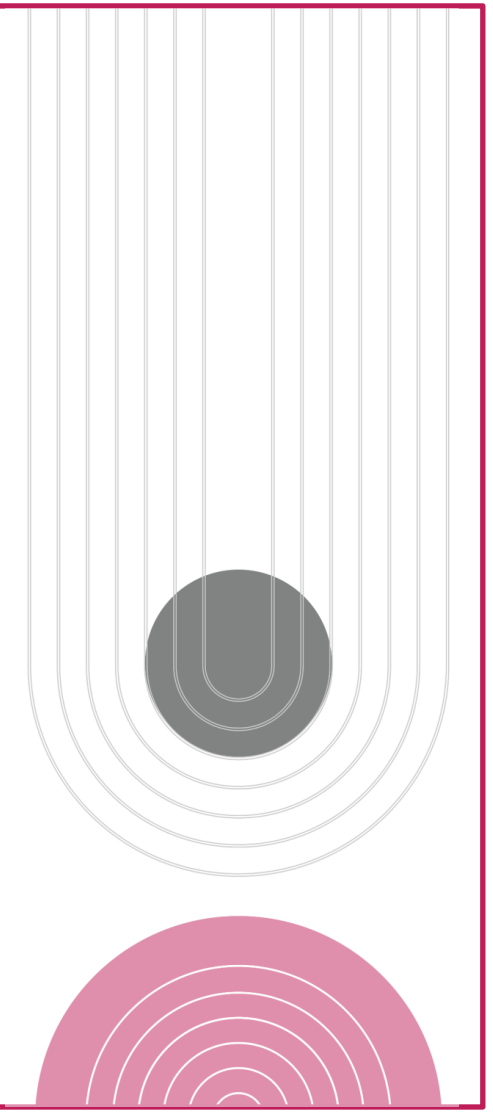
With each year that passes, they will be less casual about failure. By adolescence, the willingness of young people to risk failure has diminished greatly. And all too often parents push them further along that road by instilling fear, by punishing failure or by making success seem too precious. By middle age, most of us carry in our heads a tremendous catalogue of things we have no intention of trying again because we tried them once and failed — or tried them once and did less well than our self-esteem demanded. They tend increasingly to confine themselves to the kind of things they do well and to avoid the things in which they have failed or have never tried.

We pay a heavy price for our fear of failure. It is a powerful obstacle to growth. It assures the progressive narrowing of the personality and prevents exploration and experimentation. There is no learning without some difficulty and fumbling. If you want to keep on learning, you must keep on risking failure — all your life. It's as simple as that.

ENTREPRENEUR'S CHECKLIST!

- ❑ Do I have the mindset to disrupt paradigms and think of new ideas?
- ❑ Do I have confidence/safety to act?
- ❑ Do I have permission/freedom to act?
- ❑ Should I act?
- ❑ What if it goes wrong?

YOUR IDEAS:



GROUP WORK
FOR YOUR CARDS

Answer the following questions:

1) What was the existing paradigm?

2) How was it changed/challenged?

3) What is the new paradigm?

4) What could be next?

NOTES:

RECOGNISING FIXED THINKING PARADIGMS

In your groups think about the **challenges** we listed earlier, what underlying **paradigm thinking** could exist in the top 5 challenges

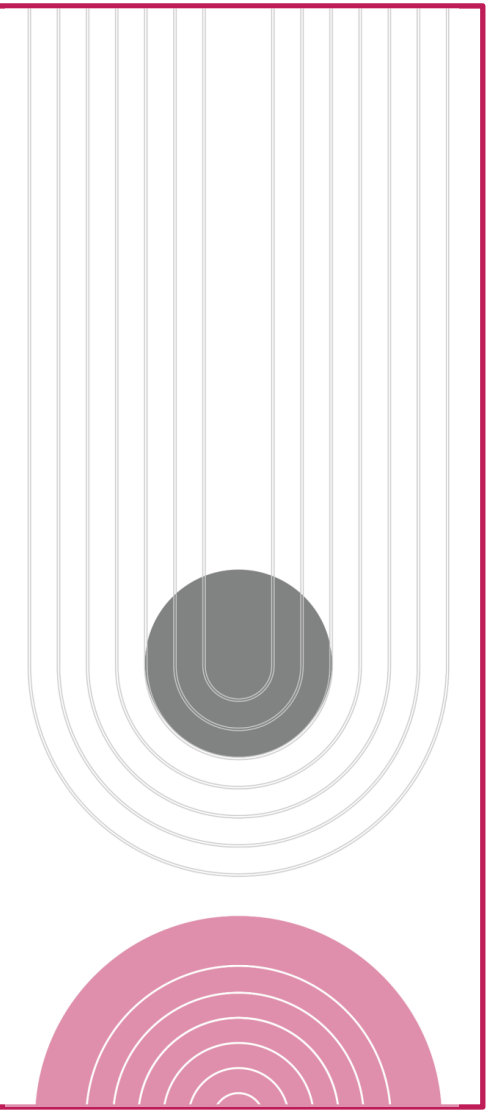
e.g. Where you see patterns of thinking that are simply accepted and not challenged, they are accepted as 'the ways things are done'

In the right-hand column adopt a **GROWTH MINDSET** to explore alternatives to the accepted/prevailing paradigm

This is a **'what's possible'** task, be unbounded in your thinking!

We **ARE NOT** recommending these alternatives, this is simply a thought experiment

YOUR IDEAS:



THE PROBLEMS WITH TRADITIONAL GOALS

1. They Cause Anxiety and Overwhelm
The gap between where you are now and where you want to be can feel immense and intimidating. You get stuck in the planning phase and never take action. The idea of "the perfect five-year plan" can make any deviation feel like a failure.

2. They Discourage Learning and Adaptation
A linear goal assumes you know the destination and the path to get there. It doesn't account for the unforeseen obstacles, new opportunities, or changed circumstances that will inevitably arise.

3. They Foster an All-or-Nothing Mindset
In a linear goal framework, success is binary: you either achieve the goal or you don't. This can be demotivating if you encounter a setback or a change in direction

4. They are Ineffective for High-Uncertainty Situations
Linear goals work best when the path is well-defined, like following a recipe. However, when you are innovating, exploring a new market, or dealing with personal change, the path is unknown. In these situations, tiny experiments and an iterative approach are far more effective because they treat the process as one of discovery, not as a simple checklist to be completed.

NOTES:

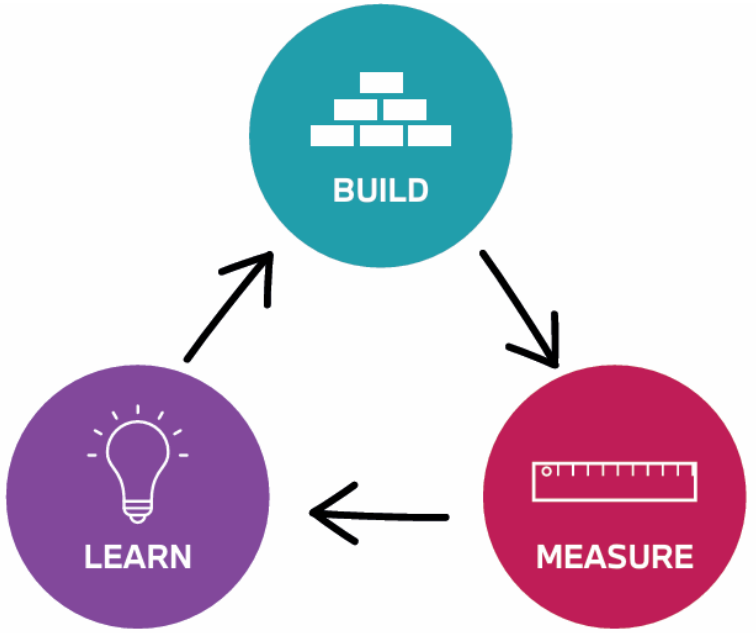
BML MODEL

1. Build (or Act)
This is where you design and perform your tiny experiment. It's the action phase. Instead of building a full product or solution, you create a Minimum Viable Product (MVP) or conduct a simple test that is just big enough to get feedback. The key here is to make it as small, cheap, and fast as possible. You are not building for a large-scale launch; you are building to learn.

Example: If you want to see if your team would benefit from a new meeting format, you don't redesign all your team meetings for the next six months. You simply run a single, 15-minute meeting with the new format and see how it goes.

2. Measure (or Observe)
This is the data collection phase. You observe the results of your experiment and gather both qualitative and quantitative data. The goal is to see if your hypothesis was correct. What happened? What did you learn? Did the experiment have the desired effect?

Example: After your 15-minute meeting, you ask the participants for quick feedback. You might use a simple poll or just ask for a few words about what they thought. You are measuring their engagement and the meeting's effectiveness.

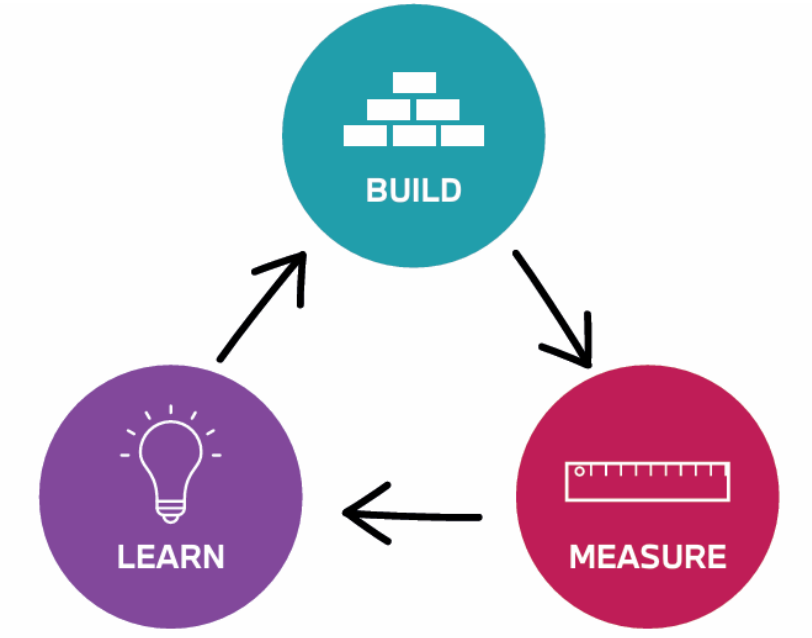


BML MODEL

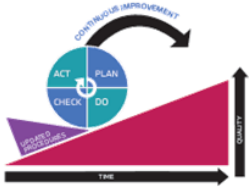
3. Learn (or Reflect)
This is the most critical part of the loop. You analyse the data you've collected and reflect on the outcome. This is where you gain insight. Based on what you learned, you then decide on the next action:

- **Persevere:** If the experiment was successful, you might scale it up slightly and run another experiment to learn more.
- **Pivot:** If the experiment failed to produce the desired result, you might change your approach or adjust your original idea based on your new insights.
- **Stop:** If the results show that the idea has no merit, you cut your losses and move on to a new idea.

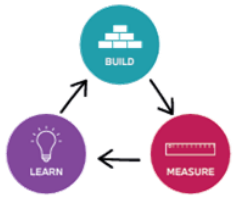
This continuous cycle is what makes the framework practical and effective. It prevents you from wasting time, money, and resources on an idea that doesn't work, and it ensures that every action you take is a learning opportunity.



COMPARING BML AND PDCA



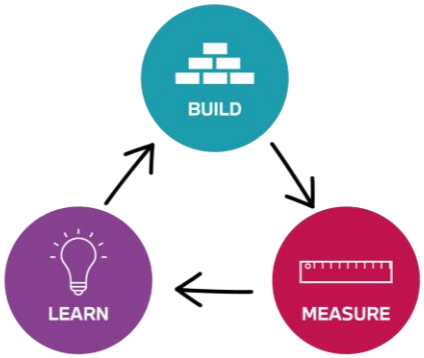
Model contents



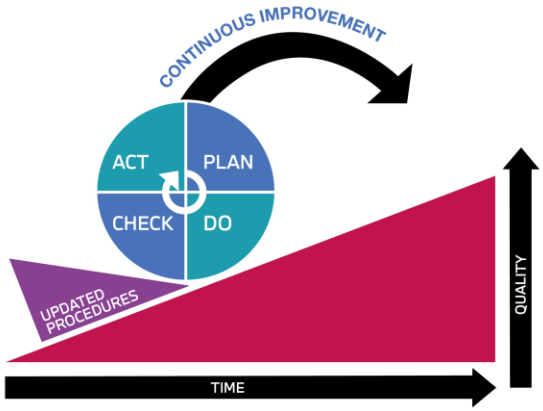
Plan	The "Plan" step is about defining a quality-improvement goal and creating a detailed plan to achieve it. The "Build" step is about creating a minimum viable product (MVP) or a tiny experiment. The emphasis shifts from meticulous planning to fast action to produce something tangible that can be tested.	Build
Do	In "Do," you execute the plan. In "Measure," you are immediately focused on capturing data from the thing you just "built." The action and the measurement are tightly coupled and often happen almost simultaneously.	Measure
Check	"Check" is about verifying that the results match the plan and meet quality standards. "Learn" is a broader, more open-ended step. It's about gaining insight and understanding, not just confirming a result. This is where you might discover a fundamental flaw in your initial idea and decide to "pivot" to a different strategy.	Learn
Act	In the "Act" step, you formalise the change (if successful) or modify the plan for the next cycle. In BML, the "Learn" step leads to a decision: persevere (continue the current course), pivot (change direction based on new learning), or stop (abandon the idea).	(decide)

PDCA VS BML KEY SIMILARITIES

BML MODEL



PDCA MODEL



Iterative Cycles:

Both are designed to be repeated endlessly. You complete one cycle and then use the insights to inform the start of the next one.

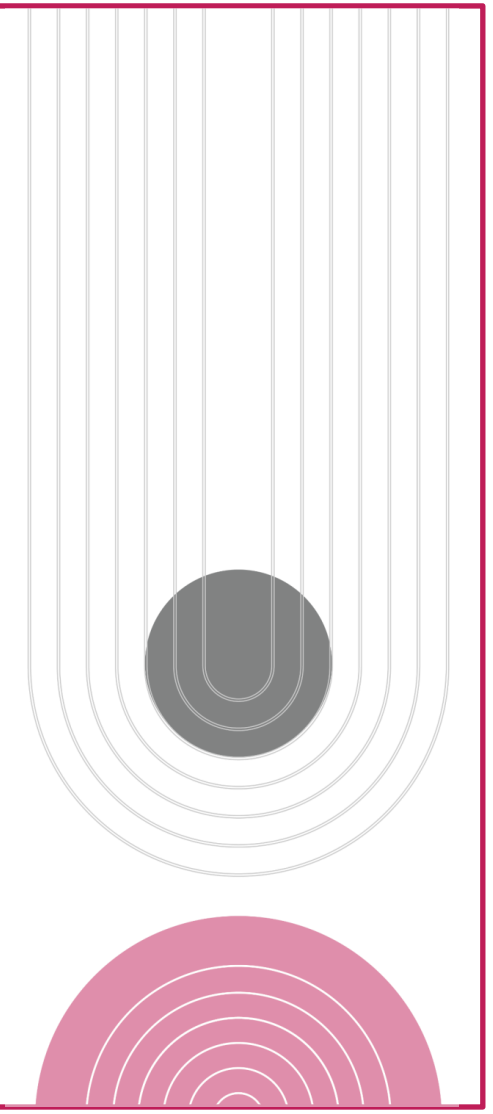
Action & Reflection:

Both frameworks require you to take action and then pause to analyse the results before deciding on your next step.

Data-Driven:

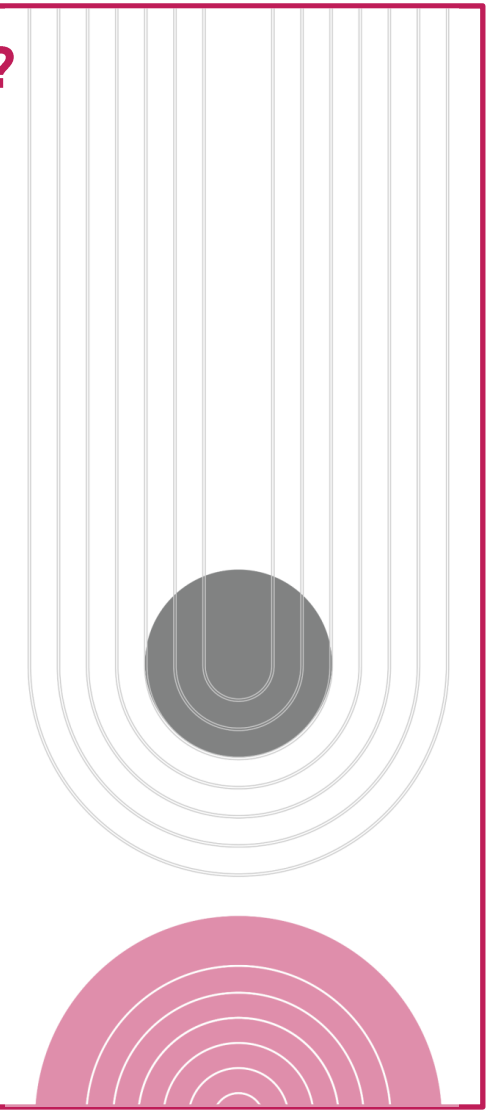
Both models encourage a methodical, hypothesis-driven approach where decisions are based on data and observation, not on assumptions or gut feelings.

YOUR IDEAS:



YOUR IDEAS:

WHAT DO YOU THINK PSYCHOLOGICAL SAFETY IS?



HAVE YOU EVER STAYED SILENT...

- Fear of looking incompetent
- Fear of being an outlier
- Belief that it won't change anything
- Status and hierarchy
- Past negative experiences

Which of these show up in your teams?
What reinforces it?

NOTES:

THE 4 DOMAINS OF PSYCHOLOGICAL SAFETY

Willingness to help

Teams become unsafe when people are not able to help each other or feel unappreciated by team members.

Attitude to risk and failure

Teams that hold mistakes against each other risk a lack of control and forward momentum.

Open conversation

A team that has open and candid conversations is able to tackle hard problems better

Inclusion & diversity

When team members feel included, they are more inclined to speak up, contribute and add to the group.

OUR PSYCHOLOGICAL SAFETY ASSESSMENT

FOR THE TEAM YOU BELONG TO (TEAM 1)

Willingness to Help

I trust that colleagues will always support me in my work and to reach my goals.

Low 1 2 3 4 5 6 7 High

I find it easy and comfortable to ask other members of this team for help.

Low 1 2 3 4 5 6 7 High

Inclusion and Diversity

This team values people who see things differently or take a different perspective on topics.

Low 1 2 3 4 5 6 7 High

When working with this team, I feel my distinctive abilities and strengths are recognised and put to good use.

Low 1 2 3 4 5 6 7 High

OUR PSYCHOLOGICAL SAFETY ASSESSMENT

FOR THE TEAM YOU BELONG TO (TEAM 1)

Attitude to Risk and Failure

I feel secure and trusted to try new approaches and take necessary risks in this team.

Low 1 2 3 4 5 6 7 High

When a mistake is made in this team, it is viewed as a valuable opportunity for learning and improvement.

Low 1 2 3 4 5 6 7 High

Open Conversation

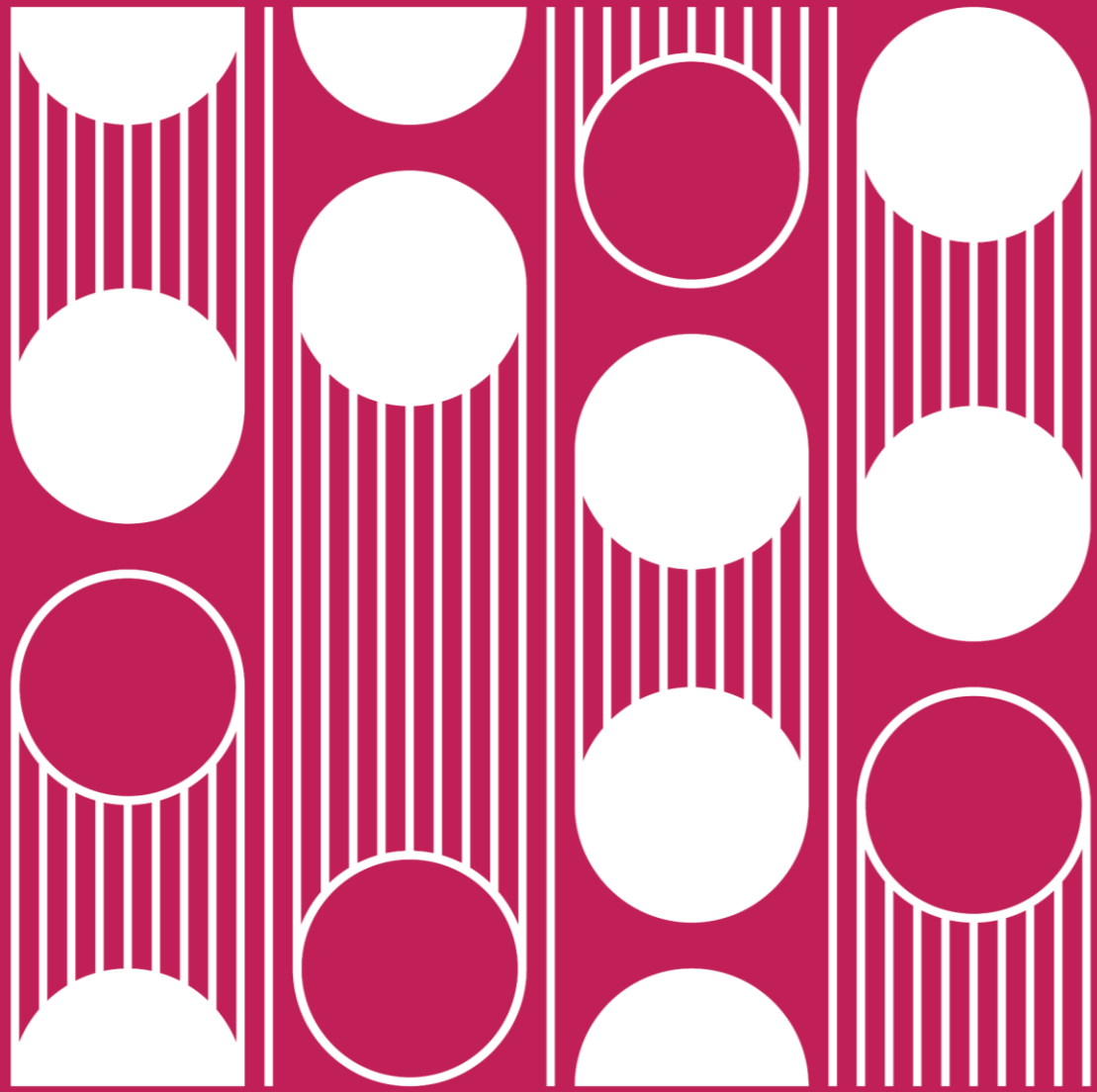
Colleagues in this team can freely raise concerns, difficult subjects, or challenging matters with each other, and our leader, without fear or caution.

Low 1 2 3 4 5 6 7 High

*Questions are based on the four domains of Psychological Safety proposed by Amy Edmonson

NOTES:

DAY TWO



CREATE YOUR OWN CASE STUDY

Your Task:

In your groups decide on a single real issue that one (or multiple) people in your group are experiencing within the business that you believe requires entrepreneurial/growth mindset.

NOTES:

FOR YOUR SITUATION ANSWER :

1. Describe the context of your problem/challenge in as much detail as possible – give examples if possible.

DO NOT use specific names of individuals.

2. What is the impact of this situation?

3. What have you tried and what was the outcome?

4. What are the main reasons this remains a problem and has not yet been fully solved?

PLEASE WRITE NEATLY

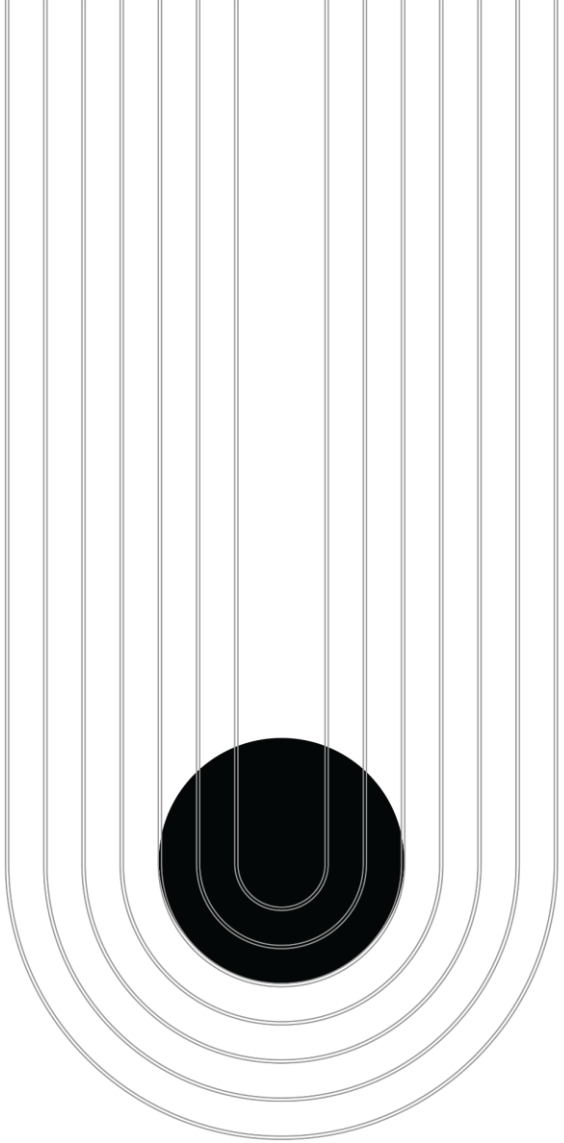
NOTES:

GROUP WORK

For the new case study that you have just been given – propose **5 possible experiments** that could be performed that might:

1) Generate new insights
2) Gather data on a hypothesis
3) Test a different way of approaching the issue
4) Challenge the existing paradigm(s)

Remember these are EXPERIMENTS not a full solution, it is something small and easy to apply in order to test an idea.



NOTES:

PAIRS DISCUSSION

In your pairs discuss the scores you gave in the psychological safety assessment yesterday.

Take this conversation as an opportunity to practice 'Open Conversation' – try being more honest, more vulnerable than usual.

Allow yourself to share insights that you might typically keep to yourself... and reflect on how it feels to allow those things to be spoken freely.

RULE: You must 'own' your part in the reasons for the scores, do not hold a conversation that places responsibility elsewhere. Discuss what happens WITHIN YOU during difficult or uncomfortable moments in your team.

NOTES:

REVERSIBILITY IN PRACTICE

Go **back into your groups** from the earlier case study activity

Look again at the **5 experiments** proposed by the other team

Decide for each the extent to which the 'problem owner' of the case study would be able to use the **reversibility concept** to act without seeking further permission

NOTES:

THE PHILOSOPHY OF REVERSIBILITY

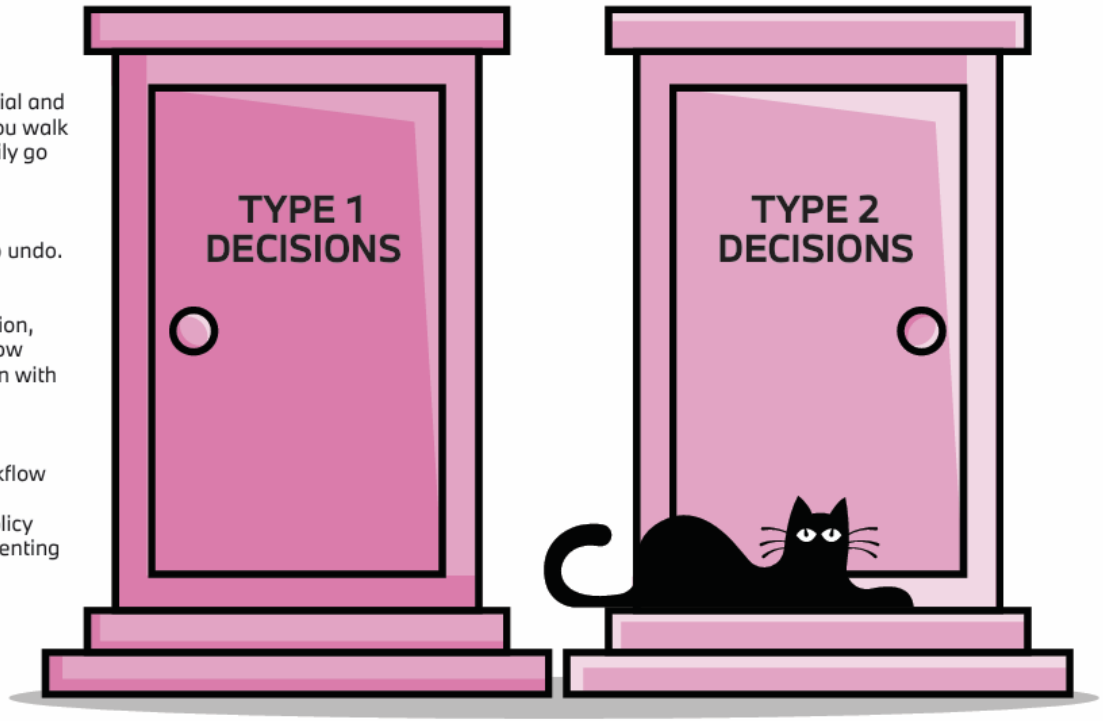
"One-Way Doors"

These are decisions that are consequential and irreversible or nearly irreversible. Once you walk through a one-way door, you cannot easily go back.

Characteristics:
High-stakes, high-impact, and difficult to undo.

Process:
These decisions require careful deliberation, extensive research, and a methodical, slow approach. They often involve consultation with senior leadership.

Examples:
Reconfiguring assembly line or core workflow process, adopting a new manufacturing technology, union negotiations, major policy changes, restructuring the team, implementing a new standard operating procedure.



"Two-Way Doors"

These are decisions that are changeable and reversible. If you walk through a two-way door and don't like what's on the other side, you can simply reopen the door and go back through.

Characteristics:
Low-stakes, low-impact, and easy to reverse. The consequences of being wrong are manageable.

Process:
These decisions can and should be made quickly by a small group or even an individual with good judgement. Amazon's principle of "Bias for Action" applies here, encouraging employees to act without waiting for perfect information. Bezos suggests that making a decision with 70% of the information is often better than waiting for 90% and being too slow.

Examples:
Testing a new supplier for a non-critical component, rearranging the layout of a workstation, adjusting roles to cover a skill gap, conducting a small-scale test of a new part, trying a new communication method, trying a different format for meetings or a different agenda.

The central idea is to distinguish between two kinds of decisions and treat them differently. This prevents a large company from becoming slow and bureaucratic.

Amazon's concept of reversibility, championed by founder Jeff Bezos, is a decision-making framework designed to maintain the speed and agility of a startup, even as the company grew into a massive organisation

Why This Framework is So Important ...

There is a tendency for large organisations to treat every decision as a high-stakes, "one-way door" which leads to teams becoming so cautious that they fail to act or innovate. By empowering teams to make reversible, "two-way door" decisions the cost of a small failure is seen as a valuable learning experience rather than a disaster.

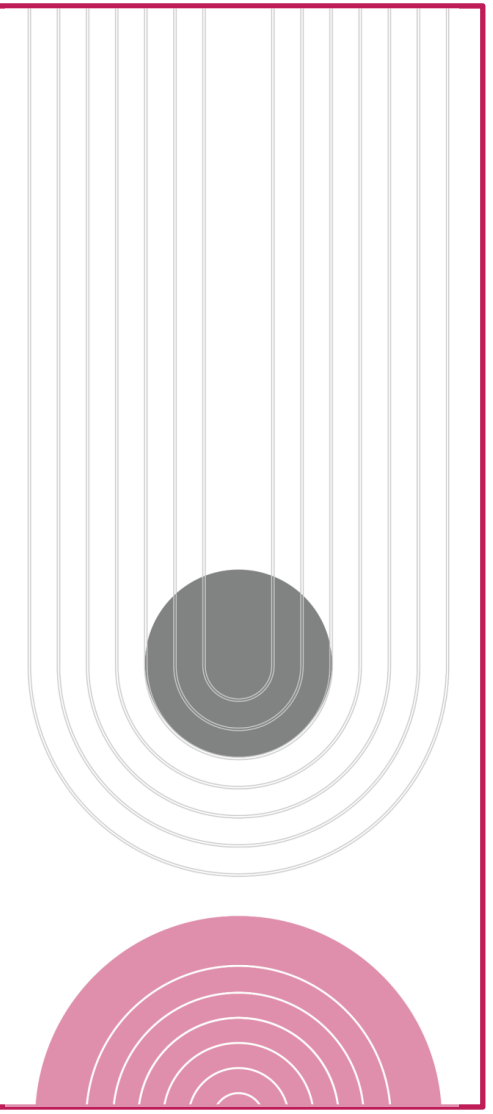
GROUP WORK

If we were now going to make some entrepreneurial decisions against our priority list from day 1, how could we put a value on those items?

Pick 2 items from the priority list and discuss:

How would you evaluate risk and or reward for those two items on the priority list?

YOUR IDEAS:



EXPECT MISTAKES ... A POSITIVE SIGN!

HANDLING MISTAKES

Avoid Punishing the Individual:

Reprimanding for trying and failing sends a clear message to the rest of the organisation: don't take risks. This will stifle innovation and lead to a culture of risk-aversion and inaction.

Ignoring the Failure:

Pretending it didn't happen is just as bad as punishing it. It sends the message that the work didn't matter and that the lessons learned are not valuable. This can be just as discouraging as direct punishment.

Treating a Type 2 Failure like a Type 1 Failure:

This is where Amazon's concept of reversibility is so useful. A leader who treats a small, reversible failure (Type 2) with the same gravity as a major, irreversible mistake (Type 1) will quickly create a culture of bureaucratic slowness.

HANDLING MISTAKES "MISTAKES POLICY"

Celebrate the Effort and the Learning:

This is often the most critical step. Publicly or privately acknowledge the bravery and initiative shown by the individual or team. Focus on what was learned from the "failed" experiment. This reinforces the idea that the goal was not just to succeed, but to gain valuable insights. This is a core part of an entrepreneurial, agile and innovative culture.

Conduct a Blameless Review:

Facilitate a discussion to analyse what happened. What assumptions were wrong? What did the team not know? What could be done differently next time? The focus should be on the process and the system, not on the person.

Provide Psychological Safety and Support:

Ensure the individual doesn't feel embarrassed or afraid to try again. A simple, "It's okay, we're going to learn from this, and I'm glad you tried," can make a huge difference. This builds a foundation of trust and makes employees more likely to innovate in the future.

Acknowledge and Mitigate the Fallout:

Depending on the scale of the failure, the leader must deal with the consequences. This might involve a conversation with stakeholders, a public announcement, or a shift in local approach. It's important to be transparent and accountable while still protecting the team member from unwarranted blame.

NOTES:

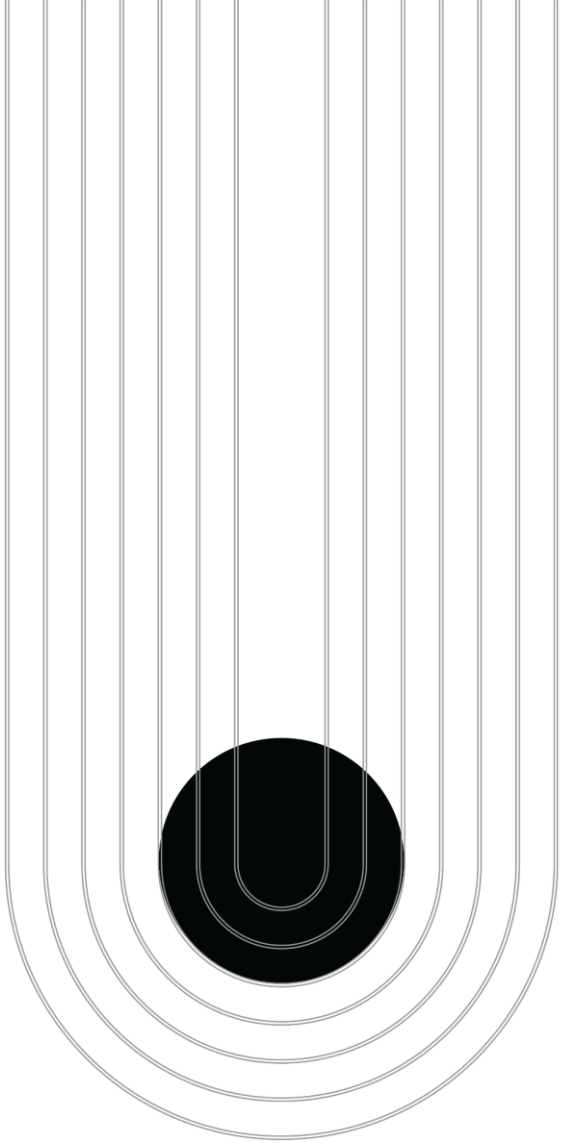
MY MISTAKES POLICY: INDIVIDUAL WORK

This about your area of responsibility.

If you were to now describe to your colleagues / team members the way you want them to take risks and the way you plan to react if they make a mistake – what would you say to them?

Prepare a clear statement that outlines:

- The areas you want them to be more courageous and entrepreneurial
- How you personally will handle things if they make a mistake



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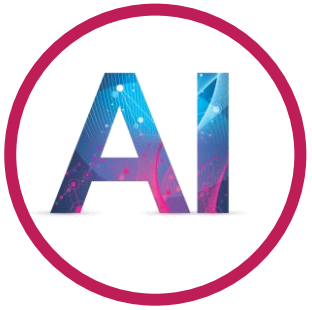


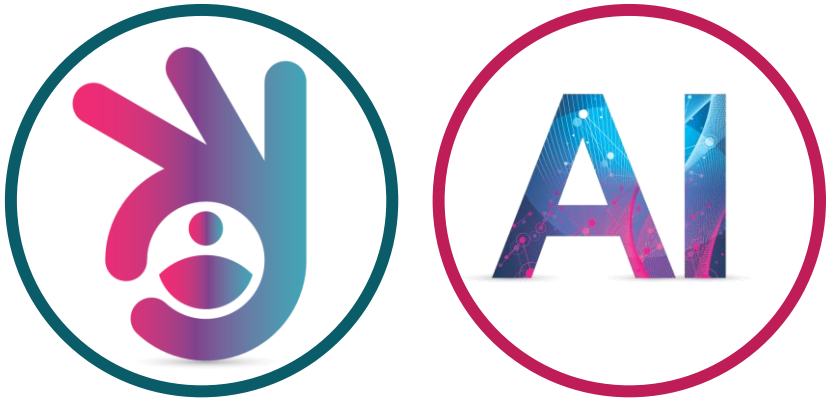
Your Task:

Create a schedule that distributes the following people across three shifts according to their preferences. A higher numerical score indicates a stronger preference. All employees must work **5 shifts** this week.

Every shift (E, L, N) from Monday through Friday must have a **minimum of 2 employees**.

Rest Rule: An employee cannot work the Night shift (N) followed immediately by the Early shift (E) the next morning. (E.g., No N on Monday followed by E on Tuesday).

Employee Name	Early (E) Preference	Late (L) Preference	Night (N) Preference
Brenda	4	2	1
Chloe	1	5	1
David	3	2	1
Fraser	1	4	2
Gina	5	1	1
Harry	2	2	5



Torque Wrench Recalibration

Due to a recent internal audit finding, all quality assurance managers must follow a strict, multi-step process when setting up a new pneumatic torque wrench station on the assembly line. The current official procedure is overly detailed, leading to delays and occasional missed steps.

Your Goal

Review the existing 18-step procedure and rewrite it into a maximum of 10 steps.

Every safety check must be maintained, but the wording and flow must be significantly simplified and clarified.

Standard Operating Procedure (SOP) Q-14: New Pneumatic Torque Wrench Setup and Calibration Check

Prior to commencing, ensure the mains compressed air supply valve is fully closed (OFF position) to the station manifold.

Obtain the designated assembly station's unique ID code from the Production Control System (PCS).

Cross-reference the station ID with the Master Tool Register (MTR) to verify the correct torque setting required for the component (e.g., wheel hub nuts).

Gather the required calibrated torque transducer (certified within the last 6 months) and the necessary adaptor fittings.

Physically inspect the airline hose for any signs of abrasion, cracking, or perishing near the couplings.

Connect the transducer to the output end of the pneumatic wrench; ensure the coupling is secured via a minimum of two full turns.

Connect the other end of the transducer to the digital display unit and power the display unit ON.

Slowly and incrementally open the mains compressed air supply valve until the pressure gauge reads 6.2 ± 0.1 bar.

Select the ‘Setup Mode’ on the digital display unit via the main menu interface.

Input the station's unique ID code (from step 2) into the display unit for digital record linkage.

Perform a minimum of three 'free-running' cycles to ensure the internal pneumatic motor is adequately lubricated and air flows freely.

Set the physical torque dial on the wrench handle to the verified MTR setting (from step 3).Execute one full test cycle onto the stationary test rig component.

Record the peak torque reading shown on the digital display unit into the handheld electronic log.

If the reading is outside the acceptable tolerance range of $\pm 5\%$, stop immediately and flag the wrench for maintenance.

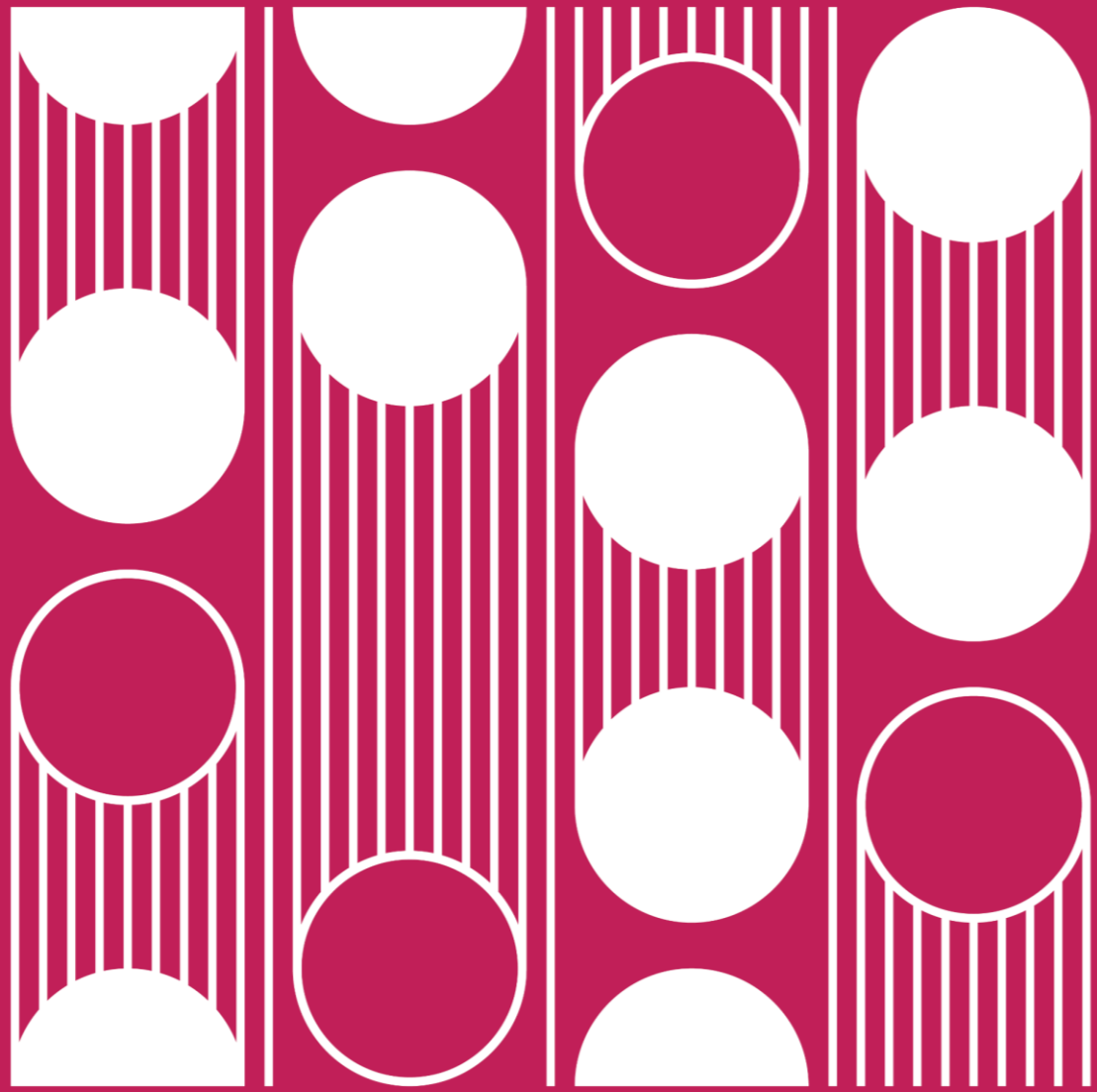
If the reading is within tolerance, perform two additional test cycles, recording all data.

Once three consecutive readings are within tolerance, secure the physical torque dial with the tamper-proof seal and log the completion time. Return the transducer and display unit to the secure Calibration Cage and sign the log-out sheet.

NOTES:

NOTES:

ENTREPRENEURIAL ACTION PLAN



My Action Plan:

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