

# 24. Temperature measurement of the change

Pilot

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For a full overview of the tools see:

Stentoft, J., Freytag, P. V. & Mikkelsen, O. S. (2019), *Improved Competitiveness through Implementation of Sales & Operations Planning*, Department of Entrepreneurship and Relationship Management, University of Southern Denmark.

# Purpose, participants and application

- **Purpose**

- To monitor whether the S&OP team keep up the spirit and to make timely corrections if the required progress is not present.

- **Participants**

- S&OP process owner and S&OP process team.

- **Application**

- In the pilot and operation phase.



# Approach

- Develop a short questionnaire-survey that can be distributed manually or electronically e.g. using Survey Monkey.
- Top management must approve the questionnaire.
- Inform participants about the background and purpose of the survey.
- When the S&OP process is well implemented the survey can be stopped.
- Send out the survey every time the S&OP cycle is completed and make the results public.
- Group eventually the answers in sales and operations and an overall group.



# Temperature measures: Objectives

	1	2	3	4	5
To which degree do you find that the objectives of the S&OP process are clear? (1 = very low degree – 5 = very high degree)					
To which degree do you find that the objectives of S&OP are accepted by the S&OP team? (1 = very low degree – 5 = very high degree)					
To which degree do you have a clear defined job description / role in the S&OP process? (1 = very low degree – 5 = very high degree)					

# Temperature measures: Behavior (I)

	1	2	3	4	5
To which degree do you find that your behavior is related to the achievement of the S&OP objectives (targets)? (1 = very low degree – 5 = very high degree)					
To which degree has the work with the personality types helped you to contribute to the S&OP process? (1 = very low degree – 5 = very high degree)					
To which degree has the work with personality types contributed to a better working climate between the functions (e.g. between sales and operations)? (1 = very low degree – 5 = very high degree)					
To which degree has the work with personality types made your team (in the sub-process - e.g. demand or supply planning) better to handle conflicts? (1 = very low degree – 5 = very high degree)					

## Temperature measures: Behavior (II)

	1	2	3	4	5
To which degree has the work with personality types in general improved your communication? (1 = very low degree – 5 = very high degree)					
To which degree has the work with personality types changed your behavior towards your colleagues? (1 = very low degree – 5 = very high degree)					
To which degree has the work with personality types provided you a better understanding of others behavior? (1 = very low degree – 5 = very high degree)					
To which degree has the S&OP process helped to an improved cross-functional collaboration in your company? (1 = very low degree – 5 = very high degree)					

# Challenges in implementing S&OP

	1	2	3	4	5
Top management awareness of the process (1 = has decreased much – 5 = has increased much)					
Lack of "hunt" - why do we need to change? (1 = has decreased much – 5 = has increased much)					
Clear objectives (1 = has decreased much – 5 = has increased much)					
Haziness in the S&OP process (1 = has decreased much – 5 = has increased much)					
Roles and responsibilities in the process (1 = has decreased much – 5 = has increased much)					

# Challenges in implementing S&OP: Change readiness

	1	2	3	4	5
Change readiness of top management (1 = has decreased much – 5 = has increased much)					
Change readiness of sale (1 = has decreased much – 5 = has increased much)					
Change readiness of operations/supply chain (1 = has decreased much – 5 = has increased much)					
Change readiness of S&OP process manager (1 = has decreased much – 5 = has increased much)					



# Key Behavioral Indicators (KBIs)

	1	2	3	4	5
Meetings are held as planned (1 = to a very low degree – 5 = to a very high degree)					
The necessary openness exists between the meetings participants (1 = to a very low degree – 5 = to a very high degree)					
Dialogue takes place at a constructive listened level 2 (1 = to a very low degree – 5 = to a very high degree)					
Debates and discussions are primarily based on facts and not feelings (1 = to a very low degree – 5 = to a very high degree)					
There is a reflection about the process and whether the debated themes really grasp the core challenges (listened level 3) (1 = to a very low degree – 5 = to a very high degree)					

# Recap

- For every sheet, a score on 1 or 2 is an indication of red lights – where something must to be done.
- When the averages are calculated, and the score is under 4 a special emphasis must be on an answer to: Are we really change ready?

