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# Lean Manufacturing

Leading the way



TRAINER GUIDE

## Lean Manufacturing: Leading the way

### TRAINER GUIDE

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## Introduction

### **Welcome**

Welcome to the Trainer Guide for *Lean Manufacturing: Leading the way*, an interactive resource funded under the Workplace English Language and Literacy Program by the Australian Government Department of Education, Employment and Workplace Relations. This resource is the third in a series of resources on Competitive Manufacturing. The first was *Lean Manufacturing: Solving problems, working together* (2006). The second was *Lean Manufacturing: Putting the customer first* (2007). This third resource introduces new topics and tools to cover:

- Developing a lean culture in teams
- Encouraging team participation and learning
- Increasing efficiency through Overall Equipment Efficiency (OEE) and Total Productive Maintenance (TPM) programs
- Managing projects and monitoring change through Key Performance Indicators (KPIs).

This Trainer Guide is designed as a resource for trainers, mentors and others involved in developing skills and knowledge of workers in the manufacturing industry.

The Trainer Guide extends the learning in the CD-ROM. It can be used for self-paced or instructor-led learning. The Trainer Guide contains suggested methods and approaches to support learners as they master the skills and concepts covered on the CD-ROM and its printable resource sheets.

In the Trainer Guide you will find:

- An overview of the resources
- Suggestions for group discussion

- Ideas for workplace observation
- Additional content on some of the topics
- Further activities and opportunities for skills practice.

The Trainer Guide is not a stand-alone resource. It has been designed to match the topics found on the CD-ROM. It is therefore strongly recommended that you work through this Guide following the topics and activities on screen.

The Trainer Guide offers ideas for learning and teaching to stimulate ways of customising the learning to your group of trainees and your workplace. Learning objectives are written at the beginning of each topic to guide the standard expected for trainees at Certificate III level. However, you may wish to write your own learning objectives or to adapt activities to cover the training gaps in your own workplace.

### ***Purpose of the CD-ROM***

*Lean Manufacturing: Leading the way* has been developed particularly for those who have not fully mastered the English language or who may need assistance with reading, writing and/or numeracy tasks. Others who are new to the concepts of lean manufacturing or who need to refresh their knowledge may also find the resources useful.

The CD-ROM may be used in classroom settings, for one-to-one instruction, small group activities, or (for those who are more confident with computer technologies) as a self-paced learning resource.

The CD-ROM uses a variety of media (text, graphics, voice, video and animation) to introduce the central concepts and vocabulary of competitive manufacturing. With a focus on team leadership skills, this resource is designed to provide students with underpinning knowledge about some of the units of competence for the Certificate III and IV in Competitive Manufacturing.

### ***Relation to the Training Package***

It is important for you and your learners to understand that *Lean Manufacturing: Leading the way* has been mapped against the skills and knowledge that underpin certain units of competency from the Competitive Manufacturing Training Package (MCM04). The CD-ROM is not designed as a learning program that results in a credential for those who complete it. Achievement of prescribed units of competency can only be assessed by a Registered Training Organisation. Assessment is based on the learner's performance over time in an actual or simulated workplace.

Learners who wish to apply for formal assessment may save some of the activities in *Lean Manufacturing: Leading the way* in a folder that can be presented as part of the assessment.

### **Four units of competency**

The on-screen materials and the Resource Sheets support the knowledge requirements of the following competency units:

MCMC210A Manage the impact of change on own work

MCMC410A Lead change in a manufacturing environment

MCMC411A Lead a competitive manufacturing team

MCMC413A Lead team culture improvement

While none of these units is covered comprehensively, the CD-ROM provides sufficient concept and vocabulary understanding to enable students to apply their learning in greater depth within a real manufacturing environment. The Certificate III in Competitive Manufacturing (MCM30104 revised and reaccredited in 2008 as MSA31108) is a practical qualification designed for learning in the context of a working manufacturing company that is engaged in productivity improvements in line with lean manufacturing principles.

The developers wish to point out that we do not claim to have covered every item listed in the four competency units targeted. Instead we have adopted a more holistic approach. The Appendix to this Guide lists the units and their elements and provides an indication of which sections of the CD-ROM and Resource Sheets best meet the knowledge requirements of each competency unit.

### ***Structure of the learning materials***

The CD-ROM is divided into six sections. It is best to work through these in the order presented, although it is also possible to simply 'pick out' those areas that match the needs of individual learners. The sections are listed below.

- Introduction—Test your knowledge of Competitive Manufacturing Initiatives (CMI) and meet the management of

Plasticon Plastics Company, the fictional company setting for this CD ROM.

This is followed by five sections, each dealing with particular leadership issues:

- Removing the barriers
- Getting the team involved
- Reaching for company goals
- Lean leadership at work
- Keeping track of progress

Plasticon, the company on this CD, provides an environment to demonstrate the principles and apply the learning. Text, graphics, voice, animation and video support learners in understanding the content. There are also resource sheets that can be printed out and an interactive quiz that completes each section, providing learners with a self-check of their knowledge.

### ***Methodology***

You need to bear in mind that the CD-ROM is written for workers with English language, literacy and numeracy needs. In addition, many may be somewhat 'computer-shy'. The *How to get around this CD* section provides advice on how to use the CD-ROM. Trainers would be well advised to spend some time, early in the program, ensuring that learners are confident with this learning technology. We have designed the CD-ROM to be as 'user-friendly' as possible.

Coloured words on the screen ('hot words') provide pop-up explanations on a rollover of the mouse and all key words are listed in a glossary as a separate Resource Sheet. Key words and phrases are highlighted for all topics in the Trainer Guide to assist you in building the vocabulary of your learners. Familiar examples from your workplace will provide a grounded understanding of terms like:

company vision    planning    standardised    agenda.  
objectives    work

You should also encourage learners to roll the mouse over 'hot words' on their screens and find meanings for themselves.

### ***Resource Sheets***

There are 23 Resource Sheets on the CD-ROM. You will see a message when a Resource Sheet is connected to the screen you are working on. It says 'See Resource Sheet for this topic'. Click on the Resources tab at the top of the screen to bring the information up. Press the PRINT button to make a copy.

A Resource Sheet is available for each of the topics in the Trainer Guide. The Trainer Guide builds on the learning of the corresponding Resource Sheet and helps you to customise the learning to your workplace.

## **Your role**

The role of a trainer is in some ways quite different to the role of a classroom teacher or subject expert. A key and obvious difference in the trainer's role is that the content and learning activities are usually already provided in the learning materials, whether in print, on CD-ROM or online.

This means that your role is much less that of the content expert (and presenter) and much more that of the supporter (or facilitator) of learning. Of course, many of the basic tasks of teaching remain the same and you will need to draw on all your skills and experience to:

- Motivate learners and build their self-confidence
- Contribute real-world context and experience
- Identify problems and early warning signs
- Answer content queries
- Help learners to work through difficulties in the tasks or activities
- Provide further information
- Explain assessment tasks and requirements
- Provide tips on how to learn.

You will need to take the initiative in generating and encouraging communication. This can be a challenging and demanding task that requires sensitivity and skill, especially where learners are 'computer-shy' as well as limited in their range of literacy and numeracy skills. One key strategy is to find out as much as possible about each learner from the outset.

Another important aspect is 'learning to learn'—helping learners plan and monitor their own learning development. This is particularly

important if learners are new to learning online. A new section has been added to the Introduction on the CD. It is called *How to get around this CD*. It gives some useful tips for first-time users of the technology. You can help build confidence by taking individual learners through the steps—starting the CD, opening the program, navigating, doing an activity, printing out a Resource Sheet, etc.

Please note that we recommend Internet Explorer as the most effective browser in which to run this CD.

### ***Employability skills***

Employability skills are integrated into the program. You may choose to remind your learners that these skills are an essential part of their learning and assessment. They are:

- Communication—productive and harmonious relations between employees and customers;
- Team work—productive working relationships and outcomes;
- Problem-solving—productive enterprise outcomes;
- Initiative/enterprise—innovative ideas and outcomes;
- Planning and organization—long-term and short-term strategic planning for the enterprise;
- Self-management—employee satisfaction and growth;
- Learning—improvement and expansion in employee and company operations and outcomes;
- Technology—more effective work practices.

The above list of employability skills was sourced from:

<http://www.skillsinfo.gov.au/skills/SkillsIssues/EmployabilitySkills/Employabilityskills.htm#What>

The developers welcome any feedback you may have on ways to improve these resources. Please contact Workplace Learning Initiatives—[admin@wli.com.au](mailto:admin@wli.com.au)—with any comments or suggestions.

## Lean support

This section is for your own use, so you can further explore the concept of competitive/lean manufacturing. This is just a short list of the many resources that offer information and support for lean manufacturing initiatives.

### ***AusIndustry***

AusIndustry is the Australian Government's business program delivery division of the Department of Innovation, Industry, Science and Research and it provides a range of incentives to support business innovation, including the implementation of lean manufacturing.

AusIndustry delivers a range of more than 30 business products, including innovation grants, tax and duty concessions, small business services, and support for industry competitiveness worth nearly \$2 billion each year to about 10,000 small and large businesses.

To find out more about grants and concessions that may be available to your business, visit this site: <http://www.ausindustry.gov.au/>

### ***Manufacturing Skills Australia (MSA)***

Manufacturing Skills Australia (MSA) is the Industry Skills Council that represents over 75,000 manufacturing businesses employing almost one million Australians. It is recognised by the Australian Government and the manufacturing industry as the body responsible for ensuring the skills needs of enterprises are being met.

You can find more information about MSA at:

<http://www.mskills.com.au/>

## **QMI**

QMI Solutions, formerly known as the Queensland Manufacturing Institute, has a \$20 million facility located at the Brisbane Technology Park. It was established in 1993 as a joint venture between the Queensland Department of State Development (DBIRD as it was then known), CSIRO, DET and QUT. QMI helps companies on the journey to manufacturing excellence through its knowledge and expertise, applied research and advanced training and process engineering.

You can subscribe to the site and make use of an extensive library of resources, a newsletter and advice on implementation:

<http://www.qmisolutions.com.au>

## **Strategos**

Strategos is part of an international network of lean manufacturing advisors. The Australian site provides overviews, resources, newsletters and a range of books, articles and interactive 'lessons' on lean manufacturing. Subscription to the site gives you access to a wide range of contacts and resources, as well as the opportunity to purchase consulting services: <http://www.strategosinc.com/>

## **Workplace Learning Initiatives Pty Ltd**

WLI is a Registered Training Organisation with extensive experience in providing Vocational Education and Training in industry. As the maker of this CD, WLI is well placed to assist in helping businesses to apply lean manufacturing concepts to their workplaces, and is able to offer Certificate III & IV in Competitive Manufacturing, (MSA31108 and MSA41108). Details of Workplace Learning Initiatives' capabilities can be found at [www.wli.com.au](http://www.wli.com.au).

### ***Additional sources of general information***

There are many semi-commercial sites that offer general information, newsletters, case studies, books and articles on lean manufacturing. Here is a selection:

[http://www.isixsigma.com/me/lean\\_manufacturing/](http://www.isixsigma.com/me/lean_manufacturing/)

<http://www.sixsigmasystems.com/>

<http://www.superfactory.com>

Ferret.com is a daily publication that covers the Australian manufacturing sector, with frequent articles and news items on lean manufacturing—<http://www.ferret.com.au/>.

Wikipedia has an excellent article on lean manufacturing and its origins—[http://en.wikipedia.org/wiki/Lean\\_manufacturing](http://en.wikipedia.org/wiki/Lean_manufacturing)

## From supervisor to team leader

### ***Learning objectives***

- Describe differences between old and new styles of leadership and find examples that demonstrate the differences.
- Recognise some of learners' own leadership behaviour and set goals for professional development.

### ***Key words***

participation

democratic style

autocratic style

root cause

bureaucracy

hierarchy

diversity

lean leadership

ethically

collaboration

co-operation

specialist

mass production

performance

leadership styles

active listening

accountable

action plan

The key words at the beginning of each topic provide an opportunity for learners to test their understanding and compare meanings of related words. Encourage trainees to find ways of applying these words within the workplace.

**Things to do with learners**

1. Below is the answer to the activity in the Resource Sheet.

The 'old' supervisor	The new team leader
Usually male	May be male or female
Technical expert	Uses the knowledge of experts to fill gaps in technical skills
Supervises from a position of authority	Supervises from a position of democracy
Uses authority to motivate workers	Uses respect and listening to motivate others
Likes to rescue in a crisis	Works to avoid crisis
Runs from crisis to crisis	Uses good communication, planning and maintenance programs to avoid crises
Has a feeling of being very important	The team is more important than the individual

2. Discuss the case study of George and Raylene. Identify examples of leadership from your workplace, which show leadership styles of the supervisor or team leader from the list above.
3. Find examples of good people skills discussed in the questionnaire on screen in *Removing the Barriers*. Who is best at these skills in your workplace? What are the best features of

the examples you have found? How can your learners use these examples as models to follow? You may ask those people that offer the best models in your workplace to talk to your group. Ask them to tell the story of challenging interactions, dealing with conflicting values and the methods they use for motivating people.

4. Your learners will now have some idea about their own people skills. Help them to set goals and improve them.
  - a) Ask them to choose an area for personal improvement of their people skills. Topics may include:
    - i. avoiding blaming language;
    - ii. developing more assertive behaviour with managers and team members;
    - iii. increasing the level of consultation in decisions;
    - iv. improving active listening..

Ask trainees to write down their goal for improvement. The goal should state the outcome they want to achieve within a set period. For example:

*To become an excellent listener when interacting with team members, through a program of personal development conducted over the next month.*

The learner may need your help on understanding active listening but there is a wealth of information on the internet.

(How to write effective goals using the SMART method (Specific, Measurable, Agreed, Realistic and Time framed) is covered in the last module of the CD '*Keeping Track of Progress*':)

- b) Develop a brief action plan explaining what trainees will do to improve their selected people skill.

Trainees need to map out their own path for development. They may choose to read certain material, complete training activities or speak to someone who is a good role model in your workplace.

Perhaps then they will set themselves certain practice tasks. E.g. listen actively in 1-on-1 conversations or practise active listening with a mentor at least ten times over the next fortnight.

- c) Report on their progress.

One part of the action plan should include an evaluation and reporting plan. How will trainees evaluate and report? How will they know they have made progress?

Learners may add their action plans and summaries of discussions to their portfolios, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## What is a team?

### ***Learning objectives***

- Demonstrate understanding of the differences between groups and teams.
- Demonstrate an understanding of facilitation in work teams.
- Apply open questions in leading discussion on a workplace topic.

### ***Key words***

facilitate

self managing

flat authority structures

authority

facilitation

objectives

values

leadership styles

workplace culture

productivity

efficiency

open questions

### ***Things to do with learners***

1. The activities in the Resource Sheet are based on experience and opinion. They do not have a single correct answer. Compare the answers given by the group.
2. There is some discussion in the Resource Sheet about self-managing teams. At your workplace, is the company interested in encouraging self managing teams? Invite senior managers to your training group to discuss the goals they have in mind for the development of teams.
3. Discuss the facilitation activities of team leaders. Identify some examples of facilitation around your workplace. What does

facilitation involve and how is it different from instruction or delegation?

4. Study the open questions in the Resource Sheet. Open questions are those that lead to discussion. Closed questions invite a yes/no answer. Open questions lead to thinking about 'why' and 'how'.
5. Consider an issue that may be up for discussion at your workplace. Brainstorm the questions that could encourage discussion on this issue. Identify the closed questions and turn them into open questions.

Learners may summarise these discussions and add the summaries to their portfolios, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## Communication barriers

### **Learning objectives**

- Demonstrate an awareness of language and behavioural barriers.
- Identify strategies to overcome some barriers identified.

### **Key words**

open questions

feedback

jargon

defensiveness

motivation

body language

language barriers

image

cultural barriers

### **Things to do with learners**

1. What is the jargon of :
  - a) your industry
  - b) your workplace
  - c) your management?

If you are having trouble finding the jargon, take some workplace documents home and show them to your family or friends. They will point out the words they do not understand.

2. What language does the shop floor dislike? People will not use words that do not 'belong' to them. Some words are very management focused and people on the shop floor say they are artificial and unnecessary. They are often associated with ideas or things they reject. Are there words like that in your workplace?

For example, management might talk about 'letting people go' when they mean they are sacking them or they may use words that most people do not understand like 'matrices' or 'percentile'.

3. Discuss the strategies people use in your workplace to help others understand. People who are learning English may need help. Others on the shop floor may help them informally or management may have formal ways to help understanding. There may be buddy arrangements, special briefings or plain English policies. What happens, or could happen, at your workplace either formally or informally?
4. Discuss the way body language influences your response to others.
  - a) Collect photographs from magazines and discuss what the body language is saying.
  - b) Ask members of the group to freeze while others feed back the messages their body language is communicating.
  - c) Use television and other video sources to study body language. Tone of voice and style of speech is an important contributor to body language. Include this in your discussion.
5. The Resource Sheet asked you to consider the attitudes you want to communicate to your team.
  - a) Discuss the different responses to this question with your group.
  - b) Discuss how people believe they communicate these attitudes.
6. Discuss the meaning of the word "defensive" and the different presentations of defensive behaviour. Some people are more defensive than others. What behaviour results in defensiveness

in the team? Why is defensiveness a problem? When have team leaders been successful in overcoming defensive behaviour?

Learners may summarise these discussions and add their summaries to their portfolios, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## The organisation of teams

### ***Learning objectives***

- Recognise the relationship between team structure and team behaviour.
- Recognise barriers to communication within the workplace structure.

### ***Key words***

restructure

out-sourcing

company structure

common goals

employee satisfaction

empowerment

equal rights

bullying

diversity

company culture

job design

organisational structure

### ***Things to do with learners***

1. Compare the answers your learners have given to the case studies in the Resource Sheet.
2. Discuss the barriers that get in the way of team development in your workplace. These questions may help:
  - a) Is there competition between teams or individuals in your workplace? Is this constructive or destructive?
  - b) Are there strong lines of authority in your workplace? Is your workplace more like a family or an army in its authority relationships? Are these features positive or negative for team development?

c) Are the relationships between different departments open and co-operative? Some departments work closely together as a department but rarely speak to others outside the department. As a result, poor communication leads to misunderstandings and a breakdown in workplace systems. What happens at your workplace?

3. Discuss the workplace culture of communication.

How 'blaming' is your workplace? Are people blamed and shamed when things go wrong? How does management react when things go wrong?

Does your workplace encourage diversity? Are there strong policies against bullying behaviour and racism? Is difference welcomed or are people inclined to hide their differences?

Are innovation, creativity and learning encouraged in your workplace? What happens to encourage or discourage these things?

Learners may summarise these discussions and add their summaries to their portfolios, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## Change—do we have to?

### **Learning objectives**

- Recognise the nature of resistance to change.
- Develop strategies to promote change and counteract resistance.

### **Key words**

incompetent

resistance

implement

buy-in

reaction

implementation

proactive

impact

pay-off

### **Things to do with learners**

1. Discuss with your group changes that have happened in your workplace. How did people react to the change? Was there resistance and how was it managed?
2. Ask learners to interview a manager to discuss how they planned and managed a recent change.
3. Identify a change that is coming up at your workplace. Work with the matrix on this website:

<http://www.oursouthwest.com/SusBus/matrix.pdf>

How ready is your workplace for this change?

What work needs to be done and how will it be achieved?

4. Each learner is to present a proposed change to the group. (if it is a real change, it will be most effective). While preparing their presentation, get them to think about:

- a) points of resistance for individuals in the group;
- b) possible selling points and advantages to individuals.

Ask the group to provide feedback to the presenter in terms of what encouraged them to participate in the change and what made them feel resistant to the change.

Learners may summarise these discussions and add the summaries to their portfolio, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## Change—getting the team involved

### **Learning objectives**

- Demonstrate an understanding of the concept of informal leadership and ownership.
- Demonstrate an application of these ideas in practice in the workplace.

### **Key words**

informal leadership

group influence

belonging

ownership

group pressure

alienation

organisational change

initiative

attitude

### **Things to do with learners**

1. Identify the informal leaders at your workplace. There are usually areas where informal leaders have power—their 'sphere of influence' and areas where they have little power. Discuss the 'sphere of influence' of the informal leaders you have identified.
2. How have managers and team leaders worked with informal leaders? You can sometimes use the power of informal leaders to promote a cause and encourage co-operation. Have there been occasions when informal leaders have been given special roles to support change in the workplace?
3. Consider a change that is planned in your workplace. How can team leaders and management use the power of informal leaders to promote understanding and acceptance of new ideas?

4. Find examples from your workplace where ownership has played a part in the success or failure of an idea. Discuss why people have felt a sense of ownership and how it has been maintained.
5. To what extent do workers in the teams feel ownership over their work? Do they care about how it is done? Do they try to improve things? Do they take pride in their work achievements? Why?
6. Ask each learner to find three ways to increase their team's sense of ownership over their work. Ask them to implement these ways of increasing team ownership and report to the group on the outcomes.

Learners may summarise these discussions and activities and add them to their portfolios, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## The Eighth Waste

### **Learning objectives**

- Demonstrate an understanding of the concept of waste, including the eighth waste, within the lean system.
- Recognise the barriers that interfere with waste reduction in the workplace.

### **Key words**

waste

conveyance

efficiency

inventory

utilisation

innovation

human resources

productivity

culture of participation

### **Things to do with learners**

1. Revise the group's understanding of the 7 Wastes. You may like to review the information on the 7 Wastes covered in the first CD. As a quick revision, ask learners to find one example of each type of waste within your company.
2. Ask the group to identify the barriers to the 'Eighth Waste' in your organisation.
  - a) What stops managers from fully utilising the skills and knowledge of workers?
  - b) What stops workers from developing good ideas and putting them forward?
  - c) How can these barriers be broken down?
3. What information do teams need in your workplace?

Without information, people cannot understand what is happening or make useful decisions.

On the next page is a table that lists information that is often supplied to the shop floor. You may choose to make copies of this table for your group.

What information is currently supplied in your workplace? What information would be useful that is not currently supplied? There are spaces at the end of the table to add items from your workplace.

Documents	Currently supplied	Would be helpful
Process flow map—shows the order in which a product is made.		
Standard operating procedures		
Manuals for the equipment being used		
Material Safety Data Sheets		
Customer specifications—e.g. tolerances for weight and size etc, blueprints and drawings		
Hourly record of production		
Defects and non-compliance records		
Machine maintenance records		
Photos of faulty and good products		
Monthly production performance records		

4. Having information around is not very helpful unless people know how to read it and use it. How do you/could you help team members understand and use this information?

Learners may gather information and summarise these discussions to add to their portfolios, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## Effective data sheets

### **Learning objectives**

- Develop a critical approach in data gathering methods.
- Design production data sheets that meet the criteria of good practice identified by the group.

### **Key words**

strategy

performance

guiding principles

audit

standardise

actual production

trial

lost time

target production

### **Things to do with learners**

1. Gather data sheets from around the workplace. Evaluate them for their effectiveness. Consider the criteria below in evaluating them. However there may be more appropriate criteria to apply at your workplace. There is space to add your own.

Question	Yes/No	Suggestions for improvement
Is the form easy to complete?		
Is all the information actually used?		

Question	Yes/No	Suggestions for improvement
Do production workers understand the job requirements accurately?		
Do workers fill out the forms accurately?		
Is there enough time for workers to complete the forms?		
Does the data have a direct affect upon improving productivity and efficiency?		

2. Design a data sheet for the workplace. This may be a group project. Make sure those who are using the data sheet are involved in the design and the final product meets the criteria listed above. Don't forget to trial it before it is fully implemented.

Learners should gather samples of this work and add them to their portfolio, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate. A brief summary of the rationale and process will aid in explaining the significance of the sample.

## Direct and indirect costs

### **Learning objectives**

- Demonstrate an understanding of the different types of costs within manufacturing.
- Plan costs for different production initiatives.

### **Key words**

direct costs

indirect costs

variable costs

fixed costs

revenue

income

profit and loss

outgoings

overhead

statement

bill of materials

economical

economic

audit

asset

liability

### **Things to do with learners**

1. Send your trainees off to visit the finance department at your company. Have them collect a copy of a Bill of Materials (BOM) for a product they make. Ask each person to explain the information on their BOM.
2. Calculate the direct and indirect costs of a particular production order. You may need the assistance of experts in your finance department to get it right. On the next page are some categories to think about. Find figures to complete the list. Some categories may not be relevant. Replace them with those that are. Add your workplace costs to the table.

For each group of employees, calculate the salary costs for the percentage of time they spend on the product identified in the BOM. Then add 30% to that figure to cover the cost of insurance, leave, training, superannuation, administration etc.

Item	Cost
BOM costs	
Cost of freight to deliver materials	
Time of production workers	
Time of mechanics and maintenance supervisors	
Parts and equipment used in maintaining equipment	
A percentage of the cost of plant and equipment equal to the amount of time used in producing this product	
A percentage of rent, power and utilities costs equal to the amount of time used in producing this product	
Time of engineers and technicians	
Time of managers, supervisors and team leaders	
Time of quality department, managers and auditors	
Time of office people	
Time of marketing and sales staff	
Warehouse and dispatch employees	
Freight cost to transport finished items	

3. Using a similar table, ask the group to consider the direct and indirect costs of a recent production hold-up at your workplace. Again you will probably need the assistance of an expert from the company. This time you will need to take into account things such as:
  - a) the lost production time
  - b) the cost of wages for workers doing 'fill in' or perhaps, no work
  - c) inventory costs if there is a bottleneck
  - d) costs of moving parts around the factory if necessary
  - e) the involvement of specialist staff who deal with problem solving (work out the time spent on the problem and calculate the salary cost)
  - f) cost of delays of the order

Learners should gather samples of this work if they are collecting evidence to present to an RTO for recognition towards an accredited certificate. A brief summary of the rationale and process will aid in explaining the significance of the sample.

## Reading the numbers

### **Learning objectives**

- Interpret production data around the factory.
- Demonstrate an understanding of how data is collected and used.

### **Key words**

hunch

Management by Facts

hidden costs

assume

assumption

do-able

data

just-in-case

realistic

root cause

jumping to conclusions

negative

trend

average

percentage

### **Answers to activities in the Resource Sheet**

1. Let's say the rejects went up from 580 to 630. Find the percentage increase using the calculator.

$$630 - 580 = 50$$

$$50 \text{ divided by } 630, \text{ multiplied by } 100 = 7.35\%$$

2. Let's say one machine broke down. They had to wait for parts to come from Germany and the machine could not produce anything for a week. You will remember there are 6 machines in Mehmet's team and there are 480 minutes in the working day. But you will also remember that the machines lose an average of 168 minutes per day.

What are the average working minutes for the six machines in Mehmet's team?

Answer:  $480 - 168 = 312$

$$312 \times 6 = 1872$$

If one machine did not work for the whole week, what percentage of working minutes would be lost for the team?

312 divided by 1872 multiplied by 100

Answer: 16.6%

3. Let's say Mehmet's team managed to reduce start-up time by an average of 30 minutes per day, per machine. All the other lost time figures remained the same:

Calculate the percentage improvement in reducing lost time.

The machines were losing 168 minutes per day, 35% of the working day. We want to find the percentage improvement.

30 divided by 168 multiplied by 100

Answer: 17.8%

Calculate the new daily average of lost time as a percentage for one machine in Mehmet's group.

138 divided by 480 multiplied by 100

Answer: 28.75%

### ***Things to do with learners***

1. Collect production data from notice boards around the factory. Supervisors may also have production information that is useful and easy to work with. Help the learners to understand the data:
  - a) translate all the abbreviations into every day words
  - b) explain the use of different colours
  - c) discuss the trend and why it changes
  - d) discuss the uses and applications of different types of data.

The figures that will interest your learners most are the ones that come from their work area. Use these charts and figures if possible.

2. Invite to your class, someone who gathers the figures and turns them into graphs. Ask him/her to explain how they gather the information. If practical and useful, your learners could sit with this person for a short time to witness the work they do.
3. Invite a manager to your class. Ask him/her to explain the way they use this information to make decisions. What important decisions have resulted from this information?

Learners should gather samples of graphs and data sheets to add to their portfolios, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate. An explanation of their interpretation and use would be essential. This should be added to the work samples that result from the exercises in the corresponding Resource Sheet.

## Managing attitudes

### ***Learning objectives***

- Demonstrate an understanding of assertive ways of conducting work relationships.
- Gather examples of team leadership that demonstrates the individual's capability for assertiveness in work relationships.

### ***Key words***

assertive

aggressive

passive

bullying

defensiveness

performance

feedback

avoidance

inappropriate

### ***Things to do with learners***

It is important for your group to understand that what they will be discussing during this session are behaviours, not people. While you may ask learners to think of someone, we aren't interested in who they are, but in their behaviour or what they do. For these exercises, it is okay to analyse and critique behaviours but not people.

1. Ask learners to think of someone in the workplace who acts assertively. What do they do to earn this description? Could this person be a useful model for the group?
2. Discuss challenging interactions. Ask the learners to think of situations they handled well or not so well. Talk about how they would handle them now if they had that time again.
3. Ask learners to talk about a real situation that is imminent e.g. a performance interview, a team meeting, or Health and Safety

Committee meeting. Have them conduct a role play with one learner being the employee and the other the team leader.

Role plays are powerful ways to learn. However, most people find them threatening and they need a lot of encouragement to participate. At the same time, they are really useful if you can coax the group to participate. One way is for you to take a role, then encourage learners to have the conversation with you. This is like a group role play. You may wish to open the conversation with a statement and then, invite the group to respond. Continue by replying to the response, and inviting everyone to join in the conversation.

Don't forget the advice of the Resource Sheet. Practise the model offered. Think about the language the team leader needs to use to demonstrate his/her willingness to listen to the employee and learn about their view of the world.

4. Ask learners to keep a diary of their interactions with their team. The diary might be sustained for a few weeks. Learners might:
  - a) identify requests they make using non-blaming language;
  - b) note feedback they give to team members and the responses that result;
  - c) note the language they use when offering a caution and resultant response on the part of the employee.

Ask learners to report on their diary notes to the group.

Learners may summarise these discussions, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate. Remind them to change the names of employees if they are allowing others to read their stories and case studies.

## OEE and a systems approach

### **Learning objectives**

- Demonstrate an understanding of production systems.
- Demonstrate an ability to apply the principles of OEE in calculating OEE on one machine.

### **Key words**

OEE

systems approach

systematic

availability

systemic

work flow

down time

bottleneck

lead time

monitor

roll out

capability

run rate

run sheet

tally

### **Things to do with learners**

The activities below are aimed at developing learners' knowledge of systems thinking. OEE is a workplace system. The last two activities focus on OEE.

1. Discuss the diagrams that learners put together to describe the system of production at your workplace. Did they all have the same elements? Were they all able to name the customers and suppliers? Ensure the accuracy of each individual's drawing.
2. Discuss the strength of the systems at your workplace.

For example:

When considering a change, do departments think sufficiently about how their plans will impact other departments?

Do the departments support the workplace systems that are not of immediate interest to them?

How does the management support the systems in place at the company? What happens to make people aware of the OH&S or quality systems? How do they make sure that people follow the system?

3. Compare individual OEE analyses done as a result of the Resource Sheet activity. What difficulties did individuals encounter? Who, in your workplace, can assist in improving the performance of machines?
4. What are the barriers to setting up or sustaining an OEE system in your workplace? How might these barriers be overcome?

Learners should gather samples of their OEE analyses if they are collecting evidence to present to an RTO for recognition towards an accredited certificate. Other work samples could be added including summaries of discussions.

## OEE and the Six Big Losses

### **Learning objectives**

- Demonstrate an understanding of the Six Big Losses.
- Apply the concept in limited terms within the manufacturing environment.

### **Key words**

specifications

standardise

accuracy

diagnosis

stoppage

utilisation

output

capacity

capability

yield

variable

actual

### **Things to do with learners**

What suggestions can your group make for reducing the Six Big Losses at your workplace? Ask them to make a suggestion in each loss area. A table is provided for them to write their suggestions and also, to write the next step necessary to implement the suggestion e.g. fill out a suggestion form, gather data about a work process, present the idea at a production meeting; speak to the maintenance department to find out if they support the idea...

Remember, it is not just about having a good idea. You need to be sure you are working on the root cause of the loss problem. You need data that supports your understanding of the problem. To take a medical example, you may think you have a problem with your lungs because you run out of breath, but it turns out the real problem is with your heart because it is not pumping well enough. Treating the lungs will not solve the problem. So make sure you have the diagnosis correct.

Find an example of mistakes that have arisen from misdiagnosis in your manufacturing environment.

### The Six Big Losses

Suggestion	The Next Step
Breakdowns	
Set up and Adjustments	
Small Stops	
Slowed Speed	
Start up Rejects	
Production Rejects	

Learners should add this table to their portfolio if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## Planning with cross functional groups

### **Learning objectives**

- Demonstrate an understanding of the collaborative nature of workplace planning and implementation.
- Recognise and accommodate stakeholder interest in workplace projects.

### **Key words**

standards of behaviour

obligations

options

Stakeholders

influence

collaboration

working conditions

implementation

verify

cross functional

safety risk

persuasion

### **Answers to matching exercise in Resource Sheet**

Stakeholder	What they need to know
Union shop steward	Knowledge about how new projects will affect working conditions and rewards
OH&S officer	Possible safety risks
Team members	Changes in production tasks and routines
Training manager	New skills needed to operate program
Maintenance team leader	New demands on maintenance team

Stakeholder	What they need to know
Maintenance tradespeople	Changes in maintenance tasks and routines
Materials buyers	Changes to regular orders of supplies
Scheduler	Changes to daily production orders
Managers	Links between the company goals and the new project
Finance people	New costs of the project

### ***Things to do with learners***

1. Identify a cross functional team that involves as many of your group as possible. Work with your training group to identify the stakeholders. Ask trainees to interview a stakeholder to find out:
  - a) what their hopes and fears are for the project;
  - b) who communicates with them and how often;
  - c) if they are satisfied with the amount of information that comes to them from the project;
  - d) if they feel that their voice is heard by the project team.

Combine the findings of the interviews to consider:

- what needs to be improved;
- how that could be achieved.

2. Identify a recently completed project. Ask the group to interview someone who worked on that project team. Use the interview to find out:
  - a) what workplace systems they took into consideration when planning the project (e.g. quality, shift organisation, Human Resource Department requirements);
  - b) what legal requirements they considered (e.g. OH&S, industrial relations, government regulations).
  
3. Does your company use the Plan-Do-Check-Act cycle? Is it used in:
  - a) training;
  - b) planning;
  - c) problem solving;
  - d) other activities?

Speak to project leaders and managers and ask how they use it and why. How does it assist in being more effective and productive?

Learners should gather samples of this work and add it to their portfolios if they are collecting evidence to present to an RTO for recognition towards an accredited certificate. A brief summary of the rationale and process will aid in explaining the significance of the samples.

## Planning with the team

### ***Learning objectives***

- Demonstrate ability to work within the key stages of a project plan.
- Participate in project planning activities, demonstrating an understanding of the processes.

### ***Key words***

5Ws and 1H

5 Whys

sequence

brainstorm

Gantt chart

monitor

deadline

do-able

estimate

output

Outcome

### ***Things to do with learners***

You may wish to turn to the last section of the CD called *Keeping Track of Progress*. Here you can learn about SMART goals and targets. You could incorporate SMART targets in this discussion. Otherwise leave it till you get to the end.

1. Form a project planning team with your group of learners. This is a powerful activity if the problem or project is real. You may not be able to implement the project, but at least you can base the learning on a real problem in your workplace. If your workplace does not have a TPM program, you may like to plan the implementation of TPM. Otherwise, you may choose to evaluate the effectiveness of the TPM or OEE program.

When you have agreed on the improvement to implement or the problem to solve, begin the planning process.

a) Ask each individual to write a goal or target for the project.

Share the results and discuss which one is best and why.

Make sure:

- i. Goals are measurable. Discuss how you might measure progress.
- ii. There is a clear time target to produce the results.
- iii. The process is realistic and achievable.

You may find you need to design a new target based on the combined efforts and learning from the discussion.

b) Brainstorm the 5Ws and 1H.

This should result in a clear process that the group needs to follow.

Question the group to make sure the process will deliver the goal set by the group.

c) Identify the stakeholders.

What questions would you ask, to find out how they would be affected by the plan and whether it would meet their needs?

d) Identify risks.

The discussion with stakeholders should expose some of the risks and problems that may arise in the future. Many project plans include a Risk Management Plan. Identify the

main risks and ask the group how they should plan for this type of eventuality.

- e) Ask the group to develop a simple Gantt Chart to show how the project would roll out.
- f) Identify ways of monitoring the progress of the project and of measuring the final outcomes.

Learners may summarise these discussions, if they are collecting evidence to present to an RTO towards an accredited certificate. Learners should write up the project plan and add it to their portfolio of work.

## Total Productive Maintenance

### ***Learning objectives***

- Recognise the developmental stages of a Total Productive Maintenance Program.
- Contribute to the development of a TPM program.

### ***Key words***

preventive

predictive

action plan

reliability

variation

proactive

true costs

symptoms

diagnosis

toolbox meeting

audit

reliability

### ***Things to do with learners***

1. The questionnaire on the following page will help the group understand what needs to be in place for a successful TPM program. Work through it with your group.

<p>Does the company have a TPM policy? (Read it with the group)</p> <p>Comments</p>
<p>Do maintenance workers have the skills to train production teams?</p> <p>Comments</p>
<p>Are operation teams trained in gathering data about production and machine performance?</p> <p>Comments</p>
<p>Is there time available for TPM training of production workers?</p> <p>Comments</p>
<p>Are charts, manuals and other information available for the production team?</p> <p>Comments</p>

<p>Are there targets for the introduction of TPM?</p> <p>Comments</p>
<p>What savings could be made at your workplace through a TPM program?</p> <p>Comments</p>
<p>What are the barriers to progress of the TPM program, or, alternatively, what is supporting its success?</p> <p>Comments</p>
<p>What can you do to help?</p> <p>Comments</p>

Learners should add this table to their portfolio if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## Team leader roles

### **Learning objectives**

- Recognise the different roles performed by team leaders.
- Recognise personal strengths and areas of weakness in performing team roles.

### **Key words**

defender

sentry

facilitator

win-win solution

morale

motivation

innovation

delegate

putting out fires

### **Things to do with learners**

1. Ask the group to share their stories and experiences in each of the 4 team leadership roles discussed in the Resource Sheet.

They are:

- a) defender
- b) sentry
- c) manager
- d) facilitator

Probe the thinking of individuals with questions such as:

- i. Which role would the company favour in the situation you describe?
- ii. What effect did your behaviour have on the workers?

- iii. Does your gut-feeling about how to behave sometimes conflict with the theory of how you should behave? How do you resolve it?
  - iv. Do you observe others in the workplace performing these different roles? Do they offer good models for the group to learn from?
2. Ask each individual to consider their strengths and weaknesses in each of these roles. What comes easily? When do they feel most uncomfortable in these roles? Is it difficult to prevent managers, for example, from intervening in the work of the team? What can you say to them?

Role play situations to give individuals practice on how to behave in difficult situations. If a group resists participating in a role play, try the group role-play approach where you take on the challenging behaviour and the group has to respond in conversation with you.

Learners may summarise these discussions and add them to their portfolio, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## Training the operators

### ***Learning objectives***

- Develop an outline for a training needs analysis.
- Design an outline for a training plan.

### ***Key words***

accredited training

Competitive Manufacturing Certificate

formal training

non-accredited training

informal training

units of competence

training needs analysis

accredited qualifications

skills gap

registered training organisation

delegate

### ***Things to do with learners***

Training is one of the key responsibilities of a team leader. The starting point is to identify the learning needs of the team. There are three areas to consider:

- Technical knowledge (job skills, systems knowledge e.g. quality, OH&S, production systems).
- Process skills (lean thinking, problem solving, using lean measurement tools).
- Relationship skills (communication, working in a team, speaking to customers and suppliers).

1. Identify knowledge and skills goals.

Work with the group to identify the skills and knowledge needed by the team in each of these three areas. The advice of the training manager would be useful here. Invite him or her to attend the session and introduce you to the Training Package for your industry. The Training Package identifies competencies that have been identified by your industry for different levels of work.

The outcomes of these discussions should provide the group with a set of goals. A perfect team should have all the skills the group has identified. Before you can decide which ones are the most important to address through training, you need to find out what skills and knowledge individuals already have and the size of the 'skills gap'. The skills gap will influence the training priorities.

2. Identify the skills gap of the team.

To identify the skills gap, each individual within the team is interviewed and, maybe tested, to see if they meet the required skill level. An appreciation of a person's abilities can also be obtained by observing their work. Does the person work safely; always using the appropriate procedure and safety equipment? Does the person have a higher or lower than average reject rate, or does the person communicate effectively with others in the organization? In other words, is he or she understood and does he or she understand what instructions they are given?

You will need to set standards. The standards will explain exactly what you mean when you tick someone off as competent in a job. You could try the 4-level systems below as a starting point.

Below are two systems for charting the progress of team members:

a) I L U charts

I = Initiate (inductee—very early in the training and just been introduced to the skill.

L = Learning the skill. Usually undergoing some form of formal workplace training.

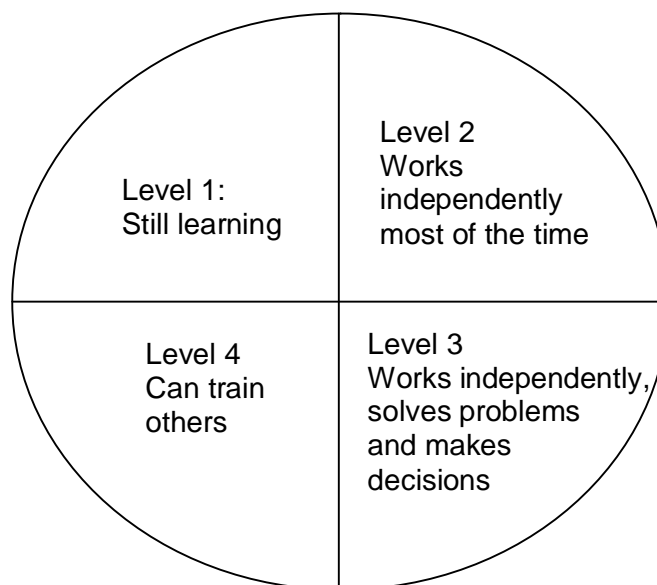
U = able to perform the skill 'Unsupervised' and solve problems

□ = able to train others.

You can construct a matrix and mark the person's progress using these symbols:

I L U □

b) Use a circle for each job, task or area of knowledge. Colour each section of the circle as the worker achieves competence and becomes more experienced. You can also use this on a matrix.



3. Plan how you will address the training need.

When the team leaders and trainers have decided the competency level of each team member, they will then have a clear picture of the learning that is needed in their team. The next step is to decide how they will address the skills and knowledge gap. This depends partly on money, staffing arrangements and resources available. However here are some methods the group should consider:

- a) Coaching and mentoring
- b) Delegating special responsibilities
- c) Discussion groups and team activities
- d) Shadowing
- e) Learning from other teams
- f) Off-site training
- g) Computer based e-learning
- h) Vendor training (offered by machine manufacturers and distributors)

Work with the group to decide what the highest priorities for training and learning are. Consider how learners might best acquire these skills. Don't forget that any amount of telling and showing does not necessarily result in competence. Learners need to practise, deal with challenges and make mistakes.

Set out the goals the team leaders plan to achieve over the next 6 months and how they will do it.

When your group has finished this topic, they should have developed a training plan that consists of:

- i. The learning goals of the team set out in topics and skills.
- ii. A training needs analysis with the skills and knowledge of each team member specified in terms of the standards they have reached (using one of the two systems for charting progress, as shown above).
- iii. A plan for the next 6 months explaining what training will take place, how it will happen and who will participate.

Learners should add this training plan to their portfolio if they are collecting evidence to present to an RTO for recognition towards an accredited certificate

## Delegation and monitoring

### ***Learning objectives***

- Recognise good practice in delegation and monitoring.
- Develop a plan for delegating and monitoring a task within the workplace.

### ***Key words***

delegation

delegate

accountability

accountable

authority

potential

ownership

responsibility

measurable outcomes

### ***Things to do with learners***

#### **Delegation**

1. Discuss the tasks the people in the group currently delegate. What is stopping them from delegating more?
2. The most common problem with delegating is that team leaders are not happy with the quality of delegates' work. Ask the group how they have improved and achieved a high level of quality in delegated work. Ask managers to contribute their ideas on the quality problem. What barriers get in the way of delegating for team leaders?
3. Discuss with the group the way they delegate. Discuss:
  - a) how they prepared the person who has been delegated a task;
  - b) how they set standards for the work;

- c) how they supported the delegate;
- d) how their delegation could have been improved.

## Monitoring

1. Cole<sup>1</sup> discusses 5 levels of monitoring:

Level 1: *Just do it*—for those with known experience and competence.

Level 2: *Keep me informed*—for those that need only a little guidance.

Level 3: *Check back first*—where the delegate works through the stages of the task checking back at the end of each stage before moving on.

Level 4: *Let's talk it through first*—where you ask the delegate how they will approach each stage and you talk it through before they begin.

Level 5: *I'll walk you through it*—where the delegate is new to the task so the team leader is training the delegate closely.

You might use a combination of the approaches outlined above such as levels 5 and 3. Ask the group to give examples of each of the above situations in your workplace. Ask them for details of exactly what they did, said and recorded.

2. Ask each individual to develop a delegation and monitoring plan for someone who is not experienced. Identify the Monitoring Level or Levels you would use. Break up the task into stages and outline how the delegate will be supported and monitored.

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<sup>1</sup> Ibid 2001 – p 716 - 717

Learners may summarise these discussions and plans if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## Key Performance Indicators

### **Learning objectives**

- Distinguish between personal objectives and KPIs.
- Develop SMART KPIs relevant to the workplace.

### **Key words**

KPI

lag indicator

lead indicator

actual

frequency

measures of performance

vision

specific

reliable

### **Things to do with learners**

1. Gather a sample of KPIs from your workplace. Are they SMART?
2. Discuss the objectives that individuals have in relation to their work. What do people really want to achieve for themselves and for their team? Which ones can be turned into KPIs?

Remember this conversation between Mehmet and Bill:

*MEHMET—They say ‘if you can’t measure it, you can’t improve it’, but I don’t know. The things that have changed most for us and the team are about confidence and morale and good communication and better knowledge. How do you measure that?*

*BILL—Particularly when we didn’t even know that was what we were aiming for.*

*MEHMET— I reckon KPIs work best when you know where you are headed and exactly what change to expect.*

Some things do not fit into a SMART KPI format. Discuss with the group what measurable indicators would reflect progress with their objectives.

3. Using your company's job description for the team leader position of your learners, develop a few new KPIs with the group. Make sure they are SMART.

Learners may summarise these discussions and add them to their portfolio, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## Getting to win-win

### **Learning objectives**

- Recognise different stances in conflict situations.
- Practise achieving a win-win outcome in conflict situations.

### **Key words**

party

shop steward

dispute

resolution

harassment

aggravation

resentment

industrial agreement

industrial relations

win win

demarcation

working conditions

compromise

assertive

collaboration

### **Things to do with learners**

1. Conflict can be constructive. If people feel free to raise objections, potential problems can be overcome before they occur.

Discuss situations where conflict has been positive in achieving a better outcome. For example, where objections to an idea have resulted in reshaping the idea for the better, or have shown up a risk that could have derailed the project.

2. Case Study.

*The company is changing the work schedule. Management has decided to cut one of the shifts and to have two 12 hour shifts in place of the 3 shift roster. There will be advantages in that*

*people will work 4 days on and 4 days off, but it does not suit some people who have family care commitments.*

Divide your group for a role play exercise – half of them favour the new shift arrangements, the others want things to remain the same. Secretly allocate a stance to some of the group as described in the Resource Sheet:

- a) Competing
- b) Accommodating
- c) Avoiding
- d) Collaborating
- e) Compromising

Hold a meeting to discuss whether to change to the new roster. Have the group conduct their conversation maintaining the stance.

Debrief at the end of the exercise with these questions:

- i. Did the rest of the group identify the stance of each person allocated a conflict role? What made it obvious?
- ii. Which stance was most likely to lead to long term harmony?
- iii. Which stance was most constructive in building the best team relationships?
- iv. Which stance was most frustrating for either party?

Learners may summarise these discussions and include them in their portfolios, if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## Getting peak performance

### **Learning objectives**

- Review initiatives for improving team performance.
- Review activities from the perspective of improving team performance.

### **Key words**

performance

work satisfaction

big picture

productivity

peak performance

aggravation

### **Things to do with learners**

1. Ask your learners to spend some time thinking about the activities they have been doing over the last few days. Ask them to reconstruct their day starting from when they arrived at work till when they went home. Assess the activities using Cole's guidelines for getting peak performance.

There are 4 features Cole lists as important for getting peak performance from your team. How many of the activities have the learners listed that are directed towards assisting teams in:

- a) knowing what to do;
- b) wanting to do it;
- c) knowing how to do it;
- d) having the opportunity/chance to do it.

What do they do to improve the effectiveness of the leadership of the team?

Is the group satisfied that they do enough in each of these areas to achieve peak performance?

2. Ask your group of team leaders to think about all the changes they have made in last 6 months.

What changes have contributed to getting peak performance from their teams?

Learners may summarise these discussions if they are collecting evidence to present to an RTO for recognition towards an accredited certificate.

## APPENDIX—Competency mapping table

Unit of Competence	Section on CD & Topics	Resource sheets
<p>MCMC210A Manage the impact of change on own work</p> <ul style="list-style-type: none"> <li>• Examine the impact of changes on own work practices</li> <li>• Implement change</li> <li>• Implement continuous improvement</li> </ul>	<p>Removing the Barriers</p> <p>Asking the questions Lean Leadership</p> <p>Getting the Team Involved</p> <p>What does the team think? Making it visual</p> <p>Reaching for Company Goals</p> <p>Setting team targets Team Planning Who's missing Choosing a project team</p> <p>Lean leadership at work</p> <p>Planning TPM Lean leadership at work Lean team leader roles Getting a win –win solution</p> <p>Keeping Track of Progress</p> <p>Getting peak performance</p>	<ol style="list-style-type: none"> <li>1. From supervisor to team leader</li> <li>2. What is a team?</li> <li>3. Communication barriers</li> <li>5. Change—do we have to?</li> <li>17. Team leader roles</li> <li>22. Getting peak performance</li> </ol>

Unit of Competence	Section on CD & Topics	Resource sheets
<p>MCMC410A Lead change in a manufacturing environment</p> <ul style="list-style-type: none"> <li>• Define the nature and impact of change</li> <li>• Identify KPIs</li> <li>• Liaise with key stakeholders</li> <li>• Develop a strategy to help work team implement change</li> <li>• Implement change</li> <li>• Monitor implementation of change</li> </ul>	<p>Removing the Barriers</p> <p style="padding-left: 20px;">Find the real barriers Introductory dialogue</p> <p>Getting the Team Involved</p> <p style="padding-left: 20px;">What does the team think? Ownership Developing ideas together Building team knowledge</p> <p>Reaching for Company Goals</p> <p style="padding-left: 20px;">Dancing to the same tune Who's missing Choosing a project team</p> <p>Lean leadership at work</p> <p style="padding-left: 20px;">Training Leading through delegation</p> <p>Keeping Track of Progress</p> <p style="padding-left: 20px;">Making better targets Get SMART Is it SMART? Choosing performance measures Getting peak performance</p>	<p>4. The organisation of teams</p> <p>6. Change—getting the team involved</p> <p>14. Planning with cross functional groups</p> <p>15. Planning with the team</p> <p>20. Key Performance Indicators</p> <p>21. Getting to win-win</p>

Unit of Competence	Section on CD & Topics	Resource sheets
<p>MCMC411A Lead a competitive manufacturing team</p> <ul style="list-style-type: none"> <li>• Facilitate the development of process and competitive manufacturing knowledge</li> <li>• Facilitate the efficiency improvements in team activities</li> <li>• Resource and encourage a proactive maintenance approach</li> <li>• Implement process organisation improvements</li> </ul>	<p>Pre-test</p> <p>Removing the Barriers</p> <ul style="list-style-type: none"> <li>Finding the real barriers</li> <li>Developing co-operative relationships</li> <li>Building co-operation</li> <li>Removing the barriers</li> </ul> <p>Getting the team involved</p> <ul style="list-style-type: none"> <li>A new approach</li> <li>What does the team think?</li> <li>Talking to the team</li> <li>Ownership</li> </ul> <p>Reaching for Company Goals</p> <ul style="list-style-type: none"> <li>Managing team discussion</li> <li>Setting team targets</li> <li>Understanding OEE</li> <li>Productivity Loss</li> <li>Team Planning</li> <li>Who's missing</li> <li>Choosing a project team</li> </ul> <p>Lean leadership at work</p> <ul style="list-style-type: none"> <li>Planning TPM</li> <li>Getting a win-win solution</li> </ul> <p>Keeping Track of Progress</p> <ul style="list-style-type: none"> <li>Making better targets</li> <li>Measuring change</li> <li>Getting peak performance</li> </ul>	<p>7. The Eighth Waste</p> <p>9. Direct and indirect costs</p> <p>10. Reading the numbers</p> <p>12. OEE and a systems approach</p> <p>13. OEE and the Six Big Losses</p> <p>16. Total Productive Maintenance</p>

Unit of Competence	Section on CD & Topics	Resource sheets
<p>MCMC413A Lead team culture improvement</p> <ul style="list-style-type: none"> <li>Facilitate the learner’s understanding of CM strategy</li> <li>Facilitate the application of knowledge about the importance of controlling variation in CM</li> <li>Facilitate the development of skills and knowledge within the team</li> <li>Facilitate the development of commitment within the team to the CM strategy</li> </ul>	<p>Removing the Barriers</p> <ul style="list-style-type: none"> <li>Asking the questions</li> <li>Lean leadership questionnaire</li> <li>Developing co-operative relationships</li> </ul> <p>Getting the Team Involved</p> <ul style="list-style-type: none"> <li>What does the team think?</li> <li>Ownership</li> <li>Developing ideas together</li> <li>Making it visual</li> <li>Building the team’s knowledge</li> </ul> <p>Reaching for Company Goals</p> <ul style="list-style-type: none"> <li>Dancing to the same tune</li> <li>Managing team discussion</li> <li>Setting team targets</li> </ul> <p>Lean leadership at work</p> <ul style="list-style-type: none"> <li>Lean leadership at work</li> <li>Lean team leader roles</li> <li>Good team leadership</li> <li>Getting a win-win solution</li> </ul> <p>Keeping Track of Progress</p> <ul style="list-style-type: none"> <li>Measuring change</li> <li>Getting peak performance</li> </ul>	<ul style="list-style-type: none"> <li>11. Managing attitudes</li> <li>12. OEE and a systems approach</li> <li>18. Training the operators</li> <li>19. Delegation and monitoring</li> <li>22. Getting peak performance</li> </ul>