

Outline of Presentation

The Need for Effective Reactive Improvement and Daily Review Meetings

1. What is effective Reactive Improvement?
2. What makes an effective Daily Review Meeting?
3. How do we find the resources for Reactive Improvement?



Key Learning

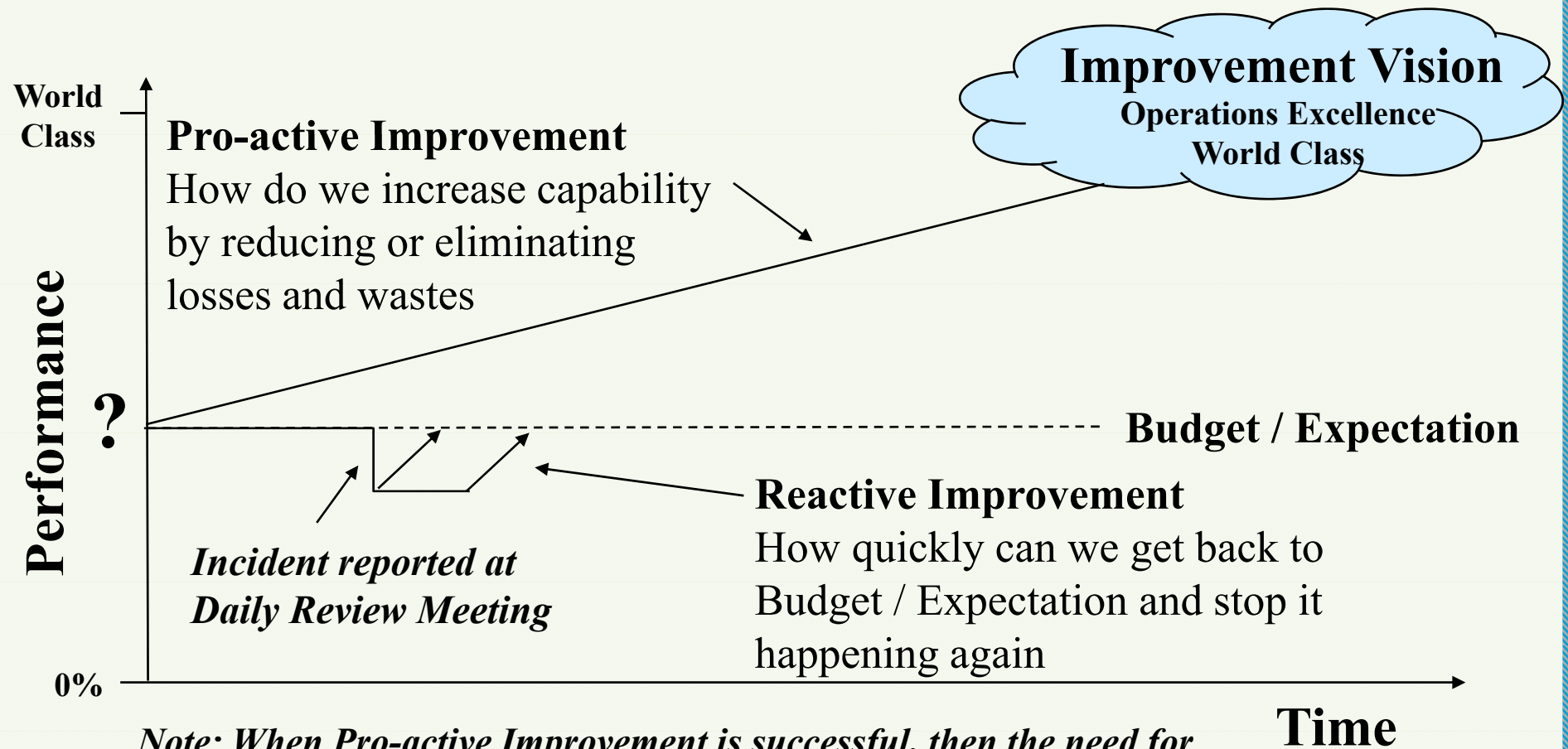
*To achieve Operations Excellence
organisations need to be very good at both
Reactive and Pro-active Improvement.*

Unfortunately many organisations get so focused on Pro-active Improvement through their Lean, Six Sigma, TPM, Op Ex etc initiatives that they lose sight of the importance of effective Reactive Improvement.

2 Types of Improvement

Reactive – ensure you achieve Budget / Expectation

Pro-active – take you above current Budget / Expectation



Note: When Pro-active Improvement is successful, then the need for Reactive Improvement should significantly reduce

Key Learning

We have also found that effective Reactive Improvement is a great foundation for accelerating your Pro-active Improvement activities

1. What is Effective Reactive Improvement?

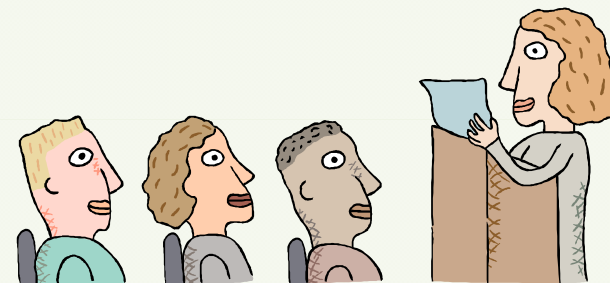
It is your ability to rapidly recover from an event or incident that stops you from achieving your budgeted or expected performance for the day or shift

and most importantly

initiate corrective actions so that the event or incident will not re-occur anywhere across the organisation.



Ask the Audience



How do we initiate corrective actions so that the event or incident will not re-occur anywhere across the organisation?

A. A Clear Expectation or Target of required performance

Right things being measured & Agreed Targets

B. Be able to review performance to expectation

Daily Review Meetings & Discipline

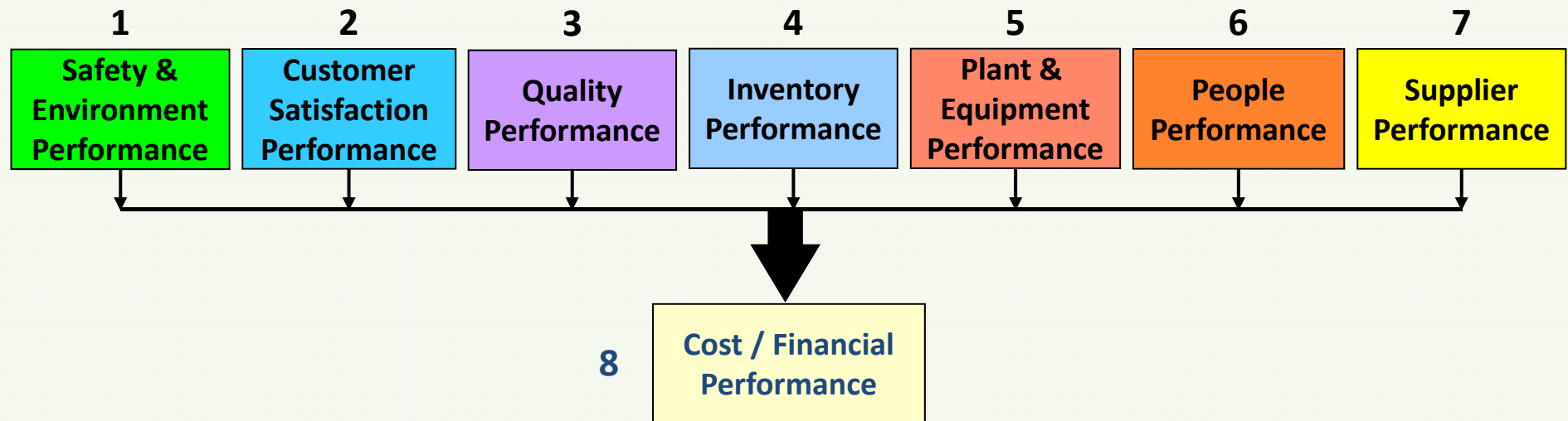
C. Capability for Root Cause Analysis

Frontline Problem Solving & A3 Summary Sheets

A. A Clear Expectation or Target of required performance

Key Success Factors for Operations

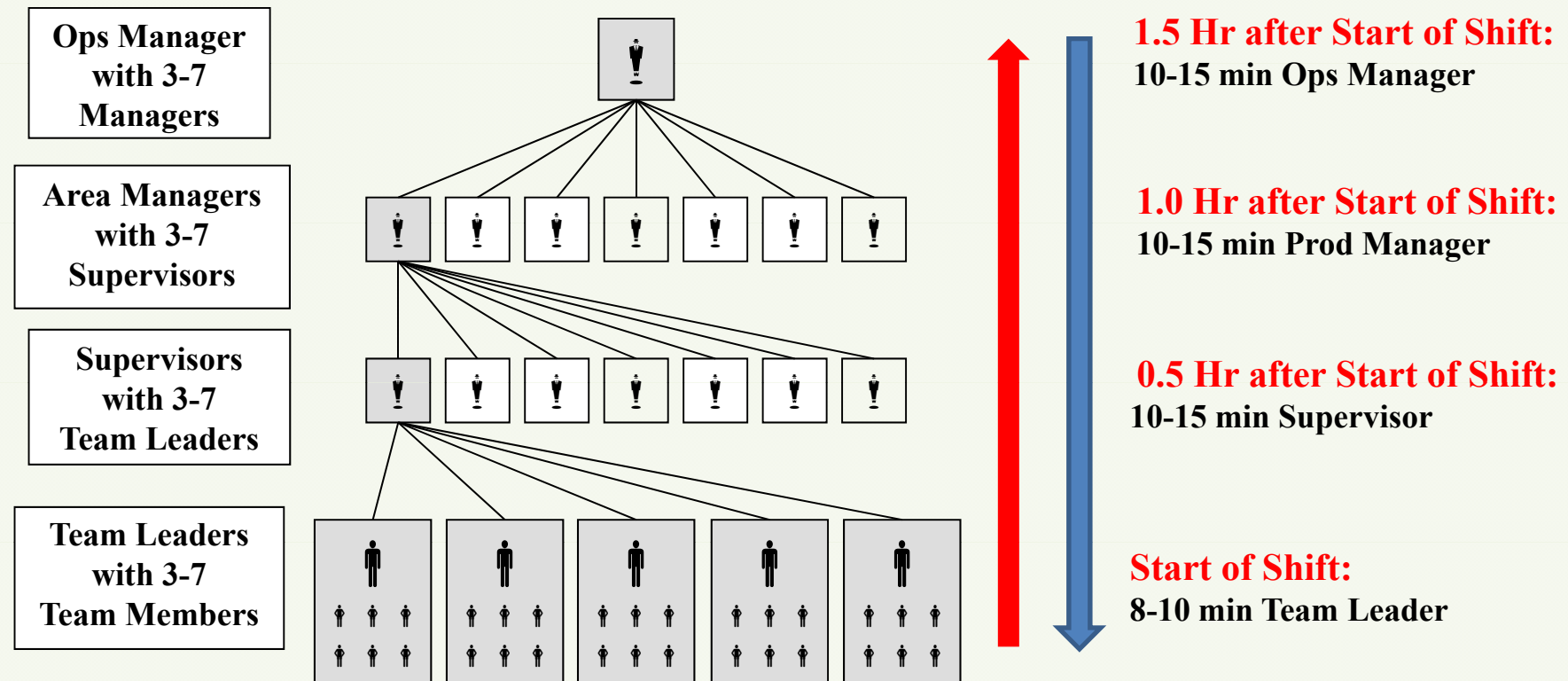
'Cause' Key Success Factors



'Effect' Key Success Factor

B. Be able to review performance to expectation

Daily Review Meeting Structure



C. Capability for Root Cause Analysis

There are many Root Cause Analysis problem solving processes in the marketplace however the key

(as discovered by Toyota many years ago)

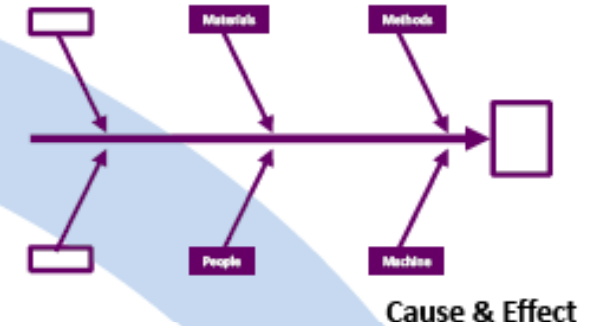
is to find one that can be used by all people in an organisation rather than just a select few.

Frontline Problem Solving Process

1. Define Problem

2. Contain Problem

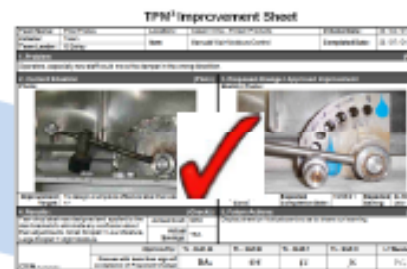
3. Analyse Problem



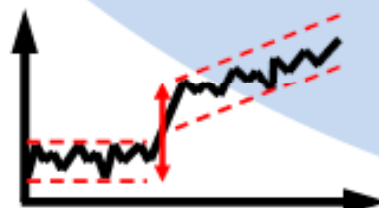
4. Develop Root Cause Solutions



5. Implement Solutions



6. Evaluate Results



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Presentation & Gain Approval



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*Presentation to
Communicate Results
& Share Learning*



7. List Future Actions

Future Action Plan			
Tasks	Who	Proposed Date	Completion Date
1. Feedback results to people in work area	Peter	14 March 2011	14 March 2011
2. Review maintenance inspection plans	Stefan	15 March 2011	17 March 2011
3. Review and update work area standards	Peter	15 March 2011	17 March 2011
4. Send results to sister site	Peter	18 March 2011	18 March 2011
5. Contact update briefing to Site Leadership Team	Levi	23 March 2011	20 March 2011

2. What makes an effective Daily Review Meeting?

Firstly, let's look at what makes an ineffective Daily Review Meeting

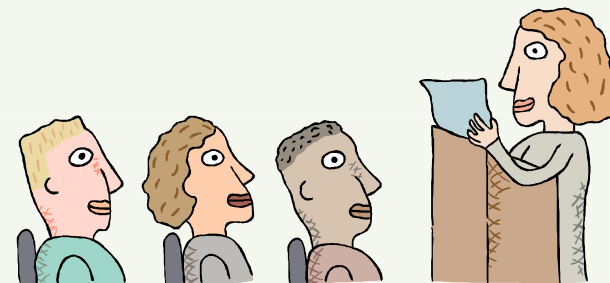
Have you ever attended a Daily Review Meeting and walked away saying 'that was a **waste of time**'?

If you are at a Daily Review Meeting and targets have not been met, are **excuses** and **work-arounds** the only thing discussed?

Do **issues** continue to **re-emerge** at your Daily Review Meetings?



Ask the Audience



2. What makes an effective Daily Review Meeting?

1. Agenda displayed
2. Current performance information
3. Stand up environment
4. Clock in room
5. Starting and finishing on time
6. Any deviation from expectation noted
7. Triggers for activating a Frontline Problem Solving action
8. Policies for allocating Frontline Problem Solving
9. Timeframe for reporting back
10. Everyone leaves with clear expectations

3. How do we find the resources for Reactive Improvement?

A. Establish Policies or Rules to:

- Set **triggers** to identify and prioritise what event or incident should be addressed to stop it from re-occurring
- Identify the **resource** who can be allocated an event or incident to conduct Frontline Problem Solving
- Set the **timeframe** for steps 1- 4 to be completed and be presented back to the Daily Review Meeting

B. Ensure everyone is properly trained and has access to a qualified facilitator to assist as required

C. Establish a quality control process to ensure all A3 Summary Sheets comply to the site standard to allow effective sharing of learnings

A. Establishing Initial Policies or Rules

This will be very dependent on **where you are starting from**

Example Triggers Policy:

Breakdown greater than 1 hour

Quality Loss greater than 5% for the shift

Miss Production Plan Target by greater than 20% for the shift

Example Resource Policy:

Can only be allocated 1 problem at a time until Step 4 completed and approved

Example Timeframe Policy:

Report back Steps 1-4 within 5 working days for approval

A. Establishing Policies or Rules Goals

This will be very dependent on you **Improvement Vision**

Example Triggers Policy:

Breakdown greater than 2 minutes

Quality Loss greater than 0.1% for the shift

Miss Production Plan Target by greater than 5% for the shift

Example Resource Policy:

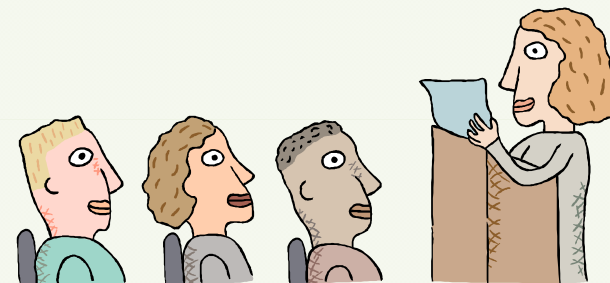
Can only be allocated 2 problems at a time until Step 4 completed and approved

Example Timeframe Policy:

Report back Steps 1-4 within 2 working day for approval



Ask the Audience



B. Ensure everyone is properly trained

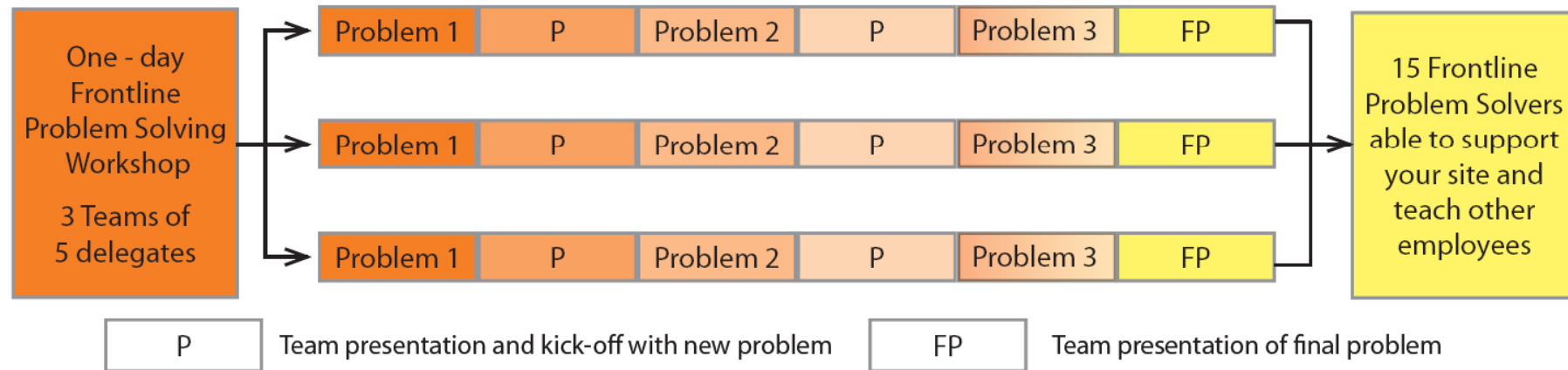
Frontline Problem Solving

On-the-Job Skills Development Program

Contact Hours: 1 day workshop plus 6 off weekly 2 hour meetings

Deployment Model

Weekly meeting with
company sponsor



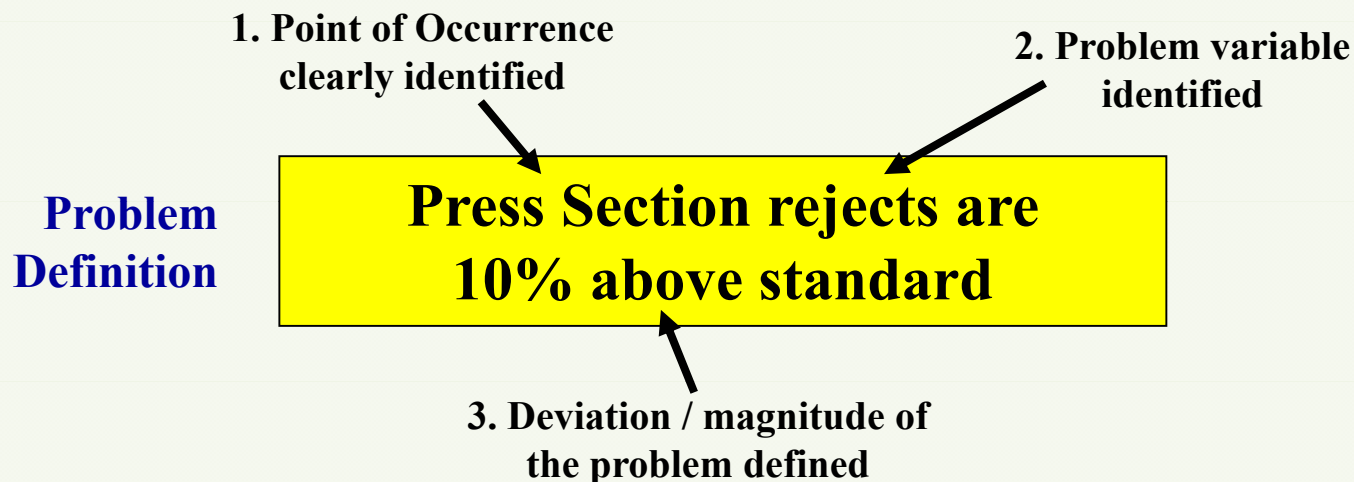
C. Establish a quality control process

Extract from Frontline Problem Solving Workshop Manual

1. Define Problem

A clear and agreed Problem Definition is crucial, it must consist of the following 3 elements:

1. Clear identification of the Point of Occurrence - eg: Press Section
2. Clear definition of the problem variable - eg: Rejects
3. Clear identification of the magnitude of the problem - eg: 10% above standard



How can we help?

Article

The Need for Effective Reactive Improvement

By Ross Kennedy – President, CTPM Australasia

To achieve Operations Excellence organisations need to be very good at both Reactive and Pro-active Improvement. Unfortunately many organisations get so focused on Pro-active Improvement through their Lean, Six Sigma, TPM etc initiatives that they lose sight of the importance of effective Reactive Improvement.

Types of Improvement

Reactive – ensure you achieve Budget / Expectation
Pro-active – take you above current Budget / Expectation

We often refer to Reactive Improvement as 'below the line' improvement as opposed to Pro-active Improvement which is 'above the line' improvement in relation to the daily budgeted performance expectation.

As Pro-active Improvement gains momentum and guides you closer towards Operations Excellence, then the need for Reactive Improvement should significantly reduce. However, as a Pro-active Improvement journey can take many years to achieve Operations Excellence, there is a strong argument for getting effective Reactive Improvement in place. We have found organisations that do both are the most successful.

We have also found that effective Reactive Improvement is a great foundation for accelerating your Pro-active Improvement activities.

What is Effective Reactive Improvement?

Reactive Improvement is your ability to rapidly recover from an event or incident that stops you from achieving your budgeted or expected performance for the day and most importantly initiate corrective actions so that the event or incident will not re-occur anywhere across the organisation.

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Program

Frontline Problem Solving
On-the-job Skills Development Program
Contact Hours: 1 day workshop + 6 x 2hr p/wk per team

- Frontline Problem Solving is a key skill required to achieve World Class Performance
- Research has shown that it takes 3 cycles of applying a proven step process to establish this skill
- Conducted in teams of 5, each team cycling through 3 workplace frontline problems / incidents
- Each delegate is provided with 3 Frontline Problem Solving workbooks and a soft copy of the Frontline Problem Solving A3 Summary Sheet
- Each Team is provided with a set of A0 size laminated worksheets: Cause & Effect Diagram, Why-Why Diagram and A3 Summary Sheet

About the Program

Frontline Problem Solving is based on P-D-C-A (Plan-Do-Check-Act) framed around a 7 step process. Over a 7 week period, 3 teams of 5 employees work on their own real life frontline problems / incidents, providing significant savings for their site whilst learning simple techniques everyone can use. This is done within a framework that drives action.

Employees will learn how to:

- Define the problem
- Brainstorm and construct a Cause & Effect Diagram to identify all possible variables impacting on the problem
- Work through a Why-Why Diagram to identify Root Causes
- Implement solutions, review their impact to expectations and lock in the learning

We recommend that you commence the program forming teams made up of workplace leaders who will then be able to cascade the learning throughout your site.

Delivery Options

Option 1:
Conduct the program in-house for 15 employees (3 teams of 5)

Option 2:
Link up with 2 other local sites with each site providing one team made up of 4-5 delegates

Deployment Model

Weekly meeting with company sponsor

	1	2	3	4	5	6
Problem 1	P					
Problem 2		P				
Problem 3			P			
Final Problem				P		

15 Frontline Problem Solvers able to support your site and teach other employees

P = Team presentation and kick-off with new problem
FF = Team presentation of final problem

For further information or to register your interest, please contact CTPM
Head Office on +61 2 4226 6184 or email us at ctpm@ctpm.org.au

CTPM Australasia

Team Member Manual

CTPM
Australasia

A membership-based organisation assisting companies since 1996 to strive for Operations Excellence by progressively developing and unleashing the full potential of all their people, equipment and processes using our proven Australasian approach to TPM & Lean we call TPM³

Special
Micro Focused Process Improvement
Daily Review Process
Team Member Manual

Edition 1

How can we help?

TPM³ Milestone Assessment Process – Self Assessment Sheets 5 Level Milestone TPM³ Excellence Award

Level 1

TPM³ Milestone Assessment Process – Levels 1 to 5
1.2 Leadership - Information

1.2.4 Site Daily Review Process Assessment Sheet

Site: _____
TPM³ Champion: _____
Internal Assessor: _____
Date of Assessment: _____

Rating Legend
0 – No evidence of activity or 0%
1 – Attempted but no results or 10%
2 – Little evidence of activity or 25%
3 – Half-way to full implementation or 50%
4 – Close to full implementation or 75%
5 – Fully implemented or 100%

Is there an effective site daily review process supported by an effective visual information centre?

Activity Description	0	1	2	3	4	5	Comments
1. A Site Daily Review Meeting is scheduled each working day at a set time, at a set place and with a set agenda.							
2. A visual Information Centre has been established to support the meeting with any deviations from expectation highlighted so all can see.							
3. People have nominated roles for the daily meeting.							
4. The meeting has a mandated agenda on display that flows in line with design of the information centre and is always followed.							
5. There is a documented policy on display that sets the triggers for instigating Frontline Problem Solving with the policy always being followed.							
6. Meeting always starts and finishes on time as indicated by clock with visual control displayed to all.							
7. All tasks generated at meeting are documented and progress monitored to a standard protocol.							
8. All attendees turn up prepared with the right information every meeting.							
9. Information Centre operates to defined visual standards e.g. colour coding, standardisation of reports, all information can be read from 2m away.							
10. All attendees leave meeting feeling engaged and with all the information they require to achieve the production plan for at least the next 3 days production.							
Totals							Total / 50 X 2 = 0%

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Level 2

TPM³ Milestone Assessment Process – Levels 2 to 5
1.2 Leadership - Information

1.2.5 Frontline Problem Solving Assessment Sheet

Site: _____
TPM³ Champion: _____
Internal Assessor: _____
Date of Assessment: _____

Rating Legend
0 – No evidence of activity or 0%
1 – Attempted but no results or 10%
2 – Little evidence of activity or 25%
3 – Half-way to full implementation or 50%
4 – Close to full implementation or 75%
5 – Fully implemented or 100%

Is there an effective Frontline Problem Solving (FLPS) process?

Activity Description	0	1	2	3	4	5	Comments
1. A formal Reactive Improvement Frontline Problem Solving (FLPS) process based on a scientific method (eg Plan-Do-Check-Act) has been adopted at the site to support Root Cause Analysis.							
2. The Production Manager(s) along with their key direct reports have attended formal training on Reactive Improvement Frontline Problem Solving and gone on to successfully identify and solve the root causes to at least 3 Frontline problems / incidents resulting in acceptable AS Summary Sheets being generated.							
3. The Maintenance and Quality Manager along with their key direct reports have attended formal training on Reactive Improvement Frontline Problem Solving and gone on to successfully identify and solve the root causes to at least 3 Frontline problems / incidents resulting in acceptable AS Summary Sheets being generated.							
4. A written policy for addressing and solving Frontline problems / incidents has been established which includes capturing and sharing the learnings.							
5. Effective Triggers which are regularly reviewed, have been documented and are followed at all Daily Review Meetings within the Frontline Problem Solving policy to initiate a Root Cause Analysis using Frontline Problem Solving.							
6. A clear timeframe target is set for each allocated Root Cause Analysis using Frontline Problem Solving for the Step 5 process (approval to implement root cause solutions) to the initiating Daily Review Meeting.							
7. Limits are in place as to how many Root Cause Analysis using Frontline Problem Solving a person can lead at any one time.							
8. A methodology is generated for all completed FLPS AS Summary Sheets that is filed in a common shared directory that has sub directories based on the site's maintenance equipment structure.							
9. All information gathered during a Frontline Problem Solving activity (eg notebook, photos of Cause & Effect Diagram and Why-Why Diagram etc) is collated and filed in a central location available for all as reference when addressing similar problems.							
10. An audit process is in place to verify the completeness and quality of the outcomes (AS Summary Sheets) of the FLPS process.							
Totals							Total / 50 X 2 = 0%

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Question Time