Coaching interactions are brief…
Often occurring on the job…

Effectiveness correlates with how prepared we are, or are not,
… to deliver timely, clear and impactful coaching.

Preparation… Planning what and how to coach
… thoughtfully designed and created learning experiences.
Your responsibilities as a youth baseball coach

1. Provide a safe physical environment
2. Communicate in a positive way
3. Teach the fundamental skills of baseball
4. Teach the rules of baseball
5. Direct players in competition
6. Help your players become fit and value fitness for a lifetime
7. Help young people develop character

From Coaching Youth Baseball (humankinetics.com)

Hierarchy of coaching responsibilities

- Build character
- Give direction
- Teach the rules
- Teach the skills
- Communicate in positive way
- Provide safe environment
Relationship to TWI and Kata practice

- Build character – Respect for people
- Give direction – Toyota Kata
- Teach the rules – Knowledge of work & responsibilities
- Teach the skills – Job Instruction
- Communicate in positive way – Job Relations
- Provide safe environment – 5S, Job Safety

TWI five needs model

- Knowledge
  - Work
  - Responsibilities
- Skills
  - Instructing
  - Improving Methods
  - Leading
  - Safety
TWI modules

- Skill in Instructing
- Job Instruction Training
- Skill in Improving Methods
- Job Methods Training
- Skill in Leading
- Job Relations Training

TWI & Kata

- Current Condition
- Obstacles
- Next Target Condition
- Challenge

PDCA Cycles

- Stability
- Productivity
- Environment

TWI - Job Instruction
TWI - Job Methods
TWI - Job Relations
The need for good instruction

The first step in creating lean processes is to achieve a basic level of process stability.

- The Toyota Way Fieldbook, Jeffrey Liker & David Meier, 2006, p56

Knowing that jobs are always done the same way helps to establish a predictable process before going too far down the path with the other elements of standardized work such as machine up time, availability of material, flow, and takt time.

- Art Smalley, Basic Stability is Basic to Lean Manufacturing Success

Achieving basic stability

JI - Document current best methods to retrain people to a standard. Audit operators to achieve and sustain predictable processes.
JR - Engage people to improve by breaking down barriers to change.
Standardized work is *What To Do*

TWI Job Instruction is *How To Do It*

- Train all operators to the standard
- Monitor to maintain standards to eliminate variation in the process
- Focus operators on takt time and quality at the source vs. just keeping up
- Teach people how to solve problems on their own to continuously improve
Typical kaizen without effective coaching

- Event #1: Current Method
- Event #2: What Standard should be
- Event #3: What Standard should be
  - 0 Maintenance

Things go back to where they were before the change when people are not trained and work to standard.

Add in effective coaching for true Continuous Improvement

- Current Practices
- Standard Work
- Lean Tools
- New Standard
  - Gradually Improve - JM
  - Stabilized Processes - JI
  - Positive Environment - JR
  - Safe Environment - JS
  - TWI as an integral part of Lean Strategy

Time
Job Instruction 4-step method

How to teach people to quickly learn to do a job correctly, safely, and conscientiously.

Step 1 - Prepare the Worker
Step 2 - Present the Operation
Step 3 - Try-out Performance
Step 4 - Follow-up

“If the worker hasn’t learned the instructor hasn’t taught.”

Step 1 – Prepare the worker

• Put the person at ease
• State the job
• Find out what the person already knows
• Get the person interested in learning the job
• Place the person in the correct position
Step 2 – Present the operation

• Tell, show and illustrate one **Important Step** at a time
• Do it again stressing **Key Points**
• Do it again stating **reasons for Key Points**

_Instruct clearly, completely and patiently but don’t give them more information than they can master at one time._

Step 3 – Try-out performance

• Have the person do the job – correct errors
• Have the person explain each **Important Step** to you as they do the job again
• Have the person explain each **Key Point** to you as they do the job again
• Have the person explain **reasons for Key Points** to you as they do the job again

_Make sure the person understands._

_Continue until you know they know._
Step 4 – Follow up

- Put the person on their own
- Designate who the person goes to for help
- Check on the person frequently
- Encourage questions
- Taper off extra coaching and close follow-up

Demonstration of Job Instruction

Compact Disc Case Assembly
## Prepare to instruct: break down the job

<table>
<thead>
<tr>
<th>IMPORTANT STEPS</th>
<th>KEY POINTS</th>
<th>REASONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A logical segment of the operation when something happens to advance the work</td>
<td>Anything that might— 1. Make or break the job 2. Injure the worker 3. Make the work easier to do, i.e. &quot;knack&quot;, &quot;trick&quot;, special timing, bit of special information</td>
<td>Reasons for key points</td>
</tr>
</tbody>
</table>

Not a micro-motion study of the job.

<table>
<thead>
<tr>
<th>IMPORTANT STEPS</th>
<th>KEY POINTS</th>
<th>REASONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 5 or 10% of a job that represent the hard or tricky parts.</td>
<td>People learn better when they know why they do it that way.</td>
<td></td>
</tr>
</tbody>
</table>

---

## Sample breakdown

No. ________

**JOB INSTRUCTION BREAKDOWN SHEET**

**Operation:** CD Case Assembly

**Parts:** Case, Tray, CD, Tray Card, Booklet

**Tools & Materials:** None

<table>
<thead>
<tr>
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<th>REASONS</th>
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</thead>
<tbody>
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<td>A logical segment of the operation when something happens to advance the work.</td>
<td>Reasons for key points</td>
<td></td>
</tr>
</tbody>
</table>

1. Insert tray card
   1. Right side up
   2. Just breaking crease
   1. Customer won't buy it
   2. Maintaining outward pressure preventing edge from being crushed under tray

2. Insert tray
   1. Sliding in from bottom
   2. Hearing 2 snaps
   1. So ribs of tray don't cut paper
   2. Ensure fully seated into case

3. Put CD on tray
   1. Holding by edges
   2. Pushing down in center
   1. No fingerprints on CD
   2. Ensure fully seated on spindle; no fingerprints

4. Insert booklet and close
   1. Right side up
   2. Under all tabs
   3. Tapping down
   1. Customer won't buy it
   2. Unsightly; booklet crunches beneath tab
   3. Ensure closed completely
Example: LEGO training around the world

- **Denmark**
  - Billund
  - Lead factory molding

- **Czech Republic**
  - Kladno
  - Lead factory processing

- **Mexico**
  - Monterrey
  - Lead factory packing

- **China**
  - Shanghai
  - Newest factory

- **Czech Republic**
  - Kladno
  - Lead factory processing

- **Denmark**
  - Billund
  - Lead factory molding

LEGGO global training organization

[Diagram showing the organization structure and roles, including Global Trainer, Local Trainer, and Employee.]
Development of work standards

Process
1. Define important steps, key points and reasons while doing the job at machine
2. Test the job breakdown by doing the training
3. Adjust the job breakdown
4. Continue until the job breakdown is place
5. Approval of job breakdown
   • Perform job for relevant stakeholders
   • e.g. Safety, Quality, Leaders, LEAN/LCI
6. Adjust the job breakdown
7. Train!

Roles in the job training organization
Trainer competencies

How to spot the trainer talent
- Inspired by Toyota Talent

- Work Attitude
- Confidence and Leadership
- Communication Skills
- Social Attitude
- Cognitive Skills
- Questioning Nature

Overview of training preparation

Global Job Trainer
- Job Instruction
- Training & Learning Skills
- Work Standards
- Culture Understanding
- English
- Process Confirmation

Local Job Trainer
- Job Instruction
- Training & Learning Skills
- Work Standards

Functional Area Manager Trainer
- Job Instruction
- Training & Learning Skills
- Work Standards
- Culture Understanding
- English
- Process Confirmation
Job Instruction in healthcare

Electronic records

Blood Cultures

Blood Draws

Urine specimen collection: Foley

Ebola

--

Hub change of central line catheter

OR

Cleaning & Sterilizing GI Scope

Admissions

Counting
Thank you very much

The TWI Workbook: Essential Skills for Supervisors
Productivity Press, Shingo Prize 2007
Patrick Graupp and Robert J. Wrona

Implementing TWI: Creating and Managing a Skills Based Culture
CRC Press, October 2010
Patrick Graupp and Robert J. Wrona

Getting to Standard Work in Health Care: Using TWI to Create a Foundation for Quality Care
CRC Press, October 2012
Patrick Graupp and Martha Purrier

Building a Global Learning Organization: Using TWI to Succeed with Strategic Workforce Expansion in the LEGO Group
CRC Press, June 2014
Patrick Graupp, Gitte Jakobsen & John Vellema