



KANGAN
INSTITUTE

Real education. Real skills. Real jobs.

Case Study – Implementing visual management

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Acknowledgments

Mr. Ray Griffiths CEO

Mr. Mark Devlin – Manager Innovation (2008-2011)

Ms. Hollie Gourlay – Project Leader

Ms. Emily Podsiadly – Project Leader

Kangan Institute



6 campuses in metro Melbourne.



Business Units E-works and Vetassess

300 nationally recognised qualifications & short courses



Approximately 40,000 students annually



1000 ongoing employees & approximately 200 sessional teaching staff

What is Lean?

“Lean is a set of concepts, principles and tools used to create and deliver the most value from the Customers’ perspective while consuming the fewest resources and fully utilising the skills and knowledge of those who do the work.”

Lean Enterprise Institute

A philosophy of:

- Continuous Improvement
- Eliminating Waste
- Built in Quality
- Respect for People

Strategic intent



STRATEGIC PLAN 2012–2018

Our Mission

We provide education and services that help:

- enterprises grow
- communities prosper
- individuals realise their full potential

Our Aspiration

By 2018 we will be:

- a lean enterprise
- providing world class teaching, learning and assessment
- creating value superior to the competition

One of the first educational enterprises in Australia to make the Lean journey an integral part of our long term strategy



Our Foundation

- | | | | |
|------------------------|------------------|------------------|----------------------|
| Continuous Improvement | Customer Value | Built-in Quality | Elimination of Waste |
| Respect for People | Working Together | Integrity | Accountability |

The need for change - Internal drivers

- Improve quality – eliminate the find and fix mentality
- Engaging our people – developing a culture of quality
- Customer focus
- Flexibility
- Innovation
- Business minded

The need for change – External drivers

- Technological change
- Knowledge everywhere
- Learning everywhere
- customers tech smart
- Customers empowered with choice – quality competition
- Contestable funding

Early lessons

- Consultants
- Conferences
- Visits to Lean enterprises
- Support from our Competitive Manufacturing team
- Pilot projects

Where to start?

- Streamlining steering committee
- Developing a master plan
- Choosing projects:
- Pillars, Platforms and Pathways (Hines, P. SAPartners 2010)
- Building Kangan Institute Lean stories

Pathways – Kotter's 8 steps of change

(Kotter, J, 1996)

1. Establish a sense of urgency
2. Create the guiding coalition
3. Developing a vision and strategy
4. Communicating the change vision
5. Empowering broad based action
6. Generating short term wins
7. Consolidating gains and producing more change
8. Institutionalising new approaches in the culture.

Kangan's Lean Journey



Maturity measure - adapted from Boeing (2008)M

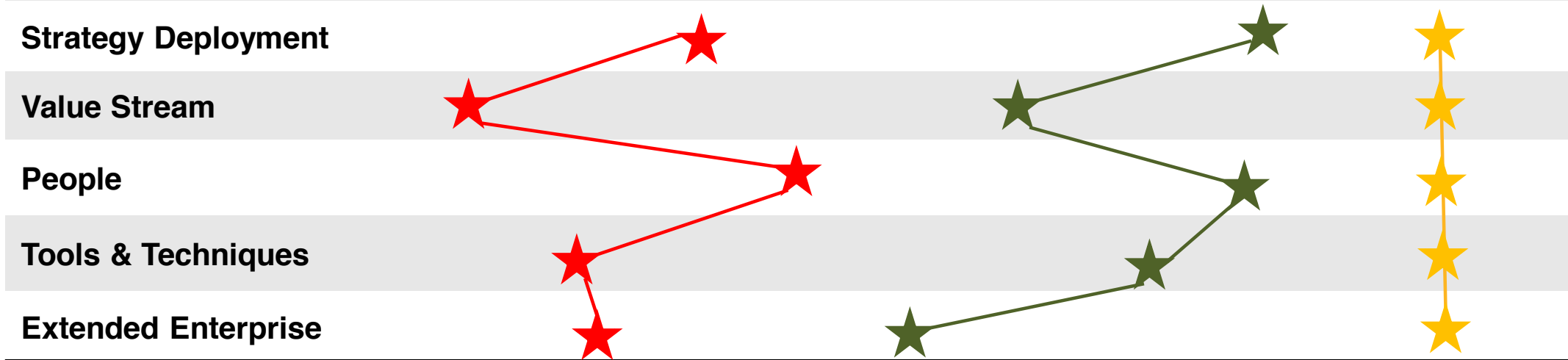
Awareness:	Commitment to pursue a long term Lean journey Alignment with organisational objectives
Skill Up	Developing leaders and key staff to enable appropriate support Developing frontline teams
Apply	Focus on autonomous department based projects Creating high performing Lean departments
Improve	Linking systems Improvement approach
Sustain	Keeping the system functioning

KI: Lean Maturity Assessment

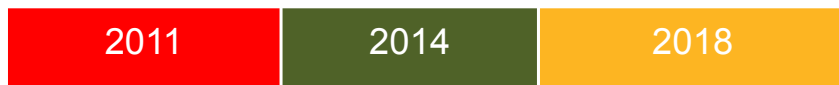
Where are we now? Where do we want to be in 3 years?

Maturity Level Index SAPartners 2007

<u>Maturity Attribute</u>	<u>Reactive</u>	<u>Formal</u>	<u>Deployed</u>	<u>Autonomous</u>	<u>Way of Life</u>
1. Way of working	1. Reactive approach	1. Formal structure	1. Goal oriented	1. Managed autonomy	1. Daily habit of CI
2. Associate autonomy	2. Little or no involvement	2. Only specialists	2. Selected teams	2. Majority of involvement	2. Full empowerment
3. Share best practice	3. Adhoc learning	3. Team learning	3. Value stream learning	3. Process learning	3. External learning



Legend



'Skill up' phase/Tools & Techniques

- Using visual management across the Institute
- Problem solving
- Cleaning up the workplace
- Understanding customer value
- Understanding the '8 wastes'
- Small incremental improvements
- Developing and maintaining standards
- Teamwork - communicating more than ever before

Visual Management – what is it?

- It is the practice of **communicating** messages **visually**, to manage work, understand systems or follow directions.
- **Visual** management is a clear and simple way to organize and present information.



Why use visual cues ?

- To be able to 'see' with our eyes and our 'minds eye'
- It can help to crystallise ideas, think outside the box,
- Any problem can be made clearer with a picture.
- Easier to communicate and help others 'get it'
- Information that is visible, creates ***transparency*** for all employees and informs expected behaviours positively.

Types Of Visual Displays and Controls

Examples:



Passively shares information by indicating or telling.

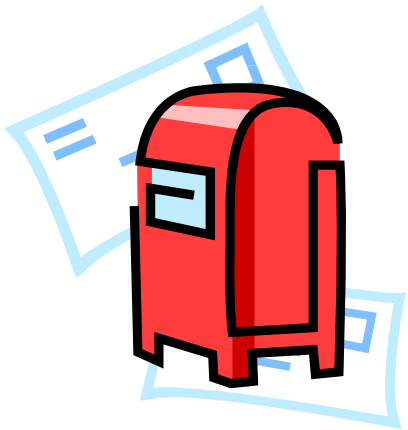


Sends information by first catching attention.

Types Of Visual Displays and Controls



Sends information and limits responses.



Ensures the right thing will happen.

Visual management – is everywhere



Visual management – is everywhere



Kangan's Visual Management

(VMB's)

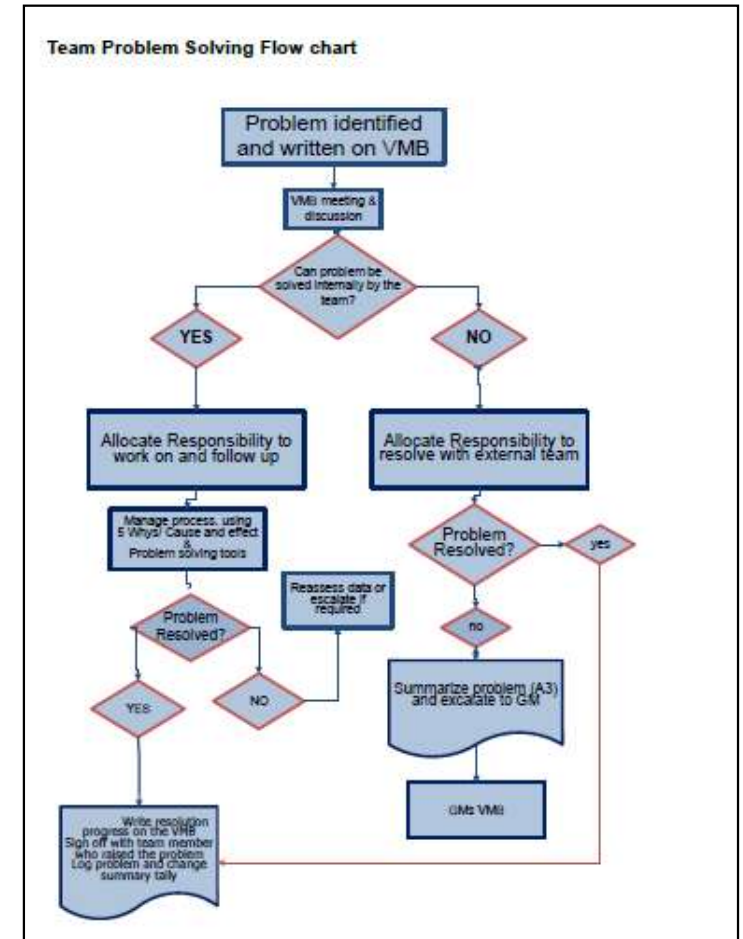


Streamlining
Learning towards better education

Visual Management Board Toolkit

KANGAN INSTITUTE

- Transparency
- Accountability
- Systems thinking
- Problems are good
- Team development



VMB's at Kangan

Benefits:

- Builds trust and positively influences the *behavior and attitude* of team members, managers and stakeholders.
- Enables the team to see what's going on and respond to issues rapidly.
- 'A picture paints a thousand words'. When you can quickly see what's going on you don't waste time and energy trying to work it out.
- Shared problems across departments are made visible to managers and other KI team members.
- Easier to see patterns when results are expressed as diagrams or charts rather than numbers or reports

Visual Management Boards – (VMB's)



85 Visual management boards across the Institute

Visual Management Boards (VMB's)

5 Principles

- Simple
- Accessible
- Visible
- Current
- Standardised

Gemba: Go see, Ask why, Show respect

Visual Management Boards (VMB's)

The Standard Template

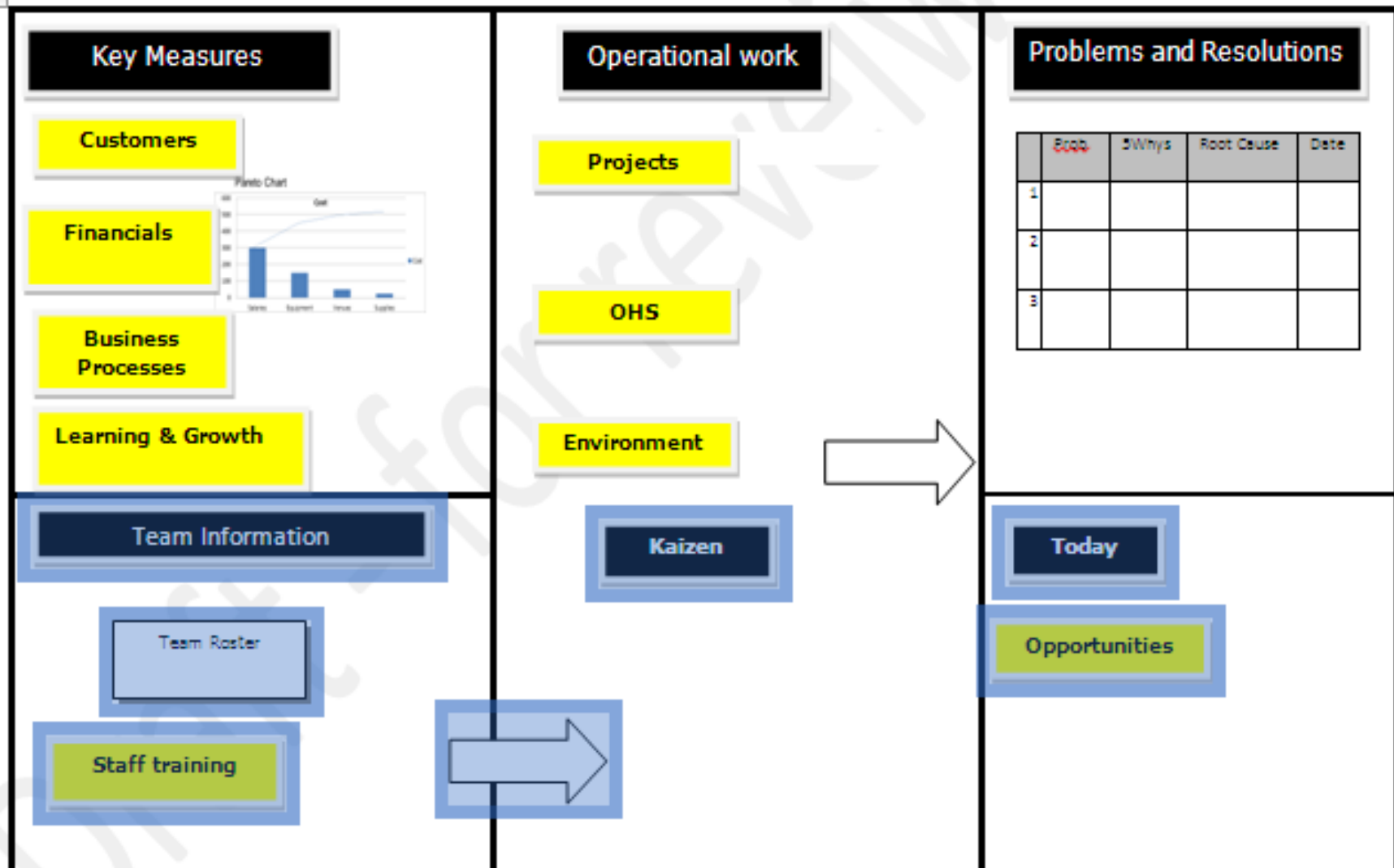
The Kangan Institute VMB has 4 key recording modules.

1. Key Measures
2. Operational Work
3. Team Information
4. Problems and Resolutions

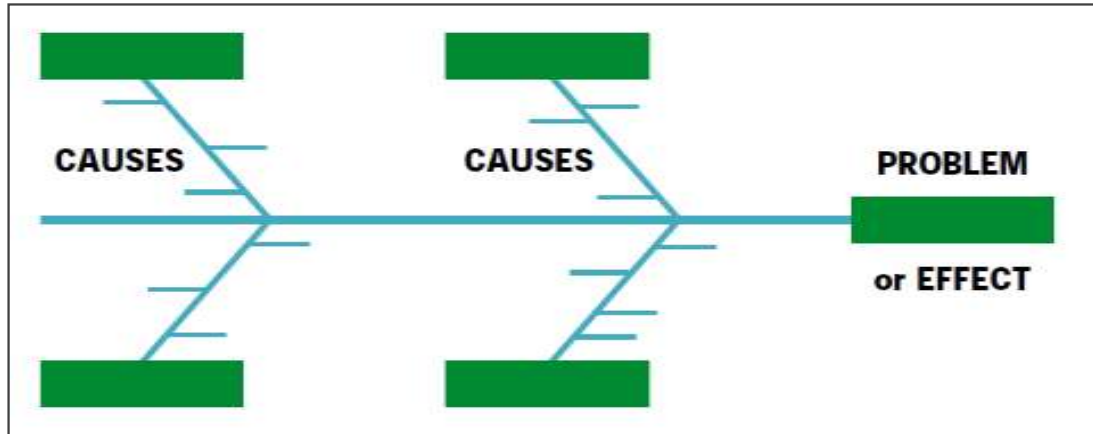
Extra modules are:

5. Today
6. Kaizen

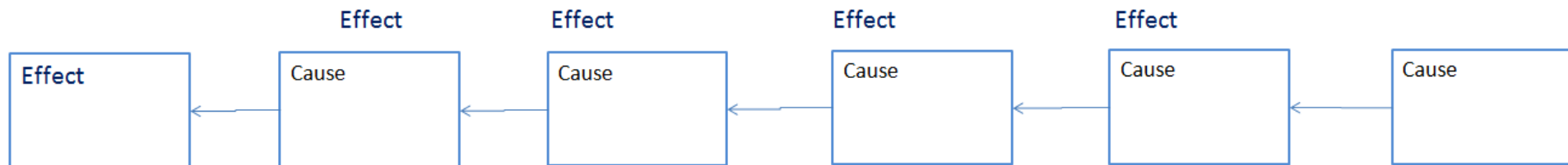
Each module size is flexible and can be arranged to best suit the team.



Problem Solving – root cause analysis



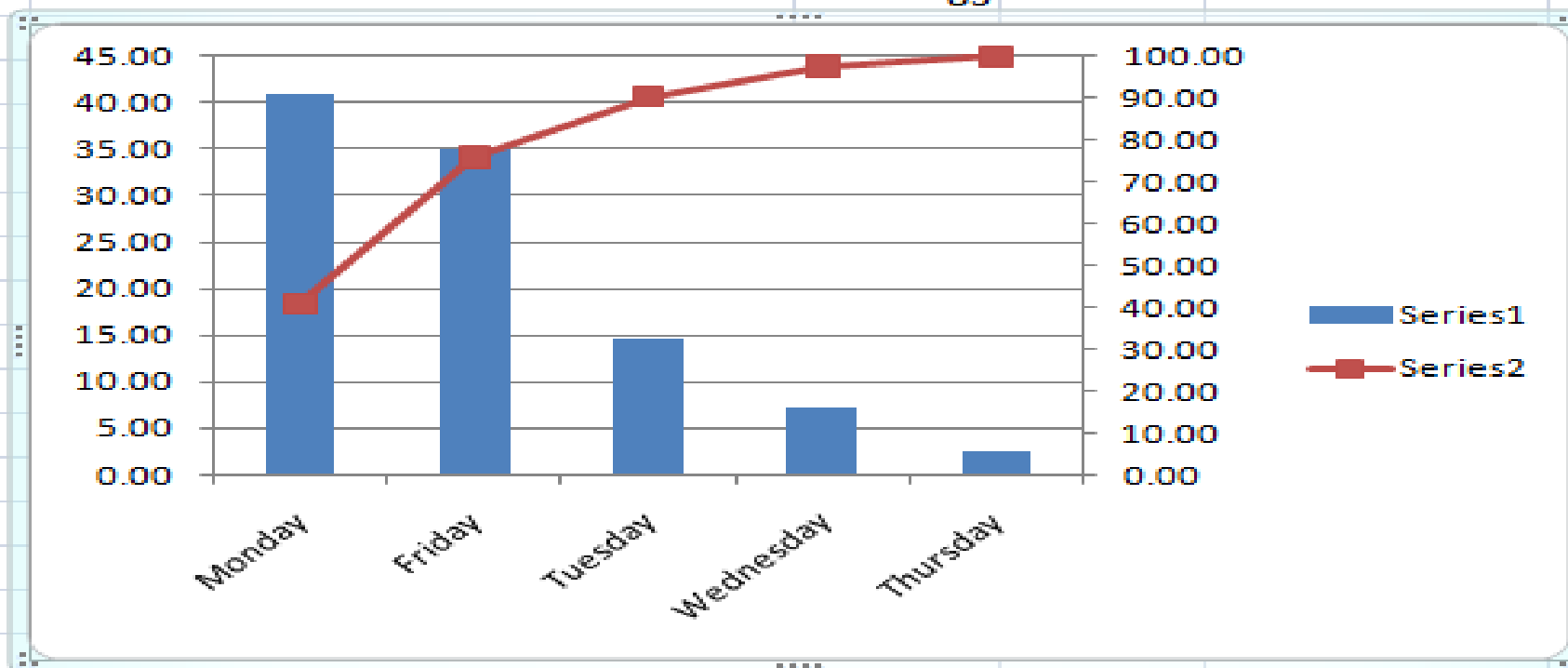
The 5 whys



Why? →

Using visuals to understand - Pareto Chart

Students Late for Class	No.	Percent	Cumulative %
Monday	34	40.96	40.96
Friday	29	34.94	75.90
Tuesday	12	14.46	90.36
Wednesday	6	7.23	97.59
Thursday	2	2.41	100.00
	83		



Using visuals to understand – Check sheets

Telephone Interruptions

Reason	Day					
	Mon	Tues	Wed	Thurs	Fri	Total
Wrong number	+++			+++	+++	20
Info request						10
Boss	+++		+++			19
Total	12	6	10	8	13	49

Problem Solving – A3's

Wayfaring –
problem
solving

Problem: Barriers to campus navigation across B1 (Broadmeadows only)

Author: Emily Podolsky

Version: 1.3

Date: August 2, 2011

Introduction

Over the past few months, staff at Broadmeadows have been working on the Broadmeadows campus. One of the biggest issues has been the barriers to navigation across the campus. The barriers to navigation across the campus have been identified as a major issue by the students and staff. The barriers to navigation across the campus have been identified as a major issue by the students and staff. The barriers to navigation across the campus have been identified as a major issue by the students and staff.

Current Status Data collected from B10

A survey of the number of barriers and types was conducted across the customer service locations at Broadmeadows College on the 11th and 12th of November, 2010. The data was collected by the 4 line customer service staff located in Buildings 5, 6, and 7 over this period. The main reasons related to general directional enquiries in the type data were analysed to include the number of enquiries.



The majority of enquiries (70% of the total 467) related to Building 6 Customer Service. It is worth noting that all of the building measures that staff have taken to reduce the number of enquiries have been successful. Some staff that the number of enquiries using the method and some data was not available.

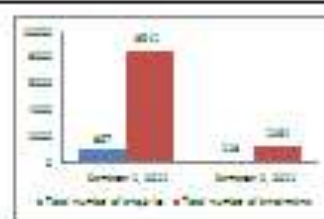
Step 2: Current status analysis

A survey of the number of barriers and types was conducted across the customer service locations at Broadmeadows College on the 11th and 12th of November, 2010. The data was collected by the 4 line customer service staff located in Buildings 5, 6, and 7 over this period. The main reasons related to general directional enquiries in the type data were analysed to include the number of enquiries.

	Number of student enquiries	Number of staff enquiries	Number of customer service enquiries	Number of other enquiries	Total
Nov 11	280	180	0	10	467
Nov 12	27	18	1	-	46

Table 2: Number of enquiries received at customer service

Scoping



Out of 467 students and staff enquiries in Semester 1, 2011, 467 students and staff enquiries (100%) were successful.

Out of 280 students and staff enquiries in Semester 2, 2011, 280 students and staff enquiries (100%) were successful.

Step 3: Test number of barriers and types collected from B10

The data in graph 2 suggests:

- That when comparing the number of enquiries to the number of enquiries received in Semester 1 and Semester 2, 2011, the comparison of directional enquiries across the navigation system is 0.1%.

Problem Statement: Data collected by Innovation Team

Student/Staff enquiries Building 6 (Nov 11 - 12, 2011)



It was reported that students and staff who were not able to navigate across the campus were often looking for a sign to help them navigate across the campus. There is a need for the campus that is available in the form of building signage. It is worth noting that the students' enquiries were successful. Some staff that the number of enquiries using the method and some data was not available.

Student Enquiries (July 2011)



It was reported that students and staff who were not able to navigate across the campus were often looking for a sign to help them navigate across the campus. There is a need for the campus that is available in the form of building signage. It is worth noting that the students' enquiries were successful. Some staff that the number of enquiries using the method and some data was not available.

WHAT OUR STUDENTS WANT

Students who could make their enquiries at the campus could be more successful. Some staff that the number of enquiries using the method and some data was not available.

A 2nd Cause Diagram was developed based on the data collected and the analysis above. The Cause Diagram is a tool for understanding the problem and the process in handling the data.

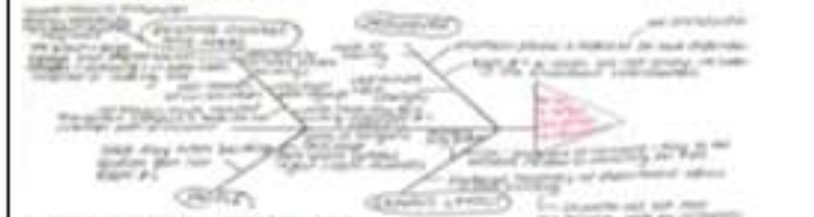


Figure 2: Cause Diagram illustrating the barriers to navigation across B1

Proposed improvement plan: Data collected by Innovation Team

Item	Action	Response	Result	Response cost
1	General directional enquiries	General directional enquiries were successful. Some staff that the number of enquiries using the method and some data was not available.	General directional enquiries were successful. Some staff that the number of enquiries using the method and some data was not available.	General directional enquiries were successful. Some staff that the number of enquiries using the method and some data was not available.
2	Student enquiries	Student enquiries were successful. Some staff that the number of enquiries using the method and some data was not available.	Student enquiries were successful. Some staff that the number of enquiries using the method and some data was not available.	Student enquiries were successful. Some staff that the number of enquiries using the method and some data was not available.
3	Staff enquiries	Staff enquiries were successful. Some staff that the number of enquiries using the method and some data was not available.	Staff enquiries were successful. Some staff that the number of enquiries using the method and some data was not available.	Staff enquiries were successful. Some staff that the number of enquiries using the method and some data was not available.

Online learning



Introduction to Lean



Online learning

eLearning
Excellence Awards
WINNERS ANNOUNCED

KANGAN INSTITUTE

Visual Management

Help

Help Exit

Home

Welcome

Visual Management - What is it?

The Visual Management Board

Visual Management Tools

Visual Management in Action at Kangan

Build Your Own VMB

Conclusion

Hide Menu

Visual Management At Kangan Institute

Next

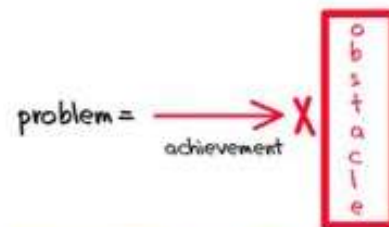
Internet 100%

**Accredited
eLearning
(VET sector)
Online
Learning
Australia -
WINNER
with Visual
Management
Board**

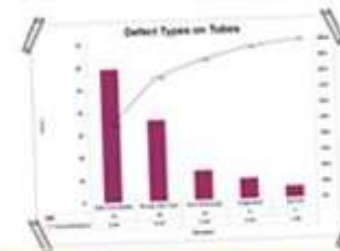
Online Learning



Introduction



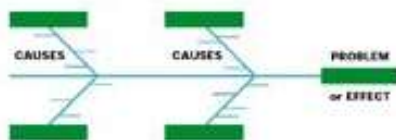
What is a Problem?



Identify a Problem



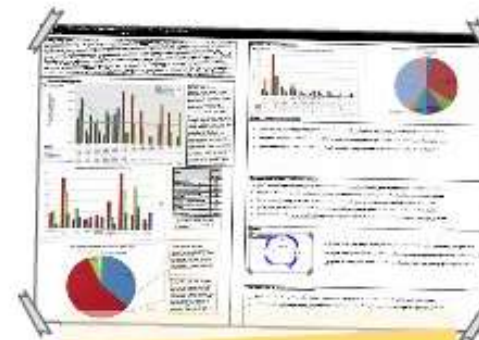
The 5 Whys



Ishikawa
(Fishbone) Diagram



The PDCA Cycle



The A3



Conclusion

Online learning

What is a 'problem'?

INTRODUCTION
PRESS Play to begin.
Replay

problem = → achievement X obstacle

goal objective purpose

what exists

what is desired

Show Menu

Back Next

Internet 100%

Communication Strategy



Intranet, CEO monthly message, posters, e-newsletters, staff briefings, enterprise social networking, gemba walks.

A screenshot of an intranet page. At the top, there is a yellow banner with the text "CEO's latest message". Below this is a small portrait of a man in a suit. Underneath the portrait is the date "October 2011". The main text of the message reads: "Ray discusses our ongoing OHS policies and the new 'Safety Cross' alert tool to be used by all departments via their VMBs. In addition to this, Ray also covers the great results we've been having on our Nulls and the ongoing 3Rs required to remain competitive in this contestable market." Below the text is a link that says "Click to read Ray's full message". Further down, there is a section titled "Emergency Procedures" with a red banner that says "Emergency". At the bottom of the screenshot is a yellow banner with the word "LEAN" in black capital letters.

Real education. Real skills. Real jobs.

The future – more to do...

- More staff engagement
- Leadership buy in
- Strategy deployment – the right measures
- Identify value streams
- Standardised work



