



**Day 3**

**Part 1**

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DAY THREE  
**ANALYZE AND IMPROVE**

# REVIEW ACTIVITY

## What You Choose to Remember

- Groups of 3
- What you Chose to Remember from Days #1 & #2
- Everyone Contributes



# OVERVIEW



## What We Will Cover

- Poka Yoke, Pareto Diagram
- Batching-Single Piece Flow
- Push-Pull
- Standardized Work
- Kanban
- Brainstorming, Affinity Diagram, Impact-Control Matrix
- Clean Sheet Redesign



# Poka Yoke

# POKA YOKE

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“Mistake Proofing”

ポカ

**Poka**  
(mistake)

ヨケ

**Yoke**  
(proofing)

# POKA YOKE

\*



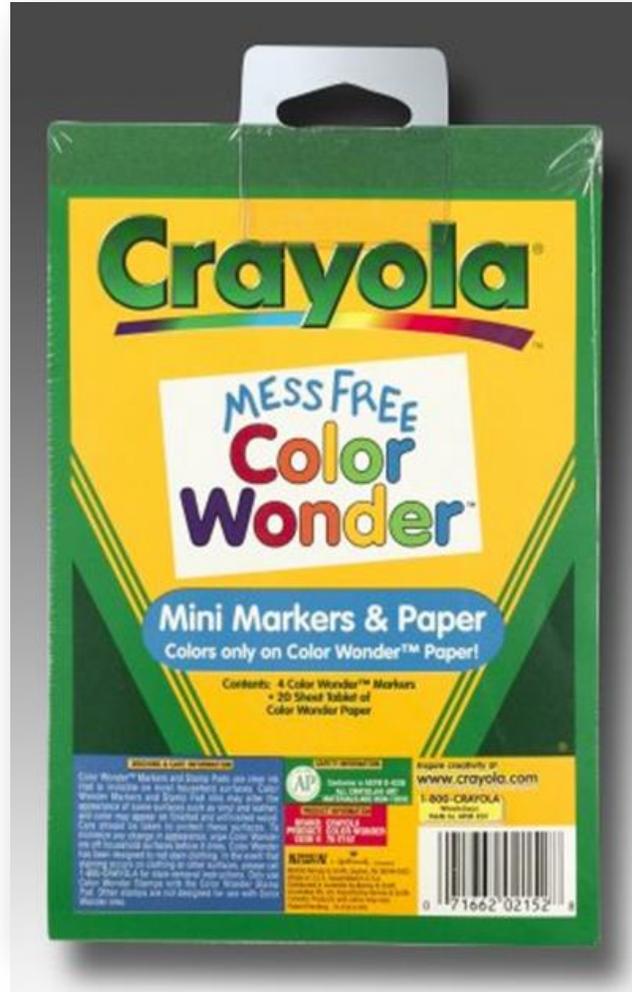
## Typical Poka Yoke Actions:

“What can we do to prevent that mistake from ever happening again?”  
“Most people know enough to remove the hose before they drive off - why should we change things for one fool?”

“There’s just nothing that can be done to help some people”

# POKA YOKE

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# POKA YOKE

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# POKA YOKE

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# POKA YOKE



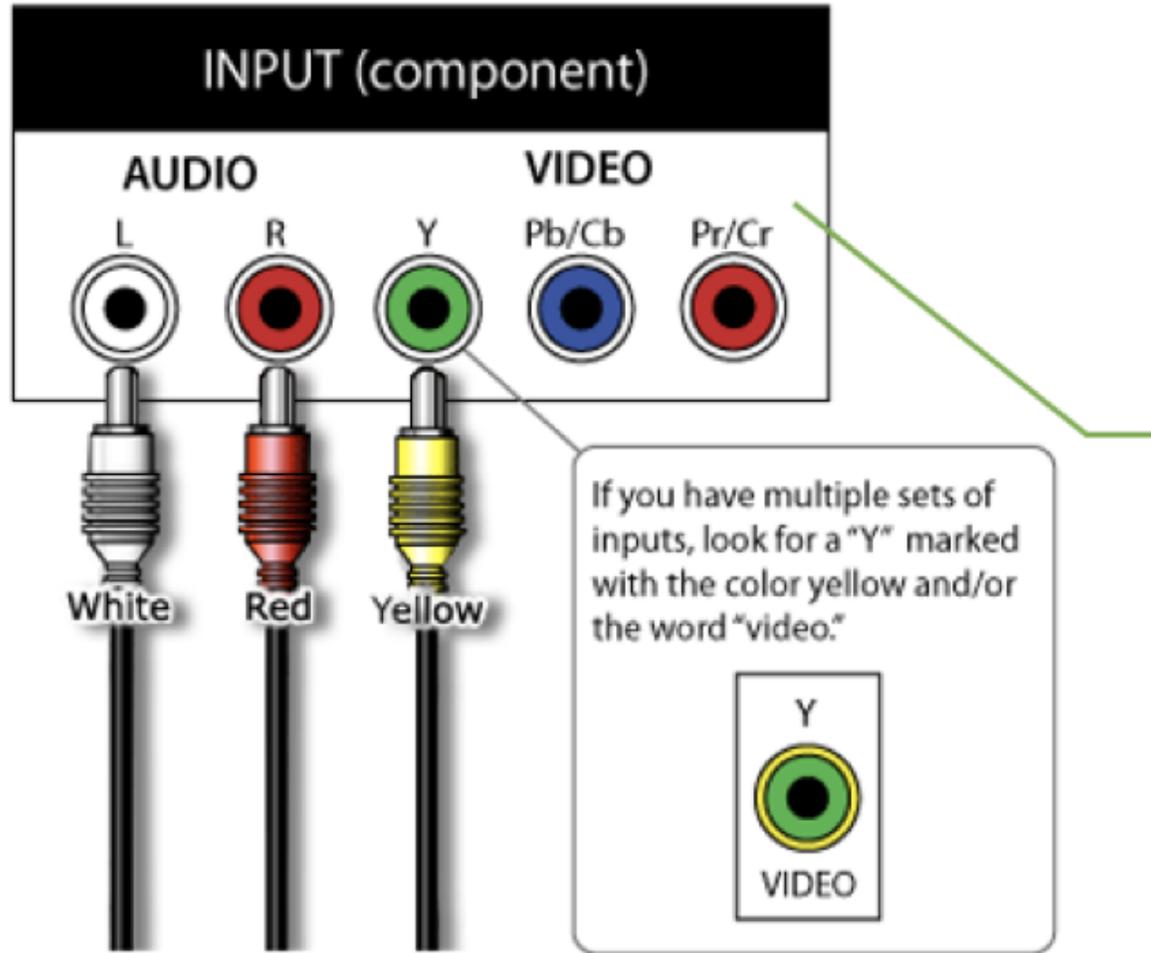
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# POKA YOKE



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# POKA YOKE



**COLOR CODING SOCKETS**  
COLOR CODING ALLOWS  
VISUAL AID FOR WORKERS AND  
CONSUMERS ALIKE

# POKA YOKE

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# POKA YOKE

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# POKA YOKE: RAILROAD CROSSING SAFETY



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# POKA YOKE: RAILROAD CROSSING SAFETY



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# POKA YOKE: RAILROAD CROSSING SAFETY



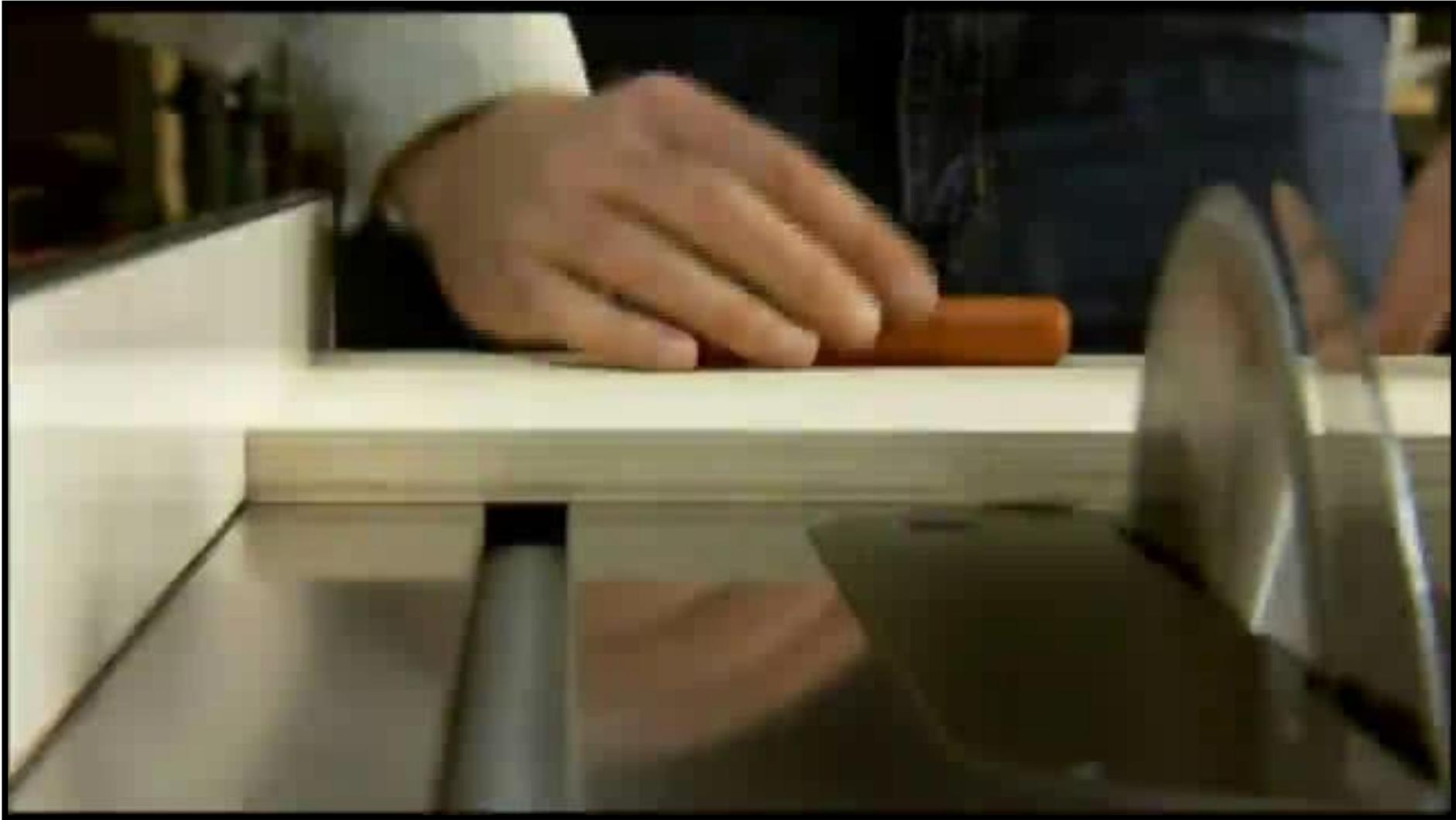
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# POKA-YOKE (SAFETY)

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# POKA YOKE



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# POKA YOKE

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**How does Poka Yoke apply to government work?**

# GOVERNMENT FORMS

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- Almost every government process involves a form
- During scoping, almost every Kaizen team is frustrated that users of their services can't complete a simple form (What an idiot!)
- During a Kaizen event almost every team identifies waste in in the area of the process that involves forms  
**More than 95%** of State of Ohio Kaizen Event teams to date have implemented improvements that reduce mistakes, delays and frustration around forms

# POKA YOKE: FORMS

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## Use DATA for Mistake-Proofing Forms:

- Determine Percentage of Time Form is Completed Without Errors
- How Many, How Often, and What Kind of Errors are Made
- How Much Time is Spent Reviewing the Form and Correcting Errors
- Break Down Errors by Type or by Question
- Look for root causes

# POKA YOKE: CONCENTRATION DIAGRAM

Concentration Diagrams are great ways to collect data for your forms

The image shows an ACORD Certificate of Liability Insurance form. Several areas are highlighted with red boxes to indicate data points for a concentration diagram:

- PRODUCER:** A red box highlights the producer name and address fields, with handwritten notes: "XXXX = Name" and "XXXXXXXXXX = Address".
- COVERAGES:** A large red box highlights the "SPECIMEN" watermark across the coverage table.
- DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES:** A red box highlights the handwritten text "Vehicles Listed = XXX XXX".
- CERTIFICATE HOLDER:** A red circle highlights the handwritten initials "X X X X X X X X X X".

The form includes sections for PRODUCER, INSURED, COVERAGES, and CERTIFICATE HOLDER. The "COVERAGES" section contains a table with columns for TYPE OF INSURANCE, POLICY NUMBER, POLICY EFF. DATE, POLICY EXP. DATE, and LIMITS. The "DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES" section contains a red box with the handwritten text "Vehicles Listed = XXX XXX". The "CERTIFICATE HOLDER" section contains a red circle with the handwritten initials "X X X X X X X X X X".

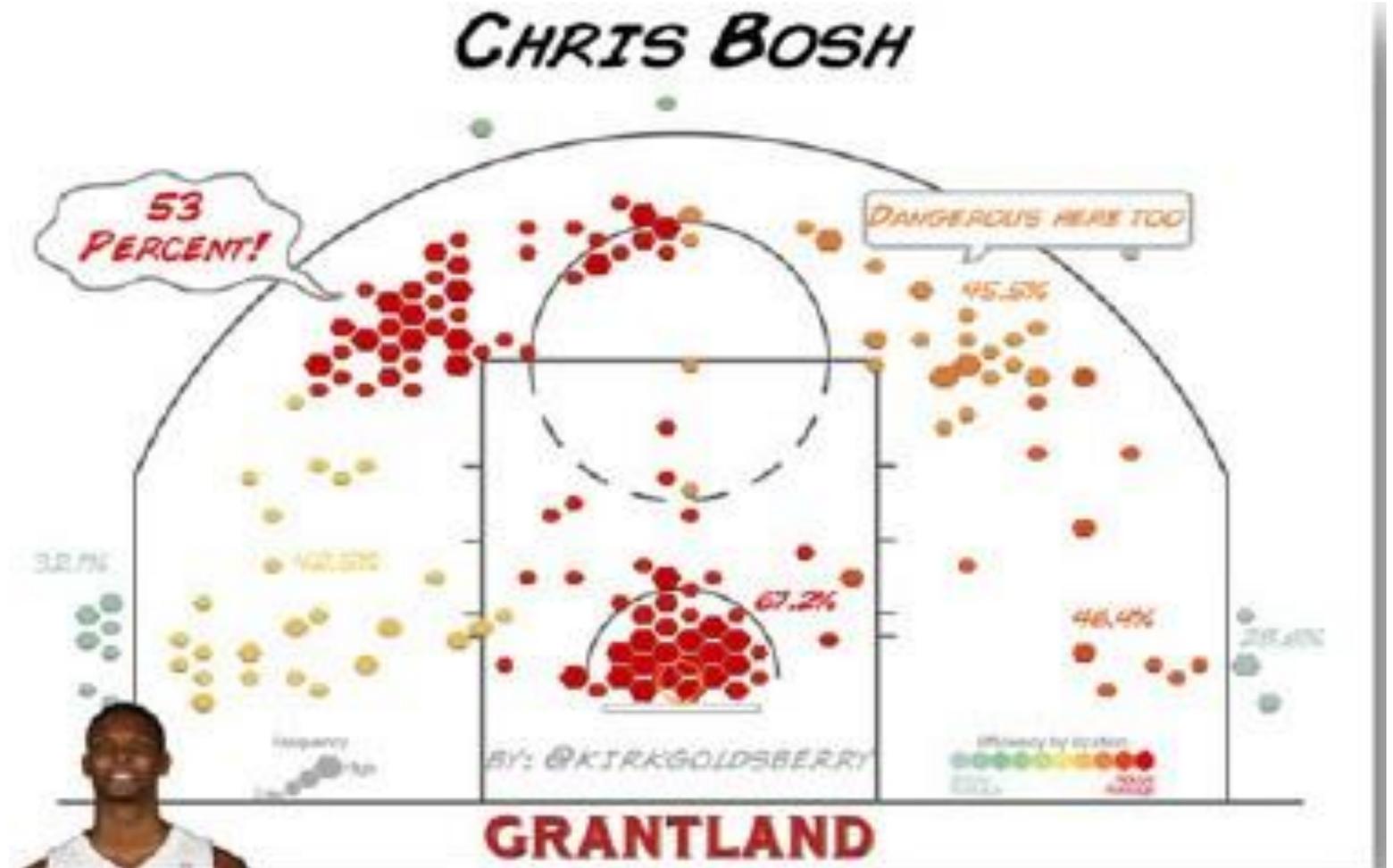
Puts data in a visual form for all to see

Helps prioritize issues and develop ideas to eliminate root causes

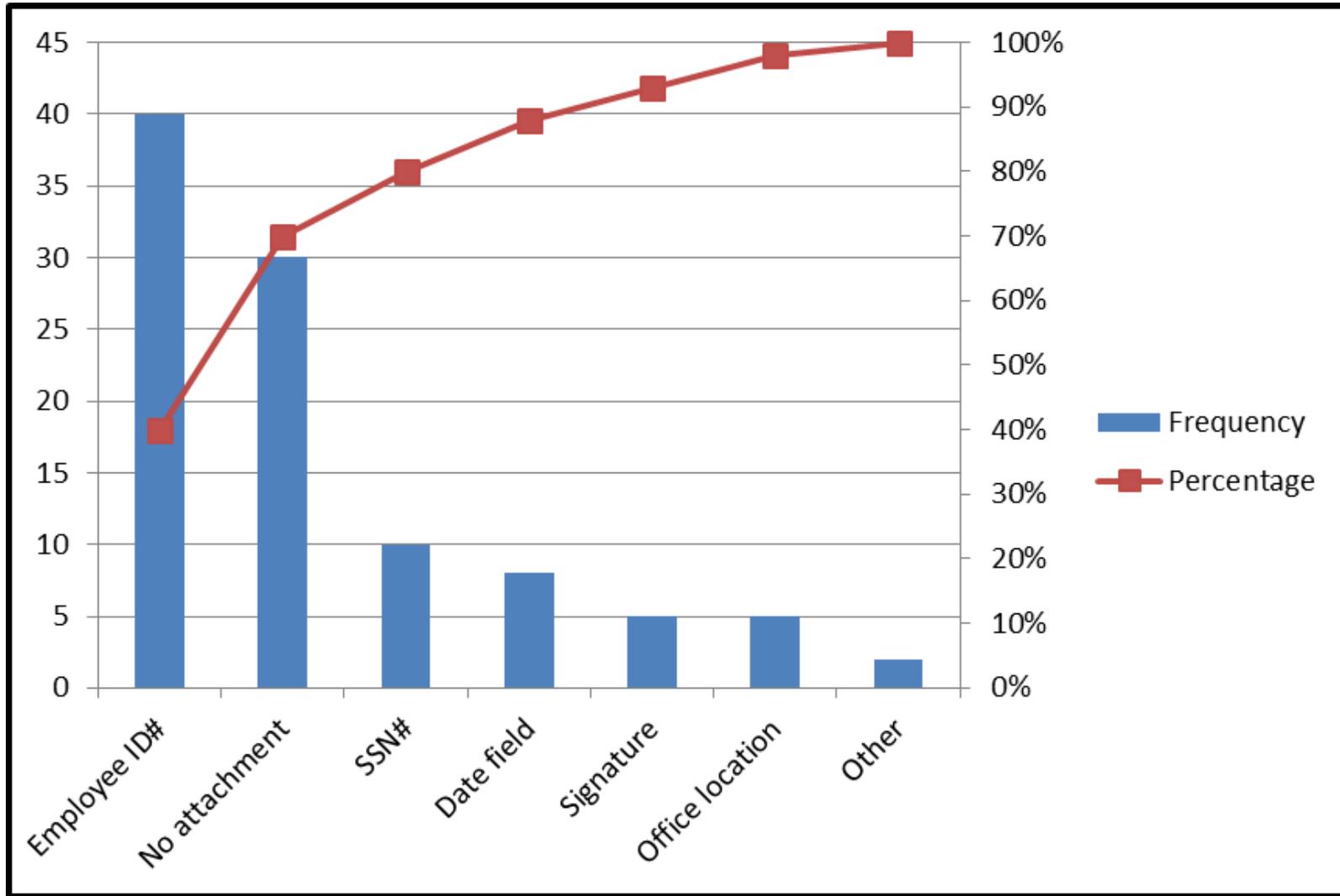
# POKA YOKE: CONCENTRATION DIAGRAM

Concentration Diagrams are great ways to collect data.

Puts data in a visual form.



# PARETO CHART



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# READING LEVEL

**Question:** What grade level is the New York Times written?

**Answer:** 10th Grade

**Question:** What grade level are John Grisham's and Stephen King's writing?

**Answer:** 7th Grade

**Question:** What grade level are most State forms, letters and websites written?

**Answer:** College Level+

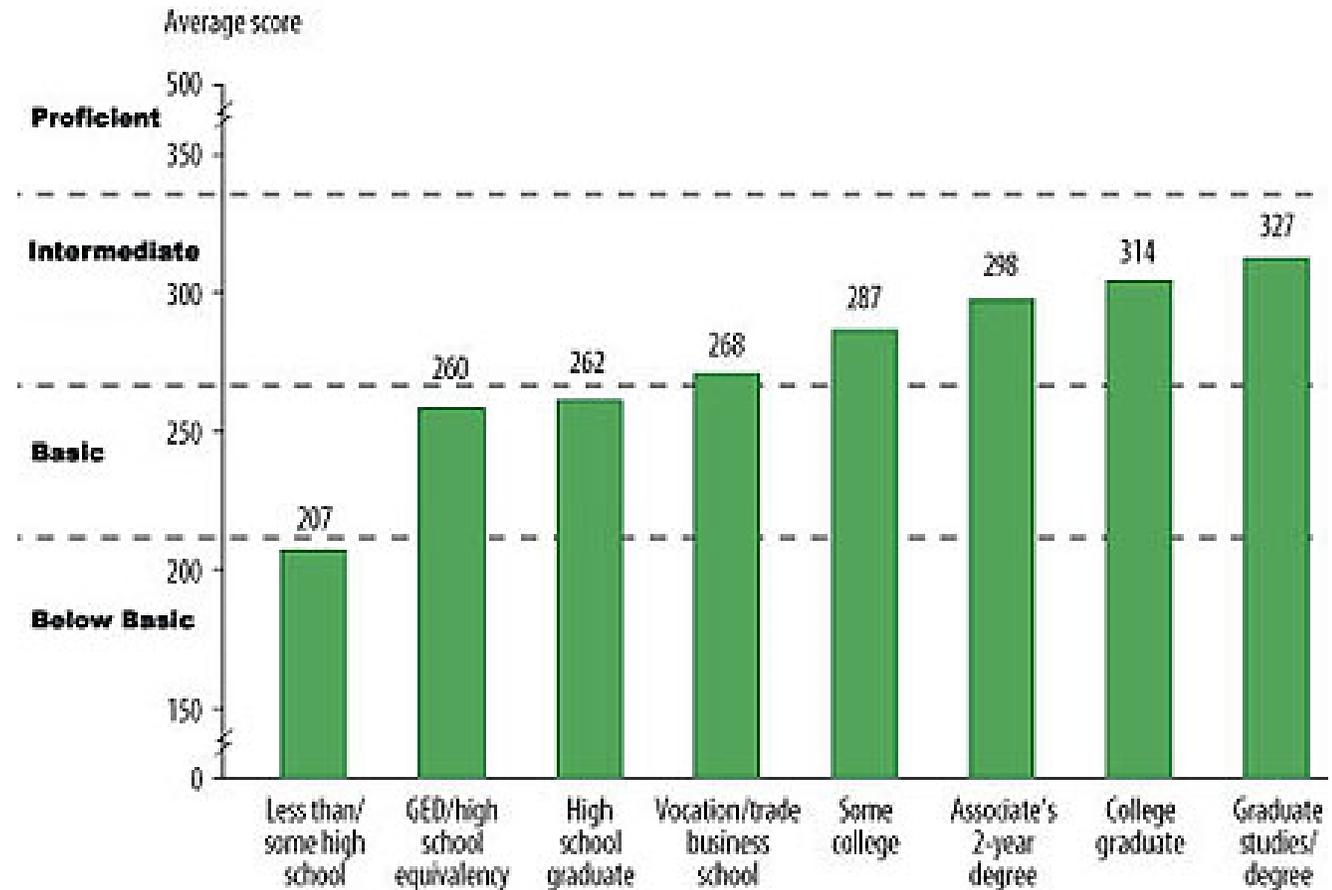


# READING LEVEL

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According to the National Adult Literacy Survey:

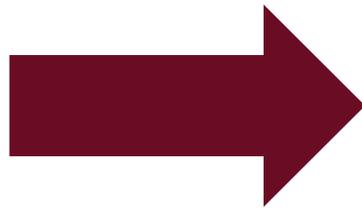
- The average adult in the U.S. reads at the 7th grade level
- **Nearly 50%** read below the 6th grade level
- **Over 80%** read below the 10th grade level
- *The largest selling magazines, newspapers and books are written at lower grade levels.*



# READING LEVEL: MICROSOFT WORD

Microsoft Word has reader level features:

1. Tools/Options Menu
2. Go to Spelling and Grammar Page
3. Check “Show Readability Statistics.”



| Counts     |      |
|------------|------|
| Words      | 1212 |
| Characters | 6546 |
| Paragraphs | 31   |
| Sentences  | 45   |

| Averages                |      |
|-------------------------|------|
| Sentences per Paragraph | 3.4  |
| Words per Sentence      | 24.2 |
| Characters per Word     | 5.2  |

| Readability                |      |
|----------------------------|------|
| Passive Sentences          | 20%  |
| Flesch Reading Ease        | 30.4 |
| Flesch-Kincaid Grade Level | 15.0 |

OK

# UNDERSTANDING READABILITY SCORES

- Looks at # syllables and # words per sentence.
- Flesch Reading Ease Test: the higher the score, the easier it is to understand. You want the score to be between **60 and 70**.
- Flesch-Kincaid Grade Level Test: rates text on a U.S. school grade level. For most documents, aim for a score of approximately **7.0 to 8.0**.

***Bulleted  
Lists are  
GREAT!***

# BOARD OF TAX APPEALS

\*

DTE FORM 4  
(Revised 01/02)  
R.C. 5717.01

## NOTICE OF APPEAL FROM A DECISION OF A COUNTY BOARD OF REVISION TO THE BOARD OF TAX APPEALS

Name (Please Print) \_\_\_\_\_ BOR Case No. \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Date Filed At BTA \_\_\_\_\_

v. \_\_\_\_\_  
Appellant.

AUDITOR AND THE BOARD OF REVISION

of \_\_\_\_\_  
(Names of other parties) \_\_\_\_\_

**READ IMPORTANT INFORMATION**  
The Appellant complains against the decision of the Auditor and the Board of Revision below. The cost of completing this form is \$520 per appeal in the matter of the tax on a residential or mobile home described below.

**FY2010:**  
2,700 appeals with a cost to the taxpayer of \$520 per decision

Name \_\_\_\_\_ Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

The Board of Revision decision was mailed on (date) \_\_\_\_\_ and a copy is attached as Exhibit A.

Owner's Name \_\_\_\_\_

Owner's Address \_\_\_\_\_

| PARCEL OR REGISTRATION NUMBER | ADDRESS OF PROPERTY |
|-------------------------------|---------------------|
|                               |                     |
|                               |                     |
|                               |                     |

## TRANSCRIPT ON APPEAL TO THE BOARD OF TAX APPEALS

(For Appeals of a Final Determination of the Tax Commissioner,  
Or a Decision of a Municipal Board of Appeal)

Appellant (Please Print) \_\_\_\_\_ Lower Tribunal Case No. \_\_\_\_\_

v. \_\_\_\_\_ BTA Case No. \_\_\_\_\_

\_\_\_\_\_, Tax Commissioner of Ohio,  
Or Municipal Board of Appeal and

Appellee(s) (All other parties) \_\_\_\_\_  
(Addresses of all other parties) \_\_\_\_\_

The \_\_\_\_\_ (Tax Commissioner of Ohio or Municipal Board of Appeal) certifies the transcript with all evidence offered in the lower tribunal.

I, \_\_\_\_\_, Tax Commissioner or secretary, hereby certify that this transcript is a true and correct copy of the transcript captioned matter, along with all evidence offered in the lower tribunal.

**October 2013:**  
1,200 appeals with a cost to the taxpayer of \$118 per decision

- This appeal originated with the filing of \_\_\_\_\_ (type of return) for the tax year(s) \_\_\_\_\_.
- The taxpayer filed its original challenge on \_\_\_\_\_ (date) and a copy is attached.
- The lower tribunal:
  - Issued its determination/decision on \_\_\_\_\_ (date).
  - Mailed it to all parties, including \_\_\_\_\_ (name of taxpayer) at \_\_\_\_\_ (address of taxpayer) on \_\_\_\_\_ (date).
  - A copy of the lower tribunal's decision is attached.

# POTENTIAL FORM IMPROVEMENT IDEAS

- Remove unnecessary questions
- Explain questions that may seem unnecessary
- Eliminate unnecessary typing with pull down menus if online, or boxes to check if a paper form
- With pull down menu, ensure most common answers are first
- Highlight required fields
- Consider Reading Level of Users

**i Country:\***

United States

Next





## Slow Form for Renewal Requests

\*

|                          |                            |
|--------------------------|----------------------------|
| Date Submitted to DOP:   | Agency Name                |
| Department Code:         | Agency Reference # III III |
| OAKS ID: III III         | Fund:                      |
| Account:                 | ALI:                       |
| Program:                 | Shipping Code:             |
| Send to:                 |                            |
| Bill to:                 |                            |
| Approval Date Requested: |                            |
| Phone Number: III III II | Fax Number III II          |
| Name of Contact person:  |                            |
| Email: III III III       |                            |

| Additional Information       |                    |
|------------------------------|--------------------|
| Date of Request              |                    |
| Improvement Initiative Title |                    |
| Nature of Request            |                    |
| Number of times renewed      | III                |
| Audit Plan                   | III I              |
| Budget Plan                  | III III            |
| Total Cost                   |                    |
| Form Type                    | III III III III II |

|                      |         |
|----------------------|---------|
| Supervisor Signature | III III |
| Title                |         |
| Date                 |         |

|                    |       |
|--------------------|-------|
| Director Signature | III I |
| Title              |       |
| Date               |       |

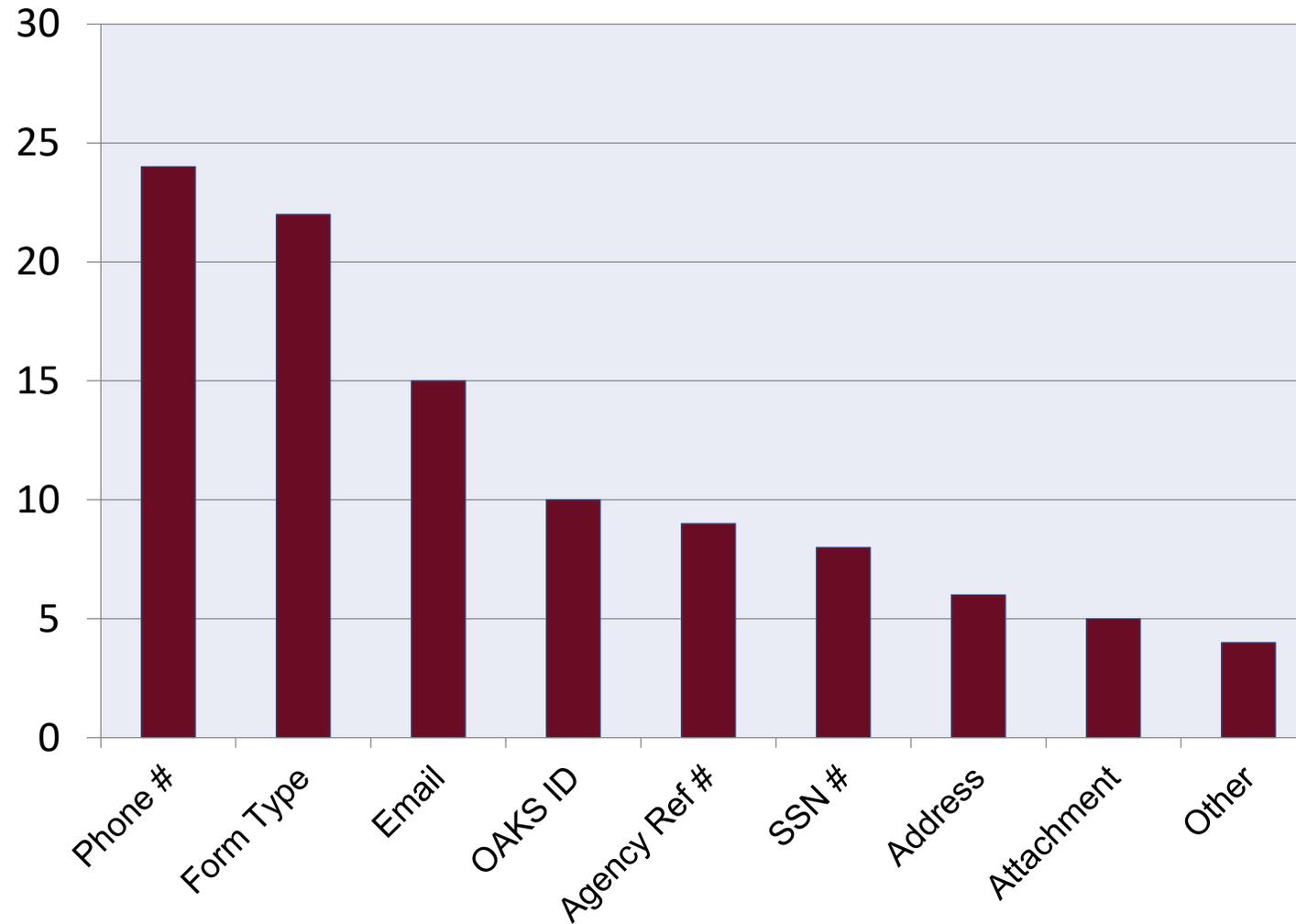
Participant Manual  
page 3-4

# EXERCISE: REVIEW THE FORM

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1. Prioritize most common errors from concentration diagram
2. Consider the root causes of the errors
3. Develop Poka-Yoke ideas to prevent future errors
4. On a flip chart page, draft a new form that incorporates those ideas

# FORM DEFECTS BY TYPE





**Day 3**  
**Part 2**

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# Batching vs. Continuous Flow

# BATCHING

## A Volume Produced at One Time

Developed by Henry Ford. Making a lot of one item at a time.

Processing of subsequent workstations must wait until current batch is finished.

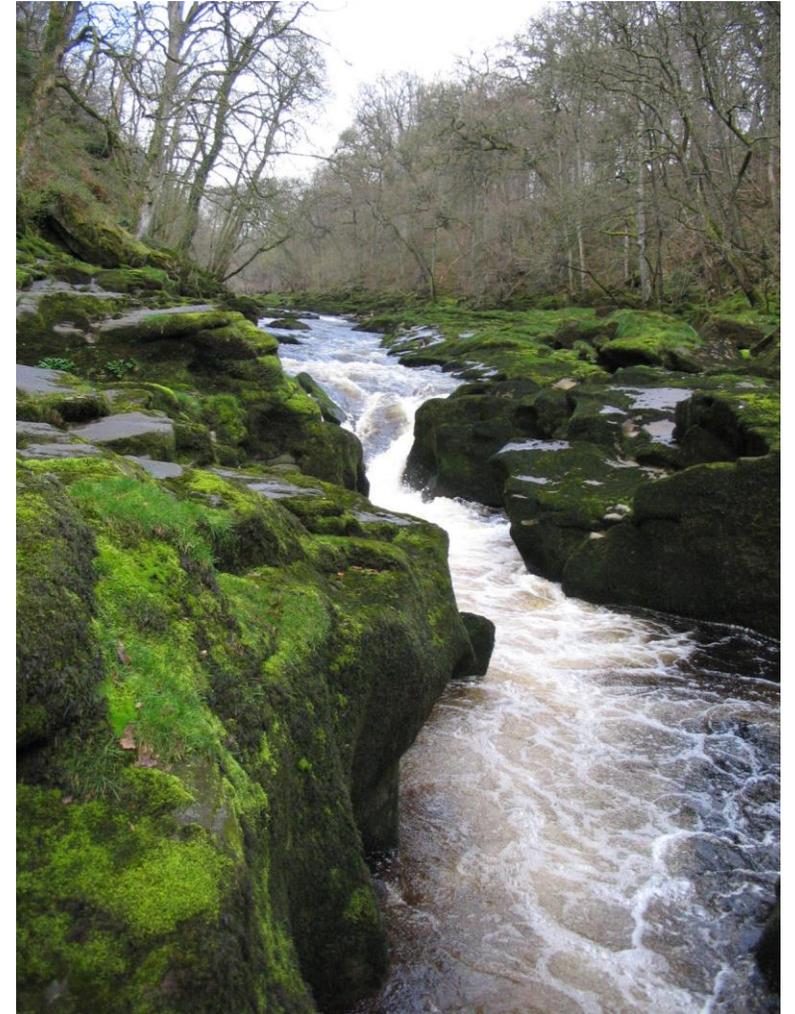
- Reasons given for batching:
  - Manage Change-Over Time for Machines
  - Equipment limitations
  - Keep Cost Low



# CONTINUOUS FLOW

## Continuous Flow

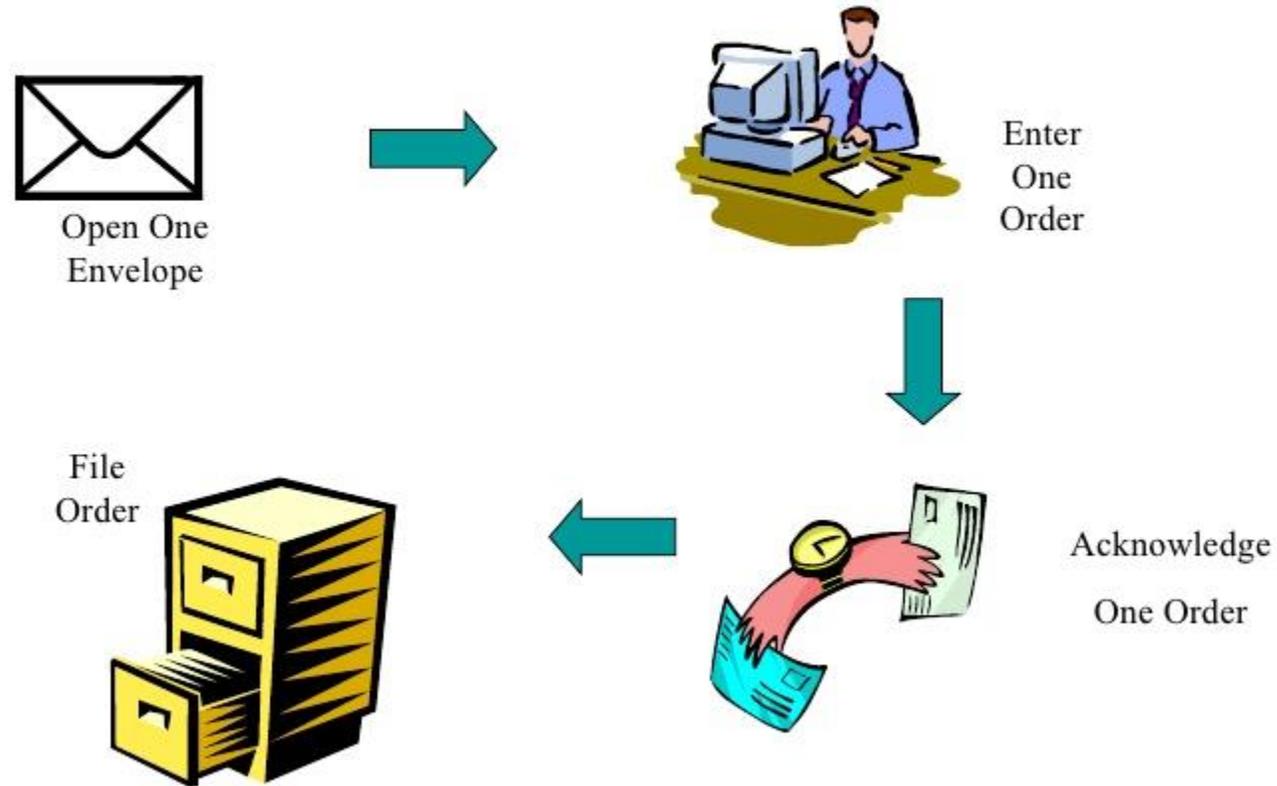
- Moving one work unit at a time through each step of the desired process
- Reduces Wastes
  - Inventory – less work in process (WIP)
  - Waiting – shorter cycle times
  - Motion – extra handling of documents
  - Defects – easier to spot/correct errors
  - Over Production – out of date documents



# BATCHING

\*

## One Piece Flow - Order Entry – After

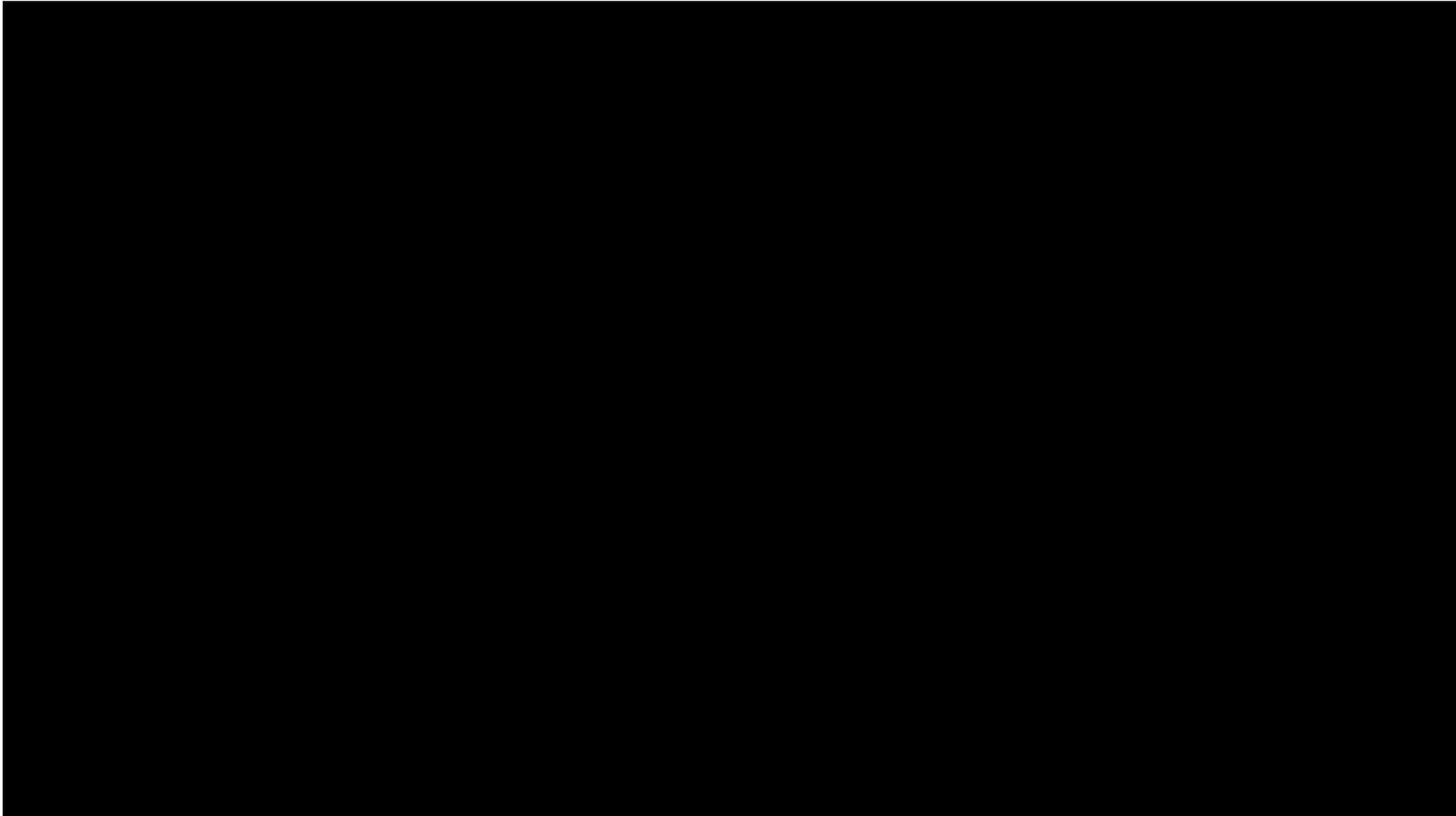


**VIDEO:**

One  
Piece  
Flow is  
Simple

**Time:**

4:42



# STOP “BATCHING” WHEN PRACTICAL

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- Work is streamed into the process
- It flows through uninterrupted
- Few handoffs, delays and approvals
- Faster and less waste
- Taxpayer gets what they want, when they want it

# FLOW: FIFO (FIRST-IN-FIRST-OUT)

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- Take one and make one
- “Level” the process to meet people
- First in – First out
- Slow down at any spot, causes problems
- Keep the “flow” moving



**Push - Pull**

# PUSH SYSTEM

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**Push: Pushing lots of material through at a time.**

- Too much inventory on hand (WIP)
- You have to push
- Work not based on customer demand

How is the “Push” system present in your workplace?

# PULL SYSTEM

\*

**Pull: What the customer asks for. When the customer asks for it. Not any sooner.**

- Prevents Having to Store Material/Inventory Reduction
- What the Customer Wants When they Ask for It
- Triggers a Series of Events



# PUSH VS. PULL

\*



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# PUSH VS. PULL

\*



Department of  
Taxation

- Home
- File
- Forms
- Individual
- Business
- Professional
- Government
- Researcher
- Contact

## Tax Forms

**Instructions:** Enter a full or partial form number or description into the 'Title or Number' box, optionally select a tax year and type from the drop-downs, and then click the 'Search' button.

Form Title or Number:

Tax Type:

Tax Year:

### Top Individuals Forms

|   |      |   |
|---|------|---|
| <a href="#">Instructions for IT 1040 and SD 100</a> | 2016 | Individual Income and School District Income Tax Publication - 2016 |
| <a href="#">IT 10</a>                               | 2016 | Ohio Income Tax Information Notice                                  |

### Top Business Forms

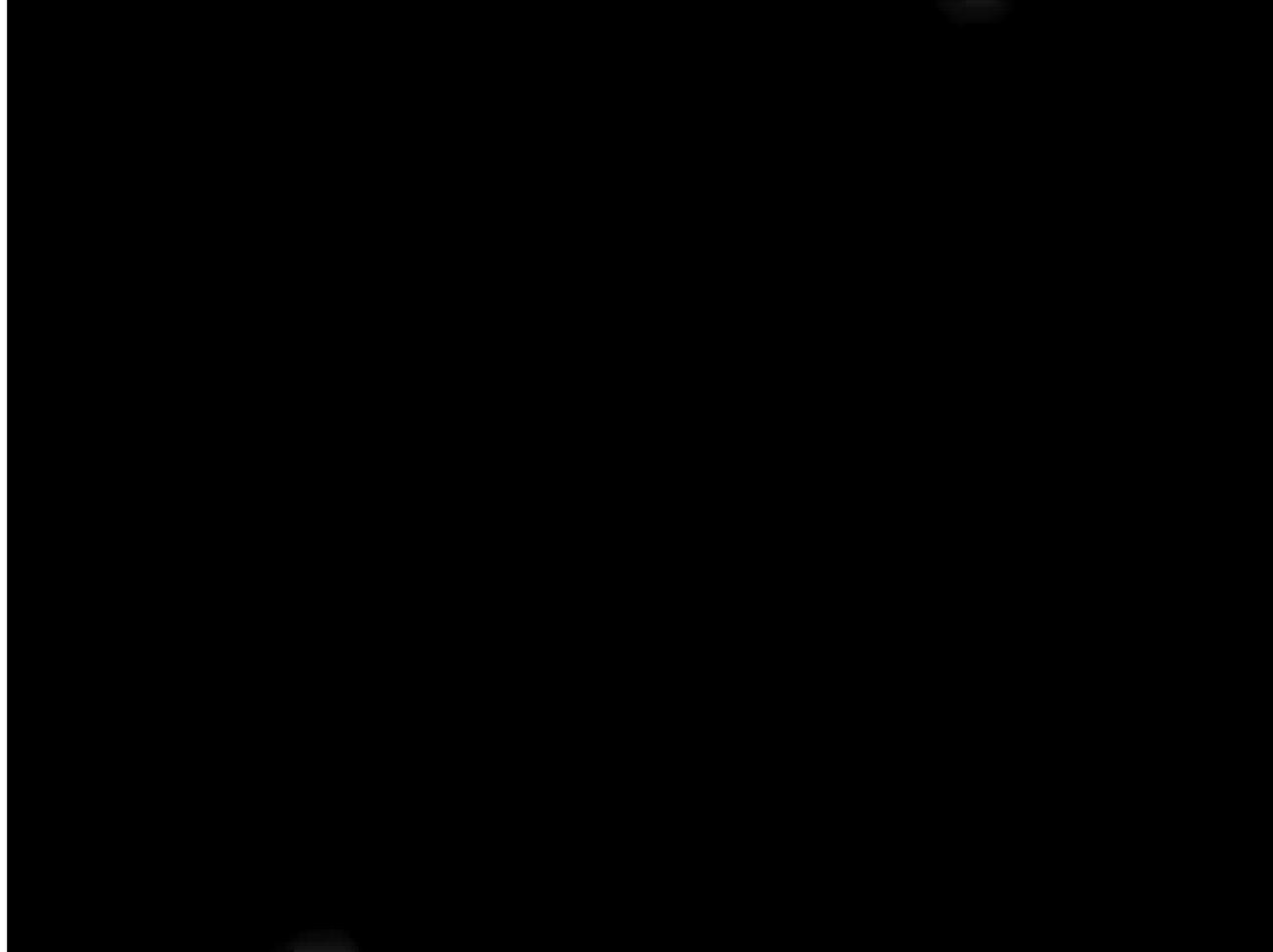
|                                 |      |   |
|---------------------------------|------|---|
| <a href="#">Employer Letter</a> | 2017 | Expirations, New School Districts, Renewals and Rate Changes Effective 1/1/2017 |
| <a href="#">IT 1041</a>         | 2016 | Fiduciary Income Tax Return   |



# Standard Work

# STANDARD WORK – Making Big Mac

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<http://www.youtube.com/watch?v=Xedkk1xvgeo>

# STANDARD WORK

- Standard work is documented best practice to complete a task
  - Using standard work
    - Reduces variation
    - Improves quality
    - Is a foundational element to sustain Lean

What are some examples of Standard Work in your organization?

## Getting Started

### Logging In

To view a performance or development document, you begin by logging into myOhio.

1. Navigate to **myOhio**: <https://myohio.oaks.ohio.gov>.
2. Log in by entering your **myOhio UserID** and **Password**.



3. Click the **Sign In** button.
4. You will arrive at your **myOhio** homepage.

**NOTE:** Based upon your security access in myOhio, your homepage may look different.





# STANDARD WORK

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- Define start and end of process
- Determine customer and staff requirements
- Define the series of steps to complete the work and time needed
- Create forms/documents needed
- Set quality control checks
- Train supervisors and staff in new process
- Validate and test the standard work
- Make adjustments/ continuously improve over time

# STANDARD WORK



**CardinalHealth**

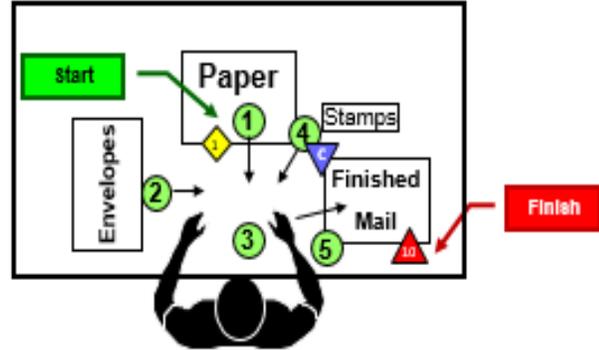
## Standard Operation Sheet

| Approvals        | Shift | Supv        | Mgr  |
|------------------|-------|-------------|------|
|                  | 1st   | name        | name |
|                  | 2nd   | name        | name |
| 3rd              | name  | name        |      |
| Process Owner    |       | name        |      |
| Storage Location |       | input field |      |

|   |                    |                    |
|---|--------------------|--------------------|
| <b>Document Control Number:</b> xxx-123 |                    |                    |
| Created By: name                        | Created Date: date | Revised Date: date |

|  |
|--|
| <b>Process Name:</b> Stuffing Envelopes                    |
| Department: input field      Posting Location: input field |

| Step No.   | Elements of Operation (brief description)       | Cycle Time (Sec) | Takt Rate Unit/5 min | WIP Qty | Work Element Steps | Quality Check | Critical Operation | Safety Element | VSM Icon WIP | VSM Icon Supplier/Custom | VSM Icon Push | VSM Icon | VSM Icon | VSM Icon | VSM Icon |
|--|---|------------------|----------------------|---------|--------------------|---------------|--------------------|----------------|--------------|--------------------------|---------------|----------|----------|----------|----------|
|  |   |                  | 10                   | 10      | ①                  | ◇             | ▽                  | +              | ▲            | □                        | →             |          |          |          |          |
| Repeatable Steps <span style="float: right;">Standard Work Visual / Diagram Area:</span> |   |                  |                      |         |                    |               |                    |                |              |                          |               |          |          |          |          |
| 1  | Fold: Get 1 paper & fold into thirds. X10       | 93.2             |                      |         |                    |               |                    |                |              |                          |               |          |          |          |          |
| 2  | Stuff: Get 1 envelope & stuff folded paper. X10 | 76.9             |                      |         |                    |               |                    |                |              |                          |               |          |          |          |          |
| 3  | Seal: Simulate sealing 1 envelope. X10          | 37.3             |                      |         |                    |               |                    |                |              |                          |               |          |          |          |          |
| 4  | Stamp: Get 1 stamp & place on envelope. X10     | 53.5             |                      |         |                    |               |                    |                |              |                          |               |          |          |          |          |
| 5  | Finish: Place envelope aside. X10               | 0.0              |                      |         |                    |               |                    |                |              |                          |               |          |          |          |          |



# STANDARD WORK

| JOB BREAKDOWN SHEET |  |                        |
|---------------------|--|------------------------|
| Date:               | Team Leader:   | Supervisor:            |
| Area:               | JOB:   | Written By:            |
| Major Steps         | Key Points:<br>Safety: Injury avoidance, ergonomics, danger points<br>Quality: Defect avoidance, check points, standards<br>Technique: Efficient movement, special method<br>Cost: Proper use of materials | Reasons for Key Points |
| Step #1             |  |                        |
|                     |  |                        |
| Step #2             |  |                        |
|                     |  |                        |
| Step #3             |  |                        |
|                     |  |                        |
| Step #4             |  |                        |
|                     |  |                        |
|                     |  |                        |
| Step #5             |  |                        |
|                     |  |                        |
|                     |  |                        |
| Step #6             |  |                        |
|                     |  |                        |
|                     |  |                        |

# STANDARD WORK- ACTIVITY

## Dinner Time – It's Pizza Night

- Using the template provided, create a standard work for preparing a frozen Pizza
- Assumptions:
  - You have a frozen pizza and all required tools to prepare it
- Make sure to stay at appropriate level of detail
- Include key points for:
  - Safety
  - Quality
  - Defect Avoidance etc.





**Kanban**

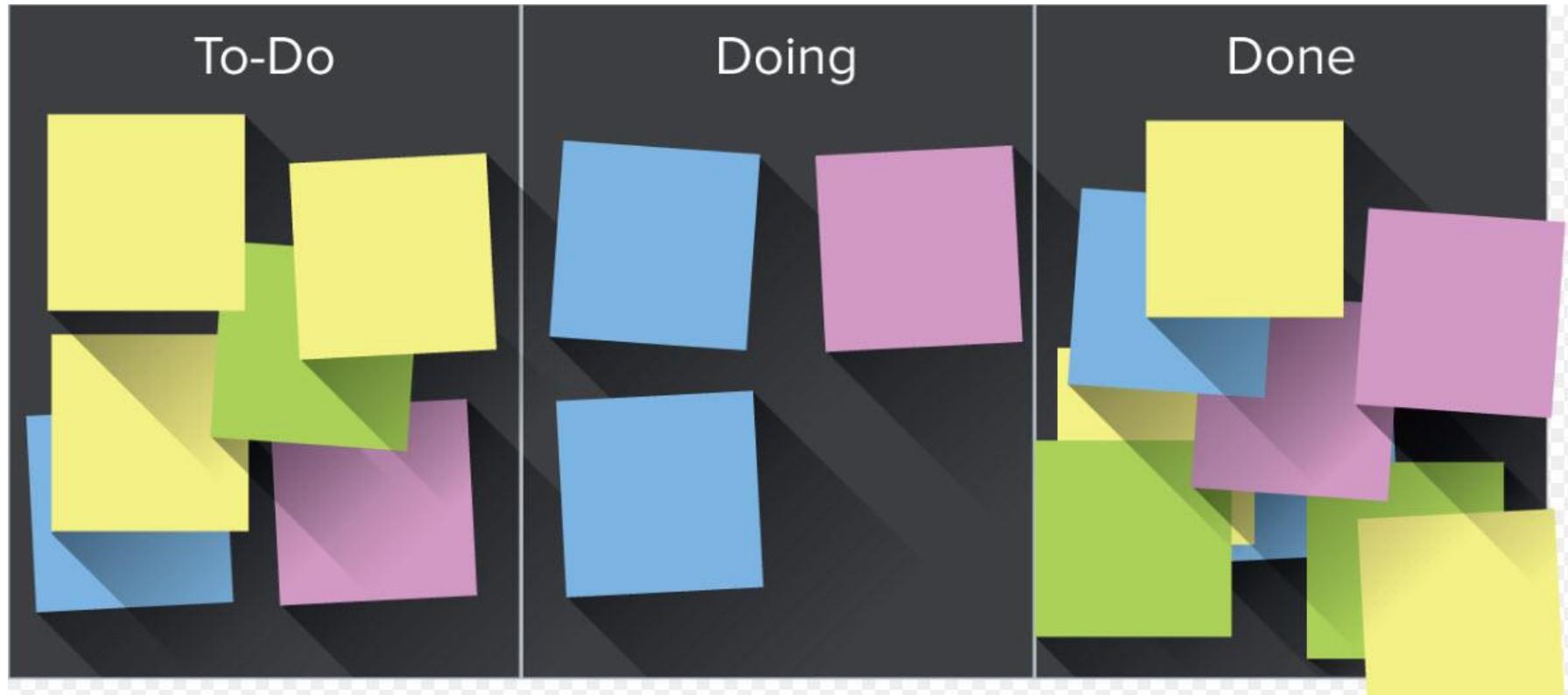
# KANBAN

- Japanese term for “Visual Signal” or “card”
- Used as an indicator of something ready to work on
- Commonly used as an indicator for re-ordering of stock like paper or gloves or materials
- Maintains an orderly and efficient flow

|  |                   |  |                  |
|--|-------------------|--|------------------|
| Your Logo Here                           |                   | <b>Kanban Replenishment Card</b>           |                  |
| Part Number: _____<br>Part Number: _____ |                   | Description<br>Description                 |                  |
| Order Qty: _____                         | U/M: _____        | Card 1 of _____                            | Container: _____ |
| is Per _____                             | Cont of Mea _____ | Card 1 of _____                            | Container: _____ |
| Pull From: _____<br>Pull From: _____     |                   | Supplier:<br>Supplier:                     |                  |
| Pull To: _____<br>Shelf Location         |                   | Consuming Operation<br>Consuming Operation |                  |
|  |                   | Card ID: _____ Tracking #: _____           |                  |

|                                   |  |
|-----------------------------------|--|
| <b>KANBAN</b>                     |  |
| ITEM: _____                       |  |
| PART NO: _____                    |  |
| QTY: _____                        |  |
| LOCATION: _____                   |  |
|                                   |  |
| SUPPLIER: _____                   |  |
|                                   |  |
| <b>RETURN KANBAN<br/>CARD TO:</b> |  |
|                                   |  |
|                                   |  |
|                                   |  |

# KANBAN



## Two Rules:

1. Make work visible
2. Limit work in progress

# KANBAN



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**Day 3**

**Part 3**

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# Solution Finding: Brainstorming



**VIDEO:** Start with Why - Simon Sinek 8:32

# BRAINSTORMING

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**Creativity is key**

*“The difficulty lies not so much in developing new ideas as in escaping from old ones”*

- John Maynard Keynes, revolutionary British economist

# MENTAL BLOCKS TO PROBLEM SOLVING

- Prejudice
- Functional fixation
- Learned helplessness
- Psychological blocks



# PREJUDICE

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“So we went to Atari and said, ‘Hey, we've got this amazing thing, even built with some of your parts, and what do you think about funding us? Or we'll give it to you. We just want to do it. Pay our salary, we'll come work for you.’ And they said, ‘No.’

“So then we went to Hewlett-Packard, and they said, ‘Hey, we don't need you. You haven't got through college yet.’”

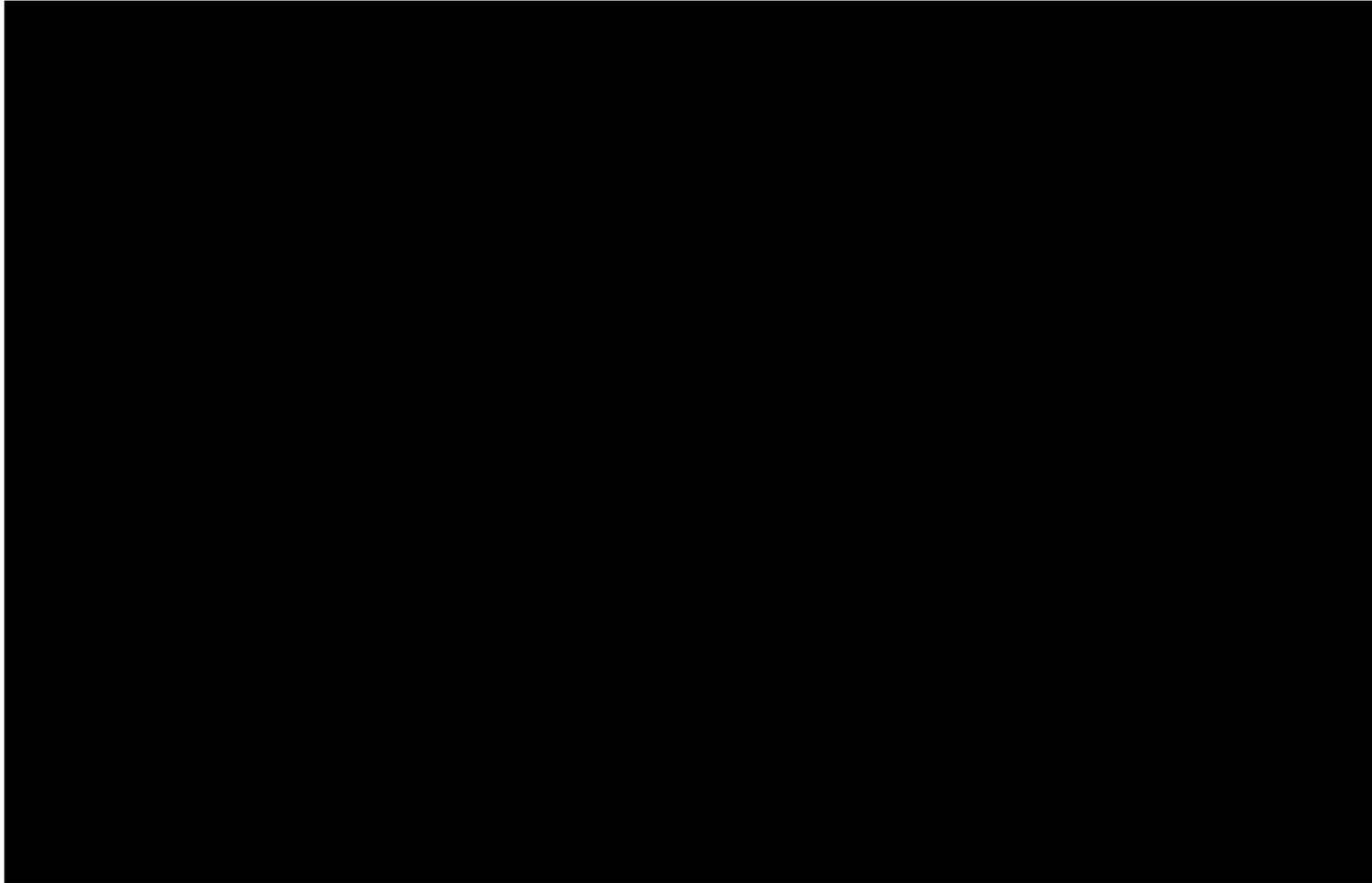
*-Steve Jobs, Founder, Apple Computer Inc.*

# FUNCTIONAL FIXATION



# LEARNED HELPLESSNESS

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# PSYCHOLOGICAL BLOCKS

\*

“Computers in the future may weigh no more than 1.5 tons.”

-Popular Mechanics, 1949

"There is no reason anyone would want a computer in their home."

- Ken Olson, founder of Digital Equipment Corp, 1977

“If I had thought about it, I wouldn't have done the experiment. The literature was full of examples that said you can't do this.”

-Spencer Silver, 3-M, 1968

“[Television] won't be able to hold on to any market it captures after the first six months. People will soon get tired of staring at a plywood box every night.”

-Darryl Zanuck, 1946

“There will never be a bigger plane built.” - Boeing, after the first flight of the 247

# BRAINSTORMING

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- A technique used to quickly generate a large number of ideas about a specific topic or problem
- Generally used in a group setting
- Can help encourage creative thinking and generate enthusiasm
- Avoids “analysis paralysis” by delaying/prohibiting the evaluation of ideas generated.
- Start with a well-defined and clearly stated problem
- A group member assigned to act as recorder and write down all the ideas as they are shared
- The right people
- Ground rules for the session

# BRAINSTORMING “RULES”



# BRAINSTORMING METHODS

\*

## Generate creative solutions to a problem

- Silent Brainstorming
- Impact Control Matrix
- Affinity Diagram
- Carousel Brainstorming (practiced on Day #2)
- \*Fishbone Diagram (covered earlier)

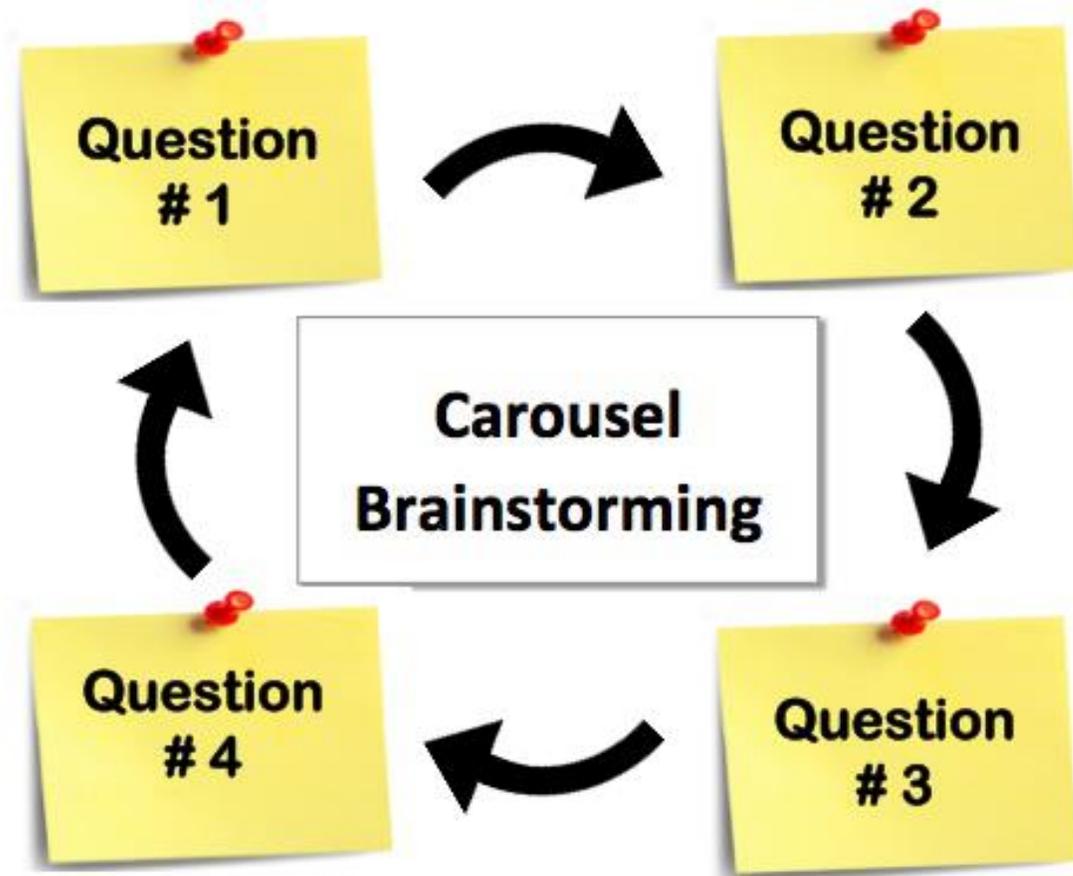
(\* Fishbone can be used for generating ideas as well as identifying problems)

# SILENT BRAINSTORMING

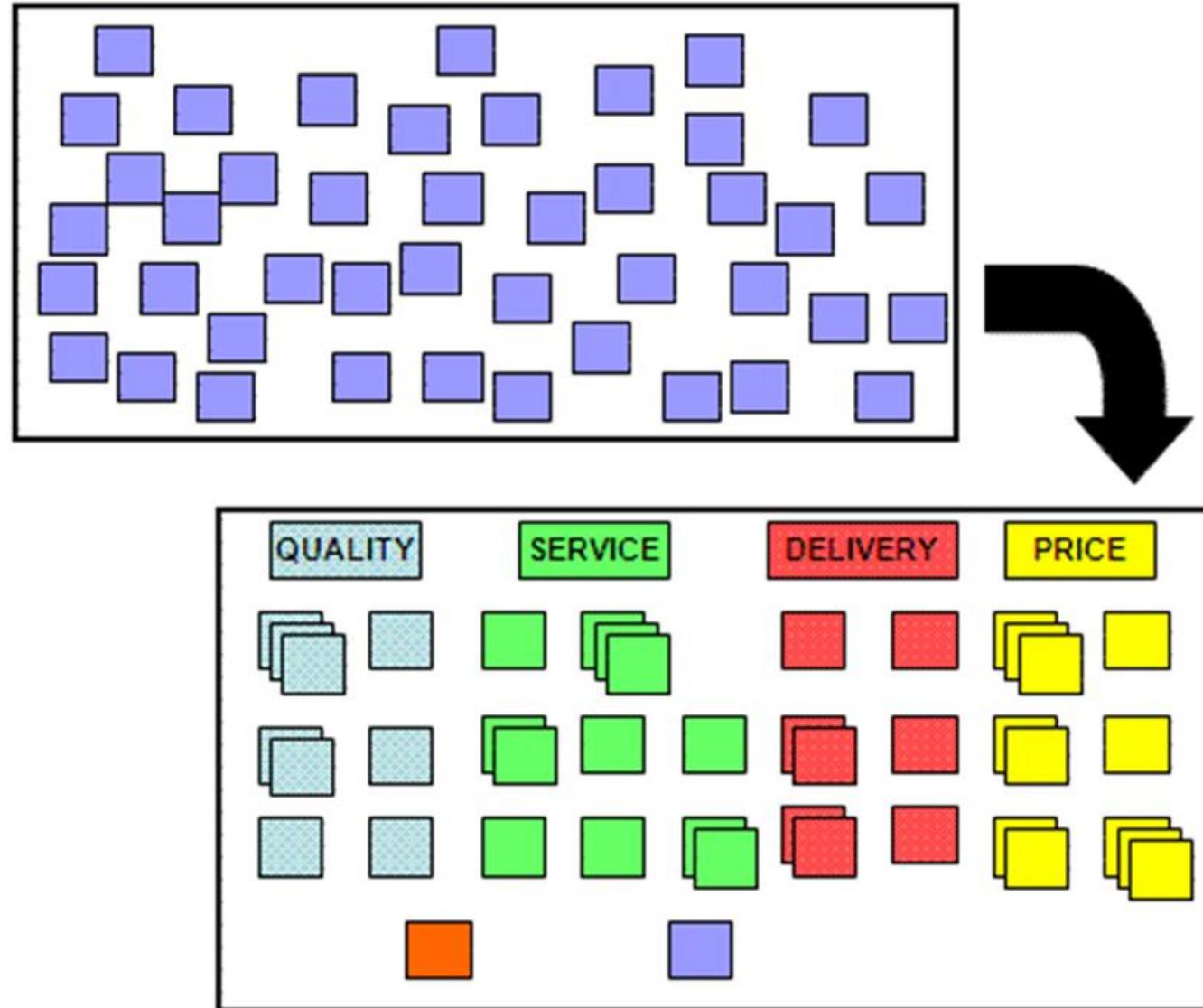
Step 1: Generate ideas individually. One idea per post-it



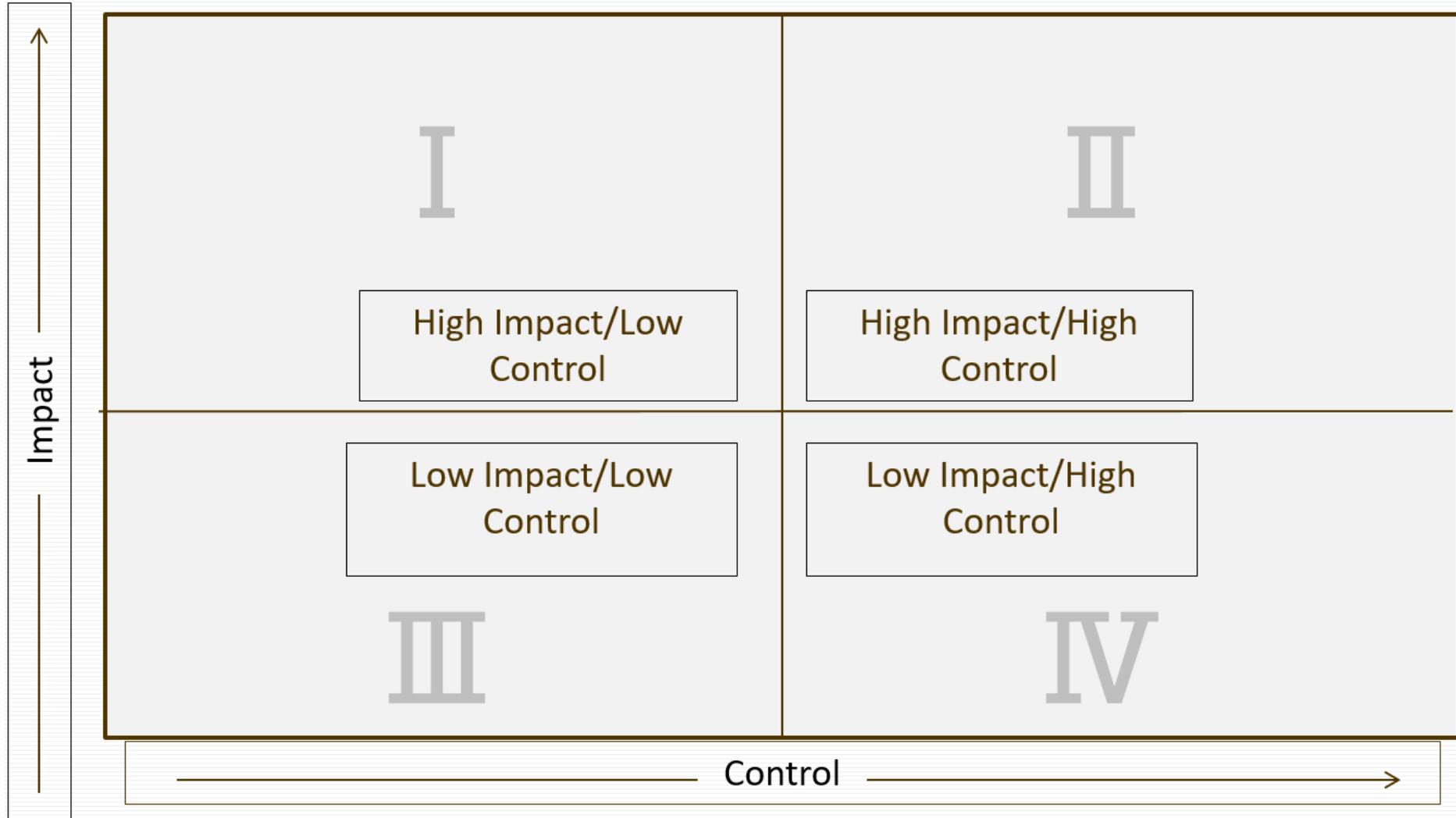
# CAROUSEL BRAINSTORMING



# AFFINITY DIAGRAM



# IMPACT CONTROL MATRIX





# Clean Sheet Redesign

**VIDEO:**

More than One  
Right Answer

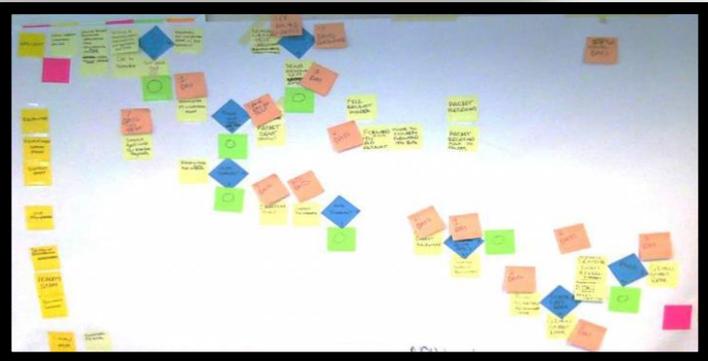


# DOP SIMULATION: CLEAN SHEET REDESIGN \*

How do we go from here.....



To HERE!



# CLEAN SHEET REDESIGN GOAL

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- **TRANSFORMATION** OF THE PROCESS!
  - Create a new process that's significantly better than the old one
  - Reduce process steps, cost, time by 50%
  - Delight the customers of the process
  - Put aside the “as is” model

# DOP SIMULATION: CLEAN SHEET REDESIGN



*Simpler, Faster, Better, Less Costly - Lean.Ohio.gov*

# BEFORE PROCESS REDESIGN

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- Complete the Current State
- Gain Consensus on Current State
- ID Waste (TIM U. WOOD) on Current State
- Document Value Added on Current State Map
- Brainstorm New Ideas
- Review Work Structure Principles
- Evaluate and Prioritize the Brainstorm Ideas

# PROCESS REDESIGN PRINCIPLES

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- Design processes around value-adding activities
- Work performed where it makes the most sense
- Provide a single point of contact for customers and suppliers
- Ensure a continuous flow of the main sequence
- Reduce waiting, moving and rework time
- Reduce or eliminate batching
- Build quality in up front to reduce inspection and rework
- Reduce checks and reviews
- Push decision-making down to the lowest reasonable level

# PROCESS REDESIGN

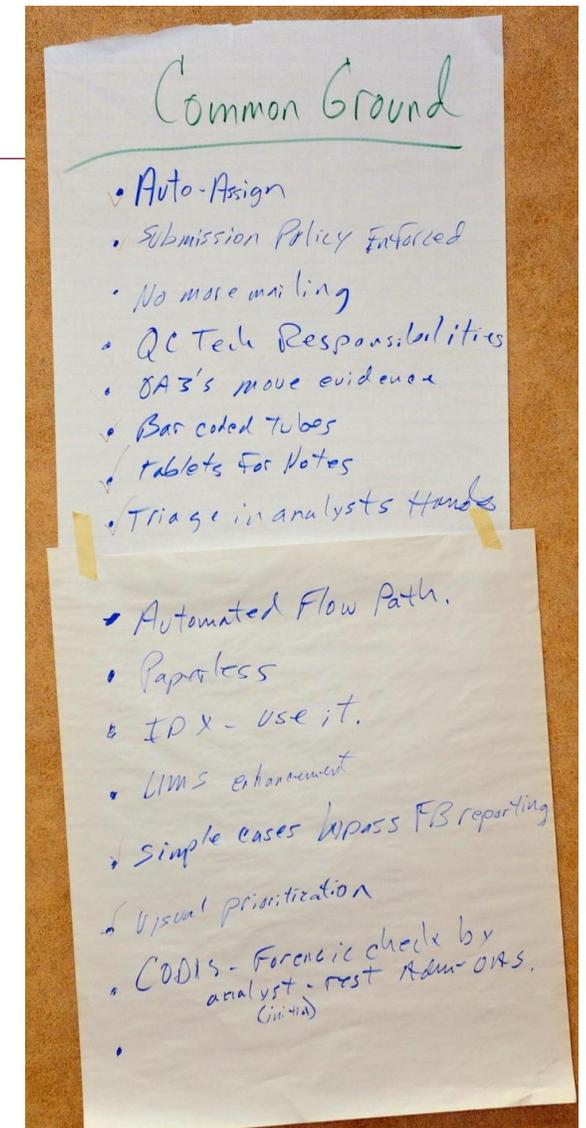
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- Improvement teams will be divided into smaller groups (2 or 3)
- Each group will design an ideal future state based on all the work you have done so far, using the redesign principles
- Put aside the way things currently are – this may be the hardest part!
- Reach consensus on the new future state
- Once the small groups have designed their future states, we will compare them

**NOTE:** 3 clean sheets are not always necessary – especially for smaller PDCA projects. One clean sheet (future state) can be enough.

# PROCESS REDESIGN PART 2

- All teams report their clean sheets to the whole group
- Identify Common and Unique elements as the teams report out
- Reach Consensus on the common and unique things the team must have in the new final future state
- Involve Leadership/Sponsor to give a vote of confidence (or right the ship)



# END OF DAY 3

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- Plus / Delta