



**Australian Government**

# **MSS408008 Analyse data for relevance to organisational learning**

**Release: 1**

## **MSS408008 Analyse data for relevance to organisational learning**

### **Modification History**

Release 1. Supersedes and is equivalent to MSS408008A Analyse data for relevance to organisational learning

### **Application**

This unit of competency covers the skills and knowledge required to analyse data generated from formal information monitoring and management systems, such as statistical process control (SPC) and six sigma, or Systems Control and Data Acquisition (SCADA) software and determining its relevance for organisational learning.

This unit is intended for managers, team leaders and people with a similar sphere of influence and scope of authority and responsibility. It covers the capturing of knowledge from data generated within organisation systems and takes a largely quantitative view of information. The unit applies to individuals who are familiar with the application and use of statistics in operations.

This unit may also be applied to service organisations applying competitive systems and practices principles.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Competitive systems and practices

### **Unit Sector**

Not applicable

### **Elements and Performance Criteria**

Elements describe the      Performance criteria describe the performance needed to

essential outcomes.		demonstrate achievement of the element.
1	<b>Identify learning from own organisation data</b>	<p>1.1 Obtain data from appropriate data systems.</p> <p>1.2 Examine data for discontinuities, trends and other possible signs of assignable cause.</p> <p>1.3 Examine selected data events to determine root causes of data events.</p> <p>1.4 Communicate root causes of data events to relevant stakeholders.</p>
2	<b>Identify learning from value stream data</b>	<p>2.1 Identify data which is or could be available from other value stream members.</p> <p>2.2 Identify data which might be useful but is not available and seek access to it.</p> <p>2.3 Obtain and examine available data for discontinuities, trends and other possible signs of assignable cause.</p> <p>2.4 Examine selected data events to determine root causes of data events in liaison with appropriate value stream personnel.</p> <p>2.5 Communicate root causes of data events to relevant stakeholders.</p>
3	<b>Capture learning</b>	<p>3.1 Review root causes to determine implications for organisational learning.</p> <p>3.2 Ensure learning is captured by organisation's systems.</p> <p>3.3 Obtain involvement and required approvals from relevant process/system owners.</p> <p>3.4 Check that learning flows to all relevant stakeholders.</p>
4	<b>Apply learning to team/organisation</b>	<p>4.1 Review management systems for their impact on organisational learning.</p> <p>4.2 Brief relevant process/system owners on changes and obtain required approvals.</p>

- 4.3 Check learning is used in daily operations.
- 4.4 Review use of learning in liaison with appropriate value stream personnel and update in knowledge system.
- 4.5 Identify implications for training and procedures.
- 4.6 Recommend improvements to value stream/organisation knowledge system.

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- Competitive systems and practices include one or more of:**
- lean operations
  - agile operations
  - preventative and predictive maintenance approaches
  - statistical process control systems, including six sigma and three sigma
  - Just in Time (JIT), kanban and other pull-related operations control systems
  - supply, value, and demand chain monitoring and analysis
  - 5S
  - continuous improvement (kaizen)
  - breakthrough improvement (kaizen blitz)
  - cause/effect diagrams
  - overall equipment effectiveness (OEE)
  - takt time
  - process mapping
  - problem solving
  - run charts

- standard procedures
  - current reality tree.
- Sources of data include one or more of:**
- SPC/quality processes
  - six sigma processes
  - quality processes
  - plant instrumentation and control data
  - regular meetings, such as toolbox and quality
  - ad hoc discussions with employees and other value stream members
  - warranty and other product returns/customer complaints
  - kaizen and kaizen blitz data.
- Learning includes all of:**
- can be passed on
  - is a recordable event or method
  - leads to change in practice.
- Electronic, paper-based or other systems for the capture of knowledge include one or more of:**
- clip boards on the line
  - problem solving templates
  - procedures templates
  - whiteboards/other noticeboards
  - databases and other electronic records
  - incident reports
  - maintenance requests/records
  - a method of knowledge retrieval
  - a method of searching, filing and cataloguing.
- Record systems includes all of:**
- is not just retained by an individual
  - is available to others
  - survives beyond the departure of individual
  - has an allocated level of importance.
- Stakeholders include one or more of**
- work team members
  - value stream members.

## **Unit Mapping Information**

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## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>