



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **MSS407002A Review operations practice tools and techniques**

**Release: 1**

## **MSS407002A Review operations practice tools and techniques**

### **Modification History**

New unit, superseding MSACMG702A Review manufacturing practice tools and techniques - Equivalent

### **Unit Descriptor**

This unit of competency covers the skills and knowledge required to apply continuous improvement to the use of competitive systems and practices tools and techniques, that is, facilitating the right use of the right tool at the right time and reviewing its application.

### **Application of the Unit**

This unit is intended for team leaders and people with a similar sphere of influence and scope of authority and responsibility. It covers the reviewing of competitive tools used by an organisation which has already embarked on a competitive systems and practices path and is driven by the pull of its customers.

The unit includes checking that the relevant competitive systems and practices practice tools are being consistently and correctly applied across the entire organisation to enhance customer and organisation value. It also includes reviewing the processes used to identify when additional or different competitive systems and practices tools should be applied.

This unit applies to individuals who have a broad knowledge of all major competitive tools with in-depth application knowledge of several tools which are relevant to the organisation and familiarity with a define, measure, analyse, improve, control (DMAIC) approach.

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

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

## Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

### Elements and Performance Criteria

1	Review the use of competitive systems and practices tools	1.1	Identify which competitive tools are being used in the work area
		1.2	Define the outcomes expected from each tool
		1.3	Observe and measure the actual outcomes being achieved
		1.4	Identify gaps between actual outcomes and planned outcomes
		1.5	Determine if the tools are being used as intended
		1.6	Review tool use and determine if the most appropriate tool is being used
		1.7	Audit health, safety and environment (HSE) impacts from the use of tools
		1.8	Identify any system/process issues impeding the tools delivering their expected outcomes
		1.9	Identify any gaps between tool capability and customer benefit requirements
2	Recommend changes to the use of competitive	2.1	Define required further improvements identified
		2.2	Prioritise required further improvements

- systems and practices tools
  - 2.3 Identify gaps inhibiting tool use
  - 2.4 Recommend system and process changes, as required, to improve tool use
  - 2.5 Recommend alternative or additional tools, as required, to achieve organisation requirements
  - 2.6 Obtain required authorisations for changes
  
- 3 Facilitate the better use of competitive systems and practices tools
  - 3.1 Facilitate training or other resources needed, as required, to improve tool use
  - 3.2 Facilitate system and process changes, as required, to improve tool use
  - 3.3 Facilitate the introduction and use of new tools, as required
  - 3.4 Initiate procedures for sustaining the changes

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

Required skills include:

- analysing organisation processes and products and match to appropriate competitive systems and practices tools
- undertaking self-directed problem solving and decision-making
- analysing current state/situation
- defining improvement outcomes expected in own area of responsibility from the implementation of competitive systems and practices tools
- communicating across all levels in an organisation
- analysing occupational health and safety (OHS) impacts from implementation of competitive systems and practices tools
- preparing reports and recommendations in regards to implementation of competitive systems and practices tools
- measuring improvement outcomes

### Required knowledge

Required knowledge includes:

- competitive systems and practices tools, including:
  - value stream mapping
  - 5S
  - Just in Time (JIT)
  - mistake proofing
  - process mapping
  - establishing customer pull
  - kaizen and kaizen blitz
  - setting of key performance indicators/metrics
- identification and elimination of waste (muda) organisation processes and products applications and limitations of different competitive systems and practices tools
- typical benefits for customers from implementation of competitive systems and practices tools
- DMAIC process applied to competitive systems and practices tool use
- approvals and delegations within the organisation
- procedures, including processes for updating and drafting of procedures

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p><b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b></p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• critically review the use of competitive tools</li> <li>• take a DMAIC approach</li> <li>• compare actual outcomes to planned outcomes</li> <li>• discriminate between the causes of suboptimal performance</li> <li>• recommend appropriate changes to tools used, tool usage and/or tool implementation.</li> </ul>
<p><b>Context of and specific resources for assessment</b></p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> <li>• workplace procedures and plans relevant to work area</li> <li>• specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee</li> <li>• documentation and information in relation to production, waste, overheads and hazard control/management</li> <li>• reports from supervisors/managers</li> <li>• case studies and scenarios to assess responses to contingencies.</li> </ul>
<p><b>Method of assessment</b></p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> <li>• demonstration in the workplace</li> <li>• workplace projects</li> <li>• suitable simulation</li> <li>• case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on)</li> <li>• targeted questioning</li> <li>• reports from supervisors, peers and colleagues</li> </ul>

	<p>(third-party reports)</p> <ul style="list-style-type: none"> <li>• portfolio of evidence.</li> </ul> <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<b>Guidance information for assessment</b>	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<b>Competitive systems and practices</b>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• lean operations</li> <li>• agile operations</li> <li>• preventative and predictive maintenance approaches</li> <li>• monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems</li> <li>• statistical process control systems, including six sigma and three sigma</li> <li>• JIT, kanban and other pull-related operations control systems</li> <li>• supply, value, and demand chain monitoring and analysis</li> <li>• 5S</li> <li>• continuous improvement (kaizen)</li> <li>• breakthrough improvement (kaizen blitz)</li> <li>• cause/effect diagrams</li> </ul>
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	<ul style="list-style-type: none"> <li>• overall equipment effectiveness (OEE)</li> <li>• takt time</li> <li>• process mapping</li> <li>• problem solving</li> <li>• run charts</li> <li>• standard procedures</li> <li>• current reality tree</li> </ul> <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> <li>• the stage of implementation of competitive systems and practices</li> <li>• the size of the enterprise</li> <li>• the work organisation, culture, regulatory environment and the industry sector</li> </ul>
<b>Review tool use</b>	<p>Review of tool use includes:</p> <ul style="list-style-type: none"> <li>• identifying whether a better tool could have been used and whether there is an appropriate balance between daily continuous improvement and kaizen blitz</li> </ul>
<b>Codes of practice/standards</b>	<p>Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used</p>
<b>HSE</b>	<p>All changes implemented are expected to be at least neutral, or preferably beneficial, in their impact on HSE</p>
<b>Outcomes</b>	<p>Outcomes include:</p> <ul style="list-style-type: none"> <li>• the benefits both to the organisation and also the customers</li> </ul>
<b>Define improvements</b>	<p>The definition of improvements may include:</p> <ul style="list-style-type: none"> <li>• a specification of the problem/capability gap being addressed</li> <li>• a specification of how that problem/gap will be solved/filled</li> <li>• a statement of the intended benefits of the solution</li> <li>• a statement of the indicators of progress and success</li> </ul>
<b>DMAIC approach</b>	<p>DMAIC is an approach to improving an existing business process to reduce defects. It stands for:</p> <ul style="list-style-type: none"> <li>• define</li> <li>• measure</li> <li>• analyse</li> </ul>



	<ul style="list-style-type: none"> <li>• improve</li> <li>• control</li> </ul>
<b>Organisation</b>	<p>Organisation includes:</p> <ul style="list-style-type: none"> <li>• any part of a operations or service organisation</li> <li>• companies, government bodies or other body of people aiming to produce a product to service a customer</li> </ul>
<b>Team leader</b>	<p>Team leader may include:</p> <ul style="list-style-type: none"> <li>• any person who may have either a permanent or an ad hoc role in facilitating the function of a team in a workplace</li> </ul>
<b>Gaps inhibiting tool use</b>	<p>Gaps inhibiting tool use may include:</p> <ul style="list-style-type: none"> <li>• competency gap of employees in own or other value stream organisation</li> <li>• lack of management or employee support</li> <li>• lack of financial or other resources</li> <li>• inadequate data</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Sustaining improvement</b></li> </ul>	<p>Improvement may be sustained by including it in:</p> <ul style="list-style-type: none"> <li>• standard procedures and work instructions</li> <li>• standard practice</li> <li>• other relevant documents and practices</li> </ul>

## Unit Sector(s)

Unit sector

Competitive systems and practices

## Custom Content Section

Not applicable.