



Australian Government

Department of Education, Employment and Workplace Relations

MSS407005A Undertake a qualitative review of a process change

Release: 1

MSS407005A Undertake a qualitative review of a process change

Modification History

New unit, superseding MSACMG705A Undertake a qualitative review of a process change - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to review changes made in the operations systems, process or environment to ensure they result in improvement, that gains are maintained and that gains are used as a basis for further gains. The unit includes consensus decision-making and methods for capturing information on implemented changes, including quantitative and qualitative reports and informal talking to people to make sure gains are maintained and ways are found to build on them.

Application of the Unit

This unit applies intended for team leaders and people with a similar sphere of influence and scope of authority and responsibility and who have knowledge of competitive systems and practices, continuous improvement and locking in improvements. Where this is not the case the following units can be completed to supply the necessary skills:

- *MSS403001A Implement competitive systems and practices*
- *MSS403002A Ensure process improvements are sustained*
- *MSS403041A Facilitate breakthrough improvements*
- *MSS403051A Mistake proof a production process.*

This unit covers the skills required for a qualitative approach to the review of a process change. This unit reviews both intended and unintended consequences of change and the effectiveness of the implementation of the change. For a more quantitative review of a process change refer to *MSS407003A Analyse process changes*.

This unit is not intended to be applied to a technical or engineering review of a major capital expenditure or similar review.

While this unit covers a qualitative review, some basic mathematics may be required although not sophisticated statistical or mathematical analysis.

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 | Study a change | 1.1 | Identify changes which have occurred |
| | | 1.2 | Select a change or group of related changes to analyse |
| | | 1.3 | Determine the initiation of the selected change |
| | | 1.4 | Gather information on the situation within the organisation and along the value stream prior to the change |
| | | 1.5 | Gather information on the implementation of the change |
| | | 1.6 | Gather information on the intended benefits of the change |
| | | 1.7 | Gather information on the situation within the organisation and along the value stream after the change |
| | | 1.8 | Determine whether results of change have been constant or have changed over time |
| | | 1.9 | Collate and prepare gathered information for distribution |

- | | | | |
|---|---|-----|--|
| 2 | Agree results of change with stakeholders | 2.1 | Present and discuss collected information with relevant stakeholders |
| | | 2.2 | Modify collected information, as required, based on stakeholder input |
| | | 2.3 | Develop a consensus view of the result of the change which is supported by the information available |
| | | 2.4 | Validate the consensus view with stakeholders |
| 3 | Identify future improvements | 3.1 | Discuss lessons learned from the reviewed change with stakeholders |
| | | 3.2 | Capture key knowledge from the review of the change in accordance with systems and procedures |
| | | 3.3 | Identify future improvements in collaboration with team members |
| | | 3.4 | Validate identified future improvements with stakeholders |
| | | 3.5 | Obtain sign-off from process/system owner |
| | | 3.6 | Start the process for implementing future improvements |
| | | 3.7 | Check that planned improvements have occurred |
| | | 3.8 | Take action to sustain improvement by standardising |

Required Skills and Knowledge

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

Required skills

Required skills include:

- determining and using qualitative research techniques appropriate for area of responsibility and relevant change process, including:
 - surveys
 - interviews
 - walking around (gemba walk)
 - structured and unstructured interviews
 - formal and informal interviews
 - review of organisation records
 - review of process 'history', such as might be obtained from a control panel or other process records
- undertaking qualitative research on past performance of plant, operations, products and procedures
- identifying trends and causal relationships and evidence offered by people consulted
- communicating and explaining results of quantitative research with others across a range of numeracy and literacy levels
- analysing views and reasons put forward by others on past performance and relating to evidence
- analysing views and reasons put forward by others for future changes and improvements and forming recommendations
- identifying key HSE strategies and risks for area of responsibility and identifying sources of expert assistance
- preparing recommendations, submissions and presenting a case for future changes

Required knowledge

Required knowledge includes:

- competitive systems and practices principles, processes and techniques
- organisational goals, products and processes
- qualitative research techniques, including:
 - surveys
 - interviews
 - walking around (gemba walk)

- structured and unstructured interviews
- formal and informal interviews
- review of organisation records
- review of process ‘history’ such as might be obtained from a control panel or other process records
- workplace continuous improvement processes and procedures
- variety of communication techniques, including:
 - face-to-face formal and informal interviews
 - surveys
 - telephone interviews
 - formal reports
 - presentations

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • determine and use appropriate qualitative research techniques • identify changes appropriate for qualitative research • undertake a qualitative review of a process change • gather information and undertake analyses over appropriate periods and ranges that will provide a valid basis for conclusions and recommendations • obtain a consensus view of the results of the change • determine the lessons to be learned and future improvements to be undertaken.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee

	- documentation and information in relation to production, waste, overheads and hazard control/management - reports from supervisors/managers - case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: - demonstration in the workplace - workplace projects - suitable simulation - case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) - targeted questioning - reports from supervisors, peers and colleagues (third-party reports) - portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	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.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: lean operations
--	---

	• agile operations • preventative and predictive maintenance approaches • 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 • 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 Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Codes of practice/standards	Where changes include areas covered by industry codes of practice, and/or Australian/international standards, the latest version must be used
HSE	All changes implemented are expected to be at least neutral, or preferably beneficial, in their impact on HSE
Change	Changes may: • be to equipment, operations, procedures or practice • arise from continuous improvement (or an improvement event or project) • may have been intended to make an improvement or

	to implement new products, technology or systems include the implementation of a change Changes do not include an engineering or technical review of a major capital expenditure or similar review
Initiation of change	A change may have been deliberately initiated to improve capability, deal with a problem, or a similar intended change. Where a change was not deliberately initiated then the causal factors for the change need to be identified and may include: - a drift in efficiency or quality - a change in materials, rate of supply, quality of supply, or, components which was being compensated for - a change in personnel which brought different practices
Stakeholders	Stakeholders may include: - work team members - value stream members
Qualitative research	Qualitative research aims to gather information that may not be apparent from quantitative analysis techniques including the why and how of events relating to the change process. Examples of information gathered include: - employee support for a change before and after the change - other stakeholder support - understanding of employees of the intended benefits and the situation after the change - customer support for change - testing of possible contingencies and scenarios in the change process, including non-conformances (e.g. impact of breakdowns and absences)
Prior situation	The prior situation would include an analysis of culture and value alignment between: - downstream and upstream members of the value stream and the organisation - management and employees - skills required versus skills possessed - process capability - process and plant/equipment performance

Intended benefits	Intended benefits include impacts on: - customer perceived value - stakeholders upstream and downstream - organisation personnel - process capability - plant/equipment reliability/performance
Results of change	The change may have resulted in: - an initial improvement followed by a return to previous performance - a change which has resulted in continued improvement - continued detriment or other variations over time Results of change should include HSE changes
Improvements	Improvements may: - be to process, plant, procedures or practice - include changes to ensure positive benefits are maintained
Sustaining improvement	Improvement may be sustained by including it in: - standard procedures and work instructions - standard practice - other relevant documents and practices
Team leader	Team leader may include: any person who may have either a permanent or an ad hoc role in facilitating the function of a team in a workplace

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.