

Lesson Plan Five



Video Module IV



S5: Set Locations Implement Automatic Recoil

GETTING READY

Usual Preparation

1. Gather your supplies.
2. Lay down your visual order mat on your instructor's table.
3. Check to make sure your VCR and monitor (or LCD) are working.
4. Color adjust the monitor (or LCD) as close to the colors in Dr. Galsworth's book photo as possible (see back cover of the big *Visual Systems* book that came with your Video System).
5. Adjust the sound level of your monitor (or LCD). If your room is large, you may need extra speakers.
6. Check the room lights. Put red/green dots on the lights so others can adjust them easily.
7. Put an *Associate Handbook* at each place.
8. Put a sharpened pencil at each participant position.
9. Put a colored sheet of paper in the center (or front end) of each table.
10. On that sheet of colored paper, place name badges, 2-3 dark (not red) magic markers, and other common supplies.
11. Number each table. Fold a large index card (or paper) in half. Write the table number on the same side of the card twice the long way (create a mirror image of the number). Lay one half the card on the table top so the number faces people sitting there. Hang the other half over the table edge so the number faces you, the Instructor.
12. Put your own name badge on, with your written name nice and big.
13. Make sure this *Instructor Guide* is handy.
14. Make sure the refreshments have arrived. If you decide not to provide refreshments (though we cannot imagine why), please provide fresh water at every table.
15. Add some fresh flowers to the training room. Until the training actually begins, play easy, uplifting, unobtrusive music, such as Strauss Waltzes, Native American drums, sounds of nature.



Special Preparation

16. Situate supplies on the production floor that teams will need for the S5 floor exercise. Do this before this training session begins.

Note. One effective way to make sure that area teams can access supplies as needed is to set up a stash in (or very near) each targeted area; even better if you use rolling carts.

(Continues next page)

17. Here's a list of usual, broken down by exercise.

- **To prepare surfaces to hold tape/paint (refresh scrub already done in S2):**

- Brooms, dustpans, cloth and rubber gloves, wire brushes, whisk brooms, mops.
- Hot water in big buckets
- Any chemical solutions your company has developed for S2.
- Lots and lots of rags

- **To lay down Borders:**

- Plenty of plastic tape (usually in 2" and 4" widths) in the colors of your Border color-code system if one already exists. If you still need to devise one, then gather common-use solid-colored tape in yellow, blue, green, orange, and red.

Note: Go Easy on Two-Color Tape. If you are considering the use of high-contrast/two-color tape, use it sparingly.

The purpose of this type of tape is to draw our attention so that we notice when we are in an area of some risk or even danger. The way this is done is by combining two colors that vibrate strongly against each other. Hence the name: "high-contrast." Because the colors vibrate, they attract our eye and our mind – and the body is put on the alert. In layman's terms, this is a *stress response*.

The problem comes with the over-use of this kind of tape – using it for example in low- or no-risk areas. The eye and mind are still agitated and the body braced – but there is no danger.

Repeated over time, this response puts significant stress on the eye, mind and body when there is no need. Bracing for danger when there is no threat is dangerous.

Further, very high-contrast tape (red and black, magnetic and black) can vibrate so strongly, it is believed to be a causative factor in triggering epileptic episodes.

OSHA and ANSI offer guidelines on the use of high-contrast color tape. But these are not requirements or regulations. *They are merely suggestions.*

With rare exception (such as chemicals or radioactive materials), you are better off with the use of solid color tapes.

- Don't hesitate to use solid tape in combination – for example, a blue two-inch tape overlaid onto a four-inch yellow tape. That can be very effective without any of the stressors.

- Plenty of scissors, tape measures, straight edges, chalk lines, various squares of cardboard.

- **To put Home Addresses in place.**

- Plenty of masking tape + black magic markers.
- Label-maker machine (e.g., P-Touch Brother).
- Label tape in a range of widths and in a usual range of colors: black, white and yellow.
- Cardboard or plastic letter stencils + spray paint in common colors (e.g., yellow, blue, and pink).
- Plastic sleeves and string for putting air-borne addresses in place.
- Three to four extra pairs of scissors.

- **To put ID Labels in place.**

- Plenty of masking tape + black magic markers.
- Label-maker machine (e.g., P-Touch Brother).
- Label tape in a range of widths and in a usual range of colors: black, white and yellow.
- Cardboard or plastic letter stencils + spray paint in common colors (e.g., yellow, blue, and pink).
- Three to four extra pairs of scissors.

18. Order catalogues on ID products to distribute to teams during or after the training session. Such catalogues are full of examples of how to set locations. Catalogue companies are generally overjoyed to comply send you, at their expense, just as many catalogues as you request (viz., 30-40). People simply pour over the pages for ideas and applications.

- QMI has been doing this for years with excellent results. Our favorite is the Seton Name Plate Catalogues (there are several types). Given them a call (1-800-243-6624) – and tell them that “Dr. Galsworth and the folks at QMI” sent you.

People/Teams Bring The Following With Them

A. Their *Associate Handbooks*.

- If you have kept any *Associate Handbooks* for people (and we’d prefer that folks take them along, rather than leave them behind), make sure you have them with you; pass them out as soon as their owners find a seat.

B. Their *area Laminated Maps*.

C. Their *Starter Kits*.

D. Data on any *Motion Metrics* that were gathered.

E. Their *Video Report Cards* (unless you -- the Instructor -- or your Coordinator are keeping them).

Lesson Plan One	Lesson Plan Two	Lesson Plan Three	Lesson Plan Four	Lesson Plan Five
Video Module I	Video Module II	Video Module III (a)	Video Module III (b)	Video Module IV
Basics of Visual Thinking + Four Types of Visual Devices	Improvement Time + Laminated Map and S1/Sort + S2/Scrub + S3/Secure Safety	Review/Improvement Time + Motion Metrics and Value Field + Flow (append What-Is Map)	S4/Select Locations What-Is Map Could-Be Map	S5/Set Locations (Automatic Recoil)

▲
You are here.

Lesson Plan Six	Lesson Plan Seven	Lesson Plan Eight	Lesson Plan Nine	Lesson Plan Ten
Video Module V (a)	Video Module V (b)	Video Module VI (a)	Video Module VI (b)	Video Module VII
Inertia & Resistance and +1/Sustain the 5S+1 Habit	+1 Tool: Visual Mini-Systems	Management Walk, 5S+1 Checklists & Empowerment	Case Examples: Harris, Seton & Denison Hydraulics	Customer-Driven Visual Order

Lesson Plan Five

❖

Module IV

S5: Set Locations

Implement Automatic Recoil

Thumb Nail of the Session



Total Session Time*	Video Module & Segment Length (included in Total Session Time)	Session Overview	Pages
3.0-6.0 hours	Approx. 62 minutes <input type="checkbox"/> Segment A (31 mins.) <input type="checkbox"/> Segment B (31 mins.)	<input type="checkbox"/> S5/Set Locations and Automatic Recoil defined. Discussion and many examples of Borders plus how to “lay down the lines.” <input type="checkbox"/> Discussion and many examples: of Home Addresses, including Driver-License Level information; and of color-coding as a form of address. <input type="checkbox"/> Discussion and examples of ID Labels.	Handbook 4.1-4.4

* This total refers to the span of time you would need if you were to show the entire video module within the same session and do many (or possibly all) the core exercises.

Your detailed Lesson Plan begins on the next page. →

❖ Suggested Opening (45-90 minutes)

S5/Set Locations

Timing	Content/Activity	Page/Device
02-04 minutes 	1. WELCOME everyone. After a quick and enthusiastic comment, in, share the agenda.	Page 4.1
05-10 minutes  *This thumbs-up symbol indicates that QMI considers the information, exercise or learning point to the right very important. Please think carefully before skipping it.	2. NORMALIZE the room. Optional Exercise. Here's a check-in exercise that seem to work well and represents a different way to find out how people feel. Step 1. If you haven't prepared the following in advance, draw three columns on a flip chart. <ul style="list-style-type: none"> ❑ Column 1 is for scores on how satisfied a person feels with the progress, as a whole, of 5S+1 in his/her area. ❑ Column 2 is for that person's level of satisfaction with his/her own efforts. ❑ Column 3 for that person's score compared with where s/he thinks s/he would like to be (what level) at this stage. 	Flip Chart

5S+1 Area Progress	My Progress	Where I'd Like To Be

Step 2. Tell folks to write down a score for themselves for each of the three different categories, using a scale of 1-10, (10=high). Make sure people note their scores.

Step 3. Now go round robin and ask people to simply state (call out) their numbers. You (the Instructor) scribes on the flip chart.

Note A. An easy way to keep going after the first volunteer is the state that the round robin will proceed clockwise from the first volunteer. That keeps the ball rolling.

Note B. It's so very important not to take or give comments on the numbers. Just mark them down, rapid fire. You, as the instructor, don't even have to know who is speaking. In fact, it is often better to keep your nose glued to the flip chart as people rattle off their scores.

Step 4. Ask people to look at the numbers on the flip chart and speculate on possible meanings or interpretations. Take free-flowing responses.

Note A. The dual purpose of this exercise is to normalize the room, raise 5S+1 awareness, and create a greater sense of unity across the implementation. Therefore, it is still not necessary for any single person to “explain” his/her numbers – unless a person wants to or you know it would add insight without confrontation. In that case, simply ask: “Anyone want to explain their own numbers? No. OK, let’s move on...” (or “Yes,” as the case may be...)

Note B. By this stage, people will be fairly comfortable with each other. Expect a lively discussion and let it flow

Note C. The exercise is an excellent diagnostic for you as a trainer to gain insight into how people perceive things are going – and to get people to name for themselves perceived barriers (internal and external).

If there are hidden problems with the implementation, this exercise will usually surface them. Be prepared to list them and address them now or later in the session. But don’t let a barrage of vocal complaints deflect you from the session agenda.

Step 5. Add your two-cents worth – if you wish, remembering to keep all interpretations (including yours) open-ended and speculative.

02-03
minutes



3. REVIEW the *Principles & Practice of Visual Order*. Point out where the group is in the process.

Page 4.2

03-10
minutes



4. ASK the Visual Workplace Coordinator (which may also be you) to present on improvement time utilization since the last session. Ask for questions, comments, observations, and concerns.

Note A. This is best done with charts and graphs – and delivered in a simple, non-judgmental fashion.

1-3 VRCs=30
minutes

3-6 VRCs=70
minutes



5. INVITE teams to present their *Video Report Cards* (VRCs). Point out the grid on Page 4.3 for notes and questions.

Page 4.3

Note B. Here’s a repeat of the **Tips** presented previously.

Tip 1. Make every effort before the session begins to ensure each VRC is cued and ready.

Tip 2. Ask each team to designate a member to stand up front and present the area’s VRC.

Alert. This role is rotated, session-to-session.

Tip 3. Make sure the remote control works!

Tip 4. Give the job of handling the remote control to a “volunteer.” Chances are you’ll have your own hands full.

Tip 5. Make sure the group expresses appreciation after each VRC – with hoots and loud applause!

Tip 6. If any -- or lots -- of the VRCs are, technically speaking, poorly executed, coach people on the finer points (see Session Two).

Tip 7. Make sure each team takes back its VRC so footage can be added before the next session.

01 minute



6. SAY:

We’ll now see the first segment of today’s Video and learn about S5: Set Locations in detail. Keep your ears open for the term Automatic Recoil – the ability of a workplace item to find its way back home, based solely on the location information you put in place. What do we mean by “location information?” A Border, a Home Address, and, if possible, an ID Label. The visual where. That’s what S5/Set Locations is all about.

After the video (which lasts about 30 minutes), we’ll go out on the floor and apply S5/Set Locations – and the installation of Automatic Recoil will begin in your area. I can hardly wait!





7. PLAY Segment A of Video Module IV.







❖ Video Learning


Module IV - Segment A (31 mins/07 secs) - S5/Select Locations: Borders

Segment Specs	Content Points	Slides & Video Clips
Module IV~Segment A Segment Focus: S5~Borders and the Logic of Borders. Segment Length: 31 mins and 07 secs Video Time Counter: 00:00:00 to 00:31:07	<ol style="list-style-type: none"> 1. Definition of S5/Set Location. 2. Definition of Automatic Recoil. 3. Borders: the good, the great, and the fabulous. 4. Procedure for: Laying Down the Lines (bordering) 5. Borders doing double duty as visual controls. 6. Walls = Borders extended upward. 7. Handling crummy surfaces. 8. Photo-copied Borders. 	Slide Examples: <ul style="list-style-type: none"> • S5 Icon (Border/Home Address/ID Label). Slide Examples: <ul style="list-style-type: none"> • Variety of borders. Graphic Progression: <ul style="list-style-type: none"> • Barrel with/without a Border. Interview Clips: <ul style="list-style-type: none"> • First and later response to Borders – why they really work.
End of Video Segment Action		
<ol style="list-style-type: none"> 1. With a buddy (or your team), discuss floor. Ask questions. Raise issues. 2. When you are done, start implementing Floor Borders in your own area. 		
 This concludes <u>Segment A</u> of Video Module IV. Proceed to Review & Exercises. 		

❖ Review & Exercises (20 - 150 minutes) S5/Set Locations

Timing	Content/Activity	Page/Device
02-04 minutes 	<p>8. REVIEW the basic definitions in the <i>Handbook</i> on <i>S5/Set Locations</i>, <i>Automatic Recoil</i>, and the function of <i>Borders</i>.</p> <p> Note. Try this simple demonstration to help people grasp the different ways to lay down Borders.</p> <ol style="list-style-type: none"> 1) Put 5-6 post-its cut to various sizes and shapes on a clean flip chart sheet. 2) Trace a thick border around each post-it with a dark marker. 3) Demonstrate different Border options: commas, double Borders (as at Fleet Engineers), open-sided Borders (as at GM), dashed Borders to show temporary locations, dots, and hatched-marked Borders to indicate off limit areas. 	Pages 4.5-4.7

<p>08-15 minutes</p> <p></p>	<p>Room Exercise: Why Borders?</p> <p>9. ANCHOR the function and importance of Borders with the following exercise.</p> <ul style="list-style-type: none"> • Have each team sit at its own <i>Could-Be Map</i> and draw a Border <i>in pencil</i> around each and every item on that map. This gets the point of “everything that casts a shadow” across powerfully – and resistance to the logic of Borders evaporates. ❖ Make sure this is done in <i>pencil</i>. Later this session, when color-coded Borders are discussed, you may want folks to re-draw those lines around floor items in the correct coded color. So it’s <i>pencils</i> for right now. <p>CAUTION: This is not the time to discuss color-coded Borders. Color-coding is a form of address, the topic of the next video segment. Postpone that discussion until then.</p>	
<p>01-03 minutes</p> <p></p>	<p>10. PRESENT the overview of the 8-Step process for implementing <i>Automatic Recoil</i>.</p>	<p>Page 4.8</p>
<p>01-04 minutes</p>	<p>11. PRESENT the details in the first five steps of the 8-Step process that you find most relevant to the targeted areas.</p>	<p>Pages 4.9-4.12</p>
<p>05-15 minutes</p>	<p>12. PRESENT the page “Borders: Why Bother?” You can simply walk through the page.</p> <p>Or deepen understanding of the function and importance of Borders with the following exercise – or your variation of it.</p> <p>Step 1. Ask people to work individually for a few moments and figure out why Floor Borders are important. How do they help? Why bother with Borders? What are the benefits?</p> <p>Note. Pass our paper for this.</p> <p>Step 2. After a few moments, ask people to share their thinking with others at their table and work together to develop a compiled list of Border benefits to present to the larger group.</p> <p>Step 3. Have teams present their lists and discuss (or you as the Instructor can collect responses on the flip chart).</p> <ul style="list-style-type: none"> • Encourage people to show what they mean by drawing an example or creating one with masking tape on the floor or a tabletop. • At some point, you as the instructor need to decide whether you want people to “get” all eleven reasons (and then some) – or to simply collect however few or many reasons they have developed on their own. 	<p>Page 4.13</p>

	<ul style="list-style-type: none"> ○ You do not need to refer to Page 4.13 at all. Even if you do, we have discovered people only “get” the reasons for Borders that they have already experienced. ○ The point here is you do not need to push for completeness. ● Keep track of the responses, such as they are. You can visit t the list again, from time to time, as people’s understandings grow. 	
02-04 minutes	<p>13. MENTION the OSHA and ANSI Guidelines.</p> <ul style="list-style-type: none"> ● Make sure to read or mention Note 2. 	Pages 4.14
10-20 minutes 	<p>Room Exercise: Barriers to Borders</p> <p>14. DISCUSS issues related to laying down Borders. The page on <i>Borders: Heavy Forklift Traffic</i> can be an assist. For example:</p> <ul style="list-style-type: none"> ● Do we begin with plastic tape or go right to masking tape and then paint? ● Will plastic tape be enough? Will it stick? Will paint stick? Will it last? 	Page 4.15
	<ul style="list-style-type: none"> ● How much cleaning is required – how deep and how often? ● What procedures related to the above already exist? ● If yours is a union shop, what is the correct way for this work to get done? <p>Note A. This discussion must be frank, with no hold bars. For example, the poor condition of a floor is one of the biggest barriers in 5S+1 to laying down lines. And that must be stated. Make it safe (and keep it safe) for people to share their perceptions about the dirt, grease, air-born coolant, chips, machine and pipe leaks, etc., etc., etc.</p> <p>Note B. If you/Coordinator/Lead Team/Maintenance did your collective homework, you already developed a formula for getting the floor clean. As part of that, you may have obtained authorization for or actually already contracted to have the floors steamed and painted or a new floor laid.</p> <p>Hopefully, you and your colleagues have worked through the issues and concerns that the people in your trainer room will cite related to Floor Borders. This and much more needs to happen in preparation both for S5 and for today’s floor exercise. Your goose is about to get cooked if you neglected these tasks.</p>	



15. SEE the box below if you must adjourn now. Otherwise, skip the box and continue.

03-05
minutes

If You Have To Adjourn For The Day...

If you must adjourn for the day, give this mini-*Action Assignment*:

1. Use your improvement time between now and the next session to “lay down the lines.” Put Floor Borders in place. (We’ll get to Borders on your work surfaces very very soon).
2. Continue tracking your motion and improvement time usage.

Announce date/time/location of next session. Adjourn with big thanks!

Instructor Note. As ever, make all the videos to date available to anyone to see again.

60-150
minutes



Floor Exercise: Laying Down Floor Borders

14. PREPARE the group for a floor exercise that focuses exclusively on laying down Floor Borders.

Time Estimate: 60-120 minutes (Give as much as you can.)

Note. We strongly recommend this hands-on exercise at this point – before folks learn details on Home Addresses and ID Labels. (This exercise is not in the *Associate Handbook*.)

When QMI implements, we like to begin with an exclusive look at Floor Borders for the reasons we cite shortly.

BE AWARE. There is never (and we use that word advisedly) enough time to complete the work of laying down Floor Borders within this training exercise. People will need to continue on their own, using their improvement time to do so. But yet more may be needed. We suggest you and the Coordinator schedule a series of mini-blitzes over the next several weeks.

- For more on mini-blitz procedures, see Chapter III in this *Guide*. Let the *5S+1 Mini-Blitz* will become a regular and major part of your implementation process.

* * * * *

The Logic of this Floor Borders Only Exercise: Experience has shown us to focus squarely on Floor Borders first. Why? Because there is almost always noticeable resistance to the logic of Floor Borders, especially around non-moveable floor items (like big machines and conveyors).

Getting folks to actually lay down these Borders makes the best case we can hope to make in favor of Floor Borders (even around non-moveable items). Seeing is believing. Talking about it is not.

* * * * *

Step 1. Get folks into small groups of two to three people each (tops!). Ask them to use their laminated maps to pre-select a focus area for this exercise. When ready, each team marks its focus on the flip chart.

Note A. As the Instructor (and working with your Coordinator/Lead Team), you are responsible to make sure that a full complement of supplies are ready and waiting in each area:

- For sprucing up surfaces (already cleaned in S2), you'll need brooms, dustpans, gloves, facemasks, cleaning solvent, brushes, scrapers, and rags.
- It's always helpful to have each sub-group write a supply list on a flip chart.

- For mapping out the Borders: wide masking tape, chalk lines, tape measures, plastic tape.

Note B. We like to see these supplies on a rolling cart, in excellent visual order – a kind of floating 5S+1 Corner, geared to the needs of this exercise.

Step 2. Send teams to their respective areas when ready areas to apply the S5 bordering procedure they just learned. Make sure they take their Starter Kits with them.

Note A. We ask you, the Coordinator, and Lead Team to attach yourselves separately to one area or another and honker down and help out. This is exactly what we ask supervisors to do as well. Honker down, get your hands dirty, and help out. It's great work and noticed and appreciated by all the right people.

Again, please do not “supervise” people.

Associates in the training know exactly what to do, thank you very much. Join them. The most we would ask you to do, otherwise, is coach. You know the drill: speak through questions.

- If yours is a union shop, request a special status during these floor exercises so you (and the others) are free to pitch in. Many unions favor doing this. If you are not permitted to help out in this way, continue to coach, not supervise.

Note B. All the hands-on, floor exercises described in this Guide are geared to build rapport, a sense of common purpose and camaraderie. In short, unity. Enhance this further by video taping the exercise as it unfolds. Then show it, in appreciation and good fun, during the de-brief back in the training room when the exercise is over.

Step 3. When the group returns, open the floor to observations, issues, and questions. Show the video tape if you took one.

Note. Resolve as many issues as possible that might prevent teams from enthusiastically applying their new learnings in their *Action Assignment* for this session.



15. SEE the box below if you must adjourn now. Otherwise, skip it and carry on.

03-05
minutes

If You Have To Adjourn For The Day...

If you must adjourn for the day, give this mini-*Action Assignment*:

1. Continue "laying down the lines." Keep your eyes open for any barriers to Borders, such as recurrent dirt/grease/grime on the floor, heavy forklift traffic, and the like. Look for and recommend solutions.

Announce date, time, and location of next session and adjourn with a big thank you!

Instructor Note. As ever, make all the videos to date available to anyone to see again.

01 minute



16. SAY:

OK. Now let's move to the next video segment and learn about Home Addresses and ID Labels, the second and third element in installing Automatic Recoil.





17. **PLAY** Segment B of Video Module IV.










❖ Video Learning

Module IV - Segment B (31 mins/27 secs) - Home Addresses & ID Labels

Segment Specs	Content Points	Slides & Video Clips
Module IV ~ Segment B Segment Focus: S5~Home Addresses and ID Labels. Segment Length: 31 mins and 27 secs Video Time Counter: 00:31:13 to 00:62:40	1. Home Addresses: <ul style="list-style-type: none"> • Black on yellow is best combination. • Tall Shelving. • Addresses for WIP or variable volume. • Driver-License Level Address. • Adding Meaning/Adding Handles. • Color-coding is a Home Address. 2. ID Labels (00:56:00). 3. Review. 4. Invitation to send your Video Report Card to QMI.	Slide Examples: <ul style="list-style-type: none"> • Home Addresses. Interview Clips: <ul style="list-style-type: none"> • More on Borders. • Home Addresses. Slide Examples: <ul style="list-style-type: none"> • ID Labels. Interview Clips: <ul style="list-style-type: none"> • ID Labels.
End of Video Segment Action		
1. Clear up any questions or issues about Home Addresses and ID Labels. 2. If your company does not already have a color-code system for Borders, devise one now. 3. Go to your area and begin to apply Home Addresses and ID Labels.		
 <i>This concludes <u>Segment B</u> and Video Module IV. Proceed to Review & Exercises.</i> 		

❖ Review & Exercises (60–120 minutes) Home Addresses/ID Labels

Timing	Content/Activity	Page/Device
03-05 minutes 	18. REVIEW Step 6 of Setting Locations: <i>Add Home Addresses + ID Labels.</i>	Page 4.17
01-03 minutes 	19. REVIEW Step 7 of Setting Locations: <i>Develop Driver-License Level Addresses + ID Labels.</i>	Page 4.18
08-15 minutes 	20. INTRODUCE and conduct the <i>Driver-License Level Address Exercise.</i>	Page 4.19
08-15 minutes	21. REVIEW information on <i>Variable Volume.</i>	Page 4.20

<p>08-15 minutes</p> 	<p>22. INTRODUCE and discuss the role of color-coding.</p> <p>Note A. Make an especially strong point of the fact that color-coding is another form of address. When you adopt color-coded Border, you are adding another dimension of meaning to the location.</p> <p>Note B. That said, it is always advisable to use both color-coding and stated addresses. This strengthens the color-coding and prevents mix-ups. In other words, color-coding is a supplementary mechanism. It cannot (and should not) be used to replace the need for actual Home Addresses.</p>	<p>Page 4.21</p>
<p>30-45 minutes</p> 	<p>Room Exercise: Determine Your Border Color Codes</p> <p>23. PRESENT and conduct the exercise that will help the group determine a color-code system for Borders.</p> <p>Note A. If you already have a color-code system, use it – unless it is cumbersome. In that case, this exercise can help to streamline it.</p> <p>Note B. Once your company has a viable color-code system in place, you do not need to conduct this exercise. Simply share the system, addressing questions and concerns.</p> <p>Note C. The process described on Page 4.21 can be very effectively accomplished through post-its – especially if there are too many colors or too many differing views on the selection palette.</p>	<p>Page 4.22</p>
<p>05-10 minutes</p> 	<p>24. REVIEW Step 8 of Setting Locations: <i>Add innovative visual handles to Home Addresses and ID Labels.</i></p> <ul style="list-style-type: none"> • Take questions, comments, concerns, and observations. 	<p>Page 4.24</p>
	<p>25. PRESENT and conduct the floor exercise on implementing <i>Automatic Recoil</i>, if you haven't done the previous exercise on laying down the lines (<i>Cell #14</i>, above on Page II-4.12 of this <i>Instructor Guide</i>).</p> <p><u>Or:</u> Do the floor exercise in the next cell (#25) that covers all three elements of <i>Automatic Recoil</i>: Borders, Home Addresses and ID Labels. It's your choice.</p>	
<p>60-120 minutes</p> 	<p>Floor Exercise: Borders/Addresses/ID Labels</p> <p>25. PREPARE the group for the floor exercise found on Page 4.25 in the <i>Associate Handbook</i>. Now it's time to see how all three elements of Automatic Recoil work together.</p> <p>Caution. The focus remains on floors and walls – not work surfaces, racks, inside cabinets and drawers, etc. These come later – after folks get the hang on Floor Borders.</p>	<p>Page 4.25</p>

Encouraging people as part of this training exercise to apply Automatic Recoil (Borders/Home Addresses/ID Labels) willy-nilly, everywhere and anywhere, will diffuse the learning focus and also make it that much harder to get those Floor Borders implemented. We urge you to concentrate on floor (and wall) Borders on during this particular exercise.

* * * * *

Step 1. Review the procedure for this exercise.

Time Estimate: 45-150 minutes (provide as much as you can.)

Step 2. Get folks into small groups of two to three people each (tops!). Ask them to use their Laminated Maps to pre-select a focus area for this exercise. When ready, each team marks its focus on the flip chart.

Note A. As the Instructor (and working with your Coordinator/Lead Team), you are responsible to make sure that a full complement of supplies are ready in advance and waiting in each area. See suggested supply list in the *Getting Ready Pages* at the start of this, *Lesson Plan Five*.

Note B. We like to see these supplies on a rolling cart, in excellent visual order – a kind of floating *5S+1 Corner*, geared to the needs of this exercise.

Step 3. Send teams to their respective areas when ready, taking their Starter Kits with them.

Note A. We ask you, the Coordinator, and Lead Team to attach yourselves separately to one area or another and honker down and help out. This is exactly what we ask supervisors to do as well. Honker down, get their hands dirty, and help out. You and they know what great work this is – and associates notice your willing level of involvement.

Please refrain from “supervising” people.

Associates in the training know exactly what to do, thank you very much. Join them. The most we would ask you to do, otherwise, is coach. You know the drill: speak through questions. Thank you.

- If yours is a union shop, request a special status during these floor exercises so you (and the others) are free to pitch in. Many unions favor doing this. If you are not permitted to help out in this way, continue to coach, not supervise.

Note B. As suggested previously, further build rapport and a common sense of purpose and camaraderie (unity) by video taping the exercise as it unfolds. Then, in the spirit of

genuine appreciation and good fun, show it as part of the de-brief in the training room when the exercise is over.

Step 4. When the group returns, open the floor to observations, issues, and questions. Show the video tape (if you took one).

Note. Resolve as many issues as possible that might prevent teams from enthusiastically applying their new learnings in their *Action Assignment* for this session.

05-10
minutes

25. PRESENT the information on *Resources*, if it pertains to your objectives.

Page 4.26

05-10
minutes



26. DESCRIBE (as time permits) the *Visual Workplace Steering Team* and how it functions. Tell the group that during the next session, they will learn more about this team from you and from the video tape.




Page 4.27

Tell them that today is a *preview* -- and the first *call* for volunteers for this key team.

Note A. You can find a more complete description of the Visual Workplace Steering Team on Page 4.27. To speak only briefly on the subject of the team now, see the highlights below. Get into more detail in the next session when you present the +1 Tools (of which the Steering Team in one).

Key Points

- a. The Steering Team is made up of volunteers only. No one will try to recruit you.
- b. The purpose of the Steering Team is care about the 5S+1 roll out and to represent the voice of the shopfloor in shaping that roll out.
- c. All shifts are represented.
- d. A Steering Team member represents the people from his/her area.
- e. Meetings are usually once a week, with your supervisor's OK. They last not less than 45 minutes and not more than about 1.5 hours. It all depends on what needs to be discussed.
- f. Signing up is strictly on the basis of first come, first served. Tell the instructor, Coordinator, or your supervisor
- g. It's an exciting job and a tough one -- so only people who have a real fire in their bellies about 5S+1 should get involved. You need to care.
- h. You meet alone. Managers – or even the Coordinator – sit in at your invitation, only. You will receive an initial orientation.

	Further coaching is available but only at your invitation.	
02-05 minutes 	<p>27. PRESENT the <i>Action Assignment</i>. Remind people that the videos are available for anyone who wishes to see them again – and how to make this happen.</p> <p>Note. Alert the group that there will be one (or a series of) mini-blitzes between today and the next session in order to advance the installation of <i>Automatic Recoil</i> in their areas.</p> <p>See Chapter III for details on this vital addition to your implementation.</p>	Page 4.28
01 minute 	28. PRESENT the Inspiration Page.	Page 4.29
01 minute 	29. Announce date, time, and location of next session and adjourn with a big thank you!	

End of Lesson Plan Five - Video Module IV