
 TWI Summit Walt Disney World, Orlando, FL
June 5-6, 2007

TWI Outside of Manufacturing And into school systems.

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TWI Intentions

- Help the war effort during World War II
- McArthur was assigned to assist the rebuilding of Japan's infrastructure after the war
- Program slowly grew world wide for the last 60 years
- Significant re-entry into US companies recently
- Today.....Applying the program outside of manufacturing in the service sector
 - (Government, hospitals/clinics, retail, service, schools, etc.)

Training Within Industry Program

Job Relations Training (JR)

teaches supervisors how to develop and maintain positive employee relations to prevent problems from happening and how to effectively resolve conflicts that arise.

Job Instruction Training (JI)


teaches supervisors how to quickly train employees to do a job correctly, safely, and conscientiously.

Job Methods Training (JM)

teaches supervisors how to continuously improve the way jobs are done.


TWI in the Service Sector

- Lazy Boy have used the TWI JR program to successfully rebuild it's sales strategy and standardize their sales approach.
- Mayo Clinic-Rochester, MN is looking at TWI for the radiology department to improve performance and reduce costs.
- Itasca County in Minnesota has used TWI to assist highway road crews improve rapport with the public.
- Dozens of school districts in Minnesota are using TWI to improve communications throughout their infrastructure.

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TWI in Schools

- One district in Buffalo, Minnesota took a chance on the program at the urging of one of Minnesota Technologies sales people.
- They applied the TWI JR program to custodial staff supervisors from all their facilities
- They were favorably impressed with the problem solving abilities gained and the synergy the program created within their teams.
- They then applied the program to food service with similar results.
- They are considering the program for bus drivers and other functional departments to date.

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Beyond Buffalo, MN

- Since this experiment was successful, the word spread to other surrounding school districts, stimulating events and generating similar results.
- Dozens of other school districts scheduled custodial and other staff to attend the TWI JR program.
- Numerous districts have returned to apply TWI JI to the same groups and introduce new staff to the program.
- Some are considering giving the staff TWI JM to complete all three modules.

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TWI Sequence of Events

- Pre Meeting with Leadership/Union
- TWI JR (Problem solving/communications)
- TWI JI (Infrastructure/Discipline)
- TWI JM (Costs/Efficiencies)
- Follow Up Visits

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Pre Event Planning


- Meet with administrators/functional leadership/union.
- Discuss the event details/timing/location etc.
- Discuss participants needs
- Discuss expectations.
- Discuss follow up visit

Class structure

- We conduct 10 hour classes for a maximum of 10 staff, 2 Hours per day for 5 days.
- Mandatory attendance is required and participants have to bring a problem to class to apply the method.
- The event is scheduled around times that work for the shift.
- In most cases we deliver 2 classes per day one for day crew and one for night crew.


Delivery

- Most school districts run 2 shifts for custodial staff.
- Day crews focus more on maintenance and day to day problems. The night crew deals more with traditional custodial tasks and set up/tear down for events.
- The larger number of staff are enlisted on the night crew.
- School districts have different locations and thus custodial leadership at each location.
- This leadership is pulled together for day or night classes and run for 2 hours out of each shift for 5 days.

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Follow Up

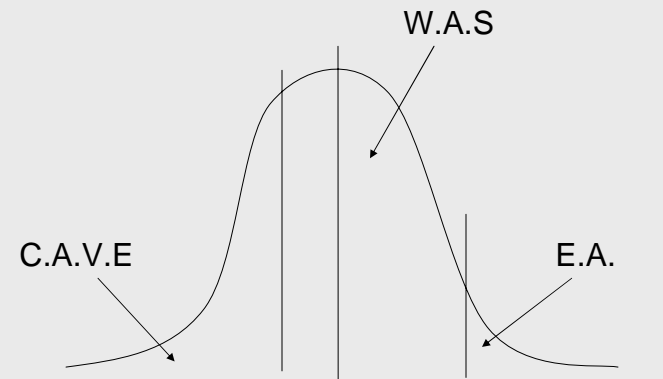
- After a week long class is delivered, we follow up with a 2 hour visit to see if the tenants are being used and find out if they are having problems applying the concepts.
- The visits consists of materials review, discussion on actual applications, practice using the method, and question and answer time.
- In some cases we have conducted a mini work environment survey for leadership.
- We have also followed up with personality profiling tools in some cases

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Small Districts


- In rural areas, Minnesota has very small districts.
- In this situation, we have accommodated staff from multiple districts in the same event.
- They appreciate the interaction and realize they are not that much different than other districts in the area.

Change Demographics




School Unions

- Most districts in Minnesota are highly unionized.
- The longstanding structure of different unions representing different functional units has adversely impacted cross-functional communications necessary to improve overall district performance.
- Union representation is actively engaged in every event, as the stewards and union leadership realize that improved communications will help grow the school district stabilizing jobs for union membership.

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No Administrators

- We try to keep administrators and leadership out of the sessions (especially for JR) so there is freedom to discuss sensitive issues peer to peer.
- A separate session should be scheduled for cross functional leadership.
- One exception: The last hour of the final class, we invite leadership in to the class to see a demonstration of the method applied to a participant's problem, to hear participant comments, and collect feedback.

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Limited Authority

- Most first level supervisory staff have limited decision making authority especially in staff discipline situations.
- They belong to the same union as the staff they lead, thus many decisions are deferred upstream for administrators to deal with.
- This is both good and bad. They do not have to deal with as many issues, but they also have to wait for extended timeframes before issues get resolved.
- We do discuss documentation details for these discipline problems.

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Staff Development Funds

- Traditionally reserved for instructional staff
- Open to all staff
- Public Relations are important to districts, and the custodial staff have more contact with the public than teachers. Thus to improve customer relations with the public, investment in custodians or other support staff is in the schools best interest.

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Sales Approach

- Select a functional area to concentrate on.
- Build relationships with the functional managers, principals or administrators.
- Communicate with the union representatives.
- Pilot TWI JR with Head custodians or night lead custodians.
- Schedule follow up visits to monitor progress
- Roll out other modules with other departments.

School “Functional Associations”

- Many of the functional departments within school districts belong to state and national associations focused on the needs of their constituents.
- We have presented TWI overviews to state and national school district associations. (custodial and facility management associations) This has helped them understand the cost/benefit of applying TWI to their area of responsibility.
- Other associations represent food service and other functional areas and could be contacted to stimulate program interest.

THANK YOU!

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