



*Highlights from  
Toyota Talent:  
Developing People  
the Toyota Way*

TWI Summit  
May 6<sup>th</sup>, 2008  
Presented by:  
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# Toyota and TWI

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- “J” programs used by Toyota
- Taught the methods in 1987
- Basic training true to content of original, but.....
- Toyota has adapted and developed TWI methods to modern work
- The CORE principles are maintained

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# Problems with TWI Job Instruction Training

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- 10 hour session does not develop deep capability
- Method is presented with simple jobs- many jobs are complex and variable
- Difficult to fit JI with jobs that are not repetitious in nature
- Standard JI is presented in the classroom and is based on rote learning (scripted training)

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# The Truth About Toyota

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- Maintaining the production system takes an incredible effort for Toyota also
  - It is always a challenge
  - Daily effort is required
- Toyota has many problems and challenges
- Toyota has a method for minimizing issues

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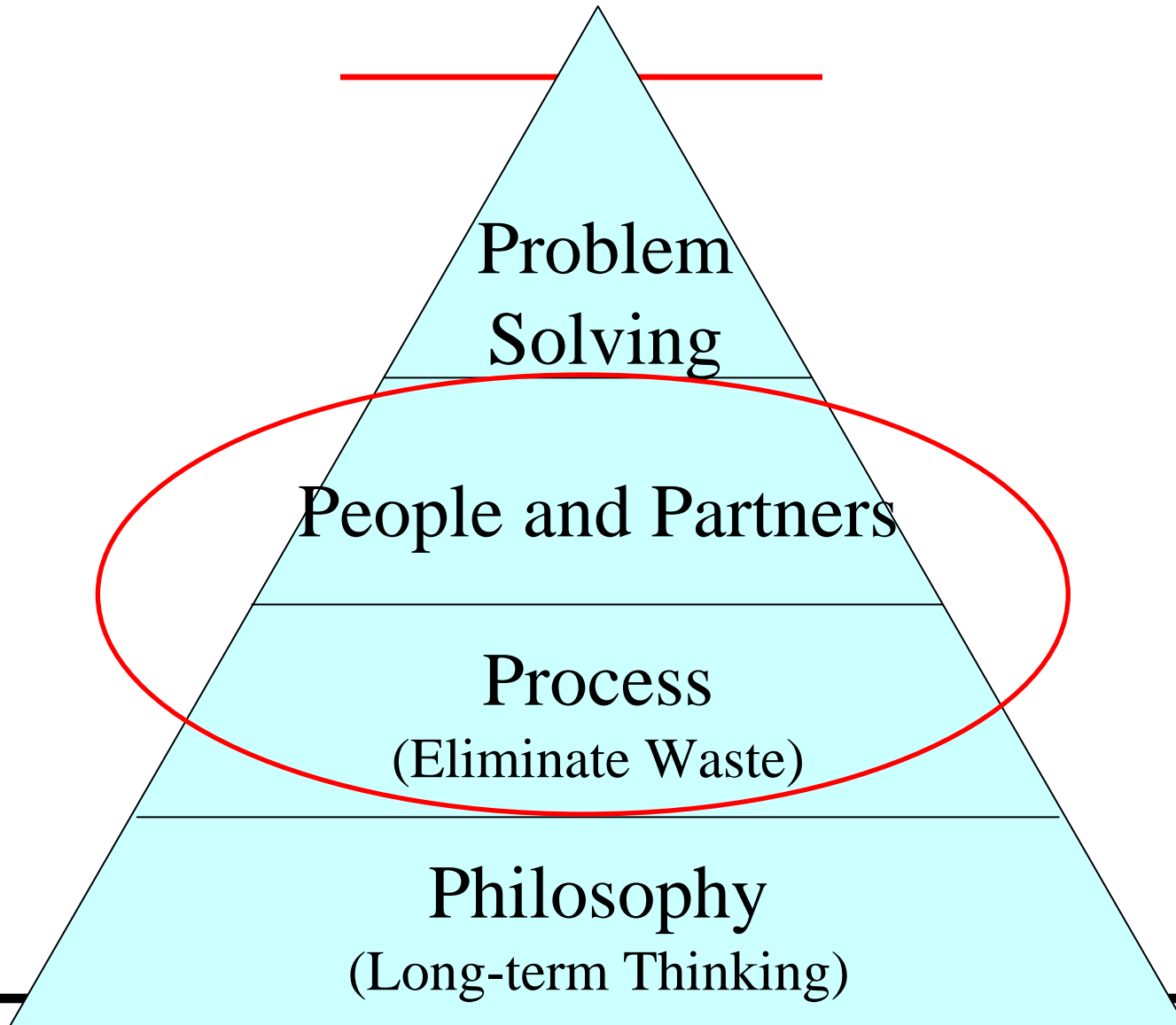
# Talent Development Takes Effort

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- At Toyota, talent is not something that only special people have
- People at Toyota have fewer skills coming in than other companies
- Toyota wants to teach their own process
- Talent is developed through effort and hard work

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# The “Two Pronged” Approach



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# Big P – Little p

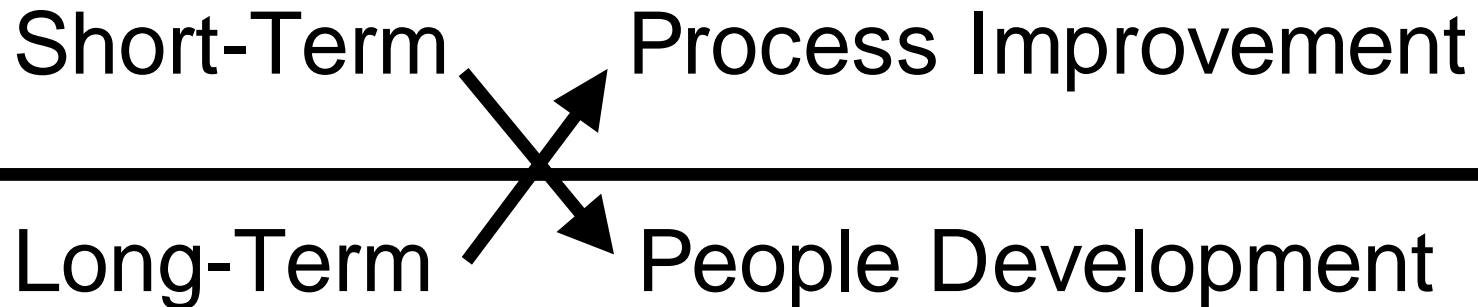
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- Big P Process- the process used to achieve results
  - The PDCA Process
  - Job Instruction Method
  - Predictable and Repeatable Process
  - Most important
- Little p process- The operation being improved
  - The actual results of improvement

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# Simultaneous Multiple Objectives- Always

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- Kaizen Event
- Problem Solving
- Job Relations
- Job Instruction
- Team Activity
- Job Methods

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# Develop "T" People

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- People who have broad experience
- People with deep skill
- Balanced effort between "Going Wide" and "Going Deep"

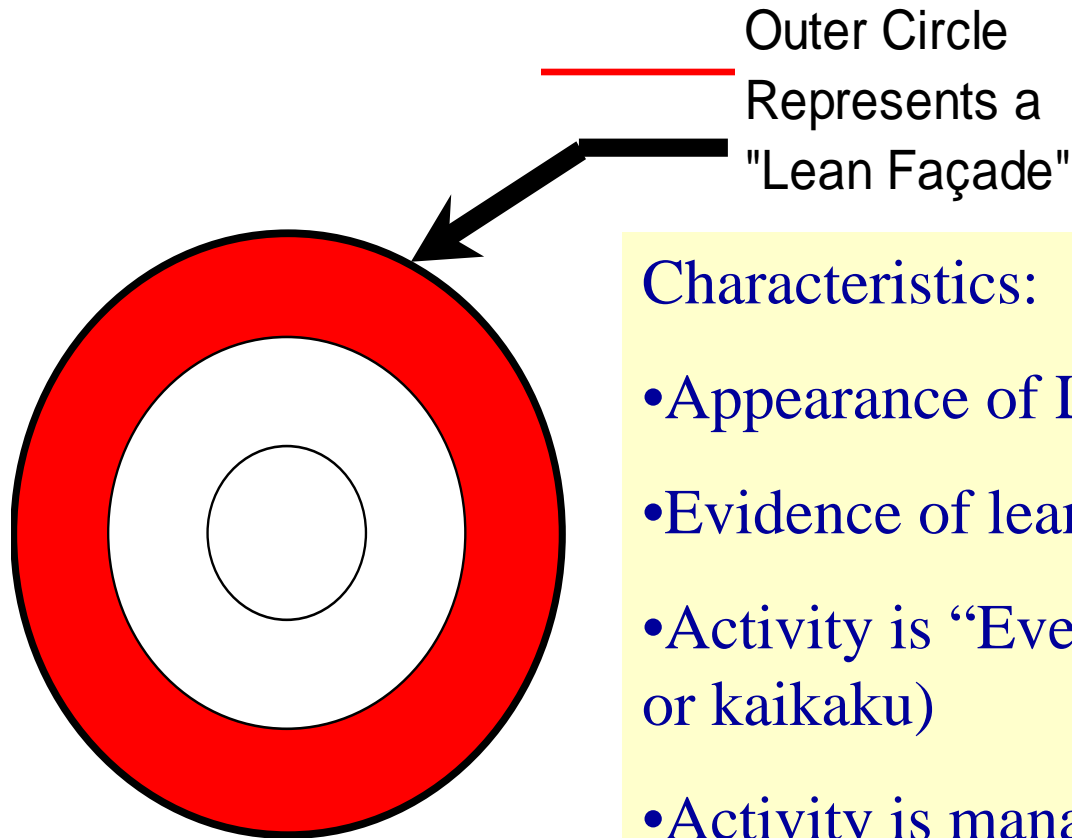
**Spread Lean Across the Organization (Wide)**



**Develop Depth of  
Capability Within the  
Organization**



# Three Layers of Lean: The Outer Layer

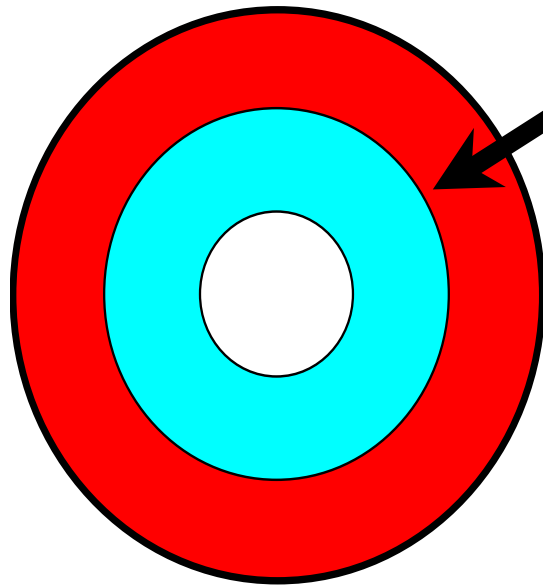


## Characteristics:

- Appearance of Lean Activity
- Evidence of lean tools
- Activity is “Event” based (kaizen events or kaikaku)
- Activity is management driven and directed (External)
- Participation is not ownership!
- Focus: “Fix the process”

This level is  
**NOT** self-  
sustaining!

# Three Layers of Lean: The Middle Layer



Middle Circle

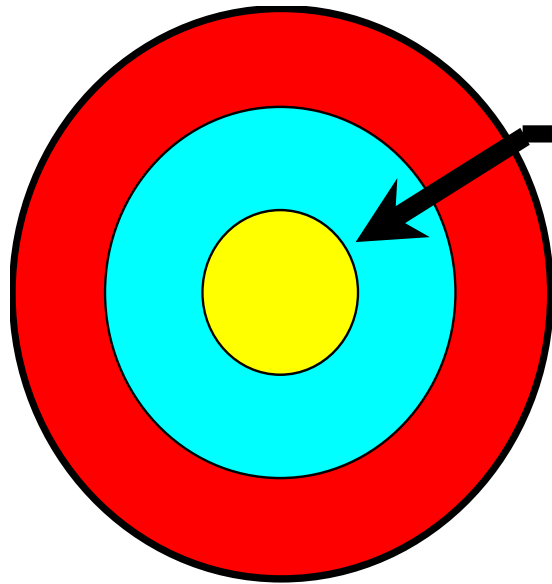
Represents some local ownership

May be self-sustaining, but not developing depth

## Characteristics:

- Local ownership of lean by leader
- Evidence of lean thinking in work area
- Activity is continuous (team focus)
- Activity may be management directed, or directed by local leader
- Driven by local leader (takes responsibility)
- Focus: “What do we need to do?”

# Three Layers of Lean: The Center Layer



Center Circle

Represents local ownership by all individuals

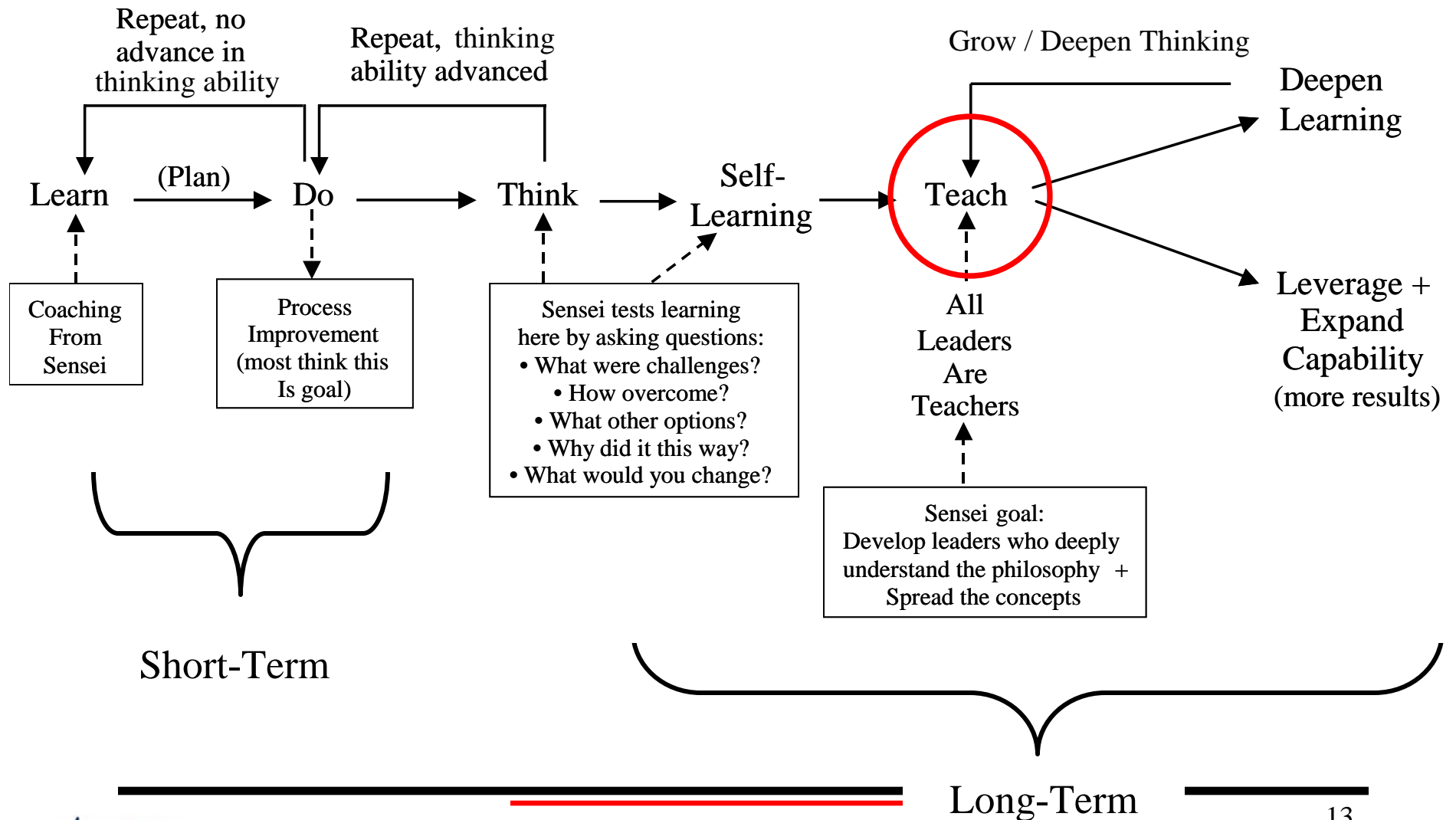
All three layers are necessary!

## Characteristics:

- Local ownership of lean by individuals and leaders
- Clear evidence of lean thinking in work area
- Activity is continuous (individual focus)
- Activity is driven by individuals
- Supported by local leader
- Focus: “What can I do?”

Self-sustaining and continuous improvement

# Getting to the Center Circle



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# Talent Development Steps

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1. Prepare the organization to develop exceptional people
2. Identify critical knowledge
3. Effectively transfer knowledge
4. Verify learning and success

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# Step 1: Prepare the Organization

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# Assessing the Current Situation

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- Interview employees regarding training process
  - Last time a new job learned
  - Desire to learn more
  - Adequacy of training plan
  - Skill of trainer
  - Able to explain quality requirements of current job
  - Able to explain safety requirements of current job
  - Suggestions for improving training process

# Defining Organizational Needs

- Evaluate key business metrics
- Flat performance is not continuous improvement
- Needs determine focus area for training (emphasis on key points)

Business Performance Analysis				
Measurement	Negative Performance	Flat Performance	Improving Performance	Comments
Safety Incidence Rate	X			Higher than industry average
Quality-Internal Cost			X	
Quality-External Customer		X		
Productivity / Efficiency	X			
Profitability		X		
Total Cost		X		
Employee Involvement —Quality Circles —Suggestion Program	X  X			-QC program stopped -No Suggestion Program
Unexcused Absence rate		X		
Employee Turnover	X			Losses within 1 <sup>st</sup> year
Other				

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# Steps to Adopt JI in Your Company

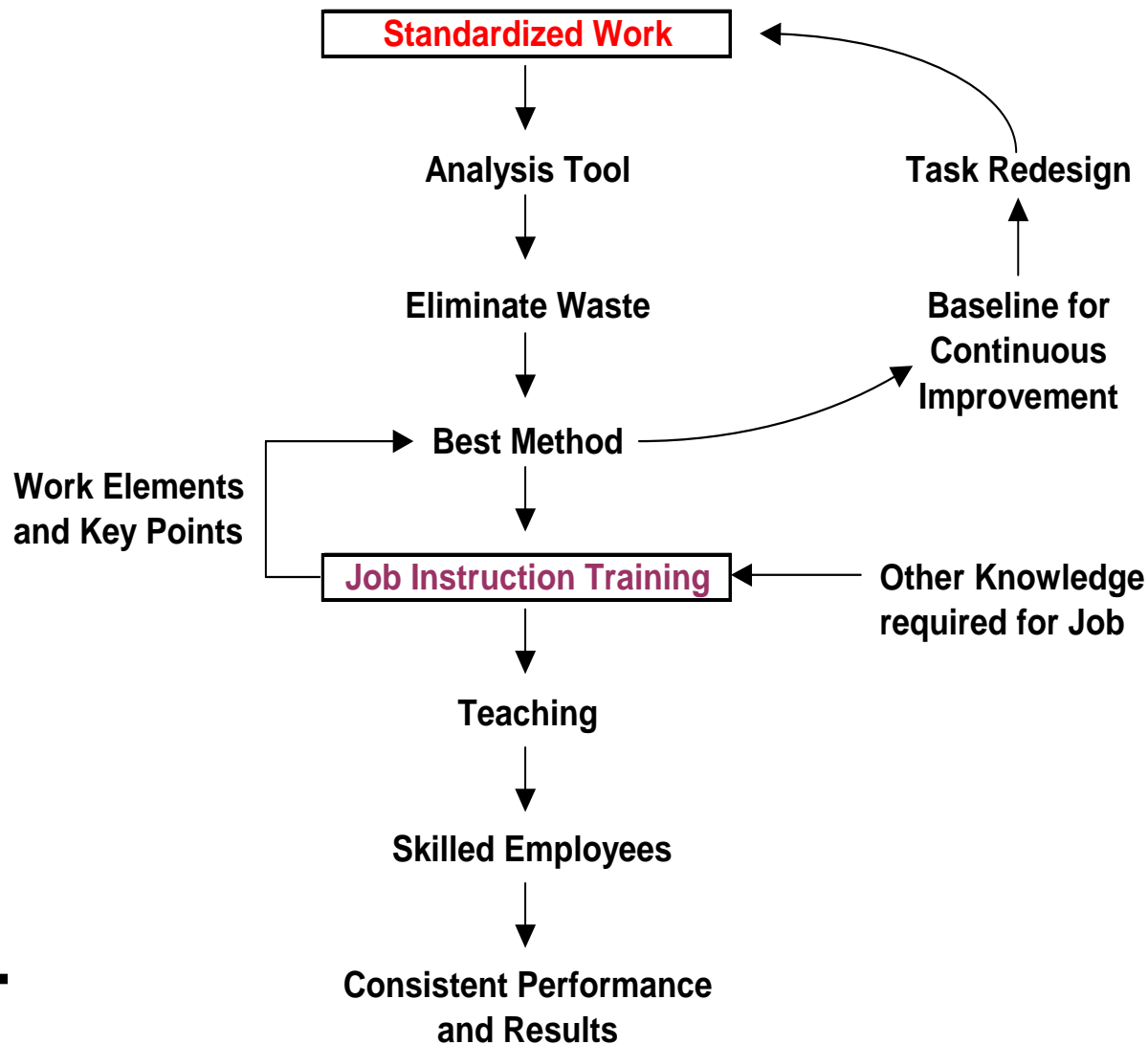
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- Focus on developing internal trainers
- Determine Initial Development Focus Area
  - Approximately 30-50 employees
- Willing and able leaders
- Find workers who want to be trainers
- Simple basic jobs to start

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# Step 2: Identify Critical Knowledge

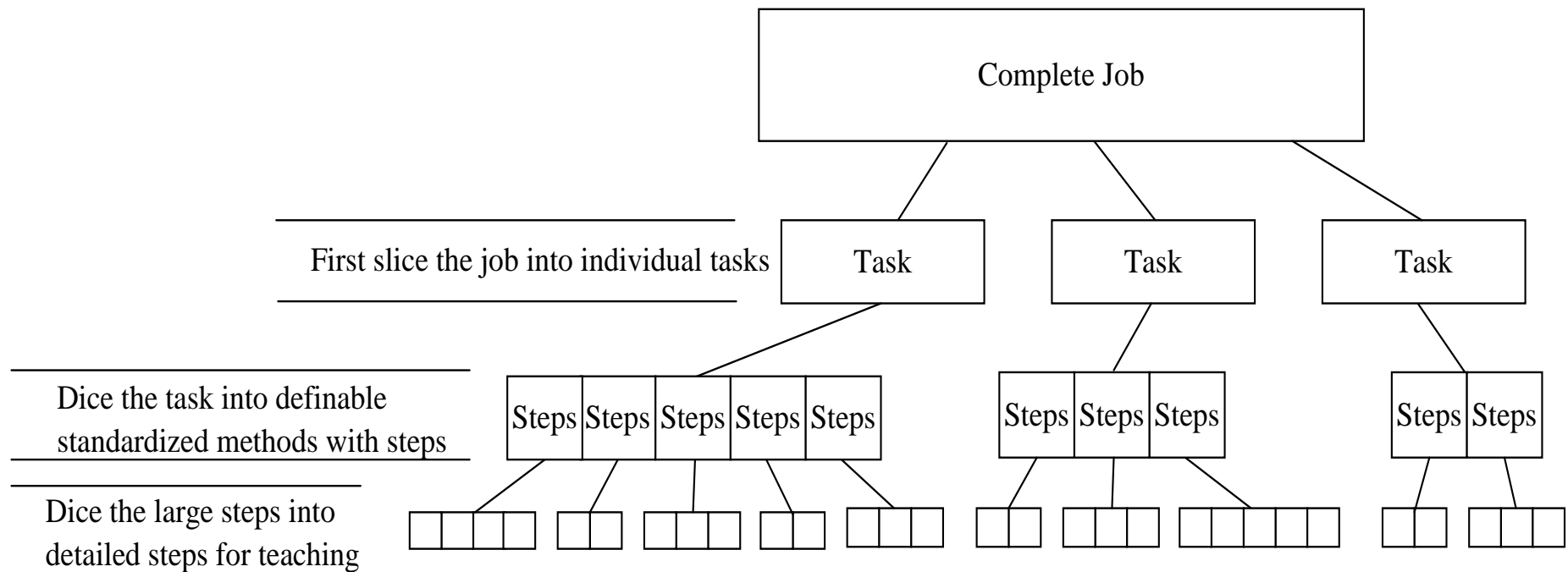
# Relationship of Standardized Work and Job Instruction Training



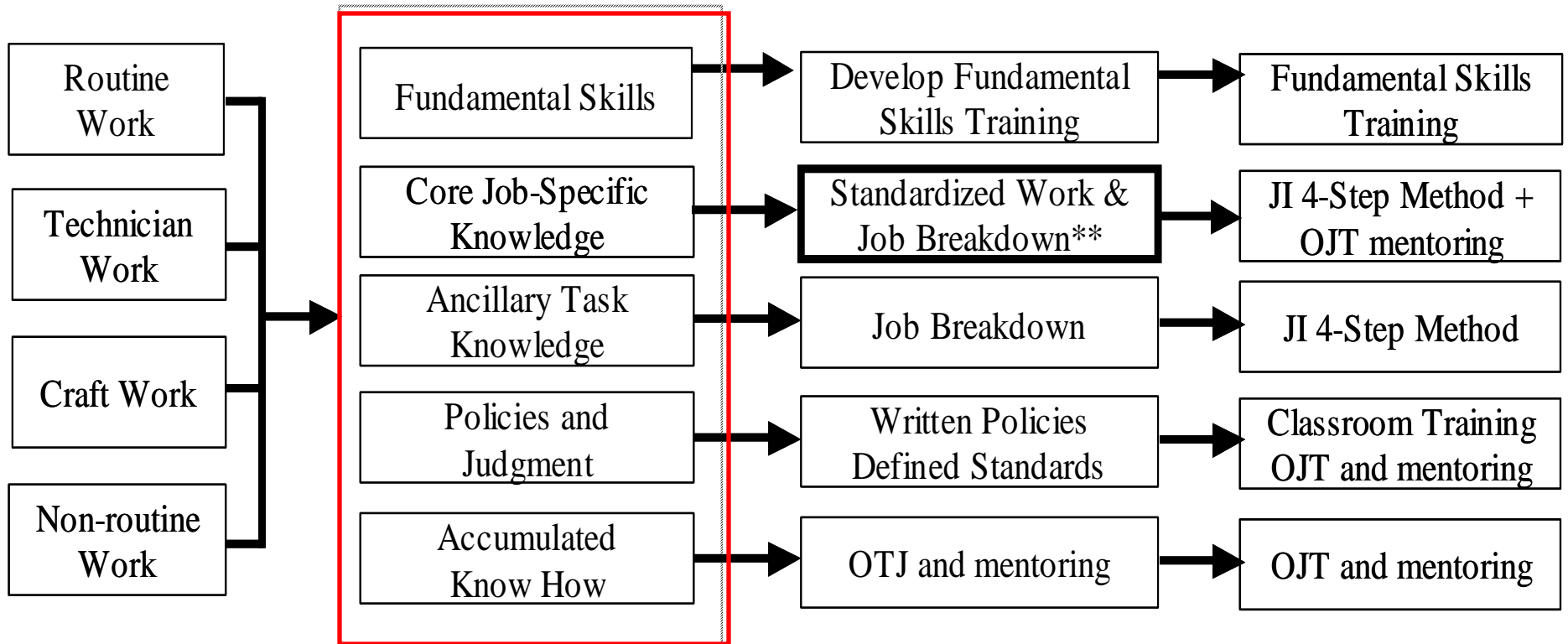
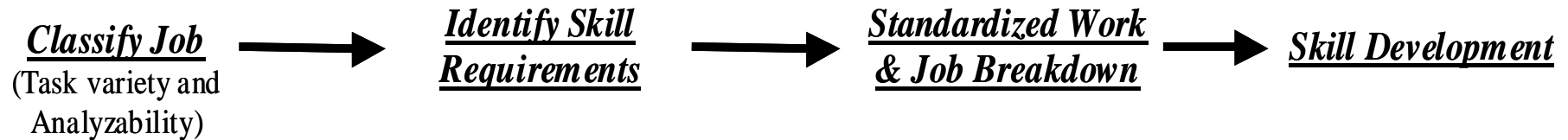
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# Break down a Job Into Teaching Bits

- To goal is to break down any job into small "teachable" bits



# Breakdown of Job Types



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# Understand the Importance of the Task

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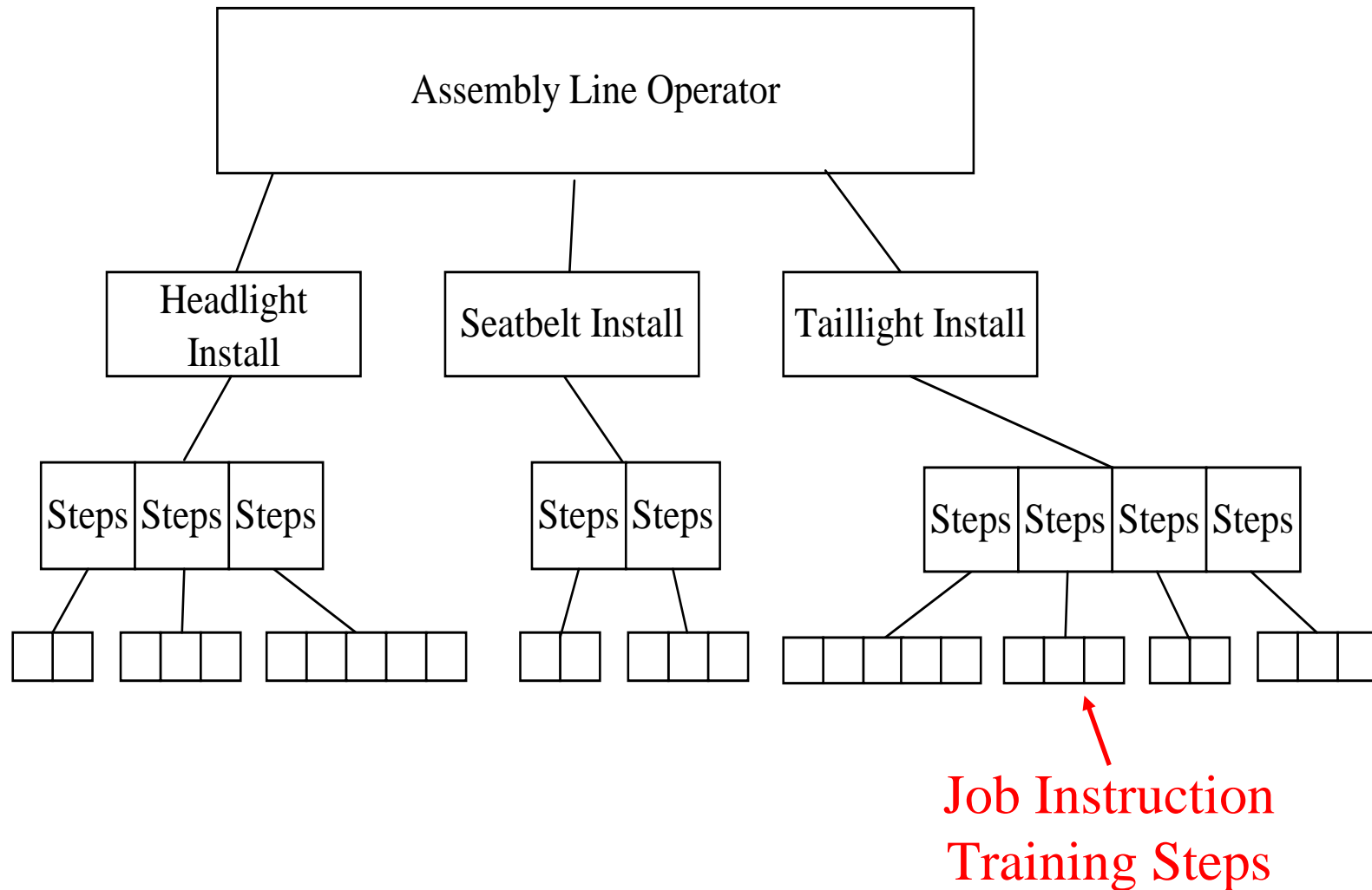
- **Critical work**- About 15% of the total work is CRITICAL
  - If critical work is not done correctly a problem will result
- **Important work**- Approximately 60% of work is important to varying degrees
  - Some close to critical must be carefully defined
  - Some close to no importance may be less defined
- **Low Importance**- Approximately 25% has little importance on the results of the work (defining exact method is not important)

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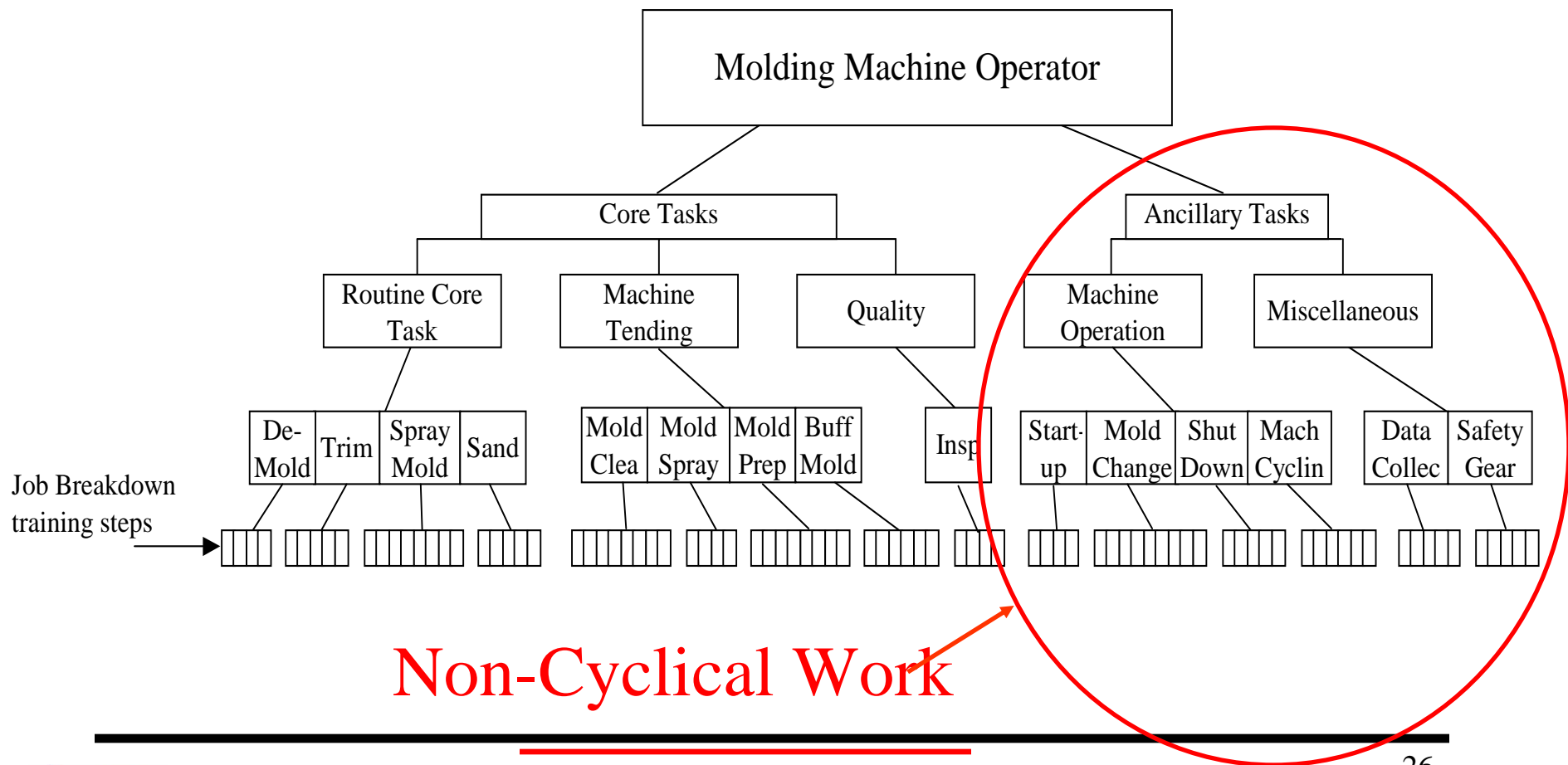
# Break down by Importance

Percentage of total work	Importance / Risk
15-20%	Critical- the work method must be clearly defined and very consistent. No deviation permitted.
30%	Very important- the work method must be clearly defined but the method allows for small variation and good results are still achieved
30%	Important- the work method is defined but the tolerance for variation is wider without negative effect on result.
20-25%	Low importance- there may be alternate methods of performing the work without negative effect on result

# Example of Simple Cyclical Work



# Breakdown of Job With Multiple Skills



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# Identify Key Points

- Key Points tell how to complete the Major Step
- Critical items necessary for the proper completion of the task are Key Points
- Safety and Quality Key Points MUST be followed
- Use your experience of past problems to identify good Key Points
- Technique Key Points may be a matter of personal preference

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# Teaching Key Points



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# Step 3: Transfer Knowledge to Others

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# 4 Step Method of Job Instruction

## Step 1. Prepare the Student

- Put the student at ease
- State the Job Name
- Find out what the student already knows about the job
- Get the student interested in learning the job
- Place the student in the correct position to learn

## Step 2. Present the Operation

- Teacher demonstrates 1 **Major Step** at a time as student observes
- Teacher demonstrates again as student observes each **Major Step & Key Point**
- Teacher demonstrates again as student observes each **Major Step , Key Point, & Reason**
- Explain Clearly, Completely, and Patiently
- Present no more than the worker can master

## Step 3. Try-out Performance

- Have the student try the job while you correct mistakes
- Student explains the **Major Steps** as the job is done again
- Student explains the **Key Points** as the job is done again
- Student explains the **Reasons** as the job is done again

## Step 4. Follow-Up

- Assign the person a task
- Tell the worker where to go for help
- Check their progress frequently
- Encourage them to ask questions
- Give any necessary coaching and taper off the Follow-up

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***If the Student Hasn't Learned, The Instructor Hasn't Taught***

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# Initial JI Training Session

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- Support from Master Trainer
- Conduct Initial JI class for leaders of area
- Practice in work area
  - Training plans
  - Job Breakdowns
  - Training workers on jobs
- Final evaluation by Master Trainer

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# Step 4: Verify learning and Success

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# Develop Internal Trainers

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- Certified JI Instructors learn to teach the class
  - Teaching JI to Workplace Trainers
- Certified JI Trainers can become Master Trainers with experience
- Master Trainers mentor Certified JI Trainers and Workplace Trainers

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# Continue Spreading

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- Continue to spread to additional work areas
  - Balance speed with deep capability
- Must support and **evaluate** to ensure success
- Repeat process until all areas complete
- Workplace trainers in all work areas

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# Challenge!

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“Every day, little up”

“Some days, big up”

**Please try**



**Do your best**

“Until you take the first step, it will not be possible to  
see the next step”

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# Additional Information

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