

WHAT DO I TALK ABOUT, WHEN I TALK ABOUT... TPM

STEP 2: LAUNCHING AN EDUCATION CAMPAIGN AS AN INTRODUCTION TO TPM

In step 2 of the TPM implementation process in an enterprise, we are going to focus on a TPM education campaign. At this point, there arises a host of questions and controversies about how this step should be handled. In a number of situations, the term “education” carries negative connotations for most people. This means that once again a group of people will have to participate in unimportant training and, therefore, this time will be a wasted period that could have been much better spent – obviously, within their professional duties. Needless to say, hardly anyone will say it openly and out loud. Nevertheless, such thoughts are common amongst employees, who even whisper to each other to avoid being heard by the “top brass”.

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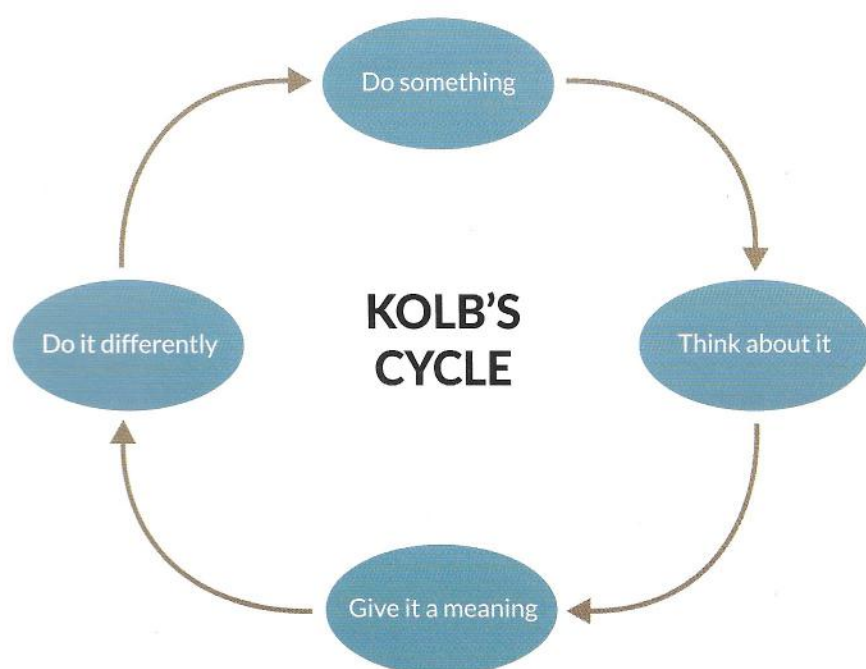


Fig. 1. Kolb's cycle

This is an ideal state of affairs to show these people the goals of an education campaign in an enterprise before they begin implementing the remaining steps of the TPM system. The goals of such a campaign will be discussed in a moment and we shall concentrate on the essence of this step. Before this happens, however, it is worthwhile to take some time to explore the process of educating adults and, consequently, answer the following key question, namely 'How do adults learn?'. The question is rather tricky. However, it is still worth finding out the right answer. Learning is defined as a cognitive process that leads to changes in people's behaviour as a result of new experiences, thereby making them adapt to their environment. A participant in the learning process acquires new competencies, which may be grouped into four categories:



Stereotypy na temat TPM:

- Po co to komu?
- Było dobrze przez 20 lat po co zmieniać?
- To się sprawdzi ale nie u nas!!
- I tak się nie uda!!
- Nie ma na to czasu!
- Co to zmieni?
- To nam nic nie da!
- Za dużo kosztuje
- Kto nam za to zapłaci?
- Co ja z tego będę miał?

Stereotypes about TPM:

- What do we need it for?
- It has been good for 20 years, why change anything?
- This might be successful but not in our company!!
- It is not going to succeed anyway!!
- There is no time for it!
- What is it going to change?
- This will get us nowhere!
- It is too expensive
- Who is going to pay for it?
- What's in it for me?

Fig. 2. Stereotypes about TPM

- unconscious incompetence – it is a stage in which one is not aware of the ignorance or inability: "I don't know that I don't know how to do this";
- conscious incompetence – it is a stage in which one realises the lack of a certain skill: "I know that I don't know how to do this, yet";
- conscious competence – it is a stage in which one is aware of the skills: "I know that I know how to do this";
- unconscious competence – it is a stage in which one is not aware of certain competencies because they have become a natural habit that is often not even thought about: "I don't know that I know how to do this".

Currently, an effective learning process is implemented in accordance with the learning-through-experience model developed by an American educational theorist, David A. Kolb. He stated that efficient learning calls for practice and

experience. This makes people reflect on the experience at hand, which results in the creation of certain theories and the application of this theory to real-life situations through planning one's own behaviour in a similar situation in the future. Based on this description, it can be represented by means of a cycle.

Wishing to gain certain knowledge and skills, it is necessary to go through the full Kolb's cycle every time. When one of the above-mentioned stages is skipped, the learning process is inhibited and, as a result, we fail to gain the indispensable knowledge or skills. Therefore, it is important to realise this simple model and the education process will then become easier and most effective in everyday reality.

Now that we know what the learning process involves, it is worth giving some

thought to step 2 of the TPM implementation process in an enterprise, or designing an education campaign on TPM. What is it supposed to consist in? Who is supposed to participate in this education campaign? What contents is it supposed to present? There can be no end to such questions. However, it is worthwhile to give some thought to the basic ones mentioned above.

First of all, an education campaign on TPM should be targeted at all employees in a given enterprise, irrespective of the organisational level. Such a campaign should, in the first place, focus on top management representatives (members of the board, directors, etc.). The goal of an education campaign for this group of participants is slightly different from that designed for mid-level management staff or shop-floor workers. The top management should be concentrated on the

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development of solutions to eliminate all barriers that may emerge during implementation of the particular TPM steps. During the strategic session for the top management, a very strong emphasis should be placed on working towards eliminating the stereotypes present amongst employees. Clear and transparent answers should be given for employees in connection with the stereotypes defined. Below, there are examples of stereotypes that can be encountered amongst employees during TPM implementation.

The next stage involves developing a common and clear policy towards promoting the TPM system in an enterprise. The most crucial element of this phase is the agreement of all top management members as to the validity

of TPM implementation in their enterprise and sharing a common ground. Next, the entire TPM system needs to be presented to the top management so that they could understand the interrelations and links between the individual TPM pillars.

Secondly, an education campaign is conducted for the remaining staff of a given enterprise. General training sessions and meetings are intended to present the solutions developed by the top management in order to eliminate any concerns that may be raised by the enterprise's staff. The subsequent stage involves the presentation of general TPM assumptions by answering further questions:

- What is the role of operators in the entire TPM system?

- What will operators get from TPM?
- What will the cooperation between the individual divisions under TPM look like?

A TPM education campaign is intended to launch promotion of the entire TPM system and make employees familiar with its main assumptions. These are, to a large extent, training sessions of an initiating nature in order to lay certain foundations amongst employees. It is only at a later stage that practical workshops are delivered, helping the employees notice the "promised" results arising out of the application of TPM tools.

After step 2 it is time for step 3, which involves presenting the organisation of the TPM promotional structure in an enterprise. This issue, however, will be discussed next time. ■

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