

MODULE OVERVIEW

This module describes the project manager's role in creating a culture of continuous improvement. It covers the fundamentals of a continuous improvement program and how to identify issues that require improvement. Participants will learn how to implement a continuous improvement process and measure results, with an emphasis on satisfying internal and external stakeholders.

PREREQUISITES

Please refer to the Course Map in the Participant Module. Prior to training with this module, it is recommended that the participant shall have successfully completed *Project Management*, Modules 44101-08 through 44110-08.

OBJECTIVES

Upon completion of this module, the participant will be able to do the following:

1. Describe the project manager's role in the culture of continuous improvement.
2. Explain the fundamentals of a comprehensive continuous improvement process as it relates to a project and company.
3. Present the objectives and explain the basic steps in implementing a continuous improvement process.
4. Describe some applications of continuous improvement.
5. Describe how to measure improvement.
6. Explain the importance of recognizing employees for embracing the continuous improvement process along with some of the major methods.

MATERIALS AND EQUIPMENT LIST

Desktop or laptop computer or DVD player	(ISBN 978-0-13-212939-8)
Multimedia projector and screen	Whiteboard / chalkboard
<i>Minor Decisions: Major Impact – How to Deal with Real Issues in Project Management</i> DVD	Markers / chalk
<i>Project Management Level One</i>	Pencils and scratch paper
PowerPoint® Presentation Slides	Module Examinations*

*Single-module AIG purchases include the printed exam and performance task sheet. If you have purchased the perfect-bound version of this title, download these materials from the IRC using your access code.

ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated participants interested in further study. These are optional materials for continued education rather than for task training.

1001 Ways to Reward Employees, Bob Nelson

Heathfield, Susan, available at http://humanresources.about.com/od/rewardrecognition/a/recognition_tip.htm

MACTEC, Atlanta, GA

Simon, Kerri, "80/20 Rule," accessed at www.isixsigma.com/library/content/c010527d.asp

Six Sigma Handbook, The, Thomas Pyzdek

Washington State University, Pullman, WA 99164

TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 5 hours are suggested to cover *Continuous Improvement*.

Topic	Planned Time
Session I. The Project Manager's Role in Continuous Improvement; Continuous Improvement Fundamentals	
A. Project Manager's Role in Continuous Improvement	_____
B. Continuous Improvement Fundamentals	_____
Session II. Implementing and Measuring Continuous Improvement; Employee Recognition; Review and Testing	
A. Implementing Continuous Improvement	_____
B. Measuring Improvement	_____
C. Employee Recognition	_____
D. Review	_____
E. Module Examination	_____
1. Participants must score 70% or higher to receive recognition from NCCER.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	

USING THE PM DVD WITH *CONTINUOUS IMPROVEMENT*



Referencing Section 3.3.3, Employee Involvement, ask the students if they think Samantha took advantage of employee feedback to resolve the situation.

Suggested response: Samantha asked for employee feedback and suggestions once the problem occurred. It appears she may not have sought employee feedback or recognized this particular problem prior to the situation getting out of control. By listening carefully to each team leader's concerns and explanations, she can improve employee satisfaction and enjoy the resulting increase in improved performance. She is also building a culture of teamwork.



Section 4.0.0, Implementing Continuous Improvement, presents an opportunity to discuss what methods Samantha could employ in the future to engage the team leaders in preventing other serious problems from cropping up.

Suggested response: Samantha can involve workers by encouraging them to take ownership for their work and solve problems on their own. She can engage them in ongoing project evaluations and debriefings to identify and resolve problems quickly. Engaging those closest to the problem is the most effective way to identify problem areas and devise improved processes to address the problems. Holding regular crew meetings is an important means of soliciting opinions and ideas from those closest to the tasks and processes. Conducting employee satisfaction surveys on a regular basis helps build a culture of teamwork that is necessary for a successful continuous improvement program. Samantha should analyze the process and events that occurred (find the root causes) and revise or eliminate processes and activities that do not work. To accomplish this in the most effective manner, she should engage her team leaders in this task. One method she and the team can use is process mapping.

Class Exercise: Ask the class to consider the roles of Samantha and her team leaders, Craig, Anthony, and Keith, and devise a plan for improvement using the principles of continuous improvement. Consider specific processes and functions that could improve as a result of the problems that surfaced on this job. If appropriate, process mapping can be used as a tool.

Note to Instructor: If the class is large enough, have the students form teams to discuss their approach and draft the improvement plan. Have the students present their plans to the entire class.