

The SOLOS model and its possibilities

“Developing competencies in the logistical work process – A key to success”

Brussels

14 September 2011

Karin Bockelmann Helmuth Gelletiuk Günter Fridrich

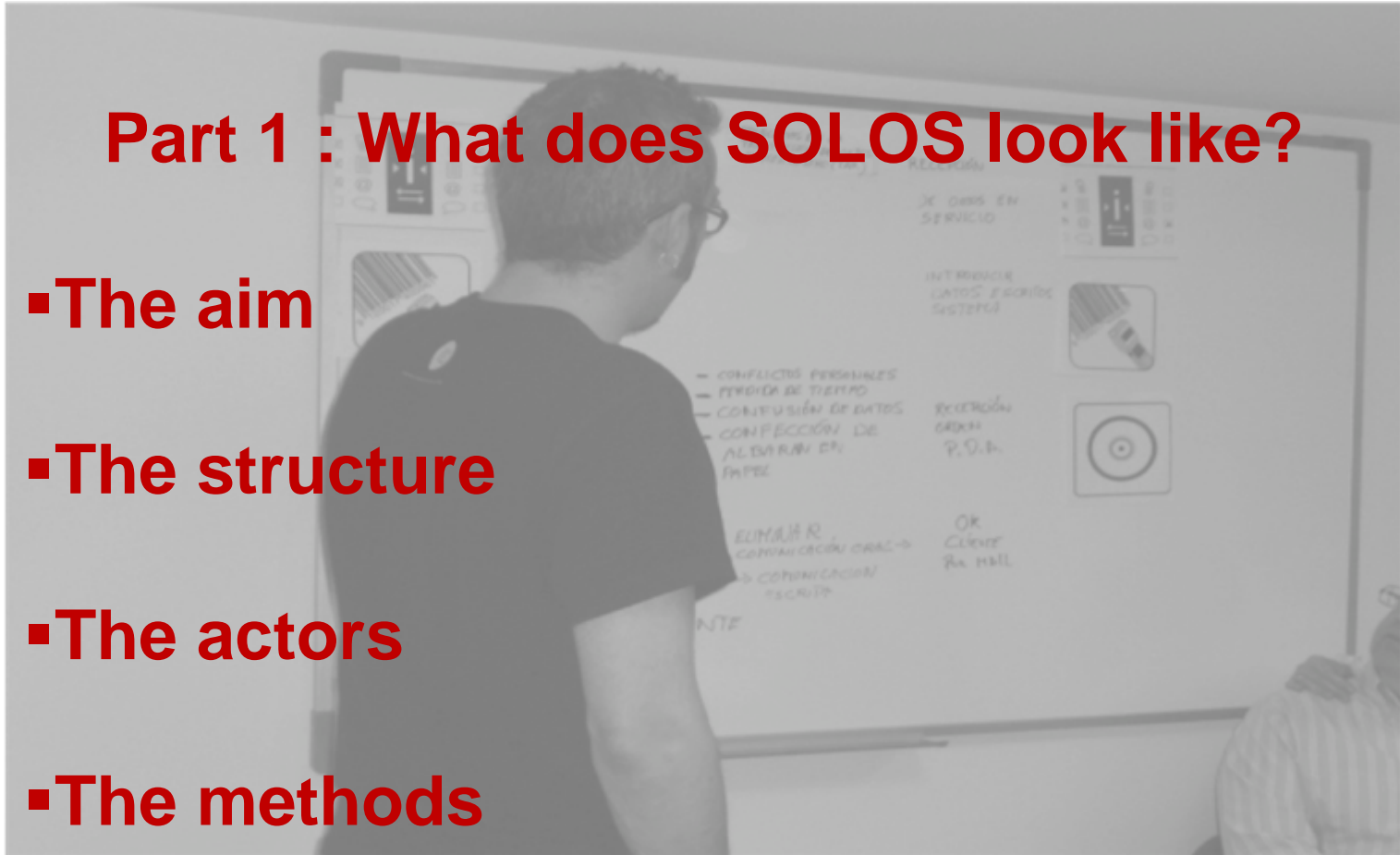


**SOLOS = Solutions
for Logistics Skills**

- 1 What does the model look like?**
- 2 What can we do with it?**

Part 1 : What does SOLOS look like?

- The aim
- The structure
- The actors
- The methods



The aim of working with SOLOS: Raising competence for logistical work

Understand
logistics
systems

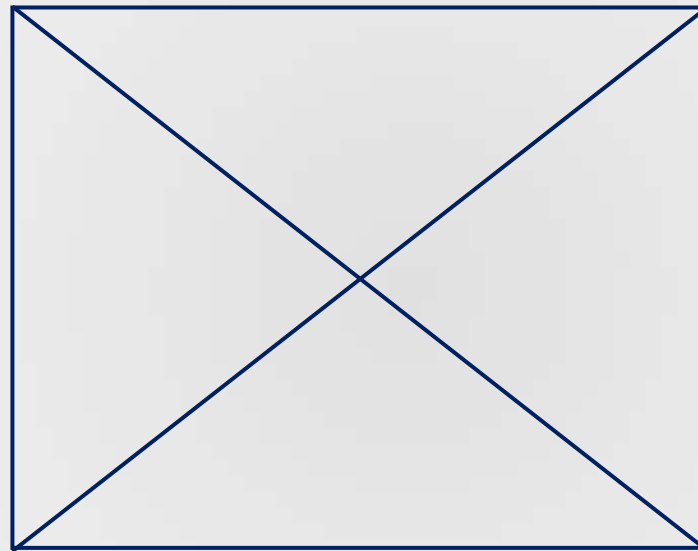
Understand
logistics
as a
system

Acting
competently
within
logistical
systems

The basis for competence learning: Structuring logistical work

Information

Documentation



Communication

Cooperation

Role and tasks of company management

- ✓ The work with the SOLOS model is understood as a contribution to promote logistics systems competence, organisation development and personnel development in an integrated way.
- ✓ The role of company management is to support the appreciation of workers and their performance in this process as well as the implementation of the results of the learning team.

Role and tasks of learning guides in the company

Learning guides

- ✓ Are contact persons for in-company problems and questions (potential learning causes)**
- ✓ Select concrete company-specific learning causes and prepare the learning session**
- ✓ Accompany and supervise the work of a learning team and share the responsibility of learning processes and results with their team**
- ✓ Ensure the benefit of learning results by conveying it in the company, especially at management level**

Role and tasks of employees

Employees understand, accept and realise that

- ✓ Learning in the work process represents a challenge for all persons involved**
- ✓ Logistical work is at the focus of the process**
- ✓ They themselves as well as the company benefit from the structured development of their competencies towards logistics systems competence**

Time frame and organisation of work within learning teams

- ✓ **The learning guide is responsible for the preparation of the work in learning teams in terms of content and organisation. A learning team ideally consists of seven to nine members.**
- ✓ **The meetings of the learning team normally take place during working hours and should not exceed the time frame of 45 minutes. They tend to become progressively shorter with more experienced participants. Each learning cause usually spans two to three sessions.**

Sustainability

In order to achieve a comprehensive development of competencies, it is necessary that

- ✓ Employees are repeatedly and regularly integrated in learning teams
- ✓ Can actively participate in the implementation of results.



**The essentials:
Matching of aim, structure, actors and method**

Aim: Developing logistics systems competence

Structure: Fields of activity of logistical work

Actors: Learning teams, learning guide, management

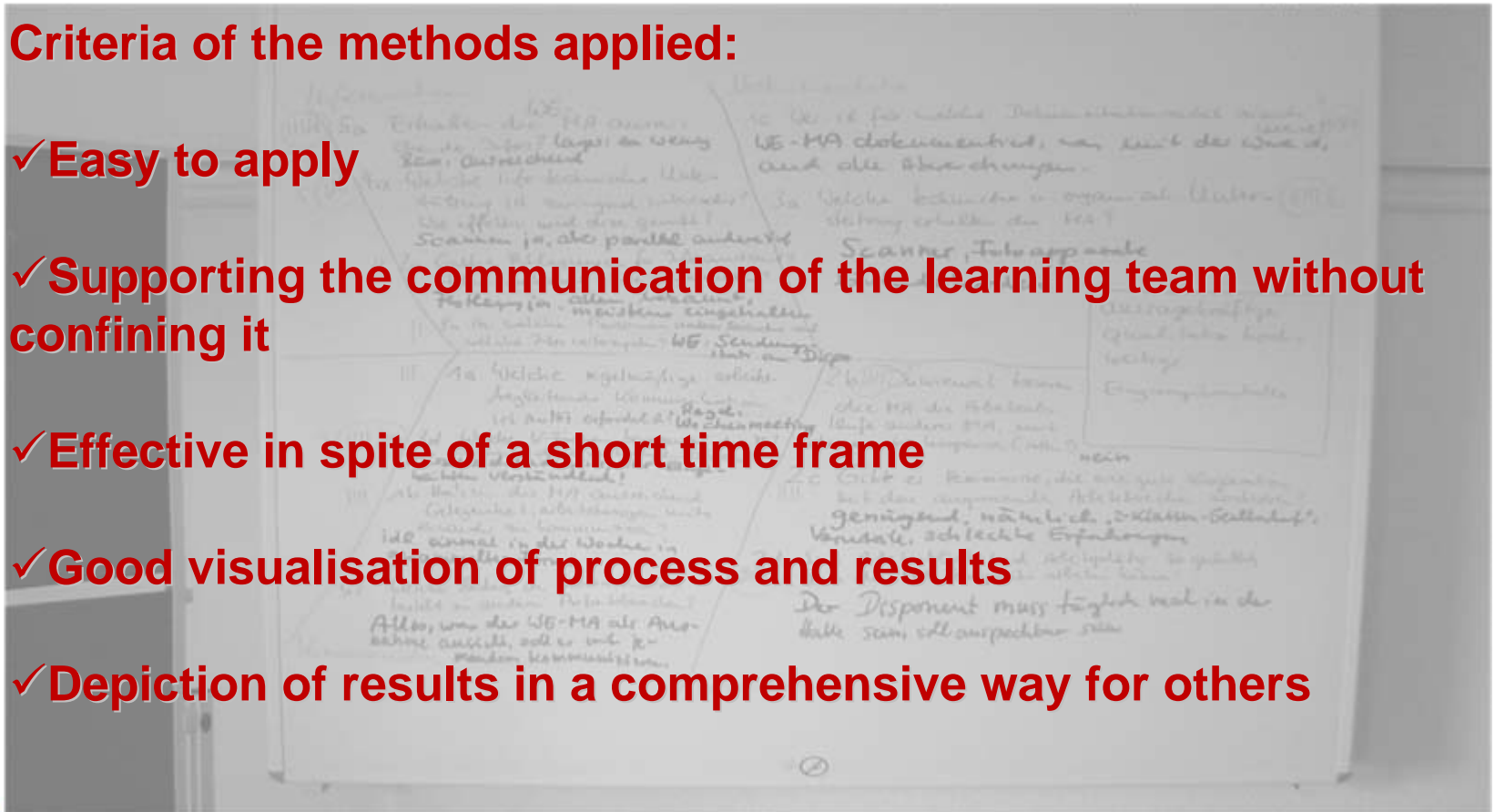
Method: Using company-internal learning causes for learning processes



The SOLOS instruments

Criteria of the methods applied:

- ✓ Easy to apply
- ✓ Supporting the communication of the learning team without confining it
- ✓ Effective in spite of a short time frame
- ✓ Good visualisation of process and results
- ✓ Depiction of results in a comprehensive way for others

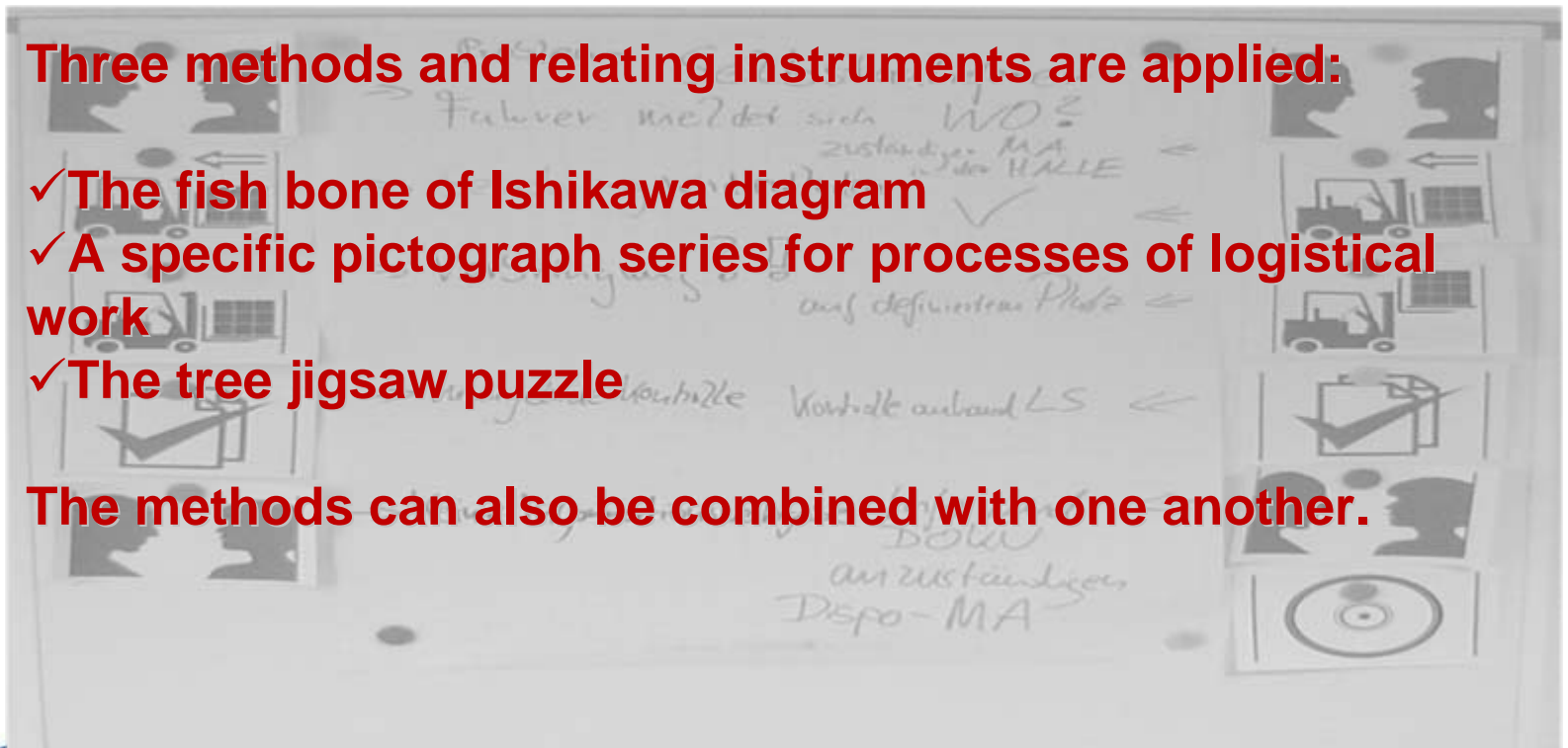


The principle of SOLOS: Focus on three methods – no restrictions in the selection and processing of learning causes

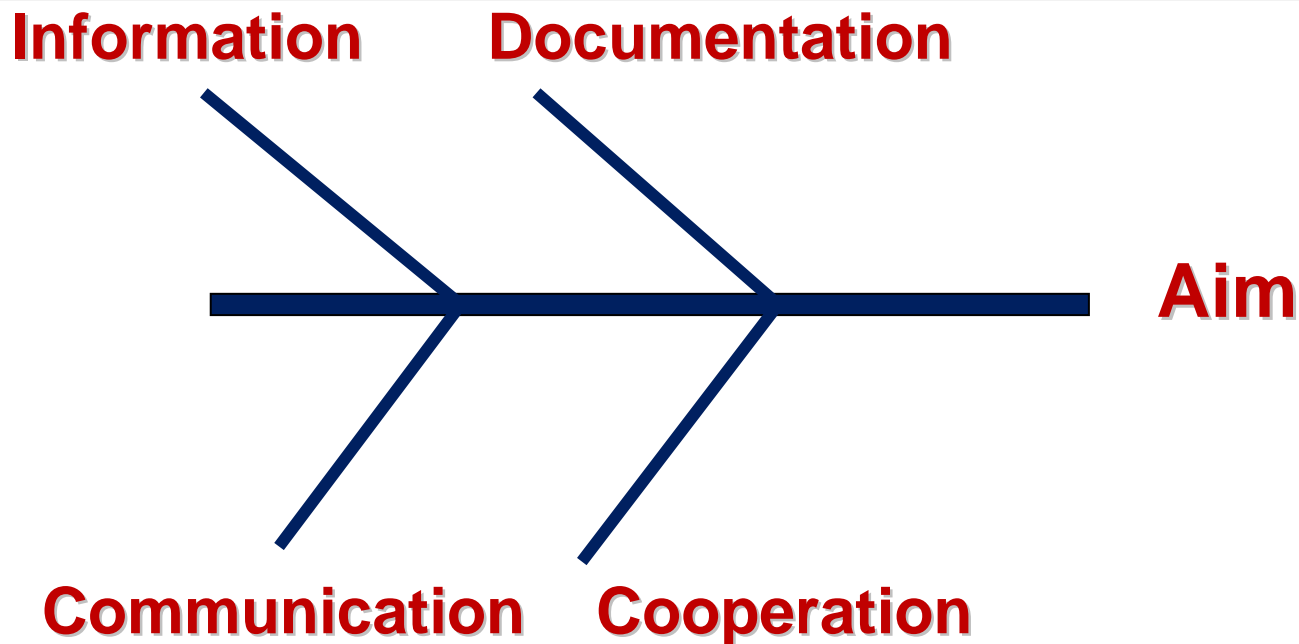
Three methods and relating instruments are applied:

- ✓ **The fish bone of Ishikawa diagram**
- ✓ **A specific pictograph series for processes of logistical work**
- ✓ **The tree jigsaw puzzle**

The methods can also be combined with one another.



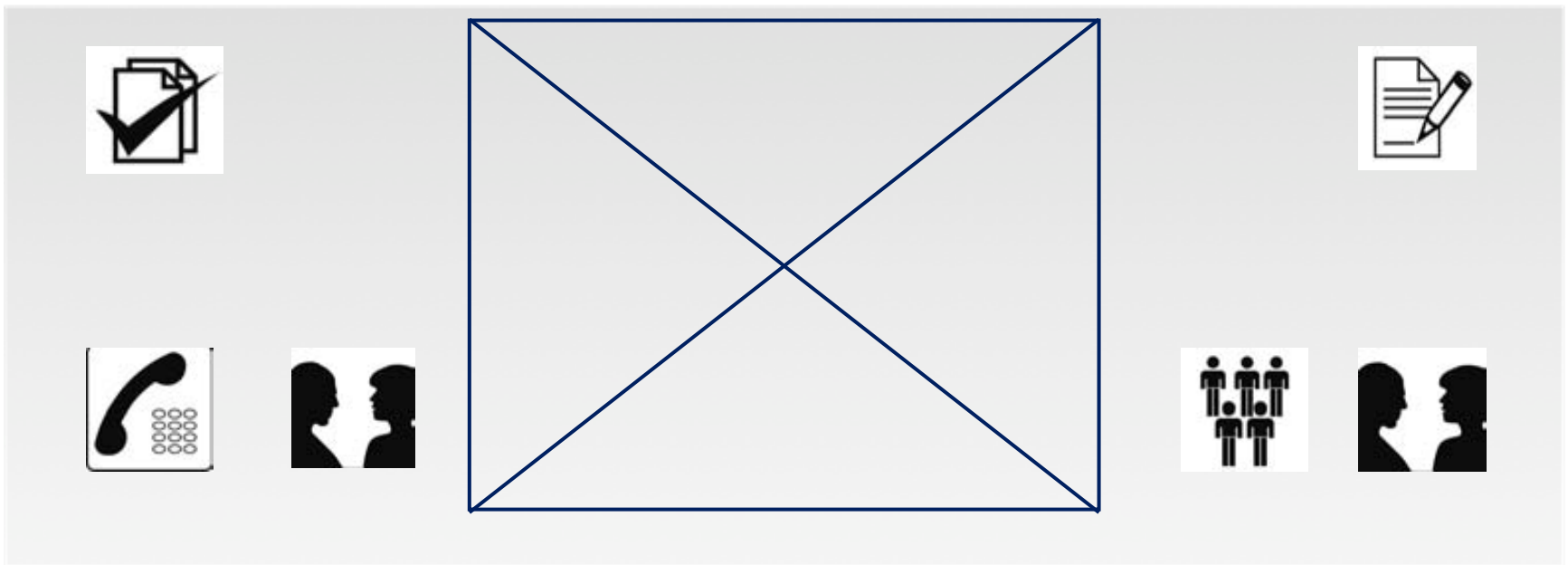
The fish bone diagram



The work with the diagram is supported by a specific question catalogue which helps uncover the respective situation.

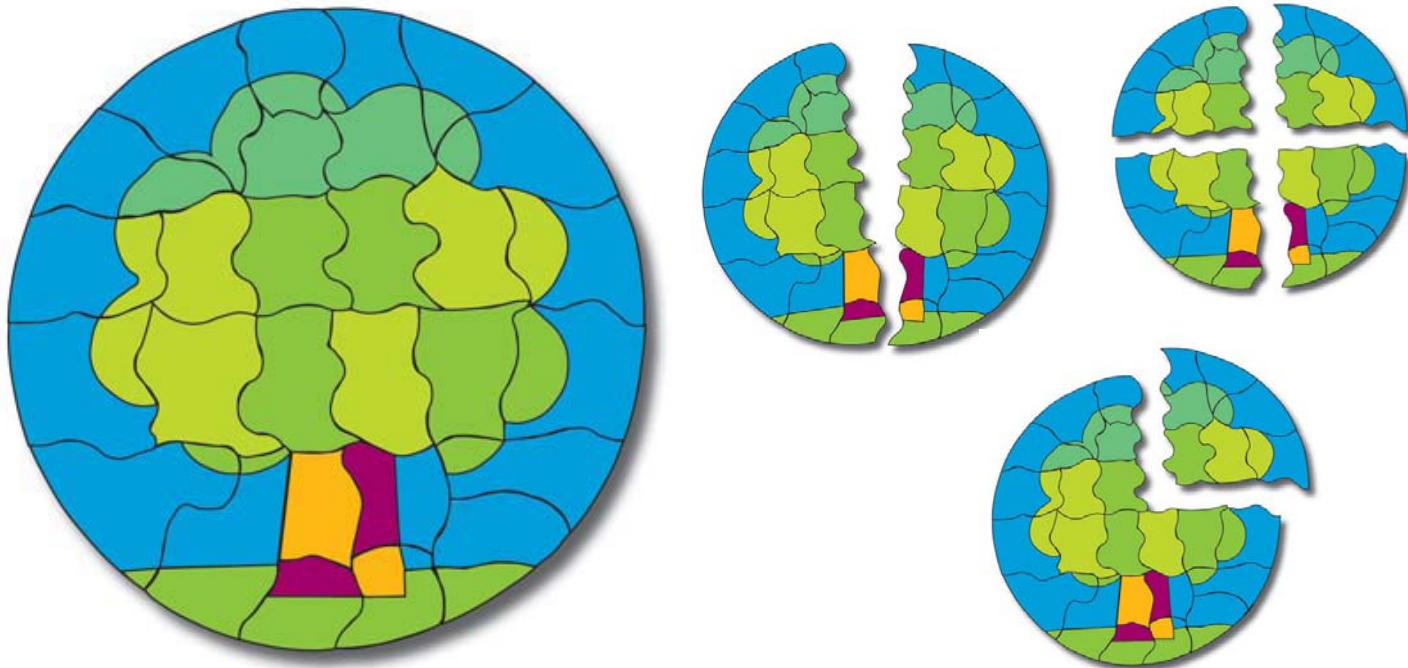
The pictographs

Different pictographs – a total of 13 – enable the depiction of the work process individual steps. The comparison of actual and target process highlights needs and potential for change.



The tree jigsaw puzzle

The jigsaw puzzle depicts a functioning system; it consists of 28 parts and enables the depiction of the actual (sub-)system, especially in order to realise and discuss needs for change.



Important for all three methods: Visualisation!

The common characteristic of all three methods: They support the work of the learning team through 'images' which are jointly developed and worked on by the team.

- ✓ Fish bone diagram: Visualising connections between the fields of activity of logistical work**
- ✓ Pictographs: Depicting (sub-)processes with different degrees of detail**
- ✓ Jigsaw puzzle: Visualising positions of actors / groups as well as structures / interfaces in a process**

Part 2 : What can we do with SOLOS?

- **An overview**
- **Examples of working with learning teams**
- **The bigger picture: the organisational frame of working with learning teams**
- **Possibilities of documenting results**

Examples of working with learning teams (1)

Learning cause 1

Faulty labelling of shipments

Methods applied

Fish bone diagram, then pictographs

Results

IT-based solution and additional organisational solution with CEO

Learning cause 2

Introduction and breaking-in of new workers in the hall

Methods applied

Pictograph

Results

Commented pictographs of the process as an introduction

Examples of working with learning teams (2)

Learning cause 3

Introducing a distinctive and high-quality ingoing check

Methods applied

Jigsaw puzzle, then pictographs

Results

Differentiated to-do-list for the four fields of activity (information, documentation, communication and cooperation) for further implementation

Examples of working with learning teams (3)

Learning cause 4

Organisational procedures for self-collectors

Methods applied

Pictographs

Results

differentiated description of the actual and target status, also in comparison to other companies

Examples of working with learning teams (4)

Learning cause 5

Significant increase of reclamations of specific customers

Methods applied

Fish bone diagram, initially with standard questions, then with specific questions

Results

Development of three approaches to action:

- a. internal (own organisation)**
- b. at the transport contractor (immediately implementable)**
- c. at the customer (packaging questions, partially to be realised, rather difficult tasks)**

Examples of working with learning teams (4)

Learning cause 6

Avoiding high loss of goods for a main customer

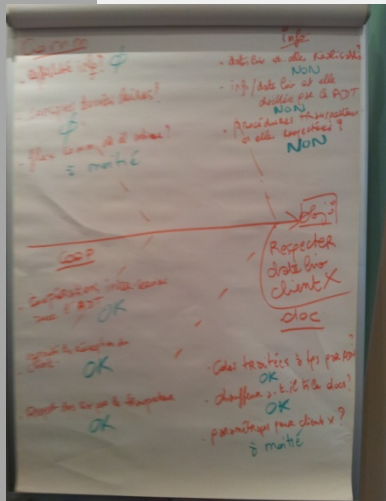
Methods applied

Fish bone diagram with a focus on analysis, pictographs for the depiction of old and new processes

Results

Clarification of causes of the loss, implementation of clarification by changing processes

Working with the fish bone diagram



COMUNICACIÓN:

3a) ¿Qué medidas aseguran que los profesores puedan comunicarse en el trabajo?

5a) ¿Cuál sería el soporte más adecuado para una comunicación fluida?

SCALARIE URMARI POZK. MUI + SCOLAR
 PROTOCOL + ZARLOKOVAMI STAVU
 (PREZIC. NA POZK. MU)

6a) ZAK PROBIHAJI KONTROLNY
 POZK. ZBOZ'?

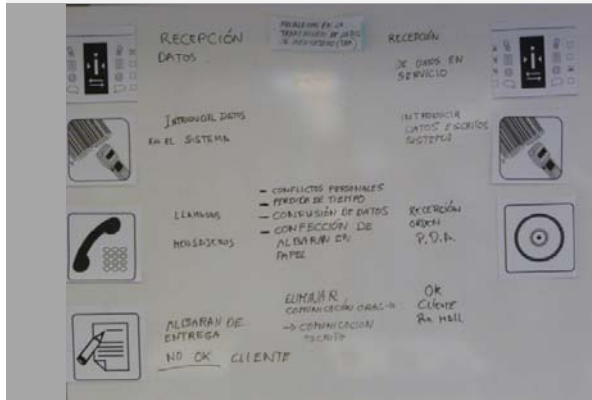
1

- PRI PRIZYMU ZBOZ'
- U VRETI -- (ZIVICH SKLAD)
- PRUBEZNE KONTROLNY POZK. ZBOZ' (TYRENJI BAZE + A. S. UPOVED)
- PRAVIDELNE ZAVYAHY NA ICI

KOMUNIKACE KOO



Working with the pictographs



Working with the jigsaw puzzle



The work of learning guides and teams goes beyond in-company learning

Direct and indirect reference points of learning guide work

Area in-company learning

The learning guide selects learning causes together with management, works on them with the learning team and achieves a result which can be implemented.

Area personnel development

The manager conducts appraisal interviews in the usual framework, for example annual talks and also addresses competence learning.

Area organisation development

Learning team and management are responsible for the implementation, they are supported by the learning guide.

Eine Form der Darstellung der Entwicklung von Mitarbeitern



Each employee receives a specific development profile.