



Managing Director

David I Brown BSc. FIFST.



Changes in Measurement and Management for the new “ Design for Hygiene” guidelines.





New Design for Hygiene - perhaps needs new ways to measure cleaning effectiveness and maybe changes in management thinking too.

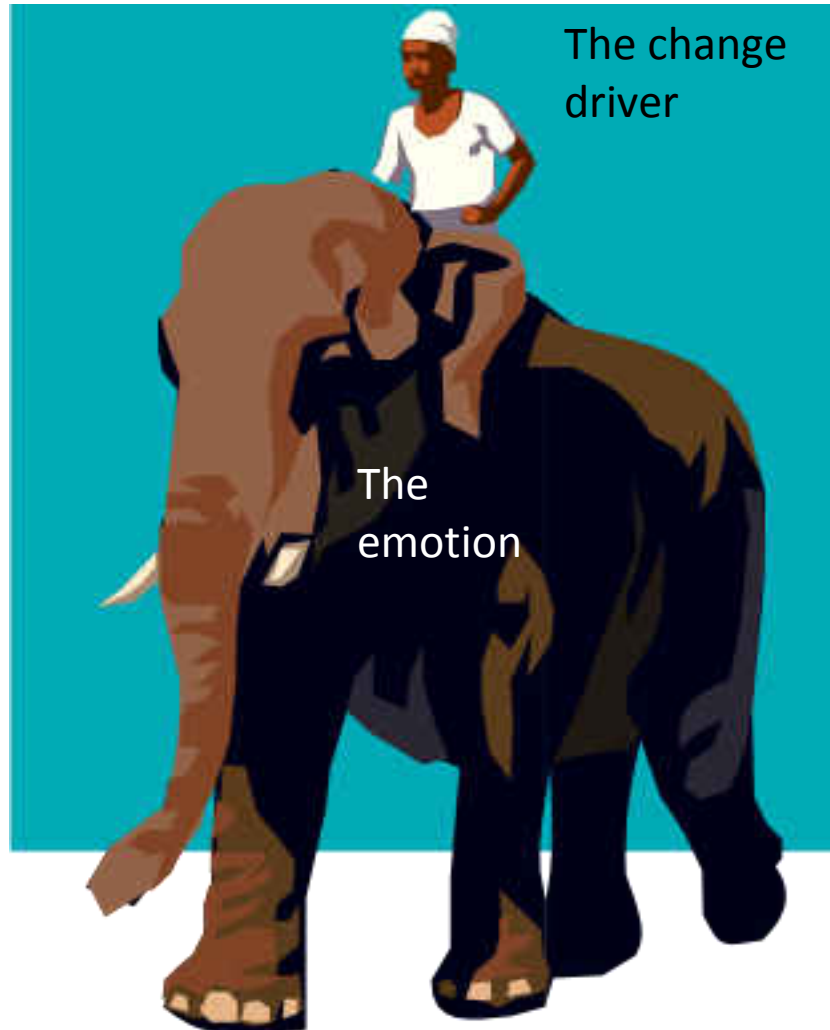
Germ Farm



Scrub'em!



Change Management and Cultural Changes.





Organisational Cultures – very big, very diverse and all **emotional**
The emotional side of the company is the Elephant.

Perched on top is our **rational** side.

The Rider or (in India) the Mahout

Riders control is precarious – he is small compared to the elephant

Anytime this 6 tonne Elephant and the 75Kg Driver disagree about which direction to take. **The Driver loses.** The emotion over powers the rational

The weakness of the Elephant (our emotional and instinctive side) is clear

When change efforts fail – it is usually the Elephant.



Changes fail because the Driver cant keep the Elephant on the road long enough to reach the destination.

The Elephants hunger for gratification is the **opposite** of the Driver's strength, which is to **think long term**, to **plan**. To think **beyond the moment**.

Emotion belongs to the Elephant – **love, compassion, sympathy, loyalty**.

If you want **to change** you have to **appeal to both**

Driver – provides the **PLANNING** and **DIRECTION**

Elephant – provides the **ENERGY**



You can train people to be Drivers

BUT

If you don't teach the Elephants – there might be the **understanding but** the operational sites **wont have the motivation**

If you only develop the sites, but don't train people – there might be **passion** but **with no direction**

In both cases the flaws can be paralysing !!!

A **reluctant Elephant** and a **wheel spinning Driver** ensure that **nothing changes**

But when **Elephants and Drivers move together, change can come easily**



MANAGING CHANGE in HYGIENE

A positive change in attitude towards hygiene is a direct consequence of a positive organisations change – affecting all departments and all people

The entire company must learn how to handle these hygiene changes to the organisation

Four major factors will be needed to make these changes beneficial :-

- 1 Hygiene Levels, goals and strategies**
- 2 Measurement systems for cleaning and hygiene**
- 3 Sequence of steps**
- 4 Implementation and organisational changes**



MANAGING CHANGE in HYGIENE

Regardless of the number of hygiene goals and strategies, the critical aspect is a company's ability to **win the buy-in** of employees

Effectively managing the hygiene changes across the company in 4 stages :-

- 1 Recognize the changes in cleanliness and hygiene required across the whole business.**
- 2 Develop the necessary adjustments for the company's needs**
- 3 Train all the employees on the appropriate hygiene improvement needs**
- 4 Win the support of all the employees not just the cleaning staff/ line operators**



MANAGING CHANGE in HYGIENE

The changes in managing a new hygiene approach, begin with a **systematic diagnosis** of the current situation in order to determine both the **need to improve hygiene and the capability to change**.

Objectives, content and process of change should all be specified as part of a **Hygiene Change - Management Plan**

Include :-

- Effective (creative !!) process of communicating across the groups that will be changing
- Understanding of the social group dynamics, styles and leadership



MANAGING CHANGE in HYGIENE

Developing a Hygiene Change Management Team is worth doing, and it should:-

- **Align the whole group's expectations**
- **Communicate**
- **Integrate teams**
- **Manage people's training**

It must make use of:-

- **Hygiene performance metrics** – cleaning efficiency, plant design hygiene improvements
- **People performance metrics** – leadership commitment, communication effectiveness



MANAGING CHANGE in HYGIENE

A successful hygiene change management programme is more likely to happen if the following are included:-

- Defined measureable hygiene improvements (using HCR %)
- A Hygiene business case for achievement (updated)
- Assumptions are monitored
- Hygiene Risks, dependencies and costs are measured
- Communication is effective that informs people of the reasons for the changes in hygiene and cleanliness (what's in it for us/who's involved/when and where will it happen/what's the cost ?)
- There is an effective education, training and skills upgrading programme



Hygiene Change Management Principles

9 basic Principles to help implement Hygiene Changes with Management

- Agree the Site's Hygiene Requirements
- Improve Hygiene and Cleaning in the Key Process Areas
- Do the Right Things Right
- Measure Hygiene Changes and Successes
- Continuous Hygiene Improvement is the GOAL
- Management must lead the way
- Hygiene training is essential
- Communicate the need for continued cleanliness, effectively
- Recognise Successful Involvement



Improve Hygiene and Cleaning
in the Key Process Areas

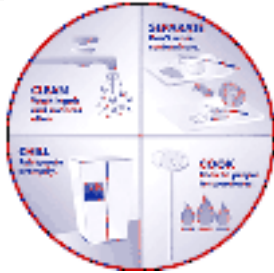


Do the Right Things Right

Dr W Edwards Deming

Defects are not free.
Somebody makes
them and gets paid for
making them

**WHY SHOULD PEOPLE ON THE SITE BE
HAPPY TO ACCEPT A DIRTY ENVIRONMENT
AND UNCLEAR PROCESSES – DO THE RIGHT
THINGS RIGHT**



Measure Hygiene Changes and Successes

Unless you can measure something, how do you know if you are improving it ?

- Find a way of measuring performance in hard numbers
- Agree the target and measure against it
- Share the information – the successes and the areas still for improvement



Hygiene Compliance Rating Percentage.

What is it ?–

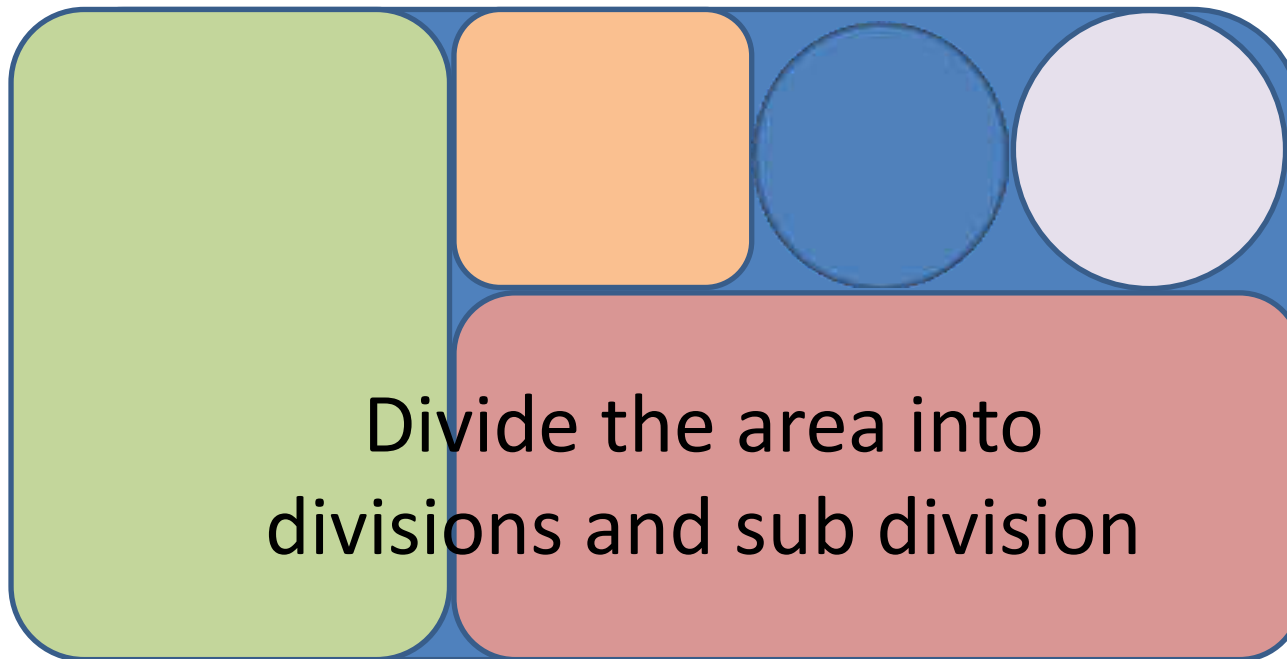
- Prerequisite programme (use in conjunction with PAS220/HACCP/TACCP)
- Develops and uses a hygiene grid of areas
- Planned and recorded audits against implemented hygiene procedures and WIs
- Provides in-depth accurate % rating for each area grid
- Initiates CARs



Hygiene Compliance Rating Percentage.

What is the process ?–

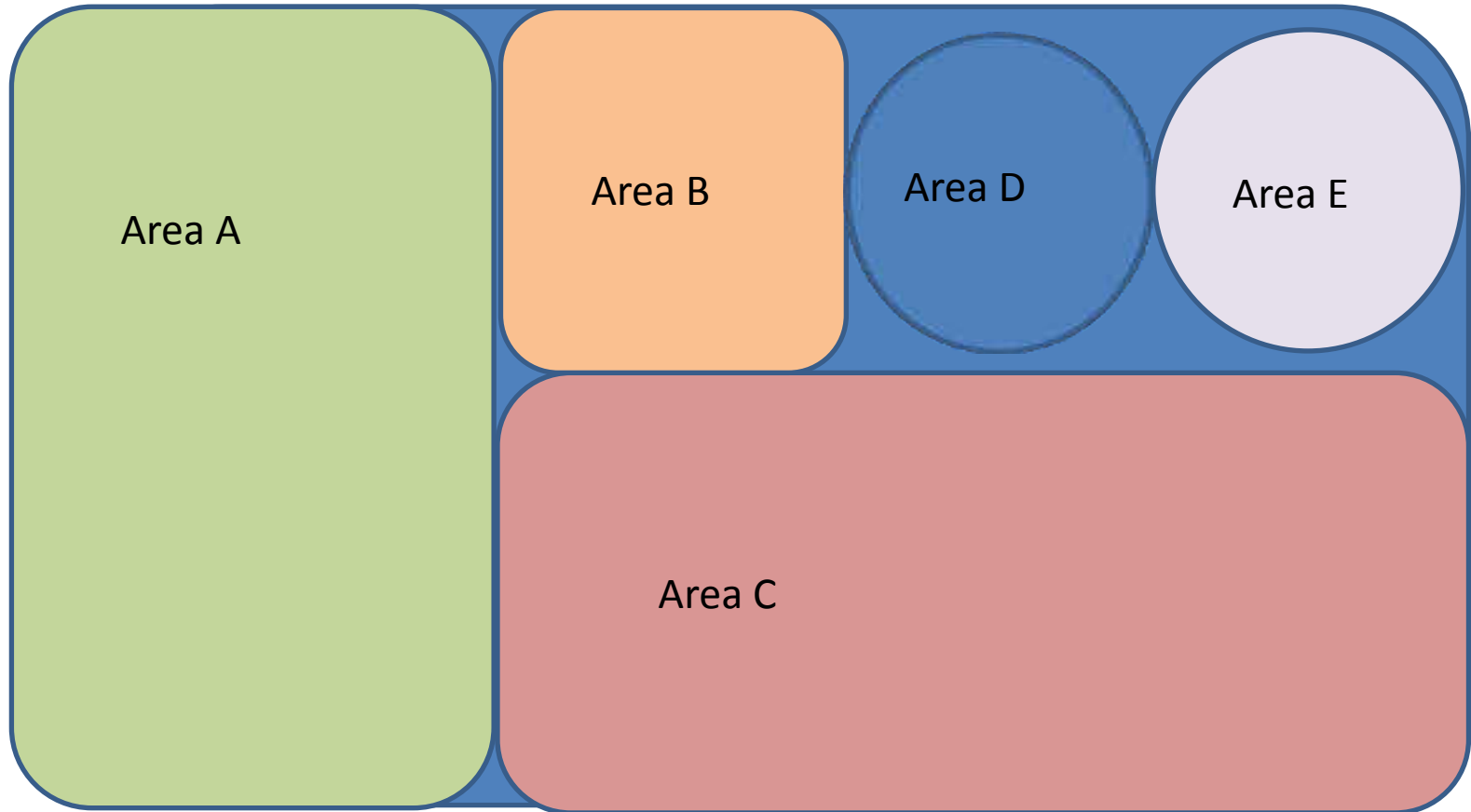
- Involves the division/sub division of “areas”



The area and these sub areas can be part or all the site, or a process or packing line



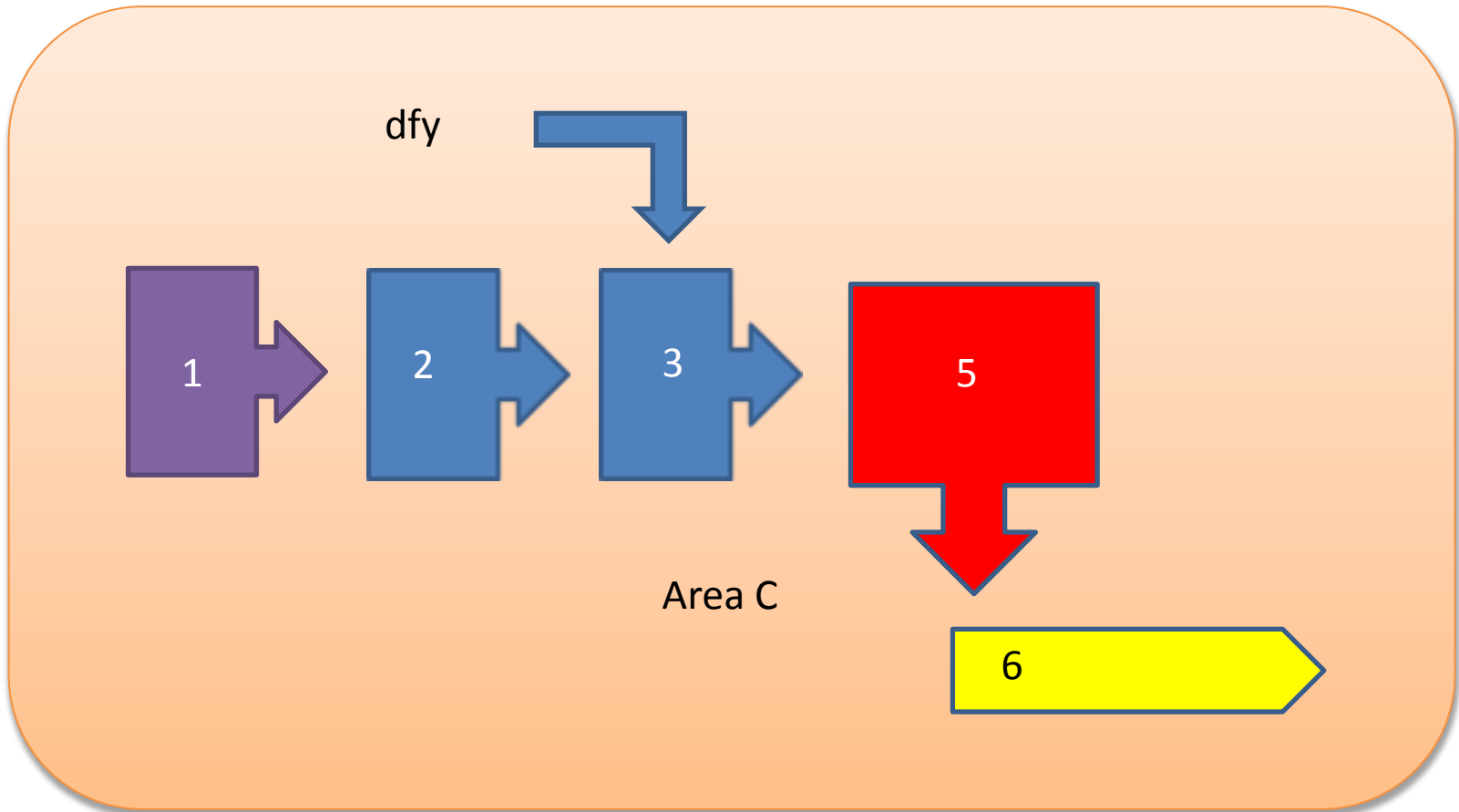
Hygiene Compliance Rating Percentage.





Hygiene Compliance Rating Percentage.

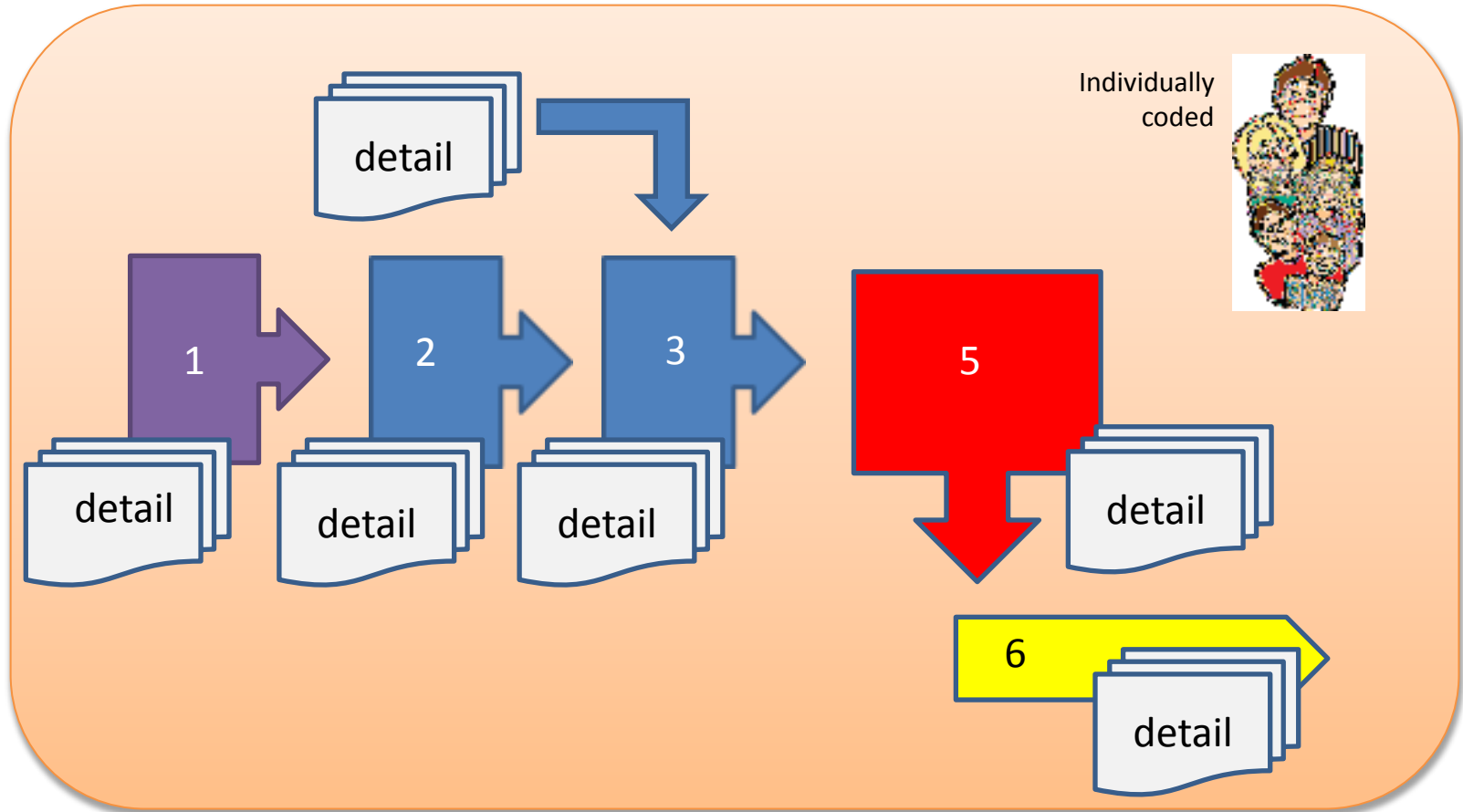
Packaging Line





Hygiene Compliance Rating Percentage.

Packaging Line





Risk Factors and Values

Each sub area, based on risk involved is allocated a risk value

Sub area	Direct contact with food	Direct contact with personnel/operatives	Internal equip parts /potential cross contamination	Indirect contact with food	External equip parts	Food production area	Rest rooms , canteens etc	Storage areas	External site area	offices
Risk Value	4	4	4	3	3	3	3	2	2	1



Examples - Fault Categories

Sub Areas examined against:-

Cosmetic

Accessible and Inaccessible routine cleaning

Infestation

Pests

Rust Contaminants

Plant and premises condition

Ease of cleaning

Odours, wet areas, mould

FIFO

Damages to packaging

Leaks

Develop Check Sheets with area, sub area, descriptions, risk values and fault categories

Fault Category x Risk Value = **Default Value**

(e.g. fault category A with a defect point of 2x risk value of 3 =default value of 6)

(NB. Total possible Category Scores are the sum of the Defect Values minus the sum of all the default values where assessments could not be completed)

Area X

SITE HYGIENE COMPLIANCE RATING ANALYSIS SHEET

Brief Description	Risk value	Cosmetic	Cleaning RA	Cleaning RI	SPI /pests	contamination	Plant premises	Ease of cleaning	Wet. Mould , odours
Direct contact with food	4								
Direct contact with personnel/operatives	4								
Internal equip parts /potential cross contamination	4								
Indirect contact with food	3								
External equip parts	3								
Food production area	3								
Rest rooms , canteens	3								
Storage areas	2								
External site area	2								
offices	1								

Possible score	x	Actual score	X-	Total possible score	Total actual score	Area HCR%
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Hygiene Compliance Rating Percentage

HCR % can now be calculated

$$\text{Area HCR\%} = \frac{\text{Actual Sum of Area Scores}}{\text{Possible Sum of Area scores}} \times 100$$

Rating Personnel is rated and calculated
No Risk Value in pre described sense
7 categories to assess

<u>Attribute</u>	<u>Points</u>
Overalls	3
Headgear	3
Hand cleanliness	3
Face jewellery	2
Hand jewellery	2
Awareness	1
Footwear	1

(these reasons are explained in detail elsewhere . Each person allocated a max possible score eg. 15)



Hygiene Compliance Rating Percentage.

Need to determine reasons for failure

Example :-

Lets use **Contamination** Fault Category

Defect Points 3

Reasons for failure

- 1) Any area where possible contaminants are not isolated
- 2) Any area where there is access to product / RM contamination
- 3) Rubbish bags not labelled correctly
- 4) Bags of product / materials left open when not in apparent use
- 5) Metal detectors , filters, EDI not effective, not working etc



Hygiene and cleaning process capability indicators are key measures in the context of never ending improvement in sanitation.

The capability of a cleaning process and the effectiveness of controls and measures are directly related.

Sampling a sufficient number of areas in the manufacturing process, once it has been cleaned, is key to ensuring that confidence limits are high.

Evaluating the cleanliness of a manufacturing process is relatively easy when there is only one piece of equipment.

However, most processes are complicated and have several different parts and several items of equipment and this makes it difficult to assess the overall cleanliness of the total end to end manufacturing process.



I hear and I forget,
I see and I remember,
I do and I understand

Confucius

Training is a very commonly used word, but learning is in many ways a better way to think of the subject, because learning 'belongs' to the learner, where as training traditionally 'belongs' to the trainer or the organization.



Learning should be about whole person development - not just transferring skills, the traditional interpretation of training at work.

Whatever your role and responsibility, you might not immediately be able to put great new emphasis on 'whole person development'.

Being realistic, corporate attitudes and expectations about what 'training' is and does cannot be changed overnight, and most organisations still see 'training' as being limited to work skills, classrooms and PowerPoint presentations.

However, when you start to imagine and think and talk about progressive attitudes to developing people - beyond traditional skills training - for example:

'enabling learning'

'facilitating meaningful personal development'

'helping people to identify and achieve their own personal potential'

then you will surely begin to help the organisation (and CEO) to see and accept these newer ideas about what types of 'learning and development' really work best and produces class-leading organizations.



Simple overview of typical reference models, processes and tools found in the effective planning and delivery of organizational training.

1. Assess and agree training needs	2. Create training or development specification	3. Consider learning styles and personality	4. Plan training and evaluation	5. Design materials, methods and deliver training
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1. Defining desired development outcomes. Create a safe and engaging learning environment, with a range of analysis tools and be able to define clear learning outcomes
2. Programme design. Develop an understanding of various learning styles and how to design a programme that appeals to all your audience and learners
3. Designing support materials that enhance learning. Create and refine your own visuals, hand-outs and exercises
4. Delivering, evaluating and ensure transfer of learning. Demonstrate application of the techniques and good practice as you present a training session to your delegates.



THANK YOU FOR LISTENING
LETS IMPROVE OUR SITE HYGIENE