



PICKING COORDINATION

POSITION COACH PLAYBOOK



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GETTING STARTED

ABOUT THIS PLAYBOOK



What is the purpose of this playbook?

This position coach playbook provides a master reference document to help you prepare for and deliver the Picking Coordination course.

What will I find in the playbook?

This position coach playbook is a comprehensive package that contains:

- The course delivery sequence
 - Checklists of necessary materials and equipment
 - Presentation scripts and key points to cover
 - Instructions for managing exercises, case studies
 - Other instructional activities
-

How is this playbook organized?

This section, “Getting Started,” contains all of the preparation information, such as learning objectives, pre-work, required materials, and room set-up. Next the program itself is divided into lessons. Each lesson begins with a one-page summary showing the Purpose, Time, Process, and Materials for the lesson. Use these summary pages to get an overview of the lesson that follows.



ABOUT THIS PLAYBOOK, CONT.

How is the text laid out in this playbook?



Every action in the program is described in this playbook by a text block like this one, with a margin icon or a slide screenshot, a title line, and the actual text.

The icons are designed to help catch your eye and draw quick attention to “what to do and how to do it.” They represent administrative tasks or actions the Position Coach will take to guide the Team Members through the course and its related activities.

Refer to the **Icon Cues** job aid for a list of the icons and meanings.



POSITION COACH NOTE

You may also occasionally find position coach notes such as this one in the text of this playbook. These shaded boxes provide particularly important information in an attention-getting format.

THE PROGRAM IN PERSPECTIVE

Why a Picking Coordination course?



This class equips the learner with the ability to efficiently manage work flow in the Pick Cart area to ensure that orders are fulfilled accurately and efficiently.

Course Objectives



In this course, you will learn:

- The role and responsibilities of an Ops Specialist in the Pick Cart area
- The tasks associated with keeping work flowing efficiently through the Pick Cart area
- How to initiate a recall
- How to run and use reports to manage work flow

Skills to Master



- Review task statuses
- Perform a recall
- Manage lanes
- Find Label in WMS
- Print labels for Discrete Pick
- Complete a Bulk Pick
- Run and use relevant reports

Program Timing



Picking Coordination requires one hour and 40 minutes to complete.



Number of Participants

Designed for a minimum of 20 participants.

PROGRAM PREPARATION

Required Materials

- Projector
- Computer for Position Coach
- Computer for Team Member (1 per Team Member)
- Access to Fast Track simulations (Demo mode, Practice mode, Test mode)
- Name tags or labels (1 per Team Member)
- Markers (1 per Team Member)
- Pencils (1 per Team Member)
- Course Evaluations (1 per Team Member)
- Work Instructions

Room Set-Up

Set the room up with a projector that is connected to a computer with access to Fast Track simulation links.



The table on the following page serves as an overview showing the lesson names, timings, and process descriptions for the entire course.

*PROGRAM PREPARATION, CONT.***COURSE OVERVIEW TABLE**

<i>Time</i>	<i>Lesson Name</i>	<i>Process Description</i>
5 minutes	Welcome	Introductions, Expectations, Agenda, Course Description, and Maxim review
5 minutes	Role Overview	The Picking Ops Specialist's Role and Responsibilities
10 minutes	Review Task Statuses	How to determine the status of a task
10 minutes	Perform a Recall	How to perform a Product Recall in the Pick Cart area
15 minutes	Manage Lanes	How to Enable and Disable Lanes
10 minutes	Finding Labels in WMS	How to research and track the status and movement of containers.
10 minutes	Print Discrete Pick Labels	How to print labels for Discrete Pick Tasks
10 minutes	Complete a Bulk Pick	How to end a Bulk Pick tote
15 minutes	Reports	How to run and use the Totes by Unit Level and Unit Report and the Picked Totes Not Buffered Report
10 minutes	Wrap Up	Questions, Review
Course Duration: 1 hour and 40 minutes		



WORK INSTRUCTIONS

About

Work Instructions are documents which outline process steps.

When a Work Instruction should be referenced during the course, a note will be included in the course slides, either:



- At the bottom of the slide, in teal text, or
- In the lesson steps

This note will include the Work Instruction name, without a version number.

Work Instructions reviewed during a lesson will also be listed in the **Required Materials** list, at the beginning of each lesson within this Position Coach Playbook.



POSITION COACH NOTE

Work Instructions can be updated frequently, so it is important to ensure that you have the **most recent version** of any Work Instructions reviewed during the course.

Depending on the instructions relating to each course, Work Instructions may be passed out; but they should be collected before leaving the classroom.

COURSE

WELCOME



Purpose

The purpose of this lesson is to welcome the Team Members, explain the teaching points, and encourage the group to become comfortable with one another.



Time

5 minutes



Process

The Position Coach introduces himself/herself, addresses and explains the teaching points, and asks the Team Members to introduce themselves. An ice breaker activity is included to promote learning the Team Member's names.



Required Materials

- 1 Projector hooked up to PC
 - 1 Screen
 - 1 Picking Coordination PowerPoint
 - 1 Attendance sheet
 - Name Tags (1 per Team Member)
 - Markers (1 per Team Member)
-

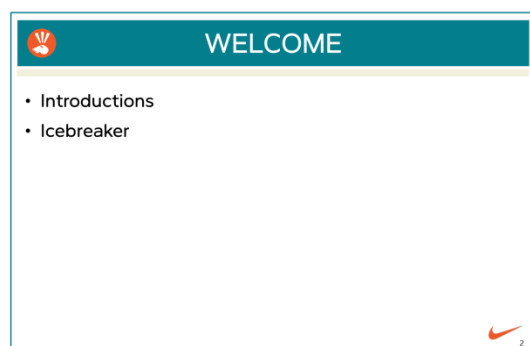


WELCOME, CONT.



Show Slide 1. PICKING COORDINATION

- **Show:** this slide as Team Members enter the room.



Show Slide 2. WELCOME


- Introduce yourself to the Team Members.
- Allow Team Members to introduce themselves.
- Guide Team Members through the following Icebreaker activity:
 - **Distribute:** name tags and markers to each participant.
 - **Ask:** Team Members to write their names and three adjectives describing their favorite animal on the name tag.
 - **Ask:** Team Members to introduce themselves and to describe how the three animal adjectives can be applied to themselves.




POSITION COACH NOTE

- **Review:** the course expectation poster with the Team Members.
- **Say:** In addition to these expectations, ensure we follow *A Matter of Respect-Nike's Anti-Harassment and Anti-Discrimination* policy which is located on Zero.

WELCOME, CONT.

 **AGENDA**


- Role Overview
- Review Task Statuses
- Perform a Recall
- Manage Lanes
- Print Labels for Discrete Pick
- Complete a Bulk Pick
- Reports



3


Show Slide 3. AGENDA

- **Say:** During this course, we will cover:
 - Role and Responsibilities
 - Review task statuses
 - Perform a recall
 - Manage lanes
 - Print labels for Discrete Pick
 - Complete a Bulk Pick
 - Run and use relevant Reports
- **Say:** We will wrap up the lessons with system practices that will help ensure that you have mastered each task.

 **COURSE DESCRIPTION**

In this course, you will learn:

- The role and responsibilities of an Ops Specialist in the Pick Cart area
- The tasks associated with keeping work flowing efficiently through the Pick Cart area
- How to initiate a Recall
- How to run and use Reports to manage work flow



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Show Slide 4. COURSE DESCRIPTION

- **Say:** In this course, you will learn:
 - The role and responsibilities of an Ops Specialist
 - The tasks associated with keeping work flowing efficiently through the Pick Cart area
 - How to initiate a recall
 - How to run and use reports to manage work flow



WELCOME, CONT.



Show Slide 5. MAXIMS

- **Click:** for the non-course related Maxims to fade out.
- **Say:** Three of these maxims are especially important to keep in mind while performing your job duties.
- **Say:**

Do the Right Thing. Embrace the truth. Be transparent. Seek diversity. Promote sustainability. These values are a part of who we are. They give each of us a chance to make a unique contribution to the quality of life for others and to our business. They require all of us to challenge our assumptions and to apply our innovative nature to corporate responsibility. Every person and every product can serve our commitment to these values as a global citizen. Our success depends on it.

Simplify and Go. An opinion is not a decision. Commentary is not commitment. Observation is not action. Life is too short and the competition too fast to spend time in pointless debate and gratuitous nuance. The more honest and clear we are with each other, the faster we move and the better we work.

- State your position clearly.
- Trust the expertise of others.
- Ask questions when you don't know.
- Answer questions when you do know.
- Demand cooperation.
- Make quality the first measure of success.
- Innovate and you win. (Pretend to innovate and you lose.)
- Don't fear or repeat mistakes.
- Believe in dreams.

WELCOME, CONT.



■ **Say:**

Master the Fundamentals. There is no substitute for doing the hard work first. The commitment to excel and an unwavering focus on process are at the root of superior performance. We're a big company, incredibly complex yet able to deliver at a level and pace that others won't even attempt. We can because we are always training. We are always refining how we perform. None of it is easy. There will be bumps and twists along the way. Accept, master and move through them.



ROLE OVERVIEW



Purpose

The purpose of this lesson is to learn the role and responsibilities of a Picking Ops Specialist.



Program Timing

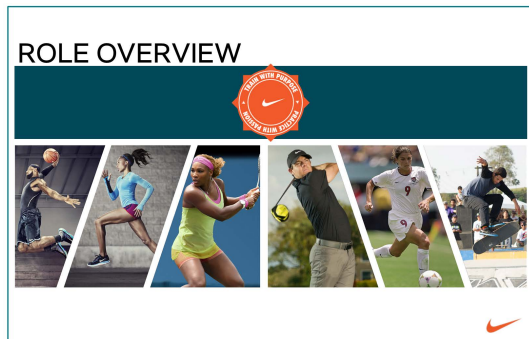
Role overview requires 10 minutes to complete.



Required Materials

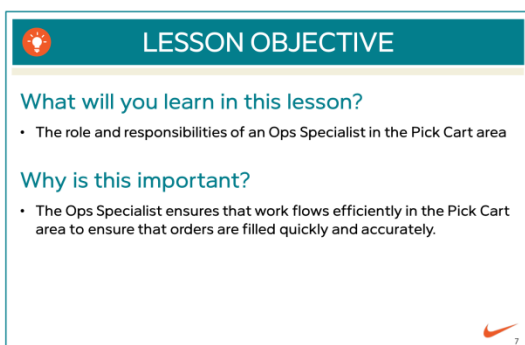
- Handout
 - Email Etiquette and Communicating Tips
-

ROLE OVERVIEW, CONT.



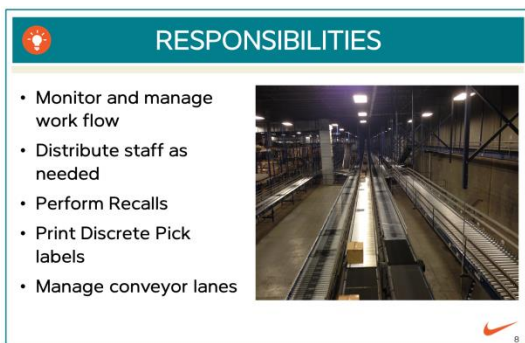
Show Slide 6. ROLE OVERVIEW

- **Say:** Let us take a look at the role of an Ops Specialist.



Show Slide 7. LESSON OBJECTIVE

- **Say:** In this lesson, you will learn the importance of the Ops Specialist's role, which includes ensuring that work flows efficiently in the Pick Cart area. This role is vital to quick and accurate order fulfillment.




Show Slide 8. RESPONSIBILITIES

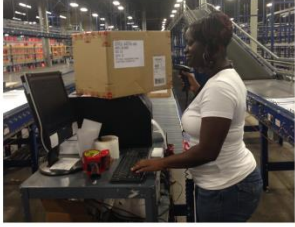
- **Say:** Your responsibilities include the following:
 - Monitor and manage work flow...while the Area Manager will manage the staff, your role will be to ensure that work loads are distributed efficiently and that the area is running smoothly
 - Distribute staff as needed...you may have to request assistance from Pickers or Pick Cart Runners from other levels depending on the work load
 - Perform recalls when products need to be removed from the Pick Cart area
 - Print Discrete Pick labels
 - Manage conveyor lanes...you will need to enable and disable lanes to accommodate work flow demands




ROLE OVERVIEW, CONT.


RESPONSIBILITIES, CONT.

- Assist with reconciliation
 - Unit shortages
 - Unit overages
 - Label/scan issues
 - Split/combine carton
 - Duplicate carton
 - Damaged outer carton/inner unit
 - No destination





Show Slide 9. RESPONSIBILITIES, CONT.

- **Say:** You will also assist with reconciliation issues that you learned about in the Pick Cart Runner course, if needed. In review, those issues include:
 - Unit shortages
 - Unit overages
 - Label/scan issues
 - Split/combine carton
 - Duplicate carton
 - Damaged outer/inner unit
 - No destination


RESPONSIBILITIES, CONT.

- Communicate with other areas in the Distribution Center



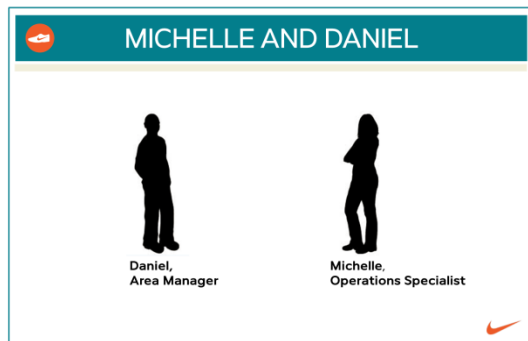

Handout: *Email Etiquette and Communicating Tips*



Show Slide 10. RESPONSIBILITIES, CONT.

- **Distribute:** the Email Etiquette and Communicating Tips handout.
- **Say:** You will also be communicating with other areas throughout the Distribution Center as you monitor work flow and research issues.
- **Say:** Let us review the Email Etiquette and Communicating Tips handout.

ROLE OVERVIEW, CONT.



Show Slide 11. MICHELLE AND DANIEL

- **Say:** Sometimes it can be difficult to know when you should handle an issue yourself, or when you should escalate it to a manager. Remember, your role as an Operations Specialist is to coordinate workflow and manage the workload in your area. The manager manages the people. Let us look at a few sample scenarios.

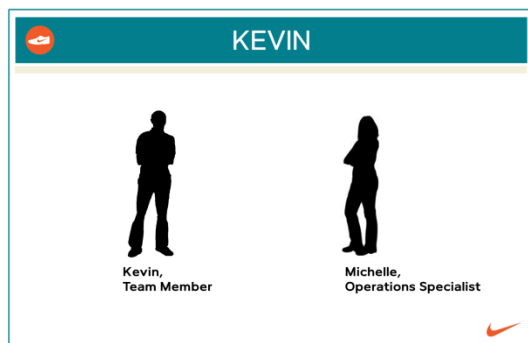
You will meet Daniel and Michelle. Daniel is an Area Manager in the Active Pick Cart Area. Daniel has been with Nike for 8 years, and is responsible for managing a team of people in the Pick Cart Area.

Michelle has been with Nike for two years. Previously, Michelle worked as both a Coordinator and a Researcher at another Nike DC location. Last week, Michelle was transferred to a new DC area. She is a new Operations Specialist in the Pick Cart Area.

In her role as an Operations Specialist, Michelle is responsible for managing the workflow, and coordinating the work in the Active Pick Cart Area.



ROLE OVERVIEW, CONT.



Show Slide 12. KEVIN

- **Say:** Let us start with our first scenario. Michelle arrived to work early this morning. She noticed that Kevin, one of her Team Members is late coming back from lunch on a regular basis. Kevin continues to be late almost every day. Other Team Members have complained that Kevin's station is left unattended at lunch.

Ask: What should Michelle do?

Answer: Michelle should escalate this to a manager.




Show Slide 13. CARLOS AND MICHAEL

- **Say:** Let us look at another scenario. Carlos and Michael are assigned to work in the Pick Cart Area. Carlos has been with Nike for three years. Michael has been with Nike for a year, but has been assigned to the Pick Cart Area for three weeks. Michael says that Carlos constantly complains about his work. Carlos says that Michael has not been placing iLPNs in the correct slot on the cart, and it is causing problems when the iLPNs are scanned. Michael, on the other hand, says that Carlos has been singling him out, and looking for errors in his work. Carlos and Michael have both come to Michelle to complain about the situation.

Ask: What should Michelle do?


Answer: Michelle should advise Carlos and Michael to speak to their manager when they come to her to complain. In her role as an Operations Specialist, Michelle has a responsibility to act and should notify her manager about this situation. Michelle may not know if Carlos and Michael talked to their manager, so she needs to make sure the manager is informed about the issue. We want to avoid the issue escalating.

ROLE OVERVIEW, CONT.


 WHAT SHOULD MICHELLE DO?

At the beginning of the shift, Michelle assigned Mike to build pick carts on. When Michelle went to the pick cart building station, she noticed Mike was not building pick carts. Mike was picking. Should Michelle refer this to a manager, or should she handle the issue herself?

Michelle should speak with Mike, and ask him to return to the pick cart building station.



Michelle,
Operations Specialist




Show Slide 14. WHAT SHOULD MICHELLE DO?

- **Say:** Let us look at another scenario involving Michelle, our Operations Specialist.
- **Ask** a Team Member to read this slide.
- **Discuss** the scenario with the class. Give Team Members an opportunity to respond.
- **Click:** to show the answer.


Say: Michelle should tell Mike that his help is needed in his assigned area, Cart building on Level 1, to make sure the cart building tasks are completed and work continues to flow. Inform Mike that Team Members are assigned to specific tasks in order to maintain the workflow. If Mike moves to another area this will cause disruption to the work, and will cause delays in getting carts built and sent to the location where they are needed. If there are further problems, Michelle should talk to Daniel, her manager.




ROLE OVERVIEW, CONT.


 MILESTONE QUESTION

After lunch, the work slows down in the Picking area. At the Packing stations, the work picks up and it is very busy after lunch. Team Members in the Picking area don't have a lot to do, while those working at the packing stations are struggling to keep up with the work. What should Michelle do?



Michelle,
Operations Specialist


 Michelle should coordinate the workflow and move Team Members from the Picking area to the Packing stations where more help is needed.



Show Slide 15. MILESTONE QUESTION


- **Say:** Let us look at another scenario involving Michelle, our Operations Specialist.
- **Ask** a Team Member to read this slide.
- **Discuss** the scenario with the class. Give Team Members an opportunity to respond.
- **Click:** to show the answer.
- **Say:** Michelle should talk with Team Members to inform them their work locations will change after lunch in order to meet workflow needs. Since work slows down on Level 2, some of the Team Members on the Level 2 will be assigned Levels 1 and Level 3 where more help is needed. Michelle should inform Team Members their work locations or work assignments may change in order to make sure work is covered.

ROLE OVERVIEW, CONT.




MILESTONE QUESTION


Kevin was assigned to the Build Pick Carts station. Kevin is not building pick carts. He is picking. What should Michelle do?



Michelle,
Operations Specialist




Michelle should speak with Kevin and instruct him to return to his area and begin building carts.




Show Slide 16. MILESTONE QUESTION

- **Say:** Let us look at another scenario involving Michelle, our Operations Specialist.
- **Ask** a Team Member to read this slide.
- **Discuss** the scenario with the class. Give Team Members an opportunity to respond.
- **Click:** to show the answer.
- **Say:** Michelle should instruct Kevin to return to his assigned area to build carts. Inform Kevin that Team Members are assigned to specific tasks in specific areas in order to maintain the workflow. If Kevin moves to another area, this will cause disruption to the work, and will cause delays in getting carts built and sent to the location where they are needed. If there are further problems, Michelle should talk to Daniel, her manager.



EXCEPTIONS

IF	THEN
The conveyor goes down	Contact the Flow area.
The system goes down	Contact Production Support.



Show Slide 17. EXCEPTIONS

- **Say:** Finally, you will also be the point of contact for Pick Cart staff if the system or conveyor goes down. In the case of either situation, you will notify the Flow area.



REVIEW TASK STATUS



Purpose

The purpose of this lesson is to learn how to review a task status to determine work load and how to research an issue.



Program Timing

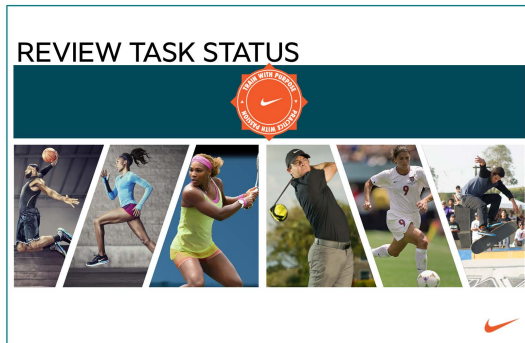
The Review Task Status lesson requires 10 minutes to complete.



Required Materials

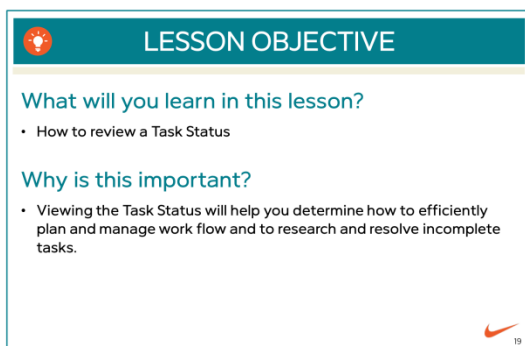
- Computer (1 per Team Member)
 - Access to Fast Track simulations (Demo, Practice, Test)
 - WI:
 - NALCM.WI.GEN.ReviewTask
-

REVIEW TASK STATUS, CONT.



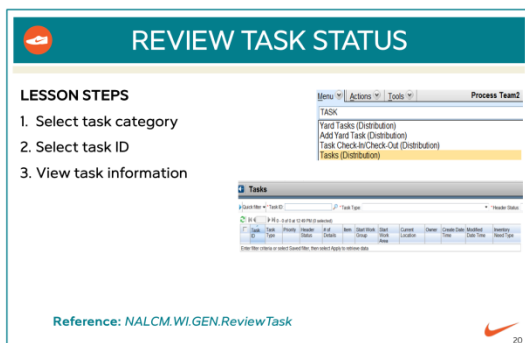
Show Slide 18. REVIEW TASK STATUS

- **Say:** Let us begin with a task that you will perform frequently.



Show Slide 19. LESSON OBJECTIVE

- **Say:** In this lesson, you will learn how to review a task status, which will help you determine how to efficiently plan and manage work flow and to research and resolve incomplete tasks.



Show Slide 20. LESSON STEPS

- **Distribute:** the NALCM.WI.GEN.ReviewTask Work Instruction.
- **Say:** Before we review the detailed steps provided in your Work Instruction, let us take a look at the basic process for reviewing a task.
- **Click:** The first step appears.
- **Say:** First, you will select a task category.
- **Click:** The second step appears.
- **Say:** Next, Select a task ID.
- **Click:** The third step appears.
- **Say:** Finally, you will review the task status, which will help you determine information about the work such as whether it is released, not released, open, or partially released.



OBSERVE



Position Coach Demonstration

The Position Coach will play the Review Task Status Fast Track Demo simulation on the projector.



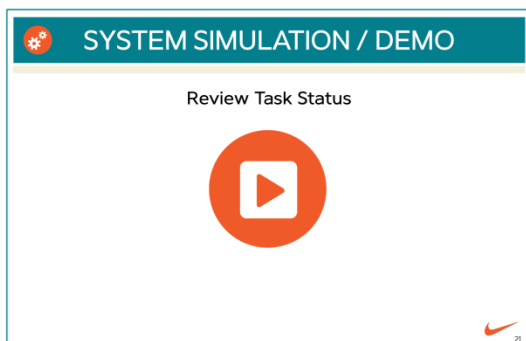
Materials Needed

- Computer (1 for Position Coach)
- Projector
- Screen
- Access to the Review Task Fast Track Demo simulation



Demonstration

- **Click:** the slide icon to navigate to the Review Task Fast Track Demo simulation.



Show Slide 21. REVIEW TASK STATUS SYSTEM SIMULATION/DEMO

- **Say:** Let us view the system process to Review a Task Status.

PRACTICE




Position Coach

The Position Coach will direct Team Members to complete the Review Task Status Fast Track Practice simulation on their computers.




Materials Needed

- Computer (1 per Team Member)
- Access to the Review Task Fast Track Practice simulation

 **PRACTICE / APPLY**

Using your Work Instructions, complete the system practice and Player Readiness Check for reviewing a Task Status.


22

Show Slide 22. PRACTICE/APPLY

- **Say:** Now it is time for you to practice the process. There will be guided prompts to help you along the way. You can also use your Work Instructions.



PLAYER READINESS CHECK

KNOWLEDGE CHECK



Position Coach Demonstration

The Position Coach will direct Team Members to complete the Review Task Status Fast Track Test simulation on their computers.



Materials Needed

- Computer (1 per Team Member)
- Access to the Review Task Fast Track Test simulation



- **Say:** Now it is time for you to assess your mastery of the Review Task process. During this simulation, you will not be prompted as you complete the process as you were during the Practice. You will receive a score at the end of the activity to let you know how you did. You can continue to use the Work Instructions.

PERFORM A RECALL



Purpose

The purpose of this lesson is to learn how to perform a recall on products not needed in the Pick Cart Area.



Program Timing

The Perform a Recall lesson requires 10 minutes to complete.

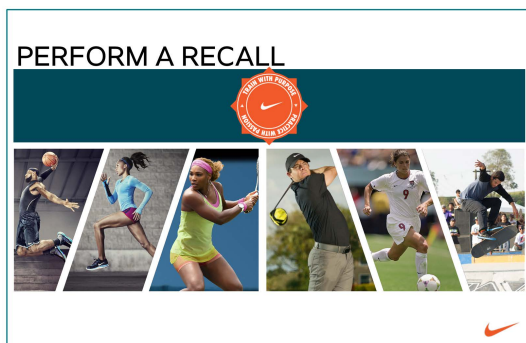


Required Materials

- Computer (1 per Team Member)
 - Access to Fast Track simulations (Demo, Practice, Test)
 - WIs:
 - NALCM.WI.GEN.Recallfrom Picking
 - NALCM.WI.GEN.ManualDivert
-

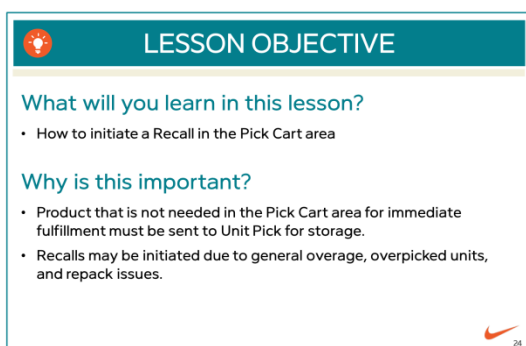


PERFORM A RECALL, CONT.



Show Slide 23. PERFORM A RECALL


- **Say:** Now let us discuss how to perform a product recall.



Show Slide 24. LESSON OBJECTIVE

- **Say:** In this lesson, you will learn how to perform a recall in the Pick cart area. Products that are not needed in the Pick Cart area for immediate fulfillment must be sent to Unit Pick for storage. Recalls may be initiated due to general overage, over picked units, and repack issues.


PERFORM A RECALL, CONT.

 **PERFORM A RECALL**

LESSON STEPS

1. Select Recall Task
2. Scan Location
3. Generate and place new iLPN label
4. Remove units from location
5. Scan iLPN
6. Send product to next area

Reference: NALCM.WI.GEN.RecallfromPicking
Reference: NALCM.WI.GEN.ManualDivert

 25

Show Slide 25. LESSON STEPS

- **Distribute:** the following WIs:
NALCM.WI.GEN.RecallfromPicking and
NALCM.WI.GEN.ManualDivert
- **Say:** Before we review the detailed steps provided in your Work Instruction, let us take a look at the basic process for performing a recall.
- **Click:** The first step appears.
- **Say:** First, select the recall task.
- **Click:** The second step appears.
- **Say:** Next, you will go to the location and scan the location code.
- **Click:** The third step appears.
- **Say:** Then, you will remove the units from the location.
- **Click:** The fourth step appears.
- **Say:** Then, you will scan the iLPN you created to hold the units.
- **Click:** The fifth step appears.
- **Say:** Finally, you will send the product to the next area.

OBSERVE



Position Coach Demonstration

The Position Coach will play the Perform a Recall Fast Track Demo simulation on the projector.



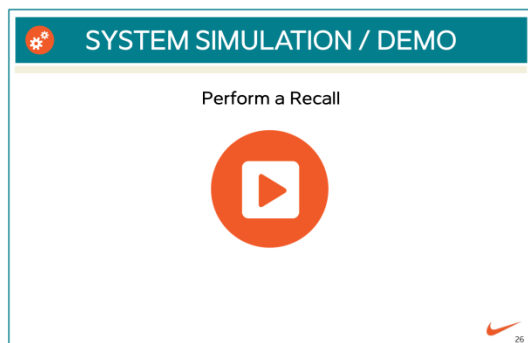
Materials Needed

- Computer (1 for Position Coach)
- Projector
- Screen
- Access to the Perform a Recall Fast Track Demo simulation



Demonstration

- **Click:** the slide icon to navigate to the Perform a Recall Fast Track Demo simulation.



Show Slide 26. PERFORM A RECALL SYSTEM SIMULATION/DEMO

- **Say:** Let us view the system process to Perform a Recall.

PRACTICE




Position Coach

The Position Coach will direct Team Members to complete the Perform a Recall Fast Track Practice simulation on their computers.




Materials Needed

- Computer (1 per Team Member)
 - Access to the Perform a Recall Fast Track Practice simulation
-

 PRACTICE / APPLY

Using your Work Instructions, complete the system practice and Player Readiness Check for performing a Recall.



Show Slide 27. PRACTICE/APPLY

- **Say:** Now it is time for you to practice the process. There will be guided prompts to help you along the way. You can also use your Work Instructions.



PLAYER READINESS CHECK

KNOWLEDGE CHECK



Position Coach Demonstration

The Position Coach will direct Team Members to complete the Perform a Recall Fast Track Test simulation on their computers.



Materials Needed

- Computer (1 per Team Member)
- Access to the Perform a Recall Fast Track Test simulation



- **Say:** Now it is time for you to assess your mastery of the Recall process. During this simulation, you will not be prompted as you complete the process as you were during the Practice. You will receive a score at the end of the activity to let you know how you did. You can continue to use the Work Instructions.

MANAGING LANES



Purpose

The purpose of this lesson is to learn how to enable and disable conveyor lanes in the Pick Cart Area as dictated by work flow and other needs.



Program Timing

The Managing Lanes lesson requires 15 minutes to complete.



Required Materials

- Computer (1 per Team Member)
 - Access to Fast Track simulations (Demo, Practice, Test)
 - WI:
 - NALCM.WI.GEN.D3.WI.GEN.Setup-Able-DisableLanes
-

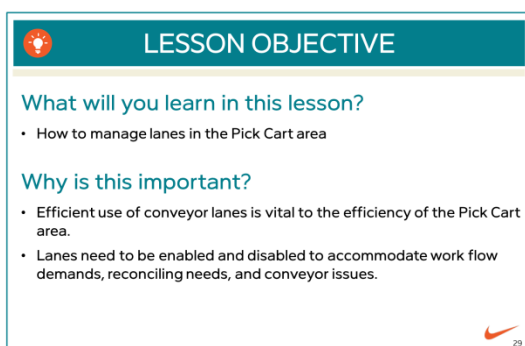


MANAGING LANES, CONT.



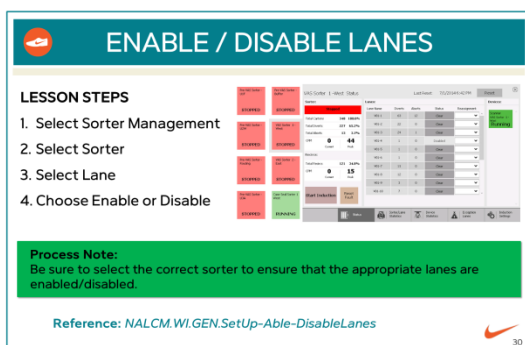
Show Slide 28. MANAGING LANES

- **Say:** Next, we will explore the process of managing conveyor lanes.



Show Slide 29. LESSON OBJECTIVE

- **Say:** In this lesson, you will learn how to enable and disable lanes in the Pick Cart area to accommodate work flow demands, reconciling needs, and conveyor issues.



Show Slide 30. LESSON STEPS

- **Distribute:** the NALCM.WI.GEN.Setup-Able-DisableLanes Work Instruction.
- **Say:** Before we review the detailed steps provided in your Work Instruction, let us take a look at the basic process for managing lanes.
- **Click:** The first step appears.
- **Say:** First, select Sorter Management.
- **Click:** The second step appears.
- **Say:** Next, select the appropriate sorter.
- **Click:** The third step appears.
- **Say:** Select the appropriate lane.
- **Click:** The fourth step appears.
- **Say:** Finally, choose Enable or Disable.

FINDING LABEL IN WMoS



Purpose

- The purpose of this lesson is to learn how to research and track the status and movement of containers.



Program Timing

The Finding Label in WMoS lesson requires 10 minutes to complete.

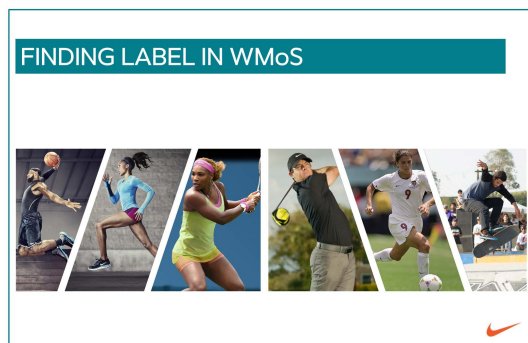


Required Materials

- Computer (1 per Team Member)
- Access to Fast Track simulations (Demo, Practice, Test)
- WIs
 - NALCM.WI.GEN.FindingToteFromToteLabel
 - NALCM.WI.GEN.FindingCrossReferenceLabelinWMS
 - NALCM.WI.GEN.FindingoLPNviaCrossReferenceLabel



FINDING LABELS IN WMoS



Show Slide 31. FINDING LABELS IN WMoS

- **Say:** Part of your responsibility as an Operations Specialist is to ensure containers are systematically transported. To do so, you will need to research and track the status and movement of the containers.

LESSON OBJECTIVE

What will you learn in this lesson?

- How to research and track the status and movement of containers.

Why is this important?

- Part of your responsibility as an Operations Specialist is to ensure containers are systematically transported.

Show Slide 32. LESSON OBJECTIVE

- **Say:** Let us review the Lesson Objectives

FINDING TOTE LABEL STATUS

Follow steps described in Work Instruction:

- NALCM.WI.GEN.FindingToteFromToteLabel

Reference: NALCM.WI.GEN.FindingToteFromToteLabel

Show Slide 33. FINDING TOTE LABEL STATUS

- **Say:** In your Work Instruction packet locate: NALCM.WI.GEN.FindingToteLabelStatus
- **Discuss:** the steps in the FindingToteLabel Status Work Instruction.
- **Show:** NALCM.FT.GEN.FindingToteLabelStatus Demonstration
- **Click:** the Work Instruction icon to activate the Fast Track Link.
- **Ask:** if anyone has any questions.

FINDING LABELS IN WMoS

CROSS REFERENCE LABEL IN WMos

Follow steps described in Work Instruction:

- NALCM.WI.GEN.FindingCrossReferenceLabelInWMos

Finding Cross Reference Label in WMos

Task is to explain the process for identifying the cross-reference label in WMos

Table WMOS, WMS Number machine interface

Step	Description	References
1	Log in to WMos system and adjust menu	
2	Select the Machine interface	
3	Select the machine and machine	
4	Select the machine	
5	Select the 'Tool' button	
6	Select the 'Tool' button	

References

References	References	References
1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27
28	29	30
31	32	33
34	35	36
37	38	39
40	41	42
43	44	45
46	47	48
49	50	51
52	53	54
55	56	57
58	59	60
61	62	63
64	65	66
67	68	69
70	71	72
73	74	75
76	77	78
79	80	81
82	83	84
85	86	87
88	89	90
91	92	93
94	95	96
97	98	99
100	101	102
103	104	105
106	107	108
109	110	111
112	113	114
115	116	117
118	119	120
121	122	123
124	125	126
127	128	129
130	131	132
133	134	135
136	137	138
139	140	141
142	143	144
145	146	147
148	149	150
151	152	153
154	155	156
157	158	159
160	161	162
163	164	165
166	167	168
169	170	171
172	173	174
175	176	177
178	179	180
181	182	183
184	185	186
187	188	189
190	191	192
193	194	195
196	197	198
199	200	201
202	203	204
205	206	207
208	209	210
211	212	213
214	215	216
217	218	219
220	221	222
223	224	225
226	227	228
229	230	231
232	233	234
235	236	237
238	239	240
241	242	243
244	245	246
247	248	249
250	251	252
253	254	255
256	257	258
259	260	261
262	263	264
265	266	267
268	269	270
271	272	273
274	275	276
277	278	279
280	281	282
283	284	285
286	287	288
289	290	291
292	293	294
295	296	297
298	299	300
301	302	303
304	305	306
307	308	309
310	311	312
313	314	315
316	317	318
319	320	321

Show Slide 34. CROSS REFERENCE LABEL IN WMoS

- **Say:** In your Work Instruction packet locate: NALCM.WI.GEN.FindingCrossReferenceLabelinWMS
- **Discuss:** the steps in the Finding Cross Reference Label in WMS work instruction.
- **Show:** NALCM.FT.GEN.FindingCrossReferenceLabelinWMS Demonstration.
- **Click:** the Work Instruction icon to activate the Fast Track Link.
- **Ask:** if anyone has any questions.

FINDING LABELS IN WMos

```
graph LR; A[Tote Label Status] --> B[Cross Reference Label]; B --> C[oLPN via Cross Reference Label];
```

Tote Label Status

Cross Reference Label

oLPN via Cross Reference Label

Show Slide 35. FINDING LABELS IN WMoS

- **Say:** Let us briefly review the three ways to find labels in WMoS:
- **Discuss:** the callouts on the slide.

[illegible]

Show Slide 36. ALTERNATE LPN NUMBER

- **Discuss:** step 8 in the Finding Cross Reference label Work Instruction.
 - Refer to the callout on the slide.



FINDING LABELS IN WMoS

oLPN VIA CROSS REFERENCE LABEL

Follow steps described in Work Instruction:

- NALCM.WI.GEN.FindingoLPN viaCrossReferenceLabel

Reference: NALCM.WI.GEN.FindingoLPN viaCrossReferenceLabel

Show Slide 37. oLPN VIA CROSS REFERENCE LABEL

- **Distribute:** a hard copy of the Finding Tote Label Status Work Instruction to each Team Member.
 - NALCM.WI.GEN.FindingoLPN viaCrossReferenceLabel
- **Say:** Let us review the Finding oLPN via Cross Reference label Work Instruction.
- **Discuss:** the steps in the Work Instruction.
- **Show:** NALCM.FT.GEN.FindingoLPN viaCrossReferenceLabel Demonstration.
- **Click:** the Fast Track Link on the computer desktop.
- **Ask:** if anyone has questions.

DISCRETE PICK LABELS



Purpose

The purpose of this lesson is to learn how to print labels for Discrete Picks.



Program Timing

The Discrete Pick Labels lesson requires 10 minutes to complete.

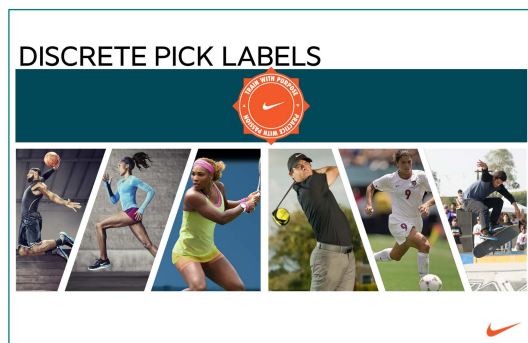


Required Materials

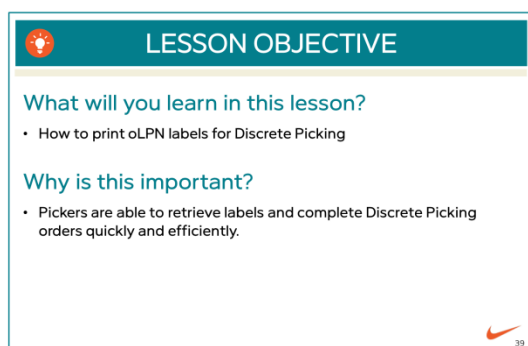
- Computer (1 per Team Member)
 - Access to Fast Track simulations (Demo, Practice, Test)
 - WI:
 - NALCM.WI.GEN.D3.WI.GEN.oLPNPrintLabelsforDiscretePicking
-



DISCRETE PICK LABELS, CONT.



Show Slide 38. DISCRETE PICK LABELS



Show Slide 39. LESSON OBJECTIVE

- **Say:** In this lesson, you will learn how to print oLPN labels for Discrete Picking so that Pickers can fulfil the orders more efficiently.



Show Slide 40. LESSON STEPS

- **Distribute:** the `NALCM.WI.GEN.oLPNPrintLabelsforDiscretePicking` Work Instructions.
- **Say:** Before we review the detailed steps provided in your Work Instruction, let us take a look at the basic process for printing Discrete Pick labels.
- **Click:** The first step appears.
- **Say:** First, you will look up the wave,
- **Click:** The second step appears.
- **Say:** Next, you will verify the task status.
- **Click:** The third step appears.
- **Say:** Then, you will print the labels.
- **Click:** The fourth step appears.
- **Say:** Finally, you will collect and distribute the labels.

COMPLETE BULK PICKS



Purpose

The purpose of this lesson is to learn how to complete Bulk Pick totes.



Program Timing

The Complete Bulk Picks lesson takes 10 minutes to complete.

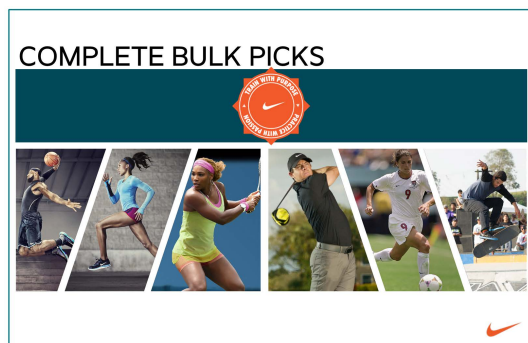


Required Materials

- Computer (1 per Team Member)
 - Access to Fast Track simulations (Demo, Practice, Test)
 - WI:
 - NALCM.WI.GEN.D3.WI.GEN.CompleteBulkPicks
-



COMPLETE BULK PICKS, CONT.



Show Slide 41. COMPLETE BULK PICKS

LESSON OBJECTIVE

What will you learn in this lesson?

- How to complete a Bulk Pick

Why is this important?

- If a Picker fails to end a Bulk Pick tote before inducting the tote or leaving the area, the tote cannot be completed and the order will be delayed.

Show Slide 42. LESSON OBJECTIVE

- **Say:** In this lesson, you will learn how to complete a Bulk Pick tote. This process is very important, and you will need to ensure that the Pickers in your area always end their totes before inducting them or leaving the area. Failure to do so, means that the tote cannot be completed and the order will be delayed.

COMPLETE BULK PICK

Be sure all Pickers systematically end the tote:

- If they leave the area for any reason
- Before starting a new task

Reference: NALCM.WI.GEN.CompleteBulkPicks

Show Slide 43. LESSON STEPS

- **Distribute:** the NALCM.WI.GEN.CompleteBulkPicks Work Instructions.
- **Say:** Before we review the detailed steps provided in your Work Instruction, let us take a look at the basic process for completing Bulk Pick totes.

REPORTS



Purpose

The purpose of this lesson is to learn how to run and use the Totes by Level and Units and Picked Totes Not Buffered reports.



Program Timing

The Complete Bulk Picks lesson takes 15 minutes to complete.

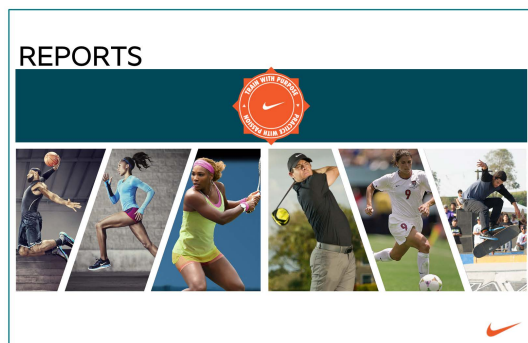


Required Materials

- Computer (1 per Team Member)
 - RPs:
 - NALCM.RP.PKC.PKS-02PickedTotesNotBuffered
 - NALCM.RP.PKC.TotesbyLevelandUnits
-



REPORTS, CONT.



Show Slide 44. REPORTS

Our next lesson is Reports.

LESSON OBJECTIVE

What will you learn in this lesson?

- How to run and utilize the Totes by Level and Unit Report and Picked Totes not Buffered Report

Why is this important?

- The Totes by Unit Level and Unit Report will help you identify how many units are coming and how many totes are needed
- The Picked Totes Not Buffered Report will help you identify where work was picked, but has not made it to the designated area location

45

Show Slide 45. LESSON OBJECTIVE

- **Say:** In this lesson, you will learn how to run and utilize the Totes by Level and Unit Report and the Picked Totes not Buffered Report.
- **Say:** The Totes by Unit Level and Unit Report helps you in identify how many units are coming and how many totes are needed.
- **Say:** The Picked Totes Not Buffered Report helps you identify where work has been picked, but has not reached the designated area location.

TOTES BY LEVEL/UNITS

LESSON STEPS

- Access Cognos
- Select Report Views, Outbound, Planning
- Select PKS-06 Totes by Unit and Level
- View the number of totes and units for the wave and level

Level	Totes	Units
Pick Cart Area Lvl 1 CR	4	80
Picking Module Lvl 1	4	4

Level	Bin Type	Totes	Total %	Units
Pick Cart Area Lvl 1 CR	Static	4	50%	80
Pick Cart Area Lvl 1 CR - Total		4		80
Picking Module Lvl 1	Static	4	50%	4
Picking Module Lvl 1 - Total		4		4
Overall - Total		8		84


Reference: NALCM.RPPKC.TotesbyLevelandUnits

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Show Slide 46. LESSON STEPS

- **Distribute:** the NALCM.RP.PKC.TotesbyLevelandUnits Report process instructions.
- **Say:** Before we review the detailed steps provided in your Report instruction, let us take a look at the basic process.
- **Review:** Lesson Steps on the slide.
- **Review:** the Totes by Level and Units Report process instructions.


REPORTS, CONT.

 **PICKED TOTES NOT BUFFERED**

LESSON STEPS


1. Access Cognos
2. Select Report Views, Outbound, Planning
3. Select PKS-02 Picked Totes Not Buffered
4. View the totes that have not been buffered

Reference: NALCM.RPPKC.PKS-02PickedTotesNotBuffered




Show Slide 47. LESSON STEPS

- **Distribute:** the NALCM.RP.PKC.PickedTotesNotBuffered Report process instructions.
- **Say:** Before we review the detailed steps provided in the Report instruction, let us now take a look at the basic process.
- **Review:** Lesson Steps on slide.
- **Review:** the Picked Totes Not Buffered Report process instructions.

 **APPLY**

Refer to the Work Instructions, Report Process handouts and example reports to complete the Player Readiness Check.



Show Slide 48. APPLY

- **Say:** Now, you will review and answer questions about some example reports to help you practice and assess your mastery of the processes.

PLAYER READINESS CHECK

KNOWLEDGE CHECK



Position Coach Information

The Player Readiness Check for this course consists of a Knowledge Check, which consists of 10 multiple choice questions.

Team Members can use their Work Instructions and Report Process instructions as reference materials while completing the Player Readiness Check.

At the start of the Knowledge Check:

- **Distribute:** a Player Readiness Check – Knowledge Check to each Team Member.
- **Distribute:** an Answer Sheet to each Team Member.
- **Distribute:** the 4 printed example reports to each Team Member (2 Picked Totes Not Buffered, 2 Totes by Level/Units).
- **Ask:** Team Members to not write on the Player Readiness Check– Knowledge Check.
- **Say:** that Team Members will record their answers on the Answer Sheet.
- **Say:** that they will have 10 minutes to complete the questions.
- **Say:** that they should read each question fully and ensure they fill out the Answer Sheet accurately.
- **Say:** that they should shade in their answer completely on the Answer Sheet.
- **Demonstrate:** how to fill out an answer on the Answer Sheet.
- Give Team Members 10 minutes to complete the questions.

At the end of the Player Readiness Check:

- **Collect:** the Player Readiness Check – Knowledge Checks and Answer Sheets.
-

KNOWLEDGE CHECK, CONT.



Materials Needed

- Pencils (1 per Team Member)
 - Player Readiness Check – Knowledge Checks (1 per Team Member)
 - Answer Sheets (1 per Team Member)
 - 1 Answer key (for the Position Coach)
 - 2 Red markers (for the Position Coach)
-



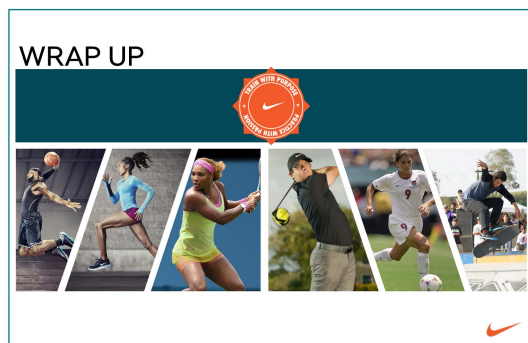
POSITION COACH NOTE

From the Team Member's perspective, there should only be one Player Readiness Check. It may consist of answering multiple choice questions and completing tasks, but the terms *Knowledge Check* and *Performance Check* should **not** be communicated to them.

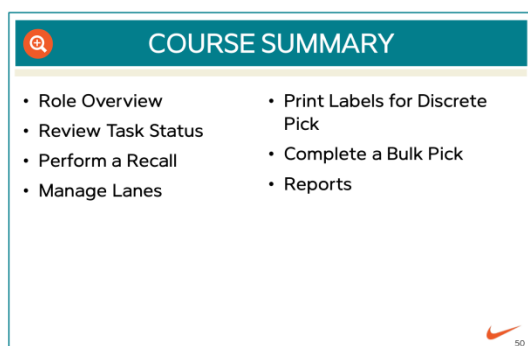
These terms are used in this guide to differentiate between the two components, to maintain clarity for facilitation of the course.



WRAP UP

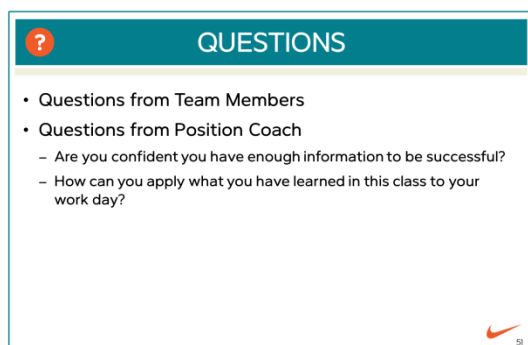


Show Slide 49. WRAP UP



Show Slide 50. COURSE SUMMARY

- **Review:** briefly the topics covered in the course.



Show Slide 51. QUESTIONS

- **Ask:** Team Members for questions.

WRAP UP, CONT.



Show Slide 52. END COURSE

- **Say:** Thank you for your participation in this course.



COURSE EVALUATION



Position Coach Information

After the completion of the **Player Readiness Check**, the Team Members will have the opportunity to complete a survey about the course.

- **Distribute:** the Course Evaluation sheet to the Team Members and allow them to complete the survey.
- **Collect:** the completed Course Evaluation sheets from the Team Members.
- **Collect:** the Work Instructions from the Team Members.



POSITION COACH NOTE

Ensure that all Work Instructions are collected from the Team Members before they are dismissed from the classroom. Team Members should **not** be able to take Work Instructions with them after the course is completed.

Team Members can keep any job aids distributed during the course.