SSD Global Solutions

Lean Six Sigma Green Belt Program

This workshop utilizes three phases: Phase One is the classroom training. Phase Two is the customized independent study program and on-line assessment designed to reinforce Phase One learning principles. Phase Three is the practical application phase where students complete two projects and an article or white paper with the assistance of their on-line mentor. Our accelerated workshops allow students to complete their LSS Certification faster than traditional programs to because of our copyrighted Leaner Six Sigma (LrSS)© methodology.

PHASE ONE – INSTRUCTOR-LED WORKSHOP OR ON-LINE LIVE PRESENTATIONS

Day One - Highlights

- Orientation/Program Expectations
- Principles of Process Improvement
- A Comprehensive Overview of Lean Six Sigma
- Introduction to the DMAIC Model
- Applying LSS to ISO, CMM and TQM
- Identifying and Eliminating Speed Bumps/Waste
- Introduction to PDCA Process

Day Two - Highlights

- DMAIC Model Explored
- Statistical Theory
- Agile Project Management Used in Lean Six Sigma
- Benchmarking and Metrics
- Process Capability
- Variation Analysis
- Gage R&R
- Scorecards
- Analytical Problem Solving

- Lean and Six Tools

Day Three – Highlights

- International Standards and Global Guideline/ ISO 13053
- DFSS (Design for Six Sigma)
- TOC (Theory of Constraints)
- Basic Statistical Tools
- Statistical Software
- SPC Patterns/Interpretation
- Project Selection and Application
- Practical Application

PHASE II

On-line exercises and assignments intended to increase the understanding of Phase I. This is followed by on-line testing. If the student passes the test by more than 75% they automatically advance to Phase III. If not, the student has two choices: 1) Phase out as a LSS Yellow Belt with no additional work or 2) Do additional work in Phase II – we realize that not all students are good test takers.

PHASE III

Students submit a project charter (charter). The project charter must have an existing process that needs to be made better, faster or more-cost effective. This needs to include a projected ROI and completion date. When does the student think the project will be completed? What does the student believe this project could make, save or avoid spending expressed in dollars? Once the project charter is accepted the student begins the project and at the end submits a project report (report)

When their post instructor approves the report, it is submitted to a committee for final review.   Accepted reports must include an actual ROI. ROI is described as how much the project made or saved or avoided spending.

Throughout the process the student may be requested to make revisions to the charter or report.

Templates for the charter and project along with various other templates are available on the student page.