High-Performance Manufacturing

Production Technician

Apply It! Pg. 129

- **Category: Teamwork**
  - **Building Consensus**
- **Process:**
  - **Work in Groups**
- **Time: :20**
- **Task:**
  - **Work together to identify a product to manufacture**
  - **Tell your team who you are, your experiences, jobs and companies you have worked for**
  - **Assign jobs to meet your production needs based on your teams skills**

Principles of Adult Learning

Key Objectives

The Purpose of this unit is to increase your understanding of the Principles of Adult Learning. You will identify different Adult Learning Styles in a Training Environment.

Which styles are yours?

Child Learning vs Adult Learning

Child Learning

- Fully dependent on teacher
- Have little related experience
- Learn what and when they're told
- Subject centered
- Motivated by external pressures

Adult Learning

- Self-directing
- Have a great volume, quality, and variety of relevant experience
- Only learn when they experience a need to know
- Life, task, and problem centered
- Motivated by internal pressures

Why and How People Learn

Key Points

- Look for a way to link the training to a need that that you have seen or experienced
  - The activities in this course attempt this
- An instructor who has both skill and enthusiasm makes it a lot easier for the employee to learn
  - Experienced in both Manufacturing and Training

Why and How People Learn

- Always make the training situation as much like the real job as possible
  - Visuals, group work, and on-line
- Trainees will remember better what *they said* during the training than what was said by the trainer
  - You will teach each other

Adult Learning Principles

- **Set the atmosphere**

- **Keep'em interested**

- **"It's Logical" said Spock**

- **Kick up the activity**

- **Get your direction**

Adult Learning Principles

- **Repeat, repeat, repeat…**

- **Lay It Out**

- **Visual, visual, visual**

- **W I I F M**

- **3 day Rule – Use It or Lose It**

Adult Learning Styles

1. Visual

2. Auditory

3. Kinesthetic

Visual Learners

- **Generates internal pictures of everything they see**
- **Uses words related to the way things "*look*"**
- **Wants the "whole picture"**

- Use visual materials such as pictures, charts, maps, etc.
- Use color to highlight important information
- Use multi-media (e.g. computers, videos, etc.)
- Make mental pictures of information to enhance memory of it

Auditory Learners

- **Words are important to them**
- **Likes to hold conversations**
- **Uses words that are associated with sound**

- Read text out loud
- Tape record information
- Verbally explain new ideas to others
- Remember the interesting examples, stories, jokes, etc.

Kinesthetic Learners

- **Likes a "hands-on" approach**
- **Concerned about how things feel**
- **Prefers "active" learning**

- Move around when learning things
- When you need to sit for long periods of time, use props to stimulate the senses, (e.g."koosh balls", pencils, chew gum, etc.)
- Use pictures, photographs to illustrate an idea; dress up your work space with posters

On-the-Job Training

OJT Tips

- Show the "big picture" and then the pieces

- Provide a checklist and/or paper for notes

- Take a break after 30-40 minutes or after a series of steps is completed

- Repeat process from beginning if skill is not comprehended by trainee

- Praise progress…along the way

On-the-Job Training

Preparing the Employee

1. Put them at ease
   - Time well spent if it relaxes the employee and s/he learns better, remembers longer, and makes the application quicker
2. Guarantee the employee that the learning will take place
3. Build interest – sincere enthusiasm
4. WIIFM – What Is In It For Me
   - Show the personal advantage
5. Avoid teaching in reverse

Classroom Training

- **Have notepad/manual to write or doodle on**

- **Visual, visual, visual**

- **Keep it sweet & active!**

- **Ideal room setup = U-shaped with break out tables**

Taking Notes:

- ## **Have notepad/manual to write in**

Summarize notes from right side into simple statements →

Detail Notes
Follow discussions
Capture key points

Summarize complete page into 2-4 sentences

The Material

www.mssctraining.com

Reading a Textbook

- **Read Chapter Objectives**

- **Identify Key Terms**

- **Locate "Bold" text; read the sentence before and after**

- **Study Charts/Graphs/Photographs**

- **Review Summaries**