High-Performance Manufacturing
Production Technician
• 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
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 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

Detail Notes
Follow discussions
Capture key points

Summarize notes from right side into simple statements

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
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