



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

WIIFM

• 3 day Rule – Use It or Lose It



Adult Learning Styles

1. Visual

2. Auditory

3. Kinesthetic

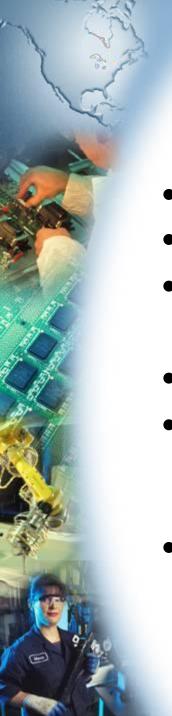
Visual Learners

- 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



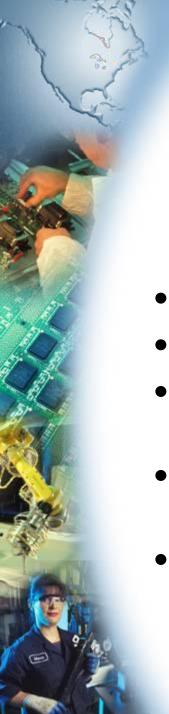
Auditory Learners

- 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
- 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



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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