OJT2 Teach to Your Audience

Do you know why Disney doesn’t produce racy movies? They know that their core audience is 5-12 years old and their parents. A racy movie will not appeal to either of these groups. In fact when Miley Cyrus (AKA Hanna Montana) did a magazine spread that was a little racy all heck broke loose. Disney successfully buried the story and has wrapped Hanna Montana While Ms. Cyrus can express an older image without hurting her franchise.

How long has it been since your trainees have been in school? If the answer is less than 5 or 6 years then they are used to pretty high levels of production quality (professional production, color, flash animation, sound tracks, etc.). Having spent their childhood in front of TV, video games and computers they are sophisticated consumers of all kinds of media. What does this have to do with On the Job Training (OJT)? If we want the training interaction to be successful (biggest learning for the hour or dollar spent) we have to get with it!

* If our training materials to aid OJT are dog eared photocopies (where the originals are lost and digital copies don’t exist we have a problem.
* If the materials are not snappy, colorful, and “fun” then we have a problem.
* If the copyright date leads with the digits 19 then we have a problem.
* If the material is so boring that they could use it in a sleep lab to put people to sleep then we have a problem.

**Methods to consider for training:**

* Written procedures
* Work packs (planned and with scope)
* Picture process instruction
* Coaching, 1 on 1 training and encouragement (especially good if you use the technique TSED - tell, show, have them explain, have them do). This technique is suitable for teaching important new skills where the high time investment is justifiable.
* OJT (On the Job Training)
* Case method: Analyze a specific incident, problem, situation or company. Correspondence: Home study of commercially produced lessons. Can be adapted to tailor training within a firm. In many cases the materials can be used again.
* Test beds
* Books and reading materials: Low cost method, good for people already skilled to add a specific skill or knowledge area. Permanent, can be referred to in the future and used by others.
* Video and audio tapes: These have the advantages of lecture, books, and demonstrations combined. Permanent, can be referred to in the future and used by others. Visual instruction can be either Video or Animation
* Conference: Send someone to a public conference with a training program. Trainee can get exposure to many instructors, peers and vendors at the same time.
* Cross-training: Training someone skilled in one area with another skill or craft.
* Demonstration: Trainer shows trainee how to do something, clarifying or highlighting the best way to do something.
* Laboratory: Experiments designed to teach by discovery.
* Lecture: Trainer directly instructs trainees with the material to be learned. Provides basic information on a topic. Can introduce topics to many people at the same time.
* Programmed learning: Trainees go through material at their own speed. Can be accomplished through books, CDs or on-line lessons. Accommodation for trainees who need additional material in some texts.
* Role play: Trainee plays a role in a simulation of real situations, and learns by doing as well as through the reactions of the other role players.
* Simulation: Trainee is presented with a realistic scenario and the trainee works alone through problems and situations.
* Distance training: Using a computer and internet hookup to conduct training from a remote location. Several plants or buildings can share a great instructor at the same time.
* Distance degree programs: These programs combined several different channels for learning and are managed from a portal for the program and class.

Is your maintenance department a transit stop for young people? What do they say about the opportunities at your firm?

Always design for a wide range of types and aptitudes of learners

Read

See

Hear

Do

**A simple and useful guide to the different levels of mastery of a skill or knowledge area:**

**Phase 1: Do not know**

**Phase 2: Know the theory but cannot do**

**Phase 3: Can do but cannot teach**

**Phase 4: Can do, teach and explain**

2 years

7 years

12 years

20 or more

Build the training tool for the audience

**Quick questions for your current training practices**

|  |  |
| --- | --- |
| Is there a present system of education and training for operators? |  |
| Do you have a written SOP with steps for educating and training activities |  |
| Are there set policies, priorities, budgets and goals? |  |
| Are employees trained for upgrading the TPM skills determined by analysis? |  |
| Is training based on task analysis and existing candidate competencies? |  |
| Are candidates routinely post-tested to be sure materials were learned? If not, adjust approach. |  |
| Review existing certificated operator programs or operator levels that exist |  |
| Is there an ongoing evaluation of activities and study future approaches? |  |
|  |  |
|  |  |
| **Actions to take** |  |
| Prepare training calendar if one is not present |  |
| Establish training system for operation and maintenance skills if one is not present or not adequate |  |

Considerations for running the training itself:

Check list for in-house training

|  |  |  |
| --- | --- | --- |
| **Consideration (be specific)** | **SPA\*** | **Next action date** |
|  Materials  |  |  |
|  Staff (inside, outside room)  |  |  |
|  Outside firms needed  |  |  |
|  Trainees  |  |  |
|  Structure (agenda)  |  |  |
|  Training Aids  |  |  |
|  Facilities  |  |  |
|  Accommodations  |  |  |
|  Food and refreshments  |  |  |
|  Dates  |  |  |
|  Travel  |  |  |
|  Promotion  |  |  |
|  Timing  |  |  |
| Add others… |  |  |

SPA- Single Point Accountability (who is accountable to know what is going on?)