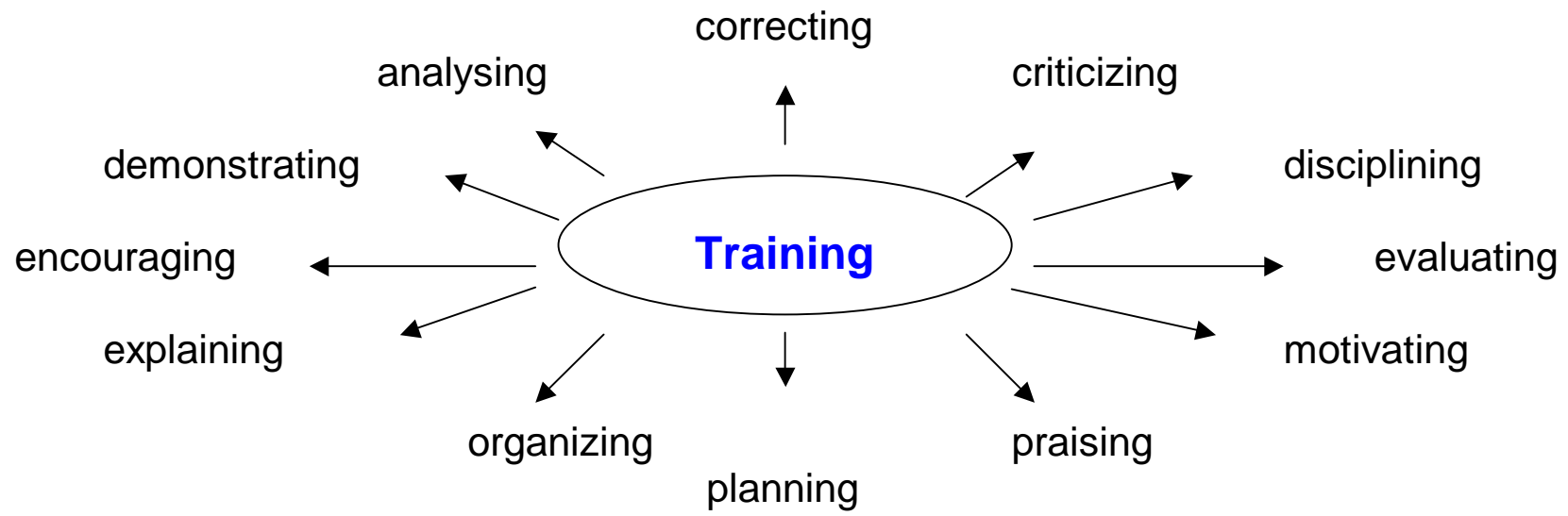
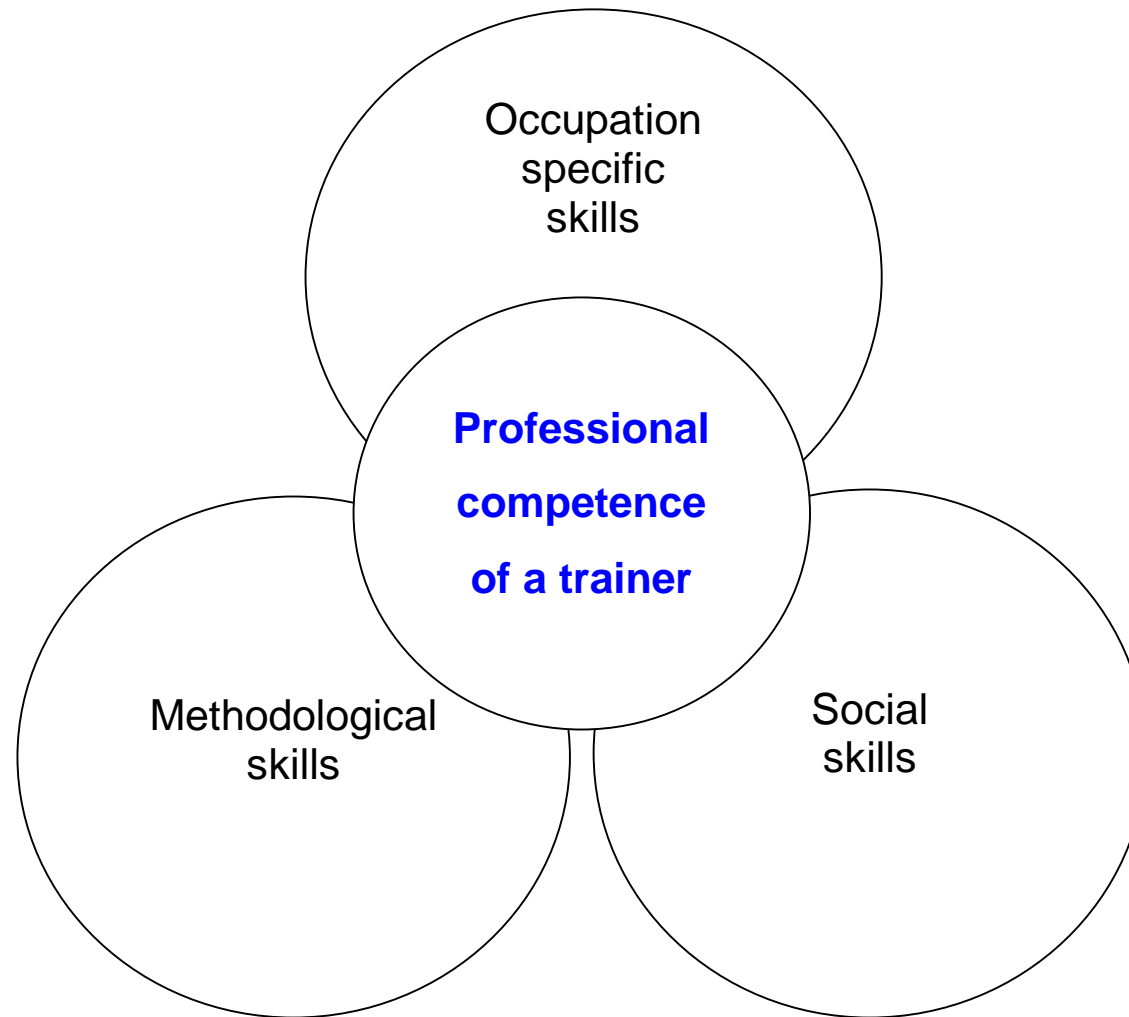
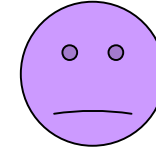


To train

- = to give teaching or practice,
esp. in an act, profession, or skill
- = to make ready for a test of skill



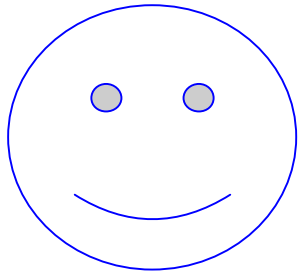




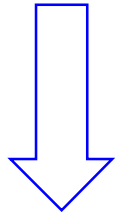
Adaptability	Education	Initiative
Age	Experience	Leadership
Ambition	Habits	Patience
Aptitude	Imagination	Temperament
Dependability	Intelligence	Tolerance
Determination	Interest	Versatility



Make use of **young trainees**'...

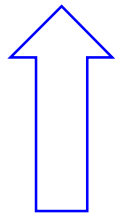


- interest in other persons
- urge for experience
- urge for activity
- urge for self-determination & responsibility
- wish for acceptance
- wish for acknowledgement and praise
- wish for applying



- Slower speed of learning
- Less perfect short-term memory - better long-term memory
- Reduction in performances of perception - greater reaction time

Consider **adult trainees**'



- Greater accuracy
- Greater experience
- Greater attention and perseverance



Advantages

Well kept tools and machines

Well maintained equipment

Maximum and proper use of resources

Good quality of products/service

Low number of rejects/complaints

Faster production

Higher output

High safety standards

High environmental standards

Motivated staff

Learning

= change of behavior
due to experiences

Through learning we acquire new

knowledge



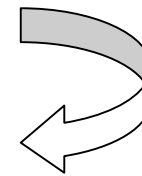
skills



attitudes

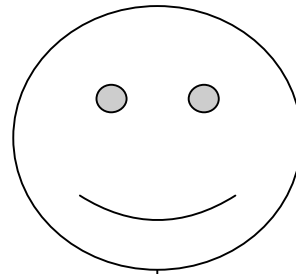


patterns of behavior



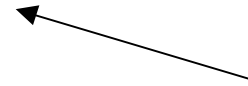
Cognitive - head

Development
of ideas & concepts



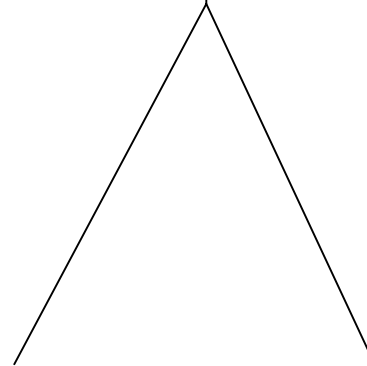
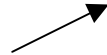
Affective - heart

development
of values & attitudes



Psychomotor - hand

development
of movement



Goal

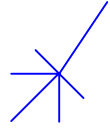
Learning objectives

- say **what** the trainee has to know after the instruction or **how** he/she has to handle something
- list by which **help** he/she has to do it (by using a dictionary, a tool)
- say how he/she has to do it (in which **time**, with what **precision**)

Learning objectives should be...

- | | | |
|---|------------|--|
| S | specific | stated in action verbs |
| M | measurable | indicating minimum level of concept response |
| A | attainable | according to trainee potential and field of experience |
| R | realistic | resource- and reality-based |
| T | time bound | be in coherence with the training timetable |

Psychomotor



perception

set-up

guided response

internalized response

complex response

Cognitive



knowledge

comprehension

application

analysis

synthesis

evaluation

Affective



receiving

responding

valuing

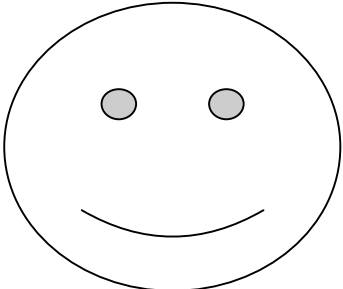
transferring

creating

To formulate a **training plan** means to identify

- the needs
- the competencies
- the learning modules and learning steps
- the objectives
- the time-frame
- the entry requirements

The importance of good communication

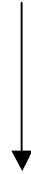


Communicate!

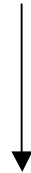
Do not assume!

- Be clear in your mind.
- Deliver the message properly.
- Ensure that you have been understood.

Learning objectives

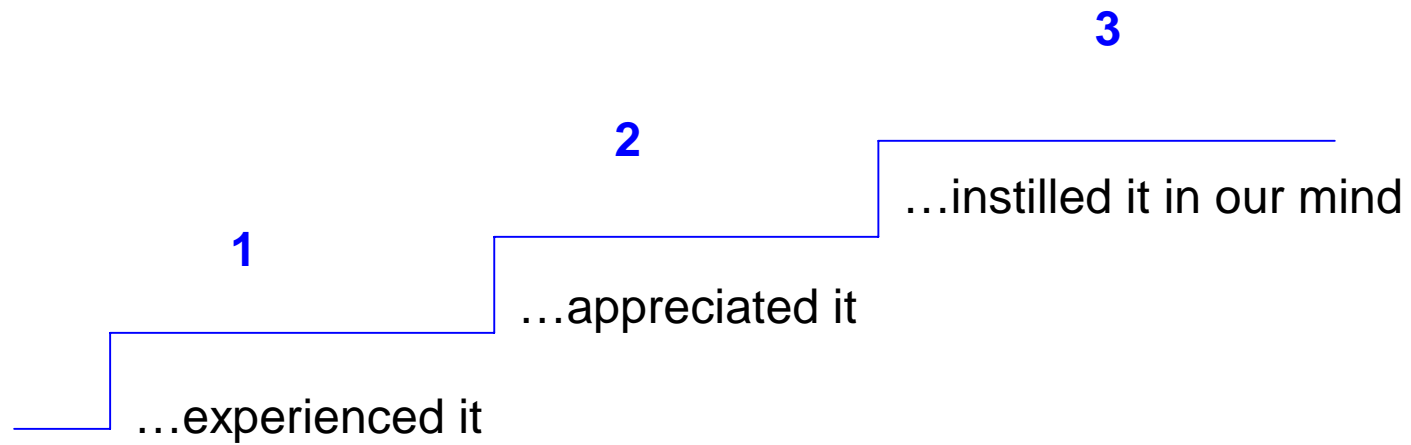


Evaluation



Quality control

We have not learned something until we have...



Ways of learning

trial and error

observation and imitation

repetition

instilling something in the mind

insight

repeated perception

adaptation

Method

= a way or manner of doing something

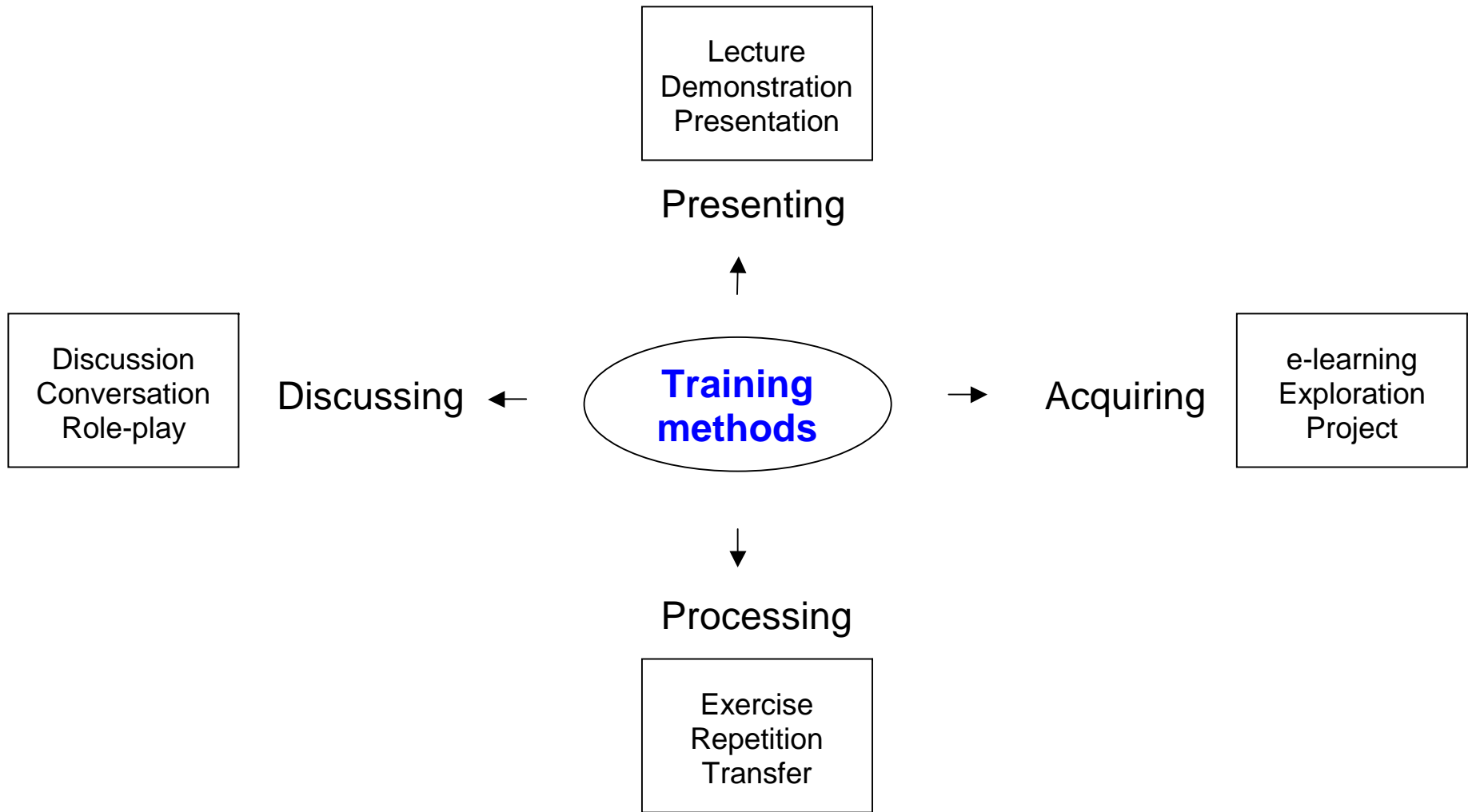
= the use of an orderly system as opposed to luck

Training method

= a consciously followed way

= to achieve specific training objectives

- social form
- sequence of goal-oriented steps
- pedagogical concept



Training methods based on **presenting**

Trainer:	Trainee:
Lectures Demonstrates Presents Performs Guides process of perception and thinking	Listens Watches Re-enacts in the mind Imitates Observes Gains understanding, perception, orientation

Training methods based on **discussing**

Trainer:	Trainee:
Establishes objectives	Answers
Explains topic	Asks
Introduces	Contributes experiences
Asks	Argues
Gives inspiration	Discusses
Answers	Debates
Corrects	
Confirms	
Summarizes	

Training methods based on **acquiring**

Trainer:	Trainee:
<ul style="list-style-type: none">Introduces problem or taskArranges working methodAssesses work attitudeAssesses resultAssists if necessary	<ul style="list-style-type: none">Clarifies objectivesOrganizes the workSearches for solutionsProcures informationSolves problemsWorks out functional solutionsControls resultsPresents results

Training methods based on **processing**

Trainer:	Trainees:
Organizes processing Motivates Imparts exercising and repetition techniques Offers transfer	Memorize learning matter Develop performance speed Develop performance security Transfer learned matter to other topics and areas

The four step method

1. Step = Preparation of student
2. Step = Demonstration and explanation
3. Step = Student activity
4. Step = Exercising and strengthening

1. Preparation of trainee

- take the shyness
- motivate
- show the objectives and tasks
- evaluate the knowledge
- familiarize with the work place
- give advice concerning safety

2. Demonstration and explanation

- place trainee facing same direction to the work piece as you
- demonstrate whole procedure in original time
- divide complicated procedures into modules
- repeat demonstration and make single steps visible
- say what you are doing, how and why you (what? how? why?)
- give opportunity to ask questions
- summarize and demonstrate uninterrupted

3. Trainee activity

- encourage trainee to try it on his/her own
- don't interrupt trainee in first attempts
- make comments only on serious mistakes
- precision is more important than speed
- let trainee say what he/she is doing, how and why

4. Exercising and strengthening

- give enough time to exercise
- acknowledge progress
- control that no mistakes are done during exercising
- change conditions of exercising
- slow adaptation of real working condition

