

The Next Step

The Newsletter devoted to comment and discussion within the QCDSM process



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Your drive to excellence - How to maintain your momentum!

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Greetings

Momentum - the secret for success in your drive for excellence!

'How do you ensure that what you want to do will be carried out and driven by your people?'

The quick answer? Ensure that your people understand what it is you want to achieve and that they are fully committed to making it happen.

This is what we spoke about last year. However, this year I wish to speak about how you can ensure that your people understand what it is you want to achieve and how you are going to give them the tools to enable this.

Your people are your main resource and by providing them with the tools that they need, you will be able to build **momentum**. Two important tools for this are **PROCEDURES** and **TRAINING**.

PROCEDURES. Last year I emphasized the importance of the Try Z seminar. Firstly, because it is a 'show me' experience giving your people a hands on understanding of what it is you are proposing.

Secondly, it goes beyond this in that it provides the very important experience of the importance of **procedures** - the DPS/SPS - which is so vital in maintaining momentum. Without the emphasis on procedures, the writing, the testing, the measuring, the retraining - there is simply very little opportunity of maintaining your progress.

TRAINING. The most common form of training in companies is **OJT** - on the job training. However, the most common mistake made with this form of training is the lack of materials for the trainer to use during the training.

QCDSM has, in partnership with the **Alera Group**, developed something very exciting in this field. It is based on sound Instructional Design principles and it assists you in developing

the training materials you need to effect this.

ON THE JOB TRAINING - 2006

On the job training has been the usual way in which people are trained when they are hired or move to new positions in a company. It seems to be a good way but unfortunately it fails because of a number of reasons.

The person doing the training has probably received no training themselves on how to train. Again, because of this, they do not have the experience to ensure that what they are training is being understood by their trainees. Then again there usually is very little follow through where the trainer monitors and coaches the person on what was trained.

But, perhaps, the greatest reason is that each person chosen to train has very little in the way of materials to use and pass on. In fact, in most instances, the person selected to train usually has to rely on what was passed on to them and their own knowledge and experience.

QCD Systems has been very aware of this and as a result we have developed a process whereby a company can develop their own specific training manuals and guides to be used in On the Job Training. Those selected as trainers will have the same materials that they can give to the trainee to use. Incorporated in the training materials will be important 'check offs' to keep track of what has been learned and when.

THE TRAINING MANUAL AND THE TRAINING GUIDE

The first element in this process is to develop the **Training Manual**. This is a document which describes the make up of the area in which the various tasks are to be performed e.g. Packaging or in a service area Finance. It will then describe the processes used (not procedures) and give information about the products that are made or the services that are to be delivered.

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It will contain all that is required to be learned about the area, what is required in order to work in this area and any other relevant information that a person will need to know and be taught to be a productive working member. This information is divided into suitable modules in the manual. This manual becomes **THE** reference document when OJT is being used and because it has been developed within the company to reflect what actually needs to be done in that area, it is reliable.

Following on this, **Training Guides** are developed. These Training Guides rely very heavily on the input of the people who are actually doing the work and they are developed as a result of interviews that are conducted with them.

The purpose of the Training Guide is to identify the actual tasks to be performed by the person and then to analyze these tasks accordingly. **It is the very analysis of the tasks that provides the correct material for the developer of the Guides so that the trainees are able to use the Training Manual effectively.**

The Trainer gives the trainee a Manual and a Guide as reference books. The Guide is broken into the required number of Lessons which will ensure that the trainee goes through the Manual thoroughly. Each Lesson will refer the trainees to sections in the manual and provide a series of questions and activities that need to be performed. All the while the trainer is monitoring, coaching and checking on the work done and signing off after each lesson has been completed. The trainer is now able to guide the trainee using the materials at hand and this ensures that each trainee in a specific area is being trained in a standardized way.

The greatest benefit is that the person chosen to train will have qualified materials and both will know that what is being taught is accurate, current and accessible. **Let us use an example of a fictitious company.**

THE AUTO SERVICE STATION COMPANY

Please duplicate this Letter for all Green Rooms

This company needs to train a new service Agent and one of their tasks is to change vehicle tires.

This is a new person hired, to be a **Service Agent** in this enterprise, may have some experience but each will need to know not only how to change a tire but many other tasks as part of the job.

A Training Manual will have been developed which will describe the whole operation in the Servicing Department. Each department will have its own set of Training Manuals and Guides. It is now necessary to develop a Training Guide in which the trainee will learn how to change a tire among the many other tasks using the Training Manual as a reference..

Changing a tire is a stand alone task in that the Service Agent will understand what to do if instructed to **'go and replace that flat tire on that car!'** Telling a person to 'go and use the jack' is not a stand alone task. Using the jack is a step in the process of changing a tire.

Firstly, without going into too much detail, the Service Agent needs to know the sequence of events that need to be carried out when performing this task. This sequence is known as the **Major Steps** of the task. What must be done first, then second etc.

Secondly, what knowledge and skills does this person need to acquire in order to do this task? Let us expand on the example.

Some of the Major Steps are: Secure the vehicle so it does not move - flat surface, chocks, hand brake etc. Then, obtain a jack, position and use the jack, what a wheel wrench is, what a hub cap is etc,

All the above and more are defined in the Major Step section and this is written very clearly in the Training Manual stating and explaining what each step means and entails.

Do not confuse the major steps with the procedure for the task. Major Steps will refer to the procedure not repeat the procedure.

Knowledge. At this point the trainee would still be very short on the **knowledge** required to do this task. E.g. What is jack? Its location? Gathering this information is what Instructional Design is all about.

What Knowledge does this trainee need to know do this task?

The trainee needs to 'know and understand...'- the importance of securing the vehicle and how to do this; where the jack is; where to place the jack; how to remove the hub cap; what a wheel wrench is etc.

A person may know about something but this does not necessarily mean that they can then actually do it. What is required is the development of the skills needed.

Skills gathering is the next step.

While a person may know and understand what a jack is, the person must also be able to actually use it. So parallel to capturing the knowledge items, we must also capture the resultant skills required.

This body of information now sets the scene for developing the **LEARNING OBJECTIVES** from which the Training Guide is developed. The developer, uses the analysis of the task and the Learning Objectives to write the lessons for the Training Guide.

Learning objectives are written from each knowledge item. E.g. Describe what a jack is and what it is used for. Each skill item results in a learning objective - e.g. Demonstrate where the jack is and use it to jack up the vehicle.

The developer of the Training Manual now has the information needed to develop the specific lesson of changing a tire in the Training Guide so that when the Trainees uses the Guide together with the Manual, the trainee will be trained using the lesson on how to change a tire.

The Training Guide lessons will include reading the relevant section of the Manual, answering incisive questions based on that reading, performing hands on exercises and having the trainer monitoring and coaching as the trainees goes through each lesson.

A simple example. OJT can now be conducted with reliable and accurate materials. The most important benefit here is that all this information is not only captured in the Training Manual and Guide but the full analysis of every task will be captured in a data base which we will leave with you for future reference and updating.

Consider any task in any area of your company. Imagine how beneficial it will be for the selected trainer and trainee to have these materials at their disposal?

QCD Systems in conjunction with its partner, the Alera Group, will provide the expertise to carry out this most important task. We will work on site and will interview the people concerned and develop the manuals and guides

Finally, together with your procedures you will have developed and provided the tools needed to maintain the momentum you generated with the introduction of QCDSM into your company.



Shortly we will be announcing our combined book and training manual for QCDSM. It will contribute to your maintaining your momentum because of the wealth of information it will contain. It will be your reference book assisting you to review what is required to maintain the QCDSM process.

Here is the cover. We encourage you to provide this important tool to those responsible for being the champions of the QCDSM process. You will be able to order single or multiple copies through our web site.



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