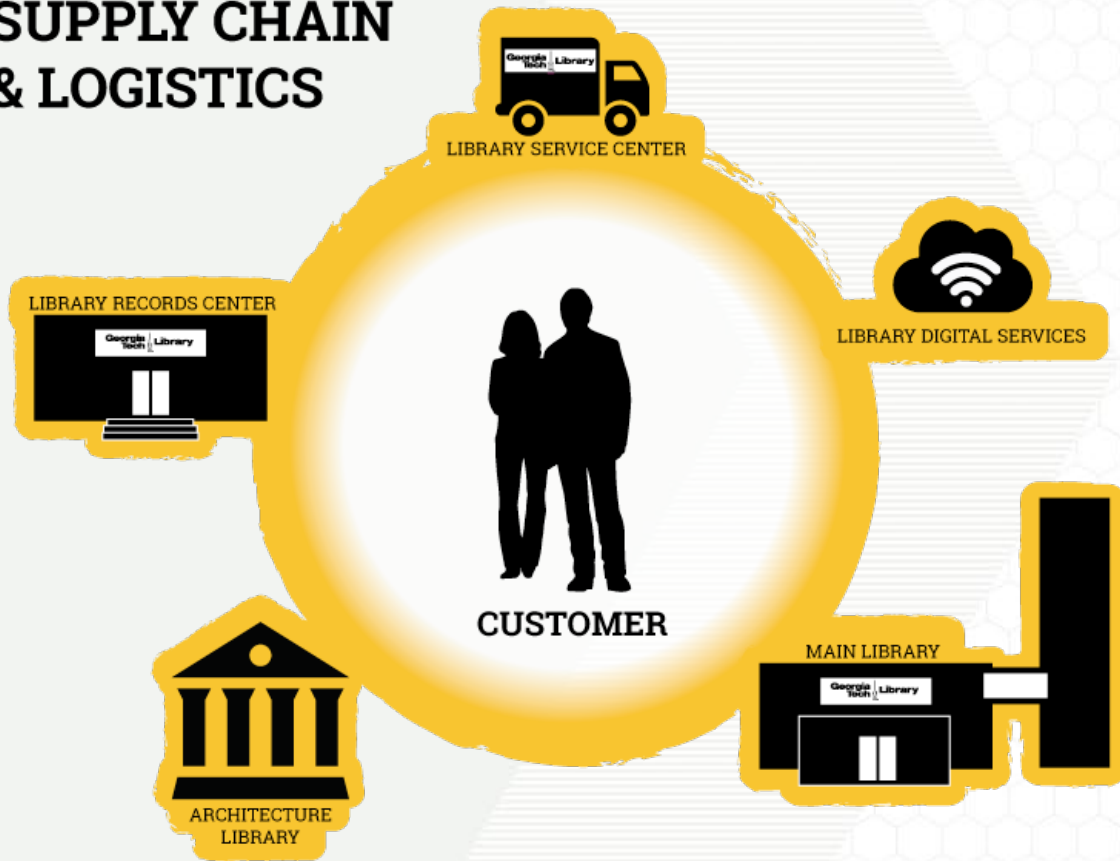


ADAPTING TRAINING WITHIN INDUSTRY (TWI) MODEL FOR TECHNICAL SERVICES STAFF CROSS-TRAINING

SOFIA SLUTSKAYA

REDEFINED TECHNICAL SERVICES

SUPPLY CHAIN & LOGISTICS



NEED FOR TRAINING AND HANDS ON PRACTICE



1. Subject Matter Experts create standard work
2. Subject Matter Experts develop and deliver training
3. All staff participates in basic training covering all areas
4. All staff participates in hands-on practice
5. Anonymous survey of all staff members conducted immediately after the training and hands on practice

TYPES OF DOCUMENTS



Procedure: Cataloging e-books	
Start: Set of e-books acquired from a new vendor. It is determined that MARC records need to be loaded	
Step 1	Determine the source for MARC records (vendor or OCLC)
Step 2	Download MARC file
Step 3	Evaluate records according to the checklist
Step 4	Edit records in <u>MARCedit</u> to meet local requirements.
Step 5	Create local collection
Step 6	Create import profile
Step 6	Import records and create portfolios
Step 7	Test in ALMA and Primo
End: Records for new e-books are discoverable in Primo	

Overview

Physical items can include books, DVDs, and CDs. These items may be owned by faculty (non-repository item) or by GT (repository item). Below is a high-level overview of the Reserves process for physical items:

WHO:	SYSTEM:	ACTION:
Faculty	Email	Reserve request is emailed to customersupport@library.gatech.edu . This creates a ticket in Jira for the Library Customer Support group.
LRC	Alma	Process Reserve request in Alma. If item is at the LSC, a Work Order is created which sends request to LSC.
LSC	Alma/Meyer	Pull the item from the warehouse and deliver it to the LRC.
LRC	Alma/Ares/Jira	Update information in Alma; process in Ares; affix appropriate labels on item; send item to Main Library; close Jira ticket.
Main Library	Alma	If repository item, scan into Alma. Place on Reserves shelf.

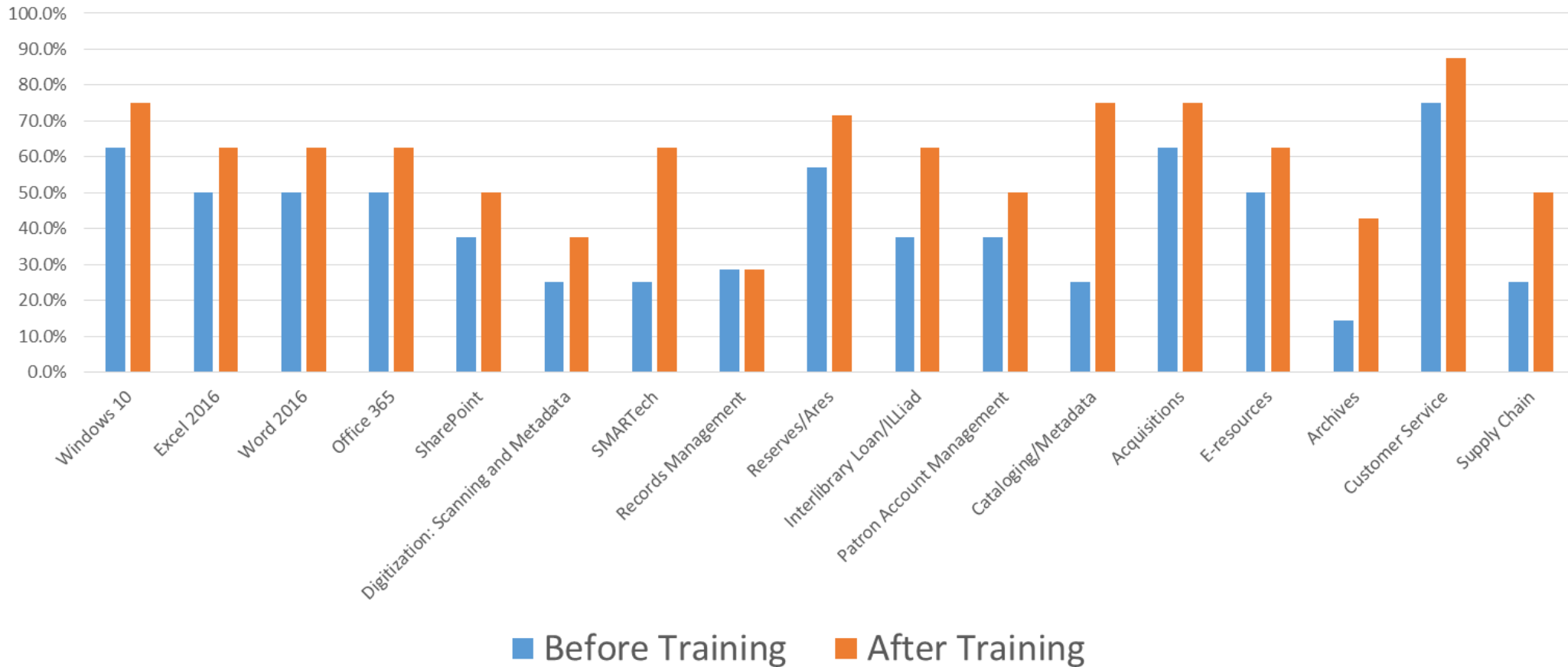
Electronic items can include PDF files and links to articles, e-books, or streaming audio/video. Links do not actually go on "reserve" as once GT has obtained access to the link, that access is not limited to students in a particular class. Therefore electronic links do not need to be processed in Alma or Ares. PDFs are added to Ares only (not Alma). Below is a high-level overview of the Reserves process for electronic items:

PDFs:

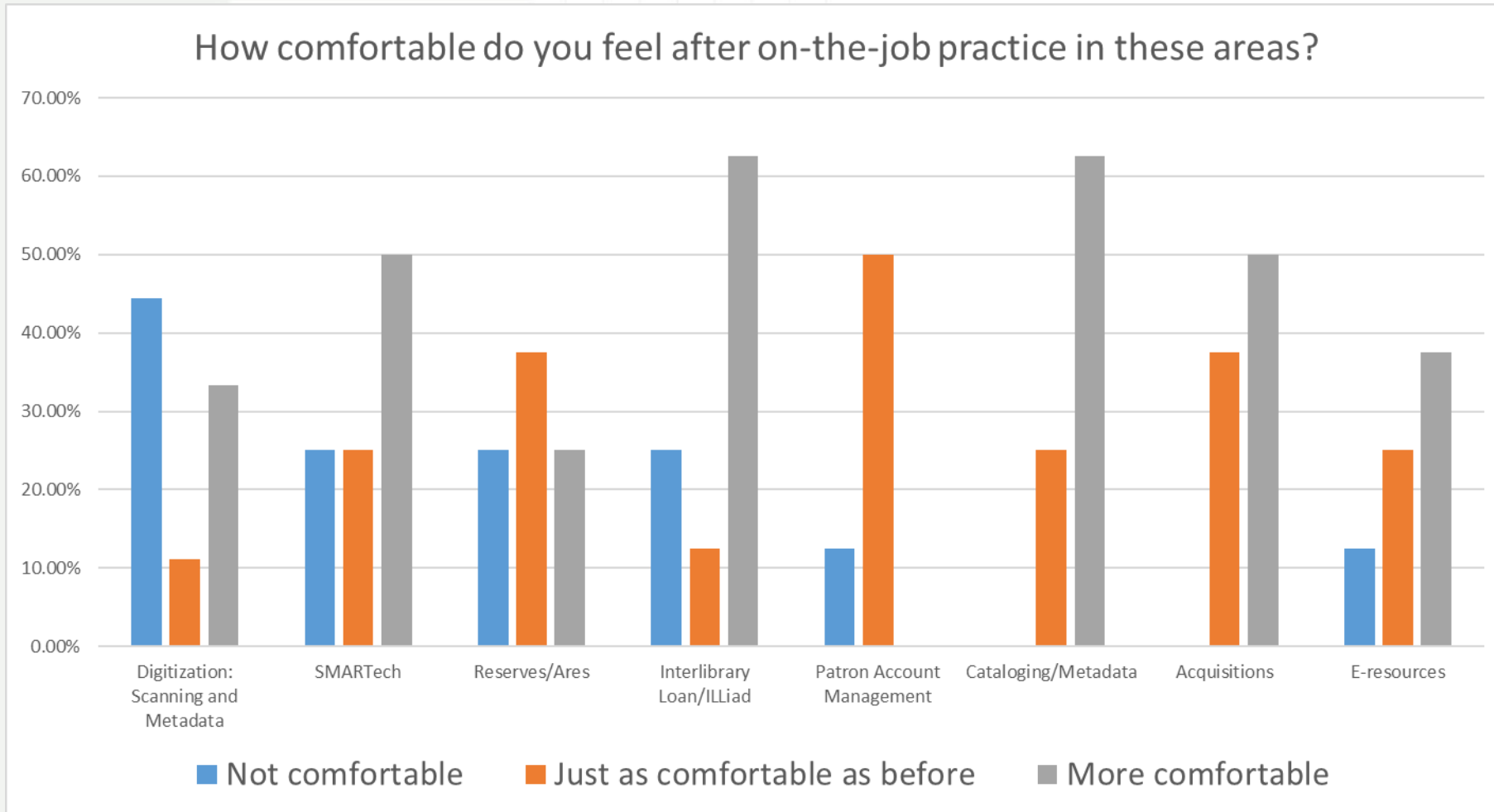
WHO:	SYSTEM:	ACTION:
Faculty	Email	Reserve request with PDF attachment is emailed to customersupport@library.gatech.edu . This creates a ticket in Jira for the Library Customer Support group.
LRC	Ares	Process Reserve request in Ares; close Jira ticket.

STAFF RESPONSE TO CROSS-TRAINING

Please rate your comfort level with Infrastructure topics before and after training (somewhat comfortable and very comfortable)



STAFF RESPONSE TO CROSS-TRAINING



HOW TO GET READY TO INSTRUCT

- Have a Time Table—** how much skill you expect him to have, by what date.
- Break Down the Job—** list important steps, pick out the key points. (Safety is always a key point.)
- Have Everything Ready—** the right equipment, materials, and supplies.
- Have the Workplace Properly Arranged—** just as the worker will be expected to keep it.

Job Instruction Training

TRAINING WITHIN INDUSTRY
Bureau of Training
War Manpower Commission

KEEP THIS CARD HANDY

GPO 16-35140-1

Front of the Job Instruction Card

HOW TO INSTRUCT

- Step 1—Prepare the Worker**
Put him at ease.
State the job and find out what he already knows about it.
Get him interested in learning job.
Place in correct position.
- Step 2—Present the Operation**
Tell, show, and illustrate one IMPORTANT STEP at a time.
Stress each KEY POINT.
Instruct clearly, completely, and patiently, but no more than he can master.
- Step 3—Try Out Performance**
Have him do the job—correct errors.
Have him explain each KEY POINT to you as he does the job again.
Make sure he understands.
Continue until YOU know HE knows.
- Step 4—Follow Up**
Put him on his own. Designate to whom he goes for help.
Check frequently. Encourage questions.
Taper off extra coaching and close follow-up.

16-35140-1

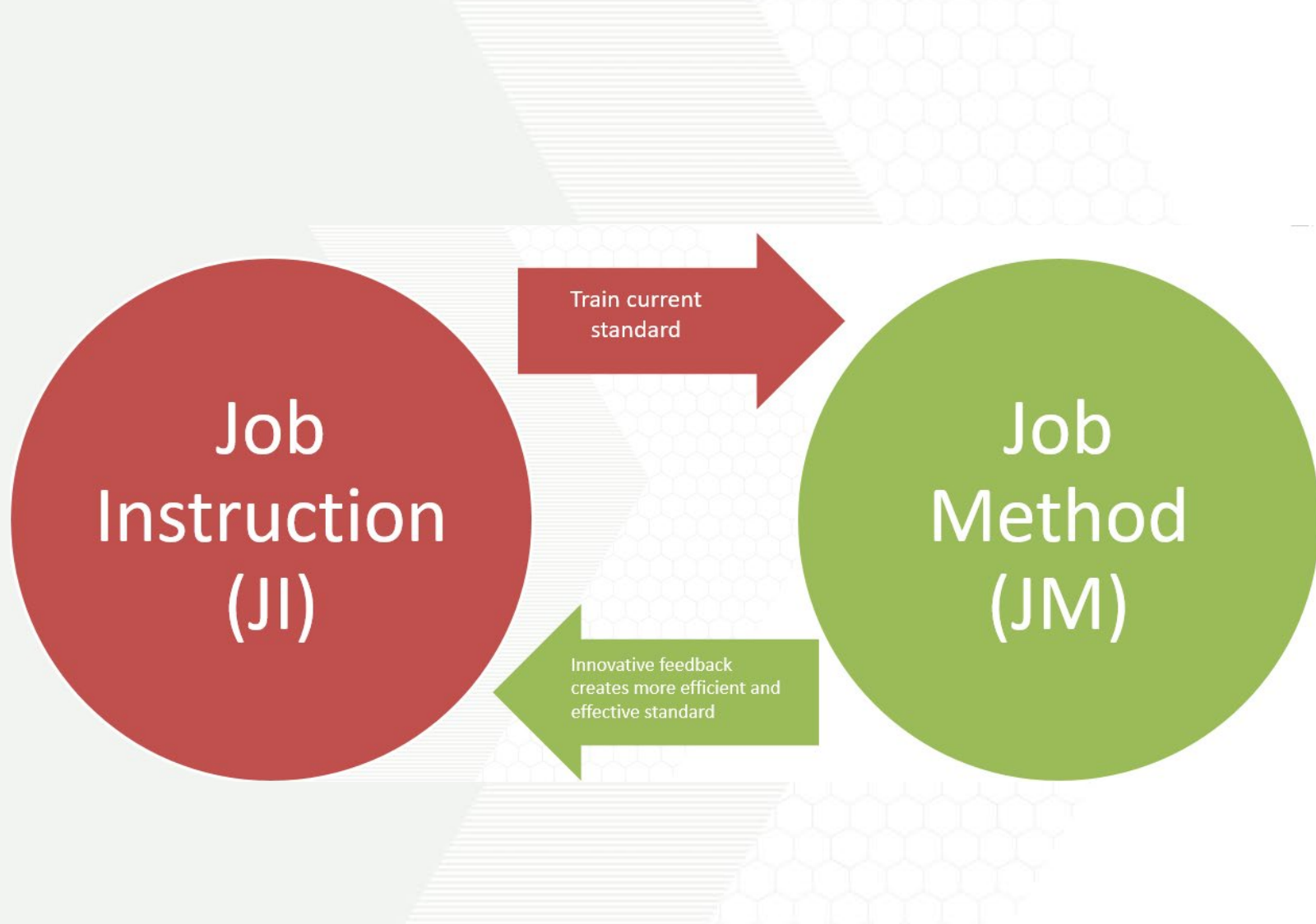
If Worker Hasn't Learned, the Instructor Hasn't Taught

Back of the Job Instruction Card

Any training program developed using TWI had four rules:

- Training must be **simplified**
- Training should use **minimal didactic presentation**
- Training must be built around the core premise of **“learning-by-doing”**
- The training must create a **multiplier effect**; the trainee can teach the mastered skill exactly as learned to someone else (Dinero, 2005).

TRAINING WITHIN INDUSTRY HISTORY AND PRINCIPLES



Steps	Job Instruction	Job Methods
1	Prepare the worker	Break down the job
2	Present the operation	Question every detail
3	Try out performance	Develop the new method
4	Follow up	Apply the new method

Graupp, P., & Wrona, R. J. (2016). *The TWI workbook: Essential skills of supervisors*. New York: Productivity Press.

TRAINING PLAN AND TIMETABLE (OVERALL)



	Name	Name	Name	Changes in Production
Archives	✓			
Cataloging	✓	★	✓	
Acquisitions			✓	
SmarTech	✓	✓		
Digitization	✓	02/01	02/01	Need 2 more people in March
ILL		✓		
Reserves	★	✓	✓	
Patron Management	✓	✓	✓	
Turn Over Work performance		Needs more training in Archives		

Graupp, P., & Wrona, R. J. (2016). *The TWI workbook: Essential skills of supervisors*. New York: Productivity Press.

TRAINING PLAN AND TIMETABLE (SPECIFIC AREA)



Name	Monograph copy cataloging	Serial Copy Cataloging	LHR Maintanace	DVD/Media Cataloging	E-books cataloging	Batch Record Updates	Authority Work
Name	○						
Name	○						
Name	●	●	●	●			
Name	○						
Name	○				○	○	
Name	●	○	○				
Name	○						
Name	○				○	●	

Levels legend:
 ● - can train others
 ○ - can perform work
 □ - needs training

Graupp, P., & Wrona, R. J. (2016). *The TWI workbook: Essential skills of supervisors*. New York: Productivity Press.

TRAINING PLAN



The screenshot shows a Trello board titled 'Training' with a sidebar listing various training areas. The 'Cataloging' card is selected, showing a detailed view with labels, parent/child options, a description field, an attachments area, and an 'Expert' checklist. The background of the board is a photograph of a library hallway.

Boards Training Collaboratorium Free Team Visible SS A BT JD

Training Areas

- Course Reserves - electronic
- Course Reserves - print
- Ordering 0/6
- Invoicing
- ILL - electronic
- ILL - print
- SmartTek (Karen's stuff)
- Cataloging 4 0/9 0/4 done
- Government Documents Cataloging Cataloging
- Copy Cataloging Cataloging
- Media Cataloging 1 Cataloging
- E-book Cataloging Cataloging

Angle

- Bound Withs Copy Cataloging
- E-book cataloging
- Government Documents Cataloging
- Serials Cataloging
- Cataloging 3/9
- E-resource Invoice
- Invoicing 0/3

Cataloging in list Angle

Labels: Bound Withs Copy Cataloging E-book cataloging Government Documents Cataloging Serials Cataloging +

Parent: Attach Parent Children: Attach Children

Description

Add a more detailed description...

Attachments

Drag and drop or [choose your files](#)

Expert Hide completed items Delete...

33%

- Monograph copy cataloging
- Serials copy cataloging
- LHR Maintenance
- DVD/Media Cataloging
- E-book cataloging
- Batch Records updates
- Authority Work
- Government Documents Cataloging
- Bound withs

Add an item...

Add

- Members
- Labels
- Checklist
- Due Date
- Attachment

Power-Ups

- Hello Epics

Actions

- Move
- Copy
- Watch
- Archive

Share and more...

Dinero, D. (2005). *Training within industry: The foundation of lean*. New York, NY: Productivity Press.

Graupp, P., & Wrona, R. J. (2016). *The TWI workbook: Essential skills of supervisors*. New York: Productivity Press.

Pascual, A. A. (2017). *Training within industry in the emergency department: Team development to improve patient care and alleviate staff burnout*. Available from ProQuest Dissertations & Theses A&I.

Winter, Elizabeth; Mull, Kim; and Wright, Jason D. (2017) "News - Georgia Tech," *Georgia Library Quarterly*: Vol. 54 : Iss. 2 , Article 11.

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