

BASIC LEARNING

Concepts and Approaches Which We Must Cause To Be Learned, Understood, and Accepted

1/2 Days

1 2 3 4 5 6 7 8 9 10

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|---|---|---|---|---|---|---|---|--|---|
| 1. We can, and I can remove much more cost without reducing quality or customer-desired features. | x | x | | | x | | | | x |
| 2. An understanding of and belief in the paths which normally bring "un-working" costs into products. | x | x | | | | | | | x |
| 3. Sharpening up some marketing, manufacturing, purchasing tools. | x | | x | | x | | | | x |
| 4. The Function. | x | x | x | x | | | | | x |
| 5. The Function exploded. | x | x | x | | x | | | | x |
| 6. Basic Function | | | | x | | x | | | x |
| 7. Comparison Techniques. | x | | | x | | x | | | x |
| 8. Evaluate each function by comparison | | | x | x | x | | | | x |
| 9. Cost Guiding Techniques. | | | x | | | x | | | |
| 10. Necessary "one step at a time" approaches. | | | | x | x | | x | | x |
| 11. Search Techniques. | | | | | x | x | | | x |
| 12. Techniques of getting and of using help of specialists, vendors, and others. | | | | | x | x | | | x |

	1	2	3	4	5	6	7	8	9	10
13. Development of high skill in practical creativity.		x		x	x					
14. Making the new approaches thoroughly usable.					x		x			x
15. Understanding the human factors.						x	x			x
16. Dealing effectively with human factors.							x	x		
17. Decisions control your results. Understand how they are made.								x		
18. Efficiently finding the different groups of unnecessary costs.		x			x					x
19. Getting the changes into production.							x			x

COMMENTS

Programmed Learning for Product Analysis

Course Content

Each Four-Hour Period

Instruction Time

1-1/2 hours

- Four 30-min. presentations
- Twenty 20-min. presentations
- Twenty 10-min. presentations
- Forty 5-min. presentations
- Twenty 3-min. presentations

Specialty product, process, material, approach time

1/2 hour

Effective work applying approaches to product selected and assigned.

2 hours

PLAN

Phase 1

1. Establish the environment needed.
2. Provide the basic learning needed to a first group.
3. Establish and staff the organization needed.
4. Establish and communicate the paths of communication and of effective cooperation.
5. Make important progress in product analysis providing decision guides and alternatives which result in significant prevention of cost.
6. "Live through" the initial experience of using these approaches in the ASEA environment by ASEA men on ASEA products, solving problems that arise and blending this effective assistance into the organization.

Phase 2

Variations in Phase 2 can be made according to the experience in Phase 1 and the magnitude of cost prevention planned.

The purpose of work here is to...

1. Provide advanced technique learning and skill to the men who are establishing guides, alternatives and appropriate cost measurements.
2. Make a few changes in personnel on these teams as the interest in and suitability for this kind of work is established.
3. Constantly increase the general knowledge and understanding of the total system.
4. Provide basic learning to more people.
5. Promptly examine any spots of friction or problems in organization or personnel. Clarify the situation and provide mutual understanding.
6. Determine the amount of cost which is to be prevented. Divide it down by product lines, products, and, in some cases, by functional areas of products. Tentatively determine the acceptable cost for each. Assign responsibility to specific individuals for securing each specific cost improvement. Establish a time rate and a measurement system so that progress is periodically known.

This period will normally contain...

1. Several periods of consultation.
2. Two periods of advanced problem solving and learning for full-time men.

3. Basic learning for a second group.
4. Some more orientation as is shown by experience to be needed.
5. Some significant studies of the time-consuming factors in implementation and development of means for collapsing time in order to realize the benefits of decreased cost sooner.

Phase 3 - Last half of 1965

This phase can be developed in detail later. Like Phase 2, the amount of its activity will be governed by the amount of yield which management determines is optimum. During Phase 1 reliable alternatives can be provided for management's choice.

In general, much emphasis will be placed on...

1. Constantly improving procedures for prompt implementation.
2. Improving the knowledge and skill of the guide groups.
3. Providing basic learning to an optimum number of men.
4. Promptly removing any misunderstandings and welding creative, co-operative relationships.

Phase 4 - 1966

This will be a year of high realization.

To the extent needed, the activities of Phase 4 will be performed as needed.

TIMING

Phase 1 - through March 1965

There are four first activities - in the order given.

1. Orient and inform management.
2. Select men, select projects, time, place, aids, etc. in preparation for the basic learning.
3. Provide basic learning.
4. Organize and start operation of guide groups.
5. Provide adequate consultation to all concerned during initial operating periods.
6. Provide advanced learning and skill to staff leadership members and to guide group members.

Suggest that item 6 be deferred from the 1st quarter and conducted in April and in June.

Some suggested dates:

	<u>Orient</u>	<u>Select</u>	<u>Plan</u>	<u>Learn</u>	<u>Organize</u>	<u>Consult</u>
Time Required	1 week	1 week	Ten	1/2 days	1 week	As req'd. Normally a few days each mo.
Alternate						
1	11/30-12/5	12/7-12	1/18-22		2/15-19	
2	12/7-12	1/18-22	2/8-12		2/15-19	
3	1/18-22	2/8-12	2/15-19		2/22-26	

NOTE:--Fitting this in now with my 1st quarter is considerably restricted--however, I can meet any of the above commitments.

I would prefer alternative 2 or 3.

If dates are critical and these are not practical--advise me. Some of my commitments can be postponed and for some I may be able to get substitutes.

Occasionally where essentially all men are from the class location, it is desirable to allow them 1/2 days on their job--then the learning is scheduled 1/2 days for two weeks. If such is desirable--we can work out some suitable time schedule.

Phase 2 - April, May and June

In April and in June, advanced learning programs of one week each are important.

One or two basic learning programs will be necessary.

Consultation in specific areas on specific situations will be needed.

Suitable dates can be arranged later.