POINTS OF INTEREST

The University of Tennessee Partners with the Life Cycle Institute to design and deliver a Certification Course

The Situation

The University of Tennessee wanted to offer a five day Lean Reliability certification course at its Center for Executive Education. The Center's strength was academic study; however they wanted the certification program to focus on practical, real-world application. To achieve this goal, they looked for an industry partner to design and deliver a certification course that demonstrates the real world application of course concepts.

The Solution

The University of Tennessee (UT) and Life Cycle Engineering partnered to design and deliver a five day certificate program on establishing foundational reliability in support of Lean Manufacturing. The course was taught jointly by University instructors and Life Cycle Engineering consultant practitioners to provide the most value for learners.

Life Cycle Engineering Principal Consultants and Institute Learning Consultants partnered with UT academic staff to complete a course design and delivery plan. The design team implemented a development process that included:

- Defining learning objectives
- Determining activities/exercises to reach learning objectives
- Learning Consultant-SME partnership
- Preparing modular structure
- Course design reviews
- Product delivery

University of Tennessee academic staff held overall project management responsibility while the Institute Learning Consultant and LCE principal Consultant facilitated the course design process. To define learning objectives, the Institute LC worked with LCE SMEs and the sponsor to determine what a training participant should be able to do after the training in order to be successful. From these "need to know" actions, the LCE team crafted measurable learning objectives.

The LCE team facilitated discussion between the design team members on different activities and exercises that can be used to reach the cognition levels determined by the learning objective.

The team then structured the content and activities into a modular, participant-centered design by incorporating elements of content, participation, review and the four principles of adult learning. To ensure alignment and control the work scope, the teams then coordinated milestone design reviews with the UT team.

LCE incorporated its contribution to the certification program. The LCE team delivered the product in collaboration with the UT academic team to ensure an active, participant-centered delivery.

The University of Wisconsin Partners with the Life Cycle Institute to Design and Deliver a Predictive Maintenance Course

The Situation

The University of Wisconsin wanted a two day Predictive Maintenance course for its Department of Engineering Professional Development Program. The course needed to focus on practical application and recent teachings from thought leaders in the industry.

The Department's strength is academic study, not daily application. They wanted to partner with industry to design and deliver a class that spoke to the real world application of course concepts. The Department targeted the content sources it wanted to cover, but had no defined objectives, outcomes or goals for the course.

The Solution

The University of Wisconsin partnered with the Life Cycle Institute to design and deliver a two day Predictive Maintenance course for their Department of Engineering Professional Development Program.

Learning Consultants from the Life Cycle Institute partnered with a technical subject matter expert (SME) from its parent company, Life Cycle Engineering, to craft a course to meet the department's needs. The Institute's Learning Consultants followed a modified development process that included:

- Defining learning objectives
- Determining activities/exercises to reach learning objectives
- Learning Consultant-SME partnership
- Preparing modular structure
- Course design reviews
- Product delivery

The Life Cycle Institute Learning Consultant (LC) led the course design process. An SME was assigned to work with the Learning Consultant to gather necessary content and provide quality assurance on technical matters related to the course. To define learning objectives, the Institute LC worked with the sponsor and client SMEs to determine what a training participant should be able to do after the training. From these "need to know" actions, the LC crafted measurable learning objectives.

The LC facilitated discussion between the design team on different activities and exercises that can be used to reach the cognition levels determined by the learning objective. Next, the LCE LC structured the content and activities into a modular, participant-centered design by incorporating elements of content, participation, review and the four principles of adult learning. To ensure alignment and control the scope, the LC coordinated milestone design reviews with the sponsor and SME. The LC also coached the SME on activity design to encourage a comfort level with course administration.

About the Life Cycle Institute

The Life Cycle Institute, the premier learning source for optimizing Reliability Excellence, uses adult learning methods that minimize lecture and emphasize hands-on learning. Classes are led by facilitators that actively practice what they teach. The methodologies taught within the various course curricula are practical applications with proven track records – proven through actual activities carried out regularly by LCE professionals.