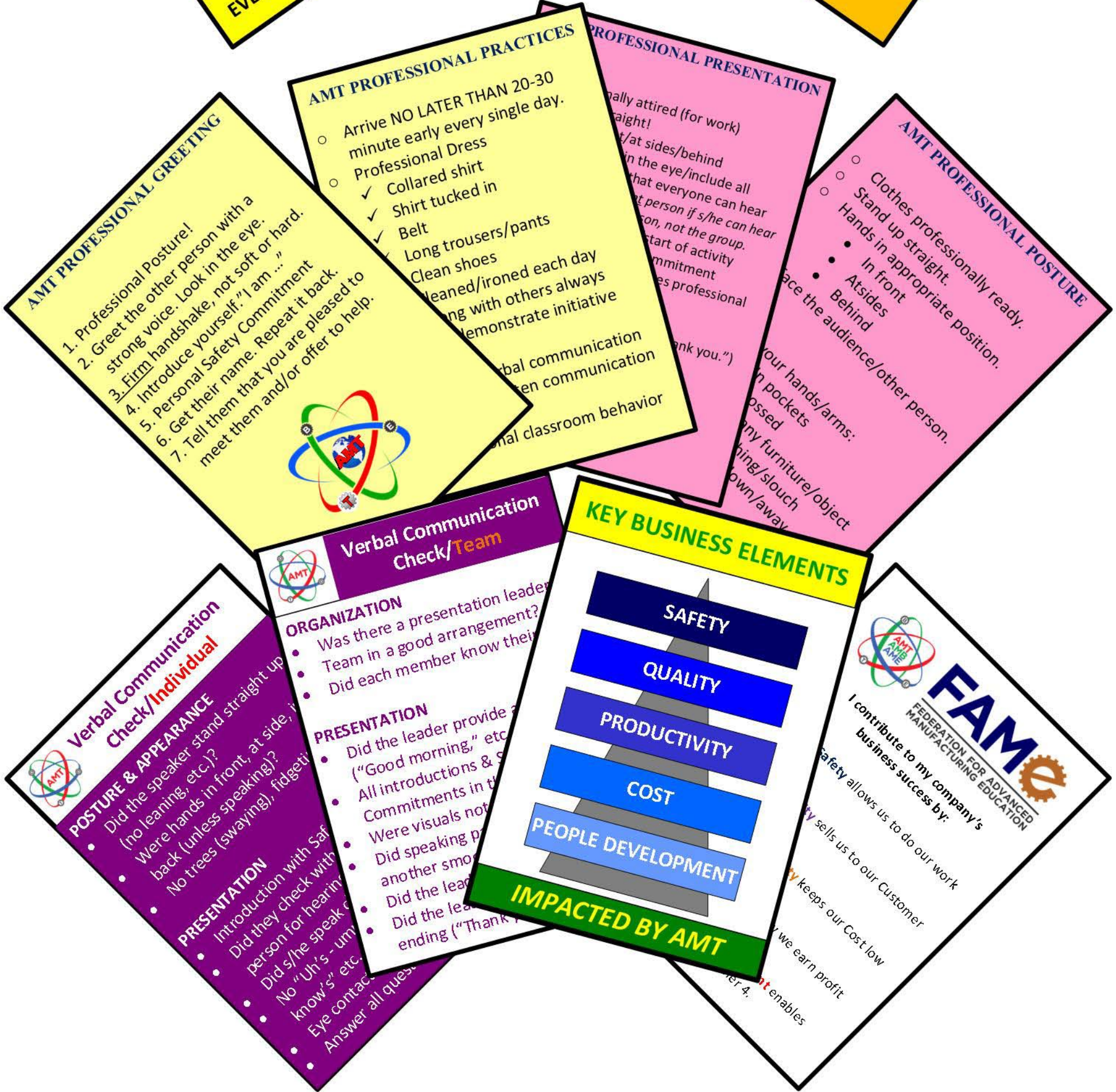


CORE CARDS

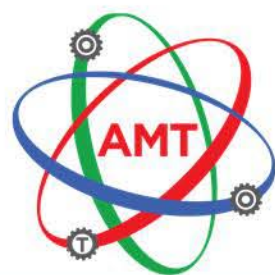
The MCE's



PROFESSIONAL EXCELLENCE CARDS



AMT Pocket Card Activity



PURPOSE

1. MCE Excellence – Facilitates deep and thorough learning of the Manufacturing Core Exercises.
2. Element of the Learn It and Live It! model – more effective than the traditional college model.
3. Learn-to-learn: Students experience a structured method in how to learn that can be applied to all areas and work.
4. 1-to-1 Instructor to Student Engagement: Provides a structured method to put faculty instructors face-to-face, one-on-one with each student. This deeper engagement enhances learning, coaching, understanding of student, and ultimate program success.
5. Promotes program standardization across all chapters.

HOW IT WORKS

Core Cards

1. Students must always have the card on their person; not in a backpack or a purse on a table. This is a simple “rule” that gives students method to practice the discipline and follow-through of a program practice. Having the card on their person also sets up the rest of the activity. It also establishes a foundation for the Program Excellence Cards. As a normal, daily activity every class day, instructors informally check students for having the Pocket Cards on their person. They may ask them to show them in class, may stop them on the campus and ask, may ask at lunch, etc. Asking several students for their Pocket Cards everyday is a normal, daily AMT Faculty Instructor duty.
2. The complete initial standard training for each MCE is taught before or at the beginning of each semester. (Some program continue to more deeply teach elements of the MCE throughout the semester afterward. If coupled with complete training of the standardized course up front, this is a “best practice.”).
3. The MCE Pocket Card(s) for the MCE are issued at the end of the initial training. From the point of issue the student must keep the card(s) on their person for the rest of the program (see No. 1). Cards will accumulate to the full pack over time.
4. The cards are put into action in a 3-step sequence, each targeted to a tangible and meaningful student learning outcome:
 - A. Instructor frequently asks student to show that the Pocket Card is on their person. (Tip: if this is diligently done during the first semester, this becomes almost a non-issue for all following semesters). If the student has their Pocket Card the Faculty Instructor proceeds to Step B. If the student does not have their Pocket Card, the instructor notes that s/he will check again with the expectation that they should have it.

TARGET: 2 weeks after semester start students should have their cards 100% of the time.

B. Students are expected to memorize both sides of the Pocket Card. Starting at the first of the semester if the student has their Pocket Card from Step A, the instructor should then ask them to recite all that’s on both sides of the Card. Satisfactory performance is verbally reciting all exactly correctly (high standard) and without pause or hesitation (high standard). Expecting the student to meet high standards and not just “pretty good” is part of building a program of excellence. If the student can recite all elements of the Pocket Card on both sides, without pause or hesitation, then the instructor proceeds to Step C. If not, then the instructor informs the student to continue working on mastering the requirement, and note that s/he will check back again soon.

TARGET: 4 weeks after semester start students should have their cards 100% memorized and verbally recite them without hesitation.

C. Students should be able to understand with sound understanding every element on the Pocket Card, and should be able to explain real world connection of each element/step to the operational floor. If the AMT student has their Pocket Card on their person and can recite it with 100% accuracy, the instructor then asks them to explain the steps and/or elements. Based on time available s/he can ask for the student to explain a few elements or all elements. If the student struggles this is an excellent opportunity for the instructor to provide 1-on-1 coaching and instruction. The instructor should note with the student that they will ask again soon.

TARGET: 8 weeks after semester start students should be able to explain with deep understanding each of the elements on the Pocket Card.

NOTE: The target to master is intentionally set for completion halfway through the semester so that the student is prepared and ready to complete other parts of the MCE activity, especially completing an MCE activity on the school floor and an MCE activity on the work floor.

D. Pocket Card knowledge (therefore, MCE knowledge) should be retained at a high level over the duration of the program. Faculty instructors should most frequently ask and check knowledge for the Pocket Cards for the current semester. This primary interest builds the initial knowledge for the MCE. Faculty Instructors should, however, also regularly ask students for their past Pocket Cards, and continue to follow and follow-up on the same sequence: Does the student have the card? If so, do they have the card still memorized? If so, can they still explain with understanding and operational application? This will ensure that all students keep MCE knowledge deeply embedded and growing capability.

TARGET: Students both maintain the standards and maintain knowledge and capability throughout the entirety of the program.

Program of Excellence Cards

1. Pocket Cards are distributed at the appropriate times (e.g., Professional Greeting, Posture, Presentation after Professionalism training).
2. While there are no time standards, the sequence of learning is the same: cards on their person, memorize it, explain with understanding.
3. Many of the standards on the POE Cards will be confirmed by demonstration (greetings, posture, etc.)

Distribution Sequence & Timing

Summer			Fall	Spring	Summer	Fall	Spring
AMT Orientation (3 days)			Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
DAY 1	DAY 2	DAY 3	BUS TRNG	MCE TRNG	MCE TRNG	MCE TRNG	MCE TRNG
New AMT Orientation	MCE-1 Safety Culture	Professionalism	The Business of Maintenance	MCE-2: Visual Workplace Organization/5S	MCE-3: Lean Manufacturing	MCE-4: Problem Solving	MCE-5: Machine Reliability

HINTS FOR USE

- While the primary method is 1-on-1 interaction, the instructor can incorporate many more methods along. For example, s/he can give a brief class paper quiz every morning on one of the cards.
- Assign a student, especially a struggling one, to teach a short lesson on a card to the class.
- Conduct an informal, fun contest around card knowledge.
- Be sure to master the cards yourself so that you can lead.
- Put past cards in a hat. Have individual students make a blind draw and then check them on the card.

