



UNIT-4 On the Job Training

Learning Outcomes

By the end of this unit the learner will be able to:

- ✓ Discuss four step training process for on job training.

Unit 4

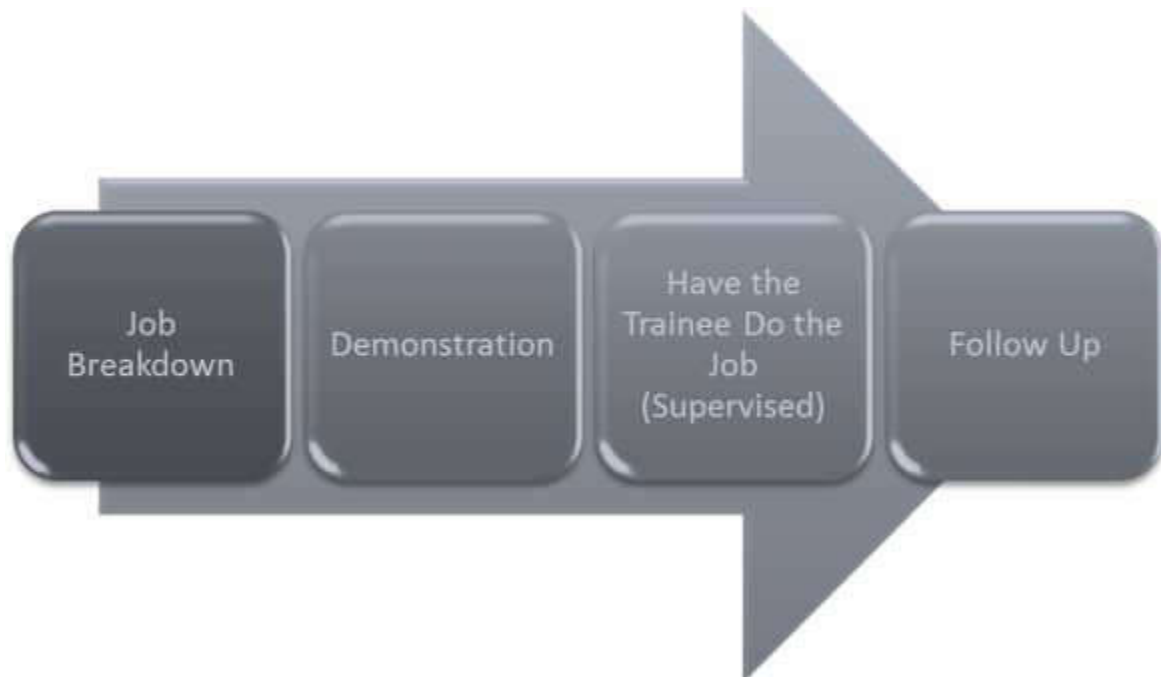
On-the-Job Training

In on-the-job training, earning a living is at stake, so it is easy for supervisors and trainers to take a readiness to learn for granted. While it is true that some employees (new hires in particular) might be anxious to please, supervisors can't overlook the importance of stimulating a readiness to learn.

Here are some tips for preparing the employee.

- Put him/her at ease.
- State the job. Give it a name.
- Find out what is already known about the job.
- Arouse interest in learning the job.
- Place the worker in the correct position to observe the job.

Once the employee is prepared, you can use this on-the-job four-step process.



Step 1: Job Breakdown

Go back and look at the training segment you are planning for this afternoon. If this is a job-related skill you will be teaching, have you broken it down into all its steps? This is a surprisingly difficult thing to do when you know the job well. You don't even think about all the things an employee needs to know in order to do the job, so the chances are you will skip over or forget a couple of steps.

One way to overcome this is to break a task down into its steps, and then give it to someone else to review, perhaps someone not as experienced as you. Ask for input and feedback. Is anything missing? Another technique is to ask yourself, "What comes before this step? What comes after this step?"

Step 2: Demonstration

Here are some demonstration tips:

- Do the job yourself.
- Tell. Show. Illustrate.
- Demonstrate one important step at a time.
- Stress each key point, emphasizing hazards.
- Give reasons why the job needs to be done.
- Give no more than can be mastered.
- Do job again, having the employee tell you what to do.
- Make sure understanding takes place.

Make sure you have everything you need in order to do your demonstration. Nothing can dampen a training demonstration faster than having the instructor begin and then realize an important tool is missing.

Real-time demonstrations may not be practical for several reasons. Perhaps you don't have an idle machine to practice on, or perhaps the process is so complicated you would need much more time than you have available if you wanted to demonstrate a task in its entirety. So what else can you do? You can take pictures! Today, digital cameras and recorders make it relatively easy to go into an area and photograph somebody working at the job, or to have somebody photograph you as you demonstrate the task.

Sometimes you can ask suppliers to provide demonstration videos for you to use as you train others. If this isn't possible, they may have an electronic presentation you can borrow or duplicate. One of the advantages of electronic media is that you can see vital steps up close in a way you cannot in a real-time demonstration.

Step 3: Have the Trainee Do the Job (Supervised)

Do not skip this step. Any job can seem easy while you are watching someone else do it. The real test is, “Can you do the job yourself?” If real-world practice is not possible, use an activity that simulates the task. Let them draw illustrations, practice on a model, or verbally explain the steps as they locate each area on a classroom drawing. If they get it wrong, they can go back and do it again. If the only real way to practice is when they get their hands on a machine for the first time, so be it. However, you can at least make sure they know what they should be doing long before then.

Here are some other tips:

- Correct any errors instantly, with sensitivity and professionalism so that the learner is not embarrassed.
- Have the trainee repeat the job.
- Have the trainee explain what is being done and why.
- Question.
- Continue until you know the trainee knows.
- If the job is hazardous, be sure you are told what is going to be done beforehand.

Step 4: Follow Up

The last step in this model is following up to make sure the training has been adequate. This step includes:

- Putting the trainee on the job.
- Designating who they should see for help.
- Checking frequently and encourage questions.

Eventually, you will want to taper your involvement level off to normal supervision.

Additional Tips for Specific Kinds of On-the-Job Training

In One-on-One Peer Training:

- Be sure that you understand the trainee’s work well enough to let them know that you value the work they are doing. Make the trainee feel like you are equal in terms of value to the company.
- Take the time to let the trainee articulate their anxieties and fears about the learning situation you are about to enter. Deal with emotions first.
- Let the trainee show you that they “get it” (show and tell). Build in time for this.
- At the end of the training, re-establish your relationship as employee peers, if that is what you are.

In Hands-On Training:

- Think of exactly how you use all five senses during this training.

- Organize all training materials (job aids, devices, machines, etc.) so that your demonstration of correct procedures is logical and easy to follow.
- Be sure that you put first things first.
- Focus on cues and patterns of action. Help the trainee recognize these.
- Guide the trainee's practice until they can perform the new skill consistently over time.

In Coaching:

- Use a sports coaching model or relationship to guide a learner to peak performance.
- Get the trainee to express their commitment to excellence in terms of measurable objectives which you agree to work on over the course of the coaching experience.
- Formalize coaching through skills development checklists and performance criteria.
- Design coaching around the skills deficiencies of the trainee; state what these are early during training and listen to the trainee.
- Correct errors early on.

Training Presentations

Test your knowledge

Training Preparation Worksheet

What is my topic?

What are my objectives?

What methods will I use?

Have I taken all design elements into consideration?

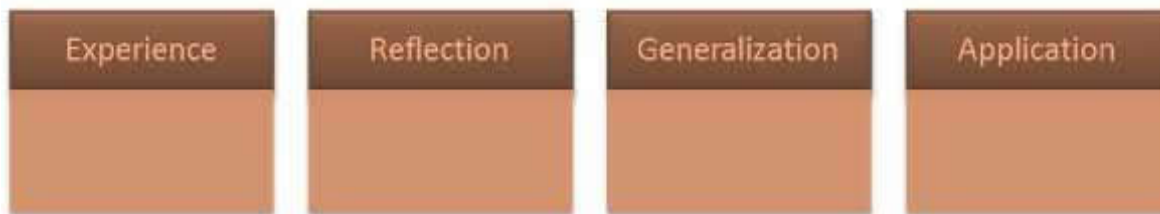
| | |
|------------------------|--|
| Size of the group | |
| Length of the workshop | |

| | |
|---|--|
| Possibility of a pre-assignment "Threatening" activities | |
| Support materials | |
| Other resources | |
| Opportunities to practice | |
| Take home worksheets | |
| Content | |

Have I taken all types of learning styles into consideration?

| | |
|--|---------------------|
| | Authentic Idealist |
| | Inquiring Rational |
| | Resourceful Artisan |
| | Organized Guardian |

My learning cycle will look like this:



What visuals will I use?

What is my backup plan?

Designing Evaluations

When sharing an evaluation, always begin with some positives; something the person has done well. This is critical. We want people to feel that the intent of the workshop is to help them, and that means not tearing them down. The **second part** of the evaluation may have a pointer or two for future improvements. The **last part** wraps things up and discusses how far they have come and how much skill they have developed.

The evaluation strategy should begin before training and well before the actual evaluation is carried out. Some of us feel uncomfortable with criticism and assessment of our work. However, at the end of a training day, it can be useful to get feedback from your participants concerning how things went.

To do this, you can draw a five-point continuum on the flipchart and ask trainees to respond to the several points on it by a show of hands.

Examples

How many feel there was too much stuff today?



How many feel the day went too fast?



How many feel the day went too slow?



Another way of using the continuum is to place it on a wall. The five degrees may actually be posted via flipchart sheets at five wall positions or just pointed to in a general way: "Strongly Agree is here," "Agree is here," etc. Then let participants position themselves physically (in relation to the five degrees) to indicate their reaction or feeling about a given evaluation question.

Other Evaluations

Learning is typically measured by whether or not participants achieve the learning objectives. These objectives should be designed to match real-world requirements. During the program participants should be able to **demonstrate their learning in a variety of ways**.

- We can measure an increase in **knowledge** by testing (usually a paper and pencil test) just like in school.
- We can measure an increase in **skill** by observing performance under certain prescribed conditions.
- Measuring a change in **attitude** is extremely difficult, but measuring performance can help.

We also want to know if the learning is appropriate, adequate, and efficient.

- If the learning is **appropriate**, then the objectives, content, activities etc. are aligned with real world performance.
- We want to know if the learning was **adequate**. Was there enough time, content, and assistance to bring about the learning required?
- We can determine whether the learning was **efficient** or not by observing whether time, energy, and resources were used efficiently to produce the desired change.

Some evaluations test the participant's knowledge, skills, or attitudes by comparing learning prior to the program with learning during and at the end of the program.

Evaluating training programs is an extremely difficult and complex task. Because it deals primarily with human beings, it is an inexact science to say the least. We need to be prepared for confusion, contradiction, and conflicting data throughout the process. In the end we will be left to draw our own conclusions about the value of our programs.

Consider the following points at which measurement may be taken:

- Immediately after the learning
- At the end of a session or module
- At the end of the course
- Formally and informally throughout the actual program
- Shortly after the program (back in the real world)
- Three to six months after training
- After six months (and perhaps years later)

Further Reading:

