

## On-the-Job Training Guide

Written for supervisors and employees, basic steps and re-usable tools are provided to support training plans that result in DACUM assessments as well as for general use to tune- up or advance an employee's required work skills set.

On-the-Job Training (OJT) is a method used frequently in Plant Operations to update and refresh job skills or teach a new skill. The OJT Guide provides useful information to makes decisions, plan and maintain records for OJT activity.

Plant's standard practice is to hire candidates with strong foundations gained, for example, through apprenticeship, college/technical school or prior work experience. Employees receive formal training, for example FMS or OS1 Boot Camp, when work methods improve and change. In our highly complex environment that is continually advancing and improving, the role of OJT is critical. Here is a short list of OJT excellent application:

- **New employees.** Even the most skilled new employee must learn their way around U-M, specific equipment and local procedures. OJT supports early performance success and employee satisfaction.
- **Expanded job requirements, new technology or re-assignment to a new work location.** OJT can be an excellent choice to prepare the employee.
- **Specified performance gaps.** Tune-ups and refreshers may improve ability.
- **Career development.** Employees will appreciate the opportunity to learn new things from others.

For optimal OJT execution, first decide between `planned\_ and `unplanned\_.

### Planned. Structured.

- **Training topic & methods are planned in advance and often written down. The training may be repeatable and used in future situations with others.**
- An appropriate trainer is selected. Training goals are communicated.
- The supervisor and trainer evaluate progress and how much the employee "can do" as a result of the training. OJT continues until the performance objectives are met.
- Planned and structured approaches are critical when training new employees.
- When addressing a performance concern, using a structured approach is the primary option in an effort to do everything possible to increase ability and close the gap.

### Unplanned. Less Structured.

- **More spontaneous and informal. The learner may observe, imitate, and/or 'try' a skill as demonstrated by an expert worker or supervisor.**
- Adequately meets certain work conditions e.g., fix the machine quickly. Trainers spontaneously show, tell, coach.
- Appropriate for easy tasks that are quickly picked up and repeatable by others.
- May result in inconsistent learning outcomes unless the informal trainer "tests" to make sure the learner can repeatedly perform the skill without the active coaching of an expert.
- May prove adequate for minor performance concerns -- when a basic refresher is all that an employee needs to get back on track.

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*The remaining pages of this Guide (pages 2-7) are written to support optimal Structured OJT. We recommend that you consider all the tools provided and also refer to them for application in less structured OJT when helpful.*

### Supervisor's Role

**Supervisors have 6 basic steps to consider when using structured on-the-job training for employee development.**

Milestone	Considerations
1. <b>Assign the training topic to the employee</b>	What are the skills or knowledge needed? Be specific so the employee knows what is expected from this training. Explain the desired training result.
2. <b>Set timetable</b>	Consider the schedule and logistics, including the availability of place, tools, equipment, people involved. Do you expect that training will take one session or more? Plan and adjust as needed, based on progress to goal.
3. <b>Exceptions to a timeline</b>	Some skills are only possible to learn when an event happens. If this is the case, you should still outline the desired skills and communicate the objectives to both employee(s) and your selected OJT trainer. It is through this planning that they will be able to capitalize on the "teachable moment" when it arises.
4. <b>Develop the training plan</b>	Will you train multiple employees at once or by individual? Develop the training plan (see page Make copies for everyone involved (trainer and employee).
5. <b>Choose an experienced worker to train others</b>	Refer to page 3 ("Trainer Selection") when it is time to select your trainer.
6. <b>Follow up and evaluate</b>	Return to the training plan created. Review results and assess the situation for a decision on whether to continue training, change the plan, or conclude a success. If OJT was a result of a DACUM decision, update the DACUM manually (change the rating to "3" for the related competencies)

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**TRAINER SELECTION.** DACUM identifies expert workers at Level "4" (4= demonstrates mastery in the skill). *But technical knowledge alone is not sufficient for effective training.* Consider the following characteristics for an OJT trainer:

Selecting an OJT Trainer	
<b>Competent and consistent?</b>	The demonstrated ability to perform the work behaviors and tasks to levels that consistently meet or exceed expectations.
<b>Special training and education?</b>	Depending on the job type, completion of special training, education, or license may be an important requirement.
<b>Willingness to share?</b>	An attitude that is open to sharing experience and talent with others is important. Choose someone who demonstrated an interest in others and is concerned about success of the team.
<b>Respected by peers?</b>	A potential trainer may already be perceived by other employees as having special status as a result of their high level of competence, leadership abilities, problem-solving skills, or knowledge of the organization.
<b>Able to effectively Communicate?</b>	The individual's ability to express complex ideas clearly and thoroughly during everyday interactions.
<b>Literacy skills</b>	A trainer must be able to understand the resource materials that will be used in OJT and perform any calculations or writing related to the task.
<b>Concern for the organization</b>	A trainer should show an interest in helping the organization improve its performance. This may be demonstrated by participating in continuous improvement efforts, following safe work practices, etc.
<b>Workload</b>	Assignments that may negatively impact an expert employee's ability to train, without interruption, is a red flag. Seek suitable alternatives.

### Train the Trainer:

In any "new" OJT effort (a new trainer or a new topic, or both) the supervisor and OJT trainer should develop OJT training plans together. Use Pages 4 & 5 for this purpose. Supervisors and OJT trainers are highly encouraged to use every tool provided in this Guide. Also, if you keep your planning records in the supervisor's office, they may prove helpful to future OJT cases.

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### Training Plan

**Title** tip: include specific skill(s) and any other specific details (e.g. equipment type) in the title

1. **Rationale** statement of training importance. Benefit of this knowledge and ability

2. **Training Objectives** what the trainee should know or be able to do as a result of the training

3. **Trainee Prerequisites** must the trainee have prior skill/knowledge *before* this OJT? If yes, what?

4. **Training Resources** e.g. space, equipment, tools, people, data instructional materials required?

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### 5. **Training Content** (Outline of the full training content)

### 6. **Training Events** (Describes how to deliver structured OJT to trainees in the most effective way)

### 7. **Performance Tests and Feedback** (Performance-rating scales and clear criteria for evaluation)

### 8. **Additional Information**

**Developer:** \_\_\_\_\_ **(print your name)**      **Date:** \_\_\_\_\_

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### For the OJT Trainer – tips and methods

Contributing to the success of a co-worker can be personally rewarding. You may not only make a difference to the employee in their job satisfaction and success, but you will also support the success of your workgroup and positively influence customer needs. The following guidelines will help you design the best OJT experience possible in conjunction with your supervisor.

#### Getting Ready

- 1. Know the timetable.** The supervisor should define what skills are to be demonstrated and by when (deadline). They may ask for your ideas on how much time this will take.
- 2. Break down the job.** On your own or with your supervisor, list the important steps or tasks. This may include listing the related troubleshooting and decision-making for the task. Emphasize safety in all cases. Keep your notes handy for training time and share your outline with your supervisor to make sure you are on the same page with training plans.
- 3. Have everything ready.** Do you have access to the right equipment, materials and supplies at the time set aside for training? Confirm that the appropriate resources are in place. If something falls through, update your supervisor for a make-up plan.

#### The Job Instruction Training Program *A method created during World War I & II in the shipbuilding industry.*

- **Prepare the worker.** Explain the purpose and reason for this training. Determine whether the trainee has prior knowledge or experience. Explain general safety and quality requirements. Explain how the training will be done. Respond to questions about the training.
- **Present the training.** Present an overview of the operation, equipment, or workflow. Tell, show, and illustrate each step carefully – one step at a time. Explain specific safety and quality point. Summarize the entire task.
- **Require Interaction.** Ask the trainee to talk through the steps of the task with you. Have them perform the task. Have the trainee explain each key point while performing the job. Encourage questions and assure them that correcting any errors is a part of learning.
- **Provide feedback.** First, ask the trainee to self-evaluate (*Do you think you've achieved the training objectives? Would you feel comfortable performing this task on your own?*) Coach and provide feedback as necessary. If you have been asked to evaluate the performance on criteria established by the supervisor, perform the evaluation and give feedback.
- **Evaluate performance.** Revisit uncertain parts. Take steps to know they have learned and can repeat the skill consistently. Do they believe they can repeat this next week, next month?

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### Employee Sheet: optional form for the worker participating as a learner in OJT training

Tasks to be learned (what I will learn)

1. Number of **minutes or hours** set aside for my OJT training on these tasks

2. **Due dates** – when training will take place (and any other details I should know)

3. **Name** of OJT coach/trainer

4. How the training will be **evaluated** (criteria, demonstration, or other)

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