























Module 1. Introduction to Structured OJT

5	Introduction	<p>INTRODUCE the module and explain the purpose. Emphasize the need for a systematic method for on-the-job training. Start the session by involving participants in a learning activity.</p>	
15	Role Play/Learning Activity	<p>DISTRIBUTE the handout, <i>Role Play/Learning Activity: OJT from the Perspectives of the Trainee and Trainer</i> (p. 95) to each participant.</p> <p>INSTRUCT participants (divided into groups of 3 or 4) to answer the two questions on the handout and to write their answers on a flipchart.</p> <p>ASK each group to share their answers with the larger group.</p> <p>INVITE participants to comment on the answers.</p>	 
15	Unstructured OJT	<p>SHOW the overhead, <i>Unstructured OJT</i> (p. A-3).</p> <p>DISCUSS the characteristics of unstructured OJT using the information in <i>Training On the Job</i> (pp. 2-4).</p> <p>SHOW the overheads, <i>Problems of Unstructured OJT</i>, (p. A-4) and <i>Problems of the Degenerating Buddy System</i> (pp. A-5 - A-7) (3 overheads).</p> <p>EXPLAIN the "degenerating buddy system" of OJT as described in <i>Training On the Job</i>, (pp. 3-5).</p>	   
10	Role Play/Learning Activity	<p>DISTRIBUTE handout, <i>Role Play/Learning Activity: John's OJT Session</i> (p. 96) to each participant.</p> <p>INSTRUCT participants to read the handout.</p> <p>ASK these questions on how to improve John's training session:</p> <ul style="list-style-type: none"> • What is wrong with this scenario? • How could the supervisor improve the training? <p>RECORD answers on a flipchart.</p>	   
10	Structured OJT	<p>SHOW the overhead, <i>Structured OJT</i> (p. A-8).</p> <p>DISCUSS the characteristics of structured OJT using the information in <i>Training On the Job</i> (p. 5).</p> <p>SHOW the overheads, <i>Why Is Structured OJT So</i></p>	  

		<p><i>Important?</i> (pp. A-9 – A10) (2 overheads); <i>Training Effectiveness Requires Short Delay</i> (p. A-11); <i>Training Transfer: Close Match Required</i> (p. A-12); and <i>Learning Times Shorter for Structured OJT</i> (p. A-13).</p> <p>DISCUSS these benefits of structured OJT. EXPLAIN also that research shows that structured OJT results in fewer quality errors and positive financial impact.</p> <p>DISTRIBUTE the handout, <i>The Perils of the Degenerating Buddy System</i> (p. 97) to each participant. INSTRUCT participants to read the handout. DISCUSS how the incident could have been prevented if a structured OJT program were in place. (Use the information in <i>Training On the Job</i> (p. 5).)</p>	       
15	Role Play/Learning Activity		
10	Group Discussion	<p>FACILITATE a discussion of the participant's answers to the first Role Play/Learning Activity, <i>OJT from the Perspectives of the Trainee and Trainer</i>, and ASK participants how a structured OJT method might address the issues they recorded (as time will allow).</p>	
5	Key Points/Summary	<p>SUMMARIZE the importance of structured OJT using the flipchart, <i>Module 1 - Key Points/Summary</i>, (p. 152). Make the following points:</p> <ul style="list-style-type: none"> • Unstructured OJT is informal and unplanned - results in mistakes being perpetuated, shortcuts, inconsistencies in task performance • Structured OJT is a planned, formal process - uses written training materials, trained OJT trainers, objectives for each task, and systematic method of delivery - results in standardization of task accomplishment 	