

How to Be an Effective OJT Instructor



Resources

Resources to help you develop and teach your OJT sessions can be found at **the OJT Resources** page here: <https://training.lbl.gov/OJT/>. EHS recommends that you start by reading the **OJT Quick Guide** and watching the **On-the-Job Training Toolkit** video.

Additionally, if anyone else in your group is teaching this same OJT topic, ask if you can sit in on a session or two.

If there is an OJT Outline for this course, try to get ahold of a copy. See the **OJT Resources** page for some example outlines.

Content

It's a good idea to document the content of your OJT session. Doing so will help you plan what to cover. If others in your group teach the same OJT, documenting what the OJT will cover will help ensure that a student receives similar OJT regardless of which instructor teaches the session. See the **OJT Resources** page for some example OJT content outlines.

Structure

Berkeley Lab Training recommends a three-part structure for OJT. This structure is documented in the **OJT Quick Guide**, available from the **OJT Resources** page, and is summarized in the table below:

| | |
|------------------------------------|--|
| Introduction | Instructor and student introduce themselves. The Instructor asks about the Student's prior knowledge and training, covers how the OJT session will be organized, how long it will take, and what the Student must demonstrate to pass the OJT. |
| PART 1: Instructor Demonstrates | Instructor demonstrates the task, asking questions periodically to keep the Student engaged, and answering questions the Student may have. |
| PART 2: Student Directs Instructor | Student and Instructor complete the task together with the Student telling the Instructor what to do at each step and the Instructor performing the step. |
| PART 3: Student Performs the Task | After the Student successfully talks the Instructor through the task in PART 2, the Student moves to PART 3 in which the Student performs the task while the Instructor observes. |
| Debrief | After the Student demonstrates that they can perform the task correctly, the Instructor lets them know they passed, explains any necessary next steps, and clarifies what the Student is and is not authorized to do as a result of passing the OJT. |

The best OJT instructors keep their sessions relaxed, conversational, and engaging by asking the student frequent questions, modeling the use of available job aids, and clarifying what can go wrong or what the common errors are.

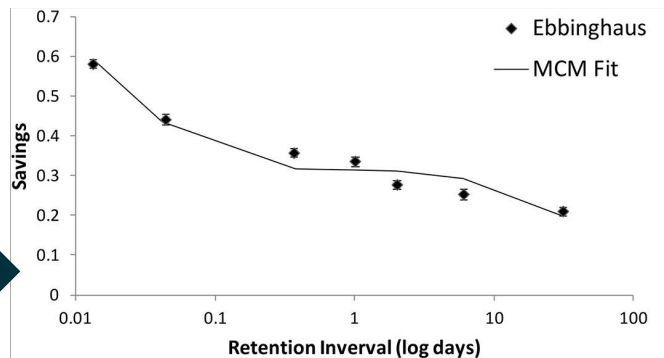
Techniques

For some tips on how to keep your students engaged and actively participating, see the **On-the-Job Training Toolkit** video, available at the **OJT Resources** page.

When to Provide OJT (Timing)

It is best to provide OJT as close to the time when the worker is going to use the skills as possible. Research shows that people start to forget new information very quickly unless they consciously apply what they are learning shortly after.

From 1880 to 1885, Herman Ebbinghaus tried to learn lists of nonsense syllables. He then tested his ability to recall these nonsense “words” at increasingly longer intervals. This is the plot of how much he was able to recall at each test point. This plot showing the decrease in ability-to-recall with time has come to be known as “the *forgetting curve*.”



Keeping Track of Who Has Completed Your OJT Sessions

A simple way to document OJT is through the “Manage OJT” functionality within Activity Manager. You can use this tool to record who has passed your OJT sessions, and also to store an outline documenting what is covered in this OJT

A tutorial is available here: <https://training.lbl.gov/OJT/OJT-Tool.html>

Post-OJT Activities

Don’t forget that there are often some actions you need to take after your OJT session ends. These actions may include creating user accounts for students, authorizing them to work unsupervised in WPC, or sending additional resources to them.

Questions?

Reach out to training@lbl.gov and someone will get in touch to help out.