



How to Assign an OJT Instructor

Assign Someone Who Is Qualified

OJT instructors are qualified by their knowledge, experience, and temperament. In particular, the best OJT instructors have strengths in the following areas:

- Expert level ability to perform the task(s) they will be teaching
- Strong ability to speak clearly and precisely about the task(s)
- A respectful and encouraging attitude toward their students, and a good ability to judge if the student is capable or not
- Ability to stop a student from making a dangerous mistake
- A sincere desire to provide excellent instruction, not just get it done

Provide Instructor Resources

When you assign someone to be an OJT instructor, alert the person to the resources available at <https://training.lbl.gov/OJT/>.

Ask the person, at minimum, to review the *OJT Quick Guide* document and the *On-the-Job Training Toolkit* video prior to providing their first OJT session.

If the contents of the OJT have been documented already (for example, by a previous OJT instructor in your group) then make sure the new OJT instructor has access to that documentation. If the previous OJT instructor is still providing this OJT, have the new instructor attend a session or two from the previous instructor.

Periodic Review and Oversight

Consider periodically observing the person providing OJT to validate that the OJT is accurate, respectful, safe, and effective. In addition to content accuracy, Berkeley Lab Training recommends the following structure for most OJT:

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.

Questions?

For help implementing quality OJT in your group or division, please reach out to training@lbl.gov and someone will get in touch to help.