On-The-Job Training Chart

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| **Step** | **Purpose** | **What To Do** |
| 1. Prepare the learner. | * To relieve tension. * To establish training base. * To stimulate interest. * To give the trainee confidence in   performing the task. | * Put the trainee at ease. * Find out what the trainee already knows about the   task.   * Relate task to overall objective. * Link task to the trainee’s experience. * Make sure the trainee is comfortable to see you   perform the task clearly. |
| 2. Present the task. | * To make sure the trainee understands   what to do and why.   * To ensure retention. * To avoid giving the trainee more than   he or she can absorb. | * Tell, show and question carefully and patiently. * Emphasize key points. * Instruct clearly and completely one step at a time. * Keep your words to a minimum. Stress action words. |
| 3. Try out trainee's  performance | * To be sure the trainee has learned the   correct method.   * To prevent poor habit development. * To be sure the trainee knows how the   task is to be performed and why.   * To test the trainee's knowledge. * To avoid putting the trainee on the job   prematurely. | * Observe the trainee perform the task without your   instruction. If the trainee commits a substantial error,  repeat Step 2.   * Upon correct completion of the task, have the trainee   repeat the task. This time, the trainee should explain  the task as he or she performs it.   * Ask questions to ensure that the key points are   understood. |
| 4. Follow-up | * To show your confidence in the trainee. * To give the trainee self-confidence. * To be sure the trainee has been trained   properly.   * To foster a feeling of self-sufficiency in   trainee | * Make favorable comments about trainee's current   work and progress to date.   * Let the trainee work independently. * Frequently monitor trainee's work. * Gradually reduce trainee monitoring. |