

ON-THE-JOB TRAINING INSTRUCTOR COURSE



Workshop Overview

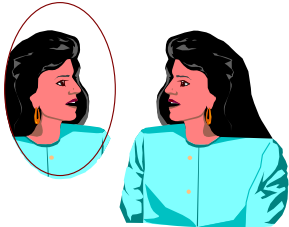
This workshop includes the following components:

<p>The Learning Process</p>	<ul style="list-style-type: none">▪ To understand the relationship between individual differences and learning.▪ To describe how people learn.▪ To practice using a variety of training tools and techniques.
<p>The OJT Process</p>	<ul style="list-style-type: none">▪ To identify strategies for monitoring OJT performance.▪ To develop the skills needed to provide feedback.▪ To document training performance.▪ To develop strategies for motivating and coaching trainees.▪ To develop techniques for analyzing and enhancing OJT performance.▪ To understand the training review process.
<p>The OJT Environment</p>	<ul style="list-style-type: none">▪ To identify training beliefs and their impact on learning.▪ To apply the fundamentals of the Facility Manual to common OJT situations.▪ To describe the qualities of effective OJTIs.
<p>The Training Team Process</p>	<ul style="list-style-type: none">▪ To develop team skills needed to interact effectively with other training team members.▪ To describe the processes training teams use to develop effective training plans.
<p>Training Documentation</p>	<ul style="list-style-type: none">▪ To understand the importance of documentation.▪ To identify common problems with Position Logs.▪ To properly document the entire OJT process.

Adult Learning Characteristics

Effective OJTs pay attention to adult learning characteristics when providing instruction. Following is a summary of adult learning characteristics.

Independent Self-Concept:



Adults see themselves as responsible, self-directing, and independent, and they want others to see them the same way. Adult learners tend to avoid, resist, and resent placement in situations where they are not treated like adults (e.g., told what to do and what not to do, talked down to, embarrassed, punished, judged).

Often adults fail to learn under conditions that are inconsistent with their feelings, thoughts, or actions.

Motivated To Learn Useful Information:



Adults want to learn when they have a need to do so. They want to know how the skill and/or knowledge will help them.

Adults are more motivated to learn when they understand why they need to learn new information and skills.

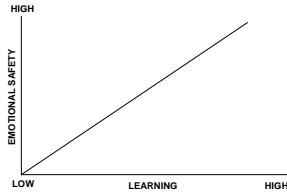
Studies show that adults prepare themselves to learn by determining the benefits of learning, as well as the disadvantages of not learning.

Reinforcement:



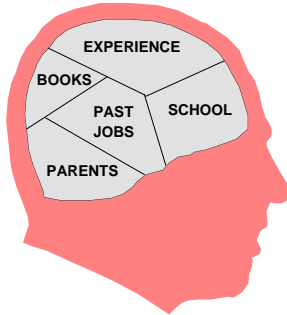
Although adult learners are self-directed, they do benefit from and respond positively to reinforcement from their instructors and peers. In addition, adult learners do not respond to actions they perceive as punishments.

Established Emotional Frameworks:



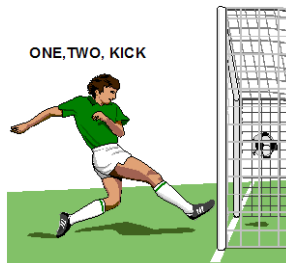
An adult's ability to learn is directly proportional to the degree of emotional safety he or she feels. Anxiety, fear, and lack of confidence are all feelings that can negatively affect one's motivation and willingness to learn. Adults do not learn as effectively when they feel threatened.

Previous Learning:



Adults possess a large bank of previous learning. Previous learning can be either a help or a hindrance to the individual. For example, when you transfer from one facility to another, your previous knowledge may need to be "unlearned". The assumptions you make about what works in certain situations may be wrong in the new facility.

Active Learning:



Most adults learn more when the learning is active. Studies show that 3 days after learning new information, adults retain:

- ✓ 10 percent of what they read.
- ✓ 20 percent of what they hear.
- ✓ 30 percent of what they see.
- ✓ 50 percent of what they see and hear.
- ✓ 70 percent of what they say.
- ✓ 90 percent of what they say as they do.

Reference: Fisher, S. *Adult Learning*. Amherst, MA: Human Resource Development Press, Inc., 1988.

Activity: Using Learning Techniques

Instructions: Working as a team, identify three specific examples of how your assigned learning techniques can be used in OJT. Your instructor will tell which learning technique your team has been assigned. Listed with each assigned techniques are some hints to get you started.

Creating Good Beginnings and Endings:

Think about the prebrief and debrief time. Also, think about what you and the trainee may remember from the middle of the session. What can you do to improve the beginnings and endings?

Assignment: Describe three specific examples of "using good beginnings and endings" techniques in OJT.

Creating Visual Images:

Think about the abstract concepts (e.g., weather, density, altitude) that you have to explain to the trainee during a session or debrief. Are there ways to create visual images? Remember ... Words can create images as well as graphics.

Assignment: Describe three specific examples of explaining abstract ATC concepts using visual images.

Creating Hooks:

Think about how to connect new information to something known. Remember: Analogies and/or comparisons of new information to known information work great. For example: Compare mastery learning to constructing a strong building foundation. Don't be afraid to create visual images with your associations!

Assignment: Describe three specific examples of how OJTI's can help trainees hook new information to something they already know.

Chunking:

Think about the value of identifying the important chunks (i.e., position specific knowledge and skills) to be mastered during OJT for each position. How will knowing these chunks in advance help the OJTI and the trainee? Also, think about the relationship between chunking and providing feedback in a debrief.

Assignment: Describe three specific examples of how chunking can be used in the OJT environment.

Activity: Identifying Decision-making Strategies

Instructions: Working as a team, develop a flowchart showing the steps that must be followed and the logic that must be used to complete the following action:

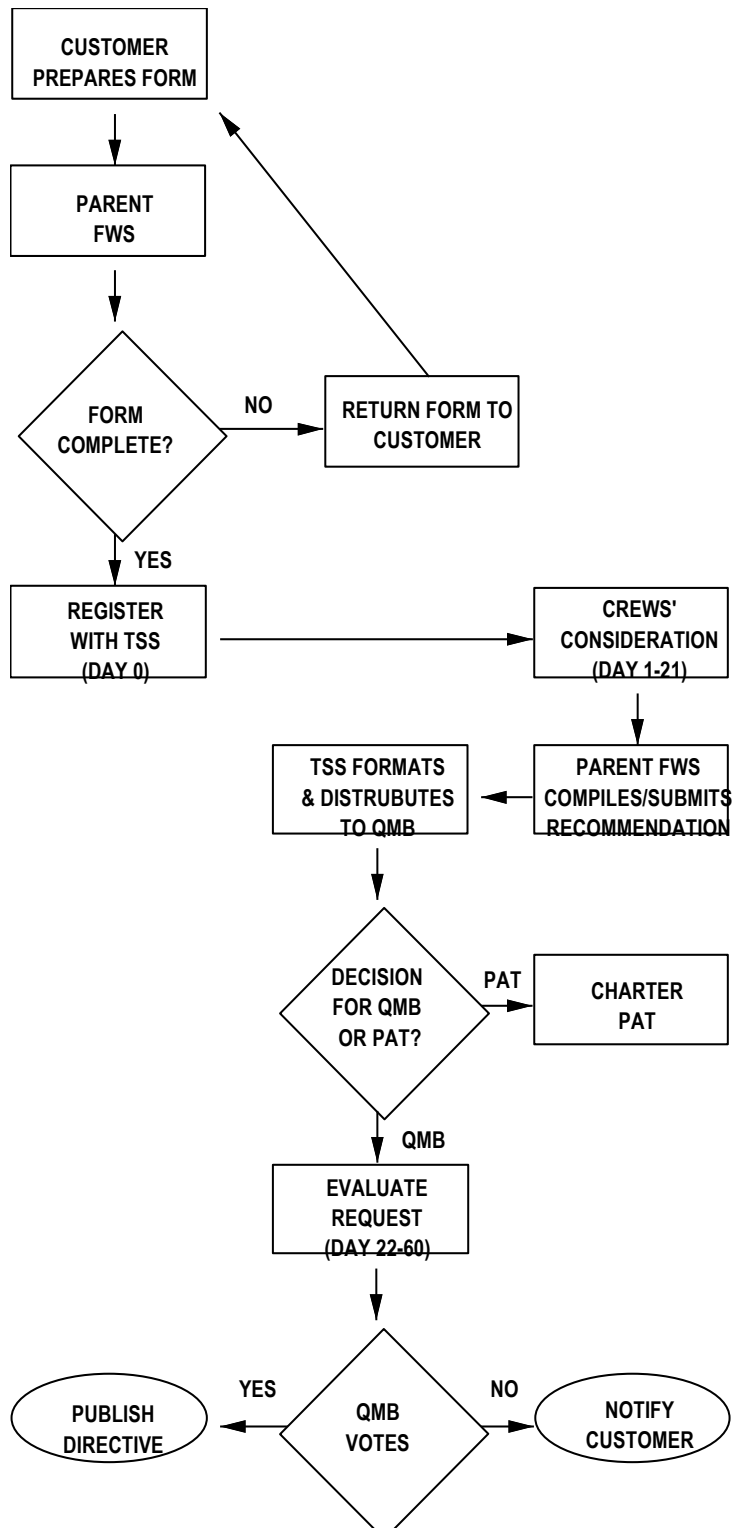
Pulling a car out into traffic to make a left-hand turn.

or

Making a peanut butter and jelly sandwich.

Hint . . . Think about all the little decisions you make without consciously thinking about them!

Sample Flowchart: Facility Recommendations



Overview

The OJT and Qualification process provides the framework within which facilities can establish an effective OJT program. The program is based on the belief that the ATC Facility values each individual. The OJT process involves sharing the accountability for the training outcome with the individual in training. The key is holding all parties involved accountable for the effectiveness of the program. It is not a give-away program. Rather, it is maximizing each trainee's opportunity for learning, without compromising standards of performance.

Program Components

<u>Component</u>	<u>Description of the Process</u>
Facility Training Hours	<p>Training hours are now determined by each facility, not on a national basis. The following types of training hours are established by the facility using recent history and standards:</p> <ul style="list-style-type: none">▪ <u>On-the-job familiarization (OJF) hours</u>: During OJF, the trainee observes experienced controllers at a particular operating position. OJF hours . . .<ul style="list-style-type: none">• Are not normally used to observe other trainees.• May be assigned to more than one position.• Are completed prior to beginning OJT on that position.▪ <u>OJT Time Limit</u>: The time limit for each position is based on the number of months that are normally used by an individual to certify on a given operating position. An individual may certify at, above, or below the OJT Time Limit. Time limits . . .<ul style="list-style-type: none">• Are determined by each facility for each operating position.• May be established for categories of individuals (e.g., a transferring controller versus a school graduate).
Training Team	<p>A training team is established by the supervisor to guide an individual's training. The training team consists of the individual's coordinator, a primary OJT instructor, a secondary OJT instructor, and the trainee. The supervisor serves as the team leader and directs the training process based on recommendations from the other team members. The supervisor is the only person who can certify the individual, or suspend training.</p>

Program Components

<u>Component</u>	<u>Description of the Process</u>
Plan for Training	<p>Before OJT begins, the training team discusses the plan for training. The team reviews the individual's training history and skills, and determines the operating position(s) for which OJT will be required. The training plan discussion includes the following elements: team responsibilities, training requirements, target hours, and training timeframes. The date on which the training plan was discussed must be documented.</p>
Skill Check	<p>Skill checks provide an opportunity for the individual and other team members to receive feedback on how well training is progressing. Skill checks . . .</p> <ul style="list-style-type: none">• Replace benchmark, periodic, and qualification evaluations.• Do not count toward OJT hours.• Eliminate the requirement for the monthly OJT progress report. <p>Skill checks are performed by the individual's supervisor or by a branch chief. There are two types of skill checks:</p> <ul style="list-style-type: none">▪ <u>Performance Skill Checks</u>: Performance skill checks assess the progress being made and identify areas that might need improvement. Performance skill checks must be conducted at 50%, 75% and 100% of time limit for each position, or at any time the training team recommends.▪ <u>Qualification Skill Checks</u>: A qualification skill check is a single session that allows that individual to demonstrate that he or she has the knowledge and skill level to certify on an operating position. Qualification skill checks are conducted . . . <ul style="list-style-type: none">• Only by designated examiners and branch chiefs.• At the recommendation of the training team.• When target months have been completed.• Only after the trainee has been notified. <p>The results of performance and qualification skill checks are documented on FAA Form 3120-25. Skill checks may result in the following:</p> <ul style="list-style-type: none">• Continued OJT.• Other types of training.• Suspension of training.• Qualification (if a qualification skill check is being conducted).

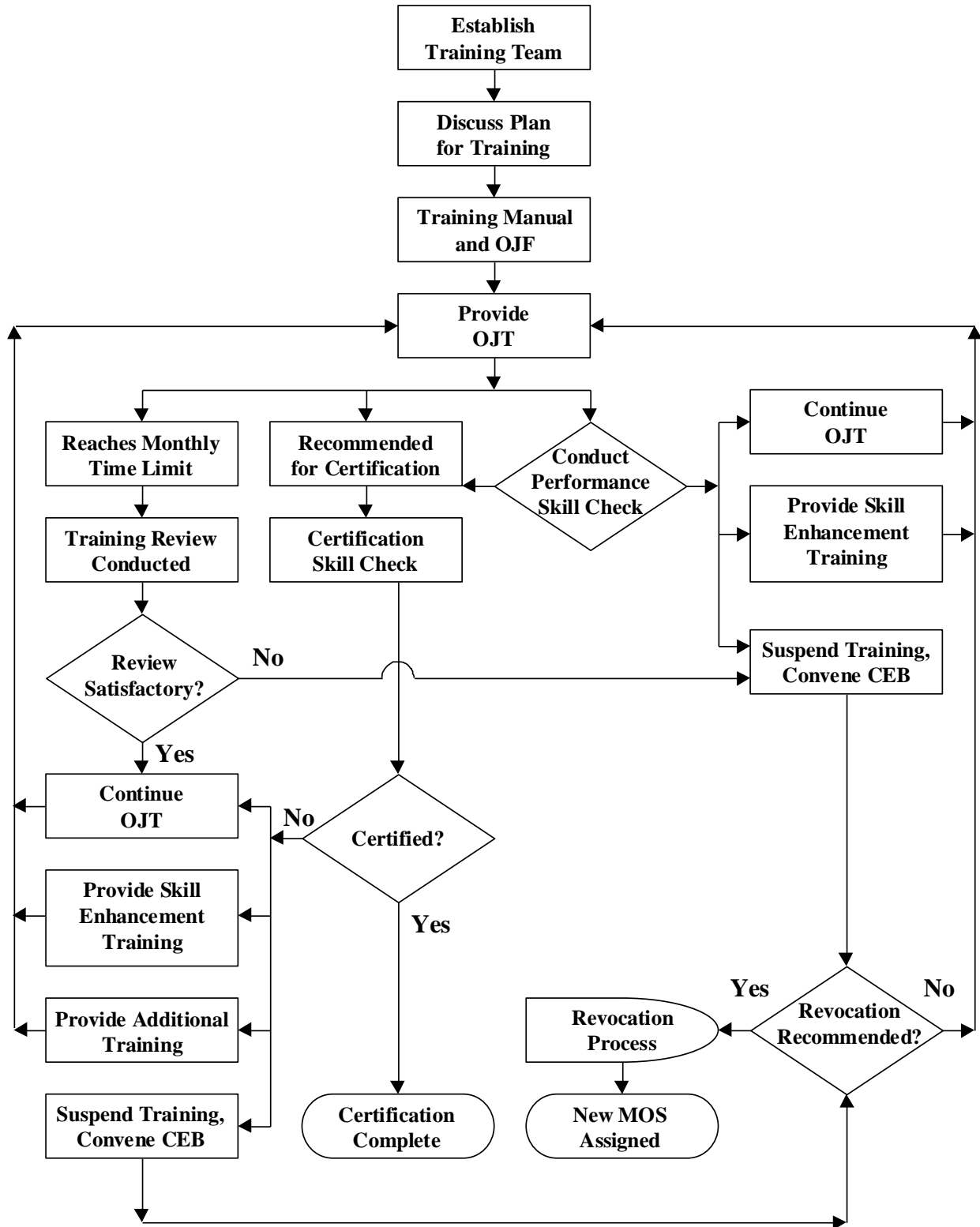
**OJT INSTRUCTOR COURSE
PARTICIPANT MANUAL**

Program Components

<u>Component</u>	<u>Description of the Process</u>
Skill Enhancement Training	The purpose of Skill Enhancement Training is to help the individual correct weaknesses, or to develop skills that cannot be obtained in the operational environment. Skill enhancement training is not OJT. Skill enhancement training may include tutoring, simulation, monitoring, and any other training method that will help the individual to certify.
Additional OJT Time	Additional OJT time may be assigned to individuals who will not certify in the allotted time limit, but who, in the opinion of the training team, can certify with a set amount of additional OJT. The training team can assign additional OJT time up to 20 percent of the time limit. Twenty percent is the limit the training team is authorized to assign. However, there is a process in place that allows the facility to assign additional OJT time above the 20 percent.
Training Review	<p>If training is suspended due to OJT performance, a training review will be conducted. The purpose of the review is to ensure that the individual was given every opportunity for success and that the integrity of the training program has been maintained. The review is performed by a Controller Evaluation Board (CEB) assigned by the Air Traffic Control Facility Officer. This group may consist of a union representative and at least two of the following individuals: a first-level supervisor who is not the individual's supervisor, a second-level supervisor, and the training chief.</p> <p>The training review group may recommend the continuation of training including the assignment of a new training team, skill enhancement training, a new amount of OJT, or other actions that would help the individual certify. The group may also recommend that training be discontinued. The ATCFO considers the recommendations and make the final decision to continue or terminate training.</p>

Program Flow

The flowchart presented on the following page illustrates the flow of the OJT and Qualification process.



Characteristics of Effective Feedback

◆ **Specific rather than general**

General feedback: Your phraseology is wrong.

Specific feedback: In your last few number clearances, you failed to call out your 9's as niners and your Oh's as zeros.

◆ **Focused on behaviors rather than on the person**

Focused on person: How could you do that? What are you -- stupid?

Focused on behaviors: When you issued that last departure without a void time, it could have caused problems for later crossing traffic, especially in the nonradar environment.

◆ **Focused on behaviors that can be changed**

Outside individual's control: The static on the frequency was a real problem.

Under individual's control: When you speak rapidly, it is difficult for pilots to understand what you are saying. When possible, try to speak a little slower when giving pilots answers to their requests.

◆ **Not overwhelming to the individual**

Overwhelming: It is important that you work on your technical skills for phraseology, prioritization of duties, vectoring, weather analysis, and computer entry. Also, you need to work on your team skills and your area knowledge.

Useful: There are several areas you need to work on. Let's begin by addressing just a few of these areas. Once you're on top of those, we'll move on to the rest. We'll begin with vectoring skills. There are several CATTS exercises to help you improve your vectoring skills. Also, you should observe Chris vector traffic during the 4:00 p.m. arrival rush. See me after you have completed these assignments. Together we'll pick the next area to focus on.

◆ **Responsive to the individual's feelings**

Nonresponsive: I don't see what you are so upset about. Everyone has a rough time with this position at first. It's part of seeing if you've got what it takes to be an FPL. I went through it myself.

Responsive: I know this is a difficult position, but we'll take it one step at a time. In no time it will come more easily for you. Trust me, I felt the same way when I was first on this position.

◆ **Clear, not confusing**

Confusing: In that last pilot weather briefing, you responded correctly. That was a great response about the building weather. One thing that wasn't very clear was the timing of the weather buildup. Come to think of it, I think the pilot might have been confused by your briefing.

Clear: In that last pilot weather briefing, the information you presented on the building weather was excellent. However, you forgot to mention when the weather was likely to change.

◆ **Base on facts, not opinions**

Opinion: Someone mentioned to me that you are having lots of trouble on the local control position.

Fact: The results on your simulation exercises indicate that you had excessive spacing between arrivals. On the average, the spacing between arrivals was over 10 miles.

◆ **Timely**

Untimely: Three weeks ago, I observed that you were having trouble with coordination of point outs.

Timely: That last point out was coordinated very late. In the future, you should try to coordinate point outs sooner.

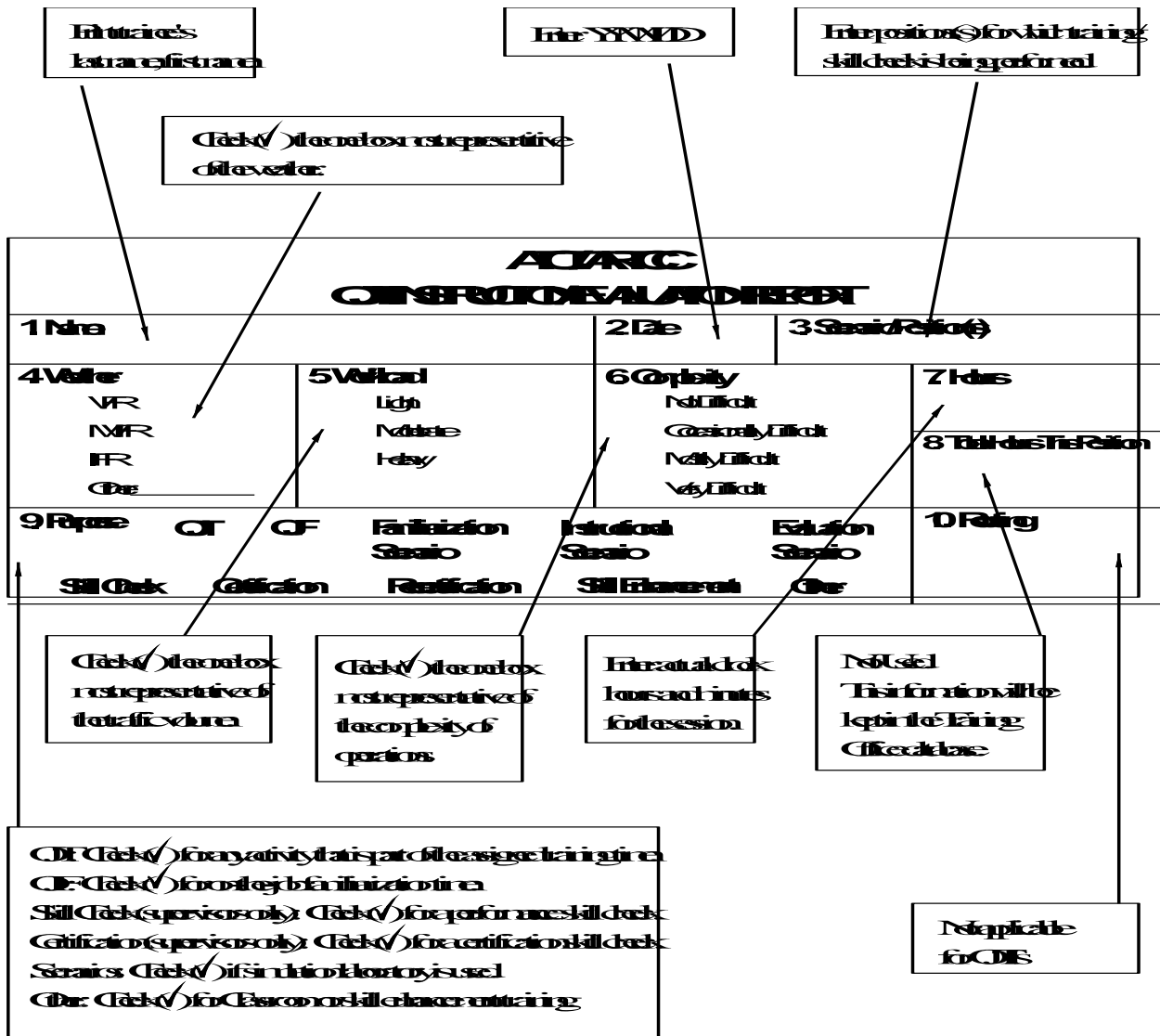
Guidelines for Phrasing Questions

Do's

- ✓ Ask clear, concise questions covering a single issue.
- ✓ Ask reasonable questions based on what the trainee can be expected to know at this point in the training.
- ✓ Ask challenging questions that provide thought.
- ✓ Ask honest, relevant questions that direct the trainee to logical answers.

Don'ts

- ✓ Ask rambling, ambiguous questions covering multiple issues.
- ✓ Ask questions that are too difficult for the trainee to answer.
- ✓ Ask questions that are too easy and provide no opportunity for thinking.
- ✓ Ask "trick" questions designed to put the trainee off guard.



OJT INSTRUCTOR COURSE PARTICIPANT MANUAL

Check (✓) if the question/procedure was observed but no comments were made in Block 12

Check (✓) if the question/procedure was observed and commented upon in Block 12

For Supervisor's use during skill check. Check (✓) if the trainee's observed performance meets expected performance requirements and the trainee can work independently on this job function

11	Job Task	Job Step	Observed	Comment	Supervisor's Use	Independent	Unassisted	Station Training
REQUIRE	A Spaciation	1 Spaciation issued						
		2 Safety alerts are provided						
	B Coordination	3 Performance standards are pointed out						
		4 Required coordination is performed						
	C Control Judgment	5 Good control judgment is applied						
		6 Priority of duties is understood						
		7 Positive control is provided						
		8 Effective traffic flow is maintained						
	D Methods and Procedures	9 Aircraft identity is maintained						
		10 Strip posting is complete/correct						
		11 Clear and effective communication is complete/correct and timely						
		12 LOAs Directives are adhered to						
		13 Additional services are provided						
		14 Rapid recovery from equipment failure and emergencies						
		15 Safe and effective control environment						
		16 Effective working procedures are maintained						
	E Equipment	17 Equipment status information is maintained						
		18 Equipment capabilities utilized and understood						
	F Communication	19 Functions effectively as a crew/over team member						
		20 Communication is clear and concise						
		21 Use of prescribed phraseology						
		22 Make only necessary transmissions						
	G Other	23 Use appropriate communication method						
		24 Relief briefing is complete and accurate						
	Enter any additional job functions							

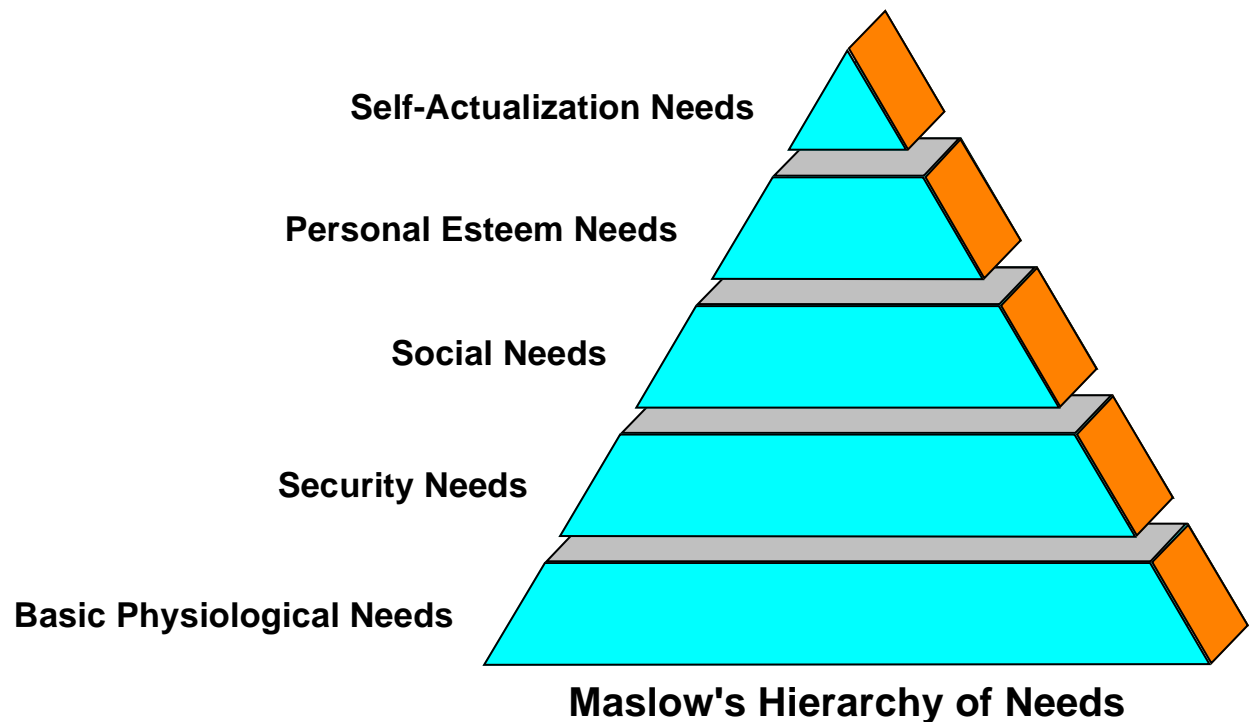
FAA Form 8210-25 (5-9) Spaciation Previous Edition

**OJT INSTRUCTOR COURSE
PARTICIPANT MANUAL**

12 Comments	12A References
<p>Use this block to document the trainee's performance during OJT and skill checks.</p> <p>The OJT's comments may be specific or general. They may include exemplary, noteworthy, or unusual events. They should describe any observed performance deficiencies. When improvement is needed in a specific area, the OJT's comments should cite applicable procedures, letters of agreement, orders, directives, etc.</p> <p>The supervisor's comments for skill checks should document progress and describe performance rated as 'needs improvement' or 'unsatisfactory'. The supervisor should cite applicable procedures, letters of agreement, orders, directives, etc.</p> <p>The supervisor should make recommendations for performance improvement if needed, and recommend:</p> <ol style="list-style-type: none"> (1) Continuation of OJT (2) Skill enhancement training (3) Suspension of training (4) Certification, when appropriate 	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Sign first and last name.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Use only during skill checks.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>For trainee's use only. Do not use this block.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>For supervisor only. Do not use for position certification or recertification by recoding position of operation, signing your name, and entering the current date.</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Enter YYMMDD</p> </div>
<p>Signature _____</p>	<p>Date _____</p>
<p>13 Recommendation: Certification Skill Check Certification</p> <p> Continuation OJT Skill Enhancement Training Suspension of OJT</p>	
<p>14 Employee's Comments</p> <p>This report has been discussed with me (signature): _____</p> <p style="text-align: right;">Date: _____</p>	
<p>15 Certification</p> <p>I certify that this employee met qualification requirements for position and is capable of working under general supervision.</p> <p>Signature of Certifier: _____</p> <p style="text-align: right;">Date: _____</p>	

Motivation Research and Theories

Maslow's theory of motivation is based on the assumption that people are driven to satisfy needs. His theory states that needs can be as basic as the need for shelter, food, and safety, or as complex as the need to strive for self-actualization. Maslow believed that people cannot fulfill higher level of needs until their basic needs are satisfied. He arranged the needs into the following levels.



Try to match the following questions to the levels within the Maslow Hierarchy of Needs:

- Do I fit in? Do I like my co-workers?
- Am I safe here? Will I be able to pay the rent, feed my family?
- Do I feel good about my work? Do I feel good about myself?
- How can I improve myself? Can I contribute to making the ATC system better?
- Am I going to make it here? Should I take out a mortgage?

➤ *Remember . . . Maslow believed that each level of need must be met before the individual can function at the next level of need.*

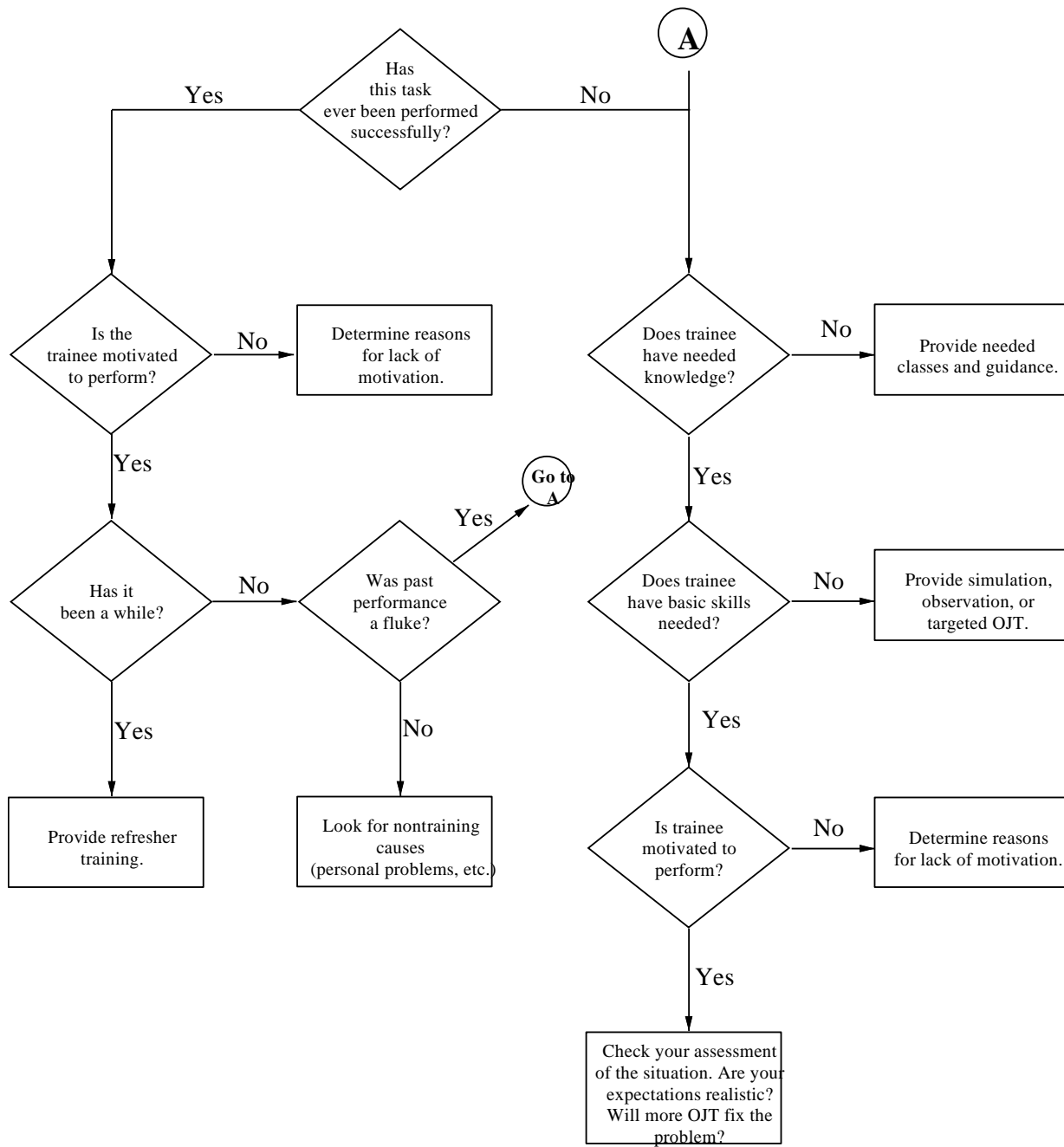
Reference: Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.

Coaching Assessment

Instructions: Assess your coaching skills by reading each of the items below and checking the appropriate box.

	Currently Doing	Would Like To Do More Often
1. I set and communicate realistic performance expectations for the trainee.	<input type="checkbox"/>	<input type="checkbox"/>
2. I am genuinely interested in the success of the trainee.	<input type="checkbox"/>	<input type="checkbox"/>
3. I challenge trainees to help them learn.	<input type="checkbox"/>	<input type="checkbox"/>
4. I help build self-confidence in trainees.	<input type="checkbox"/>	<input type="checkbox"/>
5. I confront negative behaviors and attitudes during OJT of training team members.	<input type="checkbox"/>	<input type="checkbox"/>
6. I teach by example.	<input type="checkbox"/>	<input type="checkbox"/>
7. I explain what is expected of the trainee throughout OJT.	<input type="checkbox"/>	<input type="checkbox"/>
8. I provide support to trainees in critical situations.	<input type="checkbox"/>	<input type="checkbox"/>
9. I share critical knowledge and effective strategies with trainees.	<input type="checkbox"/>	<input type="checkbox"/>
10. I offer encouragement to trainees.	<input type="checkbox"/>	<input type="checkbox"/>
11. I model professional, respectful behavior.	<input type="checkbox"/>	<input type="checkbox"/>
12. I provide constructive feedback during OJT.	<input type="checkbox"/>	<input type="checkbox"/>
13. I encourage the trainee to work independently and take calculated risks.	<input type="checkbox"/>	<input type="checkbox"/>
14. I help the trainee set goals for performance improvement.	<input type="checkbox"/>	<input type="checkbox"/>
15. I generate alternatives for dealing with performance problems.	<input type="checkbox"/>	<input type="checkbox"/>

IDENTIFYING CAUSES OF PERFORMANCE PROBLEMS



Activity: Training Beliefs

Instructions: Working with your other group members, answer the following questions about your assigned quote(s).

Q. Have you ever encountered this belief or a similar one in the OJT environment?

Q. What are the reasons for this belief?

Q. What impact might this belief have on learning?

Phases of Change

Instructions: Read the statements below. Check any statement that you have heard related to changes that are taking place in the OJT environment.

Denial

It's just a matter of time before this goes away, too.

I'd still be here doing the same old stuff long after they're gone.

I don't care - do what you want.

We've always done it this way.



Resistance

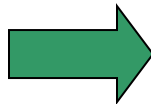
This will never work!

It's been tried before.

No way-not me!

You all can try - but don't involve me.

Who are they - are they crazy?



Commitment

What can **I** do to make this work?

Who else do **I** need to bring on board?

How quick can **I** get this done?



Exploration

How will this impact me?

How can I make the best of this?

What will happen if this fails?

Who else believes it will happen?

I'm all for it if ...

Training Team Roles and Responsibilities

Training Team

The training team facilitates the training of a trainee by continuously assessing the training progress and providing feedback that enhances training. The training team consists of the trainee, two OJTIs, the trainee's supervisor, and any other personnel designated by the ATCFO. The overall responsibilities of the training team members include:

- ✓ Review and discuss the plan for training.
- ✓ Determine the position(s) for which OJF will be provided and determine the need for OJF on other operating positions.
- ✓ Ensure continuous, objective assessment of progress during training and provide that assessment to other training team members.
- ✓ Identify the need to improve performance and, as needed:
 - Recommend the types of skill enhancement training to be provided, and/or
 - Recommend additional OJT time.
 - Provide recommendation to the trainee's supervisor on readiness for qualification or suspension of training.
- ✓ Provide information during the training review process, as requested.

Trainee

The trainee actively participates in training to achieve qualification and perform operational assignments in order to maintain proficiency. The trainee's responsibilities include:

- ✓ Review and discuss the plan for training with the other members of the training team. Ensure that all aspects of the plan for training are understood.
- ✓ Review, discuss, and sign daily evaluation.
- ✓ Advise his or her supervisor immediately of any extenuating circumstance(s) that might impede training progress.
- ✓ Be physically and mentally prepared to receive OJT, exercise initiative, and study to ensure satisfactory training progress and qualification.
- ✓ Verify that all OJT/OJF times are recorded accurately.
- ✓ Engage in OJT only on positions that have been assigned.
- ✓ Be responsive to training performance feedback from OJTIs/supervisors.

On-The-Job Training Instructor (OJTI)

The OJTI is responsible for assisting the trainee in acquiring the knowledge and skills necessary to certify. The OJTI's responsibilities include:

Ensure the OJT process includes preferred methods of teaching through a combination of direction, demonstration, and practical application.

Be familiar with the trainee's previous training performance prior to commencing OJT.

Document OJT results on an evaluation form.

Discuss the performance as soon as possible after each session. This discussion should include an overview of the session, and identification of the strengths and weaknesses, and specific recommendations to improve performance.

Have only OJT duties to perform during training sessions.

Provide OJT to no more than one trainee at the same time.

Satisfy training objectives as specified in the Training Manual.

Keep the trainee's supervisor informed of progress.

Assume the responsibilities of a training team member when assigned to a training team.

Trainee's Supervisor/Coordinator

The trainee's supervisor of record directs the training activities of employees under his or her supervision, promotes cooperation and communication, and coordinates resources to assist training. The responsibilities of the trainee's supervisor include the following:

- ✓ Administer, assign, monitor, and facilitate training.
- ✓ Maintain communication among the training team, training chief, and second-level supervisors, as appropriate.
- ✓ Provide feedback to OJTIs on the effectiveness of the training provided.
- ✓ Ensure that OJT reports are completed and discussed with the trainee as soon as possible after each session. This discussion should include an overview of the session, and identification of the strengths and weaknesses, and specific recommendations to improve performance.
- ✓ Ensure that OJT hours are documented.
- ✓ Ensure that OJTIs have no other duties to perform during training sessions.
- ✓ Maintain currency on positions for which qualifications are conducted.
- ✓ Sign the qualification entry in the employee's Training and Proficiency Record. This signature certifies that the employee has completed all qualification training for the position.

- ✓ Promote teamwork skill for training team members.
- ✓ Conduct performance and qualification skill checks.
- ✓ Serve as team leader for his or her crew's training teams.