

Title: How to Write OJT Modules

Type: X Skill Knowledge

Performance Objective:

The trainee will be able to write training modules for OJT that are precise and easily followed by all trainers and trainees.

Target Proficiency:

- Awareness Understanding Perform w/ Supervision
X Apply Independently Proficiency, can teach others

Trainer Preparation:

- Designate team members who will assist module development. Include trainee(s) if possible (having less experienced employees: ensures that necessary information is included; ensures that detail and complexity written into the training are at proper levels; ensures that existing skill levels are taken into account; they will ask questions to clarify content that will assist in designing).
- Have flip chart available. [donuts/bagels are optional]

Special Requirements:

Designate a couple of hours each week, if needed, to designing training modules to minimize conflict with regular duties. Schedule it and follow your schedule.

Prerequisite Modules:

How to conduct a job task analysis
How to write training module cover sheets

Procedure:

Trainer will use as job aid to help prepare for this task.
Trainer can then use as training module to prepare team for task of writing OJT modules.

Notes:

Strive to develop training modules for OJT that are consistent and usable throughout the agency

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OJT Module Lesson

Title: How to Write OJT Modules	
WHAT	WHY, WHEN, WHERE, HOW, SAFETY, QUALITY
1. Trainer & trainee review guidelines for writing OJT modules	Refer to <u>table 1</u> attached.
2. Writer use the two column format (used here)	Draw it on flip chart or whiteboard if using a team to develop the OJT module. Template attached and available in Word format on the soils.usda.gov website.
3. Trainer introduce/review column 1 with trainee writer	What = Use of <u>action verbs</u> + <i>objects</i>
4. Trainer introduce/review column 2 with trainee writer	Tell why, when, where, and how action steps are to be carried out, also give safety, quality, and any other explanatory information.
5. Select a task	Select a task, probably from an already completed task analysis.
6. Write the task title	Module titles are “How to” + the task name (action verb + object) [How to <u>write</u> <i>training modules</i>]
7. <u>Write</u> <i>first action step</i> ; (<u>action verb</u> + <i>object</i>)	<p>a. Ask, “what is the first action you want a trainee to take?”</p> <p>b. If working with a team to create the module, check for consensus</p> <p>c. Write this action step in column 1.</p>
8. Write corresponding <i>why, when, where, how, safety, or quality</i> as needed	<p>a. Do you want to tell the trainee <i>why, when, where</i> or <i>how</i> the action step is necessary?</p> <ul style="list-style-type: none"> • If yes, check for consensus and write the answer(s) in column 2 • If no, skip it. <p>b. Are there any <i>safety</i> concerns?</p> <ul style="list-style-type: none"> • If yes, check for consensus and write the answer in column 2 • If no, skip it. <p>c. Are there any quality concerns?</p> <ul style="list-style-type: none"> • If yes, check for consensus and write the answer in column 2 • If no, skip it. <p>d. Is there any other explanatory information about the action step?</p> <ul style="list-style-type: none"> • If yes, check for consensus and write the answer in column 2 • If no, skip it. <p>E. Identify each action sub-step using a., b., c., etc.?</p>

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9. Write remaining action steps	Repeat action sub-steps for actions 7 & 8 above for each.
10. Prepare measurement(s) of learning	Prepare one or more measurement of learning activities: <ul style="list-style-type: none"> ▪ Exercises ▪ Quiz ▪ Discussion ▪ Other
11. Consider using graphics	Ask, "Would the addition of graphics clarify any action steps or sub-steps?" <ol style="list-style-type: none"> a. If yes, note that in the appropriate space(s) in the module and obtain the graphic(s). b. Consider inserting the graphic in column 2 if practical. Otherwise, reference it as an attachment.
121. Review Human Factors Checklist	Refer to Checklist 1 attached.
13. Apply Human Factors Checklist	<ol style="list-style-type: none"> a. Look for interface issues with <ul style="list-style-type: none"> • Other people • Information • The environment • Equipment, tools, etc b. Document as appropriate in the module or on the cover sheet
Attach the training module cover sheet to <u>front</u> of document	Cover sheet should have already been completed but you may need to update upon completion of the module.
Attach any exhibits, references, etc. as needed to the <u>back</u> of the document	Best to have them attached to the document instead of having them look them up, unless that is part of the training

Alternative Format

WHAT	WHY, WHEN, WHERE, HOW, SAFETY, QUALITY
Open PowerPoint	<p>Some OJT will benefit from use of PowerPoint, in particular:</p> <ul style="list-style-type: none"> • Application based (NASIS, GIS) where screen-shots are required • Where insertion of pictures is necessary-may work better than inserting directly into a Word file • Will then also have a ppt as well as a Word/pdf file for your and other's use
Format PowerPoint	<ul style="list-style-type: none"> • Simply keep a white background or use the NRCS ppt slide design template • Use black font if white, white if using the NRCS template • Keep default font sizes • No transitions, no animations • Do use callout boxes to add text to the slides as needed – make sure they are placed properly
Use the slides for column #1 entries per instructions above	
Use the "Notes" section for each slide for column #2 entries per instructions above	
Complete all other steps as listed in instructions above	
Use Slide Into Word Add-in to convert to a pre-formatted Word document which can be saved or printed to a pdf file	<ul style="list-style-type: none"> ▪ It is preformatted to a 2-column format, slides on the left, Notes on the right, 1-3 slides per page depending upon the amount of Notes included. ▪ Slide into Word must be purchased, or ask the Training Coordinator at the NSSC to complete the conversion for you.
Complete the cover page and copy/paste onto the top of the Word document	This will push the slides to the 2 nd page
Paste any attachments, references, templates, etc. to the end of the document	Should go to a separate last page. If not, use "returns" to "push" the file to start on its own page
Edit the title	Remove the .ppt extension in the title Remove the .ppt path
Edit header/footer	Delete the Slide into Word link Check page numbers for text wrapping Delete the ppt file reference
Option: Save/print directly from Notes Page view in PowerPoint	<ul style="list-style-type: none"> ▪ If slides need to be full page to be viewed properly.

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to a pdf file, or	<ul style="list-style-type: none">▪ Provides slide on top, Notes on bottom, one slide per page▪ This will require adding any attachments later by creating a pdf file from multiple files, including this pdf file you created.

Table 1-Guidelines for Writing Training Modules for OJT

1. Use, short, simple words in the 2-column format provided.
2. Use action verbs and objects in column 1, and brief statements in column 2.
3. Write column 1 as a memory jogger for the trainer.
4. Provide enough detail in column 2 for the trainee to practice unassisted after training sessions.
5. Be specific and comprehensive in column 2. Trainee may not go to the trouble to research a vague direction (for example, “observe all safety rules”).
6. Use only well-known abbreviations and acronyms.
7. Avoid ambiguous words or information such as “right drawer” or “in the office”. Instead, be more specific such as “right-hand drawer” or “in the office-cabinet 3, drawer 2 from the top”.
8. Specify exact quantities whenever possible.
9. Define new terminology immediately before the action step in which it occurs.
10. Where possible, put graphics, drawings, tables, charts, decisions tables/trees, and other reference material directly into the training modules with the appropriate action step to lessen the number of outside references the trainee must find (unless that is the objective-finding the correct reference). At the least, make these reference materials attachments to the training module.
11. Include follow-up actions in the module. Write, for example, “Notify project leader when task is complete.”
12. Insert cautions, warnings and other notes where appropriate.
13. Apply the Human Factors Checklist to each and every training module to make sure that interface issues are addressed.

OJT Module Lesson Measurement of Learning

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Checklist 1- Human Factor Checklist

People – People Interfaces:

1. Does the performance of this task require any of the following types of coordination or contacts? If so, directly above the affected action step or sub-step, identify the person to perform that coordination or contact.
 - Within team
 - With other teams
 - With MO/SDQS
 - With State Office
 - With NSSC
 - With others

2. Does the trainee have the authority to make decisions called for in the training module? Decision making should be consistent with the trainee's level of authority so that tasks can be performed with minimum supervision. If the trainee cannot make the necessary decisions, write in the module the appropriate person(s) for the trainee to notify for decision making.

3. If other people, groups, or organizations are mentioned in the training module, would the trainee know who they are and where/how to locate them? If not, specify this in the training module.

People – Information Interfaces:

4. Is all written and spoken information easily accessible when you need it, correct, easy to read and understand, and not likely to be misinterpreted? If not, change it or consider another approach.

5. Have graphics been used when they would make steps easier to understand? If not, consider their addition.

6. Is the information consistent with other instructions, graphics, and instructions? If not, correct the inconsistencies.

7. Does the task require another type of job aid, such as Soil Taxonomy, or a checklist? If so, make sure it is available or create it and include with the training module.

8. Are the action steps in column 1 and the corresponding information in column 2 arranged in logical order? If not, rearrange them.

People – Environment Interfaces:

- 9. Will there be environmental conditions present during the performance of the task that might damage equipment or be a hazard for the trainee? If yes, make sure to include a CAUTION just before the affected step or sub-step.

People – Equipment Interfaces:

- 10. Can the trainee readily identify and locate tools and equipment required for the task? If not, consider adding pictures and providing location(s).
- 11. Does the trainee know how to operate all tools and equipment required for the task? If not, add operation to your task list and prepare a job aid, break it down appropriately into 30-minute segments as needed and write training modules appropriately. Also consider adding a CAUTION just before the affected step or sub-step if appropriate.
- 12. Are the tools and equipment needed always readily available when needed? If not arrange for availability. Under "trainer preparation" or "special requirements" on the training module cover sheet, direct the trainer to make sure the tools and equipment is available.
- 13. Are the necessary tools and equipment always in working order? If not, add a note to the module cover sheet to check before training begins or add a step to the training module to verify that all is in working order (especially if that is part of the training).