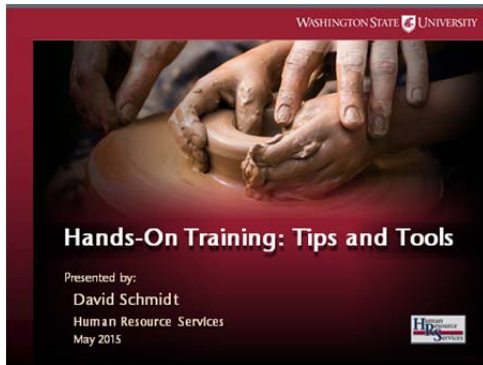


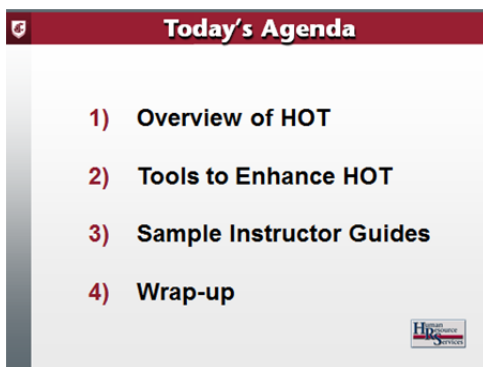
Hands-On Training: Tips and Tools

Presentation Notes

Sample Instructor Guides



This brief presentation provides some tips and tools for the effective use of hands-on training in your department. As proven by both research and experience, the simple act of structuring on-the-job training greatly increases its efficiency and effectiveness.



The workshop agenda is presented here. Beginning with a brief overview of hands-on training, we will quickly move into a look at some specific tools or techniques that are commonly used by instructors within the context of hands-on training. Some of these govern the instructor's basic approach to HOT and may not be obvious to trainees. Others are more procedural in nature and help the instructor carry out certain tasks during the training.

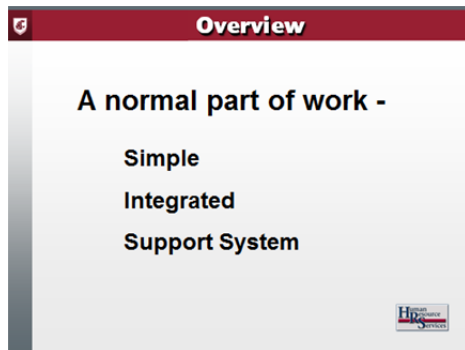
From there, a variety of sample instructor guides which describe how to do the training will be provided. If you choose to use them, these guides will likely need to be modified to be most applicable in your training, but they all describe a basic step-by-step "recipe" for you to get started.

Then we will wrap up our time together with any additional questions or thoughts you might have on the topic.



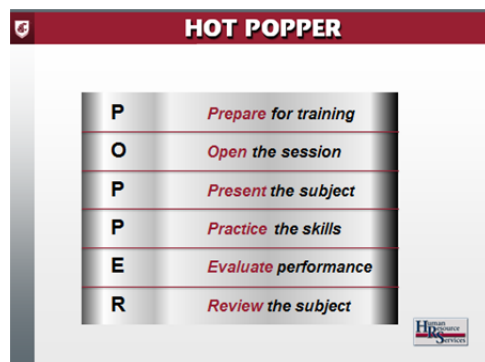
Much of the information presented here is adapted from the book cited on this slide and written by Gary Sisson. He states, *"In a very real sense, hands-on training is nothing more than an orderly approach to something that is going to happen anyway."*

It is simply human nature to learn. With or without a sound structure in place, inexperienced workers will try to learn their jobs from experienced workers.



HOT works best when it is integrated as a normal part of work. In this sense, HOT looks far less like a training program and more like an ongoing support system akin to equipment maintenance or quality assurance. It is a very effective method for accomplishing a function that must be accomplished anyway. A simple training system, supported by a simple method and simple rules, stands a far better

chance of success in the workplace than a complex training system that requires heavy maintenance and administration.



An easy acronym to help remember and use the basic structure of HOT is ***HOT POPPER***. The specific steps are listed here. Even though six distinct steps are involved, the underlying principle is one of simplicity. As already mentioned, the general rule of thumb is that the more complex the training system, the less likely HOT will work.

All too often well-intentioned trainings fail to reach their goals because of a lack of attention to the first and last steps. Professionals faced with training individuals on-the-job are sometimes prone to enter the situation without structuring how the event will proceed. *"I will just show her how I do this task and give her a little practice,"* is sometimes the extent of the preparation. *"I have been performing this task for years and know it forward and back."*

Unfortunately, while this may be true, performing the task is not actually the requirement at this point. In this case, the veteran employee's primary task is ***training***, not ***performing*** the task.

Prepare:

Training may not be the task the professional spends a great deal of time doing and preparation may include assembling examples of completed work in advance (both good and bad samples), checking the equipment that will be used, protecting the area from interruptions, creating an easel chart outlining the main points, etc.

Carefully determine the anticipated outcome of the training. How well should the trainee perform, how quickly, under what conditions? These considerations will be valuable in the evaluation step.

Open:

When training people whom you do not know, begin with appropriate welcomes and introductions. This is not necessary, of course, if you have been working together for a time. However, even within good working relationships, the trainee may feel some anxiety learning new skills and some sort of welcome can mitigate worries and unease. Ask the trainee how he feels about the upcoming task and then introduce the topics to be addressed. This is where the preparation begins to pay off. The task should be broken down into appropriate components that may include the work process itself, safety, quality, cleanliness, thoroughness, and so forth.

Present:

This step can vary greatly, of course, depending upon the topics involved. For instance, a training session focused on workplace safety will differ tremendously from a telephone skills training. However, in both examples it is important to stick to the main steps only and answer questions from the trainees. You may defer some questions till later to protect the linear development of a process, or you may choose to interrupt the process momentarily. Clarity of the topic must always be considered.

This is also the step during which you may produce examples of work for illustration. Include both good and bad samples when possible.

Practice:

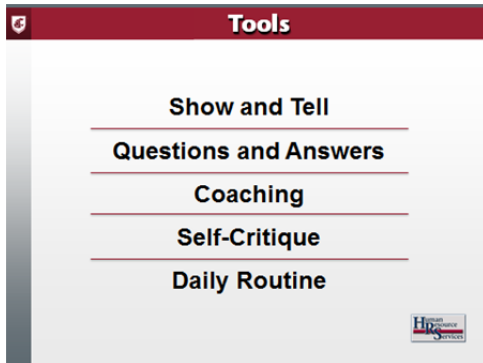
This step is often combined with the next step – Evaluate – because it is nearly impossible to observe your trainees practicing what you have presented without simultaneously assessing their performance. However, the two steps are still two distinct activities. You should position yourself where you can see the trainee's work clearly and ask questions to make sure the trainees understand what they are doing while performing the tasks. Offer coaching and tips on how to improve, but be careful not to overwhelm the trainee as they practice new skills. Have each trainee practice each task at least twice and continue practice until you are satisfied with the performance.

Evaluate:

Remember your expectations regarding performance and use those to help with the evaluation process. Remain as objective as possible and rate the performance based on these predetermined objectives.

Review:

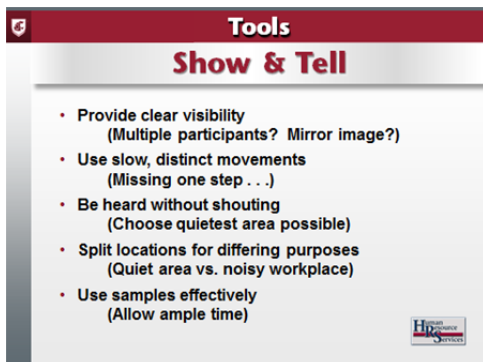
Briefly review the main points of the session. Describe what you believe the trainee should now know and be able to do. Indicate if additional practice and review sessions will be provided. Ask and answer any final questions.



Now let's look at several of the tools and techniques commonly used by instructors within the context of HOT. As with the HOT POPPER method itself, most of these tools are simple and straightforward. They do not require a lot of complicated reasoning and most people can readily understand and use them to increase training effectiveness.

In fact, the more difficult question is when to use these tools, not how to use them. In a few cases the answer is obvious. For example, one of the tools (Daily Routine) describes a simple pattern to follow if your training lasts several days. When do you use it? Every day. But others, such as Question-and-Answer sessions and Self-Critiques must be initiated by the instructor on the spot—when called for by the situation.

This means that the instructor must have these tools available (i.e., know them), recognize when it is time to pull one out of the tool kit, and then apply it to the situation at hand.



The show and tell method is familiar to all, but certain aspects can benefit from attention.

Provide clear visibility

Positioning so the trainee can see everything clearly is often a challenge. It is compounded when multiple trainees are present. Also be aware of the mirror image when important. If you trainees face

you, your left hand is on their right and may lead to confusion.

Use slow, distinct movements

When showing physical skills and other actions that may be difficult to follow, go slowly and narrate what you are doing. Missing one critical step often impacts all subsequent steps. A particularly good example of this is often seen when demonstrating computer skills. The instructor may move the mouse/cursor and make selections more quickly than trainees can track.

Be heard without shouting

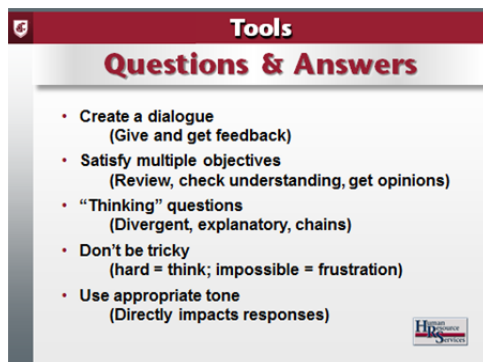
It is important to be heard, of course, but not appropriate to try to yell over background noise. Whenever possible, move the training to the quietest location available.

Split locations for differing purposes

Loud, distracting environments may be unavoidable for some training. In these cases, investigate the possibility of conducting some of the training steps described by POPPER in a quiet area and moving to the noisy one when necessary.

Use samples effectively

Both good and bad examples often help the trainee learn. However, often the trainee is still examining a sample that is being passed around when the instructor moves on to the next point. Allow ample time to examine and ask questions.



The skill of asking and answering questions is certainly one of the most important skills an instructor can use. The kind of questions you ask, the words you use, and the tone of your voice all affect the answers you are likely to get. As an instructor, you will soon begin to realize that questions are a powerful tool. But you also will begin to see that questions are easily misunderstood by trainees. That's one of the frustrations that go

with two-way communication.

As with any other skill, the more you practice, the better you become at asking questions. Ask lots of questions. They keep trainees involved, make people think and generally contribute to better training.

Feedback

Questions are one of the best ways to give and get feedback. They create involvement in the training through a dialogue between the instructor and the trainee.

Multiple objectives

Through effective questioning, the instructor can review material, check understanding, start a discussion, get opinions, draw out personal experience, etc.

“Thinking” questions

The best questions are those that require trainees to think. Questions that start with "Why?" or "How?" or "What do you think about?" are usually the best. Those that can be answered with a simple yes or no are usually the weakest. Questions are usually most effective when they are asked in "chains." In other words, the answer to one question is followed up with another question.

In general, a series of connected questions is better than a "one question, one answer" parroting routine. Usually the follow-up questions go deeper into the previous answer. They expand it, test it, or (in the case of a group situation) give other people a chance to express their opinions. This is the essence of dialogue.

Most of the time an instructor has an answer in mind when he or she asks a question. On the other hand, most questions have more than one good answer. A good instructor is willing to accept an answer that may be different from the one he or she expected—especially if the other answer makes sense. If you insist that only your own answers are right, you will be regarded as a rigid instructor.

If a trainee doesn't know the answer to a question, it is your responsibility to help the trainee. Instructors aren't perfect! Sometimes you might ask a question that nobody understands but you. The best policy is to automatically assume that you asked a bad question. Rephrase the question and ask again. Then, if your trainee can't answer, ask yourself what's wrong. Sometimes even the best instructors must answer their own questions.

Don't be tricky

Try to avoid tricky questions that trap people. These tend to embarrass others, and they usually don't help people learn the subject. In fact, trick questions usually end up making the instructor—not the trainee—look foolish.

It is normal for the instructor to know more about the subject than the trainee. Otherwise, why do the training? But some questions are impossible for the trainee to answer. They are beyond the trainee's knowledge. The rule of thumb is that hard questions make people think, but impossible questions just make them discouraged.

Use appropriate tone

When you ask questions, listen to the tone of your voice. The nature of a question can depend on how it sounds to others. For example, you could ask the question, "Where were you at eight o'clock?" If you used a "normal" tone of voice, the person you asked would probably give you a direct answer. But you could easily ask this question in a tone of voice that sounds like you're accusing the other person of being in the wrong

place. Your emotions are expressed in the way your voice sounds. This can put the other person on the defensive and negatively affect your communication. It is best to ask questions without letting emotion show in your voice.



Coaching is the process of guiding others to help them reach their full potential. It is a process of shaping or steering performance toward desirable goals. It is possible to have training without coaching and coaching without training. In HOT POPPER, however, training and coaching are used together to help the trainee achieve job performance objectives.

In HOT, coaching is entirely positive and intended only to help a person improve. Harsh criticism and sarcasm are highly inappropriate. They detract from the learning rather than helping accomplish the objectives.

In HOT, coaching usually happens during the practice step and again during the instructor's follow-up, after the formal training ends. When done effectively, coaching follows a five-step pattern that you can remember by recalling the word *coach*.

C = Continue Practice

The instructor has the trainee perform a task.

O = Observe and Evaluate

As the trainee performs, the instructor observes carefully and evaluates performance, noting what the trainee does right and also what needs improvement. The instructor does not interrupt unless the trainee performs an unsafe act or makes a very serious mistake. During the performance, the instructor offers encouragement when the trainee does a step correctly.

A = Affirm Positive Performance

When the trainee is finished, the instructor compliments the trainee on what went right and then assigns the trainee to repeat the performance.

C = Communicate Ideas for Improvement

Just before the trainee is ready to perform again, the instructor offers advice, suggestions, or tips on how to improve. These are based on observations of the preceding performance, and they must be very specific in order to be helpful. The

instructor also may choose to show the trainee how to improve, rather than merely explaining this.

H = Help Until Satisfied

The trainee then repeats the performance, trying out the instructor's advice. Meanwhile, the instructor continues to observe, evaluate, and offer encouragement. The instructor might choose to have the trainee repeat only certain steps of the job in order to accelerate experience. If so, the trainee's final performance should cover the entire job or task.

This coaching pattern is repeated until the instructor is satisfied that the trainee can perform as expected.

The HOT coaching technique is intended to be a positive process. For that reason, criticism, in the normal sense, is avoided. Mistakes are dealt with by offering help on how to improve and certainly without dwelling on them. By keeping your coaching positive, you will find that trainees make fewer mistakes and learn faster. Coaching is one more factor that increases the power of HOT POPPER.



Tools
Self - Critique

- Learning from mistakes
- Opportunities for review, encouragement
- Allows trainee to "save face"
- Guard against over-criticism
- Draw out positive

The fundamental principle behind the self-critique technique is that a mistake has only one value: *what can be learned from it*. As the instructor, your job is to ask the trainee three simple questions: "What went right?" "What went wrong?" "What did you learn?" Then, as the trainee answers, you can offer encouragement as well as advice.

A self-critique allows the trainee to review and evaluate his or her own performance. It also is a means of allowing the trainee to save face by pointing out his or her own errors. In fact, the normal tendency is for trainees to be overly critical of their own performance. As the instructor, your job is to steer the critique toward positive results. Do not allow the trainee to gloss over the first question ("What went right?") or dwell on the negative aspects of performance. Instead, use the self-critique as a means of wrapping up a practice session. Then provide your own coaching and have the trainee repeat the practice until you are satisfied.

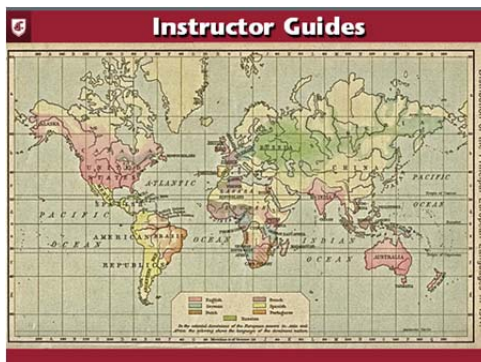


Hands-On Training is often spread out over several days, sometimes even weeks or months. The same instructor and trainee work together as a team until the trainee can do an entire complex job. In these cases, it is more than likely that the training will be interspersed with work, rather than having one long string of continuous training sessions.

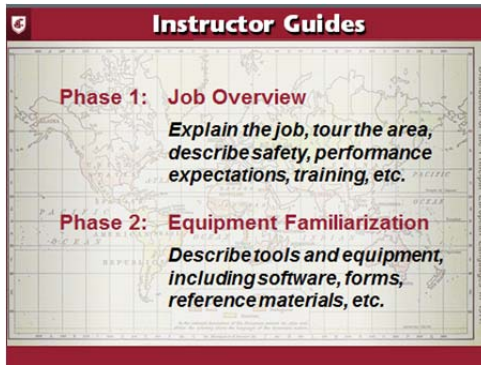
A daily routine will help maintain the necessary balance and enhance progress toward the goal of establishing the trainee's self-sufficiency on the job. This simple routine has three elements that can be arranged in any order to fit the situation. You can remember the parts of the routine by recalling these three words: *New*, *Review*, *Do*. Here's how it works:

- Every day, spend time helping your trainee learn something new. The goal is to make at least some progress every single day.
- Spend part of the day reviewing subjects covered before. This may entail having the trainee repeat practice sessions from earlier days, it may require you to repeat earlier demonstrations, or it may involve the two of you sitting down and going over some of the material covered in earlier sessions.
- Another part of the day should be spent doing some productive work. This will become easier as the trainee learns more and is able to perform more tasks.

The order of these three segments and their lengths may vary from day to day. The value of this daily routine is that it provides variety while encouraging progress toward the goal.



An instructor guide is a step-by-step "recipe" for instructors to follow when conducting training. Some instructors use different names, such as lesson plan, training plan, facilitator's guide, and so on, but they all refer to the same thing: a document that describes how to do the training.



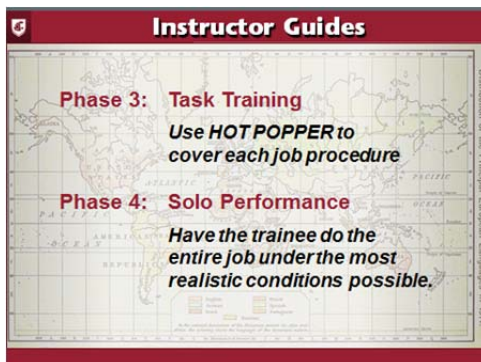
Four sample guides are provided here for your consideration. They are structured around a four-phase training sequence to help you decide when to cover different subjects. Appropriate steps of the HOT POPPER method are combined with the applicable instructor guide to deliver training within each of the four phases.

Phase 1: Job Overview

Explain what the job is. Show the trainee the work area. Cover subjects such as the outputs or products of work, safety and quality issues, performance expectations, objectives, and how the training will work.

Phase 2: Equipment Familiarization

Cover information about the tools and equipment used on the job. These may include actual hardware and machinery. But they also may include software, forms, reference materials, and anything else that is used to help accomplish the work. The point here is to acquaint the trainee with the language of the job, where materials are located, and generally how they work before getting into the details of actually doing the job.



Phase 3: Task Training

Use HOT POPPER to cover each job procedure. If the job entails complex setup procedures, cover the normal operating procedures first, then return to the more complicated setup tasks. This way, the trainee will find the setup tasks easier to learn. Save troubleshooting tasks for later in this phase of training. Again, the reason is that it is usually easier for a trainee to deal with exceptions after he or she already knows how to do the job under normal operating conditions.

Phase 4: Solo Performance

Once the trainee has successfully practiced each task by itself, put the process back together by having the trainee do the entire job under the most realistic conditions possible. The length of this phase depends upon the complexity of the job. The more complex, the longer the solo. The solo phase is often used for job qualification or

certification. In addition, it allows the trainee to build confidence and prepare for the transition from training to work.



In summary, three very common situations may call for the application of HOT: evolution, revolution, and execution.

Evolution is the situation where Hands-On Training can be used to cover the everyday incremental changes that make an organization tick. This could mean that the system changed over time or we just found a better way of working, as in a continuous improvement situation. Hands-On Training is a great way to "spread the word."

Revolution is where Hands-On Training may be used to teach people from scratch. This refers to the revolutionary change from "can't do" to "can do." It may involve a brand new employee, an entirely new product or process, or an experienced person on a new job. In many cases, Hands-On Training is the only training option available.

Execution refers to the use of Hands-On Training to facilitate the transfer of training from the classroom to the job. Hands-On Training is used as a follow-up to other types of training in order to help the trainee make the transition from practicing to properly executing the job in the workplace.

If you think in terms of these three situations, you'll see that the opportunities for using Hands-On Training are countless. They surround you every day. All you have to do is choose. Some of the opportunities are obvious and important while others are more subtle, but every application of hands-on training is a "reach out and touch someone" situation.

Instructor Guide 1: Job Overview

(If you are starting with a new trainee, this is the first instructor guide to use. Its purpose is to open the entire training process by covering "the basics," as an introduction or orientation to both the training and the job. This is where you set the tone for training by covering topics such as quality, safety, the overall work process, performance standards, and how the training will work. The job overview presents the big picture, helping the trainee to understand where he or she fits into the organization and the flow of work. This lays the groundwork for the more specific training that follows.)

Prepare

1. ***Make up a set of samples of the following:***
 - Good quality output
 - Poor quality output
 - Quality specifications/prints
 - Quality measurement devices/gauges used
2. ***Get safety equipment for each trainee.***
3. ***Set up a quiet training area with chairs for each trainee and instructor. (This could be a break area.)***
4. ***If you wish, make a flip chart or overhead of the main points to cover during each part of the session to help keep you on track. If you do this, you will have to make sure the equipment is available for your session. The session can cover:***
 - Job safety
 - A basic introduction to the job
 - Quality
 - Cleanliness and housekeeping
 - How the training will work
5. ***Get training manuals or copies of materials that will be used by trainees as needed.***
6. ***Check the work area. Make sure it is presentable.***

Open

1. ***Welcome each trainee:***
 - Explain that this session will help trainees get started but that most of the training will be done in the workplace.
 - Make appropriate comments to reduce any worries the trainees have about being in a new situation. It may take a few minutes to calm them down.
2. ***Introduce yourself and any other instructors.***
 - Each instructor should tell his or her

- Name
- Job
- Role as a Hands-On Trainer or a presenter in this session
- Each instructor should comment on the importance of the training and his or her personal commitment to helping trainees learn their jobs.
- 3. ***Ask the trainees to introduce themselves. Have each one tell***
 - His or her name
 - Something about his or her work background
 - How he or she feels about this job.
- 4. ***Introduce the topics that will be covered in this session:***
 - Safety
 - An overview of the work process
 - Quality
 - Cleanliness and housekeeping
 - How the training will work
- 5. ***Ask if there are any initial questions, and answer as needed.***

Present: Safety

Note: Jobs vary greatly when it comes to safety. Cover only those safety topics that apply to your particular situation.

1. ***Explain that there are several really important safety factors on this job.***
2. ***Cover the following as they apply to the job:***
 - Noise
 - Eye safety
 - Personal protective equipment (hand out as needed)
 - Moving parts and pinch points
 - Knives, blades, or other sharp objects
 - Electrical shock
 - Lock out/tag out procedures
 - Fumes and dust
 - Hazardous materials
 - Floor hazards and falls
 - Safety around vehicles
 - Safe driving practices
 - Lifting procedures
 - Fire hazards
 - Explosive hazards
 - Climbing and falls
 - First aid
 - Emergency procedures
 - Other topics based upon your experience

Present: Work Process Overview

Note The point in this session is just to familiarize trainees with the work process and the area, not to give the details.

1. ***Take trainees to the work area.***
2. ***Briefly show and explain how the work is done:***
 - Stick to the main steps only.
 - Answer questions as you go. You will need to defer many of the answers till later in the training. Don't be afraid to explain that you'll cover something later.
 - Review safety and point out areas of specific hazards.
3. ***When the tour is complete, take the trainees back to the training area.***

Present: Quality

1. ***Explain the importance of quality:***
 - Explain the organization's quality policy and/or philosophy (sometimes it is best to have specialists do this part).
 - Explain the trainees' personal responsibilities for quality.
 - Hold a question-and-answer session.
2. ***Distribute and briefly explain the set of product samples:***
 - Show examples of both good products and defects.
 - Let trainees handle the samples for a few minutes, then collect the samples.
 - Hold a brief question-and-answer session.
 - Show and explain samples of product specifications/prints, and explain where these are located.
 - Show and explain any special measurement devices (instruments, rulers, tapes, gauges, etc.).
 - If there is time, have trainees use them.
 - Tell trainees that you will explain more about quality and how to maintain it as the trainees learn the job.
3. ***Demonstrate how to***
 - Inspect the work outputs
 - Fill out quality forms

Present: Cleanliness and Housekeeping

1. ***Explain the importance of good housekeeping:***
 - It helps prevent accidents.
 - It helps maintain quality.
 - It is important for the organization's public image.
2. ***Briefly cover the expectations for cleanliness and housekeeping.***

3. *Explain that you will cover a lot more on housekeeping as they learn the job. For now, list the various housekeeping issues that will be covered later in the training.*
4. *Ask and answer questions as needed.*

Present: The Training Process

1. *Explain how the training will work. Explain that you will cover the following subjects:*
 - Equipment familiarization
 - Basic work procedures
 - Practice doing the job
2. *Explain that most of the training sessions will use the following pattern:*
 - Opening to introduce the subject
 - Presentation of information about the subject
 - Practice of skills and procedures
 - Evaluation and coaching from the instructor
 - Review of the session
3. *Explain that most of the training will be Hands-On Training done in the work area.*
4. *Tell the trainees that you expect them to ask lots of questions and get really involved in the training. Explain that it is better to ask questions and make mistakes now than once they're on the job.*
5. *Explain the objective/goal of training.*
6. *Explain how trainees will be evaluated at the end of training.*
7. *Ask if they have any questions about how the training will work, and answer as needed.*
8. *Hand out and explain any training materials to be used.*
 - Explain how they are to be used.
 - Cover the policy on returning them after training.

Review

1. *Briefly review the topics covered during this session:*
 - Safety
 - Work process
 - Quality
 - Cleanliness and housekeeping
 - The training process
2. *Answer any final questions.*
3. *Move on to the next session.*

Instructor Guide 2: Equipment Familiarization

(The first specific topic for training should be the language, nomenclature, and jargon used on the job. So we start by covering all of the hardware, software, tools, and materials that will be used or referenced by the trainee. Needless to say, this will vary greatly from one job to another, but the purpose of equipment familiarization training is always the same. It is to help the trainee learn what things look like, where they are located, and what they are called. The reason for covering the equipment before the work procedures is to build a foundation and vocabulary that will support both the instructor and trainee as they move forward. If the trainee knows this information, the trainee and instructor will be on the same wavelength as training progresses. This avoids the very confusing method of trying to cover both nomenclature and procedures at the same time.)

Prepare

1. ***Make sure the work area is presentable.***
2. ***If you have equipment documentation, use it.***
3. ***If you don't have equipment documentation, make a list of items to cover. Include items such as***
 - Hardware and main features
 - Software systems
 - Documentation
 - Office equipment
 - Machines, main features, and controls
 - Tools
 - Instruments
 - Gauges
 - Fixtures
 - Fasteners
 - Raw materials and supplies
 - Chemicals
 - Parts and subassemblies
 - Vehicles, main features, and controls
 - Construction equipment
 - Protective clothing and equipment
 - Storage areas and devices
 - Housekeeping equipment and supplies
 - Transportation systems
 - Control systems
 - Maintenance equipment
 - Security systems
 - Emergency equipment
 - Utilities
 - Information processing systems
4. ***If you wish, set up a display of tools and/or equipment used on the job.***

Open

1. ***Explain that this session is about the equipment***
 - Systems
 - Main features
 - Controls
 - Tools of the trade

2. *Tell the trainees that it is important to remember the parts and what they are called because you will be referring to them all the time during training.*
3. *Assure them that for now, they don't have to worry about the work. Instead, they should just focus on where items are located, what they are called, and generally how they work.*

Present, Practice, and Evaluate: Equipment Parts and Purposes

Note Equipment familiarization should be covered with all basic trainees and for those advanced workers moving into new areas.

1. *Follow the equipment documentation or your own list of topics to cover:*
 - Be sure to use the correct names.
 - If parts are sometimes called other names, explain what you want trainees to call them.
 - Stick to how systems work.
 - Avoid getting into the work procedures used. This will take too much time and confuse trainees.
 - Give only enough detail to help trainees understand, and avoid information they don't really need.
 - Remember: Too much information can be very confusing.
2. *During your explanation, ask and answer questions to make sure trainees understand.*
3. *Be sure to explain anything special like safety precautions or special maintenance needs.*
4. *When you are finished, have trainees practice explaining the equipment:*
 - Point out some of the main parts.
 - Have trainees name them and explain them.
 - Provide help and additional information as needed.

Review

1. *Go over the main points from the session.*
2. *Ask and answer any final questions.*
3. *When you are ready, move on to the next session.*

Instructor Guide 3: Task Training

(Once the trainee understands the "tools of the trade," it is time to cover how these are used to accomplish the job at hand. In this phase, each task or procedure is covered in detail, practiced by the trainee, and evaluated by the instructor. Starting with the basics, the instructor and trainee build a framework for performance. Training on each task or procedure follows the HOT POPPER technique, and training continues until the trainee masters every part of the job as required by the instructor. As the trainee practices each procedure, the instructor provides coaching for improved performance. The task training phase is where most of the learning takes place. This instructor guide is applied as a "loop." That is, you start at the beginning and follow the steps of HOT POPPER until the trainee can perform the first task, then you return to the beginning and repeat the process with the next task, and so on until all the required procedures have been covered. If you are trying to estimate the total length of your training program, you will need to make separate estimates for training on each task and then add them up.)

Note Repeat the following pattern for each task learned by the trainees.

Prepare

1. ***Use existing job documentation or make a list of all tasks, methods, skills, and work procedures the trainees will need to know.***
2. ***Decide on the best sequence for training:***
 - Sometimes there is an immediate need for job performance on certain tasks. Start with these.
 - In some cases, basic tasks should be mastered before moving on to more advanced tasks. Start with the basics.
 - In other cases, the advanced tasks may help trainees learn the basics, as well. If so, cover the more advanced tasks first.
 - Whenever possible, start with those tasks that make it easier to learn others that follow.
3. ***Before starting task training, review the task(s) you will cover.***
4. ***Assemble all tools, equipment, and materials needed to perform each task.***
5. ***Make sure the work area is set up the way you want it to be. Be sure it is neat, clean, and orderly: the way you expect it to look every day.***
6. ***As the instructor, you must decide how much time to spend on each task.***

Open

1. ***State the task.***
2. ***Explain the importance of doing it right.***
3. ***Mention any special safety or quality points that apply to the task.***

Present: Procedures

1. ***Follow all of the correct procedures, showing and explaining how to perform the task. Follow this training method:***
 - o Position trainees where they can see and hear.
 - o Go slowly step-by-step.
 - o Be very systematic.
 - o Point out any "tricks of the trade" that will make the trainees' job easier.
 - o Hold a question-and-answer session to make sure trainees understand.
2. ***Repeat the demonstration at least twice, moving a little faster each time.***
 - o Have the trainees explain the task as you do the work.
 - o Make corrections as needed.
3. ***When you are ready, move on.***

Practice and Evaluate: Procedures

1. ***Follow this general pattern:***
2. ***Explain the importance of doing the job right first and then building up speed.***
 - o Have trainees perform the task while you watch and evaluate.
 - o Observe carefully and provide coaching as needed.
 - o Be sure to stand where you can see trainees' work.
 - o Ask questions to make sure trainees understand what they're doing.
 - o Have them repeat steps as needed.
 - o Give them tips on how to improve. Do this just before you have them repeat the task.
 - o Have them repeat the whole demonstration at least twice.
 - o The second time through, ask trainees to explain what they're doing as they go.
 - o Stand back a little.
 - o Evaluate performance.
 - o Continue practice till you are satisfied that trainees can do the job. Then move on.
3. ***Repeat this training method for each procedure.***

Review

1. ***Briefly review the main points from the session, stressing safety and quality.***
2. ***Ask and answer any final questions.***
3. ***Release trainees, assign work, or move on to the next task as appropriate.***

Instructor Guide 4: Solo Performance

(The final, and perhaps most critical, phase of training is covered in this instructor guide. During solo performance, the trainee is required to build upon the framework of task training by proving that he or she can do the whole job, with minimum help from the instructor. In this phase, the trainee's role is to perform the work and the instructor's role is to evaluate performance in order to determine whether or not the trainee is qualified to do the job. The length of the solo varies greatly from job to job, but it always must be long enough to provide a fair opportunity for the trainee to accomplish the training objectives and a reasonable opportunity for the instructor to make an accurate evaluation. As this phase draws to a conclusion, the instructor usually tapers off his or her involvement, and the training process blends into the work.)

Prepare

1. ***For this session, get everything ready for operations on the job.***
2. ***Decide on the length of time for practice:***
 - It should be long enough to be sure the trainees can actually do the job.
 - In some cases, this session may last up to several weeks.

Open

1. ***Explain that this part of training will be spent practicing the whole job.***
2. ***Explain how long the practice will last.***
3. ***Explain that the trainees' assignment is to do the job and the instructor's job is to observe performance, offer suggestions for improvement, and help in any way possible.***
4. ***Explain to the trainees that you will be available if they need help:***
 - Explain that if they have any questions or if they get stuck, they should contact you.
 - Be sure to state where you will be.
 - Emphasize that they should try to find you before getting help from anybody else.
5. ***Explain that if they can't find you, they should put aside any questionable work outputs or production and hold them till you return. Meanwhile, they should continue to work.***
6. ***Answer any questions.***
7. ***Move on.***

Practice and Evaluate: Job Performance

1. ***Make job assignments to trainees.***
2. ***Have them begin work.***

3. ***During the practice session, check trainees frequently:***
 - Make sure they're following the procedures you taught them.
 - If they need help, provide it.
 - Ask lots of questions to make sure trainees really understand what they're doing.
4. ***If and when trainees get into trouble, help them out.***
 - It is your job to handle anything that happens beyond the basics assigned to new operators.
 - If you need to perform complex tasks with the controls, it is recommended that you don't try to teach these to new trainees. They aren't ready.
 - Use problems and critical incidents to discuss an operator's proper response to these events.
5. ***Be sure to double-check trainees' work outputs to make sure they're acceptable.***
6. ***About twice per day, have the trainees critique their own performance:***
 - What went right?
 - What went wrong?
 - What did they learn?
7. ***As time goes on, taper off your contact with the trainees. Remember: The point is to get trainees ready to operate their own.***

Review the Training Program

1. ***Remind trainees about the subjects covered in the training.***
2. ***Give trainees your impressions about how they did in training. If completion of training results in job qualification, inform the trainees of results.***
3. ***Ask if they have any final questions.***
4. ***Thank the trainees for their participation.***
5. ***Release the trainees.***