Because
“Read & Understood”
Isn’t Good Enough
How to Build an Effective OJT Program

NE PDA Meeting
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How to Build an Effective OJT Program

• Topics
  – Characteristics of a Universal, Effective OJT Program
  – OJT Content
  – How to Build an OJT Program
What is OJT?

What is “an OJT”?
Characteristics of a Universal, Effective OJT Program

✓ Performance/competency based, confirming both knowledge & performance – not R&U!
✓ Structured, in a curriculum, with progression built on prior competencies
✓ Standardized content/format
✓ Owned & delivered by area personnel
✓ Defined for specific job responsibilities, ensuring consistency across the group/site
✓ Thoroughly defines performance expectations at training completion
Characteristics of a Universal, Effective OJT Program

- Competence assessed by OJT trainers and area management
- SOPs documented as “complete” at signoff of OJT – no separate “R&U” entry needed!
- Employs periodic requalification as appropriate
  - Utilize operational checks in place of requals
- Ties training to production needs, but retains structure and planned nature
- Time budgeted for training
Characteristics of a Universal, Effective OJT Program

✔ Delivered by trainers who:
  ✔ Possess expertise with & ability to perform the task
  ✔ Are qualified/certified & designated by area management to train others on that task
  ✔ Have their performance periodically assessed through:
    ✔ Performance reviews/evaluations, including feedback from trainees
    ✔ Data on instructor performance (deviations, metrics, etc.)
    ✔ Annual observation (by the area manager/supervisor or another qualified trainer) as they perform training
So what should be in an OJT?

<table>
<thead>
<tr>
<th>Element</th>
<th>What Is It</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Structure &amp; required elements</td>
<td>Consistency</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Items to complete prior to beginning training</td>
<td>Structured training plan, progression of skills</td>
</tr>
<tr>
<td>Related Items</td>
<td>SOPs utilized in the task</td>
<td>Demonstrated ability to utilize the procedures</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>What the trainee will be able to do at the completion of training</td>
<td>Scope of the task &amp; required level of competence</td>
</tr>
<tr>
<td>Background/Rationale</td>
<td>Non-SOP information related to the task (the why’s)</td>
<td>Knowledge of operation</td>
</tr>
<tr>
<td>Checklists</td>
<td>Signoff of successful completion of defined operational components</td>
<td>Demonstrated competence against assessment criteria</td>
</tr>
<tr>
<td>Signoffs</td>
<td>Trainee, trainer, supervisor acknowledgement of completion</td>
<td>Approval of readiness to perform independently</td>
</tr>
</tbody>
</table>
How to Build an OJT Program

• Identify the tasks done in the area
  — Defines what OJTs are needed
• Identify what people need to do as part of each task
  — Defines Learning Objectives & Related Items
  — Use Bloom’s Taxonomy!
• Create a training plan, ordering tasks by “level”
  — Defines Structured Training Progression & Prerequisites
How to Build an OJT Program

• Define task components & performance criteria (use SOPs & SMEs!)
  – Defines competencies & assessment criteria, creates Checklist (training documentation)
  – Use Bloom’s Taxonomy!

• Document big picture, why’s, tips/techniques
  – Provides Background & Rationale on operation

• Define signoffs (who, when, meaning)
  – Documents authorized level of performance
What’s the Key to Success?

• Have a vision – take the time to figure out what you want and understand what the end result should look like.
  
  —*It may not be what you’re doing now!*
THANK YOU
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>List, name,</td>
<td>Summarize, explain,</td>
<td>Solve, calculate,</td>
<td>Analyze, organize,</td>
<td>Design, write,</td>
<td>Evaluate, choose,</td>
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<tr>
<td>identify, define,</td>
<td>interpret, describe,</td>
<td>demonstrate, apply,</td>
<td>compare,</td>
<td>report, justify,</td>
<td>estimate, judge,</td>
</tr>
<tr>
<td>state, etc.</td>
<td>compare, classify,</td>
<td>modify, perform, etc.</td>
<td>contrast,</td>
<td>support, etc.</td>
<td>defend, critique,</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td></td>
<td>etc.</td>
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<td>etc.</td>
</tr>
</tbody>
</table>

**Beware of vague verbs**

- Know
- Comprehend
- Understand
- Appreciate
- Familiarize
- Study
- Be aware
- Become acquainted with
- Gain knowledge of
- Cover
- Learn
- Realize
Employee arrives/completes NHO → Employee arrives in workgroup & begins basic task requirements → Employee assigned basic job tasks → Employee advances to more advanced job tasks.