Fundamentals of One on One Instruction

TWO DAY WORKSHOP

Modular Content

Predictable Traps

This section of instruction acts as an introduction and overview of the entire program. It is taught interactively through the discussional method of instruction and focuses on the common errors made by trainers in delivering one-on-one instruction:

- Focusing on the trainer rather than the trainee
- Using job performance sequence rather than best learning sequence
- Asking, "Are there any questions?" to gauge learning
- Training "nice to know" rather than "need to do" skills and information
- Following up improperly after training

Job / Task Analysis

- The first step in developing a plan or outline is to break down the job into discrete tasks. Each task is weighted by importance, frequency and learning difficulty to determine the best candidates for formalized one-on-one instruction. Those tasks are then broken down into regular job sequence and rated for learning difficulty, significant exceptions and make or break points. This section of instruction is introduced with a group exercise to develop a job / task breakdown of a common performance. Samples are provided and each student develops their own with the information they bring to the workshop.

Instructional Sequencing

- Regular job performance sequence is not always the best learning sequence. Trainers must consider the "center of interest" of the trainee and grab their attention when beginning to train. The students practice in pairs, sequencing examples provided by the instructor, then choose the best learning sequence for their own task.
- Among the major tools that any instructor has to help focus the design and delivery of the instruction is the concept of the instructional objectives. In designing instruction, efforts should be focused on those things that students can do during training to prove they have learned.
- Stating what the students will do to prove they have learned means identifying in the objective some form of testing as a demonstration of student learning. Therefore, the test might be to fill out a form, troubleshoot a machine, change the oil in the car, clean the mixing machine, etc. An objective should state, "The students will do thus and so to prove to us they have learned."
- This unit is delivered by participative lecture. Students practice writing learning objectives in pairs and design one for their own topic of instruction.

Effective Instructional Approaches

- Typical one-on-one training involves explanation and demonstration — both focusing on the trainer rather than the trainee. The main tool instructors have to ensure a trainee-centered approach is questions. Effective questions can give the trainer feedback that students are learning, serve as an attention-getting device and help keep the students focused and thinking about the task.
- The class is introduced to this concept through the completion of a true/false questionnaire and demonstration by the instructor and student volunteers. The design and use of job aids are introduced through the demonstration.

Lesson Planning for One-on-One

- There are three sections to be included in a plan: preparing the trainee, telling and showing and coaching. Each involves specific content and instructional techniques.
- Students receive samples of lesson plans and through participative lecture and the completion of a programmed note obtain the information required to complete their own lesson plan. Each plan is reviewed by the instructor.

Follow Through to Training

- At the end of a training program trainers must be satisfied that the participants can do the job. Management has to see that they will do the job. Strategies for managing the transfer of training include activities to be performed before, during and after training. This strategy is designed through group activity.