



**STRUCTURED ON-THE-JOB TRAINING SYSTEM**

# **TRAINING COORDINATOR COMPONENT**



## **PREVIEW PACKAGE**

A Competency-Based Approach for Improving the Quality of On-the-Job Training

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## INTRODUCTION

Thanks for considering implementing the Training Coordinator Component of the National Institute for Metalworking Skills (NIMS) Structured O-J-T System in your company.

We are pleased to provide this Preview Package of the Component to facilitate your decision-making. The package consists of the following elements:

- Training Coordinator Component Overview
- Training Coordinator Competencies
- Self-Directed Workbook Sample
- Performance Demonstration Report Sample
- Theory Exam Sample
- Implementation Guide
- Component Order Form

The Training Coordinator Component provides a systematic and rigorous framework that your company can use to achieve dramatic improvements in the quality of its O-J-T. The primary benefits that you will get by implementing the Component are:

- ✓ Credentialing and certification of the training coordinator
- ✓ Better trained O-J-T candidates
- ✓ More effective and efficient O-J-T training process
- ✓ Enhanced employee performance
- ✓ Increased organizational productivity

We are confident that you will want to implement this Component after you have reviewed the Preview Package. To purchase the Component, complete the order form at the back of the Package and fax or mail it back to NIMS at the address on the form. Or, if you prefer, log on to NIMS website ([www.nims-skills.org](http://www.nims-skills.org)), go to the Products section and click on "Structured O-J-T System: O-J-T Training Coordinator Component"

## I. TRAINING COORDINATOR COMPONENT OVERVIEW

The **Training Coordinator Component** of the NIMS Structured O-J-T System has been developed through the direction and input of an Expert Panel of industry stakeholders. It has also been pilot tested with a group of metalworking companies of all sizes and types from across the nation.

### Component Focus

The Training Coordinator Component has been designed to meet the distinct needs and requirements of the person who manages and oversees the administration of training (including O-J-T and related instruction) for new and incumbent employees within the company or department.

### Component Parts

The Training Coordinator Component is comprised of three parts:

- *Self Directed Workbook* (provides training and development material )
- *Performance Demonstration Report* (used to assess O-J-T competencies)
- *Theory Exam* (used to test O-J-T knowledge)

### NIMS Certification of Training Coordinator

Each candidate who successfully completes this component will receive the NIMS Training Coordinator Certificate. To achieve certification, your candidate follows a simple three step process:

1. Acquires the basic **training knowledge** by completing the *Self-Directed Workbook*.
2. Demonstrates the essential **training skills and abilities background** by completing the *Performance Demonstration Report*.
3. Proves **training subject matter expertise**, by taking and passing the *Theory Exam*.

After these steps are completed successfully, the candidate is awarded the NIMS Certificate. The NIMS Certificate is recognized nationally and provides evidence that the individual has the core competencies required to manage and oversee the administration of training including the O-J-T function in a high quality manner.

## II. TRAINING COORDINATOR COMPETENCIES

The Training Coordinator Component is competency-based. This enables the Training Coordinator candidates to proceed at their own pace through the learning and application process.

The Expert Panel identified twelve core competency areas for the Training Coordinator. These areas cluster into two broad categories.

### **Management of Training**

- **Planning of Training**
- **Organization of Training**
- **Direction of Training**
- **Control of Training**
- **Coordination of Training**

### **Design and Delivery of Training**

- **Training Methodology**
- **Training Development**
- **Communication**
- **Coaching**
- **Adult Learner**
- **Personal Styles**
- **Multiple Task Management**

## **Management of Training**

As noted, the first five competencies relate to the training coordinator's Management of Training responsibilities: Planning, Organizing, Directing, Control; and Coordination.

### **Planning of Training Competencies**

- Administer training needs analysis and skills assessment
- Assist in establishment and implementation of a structured O-J-T program
- Prepare training budget and secure financing
- Identify training metrics

### **Organization of Training Competencies**

- Develop training information record keeping system
- Develop training recognition and reward system

### **Direction of Training Competencies**

- Develop training policies and procedures
- Administer training staff development

### **Control of Training Competencies**

- Identify training metrics
- Monitor training effectiveness
- Monitor training metrics
- Monitor trainee progress
- Measure training effectiveness
- Do improvement planning

### **Coordination of Training Competencies**

- Assist in recruiting and screening
- Schedule, implement and follow-up on training
- Orchestrate affiliations and alliances
- Procure additional funding and/or grants

### **Design and Delivery of Training**

The next seven competencies relate to the training coordinator's responsibilities in areas related to the design and delivery of training: Training Methodology; Training Development; Communication; Coaching; Adult Learner; Personal Styles; and, Multiple Task Management (this area cuts across the management and design and delivery functions of the coordinator).

#### **Training Methodology Competencies**

- Implement the four step O-J-T training process
  - Show
  - Tell
  - Do
  - Check
  -
- Report on training outcomes

#### **Training Development Competencies**

- Implement an Instructional Systems Development (ISD) approach
- Write a variety of job aids
- Develop checklists

#### **Communication Competencies**

- Utilize active listening skills
  - Sending and receiving message
  - Giving clear directions and instructions
  - Checking for understanding
  - Acknowledging understanding
  - Giving and receiving feedback
- Overcome communication barriers

### **Coaching Competencies**

- Instill and reinforce positive behavior
- Establish an environment conducive to learning
- Represent company policies and procedures (including safety)
- Take ownership for trainee progress
- Maintain focus on desired learning outcomes

### **Adult Learner Competencies**

- Treat trainees like adults
- Apply adult learning principles
- Adhere to adult learning guidelines

### **Multiple Task Management Competencies**

- Scheduling and coordinating O-J-T tasks
- Ensuring compliance with safety/company procedures
- Acting as liaison for administrative correspondence

### III. SELF-DIRECTED WORKBOOK SAMPLE

The Self-Directed Workbook is the centerpiece of the Training Coordinator Component. The Workbook is unique. It is designed so that your candidates can use it independently to gain the knowledge to be a Training Coordinator.

#### Competency Modules

The heart of the Workbook is its twelve competency modules:

- **Planning of Training**
- **Organization of Training**
- **Direction of Training**
- **Control of Training**
- **Communication of Training**
- **Training Methodology**
- **Training Development**
- **Communication**
- **Coaching**
- **Adult Learner**
- **Personal Styles**
- **Multiple Task Management**

#### Module Structure

Each module includes the following:

- **Learning Objectives** – describe what a candidate will be able to do upon successful completing the module
- **Assessment Activity** – allows candidate to assess initial knowledge and perspective before beginning the module
- **Content Pages** – present the training information for the module



- **Learning Activities** - enable the candidate to interact with and apply the module's content to "learn by doing"
- **Review Activity** – allows the candidate to reflect upon what has been learned and the insights gained by completing the module
- **Review Questions and Answers** – test the candidate's understanding of selected module content
- **Application/Implementation Aids** – provide tools that the candidate can use to apply and implement the module content

The **Table of Contents** from the Workbook and sample pages from **Module 1: Planning of Training** follow.

SAMPLE

## **TRAINING COORDINATOR SELF-DIRECTED WORKBOOK**

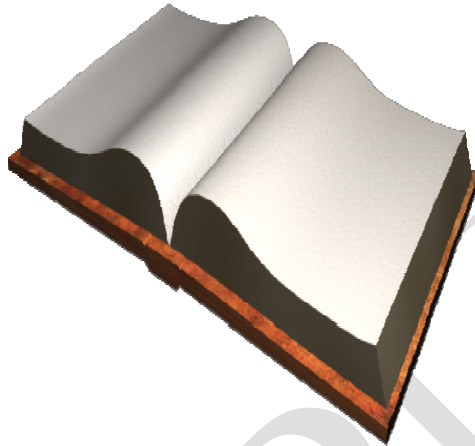
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## MODULE 1: PLANNING OF TRAINING

“The plan is nothing. Planning is everything.”  
Dwight Eisenhower



### OVERVIEW

This module addresses the planning function of the training coordinator. Areas covered include: Establishment of a foundation for a structured O-J-T program; implementation of a systematic framework for O-J-T; needs assessment; and, development of a training budget.

### LEARNING OBJECTIVES

As a result of completing this module, you will be able to:

- List and describe the five key actions to take to establish a sound foundation for a structured O-J-T Program
- List the steps required for implementing a systematic O-J-T framework
- Identify at least eight approaches for conducting a training needs analysis
- Conduct a skills assessment
- List the typical factors to be considered in develop a training budget
- Prepare a budget using the format provided

SAMPLE

**ACTIVITY 1.1. PLANNING OF TRAINING ASSESSMENT**

Before you begin this module, answer the following questions related to the Planning of Training function.

- How would you describe the current approach to the planning of training in your area of responsibility?
- How do you currently do training needs analysis and skills assessment in your area of responsibility?
- How do you currently prepare the training budget in your area of responsibility?
- What do you like the best about your current approaches to these planning-related areas?
- What would you like to change, if anything?
- How would you rate your planning, needs assessment and budgeting skills?
- Given those ratings what are your priorities for this module?

## **MANAGEMENT OF TRAINING: PLANNING FUNCTION**

The planning, organization, direction, control and coordination functions of the training coordinator are interdependent and overlap. As a result, you, as the training coordinator, may perform certain responsibilities across a number of these functions. For example, aspects of training scheduling, implementation and follow up and forms of monitoring can and are done in all of the functions.

The key responsibility areas under the planning function of the training coordinator typically include:

### **PLANNING RESPONSIBILITY AREAS**

- **Assist in the establishment of the foundation for a structured O-J-T program**
- **Assist in the implementation of a systematic framework for O-J-T**
- **Administer training needs and skills assessment**
- **Prepare training plan and budget and secure financing**

### **STRUCTURED O-J-T PROGRAM FOUNDATION**

There are five key actions that you take at a high level to establish a sound foundation for a structured O-J-T program:

#### **KEY ACTIONS**

- **Determine the O-J-T program's purpose**
- **Clarify the O-J-T program goals and objectives**
- **Identify the O-J-T program's customers**
- **Formulate the O-J-T program policy**
- **Develop the O-J-T program plan and schedule**
- *Determine the O-J-T program's purpose (s). Get the company's top management and appropriate decision makers to describe why the program is being implemented. Secure input from other stakeholders such as O-J-T participants, supervisors, trained employees and*

customers. Define the main reason(s) for the program. Secure agreement and then develop a purpose statement for the program.

- *Clarify the O-J-T program goals and objectives.* Program goals are statements of broad results to be achieved through the program such as increased profitability. Program objectives are specific statements of what is to be accomplished through the program such as the competencies to be developed.
- *Identify the O-J-T program's customers.* Who is the target audience for training? Who are primary and secondary customers of the training program? What are their expectations and priorities?
- *Formulate the O-J-T program policy.* Write a policy statement for the O-J-T program. The policy statement establishes the "rules of the road" for the program in areas such as requirements of participants, training time (on company time or off) and compensation. Consider use of an in-house advisory council for doing this.
- *Develop the O-J-T program plan and schedule.* The O-J-T program plan provides a detailed description of what is to be done - the activities to be accomplished to accomplish the program's purposes and goals. The program schedule flows from the program plan. It provides a detailed description of the steps to be taken to accomplish the plan and the time frames for their accomplishment.

Once you've established the high level program plan and schedule, implement that plan on time and on budget.



### Notes

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## **SYSTEMATIC O-J-T FRAMEWORK**

The nature of your O-J-T program plan will be dictated by your organization's particular situation and needs. Regardless of the plan, however, one thing you can do, working with the O-J-T Trainers in your area of responsibility, is ensure that your organization's approach to doing O-J-T is done in a uniform and consistent manner.

This can be accomplished by implementing a systematic framework such as that which follows.

### **FRAMEWORK STAGES AND STEPS**

#### **Stage One: Planning**

1. Identify Jobs for O-J-T
2. Conduct Task Analysis
3. Set Task Standards
4. Identify Skills and Knowledge
5. Develop Training Plan
6. Identify Trainee Needs

#### **Stage Two: Implementation**

7. Schedule Training
8. Prepare to Train
9. Do the Training

#### **Stage Three: Evaluation**

10. Evaluate and Review O-J-T

The structured O-J-T program foundation and a systematic framework provide the proper context and platform for implementation of O-J-T training.

### **Notes**

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## **TRAINING NEEDS AND SKILLS ASSESSMENT**

O-J-T training needs to be focused in the most critical areas. You accomplish this by ensuring that a comprehensive training needs and skill assessment is done before any training is done. This is determined by assessing the nature of the work, the worker and the workplace.

Needs assessment consists of the systematic collection, review and evaluation of data and evidence to accurately define and verify training needs. There are a number of ways that you can do needs assessments. The Research Committee of the American Society for Training Directors catalogued the major ways as follows:

### **TRAINING NEEDS ASSESSMENT METHODS**

<b>Observations</b>	<b>Questionnaire Surveys</b>
<b>Management Requests</b>	<b>Tests or Exams</b>
<b>Interviews</b>	<b>Personnel Records</b>
<b>Group Conferences</b>	<b>Business/Production Reports</b>
<b>Committees</b>	<b>Long-Range Planning</b>
<b>Job and Task Analysis</b>	<b>Skills Assessment</b>

The most common methods used for development of O-J-T are job/task analysis and skills assessment.

### **O-J-T NEEDS ASSESSMENT**

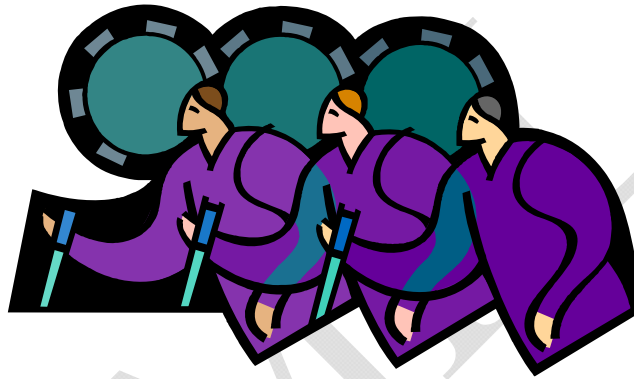
- **Job/Task Analysis**
- **Skills Assessment**

Task analysis consists of defining the job's major tasks first and then breaking those tasks down into a sequential set of task elements. Skills assessments are measuring the actual performance of a trainee against the required skill level for a task or competency area in order to identify individual trainee needs.



Outside resources can frequently play a role in conducting training needs and skills assessment. No matter who participates or how the assessment is done the end product from your needs analysis process should be a comprehensive needs assessment report that identifies the company's priority needs for training.

Before we continue to the training plan and budget area, let's look at the skills assessment step in more depth.



**Notes**

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**ACTIVITY 1.2. SKILLS ASSESSMENT –TRAINEE NEEDS IDENTIFICATION**

**O-J-T Trainer Needs Assessment Form**

*The form below provides a structured approach that you can use to identify the needs of an O-J-T Trainer candidate. Based upon your experience in working with the training staff in your area, complete the form for one of your current O-J-T trainers. Then, list the primary trainee needs and what you think should be emphasized in training in the space designated below.*

Area	+	OK	-	Reason
1. Job Knowledge				
a. Theory				
b. Practical				
2. O-J-T Training Application				
a. Show				
b. Tell				
c. Do				
d. Check				
3. Communication				
a. Clarity				
b. Brevity				
c. Accuracy				
d. Language				
e. Pace				
f. Tone and Modulation				
g. Body Language				
h. Listening				
i. Questioning				
4. Coaching Skills				
a. Sincerity				
b. Enthusiasm				
c. Patience				
5. Adult Learning Skills				
a. Treat as adult				
b. 2-way communication				
c. Positive reinforcement				

Training Needs	Key Learning Points

#### **IV. PERFORMANCE DEMONSTRATION REPORT SAMPLE**

The Performance Demonstration Report (PDR) is the official report for documenting successful performance in meeting the NIMS skill requirements for the Training Coordinator credential. The PDR defines the work history and experiences requirements for the Training Coordinator position. It also requires evaluation of the candidate's skills on all of the O-J-T competencies required to be a Training Coordinator

A sample of the format from the PDR used to conduct this assessment follows. The PDR is self-explanatory and contains complete directions for its use. You can receive a full PDR for review by contacting NIMS.

SAMPLE

## TRAINING COORDINATOR SKILL CHECK SAMPLE

### JOB INFORMATION

Candidate Name: \_\_\_\_\_

Other: \_\_\_\_\_

Competency Area	Process-Performance Standards	YES	NO
1. Planning of Training	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reviewed the O-J-T program's purpose</li> <li><input type="checkbox"/> Assisted in the establishment/implementation of a planned O-J-T program</li> <li><input type="checkbox"/> Administered training needs analysis and skills assessment</li> <li><input type="checkbox"/> Prepared training plan and budget and secured financing</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Organization of Training	<ul style="list-style-type: none"> <li><input type="checkbox"/> Developed or maintained training information and record keeping system</li> <li><input type="checkbox"/> Developed or maintained training rewards and recognition system</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Direction of Training	<ul style="list-style-type: none"> <li><input type="checkbox"/> Developed or modified training policies and procedures</li> <li><input type="checkbox"/> Administered training staff development</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Control of Training	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitored training implementation according to plan</li> <li><input type="checkbox"/> Monitored trainee performance on required statistics</li> <li><input type="checkbox"/> Monitored trainee progress using information and record keeping system</li> <li><input type="checkbox"/> Measured training effectiveness employing company tools</li> <li><input type="checkbox"/> Prepared reports for management regarding performance against plan, training metrics, trainee progress and training effectiveness</li> <li><input type="checkbox"/> Developed corrective action and performance improvement recommendations, as required</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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## V. THEORY EXAM SAMPLE

The theory exam is administered according to NIMS standard testing procedures. The procedures for registration and test administration are posted on NIMS website. The theory exam is open book and the candidate has 90 minutes to complete it.

Because of its use for testing and assessment purposes, the theory exam is not included with the Training Coordinator Component material. However, the questions on the exam are similar to the Review Questions at the end of each module in the Training Coordinator Self-Directed Workbook. Sample questions from the end of the Planning of Training module included in this Preview Package follow.

### **Planning of Training Module Sample Review Questions**

1. O-J-T program goals are:
  - a. Statements of broad results to be achieved for the company such as creation of a world class work force
  - b. Specific statements of what is to be accomplished through the training program such as competency development
  - c. Training plans
  - d. Training deliverables
2. A training needs analysis ensures that training is focused in the most critical areas by:
  - a. Concentrating resources and investments
  - b. Assessing the nature of the work, the worker and the workplace
  - c. Eliminating non-essential activities and job tasks
  - d. Streamlining work processes and procedures
3. A training budget typically includes employee salary costs, trainer costs; instructional development costs; and:
  - a. Manufacturing costs
  - b. Transportation costs
  - c. Inventory costs
  - d. Overhead costs

SAMPLE

## **VI. IMPLEMENTATION GUIDE**

NIMS has prepared an Implementation Guide for the Training Coordinator Component. The Guide is thoroughly documented and detailed and makes implementation of the Component a fail proof and painless process.

The Implementation Guide sets out the steps and provides all of the basic tools that you will need to administer the implementation of the Component within your company. It was developed based upon the direction of the industry Expert Panel that oversaw the creation of the Component and the experience of the companies that pilot tested it.

The Table of Contents for the Guide follows.

SAMPLE

## Needs to be inserted from Guide TABLE OF CONTENTS

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## **CONCLUSION**

Thanks again for considering implementing the NIMS Training Coordinator Component and reviewing this Preview Package.

We trust that you will see the value of the Component for your company. We look forward to being your resource for improving the quality and the results of your on-the-job training.

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