



Ensuring Effective

On-the-Job Training

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RATIONALE

Academic institutions are faced with challenges particularly on the skills they produced which do not match the needs of the industry. A significant number of graduates today are unable to fill the job openings due to job-skill mismatch. A great number of these skills found lacking by companies are taught in the academe that is, technical, human resource and conceptual skills. In addition to that, these same skills can also be reinforced through on-the-job training programs.

On-the-job training (OJT) programs are course requirements providing an opportunity to apply the theories, principles and ideas learned in the academe under supervision. These training programs expose the students to work realities which will ideally hone their skills and prepare them once they get out of the university or college. A study conducted by the People Management Association of the Philippines (PMAP) in 2006, emphasized the importance of an effective on-the-job training program. Achievement of the OJT program objectives ensures the possibility of good performer graduates. The opposite will most likely produce poor performer graduates thus, promoting job-skill mismatch. Hence, on-the-job training programs, vital as it is, should be dynamic and skill centered for the students to effectively grasp the practical learning in the workplace.

Relative to this, a great number of universities and colleges utilize national government agencies and private institutions as venues for their on-the-job training programs. Because of the importance of on-the-job training programs, there is a need to ensure that students undertaking their training in these private and public institutions are given skill-specific tasks and mentoring. Despite this knowledge, there is an apparent lack of clear guidelines between the academe, the government and participating industry partners in regards to specific learning objectives and training needs of students endorsed to them (NGAs) for training. Moreover, malpractices in the government where students are tasked to do menial, unstructured tasks downgrade the value and learning output of OJT programs. As a result, companies and employment agencies find the new entrants lacking of the necessary skills during the hiring process. This is true as well in the case of private corporations. In view thereof, it's vital that strategic agreements between the academe and the government as well as the academe and private companies should be undertaken, focusing on the creation of clear objectives, clear expectations, establish methods of learning verification and effective monitoring

and implementation specific to the on-the-job training programs.

WHAT IS ON-THE-JOB TRAINING?

A training program for students designed to immerse them in a work environment relevant to their courses in the attempts to learn productivity in, knowledge on, and respect for the workplace.

As discussed, on-the-job training programs are course requirements providing an opportunity to not only apply the theories, principles and ideas learned in the academe but also enhance the technical knowledge, skills and attitudes of students towards work necessary for satisfactory job performance.

On-the-job training programs also serve as a venue where students earn experience in career positions relevant to their choice of academic degrees as well as open up other future career choices towards gainful employment.

OJT MANUAL GENERAL OBJECTIVES

- ◆ Provide students with actual workplace experience, exposure to various management styles, industrial and procedures of various occupations in relation to their respective fields of learning.
- ◆ Provide standards and guidelines for conducting OJTs such as amount of workload, number of hours, learning objectives, monitoring scheme and sanctions;
- ◆ Clearly establish the roles and responsibilities of involved parties and provide for protocols regarding different situations that may arise during the OJT;
- ◆ Promote the OJT program through standardized procedures that are uniform, manageable, and practical so that more institutions will participate through;
- ◆ Promote and establish strategic agreements between the academe and the government as well as the academe and private companies focusing on the creation of clear objectives, clear expectations, establish methods of learning verification and effective monitoring and implementation specific to the on-the-job training programs.

ADMISSION REQUIREMENTS

- ◆ There should be a Memorandum of Agreement and Guidelines specifically outlining the role and responsibilities of all concerned parties, training plan, learning objectives and method of evaluation between the school and the partner institution/company/office.
- ◆ The student/trainee should submit a letter of indorsement from the school's authorized personnel confirming that s/he is indeed qualified to complete the on-the-job training program.
- ◆ The student/trainee should submit to the partner institution/company/office a copy of the waiver of consent duly signed by his/her parent/guardian/spouse, pledge of good conduct, bio-data and course syllabus.

Roles and Responsibilities of Involved Parties

STUDENT/TRAINEE

- ◆ An admitted student/trainee shall abide by the rules and regulations set forth by the institution/company/office where s/he is undergoing on-the-job training.
- ◆ The student/trainee should always observe discipline and right conduct.
- ◆ The student/trainee should wear the appropriate dress code.
- ◆ S/he should not engage in gambling, illicit activities, drinking intoxicating beverages and related activities while at work or within the institution/company/office premises.
- ◆ The student/trainee is expected to submit reports and requirements on time.
- ◆ The student/trainee should observe punctuality and attendance in reporting to his/her assigned training area. S/he should accomplish the attendance recording sheet noted by the training supervisor.

PARENTS/GUARDIAN/SPOUSE

The parents/guardian/spouse shall co-sign the training contract to manifest approval or consent to the on-the-job training of their child/spouse.

The parents/guardian/spouse shall also issue a waiver of consent.

HIGHER EDUCATION INSTITUTION (HEI)/TECHNICAL VOCATIONAL INSTITUTION (TVI)

- ◆ The school/HEI/TVI shall formulate the on-the-job training policies and guidelines on the selection, placement, monitoring and assessment of student/trainees.
- ◆ The school/HEI/TVI shall assign a regular faculty member, tenured and academically qualified as Faculty Practicum Coordinator responsible for all aspects of the student internship programs including program implementation, monitoring and evaluation.
- ◆ The school/HEI/TVI shall select the partner institution/company/office and ensure acceptability of training design and venue in order to protect the student/trainee's interest.
- ◆ The school/HEI/TVI shall develop in collaboration with the duly selected partner institution/company/office a Training Plan, which will form part of training contract, for the student trainee/ intern specifying goals and objectives, knowledge, skills and competencies that the student trainee should acquire in each training area, assignments and schedule of activities, among others.
- ◆ The school/HEI/TVI shall also monitor and evaluate performance of student/trainee jointly with the partner institution/company/office based on the agreed training plan.
- ◆ The school/HEI/TVI shall monitor the student/trainee and immediately attend to his/her complaints by coordinating with the partner institution/company/office, CHED and other concerned government authorities if necessary.
- ◆ The school/HEI/TVI also conducts initial visit/ inspection of their training partner organization to ensure safety of students.

FACULTY PRACTICUM COORDINATOR

- ◆ The Faculty Practicum Coordinator shall be responsible for all aspects of the student internship programs including program implementation, monitoring and evaluation.
- ◆ The Faculty Practicum Coordinator is expected to conduct an initial site visit to ensure that the training facility is safe and conducive for the student/trainee.
- ◆ The Faculty Practicum Coordinator is expected to review, orient, interpret and clarify to the student/trainees the objectives of the on-the-job training program.
- ◆ It is the responsibility of the Faculty Practicum Coordinator to do a regular monitoring of the student/trainees under him/her to check on their overall performance and discuss with the On-Site Supervisor to further improve the OJT program. This will ensure immediate resolution of student/trainee's concerns, if there is, as well as provide an opportunity to evaluate the OJT program and follow up on the progress of the student/trainee.
- ◆ S/he should also meet with his / her students regularly on periodic examination schedules for student feedback on their respective assignments to validate complaints concerns of both parties, if any.
- ◆ S/he should also be available for consultation with the student/trainee and provide coaching and counselling assistance, if needed.
- ◆ S/he is also responsible in evaluating the student/trainee's reports, self-evaluation and will give the final grade taking into consideration the evaluation of the On-Site Supervisor.

PARTNER OJT INSTITUTION

- ◆ The partner institution/company/office shall be responsible in providing actual on-the-job training (OJT) to the student/trainee.
- ◆ The partner institution/company/office shall be responsible in assigning the student/trainee to any department during the duration of the OJT requiring for exposure to actual work. The OJT schedule shall be determined by the partner institution/company/office in coordination with the student/trainee and the school's assigned practicum supervisor.
- ◆ Work assignments to the student/trainee should be clearly explained by the partner institution/company/office to ensure that the duties, role and responsibilities of the student/trainee is clearly defined and outlined.
- ◆ The partner institution/company/office shall assign a focal person to serve as On-Site Supervisor who will monitor the student/trainee's overall work performance including demeanor, competence and professionalism.
- ◆ The partner institution/company/office shall conduct an evaluation of the student/trainee's overall performance based on the agreed standards or requirement with the school.
- ◆ The partner institution/company/office shall issue a Certificate of Completion to the student/trainee upon completion of the on-the-job training program.

ON-SITE SUPERVISOR

- ◆ The On-Site Supervisor is responsible in providing the student/trainee with opportunities to work with the specific department or area where they can best apply the theories, principles and ideas learned in the academe.
- ◆ S/he will also be responsible in coordinating with the different departments of the partner institution/company/office where the student/trainee will report.
- ◆ S/he is responsible in supervising the student/trainee for the duration of the on-the-job training program.
- ◆ S/he will also facilitate the evaluation of the student/trainee's performance using the agreed upon standard or requirement of the school/HEI.
- ◆ S/he will regularly meet with the Faculty Practicum Coordinator to discuss his/her evaluation, observations and other issues that may arise for the duration of the on-the-job training program. This will also be an opportunity to discuss the program of the student/trainee.
- ◆ S/he will prepare the evaluation of the student/trainee, upon completion of the on-the-job training program and submit such evaluation to the Faculty Practicum Coordinator.

Monitoring and Evaluation

In order to ensure effective learning through actual work exposure if achieved during the on-the-job training, student/trainees will be evaluated and the OJT program monitored.

WEEKLY JOURNAL/REPORT

Student/trainees will be required to submit a weekly journal or report duly noted and signed by the On-Site Supervisor, to the Faculty Practicum Coordinator outlining his/her observations, learning and reflection relative to the actual work s/ he was exposed to.

The report will help ensure that the school/HEI and the partner institution/company/office are updated on the on-the-job experience of the student/trainee and assess whether it is congruent with the agreed upon training plan and learning objectives.

The weekly journal or report will be assessed and synthesized by the Faculty Practicum Coordinator.

SUPERVISOR EVALUATION

The student/trainee will be evaluated by the partner institution/company/office assigned On-Site Supervisor on a bi-weekly basis on the merit of work performance, competence, work attitude, compliance to submission of reports, attendance and professionalism.

The result of the said bi-weekly assessment will then be submitted to the Faculty Practicum Coordinator who will provide the feedback to the student/trainee and act on the matter, if any.

Further, the student/trainee will also be evaluated at the end of the on-the-job training program by the On-Site Supervisor and s/he will submit the evaluation documents to the Faculty Practicum Coordinator who will consolidate and synthesize the said documents.

POST-MORTEM EVALUATION

The student/trainee will submit a post-training narrative report to the partner institution/company/office and Faculty Practicum Coordinator and such will be a basis for the release of the Certificate of Completion. The report may be used as basis of the partner institution/company/office as well as the school/HEI in improving its on-the-job training program and guidelines.

Appendix