

TRAINING ON THE JOB

In brief

It is a very popular training method and has always been used in organisations. It is implemented directly in the workplace. It partly concerns specific mentoring and coaching training programmes, and partly spontaneous learning experiences that put the learner in direct contact with working reality and therefore with doing things (learning by doing).

Numerous approaches are possible (Cognitive Apprenticeship, Action Learning, Project Work, Self-training), but in continuing changing environments, the key to making this methodology effective is a reflection on the experience (learning by thinking).

What is it?

Training "on the job" can take many forms, including:

Cognitive apprenticeship: dynamic training typical an artisan workshops model; it consists in direct observation and participation in one's own activities in the working context in which they are performed. From a position of "legitimate peripheral participation", a novice is gradually placed in a more central position, thanks to the experience and participation that allows him/her to develop expertise. Modelling / coaching / scaffolding / fading processes are activated during the cognitive apprenticeship process, always associated with intense metacognitive reflection activities.

Action Learning: this is based on experience "in the field", learning from and with others. Real challenges are proposed in group training contexts, in order to learn from experience through reflection and action. The training course is focused on the learning process, not only the activities performed by the group.

Project Work: this is a reinforcement learning technique where previous learnings are put into practice in a real project. It is often associated with a request to produce innovative ideas. It is better if the results obtained are then disseminated outside of the "micro-world" training situation.

Self-training: this method involves a training programme managed directly by the learner based on the objectives he/she has set himself/herself. It can be linked to individual development plans

within performance management paths. Informal self-training "in the field" is widespread but it is evidently a training process which the parties concerned and the organisation are not completely aware of. The tutor is very important to ensure the effectiveness of this approach.

What is it for?

- link the training to a real and operating environment, increasing its effectiveness
- use the already existing but still implied knowledge, then make everyone aware of the learning processes
- improve the climate and interpersonal communication between individuals in the same organisation

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