

ATCO OJTI Refresher Training

Welcome OJTI's

Why are we here?

The OJTI Refresher course will explore numerous solutions in how to deal with some challenges. The aim is to equip OJTIs with as many tools as possible.



What are we going to cover ?

OJT
Responsibilities

OJT Currency

The good
instructor

ANSP – What's
new

Different
Learning Styles

Adult Learning
Principles

Generation Y
(Millennials) vs
Generation Z
(Zoomers)

Instructional
Strategies

Setting
Objectives



What is YOUR Question?



If I am primary OJT but not rostered with my student do I still have responsibilities?

What must I fill in the training log if I have nothing to report?

I have been scheduled to do a Tape Review with my student. Why? How?



I want to discuss a particular aspect of my student or training. What is my lines of communication?

My student needs busy traffic but I am never rostered busy session, can I do anything about this?

My student has a module assessment soon but (s)he is not ready, what should I do?

**What is YOUR
Question ?**



Primary OJTI Responsibilities

Primary OJTI/student
allocations –
AC ATCO / ATCA training and
competency

Primary OJTI not available -
Supervisor to conduct the
training or allocate the trainee
to another authorised OJTI.

Primary OJTI Responsibilities

OJT Training Logbooks

- Completeness – hours, signatures, reports
- Information contained within – NTR? Is it ever appropriate? There is always something to report i.e. traffic levels
- End of cycle report – Primary can assign OJTI to complete if absent.



The Good Instructor

Qualities of a good instructor:

ATCO Proficiency: An OJTI must be a competent and experienced ATCO

Patience: They must be able to accept the trainee's lack of expertise.

Continues: The Good Instructor

Instructor must be able to establish a good rapport with his trainee.

Ability to Plan Ahead: A good instructor will lead his students through a planned sequence of experience.

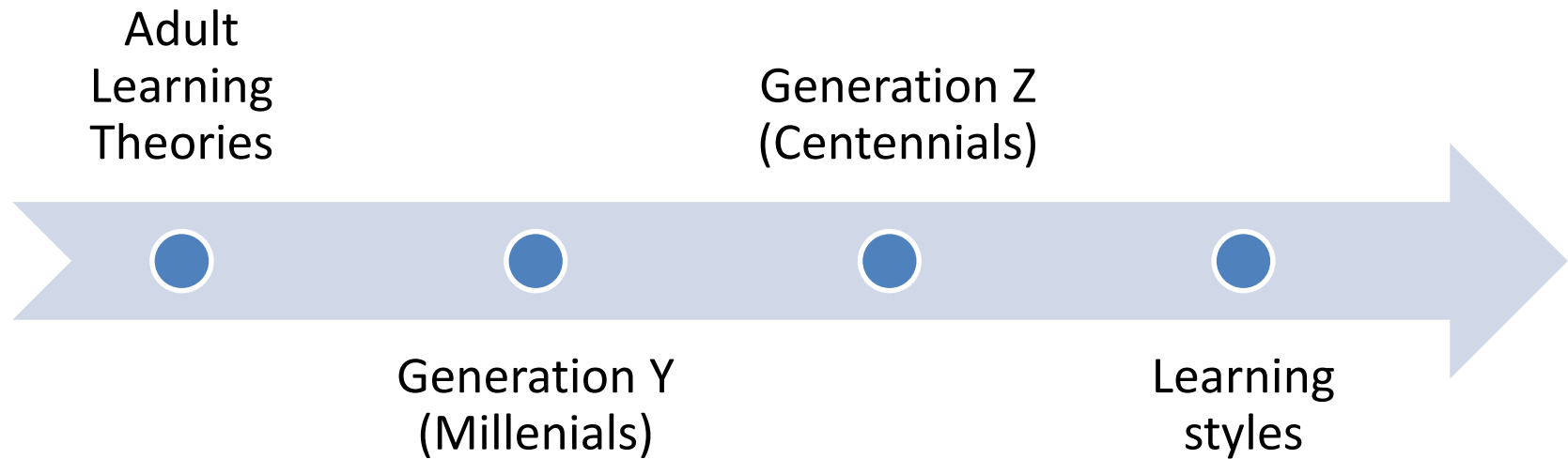
Continues: The Good Instructor

A good instructor's enthusiasm will be picked up by the trainee. Not looking upon OJT as just another boring task

Teaching Aptitude: A sort of person who has the ability to explain things in easily understandable terms.



Adult Learning Principles





Adult Learning Principles

The training should recognize and build on prior experience and expertise of trainees

Trainees **learn best** in a respectful and supportive learning environment, where they can exchange their prior learning without fear of judgement

Trainees **require opportunities** to apply and practice learning, gain feedback, and reflect in order to gain competencies



Adult Learning Principles

Trainees **should recognize** the benefits of the training, and content should be relevant to their needs

Trainees should feel in control of their learning by following a logical course structure, receiving feedback, making choices, and meeting their expectations.



Generational differences

Generation Y (Millennials)

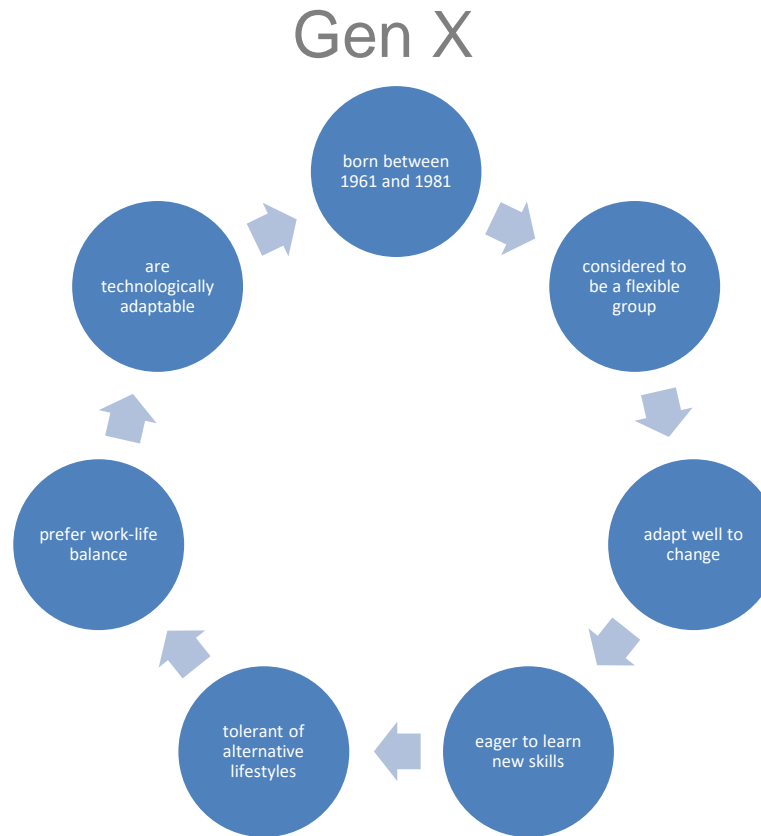


Generation Z (Centennials)



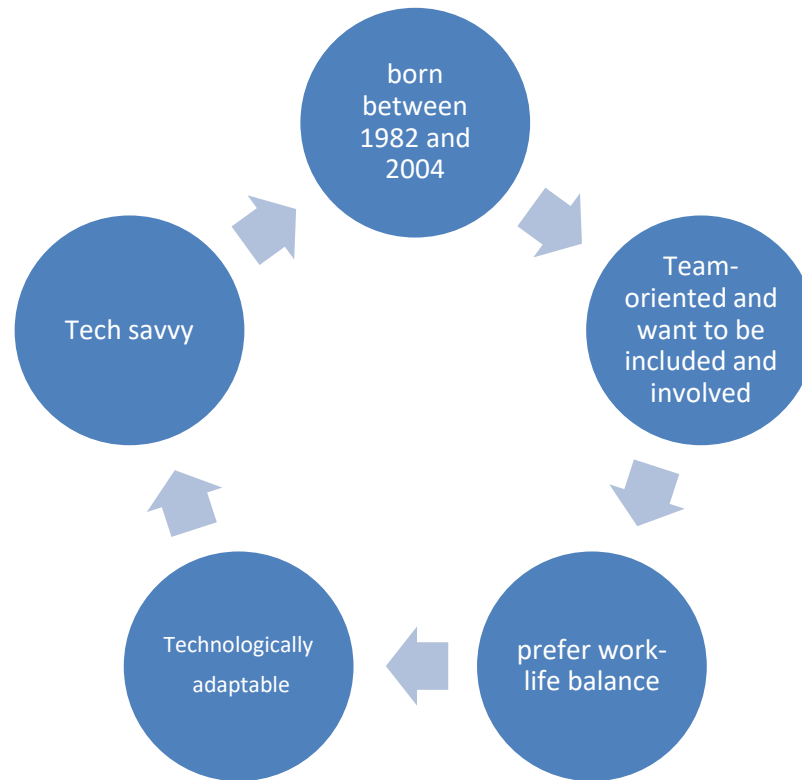
What is the difference?

Generation X vs Millennials



Generation X vs Millennials

Gen Y/Millennials





Millennials/Generation Y

Accustomed to using all types of technology, and incorporates it into many aspects of their lives

Accustomed to receiving praise and accolades

Have a 'work to live', not 'live to work' attitude

prefer orderly work environments and dislike ambiguity of any kind

may appear to have an entitlement attitude.



Centennials / Generation Z

Diversity is their 'norm'

They are the first 'Digital Natives'

They are pragmatic and financially minded

Prefer instant results and recognition, are used to instant gratification

They like to explore many options before deciding on a course of action, they are very mobile



Learning Styles

Three different
styles:

Visual

Auditory

Kinesthetic



Learning Styles

Learning styles can be broken down into:

Characteristics - These are clues to your students learning style

Teaching Strategies – how to adapt your training sessions to each learning style for maximum effect.



Visual Learner Characteristics

Observes
rather than
talking or
acting

Not very
distractible

Notices
details

Memorizes
by seeing
graphics or
pictures

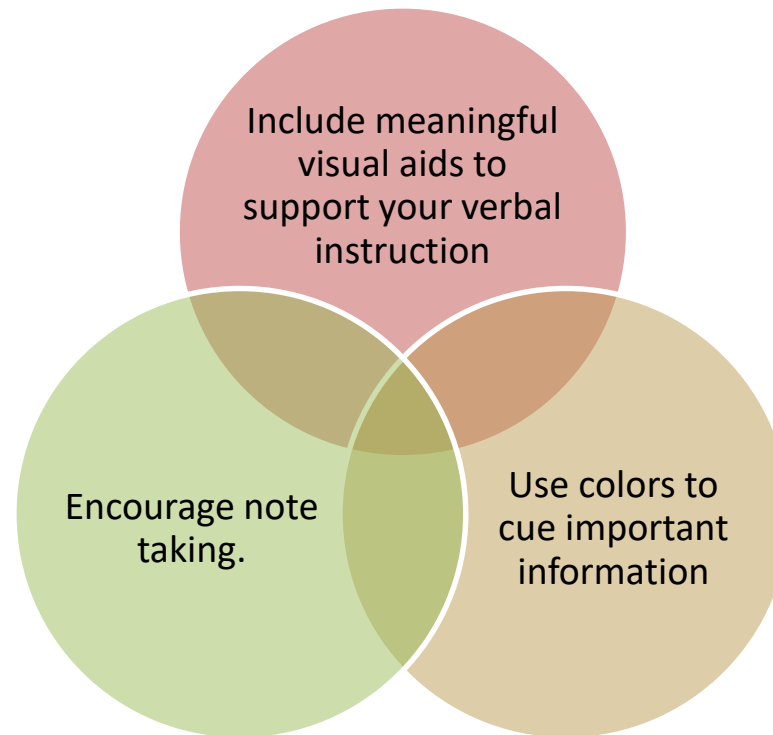
Enjoys
advance
planning

Struggles
with verbal
instructions

Typically has
good
handwriting
and is a
good speller

need to
associate
ideas,
concepts, data
and other
information
with images
and
techniques

Visual Learner – Teaching Strategies





Auditory Learners - Characteristics

Talks to self

Easily
distracted

Enjoys
music,
hums or
sings often

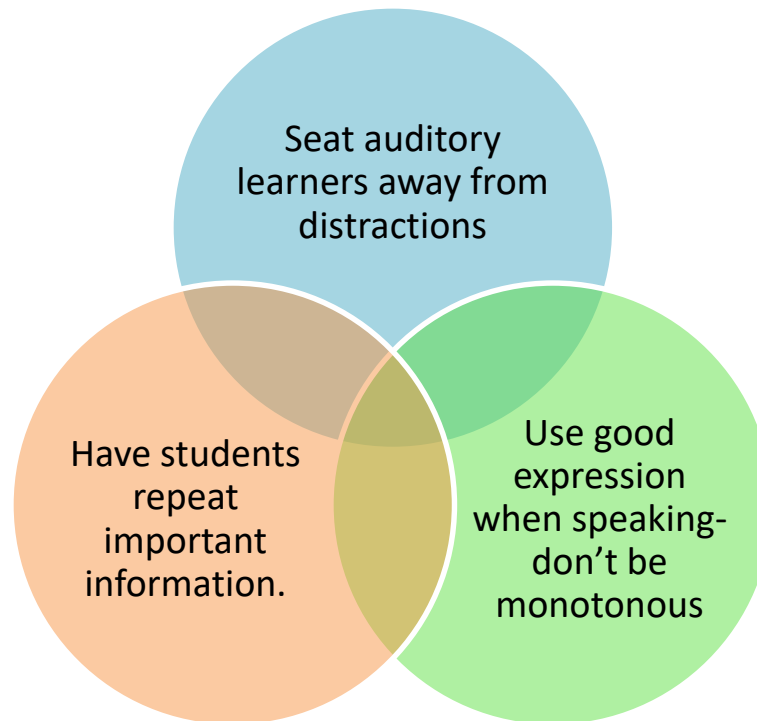
Enjoys
being read
to or
listening to
audio books

Struggles
with written
instructions

Likes to talk.

need to hear
what is being
said in order to
understand and
may have
difficulty with
written
instructions

Auditory Learners – Teaching Strategies



Kinesthetic (Tactile) Learners - Characteristics

Frequently in motion- shaking legs, drumming fingers

Often touches people while talking

Enjoys solving problems by physically working through them

Will try new things, is very outgoing

Reading and spelling not a priority.

learning takes place by the student carrying out a physical activity, rather than listening to a lecture or watching a demonstration

Kinesthetic Learners – Teaching Strategies

Learn better by
doing rather
than listening to
lectures or
watch a
demonstration.



Learning Styles

Recap

How can we use
this information
during:

Live training?

De-briefing?

Teaching a
specific
technique or
procedure?



Instructor Briefing





Establishing rapport

How do you
establish rapport
with your trainee?

When does
this occur?

Is it
ongoing?.



Goal setting





The Psychological “Contract”

Essentially the technique involves a discussion between the OJTI and the student so they may both explain their expectations and agree on them from the outset. It is effective for the following reasons:

- Establishes dialogue
- Decreases possibility of conflict
- Persons know in advance what they should or should not do.



The Psychological “Contract”

Examples of
items that
you can
include in a
psychological
“contract”

- I shall ask questions during the session
- We work as a team during the session
- You tell me your solution before acting
- Discuss coordination with me before you call approach control
- I expect you to work on your own
- I shall support you during the session
- You may ask questions when you feel unsure.



Trainee Pre-briefing



Set objectives for a shift

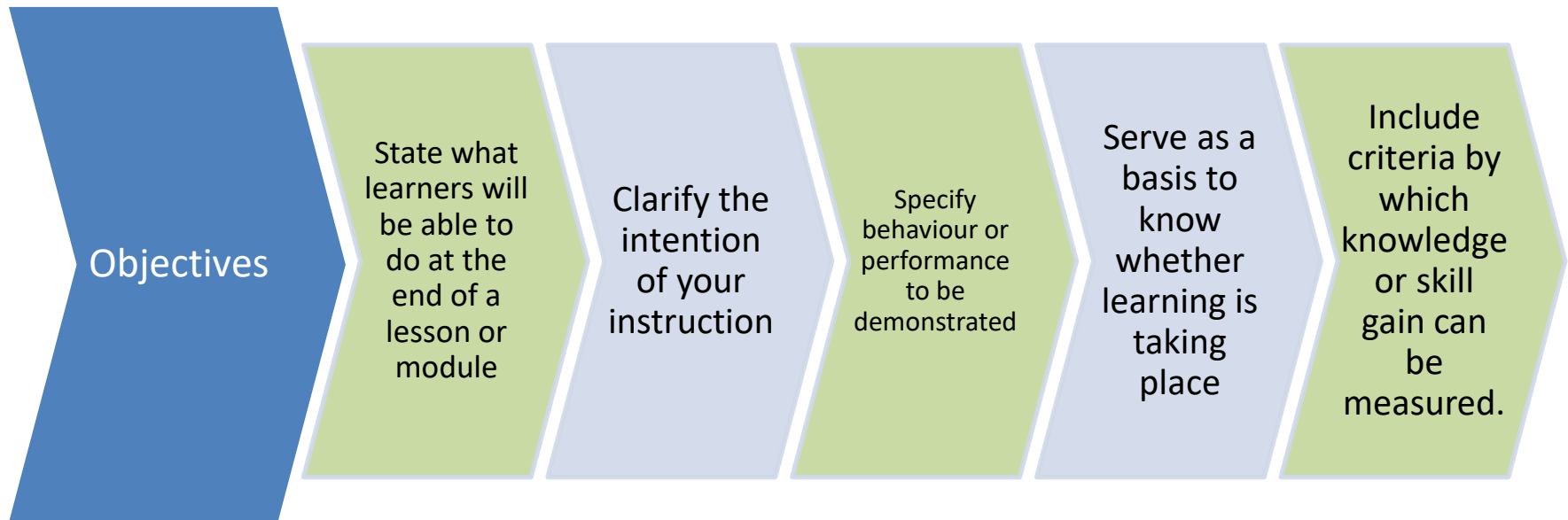
Discuss key points from previous shift

May occur more during early stages of training

May become less formal as training progresses.



Why do we need training objectives?





How to set objectives

Identify the
overall
purpose of
the training

Identify the
performance
gap

**1. Plan
your
objective.**

For example,
the student
must be able
to sequence
3 aircraft 10
NM in trail

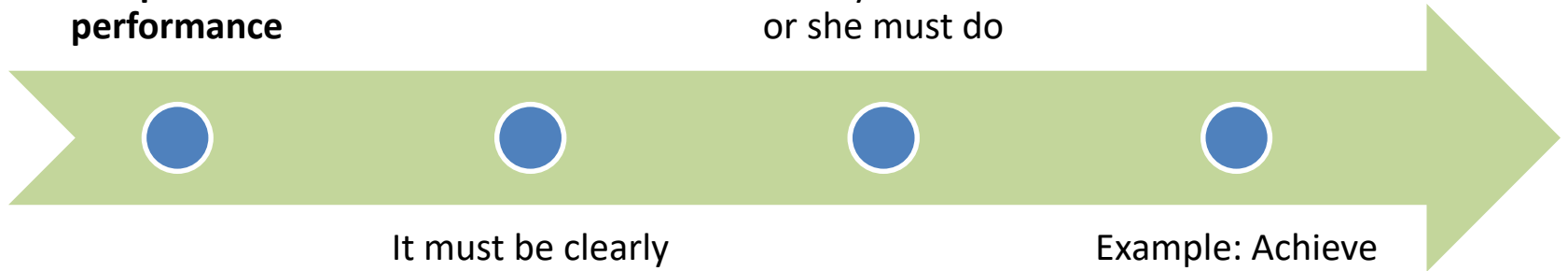
Student has
enough
knowledge how
to use speeds
and vectors but
have never used
them before to
achieve the
spacing required.



How to set objectives

2. Describe the expected performance

Use words that tell the student exactly what he or she must do



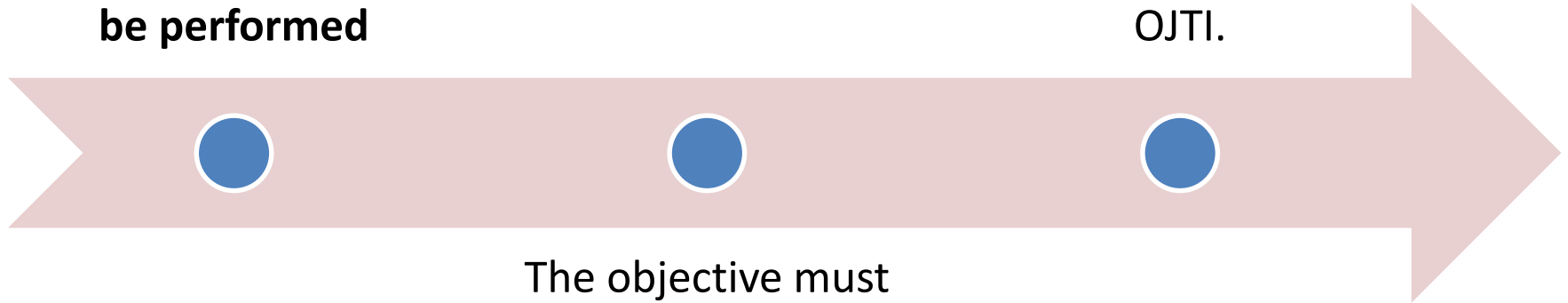
It must be clearly defined

Example: Achieve 10 NM in trail using speed and vector knowledge.

How to set objectives

3. Explain the conditions under which the task will be performed

Example: During low to moderate traffic levels without inputs from the OJT.



The objective must include a description of circumstances



How to set objectives

4. Set standards

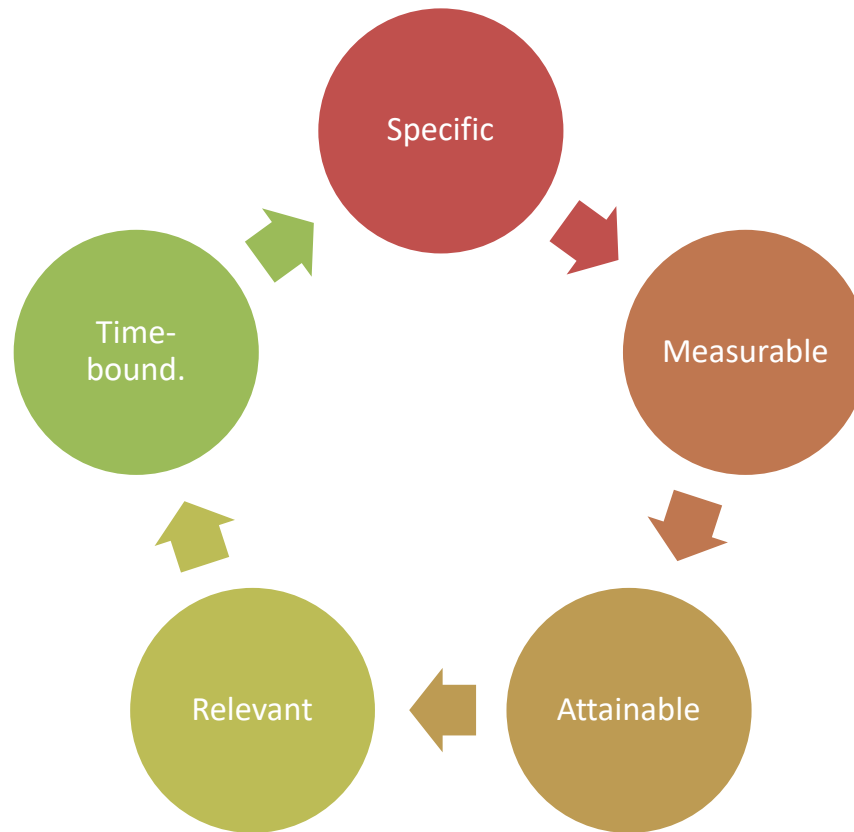
getting a certain
percentage of
tasks right

+/- 2nm 90% of
the time during
this cycle.

Standards will
be performance
goals, like doing
a task in a set
amount of time,
or

Example:
Achieve the
spacing within

Well set objectives need to be:





Objectives

Objectives Practical exercise.

Condition

Where, in what conditions

**Behaviour or
Performance**

Action verb

Standard

According to what standard, measurement.



Training Goals vs Objectives

Goals

What is the
difference?

Objectives

- Describe what learners will do post training, on-the-job, as a result of training interventions that will resolve an identified problem
- Are met consistently on-the-job and repeated over time (enduring)
- Include criteria by which performance can be measured

- State what learners will be able to do at the end of a lesson/module
- Clarify the intention of your instruction
- Specify behaviour or performance to be demonstrated
- Serve as a basis to know whether learning is taking place
- Include criteria by which knowledge or skill gain can be measured.



Grading System

"A" - The student can solve any problem which arises in the sub-activity without the assistance of the OJTI and can work independently

"B" - The student can solve most problems associated with the sub-activity but requires assistance and/or direction on an infrequent basis and can work independently most of the time

"C" - The student can solve some of the problems associated with the sub-activity but requires frequent assistance and/or direction and relies in the OJTI for major decisions from time to time.



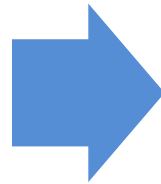
Grading System

"D" - The student can solve few of the problems associated with the sub-activity and requires constant assistance/direction and relies heavily on the OJTI for all major decisions

"E" - The column indicates the standard at which the student should be performing when they first enter the unit.

Monitoring Trainees

Correction of
actions by the
trainee



Intervention.

Correction of actions by the trainee

What to
correct?



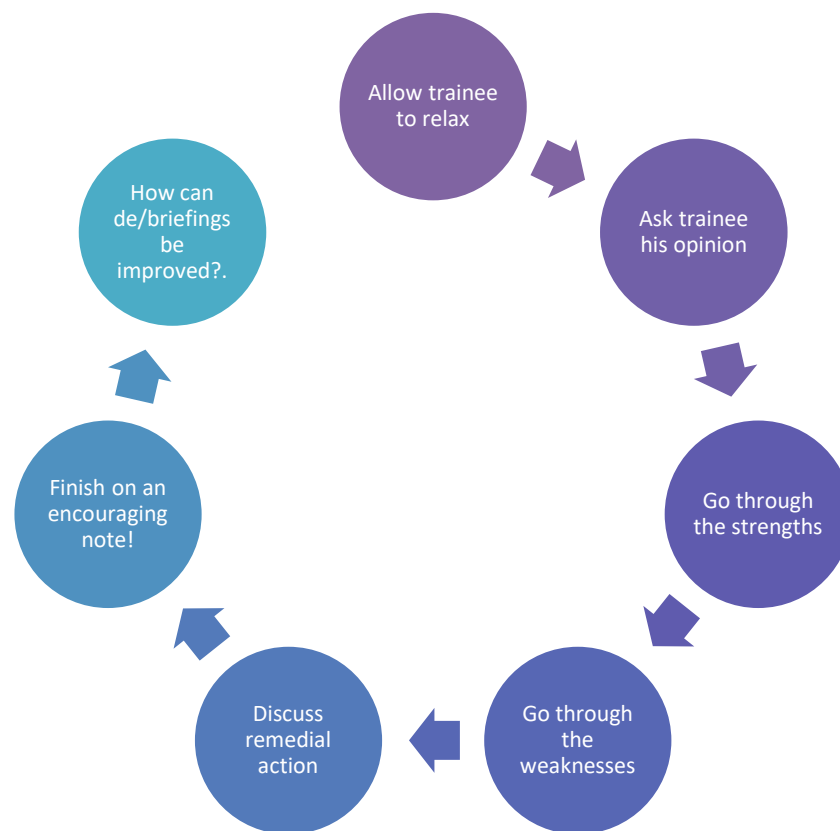
When to
correct?.

Civil Aviation Regulations

- The OJT Instructor supervising a student air traffic controller providing an ATC service shall be responsible to closely monitor the student air traffic controller and shall take control if:
- Loss of minimum separation has occurred or appears to be imminent,
- If any safety hazard becomes apparent
- If the OJTI considers a reduction in separation, may lead to an unsafe situation, even though minimum separation may not be infringed.



What should be contained in a de-brief?





Why is feedback important?

Feedback provides the student and the teacher with a connection between what they did and the results they got.

to empower students to be engaged in the learning process

a connection between student work and their more intentional efforts.



Why is feedback important?

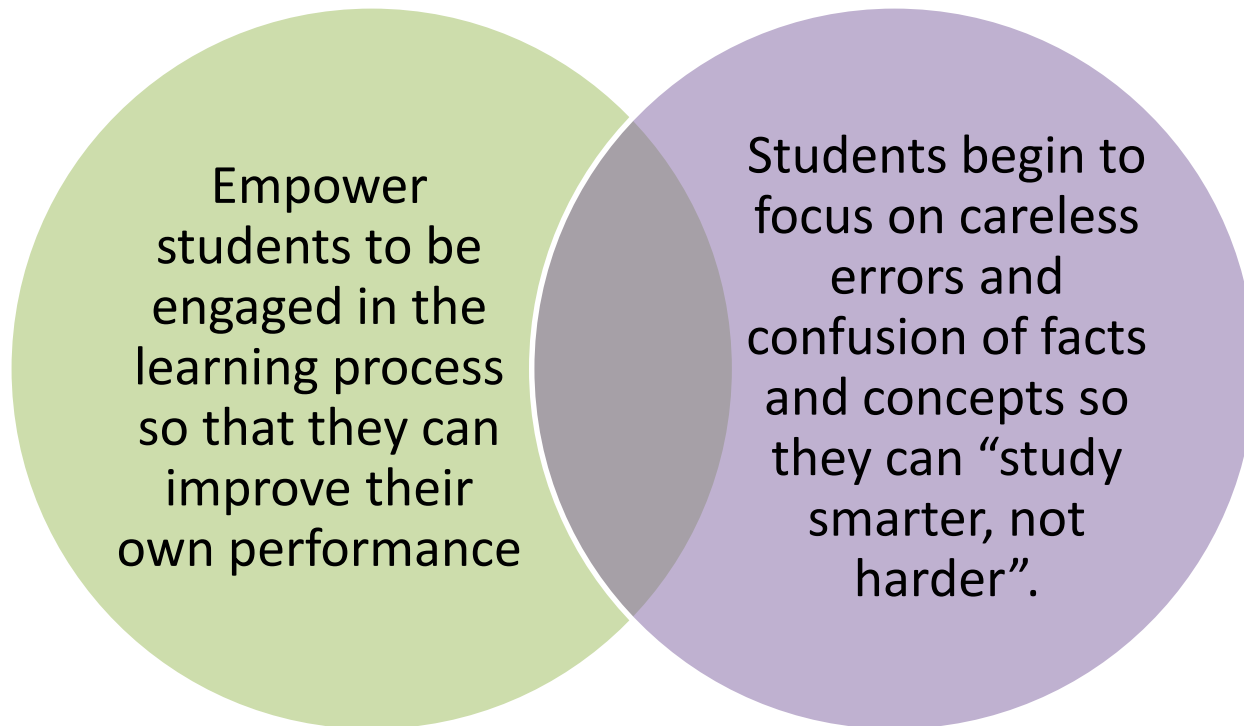
Feedback is expected
by trainees

Can make a difference
in the motivation
towards learning and
future performance of
the trainees.

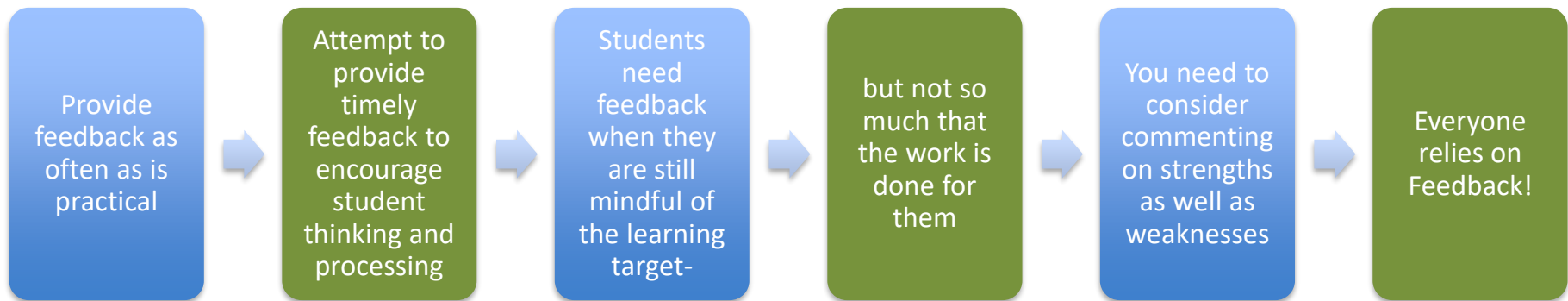
Feedback can improve
performance

Feedback is a tool for
continued learning.

What is the purpose of Feedback?



How much Feedback?



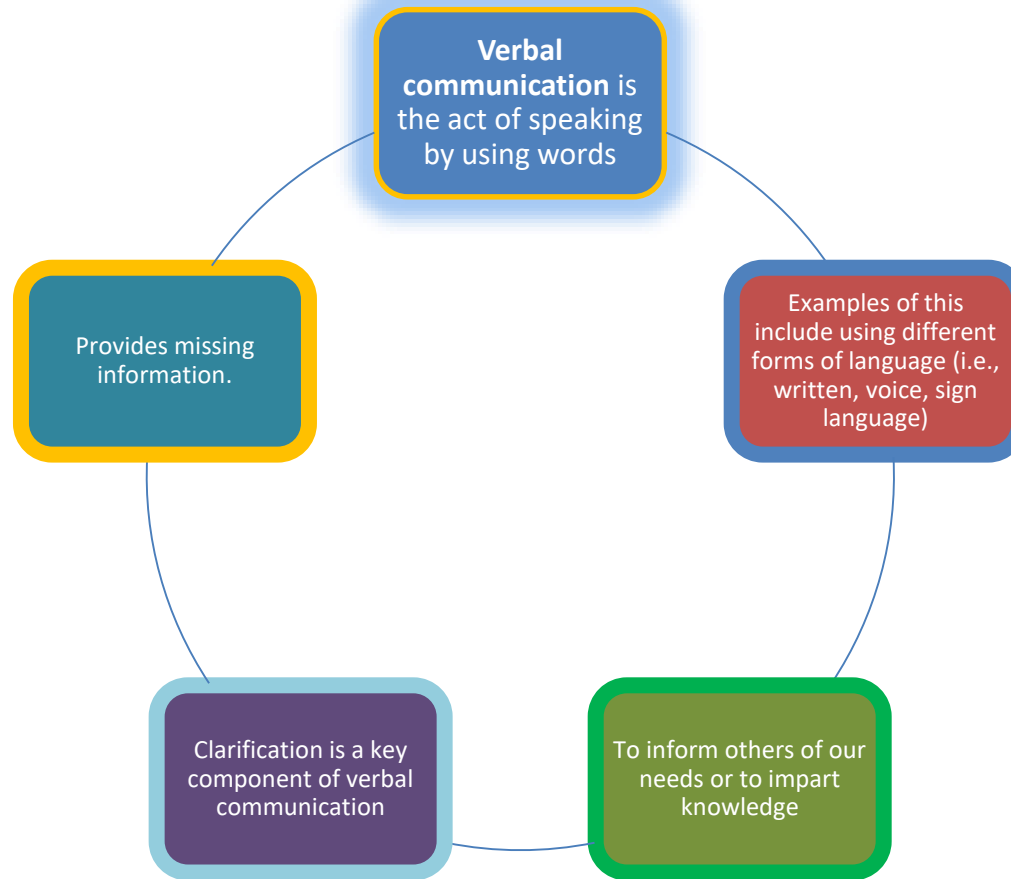
What is Communication?



Communication is the process of transferring information and understanding from one or more persons to one or more persons

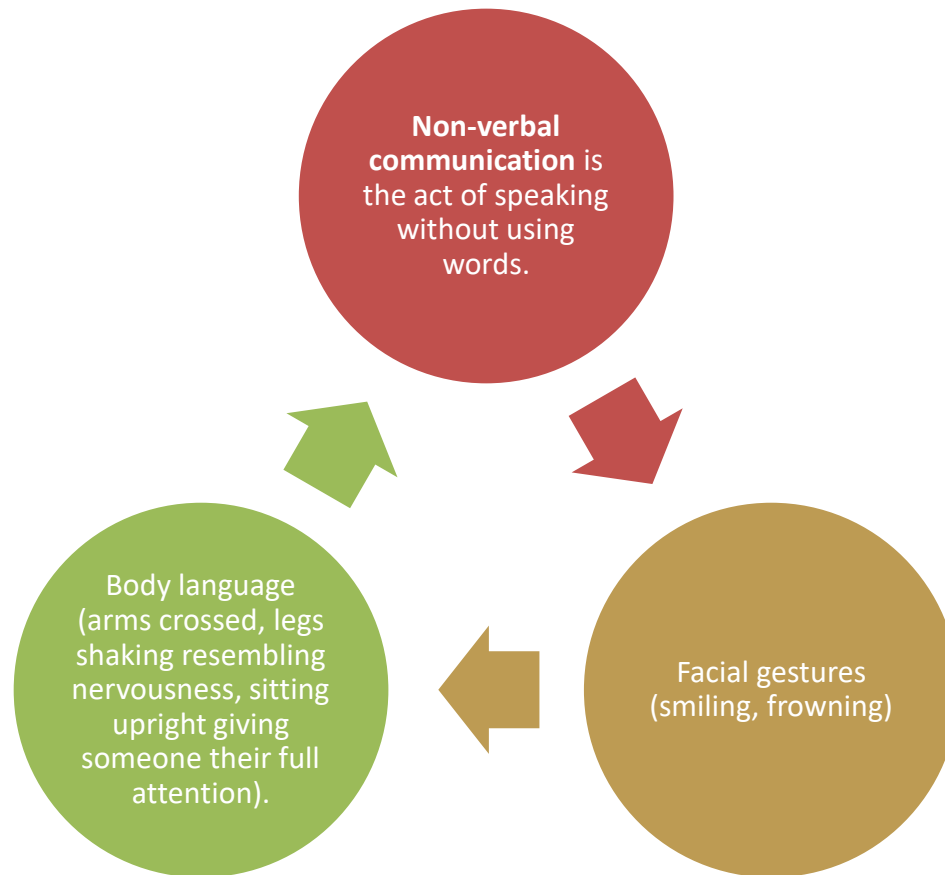


Verbal Communication





Non-verbal Communication



The barriers of effective communication

Distortion: demands on our time and even our own thoughts processes can distract and subsequently distort the action of communication. In addition, we often have a preconceived ideas or notions about people, situations or culture

Language or Semantics: the thoughtless use of specialized language, however, results in a breakdown in communication. We need to use words that we believe the receiver will understand.



Barriers of effective communication

Emotions: Your emotions could be a barrier to communication if you are absorbed in your emotions for some reason. In such cases, you tend to have trouble listening to others or understanding the message. A few of the emotional interferences include hostility, anger, resentment and fear.

The Hidden Agenda: this refers to the undeclared objectives in the sender's mind about communication. This arises because of the personal values and attitudes of the individual. One particular item which frequently occurs on the hidden agenda is the 'win-lose' syndrome.

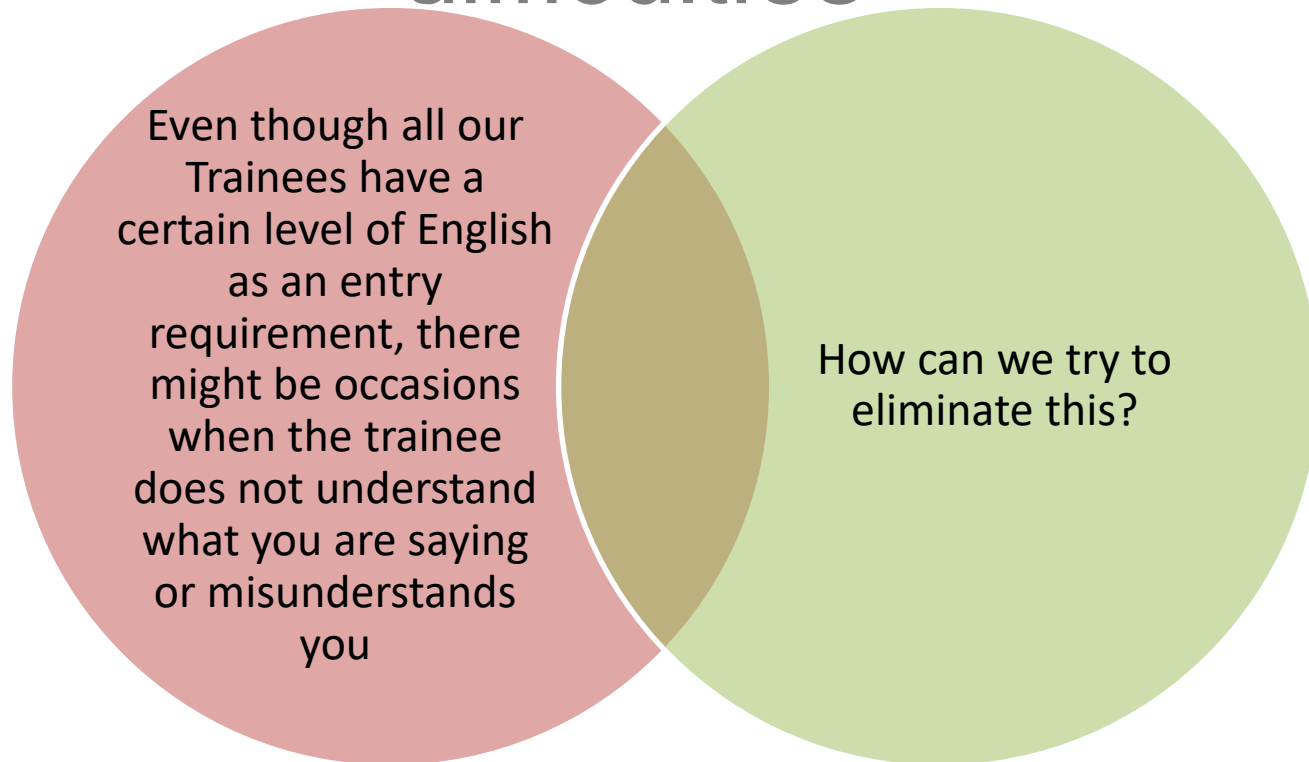


Barriers of effective Communication

The Situation and Noise: good communication requires time. If either the sender or receiver is in a hurry or not prepared to give communication the time it requires, it will be impaired. Even noise or other externally generated sensations in the process will lead to a confusion of the effective communication

Self-Disclosure: communicating face to face will reveal the emotional state in a certain degree. To do so, it requires an atmosphere of trust and acceptance.

How to deal with Language difficulties





Dealing with Language difficulties

Use both telling
and showing
methods of
training

Use visual
methods of
communication
more than
audio

Use repetition

Never raise
your voice or
over-enunciate
your words

Use simpler
words with
fewer syllables

Learn the basics
of your
employee's
language

Have the
employee
demonstrate
their
understanding.



Dealing with Language difficulties

- **Telling and showing:** Simplify your training methods. Re-demonstrate as often as needed.
- **Visual methods:** Take a lesson from the airlines in how they convey their safety instructions. Use pictures in your instruction manuals rather than words.
- **Use repetition:** Employees need to hear the same message over and over before they fully grasp it. Don't expect people to learn anything after being told once.
- **Never raise your voice or over-enunciate your words:** Talk slower, not louder. Speak clearly, not forcefully. Speak correct English the correct way, just more clearly. People cannot learn the language right if you don't speak it right.
- **Use simpler words with fewer syllables:** Be aware of the complexities of your words.
- **Have the employee demonstrate their understanding:** Don't assume the employee understands; check for understanding. Ask the employee to demonstrate that they know how to do what you have asked them to do



Dealing with Cultural differences

Here are some of the cultural differences that you might notice in student behaviour:

Eye contact:

Not having eye contact in western culture may be a sign that the person is not paying attention to the speaker. In many cultures, making a direct eye contact with the teacher is a sign of disrespect.

Asking questions:

In some cultures students learn that asking the teacher questions might imply that the teacher did not teach well, and therefore is impolite. Or as a way of challenge the teacher, and that is always discouraged and frowned upon.



Dealing with Cultural differences

Student may smile during an intense discussion:

Or when reprimanding. The student may have been taught to react in this way so as not to offend the teacher/person of authority in the discussion

Student does not display active listening skills or is inattentive:

In some cultures students are taught using hands on methods through modelling and observation.

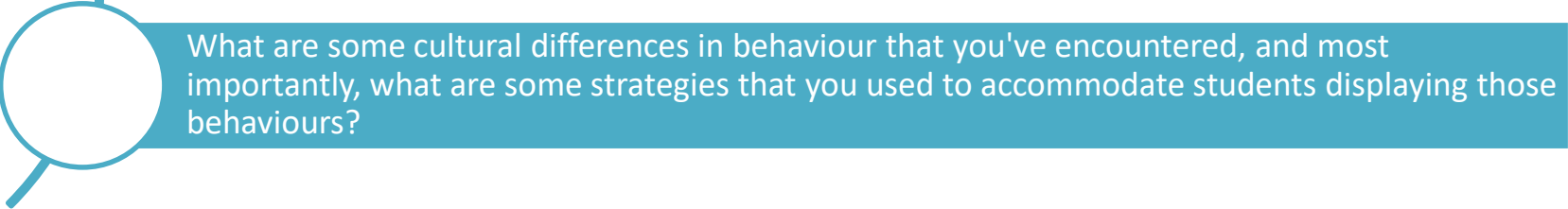
Therefore, students might not be familiar with using active listening in the classroom to understand concepts and instructions



Cultural Differences



Food for thought



What are some cultural differences in behaviour that you've encountered, and most importantly, what are some strategies that you used to accommodate students displaying those behaviours?



OJTI Interview

Preparation for OJTI
Interviews

Does the OJTI know when the
Interview will be conducted?

Transparency of OJTI Interview.





OJTI Interview

Before the interview, read the student log and make notes from other OJTIs regarding the progress of the trainee.

All OJTI interviews and dates can be found on the training schedule in the briefing room, monitor these towards the end of each module.

The student should have received feedback similar to what is reported during the interview. Do the comments reflect the students progress accurately?





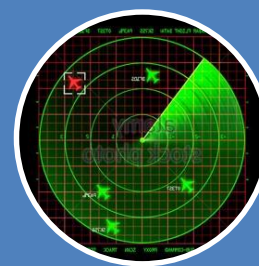
Student Tape Review



Why Student Tape Review?



When will an OJTI be tasked to conduct a tape review?



What should we look at during Tape Review?

Feedback to the Training Section – when?

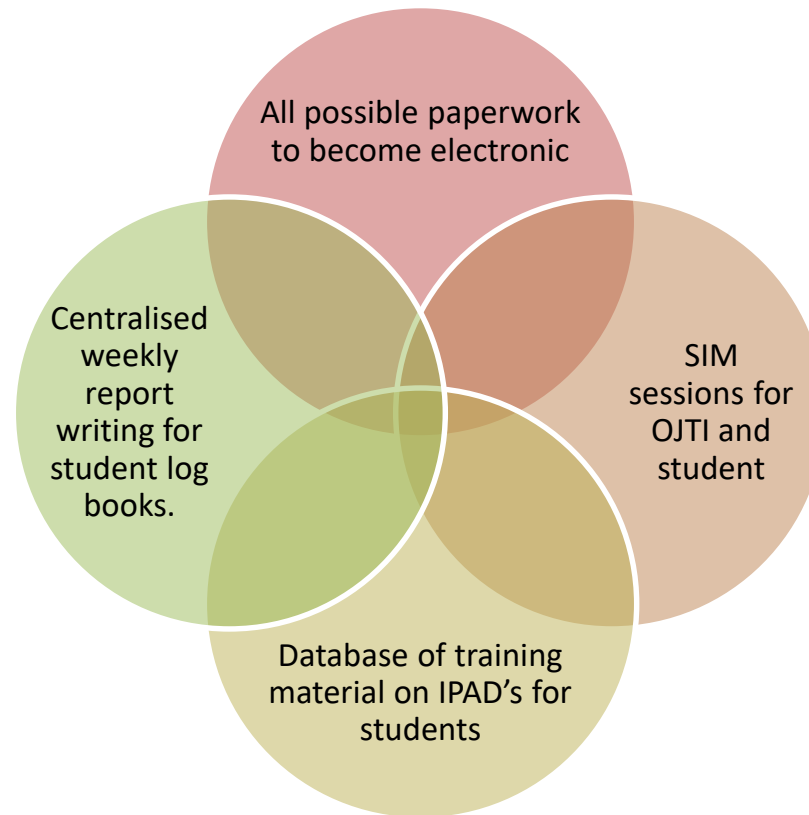
If no progress is being achieved – running out of ideas on how to improve student performance

Examples of concerns requiring Feedback to the Training Section





ANSPT – What's in the Future?





Thank you