

Developing Others Through On-the-Job Training Facilitator Guide

Leader Professional Development
United States Army
Center for Army Leadership



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Introduction

WHO IS CAL?

The Center for Army Leadership (CAL) is the Army's designated action agent for Leader Development and Leadership in the areas of research, assessment, doctrine, initiative management, and quality assurance to sustain excellence in the Army's core competency of growing leaders.

INTENT OF THE LEADER PROFESSIONAL DEVELOPMENT KITS

Leadership is the unifying and multiplying element of combat power (ADP 6-0). Leader development programs are a proven method organizations can use to ensure regular improvement and refinement of critical leadership skills. In 2022, CAL began the design and development of a collection of ready-made Leader Professional Development (LPD) kits that you can use to deliver professional development sessions. These LPD sessions are designed to address topics of need; educate you on the Army Leadership Requirements Model (ADP 6-22); generate group discussion by asking thought-provoking questions; help you identify gaps in your unit, team, or organization; and determine actions leaders can take to improve the gaps.

It takes a lot of effort to create slides and briefing materials. Knowing that every Soldier's time is valuable, CAL created a pre-packaged set of materials (slides, facilitator guide, etc.) with everything you need to conduct an LPD. Now you can focus on learning and presenting the materials. Use this LPD kit as an opportunity to have a leader development discussion with others. The intent isn't for you to lecture for an entire session or read slides verbatim. Instead, think about the content, put it in the context of your unit, and get your audience talking about how to improve as Army leaders and a team.

CONTACT DETAILS

If you have any questions about the LPD kits or have suggestions for additional topics, please contact CAL at usarmy.leavenworth.tradoc.mbx.cal@army.mil.

You can also connect with CAL in the following ways:

- On the web: <https://cal.army.mil/>
- On Facebook: <https://www.facebook.com/USArmyCAL>
- On Instagram: <https://www.instagram.com/usarmycal>
- On Twitter: <https://twitter.com/USArmyCAL>
- On YouTube: <https://www.youtube.com/@USArmyCAL>

You can find the materials for this LPD, as well as others, at the CAL website at <https://cal.army.mil>.

Overview

PURPOSE OF THIS SESSION

The goal of this session is to provide Army leaders with guidance on how to incorporate developmental opportunities into activities that are already ongoing.

The specific learning objectives for this session include:

- Identify why it is important to provide on-the-job-training support.
- Discuss factors to consider when providing on-the-job training.
- Discuss techniques that promote development on the job.

TARGET AUDIENCE

The target audience for this LPD session are Company grade officers (O2-O3) and NCOs (E5-E6).

The optimal facilitator-to-learners ratio for this LPD session is one facilitator to approximately 20 participants. If the anticipated audience is to be more than 20 participants, those organizing the session should consider having multiple facilitators.

NOTE: If the anticipated audience is greater than 50 participants, some features of this Facilitator Guide will have to be adapted. For example, instead of conducting whole group discussions, you may need to split the audience into smaller groups to ensure everyone has an opportunity to contribute. To facilitate group discussions, the allotted time may also need to be increased.

RECOMMENDED MATERIALS

The following table lists recommended materials and equipment for facilitating this session. While these are recommended, not all of the listed equipment is required. For example, if you deliver the session out in the field and do not have access to a computer, monitor, or projector, you can still facilitate the session using just this facilitator guide and participant packets.

Materials	Quantity
Quick Start Guide	1 per facilitator
This Facilitator Guide	1 per facilitator
Participant Packet <ul style="list-style-type: none"> • Developing Others Through On-the-Job Training Handout • After Action Review Form 	1 per participant
PowerPoint Slides	1 per facilitator
PC Computer or Laptop	1 per facilitator
Monitor or Projector and A/V cables	1 per room
Screen (if projecting)	1 per room
Chart Paper and Markers or White Board and Dry Erase Markers	1 per room

Documents can be accessed on the CAL website here: <https://cal.army.mil>

AGENDA

The session is designed to be presented in a 37-minute block of time. Later in this guide, you will see the suggested timing for each individual slide, from which the below duration times were calculated.

Segments	Duration
Session Opening	2.5 minutes
Importance of Providing On-the-Job Training Support	1.5 minutes
Factors to Consider when Providing On-the-Job Training	8.5 minutes
Techniques to Promote Development	21.5 minutes
Session Closing	3 minutes
Total Duration	37 minutes







PREPARING FOR YOUR LPD SESSION

This facilitator guide aims to provide all of the information necessary to lead a successful session and discussion on this topic. To that aim, here are steps that you should take before the session.

1. Read through this facilitator guide and review the PowerPoint slides. Make sure you feel comfortable speaking to the key points and leading the discussion(s). Based on the audience, prepare to modify discussion questions to ensure they are meaningful and apply to your specific unit/organization. The more you can get the audience discussing how they can improve the organization by applying the material, the better.
2. Be prepared to include personal experiences related to the topic or familiarize yourself with examples you can reference throughout the session. Real-life examples help tie together the individual segments, engage the audience, and enable learners to connect the content to their day-to-day jobs. Feel free to add short video clips or other materials you think the audience would find engaging.
3. Familiarize yourself with the suggested timing of slides and discussion activities.
4. Determine the anticipated audience size. Recruit additional facilitators or plan for modifications to the session if the audience size exceeds 20 participants.
5. Invite the commanding officer or organization director to speak at the beginning of the session to introduce the purpose/intent of the session. This will increase audience engagement and attention.
6. Review the additional resources so you can direct the audience to the appropriate information. Share the resources electronically via email before the session. Print participant packets ahead of the session.

HOW TO USE THIS GUIDE

The facilitator guide contains PowerPoint slides embedded with facilitation notes and discussion questions to guide you through the session. The facilitation notes include icon cues that are designed to provide visual references for you as to the type of action required, operational instructions, or other special points (e.g., discussion). Each icon is described below.

Icons	Icon Name	Descriptions
	Slide	This icon indicates that a slide should be presented. An image of each slide in the associated PowerPoint is provided. These slides help you identify which slide goes with each instructional strategy, duration, and key points.
	Duration	This icon indicates the suggested amount of time to spend on each slide.
	Key Points	This icon indicates the key points that should be covered. Although you should not read the key points verbatim during the session, you can read through it beforehand to familiarize yourself with the content.
	Discussion	This icon indicates that a discussion should be facilitated.
	Activity	This icon indicates that an activity should be facilitated.
	Resources	This icon indicates when any resource (handout, case study, example, article, etc.) should be used.

How to Facilitate This LPD Session

This section provides you with details on how to facilitate each slide in the session.

OPENING SEGMENT – SLIDE 1



1 minute



- Welcome participants to this session on Developing Others Through On-the-Job Training. This session is part of the Leader Professional Development (LPD) series designed to address and generate discussion about various topics of importance and determine actions you can take to improve your organizations.
 - Explain that as a leader, you have the responsibility to actively develop your direct subordinates to build a team of leaders prepared to fill critical positions in the future. You must set conditions for a leader development program that enables members to learn from their experiences and those of others.
 - Point out that leader development is not a unique task that is separate from tactical or technical skill development. Instead, you need to find ways to nest developmental opportunities within those activities.
 - Explain that in this session, you'll learn how to integrate leader development into your unit development plans as well as take advantage of everyday events to provide on-the-job training.
-

ARMY LEADERSHIP REQUIREMENTS MODEL (LRM) – SLIDE 2



Army Leadership Requirements Model (LRM)

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- This LPD session focuses on the following competency:
 - Creates a Positive Environment
- Learn more about the LRM by reviewing:
 - ADP 6-22
 - Describes what right looks like for all leaders
 - FM 6-22
 - Teaches you how to develop as a leader



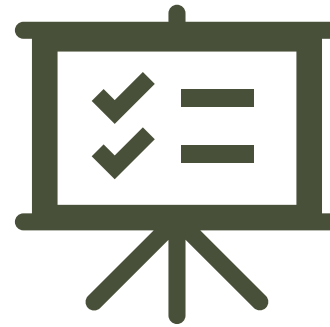
1 minute



- Explain that it's important that everyone be familiar with the Army Leadership Requirements Model (LRM), which lays out the core set of requirements of what the Army expects all leaders to be, to know, and to do. By understanding these expectations, you will be better prepared to deal with a range and variety of situations. Soldiers who regularly and successfully apply these expectations have better trained units, command climates, and leaders who possess the necessary skills to win the fight. The LRM can be found in ADP 6-22 and FM 6-22, which you should also take some time to check out if you haven't already. ADP 6-22 describes what right looks like for all leaders, and FM 6-22 tells you how to develop as a leader.
- Point out that this leader professional development session ties directly to the Creates a Positive Environment competency under the Develops section of the model. Subordinates want to be developed. Leaders who recognize this and invest time in effectively training subordinates as they perform everyday tasks will have units better prepared to accomplish the mission.

SESSION OBJECTIVES – SLIDE 3**Session Objectives**

- Identify why it is important to provide on-the-job-training support.
- Discuss factors to consider when providing on-the-job training.
- Discuss techniques that promote development on the job.



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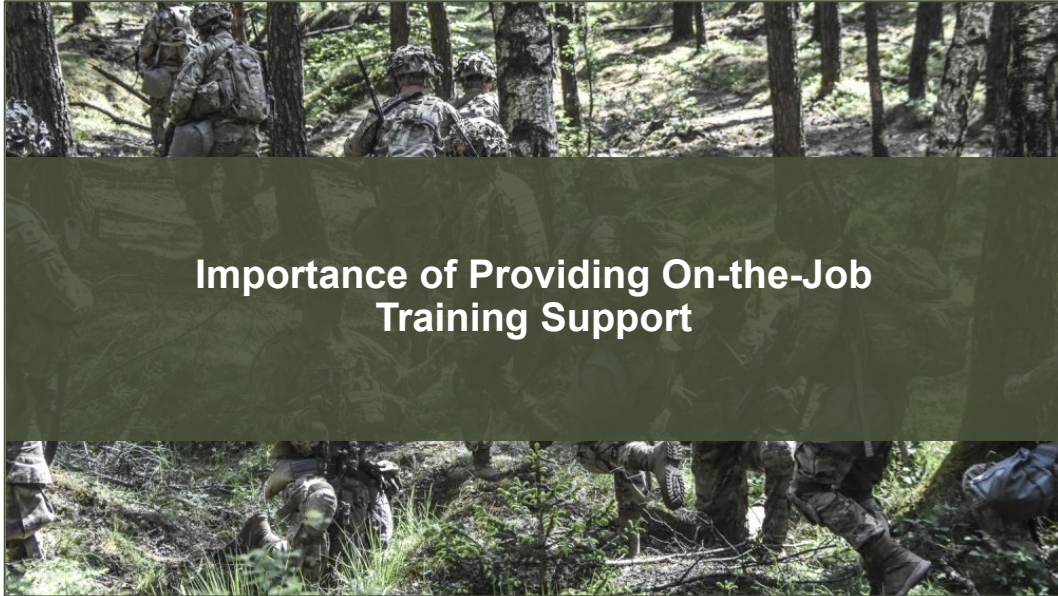
3



30 seconds



- Explain that by the end of this session, you will be able to:
 - Identify why it is important to provide on-the-job-training support.
 - Discuss factors to consider when providing on-the-job training.
 - Discuss techniques that promote development on the job.
- To help make this session as impactful as possible, encourage participants to contribute to the discussions with their own perspectives, reflections, and experiences.

IMPORTANCE OF PROVIDING ON-THE-JOB TRAINING SUPPORT – SLIDE 4

30 seconds



- Explain that we'll first cover why it's important to develop leaders through on-the-job training support.

BENEFITS OF PROVIDING ON-THE-JOB TRAINING SUPPORT – SLIDE 5**Benefits of Providing On-the-Job Training Support**

Completed within existing activities

Allows real-world learning

Builds confidence

Allows learning from mistakes

Increases productivity

Increases job engagement

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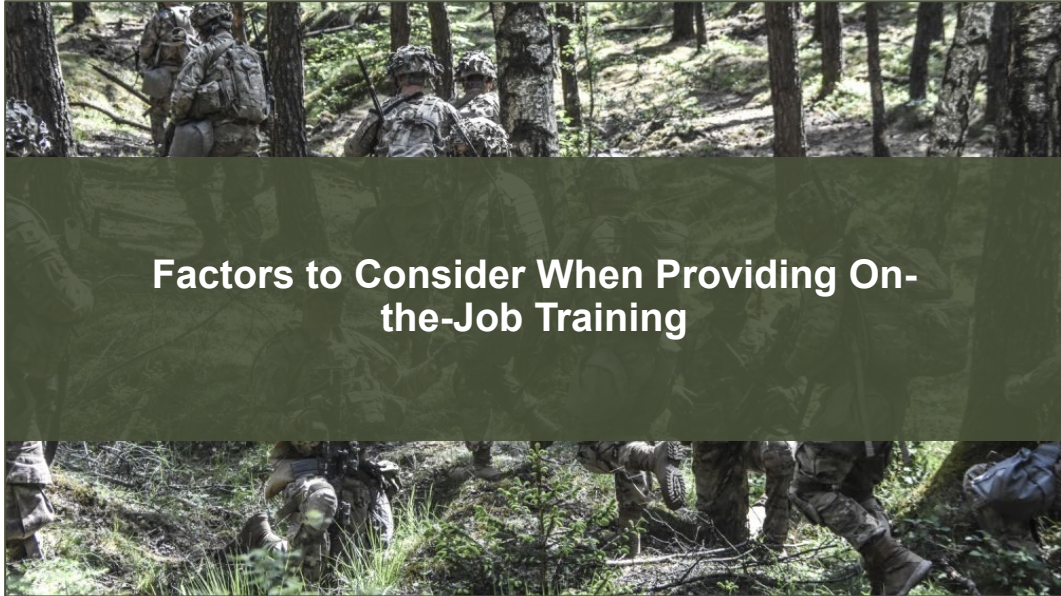
5



1 minute



- Explain that leader development is not a one-time event but rather it's an ongoing process. Leader development may consist of specific events such as this LPD session, but it also occurs regularly during day-to-day tasks.
- Explain that there are several benefits of providing leader development via on-the-job training. It:
 - Can be completed within existing activities. It doesn't necessarily require development of formal training sessions.
 - Allows learning within a real-world context, which leads to better retention. Most individuals learn better by doing.
 - Builds the subordinate's confidence in skills needed to accomplish tasks/missions.
 - Provides an opportunity to learn from mistakes and setbacks.
 - Increases productivity.
 - Increases job engagement.


FACTORS TO CONSIDER WHEN PROVIDING ON-THE-JOB TRAINING – SLIDE 6

30 seconds




- Explain that now that you understand the importance of providing on-the-job training, let's discuss the factors to consider when providing such support.


FACTORS TO CONSIDER – SLIDE 7




Factors to Consider



Assess subordinates' performance.



Weigh strengths and needs against mission tasks.



Determine the appropriate assignment.

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3 minutes



- Point out that your primary responsibility is to accomplish the mission. Therefore, not every task can be developmental. To determine appropriate developmental opportunities, consider the following factors:
 - **Assess subordinates' performance** – You should start by obtaining a baseline of your subordinates' performance, including their current jobs and duties, their motivation, and their strengths and developmental needs. Methods you can use to assess a subordinate include:
 - Speaking with subordinates to find out what they like about their current job, what jobs they've done in the past, and their career goals.
 - Asking them for three skills they need to improve. Doing so will help increase their own self-awareness of their developmental needs.
 - Speaking with others who know or have worked with the subordinate. It's most helpful to gather information from individuals who've worked with the subordinate in different contexts or roles, so you can get feedback on a wide range of the subordinate's experiences.
 - Observing the subordinate's performance to gain first-hand knowledge of the subordinate's capabilities.
 - **Weigh the subordinate's strengths and developmental needs against mission tasks and potential risks** – While it's good to provide subordinates stretch assignments that will challenge them and help them grow, you don't want to give them a developmental assignment that goes too far above and beyond their current capabilities. It could result in a negative experience instead of the positive one you're looking to create. You should:
 - Analyze the mission to verify the tasks and required knowledge, skills, and abilities.
 - Determine whether the risks are acceptable for allowing learning and addressing developmental needs.


For example, you might task someone still learning how to operate a vehicle with a lower-risk task, but you would want a more experienced operator for a higher risk or higher impact mission (e.g., moving a 20-foot container for reorganizing a motor pool vs. a deploying unit).

- **Determine the appropriate assignment** – Based on what you know about the subordinate's strengths and needs, as well as the tasks associated with the mission, you can then give the subordinate an appropriate developmental assignment.
-

DISCUSSION – SLIDE 8



Discussion



- What are some other factors you consider when determining developmental opportunities to give to your subordinates?

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5 minutes



- Ask participants:
 - What are some other factors you consider when determining developmental opportunities to give to your subordinates?
Answers will vary.
-

TECHNIQUES TO PROMOTE DEVELOPMENT – SLIDE 9

30 seconds



- Explain that in this next section, we'll explore techniques for promoting leader development on the job.

SET THE EXAMPLE – SLIDE 10

**Set the Example**

Send the message that leader development is a priority.



Encourage learning.



Carve out time in unit training plan.

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1 minute



- Explain that one technique for promoting development on the job is setting the example. Leaders who model investing in development send the message that leader development is a priority.
- Explain that to encourage learning and development, you should be visibly present and actively engaged in developing others. You should also make yourself readily available to provide guidance and answer questions.
- Point out that it's also important that you carve out time in your unit training plan that is specific to leader development. Do what you can to protect leaders' time training as fire drills come up and priorities change. This is a priority too.

FIND LEARNING OPPORTUNITIES WITHIN DAILY TASKS – SLIDE 11



Find Learning Opportunities Within Daily Tasks



Developmental opportunities should be challenging.



Learn from mistakes and setbacks.



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6.5 minutes



- Explain that part of your job is to create opportunities for development within day-to-day tasks. For example, to develop their supervisory skills, you might task a subordinate with overseeing someone else's work and providing feedback on it. It is in these little ways that leader development occurs. In fact, subordinates often don't even recognize that it's happening.
- Point out that these developmental opportunities should be challenging, where mistakes can be made when risks are low. That way, when risks are high and mistakes are costly, their skills have been sufficiently honed so that mistakes aren't made.
 - For a serious mistake, you should take immediate action to address or correct the issue so that the individual has no doubt that a serious mistake was made.
 - For mistakes with lesser consequences, turn a mistake into a learning opportunity. Address the mistake. Focus the conversation on the learning point, not the person. For instance, if someone demonstrates a lack of good judgment, address the specific demonstrated behaviors rather than blame the individual or suggest that they are incompetent or unintelligent.



- Ask participants:
 - What are some day-to-day tasks within your unit/organization that can be used as developmental opportunities?

Answers will vary, but a couple of potential answers to help start the conversation include:

- Involving subordinates in the decision-making process
- Delegating some of your tasks to subordinates.

COMMUNICATE YOUR EXPECTATIONS – SLIDE 12



Communicate Your Expectations



Be explicit.



Identify skill or
performance
gaps.



Provide support.

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1 minute



- Explain that it's important that you communicate your expectations when you assign an individual a developmental opportunity.
 - Be explicit. Let them know that this is an opportunity to grow their technical/tactical/leadership skills and that you're developing them for their next job or upcoming mission.
 - Explain the gaps in their skills or performance that you're trying to strengthen. The Army wants self-aware leaders who have an honest understanding of their capabilities and limitations.
 - Explain the support that will be provided, if any. This may include allowing extra time to complete the task, pairing the individual with an expert or more experienced leader, shadowing, document what they're learning in a journal, etc.

USE GUIDED DISCOVERY LEARNING METHODS – SLIDE 13



Guided Discovery Learning Methods

Positive reinforcement

Open-ended questions

Multiple perspectives

Scaling questions

Cause and effect analysis



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2.5 minutes



- Explain that it can be helpful to use an indirect approach, such as guided discovery learning, when developing subordinates' leadership skills. It places more responsibility on the subordinate to identify personal strengths and developmental needs. Guided discovery learning will also help you avoid micromanaging the subordinate and being overly prescriptive.
- Explain that methods you can use include:
 - **Positive reinforcement** – Your first observations should focus on what the subordinate is doing right. Commenting on positive actions up front helps build the subordinate's confidence and reinforces performance that accomplishes the objective.
 - **Open-ended questioning** – Rather than giving your subordinates the answer to problems or issues, you guide them to solutions by asking open-ended questions to help them think about the situation and their actions as a leader. An advantage of this approach is it gives the subordinate hints about what they need to do differently while allowing them to discover the actual issue on their own. It helps the subordinate build their self-confidence and independent thinking.
 - **Multiple perspectives** – The purpose of multiple perspectives is to prompt the subordinate to think creatively and innovatively in their approach. You should act as devil's advocate to help the subordinate see the situation from other perspectives. You can help the subordinate reframe the current situation through open-ended questions or by getting feedback from other stakeholders.
 - **Scaling questions** – Ask the subordinate to use a 10-point scale, where 10 is the highest or best and 1 is the lowest or worst to assess their personal performance on an action of task. Have the subordinate share what they could do differently to improve their performance a point or two on the scale.
 - **Cause and effect analysis** – It is not always obvious to developing leaders how certain behaviors affect outcomes further down the line. The cause-and-

effect analysis is a method to identify the root (or original) cause of consequences and outcomes.



- Refer participants to the Developing Leaders Through On-the-Job Training Handout in their Participant Packet for a useful job aid on the techniques to promote development.
-

DISCUSSION – SLIDE 14



Discussion



- What techniques have been effective within your unit/organization?
- Name one technique you'd like to try.
- What are some OJT opportunities you can utilize to help develop your subordinates?

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10 minutes



- Ask participants:
 - What techniques have been effective within your unit/organization?
 - Name one technique you'd like to try.
 - What are some OJT opportunities you can utilize to help develop your subordinates?

Answers will vary.

WANT TO LEARN MORE? – SLIDE 15



Want to Learn More?

<https://cal.army.mil>

<div style="display: flex; align-items: center; margin-bottom: 10px;"> <p>Doctrine</p> </div> <p><i>Provides leader expectations</i></p> <ul style="list-style-type: none"> • ADP 6-22 <ul style="list-style-type: none"> • Paragraphs 6-43 to 6-51 • FM 6-22 <ul style="list-style-type: none"> • Paragraphs 2-6 to 2-7 • Paragraphs 2-69 to 2-86 • Paragraphs 2-128 to 2-132 	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <p>Self-paced Online Lessons</p> </div> <p><i>Provide additional content and real-world examples/scenarios</i></p> <ul style="list-style-type: none"> • The Leader's Role in Providing On-the-Job Learning and Support
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1 minute



- Point out that, given the time constraints, we weren't able to cover everything in detail. To learn more about providing leader development through on-the-job training, go to the CAL site and check out these resources.

AFTER ACTION REVIEW – SLIDE 16**After Action Review**

- Complete the AAR form in your Participant Packet and return it to the facilitator.
 - The form allows you to provide feedback about this session.
 - Your feedback will be used to improve future deliveries of this session.

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1 minute



- At the end of the session, tell participants to complete the AAR form in their Participant Packet (also on the next page for your reference) and to return it to you before they leave.



- Tell participants that:
 - The form allows them to provide feedback about the session.
 - Their feedback will be used to improve future deliveries of the session.

Developing Others Through On-the-Job Training After Action Review Form

Purpose

The purpose of this After Action Review (AAR) is to help the your organization improve its Leader Professional Development (LPD) program. Your feedback will help identify areas of this session that went well and areas that could be improved.

Session Goals

The goal of this session was to provide Army leaders guidance on how to incorporate developmental opportunities into activities that are already ongoing.

After you participate in this session, it is expected that you will be able to:

- Identify why it is important to provide on-the-job-training support.
- Discuss factors to consider when providing on-the-job training.
- Discuss techniques that promote development on the job.

Your Feedback

Answer the following question below:

Question	Your Feedback
<p>Were the goals of this session met? If not, explain why.</p>	
<p>What went well during this session?</p>	
<p>Are there any areas in which the session could be improved? If so, please specify.</p>	

LET'S CONNECT – SLIDE 17**Let's Connect**

- On the web: cal.army.mil
- On Facebook: [USArmyCAL](https://www.facebook.com/USArmyCAL)
- On Instagram: [@usarmycal](https://www.instagram.com/usarmycal)
- On Twitter: [@USArmyCAL](https://twitter.com/USArmyCAL)
- On YouTube: [@USArmyCAL](https://www.youtube.com/USArmyCAL)

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1 minute



- Display this slide while participants are completing their After Action Review.