Sample On-the-Job Training Plan for Letter of Intent

Information Technology: Software engineer/developer

Description of Minnesota Dual-Training Pipeline competencies associated with on-the-jobtraining.

On-the-job-training will be conducted for the software engineer/developer occupation over the course of the entire dual-training initiative in a combination of mentorship, job shadowing, assignment-based project evaluation and cohort-based training to create an effective on-the-job- training experience.

First, all employees/ trainees will be assigned a mentor to be a guide throughout the training process. The mentor will help the employee through on-the-job-training projects by teaching the core competencies of server automation tools, bug fixing/ debugging, software systems, analysis and design, defensive programming and software testing. The mentor will track the employee/trainee's mastering of these competencies.

Next, since we have a small group of four individuals going through dual training, they will form a cohort and once every other week have an experienced engineer perform demonstrations for them addressing the associated competencies of quality assurance, translating technical docs into actionable work, and software testing, allowing them to ask questions. Demonstrations with the cohort will primarily try to be of the most challenging competencies and things that work well when done together.

Additionally, employees/ trainees will learn more competency skills through assignment-based projects in which they will be assigned a specific analysis to do to server automation tools, bug fixing/ debugging, and work on software systems. Finally, employees/trainees will do lots of job shadowing covering a wide range of competencies that include customer consultation, server automation tools, bug fixing/ debugging, software systems, analysis and design, defensive programming, monitor equipment functioning and software testing.

There is a direct correlation between the related instruction and the on-the-job training. Instruction related to the software systems and defensive programming will be applied in these project areas.

Illustrate anticipated on-the-job training setup through a table, chart, or graph

Dual Trainee and Occupation	Mode of On-the Job-Training	Specific Competencies (As detailed inpyramid)	Estimated Number ofHours for Completion
Trainees A, B, C & D Software Engineer/Developer	Assignment-based project evaluation	1.Server automation tools. 2.Bug fixing/ debugging. 3.Software systems.	75 hours over the course of the year ofdual training
Trainees A, B, C & D Software Engineer/Developer	Mentoring	1. Server automation tools. 2.Bug fixing/ debugging. 3.Software systems. 4.Analysis and design. 5.Defensive programming. 6.Software testing.	75 hours over the course of the year ofdual training
Trainees A, B, C & D Software Engineer/Developer	Job shadowing	1.Customer consultation 2.Server automation tools. 3.Bug fixing/ debugging. 4.Software systems. 5.Analysis and design. 6.Defensive programming. 7.Monitor equipment functioning. 8.Software testing.	150 hours over the course of the year ofdual training
Trainees A, B, C & D Software Engineer/Developer	Cohort-based	1.Quality assurance. 2.Translating technical docs into actionable work. 3.Software testing.	40 hours over the course of the year ofdual training

IMPORTANT NOTE ABOUT APPLICATIONS

The five most common types of effective On-the-Job-Training (OJT) are: Job Shadowing, Mentorship, Cohort-Based Training, Assignment-Based Project Evaluation and Discussion-Based Training.

A grant application does not have to include all five approaches but MUST INCLUDE at leastone of them. To read more about these OJT methods, view the following link of OJT Methods[1].

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[1] http://www.dli.mn.gov/business/workforce/guidance-effective-job-training