

# *Train The Trainer*

*"Transferring skills and knowledge"*

**A Port of San Diego Ship Repair Association  
Course for Shipyard Workers**



P.O. Box 131068 • San Diego, CA 92170-1068

# TRAIN THE TRAINER

“You can help a person catch a fish and feed them for a day or you can teach a person how to fish and they can feed themselves for a lifetime.”



# EMPLOYEE DEVELOPMENT

“I believe the desire and ability of an organization to continuously learn from any source, anywhere, and rapidly convert this learning into action is its ultimate competitive advantage.”... Jack Welch, Former-CEO General Electric Company.

The skills and knowledge an organization possesses is fast becoming recognized as its most important asset. A key element of organizational excellence is the skill and knowledge its employees possess. To fully empower an individual, that individual must have the ability to be empowered. To hold employees accountable, they must be capable of performing the activity or the job.

*The purpose of this course is to build upon your ability to train others.*

# DEFINING TRAINING

*“An organized activity designed to bring about change.”*



CLASSROOM

ON-THE-JOB



# TRAINING TOPICS

- Learning Principles
- Training Development
- Training in a Classroom



# THINK OF SOMETHING YOU LEARNED!

<u>WHY</u> DID YOU LEARN?	<u>HOW</u> DID YOU LEARN?

# **COURSE OBJECTIVES**

Upon completion of this training course, the learners will have the ability to:

- Demonstrate four qualities of a good trainer
- List four things to prepare for training
- Conduct a Training Needs Assessment
- Put training into context
- Write training objectives
- Develop a detailed training outline
- Develop methods for the trainee to practice
- Create an effective learning environment
- Use two types of classroom training media effectively
- Use four participative training methods
- Assess training effectiveness

# THE QUALITIES OF A GOOD TRAINER

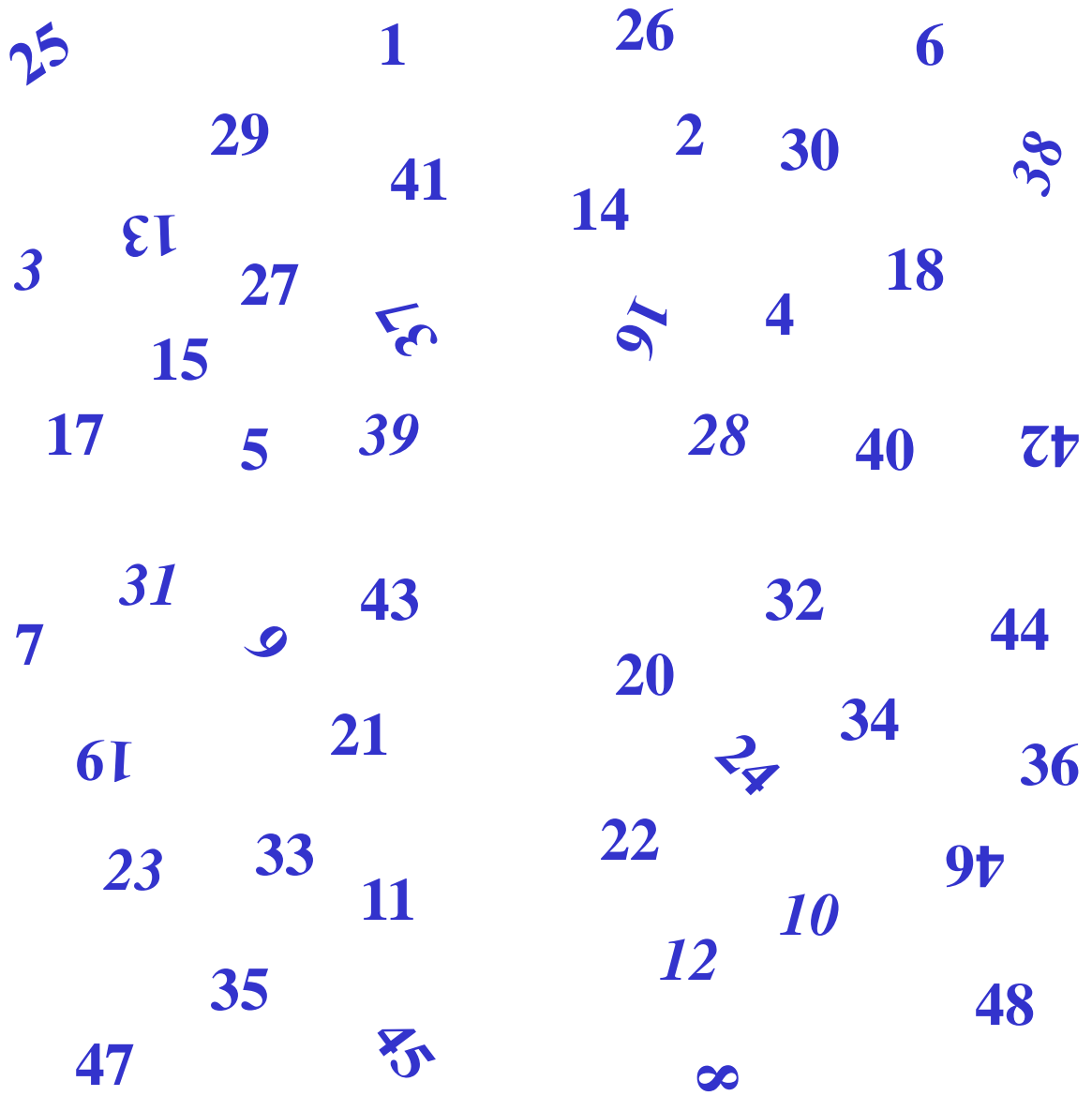
“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

*- William Arthur Ward*





# NUMBERS!



# A GOOD TRAINER

WHAT I DID	WHAT IS THE OPPOSITE!

# TRAINER CHARACTERISTICS

- Speaks clearly
- Organized
- Approachable
- Patient
- Uses a consistent approach
- Reads their participant(s)
- Knowledgeable
- Confident
- Prepared
- Flexible
- Good Listener
- Doesn't "downplay" task (this is easy)
- Has a positive attitude
- Makes others feel comfortable
- Gives positive feedback

# ***YOUR “TRAINER” RESPONSIBILITIES***

As a trainer, please list below what you believe your responsibilities to be:

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# A KEY TRAINER RESPONSIBILITY



*Creating a Learning Environment!*

# CREATING A LEARNING ENVIRONMENT

Listen

Encourage Involvement

Have Patience

Transition Skill Right Away



# CREATING A LEARNING ENVIRONMENT

**Don't...**

Rush  
Overwhelm  
Doubt  
Compare



# PREPARING FOR TRAINING

“You can’t drive a car by looking  
in the rear view mirror.”

*- Deming*





# **PREPARATION KEY ELEMENTS**

- Know the Material/Task
- Know skill/knowledge level of trainees
- “Walk Through” the Task/Material
- Establish the Physical Environment
- Design and Use a Checklist
- Anticipate Questions

# SAMPLE CHECKLIST

- ☐ Trainer's Guide (Notes)
- ☐ Trainee Books
- ☐ Handout
- ☐ Notepaper
- ☐ Pens
- ☐ LCD Projector
- ☐ LCD Screen
- ☐ Lap Top Computer with course and videos
- ☐ All Cord(s)
- ☐ Two Flipchart Stands
- ☐ Two Flipchart Pads
- ☐ Set of Flipchart Markers
- ☐ Masking Tape
- ☐ Feedback Handout

# YOUR CHECKLIST

COURSE TITLE: \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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- \_\_\_\_\_

# WHAT PEOPLE REMEMBER!



10%

## Verbal

- Read
- Hear words



30%

## Visual

- Look at pictures
- Watch an event



50%

## See and Hear

- Watch and listen to a demonstration
- Watch a video



70%

## Say or Write

- Take notes
- Explain a procedure



90%

## Kinesthetic (Experiential)

- Simulate an experience
- Do the real thing

# TRAINING DEVELOPMENT

- Determine Training Needs
  - Training Needs Assessment
- Provide Context
  - Course Overview
- Put Into Digestible Chunks
  - Course Outline
- Practice, Practice, Practice!
  - People learn by doing
- Provide On-going Feedback
  - Acknowledge your participants!

# **TRAINING NEEDS ASSESSMENT**

- Hard Copy – All or select number of employees
  - Conducted in meetings, drop-box or mail in
- Hard Copy – Focus Group
  - Key 6-7 individuals
- Electronic Survey
  - Free or Pay

# THE PROS AND CONS

## HARD COPY

PROS	CONS

## HARD COPY FOCUS-GROUP

PROS	CONS

## ELECTRONIC

PROS	CONS

# TRAINING ASSESSMENT COVER MEMO

Our company has been selected and is participating in a Training Program in partnership with the Port of San Diego Ship Repair Association and OSHA's Susan Harwood Program.

In order to best determine which training to provide to our employees, we would appreciate if you would complete and return the attached Training Needs Assessment Form to:

Insert trainer name or POC here

on or before \_\_\_\_\_.

We plan to have our training class during the month of January, 2016.

If you have any questions or comments, please let me know.  
Thank you for your input.

Signed,  
Trainer from your company



# **TRAINING ASSESSMENT METHOD ONE**

Hard Copy – All or a select number of employees

- Expect 30% return
- Return to trainer, drop-box or point of contact for roll up
- Increases “buy-in”
- Can be done through an interview one-on-one or focus group (see next method)

# **TRAINING ASSESSMENT METHOD TWO**

## **Hard Copy – Focus Group**

- Groups of 6-7
- Allows discussion
- Work Group representation
- Faster implementation
- Faster roll-up
- Less buy-in from participants

# **TRAINING ASSESSMENT METHOD THREE**

## **Electronic Surveys**

- Survey Monkey – commonly used
- Results to trainer or POC
- Results done within survey tool
- Specifics to be found on Assessment Tool Websites

# **ELECTRONIC SURVEYS**

- Electronic surveys have many advantages over traditional surveys, including a reduction in cost and ease of analysis. Drawbacks to this type of data collection include the potential for selection bias and poorer response rates.
- The fast, efficient and often 'free' electronic survey has many advantages over the traditional postal data collection method, including ease of analysis for what can be vast amounts of data. However, to capitalize on these benefits, researchers must carefully consider techniques to maximize response rates and minimize selection bias for their target population.

# STRATEGIES

- Easily accessible link
- Stating the length
- Stating the population
- Sending up to three reminders
- Personalizing each email
- Adding the updated response rate to reminder emails
- Stating the average time it would take to complete the survey in the title of the email

# TRAINING NEEDS ASSESSMENT

## Sample Assessment

### 3. Implementing a Safety and Health Management System

Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial
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### 4. Understanding Hazardous Communication and the Globally Harmonized System (GHS)

Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial
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### 5. Applying Personal Protective Equipment (PPE)

Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial
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### 6. Understanding Hearing Conservation

Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial
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# ASSESSMENT ROLL-UP

2013 Training Needs Assessment (Arranged By Highest Rating Average)

1. Locking and Tagging-Out Safely	Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial	Rating Average
Rating	0	0	7	21	3.75
2. Working In and Around Confined Spaces	Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial	Rating Average
Rating	1	0	5	22	3.71
3. Preventing Fires and Performing Hot Work	Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial	Rating Average
Rating	1	0	8	19	3.61
3. 10-Hour OSHA (7615)	Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial	Rating Average
Rating	0	2	7	19	3.61
3. Performing a Hazard Assessment	Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial	Rating Average
Rating	1	0	8	19	3.61
4. Creating a Safety Culture	Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial	Rating Average
Rating	1	2	5	20	3.57
4. Performing a Job Safety Analysis	Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial	Rating Average
Rating	0	2	8	18	3.57
4. Protecting Yourself From Falls	Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial	Rating Average
Rating	1	1	7	19	3.57
5. Applying Personal Protective Equipment (PPE)	Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial	Rating Average
Rating	0	3	7	18	3.54

# **SAFETY TRAINING RESULTS**

The top 8 safety training needs are listed below by highest average score. (Average score in parentheses.)

1. Locking and Tagging-Out Safely (3.75)
2. Working In and Around Confined Spaces (3.71)
3. Preventing Fires and Performing Hot Work (3.61)
4. 10-Hour OSHA (7615) (3.61)
5. Performing a Hazard Assessment (3.61)
6. Creating a Safety Culture (3.57)
7. Performing a Job Safety Analysis (3.57)
8. Protecting Yourself From Falls (3.57)



# OBJECTIVES SO FAR

- Demonstrate four qualities of a good trainer
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- List four things to prepare for training
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Conduct a Training Needs Assessment  
Describe: \_\_\_\_\_

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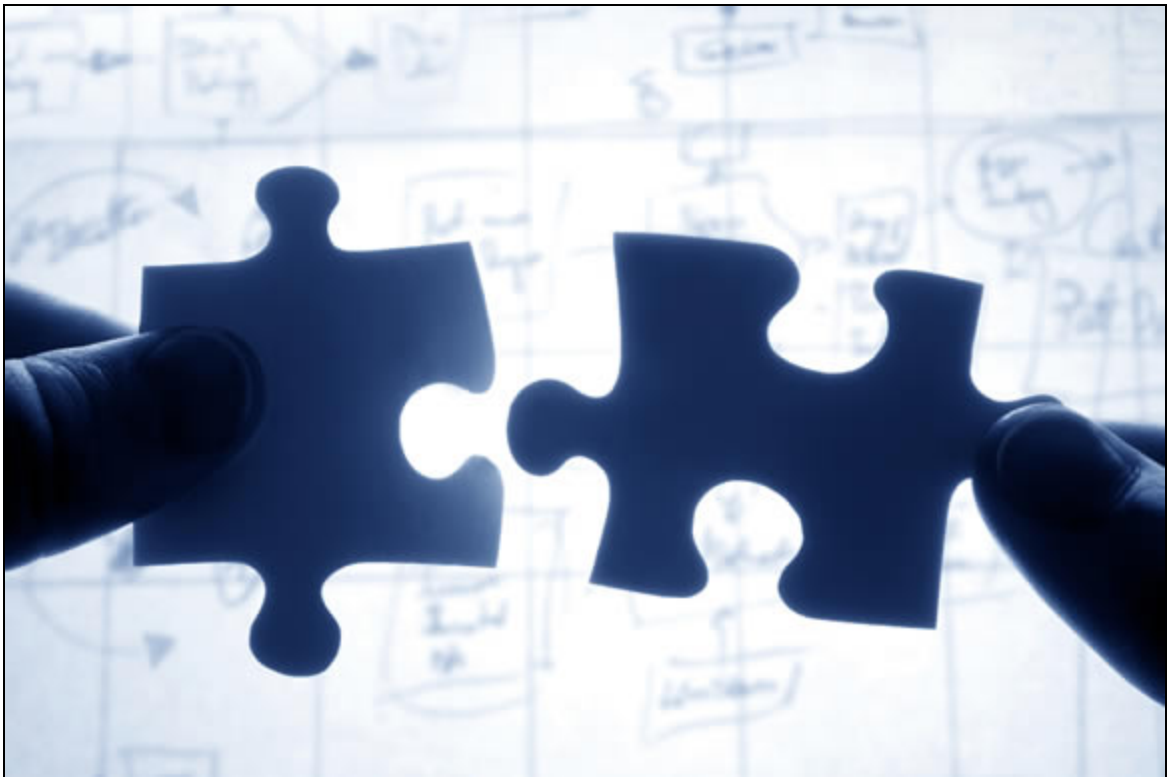
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# FROM THE TRAINER TO THE TRAINEE

“The most important component of effective training is what your people take away from it.”

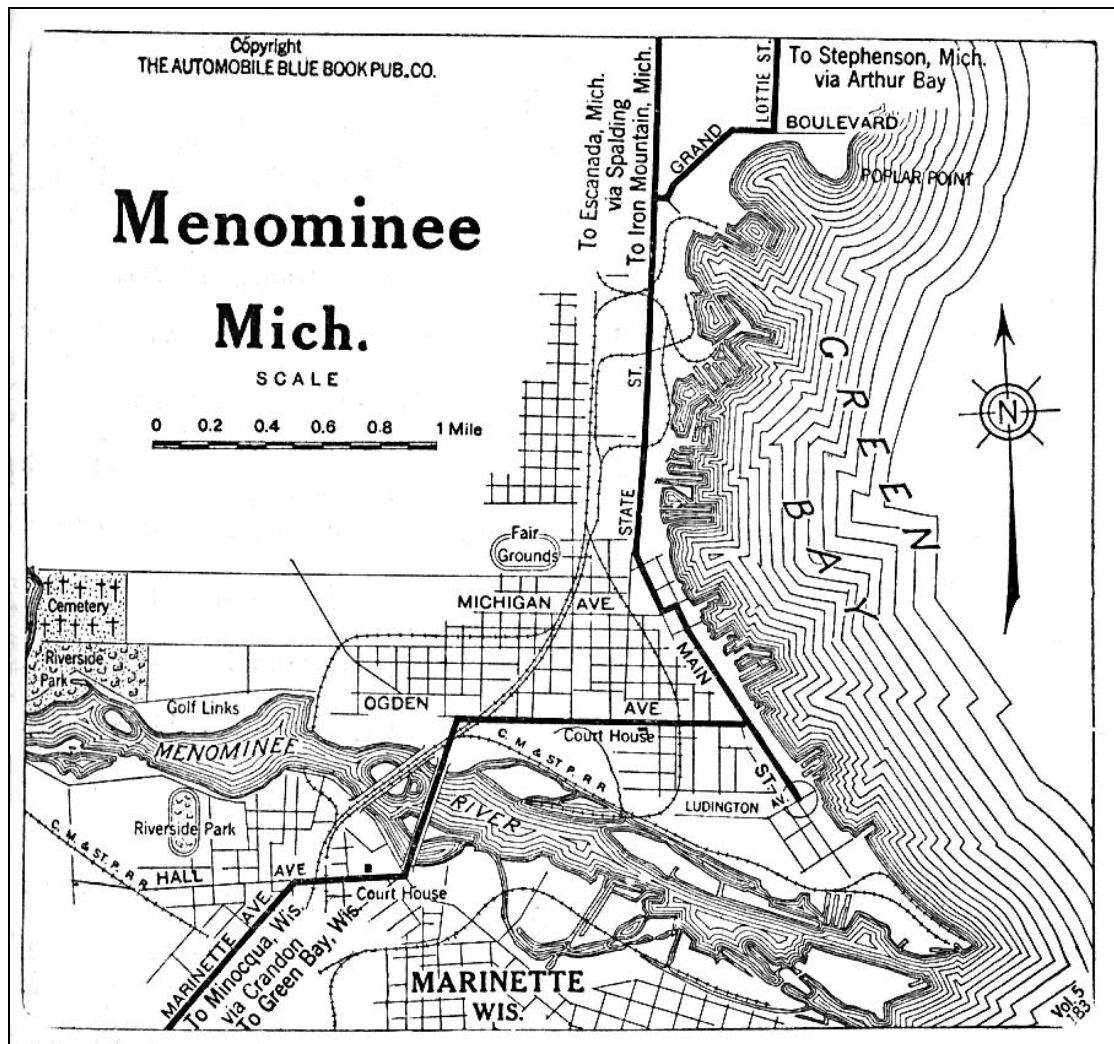
*- Dr. Jerry Mcardle*



# CONTEXT

1. How does the task fit into the bigger picture?
2. What happens before the task?
3. What happens after the task?
4. What could go wrong?
5. Background/Importance
6. Relevance to Trainee

# TOO DETAILED TO START



# BIGGER PICTURE



# **ELEMENTS OF A COURSE OVERVIEW**

1. Course Purpose
2. Course Objectives
3. Trainee Preparation
4. Training Modules
5. Background/Importance
6. Relevance to Trainee

# COURSE OVERVIEW

## Installing a TRACKS Terminal

### Course Purpose

At the end of this course you will be able to install a TRACKS Terminal

### Course Objectives

After completing this course, without help, you will be able to:

1. Describe Installation Process.
2. Identify all Tools and Materials Needed to Install TRACKS Terminal.
3. Install the Terminal Unit.
4. Install the Antenna.
5. Install Electrical Hook-Ups.
6. Test Unit for Proper Functioning.

### Trainee Preparation

Read installation instructions and be familiar with the Installation Kit and where it will be mounted.

### Training Modules

1. Installing the Terminal Unit.
2. Installing the Antenna.
3. Installing Electrical Hook-Ups.

### Background/Importance

- TRACKS
  - Is an Internet-based service that provides location and status information on heavy equipment. It is a key product/service delivered by our company and sales are on the rise!

### Training Relevance

- Certification in this module is required for you to perform this task.

# PURPOSE AND OBJECTIVES

- What is the difference?

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# LEARNING OBJECTIVES

Establish clear-cut, competency-based learning objectives that describe what the learner will be able to do at the end of the training presentation.

## *What is a learning objective?*

A learning objective is a statement describing a learning outcome, rather than a learning process or procedure. It describes results, rather than the means of achieving those results.

## *Why do we need to write objectives?*

- They help the instructor design and select instructional content and procedures
- They provide clear expectations for the learner
- They help the instructor evaluate or assess the success of instruction

# OBJECTIVE CRITERIA

1. The objective states a time limit
2. The objective specifies conditions of performance
3. The objective identifies the performer(s)
4. The objective contains one action verb
5. The objective specifies an acceptable standard of performance

# THE 5 CRITERIA

**Listed below are the five criteria for writing effective training objectives.**

“(1) At the end of the training session, (2) given lockout/tagout equipment and without help, (3) you will (4) perform (5) all of the steps of the chipper lockout/tagout procedure without error.”

1. The objective states a **time limit**. *"At the end of the training session"*
2. The objective specifies the **conditions of performance**. *"given lockout/tagout equipment and without help"*
3. The objective identifies the **performer**. *"you"*
4. The objective contains **one or more action verbs**. *"perform"*
5. The objective specifies an **acceptable standard of performance**. *"all steps, without error."*

# OBJECTIVE EXERCISE

**Group Exercise:** From page 30 evaluate the objectives and rate below.

## Course Objectives

After completing this course, without help,  
you will be able to:

1. Describe Installation Process.
2. Identify all Tools and Materials Needed to  
Install TRACS Terminal.
3. Install the Terminal Unit.
4. Install the Antenna.
5. Install Electrical Hook-Ups.
6. Test Unit for Proper Functioning.

Objective meets standards \_\_\_\_ Does not meet standards \_\_\_\_

Missing criteria number(s): 1    2    3    4    5

# OBJECTIVE EXERCISE II

**Group Exercise: Analyze each of the following objectives to determine if they measure up to the five criteria. If they do not, circle the number of the missing criteria.**

1. The objective states a time limit
2. The objective specifies conditions of performance
3. The objective identifies the performer(s)
4. The objective contains one action verb
5. The objective specifies an acceptable standard of performance

**"Gain a greater awareness of our hazard communications program."**

Objective meets standards \_\_\_\_ Does not meet standards \_\_\_\_

Missing criteria number(s): 1   2   3   4   5

**"You will be able to rate, with justification, each element of the company's hazard communications program."**

Objective meets standards \_\_\_\_ Does not meet standards \_\_\_\_

Missing criteria number(s): 1   2   3   4   5

**"At the end of the training session, given a simulated accident report, learners will be able to identify at least three possible root causes contributing to the accident."**

Objective meets standards \_\_\_\_ Does not meet standards \_\_\_\_

Missing criteria number(s): 1   2   3   4   5

# ACTION WORDS

Action verbs describe observable/measurable behaviors. Use action verbs when writing objectives.

<b>Comprehension:</b> Interpret information in one's own words  classify            recognize describe          report discuss          restate explain          review express          select identify          sort indicate          tell locate          translate	<b>Knowledge:</b> Recall information  arrange            name define            order duplicate          list label            match relate            recall repeat            reproduce	<b>Application:</b> Use knowledge in a new situation  apply            operate choose          prepare practice          dramatize schedule          employ sketch          illustrate solve            interpret use
<b>Analysis:</b> Break down knowledge into parts and show relationships among parts  analyze            appraise discriminate      calculate distinguish      categorize examine          compare experiment      contrast inventory        criticize question          diagram Test	<b>Synthesis:</b> Bring together parts of knowledge to form a whole and build relationships for new situations  arrange            manage assemble          organize collect            plan compose          prepare construct          propose create            set up design            synthesize formulate          write	<b>Evaluation:</b> Make judgments on basis of given criteria  appraise            evaluate argue            judge assess            predict attack            rate choose            score compare          select defend            support estimate          value

# **SAMPLE OBJECTIVES**

## **Training Objectives:**

At the completion of this module, without help, the trainee will be able to:

- Accurately describe the 6 key elements of an Emergency Action Plan
- Accurately describe the 5 key elements of a Fall Protection Plan
- Select the proper agency for a given action when presented with a list of agencies
- Properly put on 3 types of fall protection equipment
- Explain the three key elements of quality
- Explain the key points of a quality assurance system
- Explain the key points of ISO 9001

# YOUR COURSE OVERVIEW

Course Title \_\_\_\_\_

## **Course Purpose**

After completing this module, you will be able to:

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## **Course Objectives**

After completing this module, you will be able to:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## **Trainee Preparation**

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## **Training Modules**

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## **Background/Importance**

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## **Training Relevance**

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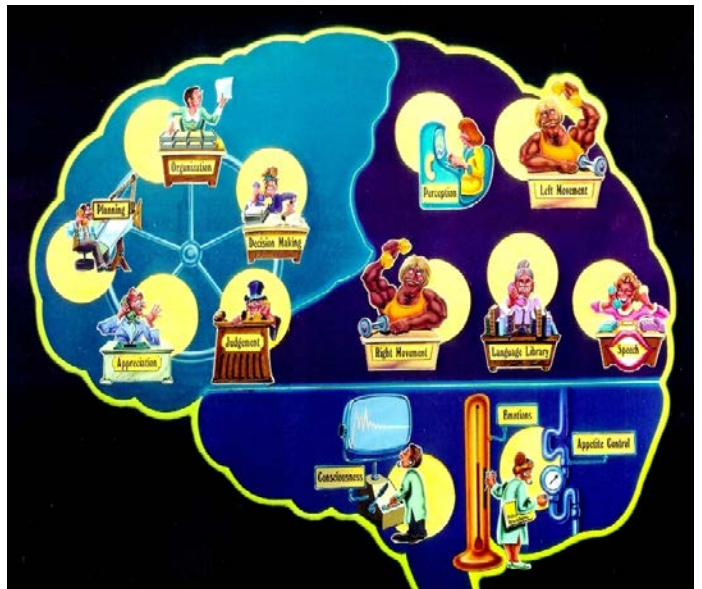
# DIGESTIBLE CHUNKS

- Adults Build On What They Know




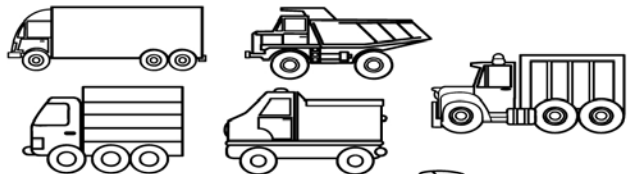


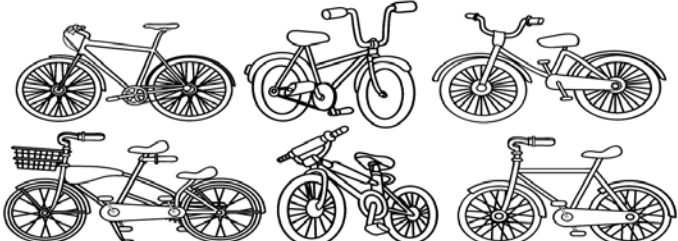
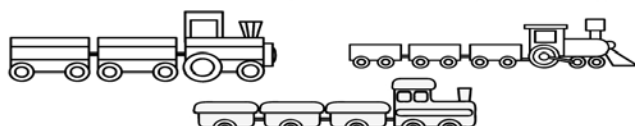
# DIGESTIBLE CHUNKS

- A manageable chunk of information is one that the learner can easily process and comprehend.
- Research suggests that people can best process and remember no more than 5-9 pieces of information at one time.
- The human mind will automatically group items to facilitate memory.

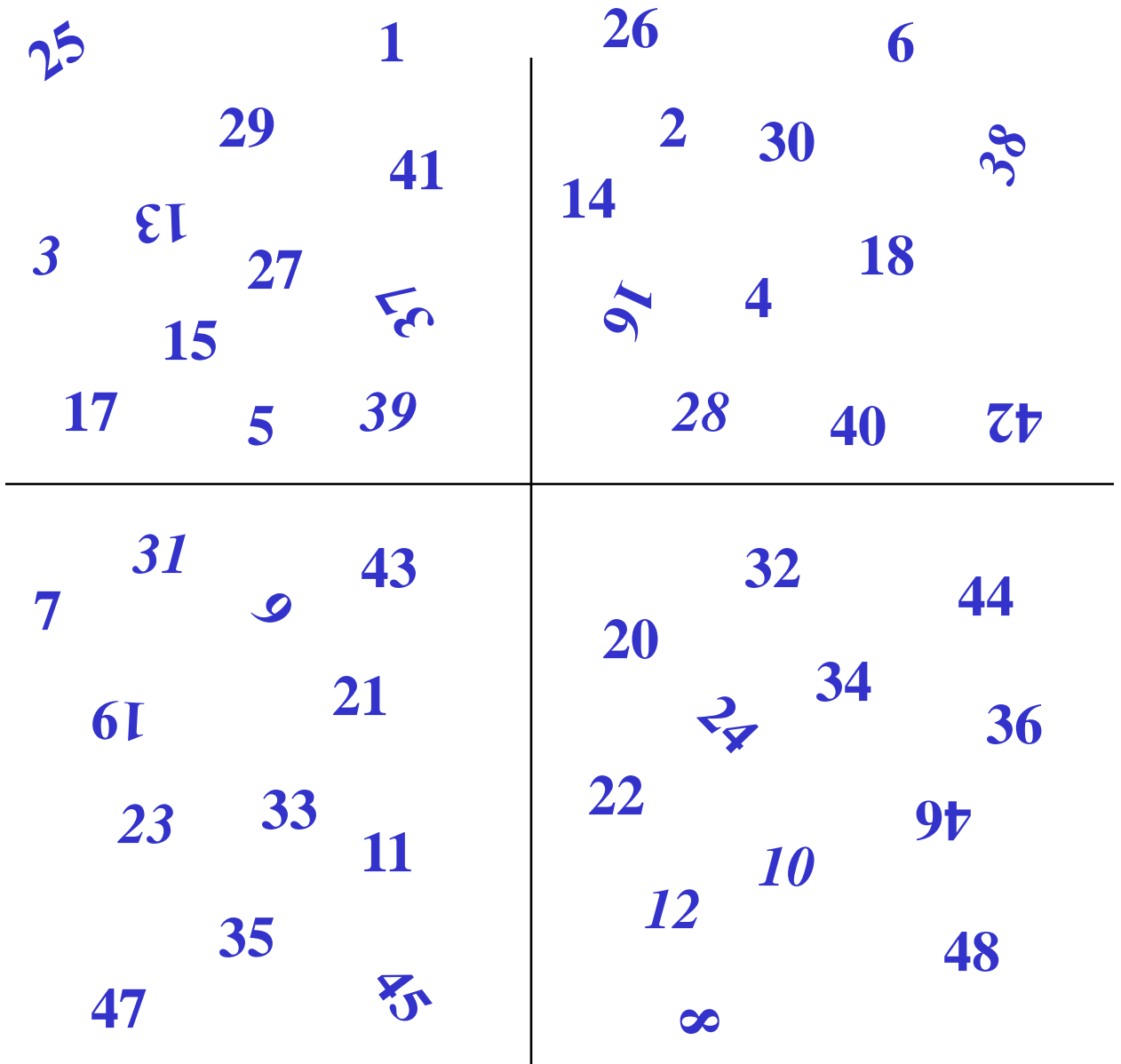


# CHUNKING AND SEQUENCING

- Information for each training objective should be put in digestible chunks and *sequenced!*

	<p><b>How many sailboats?</b></p> <p>_____</p> <p>-----</p> <p>_____</p>
	<p><b>How many trucks?</b></p> <p>_____</p> <p>-----</p> <p>_____</p>
	<p><b>How many jets?</b></p> <p>_____</p> <p>-----</p> <p>_____</p>
	<p><b>How many cars?</b></p> <p>_____</p> <p>-----</p> <p>_____</p>
	<p><b>How many bikes?</b></p> <p>_____</p> <p>-----</p> <p>_____</p>
	<p><b>How many trains?</b></p> <p>_____</p> <p>-----</p> <p>_____</p>

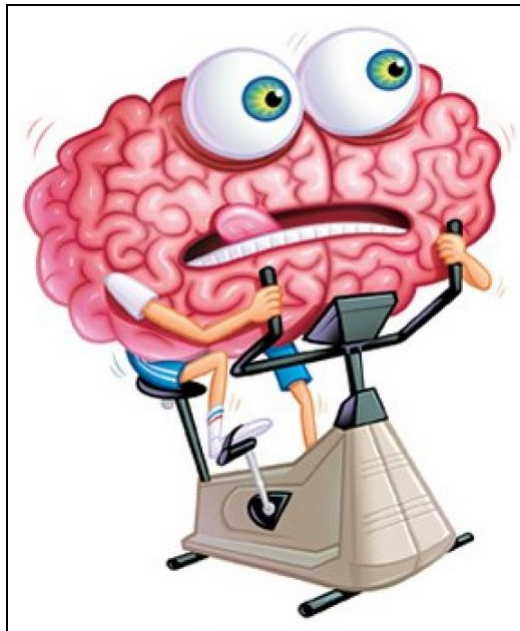
# NUMBERS!



# THE WHOLE THING!

- Learn This Number

**951453020822487**

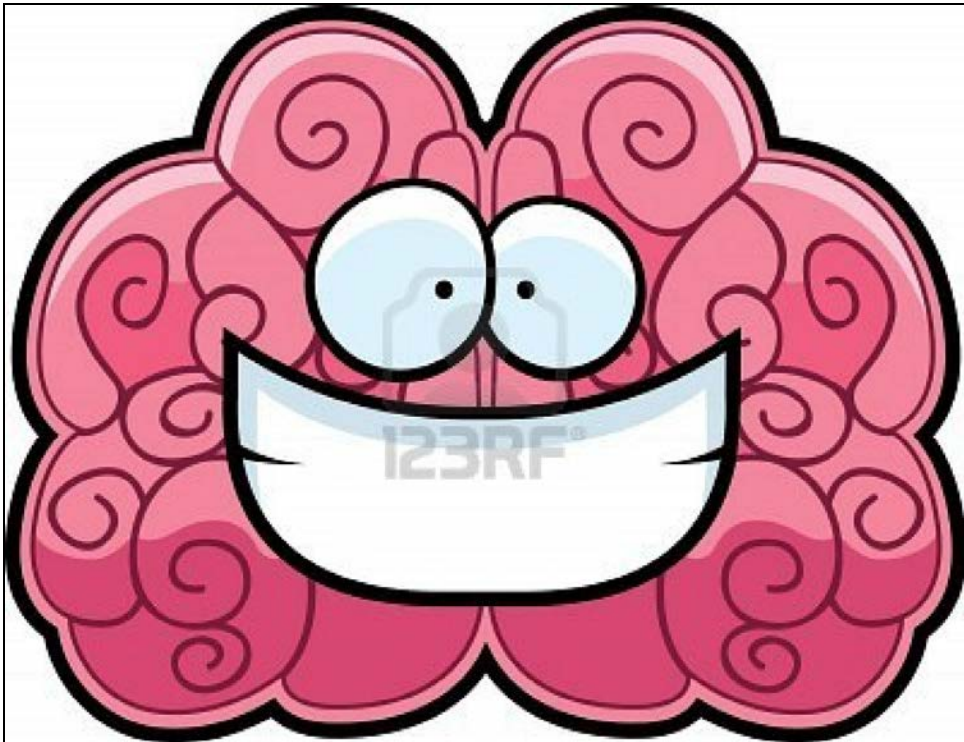


# MANAGEABLE UNITS

- Now... Learn This Number

Phone: **(951) 453-0208**

Address: **22487**



# MANAGEABLE UNIT EXAMPLE

A writer was assigned to write a policy manual containing 25 policies. Because 25 exceeds the “chunking” limit of 5-9, the writer identified three categories of policies and divided the manual into the following sections:

- Section I: Financial Policies
- Section II: Safety Policies
- Section III: Security Policies

# SEQUENCING

- The sequencing of training content and material is almost as important as the content itself. It can defeat the purpose of a training program if not carefully thought out. Trainers should be concerned about the logical sequencing of training, because if the lesson does not unfold in a building, reinforcing way, learning will be less effective.

***“Don’t put the cart before the horse!”***





# SEQUENCING STRATEGIES

- **Basic “strategies” to consider in sequencing safety training:**
  - 1. Information should flow from the **general to the specific** - Move gradually to the many and varied specific on-the-job applications of the concepts discussed.
  - 2. Information should develop from the **simple to the complex** - The design should begin with a fairly simple conceptual overview of the subject to be learned.
  - 3. Training concepts should move from **theory to practical** application.
  - 4. Training may transition from **known to unknown** concepts, ideas, or processes.
  - 5. For On-the-Job Training (OJT), sequence the content so that it corresponds to the **order in which the tasks are performed** on the job.

# THE ACANTHOPHOLIS

- Acanthopholis (meaning "spiny scales") was an armored, quadrupedal (walked on four legs), plant-eating dinosaur from the early Cretaceous period. Its armor was rows of oval plates set into its skin, plus it had spikes jutting out of its neck and shoulder area along the spine. It was about 15 feet long (4 m) and weighed roughly 380 kg.

Acanthopholis lived during the early Cretaceous Period, about 115-91 million years ago. This huge, heavy reptile was an herbivore (it ate only plants). It had to eat a huge amount of low-lying plant material to sustain itself so its gut must have been very large. It probably had a fermentation compartment to aid in the digestion of the tough plant material, producing prodigious amounts of gas. Acanthopholis was an ankylosaur, whose intelligence (as measured by its relative brain to body weight, or EQ) was low among the dinosaurs.

Ankylosaur track ways were found in 1996 near Sucre, Bolivia, South America showing that these huge creatures could run at a "decent jog," according to Christian Meyer, a Swiss paleontologist working at the site. Speed estimates are made using the distance between the footprints, the animal's leg length, the pattern of the tracks, and other factors. Partial fossils have been found in England. Acanthopholis was named by the British biologist Thomas H. Huxley in 1865.

# THE ACANTHOPHOLIS

- There are about 30 facts regarding the Acanthopholis. Outline these facts using Manageable Units and Sequencing Strategies.

# SAMPLE OUTLINE

## *Topic Two: Performance Alignment*

- The Performance Process
- Establishing *Trust* ....No Surprises!
- Planning For Performance
- Establishing Expectations
  - SMART Objectives
  - Establishing the Bar
- Measuring Performance
- Providing On-Going Feedback (Coaching)
- The Performance Discussion
  - Setting
  - Questioning
  - Agreement
- Action Planning
- Using The Process (On-The-Job-Actions)

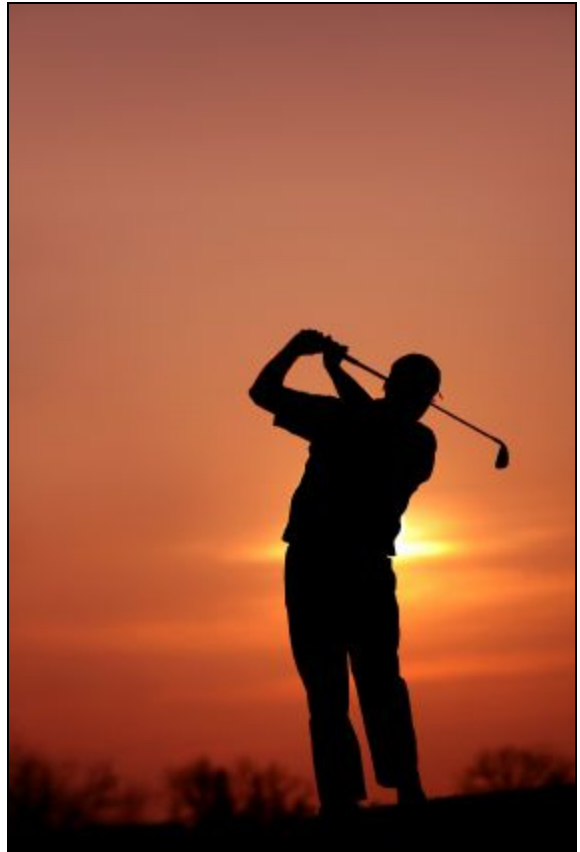
# YOUR OUTLINE

[illegible]

# PRACTICE, PRACTICE PRACTICE!

“An ounce of  
practice is  
worth more than  
tons of  
preaching.”

- *Gandhi*



# PRACTICE, PRACTICE, PRACTICE!

I do it normal...



I do it slow...



You do it with  
me...

Then off you go!



## ON PRACTICE

- Practice should be non-threatening (OK to mess up!)
  - Simulated work is best
- Practice activities should be set up for each task.
- Be available for coaching and questions.
- Let the learner decide if they have practiced enough.



# COMPETENCE

- The ability to do a job to a specified standard or expectation.
- Ability
  - Knowledge
  - Skills
  - Confidence
  - Attitude



# DETERMINING COMPETENCE

- Determine what “competence” means before you begin.
  - Quality Standards
  - Time Standards
  - Waste Standards
- Establish performance against standards.
  - Written Pre-post Test (Knowledge)
  - Measurable Observation (Skill)

***Both the trainer and the trainee must be confident that the trainee is competent.***

# SAMPLE COMPETENCE CHECKLIST

## WELDING TRAINING CHECKLIST

Worker's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

LEVEL 1: Skills/Knowledge	Observed	Assisted	Demonstrated	Checked By
<b>Safety: General, Oxy-Acetylene Welding, Electric Arc Welding:</b> <i>recognize and apply safe working practices to reduce incidents</i>				
<b>Hand Tools and Power Equipment:</b> <i>become familiar with safe hand and power tool procedures</i>				
<b>Oxy-Acetylene Start-up, Shut-down and Cutting:</b> <i>demonstrate the safe and proper procedures to use O/A equipment</i>				
<b>Oxy-Acetylene Welding Practical Requirements:</b> <i>practice various skills and types of welds with and without fill rod</i>				

# YOUR COMPETENCE CHECKLIST

SKILLS /KNOWLEDGE	Observed	Assisted	Demon-Strated	Competent

# PROVIDE ON-GOING FEEDBACK

“A person who feels competent...  
is far more likely to perform  
competently...  
and vice versa!”



# ON-GOING FEEDBACK

- Maintain Self-Esteem
- Be Timely
- Deliver It Positively
- Provide It Often
- Do Not Wait Until It Is Perfect
- Encourage!

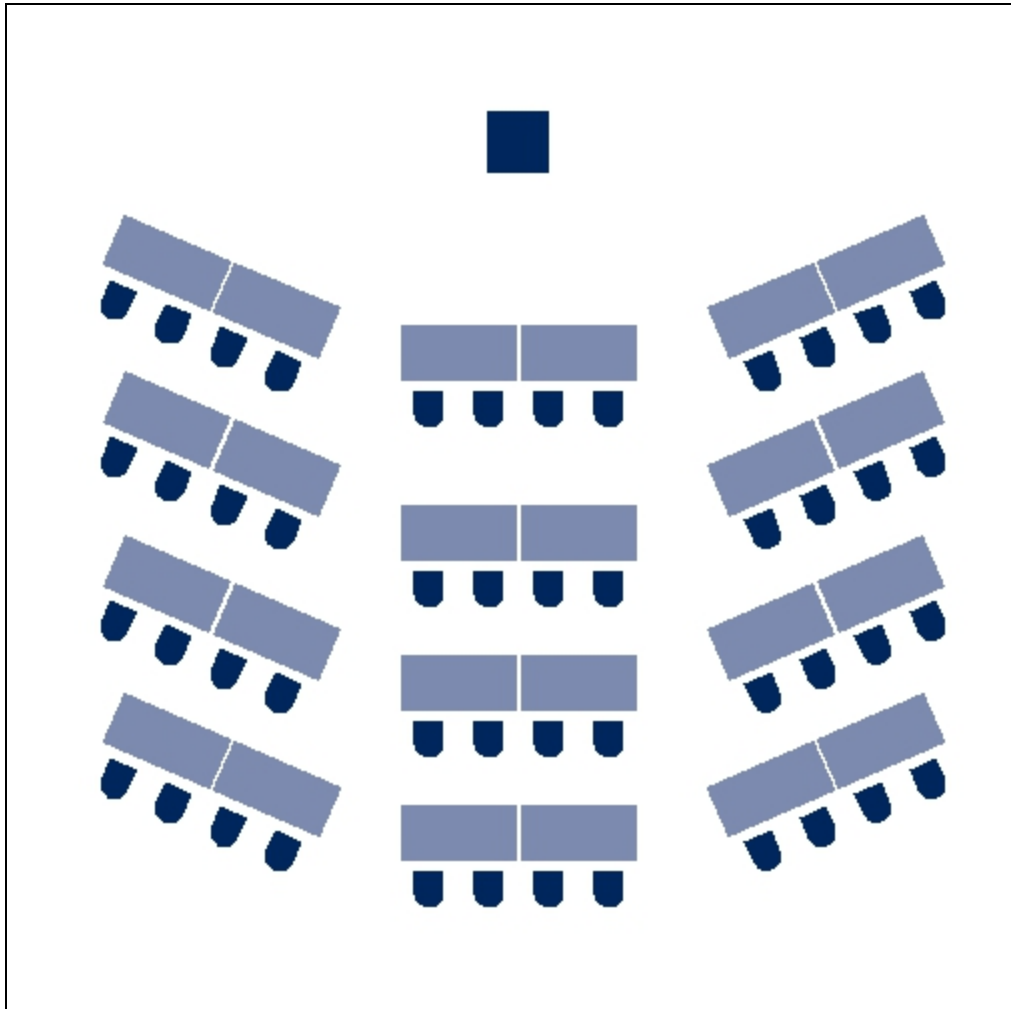
# TRAINING IN A CLASSROOM

- The physical environment
- The power of questions
- Use training media effectively
- Participative training methods



# THE PHYSICAL ENVIRONMENT

Listening is purely a voluntary activity!





# THE PHYSICAL ENVIRONMENT

List below what you believe to be the optimum physical environment for training.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

# **PHYSICAL ENVIRONMENT ELEMENTS**

- Temperature
- Comfort of Chairs
- Space
- Distractions
- Furniture Arrangement
- Lighting
- Restrooms

# **RATING THIS ENVIRONMENT**

- Temperature \_\_\_\_\_
- Comfort of Chairs \_\_\_\_\_
- Room Size & Dimensions \_\_\_\_\_
- Screen or Chart Locations \_\_\_\_\_
- Distractions \_\_\_\_\_
- Furniture Layout \_\_\_\_\_
- Lighting \_\_\_\_\_
- Restrooms \_\_\_\_\_

# ROOM CHECKLIST

## **Lighting**

- How is it controlled?
- Is dimmer switch available?
- All bulbs/fixtures working?
- Windows have shades/blinds?
- Do you know how to operate?

## **Electrical Outlets**

- Where are they?
- Is an extension cord needed?
- Do you need an adapter?

## **Microphone**

- Are there more than 40 people?
- What type of microphone?
- Did I practice using it?

## **Audience Comfort**

- Temperature Control?
- Room dimensions?
- Screen location?
- Comfort of chairs?
- Noise/distractions?
- Restroom locations?

## **Room Set-up**

- Theater style?
- U-shape style?
- Herringbone style?
- Classroom style?
- Conference style?
- Buzz style?

## **Stage**

- Practice walking/climbing?
- Is there a lectern?
- Are there lights?
- Is it adjustable?

# YOUR ENVIRONMENT

WHERE YOU WILL BE TRAINING

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How can the environment be improved?

- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---

# RULE OF THUMB ONE

- Tell your audience what you're going to tell them. (Pre-Test)
- Tell them. (A variety of training methods)
- Then tell them what you told them. (Section Summaries)
- *Let them tell you! (Questioning, Post-Test)*



# TYPES OF MEDIA

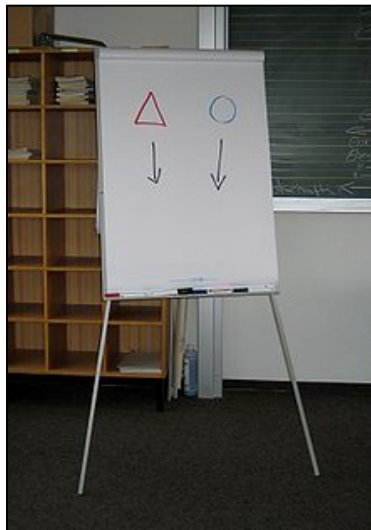
- Video



- Slides/Multi-media



- Flipcharts



# USING THE RIGHT MEDIA ...RIGHT!



**Not the goal!**



# DEVELOPING AND USING MEDIA

- Presenters use media to both *increase* their *persuasiveness* and *heighten* audience *retention*.
- Increase Persuasiveness
  - Presenters using visual aids conduct meetings in 28% less time
  - Proposals are approved twice as often
- Heighten Retention
  - Retention increases by about 10%
  - Participants learn vocabulary twice as well
  - People comprehend about 7% of information delivered verbally. They comprehend 87% when the information is delivered both verbally and visually.

# WHAT PEOPLE REMEMBER!



10%

## Verbal

- Read
- Hear words



30%

## Visual

- Look at pictures
- Watch an event



50%

## See and Hear

- Watch and listen to a demonstration
- Watch a video



70%

## Say or Write

- Take notes
- Explain a procedure



90%

## Kinesthetic (Experiential)

- Simulate an experience
- Do the real thing

# SLIDES WITH DISCUSSION



## See and Hear

- Watch and listen to a demonstration
- Watch a video

# TAKING NOTES WHILE WATCHING A VIDEO



**70%**

## See and Hear

- Watch and listen to a demonstration
- Watch a video

# THE PROS AND CONS

## The Pros

## The Cons

### VIDEO

_____	_____
_____	_____

### POWERPOINT

_____	_____
_____	_____

### FLIPCHARTS

_____	_____
_____	_____

### HANDOUTS

_____	_____
_____	_____

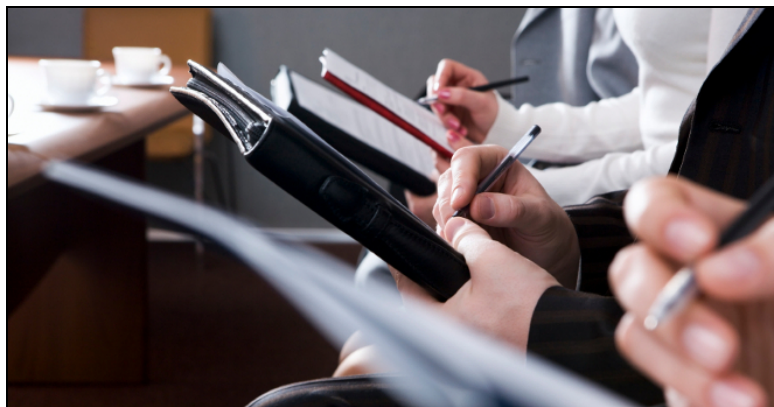


# REMEMBER!

- With any type of projection device, the darker the room the clearer the picture.

*However.....*

- The darker the room the more difficult it is to see and hear you.
- The darker the room the more difficult it is to take notes.
- The darker the room the less audience participation you will receive.



# YOUR MEDIA

- Write below the media you are planning on using for your presentation and why you have selected that media.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# **PARTICIPATIVE TRAINING METHODS**

- Team Competition
- Rewards
- Pre-Post Testing
- Graphics/Pictures
- Individual Exercises
- Demonstration
- Summaries
- Videos
- Games
- Questions

**Every training method should  
have a learning objective!**



# THE POWER OF QUESTIONS

“Judge a man by his questions rather than his answers.”

- Voltaire



# OPEN QUESTIONS

## Questioning Accomplishes:

- Gathering of information, sharing ideas, learning about a situation
- Obtaining specific information
- **Encouraging people to think!!**
- Guiding a conversation
- Providing general information or specific information
- *Demonstrating that you value the thoughts and feelings of others.*

# TYPES OF OPEN QUESTIONS

- What....this will focus the training on events
- How....this will focus the training on the process or sequence of doing things
- Why....this will require an explanation
- Who can tell me about....
- Please explain...
- I would like your opinion regarding..
- I am interested in your views of...
- Tell me your feelings about...

# THE DIFFERENCE

Let me tell you why you  
need to ...

Who can tell me why you  
need to ...?

You shouldn't do this  
because...

If I were to do this, what  
would happen?

The best way to do this  
is...

What do you think is the  
best way to do this?

My experience in this  
is...

What is your experience  
in this?

If you use this tool, be  
sure to...

How should you use this  
tool?

I am going to do this  
because...

Why would I do this?

# ANOTHER GOOD REASON TO QUESTION

It makes the trainer's life a lot  
easier!



# QUESTIONING

In the space provided below, write 5 statements regarding the training you will be conducting. After finishing those 5 statements, turn them into open ended questions.

## STATEMENTS

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## QUESTIONS

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

# TRAINING METHODS

- Why use a variety of learning methods?

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# USING DIFFERENT METHODS

1. Generates interest
2. People learn in different ways
3. People learn at different rates
4. People learn from different experiences
5. People learn from fun experiences





# REWARDS

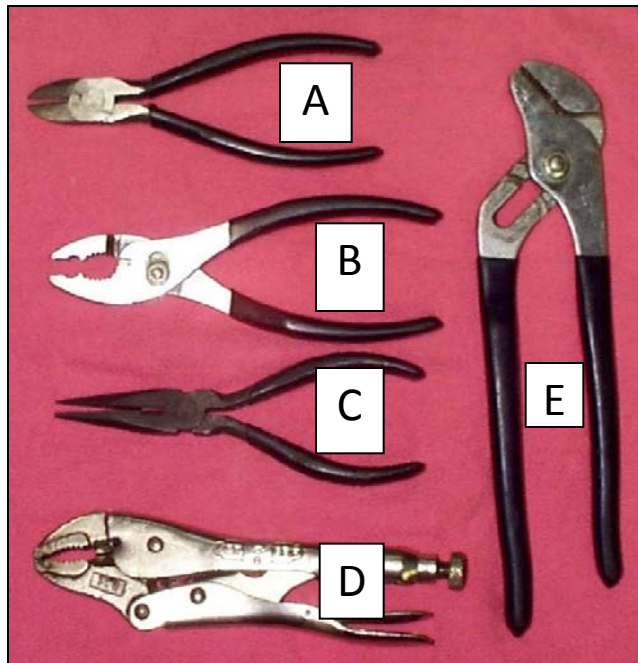
- Participating
  - Reading
  - Answering questions
  - Providing examples
  - Encouraging others
  - Offering suggestions
  - Others?



# PRE-POST TEST

Circle the letter of the matches the pliers

- 14. A B C D E Slipjoint
- 15. A B C D E Needle nose
- 16. A B C D E Multi-groove / Channel Lock
- 17. A B C D E Diagonal
- 18. A B C D E Vise Grip / Locking



# RULE OF THUMB TWO

- Seven Slide Rule

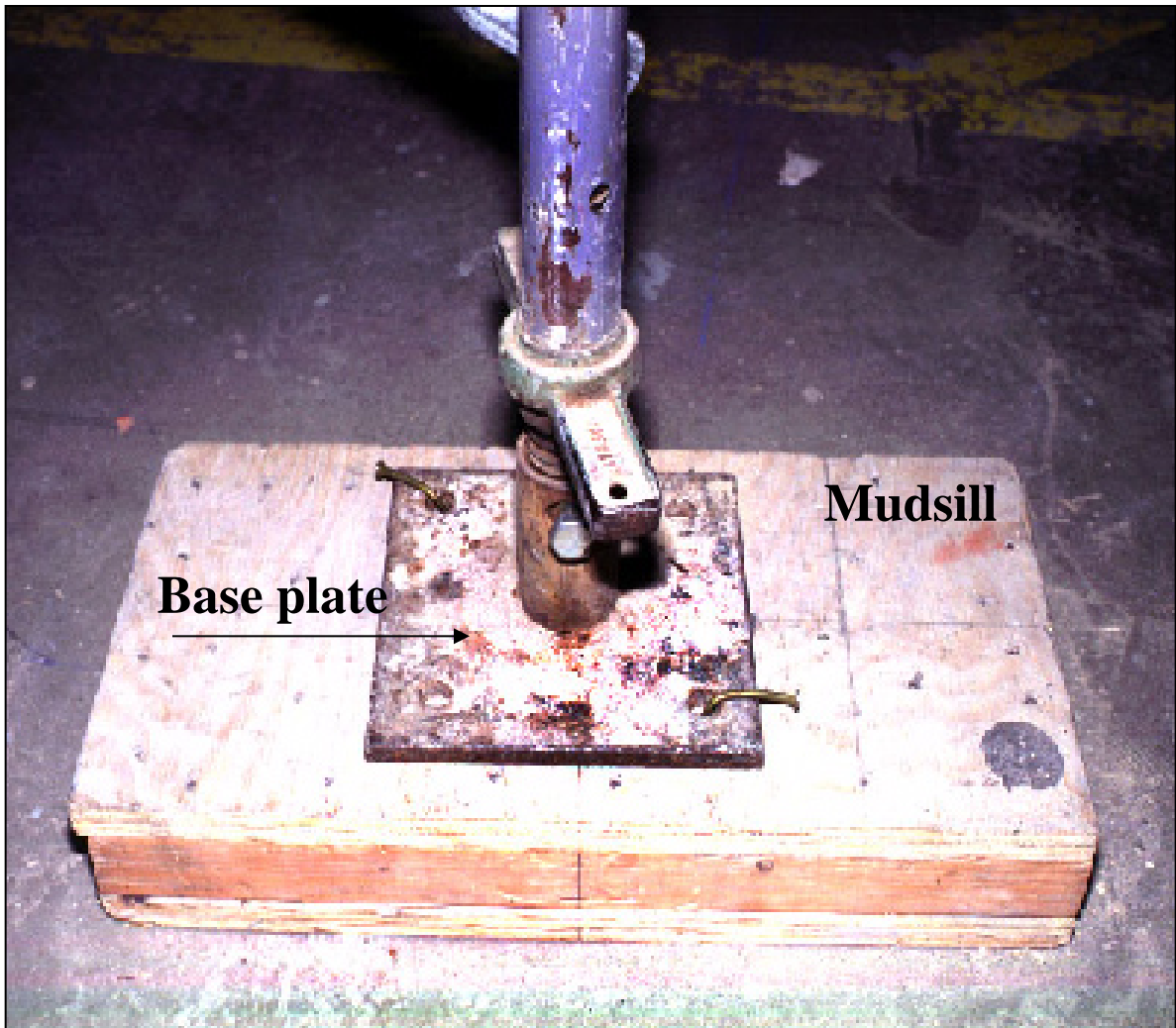
No more than seven slides/pages without a change in media.



# GRAPHICS/PICTURES



# GRAPHICS/PICTURES





# WHAT'S WRONG WITH THIS PICTURE?

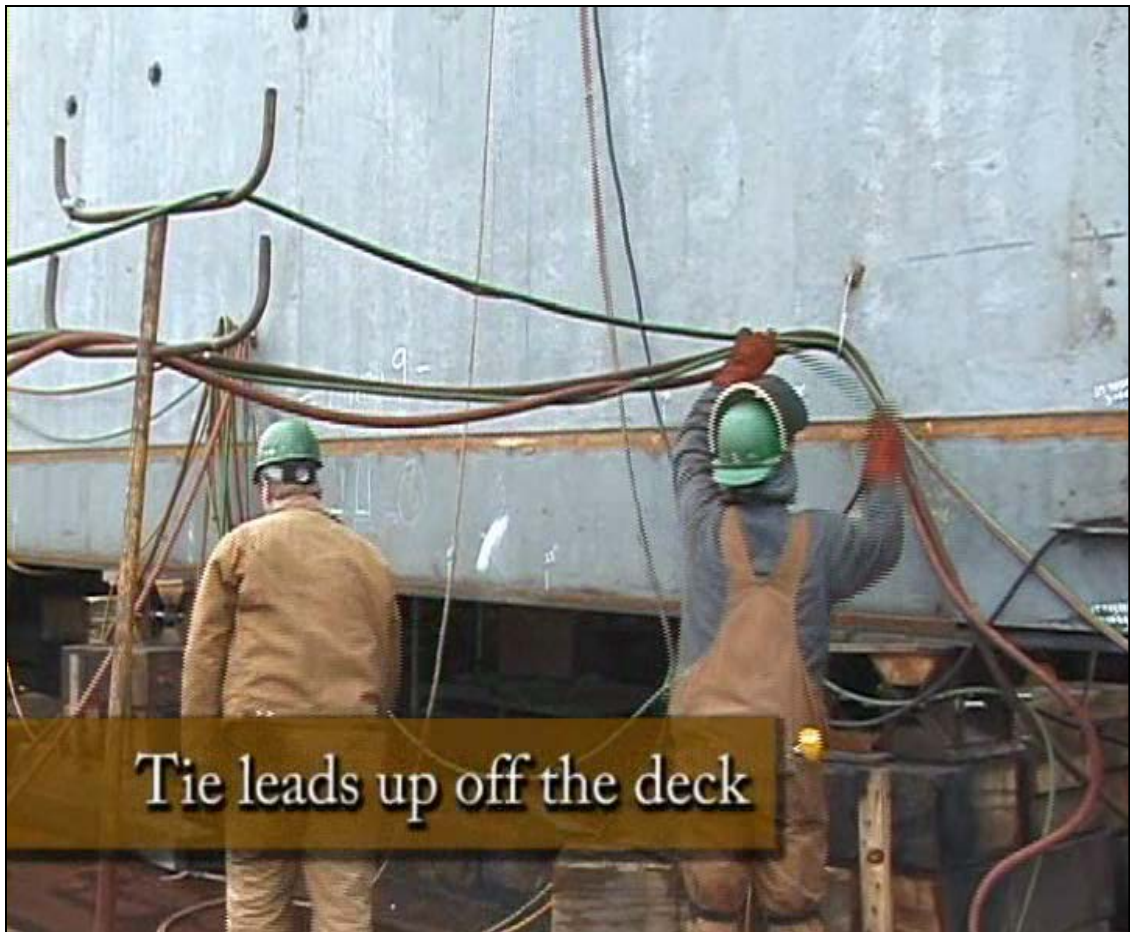


# **RULE OF THUMB THREE**

- If you show a negative picture, graphic or example always show the positive.



# GOOD EXAMPLE!





# INDIVIDUAL EXERCISE

Using the table below, list the work you perform in the left column, the hazardous materials and/or chemicals you use to perform that work in the middle column and the potential adverse health affects in the right column.

Work	Materials/Chemicals	Effects

# YOUR INDIVIDUAL EXERCISE

Based on the training you are or will be conducting, complete the table below. List the training method(s) you will be using in the left column, how you will use it in the middle column and the benefits you expect in the right column.

Training Method	How You Will Use It	Expected Benefits

# DEMONSTRATION

For a fruit snack, who would demonstrate how to properly put in ear plugs?




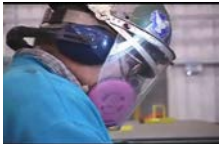


# DEMONSTRATION



# SECTION SUMMARIES

**Draw a Line From the Type of Eye Protection  
to the Key Feature It Possesses**

Type of Eye Protection		Description
Safety Glasses 		<ul style="list-style-type: none"><li>• Protection extends from the eyebrows to below the chin and across the entire width of the head</li><li>• Does not protect against impact</li></ul>
Safety Goggles 		<ul style="list-style-type: none"><li>• Impact resistant lenses</li><li>• Side shields required</li></ul>
Welding Shield 		<ul style="list-style-type: none"><li>• Tight fitting</li><li>• Some can fit over corrective lenses</li></ul>
Face Shield 		<ul style="list-style-type: none"><li>• Constructed with vulcanized fiber or fiberglass</li><li>• Fitted with filtered lenses</li></ul>

# VIDEO EXERCISE

Step 1: Watch the video

Step 2: Discuss with your team  
“what should have been done  
differently” and list below

Step 3: Be prepared to share  
your list with the class



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# **RULE OF THUMB FOUR**

- When structuring a game or activity, assume the training participants have no idea what you are talking about (See Rule of Thumb One!).



# GAMES

- Stump the Class
- Jeopardy
- Hangman
- Put-In-Order





# STUMP THE CLASS

With a partner, write a questions from this section (Training Methods) that you believe the rest of the class will be challenged in answering correctly. (Questions must be reasonable! If your instructor can't answer, it doesn't count!)

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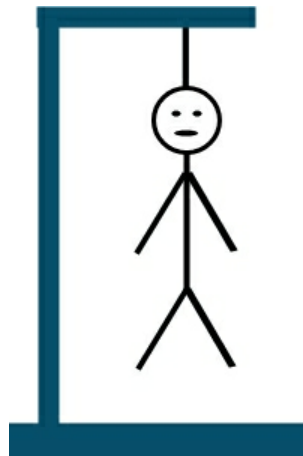
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# HANGMAN

S \_ \_ \_ \_ S \_ \_ \_ \_ R \_ \_ \_

The three words above a “rule of thumb”. When you are ready to solve please raise your hand, discuss with your team, give the answer and an explanation.



# PUT-IN-ORDER

- **Number the steps below in the correct order.  
Put the number 1 in the box in front of the first step, the number 2 in the box in front of the second step and so on.**
- ☐ The RA shall review accuracy of proposed tag out and sign block 10 of the TORS sheet (Tag-out record sheet).
- ☐ The RA and the Watch / Duty Officer will sign block 14 of the WAF form once the system and or component has been verified to have been drained / de-energized / depressurized and cooled down when working with steam.
- ☐ The ships Engineering Duty Officer will authorize the tag outs for engineering related systems.
- ☐ Ship will prepare tags based on the WAF.
- ☐ The RA shall conduct an independent review for the validation and accuracy of the tags, print name, badge, and company and sign block 7 of the hung tag and initial block 18b of the TORS.
- ☐ Tags will be hung by the ships force representative first signer (Authorizing Officer).
- ☐ A second qualified ships force representative shall conduct an independent review and sign tag.
- ☐ The RA will have the Watch / Duty Officer Sign block 13 of the WAF form after verification of tags has been completed by the RA.
- ☐ The ships Combat System Officer of the Watch will authorize tag outs for combat related systems.

# QUESTIONING

- Who can tell me the four “Rules of Thumb?”

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



# STRESS REDUCERS

Fear: A distressing emotion aroused by an impending pain, danger or evil; *or by the illusion of such*.

According to some surveys, presenting before a group is a leading “fear creator”. No matter what nervous symptoms you experience before your audience, the secret is to *control* nervousness - not eliminate it.

- Physical Stress Reducers
  - Deep breathing
  - Relaxation techniques
  - Isometric exercises
  - Moving and gesturing
  - Eye contact
- Psychological Reducers
  - Acceptance
  - Positive attitude
  - Affirmation
  - Visualization
  - Worst/best case
  - *Preparation*
  - *Practice*

# TRAINING EVALUATION



**Kirkpatrick Levels of Training Evaluation**

# LEVELS OF EVALUATION

- Level 1 – Training Session
  - Reaction Sheets
- Level 2 – Learning Evaluation
  - Pre-Post Tests
- Level 3 – Training Impact
  - Behavior Change

# LEVEL 1

- Example Methods
  - Written survey
  - Cards – red, yellow, green (tally results)
  - Group session (tally results)
  
- Example Questions
  - Was the learning environment conducive to learning?
  - What thing could we have done to make the training better?
  - How do you feel after participating in this training?
  - On a scale of 1 (low) to 5 (high), how would you rate the trainer?



# LEVEL 1 EXAMPLE RESULTS

- Examples of How Results are Reported
  - All participants were provided a Level 1 evaluation.
  - 93% of the class rated the learning environment conducive to training as green (green, yellow, red scale)
  - Participants felt the training would have been better if the module on worker's rights included \_\_\_\_\_
  - Participants felt that after the training session they would be better able to approach their supervisor about a safety hazards
- Examples of Modifications as a Result of the Level 1 Survey
  - Based on Level 1 results from the first three training sessions, the instructor manual was modified to include \_\_\_\_\_
  - Based on the Level 1 results from the initial training, module 1 was modified from a lecture to a hands-on activity

# FEEDBACK FORM

## Shipyard Ergonomics Overall Course Feedback

Circle the number you feel is most appropriate to the phrase at the left, 1 is poor, 5 is excellent. Provide any comments you might have below.

<u>Facilitator</u>	<u>Poor</u>			<u>Excellent</u>	
Clarity of Presentation	1	2	3	4	5
Knowledge of Subject Matter	1	2	3	4	5
Encouraged Participation	1	2	3	4	5

Comments:

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<u>Materials</u>	<u>Poor</u>			<u>Excellent</u>	
Understandable	1	2	3	4	5
Well Organized	1	2	3	4	5
Professional Appearance	1	2	3	4	5

Comments:

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**What Will You Do Differently Based On You Attending This Class?**

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## LEVEL 2

- Example Methods
  - Written pre and post training evaluations
  - Oral pre and post training evaluations
  - Group session (tally results pre and post training for comparison)
- Knowledge Questions from Learning Objectives
  - When is fall protection required?
  - What are the three words for preventing illness related to heat?
  - OSHA is a government agency that works on?

# SAMPLE POST-TEST

Shipyard Ergonomics

Pre-Test

Post-Test

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

True or False: For each statement below, circle T or F

1	T	F	WMSD stands for Work-Related Muscle Defect (Work-related musculoskeletal disorders)
2	T	F	Tendonitis is an example of a WMSD
3	T	F	Most WMSD affect the hands, wrists, elbows, neck, and shoulders.
4	T	F	Ergonomics is fitting the person to the work

# **MIX IT UP!**

- True / False
- Fill In The blank
- Multiple Choice
- Put-In-Order
- Draw a Line To The Picture

*Try to avoid subjective questions!*

# **LEVEL 2 EXAMPLE RESULTS**

- Examples of How Results are Reported
  - 476 of the 499 participants participated in the pre and post training evaluations
  - The evaluation consisted of 25 questions
  - Pre training scores ranged from 33% to 68% and post training scores ranged from 65% to 98%
- Examples of Modifications as a Result of the Level 2 Evaluation
  - The training evaluation was modified from a individual to group format to increase participation
  - Due to low test scores during our first 3 training sessions, the module on wearing PPE was modified for clarification

# CLASS SO FAR!

[illegible]

# LEVEL 3

- Example Methods
  - Direct mail
  - Online survey
  - Focus Group
  - Telephone survey/in-person interview
- Example Questions
  - Have any new occupational safety and health measures been implemented as a result of the training? If so, what?
  - Have you shared anything you learned in the training with a co-worker or family?
  - Has knowledge from the training been applied since you returned to your job? If so, how?



# LEVEL 3 EXAMPLE RESULTS

- Examples of How Results are Reported
  - 10% of the participants responded to the survey and/or participated in the focus groups
  - As a result of the training, our company has developed a safety committee
  - As a result of the training, our company has initiated completion of job hazard analysis for all positions
- Examples of Modifications as a Result of the Level 3 Evaluation
  - A one-hour refresher module was added to the Train-the-Trainer curriculum
  - Based on feedback, training was expanded to the following states: Florida, Georgia, and Tennessee

# LEVEL 3

## QUESTIONNAIRE

1. After training I:

a. Have an increased awareness of safety issues.

☐ Yes    ☐ No    ☐ Not applicable or not sure

b. Have increased the number of times I have pointed out safety issues to management.

☐ Yes    ☐ No    ☐ Not applicable or not sure

c. Have fewer corrective actions given to me (internally or by the Prime Contractor)

☐ Yes    ☐ No    ☐ Not applicable or not sure

d. Demonstrate more initiative in addressing safety hazards.

☐ Yes    ☐ No    ☐ Not applicable or not sure

e. Am wearing my PPE more consistently.

☐ Yes    ☐ No    ☐ Not applicable or not sure

f. Please list any other things that you are doing differently because of the training.

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# QUESTIONS?!

