

Train The Trainer

“Transferring skills and knowledge”

**T
3**

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



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



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
- Create an effective learning environment
- Use at least two types of classroom training media effectively
- Use four participative training methods
- Use vocal, verbal and visual skills to conduct an effective training class
- Assess training effectiveness

CREATING A LEARNING ENVIRONMENT

The Trainer

The Material

The Physical Space



THE TRAINER



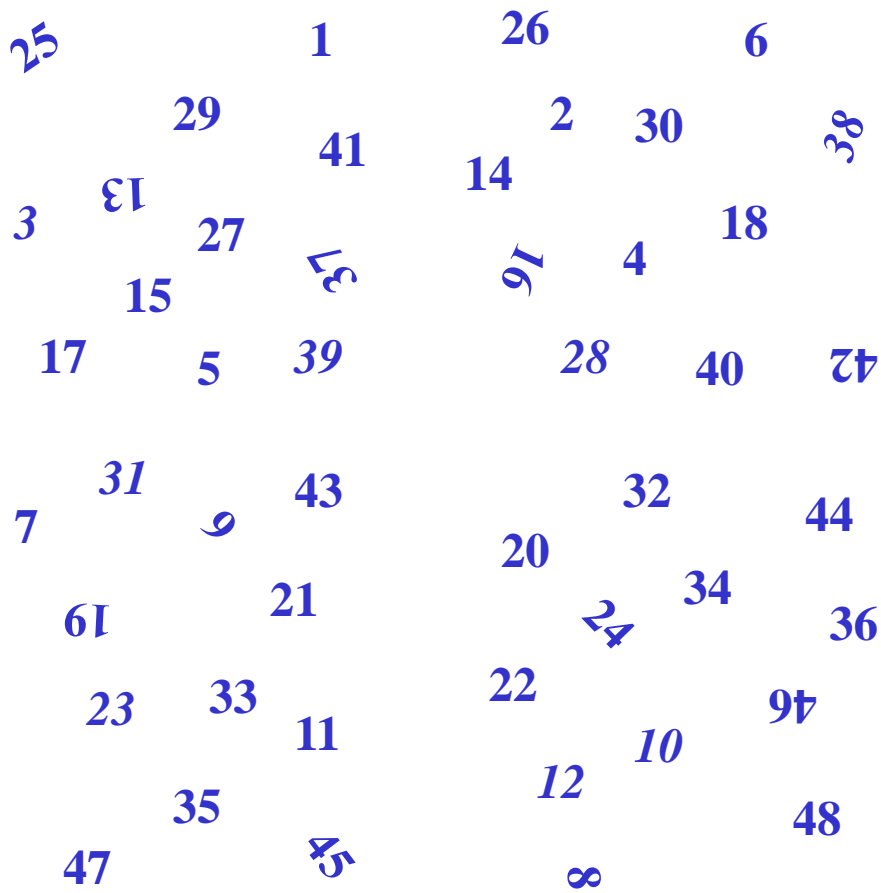
THE QUALITIES OF A GOOD TRAINER

“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!

THE TRAINER

Don't...

Rush
Overwhelm
Doubt
Compare



GOOD 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

A KEY TRAINER RESPONSIBILITY



Creating a Learning Environment!

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

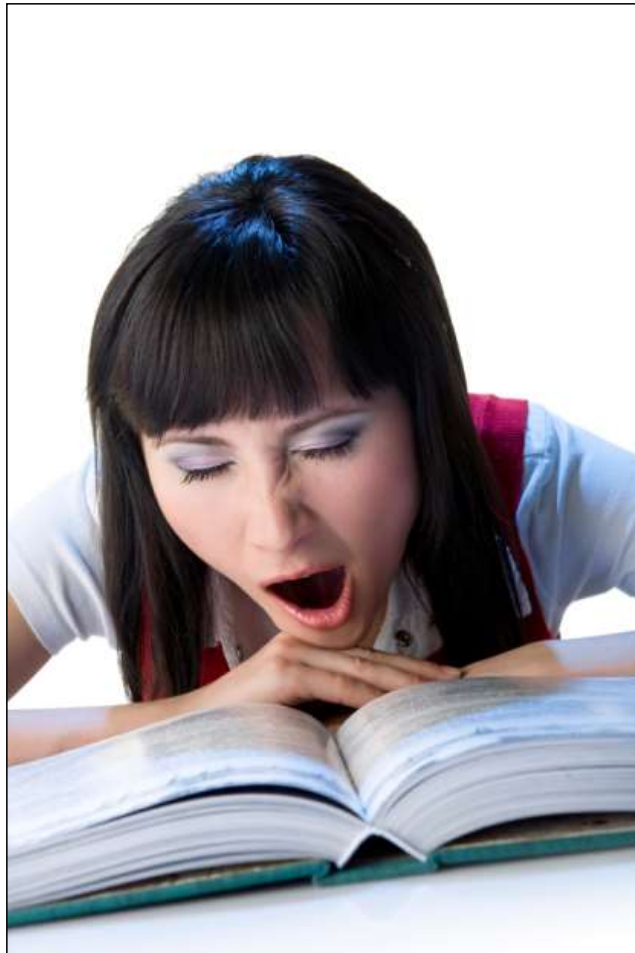
- ☐ Trainer's Guide (Notes)
- ☐ Trainee Books
- ☐ Handout
- ☐ Notepaper
- ☐ Pens
- ☐ LCD Projector
- ☐ LCD Screen
- ☐ Lap Top Computer with course and videos
- ☐ All Cord(s)
- ☐ Two Flipchart Stands
- ☐ Two Flipchart Pads
- ☐ Set of Flipchart Markers
- ☐ Masking Tape
- ☐ Feedback Handout

YOUR CHECKLIST

COURSE TITLE: _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

THE MATERIAL



THE MATERIAL

- There is a need
- Right level
- Maintains interest
- Purpose and objectives
- Digestible chunks



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

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)*



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

4. Understanding Hazardous Communication and the Globally

Harmonized System (GHS)

Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial
----------------	---------------------	------------	-----------------

5. Applying Personal Protective Equipment (PPE)

Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial
----------------	---------------------	------------	-----------------

6. Understanding Hearing Conservation



Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial
----------------	---------------------	------------	-----------------



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)

THE PHYSICAL ENVIRONMENT



What's wrong with this picture?

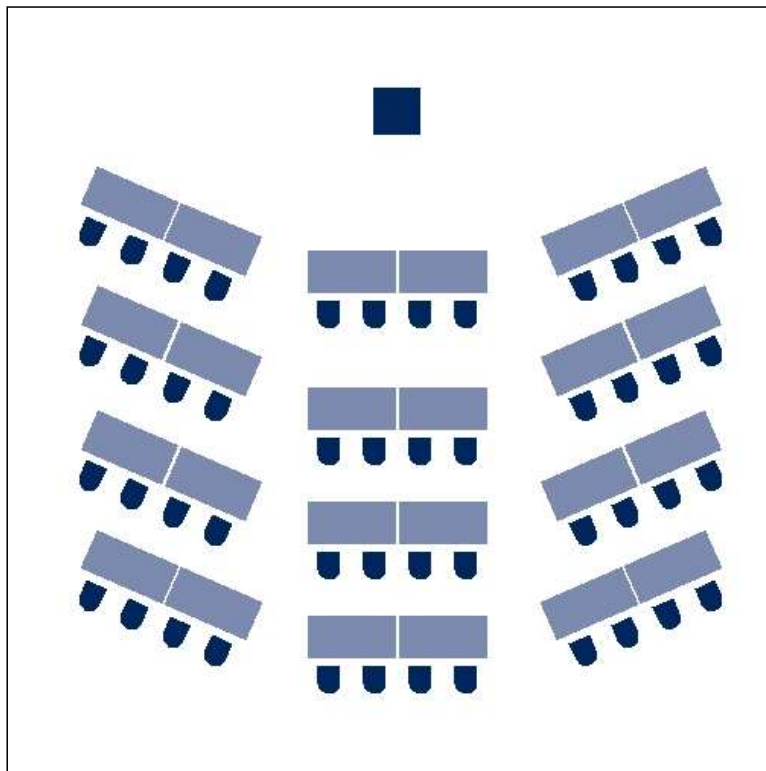
TRAINING IN A CLASSROOM

- 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?

How can the environment be improved?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

POP QUIZ!

Please fill in the blanks

- What do the trainer, the materials and the physical space create? Fill in the blanks.
A _ _ a _ _ _ _ g E _ _ _ r _ _ _ _ n _
- One characteristic of a good trainer is being
C _ _ _ _ _ _ _ t .
- Designing and using a checklist is a key element in P _ _ _ _ _ _ _ for training.
- In creating an effective physical space it is important to consider d _ _ _ _ _ c _ _ _ _ _ .

TRAINING IN A CLASSROOM

- Use training media effectively
- Participative training methods
- V3 (Vocal, Verbal and Visual)



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



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.

MEDIA	WHY

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?

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

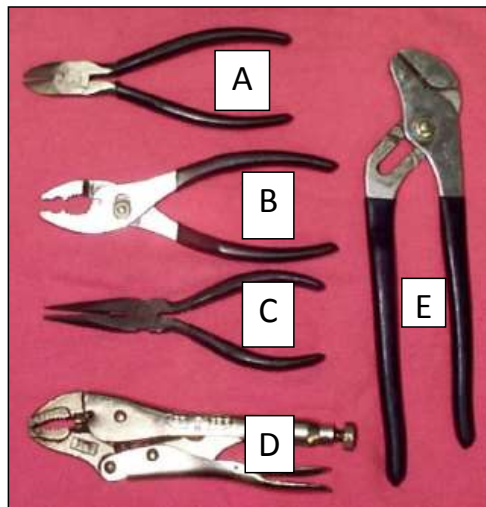
- Participating
 - Reading
 - Answering questions
 - Providing examples
 - Encouraging others
 - Offering suggestions
 - Others?



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:

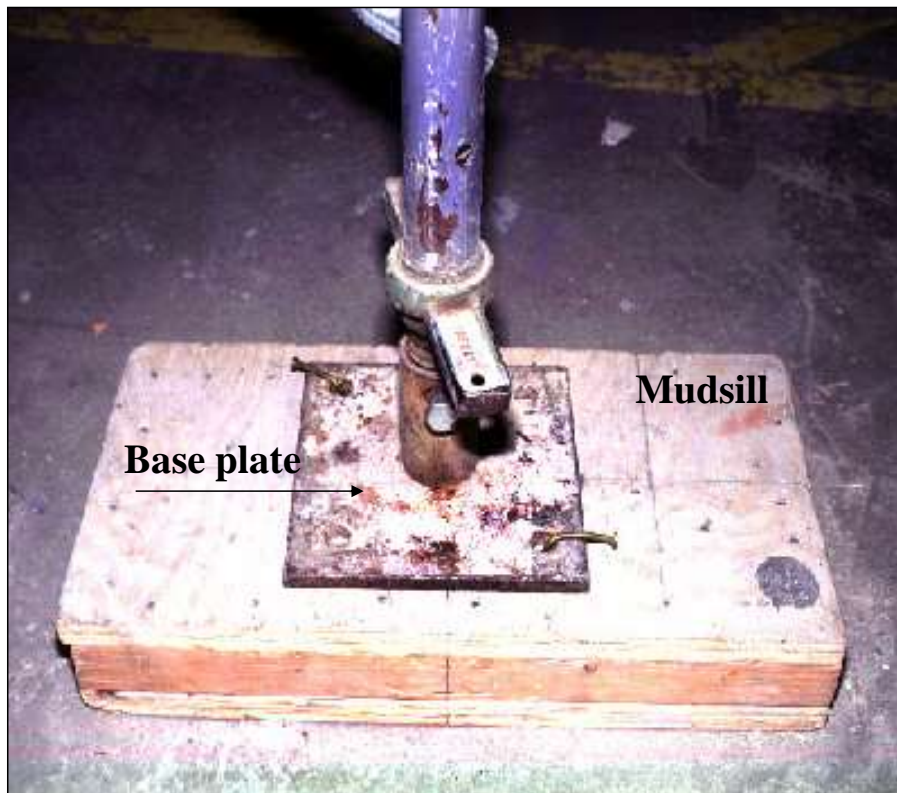
*No more than seven slides/pages
without a change in media.*



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	Affects

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?




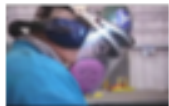


DEMONSTRATION



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

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



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

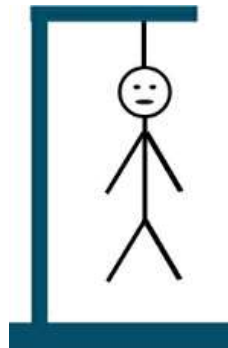
STUMP THE CLASS

With a partner, write a question 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!)

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 ship's 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 ship's force representative first signer (Authorizing Officer).
- ☐ A second qualified ship's 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 ship's 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. _____

POP QUIZ!

True or False

- T or F 1. People remember about 40% of the information they just read.
- T or F 2. Using questions is a powerful way to solicit participation from trainees.
- T or F 3. When structuring an exercise you should assume your trainees have no idea about what you're talking about.
- T or F 4. When showing a graphic to illustrate the right and wrong way of doing something, you should always show both.
- T or F 5. The seven slide rule has to do with the amount of information on each slide.

V3 - DELIVERY

- Vocal
- Verbal
- Visual



VOCAL



VOCAL ELEMENTS

How you speak can be almost as important as what you say. All of the preparation in the world can be wasted if you don't create the proper *image*.

PITCH the degree of highness or lowness of a tone.	PACE consistent and continuous speed	VOLUME loudness on a scale extending from quiet to loud.
Conversational	Consider audience	Loud enough to hear
Natural	Slow for important passages	Not too loud to annoy
Not your "announcer voice"	Too fast loses the audience	Vary to heighten interest

VOCAL ELEMENTS

RESONANCE the quality of sound	PAUSING Stop talking!
Clear	Conveys confidence
Energetic	Allows audience to think
Not nasal	Signal a transition
Not squeaky	Creates impact and emphasis



VOCAL DON'TS

- Filler words
- Harshness
- Breathlessness
- Voice change at the end of sentences
- Mumbling or slurring



PRACTICE AND FEEDBACK

Practice and honest feedback are effective methods to improve your delivery. One way to do this is to record yourself. Another is to deliver training to an objective person willing to give you honest feedback.



VERBAL



VERBAL

A good rule to follow when making a presentation is KISS (Keep It Short and Simple). Using simple, clear words and phrases makes your meaning clear.

Remember, people can process your words 3 times faster than you can speak so keeping key points short reduces the chance that your audience will take “side trips” during your presentation. Using rare words or inflated statements also marks you as a “show-off”.



SIX VERBAL DO'S

1. Use imagery-words your listeners can picture
2. Pronouncing words correctly
3. Using proper grammar
4. Know the difference between commonly confused words
5. Emphasize key words
6. Avoid certain words

VERBAL DO'S

Use imagery-words your listeners can picture, such as..

- Bottleneck vs. problem
- Sticky situation vs. challenge
- Iron fisted vs. strong
- Delighted vs. happy

Pronouncing words correctly, such as....

- Accidentally (not assidently)
- Interesting (not inneresting)
- Toward (not tward)

Using proper grammar, say...

- *Phenomenon* instead of phenomena
- *Regardless* instead of irregardless
- *Reason is* instead of reason is because
- *Themselves* instead of theirselves

MORE ON WORDS

Usage- know the difference between commonly confused words, such as...

- Affect vs. effect
- Ensure vs. insure
- Farther vs. further
- Imply vs. infer

Emphasis-use techniques to emphasize certain words, such as...

- Change pace to emphasize key points
- Change pitch to create interest
- Change volume to emphasize contrast
- Pause to provide anticipation

Turnoffs-avoid turnoffs such as...

- Fad words
- Slang
- Degrading words
- Profanity

Build your vocabulary-always be on the lookout for new words and practice using them!

VISUAL



YOUR VISUAL IMAGE

Your voice never conveys your whole message. Nor does your choice of words. A critical part of our presentation success is your personal appearance; your posture, eye contact, facial expressions, head movements, gestures and dress.

Avoid Distractions

- Swaying or rocking
- Pacing too much
- Thumping or tapping
- Staring at notes
- Tugging at ear
- Jingling keys or coins
- Pointing fingers
- Slouching or slumped shoulders

NON-VERBAL DOS

You will connect with your listeners when you look at them. You will feel more relaxed, less isolated and your audience will have more confidence in you.

Eye Contact

- With small group, focus on each person
- With a large group use the 1,2,3,6 and 9 approach or pick out several friendly faces, address each person and move on

Head movements convey information

- Nodding = affirmation
- Shaking = denial
- Tilting = curiosity or uncertainty
- **Holding head high = confidence**

NON-VERBAL DON'TS

Facial Expression

- Do not tense facial muscles
- Do not smile constantly
- Do not over use poker face

Posture

- Stand straight... but not stiff!
- Point feet at audience with weight evenly distributed
- DO NOT put hands in pockets
 - Cross arms
 - Wring hands
 - Cling for life!

DRESS

- Dress for your audience (audience “level” plus one)
- Be conservative
- Aim for neat



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.



STRESS REDUCERS

Physical

- Deep breathing
- Relaxation techniques
- Isometric exercises
- Moving and gesturing
- Eye contact

Psychological

- Acceptance
- Positive attitude
- Affirmation
- Visualization
- Worst/best case
- *Preparation*
- *Practice*

POP QUIZ!

True or False

- T or F 1. V3 has to do with the three most important variables to writing training objectives.
- T or F 2. An imagery word is a word that forms a picture in your mind.
- T or F 3. When speaking to your training audience you should pause for emphasis.
- T or F 4. When speaking to your audience you should avoid head movements as they are distracting.
- T or F 5. You should sometimes use a “poker face” to demonstrate confidence.

YOUR TURN!

- Get with a partner or form a group of up to 3 people
- Select at least 10 slides from this presentation. The slides should be consecutive.
- Divide presentation equally within your team
- Prepare and deliver a presentation!

YOUR PRESENTATION

- Each presentation should be at least 5 minutes but no more than 10.
- Your presentation will be critiqued by your class mates (see following pages).
- You will critique others so that we all may learn together!
- You and your team have 30 minutes to prepare.

CRITIQUE SHEET

Good Trainer Characteristics (Page 13)

Using Media Correctly (Pages 45-53)

CRITIQUE SHEET

Using Participative Training Methods (Pages 54-82)

V3 – Vocal, Verbal, Visual (Pages 84-99)

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 hazard
- **Examples of Modifications as a Result of the Level 1 Survey**
 - Based on Level 1 Survey results from the first three training sessions, the instructor manual was modified to include _____
 - Based on the Level 1 Survey 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:

<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:

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

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 an 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

HOW WOULD YOU TEST THIS CLASS?

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

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.

QUESTIONS

