Training Assessment Workshop

Designing Effective Safety Training to Motivate Employees

A 10-Step Approach to Training Program Development and Implementation

Objectives

- Using a list of the 10 steps for Training Program Development and Implementation, students will be able to explain each step involved in developing and conducting safety training classes.
- Using the 10 step approach, each student will apply at least the steps to the training required at their facility.

About the Standard …

- Recognizes that quality training is necessary to ensure that workers can protect themselves and others
- Is performance-based
- Specifies criteria for best practices in the following aspects of SH&E training:
  - Program administration and management
  - Development
  - Delivery
  - Evaluation

Keys to Success

- Make the training relevant
- Know your audience
- Use examples or “War Stories”
- Don’t take yourself too seriously

Education vs. Training

10-Step Approach to Training Program Development and Implementation

Step 1:

Conduct a Needs Assessment

Purpose

- To identify performance gaps and improvement opportunities
  - Regulatory non-compliance
  - Lack of knowledge/skill
  - Lack of motivation
- To determine which gaps/opportunities require immediate vs. future action

Methodology

- Review company goals and key performance indicators
- Review applicable regulatory drivers
- Review position descriptions
- Conduct interviews with employees and their managers to identify performance gaps/opportunities

Step 2:

Prioritize Training Needs

Establish Training Priority Through …

- Risk assessment and tolerance
  - Review regulatory requirements
  - Fines/penalties
  - Lost work days, decreased productivity
  - Cost of training
- Urgency
- Extent of need

Prioritize Training

- Using the training list that you developed for your facility, prioritize the training that needs to be conducted and describe your reasoning

Step 3:

Identify Learning Objectives

Training Objectives

- New knowledge?
- New skill?
- New behavior?

Guidelines for Developing Good Learning Objectives

- Conditions of performance are specified
- Performers are identified
- Objective contains an action verb
- One tangible result per objective
- Standard of acceptable performance is specified

Sample Learning Objectives for Safety Training

- Knowledge:

  After receiving chemical-specific training from your Supervisor, you will be able to select appropriate gloves to protect your hands from the chemical.

- Skill:

  When asked to perform maintenance on a piece of equipment, you will be able to use written LO/TO procedures to correctly lock/tag out the equipment.

- Behavior:

  After completing this training program, you will be able to consistently perform your job in a manner that does not expose your hands to cutting hazards.

Learning Objective Quiz

- Correctly answer 80% of the questions on a written test.
- Consistently comply with an OSHA standard.
- Properly don fall protection equipment without assistance.
- With assistance, successfully develop a traffic control plan

Step 4:

Identify Necessary Competencies

What Level of Competency is Necessary?

- Awareness?
- Application?
- Mastery?

Sample Competencies for Chemical Exposure Training

- Awareness:

  Employees will be able to recognize when a hazardous substance has been released

- Application:

  Employees will be able to select appropriate PPE to protect themselves from chemicals used in their work area

- Mastery:

  Employees will be able to function on the Emergency Response Team at the Hazardous Materials Technician level

Step 5:

Identify Assessment Methods

How Will Competency be Assessed?

- Recognition of prior learning?
- Written or verbal exam?
- Demonstration of skill? (Use of checklist for documentation)
- Observation of behavior?

Step 6:

Identify Performance Standards

How Will You Define “Success”?

- 50%? 85%? 100%?
- Perform skill sometimes? Often? Always?
- Exhibit behavior sometimes? Often? Always?

Step 7:

Identify Training Methods

Assess Your Audience

- Who is to be trained?
- What is the level of literacy?
- What learning methods will work best?
  - Instructor-led training
  - Instructor-facilitated virtual instruction or distance learning
  - Computer-based or web-based training
  - Self-paced education

Step 8:

Develop Instructional Materials

ANSI Z490.1-2000 Guidelines

- Outline
- Learning objectives
- Prerequisites
- Scheduled time for instruction
- Required training aids and handouts
- Physical environmental requirements
- Evaluation tools
- Reference materials

Make it Relevant and Keep it “Fresh”

- Incorporate facility/division/process-specific information so that information is pertinent/relevant to participants
- Include compliance checklists and other tools that assessors can use to make sure employees understood the training
- Include specific examples of how the programs can be revised annually to keep them “fresh”

“Evergreen” Examples:

- Review accident/illness records
- Incorporate elements of previous training programs (video tapes, CBT modules, etc.)
- Conduct a keyword search of OSHA’s website for new information/resources
- Ask for trainee input

Step 9:

Implement, Track and Evaluate the Effectiveness of Training

Tracking

- Develop a schedule for initial and refresher training
- Keep a written record of all training:
  - employee names
  - dates
  - content
  - results of tests used to demonstrate competency

Evaluation

- Were the training objectives met?
- Training effectiveness is often measured by “testing”:
  - Can they write or verbalize knowledge gained?
  - Do their behaviors or skills reflect what was taught?
  - Have their attitudes/motivation changed?

Evaluation

- From your training list:
  - How would you evaluate the effectiveness of each training requirement
  - How would you track the effectiveness of the training program

Step 10:

Start All Over Again

Develop a Framework for Continuous Improvement

- Re-evaluate learning objectives, competencies and performance standards
- Assess whether there have been changes in:
  - Knowledge/thinking skills
  - Behaviors
  - Performance
  - Psychomotor skills
  - Attitudes/perception
- Identify performance gaps and improvement opportunities