Instructional Strategies for Effective Safety & Health Training

12:30 pm-1:45 pm

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Quote

“The mind is like a parachute, it only works if you open it up”.
Poll Question

How much of your time do you spend in training related activities?

a. 10%
b. 15%
c. 20%
d. 50%
Learning Objectives

1. Identify barriers to effective safety training
2. Describe skill sets and methods to enhance training
3. Identify effective instructional methods for training

4. Identify tips to improve presentation skills
5. Describe effective methods for evaluating training
6. Identify the secret weapon for training
10 Deadly Sins of Training

1. Appearing unprepared
2. Starting late
3. Not providing sufficient breaks
4. Apologizing for yourself or your organization
5. Cold training room
6. Using inappropriate humor

10 Deadly Sins

7. Not providing coffee
8. Not involving students
9. Not establishing personal rapport
10. Ending late
Why Do You Conduct Training?

- To increasing risk awareness
- Perform job in a safe manner
- Safe operations of equipment or process
- Failure resulted in a loss (accident)
- Meet compliance requirements
- Meet business needs
- Data sources such as medical records and OSHA logs

Because of technology, globalization and competition, a highly trained workforce is going to be key in gaining a competitive edge.

This is why safety has to become a performance issue and not solely a compliance issue.
ANSI/ASSE Z490 Training
Consensus Standard

Section 1: Scope, purpose, and application
Section 2: Definitions
Section 3: Management of a comprehensive training program
Section 4: Training program/course development
Section 5: Training delivery
Section 6: Training evaluation
Section 7: Documentation and recordkeeping

ANSI/ASSE Z490.1

- Safety
- Health
- Environmental
Systems Approach to Training

Needs assessment

Record Keeping

Learning objectives

Assessing participant learning

Instructional methods

What are Barriers to Training?
The Need of The Organization

1. Will the organization be willing to allocate the resources necessary to develop and support an objective based safety training program?

2. Is training really the issue? Or is it another organizational factor issue, such as the culture, or inconsistent enforcement?

Needs Assessment Methodology

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Best Application</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews</td>
<td>Good with small groups</td>
<td>May not meet business needs</td>
</tr>
<tr>
<td></td>
<td>Considers participants motivation</td>
<td>Takes lots of time</td>
</tr>
<tr>
<td>Personal observations</td>
<td>Can correct at risk behaviors immediately</td>
<td>Make sure observers look for the same thing</td>
</tr>
<tr>
<td>Procedures &amp; process</td>
<td>Business needs</td>
<td>Lagging indicators</td>
</tr>
<tr>
<td>*log 300</td>
<td>Look for trends</td>
<td></td>
</tr>
<tr>
<td>*OSHA Stds.</td>
<td>Use templates</td>
<td></td>
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</tbody>
</table>
How Do You Handle Difficult Participants?

Difficult Participants

- Saboteur
- Sniper
- Quiet Member
- Anxious Member
- Attention Seeker

- Dominator
- Side tracker
- Polarizer
- Clown
Should not do
- Ignore the person
- Don’t get defensive
- Don’t smack the person
- Don’t express anger
- Don’t let the person control the conversation

Should do
- Agree to disagree
- Address the person during break
- Thank the person for bringing up the issue

Options for Difficult Participants

- Have group establish ground rules
- Lecture next to person
- Draw attention to the behavior
- Ask would they like to contribute to the conversation
- Be supportive not punishing
- Determine if the person can be an asset to the class
Methods and Strategies for Training

3 Learning Domains

C_______________ (Knowledge)

P_______________ (Physical Activity)

A_______________ (Attitudes)

Benjamin Bloom’s Taxonomy
How do People Learn?

- Hear
- See
- Do (Application)
- Practice (Develop Skill)

**Example:** Learning to Ride a Bike

Dale’s Cone of Experience
How Do Adults Learn Best?

What are The Characteristics of Adult Learners?

- Clearly defined objectives help achieve goals.
- Adults take the initiative and instructors serve as facilitators.
- Connect learning to experience and knowledge.
- New knowledge and skills applied to solve problems.
- Learn something to apply it.
Emphasize:
- Hazard identification
- Avoidance
- Control and prevention

Not OSHA Standards

Adult Learner Needs

- Know Why
- Related to Prior Experience
- Must be Motivated
- Oriented toward Problem-Solving
- Self-directed
- The training must correlate to a measurable business need
- Must be reflected in observable behavior that results in the form of training

What are Objectives?

- An objective is a (precise) description of (a specific & clearly defined level of) performance you want learners to exhibit before you consider them competent.
Objectives are critical!

Robert F. Mager (in Grizzy’s PPT)
Father of the Behavioral Objective

Which **Objective** would you prefer
Your Doctor Learn & Practice?

A. Practice the removal of an appendix
   
   OR

B. Using the furnished surgical equipment and
   with assisting operating personnel, each
   surgical intern will: remove from a patient an
   inflamed appendix, demonstrate mastery of
   surgical incision, organ isolation, surgical
   McKinley technique, removal, antiseptics,
   surgical closure and have the patient
   survive.
Phases of a Presentation

- Opening
  - Grab attention
  - Minimum of three objectives
- Body (detail)
- Close
  - Summary
  - Emphasize main points

1. Tell Stories

Stories may be the **single most powerful** training “tool.” Why?
- Attention “Grabbers”
- Connect Trainer with Audience
- Enhance Retention
- Vividly Make a Point
- Engage the Mind
- Learn Vicariously

Elaine Cullen
Powerful Delivery Strategies for Trainers

- 1. Tell Stories
- 2. Gain Engagement with Dialogue
- 3. Encourage Reflective Thinking

Delivery Methods

- Mini Lecture
- Structured discussion
- Panel discussion
- Case studies
- Demonstration
- Demonstration and practice
- Simulation
- Skill application
- Role playing
- Games
- Short reading
Tips for Improving Presentation Skills

- Know your subject!
- Prepare
- Prepare outlines and overheads
- Have notes available during presentation
- Ask someone you trust to listen to you and offer constructive criticism

To Be or Not to Be?

What should training Facilitators Be?

- Yourself
- Prepared
- Positive
- Flexible
- Mature
- A Guide (not an Authority)
Trainer Do’s and Don’ts

**Do**
- Be Prepared
- Smile
- Admit if you don’t know
- Respect your students
- Use relevant stories to impact learning

**Don’t**
- Try to “Wing it”
- Apologize at the onset
- Be Stiff
- Engage in distracting mannerisms
- Embarrass anyone

Techniques for Classroom Engagement

- Role plays
- Case Studies
- Interviews
- Shared experiences
- Dramatizations
- Demonstrations/Modeling
Audio-Visual Tools

- Videos
- Flip charts
- Overheads
- Slides
- Computers

Slides

Don’t Clutter
Simple rule: avoid too many lines
- Six lines per slide
- Six words per line
Use of Color

What results are you seeking?
- **Blue**: invokes thought
- **Red**: emotion
- **Black**: authority
- **Purple**: humor
- **Yellow**: worst!

What’s the Purpose of Evaluation?
- Determine if objectives were met
- < 30% of organizations incorporate evaluations into the training process
- Has some learning taken place?
- Has the learning improved their ability to do their jobs

Methods of Evaluation

- Pre & post tests
- Interviews
- Formal presentation
- Attadence
- Demonstration activity
- Surveys
- Check list
- Written tests
- Think, pair and share exercise
More importantly, safety professionals should ensure that training presentations have clear and concise learning objectives for the adult learner.

For lasting safety performance the training needs are more beneficial if they are correlated with business needs and measured against established training objectives.
The Secret Weapon?

Use Questions!

- Most effective tool available to trainers
- Make questions Thought-Provoking
- Allow time to think and answer…

QUESTIONS

BS in Safety  MS in Safety Mgmt.  Online Certificate
References

Bloom, B. S. *Taxonomy of Educational Objectives*, Addison Wesley, 1956


John “Grizzy” Grzywacz. *Training Techniques & Things to Consider When Conducting Training*, Power Point slides, OSHA National Training Institute, Arlington Heights, IL


Miller, Kenneth (2005) Objective Basted Safety Training