



Conducting OSH Training

Those responsible for developing and conducting safety training within an organization should learn and continually review the important concepts in this course. Topics discussed include logistics and preparation for training, tips on making your training presentation successful, adult learning principles, listening skills, asking and answering questions, and a final module covering the On-the-Job Training (OJT) process. For a more comprehensive look at safety training within an organization, complete the 36-Hour OSH Trainer Program or courses 703 Introduction to OSH Training and 721 OSH Training Development.

This page intentionally blank

OSHAcademy Course 723 Study Guide

Conducting OSH Training

Copyright © 2017 Geigle Safety Group, Inc.

No portion of this text may be reprinted for other than personal use. Any commercial use of this document is strictly forbidden.

Contact OSHAcademy to arrange for use as a training document.

This study guide is designed to be reviewed off-line as a tool for preparation to successfully complete OSHAcademy Course 723.

Read each module, answer the quiz questions, and submit the quiz questions online through the course webpage. You can print the post-quiz response screen which will contain the correct answers to the questions.

The final exam will consist of questions developed from the course content and module quizzes.

We hope you enjoy the course and if you have any questions, feel free to email or call:

OSHAcademy

15220 NW Greenbrier Parkway, Suite 230

Beaverton, Oregon 97006

www.oshatrain.org

instructor@oshatrain.org

+1.888.668.9079

Disclaimer

This document does not constitute legal advice. Consult with your own company counsel for advice on compliance with all applicable state and federal regulations. Neither Geigle Safety Group, Inc., nor any of its employees, subcontractors, consultants, committees, or other assignees make any warranty or representation, either express or implied, with respect to the accuracy, completeness, or usefulness of the information contained herein, or assume any liability or responsibility for any use, or the results of such use, of any information or process disclosed in this publication. GEIGLE SAFETY GROUP, INC., DISCLAIMS ALL OTHER WARRANTIES EXPRESS OR IMPLIED INCLUDING, WITHOUT LIMITATION, ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. Taking actions suggested in this document does not guarantee that an employer, employee, operator or contractor will be in compliance with applicable regulations. Ultimately every company is responsible for determining the applicability of the information in this document to its own operations. Each employer's safety management system will be different. Mapping safety and environmental management policies, procedures, or operations using this document does not guarantee compliance regulatory requirements.

Revised: January 9, 2019

This page intentionally blank

Contents

Course Introduction	1
Module 1: Get Ready	2
Logistics before training.....	2
Practice Makes Perfect	3
The ABC's of room arrangements	4
Positioning student tables	5
Training Room Checklist	6
Module 1 Quiz.....	9
Module 2: Get Set	11
The problem: stress-induced anxiety	11
How do you reduce anxiety associated with training?.....	12
Get your ducks lined up!.....	12
Module 2 Quiz.....	14
Module 3: Go!	16
How to make the introductions interesting	16
Presentation Styles	18
Tips to sharpen your presentation skills.....	18
Tips for Training Adults	20
Tips for using visual aids (VA)	22
Module 3 Quiz.....	24
Module 4: Ask It	25

Listening to questions	25
10 Tips to Effective Listening Skills	26
Answering Questions	27
Module 4 Quiz.....	29
Module 5: Handle It	31
Hostility	31
The ABC's of Behavior	32
Strategies for handling problem situations	34
Strategize this!	34
Finish with a bang!	36
Finishing Steps*	36
Module 5 Quiz.....	38
Module 6: Conducting On-The-Job Training (OJT).....	40
Why do we conduct On-The-Job Training?.....	40
The 7-Step OJT Process	40
Module 6 Quiz.....	45

Course Introduction

The purpose of this train the trainer workshop is to provide an overview of the basic tools and techniques for presenting classroom safety training. Remember, only personal experience in the actual training environment will give you the expertise to fine-tune your abilities to succeed as a classroom trainer.

Module 1: Get Ready

Logistics before training

Let's review the "when, where, what, who, how and why"

Firm up the "when": Determine the day, date, time needed for training (including set-up and tear-down). If you're conducting the training "on-site" at your facility, reserve your training location (room, work area, etc.) a few weeks to a month (or longer) before the training date.

Below are things you should consider when setting a training date:

- Determine which day of the week is going to be best for training. Mondays are typically "catch up" days. Tuesdays, Wednesdays, and Thursdays are usually best. Friday is, again, probably not a good day.
- What time of day (or night) is best for training; before the shift, after the shift, or during the shift? If your company runs three shifts, scheduling can be a challenge. Most trainers schedule training between shifts so that some employees get trained after their shift while others get trained before they go to work. I caution you not to conduct safety training after employees have worked through the night. They will be tired, unmotivated, and the drive home could be dangerous. You would not want an employee involved in a vehicular accident after one of your safety meetings!

If you're going to be conducting the training at an external location such as a restaurant or motel ("off-site" training), the logistics (scheduling and reserving the training room) should be completed a minimum of two months before the training date. Coordinate any catering (coffee, water, pastries, meals, etc.) that might be included in the training session. Don't be surprised if you have to change the training date. The earlier you can get these initial logistics out of the way, the better. Always reconfirm the training date, time, and location one week prior and again on the day before. When it comes to training logistics, if something can go wrong, you know it will!

Decide where you will be training: The nature of the training is such that you won't be able to train on-site (such as rescue-at-height training). How far away is the training, and how long will it take to get there? Make sure you get the correct street address, telephone number and contact person. You may need to make travel arrangements for attendees. As you can see, the logistics of off-site training can be a real challenge.

Decide on what kind of training is best for the subject: Some safety subjects like confined space entry, might be conducted on-site at the location of the confined spaces you're training employees to enter. You might be able to teach the subject in a classroom and create a "mock" confined space. However, online training would not be the venue of first choice because you can't conduct the "hands-on" portion of the training that's typically required for confined space entry, fall protection, personal protective equipment, electrical safety, etc. Make sure you have the necessary training resources (equipment, devices, and materials) needed for the training.

Determine who will be participating in the training: Most likely, you will be training new employees and experienced employees. Each category presents its own set of challenges and will determine the type of training presented. What interests' new inexperienced employees may be totally boring for the "old heads" in the company?

Practice Makes Perfect

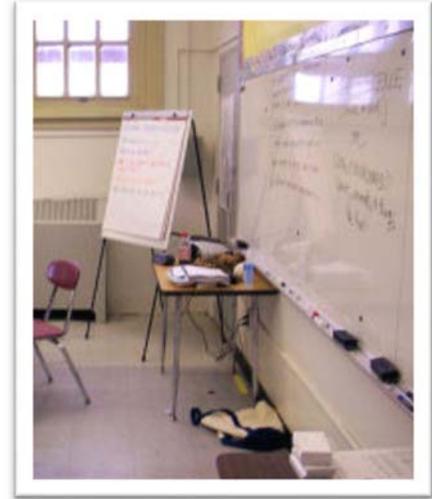
Be sure to get ready by practicing your presentation. If you have a training script, read the script. You should conduct at least one "dry run" in front of a mirror, or a friend who can give you some objective feedback. Practice being yourself, not someone else. You'll be able to uncover technical inaccuracies or inconsistencies. You'll learn how to say it better each time.

The idea is that you need to create a "mental script" so that you are not expressing ideas, concepts, principles, or instructions for the first time. Each time you practice, your mental script will improve. If you practice the presentation several times prior to the actual presentation, your presentation will appear more polished.

If you use notes in your presentation, and you don't practice, you'll be glued to them. Nothing looks more unprepared or less sincere than a trainer who reads cards. Learn to express yourself without being dependent on cards. Practicing will allow you to do that. Practicing will also improve your confidence level and that will show.

The ABC's of room arrangements

Your training room can have a large impact on the success of the training session. A training room must be arranged to support the learning objectives as well as the number of students participating. The typical safety trainer will not be able to pick and choose the rooms they'll be using for training. You get what you get. You must make the best of it in terms of learning environment.

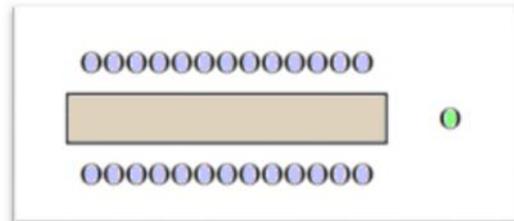


1. *Accessible:* Make sure the room is accessible to everyone including those with disabilities.
2. *Acoustics:* If you have a large room with poor acoustics, students may not be able to hear or understand what you're saying. Poor acoustics can dull the sound or cause echoes, especially in large "halls" with wood floors and walls. You may have to use a microphone to make sure everyone can hear what you're saying.
3. *Convenience:* The training room should be nearby to restrooms, telephones, snack area, lunchroom, etc. It's important to have those areas convenient to the training room so that when students take breaks, they don't have to spend a lot of time getting to and from break areas.
4. *Climate control:* Be careful to set the temperature in the training room just a little bit cool. If it's too warm, you'll have students falling asleep. If it's too cold, students will let you know. You're not going to please everyone. It's a good idea to know where the thermostat is located and how to operate it. If sunlight is entering through windows, make sure it's not causing discomfort to students.
5. *Distractions:* The training room should have windows, but make sure there isn't a lot of activity going on outside to distract students. The more you're able to keep distractions and noise, both external (talking) or internal (noisy equipment), out of the room, the better. Never train in a room with a telephone without disabling the ringer somehow.
6. *Furniture:* Make sure the chairs are comfortable and in good repair. You don't want your students falling out of their chairs during a safety training session. How would that look!

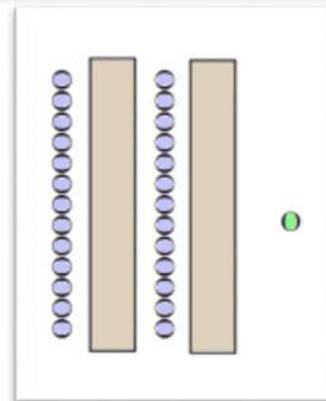
Make sure you place a table in the "front" of the room for your supplies and equipment. Don't allow too much space between the instructor table and the front participant row. Reducing the amount of space between you and the learners will help you "connect" with your students and they will also be able to see, hear and follow you better. You may also want to consider positioning a table for refreshments in the back of the room.

Positioning student tables

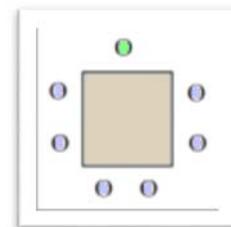
Boardroom arrangement is used often, but not well suited for training because many students are located far from the trainer and all students must turn to watch the instructor. You may be "stuck" with this setup, so try to make the best of it by limiting the number of students and, if possible, separating the table into sections.



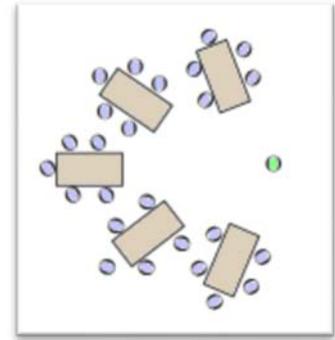
A classroom setup allows 10-150 participants to take notes and works best for lecture, presentation, or demonstration. This arrangement requires a lot of space per participant.



Small group arrangement is great for small classes. This arrangement encourages interaction. The trainer will be able to connect with students very easily.



A group horseshoe arrangement facilitates breakout sessions for group interaction when there is only one room for plenary and small group discussion sessions. Seats may be placed all around the table or only around the half facing the stage to make switching between presentation and group discussion easier.



1. *Obstructions:* Have you ever taught a class in a room that contains structures such as posts or pillars that may obstruct student views? Needless to say, it can be a challenge.
2. *Lighting:* Make sure there is enough light in the room. Too little light makes it difficult to take notes, and can invite "sleepy-heads" to doze off. If the room has windows, make sure you can adjust the amount of light entering the room. Sunlight coming from behind your projection screen may wash out the image on the screen. If your training room is used often, try to get light switches with "dimmer" capability. All or nothing light switches can present a challenge.
3. *Size:* Arrange for a room to accommodate the number of participants. Remember that a room that is too large can be as bad as one that may be too small.
4. *Workable walls:* Most trainers hang flipchart pages on the walls: the session objectives, small group work, and so on. Is wall space available or do windows surround the room? Does art cover the walls or are they open? Usually the front of the training room should be opposite the entrance to avoid distractions when people come and go. Is that possible in the room you're considering? Use markers that absolutely do not bleed through so there is no danger of ruining walls.

Training Room Checklist

- Reserve a space appropriate for the number of attendees.
- Accommodate for those with disabilities such as hearing, seeing, or mobility issues.
- Arrange for necessary technological items (acoustics, laptops, projectors, screens, speakers, microphones, etc.) and support.

- Make sure the training room has an emergency exit diagram that includes information on assembly/muster locations. Review emergency procedures prior to training.
- Find out whom to contact if there are technical (or other) problems.
- Determine which wall will be the front of the room, with the entrance at the rear to minimize distractions when people enter and exit.
- Select a seating arrangement that supports the goals of the session and the presenter.
- Build in time for room set-up changes.
- Use comfortable chairs (and adjustable chairs for longer sessions).
- Create aisles and easy access to seating, so that participants do not feel cramped. Keep in mind that various cultures have different views regarding personal space.
- Distance between people is appropriate.
- Provide surface for writing, laptops, and beverages if needed.
- Have a space reserved for refreshments if necessary.
- Find space for the trainer's personal items that is out of the way and not distracting.
- Make sure all technology works ahead of time.
- Locate visual equipment (screens, flipcharts, etc.) so that participants can see the materials.
- Check for and maintain adequate air temperature control, and lighting.
- Avoid challenging odors, enticing aromas, and exterior noise.
- Place "Welcome" signs on outside doors indicating the event and the time.
- Discuss housekeeping items, such as the location of restrooms, coatrooms, and exits, near the beginning of the session.

Reference- Wallace, M. (2002): Guide on the side “room setups for presentations & training” one size does NOT fit all. www.llrx.com/columns/guide59.htm.

Module 1 Quiz

Use this quiz to self-check your understanding of the module content. You can also go online and take this quiz within the module. The online quiz provides the correct answer once submitted.

- 1. It is best to reserve the training room _____ prior to the training date.**
 - a. a few weeks to a month or more
 - b. a week
 - c. one day
 - d. immediately

- 2. It is a good idea to conduct training after workers get off the midnight shift.**
 - a. True
 - b. False

- 3. According to the text, why is it a good idea to practice your presentation at least once prior to the training date?**
 - a. Prevents nervousness
 - b. Ensures perfection
 - c. Gets rid of the heebie-jeebies
 - d. Creates a mental script

- 4. Which of the criteria below requires the training room be located near restrooms, rest areas, and snack areas?**
 - a. Climate controlled
 - b. Accessible
 - c. Convenience
 - d. Non-locality

- 5. Which training room arrangement below is used often, but not well suited for training because many students are located far from the trainer?**
- a. Horseshoe
 - b. Boardroom
 - c. Cafeteria style
 - d. Theater

Module 2: Get Set

Just before training begins and while participants are arriving can be a challenging time. You may start feeling nervous, and that's natural. It's important to have this time planned.

Research has shown that the number one thing people do not want to do is present training. Most people are uncomfortable, to some degree, with public speaking even when they are experienced presenters. It's called "stage fright."

Below is a two-step process for overcoming stage fright:

1. Prepare the mind by putting everything in perspective with a little self-talk. Tell yourself students are here to learn from you, they want you to be a good trainer, because they'll learn more that way. Focus on them and making sure they understand the material. Don't worry about your performance, you're just the messenger. Deliver the message. Accept the fact that you will be nervous and, in fact, put that nervous energy into an energetic delivery.
2. Prepare the body. Get familiar with the training environment, including the lighting, temperature, and layout of the classroom. You can do this during your practice session and also by arriving early on the day of training to check that everything is in order. Drink non-dairy fluids to soothe your vocal cords and prevent a dry or sore throat from extensive talking during the session (fluids with dairy create excess mucus, which could make it difficult to speak clearly for an extended period of time). You may also want to learn relaxation techniques and develop a standard ritual before training sessions to relax and prepare yourself.

The problem: stress-induced anxiety

Every trainer has to conduct training the first time. We call this "paying your dues". You can't get around it so you may as well not delay it.

You'll normally experience some degree of anxiety about unanswered questions as you prepare for the session, when a room full of people will focus their attention on you. Thoughts about having too much or too little time, how you look, or how your audience will "like" you, may cause symptoms of stress. Symptoms of stress include:

- Nervous stomach

- Sweating
- Tremors in the hands and legs
- Faster breathing
- Increased heart rate

How do you reduce anxiety associated with training?

Right from the start, give up the belief that you have to be perfect or that you must know everything about the topic. It's just not true. Even experienced trainers occasionally make mistakes and really "screw up," but they know how to roll with it. They don't consider mistakes as big deals or as major obstacles to success, and they don't condemn themselves when they make those mistakes.

The big secret is to accept the fact that mistakes are going to happen. As you take these courses, you will undoubtedly see a mistake here and there. Let me know about it. I love it when a student points out an error. Why? It gives me the opportunity to correct the error and that improves the quality of the training. Naturally, I'm thankful for it. I thank students all the time! Accept the fact that you are going to make mistakes and develop the ability to recover from your mistakes quickly, with grace. I personally think that to be perfectly human, is to be perfectly imperfect.

Get your ducks lined up!

To help ease your nervousness, make sure you are totally finished setting up and ready to start the training. This will help you feel "in control" of the event. You're on top of things. Below are some strategies to help you do this.

- Arrive at least 30 minutes early (I always arrive one hour early).
- Open the classroom, turn on the lights, and give the room a quick scan.
- Arrange tables and chairs and make sure you have enough of each.
- Look for the audio-visual equipment. Make sure it's working.
- Set up your equipment and determine the location from which you will be presenting.

- Pass out training materials (workbooks, pens, pencils, name tents, etc.)
- Go through your lesson plan once again
- Check all slides, etc. to make sure nothing is missing
- After you are sure you're ready, greet each student as he or she arrives with a big smile!

Doing all this prior to each training session will increase your confidence and your students will be impressed with how "organized" you are.

Module 2 Quiz

Use this quiz to self-check your understanding of the module content. You can also go online and take this quiz within the module. The online quiz provides the correct answer once submitted.

- 1. According to research, most people do not want to ____.**
 - a. sing a song in front of others
 - b. drive a car
 - c. present training
 - d. be interviewed

- 2. How can you best prepare your mind for the training you are about to conduct?**
 - a. Conduct self-talk
 - b. Exercise
 - c. Drink coffee
 - d. Don't think about it

- 3. When you conduct training, do not be surprised if _____.**
 - a. you feel anxiety
 - b. have a fast heartbeat
 - c. experience tremors
 - d. any of the above

- 4. What is the big secret in how to reduce anxiety associated with training?**
 - a. Blame the students when mistakes happen
 - b. Accept that mistakes will happen
 - c. Assume you are perfect and cannot make mistakes
 - d. Ignore mistakes when they happen

5. Which of the following will help you feel in control of the training event?

- a. Arrive early
- b. Pass out training materials
- c. Check that everything works
- d. All the above

Module 3: Go!

OK, now you've completed preparing for the training session, greeted students as they arrived, and it's time to start training. What's next? Let's first look at the general sequence of activities in most training activities.

The training presentation generally follows the sequence below:

1. Thank them for coming!
2. *Introduction*: "Getting around," and emergency procedures.
3. *Preview*: Tell them what you're going to tell them.
4. *Benefits*: Tell them why it's important.
5. *Main ideas*: Tell them
6. *Activity*: Have them do something
7. *Benefits*: Tell them why it's important.
8. *Review*: Tell them what you told them
9. *Test*: Have students take a written test or demonstrate skills.
10. *Evaluate*: It's not over 'til the paperwork is done. Ask them to complete a student evaluation.
11. Thank them for coming!

If you get that sequence down and follow it regularly, you are much more likely to be successful every time you train.

How to make the introductions interesting

- *Thank the audience for coming*: You know, "you get what you give." What does that mean? In the context of training, if you welcome your audience and come across as

being thankful for their attendance, they will be more likely to return those same thoughts and feelings back to you.

- *Establish your credibility:* Give your experience and share your interest in the materials being presented. Giving your audience a summary of your experience, education, etc., is fine as long as you don't turn it into a love-me bragging session. Your audience won't appreciate that.
- *Break the ice:* You might also ask your students to introduce themselves at this time. An introduction "icebreaker" exercise I've used successfully many times has been to ask each student to tell everyone something about themselves, like their favorite sports team, vacation spot, or animal. That little exercise can be quite fun!
- *Present the agenda:* Again, tell them what you're going to tell them. Let them know why it's important and how it can impact their job and life.
- *Determine expectations from the audience:* During introductions you can ask students to tell you what they expect to get out of the training. Be ready for some surprise responses though.
- *Discuss the schedule for breaks:* OK... "Break time!" Breaks should be given about every hour and shouldn't last any longer than about five minutes. You will know when you've gone too long without a break when students start leaving the training room. Remember, if you tell them a 5-minute break, they take 10 minutes, so keep the reigns tight on breaks.
- *Give a time frame for your presentation:* Let everyone know when the training will be over and NEVER run over. Your students have a life too, and a schedule they have to keep.
- Tell the audience what you hope they will learn (what they'll know and be able to do) by the end of your presentation. This goes together with summarizing the various topics that will be presented.
- *Don't be a "know-it-all":* Do not come across as arrogant and having all the answers. Confess that you probably don't know all the answers. You really don't need to be the "fountain of all knowledge" to be an effective trainer. Trainers who believe they have to

be perfect are never at ease, and usually come across with less confidence. Admitting that you don't have all the answers takes pressure off yourself and will place some of the responsibility on the audience.

- Encourage everyone to participate with their own ideas, opinions, beliefs, and feelings. Again, we can apply the "get what you give" principle here by stating that the student is only going to get out of the training, what he or she puts into it. I also like to divide students into groups. I do this automatically by setting up the classroom tables with 4-6 chairs in a grand "horseshoe" formation.
- Once you have gained attention, transition into the body of your presentation. "What are your questions before we start?" After you have answered questions, get going!

Presentation Styles

The key to effective presentation is being able to adapt your natural presentation style so that it best fits the needs/wants of the audience. Since you will be training adults, let's take a look at some tips on effective presentation skills.

Tips to sharpen your presentation skills

1. *Don't claim to be the fountain of all knowledge:* If you do, someone in the audience will try to prove you wrong. For years, I have always let my students know that I'm not the all-knowing wise one, and I always appreciate input from my students. This also helps take some of the pressure off you to actually know it all.
2. *Be Entertaining:* Your presentation should be informative and entertaining.
3. *Slow Down and smell the roses:* When speakers are nervous and inexperienced, they tend to talk way too fast. Consciously slow your speech down and add pauses for emphasis.
4. *Eye Contact:* Make eye contact with each student from time to time. Don't get into the trap of looking at only one student while neglecting everyone else. You don't want students feeling left out of the conversation.

5. *Don't read from the slides:* It's more interesting if you know your presentation without cues. Reading tells your students you don't really understand your material, a huge blow to your credibility.
6. *Tell stories:* I'm sure you've got some and you can ask the class if they have stories to tell which illustrate or give a real-life application of the topic.
7. *Project your voice:* You need to be heard. Projecting your voice doesn't require yelling. But, let your voice resonate in your lungs rather than in the throat to produce a clearer sound. Speak to the person in the back of the room.
8. *Use natural gestures:* Don't try to plan your gestures because more often than not, it looks planned, and can actually be quite amusing to students. Because planned gestures don't match your other involuntary body cues, they look false. Don't continually keep your arms folded or down at your side.
9. *Buy some time:* If you don't know the answer, ask if anyone in the class knows. You'll be surprised how much experience and knowledge your audience has. If someone knows the answer be gracious and thank them. - You can use statements like, "that's a really good question," or "I'm glad you asked me that," to buy yourself a few moments to organize your response. Will the other people in the audience know you are using these filler sentences to reorder your thoughts? Probably not. And even if they do, it still makes the presentation run more smoothly than um's and ah's littering your answer.
10. *Pause..... from time to time:* A well-placed pause can help generate more interest. Pauses help to emphasize important points. Don't use fillers like 'um,' 'ah,' or 'you know' during pauses.
11. *Get practice:* The first time you present a topic should not be the first time you have practiced the presentation or at least gone over the material in your head. Whether you talk out loud or visualize the presentation in your head, you're building that all important "mental script" that is so necessary.
12. *Know when to apologize:* Be careful to apologize only when you've actually done something wrong. Don't apologize for being nervous or lack of preparation. Most students won't detect your anxiety, so don't draw attention to it.

13. *Do apologize if you're wrong:* One caveat to the above rule is that you should apologize if you are late or shown to be incorrect. You want to seem confident, but don't be a jerk about it.
14. *Have fun - enjoy the training:* Tell yourself you're going to have fun, you like the students, and the session is going to be successful. Positive self-talk like that will go a long way in helping you present with the proper attitude.

Tips for Training Adults

- *Tell them what you're going to tell them:* Giving adult learners an advanced organizer, like workshop goals or objectives, helps them to retain information.
- *Where's the beef?* Show them the benefits of the training. Emphasize WIFM (What's in it for me).
- Understand the Three Principles of Motivation:
 - YOU can NOT motivate people;
 - All people are motivated; and
 - People do things for their reasons, not your reasons.
- The Five Ways to Squelch Motivation:
 - Have little personal contact. Worse yet, ignore;
 - Get participants in a passive mood and keep them there;
 - Assume class participants will apply what is taught;
 - Be quick to criticize; and
 - Make participants feel stupid for asking questions in class.
- *Tell them one thing at a time:* Adults are "linear." They like to be fed information, one piece at a time.

- *Give them time to take notes:* They should not have to write and/or draw something while you want them to listen. If they must write while you're talking, they're probably missing or losing much of what you want them to hear.
- *Give them time to reflect or think:* Give them a pause once in a while. Group activities are great for helping students think about the practical application of topics.
- *Avoid distractions in the front of the room:* Don't place a lot of "stuff" up front, especially if it's interesting to look at. Keep it to the side and present it to the class only when needed.
- *Flip that paper:* Flip charts should be left on a blank page when not being used.
- *Announcements, announcements, ANNOUNCEMENTS!* Once announced, the agenda should be posted in the back of the room.
- *Bring it home:* Apply the learning to something they can relate to. You can do that, or you can ask students to help by giving examples.
 - Adults do not effectively learn by simply being told. They must have a chance to digest and understand how they can apply what they're being taught to the job.
 - Adults seek learning to cope with change or problems, because learning is not usually considered its own reward.
 - Information more easily enters the long-term memory when it is linked to old memories or can be related to something the learner has experienced.
 - Make certain the program material is actually needed by the participants. Give them time during the training to apply what they're learning to real-life situations.
- **Give them a list.** The adult's short-term memory is linear, so training works best if you use lists. Below is an example of a list you might use in an "Effective Recognition" training presentation. Lists like this are more interesting, especially since the list is unique with all items starting with the letter "S".
 - **Soon:** Recognize as soon as possible after the behavior.

- **Spontaneous:** No need to plan it, just do it!
 - **Simple:** A handshake, time off, or lunch work!
 - **Selection:** Let them choose tangible rewards.
 - **Significant:** Should be important to the receiver.
 - **Sincere:** To touch the heart, recognition must come from the heart.
- **Use acronyms:** STARS = Supervision, Training, Accountability, Resources, and Support.
 - **Let them know what's important:** Say something like, "This is important," or "This is a key concept".
 - **Surprise them:** The mind pays more attention to what's novel than what's ordinary. Use the 80% predictable/20% unpredictable rule here.
 - **Involve them:** Give participants the opportunity to share information and points of view during the training program. Invite them to be creative by developing lists, acronyms, and exercises. Get them involved in solving problems.

Tips for using visual aids (VA)

About 65% of adults are primarily visual learners. Good visual aids can help trainers more effectively illustrate key concepts to increase understanding. Here's a few tips for training visual learners:

1. Let your visuals help your presentation, not be your presentation
2. Present visuals only when you are ready to use them
3. Put visuals away when you're finished with them
4. Rehearse with your visuals
5. Test all audio-visual equipment before using it
6. Avoid getting between your visuals and your participants (Use a laser pointer!)

7. Write on flipcharts and white-boards
8. Use assorted color transparencies to add interest and variety
9. Use a pointer of some kind for finding important items on the screen
10. Avoid moving the AV equipment while you're using it
11. Be careful not to use too much animation on computer slides

Module 3 Quiz

Use this quiz to self-check your understanding of the module content. You can also go online and take this quiz within the module. The online quiz provides the correct answer once submitted.

1. What should you do before presenting the main ideas in your training session?

- a. Test
- b. Preview
- c. Review
- d. Conclude

2. Which of the following will help make your introduction interesting?

- a. Thanking students for coming
- b. Breaking the ice
- c. Answering student
- d. All the above

3. The key to effective presentation is in being able to _____.

- a. stand behind the podium
- b. use humor regularly
- c. adapt your natural presentation style
- d. a and b above

4. Try to plan your gestures because more often than not, it looks natural.

- a. True
- b. False

5. According to the text, which of the following is true about adult learners?

- a. Do not give them a reason
- b. Tell them many things in parallel
- c. Give them information in rapid fire
- d. Tell them one thing at a time

Module 4: Ask It

The two basic types of questions a trainer uses during a presentation are open-ended questions and closed questions.

Open-ended questions require an extended response. Below are some points to remember about open-ended questions.

- Result in a discussion of ideas, opinions, and feelings
- Most often begin with a "what, how, when, or why"
- Requests may begin with a "discuss," "identify," "describe," or "analyze"
- This open-ended question works - "What are your questions for me?"

Closed questions require only a one word "yes" or "no" or other short answer. Below are some points to remember about closed questions.

- This type of questioning closes off discussion.
- Usually begins with "is, are, do, does, can, or will"
- This closed-ended question doesn't work - "Are there any questions?" You will usually get dead silence.

Asking students open-ended questions will result in the most information and result in a more interesting presentation. You can always "piggy-back" off the student responses with more questions. Relying on closed questions will result only in a series of short responses like "yes, no, maybe, and occasionally I-don't-know." You can see that these responses won't give you a lot of information. I have found that the training will usually be more boring to the students as well.

Listening to questions

Listening makes students feel more appreciated and respected. Active listening also fosters the good listening skills in your students by serving as a model for positive and effective communication.

One way to understand active listening is related to the Golden Rule. Listen to others as you would want them to listen to you. With that in mind, here's what works for good listeners.

10 Tips to Effective Listening Skills

1. *Face the speaker:* Sit up straight or lean forward slightly while standing to show your attentiveness through body language.
2. *Maintain eye contact:* Make direct eye contact to the degree that you all remain comfortable.
3. *Minimize external distractions:* Turn off the TV. Put down your book or magazine, and ask the speaker and other listeners to do the same.
4. *Respond appropriately to show that you understand:* Use non-verbal cues like nodding your head in agreement, raising your eyebrows, etc. Use verbal cues like ("uh-huh" and "um-hmm"). Say words such as "Really" or "Interesting." Repeat the question in your own words to show you understand.
5. *Focus solely on what the speaker is saying:* Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.
6. *Minimize internal distractions:* Research shows that, on average, we can hear four times faster than we can talk. So, it's easy to formulate our answer to what we "think" the question is going to be before we actually hear it. Don't interrupt while the student is asking the question (this is one of my biggest challenges). This is a sign that you're actually thinking about the answer before the student finishes the question.
7. *Keep an open mind:* It's not what is "right" or "wrong" that is important... it's "what works" vs. "what doesn't work" that matters. Don't judge the question or the student. Wait until the speaker is finished before deciding whether to agree or not. Don't make assumptions about the student's motives.
8. *Move toward the student:* Initially move toward the student a little while the question is being asked. This signals a desire to hear and understand the student. It also sends the message that you are focusing on the question.

9. *Don't get defensive:* We usually get "defensive" in tone and word when we think someone else has been "offensive." Wait until the student finishes to defend yourself if you feel the need to do so. Try not to take any negative question or remark personally.
10. *Engage yourself:* Ask the student questions to clarify in your own mind what is being asked. Repeat the question so the rest of the audience can hear it. Rephrase the question if you are not clear what is being asked. "Let me see if I understand your question..."

Answering Questions

Answering questions in an appropriate and thoughtful manner is critical to a successful training session. Make sure you answer all questions presented. The worst thing you could do as a trainer is to ignore the question or minimize the question's importance. To do so sends very negative messages to your students.

1. *Repeat the question:* Paraphrase or repeat back the question so the entire class can hear it before you answer it. This also helps to ensure that you understand the question. Initially focus on the person who asked the question and then shift eye contact to the general audience.
2. *Answer clearly:* Don't turn the answer into a general lecture. Try to make sure your answer is brief, clear, and specific.
3. *Commend the student:* It takes courage sometimes to ask a question in front of others. When a student asks a question, compliment it with "That's a great question" or "I'm glad you asked that."
4. *Be sincere:* Make sure you answer student questions sincerely. Your students will usually know when your response isn't genuine.
5. *Be Honest:* If you don't know the answer to a question, let the student know that you will find out and respond later. You can always ask if one of the other students might know the answer to the question. Remember, you don't need to be the fountain-of-all-knowledge!
6. *Get back to the student:* Finish up your answer by transitioning back to the student who asked the question.

7. *Get feedback:* Ask the student if you answered the question and if the answer was helpful. A positive response from the student gives you permission to move on to the next topic or question.

Module 4 Quiz

Use this quiz to self-check your understanding of the module content. You can also go online and take this quiz within the module. The online quiz provides the correct answer once submitted.

- 1. Which of the following is a characteristic of an open-ended question?**
 - a. Begins with is, are, does, do
 - b. Requires an extended response
 - c. Begins with what, how, when, why
 - d. Both b and c above

- 2. According to the text, asking students _____ questions will result in the most information and result in a more interesting presentation?**
 - a. frequent
 - b. closed
 - c. open-ended
 - d. hypothetical

- 3. Which of the following is NOT listed in the text as an effective listening skill?**
 - a. Keep an open mind
 - b. Minimize internal distractions
 - c. Focus on what the speaker is saying
 - d. Move away from the student

- 4. _____ fosters the good listening skills in your students by serving as a model for positive and effective communication.**
 - a. Active listening
 - b. Role play
 - c. Continuous improvement
 - d. Servant leadership

5. According to the text, what is the worst thing you could do as a trainer when answering a student's question?

- a. Fail to recognize the student
- b. Be insincere
- c. Ignore the question
- d. Fail to repeat the question

Module 5: Handle It

They may be rare, but problem situations, in which learning is inhibited due to the behavior of one or more of the students, may occur. Problem situations have something to do with the level of participation of individual students (i.e. when students participate too much or too little).

Too much participation: Students may not be able to fully participate in group or class activities when an individual student is too vocal. Overly vocal students may be merely the result of an enthusiastic interest in the course material, or it may be the result of an inner need for recognition.

Too little participation: When one participant is too vocal, others may not feel confident, adequate or otherwise comfortable participating so they remain silent. A non-participative student's valuable input may be lost from the group. In addition, the trainer may not be able to accurately assess the degree of learning that's taking place when students are silent. On the other hand, silent students may not be motivated to participate. They may be feeling stressed out due to other more-pressing job requirements.

Hostility

Problem situations may occur when student behavior is perceived by the trainer as inappropriate. A student may express hostility towards the trainer, the company, or another student. Don't assume that such behavior on the part of students is a reflection of their hostility toward you or your training.

When the student appears to be overactive or inhibited in some way, there are three important strategies to consider.

- Carefully try to eliminate or reduce the problem behavior. Agreeing to disagree can go a long way in resolving the problem. It may be necessary to take a break so that you can have a private conversation with the disruptive student.
- Maintain the self-esteem of the student causing the disruption. Never belittle or criticize the student. Through the years, I've always taught that we should avoid inferring in any way that the student is mad, bad, evil, lazy, crazy or stupid. That will get you nowhere.

- Avoid further disruptions. Make sure the learning environment is relaxed and conducive to learning. Remain emotionally neutral. Don't get wrapped up one way or the other in the opinion of the student. Remain professional and objective.

The ABC's of Behavior

To better understand what drives the behaviors of students we teach; let's take a look at some basic behavioral-based safety (BBS) concepts. These concepts explain why we do what we do in the workplace. The ABC's of safety behavior are: **A**ctivators; **B**ehaviors; and **C**onsequences.

We see and hear (experience) things in our external environment. These are called "activators" because they tend to activate a behavior. Sometimes safety people call them "antecedents" because they come before behaviors. Either way, you get the idea.

Examples of activators at work might include what we see and hear:

- in a safety training session;
- from our co-workers while performing a task;
- when someone gets hurt; or
- when someone gets caught violating safety rules.

What we experience influences our internal thoughts, beliefs and feelings.

Below are some examples of thoughts, beliefs, and feelings about safety on the job.

- Wow, I need to be careful on this job
- Hey, Bob and the others are not wearing their PPE: why should I?
- Ouch! That hammer just hit my thumb!

We choose to engage in external behaviors. Our safety behaviors are primarily based on what we believe the consequences will be. We quickly weigh the positive consequences against the negative consequences and act on our belief. We usually choose to do things for a reason, don't we?

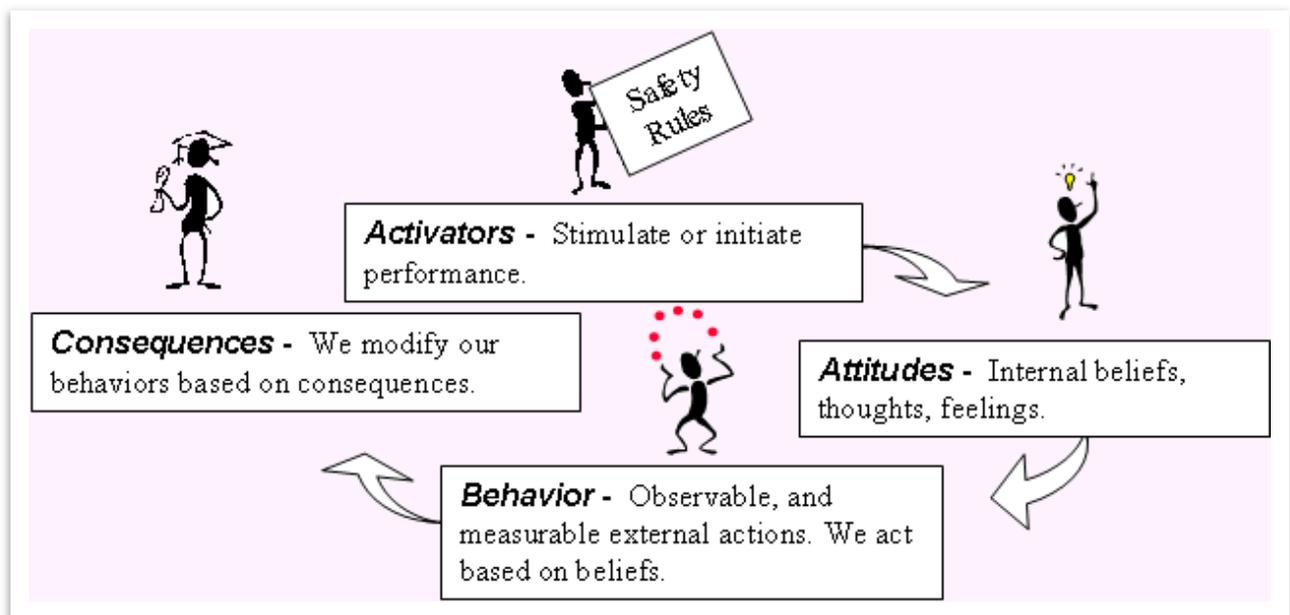
Here are some examples of safety-related behaviors:

- I continue to use or stop using my PPE on the job;
- I warn others when I see they are not using PPE; or
- I volunteer to teach safety courses.

We then experience the consequences of the behaviors we have chosen. There are always consequences to every action, both positive and negative. For more on consequences, see [Course 712, Safety Supervision and Leadership](#). Below are some examples of consequences that you might experience.

- I see others being reprimanded for not wearing PPE
- I am ignored/reprimanded for the behaviors I have chosen related to my use of PPE
- I am recognized for volunteering to train safety classes

These consequences, then, become activators that increase or decrease the likelihood of my behaviors in the future. As you can see below, it's a grand continuous cycle of cause and effect.



Now that we have a pretty good understanding of why we behave the way we do at work and in training, we can devise some strategies that will act as activators influencing behaviors during the training session. Let's take a look at a few of these strategies.

Strategies for handling problem situations

When a participant disrupts the training try the strategies below:

1. Acknowledge the behavior by describing it without evaluation.

- "I see you don't agree with what's just been said, is that right?"

2. Validate the thoughts and feelings that are causing the behavior.

- Validate the idea: "...and you may have a good point."
- The Feel-Felt-Found response: "I know how you feel, I've felt that way myself, but I've found that..."

3. Agree to disagree. What works for one person may not work for another. There may not be a "one fits all" solution.

4. Ask others what they think: "What do others think about that...?"

5. Ask for permission to get other ideas: "Are you willing to let others express their opinions on the matter?"

Strategize this!

Read and discuss the assigned scenario below. Identify strategies that you believe would work in eliminating or reducing the problem behavior(s) described. I'll include some possible solutions in the next section.

Example 1: Ralph dominates the class discussion of proper accident investigation procedures and answers all the questions the trainer asks before anyone else in the group has a chance to speak. What do you do?

Scenario 2: Gloria is continually interrupting the trainer's lecture on the elements of the hazard communication program to debate technical details of the subject. Her information is quite

accurate. It's obvious that she has a thorough knowledge of the subject and extensive experience managing the program.

Scenario 3: Bob is responding to questions related to safety accountability with very negative opinionated comments. He just can't seem to say anything positive and it's clear others are starting to get impatient with him. What do you do?

Here are some possible solutions to the problem situations. I'm sure there are others!

Scenario 1: Ralph dominates the class discussion of proper accident investigation procedures and answers all the questions the trainer asks before anyone else in the group has a chance to speak. What do you do?

- Believe me, when one student dominates the class, most of the other students don't like it. Some will disengage, while others will feel intimidated. Some students may be critical of your inability to maintain control of the process. In the past, when one student dominates the discussion, I usually tell him or her in a light-hearted way (with a smile), that "OK... you've used up your quota, how about someone else." I then ask others what their questions and ideas might be. A few times I have actually had to speak with the student privately during the break about giving others a chance to get involved. Thank the student and if it's done right, you won't harm the student's self-esteem.

Scenario 2: Gloria is continually interrupting the trainer's lecture on the elements of the hazard communication program to debate technical details of the subject. Her information is quite accurate. It's obvious that she has a thorough knowledge of the subject and extensive experience managing the program. What do you do?

- First of all, don't be intimidated by an "expert" student. You're going to have them once in a while. Don't think of the student as a competitor. Rather, turn that potential competitor into an ally by acknowledging his or her expertise on the subject. However, as with the student in Scenario #1 above, the student may have a great need to be recognized and appreciated, so go ahead and give'm what they want. It takes pressure off you as the instructor, and sets a good example for your students. Remember, you are always teaching others something about yourself. You can not NOT teach and you can not NOT learn. We are all teachers and students at the same time.

Scenario 3: Bob is responding to questions related to safety accountability with very negative opinionated comments. He just can't seem to say anything positive and it's clear others are starting to get impatient with him. What do you do?

- It's not a question of if, but when. Someday you're going to get that negative student who doesn't want to be in training, doesn't like you, doesn't like the topic, doesn't like safety, or just otherwise is not happy. When you get students who answer all your questions with a negative tone and response, or worse yet, they interrupt you while teaching, there are some good techniques you can use to turn things around. I've used the "feel, felt, found" method described in the last section a few times and that worked well. The method I like the best is to ask others in the class what they think. Let the other students counter the negativity. Again, as a last resort, if the student just can't "straighten up," you may have to speak to them privately during the break.

Finish with a bang!

Now that you've conducted the training, it's time to wrap things up. Depending on the length of the training session, wrapping up can take as little as fifteen minutes or over an hour. Let's take a look at the steps to finish up the training.

Finishing Steps*

- *What:* Review what's been achieved during the training.
- *So, what:* Restate why it's important. Have participants take stock. Ask them to share what's been most important to them.
- *What now:* Talk about how they can apply what they've learned to their work.
- *What's next?* Discuss what they can do to further their learning. Remind them about any follow-up or feedback actions after training is completed.
- *Loose ends:* Finish up with any issues that may have been "parked" (set aside) during the training.
- *Evaluate:* Give participants time to complete the training evaluation form.
- *Celebrate:* Thank everyone!

- *Say good-bye:* See you next time. Drive safely!
- *Reflect:* Take time to write down changes, improvements, thoughts.

* Source: Bruce Klatt, "The Ultimate Training Workshop Handbook" by McGraw-Hill Pub.

Module 5 Quiz

Use this quiz to self-check your understanding of the module content. You can also go online and take this quiz within the module. The online quiz provides the correct answer once submitted.

- 1. According to the text, students may participate too much in training for which of the following reasons?**
 - a. Enthusiasm for the topic
 - b. Extensive knowledge of the topic
 - c. Need for recognition
 - d. All the above

- 2. Which of the following is NOT one of the three strategies mentioned in the text to handle problem situations?**
 - a. Accuse the student of having a private agenda
 - b. Maintain the self-esteem of the student
 - c. Try to eliminate or reduce the problem behavior
 - d. avoid further disruption

- 3. Which of the following is called the ABC's of Safety Behavior?**
 - a. Actions, being, continuance
 - b. Abilities, bearings, contemplations
 - c. Activators, behaviors, consequences
 - d. Actions, behaviors, connections

- 4. Which of the following is the best example of "The Feel-Felt-Found" response strategy while training?**
 - a. I know you feel that way, but others felt differently and I have found that...
 - b. I feel your pain, and I have felt it many times, yet I have found that...
 - c. I know how you feel, I've felt that way myself, but I have found that...
 - d. I feel you are wrong about how you felt because I have found that...

5. The last step in wrapping up the training is to _____.

- a. thank everyone
- b. reflect
- c. answer any questions
- d. complete evaluations

Module 6: Conducting On-The-Job Training (OJT)

Helping someone learn a new job presents a special challenge for the supervisor or lead worker. Using effective demonstrations, coaching, modeling, and feedback techniques require specific skills to make one-on-one or small group instruction really work.

The purpose of this module is to discuss ways in which you can become a successful On-The-Job (OJT) trainer. Only experience will provide you the skills you need to feel accomplished at presenting OJT training. At the end of this module, however, you should have enough information, along with some practice, to conduct an OJT session with confidence.

Why do we conduct On-The-Job Training?

The purpose of OJT is to provide the employee with task-specific knowledge and skills in his or her job/work area. The knowledge and skills presented during on-the-job training are directly related to those they will perform on the job.

OJT can be one of the best training methods because it is planned, organized, and can be conducted at the employee's workstation. OJT is generally the most common method used to broaden employee skills and increase productivity. It is particularly appropriate for developing skills unique to an employee's job. And, did you know that most safety training requires hands-on practice and demonstration, so OJT is a great way to make sure you meet OSHA expectations.

To prepare to conduct an OJT session, the first step is to develop your lesson plan. If you already have a Job Hazard Analysis (JHA) or Job Safety Analysis (JSA) completed for the task being trained, it's just a matter of using that document as your lesson plan. For more information on developing JHA's, please see OSHAcademy Course 706.

The 7-Step OJT Process

Step 1- Introduction

- Introduce yourself and welcome the employee(s). Give them a little background about your position, experience, and training.
- Tell the student what you're going to train. "Today we're going to learn how to..." You might be training a:
 - process (a number of procedures)

- job/procedure (containing a number of steps)
- task (part of a job/procedure - how to put on a harness)
- Discuss the acceptable standards of knowledge and performance. For dangerous tasks that could result in an injury if not performed correctly, your students should be able to perform at the 100% skill level. There's no room for error.
- Discuss natural and system consequences. The natural consequences are "hurt" or "health". If they don't do the task safely, they'll get hurt. Remember tough-caring leadership approach from Course 712? It applies nicely to the OJT process. Tell them you're going to have high expectations for their performance (that's being tough) because you care about their safety. The most effective OJT occurs when students know you care about their safety.
- Tell them why it's important. Emphasize the importance of the procedure to the success of the production/service goals. Again, when students know why the task is important, they're more likely to follow safe procedures when not being directly supervised.
- Invite questions. Questions are most likely to come later during the training. Emphasize personal accountability and discipline (leadership). Discipline is using the correct procedure each time and every time, even when you don't feel like it.

Step 2- Trainer Show and Tell

In this step, the student becomes familiar with each work practice and why it is important. The trainer reviews the initial conditions for the procedure. The trainer then carefully explains each step of the procedure. The trainer also answers questions and continues to demonstrate and explain each step until they are sure the student understands how to correctly perform each step.



Trainer: DESCRIBES each step in the task or procedure and then
 PERFORMS each step while the student watches.

	Student:	OBSERVES the trainer perform each step and also QUESTIONS the trainer.
---	----------	--

Step 3 -Student Tells - Trainer Shows

This step is necessary when exposure to hazards inherent in the procedure could cause serious harm. It protects the student because the trainer performs the procedure. The student explains the procedure to the trainer, while the trainer performs the steps. This gives the trainer an opportunity to discover whether there were any misunderstandings in the previous step. The student also responds to trainer questions.

	Student:	TELLS the <u>trainer</u> how to perform each step and RESPONDS to the trainer's questions.
	Trainer:	PERFORMS each step as directed by the student and QUESTIONS the student about the step.

Step 4- Student Tells, Asks, and Shows

This is the first step in which the student actually performs the step. To ensure safety, the student must first receive permission from the trainer to perform the step. The trainer has the student perform each step, giving permission before each step is performed.

This step is important to protect the student as he or she performs each step of the procedure. Remember, the student is not fully-qualified to perform the procedure, so if the procedure includes steps that could cause an injury, OSHA requires very close, direct supervision of the student while in training. I personally think it's best to simulate the steps of a hazardous procedure in a classroom or other location where no actual hazards are present.

When the student explains what he or she is going to do, gets permission, and only then continues with the step, it helps make sure the student remains protected from getting hurt.

	Student:	TELLS the <u>trainer</u> what he or she will do in the step, ASKS PERMISSION to continue (OK?), and then PERFORMS the step.
	Trainer:	LISTENS to the student's explanation of the step GIVES PERMISSION OR STOPS the student as needed and OBSERVES the student complete the step.

Step 5- Trainer Concludes the Training

- Recognize the student's accomplishment - "Good job!"
- Reemphasize the importance of the procedure and how it fits into the overall process.
- Tie the training again to accountability by discussing the natural (hurt/health) and system consequences (reprimand/reward) of performance.

Step 6: Trainer/Supervisor Validates the Training

After the conclusion of the OJT session, the trainer, or better yet, the supervisor should observe the employee applying what they've learned in the actual work environment. Doing so results in strong documentation that helps to legally protect both the employee being trained and the employer.

Tip: To prove the employee has the knowledge and skills to to a job safely, have the employee teach you how to do the job. If the employee can effectively train you how to do the job, he or she is qualified and you can sign them off. If they can't, you should not qualify them; it's time for some retraining.

By the way, When OSHA inspects, the compliance officer may ask employees about the job they are doing. The employees won't be able to hide their ignorance and it won't take long for the compliance officer to determine if the employee is qualified to do the job.

Step 7: Trainer/Supervisor Documents the Training

The well-known OSHA adage, "if it isn't in writing, it didn't get done," is true for any kind of safety training. For OJT training, documentation should be more than an attendance sheet.

To document the training, the trainee certifies:

- training was accomplished
- questions were answered
- opportunities provided to do procedure
- accountabilities understood
- intent to comply

The instructor certifies the trainee has:

- demonstrated adequate knowledge
- developed the skills to complete the procedures

See the sample training certification documents in [Course 721, Module 5](#). It represents one possible way to document training. How do you know the employee has the knowledge and skills to do the job safely?

Simple! Have the employee teach you how to do the job. If the employee can effectively train you how to do the job, he or she is qualified and you can sign them off. If they can't, you should not qualify them; it's time for some retraining.

When OSHA inspects, the compliance officer may ask employees questions about the job they are doing. You won't be able to hide your ignorance! It won't take long, asking a few open-ended questions, for the compliance officer to determine if the employee is qualified to do the job.

Module 6 Quiz

Use this quiz to self-check your understanding of the module content. You can also go online and take this quiz within the module. The online quiz provides the correct answer once submitted.

- 1. Most OSHA standards require _____ safety training.**
 - a. general
 - b. specific
 - c. hands-on
 - d. classroom

- 2. For dangerous tasks your students should be able to perform at the _____ skill level.**
 - a. 70%
 - b. 80%
 - c. 90%
 - d. 100%

- 3. What does the trainer do in Step 3 of the OJT process to see if the student understands a step?**
 - a. Have the student explain the procedure
 - b. Watch the student's body language
 - c. Ask, "do you understand"?
 - d. Tell the student to do the step

- 4. What must the student do to help make sure he or she remains protected from getting hurt while being trained?**
 - a. Stop, look and listen
 - b. Get permission to do the step
 - c. Try to stay ahead of the trainer
 - d. Move to the next step immediately

5. You are a supervisor. How do you really know your worker has adequate knowledge and skills to do a job?

- a. Ask questions about the job
- b. Have the employee teach you the job
- c. Have the trainer give you reassurance
- d. Review employee test results