

TRICKS OF THE TRADE: Effective Training Strategies

Sean G. Kaufman

MPH, CHES, CPH, IFBA CP

CEO and Founding Partner

Behavioral-Based Improvement Solutions



Why Do We Train?



Why Should We Train?

- 1. Control for Human Risk Factors**
- 2. Increase Awareness**
- 3. Verify Abilities**
- 4. Learn New Skills**
- 5. Control Risks**

Human 
RISK FACTORS

Training is Maintaining...

Human risk factors must be recognized.

Training is maintenance for complacency, fatigue, stress, boredom, apathy, and perceived mastery.

Not maintaining tires leads to a failure - putting you and others at risk.

What happens if you don't maintain your laboratory staff?



Sherertz, Robert J., et al. "Education of physicians-in-training can decrease the risk for vascular catheter infection." *Annals of internal medicine* 132.8 (2000): 641-648.

McGuine, Timothy A., and James S. Keene. "The effect of a balance training program on the risk of ankle sprains in high school athletes." *The American journal of sports medicine* 34.7 (2006): 1103-1111.

Bertera, Robert L. "Behavioral risk factor and illness day changes with workplace health promotion: two-year results." *American Journal of Health Promotion* 7.5 (1993): 365-373.

Burke, Michael J., et al. "The dread factor: how hazards and safety training influence learning and performance." (2011): 46.

Bahn, Susanne. "Workplace hazard identification and management: The case of an underground mining operation." *Safety science* 57 (2013): 129-137.

A Call to Leadership



**If leadership does not advocate for training –
who will?**

The Need for Training

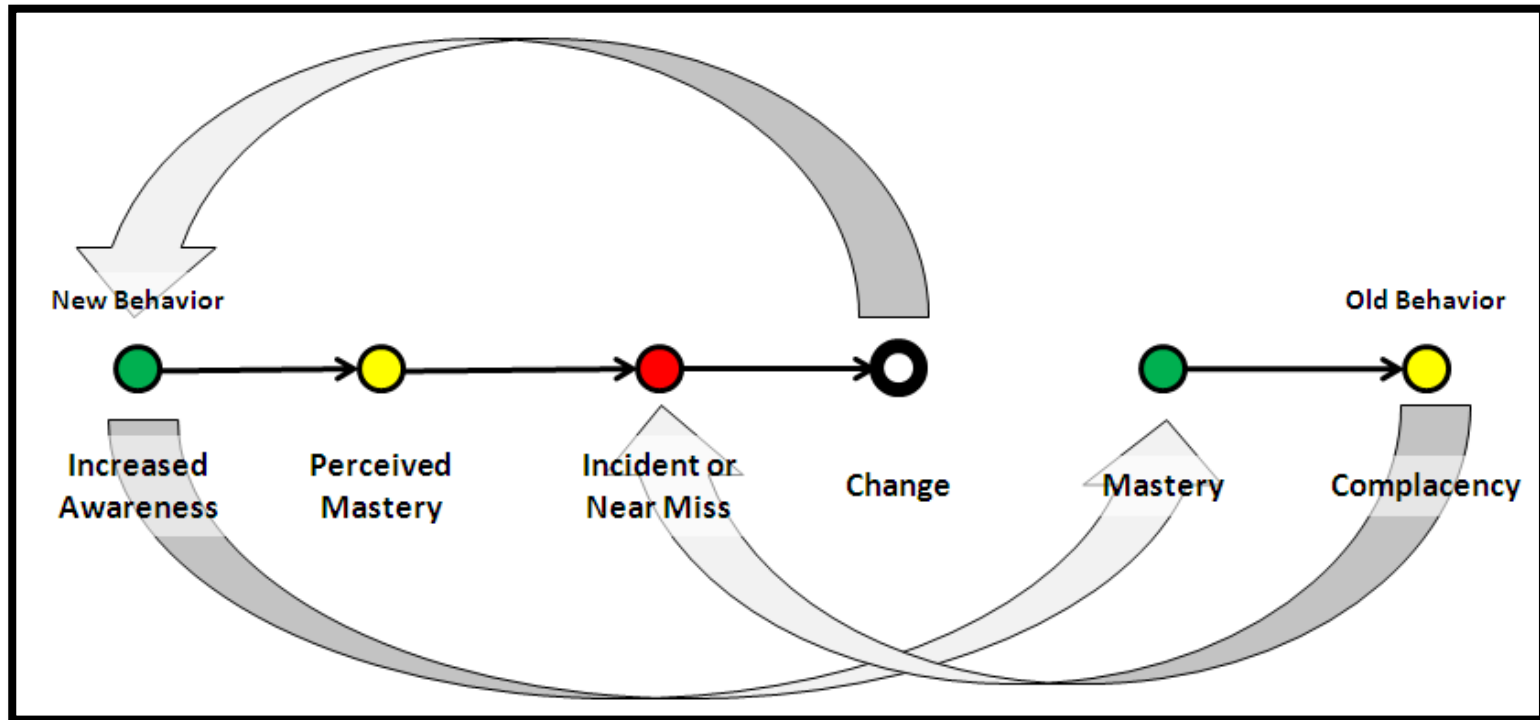


Risk is not static – it is constantly changing as a result of the interaction between risk, individual, and environment.

Changing Risks...

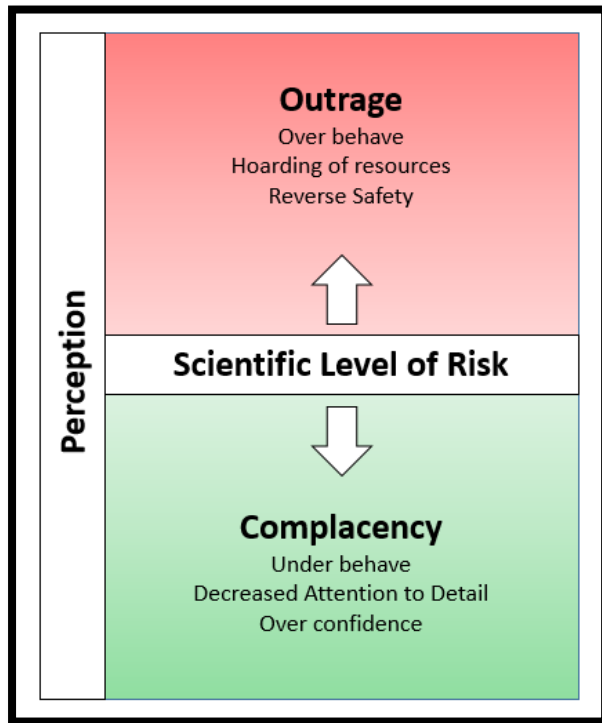


The Need for Training



**Perceived mastery and complacency
must be controlled for.**

The Need for Training



P -> A -> B

**Perceptions drive safety attitudes and behaviors –
and perceptions change!**

The Need for SOPs



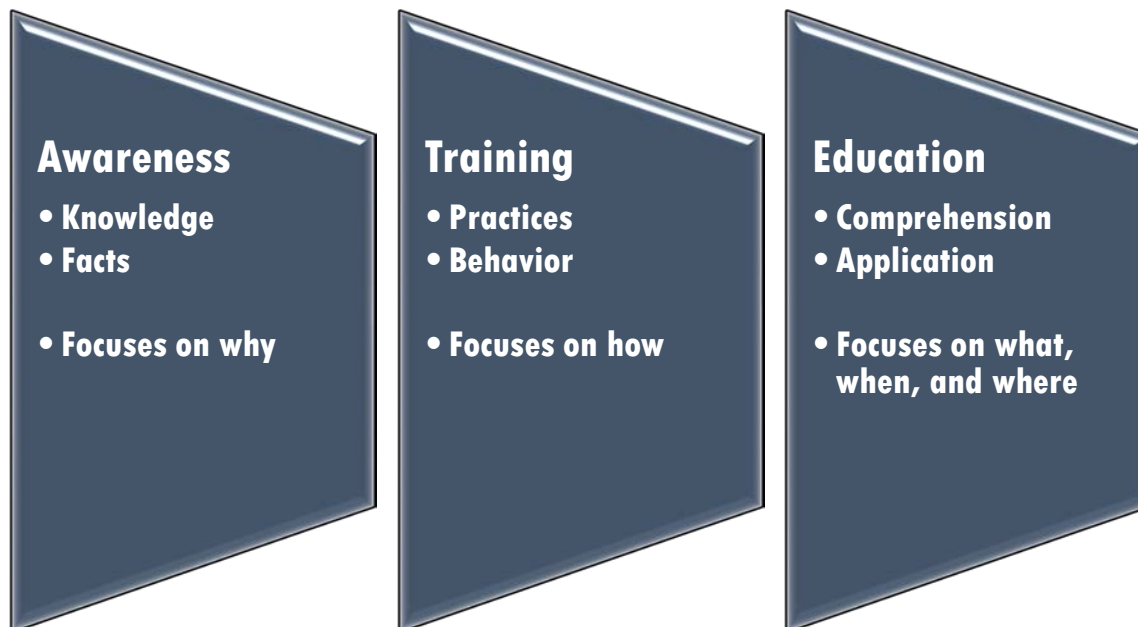
**SOPs ensure people with different experiences, education,
and perceptions behave consistently around identified
hazards.**

Goals of Training

Evaluation	Validation	Verification
Language	Internal	Cognitive
Can individuals understand the language of the SOP?	Are behaviors matching the author's intent?	Can the individual list the steps of the SOP? (with no SOP present)
Effectiveness	External	Behavioral
Does the plan reduce risk?	Do the behaviors lead to consistent outcomes among different individuals?	Can the individual demonstrate the steps of the SOP? (with no SOP present)
Physical Capability		
Can individuals physically do the SOP?		

Laboratory staff must be trained in both a cognitive and behavioral format. Training increase awareness, ability, and application of risk mitigation practices.

Not all Training is Training...



**Information is not knowledge.
The only source of knowledge is experience.**

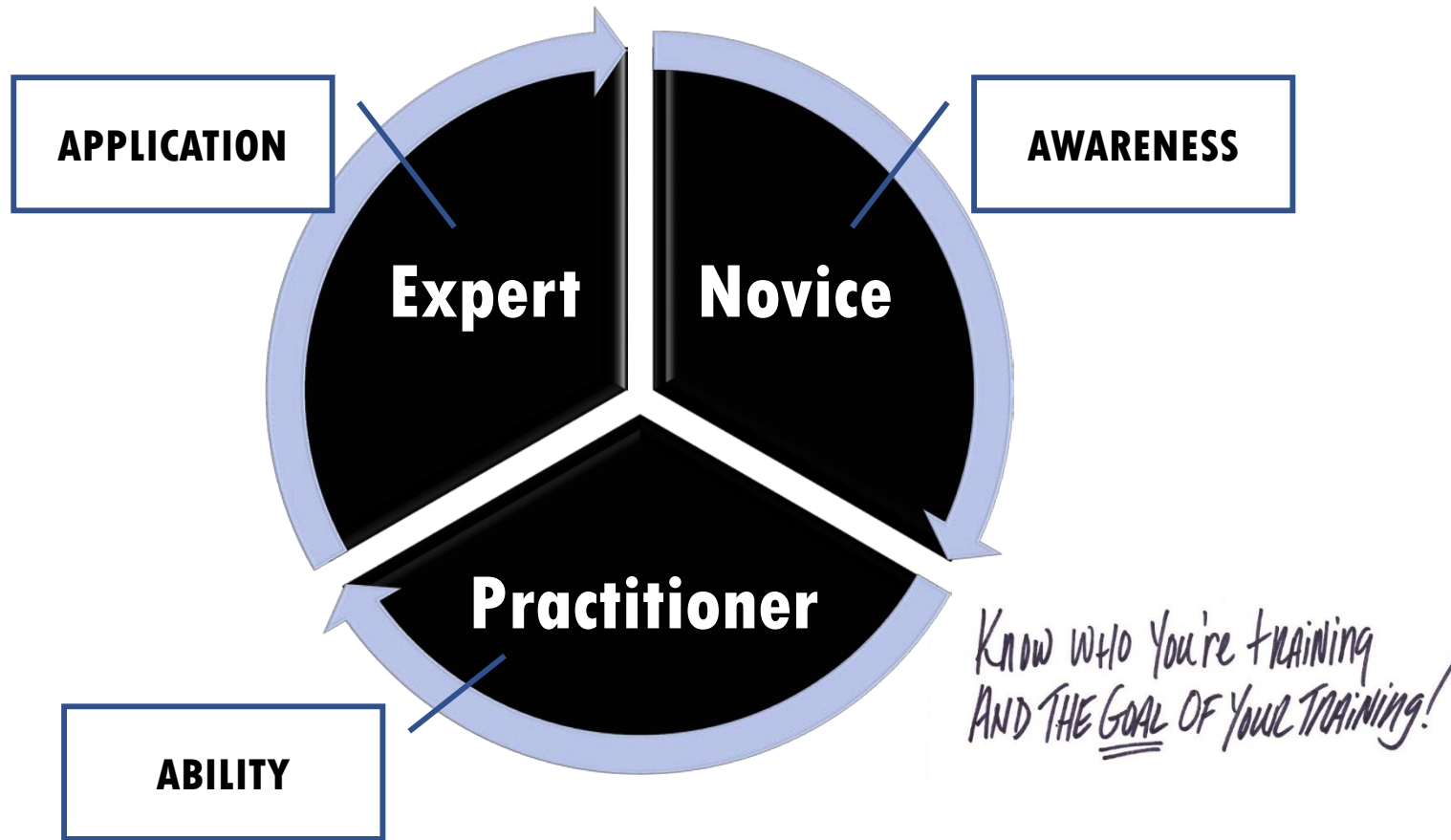
- Albert Einstein

Who are We Training?



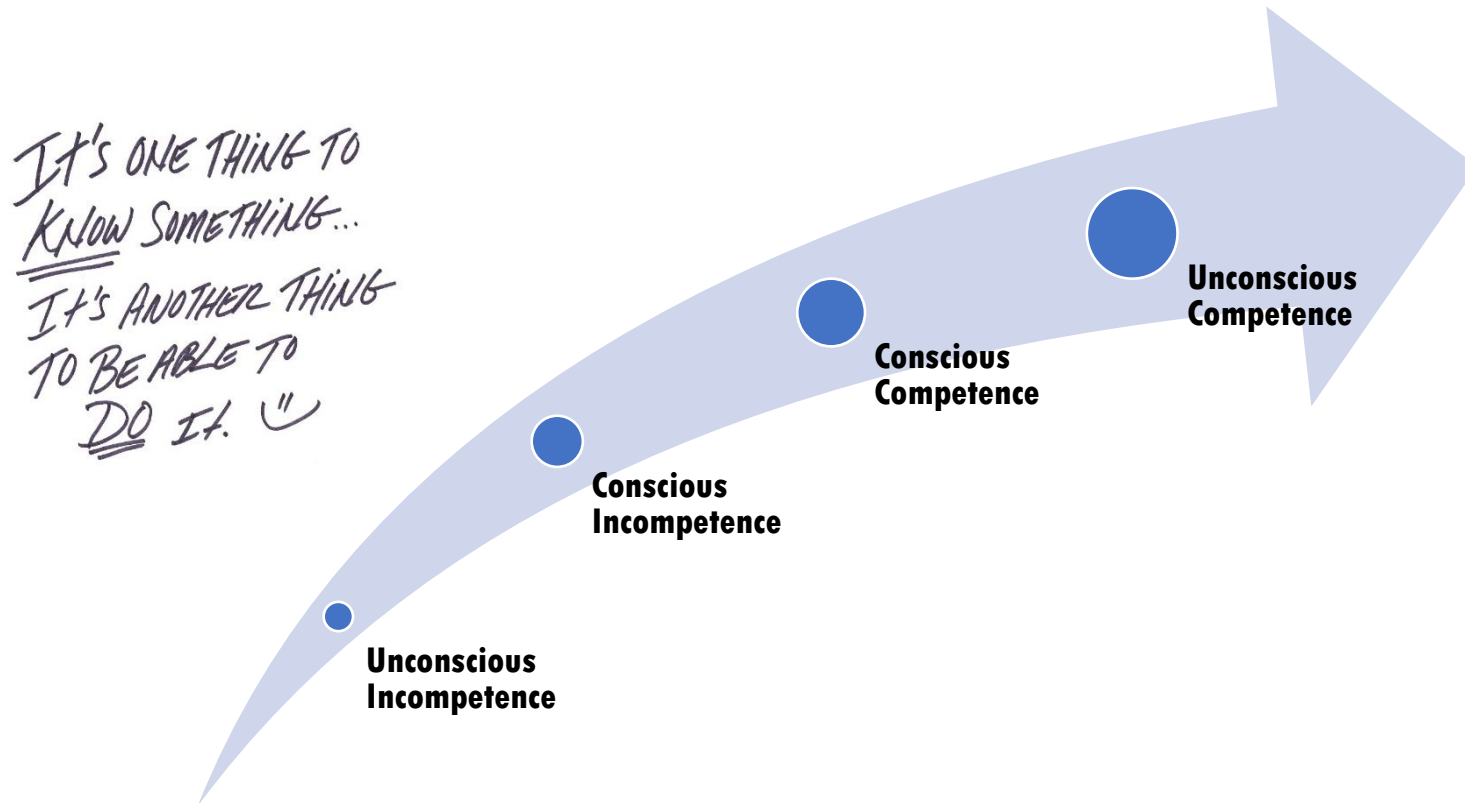
Novices, practitioners, and experts require different training strategies.

The Participants



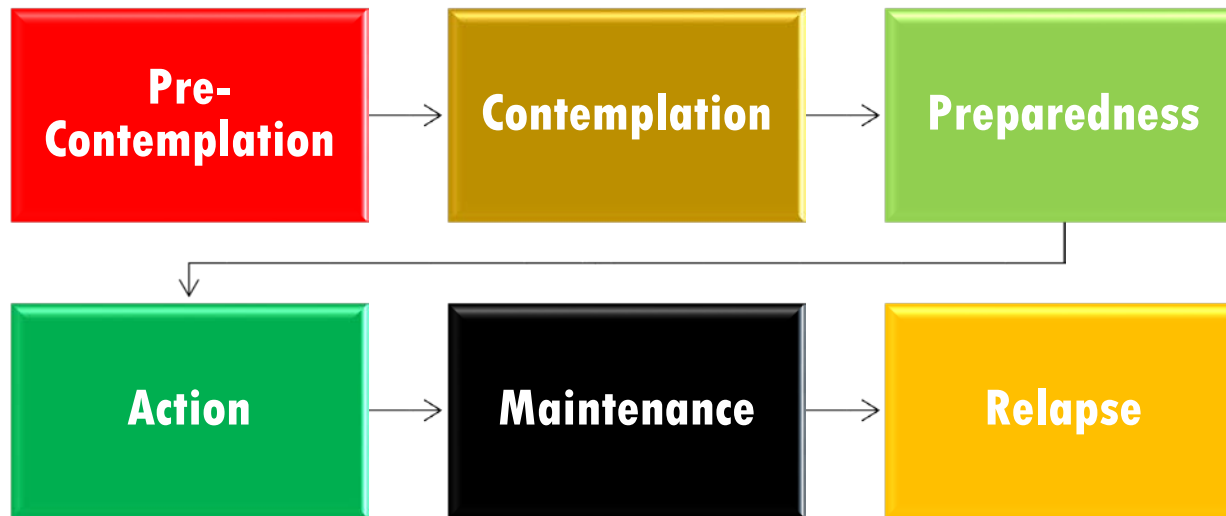
Do your best to customize training programs to fit the needs of those you are training.

The Learning Process (Prochaska)



Participants of training must quickly be made consciously incompetent...hungry to learn!

The Changing Process (Prochaska)



Practitioners are the hardest to train – Experts are the hardest to change. Know where you participants are in the Change Process.

Developing a Training

Identify Training Goals

Identify Resources

Develop Learning Objectives

Develop Agenda

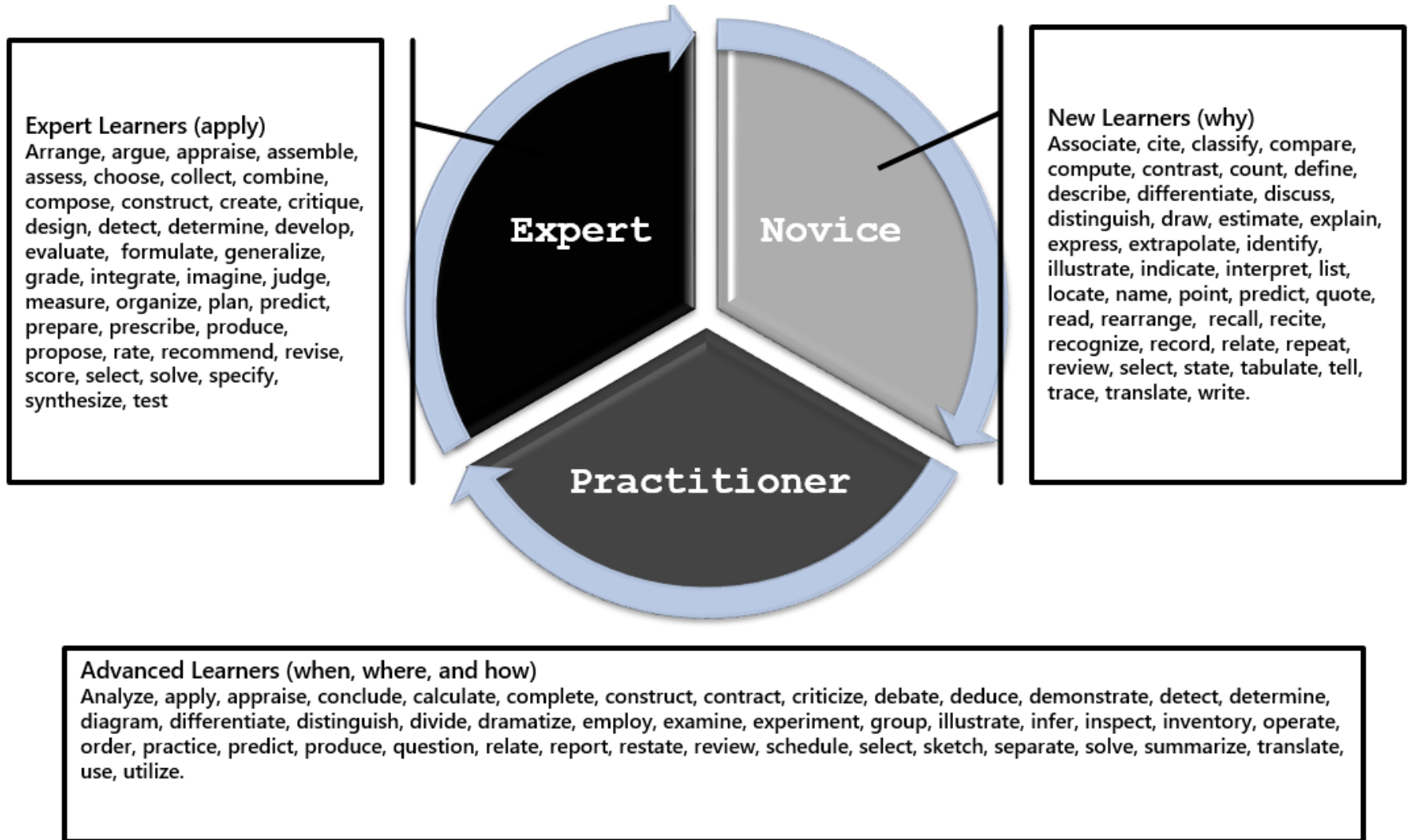
Develop Program Evaluation

Develop Program Administration

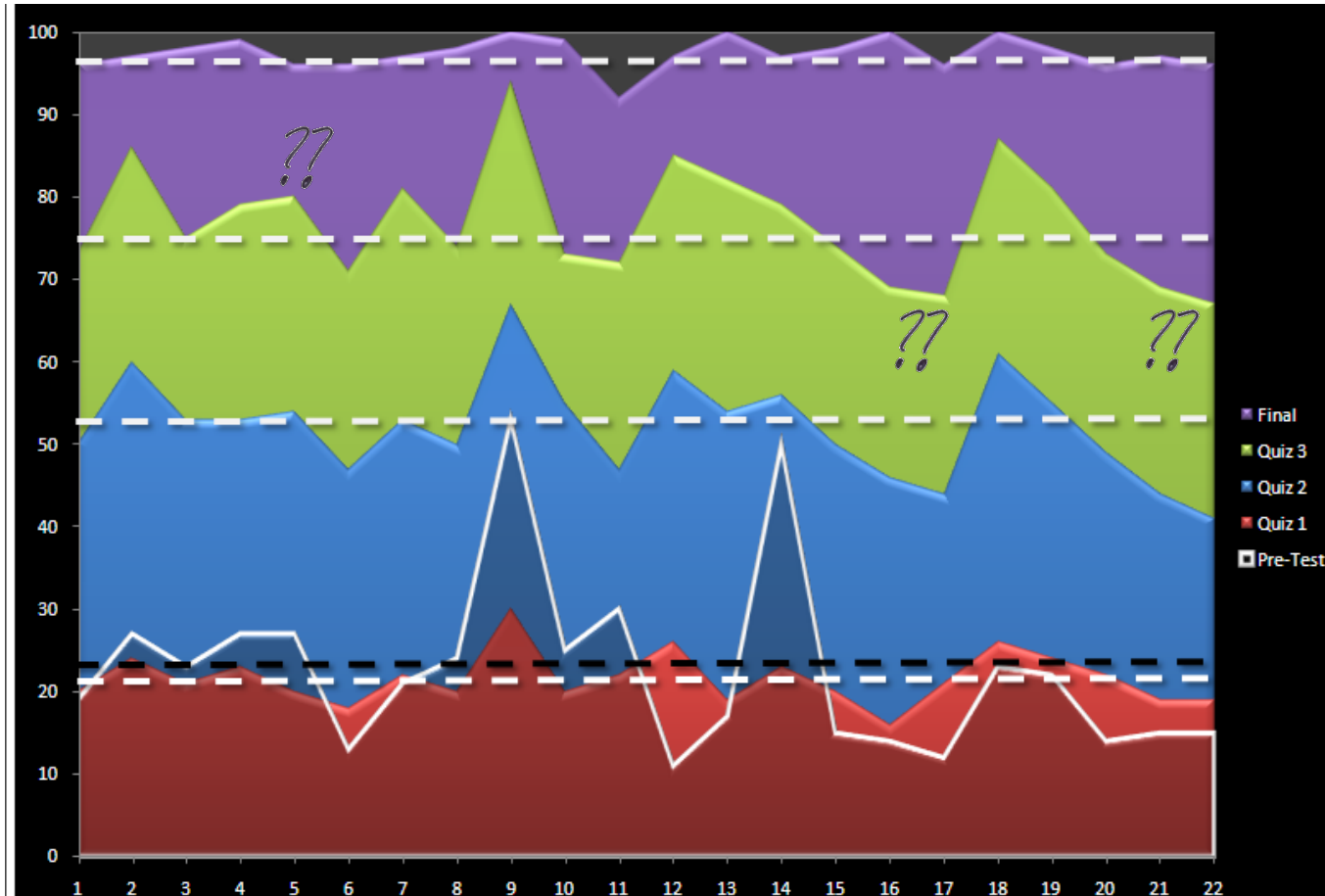
Deliver Program

Training is a strategic process – ensuring time and resources are not wasted and goals are met!

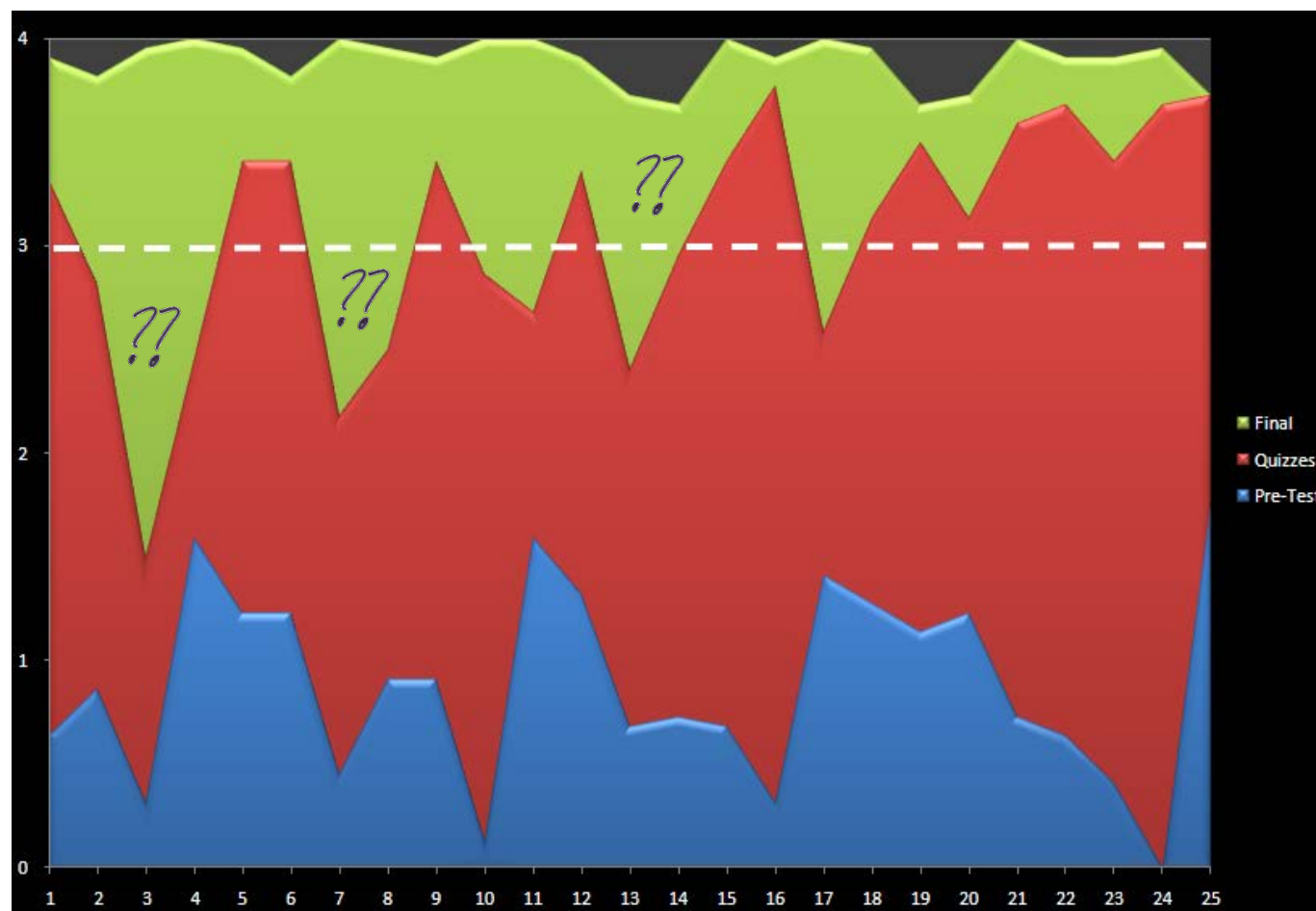
Measurable Learning Objectives



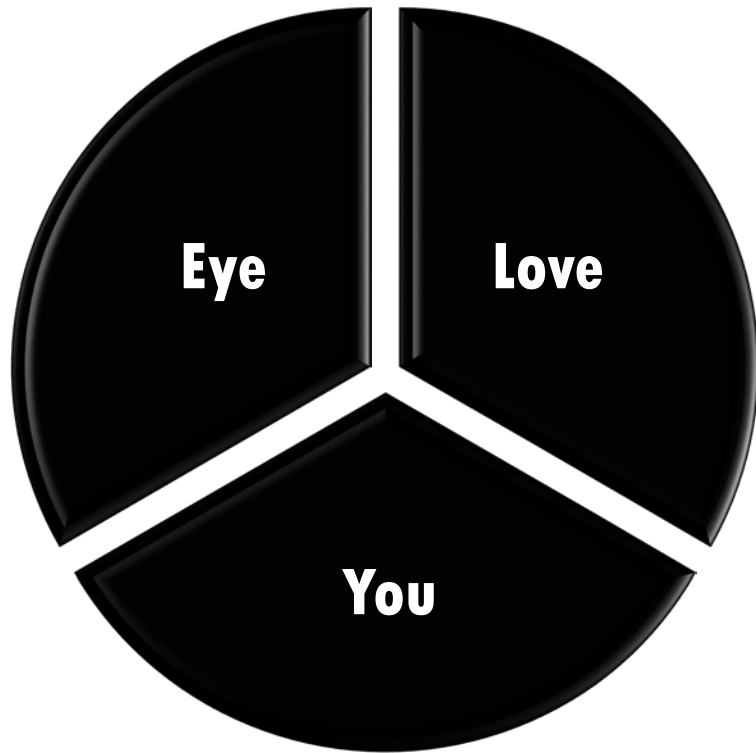
Evaluate Continuously



Evaluate Continuously



Tips for a Trainer



Trainers have a direct influence on participant engagement.

If you are going to train – come prepared to engage participants.

Motivating the Adult Learner

Motivators	Barriers
Networking Opportunities	Work
Examinations	Money
Direct Feedback	Confidence
Self-Directed Learning	Family Issues
Individual Challenges	Learning Disabilities
Respect of Experience	Past Experiences



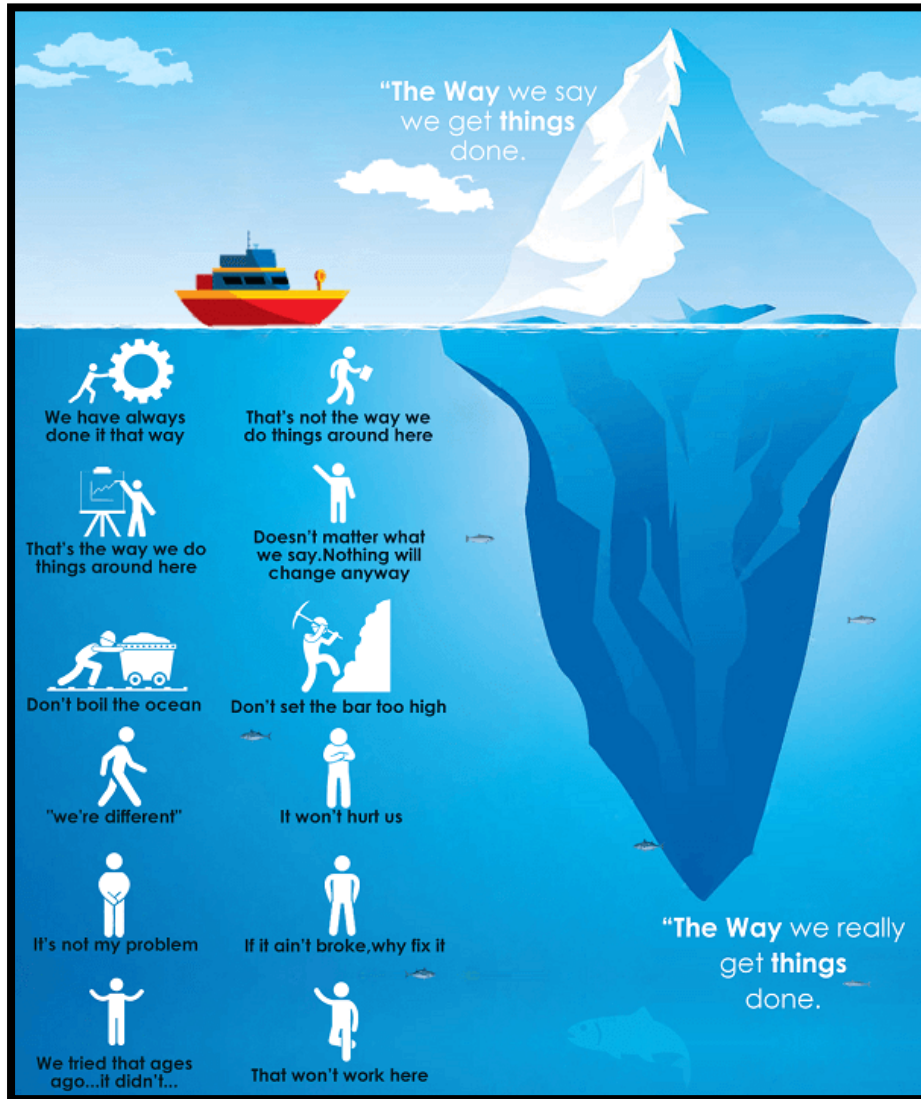
Today – there are many competitors which prevent adults from learning. Use “mental noise” to motivate learner success.

Biggest Trainer Mistake



Let them struggle. You are not there to push the rock for them – you are there to teach them to do it for themselves!

Final Tip...Empathize.



It is not the trainer which carries the burden of change.

It is the learner – and moving an iceberg by themselves may be an impossible challenge.



TRICKS OF THE TRADE:

Effective Training Strategies

Sean G. Kaufman

MPH, CHES, CPH, IFBA CP

CEO and Founding Partner

Behavioral-Based Improvement Solutions

THANK YOU