TRICKS OF THE TRADE:
Effective Training Strategies

Sean G. Kaufman
MPH, CHES, CPH, IFBA CP
CEO and Founding Partner
Behavioral-Based Improvement Solutions

Atlanta, Georgia
June 27 – 30, 2017
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
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?


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

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

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Validation</th>
<th>Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Internal</td>
<td>Cognitive</td>
</tr>
<tr>
<td>Can individuals understand the language of the SOP?</td>
<td>Are behaviors matching the author’s intent?</td>
<td>Can the individual list the steps of the SOP? (with no SOP present)</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>External</td>
<td>Behavioral</td>
</tr>
<tr>
<td>Does the plan reduce risk?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Capability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can individuals physically do the SOP?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Laboratory staff must be trained in both a cognitive and behavioral format. Training increases awareness, ability, and application of risk mitigation practices.
Not all Training is Training…

Awareness
- Knowledge
- Facts
- Focuses on why

Training
- Practices
- Behavior
- Focuses on how

Education
- Comprehension
- Application
- Focuses on what, when, and where

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

APPLICATION

AWARENESS

Expert

Novice

Practitioner

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

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

1. Identify Training Goals
2. Identify Resources
3. Develop Learning Objectives
4. Develop Agenda
5. Develop Program Evaluation
6. Develop Program Administration
7. Deliver Program
Measurable Learning Objectives

Expert Learners (apply)
Arrange, argue, appraise, assemble, assess, choose, collect, combine, compose, construct, create, critique, design, detect, determine, develop, evaluate, formulate, generalize, grade, integrate, imagine, judge, measure, organize, plan, predict, prepare, prescribe, produce, propose, rate, recommend, revise, score, select, solve, specify, synthesize, test

New Learners (why)
Associate, cite, classify, compare, compute, contrast, count, define, describe, differentiate, discuss, distinguish, draw, estimate, explain, express, extrapolate, identify, illustrate, indicate, interpret, list, locate, name, point, predict, quote, read, rearrange, recall, recite, recognize, record, relate, repeat, review, select, state, tabulate, tell, trace, translate, write.

Advanced Learners (when, where, and how)
Analyze, apply, appraise, conclude, calculate, complete, construct, contract, criticize, debate, deduce, demonstrate, detect, determine, diagram, differentiate, distinguish, divide, dramatize, employ, examine, experiment, group, illustrate, infer, inspect, inventory, operate, order, practice, predict, produce, question, relate, report, restate, review, schedule, select, sketch, separate, solve, summarize, translate, use, utilize.
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

<table>
<thead>
<tr>
<th>Motivators</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networking Opportunities</td>
<td>Work</td>
</tr>
<tr>
<td>Examinations</td>
<td>Money</td>
</tr>
<tr>
<td>Direct Feedback</td>
<td>Confidence</td>
</tr>
<tr>
<td>Self-Directed Learning</td>
<td>Family Issues</td>
</tr>
<tr>
<td>Individual Challenges</td>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>Respect of Experience</td>
<td>Past Experiences</td>
</tr>
</tbody>
</table>

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.

“We live in a world where most people don’t do things the way we say things need to be done. We don’t do things the way we say things need to be done. That’s not the way we do things around here. That’s the way we do things around here. Don’t set the bar too high. It won’t hurt us. We’re different. It’s not my problem. If it ain’t broke, why fix it? We tried that ages ago... it didn’t work. That won’t work here. Doesn’t matter what we say. Nothing will change anyway.”

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