



EFFECTIVE TRAINING METHODOLOGIES

WHAT'S SAFETY ALL ABOUT

- **OSHA**
- **MSHA**
- **NIOSH**
- **BLS**
- **NFPA**
- **NASP**
- **BCSP**
- **ASSP**
- **ANSI**
- **Hazard Analysis**
- **PPE**
- **Citations**
- **Fines**
- **Workers' Comp**
- **Engineering Solutions**
- **Liability**
- **300 Log**
- **LOTO**
- **Confined Space**
- **HAZWOPER**



**IT'S ABOUT
PEOPLE**

**IT'S
ABOUT
DEATH**





**IT'S ABOUT
SUFFERING
& AGONY**

SETTING PRIORITIES: TOP 5 KILLERS IN THE WORKPLACE

- 1) Transportation Accidents**
- 2) Slip, Trip, Fall**
- 3) Contact with Objects & Equipment**
- 4) Workplace Violence**
- 5) Exposure to harmful substances or environments**



THE FATAL FOUR

- In 2020 1,008 fatalities out of 4,764 (or 21.2%) of worker fatalities were in construction
- These "Fatal Four" were responsible for more than half (50.4%) the construction worker deaths in 2020
 - Eliminating the Fatal Four would save 508 workers' lives in America every year
- Falls – 368 (36.5%)
- Struck by Object – 83 (8.2%)
- Electrocutions – 53 (5.3%)
- Caught-in/between – 4 (0.4%)



GETTING TO THE HEART OF SAFETY

**Every Statistic
Represents A Once
Beating Heart and A
Number Of Broken
Hearts**



IT'S NOT A JOB, IT'S A WAY OF LIFE!!!

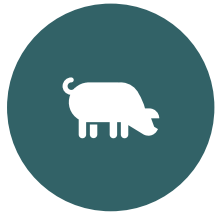
People will live or die based upon your effectiveness as a trainer. If you are not prepared to do the tremendous amount of preparation required to develop and present a class in a format that will cause your students to remember the material, then here is where you should get off this train.

Is your life dedicated to saving the lives of people in the workplace?

GREATER LOVE
has no one
THAN *THIS*

TO LAY DOWN
ONE'S LIFE FOR

AN EXAMPLE OF INEFFECTIVE TRAINING...



Twelve years ago, I was the Safety Manager of the world's largest hog-slaughtering plant



I trained over 900 people annually on LOTO. Operators and maintenance.



I would do classroom and then supervisors would do practical...



One week after my training, this occurred...

LOTO INJURY: WORKING ON A PIPE THREADER



ANDRAGOGY VS. PEDAGOGY

1

Andragogy

- Training adults

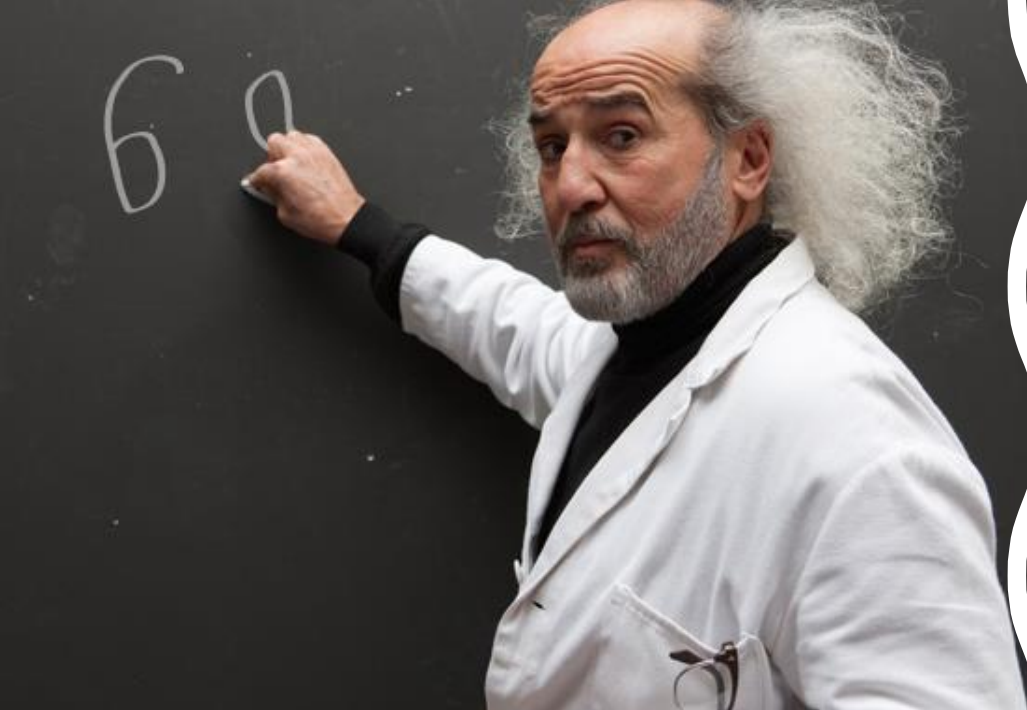
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Pedagogy

- Training children

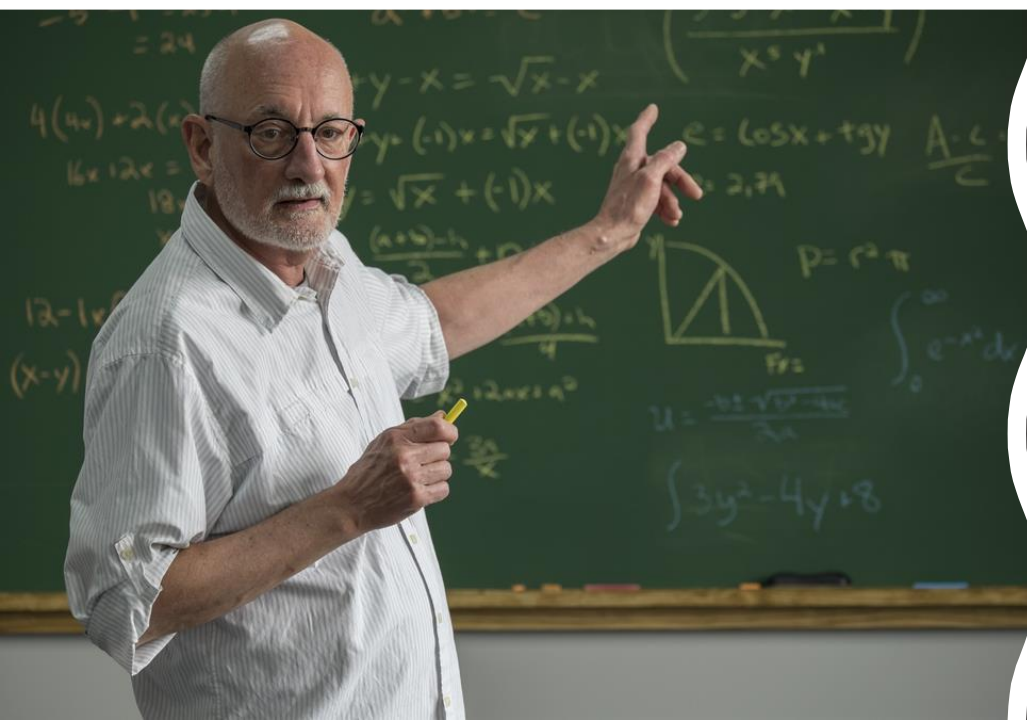
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**The mistake of most trainers –
We teach as we are taught**



Eduard C. Lindeman's *The Meaning of Adult Education* (1926)

With one paragraph, Lindeman's book captures the essence of learning: In this process the teacher finds a new function. He is no longer the oracle who speaks from the platform of authority, but rather the guide, the pointer-out who also participates in learning in proportion to the vitality and relevance of his facts and experiences.



MODERN CONCEPTS OF ADULT EDUCATION

Introduced by
German
educators

Adopted by
European
educators

1920

1980

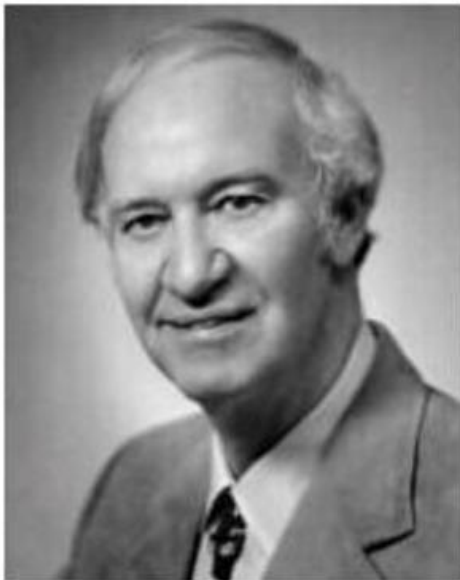
1833

1957

Reintroduced by
German social
scientists

Introduced in U.S.
by Malcolm
Knowles

Knowles wrote a new book titled, *In The Modern Practice of Adult Education; From Andragogy to Pedagogy* (1980)



The learner should be actively involved in the learning process.

— *Malcolm Knowles* —

AZ QUOTES

	Children	Adults
The Learner	Dependent upon the instructor Teacher is responsible for what is taught and how it is learned Teacher evaluates learning	Learner is self-directed Responsible for his/her own learning Self-evaluation
Role of the Learner's Experience	The learner comes to the activity with little experience that could be tapped as a resource for learning.The experience of the instructor is most influential	The learner brings a greater volume and quality of experience.Adults are a rich resource for one another. Different experiences assure diversity in groups of adults. Experience becomes the source of self-identity
Readiness to Learn	Students are told what they have to learn in order to advance to the next level of mastery	Any change is likely to trigger a readiness to learn.The need to know in order to perform more effectively in some aspect of one's life is important.Ability to assess gaps between where one is now and where one wants and needs to be
Orientation to Learning	Learning is a process of acquiring prescribed subject matter content units are sequenced according to the logic of the subject matter	Learners want to perform a task, solve a problem, live in a more satisfying way. Learning must have relevance to real-life tasks. Learning is organized round life/work situation rather than subject matter units
Motivation for Learning	Primarily motivated by external pressures, competition for grades, and the consequences of failure	Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization

The Learner

Children

- Dependent on instructor
- Teacher responsible for what is taught and how it is learned
- Teacher evaluates learning

Adults

- Psychological need to be self-directed
- Resents/resists being forced into dependent roles
- Responsible for own learning
- Self-Evaluation

	Children	Adults
<div> <div>Role of the Learner's</div> <div>Experience</div> </div>	<ul style="list-style-type: none"> • Little life experience • Dependent upon life experience of the instructor 	<ul style="list-style-type: none"> • Lots of life experience • Rich resource for one another • Assure diversity in groups • Source of self-identity

Readiness to Learn

Children

- Told what they have to learn in order to advance to the next level of mastery

Adults

- Change triggers a readiness to learn
- The need to know in order to perform more effectively
- Ability to assess needs
(Gaps between where one is now and where one wants and needs to be)

Orientation to Learning

Children

- Subjects and content prescribed by teacher
- Priorities prescribed by teacher or authorities

Adults

- Learners want to:
 - ✓ Perform task
 - ✓ Solve a problem
 - ✓ Live more satisfying way
- Need relevance to real-life tasks
- Learning organized around life/work situations rather than subject matter units

Motivation for Learning

Children

Motivated by:

- External pressures
- Competition for grades
- Consequences of failure

Adults

Internal motivators:

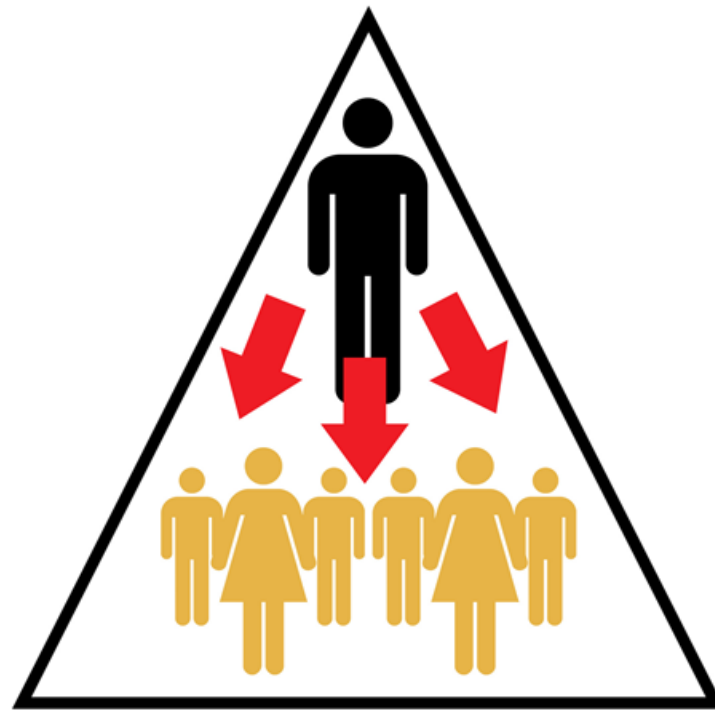
- Self-esteem
- Recognition
- Better quality of life
- Self-confidence
- Self-actualization

**OUT WITH
THE OLD...**

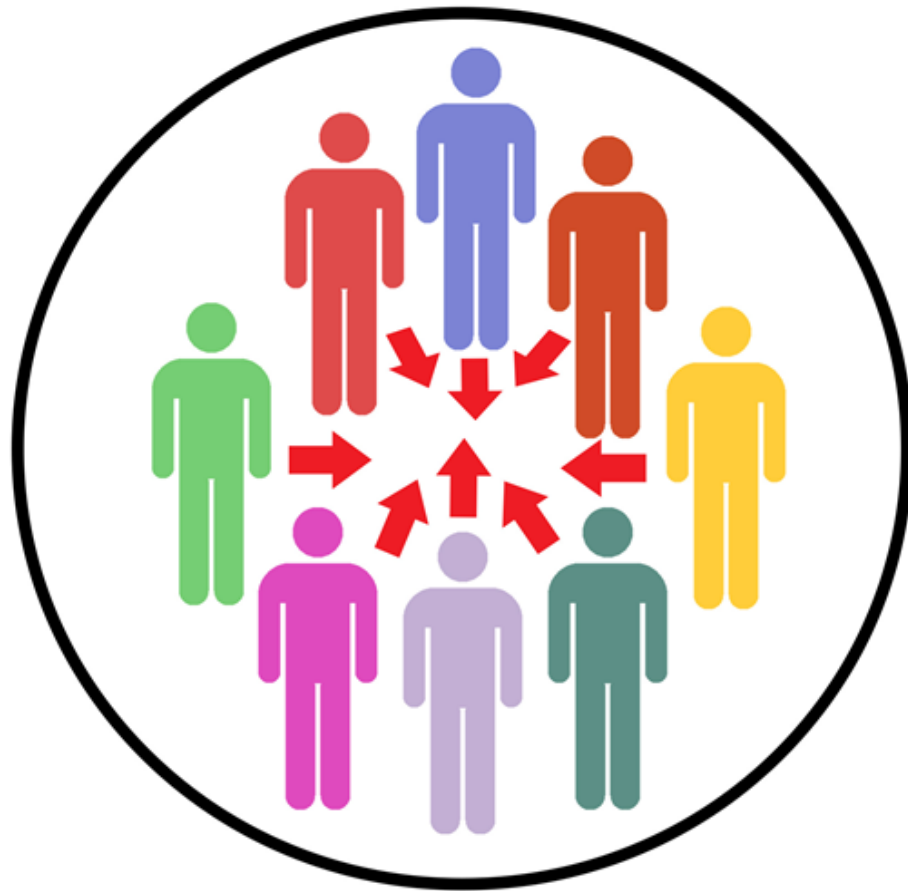
Traditional

- **Classroom style setting**
- **Authoritarian teacher**
- **No input into material to be learned**
- **Limited participation**
- **Limited group interaction**

Traditional



Pedagogy



Andragogy

STUCK IN PEDAGOGY



THREE MAJOR TENETS OF ADULT EDUCATION



PARTICIPATORY



COOPERATIVE
EFFORT



INTERACTIVE

**Education is
not the filling
of a bucket
but the
lighting of a
fire...**



PERSONNEL MORALE



- **Maslow's Hierarchy of Needs**
- **Safety Needs:**
 - **Innate need to feel safe whether at home or in the workplace.**

THE CHALLENGE FOR US AS TRAINERS...

Today's safety training
should not simply be
about OSHA compliance



Psychology of safety

Behavior-based
approach

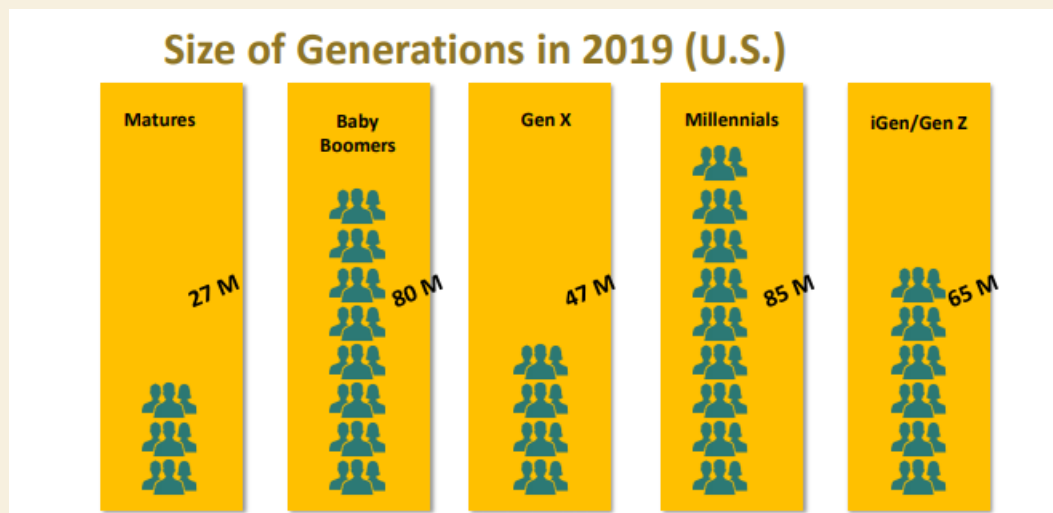
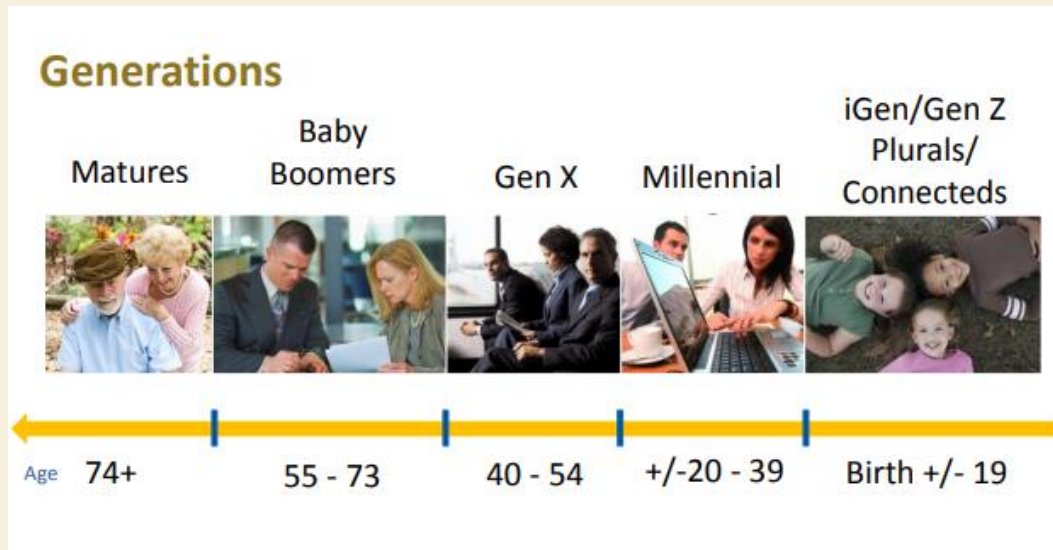
Human
Organizational
Performance

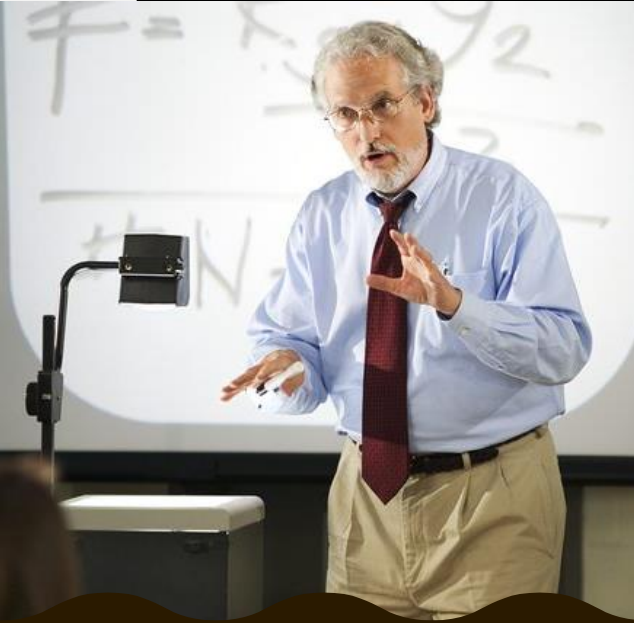
STATE OF MIND...

- HABITS ARE FORMED BY BEHAVIORS THAT BECOME SUBCONSCIOUS IN NATURE
 - **COMPLACENCY**
 - **DISTRACTION**
 - **FRUSTRATION**
 - **FATIGUE**



GENERATIONAL DIFFERENCES





**LET'S DISCUSS THREE TYPES
OF TRAINERS**

INFORMATION DUMPING... (PEDAGOGY)

NOT EFFECTIVE!!

Reading out of a CFR

Handing out information
for students to read

** Most people forget
50% in 1-2 days

** 90% in two weeks



PARTICIPATORY LECTURER



1. Student Involvement
2. Group Activities
3. Ask Students Questions and Encourages Participation

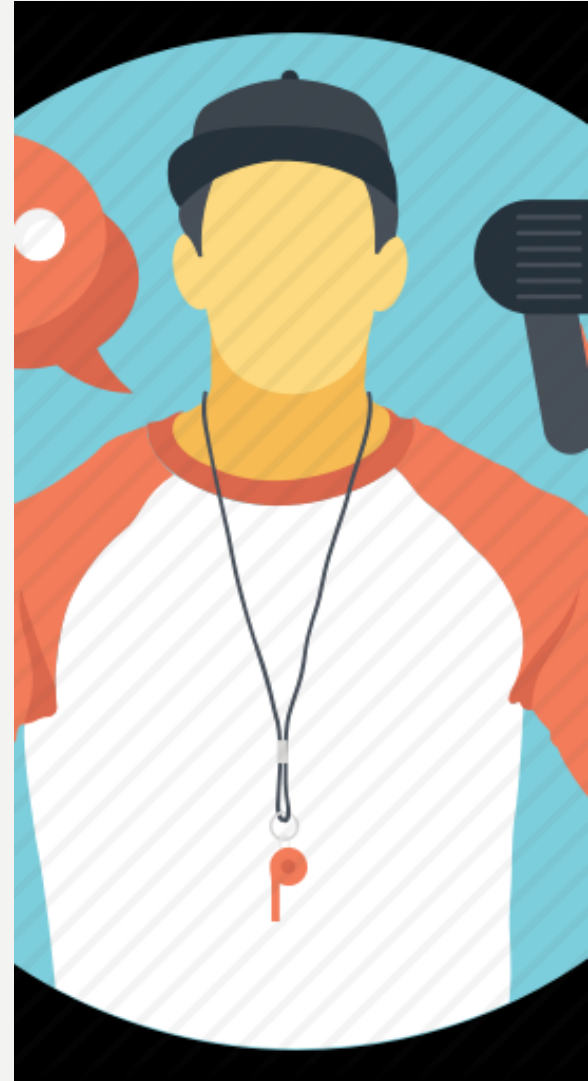
FACILITATION – THIRD TYPE OF TRAINING

- **Latin: “facilis”, to render less difficult or to make easy.**
- **Give the Group a Problem and They Solve**
 - **learners acquire, retain, and apply knowledge and skills.**
 - **Help in finding answer**



COACH (TO MODIFY EMPLOYEE BEHAVIOR)

- **C** for Caring
- **O** for Observe
- **A** for Analyze
- **C** for Communicate
- **H** for Help



SAFETY TRAINER QUALIFICATIONS



INSTRUCTOR QUALIFICATIONS

- **OSHA**
- **ANSI**
- **The Courts**

OSHA'S INSTRUCTOR QUALIFICATIONS 29 CFR 1910.120 APPENDIX E

Elements of this section:

- ✓ **Instructors should be deemed competent**
- ✓ **Previous documented experience in their area of instruction**
- ✓ **Successful completion of a "train-the-trainer" program**
- ✓ **Training in their area of instruction**

OSHA'S INSTRUCTOR QUALIFICATIONS 29 CFR 1910.120 APPENDIX E

Elements of this section:

- ✓ **An evaluation of instructional competence by a superior**
- ✓ **Maintain professional competency by participating in:**
 - ✓ **continuing education**
 - ✓ **professional development programs**
 - ✓ **completing successfully an annual refresher course**
 - ✓ **having an annual review by the Training Director**

PROFESSIONAL WITNESS QUALIFICATIONS FOR THE COURTS

- Qualify as a Professional (Expert) Witness for each class taught
- Opposition will bring in an expert witness
- That witness will testify that you were wrong
- Your testimony vs. Their Testimony
- If they are an “expert” and you are not?



QUALIFYING AS A PROFESSIONAL WITNESS BEFORE THE COURTS

**Based on Federal
Rule of Evidence
702**

**Guidelines For
The Expert
Witness, Judge
Timothy T. Daley**

- **“...a witness qualified as an expert...may testify thereto in the form of an opinion.”**
- **Determined by the judge**
- “Specific education, training, related experience and current knowledge are essential ingredients to being certified as an expert witness.
- Precise validation, available to the court before attendance, may lead to the uncontested declaration of the witness as an expert.”

ANSI/ASSP INSTRUCTOR QUALIFICATIONS Z-490.1-2016

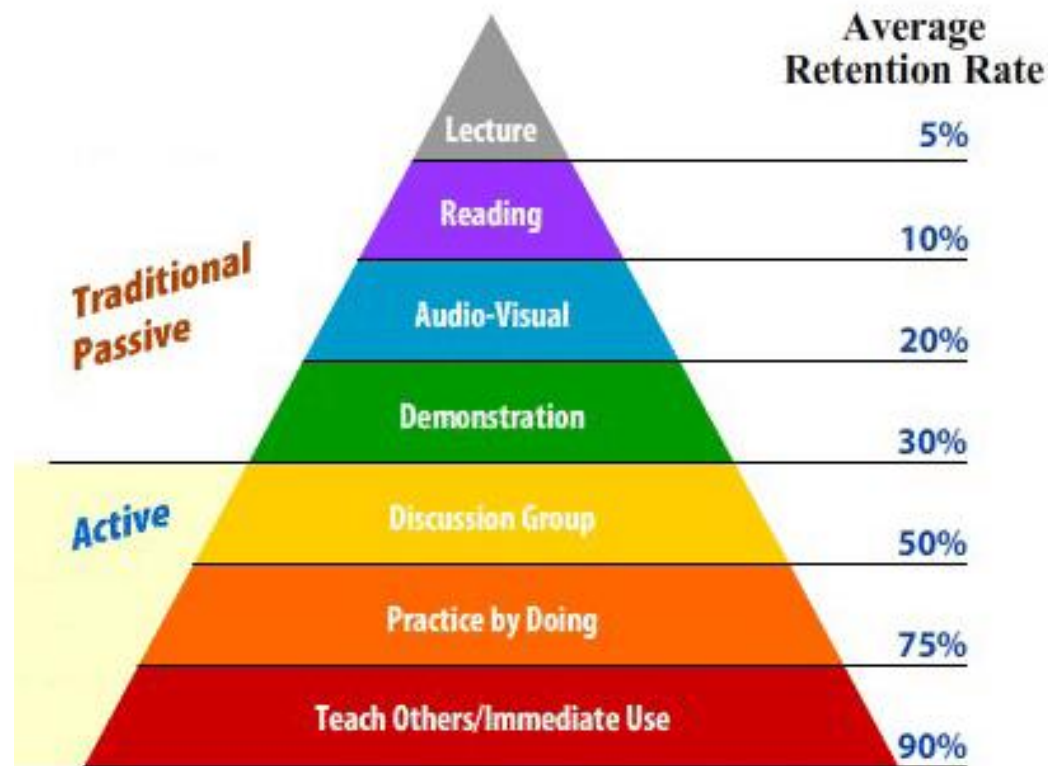
**SME and training
delivery skills**

**Appropriate technical
knowledge, skills, or
abilities in their
subjects**

**Competent in
techniques &
methods appropriate
to adult learning**

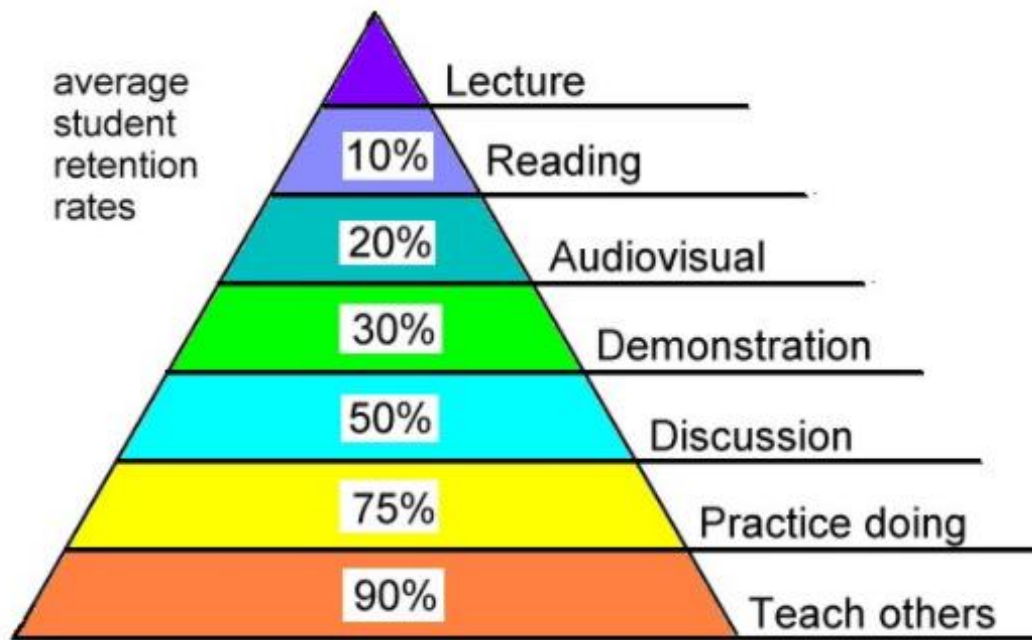
**Continuing education,
development
programs, or
experience in subject**

**Apply adult learning
principles appropriate
to the target
audience**



APPLYING THE PRINCIPLES OF PARTICIPATORY LEARNING

Learning Pyramid



APPLYING THE PRINCIPLES OF PARTICIPATORY LEARNING

- **Case Studies**
- **Instruments**
- **Games**
- **Puzzles**
- **Reverse Points Exercises**
- **Role Playing**
- **Film/Video**
- **Learn by Doing**
- **Ice Breakers**

APPLYING THE PRINCIPLES OF PARTICIPATORY LEARNING

Case Studies

- **In-Depth – FACE (Fatality Assessment, Control & Evaluation) NIOSH/CDC**

Instruments

- **Pretest**

Games

- **Jeopardy, Millionaire, safetyfundamentals.com**

Puzzles

- **Riddle**

Reverse Points Exercises

- **3 ways to demotivate a student**

OTHER PARTICIPATORY LEARNING ACTIVITIES

Role Playing

- **What NOT to do during an OSHA inspection**

Film/Video

- **Communications**

Learn by Doing

- **Hands on Simulation or JSAs**

Ice Breakers/Humor

- **Jokes, Tricks, Sing, Dance, Entertain**

INCENTIVIZING PARTICIPATION

- Adults Like to “WIN”!
- Incentivize Training
- Incentivize Participation
 - Prizes
 - Cash
 - Recognition
- Employee Incentive Programs





**THE KEY TO
EFFECTIVE ADULT
TRAINING IS VARIETY**



OTHER TIPS: COMMUNICATION

Speaking Effectively

Listening Effectively



BECOMING AN ACTIVE LISTENER

- BECOMING AN ACTIVE LISTENER
- PAY ATTENTION. GIVE THE SPEAKER YOUR UNDIVIDED ATTENTION AND ACKNOWLEDGE THE MESSAGE.
- SHOW THAT YOU'RE LISTENING. USE YOUR OWN BODY LANGUAGE AND GESTURES TO SHOW THAT YOU ARE ENGAGED.
- PROVIDE FEEDBACK.
- DEFER JUDGMENT.
- RESPOND APPROPRIATELY.





ADDITIONAL COMMUNICATION SKILLS

- **Beware of “Push Button Words”**
 - **Trigger words**
- **Your Body Language**
- **Voice Inflection**
- **Don’t Read Slides!**
- **6 x 6 RULE on PPTs...**

DENOTATION

-DICTIONARY DEFINITION OF THE WORD

CONNOTATION

**-THE SECONDARY
MEANING OF THE WORD
ASSOCIATED TO YOUR
EMOTIONS**



SEMANTICS

- **Connotation vs Denotation**
 - **Examples**
- **Acronyms**
 - **Don't assume audience knows**
 - **Examples**
 - **EHS**
 - **BLS**
 - **NRC**
 - **PFAS**
 - **Others**



ESTABLISHING CREDIBILITY

Absolutes

- Always/never

Statistics

Inflexibility

Preparation

- Teaching Style
- Course Materials

ALWAYS
NEVER

EFFECTIVE COMMUNICATIONS

- **Avoiding Absolutes**
 - **Always/never**

Credibility

AVOID ABSOLUTES

- **ALL** chemicals affect the body the same way...
- **NEVER** work on a piece of equipment without locking it out
- **ALWAYS** set up your decon station before you enter the “hot” zone
- Other examples – students will challenge!

ALL

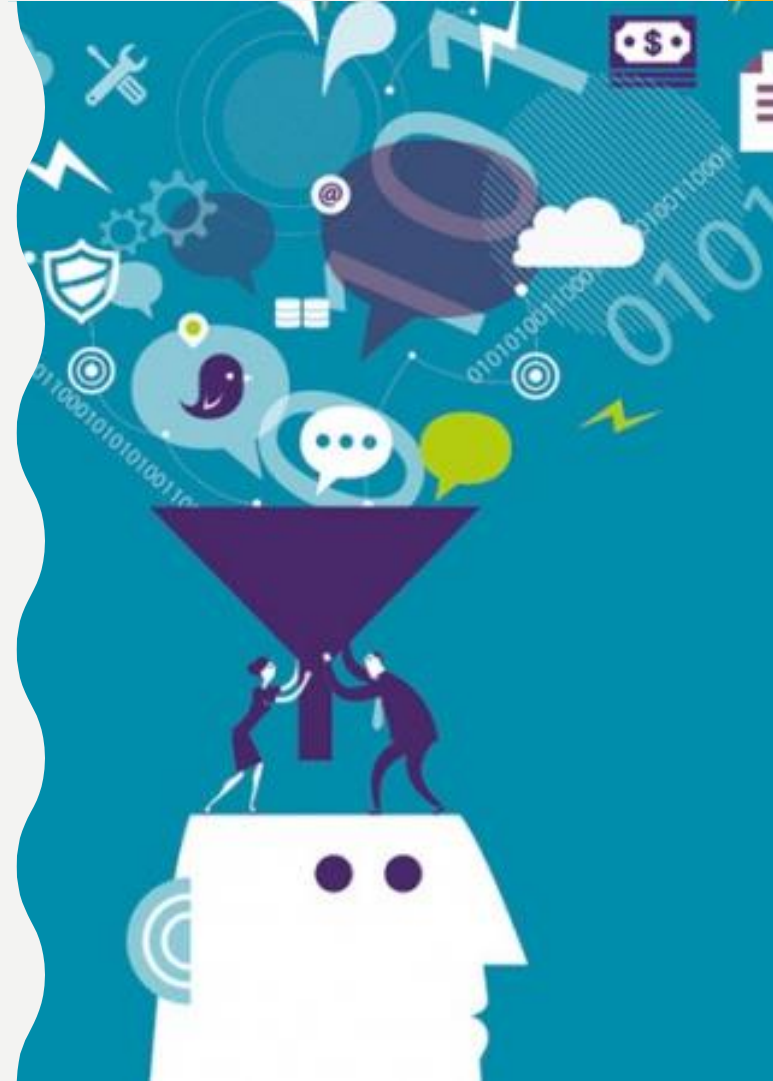
Always.

NEVER

EFFECTIVE COMMUNICATIONS

- **Inflexibility**
 - Reality-based
 - Examples

Credibility





EFFECTIVE COMMUNICATIONS

- Preparation
- Teaching style
- Course materials

PREPARATION

Teaching Style

- Adult Training Methodology
- Indicates care for the students' comfort, enjoyment, and effective learning

Course Materials

- Indicates level of effort you put forth for sake of students
- **PUBLICATION 2254 (from OSHA)**



Regulatory
Requirements

Certification of
trainer's qualifications
to teach the specific
subject matter

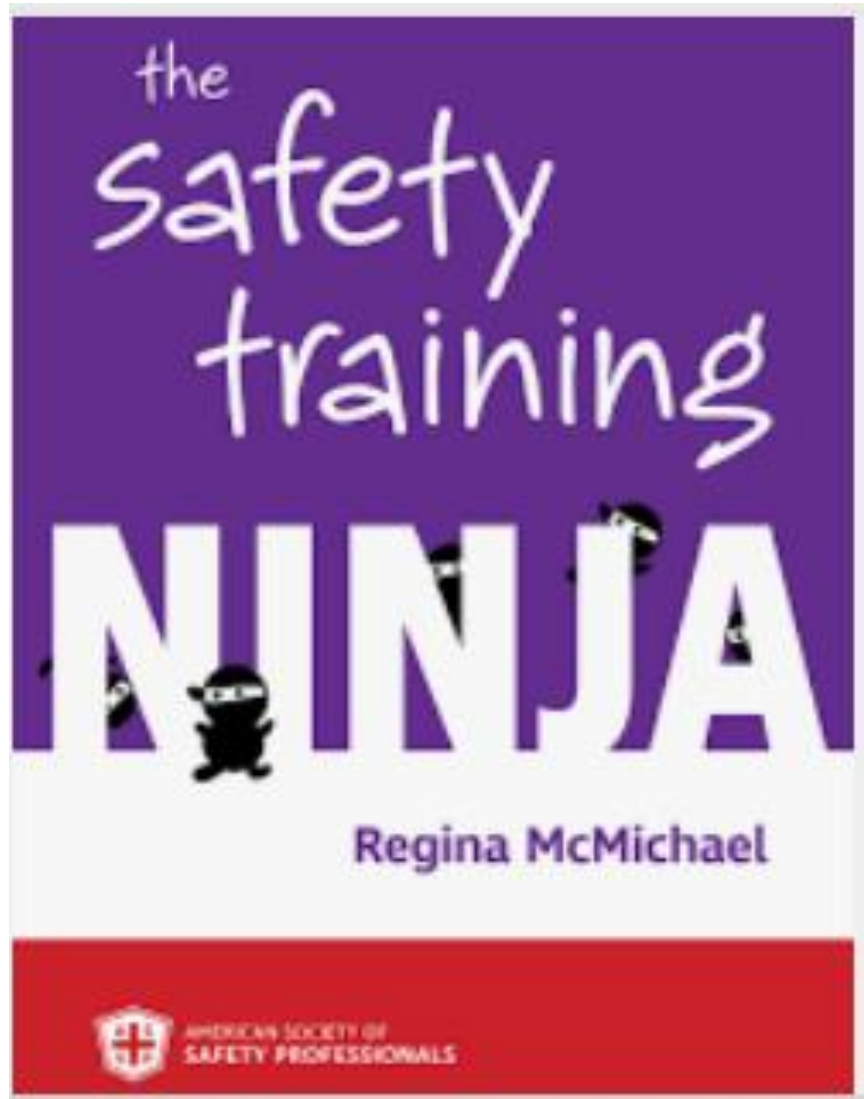
Objectives of
the training
course

Method and
results of student
evaluation


Signed statement
from the student
certifying
attendance and
understanding

Initialed by the
student
certifying they
covered and
understand
each

PROPER DOCUMENTATION OF TRAINING



**A
GOOD
READ...**



IN SUMMARY, AN EFFECTIVE TRAINER:

Energetic

Happy

Self-Confident

Serious about Safety

Credible

Professional

Make Eye Contact

Be Friendly

Be Understanding

Be Patient

Be Honest

Knows & Adjusts to the Audience

Maintains Control

NASP... *the practical
approach to safety*
www.naspweb.com



- NASP is an internationally recognized training and certification organization
- Established in 2000
- Clients world-wide; with franchises in Egypt, Saudi Arabia, UAE, India, and Nigeria
- IACET accredited for CEUs (can be converted to academic credits through CSU – Columbia Southern University)
- Online Training, Classroom Training, and Site-Specific Classes
- VA approved for reimbursement



NASP Flagship Courses



ISO/IEC 17024:2012 Accredited Certifications

- ANSI/ISO/IEC 17024 Accreditation is the premier accreditation program for certification bodies (CBs).
- The **ANSI National Accreditation Board (ANAB)** recently granted initial accreditation for NASP's Certified Safety Director (CSD)[®] and Master Safety Professional (MSP)[®] credentials, effective June 15, 2021, under the ISO/IEC 17024:2012 Standard General Requirements for Bodies Operating Certification of Persons.
- **CSD** and **MSP** will be proctored tests
 - 3 hours
 - 150 questions
 - Eligibility is based on workplace safety experience, a qualified credential, and educational requirements
 - CEU requirements to maintain competency

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