

Train Me, Please: Using Innovation to Help Employees Remember Safety Training

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Introduction

This paper is about training. The bottom line to training is to “give it to them so they get it” (Bowman, 2003). Many adults have sat through classes waiting for some expert to provide them with all the answers to their jobs most challenging safety hazards and probably took little or nothing away from the training. Giving information to students so they “get it” takes innovation, which the author defines as a desire to do things differently, through activity, with the student in mind, while making every effort to ensure the learning material is accessible.

Background

No reader comes to this paper without real experience. This paper is an opportunity for the reader to build on what they already know or perhaps change it to something that works better (Fanning 2009). Grimaldi and Simonds have identified providing education and training as one of the most important steps in carrying out a logical and orderly safety and health program (Grimaldi and Simonds 1993). If done right, this important step will allow employees and management to know what their roles and responsibilities are in preventing accidents.

There are a number of methods that can be used to train an employee. “Job rotations, special assignments, reflecting on experience, coaching and counseling, mentoring, manager as teacher, learning teams and self-development, and individual development plans are just a few” (Getting Results Through Learning 1997). Each of these methods has its benefits and drawbacks. Adults learn differently than children and should be given credit for life experiences they bring to the training. The instructor must provide opportunities for the students to engage in the learning process. By engaging learners, the instructor can increase retention and understanding of the material. Lecturing is the most common method of training. “Lecturing is often done because it is the easiest way to teach or instruct for the person doing the speaking, it has been modeled for years so it must work, and it is the fastest way to put out a lot of information” (Bowman 2002). However, Sharon Bowman in her book *Preventing Death by Lecture* tells us that people normally remember only 20% of what they hear (Bowman 2002).

Sharon Bowman (2000) believes that hands-on training means that listeners are doing something, as opposed to just sitting and listening to an instructor. This can be anything that includes movement and action. Things like reading, writing, standing, moving parts of the body, asking or answering questions, are just a few examples. This takes a little more work on the part of the instructor because activities must be planned and prepared for; however standing in front of the class and lecturing only provides a 20% return on the time investment. There are better methods.

Adults prefer to work through information and get physically involved. This means the trainer speaks as little as possible and spends more time with hands-on activities. Michelle Kelly describes this in a more eloquent way, “adapting sensory stimulation in the form of “Tell, Show, and Do” will allow participants to practice their new skills” (Kelley, 2005, 3). There are a variety of methods that trainers can use to accomplish this. First it is important to know that adults retain 20% of what they read, 30% of what they hear, 40% of what they see, 50% of what they say, 60% of what they do, and a whopping 90% of what they see, hear, say, and do (Copeland, 2003, 2). Compare that to the fact that one year after training the average adult only retains 10-15% of what he or she learned. Given the dramatic loss of information it seems obvious that a trainer must use the method that gives the best retention, which is to provide the student with learning that allows the student to see, hear, say, and do. Many methods that do this include fun and games. The whole idea of using fun and games in safety training comes from the principles of accelerated learning and is focused on the results and not the material or activities themselves (Tapp, 2006, 1). Trainers must learn about innovative methods and consider using them inside and outside the classroom.

Talk

“Talk of all kinds (monologues, dialogs, discussions, debates, interviews, and arguments) promotes creative and critical things” (Smith 1990). Each person is accustomed to speaking in small informal groups. Instructors should take advantage of this experience and put students into small groups that facilitate a discussion of the class topics. This discussion allows each student to share with his or her fellow students, experiences that relate to the learning objective and then the other members of the group can discuss the relevance and applicability of each other’s ideas. Through this method, new ideas are shared and evaluated. In most instances, a group can generate more ideas than a single instructor, which makes this method more productive.

Role Playing

Role-playing is another very powerful technique. “Unfortunately, it suffers from a real problem; trainers hate it” (Clegg, 2000). Dugan Laue and Ruth Sizemore Hause provide us with basic information on role-playing. They write, “In a role play learners enact the situation rather than merely talk about it. In a significant way, role-play lets learners escape the environment of the classroom to behave as they would in another place and at another time” (Laue and Hause 1996). Role-playing can be spontaneous. Give everyone a role, even it is only to observe.

Each learner is assigned a role and the validity and effectiveness of the learning is based on their enthusiasm in playing their role. The real learning is based on the believability of the role-play and how that role-play forces the other participants to respond in their roles. Strength of

role-play is that it simulates complex interpersonal interaction that in and of itself creates valuable lessons not just about the topic but about how it can be used and how others will respond to it.

In addition to the identified learning objectives the student who participates in role-play also learns some valuable life skills that will help them to use the learning objectives in the workplace. Role players will learn and practice subtle interpersonal skills as they work through the role and interact with other role players. The student will also learn that there are hidden complexities to each situation that may not be clear or taught in the lesson, which provides a great deal of benefit to the employer.

Group Projects with a Single Response

The trainer breaks the class into groups of three or four students. Each student is provided a short description of a situation. This description is followed by questions that are to be answered by the group. Questions are normally limited to three, due to time constraints. Once the group has identified a single group answer for each of the questions the recorder stands and presents the answers to the class. Working in groups allows the students to get up and move around, discuss their ideas and opinions with other students, come to resolution of a single answer for the group, and lastly presenting experience to a class. Unfortunately, if working in groups is not supervised properly the students can drag it out and often include a snack or bathroom break using valuable class time.

The trainer breaks a class of twenty into five groups of four students. The students review an accident situation, answer two questions about the Psychology of Safety, and select a member to present the group's findings to the class. The description of a situation reads: You're a small plumbing company in your fifteenth year of operation. Your company is laying sewer pipe approximately nine feet underground in a small town. This project will install sewer pipe and build a central sewer treatment plant in a small town. Your contract calls for you to dig trenches, install pipe, fill trenches, and install sod. The students answer two questions about investigating accidents that have occurred to personnel during this project. The first question is: At approximately 9:30 am a backhoe operator burns his hand while performing a maintenance check on the backhoe after it began having hydraulic problems. The operator sustained minor burns but lost the current workday from the injury. He returned to work the next day. What are the Activators, Competencies and Consequences at work here? The second question is: At approximately 6:30 am a laborer collapses after being struck by a seven-inch piece of pipe while it was being sling lowered into the trench. He was rushed to the hospital by ambulance. He sustained a concussion and remained hospitalized for three days. What attitudes were present? Members of the each group agreed to a single answer to each of the two questions. The trainer then called on each group to answer each question. The recorder for each group stood and presented an answer to each questions.

Group Projects with Individual Responses

The trainer breaks the students into groups of three or four students. Each student is provided a short description of a situation. This description is followed by questions that are to be answered by each student. Questions are normally limited to three, due to time constraints. The students in a group can discuss the answers with each other, but must write the answer in their own way or

come up with their own answer. Once each student has identified an answer for each of the questions the trainer calls on various students to read their answers aloud to the class as a whole. It is more interesting to get different, but correct, answers to the same questions to show how differently people think. One way to do this is to ask for a student who has a different answer than those presented thus far to read his or her answer. This method allows the students to get up and move around, discuss their ideas and opinions with other students, decide on their own answer for each group, and present their answer to the group. If the method is not supervised properly the students can drag it out and often include a snack or bathroom break using valuable class time.

The trainer breaks a class of 15 into 5 groups of three. Each group is provided a CFR 29, 1926 to work with and each student is provided the description that reads: Review Subpart D of CFR 29, 1926; answer the questions below; and be prepared to present your answers to the class. The first question is: What was your impression of OSHA Subpart D? Were there any unanswered questions after reading the assignment? Each member of the group decides upon an answer to each question that he or she believes is correct. The trainer calls on students at random asking for answers that differ from the previous ones presented. The trainer gets three answers to each question to demonstrate diversity in responses.

Group Examinations

A class of students is separated into groups of 3-4 students to each. That group is allowed to sit together and discuss the answers to the group tests; however, groups are not allowed to work together on the answers. The group hands in one paper that is given one score. Each student receives an equal score to the group. The examination provides students a real life experience in problem solving by forcing them to work place as a group with give and take among the members to arrive at a single answer. It is important for each student to pull his or her own weight in the group. Trainers should walk around as the examination and encourage each student to participate.

A trainer breaks a class up into groups tells them that based on the scenarios assigned to each question that the group is to answer that question. The members of the group are allowed to discuss the question and must arrive at one answer for each question. The situation for the examination is: You're a small Asphalt paving company in your fifth year of operation. Your company is currently working on paving eleven miles of road in a rural setting. Your contract calls for you to develop forms, deliver and lay Asphalt, maintain all hazard-warning lights during paving operations and to remove forms and place dirt up to and level of the new Asphalt surface. Answer the questions below about reporting accidents that have occurred to personnel of your organization during this project. The first question is: At approximately 7:30 am a flagman is struck by an oncoming motor vehicle. The flagman sustained numerous minor injuries and is forced to remain in the hospital for five days before being sent home for an additional five working days. What actions must be taken to investigate this accident properly? The second question is: At approximately 10:30 am a laborer collapses on the ground near the laying site. He is rushed to the hospital by ambulance. He has sustained a serious back strain from shoveling Asphalt. The doctor noted no previous back injuries had occurred. The employee spent seven days in the hospital and received treatment twice a week for therapy for six weeks. Doctors recommended he not return to work for your organization. What actions must be taken to

investigate this accident properly? The third question is: Five personnel are injured in a motor vehicle accident at approximately 2:30 pm on a rainy afternoon. They were riding in the back of a company truck when it was struck from behind by an automobile driven by a local resident. All five personnel received minor injuries and two spent two days in the hospital, two spent three days in the hospital and one was treated and released. The local residence's insurance company paid all medical expenses. What actions must be taken to investigate this accident properly? As each group finishes answering the question the trainer gives them a break so they don't disturb the other groups. Once all groups are finished the trainer gives the grade for each question to each member of that group.

Accelerated Learning

Accelerated learning involves providing a student with active learning opportunities that create knowledge and facilitate collaboration in the midst of activities. It is a learning process that often “involves games, imagery, and sometimes music focused on the results and not the materials or activities themselves” (Tapp, 2005, 3). This method involves the whole body and allows students to taste, smell, see, and feel the activities creating a rich learning experience that is easily remembered. This method also keeps the student active and allows them to use imagery and bundling of concepts much more in line with how life really works (Tapp, 2005, 3).

In Linda Tapp's 2006 ASSE presentation, she describes a game of bingo in which bingo cards with answers to safety questions instead of numbers or letters. A caller then reads off clues that are matched to the answers on the cards. When a student gets a row, column or diagonal filled he or she wins. “This game is still fun, and gets everyone involved, but includes accelerated learning principles, especially when you have small teams work on each Bingo card instead of individually” (Tapp, 2006, 1).

Student Demonstrations of What They Know about What Is to Be Taught

Most students know something about the training before it begins. Trainers can involve a student right away by letting them demonstrate proficiency in the lesson while other students watch. If the student demonstrates the method properly the trainer can recap and complete the lesson. If the student's demonstration is only partially correct the trainer follows-up on the parts of the demonstrating done improperly (Fanning 2009). Allowing the student to participate in the learning often results in reduced training time if the student demonstrates the method properly. What the trainer describes in 20 minutes the student can demonstrate in 5. The downside is that some students don't know the method or don't demonstrate it properly using more time to complete the class. This method limits the trainer to student ration of no more than 1:10.

In a class on using a fire extinguisher the trainer sets up a fire extinguisher and small fire in a can. The trainer then asks if any student already knows how to use a fire extinguisher and would like to demonstrate to the class. A student comes forward and under the supervision of the trainer demonstrates the use of a fire extinguisher with some errors. The trainer stops the demonstration shows the student the correct method and allows the student to continue. On the second try the student demonstrates the method properly. The trainer asks the class if everyone

understands the demonstration and answers questions. The trainer allows each student to demonstrate the method until done properly.

Peer Coaching

Some concepts that support training transfer include...one-to-one coaching (Blair and Seo, 2007, 44). This process involves a peer of the worker watching the employee work and then making recommendations to improve that work. There are two kinds of peer coaching: specific and non-specific. With specific peer coaching help is needed with certain predetermined safety issues. With non specific peer coaching the employee wants an outsider to determine areas of improvement and comment on the employee's general approach (Meyer and Gray, 2008). Both approaches get results; however, using an inside employee may be complicated by preexisting friendships as well as possible family relationship of the employees, which might inhibit the coach from being open and unbiased. The better approach is to bring in an outsider who can point out the employees short comings without fear of hurting the friendship or relationship. This method also takes far more time than a class since it will occur over a much longer period of work. This method is also hard to evaluate. Supervisors normally do the evaluation and make recommendations in the form of feedback which is normally done over time not at the end of each task completed.

A supervisor has noticed that a new employee has made a number of mistakes that led to near misses. The supervisor is concerned that if left uncorrected this employee would cause an accident. The supervisor speaks to the safety trainer for the company about the situation. The safety trainer recommends peer coaching to assist this employee learns the proper methods. The supervisor agrees and speaks to another employee with a proven knowledge of the safe way to perform the duties of this crew and this employee agrees to coach the unsafe employee. The supervisor then speaks to the unsafe employee and points out his weaknesses and recommends that a peer coach work with him to help him correct his unsafe behavior. The unsafe employee agrees. The two employees meet and discuss some of the errors that the unsafe employee has made that led to near misses. The coach listened carefully to each episode and at the end asked questions of the unsafe employee about what he should have done. This process was followed by periodic checks throughout the work week by the coach and a weekly coaching session for the coach [safe employee] and unsafe employee to go over unsafe acts and corrective measures. This went on for six months and the unsafe employee made fewer and fewer errors, which was noted by the supervisor. The two employees decided to reduce their checks and coaching sessions to biweekly for the next four months. This resulted in more improvement with less investment. Finally the two employees agreed to reduce the checks and coaching sessions further to once per month for the next two months and to end the relationship after one year. Throughout this coaching process the supervisor was providing quarterly feedback to both employees and noting that the unsafe employee was conducting his work more safely with fewer near misses.

Guided Discussions

Dunsmore and Hausmann describe a guided discussion as one where the trainer presents initial questions or concepts but allows group learners to examine the topic (Dunsmore and Hausmann, 2006, 5). This method is useful when a trainer is trying to develop in her students the ability to assess a situation and "think on their feet," (Dunsmore and Hausmann, 2006, 5). Sharing

experiences is useful and important in developing critical thinking, internalizing and personalizing abstract concepts, and are effective at low energy times such as after lunch or end of the day; however, discussions require some existing knowledge from learners (Dunsmore and Hausmann, 2006, 5). To properly use this method the trainer must know how to guide the discussion to achieve the learning objective.

A trainer is instructing a class on subpart D of CFR 29, 1926. He starts off by asking each student to take 10 minutes to review subpart D of CFR 29, 1926. When the 10 minutes are up the trainer asks a student to give a short 2-3 sentence wrap-up of subpart. Once the student gives her wrap up the instructor asks for another opinion and then facilitates a short discussion. As the discussion draws to a close on that question the trainer asks the next questions, which is what was your impression of this OSHA Standard? He follows the same process as with the first question and allows the group to explore the issue. The instructor continues this pattern through two more questions. As the students discuss the questions the trainer walks among the class listening to what is said and making sure all students participate. After all questions have been discussed the trainer asks for any final comments and draws the training session to a close.

Simulations

Dunsmore and Hausmann describe simulations as a “training environment set up to produce a comprehensive “workplace-like” experience (Dunsmore and Hausmann, 2006, 5). This method involves replicating the real environment in a classroom where the student can perform in a non-threatening environment under controlled conditions. This method obviously costs more and takes more time to set up and prepare for. The trainer must be able to conduct the simulation without error. Even though this method is costly the learning from this method will last for a long time because the students immerse themselves in the learning experience. This method is limited to advanced training only

A trainer is conducting a simulation for a construction team in the proper personal protective equipment needed to work in an area where small metal beams are being ground. A classroom is set up with several work stations that simulate the grinding area. Each includes various types of personal protective equipment. The trainer reads that the work site has employees grinding metal beams to serve as cross members using a grinder with a noise level of 96 decibels. This grinding process gives off dust and an occasional particle. The work requires the student to grind at waist level and may cause sparks from the grinding. After the trainer reads the description she watches as the student walks through the process of selecting the items of personal protective equipment and goes to the grinding position and grind for 10 minutes. As soon as the student begins to grind the trainer ends the simulation and tells the student what she did right and wrong. The trainer then has the next student go through. After the simulation is complete the trainer points out errors in selections, use of grinding equipment that occurred most frequently and identified on the spot corrections he made. The training class ends with final questions.

Story Telling

“The single most effective training tool is telling relevant stories and having trainees reflect on them” (Blair and Seo, 2007, 44). Story telling can impart complex information in an understandable manner. Stories are integral to our lives, and have great power to change or

influence how we think or how we react (Cullen, 2007, 1). According to Elaine Cullen the question is, “How does a trainer convince people, especially people with experience in an industry, and perhaps a long history of doing things unsafely, to do things differently?” The safety trainer needs to find that internal switch that responds to the questions. “Why should I care about this information?” and answers, “Because it makes sense for me to care. It may save my life some day” (Cullen, 2007, 2). Cullen identifies four types of stories that can be used in training:

- Hero stories: Larger-than-life character that saves another worker or prevents a crisis.
- Villain stories: Villain who is the opposite the hero and causes the loss of life or crisis.
- Adventure stories: Tell of a specific event with a lot of drama.
- Fool stories: Tell of a character who does things wrong that creates the loss of life or crisis.

As any trainer knows telling stories can get out of hand if allowed. The trainer needs to be familiar with facilitating the stories while limiting them to the discussion at hand. The discussion may also add time to the training. In spite of this the stories will allow the students to share experiences in an environment that allows them to make sense of the learning, which improves retention and understanding.

A trainer sets up a “story telling” with a short discussion about the importance of shoring trenches to prevent a cave in. The trainer asks the students if anyone has experienced or witnessed a cave-in. A student speaks up and says she used to work with a foreman who died in a cave in. The trainer asks the student if she would mind sharing the story. The student explains her story to the class. After the student completes her story the trainer thanks her for being willing to share the experience with the other students. The trainer then points out ways in which the story supports the learning objectives and highlights specific points the trainer wants the students to remember. The trainer sets up for another story to be told.

Student Responses to Review Questions Based on Sticky Notes under Chair

Trainers can even add action to a lecture. The trainer can speak on a topic for part of the class and then have students answer review questions on the material covered in the lecture. Prior to the class the trainer develops the review questions with answers. He or she then places numbers on little sticky note pads and places them under the chairs of the students (Fanning 2009). After the lecture is completed the trainer asks the students to get up and stretch and look under their chairs. Under each chair is a sticky note with a number on it. The trainer then hands out the review questions and tells the students they only have to answer one question each, the one that corresponds to the number on their sticky note. He also tells students that they should write down the answer to each question as the other students announce them. The trainer gives students five minutes to think about the answer to their question. When the time is up the trainer calls on the student with the number one to stand up and read his answer. This continues until all questions have been answered. This method requires a little preplanning on the part of the trainer as well as an investment in sticky notes. The trainer must ensure that the notes are placed under seats that are used and make sure the numbers correspond to the review questions. The method allows students to get up and move around and then to laugh and joke with each other about the method.

It also helps students recall the information as they hear it explained a different way by the other students.

A trainer conducts a lecture on fleet safety on construction jobs. She discusses the requirements as well as hazards and then goes on to explain ways to prevent those hazards from causing an accident. The trainer has everyone stand up and stretch and as they start to sit down she says “Oh by the way please check under your chairs and find a yellow sticky note with a number on it.” Each student checks and the class get a little rowdy as they discuss this bit of trickery on the part of the trainer. She then hands out a list of review questions at which the students moan. After they are handed out she tells the class that each student only has to answer one question and the number of that question is on the sticky note under their chair. The class erupts in laughter, because they feel relief at not having to answer all the 10 review questions. The trainer gives the students five minutes to answer their question after which she calls on number one. The trainer asks her to stand and read the question and then tell the class what the answer is. The student reads their answer. The trainer then asks who has number two. The student stands and reads the question without being asked. The trainers then goes on to each student until the 10 questions are answered and each student has a list of review questions with answers.

Student Responses to Review Questions Based on Answers to Pop Culture Quiz

This is a second method to liven up a lecture. The trainer can speak on a topic for part of the class and then have students answer review questions on the material covered in the lecture. Prior to the class the trainer develops the review questions with answers. She then develops a list of questions from popular culture. This list can include questions from television shows, music, current events, or sports. After the lecture is completed the trainer asks the students to get up and stretch and then get ready to test their knowledge on pop culture. The trainer then hands out the review questions and tells the students they only have to answer one question each. They will be selected to answer a question by a class mate who answers a question about pop culture. She also tells students that they should write down the answer to each question as the other student announces it. The trainer then hands out the review questions and gives students five minutes to prepare. When the time is up the trainer reads her first question and asks the students who knows the answer. A student raises his or her hand and gives an answer. The student answers the question correctly and gets to pick a student to answer review question number one. This continues until all questions have been answered. This method requires a little preplanning on the part of the trainer to write the pop culture questions. The trainer must ensure that the questions are known to the students. The method allows students to get up and move around and then to laugh and joke with each other about the method. It also helps students recall the information as they hear it explained a different way by the other students.

The trainer conducts a lecture on hazardous materials on construction job sites. She discusses the requirements as well as hazards and then goes on to explain ways to prevent those hazards from causing an accident. The trainer has everyone stand up and stretch and as they start to sit down she hands out a list of review questions at which the students moan. After they are handed out she tells them that each student only has to answer one question. Each student who knows the answer to a pop culture question gets to pick a student to answer a review question.

She then gives the students five minutes to prepare. When the time is up the trainer reads her first question. The class laughs at this question and looks as a student answers it. The trainer says correct, who do you want to answer review question number one. The student selects a student to answer. That student stands and reads review question number 1 and answers it. The trainer says correct and reads off her second pop culture quiz question. A student calls out the answer. The trainer says correct and asks who she wants to answer review questions number two. That student stands and reads and answers the second review question. The trainers then goes on until the 10 questions are answered and each student has a list of review questions with answers.

Plot the PPE

This is a learning game addressed by Linda Tapp in her 2006 presentation at the ASSE Professional Development Conference in Seattle. In this method the student identifies the personal protective equipment that would have protected the employee (Tapp, 2006, 8). The games consist of a 4x5 matrix with three categories of injuries down the left side of the matrix and across the top of the matrix in the four columns the letters P, L, O, and T are added, see figure 1. The students are given a matrix and a time limit to list the personal protective equipment that correspond to each of the injury categories in a row that begins with the letter for that column (Tapp, 2006, 8). The person with the most items listed wins. This game will allow the students to connect two pieces of information to form a third. By forcing the student to only list the items of personal protective equipment that begin with a specific letter he or she is required to think more than. As with most games the down side to this type of learning activity is that the trainer must maintain control of the class and ensure the game does not waste time or take longer than expected.

A trainer has a group of ten construction workers in her class on hazard identification and control. She provides the students with a matrix like the one below. She then tells the class they have five minutes to list the items of personal protective equipment for each of the three categories using only the letter at the top of the column. As the class works on the task she walks around the classroom and provides assistance as necessary and as students complete the task she will provide gentle reminders that others are still working and maintain the noise level low. After the five minutes are up she asks each student to count the items in each column and add the numbers up for a total. She then asks a student to tell the class how many she found. The trainer then asks if anyone found more. When no one has a higher number she asks the student to read off the answers and if they are correct she will declare the student with the highest number the winner.

	P	L	O	T
Struck By				
Punctured				
Burned				

Figure 1. Example Plot of the PPE matrix

Student-Centered Learning

Michelle Kelly describes this method in her presentation at the 2006 ASSE Professional Development Conference in Seattle. In this method the trainer asks their learners, at the

beginning of the session, what they hope to receive in the training and then tailor it to their needs (Kelly, 2006, 4). For learning to have meaning, activities should be organized to allow participants to discover, concepts for themselves, not always an easy task (Robotham, 2001, 35). Many times these activities can get out of hand if the trainer is not familiar with the methods of facilitating. Furthermore this type of learning may take longer than just telling the student; however, learning from this method is retained by the student longer with better understanding.

Linda Tapp provides an example of this learning activity in her 2006 presentation at the ASSE Professional Development Conference in Orlando, Florida, that she calls Competitive Confidence. "This is a competitive team game where teams predict how well they learned the content of the training class.

Before presenting her class on working overhead the trainer develops 30 test questions based on the material she will cover. She divides the questions into groups of ten and puts each group of ten on a separate piece of paper and makes a copy of each set of question for each group. She also develops an answer key for each set of questions as well. On the actual day of training the trainer begins the class by breaking her 20 students down into five groups of four each. The trainer then asks each group how many questions they think they will get right. She writes the answers on butcher paper for all to see. She then hands out one of the three pages of ten questions to each group and gives each group 5 minutes to answer the questions. After the questions are answered the trainer goes over the answers and asks each group how many answers they got right. The trainer then rights these scores on the paper next to the amount each group thought they would get right. She compare the actual number right with the number predicted and the group closest to their prediction wins. The trainer then proceeds with the lesson plan placing emphasis on the topic areas that scored the lowest in the questions and reducing the emphasis placed on topics the students answered questions correctly on.

The "Trainer Wanna-Be"

Most students know something about the training before it ever begins; however, there always seems to be that student who wants to comment on everything, answer every question, and in general wants to instruct the course. Jonathan Klane calls this student the "Trainer Wanna-Be" and he encourages trainers to let the student instruct (Klane, 2005, 4). "Not only is student participation directly related to increased retention and learning, but also student teaching each other is associated with the greatest levels of retention" (Klane, 2005, 4). With that thought in mind a trainer should try to allow students to teach the classes whenever possible; however, like some other methods this one can backfire. There is always the possibility that the student does not know anything about the subject and could lead the class a stray. There is also a possibility that the student-trainer could take too much time limiting instruction in other areas. The biggest issue is that this will take an experienced trainer to facilitate.

A trainer instructing a class in tripping and falling hazards is interrupted by a student who knows the material and has a good grasp on the methods for preventing and controlling trips and their associated falls. The trainer calls on the student to answer a couple of questions on the subject and after the student answers them successfully the trainer asks the student if she would like to cover the rest of the topic area which is on floor openings. The student jumps at the chance and her fellow students cheer her on. The student stands at the front of the class and recounts all the appropriate material on the particular are of floor openings and then takes her seat

proudly. The trainer thanks the student for doing such a wonderful job and wraps up the area and moves on to the next topic.

Summary

This paper is about training. The bottom line to training is to “give it to them so they get it” (Bowman, 2003). Many adults sit through classes waiting for some expert to provide them with all the answers to their jobs most challenging safety hazards and probably took little or nothing away from the training. Don’t be that kind of trainer any more giving information to students so they “get it”. This paper has described several methods trainers can use to get better results and ensure students “get it”.

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