The Communicator

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Training the Trainer—Part 1: How to Get Your Audience to Participate

By Robert Breslin

Many articles discuss the importance of knowing your audience. As trainers, we know how to size up the basic attributes of an audience when preparing for a presentation. However, assessing the audience's education, management expectations and job function only goes so far—it helps you ensure that your content is appropriate, but content is only one factor that determines a presentation's effectiveness.

Another key element of success is audience participation. In general, two factors drive classroom participation: the trainer's energy level and the audience's energy level. Below is a closer look at how to optimize both factors.

Trainer's Energy Level
To determine if your energy level will be on "Full" or "Empty" during a training session, consider:

- The time of the class
- How many training sessions you have already held
- How many more sessions you have scheduled

Even the most enthusiastic of trainers experience a dip in personal energy levels at some point. The key is how you handle these dips. Each individual does something different to rev up the engines.

For example, if I feel my energy starting to flag, I usually get a cup of coffee or take a walk. This activity is helpful not just for its own sake but because it gives me the opportunity to remember what is at stake. I find it motivating to remind myself of what I can accomplish and what kind of impact I can have on each person who attends the presentation. I could be providing information that will save their lives. If that does not excite and motivate you, nothing will!

I also make it a practice to always greet each participant as s/he arrives for the presentation. I listen to their conversations to gauge who they kid the most and what they kid about. I then use this in the beginning minutes of my class to draw everyone into the conversation.

Audience's Energy Level
You also need to know your audience's energy levels. Before your presentation, find out if:

- You will address a shift that is just coming to work or just ending their day
- The class will occur before or after a meal. Either way, it is a potential low-energy situation
- The class participants have been physically active or desk-bound. In other words, will they be tired or bored?

If participants are at the end of their day, it will probably be necessary to raise the energy level. One way to do this is to incorporate more hands-on exercises and games into the training. You may also want to encourage participants to bring snacks, coffee, soda and such into the class (which I usually do anyway).

Another trick I use is to bring some type of candy. This helps foster classroom participation and provides instant energy.

One final trick that works every time is to make a mistake. Purposely do something silly, make a joke about yourself, spell something incorrectly on the board or use an incorrect slide on the projector. When the error has been discovered, let the participants know you are tired too but that together you can all get through it and have fun at the same time.

Conclusion
However you choose to address energy issues, remember that you are the biggest factor in the energy level of your class. Make sure you are animated. Add interest to your voice using inflection, pitch and volume. And do not take yourself too seriously. Have fun with your delivery, and your students will have fun too.

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Moving Forward

"Build it and they will come." A line from one of my favorite movies, *Field of Dreams*, and a great strategy for influencing change. A few years ago, we "built" the Training and Communications Branch as an offshoot of the Risk Management/Insurance Practice Specialty hoping that others were interested in networking in two areas that affect every SH&E professional. And, yes, "they" did come. Our Branch now has more than 1,000 members, making it currently the largest Branch. That means it is time to create a little change again and submit to the Council on Practices and Standards (CoPS) the petition to become our own Practice Specialty. But, before we can do this, we need your help.

To become a Practice Specialty, we need a few more volunteer leaders to assist us in moving forward. The box to the left of this column lists open advisory committee positions. Position descriptions are given on page 14. If you are interested in any of these positions, please e-mail me at BusyTXGal@comcast.net.

In the coming year, we will look to sponsor a webinar on the ANSI/ASSE Z490.1-2009 standard, develop our strategy for participation in Safety 2011 in Chicago and in the Society's 100th anniversary and complete a strategic plan to keep our new Practice Specialty in good graces with CoPS and its requirements for each Practice Specialty.

As a Practice Specialty, we will have the opportunity to award a Safety Professional of the Year for Training and Communications. Do you know someone who has positively impacted or contributed to SH&E training? If so, we want to know about that person. For now, I would like to highlight their accomplishments in the next issue of *The Communicator*. Please send their information, including name and a contact e-mail or phone number, to Jonathan Klane at jonathan@trainerman.com.

I look forward to working with each of our volunteers to see the Branch promoted to a Practice Specialty as soon possible. Thank you to those who continue to support the Society by volunteering their time and talents to the profession. I would especially like to thank Michael Messner for stepping up to take on the role of our Newsletter Editor. Mike was a key player in establishing the Fire Protection Branch and in seeing it through as one of the newest Practice Specialties. We look forward to his assistance and guidance.

Cindy Lewis, Chair
Training & Communications Branch

Training Evaluation Methods—Who, What, Why & How

By William "Bob" Coffey, CSP, CPEA

It is a shared experience, the class is over and each attendee is given a piece of paper with the word "Evaluation" written across the top. The boxes are checked, comments are made and names are scribed (optionally). The attendee leaves, having evaluated the class.

The scenario may be somewhat different. Possibly, the attendee is given a written multiple-choice test before (or instead of) the post-class evaluation. In either case, the attendee leaves the classroom wondering if this is the extent of training evaluations. It is not, but this brings up many other questions:

- What is training evaluation?
- Why evaluate training?
- Who is being evaluated, and who is performing the evaluation?
- How is/how should training be evaluated?

The above are among the most basic of questions. From this inquiry, another basic question arises—do the training providers (instructors, facilities, companies, etc.) have answers for these questions? These answers underscore the very reasons for performing evaluations. Without a clear understanding of the answers to these questions, it must be asked if the training evaluations have any meaning. By analyzing the situation and answering the what, why and who questions, guidance will be provided on answering the how question.

Training Evaluation

Webster's defines "evaluate" as "to ascertain or fix the value of." Therefore, training evaluation would determine the value of training. If the value of training is to be determined, it must first be determined why a person is being trained.

The author has postulated that training is conducted for one of three reasons:

1. To convey knowledge.
2. To change a behavior/s.
3. To meet a regulatory requirement.

While the above reasoning can be applied to training in general, since the author is an EHS professional, EHS training examples will be used as examples for highlight purposes.

In an EHS sense, conveying knowledge can be as simple as relating to the attendee the location of MSDSs. The phrase "to change a behavior" can be applied in a specific or general manner. An example of use of this phrase in a specific manner can be conducting forklift training on the use of a seatbelt during forklift use. This is a specific behavior a training session is trying to change.

In general, the change of behaviors can be synonymous with teaching a skill. A skill can be viewed as a series of behaviors that lead to an outcome (hopefully, the desired outcome).

For example, consider safe crane use. To use a crane safely, an operator must perform inspections, analyze situations, understand and apply loading and lifting principles of the crane and, depending on the circumstance, interpret and apply hand signals from co-workers. These items can be broken down to behaviors the operator must apply to use the crane safely. Training will often be a combination of two or all three of the above reasons.

Why Training is Conducted

If the reason why the training was conducted is not understood, how can the training be gauged? If a training evaluation is to be conducted, it must be understood why the training was conducted in the first place. How can the training be gauged (evaluated) if it is not clear what the attendee was expected to learn from the training in the first place?

While some organizations will make the determination of what the attendee should learn from the class informally, in a formal training development scenario, this determination would be expressed in the course goals and objectives.

Training Goals & Objectives

Determining goals and objectives is the step after a training needs assessment. In goals and objectives development, what is to be accomplished is outlined. From this perspective, evaluations are easy. It is a method to determine if the course's goals and objectives were met. Once it is understood what is desired out of a training session (expressed as goals and objectives), the gauge or "value" (as per the dictionary definition) can be set from these. The comparison of what was desired to what is accomplished is the evaluation.

Resource Management & Efficiency

Why evaluate training? The answer in this case is simple—resource management. Does an organization's training meet what is needed of it? If a set of skills are needed, if the training is not meeting these needs, the original issue is still present and being resolved.

However, this simple answer brings another element to the training evaluations issue—efficiency. If training is evaluated for resource management issues, how well is it accomplishing its task? Is the training performed in the most efficient fashion? With this question, the evaluation can be expanded to evaluate the instructor and/or the course material.

By efficiency, it must be understood that while business resources are an issue (i.e., money spent and time used), they are not the major factor. The major factor is how well the knowledge and/or skills transferred. If the meeting of goals and objectives is viewed as only a pass/fail scenario, this element is a non-issue. However, if the goals and objectives are viewed as individual pieces, an analysis can be performed on each element. Passing can now be viewed as retaining a certain percentage of the information. By conducting the analysis, it can be determined if certain elements of the training are not conveyed to the general population and if improvements to the system can then be made.

Evaluation Levels

In 1994, Donald Kirkpatrick outlined four levels of evaluation (referred to as Kirkpatrick's Evaluation Levels). Kirkpatrick outlines how training should start with the first level and (as opportunity arises) should progress to the fourth level. The lower levels feed up to the higher level. It revolves around metrics and can require a high level of analysis (and time). Kirkpatrick's levels are summarized in Table 1 (page 7).

The "Measures" column was added to the table to aid in determining who is evaluated and who is performing the evaluation.

Kirkpatrick starts with the Reaction level. This level looks at individuals' reaction to the training and their intent to apply it. This is solely an individual level, gauging a personal reaction to the training.

The Learning level looks at retention of knowledge/skills presented in the class. While this is evaluating an individual, it refers to the individual applying this knowledge/skill in relation to a "group"—the individual's cell, department or facility.

The Transfer level looks at whether the knowledge or skills presented in the training is used and applied. This is where the individual issues identified in a needs assessment are corrected. Individual responses are of smaller importance at this level as compared to the group. Can you say that a training session was a success and a need is met if one person in a 35-person department (all of which have had the training) shows the behaviors used? This level gauges the groups and possibly the units.

At the Results level, the behavior and knowledge the training attendee uses is compared to the knowledge and behaviors identified by the needs assessment. This occurs at the highest level (units), as it measures total success of the training endeavor. If a company instituted a new crane training program to reduce crane accidents and near misses, is the reduction occurring? Consider the following example to illustrate the logic of the process:

- Trainee attends crane training and felt the training was worthwhile (level 1)
- Trainee absorbed the information and understands why and how to inspect the crane and safe operation (level 2)
- Trainee inspects crane properly every day and observes safe practices (level 3)
- Company has less crane incidents (level 4)

In all cases, it will be the attendees who will be evaluated. Training is conducted to engage the attendees to use the knowledge and behaviors taught, and they will be the ultimate gauge. With the use of after-class evaluation forms and other formal techniques, the instructor and course materials can also be evaluated.

However, the evaluation need not be conducted during the class or necessarily by an instructor. Since the goal of the training scheme is to have knowledge and behaviors used in application, evaluators can be any person in the application setting who is knowledgeable on the subject and behaviors.

Recap

Training evaluations are performed to determine if the attendees have gained the knowledge and skills put forth in training sessions. It is a process where the attendees are measured and judged as to the extent (if any) in which they apply desired behavior and use information presented.

The instructor and course materials can also be evaluated to gauge how well the material is presented in a manner that attendees will retain. The attendees will be evaluated, but the evaluation may be conducted outside of the training session. The training can be evaluated at various levels, but the ultimate evaluation is whether the training corrects the issues it was designed to correct.

How to Conduct Evaluations
Before reading the previous paragraphs, the readers must have had some, if not all, knowledge on training evaluations. They will most likely apply some, if not all, of the concepts presented. With the knowledge of previous discussion, it is possible to move forward, building a scheme to measure the training's performance at various levels. To do this, one must ask what was desired of the training.

The ultimate goal of all health and safety programs is to prevent injuries or to decrease the likelihood of an injury occurring. In the end, safety training should show a reduction in injuries. While this may be true in theory for application, more is needed. The question becomes, how was training determined to reduce injuries?

This can occur in many ways (training needs assessment, trend analysis, procedure review, etc.). Once the need is determined, the training is developed and delivered. At this point, a reduction in injuries should be noted, correct? This is a fallacy. How is it known that the training is effective? The lack of a reduction in injuries may be due to a deficit in the training. This is where Kirkpatrick provides guidance.

Applying Kirkpatrick's Principles
Kirkpatrick highlights that evaluation occurs at various levels. The process begins by applying Kirkpatrick to common evaluating schemes. The post-class evaluation form evaluates the presenter and the course material. It provides feedback on the attendees' feelings and intentions but not whether the skills and knowledge will be applied effectively. A post-class knowledge test again tests the instructor, material and the knowledge transfer portion of the test (for example, can the attendee remember the location of the MSDS binder or the evacuation assembly point?). At the Transfer level, behavior and knowledge are applied. This is where knowledge and behaviors must be used in an actual situation or a simulated situation. The final level asks if this skill transfer had the desired results.

For example, OSHA's powered industrial truck (PIT) standard requires a skills demonstration. The attendee must undergo classroom and practical training and then undergo a certification (which is the skills test). A company providing this training wants to determine the effectiveness of the training. This can be done by applying Kirkpatrick as follows:

1. A post-class evaluation form is completed.
2. The attendee takes a knowledge exam at the end of the exam.
3. The attendee is given a skills test.
4. A comparison of powered industrial truck incidents are compared pre-training vs. post-training.

In-depth comments into each of these points will aid in understanding their application and will highlight necessary elements for success.

The post-class evaluation can provide guidance on course materials and structures. Since it only signals intent, it is not a true gauge of whether knowledge and skills are transferred, but if there are deficits in material or instructor technique, future classes will suffer and therefore must be noted and corrected. Individual evaluation forms and techniques vary and have advantages/disadvantages. While this article does not address this subject, the evaluator should be aware of these advantages/disadvantages. Also, due to individual tastes, different learning styles and different intelligences, the evaluators should analyze the post-class evaluation for trends as opposed to individual comments.

The knowledge-based test enables the organization to again gauge the material and instructor. In all cases, key pieces of information must be conveyed to the attendee. This test allows the company to gauge if the information has been conveyed effectively. Due to individual differences, the trend is of the highest value for future improvement.

Evaluation of Transfer Level
Evaluation of the transfer level is of key importance. This is where the actual knowledge or behavior is to be used. At this level of evaluation, the attendee is expected, at some level, to show the knowledge or behavior.

In the case of the PIT standard, it could be by performing a certification and driving test. Some key factors must be considered at this point. To what are you comparing the attendee? This expectation must be clearly laid out. In formal training development, the evaluation is determined by a comparison to the class goals and objectives. Training evaluations need not always follow this formal process, but to what the attendee will be compared must be clear.

The PIT standard can be used to illustrate this. What tasks will attendees be expected to perform as part of their normal job function? They will need to drive around the facility, properly lift loads and place the loads on racking. If this is the extent of their job tasks, this may be an adequate evaluation. What if their job includes loading/offloading of trucks? Then a component must be built into the evaluation.

Finally, the facility or company should see less forklift accidents, incidents, near misses or property damage some time after the completion of the training. Has enough time passed since the training for the knowledge and behaviors to be effective and was there a process in place to measure these items before the training began?

When these levels are used in conjunction, they provide a wealth of data. If the only criterion of success was the reduction in accidents/incidents, what happens when the expected reduction in accident/incidents is not actualized? Is the training ineffective? In what way? How long until it is decided that the training is lacking? By using the Kirkpatrick scheme, data is obtained to highlight where the problem is occurring.

Evaluations and knowledge tests can indicate deficiency in the material or instruction styles. The basic concepts are sound, but the presentations themselves may not convey the necessary information to the attendees. At this point, a reworking of the presentation may correct the problem.

Issues at the transfer level can provide useful information. If the attendees are not applying the skills and passing the evaluation, the course may not be conveying the correct behaviors or knowledge. Even if the attendees are "passing" the evaluation, consecutive failure on one particular area (a trend) will highlight the need to improve that area in the class materials.

If in the end, the previous three levels are passed consecutively and the facility does not realize a reduction in forklift accidents/incidents, the initial assessment must be questioned. Knowledge and behaviors are observed, but the benefit is not, so the basic premise must be readdressed. Perhaps the issue is one of enforcement or policy.

By using Kirkpatrick's principles, the deficiency in the program can be pinpointed and corrected in the shortest amount of time, as opposed to a method without the various steps of evaluation in which trial and error would be used to try to correct the problem. This trial-and-error method will waste resources that could have been used in a more constructive manner.

In conclusion, the need for training is obvious. If resources are placed on conducting training, it must be determined if that training meets its goals. How a unit does this depends on several logistical and cultural factors of the unit. In some instances, informal evaluation may be a valid and efficient technique. However, for those instances where formal evaluation is needed, by arranging the evaluation by the schemes put forth in this article, the unit can obtain the most information from the evaluation and can use its resources in an effective manner.

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The T&C Branch is interested in hosting a roundtable discussion at Safety 2010 in Baltimore, MD.

If you would like to participate in a discussion about training and training issues, please contact Jonathan Klane.

Did you know…?

That you have access to over 30,000 SH&E professionals and practitioners through ASSE's Forums?

Log on through the "Members Only" section at www.asse.org and post your questions on the T&C Branch's Forum.

Table 1. Kirkpatrick's 4 Evaluation Levels

Level	Title	Explanation	Measures*
1	Reactions	This is the most basic level. It is literally how the attendees felt about the training. This is a purely subjective level. You are gauging an attendee's perception on attending the training and if they feel it will be applicable. This is exemplified by the class evaluation sheets completed at the end of a training session.	Individuals
2	Learning	This is a comprehensive level. This level evaluates the retention of the information/skills presented. This level would correspond to a post-class knowledge test.	Individuals/Groups**
3	Transfer	This is an application level. At this level, the evaluation revolves around whether the attendee can apply the knowledge/behavior in a suitable fashion.	Groups**/Units***
4	Results	This is the final level. It analyzes whether the original issue, which generated the training, is addressed	Units***

*This section was not part of Kirkpatrick's original work and is an addendum by the author to aid in discussion.
**Groups refer to any situation in which many individuals work together. Depending on the situation, it can refer to cells, departments or whole facilities.
***Units refer to any situation in which many groups work together. It commonly refers to a facility, division or whole business.

Tips & Tales

"I was teaching a class on lead-paint safety, and in an effort to promote student involvement and discussion, I challenged the students to ask me any question. I figured I would get different questions on lead paint, safety or other related areas.

"One student in the back raised his hand and asked me, 'How do you get your head so shiny?' I shave my head, and anyone who has seen me without a ball cap on knows that my head is indeed very shiny. It took us all quite a while to stop laughing. Careful what you ask for—you just might get it!" —Jonathan K.

"A few years ago, three colleagues and I were flying into Houston from Dallas for a seminar we were giving at a hotel near the airport. If our timing was JUST right, everything would go as planned…but it didn't. Our flight was delayed, and we were over an hour late.

"The meeting room at the hotel was too small to begin with and seemed to shrink with every minute we were late. To make matters worse, the contact person at the hotel failed to pass the word to the meeting attendees that we had been unavoidably detained.

"When we finally arrived and I went into the meeting room, I tried to be accommodating. I asked, 'Isn't it too cold in here?' One of the more disgruntled people in the room retorted, 'No. That's just us.' Needless to say, things didn't warm up too much through the rest of the meeting." —Bill P.

"During an asbestos abatement class, I was speaking on the various regulatory agencies and the requirements of their regulations. When I came to the part where I tell them what they must do with their records, should they go out of business, I mentioned the director's 'suppository' for records. At that point, there was a great roar of laughter. Without missing a beat, I said, 'Great! You ARE awake, after all!'" —Judy J.

Do you have a tip or tale to share? Send your stories and tips to Newsletter Editor, Michael Messner.

Employee Survey Shows Training Budget Cuts

A new survey of 300 mechanical, electrical, facilities, utilities and plumbing professionals indicates a lax attitude toward training among employers.

Of those responding, nearly 45% said their employer did not have a budget for training, while another 15% said their company's training budget is going down in 2009. Fifty-five percent of respondents said they funded their last professional certification training and testing costs on their own.

When asked about the last time they were trained in a work-related safety procedure or process, more than 25% of respondents either could not remember or had not been trained yet.

Ninety percent of respondents were older than 31, and 62% were currently employed when the survey was conducted in late December 2008.

"Like many areas of business, training initiatives are seeing budget cuts," says Jeff Dickey-Chasins, vice president of marketing for MEP Jobs, the job board conducting the survey. "Companies hoping to differentiate themselves during a time when many prospective employees are shopping for jobs should focus on promoting their dedication to continuing education and training."

Source: *OHS Magazine*, January 23, 2009.

Training the Trainer—Part 2: How to Get Your Audience to Participate

By Robert Breslin

To ensure audience participation, you must consider the presenter's and audience's energy levels. Once you have addressed these factors, you will still need to counter some other distractions that can interfere with your presentation. Here is how to handle three of the top distracters.

1. Setting
The location of your presentation can affect how comfortable your audience members are. Will it be on the workers' turf or the management's? Although workers may be physically comfortable in a conference room, they might be psychologically uncomfortable and distracted. To address this, I:

- Comment that safety must be important to both management and the organization. After all, when else have the participants been in the conference room?
- Encourage participants to push their chairs away from the table and to get comfortable. Even if they can only move their chairs a few inches, psychologically it becomes more of "their" space.

As the trainer, it is your job to realize that discomfort exists. Ratchet up your delivery style, use more humor or do whatever you can to make the participants comfortable.

2. Training Aids
Find out what technology has been used in past training sessions. Sometimes laser pointers, computers, PowerPoint presentations and projectors can be more of a distraction than an aid. Personally, I prefer low-tech overhead projectors. They are portable and can be turned off quickly when I need to regain the class's attention.

Whatever training aid you choose, do not let it steal your show. Instead of repeating what is on a slide, add to it. Go where the class takes you, using the training aid only to reinforce a particularly important point. Trainers who are unfamiliar with their topic tend to use the presentation tool as a crutch. They do not pay attention to the class dynamics, such as answering questions as they arise. I hate to hear a presenter say, "Hold on to that question, and we will address it later." If someone has a question, answer it right away. This is a "learning moment!"

3. Management Participants
Class participation is seriously affected when management is in the audience because just about every organization has internal problems. To address this, make a statement along the lines of "Whatever is said in this classroom stays in this classroom." If the class slides into a gripe session, regain control. Then make it clear that you are not there to address specific internal problems. Remind your audience that:

- Your job as a safety consultant is to ensure that the audience understands the regulations and how the laws apply to their jobs.
- Their job is to find a way to comply with those regulations, work safely and help make it work in their facility.
- You can offer to make any concerns known to management if the participants

cannot resolve safety issues on their own.

It is up to you as the trainer to connect with your participants and to establish the classroom as a safe zone that fosters participation. The rapport you create with the class, if done correctly, will minimize the effect management has on your class but will not eliminate it.

Conclusion
For a successful training session, you must know your material, accurately gauge energy levels and derail distractions. Consider all of these variables before you begin your class. Otherwise, you might end up learning more than your students.

Robert Breslin has more than 32 years of safety experience with the U.S. government, state and municipal governments and private sector companies.

He is vice president of OSHA Compliance and Education for Vanguard Environmental, Inc., an international OSHA and EPA consultation firm based in Broken Arrow, OK. He has held this position for nine years.

His specialties include facility compliance assessments, developing site-specific safety training programs, writing safety policies and performing employee training. His primary goal is to help clients attain compliance while addressing potential liability issues.

Prior to his current position, Breslin helped develop a safety training program that was administered through the Oklahoma Vocational/Technical School System and used state-wide as part of a program to reduce workers' compensation costs. To date, he has trained more than 10,000 employees in OSHA, DOT and EPA topics throughout the U.S. His client base consists of companies with six employees to Fortune 500 organizations across a broad spectrum of industries.

Occupational Safety & Health Makes Top 10 Hot Career Trends for College Graduates

By Sandy Smith

As U.S. unemployment has risen to a 25-year high, a new trend study from the University of California-San Diego Extension reveals some of the hottest career options for college graduates in this recession. At No. 6 on the list: occupational safety and health.

Read the full study, with two bonus trends. Here is the list of 10 hot career options:

1. Casual game development. Every month, 200 million consumers play casual games online, many of whom do not normally regard themselves as gamers or fans of video games. Casual games are typically played online on a personal computer (within web browsers) but also are becoming popular on mobile phones.

2. Clinical trials design and management for oncology. Oncology studies take place in doctors' offices, cancer centers, other medical centers, community hospitals and clinics and veterans' and military hospitals across the U.S. and throughout the world.

3. Data mining. The recession has boosted the importance of data mining as more businesses search for clues to increase revenues and decrease expenses. Data mining and predictive analytics are fundamental to scientific discovery, national security, medicine and product development as well as facets of business commerce.

4. Embedded engineering. The good news is that the world of embedded development may provide new career options for software developers willing to learn some new tricks. The big move in embedded systems is now toward more generic development tools capable of targeting more types of hardware to simplify development.

5. Geriatric healthcare. The growing population of seniors continues to have a major impact on careers in healthcare. As the numbers of aging baby boomers increase, so does the demand for certain healthcare jobs and services, including nursing, personal care and home healthcare.

6. Occupational health and safety. More specialists are needed to cope with technological advances in safety equipment and threats, changing regulations and increasing public expectations. Employment growth reflects overall business growth and continuing self-enforcement of government and company regulations.

7. Specialized Spanish/English translation. For those completely bilingual in Spanish and English, these highly marketable language skills open doors to new careers. The key is to gain experience through practical internships in fields such as law, medicine and business, which need specialized expertise.

8. Sustainable business practices and the greening of all jobs. Organizations today must address potential compliance and regulation changes and look for business growth opportunities in the new era of "green" environmental economics. In effect, every job is going green.

9. Teaching adult learners. In 2009, private education is one of two industries with job growth, according to the U.S. Bureau of Labor Statistics. Enrollment is increasing because job seekers, unable to find work in their preferred fields, are going back to school to gain experience in other areas.

10. Teaching English as a foreign language. Interest in English teaching positions abroad has mushroomed. College graduates can find lucrative teaching jobs abroad (with travel as an added perk). There is high demand for teachers of English as a foreign language (EFL) and English as a second language (ESL), both domestically and abroad.

Find this article at:
http://www.ehstoday.com/safety/news/safety-health-graduates-9968

OSHA Takes Steps to Eliminate Fraudulent Trainers & Strengthen Outreach Training Program

By Laura Walter

In an effort to crack down on fraudulent trainers, OSHA intends to strengthen the integrity of its 36-year-old Outreach Training Program by improving how trainers become authorized to teach and by ensuring that these trainers are in compliance with OSHA program guidelines.

This voluntary program has grown to a national network of more than 16,000 independent trainers eligible to teach workers and employers about workplace hazards and to provide OSHA 10-hour course completion cards. However, some trainers fraudulently have not provided the appropriate training in accordance with the program.

"The use of independent trainers has allowed OSHA to significantly extend its training capabilities," says Jordan Barab, acting assistant secretary of labor for OSHA. "But OSHA will not tolerate fraudulent activity or unscrupulous trainers when workers' health and lives may be at stake."

Trainers are authorized by completing a one-week OSHA trainer course through an OSHA Training Institute Education Center. The trainers are then eligible to teach 10-hour programs that provide basic information to workers and employers about workplace hazards and OSHA and 30-hour courses in construction, maritime and general industry safety and health hazards.

The program's success has prompted some states and cities to legislate a requirement that workers complete training to earn an OSHA 10-hour card as a condition of employment. Because this training is becoming a requirement for gaining employment, the program has experienced fraudulent activity.

OSHA has increased unannounced monitoring visits to verify that trainers are in compliance with program requirements. OSHA will continue to refer fraudulent activity to the Labor Department's Office of Inspector General, and trainers caught falsifying information will be subject to criminal prosecution.

The public is asked to call a new outreach fraud hotline at (847) 297-4810 to file complaints about program fraud and abuse. OSHA also has developed a new process for investigating and adjudicating complaints. In addition, a "watch list" of outreach trainers who have received disciplinary action will be posted on OSHA's website.

OSHA began implementing other changes in 2008, including requiring trainers to certify their classes and ensuring that training documentation is in accordance with OSHA's guidelines before trainers can receive course completion cards. Tests for outreach training program trainer courses have been revised to ensure more rigorous exams for authorizing new trainers. OSHA also is developing an ethics module to be added to all trainer courses.

"Strengthening the integrity of the Outreach Training Program will help ensure that workers receive quality training, help them gain employment and return them home safely at the end of their workday," Barab says.

Find this article at: http://www.ehstoday.com/training/news/osha-eliminate-fraudulent-9978

PowerPoint Tip: Latest Slide Makeover Video

By Dave Paradi

Analogies are a good way to help the audience understand your point, but if the analogy is unclear, it hinders instead of helps. This makeover shows a more visual way to use an analogy to make the point more effectively. Click on the video below to play it in your browser via YouTube:

http://www.youtube.com/watch?v=m7MIolW_dxU

Dave Paradi is the author of "The Visual Slide Revolution." For more information, visit http://www.ThinkOutsideTheSlide.com

Safety Learning Needs Analysis

By George Robotham

Research into successful safety programs has proven the necessity and importance of properly structured safety learning for supervisors and managers. It is not unusual in private industry in Australia for newly appointed supervisors and managers to receive up to five days of safety learning.

The following outlines one company's approach to supervisor and manager learning.

Hazard Identification/Risk Assessment/Hazard Control for All Levels of Personnel (4 hours)

- Types of hazards
- Practical exercise recognizing hazards
- Risk assessment and theory using probability, consequence and exposure
- Theory of hazard control using the hierarchy of controls

Introduction to Occupational Health & Safety (1 day)

For leading hands, supervisors and managers (mandatory course to be promoted to a supervisor).

- Company safety policy and procedures
- Supervisors' responsibility for safety
- Common-law principles as they apply to safety management
- Workers' compensation and rehabilitation
- Supervisors' statutory obligations

Accident Investigation (2 days)

For members of accident investigation teams, leading hands, supervisors and managers (mandatory course to be promoted to a supervisor).

- Size of the accident problem
- Myths and misconceptions about safety
- Influence of design on accident causation
- Cause versus essential factors
- Theory and practical application
- Reference treetrunk method of accident investigation

Introduction to Occupational Health (1 day)

For supervisors and managers (mandatory to be appointed as a senior supervisor).

- History of occupational health and industrial hygiene
- Occupational health principles
- Chemicals control
- Toxic hazards in industry
- Methods of control of occupational health problems (e.g., audiometric testing, noise testing, dust testing and control, control of radiation hazards, RSI, back care)
- Supervisors' role in occupational health

Management Developments in Occupational Health & Safety (1 day)

For the senior management team at an operating location.

- Latest occupational health and safety developments—employer association, union, ACTU and legislative trends
- Significant occupational health and safety issues in the company and emerging trends
- Advanced safety techniques (e.g., auditing, fault-tree analysis, hazop, safety communications, job safety analysis)
- Analysis of the effectiveness of the sites' current safety approach

The National Occupational Health and Safety Commission (Worksafe) has developed generic health and safety competencies for "frontline managers." These competencies are a starting point for anyone developing safety learning programs for supervisors and managers.

Research has proven the effectiveness of structured learning needs analysis as a basis of designing learning events for all levels of staff. In the safety area, management and safety personnel can provide some insight into course content, but for effective learning, this insight must be supported by structured learning needs analysis.

A learning need exists when there is a gap between what is required of persons to perform their duties competently and what they actually know that enables them to do so (Kroehnert, 1993). Generally, the learning needs analysis will highlight the subject matter needed to be covered during the instruction. The knowledge the participants gain will help increase their level of ability and will allow them to perform their tasks at an acceptable level.

For structured learning programs to be effective, they must meet several conditions. Three of these conditions are (Drummond, 1993):

1. Skills to be acquired by those attending the learning program are identified before the program begins.
2. End results of the learning must be identified before the learning program begins.
3. The learning must result in a work-based benefit.

In other words, there must be a need for the learning before the learning begins. Ensure that only necessary learning occurs and that it is directed toward an identified need. Information must be gathered from a variety of sources. An analysis of the data collected from each source is required to show:

1. The job.
2. The desired standards of performance in each job.
3. Whether differences in performance standards or shortfalls in knowledge, skills or attitudes can be overcome by learning.
4. The performance standards of the individual or group.
5. The skills, knowledge and attitudes of individuals and groups performing their jobs relative to the work conducted.

Care must be taken to ensure that the cause of the learning gap is identified and reaction is not made to a symptom of the need.

For the analysis to be successful, four basic elements are necessary (Drummond, 1993):

1. Identified learning needs must be supported by evidence for the need.
2. There must be commitment, support and participation from senior management toward the analysis and its results.
3. There must be total support, participation and cooperation from department and section heads toward obtaining the data for the analysis.
4. There must be support from all levels of management for the learning program that results from the analysis.

The analysis of organizational problems may reveal that a learning solution is required, but learning may not necessarily be the best fix. It is necessary to ask what causes the problem or situation.

The following model is a representation of a six-step process for identifying learning needs (AITD, 1999).

A learning needs analysis is a vehicle of change (Drummond, 1993). Some may see this as a threat, as with anything that brings about change. It is essential to involve as many people as possible and to keep everyone informed about progress. To overcome these concerns, follow these steps:

1. Discuss with senior management.
2. Establish the objectives and schedule.
3. Identify the sources of information.
4. Establish the data collection method.
5. Schedule the collection of information.
6. Analyze the data and identify learning needs.
7. Develop learning objectives.
8. Develop the learning plan.
9. Prepare the report.

The report must include (Drummond, 1993):

1. Identified learning needs.
2. Which individuals or groups have the identified learning needs.
3. Facts to support the needs.
4. Training needs objectives.
5. A proposed learning plan.
6. An estimate of the costs of learning.
7. A timespan for the learning.
8. Cost benefits of the learning.
9. Those needs that cannot be overcome through learning.

The following approach to learning needs analysis has been endorsed by the Q.U.T. Faculty of Education.

To conduct a safety learning needs analysis, form groups of 5-10 of your target groups and lead them in the learning needs analysis (the number of groups you facilitate must be representative of the total numbers in the target group). In some cases, a structured questionnaire can be used to gather information instead of facilitating large numbers of groups.

Define the safety components (existing and desired) and standards of performance of the work the groups conduct.

Brainstorm the knowledge, skills and abilities (attitudes) required to do the job to standard.

Design the learning event to meet the identified skills, knowledge and abilities (attitudes).

A general guide to sample size for different staff numbers is as follows (Drummond, 1993):

Total Staff Number	Sample
6 or below	100%
20	40-50%
50	20-30%
100	20%

Learning needs analysis is one of the basic tools of the effective learning facilitator. Without its use, your learning will be informed guesswork at best.

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George Robotham is an occupational health and safety management and learning consultant with more than 35 years of experience in field, corporate, project and consultant safety roles.

He holds tertiary qualifications in adult and workplace education, management of organizational change and occupational hazard management. His work focuses on non-traditional methods of driving organizational change.

Robotham is a Chartered Fellow of the Safety Institute of Australia, and he holds the Australian Defense Medal.

Position Descriptions (continued from Page 2)

Awards & Honors Chair—This person serves as the liaison to the Awards and Honors subcommittee of the Council on Practices and Standards and manages the nomination of any recognitions or awards given by the Branch/Practice Specialty. The Chair gathers the names of any Branch volunteers and submits them to ASSE staff for recognition. Once the Branch becomes a Practice Specialty, the Awards and Honors Chair coordinates the Safety Professional of the Year nominations and selection of the recipient.

Body of Knowledge Chair—This person serves as the liaison between the Branch/Practice Specialty and the Body of Knowledge (BoK) subcommittee.

Membership Chair—This person assists in recruiting new members to the Branch/Practice Specialty, welcomes new members (via e-mail or letter), develops member surveys as necessary and follows up on members not renewing membership in the Branch/Practice Specialty.

Nominations Chair—This person assists in filling open chair positions for the Branch. Once the Branch becomes a Practice Specialty, the Chair manages nominations for the election every two years.

Professional Development Conference (PDC)—This person coordinates the submission of Branch/Practice Specialty-sponsored sessions for the upcoming PDC.

Website Chair—This person is the liaison between the Branch/Practice Specialty and the ASSE webmaster. The Chair gathers information to be posted on the Branch/Practice Specialty's website and forwards it to ASSE staff. No web design or programming knowledge is required.

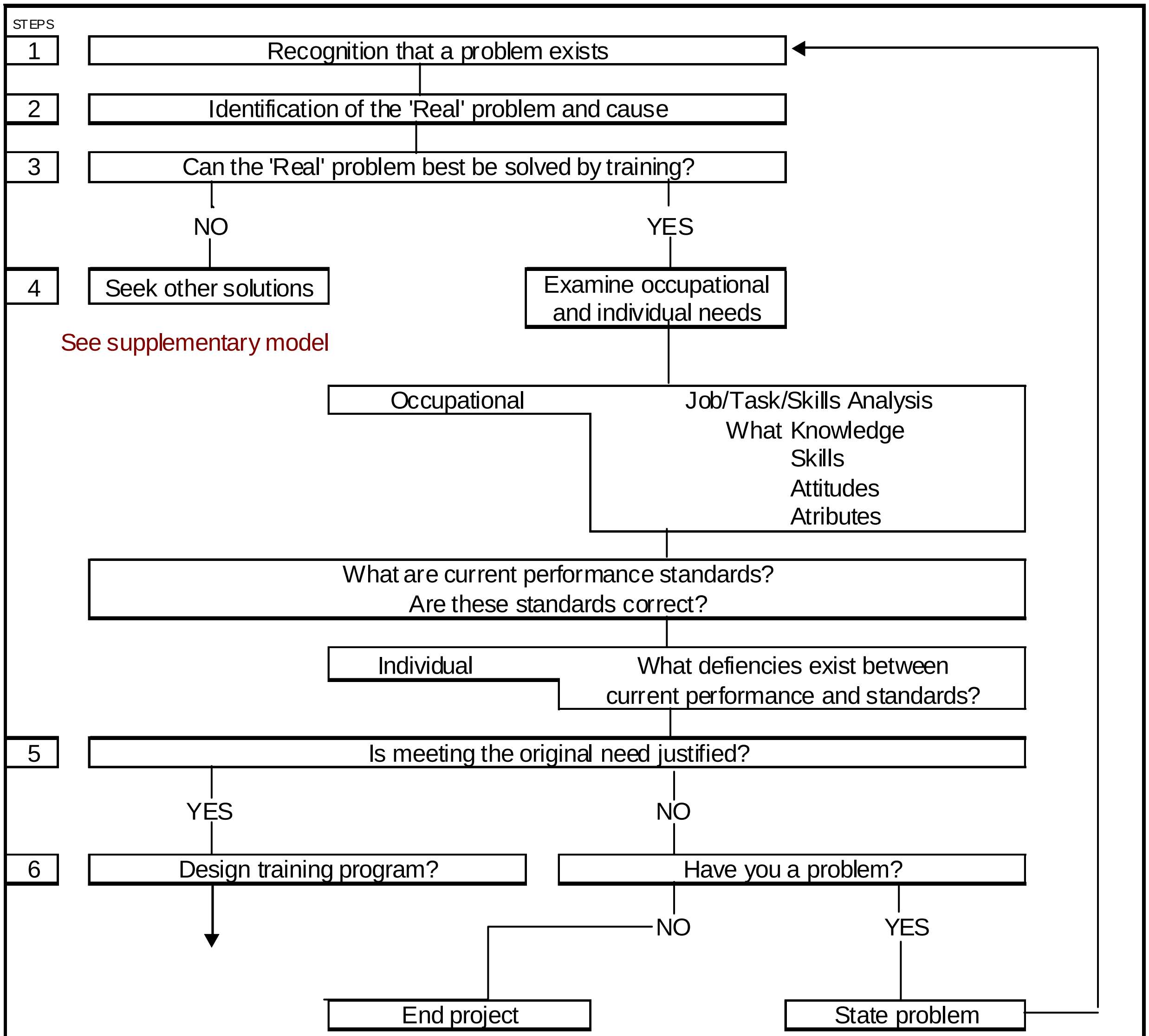

Figure 1 : A Model by AITD

Seven Critical Mistakes Safety Leaders Make: How to Avoid the Worst Mistakes in Safety Training

When it comes to giving a high-impact safety meeting, there are seven critical mistakes many safety leaders make. Luckily, there are ways to reduce or eliminate those mistakes.

1. Believing that other presenters were born with an ability you do not have.

While there is the rare gifted individual who can move an audience without preparation or practice, it is more likely that a good presenter spent some time to learn how to get better. You can too. A great way to prepare for a safety meeting is with a ready-to-use presentation you can implement without effort.

2. Not listening to audience feedback.

Like trying the same thing over and over expecting different results. If you are getting feedback telling you that your safety meetings are dull and boring, you need to change what you do. Adding a PowerPoint or even an audio with a professionally prepared handout can take the boredom factor out of a meeting.

3. Believing safety is boring.

Nothing could be further from the truth. You are providing a service that could potentially save the lives of any one of the meeting participants. If you show your passion for the subject, your audience will catch your enthusiasm. An easy way to ignite your own passion is to review the materials you plan to present from the perspective of someone who needs this information right this second to save their own life.

4. Not answering the question "Why?"

Get right to the heart of your audience by reminding them why they need to work safely. People always have a reason why they do something. Take them from thinking about reasons why they do not need to act safe to reasons they should. Every decision we make is based on emotion. Give them an emotional reason to behave safely and they will.

5. Not taking into account learning styles.

People learn in different ways. Some people are visual learners. These people are ideal candidates for PowerPoint presentations, videos and handouts they can read. Some people are audio learners, who need to hear the message. Others are kinesthetic learners who need to engage their tactile senses to have a complete learning experience. Find a safety training resource that will help more of your audience "get" your message in a way that suits them.

6. Ignoring the fact that safety meetings need to be entertaining to be engaging.

People will listen to a bad message that is entertaining longer than they will listen to a good message that is boring. That is why some television commercials advertising poor products outsell other ads selling good products. Keep this in mind when preparing your safety meeting. A compelling story, a skit or even a "contest" among participants will heighten the experience.

7. Thinking "teaching" equals "motivation."

Once people have the knowledge, they still need to take action on it to be successful. This is as true for safety as it is for success. Only after people change their behavior do you see the desired results. One of your biggest responsibilities as a safety trainer is continued motivation so people change their behaviors and attitudes towards safety.

—Adapted from Safety Smart! Online (http://www.safetysmartonline.com/).

Evaluating the Effectiveness of Safety Leadership Training: A Case for Evidence-Based Leadership™

By Thomas E. Boyce, Ph.D.

In response to many clients' frustrations with their return on investment from traditional safety leadership training (e.g., courageous leadership), my company has been working hard to develop a leadership model that we now call "Evidence-Based Leadership™." Evidence-Based Leadership™ is not leadership training. Rather, it is a process of customizing leadership for a particular organization and systematically measuring leaders' actions as they impact what others do to achieve key organizational outcomes. Safety improvement is inevitably a key outcome that my clients are seeking and thus this model works well in conjunction with the behavior-based safety work that I have been doing for more than a decade.

The Model

Evidence-Based Leadership™ (EBL) proposes that most poor business outcomes are produced by too much or too little behavior. Moreover, consistent with the behavior-based approach to injury prevention, EBL presumes that if you want to change results, you must:

- Know the result you want and measure it
- Know what behaviors are necessary to produce that result and measure them
- Change what people are doing to produce that result

Therefore, a fundamental assumption of EBL is that some leadership behaviors are not important to producing the results desired by an organization. As a result, those behaviors get in the way of the leadership behaviors that are necessary and sufficient to produce the results one is seeking.

The point above is important to understanding why so much leadership training is ineffective. Specifically, if leaders are trained to do things that do not directly impact what people do and they spend time doing that, less time is leftover to do the things that really make a difference. Given this, EBL has the effect of making leadership more effective and efficient because it defines what is "necessary and sufficient for leaders to be doing to get the best desired result."

Defining the Territory of EBL

A majority of my work in leadership has been done at the level of a specific facility within a larger organization. Thus, leadership typically involves the site general manager and his or her direct reports as well as their direct reports all the way down to those frontline supervisors who have responsibility for at least one other person. Thus, a leader is defined as anyone who has at least one person directly reporting to him or her. Specifically, to be considered a leader, you must have a follower. (Informal leaders in an organization can benefit from this process. However, the approach would be very different.)

Once the leadership group is defined, define the outcomes or results sought (or that the leaders are held accountable for). The results for which a specific site are responsible are most often tied to the vision, mission and goals of the company. Often, the organization has already clearly defined what key performance indicators (KPIs) they will use to measure success. And, these KPIs are duplicated in some way at the level of the individual sites.

Most KPIs are lagging indicators of daily performance. Thus, they are impacted in a positive or negative way depending on what people, including leaders, do on a daily basis. Unfortunately, most organizations do not clearly define the performance piece or what behaviors are necessary to produce the desired result. Moreover, if the role of leadership is discussed, it is often spoken of in terms of general skills (e.g., effective communication) and often too far removed from the KPI to be useful.

EBL is different because it places a focus on leading indicators of organizational performance. That is, what must leaders do to impact their followers (i.e., direct reports) such that these people (i.e., the followers) behave in a manner that will positively impact established KPIs. Thus, defining the leading indicators of effective leadership and leading indicators of organizational performance is EBL's primary territory (Figure 1).

To further distinguish EBL, consider that most traditional leadership training concentrates in the area of the box labeled "Leadership Skills" without regard for what specifically those leaders need to obtain from their people. Furthermore, most often leadership training is conducted with such a broad brush that even if specific results had been pinpointed, the leaders would not know what to do any way. It is insufficient to teach leaders in industry that the most effective leaders are "charismatic" or "likable" or "communicate well." Instead, we must ask, "What behaviors will we accept in our organization as evidence that a leader is 'charismatic,' 'likeable' or 'communicates well?'" This is exactly what EBL does.

Moreover, it is always done in the context of the KPIs that site leaders are held accountable for by their superiors. Many organizations struggle to do this on their own. My role as a consultant to industry is to assist in implementing the process and getting to the appropriate level of detail, a task that is easier said than done.

A Typical Example

Let's work through an example to better understand EBL territory. In most all industries, safety performance is evaluated as an indicator of success. Typically, businesses have a vision of zero injuries and fatalities or express the desire to be "the industry leader in safety." Success in reaching this vision will typically be measured as KPI expressed as a total recordable injury rate (TRIR). At the level of a specific site, TRIR is also measured, and typically, a goal for improvement (a decrease in TRIR) is established by the corporate office as a key site outcome. From there, the site is left to figure out how to produce this result.

This is where EBL comes in. That is, with the EBL model, we will define what people at all levels of the organization need to do to produce this result. Defining the safety-related behaviors that need to occur (e.g., working with approved PPE, using proper tools for the job and following recommended procedures, keeping work areas clear of debris, etc.) to produce a decrease in recordable injuries is the easy part. What remains difficult is how to get the employees who need to do these behaviors to reliably do them while still achieving a good level of quality products (other KPIs that we can impact) while also attending to the environment.

Specifically with EBL, we work with a site's leadership team to first define what leadership skills they believe are necessary to be an effective leader in that organization. Subsequently, we pinpoint what behaviors they will accept as evidence that they and their peers successfully demonstrate those skills. Moreover, we establish a measurement system that allows us to track how often those behaviors are performed and ultimately evaluate these measures against those KPIs that have been established for them. The result is an analysis of the strengths and weaknesses of various leaders and eventually a hit list of skills that must be improved.

This process also results in a list of behaviors that are necessary and sufficient to produce the results for which the site is responsible. Irrelevant behaviors are downplayed, leaving more time for leaders to exhibit the behaviors that really make a difference. The beauty of this process is continuous improvement in leadership that can evolve with the changing needs of the organization, including a workforce that may value something different than their counterparts of a few years ago may have valued.

The situation described above, when placed in the model, might progress like this:

"Our company vision is to be the industry leader in safety. We will measure this company result as a function of our company TRIR. Each site will be evaluated as successfully contributing to the vision by a site result defined as an 'improvement in their site TRIR.'

"As a site, we have agreed that we can improve our TRIR by creating a result in our people that can be seen as an increase in the use of specialized PPE (those that are not routine) and use of proper tools. Moreover, we can help to achieve an improvement in TRIR by improving housekeeping.

"As a leadership group, we have agreed that among other leadership skills that are important, a visible commitment to safety will positively impact the safety-related behaviors defined.

"Finally, we will accept as evidence of a visible commitment to safety the following behaviors:

- Providing clear direction on safety at the pre-shift safety meeting
- Periodically following up with employees in the field throughout the shift by providing positive feedback for safe behaviors and correction for at-risk behaviors
- Assisting employees in identifying and removing any barriers that reduce the probability of the safe behaviors desired

Figure 2 shows how these specifics would look placed in the EBL flowchart.

Data Can Be Enlightening: The Case of the Gold Mine

One of my clients has embarked on an EBL process defined as "effective communication." They believe leaders in their organization should exhibit this skill. They pinpointed several behaviors (Figure 3) they agreed they would accept as evidence that someone successfully exhibited this skill. They then collected behavioral observations of one another where opportunities to exhibit effective communication presented itself. Figure 3 is a snapshot of what they saw.

Data indicated that leaders appeared to be good at giving positive feedback to their direct reports but were less successful in correcting behavior when it needed to be corrected. If this pattern were to repeat itself over time, a case could be made that the leaders did not have sufficient counter control over the employees in the organization. A little word about the history of this organization may shed light onto why this result presented itself.

Specifically, the company had been using our behavior-based safety process for about four years at the time we placed a focus on leadership. During this time, they saw a 50% reduction in injuries during each of those years. As part of that process, we empowered a team of hourly employees to administer the behavior-based safety process (after sufficient training) and emphasized the need for supervision to recognize safe behaviors and safety improvements rather than to reprimand or enforce poor safety performance.

Given the results of the data presented above, it appears as if the organization successfully made the culture change from enforcement-based to positive-reinforcement-based. However, it appears that this may have been done at the expense of being comfortable using constructive feedback when it was necessary.

Since this pattern can emerge as part of the EBL process, steps can be taken to remediate those whose leadership style may have swung too far in one direction. Moreover, this can be done without the need to attend to all leadership behaviors. In essence, the training can be streamlined to fit the needs indicated by the data. This can continue to occur as long as the leadership data are collected.

Conclusions

I encourage you to implement the equivalent of an EBL process with your family. Schedule time with your family to discuss the values you share in your household. Specifically, define what you value in your home environment. Then, brainstorm a list of behaviors that each of you, as members of the family, can perform that will contribute to that home environment. Be sure to reach the level of very specific observable behaviors that you will take as evidence that you or someone else is exhibiting that skill.

Moreover, be sure to give each other positive feedback for the good behaviors exhibited and constructive feedback when there is need for improvement. Then reevaluate your home environment. You will see a marked improvement.

In my own circumstance, although my family life has been great prior to embarking on the process, I can say that I have seen improvements. This is what my clients are also reporting. That is, many say “we were pretty good leaders to this point. But, EBL has made us the ‘leader’ of leaders.”

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Figure 1.

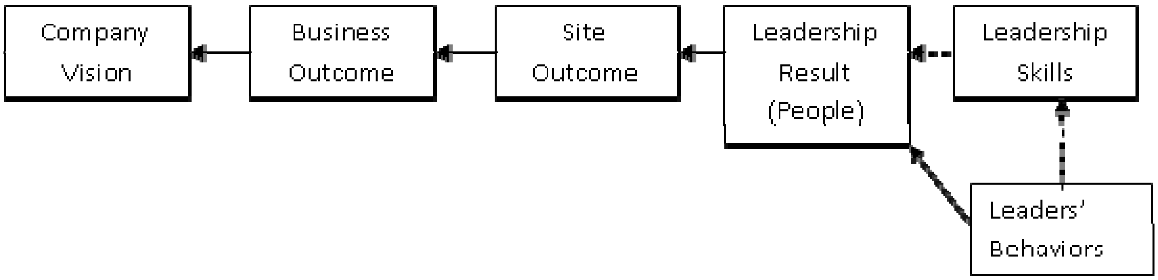


Figure 2.

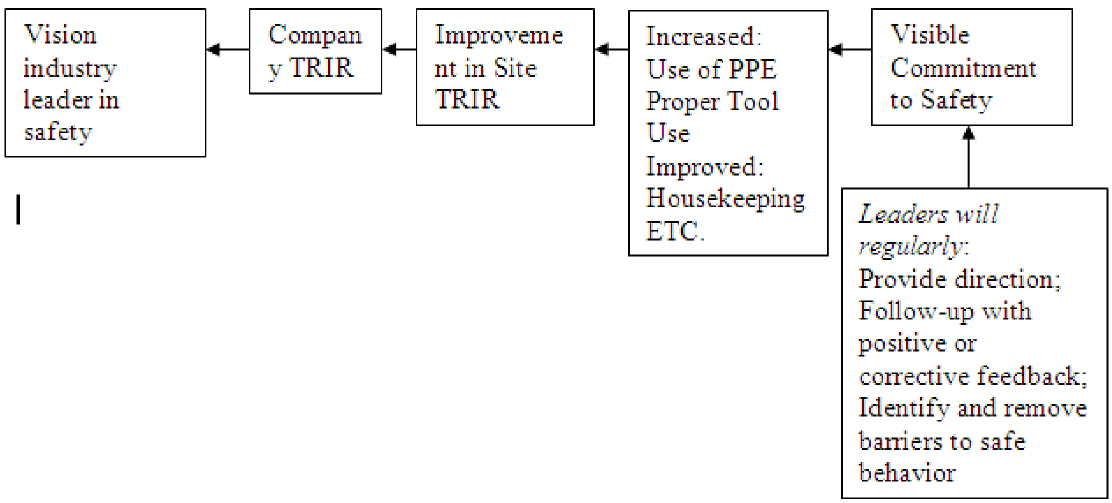
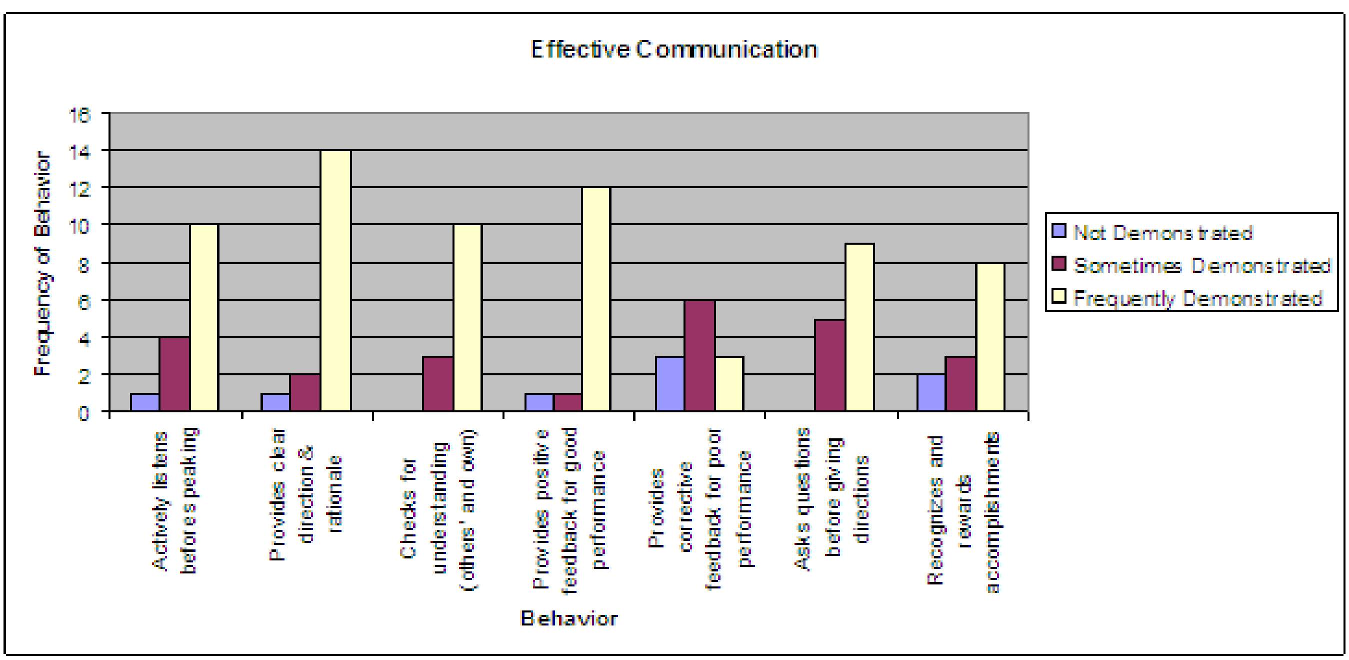


Figure 3.



Culturally Appropriate Training—How to Do It Right!

By Jonathan Klane, M.S.Ed., CIH, CHMM, CET

The work world and global marketplace are quickly becoming more multicultural. In these settings and with these groups of trainees, culturally appropriate training (CAT) can and should be followed to ensure that the training is well-received and that it does not backfire due to cultural differences. Training development and delivery need to incorporate certain CAT principles and to avoid other inappropriate methods.

This article examines the following:

- Using language as an icebreaker
- Learning objectives
- Adult learning principles (ALPs)
- Diversity training
- Various definitions of culture
- Elements of culture
- Examples of culture
- CAT and its definition
- Valuable traits for CAT trainers
- How to prepare for CAT
- Involving others in CAT
- Dos and don'ts for CAT
- Culturally inappropriate training (CIT)

Using Language as an Icebreaker

A nice way to open a training session on CAT is to greet the students in a different language. Below is the word "greetings" in 22 different languages:

1. Aloha! (Hawaiian)
2. Bonjour! (French)
3. Buenos dias! (Spanish)
4. Buon giorno! (Italian)
5. G'day! (Aussie),
6. Geia sou! (Greek)
7. Guten tag! (German)
8. Hallo! (Icelandic)
9. Keshi! (Zuni)
10. Konnichi wa! (Japanese)
11. Kwai! (Abenaki)
12. Nabat! (Somali)
13. Namaskar! (Hindi)
14. Ni hao! (Mandarin)
15. Oki! (Blackfoot)
16. Pryvit! (Ukrainian)
17. Rozhbash! (Kurdi)
18. Salaam! (Arabic/Farsi)
19. Shalom! (Hebrew)
20. Tan kahk! (Passamaquoddy Tribe)
21. Yokwe! (Marshallese)
22. Zhivjo! (Slovenian)!

Learning Objectives

Learning objectives for your presentation should include the following:

- Describe the basic principles of good training/adult learning
- Define "culture" and CAT
- Describe what research should take place before CAT
- Explain the importance of involving "persons of culture" in CAT
- Explain the use of CAT surveys
- Approach trainees just before their CAT course
- List three dos and three don'ts of CAT
- Explain the pitfalls of CIT
- Develop CAT

Good Training & ALPs

Before engaging in CAT or any training for that matter, it should be a given that it will be good training and good ALPs will be used. ALPs include, but are not limited to, the following:

Self-Directed: Adult learners are self-directed.

Immediate Need or Nature: Adult learners prefer their training to be about things of an immediate nature or need.

Directly Applicable: The topic and materials should be directly applicable to them.

Involved in Setting the Agenda: Adult learners prefer to be directly involved in setting the agenda.

Draw on Their Experiences: Adult learners like to draw on their own work and life experiences.

Solve Problems: Adult learners are problem-solvers.

Flexibility in Discussions: Adult learners prefer that the discussions and trainer are flexible to accommodate their self-directedness.

Participation: Adult learners like to participate in the training.

Diversity Training

CAT should include but be more than diversity training. Good diversity training typically includes the following elements:

- We are all different, yet we are all the same
- We have different values, but we should value our differences
- We should embrace diversity and be aware of various legal issues, such as discrimination.

What is Culture?
To understand CAT better, we must first understand culture better. What exactly is culture? Below are good questions to help us better understand this:

- What is your definition of culture?
- What is the dictionary definition of culture?
- What is or are your culture(s)?
- How do you identify with your own culture?
- What are some types and examples of culture(s)?

Defining Culture
Rather than an actual dictionary definition, let's examine a few textbook definitions. Both definitions are from associate professor Ifte Choudhury at Texas A&M University (TAMU). Professor Choudhury defines culture as "the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe and material objects and possessions acquired by a group of people in the course of generations through individual and group striving."

Choudhury's working definition of culture is as follows:

"A culture is a way of life of a group of people—the behaviors, beliefs, values and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next."

How do you self-identify your own culture(s)? What types, elements and/or examples do you use for yourself?

Types & Examples of Culture
Both obvious and not-so-obvious types or elements of culture exist.

Some obvious culture types include:

- Ethnicity
- Native country
- Language
- Race or creed
- Color
- Religion
- Gender
- Sexual orientation
- Age

Some not-so-obvious culture types include:

- Locale (e.g., Texas culture, West coast culture, etc.)
- Disability (e.g., deaf culture)
- Politics (e.g., Conservative, Liberal, Green, etc.)
- Eating (e.g., vegan, etc.)
- Consumerism (e.g., "got to have it now" culture)
- Hobbies/Activities (e.g., model railroaders)
- Profession (e.g., safety culture)
- Education (e.g., college degree, etc.)

Author's Cultural Self-Images
As you read this article, unless you know me you really well, you have little way of knowing my cultures. If you ask other persons to share information about their culture types, then you must be prepared to share your own culture types. Below are my obvious culture types or examples:

- White
- Middle-aged
- Male
- Baby boomer
- Health-conscious
- Married
- IH/EHS

Culturally Appropriate Training (CAT)
What exactly is CAT? Below are two working definitions of CAT.

1. "…developed and delivered in a way that takes account of a learner's cultural background and needs."—Australian National Training Authority
2. "…based in the traditional and cultural values of (Aboriginal) people." —National Library of Medicine

Valuable Traits
If you develop and/or deliver CAT, here are some valuable traits to have:

- Adaptability
- Cooperation
- Curiosity
- Learning
- Empathy
- Friendliness
- Objectivity
- Patience
- "Perspectiveness"
- Resilience
- Self-Awareness

(Source: Terence Brake of Transnational Management Associates, Ltd. (TMA), http://www.tmaworld.com)

Preparing for CAT
To prepare for CAT:

- Learn as much as you can about their culture
- Ask permission to conduct CAT
- Get buy-in from respected members (e.g., tribal elders)
- Survey both the trainees and stakeholders

- Involve the persons of culture
- Embrace their culture (as appropriate)
- Be empathetic

Involving Others
The most important aspect of CAT is involvement of the cultural group or individuals. To involve others:

- Get buy-in from respected members of their culture (e.g., tribal elders)
- Ask them to help develop various training approaches and methods
- Ask them to deliver the training as co-trainers or as the sole trainers (without you)
- Use surveys of both the trainees and stakeholders
- Approach trainees just before class. At the least you can do this, but not as a substitute for any of the above.

Do's of CAT
A trainer should do the following when conducting CAT:

- Be prepared
- Involve students
- Show respect
- Learn their culture
- Give students ownership
- Ask questions

Don'ts of CAT
When conducting CAT, do not:

- Use clichés
- Be condescending
- Make jokes
- Do things your way
- Use pop culture references
- Assume
- Pretend to be them
- Give up

Culturally Inappropriate Training (CIT)
To avoid CIT, review the don'ts listed and then review them again. Consider any other don'ts you can think of.

It only takes one innocent faux pas to undo much goodwill. It takes hard work and patience to develop trust with others of a different cultural group, but one relatively innocent slip of the tongue or physical slight can lose that hard-earned trust. Try not to do so.

My Own Mistake: A Case Study
Many years ago, I was conducting asbestos supervisor training for a native tribe. We had spent most of the day building a polyethylene sheeting containment and decontamination facility. We had worked outside in the sun in July, and it was hot—especially in the poly containment. Everyone was hot and tired. We went inside where it was a bit cooler (but no A/C) to do our hands-on session on donning PPE, including disposable suits. The XL suits did not fit everyone, and a taller student had trouble donning his suit.

In an effort to encourage him, I made an unfortunate reference to trying to help my young son. He immediately became mad, pushed me aside and stormed out because natives were often treated as and compared to children. Clearly not my intent, but a huge gaffe nevertheless. We took a break, and I found my contact person to explain my mistake and take responsibility for it.

The next day, I explained and apologized to the entire class and specifically to the student offended by my remark. I shared with them my own experiences being taunted as a child for being Jewish. Having a common bond helped us get past our differences. To this day, I still provide their refresher training each year.

Conclusion
It is always nice to have something profound to say at the close of an article or training, CAT or otherwise. Here is a great quote on culture, and by extension, on CAT from Margaret Mead, who was an anthropologist, author and culture expert:

"If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place."

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