

INSTRUCTOR DEVELOPMENT: PATH FORWARD

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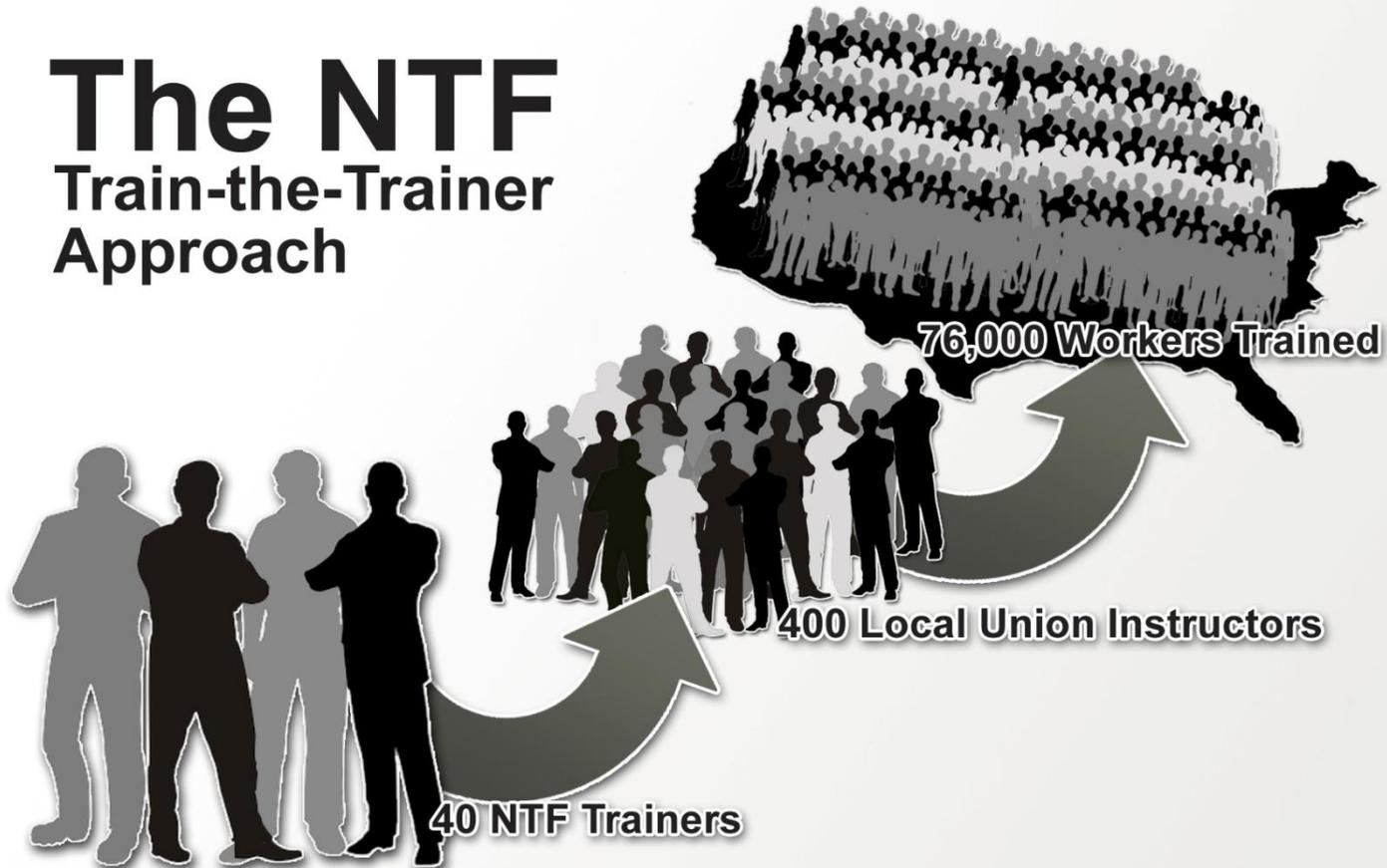
National Training Fund

Analysis Pathway

- ▣ Does your program do what it is intended to do and how do you know?
- ▣ You evaluate:
 - What: If program meets the workers needs and in line with Minimum Criteria
 - Who: People are qualified to administer and conduct training
 - Outcome: Evidence that we are “making a difference”
- ▣ What do you do with the information

Target Audience

The NTF Train-the-Trainer Approach



Advisory Board Inquiry June, 2008

- ▣ *Motivation – instructors ask year after year about how they can get their students to participate and use the various training media out there. Do we need to look at some basic concepts and how we can approach and deliver to our students so that they can become enthused and will willingly embrace the training? What will influence their participation?*

Advisory Board Guidance June, 2008

- ▣ *Guidance: The motivation for the training needs to be focused through the instructors. The instructors are the key component in the successful implementation of the program. Motivated instructors motivate students. Students respond to how they are taught, and the instructor conducting the training. Using the instructor model as the approach is practical and manageable and the NTF is emphasizing this approach.*

Active Instructor Development

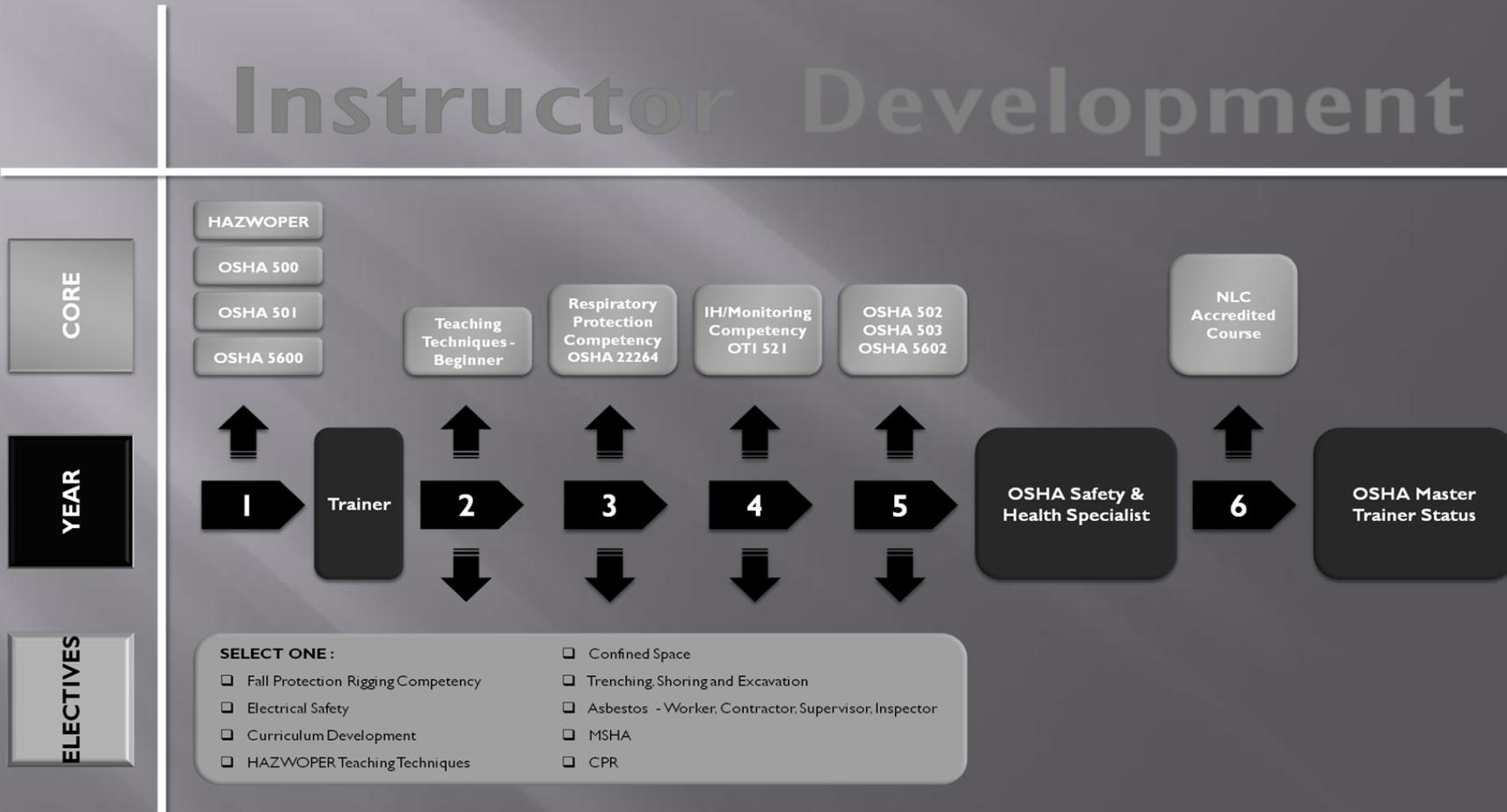
- ▣ Training concepts are designed and developed by the NTF trainers
- ▣ Introduced to the local union instructors during Train-the Trainer courses at the Beaver, West Virginia Training Facility
- ▣ Example: To expand student interaction, NTF developed exercises used in training as the model for instructors to use in their worker classes

New and Active Instructor Development

- ▣ The IUOE Union locals through their own selection process appoint new instructors for the local
- ▣ These instructors participate in the NTF Train-the Trainer program to hone their technical and teaching skills, so they can return to their locals ready to conduct training
- ▣ These trainers participate in the NTF instructor development plan, so that they can achieve OSHA S&H Specialist and OSHA Master Trainer status

National Training Fund

Instructor Development



Worker Needs Addressed

- ▣ On-going needs assessments,
- ▣ Instructor qualifications and credentials maintenance,
- ▣ Management of training content quality,
- ▣ Training equipment lending and support program to enhance local union hands-on training,
- ▣ Maintenance of reliable training calendars (schedules),
- ▣ Improved communications with local unions,
- ▣ Feedback mechanisms for continuous improvement,
- ▣ Incorporation of a blended learning approach, and
- ▣ Continued support to the local unions with new/revised/updated training materials.

Program Performance

- ▣ Tracked using information capture and utilized in two systems:
- ▣ *Training database* maintains all training records and personal records for all of the student trainees in all programs
- ▣ *Performance database* captures the students demographic and exposure information, instructor and course evaluation by students, as well comments pertinent to training performance

Training Database

- ▣ Input
 - Course
 - Instructor
 - Local
 - Number of students in course
 - Course dates

Training Database

▣ Output

- Course and identification number/program/FY
- Total number of students trained and contact hours
- Classes taught by local
- Classes taught by program
- Instructor by class and local
- Number of students by class
- Number students taught by local
- Instructors by type of courses taught
- Instructor by type of course taught by local
- Instructor student ratios

Performance Database

▣ Input

- Instructor (name)
- Local affiliation (where course is conducted)
- Course identification
- Course date
- Instructor performance evaluation by students and comments
- Course evaluation by students and comments
- Experience and exposure profile for the students, by instructor, course and local

Performance database

▣ Output

- Demographics for the membership including experience, exposures and level of training
- Demographics by local, identification of unique exposures by area/work history
- Unique training characteristics by local
- Instructor performance by course/local
- Course content appropriateness for students

What must the program satisfy



- Headquarters manages the overall program
- NIEHS and compliance with Minimum Criteria and NIH policy
- HAZMAT program is responsible to meet deliverables, maintain within the budget, and assure the quality and integrity of its components,
- Local business manager because they use our program training support for workers and instructors and,
- Local instructors to maintain their level of competence, assist in maintaining high level of performance and to identify areas for improvement

Critical Input for database

- ▣ Training Database
 - Training Proposal and
 - Student information
- ▣ Performance Database
 - Experience and Exposure Profile for each student

Information Collection Map

- ▣ Training Proposal Form, Experience and Exposure Profile (EEP), instructor and course evaluations are filled out by locals and returned to HAZMAT
- ▣ Training database is updated, and the EEP's and instructor and course evaluations are scanned into the performance database
- ▣ The EEP's are the foundation document for the impact evaluation

Impact Analysis Report

- ▣ Moving Beyond Measuring Knowledge to Surveying Impact: *Evaluation of the IUOE National Training Fund's Health and Safety Training*
- ▣ *September 30, 2011*
- ▣ *Prepared By: The Lippy Group, LLC*

Impact evaluation

- ▣ The population for this study was selected from students participating in 8 and 40 hour HAZWOPER and 10 and 30- hour OSHA Construction Industry Outreach courses
- ▣ Impact analysis website evaluated by instructors before issuing
- ▣ Incorporated approximately 8200 EEP's for the study
- ▣ Evaluation notices sent to students on average 6 months after taking training
- ▣ This information was analyzed using Statistical Package for the Social Sciences (SPSS)

Findings from the online impact analysis

- ▣ The survey is a viable and cost-effective way to produce useful, continual feedback to improve and better focus training.
- ▣ The average percentage of 31 percent means nearly one-third of the 132 respondents reported being exposed to hazards or taking specific actions to control the hazards in the previous 6 months.

Findings from the online impact analysis

- ▣ 80 percent reported that the training they received from the Program was the main reason or was very important in enabling them to take the appropriate actions.
- ▣ These data, although drawn from a small population, are internally consistent and credible. For instance, 63 percent reported exposure to solvents like gasoline and WD-40, ubiquitous solvents for heavy equipment operators while only two percent reported identifying a “green” substitute that posed a hazard, a much less likely outcome.

Figure 8: Screen shot of online survey.
Question: “In the past 6 months what safety and health training did you take from your local union training program?”

Survey

h?var1=TEST&var2=3/14/2011&var3=100&var4=6/28/2011

Google

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 **IUOE National Training Fund**
National HAZMAT Program
Safety & Health Training

In the past 6 months what safety and health training did you take from your local union training program?
(Mark all that apply)

<input type="checkbox"/> 40-hour HAZWOPER (HAZMAT)	<input checked="" type="checkbox"/> OSHA Disaster Site Worker
<input type="checkbox"/> 8-Hour HAZWOPER Refresher (HAZMAT)	<input type="checkbox"/> Asbestos
<input type="checkbox"/> HAZWOPER Supervisor	<input type="checkbox"/> Confined Space
<input type="checkbox"/> 30-Hour OSHA Construction Industry	<input type="checkbox"/> Respiratory Protection
<input type="checkbox"/> 10-Hour OSHA Construction Industry	<input checked="" type="checkbox"/> Trenching/Excavation
<input type="checkbox"/> 30-Hour OSHA General Industry	<input type="checkbox"/> HAZCOM (Hazard Communication)
<input type="checkbox"/> 10-Hour OSHA General Industry	<input type="checkbox"/> None

Submit

Figure 9: Screen shot of online survey. Question: “What type of work did you perform over the past 6 months?”

Survey

TEST&var2=3/14/2011&var3=100&var4=6/28/2011

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 **IUOE National Training Fund**
National HAZMAT Program
Safety & Health Training

What type of work did you perform over the past 6 months?
(Mark all that apply)

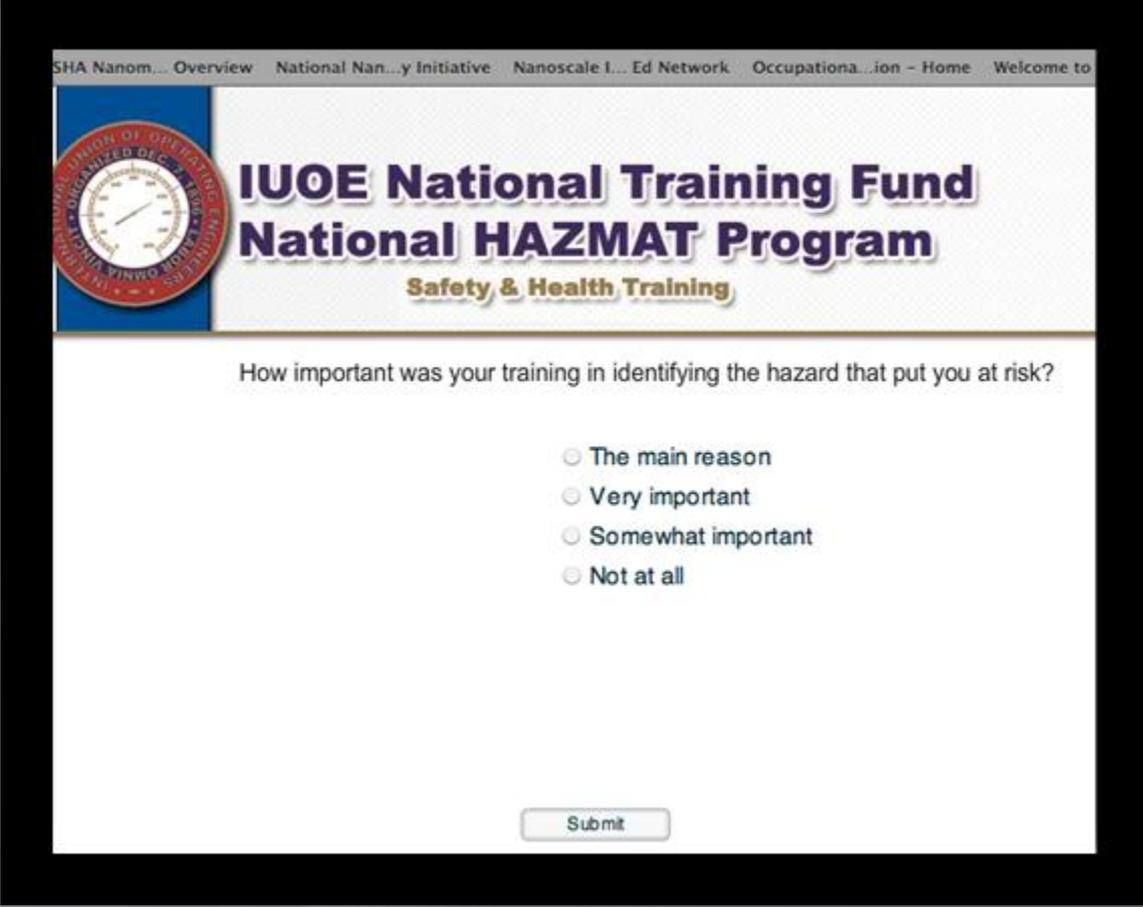
<input type="checkbox"/> Construction work	<input type="checkbox"/> Wind turbine construction/maintenance
<input type="checkbox"/> Demolition work	<input type="checkbox"/> Roof-top garden construction/maintenance
<input type="checkbox"/> Deconstruction work	<input type="checkbox"/> Weatherization
<input type="checkbox"/> Hazardous waste work	<input type="checkbox"/> Department of Energy cleanup project
<input type="checkbox"/> Disaster site cleanup	<input type="checkbox"/> Facility operation and maintenance
<input type="checkbox"/> Asbestos abatement	<input type="checkbox"/> Not Applicable

Other type of "green construction"

Other types of work

Submit

Figure 10: Screen shot of question: “How important was your training in identifying the hazard that put you at risk?”



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IUOE National Training Fund
National HAZMAT Program
Safety & Health Training

How important was your training in identifying the hazard that put you at risk?

- The main reason
- Very important
- Somewhat important
- Not at all

Submit

Example: Question

- ▣ Hazardous Waste Work
- ▣ In the past 6 months, did you work on an hazardous work site?
Yes/No
- ▣ **If Yes and the 40-Hr or 8-Hr HAZWOPER training is NOT checked in #2 then ask:** Have you taken HAZWOPER training in the past 24 months?: Y/N
- ▣ **If Yes then ask?** Did your HAZWOPER training enable you to comply with the Health and Safety Plan(HASP)?:Y/N

Instructor Trainer Classes Evaluation Gauntlet

- ▣ Daily written evaluation for classes taught at the Beaver Training Facility
- ▣ Verbal evaluations for trainer classes and instructors at class end
- ▣ Staff evaluation of instructors at Beaver Facility
- ▣ Third party evaluation of instructors at local training
- ▣ Anecdotal stories

Outcomes

- ▣ Performance improvement using
 - Staff reviews
 - Student feedback
 - Possible use of online methods
 - Communication of technical areas of need
 - Communication of teaching approach improvements

Future Challenges

- ▣ Impact analysis: Better understand its use for our members, and use it to focus training – useful for single courses in the evaluation process
- ▣ EEP information critical, need to refine
- ▣ Can we reduce the massive amounts of information to representative populations to control costs and still obtain needed data
- ▣ For instructor/course evaluation: What does the information tell us about performance
- ▣ How is information conveyed
- ▣ What is it that is useful in performance improvement
- ▣ Can we reduce the cost of data gathering and get useful information