Techniques For Training: Beyond the Basics

PRESENTED BY
SHEAKLEY WORKFORCE MANAGEMENT SERVICES

Disclaimer

- The materials provided are for informational purposes only. Sheakley UniService, Inc. makes no representations or warranties either express or implied with respect to the continuing legal accuracy of the material presented herein.

- The recipient understands and acknowledges that they are liable for the use or application of information provided in the materials. Recipient further agrees that the material will be used in accordance with any applicable federal, state or local law. Sheakley recommends consultation with competent legal counsel prior to taking any labor-related action.

- Sheakley UniService, Inc. shall have no obligation to defend, indemnify, hold harmless or otherwise be held responsible for any direct or consequential damage, including attorney's fees, resulting from the improper use of the attached material.

Topic Overview

- Why we Train
- Review
- Review Workplace Culture
- Demographic Changes
- Training Changes
- Generational Changes

Direct and Indirect Costs

- In addition to their social costs, workplace injuries and illnesses have a major impact on an employer's bottom line.
- Workplace injuries and illnesses include direct and indirect costs.
- Direct Costs
  - Workers' compensation payments
  - Medical expenses
  - Costs for legal fees.
- Indirect Costs
  - Training replacement employees
  - Accident investigation/corrective measures
  - Lost productivity
  - Repairs of damaged equipment and property
  - Employee morale and absenteeism
- Without safety, profitability and productivity cannot be maximized to its full potential.

Keys to Take with you Review

- Know it all Syndrome
- Body Language
- Organization
- Preparation
- Visual Aids

Pre-Training Preparation

- Schedule the safety training early in the shift.
- Avoid Mondays and Fridays.
- Make a regular schedule.
- Consider sending out a reminder.
- Stick to the topic and agenda.

Keys to Take with you Review

- Know your audience.
- Appearance – visual aid.
- Engagement.
- Learn and retain is the game.
- Attitude.
- Use language common to your audience – avoid jargon.
- People learn in sequence, be logical and avoid generalizations.
- Draw your audience out by asking for reactions – listen when they respond.
- Feedback from the group tells you if they understand the message.

Adult Learners Review
HOW ADULTS LEARN BEST

- Active Participation
- Competition
- Adult Attention Span
- Frequent Repetition
- Questions
- Summary

How to Ask a Question

- Vary your questions.
- Speak distinctly.
- Avoid calling always on those who appear to know the answer.

Questions

- The question is not only a useful but highly versatile tool. A good teacher tries to talk as little as possible and makes the students do the talking. This is achieved by asking the right kind of questions.
- Questions can help you:
  - Begin a discussion
  - Direct the thinking of the group
  - Obtain information or opinion
  - End or limit the discussion
  - Get participation from a particular student
  - Determine the students' understanding or knowledge

Now let's look at who we will be training...

- How our workforce is changing and why we should care.
- How generations differ in their approach to work and life.
- Why differences cause conflict and risk and what to do about it.
- How adults choose to learn.
- Using stories to develop safety training that is effective for all workers.

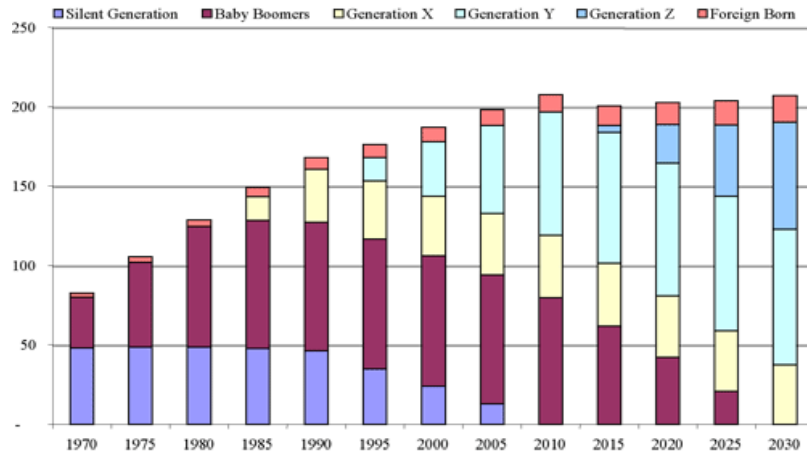## *Demographic Challenges*

- Diversity in the Workplace
  - Generations
  - National cultures
  - Regional cultures
  - Gender
  - Religious beliefs
  - Family values

Generational Labor Force Composition
(Between Ages of 16-64)

□ Silent Generation ■ Baby Boomers □ Generation X □ Generation Y □ Generation Z ■ Foreign Born

*Projections from late 1990's

The Hard Facts

- Our literacy level is changing.
- About 7000 students drop our of high school every day in the U.S.
- In 2014, only 22-25% of graduating U.S. seniors met or exceeded the college readiness requirements for science, math, reading and English.
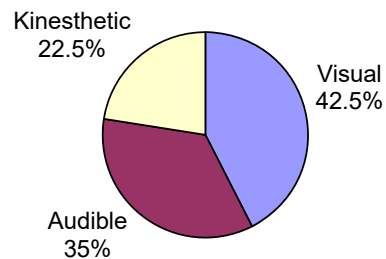
- "Research shows that five distinct categories of variables related to work, employment and organizations appear to differ significantly across generations. These are:
  - Work and life related values
  - Motivators
  - Professional growth
  - Attitudes to rules, authority and hierarchy
  - Attitudes to learning, training and development and the work environment."

    - http://muligen.shrmindia.org/research/study-info

How Humans Receive Information

- ☐ Visual
- ■ Audible
- ☐ Kinesthetic - Smell, Taste, Touch

Kinesthetic
22.5%

Visual
42.5%

Audible
35%

Good is the Enemy of Great

Sheakley
THE HUMAN
RESOURCES PEOPLE

Evaluation

- Reasons why.
- Steps to obtain feedback.
- Sample evaluation.
- Using this tool.

Reasons why we need Feedback

- We are finished, it must be okay?
- Change or improvements – stop/start/continue.
- Prepare a report to Training/HR Management.
- Measure trainer's effectiveness.
- Monitor trainer's capabilities.
- To measure attendee behavior.

The workplace of the future is being shaped today...

- Image, brand, values and reputation.
- Four generations of people.
- "Businesses as usual" cannot be the norm of today.

I cannot find people!

- Finding stable workforce is a never ending battle, as well as competition even from other countries.
- Strategies often include:
    - Hire interns and provide mentoring.
    - Train current employees.
    - Retain current workers as long as possible.
    - Cannibalize your neighbors.
    - Bring in non-traditional workers.

A generation is a group of people who were programmed at the same time in history.

Sheakley
THE HUMAN
RESOURCES PEOPLE

Grandparents and grandchildren are in the same workplace.

Sheakley
THE HUMAN
RESOURCES PEOPLE

Every generation responds differently to leadership and workplace technology.

Sheakley
THE HUMAN
RESOURCES PEOPLE

Each academic institution has their own views on birth years of generations.

Sheakley
THE HUMAN
RESOURCES PEOPLE

Labor Force Composition by Generation

% of the labor force

Greatest 2%
Silents 2%

1995	2015 (Q1)	
18	29	Boomers
49	34	Gen Xers
31	34	Millennials
	Post-Millennials 1%	
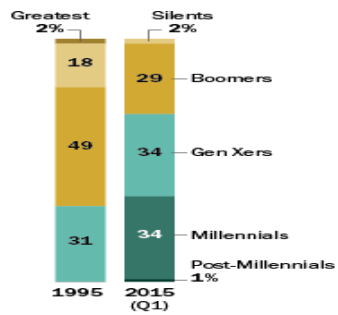
Note: Shares are based on the annual average in 1995 and the first quarter average in 2015. Due to data limitations, Greatest generation not identified in 2015 and Silent generation is overestimated in 2015. Source: Pew Research Center tabulations of monthly 1995 and 2015 Current Population Surveys, Integrated Public Use Microdata Series (IPUMS)
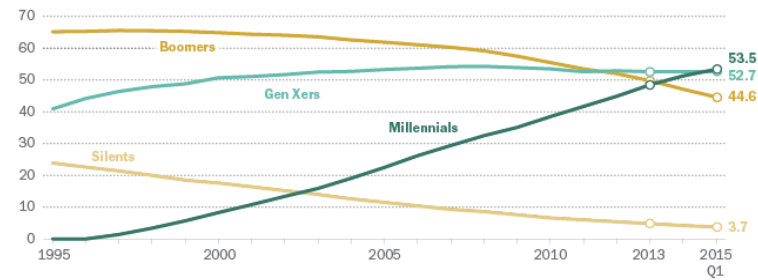
PEW RESEARCH CENTER

U.S. Labor Force by Generation, 1995-2015

In millions

Boomers — 44.6
Gen Xers — 52.7
Millennials — 53.5
Silents — 3.7

Note: Annual averages plotted 1995-2014. For 2015 the first quarter average of 2015 is shown. Due to data limitations, Silent generation is overestimated from 2008-2015.
Source: Pew Research Center tabulations of monthly 1995-2015 Current Population Surveys, Integrated Public Use Microdata Series (IPUMS)

PEW RESEARCH CENTER

Older and younger workers are injured and killed much more often than other workers.

- "The overall fatal occupational injury rate is higher for Hispanic/Latino workers than for all workers."

National Origin Diversity

Communication Styles

The Workforce of the Future...

- Much more diverse demographically.
- Significant differences in educational experiences.
  - Little or no training in "old" skills like using hand tools or fixing equipment and machines.
  - Technologically skilled.
  - Team-oriented.

- Every generation feels that their generation is more intelligent than the one before it. They also think they are wiser than the one that comes after it. - George Orwell

	Birth Year (Approximate)	US Population
Generation Z	1998 <	50+ Million
Millennials	1981-1997	76 Million
Generation X	1965-1980	51 Million
Baby Boomers	1946-1964	75 Million
Silent Generation	1928-1945	56 Million
GI Generation	1900-1927	60 Million

Look at Expectations & Preferences

- Traditionalists
  - Not computer savvy
  - Don't like profanity/slang
  - Want experience to be valued
  - Rewards include plaques, certificates
  - Expect leader to be fair, consistent, logical, organized
- Baby Boomers
  - Want to be included in decisions
  - Value their opinions, contributions
  - Interact personally with them
  - Rewards include promotion, appreciation, recognition
  - Expect leaders to be democratic, personal, open to input

Look at Preferences & Expectations

- Generation X
  - Skeptical, distrustful of authority
  - Give as much flexibility as possible
  - Love technology -- not afraid of it
  - Keep rules to a minimum
  - Rewards include free time, new experiences, high-tech toys
  - Expect leaders not to be micro-managers, too bureaucratic.
  - Leaders must walk the talk, focus on results, not process
- Millennials
  - Need mentors, coaches, supervisors who will teach (especially Boomers)
  - Like to multi-task
  - Ability to work with high-tech
  - Need to work on interpersonal skills
  - Rewards include awards, certificates, other evidence of ability/credibility
  - Expect leaders to be consistent, organized, value their technical savvy
  - Won't respond to leaders who are condescendingly, cynical, sarcastic, or treat them as if they are too young to be valuable

GI Generation

BORN 1900-1927

Sheakley
THE HUMAN
RESOURCES PEOPLE

Silent Generation - Traditionalist

BORN 1928-1945 (72-89)

- WWII Veterans
- Conservative dress/language
- Builders/Just fix/Don't task
- Live to work/Employment was career

Baby Boomers
BORN 1946-1964 (53-71) – 75 MILLION

- Me generation/Brad Weber generation
- Largest generation – U.S. History
- Current CEO and company owners
- Woodstock generation/Great consumers
- Give me the bottom line here/My way or the highway
- Working to work hard/Need acknowledgement
- Communication is via spoken language/Newspaper/Radio/TV
- Love competition/Question authority
- Productivity oriented/Value teamwork
- Experienced the Kennedy assassination
- Rock & Roll

Generation X
BORN 1965-1980 (37-52) – 51 MILLION

- Baby busters/Generation busy
- Doers/Shakers
- Skeptical and questioning
- Value personal freedom
- Remember the Challenger explosion
- Work to live/Used to female authority
- Drivers are work, money – fear of losing them
- Created PowerPoint
- They graduated into the recent great recession
- Interest rates of 12%
- They love pictures, white boards and markers
- Great at engaging and providing feedback
- Keep it real/MTV

Generation Y/Millennial

BORN 1981-1997 (20-36) 76 MILLION

- YOLO Generation
- True entrepreneurs – Developers
- Adopt, Adapt, Improve, Do over
- Very confident/Most over protected generation
- Do overs/Reward for trying
- Work well in groups/Multi cultural
- 34% quit over Facebook – want to work from home
- Came into Presidents lying, Prime Ministers lying, banker lying
- Zero trust employers
- Facebook, love technology
- Think in form of action
- Netflix, YouTube, Uber/Want weekly feedback
- Y2K – Columbine, Internet, 9/11

Generation Z

BORN AFTER 1998 (AVERAGE AGE 19) 50 MILLION

- Post millennial generation
- See work as exciting
- World changers
- Communicate via social media
- Grew up with global terrorism
- Cautious/frugal/technologically advanced
- Diverse/question everything
- Similar to traditionalist/Want challenges – bored
- Attention span of 6-10 seconds
- More entrepreneurial than millennials
- Communicate via Instagram, Snapchat
- Want to go to college
- Keep in short
- Do not want to work from home
- Mobile technology

- Understanding the differences in who we are training can only help us be more effective.

Combine & Conquer
TRAINING TECHNIQUES

	Online	Video	Pairs	Lecture / PowerPoint	Small Groups	Competition	Stories
Baby Boomers				X	X	X	X
Generation X			X		X	X	X
Millenials	X	X	X		X		X
Generation Z	X	X	X	X	X	X	X

Keys to Take Away

- Facilitate, don't train.
- Learn and retain.
- Within 7 years 75% of workforce will be millennial.
- How will you train then?
- Video/online training.
- Ask questions and involve them.
- Be prepared to have assumptions, questions.

Implications for Trainers

- Training should strive to use as many adult learning principles as possible.
  - Relevance
    - The material presented should be relevant to the adult participants.
  - Similarity
    - To facilitate the transfer of skills learned through active participation.
  - Active Participation
    - Employees should be able to interact with other workers and trainer.
    - The atmosphere should help them feel safe to risk participating.
    - It takes adults longer to perform some activities and to feel safe to speak out and ask questions.
  - Providing Objectives
    - Big picture and direction of the session is seen.
    - Judge the time.
    - Adults have many demands of their time.
    - Define the parameters in advance.

Examples of Training Techniques

Contact Information

SHEAKLEY WORKFORCE
MANAGEMENT SERVICES

BRAD WEBER
BRAD.WEBER@SHEAKLEY.COM
1-800-877-5055 X 1412