D R A F T

TTT PERFORMANCE- BASED LEARNING CERTIFIED TRAINER PROGRAM

FACILITATOR GUIDE

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CERTIFIED TRAINER PROGRAM   INTRODUCTION

INTRODUCTION

As a Certified trainer, you will help to onboard new hires in a manner that sets them up for success and ensures existing Team Members have the skills required for competent performance, which is a key priority for our business and specifically the Horse Cave plant. This Facilitator Guide will provide details on the Certified Trainer Program along with guidance on managing activities.

AGENDA

- E&T Pillar Overview and its role in MOE
- Pillars of adult learning
- Performance-Based Learning Model
- Adult learning objectives and how adults learn
- Explore and identify the 70/20/10 model
- Multimodal learning
- Performance Based Learning Model
- TTT Model – Teach/Coach/Assess, differentiate, and explore the Certified Trainer and the Trainee roles and training VS validation
- Benefits and characteristics of effective feedback
- Explore the Kirkpatrick Model of Evaluation

TIMING

- TBD
- Timing to be based on:
    o Complexity of the activities

PARTICIPANTS

- Certified trainers
- TB Added

PREPARATION

Materials

To effectively run this workshop, you will need to have the following:

- K'nex materials and printed instructions for each table/and or individuals for SOP activities
- Placemats (**SLIDE** 16 – Pillars of Adult Learning Activity)
- Buckets? For 70/20/10 activity
- Pens
- Sticky notes
- Flip charts or whiteboards

WORKSHOP PREPARATION

FACILITATOR PRE-WORK

Ensure the following materials are in the classroom:

- **K'nex Activity:** Pre-build the go-kart to make sure you understand the instructions and can aid those who may have difficulty. (Do not pre-build robot and catapult)
  - **Bag:** parts for all three K'Nex projects in quart or gallon bags and after each class ensure that each bag contains the correct parts.
  NOTE: Perhaps also have spare parts in a convenient location just in case.

1. **Placemats:** create a sample placemat and have ready conversational examples to help attendees.

Be sure to **pre-read all SLIDEs and speaker notes** and familiarize yourself with the PPT Deck and all activities before the class.
Practice reading the directions aloud so that you may adjust the wording to suit your comfort level.

WORKSHOP OUTLINE | TIMING

SUBJECT	SLIDE	CONTENT	PLANNED TIME	Activity
Workshop Overview and Kick-off	Overview **SLIDE** 1	• Welcome, Ground Rules, Agenda • Ice Breakers: ???	5 Min.	
WELCOME	**SLIDE** 2	• Setting training expectations	2 Min.	
Certified Trainer Program Objectives	**SLIDE** 3	• Develop internal Certified Trainer capability to teach/coach/assess Team Members … empowering them to reach their full potential.	2 Min.	
Certified Trainer Program Overview	**SLIDE** 4	• Overview of all components in CTP	3 Min.	
E&T Pillar Module Objectives	E&T Overview and Objectives **SLIDE** 5	• How E&T will help equip team members with the knowledge and skills for success • The role of E&T in MOE • MOE Pillars • E&T Gives and Gets • E&T Pillar Work Process	10 Min.	
MOE Pillars	**SLIDE** 6	• Overview of MOE Pillar	3 Min.	

SUBJECT	SLIDE	CONTENT	PLANNED TIME	Activity
E&T Gives and Gets	SLIDE 8	• Each pillar in the Marzetti Operational Excellence program plays a unique and critical role.	5 Min.	
Certified Trainer Role/Activity	SLIDE 9	• Certified Trainer primary responsibilities, gives and gets, and work process • Poster for sticky notes	15 Min.	
Primary responsibilities of Certified Trainers	SLIDE 10	• Check off the responsibilities identified in **SLIDE** 9/Certified trainer role • Discuss those not identified and the importance of those responsibilities	10 Min.	
Exploring Qualification Cards	SLIDE 11	• Explore qualification cards • Discuss that responsibilities map to their Qualification Card	5 Min.	
Adult Learning Objectives	SLIDE 12	• Examining the difference in learning styles for adults and children • Basics of 70/20/10 model • Learning Styles • Marzetti training approach as it relates to adult learning principles	5 Min.	
How Children and Adults Learn	SLIDE 13	• Examining the difference in learning styles for adults and children	5 Min.	
Pillars of Adult Learning	SLIDE 14	• Discussion of the how, why, and ways adults learn	10 Min.	
Break	SLIDE 15	B R E A K	10 Min.	
Pillars of Learning Activity	SLIDE 16	• Pillars of Adult Learning Activity placemat to capture how the pillars can be used to shape training design and delivery	10 Min.	
Introduce the Four Learning Styles	SLIDE 17	• Multimodal learning and practical implementation can be a bridge to connect abstract concepts	5Min.	
Learning Styles Activity	SLIDE 18	• Learning Styles Quiz and discussion	20 Min	
Performance-Based Learning Introduction and Agenda	SLIDE 19 & 20	• Work processes that support the E&T pillar and how they work together to create our Performance Based Learning (PBL) model	30 Min.	
70:20:10 Model Structure	SLIDE 22	• Explore the 70:20:10 Model as a guideline on how to structure effective training	10 Min.	

SUBJECT	SLIDE	CONTENT	PLANNED TIME	Activity
PBL Deep-Dive Activity	SLIDE 23	• Describe and identify PBL Model steps, choose a "most important" step, and explain the "why" of the importance	15 Min.	
Certified Trainer and Trainee: Who Does What and When	SLIDE 24	• Introduction and exploration of the Certified Trainer and Trainee • Who Does What and When	5 Min.	
PBL Explain and Action Video	SLIDES 25 & 26	• The job start-to-finish, using SOPs, key safety and quality points, etc.	5 Min.	
PBL Demonstrate and Demonstrate in Action Video	SLIDES 27 & 28	• Review all steps of preparation for the certified trainer and the trainee before a training session	8 Min.	
PBL Practice and Coach/Activity	SLIDES 29 & 30	• Walks through the Practice and coach components and steps before performing the steps/tasks	TBD	
Best and Bad Practices – What to Watch Out For	SLIDES 31&32	• Explore Best practices and Bad Practices as well as things to watch out for. (MORE TO COME)	TBD	
Validate	SLIDE 33	• Explore the process of validation of new skills or knowledge	TBD	
Validate Best and Bad Practices	SLIDE 34	• Discover and discuss examples of best and bad practices of validation of learning	TBD	
Types of Unconscious Biases	SLIDE 35	• Discuss unconscious bias and how we all have it – but just need to learn to recognize and self-correct	TBD	
Managing Unconscious Biases	SLIDE 36	• Watch, discuss, and review Unconscious Biases Video	TBD	
Validation in Action Activity	Validation Activity SLIDE 37	• View Validation Process video shorts, record observations, and share	TBD	
Validation: Bad Practices in Action	SLIDE 38 & 39	• Bad practices in action video	TBD	
Break	<SLIDE with return time>	B R E A K	10 Min.	

SUBJECT	SLIDE	CONTENT	PLANNED TIME	Activity
Training Performance Feedback Model	SLIDE 41	• Explore the Performance Feedback Model	TBD	
K'Nex Importance of SOP and Two-Way Communication Activities	SLIDE 42	• Objectives: Importance of SOPS, informed trainers, and two-way communication. • Three activities: o 1 – **Verbal instructions** with **no SOP** (no questions from trainee) (**GO KART**) o 2 – **Trainer instructs using SOP** that the trainer has not reviewed (**ROBOT**) o 3 – **Trainer instructs** after **carefully reviewing SOP** and allowing two-way communication with Trainee (**CATAPULT**)	3 Hours	
Benefits and Characteristics of Effective Feedback	SLIDE 43	• Define and review Effective Feedback	TBD	
Becoming a Certified PBL Trainer	SLIDE 44	• In pairs, brainstorm and discuss all responsibilities of a PBL Certified trainer. • Record and choose **one** member to through your team's notes and discuss what **and why** by sharing back using a flip chart.		
Exploring the Kirkpatrick Model	SLIDE 45	• Recognize the four levels of evaluation	TBD	
Kirkpatrick Levels of Evaluation – REACTION	SLIDE 46	• Build knowledge of the four levels	TBD	
Kirkpatrick Levels of Evaluation OVERVIEW	SLIDE 47	• Familiarize trainers with the T. Marzetti evaluation form and some of the questions that can be used with trainees	TBD	
Training Close		**T R A I N I N G C L O S E**	<INSERT TIME>	

WELCOME AND INTRODUCTION

Facilitator Talking Points, Notes, and Instructions
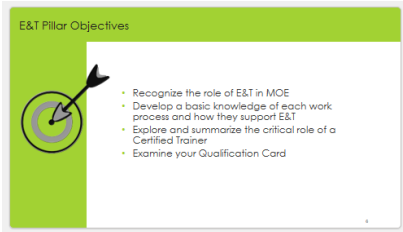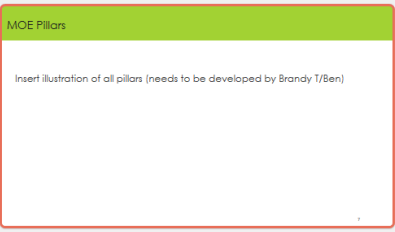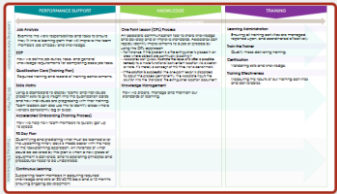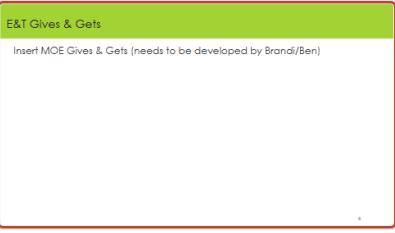
	Welcome your participants, set expectations, and walk through the agenda before jumping into the workshop topics.

Training duration: TBD		
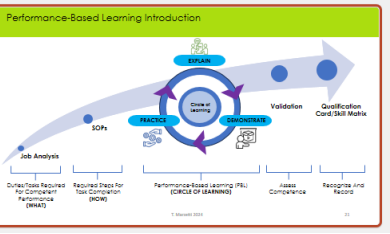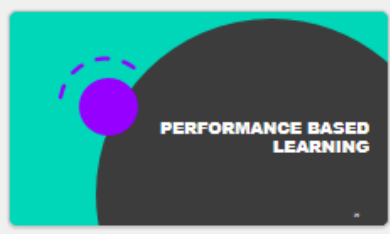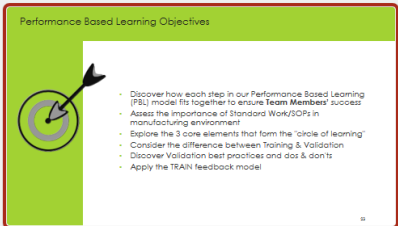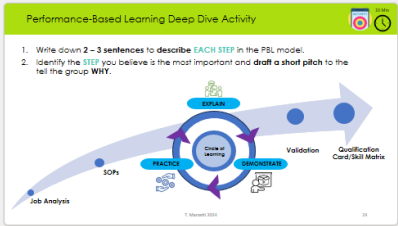
Materials | SLIDEs	Timing	Facilitator Notes | Speaking Points
Starting **SLIDE**	10-20 MIN.	**WORKSHOP OVERVIEW | KICKOFF**

WORKSHOP OVERVIEW | KICKOFF

Facilitator Instruction:
Welcome participants to the workshop as they enter the training room. Once participants are seated and ready to start, use the **SLIDE** to start formal introductions to the training.

HOUSEKEEPING:
- **Set up housekeeping** and **workshop** expectations such as:
  o Laptop lids down
  o Cell phones on vibrate
  o Plan to participate actively
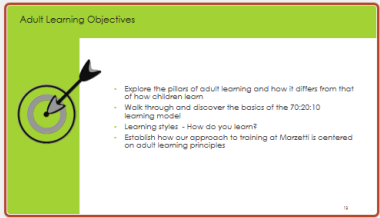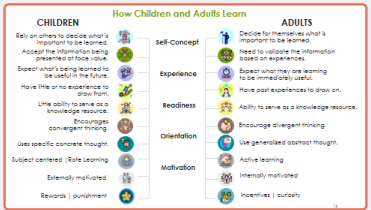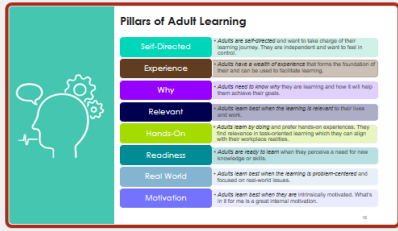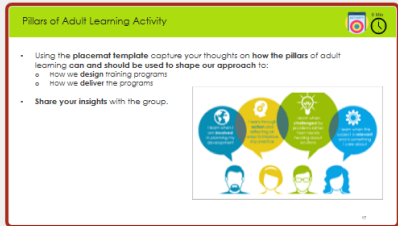 o Be respectful of others' opinions

PROGRAM OBJECTIVES
- We are moving to a new model of onboarding new hires. We want to set them up for success and ensure that existing Team Members have the skills required for competent performance in their jobs. This is a key priority for our business, specifically Horse Cave.
- The **company has invested** in not only our business but also **the people who keep it running** by defining the key tasks that operators/processors need to do in their roles and the best way to do each task.
- This has led to the development of more than 500 SOPs (Standard Operating Procedures). While it is great to have these standards developed, **the biggest challenge making sure every Team Member understands and can apply them** in their daily work.
- **All that said, why are we here? You have been selected to help with the teaching, coaching, and assessing 600+ Team Members in successfully performing these 500+ tasks.**
- Yes, this is a huge undertaking, but this program is designed to help you in this role in a step-by-step style with guidance on teaching/coaching and assessing - by building internal capabilities and standards to help others reach their full potential.
- Go through important safety information – conditions in the area, alarms, etc.

OVERALL PROGRAM AGENDA
- Walk through the agenda **SLIDE** just lightly touching on each point
- Allow questions and give any clarification needed

Housekeeping **SLIDE** 2

Program Objective
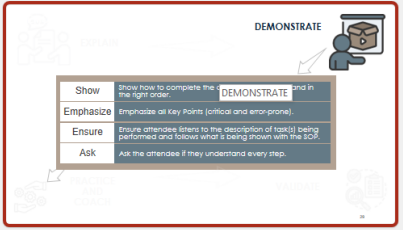**SLIDE** 3

Overall Program Agenda:
Certified Trainer Program
SLIDE 4

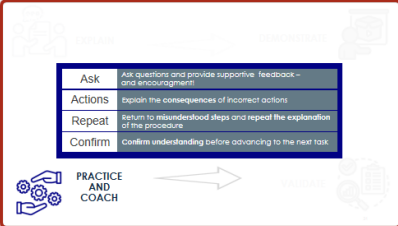| Materials | SLIDEs	Timing	Facilitator Notes | Speaking Points
E&T Pillar Objectives - Recognize the role of E&T in MOE - Develop a basic knowledge of each work process and how they support E&T - Explore and summarize the critical role of a Certified Trainer - Examine your Qualification Card E&T Pillar Objectives **SLIDE** 5	10-20 MIN.	**E&T PILLAR OBJECTIVES** Review the overall **agenda/objectives** for the training. Explain that **by the end of the training** we will have completed the following tasks: ● Walk through each point just touching on them – reminding attendees that they will find out more during the training about each objective point. Ask participants if the agenda is clear to them and whether they were expecting anything else from the workshop. Address any feedback from participants and **start a parking lot** for ideas/concerns Later you can address what is within and beyond the workshop's scope.
MOE Pillars Insert illustration of all pillars (needs to be developed by Brandy T/Ben) MOE Pillars **SLIDE** 6		Briefly describe the role of each pillar (add short descriptions) ● Leader ● E&T ● hip ● Safety ● FI ● Quality ● AM ● Early Management ● PM ● Supply Chain
POSTER E&T Pillar…	10 MIN.	**E&T PILLAR OVERVIEW AND WORK PROCESS POSTER** ● We know that Marzetti Operational Excellence (MOE) will help us take a step towards a **change in the performance of our manufacturing plant** – but only **if we empower all our Team Members** to build and maintain their capabilities. ● The Education & Training (E&T) pillar of MOE is designed to equip our Team Members with the **knowledge and skills** needed for success today and tomorrow. o To accomplish this, we have leveraged **internal and external best practices** to develop a **highly effective** and **integrated system of training**. ● Next, we will briefly walk through and explain each work process (starting with Job Analysis)
E&T Gives & Gets Insert MOE Gives & Gets (needs to be developed by Brandi/Ben) E&T Gives and Gets **SLIDE** 8	5 MIN.	**E&T GIVES AND GETS** **Say something like:** ● Each pillar in the Marzetti Operational Excellence program plays a unique and critical role. ● The pillars work together in an integrated manner; each pillar has things it does to support the other pillars **(GIVES)**. ● Conversely, **for the E&T pillar to be effective** it needs stuff from the other pillars **(GETS)**. ● *This **SLIDE** details what the E&T pillar gives to other pillars and gets from them.*

Materials | SLIDEs	Timing	Facilitator Notes | Speaking Points
Certified Trainers Play a Critical Role **SLIDE** 9	12 MIN.	**WHAT'S IN IT FOR YOU AND YOUR TEAM?** **Say something like:** • Have each participant list what they believe are the key responsibilities of a Certified Trainer on **sticky notes**. • Attendees will place sticky notes on a wall poster. • Group the sticky notes into clusters, where applicable. • Ask attendees if anything is missing. Incorporate any additional input.
Primary Responsibilities of Certified Trainers **SLIDE** 10	5 MIN.	**PRIMARY RESPONSIBILITIES OF CERTIFIED TRAINERS** **Say something like:** • … First check off the responsibilities they identified in the sticky notes activity • Discuss the responsibilities not identified and why they are important to the role
Exploring Your Qualification Card **SLIDE** 11	20 MIN.	**EXPLORING YOUR QUALIFICATION CARD** • Post large printout of the Qualification Card for Certified Trainers • **(Trainers - ensure certified trainers (trainees) are set up in Poka BEFORE CLASS STARTS)** • Have them access their Qualification Card in Poka. • Discuss how their job responsibilities map to their Qualification Card • Highlight which skills on their Qualification Card are supported by this TTT program • Outline the other programs that will support trainee acquisition of skills not addressed in this program
Adult Learning Objectives **SLIDE** 12	5 MIN.	**ADULT LEARNING OBJECTIVES** • Walk through the objectives and allow trainees to provide feedback on how they learn (bullet 3)
	10 MIN.	**HOW CHILDREN AND ADULTS LEARN** • I'm sure we all remember growing up and the countless days we spent in school. In many schools, they put us all in big classrooms and taught us a standard curriculum. Like many things in life, I am sure some of you loved school, and others not so much. • How do you think you would react today to training that mimicked how you learned in school?

Materials | SLIDEs	Timing	Facilitator Notes | Speaking Points
How Children and Adults Learn **SLIDE** 13		• The simple fact is adults learn in very different ways than children. • Walk through key differences and give brief examples where possible. o Use info on the **SLIDE** to aid in "on-the-fly" examples or get trainee participation.
 Pillars of Adult Learning **SLIDE** 14	5 MIN.	**PILLARS OF ADULT LEARNING** • Unlike young children we have a lot of time constraints, competing priorities, and often a lack of energy. What we are being taught needs to be **relevant** or most of us will check out immediately. • We're not kids! You showed up here today with a **wealth of experience**. If we don't leverage that experience throughout this program, I guarantee it will have a negative, rather than a positive impact on what you learn and how much of it you remember! • As we discussed, children assume what they are learning will be useful in the future. You on the other hand want to know **the why** of what you are learning. Why is it important and how will it help you succeed at work? • YouTube is a great example of how adults learn. Adults often need to know something in an immediate timeframe, and frequently, what they need to know is based on a **real situation or problem** they are faced with**.** If you are like me, you learn by doing. As opposed to an abstract, theoretical environment that provides you with **hands-on learning directly applicable** to the tasks you are responsible for is when you learn best
 Break **SLIDE** 16		

Pillars of Adult Learning Activity
Slide 16
	10 MIN.	**PILLARS OF ADULT LEARNING ACTIVITY**
		• **Hand out** the placemat template to attendees
		• Using the placemat template capture your thoughts on how the pillars of adult learning can and should be used to shape our approach to:
		   o How we design training programs
		   o How we deliver the programs
		• Share your insights with the group.

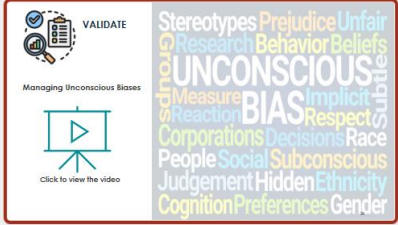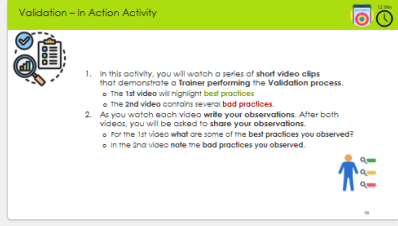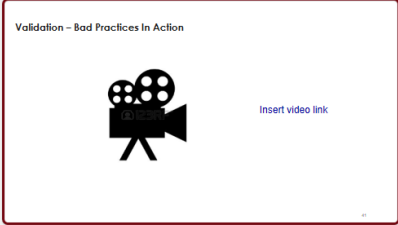| Materials | SLIDEs	Timing	Facilitator Notes | Speaking Points

Four Learning Styles **Slide 17**	5 MIN.	Learning styles such as visual, auditory, etc. (multimodal) are essential, but the real power of these **learning styles** comes from **putting them into practice**.
		
		• Practical implementation can be the bridge that connects abstract concepts to tangible, real-world results, ensuring learners not only understand but also apply their knowledge.
		  o **Visual learners** learn through watching demonstrations, taking notes, and graphical organizers. What are other ways you can think of?
		  o **Auditory learners** learn by listening to stories, having conversations, and verbal repetition.
		  o **Kinesthetic learners** learn with role play and moving in their environment – such as practicing assembly or start-up work done daily.
		  o **Tactile** is another part of the kinesthetic mode – the physical touch of items that will be worked with or on, moving, building, and manipulating. One other way is that some will simultaneously doodle while listening.

Learning Styles Quiz **Slide 18**	20 MIN.	• To follow-up on what we just discussed in the prior slides, let's jump in and take this quick online quiz. This will help you to identify and pinpoint what your learning style is by asking questions that flush out how you learn best. • After the group has taken the Learning Style Quiz have them pair up and discuss their learning style and any surprises or verifications that occurred from the outcomes of the quiz.

Performance-Based Learning **SLIDE** 19
 	
SLIDE 20
	15 MIN.	So far, we have explored all work processes that support the E&T pillar. Let's see how they work together to create our Performance Based Learning model.
		
		Participants gather around a poster illustrating the PBL model.
		
		• **Say something like …** starting on the left side of the arrow is the **Job Analysis**, followed by **Standard Work (SOPs)** - both of which we have already discussed, so let's **focus on the elements** that are core to your role. In the center is the **circle of learning**, which encompasses the **3 steps of the TTT process**.
		  o **Step 1 is to explain and then demonstrate**
		  o **Step 2 is the validation process**
		  o **Step 3 is the Qualification Cards and Skill Matrix.**
		• *We will be going into each of these in detail shortly.*
		• Now it's time to see if you can **connect the dots**.
		  o Individually, using the **template hand-out, spend 10 min linking the adulting learning principles** and **learning styles** to our Performance Based Learning model.
		  o Highlight areas where our model builds on and leverages them.
		• Once you have completed the exercise you will have the chance to share your insights with the rest of the group.
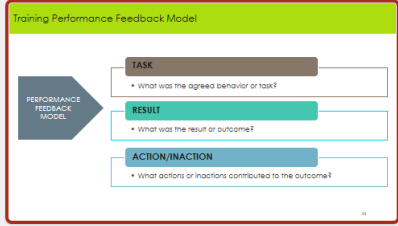
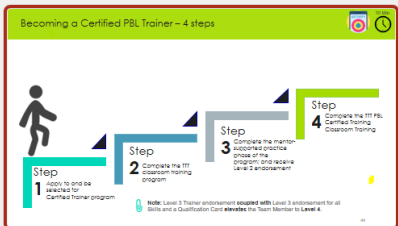| Materials | SLIDEs	Timing	Facilitator Notes | Speaking Points
Performance-Based Learning Objectives **SLIDE** 21	3 MIN.	● Walk through the Performance Based Learning Objectives ● Allow time for questions that may arise
70:20:10 Model **SLIDE** 22	5 MIN.	**70:20:10 MODEL STRUCTURE** ● The 70:20:10 Model is a great guideline on how to structure your training to be effective for learners. ● In certain circumstances, formal learning (knowledge) is important but does not fit every type of learning or learner. Theory should represent **a small percentage** of the total learning time - on average this should comprise 20% of the learning experience. ● Learning from others through coaching, mentoring, and sharing information and experiences **is key, especially in a manufacturing setting**. ● As we discussed, **learning via hands-on and/or on-the-job real-world learning** is VERY important for success in a job requiring hands-on skills. ● That said, this is why much of the time in the 70:20:10 model is allocated to this.

Performance-Based Learning Deep Dive Activity **SLIDE** 24	TBD MIN.	● Look to your right and choose a partner.
		● One of the most important steps is:
		  o **Practice** – because repetition helps people memorize the task and the **order of the task**.
		  o This is **especially true on the line** where a mistake in the order can have detrimental downstream effects.
		● Job Analysis
		● Standard Work/SOPs
		● Explain
		● Demonstrate
		● Practice
		● Validation
		● Qualification Card/Skill Matrix

Certified Trainer and Trainee **SLIDE** 24	8 MIN.	● Let's now contrast your **role as a trainer** to that of a **trainee. At the start**, you are teaching and driving the process. You explain and they listen. You demonstrate and they watch. ● At this point, **they step into the driver's seat**, and you step back and coach. They perform and you observe. They practice and you provide constructive feedback, and they adjust based on your input. ● **Transition:** Now that you are familiar with the model, let's take some time to see what this looks like on the job.

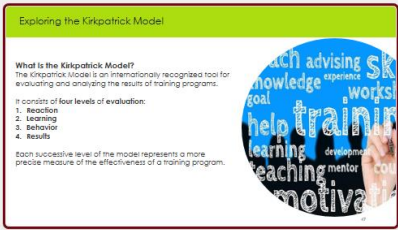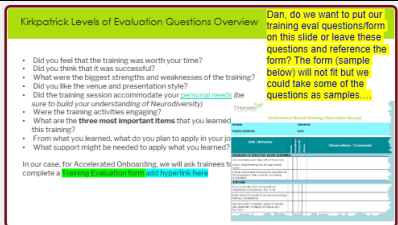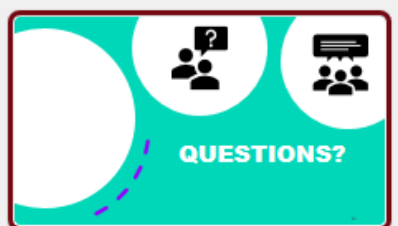| Materials | SLIDEs	Timing	Facilitator Notes | Speaking Points
		Remember adult learners learn best through explanation, observation, demonstration, and hands-on application.

SLIDE 25-26 3-5 Minutes		• **EXPLAIN:** the job **start-to-finish**, using SOPs, etc. **Include** any **essential background knowledge required** to complete the task successfully, such as **key safety, quality points,** and the consequences of errors. Preferably conduct this away from the shop floor, in a quiet place, to facilitate dialog. Encourage the trainees to ask questions anytime something is not clear to them. If this is done on the shop floor, use noise-canceling headphones with microphones.
		 1. **First** check in with the trainee to determine if they reviewed the SOP ahead of time. If they did, provide some positive reinforcement – those who did not can be reminded that it is important.
		   a. Highlight that their access to Poka gives them easy access and equips them to learn new things or refresh themselves on things they have already learned.
		   b. Each person should have a tablet so ask them to navigate to Poka to access the SOP.
		 2. Start with an explanation of why this task and doing it correctly is important.
		 3. Next, cover any general safety, quality requirements, and/or risks.
		 4. One by one explain each step. If there is a **specific safety or quality requirement** associated with the step review it and **confirm they understand** it.
		   a. As you work through the steps, **ask questions** to make sure they **understand what you are explaining**.
		   b. This can be in the form of a simple question – *"did you understand that part/step?"*
		    • Or you can ask attendees to confirm what they heard/understood. **For example…** Can you tell me, in your words, the steps or information you just heard? Are there parts you need to walk through again?
		    • Using the pictures or videos embedded in the SOP, with the attendees, point out things that help reinforce what you are saying.
		
		 EXPLAIN in Action Video of Sample Performance Based Training Practice

SLIDE 27-28		Make sure you have completed **all the required preparation steps** for your training session. If you need to stop equipment during production, make sure the production team **is aware of** and **aligned with** this requirement.

Materials | SLIDEs	Timing	Facilitator Notes | Speaking Points

3-5 Minutes
		CONFIRM
		   o Your trainee has **completed all the required** general and **job-specific Safety** and **Quality training**.
		   o All **required PPE** and **LOTO devices** are available for you and your trainee(s)
		   o Have tablets with POKA access available for you and your trainee(s)
		● **If the area is noisy** recommend using **headsets** with microphones (**noise canceling**) for everyone.
		● 1 to 1 training is recommended (2 trainees max)
		● If you have **2 trainees**, make plans that will help to ensure active participation by both trainees
		GET STARTED
		● Start this session with a brief **walk-around review** of all the **energy isolation points**
		● Make sure everyone **scans the QR code** to check out the **SOP in Poka**
		● For a quick review, have each trainee look at the SOP on their tablet. Remind them to speak up with questions or if they need clarification
		   o Perform a **thorough demonstration of the task**
		       ▪ Explain each step clearly and **point out areas that are highlighted by pictures or videos** in the SOP
		       ▪ **Check in with the trainees** along the way to check **for understanding**
		
		DEMONSTRATE in Action Video of Sample Performance-Based Training Practice

SLIDE 29-30
 	
		● **Immediately following your demonstration** all trainees will practice the demonstrated skills/tasks **under your supervision**.
		   o If possible, ask trainees to **explain each step BEFORE** performing it.
		● Once a step is completed provide constructive feedback.
		INCORRECTION STEPS OR ACTIONS:
		   o Provide immediate feedback
		   o **Review** the incorrect action/step **in the SOP** and ask to demonstrate the step/action again.
		● Remember, the old saying practice makes perfect is true!
		   o Allow them to **practice the task** as many times as needed. **Gradually reduce your involvement** as the trainee becomes more confident.
		   o Let them **perform the task independently** while you observe and offer support as needed.
		● Once they have demonstrated the ability to **properly perform the task** and they feel confident in doing so they can **request a Level 2 endorsement** in Poka.
		Upon your Level 2 endorsement they can **continue to perform the task** with **support from others**.

Materials | SLIDEs	Timing	Facilitator Notes | Speaking Points
3-5 Minutes		PRACTICE AND COACH in Action Video of Sample Performance-Based Training Practice
Best and Bad Practices – What to Watch Out For Best Practices – to keep formatting and consistency for this slide grouping this will need to be a separate slide — Bad Practices/Watch Outs **SLIDE** 31		• **Best and Bad Practices – what to watch out for MORE TO COME**
Practice Coach – Bad Practices Will this be a second video for Practice/Coach? Insert video link **SLIDE** 32		• **Practice Coach – Bad Practices MORE TO COME**
VALIDATE Validation is an observed performance assessment conducted by the trainer to confirm the trainee an perform the task unaided to the required standard. 1 CONDITIONS — 2 PERFORMANCE — 3 STANDARDS — 4 VALIDITY **SLIDE** 33	8 MIN.	• Making sure everybody can show/validate they are proficient at using a machine, or tool, or doing a process by completing the task in a real-world situation in a safe environment. • The **process of validated learning** begins with individuals being introduced to new skills or knowledge. o After that, learners are **encouraged to practice** these **new concepts** or **revisit a task** to achieve a specific goal or desired outcome. • After that, we check how well the learners did in reaching the goal. This **information about their skills** can then be **used to make the training content better** or to **improve the learner's level**. The learners can go through the process over and over if needed – until they get the result they want.
VALIDATE BEST AND BAD PRACTICES Best Practices — Bad Practices/Watch Outs 1. Letting an experience with someone outside of work affect your judgment 2. Not managing unconscious biases 3. Provide 'coach assists' to someone you want to see succeed. 4. Providing feedback in the moment "that was great!" **SLIDE** 34	5 MIN	• People can demonstrate proficiency by proving they can properly use a machine, or tool or perform a process by achieving the task in a real-world scenario in a safe environment. • The process of validated learning happens first when individuals are presented with new skills or knowledge. Learners are then asked to practice these new concepts or to relearn a task to complete a certain goal or achieve a desired outcome. • Learners' efforts are then assessed to determine how well the goal was met. This skill data can then be used to improve the training content delivery method or the learner's competency level. Learners can repeat the process as needed until they achieve the desired result.

Materials	SLIDEs	Timing	Facilitator Notes	Speaking Points

SLIDE 35 Cognitive Bias Handout	TBD MIN.	• Unconscious bias, or implicit bias, **happens when someone unfairly thinks certain things about a group of people** without even realizing it. This could be because of their race, gender, sexual orientation, abilities, or personal traits. These biases **often start when we're young and learn ideas from our experiences, families, school, and the media**. Over time, these biases **become a part of our thinking** without us even knowing it.
		• Some common unconscious biases are when **people focus on negative traits in others that match their existing attitudes**, known as **confirmation bias** and **affirmation bias**.
		  o Another type of unconscious bias is **based on people's appearances** and **relies on stereotypes**, which can lead to unfair treatment based on race **(racism), age (ageism), or physical appearance (beauty bias)**, instead of seeing each person as an individual.
		
		• What is one of YOUR unconscious biases? **LINK TO HANDOUT HERE**
		  o **Affinity Bias:** Favoring people who like ourselves in terms of background, interests, or experiences
		  o **Ageism**: Stereotyping or discrimination against individuals based on their age
		  o **Anchor Bias:** Relying too heavily on the first piece of information encountered (the "anchor") when making decisions
		  o **Authority Bias:** Valuing the opinions of authority figures more than those of others
		  o **Beauty Bias:** Associating positive traits with physically attractive people
		  o **Confirmation Bias:** Seeking out information that confirms pre-existing beliefs and ignoring information that contradicts them
		  o **Conformity Bias:** Changing opinions or behaviors to align with those of a group
		  o **Contrast Effect:** Evaluating people or things by comparing them to others rather than on their own merits
		  o **Gender Bias:** Preferring one gender over another, often manifesting in workplace decisions
		  o **Halo Effect:** Allowing one positive trait to overshadow other traits, leading to an overall positive impression
		  o **Horns Effect:** Allowing one negative trait to overshadow other traits, leading to an overall negative impression
		  o **Illusory Correlation:** Associating unrelated things, often leading to false assumptions
		  o **Name Bias:** Preferring individuals with certain names, often those that sound more familiar or culturally similar
		  o **Overconfidence Bias:** Overestimating one's abilities or knowledge
		  o **Perception Bias:** Making judgments about people based on stereotypes rather than individual characteristics
		  o **Recency Bias:** Giving undue weight to recent events or experiences when evaluating someone
		  o **Status Quo Bias:** Preferring things to stay the same rather than change

Materials | SLIDEs	Timing	Facilitator Notes | Speaking Points
SLIDE 36		• **Managing Unconscious Biases** • **Facilitator Notes to come**
SLIDE 37	TBD MIN.	Validation in Action – Activity • In this activity, you will watch a series of short video clips that demonstrate a Trainer performing the Validation process. o **The 1st video will highlight best practices** o **The 2nd video contains several bad practices.** • As you watch each video write your observations. After both videos, you will be asked to share your observations. o **For the 1st video what are some of the best practices you observed?** o **In the 2nd video note the bad practices you observed.**
SLIDE 39	TBD MIN.	• **Validation – Bad Practices in Action**
Break **SLIDE** 40		
SLIDE 41	TBD MIN.	• **ASK:** In which steps of the PBL model can you use feedback? • **SAY:** *All the steps allow for feedback.* While watching a task being performed, if you see something being done incorrectly or a safety violation, use this as a teachable/trainable moment and correct the action in the moment.

Materials | SLIDEs	Timing	Facilitator Notes | Speaking Points

THIS IS A PLACEHOLDER PICTURE K'Nex SOP Activity K'Nex SOP Activity **SLIDE** 42	TBD MIN.	**This K'Nex Activity will help to reinforce the importance of SOP and Two-Way Communication Activities**
		
		● **Objectives:** Importance of SOPS, informed trainers, and two-way communication.
		● Three activities:
		  o **GO KART** – **Verbal instructions** with **no SOP** (**do not allow questions from trainee**)
		  o **ROBOT** – **Trainer instructs using SOP** that the trainer has not reviewed
		  o **CATAPULT** – **Trainer instructs** after **carefully reviewing SOP** and allowing two-way communication with Trainee

Becoming a Certified PBL Trainer – 4 steps **SLIDE** 43	TBD	● In pairs, brainstorm and discuss all responsibilities of a PBL trainer. ● Record your group's notes and choose one member to talk us through your team's notes and discuss the "what and why" by sharing back using a flip chart. o The facilitator goes over the PBL Trainer's duties and responsibilities after this exercise. ● Ensure that most of these responsibilities are included in the de-brief: NOTE: THE BELOW RESPONSIBILITIES ARE SUMMARIZED ON THE NEXT **SLIDE** ES 1. Maintain your trainer qualification 2. Prepare for PBL training and assessment sessions 3. Use only the current version of training and assessment materials and resources 4. Adapt your training style to meet learner needs 5. Role model the standards – tasks and behaviors 6. Document training and assessment activities 7. Provide feedback to the trainee and their manager 8. Provide feedback on training resources and activities to promote continuous improvement

Benefits and Characteristics of Effective Feedback **SLIDE 44**		**Specific**
		  o Feedback should be specific and actionable, rather than general or vague. It should also be focused on behavior, not personality, to help separate the person from their actions.
		Timely
		  o Should be given in a timely manner, rather than waiting for a meeting or review.
		
		Constructive
		  o Should be constructive, helpful, and focus on improvement rather than deficiencies. It should also be non-judgmental and collaborative and should allow the recipient to reflect on ways they can improve.
		Considerate
		  o Should consider the needs of the recipient and should be solicited rather than imposed. When giving negative feedback, it's recommended to be private and timely. *Keep emotions and personal opinions under control or better yet, completely out of the feedback loop.*
		Follow-up

Materials	SLIDEs	Timing	Facilitator Notes	Speaking Points
		o This is an important mechanism for feedback, as it allows people to learn from past experiences and share outcomes with you or others in a group.
SLIDE 45	5 MIN	• **ASK:** When you deliver training how do you know if it is effective? • **ASK:** Is it positively impacting performance? • Kirkpatrick's **Four-Level Training Evaluation Model** can help answer questions like these. • Using this information can help improve the training material and help you improve your delivery of it.
SLIDE 46		**LEVELS OF EVALUATION** **LEVEL 1 REACTION** • The first level of criteria is "reaction," which **measures whether learners find the training** engaging, favorable, and relevant to their jobs. • This level is **most assessed by an after-training survey** that asks Trainees to rate their experience. **LEVEL 2 LEARNING** • For our purposes, relative to performance-based learning, the focus will be on performance assessments and qualification cards that include some limited knowledge tests. **LEVEL 3 BEHAVIOR** • Often, evaluating behavior uncovers issues within the workplace. A **lack of behavioral change** does not always mean the training was ineffective but **could include factors such as lack of application** (willingness to apply training) or **cultural or environmental conditions inhibiting** the desired change. **LEVEL 4 RESULTS** • The final trainee's work area level is dedicated to measuring direct results. Level Four **measures** the **training against the performance** of the **Key Performance Indicators.**
SLIDE 47		• This **SLIDE** is still under construction
		• Session Wrap Up