

# Certified Trainer Program

Empowering  
Others To  
Perform



# Welcome!

## Education & Training Certified Trainer Program



Participant expectations



Housekeeping



Active Participation

# Certified Trainer Program Objective

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- Develop internal Certified Trainer capability to teach/coach/assess Team Members ... empowering them to reach their full potential.



## Certified Trainer Program Overview

- E&T Pillar Overview and its role in MOE
- Pillars of adult learning
- Performance-Based Learning Model
- Learning type assessment
- Adult learning objectives and how adults learn
- Explore and identify the 70/20/10 model
- Learning Styles
- Marzetti's Performance Based Learning Model
- TTT Model – Teach/Coach/Assess,
- Training Effectiveness – Applying the Kirkpatrick Model
- Facilitating Instructor Led Classroom Training (follow-up module)

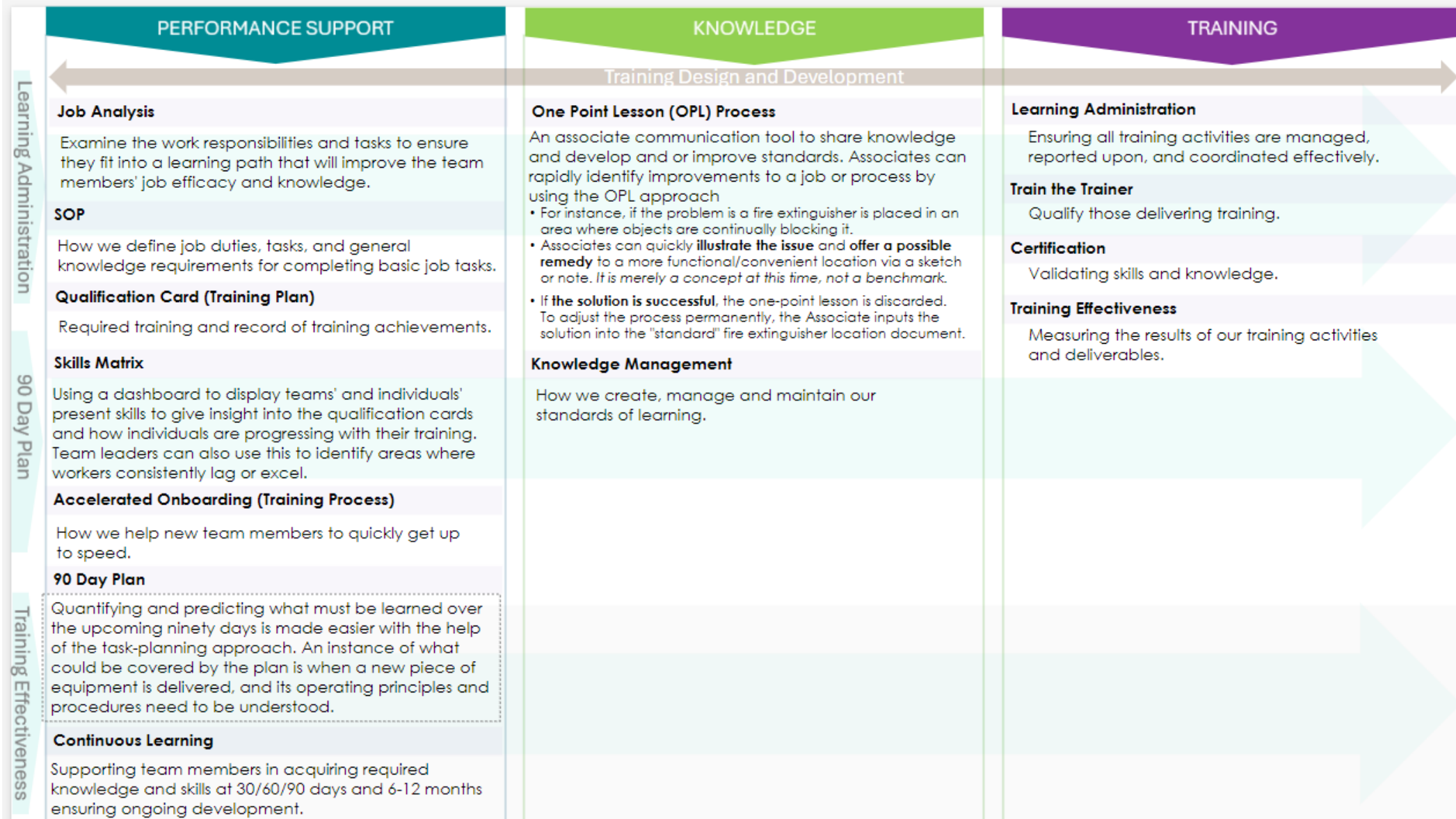
# E&T Pillar Module - Objectives



- Recognize the role of E&T in Marzetti Operational Excellence (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 – Work Process (no slide needed for this – need to create poster)






# Primary Responsibilities of Certified Trainers

- Insert slide with primary responsibilities of a Certified Trainer **COMING SOON**
- Post activity to check the “flagged” responsibilities





## Exploring Your Qualification Card

Qualification Card Coming SOON

# Adult Learning Module - Objectives

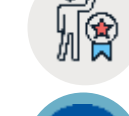
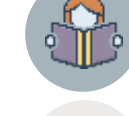
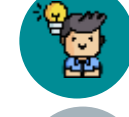


- Explore the pillars of adult learning and how it differs from that of how we learned as children
- Walk through and discover the basics of the 70:20:10 learning model
- Learning styles - How do you learn?
- Establish how our approach to training at Marzetti is centered on adult learning principles

# How Children and Adults Learn

## CHILDREN

- Rely on others to decide what is important to be learned
- Accept the information being presented at face value
- Expect what's being learned to be useful in the future
- Have little or no experience to draw from
- Little ability to serve as a knowledge resource
- Encourages convergent thinking
- Uses specific concrete thought
- Subject centered | Rote learning
- Externally motivated
- Rewards | punishment



### Self-Concept

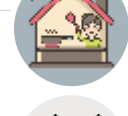
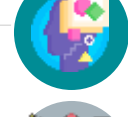
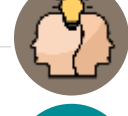
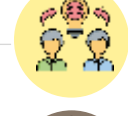
### Experience

### Readiness

### Orientation

### Motivation

## ADULTS



Decide for themselves what is important to be learned

Need to validate the information based on experiences

Expect what they are learning to be immediately useful

Have past experiences to draw on

Ability to serve as a knowledge resource

Encourage divergent thinking

Use generalized abstract thought

Active learning

Internally motivated

Incentives | curiosity



# Pillars of Adult Learning

## Self-Directed

*Adults are self-directed* and want to take charge of their learning journey. They are independent and want to feel in control.

## Experience

*Adults have a wealth of experience* that forms the foundation of their and can be used to facilitate learning.

## Why

*Adults need to know why* they are learning and how it will help them achieve their goals.

## Relevant

*Adults learn best when the learning is relevant* to their lives and work.

## Hands-On

*Adults learn by doing* and prefer hands-on experiences. They find relevance in task-oriented learning which they can align with their workplace realities.

## Readiness

*Adults are ready to learn* when they perceive a need for new knowledge or skills.

## Real World

*Adults learn best when the learning is problem-centered* and focused on real-world issues.

## Motivation

*Adults learn best when they are intrinsically motivated.* What's in it for me is a great internal motivation.



# Break

10 Min



- Using the **placemat template** capture your thoughts on **how the pillars** of adult learning **can and should be used to shape our approach** to:
  - How we **design** training programs
  - How we **deliver** the programs
- **Share your insights** with the group.



# Four Learning Styles



## Visual

Visual learners learn by looking at and interpreting pictures, videos, charts, graphs and graphics.

## MULTIMODAL LEARNING



## Kinesthetic

Kinesthetic learners obtain knowledge through a combination of all sensory modalities plus feeling and movement.

## Aural/Auditory



Auditory learners attain information by listening, speaking, discussion and explaining.

## Read/Write



Reading and writing learners interpret information most easily when it is in the form of printed words or text.

**Click the link to take  
the Quiz**  
**Learning Style Quiz: How  
Do You Learn?**

Click the terms to learn  
more about each style

- Kinesthetic
- Visual
- Auditory



Do some topics *come more easily* to you than others? Until now you probably thought it had to do with the topic itself, but really, in almost all cases that is not true. The difference is *how we are taught!*

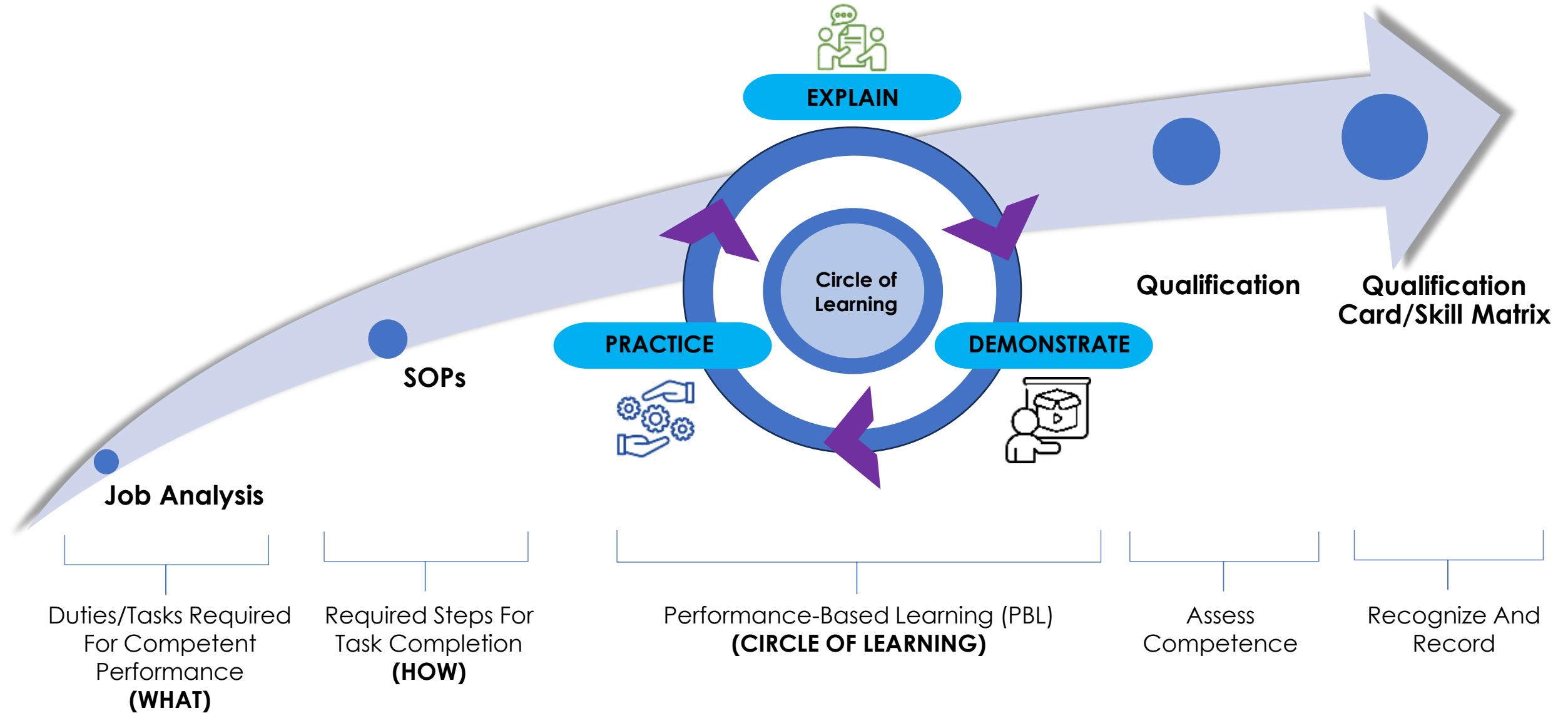
- Learning better by **doing** is kinesthetic – meaning you learn by hands-on activities/exercises.
- Learning by **seeing** is visual – you may do better with video courses or visual presentations.
- Learning by **hearing** is auditory – audio books or discussion could be a great option for you.

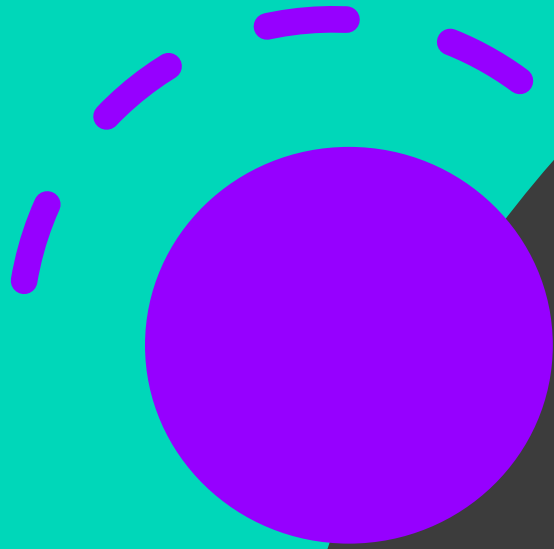
How about your *personality*? Did you know that your personality type also has a large effect on how you learn?

- *Extroverts* will do better in a group setting
- *Introverts* generally learns better by themselves Some people learn better with clear goals, while others learn better when they feel emotionally vested in the outcome.



# Performance-Based Learning Introduction





# **PERFORMANCE BASED LEARNING**

# Performance Based Learning Objectives



- Discover how each step in our Performance Based Learning (PBL) model fits together to ensure **Team Members'** success
- Assess the importance of Standard Work/SOPs in manufacturing environment
- Explore the 3 core elements that form the "circle of learning"
- Consider the difference between Training & Validation
- Discover Validation best practices and dos & don'ts
- Apply the TRAIN feedback model

# 70:20:10 Model Structure

**70%**



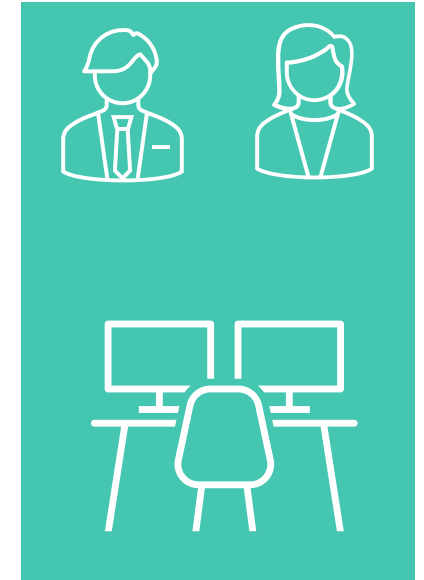
**On-The-Job**  
Experience | Experiment | Reflection

**20%**



**Working With Others**  
Social Learning

**10%**



**Formal Learning**



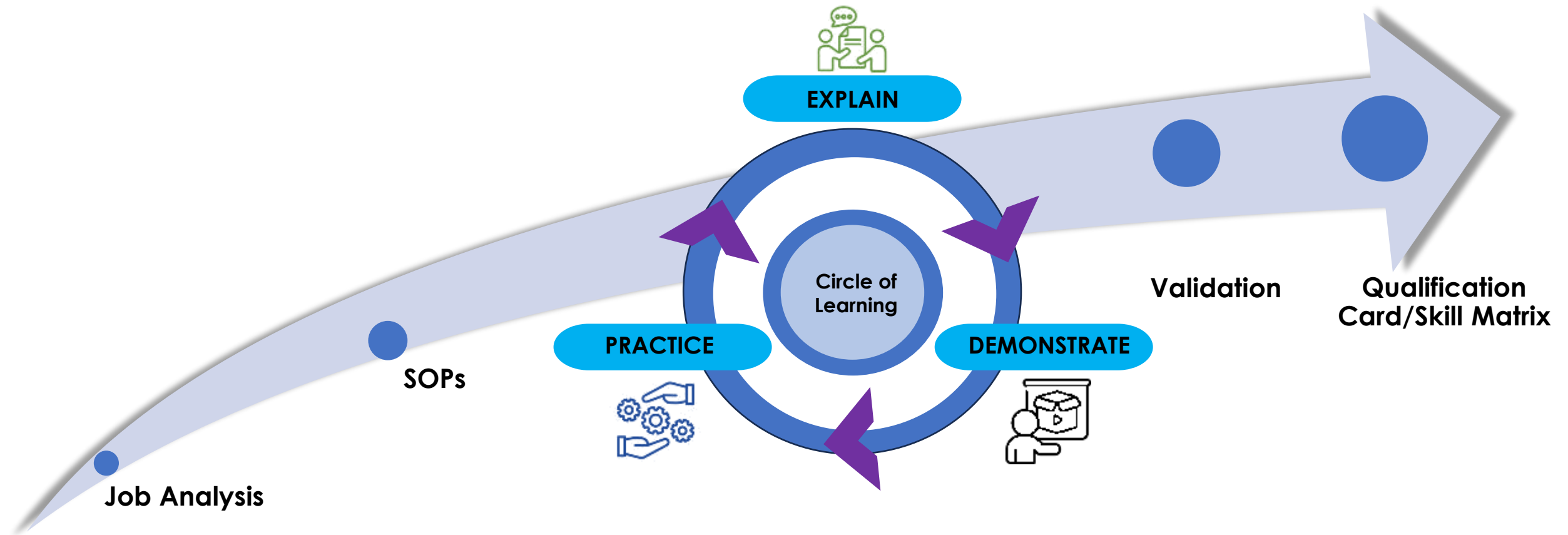
# Performance-Based Learning Deep Dive Activity



10 Min



1. Write down **2 – 3 sentences** to **describe** **EACH STEP** in the PBL model.
2. Identify the **STEP** you believe is the most important and **draft a short pitch** to the tell the group **WHY**.



## The Certified Trainer

- **Explain** what-to-do
- **Demonstrates** what-to-do
- **Observe** the learner
- **Correct** with consequences
- **Verify** competency
- **Quality** the learner

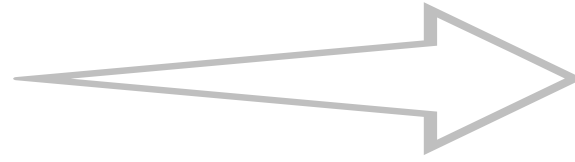


## The Trainee

- **Listens** what-to-do
- **Watches** what-to-do
- **Performs** the tasks
- **Practices**
- **Modifies** from feedback
- **Proves** competency
- Is **Qualified**



## EXPLAIN



## DEMONSTRATE



Explain	Explain the job start-to-finish, using SOPs, etc. Include background knowledge required to complete the task successfully.
Why	Introduce the <b>Why</b>
Where	<b>Where</b> the <b>tasks are completed</b> can aid in the success of the outcomes.
Ask	<b>Ask questions</b> to check for understanding



## PRACTICE AND COACH



## VALIDATE





## EXPLAIN – In Action



[SAMPLE LINK to PBT Step Practice](#)





EXPLAIN



## DEMONSTRATE



Show	Show how to complete the assignment correctly and in the right order.
Emphasize	Emphasize all Key Points (critical and error-prone).
Ensure	Ensure attendee listens to the description of task(s) being performed and follows what is being shown with the SOP.
Ask	Ask the attendee if they understand every step.

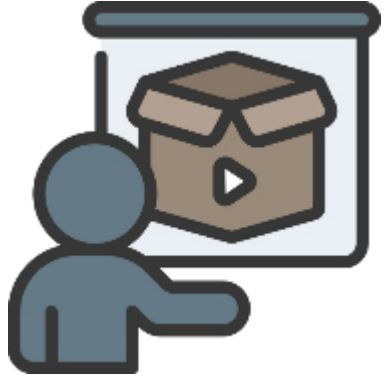


PRACTICE  
AND  
COACH



VALIDATE





**Demonstrate – In Action**



[SAMPLE LINK to PBT Step Practice](#)



EXPLAIN



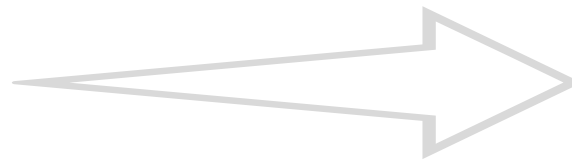
DEMONSTRATE



Ask	Ask questions and provide supportive feedback – and encouragement!
Actions	Explain the <b>consequences</b> of incorrect actions
Repeat	Return to <b>misunderstood steps</b> and <b>repeat the explanation</b> of the procedure
Confirm	<b>Confirm understanding</b> before advancing to the next task



**PRACTICE  
AND  
COACH**



VALIDATE





## Practice/Coach – Activity

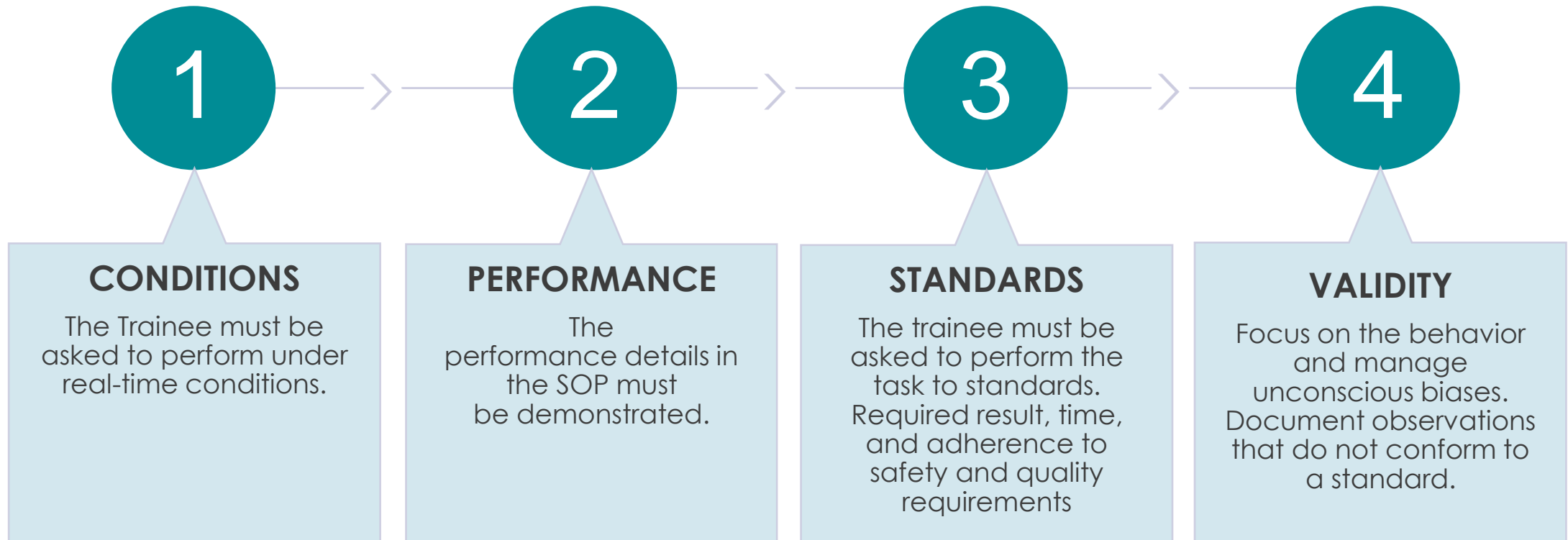


Insert video link



## VALIDATE

Validation is an observed performance assessment conducted by the trainer to confirm the trainee can perform the task unaided to the required standard.





## VALIDATE BEST AND BAD PRACTICES

### Best Practices

1. COMING SOON

### 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"





## VALIDATE

### Types of Unconscious Biases

Affinity Bias

Ageism

Anchor Bias

Authority Bias

Confirmation  
Bias

Conformity  
Bias

Contrast  
Effect

Gender Bias

Halo Effect

Horns Effect

Illusory  
Correlation

Name Bias

Over-  
confidence  
Bias

Perception  
Bias

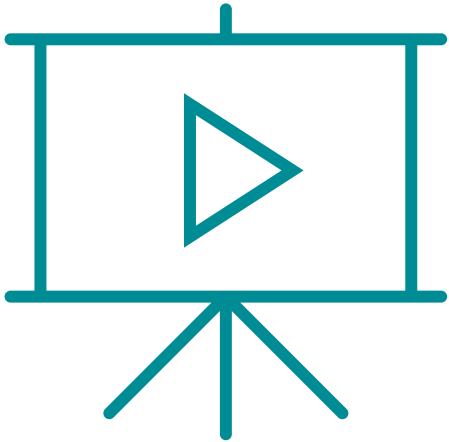
Recency  
Bias

Status Quo  
Bias



VALIDATE

## Managing Unconscious Biases



Click to view the video

Stereotypes Prejudice Unfair  
Research Behavior Beliefs  
UNCONSCIOUS  
Measure BIAS Implicit  
Reaction Respect  
Corporations Decisions Race  
People Social Subconscious  
Judgement Hidden Ethnicity  
Cognition Preferences Gender



1. In this activity, you will watch a series of **short video clips** that demonstrate a **Trainer performing** the **Validation process**.
  - The **1st video** will highlight **best practices**
  - The **2nd video** contains several **bad practices**.
2. As you watch each video **write your observations**. After both videos, you will be asked to **share your observations**.
  - For the 1st video **what** are some of the **best practices you observed?**
  - In the 2nd video **note** the **bad practices you observed**.





Insert video link

## Validation – Bad Practices In Action



Insert video link

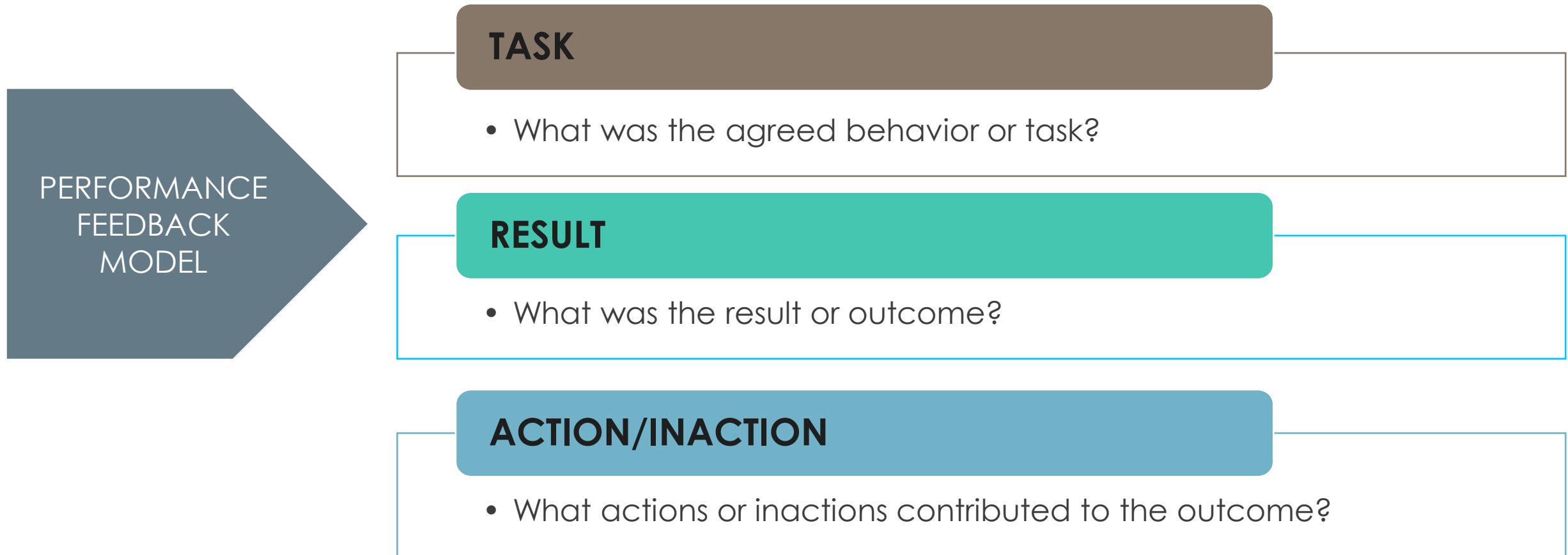
# Break

10 Min





# Training Performance Feedback Model





**LESSON ONE –**  
*Building a Go-Kart* – The Value of Standards

**LESSON TWO –**  
*Building a Robot* **Part One**  
*Building a Catapult* **Part Two** } Proper Trainer Prep & Two-Way Communication



# Becoming a Certified PBL Trainer – 4 steps



10 Min



## Step

- 1 Apply to and be selected for Certified Trainer program

## Step

- 2 Complete the TTT classroom training program

## Step

- 3 Complete the mentor-supported practice phase of the program; and receive Level 2 endorsement

## Step

- 4 Complete the TTT PBL Certified Training Classroom Training



**Note:** Level 3 Trainer endorsement **coupled with** Level 3 endorsement for all Skills and a Qualification Card **elevates** the Team Member to **Level 4**.

# Benefits and Characteristics of Effective Feedback



## BENEFITS of Effective Feedback

Learning happens when feedback is **concrete** and **actionable**

Helps coaches **understand** and **act on** key levers to **improve practices** and **outcomes** for trainees

**Respectful feedback** is a **collaboration** between the **giver** and the **receiver**

Build a culture where **feedback** is **given** and **received** in an **environment** of **trust**

## CHARACTERISTICS of Effective Feedback

Specific  
Honest  
Connects to tasks/work  
On going

Clear  
Relevant  
Timely

**Task-directed, NOT personal** while targeting **observable** and **actionable behaviors** or **tasks**

Explains **reasons** and **impact** and gives a **way forward** while being **tailored** to the trainee

# Exploring the Kirkpatrick Model

## What Is the Kirkpatrick Model?

The Kirkpatrick Model is an internationally recognized tool for evaluating and analyzing the results of training programs.

It consists of **four levels** of **evaluation**:

1. **Reaction**
2. **Learning**
3. **Behavior**
4. **Results**

Each successive level of the model represents a more precise measure of the effectiveness of a training program.





# Levels of Evaluation

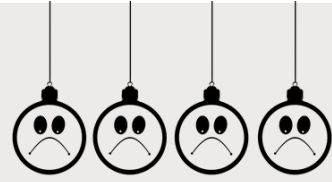
## LEVEL 1 – Reaction

You want Team Members to feel that training is impactful.

### MEASURE

- How engaged they were
- How actively they contributed
- How they reacted to the training

From these measurements and observations, you can see how well they received it.



## LEVEL 2 – Learning

Level 2 gauges the learning of each participant based on whether trainees acquired the intended knowledge, skills, and confidence from the assessment methods. This includes knowledge tests and performance assessments.



## LEVEL 3 – Measures

One of the most **crucial steps** in the Kirkpatrick Model, Level 3 **measures** whether participants were **truly impacted by the training** and if they're applying what they learned (are they **using what they learned**, and has the **training had an influence** on them).



## 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** including:


- A **reduction in workplace accidents**
- **Product holds**
- Improved **operating performance**



# Kirkpatrick Levels of Evaluation Questions Overview

- Did you feel that the training was worth your time?
- Did you think that it was successful?
- What were the biggest strengths and weaknesses of the training?
- Did you like the venue and presentation style?
- Did the training session accommodate your [personal needs](#) (be sure to build your understanding of Neurodiversity)
- Were the training activities engaging?
- What are the **three most important items** that you learned this training?
- From what you learned, what do you plan to apply in your job?
- What support might be needed to apply what you learned?

In our case, for Accelerated Onboarding, we will ask trainees to complete a [Training Evaluation form](#) [add hyperlink here](#)

 **T. Marzetti**  
A LANCASTER COLLEGE COMPANY

**Performance-Based Learning Observation Record**

TRAINER: \_\_\_\_\_ OBSERVER: \_\_\_\_\_

TASK(S) OBSERVED: \_\_\_\_\_ DATE: \_\_\_\_\_

Skill / Behavior					Observations / Comments
	Rarely	Sometimes	Frequently	Always	
<b>ENABLERS OF EFFECTIVE ADULT LEARNING</b>					
Can summarise each Step of the PBL process					
Able to adapt training style to meet learner needs					
Actively role models the behaviors expected of PBL and perform tasks correctly, according to standards					
<b>EXPLAIN</b>					
Gives clear instructions and explained Objective(s) and purpose – the “what”					
Builds rapport & checks for any prior knowledge, training, or experience					
Uses the current controlled version of training and assessment materials and resources – the “how”					





**QUESTIONS?**

**SLIDES below are on hold for the time being**