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## **A Recommendation to the Workers Compensation Legislative Committee**

By Ken Campbell – Training Consultant

### **A FOURTH TRAINING OPTION TO SUSTAIN SAFETY AWARENESS**

*What arrangements do you have in place to assure tragedies are not directly traceable to the current training structure you support - and may ultimately be held responsible for?*

Evidence shows that unacceptably high death and accident rates are caused by:

1. Inappropriate organizational *training structures* that cause safety awareness to “evaporate.”
2. Certain prevention *tactics* to sustain awareness not being recognized or appreciated.
3. Up to 10 hidden obstacles overlooked by many employers.

Whatever else it may be, the main goal of mandatory safety training under Bill 27, (The *Safer Workplaces Act*), has to be that of sustaining awareness of danger at all times. The Bill (as I understand it) tries to do this, but contains a serious flaw that has been recognized and remedied by the military and a growing number of civilian organizations:

1. The military learned that to avoid tragedies, people with the greatest safety awareness must be in close proximity to the areas where dangers exist - but that alone was found to be insufficient. Inexplicable tragedies continued.
2. Educators were consulted. They stated that the best way to become *aware* of something, and stay that way was to have to *teach it*. The result has been that sergeants and petty officers (supervisors) are formally trained as trainers and scores of civilian organizations now do this as well. Civilian organizations benefited not just on safety issues, but also in virtually every other area of their operations, ten of which are shown in part 2 of this presentation.
3. Educators also knew that awareness “evaporates” unless the law of repetition is implemented. Consequently, periodic refresher classes needed to be conducted on a regular basis.

**Assuming the above is accepted as factual and meaningful, we might then conclude:**

1. The structure of the organization must **not** for any reason, including economy of scale, place trainers in a position that is distant from areas of potential danger, as would happen where there is one training officer for several departments or say 100 or more employees.
2. That to assure supervisors in close proximity obtain and sustain awareness, it should be *they who do the actual training* of safety needs. It only takes a 3-day workshop to obtain the basic *Formally Trained Trainer* status needed to be effective.

3. That an ideal structure might be to employ the Safety Training Officer, as the *overall* training authority, but to have supervisors actually do the subject matter analysis and lesson plan development themselves. This establishes true awareness and includes *memorable* pride of ownership. Once done, their work would be assessed, and approved by the Safety Training Officer, followed by the supervisor/trainer doing the actual delivery of lessons. There are other ramifications to consider, but let's make an observation.

### **Observation:**

Consider the difference such a structure would likely have made to the Flin Flon furnace tragedy, and the Walkerton water tragedy. The real problem in those cases did not lay with supervisors. Instead, it lay with a misconception that anyone with experience in his field should be able to train without being formally trained as trainers. This misunderstanding automatically translates into the lack of an effective training structure. To correct this, the military decided that not just non-commissioned officers, but commissioned officers as well, would be required to take Instructor Training courses. This gave them an appreciation of what is required for effective instruction, the ability to teach effectively, and established appropriate training consciousness.

Another important observation is to realize that formally trained trainers, not only gain much greater sustained awareness from teaching, but they gain badly needed moral authority in the workplace to assure tested procedures are not only understood - but *carried out!*

### **Practicality:**

But is this practical? Fortunately, the return on investment for employers is huge and goes far beyond safety alone. An attached document shows why many large organizations have happily included the *Fourth Training Option* to overcome other costs and gain benefits by reducing or eliminating up to 10 hidden obstacles previously overlooked. The document also contains a page showing a sample of a partial Safety & Security Lesson Outline.

### **Summary of need:**

1. Deaths and accidents make us *super-aware* of the need for safety consciousness (awareness).
2. While awareness can be increased through training, unless *super-awareness* and moral authority are *continuously in close proximity* to areas of danger, awareness “evaporates” over time. Employees who spot threats need to know their ideas will be welcome by knowing that their immediate supervisor has the responsibility for training in such matters.
3. Short of tragedies, the only way to sustain super-awareness is to have immediate supervisors do periodic regular training and have the on-the-job moral authority that history proves - *can come only from being a Formally Trained Trainer.*

“The lecture is a method for transferring information from the notes of the instructor to the notes of the learner without passing through the minds of either.” – author unknown (probably for reasons of personal safety).

## Part 2.

### Supporting Documentation:

- **Introduction to *Fourth Training Option* - and authors qualifications**
  - **Ten Hidden Obstacles That Ambush CEO's – threats to:**
    - Saving or building your organization
    - Employee retention
    - Increasing Productivity
    - Retaining and Boosting Net Profits
  - **45 Supplemental Competencies for Organization Building and Profit Boosting**
    - Sample of a Partial Safety & Security Lesson Outline
  - **The Four Training Options – (uses and limitations).**
  - **Expected Workshop Outcomes.**
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### Final Recommendations:

1. Implementation of the Fourth Training Option, could initially be introduced on a voluntary basis with a view to possible mandatory requirements later.
2. Incentives might be used to support the adoption of this policy, however, the distribution of material such as I have enclosed, may be incentive enough for many.
3. Organizations that use this option could to be monitored to compare the health and safety results of using this option compared to those who do not. To do that would require documentation as to how often it is used for health and safety as well as other purposes.
4. As there are currently very few Train The Trainer programs available in Canada at present, and those that do exist are costly, please feel free to contact me for some ideas on how to implement such a program in a timely and cost effective manner.
5. **To be assured tragedies are not directly traceable to the training structure you support, and may be held accountable for**, it should be remembered that any solution that does not require a Health & Safety trainer in *close enough* proximity to health and safety issues to assure required practices are *continuously* carried out, may not be a real solution at all. **To be effective, formal training and close proximity must not be apart.**

# **The Fourth Training Option**

## **For Greater Safety, Empowerment and Profit**

**Campbell Learning Services** of Winnipeg, Manitoba...

**Presents...**

### **Fourth Training Option Coaching and Workshops**

**based on a**

### **Canadian Forces Leadership Training Program**



Ken Campbell

#### **Qualifications:**

Ken is a former Canadian Navy Instructor and the author of a 160-page quick reference manual for this workshop.

In addition to owning and operating two successful companies, he is also a former Chartered Life Underwriter who has conducted numerous seminars on taxation and estate planning and taught Small Business Management at Natonum Community College in Prince Albert.

# Ten Hidden Obstacles That Ambush CEO's

A summary by Ken Campbell – Training Consultant

## **You're going to be ambushed... How can you avoid what you're not aware of?**

The CEO's of the following organizations - faced ten *hidden* obstacles - in areas of:  
Organization saving & building; Employee Retention; Productivity and Profit Boosting:

Air Canada, Allstate Insurance, AT&T, Bell Canada, Canada Post, Canada Trust, Canadian Broadcasting Corp., Canadian National Rail, Cargill, CIBC, CNA Insurance, Dell Computers, Department of National Defence, General Electric, General Motors, Health & Welfare Canada, Manulife Financial, Metlife, Mutual Life, SaskTel, Revenue Canada, TD Bank, Telecom Canada, Texaco, Toyota, Transport Canada, Wal-Mart, Western Canada Lottery Corp., World Bank.<sup>1</sup>

## **The strategic situation each CEO needed to address was:**

To either save your organization in the event of: new regulations, a competitor's new strategy, market changes or other causes – or - to take advantage of time-limited opportunities that arise due to new knowledge or technology – what strategy do you have, (or not have) in place to reduce or eliminate threats in these 10 situations:

## **To Save or Build Your Organization** *what arrangements are in place that assure:*

1. Costly mistakes or tragedies are not directly traceable to the current training structure you may ultimately be held responsible for?

The Flin Fon furnace and Walkerton water tragedies can be traced to CEO's with outmoded training structures where specialty officers or managers with training responsibilities were distant or absent. To avoid this in safety and other areas of potential loss, many CEO's now *formally train* supervisors as *trainers*, who in turn train staff in certain areas to assure the *supervisor's awareness* and *moral authority* is always in close proximity to areas where mistakes can happen; and to better coach staff.

2. *You can mobilize quickly enough to meet change - without your Human Resource Managers being critically over-burdened? Does your plan include the ability to delegate: subject matter analyses, lesson plan development, and delivery, to managers, supervisors or subject matter experts (who have sufficient formal training as trainers to carry out those tasks) so as to assure new practices are efficiently and effectively carried out – in time to avoid losses?*
3. **Employee resistance and slow performance does not result from lost respect for managers and supervisors who overuse or misuse a training method such as constant lecturing or telling sessions?**  
I.e. what is in place to assure they can select from the advantages, limitations and requirements of up to 14 different training methods?

## **To Avoid Employee Turnover Losses** *what arrangements do you have in place to:*

4. **Assure employee loyalties, by the kind of evidence good employees require to feel personally valued?**  
(Does it include providing potential and actual supervisors with leadership training such as a Train-The-Trainer Workshop - that inspires loyalty arising from such *evidence* of being valued?)
5. **Prevent employee turnover due to unresolved and prolonged disagreements** between trainers or among trainees over training methods or techniques?

**To Increase Productivity** *what arrangements do you have in place to:*

6. **Avoid stifled production or expansion during periods of acute shortages of skilled people?** Do you have a plan in place to select best bet recruits and train them yourself? If not, why not?
7. **Assure productivity doesn't suffer due to performance evaluation problems being glosses over – or wrongly reported** by evaluators who fear their limited remedial training abilities will (or should be) reported to superiors and exposed to subordinates?
8. **Assure manager or supervisor responsibilities are appropriately delegated to subordinates** without fear that such delegation might cause losses traceable to his or her limited training abilities?

**To Retain and Boost Net Profits** *what arrangements do you have in place to:*

9. **Avoid lost customers, reputation and referrals, that will:**
  - Establish and maintain customer loyalty, and referrals?
  - Prevent customers from being left wide open to other suppliers; due to problems with inexperienced staff replacements?
10. **Take advantage of opportunities to create an atmosphere that boosts net profits through** effective lesson plans to increase supplementary and/or complementary competencies?  
(Ask about a list of 45 such competencies)

**The above situations are merely a *summary* of a few hidden obstacles - *many others exist!***

Expanded implications and solutions are available during a free no obligation question and answer consultation. This is recommended to avoid the next ambush and to keep up with many large and small organizations that are now... always in ready mode – by their ability to mobilize their entire organization using one coordinated structure - the dynamic strategy of *The Fourth Training Option*.

*Ken Campbell is the author of a 160-page quick reference Fourth Training Option Training Manual based on a Canadian Forces Instructor Training Program and puts on two (three-day) Train The Trainer workshops a year (spring and fall) for selected organizations. For a copy of the curriculum and further details, please contact:*

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<sup>1</sup> The named organizations are reported to have undertaken Train The Trainer Workshops similar to the one provided by Campbell Learning Services.

**If your hidden obstacles were removed, what would be the financial impact on your organization?  
May I show you a plan that would make that happen?**

## 45 Supplemental Competencies for Organization Building and Profit Boosting

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|--|--|---|
| <ul style="list-style-type: none"> <li>• <b><u>Achievement Focus</u></b></li> <li>• Adaptability</li> <li>• Analytical Skills</li> <li>• Attendance &amp; Punctuality</li> <li>• Business Acumen.</li> <li>• Business Ethics</li> <li>• <b><u>Change Management</u></b></li> <li>• <b><u>Communications</u></b></li> <li>• Conflict Resolution</li> <li>• <b><u>Consultative Selling</u></b></li> <li>• Continuous Learning</li> <li>• <b><u>Cooperation</u></b></li> <li>• Cost Consciousness</li> <li>• <b><u>Customer Service</u></b></li> <li>• <b><u>Delegation.</u></b></li> </ul> | <ul style="list-style-type: none"> <li>• Dependability</li> <li>• Design</li> <li>• Diversity Commitment</li> <li>• <b><u>Impact and Influence</u></b></li> <li>• <b><u>Initiative</u></b></li> <li>• Innovation</li> <li>• Job Knowledge</li> <li>• Judgment</li> <li>• <b><u>Leadership</u></b></li> <li>• <b><u>Managing Customer Focus</u></b></li> <li>• Managing People</li> <li>• Oral Communications</li> <li>• Organization Support</li> <li>• Performance Coaching</li> <li>• Personal Appearance</li> </ul> | <ul style="list-style-type: none"> <li>• Planning</li> <li>• <b><u>Problem Solving</u></b></li> <li>• <b><u>Project Management</u></b></li> <li>• Quality Management</li> <li>• Quality</li> <li>• Quantity</li> <li>• <b><u>Recruitment &amp; Staffing</u></b></li> <li>• <b><u>Safety &amp; Security</u></b></li> <li>• <b><u>Sales Skills</u></b></li> <li>• <b><u>Strategic Thinking</u></b></li> <li>• Team Leadership</li> <li>• Teamwork</li> <li>• Use of Technology</li> <li>• <b><u>Visionary Leadership</u></b></li> <li>• Written Communications</li> </ul> |
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### Sample of Partial Safety & Security Lesson Outline

(Provided to trainers by training authority for  
subject matter analysis and lesson plan development)

**Title: Safety & Security:**

**Lesson number:**

**1. Observing safety and security procedures**

- A. Follow all safety warnings and instructions for your department. Keep floors and work surfaces free of clutter and spills. Wear appropriate and properly adjusted protective safety equipment and clothing.
- B. Behave safely in work areas. Avoid horseplay, distracting co-workers, or making unnecessary noises that could lead to accidents.
- C. Learn emergency procedures and be prepared to use them. Keep important emergency phone numbers handy, such as those for local security, police and fire departments, and medical facilities.
- D. Become aware of the safety and security procedures that apply to your work, and clarify any you don't understand. Ask questions if in doubt about the safety of any substance or piece of machinery with which you work.

**2. Determining appropriate action beyond guidelines**

**3. Using equipment and materials properly**

**4. Reporting potentially unsafe conditions**

# The Four Training Options

## (Uses and Limitations)

1. **On-The-Job training without using instructional guides.** E.g: Sorting papers, or a father teaching a son to drive a car.

*Limitations:* Standardization can suffer due to individual preferences and values. Outcomes range between satisfactory and tragic.

2. **Subject matter experts or department heads provided with a two-year course in teaching.** A good fit in certain cases where teaching alone is a main occupation warranted by special circumstances.

*Limitations:* The cost, plus a two-year waiting period to train for each area of expertise can be prohibitive.

3. **Subject matter experts (untrained as trainers) but supplied with training guides. Correspondence type lessons.** These two **compromises** between options 1 and 2 are used extensively and are suitable for basic technical training. Results vary considerably depending on trainer or correspondence course layout.

*Limitations:* **Hidden obstacles to goal achievement remain when too largely relied upon.** Unsuitable to later training for remedial or refinement purposes. Lesson Guides and Correspondence type lessons are not free of cost.

4. **Managers, supervisors, subject matter experts and key team members Formally Trained in Methods and Techniques of Training.** This option overcomes 10 obstacles to goal achievement. It enables leaders individually, or in concert with others, to analyze and convert visionary ideas and solutions into effective lesson plans and deliver them with the powerful techniques of expert trainers.

*Limitations:* There is a short learning curve during early days of application. It can take considerable time to develop Lesson Plans, but once developed they can be used repeatedly. Changes to Lesson Plans are easily made.

# Expected Workshop Outcomes

## Trainers Will:

1. Know how to:
  - do meaningful job assessments
  - analyze results
  - design tailor made lesson-plans accordingly
  
2. Know the advantages, limitations, and effective techniques of each of 14 methods of instruction.
  
3. Know 7 factors to consider when selecting a training method.
  
4. Know which training methods to use to:
  - Inspire or increase employee morale.
  - Stimulate thinking and create a sense of participation.
  - Improve the power of association.
  - Impart a skill.

And....

## 5. Know:

- **5 types** of content that compose the subject matter of a lesson.
- 5 things to consider during the **selection of subject matter**.
- The **6 main steps** of a lesson.
- **9 parts of a lesson plan and its preparation steps**.
- What **not** to do when summarizing.
- Layout steps for preparing an **oral** presentation.
- **4 delivery techniques** important to an oral presentation.
- **35 different training aids** and their **uses**.
- **9 key principles of adult learning**.
- 8 rules for the construction of all types of **instruction sheets**.
- 5 types of **note-taking forms**.
- **10 types of tests, their uses, construction, advantages and limitations**.

## 6. Know how to:

- Build in the **5 Laws of Learning** into every lesson for maximum results:
  1. Establish a **willingness to learn**.
  2. Provide a **satisfying feeling among learners**.
  3. Apply **4 techniques** to assure learning is done the **right way first**.
  4. Increase the **intensity** of the learning experience.
  5. Apply **3 ways** that ensure the **exercise** of new subject matter.
- Use the **5 steps** of the **oral questioning technique**.
- Deal with positive and negative attitudes.
- Apply **5 factors** in a lesson to **stimulate motivation**.
- Handle **troublesome behaviour** in the classroom.
- **Incorporate appropriate concepts into lessons** from a list of 175 teaching tips.
- **Transfer** their new skills to the **work situation**.

More detailed information available upon request.