



## **A GUIDE FOR TRAINERS**

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# **HOW TO DELIVER HIGH-QUALITY SAFETY TRAINING**

**There are certain attributes that are a must for any training program.** These attributes must be included to provide trainees with an enriching learning experience, which also improves their motivation. In this guide, we highlight which attributes are critical, and how trainers can include them within the training environment.

**Where is the evidence?** This work is based on responses from 143 construction workers and 190 trainers from construction sites across the United States and Canada. They were asked to describe the best and the worst training they have ever experienced and delivered respectively. We took their responses, analyzed them, and paired them with other published peer-reviewed work to produce the contents of this guide. This guidance will help trainers optimize the quality of the training they are already delivering. It also acknowledges that delivering the highest-quality training every time is not a reasonable expectation when resources (e.g., time, budget, and training material) are limited.

**How to use the guide?** You should try to include as many attributes as reasonably possible listed below. There is a hierarchy within the guide. This starts with **Fundamental Quality** training which includes the minimum attributes trainers should aim to include in the training experience. To deliver **Advanced Quality** training, trainers must include the attributes listed in both Fundamental and Advanced subsections. Similarly, to deliver **Outstanding Quality** training, a trainer must include all the attributes listed in Fundamental, Advanced, and Outstanding subsections. Within the realities of training delivery, it won't be possible to have Outstanding Quality or Advanced Quality every single time. Trainers must use their best judgement to prioritize the learning experience within such resource constraints to deliver the best possible training they can. This guide can help with that.



# COLLABORATIVE LEARNING

## What is it?

Trainees working together and supporting each other in the learning environment.

## What must I do?

### Fundamental

#### Engage with trainees individually.

1. Ask questions frequently and make learners engage. For example:
  - a. Poll opinions (e.g., how many of you agree with ...).
  - b. Test conceptual understanding (e.g., which of these is correct ...)
  - c. Assess forecasts (e.g., which of these do you think is the likeliest outcome ...).
2. Engage with trainees one-on-one by asking them to share their ideas or elaborate on answers.



### Advanced

#### Encourage discussions amongst trainees.

3. Ask trainees to work in groups and brainstorm ideas/answers.
4. Ask some groups to share what they discussed so you can acknowledge positives and fill in knowledge gaps.



### Outstanding

#### Include and facilitate active learning.

5. Include activities (e.g., hands-on, role playing, scenario building, problem solving).
6. Ask all groups to share their learnings from the activity.
7. Facilitate a discussion with the class to debrief on what everyone learnt from the activity.

Fundamental is  
**GOOD.**

Make it  
**BETTER**  
by adding steps  
listed in  
Fundamental  
and Advanced.

Make it **BEST**  
by adding steps  
listed in  
Fundamental,  
Advanced, and  
Outstanding.

# COMMUNICATING EXPECTATIONS

## What is it?

Expectations create a contract between trainers and trainees so that everyone understands the purpose and benefits of the training.



## What must I do?

Fundamental is **GOOD**.

Make it **BETTER** by adding steps listed in Fundamental and Advanced.

Make it **BEST** by adding steps listed in Fundamental, Advanced, and Outstanding.

### Fundamental

**State why the training is necessary.**

1. Communicate the purpose of the training and what trainees will gain from it.
2. Communicate how trainees should engage during the training to fully realize the benefits.



### Advanced

**Explain why trainees should care.**

3. When content is similar to previous training experiences, explain why it is necessary for them to revisit the content.
4. Include relevant examples when answering the question: how does the training help you succeed in the workplace? Help trainees visualize why they should care.



### Outstanding

**State the learning objectives.**

5. Share learning goals with trainees that are simple, clear, and achievable.
6. Clarify with examples (e.g., acceptable behavior, engagement rules) what trainees need to do during the training to achieve the learning goals.
7. At the end of the training, revisit the learning goals and ask the trainees how they will apply what they have learnt in their work routine.



# PRACTICAL EXAMPLES

## What is it?

By providing relevant examples, trainees can draw direct and memorable connections between the content they are learning and its application in practice.

## What must I do?

### Fundamental

#### Prepare examples beforehand.

1. Build examples that trainees can relate to (e.g., recent events on site).
2. Include information in the examples that helps explain their relevance (e.g., company, characteristics of the tasks and jobsite, people involved).



### Advanced

#### Use different media to help trainees visualize examples.

3. Use visual cues (e.g., pictures, videos, props from site) to bring the examples to life.
4. Ask trainees to share their thoughts on the examples to help them internalize the learnings and for you to test their understanding.



### Outstanding

#### Get trainees to help communicate the examples.

5. Communicate examples through activities (e.g., hands-on, role-playing, simulation) that get the trainees to actively participate in achieving the learning goals.

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# TRAINEE NEEDS

## What is it?

Trainees' motivation to learn can be improved by considering what they need in a learning environment.



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### Fundamental

**Respect trainees job experience, skills, and language preferences.**

1. Make the training interesting by not repeating the exact content (e.g., slides, talking points) that the trainees may have seen before.
2. Demonstrate a passion for the topic using body language (e.g., voice modulation, physical movements, facial expressions).



### Advanced

**Make the learning experience comprehensive and entertaining.**

3. Include activities (e.g., discussion of recent incidents, ask leading questions) that demonstrate to the trainees that they have a knowledge gap.
4. Do not use dry language or rushed delivery that indicates the training is a "check-the-box" exercise. Instead, engage with each group of unique trainees appropriately (e.g., find examples to simplify complex concepts, use colloquial terms, encourage a dialogue).



### Outstanding

**Empower trainees within the learning environment.**

5. Ask the personnel from site to provide feedback on how to improve the training for different audiences (e.g., experienced crews, new workers).
6. Allow learners to control some aspects of the learning process (e.g., summarize key-takeaways from training, help facilitate activities) and increase their participation.





# RESOURCES

## What is it?

Provide opportunities for trainees to interact with content during/after training.

## What must I do?

### Fundamental

#### Provide basic information.

1. Provide slides and/or a recording of the training.
2. Provide a point of contact that trainees could reach out to and ask follow-up questions or clarify confusion.



### Advanced

#### Provide customized information.

3. Provide paper handout with summary of key-takeaways.
4. Provide interactive resources (e.g., pocket guides, stickers, summary videos) to help trainees remember the training.



### Outstanding

#### Conduct follow-on workshops.

5. Follow-on workshops can mentor trainees by reinforcing information and clearing misconceptions.

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# CONNECTION

## What is it?

Helping trainees build an emotional bond with the information being shared to facilitate long-term memory.



## What must I do?

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### Fundamental

#### You share stories.

1. Share stories with trainees that helps them build a connection with you, the information being shared, and the learning environment.



### Advanced

#### They share stories.

2. Ask trainees to volunteer and share stories that relate to what is being discussed.
3. Comment on the stories shared, by relating them to the content being discussed in the training.



### Outstanding

#### Emphasize the emotional beats.

4. Ask trainees to comment on the stories being shared and how it makes them feel. Generate a discussion that supports shared learning.





# ASSESSMENTS

## What is it?

We can determine whether or not the learning goals have been achieved and what next steps are needed to support continual growth.

## What must I do?

### Fundamental

#### Informal assessment.

1. Ask trainees questions that could indicate that they have knowledge gaps.



### Advanced

#### Informal assessment with feedback.

2. Ask all trainees to think of responses to questions asked (e.g., scenarios, problems).
3. Ask some volunteers to share their responses.
4. After you provide and explain the correct answer, ask all the trainees to self-assess the correctness of their answers.



### Outstanding

#### Formal assessment using interactive methods and targeted feedback.

5. Ask trainees to pair-up and collaboratively write responses to the questions.
6. Require each group to present their 'solutions.'
7. Provide each group with targeted feedback with positive acknowledgement and constructive feedback.

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# MULTIMEDIA

## What is it?

Using different types of media within the training to support instruction.



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### Fundamental

#### Use different types of media.

1. Provide a printout of all slide decks and/or notes.
2. If training is being delivered using pre-recorded video:
  - a. Allow moments for trainees to practice content with activities focused on the application of knowledge.
  - b. Allow learners to control the video (pause, play, repeat, stop)
  - c. Don't speak the text shown in the video.



### Advanced

#### Include interactive tools.

3. Include photos and videos to support text-based content.
4. Utilize interactive online tools in your instruction (e.g., animations, time-lapse videos, surveys, subtitles for other languages).



### Outstanding

#### Include activities that utilizes different media.

5. Create interactive learning environments with a blend of e-learning (e.g., apps, games) with physical instruction and in-person activities.

# ASSESS THE QUALITY OF TRAINING DELIVERY



Did the training include:	It means during the training:	Absent	Good	Better	Best	Score
		Score = 0	Score = 1	Score = 2	Score = 3	
<b>Collaborative Learning</b>	<ul style="list-style-type: none"> <li>• Trainees worked with the trainer.</li> <li>• Trainees worked with each other.</li> </ul>					
<b>Communicating Expectations</b>	<ul style="list-style-type: none"> <li>• Trainees understood the purpose.</li> <li>• Trainees understood the benefits.</li> </ul>					
<b>Practical Examples</b>	<ul style="list-style-type: none"> <li>• Trainees received relevant examples.</li> <li>• Trainees shared relevant examples.</li> </ul>					
<b>Trainee Needs</b>	<ul style="list-style-type: none"> <li>• Speaker was passionate.</li> <li>• Trainees were involved in the delivery of information.</li> </ul>					
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resources to support trainees on-site were provided.</li> <li>• Resources were customized.</li> </ul>					
<b>Connection</b>	<ul style="list-style-type: none"> <li>• Trainees received emotionally-rich information.</li> <li>• Trainees created emotionally-rich information.</li> </ul>					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Informal or formal assessments were performed.</li> <li>• Feedback was provided.</li> </ul>					
<b>Multimedia</b>	<ul style="list-style-type: none"> <li>• Different types of media were included.</li> <li>• Activities utilized different types of media to engage trainees.</li> </ul>					
Total Score (out of 24)						

# ACKNOWLEDGEMENT

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