



PEOPLE360



---

# STRENGTHENING OSH TRAININGS: SAVE LIVES

# GONDOLA ACCIDENT 2011





TIME

Subscribe



'This Is the Earthquake We've Been Waiting For'



Europe's Crisis of Conscience

SUBSCRIBE



LATEST

MAGAZINE

VIDEOS



Philippine Factory Fire Traps, Kills 72; Lapses Investigated



Republicans Prepare for Painstaking Nomination Fight



No Charges Against Engineer Who Caused Deadly NYC Derailment

WORLD PHILIPPINES

# Philippine Factory Fire Traps, Kills 72; Lapses Investigated

Oliver Teves / AP | May 13, 2015 Updated: May 14, 2015 3:15 AM ET



## At least 72 dead

(MANILA) — Police will open a criminal investigation into a Philippine factory fire that killed at least 72 people, as a relative of several of the victims said Thursday the blaze had trapped workers in the building's second floor



HEALTHCARE IS GETTING BETTER AROUND THE WORLD, THANKS TO GLOBAL TRADE.

FIND OUT MORE >



SCROLL TO SEE MORE v

# HOUSE TECHNOLOGY INDUSTRIES, INC.

(FEBRUARY 2-4, 2017)



DECEMBER 27, 2017

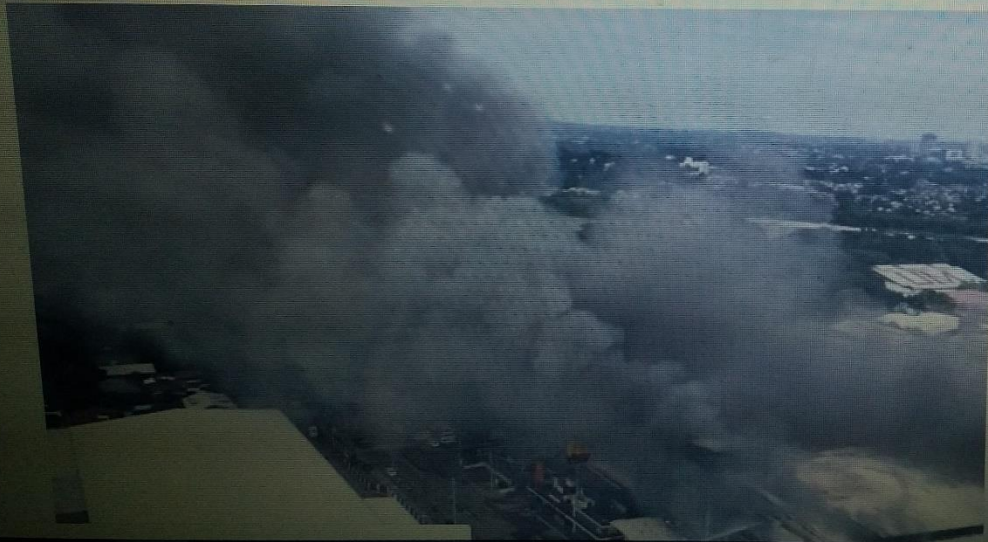
REGIONS

22 SHARES



# Mall worker brings to 38 the fatalities of Davao mall fire

By: Allan Nawal, Frinston Lim - @inquirerdotnet Inquirer Mindanao / 08:35 AM December 27, 2017



## LATEST STORIES

## MOST READ



**BUSINESS**  
April inflation hits record 4.5%  
MAY 04, 2018 09:55 AM



**NEWSINFO**  
Abducted 3-year-old girl in CamNorte, found dead  
MAY 04, 2018 09:53 AM



**TECHNOLOGY**  
Historians name 2 Indian Ocean 19th century shipwrecks  
MAY 04, 2018 09:29 AM



**GREEN**  
Third's a Charm: The Curator Nabs a Spot on

# 2 die in Wednesday afternoon landslide in Baguio

By Dionisio Dennis, Jr.  June 13, 2018, 10:07 pm

Share  Share 15 

**BAGUIO CITY** -- Two construction firm employees died when the barracks they were staying in was carried away by a landslide caused by gushing waters along Sandico Sreet in Barangay Salud Mitra here around 3 p.m. on Wednesday.

Baguio City Police Office Station 3 chief Senior Inspector Julius Basinga identified the fatalities as project engineer Patrick Lachica, 23, of Beckel, La Trinidad, Benguet; and Hannah Jean Aragon, 22, Human Resources Department representative of the construction company currently building a condominium, and a resident of Happy Homes, in this city.

Lachica and Aragon were both employees of FCL Laranang Construction, the firm putting up the Mega Tower condominium at the accident site.

Based on initial investigations, Sherwin Corpus, a security guard at the construction site, said he went to the barracks to have coffee and ease himself from the cold weather. Thereafter he felt some movement on the ground and rushed out of the barracks. He said it was too late to save the two, as mud was already gushing with the structure at that time.

The two victims were buried in the mud.



## Related Stories

Duterte visits wake of slain cop chief in Isabela

Troops rescue abducted Sulu town mayor's ex-wife, daughter

Pulupandan town first to be declared drug-cleared in Negros Island

Davao hosts 2-day National ICT Summit

Cavite to join Q2 nat'l simultaneous earthquake drill

NPA rebel slain in CamNorte clash with gov't troops

Mariano Marcos State U to host Summer Olympics 2019

# WHAT IF'S?

---

- the welder involved in the Kentex case have had training on hot work permit system;
- the workers knew about proper storing and handling of chemicals
- gondola workers were oriented on working at heights safety
- other workers knew about emergency evacuation plans?



Could training  
helped to  
avoid those  
accidents?



# WE NEED TO KNOW

---

- What is Training?
- Processes involved?
- Design Elements
- Methodology Considerations
- Levels of evaluation
- Good training management practices



# TRAINING IS....

- a learning intervention

---

- also a planned effort by a company to facilitate employees learning of job-related competencies
- Aims to improve match between job requirements and individual knowledge, skills, and attitudes.
- After training, the employee is able to master competencies and apply them to their day-to-day and other activities.
- Examples : Basic OSH, Construction Safety, Industrial Hygiene, Risk Management, Safety Audit

**A  
D  
D  
I  
E**

Training Needs  
Analysis (TNA)

Training  
Design

# Training Cycle



Development  
of Training  
Materials

Training  
Implementation

Monitoring &  
Evaluation

**A** **D** **D** **I** **E**

# TRAINING NEEDS **A**NALYSIS

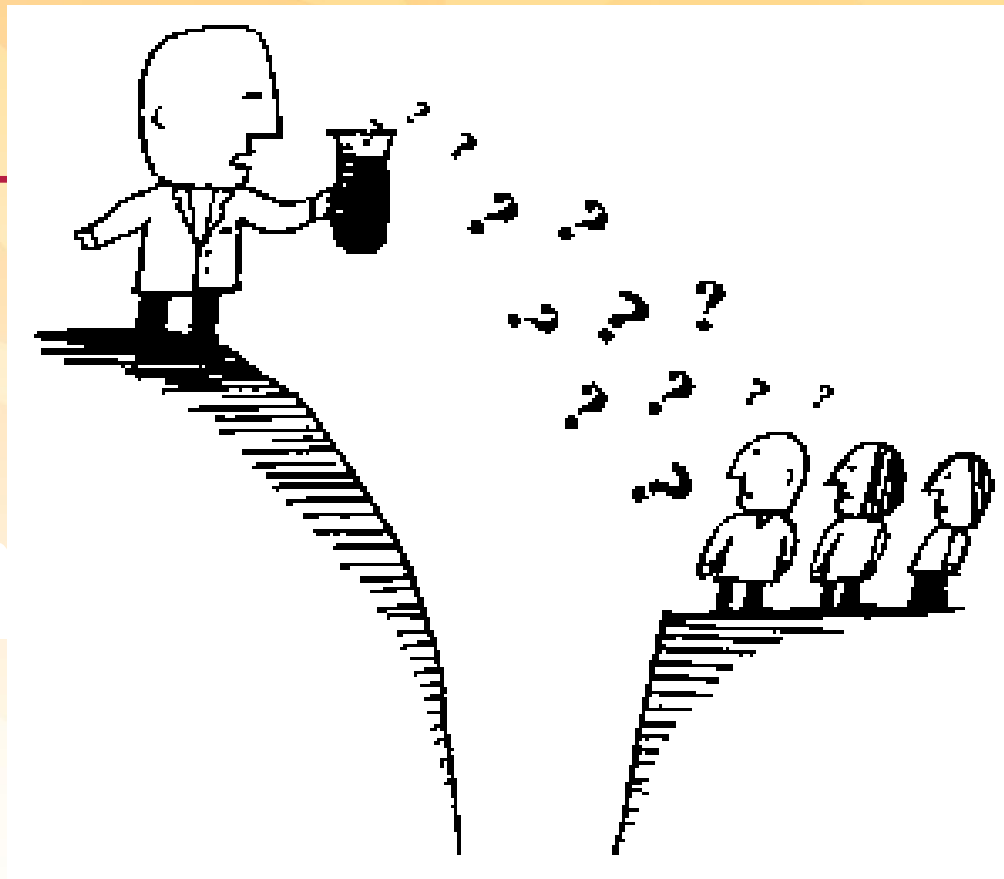
---

- ▶ Determines whether training is needed in the 1st place (can other interventions be more effective?)
  
- ▶ Training should be based on sound, clearly identified requirements
  - identify the problem
  - is training the best way to respond to the problem?
  - identify the learners, getting as much information as possible about them(age, position, years, of service, training background, etc.)

# TRAINING NEEDS

---

- Gap between the present level of actual performance and the preferred performance that can be narrowed down through training.
- Necessary skills and abilities to be developed over time to improve performance.
- Serves to identify the gap between “what is” and “what it should be”.



<https://www.the-scientist.com/?articles.view/articleNo/18801/title/The-Wholesale-Transformation-Of-Ignorance-Into-Fear/>

# TRAINING NEED VS. NON-TRAINING NEED

---

- Training Need – a gap between the desired and actual job performance that results from the lack of appropriate ***knowledge, skills, or attitude.***
- Non-Training Need – a gap between the desired and actual job performance that results from the lack of appropriate ***support systems, structures or environment of the workers.***



# Common Data Collection Methods

# OCULAR/OBSERVATIONS/WALK-THROUGHS



*Photo by Metragorg*

# FOCUS GROUP DISCUSSIONS INTERVIEWS

---



*Photo by Seiketsu*

# SKILLS ASSESSMENT SURVEYS

<b>PHILTRON CENSUS 2010</b>	Do you consider any of you're jewelry to be possessed by ghosts? (Do not include symbolic ghosts such as memories or stories of origin.)	What is your favorite kind of first date?
Thank you for completing the Philtron 2010 Census. Or have you completed it? Maybe life is one big census that we answer through the actions we choose to make! :D		<input type="checkbox"/> Casual hang out <input type="checkbox"/> Dancing <input type="checkbox"/> Sex
After consulting with a physician please indicate which debilitating condition prevents you from completing this survey. <input type="checkbox"/> Nauseous <input type="checkbox"/> Sleepy <input type="checkbox"/> Not friends with Philtron <input type="checkbox"/> Drunk <input type="checkbox"/> Broken <input type="checkbox"/> Syphilitic <input type="checkbox"/> Have eye stalks	What level of discomfort do you feel at the typo in the above question?	What is your favorite color?
What is your phone number? (Please use imaginary numbers only.)	<input type="checkbox"/> None <input type="checkbox"/> Los <input type="checkbox"/> Some <input type="checkbox"/> I corrected it	What would your address be if you lived somewhere else?
How would others describe your age? <input type="checkbox"/> 0-11 years old <input type="checkbox"/> Pickled <input type="checkbox"/> 31-27 y/o <input type="checkbox"/> 30-46 y/o <input type="checkbox"/> 18-18 y/o <input type="checkbox"/> below 70 y/o	Does anyone else live in your household aside from yourself?	What is your favorite tool for eating, let's say, porridge?
Indicate your race. <input type="checkbox"/> Racist <input type="checkbox"/> Tortoise and the Hare <input type="checkbox"/> Half-orc <input type="checkbox"/> Cinnamon <input type="checkbox"/> 100 m dash <input type="checkbox"/> Other (please indicate)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Mouth <input type="checkbox"/> A baby <input type="checkbox"/> Spoon <input type="checkbox"/> Licking <input type="checkbox"/> Bigger Spoon <input type="checkbox"/> Another bowl of porridge
Please answer 'yes' to the last question in the survey.	Can anyone else see this resident aside from yourself?	Describe a conversation you've had with an inanimate object. (Feel free to use separate piece of paper.)
Please answer 'yes' to the last question in the survey.	<input type="checkbox"/> Yes <input type="checkbox"/> No	What is your favorite kind of first date?
Please answer 'yes' to the last question in the survey.	Why is your favorite meal?	<input type="checkbox"/> Tree Climbing <input type="checkbox"/> Looking Under Rocks for Cool Bugs <input type="checkbox"/> Glancing At Each Other Shyly For Two Hours
Please answer 'yes' to the last question in the survey.	Did you read the wording in the above question carefully?	Do you feel bad for letting down humanity?
	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't remember
	Please answer 'yes' to the last question in the survey.	
Please answer 'yes' to the last question in the survey.	<input type="checkbox"/> Okay <input type="checkbox"/> I'm confused!	

*Photo by (RAWRZ!)*

# MARKET TREND RESEARCH

---



*Photo by Seattle Univ. Law Library*

## IF AND WHEN TNA WAS NOT DONE...

---

- Get as much info about the learners
- Talk to other trainers
- Be early for the session
- Take a look at the pre-registration data and the sign-in documents
- Do surfacing and leveling of expectations
- Be equipped with much more than the session/s might entail



---

A D D I E

# TRAINING **D**ESIGN

---

- ▶ Course Outline
- ▶ Must identify good, sound objectives
  - define the **learning objectives**
  - determine best (most appropriate) methods of training
  - selecting the best tool





# LEARNING OBJECTIVES

---

Statements of **desired outcomes** necessary to close the gap between the actual and desired KSA contributing to job performance



**Two Types:**

- **Terminal Objectives**
- **Enabling or Specific Objectives**

# LEARNING OBJECTIVES

---

- **Terminal or over-all objective**
  - Highest level of KSA that learners are expected to accomplish at the end of the course. What they are able to do after going through the training (expected outcome)
- **Enabling or Specific Objectives**
  - Learning steps that the learner must undergo to accomplish the terminal objective

# EXAMPLES:

---

## Training: Basic Occupational Safety and Health (BOSH)

### Terminal Objective:

At end of the five-day course, learners will be able to recognize workplace hazards, and their specific effects to the human body; discuss the range of control measures appropriate for each hazard and show basic skills in identifying hazards.

### Enabling or Specific Objective: *(Session 6: Machine Safety)*

At the end of session 6, participants will be able to identify hazards associated with the use of machineries, the effects to the worker, and the measures to prevent the machines from exerting harm on the worker.

ADDIE

# **D** EVELOPMENT OF TRAINING MATERIALS

---

- Conversion of the Course Outline to a complete set of materials. May include:
  - lesson plans
  - learner materials – workbooks, hand-outs
  - audiovisual aids –slides, flip charts, etc.
  - tests-pre-and post-tests
  - evaluation sheets
- Other activities – making arrangements for the course, selecting the resource speaker/s and facilitators, etc.

# STEPS IN COURSE DESIGN

---

- Clarify limitations of the course
- Use the learning objectives as guide
- Arrange the objectives into a logical learning sequence

# STEPS IN COURSE DESIGN (2)

---

- Determine content
  - What do the learners want to know?
  - What do they need to do?
  - What specific knowledge or skills will help them achieve the learning objectives

# WHAT IS/ARE THE GAP/S? HOW CAN I CLOSE IT/THEM?

---





# STEPS IN COURSE DESIGN (3)

---

- Identify the best methodology
- Develop or purchase the support materials
- Do a pilot of the training.
- Implement the next round based on the results of the pilot.

# TRAINING METHOD

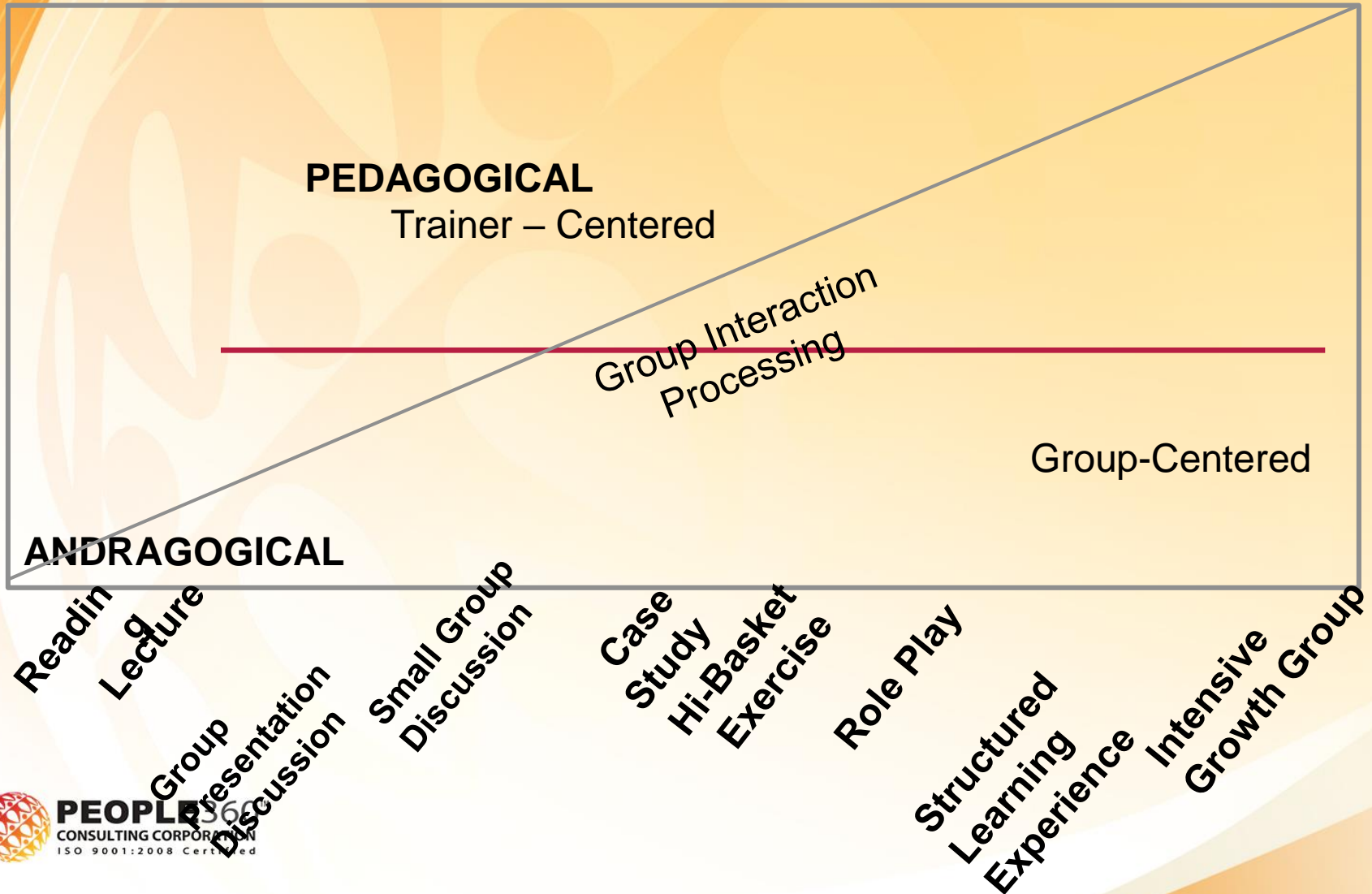
---

- ▶ A process, technique or approach which a trainer uses in training.
- ▶ Two common types:
  - ▶ Traditional - Written exercise; Lecture/rette; Questionnaires/Self-Assessment; Simulated training; Workshop; Demonstrations; Group discussions; Role plays, etc.
  - ▶ Technology-based Training Methods – computer-based; e-learning; webinars; virtual reality; webcasts

# TRAINING METHODS IN A CONTINUUM

Low Participant Involvement

High Participant Involvement



# LEVEL OF INVOLVEMENT

# WE TEND TO REMEMBER



# TRAINING METHODS

## ► Principles on Choice of Methods

---

- Each training method have comparative advantages and disadvantages
- There is no such thing as **THE** training method
- Choice of method rests on the good judgment of the trainer for as long as objectives are met

# FACTORS IN CHOOSING TRAINING METHOD/S

---

- **Group composition**
  - Age
  - Background
  - Position in the organizations
  - Learning styles
- **Program objectives and content**
- **Available facilities, resources, time, etc.**

# COMMON METHODOLOGIES USED IN OSH TRAININGS

---

- Active Lectures
- Small Group activity (workshop)
- Big group discussions
- Case studies
- Role plays
- Site Visit or Simulation
- Use of AVPs

ADDIE



**PEOPLE360™**  
CONSULTING CORPORATION  
ISO 9001:2008 Certified



# TRAINING **I**MPLEMENTATION

## **Trainer Roles :**

---

- As resource speaker and facilitator
- Take care of logistics
- Keep records of learner progress
- Evaluate training as it occurs
- Evaluate instructor performance
- Make adjustments when needed

---

# ADDIE

# MONITORING & **E**VALUATION

---

Reasons for evaluation:

- Determine effectiveness
- To decide whether or not to continue the course

# TYPES OF EVALUATION (AS TO SOURCE)

---

- Learner evaluation
- Instructor evaluation of the training after each segment
- Third-party evaluation
- Field evaluation

# LEVELS OF EVALUATION

---

## Level 1: Reaction

how participants in the *program* react to it  
sometimes called *customer satisfaction* measurement

## Level 2: Learning

extent to which the participants changed their attitudes, increase knowledge, and/or increase skill as a result of attending the program

# LEVELS OF EVALUATION

---

## Level 3: Behavior

the extent to which a change in behavior has occurred as a result of the training program.

## Level 4: Results

- the final results that occurred because the participants attended the program. It measures the **business impact**. It can include increased production, decreased costs, reduced frequency and/or severity of accidents, reduced turn-over and the like

# CHALLENGES

---

- Client wants “short cuts”
- Client only after certificate and not the learnings that go with the training
- High expectations but little support given
- Special groups needs special consideration
- Millennials versus Gen X, and Y
- Use of technology- internet, social media

# EXAMPLES OF RECOMMENDED PRACTICES

---

- Database
  - Directories of participants
  - Resource speakers and their respective competencies
  - Evaluation results
- Fielding of support staff to all training activities
- Continuing evaluation of resource speakers and training activities
- Quality management system being put in place
- Explore alternative forms of delivery-as on-line courses
- Client customer consultations in design and delivery



# OSH TRAININGS ARE EFFECTIVE AND CAN SAVE LIVES ESP WHEN THEY RESULT TO

---

- Change in better and safer practices at the workplace
- Attitudes towards OSH are changed- not an expense but a necessity for productivity
- Business profits from said positive changes

# ONE OF THE MORE CONSUMMATE OSH TRAINERS...

---



- Active partner in the First GKK Award held by the OSHC-DOLE
- A lively speaker in some controversial OHS topics
- Hard-working and willing to lend a hand
- Networks well with other groups and organizations
- **WE MISS YOU, LARRY!**