



Training Warning Flags

Self-Diagnosis Checklist

You have weak leadership and ownership when...

- Training staff doesn't feel responsible for plant performance
- Managers don't recognize or detect significant problems when they monitor and oversee training processes and activities
- **Managers don't recognize emergent training problems or trends when analyzing performance data**
- Line managers infrequently observe training, provide meaningful comments, or verify that expectations are met
- Workers are assigned to tasks for which they are not qualified
- First-line supervisors don't attend continuing training with their crews
- **Line managers don't know the training process or the industry training standards and expectations**
- Student dissatisfaction isn't recognized or responded to in a timely manner
- **Managers view accreditation renewal as a distraction or an event**

You have weaknesses with the conduct of training and trainee evaluation when...

- Trainers and evaluators don't model management standards and expectations
- **Trainers and evaluators are not reinforcing standards and expectations during all training and evaluation activities**
- Students aren't evaluated in nontechnical skills and behaviors
- Students don't participate in class activities or discussions
- The cognitive level of training or evaluations does not match the stated objectives

You have weak self-assessments when...

- Line managers aren't active in self-assessment activities
- **Corrective actions from self-assessments are not timely or are often postponed**
- Corrective action effectiveness is not evaluated
- Problems identified in one program aren't considered in other programs
- Lessons learned from industry training experience are not considered
- **Training weakness trends from internal and external assessments aren't identified or aren't evaluated in the aggregate**
- Few industry peers participate in self-assessments
- **Causal analysis is insufficient to determine the main cause**
- **The quality organization is unable to find training problems**

Your training organization is isolated if...

- Training personnel have few interactions with other plant personnel, don't participate as peers on self-assessment and accreditation teams, or aren't aware of training lessons learned from other plants
- Benchmarking is infrequent and doesn't result in change

Your use of the systematic approach is weak when...

- Training doesn't address known performance problems or knowledge and skills needs
- Training processes aren't part of plant or corporate change management policies, procedures, or practices
- Managers don't know how to apply a systematic approach to training
- Training needs aren't considered when new positions are developed or existing ones are modified
- Methods to determine training effectiveness are not identified
- Continuing training is not consistently used to refresh fundamental knowledge
- **The candidate selection process and the evaluation of training needs are not rigorously implemented**
- Continuing training hours or student evaluations are reduced without an SAT-derived basis
- **Evaluations of a recurring event determine that training was incomplete or limited**

You don't have the right training resources and expertise when...

- Strategic planning doesn't consider or include long-term training needs or the aging workforce's impact on training
- Training's staff size is reduced without rigorous evaluation of the long-term impact
- The cumulative knowledge, skill, and experience of the training staff have declined
- New instructors don't receive the necessary training and qualification to perform that role successfully
- Training facilities, including the simulator and its capabilities, haven't been maintained to keep pace with training needs
- Training managers have little training experience and don't receive training or mentoring
- Requested training isn't timely, or it's not provided
- The backlog of significant training corrective actions is increasing, **or due dates are frequently extended**

You know distractions adversely impact training when...

- Continuing training is suspended often or during prolonged outage periods
- Other activities take the focus away from training (for example, merger/acquisition activities, major regulatory challenges, significant plant performance issues, and extensive or prolonged support of plant activities)