



Training Warning Flags

Suggested Actions

If you have *weak leadership and ownership*, here are some actions to consider:

- Train line personnel on the systematic approach to training (SAT) on a periodic basis **and when staff turnover is high.**
- Implement a Job Familiarization Guide for training committee members. Stress the importance of line manager support.
- Ensure observation training reinforces observation expectations and what line managers should be looking for in a training observation.
- Schedule managers with little training experience to participate on an accreditation team visit (ATV).
- Clearly define expectations for checking qualifications, and reinforce that qualification status is verified prior to assigning work.
- Reinforce expectations for supervisors' attendance at continuing training with their crews.
- Schedule a day for the training staff to conduct observations in the plant.
- Review training and line trend reports and performance indicators at management meetings.
- Have line management facilitate plus/delta sessions at the conclusion of each week of training.
- Review feedback received from previous training and actions taken as a result of that feedback.

If you have *weaknesses with the conduct of training and trainee evaluation*, here are some actions to consider:

- Have senior plant managers conduct instructor continuing training on management expectations.
- Ensure training observation forms contain expectations and standards.
- Determine why instructors use out-of-date materials.
- Ensure qualification evaluations contain technical and nontechnical requirements. Specify where nontechnical requirements must be used.
- Develop pass/fail standards for management expectations.
- Ensure training is conducted in a manner and at a level that encourage student participation.
- Train instructors on techniques and class activities to engage students.
- Ensure makeup training is evaluated at the same (or higher) level.

If you have *weak self-assessments*, here are some actions to consider:

- Assign a coach/mentor/sponsor for training assessment teams.
- Schedule line managers as co-leads for self-assessments. Consider having line managers participate on assessments of opposite programs.
- Establish self-assessment team leader training.
- Conduct a causal analysis and an effectiveness review for self-assessment results that indicate an objective may not be met.
- Conduct focused assessments using findings from one program against all the other programs.
- Include self-assessments and benchmarking activities on long-range training plans.
- Schedule self-assessments at a time when the most training observations are available, or schedule training observations prior to the self-assessment.
- Use *Training Warning Flags* and recent findings as a reference and basis for assessments.
- Create a matrix of all findings and enhancements identified during the accreditation period (four years, minimum) and review for recurring, cross-cutting, and repeat issues.
- **Ensure Quality Assurance periodically assesses training using training expertise and the Accreditation Objectives and Criteria.**
- Ensure corrective actions from self-assessments receive appropriate management review and are tracked to completion.
- **Trend and analyze low-level issues in the aggregate to identify potential more significant or broader issues.**
- **Ensure training action tracking and station corrective action processes are appropriately used for training issues. Look for excessive lower-level training action due date deferrals.**

If you have an *isolated training organization*, here are some actions to consider:

- Include benchmarking plans in the long-range training schedule.
- Participate in at least one comprehensive self-assessment outside your fleet each year.
- Capture benchmarking trip results in a database to document lessons learned.
- Participate in at least one ATV each year.



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If you have *weak use of SAT*, here are some actions to consider:

- Ensure all training conducted has a sound basis or justification for being presented.
- **Retrain instructors and training committee personnel on the needs analysis process.**
- Ensure plant processes include a notification to Training when changes occur; for example, the modification process requires a Training signature prior to closeout or Training is informed of new equipment before it arrives on site.
- Have line managers participate on an INPO ATV or attend instructor initial SAT training.
- Ensure the continuing training “backbone schedule” includes selected tasks on a periodic basis, to maintain proficiency and prevent performance issues rather than react to them.
- Ensure the needs analysis or design process requires a determination of how training will be evaluated for effectiveness.
- Ensure the cognitive level of delivered training matches the lesson objectives. Know the basis for training given.

If you don't have the *right training resources or expertise*, here are some actions to consider:

- Benchmark other plants' strategic plans for evaluation of knowledge retention issues/methods.
- Do not reduce training resources if significant initial training will be needed for replacement personnel; if initial training programs will be required after a period of nonuse; or if continuing training will be needed to address performance deficiencies.
- Maintain strong instructional technology expertise.
- If training experience declines, consider adding more frequent assessments by the instructional technologist.
- If training instructor experience declines, ensure the instructor initial and continuing training programs are adjusted to provide the knowledge and skills needed to be successful.
- Do not leave any training positions open for long periods.

- As soon as practical, inexperienced training managers should attend the New Training Manager Seminar, participate in an INPO ATV, and attend instructor initial SAT training.
- Use training committees to help reprioritize training schedules to address performance needs.
- Schedule a “corrective actions day” during which training personnel focus on completing outstanding corrective actions. Continue scheduling days until the backlog is at a reasonable level.
- Periodically evaluate training facility conditions to ensure a high-quality learning environment is maintained.

If you have *distractions that impact training*, here is an action to consider:

- Be judicious in postponing continuing training. Focus on providing proactive training to avoid emergent training during periods of distraction.