

TRAINING PLAN

HOW TO USE Select a business problem and targeted audience. See more at www.BuildingGiants.com
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NEEDS ASSESSMENT

Describe the specific business problem to be addressed	ie: Quality rejects, machine downtime, lost customers, late shipments
Data, or observations of business problems	ie: Number of rejected parts per million, effected lots, or frequency of rework.
What are the incorrect or missing behaviors in the job?	ie: Introducing contamination, poor sampling techniques, poor dexterity in handling sampling components.
What are the skills needed to perform the behaviors?	ie: Sampling without introducing contamination. Use dexterity to keep sample containers and sampling area sterile.
Describe individuals or teams who need this training	ie: All operators who take samples
Notes	Who to discuss this with to find out more

TRAINING DESIGN

What are the SMART objectives for students?	i.e.: A. Demonstrate sterile sampling technique from a closed system. B. Achieve sterile test results on gloves, sampling area and from mock samples.
Evaluation methods:	i.e.: Students must demonstrate proper technique and pass a swab test of surfaces after demonstration. Put on gloves, sterilize sampling area, and open containers cleanly with one hand.
Creative /Active Training Techniques	ie: Video of correct technique starring a quality associate. Cover participants hands with germ-simulating gel and have them practice donning gloves without touching the surface- use a black light to see results. Show petri dishes, one pressed to a bare hand, another to a sterile gloves, prepared and incubated before class.

USE OF SKILLS BACK ON THE JOB

What methods of monitoring, work assignments, follow up discussions are planned? And by whom? Assignments, due dates, delegated tasks	ie: Follow up observations by direct supervisor, follow up swabbing by QA, self evaluations by students.
Results of assignments, observation, delegated tasks etc.	
Obstacles noted in using learned skills on the job soon after class	

ALL MEASURED RESULTS OF TRAINING

<p>Level 1-Student satisfaction with training</p>	<p>ie: Average results of smile sheets used to collect feedback about the learning session, any comments</p>
<p>Level 2-Student Learning</p>	<p>ie: Results of group exercises as observed by instructor and swab tests</p>
<p>Level 3-Student use of skills in the job</p>	<p>ie: Results of on the job observation, ongoing testing and self assessments</p>
<p>Level 4- Changes to the business linked to training</p>	<p>ie: Increased consistency, confidence and speed overall in sampling. Contaminations are down by 68%</p>
<p>Level 5-Return on investment</p>	<p>ie: recalculate the worth of the reduced contamination, subtract the cost of the training, then divide that number by the cost of the training to get the percentage of the return on investment.</p>

STEPS TO INCREASE A LEARNING CULTURE

<p>Use a survey to determine the ways the organization could benefit from growing a learning culture</p>	<p>ie: engage other leaders and discuss results</p>
<p>Discuss a logical starting point to strengthen a learning culture</p>	<p>ie: decide on reward and recognition for learning</p>
<p>Other ideas:</p>	<p>i.e. Select Subject Matter Experts</p>