



The PAM Series ©

Practical Aid Memoirs for the workplace

# PAM 2

## ‘Training’

3<sup>rd</sup> Edition



*‘Establish and maintain the learning space’*

Communication Training Improvements



***'Happiness is neither virtue nor pleasure, nor this thing nor that but simply growth.'***

***We are happy when we are growing'*** WB Yeats

PAM 1 'Communication'

**PAM 2 'Training'**

PAM 3 'Improvement'

PAM 4 'Logistics'

PAM 5 'The Food Safety Miscellany'

PAM 6 'Projects'

PAM 7 'Interaction'



Forward

**Practical Aide Memoirs** are just that, practical. The **PAMs** are intended as a reference to assist with decision-making, planning and action. The resultant action is intended to improve the workplace performance of individuals and teams, lifting the performance of the company, sustainably. The PAMs are about creating an environment of success; they provide sufficient information to allow the reader to easily digest the content and put it into practice at the workplace.

**PAM 1 'Communication'** is about laying the foundations. PAM 1 starts with the individual, then places the individual within and around the team. Throughout PAM 1 there is an emphasis on communication skills, an orientation towards objectives and outcomes, and reflective practice.

**PAM 2 'Training'** puts the framework in place. The PAM establishes and maintains the learning environment and sets in place a culture of personal and professional development.

**PAM 3 'Improvements'** builds on PAMs 1 and 2 and is all about creating an environment of Continuous Improvement. This PAM remains practical due to the principle of being 'applied'; easy to grasp and transferable into the workplace.

**PAM 4 'Logistics'** provides a practical guide to logistics. The PAM has been put together to act as a springboard to a review of logistics and planning for the optimisation of operations.

**PAM 5 'The Food Safety Miscellany'** is a tour of topics relevant to the food production environment and is meant to serve as a point of reference. PAM 5 is a handy guide to have at the workplace in support of training and development.

**PAM 6 'Projects'** is derived from an established, well-known framework and is presented as a series of templates that can be adapted for use at the workplace. The approach offers a structured, flexible, and product-based approach to project management.

**PAM 7 'Interaction'** takes PAM 1 further and is a focus on advanced communication and coaching; the PAM is based on how information is transferred and processed.

Combined, the PAMs represent a **Systems Approach** to workplace improvements.

**David Browne**



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*Giving feedback*

*The feedback sandwich*

*Activity- Plan 'Feedback'*

*Rapport*

*Activity- Overcoming barriers to rapport*

### **The training requirement**

*Identifying the training requirement*

*Performance Statements (PS)*

*Training Needs Analysis (TNA)*

*Training Options Analysis (TOA)*

### **Design of On-the-Job Training (OJT)**

*Methods of On-the-Job Training (OJT)*

*Media used in On-the-Job Training (OJT)*

*Other types of media*

*Training programmes and schedules*

### **Evaluation**

#### **Validation of training**

*Internal Validation (IV)*

*External Validation (EV)*

### **Appendices**

*Appendix A Performance Statements (Example)*

*Appendix B Single Point Lesson (Template)*

*Appendix C Lesson Plan (Template)*

*Appendix D Questionnaire (Template)*

*Appendix E Learning styles questionnaire*

*Learning styles results*

### **Glossary**



## Introduction to PAM 2: Training – Your *Train-the-Trainer* guide

**PAM 2: Training** is your essential **Train-the-Trainer companion**, crafted to empower you in building a dynamic and effective workplace learning environment. This practical guide walks you through a variety of training delivery methods: **Work Instructions, Toolbox Talks, Single Point Lessons, Presentations, Briefings, and Workshops**, giving you the tools to tailor each session to its purpose and audience.

Whether you're guiding new employees or upskilling experienced teams, **PAM 2 serves as your go-to reference**, equipping you to plan and deliver clear, structured, and impactful training. The guide emphasises **adaptability and alignment with business goals**, encouraging you to assess each training need and apply the right level of depth and detail. With PAM 2, you're ready to transform knowledge into action, across any workplace scenario.

### Key focus areas in PAM 2

- Factors affecting workplace training. Understanding how resources, learning preferences, and workplace conditions influence training effectiveness
- Communication and feedback. Exploring essential skills to ensure clear communication between trainers and learners, as well as delivering effective feedback
- Training methods in practice. Guidance on implementing a variety of training techniques, even in environments where company culture may limit options
- Addressing gaps and improving standards. Identifying discrepancies between actual working practices and Standard Operating Procedures (SOPs) and using training to bridge the gap

### The role of PAM 2 in Continuous Improvement

Effective training begins with a structured Needs Analysis, Job Analysis, Training Options Analysis, Programming and Scheduling—all of which are covered in PAM 2. The outcome? Standard Work—a key component in ensuring efficiency and driving Continuous Improvement within your organisation.

By applying the principles in PAM 2, you will contribute to raising training standards, enhancing workplace performance, and supporting company-wide development goals. It is not just about delivering training, it's about ensuring that training leads to measurable improvements in skills, processes, and overall business success.



## Activity- Training focus



### Personal training focus

It is useful at the outstart to have an idea of the area you want to focus on. You can then preview that topic and return to it as required.

**What are your priorities?**

**Job Analysis**

**Training Needs Analysis**

**Standard Work**

**Training Delivery**

**Other:**



## Orientation towards training

### The learning environment

It is not always possible (or even desirable) to deliver training in a dedicated training room or other such environments that are easier for the trainer to control. A lot of workplace learning is carried out as **On-the-Job Training (OJT)**, which puts certain pressures on the trainer *and* the learner. As a trainer you need to be able to deliver training using a range of methods such as: OJT; Job Instruction; Single Point Sessions; Work Instructions; Briefings; Presentations and workshops. You also need to be able to deliver training using a range of media such as: Simulation; e-learning; Hand-outs; Illustrations; Video etc.

The trainer-learner relationship relies a great deal on being able to communicate effectively and on being able to give **feedback**. Which, incidentally, ought to be a **two-way process**. The trainer needs to be able to pick up on **non-verbal** as well as **verbal cues** when assessing how well the learner is progressing. It is a common trap for trainers giving feedback to forget that feedback should also give the learner an opportunity to express things from their point of view. In this way the learner becomes a resource, a source of information for the trainer where potential improvements to the training can be identified.





## Factors affecting the learning space

Consideration of the learning space requires you to understand issues that might stop you from delivering the training required and to the necessary standard required. You need to be able to anticipate potential problems before they arise and prepare the learning space so the training you deliver is not affected. Here are some factors that could have an adverse effect on delivery of training:

- **Time.** Time is key when delivering training. While a reasonable period of time can be set aside to teach a particular skill or job, the training time necessary is ultimately dictated by the learner. Furthermore, there may not be sufficient time available in the first instance due to other pressures and priorities requiring your attention.

Another time factor is the time needed to prepare for training. The actual training event is often the tip of the iceberg. What goes unseen or is often over-looked is the time needed to prepare; and the administration required after the training event.

- **Resources.** Even if sufficient time is secured there may not be enough space or equipment. Few places have a dedicated training venue and so On the Job Training (OJT) is the commonly used method of training. Again, this raises issues of priorities as managers juggle operational needs now against training needs of the future.
- **Logistics and administration.** The logistics and administration required in support of training is not always appreciated. A single training event lasting just 15 minutes may require careful and detailed co-ordination of resources and people.
- **Culture.** Companies have different attitudes to training and this cascades down to employees undergoing that training. A learning organisation (Senge P) prioritises staff development and successful companies integrate Continuing Professional Development (CPD) as key principle underpinning how the company operates.
- **The desire to learn.** The learner may not have a strong desire to learn. Not everyone is motivated to want to learn new skills, or even necessary skills. Where there is a desire to learn there is still a process of learning where individuals go from low or no knowledge, to skilled and knowledgeable. For some, even motivated learners, this can be an uncomfortable process.



- **Other priorities.** It may be that training is agreed but another priority overtakes the training need. Managers will always show greater attention towards operational needs. This is not to say they do not value training, it is a simple case of managing priorities. As the trainer you will need to liaise with managers on behalf of learners



### Activity- Factors affecting training



#### Factors affecting training at work

What potential challenges in your workplace could impact training effectiveness? How can these barriers be addressed and overcome?



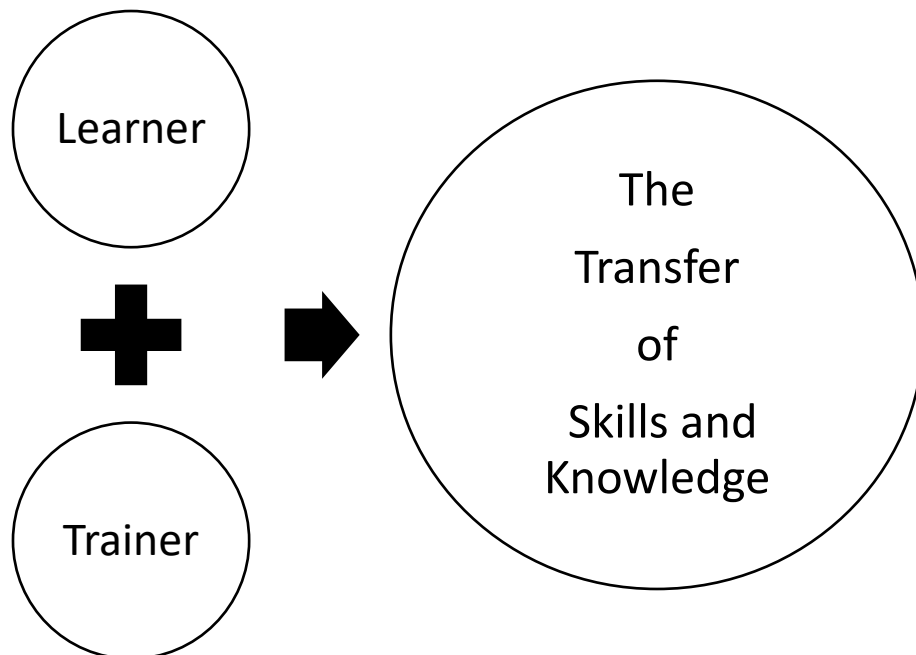
## The learner-trainer relationship

A simplistic view of training assumes that simply instructing someone to 'Do this and do it this way' is sufficient. While a **highly Directive approach may sometimes be necessary, such as in time-sensitive situations or when safety is at risk, it should always be followed by a more comprehensive explanation.**

One major drawback of a Directive approach is that the trainer is likely to repeat instructions multiple times because little to no actual learning has taken place. Additionally, the employee receiving the instruction is only engaged at a very basic level. This lack of engagement means they are unlikely to anticipate potential issues or suggest improvements. Instead, they will follow instructions mechanically, without deeper understanding or the ability to adapt, often resulting in poor performance.

The approach is especially inadequate for training individuals in even moderately complex tasks. It fails to address important considerations such as safety and hygiene, and it offers no best practices or insights on how to perform the job effectively. Furthermore, it does not align with a mature training approach, which prioritises both the quality of training and active learner engagement. **A more effective method focuses on the learner and the learning process, ensuring better retention and application of knowledge.**

**A trainer has the responsibility of building and maintaining effective working relationships with learners. This includes varying training techniques to sustain interest and engagement.** Learning a new skill inevitably involves making mistakes, just as a new driver needs time to develop confidence on the road, an employee learning to operate machinery will require guidance and practice. **Establishing a strong trainer-learner relationship is essential for the efficient and successful transfer of skills and knowledge.**





## Problems in production

**Cost reduction**

**Production**

**Quality**

**Other Problem Areas**

### Cost reduction

In day-to-day operations problems arise that prevents teams from achieving fundamental goals such as production scheduling, quality, and cost reduction. Every day the company faces factors that threaten to lower productivity, impair product quality and increase the cost of production. Factors such as product not being to specification, or waste.

### Quality

Customers expect the highest possible quality, at the lowest possible cost and at the shortest lead time possible. If a company cannot provide that, someone else eventually will. It is the job of everyone to build quality into all products going to the customer in the most efficient manner possible. In return, the customer rewards the company with continued business and growth opportunities.

### Production

Employees play a major role in the manufacturing of the company's final product. Trainers play a major part in training staff with the goal of the production of quality products. Good training ensures production proceeds smoothly within the various departments.





## Other problem areas

- Absenteeism
- Breakage of tools and equipment
- Consumable tools and other items wasted
- Excessive wear on tools and equipment
- Employee inattention
- Employees slow to learn
- 
- Frequent delays and interruptions
- Injuries on the job
- Inspection standards are not kept
- Lack of interest in the work
- Poor observance of the Five Ss
- 
- Safety equipment not effectively use
- Standardised work procedures not observed
- The Product does not meet Specifications
- Too many rejects and rework
- Too long before employee becomes fully capable





## Requirements of a trainer

### **Ability for Kaizen**

Trainers should constantly analyse the work of their department, looking for ways to combine, rearrange and simplify tasks to make better use of manpower, machines, materials, and methods at their disposal. This philosophy of continuous improvement is called 'Kaizen'.

### **Knowledge of responsibilities**

A trainer must understand the goals and objectives of the company and how they fit within the organization. Trainers must keep abreast of company policy, agreements, regulations, safety regulations and plans. These differ within the company and plants, so this knowledge must be acquired locally. To do their job well, trainers must also have a clear understanding of their responsibilities.

### **Knowledge of the work**

Knowledge of work refers to the specialized or technical information required to perform the work. For example, information on such items as materials, machines, tools, production steps, methods, and technical skills. Even if the same work is done every day, opportunities to learn something new still exist as nothing remains constant forever. New products are launched regularly, introducing something new or different.

### **Leadership ability**

Staff are the most important resource. Trainers must be able to work together with their colleagues to accomplish the goals of the department. Good leadership in training makes training events a key part in achieving those goals.

### **Teaching ability**

No matter how much knowledge or skills possessed, it is not possible to pass it on without teaching ability.



## Activity- Focus areas

	<b>Requirements of a trainer</b>
<b>Focus areas:</b> <b>Ability for Kaizen</b>	
<b>Knowledge of responsibilities</b>	
<b>Knowledge of work</b>	
<b>Leadership ability</b>	
<b>Teaching ability</b>	





## The necessity for training

There is always a great need for training in the company. Training is not restricted to new employees. Often, training involves members already within the team. Changes in operations, revised standards, new work to be done, and emergencies or accidents might require that staff learn new skills. Other examples include:

- When employees **first arrive**
- When employees **come from other departments** to help out
- When employees require additional training to **boost their job skills**
- When employees **rotate between departments**
- When human error leads to **excessive defects** and rework
- When there are **accidents and injuries**
- When a **new product** goes into production
- When **new machinery** and equipment is installed
- When there is a **change of procedure** or process
- When **quality standards** change
- When **engineering changes** are made

### Activity- The need for training



#### The necessity for training