

# Secondary Training - Module 9

---

Special Warehouse  
Worker Hazards  
in Structural Steel  
Fabricating and  
Supply Companies



Photo from OSHA 3686-09 2010

# **Secondary Training - Module 9**

---

## **Learning Assessment**

***Participants shall take the in-class Learning Assessment Test***

# Secondary Training - Module 9

---

## OSHA Grant Information

*This material was produced under grant number SH-26316-SH4 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trades names, commercial products, or organizations imply endorsement by the U.S. Government.*

# Secondary Training – Module 9

---

## Program Development

This program was developed by faculty and students in the School of Planning, Design and Construction at Michigan State University in conjunction with the American Institute of Steel Construction - Safety Committee and the University of Puerto Rico

June 2015

**MICHIGAN STATE**  

---

**UNIVERSITY**



# Secondary Training Procedures

## Module 9

---

### Module 9 Schedule

3:30- 4:00	<i>Learning Assessment</i>
4:00- 4:15	<i>Secondary Training Procedures and Adult Learning</i>
4:15-4:30	<i>Instructor Closing Comments, Issue Certificates Program Assessment Survey</i>

# Secondary Training Procedures

## Module 9

---

### Content

- Secondary Training Goals
- Secondary Training Process
- Training Documentation and Reporting Requirements
- Website
- Available Materials - Presentations
- Forms
- Adult Learning Tips
- Questions

# **Secondary Training - Module 9**

---

## **Secondary Training Objectives**

- We are asking you as trained trainers to take this information back to your companies and employees and train and document secondary trainings with your workers
- Train a minimum of five employees in your company
- Document attendance through sign up sheets
- Report information to Michigan State University

# **Secondary Training - Module 9**

---

## **Secondary Training Processes**

- Programs can be day long or conducted in 1-2 hour trainings over several days or weeks
- It is intended that programs should cover all learning modules
- We are targeting that secondary trainings be completed and reported by August 15, 2015

# Secondary Training - Module 9

## Secondary Training Processes

**Step 1** Obtain management commitment to carry out the training for workers – you can also invite other shops or companies

**Step 2** Decide on day long program or modules spread out over multiple sessions

**Step 3** Contact Michigan State University via email to indicate you will be conducting a training in your company and to receive guidance

# **Secondary Training - Module 9**

---

## **Secondary Training Processes**

**Step 3** Go to the training website and download worker training day long program or individual modular presentations and instructions

**Step 4** Download attendance sign-in/sign-out forms

**Step 5** Download trainee packet (PDF format)

**Step 6** Schedule trainings

**Step 7** Review all materials before training

**Step 8** Use the attendance sign-in sheets for all trainings

# **Secondary Training - Module 9**

---

## **Secondary Training Processes**

**Step 9** Deliver trainings including pretest, training presentations, training activities, post training tests and program evaluations

**Step 10** Mail, fax, or scan and email the program documentation to Michigan State University

# **Secondary Training - Module 9**

---

## **Secondary Training Documentation and Reporting**

- Mail, fax, or scan and email the following information to Michigan State University:
  - Program sign-in/sign-out sheets with instructor and program information completed
  
- Use program forms from website

# **Secondary Training - Module 9**

---

## **Voluntary Information (non-mandatory)**

- ❑ Voluntary information may be requested of a limited number of programs to help evaluate program effectiveness and to improve the curriculum:
  - ❑ Pre-tests for each trainee
  - ❑ Copies of activities sheets
  - ❑ Trainee post-tests
  - ❑ Trainee evaluations of program
- ❑ Please retain copies
- ❑ Redact any individual worker names from voluntary material

# Secondary Training - Module 9

All training resources will be available at:  
[http://www.spdc.msu.edu/training\\_workshops](http://www.spdc.msu.edu/training_workshops)

552 W. Circle Drive | East Lansing, MI 48824 | Ph: 517-432-0704 | Fax: 517-432-8108 | Email: [spdc@msu.edu](mailto:spdc@msu.edu)

## Training & Workshops

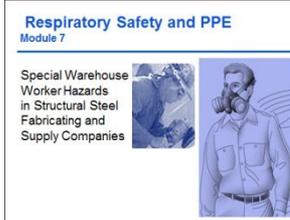
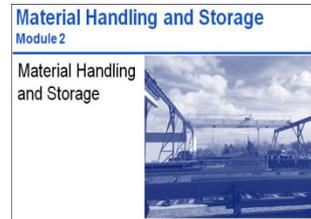
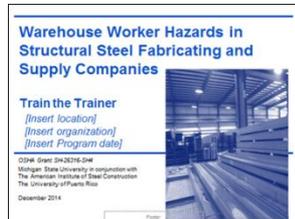
- > [Safety in Structural Steel Fabricator and Supply Company Warehousing Activities Training Program](#)
- Training Presentations
- Training Forms and Resources
- Additional Information and Resources
- Training Schedule

## Safety in Structural Steel Fabricator and Supply Company Warehousing Activities Training Program

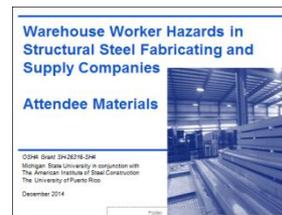
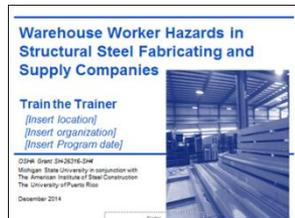


The Safety in Structural Steel Fabrication and Supply Company Warehousing Activity Training Program addresses warehouse hazards training for structural steel fabrication and steel service center workers. Target audience includes small businesses and limited English proficiency workers. Training topics address prevention of musculoskeletal disorders, material handling, respiratory protection, electrical safety and hazard communication. Training materials address both English and Spanish speaking workers.

# Secondary Training Materials- Module 9



## Modular Presentations



Day long Program

Forms

Attendee Training Packet

[http://www.spdc.msu.edu/training\\_workshop](http://www.spdc.msu.edu/training_workshop)

# **Secondary Training - Module 9**

---

**For Additional Help and Information  
You are invited to ask training questions!**

**Contact the following:**

Tim Mrozowski: **mrozowsk@egr.msu.edu**, for Program Materials and Website Questions

Dr. Dennis Welch: **welchd@msu.edu**, for English Version training questions

Dr. Carla Lopez: **carla.lopezdelpuerto@upr.edu**, for Spanish Version training questions

# Secondary Training - Module 9

## Remember to address State Plans!

Select a state from the map to show contact information\*\*.

\*\*Note: The 27 states, Puerto Rico, and the Virgin Islands have OSHA-approved State Plans. Twenty-two State Plans (21 states and one U.S. territory) cover both private and public sector workplaces. The remaining five State Plans (four states and one U.S. territory) cover state and local government workers only. This map requires javascript to be enabled. A [text version](#) is also available.

<https://www.osha.gov/dcsp/osp/index.html>

Date visited December 7, 2013

# Secondary Training Procedures

## Module 9

---

### Adult Learning Tips: Andragogy – What is it?

Andragogy is a term which consists of teaching strategies geared towards adults and how adults learn. A process commonly used is engaging the adult learner, resulting in a learning experience.



# Secondary Training Procedures

## Module 9

---

### How adults learn:

- ❑ Adults are voluntary learners
- ❑ They learn needed information quickly
- ❑ They should share life experiences that relate
- ❑ They need to be treated with mutual respect



Photo and content from OSHA 3686-09 2010

# Secondary Training Procedures

## Module 9

---

### How adults learn:

- They learn best when they learn “by doing”
- Need to know what the “end goal” is
- Best when information is reinforced and repeated
- Best when information is presented in a variety of ways

# Secondary Training Procedures

## Module 9

---

### How adults learn:

- Adults are self-motivated
- Expect to gain information that has immediate application to their lives
- Learn best when actively engaged

# Secondary Training Procedures

## Module 9

---

### How adults learn:

- ❑ Best when they have time to interact, with the instructor and each other
- ❑ Best when asked to share personal experiences at work and elsewhere



Photo from OSHA 3686-09 2010

# Secondary Training Procedures

## Module 9

---

### What does that mean?

- Adults learn best in an environment of their peers, whom they are respected by
- Best when participating in relevant activities to the situation, and when continuing activities or learning over a period of time

# Secondary Training Procedures

## Module 9

---

### Helpful Learning Exchanges

- Participant-to-Participant
- Participant-to-Facilitator
- Facilitator-to-Participant

# Secondary Training Procedures

## Module 9

---

### Conducting Trainings

- ❑ Use words that are easy to understand
- ❑ Define technical terms or jargon.
- ❑ Keep sentences short and simple
- ❑ Use a conversational style and active voice, such as the kind of language that the participants use

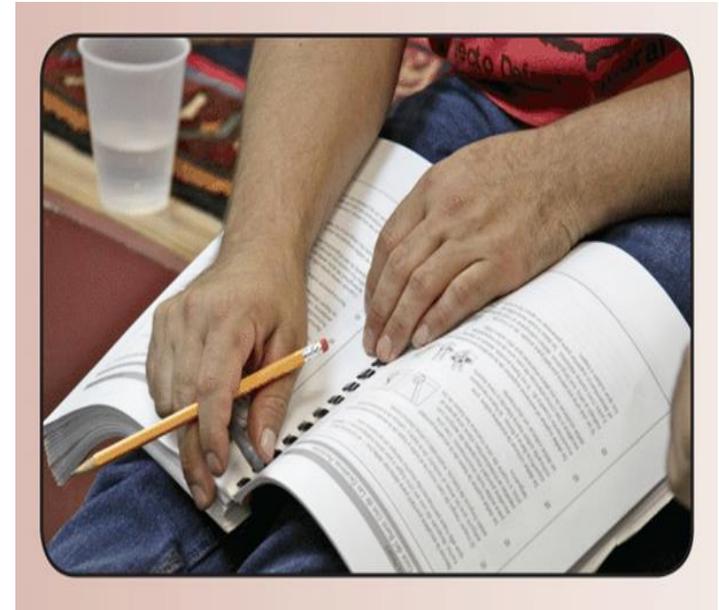


Photo from OSHA 3686-09 2010

# Secondary Training Procedures

## Module 9

---

### Using PowerPoint - Delivery

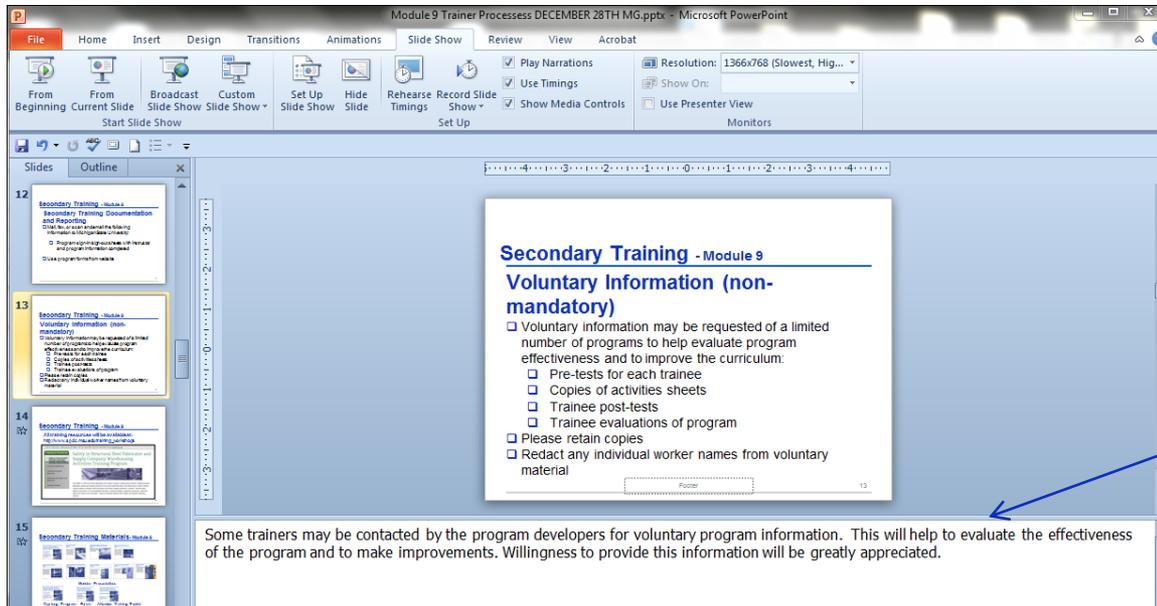
- Slides should serve as a focal point for issues
- Do not read from the slides!
- Review the speaker notes before the presentation
- Remember: questions and discussion are part of the learning experience
- Practice using PowerPoint before you use it in a class
- Make sure you are comfortable moving between slides and between information on slides

# Secondary Training Procedures

## Module 9

### PowerPoint Speaker Notes

- ❑ Some slides have speaker notes\*
- ❑ You can end the presentation and see the notes at the bottom of the screen or view the notes page.



Speaker note

# Secondary Training Procedures

## Module 9

---

### Flip Charts

- Use dark marker colors, such as black, dark brown, or dark blue for the main text
- Using many colors on a flip chart will catch your audience's eye
- Print in large block letters
- Do a “test” flip chart page before the workshop and make sure it can be read from the back of the room
- Be sure not to crowd the flip chart with too much information. Only key points should be written.

# Secondary Training Procedures

## Module 9

### Flip Charts

- Watch your spelling
- If you have problems with spelling, memorize correct spelling of words you are likely to use
- But do not let spelling limit use of a flip chart
- Creating a “spell-free” zone will help to take some pressure off both you and the participants



Photo from OSHA 3686-09 2010

# Secondary Training Procedures

## Module 9

---

### Training Assessments & Evaluation\*

- Adminster the assessment “Pre-test” before the training
- Adminsiter assessment “Post-test” at end of program
- Adminster the overall training evaluation

# Secondary Training Procedures

## Module 9

---

# Resources and Current Training Programs

OSHA Outreach Training Program Materials:

<https://www.osha.gov/dte/outreach/> (has specific resources for trainers - and can also be separated by industry).

Susan Harwood Training Materials (separated by topic)

[https://www.osha.gov/dte/grant\\_materials/material\\_listing\\_topic.html](https://www.osha.gov/dte/grant_materials/material_listing_topic.html)

# Secondary Training Procedures

## Module 9

---

### Sources

<https://www.osha.gov/dte/sharwood/best-practices-booklet.pdf>

Noorie, N., “Application of an Andragogical Model in Developing a Michigan Residential Energy Code Training Curriculum for Building Inspectors and Officials in Michigan”, Masters Thesis, Michigan State University (2004).

# Secondary Training Procedures

## Module 9

---

# Secondary Training Programs

**Q and A**

# Secondary Training Procedures

## Module 9

---

### Speaker Closing Comments

# Secondary Training Procedures

## Module 9

---

### Issue Certificates

# Secondary Training Procedures

## Module 9

---

**Thank you!  
and  
Q and A**