



*Saskatchewan Parks and  
Recreation Association Inc.*

# Parks and Open Space Management

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## Facilitator Guide





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## Introduction and Disclaimer of Liability for Use of the Document

This Parks and Open Space Management Handbook, provides a description of procedures associated with maintenance activities performed within park settings.

The concept of maintenance standards requires the application of best practices within the local operation system. To assist with the establishment of such standards, this resource provides guidelines to aid staff in addressing their daily management operations. There are, however, situations where the standards outlined may require revision by those staff implementing the procedure, to best meet their needs. Specific site conditions, operating budgets, available human resources, and capacity to offer training associated with the practices outlined in this document may warrant alterations to the procedures.

Anyone making use of this document is advised that the Saskatchewan Parks and Recreation Association and those contributing to its development disclaim liability for any claims, actions, demands or suits which may arise by reason of any reason of any person relying on the information contained in this document.

## Acknowledgments

This resource was produced and developed by AHZ Learning Technologies Inc. in consultation with the Saskatchewan Parks and Recreation Association (S.P.R.A.)

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## Prior to the Training - Preparing Yourself

### ***Description and Objective:***

To prepare yourself for the upcoming training session.

To understand the concept of preparing yourself for training and what may be needed to carry out a successful training session.

### ***Materials, Props and Equipment:***

- ☐ Pre-Exposure Letter
- ☐ Applicable S.P.R.A. Parkland Maintenance Handbook
- ☐ Applicable S.P.R.A. Parkland Maintenance Job Aids (if available)
- ☐ Trainer's Checklist (Appendix A), Post Training Evaluation (Appendix B), Post Training Survey (Appendix C), and Training Delivery Format (Appendix D)
- ☐ Safety Equipment and Maintenance Supplies
- ☐ Any Applicable Field Equipment needed (i.e. rototiller, lawnmower, string trimmer, pruning shears, etc.)
- ☐ Program Schedule and Corresponding Map

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## ***Steps to Follow:***

### **Pre-exposure Letter**

- A very powerful way to prepare any trainee for a training session is to prepare and supply them with a pre-exposure letter prior to the session.
- Some of the reasons a pre-exposure letter is used is because it can:
  - Begin the rapport process between yourself (the trainer) and the trainee(s) by making them feel welcome and important;
  - entice the trainee(s) to attend the session;
  - sell the benefits of the session and the topics to be covered;
  - begin the actual learning process;
  - assure the trainee(s) that the session will be a positive, fun, learning experience; and
  - ensure that the learners understand what will be covered during the session and how it relates to them so that they will be expectant, confident and prepared when they arrive.
- Preparing a pre-exposure letter can allow a number of topics to be addressed prior to the training session such as:
  - The location where the session will be held. Remember to include any room numbers or maps if necessary;
  - date and time the session will take place;
  - what the session will cover;
  - dress code;
  - information regarding the atmosphere they can expect (relaxed, fun, interactive, etc.); and
  - an activity to promote interest in the session (a mystery or puzzle to solve, something to think about prior to the session etc.).
- Once the pre-exposure letter has been created a copy will need to be distributed to all trainees using either e-mail, interoffice mail or Canada Post.
- The optimal time to send the pre-exposure letter is one week prior to the training. This should allow the trainee(s) enough time to review the information contained in it, get excited about the session, as well as ensure that their own schedule is cleared.

### **Trainer's Tips**

A great way to help a trainee remember the date of a session is to include a fun, colourful sticker with their pre-exposure letter.

By asking them to put the sticker on their calendar it will not only remind them of the session but can show them that the session should be a lot of fun.

### **Review of Handbook**

- Along with the pre-exposure letter, a copy of the applicable S.P.R.A. Parkland Maintenance Handbook should be included so the trainee(s) can review it prior to the training session.

### **Note to the Trainer**

- If the trainee(s) are to attend training directly following an Orientation, ensure that the trainee(s) are provided with the letter and a copy of the applicable S.P.R.A. Parkland Maintenance Handbook at the end of the final day of Orientation.

### **Preparing the Facilitator**

- To prepare yourself for the upcoming training session, it is strongly suggested that you review this Facilitator Guide along with the applicable S.P.R.A. Parkland Maintenance Handbook the day before the training is to commence. This will ensure that you are comfortable with the information supplied in the handbook as well as 'covering all bases' of a successful training course.
- It is very important to ensure that you have fully cleared your schedule for the duration of the training session. It can be very distracting to you as a trainer as well as to the trainee(s) should you need to attend to something other than the task at hand during the training session. Not only can it take you as a trainer off task, it can also give the trainee(s) mixed signals of your dedication to the training session.
- Be sure to review the timetable set for each training session. This will allow you to stay on track and ensure that you have the time to cover all areas of the course that the trainee(s) will require.

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## Preparing the Facilitator Continued....

### **Trainer's Tips**

Did you know that people take an emotional interest in someone's development and success when they share something about themselves?

Sharing something about yourself that someone would not know by looking at you is a great way to build rapport.

Everyone at the training session can do this as well as sharing personal expectations for the day.

- Ensure that all equipment, as well as all safety and/or maintenance supplies are available at the Depot on the morning of training. You will also want to ensure the availability of such things as:
  - Equipment needed to complete specified tasks;
  - Approved safety gear;
  - Any supplies needed for daily maintenance of equipment;
  - Small items that may be needed (i.e. stapler, duct tape, permanent markers, etc.)
  - Any forms the trainee(s) may need for any specific task.
- Ensure there are enough program schedules and corresponding maps for each individual or group.

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## Prior to the Training - Preparing Your Learner

### ***Description and Objective:***

To prepare the trainee(s) for the upcoming training session.

To make the participants feel comfortable and excited about the training session.

### ***Materials, Props and Equipment:***

- ☐ Opening Exercise
- ☐ Applicable S.P.R.A. Parkland Maintenance Handbook
- ☐ Applicable S.P.R.A. Parkland Maintenance Job Aids (if available)
- ☐ Safety Equipment and Maintenance Supplies
- ☐ Any Applicable Field Equipment needed (i.e. rototiller, lawnmower, string trimmer, pruning shears, etc.)
- ☐ Program Schedule and Corresponding Map

### ***Steps to Follow:***

#### **The Morning of Training**

- Welcome the trainee(s) to the session and introduce yourself including an overview of your knowledge of the module being trained. Devote several minutes to creating rapport with the trainee(s), to put them at ease.

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## The Morning of Training Continued....

### **Trainer's Tips**

Using a trainee's name several times during the training sets a more personal tone which adult learners respond best to.

- Everything that contributes to the trainee(s) initial experiences in your session – from the room set up, your initial welcome to the trainee(s), and the opening activities – will impact their ability to achieve an effective learning state.
- A key goal we, as facilitators, need to keep in mind is to keep our trainee(s) stress levels low, and their energy level high.

### **Trainer's Tips**

When you give the trainee(s) information about your background and knowledge in the subject area, it will build a strong base for the upcoming training. When we assure the trainee(s) that we “know what we are talking about” it puts them at ease. This is a great time to ensure that they feel comfortable in asking any question as you were once in their shoes.

- Some small things that you can do to create an exciting, welcoming and comfortable environment are:
  - Display a colourful welcome sign;
  - Play up-beat inviting music; and
  - Personally introduce yourself to each participant as they arrive.
- Have a previously prepared opening activity ready for the trainee(s) to partake in once the trainee(s) have all arrived.
- An effective opening activity is crucial to help your trainee(s) feel comfortable and to assist them in forming a cohesive, synergistic learning team.

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## The Morning of Training Continued....

- There are a number of different opening exercises that can be fun for all involved without testing the trainee(s) knowledge. A few of these exercises could be such things as:
  - **Get to know each other exercise.** This exercise works well when trainees who have not worked with or know each other previously. You can ask the trainees to find a partner and interview them. End this exercise by having each trainee introduce their interviewee to the rest of the group.
  - **Get Acquainted BINGO card.** This exercise works well with trainee(s) who have worked with or know each other previously. Make a BINGO card with criteria such as: has a tattoo, owns a sports car, can knit etc. Ask the trainee(s) to mingle to find someone that matches the criteria on their bingo card. If there is a match have the person sign the square.
  - Let your imagination run wild when creating an opening exercise. Be sure to always consider the group of trainees you will be working with (i.e. all males, all female etc.). **Remember:** even though we may all be adults we still like to play.

## Expectations

- Provide the trainee(s) with an outline of what they can expect from the training as well as what you have scheduled for them for the day. Let them know that initial time will be spent at the Depot doing any specific duties that they will be required to complete (depending on the module being trained):
  - Reviewing the specific S.P.R.A. Parkland Maintenance Handbook;
  - Demonstrating the daily maintenance and use of equipment being used;
  - Allowing the trainee(s) to practice the maintenance and use of any equipment;
  - Addressing any initial questions that the trainee(s) may have about the job.
- Time will then be spent at the job site where you will be:
  - Reviewing what they learned at Depot;
  - Covering equipment operation, quality and safety standards;
  - Observing the trainee(s) on-the-job; and
  - Providing coaching and feedback.
- You can also ask the trainee(s) to take a few moments and record what *their* objectives are for the session. Encourage them to think about any area they may be concerned about, any specific skills or behaviors that they feel they need to focus on etc.

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## Expectations Continued....

### **Trainer's Tips**

Asking the participants to set their own objectives is an invaluable exercise. It will help you to determine what areas are of highest priority to the group that you are teaching. It will also give you the opportunity to let the participants know if something is NOT going to be covered during the session.

- Using the applicable handbook, review with the trainee(s) the skills they will be learning during the training.
- Review the Program Schedule with the trainee(s), as well as the map(s) for the areas that they will be responsible for.
- Address any questions the trainee(s) may have before you begin the training process.

### **Trainer's Tips**

Always remember to show excitement and enthusiasm when starting or during any training session. If you, as a trainer, show excitement it will be contagious to the trainee(s) resulting in a very successful training session.

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## Reviewing the Handbook - Starting the Learning Process

### ***Description and Objective:***

To provide an understanding of: the equipment that is to be used; maintenance and operations of the equipment; as well as safety practices and quality standards for all equipment.

To familiarize the trainee(s) with procedures for equipment operation as well as safety and maintenance procedures.

### ***Materials, Props and Equipment:***

- ☐ Applicable S.P.R.A. Parkland Maintenance Handbook
- ☐ Applicable S.P.R.A. Parkland Maintenance Job Aids (if available)

### ***Steps to Follow:***

#### **Note to the Trainer**

- Prior to demonstrating equipment or procedures for equipment operation you will be reviewing the content in the applicable S.P.R.A. Parkland Maintenance Handbook with the trainee(s). It will be important for you to have your own copy of the applicable S.P.R.A. Parkland Maintenance Handbook to refer to during training as:
  - there are some learners that need to take notes as they learn;
  - you need to make sure that learners can see and read the information you are referring to; and
  - some trainee(s) may need to go at a slower pace. Allow the trainee(s) to turn the page in their handbook before you move on to the next page.

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## Learning Styles

- Before you start the training process it is important to understand that people learn in different ways. Some trainee(s) may be visually oriented and need to be shown – there are some who thrive on verbal instruction – and, thrown in for good measure – there are those that simply need to just get in there and do it!
- There are also those that need the big picture; those that require the most minute detail; those that love to interact; and those that crave solitude and reflection time to internalize what they have learned.
- It is important for the trainee(s) to review the handbook prior to actually performing any tasks related to the training module.
- Review of the handbook will form the knowledge foundation for the trainee(s) as it will provide them with an overview of the equipment and procedures needed to complete a task, and will allow them the opportunity to make note of any important points.
- An overview of a section or document not only pre-exposes the trainee(s) to what they can expect to learn, it also helps visual learners to ‘picture’ what’s coming up. This activity is also critical to help those trainee(s) that require the ‘big picture’ to settle in and prepare to learn.

### Trainer’s Tips

People learn in different ways; some people are very visual, some like to hear it and some learn best by hands on experience.

- This would be a great time to ask the trainee(s) if they have had a chance to review the S.P.R.A. Parkland Maintenance Handbook before the day of training. This will give you an idea of the prior knowledge that the trainee(s) may have as well as how devoted the trainee(s) will be to this training session. It will also determine your training approach for the material in the applicable handbook.
- If the trainee(s) have pre-read the applicable handbook, you may choose to use a questioning interactive approach to review the material. You can use statements such as “As you may remember on Page \_\_\_?” or “Can you tell me \_\_\_\_\_?”.

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## Reviewing the Handbook

- Ensure that you support each task that will be completed with the purpose of each task as well as the importance.

### Trainer's Tips

If people understand the reasons why something needs to be done or why it must be completed in a specific way it can justify the task thus creating a feeling of responsibility rather than just a task to be completed.

- Let the trainee(s) know that you will be demonstrating the equipment and procedures following the review of the applicable S.P.R.A. Parkland Maintenance Handbook.
- If the trainee(s) have not read through the handbook, review with them how the applicable handbook is set up.
- Be sure to include such things as:
  - Safety Gear;
  - Circle Checks;
  - Maintenance Check;
  - An overview of the equipment and job aids and basic safety information;
  - Equipment Operation; and
  - Maintenance Information about any equipment that will be used.
- Walk the participants through the handbook, highlighting any important information, and add your own personal stories and examples as you go. Encourage the trainee(s) to take notes in their handbook to refer to following the training.
- Make sure you stop from time to time to ask questions of the trainee(s) and check their level of understanding of the material. In other words, do a “temperature check” to see if information has been retained.
- Address any questions the trainee(s) may have following each section of material.

### Trainer's Tips

Asking participants for their opinions on any subject being covered will ultimately create the atmosphere of a conversation more so than a structured group discussion. Generally, participants that may not have contributed to a group discussion feel more comfortable during a conversation which will result in full team participation.

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## Demonstrating the Process - A Guided Approach to Learning

### *Description and Objective:*

To demonstrate the operation, safety and maintenance of equipment the trainee(s) will be using on the job.

To provide the trainee(s) with an opportunity to gain job site practice in safety and maintenance procedures as well as any quality standards for operation of equipment.

### *Materials, Props and Equipment:*

- ☐ Safety Equipment
- ☐ Program Schedule and Corresponding Map
- ☐ Applicable S.P.R.A. Parkland Maintenance Job Aids (if available)
- ☐ Equipment needed to complete tasks (i.e. Rototiller, String Trimmer, Lawnmower, Pruning Shears etc.)

### *Steps to Follow:*

#### **Equipment Circle Check**

- Show the trainee(s) the equipment they will be using and explain what it is used for. Let them know you will now be demonstrating how they will perform the Circle Check to be completed at the beginning of each shift where they will be using this piece of equipment.
- Again, as with the review of the handbook it is always recommended that an overview is given on any piece of equipment or procedure that must be followed prior to a demonstration. This will give the trainee(s) a chance to ask any questions or concerns they may have prior to 'getting their hands dirty'.

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## Equipment Circle Check Continued....

- Remind the trainee(s) to let their supervisor know if they find a piece of equipment that is damaged or in need of regular maintenance.
- Advise them of any report or log that will need to be completed if this happens.
- It is recommended that any reports or logs that may need to be completed are handy and readily available to the trainee(s). This will give them first hand experience at the point of training vs. having to figure out what needs to be recorded when an incident comes up.
- Not only will the trainee(s) need to know what reports or logs to complete but also where they can obtain them at the Depot. This will save time and confusion in the event that the forms are required when on the job.
- Before any demonstration takes place, a small lecturette on the procedures and skills involved to perform the function should take place.
- A lecturette will provide the trainee(s) with descriptions, explanations and examples of the material/skill/procedure you are presenting. By explaining the different components and procedures for each piece of equipment, you will provide the trainee(s) with a concrete foundation for their hands-on experience.
- Encourage the trainee(s) to take notes in their handbook as you demonstrate the different components and procedures for each piece of equipment that will be used.
- Remember to describe, point out and demonstrate each component of the Circle Check carefully and patiently, one step at a time, making sure you stress any key points.
- It is important to always complete a full primary demonstration prior to the trainee(s) working on any piece of equipment. The main reasons for this are to allow the trainee(s) to fully understand the entire process and to give the visual learner a graphic representation of the process while engaging the auditory learner through the verbal discussion and descriptions.

### **Trainer's Tips**

It is a good idea to provide the trainee(s) with an overview of how the material will be covered to assure the trainee(s) that all the learning styles of all the learners will be addressed.

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## Equipment Circle Check Continued....

- Once you have completed the demonstration, summarize the complete chain of tasks that are required for the Circle Check on all pieces of equipment.
- Next, ask the trainee(s) to verbally walk you through each of the steps for the circle and maintenance check on any piece of equipment reviewed as you follow their instruction. For example: Ask the trainee(s) “What should I do first?”, “Now what?” etc. This will give you the opportunity to provide them with additional information and amend any incorrect information or instruction.

### Did You Know

Repetition increases retention.

- By having the trainee(s) walk you through the process you will ensure that they fully understood the steps that were discussed in the first demonstration, and will require that they not only watch you perform the steps, but will also require that they put on their thinking caps.

### Trainer's Tips

Research has shown us that we remember best what we say **AND** do. In fact having trainee(s) talk about the tasks they are performing can result in retention as high as 80 – 90%.

- This activity also allows those participants that need time to process information, the time and opportunity to do so. It will also provide you with feedback regarding their readiness to complete any hands-on activity.
- Because the Circle Check is such an important step when working with any piece of equipment you may want to ask them to complete the Circle Check again, on their own to ensure that they feel totally comfortable with the process.
- Provide feedback and coaching as required during the trainee's performance of the tasks.
- Address any questions that the trainee(s) may have about the Circle Check

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## Equipment Maintenance

- Now that the Circle Check has been completed, any maintenance needed on the equipment must be done prior to going into the field to complete any work.
- You will follow the same flow for instructions around maintenance of the equipment as you did for the Circle Check.
- Complete an overview of each maintenance procedure individually that may be required, such as changing or adding any fluid, engine oil, coolants, cleaning equipment and/or fluid leaks on the truck if applicable.
- Describe the entire process that would need to be completed for each maintenance task. This would include such things as showing the trainee(s) where fluids are added, how to locate leaks etc.
- Complete an actual demonstration of how each task would be completed.
- Again, as with the Circle Check, ask the trainee(s) to walk you through the steps to change the oil, add fluids, check gauges etc. while you complete the task.
- You may want to ask for a volunteer to complete the task while the other trainee(s) walk through the process, but be sure to be close by in case they have any concerns.
- Allow the trainee(s) time to 'get their hands dirty' by doing the task on their own, if equipment is available that requires maintenance.

### Trainer's Tips

Providing individual learners with a set of exercises that span the various levels of difficulty ensures that all types of learners, at all levels of capability, can achieve success – from those that need to reflect and process information before they apply it, to those who rapidly embrace the material and aptly fly through the exercises. All will remain fully engaged in the process if the exercises provide them with high challenge and low risk and they can work through them at their own pace.

- Allow the trainee(s) to ask any questions they may have in regards to any of the maintenance procedures.
- Always be sure to end this phase of the training with a quick review of all that was done.

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## Transporting Equipment

- When training on the transporting of all equipment, continue with the previous training flow of:
  - Providing an overview of the section;
  - Lecturette on the procedures;
  - Primary demonstration of the procedure;
  - Secondary demonstration guided by participants;
  - Hands on exercises and activities;
  - Team teaching and verification of completed exercises;
  - Question and answer period; and
  - Review of the section.
- Demonstrate the proper procedure required for the safe transportation of any equipment.
- Ensure you address all safety features such as proper hitch connections to vehicles, loading/unloading of equipment, securing equipment being transporting on or in vehicles, etc.
- Remember to describe in detail the procedures required while addressing why each of these procedures are followed. It is important for the trainee(s) to understand why they must follow a specific procedure (possible problems, safety issues etc.) so that they can make wise, informed decisions when transporting and equipment.

### **Trainer's Tips**

Where possible, provide trainees with examples that demonstrate the point you are making – “stories” have been demonstrated to improve retention.

## Safety Equipment

- Review any safety equipment and its use with the trainee(s) when completing any task being trained. Remind them of the various pieces of safety equipment that are to be used when working close to roadways, (barricades, pylons and warning lights, etc.).
- You may wish to question them regarding safety information they have obtained from previous work experience or training sessions. Be sure to include items such as the use of safety boots, appropriate clothing, hard hats, etc. to ensure that they fully understand the standards and requirements.

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## Safety Equipment Continued....

### Trainer's Tips

'Adding Spice to Content' can change a boring training session into an exciting experience.

You can add spice to your training sessions by remembering to alternate your teaching methods such as asking questions, then reading from text, add fun activities etc. to keep the trainee(s) engaged through the entire session.

- If there are specific safety procedures to be followed for any particular task or additional manuals, be sure to either distribute or have them available to the trainee(s).

## Operation and Procedures

- Show the trainee(s) the specific tools required to complete a specified task and demonstrate the process required when using that tool. Remember to include explanations of when and why each tool is used.
- Demonstrate any specific tasks required such as start-up/shut down procedures for equipment, adjusting of equipment if required and procedures required prior to the main task at hand (i.e. string trimming before mowing, etc.).
- Once you have completed the demonstration, summarize the complete chain of tasks that are required to complete a specific task.
- Allow the trainee(s) to practice using the equipment as you instruct them.
- Provide feedback and coaching as required during the trainee's performance of the tasks.
- Before you leave the Depot, make sure to answer any questions the trainee(s) may have about any of the equipment or procedures that were covered.

### **Trainer's Tips**

While a trainee may have some background with machinery or equipment, never assume that a trainee would know a certain process. It is important that you cover everything.

A trainee may be nodding their head in agreement. However, they may not fully understand the process. It is always better to ask a question or have them paraphrase back to ensure that they have understood all of the information.

### **At the Job Site**

- Question the trainee(s) at the job site to ensure that they remember the procedures that they learned at Depot for each specified task. Make sure you include things such as site safety and safety when using any equipment.
- Use such questions as:
  - What do you do before leaving the shop?
  - How do we start up this piece of equipment?
  - What do you do if you notice something wrong when doing your visual check of the equipment?...Who do you inform?
  - What should you do when...?
- Identify the area that the trainee(s) will be practicing in.
- Remind the trainee(s) of the purpose for completing each task. This will help the trainee(s) understand not only the 'how's' but also the 'why's' behind each task.
- Observe the trainee(s) while they work the designated area. Have them stop after a short while so you can provide them with any feedback you feel would help them with the remainder of the area or task.
- Address any questions the trainee(s) may have about what they have done so far, or what they have left to do to complete the task at hand.
- If you need to leave the site, be sure to let the trainee(s) know when you will return. Ensure that they have any contact numbers they will require in case of emergency or if they need to contact you for any reason.
- Be sure to visit the trainee's jobsite a number of times during the day to provide coaching and feedback.

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## Evaluation – Evaluating the Learning

### ***Description and Objective:***

To give the trainee(s) an opportunity to assess their own performance.

To provide you with a useful tool for coaching and feedback.

To obtain feedback on the effectiveness of the training session immediately following the training and to determine how well the training prepared the trainee(s) for the job.

### ***Materials, Props and Equipment:***

- ☐ Post Training Evaluation (Appendix B)
- ☐ Post Training Survey (Appendix C)

### ***Steps to Follow:***

#### **Performance Assessment**

- Once all the training has been completed it is suggested that the trainee(s) complete a Performance Assessment on the specific tasks they completed during the training session.
- A Performance Assessment can be created for each training session by naming each task for the following headings:
  - Performing the circle check.
  - Performing equipment maintenance.
  - Transporting equipment.
  - Operating the equipment.
  - Equipment procedures.
  - Observing the proper safety practices.

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## Performance Assessment Continued....

- For each task, have them indicate whether they:
  - Can perform on their own.
  - Need more practice.
  - Need more training.
- Always ensure that they have enough room on the form to make any additional comments.
- It is also suggested that you dedicate a spot on the assessment where they can indicate where they feel they may need additional training or development.
- Give them time to complete the assessment on their own and instruct them to bring it to you when it is completed.
- Review with the trainee(s) the ratings of their performance, adding any additional comments pertaining to your observation of their performance.
- Record any identified areas for development and make any necessary arrangements with the trainee(s) to provide them with the required additional training.
- It will be important for the trainee(s) to receive any additional training they require as soon as possible. Use the completed assessment as a teaching tool to review and repeat procedures and key points the trainee(s) may be having challenges with.

### Trainer's Tips

We remember only **20%** of what we hear!

We remember **80 – 90%** of what we say and do!

We need to hear something **6** times before it is incorporated in our long term memory.

We learn, and remember best when we are having **FUN**.

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## Post Training Evaluation

- Provide the trainee(s) with a copy of the applicable Post Training Evaluation to complete. Let them know how important it is for them to be candid in their evaluation to ensure that the training session meets the needs of the learner.
- Once again, leave them on their own to complete this.
- When they have completed the evaluation, review it with them and get clarity on any rating or comment that requires further explanation.
- Thank them for their feedback.

## Post Training Survey

- Two weeks following the training, provide the trainee(s) with a copy of the applicable Post Training Survey. (This can be done in person, inter-office mail or Canada Post.)
- Ask them to complete the survey and instruct them where to send it upon completion.

Session Name \_\_\_\_\_ Date: \_\_\_\_\_

## Prepare Yourself

- ☐ Review the Facilitator Guide and the Applicable Handbook for the session being trained
- ☐ Mentally prepare yourself for the training (Clear schedule and review timetable, etc.)
- ☐ Prepare all the materials and equipment
  - ☐ Equipment used for particular module being trained
  - ☐ Safety equipment and clothing
  - ☐ Forms
  - ☐ Maintenance supplies
  - ☐ Program schedule and corresponding map

## Prepare Your Learner

- ☐ Provide the trainee(s) with the appropriate Handbook for the session being trained along with a pre-exposure letter (Prior to Training)
- ☐ Welcome the trainee(s) to training site
- ☐ Provide the trainee(s) with an overview of what to expect of the training
- ☐ Address any initial questions the trainee(s) may have

## At Depot

- ☐ Provide the trainee(s) with an overview of the session being trained (Purpose and Importance)
- ☐ Review the appropriate Handbook with the trainee(s)
- ☐ Demonstrate the equipment (Including: Circle Check, Operation, Troubleshooting, Maintenance and Safety, etc.)
- ☐ Conduct trainee-led demonstrations and coach the trainee(s) through a practice session
- ☐ Address any questions the trainee(s) may have

## At The Job Site

- ☐ Conduct a question and answer review
- ☐ Observe the trainee(s) on the job
- ☐ Provide feedback and coaching as required

## At End of Day

- ☐ Solicit feedback from the trainee(s)
- ☐ Review the day and provide the trainee(s) with next steps

## Following The Training

- ☐ Have the trainee(s) complete a Performance Assessment
- ☐ Review the trainee(s) Performance Assessment and determine next steps
- ☐ Have the trainee(s) complete a Training Evaluation Form
- ☐ Provide the trainee(s) with the Post Training Survey to complete

Session Name \_\_\_\_\_

**Were the course objectives explained to you at the beginning of the training?**

☐ yes ☐ no

**If yes, do you feel the objectives were met?**

☐ yes ☐ no

**Did the training meet YOUR expectations?**

☐ yes ☐ no

Why or Why Not...

Name (optional): \_\_\_\_\_

Date: \_\_\_\_\_



I really liked...



I didn't care for...



I would have preferred...



I was confused by...

**Please rate the following by placing an X under the most appropriate ranking:**

	<i>Poor</i>		<i>Average</i>			<i>Good</i>		<i>Excellent</i>		
	1	2	3	4	5	6	7	8	9	10
Trainer's Delivery Style										
Trainer's Coaching/Feedback Skills										
Training Handbook										
Job Aid Cards										
Overall Rating of the Training Session										

If you did not rate this training a 10, what would it take to make it a 10 for you?

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**Thank you for your feedback!**

Session Name \_\_\_\_\_

**Thank you** for helping us to ensure that the training programs provided are effective. The purpose of this survey is to help us to determine how well the provided training has prepared you for the job.

**Please circle the statement that best reflects your training of the task:**

**Task: Performing the Circle Check** (This includes inspecting all equipment at the beginning of your shift, checking and replacing worn or damaged parts, refueling, etc.)

- ☐ I learned this before I took the training.
- ☐ I learned this easily in training, and was able to do it correctly right away.
- ☐ I learned this in training but needed practice.
- ☐ I found this difficult to learn (didn't have enough explanation, didn't have enough practice).
- ☐ I didn't learn this during training. I needed to learn it afterwards on the job.
- ☐ I do this differently than I did in training.

Comments: \_\_\_\_\_

**Task: Transporting Equipment (if required)** (This includes tying down equipment on trucks, proper loading/unloading, securing of hitches etc.)

- ☐ I learned this before I took the training.
- ☐ I learned this easily in training, and was able to do it correctly right away.
- ☐ I learned this in training but needed practice.
- ☐ I found this difficult to learn (didn't have enough explanation, didn't have enough practice).
- ☐ I didn't learn this during training. I needed to learn it afterwards on the job.
- ☐ I do this differently than I did in training.

Comments: \_\_\_\_\_

**Task: On-the-Job Maintenance of Equipment** (This includes such things as build-up of dirt, weeds, gravel etc. on equipment, checking fluid levels and replenishing when required, etc.)

- ☐ I learned this before I took the training.
- ☐ I learned this easily in training, and was able to do it correctly right away.
- ☐ I learned this in training but needed practice.
- ☐ I found this difficult to learn (didn't have enough explanation, didn't have enough practice).
- ☐ I didn't learn this during training. I needed to learn it afterwards on the job.
- ☐ I do this differently than I did in training.

Comments: \_\_\_\_\_

**Task: Equipment Safety** (This includes equipment safety, operating equipment slowly and with caution, wearing proper safety gear, site safety procedures, etc.)

- ☐ I learned this before I took the training.
- ☐ I learned this easily in training, and was able to do it correctly right away.
- ☐ I learned this in training but needed practice.
- ☐ I found this difficult to learn (didn't have enough explanation, didn't have enough practice).
- ☐ I didn't learn this during training. I needed to learn it afterwards on the job.
- ☐ I do this differently than I did in training.

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Task: Completing any Operating Procedures** (This includes any procedures that are needed to complete any assigned task required for this specific training.)

- ☐ I learned this before I took the training.
- ☐ I learned this easily in training, and was able to do it correctly right away.
- ☐ I learned this in training but needed practice.
- ☐ I found this difficult to learn (didn't have enough explanation, didn't have enough practice).
- ☐ I didn't learn this during training. I needed to learn it afterwards on the job.
- ☐ I do this differently than I did in training.

Comments: \_\_\_\_\_  
\_\_\_\_\_

### ***Trainer Demonstration***

- ☒ Overview of what you're going to cover
- ☒ Verbal description
- ☒ Physical demonstration
- ☒ Safety and quality requirements
- ☒ Summary
- ☒ Question and Answer

### ***Trainee Led Demonstration***

- ☒ Verbal instruction for trainer to follow
- ☒ Trainer coaching and feedback
- ☒ Question and Answer

### ***Trainee Practice***

- ☒ Verbal description
- ☒ Performance of task
- ☒ Trainer coaching and feedback
- ☒ Question and Answer

### ***Trainee On-The-Job Application***

- ☒ Trainer coaching and feedback
- ☒ Question and Answer

***If the trainee hasn't 'got' it, the trainer hasn't taught it.***