Training Drivers

- DOE Handbook: A Systematic Approach to Training
- DOE Order: Personnel Selection, Training, Qualification, and Certification Requirements for DOE Nuclear Facilities
- DOE Guides to Good Practices
Applying ADDIE Model for Training

- **Analysis**
  - Identify training needs

- **Design**
  - Determine training objectives and test items
  - Form a strategy for developing training

- **Development**
  - Create and assemble curriculum

- **Implementation**
  - Training takes place

- **Evaluation**
  - Determine whether or not training is meeting needs and ways to improve training
Regulatory-Driven Training

• Follow requirements of driver
• Requirements built into the design and development of training program
Needs Analysis

• Needs Analysis is performed when
  – A discrepancy exists between the performance of the job and the expectation
  – Requests for new or changed training are received
• Determines whether or not training is the appropriate solution
• Assures that training meets all needs
• Supports and validates training program
Training Design

- Write objectives
- Determine training setting
- Develop training standard
- Develop evaluation standard
- Develop test
Training Design: Training Setting

• Self-Paced Instruction
  – Printed guides, audiovisual demonstrations, kits, computer-based training
  – Training does not require close supervision
  – New personnel are not required to perform the tasks immediately
  – All conditions can be provided in the training materials or at the worksite
  – Does not require extended periods to achieve mastery
• On-the-Job Training (OJT)
  – Formal training conducted and evaluated in the work environment
  – Assignment of trainees can be made in small groups over long period of time
  – No critical resource constraints and training conditions can be provided in the job environment
  – Qualified personnel are available to conduct OJT
• Simulator Training
  – Device that duplicates physical appearance, operating conditions, and indications of actual work environment
  – When a high degree of trainee-system interaction is required
  – Task performed infrequently or would not normally be encountered
• Laboratory/Workshop
  – Hands-on practical experience in controlled environment
  – Multiple job conditions are required for task performance
  – Tasks that require hands-on practice to achieve mastery
• Classroom
  – Presented to groups with lecture, seminar, and/or group interaction
  – Fundamental and basic theoretical knowledge
  – Used effectively in combination with other training settings
  – Large quantities of information
  – Large groups of trainees
  – No critical resource constraints
Based on the training setting and methods:

- Develop lesson plans
- Develop training support material
- Conduct training dry-run and pilot
Training Implementation

- Conduct training
- In-training evaluation
- Document training
Training Evaluation

• Level 1: Reaction
  – Evaluation forms completed by students during/after course

• Level 2: Learning
  – Student exams, presentations, on-the-job evaluations

• Level 3: Behavior
  – Questionnaire, interviews, and observations in workplace at interval after training