

**PACT Web Seminar 12: November 6, 2008 “Effective and Result-based Training”
Question & Answer Session Transcription
Speakers: Dr. Larry Midgett and Ms. Diane Kadidlo**

Question #1. In your experience has re-training been widespread, if so did it involve the supervisor, the trainer, or both? Was the reason for re-training because of poor training or a lab procedure that needed to be modified?

Diane Kadidlo: That’s a very good question. I think in instances where we’ve had re-training, many times it comes back to what was stated in the SOP and in the job expectations for that task, and I’d have to say in several of our examples it has come back that the SOP really lacks some clarity, and so there was some ambiguity in the training process and inconsistencies seen in performance. It’s not that way every time one must be looking at the root cause and taking into account all variables. Occasionally it may be a trainer communication issue, but a lot of times it comes back to, did you give the employee adequate instructions to do the task?

Larry Midgett: I think also as Diane said, it’s an interesting situation to find out exactly how the person was impacted and why there was a need for re-training. I think the first thing we should do is ensure that the initial training is completely understood. One of the best ways of doing that is a skill practice of some kind. In many cases, we simply ask the person, “do you have any questions?” or, “do you fully understand?” and there is a hesitation to admit any inadequacies at that time for fear of seeming less than intelligent, or in some cases there is a fear factor of seeming that maybe they are a product of the “Peter-principle” in some way.

Question #2. Do you remember a time you were well trained by someone? If so, what aspects, ideas, or methods did you take away from this individual?

Diane Kadidlo: For me, I am a visual learner. I’ve seen training and been involved in training where there’s actually a video to be watched and have found this to be effective. I’ve seen that with other institutions where they actually go around and video tape a process which lends to consistency in your training. For me to actually visually see it, each step broken down and then actually performing the process is probably the most effective way for me to be trained. I’ll turn it over to Dr. Midgett.

Larry Midgett: I think that that’s an excellent answer and once again an excellent question. I picked up something from my own military background that still works very well. First of all you want to make sure you’re using nomenclature that the trainee is very familiar with, you want to talk with them at their level, not necessarily your level, but their level. And the old adage is tell them what you’re going to tell them, tell them, tell them what you’ve told them and then test them. When you test them, it has to be a very positive kind of a test with very low fear factors to it.

Question#3. Our third question is directed to Diane Kadidlo. In your experience, what instructional tools are most valuable for cell-therapy training?

Diane Kadidlo: We have used on-line training GMP training which I have found of value they generally contain a question and answer and problem solving scenarios. It is important to have a trainer ask the trainee questions during the training process rather than just explaining a process. If a trainer actually tries to pull out those critical thinking skills through questioning and presenting problem scenarios, the training process will be more beneficial to the trainee.

Question #4. Have you ever assessed competency by having a trainee train someone else?

Diane Kadidlo: No., I wouldn't recommend that. I'm going turn it over to Dr. Midgett if he's ever thought of that.

Larry Midgett: No, I have not thought of it and I too would not recommend it. When someone is fresh from a learning situation and I've not ascertained what their assimilation is at this point I think it would be very unfair to that individual to put them on the spot in a teaching situation. Now, if I have ascertained that they've assimilated extremely well and they've shown some tools in using it, what I will do is take the top tier of that particular student body and enlist them as instructors for the very next rotation as quickly as possible. That's one of the best ways to reinforce learning is to teach it but I would not use it as an assessment tool.

Question #5. For training records do you maintain documentation of all relevant training items i.e. do you record the cellular product that the technologist was trained on in notebooks, including equipment identification, facility and room identification, to simply refer to a particular procedure?

Diane Kadidlo: Most of our training records do not include such details as room identification if the person was trained on a simulated product. We try to use mock products and which competency is demonstrated in each step of that process. We complete our training with a review of the SOP and a series of problem solving questions that further reinforce the procedure.

Question #6. Do you measure the quality of training in any manners such as surveys or feedback from the trainee?

Larry Midgett: Absolutely and I think immediate feedback is the first step. Immediately after the session you want to have a formal assessment tool that they can just take a moment and fill out, if it's online you want an electronic feedback mechanism where it's fresh in their mind and they can ask any questions they have. But also identify the areas that they felt most valuable and areas that maybe even have a need for change. I also like to do a follow-up on that feedback and depending on the intensity level and the duration of the training, I may follow up a week or two weeks after that and then ask them what their feelings were about the training and what areas they've had a chance to utilize and what they felt the return on their investment was.

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Diane Kadidlo: For our new trainees I like to obtain feedback directly from the trainers by asking for an assessment regarding how the trainee performed during training and then I like to go back to the trainee and ask them what things do they feel they are doing well, where do they feel like they may need a little more training. I like to use a variety of trainers because we realize that not everyone has the same style of training or learning. It is important to get feedback from the trainer and the trainees to find out what worked and what isn't working.