Don’t Save (Your) Energy!—

Training Entry-level Workers Requires Extra Effort
Jeanne Schehl is Senior Director of Education Program Development for the National Roofing Contractors Association and Program Director for the RISE Certified Solar Roofing Professional certification.

Jeanne is an experienced instructional designer who develops safety and technical training. She is currently conducting research in pursuit of a Doctorate in Instructional Technology examining how a learner’s entry level of interest in a subject influences his or her outcomes from multimedia instruction.
Abstract. Entry level workers in the construction industry often have some characteristics that can create significant obstacles for learning, including:
  • They often have low literacy levels in their native language and/or English is their second language.
  • They may not have been successful in school or they just didn’t like school, so they have negative feeling towards education in general, making them unmotivated.
  • They may not have much knowledge that is relevant to the training to build on.

Overcoming these obstacles raises the bar for those of us who develop training for this audience. This session will explain some basic principles for creating effective training for entry-level workers and the research evidence that supports them.

Objectives. After participating in this session, attendees will be able to give examples of the following instructional strategies and explain why they are especially important when training entry-level workers:
  • Offer training in the trainee’s native language
  • Use narration and visuals rather than text to provide content
  • Make the training interactive and important
  • Provide clear examples and non-examples to illustrate new ideas
  • Close the loop
Entry-level Worker Challenges

- Low literacy levels and/or English is second language
- May not have been successful in school, making trainee unmotivated in learning situations
- May not have a knowledge base about the subject to build on
• Average construction worker has “Basic” literacy only

• Hispanic men are more highly represented in construction occupations compared to the general workforce
• Offer training in native language
• Minimize text
• Emphasize visuals
• In online training use narration and visuals instead of text
Strategies for Unmotivated Trainees

Make training *interactive* and *important*

Click on graphic to run audio
Provide Clear Examples and Non-examples

**Example** (What it is)

**Non-example** (What it isn’t)
Provide Clear Examples and Non-examples

Lesson 3 Quiz
Question 3 of 3

What solution would be best for this safety hazard?

Example (What it is)

Roofing worker on ladder using hoist to bring materials to rooftop

Non-example (What it isn’t)

Two roofing workers on ladder bringing materials to rooftop

Click on the correct answer bubble on the right, and drag it into the bubble below. Then, click SUBMIT.
Example—Closing the Loop
Example of Not Closing the Loop

Example of Typical Training Slide that Assumes Understanding of Consequences of Unguarded Hoist Area

Fall Hazard—Unguarded Hoist Area
Another Example—Closing the Loop

Unguarded Hoist Area
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