Chapter 10
Job-specific training

Learning objectives

After reading through this chapter you will be able to:

- **Plan job-specific training**
- **Link training to job requirements**
- **Deliver small group training**
- **Describe a range of training methods**
- **Evaluate training.**

Introduction

Job-specific training is required for every event regardless of size. Each person on site needs to know what to do. In this chapter we will use the simple formula of plan, deliver, assess and evaluate training (see Figure 10.1). These four steps are the basic elements of small group and individual training for specific skills and knowledge.

Food safety training will be used as an example to illustrate job-specific training as it is a rare event that does not provide food as part of the event experience, whether provided by the event organization's caterers or a contractor. In each case, food safety planning and food safety training still must be carried out. The starting point for developing job-specific training is the job description and, if available, the pertinent parts of the project plan. These enable the trainer to take the first step, preparing for one-to-one or group instruction.

Planning training

Planning is one of the most crucial parts of training. It involves breaking down the task into elements, deciding how best to explain and demonstrate these elements and then obtaining feedback from the learner about their progress. While this sounds easy, Burns points out 'the act of training does not lend itself well to techniques, formulas, dogma or event logic; it is a dynamic process of interaction between humans that unfolds over time and is dependent on the elegant execution of complex skills' (Burns, 2000, p. 31). While this seems a contradiction of the opening remarks in this

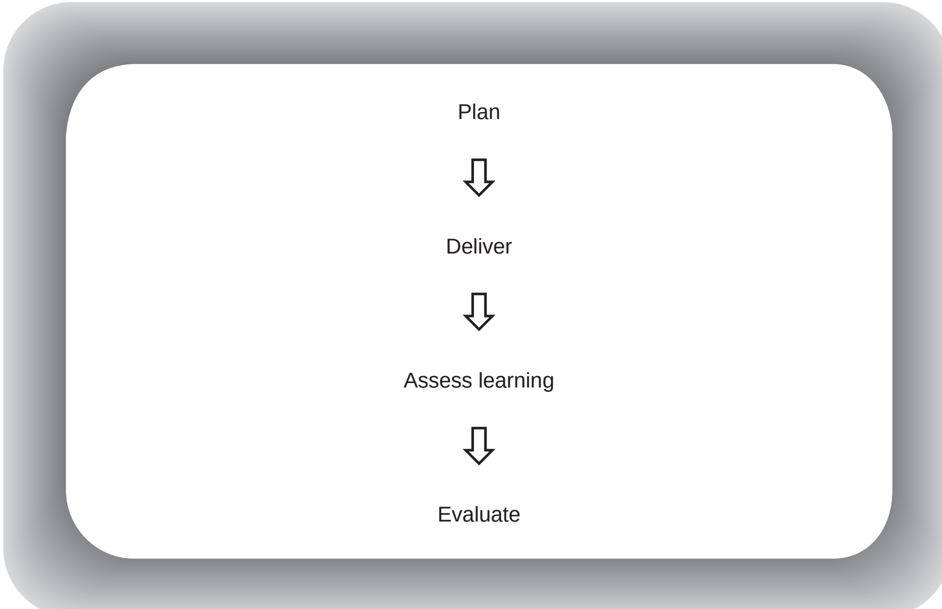

Figure 10.1 Formula for training people for specific jobs

chapter, even the most spontaneous of trainers would agree that their dynamic approach to meeting audience needs is based on a plan. This plan provides the bedrock for training: identifying learning outcomes. Thus, while the trainer might deviate, expand or become side-tracked, it is ultimately necessary to work back to the learning outcomes in the training plan and make sure that these, as a minimum, are achieved.

Placing ourselves in the position of event catering co-ordinator, we can see from the extract that follows that there is a role to play in training staff in food safety (State Government of Victoria, Australia, Department of Human Services, 2006). This is replicated across nearly every functional area. However, in this case there are regulations that have to be met, making this training vitally important.

When your organization holds an event where there will be food sold – for instance, a fete, sausage sizzle or cake stall – you will need to appoint an Event Co-ordinator. It is the role of the Event Co-ordinator to ensure that all food handlers at the event, whether they are volunteers or paid workers, understand the relevant food safety and safe food handling practices for the tasks which they are to be carrying out. To communicate such information to all food handlers, the Event Co-ordinator will have to conduct training or group discussions about food safety before the event.

The Event Co-ordinator must be familiar with the following:

- *The Food Safety Program for the event*
- *Safe food-handling practices*
- *Personal hygiene – for instance, correct washing and drying of hands*
- *Efficient cleaning procedures*
- *Safe food preparation*
- *Correct storage and transportation of food*
- *How to conduct temperature checks*
- *Safe food display.*

Ice-cream vendors being briefed in the rain

Having seen a specific example of a clearly identified training need, let us look at the training needs analysis for other roles and tasks before returning to this example of food safety training.

The training needs analysis for job-specific training generally needs to be facilitated by the event co-ordinator. This is done by discussing training with the relevant functional area or zone area supervisor.

The following questions are a guide for a training needs analysis:

1. What is the job title?
2. Who is responsible for conducting this training?
3. How many people are going to do this job (individual or group)?
4. What are the skills required?
5. What is the knowledge required?
6. What are the training objectives or learning outcomes?
7. How much does this person/group already know?
8. Are there any special requirements such as accredited training?
9. Having reviewed the common training modules (e.g. orientation training, customer service, OHS awareness), what are the remaining training objectives for this specific job?
10. What training method will be used (small group training, one-to-one training, self-directed training)?
11. When and where will training take place?
12. How long will it take?

13 Is equipment required?
14 What training materials are needed, including print materials?
15 Will there be any form of assessment?
16 How difficult is this likely to be for the participants?
17 How critical is this training to the success of the event?

The most important of these questions is number six: what are the training objectives or learning outcomes? A training objective (or learning outcome) states what the person can do or should know on completion of training, generally beginning with a verb. For example: 'On completion of training the catering assistant will be able to *prevent* food poisoning by *practising* good personal hygiene.' Another example would be: 'On completion of training the customer services officer will be able to *explain* the layout of the event site and *provide* directions to services and facilities.'

Once the overall job training plan has been developed, instruction needs to be planned in detail, including the particular steps that the trainer would follow. For the training objective, 'practising good personal hygiene', the State Government of Victoria, Australia, Department of Human Services (2006) recommends that the following skills and knowledge are required:

Objective: *Prevent food poisoning by practising good personal hygiene:*
Demonstrable skills *(these would be covered by demonstration and practice):*

- *Wear clean protective clothing, like an apron.*
- *Thoroughly wash and dry your hands before handling food.*
- *Dry your hands with clean towels, disposable paper towels or under an air dryer.*
- *Use disposable gloves.*

Knowledge *(these would be covered by explanation, example and questioning):*

- *Never smoke, chew gum, spit, change a baby's nappy or eat in a food handling or food storage area.*
- *Never cough or sneeze over food or where food is prepared or stored.*
- *Keep your spare clothes and other personal items away from where food is stored and prepared.*
- *If you have long hair, tie it back or cover it.*
- *Keep your nails short so they are easy to clean; don't wear nail polish which can chip into the food.*
- *Avoid wearing jewellery, only plain banded rings and sleeper earrings.*
- *If you have cuts or wounds, make sure they are completely covered by a waterproof wound strip or bandage. Use brightly coloured wound strips, so they can be easily seen if they fall off.*
- *Wear disposable gloves over the top of the wound strip if you have wounds on your hands.*
- *Change disposable gloves regularly.*
- *Don't handle food if you feel unwell, advise your supervisor.*
- *Follow the event Food Safety Program.*
- *Follow the advice given by the Food Safety Supervisor.*
- *Be trained in safe food handling (this to follow in detail).*

As Figure 10.2 illustrates, once the training objectives or learning outcomes have been developed, planning can commence. However, it is necessary to be mindful of the participants' prior skills and knowledge to ensure that they are not being taught something they already know. Performance deficiencies, such as not wearing gloves while preparing food, may be a result of laziness and poor supervision, not a lack of knowledge.

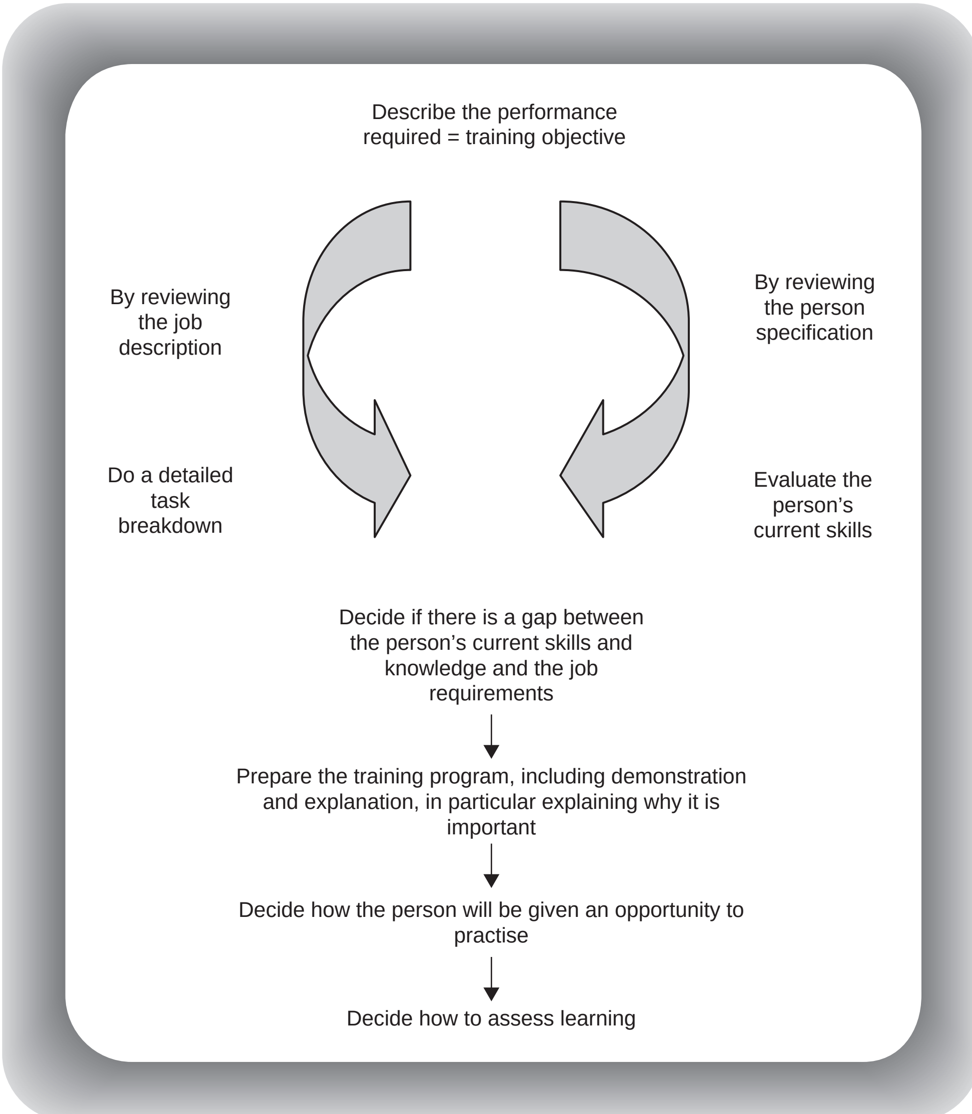

Figure 10.2 Planning and delivering training

Training delivery

A training session for food safety is most effectively delivered using demonstration and practice, explanations, questions and answers. Following is an example of a demonstration of how hands should be washed prior to handling food. While it may be self-evident that people should wash their hands, do they do it properly? A test of this is to put zinc cream (the sort cricketers wear on their noses) on participants' hands and ask them to wash them. It is surprising how long it takes and how thorough one has to be to do it properly. This results in an indelible lesson, and hopefully no indelible zinc on the hands! Imaginative presentation is always appreciated.

Using the zinc (which comes in many vibrant colours), the trainer can also demonstrate how the 'germs' are transferred to utensils, plates, pot handles, etc.

Role plays are another way to make a point. At one venue training session, for example, the event manager and the event assistant manager played out a charade about the 'good volunteer' and the 'bad volunteer', which was hugely appreciated by the audience. The bad guy got waylaid on the way home from his first shift, went drinking in his volunteer uniform, forgot his accreditation pass in the morning and missed the train. The message was clear and everyone appreciated the participation of senior staff acting out their roles. Of course the 'good volunteer' laid out her clothes for the next morning (not forgetting her accreditation pass), was polite to people on the train, arrived on time as bright as a button and so on.

The following approaches to training delivery are a few of the many available to experienced trainers (Jarvis, 2005).

Demonstration

'Show and tell' is sometimes used as a demonstration approach to training. But any elderly person who has been 'taught' anything on a computer by a teenager would know that watching someone else's fingers fly across the keyboard with screens changing faster than you can blink, would tell you that there is more to learning than simply watching. The information needs to be chunked into logical bits that the person can cope with and, even more importantly, the learner needs time to practise and consolidate at regular intervals. Otherwise the session just falls apart and the learner becomes completely overloaded. By shaping behaviour using modules of demonstration, practice and revision, the learner is more likely to grow in confidence. Thus the sequence for demonstration-style learning should be tell, show, do, review. As Figure 10.3 illustrates, the training session is broken down into a series of small tasks that are demonstrated and practised.

Additionally, throughout the training the rationale, or logic of the action, should be explained. With the earlier example of hand washing, it would be appropriate to talk about the various types of food poisoning, their causes and symptoms. It would also be appropriate to discuss the repercussions for the event organization if a large

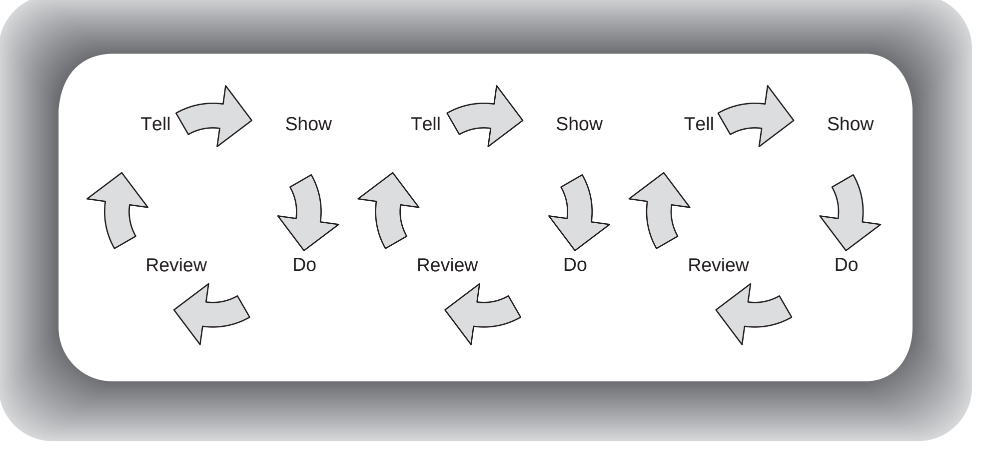

Figure 10.3 Explaining, practising and consolidating training

number of people suffered from food poisoning. It is a very serious issue: for example, 200 Russian train travellers were hospitalized and another 450 treated after they had visited a festival (200 festival visitors hospitalized with food poisoning in Southern Russia, 2005).

Lecture

This training approach is best suited to a large audience. Most commonly it is used to explain emergency and evacuation procedures using demonstrations of the fire alarms, the preparatory alarm, 'please evacuate as directed by the fire wardens', and finally the rising tone 'woop woop' instructing all to evacuate. This training is usually delivered by the fire department or someone appropriately qualified.

Mentoring

Mentoring is used at management level to build expertise. An individual is assigned a mentor who monitors their learning, providing suggestions and provocation to stimulate learning. At lower skill levels, the buddy system is a sound approach to skills training, providing that the buddy is doing their job correctly and can explain why it is important. In the high-pressure event environment it is important to monitor this role as the training may deteriorate as it is passed on from one person to another. Checklists or diagrams can be helpful in preventing this occurrence.

Brainstorming

The creative field of event concept development and the unique features of event planning lend themselves well to brainstorming as an approach to learning. As plans become more and more specific, it is important to ensure that people are not locked in, but instead are stimulated to think of new and better ways to do things. According to Beckett and Hager (2002), organic learning needs to grow explicitly. They suggest three questions to bear in mind during hot action:

- What are we doing?
- Why are we doing it?
- What comes next?

These three questions can be immensely valuable as a focus for learning, for evolving plans, and for visionary and creative responses to complex problems.

Debate

While debating appears to be a very formal training method, when used in an energetic and humorous way it can emphasize two positions, highlighting sensitivity to differences in fact or opinion. For example, the topic of waste management and recycling as it is typically covered at event briefings can be quite a dry topic. An energetic debate on the merits of maintaining waste streams (and the associated costs) and against (Why bother?) could be highly entertaining and get the message across.

Presentation

Presentations by visiting speakers such as police and first aid supervisors, sometimes as a segment of a programme, can contribute enormously to effective training. Likewise, an experienced volunteer with inspirational stories can raise the level of enthusiasm dramatically. If the presentation is followed by questions, they can also be used as an assessment approach to consolidate learning, enabling participants to explore and defend their learning.

Role play

This acting technique can be used to good effect in customer relations, disability and cultural awareness training. For example, it is clearly a most appropriate way to train staff working on the information booth at an event.

Group discussion

Group discussions can promote inclusiveness providing that they are run democratically, giving everyone a chance to participate. They also need to have a clear goal. Occupational health and safety committees can be run along these lines, although principles of effective meetings need to be applied, including minutes and agreements on emerging actions.

Guided discussion – conversational learning

This much more sophisticated idea is pitched at higher management levels: 'The role of the OD/HRD professional in conversational learning focuses on creating space for conversation, inviting different voices into the conversation, and cultivating a safe space for deliberation about difficult but meaningful issues' (Baker *et al.*, 2002, p. 204). As these authors point out, this type of conversation can occur in a face-to-face interaction or through technology. Risk management planning or discussion about emerging threats to the organization or running of the event would be appropriate topics for conversational learning. Here the outcomes would be less clear-cut and the issues more nebulous.

Case studies

Problem-based case studies have been widely used in medicine (Fish and Coles, 1998), and more recently in nursing (Tomey, 2003). Case studies are an effective way for participants to become involved in realistic and problematic situations, away from the pressure of the real situation. This type of experiential learning is likely to foster learning on a higher order level, such as critical thinking. In the event environment, problem-based case studies for customer service are particularly useful.

Simulations – experiential learning

In the mega event business it is typical to run a series of 'test events', which are a training ground for event staff, most particularly those responsible for managing the competition. For example, the Nordic Skiing World Cup held in January 2005 was a test event for the Winter Olympic Games in Torino in 2006. This is as close a simulation as you can get!

Many trainers use a combination of techniques. For example, following a test event, a brainstorming session could be held to iron out procedures and finalize job descriptions for specific roles. Specific incidents that occurred could be part of a group discussion. A visiting speaker (such as a competition manager) could make a presentation or a volunteer could talk about their experience. A trainer needs to be attentive to the needs of the audience and remain highly responsive to their feedback. This usually comes in the form of enthusiastic participation, ranging from doodling through to text messaging.

There are a number of ways in which a trainer can obtain feedback during delivery to make sure that the session is on track and meeting audience needs:

- Ask the group how many would like to step through the information again.
- Provide a self-check quiz and find out what people scored (1–5, 6–10, 11–15, etc.).
- Reinforce information by providing a framework (such as a flow chart) for learners to complete during the presentation.
- Ask learners to check their skills by practising with a procedure checklist and then without one.
- Leave out a key step on a list of steps and see how many can remember what to do.
- Ask learners to rate their skill level against your learning outcomes.
- Find out which parts are not clear.
- Find out which parts are perceived by learners to be most important.
- Ask specific questions.
- Use both closed and open questions.
- Ask if there are any questions.
- Use a matching exercise to check understanding.
- Ask learners to check one another when trying out a skill.
- Provide self-check procedures, diagrams and lists to take home so that learners can check themselves.
- Develop a rating scale, or barometer, to check confidence at the start and finish of training.

Training assessment

The term 'assessment' is generally used in the context of assessing the learner, while evaluation focuses on the overall success (or otherwise) of the training programme, which will be discussed in the next section. Some of the suggestions for obtaining feedback listed in the last section are also assessment methods – ways in which the trainer can test understanding and skills. Observation and questioning are the two main methods of assessing a learner's progress.

Few events have the luxury of allowing novices to practise in real-time situations; most can only observe and correct staff and volunteers on the job. There are, however, some reasons why assessment may be required. The most significant of these is for risk management and insurance purposes. It may therefore be useful to be able to demonstrate that each person on site (including contractors) has undergone training and assessment in occupational health and safety on site and is familiar with evacuation plans.

Case study 10.1 indicates the importance of volunteer training.

Case study 10.1

California Traditional Music Society Festival

What can I volunteer for?

There are MANY different types of jobs for which we need volunteers at the festival ranging from parking lot crew, to working in the instrument check room (click here to see a complete list of jobs and their descriptions). There are also many different options for WHEN you volunteer. To see a full list of the potential shift days and times, click here.

Skills and training

Most festival volunteer jobs do not require specialized skills (there are a few exceptions and will be noted). All new volunteers must be trained by the Area Co-ordinator who is responsible for making sure their area runs smoothly. Training occurs at one of two group meetings at the festival site in June before the festival (either Sunday, 5 June 2005 or Saturday, 18 June 2005).

Volunteer obligations

Volunteers are one of the mainstays of this festival – without their dedication and effort, we could not put the festival on each year. Each volunteer represents the 'face' of CTMS, and thereby is an ambassador for our organization. CTMS expects that they will be enthusiastic, friendly, helpful and professional at all times during their volunteer shifts. It will be important to report on time and ready to work to all shifts to which you have been assigned. In addition, volunteers are required to:

- *Sign and return one copy of their Festival Volunteer Contract as soon as possible after receiving it.*
- *Attend one of the training meetings held at the festival site (Soka University). Bring lunch and plan to meet for approximately three hours. Attendance at one meeting is mandatory for all new volunteers and indicates a volunteer's commitment to completing their job assignment. Individuals who miss the training meetings and do not communicate with their Area Co-ordinator are subject to being replaced.*

(Reproduced with permission of California Traditional Music Society Festival; for more information see www.ctmsfolkmusic.org/volunteer/festival/default.asp)

Reflective practice 10.1

Given three hours to train a group of festival volunteers prior to set-up of the event site, which topics would you cover in the training?

Training evaluation

Where briefings and training sessions are planned and prepared prior to an event, it is a good idea to run a pilot session to evaluate the effectiveness of the programme to see that it is fit for the purpose. A focus group can be invited to the session to critique it and make suggestions for improvement. However, in the mega event environment of the Olympic Games, for example, this can sometimes lead to deficiencies in the final programme as a result of endless cycles of change and review by multiple stakeholders (Van der Wagen, 2005).

Figure 10.4 provides a format for evaluation of a training session.

Presentation Please rate the following on a scale of 1–5 (with 1 the least successful and 5 the most successful)	**Learning**
Planning – room set-up and materials [ ] [ ] [ ] [ ] [ ]	Posed questions and used other ways to check learning [ ] [ ] [ ] [ ] [ ]
Purpose/objectives – clearly explained, people welcomed [ ] [ ] [ ] [ ] [ ]	Practice/application – given with guidance for learners [ ] [ ] [ ] [ ] [ ]
Process (session outline) – clearly explained [ ] [ ] [ ] [ ] [ ]	Practice/application – occurred independently for learners [ ] [ ] [ ] [ ] [ ]
Presentation – in small steps, logical, just enough information [ ] [ ] [ ] [ ] [ ]	Provided learners with support such as diagrams and checklists [ ] [ ] [ ] [ ] [ ]
Presentation – easy to hear, interesting and well paced [ ] [ ] [ ] [ ] [ ]	Problems solved if needed [ ] [ ] [ ] [ ] [ ]
Presentation – supported with visuals [ ] [ ] [ ] [ ] [ ]	Purpose/objectives – reviewed and closed with learners confident [ ] [ ] [ ] [ ] [ ]

Figure 10.4 Evaluation of pilot training programme by focus group

There are a number of other ways in which training can be evaluated, and this information should be included in the final event report. However, it is necessary to be aware that there are many variables at play and clear-cut research into the merits, benefits and outcomes of training is not easily achieved. Despite this, those responsible for training prior to a successful event like to claim that the success was a direct result of their efforts (Van der Wagen, 2005), as do many other functional areas and stakeholders! Despite the difficulty associated with conducting scientific research in this complex area of social interaction, a post-event evaluation report is immensely valuable for events that follow. Qualitative data, in the form of quotes and case studies, are a useful legacy.

Training participant feedback sheets

These feedback sheets are given to participants immediately after the training session requesting feedback very similar to that illustrated in Figure 10.4. In the human resource development (HRD) world, these are known as 'happy sheets' as they indicate how happy participants felt about the session. Note of course that they do not accurately indicate how much everyone learned.

Pre- and post-event interviews

A longitudinal study can be done, interviewing staff and volunteers pre- and post-event. This qualitative approach can also be matched with a quantitative skills rating sheet. To achieve research results that are valid and reliable would need careful planning, including selection of an appropriate sample group.

Mystery people studies

Evaluation of the effectiveness of training can also be conducted by using mystery customers, staff members and volunteers armed with key observation points and questions. These 'mystery shoppers' are much more aware of what they are looking for and may, for example, ask specific questions to evaluate responses on the job. The mystery customer may be primed to simulate heat exhaustion, for example, to evaluate the actions/responses of staff or volunteers. A mystery volunteer would likewise be well attuned to contextual factors and to the needs, expectations and experiences of their volunteer associates, including their satisfaction with the information provided during training, the skills needed and utilized, and unanticipated issues arising on the job.

On-the-job surveys and observation

Researchers armed with questionnaires can visit members of the event workforce and interview them on the job. They can also use observation techniques to evaluate skills in customer service, crowd management and information provision.

Critical incident analysis

This research methodology is used in many different circumstances. It is very valuable in that it uses one critical incident to highlight deficiencies in planning or execution. Likewise, it emphasizes successes, which are just as important a legacy of an event. Essentially, the questions are 'what worked' and 'what didn't work', with a specific example and an explanation for the reasons.

Case study 10.2 illustrates the approach taken in a critical incident focus group.

Case study 10.2

What worked? What didn't work?

The aim is to describe two incidents that illustrate positive and negative outcomes of the project with a view to developing recommendations for improvements in training for the next event or for future similar projects.

Please note: The focus for this evaluation is training, and ultimately effective on-job performance as a result of training. An incident such as a personality clash between members of a project team is not relevant since it could be generalised to all projects. However, an incident such as a workplace accident as a result of poor training (or no training) would be more relevant. And feedback from a volunteer who had travelled 120 km to attend training and felt that commitment to her role was reaffirmed through the motivational elements of the training would likewise be relevant to future training.

Please answer the following questions:

1 Please describe a negative incident (relevant to training effectiveness).

2 Why do you think this occurred?

3 What can we learn from this (to improve training effectiveness)?

***

4 Please describe a positive incident (relevant to training effectiveness).

5 Why do you think this occurred?

6 What can we learn from this (to improve training effectiveness)?

***

7 Do you have any other recommendations on training provided to the workforce for future events?

8 Do you have any other recommendations for future related projects?

Reflective practice 10.2

1 What is critical incident analysis?
2 Why is this approach useful for training evaluation?
3 Describe an alternative approach to training evaluation in detail.

Post-event management evaluation focus groups

There is another type of focus group that can be used for event evaluation, which is much more open ended, with general feedback about human resource strategies, including training. A number of focus groups could be arranged, including the following people:

- Event management/organizing committee
- Human resources and human resource development (trainers)
- Functional and zone area managers
- Supervisors
- Paid staff
- Volunteers.

For a smaller event, a focus group with each of the above representatives would be adequate.

Post-event analysis of risk planning and incident reports

Finally, it is essential that risk management plans for human resource management and training are revisited after the event to evaluate their accuracy. The risk ratings may or may not have been accurate, and there may be issues that emerged that were not anticipated at all.

Incident reports are another rich source of information about training effectiveness, particularly in the area of safety and customer service.

The training evaluation report

The following recommendations were made following the Paralympic Games in 2000 (Sydney Paralympic Organising Committee, 2001) for which training was conducted by TAFE NSW as an official provider:

- *Negotiate the training contract for all staff (paid, volunteer and contractor) and both Games in one contract, rather than separately.*
- *Provide adequate administrative back-up to the training consultants – a heavy administrative workload is involved including formatting of hundreds of documents and up to 100–150 phone calls a day. A desirable ratio would be one administrator for every three consultants.*
- *Negotiate contracts on the basis of materials to be produced, rather than a headcount. The Olympic and Paralympic headcount changed numerous times.*
- *Consider the needs of staff with a disability when preparing training materials, for instance, whether materials need to be available in audio, large print, Braille, etc.*
- *Develop a media relations strategy around the commencement of Games training as positive coverage will be a motivational boost, especially for volunteers.*
- *Consider ensuring that copyright of training materials resides with the organizing committee, not the training provider, as this will help future organizers.*
- *Clarify the training requirements as soon as possible and processes of associated agencies, e.g. transport, security, broadcasters, etc. to ensure consistency and avoid gaps.*
- *Consider holding job-specific training before orientation and venue training. Most people wanted to know the specifics of their job well before the training started. As well, much job-specific training could have occurred during the first two rostered shifts.*

Kraiger *et al.* (2004) take a much more strategic approach to training evaluation, suggesting that the first step is to develop a theory of impact. In doing so, business results that matter are linked to the knowledge and skills to do the job. Second, they suggest that the focus of the evaluation should be on evidence – evidence to show that training has been a success. Third, to claim success, the effects of training must be isolated, which is very difficult to do. Finally, as suggested throughout this and the previous chapter, it must be clear who is accountable for training. As these authors point out, 'research on training effectiveness suggests that training has its greatest impact when all parties in the organization share responsibility for identifying training needs, ensuring that trainees have the time and opportunity to focus on training, and have the opportunity and support to apply and practise trained skills on the job' (p. 347).

Completion of the task at the end of Case study 10.3 will test understanding of the material contained in this chapter.

Case study 10.3

Training for an exhibition project

This is a plan for installing an exhibition stand:

1. *Plan exhibition*
   1.1. Obtain requirements from marketing
   1.2. Agree on build materials

2. *Assemble equipment*
   2.1. Identify current stock of build materials
   2.2. Reserve required stock
   2.3. Generate list of equipment to be procured
   2.4. Identify suppliers
   2.5. Negotiate price and delivery
   2.6. Raise and approve purchase orders
   2.7. Place orders with suppliers
   2.8. Deliver materials
   2.9. Check materials and store materials

3. *Build exhibition stand*
   3.1. Ship exhibition materials
   3.2. Unpack materials
   3.3. Build stands
   3.4. Fit electrics
   3.5 Fit audio visual
   3.6. Check stand
   3.7. Install sales and marketing brochures, posters, etc.

4. *Dismantle exhibition stand*
   4.1. Remove audiovisual equipment
   4.2. Dismantle electrics
   4.3. Pack up materials
   4.4. Ship to base

Reflective practice 10.3

For Stage 2 of this project, 'assemble equipment', you need to develop a training plan, which should include the following information:

1 Learning outcomes/training objectives
2 Training method/s
3 Equipment required
4 Demonstrable skills, including break down into steps
5 Knowledge (hint – don't forget OHS)
6 Assessment – key points for observation and questions to ask.

Chapter summary and key points

Job-specific training is arguably the most important part of preparing an event workforce. This is where people learn how to use two-way radios, how to set up athletic equipment, who to admit at the VIP entrance, and how to provide customers with the information they need. For this to work successfully, jobs need to be broken down into tasks and basic knowledge, which form the basis for the training plan. A number of training methods can be used, such as demonstrations, case studies and brainstorming, and at the end of the training it must be evident that the trainees are competent to undertake their specific event roles. Evaluating the success of the training project is helpful and informative for subsequent events. Workforce morale is closely linked to the level of confidence employees and volunteers have in their ability to put on a good show.

Revision questions

1 **What are the four steps in small group and individual training for specific skills? Explain the steps.**
2 **Using two specific events, can you identify at least three areas in which skills training will be required?**
3 **What are four different approaches to training delivery? Summarize these approaches.**
4 **Discuss the following statement: 'There is no point in evaluating training post event as the event is over and will never be replicated.'**

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