

# AABB Annual Meeting Education Program 2014

October 25-28, 2014 | Pennsylvania Convention Center | Philadelphia, PA



## Presentation Handouts

**(9207-QE-CT)** Creating a Successful Training:  
Does It Have to Be on YouTube for Them to  
Pay Attention?

October 26, 2014 ✧ 8:30 AM - 10:00 AM



Advancing Transfusion and  
Cellular Therapies Worldwide



## Event Faculty List

**Event Title:** (9207-QE-CT) Creating a Successful Training: Does It Have to Be on YouTube for Them to Pay Attention?  
**Event Date:** October 26, 2014  
**Event Time:** 8:30 AM - 10:00 AM

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Disclosure: No

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Creating a Successful Training Program for Today's Blood Bank Learner:  
Does It Have to be on YouTube for Them to Pay Attention?

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**GENERATIONALLY SAVVY TRAINING**

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Deirdre D. Parsons, MS, MT(ASCP)SBB  
Department of Medical & Research Technology  
University of Maryland School of Medicine

Disclaimer:  
Neither I or any of my immediate family members have any financial or professional interest in the programs and services referred to in this presentation.

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**Shift In How We Take Information**

Traditional face-to-face training/instruction in a lecture can lead to "brain drain"

What do many researchers cite as the biggest influence on all generations of learning?

Approaches that involve our trainees/learners in a variety of ways increase interest, motivation, retention & learning

www.brainshark.com - free animated PowerPoint templates

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**Generations Have Been Conditioned To.....**

- Expect fast-paced attention getting methods of information delivery
- Respond with television-affected, shortened attention spans
- Pay attention to information in shorter segments of time
  - For every 40 minutes of TV programming there are 20 minutes of advertising
- Process rich imagery to encode information
  - Our brains absorb visual information faster than verbal

**And then came the Internet.....**

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## So Who are the Millennials?

**Many are at the beginning of their CAREER ARC**

- Millennials, Generation Y, Net Generation, Echo Boomers
  - Born 1981-2000
  - Age: 14 to 33 = 75 million Americans
  - Have never known a world without e-mail or Internet
  - Interested in education and career development
- **Baby Boomers** - born 1946-1964
  - 76.4 million Americans
- **Generation Xers**, born 1965-1980, are sandwiched between & are skeptical of both Millennials & Boomers
  - 51 million Americans

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## WORKFORCE

In the next 10 years Millennials will outnumber the Baby Boomers in the workforce

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## Millennials...

A word cloud of traits associated with Millennials, including: Like Informality, Seek Attention, Embrace Technology, Optimistic, Yearn to Succeed, Graphically Oriented, Interactive Technology, Read Books, Connected, Active Learners, Varied Learning Formats, Desire, Cooperative, Entitled, Multi-Taskers, Structure, Overly Confident, Busy & Stressed, Tech Savvy & Digital Natives, Seek Regular Feedback, Variety, Want Meaningful Work, Net Gen, Smart, Policies, Rule Followers, Want to be Heard, Team-Oriented, Generation Y, Expect Immediacy, Hands-on, High Expectations, Socially Active, Juggle Multiple Activities, Hypertext Mindset, Service-Oriented, Want Clear Rules, Financially Conservative, Casual Dress, Information Gatherers, Want Mutual Respect, Achievement Focused, and Diversity.

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### Generationally

Are we at odds? OR

Are we peas in a pod?

Maybe we are a little of both

www.brainbark.com - free animated PowerPoint templates

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### Common Ground

- We are much more like each other than we are different
- Most Millennials are children of Baby Boomers - Echo Boomers
- We have our differences, but we also share many characteristics.....
- **So what do we have in common?**



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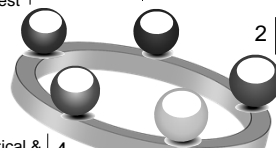
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### Common Ground...



- 1 | Value purpose & respect
- 2 | Respond to image rich information
- 3 | Appreciate clearly defined goals & expectations
- 4 | Value practical & relevant learning & training
- 5 | Feel inspired to do our best at work

www.brainbark.com - free animated PowerPoint templates

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Common Ground...

- 1 | Enjoy our jobs more than any other generation
- 2 | Want to be successful
- 3 | Enjoy the intimacy of some face-to-face interaction
- 4 | Value & use technology in our daily work
- 5 | Appreciate those who listen to them

www.brandmark.com - free animated PowerPoint templates

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Generationally Savvy Training

- Understanding the **"Millennial Brand"** will help us connect
- Effective training is shown to improve employee satisfaction & retention
  - Employees who do not feel properly trained & feel ill-prepared for their duties are likely to sense disappointment, stress & lack of fulfillment.
  - Employees with poor training, **41%** plan to leave w/i 1-year.
  - Employees with excellent training & professional development, **12%** plan to leave w/i 1-year.
- We have a limited window of time to "induct" newly hired millennials into our workforce
- **Effective Training is a worthy investment**

From: 2012 American Psychological Association Harris Interactive Poll

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Traditional Learning Methods

- Lecture-style training is not completely avoidable & should not be replaced
- Non-technologically based learning activities support several Millennial characteristics:
  - Desire for structure, attention, feedback and social interaction
- Interestingly, Millennials have been described to read almost as much as Baby Boomers
- Traditional delivery systems should be supplemented with a variety of approaches

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### 10 Tips for Effective Knowledge Transfer

1. Think outside of the traditional box of training routines. Andragogical methods that promote "transformational" learning are more successful than pedagogy "transmittal" methods
  - Andragogy involves teaching adult learners using active learning methods
2. Accept limited attention spans with traditional learning/training approaches
3. "Chunk" content into shorter segments – break it up by repeating of key concepts and imbedding questions for thought to encode information

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### 10 Tips for Effective Knowledge Transfer

4. Enhance GMP/GLP training with "Variety" & "Technology"
  - Include Audio, Visual, Written, Verbal, Hands-on
  - Use Technology wisely & judiciously
  - Technology should enhance training, not substitute training interaction & dialogue
5. Use image rich approaches to connect all material to applied practice especially the dry stuff like GMP/GLP
  - Create vivid mental images that stick in the learners mind
  - Use concrete personal examples , stories & anecdotes
    - "Tales from the Trenches"
    - "Magical Metaphors and Analogies"

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### Remember the Learning Pyramid on Average Retention Rates ?

Progression from Passive to Active Learning

Learning Method	Average Retention Rate
Lecture	5%
Reading	10%
Audiovisual	20%
Demonstration	30%
Discussion	50%
Practice by Doing or Writing / Teach Others/Immediate Use	75%

http://www.nationaltraininglaboratories.com/pdf/National\_Training\_Laboratories\_for\_Approved\_Behavioral\_Science

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### 10 Tips for Effective Knowledge Transfer

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6. Shadowing & "See-One-Do-One" approaches appeal to active learning styles
  - Supports active participation in the environment & effective knowledge transfer
7. Ask questions & let the trainee find the answers...  
Millennials are great fact finders so show them where to look
8. Involve other Millennials on-staff in the training program to provide peer feedback & interaction
  - Trainers should act as trusted guides who actively listen




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### 10 Tips for Effective Knowledge

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9. Provide prompt on-going constructive feedback throughout the training process to:
  - Support a "can-do" attitude & build their self-image
  - Show trainees you care about their success
  - Encourage verbal questions & e-mail exchange
10. Present training as an educational & career development benefit so recognize completion of each stage of training
  - Celebrate or recognize their training successes & accomplishments training




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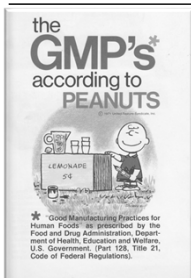
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### How to Compete for Their Attention...

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- Presentations
  - Full PowerPoint lecture with animations & narration
  - Mini - 10 minute lectures with questions between
- Computer-based activities
- Digital Quizzes
- Digital Flashcards
- Digital Games
  - Word Challenges
- Videos – podcast, podlets, YouTubes
- Polling Applications – group training
  - Polleverywhere

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### GMP Training Doesn't Have to be "Death By PowerPoint"



- PowerPoint remains an accessible, easy approach for delivering information and it can be fun, engaging & meaningful
- Consider Adding:
  - **Animations** (motion paths), **WordArt**, **SmartArt** tools to summarize the big picture and capture the key points
  - **Voiceover-narration** to **add a dimension of interaction** - sets the mood of written commentary..also preserves the trainers comments
  - **Text-to-Speech Voiceover-narration** - converts text notes into simulated voice
  - **Rich Images** to provide visual examples of GMP in action - Images say more than words
  - **Brain Teaser Questions** to guide & structure learning of key information

### An Animation to Define GMP & GTP




Regulations that define the standardization of the production, testing & issue of biologically derived products

www.brainhck.com - free animated PowerPoint templates

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### Example of SmartArt with voice over narration



**cGMP**  
CFR Title21  
Parts 606, 607 & 640

- Records & Reports
- Facilities
- Adequate Number of Trained Personnel
- Production & Process Controls
- Procedures & Methods
- Collection & Storage
- Devices; Equipment & Reagents
- Labeling & Packaging

Identifiable & Traceable

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## THE FDA'S ROLE IN GMPs

- One of the US Food and Drug Administration's missions is to assure the:
- Safety
- Purity
- Potency and
- Effectiveness of Biologic Products

• The FDA Office of Regulatory Affairs inspects blood banks and transfusion services minimally every 2 yrs for compliance with **GMP** and **GTP** regulations

[SlideTalk YouTube Video](#)

Example of text-to speech narration




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in GMPs

### THE FDA'S ROLE IN GMPs

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Example of text-to speech narration

0:00 / 0:26

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### Visual Examples of GMP Compliance


Is there a non-compliance? If yes, identify the specific error.

**A.**



PLATELET

**B.**



THAWED PLASMA

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Example of WordArt with added animation

## Brain Teaser

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Which of the following subparts of CFR Title 21, Section 606 addresses cGMP requirements for SOPs related to Blood & Blood Components?

- Subpart B Organization & Personnel
- Subpart D Equipment & Reagents
- Subpart F Production & Process Controls
- Subpart H Laboratory Controls




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
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### On-line Learning Tool Options

- [www.Quizlet.com](http://www.Quizlet.com)
  - Free on-line study tool
  - Creates digital flash cards, games & quizzes
  - Flashcardtouch – iPhone app for Quizlet, \$0.99
- [www.StudyBlue.com](http://www.StudyBlue.com)
  - Digital flash cards & quizzes
  - Online, phone or print
  - Some free options, >\$5 per mo upgrade
- [www.StudyMate.com](http://www.StudyMate.com)
  - Studymate author version
  - Digital flash cards, self-assessments, crosswords & challenge game
  - Free 30 day trial, >\$100

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### Learning Tool Options

- [www.Prezi.com](http://www.Prezi.com)
  - Cloud based
  - Free for educators
  - Presentation format for dry content
  - Swoops, glides & zooms
- [www.Quia.com](http://www.Quia.com)
  - Create Web games
  - Access via URL
  - < \$50 yr
- [www.pollerywhere.com/](http://www.pollerywhere.com/)
  - Application for group presentations
  - Web interface for polling audience responses
  - Access via laptop, tablet or phone
  - Free for groups smaller than 40

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### Learning Tool Options

- <http://www.SlideTalk.net/>

  - Import PowerPoint slides
  - Add your text comments. **Text-to-speech** software converts your text comments to voice-over speech
  - Publishes on YouTube or, for a small fee, a video for private use
  - Some free options, < \$50 yearly or < \$10 per month
- Podcasts or Mini-Podlets
  - Add an audio dimension
  - Need microphone, computer with audiocard, drivers to run software, recording software (Record It or iMovie), website to upload MP3 files for broadcast such as a **hospital learning site**
  - Blood Bank Guy
    - <http://www.BBGuy.org/>
  - Mayo Clinic Hot Topics
    - <http://www.mayomedicallaboratories.com/articles>

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### Tips for Integrating Technology

- Keep It Simple...subtle
- Don't lose the message in the activity or game... Reinforce the message
- Balance the number of animations for the most impact
  - Too few ... your audience is bored
  - Too many detract from the message



- If on-line, learners should e-mail or integrate responses to questions
- Provide & Repeat correct responses
- Don't associate a score with on-line practice quizzes or games
- Study tools & games take more time to create AND use so build into training time

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### What will you do differently... to enhance GMP/GTP training?




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CREATING A SUCCESSFUL TRAINING PROGRAM FOR TODAY'S BLOOD BANK LEARNER: DOES IT HAVE TO BE ON YOUTUBE FOR THEM TO PAY ATTENTION?

Indiana BLOOD CENTER  
It's all about the learner's learning experience.

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**Moving Past Smile Sheets:  
Measuring the Effectiveness of Training**



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IF IT WERE ONLY THIS EASY...

Indiana BLOOD CENTER  
It's all about the learner's learning experience.



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**Why do we Evaluate?**

Indiana BLOOD CENTER  
It's all about the learner's learning experience.

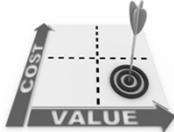
It helps us improve training for future participants.

It helps us confirm that we are performing the right training, at the right time and doing it correctly

It helps us prove that the training is adding value.



CONFIRMED



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**Overview of D. Kirkpatrick's "Four Levels of Evaluation"**

Indiana BLOOD CENTER  
It's all about the person's learning experience.

Complexity

Value

Results

Transfer

Learning

Reactions

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**Overview of D. Kirkpatrick's "Four Levels of Evaluation"**

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It's all about the person's learning experience.

Evaluates training in terms of business impact

Evaluates Learners' behavior changes

Evaluates change in Learners' KSAs

Evaluates Learners' Reactions to Training

Results

Transfer

Learning

Reactions

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**Evaluation of Learner's Reactions**

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It's all about the person's learning experience.

Definition

How do Learners "feel" about the program they just attended?

Very Interested	Somewhat Interested	Neutral	Not Very Interested	Not at All Interested
5	4	3	2	1
Very Much Like Me	Somewhat Like Me	Neutral Like Me	Not Much Like Me	Not at All Like Me
5	4	3	2	1
Very Happy	Somewhat Happy	Neutral Happy	Not Very Happy	Not at All Happy
5	4	3	2	1
Almost Always	Sometimes In a While	Every Once in a While	Rarely	Never
5	4	3	2	1

Results

Transfer

Learning

Reactions

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**Evaluation of Learning**

Indiana BLOOD CENTER  
It's all about someone's working potential.

Definition  
 Pre-Post test

Pretest-posttest Scores by Objective

Objective	Pretest Score	Posttest Score
Obj. 1	65	75
Obj. 2	70	80
Obj. 3	60	70
Obj. 4	65	75
Obj. 5	60	70

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**Kirkpatrick's Evaluation of Training:  
 Level 3 Evaluating Behavior**

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It's all about someone's working potential.

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**Evaluation of Behavior Change**

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Definition

- Do people use what they have learned?
- Evaluates the application of learning
- Changes in behavior relate to a transfer of knowledge from the classroom to the workplace
- Delayed from the classroom experience

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**Evaluation of Behavior Change**

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It's all about someone's working potential.

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**What to Measure**

- Change in job behavior
- Change in KSAs
  - Knowledge
  - Skills
  - Attitudes / Abilities

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**Evaluation of Behavior Change**

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It's all about someone's working potential.

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**Guidelines**

- Allow time
- Evaluation before and after
- Quantitative vs. Qualitative data
- Repetition of Evaluation
- Cost vs. Benefit
- Formal vs. informal

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**Evaluation of Behavior Change**

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It's all about someone's working potential.

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**Pros**

- More true picture of organization's learning
- Reveals barriers

**Cons**

- Time consuming
- Requires greater effort
- Difficult to fully perform
- Multiple sources & multiple methods suggested

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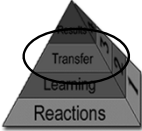
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**Evaluation of Behavior Change**

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It's all about the center's leading practice.

Common Examples  
 Something we all do...  
 6-month and Annual Competencies

Corrective actions to deviations – audit follow-up



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**Kirkpatrick's Evaluation of Training:  
Level 4 Evaluating Results**

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It's all about the center's leading practice.



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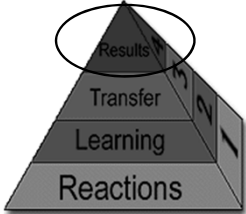
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**Evaluation of Results**

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It's all about the center's leading practice.

Definition  
 What impact did the training have?

Global Perspective  
 Used to justify projects  
 ROI



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**Evaluation of Results**

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It's all about someone's smiling gratitude.

What to Measure

- Quality
- Production
- Morale
- Customer service
- Loyalty



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**Evaluation of Results**

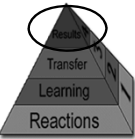
Indiana BLOOD CENTER  
It's all about someone's smiling gratitude.

Pros

- "Hard" results
- Business driven
- Highly effective

Cons

- Difficult to perform
- Multiple sources & multiple methods suggested
- Time consuming
- Costly
- Results influenced by many variables



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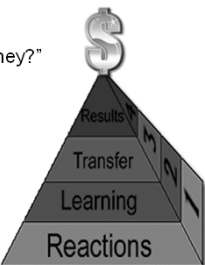
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**The Fifth Level**

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It's all about someone's smiling gratitude.

ROI

"Will we make or save money?"



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**Why do we Evaluate?**

Indiana BLOOD CENTER  
It's all about science's leading institution.

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**Evaluation of Results**

Indiana BLOOD CENTER  
It's all about science's leading institution.

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Case Study  
 Lean Project




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**What's Next?**

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It's all about science's leading institution.

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Compare to GAAP  
 Establishes internal reporting principles and standards  
 Started as reporting principles for L&D in 2010  
 Led by Knowledge Advisors and Qualcomm




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**TDRp**

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It's all about people's working potential.

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Many industry thought leaders and associations such as ASTD (ATD) and SHRM participated

Provides more than 600 measures for human capital analytics



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**TDRp**

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What data should be collected?


What measures should be used?

How should the measures be defined?

How should the measures be reported?

What do leaders want to see?

How do we show the value of human capital?



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**TDRp**

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Framework:

1. Assumptions
2. Guiding principles
3. Standard definitions and measures
4. Three statements
5. Three reports



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**TDRp**

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Talent Development  
Reporting Principles

<http://www.centerfortalentreporting.org/>

<http://knowledgeadvisors.com/tdrp/>

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**Thank You!**

Indiana BLOOD CENTER  
It's all about someone's working potential.

Thank you for attending this AABB presentation!



Questions may be emailed to me at:  
[trice@indianablood.org](mailto:trice@indianablood.org)

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**Resources**


Indiana BLOOD CENTER  
It's all about someone's working potential.

Kirkpatrick, Donald L., and James D. Kirkpatrick. Evaluating Training Programs: The Four Levels. 3d. Edition. San Francisco: Berrett-Koehler, 2006

Kirkpatrick, Donald L. "The Four Levels of Evaluation." Infoline No. 0701. ASTD Press January 2007

Kristiansen, Nancy S. "Making Smile Sheets Count." Infoline No. 250402. ASTD Press February 2004

Vance, Dave, and Peggy Parsky. Introduction to TDRp. Center for Talent Reporting, 2014  
 Retrieved from: [http://www.centerfortalentreporting.org/files/Intro\\_to\\_TDRp.pdf](http://www.centerfortalentreporting.org/files/Intro_to_TDRp.pdf)



R.I.P.  
 Don Kirkpatrick  
 5/9/2014  
 @ age 90

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CREATING A SUCCESSFUL TRAINING PROGRAM FOR TODAY'S BLOOD BANK LEARNER: DOES IT HAVE TO BE ON YOUTUBE FOR THEM TO PAY ATTENTION?

William Turcan, MT(ASCP)SBB

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Turn ON your...

- Cellphones
- Tablets
- Laptops

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To get credit you must send...

- E-mail
- Text
- Facebook posting
- Tweet
- ...about what you are doing right now

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**University banned Laptops**

- Wireless connections
  - G-Town, GW, UVa
- Liquid nitrogen, U of Oklahoma
  - Captured on YouTube
- Students that used laptops during class performed the same on exams.....as those that didn't come to class at all

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**Assess the Situation**

- Diverse work force
- Many generations
- Varied education levels
- Varied experience levels

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**What is this Symbol?**



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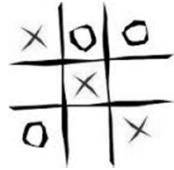
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Tic Tac Toe board



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Number sign



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Pound sign



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Hashtag



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cGMP topics

- Audits
- Complaints
- Recalls
- Validation
- Personnel
- Equipment
- Documentation

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Who is the Audience?

- Staff members
- Students

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**Why is Training needed?**

- New staff
- Routine review
- Update
- New procedure
- Response to error, audit or inspection

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**How much Time do you have?**

- Hours
- Weeks
- Months

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**What do you want the End Result to be?**

- Patient safety improvement
- Regulatory compliance
- Response to inspection finding
- Contribution to research

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**When will the Training occur?**

- In place of regular work hours
- During lunch breaks
- Before or After work hours
  - Check with Payroll or Union for outside work

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**Where will the Training take place?**

- Within the lab
- Conference room near the lab
- Classroom away from the lab
- Outside of facility

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**Measure competency**

- Objectives
- Material
- Exam
- All must match

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**Method of Delivery**

- Face to Face
  
- Online (PC, Tablet, Phone)
  - Text
  - Audio
  - Video

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**Face to Face**

- Provides a priority on your schedule
- You came to this session because it was scheduled
- When would you watch it otherwise?
  
- Personal
  - Faces to names
  - Immediate feedback

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**Online Training**

- Convenient to your schedule
- Why do I need the trainer?
  
- Personal
  - If response is required for credit

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### Differences in people

- Age
- Generations
- Learning styles

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### Adult Learning Characteristics

- Self-directed
- Goal oriented
- Relevancy oriented (Why am I doing this?)
- Problem solvers
- Life experiences

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### Adult Learning Motivators

- Meet requirements
- Professional advancement
- Interested
- Social

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**Adult Learning Barriers**

- Time
- Money
- Family
- Confidence
- Not interested

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**Adult Learning Principles**

- Real world problems
- Application of the learning
- Relate to experiences
- Allow debate and challenges
- Respect opinions
- Be resources to each other

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**Learning Styles**

- Visual
- Auditory
- Oral
- Tactile

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## Learning Styles

- Verbal/Linguistic
  - Uses words
- Visual/Spatial
  - Uses pictures

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## Giving Directions



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## Text or Map

**"HOW TO ORDER A STEAK"** By I. M. Hungry  
STEP 1.  
SPECIFY IF YOU WANT YOUR STEAK WITH (W/T) OR WITHOUT (W/O) ONIONS.  
(IF YOU'RE NOT A ROOKIE THIS SHOULD COME NATURALLY.)  
STEP 2.  
SPECIFY PLAIN - CHEEZ WHIZ - PROVOLONE - AMERICAN CHEESE OR A PIZZA STEAK.  
STEP 3.  
HAVE YOUR MONEY READY. (DO ALL OF YOUR BORROWING IN LINE.)  
STEP 4.  
PRACTICE ALL OF THE ABOVE WHILE WAITING IN LINE.  
IF YOU MAKE A MISTAKE, DON'T PANIC. JUST GO TO THE BACK OF THE LINE AND START OVER.



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### Learning Styles

- Musical/Rhythmic
- Uses music

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### Schoolhouse Rock, 1975



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### Learning Styles

- Body/Kinesthetic
- Uses moving

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### CPR Training



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### Learning Styles

- Interpersonal
  - Learns best with others
- Intrapersonal
  - Learns best alone

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### To get the most out of Training

- Train in the style of the person you are training
- Not in your preferred style

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