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ABU DHABI PUBLIC HEALTH CENTRE | مركز أبوظبي للصحة العامة

Abu Dhabi Occupational Safety and Health System Framework (ADOSH-SF)

ADOSH-SF Technical Guideline

Training, Awareness and Competency

Version 4.0

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1. Introduction

(a) This technical guideline provides additional information to assist entities comply with the requirements of *ADOSH-SF - Element 5 – Training, Awareness and Competency*. The contents of this technical guide are not mandatory, however adopting the information within this guide will assist you in compliance to the requirement of the Element.

2. Definitions

(a) Training has been defined within the ADOSH-SF as:

(i) organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.

(b) One of the main objectives of training is to raise the competency of a person to enable them to deliver specific tasks or roles. Competency has been defined within the *ADOSH-SF* as:

(i) having adequate and sufficient training, qualifications and experience to be capable of carrying out a task safely and efficiently.

(c) Competence cannot be achieved solely by the attendance of a training course. Rather it depends on other criteria such as:

(i) experience;
(ii) skills;
(iii) education and qualifications;
(iv) knowledge and understanding of the tasks;
(v) the capacity to apply this knowledge to the tasks involved; and
(vi) an awareness of the limitations of one's own knowledge and experience.

3. Levels of Training

(a) There are many different levels of training ranging from the provision of basic awareness right thorough to the development of task specific skills and competency. Each type of training will have different benefits and outcomes for the people involved and it is vitally important that prior to any delivery, it is understood what the purpose and requirements are from the training program to ensure that the maximum benefits are gained.

(i) Knowledge based training:

1. is the passing of information between two parties and includes a test of the trainee's pre-existing level of knowledge and understanding about the subject.

(ii) Competency based training:

1. Competency Based Training is training that is designed to allow a learner to demonstrate their ability to do something. Usually assessed by a qualified assessor to ensure competency.

(iii) Awareness based training:

1. is training that does not include a test of understanding, will only deliver a certificate of attendance without filling in all of the attendee's knowledge gaps or clearing up all of the attendee's misunderstandings.

(b) Training can be delivered in a variety of ways, however it is important to note that competency/knowledge based training must include a test or demonstration of understanding via assessment of the training provided to ensure that they have fully understood the training and have the ability to put this into practice. Different methods of delivery could include the following or be mix of the following:

(i) demonstrations;
(ii) classroom based / presentations;
(iii) toolbox talks;
(iv) on the job training; and
(v) interactive workshops.

(c) Training means helping people to learn how to do something, telling people what they should or should not do, or simply giving them information. Training isn't just about formal 'classroom' courses and where possible should include a practical demonstration.

4. Organizational Training Needs

(a) *ADOSH-SF - Element 5 - Section 3(a)* requires entities to develop appropriate training and competency programs for their staff and undertakings. The first step in developing these programs is to fully understand what the training and competency requirements are for the entity.

(b) A training needs analysis (TNA) - also known as a training and learning needs analysis - is a systematic way to investigate your business training needs and find out where there are gaps in the existing skills and knowledge of your employees. Conducting a TNA regularly helps you to assess your business' training needs, which may change as the business develops.

(c) There are many methods of undertaking a training needs analysis and the entity should ensure that they are fully aware of these methods and the desired outcome of the analysis. The analysis should cover all aspects of the entities undertakings, and all levels of staff, including senior management.

(d) It is also important that the TNA identifies any generic training or awareness that all employees require, such as emergency management procedures or incident reporting procedures etc.

(e) These generic awareness requirements should form the basis of the entities induction program for all employees when they join the company or as procedures change.

(f) Also as part of undertaking a training needs analysis, the entity should also consider the languages that are spoken and understood within their workforce. It may be a requirement that the training is delivered in several languages to ensure that it is fully understood. This review may also result in the entity running language training as having a more common language may be seen as a benefit to their business.

(g) It is important to note that the training needs analysis should not be seen as a one off exercise and should be reviewed on a regular basis or as things change within the entity.

(h) The scope of the training needs analysis needs to be defined at the beginning of the process, however there is a number of area's that entities must examine to ensure they have captured the OSH training needs:

- (i) legal requirements;
- (ii) risk management program;
- (iii) OSH incident history;
- (iv) OSH performance;
- (v) specific task and/or role requirements;
- (vi) high risk tasks / areas; and
- (vii) role specific occupational training / accreditation / registration.

4.1. Legal Requirements

(a) The entity has a legal obligation, through *ADOSH-SF - Element 9 – Compliance and Management Review* to compile a register of all legislation that has an impact upon their undertakings. This register should also provide information on what specific training is required.

(b) The entity should review the legal requirements that do impact upon their undertakings and identify what specific training may be required from the legislation.

(c) These requirements could be in the form of general training for all staff on occupational hazards and the protective measures.

4.2. Risk Management Program

(a) Under *ADOSH-SF - Element 2 – Risk Management*, entities have an obligation to undertake a review of all their operations to identify and hazards or impacts that may be present and implement suitable control measure to reduce the risk to as low as is reasonably practicable.

(b) The risk assessment program should be reviewed to identify those areas where training has been identified as a control measure to reduce the risk.

(c) An example of where training would be identified as a control measure as part of the overall risk reduction strategy is when looking at tasks involving the use of powered forklift trucks. This would provide a clear training need for the users to ensure they are competent to operate the forklift truck and as such reduce the risk of incidents.

4.3. OSH Incident History

(a) By reviewing the OSH incident history, the entity may be able to identify where additional training could have prevented incidents. It should be noted that as part of the OSHMS, following an incident, the relevant risk assessments should be reviewed to ensure they are still suitable and as such additional training should be identified at this point.

4.4. Specific Task and / or Roles

(a) An essential element of any training needs analysis is to undertake a detailed review of all the tasks and / or roles within the entity.

(b) This examination should review what each task / role requires and from this what specialist or general training is required.

(c) The training may not be directly related to the task that the person is undertaking, however may be needed to ensure they are aware of the hazards from other tasks / roles that are being undertaken.

(d) An example of this scenario could be a machine operator in a factory who will require training on the use of the machine, however as he works close to a chemical processing area of the factory, he would also require training on hazards and the control measures to reduce the risk.

(e) The training on the use of the machine would be a specific competency based training that the person would need to demonstrate a clear understanding, however the training on the chemical processing would be more general and as the person is not directly involved apart from working in close proximity, could be done through tool box talks or induction.

(f) It is also vital when assessing the tasks or roles within the entity that supervisory and management roles are examined to identify what OSH training is required for that role.

(g) If a person is directly supervising a task, they will require sufficient knowledge to understand the process and also to be able to identify any hazards that may be present. Managers, regardless of seniority will all require training on the OSH procedures for the entity and their role within those procedures.

4.5. Role Specific Occupational Training / Accreditation / Registration

(a) There are a number of tasks within the Emirate of Abu Dhabi that require the person(s) to hold specific training accreditations, such as nurses performing medical supervision on construction sites who must be licenced by the Department of Health – Abu Dhabi (DOH) or OSH practitioners who are registered by ADPHC. Please refer to *ADOSH-SF – Mechanism 7- Occupational Safety and Health Practitioner and Service Provider Registration.*

(b) When reviewing the roles within the entity, the legal requirements need to be taken into account to ensure that these requirements are adhered to.

(c) Entities should also ensure that they are aware of future requirement issued by any competent authority and as required update their training needs based upon this.

(d) Entities should also consider the future plans of ADPHC to register and licence a number of different OSH occupations and roles, such as:

- (i) Crane Operator;
- (ii) Forklift Operator;
- (iii) Scaffolder(s);
- (iv) Other heavy plant and equipment operators; and
- (v) Slinger / Dogman / Rigger.

4.6. High Risk Area's

(a) The entity should have already identified any training required for high risk area's within it's undertakings through their risk management program, however these should be reviewed to identify any specific training that is required.

(b) The review should not only concentrate on those who are undertaking tasks within those area's but also any support that is needed, such as emergency response or supervision. The review should also consider those who may be effected if something where to go wrong.

(c) Examples of where additional specialist training would be required for high risk areas could be if the entity has some confined space operations under their control. Under *ADOSH-SF - CoP 27.0 – Confined Spaces*, the entity has a legal duty to ensure that those persons who are entering a confined space are competent to do so and can recognise the hazards and dangers within.

(d) The entity also has a duty to ensure that all employees are aware of the hazards of confined spaces and the specific control measures that are in place to prevent unauthorised entry. This training could be a more general training provided again, through tool box talks or induction.

4.7. Employee Consultation

(a) All entities have a legal obligation under *ADOSH-SF - Element 4 - Communication* and *Consultation* to consult with their employee's over OSH matters. Consultation, when undertaking a training need analysis is a vital element that will determine the quality of the information the analysis produces.

(b) When beginning the process of undertaking a training needs analysis, entities should consider engaging a number of employee's within the project team. Further, when looking at specific task / role training needs, discussing the requirements of the role / task with the people who actually undertake this, will help provide real information on what the requirements actually are, rather than what they are perceived to be.

(c) A common example of where training has been adjusted following consolation with staff is around Manual Handling. Each entity has a legal duty to ensure their employees are aware of the manual handling hazards and also how to undertake manual handling tasks safely. The training that is commonly provided on manual handling is often generic and not related to the actual tasks that employees undertake. By changing the training to reflect the actual tasks, the training became far more efficient and employees far more aware of the actual process they should be following.

5. OSH Competency Program

(a) Entities have a duty under Section 3.2 of *ADOSH-SF – Element 5 – Training, Awareness and Competency* to develop a program that ensure that all their employees are competent to undertake the task and roles they have been employed for.

(b) Section 4 of this document has discussed areas that should be examined as part of the identification of the initial training requirements, which will provide the entity with information on what the training requirements are for each role or task within the entity and also generic training for all staff, however it is vital when reviewing the training needs for an entity, that you also understand the individual needs of your people.

(c) Entities should review the task or role specific training requirements that have been identified through the needs analysis against the actual individual undertaking the task to identify where there are gaps or learning needs. This review can be undertaken in a number of ways, such as through annual appraisals or reviews.

(d) It is important to note that the individual training needs should be reviewed on a regular basis in line with any changes to the role or task and also as part of the individual's development program.

(e) The training needs of each individual should be recorded on either an individual training plan or as part of the entity training matrix / plan (see section 8).

5.1. Employee Capability

(a) An important aspect when undertaking an individual training review is to consider the capabilities of each individual within the entity.

(b) Different people will have different learning capacities and these should be factored into any training review.

(c) Issues that should be considered when reviewing the capabilities of each individual within the entity include:

- (i) literacy levels and capability;
- (ii) numeracy capability; and
- (iii) spoken languages.

(d) The entity should ensure that the training needs for all individuals are captured and reviewed. There may be a need for the entity to run training on basic issues such as literacy or numeracy if this is a common issue that has been seen during the training needs analysis and individual reviews.

5.2. Employee Development

(a) When developing individual training plans, the entity should also consider the aspirations of the employee and what training is needed for them to reach this goal.

6. Prioritise the Training Needs

(a) Following the completion of a training needs analysis and individual training requirements, each entity should undertake a review of the needs and prioritise the training.

(b) This review should look at a number of factors, such as:

(i) legal requirements – training that is required through legal requirements should always be given priority;
(ii) high risk activities – through the risk management program, the entity will have identified what training is required for high risk activities within the entity;
(iii) training for new employee's or those in a new role – it is vital that new employees are trained upon recruitment to ensure they are aware of the hazards within the entity and the specific requirements for their role. This should always be seen as priority training;
(iv) training methods and providers – there may be some training that can be run internally on a regular basis or requires external providers to be engaged, this could have an effect on the timescales for the provision of training. It should be noted however, that the if training is seen as a high priority, cost or other requirements should not been seen as a reasonable deterrent for providing the training; and
(v) staff consultation – the views of the entities employees should be taken into account when deciding what training is priority.

7. Training Methods and Resources

(a) Training can be provided by anyone who is competent to do so and could be in-house or external. The type of training required will normally determine which (external or in-house) is best.

7.1. Choosing Training Methods to suit your Employees

(a) Everybody learns in different ways. Matching your training to employees' learning preferences can help speed up their learning and reduce training costs.

(b) Entities should talk to their employees to identify the preferred learning methods and include this in a personal development plan (see section 5). This is a tool that employees can use to define their training goals and identify the steps necessary to achieve them. It is also worthwhile including information on the training resources available to meet these goals and the benefits the employee expects to get from training. The entity should discuss short and long-term objectives to include in the plan with each individual employee.

(c) Once you understand how employees learn, the entity can tailor the training methods to fit their learning style. You also need to take into account whether an employee learns more effectively in group situations or prefers to learn alone.

(d) For the purposes of training at work, people's preferred learning methods can be broadly divided into active and passive types.

(e) Active ways of learning include:

(i) using initiative;
(ii) doing;
(iii) exploring; and
(iv) testing.

(f) Employees who prefer active ways of learning would benefit from e-learning, coaching, project work, individual workshops, simulation, mentoring, open learning, quality competitions and group workshops.

(g) Passive ways of learning include:

(i) observing;
(ii) questioning;
(iii) interpreting; and
(iv) reviewing.

(h) Employees who prefer passive ways of learning would benefit from job shadowing, induction, seminars, networking and evening classes.

7.2. In-House Training

(a) Many entities choose to train their employees in-house. This can offer a number of advantages over external training providers, including:

(i) it is cheaper than equivalent external courses;
(ii) you can tailor the training to your specific business' needs, and the needs of your employees; and
(iii) it can be time effective - it can be scheduled for a time that suits both you and your employees, and prevents the need for time or expenses from travelling elsewhere.

(b) However, there are a number of disadvantages that you should also be aware of, including:

(i) employees might not take the training seriously;
(ii) you might not have a suitable trainer or the necessary resources in-house; and
(iii) you risk passing on existing inefficiencies or poor business practices;

(c) If you want to conduct training in-house, you should ensure you have the appropriate expertise and resources to do so, including:

(i) an experienced trainer to conduct the training - if you are using one of your employees for this, you may need to send them on a 'train the trainer' course, to ensure they are up to date on best practice, etc;
(ii) relevant and appropriate training or course materials - you could use your own course materials, or you could buy an off-the-shelf or tailor-made course for your training. There are many tailor-made courses available for businesses, and you should be able to find one that meets your needs. They can be specific to your business and significantly cheaper than sending each employee on an external training scheme;
(iii) equipment - e.g. computers or machinery for practical training; and
(iv) the necessary space - e.g. training / meeting rooms.

7.3. External Training

(a) If you don't have the skills or resources to train your employees internally, you may need to use an external training provider. The advantages of using external training providers are:

(i) they are specialists in both training and in your business sector;
(ii) they can bring you and your employees up to speed on current best practice and new ideas;
(iii) your employees may interact with employees from other businesses, giving a different angle, and improving the effectiveness of the training; and
(iv) your employees may learn better away from their usual work environment.

(b) However, there are also some disadvantages, including:

(i) it is difficult to know the ability and subject knowledge of the trainer - so you should make sure you choose one that will best suit your business;

(ii) it can disrupt your business - as it may require you to send an entire team away from the office at the same time;
(iii) they are more expensive than internal training; and
(iv) the training may not be specific to your particular business.

7.4. Selecting Trainers

(a) Following the review of your training needs and deciding if the training can be delivered internally or externally, each entity should carefully consider how they will select the person or entity to deliver the training.

(b) If the training going to be delivered internally, the entity must ensure that the person(s) is competent to deliver the training.

(c) This should not just be limited to the subject they will be delivering, but should also include specific training skills, such as a train the trainer certificate or teaching qualification.

(d) It is also important to ensure that the person who is delivering the training is able to command the respect of the employees he is delivering the training to, otherwise it may not be taken seriously and could result in the desired messages not being understood or taken on board by the trainee's.

(e) If the training is to be delivered by an external provider, the entity has a legal obligation under *ADOSH-SF - Element 3 – Management of Contractors* to ensure they are competent to deliver the training. Entities should ensure that they follow the requirements listed within *Element 3*.

(f) A further consideration when selecting external training providers is to ensure that will deliver training that is specific to the needs of the entity. The training material should be thoroughly reviewed prior to delivery.

(g) When selecting external training the following questions should be considered:

(i) Does the training provider fully understand my training objectives?
(ii) Is the training set at the right level for those in my business?
(iii) Will the training lead to an accreditation or qualification?
(iv) Does the provider have experience of my sector and entities of my size?
(v) Will the training be tailored to my business' needs or be more generally applicable?
(vi) How up-to-date is the provider with the current and future demands of my sector?
(vii) Does the provider offer a learning environment best suited to my people? For example, some people prefer classroom learning, whereas others prefer seminar work or workshops.
(viii) Is the training at times and places convenient to both my business and my people?
(ix) What facilities does the training provider supply and will I be expected to supplement these?
(x) How is the training assessed?
(xi) How professional does the training provider appear to be and how happy are they to answer all my questions?
(xii) Has the training provider got approval from my trade or professional body?

(xiii) Does the provider have any external quality rating, such as an Investors in People Award

(xiv) Can the provider put me in touch with satisfied clients or offer testimonials?

(xv) Does the course represent value for money? Remember, this doesn't necessarily mean it is the cheapest.

8. Training Matrix / Training Plan

(a) Following the completion of the training need analysis and individual reviews, the entity should summarise the needs in a training matrix / training plan.

(b) A training matrix can have a variety of uses ranging from a simple spread sheet that shows what the training requirements are for each role, right through to more complex versions which include individual requirements, training providers and also track the training that has been completed.

(c) The training plan / matrix should be designed to assist the entity in the management of training and also help to track progress of what has been completed. The complexity of the entity will define how detailed the training plan (and associated supporting documentation) needs to be.

(d) Regardless of the format, it is suggested that the training matrix / training plan should contain the following information:

- (i) training courses required (by individual or role);
- (ii) frequency of training;
- (iii) Planned dates;
- (iv) internal or external training; and
- (v) training competition date.

9. Evaluating Training

(a) Training costs can be significant in any entity. Most employers are prepared to incur these costs because they expect their business to benefit from employees' development and progress.

(b) The extent to which your business has benefited can be assessed by evaluating training. There are also other good reasons for evaluating training. It helps you to:

(i) track the development of staff knowledge and skills;
(ii) find out if the learning is being applied in the workplace;
(iii) identify training gaps and future training needs;
(iv) establish if the investment was worthwhile;
(v) inform future training plans and strategy; and
(vi) ensure training continuously improves.

(c) The problem for many entities is not so much why training should be evaluated, but how. They often overlook evaluation, perhaps because the benefits - particularly financial ones - can be hard to describe in concrete terms.

(d) It is generally possible to pin down the benefits, enabling you to make a sound business case for training, by choosing what you wish to measure or compare before and after training. You need to set objectives for training, e.g. increase in skills, reduction in errors or accidents, increase in workloads and decide how you will check that they have been met.

(e) Evaluating training is not just about whether new skills have been learnt or performance has improved. To get meaningful information, you need to measure what has improved and in what ways.

(f) Set specific objectives for the training. For example, you may want to increase:

(i) the efficiency of a particular process;
(ii) the number of returning customers; and
(iii) staff motivation.

(g) Decide how to measure the objective. Quantifiable objectives are easy to measure such as the number of goods produced or the number of repeat orders.

(h) Objectives about quality or behaviour are more difficult. For example, if you want to measure staff satisfaction, you might look at:

(i) promptness of arrival;
(ii) levels of performance;
(iii) days off sick taken; and
(iv) engagement in teamwork.

9.1. Trainee Feedback

(a) As part of the evaluation process, entities should implement a procedure to ensure they receive robust feedback from employee's on training they have received. This should not only look at what they thought of the course, but also what they have changed /actioned since receiving the training.

(b) Following completion of a training course, regardless of the mode of delivery, employees should be asked to give feedback on the training and in particular how this relates to their own roles and environment. Many entities or training providers have a simple evaluation form that will provide this feedback.

(c) Entities should collate this information and use the results as an initial indicator as to how beneficial the training delivered was.

(d) As highlighted in Section 9, training evaluation alone will not provide entities with sufficient information on the benefits of the training and a further method of evaluation is asking employee's to complete an action plan on the changes they intend to make as a result of the training they have received.

(e) This information should also be collated and when undertaking performance reviews, should be examined to understand the benefits.

10. Induction Training

(a) Induction training is a vital element of any training strategy and should be viewed as a high priority for all entities.

(b) Investing time in this process will give new employees a good grounding and help them make fewer mistakes in the long run. The highest level of staff turnover is among newer employees so it is important that the early period spent with your entity leaves a good impression on them.

(c) You should carry out an induction as soon as possible following recruitment as it will help new employees to:

(i) establish themselves quickly in their job and therefore maximize their productivity;
(ii) become motivated to do well and fit into the business early on;
(iii) understand any OSH issues relating to their job - this will not only help to reduce accidents at work but also help you ensure that you are meeting your duty of care obligations under legislation; and
(iv) understand your business' culture.

10.1. Shape your Induction Process

(a) Effective induction can have many benefits including reducing turnover costs, engaging and motivating new and existing employees, contributing to the implementation of good systems and processes and gaining feedback and ideas from new hires looking at an entity through "fresh eyes".

(b) Thinking about how a new or improved induction process could benefit your entity will help you determine the focus and shape of the programme. If you are keen to help new hires build internal networks for example, a programme which brings all new hires together may be important. If your key business driver is to ensure consistent standards and messages across a multi-site entity, an e-learning solution may be most appropriate.

(c) Secure early commitment. Don't underestimate the powerful effect that induction can have in developing commitment to a new entity. A good induction process shows that the company cares and is committed to setting people up for success. It can also help to identify problems or barriers at an early stage and allow the appropriate action to be taken. Conversely a poor induction experience could make some new entrants doubt their decision to join your entity representing a risk in terms of future retention and reputation.

10.2. Clear Involvement within the Induction Process

(a) Agree roles and responsibilities of different parties in the process, clearly identify the roles and responsibilities of the different people in the induction process. These may include the HR/ Learning and Development functions, the line manager, the administration function, mentors or buddies and of course the individual themselves. This is perhaps best achieved via a detailed induction checklist which allocates specific responsibilities and timelines to the various stakeholders.

10.3. Induction Makeup and Training

(a) Thinking about your induction process as a journey rather than a one-off event is essential. It may be useful to consider the induction journey in terms of the first three days, first three weeks and first three months. This approach might include a mini induction during the first three days with an immediate supervisor covering essentials such as security, housekeeping, entity charts, initial objectives and introductions to key personnel.

(b) A more comprehensive induction training session may follow during the first three weeks and then a review meeting after three months to check that everything is on track.

(c) Giving consideration to what post-programme support may be needed is also important. This may include additional training, quick reference guides, key contact lists or personal support which could be provided by mentors or buddies.

10.4. Create a Good First Impression

(a) A good induction process should start from the moment an employee accepts an offer with the entity. Develop a comprehensive induction checklist and also give thought to what could be covered pre-arrival to prepare someone for life within your entity. This may include a pre-joining visit, regular phone and email contact or access to the company intranet site.

(b) Ensuring that all the relevant administrative and IT arrangements are in place will also be a big factor in getting a new employee up and running as soon as possible and creating good first impression.

10.5. Induction Design and Content

(a) When designing content for induction training, it's important to start by identifying the desired outcomes of the training. Consider thinking in terms of what a new entrant "must know", "should know" and "could know".

(i) the "must knows" will include key policies and procedures, regulatory, health and safety and personnel matters essential for a person to do their particular job;

(ii) "Should knows" may be things that the person ought know in order to fit in within the entity; and

(iii) "Could know" may be of interest but would not be essential for a new entrant to do their job e.g. organizational history.

(b) When designing the training also ensure that training sessions and induction materials take account of different learning preferences and where possible include a variety of delivery styles.

10.6. Taylor your Induction Process to suit Different Audiences

(a) One size does not necessarily fit all and recognising that different groups of new employees may have varying induction needs is essential.

(b) Within the same entity, the induction needs of a senior director, a graduate and indeed a returning expatriate are likely to be quite different. While the fundamentals of the induction process may remain the same, ensuring that the content of induction training sessions is appropriately tailored and relevant to the needs of different audiences will be vital in securing engagement.

10.7. Ensure a Quality Induction Experience

(a) For most people, the induction programme will be their first experience with the learning and development function within the entity - and all too often this can be less than positive. It's important to remember that this is a unique opportunity for the entity to "set out its stall" with new hires.

(b) Developing carefully tailored content and choosing competent trainers who motivate and engage their audiences will be key ingredients in delivering a high quality experience.

10.8. Keep your Induction Process Up-to-Date

(a) All too often entities will make a significant investment in designing a new induction process and then fail to keep key content up-to-date. It's vital that at the outset an owner for the process is identified and it is agreed how induction content will be updated by key stakeholders on an on-going basis.

(b) Using e-based induction materials can be one way to ensure that it can be easily maintained and updated. While this may mean a more significant up-front investment, e-based induction materials may also help reduce expenditure on classroom based training and the associated travel and delivery costs particularly in multi-site entities.

10.9. Evaluate and Assess the Success of your Induction Process

(a) As with any new process it's important to continuously evaluate the success of your induction process and make appropriate changes as required. Some measures which may be helpful in assessing the success of your approach could include:

(b) Feedback from new hires who have gone through the process – this could take the form of course evaluation sheets (see section 9.1) if you are delivering an induction training session or could be achieved via 1:1 interviews with a selected group of new entrants after their first 3 months with the entity.

(c) Retention rates for new entrants – monitoring these will be particularly important for entities who implemented a new process in an attempt to reduce attrition levels amongst new joiners.

(d) Exit interviews – data from individuals choosing to leave the entity can provide valuable information about the success of an induction process.

(e) Monitoring common queries – it may also be useful to monitor the types of common queries coming from new joiners to review whether additional information should be included in the induction process.

(f) Employee engagement survey – where your entity has a regular employee engagement survey, this could prove valuable in measuring changes in levels of commitment and engagement following the introduction of a new induction process.

11. Mentoring

(a) Mentoring is a personal developmental program in which a more experienced or knowledgeable person helps a less experienced or knowledgeable person to grow and develop their skills or knowledge.

(b) It differs from instruction or coaching in that instructing involves mainly passing on knowledge, while coaching deals primarily with building up the individual's skills. A good mentor should help shape the outlook or attitude of the 'mentee' as well as just passing on information to them.

(c) Entities should consider implementing a mentoring program for their employees as part of their personal development program.

11.1. Selecting Suitable Mentors

(a) Mentors should be:

- (i) willing and able to commit the necessary time to the mentee;
- (ii) interested in helping and supporting people;
- (iii) able to communicate effectively;
- (iv) able to see mentoring as an opportunity rather than a project;
- (v) capable of encouraging, supporting, motivating and leading others; and
- (vi) willing to share constructive criticism and feedback in a patient and sensitive way.

12. Refresher Training

(a) Refresher training is required to update employees on changes to the systems being operated. This could be driven by legislation updates, previous accidents or technical updates.

(b) The complexity of the process will dictate the frequency of refresher training, however factors such as accident / incident rates and the ability of staff to retain information should also be considered when deciding upon the frequency of refresher training.

(c) There are some legal requirements for certain refresher trainings, such as First Aid training which must be completed every three years.

(d) The training Matrix / Plan should hold information on what training requires refreshing and at what timescale.

13. References

- *Business Link – www.buisnesslink.gov.uk (Accessed 2012)*

14. Document Amendment Record

<table>
<tr><th>Version</th><th>Revision Date</th><th>Description of Amendment</th><th>Page/s Affected</th></tr>
<tr><td rowspan="6">4.0</td><td rowspan="6">15th July 2024</td><td>System acronym updated from OSHAD-SF to ADOSH-SF to accurately reflect document title</td><td rowspan="4">Throughout</td></tr>
<tr><td>Change from OSHAD to ADPHC</td></tr>
<tr><td>Change of Logo</td></tr>
<tr><td>Minor editorial changes throughout the document without changing requirements.</td></tr>
<tr><td>From Clause 4.1(c) and Section 13, deleted reference to federal regulations.</td><td>7, 25</td></tr>
<tr><td>In clause 4.5(a):
• Title of Mechanism 7.0 updated to ADOSH-SF – Mechanism 7– Occupational Safety and Health Practitioner and Service Provider Registration.
• OSHAD-SF - Mechanism 8.0 - OSH Practitioner Registration deleted
• Health Authority Abu Dhabi amended to Department of Health,
• Training providers no longer mentioned.</td><td>8</td></tr>
</table>

Appendix 1: Examples of Training Methods

Training Method	What it Involves	Pros	Cons
Coaching	By talking through a problem or task with a coach/manager, employees can arrive at a solution or better method of working	• Cost-effective if done in-house • Specific to your business' needs	• Coach/manager needs coaching • Can be time-consuming
E-learning	Employees follow courses online	• Employees teach themselves at their convenience • Low cost	• Courses tend to be general rather than specific to your business' needs
Evening Classes	Training through classes held in the evenings	• No disruption to employees' work	• May disrupt work-life balance of employees • Employees may resent having to attend classes in the evening and may not turn up
Workshops	A group of employees train together under the supervision of a trainer - typically involves explanation, examples, trying out the skill or method, reviewing what happens, and considering developments and alternatives	• Employees practice solving problems	• Time-consuming - typically takes at least half a day, if not more • May be disruptive to your business if many employees attend at the same time • Can be expensive if you send many employees to workshops
Study Leave	Employees are given paid leave to attend courses and attain a recognized qualification	• Both the business and employee benefit	• May be difficult to decide who is eligible

		• Can be a good recruitment incentive • Tax relief may be available on cost of course	
Induction	Formal or informal way of helping a new employee to settle down quickly in the job by introducing them to people, the business, processes etc	• Can be formal or informal • Low cost • Focused on new employees and those starting new roles	• May take up large part of manager's time if many new people start at the same time
Job Shadowing	One employee observes another employee going about their job	• Low cost • Specific to your business/their role	•
Mentoring	A more senior person typically supports an executive/manager/direct or by providing advice, support and a forum for discussing problems	• Provides personal development • Low-cost	• Limited to more senior employees • For mentoring to be effective, the personalities and experience of mentor and employee need to be complementary
Networking / Seminars	Employees attend a seminar on a specific topic - this can be in-house, at an industry event or organized by a training specialist	• Useful way of getting a lot of information over to a large audience • At industry events and at seminars organized by training specialists, employees can talk to their peers as competitors/partners	• Employees may be unable to discuss specific problems in front of rivals • Retention of information may be low if there is a lot of information to convey to employees
Distance Learning	Employees train through courses devised by educational institutions	• Increasingly web-based	• Courses tend to be general rather than

	(eg Open University), but are not required to attend traditional classes	• Employees can learn at their convenience	specific to your business' needs
Simulation / Role-Playing	Typically employees in a particular department (eg sales) come together to take on roles to help work through possible scenarios (eg customer complaint)	• Employees learn by doing and are prepared for possible situations at work • Specific to your business • Can be led by a manager	

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