WELL WORKS®

CONSTRUCTION TRAINING REIMAGINED:
A 9-ELEMENT BUILDER'S WORKBOOK

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TABLE OF CONTENTS

BUILDING YOUR PROGRAM (WORKSHEETS)

AFTER YOU BUILD

A LETTER FROM THE FOUNDER

Dear Builders, Superintendents, Project Managers, Safety Leads, HR Professionals, L&D Specialists, and Executives in Construction,

If you're holding this guide, it's because you care. Not just about getting the job done, but about growing the people who make that possible.

This workbook was originally built as a "train-the-trainer resource," designed specifically to train and certify industry members to coach the 12-week Well Works Leadership Development Program (WWLDP), which tackles the hardest-to-teach skills (communication, critical thinking, self-awareness, and leadership), for our hardest-to-reach teammates: those working in the field, under pressure, and short on time. It reframes essential soft skills into jobsite-ready tools delivered via a mobile platform, reinforced by weekly coach-led video cohort discussions.

I know there are many outstanding learning and development professionals in our field, doing incredible work to support their teams. But even with the best intentions, time, and expertise, building training programs that truly connect with field teams (while navigating demanding schedules, evolving roles, and shifting jobsite realities) can be tough. This guide is my contribution to that effort. It's been shaped by years of field experience, trial and error, and deep conversations with industry peers who want to do more to support their people.

And it's not just for professional trainers. If you're a superintendent, foreman, project engineer, precon leader, or anyone who feels the pull to guide, coach, or train others, this guide is for you too. You don't need a title in HR or L&D to play a powerful role in someone's development. Often, the best training happens peer-to-peer, on the job, and through the kind of mentorship and knowledge transfer that keeps our industry strong.

This is my gift to the industry. Not because I had time to spare, but because I've seen how impactful the right tools and guidance can be, especially when shared openly. If this guide helps someone design training with more clarity, guide a peer with more confidence, or transfer their knowledge more effectively, then it's done its job.

Well Works continues to support the industry with coaching, instructional design, workshops, and scalable leadership development, but this guide stands on its own. I hope you'll use it, adapt it, and share it with others who are trying to build people—not just projects. Because our industry doesn't just need stronger buildings—it needs stronger builders. Let's train them well.

In partnership,

Amy Powell
Founder and CEO Well Works

ABOUT WELL WORKS
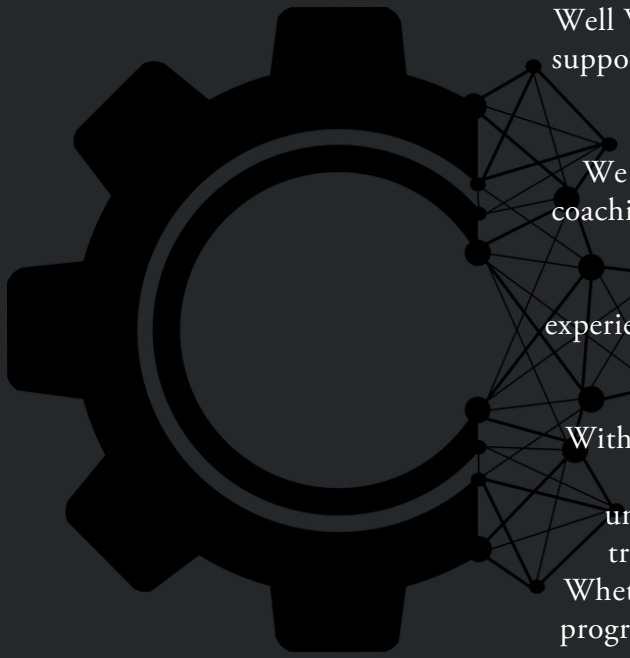
Well Works was founded to serve the construction industry by supporting the development of its most important resource: its people.

We specialize in high-quality, construction-specific training, coaching, and instructional design services focused on essential skills, like communication, leadership, and emotional intelligence. Our programs are built from real industry experience and optimized for jobsite delivery, helping to bridge the gap between great work and great workers.

With over 40 years of combined field and office experience in both GC and subcontractor environments, our team understands the realities of the jobsite and the challenge of transferring knowledge in high-pressure, dynamic settings. Whether you're looking to improve mentoring, build training programs, or scale leadership development, we're here to help.

ABOUT THE FOUNDER & AUTHOR

Amy Powell is the founder and CEO of Well Works, a company committed to strengthening the construction industry through coaching, training, and programs that develop essential skills like communication, leadership, and emotional intelligence.

With over 20 years in construction (most as a Project Manager for a commercial general contractor) Amy has always focused on supporting field leaders.

After stepping into a Director of Training role in 2013, she saw how vital these people-focused skills were—and how rare effective training was for the folks who needed it most.

That realization led her to earn a Master's in Adult Education and Training and build the Well Works Leadership Development Program (WWLDP), a 12-week coach-supported program built for construction. The 9 Elements framework was born out of this work, combining field-tested lessons with adult learning principles to help others design training that actually sticks.

This guide is an extension of that effort. A practical resource for anyone looking to pass on knowledge, support their people, and build better training across our industry.

USING THIS WORKBOOK:
A QUICK GUIDE FOR SELF-STARTERS

WELCOME TO THE PROGRAM BUILD GUIDE

This isn't a passive workbook. It's a tool to help you design and build construction training that actually sticks. Whether you're a seasoned coach, project manager, or someone tapped to build a training module for the first time, this guide walks you through how to deliver real results.

We use Well Works' 9 Essential Elements as the backbone of this guide. These elements are drawn from the fields of construction, adult education, and leadership development to ensure your training is both practical and effective.

WHAT'S INSIDE & HOW TO USE IT

There are two ways to approach this guide:
- Go section-by-section for a full build-out of a complete training experience.
- Or use the QuickStart approach for fast planning (ideal for toolboxes or short-term programs.)

Each section maps to one of the 9 elements:
1. Purpose / Goal
2. Content / Topic
3. Audience
4. Conduit / Delivery
5. Timing
6. Cadence / Amount
7. Coach / Presenter
8. Location
9. Resources
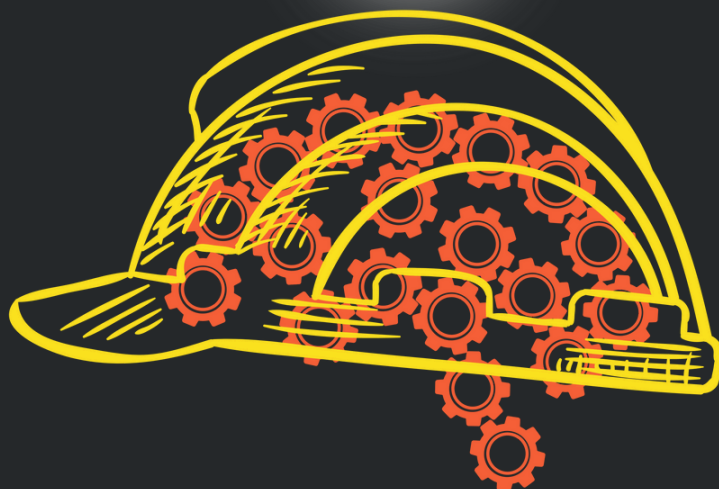
TIPS FOR GOING SOLO

If you're using this without a Well Works coach or cohort, consider the following:
- Block 1–2 hours to sketch a rough plan using the first 3–4 sections.
- Be honest about your audience. Who they are and what they need most.
- Use the Quick Reference Checklist at the back to stay aligned.
- Don't aim for perfect—aim for useful. You can refine over time.

LEARNING TRANSFER

WHY IT MATTERS

Memorization isn't the goal—application is.

Learning transfer is the ability of a learner to successfully <u>apply</u> new knowledge, skills, or behaviors back on the job. It's the holy grail of effective training.

Many construction trainings fall short not because of poor intent, but because they:

- Dump content too early or too late
- Deliver in a format that doesn't match the job site
- Focus on what's easy to teach, not what's needed

HOW TO MAXIMIZE IT

TIMING
Match training with when they're most likely to use it.

DELIVERY FORMAT
Use job-aligned methods (hands-on, experiential, problem-based).

REINFORCEMENT
Provide follow-ups, resources, and small refreshers over time.

Remember: your goal isn't to push information. It's to design experiences where people absorb, practice, and then *use* what they've learned.

WELL WORKS' 9 ESSENTIAL ELEMENTS FOR CONSTRUCTION TRAINING

Ensure Well Works' essential nine elements are incorporated to maximize learning transfer and the return on investment in any of your construction training.

1 ☐ PURPOSE / GOAL

2 ☐ CONTENT / TOPIC

3 ☐ AUDIENCE

4 ☐ CONDUIT / DELIVERY

5 ☐ TIMING

6 ☐ CADENCE / AMOUNT

7 ☐ COACH / PRESENTER

8 ☐ LOCATION
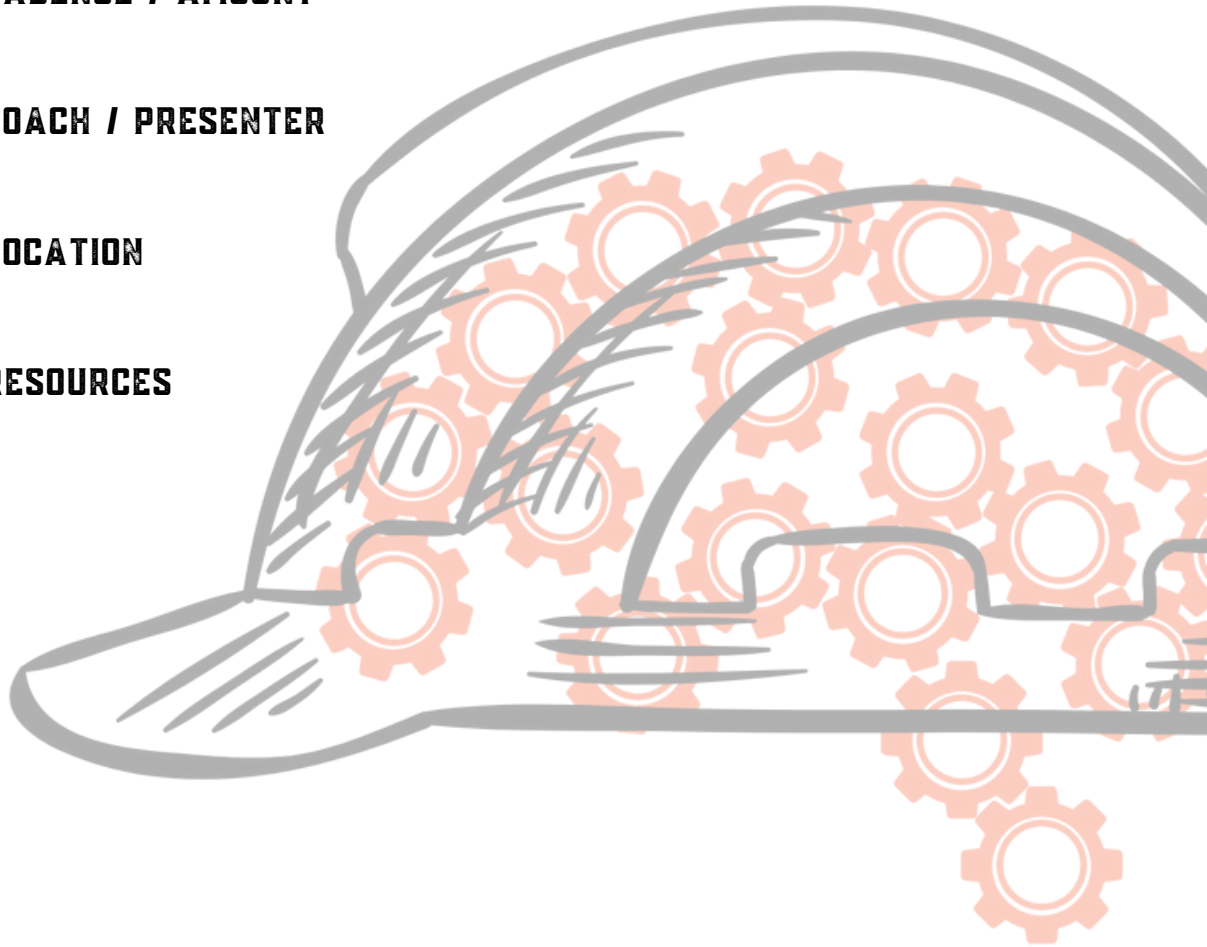
9 ☐ RESOURCES

START HERE: NEEDS EVALUATION

Before embarking on a training project and spending substantial time, resources, and energy planning, developing, and implementing it, we need to ensure we know where we are at, where we are headed and why. Answer the questions below before you start building any training to ensure your time and resources are well spent and focused in the right areas.

1. What problem or challenge are you trying to fix or prevent? (Be sure you are addressing the problem, not the symptom).

2. Is it a specific person, department, or group, or does everyone need this training?

3. Is any unlearning needed first? (Is there a specific individual doing it one way that others are learning from? If so, this needs to be addressed first; otherwise, it will create confusion. Or if a requirement or process has changed from how it was initially taught or trained, then this needs to be considered and 'unlearned' first).

4. Is it worth your time, energy, and resources to build this in-house, or is this an area that would be more efficient to outsource, sub-contract, or supplement?

5. Who else needs to be involved to effectively communicate and support the need for this training (executives, board members, leaders, colleagues, etc.)?

**6.** What training areas would you like to focus on most?

7. How much time would you estimate (per week) is dedicated toward training?

- Prep, Planning & Building:
- Coordinating & Meetings with others:
- Implementing:

8. From the participants' and employees' points of view, what would you like them to have learned, changed, or gained from the training?

- In 6-months:

- In 1-year:

- In 3-years:

9. Describe your ultimate results from training. What would people be doing, not doing, how would they access it, what is your ultimate goal?
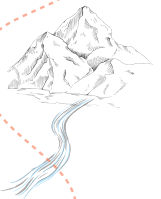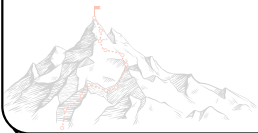
Over the next year, what is your (or your company's) goal in providing these tools and training? Or, what is the problem you are attempting to solve through training?

ULTIMATE GOAL:

PROCESS GOALS:

Write measurable process goals (short interval goals) that contribute towards achieving your ultimate goal:

Tips from Psychology of Setting Goals:

Set specific challenging goals with a feedback mechanism. This combination makes goal-setting work.

1. Small actionable steps towards your ultimate goal | 2. Measurable and measured | 3. Written down
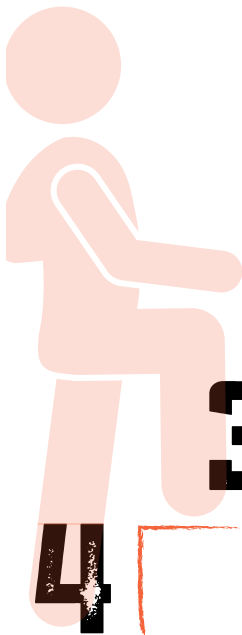
1

2

3

4

DON'T FORGET TO:

☑ Set yourself up for success by setting reminders! Either in your phone, or by leaving notes where you will see them

☑ Measure your progress. Use the feedback mechanism tool, or any other tool that allows you to look back and measure your progress (how many process goals you have completed or accomplished).

TOPIC

CONTENT

What information is critical in allowing participants to absorb and use the content? Consider the problems you are trying to prevent or solve. What tools, information, or processes must they be equipped with before they can do this?

-
-
-
-
-
-
-

Is there anything that you need/want to expand on, dig into further, or attach to the content? (Additional research, supporting resources or documents, areas you need to magnify further, subject matter experts you may need to chat with or even separate, pre-requisite training needed before introducing these steps or concepts?)

PARTICIPANT NOMINATION

Using page marker sticky tabs, list the individuals you would like to nominate or recommend going through the program this year and place them in the area provided below.

 # OF COHORTS:

Based on the number of participants included in the space above, identify how many cohorts will be needed (recommend no more than 30 in a cohort).

LET'S BUILD YOUR COHORTS

Using the names on the previous page's small tabs, organize the individuals into optimal learning groups/ cohorts.
Items to consider:

- Do you want individuals to better get to know each other's roles, strengths, skills, and personalities to work better as a team? (E.g., PMs, Superintendents, Foreman, Subcontractor Foreman, Etc.)
- Do you want individuals to be able to connect and relate to one another's experiences and challenges in a mentorship capacity? (E.g., Superintendents and assistant superintendents, etc.)
- If direct supervisors are included in participants' cohorts, it may inherently diminish open communication on some topics. Although it is not prohibited, having a separate cohort for supervisors and their peers may be helpful. (e.g., general superintendent and superintendents, principals and project managers, etc.)

COHORT BUILD CONT.

NOTES, REMINDERS OR CONSIDERATIONS:

In order to determine the best conduit to maximize learning transfer, we must reference and inspect our content, goal, purpose, and audience.

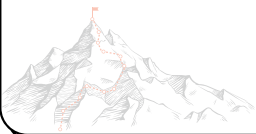| What outcome(s) are needed to meet the goal(s) and purpose?	What should the individuals be able to do or not do after this training?	To reach these, what must they learn, understand, be able to apply, or be able to carry out and complete?
1 2 3		

GOAL, PURPOSE, OR PROBLEM WE ARE TRYING TO SOLVE:

Can this outcome be immediately and easily confirmed? (e.g., testing, observing, and grading proper implementation). Consider whether it is a skill that needs to be learned or a habit or behavior that needs to be changed.

YES ☐   NO ☐

What category would the goal or outcome of training fall under? (circle one)
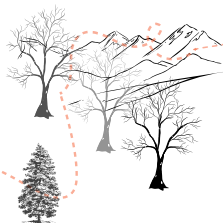
MECHANICAL/ PHYSICAL   MANAGEMENT   LEADERSHIP   TECHNICAL

If more than one, reinspect.
If you were to assign a percentage, which category would it most fall under?
If this cannot be determined, splitting the training into multiple modules may be best.

Review those selected to participate in the program who will likely be enrolled.
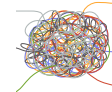
On a scale of 1-10, how would you rate your average participant's typical tasks in a given workweek?

Please note that this is not a reflection of their planning ability more than it is the inherent amount of certainty or uncertainty within their work environment

| 1 2 3 4 5 6 7 8 9 10 |

1
Predictable and consistent

10
Unpredictable and less consistent.

What skills or knowledge (experience) does your audience already know, apply, or correctly implement regarding the applicable training and content?

Does anything need to be UNLEARNED before the new content can be adequately learned?

What training methods would you imagine the participants prefer or be more familiar with based on how they have learned most of their current job skills? (Circle or highlight all that apply)

COLLABORATIVE   SELF-REGULATED   VIDEO   AUDIO

INSTRUCTIONAL   THEORETICAL   EXPERIENTIAL   PROBLEM-BASED

TRADITIONAL   HANDS-ON   READING   SELF-PACED   SELF-DIRECTED

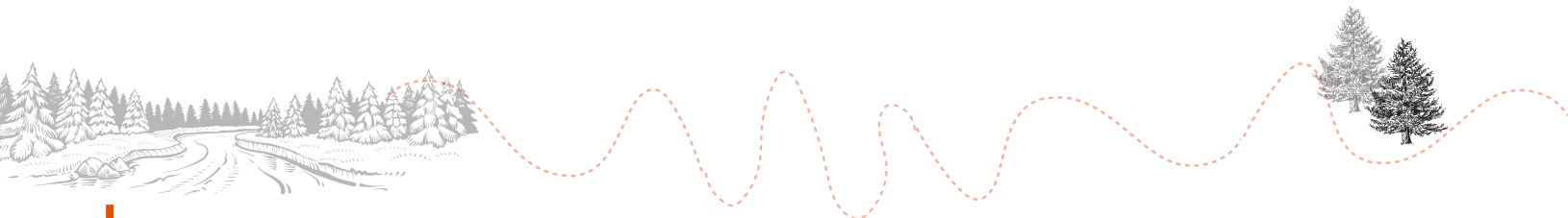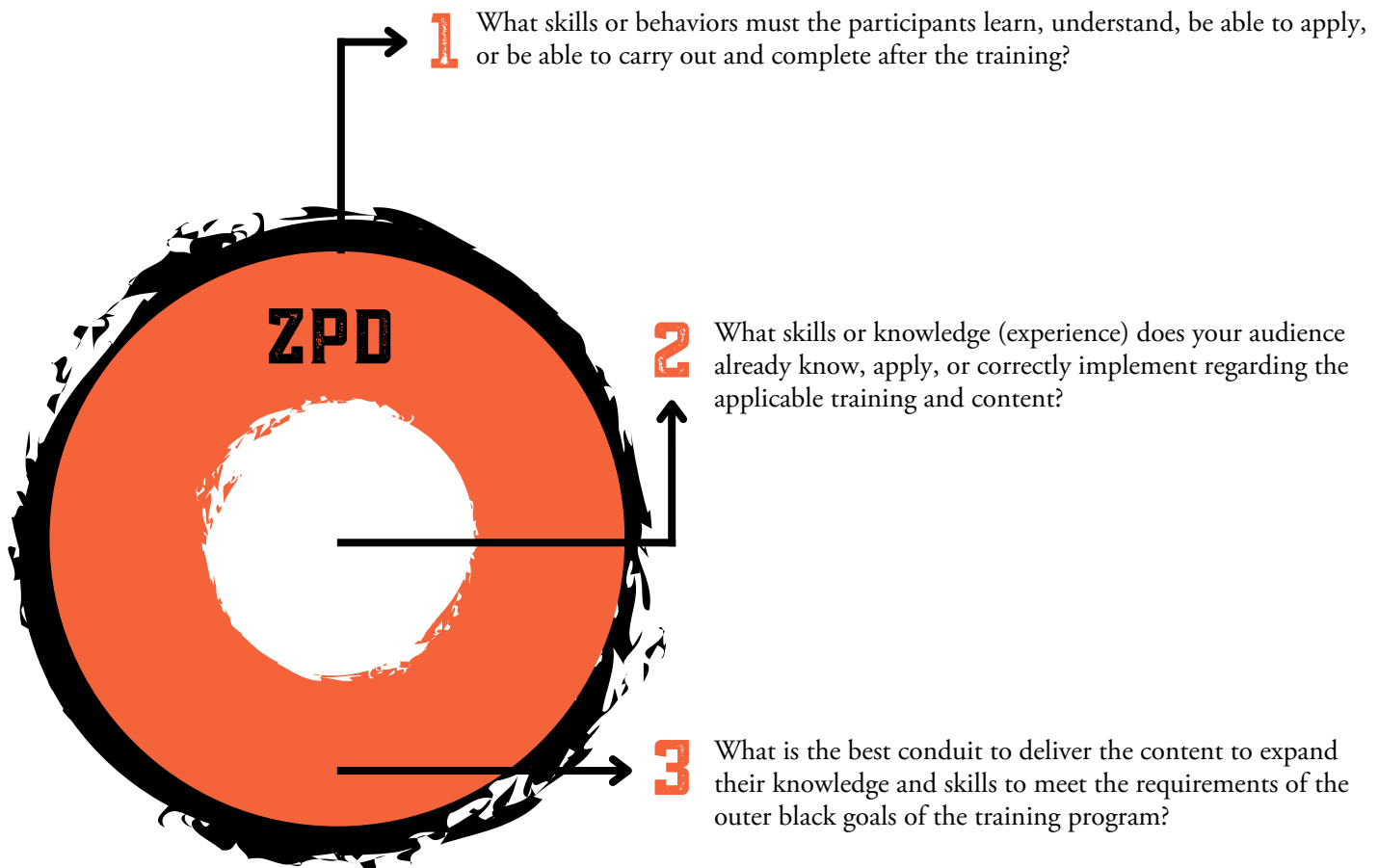IN-PERSON   JUST IN TIME   SITUATIONAL   VIRTUAL   COACHED

OTHER:

Lev Vygotsky created a Zone of Proximal Development (ZPD) theory in adult learning that indicates learning zones:

1. The first and inner zone (white) is what they already know and do not need assistance, instruction, or help.
2. The last and outer zone (black) is what they cannot yet do but need help, information, tools, instruction, coaching, etc.
3. That middle (orange) zone is where we reside to help them achieve that outer black zone, which can be achieved with our guidance and encouragement.

The overall intent of training is to expand that white area to the diameter of the yellow area to reach the black outer zone.

1 What skills or behaviors must the participants learn, understand, be able to apply, or be able to carry out and complete after the training?

ZPD

2 What skills or knowledge (experience) does your audience already know, apply, or correctly implement regarding the applicable training and content?

3 What is the best conduit to deliver the content to expand their knowledge and skills to meet the requirements of the outer black goals of the training program?
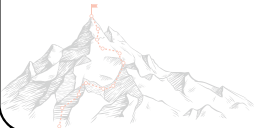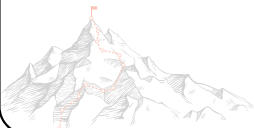
COHORT NOTES:

Take a look back at your content list. Are there any concepts, materials, or information in that these cohorts may already know, be experts in, or even need extra focus and support? While we can create one training to be used for all, there may be slides or sections you can skip over or ones you have to spend more time on to cater to your audience and maximize learning transfer.

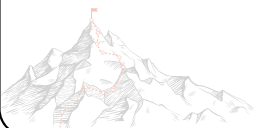Go through each of the cohorts and make notes on any of the content.

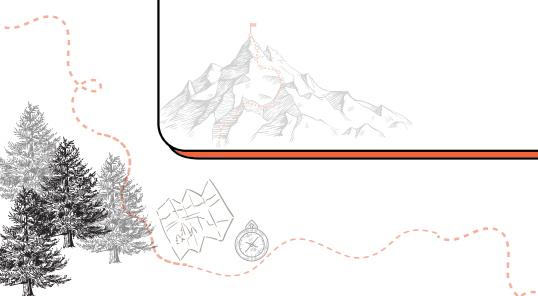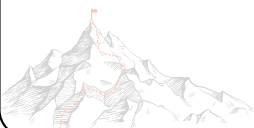### COHORT 1 CONTENT CONSIDERATIONS AND NOTES:

COHORT 2 CONTENT CONSIDERATIONS AND NOTES:

COHORT 3 CONTENT CONSIDERATIONS AND NOTES:

COHORT 4 CONTENT CONSIDERATIONS AND NOTES:

TIMING

Learning transfer is at its highest when individuals need and want the information most but also when they have the capacity and space to absorb the content. Therefore, timing must be considered when planning these learning events.

**Refer back to your selected participants and proposed cohorts**

TOO EARLY

Is there anyone who may not yet be hungry or ready for this content? (not enough experience, responsibility, or influence just yet, or may need more training first). Put a star by their name, or place them in the spaces provided.

TOO LATE

Is there anyone who may not be hungry for this information anymore? (a toxic or disgruntled team member or someone who may be actively seeking employment elsewhere). Put a circle by their name or place them in the spaces provided.

Reinspect the Zone of Proximal Development
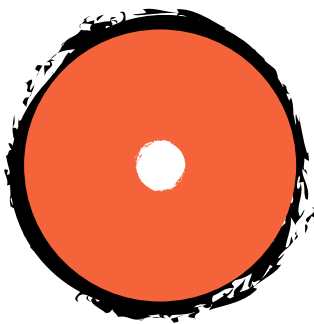
Is there too big or too little gap between the outer and inner circles?
If so, should the individual get additional training or experience before enrolling in the program for it to be most effective?

Reconsider these individuals.
How may their involvement impact the learning of others within their cohorts?
Is it best to wait, or is now the optimal time still for them to go through the program?
Should they be moved to a different cohort?

Consider the time of year, week, and day
Do any of your participants have a big deadline?
Are they starting up or completing any large projects?
Do they typically have essential meetings on certain days or times of day?
Pick a time that will not have many other commitments competing for their focus and energy.

QUANTITY AND DURATION

Remember, essential skills are more like habits than they are skills. Changing a habit requires time and energy. We absorb and consume content more effectively in smaller portions over time, just like food and water. To make the most of this, we recommend breaking the content into modules and implementing it over a longer duration. If you can't schedule multiple sessions, consider e-mails, exercises, challenges, or follow up opportunities. These active learning methods can significantly increase the effectiveness of the training content. Create a few timeline and implementation options. (Weekly for 4 weeks, quarterly for 3 quarters, once every two months for 8-months, etc.)

MONTHLY:

1. _____

2. _____

MONTH 1 August	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10	MONTH 11	MONTH 12

WEEKLY:

_____

_____

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6

WEEK ___	WEEK ___	WEEK ___	WEEK ___	WEEK ___	WEEK ___

### SCHEDULE, CADENCE AND IMPLEMENTATION IDEAS, NOTES AND CONSIDERATIONS:

COACH/ GUIDE /PRESENTER

To increase learning transfer, we as coaches must do what we can to create an environment for these participants to come together as a group, ignite discussions for them to connect, and encourage them to grow as a group.

What are you most looking forward to in training this content?

What challenges do you anticipate?
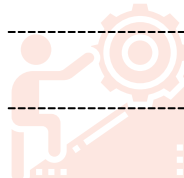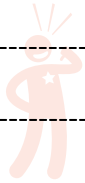
COACH MINDSET

How do you need to show up, what do you need to clarify, or how would you like to be seen or communicated with as a coach? (Peer, authority, resource, friend, boss, etc.)
Explain in as much detail as possible to help set your mindset for coaching (which may differ from other roles as a manager, colleague, or boss).
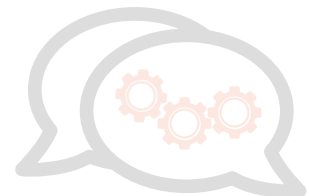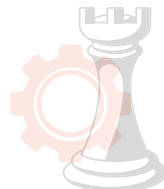
Are there any potential misconceptions, rifts, or other potential barriers that need to be addressed?

COHORT DISCUSSION LOCATION/ENVIRONMENT PLANNER

Explore and designate which location(s) or environment(s) would be best for each cohort's training.

You can use a combination or stick to one type. Assign an environment (letter) to each of your cohort's training.

A	**B**	**C**	**D**	**E**
Field Office	Company Office	Online/ Virtual	Offsite Retreat	Other
Capacity Comfort Zone Distractions "Field" Turf Temperature	Connotation Comfort Zone Distance Lighting "Office" Turf	Cell Service Phone Call Technology Training Video Call	Comfort Zone Cost Distractions Location Public	Comfort Zone Distance Hybrid Team-Building Team Ideas

Training

Module____										
1										
2										
3										
4										
5										

Cohort

SUPPORTING DOCUMENTS/ RESOURCES

Please feel free to add your own or the company's additional resources, information or recommendations related to any content. This helps guide them after the program is complete.

BOOKS:

WEBSITES:

PODCASTS

VIDEOS:

COMPANY RESOURCES:

OTHER:

NEXT STEPS: AFTER YOU BUILD YOUR TRAINING

You've designed something that matters—now it's time to bring it to life. This section offers practical ways to launch your training, learn from it, and refine it over time.

1 PILOT THE TRAINING
Start small before you roll big.
- Choose a test group of 3–10 people (field leads, project engineers, office staff—whoever it was built for).
- Let them know it's a pilot, and their feedback matters.
- Keep it low-stakes and flexible. The goal is insight, not perfection.

Tip: Run it in the same conditions you expect in a full rollout (field, online, trailer, etc.) to test real-world fit.

2 COLLECT FEEDBACK
Learn what landed—and what didn't.
- Ask a few simple, open-ended questions:
  - What was most helpful?
  - What was unclear or didn't connect?
  - What would make this more useful for your job?
- Use surveys (Google Forms, pen & paper, or QR code links).
- Debrief informally if you're in-person: "How did that feel?" is enough to start.

Tip: Have someone else help facilitate feedback so you can listen without defending

3 ITERATE AND IMPROVE
Don't wait until it's perfect—update as you go.
- Review what worked, what dragged, and what was skipped or misunderstood.
- Adjust timing, language, delivery method, or examples based on what your team actually needs.
- Keep a simple running doc: "What I'd change next time."

Tip: Small tweaks go a long way. Start with clarity, relevance, and flow.

4 SHARE INTERNALLY
Let others in your company benefit from your work.
- Offer to help others customize or co-lead future sessions.
- Share your training with HR, L&D, or Operations as a prototype others can use.
- Document what you did and why—it helps future trainers (and gives you credit).

Tip: Even if it's not "official," your initiative may spark something bigger.

Your Build. Your Blueprint.

Training doesn't have to be perfect. It just has to be real, relevant, and respectful of the people doing the work.

HOW OUR BRAINS LEARN
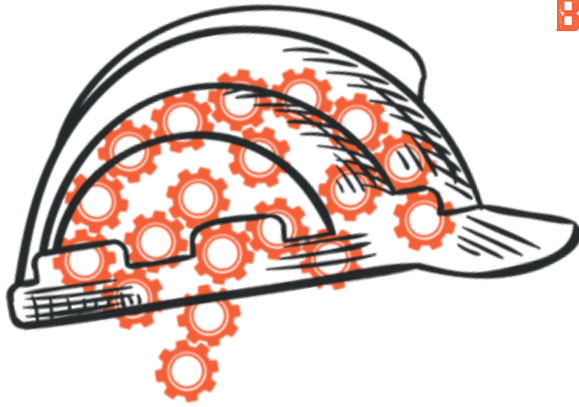
BRAIN LEARNING PROCESS

1. Gather - Info. Reading, observing, listening, etc.

2. Connect - With our beliefs, experiences, values...something we already know and store within our brain.

3. Create - Scenarios we can use the information (subconsciously or consciously)

4. Test - Recall the information and apply it, try it, fail, succeed, etc.

NEUROPLASTICITY

- We have the capacity to learn up until the day we die (if we choose to).

CAUTION

We can only process so much information at one time. Keep your training simple and digestible.

COGNITIVE OVERLOAD

If you use other people's content, ask permission first or provide proper credit.

COPYRIGHT & INTELLECTUAL PROPERTY

Training can be used as a form of feedback. But try to balance out how much training is proactive vs. reactive. If it is only seen as discipline, it will be harder to motivate learners.

REWARD (NOT PUNISHMENT)

Learned content sticks when it is wanted or needed by the individual. Try to provide it before or when they need it, but not too far in advance.

BEST WHEN NEEDED

Whether street, professional or academic credentials, review and evaluate this to maximize the effectiveness of any project, program, or training event.
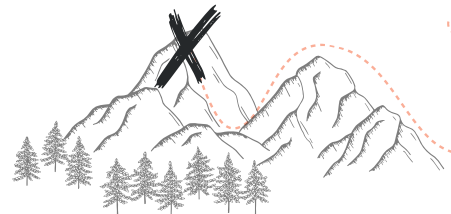
TRAINER/ INSTRUCTOR CREDENTIALS

- Let them try in a "fail-safe" environment with instruction and guidance.
- Watch others who are experts at a particular operation or task, and allow questions and interaction.
- Practice on simulators that emulate the real experience.

EXPERIENTIAL

**OBSERVATION - SITUATIONAL LEARNING
HANDS-ON - SIMULATIONS - LEARN-BY-DOING**

- Focus on different ways to solve problems and less on one correct answer.
- Encourage them to identify problems instead of being given problems.
- Practice collaborating, disagreeing, teamwork, and using underutilized resources.

**2+2=4, SO DOES 3+1 - WORK THROUGH CONFLICT
IDENTIFY PROBLEMS - CRITICAL THINKING
FIND PROBLEMS, DON'T JUST WAIT FOR THEM**

PROBLEM-BASED LEARNING (PBL)

- Memorize less. Accurate and relevant information available whenever and wherever they need it.
- Create content yourself, evaluate and link to other content created by others, or subcontract it to subject matter experts.

JUST-IN-TIME TRAINING

**QR CODES - REFERENCE WEBSITE - CHEAT SHEETS
REFRESHERS - INSTRUCTIONAL VIDEOS - HOW-TO'S**

- Allow members in similar or supportive roles to come together, discuss and collaborate on specific topics. (All foreman, or all supervisors, etc.)
- Provide the setting, opportunity, and questions to get conversations going.
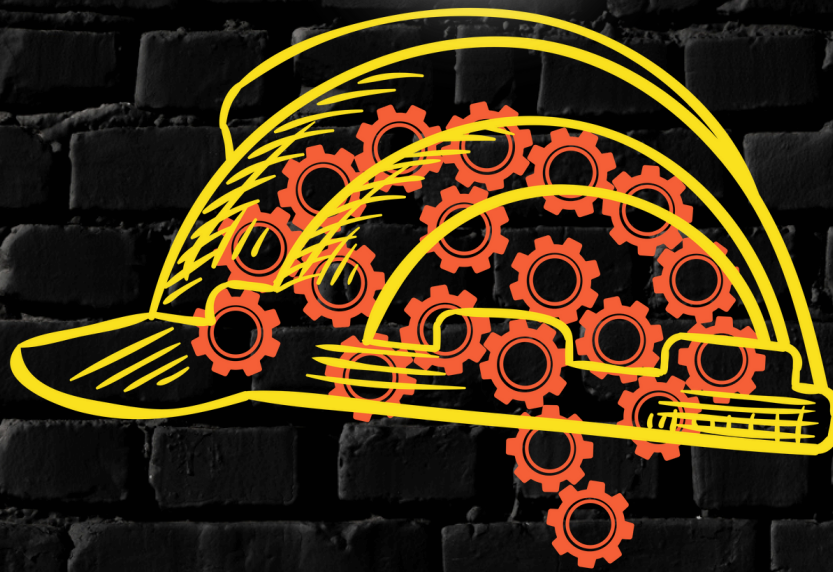- Prompt them to write down something they learned or took away from the learning experience.
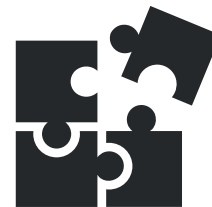
**DISCUSSIONS - COMBINED EXPERIENCE - FACILITATION
ROUND-TABLES - PERSPECTIVES - MORE IDEAS**

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