PROGRAM INTRODUCTION

Purpose

The purpose of the introduction is to become familiar with the facilitator, training facility, sponsoring Chapter, National Safety Council, as well as preview the program and materials. Participants will make introductions and become acquainted with other participants while sharing safety communication and training needs and learning goals for this program.

This session also introduces participants to the fundamentals of safety communication and performance-based training. Today's safety professional is responsible for communicating safety messages through a variety of methods, ranging from creating and sending out memos and E-mails to delivering safety training to their employees. This program is designed to provide them with knowledge and skills to recognize and assess their role in facilitating a communication and training plan, focusing on techniques to make safety messages and training programs more effective.

NOTE: While the course addresses fundamental techniques applicable to communicating safety messages through a variety of methods, special emphasis is placed on performance-based training.

Objectives

After completing this introduction, participants will be able to:

■ Become familiar with other participants in this program.

■ Identify a safety communication or training need or problem that they or their business has at the present time.

Objectives (continued)

■ Identify a learning goal/expectation for this program.

■ Recognize the goals of this program.

■ Recognize the structure and purpose of their Participant Guide (including the Tools and Resources section as a source for information, forms, assessments, and checklists for safety communication and training).

■ Recognize the function and scope of safety communication and training.

Time

60 minutes: 8:00 to 9:00 AM

Agenda (Instructional Strategy and Content Outline)

The following topics and activities are covered in this module. An estimate of the time needed to cover each section of the module appears in parentheses.

1. Welcome and Introduction (6 minutes)

2. Pairs (or Individual) Activity: Meeting Your Safety Communication and Training Needs (22 minutes)

3. Course Goals, Modules, and Materials (5 minutes)

4. Introduction to Safety Communication and Performance-Based Training (26 minutes)

    A. Introduction to Safety Communication (5 minutes)
    B. Large Group Activity: Worst and Best Communication Experience (8 minutes)
    C. Introduction to Performance-Based Safety Training (8 minutes)
    D. Large Group Activity: Analyzing Safety Problems and Needs (5 minutes)

5. Summary and Transition to Module 1 (1 minute)

Materials and Equipment

■ Name tents
■ Participant Guide and Facilitator Guide
■ Flipchart, markers, and tape
■ Laptop or personal computer (PC) and LCD projector with wireless remote or projector
■ 14 PowerPoint slides

Suggestions for Time Management

■ Start promptly on time.

■ Don't stop to brief latecomers.

■ Announce your expectations of punctuality and work hard to stay within scheduled times.

■ Set an example for the introductions by introducing yourself first. When you do, quickly give your name, the name of your organization, what you do, and your safety experience.

■ If you have a large group, shorten introductions by having participants give only their name and organization.

Cues	Presentations and Activities
	1. Welcome and Introduction (6 minutes)
	■ Start the program promptly at the scheduled time.
PPT Intro-1	■ Show PPT Intro-1.
6-Minute Presentation	■ Present a 6-minute general introduction to the program and training site/logistics.
	■ Make a brief presentation in which you introduce the name of the training program and yourself. Allow time for an introduction of a second trainer, if one is present.
PPT Intro-2	■ Show PPT Intro-2.
	■ Introduce the National Safety Council by presenting its mission. Acknowledge OSHA and the Susan B. Harwood Grant Award to NSC, emphasizing OSHA's support of small businesses.
PPT Intro-3	■ Show PPT Intro-3.
	■ Present safety/emergency and site/logistical information. Cover the following information:
	– Emergency procedures and exits – Starting and ending times – Breaks and lunches – Tobacco policy – Rest and break rooms – telephones – Electronic devices (cell phones, lap tops, and recording devices) – Messages – Medical concerns – Participation, attendance, and certificates
Tell participants you will take 10-minute breaks in the program	■ Remember to mention that you will be taking 10-minute breaks during the program schedule.

Briefly explain how the program material is organized as participants turn to Page 1, Program Introduction	■ Ask participants to turn to Page 1 of the Program Introduction. Briefly explain the organization of the program materials so they are able to locate Page 1.
	
	  − Overview material about the National Safety Council in front of guide
	  − Program Introduction (where we are now)
	  − Modules
	  − Planning for Action: Using Program Resources and Closing and Evaluation sections in the back

PPT Intro-4	■ Show PPT Intro-4.
	
	■ Review the purpose and objectives of this session.
	
	■ Ask participants to turn to Page 3.
	
	■ Highlight key points from the "Welcome."
	
	■ Emphasize the importance of involvement and types of learning activities that will be used in this program, as well as a focus on action planning:
	
	  − Short presentations (by trainers)
	  − Individual activities
	  − Small group activities
	  − Large group activities and discussions
	  − Action planning, including setting priorities for action upon return to your business

2. Activity: Meeting Your Safety Communication and Training Needs (22 minutes)

22-Minute Pairs or Individual Activity, based on attendance

■ Ask participants to turn to Page 4.

■ Have them work in pairs for this introduction activity if attendance is about 12 participants or fewer. If a larger group is in attendance, conduct it as an individual activity.

PPT Intro-5

■ Show PPT Intro-5.

■ Review the activity directions.

■ Ask participants to either briefly introduce their partner or themself, based on attendance and time, by presenting the following information:

    – Name
    – Business
    – Job
    – Safety experience
    – A communication or training need at their business
    – A learning goal

■ Have participants take about 3 minutes to jot down a few notes on page 4 for their introduction, especially pertaining to their need/problem and a learning goal.

Debrief

Another time-saver: If you have a large group, shorten intros by having participants give only name, organization, a communication or training need, and a learning goal.

■ Ask participants to make introductions (either in pairs or individually). Remind them to keep the summaries "crisp."

    – Set an example for the introductions by introducing yourself first.

    – When you do, quickly give your name, the name of your organization, what you do, and your safety experience.

    – If you have a large group, shorten introductions by having participants give only their name and organization.

■ Give participants about 16 minutes for introductions.

Record ideas on a flipchart

- ■ Write safety communication or training needs and problems, as well as learning goals, on a flipchart as participants share them.

- ■ Make comments about stated needs, problems, and learning goals to link this information to the training program.

3. Course Goals, Modules, and Materials (5 minutes)

**5-Minute
Presentation**

■ Ask participants to turn to Page 5.

■ Highlight the learning path of the program by presenting the goals and agenda.

PPT Intro-6

■ Show PPT Intro-6.

■ Briefly review the course goals. Emphasize the importance of these major areas in an effective safety effort.

PPT Intro-7

■ Show PPT Intro-7.

■ Tell participants that the program is organized by an introduction (being presented now) and 6 modules – Module 6 focuses on action planning and closing activities.

■ Briefly review the course content by presenting 1-2 key points about each module/section listed on the agenda. Draw a few relationships between participant learning goals and the course goals, objectives, and/or content.

4. **Introduction to Safety Communication and Performance-Based Training (26 minutes)**

5-Minute Presentation

- Ask participants to turn to Page 6.

Question

- Introduce safety communication by asking: *What type of safety communication are you responsible for at your business?*

- Have 2-3 participants share the types of communication they are responsible for at their business. Try to get a list of about 5-6 different forms of communication as examples.

PPT Intro-8

- Show PPT Intro-8.

- Emphasize that effective communication is critical to the success of any business. It is also a key element of a successful safety management system.

- Highlight key points about the function and scope of communication.

  - In an organization, communication keeps employees informed about policies, procedures, goals, and program results, including those related to safety. It also fosters positive working relationships between the business and community.

  - Safety communication encompasses a broad range of methods (written, verbal, non-verbal, visual) and types (e-mail, posters, training, etc.) that will be discussed in this program.

- Reinforce that communication is more than the exchange of thoughts, messages, and information. Receiving and understanding information is essential.

PPT Intro-9

- Show PPT Intro-9.

■ Explain the four components of the communication process:

  – Sender (person who initiates communication)
  – Message (what is being communicated)
  – Receiver (person message is intended for)
  – Feedback (response from receiver to let sender know communication has been received and understood)

■ Make the point that communication does not occur unless the message has been received and understood. It is the primary responsibility of the sender to verify the receipt and understanding of the message.

8-Minute Large Group Activity

■ Ask participants to turn to Page 7.

■ Introduce the overview of safety communication and performance-based training by telling participants that you will start the discussion by looking at positive and negative aspects of communication.

PPT Intro-10

■ Show PPT Intro-10.

■ Review the activity directions.

■ Ask participants to take a couple of minutes to jot down their thoughts in the space provided. Walk around the room during the activity to answer questions.

Debrief

■ Debrief the activity by asking as many participants as possible in the available time to present characteristics of their worst and best communication experiences. Encourage them to focus on all "communication" aspects of the experiences.

  – Get participants to share points about worst experiences before focusing on best experiences.

  – Focus on characteristics vs. general experiences in stories. Try to get participants to avoid story-telling.

Record ideas on a flipchart

  – Summarize participant responses on a flipchart with the same basic headings as in the PG.

■ End the activity with the following comments:

    – The communication experiences we just described are excellent examples. We can learn from negative and positive examples.

    – Think about the characteristics that we just listed as we start to look at the scope and function of safety training.

8-Minute Presentation

■ Ask participants to turn to Page 8.

■ Present the following points as you introduce performance-based safety training:

    – Training has evolved as a priority function in business planning and is a key to achieving business and safety excellence. In a comprehensive safety management system, training is an element of culture and behavior that supports a goal to prevent all incidents.

    – Regulatory and corporate training standards, including best practices, must be addressed in overall safety efforts. Once an organization defines standards, training solutions may be selected to best meet its needs.

PPT Intro-11

■ Show PPT Intro-11.

Turn to Pages 9 and 10 as you review terms

■ Briefly highlight key points from the chart of training-related terms – education, training, performance-based training, and non-training solutions. Use the following examples and points as you present information about these terms.

Provide examples

    – **Education Example:** Important facts about personal protective equipment and why it is important.

    – **Training Example:** How to properly fit personal protective equipment.

Remember to briefly describe the 4 types of performance-based training

    – **Performance-Based Training Example:** How to properly fit, clean, and store personal protective equipment used in job classification B. In addition, briefly describe instructor-led, self-paced, online, and structured on-the-job training.

– **Non-Training Solution:** Tell participants they must determine whether training is the correct solution to a safety need or problem.

- An initial step is to determine whether perceived problems/needs can be solved by training. When employees are not performing jobs properly, it's often assumed that training will improve performance.

- However, it is possible that other actions (such as implementing administrative controls or proper enforcement of practices/procedures for PPE) would enable employees to perform their jobs properly.

- When you apply training as a solution to a problem/need where lack of training is not the root cause, it's like trying to teach a pig to sing.

Use this story to explain why applying training to a non-training problem is like trying to teach a pig to sing

■ **NOTE:** Use this story to explain why applying training to a non-training problem is like trying to teach a pig to sing.

– When you try to teach a pig to sing, it frustrates you and annoys the pig. When you apply training to a non-training problem, you are trying to teach a pig to sing.

– The only circumstance in which training is effective is if the person lacks skill or knowledge. If I do not know how to wear a respirator, training is appropriate. If you do not know where the hearing protection areas in the facility are, training is appropriate.

– However, there are 3 situations in which you are trying to teach a pig to sing. The first situation is if the issue is one of selection and assignment (using a red/green colorblind person as an electrician). The next situation would be the environment using repetitive motion or unguarded machinery. You can't train the human body to do same set of motions every 51 seconds – it is not designed that way. You can't train a person to work near unguarded machinery and expect them to NEVER put their hand/fingers into the machine. The final situation in which you are teaching a pig to sing is if you are using training when it is an issue of motivation. There usually is no positive motivation for adhering to safe procedures (therefore, why should I?) – no consistent punishment for violating safety rules.

	– Finally, ask the class, "Do you want to see if you have been teaching pigs to sing?" Look at your incident reports. If every corrective action says "we will train an injured employee to . . ." – you have been teaching pigs to sing.
	■ Ask participants to turn to Page 11.
5-Minute Large Group Activity	■ Tell participants that you will close this module with a brief look at 2 short scenarios in which a decision must be made to implement a training or non-training solution – or combination of both.
PPT Intro-12	■ Show PPT Intro-12.
	■ Emphasize situations in which training is a solution.
	– Problems that can be addressed effectively by training include those that arise from lack of knowledge of a work process, unfamiliarity with equipment, or incorrect execution of a task.
	– It is less effective (but still can be used) for problems arising from an employee's lack of motivation or lack of attention to the job.
	– It is particularly relevant to hazards that may not be readily apparent to workers based on their ordinary experience and knowledge.
	– Whatever its purpose, training is most effective when designed in relation to goals of the employer's total safety management system and when integrated in all organizational activities.
	■ Emphasize situations in which training is a solution.
	■ Remind participants that re-training is NOT the only solution to an employee injured in a workplace incident.
Reinforce differences between safety training and meetings	■ Tell participants that safety training serves a different purpose than safety meetings. Clarify the purposes of training and meetings.
	■ Ask participants to turn to Page 12.

PPT Intro-13	■ Show PPT Intro-13.
	■ Review the activity directions.
Acknowledge that both scenarios are VERY brief. Remind participants this is a first step in becoming acquainted with a problem analysis process.	■ Acknowledge that both scenarios are **VERY** brief. Remind participants this is a first step in becoming acquainted with problem analysis. A comprehensive/intensive analysis is required to ensure accuracy in determining problems, causes, and solutions if these were real-life situations.
	■ Read the "full body harnesses case study" scenario. Ask participants for ideas on whether they think that a training or non-training solution is best suited to handle issues identified in the scenario.
	– This is a training need (solution) because workers have never used the equipment and lack the skills and knowledge needed to use it.
	– Point out that training is an appropriate solution because workers require training to learn how and when to use the new equipment.
	■ Read the "unguarded machinery" scenario. Ask participants for ideas on whether they think that a training or non-training solution is best suited to handle the issues. Possible answers:
	– This requires an environmental change – a non-training solution. The problem is that the environment is unsafe.
	– You may be tempted to train workers on how to avoid injury while working around exposed chains and belts.
	– Point out that the solution often required by regulatory agencies is to put guards on the exposed moving parts – machine safeguarding.
Debrief	■ Debrief the activity by reminding participants that every situation they face may be different from the previous one they resolved.
	■ Reinforce the importance of the "analysis" phase of the performance-based training process. Encourage the use of a comprehensive analysis to ensure accuracy in determining problems, causes, and solutions in real-life situations.

5. Summary and Transition to Module 1 (1 minute)

1-Minute Summary and Transition

- Highlight a few of the key points from this introduction as you summarize this section. Use the objectives as a guide to emphasize important points.

- Tell participants that you will now begin exploring communication issues and adult learning needs in Module 1.

BREAK

- Take a 10-minute break after this module.