Implementing a Shipyard
Safety and Health Management System
(ISSHMS)

Training for Shipyard Workers

P.O. Box 131068 • San Diego, CA 92170-1068

Overview

Introduction	*Note:* This Overview section will only be necessary if the Facilitator is covering all of the Lessons. Read Information Block: Key Question (Flipchart Response): What do you think some of the requirements are? Acknowledge all responses and discuss each.	*Approximate Time: 10 min.*

Design Delivery Strategy	Read Information Block: Ask if there are questions	

Course Objective	Read Information Block: Ask if there are questions. Assure participants that they will not be asked to identify themselves when taking the pre-test. Explain that prior to the post-test all material on the test will be covered.	

Learning Progress	Read Information Block: Provide an example. Ask if there are questions.	

Evaluation Strategy	Read Information Block: Ask if there are questions.	

Overview

Training Audience	Ask participants to read. Ask if there are questions. Explain: To successfully implement a Safety and Health Management System it must be driven from the top, but all must be involved.	

Trainee Expectations	Read: Ask if there are questions.	

Training Logistics	Ask participants to read. Ask if there are questions.	

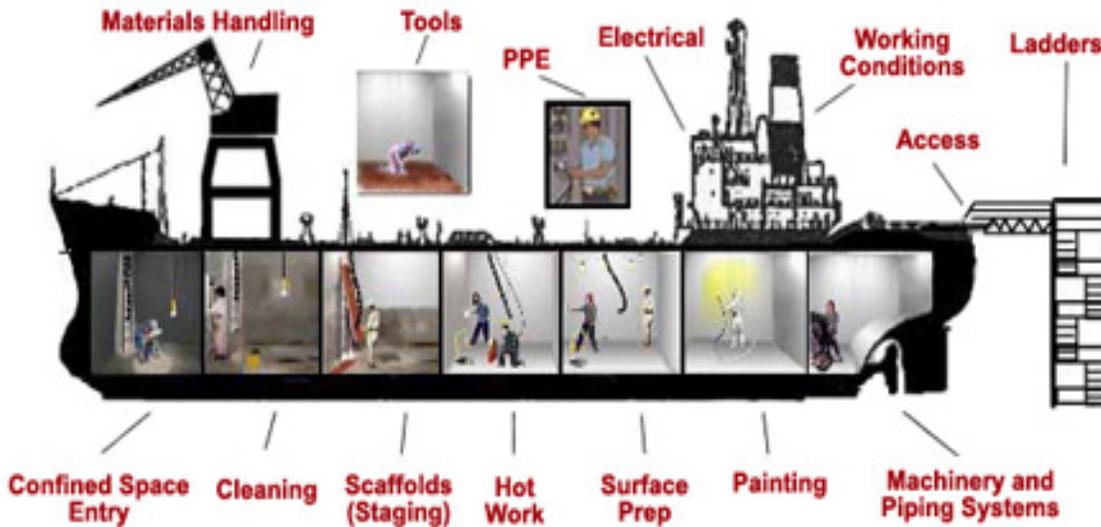|		
Course Lessons	Ask participants to read. Ask if there is a need for clarification regarding any of the lesson topics.	

Overview

Course Lessons	Ask participants to read. Ask if there is a need for clarification regarding any of the lessons. Regarding picture below: Ask participants if they conduct any of the processes illustrated below.	

Pre-Test

_____

Multiple Choice	Explain to the participants that though the pre-test will be scored, they will not be asked to provide their names.	*Approximate Time: 30 min.*
	Explain that you will give them 30 minutes to complete. Also let them know that if they finish early that is fine to let you know by looking up.	
	Let the participants know that you will be available for any questions.	
	Ask if there are questions.	
	A "Quiz Key" will be available to score the Quiz.	

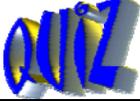| True or False	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Matching	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Pre-Test

_____

Multiple Choice	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Identify and List	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Pre-Test

_____

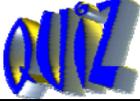| True or False	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Fill in the Blank	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Pre-Test

_____

Multiple Choice	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

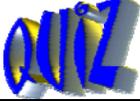| Put In Order	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Pre-Test

_____

Matching	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

True or False	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Pre-Test

_____

Matching	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Multiple Choice	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Pre-Test

_____

Matching	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Lesson 1: Introduction

Introduction	Ask participants to read all three information blocks. Ask if there are questions. Key question: Can someone explain proactive vs. reactive? Target Answer: Proactive is about prevention and thinking long-term. Reactive is taking action after the problem has occurred.	*Approximate Time: 20 min.*

What is a Safety and Health Management System?	Key question: What do you believe to be some of the elements of a SHMS? Target Answer: Safety Policies Safety Manual Document Tracking Systems Training Audits Safety Committees Resources	

Example	Ask participants to read. Ask if there are questions.	

Lesson 1: Introduction (Cont.)

Benefits of an Effective Safety and Health Management System	Read. Ask: Did I miss any benefits?	

Safety and Health Statistics **(From OSHA'S Safety and Health Management System eTool)**	Have participants read information block. Key question: Why do you believe for every dollar spent there is a 4-6 dollar savings? Target answer: The cost of being unsafe include: Increased Workers Compensation rates Loss of productivity to worker injured Disruption Fines	

Lesson 1: Introduction (Cont.)

Shipyard Safety and Health Statistics	Ask participants to read this block of information. Key question: What does this data tell us? Target answer: The shipyard can be a hazardous place to work!	

Integrating Safety and Health into Work Practices **(Content from OSHA'S Safety and Health Management System eTool)**	Have participants read information block. Explain that this information comes from OSHA's website, eTool. Reinforce the concept that "safe production" means that the only way production occurs is safely!	

Lesson 1: Introduction (Cont.)

Organizational Safety Culture Quiz **(From OSHA'S Safety and Health Management System eTool)** **Discussion Notes from Quiz**	Put participants in small teams (2-4) from the same organization. If there is only one participant from a company ask them to work alone. Ask them to answer each question to the best of their knowledge. When they have finished the self-assessment, for each "no" or "don't know" checked, ask them to identify what actions they could take to turn those checks into a "yes."	

Lesson 2: Responsibilities and Accountability

OSHA Responsibility	Read Information Block: Explain that Federal OSHA allows states to establish their own standards. Federal OSHA allows Cal OSHA to exist. Cal OSHA's standards are at least as stringent as Fed OSHA. Fed OSHA has been known to adopt Cal OSHA standards	*Approximate Time: 35 min.*

Management Responsibility	Read Information Block: Ask: Could these standards be different for some of you in this room? Target Answer: Yes. They are based on the work processes that are performed.	

Coverage	Read Information Block. Key point: There are standards specifically written for the shipyard.	

Implied Coverage	Read Information Block. Explain that the statement in bold and italics is called implied coverage or the general duty clause. Key Question: "What does implied coverage mean?" Target response: Though there may not be a specific standard written for a specific process or situation, the employer is responsible to maintain a safe work environment… period.	

Lesson 2: Responsibilities and Accountability (Cont.)

Management's Specific Responsibilities	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask if there are any questions.	

Fed OSHA Criminal Penalties	Read information block: Ask if there are any questions.	

Cal OSHA Criminal Penalties	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask if there are any questions.	

Lesson 2: Responsibilities and Accountability (Cont.)

Management Creates the Company Culture	Read Information Block: Optional: Write 3 words across the top of a flipchart-Production-Schedule-Safety. Ask participants what percentage of their time do they talk about each topic. Key point. What is important to us can be identified by what we talk about.	

The Elements of a "Culture of Safety"	Read Information Block:	

Management Commitment	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask: "What else could management do to demonstrate commitment." Acknowledge all responses.	

Employee Involvement	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask: "How else could employees get involved?" Acknowledge all responses.	

Lesson 2: Responsibilities and Accountability (Cont.)

Supervisor Responsibility	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask: "What else could supervisors do to help ensure a safe workplace?" Acknowledge all responses. Explain: That OSHA can cite individual Supervisors for violations.	

Employee Responsibility	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask: "What else could employees do to help ensure a safe workplace?" Acknowledge all responses.	

Accountability	Read Information Block: After reading the four bullets, Ask "how are you doing in establishing the elements of accountability in your company?" Acknowledge all responses. Explain that to hold people accountable, we must give them the right tools and train them on hazards.	

Lesson 2: Responsibilities and Accountability (Cont.)

| Exercise | The objective of this exercise is to see if the participants can identify "Who" is responsible for each of the responsibilities listed in the "What" Column. They are then to comment on any improvement actions that could be taken to identify or clarify responsibilities.

Put participants in small teams (2-4) from the same organization. If there is only one participant from a company ask them to work alone.

Read instructions and ask the participants to complete the "Who" column. Allow 4-5 minutes for completion. When they are finished ask them to list any improvement actions that could be taken to identify or clarify responsibilities under the Comments section. | |

| Quiz 1 True of False | Ask participants to individually complete the True/False Quiz. Give them 2 minutes to complete.

Go through the quiz by asking each question and soliciting answers from the participants. Clarify any questions.

1. **False Implied Coverage/General Duty Clause**
If OSHA does not have a specific standard relating to an accident, a company can not be held responsible for the accident.

2. **False They can be, though it typically does not happen**
Line-level supervisors can not be fined or imprisoned for violating an OSHA regulation.

3. **False It is the companies norms, beliefs, values demonstrated**
A company culture consists of their written policies and procedures.

4. **False Management Commitment and Employee Involvement**
A safe culture is based mostly on discipline. | |

Lesson 2: Responsibilities and Accountability (Cont.)

Quiz 2 Matching	Ask participants to individually complete the Matching Grid. Emphasize there may be more than one answer, but you want the best answer. Give participants 2-4 minutes to complete. After the participants are finished with the quiz, go through the grid by asking each question and soliciting answers from the participants. Clarify any questions	

Responsibility	Who
· Create and drive the company culture	*M*
· Stop a co-worker from working on the deck plate in an unsafe manner	*E*
· Document and report near misses	*S*

Lesson 3: Safe Work Practice and Training Documentation

Types of Documentation	Read Information Block: Key Point: Our documentation must identify what we should do and confirm that we are doing it. Ask if there are questions.	*Approximate Time: 15 min.*

The What and How: SB 198 Injury and Illness Prevention Program	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. For two or three of the bullets, ask if "someone can give me an example." For instance, for "A system for communicating with employees safety and health issues," ask if someone can provide you and example. Target Response: Gang box meeting, newsletters, emails, etc.	

Lesson 3: Safe Work Practice and Training Documentation (Cont.)

Typical Shipyard Documentation	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Explain: This list came from a review of a safety department's files. Ask if the participants can think of anything not listed. Ask if there are any questions.	

Tracking Systems	Read Information Block: Ask if there are questions.	

Lesson 3: Safe Work Practice and Training Documentation (Cont.)

| Training Tracking | Read Information Block:

Ask if there are questions.

Explain that this information was on the pre-test and will be on the post-test! | |

| WFS Inc | Ask the participants to spend two minutes to review.

Ask participants the following:

What is this?

What is the purpose?

Target Response: This is a departmental safety tracking form designed to identify the progress that each individual in the department is achieving towards meeting safety training requirements for that year.

Ask if the participants can identify any additional information that would be desirable to capture where they worked. | |

Lesson 3: Safe Work Practice and Training Documentation (Cont.)

| Document and Data Control | Read Information Block:

Ask "What relevant documents might be necessary at host shipyard where you are going to be working?"

Some target responses: MSDS sheets. Confined space requirements. Equipment inspection documentation. | |

| Quiz | Read instructions.

Ask if there are questions.

Provide 3 minutes for participants to complete.

Ask for volunteers regarding which requirements were circled.

Discuss as necessary.

Word Bank | |

Department	Participant education level	*Type of training*	Length of time with company
Participant ethnicity	*Number of hours of training*	*Verification that a person attended, such as a signature*	Participant Job Title(s)
Date of the training	*The OSHA standard that correlates to the training*	Class Level Beg./Inter./Adv	*Who attended (name)*

Lesson 4: Safety Procedure Manual

The What and How	Read Information Block:	*Approximate Time: 20 min.*

Other Important Elements of a Safety Manual	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask the participants if they can think of additional information that they have seen in a Safety Procedure manual. Ask if there are any questions.	

Accurate and Specific	Read Information Block:	

Writing a Safety Manual	Read the top section of the Information Block and ask: Why do you believe a group of people is preferable in developing a Safety Procedure Manual? Target Response: The more input, likely the better the product. The more people involved the deeper the organizational buy-in to implementation. Read the remainder of the Information Block. Ask if there are questions.	

Lesson 4: Safety Procedure Manual (Cont.)

_____

Changes Require Updates	Read Information Block: Ask if there are any questions.	

Updating the Safety Manual	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask the participants if any of them would answer the questions regarding updating the Safety Manual. Ask if there are any questions.	

Safety Manual Accessibility	Read Information Block: Key Point: The pertinent information is accessible to employees. Ask if there are questions.	

Lesson 4: Safety Procedure Manual (Cont.)

_____

Exercise	The objective of this exercise is to have the participants identify the level of effectiveness of their current Safety Manual procedure. The second section of this exercise presents an opportunity to improve that procedure.	
	Put participants in small teams (2-4) from the same organization. If there is only one participant from a company ask them to work alone.	
	Read instructions and ask the participants to complete the exercise (both top and bottom). Provide 5-7 minutes to complete.	
Improvement Opportunities	After completion, ask if any of the participants would be willing to share their information.	

Lesson 4: Safety Procedure Manual (Cont.)

_____

Quiz
True or False
 	
	Read instructions.
	
	Ask if there are questions.
	
	Provide 3 minutes for participants to complete.
	
	Ask for volunteers regarding which requirements were circled.
	
	Discuss as necessary.
	
	1. **True**
	    Your Safety Procedure Manual should provide the required documentation conveying to your workforce what safe work practices should be followed and how you should follow them.
	
	2. **False** OSHA will, however, guide and support your efforts
	    Your Safety Procedure Manual must be written by a certified OSHA professional.
	
	3. **False** Only relevant sections and easily accessible
	  The entire Safety Procedure Manual must be accessible (within 50 feet) to all employees.	

Lesson 5: Workforce Safety Training

Definitions and Importance	Read Information Block: Ask if there are questions. Explain that this information was on the pre-test and will be on the post-test!	*Approximate Time: 20 min.*

Who Needs Training? (From OSHA'S Safety and Health Management System eTool)	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask the participants if they can think of additional training topics not listed. Ask if there are any questions.	

Lesson 5: Workforce Safety Training (Cont.)

What Should be Trained? Five Key Questions	Read Information Block: When you get to the questions, read reach question and ask participants to; "Please raise your hand if you can answer yes." Key point: If you are able to answer "yes" to all of these questions, you are well on your way to implementing an effective safety training program. Ask if there are any questions.	

Additional Types of Safety and Health Training Needed	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask if there are any questions.	

Lesson 5: Workforce Safety Training (Cont.)

Training Topics Relating to the Shipyard	Read Information Block: Ask; "How many of you have trained or participated in any or all of these topics?"	

How to Conduct Training? (From OSHA'S Safety and Health Management System eTool)	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask, "How could you involve everyone in this process?" Target response: Ask employees/Observe the tasks employees perform/Use a suggestion box Ask if there are any questions.	

Training Evaluation and Tracking (From OSHA'S Safety and Health Management System eTool)	Read Information Block: Remind employees of the departmental training tracking that was reviewed in Lesson Three, Safe Work Practice and Training Documentation. Ask if there are any questions.	

Lesson 5: Workforce Safety Training (Cont.)

_____

Exercise	The objective of this exercise is to have the participants begin to identify "who" should be trained in "what" as well as to begin to identify ways of overcoming challenges to implementing training.	
	Put participants in small teams (2-4) from the same organization. If there is only one participant from a company ask them to work alone.	
	Read instructions and ask the participants to complete the exercise. Provide 5-7 minutes to complete.	
	After completion, ask if any of the participants would be willing to share their information.	

Lesson 5: Workforce Safety Training (Cont.)

_____

Quiz True or False	Read instructions.
	Ask if there are questions.
	Provide 3-4 minutes for participants to complete.
	Go through quiz one question at a time.
	Discuss as necessary.

Word Bank

Competence	Subcontractor	Orientation Training	Forklift Training
Training	Supervisors	Long-Term Employees	Replacing
Confined Space	Ability	Safety Technicians	Integrated

20. [*Competence* is a standardized requirement for an individual to properly perform a specific job.]

21. [*Training* refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.]

22. [Training for *Supervisors* should emphasize the importance of their role in visibly supporting the safety and health program and setting a good example.]

23. [*Confined Space* is a training topic not often found in many industries but often found in the shipyard.]

24. [Safety training is most effective when *Integrated* with a company's overall training in performance requirements and job practices.]

25. [*Orientation Training* should be provided to both employees and contractors.]

_____

Lesson 6: Hazard Communication

Communication is Vital!	Read Information Block: Ask if there are questions.	*Approximate Time: 15 min.*

OSHA's Hazard Communication Standard	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask the participants if they can explain to you where all 650,000 MSDS's can be found in their organization. Target response: You don't need all 650,000 MSDS's on-site. You only need the MSDS's that provide information on the chemicals that the workforce uses when performing their jobs. Explain that subcontractors that are going to use a chemical in a shipyard, should notify the shipyard prior to bringing the chemical in.	

Related Facts	Read Information Block: Ask if there are questions.	

Lesson 6: Hazard Communication (Cont.)

_____

Employer Responsibilities	Read Information Block:
	Ask participants: "Do you know where the MSDS sheets are located when your workers are working off-site?"
	Target response: Yes!
	Key point: Wherever you are working it is important to know what you are working with.
	Ask if there are any questions.

Exercise	The objective of this exercise is to have the participants begin to identify what information needs to be disseminated to the workforce and to put in place processes to receive information as well.
	Put participants in small teams (2-4) from the same organization. If there is only one participant from a company ask them to work alone.
	Read instructions and ask the participants to complete the exercise. Provide 5-7 minutes to complete.
	After completion, ask if any of the participants would be willing to share their information and flipchart the "What" and "How" information to generate information sharing.

Lesson 6: Hazard Communication (Cont.)

_____

Quiz – Multiple Choice	Read instructions.
	
	Ask if there are questions.
	
	Provide 3 minutes for participants to complete.
	
	Ask for volunteers to share their answers.
	
	Discuss as necessary.
	
	1. To establish a culture of workplace safety as well as to comply with OSHA IIP Program, it is imperative the communication is not left to chance. Giving and receiving feedback with employees and contractors is vital. Therefore, organizations should implement and maintain a procedure for:
	
	   A. [Praise and Discipline]
	   B. [Receiving, documentation and responding to relevant communications from external interested parties]
	   C. [Instructions for the Safety Suggestion Box]
	   D. [Good Listening Skills]
	
	2. Regarding Hazardous Communication, each employee is *not* responsible to:
	
	   A. [Providing a list of all company hazards to each employee in written form]
	   B. [Identify and list hazardous chemicals in their workplaces.]
	   C. [Obtain MSDS's and labels for each hazardous chemical, if not provided by the manufacturer, importer, or distributor]
	   D. [Implement a written HAZCOM program, including labels, MSDS's and employee training.]
	   E. [Communicate hazardous information to employees through labels, MSDS's and formal training programs	

Lesson 7: Hazard Identification, Assessment and Control

_____

Hazard Identification, Assessment, and Control Procedure	Read Information Block: Ask if there are questions.	_Approximate Time: 35 min._

| Types of Hazards Found in the Shipyard | Ask for a volunteer to read the information block:

If no one volunteers, select someone to read.

Ask the participants to circle the Physical Hazards and Related Shipyard Processes associated with the work that they do. Provide 1 or 2 minutes to complete the exercise.

Go through each of the Hazards/Associated Processes and ask for hands after you read each one.

Key point. Most all (if not all) of the Hazards and Processes are represented by the work that is done by the participants in the room. | |

Lesson 7: Hazard Identification, Assessment and Control (Cont.)
_____

Three Important Hazard Identification Processes	Read Information Block: Explain that you will be defining each of the hazard identification processes below. Target response: Yes!	

Walkaround Inspections	Read Information Block: Key Point: Walkaround inspections are planned. Ask if there are questions.	

Comprehensive Survey	Read Information Block: Key point: Comprehensive surveys are comprehensive, take time, planning and expertise. Ask if there are questions.	

Observations	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Key point: This gets you the "biggest bang for your buck" and illustrates whey a "Safe Production" culture is so important.	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)

_____

Hazard Assessment	Read Information Block: Key point: A Hazard Assessment is assessing the Hazard's in a designated work area. Ask if there are questions.	

Job Safety Analysis	Read Information Block: Key point: A Job Safety Analysis assesses the hazards involved with a specified task. Key point: The combination of a Hazard Assessment and a Job Safety Analysis provides a two prong approach. Key point: Whenever a work area or a task changes it is necessary to conduct the assessments again.	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)

_____

Hazard Assessment Form	Explain the Hazard Assessment form.	
	Area is the specific workplace that is to be assessed. **Assessor** is the person conducting the assessment **Date** is the date the assessment is being conducted.	
	Below Assessor (on the first page of the assessment it says EYE) the potential part of the body exposed to the hazard is listed. Note that for the workplace identified (Area) each page must be filled out identifying hazards for the workers eye, face, head, hands and arms, feet/legs, body/skin, body/whole, lungs/respiratory, and ears/hearing,	
	Column one, Work Activities identifies the work process that might be conducted in the workplace related to eye injuries. You would check the box that relates to the work being conducted.	
	Column two, Work Related Exposure identifies the hazard related to the Work Activity.	
	Column three, PPE, if Hazard Cannot be Eliminated identifies the PPE that should be wore if the hazard cannot be eliminated by engineering controls.	
	Each row in column four correlates to the PPE listed in column three and specifies a particular type of PPE. This column is not always used.	
	At the bottom of columns one and two there is a place to list other work activities or hazards that are not listed.	
	At the bottom of column three there is a box that can be checked if a recommended control can be put in place to eliminate the need for PPE. ***Continue on to the next page.***	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)
_____

Hazard Assessment Form	Continued from the previous page.	
	The objective of this exercise is to have the participants practice using the Hazard Assessment Form for future use and to see if there are any questions.	
	Put participants in small teams (2-4) from the same organization. If there is only one participant from a company ask them to join another team.	
	Ask the small teams to identify a work space that is found in the shipyard or shop where they perform work and list it at the top under Area. Ask them to complete one table (Eye for example) of the Assessment.	
	Give the participants 5 minutes to complete.	
	Ask for one or two volunteers to walk through their assessment.	
	Flipchart the Exposure and associated PPE.	
	Ask the class if they believe anything to be missing. You may end up building a longer list!	
	Ask if there are questions.	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)

_____

Hazard Assessment Form	Place Holder. This page left blank so that Participant Manual page numbers continue to correspond to Facilitator Guide page numbers.	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)

_____

Hazard Assessment Form	Place Holder. This page left blank so that Participant Manual page numbers continue to correspond to Facilitator Guide page numbers.	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)

_____

Hazard Assessment Form	Place Holder. This page left blank so that Participant Manual page numbers continue to correspond to Facilitator Guide page numbers.	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)

Job Safety Analysis	Explain the Job Safety Analysis	
	Read the header. This analysis is for "Loading an empty trailer with pallets of material."	
	Note that this is for training and may not be all inclusive	
	Read the analysis left to right.	
	Remind the participants the difference between a Hazard Assessment and a Job Safety Analysis. The Hazard Assessment assesses the hazards found in the workplace. The Job Safety Analysis assesses the hazards associated with performing a specific task.	
	Ask if there are questions.	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)

_____

Hazard Controls	Read Information Block: Explain that you will be discussing the differences between the controls below.	

Engineering Controls	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Key point: Engineering controls are the most effective because they control the hazard at the source of the hazard. Ask participants if they can provide other examples other than the one listed. Ask if there are questions.	

Re-Design	Read Information Block: Ask if there are questions.	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)

Enclose the Hazard	Read Information Block: Ask if there are questions.	

Barriers or Local Ventilation	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask if there are questions.	

Administrative Controls	Read the first sentence of the Information Block and ask: Which do you think is preferred, an Engineering Control or an Administrative Control? Why? Target response: Engineering control. The engineering control can eliminate or come closer to eliminating the hazard than an administrative control. Read the rest of the Information Block. Ask if there are questions.	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)

_____

Personal Protective Equipment (PPE)	Ask for a volunteer to read the information block:	
	If no one volunteers, select someone to read.	
	Ask for other examples of PPE found in the shipyard.	
	Acknowledge all responses.	
	Ask if there are questions.	

Personal Protective Equipment (PPE)	Read Information Block:	
	Key point: Putting Administrative Controls does not mean you do not have to wear PPE. Often you need both.	
	Ask if there are questions.	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)

Employer Responsibilities	Read Information Block: Ask: "When working in a "host shipyard, do you know where to get explosion-proof lighting?" and/or Ask: "Can you bring your own respirator cartridges or do you use the shipyards?" and/or Ask: "Can you bring explosive chemicals into the yard in containers other than metal?" Ask: "Which chemicals can you bring into a host yard without prior notification?" (Target answer: None)	

Employee Responsibilities	Read Information Block: Ask if there are questions.	

PPE Examples	Read Information Block: Explain these are just more examples of PPE found in a shipyard.	

Interim Measures	Read Information Block: Key point: Interim means "temporary". These are temporary measures and do not take the place of any other controls. They should be removed as soon as possible. Ask if there are questions.	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)

_____

Exercise	The objective of this exercise is to have the participants begin to identify what controls are and could be in place to reduce workplace hazards. Put participants in small teams (2-4) from the same organization. If there is only one participant from a company ask them to work alone. Read instructions and ask the participants to complete the exercise. Provide 3-4 minutes to complete. After completion, ask if any of the participants would be willing to share their information.	

Quiz 1
Multiple
Choice
	Read instructions and ask if there are questions. Give participants 1 minute to complete and discuss as necessary.
	
	    A. [Audits conducted by OSHA]
	    B. [Walkaround Inspections]
	    C. [Comprehensive Survey]
	    D. [Observations]
	    E. [A,B and C]
	    F. [B, C and D]	

Quiz 2 Put in Order	Read instructions and ask if there are questions. Give participants 1 minute to complete and discuss as necessary. 1 Observing the task 2 Breaking the task down into activities or steps 3 Analyzing each step for safety or operational needs 4 Recommending procedures to meet those needs	

Lesson 7: Hazard Identification, Assessment and Control (Cont.)

_____

Quiz 3 Matching	Read instructions and ask if there are questions. Give participants 3-4 minutes to complete and discuss as necessary.	

Type of Control	Then write …
Engineering Control	E
Administrative Control	A
PPE	P
Interim Control	I

Control	Type
I am tape holding down wiring	**I**
I am a procedure limiting the time you can wear a respirator	**A**
I am a hard hat	**P**
I am a ventilation hood removing smoke in a confined space	**E**

Lesson 8: Emergency Preparedness and Response

Introduction	Read Information Block: Ask if there are questions.	*Approximate Time: 20 min.*

What Your Plan Should Cover	Read Information Block: Ask participants if they can think of any other hazards not listed and acknowledge all responses. Ask if there are questions.	

Plan Requirements	Read entire information block. Ask the participants some or all of the questions (based on time) below. "When on a host site, or your own site, would you or your workers recognize the sound of an emergency alarm?" "Do they know the procedures for evacuation, on board ship or in a shop?" "Do you or your supervisors know the procedure for accounting for all employees?" "Has your emergency plan been communicated to all employees? How? When was the last time?" Key point: You need a plan and it must comply with the "Host" employers plan.	

Fire Safety Plan	Read Information Block: Ask if there are questions.	

Lesson 8: Emergency Preparedness and Response (Cont.)

Exit Routes	Read Information Block: Ask if there are questions.	

Staging Area	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask: "If a fire alarm sounded right now, would you recognize it and would you know where to go?" Key Point: You and your employees should always be prepared for an emergency! Ask if there are questions.	

Plan Accessibility	Read Information Block: Ask if there are questions.	

Communicating the Plan	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Key point: It is not just how thorough your plan is… it must be read and understood.	

Lesson 8: Emergency Preparedness and Response (Cont.)

_____

Additional Issues	Read Information Block: Ask each question and acknowledge all responses. Key point: Those that can not answer certain questions should consider taking action!	

Practice 1	Have participants do both Practice exercises without a break in between. The objective of Practice 1 is to have the participants understand if they or their employees know what to do in case of an emergency. The objective of Practice 2 is to have the participants know where their company's Emergency Response Plan is located and determine if the current location can be improved upon. Put participants in small teams (2-4) from the same organization. If there is only one participant from a company ask them to work alone. Read instructions and ask the participants to complete the exercises. Provide 5 minutes to complete. After completion, if time permits, ask if any of the participants would be willing to share their information.	

Practice 2	See above.	

Lesson 8: Emergency Preparedness and Response (Cont.)

_____

| Quiz
True or False

QUIZ | Read instructions.

Ask if there are questions.

Provide 3 minutes for participants to complete.

Go through each question and answer and discuss as necessary.

1. **False They will be industry and in some cases company specific**
Every Emergency Preparedness and Response Plan will be the same, regardless of industry or location.

2. **False The following phone numbers should be easily accessible: The phone numbers for the person or persons authorized to take action for the type of emergency encountered and for the person or groups to be notified, such as plant fire team and/or the fire department.**
An Emergency Preparedness and Response Plan should have the home phone number of your local OSHA Representative.

3. **True**
A staging (muster) area is an area where employees should gather during an emergency.

4. **True**
To ensure effective document control there should be one copy of the Emergency Preparedness and Response Plan in each shop, in a central location. | |

Lesson 9: Accident Investigation and Corrective Action

Definition of an Accident	Read Information Block: Ask: "How many of you have had an unfortunate event?" Target Response: All!	*Approximate Time: 25 min.*

Definition of "Unfortunate" in a Shipyard	Read Information Block: Ask: "How many of your events resulted in injury? How many in death?" Ask: "How many of your unfortunate accidents could have resulted in death?" Key point: It can be a fine line between and accident and a *fatal accident*.

The Three Reasons to Investigate and Accident	Read information block. Ask if there are questions.

The Five Step Investigation Process	Read Information Block: Explain that you will be discussing each of the steps in more detail.

1. Control the Scene	Read Information Block: Key point: One accident can often lead to another.

Lesson 9: Accident Investigation and Corrective Action (Cont.)

Recordable Injury	Read Information Block: Ask if there are questions.	

Gather Data	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask if there are questions.	

Information Interviews	Read Information Block: Key point: Don't assume and jump to conclusions. Ask if there are questions.	

Lesson 9: Accident Investigation and Corrective Action (Cont.)

_____

3. Analyze Data	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask: "Why is it important to flowchart the sequence of events?" Target answer: To be sure we don't miss important information. Ask if there are questions.	

4. Write the Final Report	Read Information Block: Ask if there are questions.	

5. Implement Corrective Action	Read Information Block: Ask if there are questions.	

Lesson 9: Accident Investigation and Corrective Action (Cont.)

_____

Exercise	The objective of this exercise is to have the participants use the Accident Investigation and Corrective Action process and to identify improvements to their current process.	
	Ask participants: "How many of you can recall an accident where you or one of your employees conducted an investigation?" *If there are few hands raised, skip this exercise,* otherwise read the instructions in the Participants Manual and ask if there are questions.	
	Provide participants 4-5 minutes to complete.	
	Ask if any of the participants would be willing to share their information.	
	Ask if there are questions.	

_____

Lesson 9: Accident Investigation and Corrective Action (Cont.)

_____

Quiz **Fill in the** **Blank**	Read instructions. Ask if there are questions. Provide 2-3 minutes for participants to complete. Go through each step and discuss as necessary.	

If I am related to….	Then write …
Controlling the Scene	C
Gathering Data	D
Analyzing Data	A
Writing the Final Report	W
Implementing Corrective Action	I

Step in the Process	Process
41. Give an account of the accident--sequence of events, injuries, extent of damage, accident type and source.	**W**
42. Review all photos, drawings, interview material and other information collected at the scene	**A**
43. Stabilize existing hazards. This will prevent further injuries and identify if you need more help	**C**
44. Identify the who, what, where, and when of the situation	**G**
45. Training may be helpful	**I**

Lesson 10: SHMS Implementation and Monitoring

_____

| Safety Roadmap | Ask for a volunteer to read the information block:

If no one volunteers, select someone to read.

Ask what other measurements could be valuable?

Flipchart responses.

Target Answers: Recordable injuries, the number/frequency of safety committee meetings, lost time, number of improvements or number of near misses.

Key point: There are "process measures", or "upstream measurements", such as training hours per employee, and there are "end result" measurements, or "downstream measurements" such as recordable injuries. The more upstream measures in place, the better your downstream measures will be! | *Approximate Time: 25 min.* |

| OSHA Support | Read Information Block:

Ask if there are questions. | |

Lesson 10: SHMS Implementation and Monitoring (Cont.)

OSHA'S Assessment Worksheets	Read First and Second Paragraph of Information Block:	
	Explain that these assessments are available on-line (From OSHA'S Safety and Health Management System eTool)	
	Clarify that these assessments can be taken on-line. Read Participant Manual section starting with the word "Note: depending on your web browser…."	
	Explain that the purpose of this exercise is to identify what key elements of a Safety and Health policy are in place at their organizations.	
	Explain that there will not be enough time to complete all four assessment areas, Management Leadership and Employee Participation, Worksite Analysis, Hazard Prevention and Control and Safety and Health Training.	
	Put participants in small teams (2-4) from the same organization. If there is only one participant from a company ask them to work alone. Ask the small teams to select one of the four sections to complete. Ask each team to complete the section they selected by putting a check in the box that best reflects the situation at their organization as it currently exists. Be sure they check only one box per information block. Ask them to also complete the Action Plan following each section. Provide 10 minutes to complete. Ask what they learned. Ask if there are questions.	

Exercise	Place Holder. This area left blank so that Participant Manual page numbers continue to correspond to Facilitator Guide page numbers.	

Lesson 10: SHMS Implementation and Monitoring (Cont.)

| **Exercise** | Place Holder. This area left blank so that Participant Manual page numbers continue to correspond to Facilitator Guide page numbers. | |

Lesson 10: SHMS Implementation and Monitoring (Cont.)

_____

Exercise	Place Holder. This area left blank so that Participant Manual page numbers continue to correspond to Facilitator Guide page numbers.	

Lesson 10: SHMS Implementation and Monitoring (Cont.)
_____

Exercise	Place Holder. This area left blank so that Participant Manual page numbers continue to correspond to Facilitator Guide page numbers.	

Lesson 10: SHMS Implementation and Monitoring (Cont.)

_____

Exercise	Place Holder. This area left blank so that Participant Manual page numbers continue to correspond to Facilitator Guide page numbers.	

Lesson 10: SHMS Implementation and Monitoring (Cont.)

_____

Exercise	Place Holder. This area left blank so that Participant Manual page numbers continue to correspond to Facilitator Guide page numbers.	

Lesson 10: SHMS Implementation and Monitoring (Cont.)

_____

Exercise	Place Holder. This area left blank so that Participant Manual page numbers continue to correspond to Facilitator Guide page numbers.	

Lesson 10: SHMS Implementation and Monitoring (Cont.)

_____

Exercise	Place Holder. This area left blank so that Participant Manual page numbers continue to correspond to Facilitator Guide page numbers.	

Lesson 10: SHMS Implementation and Monitoring (Cont.)

_____

Exercise	Place Holder. This area left blank so that Participant Manual page numbers continue to correspond to Facilitator Guide page numbers.	

Quiz-Multiple Choice	Explain that this quiz is multiple-choice and ask the participants to circle the letter below that they believe to be the best answer to the question.	
	Ask if there are questions.	
	Provide 1-2 minutes for participants to complete.	
	Ask for volunteers regarding which requirements were circled.	
	Discuss as necessary.	
	1. When assessing your organization's safety performance, what are the key area(s) that OSHA suggests you focus? A. [Management Leadership and Employee Participation] B. [Worksite Analysis] C. [Hazard Prevention and Control] D. [Safety and Health Training] **E. [All of the above]**	

Lesson 11: Continual Improvement

_____

All Processes Can be Improved	Read Information Block:	*Approximate Time: 15 min.*

| "**Management Processes Typically Ripe for Improvement**"

 (**From OSHA'S Safety and Health Management System eTool**) | Read First Bullet of Information Block.

 Key point: Production should be responsible for safety

 Ask for a volunteer to read the remainder of the information block:

 If no one volunteers, select someone to read.

 Ask if there are questions. | |

Lesson 11: Continual Improvement (Cont.)

"Management Processes Typically Ripe for Improvement" **(From OSHA'S Safety and Health Management System eTool)** 	Read Information Block: Explain that you will be discussing the Accident Pyramid below. Ask if there are questions.	

Accident Pyramid 	Read Information Block: Ask, "What is the significance of the "Accident Pyramid?" Target Response: If we reduce near misses, we will reduce all accidents. Encourage all employees to report near misses.	

Lesson 11: Continual Improvement (Cont.)

_____

Plan-Do-Check-Act	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask if there are questions.	

Lesson 11: Continual Improvement (Cont.)

_____

Quiz	Read instructions.	
	Ask if there are questions.	
	Provide 2-3 minutes for participants to complete.	
	Go through each step and discuss as necessary.	

If I am in the	**Then write …**
"Plan" Phase	P
"Do" Phase	D
"Check" Phase	C
"Act" Phase	A

Activity	**Phase**
Involve everyone in the process	**A**
Implement the change on a small scale	**D**
Identify the potential improvement	**P**
Measure to find out whether the change has accomplished the objective	**C**

Lesson 12: Implementation Challenges and Strategies

_____

The Need for an Effective Safety and Health Management System	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Key point: Safety = Savings! Ask if there are questions.	*Approximate Time: 30 min.*

OSHA's 10 Most Frequently Cited Violations of 2008- Exercise	Read first two sentences (information block/instructions.) Exercise objective: To reinforce the point that the work that is performed by the participant organizations is likely among the most frequently cited OSHA violations. ***We don't want to be one of those cited organizations.*** Allow participants two minutes to complete. Ask if there are questions. Another important point: In ship yards, violating confined space requirements are often cited.	

Lesson 12: Implementation Challenges and Strategies (Cont.)

_____

OSHA: A Good Place to Start	Read Information Block: Ask if there are questions.	

OSHA Resources **(From OSHA's Fact Sheet http://www.osha.gov/Publiceactions/safety-health-management-systems.pdf)**	Ask participants to read this information block to themselves. Explain that this sheet offers resources regarding Small business, Compliance Assistance, Hazard Awareness and the OSHA VPP program. Allow 1-2 minutes for participants to read. Ask if there are questions.	

Lesson 12: Implementation Challenges and Strategies (Cont.)

_____

Additional OSHA Resources **(From OSHA's Fact Sheet http://www.osha.gov/Publications/safety-health-management-systems.pdf)**	Ask participants to read this information block to themselves. Explain that this page provides the participants with additional OSHA resources and contact information. Allow 1-2 minutes for participants to read. Add that another OSHA resource that the participants can take advantage of at no cost is the OSHA Strategic Partnership Program (OSSP). These voluntary Partnerships are designed to encourage, assist, and recognize efforts to eliminate serious hazards and achieve model workplace safety and health practices. Each Partnership develops its own unique, formal agreement that establishes specific goals, strategies, and performance measures. Partnerships are available to all private sector industries and government agencies where OSHA has jurisdiction. Ask if there are questions.	

Lesson 12: Implementation Challenges and Strategies (Cont.)

_____

Challenges and Strategies Exercise	Explain that this a 3-step exercise that covers pages 79 and 80.	
	Explain that in this class there was a lot of information covered and that this exercise will allow the participants to reflect and begin an overall plan of action to implement needed SHMS strategies.	
	Put participants in their small "organizational teams." This time, however, if there is only one participant from a company, ask them to join a team.	
	Read Step One and ask that the participants to only do step one. Allow 5 minutes for Step One.	
	Recap Step One by asking for the Challenges listed and write the challenges on the flipchart.	
	When complete with Step One, read Step Two and ask that the participants to only do Step Two. Allow 5 minutes for Step Two.	
	Recap Step Two by asking for the Strategies listed and write the strategies on the flipchart.	
	When complete with Step Two, ask the participants to turn the page.	

Lesson 12: Implementation Challenges and Strategies (Cont.)

Exercise Continued	Read Step Three, "Complete the Implementation Plan for at least your top two strategies."	
	Allow 5 minutes for Step Three.	
	Recap exercise by asking if anyone would care to share their strategies.	
	Ask if there are questions.	

Post-Test

_____

Multiple Choice	Explain to the participants that the post-test will be scored, and that they *will* be asked to provide their names. This is required because when they pass, they will receive a certificate. They should spell their names as they want to see them on the certificate. Explain that you will give them up to 30 minutes to complete. Also let them know that if they finish early let you know by looking up. Let the participants know that you will be available for any questions. Ask if there are questions. A "Quiz Key" will be provided to score the Quiz.	

True or False	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Matching	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Post-Test

_____

Multiple Choice	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Identify and List	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Post-Test

_____

True or False	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Fill in the Blank	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Post-Test

_____

Multiple Choice	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Put In Order	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Post-Test

_____

Matching	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

True or False	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Post-Test

_____

Matching	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

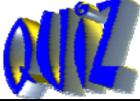|		
Multiple Choice	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Post-Test

_____

Matching	This area is a place holder so that Participant Manual pages will be the same as Facilitator Guide pages.	

Lesson 13: Train-The-Trainer

_____

The Importance of Training	Read Information Block: Ask if there are questions.	*Approximate Time: 60 min.*

_____

This Lesson	Read Information Block: Ask if there are questions.	

_____

Lesson 13: Train-The-Trainer (Cont.)

_____

Lessons that will Benefit Employees Exercise	The objective of this exercise is to provide a brief course review. It is also designed to help participants match the course lessons that should be trained with the specific workers that would benefit from that training.	
	Put participants in small teams (2-4) from the same organization. If there is only one participant from a company ask them to work alone.	
	Read instructions.	
	Ask if there are questions.	
	Allow 10-15 minutes to complete the exercise.	
	Optional if time permits: Draw a flipchart that matches the Participant Manual.	
	Flipchart the Lessons and the appropriate Job Titles.	
	Ask if there are questions.	

Lesson 13: Train-The-Trainer (Cont.)

_____

Inspiring Learners	Read Information Block: Ask if there are questions.	

Inspiring Trainer Characteristics	Read Information Block: *Optional* exercise: The purpose of this exercise is to help the participants identify their trainer strengths and improvement areas. Ask participants to grade themselves on each of the skills/characteristics. Ask them to use the academic scale; A = Excellent, B = Good, C = Average and D = Poor Provide 2-3 minutes to complete.	

Preparation is the Key	Read Information Block: Ask if there are questions.	

Lesson 13: Train-The-Trainer (Cont.)

_____

Establishing the Physical Environment	Read Information Block: Key point: Do not underestimate the importance of "where" you conduct training.	

Designing and Using a Material Checklist	Read Information Block: Key point: You should create and use a checklist any time you conduct training.	

Lesson 13: Train-The-Trainer (Cont.)

_____

Structuring Exercises	Read Information Block: Ask: "How well have I followed these guidelines?" Target Answer: EXCELLENT!	

The Key Elements of Delivery (V3- Vocal, Verbal, and Visual Image)	Read Information Block: Ask if there are questions.	

Lesson 13: Train-The-Trainer (Cont.)

_____

Vocal	Have participants read this information block to them selves.	
	Allow about 2 minutes to finish reading.	
	Optional: Read the information block and violate each of the guidelines.	
	Examples:	
	When reading *Pitch*, deepen or use a screeching voice.	
	When reading *Pace*, read very quickly.	
	When reading *Volume,* raise or lower your voice.	
	Key point: It can be annoying and distracting when not adhering to the guidelines.	
	Ask if there are questions.	

Lesson 13: Train-The-Trainer (Cont.)

Verbal	Ask for a volunteer to read the information block: If no one volunteers, select someone to read. Ask if there are any questions.	

Lesson 13: Train-The-Trainer (Cont.)

_____

Visual Image	Read Information Block: As you read the "Avoid Distractions" bullets, select a distraction or two (swaying, pacing, jingling keys, etc) and portray that distraction. When finished reading, ask the participants if they noticed anything distracting as you spoke. Key point: "Distractions" really are distractions that should be avoided!	

Attire	Read Information Block: Ask if there are questions.	

Stress Reducers	Read Information Block: Ask if there are questions.	

Lesson 13: Train-The-Trainer (Cont.)

_____

| **Quiz**
True or False
 | Ask participants to complete the True or False quiz on their own.

Provide 2-3 minutes for participants to complete.

Go through each question and before providing the answer ask the participants to share their answer.

Discuss as necessary.

1. **True**
   Learning is purely voluntary.

2. **True**
   Regarding training, the physical environment is as important as course content.

3. **True**
   When you are delivering training, pausing conveys that you are relaxed and confident.

4. **False**
   Regarding training delivery, the 3V's are Vocal, Verbal and Vocabulary**. (Vocal, Verbal and Visual Image)** | |

Lesson 13: Train-The-Trainer (Cont.)

_____

How to Use the ISHMS for Shipyard Workers Facilitators Guide	Read Information Block: Ask if there are questions.	

Organization	Read information block. For each bullet point to the corresponding training element in your slide. · Note-taking space with each block of text · Icons to help you quickly determine the Participant Manual content · A copy of the Participant Manual pages · A set of corresponding slides produced in PowerPoint	

Left Page	Read information block.	

Right Page	Just read key point. The key point is bolded: ***The blocks of information on this page correspond directly to the participant manual on the left page.***	

Lesson 13: Train-The-Trainer (Cont.)

_____

How to Use	Read first paragraph.	
	When reading bullets explain the following:	
	· Larger font. (Font is 14) · The words Facilitator Guide in the upper right hand corner · Descriptive Icons	
	Explain that you will describe each Icon in a little while.	

Instructional Tools	Read Information Block:	
	Ask if there are questions.	

Lesson 13: Train-The-Trainer (Cont.)

_____

Facilitat or Icons	Read Information Block:
	
	Key point: The Icons help tell you, at a glance, whether you will be discussing, leading and exercise, flip charting information or conducting a quiz.
	
	  This Icon tells you that the information block is to be read or discussed.
	
	  This Icon tells you that there is a written exercise to be done by the participants. This lets you know that you will likely need to structure the exercise.
	
	  This Icon tells you that you could be flip charting information generated by an exercise.
	
	  This Icon tells you that the participants will be taking a quiz. The quiz questions in the lesson make up the pre-post quiz.	

Lesson 13: Train-The-Trainer (Cont.)
_____

Trainer Feedback	Read Information Block:	
	Ask if there are questions.	
	A blank copy of the feedback is on the following page.	
	This Feedback Form is designed to be confidential, therefore, there is no place to write participant's name.	
	Be sure the participants put in the Date and Instructor name.	
	Facilitator is the person conducting the training.	
	Rating Scale ranges from 1 to 5. A "3" would be average. A "2" below average and a "4" above average.	
	Workshop Materials include the Participants Manual, Power point slides, Facilitator's Guide, and DVD	
	Individual Improvement asks them to rate (left side of section) their knowledge prior to training and their knowledge (right side of section) after training. The pre-post quiz should help here.	

TRAINING FEEDBACK FORM

Course Title: *Implementing a SHMS for Shipyard Workers*   *Date*

Instructor:

Using the rating scale below, circle the number that you believe to be the most accurate.

Rating scale: 1 = Poor   5 = Excellent.

<u>**Facilitator**</u>	<u>**Poor**</u>			<u>**Excellent**</u>	
Clarity of Presentation	1	2	3	4	5
Knowledge of Subject Matter	1	2	3	4	5
Encouraged Participation	1	2	3	4	5

<u>**Workshop Materials**</u> (workbook, slides, and video)	<u>**Poor**</u>			<u>**Excellent**</u>	
Understandable	1	2	3	4	5
Well Organized	1	2	3	4	5
Professional Appearance	1	2	3	4	5

<u>Individual Improvement</u>

Before Training **Knowledge of a Safety and Health** **Management System before training**	**After Training** **Knowledge of a Safety and Health** **Management System after training**

Circle a number below:
   (Poor = 1, Excellent = 5)
	Circle a number below:
	   (Poor = 1, Excellent = 5)

1 2 3 4 5	1 2 3 4 5

Comments: