8TR Risk Management – Facilitator

Background and Preparation

Background
The data shown on Worksheet 1 was developed over several years and shows consistently that efforts of trainers resulted in empowered workers who changed the workplace and transferred those new skills and knowledge to the home and neighborhood. This is a major achievement on the part of the trainers, and has impressed a number of external reviewers and our advisory board. Additionally, we later followed that work up, by asking for specific examples of the changes made. This too was very informative, and showed in particular that workers took more time to think about the job and plan, before doing a task. This data was central to our successful competitive renewal. We proposed the following as part of the five-year work plan that was initiated August 2010:

- Document impact of training by identifying changes in workplace practices and barriers to change
  - Improve participants’ abilities to implement change by designing, implementing and evaluating training modules to improve practices

The activities in this exercise are absolutely necessary to complete the two goals above for which we have been funded, and lay the ground work for another competitive renewal, due in 2014. Without the data from this exercise, we will be in a very weak position to request continued funding. As trainers, you were central to laying the foundation for the current work, and are central to going forward. The time is now to go **FORWARD.**
Preparation

Read the following resource: [http://www2.gtz.de/dokumente/bib/07-0702.pdf](http://www2.gtz.de/dokumente/bib/07-0702.pdf) as an example of plan development, implementation and charting.

Underscore to participants that we are evaluating the training program, not them or their employer.

This exercise will not be appropriate for all TSD refresher programs—selection of when to use it is made at the training center level.

See the last page of this guide for what must be submitted to UC.

Only one facilitator is necessary for this exercise. To maximize learning, the class size should be limited to no more than 24 participants.

This exercise is developed to be conducted as a discussion while completing three activities:

- **Review** of success in reducing risk after training and **identify** opportunities for improvement
- **Summarize** current ways of making suggestions and the overall focus on safety at the workplace
- **Develop** a plan to achieve the action point to reduce risk and chart progress

Depending on the number of employers represented, some activities may be conducted as a full group of participants or in small groups. For participants from the same employer with the same goal, the plan may be developed as a group.

For reporting back to summarize experiences of the participants, you may want to use paper (like large blocks of Post-Its) or SmartBoard technology. Ensure that you have what is needed as part of overall exercise preparation, including copies of Worksheets and an electronic version of Worksheet 5, as appropriate.

There are no lectures; rather, the activities are conducted as discussions. The instructor’s role is to facilitate discussion, keep the exercise on track, and ensure that questions are answered. The purpose of these activities is to encourage participants to use training to reduce risk at work.

If the group is small, it may be useful to organize the room as a large round or U shape to increase discussion. Additional arrangements may be needed if the plans are developed as small group activities.

In order to report the overall tallies of responses, it may be useful to keep track of feedback on a copy of the various tables, entering numbers rather than tick marks.
### Agenda

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Activity 1</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Activity 2</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Activity 3</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Closing</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

Note: Times are estimated minimum. Times could double for Activities 2 and 3 depending on identified barriers.

### Additional Facilitator Resources

*Compliance Assistance Quick Start: General Industry*

http://www.osha.gov/dcsp/compliance_assistance/quickstarts/general_industry/index_gi.html

- Step 1: OSHA Requirements That Apply to Most General Industry Employers
- Step 2: OSHA Requirements That May Apply to Your Workplace
- Step 3: Survey Your Workplace for Additional Hazards
- Step 4: Develop a Comprehensive Jobsite Safety and Health Program
- Step 5: Train Your Employees
- Step 6: Recordkeeping, Reporting and Posting
- Step 7: Find Additional Compliance Assistance Information

### Introduction

Refer to page 1 of the exercise. This provides the overall goals of the program.

Review the main points of the introduction:

- Participants apply skills and knowledge to the workplace
- Documentation of change and barriers to change is part of good training, so that training can be improved
Activity 1

Minimum Content Requirement

Worksheet 1: How Has Training Been Put into Practice?
Worksheet 2: Other Areas Where Training Could Be Put into Practice

Summary of discussion

- Retain group feedback on barriers to change (part of Worksheet 1)
- Retain group feedback on where training helped (part of Worksheet 1)
- Retain group feedback on specific observations during past year (first part of Worksheet 2)
- Retain group feedback on could/should have been different (second part of Worksheet 2)
- Retain tally of summary (last part of Worksheet 2)

Teaching Method

- Group discussion
- Reference materials
- Evaluation forms used previously to generate ‘success’
- Questions you may be asked

Some participants may question why we are doing this. Assure participants that we are evaluating training, not participants. NIEHS funds us to present ‘model’ or ‘cutting edge’ training that will be used in the workplace to reduce risk of exposure to hazards.

Some participants may be reluctant to share. Ask these participants if any of their friends or co-workers have shared relevant experiences with them from other worksites. This will aid in stimulating discussion and may be less threatening.

Citing barriers at their workplace may be done with reluctance. Do not push. Any information shared is welcome to improve training.

Audio Visuals

- Easel or Smartboard

Special Space Requirements

- Space of everyone to see each other to facilitate discussion

Suggested Instructor Preparation

- See overview preparation
Assure copies of worksheets are available

**Discussion**

Hand out or refer to Worksheet 1: How Has Training Been Put into Practice?

Ask participants to complete the first two questions about their training history. (This may help them remember if they were in programs where we used the forms on which the table is based.) It also helps us as a training provider gather data on long-term refresher trainee participation.

Give participants a minute to look at the table.

**Ask questions:**

- What would you tell your co-workers from the information in the table?
- What do you think about seeing nearly the same numbers in each year?

Refer to the types of changes that were reported.

(The evaluation forms used to generate the information in the table and the summary data on ‘what you changed’ follow this Activity guide.)

Ask participants to think about barriers to risk reduction that have existed at their workplace, and complete the table on page 2 of the Worksheet.

Give participants 5 minutes to complete the table ‘Training helped us…’

Ask: How has training helped you and co-workers reduce hazards at work?

If no one offers an example, continue to ask questions:

Have any of you done any of the actions reported by prior participants?

- What
- How
- Who helped you
- Who else benefitted
- Other outcomes

Has anyone asked you a question that you were able to answer because of training?

Have you used the NIOSH Pocket Guide?

Have you asked a question based on your training?

- What
- Who
- Did you use the information?
The best stories are those from participants. Any of these that you can write down will also be useful to the Consortium. You may want to have a TSD worker example as a back-up BUT it should be a last resort only.

Pass out or refer to Worksheet 2: Other Areas Where Training Could Be Put into Practice. (This is the required Year-in-Review.)

Introduce ‘the year in review’ as an opportunity to think back about the past year since the last refresher or initial training. Sometimes work practices are observed or other situations occur but cannot be dealt with at the time. This is a chance to recall activities or actions that might be selected for risk reduction.

Give participants 5 minutes to complete the first list with “yes/no/DR/NA”. Let everyone know there will be a discussion after the list is reviewed. When everyone has completed the list, use easel paper with each of the items listed on a separate sheet and ask for specific examples from the experience of the participants. Write the feedback on the easel paper; alternatively, participants can write on papers posted on the walls of the training site. Retain these lists as part of our data collection. Leave the sheets posted for the remainder of the exercise.

Now ask: For the past year of work activities, did you think of anything that could/should have been done more safely?

Refer to the examples shown on Worksheet 2 as needed.

Write feedback on easel paper, or if participants want to think about it, or work in small groups, there is space on the Worksheet to write examples.

Retain the listing of feedback. Leave the sheets (if using easel paper) posted for the remainder of the exercise. Save Smartboard postings.

Have each person complete the “Summary” table. If participants are comfortable with the questions, ask for a show of hands for each response (no recording of specifically what they identified). Retain the tally.

Resource: Evaluation forms used to generate the table and follow up (shown on next page)
Using Your Training at Work
(Version 0303)

Help us learn whether your health and safety training makes a difference at work.
(Checkmark or circle the appropriate answer for each question.)

1. Is this the first refresh course you have attended since your initial 24-hour or 40-hour hazardous materials health and safety course?
   - [ ] Yes
   - [ ] No
   - [ ] Don't Know

2. In the past 12 months, I...

<table>
<thead>
<tr>
<th>Changed my own work behavior to perform a task more safely.</th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Became more aware of the health and safety hazards at work.</td>
<td>Yes</td>
<td>No</td>
<td>Don't Know</td>
</tr>
<tr>
<td>Had a chance to practice some of the skills I learned in my health and safety training.</td>
<td>Yes</td>
<td>No</td>
<td>Don't Know</td>
</tr>
<tr>
<td>Became more aware of the health hazards around my house or apartment.</td>
<td>Yes</td>
<td>No</td>
<td>Don't Know</td>
</tr>
<tr>
<td>Talked with a relative or friend about a safer way to do things around the house or apartment.</td>
<td>Yes</td>
<td>No</td>
<td>Don't Know</td>
</tr>
</tbody>
</table>

3. Think about a job where you have to work with or around hazardous materials, or imagine what it might feel like to do so. How you would feel—your gut reaction?

<table>
<thead>
<tr>
<th>Very Relaxed</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Tense</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using Your Training at Work © Midwest Consortium
Activity 2

This part of the Exercise is designed to help participants organize information on current ways of making suggestions and their experience with using the existing system and to give some indication of the focus on safety at the work site, by rating support for use of safe work practices.

Minimum Content Requirement

Worksheet 2: Other Areas Where Training Could Be Put into Practice
Summary of discussion
Retain tally of past year
Retain tally of activities that could/should have been done differently
Worksheet 3: Current Practice for Suggestions and Emphasis on Safety and Health
Summary of discussion
Retain group feedback on suggestion methods
Retain group feedback on feedback methods
Retain group feedback on suggestion experience
Retain tally of safety as part of routine

Teaching Method

Group discussion

Reference Materials

None

Questions you may be asked

Some participants may be reluctant to share what they perceive as negative feedback on their company. No one should feel that we are requiring them to provide information that they feel may jeopardize their standing at the company.

Audio Visuals

Easel or Smartboard

Special Space Requirements

Space of everyone to see each other to facilitate discussion
Suggested Instructor Preparation

See overview preparation

Discussion

Distribute or ask participants to turn to Worksheet 3: Current Practice for Suggestions and Emphasis on Safety and Health.

Give participants 10 minutes to complete Worksheet 3; participants from the same employer may want to discuss the answers. Participants will use this information later.

Facilitate a discussion, as appropriate.

- How many ticked each type of suggestion method?
- How is feedback received?
- What types of suggestions were made?
- What are barriers to suggestions?
- How much is safety routine an SOP?

This information will give you, as a trainer, a lot of guidance. For example, if there is no mechanism for input and support for safe work practices at the site is low, those participants may be challenged to find something that they can plan to do. Examples in this situation might include:

- Ask that an SDS be included in a tool box meeting
- Document sharing of training information between workers
- When there is no mechanism, but high support for safety the participants might:
  - Work on a formal suggestion and tracking method

When there is a method and high support for safety the participants are more likely to take on elements from the lists developed.

This information also provides a basis for understanding how much emphasis should be devoted to barriers in Activity 3.
Activity 3

Minimum Content Requirement

Worksheet 4: Developing a Plan to Reduce Risk Using Checklists
Worksheet 4: Developing a Plan to Reduce Risk through Discussion
Worksheet 5: Plan (blank)
Worksheet 5: Plan (example, use as determined by facilitator)
Summary of discussion
- Retain group feedback
Goals (action point)
- By goal (if multiple)
  - Retain group feedback on Reason
  - Retain group feedback on challenge/barrier
  - Retain group feedback on approach

Teaching Method

Group discussion
Small group discussion

Reference Materials

www.whistleblowers.gov
Other resources on OSHA website regarding whistleblower protection

Questions you may be asked

Some participants may be uncomfortable discussing barriers. Do not push them.
Exercise developers agreed that whistle blower protections should be included in Worksheet 4 (checklist version). Be prepared to discuss what this is. See reference materials in this section.

Audio Visuals

Easel or Smartboard
Worksheet 5 (blank) on a flash drive

Special Space Requirements

Space of everyone to see each other to facilitate discussion
Depending on participants and items identified as goals, may need areas for small groups

Suggested Instructor Preparation
See overview preparation
Select the version of Worksheet 4 to be used. One version requires general or group
discussion and one version has checkboxes only. The instructor will choose the one that is
appropriate for the participants and time frame. Assure that you have copies of the correct
worksheet.
Assure that you have copies of the Plan template and prepare an electronic version, as
appropriate.

Discussion
Distribute the selected version of Worksheet 4: Developing an Action Point to Reduce Risk.
Start the activity by listing the goal. If using the ‘discussion’ format, show the goal at the top of
the page; if using the ‘checklist’ format, have participants indicate their selection(s).

Ask: What are the reasons (root causes) that make this goal a priority for you?
What would you want to have in a plan to achieve the goal?

Possible responses:

- Timeline
- Someone responsible for each step
- Completion of each step defined

Ask: What tools or approaches do you have available?

Ask: What are the barriers to achieving the goal?

Possible responses:

- Money
- Need to build support/participation
- Time

Ask: What is a strategy to overcome ____ barrier ____?

Possible responses:

- Enlist other workers
- Enlist a supervisor who is especially safety conscious
- Scale back, and set a smaller goal

Distribute the blank Worksheet 5: Getting It Done!

Be prepared to provide the Plan template electronically to anyone who wants it. Use the
example, or one you develop for a specific group of participants, as appropriate.

Use the specific example Worksheet 5 as needed.
Closing

Ask to copy each of Worksheet 5), and obtain a contact person for follow-back for each plan. Depending on the participants you may have a plan from a group at the same plant, or for the entire group (contract program). There is no one, model plan—it depends on the participants and the goal. The exercise is to empower trainees to identify something that can be changed, document their impact (and barriers). Everyone should think outside the box, including for the format of the final Worksheet.

Assure that everyone understands that there will be follow up to gather information on the use of the training, and provide better training to overcome barriers identified as plans are implemented. Explain that the contact will come from you or someone at the training center (local, not UC) soon after the expected completion date. You will ask:

- If the goal was achieved
- How the plan was altered
- What caused delays
- Barriers experienced and any approaches to resolve
What you do next at the training center?

Send the following to Tim Hilbert:

Comments:
- Any aspects of the exercise—what works/what does not work
- Length of each activity (need to refine the agenda)
- Changes needed

Send Activity 1
- Summary of discussion
- Group feedback on barriers to change (part of Worksheet 1)
- Group feedback on where training helped (part of Worksheet 1)
- Group feedback on specific observations during past year (first part of Worksheet 2)
- Group feedback on could/should have been different (second part of Worksheet 2)
- Tally of summary (last part of Worksheet 2)

Send Activity 2
- Summary of discussion (Worksheet 2)
- Tally of past year
- Tally of activities that could/should have been done differently
- Summary of discussion (Worksheet 3)
- Group feedback on suggestion methods
- Group feedback on feedback methods
- Group feedback on suggestion experience
- Tally of safety as part of routine

Send Activity 3
- Summary of discussion
- Group feedback
- By goal (Worksheet 4)
- Group feedback on root cause
- Group feedback on challenge/barrier
- Group feedback on approach
- Plan (copy of worksheet 5) with expected completion dates (but without name of the contact, or e-mail or phone numbers.)
Worksheet 1: How Has Training Been Put into Practice?

Please complete Your Training History with date of the original 24-hour TSDF program and the number of refresher programs you have completed. You may have contributed to reports of past success, depending on when you accomplished your last refresher.

Your training history

What year did you take the 24-hour TSDF program (your best recollection!)    Year: ________

How many TSDF refresher programs have you completed?    Number: ______

Reports from previous refresher participants—Document that training reduces risk of exposure

Percent reporting YES

<table>
<thead>
<tr>
<th>In the past 12 months…</th>
<th>YR 1</th>
<th>YR2</th>
<th>YR3</th>
<th>YR4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I changed my own work behavior to perform a task more safely</td>
<td>60</td>
<td>55</td>
<td>57</td>
<td>60</td>
</tr>
<tr>
<td>I became more aware of the health and safety hazards at work</td>
<td>72</td>
<td>69</td>
<td>69</td>
<td>72</td>
</tr>
<tr>
<td>I had a chance to practice some of the skills I learned in my health and safety training</td>
<td>60</td>
<td>58</td>
<td>61</td>
<td>58</td>
</tr>
<tr>
<td>I became more aware of the health hazards around my house or apartment</td>
<td>70</td>
<td>68</td>
<td>68</td>
<td>70</td>
</tr>
<tr>
<td>I talked with a relative or friend about a safer way to do things around the house or apartment</td>
<td>52</td>
<td>55</td>
<td>56</td>
<td>55</td>
</tr>
</tbody>
</table>

Used ERG   Recognize confined spaces   Control spills
Identified unknowns   Select sites for CO detectors   Communicate with responders
Reports from previous participants—Specific benefits of training are reported by TSDF workers at refresher training.

Benefits of training cited by TSDF workers include the following:

- used ERG
- recognize confined spaces
- control spills
- identify unknowns
- selected sites for CO detector placement
- interact with emergency responders

The following barriers have been reported by participants in a range of HAZWOPER refresher programs:

- lack of money
- lack of leadership support

Please answer the following:

<table>
<thead>
<tr>
<th>What have been the barriers to workplace change for you?</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Management/Company support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Employee/Union support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazards not easily recognized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (write here)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identifying areas for improvement and working toward improvement should reflect positively at your workplace. No workplace is perfect, and each workplace is constantly changing. Consistently trying to reduce risk is a goal for everyone—labor and management.

Safety pays—everyone should go home as healthy as they came to work!
Using training: How has health and safety training helped you and co-workers reduce risk and make a safer and healthier place to work? Please list examples from your experience in the spaces below.

Training helped us….

Please share your experience with the group.
Worksheet 2: Other Areas Where Training Could Be Put into Practice?

Think about your past year at work discuss the following in your group and record your answers.

Review the following actions/activities and complete the table. (For some items a few examples are given as guidance only. Do not feel restricted by the examples.)

<table>
<thead>
<tr>
<th>During the past year have you….</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Recall</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed a work practice that could have been done more safely?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples: worked at heights without harness or rail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>used a vehicle in need of repair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bung wrench not spark proof</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified a tool that needed a repair?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: frayed electrical cord</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was overexposed to dust, gas or vapor?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposed to a physical hazard?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples: heat/cold, noise, confined space, fall, electrical, slip/trip, struck-by</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovered PPE was not ready for use (missing, dirty or torn)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wanted a resource to find information (that was not available)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples: NIOSH pocket guide missing from health and safety office</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussed a health and safety problem with co-workers?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: One of the supervisors seems to have difficulty hearing—we all need to make sure we speak directly to him, not from the side.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussed a health and safety problem with supervisor/manager?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: eye wash full of dirt and should be cleaned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had or observed a near-miss?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: Someone almost hit by forklift while operator backed up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
During the past year have you….  

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Don't Recall</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed the Emergency Response Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussed Work Plan changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please share your experience with the group.

As a group, discuss activities observed during the year that could/should have been done differently at your workplaces? Here are some examples, but you may recall something not listed:

- used a ladder too short for the purpose
- observed a co-worker jump on a PIV without inspecting it
- I did not use a seat belt every time when driving a company vehicle
- lockout/tagout was not done when a blender belt was being changed
- harness for fall protection was not secured properly
- glasses/face shield was not used when handling chemicals
- saw someone doing hot work take a butane lighter out of his/her pocket
- drum delivery made to the wrong dock

As a group, list examples of activities that could/should have been done differently last year as part of a discussion, or in the spaces below:

Summary: complete the following table for your observations during the year:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Don't Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified something that should/could have been done more safely?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Worksheet 3: Current Practice for Suggestions and Emphasis on Safety and Health**

**How are suggestions for health and safety made at your workplace?**

<table>
<thead>
<tr>
<th>Suggestion method</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Recall</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss with co-workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggestion Box</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Safety Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes: select only one</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Joint Labor-Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Labor only</td>
<td></td>
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<tr>
<td>Tell the supervisor</td>
<td></td>
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<tr>
<td>No way that I am aware of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please fill in)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

If you answered “Yes” to any of the items above, how do you get feedback?

<table>
<thead>
<tr>
<th>Feedback method</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Recall</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodic safety meetings</td>
<td></td>
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<tr>
<td>Health and Safety Committee reports back</td>
<td></td>
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<tr>
<td>Supervisor reports back</td>
<td></td>
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<tr>
<td>Changes to written Health and Safety policies and procedures</td>
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<tr>
<td>E-mail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No way that I am aware of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please fill in)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
During the past year, my experience with making suggestions....

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have made suggestions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, list some of the suggestions you have made below</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have not made any suggestions, because...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nothing to suggest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thought the committee would take care of it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes too much time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not anonymous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nothing ever happens if you do make a suggestion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please fill in)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How much is safety part of the routine where you work?

How much is safety part of the routine where you work?

<table>
<thead>
<tr>
<th>Rate each of the following:</th>
<th>Almost always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>My co-workers expect me to use safe work practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My co-workers encourage me to use safe work practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If safe work practices are not used, a supervisor corrects us</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managers recognize that safety takes less time than an injury</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisors/managers want to know about safer work practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We know we can stop work if it is unsafe to continue</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

As appropriate, be prepared to report back from the small group to all participants.
Worksheet 4: Developing Action Points to Reduce Risk Using Checklists

Select a goal:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Selected (check only one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housekeeping</td>
<td></td>
</tr>
<tr>
<td>First aid supplies replenished</td>
<td></td>
</tr>
<tr>
<td>Respirators cleaned after each use</td>
<td></td>
</tr>
<tr>
<td>Respirator straps and face pieces checked according to schedule</td>
<td></td>
</tr>
<tr>
<td>Emergency alerting practiced</td>
<td></td>
</tr>
<tr>
<td>Increase time to plan before starting tasks</td>
<td></td>
</tr>
<tr>
<td>Inform everyone on whistleblower policies</td>
<td></td>
</tr>
<tr>
<td>Tool inspection and repair tracking</td>
<td></td>
</tr>
<tr>
<td>Segregate and mark contaminated protective equipment</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Work in groups from the same work site, and the same goal, to formulate a plan.

**Step 1. What are the reasons (root causes) that this goal needs work?**

<table>
<thead>
<tr>
<th>Reason it needs work</th>
<th>Yes</th>
<th>Not Applicable/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>No one is really in charge of this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not enough time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor wears too many hats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person who did it retired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not part of a written program or procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrong tools available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: __________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 2. What are the strategies for overcoming challenges or barriers to achieving the goal?**

<table>
<thead>
<tr>
<th>Challenge/Barrier</th>
<th>Yes</th>
<th>Not Applicable/No</th>
<th>Strategy to overcome challenge/barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss of safety bonus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-worker/peer pressure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fear of getting written up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor doesn’t know/care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behind schedule—pressure to get it done</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Challenge/Barrier

<table>
<thead>
<tr>
<th>Challenge/Barrier</th>
<th>Yes</th>
<th>Not Applicable/No</th>
<th>Strategy to overcome challenge/barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs too much</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes too much time</td>
<td></td>
<td></td>
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<tr>
<td>I need the work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Step 3. Determine an approach

How will you approach achieving this goal? – Select an approach (based on root cause(s), challenges/barriers and Worksheet 3: Current Practice for Suggestions and Emphasis on Safety and Health)

<table>
<thead>
<tr>
<th>Approach</th>
<th>Selected (check as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use current practice</td>
<td></td>
</tr>
<tr>
<td>Get support from co-workers</td>
<td></td>
</tr>
<tr>
<td>Go directly to supervisor</td>
<td></td>
</tr>
<tr>
<td>Can implement myself</td>
<td></td>
</tr>
<tr>
<td>Other: ______________________</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 4: Developing an Action Point to Reduce Risk through Discussion

This is the goal: ________________________________

<table>
<thead>
<tr>
<th>What are the reasons (root causes) that this goal needs work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
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<tr>
<td>+</td>
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<td>+</td>
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<td>+</td>
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<td>+</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the strategies for overcoming challenges or barriers to achieving the goal?</th>
</tr>
</thead>
<tbody>
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<td>+</td>
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<td>+</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How will you approach achieving this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
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<tr>
<td>+</td>
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<td>+</td>
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</tbody>
</table>
### Worksheet 5: Getting It Done!

**Action Point: _____________________________**

<table>
<thead>
<tr>
<th>Plan to achieve action point</th>
<th>Who ‘owns’ this step?</th>
<th>Anticipated barriers and approach</th>
<th>Date to be completed</th>
<th>Reason for delay</th>
<th>Date done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
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<tr>
<td>Step 2</td>
<td></td>
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<tr>
<td><strong>Finalize work plan and set deadlines for each additional</strong></td>
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</tr>
<tr>
<td>Report final results to participants/company</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Report results to Training Center</td>
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</tr>
</tbody>
</table>