



Training Solutions, Delivered!

READY, WILLING & ABLE *(Concise)*

**Leader's Guide, Fact Sheet
& Quiz**

This easy-to-use Leader's Guide is provided to assist in conducting a successful presentation.

PREPARING FOR THE MEETING

Here are a few suggestions for using this program:

- a) Review the contents of the Fact Sheet that immediately follows this page to familiarize yourself with the program topic and the training points discussed in the program. The Fact Sheet also includes a list of Program Objectives that details the information that participants should learn from watching the program.
- b) If required by your organization, make an attendance record to be signed by each participant to document the training to be conducted.
- c) Prepare the area and equipment to be used for the training. Make sure the watching environment is comfortable and free from outside distractions. Also, ensure that participants can see and hear the TV screen or computer monitor without obstructions.
- d) Make copies of the Review Quiz included at the end of this Leader's Guide to be completed by participants at the conclusion of the presentation. Be aware that the page containing the answers to the quiz comes before the quiz itself, which is on the final page.

CONDUCTING THE PRESENTATION

- a) Begin the meeting by welcoming the participants. Introduce yourself and give each person an opportunity to become acquainted if there are new people joining the training session.
- b) Introduce the program by its title and explain to participants what they are expected to learn as stated in the Program Objectives of the Fact Sheet.
- c) Play the program without interruption. Upon completion, lead discussions about your organization's specific policies regarding the subject matter. Make sure to note any unique hazards associated with the program's topic that participants may encounter while performing their job duties at your facility.
- d) Hand out copies of the review quiz to all of the participants and make sure each one completes it before concluding the training session.

3955 READY, WILLING & ABLE (*Concise*) FACT SHEET

LENGTH: 10 MINUTES

PROGRAM SYNOPSIS:

Employees being ready, willing and able to give and accept constructive safety feedback is one of the most powerful and effective ways to improve workplace safety. In this unique presentation, Safety Professional Tom Harvey encourages viewers to have the confidence and courage to engage in a constructive safety conversation when a safety problem arises. He also reviews the guidelines that we all should follow once we make the commitment to get involved in the feedback process. Real-world examples of workers communicating with one another are used to illustrate how positive reinforcement is a far better method of encouraging safe behavior than giving negative feedback and criticism.

Topics include committing to never condoning unsafe acts, giving constructive safety feedback and accepting rather than receiving feedback.

PROGRAM OBJECTIVES:

After watching the program, the participant will be able to explain the following:

- Why we all should commit to never condone an unsafe act;
- How to give constructive safety feedback positively and effectively;
- How to accept feedback by focusing on the conversation rather than making excuses;

INSTRUCTIONAL CONTENT:

BACKGROUND

- Constructive safety feedback is people talking to each other about safety; however, in real world situations, employees talking to each other about safety can often be difficult and not at all constructive.
- The reason it's difficult is that we may not know how to do it well and it can make us feel uncomfortable.
- First, you have to be ready to recognize and take advantage of your opportunities to give safety feedback; second, it's critical that you are willing—you have to want to listen and respond; and, third you must be able—you need to know how to give and accept in a constructive manner, where helpful benefits are the result.

CONDONING UNSAFE BEHAVIOR

An example is shown in which Don is working on a machine that should be locked out but isn't. Two co-workers walk by and notice that the machine is only turned off at the disconnect, but walk off without making any effort to speak to Don as he services the machine. Soon afterward, a maintenance worker walks by the machinery and switches the disconnect back on and Don is pulled into the action and gears of the machine when it starts up.

- This is an example of "condoning." When you condone, you give tacit approval; by your silence, you approve the behavior.
- Martin Luther King, Jr. said, "One who condones evil is just as guilty as the one who perpetrates it."
- When you see an unsafe practice or an unsafe situation involving any person, regardless of their position and don't speak up, you are destroying the value of safety.
- Once you commit to never condone, you make the choice that safety is a personal value; truly, you are ready and willing to accept constructive safety feedback because you want to, not because you have to.

GUIDELINES FOR GIVING CONSTRUCTIVE SAFETY FEEDBACK

- When giving constructive safety feedback, first convey your positive intent; be sincere and open. (Example: Boss thanks forklift operator for wearing seatbelt and tells him he appreciates his safety efforts.)
- Describe exactly what you've observed. (Example: Boss thanks worker for having a clean and organized work area and taking pride in her work.)
- State the effect of the behavior or action. (Example: Boss tells forklift operator, "It carries a lot of weight when everyone sees an experienced driver like you setting the right example.")

- Listen for a reaction or ask for a response. (Example: Forklift operator thanks boss and tells him he “just tries to do what’s right.”)

GIVING CONSTRUCTIVE SAFETY FEEDBACK

To serve as an example of giving constructive safety feedback, we revert back to the two employees who walked by Don as he serviced the machine. This time the co-workers stop with one asking the other if Don is doing something wrong. The second worker replies that the machine’s disconnect isn’t locked out and he goes to talk to Don about it.

- To give constructive safety feedback, first be sure to convey your positive intent; be sincere and open. (Example: The worker says to Don, “I know you’ve worked on that machine 1,000 times, but I just noticed a safety issue and I thought I should point it out. I’d hate to see anything happen to you.”)
- Next, describe what you saw. (Example: The worker continues, “I noticed the disconnect switch for this machine isn’t locked out and the maintenance you are doing places your hands and arms near the machine’s gears.”)
- The worker only stated what he had observed. He did not say, “Don, you knucklehead! You’re doing it all wrong. Why didn’t you lock it out first?” This would violate one of the fundamental principles of constructive safety feedback: focus on the situation, issue or behavior, not the individual; don’t make it personal.
- Next, state the effect of the behavior or action. (Example: The worker tells Don that if the machine isn’t locked out, someone could turn the machine on “and with your hands near all those gears, things could be messy.”)
- Then, listen for a reaction or ask the other person to respond. (Example: “That’s how I see it, but what do you think?” the worker asks Don.)
- Getting a response is important. After all, a conversation must be two-way, and as a giver of safety feedback, we also have to listen if we expect a positive outcome.
- Since we will be seeking a change of behavior or condition, we must add the following critical step: discuss until agreement is reached on the best solution. (Example: Don and his co-worker discuss the situation with Don finally agreeing that locking out the machine is the best way to prevent the machine from starting up.)

ACCEPTING CONSTRUCTIVE SAFETY FEEDBACK

- Whenever someone takes the opportunity to give safety feedback someone else has the opportunity to accept it.
- Accepting, as opposed to receiving, implies a willingness to welcome feedback as an opportunity to learn and grow, even if you disagree, even if they are wrong and even if they tick you off with their poor delivery.
- It doesn’t matter if it is your bad mood or their bad delivery, focus on the content, not the personality traits of the giver.
- When you have an opportunity to respond, a good first comment is to acknowledge the other person’s concerns and clarify the feedback. (Example: A worker notices Hal using a tool plugged into an extension cord draped across a wet floor. He brings the lack of a GFCI on the cord to Hal’s attention and Hal responds, “So you think the extension cord running across the wet floor is creating an electric shock hazard?”)
- As the conversation progress, avoid defending or over-explaining; discuss until agreement is reached on the best solution.
- It’s natural to be defensive and spout out an excuse to try to justify an unsafe act, but it’s not constructive. (Example: Hal responds, “Look, I do this all the time; I’ve never been shocked. I’ve never even felt a tingle!”)
- That type of excuse isn’t helpful or productive. Instead of making excuses, focus the conversation on a solution. (Example: Hal tells the co-worker that while a GFCI would make the job safer, re-routing the cord out of the area would also probably work.)
- Always be sure to thank the giver for working with you in a constructive manner. (Example: After Hal’s co-worker explains company policy requires a GFCI regardless, they decide he will go get a GFCI while Hal re-routes the cord. “Thanks for your help; I learned something new today,” says Hal.)

We now replay the earlier example with Don and his co-worker at the machine. After the co-worker explains why the machine should be locked out, he asks Don, “That’s how I see it, but what do you think?” Don says he appreciates the co-worker’s concern and asks him if he thinks that the job requires a complete lockout even though the disconnect is in his line of sight. The co-worker says yes and asks, “Unless you know a better way to keep the machine from starting with you inside it other than the lockout.” Don says he doesn’t and explains that he didn’t see the need at first, but now it had become obvious. He then thanks the co-worker for looking out for him.

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ANSWERS TO THE REVIEW QUIZ

1. a

2. c

3. b

4. c

5. b

6. a

7. a

8. d

9. a

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REVIEW QUIZ

The following questions are provided to determine how well you understand the information presented in this program.

Name _____ Date _____

1. In real world situations, employees talking to each other about safety can often be difficult and not constructive at all.
 - a. True
 - b. False

2. Walking by a machine that should be locked out and not speaking up about it is an example of _____.
 - a. Acknowledging
 - b. Conceding
 - c. Condoning

3. When providing constructive feedback, you should focus on the individual, not the issue or behavior.
 - a. True
 - b. False

4. To give someone constructive safety feedback, first be sure to _____.
 - a. Point out what is being done unsafely
 - b. Convey your positive intent
 - c. Describe exactly what you saw

5. Getting a response from a co-worker when giving constructive safety feedback isn't important as long as the unsafe behavior is stopped.
 - a. True
 - b. False

6. When seeking a change of behavior or condition, it must be discussed until an agreement is reached on the best solution.
 - a. True
 - b. False

7. _____ safety feedback implies a willingness to welcome feedback as an opportunity to learn and grow.
 - a. Accepting
 - b. Receiving
 - c. Recognizing

8. When responding to someone giving constructive feedback, avoid _____.
 - a. Defending
 - b. Over-explaining
 - c. Making excuses
 - d. All of the above

9. Always be sure to thank the giver of feedback for working with you in a constructive manner.
 - a. True
 - b. False