

JOB SAFETY TRAINING

Just FK

SESSIONS OUTLINES

AND

CONFERENCE LEADER'S MANUAL

Canadian Vocational Training

Department of Labour

OTTAWA

JOB SAFETY TRAINING

SUMMARY OUTLINE OF STANDARD 10-HOUR PROGRAM

SESSION I—2 hours.

- Introduction by Plant Executive.
- Interest created by Trainer.
- Faulty and Correct Job Safety Instruction.
- Review of Job Instructor Training.
- Summing up and closing.

SESSION II—2 hours.

- Opening up the session.
- Job Safety Instruction demonstration.
- Job Safety Instruction demonstration discussion.
- Safety breakdown. Practice and Drill.
- Development of Hazard Spots.
- Summary and Assignment for next session.

SESSION III—2 hours.

- Opening up the session.
- Safety Instruction demonstration.
- Presentation and discussion of Job Safety breakdown.
- Summary and Assignments.

SESSION IV—2 hours.

- Opening up the session.
- Job Safety Instruction demonstration.
- Presentation and discussion of Job Safety breakdown.
- Summary and Closing Statement.

SESSION V—2 hours.

- Opening up the session.
- Discussion of Supervisor's major safety.
Responsibilities.
- Summing up.

FIRST SESSION PLAN

IMPORTANT STEPS	KEY POINTS
<p>INTRODUCTION BY COMPANY EXECUTIVE.</p> <p><u>5 Minutes</u></p>	<ol style="list-style-type: none"> 1. States Company's Serious Interest In Accident Prevention. 2. REQUESTS REGULAR and PUNCTUAL attendance at each of the sessions. 3. Introduces Job Safety Trainer.
<p>CREATE INFORMAL ATMOSPHERE.</p> <p><u>5 Minutes</u></p> <p>Ref. 1.</p>	<ol style="list-style-type: none"> 1. Thank Executive for Introduction. 2. Write YOUR NAME on Blackboard. 3. "Meetings will be Informal." 4. "Make Yourselves COMFORTABLE—SMOKE." (If Permissible) 5. CHECK Attendance. (Make Out Cards.)

Reference 1

OPENING UP SESSION I

The following material is prepared as a supplement to the information provided in the Sessions Outline. These illustrations and additional points are desirable to use to **AMPLIFY** and **CLARIFY** items in the Sessions Outline. Illustrations and stories of your own, dealing with **PRACTICAL APPLICATION** of items presented are desirable. However, **NO** item in the outline is to be omitted or changed. **AMPLIFICATION** and **ILLUSTRATION** of such items **ONLY** are in order.

CREATE INFORMAL ATMOSPHERE.

1. If the introduction by company executive does not bring out the three points as shown in the outline, the Conference Leader must develop these himself. Be sure that the schedule of meetings has been made clear. In thanking executive for introduction, make reference to company's attitude and interest in safety.
2. **PUTTING THE GROUP AT EASE AND ESTABLISHING INFORMAL RELATIONSHIP WITH MEMBERS.**

The members of your group are apt to be uneasy mentally and somewhat concerned as to why they are present. In many cases they were probably assigned to attend the meeting. They did not volunteer.

The personal impression that you make during the first 5 or 10 minutes is a big factor because if it is favorable, it makes the work easier to carry on. If it is unfavorable, you must make considerable effort later to overcome this impression.

Tell them you are going to discuss safety problems.

During the conference there will be an opportunity to try out the ideas and practices discussed.

Let the manner of your delivery and your tone of voice show clearly that you are in earnest, that you feel strongly about the importance of the work, and that you fully respect the present knowledge and experience of the group.

Avoid classroom atmosphere as members are mature and resent any suggestion of "school teacher and school boy" relationship. Avoid using such terms as:—class, student, classroom, teacher. Say rather:—group, worker, learner, get-together, meeting, instructor, etc. Training is a normal part of day-to-day supervision—not something special or apart. Think and speak of a training meeting as any other meeting concerning safety and **PRODUCTION**.

(Reference continued)

FIRST SESSION PLAN

STATE YOUR FUNCTION.

5 minutes

15 minutes to here.

READ LETTER FROM

10 minutes

1. To PRESENT a PROGRAM which has proven successful in PREVENTING ACCIDENTS.
2. Not posing as an expert—MERELY PASSING on a practical way to help them make jobs SAFE.
 - Get rough estimate of Total industrial experience of group.
3. All members will contribute EXPERIENCE and POOL SAFETY IDEAS.

1. "The need for safety training is, I believe, best expressed by a letter from _____ which is addressed to you men."
 2. Read letter (with expression and emphasis but no comments during reading).
 3. Put following facts from letter on blackboard.
-

Reference 1—(Cont.)

OPENING UP SESSION I

3. If plant regulations permit smoking, trainers may light a pipe or cigarette, thus setting an example of informality. Remember, however, that a pipe or a cigarette can become a nuisance to you while trying to talk or write. Therefore, when you have set the example of informality, get rid of the pipe or cigarette. Do not chew gum.
4. Fold a 5" x 8" card lengthwise and print your first name or nickname on both outside faces in large letters. *Then* pass out the cards and have the men follow your example. Also have each man print his full name, mailing address, position, and department on the inside of the card.

Explain that the address will be used in mailing out certificates on completion of this Safety Training Program.

You can claim that your own inability to remember names makes the filling out of these name cards a real help to you.

STATING YOUR FUNCTION.

1. Stress that this program has already proved its value in practical use.
2. In emphasizing that he is not an expert, the leader should not minimize his own qualifications.

Draw from each member of the group the extent of his trade and supervisory experience, not so much to get the information, but to set him at ease, since it is something that he can do correctly and easily.

3. Point out the value of their accumulated experience and that your purpose is to help them to make better use of what they *now know*.

Emphasize the importance to the individual of pooling the group experience and safety ideas.

FIRST SESSION PLAN

READ LETTER—(Continued)

80% of all accidents result from human failures.

BLACKBOARD

Handwritten scribbles

_____ Man days lost
last year.

_____ Man days would
build or produce _____

_____ Lost pay

_____ Lost sales

25 minutes to here.

4. "So, SAFETY is IMPORTANT!"

Reference 2

HOW FIGURE USED IN SESSIONS OUTLINE WAS REACHED

Total production in your plant last year Product

Total number of man hours worked last year

Assuming that the average man day equalled Hours per day

Total number of man days worked

Therefore, the number of _____ produced
(product)

Per man day

Number of days lost due to accidents

Lost production	Product Per Day		Days Lost
	_____	X	_____
	= _____		Product

From the above formula you can enlarge on the loss due to accidents by further comparing it, for example, to the earnings lost per man, lost company sales, lost essential (or war) equipment.

FIRST SESSION PLAN

SAFETY PROBLEM SHEETS
10 minutes

Ref. 2

Distribute Safety Problem Sheets

“These figures indicate that we are faced with important problems, let’s take a look at some of these problems as we see them out in the shop.”

Check with group the safety problems which apply to their jobs.

NO DETAILED DISCUSSION—Merely get quick group recognition of those which apply to members.

—Have each check and keep his own sheet.

GET AGREEMENT that problems checked could be **SOLVED** or **HELPED**—by good job safety instruction.

35 minutes to here

“By tackling problems like these, which we just agreed can be at least partly solved by training, we can make a real dent in the 80%”.

Reference 3

SAFETY PROBLEM SHEET

DISTRIBUTING SAFETY PROBLEM SHEETS

Distribute a problem sheet to each member. Refer to the heading which tells how the list was compiled and explain its purpose briefly.

It is for their own use as a quick means of visualizing just where safety training can help remedy common shop problems.

You do not want it back. Avoid giving any impression that this is a check on their departments.

Not trying to explore *every possible* situation where training can be helpful. We will look at a small sample of current problems. Maybe no one has all of those shown on the list. Maybe he has others not listed here. For now, let us think a little about those listed.

Some of the items are beyond the control of the individual members; others are within their control. Who is responsible is not the question. Our only purpose now is to realize where training can help in solving these problems.

Read each problem and ask members to check any they have.

Use your own pencil and check problems yourself.

Strive for variety. Occasionally ask a member who has made a check, for a verification. Avoid discussing the problems at length until the whole list has been gone over.

Ask individuals which problems they have found in their own experience to be most serious. Get actual replies from 4 or 5. Get group agreement that training would help.

The purpose of this sheet is to stimulate more specific thinking about training on actual jobs which the members supervise.

— *To the Trainer.* This sheet is to be used to give members of the group a chance to loosen up and talk. It is your chance to get acquainted with their views on safety and training. You must use it to get conviction that the problems presented can be eliminated or at least helped by proper safety training. Be sure to get individual members to make definite statements that the problems on this sheet which they have in their own department, could be at least partly solved if it were possible for workers to have good safety training.

Conclude discussion by quoting the sentence in the outline.

FIRST SESSION PLAN**DEMONSTRATE FAULTY AND CORRECT JOB SAFETY INSTRUCTION****INSTRUCTION; THE KEY TO SAFETY**5 minutes40 minutes to here.

1. 80% of all accidents preventable by training.
2. Prevention, therefore, depends chiefly on **RIGHT KIND** of job safety instruction.
 - (a) Getting workers to **KNOW** the **HAZARDS** of each job operation.
 - (b) Instructing workers in **SAFE JOB METHODS**.
 - (c) Making sure workers follow job safety instructions.
3. Proper instruction is the **Key to Safety**.

DEMONSTRATE FAULTY JOB SAFETY INSTRUCTION.5 minutes

Ref. 3 →

1. "Let us take an **ACTUAL JOB** and **DEMONSTRATE** the exact manner in which the foreman gave instruction."
2. Call for volunteer to act as the **LEARNER**. (Qualify).

Reference 4

DEMONSTRATE FAULTY JOB SAFETY INSTRUCTION

The person who acts as a learner for this demonstration should be told that he is a new worker and has had no training in safety.

The **PURPOSE** of this demonstration is to show the following:

When the average foreman instructs a new man on the job, he tends to use methods that are ineffective.

The average foreman thinks he has covered safety adequately if he merely tells a man "to be careful."

The following **POINTERS** should be carefully observed in making the faulty demonstration.

Get the man's name.

Be friendly in your dealings with him.

Tell him briefly of the importance of the job.

Merely *tell* him what the job is; do not demonstrate it. Make your instructions reasonably complete. Don't mention the words, "*steps*" or "*key points*".

How to Make Faulty Demonstration.

The demonstration job used is a simple material-handling job which we refer to as "The Tote Box Job." In the faulty demonstration the Trainer calls up a "learner" and informs him that his job is to carry tote boxes of parts from one section of the department, where a sub-assembly operation is performed, over to another section where a machine operation is performed on the parts. The job is a very simple one:— he merely has to observe what machine operators are in need of material and supply them with a filled tote box of parts. He is also to observe that the parts with yellow ends must be taken to the old machines because the old machines will take only the parts with yellow ends, whereas the new machines will take either the parts with or without the yellow ends.

Reference 4—(cont.)

DEMONSTRATE FAULTY JOB SAFETY INSTRUCTION—(cont.)

The only safety instruction given in the faulty demonstration is a remark at the end of the instruction, "Be careful you don't drop one of these boxes on your toes because they weigh about fifty pounds."

Ask him if he understands or has any questions but don't question him about the job. Use such phrases as, "you understand that, don't you?" and "you don't have any questions, do you?"

Have him take the box over to the machine.

As an after-thought, tell him to be careful. Stress the fact that you do not want accidents and to be careful not to drop the box on his foot.

Tell him to bring back the empty box.

Tell him to go ahead with the job.

Discussing Faulty Demonstration.

In discussing faulty demonstration, bring out whether the job was below average, average, or better than average as seen in actual practice.

Do not relate to this particular plant, nor imply that the members of the group instruct in this manner.

FIRST SESSION PLAN

DEMONSTRATE FAULTY JOB
SAFETY INSTRUCTION—
(Continued)

45 minutes to here.

3. Give FAULTY instruction.
 - (a) Give your name and get his.
 - (b) Only tell him what he is to do.
 - (c) Mention safety but merely tell him not to drop box on his toes.
 - (d) Have him do the job and leave him.

4. Ask "was that good instruction?"
 - Merely get negative reaction.
 - Don't stop now to get detailed criticism.
 - Don't stop to analyze what was wrong with instruction.

DEMONSTRATE CORRECT JOB

SAFETY INSTRUCTION.

15 minutes

Ref. 4

1. "Let us use another instruction method on that same job."

 2. Call up a DIFFERENT MEMBER to act as the learner. (Qualify).
-

Reference 5

DEMONSTRATE CORRECT JOB SAFETY INSTRUCTION

HOW TO MAKE CORRECT DEMONSTRATION.

Do not imply that the second demonstration will show a better instructional method.

So much depends on your putting on an ideal demonstration that you should be letter perfect in carrying it out.

Remember that every point you will stress later in discussions of the breakdown and the four basic steps must be covered by this one demonstration.

When well done, it is a background to which you can refer during the remainder of the session.

In this instruction the learner is told to position his feet equidistant from the box to be lifted so that the strain will be evenly distributed when he lifts. He is told to keep his feet as close together as possible without losing balance in order that his pelvic bone might give proper support to his abdominal wall when the lifting strain takes place. He is also instructed to bend at the knees, keep his back as straight as possible and still maintain balance and then lift with his leg muscles rather than his back muscles. He is also instructed to be sure he gets the proper grasp of the box before starting to lift. He is told to observe his pathway carefully to be sure there are no stumbling objects or slippery spots which may cause a fall. These safety instructions are woven into the job instruction at the proper place so that the group witnesses a very thorough piece of complete instruction including necessary safety instruction.

You will have to work out *exactly* how to emphasize each step.

The *PURPOSE* of this demonstration is to show the following:

The proper method of instructing a new man on the job.

The attention that should be paid to Safety on the job.

TOTE BOX DEMONSTRATION—The learner should be told that he is a new worker who has had *no safety training*.

Preparation of the Worker:

Ask the name of the employee and introduce yourself. Put him at ease by showing interest in his welfare, family, housing, or method of transportation to and from work. Use one of the above but do not spend too much time.

Find out what kind of work he has been doing and what he knows about this job.

Explain the job and its importance. The carrying of parts to machines with him as an important link in the chain of work. Tie in any personal contact with the War Effort.

FIRST SESSION PLAN

DEMONSTRATE
CORRECT JOB
SAFETY INSTRUCTION
(Continued)

3. Give correct instruction.
 - Put him in proper position.
 - Be sure to give 4 steps.
 - Mention key points by name.
4. Ask, “What was different about this second instruction method?”
5. Discussion should bring out:—
 - Difference between faulty and correct demonstration.
 - (a) Used a good instructional method.
 - (b) Made safety analysis of the job before giving instruction.

“In this way safety was built into the Job Instruction so the man learned safety as part of the work he was to do.”

Pose Question:

Should safe methods be taught when worker first learns job or is it O.K. for the safety department to teach them later?

1 hour to here.

Stress need for safety training on *THE JOB*.

Reference 5 (*Continued*)

DEMONSTRATE CORRECT JOB SAFETY INSTRUCTION

PRESENTING THE JOB

In presenting the demonstration, tell, show, illustrate, and question carefully and patiently. Instruct clearly and completely, taking up one point at a time. Stress key points and safety instructions enumerating key points under each step.

STEP 1—OBSERVE

Last row. When the parts in the box beside the operator are down to the last row, take over another box.

Yellow ends to old machines. Explain that old machines will take only the parts with yellow ends, but that the new machines will take either.

Clear aisle. The aisle must be checked to make sure there are no slipping or tripping hazards, overhead cranes, or anything which may endanger a man while he is carrying the box from one bank of machines to the other.

Condition of box. Inspect the box carefully for slivers, nails, etc. before picking it up. If box is defective, do not pick it up—notify supervisor.

STEP 2—PICK UP BOX (Ask the man if he has ever been taught the proper way to lift.)

Strain. Proper method of picking up weight. Feet well placed, not too far apart, directly under the body, and same distance from the box. Keep the back straight, bend at the knees and lift with leg muscles. Get a firm grip on the box.

Protect feet. Man should wear safety shoes. Get a firm grip on the box.

STEP 3—CARRY BOX

Clear path as above. Watch for overhead cranes, trucks in path, slipping and tripping hazards.

STEP 4—PUT DOWN BOX

Beside stand for convenience of operator.

Strain. Reverse method of lifting.

Do not pinch fingers. Let the leading edge of the box down first.

Gently, so as not to injure threads on parts.

Reference 5 (*Continued*)

DEMONSTRATE CORRECT JOB SAFETY INSTRUCTION

PERFORMANCE TRY-OUT

Stop him immediately if you notice any mistake.

Make sure he follows exactly what you presented. If he becomes confused, then show and explain the correct procedure until the faulty movements are overcome.

Question him to assure yourself that he *does* understand what you presented. If he must go back, go far enough to make it clear.

Ask him to go through the job again and explain to you what he is doing and why. If he does not explain the key points, ask questions beginning with "why, what, where, when, and how", that will require a correct explanation. Do not use questions that can be answered "yes or no."

Continue until you *know he knows* the job.

FOLLOW-UP

Ask him to go ahead with the job on his own.

Explain that if he has any questions he should see you, no one else.

You will be available to help him.

Tell him you will return in a half hour to see how he is getting along.

FIRST SESSION PLAN

REVIEW OF JOB INSTRUCTOR TRAINING

**THE FOUR INSTRUCTION
STEPS OF J.I.T.**

30 minutes

Ref. 6

“We said that one of the things that made the second demonstration different was the use of good instructional method. This method was that of Job Instructor Training or J.I.T.”

Check how many in group have had J.I.T.

—“How long ago?”

Principles of J.I.T. apply in all instruction.

—“Let’s review J.I.T. as applied to the job just demonstrated.”

1. Lead discussion—Question to bring out 4 steps of good instruction.

Don’t have merely an abstract discussion. Relate it to the tote box job.

Reference 6

NOTES ON THE REVIEW OF JOB INSTRUCTOR TRAINING

THE FOUR INSTRUCTION STEPS OF J.I.T.

The *purpose* of this 30 minute section is to *review* Job Instructor Training for those who have had it and to outline the *four steps of good job instruction* for those who have not had it.

Write "How to Instruct" on the blackboard.

It is very possible that the group will remember the four steps and the material included in each step well enough that there will be a tendency to get through before 30 minutes have passed.

Therefore it will be important to enlarge upon the *reason* for each of the steps of good instruction.

Be sure to relate this J.I.T. review to the tote box. For example:

Ask the group—what the first step that you, as the foreman, undertook in teaching this job to the learner.

FIRST SESSION PLAN

THE FOUR INSTRUCTION
STEPS OF J.I.T.
(Continued)

BLACKBOARD

2. Get following points on blackboard:

Step I—Preparation (of the learner)

- (1) Put learner at EASE.
- (2) FIND OUT what he ALREADY knows about the job.
- (3) Arouse INTEREST and desire to LEARN JOB.

Step II—Presentation

- (1) *Tell, show, illustrate* and give reasons "Why".
- (2) Instruct slowly, clearly, completely, one point at a time.
- (3) REPEAT question "why, what, where, when, who, how" check.
- (4) Make sure *Learner* really learns.

Reference 6—*Continued*

REVIEW OF JOB INSTRUCTOR TRAINING

When you have Step One, *PREPARATION*, on the board, with the three points underneath it, question the group about the *importance* of putting the learner at ease, finding out what he knows, and arousing his interest.

If a learner feels at ease and relaxed, he will be more receptive to what you have to teach him. Until this is done he may be tense, scared, apprehensive or even belligerent.

If we take time to find out what the learner knows about the job, we will avoid the possibility of teaching him something he may already know. This will save valuable time and help us to use this man to the greatest advantage.

It is necessary to get the learner interested so that he will want to learn the job and do it well. He will pay attention, and your teaching job will be easier and more effective.

Point out that the *PREPARATION STEP* can be covered without spending a lot of time. Sometimes there is a tendency to overdo this part of job instruction. While it must not be slighted, it must not be overdone.

In Step Two, *PRESENTATION*, make clear to the group the value of questioning the worker to make him participate.

It is not necessary to have the worker repeat instructions verbatim, but merely to have him remember the *key points* and the sequence of the *steps*.

In step two, you present the job till the worker learns what he is to do, whereas in Step Three, *PERFORMANCE TRY-OUT*, he actually practices what he has learned, while *you* observe and check.

Point out the value of asking questions beginning with why, what, where, when, how or other words that keep the worker from merely giving a "yes" or "no" answer.

Point out the value of correcting errors immediately rather than allowing the worker to get tangled up in an incorrect procedure and thereby learn the wrong method.

FIRST SESSION PLAN

**THE FOUR INSTRUCTION
STEPS OF J.I.T.—(Continued)**

Step III—Performance try-out

- (1) *Test* the learner by having him *perform* the job.
- (2) Ask questions beginning with *why, how, when* or *where*.
- (3) Observe performance, correct errors, *repeat* instructions if necessary.
- (4) Continue until you *know* he knows.

Step IV—Follow up

- (1) Put him "On his own."
- (2) Check safety frequently.
- (3) Taper off supervision.

Emphasize—If the learner hasn't learned, the teacher hasn't taught.

Total 1 hour 30 minutes to here.

Reference 6—*Continued*

REVIEW OF JOB INSTRUCTOR TRAINING

In Step Four, *FOLLOW UP*, draw from the group the reasons why this step is important.

If a worker knows where to go with questions and is encouraged to do so, he will not tend to try to solve his own problems thereby getting into difficulty.

Any additional information which, if given as part of the instruction, would confuse the worker should be given in the follow-up step. This is a part of tapering off supervision.

Be sure that the essential aspects of Job Instructor Training are made clear and are thoroughly reviewed.

If the group shows evidence of remembering their J.I.T. program clearly and well, use this 30 minutes to enlarge upon their J.I.T. experience and to get examples of the use of the four steps of good instruction in the jobs that they have experienced.

Make it very clear that you were discussing only the four steps of good instruction.

Refer to the fact that the 2nd tote box demonstration was *different from the first* for two reasons:

1. *A good instruction method was used.*
2. *A good safety analysis was made*

and that you are merely discussing the good instructional method which is J.I.T.

FIRST SESSION PLAN

GETTING READY TO INSTRUCT A JOB

20 minutes

Ref. 7

BLACKBOARD

Job _____	
Steps	Key Points

“Recall that in J.I.T. we learned that in order to instruct properly it was necessary to GET READY.

1. Lead discussion to these points:

- Have **RIGHT TOOLS, EQUIPMENT, SUPPLIES** and **MATERIAL** ready.
- **WORK PLACE PROPERLY ARRANGED** for safety and efficiency, just as worker will be expected to keep it.
- **BREAK DOWN** the job.

2. Put headings “Job”, “Important Steps”, and “Key Points” on blackboard.

- Ask for definition of “Job.”
- Ask what important step is.
- Ask what the 3 rules for finding key points are.
- List them on the blackboard.

Reference 7

GETTING READY TO INSTRUCT A JOB**THE THREE GET-READY STEPS**

Write "How to Get-Ready" on the board.

In the 20 minute discussion following the four J.I.T. steps, the conference leader will summarize and review the *get-ready steps* of J.I.T. as distinguished from the four steps of instruction.

In this part of the session, there will be a tendency to run short of time; therefore, it is necessary that this be handled as a review and not as a conference procedure.

If the members of the group cannot give the answers promptly, the conference leader should give them.

Get them on the board.

It is important here to clarify the terms "Job", "Important Steps", and "Key Points".

1. In clarifying the term "*Job*", we are not trying to make any definition for the group. Some people may think of "*Job*" as what a man does all day—what he is paid for. They may think of "*Operation*" as some process or work sequence which is a part of a job.

For one a job may consist of a number of operations.

For another his job may be repeating the same operation time after time, all day long.

For instruction purposes a job is the operation or group of operations which a learner can absorb in one instruction.

2. Make clear what an *Important Step* is. It is a logical lump of the job, which advances the work that is being done.

FIRST SESSION PLAN

**GETTING READY TO
INSTRUCT A JOB—(Continued)**

Distribute J.I.T. cards to group members who have lost theirs.

1. Will it make or break the job?
2. Will it make the job easier to do?
3. *Will it injure the worker?*
4. Make J.I.T. break-down of the tote-box job. Write it on the blackboard as drawn from the group.

First get down the *Important Steps*.

Then get down the key points including all *Safety Key Points*.

5. Point out that we said the other thing which made our second demonstration different was that we had a *Good Safety Analysis*.

“In other words, we got all of the *Will-it-Injure-the-Worker* key points in our break-down.”

(Continued on next page)

Reference 7—(Continued)

GETTING READY TO INSTRUCT A JOB

Clarifying the terms “Job”, “Important Steps” and “Key Points.”

2. Be sure that you make clear what it meant by a *Key Point*. A key point is a word or phrase to remind you of what you must tell the worker concerning each step of a job so that he will do the job correctly.

In this connection it is important to bring out the three rules for finding key points.

Put them on the Board in the way given in the Session outline.

If the members of the group do not give them to you *in order*, wait until they are all given and then put them on the board in the proper sequence.

3. Once these terms have been clearly defined, put the tote box breakdown on the blackboard.

If you have done a good correct demonstration of the tote box job, you will be able to get the steps and key points of the tote box job from the group quickly and accurately. This is one of the reasons why it is so important to do a perfect demonstration with the tote box.

Do not make any alteration in the breakdown. You are writing a breakdown of the job as it was demonstrated. Have no group discussion on whether or not the job method was correct.

Make it very clear that what we have done in this First Session is to *review* J.I.T. with particular emphasis on the four steps of good job instruction.

Point out that in the remaining four sessions we will be concerned *primarily* not with the four steps of good instruction, but with *how to find the safety key points*,—The “will it injure the worker” key points—for our own jobs.

FIRST SESSION PLAN

GETTING READY TO
INSTRUCT A JOB—(Continued)

1 hour 50 minutes to here.

5. Explain that in following session we will put time on learning how to find all of the safety key points in a job and to make good safety analysis of our work.

SUMMING UP AND CLOSING

EXPLAIN NEXT SESSION

5 minutes

Ref. 8

Give J.I.T. Breakdown sheets to 2 volunteers.

BLACKBOARD

“Next session we’ll ‘Learn by doing.’”

– “Apply principles of this first session to our job.”

Get two volunteers who will put on job safety instruction demonstration at next session.

(Time limit, 15 minutes).

– “Pick job with *Definite Hazards* in its performance.”

Request that each and every member bring a written list of 10 jobs he supervises. (All of his jobs if he supervises less than 10).

Show on blackboard.

Reference 8

NOTES ON SUMMING UP AND CLOSING

In asking for two volunteers at the end of the Session One, point out that it is possible that you may not get around to using both demonstrations.

Explain that you would like to have both of them be ready with their jobs and that if one doesn't put on his demonstration in Session Two you will use him to start off Session Three.

If it is difficult to obtain a volunteer to put on a job demonstration, this simple technique may be used: "You will volunteer to bring in a job, won't you, Joe?" Address this directly to some member who has seemed to take an interest.

When you request that each supervisor bring in a list of 10 jobs that he supervises, point out that what we want actually are ten instructional jobs that must be passed on to the workers in his department.

Draw a little sketch on the blackboard showing how you want this list made up with the member's name on the top and the jobs listed below.

Point out that the reason we want to find the hazards in our jobs and the reason that we are going to discuss finding these hazards is so that we can instruct workers in how to avoid these hazards and thus make our contribution toward eliminating the 80% of accidents that can be avoided by proper training.

FIRST SESSION PLAN

INSTRUCTION IS BASIS OF
ACCIDENT PREVENTION.

5 minutes

READ LETTER.

2 hours to here.

RE-EMPHASIZE—80% of accidents prevent-
able by training.

—“Human failures best prevented by good in-
struction.”

“Safety instructions as essential, inseparable
part of JOB instruction.”

—“Master job INSTRUCTION with proper
emphasis on SAFETY and you will prevent
most accidents.”

“In closing, the purpose of this training best
expressed in the letter from _____
which I want to read again.”

Without further comment, close session
promptly at scheduled time.

SESSION II

SECOND SESSION PLAN

 IMPORTANT STEPS

 KEY POINTS

OPENING UP THE SESSION

**CREATE INFORMAL
ATMOSPHERE AND PUT
GROUP AT EASE.**

3 minutes

Ref. 9

1. Record the ATTENDANCE.
2. Brief REVIEW of the first session.
 - Explain difference between J.I.T. and J.S.T.
 - Explain difference between 4 steps of instruction and 3 get Ready steps.
 - List only the FOUR STEPS on the blackboard.
 - Ask, “what if ‘the learner hasn’t learned?’” get answer, “the teacher hasn’t taught.”
 - Ask, “why is good JOB INSTRUCTION so essential in preventing accidents?”

(Answer 80%).

Reference 9

OPENING UP SESSION II**BEFORE THE SESSION STARTS**

Be on hand ahead of time to make sure that the room is properly set up; that the 80% is on the blackboard; and that you have a supply of job breakdown sheets and hazard spot cards.

It will help a great deal if you are able to give the men their own name cards when they arrive for the session. If not, put them on the table and let each man get his own.

For the early part of the session, the members of the group should be supplied with scratch paper unless they have their own.

OPENING UP THE SESSION

In opening the session, express your appreciation of their being on time; and, if necessary, stress against the necessity of being on hand promptly for the meeting in order that you may be able to close it on time.

In this session it is necessary to explain the difference between Job Instructor Training and Job Safety Training. In Session One it was made clear that the difference between the two demonstrations came about because of two things.

1. A *good instruction* method was used.
2. A *safety analysis* of the job had been made before the instruction was undertaken.

Job Instructor Training has to do with the good training method. In Job Instructor Training the foreman has learned the four steps of good instruction, and the Get-Ready Steps, which include breaking down the job.

Job Safety Training has to do with enabling the foreman to determine the hazards in his jobs, so that when he makes a breakdown all of the safety key points will be included.

J.I.T., therefore, is concerned with how to instruct; J.S.T. is concerned with how to find hazards in jobs and put them over as part of job instruction.

SECOND SESSION PLAN**SETTING THE STAGE FOR
THE DEMONSTRATION**

2 minutes

Ref. 10

5 minutes to here.

Announce that the **FOUR STEPS** of good instruction will be demonstrated by group member who will teach another member to do a job safely.

“We will learn by doing.”

Ask members to **OBSERVE CAREFULLY** and make notes of **ERRORS, OMISSIONS** and **FAULTY INSTRUCTING METHODS** for discussion that will follow demonstration.

Tell members to observe particularly whether “Practice Instructor” puts over **SAFETY INSTRUCTION** properly, without neglecting **FOUR STEPS** and other **KEY POINTS**.

Select a member to act as “Learner.”

(Qualify).

Reference 10

JOB SAFETY INSTRUCTION DEMONSTRATION

HOW TO HANDLE THE JOB SAFETY INSTRUCTION DEMONSTRATION

After announcing that the four steps of good instruction will be demonstrated by the group member:—

1. Mention that although you asked two men to be ready with demonstrations at the last session, you will probably only have time to put on one demonstration in this session and ask the other man if he will be ready with his demonstration for Session Three.
2. Ask all members of the group to take notes on the demonstration so that we can discuss how the *four steps of instruction were handled*, and how well the safety aspects had been thought out in advance.
3. Ask the member to prepare the work place for his demonstration. As he is doing this, ask the nature of the job, and whether he wants an inexperienced worker or if certain skills are required for this job.
4. Choose a member to act as learner who does not know the job, if possible.

Introduce the learner to the member putting on the demonstration if the job situation demands it.

Reference 10—(Continued)

JOB SAFETY INSTRUCTION DEMONSTRATION

5. While the job is being demonstrated, be sure you make a breakdown of the job and take notes on the demonstration.

Look for basic errors in instruction.

Find out whether *step one* was adequately performed.

In *step two* see whether the steps and key points were made clear.

In *step three* look to see if errors were corrected promptly and in a friendly fashion.

Notice whether or not he let the worker go before the job was actually learned.

See if he had at least a token *step four*. In the job demonstrations in these sessions, step four must necessarily be somewhat artificial.

6. Notice particularly whether the member putting on the demonstration has picked out too big a job.

The demonstration should be limited to fifteen minutes unless it is obvious that it can be finished by allowing an extra two or three minutes, or if the demonstration is going so smoothly that the discussion afterward is not likely to bring out many corrections.

If it becomes obvious that the demonstration cannot be completed in fifteen minutes, don't hesitate to cut it off within the time allotted.

After the demonstration has gone on twelve or thirteen minutes, mention that the time is about up and ask that the individual go into step four of J.I.T. and handle the follow-up.

SECOND SESSION PLAN

<p>CALL ON VOLUNTEER.</p> <p>(15 minutes for demonstration.)</p> <p><u>20 minutes to here.</u></p>	<p>Have him get up before group and Instruct "learner."</p> <p>(Be sure to make breakdown yourself.)</p>
<p>DISCUSS DEMONSTRATION.</p> <p>(15 minutes)</p> <p>3 minutes</p> <p>Ref. 11</p>	<p>At finish of instructing demonstration have group review and discuss.</p> <p>(Include your own comments).</p> <p>Ask such questions as these: (Not necessarily all. The ones that apply.)</p> <p>"In step I—PREPARATION—What things did he do to prepare the worker properly?"</p> <p>"What general comment shall we make about his handling step one, preparation of learner?"</p>

Reference 11

HOW TO COMMENT ON THE JOB DEMONSTRATION

In this session your first comments should be limited only to the four steps of J.I.T.

You must not allow the discussion to get into whether the right steps or the right key points were brought out.

Do not discuss the arrangement of the work place, or the adequacy of the preparations.

If necessary, announce to the group that they must limit this part of the discussion merely to how well the four J.I.T. steps were followed.

Take this part step by step, asking the group for comments, but be sure that you summarize briefly, the chief suggestions that have been made by the group concerning the handling of each step.

When you are discussing *step two*, the presentation of the job, if you ask how well the safety key points were put over, see that the discussion is limited only to his handling of the key points which he brought out and that you do not discuss whether other key points should have been included.

If it was necessary to cut the demonstration short, be sure to point out the reasons why the job was not taught in 15 minutes.

The reasons are likely to be one of the following:—

- a. The demonstrator attempted to combine several instructional units.
- b. The information he was trying to get over was too much for fifteen minutes.
- c. Too much time was spent on one of the four steps—usually the preparation of the workers.

It is important that you follow the time table rigidly on this part of this session.

Be sure that, when the four steps of good instruction have been discussed you summarize the demonstration as a whole.

Stress that the weaknesses in the demonstration were due to the lack of an adequate preliminary analysis of the job before instruction was undertaken. This must be done in such a way as not to antagonize the man who put on the demonstration.

SECOND SESSION PLAN

DISCUSS DEMONSTRATION—
(Continued)

5 minutes

“In step 2—PRESENTATION—Did he make steps and key points of the job clear?”

“How well did he put over the safety key points?”

“Did he question the worker properly during his demonstration?”

“What statement can we make about the handling of step 2 in general?”

4 minutes

“In step 3—PERFORMANCE TRY-OUT
How did he find out whether the worker really knew the job?”

“How did he correct the learner?”

“How certain did he make that the learner really knew before he left him?”

SECOND SESSION PLAN

DISCUSS DEMONSTRATION (Continued)

1 minute

“In step 4—follow up—what instructions did he give the worker concerning difficulties or questions he might have about the job?”

“How confident are you that the worker would do his job safely when he was left alone?”

“How many of you believe that the learner has really learned?”

2 minutes

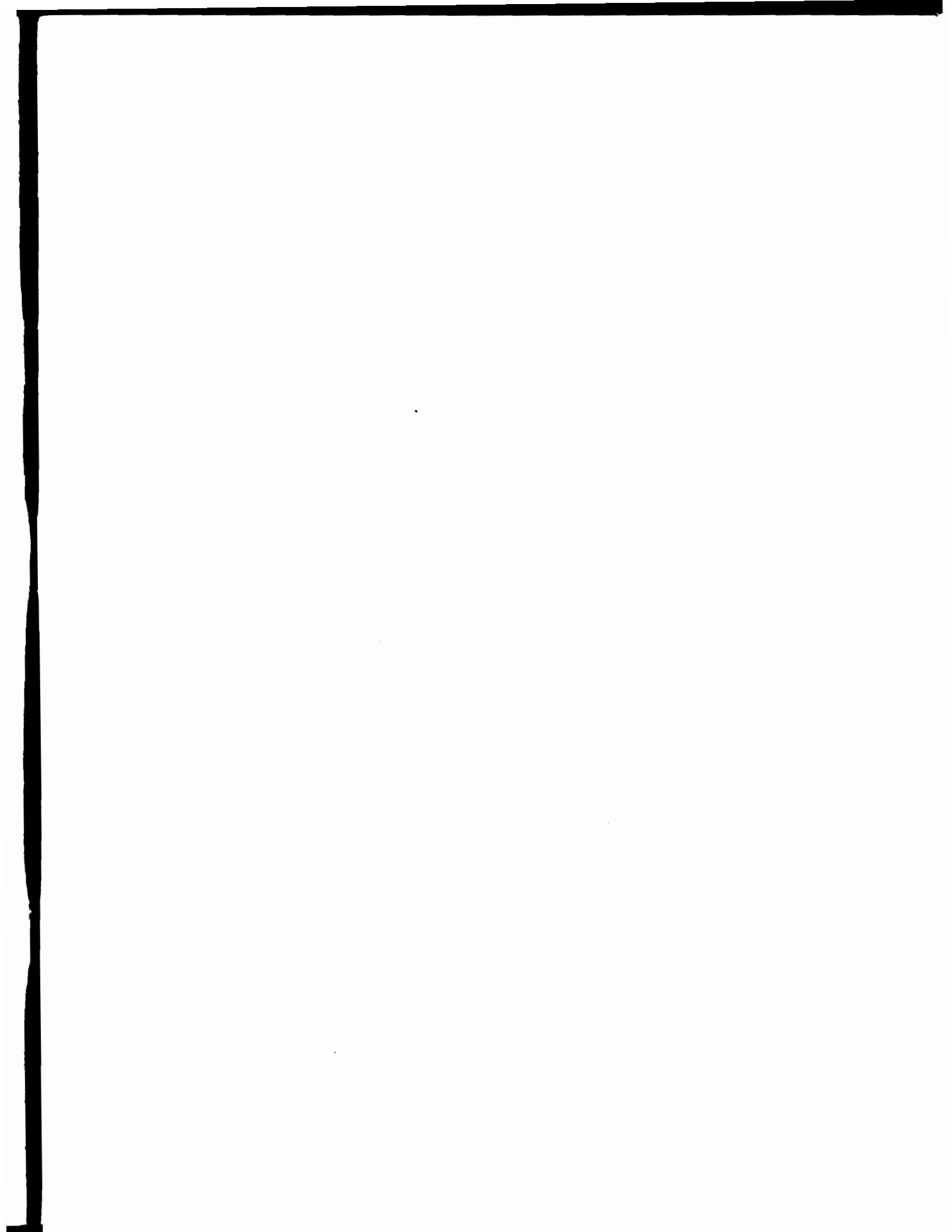
35 minutes to here.

TO SUMMARIZE—Make final comment on the instruction demonstration as a whole—special reference to safety.

Bring out clearly that this demonstration was not **EXPECTED** to be **PERFECT**.

“It was better than average in industry.”

“It revealed need for very careful preparation and job safety breakdown before giving instruction.”



SECOND SESSION PLAN

DISCUSS GET-READY STEPS

Have everything ready—

- Right tools
- Equipment
- Material
- SAFETY DEVICES

5 minutes

Ref. 12

Have work place arranged—

- For efficient work
- FOR SAFETY
- Just as worker will be expected to keep it.

EMPHASIZE: This means GOOD HOUSEKEEPING.

- What is housekeeping?
- Everything in its place.
- DRAW out EXAMPLES of POOR HOUSEKEEPING.

Ask if volunteer made a J.I.T. breakdown sheet. If so, get it from him.

Ask how he found his safety key points.

“Just experience?”

40 minutes to here.

Reference 12

HOW TO DISCUSS THE GET READY STEPS

This part must be handled briefly, and will be largely done by the conference leader rather than the group. Unless the group can give the answers immediately, the conference leader must provide them himself.

Point out that we are interested in three get ready steps and put them on the board.

The *first* is to have everything ready.

The *second* is to have the work place arranged for safety and efficiency.

The *third* is to break down the job.

SECOND SESSION PLAN

SAFETY BREAKDOWN PRACTICE AND DRILL

DISCUSS SAFETY BREAKDOWN

2 minutes

Ref. 13

“We depend on general experience so much that we sometimes miss a safety point that we would get if we had a method of checking over a job from a safety point of view.”

“This results in not instructing on all the safety angles of the job.”

“When we fail to teach a safety point there is a risk of

- A man hurt
- Lost time
- Lost production.”

THEREFORE

There is need for making a **SAFETY BREAKDOWN** for **EACH JOB**.

DISTRIBUTE

“**SAFETY BREAKDOWN SHEETS.**”

Reference 13

HOW TO HANDLE THE SAFETY BREAKDOWN PRACTICE AND DRILL

Point out here that what we actually want to discuss is breaking down the job and refer to the fact that, at the close of session one, we said that particularly we wanted to find a method of discovering all of the *safety key points*.

Usually, we determine safety key points merely from general experience.

Point out the value of having some systematic method of checking over a job in order that we do not miss any of the hazards in it.

Tell them that you are going to show them the systematic method that was used in breaking down the Tote box demonstration given in Session One.

SECOND SESSION PLAN

DISCUSS SAFETY
BREAKDOWN—*Continued*

3 minutes

Ref. 14

BLACKBOARD

The SAFETY BREAKDOWN SHEET is just like the old job instructor training breakdown sheet except it has a third column for instructions to be given in connection with the safety key point.

“Let’s see how we used this safety breakdown sheet to instruct the man properly in carrying the tote box at our last meeting.”

Reproduce quickly on blackboard the J.I.T. breakdown from session one, **LEAVING OUT SAFETY KEY POINTS.**

Have only 2 columns—**STEPS** and **KEY POINTS.** Leave space for safety instructions.

“Here is our breakdown without considering the safety angles. Now let’s see how we got our **SAFETY KEY POINTS.**”

Reference 14

**BREAKDOWN SHEET
For Safety Instruction**

Job: Tote Box SUPERVISOR: John Doe

STEPS	KEY POINTS	SAFETY INSTRUCTION
1. Observe	Last row Yellow ends-old machines Clear path Condition of box	{ Tripping, slipping hazards Projections Slivers, nails.
2. Pick up Box	Strain Protect feet	{ Feet equal distant from box Feet narrow spread-balance Feet directly under body Back straight Bend at knees Lift with leg muscles Firm grip Safety shoes
3. Carry Box	Clear path	{ Tripping, slipping Projections
4. Put down box ↑	Strain Pinch finger	Reverse lifting method Let front edge down first

Check each step
for
these Hazards →

1. Work area
2. Material Handling
3. Machines
4. Tools
5. Improper Clothing

Avoid
HAZARDS
by

1. Removing hazard
2. Personal Protection
3. Safe Job Method

SECOND SESSION PLAN

DISCUSS SAFETY BREAKDOWN
Continued

10 minutes

Ref. 15

– Call attention to five hazard spots listed at bottom of safety breakdown sheet.

1. Work area
2. Material handling
3. Machines
4. Tools
5. Improper Clothing

“How do we find the hazard?”

Lead group discussion on each **HAZARD SPOT** in turn.

Bring out points indicated below:

FIRST HAZARD SPOT
WORK AREA

- (a) Housekeeping (tripping, slipping)
- (b) Piling, improper storage, floor loads, blocking
- (c) Illumination
- (d) Cramped quarters
- (e) Corners
- (f) Stairs
- (g) Inclines
- (h) Blind exits
- (i) Aisles
- (j) Ventilation
- (k) Holes, excavations
- (l) Exposed surfaces—Electrical hot, sharp, etc.

55 minutes to here

Reference 15

HAZARD SPOTS

When you put the J.I.T. Breakdown of the tote box on the board, show only the headings "steps" and "key points." Do not put down the Safety Instruction column at this point, but *leave room for it* on the blackboard.

In handling the discussion of the *HAZARD SPOTS*, be sure that you make it clear how these hazard spots on the job are to be explored. For example:

After you have discussed the *work area* as a hazard spot, summarize by pointing out that you have just talked over the kinds of hazards that can exist in a work area.

Therefore, whenever any of them are making a job breakdown they should examine the work area.

If there are any stairs or inclines, they will know that a hazard exists.

If there are exposed surfaces, hazards exist.

If there are any holes or excavations in the work area, a hazard exists that must be noted on the breakdown sheet.

When you have finished the discussion of the second hazard spot, make this same summary.

Point out that when they are breaking down a job, they should look to the materials that are being handled and if there are any heavy materials, there is a hazard; if there are explosive materials, there is a hazard, etc.

The same summary must be made after the finish of the discussion of each of the hazard spots.

The following material may be useful in directing the discussion of these hazard spots.

(Reference—*Continued*)

Reference 15—*Continued***HAZARD SPOTS**1st Hazard Spot—**WORK AREA****a. Housekeeping—everything in its place—cleanliness and orderliness.**

- (1) Untidy exits and aisles, slippery floors, debris scattered about.
- (2) Fire hazard.
- (3) Use of splash guards and drip pans to keep floors clean.
- (4) Removal of ice (salt, etc.).
- (5) Turn down or withdraw nails from scrap lumber and blocking.

b. Illumination

- (1) Right type of light; not just “enough to see by.”
- (2) Adequate at the darkest point in the area which is to be illuminated.
- (3) Properly directed and diffused; fairly uniform.
- (4) Planning and location of windows—provision of awnings and shades.
- (5) Keeping light bulbs, windows, etc. clean in order to get advantage of full light.
- (6) Lighting of passageways, stairs, exits, etc.
- (7) Directed light at point of operation.
- (8) **TO GIVE ILLUMINATION WITHOUT OBJECTIONABLE SHADOWS AND DEEP CONTRASTS OF INTENSITY. AVOID GLARE.**

c. Storage and piling.

- (1) Consideration of weight and volume, height and location.
- (2) Avoid interference with sprinkler system.
- (3) Flammables away from radiators and steam lines.
- (4) Allowable floor load.
- (5) Suitable racks for pipes, round stock, etc.
- (6) Containers for small articles (bins).
- (7) Storage of tools.
- (8) Separate storage for volatile liquids, acetylene and oxygen.
- (9) Danger of spontaneous combustion in storage of certain materials.

d. Cramped quarters, corners.

- (1) Plan route.
- (2) Danger of visibility.
- (3) Watch for “other fellow.”

Reference 15—*Continued***HAZARD SPOTS**1st Hazard Spot—**WORK AREA**—*Continued**e.* Stairs, inclines, cat walks.

- (1) Push trucks, not pull, down inclines.
- (2) Proper guard rails and tow boards.
- (3) Housekeeping on stairs.
- (4) Stair maintenance.

f. Blind exits.

- (1) Vision holes in doors (use wire reinforced glass).
- (2) Piling material in front of exits.
- (3) Identification of emergency exits—use of coloured lights, signs, etc.

g. Aisles

- (1) Tripping and slipping hazards, protruding points.
- (2) Untidy aisles.
- (3) Marking of aisles to prevent narrowing aisle space.
- (4) Danger from overhead cranes, etc.

h. Ventilation

- (1) Exhaust systems for removal of dust, fumes, and vapours.
(Venturis straight line ventilation, fans, air washers, etc.)
- (2) Personal protective equipment—masks, etc.
- (3) Air conditioning.
- (4) Occupational disease caused by exposure to toxic atmosphere.

i. Holes, excavations.

- (1) Proper guarding; rails, ropes, red lights, signs, etc.
- (2) "Land slides" because of poor piling of dirt near excavations.
- (3) Shoring needed. Type of soil determines depth of hole that should be dug before shoring is necessary.

j. Exposed surfaces—electrical, hot, sharp, etc.

- (1) Guard rails.
- (2) Non-conductive floor mats (in front of switch boards, etc.)
- (3) Condition of electrical wiring.

SECOND SESSION PLAN

DISCUSS SAFETY BREAKDOWN
—*Continued*

10 minutes

SECOND HAZARD SPOT
MATERIAL HANDLING

- (a) Heavy
- (b) Rough
- (c) Sharp
- (d) Long
- (e) Poisonous
- (f) Hot
- (g) Explosive
- (h) Slippery
- (i) Fragile
- (j) Acid
- (k) Alkali

65 minutes to here.

Reference 15—*Continued***HAZARD SPOTS**2nd Hazard Spot—**MATERIAL HANDLING**

- a.* May be done manually or by mechanical means.
 - b.* Either on same level or to different level.
 - c.* Use of skids, ramps, wheelbarrows, jacks, trucks, pry bars, cranes, conveyors, elevators.
 - d.* Personal protection by use of safety shoes, gloves, aprons, etc.
1. Sharp (such as tacks, nails, sheet metal, glass, splinters)
 - a.* Use gloves, tongs, scoops, cranes, etc.
2. Rough (cement blocks, bricks, abrasive wheels)
 - a.* Use gloves, hand pads, aprons, shoulder pads, mechanical handling.
3. Long, awkward shapes (ladders, door in a wind)
 - a.* Rollers, slings.
 - b.* Use of two men on long material.
 - c.* How to carry a ladder—leading edge high so that no one will be struck when turning corner.
4. Poisonous (Arsenic compounds, etc.)
 - a.* Should be labeled, segregated and locked.
 - b.* Proper type containers.
 - c.* Special clothing, respirators, masks, rubber or other gloves.
5. Hot (rivets, solder, steel and iron, etc.)
 - a.* Asbestos gloves, tongs, ladles, slings.
6. Explosives
 - a.* Heat, impact, friction and shock.
 - b.* Rough handling.
 - c.* Grounding.
7. Slippery (Greasy bar stock, smooth objects)
 - a.* Slings, containers, ropes, etc.
8. Fragile (Weak containers, light bulbs)
 - a.* Careful handling.
9. Acids and Alkalis
 - a.* Proper containers.
 - b.* Prevent injury which might cause leaks.
 - c.* Correct storage.
 - d.* Acid resistant clothing, masks, acid goggles.
10. Flammables (gasoline, waste, oily rags, etc.)
 - a.* Spontaneous combustion.
 - b.* Storage problems, waste disposal.
 - c.* Bonding containers.

SECOND SESSION PLAN

**DISCUSS SAFETY
BREAKDOWN—Continued**

10 minutes

THIRD HAZARD SPOT**MACHINES**

- (a) Point of operation—Cutting, punching, forming, etc.
- (b) Power transmission—Line shafts, other shafting, belts, gears, etc.
- (c) Pinch points.
- (d) Projections.
- (e) Flying pieces.

FOURTH HAZARD SPOT**TOOLS**

8 minutes

- (a) Proper tools.
- (b) Proper use of tools.
- (c) Proper condition of tools.
- (d) Proper place for tools.

FIFTH HAZARD SPOT**IMPROPER CLOTHING**

7 minutes

- (a) Loose, ragged.
- (b) Flammable.
- (c) Neckties.
- (d) Jewelry.
- (e) High heels.
- (f) Badly worn shoes.

1 hour 30 minutes to here.

Reference 15—*Continued***HAZARD SPOTS**

3rd Hazard Spot—MACHINES

- a. Guarding point of operation (explain what point of operation is).
- b. Possibility of guard failure.
- c. Position of guarding.
- d. Guard rails, toe boards and catwalks around large machines.
- e. Enclose all gears, moving parts.
- f. Two hand control, automatic feed, other like contrivances.
- g. Pinch points (i.e. as on powered belt conveyor).
- h. Protective equipment—goggles, etc.
- i. No protruding set screws on shafts, etc.
- j. Emery wheels—stand to one side when starting.

4th Hazard Spot—TOOLS

- a. Proper tools; the right tool for the job. Right size, shape, length, etc.
- b. Proper use of tools—don't use a monkey wrench for a hammer or a screwdriver for a chisel.
- c. Proper condition of tools—burred heads, cracked handles, spread jaws, etc.
- d. Proper place for tools—on tool board, in tool room or crib, in tool box. Not laying about. Sheath for knives, chisels, etc., when carrying.

5th Hazard Spot—IMPROPER CLOTHING

- a. Loose, ragged clothing which might get caught in moving parts.
- b. Neckties which might get caught in moving parts, in a shop.
- c. Flammable clothing around furnaces, open fires. Particularly watch greasy, oily clothing.
- d. Wool clothing used exclusively around acids, sometimes felt hats required.
- e. Silk and rayon in explosives plants.
- f. Women wearing high heels, jewelry. (Men also on jewelry but not to such an extent.)

SECOND SESSION PLAN

DISCUSS SAFETY BREAKDOWN

Continued

5 minutes

Ref. 16

Emphasize checking **EVERY STEP** in each job breakdown against all five major **HAZARD SPOTS**.

PASS OUT "HAZARD SPOT CARDS."

"Let's apply this card against tote-box breakdown on the board."

Show how first step was checked against hazard spot card, and **WRITE SAFETY KEY POINTS** into breakdown.

Don't discuss this part. **SHOW** the group how it was done.

Check each step in turn until all safety key points are in the breakdown.

How to use "Safety Instruction" column.

– Write words "Safety Instruction" at top of space left on blackboard for third column, now to be revealed.

Reference 16 APPLICATION OF HAZARD SPOT CARD

At the completion of the hazard spot discussion, *pass out the hazard spot cards* and point out that they have on them a summary of the material which has just been discussed, and that these hazard spot cards should be used to check over every job.

Tell them that you are going to show them how this hazard spot card was used to find the hazards in the tote box job.

Be sure that here you do not have a discussion of the use of the hazard spot card. You are showing or demonstrating its use in getting the hazards in the tote box demonstration.

After all of the safety key points have been written into the tote box breakdown, then put the heading, "safety instructions" over the blank space left for it on the blackboard.

Show them how the safety instructions were written for each "Safety Key Point."

Make it clear what is the difference between a *safety key point* and *safety instructions*:

The *Safety Key Point* is a reminder of a hazard. It is merely a word or two that brings to mind during instruction the existence of a danger point in the job.

The *Safety Instructions* are the directions we give the man to see that he avoids the hazard of which the key point reminds us.

To assist in understanding the method of writing safety instructions bring out the three rules for making them and show how these rules were applied. For example:—

On your first hazard spot, which is to see that there is a clear aisle, you remove the hazards.

Under step two, in writing safety instructions for avoiding strain, it is impossible to remove the hazard or to use protective equipment. Therefore, you teach a safe job method.

In protecting the toes, it is impossible to remove the hazard, but it is possible to use protective equipment, so you instruct the man to wear safety shoes.

SECOND SESSION PLAN

DISCUSS SAFETY BREAKDOWN
Continued

Stress difference between "Key Point" column and "Safety Instruction" column.

"Key Point" merely contains reminder words—no elaboration.

It reminds us of a hazard.

"Safety instruction" column lists in detail the detail the safety instruction to be given on safety key points.

Give the 3 rules for making safety instructions:

1. REMOVE HAZARD
2. Use protective equipment
3. Teach safe job method

**PASS OUT TOTE BOX MODEL
BREAKDOWN SHEETS**

Fill in "SAFETY INSTRUCTION" column for the tote-box on blackboard.

—In detail—but be brief—don't use full sentences.

1 hour 35 minutes to here.

Reference 16—*Continued*

APPLICATION OF HAZARD SPOT CARD

These are examples of the way you make it clear how the three rules for making safety instruction are applied to the safety key point.

This part will have to be handled rather briefly. It is merely used to set a pattern.

Then actually apply it to the job which was demonstrated at the first part of the session.

It is here that you can enlarge upon and make more clear the use of the hazard spot card and the three rules for making up safety instructions.

In handling this breakdown of the job demonstration, do not allow the group to discuss the methods and the process key point.

Tell them frankly that this is something they can take up among themselves in J.I.T. Sessions.

We want to be concerned chiefly with finding the safety key points and writing the proper safety instructions to cover them.

Keep the group on the beam in handling only safety material in this part of the session.

Your basic objective here is to teach them how to use the hazard spot card and how to write safety instructions.

SECOND SESSION PLAN**JOB SAFETY BREAKDOWN
ON VOLUNTEER JOB**

15 minutes

Have group breakdown the volunteer job presented earlier in the session.

Put breakdown on board with as little discussion as possible. Use man's breakdown if you can. If not, use your own.

—Merely be sure STEPS are corrected for job.

—DON'T TAKE TIME ON PROCESS
KEY POINTS.

Spend the time having group check for safety key points using hazard spot cards.

Have members write breakdown on their own sheets as a model.

Make it clear that this job can be quickly and easily done with practice.

SECOND SESSION PLAN

SUMMARY AND ASSIGNMENT FOR NEXT SESSION

ASSIGNMENT

4 minutes

Ref. 17

Ask members to hand in the list of their jobs as required in first session.

SELECT A MEMBER WHO WILL BE PREPARED to come in to **THIRD SESSION** and put on a complete job safety instruction demonstration.

- Have member name job he will demonstrate.
- Use his list, if necessary to aid in selecting job.
- Demonstrations must be completed in 15 MINUTES.
- Demonstration must be a **COMPLETE JOB SAFETY INSTRUCTION**.
- Demonstrator will bring in complete **JOB SAFETY BREAKDOWN** sheet covering his demonstration job.

(Continued on next page)

Reference 17

SUMMARY AND ASSIGNMENT

NOTES ON CLOSING THE SESSION

In selecting the number who will put on the demonstration in Session Three remember that you already have one man prepared for this job.

Choose a second man and tell him that he should be ready to put on a Job in Session Three, but that you may not use him until Session Four.

The trainer must be very clear and emphatic in giving his instructions to the group concerning breakdown sheets that they are to bring in for Session Three.

It should be made clear that each of the members of the group must have a breakdown sheet which can be discussed.

That you will request that these be turned in to you for discussion by the group.

That Session Three cannot be handled effectively unless everyone plays his part in providing a breakdown sheet.

This must be emphasized or some of the members of the group will not bring them to the Third Session and you will be handicapped in handling it.

SECOND SESSION PLAN**ASSIGNMENT—*Continued***

Request every member to write us a complete **JOB SAFETY BREAKDOWN** for one of the jobs on his list and bring it to the next session—Each breakdown sheet will be **DISCUSSED** by the group, with special consideration of the **SAFETY POINTS**.

Provide each member with blank job safety breakdown sheets for assignment.

CLOSING

1 minute

2 hours to here.

Close meeting with appropriate remarks.

Adjourn promptly at scheduled time.

SESSION III

THIRD SESSION PLAN

IMPORTANT STEPS	KEY POINTS
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OPENING UP THE SESSION

BRIEF OPENING STATEMENT	<p>“Now we come to the part of the program where each member applies principles to his own problems.”</p>
5 minutes	<p>“We will learn by doing.”</p>
Ref. 18	<p>“Each will profit by experiences of all in coming sessions.”</p>
	<p>“How many have safety breakdown sheets ready to discuss?”</p>
	<p>“Remind members that TEST OF GOOD INSTRUCTION, INCLUDING SAFETY, is in the slogan, “If the learner hasn’t learned, the teacher hasn’t taught.”</p>
	<p>–Safety is every supervisor’s responsibility.</p>

Reference 18

OPENING UP SESSION III**BEFORE THE SESSION STARTS**

Get there early, make sure the 80% is on the blackboard and that the room is properly set up.

Have a supply of breakdown sheets.

By this session you should know the names of all of the members of the group.

It will be helpful if you can give them their cards as they arrive and call them by name.

NOTES ON OPENING THE SESSION

Point out that in this session the thing that we want to do is to give every member an opportunity to put into practice in his own jobs the methods of making safety analyses that were brought out in Session Two.

We will do this by discussing and putting on the blackboard the breakdowns that each one has made. In this way everyone will have a chance to participate in analysing some or all of the jobs which the members have brought in.

In discussing these jobs our criticisms will be constructive from *an impersonal viewpoint* and aimed at making a good safety analysis of the job.

Ask them to turn in their breakdown sheet.

As they are turned in notice which ones seem to be fairly well set up and seem to be reasonably representative of the jobs that one finds in the plant where the conference is being held.

Pick out the best six as they are handed in and put them to one side.

THIRD SESSION PLAN

REVIEW

5 minutes

Ask members to tell the **THREE THINGS** a supervisor must do in **GETTING READY** to give **SAFETY INSTRUCTION**.

Ask, "What are the **FOUR BASIC** steps of all good instruction?"

Ask, "What are **FIVE HAZARD SPOTS**?"

Ask, "What are the three ways to avoid hazards?"

– What does each include?

Ask, "What is the difference between a **SAFETY KEY POINT** and a **SAFETY INSTRUCTION**?" (As shown in second and third columns of breakdown sheet).

Reference 18—*Continued*

OPENING UP SESSION III

Tell the group that before we start to break these jobs down we will tackle one job, both from the point of view of the *four steps of good instruction* and from the point of view of the safety analysis which was made.

Tell the group that we must keep in mind our slogan of good training, namely:—

“If the learner hasn’t learned, the teacher hasn’t taught.”

Ask the group—“What are the four basic steps of all good instruction. *Get them on the board.*

Do not stop to get the points under each of these four steps, although you can refer to them briefly if you wish.

Next ask members to tell the three things which are necessary to Get Ready, the Five Hazard Spots, and the Three Rules for Developing Safety Instructions.

These also should be put on the board.

THIRD SESSION PLAN

SAFETY INSTRUCTION DEMONSTRATION

CALL UP THE MEMBER
SELECTED AT LAST SESSION
TO DEMONSTRATE
INSTRUCTION

15 minutes

Ref. 19

25 minutes to here.

Explain how demonstration will be conducted.

— Confine demonstration to 15 minutes.

— Ask GROUP to OBSERVE demonstra-
tion closely and take notes to see if
demonstrator—

1. Follows 4 BASIC STEPS of instruction.

2. Puts over SAFETY INSTRUCTION
CLEARLY, COMPLETELY, and
CORRECTLY.

Have this done on safety breakdown sheets.

Select a member to act as "Learner" (Quality
volunteer).

Have member instruct "Learner".

(15 minute limitation).

Have demonstrator TURN IN HIS BREAK-
DOWN SHEET.

Reference 19

NOTES ON SAFETY INSTRUCTION DEMONSTRATION

Call on member who is going to put on the demonstration.

Have him set up the work place and get one of the others in the group to act as a learner, following the same procedure as given in the manual on the demonstration in Session Two.

However, in this case pass out safety breakdown sheets and ask the members to make a breakdown of the job on these sheets.

Handle the limitation of the demonstration and the discussion of the *four steps of good instruction* as given in the manual for Session Two.

Make it clear again that here the discussion is to be limited merely to the four steps of good instruction.

At the end of the fifteen minute discussion period, summarize the way in which the four steps were covered.

State now you wish to cover the *get ready steps*.

Check the first two get ready steps briefly with the group and when you start to discuss breaking down the job ask for the breakdown sheet.

In discussing the steps of instruction and the get ready steps refer to the material on the blackboard.

THIRD SESSION PLAN

DISCUSSION OF FOUR BASIC
STEPS OF GOOD INSTRU-
TION

(HOW DID HE INSTRUCT?)

15 minutes

Discuss demonstration (15 minutes)

—Point discussion chiefly at **SAFETY ANGLES** of demonstration.

—Use **HOW, WHY, WHEN, WHAT, and WHERE** questions to stimulate discussion.

In step 1—**PREPARATION**—What things did he do to prepare the worker properly?

“What general comment shall we make about his handling of **STEP ONE—PREPARATION OF** the learner?”

“In step 2—**PRESENTATION**—Did he make steps and key points of the job clear?”

“How well did he put over the **SAFETY KEY POINTS?**”

“Did he question the worker properly during his demonstration?”

“What statement can we make about the handling of step 2 in general?”

THIRD SESSION PLAN

DISCUSSION OF FOUR BASIC
STEPS OF GOOD INSTRUCTION

Continued

“In step 3—PERFORMANCE TRY-OUT, how did he find out whether the worker really knew the job?”

“How did he correct the learner?”

“How certain did he make, that the learner really knew before he had left?”

“In step 4—FOLLOW UP how did he taper off supervision?”

“What other things did he do to follow up?”

—Get GROUP OPINION of effectiveness of the instruction.

—Sum up discussion of demonstration by indicating STRONG and WEAK points.

40 minutes to here.

THIRD SESSION PLAN

DISCUSSION OF DEMONSTRATOR'S "SAFETY BREAK-DOWN SHEET"

(HOW WELL DID HE GET "READY?")

10 minutes

Ref. 20

"Did he have everything ready?"

"How well did he have work place arranged?"

– FOR SAFETY

Consider demonstrator's breakdown sheet.

– PUT HIS STEPS AND KEY POINTS ON BOARD.

– Leave space for "Safety instruction" column.

CORRECT BREAKDOWN ON BOARD.

– Emphasize the STEPS.

– Bring out corrections through group discussion.

Get the man's agreement on all chances.

Ask, "Did he get all SAFETY KEY POINTS?"

– Have members put HAZARD SPOT CARDS BEFORE THEM.

Reference 20

PUT DEMONSTRATOR'S STEPS AND KEY POINTS ON BOARD

At this point erase the blackboard and write down on it the steps from the *demonstrator's breakdown sheet*.

Leave a column for the key points and the safety instructions, but don't stop to write them down at this point.

If the steps of the job as given by the person who made the demonstration seem reasonably correct tell the group that you will use the steps as given unless someone really feels that a correction needs to be made.

If the job has been badly broken down ask for or indicate yourself what changes might be made.

In any event do not spend too much time on this part of the discussion.

After the steps have been put on the board, if no changes have been made in the steps of the job put down the *key points* as they appear on the breakdown sheet given to you.

If changes have been made, make any appropriate rearrangement to fit the steps.

Then have the group use their *hazard spot cards* to find *additional safety key points*.

Do not allow the group to wander off into a discussion of key points that are merely academic or are not actually practical from the point of view of good job practice.

There will be a tendency here for the group to pull in tiny detailed safety points that are almost artificial in character. If this occurs ask if such things honestly represent real hazards that might actually occur on the job, or whether they represent only remote possibilities, that would not occur under normal job conditions.

It is important that the discussion here be realistic from a shop point of view.

THIRD SESSION PLAN

DISCUSSION OF DEMONSTRATOR'S "SAFETY BREAK-DOWN SHEET."—*Continued*

50 minutes to here.

Ref. 21

Check first step against the FIVE HAZARD SPOTS.

Work area.

Material handling.

Machines.

Tools.

Improper clothing.

Do the same with each succeeding step.

Fill in safety instruction column.

Reference 21

CHECKING AGAINST HAZARD SPOTS

When the safety key points have been put down, *apply the three rules for Handling Hazards* to as many of them as you can within the allotted time.

If there is argument among the group as to how these safety instructions should be written, indicate that the important thing is that they apply the three rules and that each one might, in his own department, have his own special way of tackling these hazards.

Tell them that we are not trying to get safety instructions that are standard for every single job in every department, but that these must necessarily vary with different people in different departments or different plants.

What they are to do is to write those instructions that they could use with their own men on their own jobs.

If you cannot get through all of the key points say that you do not have time to write instructions for all of the key points, but tell the man who broke the job down that he should apply the three rules to the remaining safety key points.

If some concrete improvements have been made in his breakdown sheet get him to admit that bringing the experience of the group to bear on this job breakdown has been of help to him and will be of assistance in helping him to train new workers on his job.

THIRD SESSION PLAN

PRESENTATION AND DISCUSSION OF JOB SAFETY BREAKDOWNS

PRESENT SAFETY BREAK-
DOWNS TO THE GROUP.

Ref. 22.

BLACKBOARD

11 minutes
(Based on 6 Presentations)

65 minutes

1 hour 55 minutes to here.

Call on member who prepared breakdown you are now going to present.

Have him name and explain job to the group.

PUT DOWN BREAKDOWN ON BLACK-
BOARD

—SHOW STEPS

—SHOW KEY POINTS

—SHOW SAFETY INSTRUCTIONS

Call on members for SUGGESTIONS and DISCUSSION of safety instructions that should be given to a learner.

Check each step *QUICKLY* against the FIVE HAZARD SPOTS.

(Make this group discussion very brief.)

Follow same procedure in handling each breakdown.

Reference 22

NOTES ON PRESENTATION AND DISCUSSION OF SAFETY BREAKDOWNS

At this point the session should have been under way 50 minutes. There should be 65 minutes for the discussion of breakdowns which follows.

If there is no deviation from the time table, divide this by six. If less than six breakdowns have been turned in, divide the time by the number you have.

This will give you a rough estimate of the amount of time that you can spend on the job breakdowns which you set to one side earlier in the session.

Start off with a reasonably simple job and follow the same procedure that you followed in handling the breakdown sheet of the job which was demonstrated. Put first the steps, then the key points, and then the safety instructions on the blackboard.

It will probably be best in handling this part of the session to devote an equal amount of time to each breakdown although this may be varied if, in the judgment of the conference leader, any real benefit can be gained.

If you get a job with safety angles that are likely to apply to many members of the group it is permissible to extend the discussion somewhat in order to point out applications of the safety practice involved to other types of jobs.

The *purpose* of this part of the session is:—

To give the group practice in finding safety key points with the aid of the hazard spot card.

To write instructions for these key points with the aid of the three rules.

To show applications of safety principles and safe practices to other jobs which they have to teach workers in their departments.

THIRD SESSION PLAN

SUMMARY AND ASSIGNMENTS

ASSIGNMENT

5 minutes

Ref. 23

Next session will follow same procedure as this session.

Select a member who will put on **SAFETY INSTRUCTION** demonstration at next session.

— Have him name the job he will demonstrate.

— Try to get variety in jobs, with different kinds of accident hazards.

Request all other members to bring in another complete **JOB SAFETY BREAKDOWN** on another job.

CLOSING

Close meeting with appropriate remarks.

— Compliment them on good work.

— Remind them of importance of accident prevention.

Adjourn **PROMPTLY** at scheduled time.

Total 2 hours to here.

Reference 23 NOTES ON SUMMARY AND ASSIGNMENTS

When you have covered the six breakdowns with the group, announce that you will look over the other breakdowns before the next session and will either discuss them during the next session or make notes for their information.

Ask the member who is to put on the demonstration for the next meeting to be sure that he has it ready.

Stress the fact that he is the only one who is being asked to prepare a demonstration.

Place upon him the responsibility of being sure that he is on hand with his demonstration or has someone in the group to substitute for him.

Request again that each member of the group bring in another safety breakdown on some other job which he supervises.

Point out the necessity for having these breakdowns so that the next session can be a meaty one.

Ask them to bring in jobs which they feel will provide a lively discussion in the group and that will illustrate safety principles and practices that will be of value to everyone.

FOURTH SESSION PLAN

IMPORTANT STEPS	KEY POINTS
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OPENING UP THE SESSION

BRIEF OPENING STATEMENT

5 minutes

Ref. 24

“This will be another session devoted to
ACTUAL PRACTICE in giving

– **JOB SAFETY INSTRUCTION**

and

– **PRESENTING JOB SAFETY** break-
downs.

“Don’t fail to use these methods in giving job
safety instructions to **YOUR MEN**.

Today!

Make it a habit!

Suggest that each one **TRY IT OUT BEFORE**
THE NEXT SESSION on several workers.

Reference 24

OPENING UP SESSION FOUR

BEFORE THE SESSION STARTS

Be there ahead of time and make the same preparations that you made for Session Three.

NOTES ON OPENING THE SESSION

Point out that this session will be given over to a discussion of job breakdowns as in the preceding session.

In your review, be sure to stress the fact that these safety breakdowns should not take over 10 or 15 minutes to make.

Point out that it is far better to make a breakdown quickly and later polish it up from experience in using it on new workers, than to spend a long time trying to make a perfect breakdown.

Good breakdowns come from experience and develop through use.

Point out that ten minutes spent in getting a breakdown on paper and then actually using it will not only make a dent in the 80% but will save time that might otherwise have to be spent in re-doing an incomplete instruction of the job.

FOURTH SESSION PLAN

REVIEW

5 minutes

10 minutes to here.

Ask, "WHAT percentage of accidents can be prevented by the right kind of instruction."

Ask, "How can we most effectively prevent accidents from human failures?"

Ask several members, "How long does it take you to make a complete job SAFETY BREAKDOWN on a job?"

—After a little practice it should not take more than 10 to 15 minutes.

JOB SAFETY INSTRUCTION DEMONSTRATION

**CALL UP THE VOLUNTEER
DEMONSTRATOR***50 minutes to here.*

Ref. 25

Turn back the 3rd session plan and follow procedure outlined there for handling demonstrations.

Reference 25

HOW TO HANDLE THE REMAINDER OF THE SESSION

THE JOB DEMONSTRATION

Call on the volunteer who is to give the demonstration and qualify his learner as you did in previous sessions.

Handle the criticism and the discussion of the demonstration and the job breakdowns as you did in the preceding session.

SELECTING THE BREAKDOWNS

When you select the six breakdown sheets which are to be discussed by the group, judgment will have to be exercised.

It is important that you use breakdowns made by members of the group whose jobs were not discussed in Session Three.

The important thing again is to get job breakdowns that will provide opportunities to pass on safe practices and safety principles that will have general application in jobs supervised by other members of the group.

See that a variety of types of jobs are broken down if the members of your group do not all come from one department or have jobs that are similar in character.

FOURTH SESSION PLAN

PRESENTATION AND DISCUSSION OF JOB SAFETY BREAKDOWNS

CALL ON EACH MEMBER TO
PRESENT HIS **JOB SAFETY
BREAKDOWN** TO THE GROUP

65 minutes

Total 1 hour 55 minutes to here.

Follow same procedure as outlined in session three.

SUMMARY AND CLOSING

5 minutes

Ref. 26

Total 2 hours to here.

“We have now had practice in **JOB SAFETY BREAKDOWN** and instruction.”

“Good work of members proves you can do it with **ALL YOUR JOBS.**”

“Next session will deal with **GENERAL SAFETY** responsibilities of supervisors.”

“Also, will round out the program with a **CONTINUING PLAN** for accident prevention.”

Emphasize again that a good breakdown can be made quickly.

COMPLIMENT MEMBERS on way they have participated in these first four sessions.

Adjourn promptly.

Reference 26

SUMMARY AND CLOSING

SUMMARY

In closing be sure to sell to the group the idea that up to now they have:

Learned to find hazards in the jobs under their supervision.

Learned to make good safety breakdowns.

Learned how to write safety instructions to cover hazardous situations.

If possible get the group to admit that they have developed ideas about safety and safe practices which they can put to use in their own work in the future.

It is important that they themselves realize what benefits they have gained in the sessions up to this point.

CLOSING

After you have tied this part of the program into a unit, point out that next time we will deal with other aspects of safety work and their own safety responsibilities, other than job instruction, which are necessary if they are to discharge completely their supervisory duties with regard to safety.

FIFTH SESSION PLAN

IMPORTANT STEPS	KEY POINTS
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OPENING UP THE SESSION

OPENING STATEMENT	<p>“We have SPENT FOUR sessions together— Have accomplished these things:</p>
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5 minutes	<p>—“Recognized the IMPORTANCE OF OUR SAFETY RESPONSIBILI- TIES.”</p>
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Ref. 27.	<p>—“Reviewed and practiced the FOUR BASIC STEPS OF JOB INSTRU- TION.”</p>
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<p>—“Applied practical instruction methods to SAFETY INSTRUCTION.”</p>
--

<p>—“Learned to make a JOB SAFETY BREAKDOWN.”</p>

<p>—“Learned how to spot hazards.”</p>
--

<p>—“Learned what to do to avoid a hazard.”</p>

<p>—“Developed confidence in our ability to do a good safety instruction job.”</p>
--

Reference 27

OPENING UP SESSION FIVE

OPENING THE SESSION

This is a review, mainly by the conference leader.

Do not attempt to draw from the group.

Emphasize use of hazard spot card as it was applied to the demonstrations and breakdowns.

FIFTH SESSION PLAN

<p>PURPOSE OF THIS MEETING</p>	<p>“GOOD SAFETY INSTRUCTION will prevent 80% of all accidents.”</p> <p>“But, supervisors have some additional safety responsibilities.”</p> <p>—Purpose of this final session to ROUND OUT THE SUPERVISOR’S SAFETY JOB.”</p>
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DISCUSSION OF SUPERVISOR’S MAJOR SAFETY RESPONSIBILITIES

<p>FIRST RESPONSIBILITY</p> <p>TO INSTRUCT EACH WORKER THOROUGHLY IN THE SAFETY PRECAUTIONS OF HIS JOB.</p> <p>(PUT ON BLACKBOARD)</p> <p>25 minutes</p> <p>Ref. 28</p>	<p>“The first four sessions have dealt with HOW TO INSTRUCT safety.”</p> <p>“NOW, let’s consider WHO should receive safety instruction.”</p> <p>—“Should it be limited to new employees?”</p> <p>—“WHAT SAFETY INSTRUCTION should be given to transferred employees?”</p>
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Reference 28

THE FOUR RESPONSIBILITIES**I. INSTRUCT**

Not Limited to New Employees.

Emphasize that this type of employee must be approached as an individual, with tact and understanding.

Find out how members of group handle this. Discuss problems such as:

Experienced men with good record often resent new instruction.

Valuable contributions which these men have to offer may be overlooked.

One good way to approach this problem is to make the old employee feel that he has a valuable accumulation of experience, and that he can help you in finding all of the hazards on the job. Perhaps he will be promoted or go on a vacation some day and a new man will have to be trained for his job. He will learn what each hazard of the job is in helping the foreman analyze it. Point out that he has an excellent record and you would like to see if he can think of anything to add to your analysis of the job.

Transferred Employees.

Bring out that employees who are transferred must be checked thoroughly on all safety instructions which they have formerly received. We do not assume that they know anything.

Discuss what problems there are in dealing with transferred employees.

1. Transfers from one department to another are often not the best man.
2. Many safety regulations in one department do not apply to another.
3. Breaking down an established habit is more difficult than teaching from "scratch."

FIFTH SESSION PLAN

FIRST RESPONSIBILITY—*Continued***TO INSTRUCT EACH WORKER THOROUGHLY IN THE SAFETY PRECAUTIONS OF HIS JOB.**

Discuss general safety instructions.

- General safety instructions handled as **SEPARATE INSTRUCTING ASSIGNMENT.**

“Use regular J.I.T. method.”

- “When should general safety instruction be given?”

- “Who should give general safety instruction?”

“If given by someone else, is supervisor relieved of responsibility for checking?”

- “**WHAT** will you do about the employee who is already trained to do his job but has never had thorough safety instruction as we have learned to give it?”
-

FIFTH SESSION PLAN

FIRST RESPONSIBILITY—*Continued***TO INSTRUCT EACH WORKER
THOROUGHLY IN THE
SAFETY PRECAUTIONS
OF HIS JOB.**

—“How can you now tactfully approach him to give him the **SAFETY INSTRUCTION** which should have been a **PART** of his original **JOB INSTRUCTION?**”

—“**HOW** should women be given safety instruction?”

(NOTE—Same as men, only more so.)

—“**WHAT SAFETY POINTS** should be especially emphasized with women?”

—“**WHAT** use, if any should be made of **SAFETY RULE BOOKS** in giving safety instruction?”

—“**WHOSE** fault, if workers resent safety instruction?”

“**WHO SHOULD GIVE** safety instruction?”

Reference 28—*Continued*

THE FOUR RESPONSIBILITIES—*Continued*

WOMEN

Methods used by individual foremen in handling problems with women workers should be discussed here.

Discussion of problems in training women will probably bring out:

1. It is necessary to use much understanding and tact in training women due to their emotional sensitivity.

· In some plants the uniforms have been dyed several different shades and several styles of turbans are available for women workers. This allows them a choice of styles and has proved very satisfactory.

2. Special problems arise in safety training for women such as:—clothing, hair, jewelry, etc.
3. Women require more training in the fundamentals of safety than men, due to their lack of industrial experience.

It is important to deal with all workers as INDIVIDUALS.

WHO INSTRUCTS

If a supervisor has many workers under him it may be necessary for him to delegate instruction to qualified people, i.e. general foreman, building foreman, old reliable employee.

No matter who instructs the workers (new, transferred, or old) in a foreman's department, the *responsibility* for their training and for the safety of all the men is still his.

FIFTH SESSION PLAN

FIRST RESPONSIBILITY—
Continued

TO INSTRUCT EACH WORKER THOROUGHLY IN THE SAFETY PRECAUTIONS OF HIS JOB.

—“If supervisor delegates safety instruction job, **WHAT** should he do to be sure instructions are properly given?”

—“Does supervisor release responsibility when he delegates instructing?”

(Answer is No.)

SECOND RESPONSIBILITY

TO FOLLOW UP SAFETY TRAINING CONSTANTLY

(PUT ON BLACKBOARD)

30 minutes

(Continued on next page)

Ask, “In what ways may safety training be followed up?”

(NOTE: The discussion should bring out the following points.

List them, and many other as they are developed in discussion.)

(1) **WATCH CLOSELY** to detect any unsafe practices.

(2) **REINSTRUCT** whenever necessary.

Reference 28—*Continued*

THE FOUR RESPONSIBILITIES—*Continued*

II. FOLLOW UP

Rule Books

A rule book is valuable to reinforce teaching—to “stiffen” it.

Some points in getting men to use the rule book may be brought out.

Personal check, questioning, and comment—getting a worker to analyze a rule.

Knowing rules and the reasons behind them ourselves.

Analyze in meetings.

Keeping it handy.

The way the rule book is “set up” is *not* the foreman’s responsibility, but he must use the one he has to the *best advantage*.

Enforcement

Emphasize that plant policies are not to be tampered with.

Be certain you do not voice any opinion or give any directions on this subject.

Do not summarize the thought developed on enforcement.

Some points which may be discussed are:—

What does enforcement mean to you?—not synonymous with discipline although discipline is an important part of enforcement.

The contrast between praise and ridicule as a means of enforcement.

Posters, etc.

While a foreman ordinarily has little to do with originating plant papers, he can always submit material on safety subjects and he can also make safety suggestions through the suggestion box.

FIFTH SESSION PLAN

SECOND RESPONSIBILITY
Continued

**TO FOLLOW UP SAFETY
TRAINING CONSTANTLY**

(3) Use the plant safety **RULE BOOKS** properly.

— It is a follow up tool. Like all tools it is as good as the man who uses it.

— How can we get our men to use the book?

— How can we use it in instruction?

(4) **NEVER IGNORE ANY VIOLATION OF SAFETY REGULATIONS.**

(5) **ENFORCE RIGIDLY IN ACCORDANCE WITH PLANT POLICY.**

— Stimulate discussion on what enforcement is.

— Are there any ways that we can enforce and yet stay within our own limits of authority.

FIFTH SESSION PLAN

SECOND RESPONSIBILITY*Continued***TO FOLLOW UP SAFETY
TRAINING CONSTANTLY.**

— Make it clear that all we want to do is to stimulate thinking on this subject. We make no recommendations as to how to enforce it.

- (6) **KEEP WORKERS REMINDED** by regular, periodic personal safety contacts.
- (7) **KEEP SAFETY POSTERS** and bulletins conspicuously posted and frequently changed.
- (8) **KEEP INTEREST ALIVE** by group safety meetings, committees, contests and posting of records.

Total—1 hour to here.

Ask, "What happens if safety training is not followed up constantly?"

(Put the question to several members.)

FIFTH SESSION PLAN

THIRD RESPONSIBILITY

**TO KEEP ALL SAFETY
DEVICES IN PROPER
USE**

(PUT ON BLACKBOARD)

20 minutes

“What does term SAFETY DEVICES include?”

“What EFFECT does a SAFETY DEVICE have on the worker?”

- Protects him
- Gives feeling of security
- Shows management’s interest
- Promotes good safety attitude

“HOW CAN YOU MAKE SURE THAT SAFETY DEVICES ARE PROPERLY USED?”

Such as:

- Goggles
- Safety shoes
- Gloves
- Leggings
- Mechanical guards
- Respirators
- Ladder shoes
- Etc.

(Consider each type used in this plant—**BRIEFLY.**)

Reference 28—*Continued*

THE FOUR RESPONSIBILITIES—*Continued*

III. KEEPING SAFETY DEVICES IN PROPER USE.

The term Safety Devices as used in the outline means not only mechanical devices but also Personal Protective Equipment. The foreman's responsibility lies in seeing that these devices, once provided, are adequately used to the greatest advantage.

Maintenance of safety devices is usually not the foreman's job nor is he able to provide them, but his interest in seeing that they are provided, maintained, and properly used shows the worker that the foreman is concerned with his welfare.

The fact that safety devices are provided shows management's interest.

Difficulties in getting safety devices properly used can often be solved by first learning the *real* reasons why workers object to the device and then tackling the *reason* rather than using discipline.

FIFTH SESSION PLAN**THIRD RESPONSIBILITY***Continued***TO KEEP ALL SAFETY
DEVICES IN PROPER
USE***1 hour 20 minutes to here.*

Ask, "Who in the group has had **DIFFICULTY** in getting any particular **SAFETY DEVICE PROPERLY USED?**"

— If any member states difficulty, get group suggestions to help him.

— Do this with several members.

Summarize this responsibility, showing that it is important to keep safety devices in **PROPER USE** because they:

- (1) Protect worker
- (2) Affect worker's safety attitude.
- (3) Show management's interest.

FIFTH SESSION PLAN**FOURTH RESPONSIBILITY
TO SET A GOOD
SAFETY EXAMPLE**

(BLACKBOARD)

20 minutes

“In what ways can you set a good safety example?”

(In discussion draw out such points as:)

- (1) FOLLOW SAFETY RULES to the letter yourself.
- (2) Practice what you preach.
- (3) Keep SAFETY on equal level of importance with QUALITY and QUANTITY of output.
- (4) INVESTIGATE every accident thoroughly and show keen interest in preventing a repetition.
- (5) FOLLOW UP ALL CASES OF INDIFFERENCE TO SAFETY

(Continued on next page.)

Reference 28—*Continued*

THE FOUR RESPONSIBILITIES—*Continued*

IV. SETTING AN EXAMPLE

Foremen should use safety devices and protective clothing wherever needed or required.

The purpose of accident investigation is not primarily to place responsibility, but to obtain information which will safeguard against recurrence.

The value of accident investigation from this angle is that it shows that the foreman is "on his toes" to prevent recurrence. He is *Setting an Example* by being interested and concerned about safety.

The foreman needs the cooperation of the men he supervises. If he is known to cooperate with the Safety department, the attitude of the workers will naturally be affected by the *Example* he is setting and they will follow his example and will also cooperate with the Safety Department.

FIFTH SESSION PLAN

FOURTH RESPONSIBILITY*Continued***TO SET A GOOD
SAFETY EXAMPLE**

Total 1 hour 40 minutes to here.

Continued:

(In discussion draw out such points as:)

- (6) Exhibit **SINCERE** interest in personal safety of each worker.
- (7) Talk safety seriously.
- (8) **COOPERATE CLOSELY** with safety department representative.

Ask, "Do you feel that if a supervisor takes safety seriously it will actually affect the accident rate in his department?"

SUMMARIZE THE FOUR RESPONSIBILITIES.

(Refer to Blackboard.)

FIFTH SESSION PLAN**WHAT WE HAVE COVERED**10 minutes

Ref. 29

Summarize what we have covered in this program.

(1) THE FOUR BASIC STEPS OF GOOD INSTRUCTION.

Preparation of the learner

Presentation

Performance try-out

Follow-up

(2) HOW TO GET READY TO GIVE JOB SAFETY INSTRUCTION.**(3) HOW TO BREAK DOWN A JOB FOR JOB SAFETY INSTRUCTION.****(4) HOW TO SPOT HAZARDS.**

– Work area

– Material handling

– Machines

– Hand tools

– Improper clothing

(5) HOW TO AVOID HAZARDS

Remove hazards

Use protective equipment

Teach safe job method

Reference 29

SUMMING UP

This is a resume by the
conference leader.

Group participation should
be discouraged from here on.

FIFTH SESSION PLAN

WHAT WE HAVE COVERED

SUBSTITUTE YOUR OWN
ORGANIZATION FIGURES.

Page 6—Session I.

(6) THE MAJOR SAFETY RESPONSIBILITIES OF A SUPERVISOR.

- (a) To give good safety instruction.
- (b) To follow up safety instructions constantly.
- (c) To keep safety devices in proper use.
- (d) To set a good safety example.

(7) THE URGENT NEED FOR ACCIDENT PREVENTION.

-man days lost last year.
 -man days would build or produce
 -lost pay
 -lost sales
 - UNTOLD SUFFERING
 - MANPOWER SHORTAGE
 - MEN MUST BE KEPT SAFE, HEALTHY AND ON THE JOB.
-

FIFTH SESSION PLAN

PLAN OF ACTION

5 minutes

Ref. 30

1 hour 55 minutes to here.

“NOW, WE MUST DO SOMETHING ABOUT ACCIDENT PREVENTION.”

— **“FIRST, each one of you should make a definite plan**

—A schedule to make a job safety breakdown on at least two jobs a week until every job you supervise is broken down.”

— **“SECOND, you must use these job safety breakdowns as basis for giving safety instruction to every worker to whom you give job instruction.”**

— **“THIRD, go back to every worker already job trained, and give him the additional safety instruction called for by your job safety breakdown sheet.”**

DON'T PUT IT OFF

— **START NOW.**

Reference 30

PLAN OF ACTION

PLAN OF ACTION

The conference leader should outline
this plan of action forcefully.

Do not look at your notes if
you can help it.

FIFTH SESSION PLAN

URGE TO ACTION

5 minutes

Ref. 31

CLOSING

Total—2 hours to here.

Closing Request

“In closing this program I would like to ask each and every one of you, **AS EVIDENCE OF YOUR SINCERITY**, to make a written job safety breakdown of every job you supervise.”

“And agree to put safety instruction over to every worker in accordance with the principles presented to you in this program.”

“WILL YOU DO IT AS YOUR SHARE IN PROMOTING SAFETY IN INDUSTRY?”

Express sincere appreciation for attention and cooperation of group.

Pass out attendance certificate.

WISH THEM SUCCESS WITH SAFETY.

Adjourn.

Reference 31

URGE TO ACTION

URGE TO ACTION

This should be a sincere evaluation of the program by the conference leader who must relay his honest opinions and feelings about what it can do. Do not be over-dramatic nor dead-pan. Be yourself.