

# SAFETY ORIENTATIONS & MEETINGS

## FUNDAMENTAL REASONS THAT WE TRAIN

To Improve or increase workers' knowledge and skills  
To improve employee performance and productivity  
To ensure safety and compliance with regulations  
To foster professional development and career growth  
To introduce new tools, technologies, or processes  
To align team performance with organizational goals

## 90% OF ALL TRAINING IS INFORMAL BUT SHOULD STILL BE DOCUMENTED

- Tailgate or toolbox talks
- Coaching
- Mentoring
- Discussions
- Q&A Sessions

## SIGN-IN SHEET

The easiest way to document any safety training is to have all attendees sign in on a training sheet

## BENEFITS OF IDENTIFYING & CONTROLLING RISK

Workers who have been trained to identify hazards, evaluate the situation, and prevent or control those risks will find that these standardized work processes are put in place to protect their health and safety and perceive work to be less risky.

## JSAs & TAILGATE or TOOLBOX MEETINGS

- ☐ JSAs are designed to inform workers of a specific hazard associated with a job
- ☐ JSAs reduce potential injuries and illness by identifying potential hazards so that they can be eliminated or controlled prior to and during work operations
- ☐ Tailgate meetings or toolbox talk should be held prior to work
- ☐ A JSA is completed and reviewed by all personnel before work
- ☐ Required permits or procedures are completed before work

## WHAT JOBS ARE APPROPRIATE FOR A JHA?

A job hazard analysis (JHA) can be conducted on many jobs in your workplace. Priority should go to the following types of jobs:

1. Jobs with the highest injury or illness rates
2. Jobs with the potential to cause severe or disabling injuries or illness, even if there is no history of previous accidents
3. Jobs in which one simple human error could lead to a severe accident or injury
4. Jobs that are new to your operation or have undergone changes in processes and procedures, or where the employees are new
5. Jobs complex enough to require written instructions, a process or a procedure

## CONSIDER STARTING YOUR TRAINING WITH SOMETHING OTHER THAN THE NORM

- Personalizing Your Training with a Story or Experience
- Statistic, Shocking Fact
- Fun Fact, Relative Non-Offensive Joke

## TRAINING CONCEPTS & MODELS

### KNOWN-TO-UNKNOWN

Start with logical concepts the learners are familiar with and gradually introduce new, unfamiliar information to bridge the gaps

### KNOW-SHOW-DO

**Know:** Explain the concept or task

**Show:** Demonstrate how it's done

**Do:** Allow learners to practice the task with feedback

### ADDIE (Analyze, Design, Develop, Implement, Evaluate)

A step-by-step instructional design process used to create effective training programs.

### TRAINING DESIGN SHOULD BE SMART

**Specific** Objectives should specify what they achieve

**Measurable** Training objectives should be simple sentences that state what participants will be able to do after training

**Achievable** Objectives should be attainable and achievable

**Relevant** Objectives should lead to the desired results

**Time-bound** When do you want to achieve the set objectives

### ABCD MODEL

**AUDIENCE** Identifies who the learners are

**BEHAVIOR** Specifies what the learner will be able to do after training. This should be an observable and measurable action

**CONDITION** Describes under what conditions the behavior will be performed, including tools, resources, or constraints

**DEGREE** Defines how well the behavior must be performed to meet the standard of success. Ex: accuracy, speed, or quality.

### EXAMPLE OF ABCD LEARNING OBJECTIVE

- A. The new employees (Audience)
- B. Will demonstrate proper lockout/tagout procedures (Behavior)
- C. Using standard safety equipment (Condition)
- D. With 100% compliance to company policy (Degree)

### THE 5 Ps OF SUCCESSFUL SAFETY TALKS

Prepare, Pinpoint, Personalize, Prescribe, and Practice; essentially meaning to thoroughly prepare the talk, identify specific hazards relevant to the audience, tailor the message to their needs, provide clear action steps, and practice delivering the talk effectively.

## THERE ARE 3 TYPES OF LEARNERS

- ❑ **Visual:** Learners absorb information best through images, diagrams, and written instructions.
- ❑ **Auditory:** Learners prefer listening to explanations, discussions, and verbal instructions.
- ❑ **Kinesthetic:** Learners engage better through hands-on activities, physical movement, and real-world practice.

## FUNDAMENTAL REASONS THAT WE TRAIN

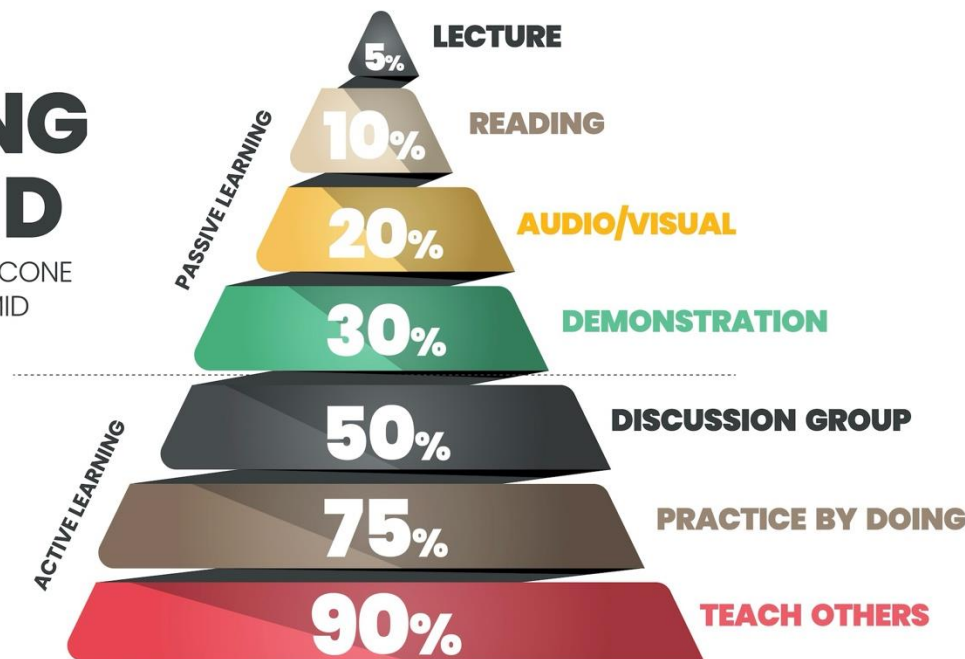
To Improve or increase workers' knowledge and skills  
To improve employee performance and productivity  
To ensure safety and compliance with regulations  
To foster professional development and career growth  
To introduce new tools, technologies, or processes  
To align team performance with organizational goals

## TRAINING FEEDBACK & AUDIENCE REACTION

One way to improve the quality of meetings is to have the audience, including project managers and supervisors, provide feedback using speaker evaluation forms

# LEARNING PYRAMID

THE LEARNING CONE, THE CONE OF RETENTION, THE PYRAMID OF RETENTION



*When hands-on demonstrations or practice are not practical, use a simulator, video or model*

*Class participants can retain up to 90 percent of the content when instructors explain, demonstrate, allow students to practice, and have students teach each other.*