

RESPONSIBILITY: *WHO'S IN CONTROL?*

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

INTRODUCTION: A brief description of the program and the subject that it addresses.

PROGRAM OUTLINE: Summarizes the program content. If the program outline is discussed before the video is presented, the entire program will be more meaningful and successful.

PREPARING FOR AND CONDUCTING THE PRESENTATION: These sections will help you set up the training environment, help you relate the program to site-specific incidents, and provide program objectives for focusing your presentation.

REVIEW QUESTIONS AND ANSWERS: Questions may be copied and given to participants to document how well they understood the information that was presented. Answers to the review questions are provided separately.

ATTENDANCE RECORD: Document the date of your presentation as well as identify the program participants. The attendance record may be copied as needed.

INTRODUCTION

Most of us are aware of the obvious steps we can take to improve safety, such as using proper protective equipment and following company safety procedures. We may be unaware, however, that our actions and behavior are just as important to our safety. Unsafe behaviors result in many industrial injuries. While we may work for some time without incident, eventually we will experience an injury if we continue to work unsafely.

This video will help your employees understand the importance of taking responsibility for their own actions rather than allowing outside forces to control their behavior.

PROGRAM OUTLINE

BACKGROUND

- Often employees take risks instead of responsibility.
- When we allow forces outside of us to control our behavior and actions, someone is likely to be injured.

SCENARIO 1

- Larry and Eric were engaging in horseplay as they threw a rag back and forth around machinery with moving parts.
- When questioned about his behavior, Larry replied, "Hey, lighten up, we're just having a little fun...I'm sorry, but you gotta go along with it, you know?"
- Interpretation: "Other people control my behavior."

SCENARIO 2

- Ruth, upset with her personal financial situation, was driving her forklift recklessly and not watching for pedestrians.
- To explain her reckless driving, Ruth angrily shouted, "Hey, give me a break—I've got a lot on my mind."
- Interpretation: "My emotions control how I work."

SCENARIO 3

- Maintenance worker Tim, backed up with his work, did not take the time to lockout the power to the conveyor before he began repairs. He also carelessly set his toolbox on the end of the belt as he worked beneath it.
- When asked about neglecting the lockout, Tim replied, “Ah, this is only go take a minute and I’m real backed up. I’ll never get out of here.”
- Interpretation: “Time controls my behavior.”

TAKING RESPONSIBILITY FOR OUR BEHAVIOR AND ACTIONS

- We need to learn to observe ourselves by mentally stepping back and asking ourselves these three questions:
 - 1) Am I thinking about what I’m doing?
 - 2) Am I working safely?
 - 3) What are my choices?
- After Tim thought through these questions, he responded, “It’s not gonna take that much longer to do it right.”
- Ruth realized that her emotions didn’t actually control her unless she allowed them to do so.
- Larry decided that Eric didn’t control his behavior; his actions were his choice.
- Ruth, Tim and Larry made a choice to change their unsafe behavior after asking themselves the three questions.

SUMMARY

- Too often we react to situations instead of taking control and being proactive.
- Thousands of injuries and hundreds of deaths occur each year because someone gives up control and responsibility in a working situation.
- It is important to practice new safe behavior regularly in order to change old habits.

PREPARE FOR THE SAFETY MEETING OR TRAINING SESSION

Review each section of this Leader's Guide as well as the videotape. Here are a few suggestions for using the program:

Make everyone aware of the importance the company places on health and safety and how each person must be an active member of the safety team.

Introduce the videotape program. Play the videotape without interruption. Review the program content by presenting the information in the program outline.

Copy the review questions included in this Leader's Guide and ask each participant to complete them.

Copy the attendance record as needed and have each participant sign the form. Maintain the attendance record and each participant's test paper as written documentation of the training performed.

Here are some suggestions for preparing your videotape equipment and the room or area you use:

Check the room or area for quietness, adequate ventilation and temperature, lighting and unobstructed access.

Check the seating arrangement and the audiovisual equipment to ensure that all participants will be able to see and hear the videotape program.

Place or secure extension cords to prevent them from becoming a tripping hazard.

CONDUCTING THE PRESENTATION

Begin the meeting by welcoming the participants. Introduce yourself and give each person the opportunity to become acquainted if there are new people joining the training session.

Explain that the primary purpose of the program is to help viewers understand that they can take responsibility for their own actions rather than let outside factors control them.

Introduce the videotape program. Play the videotape without interruption. Review the program content by presenting the information in the program outline. Lead discussions about dangerous situations that have occurred at your facility because employees took risks instead of responsibility for their actions. Use the review questions to check how well the program participants understood the information.

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

- The three scenarios re-created in the video and the lessons to be learned from them;
- The three questions we must ask ourselves to prevent our own unsafe behavior;
- The importance of practicing safe behavior at all times to prevent injuries.

RESPONSIBILITY:
WHO'S IN CONTROL?
REVIEW QUESTIONS

Name _____ Date _____

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

1. Often employees take _____ instead of responsibility.
 - a. control
 - b. risks
 - c. time out

2. When Larry threw the rag back at Eric, he was letting _____ control his behavior.
 - a. time
 - b. emotions
 - c. other people
 - d. alcohol

3. Ruth let her emotions control her actions when she _____.
 - a. drove the forklift recklessly
 - b. decided to work on her finances at home
 - c. failed to watch for pedestrians
 - d. both a and b
 - e. both a and c

4. Besides not locking out the power to the conveyor, what else did Tim do that was unsafe?
 - a. He didn't make sure the emergency stop button was working.
 - b. He didn't make sure the emergency stop button was pushed.
 - c. He didn't make sure the emergency stop button was on.
 - d. He didn't make sure the emergency stop button was locked.
 - e. He didn't make sure the emergency stop button was tested.

5. Which of the following is *not* one of the three questions we must ask ourselves to prevent our own unsafe behavior?
 - a. Am I thinking about what I'm doing?
 - b. Am I working safely?
 - c. Is my supervisor watching?
 - d. What are my choices?

ANSWERS TO THE REVIEW QUESTIONS

1. b

2. c

3. e

4. set his toolbox at the end of the conveyor

5. c