



COMFORT ZONE

Stay In or Get Out?

Getting Out of the Comfort Zone

- “Outstanding...I hope we can get people out of their comfort zone” (MSHA Field Education Specialist)
- Today is about having discussions...not lectures, not power points nor passing out “cook books” to follow.
- Today is about sharing information on processes.....

Objectives

- Explore accident and injury causes/trends
- Determine, if possible, reasons behind these
- Discuss processes which might reverse the trends
- Example of “getting out of our comfort zone”

Real Outcome: Ask Ourselves.....

- Is what I am doing really making a difference?
- How do I know?
- Do I evaluate the training I present?
- Can I make my training events more effective?

Accidents/Injuries

- What are the main types of accidents and injuries?
- What are the percentages of each?
- What are the trends...both MSHA and OSHA?

MSHA Training

- What topics are typically covered in annual MSHA training?
- What topics did you cover last year? The year before that? And the year before that?
- How do our “students” respond to training topics which do not change?
- Can you teach people what they already know?

As Educators/Trainers...

- We spend years in educational, training or work related programs growing our knowledge base. **Agree or disagree?**
- Next we spend a lot of time, maybe years, developing our educational classes or training sessions based on what we have learned. **Agree or disagree?**
- But...do we teach our students what they need to help them grow or what we know?

What Is Our Duty?

“It is the trainer’s duty

- To make safety training fun and educational
- To help the trainees retain information
- To ensure they enjoy the course
- To ensure they apply what they learned to their work and lives”.
- **Agree or disagree with these???**

Our Duty

- In the end, our responsibility or “duty” is to our students,
 - *Not to our content*
 - *Not to what we know*
 - *Not to simply fulfill training requirements.*

How Safety Educational Program/Process Developed

- 2013 mandate to change what we were doing
- 2014 Volume I
- 2015 Volume II
- 2016 Volume III and Volume IV
- 2017 Volume V
- 2018 Volume VI and VII

MSHA Annual Refresher Education

Vol. I (2014)

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- Topics included in workbook are those typically covered in MSHA safety training
 - But the delivery process is much different
 - More effective as shown from data generated by surveys and comments from participants

MSHA Annual Refresher Education Vol.I *(General Safety Topics)*

- **85%** indicated they learned more about safety from this MSHA Annual Refresher Training program than previous sessions which used only PowerPoints, lectures, and movie presentations. (Average score of **6.2**).
- **95%** said this MSHA refresher training allowed them an opportunity to participate in what was going on. (Average score of **6.3**).
- **87%** said by using the workbooks they believe they learned more about the safety topics that were discussed. (Average score of **6.0**).
- **89%** agreed participating in exercises, which dealt with safety topics covered during this training program, helped them understand the content better. (Average score of **6.2**).

MSHA Annual Refresher Education Vol.II (2015)

Takes MSHA training to a higher level by going beyond a repeat of traditional safety topics.

- Hazard Identification
- Risk Assessment
- Hazard Mitigation
- Task Training
- Trends in Injuries

MSHA Annual Refresher Education

Vol. II (Risk Assessment Process)

- **95%** indicated by participating in activities and using the workbooks they have a better understanding of the Risk Assessment Process. (Average score of **6.2**).
- **97%** believe activities designed to help them identify equipment and mine site hazards will make them more aware of them while they are doing their job. (Average score of **6.3**).
- **98%** said participating in activities or exercises helps them understand more about the topics discussed during the training. (Average score of **6.4**).
- **97%** believe discussions dealing with hazard identification, risk assessment and ways to mitigate hazards helps them understand what they mean and how they relate to staying safer at work. (Average score of **6.4**).

MSHA Annual Refresher Education

Vol. III (2016)

Is based on the premise that when leadership is weak or missing, a company's safety culture and its employees' safety performance are affected in a negative manner.

The majority of the content of **Vol. III** focuses on:

- Leadership, team building and accountability as they relate to safety
- The effects of stress in the workplace
- Work Place Examinations
- Also included are Emergency Response and Changes at the Mine Site.

MSHA Annual Refresher Education

Vol. III (Leadership/Job Related Stress)

- **91%** indicated in this MSHA Annual Refresher Training, they learned leadership is an important part of being safe in the workplace. (Average score of **6.6**).
- **98%** believe from this MSHA Training session it became clear leadership is everyone's business. (Average score of **6.7**).
- **98%** agreed because of this MSHA Training session they now understand accountability is each person's responsibility. (Average score of **6.6**).

MSHA Annual Refresher Education

Vol. IV (2016)

- This is a special edition developed for the National Stone, Sand and Gravel Association for use in their New Manager Development Academy.
- Material taken from other workbooks includes:
 - Risk Assessment
 - Leadership
 - Team building/team decision making

MSHA Annual Refresher Education

Vol. V (2017)

- The topics included in this workbook *were selected by employees working in the mining industry*. In an opinion survey completed by over 1,000 miners, ninety-six (96%) indicated when in training:
 - They want to be treated like adults
 - They want to be active and involved in training rather than sitting all day; and
 - They would like to have input into what they want to learn and *not* told what they want to learn

MSHA Annual Refresher Education

Vol. V (2017)

In 2016, another 253 miners were asked the following question *“If you had an opportunity, to pick one safety related training topic you would like to learn more about, what would it be?”*

Their responses indicated they wanted more information on:

- Leadership
- Team Building
- Communication Skills
- Task Training
- Computer Skill Development

MSHA Annual Refresher Education

Vol. V (2017)

- The main topics included in this workbook were selected by employees. They are:
 - Leadership
 - Team building/decision making
 - Communication skill development
- Development of these skills is critical to the success of a company's safety programs and to the health and well-being its employees.

MSHA Annual Refresher Education

Vol. V (Leadership/Teams/Communication)

- 98% indicated they learned leadership is an important part of being safe in the workplace. Average score of 6.5.
- 98% said it became clear leadership is everyone's business. Average score of 6.4.
- 98% said they learned the importance of team work and how to build teams. Average score of 6.4.
- 96% indicated they learned making team decisions leads to higher levels of employee engagement. Average score of 6.4.
- 98% said during this training they learned about communication and its importance to staying safer at work. Average score of 6.3.

MSHA Annual Refresher Education

Vol. VI (2018)

- Some of the topics in this workbook were developed after discussions with MSHA Staff from Beckley
- The main topics included in this workbook are:
 - Hazard Identification/Risk Assessment Process
 - Leadership/Team Building/Communication Review
 - Understanding Safety Culture
 - Passion Leads to Engagement
 - Power Haulage Safety
 - Violence in the Workplace and Public Areas

MSHA Annual Refresher Education

Vol. VI

- **94%** agreed they learned leadership plays an important part in developing a strong safety culture. Average Score of **6.2**.
- **100%** agreed hazard identification is critical to everyone's safety. Average Score of **6.6**.
- **97%** said because of this training, they became more aware of the hazards related to power haulage & other mobile equipment. Average Score of **6.4**.
- **94%** agreed they found out passion/engagement are important to staying safer at work. Average Score of **6.3**.
- **100%** said because of this training they are more aware of the impact of violence in the workplace and in public areas. Average Score of **6.5**.

MSHA Annual Refresher Education

Vol. VII (2018)

- This workbook was updated for National Stone, Sand & Gravel Association's Aggregates Academy
- The main topics included in this workbook were
 - Hazard Identification/Risk Assessment Process
 - Leadership/Team Building/Communication Review
 - Understanding Safety Culture
 - Passion Leads to Engagement
 - Power Haulage Safety

Training Evaluation

- As trainers for our companies or others we really need to evaluate what we do
- Important to know if training is effective or of value to those who participate in it.
- Companies want, and expect, a return on the time and money they spend on training

Kirkpatrick Training Evaluation Model

- Can help objectively analyze the effectiveness and impact of your training
- Model has four different levels
 - Reaction
 - Learning
 - Behavior
 - Results

Four Levels

- **Reaction:** Measures how participants react to the training
- **Learning:** Measures what students learned in the class
- **Behavior:** Looks to see if participants use what they learned
- **Results:** Looks at final results which occur because of training...did training have any positive impacts

How To Measure Reaction

Measure by asking:

- If participants felt was it worth their time? (Not just a “happy sheet”)
- Did they feel training was successful?
- What were the strengths, or what did they like best about the training?
Weaknesses or like least?
- Did they like the presentation style, delivery and facility?
- Did the training accommodate or match their personal learning styles?
- NOTE: Watch students non-verbal communication...are they distracted by cell phones, having side bar conversations or sleeping?

How To Measure Learning

- Easiest way to measure learning is by conducting “pre” and “post” tests or surveys with participants.
- At beginning of session outline or list objectives and goals of the class and use them as the starting point for your measurement process.
- Can also measure learning by conducting interviews and verbal assessments

How To Measure Behavior

- Measuring behavior change can be more difficult...tends to be a long term process
- Ask questions like these:
 - Did participants put any of their new learning to use?
 - Were participants able to teach their knowledge, skills or attitudes to others
 - Are participants aware their behavior changed?

How To Measure Results

- Most difficult or challenging of the four levels to measure
- Attempt to determine and measure which outcomes, benefits or final results can be linked to training. Could be such things as:
 - Employee retention
 - Increased production/sales
 - Higher level of morale/fewer employee complaints
 - Fewer accidents and injuries

Parting Thoughts

- Employee safety education is critical
- Question whether providing educational sessions on same topics year after year is truly effective
- Develop educational opportunities which will move employees and their company to higher level
- Take time to measure what we do...without it we do not know if what we do is of value to participants or to the companies who ask us to educate their people.