

# Working Partnership USA Silicon Valley Grocery Stores Project Health Education and Leadership

## Training of Trainers – Day 3

### Learning Objectives

By the end of this Training of Trainers, participants will be able to:

1. Describe their role as Health and Safety Promoters in this program and specific Health and Safety activities they will be carrying out.
2. Demonstrate an ability to understand and conduct a Needs Assessment effectively.
3. Describe the characteristics of a good promotor/a.
4. Name the common hazards that impact grocery workers and ways to make their work safer.
5. Describe workers' rights under OSHA and other relevant areas of the law.
6. Identify possible steps in building an effective workplace Illness and Injury Prevention Program.



## WORKING PARTNERSHIPS USA

This material was produced under grant number **SH-22321-11-60-F-6** from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U. S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U. S. Government.

# Working Partnership USA Silicon Valley Grocery Stores Project Training of Promotores

## AGENDA

### DAY 3

8:45      **Registration**

9:00      **Welcome back – Review - warm up activity**

- Opening remarks
- Icebreaker – Your name and one word about how you are feeling today
- Review agenda for Day 3
- Debrief from last week
- (This is a time to review key concepts and things that were in the parking lot or people still seem confused about such as
  - Questions or comments from last week
  - Most common hazards for grocery

10:00     **Taking action**

**Taking action**  
**“Effective communication”**

**Time required: 50 minutes**

Introduce activity. (10 min.)

*Say:*

*During this workshop we have been looking at some of the things we can do to have a safe workplace. The first step is to discover what the problems are. The second is to find out what to do about them. Now we want to talk more about how to discuss these issues. We know that sometimes it can be hard to find the right words to express concerns or to ask for what we need.*

## What Is Effective Communication?

1. Write the following heading at the top of a flipchart page: “A good communicator is someone who is:” Write the following heading at the top of a second flipchart page: “It’s hard to communicate when:”
2. Ask participants to work in pairs to discuss those statements. They should try to come up with as many words or phrases as possible to complete each of the sentences.
3. Report back. After five minutes, ask the pairs to report on their conversations. Record responses on the appropriate flipchart page. Possible answers might include:

A good communicator is someone who is:

- Respectful
- A good listener
- Clear about what is important
- Knowledgeable about the subject
- Careful to use terms people will understand
- Able to see the other person’s point of view.

It’s hard to communicate when:

- People are angry
- People are defensive
- People interrupt and don’t give you a chance to speak
- People don’t take what you say seriously
- People are fearful of speaking up
- People don’t speak the same language.

Summarize this activity.

*Say:*

*We all have different strengths and weaknesses in our communication styles. Some of us may be hesitant to speak out strongly. Others may be quick to get confrontational. Each of us should recognize what we need to work on most. Today we will talk about how to overcome communication challenges and practice communication skills.*

## Talking to Co-workers and supervisors

“Making the Case for Safety” (10 minutes)

1. Introduce the activity.

*Next we will discuss how to “make the case” for safety. We’ll look at ways to approach your employer about a particular health and safety problem, propose the solutions you want, and effectively make the case for controlling hazards.*

*We'll start by reading aloud a short skit. Then you will work in a small group to brainstorm ways to address the problems presented in the skit.*

*Your group will then prepare a follow-up skit showing how to make a convincing argument for implementing the best solution to the problem.*

Groups should be prepared to present your follow-up skits to the rest of the class.

Have three volunteers come to the front of the class and read the lines of the three people in the skit. First, read the description of the scene. Give them “Making the case for safety” handout # 7.

**The Scenario.** Carla and Daniel are workers. Pat is a supervisor. They work for a large superstore and are talking after work.

Carla: I have an issue we should discuss. As everyone knows, Tim recently broke his leg falling off a ladder in the warehouse. We're lucky he wasn't killed! I think we need to investigate this problem and do something about it.

Daniel: I agree. Ideally, we should get cherry picker machines, scaffolds, ladders with platforms, or some other fall protection system in there so people aren't trying to balance on ladders.

Pat: Nice idea but we can't afford any new equipment right now. We just need to train people to use the ladders correctly.

Daniel: Tim isn't the only one who has been injured there lately. The employees in that division are really under pressure to re-stock shelves and to pull orders quickly—even with people out injured. I think we need to look for ways to slow down the pace.

Pat: Obviously we don't want any more injuries but we can't slow things down. We have a lot of customers and they expect fast service. And we just can't afford any more staff.

Carla: Well, I think we should try to come up with solutions that will really work.

Pat: Yes, but we have to be practical too.

2. Ask the class the following questions about the skit:

*What were the two main health and safety problems raised in this skit?*

- The warehouse workers don't have the proper equipment to stock shelves and pull orders safely.
- The pace of the work in the warehouse is too fast.

*What solutions were proposed?*

- Buy new cherry picker machines, scaffolds, or ladders with platforms.
- Find ways to slow down the pace of the work.
- Provide more training on the safe use of ladders.

*What were the supervisor's concerns?*

- Lack of money for equipment.
- Doesn't want to slow down production.
- Can't get more staff.

3. Explain that you will now divide the class into small groups. Each group will develop an argument for addressing at least one of the problems presented in the skit. Each group can come up with a number of solutions to propose.

After discussing their arguments, each group should come up with a new skit to demonstrate how they would present their points to the employer. They can include Pat or another management person in their skit to respond to their arguments. They should be prepared to act out their skit in front of the class later.

4. Divide the class into small groups of 3-5 participants.
5. Give the groups 10 minutes to work together and prepare their skits.
6. After 10 minutes, bring the class back together for the small group skits. At the end of each skit, ask the whole class the following question to facilitate discussion. (Don't analyze the skits at this point.)
  - *What arguments or strategies did this group use to make the case for safety? (Record them on a flipchart page.)*
7. After all the skits have been performed, ask the class the following questions to analyze the best approach for making the case for safety.
  - *What did you like about the approach?*
  - *What were the strengths?*
  - *What strategies worked particularly well?*
  - *Is there anything you would do differently?*
  - *Do you have any suggestions for improvement?*
8. Summarize this activity by reviewing the list of arguments that were recorded on the flipchart during the skits.

### **Sum Up (10 minutes)**

1. Review key points from this section. Tell the class that this concludes this workshop.

*The key points to remember are that you may find numerous problems when you begin investigating hazards. Because resources are limited, an important*

*first step in fixing those problems is to decide which ones are the highest priorities.*

*Issues to consider when choosing priorities include severity of the hazard, number of people affected, whether it can easily be solved, and whether it violates Cal/OSHA or other regulations.*

*Hazards can be reduced or eliminated using:*

- *engineering controls (remove the hazard)*
- *administrative controls (policies and procedures)*
- *Personal protective equipment.*

*The best way is to remove a hazard from the workplace all together or at least keep it away from workers.*

*It's important to come up with as many ideas as possible for solutions, before settling on a strategy for action.*

*When planning to seek support for a change in your workplace, prepare your case in advance. Gather information about the impact of the problem on your employer and co-workers. Think of several possible solutions to present, and practice what you will say in advance.*

Ask participants to share ideas for how they might use the information covered in this module back at their workplace. Suggest examples of something they might do with the information, such as coming up with possible solutions for existing problems in their own workplace and developing arguments to make to their employer.

Distribute hand out “How to communicate your case effectively”

**11:30 Lunch**

**12:00 Developing your action plan: Contacting Cal/OSHA, training challenges and strategies, small group preparation for practice, and groups facilitate/present different activities**

[Please note: To adjust for the change in agenda, moving from Day 2 to Day 3 small group time to prepare activities to present to the full group, the following represents a reworked lesson plan that met the learning objectives originally set with the previously planned agenda.]

## **Contacting Cal/OSHA**

**Time required:** 60 minutes

**Special materials:** Speaker phone  
Handout telling participants which phone menu options to select to reach Cal/OSHA Consulting

**Introduce the activity (5 minutes):**

Say: *We have talked a lot about how to report a problem to OSHA. But OSHA also offers another service to help you, called OSHA consulting. These health and safety experts can answer questions about workplace hazards and how to control them. For example, if you think that a situation at your workplace might be hazardous but you aren't sure, you can ask them and if you give them enough information about the situation, they can tell you. Or if you identify a hazard but you don't know the best way to control it, you can ask them so that you know what solution to advocate for.*

*Calling OSHA can feel intimidating, so we are going to practice it together to learn how.*

Ask: *We have talked about many hazards in your workplaces. Who has a question for OSHA consulting?*

**Prepare for the phone call: (20 minutes)**

Get 1-2 volunteers. Have them practice explaining their questions in a way that will be clear to OSHA consulting. In case you need to leave a voice mail, make sure that the volunteers are willing to leave their contact information for a call back. If not, leave the contact information of one of the training staff.

**Make the phone call: (10 minutes)**

When they are ready, call OSHA consulting on the speaker phone so that the whole class can listen to the phone menu options and the conversation. Let the volunteers do all the talking. Leave a voice mail if necessary.

**Debrief by asking the following questions and charting the answers: (20 minutes)**

- (To the full group) *What happened on that phone call?*
- (To the volunteers) *How did it feel to make that phone call?*
- (To the full group) *How did it feel to listen to that phone call?*
- (To the volunteers) *What worked about that phone call? If you were going to call again, what would you do in the same way?*
- (To the full group) *Anything to add about what worked?*
- (To the volunteers) *What didn't work about that phone call? If you were going to call again, what would you do differently?*
- (To the full group) *Anything to add about what to do differently?*
- (To the full group) *How could you use help from OSHA consulting?*

**Wrap up by underscoring key points that came up from the debrief discussion. (5 minutes)**

**1: 00      Break**

**1:15      Training challenges and strategies**

# Training Challenges and Strategies

**Time required:** 45 minutes

## **Introduce the activity. (1 minute)**

*Say: Because you are promotores, “taking action” for you doesn’t just mean calling OSHA or even just speaking out for health and safety at your workplace. It also means educating others about occupational health and safety and their rights.*

*That can be challenging, as we have already discussed when you talked about the barriers to conducting needs assessments. But this group knows many solutions to barriers, and we’ll share some of our tips, too.*

## **Discussion of challenges (10 minutes)**

*Ask: When you think about training others about health and safety, what challenges do you expect?*

Chart participant responses.

Echo back key themes.

## **Discussion of strategies (20 minutes)**

*Ask: So it sounds like one of the challenges that the group is most concerned about is \_\_\_\_ [describe one of the key themes that has emerged from the discussion]. How could you solve that as a promotor?*

Chart participant responses and add comments based on your own training experience.

Repeat this question with 1-3 more of the most prevalent challenges that participants are concerned about.

## **Conclude by reviewing these tips: (14 minutes)**

# **Training challenges and strategies Suggested Responses to Classroom Problems**

Though the best responses to problem situations generally come directly from the students, here are some suggestions on how to handle some typical classroom situations that may be helpful to new instructors.

## **1. Handling silence -**

Find out where class is coming from. Ask questions. If no response, wait a while -- generally someone will respond; or make a suggestion that the group move on to the next step.

## **2. Handling conflict -**

Decide if it is "creative" conflict. That is, people are arguing but are listening to opposing points of view. Agitation is directed at ideas not people. This type of conflict can be condoned. However, if people are attacking each other, try to get them to focus their energy instead on solving problems. Interpersonal conflicts belong outside the class.

## **3. Discouraging irrelevant discussion -**

If questions are deemed unimportant to the topic or do not reflect, in your opinion, the position of the majority in the classroom, try to handle the question on an individual basis later in the session or perhaps even privately.

Or ask individuals: *How does your situation (what you're saying) fit into our discussion? I'm not sure how your situation is similar to the current discussion.*

## **4. Discouraging one or two participants from dominating the session -**

**Possible instructor approaches:**

*"Francisco and Nicolas have stated their point of view at some length. How do the rest of you see the situation?"*

*"Julie has worked pretty hard at giving her thoughts. What do some of the rest of you think?"*

*"Jim, (a member who indicated he wanted to talk) you look like you want to say something. Is that right?"*

*"Claudia, (had her hand up) you want to get into this. Let's give Claudia a chance."*

In general, the group will handle the situation if the leader indicates by his or her behavior that he/she wants all participants to talk.

## **5. Discouraging private conversations -**

Side conversations are often indications of keen interest in the subject when the participants are not able to wait their turn to speak. They are usually controlled by the leader by asking the participants involved to share their ideas with the whole group.

*"I don't believe all of us get the point you sisters were making. Would Maggie repeat it for all of us?"*

*"We couldn't hear you back here, Raul. Would you tell all of us about it?"*

*"We were having an interesting talk up here in the front. Would you fellows go over that again for the rest of the group?"*

## **6. Handling latecomers -**

After meeting, ask why they are always late or *"what would make the session important enough to be on time."*

## **7. Handling someone who is constantly interpreting someone else's comments**

Insist on letting the person being "interpreted" continue talking. Ask the person "interpreted" if the "interpreter" heard correctly.

## **8. Handling a busybody who is always running in and out of session**

Deal with the individual outside of meeting.

Have other students exert pressure for busybody to remain in the meeting.

## **9. Dealing with disruptive trainees**

Try eye contact.

Move toward them - deliver your remarks right in front of them. Get person directly involved in session.

Confront them during break.

If all else fails, tell them to shut up or get out.

**2:00      Preparation for practice**

## Preparation for practice

**Time required:** 2 hours

**Special materials:** a few fun props for the skit – like grocery bags, wigs, dress-up clothes, toy kitchen equipment, empty boxes, cleaning equipment

**Say:**

*We have covered a lot over the last two days. We want to make sure that you are ready to apply what you have learned.*

*There are many ways we can improve health and safety at our workplaces. At the next training, we will be practicing our skills.*

*There are three options. You can:*

- *Practice conducting a needs assessment and then recruiting that co-worker, friend, or family member to a four-hour training on occupational health and safety. This means you won't take "no" for an answer and you'll talk to them about what you learned during this training.*
- *Practice sharing your leadership story in front of a group to tell others about the HEAL program and the importance of promoting health and safety in grocery stores. You may develop a new story, different from the one that you worked on at the last session, or continue to improve the story that you worked on last time we were together.*
- *Create a skit where a worker is injured. The skit will demonstrate the workers identifying the hazard, brainstorming hazard controls, and approaching the boss to make the right changes.*

*We will now let you know which group you are part of.*

Assign participants to a group based on their skill level and what they should work on most.

Ask each group to gather. Each group should have a staff member present to guide the discussion. Each group should discuss challenges for their particular activity, any questions that participants still have, and review their activity. For example, the needs assessment group should look over the needs assessment, and the group making a skit can begin discussing the plot of the skit.

**4:00**      **Break**

**4:15**      **Groups facilitate /present their stories, skit, and needs-assessment role-plays**

**5:00**      **Break**

**5:15**      **News clips, Certificates, Evaluation**

**6:00**      **End of the day**