

# Workers @ Risk MENTORING



Alberta Construction  
Safety Association

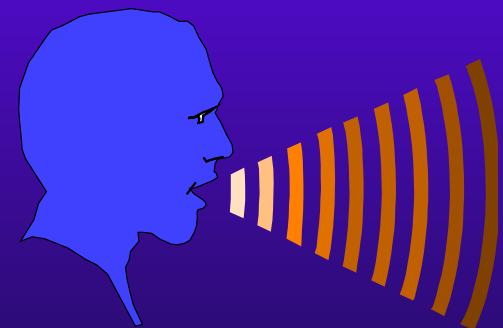




# Exercises # 1

## ◆ #1 - Self-Introductions

- Name
- Company
- Skill or trade
- Experience





# Course Outline

The course covers:

- ◆ Mentors Role
- ◆ Training
- ◆ Communications



# Course Objectives

- ◆ Provide knowledge to eliminate pain and Suffering
- ◆ Define the roles and responsibilities of mentors
- ◆ Explain corporate culture
- ◆ Provide knowledge and guidance for mentors



# Where Does Safety Fit ?

- ◆ Safety equals skill
- ◆ Safety means security
- ◆ Safety is what YOU make of it
- ◆ Getting the work done right



# OH&S LEGISLATION

- ◆ Employers must ensure, as far as reasonably practicable, the H&S of workers
- ◆ Workers must take reasonable care
- ◆ Workers have responsibility to refuse dangerous work



# OH&S LEGISLATION

- ◆ Employer must ensure worker is competent for task, or under direct supervision
- ◆ Non-compliance, possible fines / imprisonment



# Workers @ Risk MENTORING

*Mentors as Role Models*





# **Mentors Responsibilities**

- ◆ **Cooperate with Employer**
- ◆ **Understand the legislation that affects them**
- ◆ **Train workers to perform jobs safely**
  - orientations
  - tool box talks
  - on-the-job training
  - safety meetings



# **Mentors Responsibilities (continued)**

- ◆ **Assist Employers in reducing risk to new and young workers**
- ◆ **Assist employers in meeting site & legislative requirements**
- ◆ **Meet workers responsibilities to look after other workers**



# Reasons for Training

- ◆ prevents incidents/accidents
- ◆ improves morale
- ◆ Increases productivity, flexibility, work quality and personal pride
- ◆ saves money, protects jobs and builds a better company



# What is Training

- ◆ To Teach
- ◆ To Evaluate (instruct & praise)
- ◆ To Set a good example

**Training is communicating!**



# On-The-Job Training (OJT)

- ◆ Explain the job
- ◆ Explain steps involved
- ◆ Describe potential hazards and controls
- ◆ Demonstrate steps
- ◆ Rationale for procedures
- ◆ Observe worker performing the job
- ◆ Follow-up

**Tell Show Do Review with Praise**



# When is Training Required

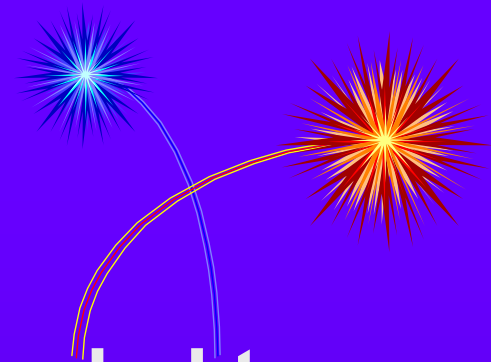
- ◆ New or young workers
- ◆ New position
- ◆ New/changed procedures
- ◆ New equipment and use
- ◆ Specific safety issues
- ◆ Refresher training
- ◆ Inspections
- ◆ Accidents/incidents



# Summary

## A good training program:

- ◆ Provides information needed to understand safety issues and practices
- ◆ Teaches 'How To' perform safely
- ◆ Provides regular feedback
- ◆ Creates a positive atmosphere





# COMMUNNICATION SKILLS

- ◆ **Types of communication**
- ◆ **How communication works**
  - **Sender**
  - **message**
  - **receiver**
  - **feedback**





# Communication Barriers

- ◆ Sender Barriers
- ◆ Message Barriers
- ◆ Relationship barriers
- ◆ Language difficulties
- ◆ Hostility
- ◆ Gender issues
- ◆ Defensiveness
- ◆ Culture



## Exercise #2

- ◆ In small groups answer the questions on sender barriers
- ◆ Be prepared for class review



# Communication Techniques

- ◆ Speaking and Speaking Anxiety
- ◆ Organize
- ◆ Visualize
- ◆ Practice
- ◆ Breathe
- ◆ Focus
- ◆ Release
- ◆ Reward yourself
- ◆ Don't be too critical



# Effective Listening

- ◆ Focus on the speaker
- ◆ Let silence be
- ◆ Prompt for more
- ◆ Ask minimal questions
- ◆ Paraphrase
- ◆ Exercise #4
  - Work individually on the exercise
  - Class review



# ADULT LEARNERS

- ◆ Are experienced
- ◆ Like to have fun
- ◆ Need a reason to participate
- ◆ Want to be liked
- ◆ Like to be treated as adults
- ◆ Exercise #5

In the whole group describe the things you like and don't like



# Dealing with Difficult People

## ◆ How to avoid Problems

- Obtain involvement
- Be positive
- State the purpose
- Listen
- Identify if possible
- Stay professional
- Ask the person to stop or leave
- Avoid confrontation



# Your solutions to difficult people

- ◆ In the same small groups as before discuss problems.
- ◆ Pick one situation or use the one from the book
- ◆ be prepared for a class review



# Training Aids

- ◆ Handouts
- ◆ Objects
- ◆ Flip charts
- ◆ Safe work practices
- ◆ Job Procedures
- ◆ Rules





# ON THE JOB TRAINING

- ◆ TELL
- ◆ SHOW
- ◆ DO
- ◆ REVIEW
  - WITH PRAISE
- ◆ FLRA) (field level risk assessment)



# GENERAL TRAINING PROCEDURES

- ◆ Prepare the New Worker
- ◆ Demonstrate and Describe
- ◆ Observe the Worker Doing
- ◆ Check Progress



## **Conclusion:**

*Become a mentor.*

*Use your experience and knowledge to  
train someone.*

*Help eliminate pain and suffering.*