

KANSAS CITY: DEATH BY DESIGN TRAINING PACKAGE

FACILITATOR'S GUIDE



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CONTENTS

- Contents of the CD
- Introduction
- Using the package
 - Preparing Work Books & Handouts
 - Running the Ms Power Point Show
 - Getting a response
 - Summary
- Facilitator's checklist

EVALUATOR

CONTENTS OF THE CD

The CD contains the following files:

- Facilitator's Guide, including Facilitator's Checklist
- Facilitator's Slide Guide
- Participants' Handouts (*These will be passed-out at appropriate times in the presentation. Note the assessment 'Handout 4' will be completed, and handed in for marking*)
 - Handout 1 – Introduction (includes outline of disaster, and key slides)
 - Handout 2 – P-E-P Exercise (includes timeline of disaster)
 - Handout 3 – P-E-P Outcomes
 - Handout 4 – Assessment (a true-false questionnaire)
 - Handout 5 – Assessment Answers (including examples of lessons learned)
 - Handout 6 – Applying the Lessons Learned
- MS Power Point presentation

EVALUATOR

INTRODUCTION

Since we most readily assimilate that which is told as a tale, the use of a video case study is a useful tool... it falls between theory and practice... the difference between thinking about an issue and actually experiencing it.

A well-presented case-study into a real-life scenario hopefully takes us from the 'belief' that it *can't* go wrong, to the 'knowledge' that things *can* go wrong. From this point, we hopefully take appropriate, proactive steps to prevent the 'experience' of things *actually* going wrong.

This training package has been designed to demonstrate the various ways the inputs, processes and outputs can each have impact on Workplace Health & Safety in, or arising from, a workplace. No matter the type, nor size, of a business operation, Workplace Health & Safety can be compromised by simple oversights. Well-known disasters - such as that displayed in the accompanying video 'Kansas City: Death by Design', highlighting the failure of a suspended walkway system because of a failure to check an engineering change – provide a strong focus on these oversights due to the enormity of the outcomes. However, whether a business is large or small, the steps leading to failures in Workplace Health & Safety are inevitably the same, and Participants can learn to not only spot these steps, but also to take corrective action to ensure the success of current and future Workplace Health & Safety issues in their enterprise.

From this 2 hour presentation, Participants should learn the need for:

- a) consultative planning & communication in Workplace Health & Safety matters;
- b) application, maintenance, review & update of Workplace Health & Safety management systems;
- c) clear definition & delegation of Workplace Health & Safety responsibilities;
- d) unambiguous training of staff (at all levels) on how to fulfil their Workplace Health & Safety responsibilities;
- e) contingency planning for Workplace Health & Safety failures (ie fire, first-aid, security, evacuation, clean-up, incident investigation);
- f) the right to speak-up - *and be heard* – re. Workplace Health & Safety matters.

Finally, it is anticipated you, the Facilitator, may not necessarily be trained in how to present a training course, as such, but can at least:

- a) set-up the presentation;
- b) time-keep as appropriate;
- c) scroll through the MS Power Point presentation on the CD (and use the associated Facilitator's Slide Guide);
- d) play the DVD at the appropriate time;
- e) distribute the Participants' hand-outs at the appropriate times;

- f) break the class into appropriate groups for workshops at relevant times;
- g) supervise the Participants in their various exercises (including the 'true-false' assessment sheet);
- h) facilitate group interaction and discussion.

For some free tips on preparing for, and running, a presentation, visit our website: www.futuremedia.com.au

**Workplace Health & Safety Consultant:
Safe Measure Pty. Ltd.
www.safemeasure.com.au**

EVALUATION

USING THE PACKAGE

Though relatively short, the 2 hour presentation provides an overview of the need for a planned, systematically applied, approach to workplace health and safety needs. The package moves through the introductory housekeeping to a brief discussion of the presentation itself, to the playing of the video. You then run several exercises, including an assessment of the Participants' comprehension. The final part of the presentation concerns lessons learned, and how they may apply to the specific workplace.

Preparing Workbooks & Handouts

Embedded in the disc are:

- Facilitator's Guide, including Facilitator's Checklist;
- Facilitator's Slide Guide;
- Participants' Handouts. (To be passed-out at appropriate times in the presentation. Note the assessment 'Handout 4' will be completed, and handed in for marking)
 - Handout 1 – Introduction (includes outline of disaster, and key slides)
 - Handout 2 – P-E-P Exercise (includes timeline of disaster)
 - Handout 3 – P-E-P Outcomes
 - Handout 4 – Assessment (a true-false questionnaire)
 - Handout 5 – Assessment Answers (including examples of lessons learned)
 - Handout 6 – Applying the Lessons Learned

Print sufficient *Handouts* for the Participants, and include a copy for yourself. *You may wish to affix an appropriate workplace logo etc. as a front cover to personalise the Handouts for the workplace/team/etc.*

Familiarise yourself with the *Handouts* and the appropriate place in the slideshow presentation where you will hand them out.

Running the Ms Power Point show

Once the MS Power Point slide show is up-and-running, refer to the *Facilitator's Slide Guide* and you are on the way.

The *Facilitator's Slide Guide* displays the slides on the left hand side of the page, and a guide of what to do on the right hand side, including core time-signatures as a time management guide. The slide-show has been created to be as self-propelling as possible, allowing an unskilled presenter to keep an entertaining and educative training session running smoothly. The guide indicates at what point handouts are to be distributed, as well as where workshops will occur. However, due to the inevitable variations in a group dynamic, there are some things that are difficult to embed in a slide show. For example, there will be places where a Participant may interrupt with a

worthwhile question, and Facilitator may have to pause in their own stream of thought, and respond to the question, etc.

By practising with the show and notes, and getting a feel of 'what happens where and when' and so on, you can minimise 'surprises'. (A general rule of thumb, too, for beginning Facilitators is 'don't ask questions you do not already know the answer to'! That sort of thing is best left to a more experienced operator!)

The two-hour session is divided into the following suggested headings and timings, and the approximate distribution relevant handouts:

- Introduction – 15 minutes – H/O 1
- The Video – 30 minutes
- P-E-P exercises – 35 minutes – H/O 2, followed by H/O 3
- Assessment & marking – 25 minutes – H/O 4, followed by H/O 5
- Applying the lessons & Summary – 15 minutes – H/O 6

Getting a response

Rather than ask: "Are there any questions?" (which usually results in no-one speaking-up), you can ask questions in a different manner. For example, using something more specific in the questioning process (remember the rhyme: "How & Why & Where & When... & Who & What & back again..."):

- 'How can we do ... better?'
- 'Why do we want to have a safe ...?'
- 'Where are we going to...?'
- 'When is ... likely to occur?'
- 'Who is responsible for...?'
- 'What is likely to happen if...?'

You may also wish to prepare some questions for the specific workplace, and keep them on hand for relevant parts of the presentation.

Summary

This is a sample dialogue for you to consider when wrapping-up the presentation:

"So what have we done today?"

We have applied an interesting psychological tool, since:

'We most fully integrate that which is told as a tale.'

Watching a video of a real-life disaster enables us to more readily learn from the experience presented to us. It allows us to witness what occurs when

systems fail. We hopefully learn that our sense of 'reason' - which should have been used in the leisure of 'proper prior planning' - suddenly becomes an absolute necessity when our reality is torn asunder, but, regrettably: too late to be of much use...

Rather than be 'reactive', we need to be 'proactive'.

The greater the contained energy, the greater the potential for disaster, and any engineering system involving a stored energy, whether electrical, hydraulic, gaseous, or structural, etc., needs timely revision, followed by appropriate reform as required."

Since '*every system is in a state of decay without an input of energy*', remind Participants to refer to their notes from time-to-time to remind themselves of what failures can occur from comparatively simple, very human, oversights.

The final slide reminds the Participants 'safe workplaces do not just happen... someone works to make them safe... *and they can be those 'someones'!*

Also emphasise to the Participants that they are only as safe as the stupidest person in the workplace... Very sobering!

FACILITATOR'S CHECKLIST

THIS BRIEF CHECKLIST IS TO JOG YOUR MEMORY ON SOME THINGS TO CONSIDER WHEN PREPARING AND PRESENTING TRAINING SESSIONS, ETC.

KEY CONSIDERATIONS	CHECK
1. Receive brief outlining delivery of some training/ education/ information/ etc. to others;	
2. Review expected participants, and perhaps has to contact same with notification of expected attendance;	
3. Acquire area appropriate in safety/ environment/ size/ energy supply/ etc. for presentation of above training/etc.;	
4. Gather and assemble paperwork/training and demonstration equipment/etc. appropriate to the delivery of training/etc.;	
5. Transport items to presentation area;	
6. Dress appropriately;	
7. Set-up and test equipment (including that for any practical demonstration);	
8. Welcome Participants;	
9. Introduce self;	
10. Run through housekeeping issues, including emergency response procedures;	
11. Record names of Participants;	
12. Time-keep as appropriate;	
13. Scroll through a MS Power Point slideshow (or equivalent), elaborate on key points from slides;	
14. If required, demonstrate practical use of equipment, or how to do a task;	
15. If required, play a DVD/CD at appropriate time;	
16. If required, distribute hand-outs;	
17. If required, break whole class into relatively similar sized groups at appropriate intervals;	
18. If required, supervise Participants in their various exercises (including any course assessment);	
19. Encourage group interaction and discussion;	
20. Summarise what participant/s has/have learned/achieved;	
21. Thank and farewell the participant/s;	
22. Pack-up/ Clean-up training area if required.	

AS MUCH AS POSSIBLE, GET INTO THE ROOM/HALL AND TEST YOUR PRESENTATION ON SITE. GO TO THE REAR OF THE ROOM AND SEE WHAT THE PERSON SITTING IN THE BACK ROW IS LIKELY TO SEE. DO THIS WITH THE SOUND EQUIPMENT ALSO. (THOUGH REMEMBER A CROWDED ROOM MAY ABSORB SOME OF THE SOUND, AND WHAT SOUNDS 'JUST RIGHT' WHEN EMPTY, MAY BE 'TOO QUIET' WHEN FULL!)