

SEVEN REASONS WHY SAFETY TRAINING DOESN'T STICK

By Sherry Knight, President and CEO, Dimension 11 Ltd.

It's early Monday morning and the tailgate safety training meeting is just starting. "George" stands to the left side of the truck box and looks out over the faces of his employees. Some seem eager to work, others look like they are hung-over, and still others appear to be in a land of their own daydreaming about who knows what! George, the Safety Officer, recounts a problem last week with an individual who was not harnessed when he was on the third floor of the construction site.

He reviews the law, reminds the team of his expectations for their own sake and shortly sends everyone on their way. All too often though, this same safety hazard is experienced again, and again. Why? One reason may be that the safety training has not "stuck."

Getting any training to stick is never easy. In any learning group, there are generally four different types of learners, and as trainers we have one type of learning that works for us. Guess what? We generally teach that same way. That's great – it means we are connecting to about 25 per cent of our audience. This group, who learns like we do and thus picks up what we are saying based on the teaching we provide, is the least likely to discount what has been taught.

As trainers we are never inside the minds of those we are trying to help learn and thus, we have no idea what they are retaining. However, there are a few ways that probably fail in connecting the value of safety with the individual's mind. Remember, most of us have this one major flaw – we believe *it will never happen to me!*

1. Not asking how people like to learn

– When was the last time someone asked you how you wanted to learn the information being presented? Without knowing how people like to learn, it is very difficult to provide information in a way that is meaningful to them.

Let's look at the different types of learning styles and see what we can do to connect with 100 per cent of our target audience instead of only 25 per cent of them. You can equate this to the four Social Styles which helps us understand those we work with. Steve Trautman suggests there are four types of learning:

- **Why Learners** (Social) want to know why they are learning this process now and why it is important to them based on all the other knowledge they are learning
- **What Learners** (Dominant) just want the facts in an organized fashion with step-by-step directions

- **How Does it Work Learners** (Analytic) want to see what they are learning as it fits into the context of their whole job and what they already know
- **What If Learners** (Expressive) want to find better ways of doing things so they will test your theories to see if there is something that could make it better.

2. Not providing a reason for the learning – Without a reason, it is difficult to connect to the information being provided.

3. Not talking through the steps – When you don't talk through the various steps using diagrams or pictures, it's hard for some people to grasp the concept.

4. Not demonstrating the "real-life" scenario – When you forget to demonstrate the real-life scenario of how to do a task safely you are not showing the team (or the individual) how it is done right. Do this step too fast and you may find people don't grasp the process, and in many cases they don't want to look or sound foolish by asking you to repeat the demonstration.

5. Not demonstrating the real-life scenario again and explaining why – This is important! You have walked



the team through the process, you have demonstrated it, and now you are explaining the intellect behind the reason for doing it this way. These three steps are critical in helping an individual retain the information and

the demonstration will help to cement the image in one's mind.

6. Not letting each individual exhibit the process and receive immediate feedback means they may leave out a step or add a step – Each time an

employee conducts the process and has the opportunity for immediate feedback there is a better chance the individual will follow the rules.

7. Not checking the current practice often enough – Management 101 tells us to *inspect what we expect*. When your team knows you provide ample opportunity for practice and that you will be checking, the chances of people working safely is greatly increased.

Training classes and on-the-job training for safety have one thing in common. The reason we do it is so we will have people going home at the end of the day with all limbs and digits intact. Are you providing the ways that help people connect with the learning, or are you merely giving the oversight and assuming they are learning? It is never too late to look at what you are doing and find ways to improve your processes!

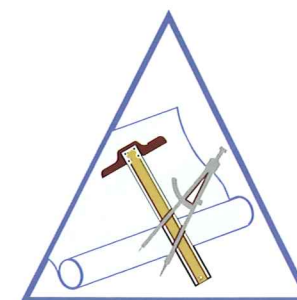
Copyright Sherry Knight 2015.
All rights reserved.

Sherry Knight, is President and CEO of Dimension 11 Ltd., a leader in people and performance development. Dimension 11 helps companies realize stronger profits so they can create more jobs and better communities.

Sherry Knight | 306-586-2315
sherry@dimension11.com
www.dimension11.com

TRI CLAD DESIGNS INC.

BUILDING ENVELOPE SPECIALISTS SINCE 1987



SPECIALIZING IN:

- Aluminum Composite Panels
- Phenolic Panels
- Insulated Metal Panels
- Metal Wall & Roof Cladding Systems
- Engineered Shop Drawings
- Building Envelope Consultation

www.tricladdesigns.ca PH: 888 TRICLAD 874-2534



North West College
Celebrating 40 years!

BRINGing FUTUREs into FOCUS

- Business Certificate • Certified Safety
- Professional Development • Trades

Battlefords Campus
306-937-5100

Meadow Lake Campus
306-234-5100

www.northwestcollege.ca



DEL Communications Inc. and you,
THE KEY TO SUCCESS.

We offer outstanding personal service and quality in the areas of:
CREATIVE DESIGN | ADVERTISING SALES
TRADE PUBLICATIONS | QUALIFIED SALES & EDITORIAL TEAM



Suite 300, 6 Roslyn Road, Winnipeg, Manitoba, Canada R3L 0G5
Toll Free: 1.866.831.4744 | Toll Free Fax: 1.866.711.5282
www.delcommunications.com