

Safety Training

deal of experience. The application of good sense and an understanding of what a conference is supposed to accomplish will go far toward making the conference successful.

The sequence of conference leading is as follows:

- 1 The leader states the problem
- 2 He attempts to break the problem into segments to keep the discussion orderly
- 3 He encourages free discussion
- 4 He makes sure that members have given adequate consideration to all the significant points raised
- 5 He notes any conclusions that are reached
- 6 He states the final conclusion in such a way that it truly represents the findings of the group

One who attends many conferences has opportunities to observe examples of successful and unsuccessful conference leading. This should help him when he assumes the role of conference leader. The new leader should also seek help from training people and others who may give him sound advice on making his conferences productive.

Misuse of the conference method

If a conference leader, in his eagerness to get across his ideas or in order to cover ground quickly, departs from true conference procedures and steers the discussion in the way he wants it to go, then a meeting becomes a conference in name only.

A closely guided or controlled "conference" is not an effective teaching method. Worse still, because it is called a conference, it may establish in the minds of conferees and leader a pattern of conduct that makes it difficult for them to serve usefully as members of a true conference. Conferences are almost indispensable in business, and any process that tends to make them unproductive should be avoided.

Other Methods of Supervisory Training

Many methods of instruction and many teaching aids are available for training supervisors in accident prevention. Using a variety of methods in a single course or even in a single session makes for interest and under-

standing, so long as the methods chosen are appropriate for both the subject and the learners.

Teaching aids are discussed in Chapter 10, "Audio-Visual Media."

Teaching methods include individual coaching, work projects, conventions, programmed learning, and reading, as well as courses outside the company, practice, research, and observation. All have value as educational methods if they encourage participation by the learners.

Personal instruction and coaching

Often overlooked as a method of instruction is personal discussion with individual supervisors. When the safety professional and the supervisor meet and talk about the job, there can be a complete and free interchange of ideas that is not possible in a group. In private conversation, the supervisor will often express reservations or doubts that he would not voice in a meeting, and the safety professional will have the opportunity to clear up misunderstandings.

The safety professional who meets with the individual supervisor not only instructs and coaches, but also learns many things he needs to know. Supervisors appreciate his interest in their work and are usually eager to teach him about the processes of their departments. The safety professional can learn much from them about the mechanical processes and also about problems of supervision. Possibly most important is that he becomes personally acquainted with the supervisors. Every safety professional ought to allot a part of his time to these personal contacts.

Work projects

Probably the best kind of safety training for supervisors comes when they actually do a job that needs to be done. Small groups of supervisors, working with the safety professional, can really help the company's safety program by undertaking projects for which they are well qualified. Following is a list of suggested projects. Many others will occur to safety professionals and safety committees.

All these activities are discussed elsewhere in this Manual. Safety professionals who plan to use them as training projects should first obtain as much information as possible