

# Tailgate Safety Training

## Introduction

The Ohio State University “Agricultural Tailgate Safety Training Program” will show how a simple, straight forward, employer to employee training program may be used in reducing agricultural accidents. This type of training is known as toolbox or tailgate safety training. The concept has been so effective in the construction industry that it is routinely used by many construction companies. Other industries have also adopted the concept for use in their safety training programs. Basically, “tailgate” safety training is a system of short, frequent, safety training sessions. The idea is to keep safety in the forefront of your employees’ daily routine. By keeping the sessions short (10 to 20 minutes) you can keep the employees interest, minimize the loss of production time and make the training session easy to conduct with a minimum of preparation. By making them frequent (every 7 to 10 days) you keep safety on the minds of your employees, demonstrate your concern for the employees well being and, most importantly, reduce the number of accidents that your employees experience.

Over 80 areas of concern have been identified in agricultural safety. Training materials have been developed for each of these areas. Due to the many different types of agricultural operations in Ohio this program has been made as flexible as possible. Many topics fit all types of operations, however, we want you to be able to make your training program fit your specific needs. For example, most operations utilize some type of tractor or have dusty conditions where the employees should have some type of respiratory protection. However, not all operations need a session on livestock handling or grain bin safety. **We have also indicated on the list of training material those topics that will help to satisfy your EPA worker protection and/or OSHA requirements.** All of the topics fit within the guidelines for employer training. .

It is a good idea to get into a habit of presenting the safety topic once a week on the same day. For example, every Wednesday morning before your crew starts work. Avoid giving the safety training on days when employees may not be fully attentive; for example, Monday mornings, Friday afternoons, or on paydays. Feel free to repeat modules if your employees need a refresher session. But avoid repeating the same topic too often or too close together.

With each training unit is a sign-up sheet and a short true and false quiz. This is an excellent way of documenting your safety training program. By having copies of the sign-up sheet, and completed and signed true/false quizzes, you can document your employees’ participation and their understanding of the material. This documentation can prove to be valuable.



The original Ohio State University study lasted for one year. The study was documented in a number of ways. Employers completed a questionnaire about farm safety. A similar questionnaire was given to employees. These questionnaires were designed to determine how much safety information employers and their employees learned from the training program. It also determined if employer and employee attitudes toward safety changed from the start of the program to the end of the program.

Another important way of determining the effectiveness of the training program was a farm safety assessment. The safety assessments were conducted just before or at the beginning of the training period and again at the end of the training program.



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## Five Steps to Conducting Effective Job Safety Training:

1. Explain the goal of the safety training and the reason why the training is important to the employees. Doing this will increase the person's interest in learning.
2. Break down the job into one-step parts and identify each key step. This breakdown can be used as an outline to help guide workers through a job. By understanding how safety fits into each step of the job, employees learn to perform their work safely and correctly.
3. Show the proper way to do the job. Only talking about how to do a job safely isn't enough. Do one step at a time, pausing to repeat the key points before going on. Encourage the person to ask questions at each stage, making sure he/she fully understands.
4. Ask the person to perform the job while you watch and have them explain each step; not only what is going to be done, but also why. By letting an employee explain and perform the job, you will learn if the person understands and can perform the task safely.
5. Return to see how the worker is doing and to see if there are any questions or problems. The follow-up process is very important, since spotting and correcting improper work habits will help an employee do their job more safely and efficiently.

Supervisors should continue safety and health training on a regular basis. Regular training might include monthly safety and health meetings; regular personal safety contacts; safety training related to job changes; or safety training related to safety compliance, such as hazard communication, lockout/tag-out, confined spaces, fire safety and emergency procedures.

# How To Use The OSU Tailgate Safety Training Material

The training modules have been set up to be “user friendly” and to work well for adult learners. The information has been presented in a brief but complete form. Each module has six sections: (1) title and objective(s), (2) trainer’s note, (3) background information, (4) review points, (5) true or false answer key, and (6) true or false quiz. Many of the modules have graphics or boxed charts and tables to aid in understanding. The training modules are to be used as a reference and the basis of the tailgate training sessions. It is your choice as to how the training sessions are conducted. The modules will provide a basis for the safety presentations, as well as some suggestions for giving the presentations. In the following paragraphs the modules will be broken down and each section discussed.

**Title and Objective(s)** The title is the topic of the module, while the objective(s) is the module’s end goal. The objective is written as a statement of what the learner is expected to gain from the program. The module objective states the employee’s expected change in behavior after receiving the tailgate training. An example is shown here.

**Training Module: Portable Fire Extinguishers**

**Objective:** To know how to identify the types of fire extinguishers and be able to properly use them.

**Trainer’s Note** This section will always be found in a shadowed box like the one shown below. The trainer’s note provides information for the trainer. The note has ideas for the actual safety meeting and how to present the information to the employees. For example, it may suggest to have employees learn “hands on” by practicing with fire extinguishers, or having chemicals and personal protective clothing available to look at as they are talked about. (Refer to the teaching methods section of the training booklet for other presentational styles). There is also additional information provided for the presenter to be used as background on the topic. Points that need to be stressed within the background information section are mentioned in the note.

**Trainer’s Note:** All fires are not the same. Know which fire extinguisher units to use for each type of fire. Point out the placement of all units available for the training session. Discuss how to read the label, select the proper unit, and how to operate, inspect and maintain it. Let employees practice using an extinguisher.

**Background Section** It may be in paragraph form, a list of important safety points, or a combination of both. Examples are shown below.

**Paragraph form:**

**Background**

Fire extinguishers can put out or control a fire until help arrives. Use portable units as first-aid or emergency units on small fires or in the initial stages of the fire. The discharge time on most portable units is only seconds, so plan an escape route. Stay low and avoid breathing the smoke and extinguishing agent. If the fire starts to spread, GET OUT!

**Selecting the Proper Fire Extinguisher:**

The universal classification system has four designations for fire extinguishers, class A, B, C, D. Based on the size of a fire to be extinguished and the contained extinguishing agent. A 20B rating is recommended for nonexpert user. Combination extinguishers are suitable for more than one class of fire and are marked as such.

**...or List form:**

**Inspection Procedure:**

- Are all extinguishers in their recommended location?
- Is there enough pressure to discharge the contents of the extinguisher (check the gauge)? Replace or recharge the unit as needed.
- Is the tamper seal in tact?
- Is the unit damaged?
- Is the hose and nozzle unobstructed?

The background section contains the safety information to be taught. The information has been divided into sections to aid in the flow of the training session, so that it will not take along time to present the information clearly. A module could have several sections within the background section. For example, three of the sections could be: safe operation or handling of equipment, the required personal protective equipment, and what to do if an accident does occur.

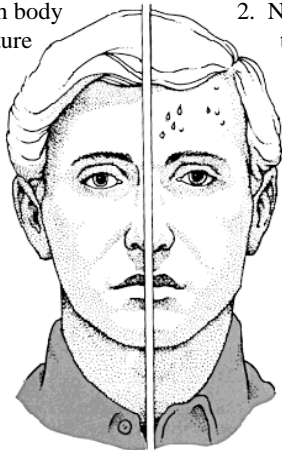
The background section is the training part of the module. It explains the safety topic and how to work without causing personal harm to yourself and/or anyone else. This information can be incorporated with many teaching styles to work well with adult learning styles (Refer to the adult learner section).

**Graphics and Charts** may also be found in the background section of the modules. They are used to make the modules more interesting and to make the information easier to understand. The following are two examples. The picture graphic is from the Heat Stress Module and the chart is from the Fire Extinguisher Module.

**Graphic A**

- Heat Stroke  
 1. Dry, hot skin  
 2. Very high body temperature

- Heat Exhaustion  
 1. Moist clammy skin  
 2. Normal or subnormal temperature



Graphic A: The graphic explains the difference between heat stroke and heat exhaustion in less room than if it were written out in text.

Signs and symptoms of heat stroke and heat exhaustion

**Chart A**

Location	Size Range (lbs.)	Suggested Placement
Farm Shop	One Unit, (5-10)	Near exit door
Combine	First Unit, (5-10)	Near cab door
	Second Unit, (5-10)	On opposite side of cab at ground level
Baler	One Unit, ( 2 <sup>1/2</sup> )	On structural member
Car or Truck	One Unit, (2 <sup>1/2</sup> - 5)	Accessible to driver
Barn or outbuildings	One Unit, (5-10)	In an accessible location

Chart A: The chart gives the location, size range and suggested placement of fire extinguishers in a clear and easy to understand way.

**Review Section:** At the end of each training session it is important to review the most important points that were discussed in the training session. This will help the employees remember the safety information. For example, the section, “Review the Following Points,” has some of the Fire Extinguisher module’s most important points listed. These review points can also help the trainer when deciding how to present the information. Since these are the main points, they should be used in the presentation. After your training session you may find that you have other points to add depending on how you teach the session and the questions that your employees may ask.

- Review The Following Points**
- Be prepared. Read the unit label before you need to use it for a fire.
  - Inspect fire extinguishers **monthly** for proper functioning.
  - Ensure that all designated locations have a fire extinguisher.

**True or False Answer Key** is found at the bottom of the last page of the module. These are the answers for the True or False quiz that is included with the module.

**True or False Answer Key**  
1. F, 2. F, 3. F, 4. F, 5. F

**True or False Quiz:** The quiz measures the employees’ understanding of the safety topic covered in the module. This gives the employer an chance to make sure their employees know the safety practices discussed in the module. An example of a quiz is shown below. The quizzes ask questions about the most important points of the training. This gives the employee another chance to see the same material in a different form, and to test their understanding of the topic. It is a good idea for you to keep a copy of the test results, for each employee, in your personnel or safety training file. If the employee can not read or write you may want to read the test aloud and have the employees mark each question with a “T” for true or an “F” for false.

<b>True or False</b>	<b>Name</b>
1. Fire extinguishers can be used to fight a major fire.	
2. To put out a fire, aim at the fire and spray.	
3. Focus on putting out vertical surface fires.	
4. Any fire extinguisher will put out any fire.	
5. Fire extinguisher should be inspected annually.	



# Record Keeping

Record keeping is an important part of the tailgate training program. The records will provide written documentation of the program's activities. The records you keep will also help us to document how many people the program reached.

The record keeping process is pretty simple. Review the example below. It is important that the module title and date of the training session is recorded. There is also space for the name(s) of the employee(s). Keeping a record of who attended is also good for the employer's personnel records. There is also a space for the true or false quiz scores. The quiz scores show how well the employee understands the safety material reviewed in each training session. Quiz scores could provide useful information for the employer when deciding what jobs the employee is to be responsible for. The comment section can be used by the employee or employer. The employee may use it to say what they think about the training session. The employer may use this section to make notes about the employee's actions at the session. For example, the employer may write in the comment section who helped with a demonstration, or how well they were able to do the "hands on" activities.

Module Title _____		
Date _____		
Participant List	Was the true/false quiz given? __Yes__No*	
Name:	T/F Score (total correct)	Comments:

\* If yes please indicate the score for each employee

# Additional Applications of the Training Modules

## Worker Protection Standard (WPS)

Some of the modules that are a part of the Tailgate Training Program can also be used to meet some requirements of the Worker Protection Standard (WPS), as set by the EPA. Modules that may be usable as a part\* of the training program for either handlers or workers under the WPS are:

Chemical Nozzles	Personal Eye Protection	First Aid Kits
Heat Stress	... Pesticide Exposure	Laundrying Pesticide Clothing
Pesticide Protective Equip.	Reading Pesticide Labels	Respiratory Disease
Respirator Fit	Sun Exposure	Cleaning & Storing Respirators

\*If taken as a group these modules do not meet all of the criteria set out in the "HOW TO COMPLY" Manual for either handlers or workers. Modules from other sources will have to be included to meet all of the criteria.

## OSHA training requirements

The Tailgate Training Modules will also be applicable to some OSHA training requirements. These modules include:

Combine Fires	Cutterbar Safety	Safe Use of Hydraulics...
Safe Use of Jacks	Lockout/Tagout	Preventing Machine Hazards
Material Handling Devices	Power Lawn Mowers	No Riders on ... Equipment
Safe Use of PTO	PTO Shielding	Rollover Protective Structure
Rotary...Mower Safety	Skid-Steer Loaders	Safely Starting/Stopping Tractors
Tractor Loader Safety	Safe Use of Tractors...	Tractors and Highway Safety

## Haz Com training

Modules that could be used in Haz Com training are:

DOT Placarding	Safe Handling Of Anhydrous Ammonia
Safety Means SMV	Safely Towing Anhydrous Ammonia Tanks

## Also:

Monthly "safety and health meetings" have been mandated, and the following modules can be used to meet this requirement:

Caught in or Between	Chainsaw Safety	Chock and Block
Personal Eye Protection	Preventing Falls	Fire Extinguisher Safety
First Aid Kits	...Flammable Liquids	Rollover Protective Structure
Protecting the head	Lockout/Tagout	Preventing Machine Hazards
Protective Gloves	MSDS	Protecting Against Noise
Struck by Accidents		

There isn't one group of modules that would satisfy all training requirements, but some of the following modules might be usable as part of a program or as annual reviews of some elements of a program:

Color Coding For A Safe...	Personal Eye Protection	Safe Use of Flammable liquids
Silo Safety	Liquid Manure	Protective Clothing Livestock...
Reading Pesticide Labels	MSDS	Preventing Pesticide Exposure
Respiratory Disease	Respirator Fit	... Livestock Medication
Skin Irritants	Spraying Paint	Cleaning & Storing Respirators

# Some Ideas About Learning and Teaching

The process of learning is different for each person. Learning takes place whenever an individual's behavior changes, when a person thinks or acts differently, when he or she has gained new knowledge or a new skill, etc. Below are some principles of learning and teaching.

**The learner must be motivated to learn:** It is very important to make the learner want to learn.

- Learning activities should take into account the wants, needs, interests, and goals of the learners.
- Learners are motivated by setting goals and planning learning activities.
- Success is a strong motivating force.

**Each learner will have a different purpose for learning:** Subject matter to be learned must possess meaning, organization, and structure that is clear to the learners.

**What is presented to students and what is accepted and learned by them are very different:**

- There is all kinds of “noise” within communication.
- The student interprets information based on his/her perspective.

**Learners need organization:** More information can be learned better when materials are well organized.

- “Directed” learning is most effective.

**Learning is activity:** There needs to be participation and practice on the part of the learners.

- Learners learn what they practice.
- Learner's practice needs to be supervised .

**Nothing new is ever learned well the first time:** It takes repetition of the material and changes in the presentation style to reinforce the topic to be learned. This also provides time for learning.

**Not too fast, not too slow:** The rate of presentation of material to be learned needs to be planned to match the abilities of the students. More difficult, complex, and large amounts of materials take longer to understand and learn.

**Learners need to know what's expected of them:** Be sure the student knows from the beginning what is expected.

**Old learning does not automatically transfer to new learning:** The way a learner learned in the past may not work when different information is being presented.

- Learning activities should fall in a range of challenges: some easy, some harder.
- Let the learner seek and try; don't just tell them.

**Learners need to know how they're doing:** Report results promptly, “reward” them with praise.

- Learners must be told how well they are doing.
- Reinforced (rewarded) behaviors are more likely to be learned.
- Reward must follow immediately.

# Items for Consideration when Teaching

## **Clarity:**

- directions and background information are explained clearly and are easy to understand

## **Variety:**

- in instructional materials
- in teaching methods
- in levels of achievement that is expected
- in types of “hands-on” practices

## **Enthusiasm:**

- teacher should have a high level of enthusiasm for the subject matter and for teaching

## **Businesslike Behaviors:**

- teacher is concerned with learners learning rather than learners enjoying themselves
- encourages learners to work hard and to do quality work

## **Student Opportunity to Learn:**

- Make sure the learner goals match the expected learner achievements
- Make sure the subject being taught and the expected learner achievement matches

**“LEARNING STARTS WITH WHAT THE LEARNER KNOWS,  
NOT WITH WHAT THE TEACHER KNOWS.”**

## Teaching Adults

Give adults some of the responsibility for planning, carrying out, and evaluating their own learning.

Create a setting that's easy for adults to learn in:

- comfortable
- pleasing to the eye
- allows interaction among learners
- create a sense of partnership

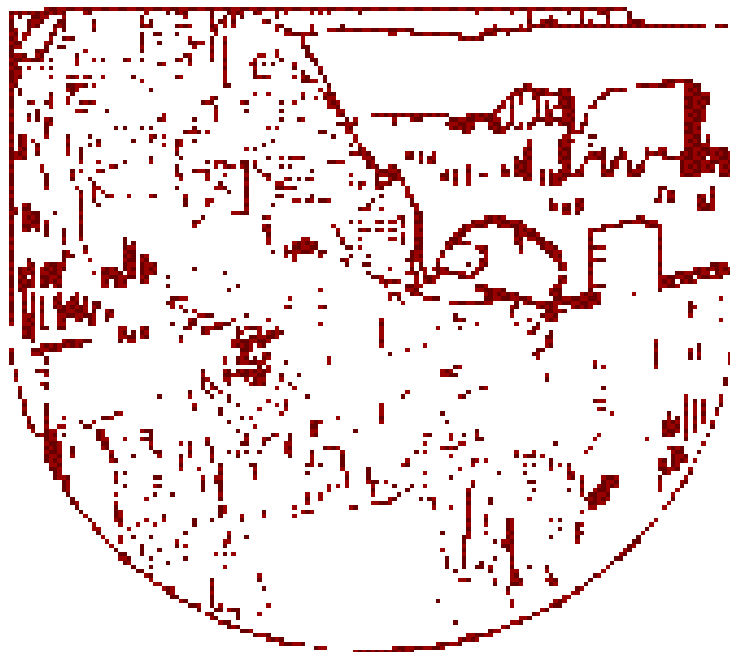
Involve adults in planning learning activities.

Use a variety of instructional techniques and activities.

### **The Instructor's Role:**

to provide the setting, materials, and procedures that aid in learning

- what to teach
- when to teach
- how to teach it



# Things To Keep In Mind About Adult Learners

## **Balance job needs with learner needs.**

What training needs should be addressed?

- Identify work requirements and standards (job needs)
- Meet the learners personal goals (learner needs)

## **People prefer to get new information and ideas in a variety of ways.**

Different Learning Styles:

Adult learners approach tasks with different styles; the way they learn best varies. There needs to be variety in the learning activities to help all learners learn the same thing:

- hands-on with limited direction during the project
- detailed instruction and information before beginning
- working in groups
- structured activities
- working alone, after the training, to gain practice

## **Adults bring a broad range of experiences and education to any learning situation.**

Many have a wealth of knowledge and skills through life experiences and self-learning activities. Being aware of these past successes can build confidence in the ability to learn new skills and information. Adults who have successful experiences in learning situations have a more positive view and more confidence.

- Pace the learning activities slowly at the beginning of the program.
- Design opportunities for all learners to be successful.

## **Individual levels of ability in basic skills (reading, math, writing, etc.) vary greatly.**

Many adults don't read well and may feel embarrassed about this.

- This lack of a skill is not a measure of intelligence or goodness of character.
- Use tact and sensitivity in this area. (Example: "If you've forgotten your glasses and can't read the material, I'll be glad to discuss the material with you one-on-one...". If you want someone to read some of the material aloud, ask for *volunteers* rather than calling someone by name and putting them on the spot....)
- Design lessons with a variety of teaching methods that take into account the different levels of the learners' skills.

A group discussion is an excellent way to get to know many of the characteristics, goals, and experiences of the individuals in the group. A group discussion makes a good opening session activity. It can also be used throughout the program to provide feedback.

# Characteristics of the Adult Learner

- **ADULTS CAN LEARN:** Adults may learn more slowly than children, but they learn just as well AND have the added advantage of superior judgment/wisdom.
- Adults are largely self-directed: They are used to depending upon themselves for support and life decisions. However, this does not imply that learners need no assistance in their learning efforts - many adults who have conducted their own self-teaching projects have said that their learning would have been easier if they had more help.
- Adults relate new learning to their broad base of rich experiences: These experiences provide the foundation on which they build when they are learning new information.
- Adults are doers: They have used previous learning to gain success as workers, parents, etc.
- Readiness to learn is directly linked to needs, such as their roles as workers. Adults learn best when they think the results will contribute to their own development, work success, etc.
- Adults learn what they consider important; they tend to do best in learning situations that provide what they value. They tend to be goal-oriented. Adults need to see the immediate use of their learning.
- Adults are concerned about effective use of time. The adult learner is practical: they want to meet their educational goals as directly, quickly, and efficiently as possible.
- Adults will reject or explain away new information that goes against their beliefs.
- Groups of adult learners will have people of different ages, backgrounds, educational levels, etc.
- Adults have expectations of learning; these may be negative because they are based on unpleasant past school experiences or positive if they were successful in school.

# **A Good Learning Environment For Adults**

## **Establish a good relationship:**

- Demonstrate that you see them as mature adults who have something important to offer.
- Realize they have lives and families outside of the work/learning environment.
- Treat them with respect and earn their respect: regard them as people who have good insights.
- Talk to them as equals: speak in terms of “we.”
- Remember that the instructor is not the absolute authority on any topic.
- Arrange the room in an informal way.
- Share information about yourself and your experiences as you teach.
- Be reachable and listen when they come to you for further information.

## **Create an Environment that Encourages Involvement:**

- Get your learners involved and talking.
- Let the learners help decide the types of activities and the pace of instruction, etc.
- Involve learners in class management (what day is best to meet on, morning or afternoon, etc.).
- Provide multiple learning options.
- Involve learners as instructors.
- Ask for feedback from the group.

## **Provide for Individual Differences:**

- Use a variety of techniques.
- Relate instruction to learners’ experiences.
- Adjust the pace of instruction.
- Accommodate special/exceptional differences.
- Accommodate cultural differences

## **Increase Learners’ Confidence:**

- Use positive reinforcement to help build learners’ self-image.
- Provide success experiences.



## What Adults Want From Their Teaching & Learning Experiences

- The learning to be useful: it should contribute to the solution of their problems.
- To be actively involved so the program is meaningful to them: helping to decide content and how it relates to their own purposes.
- Competent teachers: teaching should be useful, interesting, thought-provoking.
- Methods that are effective: they should be efficient in helping them to gain useful knowledge and skills.

## Physical Considerations with Adults

**Mental Operation:** The speed of thought may be reduced in adults, but the power to learn is not. Slowing of learning can be related to a library filled with many books; it will take longer to find a specific book or to put a new one in the proper place. Adults have a larger amount of books” stored in their memory. This is not a problem if the learners help to control the pace of instruction.

**Vision:** After age 18, vision will begin to get worse, most noticeably between 40 and 55.

**Hearing:** Gradual loss until mid- to late-sixties, then more rapidly thereafter.

**Life stages:** Adults at different ages will be facing different concerns: choices about life-style, children, careers, retirement, etc.

**Anxiety over any physical changes and/or life stages can affect the learning process.**

**High anxiety levels reduce the ability to learn.**

# Methods of Presenting Information

## Supervised Practice

### Definition:

Learners do an activity (practice the information presented in the lesson) while the teacher watches/supervises to make sure they're doing it correctly.

### Suggestions:

- In the lesson, give good directions for the activity.
- Reserve the time for the task at hand. In planning your lesson, decide the approximate number of minutes for the practice that day.
- See that necessary materials and supplies are available beforehand.
- Have the supervised practice develop naturally from the topic of the day.
- Move about the group quietly, seeing what is going on and giving help where needed.
- See to it that learners use this time for practice of the activity.
- If special difficulty develops during the practice, get the attention of the whole class and clear up the difficulty for all of them at once.

## Discussion

### Definition:

A group of people thinking and talking together for the purposes of learning, solving problems or making decisions, and working out a plan of action.

### Advantages:

- Discussion increases productivity and cooperation.
- Creative group discussions can improve each individual's creativity.
- Group thinking can produce "bigger" results than those of the individuals added together.
- The chance of any one learner knowing all that needs to be known on some problem is slim.

### Disadvantages:

- Discussion may wander if the teacher and material do not keep the learners interested.
- Material must be organized so that learners stay on the topic.
- Can be time consuming.

## Lecture

### Definition:

Traditional teaching method where the teacher tells the information to the student.

### Advantages:

- Teacher can cover a large amount of information in a short period of time.
- Teacher has the opportunity to collect information from many sources to give the learners a more complete understanding of the topic.
- Good technique when what is being taught is only needed for short-term retention.
- Allows the material to be presented in a very orderly fashion.
- Helps learners to learn to listen and to develop note-taking skills.
- Provides the teacher with a sense of “security” since no new information will be introduced besides what is planned.

### Disadvantages:

- May prevent the learner from asking questions.
- If learners do not ask questions, there is no feedback; and so there is no real communication.
- Lecturer’s pace may not match the individual pace of the learners.
- Higher levels of learning are often not achieved by learners since they do not actively work with information covered in the lecture.
- Learners may find a lecture boring and tune out.



## Demonstrations

### Definition:

Any planned performance by a teacher of an occupational skill or safety practice.

Follows three steps:

- 1) Introduce the problem
- 2) Demonstrate and develop understanding by the learner
- 3) Apply

The teacher is concerned that the student learn the step-by-step procedures in doing the job and the related information. Planning step-by-step points or activities is the key to successful demonstrations. These points must be carefully demonstrated and explained to the learner. ( A lesson plan is needed to “plan the attack.”)

An effective demonstration should be given in a short amount of time, no longer than about 15 minutes. During the practice period, the teacher should be aware of the activities of each member of the class. As the students work individually, the teacher should move quickly from one student to another. If a number of students are having difficulty in learning a skill, the demonstration should be repeated. The students who have mastered the skill may assist the teacher with those who have not.

### advantages:

- Saves time in teaching
- Concentrates attention of students
- Makes efficient use of the “power of observation”
- Creates a strong motivation to learn
- Can be used in training groups or individuals

**The best way to teach “how” is to “show how.”**

## How to Give a Demonstration

### I. Preparation:

Select suitable job location

- Set up objectives for teaching: the abilities learners should develop

Break down the job:

- Select important steps
- Pick out key points
- Select the information associated with the steps

Think through how to give a demonstration to determine:

- How will you prepare the student?
- How will you teach the student?
- How will you try the student out?
- How will you follow up?

Get together:

- Proper tools, equipment, and materials
- A work place for comfort and efficiency

### II. Giving the demonstration:

Prepare the learner:

- Find out what the learner knows about the job
- Explain the importance of the job
- Get the learner interested in learning the job
- Place the learner in a correct position to observe the job

Teach the job:

- Tell, show, illustrate, explain, and question your learners
- Take one step at a time
- Stress key points
- Present information associated with and related to the job
- Emphasize safety factors

Try the learner out::

- Have the learner do the job; giving guidance if necessary
- Have the learner do the job again, explaining the steps, key point, and safety factors
- Ask questions and prevent errors
- Repeat until you know the learner knows

Follow up:

- Put the learner to work
- Check often; encourage questions
- Tell the learner where to get help
- Explain what to do in an emergency

# DIVERSITY

## *Learning more about different audiences or workers*

Today changes in the American workforce are requiring employers to have a broader perspective about people of different cultures, backgrounds, ideas, disabilities, beliefs, religion, and values. We consider it necessary to introduce some ideas about diversity in the workplace for the administration of Tailgate Safety Training Program.

Currently, people of color, women, and immigrants ac-

count for 85 percent of the growth in the national labor

force. For example, by the year 2000, women will account for more than 47 percent of the total workforce. Knowing more about that new emerging workforce will help you to create a better environment in and around your operation, which in turn will help to develop some new ideas about safety in the workplace, and more important yet, reduce the number of accidents that your employees experience.

**Discrimination** is an unequal and unfair treatment of an individual or group because of race, religion, age, physical ability, gender, etc. When people act on the basis of their prejudices and stereotypes they are discriminating. Prejudice is an attitude while discrimination is the action that results from it.

**Diversity** is considered to be the differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practices, and other human differences.

Multi-cultural capacities can be built into an organization in three different ways: affirmative action, valuing diversity and managing diversity:

- Affirmative action will help to create a diverse staff by recruiting previously excluded individuals into homogeneous organizations,
- Valuing diversity will help to build understanding and encourage people to learn to appreciate diversity.
- Managing diversity will help to attack institutional racism and promote justice in the work place while enhancing the work environment.

The culture of diversity is built on the values of fairness, mutual respect, understanding, and cooperation. A three-phase process is needed to create this culture. Key actions in each phase are described below.

**Phase 1: Setting the Stage**

- Be aware of the difference between equal employment opportunity and valuing diversity.
- Support the value of diversity and communicate this throughout your organization.

**Phase 2: Education and Change**

- Provide awareness education to improve work relationships.
- Ask for support for change from employees at all levels.
- Diversify work groups and decision-making groups.
- Create benefit plans that reflect diverse employee needs.
- Support individual and group behavior that shows a respect for diversity.
- Develop coaching and tutoring methods to enhance work effectiveness.

**Phase 3: On-Going Maintenance**

- Check diversity support system occasionally to see that it's working.
- Ask for employee opinions.
- Survey managers for feedback.
- Conduct awareness training.
- Watch regional/national trends in recruitment, hiring, development, and promotion

Diversity is important since we encounter so many different cultures on a daily basis, we must learn how to deal with these differences to become more effective not only in education but in business, community and family life.

## Some Facts About the Hispanic Culture

The term Hispanic refers to people coming from a nation once controlled by Spain. Some Hispanics prefer to be referenced by their country of origin, or called Latino/Latina, referring to Latin American origin.

The use of the Spanish language is considered to be one of the most important issues to consider in the Hispanic culture. There is a strong pride, dignity, and honor among the Hispanic people for their culture. The use of the Spanish language is a way to pass on their culture and heritage to the next generation. Religion is also very important in the Hispanic community. If there is a problem to be solved the priest or pastor is often considered by Hispanic people to be the best person for guidance. Therefore, the church is an important place for education and support. Women are regarded as the caretaker of the family and should be included when developing information for family education.

Dialogue is very important in any educational setting in the Hispanic community. There is a considerable amount of respect for the views of older members of the community among the Hispanics. This should be taken into consideration when planning the learning process. Therefore, a mature facilitator that will lead the group in a discussion or a demonstration would be preferable to a lecture format for a primarily Hispanic group of learners.

The following guidelines will help in planning programs involving the Hispanic community:

- Include Spanish-speaking facilitators or leaders. Also have materials or posters in Spanish as well as English.
- Show respect by asking how people would like to be addressed. It can not be assumed that every group or every member of the group would feel the same.
- Use dialogue, story telling, and other means of interaction as educational strategies. Do not use lecture or one-way transmission of information.
- Involve the family in promotion and implementation of family education programs. Women, especially, might be included in developing this type of program. Decisions about whether members will participate may come from the elders.
- Whenever possible, collaborate with institutions and organizations which serve the Hispanic community (such as churches). This will develop trust and encourage participation.