

## Case Study # 1 Trainers Exchange 2007

### **Instructions:**

This case study deals with several issues. With your group, pick one issue to discuss in depth. (Feel free to address the others if you have enough time.)

Lucia has been teaching health and safety to workers for many years. She is a very good instructor and really loves her job. She has increasingly been dealing with immigrants who speak only their native languages. She doesn't have enough resources to develop programs in each language.

Lucia keeps wondering about the best way to teach in a class that has a mix of English and Spanish-speakers. She knows some instructors train 'bilingually' - first in English, and then a Spanish-speaking instructor states the concepts in Spanish. However she knows that doing it this way requires a lot of time and another instructor. She does not have enough time or money in her program.

In the last few years her program has been advertising that they provide training in other languages and that they've developed materials in Spanish. However, the program does not allocate adequate resources to develop, translate, and/or produce the same high quality Spanish-language materials that they have in English. Very often she hears from English-speaking colleagues that the translation needs only to be "good enough" and that "at least our program is making the effort to provide information in their native language."

She also wonders what else she could do for those who receive training in Spanish. She knows that when the workers go back to their jobs, everything is in English and there are no resources to address their concerns in Spanish.

Each group should answer the following questions:

1. What issue in the story did you decide to address?
2. Have you faced a similar situation? What did you do?
3. What might be other approaches to this issue?

## Case Study # 2

### Trainers Exchange 2007

#### **Instructions:**

This case study deals with several issues. With your group, pick one issue to discuss in depth. (Feel free to address the others if you have enough time.)

Marco is a very seasoned safety trainer who has been able to maintain high enthusiasm and excitement over the years in every course he teaches. He has been invited to a water treatment plant to do an eight-hour safety training for a group of non-union workers from different departments. He has been told this is the only time the facility will provide this training because it is too difficult to organize it. Marco sees a great opportunity to share a lot of information and resources with the group.

The group is very diverse in terms of experience, knowledge, and risks of exposure to different health and safety hazards. Some of the workers are happy to get the training, but the majority has mixed feelings. All the participants realize that they are underpaid, that safety training is never a priority in their departments, and that they are required to do very hazardous jobs. They feel they are treated as expendable workers. If they complain, they are replaced. So the majority share the view that there is little or no value to learning about health and safety, OSHA, or workers' rights. However, they show up and behave respectfully during the training.

Marco goes through all the material he wanted to cover without any major problem. He sees apathy from some of the participants, but they are still willing to participate in the activities. In the last 15 minutes of the training, finally one of the participants who had remained uninvolved and uninterested raises his hand. He tells Marco: "Well, this is all very nice and good, but in the end it does us no good, because we can't really change anything here." The rest of the group agrees with him!

Marco thought that he had suggested many strategies to take action and to deal with health and safety problems, but it's clear the group does not feel the same way. He has only 15 minutes left. Marco knows he won't be able to come back to do another training, so this is his only opportunity to connect with the group and encourage them to take more action towards safety.

Each group should answer the following questions:

1. What issue in the story did you decide to address?
2. Have you faced a similar situation? What did you do?
3. What might be other approaches to this issue?

## Case Study # 3 Trainers Exchange 2007

### **Instructions:**

This case study deals with several issues. With your group, pick one issue to discuss in depth. (Feel free to address the others if you have enough time. )

Elena is a young and fairly new safety instructor. She has been invited to do a 4-hour hazard awareness session for the maintenance department at a large educational institution. Elena is part of a program that has strong ties with the union, but is considered a neutral party. The session will be presented by a team of three including two union instructors from different locals.

This training was advertised as a mandatory union meeting where there would be an opportunity to raise issues and concerns workers might have about their union and its activities.

As Elena describes the objectives of the hazard awareness session, workers listen patiently. When everything seems to be in place to start, suddenly one person in the back shouts: “ We came because they told us we could talk about our problems and concerns with the union, but I don’t see any space on your agenda for that. When do we talk about the union?” Elena tells them that although this session was organized by the union, the main purpose is to focus on health and safety issues, and at the end there will be an opportunity to look at other issues.

The session progresses, but the workers are very restless and keep asking questions about the union’s lack of involvement and interest in their problems. Elena tries to re-focus their attention on the safety objectives of the session, but it is very obvious to everyone that the participants won’t listen to anything except the issues they want to talk about.

Elena finally decides to take a few minutes to address the workers’ concerns about the union. After heated discussion, with lots of finger pointing and bickering, another member of the trainer team, Gustavo, a union safety trainer tries to calm them down. He says “Your participation in the union is vital and you need to be proactive and get involved” and “You make the union.” Then another heated discussion erupts! Obviously things are not going anywhere!!! The team of instructors decides to call a break. They tell participants that when they return the class on Hazard awareness will resume and they will have 15 minutes at the end to address their other concerns.

Each group should answer the following questions:

1. What issue in the story did you decide to address?
2. Have you faced a similar situation? What did you do?
3. What might be other approaches to this issue?