

## SCENARIO 16.1

**Narrator:** *The location is a hot fabrication shop. Due to flying metal particles and other debris, a completed hazard analysis mandates the use of goggles while grinding or polishing metal parts. Joey wore prescription glasses with side shields up until the new goggle mandate went into effect. He now wears prescription goggles but prefers his old glasses and side shields because they don't fog up. Joey is 40 years old and has never gotten a piece of metal in his eye. Linda is not a supervisor, but she is a respected female engineer from another department who is aware of the new rule. Linda approaches Joey.*

**Linda:** *Hey Joey (gesturing with pointer finger waving back and forth), what are you doing? Where are those fancy prescription goggles? You know better than that—you're gonna get written up.*

1. What was your response to the tone of Linda's voice?
2. Did gender, age difference, or respect level affect the way you react to Linda?
3. Putting yourself in Joey's position, what would your response be to Linda?
4. From your perspective, what should Linda do? For example, should she go directly to his supervisor and report the incident?

Now "clear the slate" and start over with a different approach following the same context described by the narrator. This time, Joey is approached by Richard, who is one of the supervisors in Joey's department. He has worked there about a year and has made it known that he wants to climb the corporate ladder rather quickly.

**Richard:** *Hey Joey, what are you doing, man? You know how much hassle it was to order you those prescription goggles and now you're not even wearing them—what's up with that? Wait 'til you get a piece of metal stuck in your eye. Put your goggles on and consider this a verbal.*

1. What was your response to the tone of Richard's voice?
2. Did gender, age difference, or respect level affect the way you react to Richard?
3. Putting yourself in Joey's position, what would your response be to Richard?
4. From your perspective, what should Richard do? For example, should he follow up in an hour to see if Joey is still not following the rule and, if so, issue a written warning? Should Joey be sent home for the day?

## SCENARIO 16.2

**Narrator:** *There have been several back injuries on the assembly line where a 42-lb object is lifted to be installed on the end product. The 42-lb part will be self-supported once positioned (it is dropped inside the product), so it does not have to be supported while being secured to the frame in the final assembly. Due to recent injuries, a lifting device was purchased and is now mandated to be used when installing the 42-lb part. Robert is resistant. He has a strong core, is fit, and does not feel he needs the lifting device. He also feels he can do the job quicker without it. However, the lifting analysis deems this lift unsafe. Robert is 27 years old. The first person to approach him is his co-worker, Jennifer. She is 30 years old and, for the most part, gets along with Robert.*

**Jennifer:** *Hey Robert, you better use that lift they bought us, you're gonna get hurt or written up. Forty-two pounds isn't much for you, but when I drop it into that frame, the way I have to reach and bend over—whew—does it hurt my back! I can't believe it doesn't hurt you when you do it.*

1. What was your response to the tone of Jennifer's voice?
2. Did gender, age difference, or respect level affect the way you react to Jennifer?
3. Putting yourself in Robert's position, what would your response be to Jennifer?
4. From your perspective, what should Jennifer do?

Now "clear the slate" and start over with Paul's approach following the same context described by the narrator. In this situation, Paul is Robert's supervisor.

**Paul:** *Robert, you are no better than anybody else on this line. Use the lifting device! This is your verbal.*

1. What was your response to the tone of Paul's voice?
2. Did gender, age difference, or respect level affect the way you react to Paul?
3. Putting yourself in Robert's position, what would your response be to Paul?
4. From your perspective, what should Paul do?

## Activity 16.2 Voice Characteristic Worksheet

**Step 1: Use the instructions below to help describe the voice you are analyzing.**

Circle no more than 2 in this row	Soft	Loud	Squeaky	Raspy	Rough	Upbeat	
Circle no more than 3 in this row	Weak	Strong	Nice	Confident	Condescending	Arrogant	Polite
Circle no more than 2 in this row	Clear	Slurred	Mumbled	Whining	Intimidating	Annoying	
Circle 1 in this row	Too fast		Too slow		Speed is about right		
Circle all that apply	Overuse of filler words (umms, okays, ughh,etc)		Did not complete sentences		Started sentences strong then faded		

**Step 2: Highlight any word that you would consider extreme; for example, the person spoke too softly or was over confident.**

**Step 3: Take any additional notes that will help you in your overall ranking/determination in your decision to hire this person, based on voice only.**

## Activity 16.3 Sample Scavenger Hunt Road Map

**Instructions:** Find the location or answer to the scavenger hunt question on the left, and have a supervisor or witness sign the form on the right.

<i>Questions/Clues</i>	<i>Signatures</i>
A description of the two most recent recordable injuries.	Signatures from the supervisors whose employees were injured.
The most dangerous chemical in the facility and a description of it from its Safety Data Sheet.	Signature from the supervisor in that area.
Explain at least two paths of travel to an exit to the outside of the building from your workstation and/or office.	Signature from your manager.
Which intersection is considered the busiest intersection in the facility?	Signature from the facilities manager.
Explain what this organization's long-term safety goals are.	Signature from the general manager.
Find the Medical Department and introduce yourself. Who is on staff there? What are the hours?	Signature from a medical employee.

## Activity 16.5 Presentation Skill Report Card

<b>Rate of Speech</b>	Student's WPM: Qualitative measure: Too fast   About right   Too slow	Class average WPM: Class low: Class high:
<b>Filler Words</b> Examples include: <i>umm, okay, alright,</i> <i>umm alright, umm okay,</i> or <i>right</i> at the end of statements or thoughts	Type of filler words and number of times they were used during the presentation:	
<b>Awkward Moments</b> Circle all that apply or add more if necessary	The speaker/presenter: <ul style="list-style-type: none"> <li>• Yawned</li> <li>• Gripped the podium extremely hard</li> <li>• Laid his/her upper torso onto the podium and/or used poor posture</li> <li>• Did not move</li> <li>• Read directly from slides</li> <li>• A participant or participants in the audience fell asleep</li> </ul>	
	List additional awkward moments here:	
<b>Level of Relaxation</b>	Number of times you noticed the audience laughing or smiling (i.e., looking as though they were enjoying themselves):	
	Did the audience appear engaged and/or interested?	