

**I CERTIFY THAT ALL SEMESTER 1 *SAFETY CULTURE* OUTCOMES  
HAVE BEEN COMPLETED:**

DATE

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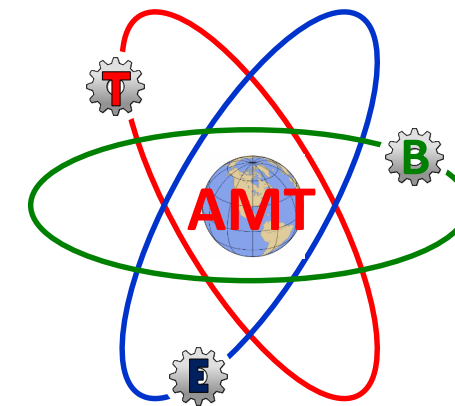
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*AMT Leader*



***Advanced Manufacturing Technician***  
**PROGRAM**



## **Manufacturing Core Exercises**

**MCE 1: Safety Culture**  
***Developing Your Value for Safety***

# **STAFF GUIDE**

# SAFETY CULTURE Process

## PROCESS

1. Meet with the school faculty and plan the semester action plan for accomplishing the MCE. Organize resources and responsibilities.
2. Meet with the AMTs, distribute materials, and give direction on what is to be done and how to go about accomplishing the MCE.
3. Interact with AMTs throughout the semester to ensure accomplishment of Outcomes.
4. Track MCE (recommended, through MQS) to ensure that class maintains progress is complete on time.
5. Include MCE status in monthly AMT meetings with faculty.
6. Arrange and conduct appropriate presentations as projects are completed.
7. Coordinate with NAPSC and arrange for end-of-semester AMT presentations as part of regional review.

## MATERIALS NEEDED

- ◇ A flip chart or other suitable board, set up in the Advanced Manufacturing Center at the school, to track the Drive & Choice game.
- ◇ Drive & Choice pocket cards (enough for students and all staff).
- ◇ CHIPS pocket cards (enough for students and all staff).
- ◇ A large sheet of paper or other material, suitable for writing safety commitments of AMT students and staff, and public display afterward.
- ◇ Risk Assessment forms.
- ◇ Safety board (large white board recommended).
- ◇ Safety Walk-Through Forms.

# Safety Culture Essay No. 2

You have completed Safety Culture Exercise Outcomes. You have also participated in a great number and variety of activities both at work and at school regarding safety. At this point, regarding safety, safety practices, and Safety Culture, you should be quite a different person than you were a few months ago.

Your assignment is to write an essay about your semester of growth and development in developing your own Safety Culture. Again, another goal of the essay is to give you the opportunity to develop your good writing skills, both in using effective writing basics such as grammar, structure, and spelling, and in effectively communicating a message.

## Guidelines:

- RE-READ YOUR SAFETY CULTURE ESSAY NO. 1
- Length: 1-3 pages.
- Content: What have you learned? How has your understanding of the importance of safety changes based on your experiences? How have you changed? How has your sense of Safety Culture changed? We are looking for creative thinking so please feel free to include additional topics and thoughts.
- This essay does not need to be foot-noted unless your writing needs it. Use any accepted writing standard or structure that you wish, but be sure to use correct practices and techniques.
- Write in any medium that you wish (paper, computer, etc.) The final product should be in electronic form so that it can be both e-mailed and saved as a file. It should be in a form that can easily be converted to Microsoft Word.
- Double check spelling!
- Print a copy of your final product.
- E-mail your file to the following parties:
  - ◇ AMT Leader: \_\_\_\_\_ (e-mail address)
  - ◇ School AMT Coordinator: \_\_\_\_\_ (e-mail address)
  - ◇ North American Toyota AMT Regional Assistant: [jim.mattingly@tema.toyota.com](mailto:jim.mattingly@tema.toyota.com)
  - ◇ Additional parties as directed: \_\_\_\_\_ (e-mail address)

## DUE DATE

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# SAFETY WALK THROUGH

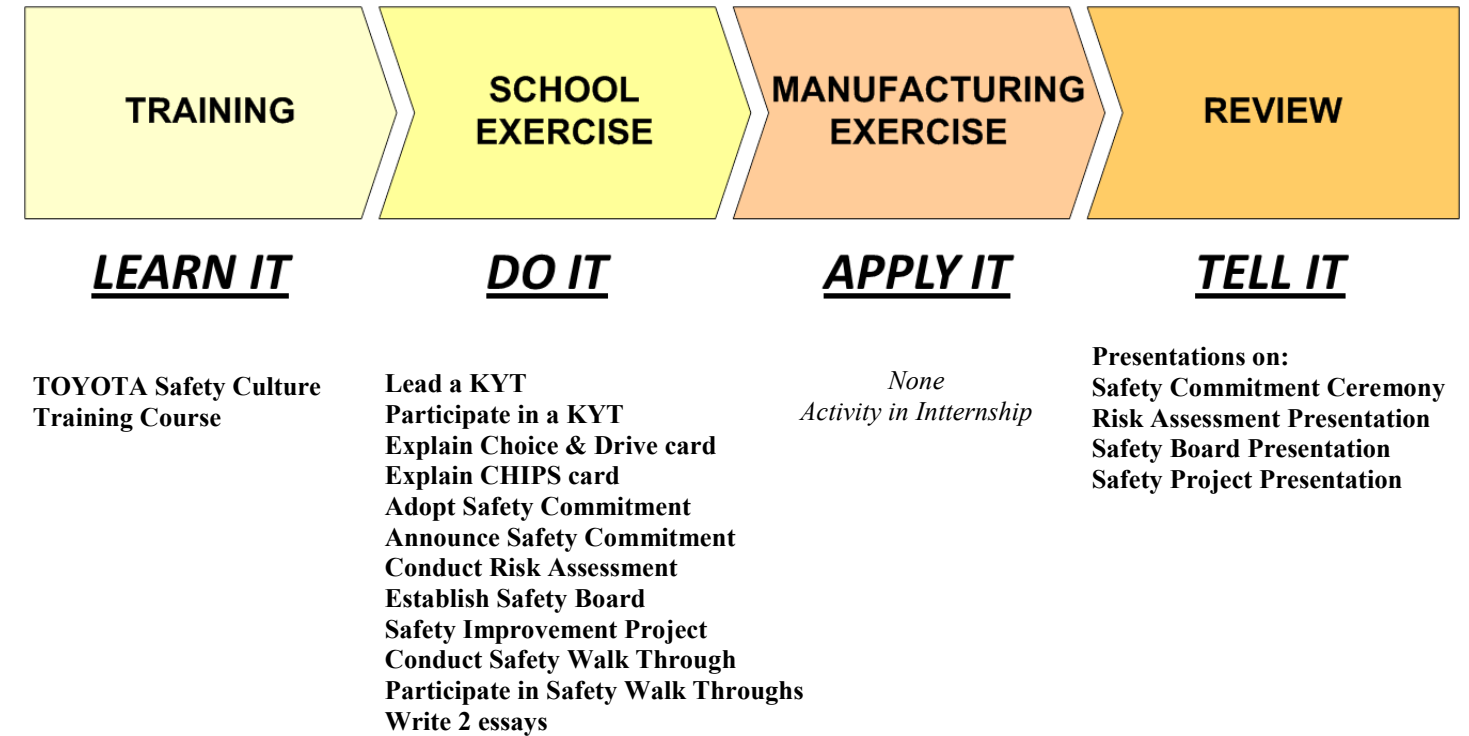
## GROUP SAFETY WALK THROUGHS:

DATE

YOUR CONTRIBUTION

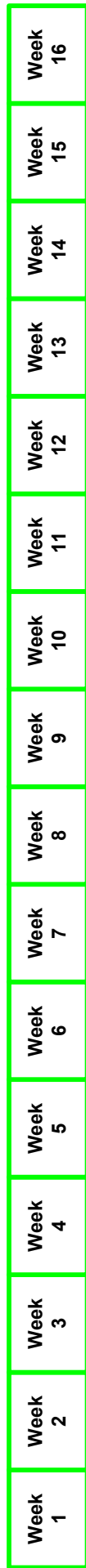
The AMT class should perform group safety inspections on a montly basis. They can work together to do this. Results should go on their safety board. When possible they should countermeasure safety issues. Be sure to let them know that they may not be able to, or have time to, address all issues. However, it is important to continue identifying and tracking those that have not been resolved.

# SAFETY CULTURE Overview



# SAFETY CULTURE Notes

- This is a busy semester. Plan early, plan well, and stay on track!
- AMTs should plan on staying at least 2 hours after class on every school day.
- Always coordinate with the College Partner to ensure that someone is leading the AMTs.
- Safety Culture activities are led mostly by the school staff.
- The AMT Leader should participate as much as possible, especially at reviews.
- Remember that you are always “on.” Teach students, reinforce points, ask questions, and generally interact at any time (during class, when appropriate; casual encounters; at lunch; during breaks, etc.
- Keep standards high. Don’t let an AMT by with less than full success, i.e. no “It was close.”
- Always be positive in your approach. Negativity defocuses the point and priority.



16 Week Semester Detailed into Working/School Days



Adjust to Effective Working Time

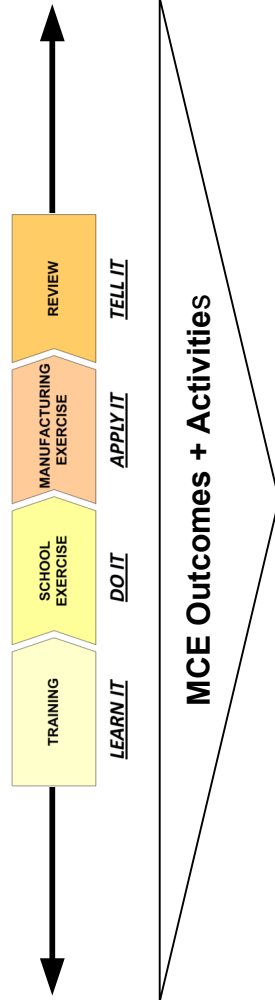


Available School Days



=26 Working Days (example)

# High Level Planning Example



MCE Outcomes + Activities

PLAN TO COMPLETE THE SEMESTER MCE

## WALK THROUGH COMPARISON

*Discuss (write) differences in your Walk Through and the Company Walk Through*

Note that the company walk-through only has to be done one time. It is compared to all of the AMT walk-throughs. The company walk-through should be done before the AMT activity so that they AMTs do not see what the company rep identifies. The company walk-through also needs to be done as close to (in time) the AMT walk-through as possible so that conditions don't change and make the comparison less valid. The company walk-through should be very thorough: 1) It helps to teach the AMTs, 2) it should have items that that AMTs have missed, thus helping them to improve their eye.

All of the can do their individual walk-throughs at the same time, but they should be instructed to not collaborate with one another so that they are truly using their own eye and judgment. Be sure to emphasize that one student's results are not going to be compared to another. They should to their individual best, and then should use the work and results to improve their eye for safety.

**HOW HAS YOUR SAFETY EYE CHANGED?**

# SAFETY WALK THROUGH

*Developing Your Eye for Safety*

**RECEIVE INSTRUCTION ON CONDUCTING A SAFETY WALK THROUGH:**

*Also receive your form for conducting the walk through.*

**DATE**

**SAFETY WALK THROUGH COMPLETED**

**DATE**

*Keep your Safety Walk Through with this Work Book*

**COMPANY WALK THROUGH COMPLETED**

**DATE**

**WHO COMPLETED THE WALK THROUGH**

# Semester Schedule Example

	<b>TRAINING</b>	KYT Instruction; Participate in a KYT, Explain and receive C&D and CHIPS cards, Safety Commitment training all occur here.
Week of 9/2	<b>SCHOOL</b>	Develop AMT Safety Board; Develop Safety Commitments; Safety Essay No. 1 submitted.
	<b>SCHOOL</b>	Ensure C&D Game is active, check C&D understanding.
Week of 9/9	<b>SCHOOL</b>	Present AMT Safety Board
	<b>SCHOOL</b>	Safety Commitment Ceremony; Post on Safety Board
Week of 9/16	<b>SCHOOL</b>	Check C&D and CHIPS Understanding
	<b>SCHOOL</b>	Check C&D and CHIPS Understanding
Week of 9/23	<b>SCHOOL</b>	Safety Walk-Through Training; Critical Eye Training
	<b>SCHOOL</b>	Check C&D and CHIPS Understanding
Week of 10/7	<b>SCHOOL</b>	Check C&D and CHIPS Understanding
	<b>SCHOOL</b>	Conduct Safety Walk-Through/Post Results;
Week of 10/21	<b>SCHOOL</b>	Conduct Risk Assessment Training
	<b>SCHOOL</b>	Check C&D and CHIPS Understanding
Week of 10/28	<b>SCHOOL</b>	Check C&D and CHIPS Understanding
	<b>SCHOOL</b>	Safety Improvement Project Training
Week of 11/4	<b>SCHOOL</b>	C&D Final Check-offs
	<b>SCHOOL</b>	Conduct Safety Walk-Through/Post Results;
Week of 11/11	<b>SCHOOL</b>	Risk Assessment Presentations
	<b>SCHOOL</b>	AMT Safety Board Discussion
Week of 11/18	<b>SCHOOL</b>	Discuss Safety Walk-Throughs, Safety Management.
	<b>SCHOOL</b>	Discuss Safety Culture; catch-up day for all activities.
Week of 11/25	<b>SCHOOL</b>	Catch-up Day for all activities.
	<b>SCHOOL</b>	Safety Improvement Presentations
Week of 12/2	<b>SCHOOL</b>	Safety Improvement Presentations
	<b>SCHOOL</b>	Conduct Safety Walk-Through/Post Results;
Week of 12/9	<b>SCHOOL</b>	Assign Essay No. 2
	<b>SCHOOL</b>	Final Safety Culture discussion; catch-up day for all activities.
	<b>Submit Essay</b>	No later than December 20.

# Outcomes

## AMT Semester 1 Manufacturing Core Exercise Activity Outcomes

### SAFETY CULTURE

- Complete Safety Culture training.
- Submit an essay on your thoughts regarding Safety Culture training day.
- Receive KYT Training, including how to conduct.
  - Lead your first KYT.
  - Lead & participate in daily school KYTs.
- Be issued a: (1) CHIPS Safety card, (2) Drive & Choice Safety Card.
  - State from memory all of the elements on the CHIPS card.
  - Explain thoroughly all of the elements on the CHIPS card.
  - State from memory all of the elements of CHOICE.
  - Explain thoroughly all of the elements of CHOICE.
  - State from memory all of the elements of DRIVE.
  - Explain thoroughly all of the elements of DRIVE.
  - Earn Badge CHOICE & DRIVE card.
  - Participate in CHOICE & DRIVE card in-possession game. Track those that you discover without their card immediately available.
- Develop your personal Safety Commitment.
  - Announce your Safety Commitment at Safety Commitment dedication ceremony.
- Receive Risk Assessment safety training.
  - Conduct a Risk Assessment of an equipment or process at your school. Present Risk Assessment to a school and work panel.
  - Conduct a Risk Assessment of an equipment or process at your place of work. Present Risk Assessment to a school and work panel.
- Establish your class's Safety Board (group safety project) Present Safety Board to a school and work panel.
- Identify and complete a Safety Project in your school, making a safer condition. Present Safety Project to a school and work panel. (Individual safety project)
- Conduct an individual safety walk-through of your school floor. Record results. Compare to Toyota/company safety walk-through. Place in portfolio.
- Lead & participate in monthly school safety walk-throughs. Post results.
- Submit Safety Culture essay. "What Is A Safety Culture?"

## SAFETY IMPROVEMENT PRESENTATION:

DATE

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### REVIEWERS AT THE PRESENTATION

NAME

TITLE

### SAFETY IMPROVEMENT FEEDBACK:

*Write feedback that you receive on your safety improvement*



# SAFETY PROJECT

## SAFETY IMPROVEMENT IDENTIFIED:

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## BEFORE/AFTER PHOTOS OF SCHOOL SAFETY IMPROVEMENT

The point of the Safety Project is to make an actual, sustainable safety improvement on the school floor. AMTs, in agreement with the school faculty, can make any reasonable improvement. While the AMC is the primary location for these improvements, the activity does not have to be limited to the AMC. A key feature is the sustainability. If the safety improvement cannot be sustained, it is not a real improvement (an important key for AMTs to understand).

# Safety Culture Essay No. 1

You have just completed Safety Culture training. It has introduced you to the importance of safe work practices and the consequences of not working safely. The real intent of Safety Culture training is not so much to teach you about rules, regulations, and techniques. The real intent is to help you to develop an internalized value for safety so that you are self-driven to be a safe worker, and to be part of a team effort of working safely.

To help understand what you have learned, what your thinking is around Safety Culture, and how this course has changed you, your assignment is to write and submit an essay. Another goal of the essay is to give you the opportunity to develop your good writing skills, both in using effective writing basics such as grammar, structure, and spelling, and in effectively communicating a message.

### Guidelines:

- Length: 1-3 pages.
- Content: What have you learned? Why is safety so important? How have you changed? How will your experience in Safety Culture training effect what you will do as you advance through the AMT Program? We are looking for creative thinking so please feel free to include additional topics and thoughts.
- This essay does not need to be foot-noted unless your writing needs it. Use any accepted writing standard or structure that you wish, but be sure to use correct practices and techniques.
- Write in any medium that you wish (paper, computer, etc.) The final product should be in electronic form so that it can be both e-mailed and saved as a file. It should be in a form that can easily be converted to Microsoft Word.
- Double check spelling!
- Print a copy of your final product.
- E-mail your file to the following parties:
  - ◊ AMT Leader: \_\_\_\_\_ (e-mail address)
  - ◊ School AMT Coordinator: \_\_\_\_\_ (e-mail address)
  - ◊ North American Toyota AMT Regional Assistant: [jim.mattingly@tema.toyota.com](mailto:jim.mattingly@tema.toyota.com)
  - ◊ Additional parties as directed: \_\_\_\_\_ (e-mail address)

## DUE DATE

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If students have not submitted their essays by the due date be asking immediately where it is and when you will have it. If you allow late essays one time, they will begin to come in late all of the time. Set an expectation of timely submission the first time to establish a precedent.

# Conducting a KYT

## HOW TO CONDUCT AN AMT CLASSROOM KYT SAFETY TALK

1. KYT leader decides on a topic relevant to the class being taught and forms what s/he will discuss.
2. KYT leader develops a brief slogan for the “Yoshi!,” relevant to what will be discussed.
3. KYT Leader directs students and instructor to gather in a circle.
4. KYT leader discusses a topic regarding safety relevant to the class being taught.  
MAXIMUM TIME = 3 minutes
5. KYT leader asks for questions, comments, or insight on the topic.  
MAXIMUM DISCUSSION TIME = 2 minutes
6. The KYT leader says words to this effect: “The Yoshi today is ‘<slogan>. OK, on three.”
7. Everyone in the KYT circle points their index finger up.
8. The KYT leader says “1, 2, 3 ...” and then the whole circle repeats together and loudly the slogan, and immediately after the last word everyone points to the middle of the circle and says energetically, “YOSHI!!!”

Students proceed to class.

## LEAD YOUR FIRST KYT

DATE

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Before the first classroom KYT be sure to lead and facilitate the AMTs to establish a project guide for managing their KYTs. They should set up a flip chart or other suitable instrument to track DATE/LEADER/TOPIC/DONE. Be sure that they develop the habit of religiously keeping this chart up-to-date.

# SAFETY BOARD

## CLASS SAFETY BOARD ESTABLISHED:

DATE

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## PHOTO OF CLASS SAFETY BOARD

Preparing their own Safety Board is a major milestone of the new AMTs. While they should set up their own board they should be given significant guidance and help in doing so. Be sure that they have the materials that they need. Each Safety Board does not have to be the same, but they should all have the key elements on them. Show them examples of other Safety boards.

Be sure to closely track the Safety board and make it a living tool. Be sure to emphasize to the AMTs that if they do not use their Safety board that it affects both actual Safety and their value for Safety.

The Safety board presentation should be a key event. Try to have important leaders come to this presentation.

## SAFETY BOARD PRESENTATION:

DATE

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## REVIEWERS AT THE PRESENTATION

NAME

TITLE



# RISK ASSESSMENT

## RISK ASSESSMENT TRAINING COMPLETED:

*You should be issued your local Risk Assessment document*

DATE

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## SCHOOL-BASED RISK ASSESSMENT COMPLETED:

DATE

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EQUIPMENT/PROCESS ASSESSED:

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## SCHOOL-BASED RISK PRESENTATION COMPLETED:

DATE

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## REVIEWERS AT THE PRESENTATION

NAME

TITLE

Risk assessment training should be scheduled as a group activity. It should include a show and tell type of demonstration, at the least. Risk assessment training can be done by anyone who can do a credible job, including faculty, company, safety representative, etc. A good suggestion is to use a safety rep, if possible, because it involves more of the whole team and connects the Safety section into the program.

The form for the AMTs to use in performing their risk assessment should be issued at training. If the local plant has a risk assessment form that it uses it is encouraged to use that one. If not, a general and effective form will be provided by NAPSC.

## TRACK THE TOPICS OF KYTs IN WHICH YOU PARTICIPATE

*Number and write topics below.*

AMTs should write the date and topic of each KYT here, and not whether they contributed in some way or not. They do not have to contribute every time. They should contribute some of the time.

Be sure to check these early on so that they develop the right habit the first time.

**TRACK THE TOPICS OF KYTs IN WHICH YOU PARTICIPATE**

*Number and write topics below.*

**TOTAL NUMBER OF KYTs IN WHICH YOU PARTICIPATED**

*Include those at school and at work, and those which you led.*

\_\_\_\_\_

# **SAFETY COMMITMENT**

## ***MY PERSONAL SAFETY COMMITMENT***

**DATE FINALIZED**

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**THE COMMITMENT**

*Write below*

**DATE OF MY PUBLIC COMMITMENT**

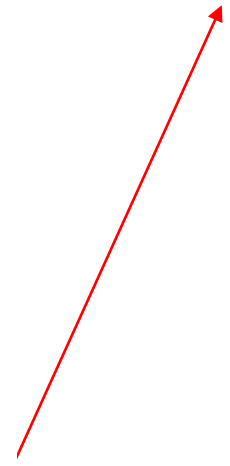
*Write the date of the Safety Commitment Ceremony*

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**FEEDBACK ON MY SAFETY COMMITMENT**

*By your AMT Leader*

*Write below*



# SAFETY COMMITMENT

I RECEIVED MY "DRIVE & CHOICE" CARD ON:

DATE

## ACTUAL SAFETY COMMITMENT EXAMPLES:

"I will use the handrail when taking the stairs." – Bob Jackson, Toyota NAPSC

"I will be more diligent in using hearing protection." – Denis Taylor, Toyota NAPSC

"I will always maintain 3 points of contact when climbing on & off equipment, ladders & stairs." – Jeffrey Sublett, Toyota NAPSC

"I Stop Completely at All Intersections." – Brent Carver, Toyota NAPSC

## NEED TO BE BETTER:

"Always be safe." (Too vague and general)

"Wear safety glasses while mowing."  
(Good commitment, but needs to be work based)

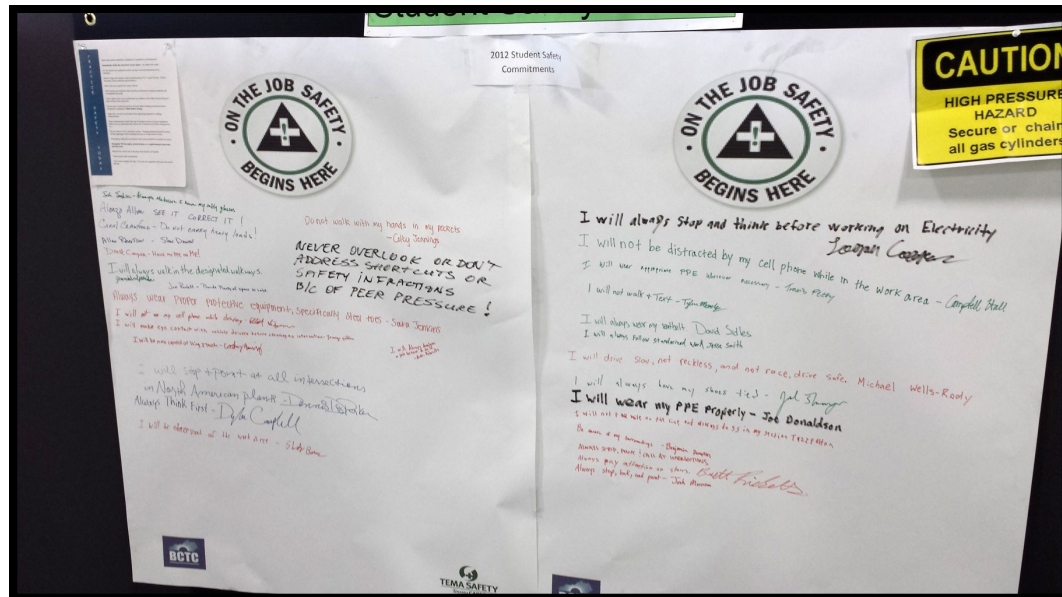
## "DRIVE & CHOICE" CARD SCORES. I CAUGHT FOLLOWING WITHOUT THEIR D&C CARD:

NAME

DATE

Students can keep track of their "points" here, but should also be sure to put them on the main tracking board (flip chart) in the AMC. Faculty/Company should lead the way by being sure to put their own marks on the board.

This is a photo of the Class 2012 Safety Commitments, posted by their Safety Board. It was completed during a Safety Commitment Ceremony.



While the student tracks and writes in the dates for the Safety Commitment activities Faculty/Company should check to ensure that the workbook is being kept up to date.



As you interface with students—at the campus, at work, etc.—informally check to see if they are carrying their Drive & Choice cards with them. This is part of the ‘game’ in which we challenge them to never be caught without their card.

In this case, Luke, a Class 2013 student, has pulled his card from his wallet to show that he does, indeed, have it with him.

The “point” that Dennis has scored now goes onto the Drive & Choice scoreboard.



But in this case, Emily, in the same class as Luke, does not have her Drive & Choice card. The AMT Leader gets a “point” in this meant to be fun game, and records it on the score board.

# SAFETY COMMITMENT

## ACTION: DEVELOP YOUR SAFETY COMMITMENT

A Safety Commitment:

An individual statement that starts with “I.”

Addresses a safety behavior

Specific and observable

Should address a behavior that you wish to change or strengthen, should not be something that you already do consistently and without thinking.

Should be based at work (for AMT and Interns)

Said before every group presentation

Can change, but does not change frequently (should last for at least several months)

### GOOD EXAMPLES OF SAFETY COMMITMENTS:

“I will Stop & Point at Floor Traffic Intersections in All Plants Regardless of Local Practice.”

“I will not walk and talk on a cell phone at the same time.”

“I do not put hands in pockets while walking.”

“I will maintain tools & equipment for safe operation.”

“I will be alert when walking in the parking lot.”

“I will always wear the appropriate PPE at work.”

“I will confirm Zero energy.”



**I RECEIVED MY “CHIPS” CARD ON:**

**DATE**

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**I WAS ABLE TO RECITE ALL ELEMENTS ON THE CHIPS CARD**

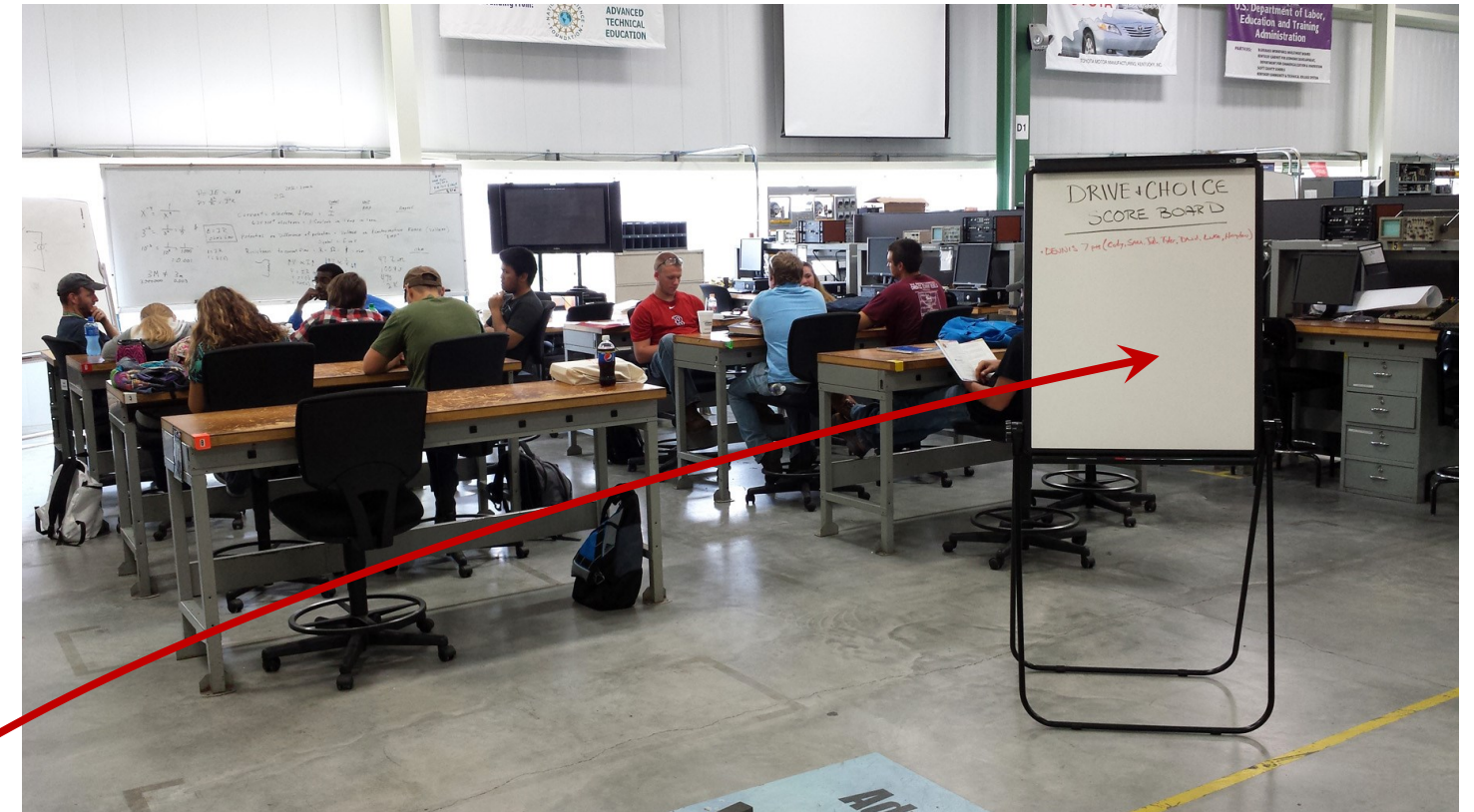
**DATE**

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**I WAS ABLE TO EXPLAIN ALL ELEMENTS ON THE CHIPS CARD**

**DATE**

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Here is a photo of the Drive & Choice scoreboard set-up at the Bluegrass Community & Technical College AMC. An AMT class is in the background.

This board should be set up by the school faculty at the beginning of the semester to help keep “score” as D&C card game participants try to catch their fellow students, the faculty, and the Toyota staff without their cards, or try to quiz them and find them short in understanding the elements of Drive & Choice.

**I GOT CAUGHT WITHOUT MY D&C CARD:**

**DATE**

**BY**

Students can keep track of their “points” here, but should also be sure to put them on the main tracking board (flip chart) in the AMC. Faculty/Company should lead the way by being sure to put their own marks on the board.

**I WAS ABLE TO RECITE ALL ELEMENTS ON THE D&C CARD**

**DATE**

---

**I WAS ABLE TO EXPLAIN ALL ELEMENTS ON THE D&C CARD**

**DATE**

---

**I WAS ISSUED MY PERMANENT BADGE D&C CARD**

**DATE**

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Be sure that the check-out to earn the permanent badge card is thorough and that the AMT has a sound understanding of all of the elements.