

## 29 SAFETY AND HEALTH TRAINING

### ANSWERS—QUIZ 1

1. b
2. a
3. b
4. b
5. a
6. b
7. c
8. d
9. c
10. b
11. b
12. d
13. Training is one specific way to meet a safety or health need caused by lack of appropriate behavioral skills, related knowledge, and/or attitudes. It focuses on the present, providing information on the process necessary to accomplish task, objective, or goal. It focuses on improving performance through learning skills for behavioral change in the proper accomplishment of a task. Benefits of safety and health training include reinforcement of the operational goals, policies, and values of the organization; improved performance; a safer work environment with fewer incidents/accidents; increased morale; increased safety and health awareness; and reduced costs.
14. Students may use specific or general examples. A specific example is as follows: a supervisor may offer a bonus to the employee with the best overall safety record. General examples include the following: job aids, reference manuals, help desks or hotlines, reward systems, improved physical work environments, and improved work processes.
15. The four parts of an effective objective (sometimes referred to as the ABCD method of objective writing) are (1) always identify the learners (audience), (2) identify what learners must do in order to demonstrate mastery (behavior), (3) identify what learners will be given or not given in order to do the behavior (condition), and (4) specify how well the audience members must perform the behavior (degree).
16. The ground rules for a brainstorming session are as follows: ideas presented are not criticized, freewheeling creative thinking and building on ideas are positively reinforced, as many ideas as possible should be presented quickly, and combining several ideas or improving suggestions is encouraged.
17. The four steps of job instruction training (JIT) are preparation, presentation, performance, and follow-up.
18. OJT is widely used because it allows the worker to produce during the training period. Considerations to address include the following: (1) the trainer must possess proper training skills, (2) a training program should be developed to ensure that all workers are trained in the same way to perform their tasks in the safest and most productive manner, and (3) adequate time must be allotted to the trainer and trainee to be sure the subject is well covered and thoroughly understood.
19. The four needs common to all adult learners are as follows: (1) Adults need to know why they are learning a particular topic or skill because they need to apply learning to immediate, real-life challenges. (2) Adults have experience that they apply to all new learning. (3) Adults need to be in control of their learning. (4) Adults want to learn things that will make them more effective and successful. Examples for how these needs can be met can be taken from class discussion, from personal experience, or from one of the situations as described in the text.

### ANSWERS—QUIZ 2

1. a
2. b
3. b
4. a
5. b
6. b
7. a
8. a
9. c
10. c
11. c
12. d
13. Performance-based training is a learning experience that is implemented to solve a specific, on-the-job problem or to encourage a specific behavioral change, and can be evaluated by analyzing a worker's performance.
14. Student must name and describe one of the following:

instructor-led training; self-paced training; computer-based training; structured on-the-job training.

15. A needs assessment is important to an organization because it helps to distinguish between training and nontraining needs; understand the problem or need before designing a solution; save time and money by ensuring that solutions effectively address the problems they are intended to solve; identify factors that will impact the training before its development.
16. A major advantage of a home-study course is that the worker does not lose any time from work and can complete the course at his or her own pace. Another advantage is the low cost of home-study programs.
17. Trainers may be selected for their availability rather than for their training skills. Each trainer may have his or her own way of performing the tasks being taught; this lack of continuity can make it difficult to control hazards in the workplace and lead to many accidents. Key elements of orientation can be overlooked in the training program and may not be realized until an incident or accident occurs. Poor techniques or bad habits can be spread from one worker to another. Safety performance may not be emphasized during the training.
18. This fact is attributed to the inexperience of new employees, their unfamiliarity with procedures and facilities, and their zealotry to do the work.
19. Text, graphics, examples, job aids, checklists, graphs, tables, data, reports, relevant articles, glossary, table of contents are types of materials that help workers organize and remember the important facts.
20. Company orientation: history and goals; policy statements; benefit packages; organized labor agreements; safety and health policy statement; acceptable dress code; personnel introductions; housekeeping standards; communications about hazards; personal protective equipment; emergency response procedures; incident reporting procedures; near-miss incident reporting; incident investigation; lockout/tagout procedures; machine guarding; electrical safety awareness; ladder use and storage; confined space entry; medical facility support; first aid/CPR; hand tool safety; ergonomics principles; eyewash and shower locations; fire prevention and protection; access to exposure and medical records.

## ANSWERS—CASE STUDY

1. Some of the subjects that should be covered as part of an orientation program include the following:
  - company history and goals
  - policy statements
  - benefit packages
  - organized labor agreements
  - safety and health policy statement
  - acceptable dress code
  - personnel introductions
  - housekeeping standards
  - communications about hazards
  - personal protective equipment
  - emergency response procedures
  - incident reporting procedures
  - near-miss incident reporting
  - incident investigation
  - lockout/tagout procedures
  - machine guarding
  - electrical safety awareness
  - ladder use and storage
  - confined space entry
  - medical facility support
  - first aid/CPR
  - hand tool safety
  - ergonomics principles
  - eyewash and shower locations
  - fire prevention and protection
  - access to exposure and medical records
2. Some of the group training methods are conference, brainstorming, case study, incident process, facilitated discussion, role playing, lecture, question and answer, and simulation.
3. Some individual training methods are drill, demonstration, testing, video-based training, computer-assisted training, reading, independent study, seminars, and short courses.
4. The four-point method of job instruction training is preparation, presentation, performance, and follow-up.