

**APPLYING HEALTH AND
SAFETY TRAINING METHODS**

APPLYING HEALTH AND SAFETY TRAINING METHODS

A Study Guide to Accompany
BEHAVIORAL ENGINEERING
THROUGH SAFETY TRAINING

By

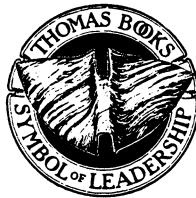
JAMES P. KOHN, ED.D., CSP

*Indiana State University
Department of Health and Safety
Terre Haute, Indiana*

and

DOUGLAS L. TIMMONS, ED.D.

*Indiana State University
Department of Health and Safety
Terre Haute, Indiana*



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Preface

This study guide will serve to help students refine their knowledge and skills associated with the basic elements of effective health and safety training. In addition, after completing the exercises in this study guide, participants will have developed, implemented and evaluated a health and safety training program.

The subject content of the study guide chapters parallels that of the corresponding textbook chapters. Each study guide chapter is divided into three sections: (1) a brief presentation of textbook chapter content as well as supplemental information helpful in clarifying key points; (2) review questions related to textbook chapter and study guide section one content; and (3) exercises and application activities that pertain to the particular system training component of interest in the chapter.

In the review question section, literal, interpretive and applied cognitive responses are required. By defining terms, supplying missing words or phrases, and answering selected questions, students are actively involved in the review process. Textbook location of answers are provided in Chapter Nine of the study guide.

The exercise and application section of each chapter of the study guide supplements the cognitive activities in the review questions section. The exercise and application section is designed to assist students in identifying and completing those activities necessary to ensure thorough completion of each phase of the health and safety training system process. After completion of section three for all the chapters of the study guide, students will have developed a behaviorally oriented health and safety training program.

The authors of the study guide believe that students will find these materials helpful in developing health and safety training programs. To maximize benefits, study guide chapter activities should be satisfied on an ongoing basis as corresponding textbook assignments are completed.

James P. Kohn

Douglas L. Timmons

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APPLYING HEALTH AND SAFETY TRAINING METHODS

CHAPTER ONE

COMMUNICATING TO ACHIEVE DESIRED PERFORMANCE

Part I. Content Review

If communication is to be effective, an observable and measurable response must take place. This is especially important when communication is part of the training process. Primary information or message(s) presented in the training program must not only be received by the learners, but be understood as well. A common question asked by Health and Safety Professionals is, "How should communication and training effectiveness be determined?" Since the purpose of communicating is to achieve desired performance, the trainer should answer the question, "What should the learner know, perform or appreciate?" Answers to this question now direct attention to the desirable target behavior of importance and emphasizes a systems approach to the identification, implementation and evaluation of training. In addition, once target behavior has been established, there is a basis for determining communication effectiveness.

The systems approach to training requires identification of the specific problem prior to conducting the training program. If training has been determined as the best solution for the problem of concern, a thorough task analysis should reveal knowledge or skill deficiencies. These deficiencies will form the behavioral basis

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of the training program. Once the training objectives have been established, training information is gathered and audio visual needs are determined to ensure effective communication. During this phase of the training process, it is crucial to identify the target participant as well as to determine the importance of training. Revealing employee attitudes and prejudices provides insight into the possible social and environmental factors that could maintain undesirable performance. In addition, knowledge of the audience and associated psychosocial factors can help provide a strategy to break down barriers that could prevent the trainer from communicating the hazards and risks associated with undesirable performance.

Communicating the hazards and risks associated with undesirable performance can provide part of the motivation for desirable performance. Management support provides part of the environmental climate necessary for maintaining desirable performance following training. All social and environmental factors that influence employee performance must be identified and designed into the training system if the implemented program is to be effective.

Once an optimal environment has been established, it is possible to specify desired performance as the target performance in the training program. Continuous monitoring prior to, during and after training assists the instructor in evaluating the learner's performance both in the classroom and at the job site. This is the only way to determine training effectiveness. Barriers to communication must be removed to increase the probability of program success and, ultimately, achievement of training and organizational goals.

Throughout the entire systems approach to training, the instructor is continuously concerned with effective communication. From the first phase of identifying training needs to the evaluation of training effectiveness, communication is crucial for ensuring training program support and success. By involving as many people as possible in the need assessment,

development, implementation and evaluation activities, the Health and Safety Professional increases the likelihood of relevant and effective training programs.

Part II. Review Questions

The following questions cover the content presented in Chapter One of the Textbook, Behavioral Engineering through Safety Training.

A. Define the following terms:

1. Communication-
2. Effective Communication-
3. Communication Barriers-
4. Hawthorne Effect-
5. Systems (Approach to) Training-
6. Need Assessment-
7. Training Objectives-
8. (Training Program) Content-

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9. Resources-

10. Evaluation-

B. Fill in the correct response for the following questions:

1. _____ or _____ must result if communication is to be considered effective.

2. _____ is the only means to determine training program effectiveness.

3. Results of the Hawthorne Study suggest that worker performance can improve as a result of _____.

4. Effective communication provides a means to achieve organizational _____ through the training process.

5. Lack of time, interest, and knowledge are examples of communication _____.

6. Temperature extremes, noise and inadequate illumination are _____ factors that create communication barriers.

7. _____ is an important factor that facilitates effective communication.

8. Effective training ensures _____.

9. The first step in the systems approach to training is _____.

10. Training objectives and evaluation should be based upon the results of a _____.