

No Injury, No Accident?

Second Edition



Training Leader's Guide

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Your Role as a Trainer

Few training assignments are as significant as teaching worker safety.

Your contribution can save lives.

Your work may not appear as dramatic as the firefighter on the ladder, but the results can be exactly the same. When you show your workers how to avoid accidents, you are showing them how to avoid ending up visiting an injured co-worker in the hospital or consoling a worker's family at a funeral. Your training is just as important as the rescue worker resuscitating an injured person who is struggling to survive.

Sobering statistics from OSHA¹ emphasize the importance of your training. Every year, for the last 12 years for which data is available, more than 5,000 U.S. workers were killed on the job. Occupational injuries causing lost workdays averaged more than 2 cases per 100 workers. The toll in terms of losses to workers and their families and costs to businesses is too high. Training is the solution.

Several of the leading causes of workplace deaths are portrayed in this informative video, **No Injury, No Accident?** This is the Second Edition of this classic training program that has been used in the training of hundreds of thousands of workers and managers throughout the manufacturing and service sectors.

There is work to be done to save employee's lives and your contribution counts.

This instructive video-based program is designed to help you show your workers how to develop a safety attitude and to report situations that can cause injuries.

¹ Occupational Safety and Health Administration, U. S. Department of Labor (www.osha.gov)

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Introduction

If you have watched the television show, America's Funniest Home Videos, you know that people can commit the silliest acts. You have also seen how ordinary things in our environment - chairs, porch swings, tables, ladders, doors - can turn on us and try to do us harm.

Many times, one wonders how the people in those videos were lucky enough to survive.

The truth is, not everyone is so lucky.

Watching the TV show, one can sometimes guess what calamity is about to occur: Too many people on one side of a picnic bench, for example, or someone standing at the top of a ladder at the wrong angle, sawing on an unstable tree branch.

It is possible to envision what bad things can happen to people, whether on TV or in the workplace. The potential causes of accidents are always present. There are often things lying on the floor or protruding at head height. There are just too many potential hazards to try to list them in advance.

An effective alternative is to help workers recognize and report unsafe conditions, minor accidents and close calls. When two planes come to close to one another, the FAA demands to know about it. It gives the FAA the opportunity to correct the cause of the problem. By enlisting your workforce in the effort to identify causes of possible accidents, it gives your organization many on-the-scene eyes and ears. Each report is an opportunity to fix a problem before someone gets hurt.

The video, **No Injury, No Accident?**, is designed to show workers why it is very important for them to recognize and report potential causes of injury. They will see common workplace errors and be reminded that doing nothing can lead to someone getting hurt.

Ideally, your organization will welcome such reports. Employees should be given a pat on the back for their reports. It is wise to encourage as many reports as possible.

Reports might be discouraged if they lead to the punishment of the worker responsible for the hazardous condition. That would make the reporters feel as though they were informing on a co-worker. The enlightened employer should see the responsible employee as someone who needs training instead of inflicting a penalty.

Learning Objectives

Upon completing this training session, your participants should be capable of:

- Describing the difference between accidents and injuries
- Describing common workplace accidents
- Listing the common causes of workplace accidents
- Explaining the ratio of accidents to injuries
- Listing the steps to take following an accident or close call
- Identifying the value of accidents and the reasons for reporting them

If you choose, you may also use this program for:

- Describing your organization's policy on accident prevention
- Informing workers about the procedure for reporting accidents
- Explaining the steps your organization will take when an accident is reported

Survey (Quiz). A 17-question survey is included with this TLG in the Participant's Manual. You may copy this survey and ask your participants to complete it before the training session. When the training is finished, you can ask the participants to again take the quiz that is in their Manual. Comparing the results of both surveys can help assess the effectiveness of the training.

Certificates of Completion. The Certificates of Completion can be filled out by the Instructor (attendee's names, date) before the meeting and handed out at its conclusion or sent out later. They are designed to provide a sense of accomplishment for the attendees. They can be framed and hung by attendees at their workstations

Agenda / Schedule

A good meeting stems from good planning, and a small meeting should be as carefully planned as a large one. Work out a flexible time schedule so you won't run too far ahead or behind. Distribute a copy of the schedule to everyone helping you, including the people in charge of the meeting room and equipment. Appendix B offers a checklist for your use.

When a video or DVD such as **No Injury, No Accident?** is the main feature of a meeting, treat it as such. Consider showing it twice, especially in the two and a half hour meeting format. The video offers excellent examples and a second viewing can serve as a good reminder. The discussion of the video's message will make the second showing more meaningful.

Agenda / Schedule

Schedule		
Meeting Step	1.5 Hour	3 Hour
Time	(Minutes)	(Minutes)
Introduction Training Leader Introduction Discuss Learning Objectives Describe Schedule	10	10
Participant Survey (optional)	10	10
Video Promote & Explain Video Show Video	20	20
After Video Field Questions Pose Questions	10	15
Break	5	10
Reporting & Investigating Explain "W" Questions Discuss Assumptions Explain "Positive" Approach	5	10
Role Play	0	20
Exercises	0	15
Show PowerPoint Slides	10	10
Questions and Discussions	5	5
Break	0	5
Show Video	0	15
Participant Survey	10	10
Evaluation Form	5	5
Total	90	160

The Training Program

This new Injury Prevention Program is a video-based multimedia-learning package designed for classroom facilitation and Instructor-Led Training (ILT).

You will find everything you need for a 1.5-hour or 2.5-hour informative workshop on identifying and acting on hazardous workplace conditions. This package is designed to improve the awareness of your workers on recognizing accidents as warnings of impending injuries.

Customization and flexibility are primary objectives of the Program. Print components, including this Training Leader's Guide, are included in Microsoft Word format on the copyright free CD-ROM in your Instructor's Kit. The Microsoft PowerPoint presentation on the CD-ROM is a great tool for organizing, outlining, emphasizing your key points, and staying on the agenda. PowerPoint is easy to customize. A copy of this Guide's PowerPoint presentation is included in the Participant's Manual but feel free to make changes to the version that you will use.

The core of the Program is the 12-minute video (VHS or DVD), **No Injury, No Accident?**.

Training Capabilities. This Injury Prevention Program is designed for facilitation by both inexperienced trainers as well as professionals. The Training Leader's Guide provides step-by-step instructions for you to conduct stimulating, interactive and productive learning sessions with a wide variety of audiences.

Preparation. As you know, preparation pays. You can choose to follow the step-by-step Preparing and Presenting Checklist (Appendix B), which can help you prepare for a successful training session.

The Video

No Injury, No Accident?

Length: 12 minutes.

Purpose: This updated video or DVD is designed to gain worker attention with realistic examples of common but potentially hazardous workplace incidents. Employees are reminded that simple accidents can be a strong warning about conditions that can severely hurt workers.

Evidence: The video cites the findings of W. H. Heinrich. A pioneer in industrial accident prevention, Heinrich examined thousands of insurance company accident claims and injury records while serving as a manager for an insurance company. His books are available on Amazon.com. Heinrich found that, out of 330 similar workplace accidents:

- 300 caused no injuries
- 29 resulted in minor injuries, such as scrapes, bruises, and bumps
- 1 caused a serious or fatal injury

Message: The message of the video is: Take action when any kind of unsafe condition or accident occurs. The goal is to keep all 330 accidents from occurring. When workers tell management about an accident, they are giving the organization the opportunity to fix the cause and keep someone from getting hurt. By not reporting an accident, an employee can be exposing someone else to injury.

Steps: The video describes three steps to taking advantage of the free warning that no-injury accidents provide:

- Step 1. Reporting the Accident
- Step 2. Investigating its Causes
- Step 3. Eliminating its Causes

Presenting the Video

Steps to presenting the video:

- Before Showing the Video - Build enthusiasm
- "Tell them what you're going to show them"
- During the showing - pause for questions?
- "Tell them what you showed them"

Before Showing the Video

Enthusiasm will help prepare your audience to accept the video and its message. Introducing the video with some praise will help warm your participants to watching with attention. You might state or paraphrase sentences like these:

"This is not another boring video - it uses common incidents to get the message across."

"This new video makes the point that being injury free is not the same as being accident free."

"Today's video shows real workplace examples."

"This video shows you how you can prevent on-the-job injuries."

Explaining the Reason for the Video

Report or paraphrase the following to participants:

- Thousands of people die from workplace injuries every year in the US
- Even more people suffer from serious injuries
- You can't delegate safe practices to "someone else"
- It's up to you to maintain a safe working environment
- Anytime there is an accident or 'near miss,' take action
- Take time to report the incident
- Give your organization an opportunity to correct the problem
- This video shows examples of accidents that can happen
- The video shows why you need to assume personal responsibility
- When you see or experience an accident, report it
- **Reporting Pays.** When your organization is informed of a potential hazard, it has the opportunity to fix it. The company may make environmental changes, adopt better procedures, or provide more training for the employees involved. In any event, your report can save someone else serious injury or even death.
- **Personal Responsibility.** The organization cannot correct a problem if it doesn't know about it. You are on the scene. You know what's going on. It's up to you to keep the organization informed about risks.

Presenting the Video

During the Showing

Sometimes training leaders will pause a video so discussion can occur on the points covered. If you feel comfortable with the procedure, you can pause the video after certain incidents and ask how they could have been avoided.

After Showing the Video

Fielding Audience Questions

When members of your audience ask questions, these are steps that you might choose to follow:

- **Clarify** the question so that you understand it.
- **Acknowledge** the questioner for asking a good question.
- **Repeat** the question so everyone can hear it. Consider posing the question to the audience before answering it yourself.
- **Encourage** the questioner and others by thanking the questioner for the question.

Asking Questions

Questioning is a powerful form of leading an audience. Following are some questions to consider using to generate active discussion and participation. It is important to assure that the discussion points are related to your business. Questions are best directed to specific individuals in your audience instead of being posed for general comment.

Sometimes the answer from an audience member is wrong. Some presenters will restate or elaborate on the question, making it appear that the question wasn't asked well the first time. The objective of not embarrassing the person who gave a wrong answer can also be achieved by gently and tactfully prompting the individual to look for other possible answers.

When starting the question period, it's good to begin with the more outgoing individuals. These people will have little difficulty speaking up and helping 'break the ice.'

It is also good to invite participants to ask you questions. When someone asks a question that is best answered through discussion, consider redirecting the question to the other participants. If you don't know the answer to a question, say so. You can respond with, "I will find out the answer and get back to you."

Question: What is an accident?

Answer: The dictionary says an accident is an unexpected and undesirable event. The video shows incidents where someone could have been hurt. The examples in the video are of people falling, striking their heads, or having 'near misses,' without anyone getting injured.

Question: What is the difference between an accident and an injury?

Answer: An accident is an incident in which someone could be injured. Accidents do not always result in injuries. An injury is when an accident does hurt someone.

Question: What causes accidents?

Answer:

- 2% are not preventable ("Acts of God")
- 10% are caused by unsafe conditions such as sharp edges, hot surfaces, or trip hazards
- 88% are caused by the unsafe acts of people on the job

Question: If 330 accidents occur, what is the likely result?

Answer:

- 300 will result in no injury
- 29 will likely cause minor injuries, such as scrapes, bruises, and bumps
- 1 will result in a serious or fatal injury

Asking Questions

Question: What is the most common accident?

Answer: Slip and fall.

Question: What is the usual reason an accident doesn't result in serious injury?

Answer: Usually: Luck.

Question: How can you prevent accidents?

Answer: Reporting current accidents or near misses can prevent future accidents.

Question: What steps are to be taken when an accident occurs?

Answer:

1. Report the accident
2. Investigate the accident
3. Eliminate the cause of the accident

Question: What is the number one hazard in the typical workplace?

Answer: Unsafe floors.

Question: What is the most common cause of unsafe floors and falls?

Answer: Spills.

Question: Is there such a thing as a minor accident?

Answer: No. The same accident that causes no injury today may take someone's life tomorrow.

Question: How is an accident without an injury like a free warning?

Answer: The accident lets us know that there is a dangerous condition that needs to be eliminated.

Question: What are common excuses for not reporting accidents?

Answer: These excuses are often heard: "I forgot!" "I just didn't see it!" "That's somebody else's fault!"

Other excuses might include: "That's the safety manager's job." "Anyone could see the cable on the floor." "The hook is in plain sight, why would someone hit their head on it?" "But I've always done it this way." "I thought that would get fixed."

Question: If you are the first person to take a pill from the jar, what are your chances of getting arsenic?

Answer: 1 out of 330.

Question: If you are about to be in an accident, what are your chances of getting seriously hurt?

Answer: 1 out of 330.

Asking Reporting and Investigation Questions

Questioning is the key to determining the true cause of accidents. It begins with the first report by the victim or witness. The first person to report or write about an accident or near miss should apply the newspaper reporter's series of questions: **What, Where, Who, When, How, and Why.** The most important question with a "W" in it is, "Was anyone injured?" In summary, there are 7 basic "W" questions to get started. They can be asked in any order. The following is an example.

Was anyone hurt?	No.
What happened?	Worker hit head on hanging steel pulley
Where did it happen?	Inside the west door of building 6
When did it happen?	06/05 10:20 AM DST
Who was involved?	Willie Rice's head was hit
Who witnessed it?	Emilio Chavez saw it happen
How did it happen?	Willie was backing up and didn't see it
Why did Willie hit it?	Willie wasn't looking where he was going

As you can see, this report leaves a question unanswered. Why would a person back up and not look to see if it is safe?

This example report also gives only a partial explanation of the reason for the accident. Willie may not have been looking, but did Willie have any reason to be looking? He may have walked through this area many times and the steel pulley was never present. Your employees should be encouraged to dig deeper. The "why" questions can be used to lead to the true cause of an accident. Using this example, you can apply the "why" questions and consider the answers.

Why was Willie not looking?	Willie assumed that it was safe.
Why did Willie assume that it was safe?	He'd never seen a pulley there before.
Why was the pulley there?	The previous shift left it there.
Why did the previous shift leave it there?	There was a new person running the machine and he did not know it was to be put away.
Why did he not know?	His supervisor, Sheila Wie, did not tell him.
Why did Sheila not tell him?	She did not have a training check-list.

Asking Reporting and Investigation Questions

As this exchange illustrates, there is often more than one cause of an accident. In this case, Willie made a faulty **assumption** and Sheila did not use a training checklist.

If possible, those reporting and investigating accidents should identify all persons who were in the area or who witnessed the incident. For example, it could turn out that before the accident several people noticed the pulley hanging there but did nothing about it. That can make them a factor in the accident.

Question Assumptions. The word "**assume**" frequently pops up in reporting and investigations. It is usually the first mistake in the path to an accident. In the pulley case, those who saw the pulley in advance appear to have **assumed** that (1) leaving the pulley there was okay, (2) the pulley wouldn't hurt anyone, (3) no one would back up into a pulley, or (4) someone else will report it or take care of it.

The first step toward many accidents is an assumption. In the video, workers assumed that the floor or sidewalk was dry and clear of obstacles, the forklift operator assumed people wouldn't step out in front of him, and one worker assumed that a truck's brakes were set. This gives you an opportunity to remind employees to regularly question their assumptions. You can pose questions, such as, "When walking under a catwalk, should you assume nothing will fall?" and "when approaching a door, should you assume no one will abruptly open it toward you?" During these exercises of investigating accidents, you can make it a point to ask participants to identify the assumptions apparently made by everyone involved.

Often, accidents are the cause of at least two assumptions. Here are some examples. A person spilling something on a floor may assume that it's okay; a walker may assume the floor has no spill on it. The person who uses a block to hold a truck in place assumes setting the brakes is not necessary; the person removing the block assumes that the brakes are set.

Illustrating the Questions

During the follow-up to the watching the video, you can use a flip chart or white board to lead your participants through the above review of an accident analysis. You can also use the same method with any of the accidents displayed in the video.

The goal of questioning during reporting and investigating is not to find out who is to blame. The goal is to find out the true cause of an accident so that it can be corrected.

Asking Reporting and Investigation Questions

Positive Approach. It is very easy, almost natural, for people to assign blame. A participant may say, "Willie wasn't watching where he was going?" or "Willie should have looked behind him." To stop the 'blame game,' you can translate the comments into positive statements. For example:

Participant statement: He shouldn't have assumed it was safe.

You say or write: Avoid assuming that everything is okay; if safety is involved, check. [Optional: When safety is involved, it might be safer to assume the worst!]

Participant statement: Should have looked behind him.

You say or write: People should look before walking backward.

Participant statement: Judy saw that pulley. She should have reported it.

You say or write: If you see hazardous objects in the work area, report it immediately.

Participant statement: Sheila the supervisor should have trained the new person.

You say or write: Job training must include safety practices.

Participant statement: Sheila didn't use a training checklist.

You say or write: When preparing to train someone, take time to make a checklist that covers hazards and safety practices.

As you can see, the list identifies the causes but it does so in a positive manner; it describes the steps to take in the future to avoid similar occurrences.

Role Play

A role-play provides a good opportunity for participants to practice the questioning process and the cause identification.

Remind the players about the incident portrayed on the video of the person working on a ladder when a door was opened (you might replay that segment). Select 6 members of your audience as the players. Tell them that 4 will play the role of workers and a supervisor. 2 will play the role of fellow employee investigators, attempting to find out how to avoid another incident like this one.

The players will study their role-play instructions. The investigators (Jackie and Pat) will begin asking questions of each of the other players. The players are to cooperate with the questioners.

Asking Reporting and Investigation Questions

The Players

Player 1 is **Mark** - Knocked off the ladder.

Player 2 is **Louise** - Watched the door.

Player 3 is **Leroy** - Opened the door.

Player 4 is **Roland** - Supervisor of these Employees.

Player 5 is **Jackie** - Investigator.

Player 6 is **Pat** - Investigator.

Player Instructions

Prepare beforehand the following written instructions and give each player his or her "part."

You will play the role of Mark - knocked off ladder by the door

Roland, your supervisor, asked you to fix a door at the top of the stairs. You asked Louise to watch the door from the inside to keep anyone from opening it while you were working outside. As you were drilling a hole for fasteners, someone opened the door, knocking you off your ladder.

You will play the role of Louise.

Because you work inside the building near the door, you were asked by Mark to watch the door and keep anyone from opening it. You knew that the door was marked on the inside as an emergency exit, without an alarm. You had never noticed anyone using it during the month you had been working in this location. You did not expect anyone to use the door. But after Mark asked, you did regularly glance up from your work to make sure no one was headed toward the door. Once, when you glanced up, you noticed that the door had been opened. You heard a commotion outside.

You will play the role of Leroy.

You've been working in the building with the door for several years. About once a month, you need to borrow a tool from a building nearby. You found that you could save a lot of time by taking a shortcut through the emergency door. You would put something in the doorway so it wouldn't lock behind you and you could get back in. No one had told you not to use the emergency door.

You will play the role of Roland.

You are the supervisor of Mark, Louise, and Leroy. You had asked Mark to fix the door. You knew Mark had been doing similar work for the company for years, so you assumed that Mark would avoid doing anything hazardous.

Asking Reporting and Investigation Questions

You two will play the role of Jackie and Pat.

You have been asked to collect a report about Mark being knocked off a ladder. You are to ask questions to investigate the incident. Your goal is not to decide who is to blame. You want to find out how to avoid a near accident like this in the future.

You are to make a list of all possible causes or factors that contributed to this incident so that a similar incident can be avoided in the future. Make your list in the form of positive statements, such as, "people should take precautions" instead of identifying someone who made a mistake, "Mark didn't take precautions."

Managing the Role-Play

Feel free to help keep the players on track. You can help clarify questions and summarize answers.

You want the players to stay on track and yet, at the same time, you want them to explore every possible cause or contribution to the accident. You may suggest questions for the investigators to help them get started or if they run out of questions. The objective is to create a list of possible causes so that these things can be avoided in the future.

When the investigators are finished, praise them for their list. Then consider inviting the audience to ask questions and add to the list.

A Typical Blame Game List

- Mark assumed that the door wouldn't open.
- Mark did not position the ladder so the door couldn't hit it.
- Mark did not position the ladder so that nothing would happen even if the door did hit it.
- Mark did not temporarily block the door open.
- Mark did not temporarily remove the door.
- Mark and Roland did not put a temporary "Do Not Open" sign on the inside of the door.
- Louise did not put a sign on the inside of the door or stand near the door.
- Roland did not stand sentry at the door.
- Roland did not tell employees not to use the emergency door at any time for routine purposes.
- Leroy did not cautiously open the door.
- Mark did not block the door so it couldn't open.
- Mark, Louise, nor Roland locked the door

Asking Reporting and Investigation Questions

Positive List of Factors

When working near a door that opens toward you, especially if you are on a ladder:

- Always assume that the door may open.
- Position the ladder so the door won't hit it, if opened.
- Position the ladder so that nothing will happen even if the door does hit it.
- If possible, temporarily block the door open.
- If possible, temporarily remove the door.
- Place a temporary "Do Not Open" sign or Caution Tape on the inside of the door.
- Have someone stand in front of the door to block it.
- Notify employees not to use emergency doors for routine purposes.
- Open doors cautiously. People on the other side of a door may not be prepared for it to open abruptly.
- If possible, block a door so it can't open. However, if it is an emergency door, you may be taking the risk that you might forget the block.
- If possible, lock a door while it's being worked on. However, if it is an emergency door, you may be taking the risk that you might forget to unlock it.

Participation: "War Stories"

After showing your participants how to analyze an accident or near miss, you can invite them to share their experiences. Have they slipped, fallen, tripped, spilled, or bumped into something? Ask what assumptions preceded the incident? As they share their stories, encourage them to ask one another the "why" questions in order to find all of the possible reasons for their incidents.

Example questions:

Have anyone had an accident or near miss? Was it reported and investigated?

Has anyone reported an accident or unsafe condition?

Has anyone watched an accident investigation?

Does anyone now plan to take action against an unsafe condition?

Asking Reporting and Investigation Questions

Optional. You may want to review your role in your organization, your organization's policy on accident handling, and labor relations in your organization before exploring the following.

It has been reported that some workers are reluctant or afraid to report accidents, even if personal injury resulted. They don't want to be labeled "unsafe workers." They may also harbor a concern that they will "face an inquisition" or "be humiliated."

You could ask if anyone has had an accident or near miss and choose not to report it in order to avoid the hassle. If your workers are reluctant, they might not respond, even to a show of hands. If you want to find out if this is a problem in your organization so that you could improve the accident investigation policies and practices, consider handing out a "ballot" for a secret vote to be placed in a box. The paper ballot may simply have a box to mark (so handwriting cannot be identified) Yes or No to the question, "Are you reluctant or afraid to report accidents?"

Participant Exercises

The Participant's Manual includes an exercise for your use. Four incidents that are portrayed in the video are described. Your participants are invited to identify possible causes and make a list of positive steps that could have been taken to avoid them.

You might want to assign a small group to each incident.

You can assign as much time as you wish to fit your schedule. Depending on the size of the group, the analysis of each incident might take about 15 minutes. You can decide how much time to discuss each group's findings.

Following are some examples of responses that you might expect.

The Boiler

Assumptions?

- Worker might have assumed that she had time to talk on the phone.
- Worker might have assumed that possible boil over was not hazardous.
- Other workers (witnesses) may have assumed that boil over was okay.



Causes?

- Distraction by phone. (It might have been her manager with important instructions, or her child with an urgent need)
- Not watching the device while talking on the phone.
- Failure of device to shut off automatically.
- Wrong fluid, with lower (faster) boiling point, was inadvertently used.
- No 'fail safe' system on device to warn of boil over.
- Inadequate training.

How to Avoid?

- Assure proper fluid used.
- Use device with safety features.
- Confirm device works properly.
- Set separate timer as a reminder.
- Keep watch on heater while using phone.
- Train workers about dangers of boil over.
- Do not take calls during hazardous processes or stop a process during phone calls.
- Train other workers to watch for problems such as this.

Participant Exercises

The Hose

Assumptions?

- Executive might have assumed that walkway was free of obstacles.
- Maintenance worker might have assumed that anyone would easily see the hose or that no one would be walking in that area.
- Other workers may have seen or stepped over hose and assumed that it was not hazardous, that others would see it, or that someone else would take care of it.



Causes?

- Executive had hands full, may not have been able to see the hose.
- Maintenance worker left the hose in walkway.
- Maintenance worker may have forgotten about the hose.
- Maintenance worker may not have received adequate training.

How to Avoid?

- When hands are full, examine walkway most carefully.
- Train maintenance workers about dangers of leaving objects in walkways.
- Train maintenance workers to use checklists so as to not forget hoses and etc.
- Train all workers that if they see objects in walkways, they are to remove or report them immediately.

The File Drawer

Assumptions?

- Victim assumed that walkway was free of obstacles.
- Office worker assumed it was safe to leave file draw open.
- Office layout designer assumed drawer would not be in anyone's walkway.
- Other workers may have previously seen drawer open and assumed others would see it before tripping.



Causes?

- Office worker left file drawer open in walkway.
- Worker (victim) was distracted.
- Worker did not watch where he was walking.
- Desk arrangement was faulty - drawer should not open into walkway.

Participant Exercises

How to Avoid?

- Arrange desks so that file drawers do not open into walkways.
- Train office workers to always keep low (or not in use) file drawers closed.
- Remind employees to always watch where they are walking.

The Rod

Assumptions?

- Victim assumed that area would be free of obstacles.
- Employee storing rod assumed it was okay to extend past doorway.
- Employee storing rod may have assumed no one would walk into doorway or that close to edge of doorway.
- Previous employee walked around the rod and apparently assumed that it did not need to be reported.



Causes?

- An employee left a rod extending into a walkway.
- Another employee noticed it but did not move it or, apparently, report it.
- Worker (victim) was distracted by conversation.
- Employee did not watch where he was walking.
- Worker came in out of sunlight and may not have been able to see the rod.
- Storage arrangement was faulty - rods should not be stored near walkways.

How to Avoid?

- Train storage workers to avoid allowing obstacles to extend into walkways.
- Train all employees to immediately remedy or report hazardous conditions.
- Employees must always watch where they are walking, especially when coming into work area from bright sunlight.
- Train shop workers to avoid placing any objects in walkways just inside doors. Allow people the opportunity to adjust to new environment.

Staff Communications

Invitation to Participants

This printed or e-mail invitation should be sent to selected participants enough in advance so that it is unlikely to interfere with their routine schedules.

Proposed Note or E-Mail:

[Name of Participant]

Subject: Training - **No Injury, No Accident?**

Organizations recognize that taking action each time any accident occurs, minor or not, will result in a reduction of injuries.

To help our people understand the value of taking minor accidents or near misses seriously, a training session on how to handle accidents and close calls has been arranged. Please mark your calendar now to attend this training.

[Date, time, duration, location, directions]

The session will cover the following issues:

- Describing the difference between accidents and injuries
- Describing common workplace accidents
- Listing the common causes of workplace accidents
- Explaining the ratio of accidents to injuries
- Listing the steps to take following an accident or close call
- Identifying the value of accidents and the reasons for reporting them

Please bring writing materials to take notes. If you have questions or a schedule conflict, please let me know.

Staff Communications

Follow-Up with Managers

After a training session, consider sending a note or e-mail to the manager of each of the participants. The objective is to inform or remind the manager that the employee has received the training and to invite feedback from the manager.

Proposed Note or E-Mail:

[Name of Manager]

Subject: Training - **No Injury, No Accident?**

[Name of Employee] recently participated in a workplace safety training session. During the session, participants covered these issues:

- Describing the difference between accidents and injuries
- Describing common workplace accidents
- Listing the common causes of workplace accidents
- Explaining the ratio of accidents to injuries
- Listing the steps to take following an accident or close call
- Identifying the value of accidents and the reasons for reporting them

You can help improve our training practices. Please review the training session with [Name of Employee] at your convenience. After the discussion, please give me your opinion of the effectiveness of the training and suggestions that you may have for improvements.

Thank you for your help. Please tell me if you have questions.

Survey Answer Sheet

1. **D.** All of the above.
2. **False.** Accidents do not always result in injuries.
3. **D.** The unsafe acts of people on the job are the most likely cause of an accident.
4. **True.** The usual reason an accident doesn't result in serious injury is luck.
5. **False.** Workplace safety is not only management's responsibility.
6. **Spills.** What is the biggest cause of slip and fall accidents?
7. **False.** Out of 330 on-the-job accidents, 29 will result in minor injuries (8.79%).
8. **C.** 1 person will be seriously or fatally injured.
9. **False.** Accidents are not always the result of unsafe acts of people on the job.
10. **C.** Reported and investigated.
11. **Slip and Fall.** What is the most common accident in the workplace?
12. **True:** Unpreventable accidents are called "Acts of God."
13. **Unsafe Floors.** What is the number one hazard in the workplace?
14. **True:** 29 out of 330 accidents will result in minor injuries.
15. **True.** About 2% of accidents are Unpreventable.
16. **False.** Accidents can be prevented.
17. **True:** About 10% of accidents are caused by unsafe conditions.

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Training Leader's Guide

Jack Linge, who prepared this Training Leader's Guide, has since 1987 been providing planning and consulting services to businesses. Jack, who holds a Juris Doctor degree, has served as a university instructor in business planning. He has also started and sold a number of businesses over the years. A professional writer, Jack's Prentice-Hall book, *Selling Today: Technology is in its third edition.*

Note: There are those who might take issue with a claim that nearly all workplace accidents are caused by workers. Their position might be that the growing complexity of systems and machinery are creating environments in which individual workers have a limited ability to assess or maintain the safety of the workplace.

Appendix A: Summary of the Video Script

Summary

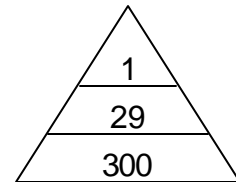
Purpose: Encourage workers to take responsibility for eliminating accident causes.

Achieving this goal means:

- Distinguishing between accidents and injuries
- Understanding the value of minor accidents and close calls
- Realizing that minor accidents and near misses will eventually lead to a serious accident
- Recognizing the fact that a minor accident or close call occurred
- Taking three steps:
 1. Reporting
 2. Investigating
 3. Eliminating

Many organizations believe that if there have been no injuries; there have been no accidents.

- There can be many accidents without injuries
- Minor accidents and close calls are common
- People often do not take minor accidents and close calls seriously
- Statistically, 330 accidents will cause 29 minor injuries and one serious or fatal injury



Each non-injury accident is a warning to us that an accident with injuries is possible, even likely to occur. In fact, the difference between a no-injury accident and a fatality is often just a matter of luck. The causes of the two accidents can be the same.

The positive side of no-injury accidents is that they give us a free warning: They give us a glimpse of what could happen if we don't take immediate action.

Taking advantage of the free warning means taking these three steps:

1. **Reporting** the Accident
2. **Investigating** its Causes
3. **Eliminating** its Causes

1. Reporting

Reporting an accident first means realizing that it happened. It's a good idea to stop for a moment each time you see an accident or a near accident, and recognize it for what it is, a warning that needs your action, so report it.

Appendix A: Summary of the Video Script

Your reporting may alert a co-worker to a similar hazard, and your report may start the process to solve that problem. You can also bring up other observations in a safety meeting.

2. Investigating

According to statistics, very few, perhaps 2%, of accidents are truly unpreventable, what we sometimes call "Acts of God." Many more, perhaps 10%, are caused by unsafe conditions such as sharp edges, hot surfaces, or trip hazards. But by far the most frequent cause of accidents is the unsafe acts of people on the job.

Your best bet is to examine how people on the job contribute to an accident's cause. Look for people who may have been inattentive or careless. Then look for the presence of unsafe conditions like a metal rod at head height or an object in the walkway. In many cases, a combination of various unsafe acts and unsafe conditions will be involved.

3. Eliminating

Once you know the cause of the accident, the third and final step is to eliminate that cause from the workplace.

Removing unsafe conditions is one way to take action against accidents. This is an important part of the job, but the real challenge is to change the unsafe acts of people. It may mean a change in your own behavior, the way you go about your job.

Can't Count On Luck. A person may have been getting away with an unsafe practice for years. But that is no guarantee that his or her luck will hold out for even another minute.

Illustration - Pills

A bottle of 330 pills are used to illustrate the risk of on-the-job injury if accidents are not reported.

- All of the pills look alike
- 300 pills contain harmless sugar
- 29 pills contain a laxative
- 1 pill contains arsenic

In the video, the bottle is passed around, with each worker taking and swallowing one pill. The point is that allowing accidents to go unreported is like randomly handing out pills. After 330 incidents, or pills, someone is going to be seriously hurt. The objective is to stop passing out pills - stop playing Russian roulette - and stop permitting minor accidents to continue.

The solution is to remove the causes of every accident as soon as possible.

There are no excuses for failing to take action.

Appendix B: Preparing and Presenting Checklist

In Advance of the Training Session

1. Preview the video and take notes about how you will introduce the video during the training.
2. Read this Training Leader's Guide.
3. Review the PowerPoint slides and decide if you want to customize them. For example, you may want to add your organization's accident prevention policy. While reviewing the slides, take notes on how you want to present them or use them as a guide during your training session.
4. Outline your presentation, considering your audience and objectives. Make a list of questions or points that you want to cover during meeting discussions.
5. Decide where you will conduct the meeting.
6. Confirm that an appropriate meeting room will be available based on the number of attendees. If any participants may have disabilities, verify that the room is accessible and properly equipped. Flexible lighting and good acoustics are also important. You might look for a room that permits a U-shaped arrangement of chairs and tables. This arrangement can encourage dialogue and active participation. A flipchart should be to one side of the class. You will want to be positioned at the center of the room so you can move about freely.
7. Verify that the necessary equipment will be available and in working order:
 - Flip Chart with markers
 - VCR or DVD player with remote control
 - Television set or projector and screen
 - Computer (if you want to display your PowerPoint slides onscreen)
8. Decide whether to conduct a 1.5 hour or 2.5 hour training session
9. Set the time and date.
10. Make a list of the people who are to be invited to the training. If your organization wants to make a record of who has been trained, use this list as a checklist after training is completed. Determine where the attendance record is to be kept or sent.
11. Issue invitations to participants and place announcements on bulletin boards or in newsletters.
12. Identify any signs or posters you will need for announcing the meeting, guiding people to the meeting room, and serving to inform and remind within the meeting room.

Appendix B: Preparing and Presenting Checklist

Two Days Before Meeting

13. Issue reminder phone calls or e-mails to participants.
14. Verify that room, equipment, and signs are still available.
15. Meeting room: Check the room's lighting options and acoustics, and make sure participants have a good writing surface.
16. Identify the location of exits and rest rooms (verify that they are equipped for the disabled).
17. Review your presentation. Run through the PowerPoint slides if you customized them.
18. Make sufficient copies (optional) of the Participant's Manual Survey questions to hand out before the training. Make copies of the role-play instructions if the role-play is to be used.
19. Make sufficient copies of the Evaluation Form. If you plan to distribute other materials or company policies, make sufficient copies.

Day of Meeting

20. Meeting Room: Arrange seating so that the video screen is easy for each participant to see and discussions can be comfortably conducted.
21. Equipment: Hook up equipment and run through some of the video and slides to confirm that all is working. Confirm that a clock is available to time the session. Have pens or pencils available for attendees.
22. Adjust the room lighting so that the video can easily be seen and participants can take notes.
23. Post signs guiding people to the room and hang posters in the room.
24. Display the agenda on handouts or on a whiteboard.

Start of the Meeting

25. Welcome each participant entering the room. Since injury prevention is a serious subject, maintain a professional manner. Encourage everyone to sit at the front, near the screen.
26. Point out the locations of exits and rest rooms.
27. Introduce yourself. Share information about your expertise and credentials.
28. Announce the subject of the meeting and review the agenda and the learning objectives.
29. Distribute the Survey (optional) and pick it up when participants are finished.

Appendix B: Preparing and Presenting Checklist

30. Use your video review notes to introduce the video and review Presenting the Video in this Guide.
31. Show the video, **No Injury, No Accident?**
32. Refer to your presentation outline and your list of questions or points to guide the Q & A and/or freeform discussion.
33. If a 2.5-hour meeting is scheduled, take a 10-minute break. Remind participants of rest room locations.
34. Reconvene. Show PowerPoint slides as part of your presentation.
35. Continue discussions.
36. If you are having a 2.5-hour training session, you may wish to replay the video. The separate scenarios give you an opportunity to stop the video and discuss each incident.

Ending the Meeting

37. Ask the participants to take the Survey in their Participant's Manual and pick it up when they are finished. You might want to take a few minutes to review the answers with them.
38. Distribute the Evaluation form and tell participants that they may leave when they hand it back in.

After the Meeting

39. Rearrange the room to its previous layout, if necessary. Clean the whiteboard or remove used pages from the flip chart.
40. Verify that the equipment will be returned. Pass along comments about any problems encountered with the equipment.
41. If a record of attendance is being kept, use the list of invitees as a checklist after training is completed. File or send the checklist to the appropriate office.
42. List any questions that were posed to which you did not know the answer and plan to follow-up with the questioners.
43. Make notes about the training session, particularly if you plan other sessions.
44. Send thank you notes or e-mails to those who helped you.
45. Arrange for each participant to receive a certificate of completion of the training. A certificate of completion form is in the Participant's Manual.
46. Score the before and after surveys to determine the effect of the training.
47. Send each participant's manager a follow-up note or e-mail.

Participant's Manual

LEARNING OBJECTIVES

Upon completing this training session, you should be capable of:

- Describing the difference between accidents and injuries
- Describing common workplace accidents
- Listing the common causes of workplace accidents
- Explaining the ratio of accidents to injuries
- Listing the steps to take following an accident or close call
- Identifying the value of accidents and the reasons for reporting them

Accidents

What is an accident?

The dictionary says an accident is an unexpected and undesirable event. In this training session, we will be talking about accidents from the "close calls" to serious injuries.

Many companies proclaim that they are "Accident Free." What they really mean is that they are "Injury Free." If they look carefully at their operation, they will find that accidents and near misses are common occurrences.

The point of this training and its video presentation is to enlist your help in preventing accidents. If we can prevent accidents, we will prevent injuries.

No one wants to visit a coworker in the hospital or attend a funeral. By taking appropriate steps when seeing an accident or something that could cause an accident, we can help avoid a tragedy.

You've seen "accidents waiting to happen." If you have watched America's Funniest Home Videos on TV, you have seen many examples of conditions and behavior that will obviously lead to an accident.

We can't prevent the harebrained behavior of people on TV, but we can take preventative action where we work.

It is easy to assume that everyone will have their eyes wide open and will be watching out for objects on the floor or low hanging obstacles. But it is the wrong assumption. All of us can become distracted. We might be carrying something that keeps us from seeing the floor. We might be backing up, unaware that our head is at risk.

Participant's Manual

We can take time to look around at our work area and think about what could happen to someone who isn't paying attention. Are there cords or slick spots on the floor? Is there a board that is just at head height? Do vehicles, including forklifts, whisk by too close to people?

If we see trouble spots, we need to take personal responsibility for seeing that they are corrected before someone gets hurt.

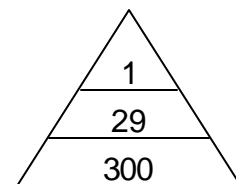
When an accident does happen, what are we supposed to do? When the new kid stubs his toe on that uneven concrete slab, our first reaction may be to laugh. The new kid may laugh along with us. But upon sober reflection, we need to realize that the slab has to get fixed. We have to report it. If it doesn't get fixed, the next person tripping may have some very dangerous tools in his hands. The next time may not be funny.

The video shows several common examples of accidents and close calls. These are the kinds of incidents that have seriously or fatally injured workers around the country. Over 5,000 people die each year in workplace accidents. Many thousands more are injured.

When a non-injury accident happens, it is good in two ways: First, no one was hurt (this time) and; second, we have received a valuable warning. The non-injury accident and the close call are both important warnings. The warning is that this can happen again and the next time the worker may not be so lucky.

Warnings by accidents are valuable because they can cause us to make necessary changes. When we take warnings seriously and change our work environment, we are saving someone and their family from the suffering that a serious accident can cause. Fighting accident causes is as important as fighting fires or fighting crime. The result is that lives can be saved.

Most times, injuries do not occur during an accident out of sheer luck. An expert in industrial safety, W. H. Heinrich, examined thousands of on-the-job accidents. He found that out of every 330 accidents, 300 resulted in no injuries, 29 caused minor injuries, and 1 would lead to serious or fatal injuries.



His findings show that accidents and close calls are like a "wheel of misfortune." Sometimes the wheel stops on "nobody hurt." Sometimes the wheel stops on "go the hospital." It's a chance that you do not need to take. You can be vigilant while at work. You can look for things that are "accidents waiting to happen." And then you must take action.

Participant's Manual

The way to turn accidents and near misses into preventative action involves three steps:

1. Reporting the Accident. If you don't report it, who will? If you don't report an unsafe condition and later someone gets hurt, how will you feel? If it's to be fixed, it's up to you. Find out and use your company's procedure for reporting incidents, accidents, close calls, and unsafe conditions.

2. Investigating the Accident. Why was the floor slick? Why was the pipe left at head height? Why is that forklift traveling so fast? The industrial safety expert found that:

- Very few, perhaps 2%, of accidents are truly Unpreventable, and are sometimes called "Acts of God."
- Around 10% of accidents are caused by unsafe conditions such as sharp edges, hot surfaces, or trip hazards.
- The rest of the accidents, about 88%, are caused by the unsafe acts of people.

3. Eliminate the Cause of the Accident. This is the reason that a non-injury accident can serve as a valuable lesson. It gives us the chance to find the cause and get rid of it. Removing unsafe conditions is one action. The most important step may be to help someone realize that his or her behavior is hazardous. If you have a tip or technique that makes a job safer, share it. If the worker needs training, help see that he or she gets it. And you have to be open-minded - it may be your own behavior that needs to change. If it will keep you or someone else from getting hurt, you should welcome the change.

Participant's Manual

EXERCISES

Your instructor may ask you to break up into small groups to investigate the accidents and near misses that you saw on the video.

Your goal is to identify the possible causes of the incidents portrayed and list positive steps that could have been take to avoid them.



The Boiler

Assumptions?
Causes?
How to Avoid?



The Hose

Assumptions?
Causes?
How to Avoid?



The File Drawer

Assumptions?
Causes?
How to Avoid?



The Rod

Assumptions?
Causes?
How to Avoid?

Participant's Manual

<p>No Injury, No Accident?</p> <p>Second Edition</p>	<p>No Accident? Or No Injury?</p>
<p>Accident v. Injury</p> <p>Accident: Mishap or Near Miss</p> <p>Injury: Accident that Hurts Someone</p>	<p>Accidents</p> <p>Many Accidents Occur Most Cause No Injuries Most are not Reported</p>
<p>An Accident or Injury?</p> <p>Which Accidents will Cause Injuries?</p> <p>We Don't Know!</p>	<p>Accident Research</p> <p>W. H. Heinrich A Pioneer in Industrial Accident Prevention, found that, out of 330 Accidents ...</p>
	<p>1 Serious/Fatal Injury 29 Minor Injuries 300 No Injury</p>
<p>Your Chances</p> <p>Your Chances of being Seriously Injured or Killed in an Accident are: 1 out of 330</p>	<p>Chances</p> <p>The Difference Between Near Miss and Injury?</p> <p>LUCK</p>

Participant's Manual

<p>Near Miss or Injury? No One Knows Which Accident will Cause Injuries... The Goal is to: <u>Prevent All Accidents</u></p>	<p>To Prevent Accidents Prevent Unsafe Acts If Unsafe Act Not Stopped Unsafe Act Will Continue</p>
<p>Repeated Unsafe Acts Will Cause Accidents Will Cause Injuries</p>	<p>Accidents Are Free Warnings</p>
<p>Free Warnings Are Opportunities To Eliminate Causes</p>	<p>Free Warnings: A Glimpse at What Could Happen if ... We Don't ACT NOW!</p>
<p>Taking Advantage of Free Warnings 1. Report it 2. Investigate it 3. Eliminate it</p>	<p>Step 1: Report It Recognize it Recall It Report It</p>
<p>Step 2: Investigate It Determine the Cause: "Acts of God": 2% Unsafe Conditions: 10% Unsafe Acts: 88%</p>	<p>Unsafe Acts Inattentiveness Carelessness Creating Hazards</p>

Participant's Manual

<p>Step 3: Eliminate It Removing Unsafe Conditions Changing Unsafe Behavior</p>	<p>Luck Illustrating Randomness: 300 Sugar Pills 29 Laxative Pills</p>
<p>Luck Lethal Randomness: 1 Arsenic Pill</p>	<p>Ignoring A Near Miss Is Like Taking A Pill: 300 Accidents 29 Slightly Injured 1 Serious/Fatal Injury</p>
<p>Avoid Disaster Stop Passing the Jar</p>	<p>Minor Accident? No Such Thing Minor Today May Mean Fatal Tomorrow</p>
<p>Remove the Causes If No Causes: No Injuries If Causes Continue: Injury</p>	<p>Accept No Excuses Report Accidents Investigate Accidents Eliminate Causes</p>

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Survey

Name: _____

Date: _____

Please draw a circle around each correct answer.

1. What is an accident?
 - A. An unexpected and undesirable event.
 - B. An opportunity to learn about, and eliminate, a risk.
 - C. An incident during which someone may have been hurt.
 - D. All of the above.
2. True or False: Accidents always result in injuries.
3. Which of the following is most likely to be the cause of an accident?
 - A. Slippery floors.
 - B. Sharp edges.
 - C. Hot surfaces.
 - D. The unsafe acts of people on the job.
 - E. An "Act of God."
4. True or False: The usual reason an accident doesn't result in serious injury is luck.
5. True or False: Workplace safety is only management's responsibility.
6. What is the biggest cause of slip and fall accidents? _____
7. True or False: Out of 330 on-the-job accidents, someone will suffer minor injuries 88% of the time.
8. W. H. Heinrich says that out of 330 accidents:
 - A. 88 people will suffer minor injuries.
 - B. 29 people will be fatally injured.
 - C. 1 person will be seriously or fatally injured.
 - D. 300 people will receive minor scrapes or bruises.
9. True or False: Accidents are always the result of unsafe acts of people on the job.
10. Accidents can be eliminated if they are:
 - A. Banned from the workplace.
 - B. Reported to management.
 - C. Reported and investigated.
 - D. Ignored.
11. What is the most common accident in the workplace? _____
12. True or False: Unpreventable accidents are called "Acts of God."
13. What is the number one hazard in the workplace? _____
14. True or False: 29 out of 330 accidents will result in minor injuries.
15. True or False: About 2% of accidents are unpreventable.
16. True or False: Accidents cannot be prevented.
17. True or False: About 10% of accidents are caused by unsafe conditions.

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Training Session Evaluation

No Injury, No Accident?

Thank you for attending this training on how to reduce workplace accidents. Please provide your evaluation of this training by circling your rating for each statement.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
The program objectives were explained	1	2	3	4	5
"Accident" was well defined	1	2	3	4	5
"Accident" was distinguished from "Injury"	1	2	3	4	5
The chances of getting injured in an accident was explained	1	2	3	4	5
"Luck" was described as the reason many minor accidents did not cause injuries	1	2	3	4	5
The training informed me about what to do when I observe an accident	1	2	3	4	5
The reasons for reporting accidents was explained	1	2	3	4	5
I understand my role in accident prevention	1	2	3	4	5
I was informed about the major causes of accidents	1	2	3	4	5
This program helped me learn what I need to know	1	2	3	4	5
This program met my expectations	1	2	3	4	5
The opportunity to participate was sufficient	1	2	3	4	5
The facilitator connected the information to my job	1	2	3	4	5
This training is applicable to my job	1	2	3	4	5
I found the questions and discussions helpful	1	2	3	4	5
The program facilitator was well prepared	1	2	3	4	5
I would recommend this program to others	1	2	3	4	5

I would improve this program by _____

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Certificate of Completion

This is to certify that

Has Successfully Completed the Safety Program:

No Injury, No Accident?

Date

Instructor





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