

# Training For Safety

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The Graniteville Company had its share of war contracts during World War II. Like most other companies during the war our company saw the need of, and took advantage of the offerings of the training agencies set up by the Federal Government. We used the 96-hour course in Safety Engineering offered by Engineering, Science, and Management War Training, and the J-programs offered by Training Within Industry under the direction of the War Manpower Commission.

**J**OB Instructor Training and Job Relations Training were of inestimable value to us as job-training and human-relations tools. Could there be a similar tool developed in the field of safety? We wanted something that would be applicable in any department; the basic fundamentals of safety. Late in 1944 we had a manual ready for a trial run. During the following year we gave this program to all supervision from shift foreman through superintendent, and then continued to give it to all new supervisors and safety committeemen over the next six years. This edition of the safety training was given to some five hundred people. We completed a revision of this course in 1953 and gave it to all supervision as a refresher or new safety training, beginning with shift foremen and going through general su-

perintendents during the rest of that year and the first half of 1954.

The original course was planned so as to have five two-hour sessions, and was given daily until covered. The supervisor needed to know the basic causes of accidents; he needed to see a typical accident and see how a fellow supervisor handled it; he needed to have a fuller knowledge of housekeeping; he needed an intimate knowledge and know-how of material handling in his department; and finally, he needed to know the things that he, as a company representative, was responsible for in the accident situation.

It wasn't all-embracing, but it started the supervisor off on the right foot. There were several conditions that had to be met in this training. It could not be a lecture course. We wanted plenty of group participation. By planning the sessions along the T.W.I. pattern, we were able to fill this requirement. To further this idea of participation, only two of us (both certified T.W.I. trainers) gave the safety training. Feeling that the full mission of any safety program is to prevent accidents, we called our course, "10-Hour Safety Training in Accident Prevention."

**I**N 1944 no safety gathering was complete unless there was a discussion of

guarding or improving guards on machinery. Today safeguards have gotten past the talking stage. Designers of machinery start with the safety features and work out from there. Guards are no less important today than ten years ago, but they have come of age and we can lay the major stress on other points today.

To benefit from the increased knowledge of accident prevention, and our own experience, we revised our "10-Hour Safety Training in Accident Prevention" during 1953. It is this phase of our safety training that we want to discuss in some detail.

**G**OOD safety training should train supervisors in accident prevention in order that they may in turn train those who work for them. Not only must they work safely, but they must teach others to work safely. If an accident prevention program is to be effective the work force, as well as supervision, must want to work safely. How can we get them to want to work safely? We can do this by attaching more importance to safety by making it equal in importance with quality and cost, and by making safety a coordinate part of production. It can also be done by giving the supervisor and the employee a working knowledge of how accidents are caused and by giving the supervisor an insight into some of the more common reasons that people have accidents.

We decided to spotlight two things, first, the accidental occurrence, and second, the worker. An understanding of these two areas will do much to help prevent accidents. It is easy enough to

accept an idea intellectually and then do nothing about it, but take that same idea and inject it with feeling and you get action. You have to get the idea in the hearts before you can get it through the heads.

If you want to do your best job of accident prevention, you must have more than a set of safety rules to pass on to the trainee.

The sessions of the revised course at the Graniteville Company look like this:

Session 1—The Factors of an Accidental Occurrence: A Typical Accident; and Developing a Four-Step Method for Investigating Accidents.

Session 2—Basic Accident Causes - Review an Accident.

Session 3—The Supervisor - Steps he can take to prevent accidents.

Session 4—Emotional Maturity - Accident Proneness

Session 5—Mental Health - Summary.

**I**N session one we set the scene by explaining the purpose of the training, by explaining something of the nature of the sessions. The group is put at ease through establishing an air of mutual exchange of experience. The objectives of the sessions are put on the board and discussed. The main objective is "To develop a higher skill in accident prevention through a study of safety as applied to my job." Everything that is done or said is tied to this objective either directly or indirectly.

We establish the factors in an accidental occurrence through the domino

illustration given by Heinrich in his book, Industrial Accident Prevention. The first and most important concept of accident prevention is this: Accidents do not just happen, they are caused. Until this fact is established and accepted, any further safety training is on insecure ground.

The next important principle to establish is to know how to handle an accidental occurrence. We do this by citing an accident that would be understood by the trainees with a minimum of explanation. This gives the trainee a pattern to go by when he is working on his own.

The accident is taken from the textile industry. It shows how and what one supervisor did when an accident occurred in his department. It shows how he followed through to the making out of the accident report, and from this accident recital, we are able to evolve a four-step method for investigating accidents. This four step method is used in the succeeding sessions to review accidents that the supervisors have handled in the department. It also helps to develop a skill in investigating accidents.

The following information is given each supervisor on a 2½ x 4 card:

FRONT

BACK

<p><b>ACCIDENT PREVENTION</b></p> <p><b>HOW TO INVESTIGATE AN ACCIDENT</b></p> <p><b>Step I. Get The Facts</b></p> <p>a. Review the Accident.</p> <p>    1. Was it a Personal Fault?</p> <p>    2. Was it a Mechanical or Material Fault?</p> <p>b. Was worker given Safety rules for this job?</p> <p>c. Talk to witness as well as persons involved. (This in a friendly manner)</p> <p>d. Get the Whole Story.</p> <p><b>Step II. Question All Details</b></p> <p>a. List the details.</p> <p>b. How did it happen?</p> <p>c. What was the cause?</p> <p>d. Was it avoidable?</p>	<p><b>Step III. Check To Avoid Recurrence</b></p> <p>a. Check the work area.</p> <p>b. Check material handling.</p> <p>c. Check the machines.</p> <p>d. Check tools.</p> <p>e. Check clothing and safety equipment.</p> <p>f. Corrective Action.</p> <p><b>Step IV. Follow Through</b></p> <p>a. Work out Safety rules with Worker.</p> <p>b. Make our requisitions for repairs, safeguards and Safety equipment.</p> <p>c. Make report of accident.</p> <p><b>TRAINING SERVICE</b></p> <p><b>PERSONNEL DEPARTMENT</b></p> <p><b>GRANITEVILLE COMPANY</b></p>
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Session two is a further look at the accident. Not only is it necessary to be familiar with, and be able to analyze, an accident, but it is necessary that the basic causes of accidents be understood. We develop this session around basic

accident causes, both personal, mechanical and material faults. These are the fourteen items as developed by Heinrich. They are developed with cases and points so as to give them strong associations.

By now the trainee has been effectively reminded that accidents don't just happen, they are caused. He is able to associate specific faults contributing to accidents, he has a technique for investigating accidents, and he has a growing enthusiasm for accident prevention.

During the succeeding sessions the main consideration is to add to the trainee's insight and know-how. His main concerns are things that he can do, and learning some basic reasons for people behaving as they do. It is up to him to assume leadership and this can best be done by learning to read or interpret the behavior of the people he supervises in order to "nip as many accidents in the bud" as he can.

Session three turns the spot light on the supervisor. He talks and thinks about things that he can do to prevent accidents. We are indebted to Mr. Glenn Gardiner, editor of Management Information, for some of the material used in this session. Our subject is Steps a Supervisor Takes to Help Prevent Accidents. As they are developed on the blackboard they are:

1. Set a good safety example.
2. Instruct each worker thoroughly in the safety precautions of this job.
3. Keep all safety devices in proper use.
4. Follow up safety instructions constantly.

It is surprising how willingly the supervisor accepts these four steps as a necessary part of his responsibility, even though he possibly would not have accepted them at the beginning of the session.

Session four centers around Emotional Maturity and Accident Proneness. During the first three sessions we have established the premise that there are mental and emotional causes connected with most accidents. If this is true, what are some of the causes? One group of characteristics, we call emotional immaturity. From this point we put some characteristics of the immature child and the immature adult on the board and link up the carry-over. The point is made that some of the characteristics are present in every person to some degree. It is the excessive person that needs to be counselled and guided away from trouble.

In the case of accident proneness we also define the person within certain limits, and look at some of the reasons why he continues to have accidents. The distinction is made between a person who is accident prone and one who is an accident repeater.

The subject of session five is the influence of mental health on accidents. This session starts with a group definition of mental health. It is necessary to spend enough time with this definition to make sure that all group members have the meaning of the term well in mind. We are very careful to make the point that it is not our purpose or intention to enter into any discussion of insanity. That is outside our field.

A great deal of our material for this session was gleaned from an article appearing in the National Safety News, February 1953, by Dr. Gerald Gordon, Psychiatrist for the DuPont Company.

Our point of departure for this session is Dr. Gordon's statement, "Employees allowed to shirk responsibility become mentally sick."

We study some of the characteristics of mental illness, and go over statistics that show that people who get into trouble off the job are likely to be the same people who get into trouble on the job. The second portion of the session is used to develop suggestions for the promotion of good mental health.

There is no final examination at the conclusion of the sessions. The last fifteen or twenty minutes of the fifth session are used to summarize the impressions of the group.

We have benefitted by our safety training at the Graniteville Company in the following ways:

1. Accidents have been materially reduced.
2. We know that a majority of accidents are caused by mental or emotional disturbances.
3. We have learned that the correction of attitudes helps to prevent accidents.
4. Supervisors are now assuming more responsibility for accident prevention.
5. Supervisors have developed a better insight and understanding of worker behavior.
6. Supervisors are better able to spot accidents in the making.
7. Supervisors are giving more time to safety instructions.

We believe that safety problems can be solved through study and research; therefore, safety training must remain fluid. Fundamentals may remain the same, but methods of approach will continue to change.

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## *A Correction*

Editor

*Journal of the American Society  
of Training Directors*

330 W. 42nd Street  
New York 36, N. Y.

The members of the Michigan Training Council were pleased with the picture and news item which appeared on page 35 of the September-October issue of the *Journal*. However, it has been called to my attention that we made an error in reporting the visit of Mr. Skidmore. Everything was correct except that Mr. Skidmore is not Director of Training. He is employed by the Arabian-American Oil Company in Saudi Arabia, but his title is Coordinator of Job Skill Training. We would appreciate it very much if you would print a correction in the next issue of the *Journal*.

Sincerely yours,

Michigan Training Council

*DeWitt Maguire*  
President