



Introduction to Safety Supervision

This course is an introduction to the basic elements of effective safety supervision with emphasis in five key supervisor responsibilities: providing oversight, training, accountability, resources, and psychosocial supports. The course is also one of the mandatory courses in OSHA Academy's 10- and 30-Hour Safety Training Programs for General Industry.

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OSHAcademy Course 112 Study Guide

Introduction to Safety Supervision

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Contact OSHAcademy to arrange for use as a training document.

This study guide is designed to be reviewed off-line as a tool for preparation to successfully complete OSHAcademy Course 112.

Read each module, answer the quiz questions, and submit the quiz questions online through the course webpage. You can print the post-quiz response screen which will contain the correct answers to the questions.

The final exam will consist of questions developed from the course content and module quizzes.

We hope you enjoy the course and if you have any questions, feel free to email or call:

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Course Introduction

Supervisors are the Key

The supervisor is the one person who can take immediate, direct action to make sure that his or her work area is safe and healthful for all employees. Russell DeReamer, author of *Modern Safety Practices*, considers the supervisor the only person who can control employees, machines, and working conditions on a daily, full-time basis.

This course is an introduction to the basic elements of effective safety supervision with emphasis in five key supervisor responsibilities: providing oversight, training, accountability, resources, and psychosocial supports. This course is also one of the courses in OSHAcademy's 30-Hour Safety Training Program for General Industry.

Free Training!

As a registered OSHAcademy student, you gain free access to all training materials, including student dashboard, online courses and study guides, module quizzes, and final course exams. If you decide you would like official documentation of the training including certificates, cards, and transcripts, we charge a small processing fee.

Module 1: The First STAR Responsibility

The "FIVE STARS" Safety Supervision Model

This course introduces you to key elements that help supervisors demonstrate the "5-STARS" of safety supervision. The key 5-STARS of safety supervision and leadership are:

- **S**upervision - overseeing work activities to make sure employees are safe.
- **T**rainning - conducting safety education and training.
- **A**ccountability - insisting everyone complies with company safety policies and rules.
- **R**esources - providing physical resources (tools, equipment, materials, etc.) so employees can work safely.
- **S**upport - creating a supportive and psychosocial work environment (schedules, workloads, recognition, etc.) so employees do not work under undue stress.

S - Provide Supervision

Let's start with the basics. If you look up the word supervise in Webster's Dictionary, you'll see it is derived from the Latin term, "super-videre," which means "over-to see". Before the common use of the term, "supervisor," the term used most commonly was "overseer." To supervise now commonly means:

- Observe and direct the execution of a task, project, or activity.
- Observe and direct the work of someone.
- Keep watch over someone in the interest of their or others' security.

The Supervisor is Important

So, why are supervisors so important? They can take immediate, direct action to make sure their work areas are safe and healthful for all employees.

In his text, [Occupational Safety and Health Management](#), Thomas Anton relates that the supervisor bears the greatest responsibility and accountability for implementing the safety and health program because it is he or she who works most directly with the employee.

It is important supervisors understand and apply successful management and leadership principles to make sure their employees enjoy an injury- and illness-free work environment. But how does management and leadership differ? Management may be thought of as applying [organizational skills](#), while leadership involves effective [human relations skills](#).

The Key: "Super Vision"

It's extremely important for a supervisor to provide adequate oversight so he or she may uncover hazardous conditions (materials, tools, equipment, environment) and unsafe work practices **before** they injure or kill a worker.

It may be difficult to prove to OSHA the employer has provided adequate supervision when an accident occurs. An accident implies failure on the part of the employer to proactively detect and correct hazardous conditions and unsafe behaviors before an accident occurs.

Quiz Instructions

After each section, there is a quiz question. Make sure to read the material in each section to discover the correct answer to these questions. Circle the correct answer. When you are finished go online to take the final exam. This exam is open book, so you can use this study guide.

1. Adequate safety supervision is defined as _____ before an accident occurs.

- a. reporting hazards and unsafe behaviors to OSHA
- b. detecting and correcting hazards and unsafe work practices
- c. disciplining employees for infractions
- d. inspecting and training employees

What the Law Says

As detailed in the [Section 5 \(The General Duty Clause\) of the OSHA Act of 1970](#), the employer is assigned responsibility and held accountable to maintain a safe and healthful workplace. The following is an excerpt from Public Law 91-596, 91st Congress, S. 2193, December 29, 1970.

Section 5

(a) Each Employer -

1. shall furnish to each of his employees' employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees;
2. shall comply with occupational safety and health standards promulgated under this act.

Employer Accountability

Employers can be cited by OSHA for violation of the General Duty Clause if a recognized serious hazard exists in their workplace and the employer does not take reasonable steps to prevent or abate the hazard. The General Duty Clause is used only where there is no standard that applies to the particular hazard.

Supervisors: Agents of the Employer

A key concept to understand is that legally, supervisors are "agents of the employer," and assume the responsibilities of the employer to the degree they are given authority. This first module discusses some of the basic employer and supervisor obligations to employees under OSHA law. Fulfilling these obligations is a key requirement of effective safety supervision.

2. Under the OSHAct, employers must keep workplaces free of _____.

- a. non-compliant performance
- b. unsafe behaviors
- c. recognized hazards
- d. all hazards

OSHA-Mandated Responsibilities

As you can see, employers have clearly defined responsibilities under the Occupational Safety and Health Act of 1970, and as the "agent of the employer" the supervisors have the same responsibilities for the employees they supervise. The following list are basic responsibilities stated throughout OSHA standards.

- Provide employees a workplace free from recognized hazards. It is illegal to retaliate against an employee for using any of their rights under the law, including raising a

health and safety concern with you or with OSHA, or reporting a work-related injury or illness.

- Comply with all applicable OSHA standards.
- Report to OSHA all work-related fatalities within 8 hours, and all inpatient hospitalizations, amputations and losses of an eye within 24 hours.
- Provide required training to all workers in a language and vocabulary they can understand.
- Prominently display the poster to the right in the workplace.
- Post OSHA citations at or near the place of the alleged violations.

The poster features the OSHA logo and the text 'Job Safety and Health IT'S THE LAW!' at the top. It lists rights for workers and responsibilities for employers. At the bottom, it provides contact information and a graphic of workers.

OSHA
Occupational Safety and Health Administration

**Job Safety and Health
IT'S THE LAW!**

All workers have the right to:

- A safe workplace.
- Raise a safety or health concern with your employer or OSHA, or report a work-related injury or illness, without being retaliated against.
- Receive information and training on job hazards, including all hazardous substances in your workplace.
- Request an OSHA inspection of your workplace if you believe there are unsafe or unhealthy conditions. OSHA will keep your name confidential. You have the right to have a representative contact OSHA on your behalf.
- Participate (or have your representative participate) in an OSHA inspection and speak in private to the inspector.
- File a complaint with OSHA within 30 days (by phone, online or by mail) if you have been retaliated against for using your rights.
- See any OSHA citations issued to your employer.
- Request copies of your medical records, tests that measure hazards in the workplace, and the workplace injury and illness log.

This poster is available free from OSHA.

Employers must:

- Provide employees a workplace free from recognized hazards. It is illegal to retaliate against an employee for using any of their rights under the law, including raising a health and safety concern with you or with OSHA, or reporting a work-related injury or illness.
- Comply with all applicable OSHA standards.
- Report to OSHA all work-related fatalities within 8 hours, and all inpatient hospitalizations, amputations and losses of an eye within 24 hours.
- Provide required training to all workers in a language and vocabulary they can understand.
- Prominently display this poster in the workplace.
- Post OSHA citations at or near the place of the alleged violations.

FREE ASSISTANCE to identify and correct hazards is available to small and medium-sized employers, without citation or penalty, through OSHA-supported consultation programs in every state.

Contact OSHA. We can help.

1-800-321-OSHA (6742) • TTY 1-877-889-5627 • www.osha.gov

Employee Rights

Under OSHA law, you are entitled to working conditions that do not pose a risk of serious harm. Workers have certain rights, under OSHA law, and employers have certain responsibilities.

Workers have the right to:

- A safe and healthful workplace.
- Be free from retaliation for exercising safety and health rights.
- Raise a safety or health concern with your employer or OSHA, or report a work-related injury or illness, without being retaliated against.
- Receive information and training on job hazards, including all hazardous substances in your workplace.

- Request an OSHA inspection of your workplace if you believe there are unsafe or unhealthy conditions. OSHA will keep your name confidential. You have the right to have a representative contact OSHA on your behalf.
- Refuse to do a task if you believe it is unsafe or unhealthful.
- Participate (or have your representative participate) in an OSHA inspection and speak in private to the inspector.
- File a complaint with OSHA within 30 days (by phone, online or by mail) if you have been retaliated against for using your rights.
- See any OSHA citations issued to your employer.
- Request copies of your medical records, tests that measure hazards in the workplace, and the workplace injury and illness log.

3. According to the OSHAct, each of the following is an employee right under the OSHAct, EXCEPT _____.

- a. requesting an OSHA inspection for any reason
- b. filing a complaint to OSHA
- c. a safe and healthful workplace
- d. raising a safety and health concern

Right to File an OSHA Complaint

As a supervisor, you must be familiar with the conditions under which employees may file a complaint with OSHA. They may contact OSHA if they believe a violation of a safety or health standard or an imminent danger situation exists in their workplace. They may request that their name not be revealed to their employer. They can file a complaint on OSHA's website, in writing or by calling the nearest OSHA area office. They may also call the office and speak with an OSHA compliance officer about a hazard, violation, or the process for filing a complaint.

If the above conditions are met, they may take the following steps:

1. They must first ask the employer to correct the hazard, or to be assigned other work;

2. They may tell your employer that they won't perform the work unless and until the hazard is corrected; and
3. They should remain at the worksite until ordered to leave by the employer.

If they file a complaint, they have the right to find out OSHA's action on the complaint and request a review if an inspection is not made.

Discrimination Against Employees

It's also important to know [Section 11\(c\)](#) of the OSHAct authorizes OSHA to investigate employee complaints of employer discrimination against those who are involved in protected activities. Protected activities generally fall into four broad categories:

1. Providing information to a government agency;
2. Filing a complaint or instituting a proceeding provided by law such as the OSHAct;
3. Testifying in proceedings and participating in OSHA inspections and investigations; and
4. Refusal to perform work if the employee has a good faith or reasonable belief that working conditions are unsafe or unhealthful and the employer has not provided an adequate explanation that the conditions are safe.

Some examples of discrimination are firing, demotion, transfer, layoff, losing opportunity for overtime or promotion, exclusion from normal overtime work, assignment to an undesirable shift, denial of benefits such as sick leave or vacation time, blacklisting with other employers, taking away company housing, damaging credit at banks or credit unions and reducing pay or hours.

4. Employees may refuse to perform work if they believe working conditions are unsafe or unhealthful and the employer _____.

- a. reassigns them to another approved task
- b. recommends common sense when exposed to hazards
- c. does not adequately explain that the conditions are safe
- d. is making good faith attempt to make corrections

Identifying Hazards

The employer is responsible for identifying hazards. It's useful to categorize them into five categories:

- The first three categories (materials, equipment, and the environment) represent hazardous conditions. Hazardous conditions are the surface causes directly account for only a small percentage of all workplace accidents.
- The fourth category (people) describes employee behaviors. Employee behaviors represent the surface causes that contribute to or cause a higher percentage of workplace accidents.
- The fifth category (system), identifies safety management systems weaknesses. They are the root causes that ultimately contribute to or cause most accidents.

Let's review these five categories:

Materials: liquids, solids and gases that can be hazardous to employees.

- Liquid and solid chemicals (such as acids, bases, solvents, explosives, etc.) can produce harmful effects.
- Raw materials (solids like metal, wood, and plastic) used to manufacture products are usually bought in large quantities and can cause injuries or fatalities in many ways.
- Gases, like hydrogen sulfide and methane, may be extremely hazardous if leaked into the atmosphere.

Equipment: machinery and tools used to produce or process goods.



To remember the hazard categories, just say "MEEPS".

- Hazardous equipment that is improperly guarded and places workers in a danger zone around moving parts could cause injury or death.
- Lack-of a preventive and corrective maintenance will make it difficult to ensure equipment operates properly.
- Tools that are not in good working order, improperly repaired, or not used for their intended purpose is only an accident waiting to happen.

Environment: general area that employees are working in.

- Poor facility design, hazardous atmospheres, temperature and/or noise can cause stress.
- If areas in your workplace are too hot, cold, dusty, dirty, messy or wet, then measures should be taken to minimize the adverse conditions.
- Extreme noise that can damage hearing should not be present.
- Workstations may be designed improperly, contributing to an unsafe environment.

People: employees, managers, supervisors, in the workplace.

- Unsafe employee behaviors include taking short cuts or not using personal protective equipment.
- Employees who are working while fatigued, under of influences of drugs or alcohol, distracted for any reason, or in a hurry are "walking and working hazards."

System: Ultimately, the root cause of most accidents is one or more weaknesses within the safety management system.

- Management may unintentionally promote unsafe behaviors. For example, they may ignore non-compliance.
- Inadequate or missing safety plans, programs, policies, processes, procedures, practices, and rules (written and unwritten) may somehow result in injury, illness, or death in the workplace.

5. Which of the five MEEPS hazard categories includes surface causes that result in most accidents?

- a. Materials
- b. Equipment
- c. Environment
- d. System

Supervisor Tools

There are several effective tools supervisors can use to help them identify and correct hazards including, observations, inspections, job hazard analyses (JHA), and incident/accident investigations.

Make Observations

Observation is important because it can be a great tool to effectively identify behaviors that directly account for the greatest percentage of all workplace injuries. It's better than other tools that we will discuss because observation focuses on discovering unsafe behaviors rather than hazardous conditions. There are two types of observation:

Informal observation. An informal observation process is nothing more than being watchful for hazards and unsafe behaviors throughout the work shift. No special procedure is involved. All employees should be expected to look over their work areas once in a while.

Formal observation program. One of the most effective proactive methods to collect useful data about the hazards and unsafe behaviors in your workplace is the formal observation program because it includes a written plan and procedures.

For example, safety committee members or other employees may be assigned to complete a minimum number of observations of safe/unsafe behaviors during a given period of time. Here is what can be done with the data gathered:

- This data is gathered and analyzed to produce graphs and charts reflecting the current status and trends in employee behaviors.
- Posting the results of these observations tends to increase awareness and lower injury rates.
- The data also gives valuable clues about safety management system weaknesses.

Note: An important policy for successful formal observation procedures is that they are not, in any way, linked to discipline. Observers should not discipline or "snitch" on employees. Discipline should never be a consequence of an observation. To do so ensures any observation program will fail as an accurate fact-finding tool. Follow these best practices:

- Use only employees who do not have authority to discipline as observers in the program.
- If managers or supervisors participate, make sure they do not observe in their own areas of responsibility.
- Make sure everyone understands the policy regarding "no discipline" as a consequence of an observation.
- It is also important for observers to express appreciation when safe behaviors are observed, and remind or warn employees to use safe practices if they are not performing a task safely.

6. Which of the following hazard identification activities focuses on analyzing unsafe behaviors in the workplace?

- a. Investigations
- b. Observations
- c. Job Hazard Analysis (JHA)
- d. Inspections

Conduct Safety Inspections

Another important activity to ensure a safe work area is to conduct an effective walkaround safety inspection. To be most effective, it makes sense that the safety inspection responsibility be delegated to the supervisor. Who is better positioned to effectively identify and correct workplace hazards? Remember, as an agent of the employer, the basic responsibility to inspect the work area should rest with supervisors.

During the inspection, look for hazards in the five MEEPS categories. In some instances, using an inspection checklist may be a good idea to make sure a systematic procedure is used. The only downside from using a checklist regards the "tunnel vision" syndrome: hazards not

addressed on the checklist may be overlooked. Another problem is that inspectors may be looking only for "conditions" and ignoring "behaviors." Check for both when inspecting.

Make everyone an inspector. Supervisors should not be the only persons inspecting for safety in the work area. Everyone should be an inspector. But how does the supervisor get employees to willingly inspect for safety every day? Simple, supervisors **set the example** by inspecting regularly, they **insist** that everyone inspects, and they **recognize** (thank) their workers for inspecting and reporting hazards.

Perform Job Hazard Analyses (JHA)

Another effective activity to ensure a safe and healthful workplace is the Job Hazard Analysis (JHA). This process is also called a Job Safety Analysis (JSA) In the JHA process, supervisors and employees together analyze each step of a particular task and come up with ways to make it safer.

Why the JHA?

The Problem: Unfortunately, the walkaround inspection is usually just an assessment. It merely attempts to determine if a hazard is present or not. It's conducted by one or two persons who walk around looking high and low to uncover hazardous conditions (We call this the "rolling eyeball syndrome"). If properly trained, they may effectively uncover hazards. If properly trained they may know how to effectively question employees during the inspection (they ask questions other than "any safety complaints?"). The most serious weakness inherent in the safety inspection process is that very little time is devoted to analyzing any one particular work area. For more information on conducting a JHA, see course [706 Job Hazard Analysis](#).

7. Why is the Job Hazard Analysis more effective than the walkaround inspection in helping to make the workplace safe and healthful?

- a. The JHA is more popular than the inspection
- b. The JHA emphasizes hazardous conditions
- c. The JHA focuses only on behaviors
- d. The JHA focuses on hazards and behaviors

Investigate Incidents and Accidents

Another important responsibility of the supervisor is to investigate near-miss incidents and injury accidents. Although incident/accident investigations are "reactive" because they occur after the near-miss or injury event, they may still be quite effective by identifying hazards and preventing future injuries.

Make sure employees report near-misses: It's a proven fact investigating near-miss incidents is effective for a number of reasons.

Investigating incidents is always less expensive than investigating accidents because an injury or illness has not occurred.

Accident investigation - Safety triage: Accident investigations that occur after someone is injured are still very important if the primary purpose is to uncover root causes.

Fix the system: not the blame: It is never appropriate to conduct accident investigations to place blame: to do so is basically a waste of time and will harm the safety management system in the long term. Discipline should be administered only after it can be shown that no safety management system components somehow contributed to the accident.

Investigate all accidents: Although OSHA requires the employer to investigate only serious-injury accidents, it's important to investigate even minor accidents because, what might be today's cut finger, might be tomorrow's amputated hand. It's that simple.

The Incident/Accident Investigation Process

Accident investigation is a seven-step process with the ultimate goal of conducting accident investigations.

1. **Secure the scene** - to make sure evidence is not moved or disappears.
2. **Document the scene** - to gather data about the scene.

3. **Conduct interviews** - to determine events that led up to and included the accident event.
4. **Develop the sequence of events** - to determine exactly what happened in the proper sequence.
5. **Conduct cause analysis** - to determine surface and root causes associated with each event.
6. **Determine the solutions** - to develop immediate corrective actions and long-term safety management system fixes. Discipline is not a long-term solution.
7. **Write the report** - that emphasizes events, causes, solutions, costs, and benefits. Do not recommend discipline. That should be the job of a safety professional and the human resources department after careful analysis of the accident report.

8. Accident investigations should be conducted to fix the _____, not the _____.

- a. system, blame
- b. blame, system
- c. behavior, hazard
- d. hazard, behavior

Get to The Root Causes

Whenever hazardous conditions and unsafe behaviors are discovered through observations, inspections, JHAs, or investigations, it's important to determine their root causes.

A hazard, unsafe behavior, near-miss, or injury may be the result of many factors that have interacted in some dynamic way. When conducting hazard analyses or incident/accident investigations, be sure to include each of the following levels of analysis to make sure you uncover the root causes:

Injury analysis - How did the injury occur? At this level of analysis, we focus on trying to determine the direct cause of the injury that may or did occur. Examples of the direct causes of injury include:

- strain due to lifting heavy objects

- concussion from impact forces due to a fall
- tissue damage from contact with a toxic chemical
- burns from exposure to flammable materials

Surface Cause Analysis - Why did the accident occur? Here you determine the unique hazardous conditions and unsafe behaviors that interacted to produce the accident. Each of the hazardous conditions and unsafe behaviors uncovered are the surface causes for the accident. They give clues that point to possible root causes/system weaknesses. Examples of surface causes include:

- broken ladder
- worker removes a machine guard
- supervisor fails to conduct a safety inspection
- defective tool

Root cause analysis - Why did the surface causes occur? At this level, you're analyzing the weaknesses in the safety management system that contributed to the accident. These weaknesses are inadequate/missing safety components such as policies, programs, plans, processes, procedures, or practices. Examples of root causes include:

- inadequate or missing safety management system components
- inadequate performance or failure to carry out system components such as: failure to train, failure to provide PPE, and inadequate implementation of safe procedures
- failure to enforce safety rules, discipline for safety infractions or recognize safe performance
- failure to conduct safety inspections, JHAs, and incident/accident investigations

9. Which of the following is considered a root cause for an accident?

- a. Inadequate safety procedures
- b. Employee fatigue
- c. Faulty equipment
- d. An unsafe behavior

Controlling Hazards and Behaviors

Controlling hazards and behaviors are the two basic strategies for protecting workers. Controlling hazards are more effective than controlling behaviors, and for good reason. If you can eliminate the hazard, you don't have to worry about exposure due to human behavior. Traditionally, a "Hierarchy of Controls" has been used as a template for implementing feasible and effective controls.

[ANSI Z10-2012, Occupational Health and Safety Management Systems](#), encourages employers to employ the following hierarchy of hazard controls:

Controlling Hazards

1. **Elimination:** "Design out" hazards and hazardous exposures.
2. **Substitution:** Substitute less-hazardous materials, processes, operations, or equipment.
3. **Engineering controls:** Isolate process or equipment or contain the hazard.

Controlling Behaviors

4. **Warnings:** To raise awareness of the hazards to which employees may be exposed, warnings in the form of signs, placards, cones, and barriers are used.
5. **Personal protective equipment:** Includes but is not limited to safety glasses for eye protection; ear plugs for hearing protection; clothing such as safety shoes, gloves, and overalls; face shields for welders; fall harnesses; and respirators to prevent inhalation of hazardous substances.

As you can see, the preferred control strategies is to first try to control hazards through elimination, substitution, or engineering. If the hazards can't be eliminated, replaced, or

engineered, the hierarchy next attempts to control exposure to hazards through administrative methods and personal protective equipment. It's important to understand that:

- Elimination, substitution, and engineering controls are independent: they do not rely on behavior to be effective: that's why they are preferred.
- Warnings, administrative, work practice, and PPE controls are dependent: they rely on compliant human behavior to be effective. Any solution that relies on human behavior is inherently unreliable in the long term.

The "big idea" behind this hierarchy is that the control methods at the top of the list are potentially more effective and protective than those at the bottom. Following the hierarchy of controls leads to the implementation of inherently safer workplace environments, where the risk of illness or injury has been substantially reduced.

10. Which of the following is the preferred method to control hazards?

- a. Any two or more control methods in the Hierarchy of Controls
- b. Work practice controls and personal protective equipment
- c. Elimination, substitution, and engineering controls
- d. Administrative and work practice controls

Module 2: More STAR Responsibilities

In the first module, we covered the first responsibility, **S**upervision. In this module we'll discuss each of the remaining four important obligations, **T**raining, **A**ccountability, **R**esources, and **S**upport.

STARS - Provide Training

Safety education (instruction and training) is vitally important, not only to the welfare of each employee, but to the long-term success of the organization. Employers and supervisors should make sure successful safety education and training is integrated into all corporate functions.

In "*Why Employees Don't Do What They're Supposed to Do*," Ferdinand F. Fournies states the number one reason employees do not perform to expected standards is that they don't know **why** they should do them. The second most common reason is that employees do not know **how** to do the task correctly. Safety education address both of these reasons:

- **instruction** explains who, what, where, when, and most importantly, why we do safety, and
- **training** teaches "how" to do safety.

When applied together, safety education strikes at both of these causes for substandard performance.

The Supervisor Is The Key

To best ensure safety education and training is given to all workers, supervisors should be assigned safety training responsibilities. And, because we are often driven by potential consequences for our actions and behaviors, training without accountability is always ineffective.

Supervisors Should be Trainers

So, why should supervisors be trainers? Here's why: any educator, instructor, or trainer will tell you that every time they present a session, they learn more and gain greater understanding of the subject. So, it makes sense for supervisors to be trainers, so they can gain greater insight and expertise on the practices and procedures they are supervising. They are better qualified to supervise for safety by detecting and correcting hazards and behaviors. Workers will more likely perceive their supervisors as competent and knowledgeable in safety.

1. Safety instruction _____ and safety training _____.

- a. tells who, when, how and where; shows what
- b. explains who, what, when where, and why; teaches how
- c. tells how, when and where; explains why
- d. shows why and how; explains who, what, when, and where

The Safe On-the-Job Training (OJT) Model

The Safe On-the-Job Training (OJT) model is a good method for training specific safety procedures. Measurement occurs throughout this process while keeping each employee safe from injuring themselves while learning. If, in using this training method, the employee is not exposed to hazards that could cause injury, you may be able to delete step 3. Otherwise do not skip a step.

- **Step 1- Introduction:** The instructor tells the trainee about the training. At this time, the instructor emphasizes the importance of the procedure to the success of the production/service goals, invites questions, and emphasizes accountability.
- **Step 2- Trainer shows and tells:** In this step, the student becomes familiar with safe work practices in each step and why they are important. The trainer explains and demonstrates each step, and responds to any questions the student might have. The trainer continues to demonstrate and explain each step until the student understands what to do, when and why to do it, and how to do it.
- **Step 3- Trainer shows and asks:** The student tells the instructor how to do the procedure, while the instructor does it. It's important to include this step if injury is possible; otherwise, this step is optional. There is an opportunity for the instructor to discover any misunderstanding and, at the same time, protects the student because the instructor still performs the procedure.
- **Step 4- Student tells, asks, and shows:** Now it's the student's turn. To further protect the employee, the Instructor must give permission for the student to perform each step. The student carries out the procedure but remains protected because he or she explains the process before actually performing the procedure.
- **Step 5: Trainer concludes the training:** Once the formal training is finished, the trainer should:

- Recognize the student's accomplishment - "Good job!"
- Reemphasize the importance of the procedure and how it fits into the overall process.
- Remind the employee about their responsibilities and accountability by discussing the natural consequences (hurt/health) and system consequences (reprimand/reward).

2. What is the purpose of the Safe On-the-Job Training (OJT) model of safety training?

- a. To teach employees how to open a safe
- b. To keep each employee safe during the learning process
- c. To make sure employees understand safety concepts
- d. To keep employees from hurting each other in training

- **Step 6: Trainer/supervisor validates the training:** After the conclusion of the OJT session, the trainer, or better yet, the supervisor should observe the employee applying what they've learned in the actual work environment. Doing so results in strong documentation that helps to legally protect both the employee being trained and the employer.

Training tip: To prove the employee has the knowledge and skills to do a job safely, have the employee teach you how to do the job. If the employee can effectively train you how to do the job, he or she is qualified and you can sign them off. If they can't, you should not qualify them; it's time for some retraining.

By the way, When OSHA inspects, the compliance officer may ask employees about the job they are doing. The employees won't be able to hide their ignorance and it won't take long for the compliance officer to determine if the employee is qualified to do the job.

- **Step 7: Trainer/supervisor documents the training:** The well-known OSHA adage, "if it isn't in writing, it didn't get done," is true for any kind of safety training.

Training Documentation

For OJT safety training, documentation should be more than a mere attendance sheet. It should be a formal "certification." If the employer gives OSHA detailed safety training documentation

in the form of written certifications, OSHA will be impressed, and this "first impression" can go a long way in making the rest of an OSHA inspection a pleasant experience (if that is possible).

The trainee certifies:

- training was accomplished
- questions were answered
- opportunities for practice were provided
- accountabilities understood
- intent to comply

The instructor certifies the trainee has, through evaluation:

- demonstrated adequate knowledge
- developed the skills to complete the procedures

You can see sample training certification documents in course [Course 721 Developing OSH Training Module 5](#).

3. What would be the best training documentation for handling hazardous chemicals training?

- a. Training checklist
- b. Employee sign-off sheet
- c. Formal certification
- d. Attendance roster

STARS - Ensure Accountability

Accountability

If we reference Webster's Dictionary, "accountable" is defined as being "responsible, liable, explainable, legally bound, subject to". In the workplace, employees are obligated to comply with policies, rules, and standards. Accountability implies that our performance is measured,

and that it will result in consequences that depend on our failure or success to meet the expected standards for which we are responsible.

Two Sides of the Accountability Coin

Some companies think accountability is only about administering progressive discipline. They emphasize only negative consequences that result from a failure to meet standards of performance. In reality, an effective accountability program is characterized by a balanced administration of consequences appropriate to the level of performance. So, what form should those consequences take?

Let's take a look at the consequences that might result from two categories of employee behavior:

1. Meeting or exceeding standards, and
2. Failing to meet standards.

Meeting or exceeding standards: In an effective accountability system, positive recognition is given regularly for meeting or exceeding employer expectations. If your company does not have a formal safety recognition program, look at some [examples](#).

Failing to meet standards: Unfortunately, in some companies this is the only category that results in consequences. In an effective safety culture, corrective actions are **rare** and perceived as positive in the long term. Usually (not always), corrective actions involve some sort of [progressive discipline](#)

Bottom line: In an effective accountability program, recognition is given often and reprimands are rare because employees are performing above and beyond minimum standards.

- 4. In an effective accountability program, if you _____ regularly, you'll rarely have to _____.**
- a. reprimand; recognize
 - b. check employee behaviors; discipline
 - c. recognize; reprimand
 - d. enforce safety rules; fire employees

Meet Your Own Obligations

It's critical to understand **before** administering progressive discipline supervisors should first evaluate (make a judgment about) how well they, themselves, have fulfilled their own obligations to employees. This is important to make sure they are displaying effective supervision and justified in administering corrective actions.

Determining if discipline is appropriate does not have to be difficult. It can be a simple straightforward process. Again, all that's required is that supervisors ask the following questions and answer honestly to determine if they have met their own obligations:

1. **Supervision:** Have I provided adequate safety oversight? I'm not stuck in my office all day. I'm overseeing their work regularly so that I'm able to "catch" unsafe behaviors and hazardous conditions before they cause an injury.
2. **Training:** Have I provided (or has the employee received) quality safety training? The employee has the required knowledge and skills to comply. The employee understands the natural and system consequences of noncompliance.
3. **Accountability:** Have I applied safety accountability fairly and consistently in the past? The employee knows he or she will be disciplined if caught.
4. **Resources:** Have I provided the tools, equipment, PPE, fall protection and other resources to do that job safely? Tools, equipment, machinery, PPE, etc. always in good working order.
5. **Support:** Have I provided adequate psychosocial support that promotes working safe?

If supervisors can honestly answer "yes" to each of the above questions, they are demonstrating effective leadership and it may be appropriate to administer discipline because they have first fulfilled their supervisor obligations. However, other safety management system weaknesses may exist that make discipline unjustified. If you cannot honestly answer "yes" to each question, it's probably more appropriate to apologize to the employee for failing to meet one or more obligations, and make a commitment to meet those obligations in the future. That may be hard to do, but it's the right leadership response.

5. What should supervisors do before administering discipline for unsafe behaviors?

- a. Make sure employees know which safety rule was violated
- b. Use OSHA's "common sense" standard for discipline
- c. Check the OSHA rules to make sure disciplinary procedures are appropriate
- d. Ask themselves if they have first fulfilled their own obligations

The Six Elements of an Effective Accountability System

Supervisors must understand how the accountability program works. Accountability is one of the most important elements within the safety management system (SMS) because if you don't have it, it's impossible for the SMS to function effectively. Although the intended purpose of the SMS is always to prevent accidents and save money, poorly designed and deployed SMS may unintentionally function to do just the opposite. With that in mind, let's take a look at the six basic elements within a Safety Accountability Program:

1. **Formal standards of performance:** Everyone is expected to work to an expected level of performance.
2. **Adequate resources and support:** The employer must provide the resources and support to achieve expected performance.
3. **A system of performance measurement:** Performance must be measured in an objective manner.
4. **The application of effective consequences:** Consequences are effective when they increase desired behaviors.
5. **The appropriate application of consequences:** Consequences, such as discipline, are appropriate when they are justified, objective and administered only after careful analysis.
6. **Continuous evaluation of the accountability program:** Accountability is analyzed and evaluated so that it may continually improve.

You can use the guidelines in the six elements of an accountability system to help design, develop, and deploy an effective accountability system.

With that in mind, let's take a look at an example of how each of the six elements can be evaluated to determine if the accountability program is effective.

6. How do you know the consequences administered in an accountability program are effective?

- a. They are based on common sense standards
- b. They increase desired behaviors
- c. They affect intentional non-compliance
- d. They are based on the latest psychological data

STARS - Provide Physical Resources

Before supervisors are justified in administering consequences, they should **first** provide their employees with the means and methods to achieve the standards of performance that have been established. In other words, employers and supervisors should provide the necessary physical resources so that employees can work safe and be healthful.

There are four general categories of physical resources in the workplace:

1. **Materials:** Supervisors have a very important obligation to provide the best materials so employees can efficiently and effectively produce products or provide services. Raw materials include solids, liquids, and gases. If possible, the materials provided should be as free from hazards as possible.
2. **Equipment:** Tools, equipment and machinery needs to be designed so that it is properly guarded and has fail-safes to prevent physical exposure to moving parts, etc. They must not be defective and proper for the task for which they are being used. Personal protective equipment, fall prevention and protection devices must be of the best quality possible.
3. **Environment:** The employer must provide a work environment that is safe and healthful for workers in terms of hazardous atmospheres, noise, temperature extremes, humidity, and proper workstation design.
4. **People:** Yes, people are physical resources too. It's important that supervisors make sure workers are in good physical shape, sober at work, not abusing drugs. If they are not, they may be "walking hazardous conditions." Ignoring these important

requirements could have devastating effects by making the risk of injuries and illnesses higher in the workplace.

7. How do supervisors ensure employees have the means and methods to work safe in the workplace?

- a. They provide the necessary physical resources
- b. They provide clear instructions on equipment use
- c. They strictly enforce all company safety rules
- d. They make sure employee have bought the correct PPE

STARS - Provide Psychosocial Support

Supervisors, more than anyone else, needs to make sure the psychosocial environment promotes a safe and healthful workplace. The term, "psychosocial" relates to the interrelation of workplace social factors and how they influence employee thoughts and behaviors.

Everything the employee experiences in the workplace has some effect on thoughts, feelings, beliefs, and actions. The psychosocial health of employees encompasses mental, emotional, and social well-being of employees. To gain a better idea about what we mean by the psychosocial environment, answer the following questions:

- Are supervisors creating undue stress when they prioritize working fast above working safe?
- Are employees more likely to have accidents when they're in a hurry?
- Are employees more likely to become ill or confrontational if they are working under high stress?

The answers to the questions above indicate the degree to which job stress is present in the workplace. Job stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. Factors that increase job stress include:

- **Work demands:** Work requires that employees work very fast, with intensity, have a high work load, work a lot of overtime, and are under constant time pressures. Supervisors should control these factors in a fair and objective manner.

- **Job control:** Workers have little control over the various aspects of their job such as scheduling, breaks, task variation, and very little opportunity to make their own decisions. Supervisors exhibit trust when they allow employees to make decisions that affect their jobs.
- **Co-worker support:** Supervisors and others offer very little help or are unwilling to listen to problems. Supervisors should regularly offer to help if employees are having problems.
- **Management feedback:** There is little opportunity to talk with supervisors and managers about the job. Supervisors should take the time to listen to employees and give regular feedback.
- **Leadership:** Supervisors and managers are overly controlling, coercive, or uncooperative. Supervisors and managers should exhibit high standards of personal tough-caring leadership. Accountability should be administered objectively and fairly.
- **Physical stress:** Supervisors need to control work to prevent high levels of fatigue, frustration, and lack of balance between home and work-life.

These situations affect the psychosocial environment in the workplace. Supervisors are responsible, to the extent possible, to ensure a workplace that is free from undue job stress.

8. All of the following are characteristics of a positive psychosocial environment in the workplace, EXCEPT ____.

- a. supervisors allow employees to make job decisions
- b. supervisors reprimand and recognize employees objectively
- c. supervisors display tough-caring leadership styles
- d. supervisors make all decisions about how jobs are performed

Leadership and the Psychosocial Environment

We can't complete the course without discussing the supervisor's leadership responsibilities as it affects the psychosocial work environment. Remember, everything we experience influences what we think, feel, and do in the workplace. Employees are much more likely to work safely when their supervisors demonstrate effective leadership. Without effective leadership,

supervisors might be able to manage quite well, but the resulting work culture may be counterproductive.

Management vs. Leadership

It's important to understand that management and leadership are not the same concepts. Management is an "organizational" skill and leadership is a "relationship" skill. Look at it this way; which would you rather work for, (1) a supervisor that was a good organizer, but had very weak leadership skills, or (2) a good leader but had poor organizational skills? Most likely, you will choose the latter situation. In the first instance, a good organizer cannot delegate leadership skills to another person. It just doesn't work. However, a good leader can assign organizational duties to another person.

What Works: Tough-Caring Leadership

"Tough-caring" leaders are tough on employees because they really care about their safety and success. This leadership approach is also called the "servant-leader" model in which leaders serve those they lead.

Tough-caring supervisors are also tough on safety. They have high expectations and insist their followers behave. Most of the time they care about the success of their employees first. This is a self-less leadership approach that exhibits the following characteristics:

- Managers understand that complying with the law, controlling losses, and improving production can best be assured if employees are motivated, safe, and able.
- Management understands that they can best fulfill their commitment to external customers by fulfilling their obligations to internal customers: their employees.
- Communication is not "one-way," or "top-down" from managers to employees. Instead, communication is typically "all-way," with everyone communicating with each other to share information. This results in dramatic positive changes in corporate culture which is success-driven.
- Although positive reinforcement is the primary strategy used to influence behaviors, tough-caring leaders are not reluctant in administering discipline when it's justified because they understand doing so is a matter of leadership.

9. Supervisors exhibiting a tough-caring leadership are _____ because they _____.

- a. better able to control behaviors; they have zero tolerance for violations
- b. tough on safety; care about their employees
- c. hard-nosed when it comes to safety; they don't trust employees
- d. best at getting compliance; they discipline every time

Additional Resources

1. [Safety Responsibilities for Supervisors](#), NIOSH
2. [Field Operation Manuel](#), OSHA
3. [Severe Violation Enforcement Program](#), OSHA
4. [Navy Safety Supervisor](#), USN
5. [Napo's Films](#), Via Storia