Supervising For Safety
A Port of San Diego Ship Repair Association Course for Shipyard Workers

Port of San Diego Ship Repair Association
P.O. Box 131068 • San Diego, CA 92170-1068
Supervising For Safety

Moving up to a supervisory position should be cause for celebration, not exasperation. Yet many first-timers are unprepared for the demands of this new role. They quickly become overwhelmed -- to the detriment of the organization, their co-workers, and themselves. It is really no wonder, typically a high front-line performer is selected as a Supervisor. Though this seems logical, suddenly the skills that made the high-performer successful are no longer as useful as their role has changed from worker to Supervisor. Their new role requires a different set of skills and a different mind-set. This is particularly true when it comes to safety. In the past the new Supervisor was a worker who was responsible to understand and follow safety requirements. Now they are not just responsible for themselves, but also their crew. They must understand requirements, communicate those requirements and provide guidance to their crew. Today their responsibility doesn't end there. More front-line supervisors are being asked to conduct Job Safety Analysis as well as lead accident investigations. This course is designed to support the front line supervisor in meeting their safety responsibilities.

Course Purpose:
At the completion of this workshop it is expected that all trainees will better understand their role and responsibilities regarding maintaining a safe work
environment.

**Target Audience:** First time Supervisors and/or Aspiring Performers
Course Objectives

At course completion it is expected that you will be able to demonstrate an understanding of the following:

• Employer and employee rights and responsibilities under OSHA

• The meaning of “No Retribution”

• How to report a hazard or file a complaint with OSHA

• The roles and responsibilities of a supervisor

• Planning for safety

• Organizing for safety

• Staffing for safety

• Leading for safety

• Monitoring safety
OSHA and You!

• You have rights!

• No retribution

• Filing a complaint
Employee’s Responsibilities and Rights

Responsibilities include:
• Complying with OSHA standards 
• Wearing required PPE 
• Reporting hazards to supervisor 
• Complying with your organization’s rules and policies 

Rate yourself on how often you fulfill each of your responsibilities above. “1” is less than 50% of the time; “2” is 50% to 75% of the time; “3” is 75% to 100% of the time. How might your scores impact your risk of injury?

Rights include:
• Reviewing standards
• Receiving training
• Requesting an OSHA investigation (employer or OSHA) and receiving feedback upon request
• Reviewing the OSHA 300 Log
Employer’s Responsibility

Employers have certain responsibilities under the OSH Act of 1970. The following list is a summary of the most important ones.

• Provide a workplace free from serious recognized hazards and comply with standards, rules and regulations issued under the OSHA Act

• Examine workplace conditions to make sure they conform to applicable OSHA standards

• Make sure employees have and use safe tools and equipment and properly maintain this equipment

• Use color codes, posters, labels or signs to warn employees of potential hazards

• Establish or update operating procedures and communicate them so that employees follow safety and health requirements

• Provide medical examinations and training when required by OSHA standards

• Post, at a prominent location within the workplace, the OSHA poster (or the state-plan equivalent) informing employees of their rights and responsibilities.
More Employer’s Responsibility

• Report to the nearest OSHA office within 8 hours any fatal accident or one that results in the hospitalization of 3 or more employees

• Keep records of work-related injuries and illnesses. (Note: Employers with 10 or fewer employees and employers in certain low-hazard industries are exempt from this requirement)

• Provide employees, former employees and their representative’s access to the Log of Work Related Injuries and Illnesses (OSHA Form 300)

• Provide access to employee medical records and exposure records to employees or their authorized representatives

• Provide to the OSHA compliance officer the names of authorized employee representatives who may be asked to accompany the compliance officer during an inspection

• Not discriminate against employees who exercise their rights under the Act

• Post OSHA citations at or near the work area involved. Each citation must remain posted until the violation has been corrected, or for three working days, whichever is longer. Post abatement verifications documents or tags

• Correct cited violations by the deadline set in the OSHA citation and submit required abatement verification documentation
No Retribution

Section 11(c) (1) No person shall discharge or in any manner discriminate against any employee because such employee has filed any oral and written complaints.

**Discrimination includes:**
- Firing or laying off
- Blacklisting demoting
- Denying overtime or promotion
- Disciplining
- Denial of benefits
- Failure to hire or rehire
- Intimidation
- Reassignment affecting future promotions
- Reducing pay or hours
Resolve With Your Company – Follow your chain of command. Go to your Lead, Supervisor or Safety Technician. However, if this fails you should file a valid complaint.

Online - Go to the Online Complaint Form. Written complaints that are signed by workers or their representative and submitted to an OSHA Area or Regional office are more likely to result in onsite OSHA inspections.

Telephone - your local OSHA Regional or Area Office. OSHA staff can discuss your complaint and respond to any questions you have call 1-800-321-OSHA.

Download and Fax/Mail - Download the OSHA complaint form* [En Espanol*] (or request a copy from your local OSHA Regional or Area Office), complete it and then fax or mail it back to your local OSHA Regional or Area Office. Written complaints that are signed by a worker or representative and submitted to the closest OSHA Area Office are more likely to result in onsite OSHA inspections. Please include your name, address and telephone number so we can contact you to follow up. This information is confidential.
OSHA Exercise

Stump the class!

- With a partner, write two questions from this section that you believe the rest of the class will be challenged in answering correctly. (Questions must be reasonable! If your instructor can’t answer, it doesn’t count!)

Question One:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Question Two:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Now that I am a Supervisor....

What are my roles?

What are my responsibilities?
The Definition of a Role

the function assumed or part played by a person or thing in a particular situation. "she greeted us all in her various roles of mother, friend, and daughter"
List below what you believe to be the roles of a Supervisor

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

List below what you believe to be the corresponding responsibilities

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

________________________________________
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________________________________________
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________________________________________
________________________________________
Which Roles Create a Safety Responsibility?

- For each role on the left, circle yes or no if you believe that role has a safety related responsibility. If yes, what is that responsibility?

<table>
<thead>
<tr>
<th>Role</th>
<th>Yes or No</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Advocate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Advocate</td>
<td></td>
<td></td>
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<tr>
<td>Compliance Leader</td>
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</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
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<tr>
<td>Facilitator</td>
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<tr>
<td>Listener</td>
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<tr>
<td>Referee</td>
<td></td>
<td></td>
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<tr>
<td>Coach</td>
<td></td>
<td></td>
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<tr>
<td>Leader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor</td>
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</tr>
</tbody>
</table>
__________   Yes or No   What?____________________
What could be the consequences of failing to meet your safety responsibilities?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Consequences

You are free to make whatever choice you want, but you are not free from the consequences of the choice.
#### The Consequences of What You Say

<table>
<thead>
<tr>
<th>YOU SAY....</th>
<th>CONSEQUENCES ARE...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get it done before the end of the day... no matter what!</td>
<td></td>
</tr>
<tr>
<td>I don’t care how you do it... just do it!</td>
<td></td>
</tr>
<tr>
<td>I don’t have time to babysit ... you will figure it out.</td>
<td></td>
</tr>
<tr>
<td>I’m sure you did this at our old job. Just do it that way.</td>
<td></td>
</tr>
</tbody>
</table>
• **Advocate**: a person who argues for or supports a cause or policy.

• What you say and do can have the same consequences as if your company owner says it or does it!

• Your job is to support your company… if you can’t, go to your supervisor!”
• You play many roles as a Supervisor

• Based on those roles you have many responsibilities

• Safety plays a key part in succeeding as a supervisor

• As a Supervisor there can be significant consequences based on what you say and do
For each statement below circle T for True or F for False.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>F</td>
<td>Our roles are usually established by our responsibilities.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>We choose the consequences of our actions.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>As a Supervisor we should be a company advocate.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>What we say and do can have the same consequences as if the company owner says it and/or does it.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>With the title of Supervisor, our safety responsibilities typically increase.</td>
</tr>
</tbody>
</table>
• Plan - the process of thinking about and organizing the activities required to achieve a desired goal.

• Organize - make arrangements or preparations for (an event or activity); coordinate.

• Staff (Effectively) - the personnel who assist a supervisor in carrying out an assigned activity or goal

• Lead – helping themselves and others to do the right things. Setting direction and setting an example.

• Monitor - observe and check the progress or quality or compliance of (something) over a period of time; keep under systematic review.
For each of function of management, identify what you could do to ensure a safe work environment.

• Plan for Safety

• Organize for Safety

• Staff for Safety

• Lead for Safety

• Monitor Safety
## Supporting Safety Management

![People and Processes Logo]

### Table: Planning, Organizing, Staffing, Leading, Monitoring

<table>
<thead>
<tr>
<th>Planning</th>
<th>Organizing</th>
<th>Staffing</th>
<th>Leading</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Prevention</td>
<td>Job Safety Analysis</td>
<td>Coaching</td>
<td>Demonstrating Leadership</td>
<td>Walk-Throughs</td>
</tr>
<tr>
<td>Incident Investigation</td>
<td>Training</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Incident Prevention

• Incident Investigation
Why Incident Prevention

• Loss of production
• Incident prevention costs
• Re-training costs
• Equipment /material damage
• Lower morale
• Pain and suffering
• It’s the human thing to do!!

Other:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
The Safety Triangle has many other names – Bird’s Triangle, Heinrich’s Triangle or the Loss Control Triangle. The Safety Triangle refers to a ratio which has come to define many safety practices and policy developments to date – 1-10-30.
Below are reasons we should always investigate an incident:

• Find the root cause
• Prevent similar Incidents
• Protect company interests
• Save lives
• Save money
• Promote positive workplace morale
• Improve management
A thorough accident investigation process is to:

- Control the scene
- Gather data
- Analyze data
- Write the final report
- Implement corrective action
Did the incident involve actual or potential exposure to:

1. Uncontrolled energy source such as: electrical, mechanical hydraulic, pneumatic, chemical, thermal, high pressure, or potential energy?

2. A dropped, flying, or moving object with sufficient mass and velocity to cause life altering or life threatening injury?

3. Lifting, moving, aligning heavy loads with blocks, rigging, cables or load securement failure (including dropped loads and working under suspended loads)?

4. Motor vehicle or mobile equipment/forklift collision, or a single vehicle rollover, head-on, or rear-ender?

5. Pedestrian being struck by or nearly struck by a motor vehicle/mobile equipment/rolling stock/forklift?

6. Coming in contact with a power cutting tool?

7. Contact with moving components of stationary equipment, or where guarding has been defeated or bypassed?

8. Fall from height of 4ft or greater, or a shorter distance but onto an impaling object?

9. Uncontrolled release of flammable, explosive, or hazardous materials?

10. Breakdown in the confined entry process?
11. Slip, trip, or fall on same level, either (1) onto a protrusion or (2) backwards onto a hard surface, or a potential fall to a lower level?

12. Actual or potential fatality or serious injury event not covered by the previous 11 exposure conditions?
Accident Investigation Exercise

Think of a recent accident and:

1. List what was done for each step of the investigation process.

2. Rate each step 1 - 5 (1=low to 5=high) regarding how well you think the investigation was handled.

3. Identify at least one step you would improve and how.

Control the Scene

Gather Data

Analyze Data

Write Final Report

Implement Corrective Action
• Job Safety Analysis
Job Safety Analysis (JSA)

A tried and true method to identify and reduce the risk of workplace hazards is a job safety analysis (JSA).

In a JSA, each basic step of the job is analyzed to identify potential hazards and to recommend the safest way to do the job. Other terms used to describe this procedure are job hazard analysis (JHA) and job hazard breakdown.
When To Conduct a Job Safety Analysis

Ultimately, a JSA should be conducted on all work processes. To begin use the list below for guidance.

• Jobs with the highest injury or illness rates

• Jobs with the potential to cause severe or disabling injuries or illness even if there is no history of previous accidents

• Jobs in which simple human error could lead to a severe accident or injury

• Jobs that are new or have undergone changes in processes and procedures

• Jobs complex enough to require written instructions

• Unusual jobs/use of new tools or machinery

• Tasks that require the interaction of multiple people or systems

• Any task in which an employee/supervisor has safety concerns
NAVSEA Std. Item 009-74, 3.1.3

3.1.3 A process for performing a Job Safety Analysis/Job Hazard Analysis (JSA/JHA) for:

3.1.3.1 Processes and equipment new to the worksite.

3.1.3.2 Existing processes and equipment that have been involved in mishaps or near misses.

3.1.3.3 Maintain a copy of each JSA/JHA which shall be available for review by the SUPERVISOR upon request.

3.1.4 A process for identification, communication, abatement, and prevention of unsafe conditions and work practices.
Who Should Conduct the JSA

Initially JSA’s are often conducted with a small team such as a Safety Technician, Production Lead or Supervisor, and a Production Worker. However, as the process is better understood through experience and training, many organizations rely on their front-line production workers to perform JSA’s.
The Four Basic Steps

Four basic stages in conducting a JSA are:

• Selecting the job to be analyzed

• Breaking the job down into a sequence of steps

• Identifying potential hazards

• Determining preventive measures to overcome these hazards
Selecting the Job to Be Analyzed

Ideally, all jobs should be subjected to a JSA. Another consideration is that each JSA will require revision whenever equipment materials, processes, or the environment change.
Your JSA!

From slides 36 to 44 you will be asked to complete a JSA on a job task that you commonly perform.

Step One. Using the form at the top of this page select a job that you commonly perform and write it in the blank above.
Breakdown the Job

After a job has been chosen for analysis, the next stage is to break the job into steps. A job step is defined as a segment of the operation necessary to advance the work.

Care must be taken not to make the steps too general. Missing specific steps and their associated hazards will not help. On the other hand, if they are too detailed, there will be too many steps. A rule of thumb is that most jobs can be described in less than ten steps. If more steps are required, you might want to divide the job into two segments, each with its separate JSA, or combine steps where appropriate.

An important point to remember is to keep the steps in their correct sequence. Any step which is out of order may miss serious potential hazards or introduce hazards which do not actually exist.

Each step is recorded in sequence. Make notes about what is done rather than how it is done. Each item is started with an action verb. This part of the analysis is usually prepared by knowing or watching a worker do the job. The observer is normally the immediate supervisor.
**Sample: Breakdown the Job**

1. **Identify the Job:** Loading empty trailer with pallets of material

<table>
<thead>
<tr>
<th>2. Breakdown the Job</th>
<th>3. Identify Hazards</th>
<th>4. Determine Protection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back trailer up</td>
<td></td>
<td></td>
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<tr>
<td>Set brake and turn off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chock wheels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place jack under trailer nose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place leveling plate between trailer and dock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Breakdown the Job**

Above is an example of breaking down the job.
**Breakdown the Job**

Step 2. Now, using the form above or continuing with the form you started on page 36, break the job down in column 2.

<table>
<thead>
<tr>
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<th>3. Identify Hazards</th>
<th>4. Determine Protection</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Identify Hazards

Once the basic steps have been recorded, potential hazards must be identified at each step. Based on observations of the job, knowledge of incident and injury causes, and personal experience, list the things that could go wrong at each step.

A second observation of the job being performed may be needed. Since the basic steps have already been recorded, more attention can now be focused on each potential hazard. At this stage, no attempt is made to solve any problems which may have been detected.

To help identify potential hazards, the job analyst may use questions such as those on the following page.
Questions to Support Identifying Potential Hazards

To help identify potential hazards, the job analyst may use questions such as those below.

- Can any body part get caught in or between objects?
- Do tools, machines, or equipment present any hazards?
- Can the worker make harmful contact with moving objects?
- Can the worker slip, trip, or fall?
- Can the worker suffer strain from lifting, pushing, or pulling?
- Is the worker exposed to extreme heat or cold?
- Is excessive noise or vibration a problem?
- Is there a danger from falling objects?
- Is lighting a problem?
- Can weather conditions affect safety?
- Is harmful radiation a possibility?
- Can contact be made with hot, toxic, or caustic substances?
- Are there dusts, fumes, mists, or vapor in the air?
Step 3. Now, using the form above or continuing with the form you started on page 36, identify the hazards for each step of the process in column 3.
Determining Preventive Measures to Overcome These Hazards

- Elimination/Substitution
- Engineering Controls
- Administrative Controls
- Personal Protective Equipment
Step 4. Lastly, using the form above or continuing with the form you started on page 39, determine what protection should be used for each step of the process in column 4. Take into consideration Elimination/Substitution, Engineering Controls, Administrative Controls and Personal Protective Equipment (PPE).
For each statement below circle T for True or F for False.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>F</td>
<td>Preventing incidents can reduce equipment and material costs.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>The Safety Triangle relates to the three elements needed to start a fire.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Employee reprimand is a key step in thoroughly investigating an incident.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Conducting a JSA is required by NAVSEA standard items.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Breaking down a job is important when conducting a JSA.</td>
</tr>
</tbody>
</table>
• Coaching Staff (Your Team)

• Training Staff (Your Team)
• Establish clear expectations (The Foundation!)
• Recognize good performance and behavior
• Counsel performance and behavior that does not meet expectations
• Focus on behaviors and not on attitudes
• Role model performance and behavior
• Ask for improvement ideas
Coaching Exercise

REGARDING SAFETY
What do you expect your employees to do? How do they know?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

REGARDING SAFETY
How do you recognize good performance?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

REGARDING SAFETY
How do you counsel safety performance that does not meet your expectations?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

“You can not expect employees to do more than is expected of them.”
The Training Model

- Be prepared
- Explain what is in it for your trainee
- Provide context… how does what they are learning fit into the “big picture”
- Put task into digestible chunks
- Practice, practice, practice!
- Provide on-going feedback
The Characteristics of a Good Trainer

For each characteristic below, rate yourself 1 (very low) to 5 (very high).

How can you improve?

- Speaks clearly
- Organized
- Approachable
- Patience
- Uses a consistent approach
- Reads their participant(s)
- Knowledgeable
- Prepared
- Flexible
- Good listener
- Positive attitude
- Makes others feel comfortable
- Gives positive feedback
- Confident
• Inspiring Safe Behavior

• Management’s Specific Responsibilities
Leaders....

- Earn respect
- Respect others
- Are trustworthy
- Are approachable
- Communicate clearly
- Provide constructive feedback
- Plan and follow up
- Develop “people skills”
- Inspire others
Leadership through example

- Encourage all employees to follow the rules.

- *The “little things” count as much as the “big things”*

- No exceptions

- Be consistent and don’t play favorites

- Your team will watch you and if your words don’t match your deeds will ignore your words!

Why do the “little things” count as much as the “big things?”

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
You

- Have an ethical and moral duty as a supervisor for workplace safety
- Have a legal duty as a supervisor for workplace safety
- Have a legal duty to comply, and support your team in complying, with Federal OSHA
Keep a safe and healthy workplace

Provide a safe work environment including training, ample protection, safety equipment and hazard communication

Evaluate workplace hazards

Investigate and address safety and environmental hazards

Follow local, state and federal government laws regarding safety and the environment

Keep accurate records of workplace injuries and illnesses as well as near misses

Record medical treatment beyond first aid

Assign proper personnel to manage the SHMS, including document and control.
April 24, 2016

When a roofer at a Philadelphia construction site fell to his death, his employer did everything possible ... to avoid responsibility.

First and foremost, the employer, the roofing company’s owner, failed to provide his workers with fall protection equipment.

He also lied about it. When questioned by OSHA investigators, he lied on four occasions, claiming he had provided employees with the appropriate safety gear. He told compliance officers he had seen his employees prior to the fatal fall wearing safety harnesses that were tied off to an anchor point. He also tried to convince his other workers to tell OSHA that they wore fall protection on the day of the incident.

The owner was indicted for lying, obstruction of justice and willfully violating an OSHA standard. Facing a maximum sentence of 25 years in prison, he pleaded guilty and was sentenced to 10 months.
July 30, 2012
The former owner of a business where two workers died within a four-month period faces years in prison and hundreds of thousands in fines following an indictment by a federal grand jury.

Port Arthur Chemical and Environmental Services (PACES) and its former president and owner, Matthew Bowman, are charged with conspiracy to illegally transport hazardous materials resulting in two worker deaths.

The conspiracy counts each carry a maximum sentence of five years in prison and a fine of $250,000 for Bowman and $500,000 for the company.

PACES, which ceased operation in 2010, has filed for bankruptcy.

Workers at the Port Arthur, TX, facility weren’t properly protected from exposure to hazardous gases.

Charles Sittig, 48, died April 14, 2008, of a heart due to hydrogen sulfide inhalation. Joey Sutter, 36, died Dec. 18, 2008, by asphyxiation and poisoning due to hydrogen sulfide inhalation. Both men were truck drivers.

Bowman and PACES are charged with conspiracy to violate the Hazardous Materials Transportation Uniform Safety Act, and two counts of failure to implement appropriate controls to protect employees from exposure to hydrogen sulfide in violation of the Occupational Safety and
Health Administration Act.
GREEN BAY, Wis. - In less than 10 days in 2016, two employees at a Green Bay muffler component manufacturer suffered severe injuries as they operated machinery without adequate safety guards and procedures in place, federal workplace safety investigators have determined.

On Jan. 18, 2017, the U.S. Department of Labor’s Occupational Safety and Health Administration issued one willful, one repeated, one other-than-serious violation and two serious violations to Bay Fabrication. The company, part of the Bay Family of Companies with 75 locations in the U.S., faces $219,242 in proposed penalties.

Investigators determined a worker had his left hand crushed on July 21, 2016, by a molding machine, when the tamp head smashed his hand as he removed a mold from the machine. OSHA found the machine’s safety interlock on the door guarding the operating parts was damaged and not functional properly which disabled the safety guard and led to the injury.

On July 30, 2016, another worker suffered the partial amputation of his left middle finger. In this instance, investigators found the molding machine cycled and caught his finger in an unguarded pinch point. They determined the machine was not locked out as required.

OSHA also found the company:
Failed to guard operating parts on various machines in the facility.
Improperly installed safety guards on machines that created a hazard for employees.
Failed to record work related injury on the illness and injury logs.

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On Jan. 18, 2017, the U.S. Department of Labor’s Occupational Safety and Health Administration issued one willful, one repeated, one other-than-serious violation and two serious violations to Bay Fabrication. The company, part of the Bay Family of Companies with 75 locations in the U.S., faces $219,242 in proposed penalties.

Investigators determined a worker had his left hand crushed on July 21, 2016, by a molding machine, when the tamp head smashed his hand as he removed a mold from the machine. OSHA found the machine’s safety interlock on the door guarding the operating parts was damaged and not functional properly which disabled the safety guard and led to the injury.

On July 30, 2016, another worker suffered the partial amputation of his left middle finger. In this instance, investigators found the molding machine cycled and caught his finger in an unguarded pinch point. They determined the machine was not locked out as required.

OSHA also found the company:
Failed to guard operating parts on various machines in the facility.
Improperly installed safety guards on machines that created a hazard for employees.
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KINGSTON, Okla. - A complaint of unsafe working conditions led U.S. Department of Labor Occupational Safety and Health Administration inspectors to discover the safety and health of employees at a well-known Oklahoma truck bed fabricator being placed at risk amid nearly two dozen safety and health violations.

OSHA's investigation at BigTex Trailer Manufacturing Inc., which does business as CM Truck Beds, found 20 serious violations, one willful and three repeated violations - prompting the agency to propose $535,411 in fines.

OSHA issued citations for a willful violation after inspectors found workers operated hydraulic press brakes without machine guards in place. In addition, they identified 20 serious violations that included failing to:

- Ensure safe use of the spray booth and prevent overexposure.
- Safely cover floor holes, ensure exits are accessible and labeled properly.
- Properly store compressed gas tanks.
- Properly label chemicals.
- Have a hazardous energy control program in place, and to train workers in its procedures.
- Ensure safe use of powered industrial trucks.
- Inspect and guard chain slings and sprockets as required.
- Ensure safety guards were in place on a portable grinder.

Examples of OSHA Violations and Fines

20 serious violations that included failing to:
- Ensure safe use of the spray booth and prevent overexposure.
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- Have a hazardous energy control program in place, and to train workers in its procedures.
- Ensure safe use of powered industrial trucks.
- Inspect and guard chain slings and sprockets as required.
- Ensure safety guards were in place on a portable grinder.

Proposed $535,411 in fines.
When monitoring for safety be sure you focus on complying with company policies, NAVSEA Standard Items, Federal OSHA, as appropriate.

• Walk-Throughs are typically conducted twice a day. First shift and second. Coverage should extend to the weekends as appropriate.

• Check lists are utilized. The work processes that are being conducted, experience and training typically guide the walk through.

• On the following pages are checklists that can be useful in supporting your safety monitoring walk-throughs.
# Check List – Uncontrolled Energy

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Involved employees can demonstrate that all energy sources have been isolated, locked, tagged and tested to be in a zero energy state.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The involved employees are able to describe how they are qualified and experienced to perform energy isolation for this task. The involved employees display a level of proficiency or competency throughout the energy isolation process.</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Isolation devices and sources of energy are clearly labeled (e.g. breaker panels, control valves, etc.), and easily accessible.</td>
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<tr>
<td>4</td>
<td>The involved employees are wearing the appropriate PPE for the task.</td>
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<tr>
<td>5</td>
<td>Proper lockout procedures in place, readily available and used. Procedures are specific to the machines that require energy isolation.</td>
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<tr>
<td>6</td>
<td>Workers are provided with a sufficient number of LOTO devices, and those devices are durable, appropriate, standardized, properly labeled and inspected.</td>
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<td></td>
</tr>
<tr>
<td>7</td>
<td>Appropriate barriers / containment are in place to protect others should an uncontrolled release occur.</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Safety data sheets, for any hazardous chemicals involved in this process, are readily available, and have been reviewed prior to commencement of the energy isolation operation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Keys and tags are secured in a lockbox. Access to lockout keys is restricted to the person that locked the equipment out.</td>
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</tr>
<tr>
<td>10</td>
<td>Communication with all potentially affected parties regarding energy isolation and re-energization of equipment has been conducted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Energy isolation work that lasts longer than one shift is controlled appropriately through LOTO process.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Check List – Dropped-Flying-Moving Objects

<table>
<thead>
<tr>
<th></th>
<th>Protected</th>
<th>Exposed</th>
<th>N/D/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The involved employees are able to describe how they are <em>qualified and experienced</em> to perform this task. The involved employees display a level of proficiency or competency using the equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Communication with all potentially affected parties regarding potential exposure has been conducted. (crane movement, overhead work, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Required <em>PPE</em> such as head protection, eye and face protection, etc. has been provided and is being properly worn where required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Rigging and lifting plan / risk assessment has been conducted and communicated.</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>Lifting, loading and storage devices are <em>properly rated</em> for work being performed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><em>Barriers</em> are in place to keep personnel from exposure to work being conducted overhead. Barriers are in place to prevent items from falling from overhead.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><em>Machine guards</em> are in place to prevent exposure to uncontrolled ejections of materials. Handtools have proper guards installed and used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Employees conducting work are out of <em>line of fire</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Objects being lifted are properly <em>secured</em>. Items stored overhead are properly secured.</td>
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<td></td>
</tr>
</tbody>
</table>
Check List – Lifting-Moving-Aligning Heavy Loads

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Involved employees can describe the &quot;kill zone&quot; (&quot;Bite of Line&quot;, &quot;Drop Zone&quot;) and precautions put in place. Involved employees and bystanders are observed to be standing outside the boundaries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Path of travel and boom arc are clear of obstructions (overhead lines, utilities, process lines, objects in the path on the ground).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3 | Is rigging appropriate for the load:  
  • The weight of the material being lifted has been determined to be within the capacity of the lifting device  
  • The weight of the material being lifted has been determined to be within the capacity of the rigging equipment  
  • Employee can describe how they know the attachment point is rated for the load they are lifting  
  • The load is effectively secured to prevent uncontrolled movement of the load |   |   |   |
| 4 | The involved employees are able to describe how they are qualified and experienced to perform this task. The involved employees display a level of proficiency or competency using the equipment. |   |   |   |
| 5 | The operator can describe the steps they took to conduct a pre-shift/pre-use inspection to determine that the equipment is safe to use. |   |   |   |
| 6 | A plan is in place if it is a critical/non-routine/high risk lift. |   |   |   |
| 7 | Cranes/equipment operator and signaler/controller/ground guide have line of sight or dedicated audio with each other. The signaler, controller/ground guide has been clearly designated. Hand signals and verbal commands are standard and understood. |   |   |   |
| 8 | The operator can describe how the placement and setup were determined (consideration for environmental conditions such as ground load bearing ability, levelness, wind, precipitation), and what conditions would trigger cessation of lifting operations. |   |   |   |
# Check List – Motor Vehicle Collision or Roll-Over

The involved employees are able to describe how they are **qualified and experienced** to perform this task.
The involved employees display a level of proficiency or competency using the equipment. The vehicle operator is licensed to drive the vehicle in question.

2. The **driving policy** addresses the following concerns: seatbelt use, prohibition on mobile phone use, accident reporting, eating/drinking, inclement weather, removal from service, etc.

3. **Load** is properly secured, balanced and within rated capacity of vehicle.

4. Vehicle is **inspected** by operator prior to use to insure that it meets established operating conditions.

5. Operator maintains **clear line of site** in all directions or is able to see via spotters, ground guides, mirrors.

6. Vehicle route is clearly marked, path of travel is **clearly visible** and free of potential obstacles (including other vehicles and pedestrians.)

7. **Barriers** in place to restrict pedestrians from high vehicle traffic/crane movement locations.

8. Vehicles is being operated within posted **speed** limit, or at appropriately reduced speed for the operating conditions present.
# Check List – Pedestrian Struck by Motor Vehicle

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Travel <em>pathways</em> for vehicles, and <em>walkways</em> for pedestrians, are clearly marked, maintained clear/visible and separated</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>People are in the designated walkways and vehicle traffic is in the travel pathway (<em>separation of people and vehicles</em>)</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Drivers and pedestrians <em>maintain eyes</em> on their respective paths of travel. At intersections drivers and pedestrians stop, establish eye contact, and determine right of way.</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Vehicles are operated at a <em>speed</em> enabling safe stopping to avoid hitting pedestrians, within posted speed limit, at a lower, safer speed due to poor conditions</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>The driver is able to describe how they are <em>qualified and experienced</em> to drive this vehicle.</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Walkways and high traffic areas are sufficiently lit to provide <em>good visibility</em>. In required areas, high visibility vests are worn by pedestrians.</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>When the driver’s view in the direction of travel is obstructed or equipment configuration requires, a competent ground guide is present for vehicle movement. Ground guide can explain how they are qualified to accomplish the task.</td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Controls are present for <em>backing vehicles</em> (horns, mirrors, backup alarms, indicating lights etc..)</td>
<td></td>
</tr>
</tbody>
</table>
Check List – Contact With Power Cutting Tool

<table>
<thead>
<tr>
<th></th>
<th>Protected</th>
<th>Exposed</th>
<th>N/D/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The operator is able to describe how they know this is the <strong>right tool</strong> for this cutting job. The tool being used is the same as the tool identified in the work instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The operator is able to describe how they are <strong>qualified and experienced</strong> to perform this task. The operator displays a level of proficiency or competency using the tool, including de-energizing the power source when replacing media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>If a <strong>guard</strong> is required for the tool being used, the guard is in place and functioning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The operator can describe <strong>kickback potential</strong> and the precautions they have taken to prevent kickback. Kickback potential has been mitigated by: • the operator positioned out of line of fire of kickback • maintaining control of the tool (both hands on the tool handle) • using proper cutting media • proper support of material being cut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Operator <strong>positions</strong> body parts so they are out of the line of fire.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The cutting work has been <strong>authorized</strong> to commence, and the work has been planned to protect others from exposure to the cutting operation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The operator has <strong>inspected</strong> the tool before use and determined the tool is safe and in condition for use. The tool is observed to be in good condition and safe to use. If there is a required inspection, the inspection is documented up to date.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Check List – Contact With Moving Components Where Guard Is Modified

**CAUTION**

DO NOT OPERATE MACHINE WITHOUT GUARDS IN PLACE

<table>
<thead>
<tr>
<th></th>
<th>Protected</th>
<th>Exposed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The involved employees are able to describe how they are qualified and experienced to perform this task. The involved employees display a level of proficiency or competency using the equipment.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2</td>
<td>Operators can describe proper machine guarding for this equipment and what to do if it is discovered to be improper.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3</td>
<td>Emergency power cutoffs (interlocks, light curtains, electronic sensors) are clearly marked and functioning properly.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4</td>
<td>Operators are positioned such that: all body parts are out of line of fire, clear line of sight, emergency stop button are within easy reach.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5</td>
<td>Operators perform a pre-use inspection of equipment to ensure appropriate guards are in place and functioning properly.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6</td>
<td>Proper periodic maintenance has been performed on the machinery and it can be verified.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7</td>
<td>The equipment is located and guarded such that operators and bystanders are protected from exposure to moving parts and/or flying debris.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8</td>
<td>All moving equipment is appropriately guarded.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9</td>
<td>Guards are: in good working condition, proper distance from moving parts, engineered for application, etc.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10</td>
<td>Instructions for appropriate guarding are readily available to operator.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11</td>
<td>Operators are dressed appropriately for job - any potential for clothing, jewelry, long hair - being caught in moving parts has been appropriately mitigated.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
## Check List – Fall From Height of Four Feet or Greater or Impaling

![Image of fall protection equipment](image)

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Protected</th>
<th>Exposed</th>
<th>N/D/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The involved employees are able to describe how they are qualified and experienced to perform this task. The involved employees display a level of proficiency or competency using the fall protection equipment.</td>
<td>✔️</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td></td>
<td><strong>Personal Fall Arrest System (PFAS)</strong></td>
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<tr>
<td></td>
<td>- Has been inspected by a Competent Person and is good working condition (free from rips, tears, discoloration).</td>
<td>✔️</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td></td>
<td>- Include lanyards with shock absorbing material</td>
<td>✔️</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td></td>
<td>- Meet size and weight requirements for people using them</td>
<td>✔️</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td></td>
<td>- Are properly adjusted</td>
<td>✔️</td>
<td>❌</td>
<td>❌</td>
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<tr>
<td></td>
<td>- Are being used as recommended by OEM and removed from service when not.</td>
<td>✔️</td>
<td>❌</td>
<td>❌</td>
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<tr>
<td>2</td>
<td>Scaffolds/work platforms are:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Built to appropriate standard, inspected every shift by competent individual</td>
<td>✔️</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td></td>
<td>- Equipped with appropriate to boards, mid &amp; top rails, and decking is securely fastened.</td>
<td>✔️</td>
<td>❌</td>
<td>❌</td>
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<tr>
<td></td>
<td>- Large enough to prevent leaning over / working on the edge.</td>
<td>✔️</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>3</td>
<td>Work area has been assessed for risk:</td>
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<td></td>
<td>- Impaling objects have been removed or covered.</td>
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<tr>
<td></td>
<td>- Workers have safe access/egress to work area, and clear line of sight to safe footing at all times.</td>
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<tr>
<td></td>
<td>- Free from tripping, falling hazards.</td>
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<tr>
<td>4</td>
<td>Ladders are:</td>
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<tr>
<td></td>
<td>- Uniquely identified, inspected before use, and on regular frequency.</td>
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<tr>
<td></td>
<td>- Sufficient length to insure at least two feet of clearance above top resting point.</td>
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<td></td>
<td>- Allow appropriate ratio of length to angle</td>
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<tr>
<td></td>
<td>- Rated to support weight required (people and tools).</td>
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<tr>
<td>5</td>
<td>Anchor points are:</td>
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<tr>
<td></td>
<td>- High enough to avoid contact with the lower level</td>
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<tr>
<td></td>
<td>- Capable of supporting at least 5.000 lbs. per employee attached</td>
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<tr>
<td></td>
<td>- Reviewed and approved by structural engineer; inspected at appropriate frequency</td>
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<tr>
<td></td>
<td>- Directly over work area to avoid swing fall</td>
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<tr>
<td>6</td>
<td>Hierarchy of Control for Working at Height been considered and appropriately applied. Avoid work at height where it's reasonably practicable. Prevent falls using appropriate equipment, Minimize the distance and consequences of a fall.</td>
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69
## Check List – Uncontrolled Release of Flammable-Explosive-Hazardous Materials

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The involved employees are able to describe how they are qualified and experienced to perform this task. The involved employees display a level of proficiency or competency using the equipment and working with this hazardous material.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Involved employees are able to describe their responsibilities should a release occur - response, communication, rescue.</td>
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</tr>
<tr>
<td>3</td>
<td>Critical equipment is maintained in proper working condition, verified thru regular inspection.</td>
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<tr>
<td>4</td>
<td>Process is designed to adequately control hazardous materials - level indication (interlocked to prevent overfill), isolation points (easily accessible).</td>
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</tr>
<tr>
<td>5</td>
<td>Emergency response equipment is available and appropriate for potential release.</td>
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<tr>
<td>6</td>
<td>Appropriate PPE is being worn.</td>
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<tr>
<td>7</td>
<td>Emergency response plan is tested at least annually thru live exercise or table top drill.</td>
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</tr>
<tr>
<td>8</td>
<td>All vessels (lines, valves, manifolds, tanks, temporary containers) that may contain hazardous materials are properly labeled with name of material, flow path, vessel capacity, NFPA 704 info</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>MSDS/SDS are readily available and the involved employees understand them and know how to interpret them.</td>
<td></td>
</tr>
</tbody>
</table>
Check List – Breakdown In Confined Space Entry Process

1. Potential hazards within space
   - Permitting process
     - Atmospheric testing requirements
     - Tool use requirements
   - Roles/responsibilities of entrant, attendant, supervisors

2. The site has an **confined space rescue plan** that includes:
   - Trained first responders, either on or off site
   - Method of alerting response personnel in a timely manner
   - Appropriate rescue equipment

3. Site has a **written confined space procedure**
   - Every confined space is **suitable for personnel entry and continued presence**:
     - Free from obstruction
     - Safety in place to prevent introduction of liquids and gases

4. Atmospheric monitoring is conducted before entry and at required frequency thereafter
   - Air quality is maintained through adequate ventilation or supplied air
   - Hazards of the space have been identified and controlled
   - Labeled as a confined space

5. Required **protective gear/equipment** has been identified and is it in service? (Breathing apparatus, safety harness, lighting, other special PPE)

   **Confined space permitting process**:
   - Properly signed confined space permit is posted at entrance to confined space
   - All involved employees can explain permit process – what signatures indicate, who is required to sign, time period covered

6. **Personnel accounting** is maintained throughout the entry

<table>
<thead>
<tr>
<th>Protected</th>
<th>Exposed</th>
<th>NFO/A</th>
</tr>
</thead>
</table>
# Check List – Slip-Trip-Fall

<table>
<thead>
<tr>
<th></th>
<th>Protected</th>
<th>Exposed</th>
<th>N/D/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Walking surfaces are well lit and well maintained.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Employees wear footwear appropriate for the task they are performing and the conditions in which they are performing it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Handrails are in place and used in all stairwells.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Walkways are free of all slip, trip or fall hazards, including snow and ice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Anti (non) slip flooring is in place in areas prone to moisture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Spill response kits are readily available, fully stocked, regularly inspected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Walkways are clearly marked, including changes in floor level, uneven surfaces, entrances/exits and transition areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Cable, hoses and cords are either removed from walkways, or appropriately shielded/covered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The involved employees are able to describe how they are qualified and experienced to perform this task. The involved employees display a level of proficiency or competency in addressing slip, trip and fall hazards.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For each statement below circle T for True or F for False.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>F</td>
<td>Establishing clear expectations is the foundation for coaching an employee.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Regarding employee training, focus on just the immediate task.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Regarding employee training, you should be both consistent and flexible.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>When demonstrating leadership “actions speak louder than words.”</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Safety walk-throughs are typically conducted twice a day. First shift and second.</td>
</tr>
</tbody>
</table>
Supervisors play a key role in creating a safe work environment.

Your job is to:
- Plan for Safety
- Organize for Safety
- Staff for Safety
- Lead Safety
- Monitor Safety

Your responsibility is to comply with Federal and California OSHA regulations as well as NAVSEA’s standard items.