

Train Workers on Hazard Identification and Control

Training workers in hazard recognition and control is key to reducing the risk of injury and illness. Your training needs assessment (Worksheet 2b) likely found some training needs for specific jobs.

To-Do

- Create training on job-specific hazards, dangerous situations, safety procedures, and controls
- Create training to enable workers to identify and report hazards and/or issues.
- Make sure training is presented in a way, and a language, that everyone understands.
- Document the training.

New hires should get training on the specific hazards of their jobs, and so should current workers who haven't received that training yet. You should also give job-specific hazard training when there are changes in facilities, equipment, processes, materials, or organization.

Here are some ideas for training topics:

- **Techniques for identifying hazards, such as job hazard analysis (JHA).** JHA involves analyzing a task, identifying the hazards associated with each step, and brainstorming controls. For more information, see OSHA 3071 (<https://www.osha.gov/Publications/osha3071.pdf>). Don't forget to include nonroutine tasks such as troubleshooting and unjamming equipment.
- **The ideas behind hazard controls.** The most effective controls are those at the top of the hierarchy of controls (see Hazard Prevention and Control, Worksheet 2). If workers know the hierarchy, they can help find the right controls. Give examples of hazards that could be controlled by methods lower or higher on the hierarchy. Discuss the advantages and disadvantages of each and the benefits of multiple controls. Also discuss whether a control would make the job harder to do. Controls like that are sometimes bypassed or not used.
- **Proper use of work practices and administrative controls.** Most workplaces rely on a combination of controls. Program training should include a review of all work practices and administrative controls used.
- **PPE (personal protective equipment).** Your workplace might always use PPE or use it until more effective controls are in place. PPE's effectiveness depends on selection, fit, use, and care. Spend time

Unless otherwise specified, the term "worker" includes workers, managers, and supervisors.

discussing PPE if workers will be asked to wear it. Explain the consequences of improper use or not using PPE. Refer to OSHA 3151 (<https://www.osha.gov/sites/default/files/publications/osh3151.pdf>) for more information.

“Spot the Hazard” Activity

Show pictures of situations with common hazards. Ask workers to spot the hazards in them. Use OSHA’s interactive Hazard Identification Training Tool (<https://www.osha.gov/hazfinder/>) to help you. Talk through what the next steps would be: reporting, interim controls, permanent controls, etc.

Make sure training is presented in a way everyone understands

Training must be understood by everyone. Take into account all types of diversity, considering gender, language, culture, literacy, and disability. You will need to:

- Determine if the training needs to be in other languages
- Keep language simple and easy to understand
- Use pictures and graphics to illustrate concepts

Remember that adults learn best when:

- They are actively engaged (aim for at least two-thirds activities, no more than one-third lecture)
- They can interact with the instructor and each other
- They are asked to share their personal experiences

Also remember that you don’t need a formal classroom setting. You can use methods such as:

- Peer-to-peer training (learn from experienced co-workers)
- On-the-job training (learn by doing)
- Worksite demonstrations (learn by watching)
- Job performance aids (such as signs and placards)
- Problem-based learning (such as case studies)
- Online/e-learning (can supplement training, but shouldn’t be the only training workers receive)

Give workers opportunities to ask questions and give feedback. If possible, give out the contact information of someone who can answer questions after the training is over. Some workers might want to ask questions one-on-one rather than in a group.

Document the training

Document the content of the training program and worker attendance. You’ll want a record of who has been trained and what information they got. Also document the qualifications of the instructors, your own impressions, and any feedback from attendees.

Pro Tip

You don’t have to create training from scratch. There are good resources for both classroom and on-the-job training. For example, you can use Susan Harwood Training Grant materials (available at <https://www.osha.gov/harwoodgrants/grantmaterials/bytopic>) to train workers on specific safety and health hazards.