



STOP[®] for Supervision

UNIT 1 Introduction

What You Will LEARN...

In Unit 1 you will learn how *STOP® for Supervision* helps you prevent injuries. In completing this unit, you'll:

- Think about ways in which injuries affect the injured person, family, co-workers, supervisors, and the organization.
- Begin considering why it is important to prevent injuries and work-related illnesses.
- Think about your special responsibility for safety and what you can do to help prevent injuries and work-related illnesses.
- Learn how safety can become a part of your everyday activities.



Principles of STOP®

All injuries can be prevented.

Employee involvement is essential.

Management is responsible for preventing injuries.

All operating exposures can be safeguarded.

Training employees to work safely is essential.

Working safely is a condition of employment.

Safety observations are a must.

All deficiencies must be corrected promptly.

We will promote off-the-job safety for our employees.

STOP® is based on these safety principles that have guided DSS in becoming a benchmark in safety performance.

UNIT 1: INTRODUCTION TO STOP® FOR SUPERVISION

What's It All About?	1
Creating an Injury-Free Workplace	2

HOW STOP® FOR SUPERVISION WORKS

The <i>STOP® for Supervision</i> Process	4
Using the <i>STOP® for Supervision</i> Workbook	5
The Safety Self-Evaluation	6

PREVENTING INJURIES WITH STOP® FOR SUPERVISION

A Workplace without Injuries?	9
Creating a Safe Workplace	10

YOUR RESPONSIBILITY FOR SAFETY

Your Safety Standards	13
Observation and Communication: The Keys to Success	13
Keeping STOP® Separate from Your Discipline System	15

STOP® FOR SUPERVISION AND YOU

16

UNIT 1 REVIEW QUESTIONS

19

FIELD ACTIVITY

20

UNIT 1

INTRODUCTION



What's It All About?

Suppose you walk into a machine shop where one of your employees is using a grinder. He isn't wearing his safety glasses or face shield, even though they're required for the task.

Do you think you would notice that the employee isn't wearing eye and face protection? If so, would you realize that he needs to wear this protective equipment to prevent a possible injury? And if you did notice that he needs eye and face protection, would you say something to him about it? What would you say?

Write your answers below.



Some supervisors might say, “I notice you’re not wearing your safety glasses or face shield. I’m concerned your eyes and face could get injured. It’s important to wear the correct personal protective equipment to make sure you don’t get hurt.”

Other supervisors might not say anything to the worker. They might think the danger is not that great—after all, people have probably done the same thing before without getting hurt. Chances are nothing will happen this time either.

The difference here is whether the supervisors “see safety” or not. “Seeing safety” means being in the habit of noticing what’s safe and unsafe.

In *STOP® for Supervision* you’ll discover that being aware of safety and talking with employees about safety is important all the time. This is how *STOP® for Supervision* will help you prevent injuries—by showing you how to see safety everywhere you go and have conversations about safety with employees as part of your everyday job.

Creating an Injury-Free Workplace

Think about what would happen if one of your employees suffered a serious injury. For instance, suppose he or she broke an ankle and needs to use crutches. The person may not be able to get around easily or possibly drive a car for weeks. Now think about how that injury would affect the employee’s family, his or her co-workers, supervisors, and your organization as a whole.

The Experience Factor

Do experienced employees need your help to work safely or do they already know how to do their jobs?

You may be surprised to learn that statistics show that six out of 10 employees injured on the job have done their jobs for at least one year. More than 25 percent have done their jobs for more than five years. So, even experienced employees can make a mistake.

Just one error can lead to an injury. Through STOP® training, you can help your employees—even experienced employees—prevent injuries.

Write down the people you can think of who would be affected.

EMPLOYEE

FAMILY	CO-WORKERS	SUPERVISOR	ORGANIZATION

When an injury occurs, it “ripples out” and affects many more people than just the person who is injured. Family members will be upset and may have their lives disrupted. Co-workers may be so concerned about the injured person that they stop work while the employee is being treated. They may have to take over the employee’s workload for days or even weeks while the employee is out. Production may be slowed or even stopped because of the injury. Finally, the entire organization can be affected by a drop in morale, as well as by lost time and higher insurance costs.

As a supervisor, you are in a unique position to help employees prevent injuries and avoid the suffering caused by injuries. *STOP® for Supervision* will train you how to do this using a step-by-step process.



HOW STOP® FOR SUPERVISION WORKS

The STOP® for Supervision Process

STOP® is a safety training observation program that was developed by DSS, a recognized leader in safety. During *STOP® for Supervision* training, you'll learn important principles and practices that will help you guide employees to work more safely.

STOP® for Supervision uses a combination of workbook units, field activities, and group discussions with videos to help you learn to see safety and to talk with workers about it. The training proceeds one step at a time, with each step building on the one before until you've completed the process. Here's how STOP® works:

1. First, you'll complete the workbook unit, which presents important *STOP® for Supervision* concepts.
2. Next, you'll do the field activity described at the end of each workbook unit. The field activity is designed to help you build your skills in seeing safety and talking with others in real-world situations.
3. Next, you'll take part in a group discussion meeting to review the concepts presented in the workbook and discuss the results of your field activity. You'll also view a *STOP® for Supervision* video.
4. Follow steps 1-3 to complete each of the five units.

Using the STOP® for Supervision Workbook

The *STOP® for Supervision* workbook will help you learn STOP® concepts and provide the basis for the field activities and the group discussion meetings. Here's how to get the most from the workbook:

1. First, skim the entire unit in the workbook.
2. Next, go back and read the workbook unit carefully, thinking about its concepts, examples and statements. Be sure to answer each question in writing. Your ideas are important, and answering questions helps you think through and apply *STOP® for Supervision* ideas.
3. After you complete the unit, do the field activity, which will help you put *STOP® for Supervision* concepts into action. You'll share your experiences about the field activity with others at the group discussion meeting.

The next section will help you learn where you are right now with regard to safety.



The Safety Self-Evaluation

The Safety Self-Evaluation is a way of measuring where you are in your safety awareness as of today. You'll do the Safety Self-Evaluation again at the end of *STOP® for Supervision* training to see how much your awareness of safety has changed. Be honest as you complete the self-evaluation. Don't answer with what you think is the right response but with what you really do or believe. There are no wrong answers. **The evaluation is for your eyes only, but to get an idea where this group stands, we'll score the evaluations and turn the scores in anonymously at the group discussion meeting.**

Complete these statements by circling the letter that best describes what you do.

1. Before I give an employee a routine job to do, I always
 - a. assume he or she knows the safe work practices to follow.
 - b. ask if he or she knows the safe work practices to follow.
 - c. tell him or her to review the safe work practices.
 - d. review the safe work practices with the employee.

2. I "see safety"
 - a. when management makes it an issue.
 - b. when I'm looking specifically for unsafe situations.
 - c. whenever an unsafe situation occurs.
 - d. in every situation, safe or unsafe, on and off the job.

3. When I see a potentially unsafe situation, I
 - a. tell someone to correct it immediately.
 - b. find out who is responsible and make sure he or she knows I'm unhappy.
 - c. correct it, then write it up.
 - d. correct it as needed and talk with the people responsible for the unsafe situation about working safely.

4. When I see an employee working safely, I
- a. leave the employee alone since he or she isn't doing anything wrong.
 - b. point out the person's safe action to others in the area as a good example.
 - c. sometimes acknowledge the safe work by saying something like "Good job" to the employee.
 - d. often acknowledge the safe work by talking with the employee about the job and safe work practices.
5. To me, Total Observation means
- a. looking all around an area to find unsafe situations.
 - b. looking closely at a small area to find unsafe situations.
 - c. using all my senses to see safe and unsafe situations in an area.
 - d. using all my senses and looking above, below, behind, and inside for safe and unsafe situations.
6. Having written procedures available for every job my employees or I do is
- a. unnecessary; we already know the job.
 - b. a good idea in theory but not in practice; we rarely use written procedures.
 - c. a good idea; we sometimes consult written procedures.
 - d. important to safe work; we know and follow the written procedures for every job we do.
7. When I observe my employees, I look at their personal protective equipment
- a. rarely. They should know what to wear to work safely.
 - b. if they are doing an especially dangerous job.
 - c. if it seems to be defective or inadequate.
 - d. from head to toe.
8. I consider neatness and orderliness
- a. a waste of time that gets in the way of production.
 - b. good ideas, but not realistic when we're on a tight deadline.
 - c. good ideas as long as they don't interfere with other priorities.
 - d. important all the time, no matter what other priorities are involved.

9. The physical positions that employees work in when they do their jobs
- a. have very little to do with safety; I don't look at them.
 - b. could be related to safety.
 - c. are sometimes related to safety; I sometimes look at them.
 - d. have a direct connection to safety; I always look at them.
10. If a tool or piece of equipment isn't in good condition or right for a job, I expect employees to
- a. use it anyway if production requirements demand it.
 - b. use it and report it after doing the job.
 - c. only use it if it is an absolute emergency.
 - d. not use it until it is repaired or replaced.
11. I do formal safety observations of employees for safe work
- a. rarely. I am not a "safety official."
 - b. when my management tells me to.
 - c. on a random basis.
 - d. on a regularly scheduled basis.
12. Which statement best describes your attitude toward safety?
- a. Safety is not as important as things like production, quality, cost, or morale.
 - b. Safety is important as long as it doesn't get in the way of production, quality, cost, or morale.
 - c. Safety is almost as important as production, quality, cost, or morale.
 - d. Safety is equal in importance to production, quality, cost, and morale.

The next section explains how STOP® can help you prevent injuries.

PREVENTING INJURIES WITH STOP® FOR SUPERVISION

A Workplace without Injuries?

Your goal in STOP® training is to see safety so you can prevent injuries. In fact, a key point of *STOP® for Supervision* is that all injuries and work-related illnesses can be prevented. This surprises many people because they think that some injuries are unavoidable.

The truth is that injuries are not a normal part of doing business. In fact, some organizations—even some that involve highly hazardous jobs—have gone years without an injury. Leadership in these organizations takes responsibility for the safety of each employee as well as for themselves. These organizations have made safety equally important to production, quality, cost, and morale. When safety is valued in this way, the entire organization benefits because injuries are prevented.

What do you think about the idea that all injuries and work-related illnesses can be prevented? Do you agree or disagree?

Write your response here.

If you don't agree with this principle now, you may change your mind by the end of STOP® training. All you need to do is keep an open mind.



Creating a Safe Workplace

How do we create an injury-free workplace? The best way would be to eliminate all hazards and make every workplace so safe that we would never need to see safety in the first place, but this is an ideal that we may never reach. Until we succeed in creating a workplace free of hazards, you and your employees need to learn how to protect yourselves and others from injury.

Think about the example of the person using the grinder who wasn't wearing safety glasses or a face shield. If he were injured because he wasn't wearing personal protective equipment to protect his eyes and face, that injury would have been preventable.



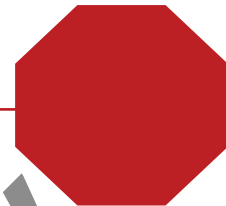
Can you think of some reasons why a person might not wear required safety glasses or a face shield?

Write your answer below.

Perhaps the personal protective equipment (PPE) isn't comfortable. Or maybe the person doesn't see the value in wearing it because supervisors and other people in the area don't wear all the right PPE either. Or perhaps the employee has skipped wearing eye and face protection before without having had an injury. Whatever the reason, it's up to the supervisor to address the unsafe situation by noticing it and talking with the employee about how to work safely.

STOP® is based on the idea that although hazards may be an unavoidable part of life, injuries are not. Every time DSS investigates a safety incident or injury, we learn that something could have been done to prevent it.

All injuries can be prevented.



“Incidents” vs. “Accidents”: What’s the difference?

Why do we use the term “incident” instead of “accident” in STOP® for Supervision?

The word “accident” implies something that just happens—something that can't be expected or controlled. In the workplace, this kind of thinking is dangerous. As you'll see in STOP® for Supervision, we believe that all incidents have causes that can be understood and prevented and that “accidents” don't just happen.

Once you start believing that incidents have causes, you'll take steps to stop them from occurring again. Along the way you may also begin to feel that “incident” is a better word than “accident.”

YOUR RESPONSIBILITY FOR SAFETY

Read the following statement and answer the question below.

Every person in your organization is responsible for working safely. However, as a manager or supervisor, your responsibility for safety is greater than the responsibility of the people who report to you.

Do you...

- ☐ Agree
- ☐ Disagree

Why?

An important principle of *STOP® for Supervision* is that as a manager, supervisor, or team leader, *you* are accountable for the safety performance of the people in your area of responsibility. This includes:

- the physical area where you work
- everyone who enters your area, possibly including contractors
- the people who report to you, no matter where they're working.

So your responsibility for safety is greater than the responsibility of the people who report to you.

As you become a skilled safety observer, you'll help your employees see safety. Then they can take responsibility for their own safety and the safety of others. When this happens, your organization will become a safer place to work.

Your Safety Standards

Safety standards are the guidelines or measures you set for safety. If your safety standards are high, you help make sure your workplace is free of unsafe conditions. You work safely yourself and expect your employees to follow safe work practices all the time. If you set high safety standards, you don't accept the idea that some injuries are unavoidable. Instead, you hold yourself and your employees accountable for working safely.

It's important to set your safety standards high because the highest level of performance you can expect from your employees is based on the *minimum* standards you set and maintain. You set your safety standards by deciding what they should be and by making sure people know and understand them. You maintain standards by setting an example through your own behavior and by making sure standards are *followed*.

The highest level of safety you can expect from employees is based on: (Check one.)

- ☐ the minimum standards you set.
- ☐ the highest standards you set.

The highest level of performance you can expect from employees is based on your minimum standards, so set your safety standards high!

Observation and Communication: The Keys to Success

During STOP® training you'll learn to see safety by observing employees as they do their jobs. But just observing people isn't enough. You also need to *talk with* employees to encourage safe work or address unsafe situations—with an emphasis on encouraging safe work whenever possible. Correcting unsafe situations is important, but reinforcing or encouraging safe work is even more important for motivating employees to continue to work safely.

How do you reinforce safe work practices? By letting employees know you notice and appreciate their safe actions. You can do this by saying a few words that show you recognize their effort and by thanking them for working in a safe way.