

POCKET REFERENCE MANUAL

for

SAFETY MANAGEMENT
AND SUPERVISION

In the

NATIONAL PARK SERVICE

by

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FOREWORD

Success in applying the various supervisory procedures developed and discussed in **SAFETY MANAGEMENT AND SUPERVISION** in the **NATIONAL PARK SERVICE** depends upon actual use of the step-by-step procedures in day-to-day management activities. This **POCKET REFERENCE MANUAL** contains the brief statements of the various step-by-step procedures arranged and indexed for quick “memory refresher” use by the supervisor during breaks in his daily activities.

The **POCKET REFERENCE MANUAL** in no way replaces the text material and notes used in the training course itself. Since it is a brief summary of “how to do”, its effectiveness depends upon having had the course of training and periodically re-reading it. Therefore, its use by those who have not had the training course is not recommended since the underlying, factual and related class discussions are vital to understanding and application.

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NORMAL THOUGHT PROCESS

- Step 1 Recognition that problem exists.
- Step 2 Assemble known facts and evaluate them.
- Step 3 Trial conclusion which may have to be changed, modified or varied.
- Step 4 Final conclusion.

THE FOUR STEP TEACHING-LEARNING PROCESS

- Step 1 Preparation — Prepare the learner by associating the thing to be taught with something already known.
- Step 2 Presentation — Show the learner the thing to do and tell him the things to know.
- Step 3 Application — Have the learner try it, correcting him where necessary.
- Step 4 Test — Have the learner do it unassisted to prove he knows it.

ZONES OF KNOWLEDGE

- Zone A — Things on which I have authoritative knowledge.
- Zone B — Things on which I am not sure of myself as an authority but feel I should be an authority.
- Zone C — Things which are so far from my personal experience and responsibility that I feel free to openly confess a lack of knowledge.

THE GENERAL CONFERENCE PROCESS

Step I	APPROACH
Step II	DRAWING OUT
Step III	CRYSTALLIZATION
Step IV	TYING UP

SPUR OF THE MOMENT MEETINGS

1. Quickly outline and set down the subject or subjects to be discussed and the points in question.
2. Select people who have a real contribution to make.

3. Keep group small — avoid duplications in those attending.
4. When calling participants, state clearly the subject and points involved and indicate what data and information they will require.
5. Rough out a discussion plan, even if only in your mind.
6. Decide on whether the discussion should be informational, shaped developmental or a Type 2 meeting.
7. Follow the steps in the General Conference Process in the discussion.
8. Make sure there is a recorder. In some cases you will have to act as recorder as well as leader. You called it.
9. Make use of pads and pencils for participants by having them jot down key points in discussion.
10. Write out conclusions reached and see that all understand them and accept them.
11. Following the conference, prepare brief resume of it or see that the recorder does, including conclusions and agreements, and send copies to those attending.

TWO TYPES OF DISCUSSION OPERATION

1. Overhead.
2. Closely shaped.

FOUR BASIC TYPES OF QUESTIONS

- | | |
|-----------|-------------|
| 1. Direct | 2. Overhead |
| 3. Relay | 4. Reverse |

FIVE FACTORS IN FITNESS TO LEAD

1. A demonstrated ability to organize and direct the work activities of others.
2. Knowing how to deal with people in face-to-face situations.
3. Insight into human behavior — its nature and control — both ones own and that of others.
4. Emotional control of self and others. Ability to maintain steady output without emotional stress under trying and varying circumstances.
5. Decision making which demonstrates ability to perceive significance and evaluate the relative importance of goals based on intelligent, well reasoned risk taking.

LEADERSHIP PATTERNS

1. Autocratic.
2. Democratic.
3. Hands Off.

THE THREE WORKING TOOLS OF LEADERSHIP

1. Problem solving
2. Decision making
3. Using discipline understandingly and effectively.

STEPS IN CONTROLLED PROBLEM SOLUTION

1. Identify the problem.
2. Get facts and analyze them.
3. Make a solution.
4. Set a goal.
5. Start work as soon as possible.
6. Check results against goal.

THE STEPS IN MAKING A DECISION

1. Determine what the alternatives are.
(Alternative means the choice of one of two things, or loosely, of more than two,

- only one of which may be taken, done and put in effect.)
2. Review arguments and facts for and against each alternative.
 - a. What are the facts pro and con for each alternative ?
 - b. Size up the nature of the facts — are they actually “true” facts, inferences, assumptions.
 - c. Are more facts needed and available.
 3. Based on nature of the facts, weigh arguments and
 - a. Estimate probability of occurrence of each alternative,
 - b. Adequacy of solution in terms of the problem objective.
 4. Make the selection, i. e., the decision.

FOUR ASPECTS OF DIRECTING THE WORK FORCE

1. Preparing for starting work.
2. Directing work operations.
3. Improving individual performance.
4. Directing the work force is never complete without safety.

PREPARING FOR STARTING WORK

1. Make sure that the tools, material and equipment needed are ordered and will be available when required.
2. Make sure correct work methods are established.
3. Standard specifications, plans, practices and instructions available.
4. Recheck employee assignments making certain of employee competency and that any advance training has been completed.
5. Hazards to safety surveyed and eliminated, if possible.
6. Other company groups and, in some industries, outside groups with which work must be coordinated should be notified.
7. In service and sales businesses, preliminary customer contacts should be completed.

MAKING INDIVIDUAL EMPLOYEE ASSIGNMENTS

1. The employee is more than qualified for the job.
2. The employee lacks the ability to do the entire job.
3. The employee "fits" the job.

GIVING ORDERS

1. Be sure it is possible for the employee to comply with the order and that it is reasonable for him to do so.
2. Directions should be complete.
3. Be specific as to expected results.
4. Prepare and use memoranda when advisable.
5. Directions should always be given by the supervisor in direct charge of the work.

EFFECTIVE JOB CONTROL

1. Enforcing work rules.
2. Praise, reprimands and punishment.
3. How to correct employees.

PREPARING FOR REPRIMANDS AND PUNISHMENT

1. Remember, the objective is to improve the employee.
2. Have all other reasonable possibilities been exhausted ?
3. Make absolutely sure it is deserved.
4. Base action on as complete information as is available.

5. Check with and secure concurrence of your supervisor if necessary.
6. "Fit" the action to the man.
7. Take action at the proper time.
8. Do it in private.
9. Figure out a way to build the man up afterwards by showing him how to improve and that you are not holding a grudge.
10. Plan and keep a record when advisable.

PROCEDURE IN ADMINISTERING REPRIMANDS OR PUNISHMENT

1. Be firm but sympathetic.
2. State the fault or error as you see it including the instructions disregarded.
3. Point out the effects of the employee's action.
4. Refer to past warnings, if any.
5. State what you propose to do, what you expect the man to do and, if possible, get an agreement.
6. Ask the employee to explain the actions for which he is being reprimanded or punished.

7. Threats should be avoided. A possibility of losing the job should not be mentioned unless it is actually the case.
8. Don't abuse or insult the individual. Talk about and deal with the action or thing concerned.
9. Talk straight on a man-to-man basis avoiding nagging or bickering but be as forceful as the occasion demands.
10. Develop the desire to improve and avoid leaving the man upset.

HOW TO CORRECT EMPLOYEES

Check These Things Beforehand —

1. Check for any signs of anxiety, being upset or frustrated.
2. Always let him tell his side of the story.
3. Check the facts before you act.
4. Check for possible off-the-job causes, too.

Keep These Things in Mind —

1. Let the man save face wherever possible.
2. Avoid putting him on the spot.

3. Keep control of your emotions at all times.
4. Remember that it is actually training.

USUAL SUPERVISORY WORK OBSERVATIONS

1. Check work in progress.
2. Check completed work.
3. Inspect plant, tools, equipment, etc., on a regularly scheduled basis.
4. Special inspections should be made when advisable.
5. Special inspections should be made of equipment which has been repaired, readjusted or changed.
6. Work done by newly assigned or problem employees should be checked on a special basis.
7. Make supplemental checks when observations by self and others continually show no defects, errors or problems.

POSSIBLE EMPLOYEE "INABILITY FACTORS"

1. Does not know how to do the job or understand its importance.

2. Another employee was responsible for the work spoilage or error.
3. Tool or machine failure.
4. Proper tools not readily available.
5. Inferior materials.
6. Physically unable to do certain work.
7. Emotionally unsuited to do certain work.
8. Too much pressure.
9. Poor health.
10. Poor morale including attitude.
11. Employee is negligent, heedless and inattentive.
12. Fails to double-check his work, usually because of over-confidence.
13. Supervisor sets bad example.
14. Lack of initiative.

HUMAN BARRIERS TO FACE-TO-FACE COMMUNICATIONS

Emotional Block	Recall Nickname
I	Self-listening
II	Future expectations
III	Anxiety response
IV	Resisting coercion

STEPS IN MOTIVATION

1. Identify yourself and your goal or product with the "buyer".
2. Remove any emotional blocks to action so as to insure "insight".
3. Set your goal for him and create enough positive tension so he will achieve it.

THREE POSSIBLE PURPOSES OF FACE-TO-FACE COMMUNICATIONS

1. To direct, order or instruct.
2. To get their ideas or opinions and then direct or order.
3. To help them decide for themselves.

STEPS IN FACE-TO-FACE COMMUNICATIONS

1. Identify, define purpose and goal. (Get responses.)
2. Check for and remove any emotional blocks.
3. Achieve insight and create action tension.
4. Get a "playback" and "patch in" as needed. (If emotional blocks develop or reappear, start over with step 2.)

5. Reaffirm goal and have them initiate action as soon as possible.

PROCEDURE FOR CHANGING BEHAVIOR

1. Determine the specific behavior item to be changed or reinforced.
2. Ascertain whether it is of emotional origin or can be handled by usual supervisory action. If necessary, find and clear emotional block or blocks.
3. Select supervisory method or methods as follows —
On-the-job training, increased supervision, handle complaint-employee dissatisfaction, develop or change safety attitude, personalized motivation or incentives.
4. Develop and/or reinforce self-discipline.
5. Follow-up checks and reinforcement.

EMOTIONAL SYMPTOMS OF ACCIDENTS IN THE MAKING

1. Resents and rebels against authority.
2. Inability to concentrate.
3. Lack of ability to perceive the significance of orders, directions and instructions.

4. Always talking when he should be listening.
5. Unable to face up to problems and take responsibility for his own actions.
6. Can't seem to accept and play the role assigned to him on the job.
7. Doesn't respond to training.
8. A sulky, surly or self-pitying attitude.
9. Temper tantrums on one hand and apathy on the other.
10. Violations of safe working practices.
11. Always self-centered and has no respect for the rights of others.
12. Can't adjust to changing situations and make decisions.
13. Is a "loner". Goes his own way with a minimum of ties and emotional involvement with others in the group.
14. Is unduly concerned and worried about his health and has repeated absences from the job because of minor illnesses which are blown up out of all proportion.
15. Doesn't plan his work properly and shifts from one thing to another spasmodically without apparent reason.

DEVELOPING SELF-DISCIPLINE.

1. Select the item or work operation for which self-discipline is needed.
2. Set up a plan.
3. Train in desired behavior pattern.
4. Shift control to employee.
5. Periodic checks and reinforcement.
6. Put employee on self-control.

DEFINITION OF ATTITUDE

Attitude is the *potential* for action — or —
Attitude is a readiness to respond effectively and safely in tension-producing situations.

THREE COMPONENTS OF ATTITUDE

1. Learned responses
2. Habit
3. Emotional set.

STEPS IN BUILDING ATTITUDE

- Step I Laying the foundation for the attitude.
- Step II Personalizing the attitude for the individual.

Step III Fixation of the attitude — emotional set.

Step IV Keeping the attitude alive.

FOUR STEPS IN TRI-DIMENSIONAL JSA

1. Analyze the job — JSA.
2. Analyze the man factors — MFA (Man Factor Analysis).
3. Analyze job supervision — SFA (Supervisory Factor Analysis).
4. Tri-Dimensional JSA includes and relates all three — TJSA.

PURPOSEFUL-UNDERSTANDING- LISTENING

1. Listen in a positive, attentive manner so that the employee will express his real, rather than his superficial, feelings and reactions.
2. Conduct the discussion so as to avoid conflict and to achieve understanding.
3. Keep the discussion employee centered at all times.
4. Be very careful to remain objective and

avoid personal biases and prejudices for they lead to unsound interpretations.

5. Be sure to keep confidences.

FOUR STEPS IN EFFECTIVE SAFETY MEETINGS

1. Subject Definition

Present the subject for discussion to the group making sure that they understand it. This would include such things as presenting a planned program or anything else that you want the group to accept.

2. Ideas and Reactions

Everyone in the group should have a chance to express his ideas and reactions so that the magic of group participation will lay the groundwork for the next step.

3. Voluntary Acceptance

4. Action and Summary

Develop a plan of action wherever it is indicated and then summarize what we have worked out in the meeting.

