



# "The Public Interest"

## Health/Safety and Environmental Issues

the PASMA way to shared knowledge

Public Agency Safety Management Association

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### Some notes from the Prez...

Welcome to the 2016 Holiday season that will start this week-end with the celebration of Halloween. Ergo, I wish you and yours a most safe and fun kick-off to this season.

Secondly, given the election junk mail and ads, I need not remind you that **this is** an election year, and coincidentally, **PASMA members** will be **asked to submit nominees and vote on the 2017 Board as well**. Our Nomination Committee will be forwarding forms and ballots in short order and I urge you to participate by nominating your candidates and subsequently vote for your next leadership.

Speaking of nominees, I am also soliciting nominees for our **2016 PASMA Safety & Health Professional of the year**. Your nominee should be the paragon of professionalism and public service. Please submit a short essay (2/3 paragraphs) on why your nominee is deserving of this award. If you recall, our very own Mr. Bill Taylor, Safety Manager for the City of Anaheim, was last years recipient for exceptional service to our cause.

Thirdly, I'm hoping you've kept the meeting announcement for November and have circulated it among other professionals, should it have found it in the circular file or worse yet the e-void, a friendly reminder to reserve the date for the **November meeting**. The speakers we've scheduled will discuss **disaster loss control** as well as **employee disciplining and re-training on OSHA related matters**.

Lastly, **Ms. Cari Elofson**, Assistant Director of the **OSHA Training Institute at Chabot Las Positas** has graciously offered a meeting room at her facility as a meeting room for our PASMA North members. As some of you may know, our **PASMA North colleagues** have suffered a severe decline in membership in large part I feel, due to a lack of a centralized and fixed meeting location. It is my hope that with Ms. Elofson's offer, we can re-vitalize and increase membership. To that end, I ask that you review your network and **forward any and all public sector Health, Safety, Environmental and Risk Manager contacts so that I may mail them an invitation to join our ranks**.



And now for the rest of the stories....

## The Occupational Safety & Health Appeals Board Launches Paperless Online Appeal System, OASIS

NEWS PROVIDED BY

California Department of Industrial Relations

Oct 04, 2016, 17:40 ET

SACRAMENTO, Calif., Oct. 4, 2016 /PRNewswire-USNewswire/ --

The Occupational Safety and Health Appeals Board (**OSHAB**) has launched an online system that makes it easier for employers to file appeals of Cal/OSHA citations. The new OSHAB Appeals Scheduling and Information System (**OASIS**) allows employers to file appeal documents electronically, receive instant confirmation of a successful submission and track the status of their appeal.

"**OASIS** brings employers the added convenience of online filing of appeals without the paper and mail process of the past," said OSHAB Chairperson Art Carter. "The new system makes the appeals process easier to navigate and allows filers to track their appeals electronically." OASIS users will create an account in the system's secure environment before filling out and submitting required forms and uploading supporting documents as part of an appeal package. Filers can save their work in progress and complete it at their convenience.

"**DIR** is pleased to implement the OSHAB system—it is part of an overall department strategy to be efficient and effective," said DIR Director Christine Baker. OSHAB is one of the boards within DIR. OASIS notifies an employer if their appeal is missing any information before submission. Once the appeal is filed, the employer receives details about next steps in the process, updates on their case, and can view the OSHAB calendar to see when hearing dates are scheduled.

More information on OASIS is posted on the OSHAB [website](#), including [FAQs](#) and tips. Assistance is available by contacting the Appeals Board by phone at (916) 274-5751 or toll free at (877) 252-1987 Monday through Friday from 8 a.m. to 5 p.m.

OSHAB is a three-member judicial body appointed by the Governor and confirmed by the Senate which handles appeals from private and public-sector employers regarding citations issued by Cal/OSHA for alleged violation of workplace safety and health laws and regulations. The mission of the Appeals Board is to fairly, timely and efficiently resolve appeals and to provide clear, consistent guidance to the public, thereby promoting workplace safety and health.

Members of the press may contact Erika Monterroza or Peter Melton at (510) 286-1161, and are encouraged to [subscribe to get email alerts](#) on DIR's press releases or other departmental updates.



**HALLOWEEN SAFETY TIPS**

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The [California Department of Industrial Relations](#), established in 1927, protects and improves the health, safety, and economic well-being of over 18 million wage earners, and helps their employers comply with state labor laws. DIR is housed within the [Labor & Workforce Development Agency](#). For general inquiries, contact DIR's Communications Call Center at 844-LABOR-DIR (844-522-6734) for help in locating the appropriate [division or program](#) in our department.



The word "training" shows up in more than 100 different Health and Safety codes and preceding most of them is the word "**EFFECTIVE**". So how is the employer expected to define and prove that term? A start might be to understand how "adults" learn best. To be sure, there are lots of resources that will guide the new "Trainer" to understanding this concept. Below is only one excerpt that I hope will be useful to you regardless of the years you've been training. Sometimes, we do need to be reminded, if for no other reason than to get out of our organizational ruts. Enjoy!

<http://trainingtoday.blr.com/article/creating-a-custom-training-plan/>

### **Know How to Train Adult Learners**

Most adults are self-directed learners: They want to learn what they want, when they want, and how they want. Adult learners have their own style of learning that includes four key elements, discussed below. Even if you structure your training program to meet these elements, however, you may still run into reluctant learners. We also provide seven rules for training reluctant or resistant learners.

#### **The Four Elements of Adult Learning**

**1. Motivation.** To motivate adult learners, set a friendly or open tone to each session, create a feeling of concern, and set an appropriate level of difficulty. Other motivators for adult learners include:

- Personal achievement—including attaining higher job status or keeping up with or surpassing competitors
- Social well-being—including opportunities for community work
- External expectations—such as meeting the expectations of someone with formal authority
- Social relationships—including opportunities to make new friends that satisfy people's desire for association
- Stimulation—that breaks the routine of work and provides contrast in employees' lives
- Interest in learning—which gives employees knowledge for the sake of knowledge and satisfies curious minds

**2. Reinforcement.** Use both positive and negative reinforcement to be successful in training adult learners. Use positive reinforcement frequently, such as verbal praise, when teaching new skills in order to encourage progress and reward good results. Use negative reinforcement, such as negative comments on a performance review, to stop bad habits or performance.

**3. Retention.** Adults must retain what they've learned in order to realize benefits on both the personal and company-wide levels. Achieve great retention rates by having trainees practice their newly acquired skills again and again until they are familiar and comfortable enough to ensure long-term success.

**4. Transference.** Adults want to bring what they learn in training directly to the workplace. Positive transference occurs when adults are able to apply learned skills to the workplace. Negative transference occurs when learners can't—or don't—apply skills to the workplace.

You also need to know what kind of learners trainees are. In general, people learn in one of three ways:

**Visual**—These learners receive information best through seeing or reading it. Their brains process the information and retain it once they see it. These learners benefit from written instructions, diagrams, handouts, overheads, videos, and other visual information.

**Oral**—Oral learners receive information best when they hear it. They respond best to speakers, audio-conferences, discussion groups, Q & A sessions, and other oral information.

**Kinesthetic or tactile**—These learners learn by touch and feel. They will benefit from show and tell where equipment is available to handle. They also respond well to demonstrations of new procedures and in having the chance to practice themselves. You will inevitably have all three kinds of learners in every training session. It's important, therefore, that you program a combination of teaching styles into your training.

### Seven 'Laws' for Training Adult Learners

Adults typically bring a broad sense of experience to training sessions, to which they can attach new ideas and skills. At the same time, however, these learners are sometimes reluctant to accept new ideas and methods of working. Trainers may sometimes need to overcome this resistance before learning can take place. Sivasailam Thiagarajan, president of Workshops by Thiagi and author of many training games and simulations, recommends following these seven "laws" when you train reluctant learners:

1. Law of previous experience: Tie all new learning to and further build upon the prior experiences of learners.
2. Law of relevance: Effective learning must be relevant to learners' lives and work.
3. Law of self-direction: Many adults prefer to learn on their own at their own pace.
4. Law of expectation: Adult reactions to training sessions are often shaped by the expectations they have tied to content area, training format, fellow participants, and trainers.
5. Law of self-image: Adults have set notions of the best way they learn. These notions may either interfere with or enhance the learning experience.
6. Law of multiple criteria: Adult learners base the quality of the learning on accomplishments and learning experiences.
7. Law of alignment: In successful learning, objectives, content, activities, and assessment techniques must all be aligned.

Once you are familiar with the overall needs of adult learners, you need to further customize your training plan by getting to know the specific makeup of the employees in your company.

### Know Your Audience

In order to make every training session as effective as possible, you need to analyze the participants in each group. Gather the following information about group members:

#### What is their background?

- How much training have they had on this topic?
- Why does management think they need more training?
- Do any trainees have any relationship with the trainer (acquaintances, jobs are related)?
- Do any trainees have high levels of responsibility or authority in the organization?

#### What are the demographics of the group?

- How many trainees are in the group?
- What is the average age?
- What is the ratio of men to women?

#### What is their educational level?

- What is their level of expertise?
- How much prior knowledge do they have about the session topic?
- Do some know more than others?

#### What is the overall attitude of the group?

- Is this voluntary or required training?
- Do they want to be here?
- What do they think of the subject matter?
- What do they think about the trainer?
- Are they a friendly group?

#### What are their expectations?

- Can the trainer meet their needs?
- Will the training benefit the participants?
- Will the training benefit the trainer? The organization?
- Could there be disadvantages as a result of the training session?

### Your Moments of ZEN

