

Student name: _____ Date: _____

Describe general occupational safety practices and procedures.

Objectives:

- A. Identify various causes of accidents as they relate to environmental hazards or human error.
- B. Identify various accident prevention steps in relation to lifting and other basic work tasks.

MODULE 5A: INFORMATION SHEET

TO THE STUDENT: Read and study the following information sheet and then complete the student activities at the end of this module.

Definition of safety

Did you ever ask yourself “Why so many accidents happen?” Why are teenagers being injured at an alarming rate? Studies show us that teenage injuries happen not in just the “hazardous” types of jobs but “everywhere teenagers work. Since Cooperative Education is about work related issues, it seems appropriate to take a close look at the issue of health and safety for the young worker.

First, let's think of a definition for safety. Think about it for a moment. You want some key words in the definition that convey the importance of safety and the need to be PREPARED to act safely. Well, here comes the definition. Pay special attention to the ***bold, italicized words!***

“Safety is to be ***aware*** and ***knowledgeable*** of ***hazards*** to ***protect*** against ***avoidable*** injury, illness, death, and destruction of property.”

Wow, that's a mouthful! But, look at those key words. We want to be aware and knowledgeable! We want to be prepared. Maybe it's training. Maybe it's more experience and knowledge about dangerous situations, or what can soon develop into a dangerous situation. Those dangerous or potentially dangerous situations are called “hazards.” Why do we want to be aware and knowledgeable? So we can PROTECT ourselves and others from accidents that can be AVOIDED if we only pay attention, heed warnings, get better training. Now we can limit the needless accidents that result in injury, illness, death, and destruction to property.

Serious costs to accidents

You know there are serious costs to accidents. Those costs can be measured three basic ways: *economic, physical, and psychological costs!*

Economic costs

Economic costs are easy enough to understand. There is a financial cost for all the lost work time, the medical costs, and the cost to replace damaged equipment. The increase in insurance premiums that may result from the payouts to injured workers and reimbursed employers for damages and loss of production time by insurance companies is measured by billions of dollars each year. Insurance company liability payments has become a major issue in the workplace. From medical malpractice to 9-11-01, the impact of economic losses is staggering.

Physical costs

But, as staggering as these economic losses can be, we must always realize that they reflect actual “*physical losses.*” There may be real injury to people and damage to actual structures and equipment that will need to be restored or replaced. If you are a person suffering from an actual physical loss, broken bones, occupational disease like miners’ black lung, or any other long term disabling injury, this can be very painful as well as draining financially.

Psychological costs

Then we come to the third type of loss. It goes beyond the economic and may even remain after the physical loss may be corrected or restored. That is the *psychological loss!* The anxiety, fears, frustration, and stress of the disabling injury to the injured person and their family. Some people just are never the same. Marriages may even break apart over the stress of a disabling injury. What is a human life actually worth? Ask many of the families who lost loved ones in the Twin Towers and they will tell you no amount of insurance money will ever replace a loved one. They would gladly give everything back for the routine relationships they enjoyed before 9-11. So, in summary, we must see that it is important to take a stand on accident prevention to limit these losses as much as we can. When we begin to see how accidents can happen, we can begin to see how accidents can also be prevented in many cases.

Who is responsible for safety?

How would you answer this question. “Who is responsible for safety?” Is it you? Is it your employer? Is it our citizens? Is it our government? The answer is YES to ALL of the above -WHO IS RESPONSIBLE FOR SAFETY? -- EVERYONE! Employers, workers, citizens and the government must all work together to make our workplace a safer place to be. Employers must see safety not just as a costly

issue because of government regulations, but one that protects their investment and their workers. Workers must see their responsibility to abide by employer safety regulations and contribute to a safe work environment by the safe work attitudes they project on the job. Government must exercise its constitutional role to protect its citizens by regulating the health and safety of the workplace. And, finally, citizens must use their political freedom to demand that such protection is in place.

Why do accidents happen?

Now, let's take a look at why accidents happen. All accidents can be divided into two main categories: Those that are caused by some environmental hazards and those that are caused by human error.

Environmental hazards

Environmental hazards are the cause of about 20% of all accidents. Examples of environmental hazards are:

- **Dangerous Equipment and Machinery**
 - ✓ *Heavy equipment*
 - ✓ *Explosives*
 - ✓ *Machinery*

- **Dangerous Substances**
 - ✓ *Toxic substances*
 - ✓ *Caustic substances*
 - ✓ *Radioactive substances*
 - ✓ *Carcinogenic agents* (cancer causing substances)

- **Natural Phenomenon**
 - ✓ *Snow & ice*
 - ✓ *Hurricanes*
 - ✓ *Tornados*
 - ✓ *Wind and rain*

- **Physical Hazards**
 - ✓ *Sitting*
 - ✓ *Standing*
 - ✓ *Reaching*
 - ✓ *Lifting*
 - ✓ *Typing*

Human Error

But, what of the other (80%) causes of accidents. That is where **Human Error** comes in. Human error can happen when people act irresponsibly. There are four major types of human error. They are:

- **Lack of Knowledge:** This can cause accidents because the worker may not know enough information about a machine or material they work with. If no one tells them exposure to a certain cleaning substance can cause cancer, they may not use the substance properly because they were never trained about its dangers and how to protect themselves.
- **Lack of Skill:** This cause of an accident can easily be demonstrated by looking at you when you began to drive. You might have all the BOOK knowledge of how to drive a car, but you lack the experience. That is why you needed so many training hours with an adult on your permit before you were allowed to get your license. How safe would you feel if you found out your airplane pilot knew everything there was about a plane. He actually practiced everything several times. Everything but landing. Oh, he did read the manuals. How safe would you feel?
- **Physical Limitations:** These could easily cause an accident if you are not strong enough to perform a certain job. Some machine, heavy equipment and construction related jobs require a good deal of **physical strength**. You can cause an accident if you are not physically prepared for your job. A classic example would be a stunt man. A stunt man out of shape is an accident waiting to happen, right? Another physical limitation is **fatigue**. We might not be getting enough rest or sleep. Now we are less alert and responsive at work. All this could easily cause an accident, especially when operating machinery around other workers. Finally **drugs** could cause a physical limitation. Whether alcohol, street drugs, or legal medications, any of these may impair your judgment on the job.
- **Poor Safety Attitudes:** Examples of these are the following:
 - ✓ **Undisciplined Attitude:** You have no set pattern of following rules or how you approach your work. You have not established good habits. You really don't want to invest any time to improve.
 - ✓ **Disobedient Attitude:** You know better than anyone else. You really don't want to listen to any one else's way to do something. To you, rules were made to be broken.
 - ✓ **Overconfident Attitude:** You know a lot about your job and the equipment. Other people get injured, not you. You are young and invincible. You are an expert.

- ✓ **Impatient Attitude:** You really don't have time for the delays that safety causes at times. It would be a lot faster today if you did the job without taking the time to put all the safety precautions in place. "I really don't have time to sit here and hook this safety belt up."
- ✓ **Careless Attitude:** You just don't pay attention. You never take time to be alert. You blow off safety precaution, not because you're against the rules, but you just don't think about it much.
- ✓ **Emotional Attitude:** You are very angry. You are very upset about something. Maybe you are very sad. Or, maybe you are so excited and happy about something to the point you are not concentrating on your work.

MODULE 5A: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the information sheet, complete the following activities.

Activity 1: Select the BEST answer!

- ___1. This is always important when dealing with chemicals or machinery at work.
 - a. Wear protective clothing
 - b. Use safety goggles
 - c. Wear safety glasses
 - d. All of the above

- ___2. When you are cleaning or repairing power equipment or machinery, you should:
 - a. always keep the machine running to better diagnose problems
 - b. always wear gloves, especially when parts are moving
 - c. disconnect the power source
 - d. none of the above

- ___3. When you unplug something, you should”
 - a. pull on the cord
 - b. grasp at the plug
 - c. none of the above

- ___4. When working around machinery, you should”
 - a. wear lose clothing
 - b. wear a lot of jewelry
 - c. have long, dangling hair
 - d. none of the above

- ___5. When moving heavy objects, always:
 - a. check your pathway first
 - b. check the weight of the object
 - c. determine where you are going to take the object
 - d. determine how you will move the object
 - e. all of the above

- ___6. When lifting heavy objects, you should NEVER:
 - a. seek help from another person
 - b. use a lifting devices
 - c. carry up and down a ladder
 - d. test the weight of the object

- ___7. Bending at the waist to tie your shoes can put additional stress on your back.
- True
 - False
- ___8. When carrying an unbalanced load, carry the light end closest to your body.
- true
 - false
- ___9. Excessive weight puts continuous, additional stress on the back with every movement.
- true
 - false
- ___10. If a load is exceptionally heavy, you should:
- rock backwards when lifting
 - jerk upwards quickly
 - lift one side, then the other
 - seek help or get a lifting device
- ___11. The following tool is very dangerous to use when opening cardboard boxes:
- Stanley knife
 - box cutter
 - double edge razor blade
- ___12. When lifting a heavy object, you should:
- test the weight first
 - have secure footing
 - squat with the knees in front, slightly apart
 - keep back straight, arms extended
 - lift with the LEGS
 - all of the above
- ___13. Most accidents occur at:
- work
 - while recreating
 - at home
 - while a passenger in a motor vehicle
- ___14. Safety is the responsibility of:
- the employer
 - the worker
 - the government
 - citizens in the community
 - all of the above

- ___ 15. Practicing safety is to be “aware and knowledgeable” of hazards to prevent an accident that could result in:
- injury or death
 - illness
 - destruction of property
 - all of the above

Activity 2: Fill in the blank after each body part with the suggested way to protect it.

16. Head _____
17. Face _____
18. Eyes _____
19. Hands _____
20. Feet/Toes _____
21. Lungs _____
22. Back _____
23. Ears/Hearing _____
24. Hair _____
25. Skin _____

Activity 3: True or False

- ___ 26. In the “lockout procedure,” anyone can unlock the power source or your machine and start it while you are working on it.
- ___ 27. Employers have ALWAYS had the safety of their workers as a HIGH priority.
- ___ 28. Homicide at work IS NOT a safety issue and of little concern throughout business and industry.
- ___ 29. Sometimes, the positive drive for safety at work and a clean safety record with \$\$ bonuses can lead to the negative result of unreported and unrecorded accidents.

MODULE 5A: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work**13.2.11. Career Acquisition (Getting a Job)**

- E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
- Commitment
 - Communication
 - Dependability
 - Health/safety
 - Laws and regulations (i.e. Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
 - Personal initiative
 - Scheduling/time management
 - Team building
 - Technical literacy
 - Technology

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- E. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

Managing risk in the workplace.

Objectives:

- A. Define “workplace violence.”
- B. Describe factors that put teenagers at risk for violence on the job.
- C. Describe prevention strategies an employer may use to reduce risk of violence in the workplace.

MODULE 5B: INFORMATION SHEET

TO THE STUDENT: Read and study the following information sheet and then complete the student activities at the end of this module.

Introduction

“No arrests yet in attack on Pizza Hut Manager,” read the headline in a local newspaper. “A Pizza Hut manager was walking through the parking lot about 10:20 p.m. when he was approached by a man with a knife. The robber demanded the restaurant’s bank deposit money from the day and the manager’s wallet. But there was no deposit to be made and the manager only had \$19 in his wallet. The robber punched the manager in the face several times, leaving him with a swollen eye, split lip, and at least one loose tooth.”

“Taco Bell robbed” read another headline. “At 2:30 a.m. a robbery suspect pulled a handgun on an assistant manager, trapped him in the walk-in freezer, stole \$2,263 in cash, and smashed a surveillance videotape camera.”

Recently, violence in the workplace has received considerable attention in the popular press and among safety and health professionals. Much of the reason for this attention is the reporting of data by the National Institute for Occupational Safety and Health (NIOSH) and other organizations regarding the magnitude of this problem in U.S. workplaces.

Why should we discuss workplace violence? Violence is a substantial contributor to occupational injury and death, and homicide has become the second leading cause of occupational injury death. Each week, an average of 20 workers are murdered and 18,000 are assaulted while at work or on duty. The majority of these murders are robbery-related crimes. In addition, an estimated 1 million

workers are assaulted annually in U.S. workplaces. Nonfatal assaults result in millions of lost workdays and cost workers millions of dollars in lost wages.

The information in this module will focus on workplace violence and the safety measures companies employ to protect their workers. Although no single strategy will ever be appropriate for all workplaces, employers and employees must begin to change the way work is done in certain settings to minimize or remove the risk of workplace violence. Employers must change the way they think about workplace violence and shift from a reactionary approach to prevention, and acknowledge that workplace violence is an occupational safety and health issue.

After reading this module you should be able to:

- Define workplace violence.
- Identify occupations where workplace violence is clustered.
- Identify factors that increase the risk for workplace violence against teenagers.
- List and describe methods to minimize the risk of violence in the workplace.

What is workplace violence?

When we discuss “safety in the workplace” we immediately think of injuries from such hazards as falls, burns, cuts, etc. Workplace violence can be defined as *violent acts, including physical assaults and threats of assault, directed toward persons at work or on duty*. The basic categories of workplace violence include:

- Robbery-associated violence
- Violence by disgruntled clients, customers, patients, etc.
- Violence by coworkers, employees, or employers
- Domestic violence that finds its way into the workplace

Workplace violence is clustered in certain occupational settings: For example, the retail trade and service industries account for more than half of workplace homicides and 85% of nonfatal workplace assaults. Taxicab drivers have the highest risk of workplace homicides of any occupational group. Workers in health care, community services, and retail settings are at increased risk of nonfatal assaults. As the U.S. economy continues to shift toward the service sectors, fatal and nonfatal workplace violence will be an increasingly important occupational safety and health issue.

Risk factors for teens

According to NIOSH, 87% of working teenagers, ages 15-17, work in retail establishments (grocery stores, restaurants, and other retail stores) and in service-related occupations (healthcare facilities and recreation jobs). Because many young people work in these types of jobs and, that workplace violence tends to be

clustered in these areas, teenagers are at an increased risk for workplace violence. The specific risk factors are as follows:

- Interacting with the public
- Exchanging money
- Delivering passengers, goods, or services
- Working late at night or early in the morning
- Working alone or in small numbers
- Working with unstable or volatile people in healthcare, social service, or criminal justice settings
- Working in a community-based setting
- Working in high crime areas
- Guarding valuable property or possessions

Prevention strategies

Environmental Designs

- Implement cash-handling policies in retail settings such as using locked drop safes, carrying small amounts of cash, conducting regular cash “sweeps” of register drawers, and posting signs and printing notices that limited cash is available or exact change or credit/debit only transactions are accepted. It may also be useful to explore the feasibility of cashless transactions in retail settings through the use of machines that accommodate automatic teller account cards or debit cards.
- Physical separation of workers from customers, clients, and the general public through the use of bullet-resistant barriers or enclosures is used for retail settings such as gas stations and convenience stores, hospital emergency rooms, and ticket counters at movie theaters and sporting arenas. The height and depth of counters (with or without bullet-resistant barriers) are also important considerations in protecting workers, since they introduce physical distance between workers and potential attackers.
- Visibility and lighting are also important environmental design considerations. Make high-risk areas visible to more people and install good external lighting.
- Consider the number of entrances and exits to a building, the ease with which non-employees can gain access to work areas because doors are unlocked or propped open, and the number of areas where potential attackers can hide.
- Security devices may reduce the risk for assaults against workers and facilitate the identification and apprehension of perpetrators. Examples include closed-circuit cameras, alarms, two-way mirrors, card-key access systems, and panic-bar doors locked from the outside only.

Administrative Controls

- Increasing the number of staff on duty may be appropriate in any number of service and retail settings. Work practices and staffing patterns during the opening and closing of establishments and during money drops and pickups should be carefully reviewed as are times when workers take out garbage, dispose of grease, store food or other items in external storage areas, transport or store money, and clock out at the end of a shift. Security experts have also suggested the use of security guards or receptionists to screen persons entering the workplace and controlling access to actual work areas.
- Policies and procedures for assessing and reporting threats allow employers to track and assess the potential for workplace violence. Policies should clearly indicate a zero tolerance of workplace violence and provide mechanisms by which incidents can be reported and handled. These policies should also include guidance on recognizing the potential for violence, methods for defusing or de-escalating potentially violent situations, and instruction about the use of security devices and protective equipment. Procedures for obtaining medical care and psychological support following violent incidents should also be addressed. Training and education efforts are clearly needed to accompany such policies.

Behavioral Strategies

- Training employees in nonviolent response and conflict resolution has been suggested to reduce the risk of volatile situations escalating to physical violence. To increase compliance with stated violence prevention policies, training should emphasize the appropriate use and maintenance of protective equipment, adherence to administrative policies, and increased knowledge and awareness of the risk of workplace violence.
- A workplace violence prevention program should include a system for documenting incidents, procedures to be taken in the event of incidents, and open communication between employers and workers.

CORPORATE SAFETY PRACTICES IN ACTION**SHEETZ CORPORATION****Company Profile:**

50 years old – Convenience Store

Privately held, family-owned

Corporate office located in Altoonah, PA

300 stores in 6 states

2.8 billion in sales

10,000 employees – 50% Full-time – 50% Part-time

Full-time employees work at least 32 hours and receive full benefits after 90 days

Part-time employees may receive full benefits after 2 years

Health benefits = 70% employer paid and 30% employee paid

Attendance points-based system in order to earn paid time off

Career ladder = Associate > Shift Supervisor > Assistant Manager > Store Manager

75% managers are promoted from within

New employee training = 53 hours computer-based and on-the-job

Corporate Safety Practices:

- 2 associates minimum scheduled each shift – 1 is a supervisor
- Windows not blocked with product – good visibility into and out of the store
- Well lit inside and out
- White and red colors used for the building – very bright
- Concrete parking lots – reflect light better
- In-house security guards visits stores
- Confidential help line for associates
- Safety/security manuals & check sheets before each shift
- Ongoing Safety Training Programs
- Security and safety posters prominently displayed
- Security systems--cameras, 2-way communication systems, silent alarms, security pendant tied to 24-hour store surveillance
- Crisis management plans/teams
- Survey associates twice a year
- Complimentary coffee to police
- Internal audits where liquor is sold
- Suspected shoplifting > call police

Results

- Robberies and assaults reduced
 - Employee turnover reduced
-

MODULE 5B: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the information sheet, complete the following activities.

Activity 1: Answer the following questions.

1. Define workplace violence.
2. List the four (4) basic categories of workplace violence.
3. List three (3) occupations where there is a higher incidence of workplace violence.
4. What are five (5) factors that put teenagers at risk for violence on-the-job?
5. Describe five (5) prevention strategies employer use to reduce the risk of violence in the workplace.

MODULE 5B: STANDARDS ADDRESSED IN THIS MODULE

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 - Communication
 - Dependability
 - Health/safety
 - Laws and regulations (i.e. Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
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 - Team building
 - Technical literacy
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1.5.11. Quality of Writing

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

Describe the role of government agencies in providing for a safe workplace.*

Objectives:

- A. Explain how lack of knowledge and skills can cause accidents and health hazards.
- B. Describe health and safety hazards that exist in the workplace.
- C. Explain the importance of the Occupational Safety and Health Act (OSHA).

MODULE 5C: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and complete the student activities at the end of this module.

Accident Prevention

Preventing accidents on the job is not something that individuals can do alone. It is and must be a cooperative effort among employees, and government. Not all accidents are the fault of the victim. Some are caused by the victim's environment.

The three-way partnership for safety

Until 1970, the responsibility for making workplaces safe was left to state governments. Workplace conditions had improved steadily during the twentieth century, but in the 1960's, accident rates suddenly began to climb. At the same time, new occupational diseases were being discovered. In 1970, there were about 14,000 worker deaths, and 2.5 million workers injured. An untold number were being made ill by the materials they worked with. Many workers feared they would lose their jobs if they complained to the government about the conditions. Others were not aware of the hazards in their workplaces. In response to these problems, Congress passed the Occupational Health and Safety Act.

This act set up the Occupational Safety and Health Administration (OSHA) to create health and safety standards for business and industry. The act also established each employer's legal responsibility to provide a safe and healthful workplace.

**(This is also CAPS Module 9, used with permission.)*

OSHA is the watchdog that checks businesses to make sure they are following the rules, but the system of safety and health regulation is actually a three-way partnership. OSHA receives much of its information about workplace conditions from employers and workers. The Administration encourages workers and employers to cooperate in making workplaces safer.

Government's role

The Occupational Safety and Health Administration (OSHA) was created by Congress in 1970 to determine safety and health standards for the world of work. OSHA decides what the lowest acceptable levels of safety will be. The agency's inspectors can force company officials to appear in court when they find workplaces that do not meet the minimum standards.

The legislation that created OSHA states that both employers and employees have responsibilities as well as rights. It says that each employer must provide a job site free from safety and health hazards. It also says that employees must obey the rules listed in the Occupational Safety and Health Act. For example, where required, workers must use protective equipment. For OSHA rules applicable to your job, see the OSHA poster at your job site.

The Environmental Protection Agency (EPA) is another government agency that makes our country safer for everyone. The EPA tries to protect the environment. By doing this, it protects our health. Reducing air and water pollution is one of the main goals of the EPA.

Many scientific groups wrote reports that showed the need to protect the environment. These scientists studied air pollution in large cities. They analyzed water pollution in rivers and lakes and found that pollution, which can cause serious diseases, had reached dangerous levels in some areas. As a result of these studies, the EPA was given certain powers. Among them was the power to limit the amount of smoke and fumes released into the environment by automobiles and factories.

Your right to know

In order for you to know if there are hazards in your workplace, you need to know the OSHA guidelines for your industry. Your employer must make these standards available to you. If you need more information on hazards, you can contact the National Institute for Occupational Safety and Health (NIOSH). This group collects data about accidents and illnesses and recommends new standards. The Institute does research into effects of new substances on workers. It also funds studies that examine links between chemicals and cancer.

What employers can do

Employers have a number of tools that they can use to ensure workplace safety. Principally, they can provide their employees with safety equipment and training and then back these efforts up with an enforcement program.

Employers should do more than teach employees the right way to do things. They should make employees aware of the consequences of doing things the wrong way--especially if those consequences include physical harm. Employees should also be provided with safety equipment--hard hats for work areas where falling objects might be a hazard, goggles or safety glasses for those working with cutting tools, and seat belts in any vehicles that must be driven on the job. Finally, use of both the procedures and the equipment should be enforced by supervisory personnel.

Employers can also take advantage of the services offered by safety specialists. They can consult with engineers to remedy safety problems with equipment. They can implement the recommendations of government inspectors who visit their facilities.

Correcting hazards

After the OSHA inspector has inspected the workplace and has evaluated the company's records, he or she meets with the representatives of the workers and management. This meeting is designed to point out hazards and suggest solutions. The inspector then reports to the OSHA area director, who decides if any citations for violations will be used. An OSHA citation states the nature of the hazard, what should be done about it, and the date by which it should be corrected. Employees then work with management to correct the problem.

What you can do

By law, employers must provide a workplace that is free of physical hazards. Dangerous conditions can occur, however, if workers or employers take shortcuts that bypass safety rules.

An employer can do only so much to protect his or her workers. After that, the workers must protect themselves. They must accept responsibility for their own safety.

Here are some minimal safety guidelines that you should observe on any job:

1. Use safety equipment provided. Sometimes, workers remove safety guards to make a task quicker or easier to do. For example, someone might lift the safety shield on a grinder for a better view of the substance in the machine. That exposes the moving parts, which can trap the worker's hand. This should be of more interest to you than it is to your employer. After all, if you are injured on the job, your employer can only lose money (to pay for your medical expenses or disability coverage). You, however, can lose your health – perhaps for a lifetime.
2. Know your equipment. This means more than knowing how to use a particular machine or tool properly. It means understanding its potential for harm and knowing what to do if anything does in fact go wrong. Some machines, especially older models, were not designed with safety in mind. Workers may be endangered, even though they are as careful as possible. Management should be notified about such situations.
3. Poor lighting. For anyone from a metal cutter to a gardener, poor lighting increases safety risks. In poor light, a gardener may not see the obstacles in the lawn mower's path. A metal cutter may not be able to guide the cutting tool correctly. Employers should be told if lighting is not adequate.
4. Poor ventilation. Fumes and dust in the air can endanger workers. The fumes from operating a gas forklift in an enclosed area can make workers sick. Adequate ventilation in the workplace is vital. When this is not possible, workers must wear breathing masks.
5. Know your limitations. Overcome them if you can. If not, accept them. By pushing yourself beyond your limits, you risk injuring yourself and possibly even others.

Use good safety habits

As you learn about your job, make safety skills a habit. Put on your safety equipment before you start work. Keep your work area free of clutter. Follow the safety rules posted by each machine. Be alert for possible hazards, and report any hazardous conditions to management. Show that you are concerned for the safety of others.

Learn your job and your workplace

To avoid accidents, learn all you can about your job. Do not be afraid to ask questions about a process you do not understand. Invest time in practicing the skills your job requires.

For more detailed information about the Pennsylvania Community and Worker Right to Know Act and Regulations, go to the Pennsylvania Department of Labor and Industry web site: www.dli.state.pa.us/landi/site/default.asp

For general information about the regulations for specific industries, see: www.osha.gov

The Employee Right-to-Know

OSHA Hazard Communication Standard (29 CFR 1910.1200)

The law requires that chemical manufacturers and importers...

- evaluate products and determine whether there are any health hazards associated with using them.
- communicate their findings via labels and Material Safety Data Sheets for each product they manufacture.

The law requires that your employer...

- establish a written Hazard Communication Program that explains exactly how he is going to inform you and your fellow workers about hazards and how to handle them. You should be able to see this program at any time.
- label products appropriately.
- obtain Material Safety Data Sheets (MSDS's) for all products with physical or health hazards. These documents should be kept in a place where you can easily refer to them.
- train you to identify and deal with hazardous materials and make you aware of any new hazards introduced into your work area.

Before you start any job, YOU should...

- read labels and MSDS documents.
- identify any hazardous materials and get the proper equipment to work with them safely.
- always use proper techniques to perform your tasks--and be familiar with emergency procedures.
- ask your supervisor when you have any questions.

Everyone--government, manufacturers, your employer--everyone wants you to be safe. That's why these laws were developed. But your safety is up to YOU. So take advantage of the law. Inform yourself, learn how to use chemical products safely, and be sure to exercise the little extra care that's called for.

EMPLOYEE WORKPLACE NOTICE
(NONMANUFACTURING EMPLOYEES)
WORKER AND COMMUNITY RIGHT TO KNOW PROGRAM

THE PENNSYLVANIA LAW 1984-159 - WORKER AND COMMUNITY RIGHT TO KNOW ACT PROVIDES FOR INFORMATION TO BE MADE AVAILABLE TO EMPLOYEES AND COMMUNITY RESIDENTS REGARDING HAZARDOUS SUBSTANCES INTRODUCED INTO THE WORKPLACE AND INTO THE GENERAL ENVIRONMENT BY EMPLOYERS SUBJECT TO THE LAW.

THIS INFORMATION INCLUDES:

WORKPLACE NOTICE - Employers must prominently post this notice informing employees of their rights under this law. This notice must be posted in every workplace at a location where employee notices are normally posted.

TRAINING - Employers must provide an annual education and training program to employees exposed to hazardous substances or hazardous conditions. The training program may be presented either in written form or in training sessions.

LIST OF HAZARDOUS SUBSTANCES - Employers must compile a list of all hazardous substances found in the workplace, including special hazardous substances and environmental hazards. This list must be posted in the workplace and must be updated annually. In addition, upon request, an employer must furnish to an employee a list of the hazardous substances used or produced in the employee's work area.

HAZARDOUS SUBSTANCE SURVEY FORM (HSSF) --The Hazardous Substance Survey Form is a document that provides a listing of the hazardous substances, special hazardous substances and environmental hazards found in the workplace.

ENVIRONMENTAL HAZARD SURVEY FORM (EHSF) --The Environmental Hazard Survey Form is a document that provides information regarding those hazardous substances emitted, discharged or disposed of from the workplace and designated by the Department of Labor and Industry environmental hazards. A copy of the Environmental Hazard Survey Form for a specific workplace may be obtained by contacting the Department of Labor and Industry.

MATERIAL SAFETY DATA SHEET (MSDS) -- The Material Safety Data Sheet is a document that provides detailed information on chemical substances. Any employee or employee representative has the right to obtain and examine an MSDS for any hazardous substance or hazardous mixture in the workplace. If the employee's request is made to the employer in writing, after five working days from the date the request is made, an employee can refuse to work with the substance if: (1) the employer fails to furnish the employee with an MSDS in his/her possession or (2) the employer fails to furnish the

employee with proof that the employer has exercised reasonable effort to obtain the requested material from the manufacturer, importer, supplier, distributor and Department of Labor and Industry.

LABELING -- All containers in the workplace containing hazardous substances, hazardous mixtures, single chemicals and mixtures must be properly labeled. The employer must ensure that each label, sign, placard or other operating instruction is prominently affixed and displayed on the container or port of a pipeline system, so that employees can easily identify the substance.

NONDISCRIMINATION -- Any employee who believes he or she has been discharged, disciplined or discriminated against by an employer for exercising his/her rights granted under the law has one hundred eighty days from the violation to file a written complaint with the Department of Labor and Industry, Right to Know Office.

The employees' rights as listed above are further defined in the Worker and Community Right to Know Act. For additional information, contact the Department of Labor and Industry, Right to Know website: www.dli.state.pa.us/landi/site/default.asp

MODULE 5C: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the above information sheet, complete these activities to demonstrate your understanding.

Answer the following questions:

1. Match the following terms with their definitions.

- | | |
|---------------------|---|
| _____ 1. OSHA | a. National Institute for Occupational Safety & Health |
| _____ 2. NIOSH | b. a visit to a work location to identify unsafe conditions |
| _____ 3. Penalty | c. Occupational Health and Safety Act |
| _____ 4. Inspection | d. a letter on unsafe conditions sent by an employee |
| _____ 5. Complaint | e. fines or prison terms |

2. What do you think the government should do to provide for your on-the-job safety?

3. What do you think your employer should do to provide for your safety?

4. What can you do to provide for your own health and safety?

5. Write two paragraphs about an accident you have seen. In the first paragraph tell what happened. In the second, tell what you think could have been done to keep it from happening. (Use the back of this page if needed.)

6. Write to your nearest OSHA office. Ask what a worker should do if unsafe working conditions or practices exist and have not been corrected at the worker's company.

7. Write to the EPA. Ask for information about how the agency works to protect the environment and your health.

8. Look around the room you are in. In the three columns below make a list of safe and unsafe conditions in this room. Make some suggestions to correct the unsafe conditions.

Safe Conditions	Unsafe Conditions	How to Correct

MODULE 5C: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work**13.2.11. Career Acquisition (Getting a Job)**

- E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
- Commitment
 - Communication
 - Dependability
 - Health/safety
 - Laws and regulations (i.e. Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
 - Personal initiative
 - Scheduling/time management
 - Team building
 - Technical literacy
 - Technology

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- D. Maintain a written record of activities, course work, experience, honors and interests.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.

- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

Describe the effect alcohol and drug abuse has on a job

Objectives:

- A. Explain the effect of drug and alcohol abuse has on a person while they work.
- B. Discuss the cost drug and alcohol abuse has on businesses.
- C. Discuss the solution to workplace substance abuse.
- D. Discuss workplace Drug and Alcohol policies and testing programs.

MODULE 5D: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and complete the student activity at the end.

Unsafe Behavior

What you put into your body can also lead to unsafe behavior on the job. Using alcohol or drugs such as tranquilizers, marijuana, or amphetamines can create any or all of the attitude and behavior problems, which could create this situation. Some people feel they can “handle” their liquor or drugs. The true fact is alcohol and drugs, even in a relatively small amount, affect people’s judgment.

Drugs and alcohol slow down reflexes and increase reaction time. They affect sense of balance and reduce ability to concentrate. A worker under the influence of drugs who is slipping from a ladder may not be able to react quickly enough to avoid the fall. Drugs and alcohol make workers less alert, more apt to fall asleep or to misjudge what they are doing. Some experts say that people who have been drinking cause 40 percent of all industrial accidents.

If an accident occurs, a person who has been drinking may have trouble escaping from the dangerous situation. She or he may not be able to think clearly and may be unable to get help. What might have been a simple injury can become more serious.

Common medications also create hazards. Cold and hay fever medications often contain substances that can make the user sleepy or less alert. The labels on these products warn people against driving or using heavy machinery while using the drug. If a person drinks alcohol while taking a cold remedy, the effects of the drug will be even stronger.

Cost to American Businesses

Today in the United States, 73 percent of drug users are employed, costing American businesses billions of dollars annually in lost productivity and health care costs. Due to higher employment rates and rising substance abuse, the chances that your organization employs one of these 8.1 million workers is greater today than it has been in the past several years. Studies reveal that employees who abuse drugs have a tremendously harmful effect on the workplace—they are more likely to have extended absences from work, show up late, be involved in workplace accidents, and file workers' compensation claims.

More and more employers have established substance abuse programs to respond to the problems created by drugs and alcohol in the workplace. These programs save organizations money, and in some cases, they save careers, families and lives. In an effort to raise awareness about the impact of substance abuse in the workplace, the U.S. Department of Labor (DOL) implemented Working Partners for an Alcohol- and Drug-Free American Workplace. This educational program helps employers develop and maintain an alcohol- and drug-free workplace.

As part of the Federal government's effort to address the issue of substance abuse in the workplace, the Drug-Free Workplace Act of 1988 was enacted as part of the series of drug legislation. This Act—in effect since March 18, 1989—requires contractors and grantees of Federal agencies to agree to provide drug-free workplaces as a precondition of receiving a contract or grant from a Federal agency.

The Effect of Drug and Alcohol abuse on the Work Place

The economic and human costs of drug and alcohol use are astounding. In fact, the National Institutes of Health recently reported that alcohol and drug abuse cost the economy \$246 billion in 1992, the most recent year for which economic data are available. In addition, numerous studies, reports and surveys suggest that substance abuse is having a profoundly negative affect on the workplace in terms of decreased productivity and increased accidents, absenteeism, turnover, and medical costs. Following are notable statistics that highlight the impact of substance abuse on the workplace:

- In 1990, problems resulting from the use of alcohol and other drugs cost American businesses an estimated \$81.6 billion in lost productivity due to premature death (37 billion) and illness (44 billion); 86% of these combined costs were attributed to drinking

Benefits of a Drug/Alcohol-free Workplace

Despite recent news reports about the increased use of drugs, particularly among young people, we continue to be encouraged that workplace substance abuse is a problem for which a solution exists. When the issue is addressed by establishing comprehensive programs, which often include a policy, education and training, testing, and access to

treatment through Employee Assistance Programs or other resources, it is a "win-win" situation for both employers and employees. The following examples are illustrative:

- One small plumbing company in Washington, D.C., the Warner Corporation, saved \$385,000 in one year by establishing a drug-free workplace program that included EAP services. The company attributed the savings to a decrease in the number of accidents, which resulted in lower workers' compensation costs and lower vehicle insurance premiums. Warner now has a waiting list of top-flight mechanics wanting to work in its drug-free environment, saving the company \$20,000 a year on personnel advertising costs. Additionally, the proportion of apprentices completing a two-year training course has increased from 25 percent to 75 percent, resulting in annual savings of \$165,000.
- In 1984, CSX Transportation, a freight railroad company, implemented Operation Redblock, a response to widespread violations of Rule G, which prohibits the use and possession of alcohol and drugs. The program's 4000 volunteers are trained to confront substance abusers, and if appropriate, refer them to the company's EAP. Since 1990, less than one percent of the drug tests administered to safety-sensitive employees have been positive.
- After implementing a comprehensive drug-free workplace program in response to a workers' compensation discount law, W.W. Gay Mechanical Contractors in Florida saved \$100,000 on workers' compensation premiums in 1990, and also has experienced increased productivity, reduced absenteeism, and fewer accidents.
- Only four years after implementing a workplace substance abuse program which included drug testing, Jerry Moland of Turfscap Landscape Care, Inc., in Chandler, AZ, says that his company is saving over \$50,000 a year due to increased productivity, fewer accidents, and less absenteeism and turnover.
- According to the American Management Association's annual Survey on Workplace Drug Testing and Drug Abuse Policies, workplace drug testing has increased by more than 1,200 percent since 1987. More than 81 percent of businesses surveyed in 1996 were conducting some form of applicant or employee drug testing. Likewise, the perceived effectiveness of drug testing, as assessed by human resources managers, has increased from 50 percent in 1987 to 90 percent in 1996.
- In 1995, the average annual cost of EAP services per eligible employee nationwide was \$26.59 for internal programs staffed by company employees and \$21.47 for external programs provided by an outside contractor, according to the Research Triangle Institute. These costs compare favorably to the expense of recruiting and training replacements for employees terminated due to substance abuse problems—about \$50,000 per employee at corporations such as IBM.
- The Ohio Department of Alcohol and Drug Addiction Services conducted a follow-up survey of 668 substance abuse treatment residents one year after

completing treatment. Findings indicated that absenteeism decreased by 89 percent, tardiness by 92 percent and on-the-job injuries by 57 percent.

Statistics such as these suggest not only that workplace substance abuse is an issue all employers need to address, but also, that it is an issue that can be successfully prevented. Taking steps to raise awareness among employees about the impact of substance use on workplace performance, and offering the appropriate resources and/or assistance to employees in need, will not only improve worker safety and health, but also increase workplace productivity and market competitiveness.

Establishing Workplace Alcohol & Drug Policies and Testing Programs

Considering that 70 percent of all illegal drug users are employed either full- or part- time (source: Working Partners), more and more businesses in recent years have established workplace drug & alcohol policies and testing programs. These programs are designed to promote drug- and alcohol-free workplaces.

The impact of drug and alcohol abuse in the workplace is significant and may directly drive up company costs related to health care costs, absenteeism, sick leave, overtime pay, insurance claims and workers' compensation. In addition, there are indirect costs of drug & alcohol use in the workforce that can impact a company's productivity and profitability. These costs include:

- Personnel turnover,
- Use of managerial time diverted to administering, reporting incidents,
- Damage to equipment, and
- Decreased productivity.

Although these reasons may be compelling to establish a drug & alcohol policies and testing programs, careful precautions should be taken to ensure your program is legal and does not conflict with regulations by your state's department of labor or violate an employee's privacy rights. In some states, substance abuse testing and particularly, random drug testing is not allowed.

Because state laws vary and no one drug & alcohol testing program fits every employers' needs, the person responsible for establishing a plan should ensure that the policy complies with all applicable state and federal requirements. According to legal experts, it's also advisable to provide advanced notice of the drug & alcohol testing policy to employees, whether or not it is required by the state.

Federal and state drug/alcohol testing laws contain requirements that are aimed at guarding against inaccurate test results and protecting an employee's privacy.

MODULE 5D: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the information sheet above, complete the following questions.

Answer the following questions.

1. Does the amount of alcohol or drugs a person has taken have any influence on whether it will affect their judgment?

Yes No

2. Drugs and alcohol affect an employee's _____.

3. Some experts say that people who have been drinking cause what percent of all industrial accidents? _____

4. Can common medications affect a workers judgment? Explain in a paragraph.

5. In the United States, what percent of drug users are employed? _____

6. Studies show that employees who abuse drugs have a tremendously harmful affect on the workplace. List four of these harmful affects.

7. What have employers done in response to the problems created by drug and alcohol in the workplace?

8. Drug and Alcohol programs save organizations _____.
9. Explain what the Drug-Free Workplace Act of 1988 does.

10. The National Institute of Health recently reported that alcohol and drug abuse cost the economy how much in 1992?

11. Even though statistics show an increase in drug use should we continue to be encouraged that there is a solution?
Yes No
12. The Warner Company saved how much a year by establishing a drug-free workplace?

13. After implementing a comprehensive drug-free workplace program W. Gay Mechanical Contractors in Florida saved how much in workers' compensation premiums in 1990?

14. What percent of businesses surveyed in 1996 were conducting some form of applicant or employee drug testing?

15. Is it advisable to provide advance notice to employees of drug and alcohol testing?
Yes No

MODULE 5D: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work

13.3.11. Career Retention and Advancement

- A. Evaluate personal attitudes and work habits that support career retention and advancement.

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)

1.1.11. Learning to Read Independently

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student Name: _____ Date: _____

Define diversity and harassment in the workplace.

Objectives:

- A. Define diversity in the broadest sense.
- B. Define workplace harassment.
- C. Describe the added value of diversity in the workplace.
- D. Describe individuals protected by Federal Laws.

MODULE 5E: INFORMATION SHEET

TO THE STUDENT: Read the following information sheet and complete all activities.

Introduction

Choosing a future career is one of the biggest decisions you'll make in your lifetime. There are many steps that you can take to explore careers and see if certain jobs are right for you. You can elect career and technical education courses, participate in job shadowing experiences and secure part time jobs to name a few. Each of these activities will provide you with feedback relating to your career choice. You'll learn if you like working with people or things, indoors or out, independently or as part of a team, and much more. You'll also start to learn about the people you'll work with in your chosen field. Quickly, you may discover that not everyone is just like you!

Perhaps you'll enter the military or select a college or technical school some distance from home. You may broaden your world perspective by selecting a career that will take you far from home or you may choose a career through which the world comes to you. Technology has made it possible for each of us to connect with individuals in foreign countries while seated in our own homes! Whether you choose to go or stay, you have packed a cultural bag that will impact the way in which you interact with others. Your challenge is to leave room in that bag for new experiences and attitudes. Appreciating and understanding differing cultures is an asset in today's global economy.

But, workplace diversity is not limited to cultural diversity. Technology has also made it possible for many different individuals to share the same workplace. Years ago, a wheelchair bound individual could not physical enter some businesses and industries. The mentally challenged weren't expected to obtain financial independence. The elderly retired at age 65. Times have changed and you will meet a

diverse group of individuals working towards common goals in businesses and industries across the United States as well as throughout the world. You will be part of a unique and diverse workforce!

Diversity in the workplace covers race, gender, age, language, ethnicity, national origin, sexual orientation, disability and religious belief. Diversity also refers to the other ways in which people are different, such as educational level, life experience, work experience, socio-economic background, physical appearance, values, beliefs, personality, marital status, lifestyle and family responsibilities.

Successful organizations and individuals value diversity. Employers recognize and reward those who do so. The law often punishes those who don't.

This Module will cover diversity basics. You'll define diversity in the workplace and recognize advantages to a diverse workforce. You'll also define discrimination and review federal laws prohibiting discrimination. Finally, you'll have the opportunity to design some diversity awareness activities, which you may choose to carry out some day.

The Problem and Its Consequences

The United States is becoming increasingly diverse. Once referred to as the great "Melting Pot" the United States is now likened to a salad where each ingredient remains distinct, even when combined with several others. Individuals are discovering the value that their individual characteristics add to organizations and want to be recognized for those unique contributions.

Unfortunately, not every employee or business follows policies and procedures that demonstrate value for diversity. Major companies have faced large discrimination lawsuits that might have been avoided if managers and employees had recognized sometimes seemingly innocent remarks and actions that were hurtful, discriminatory and eventually costly. Discrimination can lead to stress, ill health, and lawsuits. All of which cost a company loss of productivity, quality, and thousands of dollars.

The Challenge and Value of Workplace Diversity

Workplace diversity has two challenges. One is ensuring that management and employees recognize the value of diversity and the other is managing diversity. Employers must meet both challenges in order to provide a productive, non-threatening environment for employees.

One of the United States' greatest strengths is its diversity. Yet, not everyone embraces diversity. Some individuals fear those who appear different than them in some manner. Workplace diversity involves recognizing the value of individual differences. As a student enrolled in a school-to-work program you will have a greater sense of belonging if, at the workplace, supervisors and coworkers recognize the value that you

bring to the team. You will also need to discover and appreciate the value that each coworker and supervisor brings to the team.

The second challenge for workplace diversity is managing diversity. Successfully managing diversity means creating an environment that values and utilizes the contributions of people with different backgrounds, experiences and perspectives. Employers need to develop people management skills that celebrate the diversity represented in their workplace. They need to recognize the contributions that a diverse workforce makes in generating new ideas and ways of doing things. Employers also need to educate and reward employees who demonstrate an understanding of and value for diversity. As a student participating in a school-to-work program you will want to make every effort to understand your employer's diversity programs, policies and rewards.

Some advantages of valuing diversity in the workplace are:

1. A diverse workforce gives businesses a broader range of ideas and insights to draw on when making decisions and developing policies.
2. A diverse workforce will understand its clients better and have more insights to many markets, which will lead to improved service.
3. Recruiting and training costs are reduced. When potential workers find a diverse workforce that meets their needs and vision they are attracted to and discover great personal and professional growth at that workplace; thus, many businesses can reduce recruiting and hiring efforts. When satisfied workers remain, training costs may be reduced as corporate knowledge and expertise are maintained.
4. Productivity is enhanced when employees interact more effectively with one another.
5. Managers and supervisors will be encouraged to develop overlooked talent.

What is discrimination?

When individuals and employers fail to value diversity discrimination may occur. Discrimination can be a positive choice. For example, an artist can discriminate or distinguish between a wide variety of painting techniques. But for most individuals, the word discrimination has a negative context. In this sense, discrimination means favoring one group over another and displaying prejudice. Discrimination takes many forms. It may mean not hiring or promoting individuals due to personal qualities such as race, color, age or weight. In most cases discrimination is illegal.

Workplace Harassment is a specific kind of discrimination. It occurs when someone at your workplace says or does something to make you feel uncomfortable or intimidated. State and federal laws prohibit discrimination in the workplace for race, sex, pregnancy, religion, color, age, national origin, and disability. Some state and

city governments protect against harassment relating to marital status, sexual orientation, medical condition and physical appearance.

Sexual Harassment is a specific kind of workplace harassment that has drawn a good deal of attention in recent years. Basically, there are two types of sexual harassment. Quid pro quo is a Latin term meaning this for that. One example is a supervisor requesting a sexual favor of an employee in return for a promotion or favorable job evaluation. The second type is hostile environment. This could be offensive pictures and cartoons posted in an office or vulgar language and sexual innuendos. The Supreme Court states that in order for sexual harassment three elements must be present: 1. There is un-welcomed sexual behavior, 2. The employer must have actual or imputed knowledge of the behavior, and 3. Job opportunities or a hostile environment must be involved. Both men and women can experience sexual harassment. As with any type of harassment, sexual harassment is illegal and should be reported to one's supervisor.

Federal Laws Prohibit Discrimination

Discrimination is not new to the workplace and numerous laws have been developed to protect individuals and strengthen our nation. What follows is a summarization of some key legislation that has impacted diversity in the workplace.

The Smith-Hughes Act (Passed 1917)

This Act funded vocational education (currently known as career and technical education), not only for the disabled, but for others as well.

Vocational Rehabilitation Act of 1943

Restorative services were provided for the physically disabled and provisions were made for the mentally handicapped and mentally ill.

Vocational Rehabilitation Act Amendments 1965

These amendments provided funding for innovative programs serving the severely disabled, created a broader base of services including individuals with socially handicapping disabilities and eliminated economic need for services.

The Equal Pay Act of 1963 (Effective 1968)

This Act was an amendment to the Fair Labor Standards Act and it requires the same pay for men and women doing equal work requiring equal skill, effort and responsibility under similar conditions in the same workplace.

The Age Discrimination Act (ADEA, Effective June, 1968)

This Act prohibits age discrimination in hiring, referral, classification, pay, and other terms/condition of employment for those between age 40 and 65. Without this Act,

businesses are tempted to force older employees with the largest salaries, most costly health care and most expensive retirement plans into early retirement so that they can hire new employees at entry-level wage, benefit and retirement plans. The 1978 Amendments to ADEA (Public Law 95-256) abolished mandatory retirement policies up to age 70. It also prohibited discriminating against employees age 40 through 70. The 1986 Amendment to ADEA abolished mandatory retirement after age 70 and The 1990 Older Workers Benefits Protection Act (Effective 1991) provided additional protection for workers being forced into early retirement.

Executive Order 11246, as Amended (Effective October 14, 1968)

This order prohibits employment discrimination based on sex as well as color, race, religion or national origin by federal contractors or subcontractors and contractors who perform work exceeding \$10,000. Employers are required to state in all advertising that they are affirmative action/equal opportunity employers.

Title VII of the Civil Rights Act of 1964, as Amended by the Equal Employment Opportunity Act of 1972

Discrimination based upon sex, as well as race, color, religion, and national origin by employers of fifteen or more employees, public and private employment agencies, labor organizations with fifteen or more members, and labor-management apprenticeship programs. Discrimination based on any of those listed declared unlawful in hiring, firing, wages, fringe benefits, classifying, referring, assigning, or promoting employees; extending or assigning use of facilities; training/retraining or apprenticeships; or any other terms, conditions or privileges of employment. The Equal Employment Opportunity Commission has issued guidelines banning advertising and classifying positions as men/women or male/female jobs. Also, guidelines prohibit employers from excluding from employment an applicant or employee because of pregnancy.

Title IX, of the Educational Amendments of 1972

This legislation protects students, faculty and staff in federally funded education programs. Title IX applies to all elementary and secondary schools, colleges and universities. It also applies to programs and activities affiliated with schools that receive federal funds (such as internships and school-to-work programs). Sexual harassment is a form of prohibited sex discrimination, and both students and teachers are protected from sexual harassment may recover monetary damages. Title IX prohibits sexual harassment in all school programs and activities in school facilities or in other locations when the school is the sponsor of the activity. Both male and female students are protected from harassment regardless of who is committing the harassing behavior. In addition, schools may not discriminate against an enrolled student in academic or non-academic activities because of pregnancy, birth of a child, false pregnancy, miscarriage, or termination of pregnancy unless the student opts to participate in an alternate, comparable activity.

Rehabilitation Act 1973

The Rehabilitation Act's purpose is to "promote and expand employment opportunities in the public and private sectors for handicapped individuals," through the elimination of discrimination and affirmative action programs. Employers covered by the act include agencies of the federal government and employers receiving federal contracts over \$2500 or federal financial assistance.

American with Disabilities Act 1990

The American with Disabilities Act (ADA) was enacted to eliminate discrimination against those with handicaps. It prohibits discrimination based on a physical or mental handicap by employers engaged in interstate commerce and state governments. The type of discrimination prohibited is broader than that explicitly outlined by Title VII.

The Uniformed Services Employment and Reemployment Rights Act of 1994 (significantly updated in 1996 and 1998).

This Act provides reemployment protection and other benefits for veterans and employees who perform military service. It clarifies the rights and responsibilities of National Guard and Reserve members, as well as their civilian employers. It applies almost universally to all employers including the federal government—regardless of the size of their business.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The Health Insurance Portability and Accountability Act (HIPAA) applies to employer-based and commercially issued group health insurance only. HIPAA is the only federal law that directly addresses the issue of genetic discrimination. There is no similar law applying to private individuals seeking health insurance in the individual market. The law prohibits group health plans from using any health status-related factor, including genetic information, as a basis for denying or limiting eligibility for coverage or for charging an individual more for coverage, limits exclusions for preexisting conditions in group health plans to 12 months and prohibits such exclusions if the individual has been covered previously for that condition for 12 months or more, states explicitly that genetic information in the absence of a current diagnosis of illness shall not be considered a preexisting condition and doesn't prohibit employers from refusing to offer health coverage as part of their benefits package.

Executive Order, February 8, 2000

U.S. President Clinton signed an order prohibiting every federal department and agency from using genetic information in any hiring or promoting. This executive order prohibits federal employers from requiring or requesting genetic tests as a condition of being hired or receiving benefits. Employers cannot request or require

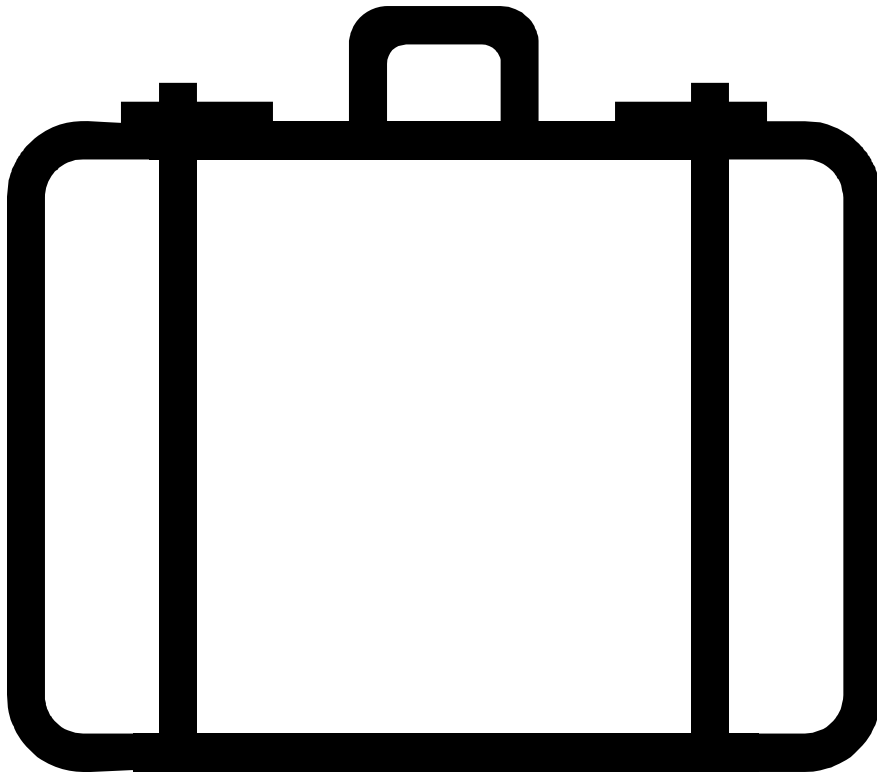
employees to undergo genetic tests in order to evaluate an employee's ability to perform his or her job; prohibits federal employers from using protected genetic information to classify employees in a manner that deprives them of advancement opportunities. Employers cannot deny employees promotions or overseas posts because of a genetic predisposition for certain illnesses, and provides strong privacy protections to any genetic information used for medical treatment and research. Under the EO, obtaining or disclosing genetic information about employees or potential employees is prohibited, except when it is necessary to provide medical treatment to employees, ensure workplace health and safety, or provide occupational and health researchers access to data.

MODULE 5E: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the information sheet above, complete the following activities.

Activity 1: Personal Diversity Suitcase

Write in the suitcase below behaviors, beliefs, values, and facts that describe your own cultural bag. For example, honor student, speak fluent Spanish, live with extended family, age 17, etc.



Activity 2: Do you value diversity?

Directions: Write brief responses to the following questions.

1. List five phrases or terms commonly used and understood by you and your friends.
2. Identify which of the above phrases an older adult or foreigner at your workplace would not understand. Describe how language might create barriers in the workplace.
3. Identify any slang or workplace jargon that was new to you when you began your current job. Describe how you adapted to appropriately using the new terms.
4. Describe clothing or personal style choices of your co-workers and how those choices impact your working relationships. If the impact is negative, how might this barrier be removed?
5. Imagine a school or workplace celebration in which individuals contribute the food to be consumed. Describe your willingness to try foods that are new to you. How does your response indicate your value of diversity? In what situations might it be best for you NOT to sample certain foods and beverages?

Activity 3: Is it Discrimination?

Directions: Review the following cases and mark those reflecting discrimination True and those that do not indicating any discrimination as False.

_____ Case 1: Larry receives and forwards an email at work titled “25 Ways Beer is Better Than Women”. Several women receive the email message and report to their supervisor that the message was derogatory and offensive to most women.

_____ Case 2: Susan has been a successful news anchor for a local TV station for 25 years, but lately her work has not been up to par. She has not adapted well to new technology and it is impacting her on-air performance. Her supervisor arranged for private tutoring in an effort to help Susan adapt to the new technology, but Susan has made little progress. Susan was fired due to poor performance and a younger, much more attractive news anchor was hired to replace Susan.

_____ Case 3: Steve and his co-workers have made a hobby of telling “Redneck” jokes, always trying to outdo one another. The jokes are outrageous, but are limited to lunchtime conversation. The group dines in a private area, not available to customers and the general public.

Activity 4: Creating Diversity Awareness

1. Describe, in a few sentences, how you might create a non-sexist “Career Fair” for your school.
2. Plan a “Disability Program” for your school to enhance awareness of the contributions physically and mentally challenged individuals make to their workplaces. Who will you invite to speak to students? What technology might participants demonstrate for students in your school?
3. List the accommodations your school and/or employer have made for those who are physically challenged. Evaluate those accommodations by designing and completing a “Wheelchair Obstacle Course” intended to test your skill in locating and utilizing available accommodations. Your obstacle course should include the challenge to complete tasks encountered by individuals on a daily basis.

Answers to Activity 2-1: 1.True. In 1995 a major U.S. Corporation had to pay a large fine when female employees complained about this offensive email. 2.False. Although a younger worker was hired, Susan was fired for poor performance, not age. 3.False. Although the jokes may be distasteful to many, no one is forced to join the lunch group and listen to or participate in the discussion. This situation could easily escalate and become offensive so supervisors should carefully monitor the situation.

References:

Farmer, Edgar I. (2001). Course Packet WF ED 450. University Park, PA: The Pennsylvania State University

Henderson, George (1994). Cultural Diversity in the Workplace: Issues and Strategies. Westport, CT: Praeger Publishers.

<http://www.gottrouble.com/legal/employment/harassment.html>

<http://www.jagcnet.army.mil/JAGCNETInternet/Homepages/AC/Legal%20Assistance%20Home%20Page.nsf/0/3e164b2308f7dee6852568ad00205ee4>

http://www.law.cornell.edu/topics/employment_discrimination.html

http://www.ornl.gov/sci/techresources/Human_Genome/elsi/legislat.shtml

<http://www.shrm.org/books/investigatingharassment/excerpt.asp>

MODULE 5E: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work

13.3.11. Career Retention and Advancement

- A. Evaluate personal attitudes and work habits that support career retention and advancement.
- C. Evaluate conflict resolution skills as they relate to the workplace.
 - Constructive criticism
 - Group dynamics
 - Managing/leadership
 - Mediation
 - Negotiation
 - Problem solving

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)

1.1.11. Learning to Read Independently

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.