

# Safety Policies and Procedures

## Competency Development Activities

### Competency Definition

Knowledge of occupational safety and health protocols and requirements (e.g., lifting techniques, blood-borne pathogens, safety hazard identification).

### Developmental Activity Levels

#### All (A)

*Applies to all competency levels*

#### Beginner-Basic Knowledge (B)

*A person at the Beginner-Basic Knowledge level has limited experience applying the competency. He/she applies general knowledge in common situations but has limited practical experience in applying the competency in a work environment presenting more complex situations.*

#### Mid-level (M)

*A person with mid-level proficiency has applied the competency repeatedly and successfully in the performance of his/her job but still has much to learn about the advanced aspects or behaviors associated with the competency. A person at this level can usually apply the competency on his/her own.*

#### High (H)

A person at the High level has extensive knowledge of and experience with this competency and can apply the competency exceptionally well on the job without assistance. At this level one is an expert and has enough experience to teach the competency to others.

### Articles, Books, and Websites

#### **H** [OSHA Technical Links to Safety and Health Topics](#)

This page includes a comprehensive index of safety and health topics from the key government agency responsible for safety policy.

### Activities

**A** Keep a log of safety questions and problems that others ask you for assistance with. Analyze what you were able to help with to determine what your strengths and weaknesses are.

**B** Volunteer to be a trainer on an area of safety policy. You can learn more about the safety

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policy and share your knowledge with your colleagues.

**B** Shadow individuals with a reputation for respectful treatment of travelers and observe the ways in which they work with their travelers.

**B** Talk with others to better understand how they have dealt with travelers who have expressed concerns or complaints about privacy (i.e., share success stories).

**M** Prepare and deliver a presentation on a critical safety policy or procedure during a daily briefing.

**H** Observe security checkpoints, both passenger and baggage, to see how safety policies are implemented on a practical level.

**H** Organize planning sessions with your staff to elicit ideas for how to better demonstrate sensitivity to travelers' privacy concerns without sacrificing security.

**H** Set up data-gathering processes for collecting information on safety issues and risks throughout baggage and passenger screening operations.

#### **Coaching Suggestions for Managers**

**M** Have staff members interview travelers to identify their privacy-related concerns and issues and to elicit their suggestions for more effectively addressing those concerns and issues.

**M** Organize reviews with your team to rigorously test your enforcement of the safety policies and procedures. Use these sessions to compare notes and find potential flaws before they have serious impact on safety and health.

**M** Create a quiz on safety policies and procedures. Make it a competition among the supervisors, screeners or other appropriate audiences.

**H** Ask your team members to keep you up to date when they become aware of safety concerns and solutions. Discuss ideas and support experiments, to the extent possible within the SOPs, with new safety procedures or approaches.

**H** Ask staff members to generate ideas for improving the ways that TSA screening personnel respect the privacy of individual travelers while conducting their screening activities.

**H** Have staff members debrief situations in which travelers expressed concerns about, or experienced problems with, TSA's respect for their privacy or civil liberties. Focus the discussion on strategies to minimize travelers' concerns. Provide a positive message to the team outlining the key learnings and improvements.

**H** Organize safety forums in which each team member takes a turn at educating his/her peers

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about a new approach, tool, process or technique.

**H** Assign responsibility for analyzing and addressing key safety issues or problems within local operation.

**H** Assign staff member to be a trainer on an area of safety policies so that they can learn more about the safety policy and train others.