

WELCOME – STEP 1

1. Welcome to the July Safety Toolkit – Stop Work Authority. You play an important role in the health and safety across the company, and we thank you for your contribution! Without your focus and dedication to making safety a priority, our people would suffer, our clients would suffer, and our families would suffer. We hope you find the safety tools provided in this Toolkit and in Toolkits like this in the coming months as just some of the many resources afforded to you to communicate Stop Work Authority. As always, the work you do matters, and we are so grateful to have you on the team!

HOW TO USE THIS SAFETY TOOLKIT

1. Supervisor/Lead Script – Start Here! Way to go! Now keep reading and you'll be all set. This script sets you up for success.
2. Supervisor/Lead PowerPoint – Use this as a training moment for your team. Everything you need to know and communicate for each slide is contained in this script! Skip ahead if you are ready to give this training to your team. It's always a good time to learn about Stop Work Authority. The presentation should last about 45 minutes depending on group participation.
3. Teaching Tool – We have included a Stop Work Authority Quiz and Answer Key to test your knowledge.
4. Site Communication Poster – A PDF version of the monthly infographic if you would like to display it at your workplace.
5. Sign-In Sheets – Please complete this form when completing Stop Work Authority training and turn-in to the appropriate point of contact as a record of training.
6. What's next? – Use this QR code for yourself AND share it amongst everyone on your team for additional safety resources based on the theme of Stop Work Authority Look for Interactive resources, recommendations for phone apps, checklists, handouts, and more. Check it out!



SUPERVISOR/LEAD POWERPOINT SCRIPT – STEP 2

NOTES ON THESE SLIDES:

- KLP: Key Learning Point (objective of the slide)
- F: Facilitator

Slide 1: Title Page (30 Seconds)

KLP: You set the tone. If you believe safety is important, the audience will believe safety is important.

The facilitator opens the session by welcoming everybody to the training and noting the monthly focus – Stop Work Authority.

F: Today's task is to attend training on Stop Work Authority. Cell phones should be turned off or silenced during this training. If you need to take a call, please go to (designated area), take the call, and return as soon as possible. {Address any other important announcements or business now.}

Slide 2: Housekeeping (1 Minutes)

KLP: Opportunity for a HSE (Health Safety and Environmental) Moment

F: Prior to training, determine if any fire drills are planned and the response expected from the facility and muster points if alarms should go off. It is important to remind employees that should they need to leave the location at any time, they should inform the Facilitator because, in the event of a fire incident, we need to know their whereabouts. This is an opportunity right at the start of the day to brief the employees on HSE procedures in general for the running of the training course. [If your job site is outdoors, do not overlook this safety moment. Adjust the plan in the event of a job site fire.]

F: Hello Team, I have verified with the HSE department and have confirmed that there are no Fire Drills or Emergency Drills scheduled for today. If we hear an alarm, we will follow site protocol for emergency response.

F: {Point out the fire exits and muster point}

F: Once we are at the muster points, we will do a role call to account for all attendees.

Slide 3: Presenter (2 Minutes) & Introductions (5 Minutes)

F: {This is your moment! This is a chance to visibly “Walk the Talk”}

Share:

- Your personal experience of safety and impact on the company.
- Importance of making the most of this opportunity to think about the importance of HSE and discuss with employees.
- Appreciate that you are a leader and that you make an impact.
- Importance of taking personal responsibility to make a positive impact.
- You get out of this training what you put into it.
- HSE matters to our company.
- The safety program is going to help people feel empowered and take the initiative to improve their own HSE performance through proactive attitudes and behaviors.

You may wish to share:

- A story of your experience in the safety program and how it has changed the way in which you behave.
- Some lessons learned from an incident when you have been involved in the investigation, highlighting the devastating impact that accidents have on people’s lives, or you can describe your experience of being involved in an environmental incident. How did this affect the company, and more importantly, affect the lives of others not working for the company?

F: Go around the room and ask everyone to give their name and what their position is. {Wait for their responses, smile, and nod as they participate. Be careful about timing here---if you ask an additional intro question of the participants and give a long-winded answer yourself, your participants will follow with long stories/explanations, and you can accidentally take up a lot of time.}

Slide 4: Why am I here? (1 Minute)

F: Each one of us is the last line of defense to protect workers from injury or the environment from damage, should management systems and collective protections fail. Supervisors and workers are the KEY to HSE. We can promote or destroy the HSE climate through our own behavior and how other workers perceive it.

F: Supervisors and workers are responsible for enforcing safety rules. Regardless of our position, employment status, or background, everyone is responsible for HSE, and everyone can be a HSE leader by demonstrating positive attitudes and behavior.

Slide 5: What is Stop Work Authority? (2 Minutes)

F: Stop work is the authority and obligation to suspend work when health, safety, and environmental risks are not understood or have not been clearly established.

F: Stop Work Authority empowers any employee to stop work without fear of retaliation if they observe an action or activity they believe to be unsafe. It is the link between psychological safety and physical safety, allowing employees to share their perspectives in a respectful and inclusive environment without fear of negative consequences. For Stop Work Authority to be effective, employees must understand this enables them to speak up, and it is their responsibility to do so.

F: It is designed to provide employees and contract workers with the responsibility and obligation to stop work when a perceived unsafe condition or behavior may result in an unwanted event.

F: Workers have the right to refuse to perform dangerous work and, if they do so, are protected against employer retaliation.

Slide 6: Management Support (3 Minutes)

F: The OSHA general duty clause, Section 5(a)(1) of the Occupational Safety and Health Act, requires that each employer furnish to each of its employees a workplace that is free from recognized hazards that are causing or likely to cause death or serious physical harm.

F: Senior Management is responsible for creating a culture that promotes Stop Work Authority and for establishing clear expectations and responsibilities. They are also responsible for demonstrating support for using Stop Work Authority without the potential for retribution. They should resolve Stop Work Authority conflicts when they arise and hold employees and contractors accountable for full compliance with the Stop Work Authority program.

F: Supervisors and Managers should promote a culture where Stop Work Authority is freely exercised - where Stop Work Authority requests are honored and resolved before resuming operations. They should also ensure the necessary stop work follow-up is completed.

F: The Safety Department is responsible for providing training, support, documentation, and monitoring compliance of the Stop Work Authority program.

F: Company employees and contractors are responsible for initiating stop work (in good faith) and support stop work initiated by others.

Slide 7: Stop Work Authority Process (1 Minute)

F: Stop Work Authority should be initiated for conditions or behaviors that threaten danger or imminent danger to workers, equipment or the environment.

F: Situations that warrant a Stop Work Authority may include, but are not limited to the following:

- Alarms
- Change in conditions
- Changes to scope of work or work plan
- Emergency
- Equipment used improperly
- Lack of knowledge, understanding or information
- Near-miss incident
- Unsafe conditions

Slide 8: Step 1 (2 Minutes)

F: When an employee or contractor perceives conditions or behaviors that pose an imminent danger to workers, equipment, or environment he or she must immediately initiate a stop work intervention with the workers potentially at risk.

F: If the supervisor is readily available and the affected workers, equipment, or environment is not in imminent danger, coordinate the stop-work action through the supervisor. The stop work action should be clearly identified as a stop work action and initiated in a non-combative manner.

Slide 9: Step 2 (1 Minute)

F: Notify affected personnel and supervision of the stop work action.

F: If necessary, make the area(s) as safe as possible by removing personnel and stabilizing the situation.

Slide 10: Step 3 (2 Minutes)

F: Affected personnel will discuss the situation and come to an agreement on the appropriate stop-work action.

F: If all parties come to an agreement the condition or behavior is safe to go ahead without modifications, (e.g., the initiator was unaware of certain information or circumstances), the affected persons should show appreciation to the Stop Work Authority initiator for their concern and then resume work. The Stop Work Authority is complete at this point and no further steps are needed.

F: If it is decided and agreed the Stop Work Authority is valid, A Stop Work Issuance Form will be completed. The conditions or behaviors that pose threats or imminent danger to person(s), equipment or the environment must be completely resolved before restarting work.

Slide 11: Step 4 (1 Minutes)

F: Modifications to the affected area(s) will be made according to the corrections outlined in the Stop Work Issuance Form. The affected area(s) will then be inspected by qualified experts to verify completeness of the modifications and to verify all safety issues have been properly resolved.

F: The completion of modifications will then be noted on the Stop Work Issuance Form.

Slide 12: Step 5 (1 Minutes)

F: The affected area(s) will be reopened for work by personnel with restart authority. All affected employees and contractors will be notified of what corrective actions were implemented and that work will recommence.

F: In the event an employee still believes it is unsafe, they will be assigned to another job with absolutely no retribution.

Slide 13: Step 6 (2 Minutes)

F: Managers will provide the root cause analysis to the stop-work action and identify any potential opportunities for improvement. The Safety Manager will publish the incident details regarding the stop-work action to all Managers and employees outlining the issue, corrective action, and lessons learned. Management will promptly review all stop work reports to identify any additional investigation or required follow-up.

F: All stop-work interventions should be documented using a Stop Work Issuance Form for lessons learned and corrective measures to be put into place and should be reviewed by a supervisor or manager to determine quality of interventions and follow-up, trend common issues, identify opportunities for improvement, and facilitate sharing of learnings.

Slide 14: Intervention (2 Minutes)

F: When we have a safety climate where intervention is expected, accepted, and even welcomed, there are several benefits for all of us as follows:

- When we all look out for each other, we increase the likelihood of incidents being prevented.
- When we feel empowered to stop work if a safety risk exists, we are less likely to hesitate to intervene
- Similarly, hazards are less likely to be overlooked
- And when all the above is happening, we cannot help but create a positive impact on the safety climate, leading to enhanced safety performance and ultimately, our goal of becoming a 100 percent accident-free workplace!

Slide 15: Intervention – Challenging Hazardous Situations (3 Minutes)

F: If you see something hazardous or someone doing something unsafe, intervene, but make sure you do so in the right way.

- Choose the right moment – choosing the wrong moment when the worker is in the middle of a hazardous part of the job or distracted may increase rather than reduce the risk. Don't wait for the next day either, as it would be too late.
- Be specific and discreet – being specific avoids misunderstandings which may reduce the effectiveness of your intervention. Being discreet avoids embarrassment to the worker and confrontation and resistance due to loss of pride. Don't scream at the top of your lungs.
- Ask the right question in the right way (with the right amount of respect: don't assume but be inquisitive) – some questions will open the conversation and make the worker feel valued rather than threatened. People will understand you just want to help them.
- Summarize – When you reach an agreement on a solution, ask the worker to summarize it to indicate their commitment to a change in behavior. This will be easy to achieve if steps 1-3 above are done well. In this case, you know you left a product of intervention behind.

Slide 16: The Right Question (3 Minute)

F: If we involve each other in finding answers or solutions to safety problems, we will be more likely to achieve positive behavioral change. The right question will get the worker involved in the solution and make behavioral change more likely.

F: Open questions are best, such as 'Can you tell me what's involved with this task' or 'Can you describe how this task is carried out'. Open questions identify triggers for unsafe behavior and allow safety issues to be resolved before any loss has occurred. Open questions neither blame nor finger point the person. We are not safety policemen, and we don't want people to run away.

F: Avoid closed questions such as “Are you doing this job correctly”? Closed questions elicit a simple yes or no answer and finish the conversation before it even starts. Similarly, “Why” and “Do” questions for intervention may seem threatening. “What about trying...” is softer.

Slide 17: Stop Work Authority - Video (0:00 Minutes)

VIDEO – 3:16 Min

(Click play to play clip)

Slide 18: Effective Communication (2 Minutes)

F: Effective communication doesn’t just depend on the words we say. The information you display through tone of voice and body language will have a large impact on how the other person perceives the communication.

F: People will make an observation and form a perception in the first few seconds of an interaction. How the person perceives the conversation can have a direct impact on how the person responds to the communication.

F: For effective communication, we need to recognize others’ body language and be self-aware of our own body language.

Slide 19: One Team

F: Questions?