

## WELCOME – STEP 1

Welcome to the December Safety Toolkit – *The Importance of Safety!* 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 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 *The Importance of Safety*. 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 *The Importance of Safety*.
3. OSHA Training Resources – This is a helpful link and great resource for topics and techniques on OSHA training.
4. Teaching Tool of the Month – Toolbox Talk How-To Instruction. There are SO many Toolbox Talks available on the internet, but none of them replace the talk given by you or by someone on your team. Use this handout to help develop your own Toolbox Talk and encourage your team to take ownership in developing Toolbox Talks as well. Educate. Engage. Empower.
5. Sign-In Sheets – Please complete this form when completing *The Importance of Safety* 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 *The Importance of Safety*. Look for Interactive games, 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

**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 – *The Importance of Safety*.

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

### Slide 2: Housekeeping

**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, don't 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

**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.

### Slide 4: Why is Safety important?

**F:** Ask the employees: “Why is safety important?”

{Wait for their responses, smile, and nod as they participate.}

Answer: So that everyone goes home safely at the end of every day.

**F:** Ask the employees: “What are the benefits of working in a safe work environment?”

Answer: Working safely protects workers from injury and illness. Lowers injury/illness costs. Reduces absenteeism and turnover. Increases productivity and quality of products. Raises employee morale.

### Slide 5: Sharing Stories

**F:** Thank you for your participation!

**F:** Why do we share stories? {This question leads to the necessity to speak to each other about experiences that may influence our perception of risk and therefore our behavior. This is the way we can influence others in looking at risk differently and changing their behaviors. After collecting a few answers, thank them and ask further}

**F:** Has anyone here experienced an accident or seen a close friend get hurt? The next slide is we will play a video of someone sharing their story. A story that nobody wants to be telling.

### Slide 6: The Cost of Accidents

**F:** {Play the video. If you are using the slides in paper form, you can watch the video from your phones using this [link \(https://www.youtube.com/watch?v=BDWGPkrAGr4\)](https://www.youtube.com/watch?v=BDWGPkrAGr4)}

**F:** What did you think of this video? Has anyone here experienced an accident or seen a close friend get hurt? What did you think about what his wife shared?

### Slide 7: Why am I here?

**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.

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 8: HSE Skills and Tools

**KLP:** You can make a difference by changing your behaviors & influencing others.

**Exercise:** Ask each employee to write their job title on a piece of paper and ask them to print the name(s) of someone (or people) who could be hurt if they take a shortcut. Ask a few to share the names of those people and ask them if they think about them every time, they do a shortcut. Ask them how they would feel if that person got hurt.

**F:** The importance we each place on safety is an individual decision. Do we take the time to improve our safety skills? Do we take the time to invest in the safety tools afforded to us?

For a moment let's review how we can improve and expand our safety skills. I can name a few ways you can expand your safety skills:

- Understanding the scope and description of the job
- Conducting Hazard Analysis and Toolbox Talks prior to the start of the job
- Ensuring all hazards have been identified, corrected and corrective actions have been discussed
- What other ways can we each develop our safety skills?

**F:** What about the safety tools that help us better perform our job? Are we using them? We have tools like our HSE handbook, Safety Meetings, and training like these. What other tools do we have?

## Slide 9: Hazard ID

**KLP:** Goals for HAZID

**F:** Based on our work activities, our people, and the environment we are exposed to risk in several ways. We manage these risks with systems, policies, and HSE measures and devices.

- Look beyond what is happening right now and look to what COULD happen IF a hazard wasn't addressed properly.
- Use your co-workers to help identify hazards or clarify hazardous work conditions.
- Always remember you have an obligation to stop work when you do not understand the hazard being encountered or if you see unsafe acts being conducted by co-workers.

We are responsible for the management of the risk. However, we are still hurting people and damaging the environment. A study of accidents in the workplace reveals several "Key Risk Conditions" in which most accidents happen.

## Slide 10: Key Risk Conditions

**KLP:** Everyone in the workplace should work to these rules and always follow them. But remember these are not the only rules!

**F:** Taken from the industry's history of accidents over the last few years, most accidents occurred because of not following these rules: Here are the actions always to take and the actions never to take.

{Ask participants to read out two or three of the safety rules and give examples of them being applied and/or relevant in their workplace. No need to go through all the rules since participants can read them on the screen. The key thing is to convey a message of why the rules are important.}

**F:** Where do you think these rules came from?

Answer: They came from analysis of past incidents i.e.; they are based on evidence and there for a reason – the reason is lessons learned from past evidence with a view to preventing accidents in the future.

- Have you seen at-risk conditions such as these where you work?
- Can you give examples of these conditions where you work?
- Can you share some of your experience with them?
- What did you do about them?

## Slide 11: Responsibility

**KLP:** Consider the surrounding work environment and who is responsible

**F:** Who is responsible for:

1. Compliance (following the rules, for example): EVERYONE
  - NO ONE can say it is not my responsibility. Every employee, every supervisor, every executive has the responsibility for following the regulations and company safety policies.
2. Controls (setting up a barrier around work at height activity): SUPERVISORS
  - Supervisors have the responsibilities to implement all feasible controls when a hazard exist:
    - i. Engineer the hazard: Can a solution be identified to completely remove the hazard away?
    - ii. Administrate the hazard: If the hazard can't be engineered away, can training or temporary barriers be used to administrate the hazard away?
    - iii. PPE the hazard: If no other solution available, then can the proper PPE be provided to prevent accidents when the hazard can't be engineered or administrated away?
3. Planning (planning how many people to hire for a job, setting up the training they need): MANAGERS
4. Monitoring (monitoring what is happening around the site, inspecting equipment pre-use, for example): EVERYONE
  - Always remember everyone has an obligation to stop work when you do not understand the hazard being encountered or if you see unsafe acts being conducted by co-workers

## Slide 12: Effective Toolbox Talks

**KLP:** A TBT is the last line of defense, a final check, a chance to use your communication skills.

**F:** We talked about Toolbox Talks being one of the tools we can use to improve our safety posture. We will use Toolbox Talks: TBT, or whatever the pre-task talk is called, depending on regions and areas of the business. (HSE Task Instructions, Toolbox Talks, Safety Huddles, HSE talks, Safe Task Accident Risk Reduction Talks, Standdowns) They all convey a pre-task talk.

**F:** The most effective way the Supervisor, Lead, the team member can deliver their TBT is by following a simple 3 step delivery:

1. Explain –
  - a. The task to be performed, not how to do it.
  - b. The HSE measures already put in place by management (according to JHA, MS...)
2. Ask and listen –
  - a. Do you understand what needs to be done?
  - b. Have you ever done this task before?
  - c. Are you all trained for this task?
  - d. How was it when you did the task before?
  - e. How are you going to do the task?
  - f. What are the dangers in doing the task?
  - g. How are you going to do the work safely and in an environmentally responsible manner?
  - h. Is everyone feeling OK about it?
3. Tell Them –
  - a. What you heard

- b. You will be monitoring the conditions to see if anything is missing from the plan
- c. To stop, adjust the plan, or get you if something changes that makes it unsafe

By involving the workforce, the facilitator of the TBT achieves many things:

- a. Makes sure the workers are paying attention
- b. Listens to concerns (and acts on any)
- c. Makes sure the workers are paying attention
- d. Listens to concerns (and acts on any)
- e. Get innovative ideas
- f. Does not have to enforce innovative ideas since they come from the workforce
- g. Demonstrates care and concern
- h. Demonstrates good management practice

### Slide 13: What a Toolbox Talk is NOT

**KLP:** To clearly define Toolbox Talk in the context of this training, we must define what TBT is NOT

**F:** If the TBTs are only about HSE, the work crew may not know what they must do and will make it up. This exposes them and their coworkers to risks. They are not only about the task either.

The Toolbox Talks **MUST** be about both: What are the tasks to be done today and how to do them safely and in an environmentally responsible manner. TBT does not replace the proper risk assessment work done in the planning phase of the job by the supervisor and their peers prior to the task. The TBT will reflect but not replace the work done in developing the Method Statements (MS), Job Hazard Analysis (JHA) and Permit (PTW/Lift plans/ etc.)

The TBT is not just paperwork. It is a conversation/discussion between co-workers and their supervisors. Signatures of attendance must be reported on all documentation.

The TBT can be viewed as a last check by the crew/workforce that all the above items covered in the risk assessment are still relevant at the time and place of the job.

### Slide 14: What a Toolbox Talk IS

**KLP:** To clearly define Toolbox Talk in the context of this training, we must define what TBT IS!

**F:** A Toolbox Talk is a daily meeting offering opportunities for ideas on how to perform the day's tasks safely and in an environmentally responsible manner to be shared based on the experience available in the group.

The discussion is initiated by the supervisor in charge, the lead, or the foreman, but the contribution must be from all present. Not ONE person knows everything, but together, the team knows a lot.

If the instructions are only about work, the work crew may not know how to perform the work up to the HSE standards expected by the supervisor and they will take shortcuts. This exposes them and their co-workers to risks.

### Slide 15: Toolbox Talk – Good or Bad?

**F:** On the next slides we are going to look at examples of TBTs in action. I want you to tell me which photos represent effective TBT or less-effective TBT.

## Slide 16: Toolbox Talk – Good or Bad?

**KLP:** Compare the difference in styles with a good & bad TBT

**F:** What do you think about this? Is this a good toolbox talk or a bad one?

Answer: Bad

It is not conducive to Explain, Ask and Listen and Tell process

- Too many people.
- Are all these people involved in the same task?
- Some people ARE not wearing PPE (Personal Protective Equipment).

## Slide 17: Toolbox Talk – Good or Bad?

**KLP:** Compare the difference in styles with a good & bad TBT

**F:** What do you think about this? Is this a good toolbox talk or a bad one?

Answer: Good

It is conducive to Explain, Ask and Listen and Tell process

- People are involved
- Small number of participants
- Good body language
- It is at the worksite

## Slide 18: Toolbox Talk – Practice

The facilitator acts as an example for the Toolbox Talk exercise. The key here is to get the people involved in a conversation. Using the other resources provided, create small groups and practice toolbox talks. Use the Toolbox Talk How-To Worksheet provided on the Toolkit Site to help.

## Slide 19: Wrap-up

1. Ensure the sign-in sheet is complete and returned.
2. Encourage the team to check out the other resources available on the Safety Toolkit Resource Site.
3. Dismiss to start work.

