



## Module 1

# Management Leadership



**Exercise:** Discuss in small groups and be prepared to report out to the class.

What does Safety Leadership look like in your organization? What are some things that management can do to promote, or alternatively, diminish, safety in the organization?



**Exercise:** In your groups, develop a high level safety policy statement for either:

- America's Best Cabinets, a company that manufactures cabinets and has 40 employees
  - XYZ Construction, a construction company that acts as a general contractor for civil construction projects,  
Or
  - Your own organization
-



## Module 2

### Worker Participation



Worker participation is critical to any health and safety program.

Who is the “expert” on any job performed in your workplace? Supervisors, managers, even safety directors may know a lot about the work performed in their workplace, but no one can understand a job as fully as the person who performs it. Workers are in the best position to understand the requirements and risks of the work they do, and they have unique insight into how these risks can be controlled. Effective safety programs include opportunities to tap into this knowledge and use it to improve the program.

**Encourage Workers to Participate in the Program**

***Exercise:*** In your groups, discuss some ways that a safety program can encourage employee participation. Prepare to report out to the class.



**Activity:** *Work with your group to design either a*

- *incentive program,*
- *disciplinary program, or*
- *drug testing program*

*that does NOT act as a disincentive to employee safety participation. Be prepared to share with the class.*



## Module 3

# Hazard Identification and Assessment



Hazard prevention and control is key to an effective safety and health program. Requirements for written safety and health policies, programs and plans were discussed in Module 1. However, these written documents cannot be prepared in a vacuum: They must address the specific hazards of the work performed by employees. A written plan that is out of sync with workplace hazards and does not relate to working conditions only serves to confuse employees, and sends a message that management is not fully vested in the safety program.

**Exercise:** In your groups, discuss methods for identifying workplace hazards. Prepare to discuss with the class.





**Exercise:** In your work groups, identify hazards in the following photos:





There are multiple methodologies for analyzing workplace incidents to determine root causes. A simple method is to “ask why five times.” Then, once root causes are identified, they can be corrected to prevent future incidents.

The following example demonstrates the basic process of the “Ask Why Five Times” method of root cause analysis:

**My car will not start.** (the problem)

- 1) *Why?* - The battery is dead. (first why)
- 2) *Why?* - The alternator is not functioning. (second why)
- 3) *Why?* - The alternator belt has broken. (third why)
- 4) *Why?* - The alternator belt was well beyond its useful service life and has never been replaced. (fourth why)
- 5) *Why?* - ***I have not been maintaining my car according to the recommended service schedule.*** (fifth why and the root cause)

**Exercise:** In your groups, ask “why” five times to determine the root cause of the following near-miss incident (Note that this is not actually your workplace and you do not actually know the answers to all the “whys”, so you will need to come up with plausible answers rather than actual answers):

*A 50 lb carton fell off the top shelf of a 12' high rack and landed near a worker. Although this was a “near miss,” it had potential to cause serious injury.*



1. Why did the carton fall?
2. Why \_\_\_\_\_?
3. Why \_\_\_\_\_?
4. Why \_\_\_\_\_?
5. Why \_\_\_\_\_?

What are the root cause(s) that need to be addressed?



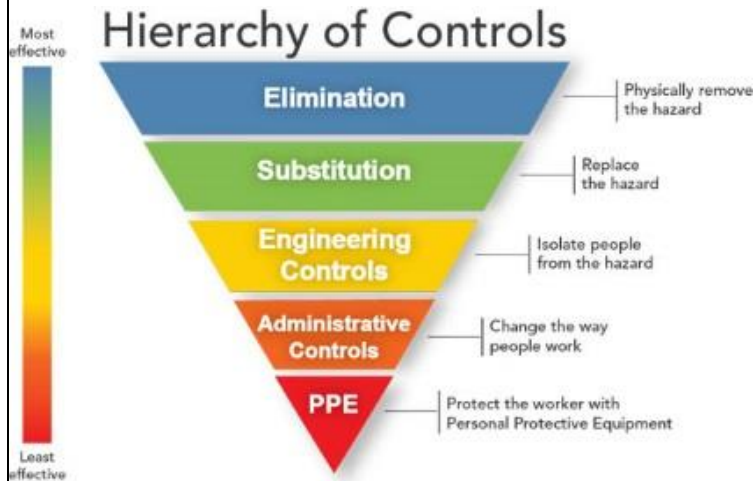
## Module 4

### Hazard Prevention and Control



**Exercise:** Behavior Based Safety (BBS) programs center on having employees provide positive recognition to their co-workers when they see the co-worker working safely, and are popular with many employers.

1. Where would you place BBS on the hierarchy of controls?



2. How does the effectiveness of BBS compare to other controls on the hierarchy?



## Module 5

### Education and Training



**Exercise:** Review the JHA that you developed in Module 3, and the controls that you decided on in Module 4. Develop a short training session on the JHA for the employees who will be doing the task, and prepare to present this to the class.





## Module 6

# Program Evaluation and Improvement





Safety, like any organizational process, benefits from continuous improvement. Continuous improvement is an ongoing effort to improve processes or programs. It is not enough to simply evaluate hazards and write a program that sits on a shelf. It is important to make sure a program works, and if any part of it doesn't work, identify why it doesn't work so it can be changed to something that does. OSHA's Recommended Practices for Safety and Health Programs include Program Evaluation and Improvement as a core element in effectively managed workplace safety programs.

**Exercise:** How do you know your safety program is working? Discuss in your groups and be prepared to report out to the class.



**Activity:** Review the Federal Transit Administration (FTA) fact sheet on Safety Management Systems on the next two pages. Discuss with your group the similarities and differences between FTA's Safety Management System and the elements of OSHA's Recommended Practices for Safety and Health Programs that we have discussed so far. Are there any learnings from FTA's Safety Management System that can improve your employee safety program? Be prepared to share with the class.



## Module 7

### Multi Employer Coordination



**Exercise:** Review the following scenario and work with your group to answer the questions below:

XYZ Widget Sales is a retail shop that sells high end widgets to elite clientele. XYZ Widget Sales rents space in a building owned by City Properties, LLC, that has been listed as a historical landmark.

During a period of high temperatures in August, the air conditioner stops working, and XYZ Widget Sales elite clientele are not pleased. The XYZ Widget Sales Manager reports the outage to City Properties. City Properties hires Top Notch HVAC Services to make repairs.

Since many of their service technicians are on vacation in August, Top Notch HVAC Services has worked with A Plus Temporary Staffing to provide additional technicians. A Plus Temporary Staffing assigns Technician Terry to report to Top Notch HVAC Services. Top Notch HVAC Services then dispatches Technician Terry to City Properties to repair XYZ Widget Sales' air conditioner.

After inspecting XYZ's system, Technician Terry determines that a repair needs to be made to the air handling unit on the roof of the City Properties building. Due to the height and slope of the roof, fall protection is required. However, because the building is a historical landmark (and cannot be modified), there is no acceptable tie off point. Terry realizes that without the ability to tie off the work is unsafe, and makes a wise decision to contact his or her employer to report the fall safety hazard.

However, there are several types of employers in this situation.

1. Which employer is the "host" employer?
  
  
  
  
  
  
  
  
  
  
2. Which employer is the "creating" employer?
  
  
  
  
  
  
  
  
  
  
3. Which employer is the "exposing" employer?
  
  
  
  
  
  
  
  
  
  
4. Which employer is the "controlling" employer?



5. Which employer should Terry report the hazard to?
  
  
  
  
  
  
  
  
  
  
6. Which employer has the responsibility for finding a solution to the fall hazard?
  
  
  
  
  
  
  
  
  
  
7. If Technician Terry suffers a recordable injury, which employer must record the injury on their OSHA 300 log?