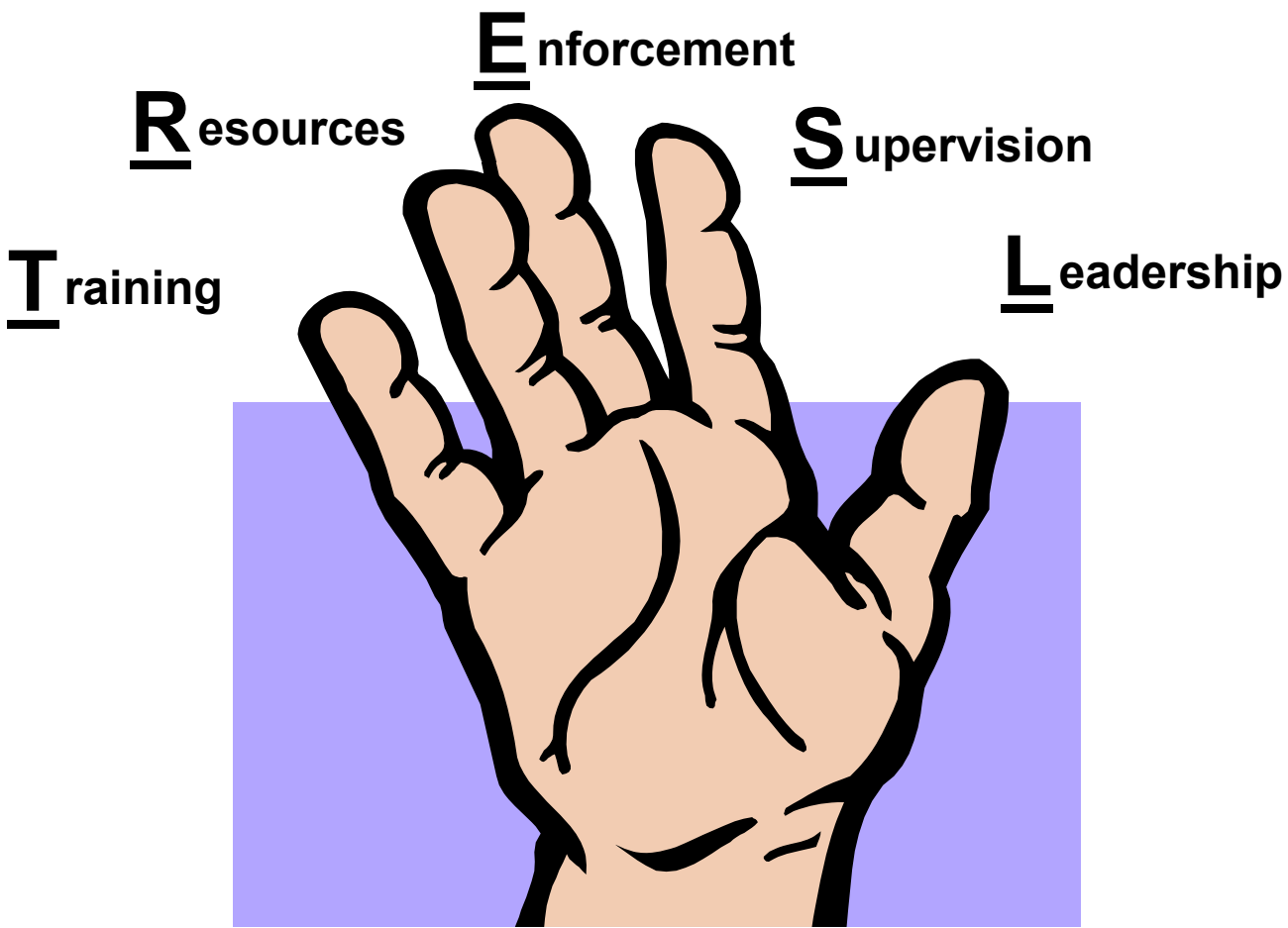# Safety and the Supervisor

An Introduction to five important supervisor safety responsibilities as detailed in OAR 437, Division 001, Rule 0760

Enforcement

Resources

Supervision

Training

Leadership

DCBS
Department of
Consumer and
Business Services

Presented by the Public Education Section
Oregon OSHA
Department of Consumer and Business Services

OSHA
Oregon **OSHA**

Oregon OSHA Public Education Mission:
We provide knowledge and tools to advance self-sufficiency in workplace safety and health

Consultative Services:
- Offers no-cost on-site assistance to help Oregon employers recognize and correct safety and health problems

Enforcement:
- Inspects places of employment for occupational safety and health rule violations and investigates complaints and accidents

Public Education and Conferences:
- Presents educational opportunities to employers and employees on a variety of safety and health topics throughout the state

Standards and Technical Resources:
- Develops, interprets, and provides technical advice on safety and health standards
- Publishes booklets, pamphlets, and other materials to assist in the implementation of safety and health rules

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Salem Central Office:
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Website: osha.oregon.gov

Welcome

The supervisor is the one person who can take immediate, direct action to make sure that his or her work area is safe and healthful for all employees. Russell DeReamer, author of <u>Modern Safety Practices</u>, considers the supervisor the only person who can control employees, machines, and working conditions on a daily, full-time basis.

In his text, <u>Occupational Safety and Health Management</u>, Thomas Anton relates that the supervisor bears the greatest responsibility and accountability for implementing the safety and health program because it is he or she who works most directly with the employee. It is important that the supervisor understand and apply successful management and leadership principles to safety and health to make sure employees enjoy an injury- and illness-free work environment.

This workshop introduces you to key elements of supervisor responsibility and accountability: *Complying with the law, providing resources and support, conducting safety training, overseeing the work, and enforcing safety rules*.

Through team exercises and discussion, you will gain valuable insight into the role of the supervisor as a manager of safety and health programs and a leader in safety. Please participate fully and enjoy the class.

Workshop Goal. Gain a greater awareness of five basic supervisor safety responsibilities to:

- **Provide safety training**

- **Provide resources and support**

- **Enforce safety**

- **Oversee work**

- **Demonstrate safety leadership**
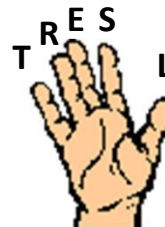
Please Note: This material, or any other material used to inform employers of compliance requirements of Oregon OSHA standards through simplification of the regulations should not be considered a substitute for any provisions of the Oregon Safe Employment Act or for any standards issued by Oregon OSHA. The information in this workbook is intended for classroom use only.
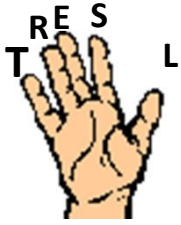
Provide Effective Safety **Training**

The supervisor's first responsibility to the employer and obligation to each employee.

437-001-0760(1)(a) The employer shall see that workers are properly instructed and supervised in the safe operation of any machinery, tools, equipment, process, or practice which they are authorized to use or apply...

Safety Education and Training

Skills	Knowledge	Attitude

Education Training
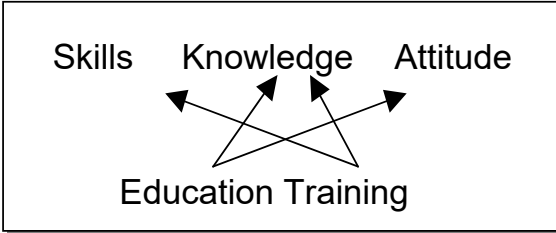
What is safety "education?"

- Generally, the "why" in safety - describes the consequences of performance.

- Natural consequences = explains the resulting hurt/health that occurs automatically as a result of our actions.

- System consequences = explains the organizational punishment/reward that may or may not occur as a result of our actions.

Why is it important to always discuss the natural and system consequences of employee behavior?

_____

_____

What is safety "training?"

- The "how" in safety - performing safe behaviors, practices, procedures.

- Primarily increases specific knowledge and improves skills.

Why should supervisors be involved in training?
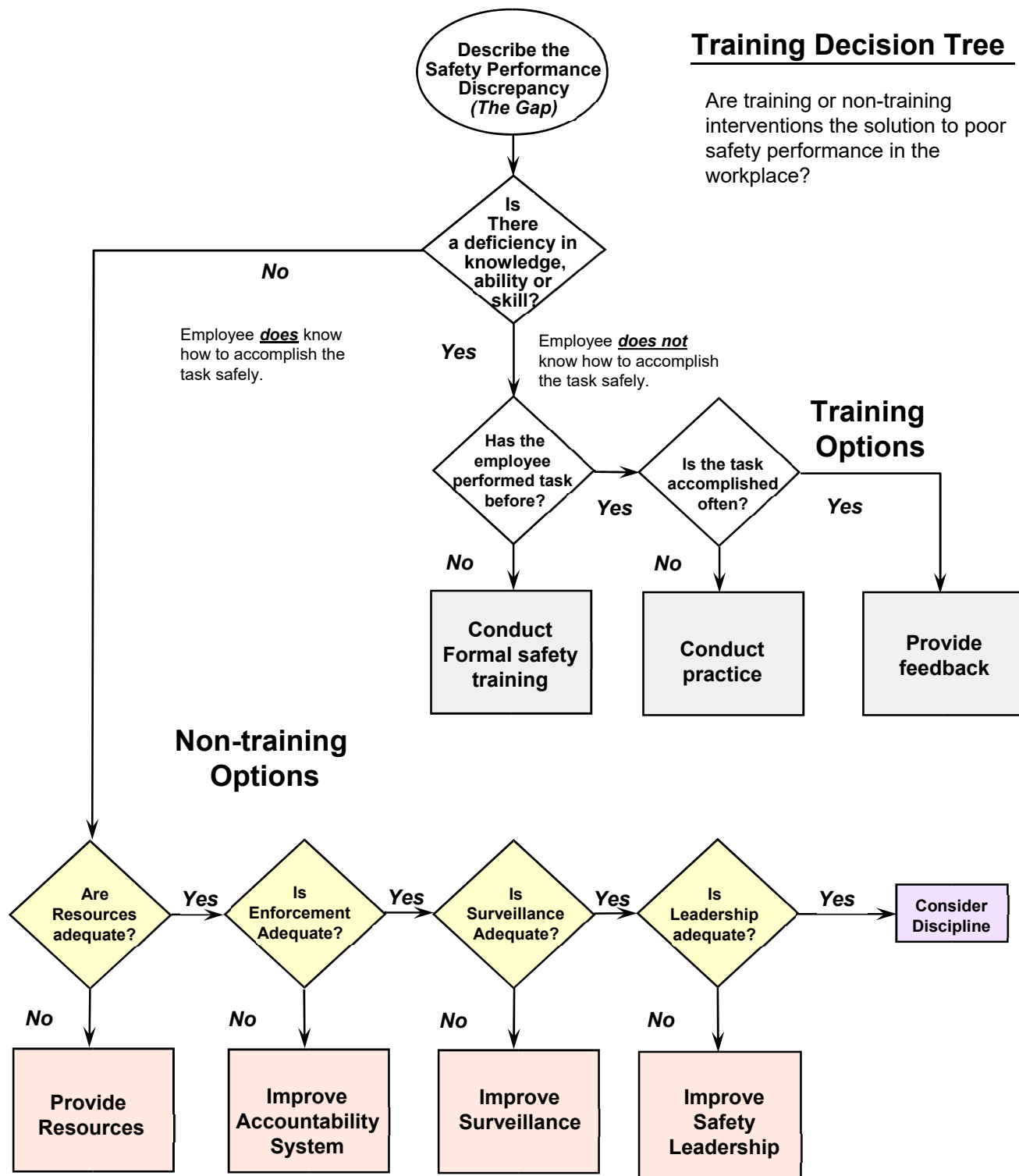
_____

How do you know safety training is effective ?

_____

Poor safety performance may not be the result of a training deficiency

Describe the Safety Performance Discrepancy *(The Gap)*

Training Decision Tree

Are training or non-training interventions the solution to poor safety performance in the workplace?

Is There a deficiency in knowledge, ability or skill?

No

Employee ***does*** know how to accomplish the task safely.

Yes

Employee ***does not*** know how to accomplish the task safely.

Has the employee performed task before?

Yes

Is the task accomplished often?

Training Options

Yes

No

No

| Conduct Formal safety training | Conduct practice | Provide feedback |

Non-training Options

| Are Resources adequate? | *Yes* → | Is Enforcement Adequate? | *Yes* → | Is Surveillance Adequate? | *Yes* → | Is Leadership adequate? | *Yes* → | Consider Discipline |

No

No

No

No

| Provide Resources | Improve Accountability System | Improve Surveillance | Improve Safety Leadership |

Adapted from Robert F. Mager Diagram

On-the-Job Training

Step 1. Introduction. Tell the learner what you're going to train. Emphasize the importance of the procedure to the success of the production/service goals. Invite questions. Emphasize natural and system consequences.

Step 2. Trainer show and tell. The trainer demonstrates the process. The trainer first explains and demonstrates safe work procedures associated with the task. In this step the learner becomes familiar with each work practice and why it is important.

Trainer: **EXPLAINS** a step and then **PERFORMS** a step.

Learner: **OBSERVES** each step and **QUESTIONS** the trainer.

Step 3. Trainer ask and show. The learner explains the procedure to the trainer, while the trainer does it. This gives the trainer an opportunity to discover whether there were any misunderstandings in the previous step. This step also protects the learner because the trainer still performs the procedure. The learner also responds to trainer questions.

Learner: **EXPLAINS** each step and **RESPONDS** to questions.

Trainer: **PERFORMS** each step and **QUESTIONS** the trainee.

Step 4. Trainee tell and show. The trainer has the trainee do it. The learner carries out the procedure but remains protected because the learner explains the process before proceeding to do it.

Learner: **EXPLAINS,** gets **PERMISSION** and then **PERFORMS** each step.

Trainer: Gives **PERMISSION, OBSERVES** each step and **QUESTIONS** the trainee.

Step 5. Conclusion. Recognize accomplishment. Reemphasize the importance of the procedure. How it fits into the overall process. Tie the training again to accountability.

Step 6. Document. Effective documentation is more than an attendance sheet. Make sure you "certify" adequate knowledge and skills have been achieved. (see example)

If it isn't in writing…it didn't get done!

Make sure documentation is sufficient. Most safety training teaches employees how to perform a procedure or practice. As a result, employees must demonstrate adequate knowledge and skills in the learning environment before exposure to hazards. Test should be a written exam and skills demonstration. It's also a good idea to evaluate performance in the actual work environment some time after training has been completed.

Training Subject _____ **Date** _____ **Location** _____

Trainee certification. I have received on-the-job training on those subjects listed (see other side of this sheet):

This training has provided me adequate opportunity to ask questions and practice procedures to determine and correct skill deficiencies. I understand that performing these procedures/practices safely is a condition of employment. I fully intend to comply with all safety and operational requirements discussed. I understand that failure to comply with these requirements may result in progressive discipline (or corrective actions) up to and including termination.

Employee Name   Signature   Date

_____   _____   _____

_____   _____   _____

_____   _____   _____

Trainer certification. I have conducted orientation/on-the-job training to the employees(s) listed above. I have explained related procedures, practices and policies. Employees were each given opportunity to ask questions and practice procedures taught under my supervision. Based on each student's performance, I have determined that each employee trained has adequate knowledge and skills to safely perform these procedures/practices.

_____   _____   _____

Trainer Name   Signature   Date

Training Validation. On _____ (date) I have observed the above employee(s) successfully applying the knowledge and skills learned during the training.

_____   _____   _____

Supervisor Name   Signature   Date

(Page 2 of certification) Sample Hazard Communication Training Outline

The following information was discussed with students:

Overview of the hazard communication program - purpose of the program

      Primary, secondary, portable, and stationary process container labeling requirements

      Discussion of the various sections of the MSDS and their location

      Emergency and Spill procedures

      Discussion of the hazards of the following chemicals to which students will be exposed

      Symptoms of overexposure

      Use/care of required personal protective equipment used with the above chemicals

      Employee accountability

    ____ _____

The following procedures were practiced:

      Chemical application procedure

      Chemical spill procedures

      Personal protective equipment use

      Emergency first aid procedure

The following (oral/written) test was administered.

(You may want to keep these tests as attachments to the safety training plan and merely reference it here to keep this document on one sheet of paper. OSHA recommends at least 25 questions for technically complex training.)

1. What are the labeling requirements of a secondary container? (name of chem. and hazard warning)

2. When does a container change from a portable to secondary container? (when employee loses control)

3. What are the symptoms of overexposure to _____? (stinging eyes)

4. Where is the "Right to Know" station (or MSDS station) located? (in the production plant)

5. What PPE is required when exposed to_____? (short answer)
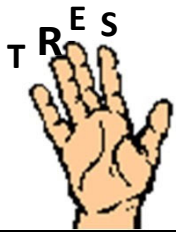
Provide **Resources** and Support

The supervisor's second responsibility to the employer and obligation to each employee.

ORS 654.010 Employers to furnish safe place of employment.

Every employer shall…

- furnish <u>employment</u> and a <u>place of employment</u> which are <u>safe</u> and <u>healthful</u> for employees therein, and…

- shall do every other thing <u>reasonably necessary</u> to protect the life, safety and health of such employees.

Let's take a closer look at some concepts:

What does employment mean? _____
_____

What's the place of employment? _____
_____

What does safe mean? _____
_____

What does healthful mean?
_____
_____

What does reasonably necessary mean? _____
_____

Providing a safe and healthful work environment

What is the supervisor obligated to do to make sure the physical environment is safe?

_____

_____

_____

_____

_____

_____

What can the supervisor do to make sure the psychological environment is healthful?

_____

_____

_____

_____

_____

_____

_____

_____

_____
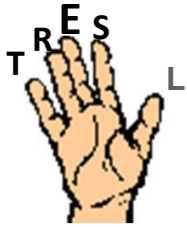
<u>**Enforce**</u> <u>Safety Policies and Rules</u>

The supervisor's third responsibility to the employer and obligation to each employee.

A supervisor's DUTY is to ENFORCE company SAFETY POLICY and RULES!

437-001-0760 Rules for all Workplaces.

(1)   Employers' Responsibilities… (b) The employer shall take all reasonable means to **<u>require</u>** employees to…

   (A) To **work and act** in a **safe and healthful** manner;

   (B) To conduct their work in **compliance** with all applicable safety and health rules;

   (C) To use all **means** and **methods**, including but not limited to, ladders, scaffolds, guardrails, machine guards, safety belts and lifelines, that are necessary to safely accomplish all work where employees are **exposed to a hazard**; and

   (D) Not to remove, displace, damage, destroy or carry off any safety device, guard, notice or warning provided for use in any employment or place of employment while such use is required by applicable safety and health rules.

(2)   Employees' Responsibilities

   (a) Employees **shall conduct their work in compliance** with the safety rules contained in this code.

   (b) All **injuries shall be reported immediately** to the person in charge or other responsible representative of the   employer.

Accountability = Performance + Evaluation ⟶ Consequences

The "Chain of Accountability"

The employer is accountable to _____ and obligated to _____ to carry out their safety responsibilities.

The employee is accountable to the _____ and obligated to _____ to carry out their safety responsibilities.

Discipline must be fair, justified, based on facts

What's the difference between a rule and a guideline?

Rules are _____. They ***must*** be followed. We have no option.

Guidelines are _____. They ***may*** be followed. We have options.

What happens to employer liability when a supervisor allows employees to "get away with it?"

_____

_____

Once the supervisor determines discipline is justified, it becomes a matter of leadership to discipline in a way that is perceived as factual and fair. When carried out appropriately, discipline results in the desired outcomes:

1. To be effective, employee behavior must change as desired, and

2. The working relationship between the employee and supervisor improves.

Keys to appropriate, discipline is …

- for misbehavior, not having an accident

- based on fact, not feeling

- consistent throughout the organization: top to bottom and laterally

- applied only after it's determined management has met obligations to employee

- appropriate to the severity of the infraction and impact on the organization

_____

_____

For discipline to be justified, those in control should fulfill their obligations to the employee first. To make sure obligations are fulfilled, conduct a self-evaluation.
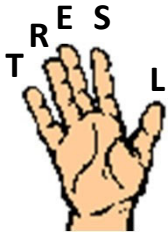
What five basic questions need to be answered by the supervisor before administering discipline?

1. *Have I provided adequate safety* _____?
2. *Have I provided adequate* _____?
3. *Have I effectively* _____ *safety rules?*
4. *Have I provided adequate safety* _____?
5. *Have I personally demonstrated safety* _____?

If you can honestly answer <u>yes</u> to all five questions, it's a good chance discipline is justified, but you may want to also check with the safety manager or other qualified person first, just to make sure.

*What are the two appropriate responses when the supervisor observes a worker violating safety rules?*

1. _____

2. _____

Motivation is key to effective discipline. The supervisor's motivation can make the difference between success and failure when disciplining. If the motivation reflects a tough-controlling or, worse yet, a tough-coercive leadership style, discipline is not likely to be successful.

Which statement below reflects tough-caring approach that is more likely perceived as leadership by the employee?

___ *"I'm disciplining you because I have to…it's policy. If I don't I might get in trouble."*

___ *"I'm disciplining you because I don't want you to get hurt. I want to make sure you understand I insist on safe performance."*
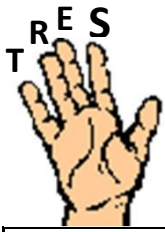
Provide Adequate **Supervision**

The supervisor's fourth responsibility to the employer and obligation to each employee.

437-001-0760(1)(a) The employer shall see that workers are properly instructed and **supervised** in the safe operation of any machinery, tools, equipment, process, or practice which they are authorized to use or apply...

(c) Every employer shall be responsible for providing the **health hazard control measures** necessary to protect the employees' health from harmful or hazardous conditions and for maintaining such control measures in good working order and in use.

(d) Every employer shall **inform the employees** regarding the **known health hazards** to which they are exposed, the **measures which have been taken** for the prevention and control of such hazards, and the **proper methods for utilizing** such control measures.

The key to safety supervision is super...vision

The supervisor must I_____ and C_____ hazards before they cause I_____ or I_____ to an employee.

What does the supervisor do to make sure he or she can meet the requirements discussed above?

_____

_____

_____

_____

_____

_____

_____

_____

Four important procedures supervisors can use to identify and correct hazards

437-001-0760(7)(a)   All places of employment shall be **inspected** by a qualified person or persons as often as the type of operation or the character of the equipment requires. Defective equipment or unsafe conditions found by these inspections shall be replaced or repaired or remedied promptly.

1. The Safety Inspection

The safety inspection is an important activity that helps supervisors discover hazardous conditions in the workplace. The more qualified people involved in the safety inspection, the better. When accomplished regularly by trained supervisors, employees and safety committees, inspections can go far to make sure hazardous conditions are identified and corrected before they cause an injury or illness. However, there is one major weakness inherent in the inspection process: it doesn't identify the causes of most accidents!

How do we make inspections effective and useful?

_____

_____

2. Observation – continual surveillance

Supervisors can overcome the weaknesses of the walkaround inspection by regularly observing employee performance. Informal observation provides an effective method to identify and correct hazardous conditions and unsafe behaviors before they result in an accident.

• Informal observation is conducted continually by employees and supervisors.

• Formal observation processes can be developed as an analysis tool to assist safety staff in determining safety related trends. A safety committee observation process and Job hazard analysis are forms of formal observation.

Why is daily observation more effective in reducing accidents?

_____

_____

3. Job Hazard Analysis (JHA)

A Job Hazard Analysis, also called a job safety analysis, is an organized approach that involves the worker and supervisor observing a task, breaking it down into steps, analyzing each step for safety and operational needs, and providing recommendations for procedures that will meet those needs. Effective use of JHAs will do the following:

- Provide the supervisor with a clear understanding of what the employee does and does not know about the task.

- Recognize needed changes in the equipment or procedures.

- Provide a way to increase employee involvement.

SAMPLE JOB HAZARD ANALYSIS WORKSHEET

Job Description: Loading an empty trailer with pallets of product.

Basic Job Step	Hazards Present	Safe Job Procedure
1.Ensure that trailer is correctly spotted.	1. Worker could be caught between backing trailer and dock Worker could fall from the dock.	1. Stay clear of the doorway while the trailer is being backed onto the dock. Keep others away from the area. Remove awareness chain or bar from the front of the dock door once the trailer is properly spotted.
2. Chock wheels; place jacks under trailer nose. .	2. Worker could fall on stairs going to dock well. Head could be struck against trailer. Worker could slip on ice or snow.	2. If the truck driver has not chocked the wheels, go down tile ramp/stairs to the dock well and chock the wheels. Use caution when walking on snow or ice. Hold onto hand rails; use ice-melt chemical if needed. When placing the chock, avoid bumping the head on the underside of the trailer. Place jacks under the nose of the trailer. If the dock is equipped with an automatic trailer restraint, push the button to activate the device.

Why is it smart business for the supervisor to conduct a JHA with his or her workers?

_____

_____

Sample JHA from: Job Hazard Analysis, by George Swartz, CSP, Government Institutes Pub.

4. Incident/Accident Analysis

Accident investigation
*is **fact-finding***
not fault-finding

437-01-0760(3) Investigation of Injuries

(a) Each employer shall **investigate** or cause to be investigated **every lost-time injury** that workers suffer in connection with their employment, to **determine the means** that should be taken to prevent recurrence. The employer shall promptly install any safeguard to take any **corrective measure** indicated or found advisable.

What is the purpose of a proactive incident/accident analysis?

Although the rule above uses the term, "investigation," it may be important for you to promote the idea that this process is an "analysis," not an investigation. In an effective incident/accident analysis, the analyst will determine what happened to primarily uncover the root causes (system failures) contributing to hazardous conditions and unsafe behaviors. For the process to work, discipline should be considered and occur only after it can be demonstrated (proven) that root causes did not somehow contribute to the hazardous conditions and/or unsafe behaviors that directly caused the incident/accident. There are so many variables (thousands) inherent in any safety management system, it's safe to assume the system somehow contributed to an incident or accident.

What is the primary purpose of investigation process?

Fault-finding. If you're conducting accident investigations primarily to determine:

1. what happened

2. if the employer violated safety rules

Fact-finding. Accident investigation is far more helpful when the employer performs an accident analysis primarily to determine:

1. what happened

2. if safety management system design or performance factors contributed to the conditions/behaviors that directly caused the accident.

What should be the primary assumption when conducting the accident investigation? _____

_____

What do accidents cost?

Event or Exposure Leading to Injury (Partial list)	CLAIMS CLOSED	AVERAGE COST($)	AVG. DAYS AWAY
1.Overexertion	5008	$23,330	85
2.Bodily reaction	2890	$18,950	75
3.Fall on same level	2736	$21,580	76
4.Repetitive Motion	2068	$25,380	97
5.Struck by an Object	1896	$17,600	58
6.Fall to lower level	1445	$34,080	103
7.Struck against an object	772	$14,320	53
8.Caught in equipment	737	$19,280	58
9.Highway accident	629	$29,890	89
10.Assaults by person(s)	391	$16,690	55

Why is it smart to analyze incidents as well as accidents?

_____

_____

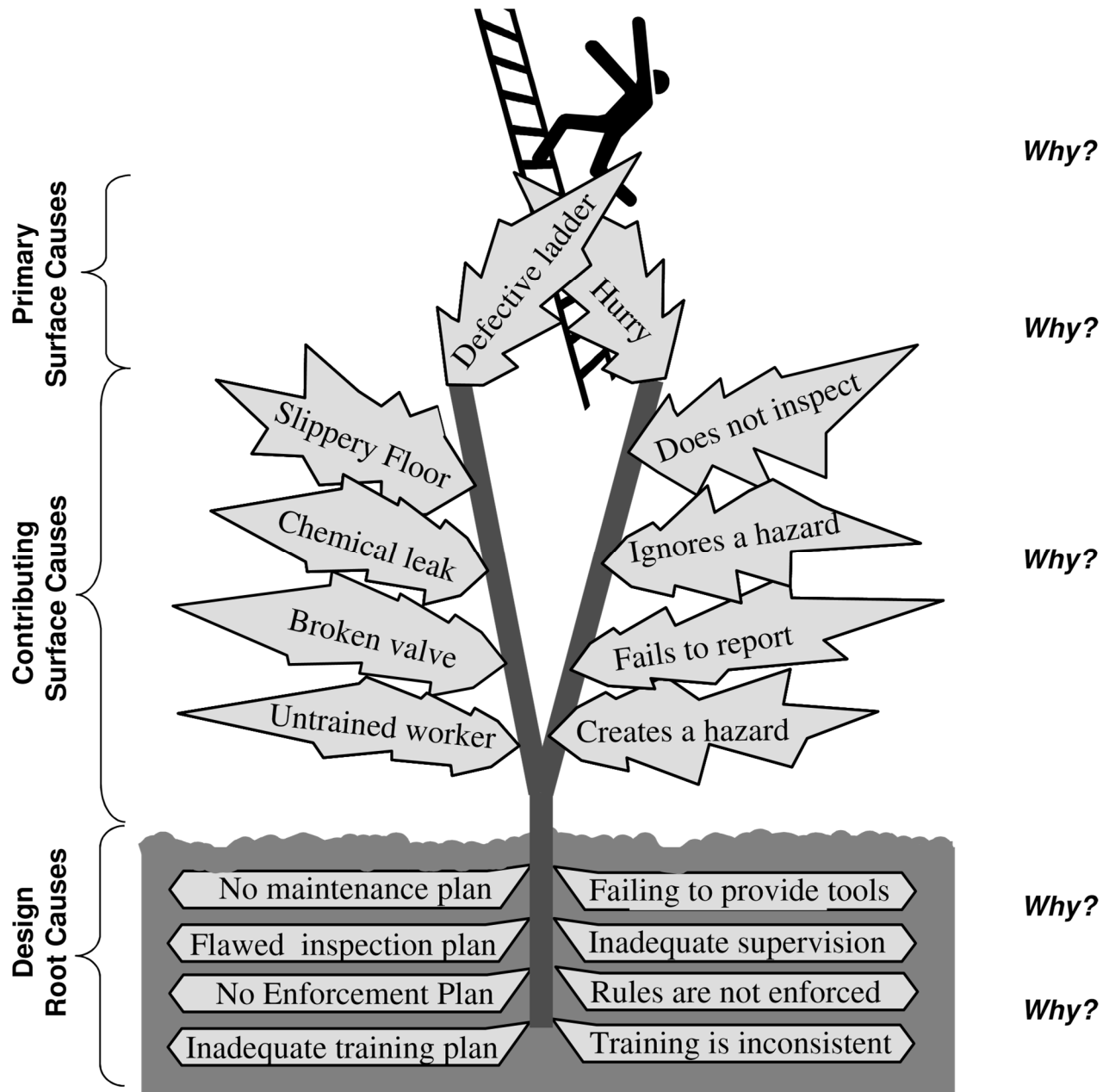**What are the benefits to the employer when employees report incidents and injuries immediately?**

_____

_____

Why is it important to thank employees who report injuries immediately?

_____

_____

Weed out the causes of injuries and illness

Primary Surface Causes

Why?

Why?

Defective ladder

Hurry

Contributing Surface Causes

Slippery Floor

Does not inspect

Chemical leak

Ignores a hazard

Why?

Broken valve

Fails to report

Untrained worker

Creates a hazard

Design Root Causes

No maintenance plan

Failing to provide tools

Why?

Flawed inspection plan

Inadequate supervision

No Enforcement Plan

Rules are not enforced

Why?

Inadequate training plan

Training is inconsistent

Surface Causes of the Accident

- Specific/unique hazardous conditions and/or unsafe actions
- Directly produce or indirectly contribute to the accident
- Exist/occur at any time and at any place in the organization
- Involve the actions of the victim and/or others

Root Causes of the Accident

- Failure to effectively design or perform safety policies, programs, plans, processes, procedures, practices
- Created and exist prior to surface causes
- Result in common or repeated hazards
- Under control of management
- Failure can occur anytime, anywhere

The Effective Incident/Accident Analysis Process - Three Phases with Six Steps

Gather the information

Step 1 - Secure the scene. It's important to secure the accident scene to make sure material evidence is not moved or lost. If Oregon OSHA inspects the accident scene it must be secured and all material evidence must be marked or tagged.

Step 2 - Collect facts about what happened. Some of the techniques used to collect facts include:

- photographs
- sketches
- measurements

- initial statements
- personal observations
- videotaping

Analyze the facts

Step 3 - Develop the sequence of events. With the information gathered, develop the events that precede and include the injury event. You may also want to include events occurring immediately after the injury event to evaluate the employer's response to a serious accident.

Step 4 - Determine the surface and root causes for the accident. What were the (1) direct surface causes, (2) contributing surface causes, (3) design root causes, and (4) performance root causes? (see the next page)

Develop solutions

Step 5 - Recommend corrective actions and management solutions. Recommend corrective actions to eliminate or at least reduce specific unsafe conditions and behaviors. Recommend changes to improve the design and performance of your safety management system.

Step 6 - Write the report. Include background information, a description of the accident (not a one-liner), your findings describing surface and root causes, recommendations, those responsible for taking action, and review/approval.

Controlling the hazards you identify

437-001-0760(6) Extraordinary Hazards. When conditions arise that cause unusual or extraordinary hazards to workers, additional means and precautions shall be taken to protect workers or to control hazardous exposure. If the operation cannot be made reasonably safe, regular work shall be discontinued while such abnormal conditions exist, or until adequate safety of workers is ensured.

1. Engineering Controls - eliminate or reduce the <u>hazard</u>

These controls focus on the source of the hazard, unlike other types of controls that generally focus on the employee exposed to the hazard. The basic concept behind engineering controls is that, to the extent feasible, the work environment and the job itself should be designed to eliminate hazards or reduce exposure to hazards.

Engineering controls are based on the following broad principles:

Design. If feasible, design the facility, equipment, or process to remove the hazard and/or substitute something that is not hazardous or is less hazardous.

- Redesigning, changing, or substituting equipment to remove the source of excessive temperatures, noise, or pressure;

- Redesigning a process to use less toxic chemicals;

- Redesigning a work station to relieve physical stress and remove ergonomic hazards; or

- Designing general ventilation with sufficient fresh outdoor air to improve indoor air quality and generally to provide a safe, healthful atmosphere.

_____

_____

_____

Enclosure. If removal is not feasible, enclose the hazard to prevent exposure in normal operations.

- Complete enclosure of moving parts of machinery;

- Complete containment of toxic liquids or gases;

- Glove box operations to enclose work with dangerous microorganisms, radioisotopes, or toxic substances; and

- Complete containment of noise, heat, or pressure-producing processes.

Barriers. Where complete enclosure is not feasible, establish barriers reduce exposure to the hazard in normal operations. Examples include:

- Machine guarding, including electronic barriers;

- Isolation of a process in an area away from workers, except for maintenance work;

- Baffles used as noise-absorbing barriers.

Ventilation. Local ventilation to reduce exposure to the hazard in normal operations.
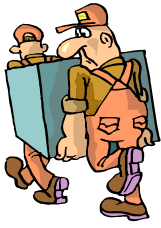
- Ventilation hoods in laboratory work;

- Fans and blowers.

What might be a suitable engineering control for the following?

120 dBA noise level _____

Slippery floor _____

Toxic chemical _____

2. Management Controls - eliminate or reduce <u>exposure</u>

By following established safe work practices for accomplishing a task safely (and using PPE in many cases), your employees can further reduce their exposure to hazard. Management controls attempt to change surface and root cause behaviors.

Work practices. Some of these general practices are very general in their applicability. They include housekeeping activities such as:

- Removal of tripping, blocking, and slipping hazards;
- Removal of accumulated toxic dust on surfaces; and
- Wetting down surfaces to keep toxic dust out of the air.

Procedures. Other safe work practices apply to specific jobs in the workplace and involve specific procedures for accomplishing a job. To develop these procedures, you conduct a job hazard analysis.

Schedules. While controlling work practices and procedures can help reduce exposure to hazards, other measures such as changing work schedules can also be quite effective. Such measures include:

- Lengthened rest breaks,
- Additional relief workers,
- Exercise breaks to vary body motions, and
- Rotation of workers through different jobs

_____

_____

What might be a suitable management control for the following?

120 dBA noise level _____

Slippery floor _____

Highly Toxic chemical _____

3. Personal Protective Equipment (PPE)

When exposure to hazards cannot be engineered completely out of normal operations or maintenance work, and when other management controls cannot provide sufficient additional protection from exposure, personal protective clothing and/or equipment may be required. Examples of PPE include:

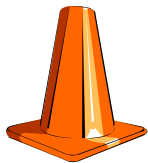|		
respirators	ear plugs	face shields
gloves	boots	helmets

_____

_____

4. Interim Measures

When a hazard is recognized, the preferred correction or control cannot always be accomplished immediately. However, <u>in virtually all situations, temporary measures can be taken</u> to eliminate or reduce worker risk. These can range from taping down wires that pose a tripping hazard to actually shutting down an operation temporarily.

_____

_____

The intent of the Oregon OSHA rule requires the employer to first attempt engineering controls. Why are engineering controls considered superior to management controls?

_____

_____

Just another day at work

Read the following OR-OSHA accident synopsis and answer the questions:

Accident Synopsis

This is an after-the-fact narrative of the facts and circumstances as they relate to the serious injury John Smith received on 6/24/04 while employed as a machine attendant for XYZ of Portland, Oregon 97232.

Specific overall work being done:

The lead worker, machine operator, and victim were involved in the process of grading, sorting, cutting, packaging, wrapping, and inventorying poultry products.

Specific work being done by the victim:

At the time of the accident, the victim was attending to the #2 processing machine on the economy tray pack production line. His job was to ensure that if there was a problem with the machine he was to fix it. Also, if the machine was to plug up with poultry, the victim was to shut off the line, lockout/tagout the machine and unplug and then return it to service.

Description of the accident:

The lead worker for the work area had just stopped the production line to see if there was a problem with the product. The operator and lead worker had initiated their safety plan, line of sight communications, and all machinery was shut off. At this point the victim immediately stepped over the railing, went to the front of the machine, and began the usual procedure of cleaning out the machine that was beginning to plug up with poultry parts. The victim could not be seen by the machine operator while he was in front cleaning out the machine. The lead worker, upon finding no problem and using the line of sight communications, gave the hand signal to the machine operator that everything was clear and to start the machine and production line again.

The machine operator stepped forward and started the machine and production line, unaware that the victim had his arm in the machine unplugging it. As the machine started, the cutting blades severed the victim's little finger and ring finger at the palm of his hand, at which point he began to scream to shut the machine off.

Post-accident activity:

The machine was immediately shut off and the victim removed his hand. The victim was then given first aid and 911 was called. The first responders then ordered the victim to be transported to Sacred Heart Hospital where the victim was attended to, spent a few days recuperating and then was released.

What conditions and/or behaviors directly caused the accident?

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_____

What supervisor/employer actions are appropriate to make sure this accident does not happen again?
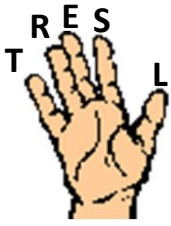
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Demonstrate Safety **Leadership**

The supervisor's fifth responsibility to the employer and obligation to each employee.

ORS 654.022 **Duty to comply with safety and health orders, decisions and rules.** Every employer, owner, employee and other person shall…

- obey and <u>comply</u> with every requirement of every order, decision, direction, standard, rule or regulation …

- do everything necessary or proper in order to <u>secure compliance</u> with and observance of every such order, decision, direction, standard, rule or regulation.

What is the employer's primary responsibility stated above?

_____

What does "secure compliance" mean in the rule?

_____

Why does the employer have greater responsibility than the employee?

_____

OAR 437-001-0760(1)(e) Any supervisors or persons in charge of work are held to be the agents of the employer in the discharge of their authorized duties, and are at all times responsible for:

(A)   The execution in a safe manner of the work under their supervision; and

(B)   The safe conduct of their crew while under their supervision; and

(C)   The safety of all workers under their supervision.

Since the supervisor is an "agent of the employer," what's the legal impact if a supervisor violates a safety rule or ignores employees when they violate safety rules?

_____

_____

The nature of leadership

To figure out what leadership is, let's first discuss what it is not.

Leadership is not power -

- The capacity to bring about desired outcomes and prevent those not desired. (Gardner)

- Derived from status, position, money, expertise, charisma, ability to harm, access to media, control of assets, communications skills, physical strength.

- Leaders always have power, but the powerful are not always leaders.

- Thug who sticks a gun in your back has "power" but not leadership.

- Is self-centered, ethically neutral (can be used for good or bad), amoral.

_____

_____

Leadership is not status -

- Status or position may enhance the opportunity for leadership (and accountability).

- Some may have status or position, yet haven't a clue how to lead.

- Position is assigned from above...leadership is conferred from below.

_____

_____

Leadership is not authority -

- Person may have subordinates, but not followers.

- People will follow...confer leadership... only if person acts like a leader.

_____

_____

Leadership is not management -

- Management is the process of controlling systems through planning, organizing, and supervising.

- Managers organize system inputs - processes, policies, plans, procedures, programs.

- Managing is a planned activity. Leadership is more spontaneous than planned.

- Managers do things right. Leaders do the right things.

_____

_____

We know what leadership isn't, now let's talk about what it is

Think of a supervisor (or someone else) who you have considered a leader and discuss the attributes they have displayed.

List the attributes you and others in the group discussed.

_____

_____

_____

_____

_____

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_____

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_____

The people are fashioned according to the example of their king; and edicts are of less power than the life (example) of the ruler. Claudian, c. 365. Egyptian epic poet.

Leadership Styles: Some Work, Some Don't

"As we near the end of the twentieth century, we are beginning to see that traditional autocratic and hierarchical modes of leadership are slowly yielding to a newer model – one that attempts to simultaneously enhance the personal growth of workers and improve the quality and caring of our many institutions through a combination of teamwork and community, personal involvement in decision making, and ethical and caring behavior. This emerging approach to leadership and service is called *servant-leadership*." (Larry Spears - The Robert K. Greenleaf Center for Servant-Leadership)

Are you a Tough - Caring Leader?

- You're tough (insist on safety) because you care about your employees.

- Your approach is that of a "servant leader:" You support and serve those whom you lead.

- Relationships are horizontal: Every employee is important and has inherent value.

- You view employees as internal customers. You are the supplier.

- You're interested in every employee's success.

- You exhibit high trust and give the credit to your "team."

- You're confident and exhibit high self-esteem.

Are you a Tough - Controlling Leader?

- You're tough (insist on safety) to keep yourself out of trouble with the boss.

- Your approach is to control and to be served. It's all about you.

- You're concerned more about your own success than that of your "subordinates."

- Relationships are vertical: Superior-subordinate, value is not inherent, but depends on position and performance. (see graphic for example)

- Because lack trust and take all the credit for any team success.

- You lack confidence and are fearful. That's why you must control everything.

Critical Decision Point:
Understanding the impact of a decision

You are a busy first line supervisor. On Monday morning, John Smith, a worker in the packaging department, walks into your office with a concerned look on his face. He tells you that his lower back is experiencing pain every time he lifts a box. You're busy and must quickly decide how to handle the situation:

You thank John and tell him to get back to work; you will handle the problem as soon as you can. After he leaves you just shake your head and get back to the things you think "you get paid to do."

Tuesday afternoon, John suffers a severe injury to his back and must be admitted to the hospital for possible surgery. It is determined that he has sustained a permanent partial disability to his lower back which results in continual pain, and very limited range of motion.

What are these people thinking and feeling about themselves and you as a result of the accident?

John Smith	
John's family* *Wife & three children	
John's Co-workers	
You, the Supervisor	
The Company	

Leaders Understand Cause and Effect

Every effect has a cause. The effective leader understands that everything he or she says and does affects what employees think and do. What the leader says and does represents the direct or contributing cause of employee performance. The wise leader thinks carefully about what might be the cause of substandard employee performance and is not quick to judge, accuse or blame the employee.

You cannot *not* teach. Everything a leader says or does in the workplace teaches employees something about the leader. It also creates a story that someone may talk about. It's true that we cannot not teach and that we are all teachers and learners at the same time.

What you give, you get. The leader naturally sets the tone of the safety culture and that has a direct effect on morale and performance. Whatever the leader gives to the group will be given back. For example:

- If a leader wants employees who care about their work, he or she must demonstrate care for employees.

- If a leader desires honest and fair employee behavior, he or she must treat employees with honesty and fairness.

Exercise: *What's the Cause?*

Discuss what might be the cause for each of the following "effects" in the workplace.

Effect: Employees regularly bypass lockout/tagout procedures.

Possible cause: _____

_____

Effect: Employees frequently submit suggestions directly to their supervisor.

Possible cause: _____

_____

Effect: A supervisor constantly pressures employees to work faster.

Possible cause: _____

Best Practice: Recognize Good Performance

A very important supervisor leadership responsibility.

If you make it a point to regularly recognize and reward employees whenever they impress you, you'll rarely have to reprimand because employees will want to do the right thing.

The 5 "secrets" of effective recognition:

- **It occurs <u>soon</u> -** immediately after the performance occurs so that the employee more firmly "links" the performance with the recognition .

- **The employee is <u>sure</u> -** Employees must know you will recognize them… it's not a game. They must also know the exact behavior for which they are being recognized.

- Recognition is perceived as **<u>significant</u>** - Recognition must be important. This is defined by those that receive the recognition/reward.

- Recognition should be **<u>simple</u> –** Informal recognition is usually more effective

- Must be **<u>sincere</u> -** You really mean it. Done for the right reasons: To keep people safe, not just because it's policy. It's heart-driven, not just policy-driven.

What are appropriate safety behaviors to recognize?

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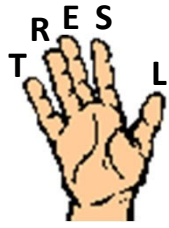
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What's the most common safety behavior actually rewarded?

_____

Remember the "5-R Principle"

Regularly **R**ecognize and **R**eward and you'll
Rarely have to **R**eprimand*!*

R E S
T   L
Let's review

1. What are the five key safety responsibilities of the supervisor?

    1. Make sure all employees are _____ before exposed to hazards.
    2. Provide adequate _____ .
    3. Ensure compliance by _____ safety rules.
    4. Supervise by _____ and _____ hazards before the cause an injury.
    5. Demonstrate leadership by _____ with policies and rules.

2. When does the <u>real </u>safety "education" occur?

    a. during training
    b. after training has been completed

3. All of the following are a "must do" when training hazardous procedures and practices, <u>except</u>?
    a. test employee knowledge
    b. test employee skills
    c. document with an attendance roster
    d. conduct training before exposure

4. Before disciplining an employee, the supervisor should <u>always</u>:
    a. retrain the employee
    b. review disciplinary policy
    c. evaluate own performance
    d. discipline the same day

5. According to the text, management is an organizational skill and leadership is a _____ skill:
    a. scheduling
    b. attitudinal
    c. administrative
    d. relationship

6. The most effective leader ultimately wants to develop _____.
    a. clones
    b. followers
    c. self-leaders
    d. Subordinates

7. Indicate the leadership style being demonstrated below:

    1. Tough-caring   _____ a. Involves employees in planning

    2. Tough-controlling   _____ b. Plays one employee against another

                                 _____ c. Disciplines regularly, praises rarely

                                 _____ d. Insists on safety to protect employees

                                 _____ e. Conceals information from employees

8. All of the following behaviors demonstrate leadership, except?
    a. Insisting employees comply with safety rules
    b. Disciplining employees for violating safety rules
    c. Ignoring employees who take short cuts to make production goals
    d. Recognizing employees when they meet expectations

9. In the "servant-leader" model of leadership, we _____ those we lead.

REFERENCE
MATERIALS

Leadership Traits

Over the past several years, one of the most important contributions psychology has made to the field of business has been in determining the key traits of acknowledged leaders. Psychological tests have been used to determine what characteristics are most commonly noted among successful leaders. This list of characteristics can be used for developmental purposes to help managers gain insight and develop their leadership skills.

The increasing rate of change in the business environment is a major factor in this new emphasis on leadership. Whereas in the past, managers were expected to maintain the status quo in order to move ahead, new forces in the marketplace have made it necessary to expand this narrow focus. The new leaders of tomorrow are visionary. They are both learners and teachers. Not only do they foresee paradigm changes in society, but they also have a strong sense of ethics and work to build integrity in their organizations.

Raymond Cattell, a pioneer in the field of personality assessment, developed the Leadership Potential equation in 1954. This equation, which was based on a study of military leaders, is used today to determine the traits which characterize an effective leader. The traits of an effective leader include the following:

1. Emotional stability. Good leaders must be able to tolerate frustration and stress. Overall, they must be well-adjusted and have the psychological maturity to deal with anything they are required to face.
2. Dominance. Leaders are often times competitive and decisive and usually enjoy overcoming obstacles. Overall, they are assertive in their thinking style as well as their attitude in dealing with others.
3. Enthusiasm. Leaders are usually seen as active, expressive, and energetic. They are often very optimistic and open to change. Overall, they are generally quick and alert and tend to be uninhibited.
4. Conscientiousness. Leaders are often dominated by a sense of duty and tend to be very exacting in character. They usually have a very high standard of excellence and an inward desire to do one's best. They also have a need for order and tend to be very self-disciplined.
5. Social boldness. Leaders tend to be spontaneous risk-takers. They are usually socially aggressive and generally thick-skinned. Overall, they are responsive to others and tend to be high in emotional stamina.
6. Tough-mindedness. Good leaders are practical, logical, and to-the-point. They tend to be low in sentimental attachments and comfortable with criticism. They are usually insensitive to hardship and overall, are very poised.
7. Self-assurance. Self-confidence and resiliency are common traits among leaders. They tend to be free of guilt and have little or no need for approval. They are generally secure and free from guilt and are usually unaffected by prior mistakes or failures.
8. Compulsiveness. Leaders were found to be controlled and very precise in their social interactions. Overall, they were very protective of their integrity and reputation and consequently tended to be socially aware and careful, abundant in foresight, and very careful when making decisions or determining specific actions.

Beyond these basic traits, leaders of today must also possess traits which will help them motivate others and lead them in new directions. Leaders of the future must be able to envision the future and convince others that their vision is worth following. To do this, they must have the following personality traits:

High energy. Long hours and some travel are usually a prerequisite for leadership positions, especially as your company grows. Remaining alert and staying focused are two of the greatest obstacles you will have to face as a leader.

Intuitiveness. Rapid changes in the world today combined with information overload result in an inability to "know" everything. In other words, reasoning and logic will not get you through all situations. In fact, more and more leaders are learning to the value of using their intuition and trusting their "gut" when making decisions.

1. Maturity. To be a good leader, personal power and recognition must be secondary to the development of your employees. In other words, maturity is based on recognizing that more can be accomplished by empowering others than can be by ruling others.

2. Team orientation. Business leaders today put a strong emphasis on team work. Instead of promoting an adult/child relationship with their employees, leaders create an adult/adult relationship which fosters team cohesiveness.

3. Empathy. Being able to "put yourself in the other person's shoes" is a key trait of leaders today. Without empathy, you can't build trust. And without trust, you will never be able to get the best effort from your employees.

4. Charisma. People usually perceive leaders as larger than life. Charisma plays a large part in this perception. Leaders who have charisma are able to arouse strong emotions in their employees by defining a vision which unites and captivates them. Using this vision, leaders motivate employees to reach toward a future goal by tying the goal to substantial personal rewards and values.

5. Overall, leaders are larger than life in many ways. Personal traits play a major role in determining who will and who will not be comfortable leading others. However, it's important to remember that people are forever learning and changing.

Leaders are rarely (if ever) born. Circumstances and persistence are major components in the developmental process of any leader. So, if your goal is to become a leader, work on developing those areas of your personality that you feel are not "up to par". For instance, if you have all of the basic traits but do not consider yourself very much of a "people" person, try taking classes or reading books on empathy. On the other end, if relating to others has always come naturally to you, but you have trouble making logical decisions, try learning about tough-mindedness and how to develop more psychological resistance. Just remember, anyone can do anything they set their mind to...

SOURCE: Small Business Administration