OSHAcademy
Occupational Safety & Health Training

Introduction to Safety Leadership

This course is an introduction the basic elements of effective safety leadership with emphasis successful leadership styles and how to demonstrate safety leadership through active involvement in the safety management system (SMS).

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OSHAcademy Course 113 Study Guide

Introduction to Safety Leadership

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Contact OSHAcademy to arrange for use as a training document.

This study guide is designed to be reviewed off-line as a tool for preparation to successfully complete OSHAcademy Course 113.

Read each module, answer the quiz questions, and submit the quiz questions online through the course webpage. You can print the post-quiz response screen which will contain the correct answers to the questions.

The final exam will consist of questions developed from the course content and module quizzes.

We hope you enjoy the course and if you have any questions, feel free to email or call:

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Modules and Learning Objectives

Module 1: What is "Leadership?"

Learning objectives in this module include:

)   Define leadership and describe how it differs from management.

)   List and give examples of John Maxwell's Five Levels of Leadership.

)   Discuss how corporate culture affects safety leadership.

)   Describe "Tough-Coercive," "Tough-Controlling," and "Tough-Caring" leadership styles.

)   Define commitment and how it is demonstrated in the workplace.

)   Discuss how leadership impacts the design of mission and vision statements.

)   Describe how leadership affects proactive and reactive safety.

Module 2: Leadership in Action

Learning objectives in this module include:

)   Describe how leaders demonstrate commitment to safety and health.

)   Describe how leaders develop goals and objectives.

)   Discuss the importance of meeting leadership responsibilities in allocating resources.

)   Discuss how successful leadership impacts involvement and participation in safety.

)   Describe how leadership best identifies, controls, and eliminates hazards.

)   Describe how successful leadership is exhibited in training and other safety programs.

Course Introduction

Leadership is a tough concept for some people to understand. They need to understand leadership is primarily a relationship-building skill and less importantly, a management-organizational skill. If managers and supervisors can build trust through effective leadership, amazing success can happen.

Why don't leaders succeed? They don't realize that truly effective leadership requires an "other-centered" approach when dealing with employees. To be successful in that approach, leaders must have a rather high level of self-esteem and self-confidence. Leaders must also have the vision to see how leadership affects those around them. They must have faith that when their workers are provided with the necessary tools and time to do a good job, they will.

This short course will cover these topics and much more. We'll look at the characteristics of effective leadership, including John Maxwell's Five Levels of Leadership, the Three Leadership Styles, and the many ways leaders can demonstrate leadership in the workplace.

Module 1: What is Leadership?

Aubrey Daniels says it well: "It's as simple as this: safety starts with leadership. While incidents typically happen at the frontline, it is leaders who establish the physical and cultural setting within which the frontline works." (Aubrey Daniels International)

OSHA defines leadership by describing what managers do that demonstrates leadership. Management leadership means that business owners, managers, and supervisors:

) Make worker safety and health a core organizational **value** rather than a priority.

) Provide sufficient **resources** and **support** to implement and maintain the safety and health program.

) Visibly **demonstrate** and **communicate** their safety and health commitment to workers and others.

) Continuously improve the safety management system to protect workers, eliminate or control hazards, and improve the safety culture.

) Set an example through their own **actions**.

In this first module, we'll continue to look at leadership concepts and principles, and in the next module, we'll discuss the many ways safety leadership is demonstrated through actions. We call this "doing safety."

Quiz Instructions

After each section, there is a quiz question. Make sure to read the material in each section to discover the correct answer to these questions. Circle the correct answer. When you are finished go online to take the final exam. This exam is open book, so you can use this study guide.

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1. Effective safety leaders see safety as a _____ that does not change.

    a. first priority
    b. core value
    c. key function
    d. vital responsibility

The Five Levels of Leadership

The following description of the five levels of leadership are adapted from John Maxwell's [Developing the Leader Within You](#). It's important to understand that we're not correlating the five levels with higher positions within an organization. An employee at any level in the organization may display level five leadership, while the owner of a company may never develop beyond level one leadership. Now, let's take a look at the five levels of leadership. Think about which level best describes your current situation.

Level One - The Boss

Leadership as a result of position: The boss may have power, but leadership has not been conferred at this level. Leaders at this level consider employees as subordinates - of lesser value. Typical results that you see in the work culture developed by Level I leadership include:

)   Dependent subordinates who are not followers and certainly not self-leaders.

)   Subordinates do what the boss says because they have to.

)   Subordinates do what the boss says because he or she occupies a position.

)   Subordinates work to avoid negative consequences.

)   The boss's influence does not extend beyond the lines of his or her job description.

Level Two - The Coach

Leadership by permission: This is where real leadership begins. Leaders at this level begin to see their employees as followers rather than subordinates. The leader is not demanding followership, but is, through action and example, asking for it. The results of Level II leadership include:

⟩ Leadership is conferred at this level. The leader has permission to lead.

⟩ The leader commands, not demands.

⟩ The leader begins the very important journey away from self-centered attitudes towards selfless action.

⟩ Followers do what the leader says because they want to.

⟩ Followers begin to work to receive recognition as well as avoid punishment.

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2. Which of the following is characteristic of John Maxwell's Level Two leadership?

    a. Subordinates do what the boss says because they have to
    b. Subordinates work to avoid negative consequences
    c. Followers do what the leader says because they want to
    d. Subordinates do what the boss says because he or she occupies a position

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Level Three - The Producer

Leadership because you produce: The Level 3 producer "makes, builds, writes, develops, sells" something in a way that impresses others, so they follow that leader. The leader at this level is admired for what he or she has or is able to do for the organization. People are impressed with this person's ability to produce. The Level 3 leader is "self" centered.

⟩ People follow the leader because of what he or she does <u>for the organization</u>.

⟩ This is where success is sensed by most workers.

⟩ People like the leader because of what he or she is doing.

⟩ Problems are fixed with very little effort because of momentum.

Level Four - The Provider

Leadership by developing others: You grow others. The leader achieving this level has learned that helping others be "all they can be" is the key to becoming fully successful. The Level 4 provider "gives, helps, encourages, supports" others to help them succeed. The Level 3

producer does not necessarily help others as does the Level 4 leader. The Level 4 leader is more "other-centered."

⟩ People follow the leader because of what he does <u>for them</u>.

⟩ The "Servant-Leader" functions at this level.

⟩ The leader's commitment is to developing followers into self-leaders.

⟩ Tough-caring leadership is displayed at this level.

⟩ The leader has completed the transition from selfish to selfless action.

⟩ Do whatever you can to achieve and stay on this level.

⟩ It's possible for all of us to achieve this level of leadership.

Level Five - The Champion

Leadership because of what you've done. When this person enters the room, everyone knows him or her. Some religious, political, social, sports, and business leaders have achieved this level. Some coaches, scout leaders, and other local leaders have, likewise, achieved this level.

⟩ Employees follow because of who the leader is and what he or she represents.

⟩ This step is reserved for leaders who have spent years growing people and organizations.

⟩ The transition, or transformation, from selfish motives to selfless action is complete here.

⟩ Few make it to this level.

3. Which of the following John Maxwell leadership levels seeks to develop workers into self-leaders?

    a. Level 2 - The Coach
    b. Level 3 - The Producer
    c. Level 4 - The Provider
    d. Level 5 - The Champion

Leadership Shapes Culture

Culture, to the workers is their perception of *"the way things are around here"*. That perception is influenced to a great extent by the leadership styles managers exhibit.

Every day, employees, supervisors and managers have many opportunities to communicate and act in ways that demonstrate effective safety leadership.

Unfortunately, these opportunities go unanswered because they are perceived as opportunities. Employers and managers do not understand that the simple expression of effective leadership can result in enormous benefits to the corporate safety culture. The inability to perceive leadership opportunities as they arise limits the company's potential to succeed.

It's appropriate to assume that employees at all levels of the organization are good people trying to do the best they can with what they've got. The challenge is to demonstrate effective leadership that provides adequate physical resources and psychosocial support to achieve the kind of results expected of them. Ultimately, the workplace culture can make or break effective safety management and leadership.

4. What influences, to a great extent, a company's safety culture and "the way things are around here?"

    a. Day-to-day routine
    b. Management policies
    c. Leadership styles
    d. Workplace environment

Leadership Styles

We can associate three fundamental safety leadership styles to the effectiveness of a safety culture: tough-coercive, tough-controlling, and tough-caring. Let's take a look a each of these leadership styles.

Tough-Coercive Leadership

In this leadership approach, managers are tough on safety to protect themselves: to avoid penalties. The manager's approach to controlling performance may primarily rely on the threat of punishment. The objective is to achieve compliance to fulfill legal or fiscal imperatives. The culture is fear-driven and toxic. Management resorts to an accountability system that emphasizes negative consequences. By what managers do and say, they may communicate negative messages to employees that establish or reinforce negative relationships.

As you might guess, fear-driven cultures, by definition cannot be effective in achieving world-class safety because employees work (and don't work) to avoid a negative consequence. Employees and managers all work to avoid punishment. Consequently, fear-driven thoughts, beliefs and decisions may be driving their behaviors. Bottom-line: a fear-driven safety culture will not work. It cannot be effective for employees and managers at any level of the organization. It may be successful in achieving compliance, but that's it.

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5. Which of the following leadership styles is most likely to result in a fear-driven safety culture?

     a. Tough-counteracting
     b. Tough-caring
     c. Tough-controlling
     d. Tough-coercive

Tough-Controlling Leadership

Managers primarily using this approach are tough on safety to control losses. They have high standards for behavior and performance, and they control all aspects of work to ensure compliance. Managers displaying this leadership style may not have a high level of trust in their employees. Hence, they must control them.

This leadership approach is most frequently exhibited in the "traditional" management model. As employers gain greater understanding, their attitudes and strategies change to better fulfill their legal and financial obligations. They become more effective in designing safety systems

that successfully reduce injuries and illnesses, thereby cutting production costs. In a tough-controlling environment, tight control is necessary to achieve numerical goals. Communication is typically top-down and information is used to control. A safety "director" is usually appointed to take on the role of a cop rather than a consultant. A safety cop is responsible for enforcement and control while the safety consultant is responsible for education, analysis, and arriving at solutions.

Tough-controlling leaders move beyond the threat of punishment as the primary strategy to influence behavior. However, they will rely to a somewhat lesser extent on negative reinforcement and punishment to influence behavior. Positive reinforcement may also be used as a controlling strategy. Tough-controlling leadership styles may or may not result in a fear-based culture.

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6. Which leadership approach is the safety manager more likely to take on the role of a cop rather than a consultant?

- a. Tough-coercive
- b. Tough-controlling
- c. Tough-caring
- d. Tough-consulting

Tough-Caring Leadership

Managers are tough on safety because they have high expectations and they insist their followers follow the rules, and they care about the success of their employees first. This is a self-less leadership approach.

The tough-caring leadership model represents a <u>major</u> shift in leadership and management thinking away from the more selfish tough-controlling model.

⟩ Managers understand that complying with the law, controlling losses, and improving production can best be assured if employees are motivated, safe, and able.

⟩ Management understands that they can best fulfill their commitment to external customers by fulfilling their obligations to internal customers: their employees.

⟩ Communication is typically all-way: information is used to share so that everyone succeeds.

A quantum leap in effective safety (and all other functions) occurs when employers adopt a tough-caring approach to leadership. Rather than being the safety cop, the safety manager is considered an internal consultant who is responsible for helping all line managers and supervisors demonstrate leadership by "doing" safety. Line managers must be the cops, not the safety department. This results in dramatic positive changes in corporate culture which is success-driven.

Positive Reinforcement

Although positive reinforcement is the primary strategy used to influence behaviors, tough-caring leaders are not reluctant in administering discipline when it's justified because they understand it to be a matter of leadership. However, before they discipline, managers will first evaluate the degree to which they, themselves, have fulfilled their obligations to their employees. If they have failed in that effort, they will apologize and correct their own deficiency rather than discipline.

You can imagine that in a tough-caring safety culture, trust between management and labor is promoted through mutual respect, involvement and ownership in all aspects of workplace safety.

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7. Although positive reinforcement is the primary strategy used to influence behaviors, which leaders are not reluctant in administering discipline when it's justified?

 a. Tough-creative leaders
 b. Tough-coercive leaders
 c. Tough-controlling leaders
 d. Tough-caring leaders

Commitment

Top management may communicate their support for safety, but the real test for commitment is the degree to which management acts on their commitment with serious investments in time and money. When management merely communicates their interest in safety, but does not follow through with action, they are expressing moral support, not commitment.

Leaders Get What They Give!

Real commitment is an expression of tough-caring leadership by example. Integrity, character, and self-discipline are values that all managers seek in their employees. Employees will

demonstrate these important attributes when (and only when) they <u>see</u> management exhibiting these values <u>first</u>.

Great leaders truly care about those they lead. What better way to demonstrate leadership than by providing a safe and healthful place of work for all employees.

Just food for thought: If you're a manager or supervisor, ask yourself, "Do I really like my people?" If the answer isn't yes, start now to rethink your opinion because it's almost impossible to demonstrate caring leadership if you don't like your people.

"We choose to have zero injuries. We choose to have zero injuries this day and do this, not because it is easy, but because it is hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, because we care for ourselves and others too." S. Farnham, Safety Manager, Contrack, International

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8. Employees will demonstrate leadership personal attributes when _____.

    a.   their leaders tell them what to do and how to do it
    b.   their leaders come down hard on them
    c.   they first see those attributes in their leaders
    d.   they have been adequately education on leadership

Perception is Reality

They say, "perception is reality." The employer can shape perceptions by educating employees, customers, and the public about its commitment to "safety as a core value." One way that can happen is by including commitment to safety in the company's vision and mission statements.

Vision and Mission Statements

The **vision statement** lets the employee, customers, and the public understand <u>who you are</u> by defining the role your company plays and what its basic values are. The vision statement reflects the corporate culture. One way to understand corporate culture is to think of it as the company's unique "personality" setting it apart from all others.

Sample Vision Statement

XYZ Widgets values its "relationship with the customer" above all. To be successful we treat all employees as valued internal customers. We respect their ideas, value their work, and provide whatever is needed so that they may accomplish excellence in a safe and productive manner.

The **mission statement** tells the world <u>what you do</u>. It lets everyone know why your company exists, by stating its intended purpose. The mission statement lets everyone know what your company's product or service is; who its customers are; what its service territory is.

Sample Mission Statement

It is the mission of XYZ Widgets to safely manufacture and deliver the highest quality megalithic cyberwidgets to our valued customers throughout the world.

If your company doesn't have a mission statement, try to develop one and convince management of the benefits that will result from a written mission statement. Now let's take a look at two basic approaches employers may adopt in safety and health program management: reactive and proactive safety.

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9. Where should safety be expressed so that employees, customers, and the public best understand the company's commitment to safety?

    a. Vision and mission statement
    b. Vision statements
    c. Mission statements
    d. Policy and program statements

Successful Leaders are "Proactive"

Don't Just React to Safety

It's sad but true - some companies have adopted an approach to safety and health that emphasizes a **reactive strategy**. A reactive approach assumes that accidents just happen, and there's not much that can be done about it. Consequently, the company places most of its effort into reacting to accidents after they occur. A reactive response occurs **after** an injury or illness and usually has the purpose of <u>minimizing the costs associated accidents</u>.

Reactive safety programs always cost much more than proactive programs: Always. Why? Because they aren't implemented until an injury or illness has occurred. When management emphasizes a reactive approach to safety and health, it sends some negative messages to employees:

) we don't care about you, and

) it's all about money, not your safety.

Check out these examples of reactive safety programs.

Be Business Smart... Be Proactive

Successful companies adopt a **proactive strategy** that emphasizes the prevention of accidents. They will do whatever it takes to make sure accidents never happen in the workplace. They believe there are no excuses for an accident. A proactive response to safety and health in the workplace occurs **before** an accident has occurred. It **anticipates** and tries to prevent accidents.

By emphasizing **accident prevention**, management sends positive messages to employees:

) we care about you, and

) your safety is more important than profits.

Proactive safety strategies are always less expensive than reactive strategies because the company makes **investments** that result in potentially huge returns. Remember, proactive programs are implemented to prevent future injuries and illnesses.

Check out some examples of proactive safety and health programs.

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10. Which of the following strategies emphasizes prevention of accidents?

    a. Reactive strategies
    b. Positive strategies
    c. Proactive strategies
    d. Leading strategies

Module 2: Leadership in Action

Now that we have a better idea what leadership really is, we will now discuss the many actions managers, supervisors, and employees can take that demonstrates personal leadership at work. Remember, leadership isn't demonstrated with words: it requires action - doing something.

Leaders Demonstrate Commitment to Safety and Health

Commitment to safety is more than mere support for safety. Serious commitment requires serious action in terms of time and money. Support may be expressed, over and over, but unless management devotes serious time and money to safety, it's not commitment. A clear, written policy helps you communicate that safety and health is a central core value - as important as productivity, profitability, product or service quality, and customer satisfaction. To demonstrate strong commitment, managers should:

) Fully fund and devote time to all safety and health programs, including instruction and training, PPE and fall protection.

) Reinforce management commitment by considering safety and health in all business decisions.

) Be visible in operations and set an example by following the same safety procedures workers follow.

) Begin work meetings with a discussion or review of safety and health indicators and any outstanding safety items on a "to do" list.

) Emphasize safety as a core value rather than a priority. Get rid of the "safety first" messages and replace them with "safety only" messages.

Leaders Define Safety Goals and Objectives

Leaders understand the necessity of establishing general long-term goals and specific operational objectives, management sets expectations for managers, supervisors, and workers and for the program overall. The goals and objectives should focus on specific actions that will improve workplace safety and health. To establish goals, management should:

) Establish realistic goals for improving safety and health. Goals emphasizing injury and illness prevention should be included rather than focusing on injury and illness rates.

) Develop specific operational objectives that describe how safety and health goals will be measured and achieved.

) Assign tasks and responsibilities to particular people, setting time frames, and determining resource needs.

) Integrate goals, objectives, and related assignments into an overall strategic safety and health plan.

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1. Support may be expressed, over and over, but unless management _____, it's not commitment.

    a. uses the word "commitment" when they talk with employees
    b. devotes serious time and money to safety
    c. explains why safety is important
    d. promises to make good on their commitments

Leaders Allocate Resources

To effectively demonstrate leadership through commitment, management must provide adequate physical and psychosocial resources to achieve expected standards for performance, and address program shortcomings when they are identified. To show this commitment, management should:

) Estimate and provide funding for the resources needed to establish and implement the program.

) Allow time in workers' schedules for them to fully participate in the program.

) Integrate safety and health into planning and budgeting processes, and align budgets with program needs.

) Provide and direct resources to operate and maintain the program, meet safety and health commitments, and pursue program goals.

Leaders Expect Performance

We mentioned in the first module tough-caring leadership expects high standards of performance. To be effective, management leads the program effort by establishing roles and

responsibilities and providing an open, positive environment that encourages communication about safety and health. To set and realize excellent safety performance, leaders should:

❭ Identify persons who will lead the safety function.

❭ Define responsibilities and give managers, supervisors, and employees authority to accomplish those responsibilities.

❭ Hold everyone accountable for their safety performance. Appropriately discipline when justified and positive recognition for safety excellence.

❭ Establish ways for management and all workers to communicate freely and often about safety and health issues, without fear of retaliation.

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2. What should leaders do to most effectively demonstrate commitment to employee safety and success?

    a. Talk about safety at weekly meetings
    b. Provide adequate physical and psychosocial resources
    c. Tell employees they are committed to safety
    d. Let employees know where the safety bulletin board is

Leaders Encourage Worker Participation

Effective leaders know that by encouraging workers to participate in the program, management signals that it values their input into safety and health decisions. Employee participation builds trust and also increases a feeling of ownership on the part of employees, and that benefits the company long-term. To effectively encourage participation, leaders should:

❭ Give workers the necessary time and resources to participate in the program.

❭ Recognize and provide positive reinforcement to those who participate in the program.

❭ Maintain an open-door policy that invites workers to talk to managers about safety and health and to make suggestions.

Leaders Encourage Reporting Safety and Health Concerns

Workers are often best positioned to identify safety and health concerns and program shortcomings, such as workplace hazards, unsafe behaviors, near misses, and actual incidents. By encouraging reporting and following up promptly on all reports, employers can address issues before someone gets hurt or becomes ill. To effectively demonstrate leadership in reporting, leaders should:

) Establish a process for workers to report hazardous conditions, unsafe behaviors, incidents and accidents, and other safety and health concerns.

) If sufficient trust between labor and management does not exist, include an option for anonymous reporting to reduce fear of reprisal. If supervisors and managers thank employees and never reprimand or punish them for reporting, sufficient trust will build, eliminating the need for anonymous reporting.

) Report back to workers promptly and frequently about action taken.

) Emphasize that management will use reported information only to improve workplace safety and health, and that no worker will experience retaliation for reporting.

) Empower all workers to initiate or request a temporary suspension or shutdown of any work activity or operation they believe to be unsafe.

) Involve workers in finding solutions to reported issues.

Leaders Give Workers Access to Safety and Health Information

Sharing relevant safety and health information with workers fosters trust and helps organizations make more informed safety and health decisions. Leaders should give workers access to:

) Safety Data Sheets (SDSs), injury and illness data, and results of environmental exposure monitoring.

) Other useful information for workers to review can include, Job Hazard Analyses (JHAs), inspection reports, and incident/accident investigation reports.

3. **What should leaders do if most employees are not reporting hazards, incidents, and accidents?**

    a. Do not reprimand employees if they report serious infractions
    b. Reprimand those employees who fail to report accidents
    c. Always thank them when they do report hazards, incident, and accidents
    d. Tell all employees they must report

Leaders Involve Workers In All Aspects of Safety

Including worker input at every step of safety program design development, and deployment improves the employer's ability to identify the presence and causes of workplace hazards, creates a sense of program ownership among workers, enhances their understanding of how the program works, and helps sustain the program over time. Leaders should provide opportunities for workers to participate in all aspects of the program, including:

- reporting hazards and developing solutions that improve safety and health;

- analyzing hazards in each step of routine and nonroutine jobs, tasks, and processes;

- conducting site safety inspections;

- developing and revising safety procedures and practices;

- participating in incident and accident investigations; and

- training current coworkers and new hires.

Leaders Remove Barriers to Participation

Effective leaders understand that to participate meaningfully in a program, workers must think and feel that their input is welcome, their voices will be heard, and they can access reporting mechanisms. Participation will be suppressed if language, education, or skill levels in the workplace are not considered, or if workers fear retaliation or discrimination for speaking up.

For example, employees will not participate if investigations focus on blaming individuals rather than the underlying root causes that led to the incident, or if reporting an incident or concern could jeopardize the award of incentive-based prizes, rewards, or bonuses. To effectively demonstrate leadership in removing barriers to participation, leaders should:

⟩ Ensure workers from all levels of the organization can participate regardless of their skill level, education, or language.

⟩ Provide frequent and regular feedback to show employees that their safety and health concerns are being heard and addressed.

⟩ Authorize sufficient time and resources to facilitate worker participation; for example, hold safety and health meetings during regular working hours.

⟩ Ensure that the program protects workers from being retaliated against for reporting injuries, illnesses, and hazards; participating in the program; or exercising their safety and health rights.

⟩ Ensure other policies and programs do not discourage worker participation.

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4. What is the result if leaders focus on blaming individuals rather than uncovering root causes?

    a. Accident rates slowly decrease over time
    b. Higher rates of employee feedback during work hours
    c. Less participation in safety activities
    d. Employees will blame management for all safety issues

Leaders Collect Information About Hazards

Effective leaders are interested in the root causes for the conditions and behaviors resulting in accidents. Information on workplace hazards may already be available to employers and workers from both internal and external sources. To uncover root causes, leaders should collect, organize, and review information with workers to determine what types of hazards may be present and which workers may be exposed or potentially exposed.

Leaders Inspect and Analyze Hazards

Effective leaders commit time to regularly inspect the workplace for hazards. This can help identify shortcomings so that they can be addressed before an incident occurs. To effectively demonstrate leadership in conducting inspections, leaders should:

⟩ Conduct regular inspections of all operations, equipment, work areas, and facilities. Have workers participate on the inspection team, and talk to them about hazards that they see or report.

⟩ Be sure to document inspections so you can later verify that hazardous conditions are corrected. Take photos or video of problem areas to facilitate later discussion and brainstorming about how to control them, and for use as learning aids.

⟩ Include all areas and activities in these inspections, such as storage and warehousing, facility and equipment maintenance, purchasing and office functions, and the activities of on-site contractors, subcontractors, and temporary employees.

⟩ Regularly inspect both plant vehicles (e.g., forklifts, powered industrial trucks) and transportation vehicles (e.g., cars, trucks).

⟩ Use checklists that highlight things to look for. Typical hazards fall into several major categories, such as: General housekeeping, equipment, machinery, maintenance, work practices, and ergonomic issues.

⟩ Before changing operations, workstations, or workflow, seek the input of workers and evaluate the changes for potential hazards and related risks.

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5. What is important for a leader to remember when conducting inspections and analyzing hazards?

  a. Don't use checklists as they can give you tunnel vision
  b. Reprimand employees for non-compliance on the spot
  c. Focus only on inspecting high-hazard areas
  d. Take photos and make videos to facilitate later discussion

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Leaders Identify Health Hazards

Effective leaders realize that conditions in the workplace can affect employee health as well as safety. Reviewing medical records can be useful in identifying exposure to workplace health hazards. Health hazards include chemical, physical, biological and ergonomic hazards. To effectively demonstrate leadership when identifying health hazards, leaders should:

⟩ **Identify chemical hazards**: Review SDSs and product labels to identify chemicals in your workplace that have low exposure limits, are highly volatile, or are used in large quantities or in unventilated spaces. Identify activities that may result in skin exposure to chemicals.

⟩ **Identify physical hazards**: Identify any exposures to excessive noise (areas where you must raise your voice to be heard by others), elevated heat (indoor and outdoor), or sources of radiation.

⟩ **Identify biological hazards**: Determine whether workers may be exposed to sources of infectious diseases, molds, toxic or poisonous plants, or animal materials (fur or scat) capable of causing allergic reactions or occupational asthma.

⟩ **Identify ergonomic risk factors**: Examine work activities that require heavy lifting, work above shoulder height, repetitive motions, or tasks with significant vibration.

⟩ Conduct quantitative exposure assessments, when possible, using air sampling or direct reading instruments.

Leaders Conduct Incident/Accident Investigations

Effective leaders insist that all near-miss incidents and injury/illness accidents be investigated, not to place blame, but to fix safety management system weaknesses: the root causes. Doing so is very proactive because it helps ensure future incidents and accidents to not occur. They also investigate reports of other concerns that provide a clear indication of where hazards exist. To effectively demonstrate leadership when conducting incident/accident investigations, leaders should:

⟩ Develop a clear plan and procedure for conducting incident investigations, so that an investigation can begin immediately when an incident occurs.

⟩ Train investigative teams on incident investigation techniques, emphasizing objectivity and open-mindedness throughout the investigation process.

⟩ Conduct investigations with a trained team that includes representatives of both management and workers.

⟩ Investigate close calls/near misses.

⟩ Identify and analyze root causes to address underlying program shortcomings that allowed the incidents to happen.

⟩ Communicate the results of the investigation to managers, supervisors, and workers to prevent recurrence.

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6. What is important for leaders to remember about the accident investigation process?

    a. Be sure all non-compliance behaviors are disciplined prior to completing the inspection

    b. Investigate all accidents, not just those resulting in serious injuries

    c. Never communicate results of the accident to co-workers, supervisors, or managers

    d. Save root cause analysis for human resource professionals

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Leaders Identify Hazard Control Strategies

A wealth of information exists to help employers investigate options for controlling identified hazards. Good leadership will seek input from workers on the feasibility and effectiveness of hazard control measures. To effectively demonstrate leadership in identifying and selecting hazard control strategies, leaders should:

⟩ Review sources such as OSHA standards and consensus guidelines to identify potential control measures.

⟩ Investigate control measures used in other workplaces and determine whether they would be effective at your workplace.

⟩ Get input from workers to suggest and evaluate solutions based on their knowledge of the facility, equipment, and work processes.

Employers should select the controls that are the most feasible, effective, and permanent. To do that, they should use the "Hierarchy of Controls" that best eliminate or control hazards and exposure. Leaders should also review and discuss control options with workers to ensure that controls are feasible and effective.

Leaders Implement Hazard Controls

Once hazard prevention and control measures have been identified, they should be implemented according to the hazard control plan. To effectively demonstrate leadership in implementing hazard controls, managers should:

) Implement hazard control measures according to the priorities established in the hazard control plan.

) When resources are limited, implement measures on a "worst-first" basis.

) Promptly implement any measures that are easy and inexpensive regardless of the level of hazard they involve.

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7. To most effectively control hazards and exposures, safety leaders should use the _____.

    a. Hierarchy of Controls
    b. six steps in the accident prevention process
    c. worst-first strategy to avert serious injuries
    d. ideas submitted by employees from other departments

Leaders Follow Up to Confirm that Controls are Effective

To ensure control measures are and remain effective, employers should track progress in implementing controls, inspect and evaluate controls once they are installed, and follow routine preventive maintenance practices. Effective leadership will make sure the following is accomplished:

) Track progress and verify implementation by asking the following questions:

    o Have all control measures been implemented according to the hazard control plan?

    o Have engineering controls been properly installed and tested?

    o Have workers been appropriately trained so that they understand the controls, including how to operate engineering controls, safe work practices, and PPE use requirements?

o   Are controls being used correctly and consistently?

)   Conduct regular inspections (and industrial hygiene monitoring, if indicated) to confirm that engineering controls are operating as designed.

)   Evaluate control measures to determine if they are effective or need to be modified. Involve workers in the evaluation of the controls. If controls are not effective, identify, select, and implement further control measures that will provide adequate protection.

)   Confirm that work practices, administrative controls, and PPE use policies are being followed.

)   Conduct routine preventive maintenance of equipment, facilities, and controls to help prevent incidents due to equipment failure.

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8. Which of the following is NOT a recommended action that leaders should take to make sure hazard controls are working?

    a.   Conducting regular follow-up inspections of hazard areas
    b.   Confirming employees are following hazard control policies
    c.   Verifying routine preventative maintenance is being accomplished
    d.   Asking employees to express their feelings about management

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Leaders Educate Employers, Managers, and Supervisors

Employers, managers, and supervisors are responsible for workers' safety, and will benefit from specific training that allows them to fulfill their leadership roles in the program. Demonstrating leadership in this area occurs when employers instruct managers and supervisors on the following:

)   Their responsibilities as managers and supervisors, and the rights of workers' under the OSH Act.

)   Best practices when responding to all workers' injury, illness, and incident reports in a positive way.

)   The fundamental concepts and techniques for recognizing hazards and methods of controlling them, including the hierarchy of controls.

) Hazard analysis, controls, and incident/accident investigation techniques, including root cause analysis.

Leaders Train Workers Why and How to Work Safely

One of the most important leadership activities that shows a strong commitment to safety is to ensure worker safety training is conducted by competent persons. To demonstrate the commitment to worker training, managers should:

) Create a safety training function and designate competent persons as trainers. Competent persons have experience, have completed a train-the-trainer course, and have been evaluated and certified as having adequate knowledge, skills, and ability (KSAs) to conduct training.

) Instruct workers on how to report injuries, illnesses, incidents, and concerns.

) Instruct workers how and why they should carry out safety responsibilities, including: hazard recognition and controls, Job Hazard Analysis (JHA), incident/accident investigations, and participation in safety committees and inspections.

) Instruct workers on concepts and techniques for controlling hazards, including the hierarchy of controls and its importance.

) Train workers on why, when, and how to wear required PPE.

) Provide additional training, as necessary, when there is a change in facilities, equipment, processes, materials, or work organization.

) Provide opportunities for workers to ask questions and provide feedback during and after the training.

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9. Which of the following should be completed to help a leader determine if an employee is qualified to be a safety trainer?

    a. An interview with the human resources director
    b. The OSHA 10-Hour Outreach Training Course
    c. At least two years' experience on the topic being taught
    d. A safety train-the-trainer course

Leaders Conduct SMS Evaluation and Improvement

After management develops a safety management system, sound leadership requires it be evaluated initially to verify that it is being implemented as intended. After that, employers should periodically, and at least annually, step back and assess what is working and what is not, and whether the program is on track to achieve its goals. To effectively demonstrate leadership, managers should:

) Measure safety management system performance using leading and lagging indicators.

) Share results with workers and invite their input on how to further improve performance.

) When opportunities arise, share results with all departments and workers in the organization, and with trade associations.

) Involve workers in all aspects of program evaluation, including reviewing information (such as incident reports and exposure monitoring results); establishing and tracking performance indicators; and identifying opportunities to improve the program.

) Verify that key processes are in place and operating as intended.

) Review the results of any compliance audits to confirm that any program shortcomings are being identified. Verify that actions are being taken that will prevent recurrence.

Leaders Correct Program Shortcomings and Identify Improvement Opportunities

Whenever a problem is identified in any part of the safety and health program, employers — in coordination with supervisors, managers, and workers — should take prompt action to correct the problem and prevent its recurrence. To effectively demonstrate leadership, managers should:

) Take actions needed to correct program shortcomings.

) Proactively seek input from managers, workers, supervisors, and other stakeholders on how to improve the safety management system.

) Determine whether changes in equipment, facilities, materials, key personnel, or work practices trigger any need for changes in the system.

) Determine whether key performance indicators and goals are still relevant and, if not, how to change them to more effectively drive improvements in workplace safety and health.

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10. Effective safety leaders will evaluate the safety management system _____.

    a. quarterly
    b. continuously
    c. monthly
    d. annually

Additional Resources

) [Safety Responsibilities for Supervisors](#), NIOSH

) [Field Operation Manuel](#) , OSHA

) [Safety Leadership](#), Aubrey Daniels International

) [Navy Safety Supervisor](#), USN

) [Napo's Films](#), Via Storia