

# Making Safety Stick

Tools and tactics for frontline safety leaders



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**Joe Proulx**  
Sr. Compliance Expert  
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When it comes to safety leadership, do you feel like you are a “safety cop” or a “safety coach?”



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## Reactive or Proactive leadership?



### Safety Cop

Shows up after incidents occur  
Points out what's incorrect  
Writes it up and moves on  
Safety happens to employees



### Safety Coach/Leader

Shows up before incidents occur  
Asks questions and listens  
Helps teams fix root causes  
Safety happens with employees

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## Today's agenda

- Engaging ALL leadership
- Engaging ALL workers
- Effective and sustainable training
- Ensuring you are up to the task



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## Engaging All leadership



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## Safety culture

All Employees' collective attitudes and actions toward safety, including:

- management commitment
- employee engagement
- Ability to evolve and improve



- Sometimes experimentation required
- No "Easy" button

Safety culture is the result of leadership behaviors and frontline actions working together.

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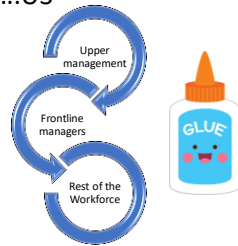
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## Frontline managers/leaders...US

*The glue that holds it all together*

- Understanding their role
- Essential knowledge and skills
- Training and development opportunities



**THIS IS OUR REALITY**  
**We are the negotiators**

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## Skills to master for frontline leaders

- Conduct effective proactive hazard assessments
- Develop corrective actions, implement controls, and **follow up!!**
- Communicate effectively and engage workers in safety
- Quickly investigate incidents and near misses
- Provide effective, task-based safety training
- Understand applicable safety regulations and compliance requirements
- Understand recordkeeping, workers' comp, and return-to-work

*Everything we talked about — leadership commitment, culture, engagement — shows up through these skills.*

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## Management leadership and commitment

Provide the leadership, vision, and resources needed to implement an effective safety and health program.

- Make safety and health a core value (why not a priority?)
- Integrate safety into all parts of the business
- Provide sufficient resources
- Expect performance and address shortcomings

*Leadership sets the conditions — frontline leaders turn that commitment into daily actions.*

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## Get high level leadership on board

COMMITMENT



### 1. Link Safety to Business Goals

- Show ROI: fewer injuries = lower costs, higher productivity
- Position safety as a competitive advantage
- Include in their KPIs and performance reviews

### 2. Make Leadership Visible (Get them involved)

- Management participation in safety walks, toolbox talks, and audits
- *Include in their KPIs and performance reviews*

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## Sustaining leadership commitment

### 3. Focus on Leading Indicators (Proactive savings)

- Track near-misses, training time given, hazard fixes
- Celebrate proactive achievements



### 4. Get workers promoting safety to managers



*Leadership sets the conditions — frontline leaders turn that commitment into daily actions.*

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How have you effectively engaged with management for safety?



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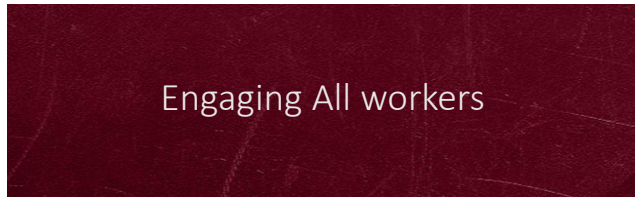
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### Engaging employees – Roadmap to success

1. Lead by Example
2. Build trust and Respect
3. Define Specific Behaviors
4. Integrate Safety into Daily Routines
5. Make Reporting Easy and Safe
6. Recognize and Reward Safe Behaviors
7. Empower Employees to Stop Work



*This is where frontline safety leadership becomes real*

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## Lead by example

### What does this mean?

- Leadership consistently models safe behaviors
- Sets the tone for the entire organization
- Builds trust and credibility



### Actionable Goals:

- Supervisors always demonstrate PPE compliance.
- Leaders participate in safety walks and discussions.

**Example:** Plant manager joins daily safety huddle and shares observations.

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## Show trust and respect

### What does this mean?

- Involvement from the beginning
  - Builds ownership and accountability
- Shifts safety from “top down” to “employee driven”



### Actionable Goals:

- Invite workers to join hazard assessments and pilot programs.
- Ask for feedback on new procedures before rolling them out.

**Example:** Operator involvement in reviewing a new piece of equipment

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## Define specific behaviors (and train them)

### What does this mean?

- Clearly outline what “safe” looks like
- Focus on observable actions, not vague concepts
- Makes expectations measurable and actionable



### Actionable Goals:

- Create a list of key safe behaviors for each role.
- Share examples during toolbox talks or team meetings.

**Example:** Define “proper lifting” steps and demonstrate during shift start.

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## Integrate Safety into Daily Routines

### What does this mean?

- Embed safety checks into normal workflows
- Make safety part of meetings and planning
- Reinforces safety is “how we work,” not an extra step

### Actionable Goals:

- Add safety topics to daily huddles or shift meetings.
- Include safety checks in pre-job planning.



**Example:** Start production meeting with a quick hazard review.

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## Make Reporting Easy and Safe

### What does this mean?

- Simplify reporting tools and processes
- Ensure anonymity and remove fear of retaliation
- Encourage reporting as a proactive safety measure

### Actionable Goals:

- Provide a simple option for quick reporting.
- Communicate zero-tolerance for retaliation.



**Example:** QR code for anonymous near-miss reporting.

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## Recognize and Reward Safe Behaviors

### What does this mean?

- Acknowledge employees who model safe practices
- Use both formal and informal recognition
- Positive reinforcement drives long-term engagement

### Actionable Goals:

- Create a “Moments that Matter” program.
- Immediate verbal praise for observed safe actions.



**Example:** Public recognition or a “Genuine” handshake.

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## Empower Employees to Stop Work

### What does this mean?

- Give workers authority to halt unsafe tasks
- Reinforces that safety is everyone's responsibility
- Builds confidence and accountability



### Actionable Goals:

- Communicate stop-work authority in training and meetings.
- Support employees who exercise this right with no retaliation.

**Example:** Operator stops a job due to missing guard and is praised for action.

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How have you engaged employees in safety?

Or...

What have you wanted to try?



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Effectively train workers



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## Characteristics of training adults

Results-Oriented	Active Participation	Experience-Based Learning	Application
Conceptual Learning	Scenario-Based	Reasonable Pace	Feedback and Next Steps

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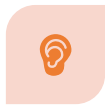
## Different types of learning styles



**VISUAL**  
(LEARN BY SEEING)



**AUDITORY**  
(LEARN BY HEARING)



**KINESTHETIC**  
(LEARN BY DOING)

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## What and when to train

### • Train in:

- Nature of hazards
- How to recognize hazards
- Hazard controls
- Protective measures
- Applicable standards
- Role in the program
- Knowledge to carry out responsibilities

### • When to train:

- Orientation
- Periodic or refresher
- Drills
- Special training
- Conditions change
- Employee fails
- After incident



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## OSHA training requirements

- No “one-size-fits-all” training regulation or requirement
- Some standards have specific training requirements
- Essential part of your safety and health program



OSHA Training Requirements Handbook →



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## Tips and tricks

*Effective training is not just done annually*

- **OSHA COMPLIANT**
  - Classroom training
  - Hands-on training piece
- **KEEP WORKERS SAFE**
  - Continuous reminders/reinforcement
  - Effective toolbox talks
  - Refresher hands-on activities
  - Discussions
  - FUN!!!



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## Toolbox talks example

**Bloodborne Pathogens**

**OSHA 1910.1039 (Required Training)**  
Workers with reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an assigned duty.

**What are bloodborne pathogens (BBP)?**  
Viruses or bacteria present in human blood that can kill or sicken.

**Most Common:**

- Hepatitis B (700 cases)
- Hepatitis C (25,000 cases)
- HIV (9000 cases) (Microorganism DHS)

**Symptoms of bloodborne diseases are not always apparent; people may not even know they have a disease.**

Hep B - 1-4 months  
Hep C - 2-6 weeks

HIV - 2-4 weeks flu-like symptoms  
No Cure  
If not treated can lead to AIDS

Affects the liver

OSHA 1910.1039

- ✓ Quick
- ✓ Informative
- ✓ Take away
- ✓ Relevant
- ✓ Keep it fresh

**Bloodborne Pathogens**

Where can we find Bloodborne Pathogens?

How can we get exposed?

Direct Contact	Indirect Contact
Respiratory Transmission	Vector Borne Transmission

What can we do to protect ourselves and others?

**UNIVERSAL PRECAUTIONS**  
All human body fluids treated as being infectious

1. Use Universal Precautions
2. Annual Training
3. HIV Vaccination (optional)
4. Follow Procedures (ask Supervisor)
5. Talk to Supervisor about any concerns

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What other training successes have you had?



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Growing as a frontline safety leader



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### Educational opportunities

- **OSHA 10 training:** General hazard recognition
- **OSHA 30 training:** More in-depth supervisor focus
- **Additional Learning:** Topic Focused (seminars, etc.)
- **Formal Education and Certifications:**
  - Degree programs
  - Certification programs



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## Participation in safety-focused organizations

### • Local safety organizations

- Engage with like minded managers, supervisors
- Discuss localized safety challenges
- Share best practices
- Learn from each other's experiences



### • Joining a professional safety organization

- National Safety Council
- Ex: BCSP, NASP
  - Networking with peers in your industry
  - Formal webinars, trainings, etc.

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## Recap of key points

- Safety culture is shaped by frontline actions, not policies
- The best leaders are proactive, not reactive
- Safety works best when it's done with workers, not to them
- Training and reinforcement keep safety practical and effective
- Frontline leaders succeed when they are supported and developed



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**Thank You for Participating!**



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