

Safety Intervention & Communication

“Lessons Learned from the Shop Floor”



WHY BE SAFE?

If you were injured what would you miss at work, home and outside activities?

SAFETY JOURNEY

1. Someone else looks out for my safety - enforcement of safety policies
2. I look after my own safety – I THINK about working safely
3. I look out for the safety of others – I intervene when others are working at risk

WHY WON'T EMPLOYEES INTERVENE?

#1 Answer: the other person might be defensive or angry

#2 Answer: it would not make a difference

Most unsafe behaviors could be stopped if someone would just tell the person that they were behaving unsafe in an **effective manner**

CHOOSE THE RIGHT COMMUNICATION TOOL

	In Person	Phone	Email/Text.
BODY language used is	55%	55%	55%
tone used is:	38%	80%	38%
WORDS used are:	<u>7%</u>	<u>20%</u>	<u>100%</u>
	100 %	100 %	100 %

In Person	Phone	Email	Text
<ul style="list-style-type: none"> •SAFETY •Personal •Emotional •Complex •Troubleshooting 	<ul style="list-style-type: none"> • Distance • Urgency 	<ul style="list-style-type: none"> •NON URGENT •Data •Information •Time shifting •Multi people •Back up 	<ul style="list-style-type: none"> • Short • Simple • Quick • Data • Updates • Notification

SOLERA TECHNIQUE

Square
Open
Lean forward
Eye contact
React
Acknowledge



BE ATTENTIVE -STOP MULTITASKING AND WORK SAFER:

- FOCUS, FOCUS, FOCUS
- Don't interrupt people
- Stop, turn, focus, talk
- Focus on task /orange at one time



INTERVENTION PROCESS

1. State the **FACTS**,
2. Describe the **IMPACT**,
3. Seek to Understand **WHY**,
4. Focus on **SOLUTIONS**



COURAGE TO INTERVENE - CHARACTER TO ACCEPT

Intervention works both ways. It is a two way conversation. How the intervention is accepted is just as critical. How you respond to the intervention can make or break it.

CREATING A POSITIVE SAFE WORK ENVIRONMENT

4:1 = Reinforce positive safe behaviours to correcting unsafe behaviours

WHY INTERVENE?

How would you feel if your co-worker got hurt because you didn't intervene?