Intervention and Situational Training

Making Safety Interventions, and to get it right
5 Big Lean Safety Ideas

Intervention is Lean Thinking

Collaborate; Really Collaborate

Projects as Networks of Commitment

Increase Relatedness

Optimize The Whole

Tightly Couple Learning w/ Action

Innovation

Competitive

Continuous Improvement

Build Trust

Reliability

Adapted from William A. Lichtig
Adapted from G. Howell, LCI

Global Engineering Solutions
Intervention – Speak Up

"The next time something's about to go wrong, I want one of you losers to speak up."

Global Engineering Solutions
What is a Safety Intervention?

• A discussion by one of more people with an individual or a group regarding an observation of a potential unsafe act, practice or procedure.

Why is a Safety Intervention Necessary?

• To prevent an accident / injury.
• Inform and educate workers of how to perform a task in a safer manner.
• Enhances workplace safety culture.

Who Performs a Safety Intervention?

• ANYONE who sees a potential unsafe act or condition.
• Craft labor, Merck project managers, CM project engineers, CM field superintendents, project jobsite safety representatives.
There’s a right way and wrong way to conduct a Safety Intervention

A correct Safety Intervention can lead to –

- Positive response by person being confronted.
- Change in worker’s behavior.
- Promotes additional interventions.

An incorrect Safety Intervention can lead to –

- Resistance from the person being confronted.
- Worker being defensive, failure to change behavior.
- Discourage future interventions.
WHY INTERVENTION IS HARD

1. Change perception with information.
2. Change habits with reminders. Drip Feed.
3. Set a good example.

Adapted From ProActs Safety
Willingness to Intervene sets right Culture – Culture Influences Behavior

- Support the Positive Message, and do not over-react to the negative.
- Understand that the receiver has a stake in the intervention too.
- Interventions are part of the right culture. People have to be willing to speak up.

Behavioral Change Critical Components – Behavioral Change is a Choice

- Strong Peer message. Relationships need to be built, & interventions welcomed.
- Intervention can become part of how we do our job, and can become a habit.
- Keep drip feeding the intervention message, and reward good behaviors.

This is a Generative Culture.
The Process Model of Intervention

- Action
  - Making/Updating Plan
  - Intervention
    - WORK STOPS
    - Improve on it!

Global Engineering Solutions
Key Safety Intervention Points

- Always be positive, and welcoming.
- Obtain the attention of the worker in a gentle manner, do not startle them.
- Expect Resistance. You entering their work space.
- Say “hello” and introduce yourself if you do not know the person.
- Obtain their name and reference it while you talk to them and when you leave.
- Body language and tone of voice is very important. Don’t address them with your arms folded or hands on hips or point fingers.
- When your intervention involves the crew foreman / superintendent / safety lead, always do it privately away from crew. Intervening in front of the crew can result in workers not trusting their jobsite leads.
Key Safety Intervention Points

• Establish that you and the worker both have the **same goal of performing our work in a safe manner** so we can return home to our families safely.

• Ask for their **input** on how to perform tasks safety. From this, many times they are then able to correct the at risk condition themselves.

• You may find that the worker is just doing what has been done in the past as being an acceptable method, worker may not know he is doing the task unsafely.

• **DO NOT** single-out the person, use words such as “we & us” rather then saying “you.”

• Tell them “thank you” for reviewing a means and method of performing the task safer, and that you **appreciated their time and commitment to our site jobsite safety culture**
Safety Intervention – Situational Awareness

• Picking the best moment – Not all situations require an immediate safety discussion.
• When you need to stop
  ➢ If the situation you’re presented with is putting someone in immediate danger, then you need to stop the work.
  ➢ Stopping the work by calling a “time-out” is one method.
  ➢ If the situation is serious, ask to speak to the job foreman and / or jobsite safety representative.
• When it can be done differently
  ➢ However, there are times when we may have observed an unsafe act or condition of a worker, who once they see you they quickly correct the issue. Example would be a worker not wearing his hardhat until he / she sees you entering the jobsite.
  ➢ Such a condition is one in which the worker is not in danger, but one in which you would like to discuss with him / her privately.
  ➢ In this case, approach the worker and signal to him / her to come to you, away from the work crew so you can chat one-on-one.
  ➢ This will make the discussion less daunting, the person less defensive
Active Safety Leader Skills

• Active and continuous participation in leading indicators, i.e. Safety Observation, Near Miss and Peer Safety Programs
• Participate in safety program activities
• Actively manage safety incidents. Work with team to identify root cause(s). Lead team in implementing recommendations for improvement.
• Incorporate construction, process safety and ergonomics into designs.
• Celebrate safety success – with individuals and team
• Resolve unsafe conditions/behaviors/procedures immediately to prevent incidents.
Active Safety Leader Behaviors

Improving Active Safety Leadership Behaviors:
• Take time to know the team
• Set an example by participating in safety program activities
• Influence the Safety Culture. Promote that it is OK for anyone to stop unsafe work
• Encourage and coach teams through continuous safety improvement & to work through challenging situations
• Continuously promote the importance of working safely and quickly recognize and celebrate success
• Can be directive and resolve imminent safety issues and willful noncompliance immediately
Additional Considerations

• Use “I” not “You”
  ➢ The best way to avoid the person getting defensive or argumentative is to focus on your own thoughts and feelings rather than what you want them to do differently.
  ➢ The easiest way to do this is to make sure you start your sentences with “I” instead of “you.”
  ➢ So instead of “You should be...,” “You are supposed to...,” or “You know you haven’t...,” we want to say things like “I’m a bit worried...,” “I thought the rule was...,” or “When I was on another site they...”
  ➢ Makes our comments less direct and confronting to the person (and hence make them less defensive).

• Ask Questions
  ➢ Makes the discussions less defensive, and gives the person a chance to explain their actions from their point of view.

  ➢ So we say things like “Do we need to have locked this out first?,” “Do you think we should go get a longer ladder?” or “What’s the procedure for this?”

  ➢ Even if you know the answer for sure, using questions creates a more open and effective discussion, and helps you find out more about the other person’s point of view.
Ok thanks – I just thought I could quickly move this cylinder, but you’re right – let’s use the cart.

Hey Bob – hold on, let’s use the cylinder cart to move that – you need to save your back for your golf swing.
Visit your project’s jobsite –

- Your overall Safety Intervention can be better received if you spend time in the field early-on and often so that you become a familiar face on the jobsite.
- Your simple presence on the jobsite shows the craft workers your interest in the project, their safety and work they are performing.
- Being visible on the jobsite provides you the opportunity to get to know the workers, hence making Safety Interventions you need to do much more welcoming / comfortable for both you and the craft workers.
- Be open to being challenged. Let the person know that their viewpoint matters too.
- Get to know the worker as a person, and build a relationship – where they live, their family, they have children, sports interest, music, cars, etc.
Break out Exercise - Instructions

• Break up into groups of 3 - move apart in different groups

• 4 Scenarios
  • Construction - Ladder
  • Construction – Live Electrical Panel
  • FAT/ Commissioning – N2 Alarm
  • Crane lift

• For the first scenario decide who is the
  • Giver (making the intervention)
  • Receiver (person who is being stopped)
  • Observer (active listening, provide feedback for others at the end)

• Rotate for each scenario so that everyone gets the chance to play a different role.

• Allow min 3-5 at end of each scenario for observer to provide feedback within team!!!

• Going to ask for feedback from teams randomly at end of each scenario
Breakout Example

Field Based Safety Scenario/Role Playing – SHORT

Working from a ladder

**Giver:** (Making the Intervention)

- You are walking through the construction site past an open door when you see an A frame ladder in a room in front of a ceiling hatch access door. There is a person standing on the top step of the ladder and there are two legs visible. There is no-one else in the room.

- What potential safety hazards come to mind?

- You decide to approach the person and notice that it’s a MSD engineer checking field installation with a P&ID in their hands. The person is using a small flashlight to make it easier to see things in the ceiling void and because the space is so tight they have removed their helmet and its resting on a ceiling panel.

- **CONVINCE THE RECEIVER THAT THEY HAVE TAKEN UNNECESSARY RISKS WITH THEIR OWN SAFETY JUST TO GET A WALKDOWN COMPLETED.**
Breakout Example

Field Based Safety Scenario/ Role Playing – SHORT

Working from a ladder

Receiver: (person who is being stopped)

- You are completing a P&ID walk-down for a utility service and need to provide your punchlist comments by end of that day. You are always very results orientated and you don’t miss deadlines. Your mind is on getting the job done.
- You had forgotten that some of the pipework is above a ceiling, there is an access hatch in the ceiling that will allow you to check it and you see a tagged A frame ladder nearby – PERFECT!! You can use this to look above the ceiling quickly and finish the walkdown.
- The ladder is a bit short but it can work. You climb to the top step of the ladder and remain on the ladder while inspecting the pipework above the ceiling. You need to temporarily remove your hard hat since the peak of the hat is obstructing your view— you saw that no work was being completed so it should be safe to do so.
- You are stopped by a co-worker and told your actions are unsafe.
- **START BY BEGING DEFENSIVE. MAKE THE GIVER WIN YOU OVER**
Merck Global Engineering Services
Safe Observation Report
(Reporte de Observación de Seguridad)

SOR is not to be used to assign blame.
(SOR no sera usado para asignar culpa.)
SEE something and DO something.
(VEA algo y HAGA algo.)

Priority Level/Prioridad - please check one: ( chequear una caja)

- High/Alto
- Med/Mediano
- Low/Bajo
- Info/Positive/Positivas

Type of Observation:

☐ Recognition for Safe Acts/Conditions (Reconocimiento Para Actos/Condiciónes Seguros)
☐ Unsafe Acts/Conditions Requiring Correction (Actos Inseguros/Condiciónes Que Requieren Corrección)
☐ Near Miss (Casi Incidente)

Observer’s Name: (Optional)
(Nombre de Observador: (Opcional))
Company: (Optional)
(Compañía: (Opcional))
Observation Location: (Required)
(Lugar de Observación: (Requerido))
Date/Time: (Required)
(Fecha/Hora: (Requerido))
Company Identified: (Required)
(Compañía Identificada: (Requerido))

Check all that apply:

☐ Condition (Condición)  ☐ Behavior (Comportamiento)  ☐ Procedure (Procedimiento)

- Acts/Conditions Observed (Actos/Condiciónes Observadas):


- Immediate Action Taken (Acción Tomada Inmediatamente):


- Follow Up Action (Seguimiento Complementario):


*SAFETY PERSONNEL TO COMPLETE BOTTOM PORTION AND REVERSE SIDE*

Issue Status (Problema Está): Closed/Concluido Open/Abierto
Action Assigned To (Acción Asignada Por):
Observer Notified of Corrective Action?/¿Se le notifico al observador sobre acción de corrección tomada? Yes/Si No
Leading Indicator History

GES Near Misses Per 100,000 MHs

GES Overall: SOR vs. RIR Rate

Peer Safety Audits per Month
Contact Information

Chris Dummermuth, Merck & Co.  Phone 215-652-3082
770 Sumneytown Pike
West Point, PA 19486
Mail Drop – WP1-1419