




## ***FRONTLINE SAFETY***

**Presented by**

**Tim Carter**  
**Director, Safety**  
**Fluor Signature Services**

Much is said about the importance of gaining upper management's commitment to safety. However, top-level support can easily get filtered out or watered down before it reaches the craftsmen actually performing the work. Accidents can almost always be traced back to bad communication of processes or expectations. Practically speaking, safety success (and the resultant savings in workers compensation claims) cannot be achieved without getting frontline supervisors engaged in the process. This session will provide first-hand insights into meaningful strategies and effective methods for reducing workers compensation costs by reducing construction accidents and injuries. Insurance agents will leave better equipped to help their construction clients manage the most significant component of their risk and insurance costs—worker injuries.

***Wednesday, November 15, 1:30–3:00 and 3:30–5:00 p.m.***



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**Tim Carter**  
**Director, Safety**  
**Fluor Signature Services**

Mr. Carter is presenter for Workshop I, "Frontline Safety," on Wednesday. He is safety director at Fluor Signature Services, a division of Fluor Corporation, based in Fluor's operations office in Aliso Viejo, California. He has been employed by Fluor more than 14 years. In his current position, he is responsible for the management and support of the entire field safety group within the Americas. Mr. Carter has been working in the health and safety field more than 22 years. During these years he has worked primarily in the mining and construction industries, supporting a diverse group of projects and clients in numerous countries around the world. He has served as a safety team member and manager on a variety of unique projects, each presenting safety challenges that were as unique as the projects themselves. In more recent years, he has provided support to projects associated with the Department of Energy and the maintenance and manufacturing sectors. Mr. Carter is supported by a team of regional managers in the United States and South America. Together they provide a broad scope of support services and resources for the projects and clients in their regions. Mr. Carter is a member of the American Society of Safety Engineers, and has been a speaker for the past 3 years at the Construction Risk Conference.

## ***Notes***

This file is set up for duplexed printing. Therefore, there are pages that are intentionally left blank. If you print this file, we suggest that you set your printer to duplex.

# FRONTLINE SAFETY

*Tim Carter*  
*Fluor Signature Services*

## **I. Introduction**

- A. Why do we have supervisors?
- B. Why do we have safety people?
- C. Why do we have incidents and accidents?

## **II. Safety Responsibilities**

- A. Management
- B. Supervisors
- C. Employees

## **III. Influence and Control—Workers vs. Supervisors**

- A. Cost and schedule
- B. Production
- C. Quality
- D. Safety
- E. Morale

## **IV. How Does One Become a Supervisor?**

- A. Seniority
- B. Leadership ability
- C. Experience
- D. G.O.B. network
- E. Drafted

## **V. Supervisor Selection Criteria—How Should You Choose?**

- A. Willingness to be a supervisor
- B. Past safety performance
- C. Past quality performance
- D. On-the-job injury history
- E. Communication skills
- F. Experience in the work to be supervised
- G. General safety reputation

## **VI. Supervisor Training—Do You Train?**

- A. New supervisors
- B. Refresher training

## **VII. Supervisor Performance—What Do You Measure?**

- A. Incidents and accidents
- B. Employee complaints
- C. Safe work hour accumulation
- D. Leadership

**VIII. Planning, Observation, Correction, and Communication—Critical Safety Responsibilities**

- A. Task planning
- B. Task orientation
- C. Behavior focused
- D. Listener
- E. Open communicator
- F. Predictable and consistent enforcement
- G. Self inspection
- H. Watch them do what they were told to do
- I. Initiating corrective action—immediately
- J. Setting the standard by example

**IX. Supervisors Are an Extremely Influential Component of the Work Process**

- A. Instruction
- B. Enforcement
- C. Standard setting
- D. Problem solving
- E. Direct observation
- F. Planning

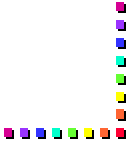
**X. Support Your Supervisors' Safety Responsibilities**

- A. Supervisor training
- B. Establish clear safety goals and responsibilities
- C. Avoid conflicting messages—safety vs. production
- D. Hold your supervisors accountable
- E. If a supervisor misses the safety goals—find out why
- F. If a supervisor achieves the safety goals—find out why
- G. Supervisors like positive recognition too
- H. Support resources

# FRONTLINE SAFETY

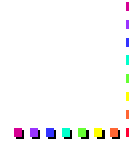
## Why do we have supervisors?

- Put plans into action
- Anticipate needs / conflicts
- Sequence events correctly
- Maintain schedule
- Support / mentor / enforce
- Protect company interests



## Why do we have incidents and accidents?

- Poor planning / communication
- Poor decision making
- Unbalanced priorities / conflict
- Risk taking is acceptable



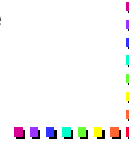
## Why do we have safety people?

- Technical support
- Supplement management's safety execution responsibilities
- Provide an independent eye
- Champion the safety culture drivers



## Why do we have incidents and accidents? (cont. )

- Inadequate leadership
- Performance expectations - poorly defined
- Weak enforcement / discipline



## Why do we have safety people? (cont.)

- Investigate / analyze / question
- Safety is only a portion of a supervisor's responsibilities - Supervisors need help



## Why do we have incidents and accidents? (cont. )

- Certain events are allowed to take place, and conditions exist, that lead to or cause the failure.
- Because they aren't prevented



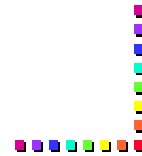
## What went wrong?

- Was there a safe work plan?
- Were the hazards known?
- What kind of instruction was given?
- Was the supervisor there?
- Were the supervisor's instructions followed?



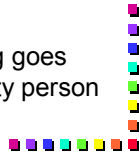
## Safety responsibilities

- Management
  - *Vision*
- Supervision
  - *Direction*
- Employees
  - *Action*
- Safety Representatives
  - *Support for all levels*



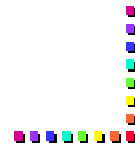
## Where was safety???

- Suggests that the safety person is responsible for safety
- Suggests that the safety person can prevent all accidents
- Suggests that when something goes wrong, it's the fault of the safety person



## Influence and Control

- | ■ Supervisors              | ■ Workers |
|----------------------------|-----------|
| ■ <i>Cost and schedule</i> | ■ ?       |
| ■ <i>Production</i>        | ■ ?       |
| ■ <i>Quality</i>           | ■ ?       |
| ■ <i>Safety</i>            | ■ ?       |
| ■ <i>Morale</i>            | ■ ?       |



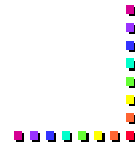
## Where was the supervisor?

- Did the supervisor plan the task?
- Did the supervisor know the risks associated with the task?
- Did the supervisor observe the work being performed?
- Were the supervisor's instructions understood?




## How does one become a supervisor?

- Seniority
- Leadership ability
- Experience
- G.O.B. Network
- Drafted




### Supervisor selection criteria - How do you choose?

- Willingness to be a supervisor
- Past safety performance
- Past quality performance
- On-the-job injury history
- Communication skills
- Experience - work being supervised
- General safety reputation




### Planning, Observation, Correction, Communication

- Critical safety leadership tools:
  - Task planning
  - Task orientation
  - Behavior focused
  - Good listening skills
  - Open communication



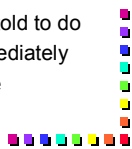
### Supervisor training - Do you train?

- **New supervisors**
  - Safety responsibilities / expectations
  - Safe work planning
  - Safety procedures
  - Communication
- **Refresher training**




### Planning, Observation, Correction, Communication

- Critical safety leadership tools: (cont.)
  - Predictable and consistent enforcement
  - Self inspection
  - Watch them do what they were told to do
  - Initiating corrective action - immediately
  - Setting the standard by example




### Supervisor performance - What do you measure?

- Incidents and accidents
- Employee complaints
- Safe work hour accumulation
- Leadership



### Supervisor influence

- Instruction
- Enforcement
- Standard setting
- Problem solving
- Direct observation
- Planning



## Support your supervisors' safety responsibilities

- Supervisor training
- Establish clear safety goals and responsibilities
- Avoid conflicting messages (safety v. production)
- Hold your supervisors accountable



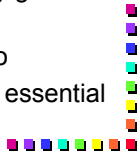
## Ask yourself these key questions about your supervisors

- Do you know which of your supervisors have performed accident free for the past year?



## Support your supervisors' safety responsibilities (cont.)

- If a supervisor misses the safety goals - find out why
- If a supervisor meets the safety goals - find out why
- Supervisors like recognition too
- Support resources (safety) are essential



## Ask yourself these key questions about your supervisors

- Do you provide the proper resources and encouragement for your supervisors in a way that effectively supports their safe work assignments and safety decisions?



## Ask yourself these key questions about your supervisors

- Can a supervisor stop work due to a safety issue without fear of negative consequence?




## Ask yourself these key questions about your supervisors

- Have you adequately communicated to your supervisors how important they are to the safety process and total safety success?



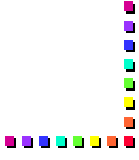
### Ask yourself these key questions about your supervisors

- Do your supervisors know that poor safety leadership by them is unacceptable?



### Frontline safety

- If a supervisor does not positively promote safe work behavior, who will the worker be positively influenced by for safety?



### Frontline safety

- A supervisor has the last and best opportunity to send a worker into a task trained, equipped and prepared to execute the work safely

