



## Topics

- **Duty of Care**
- **Safety Assessment Tool – rate our team’s safety performance.**
- **Safety Assessment - The Quickie**
- **Counselling about Safety Performance (1)**
- **It will never happen to me**
- **Food for Thought. One of the boys (or girls)**
- **Factors affecting motivation to identify and report hazards**
- **Hazard, Risk and Conditions Assessment**
- **Prevention is better than cure**



## Duty of Care

The general duties set out in most Occupational Health, Safety and Welfare Acts are similar to the Common Law duty of care.

This means that each person is required to take **reasonable** care to avoid causing harm to other people.

There is no legal definition of how a **reasonable** person would behave and the final decision would be determined on the particular facts of each situation.

These Acts makes it very clear that employees have certain rights with regard to health and safety in their own workplace.

### They have the right to:

- be informed about potential hazards
- participate in the setting up of safe standards in the workplace
- representation on matters relating to occupational health and safety
- refuse to work if they have reason to believe that they are or would be exposed to the risk of imminent and serious injury or illness
- be provided with reasonable alternative work until the issue is resolved

Occupational, Health, Safety and Welfare Acts list general duties to protect people at work from hazards and to keep safe and healthy work places.

### Employers

- Employers by law have to make sure employees are not exposed to hazards.
- Employees by law have to take reasonable care for themselves and others at work.



- Employers and self-employed people by law must take reasonable care for themselves to make sure that the work does not affect the health and safety of others.
- Manufacturers, importers and suppliers by law must provide safe plant and machinery in work places.
- All plant must be installed or erected so it can be used safely.
- Health and safety information must be supplied with all plant and substances used at work.
- Employees must be provided with information, instruction, training and supervision so they are able to work in a safe manner.

The work environment includes:

- The site (including carparks).
- All plant at the work place - loaders, cranes, trucks, forklifts, etc.
- What is done and the way the work is done.
- Work arrangements, for example the effects of doing overtime or shift work.
- The physical environment, for example heat, noise, lighting, ventilation, etc.
- The psychological environment, for example whether the way you work causes stress, etc.



## Employees

Employees must take reasonable care for their own health and safety at work and avoid harming the health and safety of other people.

To take **reasonable care** means:

- Follow the employer's instructions.
- Use personal protective clothing and equipment that has been provided.
- Take good care of equipment.
- Report hazards that employees cannot correct by themselves.
- Report injury or harm to health.
- Cooperate with employers - for the common aim of improving health and safety.



## Safety Assessment Tool – rate our team’s safety performance.

**H**ow safely does our team work? Before using this, decide if our team has the maturity to deal with the consequences. Also decide if we are prepared to act on the results. To do this exercise and then do nothing as a result will seriously damage credibility. We will need to have a healthy self-esteem and be willing to see criticism as an opportunity for improvement.

Explain what we are doing and why. Ask the work group to assist you to make sure that we are working as safely as we can. Tell them what you plan to do with their assessments and what you propose to do with the results. Agree with the team whether to keep it confidential or not. If the decision is to keep it confidential, re-think whether or not the team has the maturity to conduct its own assessments or whether or not there is a fear of repercussions.

Tell them that as the group or team leader, ultimate accountability for team safety performance rests with you, but that every one of us is responsible for working safely. Ask them to be honest, fair and balanced in their assessments.

Firstly, check out the assessment tool and suggested rating scale on the following pages. Then come back and read these guidelines and considerations about improving safety performance using this assessment tool:

- The assessment tool contains 40 items relating to safety performance. If most of these items are being well managed within the team you and your team will be working toward a safe work environment. Caution: When it comes to safety, never rest. Safety requires eternal vigilance and a constant focus.
- The highest score possible using our suggested rating scale is 280. This ideal score of 280 is a target to continually strive for.

Here are some benchmarks for comparing your team score:

40 - 120	<b>Danger. Danger. Danger.</b>
121 – 200	Serious issues that need resolving now.
201 – 240	Not bad, but more to do. Take care.
241 - 280	Congratulations. Your team has a very good safety focus. Maintain the standard. Guard against complacency.



- Involve all team members in conducting the assessments.
- Combine the individual total scores to work out the average total score for the team.
- Combine the individual scores for each item to work out the average score for each item.
- Make a note of items where there is a wide difference in individual scores, e.g. 1,2,6,5,3,1,6,2,5. Firstly, discuss why there is such a variation in scores at the team meeting. Ask people to elaborate on their rating. After this discussion, adjust any individual ratings and the average score for the item, if applicable.
- Now, focus on the 5 items which have the lowest average score.
- Discuss with the team what has to happen to improve these things. Agree what things you will do and what things team members will do. Emphasise that for you to make improvements you are going to need their support and co-operation. And vice versa.
- Draw up a list of actions to be implemented by you and/or the team members describing the actions, by whom, with whom and by when.
- Agree to meet in, say, two weeks to review the progress with this list of actions.
- Create an expectation that all team members, where relevant, will be expected to discuss verifiable examples of how they have made these improvements.
- At this team meeting, always lead off by discussing verifiable examples of what you have done. Then ask others to discuss their examples.
- Keep repeating this process every two weeks or so until the team is satisfied that the first 5 items have been addressed.
- Now focus on the next 5 items with the lowest average score. Note - many of the items are not mutually exclusive, i.e. items may be related to each other. Thus, by improving one item you may also improve another related item. Review if the next 5 lowest items still need improving. If not, choose the next 5 items or whatever that still need improving.
- Continue this process until you conduct your next safety assessment in 12 months.



## Team Focus on Safety - Assessment Tool

Below is a suggested rating scale :

1	2	3	4	5	6	7
Strongly	Disagree	Moderately	Unsure	Moderately	Agree	Strongly
Disagree	Disagree		Agree		Agree	

1. Compliance with safety systems, procedures and safe work practices are constantly promoted within the team.
2. Everybody works to the agreed safety procedures and safety standards.
3. Safe work practices are seen as important as production and productivity targets.
4. Safety problems and issues are clarified and resolved.
5. I can express any opinion I like regarding safety without fear of repercussion.
6. What people say about working safely is consistent with what they do.
7. Honesty in relation to unsafe work practices is displayed within the team.
8. People are prepared to listen to what I have to say about unsafe work practices.
9. We acknowledge each other for working safely and provide each other with feedback about unsafe behaviour.
10. We frequently clarify what we need and expect from each other in relation to safety.
11. If safety decisions were made by secret ballot, they would be the same as those we currently make.
12. We look for ways to assist other members of the team to work safely.
13. On matters of safety, everybody is allowed to have a say - no one dominates.
14. We are allowed to improve the established safety systems and practices within the team.
15. We are open to ways to improve our individual safety performance.
16. Safety meetings are efficient, effective, and worthwhile.
17. We spend time clarifying the safety objectives and targets of the team.
18. We practice our roles and responsibilities in maintaining a safe work environment.
19. We get appropriate feedback on safety performance.
20. Safety efforts and results are acknowledged and recognised.
21. We have appropriate safety input into team goals and strategies.
22. Our safety priorities are clear.
23. We have a clear understanding of what is expected of us on a day-to-day basis in relation to safety.
24. If incidents occur, we look for learning and solutions, not blame.
25. We participate in relevant decision-making about safety issues and follow through on the required actions.
26. We promote the concept that we are all 'safety inspectors' and respond appropriately when safety lapses are pointed out.
27. We apply a zero tolerance approach to unsafe work practices and unsafe behaviour.
28. We always act and follow through on safety decisions made at team meetings.



29. We all accept that all of us have a part to play in creating and maintaining a safe working environment.
30. Safety problems and issues are discussed within the team before decisions are made.
31. People are prepared to own and discuss unsafe work practices, through which others can learn, knowing that this information won't be used against them later.
32. People are prepared to acknowledge the safety efforts of team members.
33. I can do my job safely because other members in the team do their job safely.
34. We are prepared to work safely with other teams.
35. There are no destructive cliques in our team which compromise safety.
36. Other teams welcome the opportunity to work with us because of our approach to safety.
37. Team members accept feedback on safety performance from each other.
38. The team can count on the manager for support on safety issues.
39. The team has the right skills and expertise to work safely.
40. People are willing to accept ownership of their actions.



## Safety Assessment - The Quickie

### How to use the Quickie

- Ask each person to review the list of actions.
  - Ask them to nominate 5 actions that need attention.
  - Focus on the 5 actions selected the most.
  - Start with the most important action and agree what needs to happen/what could we do better.
1. The requirements of work safety and health regulations are incorporated in the ways we do our work
  2. The hazards and potential risks in our workplace are assessed and resolved effectively.
  3. The root causes of risks are identified and resolved effectively.
  4. Changes are made to existing safety rules and regulations, systems and procedures and work practices as new situations require it.
  5. Training is provided to ensure that people comply with safe working practices.
  6. The effectiveness of this training is monitored in the workplace.
  7. The support required to ensure that people comply with safe working practices is provided.
  8. We explore the real drivers causing people to not comply with safe working practices.
  9. From the perspective of those most at risk, we identify what 'pay offs' there are to not comply with safe working practices.
  10. We explore the prevailing attitudes to safety.
  11. We identify what attitudes and behaviour we need to change to eliminate unsafe work practices and follow through on effective solutions.



12. We explore how high safety is in the real daily priorities from the point of view of those most at risk.
13. We incorporate the views and suggestions of those most at risk to achieve our safety targets.
14. We make safety a constant daily focus in the minds of those most at risk.
15. We know what those most at risk perceive where the emphasis really is – Safety? Production?
16. We explore the real messages we get that reinforce those perceptions.
17. We get the right balance between safety requirements and production requirements.
18. All people act as ‘safety inspectors’ as a constant practice.
19. We have a culture where work group / team members constantly encourage safe working practices.
20. We have a culture of zero tolerance for unsafe work practices.
21. We identify and resolve unsafe conditions and work practices.



## Counselling about Safety Performance (1)

Friendly counsel cuts off many foes.

William Shakespeare, 1564-1616.

English dramatist and poet, King Henry IV

### One incident and....

**C**ounselling someone whose safety performance is unacceptable is an uncomfortable process for both the manager/team leader and the person. Which is probably the main reason many managers/team leaders avoid doing it. Here is a process to follow which will make it easier on both of you. (Tip: Tell the other person that you will be using this structure to prepare and discuss. When prepared, both of you follow the structure outlined here. Take the 'problem behaviour' through this process.)

### Setting up a meeting

- Approach the person in private or out of hearing of others.
- Explain that you would like to meet with them to discuss their safety performance.
- Explain that you will be doing this with other team members as well.
- Explain how you will prepare for this meeting and how you would like them to prepare for the meeting.
- Agree a specific time, date and place to meet in private.

### Preparation (By the manager/team leader)

- List some areas of safety performance in which you would like the person to improve.
- List specific things that you would like this person to do better in relation to safe work practices in each area.
- List the areas in which the person is performing safely.
- List specific examples of things that they do safely.

### Preparation (By the team member)

- List the aspects of their job which they think they do safely.
- Cite a couple of examples in each aspect which demonstrates how they do this aspect safely.



- Identify safety aspects of their job which they think they could improve.
- Identify the specific things that they could do better in each aspect in relation to safe work practices.
- Identify what other things would need to happen to enable them to make those improvements.
- Identify what training or coaching assistance they require to make the improvements.
- Identify what they would like the manager to do more of or less of to help them make the improvements.

## The Counselling Session

- Explain that this is an opportunity to improve safety for all of us.
- Say that all of us have different perceptions about various things that happen in the workplace and this is an opportunity for a frank and honest exchange of our perceptions.
- Explain how you will conduct this meeting - the format and your expectations.
- Discuss the areas of their job that they do safely and the examples of specific things in each area.
- Ask them to discuss their view of the things that they do safely.
- Reach agreement on the things that they do safely.
- Discuss the areas in which you think they could improve and specify the things which you would like them to do better in relation to safety.
- Ask them for their view of what they could improve and the specific things they could do better in relation to safety.
- Agree a list of things for them to work on to show improvement.
- Discuss their view of the support they believe they need to make these improvements.
- Agree things which you (the manager) will do better to support their efforts.
- Agree what actions you will take to support them in the achievement of these improvements.
- Discuss your and their feelings about this session.
- Schedule a specific time, date and place to review how both of you have implemented your agreements.
- Thank them for their time and contribution.



## It will never happen to me

**S**afety is a state of mind as well as a practice - being alert; being focussed; being aware of potential risks; being aware that barring 'acts of God', unwanted incidents or 'accidents' are waiting to happen. Waiting for a deviation from the required procedure whether it be a technical malfunction or a system failure or an unsafe or ill-informed human choice or a moment of complacency.

A safe workplace with zero incidents of serious injury or damage to person or property can become a double-edged sword. The longer the workplace is incident-free, the greater the danger of complacency setting into the minds of the workforce. In an industry where the potential risk is high, this is the time when the collective consciousness of the workforce about safety needs to be constantly raised.

The potential risk is usually determined by assessing three factors:

- ☐ The frequency of exposure to a potentially dangerous event or situation.
- ☐ The likelihood of harm or damage.
- ☐ The severity of the harm or damage.

A fourth factor needs to be considered. Attitudes.

**Attitudes or mindsets that can lead to death or serious injuries which can destroy lives or cost millions in damaged property and equipment include:**

- ☐ It will never happen to me.
- ☐ Rough enough is good enough.
- ☐ She'll be right, mate.
- ☐ I don't like the way I look wearing these safety glasses.
- ☐ These safety glasses are uncomfortable.
- ☐ The other workers will think I'm weak if I follow the safety procedures.
- ☐ Taking risks lets others know how tough I am.
- ☐ Nothing will go wrong because nothing ever goes wrong.
- ☐ Doing this the safe way takes too much time / too much effort / is too uncomfortable.
- ☐ Management say that safety is the number one priority, but I know that when push comes to shove production is more important than safety.

# Improve Safety



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- ❑ No one's going to know if I take a few shortcuts.
- ❑ I didn't make this mess - why should I clean it up?
- ❑ The boss doesn't want me bugging him all the time over a bit of wear and tear.
- ❑ If I complain to the boss about this unsafe situation, nothing will happen so why bother?
- ❑ Everybody takes shortcuts – it's expected.
- ❑ If it costs money, they won't fix it so why report it.
- ❑ This is trivial. If I report it, it will take me ages to fill in the documents.
- ❑ The boss doesn't follow the proper safety procedures, why should I?
- ❑ They only make a fuss when someone gets seriously hurt. Making money's the name of the game here.
- ❑ The only reason that they push safety around here is because they don't want to be prosecuted.



- ☐ Wearing the proper protective equipment slows me down and then you are really in trouble.
- ☐ It's no big deal. Somebody else will fix it.
- ☐ That's not my responsibility. That's what the Safety Officer is for.
- ☐ I'm not paid to maintain the equipment.
- ☐ I haven't got time to fix all the little things. There's not much risk that someone will get hurt.

**How prevalent are these attitudes in the minds of your people? How much complacency has set in to their attitudes to safety?**

Get your group to discuss these attitudes. Ask them to tick the ones that they reckon apply in our workplace. You'll soon get an idea of their attitudes to safety.

Ask them to consider this question in relation to each attitude above, "What are other attitudes that could apply which would serve you and the rest of us better?" You will have an interesting discussion and the main point is that this exercise will help remove complacency. Do this exercise every month or so using 6 different examples from the list above.



## Food for Thought. One of the boys (or girls)

**A manager or team leader can face a tricky situation** because of his or her desire to be liked as opposed to disliked. At the end of the day, when all is said and done, we all have to front up the next day and resume our relationships.

In many instances, it is the best worker who gets promoted to the position of manager or team leader. This places him or her in the awkward position of having some power and authority over people with whom he or she was once on an equal footing. Now most of us like to be accepted not rejected in our workplace. So this can put the manager in the uncomfortable position of being torn between his or her responsibilities as a manager and a desire to be one of the boys (or girls). Many managers succumb to the latter and try to avoid saying or doing things that may make them unpopular with their people.

This can become a matter of life or death in the context of safety. It is a manager or team leader's responsibility to take action when unsafe acts or non-compliance with safety procedures occur. To do this, a manager may have to examine and challenge their own mindset when it comes to what they will and will not do to ensure a workplace where everybody returns home safe and well at the end of the day (or night).

## Dangerous Mindsets

Managers or team leaders may be reluctant to take effective action in matters of safety for reasons similar to these:

- ☐ Fear of embarrassment for you or the other person.
- ☐ Not wanting to stop production.
- ☐ By taking action, I may create a bigger industrial relations issue.
- ☐ Fear of conflict or of the other person's reaction.
- ☐ There is no consistency in how other managers and myself approach people who are acting unsafely or not complying with safety procedures.
- ☐ If I take action I won't get back up from management.
- ☐ Fear of being ridiculed.
- ☐ Being aware that no action has been taken to resolve this issue before.
- ☐ This person doesn't report to me. It's not my role to say something.



- ☐ The rules may not be clear or consistent. I might not be right.
- ☐ I may place myself in a position where I have to justify rules about which I have no knowledge.
- ☐ I may place myself in a position where I have to justify a rule with which I disagree.
- ☐ I don't want to be seen to be a nag.
- ☐ I don't see it as my responsibility. The worker is responsible for his or her safety.
- ☐ Laziness. It is not worth the effort.
- ☐ Fear of being seen to be victimising the person.
- ☐ Too busy – I don't have the time.
- ☐ There are no consequences if I do nothing.
- ☐ I don't want to be seen as a 'wimp'.
- ☐ I don't want to damage my relationship with that person.
- ☐ This guy and I drive to work together. How embarrassing could that be?
- ☐ I don't know what to say.
- ☐ It won't make any difference.
- ☐ I don't think it is important.

How would you justify your mindset if it is similar to these and it results in the death or injury of a worker – a father, a mother, a son, a daughter, a brother or a sister?

**Remember, injuries don't happen without people.**



## Factors affecting motivation to identify and report hazards

Discuss this list with all operators in small groups.

Do it weekly for 15 minutes discussing a few at a time.

This will do 2 things:

- (1) Demonstrate that we are prepared to give up some 'production' time to focus on safety – you would have to get collaboration all down the production line through to delivery so that everyone knows why we are sacrificing time. If this results in increased pressure to produce the product, it will backfire. It means the company 'walking the talk' about production V safety.
- (2) Just the act of discussing these factors will have a positive impact.

Factors affecting motivation to identify and report hazards		
Perceived degree of effort in use of hazard reporting format	➔	What people
Time taken to fill out hazard reporting format	➔	
Perceived level of skill and knowledge in identifying hazards	➔	
Perceived probability of successful outcome in reporting hazard	➔	
Perceived value of outcome	➔	
Reaction experienced from supervisor to raising hazard	➔	
Reaction experienced from work mates to raising hazard	➔	
Disincentives to comply with safe working procedures	➔	
Incentives to comply with safe working procedures	➔	
Amount of 'pain' experienced for not complying	➔	
Amount of 'pleasure' experienced for complying	➔	



Attitude of supervisor to safety demonstrated by behaviour	➔	<b>say and do in relation to identifying and reporting hazards</b>
Attitude of management to safety demonstrated by behaviour	➔	
Attitude of workmates to safety demonstrated by behaviour	➔	
Real or perceived messages about production V safety	➔	
Feedback on results of hazard reporting	➔	
Satisfaction with action taken regarding the hazard	➔	
Constancy of focus on safe working practices	➔	
Perceived level of risk	➔	
Perceived level of potential harm or damage	➔	
Production requirements demanding shortcuts	➔	
Perceived length of time taken to fix a hazard	➔	
Recognition and acknowledgement received for working safely	➔	
Priority given to identifying hazards	➔	
Priority given to the crew identifying unsafe behaviour	➔	
Consequences experienced by workmate if cited for unsafe acts	➔	
Fear of workmate's reaction if I raise unsafe behaviour	➔	
Degree of focus on zero tolerance for unsafe behaviour	➔	



**Hazard, Risk and Conditions Assessment** (Use this list to identify and manage risks and hazards)

- ☐ Air-conditioning
- ☐ Boilers (inc certification certificates)
- ☐ Chains, hooks and slings
- ☐ Checks on vehicle users, licence inspections
- ☐ Chemicals
- ☐ Clarity of markings for safe working limits
- ☐ Cleanliness/hygiene
- ☐ Compressed air (airlines, vessels, valves – including certificates)
- ☐ Control of hazardous substances and inflammable materials
- ☐ Cranes
- ☐ Crane towers and erections
- ☐ Design of equipment and the workplace
- ☐ Drums and belts
- ☐ Electrical equipment (insulation, wires, switching, earthing)
- ☐ Emergency isolation of machines
- ☐ Emergency plans and procedures
- ☐ Equipment maintenance
- ☐ Extraction systems
- ☐ Fire extinguishers
- ☐ Fire or explosion hazards
- ☐ First aid kits and contents
- ☐ First aid training
- ☐ Floor coverings
- ☐ Floor loads
- ☐ Forklifts
- ☐ Fumes
- ☐ Gasses
- ☐ Guillotines
- ☐ Hand tools
- ☐ Harnesses
- ☐ Hoists and cranes (showing max lift load)
- ☐ Humidity
- ☐ Internal transport routes
- ☐ Issue of protective clothing and equipment
- ☐ Labelling of hazardous substances
- ☐ Ladders
- ☐ Lathes
- ☐ Lifts (showing max lift load)
- ☐ Lighting
- ☐ Links in chains
- ☐ Load bearing structures or supports
- ☐ Machinery guards
- ☐ Machinery maintenance



- ☐ Materials data safety sheets
- ☐ Materials handling incl manual handling, lifting and gripping
- ☐ Metal fatigue in structures
- ☐ Noise levels
- ☐ Non-smoking areas
- ☐ Occupational overuse syndrome
- ☐ Office furniture
- ☐ Ovens/furnaces
- ☐ Passageways
- ☐ Pedestal grinders
- ☐ Pits and excavations
- ☐ Portable grinders
- ☐ Power conveyors
- ☐ Power presses
- ☐ Power tools
- ☐ Precautions for confined spaces
- ☐ Protection from dangerous materials and substances
- ☐ Provisions for people with disabilities
- ☐ Qualifications of operators (boilers and pressure vessels, crane, forklift)
- ☐ Radiation
- ☐ Rigging
- ☐ Ropes
- ☐ Safe operating procedures
- ☐ Safe working limits for cranes
- ☐ Scaffolding
- ☐ Shift-work arrangements
- ☐ Slip/trip hazards
- ☐ Stairways
- ☐ Storage
- ☐ Temperature
- ☐ Vehicles
- ☐ Vehicle safety procedures
- ☐ Ventilation
- ☐ Vibration from equipment
- ☐ Warning signs (inc multilingual)
- ☐ Washrooms/facilities
- ☐ Wire ropes
- ☐ Woodworking machinery (circular saws, routers, joiners)
- ☐ Work at heights (falls)
- ☐ Work organisation
- ☐ X-ray equipment

- ☐ Any other items covered by legislation / awards peculiar to your workplace

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## How to use

15 minutes of each week is devoted to Hazard Discussion. Each week one person is asked to identify and bring to the meeting his/her analysis of the hazards and the unsafe work practices. He/she doesn't have to point out an individual. He/she just comments on what they saw or experienced from a general perspective. This role is rotated weekly. The point is it keeps safety as a **constant focus** and the perpetrators will know that they are under notice.

## Improving Safety 5

**Prevention is better than cure** (Use these points to identify potential causes of incidents/injuries)

Causes of incidents / injuries		
Immediate Causes		Contributing causes
<b>Unsafe acts</b> <ul style="list-style-type: none"> <li>Protective equipment or guard provided not used</li> <li>Hazardous method of handling or lifting</li> <li>Improper tools or equipment used despite availability of proper tools</li> <li>Hazardous movement</li> <li>Taking shortcuts</li> <li>Skylarking/practical jokes</li> <li>Negligence</li> </ul>		<b>Safety Management Performance</b> <ul style="list-style-type: none"> <li>Instruction inadequate</li> <li>Rules not enforced</li> <li>Safety not planned</li> <li>Infrequent employee safety contacts</li> <li>Hazards not corrected</li> <li>Safety devices not provided</li> <li>Production demands take priority over safety</li> <li>Negative peer pressure</li> <li>Negligence</li> </ul>



Unsafe conditions	RESULT	Mental condition of worker
		Physical condition of worker
<ul style="list-style-type: none"> <li>▪ Ineffective safety device</li> <li>▪ No safety device although one is needed</li> <li>▪ Hazardous housekeeping, slip and trip hazards</li> <li>▪ Equipment, tools or machines defective</li> <li>▪ Improper dress for job</li> <li>▪ Improper illumination or ventilation</li> <li>▪ Excessive noise</li> <li>▪ Poorly designed work station</li> <li>▪ Chemicals or other hazardous substances not stored safely</li> <li>▪ Inadequate load bearing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annoyance</li> <li>▪ Production delays</li> <li>▪ Reduced quality</li> <li>▪ Spoilage</li> <li>▪ Property damage</li> <li>▪ Minor injury</li> <li>▪ Disabling injury</li> <li>▪ Fatality</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of safety awareness</li> <li>▪ Lack of coordination</li> <li>▪ Dangerous attitudes</li> <li>▪ Slow mental reaction</li> <li>▪ Inattention</li> <li>▪ Lack of emotional stability</li> <li>▪ Nervousness</li> <li>▪ Temperamental</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Extreme fatigue</li> <li>▪ Deafness</li> <li>▪ Sight impairment</li> <li>▪ Lack of physical requirements for job</li> <li>▪ Hearing condition</li> <li>▪ Crippling or other disability</li> </ul>

Adapted from Figure 56.2 in *Encyclopaedia of Occupational Health and Safety, Fourth edition, Volume II*, page 56.7, published by the International Labour Organisation. Copyright © 1998 International Labour Organisation