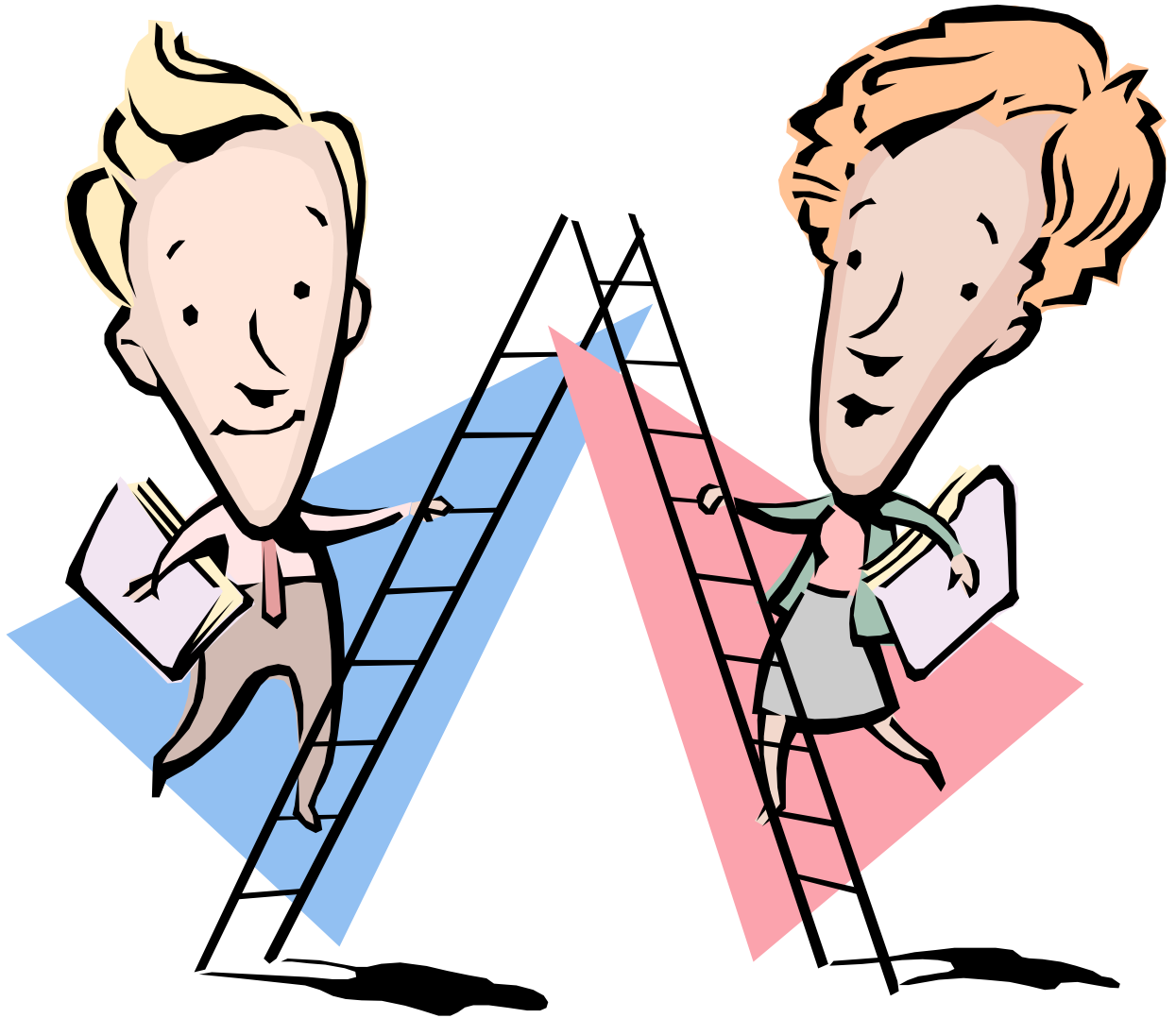


Keys to Effective...

Safety Leadership



Presented by
The Public Education Section
Oregon Occupational
Safety and Health Division Oregon OSHA

1/26/2023-02



Oregon OSHA Mission Statement

To advance and improve workplace safety and health for all workers in Oregon.

Consultative Services

- Offers no-cost on-site safety and health assistance to help Oregon employers recognize and correct safety and health problems in their workplaces.
- Provides consultations in the areas of safety, industrial hygiene, ergonomics, occupational safety and health programs, new-business assistance, the Safety and Health Achievement Recognition Program (SHARP), and the Voluntary Protection Program (VPP).

Enforcement

- Offers pre-job conferences for mobile employers in industries such as logging and construction.
- Provides abatement assistance to employers who have received citations and provides compliance and technical assistance by phone.
- Inspects places of employment for occupational safety and health rule violations and investigates workplace safety and health complaints and accidents.

Appeals, Informal Conferences

- Provides the opportunity for employers to hold informal meetings with Oregon OSHA on workplace safety and health concerns.
- Discusses Oregon OSHA's requirements and clarifies workplace safety or health violations.
- Discusses abatement dates and negotiates settlement agreements to resolve disputed citations.

Standards & Technical Resources

- Develops, interprets, and provides technical advice on safety and health standards.
- Provides copies of all Oregon OSHA occupational safety and health standards.
- Publishes booklets, pamphlets, and other materials to assist in the implementation of safety and health standards and programs.
- Operates a Resource Center containing books, topical files, technical periodicals, a video and film lending library, and more than 200 databases.

Public Education & Conferences

- Conducts conferences, seminars, workshops, and rule forums.
- Presents many workshops that introduce managers, supervisors, safety committee members, and others to occupational safety and health requirements, technical programs, and safety and health management concepts.

Additional Public Education Services

- Safety for Small Business workshops
- Interactive Internet courses
- On-site training requests
- Access workshop materials
- Spanish training aids
- Training and Education Grants
- Continuing Education Units/Credit Hours

For more information on Public Education services, please call (888) 292-5247 Option 2

Portland Field Office	(503) 229-6193
Salem Field Office	(503) 373-7819
Eugene Field Office	(541) 686-7913
Medford Field Office	(541) 776-6016
Bend Field Office	(541) 388-6068
Pendleton Field Office	(541) 276-2353



Salem Central Office: (800) 922-2689 or (503) 378-3272

Website: osha.oregon.gov



Welcome to the Keys to Effective Safety Leadership

In 1964, John W. Gardner was awarded the Presidential Medal of Freedom for his work in the private and public sectors. In his book, *On Leadership*, he states that “***the first step toward effective leadership is not action, it’s understanding.***” That’s what this workshop is all about. In the next few hours we will try to gain a better understanding of what it takes to be effective leaders as employees, supervisors, and managers within the occupational safety and health arena. To do that, we’ll explore leadership concepts and principles, and tap into your personal knowledge and experience.



The Big Goal...

Gain a greater awareness of the concepts and techniques of applying effective safety leadership in the workplace.



What's inside

The Nature of Leadership	2	Leaders value safety	10
Attila the Hun on Safety	3	Leaders know how to communicate	11
Climbing the Leadership Ladder	6	Leaders recognize good work	12
Leaders understand cause and effect	7	Leaders know how to discipline	12
Exercise - What's your leadership style	8	Leaders develop trust and credibility	13
Leaders develop a supportive culture	9	Leaders demonstrate commitment	14
Leaders value safety	10	Developing leadership in your culture	15

Form Groups



Introductions

Elect a group leader

Select a spokesperson

Everyone’s a recorder

Please Note: This material, or any other material used to inform employers of compliance requirements of Oregon OSHA standards through simplification of the regulations should not be considered a substitute for any provisions of the Oregon Safe Employment Act or for any standards issued by Oregon OSHA. The information in workbook is intended for classroom use only.



The nature of leadership

To figure out what leadership is, let's first discuss what it is not.

Leadership is not power -

- The capacity to bring about desired outcomes and prevent those not desired. (Gardner)
- Derived from status, position, money, expertise, charisma, ability to harm, access to media, control of assets, communications skills, physical strength.
- Leaders always have power, but the powerful are not always leaders.
- Thug who sticks a gun in your back has “power” but not leadership.
- Is self-centered, ethically neutral (can be used for good or bad), amoral.

Leadership is not status -

- Status or position may enhance the opportunity for leadership (and accountability).
- Some may have status or position, yet haven't a clue how to lead.
- Position is assigned from above...leadership is conferred from below.

Leadership is not authority -

- Person may have subordinates, but not followers.
- People will follow...confer leadership... only if person acts like a leader.

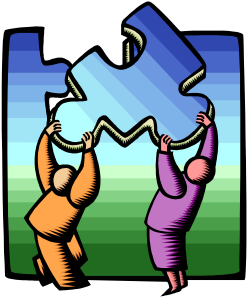
Leadership is not management -

- Management is the process of controlling systems through planning, organizing, and supervising.
- Managers organize system inputs - processes, policies, plans, procedures, programs.
- Managing is an planned activity. Leadership is more spontaneous than planned.
- Managers do things right. Leaders do the right things.

Leadership is not common sense -

- Common sense - What is it? How do we develop it?
- Good sense is individual. Common sense would result in common leadership styles.

The people are fashioned according to the example of their king; and edicts are of less power than the life (example) of the ruler. Claudian, c. 365. Egyptian epic poet.



Group Exercise: ATILA ON “LEADERSHIP QUALITIES”

Leadership is the process of persuasion or example by which an individual or team induces a group to pursue objectives held by the leader or shared by the leader and his or her followers. (John Gardner, *On Leadership*, p. 1)

Instructions: Review the "Attila On “Leadership Qualities” summary on the next two pages. Choose any three qualities and discuss how they might be demonstrated by a safety leader. Spokesperson - be prepared to summarize and present your group's ideas to the class.

Quality: _____

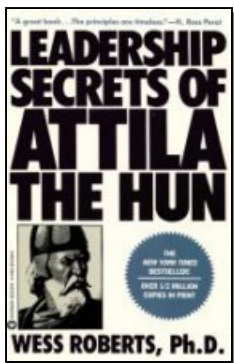
How is it demonstrated? _____

Quality: _____

How is it demonstrated? _____

Quality: _____

How is it demonstrated? _____



ATTILA ON “LEADERSHIP QUALITIES”

We must teach these qualities to our young warriors, if they are to develop into able chieftains. Basic instruction in horsemanship, with the lariat, bow and lance, is sufficient for our warriors but not for those who lead them.

In order to skillfully lead our nation, we must have chieftains who possess, among others, the following essential qualities, which through experience become mastered skills:

LOYALTY—Above all things, a Hun must be loyal. Disagreement is not necessarily disloyalty.

COURAGE—Chieftains who lead our Huns must have courage. They must be fearless and have the fortitude to carry out assignments given them—the gallantry to accept the risks of leadership.

DESIRE—Few Huns will sustain themselves as chieftains without strong personal desire—an inherent commitment to influencing people, processes and outcomes.

EMOTIONAL STAMINA—Each higher level of leadership places increasing demands on the emotions of chieftains. We must ensure that our leaders at every level have the stamina to recover rapidly from disappointment.

PHYSICAL STAMINA—Huns must have chieftains who can endure the physical demands of their leadership duties. Chieftains must nurture their bodies with the basic, healthful staples.

EMPATHY—Chieftains must develop empathy—an appreciation for and an understanding of the values of others, a sensitivity for other cultures, beliefs and traditions.

DECISIVENESS—Young chieftains must learn to be decisive, knowing when to act and when not to act, taking into account all facts bearing on the situation and then responsibly carrying out their leadership role.

ANTICIPATION—Learning by observation and through instincts sharpened by tested experience, our chieftains must anticipate thoughts, actions and consequences.

TIMING—Essential to all acts of leadership is the timing of recommendations and actions. There is no magic formula for developing a sense of timing.

COMPETITIVENESS—An essential quality of leadership is an intrinsic desire to win. It is not necessary to win all the time; however, it is necessary to win the important contests. Chieftains must understand that the competition inside and outside our nation is strong and not to be taken lightly.

SELF-CONFIDENCE—Proper training and experience develops in chieftains a personal feeling of assurance with which to meet the inherent challenges of leadership.

ACCOUNTABILITY—Learning to account for personal actions and those of subordinates is fundamental to leadership. Chieftains must never heap praise or lay blame on others for what they themselves achieve or fail to accomplish, no matter how glorious or grave the consequences.

RESPONSIBILITY—Leaders are only necessary when someone is to be responsible to see that actions are carried out and directions followed. No king, chieftain or subordinate leader should ever be allowed to serve who will not accept full responsibility for his actions.

CREDIBILITY—Chieftains must be credible. Their words and actions must be believable to both friend and foe. They must be trusted to have the intelligence and integrity to provide correct information.

TENACITY—The quality of unyielding drive to accomplish assignments is a desirable and essential quality of leadership. The weak persist only when things go their way.

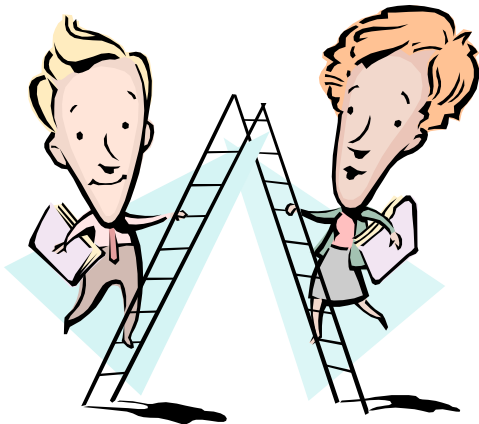
DEPENDABILITY—If a chieftain cannot be depended upon in all situations to carry out his roles and responsibilities, relieve him of them. A king can not observe each and every action of his subordinate chieftains; therefore, he must depend upon them to get things done.

STEWARDSHIP—Our leaders must have the essential quality of stewardship, a caretaker quality. They must serve in a manner that encourages confidence, trust and loyalty. Subordinates are not to be abused; they are to be guided, developed and rewarded for their performance. Punishment is to be reserved as a consequence of last resort and sparingly applied only when all other attempts have failed to encourage the rebellious to comply.

Learn these leadership qualities well. Teach them to the Huns. Only then will we expand our ability to lead our vast nation in pursuit of world conquest.

Source: Adapted from Leadership Secrets of Attila The Hun, Wess Roberts, Ph.D., Warner Books

Climbing the leadership ladder



Adapted from John Maxell's Five levels of Leadership, Developing the Leader Within You

Step 5 - The Champion



- People follow because of who you are and what you represent.
- This step is reserved for leaders who have spent years growing people and organizations.
- Few make it: Those who do are bigger than life.

Step 4 - The Provider



- People follow because of what you do for them.
- This is where long-range growth occurs.
- Your commitment to developing leaders will insure ongoing growth to the organization and to people.
- Do whatever you can to achieve and stay on this level.

Step 3 - The Producer



- People follow because of what you do for the organization.
- This is where success is sensed by most people.
- They like you and what you are doing.
- Problems are fixed with very little effort because of momentum.

Step 2 - The Coach



- Leadership by permission - you command, not demand.
- People want to follow - confer leadership on you.
- People will follow you beyond your stated authority.
- You begin developing followers into self-leaders.

Step 1 - The Boss



- You develop dependent subordinates, not followers and certainly not self-leaders.
- People do what you say because they have to.
- People do what you say because you occupy a position.
- Your influence does not extend beyond the lines of your job description.
- The longer you stay here, the higher the turnover and lower the morale.





Leaders understand cause and effect

The leader naturally sets the tone of the safety culture and that has a direct effect on morale and performance. Whatever the leader gives to the group will be given back. Whatever the leader expects will be expected of him or her. For example:

- If a leader wants employees who care about their work, he or she must demonstrate care for employees.
- If a leader desires honest and fair employee behavior, he or she must treat employees with honesty and fairness.
- If a leader expects selfless employee performance, he or she must be selfless.
- If a leader expects employee loyalty, he or she must be loyal.

Discuss the resulting effects the following leadership approaches have on morale and performance:



Caring



Controlling



Coercion

Attitude check...What's your leadership style?



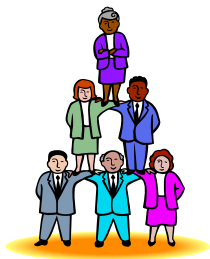
Indicate what you think about each of the statements below by placing the number corresponding to your opinion in the space provided before each statement.

-3 = Disagree 0 = No opinion 3 = Somewhat agree 5 = Strongly agree

- _____ 1. The average person dislikes work: Will avoid it if possible.
- _____ 2. To most workers, work is as natural as play or rest.
- _____ 3. Workers do not need close supervision when committed to an objective.
- _____ 4. Workers must be directed, controlled, or threatened to perform well.
- _____ 5. Workers are usually committed to objectives when rewarded for achievement.
- _____ 6. People generally lack creative ability.
- _____ 7. The average worker is self-centered, not concerned with corporate objectives.
- _____ 8. Workers not only accept, but seek responsibility.
- _____ 9. The average worker has a relatively high degree of imagination and ingenuity.
- _____ 10. Typically, workers lack ambition, avoid responsibility.
- _____ 11. Workers generally seek security and economic rewards above all else.
- _____ 12. The average worker is capable of self-direction when motivated.

Add up your score from the exercise above		
# 1 _____		# 2 _____
# 4 _____		# 3 _____
# 6 _____		# 5 _____
# 7 _____		# 8 _____
# 10 _____		# 9 _____
# 11 _____		# 12 _____
Total _____		Total _____

Leaders develop a supportive culture



Ask most employees what a corporate culture is and they'll tell you, "it's the way things are around here." Traditional safety cultures typically provide the necessary support for employees to strive beyond minimal efforts. Some approaches to safety leadership fail to inspire the necessary safety-related behaviors and attitudes in employees.

When effective safety leadership is present, employees not only feel responsible for their own safety, they feel responsible for their peers' safety. An organizational culture supports them acting on that responsibility. Individuals have the necessary tools and methods, as well as appropriate person states (e.g., self-esteem, group belonging, personal control) to actively care for the safety of coworkers. Additionally, the organization's formal management systems and leaders' informal management practices facilitate actively caring by encouraging, recognizing, and reinforcing appropriate behaviors.

One way to picture an organization's culture is to think of it as its "personality." Who do you think has the greatest influence on "the way things are around here"?

Who has the greatest control over what a corporate culture looks like?

Each supervisor and manager creates his or her own subculture

The same relationship between culture and the personality of the person controlling the culture applies to each department within the organization. Again, the department is likely to reflect the personality...the style and values of the department head. Since each department head demonstrates unique leadership and management styles, each subculture is unique within an organization.

How can you tell where effective safety cultures exist?



Leaders value safety

Priorities vs. Values

We've all heard others talk about "valuing" safety as their "top priority," but what does that mean? What is a priority? How does it differ from a value? Let's explore these two terms and how they apply.

To "prioritize" means to arrange in order of importance.

If we prioritize safety as #1, what message do we automatically state about the production as a priority. Is the message congruent in a production only culture? What happens to our priorities when production problems surface?

To "value" means to place a belief or standard in high regard.

Values do not change. We place such importance on values that, even when the going gets tough, we consider them non-negotiable. What happens when we actually revise or prioritize what we claim are values?

Exercise: Fun at Farley's



You're a maintenance worker at Farley's Famous Fiskets, Inc. The company manufactures 50,000 famous fiskets a month. Due to supply problems, production is behind schedule. Suddenly the "fisketizer" breaks down causing a plant-wide halt in production. Your supervisor tells you to fix the problem.

What might be the most likely response when you tell the supervisor that lockout/tagout is required to repair the machine?



When the supervisor prioritizes safety

**Safe Production
or
No Production!**

When the supervisor values safety

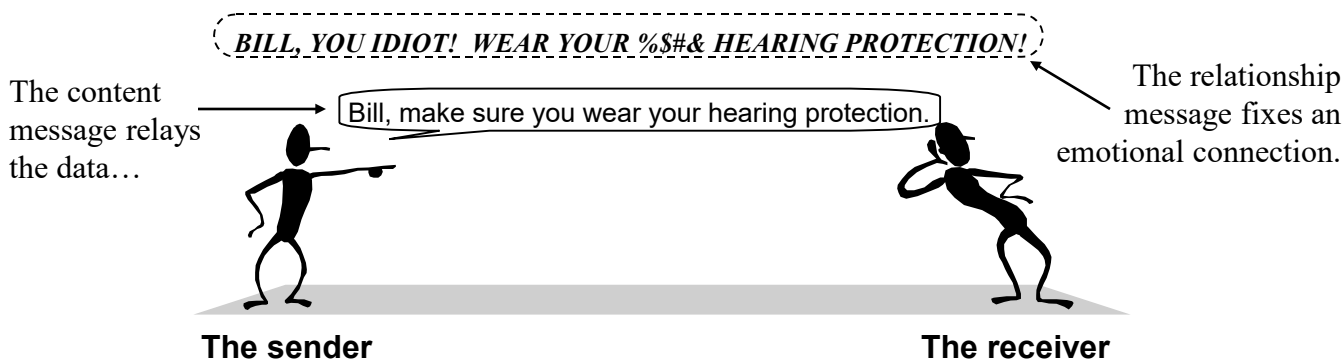
Values are Non-negotiable!



Leaders know how to communicate

Effective leaders in safety communicate to establish **tough-caring** relationships: They establish and insist on high standards, and they care about everyone's safety and health. They know that each and every interaction with an employee not only relays information, but fixes or changes an important working relationship.

Every communication sends a content and relationship message...



Which message do we intend to convey?



To which message does the receiver respond?



What can we assume when the receiver's response to our message is not what we expected?

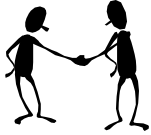


You do not lead by hitting people over the head...that's assault, not leadership.
Pres. Dwight D. Eisenhower.



Leaders recognize good work

What are some important points to remember about recognizing employees?



Leaders know how to discipline

What should a supervisor ask of himself or herself before disciplining?

What does a leader say and do when disciplining?

If you lead the people with correctness, who will dare not to be correct? Confucius, c. 551 B.C.



Leaders develop trust and credibility

Based on interviews with employees at more than 200 plant sites, it was discovered that lack of trust and credibility between labor and management is the most frequent obstacle to improving safety culture. We may conclude that any large-scale safety effort requires trustworthy and credible leadership -- leaders who have the personal habits, values, traits, and competencies to engender trust and commitment from those who take their direction.

(Source: Rosa Antonia Carrillo, Safety Leadership Formula: Trust + Credibility + Competence = Results, Safety Professional, March 2002)

How do leaders build trust and credibility?



Everything we say and do in the workplace creates a story that someone may talk about.

Write a short scenario illustrating this principle.



Leaders demonstrate commitment

Commitment

Leadership must first follow through with Top Management Commitment (TMC) before they can effectively expect employees to be committed. It's hard to excite or motivate employees when leadership isn't excited or motivated.



Brainstorm this! List ways corporate leaders can demonstrate commitment?

T _____

M _____

C _____

Intent does not guarantee effect



Discuss why your best intentions may not guarantee the results you want.



Evaluating Leadership in Your Safety Culture

Purpose: Unsuccessful safety cultures are usually the result of employees being over-managed and under-led. Is the leadership approach where you work tough-coercive, tough-controlling, or tough-caring? This exercise will help us explore how management behaviors and system design shape a safety culture that expresses one or more of these three approaches.

Instructions: As we discuss each of the cultural elements and their related attributes below, circle the number on each of the rating scales to evaluate your organization's safety culture. Total your scores to determine if your organization's culture tends to be coercive, controlling, or caring.

Leadership - Motivation

Why does your employer (owner/CEO/administrator) commit to safety?

[-----1-----2-----3-----4-----5-----6-----7-----]
To comply/Be legal To save money/Be profitable To save lives/Be moral

Why is the motivation to be legal the least effective business strategy?

How is commitment demonstrated?

[-----1-----2-----3-----4-----5-----6-----7-----]
None Moral support Some Time/Money Serious Time/Money

How does management demonstrate commitment?

How important is safety?

[-----1-----2-----3-----4-----5-----6-----7-----]
Safety is not a priority Safety is a priority Safety is a core value

How do you know something is a value, not just a priority?

What is our supervisor's leadership approach?

[-----1-----2-----3-----4-----5-----6-----7-----]
To be served/selfish To serve others/selfless

What is the "servant-leader" leadership model?

What is the "customer-supplier" leadership model?

What is your supervisor's approach to safety?

[-----1-----2-----3-----4-----5-----6-----7-----]
Hands-off Encourages safety Insists on safety

Why might it be dangerous to "encourage" safety?

What is being measured - identified, analyzed, corrected?

[-----1-----2-----3-----4-----5-----6-----7-----]
Nothing Lost-time injuries All injuries All Incidents All hazards Systems

What's the message to employees when only production criteria are measured and indexed on a performance appraisal?

What's management's response when an accident occurs?

[-----1-----2-----3-----4-----5-----6-----7-----]
Investigation to fix the Blame Analysis to fix the hazard Analysis to fix the system

Why is a "fix the system, not the blame" approach more effective?

How do employees get involved?

[-----1-----2-----3-----4-----5-----6-----7-----]
Comply + Report injuries + Report hazards + Suggest + Join

Why is employee involvement so important?

Accountability - Consequences

What are we being held accountable for?

[-----1-----2-----3-----4-----5-----6-----7-----]
Nothing Results Behaviors/Activities

What behaviors should we measure and evaluate?

What happens when we're measured on criteria over which we have no control?

When do consequences occur?

[-----1-----2-----3-----4-----5-----6-----7-----]
None Delayed Soon Immediate

What does a system of immediate consequences look like?

How certain are consequences?

[-----1-----2-----3-----4-----5-----6-----7-----]
None luck Unpredictable arbitrary Predictable Certain

Why might “safety bingo” be ineffective in improving desired behaviors?

How significant are consequences?

[-----1-----2-----3-----4-----5-----6-----7-----]
None Political Public - Program Private - Personal

Who determines the significance of consequences?

How sincere are the consequences?

[-----1-----2-----3-----4-----5-----6-----7-----]
Only recognizing because I have to I really mean it!

Is handing out discipline and recognition more a function of leadership than management? Why or why not?

What is the nature of the consequences?

[-----1-----2-----3-----4-----5-----6-----7-----]
Negative Reinforcement No Reinforcement Positive Reinforcement

True or false: Every culture is a culture of consequences. Why or why not?

Behaviors - Outcomes

Who gets the credit?

[-----1-----2-----3-----4-----5-----6-----7-----]
 Leader takes credit Leader gives credit

How are we “interdependent” for success in the workplace?

Who does safety?

[-----1-----2-----3-----4-----5-----6-----7-----]
 Safety Director Safety Committee Supervisors Everyone

Where does safety belong: Human Resources or Operations? Why?

Who owns the system?

[-----1-----2-----3-----4-----5-----6-----7-----]
 Management Employees Everyone

How does ownership affect a system?

What is the relationship between management and labor?

[-----1-----2-----3-----4-----5-----6-----7-----]
 No trust Low trust/Adversarial High trust/Cooperative

The “Prime Directive” for safety people is to increase trust. Why is this so important?

What do employees say about managers?

[-----1-----2-----3-----4-----5-----6-----7-----]
They're terrible! They're incompetent They're competent They're great!

What messages does management send to employees whenever there's a serious accident in the workplace?

What is the nature of worker stress?

[-----1-----2-----3-----4-----5-----6-----7-----]
Fear Anxiety In control

How do we decrease fear in the workplace?

How do workers generally interact with each other?

[-----1-----2-----3-----4-----5-----6-----7-----]
Physical violence Arguing Disrespect Cold/Distant Warm/friendly/humor

Is this a safety issue or a health issue? Or, is it both? Why?



Total score _____ Circle the cultural approach below that applies.



Let's review!

1. How does leadership differ from management?

Management is a _____ skill.

Leadership is a _____ skill.

2. The boss may supervise _____ but the leader develops _____.

3. Match the leadership style with the behavior:

- | | |
|-----------------------|--|
| ___ Tough-coercive | a. The supervisor disciplines for the good of the employee |
| ___ Tough-controlling | b. The supervisor plays one employee against another |
| ___ Tough-caring | c. The supervisor disciplines regularly, praises rarely |

4. All of the following behaviors may demonstrate leadership, except?

- a. Insisting employees comply with safety rules.
- b. Disciplining employees for violating safety rules.
- c. Ignoring employees who take short cuts to make production goals.
- d. Recognizing employees when they meet expectations.

5. Define the “servant-leader” model of leadership.

6. The _____ level of communication relays factual information, while the _____ level establishes a positive or negative emotional connection.

7. True/False Leaders conduct accident investigations to primarily determine who is at fault.

The little Chap Who Follows Me



A careful person I want to be,
A little fellow follows me;
I do not dare to go astray
For fear he'll go the self-same way.

I cannot once escape his eyes.
Whate'er he see me do he tries.
Like ME he says he's going to be --
That little chap who follows me.

I must remember as I go
Through summer suns and winter snows,
I am building for the years to be --
That little chap who follows me.

Boss or Leader

The boss drives his men; the leader coaches them.

The boss depends on authority; the leader on good will.

The boss inspires fear; the leader inspires enthusiasm.

The boss says "I"; the leader "WE."

The boss fixes the blame; the leader fixes the system.

The boss knows how it is done; the leader shows how it is done.

The boss says "go!"; the leader says "let's go!"

Author unknown

Adapted from John Maxwell, Developing the Leader Within You p. 5

Reference Materials

What's inside

Barriers to achieving and supporting a safety culture	24
Communicating leadership: 20 guidelines for giving feedback	25
John Maxwell's 21 Irrefutable Laws of Leadership	28
Safety Culture Revolution at Lawrence Livermore National Labs	29

Barriers to achieving and supporting a safety culture

1. **Counterproductive beliefs:** “Safety is 99% common sense,” “It won’t happen to me.”
2. **Fear, distrust and stress:** This must be overcome first! Creates struggle between safety and job security.
3. **Lack of participation:** Do “just enough” to keep your job. Why bother with more.
4. **Poor communication:** Top-down, cross-function, between groups and people.
5. **Sins of the past:** Past confrontation is not easily forgotten.
6. **Lack of accountability:** Managers and employees fail to fulfill their assigned responsibility due to a lack of consequences.
7. **Lack of intervention:** We hesitate to intervene when we observe another’s unsafe behavior.
8. **Safety is prioritized:** Safety is #1...until the going gets tough, usually towards the end of the production period.
9. **Lack of leadership:** Supervisors and other leaders fail to walk the talk, serve as proper role models.
10. **Lack of clarity:** Expectations are unclear or inappropriate.
11. **“US” vs “Them”:** Adversarial relationships between labor and management. Also results from internal competition.

(Adapted from Donald H. Theune, Barriers to Safety Excellence, Light Up Safety in the New Millennium, ASSE, p. 118)

Communicating leadership: 20 guidelines for giving feedback

Tailor Your Message and Time It Right

How do you use interpersonal feedback to improve safety? This is what I want to talk about here. There are many issues to consider, so here you'll find a list of E. Scott Geller's 20 guidelines to help you deliver feedback effectively. It's a critical tool for influencing the type of behavior you want to see in the workplace.

1. Feedback can be positive or negative, and can influence the quality and frequency of performance.
2. When you want to increase the frequency of a particular behavior, try to deliver appropriate feedback immediately after the target behavior.
3. Safe behavior should be followed by positive feedback (or praise) to support that behavior and increase the odds it will occur again.
4. At-risk behavior should be followed immediately with negative feedback to stop the behavior and reduce the chance of recurrence.
5. When you see at-risk behavior, you should usually do more than just attempt to stop it. Give specific direction for improving the behavior to make it safer.
6. Direction for changing behavior is most influential when it occurs just prior to an opportunity to perform the behavior. So take note of the corrective action needed to make a certain behavior safer, and when an occasion arises for that behavior to occur again, this is the best time to offer instruction.
7. Sometimes at-risk behaviors like incorrect lifting, running down stairs--begin and end too quickly for you to intervene. You might not be able to step in, but the right corrective feedback can help prevent future risks. In situations where a sequence of at-risk behaviors are likely to occur, corrective feedback following a behavior can serve to direct the next behavior.
8. If the opportunity for another at-risk behavior is delayed, feedback is more powerful if given later, preceding an opportunity to be safe or at risk. Delaying such correction is also less embarrassing for the performer.

9. It's not necessary for you to tell the person about the prior at-risk observation, just remind him or her to perform the upcoming behavior in a safe manner. Then, statements like "Remember to avoid twisting," "Don't forget to use the handrail," and "I'm sure you'll buckle-up and use your turn signal," come across as friendly and caring reminders rather than "gotcha" indictments.
10. Safety feedback needs to focus on specific behavior.
11. Feedback needs to be given with straightforward and objective words. Ambiguous and subjective language that tries to judge internal states of mind is not useful, and can be counterproductive. For example, statements like, "It seems you're careless, lazy, unenthusiastic, unaware, disorganized, or out-of-touch" only add resentment and lessen acceptance of the behavioral message.
12. when you give positive statements watch for the use of "but". Rather than giving pure praise or appreciation, we often feel obligated to add a negative (or corrective feedback) statement to balance the communication. Such mixed messages can weaken your feedback. Some people hear only the positive; some hear only the negative; and others discount both messages.
13. It's often best to make your specific behavior-focused feedback "short and sweet." Rather than combining both positive and negative feedback in one exchange or overloading a person with several behaviors to continue or change, focus your advice on one area of performance.
14. It's much better to give people brief and specific feedback messages over weeks or months than to give people fewer but longer feedback sessions with mixed and potentially confusing motivators and directives.
15. Motivational feedback to increase or decrease the frequency of behavior should follow the target behavior as soon as possible. On the other hand, when the purpose of behavioral feedback is to shape the quality of a response, it often makes sense to give such direction as an activator (receding the next opportunity to perform the target behavior). Remember, the ABC model of behavior change reflects the basic principle that behavior (B) is directed by activators (A) and motivated by consequences (C). Activators precede our actions and are most apt to influence the quality of our performance (how we do things); consequences usually influence the quantity of our performance (how often we do things).
16. Receiving feedback about errors (a consequence) can be perceived as punishing and frustrating if an opportunity to correct the observed errors is not available in the near future. When the person eventually receives an opportunity to correct the behavior, the advice might be forgotten. By giving corrective feedback as close as possible to the next opportunity for the behavior to reoccur, you increase its directive influence and reduce the potential negative effect of catching a person making a mistake.

17. Feedback should fit the situation. Specific and well-timed feedback must be appropriate for the needs, abilities, and expectations of the person on the receiving end. It should be expressed in language the performer can understand and appreciate, and it should be customized to fit the performer's abilities at the particular task. When people are learning a task, directive feedback needs to be detailed and perhaps accompanied with a behavioral demonstration. In such learning situations, it's important to match the advice with the performer's achievement level. Don't give more advice than the individual can grasp in one feedback session. Often, at-risk behavior is performed by experienced workers who know how to do the job safely, but they have developed poor habits or are just taking a risky short-cut. It could be insulting and demeaning to give these individuals detailed instructions about the safe way to complete their job. In these situations, it's appropriate to give brief corrective feedback as a reminder to be safe and set the right example for others.

18. Giving good feedback requires up-to-date knowledge of the performer's abilities regarding a certain task. It also requires specific knowledge about the safe and at-risk ways of performing the task. This is a prime reason most effective safety coaching usually occurs between co-workers on the same work team.

19. Feedback will be ineffective if it's viewed as a way of exerting top-down control, or demonstrating superior knowledge or motivation. The only reason for giving safety feedback is to reduce personal injury.

20. The "gotcha" perspective associated with safety often interferes with a manager's sincere attempt to correct at-risk behavior. Corrective feedback is often perceived as most genuine or "real" when it occurs between co-workers on the same work team. These individuals know most about the situation and the person, and thus have sufficient information and opportunity to give the best feedback.

These guidelines can be summarized by the word "SOAR." Effective feedback delivery is be Specific, On time, Appropriate, and Real. This is how you can "soar" to success using interpersonal feedback.

I think it's important to reiterate there is a special value in co-workers giving each other safety feedback. Co-workers' comments are less likely to come across as a "gotcha" indictment of performance, and more in the spirit of the "brother's/sister's keeper" idea. Plus, fellow employees are more likely to be present when immediate feedback is necessary. And they can best shape a message to the expectations, abilities, and experience level of the recipient. Finally, encouragement and corrections from co-workers are more apt to be taken as a sign of true caring.

Reprinted with permission of the author, E. Scott Geller, Ph.D., Psychology Professor, Virginia Tech. Dr. Geller is a senior partner with Safety Performance Solutions at (540)951-SAFE (7233). He teaches feedback strategies as part of a two-day seminar series on "Actively Caring for a Total Safety Culture." "The Psychology of Safety," Dr. Geller's 408-page guide to improving behaviors and attitudes on the job, was recently published by Chilton Book Co.

John Maxwell's 21 Irrefutable Laws of Leadership

1. **The Law of the Lid.** Leadership ability determines a person's level of effectiveness.
2. **The Law of Influence.** The measure of leadership is influence - nothing more, nothing less.
3. **The Law of Process.** Leadership develops daily, not in a day.
4. **The Law of Navigation.** Anyone can steer the ship, but it takes a leader to chart the course.
5. **The Law of E.F. Hutton.** When the real leader speaks, people listen.
6. **The Law of Solid Ground.** Trust is the foundation of leadership.
7. **The Law of Respect.** People naturally follow leaders stronger than themselves.
8. **The Law of Intuition.** Leaders evaluate everything with a leadership bias.
9. **The Law of Magnetism.** Who you are is who you attract.
10. **The Law of Connection.** Leaders touch a heart before they ask for a hand.
11. **The Law of the Inner Circle.** A leader's potential is determined by those closest to him.
12. **The Law of Empowerment.** Only secure leaders give power to others.
13. **The Law of Reproduction.** It takes a leader to raise up a leader.
14. **The Law of Buy-In.** People buy into the leader, then the vision.
15. **The Law of Victory.** Leaders find a way for the team to win.
16. **The Law of the Big Mo.** Momentum is a leader's best friend.
17. **The Law of Priorities.** Understand that activity is not necessarily accomplishment.
18. **The Law of Sacrifice.** A leader must give up to go up.
19. **The Law of Timing.** When to lead is as important as what to do and where to go.
20. **The Law of Explosive Growth.** To add growth, lead followers -- To multiply, lead leaders.
21. **The Law of Legacy.** A leader's lasting value is measured by succession.

From: [The 21 Irrefutable Laws of Leadership](#), John C. Maxwell, Nelson, Inc. 1998, ISBN 0-7852-7431-6

Safety Culture Revolution at Lawrence Livermore National Labs

Revolution is described as a momentous change in a situation. That momentous change has taken place at Lawrence Livermore National Laboratory in the Plant Engineering Department. The employees have accepted the responsibility of running their own safety program. Here we describe the change and how it has affected the "culture" or environment of the workers.

Unless you win the hearts of the people in any endeavor, they will simply give it lip service--even if it is mandated by management. Why is it, for example, workers will not wear safety glasses even though it is the rule? In contrast, hard hats are worn faithfully; co-workers will make certain that everyone wears them and will not hesitate to enforce this rule. Clearly, people see the value of wearing hard hats but not that of using safety glasses. Regardless of OSHA rules, the hearts of the workers must be won over to safety efforts.

In 1990, Plant Engineering's Maintenance and Operations Department (M/O) recognized the need for a different approach to safety. They had a traditional style safety program that embraced the so-called "safety circle" concept. It had 10 worker members and one manager. It was successful in building confidence and setting a foundation of trust, but even the circle's efforts seemed to have bogged down. Accident rates were not improving. The circle spent most of its time correcting physical hazards and little on the biggest cause of accidents, the unsafe acts of people. Bernie Mattimore, department head of M/O, was looking for a new approach. What he got was a process that required a large commitment of time and support. This new process was called Grassroots Safety Leadership and was developed by Culture Change Consultants of Seal Beach, California.

The consultants taught the Executive Safety Committee to look at more than just the physical hazards in the workplace. There is a culture at every site that a person must work within. This culture has more of an impact on safety than the physical problems that exist. An example of how culture affects our actions is the speed people drive on the highway. Few people drive 65 mph even though this is the posted speed limit. Most drivers are traveling considerably faster. In fact, motor vehicle operators moving at the speed limit are frequently honked at, and even shouted at, to go faster. The Highway Patrol tries to enforce this law, but with little impact. Why is this? The answer is simple. The driver's culture does not see any value in traveling at 65 mph. In order to win the hearts of the people, a culture change must take place. The workers must learn to value following safety procedures. This culture can be changed through a five step approach:

1. Establish a vision of the desired safety culture and communicate it throughout the organization.
2. Gather input to assess the culture's strengths and weaknesses.
3. Develop a strategy to realize the desired changes and allocate budget resources, personnel, training, and time to the program.
4. Implement the strategy and hold people accountable for meeting objectives.
5. Conduct ongoing progress evaluations.

Culture Change

Changing the way people think about safety is not easy. Culture change is not a program. Programs have beginnings and ends by definition. They often are directed at manipulating people in some way to achieve an end result. They can even be punitive. Programs are easy to package and sell to a company, but are not as flexible to that company's needs. Culture change is a process that, once embraced by the people, brings about lasting change--change that is passed on from generation to generation in a natural way. It is important to point out that culture change does not take place overnight, it takes five to seven years of continuous focus and hard work.

This culture can be changed through a five step approach:

1. Establish a vision of the desired safety culture and communicate it throughout the organization.
2. Gather input to assess the culture's strengths and weaknesses.
3. Develop a strategy to realize the desired changes and allocate budget resources, personnel, training, and time to the program.
4. Implement the strategy and hold people accountable for meeting objectives.
5. Conduct ongoing progress evaluations.

Thanks to this approach, the Safety Committee has moved from a level of involvement to one of empowerment. Instead of passing suggestions on to management for implementation, the employees feel they can take an idea and develop it to completion on their own. They have also written policies to address situations that are ongoing. Issues that have a large area of impact are reviewed jointly by management and the Committee. This builds an unusual bond of trust between two groups, management and employees, that for generations have had an adversarial relationship.

The Safety Committee now operates its meetings on the principals of continuous quality improvement (CQI) in which all present at the meeting have an equal voice. The manager that participates has no more clout than the carpenter. Anyone in the meeting can be asked to look into an issue and report back. The impact of these techniques has been astonishing in not only the statistics, but also in areas not normally associated with a safety program, such as productivity and morale.

Safety Awareness

The Safety Committee sponsored two Safety Awareness Month campaigns. The first campaign was based on asking employees to report real or possible near miss incidents on or off the job. The second was titled "What if?" and focused on hypothetical near-miss situations. The campaigns were successful in two respects. First, making each other aware of potential hazards reduces the likelihood of an incident happening. Second, employees are more willing to talk to each other about unsafe situations.

Safety Revolution Conference

In August of 1995 the Safety Committee planned, organized, and hosted the "Safety Culture Revolution through Employee Empowerment" workshop to share their story with others. It started out to be just for DOE safety committees and was to be limited to 50 people. However, as word spread of its content, the workshop grew to include 130 people representing DOE contractors and private industry, including such companies as Saturn Corporation, Canadian National Railroad, Southern California Edison, and United Air Lines. The two-and-a-half day workshop was held at the Marriott San Francisco Airport. The response was outstandingly positive and plans for another workshop are under way for 1996.

As a result of the success of the workshop, a safety communication network was established with the Laboratory's Safety Committee as the hub. The purpose of this network is to share successes and failures among other interested facilities.

Accomplishments

The benefits of using Grassroots Safety Leadership are being noticed by management, employees, unions, health and safety professionals, DOE contractors, and private industry. These benefits include:

1. The employees are more actively involved in planning and running their safety meetings.
2. Employees are less threatened by experiencing an accident because of the change in the safety culture. They are more willing to bring unsafe acts to the attention of coworkers in friendly, non-threatening ways. Reporting of incidents and injuries has increased.
3. Workers compensation costs for 1995 were 20% of 1991 costs.
4. Safety Committee members are now seen as empowered persons with the authority to act on safety problems. As a result, workers go directly to them with safety issues.
5. The Laboratory decided to inspect all machine guards Lab-wide as the result of a serious injury. Our M/O crafts persons did such a great job of designing, fabricating, and installing machine guards in Plant Engineering, that they became swamped with work throughout the Lab. Following the modifications, a check of Plant's machine guards was done by an OSHA-trained inspector. He was extremely impressed by the quality and effectiveness of the guards.
6. A Laboratory safety standard on roof access was developed by the Safety Committee because of the large number of fume hoods that exhaust to roofs. This policy allows maintenance work to be performed on equipment in those areas without placing the workers or the experimenters in jeopardy.
7. The Tool Certification Program was developed by a Safety Committee member to ensure that all the workers in his shop know how to use shop tools correctly. The program was then spread throughout the crafts with amazing acceptance.

Challenges

Time is one of the most difficult challenges to face. The idea is to change the culture and not merely address the problems as they occur. Expecting people to change their practices overnight is unrealistic. There has to be a commitment to support these ideas long enough for them to impact the true culture. This usually takes from five to seven years. An example of time being part of this commitment would be our roof access policy.

The roof access procedure can also be called a challenge since it took ten years to develop a Laboratory safety procedure. It took seven years for the Safety Committee to develop and get this accepted, and another three years to make it workable. There were many glitches along the way. Plant did not fully understand the needs of other departments, while those other departments did not seem to understand ours. Conflicts resulted in tension. But step by step we learned many lessons--particularly in working cooperatively with other Laboratory departments. Everyone was united in their concern for safety from the beginning. We believe an empowered safety culture, as we now have in Plant Engineering, would have expedited this process immensely.

Trust is essential in using employee empowerment as a tool. This tool is for all levels of management and employees. You cannot empower people unless you first trust them to do the job in their own way. Trust evolves in steps, it is not something that comes all at once. It is vitally important to understand that everyone has the same goal when it comes to safety.

A final few challenges that the Executive Safety Committee is trying to remedy are:

1. Finding a way to get line supervision more involved in the safety culture process. The Safety Committee became so effective at solving problems that they discovered employees were trying to leave the supervisor out of the loop. In order to trust all levels of management, they should all be included in the process.
2. Reaching out and get "hard-case" individuals more involved in the safety culture process.
3. Keeping momentum going

Key Points

1. Employees must be empowered to plan, organize, and coordinate their own safety process as their needs dictate. You cannot buy a program and expect it to work at every site.
2. Every employee is an equal partner in the process. Each employee has unique skills to bring to the safety team's mutually shared goal of working in a safe manner.
3. Management feels that the culture change has made their job much easier. Empowering the employees to make more decisions has positive results. Employees come to work thinking of working safely and managers have more time to work other issues, confident that safety issues are being handled in a quality manner by the Safety Committee.
4. The punitive aspects of safety regulations are de-emphasized and replaced by a positive, lessons-learned approach.
5. A strong emphasis is placed on a trusting relationship between management and employees.
6. Recognize that change will be resisted at all levels of an organization.



Evaluating Leadership in Your Safety Culture

Purpose: Successful safety cultures are usually the result of employees not being over-managed and under-led. It's important to understand our organization's leadership approach: Is it primarily tough-coercive, tough-controlling, or tough-caring? This survey will help us explore how management behaviors and safety management system design shape a safety culture that expresses one or more of these three approaches.

Instructions: As we discuss each of the cultural elements and their related attributes below, circle the number on each of the rating scales to evaluate your organization's safety culture. Total your scores to determine if your organization's culture tends to be coercive, controlling, or caring.

Leadership - Motivation

Why does your employer (owner/CEO/administrator) commit to safety?

[-----1-----2-----3-----4-----5-----6-----7-----]
 To comply/Be legal To save money/Be profitable To save lives/Be moral

How is commitment demonstrated?

[-----1-----2-----3-----4-----5-----6-----7-----]
 None Moral support Some Time/Money Serious Time/Money

How important is safety?

[-----1-----2-----3-----4-----5-----6-----7-----]
 Safety is not a priority Safety is a priority Safety is a core value

What is our supervisor's leadership approach?

[-----1-----2-----3-----4-----5-----6-----7-----]
 To be served/selfish To serve others/selfless

What is your supervisor's approach to safety?

[-----1-----2-----3-----4-----5-----6-----7-----]
 Hands-off Encourages safety Insists on safety

What is being measured - identified, analyzed, corrected?

[-----1-----2-----3-----4-----5-----6-----7-----]
 Nothing Lost-time injuries All injuries All Incidents All hazards Systems

Behaviors - Outcomes

Who gets the credit?

[-----1-----2-----3-----4-----5-----6-----7-----]
Leader takes credit Leader gives credit

Who does safety?

[-----1-----2-----3-----4-----5-----6-----7-----]
Safety Director Safety Committee Supervisors Everyone

Who owns the system?

[-----1-----2-----3-----4-----5-----6-----7-----]
Management Employees Everyone

What is the relationship between management and labor?

[-----1-----2-----3-----4-----5-----6-----7-----]
No trust Low trust/Adversarial High trust/Cooperative

What do employees say about managers?

[-----1-----2-----3-----4-----5-----6-----7-----]
They're terrible! They're incompetent They're competent They're great!

What is the nature of worker stress?

[-----1-----2-----3-----4-----5-----6-----7-----]
Fear of something specific General anxiety Not worried - in control

How do workers generally interact with each other?

[-----1-----2-----3-----4-----5-----6-----7-----]
Physical violence Arguing Disrespect Cold/Distant Warm/friendly/humor

Total score _____ Circle the cultural approach below that applies.





In Compliance with the Americans with Disabilities Act (ADA), this publication is available in alternative formats by calling the Oregon OSHA Public Relations Manager at (503) 378-3272 (V/TTY).