

*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](http://osha.oregon.gov)**

## INSTRUCTOR'S NOTES FOR INSIDE FRONT COVER

If appropriate, discuss the various sections and services of Oregon OSHA.



## 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.

## INSTRUCTOR'S NOTES FOR PAGE 3.

Introduce yourself. Discuss breaks, facilities, and overview the goals for the course.

If the class is large you may want to break it into groups for exercises.



## **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.

## INSTRUCTOR'S NOTES FOR PAGE 4.

To get a better idea of what "leadership" is, we should first take a look at what it is not. Discuss the content of this page. Give examples.

### **Safety Manager or Leader?**

*The difference between the two can have a dramatic impact on safety performance.*

I spoke recently with Tom (not his real name), a safety coordinator for a Midwest construction company. At the safety meeting I attended, Tom's passion and concern for employee safety stood out — so much so that I asked him if he was a union rep! He replied that his attitude toward employee safety was molded in the military, where it had been drilled into him that he was responsible for the welfare of his unit.

When Tom told people he was in charge of teaching safety to construction workers, they frequently commented on what a thankless job that must be. Yet, Tom said that his employees are a very receptive audience. The only thing that puzzles Tom is that these workers, some of whom have been in construction for 20 years or more, have never been given the safety information that he considers so vital.

Tom's missionary zeal for safety reminded me of a recent warning from management consultant Stanley D. Truskie. In his book, *Leadership in High-Performance Organizational Cultures* (Quorum Books, 1999), Truskie argues that many companies are failing to participate fully in our economic expansion because of outdated management practices. One of the widespread problems he identifies is that companies are run by managers and supervisors who control workers, rather than by leaders who inspire them.

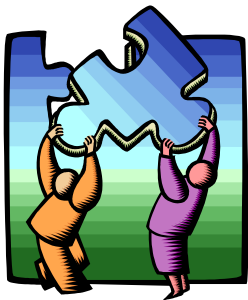
Because much of safety continues to focus on government regulations, many well-intentioned safety managers spend much of their time nagging others about complying with minimum safety standards. Safety leaders, on the other hand, keep their eye on the ultimate goal —keeping employees safe and healthy —and employ their enthusiasm, commitment and knowledge to achieve that goal.

Tom did not intend to make safety his career, but his company recognized his passion for safety and sought him out for the job. They were looking for a safety leader, not a manager, and they found one in Tom. (*Steven G. Mintor, Editor, Occupational Hazards Magazine, March 2000, p. 6*)

Managers... bosses primarily manage to control

Leaders... primarily manage to support

High level leaders... also inspire



## 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? \_\_\_\_\_

---

---

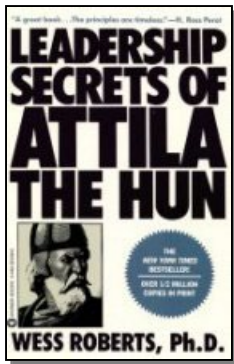
---



## INSTRUCTOR'S NOTES FOR PAGE 4-7

Have class or groups look at the various leadership attributes as described by Attila the Hun on pages 5 and 6.

Once groups have listed attributes and discussed how they might be applied to safety, have them present their ideas about how those attributes might be 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.

## INSTRUCTOR'S NOTES FOR PAGE 4-7

Have class or groups look at the various leadership attributes as described by Attila the Hun on pages 5 and 6.

Once groups have listed attributes and discussed how they might be applied to safety, have them present their ideas about how those attributes might be demonstrated.

**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.

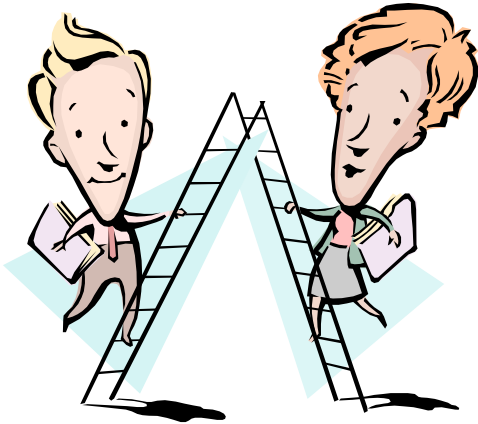
**Source:** Adapted from Leadership Secrets of Attila The Hun, Wess Roberts, Ph.D., Warner Books

## INSTRUCTOR'S NOTES FOR PAGE 4-7

Have class or groups look at the various leadership attributes as described by Attila the Hun on pages 5 and 6.

Once groups have listed attributes and discussed how they might be applied to safety, have them present their ideas about how those attributes might be demonstrated.

# 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.



## INSTRUCTOR'S NOTES FOR PAGE 8.

Discuss the various levels of leadership. This material was adapted from Adapted from John Maxell's Five levels of Leadership, Developing the Leader Within You, and you may want to read the text to better understand and present the material.

Level one: The boss, isn't actually effective as a leadership approach because people do what they have to...not what they want to. The "leader's" motivation is selfish.

Level two: Where real leadership begins. The leader is more concerned about the success of the followers.

Level three: The leader is respected because they are top producers. Top producers may be successful, but it doesn't necessarily mean leadership is conferred upon them.

Level four: We all have the ability to reach this level. This is where a successful tough caring leadership approach works best. Leadership is conferred because the leader is able to provide resources and the motivation is selfless, other-centered.

Level five: Not many achieve this level. These people are bigger than life. Great religious, social, business leaders.



## 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**

---

---

---



## INSTRUCTOR'S NOTES FOR PAGE 9.

The main point here is that leaders get what they give. If they want to be trusted, they must trust. If they want commitment, they have to demonstrate commitment. Everything the leader does creates a story the people may talk about in the lunch room. The law of cause and effect is well established.

Tough-caring leadership is really the only approach that will be successful. Tough-caring leaders insist on safety compliance (they don't just encourage it) because they care about the safety, health, success of their employees. The primary motivation is selfless.

Tough-controlling leaders are tough to make sure they, themselves, do not get in trouble, because it's policy, because they are superior and employees are subordinates, because they are more interested in their own success than the success of their employees. The primary motivation is selfish. This approach will not be successful in the long run.

Tough-coercive leaders are "out of control" themselves. Because they are fearful, they create fear in their employees to get things done. They may lack confidence. They may believe they lack the ability to achieve the objectives any other way than intimidation, coercion. They try to gain control or assure they meet objective using these tactics. Very selfish and very unsuccessful.

Examples: Students will arrive at many conclusions. Discuss each.

Coercive: Physical and psychological coercion. Short lived compliance, only when boss is around, high anxiety, fighting, arguing, high absenteeism, sabotage, backbiting, turf wars, blaming, no creativity, not innovation, less than 100% effort, high turnover.

Controlling: Compliance present but not consistent, some anxiety, work because you have to, may get 100% effort, selfish purposes, not necessarily a happy workplace.

Caring: Sustained compliance, autonomy, low anxiety, low distress, want to work, look forward to work, creativity, innovation, proactive, works to achieve success, happy workplace may get greater than 100% effort.

# 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 \_\_\_\_\_

# 4 \_\_\_\_\_

# 6 \_\_\_\_\_

# 7 \_\_\_\_\_

# 10 \_\_\_\_\_

# 11 \_\_\_\_\_

Total \_\_\_\_\_



# 2 \_\_\_\_\_

# 3 \_\_\_\_\_

# 5 \_\_\_\_\_

# 8 \_\_\_\_\_

# 9 \_\_\_\_\_

# 12 \_\_\_\_\_

Total \_\_\_\_\_

## INSTRUCTOR'S NOTES FOR PAGE 10.

This is a fun individual exercise. It's not "scientific" just fun. It does give you an idea what your own leadership approach might be.

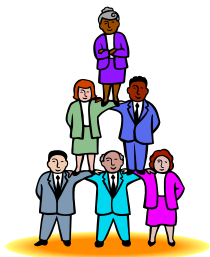
If the score on the left is high when contrasted with the score on the right, it means that your approach may be more tough-controlling in nature. If the score is high on the right, you may take a more tough-caring approach.

A high score on the left may also indicate a "Theory X" approach. High score on the right indicates a "Theory Y" approach. See The Human Side of Enterprise: by Douglas McGregor and Warren Bennis, for more on this topic.

If the left and right scores are relatively close, results are inconclusive.

## 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?***

---

---

---

## INSTRUCTOR'S NOTES FOR PAGE 11.

Ask students what "culture" is. You may get a lot of fuzzy looks. That's because it's really hard to describe. It's just the way things are. What things? Discuss this.

Safety will not work unless the corporate culture supports it. Training will not work if the employee walks out the door after a training session and the supervisor or manager makes a negative comment about the training, or if they do not set a positive example, or they do not otherwise behave in a manner consistent with what the employee expects after training.

The person at the top usually has most control over the culture. A culture may actually be thought of as the "personality" of the corporate, and may reflect the norms, values, etc. of the person at the top.

An effective safety culture will include messages from the top that tell employees their job security depends on working safe. That's what's expected. A safety culture that tells employees their job security depends only on working fast, it does not support safety. Employees receive messages every day and those messages may be sent in many different ways, both the "walk" and the "talk" of which management engages.



## 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!***

## INSTRUCTOR'S NOTES FOR PAGE 12.

You know safety is a value when it's non-negotiable. It doesn't change even when the going gets tough. A sign that says "Safety is Priority One" will not be believed unless safety is actually a value. Priorities, by definition, may be easily revised up or down, depending on the situation. The values you personally have do not change easily.

The supervisor that prioritizes safety may tell the maintenance worker to bypass safety procedures. The work is more important than the worker.

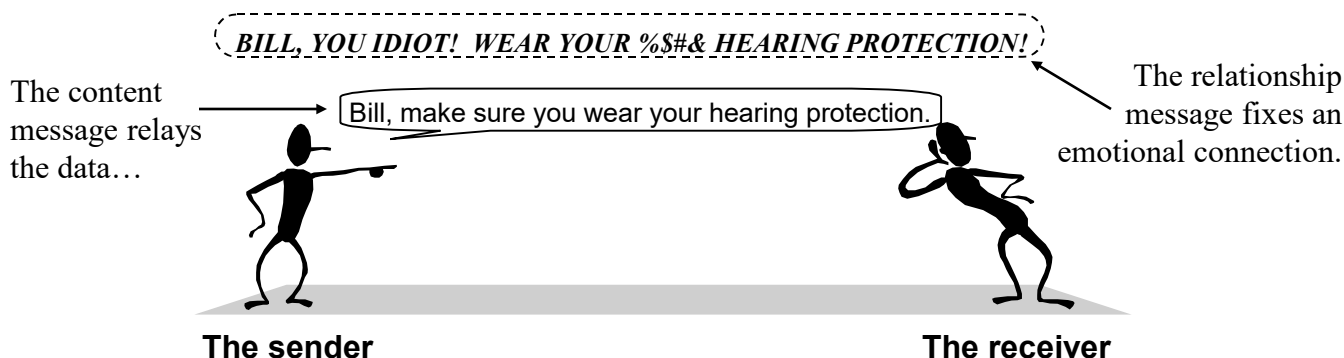
The supervisor that values safety will not tell the maintenance worker to bypass safety procedures. The worker is more important than the work.



## 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.



## INSTRUCTOR'S NOTES FOR PAGE 13.

The content level communicates the data...actual words.

The relation level communicates motivation, attitude, intent...may not be interpreted accurately, yet it is the level that is believed. We react to what we interpret at this level. If you experience someone responding to you in a defensive manner, it means you've probably come across on this level as offensive or threatening in some way.

Important to emphasize we mean "tough caring" here: regard for, or attention to the safety and health of a co-worker in a culture of accountability. Not a love, or necessarily even a liking for the person.

What about commons sense... "If it wasn't for the lack of common sense in our employees, we wouldn't have any accidents around here." It's all their fault. It's not management's responsibility. Employees are under control of all factors that come together to cause an accident.

Common sense is individual. When someone asks, "Why didn't you use your common sense?" he or she is really asking, "Why didn't you do what I would have done?" Using common sense is always doing what makes sense to you...and only you.

Top management/the owner, must send a value message about safety to the entire company. If he or she sends a mixed message to management, the message with the greatest consequence to the manager's own security/success will be the one sent to workers. Employees will receive mixed messages from multiple sources resulting in confusion, etc. Message must be the same from all levels of management.



## **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.

## INSTRUCTOR'S NOTES FOR PAGE 14.

**Positive reinforcement exists when the perceived natural and system consequences increase the frequency of desired behaviors because they are considered positive or some kind of reward.**

- It occurs when a behavior or activity produces a favorable change in the environment
- Employees will meet or exceed performance expectations to get something
- Focus is on innovation and excellence - achievement, success based motives
- Example: If you prevent an injury or save money, you will be rewarded
- The more soon, certain, significant the reinforcement, the more effective

**Negative reinforcement exists when the perceived natural and system consequences increase the frequency of desired behaviors because they are considered negative or some kind of punishment.**

- It occurs when a behavior or activity produces an unfavorable change in the environment
- Employees will meet (but not exceed) performance expectations to avoid punishment
- The focus is on control and compliance - fear based - motivation by threat
- Example: If you comply with safety rules, you won't be disciplined
- The more soon, certain, significant the reinforcement, the more effective

**The supervisor should ask if he or she:**

- Has set the proper personal example - leadership - compliance with safety rules
- Has provided adequate resources
- Has provided adequate training
- Has provided adequate supervision
- Has provided adequate enforcement



## 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.***

---

---

---

---

## INSTRUCTOR'S NOTES FOR PAGE 15.

Leaders build trust by trusting their employees.

Have groups discuss the various ways supervisors and manager can build trust and credibility. Discuss their findings.

Scenario Examples: A supervisor tells employees to wear ear plugs in the warehouse...later that supervisor is "caught" in the warehouse without earplugs. A supervisor says they will support their employees' ideas and then the supervisor takes credit for those ideas.



## 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.***

---

---

---

## INSTRUCTOR'S NOTES FOR PAGE 16.

Have groups discuss what commitment is to them, and how management can demonstrate it. They might have "stories" that illustrate this.

Top Management Commitment is Time, Money, Concern (or communications). If management only talks the talk, but doesn't walk the talk...it's demonstrating moral support, but not commitment. Management must walk the talk: come through with time and money.

Even though we might have the best intentions, if we don't carefully plan a change or process, program, the results may be something very unexpected and unwanted. We all want the best for everyone...we all don't carefully think about how we will achieve the objectives we're striving for.



# 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?***

---



---



---



## INSTRUCTOR'S NOTES FOR PAGE 17.

This exercise is best used as a tool for group or class discussion on each of the statements/ratings discussed: The exercise can easily take an hour or two to complete.

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

Because it focuses only on compliance with OSHA rules. Once that is achieved, no further effort is given. Consequently, high accident rates may still be realized. Companies that are more concerned with the financial and social benefits will go beyond mere compliance. Much more effective safety management system may be designed and maintained.

### ***How does management demonstrate commitment?***

It's simple actually, commitment is demonstrated by measuring the extent management sets aside time and money for safety.

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

You know it's a value when it doesn't change when the going gets tough...when you get behind schedule. The worker is more important than the work. The safety of the worker is more important than the production goal. Values are non-negotiable. Priorities can and often do change quite easily.

**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?***

---

---

---

## INSTRUCTOR'S NOTES FOR PAGE 18.

### **What is the "servant-leader" leadership model?**

The servant-leader serves those he or she leads. That simple.

### **What is the "customer-supplier" leadership model?**

The leader supplies resources to his or her customer...the employee

### **Why might it be dangerous to "encourage" safety?**

Encouraging safety changes a rule to a guideline, allows the employee choice and eliminates justification for any disciplinary action. It, therefore, places the employer in jeopardy of being accused of negligence. Never encourage...insist because you care...that's tough-caring leadership.

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

Production is more important. The work is more important than the worker. Employees are units of labor, hired hands.

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

Hopefully, management's response is to first seek out system weaknesses before addressing the issue of fault or blame.

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

Fix the system is far more effective because it corrects the root causes contributing to the behaviors and conditions that directly cause the accidents. Fixing the blame assures the system will not be analyzed. If the goal is to place blame, and the goal is achieved...the analysis stops. The system is not evaluated.

## **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?***

---

---

---

## INSTRUCTOR'S NOTES FOR PAGE 19.

### ***Why is employee involvement so important?***

Involvement increases "ownership" in safety procedures, processes, etc. We value what we "own" more than what we don't own. We don't wash a rented car, do we. We use our "own" procedures when not being supervised.

### ***What behaviors should we measure and evaluate?***

Compliance behaviors, including reporting hazards, reporting injuries, obeying rules and policies.

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

We try some way to gain control over the criteria. For instance, if a supervisor is held accountable, he or she may actually help an employee "hide" an injury so it's not reported. The supervisor is behaving in a normal, predictable manner given the situation. The key is to hold people accountable for behaviors and results over which they have control.

### ***What does a system of immediate consequences look like?***

You will want to review the Oregon OSHA Course 100 Safety and Health Management Principles to get a good idea what an effective system looks like. It includes adequate resources and support, communications, standards, effective consequences, appropriate application, and evaluation.

### 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?***

---

---

---

INSTRUCTOR'S NOTES FOR PAGE 20.

***Why might "safety bingo" be ineffective in improving desired behaviors?***

There's only one "winner" and winning depends on luck, not a behavior.

***Who determines the significance of consequences?***

The receiver of the consequences.

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

Yes. Because the "motive" for the discipline is all important if the outcome of the action is to increase desired behaviors. If the motive is to help the employee...selfless...the action will be perceived as leadership. If the motive is self-serving...to protect the supervisor...it's not perceived as leadership and will not be as effective in improving behaviors.

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

Absolutely. Every behavior has a natural consequence. Every behavior results in a system consequence. The culture may demonstrate positive consequences, negative consequences in many ways.

Timeline diagram showing credit transitions between nodes 1 to 7. Node 1 is the leader and takes credit from node 2. Node 6 is the leader and gives credit to node 7.

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

---

---

---

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

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

---

---

---

---

[---1-----2-----3-----4-----5-----6-----7---]

Management Employees Everyone

## ***How does ownership affect a system?***

---

---

---

---

[-----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?***

---

---

---



## INSTRUCTOR'S NOTES FOR PAGE 21.

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

Supervisors are dependent upon employees for their own department's success. Employees depend on supervisors for resources. No one in the workplace is "independent".

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

Operations. Safety is a function of production. HR is a part of the safety management system, but not the whole system. Safety is "process quality." It should be thought of as one aspect of effective production. An accident introduces variation into the production process that ultimately increases per-unit cost of production. See Oregon OSHA course Safety and Health Management Principles for more on this topic.

### ***How does ownership affect a system?***

Everyone will put more importance to the system. They have a personal stake in making sure the system works.

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

Because a most effective safety management system can NOT work in a culture of fear where employees do not trust their supervisors and managers.

### 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?

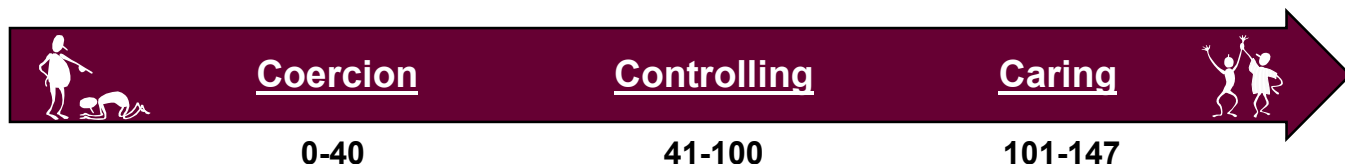
[-----1-----2-----3-----4-----5-----6-----7-----]  
 Physical violence    Arguing    Disrespect    Cold/Distant    Warm/friendly/humor

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

---

---

---



Total score \_\_\_\_\_ Circle the cultural approach below that applies.

## INSTRUCTOR'S NOTES FOR PAGE 22.

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

The management message is, "We are incompetent in managing safety."

The leadership message is, "We don't care about you."

Of course, these messages are not intentionally sent, but actions and results continually send messages, result in stories. Everything a supervisor does or doesn't do every day in the workplace may create a story that talked about in the lunch room.

### ***How do we decrease fear in the workplace?***

Supervisors can increase trust and decrease fear in the workplace by leading to support rather than merely bossing to control. There is a very big difference in motive and approach. Supervisors increase trust by doing what they say they are going to do.

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

You bet. The psychological health of employees may be demonstrated through behavior in the workplace. If employees are behaving inappropriately, we need to help (not hurt) that employee through Employee Assistance Programs, counseling, leadership so that the employee can get back in control, feeling and thinking normally.



## 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.

## INSTRUCTOR'S NOTES FOR PAGE 23.

### 1. **How does leadership differ from management?**

Management is an organizational skill.

Leadership is a relationship skill.

### 2. **The boss may supervise subordinates but the leader develops** followers and self-leaders.

### 3. **Match the leadership style with the behavior:**

b Tough-coercive

c Tough-controlling

a Tough-caring

a. The supervisor disciplines for the good of the employee

b. The supervisor plays one employee against another

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.**

The leader serves those he or she leads.

### 6. **The content level of communication relays factual information, while the relationship level establishes a positive or negative emotional connection.**

### 7. **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

## INSTRUCTOR'S NOTES FOR PAGE 25.

This page contains some additional info for the student's reading. Leadership may be demonstrated in many contexts.



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).