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Agenda

8:30 to 9:00	Introduction of Instructor, Course and Division Services.
9:00 to 10:15	Involving participation by using an Ice Breaker. Effective Team Process
10:15 to 10:30	Break
10:30 to 12:00	Assembling a Team Team Member's Roles
12:00 to 1:00	LUNCH
1:00 to 2:15	Team Member's Roles (continued)
2:15 to 2:30	Break
2:30 to 4:00	Meeting Management Evaluating Team Effectiveness
4:00 to 4:30	Review

Objectives:

- to develop a team \ committee within your organization,
- to understand why a team out performs a committee,
- to facilitate group discussions and get involvement,
- to learn tools and skills that you can use to make decisions,
- to measure the effectiveness of the team.

Effective Safety Teams

Follow-up Activities

- Developed a safety team.
- Modified a safety team.
- Advised management of the importance of implementing a safety team.
- Recruit a manager for a team sponsor

Activity Plan

	Activity	Other people involved	Target Deadline
☐			
☐			
☐			
☐			
☐			
☐			
☐			
☐			

Let's try an Ice Breaker

Three truths and a lie

This exercise is best done in small groups. Have each person write on a piece of paper 4 statements -- 3 truths and 1 lie about themselves. Use yourself as an example -- providing them with your own. Give them a few minutes -- some people have a lot of trouble with this. Then each person in the group takes a turn. First they read their four items and then again one item at a time while the rest of the team members vote on which item they think is the lie. This exercise opens up discussion amongst the team members as they will tell a short story about the items. I explain to the group that good teams are built on relationships and do not happen overnight and this exercise is one step towards that relationship building.

Life Map

Exercise for small groups. Give each member of the group a piece of paper (flip chart paper is good) and give the group a box of colored markers. Have them make a poster of details of the life that would tell us something about themselves. As an instructor it is good to have one done to use as an example. Posters can include things like a tent for camping, a flower for gardening, a dog for a pet, draw a picture of your family, etc.

Other Warm and Fuzzy things

I make these suggestions to a team for small "get-to-know" exercises throughout the year--- take a few minutes to tell the team what the plans are for your summer vacation. Tell the team what your favorite or worst Christmas gift was.



Effective Teams

**NON-EFFECTIVE
TEAMS**

**EFFECTIVE
TEAMS**

1 Individual
accountability only

Mutual accountability
for all members

2 Leader integrates data

Members integrate data
to develop work
products

3 Decisions are
democratic or unilateral

Decisions made by
consensus

4 Individual expertise

Pooling of expertise

5 Goal is to discuss
problems

Goal is to solve
problems and institute
change for improvement

6 Purpose is unclear

Reason for existing is
clear and aligns
members

7 Little need to grow

Members grow and
develop expertise

8 Usually does not result
in unique thinking

Stimulates “out of box”
thinking and creativity

Group Decision Making



A Team's goal should be to reach decisions that best reflects the thinking of all team members.

- everyone has _____, all opinions are _____
- people willing to _____ decisions
- no one is forced to _____
- decisions are more _____
- _____ is seen as healthy
- _____/_____ vs. win/lose

Consensus is ...
... 70% comfort
... 100% commitment

Consensus Decisions

Require:

- time and effort
- active participation by all team members
- good communication skills
- creative thinking & open mindedness

Safety Team Activities

“Safety Teams should address broad systems, not symptoms.”

The projects or problems a safety team works on depend on the team’s purpose and goals. The team should focus on improving organizational systems, rather than long “fix it lists” for which nobody else wants to take responsibility.

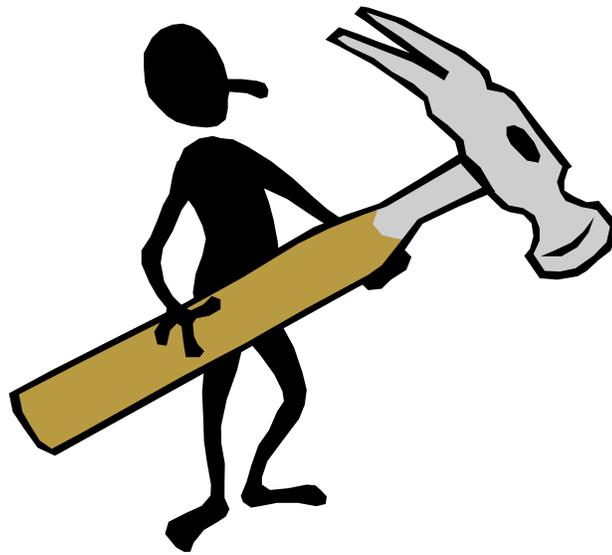
Systems for Teams

- Communication systems
- Hazard identification process
- Hazard correction process
- Safety training master plans
- Measuring safety performance
- Accountability for safety activities
- Accountability for implementation
- Accident analysis process

Symptoms for Department Supervisors

- Broken guard rail near aisle 4
 - Leaky roof in shipping area
 - Cluttered, crowded work area in inspection
 - Missing machine guard on a press
- ***These are symptoms or signs of poor safety performance and an indication of a potential problem in a system. The safety team should address the break down in the system and not the symptom.***

A symptom is a sign or indication of a problem in a systems



Assembling a Team/Committee

I. Cast a Team Vision

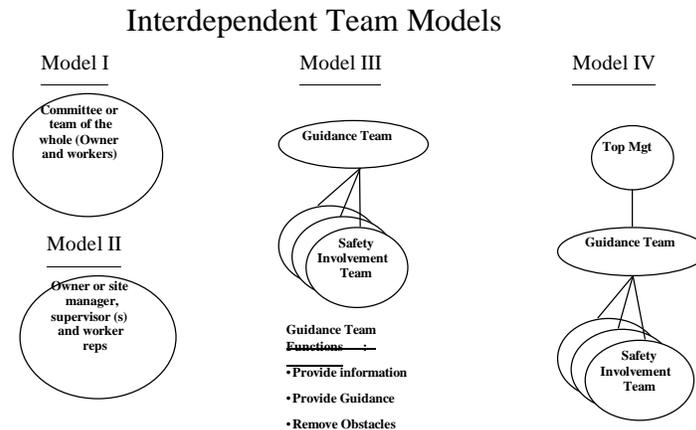
- Identify a real _____ problem to solve
- Clearly define business _____
- Create a _____ or purpose statement
- Are diverse _____ and information needed?

II. Secure a Team Sponsor

- Raise high level support
- What do you need for success?

III. Define a Team Structure

- How will the team relate to the rest of the organization?



- What relationships does the team need to have with maintenance, engineering, purchasing, and legal, other teams, etc.?

IV. Select Team Members

- Labor and management partnering (see next page)
- Represent all key functional areas and knowledge
- Appoint, recruit or volunteers?
- Who selects and how?
- What about shifts?
- ***What are the characteristics of a good team member?***



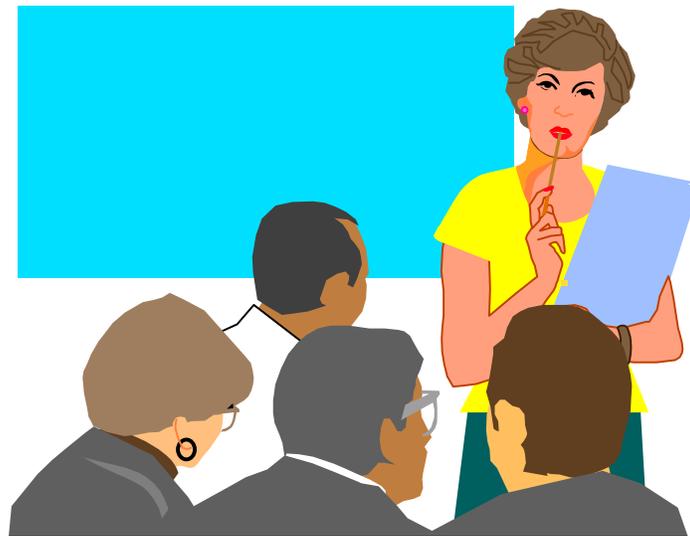
V. Build Team Skills

1. Interpersonal communication
2. Confidence and safety in the team process
3. Conflict resolution
4. Team concepts
5. Group facilitation concepts and abilities
6. Problem-solving processes

VI. Team Phases

1. Forming
2. Storming
3. Norming
4. Performing

The Team Member's Role



Team Member Roles

Team roles should be defined and assigned when the team is established and may need to be clarified at the beginning of each meeting. An effective team allows members to be flexible in their roles. Rotating duties may encourage this flexibility. The team members' roles and responsibilities may differ somewhat from the summary below depending on the organization's and team's structure and specific needs.

Team Member

- Follows through on assigned Action Plan items
- Prepares prior to the meeting
- Attends regularly scheduled team meetings on time
- Participates in team discussions and offers suggestions
- Voices opinion on topics
- Serves as facilitator, scribe, or timekeeper as needed; provides other help as needed
- Accepts and supports consensus decisions of the team
- Communicates with departments
- Gathers ideas from parties effected by team decisions
- Communicates progress with areas represented

Team Sponsor

- Reviews team goals to ensure they are achievable and challenging enough to meet organizational needs
- Establishes boundaries
- Breaks down barriers to obtain cooperation and support required to achieve team goal
- Identifies resources needed (people, time, money, training, materials, facilities) and ensures they are available
- Approves decisions made by the team
- Determines performance standards and how results will be measured

Team Leader

- Communicates with the team sponsor
- Checks with team members to remind them to bring “homework” to meetings
- Sends reminders for next meetings
- Arranges the meeting location
- Acts as the point of contact when team members are unable to attend scheduled meetings
- Builds communication channels between departments and management
- Helps establish team climate and shape attitudes

Scribe/Note Taker

- Takes notes
- Writes meeting minutes that include action plans
- Makes updates to action plans
- Prepares agenda for next meeting
- Distributes minutes and agenda prior to next meeting

Timekeeper

- Informs team when allotted time to discuss topic is running out
- Informs team when they are nearing the end of the meeting

Facilitator

- Acts as the meeting navigator (opens and ends discussion, keeps discussions focused, follows agenda, asks questions)
- Ensures that all team functions are assigned to various team members
- Clarifies purpose and helps team identify goals
- Manages member participation throughout discussion
- Tests for consensus and checks decisions
- Acts as a mediator and assists members in dealing with team conflicts in a productive manner
- Summarizes and organizes ideas
- Models team performance standards, active listening, and trust building behaviors

- Acts as a motivator in the team process
- Encourages the integration of new members
- Communicates with the Team Leader and/or Team Sponsor

The role of an effective team facilitator includes these functions and responsibilities:

Focus on process vs. content

Assist in problem solving and decision making

Clarity and understanding

Involvement and participation

List every idea - write everything down

Interface with different customers

Time

Agenda

Target team and meeting purpose

Overview and summary

Resolve conflict, remain neutral and objective.

Facilitator

Focus on the process rather than the content.

The facilitator's role is to make sure that the team has a good and productive meeting. The process consists of:

- keeping the meeting on track,
- seeing that everyone gets the chance to participate,
- suggesting methods to solve problems and make decisions, and
- making sure meeting goals are met.

A good facilitator consciously stays out of the content of the discussions as much as possible.



Assist in problem solving and decision making

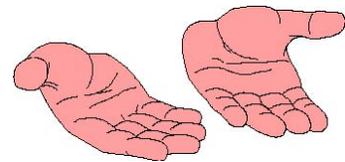
The facilitator should come equipped with tools to help groups find solutions to problems. Some powerful problem solving tools include:

- fishbone diagramming,
- brainstorming,
- flow charting,
- force field analysis, and
- pareto diagramming.

Facilitator

When people in the group have differing opinions, skilled facilitators help groups work to consensus decisions. Decision making tools of the facilitator include:

- multi-voting,
- group normalization process,
- high-low quadrants, and
- decision analysis.



Clarify discussions to assure everyone understands.

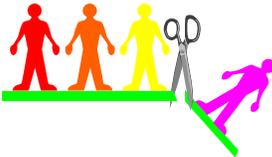
Since there may be people with diverse experience within a group, the facilitator must ensure that no one is confused and left behind. The skilled facilitator will:

- watch the group carefully and read body language for signs of confusion or frustration,
- pause the discussion periodically to check for questions,
- review and summarize the group's conclusions to this point in the meeting.

Facilitator

Involve all members getting them to freely participate. Successful teams utilize experience and input from all team members, not just an outgoing few. The facilitator's role is to create an environment where everyone freely contributes to the conversation. The facilitator may have to:

- ask the opinion of a quiet member, and/or
- signal talkative members to give others a chance.

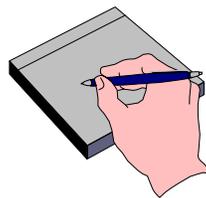


List every idea and important note on a flip chart.

One powerful tool of the facilitator is something called “group memory”. Writing important notes and lists of ideas down helps the whole group with clarity and understanding. A facilitator should work to gain skill in writing large letters clearly, and quickly.

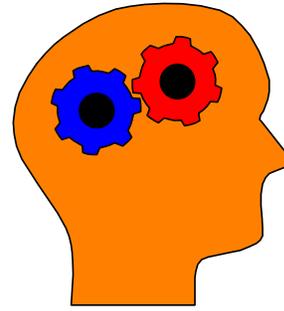
Benefits of posting meeting notes around the room include:

- helps the group remember past discussions,
- provides a context for asking clarifying questions,
- provides a formal record of rationale for decisions.



Facilitator

Brainstorming is a technique the facilitator can use to help the group generate a list of ideas or solutions to a particular problem. For best success, follow these simple steps:



Steps:

Notes:

1. Define the problem

- Drive for clarity
- Challenge the scope
- Write it down for all to see

2. Generate alternatives

- Set a time limit
- Generate as many ideas as possible
- Be specific
- Allow no evaluation of ideas
- Think “outside the box”
- Be imaginative and spontaneous
- Get wild! Have fun!
- Write everything down

3. Organize the data

- Clarify ideas
- Group and organize ideas
- Narrow down the list to a few workable ideas
- Move to action planning

Facilitator

Interface with various customers.

The facilitator has several customers to satisfy. It is important that the role of the facilitator is clear to everyone in order to avoid confusion.

Time

Agenda

Target Team purpose.

Early in the life of a team, the facilitator should help the team define its purpose for existence. It's easy for groups to get distracted. The tendency is to focus on urgent issues rather than important ones. The facilitator can then use the "statement of purpose" to keep the group on track when they begin to struggle or wander.

The facilitator's job is to recognize when the group strays and let them know. At that point it's up to the team or the team leader to decide if they want to modify their stated purpose. This applies to meetings as well.

Facilitator

Overview and summarize.

The facilitator helps the group focus by frequently summarizing the key points of a discussion or meeting. It is important for the facilitator to follow the discussion and keep a “birds-eye” view.

Groups can get bogged down in a particular discussion and lose perspective on the big picture. Providing an overview starts something like:

- “Before we go on to the next item, let me see if I understand what we’ve concluded...”
- “So the real problem you are trying to solve is ...”
- “Let’s check to see if everyone is on the same page, you decided to...” etc.

One critical function of the facilitator is to make sure everyone is working on the same problem. Taking time to carefully define the problem and write it down is a helpful tool.



Facilitator

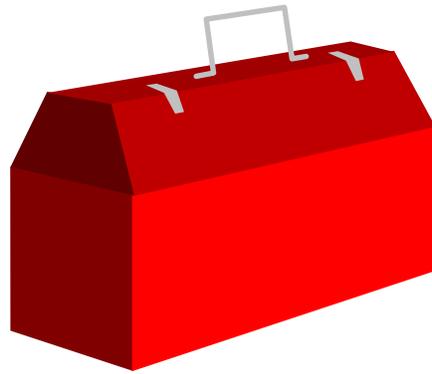
Resolve conflicts and group dysfunctions.

Whenever a group of people come together to work or discuss there will be conflict. The skilled facilitator is able to effectively manage group interaction by stimulating the exchange of ideas without allowing disagreements to escalate into conflict.

It is the job of the facilitator to not allow individuals or small groups to disrupt the meeting. Examples of disruptive or dysfunctional behavior often encountered in meetings includes when people:

- are sleeping,
- dominate the conversation,
- don't participate,
- refuse to cooperate with others,
- talk in side conversations,
- won't let go of the past,
- throw "cold water" on new ideas by always presenting obstacles or a negative attitude.

Meeting Management



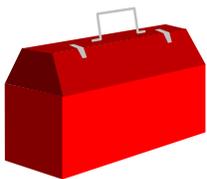


Meeting Supplies

Proper prior planning prevents poor performance. A good facilitator will keep an adequate inventory of supplies on hand. Packing and carrying small equipment case helps guarantee they are available when necessary. This helps avoid interrupting the flow of a creative discussion when a marker runs out of ink.

Create a list of supplies that would be helpful for facilitating meetings:

-
-
-
-
-
-
-
-
-



Tools for Effective Meetings

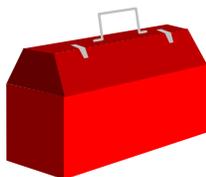
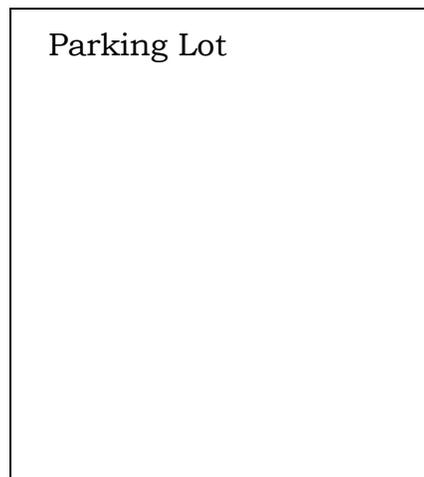
Parking Lot



The parking lot is a place to “park” issues that are important but not appropriate for the current discussion. If a group begins to stray from the agenda, the facilitator can suggest that they “park” the issue until later and then get back on the topic at hand.

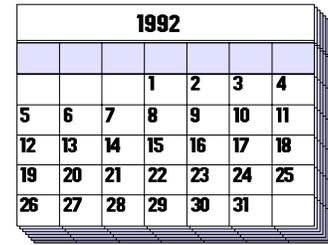
The parking lot is also a good place to put agenda items that run too long.

A skilled facilitator will re-visit the parking lot before the end of every meeting to see if the group wants to add the items to the next agenda.



Tools for Effective Meetings

Action Planning

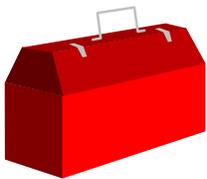


Action plans help groups keep track of progress towards goals and commitments. Facilitators use action plans to help a group to move from discussion to action. Action plans are dynamic documents and might be updated and reviewed at every meeting.

A simple action plan format looks like this:

Action Item	Who	When	Status
1.			
2.			
3.			
4.			

*Hint: People fail to accomplish their goals for two reasons:
1) they fail to write them down, and
2) they have no one to hold them accountable.*



Tools for Effective Meetings

Active Listening



The skilled facilitator is a good listener. When others are trying to make their opinion known, the facilitator is reading the group and the individuals for real meaning. The benefits of active listening are:

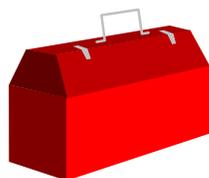
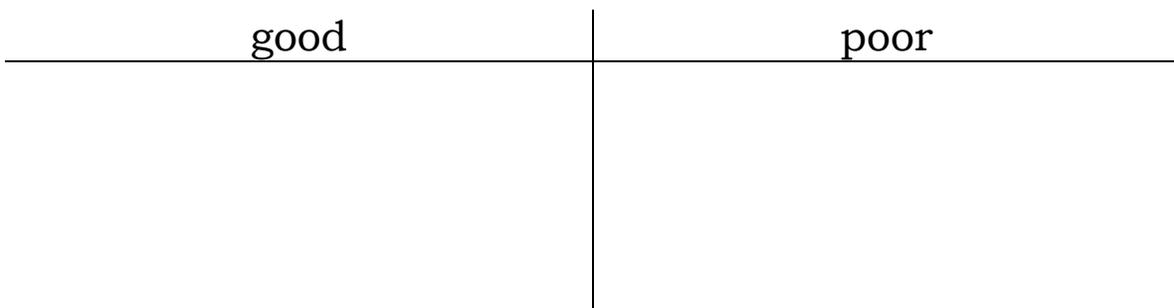
- letting people know they have been heard,
- truly understanding others point of view,
- can de-escalate a heated moment.

Active listening includes:

- paraphrasing the content
- checking for implications
- reflecting back feelings
- inviting further contributions

Seek first to understand, then to be understood.
-Stephen Covey

Non-verbal listening responses



Tools for Effective Meetings

Consensus



Of the many forms of decision making for teams, consensus is the most crucial. Consensus is not a method, but rather a level of agreement. After each decision, the skilled facilitator will check the group for consensus. On critical decisions the facilitator should take the time to check everyone in the group for their comfort and commitment.

Consensus is defined as:

- 70% comfort, and
- 100% commitment.

The benefits of consensus decision making include:



Tools for Problem Solving & Decision Making

Dealing with Difficult Members



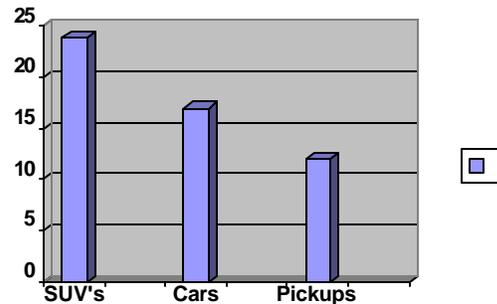
Every group will deal with dysfunctional behavior at some point. The skilled facilitator has a plan to deal with the most common difficulties:

Dysfunctional Behavior	Tactics
sleeping	
won't shut up	
won't participate	
won't cooperate	
talks on the side	
won't let go of the past	
negative pessimist	
unprepared	

Decision Models

A **Pareto Diagram** is a simple bar chart which ranks items in decreasing order of occurrence by categories. It is a simple but powerful tool.

- What does it look like?



Vehicles on Highway 10 on 12/25/02.

- When is it used?
- you can answer yes to both of these questions if:
 - The data be arranged in categories;
 - The rank of each category is important.

The rank of categories on Pareto diagrams guides teams to efficient and effective work.

- How is it made?
 - Gather data, compile data, graph in descending order.

Force field analysis views change as a struggle between two forces:

- driving forces and restraining forces.
- Driving forces are those that help the change occur.
- Restraining forces are those that are blocking the change.

There are three possible scenarios:

1. increase the driving forces
2. decrease the restraining forces or
3. do both.

Kurt Lewin, the originator of this tool, suggests that the best way to help the change occur is to decrease the restraining forces.

- What does it look like?
 - Draw a line down the middle of a sheet of blank paper. Place the driving forces on one side, the restraining forces on the other.
- When is it used?
 - Any time a change is expected to be difficult.
- How is it made?
 - As discussed above, brainstorm ideas , list restraining and driving forces, prioritize them, develop action plans for the priority items.

Continuous improvement of systems occurs through planned change, repeatedly going through what is often referred to as the PDCA cycle, Plan, Do, Check, Act.

- What does it look like?
 - Using the tools that apply
 - Pareto diagrams, force field analysis, fish bone diagrams, etc.
 - Come up with a plan of action;
 - Do it
 - Try a pilot project;
 - Check the results using the applicable tools;
 - Act
 - Fully implement the plan if the pilot works.

If it works or doesn't, either way, start the cycle over, continuing to refine and continuously improve the system. PDCA;PDCA;PDCA;.....

- When is it used ? Hopefully always.
- How is it done?
 - The best source of information about a task generally comes from the people that do it every day. Generally, the more the people doing the task are involved in the PDCA cycle the more buy-in occurs, implementation is easier, a feeling of ownership is developed and everyone is happier.

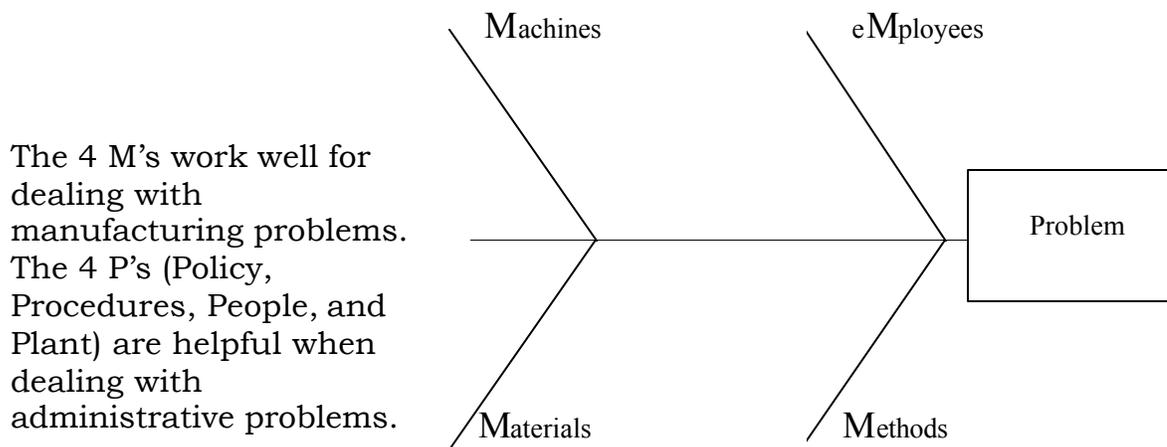
Nominal Group Technique , often referred to as NGT, is a structured group process used to help the team make better decisions. It is one of the basic tools and is utilized in many situations.

- What does it look like? It is a process so is hard to pictorialize.
- When is it used ?
 - When you need to come up with and choose a course of action for improvement. This is an excellent tool to develop consensus where the group is large and/or diverse, but can be used effectively with any size group and for any question.
- How do you do it ?
 - State the question. This sounds easy but can be a real challenge. It must be a one part question .
 - Example – how can we make the car run faster, look better and decrease the gross vehicle weight ?
 - Three NGT's would be required, one for each question.
 - Brainstorm - silently and independently each team member generates a list of items that they feel would answer the question. Take five minutes or so to do this. No talking !!!
 - Going round-robin (around the room) each team member gives one item from their list until all are listed on the board. Do not list duplicate items. Thinking of a new idea after hearing someone else's is encouraged, give it when it is their turn. No discussion of items, just get them all listed. Helps to give a maximum word limit, say 20 words or less.

- Discuss each item, combine where possible. The intent here is not to discuss the merits of each item but to come to a common understanding of what each item means.
- Use one of the voting or ranking methods to reduce the list down. A general rule of thumb is to reduce it to a third each round. Say the group has generated a list of 90 items. First come up with what the group feels are the top 30. Go another round to come up with the top ten. Another to come up with the top three. Again for the top one. Repeat as often as required to get the information needed.
- Discuss the results of the vote openly among the group.
- A fast, fun and interesting way to vote or rank items that involves everyone is an adaptation of the Affinity process. Say you want to select the top five items from a list. Have each person decide on what they feel are the five most important, placing each on a separate post-it note, everyone using the same color of post-it. Everyone places their notes on the wall and as a group they combine in a string the common ideas. Place the longest list first, etc down the line, five longest are the five top choices. Discuss the results as a group.

Fishbone diagramming is a useful tool for group brainstorming and problem solving. The facilitator may choose this method over brainstorming when smaller parts of the group can work on a big problem simultaneously. The method is:

1. State the problem and place it in the box.
2. Ask “What are the main elements that might cause _____?”



3. Fill out the next level of detail for each general problem element.
 - Is there anything about our **eM**ployees that contributes to the problem?
 - What about our **M**ethods might cause this problem?
 - Could the problem be caused by the **M**achinery?
 - Are the **M**aterials causing this problem?

Multi-Voting (DOTS) is a method to narrow down a long list of ideas to a workable few by multi-voting. One multi-voting method goes like this:

1. List all of the possible ideas or solutions on flip chart paper and post them on a wall
2. Give everyone three colored dots (alternatively you can use the small 1"x1" post-it notes or even a marking pen)
3. Ask each person to place one of their dots next to each of the best three ideas presented on the wall
4. Give the group a few minutes to think and place their dots
5. Count up the dots for each idea, the most popular ideas will have the most dots
6. Re-write the top 3-5 ideas on a separate page
7. Check for consensus

Hint: This method is best when team members trust each other and anonymity is less important.

Group Normalization is another method helpful for narrowing down a long list of ideas into a top five. It is especially helpful when people may be reluctant to let their preferences be known to others in the group.

The method is:

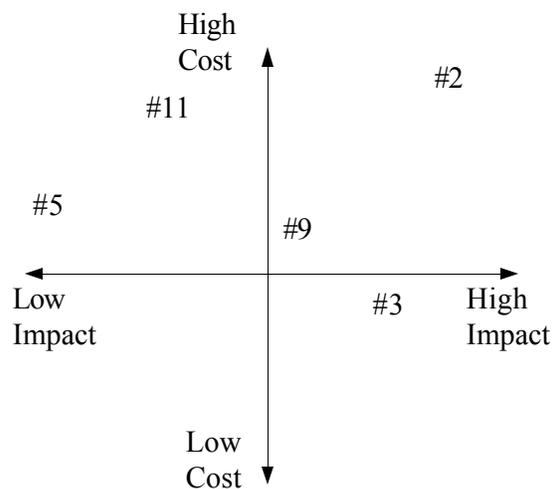
1. Number the list of ideas 1-n.
 2. Give each member 5 small blank cards.
 3. Ask each person to choose what they think are the best 5 ideas without talking to anyone else.
 4. Identify their top five ideas on the 5 cards; 5 cards - 5 ideas one idea per card following the format in the graphic below.
 5. Then ask them to choose the best idea of the five and write a 5 in the lower right hand corner of that card; turn it face down.
 6. Then ask them to choose the least best idea of the four remaining and write a 1 in the lower right hand corner of that card; turn it face down.
 7. Then ask them to choose the best idea of the remaining three cards and write a 4 in the lower right hand corner; turn it face down.
 8. Then ask them to choose the least best idea of the remaining two cards and write a 2 in the lower right hand corner; turn it face down.
 9. Then ask them to write a 3 in the lower right hand corner of the last card.
 10. Pass all the cards to one person in the group who will shuffle them.
1. The person with the cards will call off first the idea # then the number (points) written in the lower right hand corner to the facilitator. The facilitator will tally the number of points next to each idea number that comes up. Do this for every card.
 2. Count the number of points scored for each idea.
 3. The top five scorers are the most popular answers.
 4. Check for consensus.

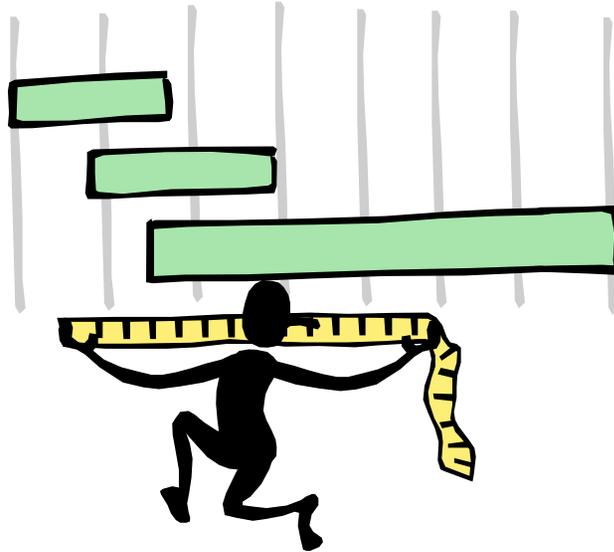
Idea Number
Keyword
Score

High-Low Grid can be used to narrow down even a short list. Each alternative or idea can be compared against all the others based on two criteria important to the group.

1. Choose two criteria that are important to the success of the problem being addressed such as
 - cost and impact,
 - customer satisfaction and time to implement
 - probability of injury and severity of injury, etc.

1. Draw the high-low grid with one criterion on each axis.
2. Plot the alternative numbers relative to one another on the grid.
3. Select the alternatives in the most desirable quadrant to work on first.
4. Check for consensus.





***Evaluating Safety Involvement Team
Effectiveness***

Data Collection

Safety Involvement Team members are asked to evaluate the team on the following criteria:

Decision Making

A	7 Almost exactly like A	6 Much more like A than B	5 A bit more like A than B	4 Equally like A and B	3 A bit more like B than A	2 Much more like B than A	1 Almost exactly like B	B
Decisions are made with great consideration. Customers and sponsors are consulted in the process. Input is sought from throughout the plant.								Decisions are made hastily with little evaluation. No opinions outside the team are considered.
Consensus is required before a decision is made final.								Win/lose decisions are made by compromise, voting, past practice or by the leader.
TQM tools are used to evaluate diagnose and problem solve.								Emotion, convenience, political correctness are primary criteria for decisions.
Once implemented, decisions are critically evaluated and adjusted to hit the target.								No follow-up takes place.

Team Results

A	7 Almost exactly like A	6 Much more like A than B	5 A bit more like A than B	4 Equally like A and B	3 A bit more like B than A	2 Much more like B than A	1 Almost exactly like B	B
The team generates creative solutions that are outside the box. Deals with change well and is quick to seize new opportunities.								Team defaults to past practices. It is afraid to take risks and try new things.
The work of the team is of high quality and exceeds the expectations of customers.								There is no buy-in from users. Team solutions don't fix the problems.
The team has a reputation for getting things done fast and right. People are comfortable with turning to the team for help.								Team is viewed as just another impotent committee. Not respected or valued among the workforce. No action.
The team is responsive, quick and agile. It is empowered to implement ideas.								Seems like we're spinning our wheels. Team operations are slow and full of red tape. Approval is difficult.

Accountability

A	7 Almost exactly like A	6 Much more like A than B	5 A bit more like A than B	4 Equally like A and B	3 A bit more like B than A	2 Much more like B than A	1 Almost exactly like B	B
Members hold each other accountable for performance. Problems are dealt with inside the team.								Problems are overlooked and not confronted. Gossip and back stabbing outside the team is prevalent.
Acceptable team conduct is defined and clear to everyone. Members are well disciplined.								People come late, don't attend, interrupt each other, only a few actively participate.
The team shares the glory when things go right. Members all share the blame when things go wrong.								There are clear superstars on the team who get more attention. Individuals are blamed when things go wrong.
The team creates and reports its own performance measures. Team is self motivated.								Team is micro-managed by the sponsor. Pressure for results is greater outside the team than inside.

Mission / Purpose

A	7 Almost exactly like A	6 Much more like A than B	5 A bit more like A than B	4 Equally like A and B	3 A bit more like B than A	2 Much more like B than A	1 Almost exactly like B	B
The mission and purpose of the team is clear to all members. Everyone on the team shares a common goal.								Differing views of what the team is about exists among the members. People push own agenda.
The purpose of the team is aligned with the organization's mission. Company and team values are the same.								Team works independently from company leadership. Mission is not known or contrary to team goals.
The team members have spent time developing and refining the team purpose.								Team blindly adopted what someone else told them they were to do.
Team deals with high level issues. Fixes systems, structures and processes. Addresses important problems.								Deals with a long "fix-it" list of petty problems. Fixes symptoms. Addresses urgent issues.

Dealing with Conflict

A	7 Almost exactly like A	6 Much more like A than B	5 A bit more like A than B	4 Equally like A and B	3 A bit more like B than A	2 Much more like B than A	1 Almost exactly like B	B
Conflicts are confronted and dealt with out in the open.								Conflicts are discouraged and avoided. Smooth water is more important than consensus.
Differing opinions are welcome and given ample consideration.								People are allowed to attack and dismiss what they don't agree with.
Disagreements are dealt with inside the team setting only.								Differences are discussed with people outside the team. Taking sides and back-stabbing is prominent.
Members deal with differences calmly and professionally. Members treat each other with respect and dignity when working it out.								Conflict is allowed to escalate and disrupt meetings. Fighting and arguing is prevalent.

Sharing of Responsibility

A	7 Almost exactly like A	6 Much more like A than B	5 A bit more like A than B	4 Equally like A and B	3 A bit more like B than A	2 Much more like B than A	1 Almost exactly like B	B
Each member plays their position well. All hold up their responsibilities and complete their assignments.								Members assume someone else will take care of things if they can't. They don't complete assignments and blame others for their problems.
Members back each other up when they run into difficulties. There is a sense of "our project" vs. "my piece".								Members look out only for themselves. C.Y.A. is all that matters.
All members actively participate. Members feel ownership and readily volunteer even for unpopular tasks.								Just a few people do all the work. Members are allowed to get by with doing nothing.
Role of leader was significant at first but diminishes as time goes on. Leadership is shared by many in the team or even rotated.								Leader maintains a strong and prominent role in all team business. One person holds on to this position. Others don't volunteer to lead.

Identity within the Team

A	7 Almost exactly like A	6 Much more like A than B	5 A bit more like A than B	4 Equally like A and B	3 A bit more like B than A	2 Much more like B than A	1 Almost exactly like B	B
Team members care for and look out for one another. Defend the team and members against criticism of outsiders.								Members only look out for themselves. Gossip and criticize the team and decisions openly.
The unique skills and talents of individuals are appreciated and leveraged.								Popularity is more important than credibility.
There is a high degree of trust and respect among the members. Relationships are strong. Socialize together.								Members criticize each other. Trust is low. People refuse to work together. No socializing.
Members are tuned in to one another even to the point of anticipating the moves of others.								Members don't know each other well. Don't know what to expect. Reluctant to assume anything.

Meeting Effectiveness

A	7 Almost exactly like A	6 Much more like A than B	5 A bit more like A than B	4 Equally like A and B	3 A bit more like B than A	2 Much more like B than A	1 Almost exactly like B	B
Team utilizes agenda well and gets things done on time.								Easily gets off track and runs out of time. Often re-visit same problems without resolution.
Members come prepared and work hard during the meetings.								Members come late and don't regularly attend. They don't bring the materials they need. They aren't prepared to make decisions.
Goals and objectives are established, assigned and tracked.								Side topics and "fires" distract the team from it's focus. No one knows how to prepare for next meeting.
Communication flows to the right people, the right place at the right time. The activities and successes of the team are well publicized.								Information is late or never arrives. Key people are left out. Information about the team is scarce.

Structure

A	7 Almost exactly like A	6 Much more like A than B	5 A bit more like A than B	4 Equally like A and B	3 A bit more like B than A	2 Much more like B than A	1 Almost exactly like B	B
Cross functional. Broad range of experience and departments represented on the team. Management and non-management are represented.								Only managers or only hourly people. Few departments are represented. Members all have the same perspective.
Team members are well trained volunteers who are committed to keep growing.								People don't want to be there. Team skills are low and there is no commitment to learn new abilities.
Team keeps sponsor abreast of progress and results.								Sponsor is out of the loop and never kept up to date.
The team has unlimited support & resources from top management.								Team struggles for time to meet. Members not given freedom to attend. Not enough resources available to implement ideas.

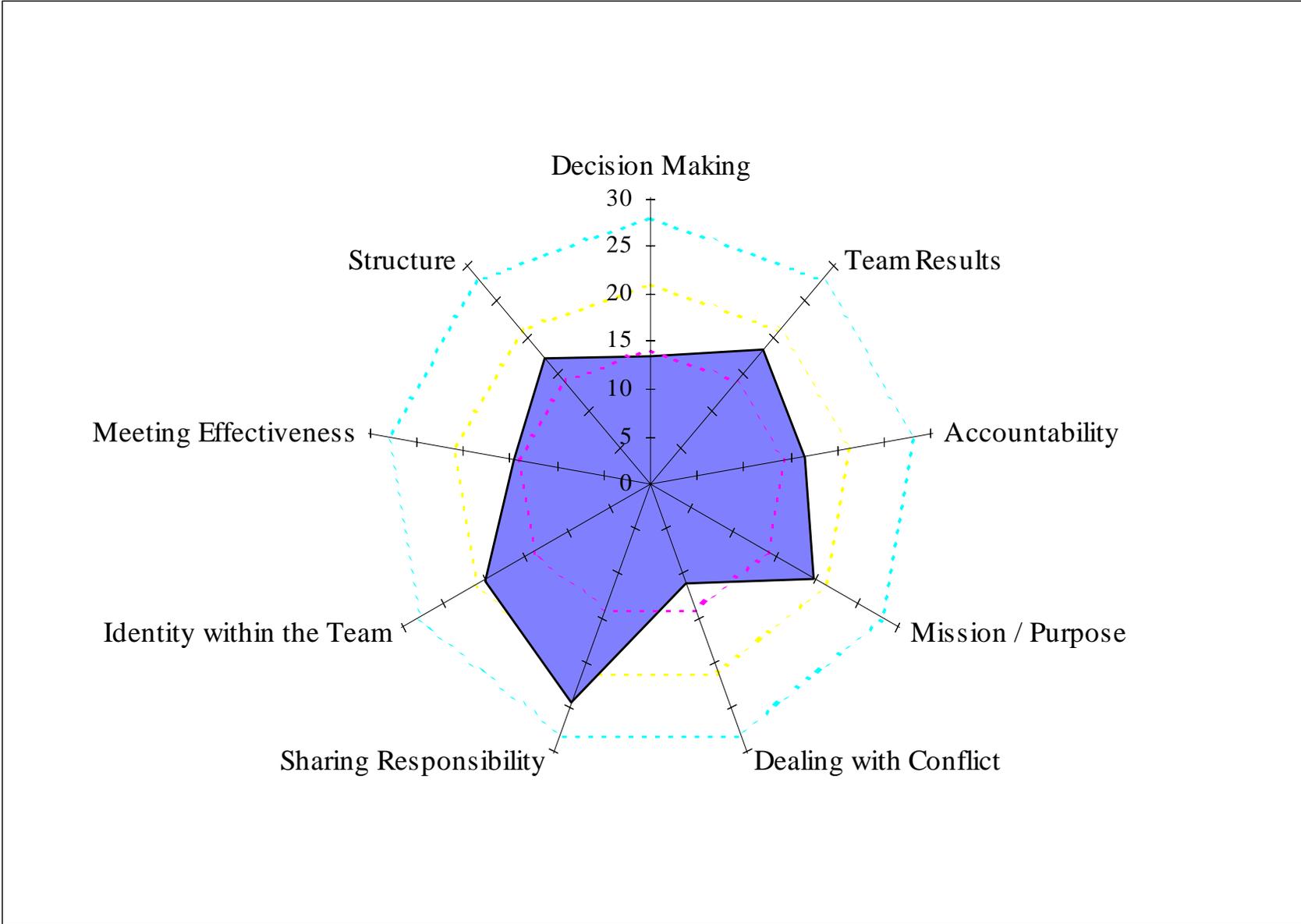
Results

Effectiveness is scored on a scale from 0 to 28 points.

0 to 14 = Group of Individuals

14 - 21 = Working Group

21 - 28 = High Performance Team



Executive Summary

Executive Summary

Strengths

- Mission / Purpose
- Sharing Responsibility
- Identity within the Team

Weaknesses

- Decision Making
- Dealing with Conflict
- Meeting Effectiveness

Recommendations

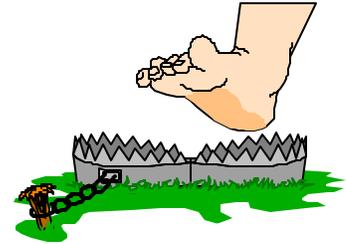
1. Develop the team member's ability to deal with conflict and confront with confidence.
2. Utilize or develop a skilled facilitator for team meetings.
3. Coach the facilitator(s) in how to address disagreement within team meetings and keep it from escalating.
4. Provide the team some training in the use and application of TQM tools for problem solving and decision making.
5. Work evaluation of earlier projects into the agenda of regular team meetings.
6. Challenge the team to focus on systems rather than day to day symptoms.

Resources

Safety Involvement Teams may be illegal.

The National Labor Relations Board (NLRB) (web site <http://www.nlr.gov>) has ruled, three times in this decade, that employee participation programs (EPPs) may constitute unlawful labor practices on the part of employers.

- 1992 Electromation, Inc.
- 1993 E.I. Dupont de Nemours & Co.
- 1998 EFCO Corp.



The National Labor Relations Act – 8(a)
(2) prohibits:

- (1) Entities created by the program as “labor organizations”
“...any organization of any kind, or agency or employee representation committee or plan, in which employees participate and which exists for the purpose, in whole or in part, of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.”

and (2) the employer dominates or interferes with the formation or administration of that labor organization, or contribute support to it.

What’s at Risk?

An employer found in violation of section 8(a) (2) of the NLRA is likely to be ordered to disband the committee(s), or show cause why this is not an appropriate compliance requirement. An employee, or employee representative, would need to file a complaint to initiate the proceedings. If no filing occurs, then operations could continue. Should a complaint arise, there would be costs associated with the proceedings and possible adverse publicity. **Each employer must make their own decision** and take the actions they think are best in light of all the facts and possible outcomes. If in doubt, employers should be advised to seek legal counsel.

Options for employers today:

The NLRB stated that "nothing in the Act prevents an employer from encouraging its employees to express their ideas and to become more aware of safety problems in their work."

- ▶ Employers can establish self-directed work teams, can use suggestion boxes, and can use surveys as the means of getting employee input and ideas.
- ▶ Have committees exist solely for the purpose of developing information. The committee makes no proposals or recommendations, but acts more like a brainstorming group, or a fact-finding group. The employer simply accepts the information and does what it feels is appropriate.
- ▶ Developing "committees of the whole". If everyone is on the committee, it is not a labor organization. It seems reasonable that the group would self manage its own conduct, which would remove the employer from "dominance".
- ▶ EPP participants should remember that they represent only themselves, not other employees or management interests.
- ▶ Committee membership should be voluntary, not by appointment or employee vote. If there are too many volunteers, set up a rotating participation system.
- ▶ Management does not dominate committee operations or discussions, e.g. setting agendas, picking members, or having veto authority.
- ▶ Members of management that attend safety committee meetings should not take an active role. They should sit and mostly listen.
- ▶ Employers who are represented by a union can negotiate the establishment of safety committees with the union. Employers without unions are limited in their alternatives.

Next Steps

- ▶ Disband existing committees in light of the NLRB ruling
- ▶ Recast their committees to comply with the new guidelines
- ▶ Take no action for the time being, pending a final outcome
- ▶ Solicit union understanding and commitment to participate and support the development of safety team up front

Ohio Division of Safety & Hygiene

Safety Committees and the NLRB Rulings in Electromation and Du Pont

In December of 1992 in Electromation, Inc., the National Labor Relations Board (NLRB) ruled that employee participation programs (EPPs) may constitute unlawful labor practices on the part of employers. Subsequent to that ruling, the NLRB reached a similar ruling in May of 1993 in E.I. du Pont de Nemours & Co., where six safety and one health committee was in operation.

In recent years, U.S. companies have utilized a variety of employee participation programs designed to involve employees in decision-making, problem-solving, and process improvement. EPPs have taken the form of "quality circles," "employee involvement committees," "labor-management committees," "employee teams," "safety committees," and the like. The goals of these programs has been to improve workplace efficiency, product quality, productivity, safety and morale. The strategy has been to involve employees in the process of making decisions about the work which they perform, the conditions under which they perform it, and the benefits and compensation they receive for performance.

Some of those programs have been attacked as unlawful under Section 8(a)(2) of the National Labor Relations Act. In order to establish such a violation, it must be shown that (1) the entity created by the program is a "labor organization" and (2) the employer dominates or interferes with the formation or administration of that labor organization, or contributes support to it. Hence the inquiry is twofold: Is the entity a labor organization? If it is, does the employer's conduct, vis-à-vis the labor organization, constitute domination or interference with the formation or administration of that labor organization, or support of it?

Section 8(a)(2) is a very important part of the original Act (the Wagner Act) passed in the 1930s. The act was founded upon a philosophy of adversarial labor relations. The premise was that employees, if permitted to organize into unions, would be better able to confront the economic power of the employer. The bargaining process pitted one side against the other, and each was free to use economic weaponry to gain the best possible bargain. If employees are to be permitted to organize a union and to square off collectively against their employer, it was essential that the union be free of employer control. Thus, Congress passed Section 8(a)(2) to outlaw "company unions."

The Meaning of "Labor Organization"

It is very important to understand the definition of a "labor organization." Section 2(5) defines "labor organization" as "*...any organization of any kind, or any agency or employee representation committee or plan, in which employees participate and which exists for the purpose, in whole or in part, of dealing with employers concerning grievances, labor disputed, wages, rates of pay, hours of employment, or conditions of work.*"

Employee Participation

In order for a group to constitute a "labor organization," statutory employees must participate in it. This requirement rarely causes difficulty. This element is always present with committees.

Dealing

Under the definition, a labor organization "deals with" an employer. The supreme court has held that the term "deal with" is broader than the term "bargain." Bargain implies a "give and take" in an effort to reach a compromise. By contrast, if the employee committee makes proposals to the employer, and the employer simply responds to the proposals, without opportunity for further discussion, it can hardly be said that the committee and employer are bargaining. However, it can be said that the committee is "dealing with" the employer. This would represent a bilateral mechanism. Hence, in the example above, the "dealing with" requirement is met.

The above situation is to be carefully distinguished from one in which the employer seeks information from a knowledgeable group of employees. If the employer simply considers that information in deciding upon a course of action, and there is no practice or expectation that the employer will respond to the employees, it would appear that there is no "dealing" between the employee group and the employer. There is only employee input, the employer is free to act, or not to act.

In addition, if the employee group has the authority and power to implement matters by itself, without the need to seek or obtain employer approval, the element of "dealing" is missing, and the committee would not be a labor organization. Or, if the employee group is a self-directed work force, it would not deal with the employer. Rather, it would decide upon and implement a course of action, without any need to "get back" to the employer.

Most EPPs involve discussions, recommendations, responses and so on. So the test of dealing usually is met, especially with traditional safety committees.

Subjects of Dealing

Under the statutory definition, the "dealing" must concern one or more of the subjects listed in Section 2(5) of the Act. Listed subjects include: "*grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.*" If the employee committee deals solely with matters other than these listed subjects, the committee would not be considered a "labor organization." But if the committee deals with at least one, the requirement will have been met.

As a practical matter, an employee committee, established under EPP, cannot stay completely clear of all of the subjects listed in Section 2(5). The foundation underpinning EPPs is the notion that employees should be consulted because they have knowledge and experience concerning the workplace. Thus, it would be surprising if their ideas and proposals did not touch on conditions of the workplace. Again, it appears that under the Act, EPPs deal with one or more of the specifically identified subjects and this requirement is also met.

Administration

As noted above, the statute forbids interference with or domination of the administration of the labor organization. Thus, if the employer has its own representatives on the committee, and they control the operation of it, a violation will be found. In addition, the employer cannot dictate the agenda of the EPP. Nor can its supervisors and managers be given a dominant role in the formulation of proposals. On the other hand, mere participation by managers and supervisors is not unlawful. Additionally, the employer cannot contribute financial or other support to the labor organization. Read literally, this could mean that employers should not provide meeting space for EPPs. However, it seems clear that this is merely a form of cooperation and is permitted.

On the other hand, if the support is so substantial that the EPP cannot exist without it, the support would be considered too substantial and viewed as a form of control. If the labor organization cannot change its rules without employer consent, it is clearly dominated by the employer. The intent is to prevent the employer from establishing "sham" or "dummy" unions.

Representation

If representation is a requirement of a labor organization, then many EPPs may not be true labor organizations, since members may not truly act to "represent" other employees. Management could then appoint employees to membership and seemly avoid the representation issue. However, representation does not seem to be a necessary element. The language in Section 2(5), "employee representation committee or plan," seems to confuse the issue. Earlier in Section 2(5) it states, "...any organization...." Thus, "any organization" of employees can be a labor organization, whether they are appointed or

volunteer. Accordingly, so long as EPPs are "organizations," they are labor organizations, even though they may not "represent" other employees.

Actions and Plans

Several proposed actions have been developed to counteract and clarify the apparent unlawful use of committees for the purpose of involvement, problem-solving and process improvement. It is felt that today's business environment is far different than that of the 1930s. Labor and management's relationships can be characterized more as cooperative, than adversarial.

- ❑ Representative Steve Gunderson (R-Wis) and Senator Nancy Kassebaum (R-Kan) reportedly have or will introduce legislation to clarify the NLRA. Some favor changing the wording in Section 8(a)(2), the treatment of unlawful domination, while others favor changing Section 2(5), the definition of labor organizations.
- ❑ Others have come out in favor of changing the OSHA standard. This change, presumably when OSHA reform is promulgated, would specifically exclude safety committees from the definition of labor organizations.

Philip A. Miscimarra, of Seyfarth, Shaw, Fairweather & Geraldson, who represented the National Association of Manufacturers (NAM) to the NLRB said that it is unfair to blame the board for the state of confusion. He went on to say there are "no safe harbors" under Electromation and that a broad range of programs are subject to challenge even if the employer acts without any anti-union intent.

Employers' Options Today

The NLRB stated that "nothing in the Act prevents an employer from encouraging its employees to express their ideas and to become more aware of safety problems in their work."

- ❑ Employers can establish self-directed work teams, can use suggestion boxes, and can use surveys as the means of getting employee input and ideas.
- ❑ Have committees exist solely for the purpose of developing information. The committee makes no proposals or recommendations, but acts more like a brainstorming group, or a fact-finding group. The employer simply accepts the information and does what it feels is appropriate.
- ❑ Developing "committees of the whole." If everyone is on the committee, it is not a labor organization. It seems reasonable that the group would self manage its own conduct, which would remove the employer from "dominance."

- EPP participants should remember that they represent only themselves, not other employees or management interests.
- Committee membership should be voluntary, not by appointment, or by employee vote. If too many volunteer, set up a rotating participation system.
- Management does not dominate committee operations or discussions - setting agendas, picking members, or having veto authority.
- Members of management that attend safety committee meetings should not take an active role. They should sit and mostly listen.
- Employers who are represented by a union, can negotiate the establishment of safety committees with the union. Employers without unions are limited in their alternatives.

What should employers do? Essentially three actions may be taken.

- Disband existing committees in light of the NLRB ruling
- Recast their committees to comply with the new guidelines
- Take no action for the time being, pending a final outcome

What's the risk of taking the third option? An employer found in violation of Section 8 (a)(2) is likely to be ordered to disband the committee(s), or show cause why this is not an appropriate compliance requirement. An employee, or employee representative would need to file a complaint to initiate the proceedings. If no filing occurs, then operations could continue. Should a complaint arise, there would be costs associated with the proceedings and possible adverse publicity. ***Each employer must make their own decision and take the actions they think are best in light of all the facts and possible outcomes. If in doubt, employers should be advised to seek legal counsel.*** Division consultants can act as a valuable resource to customers by providing needed information and suggestions.

In conclusion, it should be remembered that OSHA's Process Safety Management Standard, its proposed ergonomics standard and its voluntary participation programs already require employers to form employee participation committees. Following the above guidelines can assist employers in reasonably adhering to the intent of the NLRA.



Clarifying Your Team's Purpose

- Each team member takes 5 to 10 minutes to write one sentence which describes the purpose of the team. The sentences might begin with, “We exist in order to ...” or “Our team’s main purpose is to...”
- Members work in pairs for about 20 minutes to share their individual sentences and to create one new statement that satisfies both participants.
- Each pair combines with another pair for 20 or 30 minutes to share their purpose statements and to create one new statement that satisfies all four participants.
- Post all of the statements generated by the larger groups on flip charts and discuss as a whole team, highlighting the key parts of each group’s statement. Discuss the similarities and common themes between all the statements.
- Note on a separate sheet, or board the common areas and agree on which ones need to be retained and those that should be discarded.
- Working in the combined groups, develop a combined statement of one or two sentences that captures the essence of the team’s thinking.
- Rewrite each group’s statements on flip charts and then using a similar process as before have the group agree on a final statement of purpose.

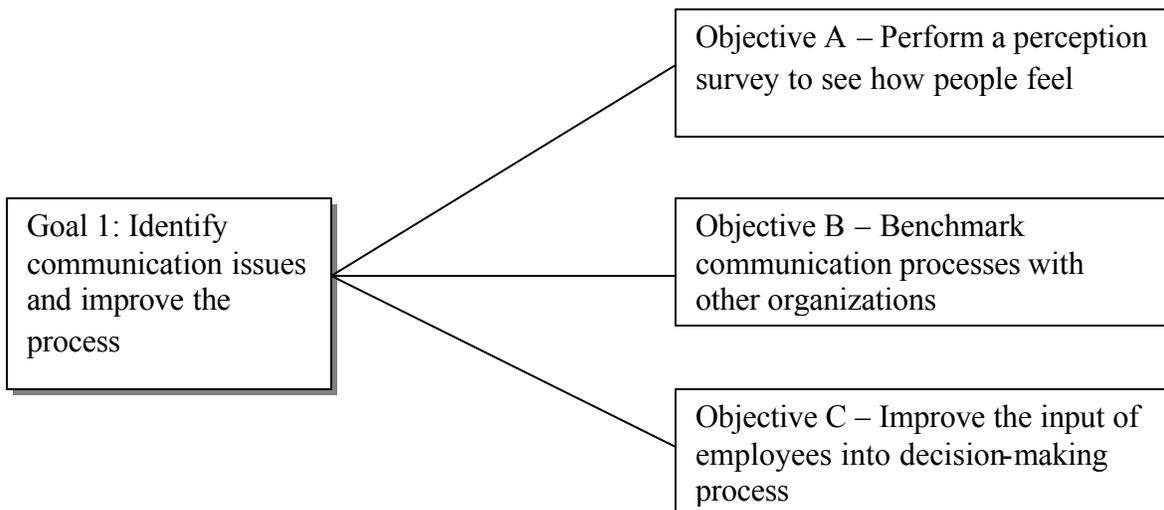
Developing a **Shared Vision of Success**

- Individual members jot down what they hope the team will be like in three years. Consider at least these aspects of the vision.
 - Teams service to the organization
 - Team image within the organization
 - Value to the organization
 - Team work climate
- Work in small groups to share individual visions, discuss commonalities, and create a joint vision. Each group should think about metaphors that might describe the team in the future, e.g. spear tip, lasers, atlas, building foundation, hub of a wheel with spokes, etc.
- Each subgroup reports to the group on its vision for the team in the future. Highlight the elements common to each group's vision.
- Using the highlighted elements, create together on clear vision of your future team.

Setting Goals and Objectives

Team Activity
3

- Identify three priority goals related to improving organizational effectiveness and in keeping with the team’s purpose and vision. Goals may be established as a result of an organizational assessment, because of perceived needs, in response to performance problems or as a result of data reflecting the need to change. Examples might be to improve process for dealing with problems, improving the education process, and so on.
- Develop two to three specific objectives for each goal listed by answering the question, “How will we know when we have made progress toward our goals?” Developing objectives will ensure that everyone on the team is focusing on key issues. This also gives everyone the opportunity to participate in setting direction.
- Completion of all the objectives will mean that the goal will have been met. If one or more objectives are not completed, the goal will not be realized.



Winter Survival Exercise

Your plane has crash-landed somewhere near the border between Minnesota and Canada. It is 11:32 AM in the middle of January. The small plane in which you were traveling has been destroyed. No one has been seriously injured.

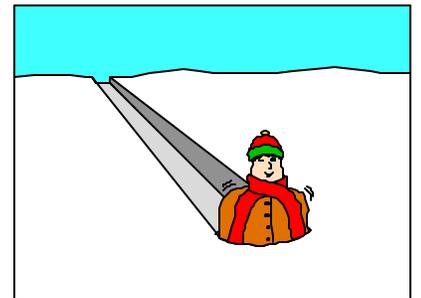
The crash came suddenly. The pilot had no time to radio for help or to tell anyone of your location at the time of the crash. Since the pilot was trying to avoid a major snowstorm at the time of the crash, you know that your plane was well off-course. You also know that you are at least 80 miles from the nearest town.

You are in a wilderness area made up of thick woods broken by many lakes and rivers. The last weather report you heard said that the temperature would be -25 degrees in the daytime and drop to -40 degrees at night.

You are dressed in normal winter clothing, pants, shirt, sweater, shoes, and a winter coat. While escaping from the plane, you saved 15 items that happened to be on the plane. **Your job is to decide how important each item is to your survival. The most important item becomes number 1, the second most important item becomes number 2, and so on until you get to the least important item.**

The Items

- ___ 1 bandage kit with 28 feet of 2 inch wide gauze bandage
- ___ 1 ball of steel wool (like you use to scrub a pot)
- ___ 1 cigarette lighter without lighter fluid
- ___ 1 loaded pistol
- ___ 1 newspaper per person
- ___ 1 compass
- ___ 2 ski poles
- ___ 1 knife
- ___ 1 pilot's map (does not show roads or all cities)
- ___ 30 feet of rope
- ___ 1 pound chocolate bar per person
- ___ 1 flashlight with batteries
- ___ 1 quart of whisky
- ___ 1 extra shirt and pair of pants (one set per person)
- ___ 1 can of shortening (like used to grease a cookie sheet)



Activity for Mock Meeting

1. Before lunch get volunteers for:

Facilitator,
Team Leader,
Scribe/Note Taker,
Timekeeper,
Team Member (2 or 3), and
Sponsor

Do not tell them their role. Just state that you need volunteers to do a mock meeting activity.

2. Create an agenda (sample attached)
3. Give each volunteer a sample agenda. Their role description will be on the bottom of the sheet. To save paper, the instructor will circle their roles before handling out the agenda.
4. Do the activity the last 30 minutes of the class.

1st Safety Meeting

date

time

where

Purpose: Steering team for transitional work program

9:00 – 9:15	Ice breaker/bring meeting to order
9:15 – 9:30	Volunteers for team roles
9:30 – 9:40	Establish ground rules
9:40 – 10:00	Develop team name
10:00 – 10:10	Create a mission statement
10:10 – 10:20	What is this team's responsibility?
10:20 – 10:25	Draft agenda for next meeting
10:25 – 10:30	Evaluate meeting

Facilitator: team navigator/ use tools: cover one topic at a time, open discussions, focus discussions, manage participation, check decisions, end discussions, mediator, motivator/communicate (with team leader) with sponsor.

Team Leader: communicate with sponsor, arrange meeting locations, point of contact when team members are unable to attend scheduled meetings, check with members to remind them to bring "homework" to meetings, send reminders of next meeting.

Scribe/Note Taker: take notes, write meeting minutes, distribute minutes prior to next meeting, written action plans, updates to action plans, prepare agenda.

Timekeeper: inform team when allotted time to discuss topic is running out, inform team when nearing end of meeting.

Team member: communicate with departments, gather ideas from parties effected by team decisions, communicate progress with areas represented.

Sponsor: establish boundaries, establish budgets, break down barriers, provide resources, approve decisions.

**INTERNET WEB SITES
FOR
OCCUPATIONAL SAFETY & HEALTH INFORMATION
April 2005**

GENERAL

NATIONAL SAFETY COUNCIL (NSC)

<http://www.nsc.org/>

The NSC has a user friendly web site for innovative and current information on home, farm and community, on the road and workplace safety and as well statistical data and charts.

NORTH DAKOTA WORKFORCE SAFETY & INSURANCE

<http://www.workforcesafety.com/>

For workplace safety, North Dakota's WSI site puts forth their "safe operating procedures" page where they give information on accident and near miss reports, substance abuse, material handling and storage, walking and working surfaces, and safety program development and orientation.

OCCUPATIONAL & INDUSTRIAL SAFETY RESOURCES

<http://www.khake.com/page59.html>

Maintained by a Vocational Information Center, this web site provides links to occupational and industrial safety with lists of directories, national centers, hotlines and help lines as well as specific area coverage such as emergency, disaster and natural hazards, and tool, machine and equipment safety options.

OKLAHOMA STATE UNIVERSITY

<http://www.pp.okstate.edu/ehs/>

The Department of Environmental Health & Safety at OSU offers an online safety resource library that is constantly being updated with topics from A-Z including specific areas of safety such as fire, construction, HAZCOM and training. Go to the "Links Library" option.

SAFETY DIRECTORY

<http://www.safetydirectory.com/>

Safety Directory.com is an Internet gateway to occupational health & safety sites. This web site is indexed with information on industry specific topics, training, illness and injury, as well as safety publications and resources.

FEDERAL GOVERNMENT

CENTERS FOR DISEASE CONTROL & PREVENTION (CDC)

<http://www.cdc.gov/>

The CDC is always a good resource for current medical issues throughout the United States. Health topics from A-Z give an in-depth look at most communicable diseases as well as topics such as safe driving, violence, and air pollution, and workplace safety and health topics.

FEDERAL EMERGENCY MANAGEMENT ASSOCIATION (FEMA)

<http://www.fema.gov/>

For up-to-date information on active disasters and emergencies nationwide access this web site first. Publications include options for emergency preparedness and prevention, response and recovery, disaster fact sheets, and public awareness information.

NATIONAL INSTITUTE FOR OCCUPATIONAL SAFETY & HEALTH (NIOSH)

<http://www.cdc.gov/niosh/homepage.html>

NIOSH's web site provides current information on many services as well as safety research, including ergonomics programs, respirators, and mining safety. At the chemical page you will find databases and other helpful resources, information on personal protective equipment, as well as government agency web sites of interest.

OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION (OSHA)

<http://www.osha.gov>

OSHA'S official web site includes media releases, online publications, statistics, standards & directives, "Technical Links," training center courses, "hot topics," and "what's new" as well a very useful A-Z index page.

INTERNATIONAL RESOURCES

HEALTH & SAFETY EXECUTIVE (HSE)

<http://www.hse.gov.uk/>

The United Kingdom has an international safety web site with a good deal to offer on occupational safety & health. Drop down boxes offer A-Z industry information, health and safety topics, tools, research, as well as publications and statistics.

ERGNET

<http://www.sunderland.ac.uk/~ts0qli/ergnet.htm>

The University of Sunderland in the UK is an international web site directory of "places for ergonomics and human factors". Featuring lists of sources such as societies, organizations, government bodies, institutes, centers and laboratories, this site also gives links to journals, a research database and other general ergonomic sites.

OHIO

OHIO EPA (OEPA)

<http://www.epa.state.oh.us>

At the official web site for Ohio's Environmental Protection Agency; use the "Topic Index" to find regulations and information on permits, hazardous waste, pollution prevention, wastewater, wetlands, and much more.

OHIO STATE LIBRARY/OHIOLINK

<http://winslo.state.oh.us>

At **OhioLink**, a statewide library and information network, you can search the State Library of Ohio's collection for the BWC's Division of Safety & Hygiene library books as well as other Ohio College and university library collections. Also available at this web site are searchable versions of Ohio Administrative laws and rules, electronic databases, and other Ohio library directories.

SPECIFIC (BY SUBJECT)

CONSTRUCTION

<http://www.cdc.gov/elcosh/index.html>

CDC's **eLCOSH** is a comprehensive library of construction-related safety information presented in both English and Spanish with items listed under trade, hazard, job site, and others. Also see: The Construction Industry Safety Council, a Center to Protect Workers' Rights resource center at <http://www.buildsafe.org/RSC.htm> for OSHA publications in PDF and hazard alerts.

ERGONOMICS

<http://www.ergoweb.com>

ERGOWEB provides current information on ergonomics and human factor science. Offered are: research, case studies, reference material and a forum for questions, answers and discussion.

LABORATORY SAFETY

<http://safety.science.tamu.edu/>

Texas A&M University College of Science is an optional choice for safety in the laboratory information. From hazard identification to waste disposal this web site offers thorough coverage of laboratory safe practices.

MATERIAL SAFETY SHEETS

<http://www.ilpi.com/msds/index.html>

This web site offers many solutions for finding MSDS (100 free sites) as well as chemical manufacturers and suppliers, pesticides including fertilizers, government sites, and other miscellaneous locations for chemical data. Also check any toxicological effects at <http://www.atsdr.cdc.gov/toxprofiles/> and health and safety information on household chemical ingredients at <http://householdproducts.nlm.nih.gov/>.

MOTOR CARRIER SAFETY PROGRAMS

<http://www.fmcsa.dot.gov/safetyprogs/saftprogs.htm>

The Federal Motor Carrier Safety Administration (FMCSA), an administration within the U.S. Department of Transportation, regulates and supports the Nation's interstate commercial carrier industry. The FMCSA web page offers several safety programs in PDF format such as brake safety, fatigue, HAZMAT safety, speed management, sharing the road safely, and other insurance and licensing information.

RADIATION

<http://www.physics.isu.edu/radinf/>

The Radiation Information Network offers a web site that is in-depth with information on radiation topics and issues. In addition to what's new in the field and general information there are regulatory, organizational and society links as well as research and educational resources available to access.

SAFETY STATISTICS

<http://stats.bls.gov/>

Occupational health and safety statistics by industry and occupation can be researched for injuries, illnesses, and fatality data at this web site starting with the "Overview of BLS Statistics on Worker Safety and Health" page.

SAFETY BRIEFINGS, MANUALS, PRODUCTS & PROGRAMS

OSHA POWERPOINT SAFETY PRESENTATIONS

<http://esf.uvm.edu/sirippt/powerpt.html>

An extensive safety PowerPoint presentation library is available at this web site featuring A-Z topics such as accident investigations, bomb threats, chemical spills, construction, electrical, hand tools, emergency response, fire safety, forklifts, JSA, laser, OSHA compliance, PPE, razor knife safety, safe lifting, and many more.

SAFETY PUBLICATIONS & VIDEO RESOURCES

<http://www.cbs.state.or.us/external/osha/standards/pub.htm>

A valuable resource for safety resources, the Oregon State's Department of Consumer and Business Publications web site is packed with downloadable information. Areas covered are agriculture, asbestos abatement, occupational exposures, HAZCOM, HAZMAT, HAZWOPER, safety practices, writing manuals and programs, tools of the trade, workers' compensation and ergonomics.

Ohio Bureau of Workers' Compensation, Div. of Safety & Hygiene Library
 30 W. Spring St., L-3, Columbus, OH 43215-2256
 (800) 644-6292, press option 2 - 2
 (614) 466-7388/ (614) 644-9634 (fax)
 E-Mail: library@bwc.state.oh.us

Additional Resources for Effective Safety Teams

All of these materials are available through the BWC Division of Safety & Hygiene Libraries. Call 800-644-6292 or e-mail library@bwc.state.oh.us.

Books:

- *BLR's Safety Committee Handbook*. Business & Legal Reports, 2001. (Does Not Circulate—Use in Library Only.)
- Geller, E. Scott, *Building Successful Safety Teams: Together Everyone Achieves More*. Government Institutes, 2001.
- *Leader's Guide to Safety Committees*. J.J. Keller & Associates, 1997.
- Losoncy, Lewis E., *Best Team Skills: 50 Key Skills for Unlimited Team Achievement*. St. Lucie Press, 1997.
- Newstrom, John and Edward Scannell, *The Big Book of Team Building Games: Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do*. McGraw-Hill, 1998.
- Spath, John P., *Building a Better Safety and Health Committee*. American Society of Safety Engineers, 1998.

Articles:

- Chandler, Hayley, "A Team Approach." Supplement for *OH&S Canada*, May/June 1994, S2-S5.
- "Why Mess With Success? Safety Committees Continue to Prove Their Worth." *OSHA Compliance Advisor*, Issue 464, March 24, 2003, 3-6.

Web Sites:

NIOSH's Does It Really Work? Page: <http://www.cdc.gov/niosh/docs/2004-135/>

Videos:

- *Pro-Active Safety Committee: A Team for Success*. 1995, 13 minutes, No. 660062.
- *Safety Committee: Problem or Solution?* 1993, 30 minutes, No. 660025.

Saving You Time and Research

Requests for copies of OSHA standards, information on starting a safety committee, a video on accident investigation techniques -- these are some of the thousands of inquiries BWC's Division of Safety & Hygiene (DSH) libraries receive each year.

DSH has two libraries to serve you:

- The central library in the William Green Building in downtown Columbus;
- The resource center and video library located at the Ohio Center for Occupational Safety and Health (OCOSH) in Pickerington.

Both libraries are open 8 a.m. to 4:45 p.m., Monday through Friday. Your need for information does not require a visit to the library. You can phone, fax, or e-mail your requests and receive a quick response.

The central library provides free information services on the topics of occupational safety and health, workers' compensation and rehabilitation.

The OCOSH resource center provides similar services for those who visit OCOSH for meetings and training center classes.

The video library offers an extensive collection of videotapes to supplement your organization's safety and health training program. It is a convenient and popular source for Ohio employers to borrow quality occupational safety- and health-related training aids.

Visit our Web site at **www.ohiobwc.com**.

Central library
30 W. Spring St., Third Floor
Columbus OH 43215-2256
1-800-OHIOBWC
(614) 466-7388
(614) 644-9634 (fax)
library@bwc.state.oh.us

OCOSH resource center
13430 Yarmouth Drive
Pickerington OH 43147
1-800-OHIOBWC
Resource center (614) 728-6464
Video library (614) 644-0018

One Hour Safety Presentation

The main goal of the Division of Safety & Hygiene is the reduction of accidents and illnesses in the workplace. Toward this goal, the One Hour Safety presentation is designed to support the delivery of a presentation to co-workers in your workplace to help them understand and promote safer and healthier work environments. It is recommended that you take the DSH Training Center course as a background for using One Hour Safety Presentation to train others at your workplace. Call 1-800-OHIOBWC, option 2, 2, 2 for class dates and locations.

The One Hour Safety Presentation contains:

- Transparency Masters from which films can be made to use on an overhead projector,
- Instructor Notes which gives the instructor suggestions and script notations to use during the presentation, and
- Student Handouts which can be copied for those attending the presentation.

Materials are included for a one-hour presentation on each of these topics:

- ✓ Accident Analysis
- ✓ Bloodborne Pathogens
- ✓ Effective Safety Teams
- ✓ Enhancing Safety through a Drug-Free Workplace
- ✓ Ergonomics Basic Principles
- ✓ Ergonomics Developing an Effective Process
- ✓ Hazard Communication
- ✓ Lockout/Tagout and Safety-related Work Practices
- ✓ Machine Guarding Basics
- ✓ Measuring Safety Performance
- ✓ Powered Industrial Trucks Training Program
- ✓ Respiratory Protection
- ✓ Violence in the Workplace

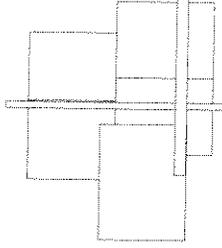
Applications used:

- 1) Text documents (ending in .txt) can be opened with any word processing program.
- 2) Microsoft PowerPoint slides (ending in .ppt) can be opened with the Microsoft PowerPoint program. If you do not have PowerPoint and you do have Windows 95, 98, 2000 or Windows NT operating system, you can view the PowerPoint slides by downloading a free PowerPoint Viewer from the following website:
<http://office.microsoft.com/downloads/default.aspx?Product=PowerPoint&Version=95|97|98|2000|2002&Type=Converter|Viewer>
- 3) Adobe Reader document (ending in .pdf) contains the One Hour Safety Presentation in read-only format. It can be opened when you download Adobe Reader, which is available free of charge at the following website:
<http://www.adobe.com/products/acrobat/readstep2.html>

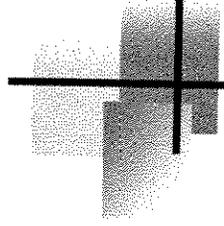
If you have comments or questions about these materials for One Hour Safety Presentation, please e-mail us: OCOSHTrng@bwc.state.oh.us

Transparency Masters

Effective Safety Teams

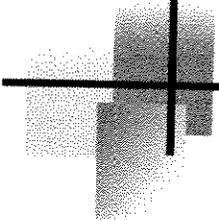


Ohio Bureau of Workers'
Compensation
Division of Safety and Hygiene



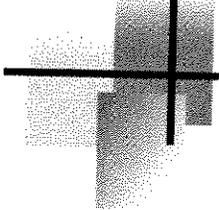
Assembling a Team

- Cast Team Vision
- Secure a Team Sponsor
- Define a Team Structure
- Select Team Members
- Build Team Skills



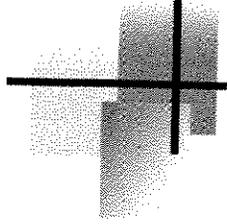
Select Team Members

- Labor and management partnering
- Represent key functional areas and knowledge
- Diversity
 - Knowledge, skills and abilities
 - Human
- Appoint, recruit or volunteer



Select Team Members Cont'd

- Team Leader
- Scribe / Note Taker
- Time Keeper
- Facilitator



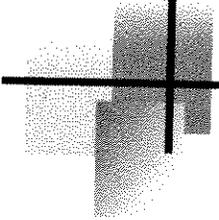
The Facilitator's Role

Effective Safety Teams

Focus on the process rather than the content

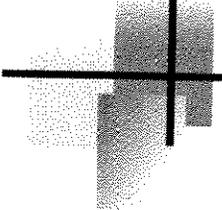
- Keeps meeting on track
- Allows everyone a chance to participate
- Suggests problem solving and decision making methods
- Ensures goals are met

Assists in problem solving and decision making

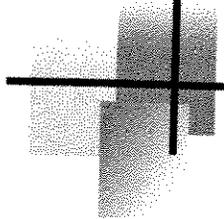


- Fishbone diagramming
- Brainstorming
- Flow charting
- Force field analysis
- Pareto diagramming
- Multi-voting
- Group normalization process
- High-low quadrants
- Decision analysis

Target group purpose and meeting purpose



- Use the “statement of purpose” to stay on track
- Use the agenda as a guide

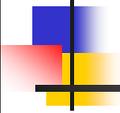


Overview and summarize

- Restate the concept and come to consensus

Instructor Notes

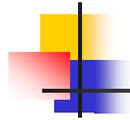
Effective Safety Teams



Ohio Bureau of Workers'
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Division of Safety and Hygiene

Effective teams have:

- Mutual accountability for all team members.
- Members that integrate data to develop work products.
- Decisions that are made by consensus.
- A pooling of expertise.
- A goal to solve problems and institute change for improvement.
- A reason for existing that is clear and aligns its members.
- Members that grow and develop expertise.
- Environment that stimulates “out of the box” thinking and creativity.



Assembling a Team

- Cast Team Vision
- Secure a Team Sponsor
- Define a Team Structure
- Select Team Members
- Build Team Skills

Effective Safety Teams

Team Vision:

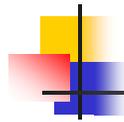
Identify a real system problem to solve, clearly define the business objectives, and create a vision or purpose statement,

Team Sponsor:

- Reviews team goals for achievability.
- Establishes boundaries.
- Breaks down barriers.
- Identifies resources.
- Approves decisions.
- Determines performance standards.

Define a team structure by giving consideration to the following:

- How the team will relate to the rest of the organization.
- What relationships does the team need to have with maintenance, engineering, purchasing, legal, etc.



Select Team Members

- Labor and management partnering
- Represent key functional areas and knowledge
- Diversity
 - Knowledge, skills and abilities
 - Human
- Appoint, recruit or volunteer

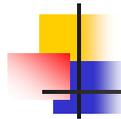
Effective Safety Teams

Team roles should be established and assigned when the team is established and may need to be clarified at the beginning of each meeting. An effective team allows members to be flexible in their roles. Rotating duties may encourage this flexibility.

Consider what departments need representation and who should represent them.

Discuss characteristics of a good team member:

- Follows through on assigned Action Plan items.
- Prepares prior each meeting.
- Attends meetings regularly.
- Participates in team discussions and offers suggestions.
- Voices opinions on topics.
- Serves as facilitator, scribe, or time keeper as needed.
- Accepts and supports consensus decisions of the team.
- Communicates with departments.
- Gathers ideas from parties affected by team decisions.
- Communicates progress with areas represented.



Select Team Members Cont'd

- Team Leader
- Scribe / Note Taker
- Time Keeper
- Facilitator

Effective Safety Teams

Team Leader:

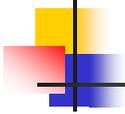
- Communicates with team sponsor.
- Reminds team members to bring “homework” to the meetings.
- Sends reminders for each meeting.
- Arranges the meeting location.
- Acts as a point of contact for team members unable to attend scheduled meetings.
- Builds communication channels between departments and management.
- Helps establish team climate and shape attitudes.

Scribe/Note Taker:

- Takes notes.
- Writes meeting minutes that include action plans.
- Makes updates to action plans.
- Prepares agenda for next meeting.
- Distributes minutes and agenda prior to next meeting.

Timekeeper:

- Informs team when the allotted time to discuss topic is running out.
- Informs team when they are nearing the end of the meeting.

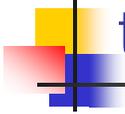


The Facilitator's Role

Effective Safety Teams

The functions and responsibilities of a Facilitator include:

- Focus on process vs. content.
- Assist in problem solving and decision making.
- Clarity and understanding.
- Involvement and participation.
- List every idea - write down everything.
- Interface with different customers.
- Time.
- Agenda.
- Target team and meeting purpose.
- Overview and summary.
- Resolve conflict, remain neutral and objective.

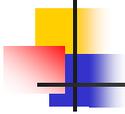


Focus on the process rather than the content

- Keeps meeting on track
- Allows everyone a chance to participate
- Suggests problem solving and decision making methods
- Ensures goals are met

Effective Safety Teams

The role of the Facilitator is to make sure that the team has a productive meeting.

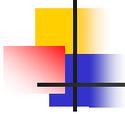


Assists in problem solving and decision making

- Fishbone diagramming
- Brainstorming
- Flow charting
- Force field analysis
- Pareto diagramming
- Multi-voting
- Group normalization process
- High-low quadrants
- Decision analysis

Effective Safety Teams

The facilitator provides tools to help the group find solutions to problems.



Target group purpose and meeting purpose

- Use the “statement of purpose” to stay on track
- Use the agenda as a guide

Effective Safety Teams

The facilitator acts as the meeting navigator (opens and ends discussions, keeps discussions focused, follows agenda, asks questions).

It's easy for group to get distracted. The tendency is to focus on urgent issues rather than important ones. The facilitator can use the “statement of purpose” to keep the group on track when they begin to struggle or wander.



Overview and summarize

- Restate the concept and come to consensus

Effective Safety Teams

The facilitator helps the group focus by frequently summarizing the key points of a discussion or meeting.

One critical function of the facilitator is to make sure everyone is working on the same problem. Taking time to carefully define the problem and write it down is a helpful tool.

Student Handouts

Effective Safety Teams



Ohio Bureau of Workers'
Compensation
Division of Safety and Hygiene

Objectives



- to develop a team within your organization,
- to understand why a team out performs a committee,
- to facilitate group discussions and get involvement,
- to learn tools and skills that you can use to make decisions,
- to measure the effectiveness of the team.

Effective Safety Teams

Teams vs. Committees



Effective Safety Teams



Group Decision Making

- everyone has _____, all opinions are _____
- people willing to _____ decisions
- no one is forced to _____
- decisions are more _____
- _____ is seen as healthy
- _____/_____ vs. win/lose

Effective Safety Teams



Assembling a Team



Effective Safety Teams



Assembling a Team

- Cast Team Vision
- Secure a Team Sponsor
- Define a Team Structure
- Select Team Members
- Build Team Skills

Effective Safety Teams



Team Vision

- Identify a real _____ problem to solve
- Clearly define business _____
- Create a _____ or purpose statement
- Are diverse _____ and information needed?

Effective Safety Teams



Team Sponsor

- Raise high level support

Effective Safety Teams



Select Team Members

- Labor and management partnering
- Represent key functional areas & knowledge
- Diversity
 - Knowledge, skills and abilities
 - Human
- Appoint, recruit or volunteer

Effective Safety Teams



Build Team Skills

- Interpersonal communication
- Confidence & safety in team process
- Conflict resolution
- Team concepts
- Group facilitation concepts and abilities
- Problem-solving processes

Effective Safety Teams



The Facilitator's Role

Effective Safety Teams



Focus on the process rather than the content

- Keeps meeting on track
- Allows everyone a chance to participate
- Suggests problem solving and decision making methods
- Makes sure goals are met

Effective Safety Teams



Assists in problem solving and decision making

- Fishbone diagramming
- Brainstorming
- Flow charting
- Force field analysis
- Pareto diagramming
- Multi-voting
- Group normalization process
- High-low quadrants
- Decision analysis

Effective Safety Teams



Clarify discussions to ensure understanding

- Watch the group for body language, signs of confusion
- Check for questions
- Summarize the group's discussions

Effective Safety Teams



Involvement and participation

- Ask opinions of quiet members
- Signal talkative members to give others a chance
- Involve all members

Effective Safety Teams



List every unique idea

- Write everything down
- Remember past discussions
- Provides a record of rationale for decisions

Effective Safety Teams



Interface with various customers

- Group leader
- Group members
- Group recorder
- Group sponsor

Effective Safety Teams



Time

- Start and end on time
- Get a time budget
- Remind group of time remaining
- Make suggestions when time is running out and work is not yet complete

Effective Safety Teams



Agenda and minutes

- Distribute one day in advance
- Get agreement on agenda
- Establish next meeting's agenda

Effective Safety Teams



Target group purpose and meeting purpose

- Use the "statement of purpose" to stay on track
- Use the agenda as a guide

Effective Safety Teams



Overview and summarize

- Restate the concept and come to consensus

Effective Safety Teams



Remain neutral and objective. Resolve conflicts

- Group dysfunctional behavior

Is conflict good in a meeting?

Effective Safety Teams



Evaluating Team Effectiveness

Effective Safety Teams
