+IMPAC | The Health + Safety Company

WORKPLACE HEALTH & SAFETY CULTURE AND COMMUNICATION

UNIT STANDARD 30266

+IMPAC

The Health + Safety Company

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We're IMPAC – the Health + Safety Company, proudly New Zealand owned and operated since 1999.

As NZ's leading full-service H+S solutions provider, we have unrivalled experience and expertise at getting the best possible H+S outcomes for our clients. We work alongside them to become true partners, to fully diagnose their needs and deliver solutions to keep their teams safe.

We partner

We diagnose

We deliver

We're here to help.

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GUIDE

This guide is designed to go with an IMPAC training experience. You will need to refer to it during the training. It is yours to take away and also makes a great reference guide back in the workplace.

Please feel free to add your own notes to this guide.

TIPS

As you go through this manual with your trainer use a highlighter or underline important words as you are reading. This will make it easier to find key information later.

Use a different colour to highlight or underline words you do not understand or are unsure about, this will make it easier to find them later so that you can ask someone, or look them up.

WORKPLACE HEALTH AND SAFETY CULTURE AND COMMUNICATION

This course of learning provides the training required towards the achievement of:

✚ **NZQA Unit Standard 30266—**Demonstrate knowledge of workplace health and safety culture and practices

✚ **IMPAC 001 —**Workplace Health and Safety Communication

Your IMPAC course trainer will provide you with instructions as to what you need to do to achieve these standards.

As an NZQA candidate, you are expected to:

✚ Participate fully in the training session

✚ Share your knowledge and experience

✚ Participate in discussions and activities

✚ Complete all assessment activities as notified by your trainer

✚ Take responsibility for your own learning needs

✚ Discuss with your trainer any assistance you may need.

If you are being disruptive, your trainer will advise you that your behaviour is disrupting learning for other trainees.

If the behaviour continues to disrupt or disturb others, your trainer will ask you to leave the course, and your employer will be notified immediately.
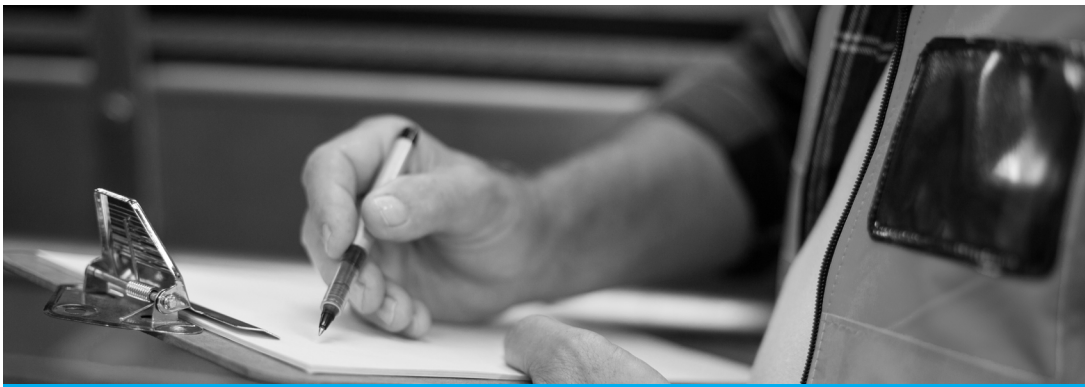
HEALTH, SAFETY AND WELLBEING: WHAT WE DO AND WHY

What you need to know:

✚ What we mean by 'health, safety and wellbeing'

✚ The key moral, economic and legal reasons for why health, safety and wellbeing at work matters

✚ Evidence-based healthy and safe work practices

✚ Reporting and documentation - what the law says

LET'S START AT THE VERY BEGINNING

The terms 'health', 'safety' and 'wellbeing' can mean many things to many people. When we bring these concepts into the world of work, they can take on different meanings also.

Furthermore, the way people understand, discuss and write about these issues and ideas changes over time. We run the risk of raising more questions rather than building understanding if we don't stop and think about what we mean by these terms.

For example:

+ Does 'health' include mental health?

+ Is health something that can be measured and tracked?

+ What does 'safety' look like?

+ Why do some people feel safe and others do not - in exactly the same situation?

+ Can you have health but not safety?

+ Can you have wellbeing without health and safety?

HEALTH

Being healthy is more than just not being unwell: it is about thriving - being capable and content, physically, mentally, emotionally, socially and spiritually.

Being healthy is closely connected to the idea of wellbeing. A very useful model for understanding health and wellbeing is the Maori model of health 'Te Whare Tapa Wha'.

The Whare Tapa Wha model[1] compares health to the four walls of a house: all four being necessary to ensure strength and symmetry, though each representing a different dimension: Taha Wairua (the spiritual side), Taha Hinengaro (thoughts and feelings), Taha Tinana (the physical side), Taha Whanau (family).
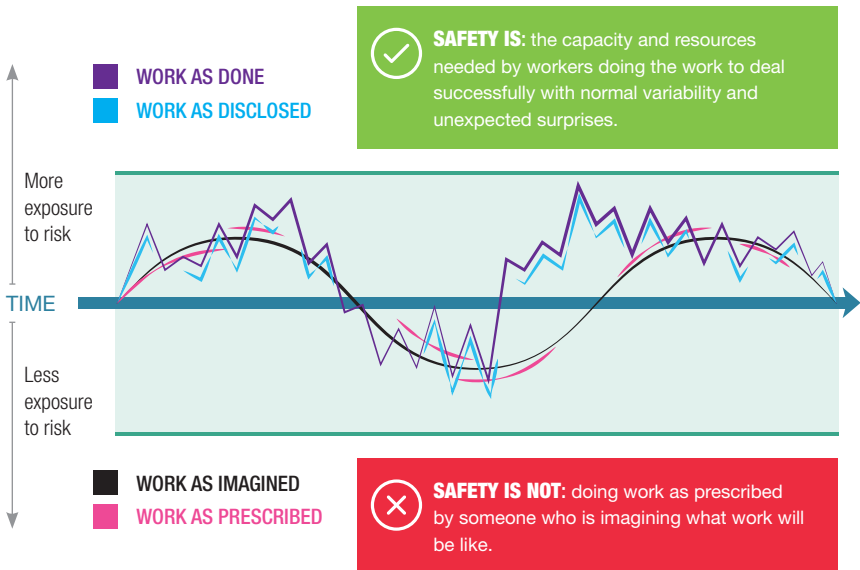

1   Durie, 1994

SAFETY

Safety is much more than just the absence of harm. Just because workers are not getting harmed, doesn't mean that they are safe. It is better to think of safety as the capacity to deal with challenges successfully.

Safety can be defined as 'an ability for a system to perform its intended purpose, whilst preventing harm to persons.'[1] This basically means getting the job done as needed while also not harming anyone.

Safety emerges as responsible and capable people adapt to changing conditions, gaps, conflicts and surprises, making use of the resources and capacity provided by the organisation.

WORK AS DONE
WORK AS DISCLOSED

SAFETY IS: the capacity and resources needed by workers doing the work to deal successfully with normal variability and unexpected surprises.

More exposure to risk

TIME

Less exposure to risk

WORK AS IMAGINED
WORK AS PRESCRIBED

SAFETY IS NOT: doing work as prescribed by someone who is imagining what work will be like.

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1   Provan, D.J. et al (2020) Safety II professionals: How resilience engineering can transform safety practice

WELLBEING

IMPAC has developed a shared responsibility model for understanding and talking about ways organisations and individuals can work together to improve wellbeing at work. The model is based on the Dynamic Model of Wellbeing, combined with evidence-based findings on wellbeing collated and reported by the New Economic Foundation (NEF)[1]. The model suggests that organisational factors combine with the personal resources of individual workers to influence functioning (what is done at work) and experience (how people feel about work). Feedback loops operate at all levels to both build up and break down wellbeing.

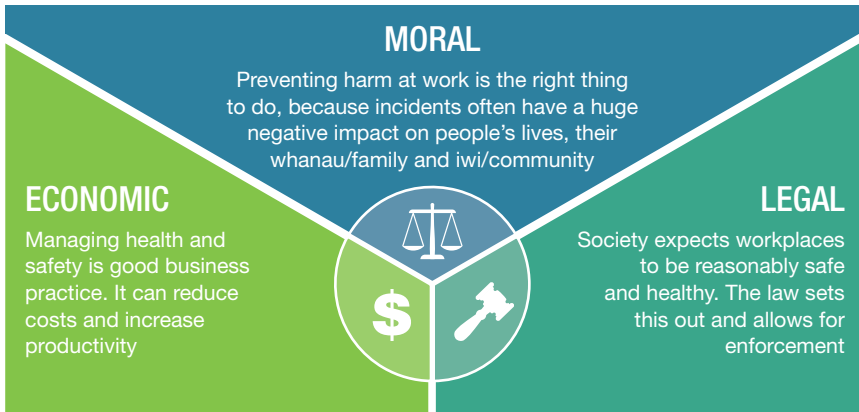## IMPAC GROWING TOGETHER MODEL OF WELLBEING

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1   Jeffrey, K. Mahoney, S. Michaelson, J. Abdallah, S. (2014) Well-being at
    Work: A Review of the Literature. London, UK: New Economics Foundation

WHY HEALTH, SAFETY AND WELLBEING AT WORK MATTERS

There are key reasons why health, safety and wellbeing is important in your workplace. These are:

MORAL
Preventing harm at work is the right thing to do, because incidents often have a huge negative impact on people's lives, their whanau/family and iwi/community

ECONOMIC
Managing health and safety is good business practice. It can reduce costs and increase productivity

LEGAL
Society expects workplaces to be reasonably safe and healthy. The law sets this out and allows for enforcement

Not harming other people is a basic human value we can all agree on. In the workplace, there is a moral duty of care for management and business owners towards workers, and for workers towards themselves and others.

Safe and healthy work is good business management. It leads to a good reputation, a productive workforce, innovation and profitability. Incidents at work can be very expensive. There are financial costs to the injured person, their employer, and to society as a whole.

Societies make laws to set shared boundaries about what is acceptable and what is not. Health and safety laws are no different in that respect: they set out minimum requirements for workplaces to get the balance right between getting things done, and keeping workers safe and healthy.

HEALTHY AND SAFE WORK PRACTICES

WHAT THINGS DO WORKERS DO AT WORK?

Ideally, workers do things that contribute to the objectives of the organisation, whether that's making things, growing things, processing things, selling things, storing things, transporting things, providing services, and even providing experiences. You could say that this is '**operational work**': it is directly a part of what the organisation does.

But there is also a lot of other work that happens in organisations, like planning, scheduling, checking, recording, sampling, reporting, billing, assessing, predicting, strategising, administrating, managing, supervising, training, discussing, consulting and so on. This type of work is intended to support operational work. So let's call this **supporting work**.

WORK PRACTICES AND HEALTH AND SAFETY

KEY POINT

Some work practices actually make work safer and healthier **by changing how operational work is done.**

Other work practices are done because we think (or hope) that they **support healthier and safer work**.

Some work practices have solid evidence that they actually make work safer and/or healthier. These tend to be practices that actually change how operational work is done, including the immediate equipment and environment of the work, and the methods used to do the work. For example installing residual current devices in workplaces and using battery powered tools to protect against electric shock.

There are many other health and safety work practices that are common in many organisations, but have little or no research-based evidence for whether they result in healthier and safer operational work. Doing a job safety analysis before starting a task is a good example. It is probably a good idea to get a work team together to break down a task into steps and think about health and safety risks and how to manage them. However, the job safety analysis itself doesn't make the work safer or healthier - we think and hope that in many cases it will support healthier and safer work by resulting in changes to operational work.

TIMING: WHEN ARE WORK PRACTICES APPLIED?

Regardless of whether they actually change how operational work is done, or support operational work, healthy and safe work practices can be applied **before, during or after work**. It depends on the work practice and how it is implemented.

WORKPLACE HEALTH AND SAFETY PRACTICES

Here are some examples of workplace health and safety practices: things that are done by many organisations in the name of health and safety.

But do we ever stop and ask the basic questions? **Do they really make work healthier and safer? If so, how? And how do we know?**

|		
Provide a **health and safety induction** for all contractors new to the site	Use a '**permit to work**' system for high-risk tasks	**Remove all asbestos** containing materials from site
Audit the health and safety management system annually	Put **new tyres** on a work vehicle when they shows early signs of wear	Install a **fresh air ventilation** system in the office
	Complete a **risk assessment** for a new task to understand the risks and risk control measures needed	Run a **pre-start briefing** that reminds workers of the main risks to watch out for
	Provide **pre-cut materials** to site	Report **injuries** and **near miss events**
	Put up **posters and signs** with messages like 'be careful', 'danger' and 'always wear personal protective equipment'	Hire an **extra staff member** so that increased workload can be shared

Fill out a '**risk assessment**' form before every task	Hold a monthly **health and safety committee meeting**	**Prequalify all contractors** before allowing them on site
Investigate incidents, report the findings and make recommendations	Put up a **hazard board** at the entrance to the workplace	Give all workers **training** in standard operating procedures
Write **standard operating procedures** for all routine tasks	**Switch** to **cleaning chemicals** that do not cause dermatitis	Supply **manufacturer specifications** and user instructions to workers
Minimum **personal protective equipment** rule for everyone coming onto the site	**Train workers** in how to recognise and manage fatigue, stress and other health risks	Follow **industry guidelines** on how to do specific tasks safely
Install **fixed guards** on all moving parts of machines	**Empower workers** to write standard operating procedures for their work	**Ask highly experienced workers** to make the decisions on difficult or risky tasks
Sterilise high-touch surfaces in the workplace every day	**Supervise all workers** to make sure they are following standard operating procedures	Use only five-star **safety rated vehicles** for work
Have a '**safety moment**' at the start of every senior management team meeting	Have senior leaders do a **safety walk** of the workplace each month	Require workers to have a **monthly debrief** with their supervisor to talk through any issues with work

WORKER ENGAGEMENT AND PARTICIPATION

All PCBUs must have worker engagement and participation practices, regardless of their size, level of risk or the type of work they carry out.

PCBU MAIN DUTIES
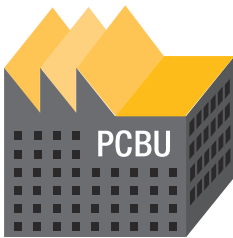
TO ENGAGE WITH THEIR WORKERS

s58 on H&S issues that may impact on them, and other workers that may be affected.

TO HAVE WORKER PARTICIPATION PRACTICES

s61 so that workers can have a say on H&S issues that impact on them, and opportunities to help improve H&S in the workplace.

ENGAGEMENT—WHAT IT MEANS

A PCBU must engage with workers on any work health and safety matter that directly affects them.

'Engagement' means:

+ Being proactive about consulting with workers

+ Making sure that every worker has opportunities to influence their work and their working conditions and to shape health and safety systems at work

+ Involving H&S Representatives (HSRs) when they are present in a workplace

+ Taking workers' views into account and keeping everyone informed about what will happen next

+ Using a mix of formal and informal approaches to encourage workers to share their views.

WHAT DOES 'ENGAGEMENT' LOOK LIKE?

When a PCBU is good at engaging with workers and others about health and safety, you will see management and supervisors:

- ✚ Talking with workers, HSRs, and unions about workplace health and safety matters

- ✚ Sharing information about health and safety matters so that workers are well-informed and know what is going on

- ✚ Encouraging workers to contribute their views

- ✚ Listening to and considering what workers have to say

- ✚ Giving workers opportunities to contribute to the decision-making process relating to a health and safety matter

- ✚ Considering workers' views when decisions are being made

- ✚ Updating workers about what decisions have been made and what will happen next.

PARTICIPATION PRACTICES

Worker participation practices are what a PCBU puts in place to give workers ongoing opportunities to improve health and safety.

Different types of participation will suit different workplaces. For example, a PCBU can provide opportunities for workers to have their say about health and safety issues during meetings, team talks, training sessions, one-to-one talks with supervisors or managers. A PCBU and its workers can team up to develop the practices that will work best and be most effective for their workplace. Innovative and flexible practices are encouraged.

Participation can be either direct between PCBU and worker, or through representation. The Health and Safety at Work Act 2015 outlines certain requirements if Health and Safety Representatives and Health and Safety Committees are the chosen practices.

CONSULTATION

Consultation is about seeking the thoughts and opinions of others about something that may affect them.

Consultation is important for health and safety to:

+ Get information about hazards, risks and the workplace
+ Get a view on whether improvement ideas are workable.

DOCUMENTATION

What kinds of things do we report and document at work? Why do we report and document these things at work? To comply with rules and requirements? Or to make work better? The answer for most organisations is a bit of both.

DOCUMENTATION THAT SUPPORTS HEALTHIER AND SAFER WORK

Documentation is any recorded communication that helps to make visible what is going on at work.

WorkSafe New Zealand is clear that it is good practice to have health and safety documentation, but not just for the sake of it. If something is going to be recorded or documented, the PCBU must be clear about the following questions:

1 What is the documentation for?

2 Who will create and update it?

3 Who will use the documentation, and what are their needs?

4 How will the documentation be effective, useful and add value to operational work?

THE MANY PURPOSES OF DOCUMENTATION

Documentation at work can be used:

+ To make a record of experiences and lessons learned

+ For giving consistent induction and task-specific training

+ To get everyone 'on the same page' about an upcoming task

+ To remind people of key things that are easy to forget

+ To explain how a complicated piece of equipment works

+ To give specific instructions on actions to take to get a task done

+ To assess, test or check that someone or something meets a standard, and to have evidence for this

+ For setting policies, guidelines, rules and boundaries.

TYPES OF DOCUMENTATION THAT MAY SUPPORT HEALTHIER AND SAFER OPERATIONAL WORK

TYPE	PURPOSE	EXAMPLES
Information	Talk about a specific topic. Explain how something works, special features, parts or components.	Company policy, industry standards, risk assessment, user manuals, safety data sheets for hazardous substances.
Instruction	Outline steps or actions to be followed. The steps or actions are usually done in a specific order.	Standard operating procedures, manufacturer's instructions, training course content.
Form	Ask for and record specific information.	Safe work method statement, permit to work, incident report form, site specific safety plan, tender document.
Checklist	Record of actions taken or things confirmed.	Machine pre-start checklist, critical task checklist.
Database	Record and retrieve data about specific events.	Training records, actions, maintenance, incidents.
Compliance guidance	Offer practical guidance on how to meet legal duties.	Approved codes of practice, safe work instruments, good practice guides.

WHY REPORT THINGS AT WORK?

Reporting information can help organisations keep on top of changes in the workplace and what is needed to maintain high standards.

REPORTING INCIDENTS AT WORK

Incidents are when something unintended happens related to work that exposes someone to the risk of harm - either an injury or a health impact. Health impacts include mental health as well as physical health.

Incidents may or may not result in harm. The point is to try to understand and learn from 'loss of control'.

NOT ALL INCIDENTS SHOULD BE TREATED THE SAME

The key question to ask when deciding on the seriousness of an incident is "What is the hazard we just lost control of and what do we know about its potential for harm?"

Consider this illustration: a worker gets a broken big toe by accidentally kicking the curb on the way to her car to drive home after work. A second worker gets a broken big toe when a forklift narrowly misses her, and runs over her foot.

The same injury has resulted from both incidents. But one of the incidents involved loss of control of a forklift, a hazard that is easily capable of causing fatal injuries to people.

REPORTING POSITIVE EVENTS AT WORK

While it is a good idea to report incidents at work, it is important to notice that if we only report incidents, we are only looking at a very small fraction of all that goes on at work.

THINGS GOING WRONG

WORKING SUCCESSFULLY
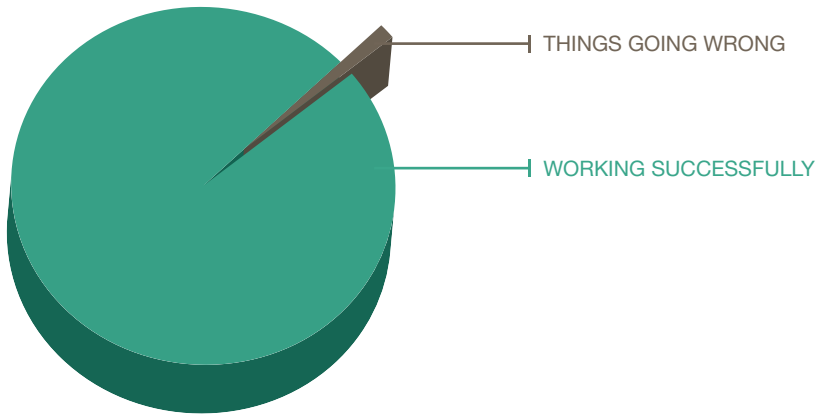
LEARNING WHEN THINGS GO RIGHT, NOT ONLY WHEN THINGS GO WRONG

There are many benefits of reporting positive events from normal successful work:

+ Workplaces can focus on doing more of the things that contribute to success

+ Practicing appreciation is good for wellbeing

+ Workers don't have to wait for things to go wrong before learning and improving

+ It can build a positive culture and feeling around reporting in the workplace.

REPORTING TO WORKSAFE

The Health and Safety at Work Act (HSWA) requires PCBUs to notify WorkSafe as soon as possible, to keep records of notifiable events, and to ensure that a site where a notifiable event has occurred is not disturbed until authorised by an inspector. The Act also requires certain types of work to be notified to WorkSafe before the work activity starts.

NOTIFIABLE EVENTS HSWA s25

A notifiable event is:

THE **DEATH** OF A PERSON

A NOTIFIABLE **INJURY** OR **ILLNESS**

A NOTIFIABLE **INCIDENT**

DUTY TO NOTIFY A NOTIFIABLE EVENT HSWA s56

PCBUs must notify the regulator by the fastest means (telephone or email) as soon as they are aware a notifiable event has occurred. If required by the regulator, this must be followed up in writing within 48 hours, on the prescribed form.

DUTY TO PRESERVE THE SITE 🔨 HSWA

A PCBU who manages or controls a workplace at which a notifiable event has occurred must take all reasonable steps to ensure that the site where the event occurred is not disturbed until authorised by an inspector.

The site of a notifiable event may only be disturbed to help injured persons, to remove a body, to make things safe or under the direction of a Police officer.

REQUIREMENT TO KEEP RECORDS 🔨 HSWA s57

A PCBU must keep a record of each notifiable event for at least 5 years from the date on which notice of the event is given to the regulator.

KEY POINT

It's best to report an incident if you are in doubt as to whether it fits the legal definitions. Use the WorkSafe New Zealand interactive website tool to assist you in deciding what is notifiable.

NOTIFIABLE ILLNESS OR INJURY ⚖️ HSWA

A notifiable injury or illness, in relation to a person, means:

a Any of the following injuries or illnesses that require the person to have immediate treatment (other than first aid):

- The amputation of any part of his or her body
- A serious head injury
- A serious eye injury
- A serious burn
- The separation of skin from an underlying tissue
- A spinal injury
- The loss of a bodily function
- Serious lacerations

b An injury or illness that requires, or would usually require, the person to be admitted to a hospital for immediate treatment

c An injury or illness that requires, or would usually require, the person to have medical treatment within 48 hours of exposure to a substance

d Any serious infection (including occupational zoonoses) to which the carrying out of work is a significant contributing factor, including any infection that is attributable to carrying out work:

- With micro-organisms
- That involves providing treatment or care to a person
- That involves contact with human blood or bodily substances
- That involves handling or contact with animals, animal hides, animal skins, animal wool or hair, animal carcasses, or animal waste products
- That involves handling or contact with fish or marine mammals.

e Any other injury or illness declared by regulations to be notifiable injury or illness for the purposes of this section.

WORKPLACE HEALTH AND SAFETY CULTURE AND COMMUNICATION
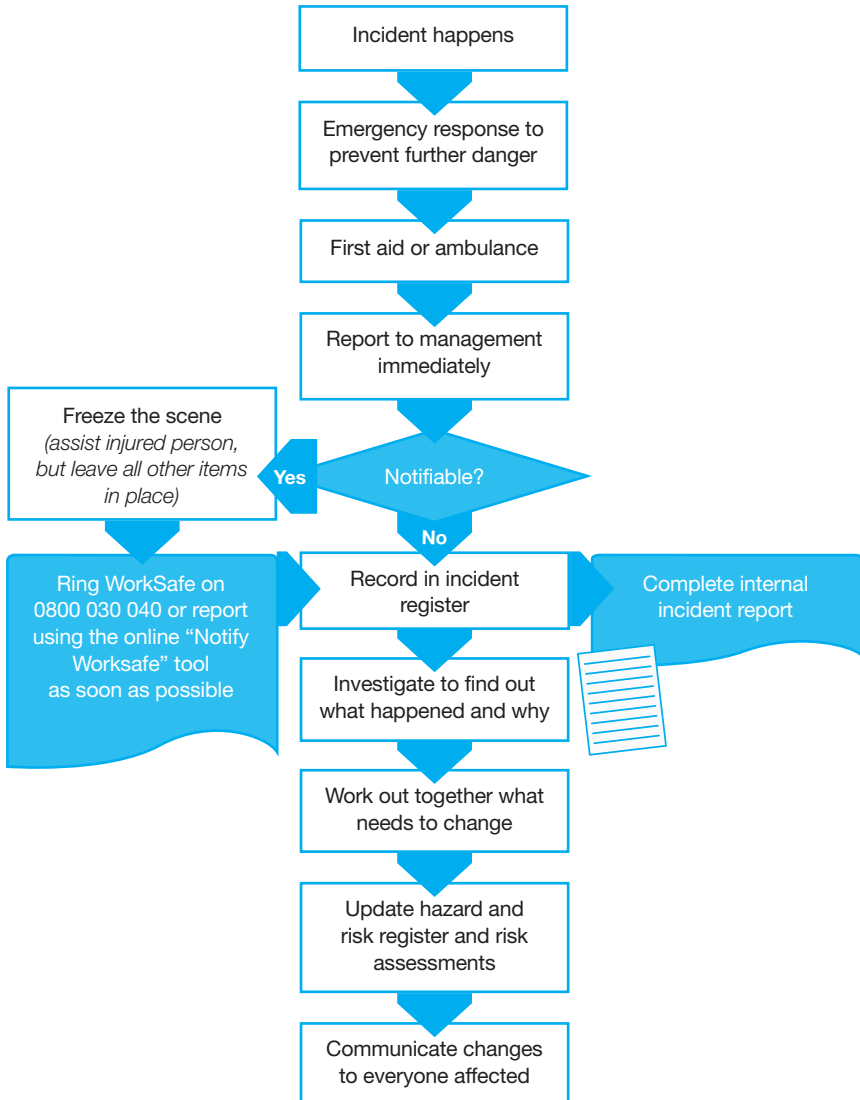
NOTIFIABLE INCIDENTS ⚖️ HSWA

A notifiable incident means an unplanned or uncontrolled incident in relation to a workplace that exposes a worker or any other person to a serious risk to that person's health or safety arising from an immediate or imminent exposure to:

a   An escape, a spillage, or a leakage of a substance

b   An implosion, explosion, or fire

c   An escape of gas or steam

d   An escape of a pressurised substance

e   An electric shock

f   The fall or release from a height of any plant, substance, or thing

g   The collapse, overturning, failure, or malfunction of, or damage to, any plant that is required to be authorised for use in accordance with regulations

h   The collapse or partial collapse of a structure

i   The collapse or failure of an excavation or any shoring supporting an excavation

j   The inrush of water, mud, or gas in workings in an underground excavation or tunnel

k   The interruption of the main system of ventilation in an underground excavation or tunnel

l   A collision between two vessels, a vessel capsize, or the inrush of water into a vessel

m   Any other incident declared by regulations to be a notifiable incident for the purposes of this section.

Note: 'serious' is not defined by the Act.

POSSIBLE PROCESS TO FOLLOW WHEN AN INCIDENT OCCURS

Incident happens

↓

Emergency response to prevent further danger

↓

First aid or ambulance

↓

Report to management immediately

↓

Notifiable?

Yes →

Freeze the scene *(assist injured person, but leave all other items in place)*

↓

Ring WorkSafe on 0800 030 040 or report using the online "Notify Worksafe" tool as soon as possible

No ↓

Record in incident register

→ Complete internal incident report

↓

Investigate to find out what happened and why

↓

Work out together what needs to change

↓

Update hazard and risk register and risk assessments

↓

Communicate changes to everyone affected

NOTIFIABLE WORK ⚖️ `HSE Regs 1995`

The Health and Safety in Employment Regulations 1995 require employers as well as the person who controls a place of work to provide at least 24 hours notice to WorkSafe of particularly hazardous work.

Notifications of hazardous work help WorkSafe's workplace health and safety services to plan workplace visits to promote the prevention of harm to all persons at, or in the vicinity of, a place of work.

TYPE OF WORK THAT MUST BE NOTIFIED TO WORKSAFE

Regulations 2 and 26 of the Health and Safety in Employment Regulations 1995 define notifiable work.

Examples of notifiable work include:

- Any restricted asbestos work

- Any commercial logging or tree-felling operation

- Any construction work with a fall risk of 5 or more metres, or 2 full storeys

- Work on overhead telecommunications lines and overhead electric power lines

- Putting up and taking down scaffolding with a fall risk of 5 or more metres

- Crane lifts of 500 kilograms or more vertically 5 metres or more

- Work in any pit, shaft, trench, or other excavation more than 1.5 metres deep and having a depth greater than the horizontal width at the top

- Work involving explosives

- Work involving breathing compressed air.

HOW TO NOTIFY WORKSAFE

Regulations 2 and 26 of the Health and Safety in Employment Regulations 1995 makes the 'employer' (a person who controls a place of work) responsible for making the notification.

WorkSafe have created a "Notification of Particular Hazardous Work" form which can be downloaded from their website.

It must be sent to WorkSafe at least 24 hours before the notifiable work is intended to go ahead.

The form can be emailed, faxed or posted.

NOTES

CULTURE, ORGANISATIONS AND HEALTH AND SAFETY

What you need to know:

+ Definitions of culture and understanding what culture is in practice

+ The links between health and safety and organisational culture

+ A model for organisational cultural maturity

WHAT IS 'CULTURE'?

Culture is a very broad idea with no one accepted definition. Culture can be seen to include "the social behavior and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups[1]".

Culture happens when people live together in groups. Consciously and unconsciously, people develop shared ways of understanding the world around them. Over time they create a sense of group identity. The markers of these group identities can be seen and experienced on the surface but they come from subconscious and unspoken values, beliefs, assumptions and expectations under the surface.

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1   Tylor, Edward. (1871). Primitive Culture

PARTS OF CULTURE THAT ARE 'ON THE SURFACE'

(What people do and how)

- Language, names, words
- Art, music and dance
- Stories, myths, heroes and villains
- Rituals and routine practices
- Manners (how people interact with each other)
- Clothing, hairstyles and decoration
- Tools, equipment and technology
- Buildings, spaces and how they are used
- Education and knowledge
- Roles and relationship structures (father, mother, teacher, Police officer etc.)
- Formal rules and requirements.
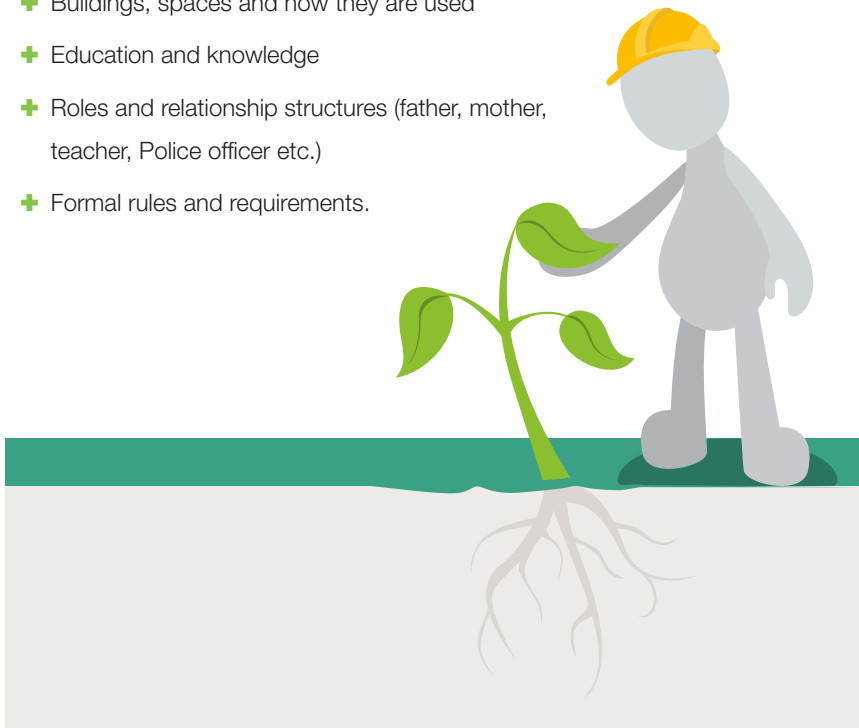
PARTS OF CULTURE THAT ARE 'UNDER THE SURFACE'

(Why people do what they do)

- Values: Shared unspoken understandings about what matters in life and why

- Attitudes about what is 'good' and 'bad'

- Expectations (dos and don'ts) on certain people and in certain situations

- Beliefs about how things work and why

- Expectations on what gets rewarded and what gets punished

- Assumptions about who is in charge and who is not

- Assumptions about roles and what they are responsible for.

WHAT IS ORGANISATIONAL CULTURE?

Organisational (workplace) culture is something that has been studied since the 1960's. A widely accepted definition of organisational culture is:

"Shared values (what is important) and beliefs (how things work) that interact with an organisation's structures and control systems to produce behavioural norms (the way we do things around here)"[1]

CULTURE AND CLIMATE

The term 'climate' is used to refer to how people feel right now, or in other words, the general mood at the moment. It reflects the overall culture but is also influenced a lot by recent events and current conditions. A strong underlying culture can moderate climate but over time, a consistent climate will change the culture.

PROBLEMS WITH SURVEYS

The limitations of using surveys when trying to assess and influence organisational culture are:

1   They only give a snapshot in time - that is the climate not the culture

2   The questions in surveys will inevitably reflect a pre-determined idea of what the good and bad parts of an organisational culture are. This runs the risk of influencing the survey findings.

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1   Uttal, B. 1983 'The Corporate Culture Vultures' Fortune, 17 October

HEALTH AND SAFETY AND ORGANISATIONAL CULTURE

Workplaces have on average become much safer and healthier over the last 100 years through technological advances, as well as through the development of management systems. There is increasing recognition that healthy and safe work also relies on creating organisational cultures that support healthy and safe work.
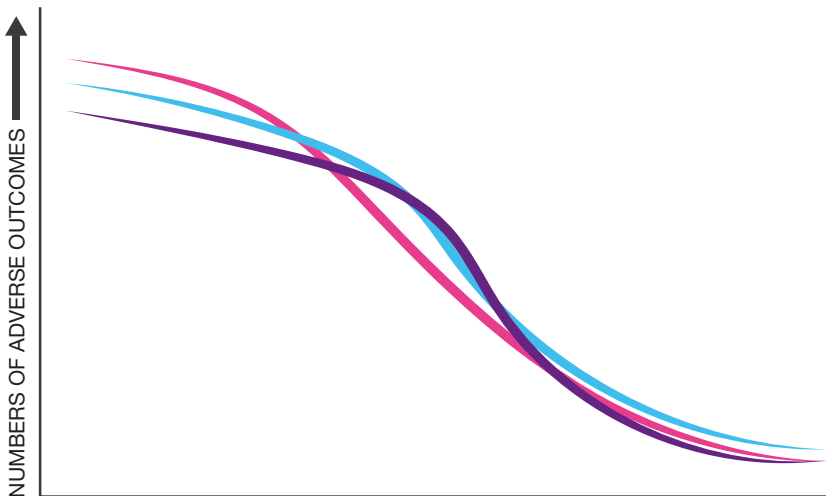
TECHNOLOGY
- Engineering
- Equipment
- Compliance

SYSTEMS
- Management systems
- Certification
- Competence
- Risk assessment

CULTURE
- Behaviours
- Leadership
- Accountability
- Attitudes
- Health and safety performance supports business success

CULTURE MATURITY JOURNEY

Patrick Hudson[1] developed a model that shows organisational culture as a ladder or steps from immature to mature. Many organisations have used this culture maturity model to estimate where they are, and where they want to move to when it comes to a culture that supports good health and safety outcomes.

INCREASINGLY INFORMED

PATHOLOGICAL
"Who cares as long as we're not caught?"

REACTIVE
"Safety is important; we do a lot every time we have an accident"

CALCULATIVE
"We have systems in place to manage all hazards"

PROACTIVE
"We work on the problems that we still find"

GENERATIVE
"Safety is how we do business around here"

INCREASING TRUST

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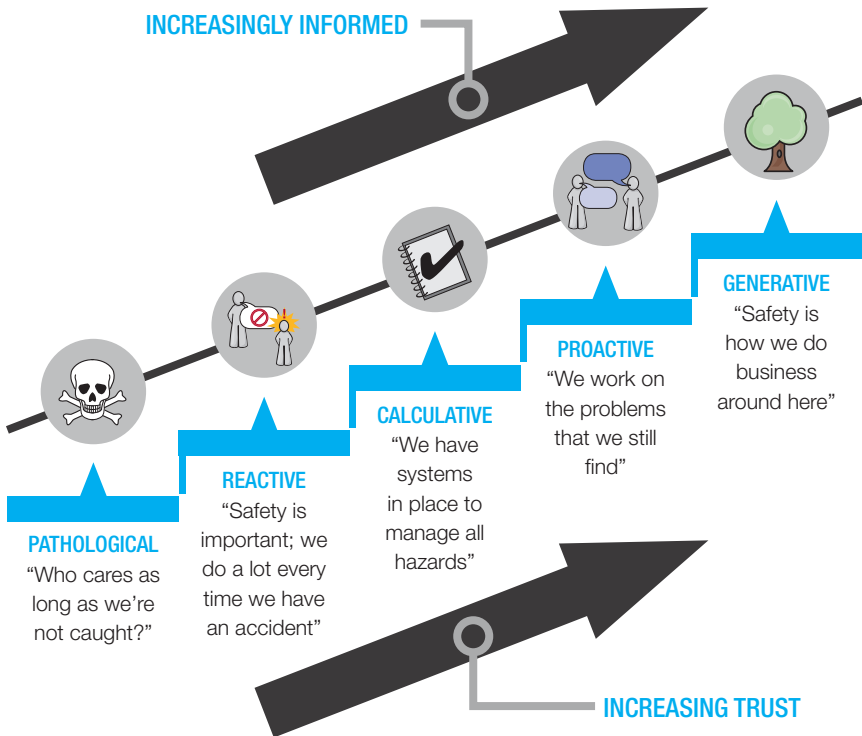
1   Hudson (2001)

PATHOLOGICAL STAGE

Workers fend for themselves. There is an attitude that if you get hurt or sick from work it is because of something you've done wrong. Legal requirements are seen as a burden.

REACTIVE STAGE

Organisations talk about taking worker health and safety seriously but only take action after something bad happens. Management assumes they have all the answers and workers must just follow the rules.

CALCULATIVE STAGE

Health and safety is driven by structured management systems, risk assessments, procedures and audits. Management believe "we have cracked it", but workers feel health and safety activity is imposed on them.

PROACTIVE STAGE

The organisation anticipates incidents, failures and injuries, and proactively initiates plans to prevent their occurrence. Workers are actively involved in finding solutions. Management takes accountability for safety.

GENERATIVE STAGE

Safety is perceived to be an integral part of the business and there is active participation at all levels. Standards are set that significantly exceed legal compliance requirements. The trust relationship between management and the workforce fosters transparency and open communication channels, and both parties stay informed about daily happenings characterised by "chronic unease" as a counter to complacency. Every person attempts to be as informed as possible as it enables them to manage unexpected future events.

IMPACTS OF CULTURE ON PEOPLE

How mature a workplace culture is when it comes to health and safety can have major impacts on the wellbeing of individuals, families, whanau, and wider communities. These impacts can be positive or negative, depending on the level of maturity of the culture.

FINANCIAL WELLBEING

- ✖ Low wages, unfair or inconsistent rewards
- ✖ Jobs are insecure
- ✖ Struggle to provide for the family
- ✖ Debt spirals
- ✖ No money to invest in the community.

SOCIAL WELLBEING

- ✖ No trust for workmates
- ✖ No time or energy for family life
- ✖ No time to give back to the community
- ✖ Feeling lonely and disconnected from others
- ✖ Never time to get to know people at work.

NEGATIVE 'PATHOLOGICAL' (DISEASED) WORKPLACE CULTURE

PHYSICAL WELLBEING

- ✖ Injuries
- ✖ Sickness
- ✖ Pain and discomfort
- ✖ No time to keep fit and cook healthy food.

MENTAL WELLBEING

- ✖ Bullying and stress is normal
- ✖ Tired and grumpy most of the time
- ✖ Feeling desperate and angry
- ✖ Damaging behaviour towards family and friends.

The wellbeing impacts can be financial, social, physical and mental.

FINANCIAL WELLBEING

+ Decent wages, transparent rewards
+ Secure jobs
+ Enough for a thriving family
+ Help with managing debt
+ The organisation actively invests and sponsors community projects.

SOCIAL WELLBEING

+ High trust between workmates
+ Time and energy for family life is a core value
+ Regular opportunities to help the local community
+ Feeling connected, valued by groups of friends
+ Regular time in work to build strong relationships.

POSITIVE 'GENERATIVE' (LIFE-GIVING) WORKPLACE CULTURE

PHYSICAL WELLBEING

+ Health and safety risks managed very effectively
+ Fair sick leave and return-to-work support
+ Quick access to medical support for discomfort
+ Support with staying fit and eating healthy food.

MENTAL WELLBEING

+ Healthy relationships at work
+ Work designed to provide good opportunities to sleep
+ Feeling engaged and competent
+ Positive behaviour towards family and friends.

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WORKPLACE HEALTH AND SAFETY CULTURE AND COMMUNICATION

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THE CULTURAL WEB

What you need to know:

✚ The main parts of the Cultural Web

✚ How the Cultural Web tool works

THE CULTURAL WEB

The Cultural Web was developed by Gerry Johnson as a practical way to map the key parts of an organisation's culture. It has been used extensively over the last 30 years and recent research[1] indicates it is a valid tool for understanding different aspects of an organisation's culture and potential impacts on performance including health and safety outcomes.

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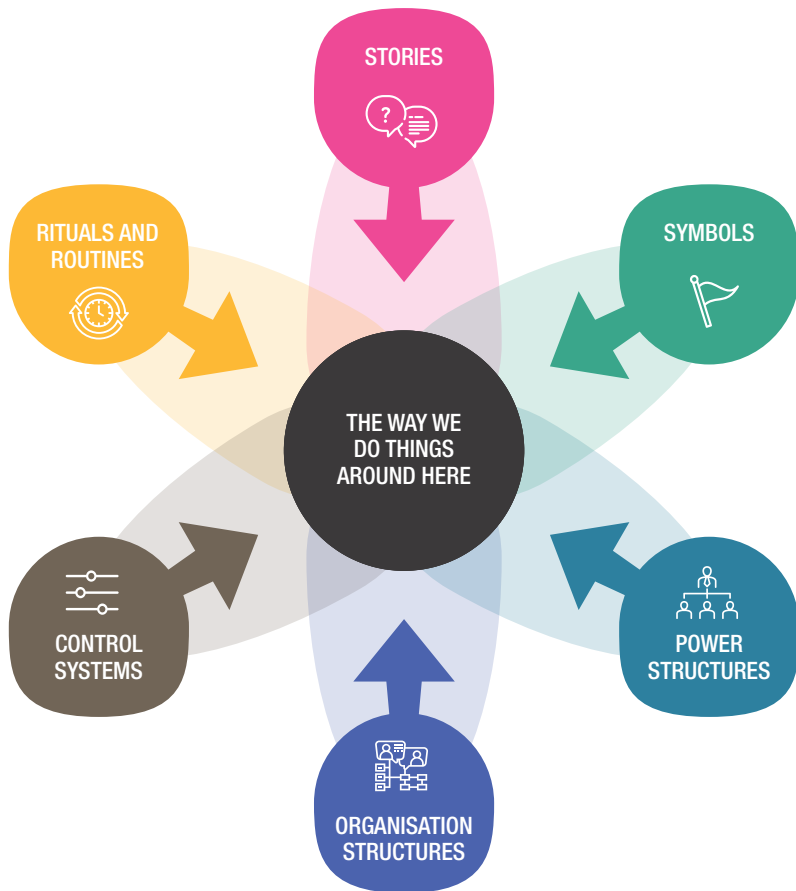
1   Cooper, M.D. et. al (2019) 'Criterion-related validity of the cultural web when assessing safety culture' Safety Science 111 (2019) 49-66

The Cultural Web suggests that six main elements are involved in building and maintaining aspects of an organisation's culture: the taken-for-granted 'way we do things around here'.

These are:

Rituals and routines – the regular ways that people and business units behave towards each other: the rituals of organisational life which provide a template for how to respond in given situations

Stories – the accounts of organisational history and important events that reinforce what is important in the present. Stories can be official and unofficial

Symbols – everything that can be seen, heard or touched in an organisation, including the language and expressions commonly used, logos, images, job titles, physical objects and spaces which convey meaning about the nature of the organisation

Control systems – formal and informal ways of monitoring and supporting people, performance measurement, and incentive and reward systems which indicate what is important and what is not

Organisational structures – how the organisation is compartmentalised, including roles, responsibilities, reporting lines and decision-making processes

Power structures – who or what has practical influence and control in various parts of the organisation, including management, unions, worker representatives, subject matter experts, individuals with unique 'mana', and also informal power structures built on relationships and personalities.

RITUALS AND ROUTINES

This refers to the daily actions and behaviours of individuals within the organisation. Routines and rituals are all the regular things that people do without really thinking about why they are done. They are habits and activities that often get picked up and copied by people who join the group. Routines can create strong expectations of what to do and not to do, and what has been either directly or indirectly approved by management.

Rituals and routines point to what is important in the organisation, reinforce "the way we do things around here" and signal what is especially valued.

Probing questions that can help to bring rituals and routines to the surface:

+ What do people do every time the group meets?

+ What regular things does the group do together?

+ What things must newcomers do so they can join the group?

+ What would be obvious or really stick out if it were done differently or not done at all?

STORIES

These are the past events and the characters involved – both accurate and not – which are discussed by people in the group and outside the group, about the group. Stories tend to have lessons or point out what types of behaviour to expect from 'heroes' and 'villains'. Stories that are told to newcomers to the group become part of the 'group memory' and can indicate what being part of the group means.

Probing questions that can help to bring stories to the surface:

+ What stories are told to newcomers to the group?
+ What stories are re-told regularly when the group gets together?
+ What stories are recorded and put in high-profile or visible places?
+ What kinds of stories are told to outsiders?
+ What kinds of stories do the leaders of the group tell at important occasions?
+ What do the stories say about what the group sees as 'good' and 'bad'?
+ What do people know about the history of the group and where do they get this knowledge from?
+ What kind of story would really obviously be 'one of our stories' and 'not one of our stories'?

SYMBOLS

This is the visual representation of the company: how it appears to both employees and individuals on the outside. It includes logos, office spaces, dress codes and sometimes advertisements.

Probing questions that can help to bring symbols to the surface:

+ What kind of image is associated with the group from the outside, and how is this shown?

+ Are there any group-specific designs (clothing, colours, images, insignia, banners, flags etc.)?

+ Are there any group-specific ways of speaking and talking about things (jargon, acronyms, slang etc.)?

+ Are there any group-specific objects or possessions (tools, equipment, vehicles, substances etc.)?

+ Are there any group-specific spaces (locations, buildings, regions etc.)?

+ What would be obvious or really stick out if it were changed or taken away completely?

CONTROL SYSTEMS

These are the ways the activities of the group are controlled. This can refer to many things, including financial management, individual performance-based rewards and punishment, and quality control on what the group does.

Probing questions that can help to bring control systems to the surface:

+ Does the group have ceremonies where awards are given out? What for?

+ Are there internal rules and procedures that have to be followed or at least considered when group members are doing things in the group?

+ Are there legal compliance issues that are important for the group?

+ In general, are group activities loosely or tightly controlled?

+ Are there any specific activities or group members which are more or less tightly controlled than others?

+ How are group members rewarded or punished for performance?

+ What types of performance are rewarded and what types are punished?

+ What kinds of records are most important for group members to keep and report to others (e.g. how money is spent, how time is spent, communication with outsiders, how things are stored and maintained etc.)?

ORGANISATION STRUCTURES

This refers to the hierarchy and structure of the group. It is the roles and positions within the group, how labour and activity are divided up, how many sub-groups there are and how they are connected. Organisation structures also influence what various group members are responsible for.

Probing questions that can help to bring organisation structures to the surface:

✚ What are all the different roles in the group?

✚ How important is it for everyone to know their place in the group and how they should interact with others?

✚ Are responsibilities clear and specific, or shared out, or just unclear?

✚ Are some things almost always done by some people and not by others? What are they?

✚ Are there different titles given to different people in the group? If so, how important and valuable are these titles to group members and how hard are they to get?

✚ Is the group split up into specific sub-groups, and if so, what are the splits based on (location, role, gender, age, ability etc.)?

POWER STRUCTURES

This is about influence and control over group members and what the group does. Power structures set up which group members generally have the final say on major actions or changes: who 'calls the shots' and how. It also influences who various group members are accountable (or answerable) to.

Probing questions that can help to bring power structures to the surface:

+ Who is the leader of the group and why?

+ Who makes decisions for the whole group and how are these decisions made?

+ Who is given special respect and why?

+ Who has to ask for permission and who gives permission?

+ Who and what gets priority and why?

+ When things are going normally for the group, who gets to call the shots?

+ When unusual, surprising, threatening or important things are happening, who gets to call the shots?

+ How does discussion and consultation happen when decisions are being made, and who is involved?

USING THE CULTURAL WEB

OPTION 1: FOCUS GROUPS

Gather people from the workplace into groups of four or five. Aim for similar participants (e.g. all front-line supervisors, or all nurses) in each group.

First meeting - spend a few minutes giving an overview of the main parts of the Cultural Web. Then ask the group to think about the question "Where are we now?" and to answer it by giving examples that fit within each part of the Cultural Web. This could take an hour or two at the most. Make a record of the results of the meeting using Post-it notes or a whiteboard.

Second meeting - this involves the same groups, a few weeks later. Repeat the format but this time the question is "Where do we want to be?". Identify any areas from the first meeting that could be causing problems. Record the results of the meeting.

Third meeting - this involves the same groups again, reviewing and reflecting on the findings of the first and second meetings. The focus of this meeting is the question "How are we going to get from where we are to where we want to be?". The six elements of the Cultural Web provide six opportunities for the organisation to experiment with small changes and to monitor to see if performance moves in the desired direction.

OPTION 2: PARTICIPATE AND OBSERVE

The idea of the participation approach is to understand something by living and observing as close to it as possible. It's about being on-site with people who do the work, and only as far removed from the work as necessary that you can hear each other as you talk about the work and the work environment.

The big difference between the focus group approach and the participation approach is that with participation you are not guiding the conversations or discussions. As far as possible, you want to suspend your judgment, open up your mind, and just record the things you see, hear, and observe. When you leave the workplace, you then try to build a Cultural Web from the observations and insights you collected.

Here are some ideas on what to do and questions to ask:

+ Walk around the workplace taking note of what you see, how work is done, and the regular, repeating routines and activities

+ Have a look at what record-keeping is done and what information is reported on a regular basis

+ Have conversations with your colleagues in the workplace, asking questions like:

  • What do you do and what's it like?

  • What is your role and how do you fit in with the team?

  • What's the difference between a good day and a bad day?

  • Who gets to make decisions about your work?

  • What impacts on how you get to do your work?

  • Can you tell me any stories about this place or team?

A WORKED EXAMPLE

Here is an example of how the Cultural Web could be used to record and make sense of information collected from workers, using either focus groups or observation.

WHERE WE ARE NOW

STORIES

Bill reported that he hurt himself at work and got blamed for it

Susan reported a near miss and never heard back about what happened to the report

RITUALS AND ROUTINES

Monthly health and safety meeting run by the site manager

Monthly housekeeping and maintenance inspection

SYMBOLS

Safety notice board showing number of days since the last 'lost-time' injury

Posters telling workers to be careful

THE WAY WE DO THINGS AROUND HERE

Health and safety feels like a waste of time

No-one reports things unless they get caught

People are getting hurt

People get blamed for mistakes

CONTROL SYSTEMS

Manager bonus for meeting low reported injury targets

Staff barbecue for every month with no reported injuries

POWER STRUCTURE

Peer pressure from older workers to 'harden up'

The site manager ignores the safety co-ordinator in front of everyone at meetings

ORGANISATION STRUCTURE

Safety co-ordinator is responsible for 'health and safety' and making sure workers don't get injured

Reports to the site manager

WHERE WE WANT TO BE

STORIES

Lucy reported an event and this helped to make the case for better equipment

Mike reported an idea which the company adopted and got a $500 voucher as thanks

SYMBOLS

Idea and event cards and boxes around the workplace

Company website page showcasing the latest improvement made through worker reporting

RITUALS AND ROUTINES

Monthly site team meetings have free discussion on learning and improvement opportunities

THE WAY WE DO THINGS AROUND HERE

Health and safety is good business

Everyone reports a wide range of events

Management and workers trust each other

POWER STRUCTURE

Positive peer pressure to report and discuss events

Everyone is respected: power is given to those with local expertise in the work

CONTROL SYSTEMS

Whole workforce bonus for improved financial performance

Prizes and recognition for best improvement ideas and learning opportunities reported and actioned

ORGANISATION STRUCTURE

Everyone responsible for learning and improving in their area of work

Managers responsible for facilitating learning and empowering others

HOW WE COULD GET THERE

STORIES

Find positive stories about reporting from other workplaces. Tell them to the workforce and take note of the responses

RITUALS AND ROUTINES

Stop the monthly health and safety specific meeting

Use the general monthly meeting to discuss important health and safety issues

SYMBOLS

Test out different words for talking about reporting in a positive way

Try new ways of reporting - e.g. handwritten cards, an app, verbal recording

THE WAY WE DO THINGS AROUND HERE

Try out small changes in each of the six parts of the Cultural Web. Keep what works. Dump what doesn't work

CONTROL SYSTEMS

Experiment with different management reports and how H&S is measured

Remove or change the bonus system

POWER STRUCTURE

Select respected people to become reporting champions

Give them knowledge and authority to encourage others

ORGANISATION STRUCTURE

Try out new wording in everyone's job descriptions so that it is clear that everyone is responsible for taking action to improve

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COMMUNICATION BASICS

What you need to know:

✚ The difference between communication and consultation and how both are important for health, safety and wellbeing

✚ The communication cycle

✚ The two main types of communication: interpersonal and mass communication

COMMUNICATION AND CONSULTATION

Communicating and consulting about health, safety and wellbeing is a very important on-going process. It is also a legal requirement.

COMMUNICATION

Communication is about sharing information and building knowledge. Communication is important for health and safety for:

+ Making sure that the people exposed to risks to their health and safety know about and understand the risks

+ Making sure the risk control standards are clear and understood by those responsible for implementing them.

CONSULTATION

Consultation is about seeking the thoughts and opinions of others about something that may affect them. Consultation is important for health and safety to:

+ Get information about hazards, risks and the workplace

+ Get a view on whether improvement ideas are workable.

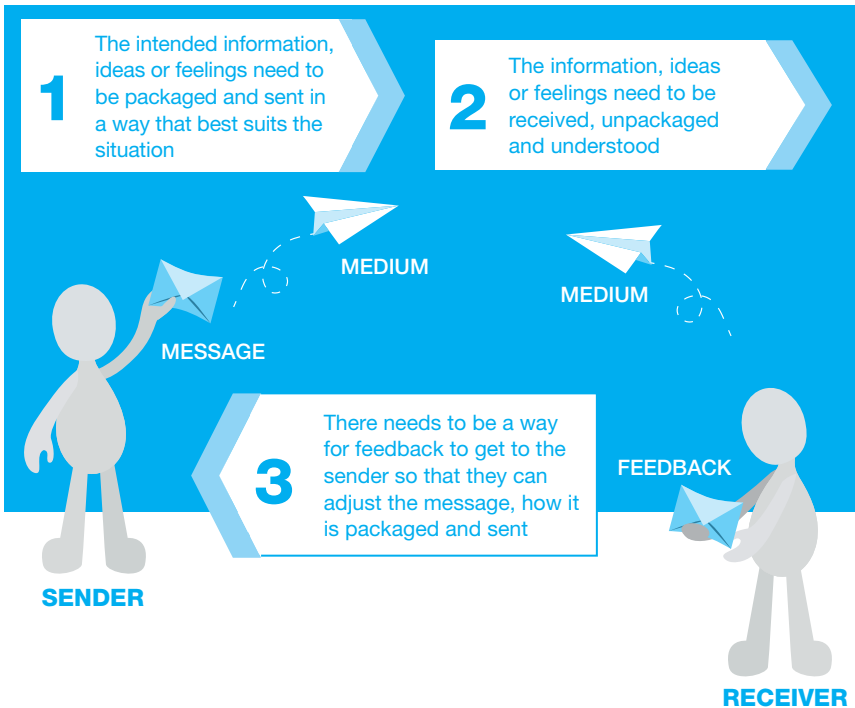The most important groups to involve in communication and consultation about health and safety are:

Workers	Managers	HSRs	Specialists	Other PCBUs
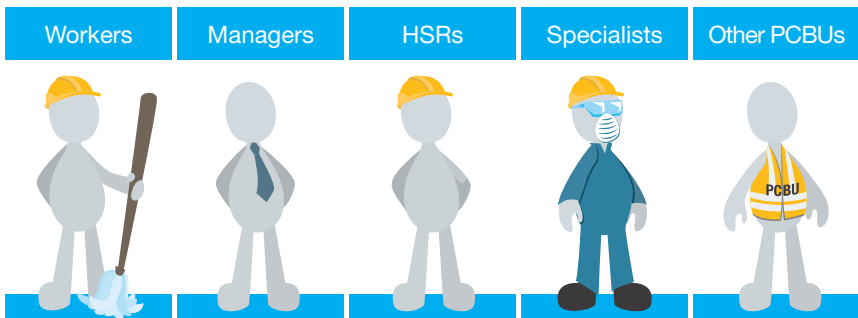
THE COMMUNICATION CYCLE

A useful way to think about what communication is and the different parts involved is the 'Transactional Model'[1]. Whatever the communication method or procedure is, it is important that it is clear and effective. The model helps us think about all the different parts of the process of communication. For communication to be clear and effective, three things need to happen:

THE COMMUNICATION CYCLE

1 The intended information, ideas or feelings need to be packaged and sent in a way that best suits the situation

2 The information, ideas or feelings need to be received, unpackaged and understood

3 There needs to be a way for feedback to get to the sender so that they can adjust the message, how it is packaged and sent

MEDIUM

MEDIUM

MESSAGE

FEEDBACK

SENDER

RECEIVER

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1   Barnlund, D. C. (2008). A transactional model of communication.

KEY PARTS OF COMMUNICATION

The communication cycle has a few different parts. Here is a short explanation for each:

SOURCE

Where the information, ideas and feelings come from that make up the message.

MESSAGE

The intended and unintended meaning of the information, ideas and feelings the sender wants to send to the receiver.

MEDIUM

The way the message is sent - verbal communication (online video, podcast, radio, television, phone, live video conference, in person), written communication (email, text message, blog post, poster, sign) or multimedia (social media and web-based media that uses many different media at the same time).

SENDER

The person or group who is sending the message.

RECEIVER

The person or group that receives and decodes the message.

ENCODE

Package the information, ideas and feelings together in a way that forms a message, and decide on how to send it (what medium to use).

DECODE

Unpackage or translate the sender's message into something the receiver understands given their background, role, knowledge, culture, language and world view.

FEEDBACK

The receiver's responses to a message (responses are also messages and can be direct such as a question or action, and indirect such as showing confusion or avoidance).

NOISE

Interference with the effective sending and receiving of a message. Noise can be physical, psychological, social or cultural and can impact on any part of the communication model.

TWO MAIN TYPES OF COMMUNICATION

INTERPERSONAL COMMUNICATION

Interpersonal communication is an exchange of information between two people or within small groups. Interpersonal communication can take place in face-to-face settings, as well as through platforms such as social media. One-on-one conversations, meetings, focus groups, interviews and social events are all examples of interpersonal communication.

MASS COMMUNICATION CAMPAIGNS

Mass communication is the sending out of information, usually from a single source (an organisation, the Government etc.) to a whole population (e.g. all of New Zealand) or part of the population (the construction industry, people over the age of 65, everyone who works for a specific organisation, etc.). Mass communication usually involves 'communication campaigns' - a coordinated set of messages designed to reach a specific audience and result in a change or impact. Product marketing, advertising, awareness campaigns for health and social issues are all examples of mass communication.

KEY POINT

Both interpersonal communication and mass communication are useful when it comes to communicating in the workplace about health and safety, and building a positive culture towards health and safety.

COMMUNICATION MEDIA

A communication medium is the way the message is sent.

The medium is the message.

— Marshall McLuhan.

This famous quote helps us to think about a communication medium as more than just 'how the message gets from sender to receiver'. The content of the medium is a message that can easily be grasped and the character of the medium is another message which can easily be overlooked.

Think about how the character, or 'feel' of a message, and therefore the message itself, changes depending on how it is sent.

+ An email

+ A text

+ A hand-written note

+ A poster

+ Face-to-face one-on-one

+ Face-to-face in a large meeting

+ A phone call

+ A Twitter post

+ A tattoo.

HOW ARE YOU TODAY?

MATCHING THE MEDIUM TO THE MESSAGE AND THE RECEIVER

Different communication media and methods will probably be more or less effective in communicating with peers, management and others (not workers but other people impacted by work) in relation to health and safety work practices.

Here are some common media used in workplaces for health and safety related messaging:

+ Meetings (one-to-one formal, one-to-one informal, team meetings, formal meetings with an agenda and minutes, video conference / online meetings)

+ Documentation (reports, checklists, templates, paper forms, app forms, procedures, policies, reference manuals, data sheets, work instructions)

+ Audio (mobile phone, radio, recorded messages, intercom)

+ Video (video post to social media, professionally produced video)

+ Electronic (email, text, social media posts, webpage)

+ Physical (signage, notices, labels).

CLEAR AND EFFECTIVE COMMUNICATION

For communication to be clear and effective, the message and the medium need to work well together. The message and the medium must also be appropriate to the situation and connect well with the receiver.

COMMON SOURCES OF COMMUNICATION NOISE

Communication 'noise' is anything that gets in the way of clear and effective communication. We can use the communication cycle to identify different types of communication noise and where it comes from.

MESSAGE   **MEDIUM**   **NOISE**
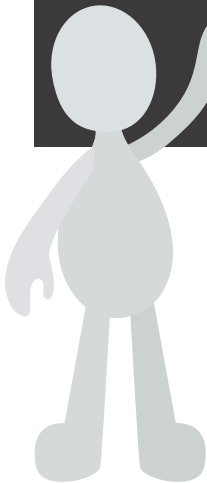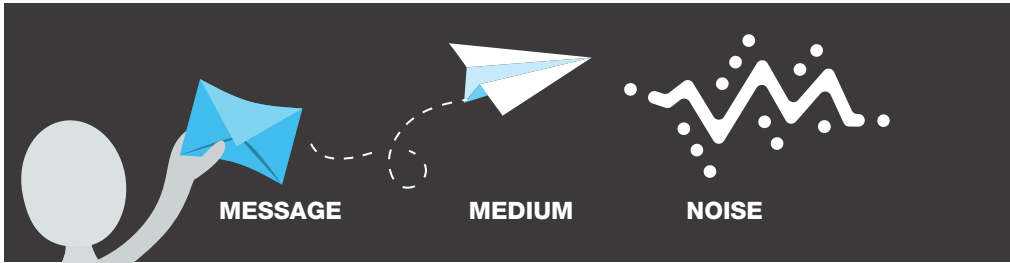
SENDER

ENCODING NOISE: Assumptions or lack of information about the receiver's needs, existing knowledge, attitudes, etc.

MESSAGE NOISE: Different language or language use, jargon, acronyms, unusual words, vague, confusing, unstructured.

MEDIUM NOISE: Physical disruption e.g. poor signal, loss of connection, as well as poor match of medium to message. Medium unable to compete with other media for attention at the time of communication.

SENDER NOISE: Hidden agenda, negative emotions, unsure about intent and purpose of the message, different language, culture, age and gender to intended receiver.

FEEDBACK

RECEIVER

DECODING NOISE: Attention and distraction, information overload, strong expectations based on past messages, perception mismatch, misreading intent or motivations of the sender.

FEEDBACK NOISE: No way of giving feedback, reluctance to give feedback because of hierarchy and power differences between sender and receiver. Negative or emotional feedback. Feedback delayed.
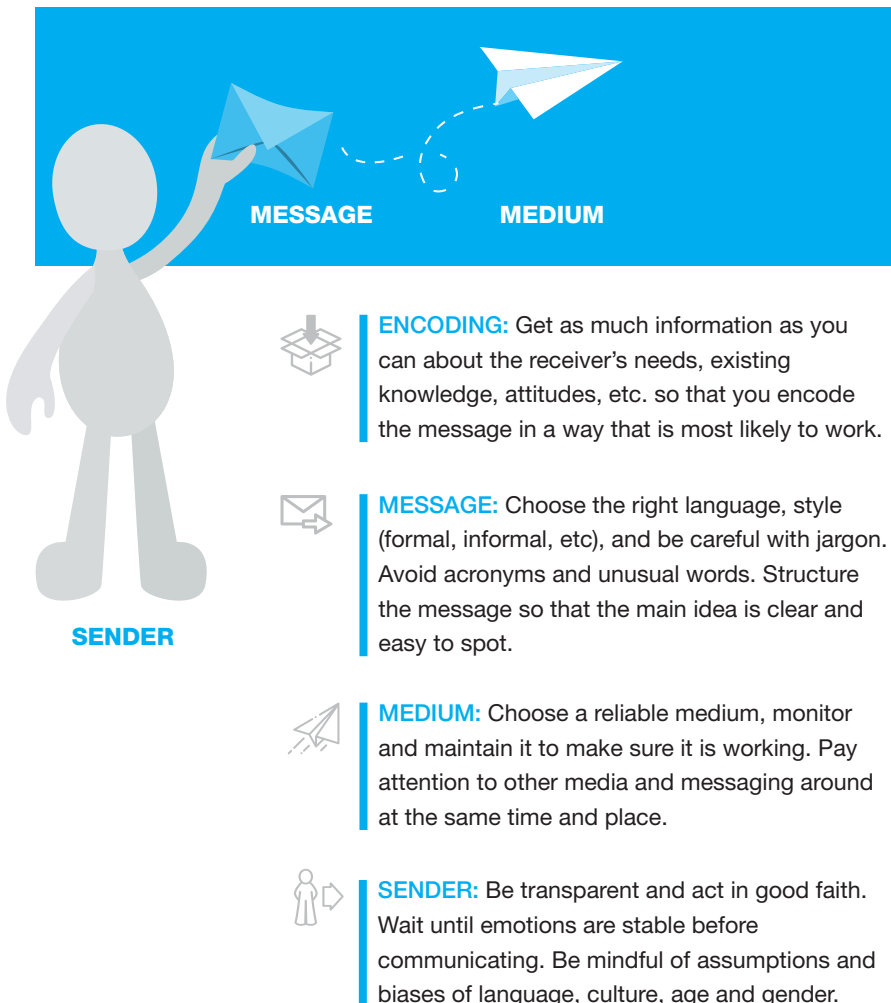
RECEIVER NOISE: Receiver misunderstands or is not convinced by the message due to negative emotions, disability (hearing, sight, cognition), low literacy, cultural norms and expectations.

STRATEGIES FOR REDUCING COMMUNICATION NOISE

There is a lot of good advice out there for how to communicate clearly and effectively. It all boils down to trying to work out what will work best in the particular situation. Here are some general strategies that will help in most cases.

MESSAGE   **MEDIUM**

SENDER

ENCODING: Get as much information as you can about the receiver's needs, existing knowledge, attitudes, etc. so that you encode the message in a way that is most likely to work.

MESSAGE: Choose the right language, style (formal, informal, etc), and be careful with jargon. Avoid acronyms and unusual words. Structure the message so that the main idea is clear and easy to spot.

MEDIUM: Choose a reliable medium, monitor and maintain it to make sure it is working. Pay attention to other media and messaging around at the same time and place.

SENDER: Be transparent and act in good faith. Wait until emotions are stable before communicating. Be mindful of assumptions and biases of language, culture, age and gender.

FEEDBACK

RECEIVER

DECODING: Try to capture attention, get the timing right so the message is not lost amongst lots of other messages. One message at a time - it's very hard to decode multiple messages at the same time. Make the message stand out from other similar messages. Be clear about what your intent is.

FEEDBACK: Always make feedback mechanisms easy and obvious. Give an anonymous option if possible. Think about the timing of the feedback - does the receiver need time to reflect, or for emotions to cool down?

RECEIVER: Identify any receiver disability, literacy barrier, or cultural norms and redesign the communication accordingly.

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WORKPLACE HEALTH AND SAFETY CULTURE AND COMMUNICATION

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INTERPERSONAL COMMUNICATION

What you need to know:

✚ What interpersonal communication is

✚ Models and tools to improve interpersonal communication

INTERPERSONAL COMMUNICATION

It is hard to imagine work that doesn't involve regular face-to-face, spoken communication between people. When we are at work, we:

+ Have conversations to get to know each other

+ Discuss problems and collaborate on solutions

+ Present ideas, results and findings to others

+ Deal with conflict and negotiate

+ Persuade other people of an idea or course of action.

It is important to remember that the way we send, receive and respond to messages when communicating is directly connected to who we are as people. Our perceptions, emotions, culture, rights and needs all affect the way we communicate.

Interpersonal (face-to-face, spoken) communication includes:

THE TONE OF VOICE WE USE

THE WORDS THAT WE CHOOSE

FACIAL EXPRESSION AND EYE CONTACT

BODY MOVEMENT AND POSTURE

All of these things can influence how clear and effective our communication is. Paying attention to how you communicate and how you are coming across to others will help you to better understand the concerns, interests and needs of others. It will also help others to be better understood and more easily respond to you.

INTERPERSONAL COMMUNICATION CHALLENGES IN HEALTH AND SAFETY

There are many situations in workplaces where people can experience communication challenges. Many of these can have an impact on healthy and safe work.

The difficulties we experience when trying to work together and collaborate are mainly because we are all unique, we have had different life experiences and drawn different conclusions from those experiences. We have built up knowledge and skill in different areas. We have had different family and community experiences during childhood and adolescence.

All these differences can give rise to challenges that, if not managed carefully, can contribute to dangerous and unhealthy situations at work.

Here are some examples:

DISAGREEMENTS AND ARGUMENTS

People working together often disagree on the best way forward, the right way to do something, and what things mean. Disagreements can turn into arguments and conflict, which can create stress and psychological harm, not to mention bad outcomes for work.

MISUNDERSTANDINGS

Workers can easily misunderstand each other as they try to communicate. The misunderstandings can be to do with the message itself (*do you mean your left or my left?*), emotion (*I felt you were angry but you were just excited)* and intention (*I thought you wanted to do it yourself but you just wanted to show me how to do it).*

LANGUAGE AND CULTURE BARRIERS

Workers in multicultural workplaces can find it hard to communicate with people who don't share the same language and cultural background. It can be intimidating talking with someone who sounds, behaves and looks different.

AGE AND GENERATION BARRIERS

There can also be challenges when workers are communicating across a large age and generation gap. Assumptions about respect, manners, what you know, and ways of doing work can be held strongly by one generation but be very different from another generation. Use of technology is a good example of this.

MISTAKES, RULE-BREAKING AND MISCONDUCT

Workers will often have different understanding and ways of dealing with mistakes, rule-breaking and misconduct. What counts as 'wrong', 'bad' or 'unacceptable' behaviour can depend largely on personal beliefs and values. These may not match up with those of others.

PERSONALITY DIFFERENCES

People have different types of personality: the combination of characteristics that form an individual's distinctive character. Sometimes personalities can clash, causing frustration, confusion, and even resentment and anger.

INTERPERSONAL COMMUNICATION TOOLS

There are many tools that we can all use to overcome challenges and be more effective interpersonal communicators at work. Here are a selection of tools to help you better manage common interpersonal communication challenges.

THE GROW MODEL

The GROW Model is a simple coaching tool used to structure a 'coaching conversation'. The model generates responsibility for the coachee to do the work in thinking through the issue, coming up with options, and taking action.

The GROW model is useful for situations where someone needs to learn and improve at work, but there is also a risk they will feel embarrassed, undermined or demotivated.

The coaching conversation helps the learning to happen in a way that avoids defensiveness and encourages collaboration.

KEY POINT

A tip for remembering the GROW model is to think about how you'd plan a trip. First, you decide where you want to go (set the objective) and establish where you currently are (your current reality). Then, explore various routes and transportation (the options). Finally, make a plan for how you will reach the destination and be prepared for any obstacles along the way (the way forward).

GOAL
What do they need to achieve?

Make it a SMART goal.

REALITY
Their story. Get to the specifics of the issue by defining the gap between the goal and reality.

OPTIONS
Brainstorm what's needed to achieve their goal.

Come up with more than two.

Consider the outcomes of each option to help in the selection process.

WRAP-UP
Commit to action. Get them to articulate what, how and when they will act. Check for any obstacles, how confident they are about their success and if they need any support.

G R
W O

GIVE IT A GO!

Practise using the GROW model to lead a coaching conversation.

COACHEE

+ Identify a work task you are responsible for but feel is difficult or dangerous for you to achieve. Tell your coach what it is

+ Take an active role in the conversation.

COACH

+ Take a couple of minutes to jot down some questions in response to your coachee's coaching topic. To be authentic and in keeping with your style, come up with your own questions, or adapt some of the example questions from the model

+ Take the lead and start the coaching conversation

+ The conversation should last for approximately 5 minutes.

OBSERVER

+ Keep time

+ Jot down some feedback you can give the coach at the end of the conversation. For example: What's one thing they did well? What was the best question they asked? What's one thing they could try next time?

+ Run the quick debrief at the end of the conversation (2 minutes). Give your feedback to the coach and then invite the coach and coachee to share their feedback and insights from the experience.

QUESTIONS

G **GOAL**

+ What exactly do you need to achieve?

+ On a scale of 1–10, how important is this goal to you? Why?

+ How will you know when you've reached your goal?

R **REALITY**

+ What's happening now? What isn't?

+ What would happen if you do nothing?

+ What and who else is relevant?

O **OPTIONS**

+ What one thing would have the greatest impact on achieving the outcome you want?

+ How have you tackled this or a similar situation before?

+ In an ideal world what would happen?

W **WRAP-UP**

+ Which options work best for you? Will they address your goal?

+ What one small step are you going to take now?

+ So what will you do? How will we know you have done that?

THE CIRCLE OF INFLUENCE

The Circle of Influence helps us understand what we can and can't control, what and who we can influence, and what is outside our circle of influence and not worth investing our energy in because we can't control or influence it.

The Circle of influence can be useful when trying to reach an agreement on something as a group, without creating an argument or shutting people down. In the workplace, this tool could be used to discuss and agree on responsibilities, who should do what when working as a team, and even how to involve contractors and external experts in a situation.

The Circle of Influence has three concentric rings:

1 **Things or people I cannot control or influence,** e.g. the weather, the public

2 **Things or people I can influence**, e.g. my colleagues, my manager, the H&S team, visitors and contractors to our workplace

3 **Things I can control,** e.g. my own actions and behaviours, as well as tools, equipment, plant, procedures, etc.

THINGS OR PEOPLE I CANNOT CONTROL OR INFLUENCE, e.g. the weather, the public

THINGS OR PEOPLE I CAN INFLUENCE, e.g. my colleagues, my manager, the H&S team, visitors and contractors to our workplace

THINGS I CAN CONTROL e.g. my own actions and behaviours, as well as tools, equipment, plant, procedures, etc.
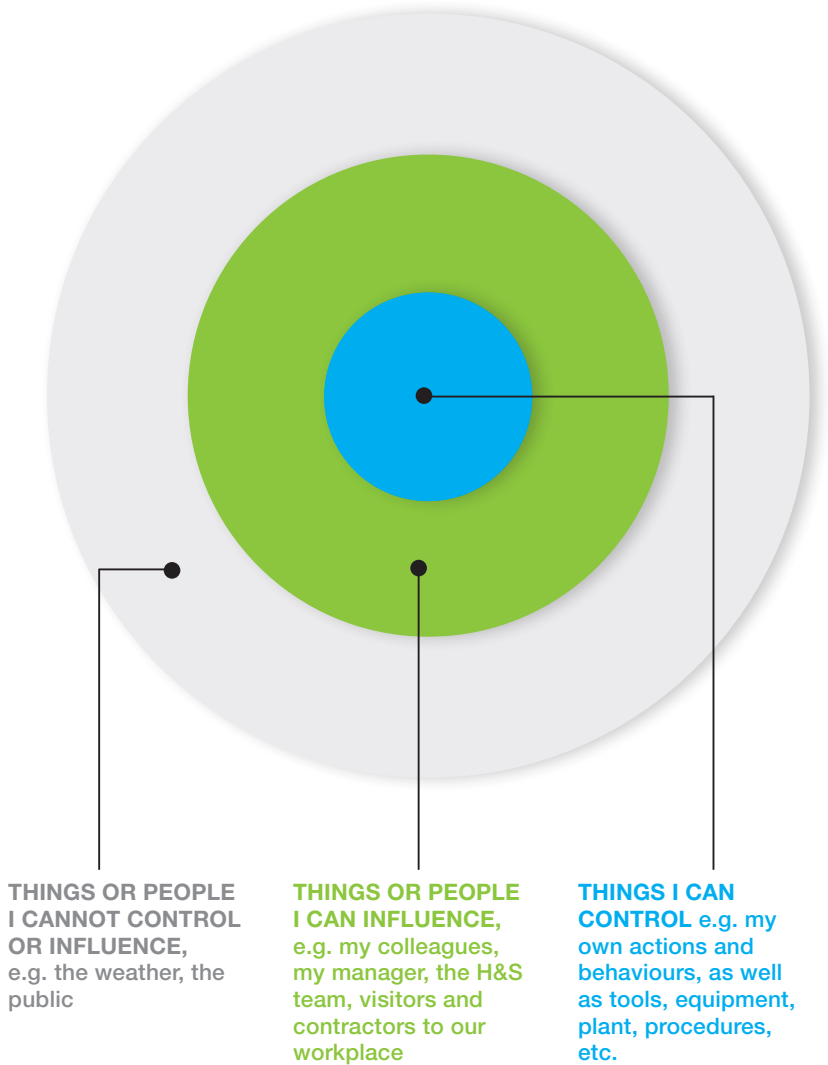
SOURCE: 'The 7 Habits of Highly Effective People' - Stephen Covey.

MY CIRCLES

What you need to do:

PART 1

✚ Each person in the work group grabs a piece of notepaper and draws a big version of the Circle of Influence diagram.

✚ Reflecting on a workplace challenge or task you and your colleagues are facing (or could face in future), write down:

- Challenges outside of your control (i.e. the things you need to let go of)

- Situations and people you can influence

- Aspects that are personally in your control.

PART 2

✚ Take a couple of minutes to share your circles with your group members.

✚ Have a chat about:

- What commonalities you have

- What differences you have and why

- How you might move forward, working together more effectively as a group.

CHALLENGES OUTSIDE MY CONTROL TO LET GO

THINGS I CAN INFLUENCE

IN MY CONTROL

CONFLICT HANDLING STYLES

There are five conflict handling styles. The most appropriate style to use depends on the situation you're facing.
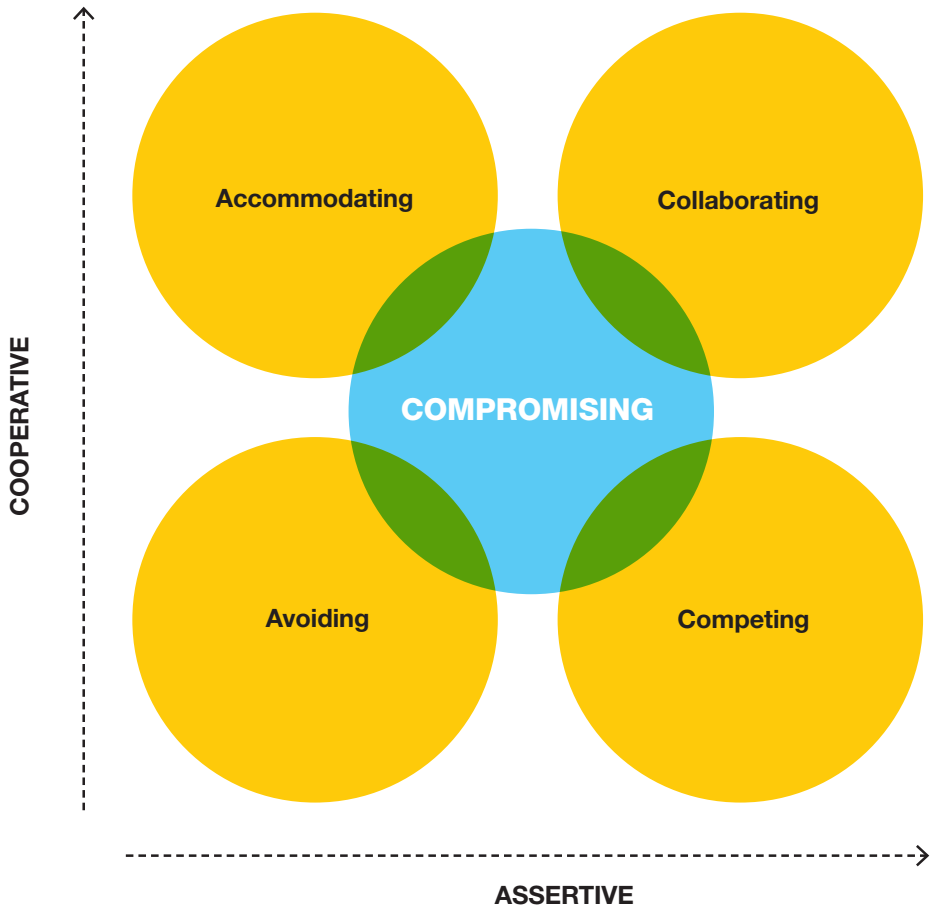
COMPETING

+ Assertive and uncooperative

+ Own concerns at other's expense

+ Good for emergencies and important issues that won't be popular.

ACCOMMODATING

+ Unassertive and accommodating

+ Neglects their own concerns to satisfy others

+ Good for yielding: obeying when one would prefer not to.

AVOIDING

+ Unassertive and uncooperative

+ Doesn't immediately pursue own concerns but doesn't address conflict. Side steps, postponement, withdrawal from the situation

+ Good for trivial issues, when there is no chance of you satisfying concerns: potential damage outweighs benefits, when getting information is more important than decision making, when others are in a better position to resolve issue.

COLLABORATING

+ Both assertive and cooperative

+ Works to find a solution which satisfies all parties. Digs deep and looks to find a creative solution

+ Good when objective is to learn, to merge insights, find integrative solution, working through hard feelings.

COMPROMISING

+ In between assertiveness and cooperation

+ Objective is to find some mutually acceptable solution i.e. the middle ground

+ Not explored in as much depth as collaborating – quick fix, split the difference

+ Good when goals are important but not so much that you're prepared for disruption (choose your battles), when dealing with mutually exclusive goals, for temporary agreements, back-up mode.

IN THIS SITUATION, I WOULD…

What you need to do:

1   Brainstorm health and safety-related situations that cause conflict at your workplace.

2   For each situation, identify what conflict-handling style would be the most appropriate to use to achieve a solution.

3   Once you've done this, spend a few minutes discussing these questions:

   • Did a predominant style emerge?
     Why? Why not?

   • What is your most 'natural'/default style to handle conflict?
     How might you need to 'flex' your approach in order to get better outcomes?

   • Do you have some tips to share on what to do if you're unable to reach a solution or resolve the conflict?

THE PYRAMID OF INFLUENCE

There are three basic ways to influence people:

1   **By what you say and how you say it** (others hear).

2   **By building caring relationships** (others feel).

3   **By setting an example with your own behaviour** (others see).

The base of the pyramid is the foundation. The top layers will not be stable unless they are built on a solid foundation.

1. **Overt attempts to influence**
(Telling, explaining, teaching)

2. **Building caring relationships**
(Making deposits)

3. **Modelling behaviour**
(Setting an example)
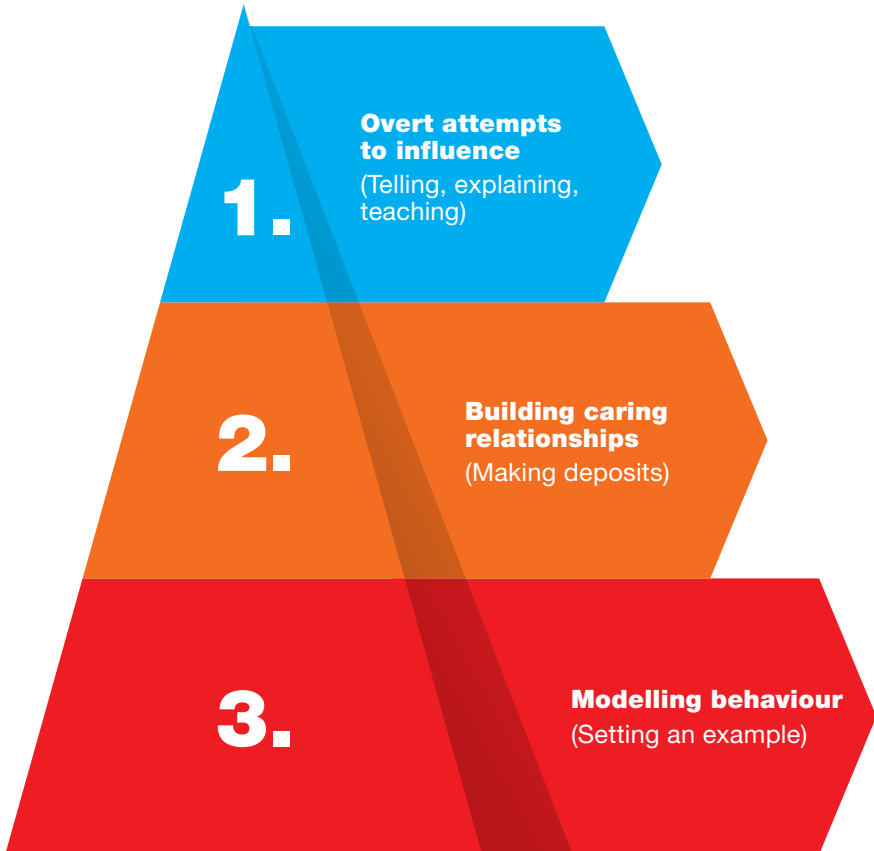
BY WHAT YOU SAY AND HOW YOU SAY IT

+ Admit your mistakes and apologise

+ Avoid fight or flight – talk through differences

+ Agree on the limits, rules, expectations and consequences

+ Don't give up and don't give in. It is unkind to shield people from the consequences of their own behaviour

+ Speak the languages of logic and emotion.

BUILDING CARING RELATIONSHIPS

+ Seek first to understand. Until people feel that you understand them, they will not be open to your influence

+ Reward open, honest expressions or questions. The greatest single barrier to rich, honest communication is the tendency to criticise and judge

+ If offended, take the initiative. If someone offends you unknowingly and continues to do so, take the initiative to clear it up.

MODELLING BY EXAMPLE

+ Refrain from saying the unkind or negative thing, particularly when you are provoked or tired

+ Choose the proactive response. Why do so few of us 'do' as well as we 'know'?

+ Focus on the circle of influence. As we focus on doing something positive about the things we can control, we expand our circle of influence.

MY PLAN OF ATTACK!

What you need to do:

1 Put on your thinking cap and identify some specific examples of how you can influence others to enhance the health and safety at your workplace.

2 Circle one example that you can put into action tomorrow, for each part of your triangle!

3 Share your ideas with your partner/group members.

4 'Steal' any ideas that resonated with you and add them to your list!

1. Telling, explaining, teaching

2. Building caring relationships

3. Setting an example by modelling the right behaviours
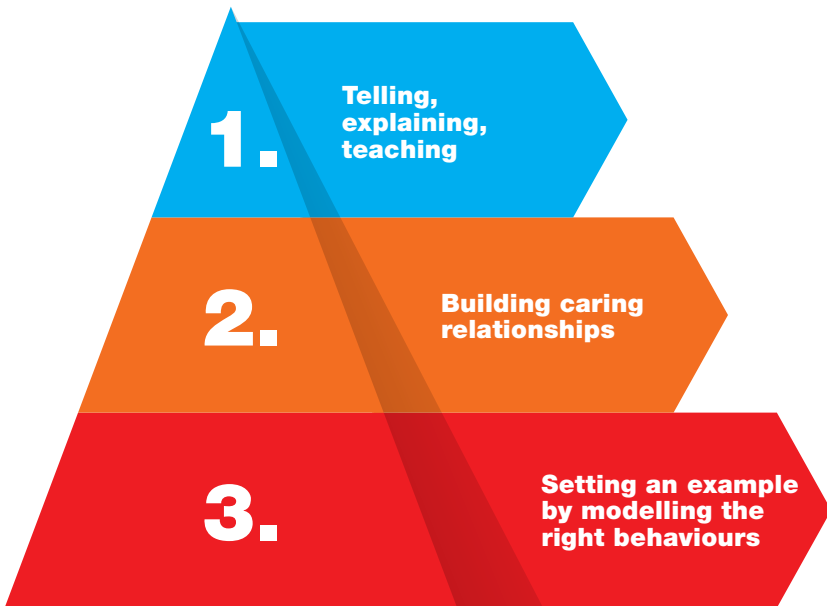
SOURCE: 'Principle Centered Leadership' (Covey, 2012).

I WILL…

DESC MODEL

DESC is a simple process to give someone constructive feedback to address undesired behaviour.

D	**DESCRIBE** Describe the behaviour that needs to be changed.	"WHEN YOU ..."
E	**EFFECT** List the effects of the behaviour.	"I FEEL — BECAUSE .."
S	**SOLUTION** State the desired outcome.	"SO, I WANT/ NEED ..."
C	**CONSEQUENCES** Define the consequences if the behaviour continues.	"SO THAT ..."

Keep these principles in mind when you give someone feedback:

➕ **Be genuine** – have a real intention to help the person improve their behaviour or performance

➕ **Get your facts straight** – focus on the facts/specific events/examples to back up your observations and opinions. Focus on the behaviour, not their personality

➕ **Be constructive** – point out how something could be done better rather than just focusing on what wasn't done well

➕ **Make it timely** – give feedback as soon as practically possible after the event/behaviour/result

➕ **Be honest.**

TRY IT OUT!

Do you have a colleague who:

✚ Sometimes behaves inappropriately?

✚ Is taking shortcuts which could result in an accident?

✚ Needs to change their attitude when it comes to their work and the health and safety of people around them?

WHAT YOU NEED TO DO

1 Work in pairs or groups of three.

2 Think of an opportunity where you need to give someone constructive feedback.

3 Take a couple of minutes to prepare for your conversation using the DESC model.

4 Practise giving the feedback with your partner/group members.

5 Discuss how the conversation went:

- Was it helpful having a model to structure your conversation?

- How did it feel being on the receiving end of the feedback delivered this way?

D DESCRIBE What I'm going to say…

....

....

....

E EFFECT What I'm going to say…

....

....

....

S SOLUTION What I'm going to say…

....

....

....

C CONSEQUENCES What I'm going to say…

....

....

....

NOTES

NOTES

MASS COMMUNICATION CAMPAIGNS

What you need to know:

✚ What mass communication is

✚ How to plan a successful mass communication campaign at work

WHAT ARE COMMUNICATION CAMPAIGNS?

A communication campaign can be defined as a coordinated series of messages from an organisation with the intent of changing behaviour in a group of people.

The NZTA 'Legend' (Ghost Chips) Anti drunk-driving campaign was highly effective in NZ

WHAT DO WE MEAN BY AN 'EFFECTIVE' COMMUNICATION CAMPAIGN?

It is not enough for people to just be exposed to and remember the messages of a communication campaign. There must also be a change in behaviour.

The material of a communication campaign must:

+ Reach the audience

+ Be understood

+ Be acted upon.

FIVE INGREDIENTS OF EFFECTIVE COMMUNICATION CAMPAIGNS AT WORK

Drew Rae and David Provan[1] looked at the evidence for effectiveness of safety communication campaigns in workplaces. They conclude that the evidence shows that there are five ingredients that improve the chances that a communication campaign will be noticed, be understood and change behaviour.

1. HAVE A CLEAR GOAL

What is the communication campaign trying to achieve? Vague objectives don't work. Messages like 'put safety first', or 'safety is your responsibility', or 'be more careful' just leave people confused. Communication campaigns work best when they're asking for something specific.

2. ASK FOR A POSITIVE ACTION

The specific thing you ask for has to be something that is positive and that people believe that they can do. In other words, easy for people to understand and take action on. Messages that tell people to 'not do something' are much less effective than messages that ask people to do something. It's the simple difference between 'don't drop the ball' and 'catch the ball'.

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1   The Safety of Work Podcast, Episode 54

3. ATTRACT ATTENTION

The communication material should be designed to stand out among all the other communication that crowds our daily lives. It is important to understand what will attract the attention of the people you are trying to reach. Things that are novel, surprising, funny, attractive-looking, in high contrast to surroundings, and spark curiosity are more likely to attract attention.

4. TIME THE MESSAGE TO COINCIDE WITH THE POINT OF ACTION

The timing of when the messages are noticed is very important. It must be relevant to the objective of the communication campaign. For example, instructions on good hand-washing technique will be more effective if placed above hand-wash stations than if they were shown during induction training.

5. REINFORCE THROUGH FEEDBACK AND FOLLOW-UP

Measure impact and give feedback on results. Tell people how the communication campaign is going so far. Emphasise how many other people have noticed the message, understood it and changed their behaviour. Update people on progress towards objectives. Show appreciation for those who have responded positively to the communication campaign.

WHY WAS 'LEGEND' (GHOST CHIPS) SO EFFECTIVE?[1]

1. HAVE A CLEAR GOAL

The goal was simple: stop young guys from driving drunk. Not so simple was getting young, drunk guys to listen to a government message, warning them of what could go bad after a good night out with mates. They'd heard it all before and had tuned out.

2. ASK FOR A POSITIVE ACTION

"Legend" doesn't tell young guys what to do (they already know drink-driving is a bad call), instead it turns that thinking on its head and praises them for making the right decision. The positive action the campaign hinged around is to speak up when a mate has had a few and is about to drive - regardless of how awkward it feels and the social embarrassment of "looking like a d***".

3. ATTRACT ATTENTION

Hard-hitting ads that showed the brutal reality of drink-driving had lost impact with young people: recall and relevance had declined and young drivers had become desensitised to crash imagery.

The campaign had to get noticed by the right audience. High levels of self-relevance and engagement were critical to driving behaviour change, a challenging task for a campaign delivered by the government and police (who young guys usually don't like or trust). The campaign needed to get mates talking to each other, change behavior and persuade young men to take action to stop a mate from driving drunk. The characters

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1   Based on a case study by the Communication Agencies Association (CAANZ) caanz.co.nz

were fictional but the story was based on a truth everyone can relate to: it's bloody hard to question a mate about whether he should drive. It's his car, his choice. And everyone wants to save face.

4. TIME THE MESSAGE TO COINCIDE WITH THE POINT OF ACTION

The campaign was launched during the final of the Rugby World Cup in 2011, a time when mates were watching television together, and drinking. This ensured the campaign was quickly talked about and shared.

5. REINFORCE THROUGH FEEDBACK AND FOLLOW-UP

Subsequent maintenance ads on TV ran across the three-year period. The campaign was extended with direct media – beer packaging, bar runners and coasters in pubs, and billboards in high-risk provincial areas. Radio ads in the build-up to drinking periods triggered the TV message and call to action: "Stop a mate driving drunk" at critical times.

While Ghost Chips wasn't planned as a social campaign, the story was about creating a story that could be shared. The TV ad was placed on YouTube but didn't need paid media promotion as the target group immediately shared it. Over the next three years, countless memes, videos, products and social posts were created.

RESULTS

Sustained success is fewer young drunk drivers caught driving over the limit and involved in fatal crashes. After three years, the number of young drivers caught over the limit was half the benchmark prior to Ghost Chips.

PLANNING A HEALTH AND SAFETY COMMUNICATION CAMPAIGN

TRY IT OUT!

Do you have a challenge in your workplace related to healthy and safe work? Could it be that:

+ People hardly ever record and report things like injuries, damage to equipment, and near misses?

+ There is a big gap between management and workers? Both socially and also how they understand work?

+ Working long hours and answering work phone calls and emails at home is 'glorified' and encouraged?

WHAT YOU NEED TO DO

1 Work in groups of three or four.

2 Use the five ingredients of effective communication campaigns to plan a communication campaign related to the challenge you have identified.

3 Record your ideas and present a 'pitch' for the communication campaign, where you try to convince others why the campaign will be successful, what the return on investment will be and how you will measure outcomes of the campaign.

NOTES

GLOSSARY OF TERMS

ACC	Accident Compensation Corporation.
Approved codes of practice	Developed by WorkSafe NZ and approved by government minister; sets out how to do certain things safely. Accepted in court as means of compliance in specific situations.
Good faith	A concept set out in the Employment Relations Act that describes positive ways of working and communicating between two groups e.g. workers and management.
Guidelines	Developed by WorkSafe NZ and/or Industry Body: sets out how to do certain things safely. Accepted in court as means of compliance in specific situations.
Harm	Death, injury and illness, including both physical and psychological harm.
Hazard	A situation or thing that has the potential to harm a person.
Incident	An unwanted event that caused or could have caused, harm, damage or loss of some kind.
Officer	Person with significant influence over the management of the business or undertaking, such as Director, Chief Executive and Partner.
PCBU	Person (legal entity) Conducting a Business or Undertaking.
PPE	Personal Protective Equipment.
Psychosocial	Relating to mental health in individuals and relationships between people.
Qualitative	Involving judgements, opinion and intuition.

Quantitative	Something that involves the measurement of quantity.
Reasonably practicable	Action which is, or was, at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters, including likelihood of the risk occurring, degree of harm that might result, knowledge about the hazard or risk, and risk control measures, availability and suitability of risk control measures, and cost of risk control measures, including whether the cost is grossly disproportionate to the risk.
Regulations	Made under the Health and Safety at Work Act (specifically health and safety related regulations). Legally enforceable, with specific duties and duty holders.
Risk	The possibility that harm (death, injury or illness) might occur when exposed to a hazard, including an estimation of the likelihood of an event occurring where someone is exposed to a hazard, and the consequence(s) of exposure to the hazard.
Risk control	An action taken to eliminate or minimise the risks to health and/or safety.
Standards	Developed by standard setting bodies e.g. Standards NZ, Standards Australia, ISO, etc. Specific and detailed requirements for conformance to a standard.
Worker	A person who carries out work in any capacity for a PCBU, including an employee, a contractor or subcontractor, an employee of a contractor or subcontractor, an employee of a labour hire company, a homeworker (person who works from home), an apprentice or trainee, a person gaining work experience, and a volunteer.

USEFUL WEBSITES

New Zealand Government

www.worksafe.govt.nz	WorkSafe NZ
www.standards.co.nz	Standards New Zealand
www.acc.co.nz	Accident Compensation Corporation
www.fireandemergency.nz	Fire and Emergency New Zealand
www.police.govt.nz	New Zealand Police
www.legislation.govt.nz	New Zealand Legislation
www.getthru.govt.nz	Get Thru Emergency Management
www.civildefence.govt.nz	Ministry of Civil Defence
www.eqc.govt.nz	Earthquake Commission

Private organisations

www.impac.co.nz	IMPAC Services Ltd
www.safeguard.co.nz	Safeguard Magazine

Trade unions

www.union.org.nz	New Zealand Council of Trade Unions

KEY POINT For more useful websites and resources we recommend you login to IMPAC's student portal.

NEW ZEALAND QUALIFICATIONS AUTHORITY: COURSE INFORMATION

ASSESSMENT

+ NZQA assessment requirements will be explained by your trainer

+ Assessment can be verbal if required

+ Please let us know of any concerns you may have about completing the assessment criteria

+ Assessment in te reo Maori is allowed but you must apply in writing to our training office.

RE-ASSESSMENT

+ Your trainer will advise you what you need to do to complete a re-assessment

+ Re-assessment material is forwarded to our Napier office for marking.

APPEALS OF RESULTS

1   Please contact our Training Manager on 0800 246 722 in the first instance

2   Your assessment can be re-marked by another IMPAC assessor if you are unhappy with your result

3   If you are not satisfied following re-marking, you can ask for independent moderation from the Industry Training Organisation (ITO).

COMPLAINTS

If you wish to make a formal complaint, you must:

➕ Write to the Training Manager, PO Box 308, Napier

➕ Provide full details of your complaint

➕ Please provide specific details of your complaint, including dates, times, and places

➕ Include your contact details (name, address, telephone number, email).

The Training Manager will:

➕ Acknowledge receipt of your complaint

➕ Log your complaint

➕ Analyse the content of your complaint

➕ Undertake an internal investigation of your complaint

➕ Advise you in writing of the outcome of the internal investigation.

Communicating and consulting about health, safety and wellbeing is a very important on-going process. It is also a **legal requirement**.

ACTION PLAN

NAME:	POSITION:	COURSE TITLE:	DATE:

GOAL - WHAT DO YOU WANT TO ACHIEVE?	ACTION STEPS - HOW ARE YOU GOING TO ACHIEVE IT?	TARGET DATE
		☐ Completed
		☐ Completed
		☐ Completed

OTHER IMPAC COURSES YOU MAY BE INTERESTED IN ARE:

CERTIFICATE IN APPLIED WORKPLACE H&S PRACTICES - LEVEL 3

IMPAC's level 3 programme is NZQA approved and is designed to provide students with a foundation of health and safety skills and knowledge for application in their workplace.

Students enrolled in the programme need to complete compulsory modules and elective modules. Students who complete IMPAC HSR Stage 1, 2 & 3 courses (from the 1st January 2021) will only need 15 additional elective credits. These credits can be gained by completing a course module from our extensive elective options or by having a previously achieved elective unit standard(s) recognised towards the programme.

On completion of the programme students will be awarded with the New Zealand Certificate in Workplace Health and Safety Practice - Level Three.

WELLBEING AT WORK

The aim of this course is to convince people of the benefits of wellbeing, equip people with capability and confidence to talk about wellbeing, take practical action on wellbeing at both the individual and the organisational level, and to access further information and support, including specialist medical advice if necessary.

FOR MORE INFORMATION CONTACT US TODAY.

E: contactus@impac.co.nz

P: 0800 246 722

W: www.impac.co.nz

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We trust you enjoyed your training with +IMPAC, New Zealand's leading full service Health + Safety solutions provider.

Health + Safety is our life – it's what we do and we do it all:

RISK MANAGER
:RMEXPRESS

Our cloud-based software solutions are designed to provide risk management processes to meet health and safety requirements and keep people safe. Choose between our cost effective, **set-up-and-go solution RM Express** - ideal for small to medium organisations; and **Risk Manager, with its fully customisable range of modules** which can be tailored to the needs of larger organisations.

CONSULTING

We work alongside businesses and organisations to understand their challenges and opportunities. Our hugely experienced consulting team assess, advise, investigate and **deliver relevant and practical solutions**, applying a sensible risk management approach to health and safety.

PREQUAL

Our **pan-industry solution to contractor prequalification** and ongoing management. We cater for both individuals needing contractor prequalification and companies wanting to manage all their contractors in one easy to navigate platform.

VRCOMPETENCY

Our innovative virtual reality programme to quickly and effectively upskill operators of motorised vehicles and machinery in a safe and risk free environment. Our courses accelerate training times, improve and certify skills and offer continuous learning.

TALENTBANK

With our unrivalled industry experience and wide network of talent, our **specialist recruitment service** helps to connect the right H+S people to an organisation's contract or permanent roles. We fully understand our clients' resourcing needs and know the best way to help H+S professionals build a better career.

SAFEWORX

We supply a comprehensive range of quality standards appraised **workwear, personal protection and safety equipment**, online and at retail branches nationwide. Our expert team partner closely with customers to develop innovative safety products to address gaps in high risk industries.

+ **To discuss any of IMPAC's H+S services** contact **0800 246 722**

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