

The following section include slides to brief leadership and supervisors/managers about the Safety, Health and Improvement Program



Safety and Health Improvement Program (SHIP)

Leadership Briefing Slides



What is SHIP?

An evidence-based workplace training program for supervisors/managers and their employees/teams

Goal: To promote employee health, safety, work-life balance, and team effectiveness

Positive impacts for the organization and individual include:

- Reduced stress and work-life conflict for employees
- Improved employee health and safety practices
- Increased job performance and team effectiveness

Background

- **The National Institute for Occupational Safety and Health (NIOSH)** recommends a **Total Worker Health**[®] approach for integrating prevention of worker injury and illness with promotion of health and well-being¹
- SHIP, an evidence-based program² funded by NIOSH and **developed by Oregon Healthy Workforce Center**, has been adapted for use across industries.
- Workplace interventions that focus on increasing supervisor support for work-life balance and safety communication have proven effective for improving the health and safety of workers^{3,4}

Organizational Impact of Work-Life Conflict

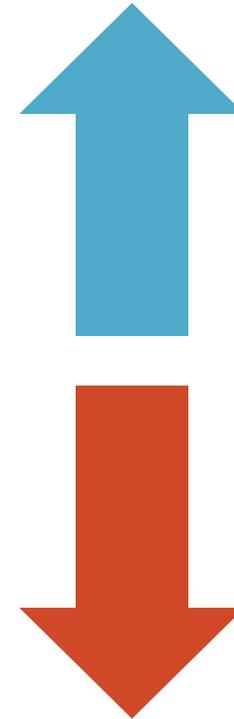
Research⁵ has found that employees who experience conflict between their work and family/personal lives may experience:

Increased

- Work stress & burnout
- Physical & mental health problems
- Intentions to quit

Decreased

- Family, marital, job, and life satisfaction
- Commitment to the organization
- Job performance



Organizational Impact of Unsafe Practices

Over 3 million workplace injuries/illnesses occur annually⁶

Cost to employers:

\$1 billion per week in workers compensation

Plus:

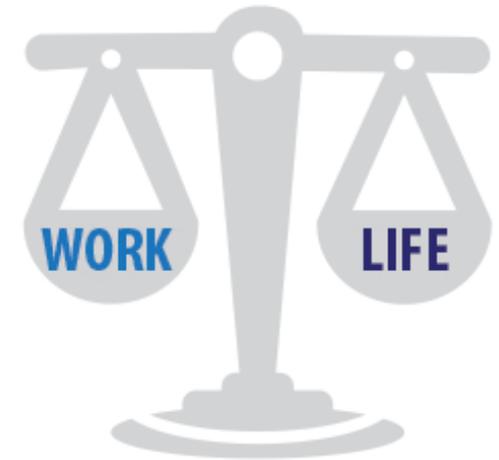
- Medical expenses
- Legal services
- Training replacement employees
- Accident investigation
- Lost productivity
- Implementation of corrective measures
- Other costs associated with fatal accidents and injuries/illnesses not filed through workers compensation



Supervisors Need to be Supportive of Work-Life Balance

Demonstrating Work-Life Support

- Recognize the pressures and demands that personal/family responsibilities can have
- Communicate genuine concern and understanding about employees' work-life conflicts
- Be knowledgeable about work-life programs, resources and policies in your organization
- Share how you, the supervisor/manager, balance your own work-life responsibilities



Supervisors Need to be Committed to Safety

Demonstrating Commitment to Safety

- Understand and communicate your organization's safety expectations
- Train workers in safe practices and behaviors
- Encourage workers to speak up
- Ask for suggestions and encourage creative solutions
- Assign duties so they can be completed safely and demonstrate concern for the welfare of team members
- Instruct team members on how to recognize risk
- Teach, model, and reinforce safe and effective work procedures and practices
- Take action when unsafe behaviors or conditions occur



SHIP Components



1. Brief online training (1-hour)
2. Supportive behavior tracking
3. Team Effectiveness Process (TEP)[™]
4. Regular staff check-ins & follow-up

1. Manager/Supervisor Online Training

The 1-hour online training (4 modules) describes the key role of supervisors in influencing employees' well-being, work-life balance, stress, turnover, engagement, productivity, safety, team building and goal setting. Short quizzes are incorporated before and after each module.

The online training includes 5 modules:

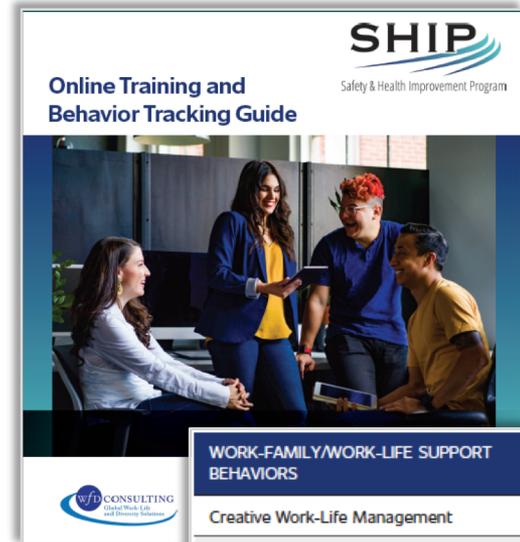
- Improving work-life balance and safety
- Family Supportive Supervisor Behaviors (FSSB)
- Safety Supportive Supervisor Behaviors (SSSB)
- Tracking your Supportive supervisor Behaviors
- Using the Team Effectiveness Process (TEP)



2. Supervisor Behavior Tracking

Supervisors track their use of the supportive behaviors learned in the training (2 weeks):

- 3 x 5 notecard and lanyard tracking templates are provided
- Evidence-based strategy for improving the transfer of skills in the workplace
 - Builds on lessons learned in the online training
 - Supervisors are motivated to achieve self-set goals

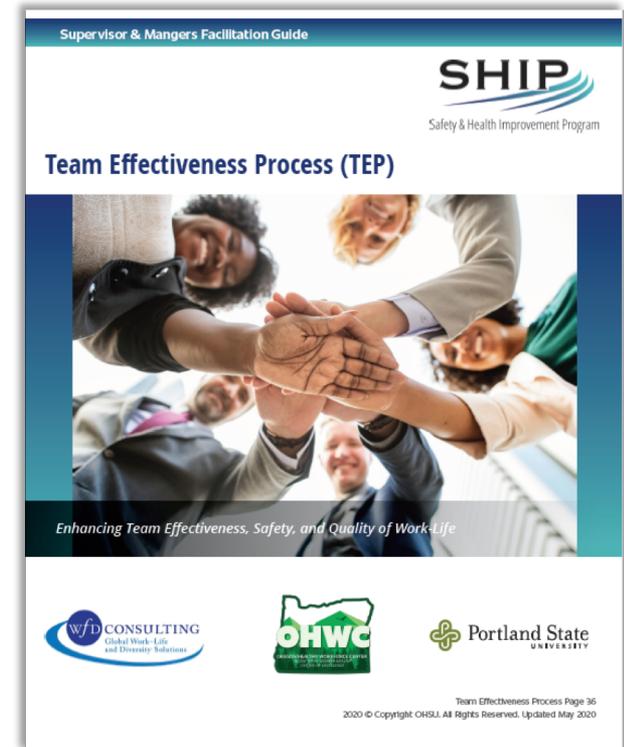


WORK-FAMILY/WORK-LIFE SUPPORT BEHAVIORS		Day: M
Creative Work-Life Management	//	
Emotional Support	//	
Daily Job & Personal Problem Solving	/	
Work-Life Role Modeling	/	
DAILY TOTAL		6
SAFETY SUPPORT BEHAVIORS		Day: M
Safety Communication	//	
Providing Resources	/	
Feedback and Coaching	///	
Safety Role Modeling	//	
DAILY TOTAL		8

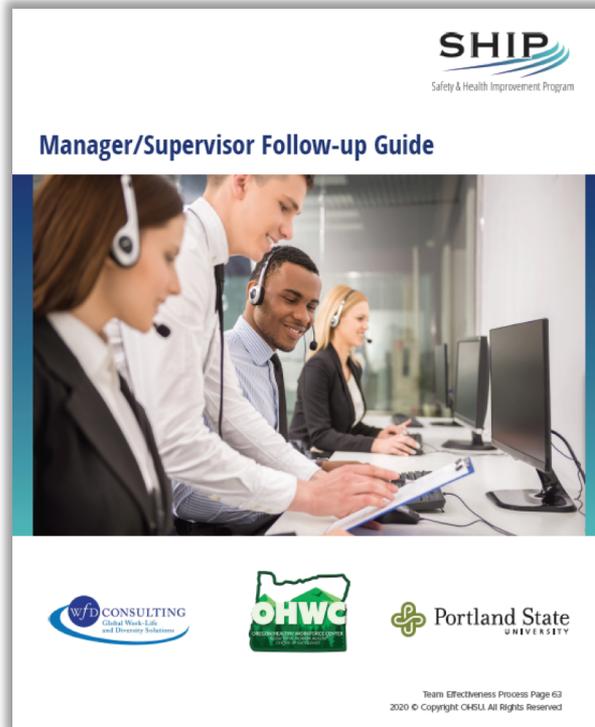
3. Team Effectiveness Process (TEP)TM

Supervisors conduct structured team discussions across 2 to 4 meetings:

- Improve work practices and processes to address inefficiencies, sources of stress, and work-life conflict
- Improve teamwork, communication, morale and efficiency in day-to-day work
- Foster a work environment of safety, well-being, collaboration and support for work-life effectiveness



4. Regular Check-ins & Follow-up



It is essential to follow-up with staff 30, 60, 90 days and beyond after TEP to ensure lasting success

- Supervisors continue to monitor their behaviors
 - The *Definitions of Support and Examples of Supportive Behaviors* will help supervisors remember the behaviors that should be practiced
- TEP follow-up discussions occur as part of regular team meetings
 - *TEP Manager/Supervisor Follow-up Guide* assists supervisors in planning and leading TEP follow-up discussions
 - Includes a *TEP Action Plan Template* and a *TEP Impacts Template* to help track the success of the program within teams and the organization

Expected Results

Evidence-based results following SHIP implementation:

Greater

- Physical health
 - Including lowered blood pressure & BMI (body mass index)
- Quantity and quality of sleep
- Physical activity
- Commitment to the organization
- Use of family/non-work supportive behaviors
- Team effectiveness

Decreased

- Interruptions at work
- Time spent on low value tasks
- Desire to find new employment



Ensuring Success

These essential elements are key to the success of SHIP in improving both employee and organizational outcomes.

The SHIP training takes **commitment**

- Organization should identify a SHIP Champion to coordinate/facilitate the program
- Champion and senior leaders should promote SHIP with teams, managers, supervisors, and employees

The SHIP training is based on **communication and feedback**

- Senior leaders and supervisors should follow through on the feedback received as part of the training on systematic issues and barriers

The SHIP training takes **time**

- Staff must be provided the time and materials to complete each program component

Publications

SHIP Intervention Studies:

Perry, M. L., El-Askari, L. M., Hammer, L. B., & Brown, N. D. (2020). Securing your own mask before assisting others: Effects of a supervisor training intervention on supervisors and employees. *Occupational Health Science*, 4, 417-443, <https://doi.org/10.1007/s41542-020-00075-0>.

Hammer, L. B., Truxillo, D. M., Bodner, T., Pytlovany, A. C., & Richman, A. (2019). Exploration of the impact of organizational context on a workplace safety and health intervention. *Work and Stress*, 33(2), 192-210, DOI: 10.1080/02678373.2018.1496159.

Hammer, L., Truxillo, D., Bodner, T., Rineer, J., Pytlovany, A., & Richman, A. (2015). Effects of a workplace intervention targeting psychosocial risk factors on safety and health outcomes: Psychosocial factors and workers health and safety. *BioMed Research International*, vol. 2015, Article ID 836967, 12 pages, 2015. doi:10.1155/2015/836967.

SHIP Correlational Studies:

Bodner, T., Kraner, M., Bradford, B., Hammer, L., & Truxillo, D. (2014). Safety, health, and well-being of municipal utility and construction workers. *Journal of Occupational and Environmental Medicine*, 56(7), 771-778.

Brossoit, R. M., Crain, T. L., Leslie, J. J., Hammer, L. B., Truxillo, D. M., & Bodner, T. E. (in press). The effects of sleep on workplace cognitive failure and safety. *Journal of Occupational Health Psychology*.

Publications

SHIP Correlational Studies Continued:

Rineer, J. R., Truxillo, D.M., Bodner, T., Hammer, L.B., & Krainer, M. (2017). The Moderating Effects of Perceived Organizational Support on the Relationship between Organizational Justice and Objective Measures of Cardiovascular Health. *European Journal of Work and Organizational Psychology*, 26:3, 399-410, DOI: 10.1080/1359432X.2016.1277207.

Yaldiz, L. M., Truxillo, D. M., Bodner, T., & Hammer, L. B. (2018). Do resources matter for employee stress? It depends on how old you are. *Journal of Vocational Behavior*, 107, 182-194. doi: 10.1016/j.jvb.2018.04.005

Zaniboni, S., Truxillo, D. M., Rineer, J. R., Bodner, T. E., Hammer, L. B., & Krainer, M. (2016). Relating age, decision authority, job satisfaction, and mental health: A study of construction workers. *Work, Aging and Retirement*, 2, 428-435.

References

- ¹ Retrieved from <http://www.cdc.gov/niosh/twh/>
- ² Hammer, L. B., Truxillo, D. M., Bodner, T., Rineer, J., Pytlovany, A. C., & Richman, A. (in press). Effects of a workplace intervention targeting psychosocial risk factors on safety and health outcomes [Special issue]. *Biomed Research International*.
- ³ Hammer, L. B., & Zimmerman, K. L. (2011). Quality of work life. In S. Zedeck (Ed.) American Psychological Association *Handbook of Industrial Organizational Psychology*, 399-431. Washington, DC: American Psychological Association.
- ⁴ Zohar, D., & Luria, G. (2003). The use of supervisory practices as leverage to improve safety behavior: A cross-level intervention model, *Journal of Safety Research*, 34, 567-577.
- ⁵ Armstad, F. T., Meier, L. L., Fasel, U., Elfering, A., & Semmer, N. K. (2011). A meta-analysis of work-family conflict and various outcomes with a special emphasis on cross-domain versus matching domain relations. *Journal of Occupational Health Psychology*, 16, 151-169.
- ⁶ Retrieved from http://www.bls.gov/news.release/archives/osh_12042014.pdf