

**Charting Next Year
For Your Health
and Safety
Committee**

Activity: Charting the Desired Impact of Your Health and Safety Committee

Purpose

To create a chart (like a model, diagram or description) that can be used as a tool to help your Health and Safety Committee gain its desired impacts.

To consider the barriers and supports that may exist that could influence the effects that your Health and Safety Committee can have on workplace health and safety.

Introduction to Reaching Your Goals through Charting

Most people when making a trip identify their destination before beginning the journey. You wouldn't leave your driveway and start wandering around without knowing where you want to end. Much is the same with charting, as we will identify as a group where we want to arrive and then plan the route by working back in time to the direction of the first step we will take.

The following Values of Training should be used in this Charting Session as they are used in the Small Group Activity Method of training:

- All opinions are equal;
- Each group picks a scribe to report their groups decisions or ideas;
- All answers are scribed onto a flipchart; and
- We respect each other and all opinions.

Value #1

We believe in worker centered training. Adults bring a vast array of knowledge, experience and expertise to the table. We **RESPECT** that contribution and make it the center of our learning process.

Value #2

SHARE THE POWER by involving workers in the learning process. We believe in overcoming apathy by sharing the power.

Empowering workers as activists creates needed change.

Value #3

We believe that more heads are better than one.

WORKERS WORKING TOGETHER to solve problems is always more productive, efficient and creative than individuals working alone.

Focus

“Charting” can be done at many different levels. You can chart an entire program, the goals for the next year of a program or the work of a health and safety committee. You can also use charting to identify a group’s desired goals and to establish a plan to help reach these goals.

The chart on the next page is an example which shows a one-year plan for improving your health. This is used only to show the charting process.

As you look at the chart, you will see these four steps:

1. Long-term Goals with Indicators;
2. Mid-term Steps and goals with Indicators;
3. Short-term steps with Indicators; and
4. Barriers and Supports

Please note that we will be filling in the charts starting on the right (Long-term Goals) and working backwards in time to the left (Short Term Steps). The charting of "**The Desired Impact of Your Health and Safety Committee,**" which you will do contains a step in which we will look at indicators of steps and goals. An "Indicator" will tell us how we know if we have reached a step or goal. An indicator when used with the Short-term Steps many times is the person responsible and the time frame for accomplishing the step.

Charting a One Year Plan for Improving Your Health

Short Term Steps (First Month)	Time Frame & Responsibility	Mid Term Steps or Goals (2-11 months)	Indicators of Mid Term Steps or Goals	Long Term Goals (One Year)	Indicators of Long Term Goals
1A1. Get rid of salt shaker 1B1. See a doctor 1C1. Get out golf clubs 2A1. Buy scales 2B1. Join health club 2C1. See doctor-get diet 3A1. Shop for diet foods 3B1. Get exercise partner	Shaker is gone (today) Appt made (Wed) Get tee time(Sat) Go to store (Sat) Pay dues (1 st of month) Appt. made (Wed) Go to store (Sat) Ask someone (Next week)	1A. Use less salt 1B. Relieve stress 1C. Enjoy hobby 2A. Losing weight 2B. Exercising 2C. Dieting 3A. Dieting 3B. Exercising	No salt on table More relaxed Time spent Scales Keep record Keep record Keep records Keep records	1. Blood Pressure 10 points closer to normal 2. Weight down 20 pounds 3. Cholesterol down 30 points	1. Use records to indicate 2. Use scales 3. Use lab report
Barriers			Supports		
1. Not enough energy 2. Too busy			1. Vitamins-diet-rest 2. Prioritize schedule		

Task 1

Long-term Goals. Turn to Factsheets 1 and 2 and we will review before beginning this task.

1. Brainstorm. Focus on the topic, “The Desired Impact of Your Health and Safety Committee.” Brainstorm and make a list of the most important long-term workplace goals or changes that you would expect at the end of 12 months. Your group should also list an indicator (something that shows you have reached that goal) for each long-term goal. These goals or changes might be related to:

- The people who participated—for example, their knowledge, beliefs, motivation, confidence, skills, actions, etc.;
- Other persons at the workplace that the committee's work may have affected;
- Changes in workplace systems the committee might have encouraged workers to try to get—for example, workplace programs, policies, procedures, training, equipment, engineering controls, etc.;
- Changes in results of published reports of health and safety. These could be from OSHA 200 Log or even reports within your plant or throughout your industry;
- You may even consider effects felt within your industry outside your immediate facility.

There are no right or wrong ideas. At this point it is important to be open and creative. Choose a scribe at your table to record your long-term goals. Be ready to report your group’s one-year goals. Remember the goals that you choose need to be ones that can be measured or confirmed. Your group should agree on two goals and an indicator for each goal. Your group may also give reasons for their choices. Your trainers will scribe everyone’s goals and indicators in front of the room.

Task 2

Now that you have heard goals from other groups you should choose the two most important "long-term goals" for your committee to use as you produce your chart. These two goals can come from your original list or from other ideas you have heard.

- Place your two "long-term goals" and "indicators" on the chart provided for your group. **(If available use two separate colored markers for the two goals on your chart. Number goals 1 and 2.)**
- There may be other important goals that your group identified but are not using in the charting. These can be added to your chart at a future time.
- A blank chart is provided at the end of this activity for use in your group if desired.

Task 3

Mid-term Steps and goals (2 through 11 months)

Focus on the “Long-term Goals” your group just listed. Brainstorm a list of mid-term steps and goals that your group thinks would be likely or necessary to occur that would lead to the “Long-term goals.” In other words, what are the things that have to happen between 2-11 months from the time you get back to your workplace so that the Long-term goals can happen after a year? Also consider “indicators” for each of the Mid-term steps or goals.

Steps and actions might include things like:

- holding meetings or trainings;
- conducting additional educational sessions or practice drills;
- reviewing or auditing health and safety systems and related programs, policies, procedures, controls; and
- developing proposals for changes; etc.

Mid-term goals might include:

- important decisions made at meetings;
- adoption of a new training curriculum; and
- adoption of proposals to upgrade controls, etc.

After your group has identified them, place you Mid-term steps and goals (along with their indicators) in the proper location on your chart. Make sure they are numbered to match the "long-term goal" they will lead to and that you are using a marker matching the outcome you are leading to.

Your trainer will ask groups to report their Mid-term steps and goals and how they will lead to the Long-term goals.

Task 4

Short-term Steps (During the first month beginning as soon as you get back to your workplace)

To complete this column:

- Brainstorm a list of the steps that you would expect to happen right away. These should be steps that could lead to the “Mid-term Steps or Goals” your group just charted.
- In your groups identify indicators for the Short-term steps and actions you have identified. These may include persons responsible and desired dates of completion.
- Place your Short-term steps and actions (along with indicators) onto your chart. Remember to number and color code to match which Mid-term steps and goals these "short-term steps and actions” are leading to as you place these on your chart.
- Your trainers will ask groups to report on their Short-term steps and actions and their indicators.

Task 5

Barriers and Supports

Review Factsheet 3 before beginning this section.

- Focusing on the “Long-term Goals,” “Mid-term Steps or Goals” as well as the “Short-term Steps,” brainstorm a list of those things that might be **barriers (roadblocks or hindering forces)** that affect whether you are successful in reaching your desired impacts. After you have identified these **barriers** add them to your chart.
- Focusing on the “Long-term Goals,” “Mid-term Steps or Goals” as well as the “Short-term Steps,” brainstorm a list of those things that might be **supports (helping forces)** that affect whether you are successful in reaching your desired impacts. After you have identified these **supports** add them to your chart.
- Your trainers will ask groups to report what they think are barriers that will hinder their reaching their goals and what supports they might use to overcome these barriers and help them to reach their goals.

After report back your group should make any additions to their barriers and supports that they think are needed.

Task 6

Making the Chart Work as a Whole.

- After you have completed your chart, look it over to see how it flows from column to column from left to right. In your groups discuss any changes you feel are necessary and make them.
- Take your chart down and have someone in your group to accept the responsibility of transcribing and getting copies to everyone on your Health and Safety Committee.
- Use this chart in your meetings to be sure you are on track to reaching your goals. Adjust the chart as necessary as you work to reach your goals.

1. Participatory Charting Increases Understanding

A chart should work like a model or schematic that shows how a group intends to get results. A chart is most effective when created by the members of the group that intends to use it. The process of creating a chart, if done well and democratically, may strengthen the group in several ways.

Creating a chart may help people in the group to:

1. **Clearly understand each other's points of view** about how the chart is designed to work.
2. **See "A Big Picture"** of the Health and Safety Committee and give participants a better appreciation of its parts and each other's roles in it.
3. **Gain agreement and guide decisions** about the best ways to evaluate the progress of the Health and Safety Committee.
4. **Identify forces** (positive or negative) that may influence the results being evaluated.
5. **Agree about our expectations** of the Health and Safety Committee and what it will take to meet those expectations.

Source: James P. Connell and Anne C. Kubisch, "Applying a Theory of Change Approach to the Evaluation of Comprehensive Community Initiatives: Progress, Prospects and Problems," The Aspen Institute, Washington, D.C., 1997.

2. How Charting Works

Long-term Goals. What are the important long-term workplace goals or changes that you would expect to see by the end of the timeframe chosen (12 months).

Mid-term Step and Goals. What steps and actions need to occur to allow these long-term goals to be reached? These mid-term steps, actions and outcomes will occur in the 3-11 month period.

Short-term Steps. What steps and actions need to happen now or in the very immediate future (first two months) to make possible the intermediate and long-term goals?

Indicators of Steps, Actions and Goals. An important step in creating a chart of *The Desired Impact of Your Health and Safety Committee* is to identify indicators and timeframes. You will be able to use these indicators periodically throughout your project to determine if you are indeed achieving the steps, actions and goals you identified in your chart. This will give you an opportunity to modify your chart as necessary.

Example: If one of your mid-term steps or goals is “have a safety representative in each division,” an indicator might be “have a meeting with division safety representatives on 8/12/06”.

Source: James P. Connell and Anne C. Kubisch, “Applying a Theory of Change Approach to the Evaluation of Comprehensive Community Initiatives: Progress, Prospects and Problems,” The Aspen Institute, Washington, D.C., 1997.

3. Supports and Barriers to Your Health and Safety Committee's Effectiveness

A systems approach recognizes that the effectiveness of Your Health and Safety Committee might depend on supports and barriers that affect the workplace.

Supports within the workplace can take many different forms. An organizational structure that allows workers to be involved in solving health and safety problems is a big support. A less obvious one is when workers perceive management as being supportive of health and safety issues.

Many barriers also exist within the workplace. Some barriers to improving health and safety in the workplace are very common, such as lack of training, lack of procedures, implementation of practices that increase the difficulty of doing the job and economic pressures that force choices between production and health and safety.

Common and unexpected barriers create a difficult path to promoting improvements in health and safety programs. We can develop more effective Health and Safety Committee if we take into account both the supports and barriers that exist in a workplace.

Sources: Brian Cole and Marianne Parker Brown “Action for Worksite Health and Safety Problems: A Follow-Up Survey of Workers Participating in a Hazardous Waste Worker Training Program,” in the *American Journal of Industrial Medicine*, Volume 30, 1996 (pages 730-743); and Allan Steckler, The Use of Qualitative Evaluation Methods to Test Internal Validity, *Evaluation and the Health Professions*, Volume 12, 1989 (pages 115-153).; and Alfred C. Marcus, Dean B. Baker, John R. Froines, E. Richard Brown, Thomas H. McQuiston, and Nikki A Herman, 1986. ICWU Cancer Control Education and Evaluation Program: Research Design and Needs Assessment. *Journal of Occupational Medicine*, Volume 28 (pages 226-236).

Summary: Charting the Desired Impact of Your Health and Safety Committee

1. Using a “Chart of The Desired Impact of Your Health and Safety Committee,” involves several people and helps them gain agreement about steps, actions, goals and “likely causes.”
2. Within a group, peoples’ points of view may differ depending on their experiences. The joint development of charts may help develop a more common understanding.
3. A systems approach recognizes that the effectiveness of a Health and Safety Committee might depend upon supports or barriers that affect the workplace. An important step is identifying those supports and barriers.
4. Identifying indicators of taking steps or actions and achieving goals can provide you with important information to know if your chart is working as you planned.
5. Working together as a team to name indicators and time frames can advance your group’s understanding and commitment.

Charting the Impact of Your Health and Safety Committee with Indicators

Short Term Steps (First 2 Months)	Time Frame & Responsibility	Mid Term Steps or Goals (3-11 months)	Indicators of Mid Term Steps or Goals	Long Term Goals (One Year)	Indicators of Long Term Goals
Barriers			Supports		