



AMERICAN SOCIETY OF
SAFETY PROFESSIONALS

Utah Chapter

February 2021 Newsletter

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MESSAGE FROM THE BOARD

Covid-19 has taken so much from all of us! For some it is family members or friends. From others, it is a longtime job. And yet others it is the freedom we had in the past to do what we want in the way we like to do it most, in contact with others.

In 2021 we have a chance to change that. Starting with giving back! Whether this be giving to a favorite charity, volunteering time within the community for worthwhile causes, or just helping an elderly or disabled neighbor.

In the safety profession, we are used to giving. Caring about others more than ourselves is our way of life. The ASSP is an association of givers! Not only giving of our time to help others from being injured but for things like participating in the development of consensus standards or something as simple as a collecting used coats for charity.

As we transition from 2020 the year of Covid-19 and try to expand our membership of givers we look forward to a brighter 2021. Yet we don't want to forget the lessons learned or the public messages of health and safety

heard on a daily basis that drove our society. Let's make 2021 the year of giving, which is a core value for the Utah chapter of the ASSP.

Pat Salandi, CSP

Utah Chapter ASSP Governmental Affairs Member at Large

UPCOMING EVENTS

WISE (Women In Safety Excellence) Virtual Event

February 11, 4:30pm - 5:30pm

<https://utah.assp.org/events/wise-virtual-event/?>

Annual Scholarship Fundraiser -Virtual

Thursday, February 18 from 6:00 PM – 8:00 PM

<https://utah.assp.org/events/2021-dinner-and-silent-auction-scholarship-fundraiser/?>

We will be having a full on-line auction event. Since this event will have no in-person dinner, we are partnering with Chili's restaurants throughout the state. We encourage all our members, families and friends to dine at a Chili's on Thursday February 11, 2021. A portion of their profits that day will be shared with Utah ASSP.

Auction Items are needed!

All members are asked to donate an item for the auction, and bid on at least 1 item.*

Contact Doug Handy at 801-391-3337 or Douglas.Handy@Libertymutual.com to coordinate pick-up of your donation.

Guest speaker: David Havens, US Navy Seal and author.

*The ASSP Utah Chapter is an IRS approved 501c3 charitable entity. Donations to the chapter are tax deductible, subject to IRS regulations.

MEMBERSHIP UPDATES

New Members

Please welcome our new members:

Marcelo Barreto Guerreiro

Michael Clark

Member Spotlight

Name: Mike Clark

Where do you work? WW Clyde

How many years in Safety & Health? 15 years

Education: Masters Degree: Health, Safety and Environmental Management

Certification(s): CHST, GSP

Why did you become a safety professional?

To better help employees be productive by doing things the correct (safe) way.

What do you like most about your profession?

Helping solve problems and assisting in safely building work.

What are you most proud of in your career?

Being able to help people be more successful in their career by learning how to do work correctly through education and training.

If you could be anything other than a safety professional what would you be?

Professional Sports play-by-play announcer

What do you like to do when you're not working?

Be with family and play/watch sports.

NEWS & ARTICLES

Article: Measuring Risk by asking "Is it worth it?"

The following is an excerpt of an article originally appearing in ISE magazine, the journal for the Institute of Industrial and Systems Engineers, in October 2020. It is written by Doug Handy, a board member for Utah ASSP.

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What is our risk acceptance level, from both a personal and a company perspective?

Who decides when the risk is "OK" or "too high?" That is the real question that we should be asking ourselves, our families, our co-workers, the companies we work for and with and even our recreation activities, associations and leagues.

Of course, first we must be able to recognize the risks, and there are many effective techniques to help us and our employees accomplish that. Second, we need to evaluate the risks, and again various methods and systems can help us better understand this. Then, regardless of the methods, techniques and systems used to determine or quantify these first two steps, we get to the question of risk acceptance levels.

To illustrate this, I have often used the following brief demonstration for both management and employee training and meetings. I begin by asking, "What is your risk acceptance level?" I then show them a standard mouse trap, in which I have placed a folded \$1 bill, and ask: "By a show of hands, how many of you would risk breaking your finger(s) to get \$1 from a mouse trap?" explaining that if they are unsuccessful they will likely have one or more fractured finger bones and some pain. I acknowledge their responses and thank them. I then show them a standard mouse trap, in which I have placed a folded \$10 bill and ask: "By a show of hands, how many of you would risk breaking your finger(s) to get \$10 from a mouse trap?" explaining again that if they are unsuccessful they will likely have one or more fractured finger bones and some pain. I acknowledge their responses and thank them.

Then I show them a standard (and much larger) rat trap, in which I have place a folded \$20 bill and ask: "By a show of hands, how many of you would risk breaking your hand and fingers to get \$20 from a rat trap?" explaining again that if they are unsuccessful they will likely have several fractured hand and finger bones and significant pain. I acknowledge their responses and thank them.

This demonstration gets plenty of discussion and conversation with management and employee groups.

Sometimes initial feedback from management is that the risks our employees take are different than the mousetrap/rattrap demonstration. However, after discussion, it comes out that the exact risks might be different, the principles and processes are great analogies, as employees generally know what they want (\$1, \$10 or \$20), they know what the hazards are, they know how the operations and equipment works and they have an idea of the risks.

Risk acceptance then brings up the question of "is it worth it?" Are the benefits of the desired results worth the risk consequences or not? You could relate this to a "should I take this shortcut or not?" mentality.

Once training and procedures are understood, the individual generally makes this decision aside from management input. There could be peer pressure, the perception that it would be faster, that I could gain incentives or many other factors. Yet for the individual, it comes down to their choices and behaviors. For management, the question and decisions are on a different level. These decisions could be based on any number of management factors, which may include costs of equipment or guards, facility or process layouts, ability to manage operations and people, or various other considerations. Ultimately, management must decide on the initial "risk acceptance" levels, prior to the employees even being involved. The higher level of risk acceptance by management leads to more of the decisions of risks having to be made by employees. From a moral and personal view, one question I often ask my management over the years is, "Would you allow your child or grandchild to be exposed to this risk?" Although this is a "loaded question," the bottom line is that every employee is someone's child, grandchild, parent or grandparent. How do you feel about the risks in your operation if it were truly your child or grandchild.

Please click on link below to read the entire article.

<https://www.dropbox.com/s/asct13dj2xte1gc/Measuring%20Risk%20-%20Douglas%20Handy.pdf?dl=0>

Book Review: Good to Great, by Jim Collins

Good to Great depicts a defining management study of the nineties. It shows how great companies triumph over time and how long-term sustained performance can be engineered into the DNA of an enterprise from the very beginning. It also describes companies that are not born with great DNA and how good companies, mediocre companies, even bad companies can achieve enduring greatness.

The Study: The study looks at companies that defy gravity and convert long-term mediocrity or worse into long-term superiority. It also examines what the universal distinguishing characteristics are that cause a company to go from good to great.

The Standards: Using tough benchmarks, the author, Jim Collins, and his research team identified a set of elite companies that made the leap to great results and sustained those results for at least fifteen years. How great? After the leap, the good-to-great companies generated cumulative stock returns that beat the general stock market by an average of seven times in fifteen years, better than twice the results delivered by a composite index of the world's greatest companies, including Coca-Cola, Intel, General Electric, and Merck.

The Comparisons: The research team contrasted the good-to-great companies with a carefully selected set of comparison companies that failed to make the leap from good to great. What was different? Why did one set of companies become truly great performers while the other set remained only good?

Over five years, the team analyzed the histories of all twenty-eight companies in the study. After sifting through mountains of data and thousands of pages of interviews, Collins and his crew discovered the key determinants of greatness -- why some companies make the leap and others don't.

The Findings: The Good to Great study will surprise many and shed light on virtually every area of management strategy and practice. The findings include:

Level 5 Leaders: The research team was shocked to discover the type of leadership required to achieve greatness.

The Hedgehog Concept: (Simplicity within the Three Circles): To go from good to great requires transcending the curse of competency.

A Culture of Discipline: When you combine a culture of discipline with an ethic of entrepreneurship, you get the magical alchemy of great results.

Technology Accelerators: Good-to-great companies think differently about the role of technology.

The Flywheel and the Doom Loop: Those who launch radical change programs and wrenching restructurings will almost certainly fail to make the leap.

"Some of the key concepts discerned in the study," comments Jim Collins, "fly in the face of our modern business culture and will, quite frankly, upset some people."

Perhaps, but who can afford to ignore these findings?

This book has had a dramatic impact on the way I have looked at safety and it leads us almost directly into the psychology of safety. It is well worth the read, or reread, in my case.

Reviewer: Eric Johnson, ASSP Utah Chapter

Professional Development Question of the Month

ASP-CSP Sample Question 01/28/2021 – Science & Mathematics

Given the data sample $x = \{23;25;32;30;28;20\}$, what is the standard deviation?

A, 20.29

B. 26.33

C. 4.50

D. 6

See answer at the end of this newsletter.

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Professional Development for Health & Safety Experts

www.BowenEHS.com

Treasurer's Report

October 1, 2020 - December 31, 2020 Fiscal Year Qtr 3:

Dues increased in Quarter 3 and are showing signs of recovery after the covid-19 pandemic caused many to pause their ASSP membership in 2020. However, Quarter 3 saw a small decrease (-\$196.14) in Chapter finances as charges for chapter meetings, primarily the annual breakfast, and other items outpaced dues. Overall, chapter finances are healthy.

Beginning Balance	\$21,624.43
	Cash Receipts (+)

Chapter Dues	\$1,615.00
Savings Account Interest	\$2.25
	Cash Disbursements (-)
Chapter Meetings	\$1,318.19
Gifts	\$495.20
Ending Balance	\$21,428.29

Job Opportunities

There are currently two jobs posted to the Utah ASSP website.

Click on this link for more information:

<https://utah.assp.org/current-openings/>

Question of the Month Answer:

Solution:

Step one:

Calculate \bar{x} , the mean.

$$\bar{x} = 1/6(23+25+32+30+28+20) = 26.33$$

The number of occurrences (n) = 6

Step two:

Calculate σ^2 , the variance for a sample:

$$\sigma^2_{(sample)} = \frac{\sum |x - \bar{x}|^2}{n-1} = \frac{11.09+1.77+32.15+13.47+2.79+40.17}{5} = 20.29$$

$$\text{Standard Deviation: } \sigma = \sqrt{20.29} = 4.50$$

The correct solution is C.

Newsletter Contributions

ASSP Utah Chapter Newsletter is published monthly. Contributions or comments regarding the newsletter can be sent to edhenkels401@gmail.com. Include "ASSP Newsletter" in the subject line. Deadline for contributions is the 15th of the month for publication in the next month's newsletter.

Thank You to all those who contributed to this month's newsletter.

Stay safe & healthy out there and, during this pandemic, endeavor to

"Think Positive but Stay Negative."

Ed Henkels, Newsletter Editor



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