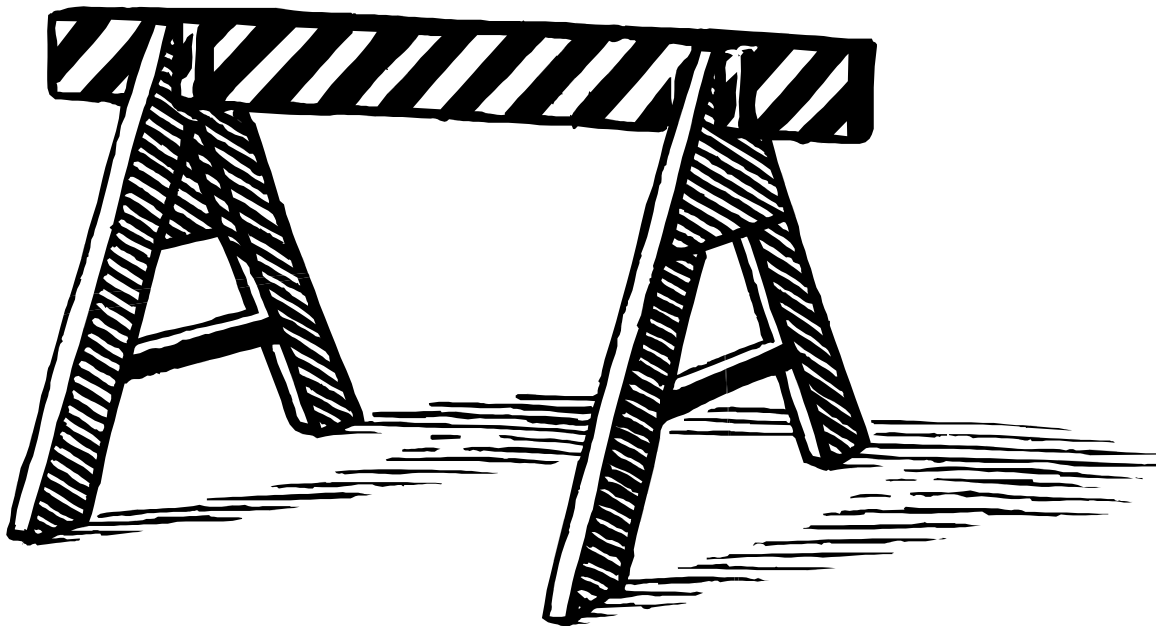


Safety Training and your Multicultural Workforce



**Overcome language and cultural barriers to achieve
safe work practices.**

**OR-OSHA 287G
0308**



OR-OSHA Mission

To advance and improve workplace safety and health for all workers in Oregon.

Consultative Services

- Offers no-cost on-site assistance to help Oregon employers recognize and correct safety and health problems.

Enforcement

- Inspects places of employment for occupational safety and health rule violations and investigates complaints and accidents.

Standards & Technical Resources

- Develops, interprets, and provides technical advice on safety and health standards.
- Publishes booklets, pamphlets, and other materials to assist in the implementation of safety and health rules.

Public Education & Conferences

- Presents workshops and conferences to managers, supervisors, safety committee members, and others on occupational safety and health requirements



CALL US!

FIELD OFFICES

| | |
|------------|----------------|
| Portland | (503) 229-5910 |
| Salem | (503) 378-3274 |
| Eugene | (541) 686-7562 |
| Medford | (541) 776-6030 |
| Bend Field | (541) 388-6066 |
| Pendleton | (541) 276-9175 |

Toll free number in Spanish: 1 (800) 843-8086 option No. 3

Toll free number in English: 1 (800) 922-2689

Web site: www.orosha.org

Safety Training and your Multicultural Workforce

Purpose

The purpose of this workshop is to assist employers reduce workplace injuries in workplaces with a multicultural workforce.

Objective

Learn how to develop a safety culture with a multilingual and multicultural workforce.

This material, or any other material used to inform employers of compliance requirements of Oregon OSHA standards through simplification of the regulations should not be considered a substitute for any provisions of the Oregon Safe Employment Act or for any standards issued by Oregon OSHA. Specific questions concerning chemicals or procedures at your workplace may require contacting an OR-OSHA consultant or technical representative.

The challenge

OSHA rules require that workers be trained BEFORE they are exposed to hazardous work.



And . . .

OSHA rules require that workers be effectively supervised WHILE they are working.



It takes about 5-6 years for someone learning a new language to reach professional-level, second-language proficiency.

It takes about 5-10 years for someone learning a new culture to reach second-culture proficiency.

The challenge . . .

Bridge a 5-10 year language and culture gap BEFORE an accident happens.

Ready to train?

Know your audience

- **There is language barrier,**
- **a literacy barrier,**
- **a cultural barrier, and**
- **fear.**

**Unless you deal
with these
barriers first,
your safety
program can't
succeed.**



Language and literacy

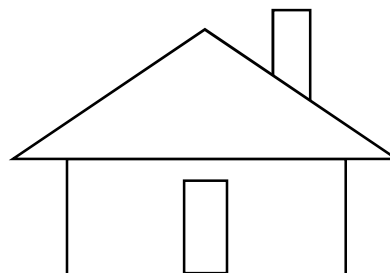
Language is easy: Knowing what sounds are in a language and what sounds are not.



You know English if **house** signifies

You know French if **maison** signifies

You know Spanish if **casa** signifies



Did you know?

There are no “primitive” languages - all languages are equally complex and equally capable of expressing any idea in the universe.



Literacy is not so easy: It requires many schools and teachers and this means lots and lots of money:

Percent of kids entering high school:

USA: 83%

Russia: 69%

Mexico: 22%

Vietnam 10%

Data: UNESCO (United Nations Educational, Scientific and Cultural Organization)

Their motto: “Literacy is the cornerstone of human development and economic growth.”

Dialects

Dialects: You can't have a language without them.

Southern U.S.A.

hoe cakes

British

hole in the wall

Australian

pluto pup

**Two rules for dealing
with dialects and
language barriers:**

- 1. Demonstrate.**
- 2. Demonstrate.**
- 3. Demonstrate.**



If you haven't demonstrated, you haven't trained!

Translators & Interpreters



Translators convert SOURCE language to TARGET language in writing.



Interpreters convert SOURCE language to TARGET orally.

Employers can and should **verify** translator and interpreter's **accuracy**.

TIP

If the instructor and the interpreter can't sustain a fluent conversation for 2-3 minutes about the training topic before the training, the interpreter **is not qualified**.



Translators & Interpreters

Translators and Interpreters can be:

- ◇ Workers
- ◇ Professionals (Yellow pages, Courts, Hospitals, and Language Associations have lists of them). www.atanet.org/ to access translators/interpreters by zip code.
- ◇ Translating services (Language banks)



Give preference to the native speaker of the TARGET language.

You automatically know which of these is correct:

The tree green



The green tree

You don't need to know that in English, the adjectives precedes nouns to know which "sounds" right. This is important because in at least Spanish, this rule is reversed.

Culture

Culture refers to a large group of people who over generations, have accumulated certain:

Knowledge

Meanings

Beliefs

Values

Time concepts

Religions

Culture summarized:

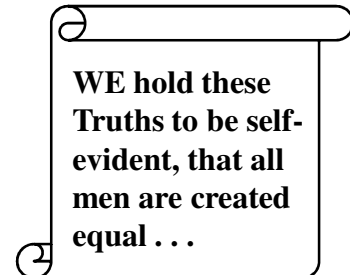
**“It’s the way we do things
around here!”**



Cultural barrier

HIERARCHY

The ranking order in a society.
Also called the “pecking order.”



Flat Hierarchy:

- ♦ U.S. Declaration of Independence:
- ♦ People feel its O.K. to participate, and debate.
- ♦ People are informal with each other. Strangers talk to each other.
- ♦ Encourages people to explore, take risks.



Steep Hierarchy

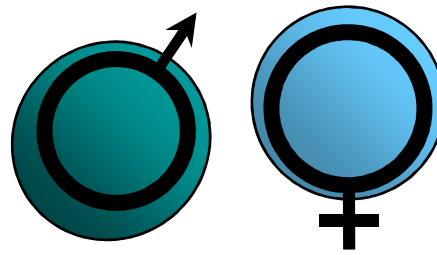
- ♦ Asian and Latin countries have steep hierarchies.
- ♦ People respect social classes. People born into a class usually die in that class.
- ♦ Order and harmony is highly valued.
- ♦ People are formal. Strangers don't talk.



TIP

- ♦ Tell workers that they should EXPECT that someone ranked higher will ask their opinion. “What do you think?”
- ♦ Tell workers that the boss EXPECTS them to take the initiative. “If it is broken, fix it.”

Cultural barrier



GENDER

Cultures regard certain behaviors as either masculine or feminine.

In many cultures, gender determines what you can and can't do.

In other cultures it is *incomprehensible* that a woman may give a direct order to a man.

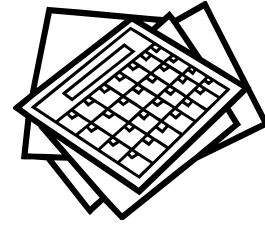
TIP

- ♦ Tell workers that they should EXPECT that women in the workplace participate equally in making decisions.
- ♦ Tell workers that in the U.S., it is skill and ability that determines what a worker can and can't do - regardless of gender.
- ♦ Explain to workers that in the U.S. there are laws that protect workers from gender discrimination or harassment.

Cultural barrier

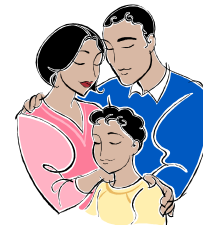
AGE

Some cultures will not permit younger people from advancing in society until they reach a certain age.



TIP

Teach that in the U.S., it is skill and ability that determines what a worker can and can't do.



GOVERNMENT VERSUS FAMILY

People who rely on effective governments (U.S., England, Denmark) are more likely to follow their country's laws.

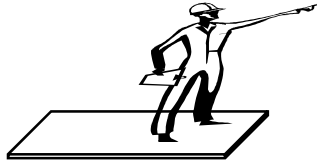
People from cultures with less effective governments rely on extended family relationships for goods and services. Government laws and rules take second place.

TIP

Teach that in the U.S., the laws and rules must be followed.

Cultural barrier

**Decision-making by
middle management**



**Decision-making by
top management**

TIP: Line up all the managers. Introduce them by name and position. Clarify your expectations that orders from all managers must be followed. Repeat this process often.

**Direct communication:
Yes / No**



**Indirect communication:
Preserves dignity of both -
saying “no: is very difficult**

TIP: At you next training meeting, talk for awhile and then stop and ask the workers if they understood what you said. They will all say “yes.” This does not mean they understood, it means they respect you. Always assume they didn’t understand until you demonstrate.

Pride in competitiveness

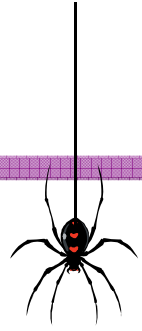


Pride in cooperation

TIP: Traditional incentive programs have one winner many losers. Develop incentive programs where everyone is a winner. For example, if one person reports a hazard to a supervisor, the whole team wins points toward the next free pizza lunch (or tacos).

**Just like you have to repeat a word in a new language to
remember it, you also have to repeat the cultural lessons.**

Fear



What Are Immigrant Workers Saying About Safety?

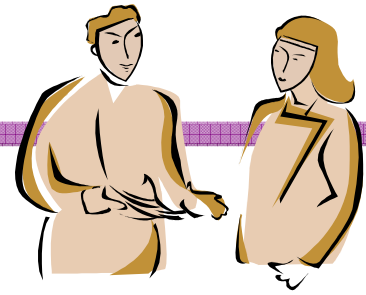
- **We feel vulnerable because we don't have papers to work legally so we don't really have a right to readily complain about dangerous working conditions.**

- **When we learn to read English, we'll finally be able to read the hazard warnings on the chemical containers.**

- **We would do our work more safely if we were trained how - even a brief safety meeting before starting the job and how to do it safely would help a lot.**

- **It would be good to have educational materials in our language. Some of us can read in our language.**

Build trust



If you build trust, you can overcome many barriers. Get to know your workers!

Have a talk about cultural attitudes.

Start with a question. When you ask someone something that only they know the answer, it makes feel like the expert; they feel valued.

Here's a few examples:

- ✓ **Which rights do workers have in your country?**
- ✓ **Are there safety committees in your country?**
- ✓ **Were safety inspections conducted?**
- ✓ **What did you do when you saw something dangerous?**
- ✓ **Who pays the medical costs in case of a serious injury in your country?**
- ✓ **Did you use personal protective equipment in your country?**
- ✓ **What kind of job training did you receive in your country?**

Form an effective training team

Training Team



Technical Leader – The person with the best skills and knowledge to get the job done.

Language Leader – The person with the best bilingual skills.

Social Leader – The person the group trusts the most.

Workers

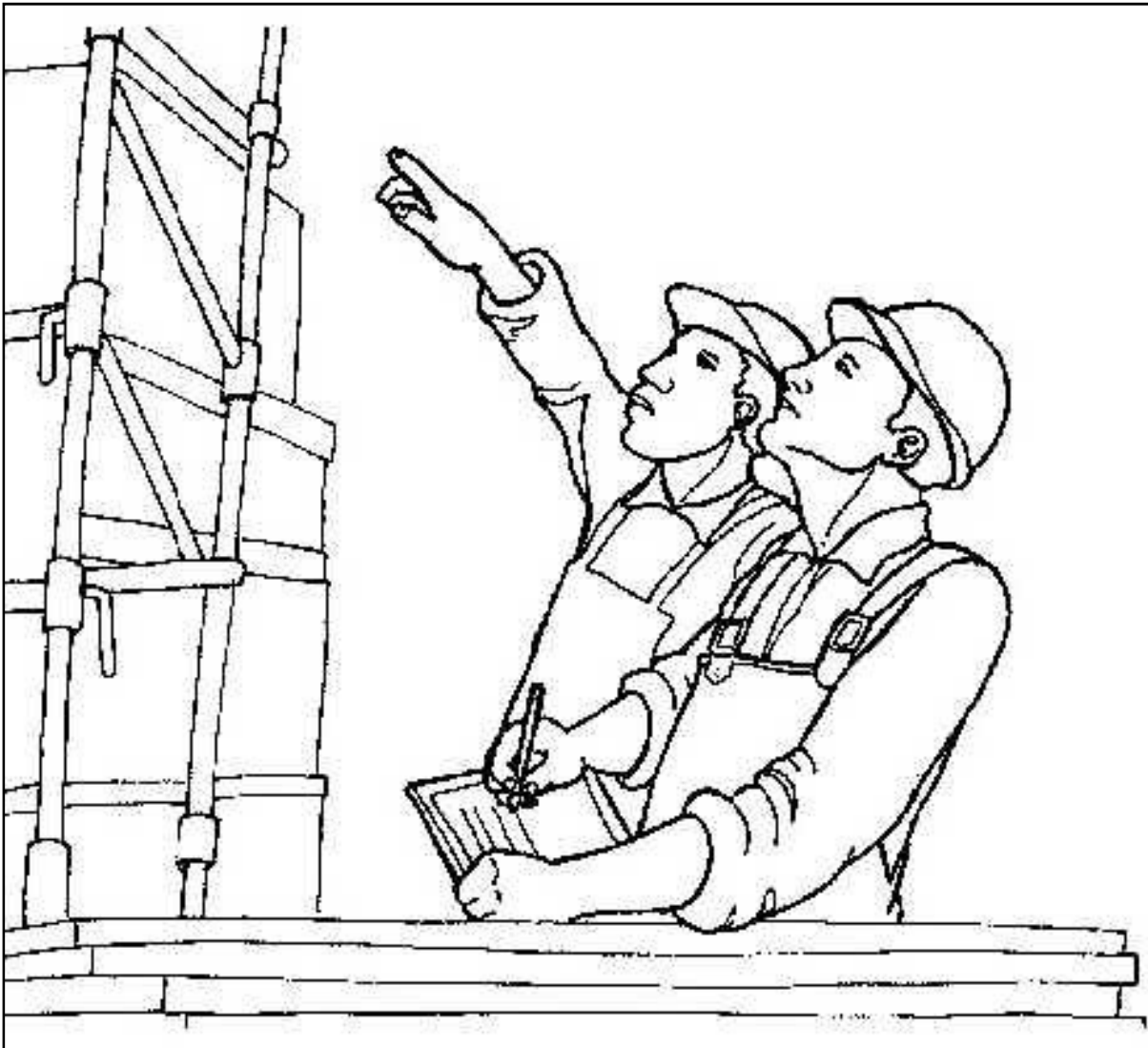


Conduct safety training

Train by speaking

Train by showing

Train by asking for volunteers to repeat task



Show

Show the task.

Include all steps including the safety steps.

Have workers repeat the task.

Observe the workers carefully.

Repeat this process until the worker does the task correctly.

Remember, it is the EMPLOYER'S responsibility to ensure that the worker can do the job correctly and safely!



Resources

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

The screenshot shows the CROETweb.com website. An arrow points from the URL <http://www.croetweb.com/> to the address bar of a web browser, which is circled. Another circle highlights the 'Email this page!' link in the top right corner of the website header. The website features the Oregon Health & Science University logo and the tagline 'Where Healing, Teaching and Discovery Come Together'. The main banner reads 'CROETweb.com putting SCIENCE to WORK for working OREGONIANS'. The left sidebar contains links to 'About CROETweb.com', 'Link Selection Criteria', and 'Contact us', along with a section for 'SIGNIFICANT NEW LINKS WE RECOMMEND' and a 'SUBSCRIBE' button. The main content area is divided into three columns: 'Occupations & Industries', 'Chemical Hazards', and 'Workplace Safety Issues', each with a list of related topics.

Address <http://www.croetweb.com/>

OREGON HEALTH & SCIENCE UNIVERSITY
Where Healing, Teaching and Discovery Come Together

OHSU Home | Search | Site Map | Contact

Center for Research on Occupational and Environmental Toxicology
A-Z index | About this site | Contact us
A-Z index | About this site | Contact CROET

CROETweb.com
putting SCIENCE to WORK for working OREGONIANS

Email this page!
Español

CROETweb, Oregon's source for occupational safety and health information on the web. [More...]
> [About CROETweb.com](#)
> [Link Selection Criteria](#)
> [Contact us](#)

SIGNIFICANT NEW LINKS WE RECOMMEND

Your guide to evaluating health-related websites

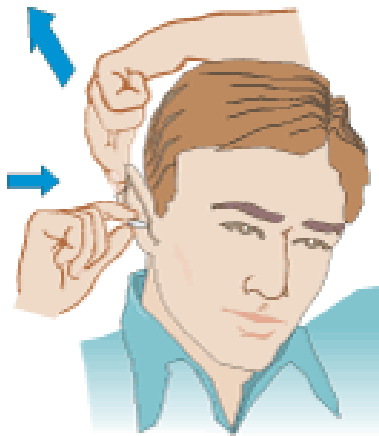
SUBSCRIBE
Monthly emails about new links added to

| Occupations & Industries | Chemical Hazards | Workplace Safety Issues |
|---------------------------------------|---------------------------------|---|
| Agriculture | Acids and Bases | Emergency Preparedness in the Workplace |
| Artist | Asbestos | EMF and Cell Phones |
| Beauty and Salon | Beryllium | Eye Injuries |
| Construction | Chromium | Heat Stress and Sun Exposure |
| Corrections | Isocyanates | Indoor Air Quality |
| Education and Schools | Lead | Ionizing Radiation |
| Electrical | Mercury | Latex Allergy |
| Emergency | Pesticides | |

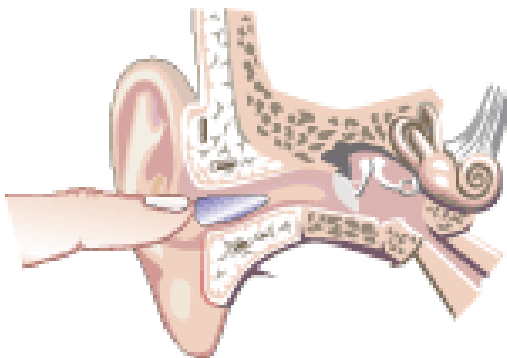
Train by having workers repeat task



Roll the earplug up into a small, thin "snake" with your fingers. You can use one or both hands.



Pull the top of your ear up and back with your opposite hand to straighten out your ear canal. The rolled-up earplug should slide right in.



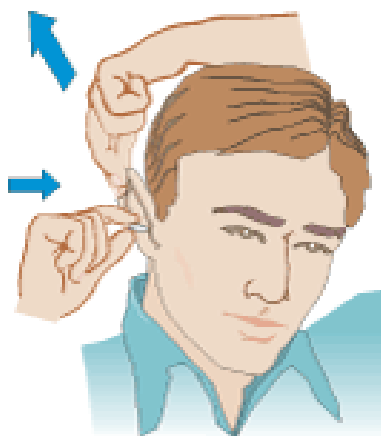
Hold the earplug in with your finger. Count to 20 or 30 out loud while waiting for the plug to expand and fill the ear canal. Your voice will sound muffled when the plug has made a good seal.

Check the fit when you're all done. Most of the foam of the earplug should be within the ear canal. Cup your hands tightly over your ears. If sounds are much more muffled, the earplug may not be sealing properly. Take the earplug out and try again.

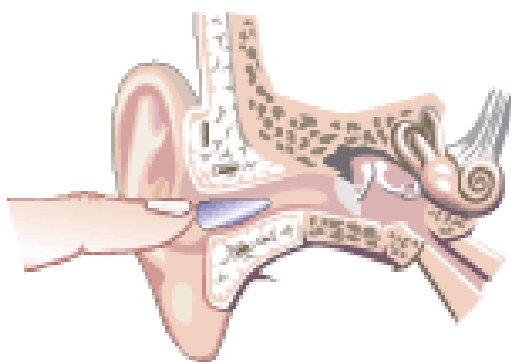
Adiestre haciendo que los trabajadores repitan la tarea



Enrolle el tapón en una pequeña y delgada “lombriz” con los dedos. Puede usar una o ambas manos.



Jale la parte superior de su oreja hacia arriba y atrás con su mano opuesta para enderezar el canal de su oído. El tapón enrollado debería deslizarse fácilmente hacia adentro.



Mantenga metido el tapón con su dedo. Cuente a 20 ó 30 en voz alta mientras espera a que se expanda el tapón y llene el canal del oído. Su voz se oirá muflada cuando el tapón ha hecho buen sello.

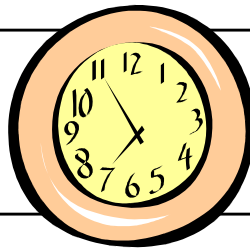
Verifique el entalle cuando haya acabado. La mayoría de la espuma debería estar dentro de canal del oído. Con sus manos, tápese fuertemente sus oídos. Si los sonidos suenan mucho más moflados, puede que los tapones no están sellando correctamente. Sáqueselos y hágalo de nuevo.

PESO

Programa en Español de Seguridad e Higiene en el Trabajo de OR-OSHA

OR-OSHA Occupational Safety and Health Program in Spanish

These modules are designed to be taught in 30 to 60 minutes.



Estos instructivos están diseñados para ser enseñados en 30 a 60 minutos.

Obtain these bilingual training modules and the Spanish-English / English-Spanish Occupational Safety and Health Dictionary (30,000 words) at

www.orosha.org



Obtenga estos instructivos bilingües y el Diccionario Español-Inglés / Inglés-Español de Seguridad e Higiene en el Trabajo (30,000 palabras) en

www.orosha.org

Please send comments to tomas.schwabe@state.or.us

Favor de enviar comentarios a tomas.schwabe@state.or.us

Nota: Este material educativo o cualquier otro material utilizado para adiestrar a patrones y empleados de los requisitos de cumplimiento de los reglamentos de la OR-OSHA por conducto de la simplificación de los reglamentos, no se considerará sustituto de cualquiera de las previsiones de la Ley de Seguridad en el Trabajo de Oregon, o por cualquiera de las normas dictaminadas por la OR-OSHA. Este material educativo fue producido por el Programa PESO de la OR-OSHA.

Note: This educational material or any other material used to inform employers and workers of compliance requirements of OR-OSHA standards through simplification of the regulations should not be considered a substitute for any provisions of the Oregon Safe Employment Act or for any standards issued by OR-OSHA. This educational material was produced by the OR-OSHA PESO Program.

PESO

Programa en Español de Seguridad e Higiene en el Trabajo de Oregon-OSHA
Oregon-OSHA Occupational Safety and Health Program in Spanish

TOPICS INCLUDE

Accident Investigation
Bloodborne Pathogens
Excavations
Fall Protection
Hazard Communication
Hazard Identification
Hazardous Energy Control
Industrial Vehicles
Machine Safeguarding
Manual Material Handling
Occupational Health
Portable Ladders
Restaurant Safety
Safety Committees
Scaffolds

TEMAS INCLUYEN

Investigación de Accidentes
Patógenos Sanguíneos
Excavaciones
Protección Contra Caídas
Comunicación de Riesgo
Localización de Riesgos
Control de Energía Peligrosa
Vehículos Industriales
Resguardos de Máquinas
Manipulación Manual de Cargas
Higiene Laboral
Escaleras Portátiles
Seguridad en los Restaurantes
Comites de Seguridad
Andamios



En cumplimiento con el *Acta de Americanos Incapacitados* (ADA), esta publicación esta disponible en formatos alternos comunicándose con la Sección de Relaciones Públicas de OR-OSHA, (503) 378-3272 (V/TTY).

In Compliance with the Americans with Disabilities Act (ADA), this publication is available in alternative formats by calling the OR-OSHA Public Relations Section, (503) 378-3272 (V/TTY).