



# **THE BESIX FIELD GUIDE TO SUBCONTRACTOR ENGAGEMENT**



# THE BESIX FIELD GUIDE TO

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## Subcontractor Engagement

## PREFACE

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The “BESIX Field Guide To...” are a series of practical guidance documents allowing you to learn about a certain subject in the field of QHSE in depth and to make the link between the theory (expectations) and the practice (implementation). The Field Guides are not at all procedures, even though that may at certain points treat systems and procedures. They lay out the framework in which we operate regarding certain risk fields, activities or practices.

Each Field Guide will help you to plan, execute, check and improve a certain practice. You will learn why certain concepts are important, how you can make them work and what you will be needing to do that at BESIX Group. Often Field Guides are also linked with training sessions, be it classroom trainings, workshops or e-learning modules. If this is the case for the Field Guide you’re holding right now, you can find references further in this document. If no training exists (yet), but you’d feel that it would have an added value or you have good ideas about it, please send a mail to [qhse@besix.com](mailto:qhse@besix.com) and we’ll see how we can assist you.

Obviously a Field Guide does not have the ambition to be overly complete and exhaustive. You should always link your learnings back to local legislation and standards as well as client requirements. These are to be found in your local Legal Register and QHSE Plans. And of course you can always count on your dedicated QHSE Advisor for further guidance and support.

The BESIX Field Guide to Subcontractor Engagement – First edition

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### ABOUT THIS FIELD GUIDE

This Field Guide deals with subcontractor engagement and plots out both on a conceptual as on a practical level a few strategies on how to successfully engage people. The principles discussed in this Field Guide are directly aimed at our subcontractors, but they can just as well be applied to interactions with JV partners, client representatives as our own team members.

It is important to understand where subcontractor engagement fits into our health and safety efforts. It is not something which replaces a practices we already have in place. Instead, it adds a layer which renders all other practices more effective.

When you look at the efforts and initiatives we put in place to facilitate a healthy and safe workplace, you can discern four areas or quadrants if you will:

- **Safety Hardware:** this are all tangible measures we have in place. Think of guard rails, personal protective equipment, safe machines and equipment.
- **Safety Software:** this is how we organize safety on our projects. Examples are rules, procedures, instructions and HSE plans for instance.
- **Safety peopleware:** this is the human side of health and safety on an individual level. Here we're talking about personal leadership, people taking ownership of health and safety, the way we interact with and influence each other. A typical example of Safety Peopleware at BESIX is the BE SAFE program.
- **Safety Cultureware:** this is probably the most abstract quadrant. It's how we as a collective - through shared values, norms and assumptions - look at what place health and safety has in our business. This shared vision creates a climate which drives our thinking and actions.

Subcontractor engagement starts in Safety Cultureware where a climate for success is created and materializes in Safety Peopleware through interactions. It is therefore a reinforcement of the human side of health and safety. Through this reinforcement, our Safety Software will be positively influenced and as a direct result we will also see better performance on the level of Safety Hardware. Or to represent it in a visual manner:



## THE CONTEXT OF SUBCONTRACTING

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A construction industry without subcontractors is unimaginable. Subcontractors are a part of our business, whether we're designing a structure, building it or maintaining it. We subcontract because either we don't have the capacity in terms of manpower or we simply don't have expertise inhouse (think of roof waterproofing for instance). This applies to subcontracting, but just as well to partnering with other companies. We form joint ventures in order to spread the risk (mainly integrated JV's) or because – again – we don't have the expertise ourselves (non-integrated JV's). In our industry we need to work together with other parties. It is a part of our reality.

But with that reality come challenges.

### IN A PERFECT WORLD...

In a perfect world, subcontractors and JV partners have the same expectations, standards and practices as we have, or at least they're aligned. We have the same ambitions, objectives and vision regarding Quality, Health & Safety and Environment. We all allocate budgets and efforts with the same focus and make (sometimes tough) decisions accordingly. We approach risk management throughout all stages of design, construction and maintenance in the same manner. Using and interpreting internal, external and even legal standards doesn't lead to disagreement, because we all share the same view. When mistakes are made, whether or not they lead to incidents, we're willing and even motivated to communicate openly about them amongst ourselves, because our aim is to learn from what goes wrong. In the same manner, good ideas and solutions are shared within teams, because our aim is also to learn from what goes right. After all, we all want the same thing: first time right, healthy and safe people and to limit our ecological footprint. And obviously profitable activities, allowing us to be not only sustainable, but also equipped for the future. Who can disagree with this? It's common sense!

### THE REALITY OF THINGS...

However, in reality things sometimes look quite opposite from what was described just above. Why is that? Why don't we speak the same language? Why do we often look at the same problems and challenges with a different set of spectacles?

A couple of reasons...

- **Differences in culture:** not every company shares the same values, norms and assumptions. Therefore the way people see things and act upon the way they believe the world and the business works differ. Also the national culture of the country of origin plays a role. It has for instance a direct impact on legal requirements with regard to health and safety which organizations interpret and implement in internal rules to control activities. Sometimes local or organizational cultures drive health and safety performance, sometimes they slow down health and safety performance.
- **Market conditions:** all organizations exist and operate in economic realities. These realities have a direct impact on financial pressure and pressure towards efficiency in terms of productivity and

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planning. These pressures determine the size of the sphere of control an organizations has with regard to health and safety. It is the factor which often influences making trade-offs on operational level.

- **Technological evolutions:** a very fast and even more so accelerating pace of change of technology leads to integration and coupling of systems and integration of new methods of execution. These technological evolutions have an impact on not only the effect a single decision can have to propagate widely throughout the lifespan of a project, but also training and competence requirements for the people executing and supporting activities.

## THE BOTTOM LINE

In a highly connected and rapidly evolving world, our assumptions regarding management of health and safety need to evolve as well. Construction sites have become highly dynamic and complex environments because of interconnected and subsequent processes, human interaction on different levels influencing processes downstream and continuously changing parameters. Already in 1997 human factors expert Professor Jens Rasmussen observed that “control of activities and their safety by the classic prescriptive command-and-control approach deriving from rules of conduct top-down may be effective in a stable society where instructions and work tools can be based on task analysis. In the present dynamic situation, this approach is inadequate.”

What we need is a different view. A different view on how we work together with our subcontractors. A different view which will also make our systems more resilient and equipped to be performant in this highly dynamic and complex context. That doesn't mean that subcontractor management as has been done in the past is inadequate. It doesn't mean that subcontractor engagement needs to replace proofed practices. It's not one or the other, both approaches are needed.



**“Subcontractors play a critical role on our projects. Some people think subcontracting is about the transfer of risk and responsibility. I think this is wrong. We have to engage our subcontractors, invite them in, share our beliefs. So that they as well can step up to a higher level of safety.**

**I strongly believe we as BESIX have to be a leader in this.”**

Pierre Sironval, Deputy CEO BESIX Group

# THE DIFFERENCE BETWEEN SUBCONTRACTOR MANAGEMENT AND SUBCONTRACTOR ENGAGEMENT

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“Subcontractor management” is a concept which has been around for decades. But here we’re talking about “subcontractor engagement”. Is this a new word for the same exact thing or are we talking about a different aspect, or even something completely new as a whole? Let’s explore this question.

## WHAT IS SUBCONTRACTOR MANAGEMENT?

Subcontractor management is a process that involves overseeing the lifecycle of one or more subcontracts for a project.

The subcontract management process typically involves four distinct phases:

### Pre-award phase:

- Identifying the specific needs for an activity
- Identifying and qualifying potential subcontractors

### Award phase:

- Communicating policies and requirements to subcontractors
- Negotiating contract(s)

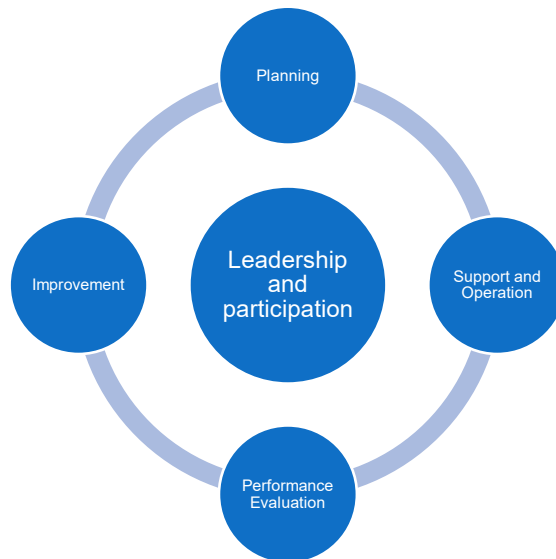
### Execution phase:

- Providing ongoing oversight and supervision of the activity
- Providing ongoing support of the activity

### Post-execution phase

- Evaluating performance
- Feedback of lessons learned to the next pre-award phase

These phases, even though subsequent, are not linear. They are in fact circular. This becomes visible when you put the process in the context of the structure of the ISO 45001, the standard to which a large number of health and safety management systems are certified to:



Subcontractor management is therefore a process which helps us to manage certain risks and opportunities with regard to activities we subcontract:

- Requirements with regard to subcontractor capabilities and health and safety measures needed in function of the scope of works are defined in the **Planning** stage. The basis for this is typically a method statement and risk assessment. Based on these parameters (and obviously also others such as for instance foreseen budget and local market conditions) potential subcontractors are identified.
- The next step would be communicating policies and requirements to identified subcontractors. Based on this and as well the risk assessment of the subcontractor itself, a contract is negotiated and health and safety measures are agreed upon.
- In the stage of **Support and Operation** activities commence. Everything we've foreseen in the Planning stage will now be implemented. Typical activities in this stage are site inductions, pre-task briefings, toolbox talks, procurement of materials, safe systems of work, LEAN meetings and so on. Key elements of this stage are supervision and support which facilitates the safe execution of the works. Supervision should be understood not solely as a control/checking exercise, but as an activity which allows for last-minute changes in for example assumptions, planning and coactivity to be taken into account. Support should be understood as the oil which lubricates the gears of the machine. On-the-field training and coaching activities can be part of this, but also discussions in safety meetings, allowing subcontractors to make adjustments in their approach in order to keep the activity safe.
- Observations collected in the Support and Operation phase, be it via site inspections or other means of data collection such as incident analysis and learning from near-misses or detection of things which went better than expected and added value for whatever reason, are the base of the **Performance Evaluation** stage. The objective of this stage is to clearly identify what should be improved or taken into account in the future because things didn't go according to plan. But also what went extremely well and should be considered as a valuable learning for future activities.
- These findings – both positive as well as negative – are then communicated to different stakeholders in the **Improvement** phase. This phase is extremely valuable for all parties involved: for us as general contractor it offers opportunities for the next time we subcontract a (similar) works package or activity. For the subcontractor as well this has tremendous added value because weaknesses can be addressed and good ideas developed on the project during the activity can also improve future



works. By connecting the Improvement phase to the next Planning phase and even the current Support and Operation phase, the health and safety performance of all parties involved can and will be improved over time.

As you've noticed all phases have certain distinct processes or components in them. Equally important is the fact that not only phases are interlinked, but also that between processes or components there are feedback loops which need to exist. A typical feedback loop in contractor management is contract negotiation during which expectations and needs are aligned. A system without feedback loops is not a system, but a top-down approach which will generate a lot of safety (paper) work, but rarely lead to a higher level of the safety of work.

The aim of this Field Guide is not to give you a deep understanding of systems thinking, but if the subject interests you, we recommend having a look at the courses available on the [Systems Innovation website](#) for instance.

Why do we insist on subcontractor management in a Field Guide about subcontractor engagement? As we'll see in the next chapter, there's a link between management – or the systems approach if you will – and engagement. Simply because a system does not exist on its own. People work within its framework and also maintain it. A poorly structured system or on the other hand an overly inflated bureaucratic system will lead to disengagement. A system which uses the right inputs and has the right feedback loops will generate added value on the output side and this will have a positive effect on engagement of people.

**🔑 Key concept:** a robust, structured and interconnected system of subcontractor management is beneficiary for both main contractor as well as subcontractor as long as continuous improvement is the ultimate aim of the process. A poorly structured system or an overly inflated bureaucratic system will lead to disengagement.

### 🔧 Practical takeaways:

Have a healthy skeptical look at your subcontractor management approach and ask yourself the following questions:

- Do we have a structured system in place? If so, what works well and where do we see bottlenecks?
- Are all phases of the system interlinked? How are they feeding critical and relevant information to each other?
- How do we define the right requirements based on the specific scope of work? How are these communicated to subcontractors?
- How do we identify subcontractors for an activity or works package? Are we taking into account the consequences of certain trade-offs? If so, how do we do that?
- Are we taking into account not only our needs and expectations with regard to health and safety, but also those of our subcontractors? If so, how do we do this?
- What activities are we foreseeing during execution of works in order to supervise and support? Are we also taking into account certain trade-offs we made in the previous stage? If so, how do we do that?
- What information do we collect to evaluate health and safety performance? How exactly do we evaluate this performance level and who's involved in this process?
- When evaluating performance, are we looking at both weaknesses and strengths?

- How are we feeding back lessons learned to our organization? How is this information used? Are we also feeding back lessons learned to our subcontractors allowing them to raise their capabilities by addressing weaknesses and implementing great ideas?

## THE IMPORTANCE OF LEADERSHIP AND PARTICIPATION

Subcontractor management is a very logical process and in theory it should lead to high safety performance by subcontractors. Up to a certain level this is absolutely correct: a structured approach of planning subcontractor activities, executing them, checking them and improving them as we go along and find either weaknesses and strengths does without any doubt contribute to the improvement of the level of safety performance. Sometimes this improvement is high, sometimes this improvement is a bit more modest, but it will be without any doubt higher than when we wouldn't manage the subcontractor process in a structured manner. The reason why is obvious: as the above shows, doing all these things does lead to continuous and incremental improvement.

Why is then that we still don't have top performing subcontractors on our projects? Why is then that sometimes we see in our safety statistics that subcontractors perform a huge mass of hours and have little to no accidents? At least reported accidents. The same applies to our partners in JV's, both on blue as on white collar level.

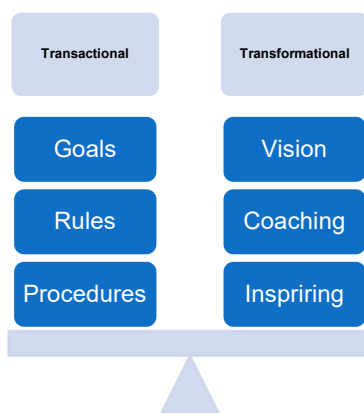
The answer to this question lies in center sphere: leadership and participation. Or in other words: **the level of engagement of people**. After all, if you look at the ISO structure as a wheel which leads to continuous improvement, leadership and participation are the axle that defines the speed of the evolution of the wheel. A high level of leadership and participation makes the wheel spin faster. A low level of leadership and participation slows down the wheel.

🔑 **Key concept:** the level of leadership and participation defines the speed of continuous improvement.

### Transactional and transformational leadership

Participation will be further elaborated in the next chapters as it is a direct result of engagement. Let's first focus on leadership. The essence of leadership is influencing people's behavior in function of your objectives. It has nothing to do with your hierarchical position in an organization. Everyone can be a leader.

What then is a good leadership style? Well, that depends of the situation. Specifically with regard to subcontractor management and engagement, there are two large groups of styles: transactional and transformational.



**Transactional leadership** is primarily based on processes and control, and requires a strict management structure. Transactional leadership focusses on specific goals and uses rewards for motivation. This is why it's called "transactional": in return of achieving a goal, a reward is given. Transactional leadership works best in situations when rules must be followed and hierarchy is critical, and there's not much emphasis on innovation. Transactional leaders can succeed in crisis or on projects that require specific processes. In fact, there's a chance that you have encountered transactional leadership throughout your life without recognizing it. Teachers that offer good grades in exchange for high academic performance is an overlooked example, as well as a job promotion offer in exchange for excellent performance.

Transactional leaders usually use manage by exception, which means they won't make changes or get involved if everything runs as expected. Negative exceptions, such as missing sales goals or production quality targets, get immediate attention. It is therefore in essence a reactive leadership style.

**Transformational leadership** focuses on vision and inspiring others to follow. It requires a high degree of coordination, communication, cooperation and coaching. Four components are typical for this style of leadership:

- Idealized influence: leaders hold, share and demonstrate core values and trust.
- Inspirational motivation: leaders motivate workers by conveying confidence and a sense of purpose.
- Individualized consideration: leaders are concerned with people's feelings and needs.
- Intellectual stimulation: leaders provide opportunities for creativity and innovation and allow people to learn, grow and try new things.

Transformational leaders hold positive expectations for followers, believing that they can do their best. As a result, they inspire, empower and stimulate followers to exceed normal levels of performance.

Transactional and transformational leadership might be on different sides of the spectrum, but this doesn't mean they're mutually exclusive. It's tempting to debate which style of leadership is better, but that misses the point. Both styles are valid, and what matters is context. Some organizations need rigidity and a clear chain of command. Others work best in a fluid environment where leadership sets an example and establishes goals. Leadership styles that work for Google or Pixar won't work for the military — and vice versa.

In fact, both types of leadership styles might be needed in the same organization to counterbalance each other and help achieve growth and development goals. Transactional leaders make sure the team is running smoothly and producing results today, while transformational leaders spur innovation and look toward tomorrow. Linking it back to the subject of this Field Guide: transactional leadership supports subcontractor management, transformational leadership supports subcontractor engagement.

**🔑 Key concept:** transactional leadership helps to achieve goals we have set today. Transformational leadership moves people to develop capacities and capabilities to meet the goals of tomorrow. Both are valid and both are needed.

**🔧 Practical takeaways:** when interacting with subcontractors, be aware of the goals you want to meet with your interaction and adapt your style of leadership accordingly. Balancing these styles of leadership will be at first a challenge, but if you're aware of these principles and try to apply them consistently, you will get better at it. Practice makes perfect.

## WHAT IS SUBCONTRACTOR ENGAGEMENT?

Up until this point we've focused on subcontractor management. Let's explore now what subcontractor engagement means.

A systems approach (subcontractor management) has without any doubt advantages in terms of standardization and efficiency. But systems do not exist autonomously. Systems exist because people maintain them and – maybe even more importantly- because people work inside these systems. This is where subcontractor engagement comes in. Because the more people are engaged, the better the system will function, the faster it will improve and the more yield it will produce.

Subcontractor engagement does not mean happiness. Someone might be happy at work, but that doesn't necessarily mean they are working hard, productively on behalf of the organization. While social activities like a barbeque or a Friday afternoon informal drink are fun - and may be beneficial for other reasons - making subcontractors happy is different from making them engaged.

Subcontractor engagement doesn't mean satisfaction. A satisfied subcontractor might show up for the daily shift without complaint. But that same "satisfied" subcontractor might not go the extra effort on his own. Satisfaction isn't enough to drive improvement.

Subcontractor engagement is the emotional commitment the subcontractor has to the project and its goals.

This emotional commitment means engaged subcontractors actually care about their work and your project. They don't work just for a paycheck, or just for the next promotion, but work on behalf of the project's goals.

When subcontractors care—when they are engaged—they use discretionary effort and will go the extra mile.

This does not only mean working overtime when needed, without being asked. This does not only mean a worker picking up the trash on the floor, even if the boss isn't watching. This means taking responsibility and assuming accountability. Not only for the operational aspect of the activity itself, but also for the level of the safety of the work. Not only to make sure that the work gets carried out meet a minimal health and safety standard (the goals of today), but also and especially drive innovation and improvement (the goals of tomorrow) by learning from mistakes and bringing good ideas to the table in order to contribute to success. Ultimately, this means taking up ownership.

A great example of ownership is the story of President Kennedy and the janitor. During a visit to the NASA space center in 1962, President John F. Kennedy noticed a janitor carrying a broom. He interrupted his tour, walked over to the man and said, "Hi, I'm Jack Kennedy. What are you doing?" "Well, Mr. President," the janitor responded, "I'm helping put a man on the moon."

Take a moment, and reflect on this idea.

To most people, this janitor was just cleaning the building. But in the more larger story unfolding around him, he was helping to make history. The janitor knew the purpose of his work. He kept the building clean so that the scientists, engineers, and astronauts could focus on their mission of putting "man on the moon". They did not have to worry about spending their time on trashcans, bathrooms, or hallways. He did that for them. He saw where his contribution fit in the organization. He connected his purpose with theirs. When your entire project team, including subcontractors, embraces that type of attitude and belief system, incredible things can happen.

**🔑 Key concept:** engagement creates ownership. Ownership does not only assure meeting the goals of today, but also leads to meeting the goals of tomorrow.

## WHAT DRIVES ENGAGEMENT?

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What creates the right level of engagement? Three things:

- Transformational leadership
- Motivation
- A climate of psychological safety

We've discussed transformational leadership in the previous chapter. A climate of psychological safety we'll discuss in the next chapter. Let's first have a look at motivation.

### EXTRINSIC OR INTRINSIC MOTIVATION?

Motivation can be extrinsic or intrinsic. Intrinsic motivation involves performing a task because it's personally rewarding to you. Extrinsic motivation involves completing a task or exhibiting a behavior because of outside causes such as avoiding punishment or receiving a reward.

The main difference between intrinsic and extrinsic motivation is that intrinsic motivation comes from within, and extrinsic motivation comes from outside. While both types of motivation are important, they have different effects on how you work.

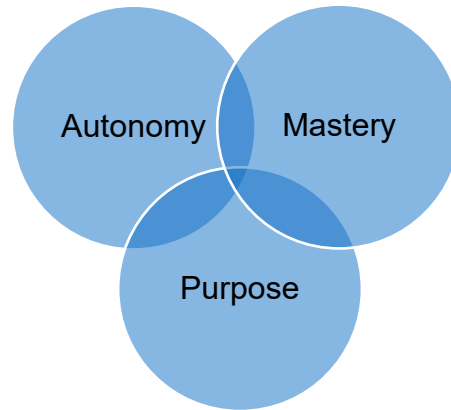
**Extrinsic motivation** is beneficial in some cases. For example, working towards gaining a reward of some kind can be helpful when you need to complete a task you might normally find unpleasant. On the other side of the spectrum, (the foresight of) negative outcomes can push people to take certain actions or make certain decisions. Extrinsic motivation does work on short term, but the motivation needs to be applied over and over again in order to have the right outcome.

**Intrinsic motivation**, however, is typically a more effective long-term method for achieving goals and completing tasks in a way that makes you feel fulfilled. While extrinsic motivation is helpful in certain situations, it may eventually lead to burnout or lose effectiveness over time.

Research has shown over and over again that only applying the carrot and the stick approach (extrinsic motivators) doesn't deliver the results one might expect in the long run. For simple mechanical tasks and making people do things in the short term, carrots and sticks are highly effective. For tasks that are more complex, such as analyzing a problem and finding a solution, being creative and finding the best way to do things for example and for enduring motivation this approach is inadequate and it actually often is counterproductive. For these tasks, motivators need be intrinsic.

**Key concept:** for simple mechanical tasks, extrinsic motivation works very well. For (more complex) cognitive tasks, it doesn't. In order for people to step up and take ownership (cognitive tasks), we will need intrinsic motivators.

Research has shown that in order to have people intrinsically motivated, we need three things:



We'll go into these elements one by one, but if you want to watch a very clarifying video on the subject, [click here](#).

### Autonomy

Autonomy is the need to direct your own life and work. To be fully motivated, you must be able to control what you do, when you do it, and who you do it with.

Autonomy motivates us to think creatively without needing to conform to strict workplace rules. By rethinking traditional ideas of control – documents to provide, attendance to meetings, detailed and complete sets of rules, and so on – we can increase autonomy, build trust, and improve innovation and creativity.

Giving autonomy means giving up control and this might feel scary at first. Giving autonomy doesn't mean moving to a situation of total anarchy. It's not about tossing all rules in the bin and transferring all decision power to someone else. Giving autonomy means allowing people to sculpt the way they do their job.

Also, as we'll see later on, giving autonomy comes with taking responsibility. There is a social contract, or a quid pro quo if you will.

**🔑 Key concept:** autonomy is about setting boundaries, giving freedom and holding people accountable. Instead of telling subcontractors precisely what to do and how to do it, engaging in a dialogue about how the job can be carried out in a safe manner creates autonomy.

### 🔧 Practical takeaways:

- Fix poor and obstructive policies and procedures. Challenge the practices you currently have on your project: are they adding to the safety of work or to the work of safety? If it's the latter, review them so that they create the added value we need.
- Give as much responsibility to each team member as possible. But also hold them accountable for the result. On this we'll talk further in the next chapter.

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- Mind your language. Reduce controlling language in your written and verbal communication and instead use a more coaching and inviting language style. Instead of saying "you must" or "you should," use terms like "consider doing" or "think about doing."
- Invite subcontractors to come up with a safe way of working instead of trying to tell them how they should be working.
- Ask open questions to challenge assumptions and to facilitate the right thought process. Examples of this can be: "How would you assure that people are protected from a falling from height hazard in that zone?" or "What do you think are the most important risks of your work today and how can we counter them?"

### **Mastery**

Mastery is the desire to improve. If you're motivated by mastery, you'll likely see your potential as being unlimited, and you'll constantly seek to improve your skills through learning and practice. Someone who seeks mastery needs to attain it for its own sake.

For example, an athlete who's motivated by mastery might want to run as fast as they possibly can. Any medals that they receive are less important than the process of continuous improvement.

We know that not all of our subcontractors might be at the same level as us. And that's perfectly fine. The challenge is to raise their capabilities because safety is not the absence of accidents, it is the presence of exactly these capabilities that help to make things go right. Helping people to get better at what they do through learning and coaching activities is very motivating, especially because this leads to development of skills.

**🔑 Key concept:** a high level of safety means the presence of capabilities. Raising capabilities of subcontractors through dialogue (learning and coaching) is not only a very sustainable approach, it is also motivating.

#### **🔧 Practical takeaways:**

- Create and support a culture of respect and dignity for all team members.
- Provide effective, supportive and non-intrusive supervision.
- Offer training and development opportunities, not so much for reasons of compliance (even though this remains important), but to allow people to raise their capabilities. Reason from a growth perspective.
- Invite people to share thoughts, concerns and even failures and treat them as learning opportunities.

### **Purpose**

People may become disengaged and demotivated if they don't understand, or can't invest in, the "bigger picture."

But those who believe that they're working toward something larger and more important than themselves are often the most hardworking, productive and engaged. So, encouraging them to find purpose in their work – for instance, by connecting their personal goals to organizational targets using– can win not only their minds, but also their hearts.

This exactly why we've adopted the "Care is at our core" slogan. When it comes to health and safety, the ultimate purpose is not to reach a certain number of man hours without an accident. This is a by-product. The purpose is to take care of yourself and of others. Caring is a universal human value and a common purpose everyone can and will be motivated to adhere to. It is the bigger picture of health and safety.

**🔑 Key concept:** compliance is a weak motivator. Caring for one another is the most powerful and universal human purpose that exists.

### **🔧 Practical takeaways:**

- **Communication:** when talking to people, make sure you clarify the care principle. Not from a paternalistic perspective ("Safety is a choice" or "We need you to care about your people" for instance), but from a perspective of inclusion ("Caring for each other is something we do as a team" for instance More about inclusion in the next chapter). Your choice of words matters in this.
- **Proximity:** make it easy for everyone to see, feel and experience the results of what they do every day.
- **Context:** shape your story in a way that helps people see the value of what they're doing.
- **Value:** find a way to reward and recognize impact at individual and team level.



## HOW TO CREATE A CLIMATE FOR ENGAGEMENT

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In the previous chapter we've discussed motivational factors that drive engagement. Motivational factors alone are however not enough to make people engage. We also need to create the right climate. Engaging in something means learning, asking questions, raising issues, admitting mistakes and suggesting ideas. While this seems obvious, it is in fact not as there's a large part of interpersonal risk taking involved. Just consider the following thoughts:

- "If I ask this question, I might make myself look ignorant in front of the others. Nobody seems to ask him/herself the same question, so I must be the only one not understanding. I'd better keep this one to myself..."
- "This is a real issue for me, but I don't want to be seen as someone who's constantly raising problems. I'll try to solve it myself instead."
- "If nobody notices that mistake, I might be able to quickly fix it myself and I won't be blamed."
- "I think there's a better way to do this, but the others seem to have more expertise and experience, they probably won't take me seriously."

Maybe you recognize a few of these thoughts. Maybe you've had them yourself at a certain point. If so, go back to that moment and ask yourself why you held back, why you didn't admit a mistake, why you didn't ask that question which was important to you or didn't voice your idea. You will find that you might've found that the benefit of your interaction didn't outweigh your fear or concern of being embarrassed, marginalized or punished in some way. This is a social risk assessment most of us do quite often, even unconsciously, when we work in groups. When it comes to working with subcontractors (and by extension any interaction on our projects), we need people to make the correct trade-off, motivated by mutual trust and not by extrinsic motivators such as reward or (fear of) punishment. If they don't, learning and speaking up are inhibited. For health and safety performance, this is detrimental. When people don't feel comfortable talking about things that aren't working, we're not equipped to prevent failure. And when people aren't fully committed, we lose opportunities to improve.

What does inhibiting learning and speaking up look like in practice? And what does it lead to? On June 18<sup>th</sup> 2021 a school building in Antwerp, Belgium collapsed. Five construction workers lost their lives and many more were injured. 6 months later, the weekly Humo interviewed two workers who survived the disaster. Even though the interview does not necessarily reveals the root causes of the collapse, it depicts a climate in which fines were given when people didn't wear their PPE, but in the meantime feedback of subcontractors was neglected and often even ridiculed. As one of the workers testifies "[...] we felt a lack of respect on site. [...] We were just numbers to them, our health and safety didn't count." Speaking up and learning on this construction site was inhibited and this contributed to numerous dangerous situations, near misses and even accidents. It underpins why such a climate has a direct effect on the level of safety performance. The full interview can be found in annex.

**🔑 Key concept:** a lack of learning and speaking up will inevitably lead to people getting hurt.

### PSYCHOLOGICAL SAFETY IS KEY

People need to feel comfortable speaking up, asking (even naïve) questions, and disagreeing with the way things are in order to create and develop ideas that make a real difference. This doesn't mean that everyone needs to be "nice" all the time. For people to learn, ask questions, raise issues, admit mistakes and suggest ideas we need a climate which lowers social friction (interpersonal risk taking) and increases intellectual friction (speaking up and learning). We call this psychological safety. Psychological safety is being able to show and employ one's self without fear of negative consequences of self-image, status or career. It can be defined as a shared belief that the team is safe for interpersonal risk taking. In psychologically safe teams, team members feel accepted and respected.

The definition of psychological safety might be quite simple at first sight, but it's important what kinds of behaviors we actually mean with this.

In practical terms, psychological safety:

- It is about respect and permission for candor, not just about mutual trust.
- Is about the freedom to share thoughts, not saying anything you want at any time.
- Is about expressing concerns, not letting your emotions go as you please.
- Is about creating a space where people feel supported, not a space free of any inner discomfort.
- Is about taking measured risks after considering possible scenario's, not taking risks and hoping for the best.
- Is about considering everything, not tolerating everything.
- Is about allocating tasks and coaching when needed, not taking a "laissez-faire" approach.
- Is about giving respect and permission and asking accountability in return, not writing out a "blank cheque".
- Is about raising standards together, not lowering them to what is accepted to be "comfortable for everyone."

Especially the last point is an important one. As the table below shows, there's a clear link between performance standards, the level of psychological safety in a team and the situation it creates.

	Low standards	High standards
High psychological safety	Comfort zone	Learning and improvement zone
Low psychological safety	Apathy zone	Anxiety zone

What do these zones look like in practice?

- **Apathy zone:** people come to work, but are disengaged. They will choose self-protection over exertion at any time. Discretionary effort for improvement is absent, the risk for suboptimal work (doing sometimes less than the bare minimum) and even sabotage behavior is present.

- **Comfort zone:** people feel good (comfortable) at work. They're open and collegial, but not challenged by the work. There won't be much learning, innovation, engagement or even fulfillment.
- **Anxiety zone:** high standards are required and enforced, but people are reluctant to speak up when they have concerns and will try to hide and quick fix mistakes. This is the most problematic quadrant as it sets the recipe for disaster.
- **Learning and improvement zone:** this is where people collaborate, learn and get complex and innovative work done. It is the most optimal situation, but also the most challenging to reach, especially when working with subcontractors.

Having a good understanding of the influence and importance of psychological safety is paramount. Setting high standards and making “zero compromise” alone is not sustainable and without investing in psychological safety, it will even have an adverse effect on safety performance as not only learning opportunities are not seized, but also mistakes are being covered up.

🔑 **Key concept:** setting high standards is good. However, only doing this inhibits learning and speaking up. And it becomes worse if we keep raising the bar of performance expectations without cultivating a climate in which people can learn and speak up.

## CAN YOU MEASURE PSYCHOLOGICAL SAFETY?

The simple answer is yes. Numerous tools, in general surveys, exist which can measure the level of psychological safety within a team. But it might be the wrong question to ask, or at least a question which will investing your attention, means and efforts in less effective initiatives. The challenge is not to measure and to develop intricate systems and documents, the challenge is to realize the importance and to realize that even though it is what we'd all want, it's something which needs to be constantly cultivated. Remember the quadrants in the preface: when we want to boost engagement, we're working on Safety Peopleware and Safety Cultureware, not the systems aspect of health and safety.

A very straightforward way of getting a good idea where the level of psychological safety sits with your team and your subcontractors is asking a very simple question: who on your project raises issues with Life Saving Rules? Our Life Saving Rules are very straightforward and our policy is as well: everyone has the duty to stop works when one of these rules cannot be respected. It is something we've been repeating to everyone on our projects for years now. How many times is work stopped by an HSE Advisor? How many times is work stopped by the project team? And how many times is work stopped by a subcontractor team or frontline workers in general? The answer to these questions will give you a fairly correct image of the level of psychological safety on your project site and within your teams.

If you do the above exercise, the results might be quite confronting, so a bit of nuance is in place here. Imagine that you observe that works are only stopped by HSE Advisors and by the project team, but never by subcontractor workers, it doesn't mean that you're doing something “wrong” or that what you've been doing on site was inadequate. It doesn't mean that workers are “unwilling” or “unaware”. It means that you have margin for improvement, it means that there's just a piece of the puzzle missing. And that piece is psychological safety.

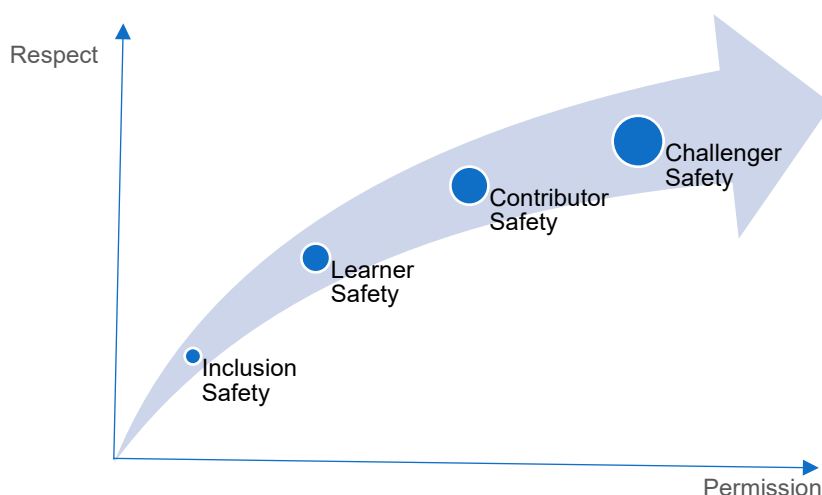
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**Key concept:** observing a lack of people feeling comfortable to speak up doesn't mean you're inducing fear. It means you're missing just one piece to the puzzle.

### HOW TO WORK TOWARDS MORE PSYCHOLOGICAL SAFETY

Expecting everyone to feel instantly engaged and empowered to raise issues, contribute with ideas and to admit and learn from mistakes isn't realistic. Psychological safety doesn't happen by magic and it doesn't happen overnight. It is a journey with incremental steps that yield incremental wins. And a journey can only be successful when you have a map. The figure below maps out the journey towards high psychological safety.



Even though the four stages are incremental and build on each other, this process should not be seen as per definition linear. Inclusion Safety is the foundation on which the rest of the stages build. This is a stage which will (or should) be common for all our subcontractors. The next stages can be “staggered”. Meaning that for instance on technical level you will be comfortable with granting Contributor Safety (for example with a highly specialized subcontractor), but in the field of health and safety, the same subcontractor will “only” be granted Learner Safety.

Earlier on, we stated that psychological safety is not just about mutual trust. As the graph shows, the level of psychological safety is determined by a combination of respect and permission. Trust increases with each level as a direct result of the level of psychological safety. Quite important to note as well are the notions of paternalism and exploitation which are important pitfalls in the approach to psychological safety. Giving too much respect and too little permission leads to paternalism, the inverse leads to exploitation. It is in fact a delicate balance you need to keep and which we will explain further on.

In the previous chapter when we've discussed autonomy as a motivator for engagement, we stated that autonomy is about setting boundaries: giving freedom and holding people accountable in return. The same applies to the different stages of psychological safety: every stage holds a certain level of social exchange.

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The table below gives you a precise definition of the level of respect and the level of permission as well as the level of social exchange (what you will give and what you will expect in return).

	Definition of respect	Definition of permission	Social exchange
<b>Inclusion Safety</b>	Respect for a subcontractor as team member	Permission for a subcontractor to interact with you as a team member.	Inclusion in exchange for the absence of harm.
<b>Learner Safety</b>	Respect for a subcontractor's innate need to learn and grow	Permission for a subcontractor to engage in all aspects of the learning process.	Encouragement in exchange for engagement.
<b>Contributor Safety</b>	Respect for a subcontractor's ability to create value.	Permission for a subcontractor to work with independence and their own judgement.	Autonomy in exchange for results.
<b>Challenger Safety</b>	Respect for an subcontractor's ability to innovate.	Permission for a subcontractor to challenge the status quo in good faith.	Cover in exchange for candor.

Some of the definitions in the table might seem very obvious. And for a lot of people, they probably are. Just to make sure that we're all talking the same language and that you're equipped with the right knowledge to assess a level of psychological safety when you're interacting with a subcontractor and are able to move to a next level, we'll discuss the mentioned levels in a bit more detail and provide some guiding questions which will help you.

**Key concept:** the voyage towards higher levels of psychological is about balancing respect and permission. Every level leads to a social exchange.

### Inclusion Safety

Diversity is a fact, inclusion is a choice. Inclusion is about intent, the intent to accept the worth of someone and not the worthiness. This is not word play or semantics. The act of accepting someone to be part of a team, regardless of social status is the first step, simply because it creates equality needed to lower social friction and increase intellectual friction. Or in other words: to make people feel they belong to the team in order to make them participate in the team.

When working with subcontractors there's obviously a hierarchical relationship. As main contractor we're "the client" of the subcontractor. But even though the saying goes that the client is king, it's an

interdependent relationship as well: as main contractor we need our subcontractors as much as they need us.

Respecting a subcontractor as a team member and giving permission to interact with us not merely as an “executor of works” but as part of the team leads to the absence of (the threat of) harm. This in its turn leads to more trust and candor.

How do you practice something seemingly obvious as inclusion? You can’t regulate, train or gimmick it into existence. It is not a skill, it is a decision or at least an earnest striving with real intent. Because, whether we want it or not, there’s not a person in this world with at least some trace elements of negative bias towards some human characteristics. The challenge is to recognize and be aware of our prejudices and work to remove them. Diversity simply is. It’s our job to embrace it. The questions below can help you to recognize certain prejudices you might have.

**🔑 Key concept:** treating a subcontractor as a full member of the team is the foundation of mutual trust and candor.

**🔧 Practical takeaways:**

The following questions can help you and your team to recognize existing prejudices. These prejudices, even unconscious, lead to acts of exclusion (not treating a subcontractor as a team member). Sometimes these acts are very subtle and maybe not even intended. They are however experienced as such and will increase social friction. The challenge is to identify certain acts or habits and to turn them around to lower social friction.

Introduces the exercise by explaining the concept of inclusion and why it is important. Reassure your team members that all of us have some degree of negative bias. You can tell a personal story about this to make your team members more at ease: showing a certain level of vulnerability will invite people to open up.

When there’s a high level of mutual trust and candor within your team, you can invite your team to reflect individually on these questions and have a group debriefing. When you’re concerned that people might not open up for whatever reason, debrief with your team members face to face.

The aim is to share personal stories and learn from introspection and (if possible) interaction and to learn how to turn these (sometimes unintended and maybe even unconscious) acts and habits into more inclusive behaviors.

- Do you treat people that you consider of lower (social/hierarchical/...) status differently than those of higher status? If so, why?
- How do you acknowledge and show sensitivity and appreciation for cultural differences that exist on your project?
- Do you feel BESIX, regardless of its responsibilities as main contractor, is superior to other companies that operate on your project? If so, why?
- What conscious bias do you have? Does that sometimes lead to – even unintended – (soft) acts where you maintain boundaries?

- If inclusion feels natural to you, can you give examples of how you make subcontractors included as a team member?

### **Learner Safety**

In the previous chapter we've discussed Mastery as an intrinsic motivator. Mastery is created in the stage of Learner Safety. With Learner Safety, we create a learning process with low social friction and low emotional expense. This requires levels of respect and permission that go beyond inclusion safety because the learning process itself introduces more interpersonal risk, more vulnerability and more exposure to social harm. With Learner Safety, you must put yourself out there to ask questions, solicit feedback, float ideas, experiment, make mistakes and even fail. Just think of the opening questions of this chapter.

Granting Learner Safety is not a passive act. When we grant it to our subcontractors, we commit to creating a supportive and encouraging environment. We commit to be patient with learners. We commit to disconnect fear from mistakes and failure. Especially that last element can be a challenge to achieve. But if we do, the subcontractor can fully engage in the learning process. Only when we have a safe learning climate, subcontractors will put forth the effort to learn.

Learning and growth are motivators for people to engage. But what is the direct and practical link between learning and health and safety? The answer lies in how we defined "health and safety" earlier in this Field Guide: it's not the absence of adverse events (incidents, accidents, near-misses), but the presence of capabilities.

It is common knowledge that accidents don't happen "out of the blue". They're never acts of God. If you look at just about any accident that would happen on a project, it is always preceded by a number of smaller events with a similar causal path. Before a load falls during a standard lifting operation because the slings used were compromised for instance, typically you will see already weeks to months before the event observations of dangerous situations and near-misses (incorrect use of slings, use of damaged slings, slings which are used without being formally checked, ...). This is what we call weak signals and it's these weak signals which we need to detect in order to lower the probability of an adverse event occurring. Failure or making a mistake isn't an exception, it's an expectation. This might seem counterintuitive, but it's really not when you understand that failures are learning opportunities. We need to create an environment where people can fail or make mistakes in a safe manner, before the failure or mistake becomes the cause of a mishap.

Professor Amy C. Edmondson is one of the world's leading researchers on psychological safety. Click [here](#) to watch an interview during which she talks about the importance of leadership and candor in relation to learning from mistakes.

**🔑 Key concept:** the most important signal in granting or withholding Learner Safety is your response to dissent and bad news.

### ✂ Practical takeaways:

The following questions can help you and your team to create a climate in which Learner Safety can thrive by removing factors which (unintendedly) create fear to dissent and to be the bearer of bad news as well as by modeling the behavior we wish to see.

- 
- Have you ever had a teacher or a mentor that had more confidence in your ability to learn than you had yourself? How did this influence your learning performance?
- From what did you ever learn the most? A success or a failure? And if you consider both as learning opportunities, which one occurs more frequent?
- How do we deal with failure within the team? How do we deal with failure outside of the team (read: with subcontractors)?
- How do you (as a team) react to an incident? Or a Life Saving Rule breach? Or bad news in general? What effect do you think your reaction has to people who are involved or are the bearer of bad news?
- What behavior do you model yourself? A leader who has the answers and therefore commands trust or a leader who's open to learning and therefore invites trust? Why?

### **Contributor Safety**

Inclusion Safety is given by choice. Learner Safety is granted. Contributor Safety on its turn is something which is earned. It is not a natural right, but an earned privilege based on demonstrated performance. It means that our subcontractor is no longer seen as a liability, but as an asset, a net contributor delivering a positive return on investment. In this stage of psychological safety value creation is a central concept.

The investment of both parties in this stage is greater than in the previous stages. The subcontractor invests in effort and skill, we as main contractor invest in support, guidance and direction. Contributor Safety is therefore a full activation of the social exchange: it means delivering performance in return for guided autonomy. The level of accountability rises in this stage.

The question remains what is meant with "performance." Performance is actually two things: execution on one hand and innovation on the other. Execution is about control of activities and driving out variability in order to achieve efficiency. Innovation is the opposite: it is about imagination, creativity and introducing variability. Because execution is more standardization and innovation is more about deviation, there's always a natural tension between the two. However, both are needed. And this is where psychological safety becomes even more interesting.

Obviously we'd like our subcontractors to fully master the execution of their activity. But merely pursuing this this is not enough. Because the nature of our business is complex and dynamic – think of changes in planning or methods, coactivity and last minute adaptations to the actual execution of works – we also need our subcontractors to be able to respond to adaptive challenges. This increases directly the level of health and safety performance as "improvisation" becomes a process which can happen in a more controlled manner. Innovation should in this stage be understood as "reactive": being able to deal with and manage



change in a safe manner. Proactive innovation, or deliberately choosing for change in order to improve, is something which happens in the next level of psychological safety.

🔑 **Key concept:** if Learner Safety is seen as an “apprenticeship”, Contributor Safety is the “graduation”. It is an earned privilege based on demonstrated performance. A subcontractor that is granted this stage of psychological safety is granted guided autonomy because she/he delivers results in terms of execution and can adapt successfully and safely to changes.

### 🔧 **Practical takeaways:**

The following questions can help you and your team to create a climate in which Contributor Safety can thrive by removing factors which (unintendedly) create fear to dissent and to be perceived as someone “disruptive” or “contraire”.

- Have you ever worked in a company or team where contributor safety wasn’t granted to you even though you had earned it? How did that make you feel? How did it influence your performance?
- On balance, when we’re interacting with our subcontractors, do we do more telling or more asking? When do we tell and when do we ask? Why?
- Which of our subcontractors are we granting contributor status? Which of our subcontractors not? And why?
- Giving guided autonomy means also sharing power. How does that make you feel?
- What would be the return you’d expect when you grant guided autonomy? What would be risks? How can you mitigate these risks without compromising the permission to contribute?

## **Challenger Safety**

Challenger Safety is the place where respect and permission intersect at the highest level. It is the “stage of the brave”: a climate in which exploration and experimentation without any fear happens. It is fairly simple to explain what Challenger Safety is, but it’s far more difficult to create it. For any leader, this stage is what some organizational psychologists would call the ultimate cultural quest.

In Challenger Safety innovation turns from reactive into proactive. The status quo is in other words challenged in good faith, not as an adaptive reaction to a challenge or changing parameters like in Contributor Safety, but from a will to pursue improvement. In this stage the full potential of psychological safety is reached. Obviously this is what leaders want from teams: candor which leads to progress. But it’s a mighty task to require from people. Simply because proactive innovation is a bit like willfully knocking yourself out of orbit: it’s challenging assumptions and approaches which live in an organization. It’s trading certainty for ambiguity. That’s the organizational side. Now think of the personal side. With proactive innovation there’s a high cost to creativity and curiosity because there’s absolutely no safety from failure. Not all ideas make it to the implementation stage; most actually hardly make it out of the “idea stage” at all. Failure is therefore part of the process. And that’s ok, as long as we learn from failures. But the fact remains, that the level of interpersonal risk remains very high.

This is why the level and importance of the social exchange in this stage becomes paramount. We need to give cover for candor. And cover comes first: without protecting people from possible fallout of failure, you

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can't expect them to take the risk to engage in disruptive thinking. Without cover, people will turn to defensive routines to save themselves from the risk of embarrassment. And if mistakes are made, they will be tempted to cover them up, even though as we stated earlier, failure is a normal thing in proactive innovation processes. In practice this will mean that in the best case scenario time and means are wasted on initiatives which are stretched for too long because people don't feel safe to be the bearer of bad news. In the worst case scenario, the absence of cover with the expectation of engagement will lead to catastrophic outcomes because people will be motivated to pursue a "fake it 'till you make it" approach. Unfortunately, this approach is a self-fulfilling prophecy of total failure because "it" will never be "made".

"Challenging the status quo" and "disruptive thinking" are emotionally loaded concepts which might sound very dramatic. But in fact Challenger Safety can be visible in modest, but brave acts. Further on we'll talk about a worker who at a certain moment felt confident and empowered enough to suggest a solution which improves the safety of his workstation. The workstation was not intrinsically unsafe, so you can't say this was an adaptive response. The solution suggested by the worker was also quite simple, so again no disruption there. The fact that at a certain point, he stepped outside of his "job" and started to think creatively to improve a situation is what was disruptive. Challenging the status quo was done by challenging his role and responsibilities.

Even though Challenger Safety is something we would like to pursue with our subcontractors, the time might probably not be right to aspire to create this climate right now. Challenger Safety already exists within certain teams within our own organization, but at the moment of writing the first edition of this Field Guide, directing our attention to subsequently creating sustainable Inclusion Safety, Learner Safety and Contributor Safety might – in some cases – already be a challenge on its own. As the proverb goes: before you can run, you need to learn how to walk.

**🔑 Key concept:** Challenger Safety happens when the highest level of respect intersects with the highest level of permission. Here the level of mutual functional trust will also be the highest, because to think beyond the boundaries of the status quo requires the courage to face failure. Challenger Safety is the climate needed for innovation to happen, but cannot happen when you don't have cover first.

### **🔧 Practical takeaways:**

The following questions can help you and your team to create a climate in which Challenger Safety can thrive by removing factors which (unintendedly) create fear to dissent and to be perceived as someone "disruptive".

- When was the last time you were brave and challenged the status quo? Why?
- To what level do you allow others to challenge you (or your ideas)?
- Do you get defensive or take things personally when someone gives you constructive feedback or suggests an alternative course of action?
- Can you really discuss issues based on their merits in a stressful environment instead of resorting to personal criticism?
- Can you bring humility to your team interactions and put down all your ego defense mechanisms?

### A WORD OF WARNING

As we said earlier, all stages of psychological safety are at the intersection of a certain level of respect and a certain level of permission. This is a delicate and important balance to be conscious about because deviating from it creates an adverse outcome. Think of the path to the stages of psychological safety as a bowling lane. As long as your bowling ball doesn't deviate too much to one or the other side, you will knock over pins. But if you throw too much to a certain side, your ball will end up in the gutter. Like with a bowling lane, the journey towards psychological safety has two gutters: exploitation and paternalism. We will briefly treat them to make you conscient of the risk of not keeping the right balance between respect and permission.

#### Exploitation

Exploitation happens when you give too little respect, but extend all the permission. Specifically with regard to subcontractors, it means extracting value from the subcontractor while disregarding that subcontractor's value. In our society most forms of exploitation are not only illegal, but also regarded as highly unethical. This doesn't mean that more subtle forms of exploitation do exist. They take the form of rudeness, incivility and abuse. In the article about the collapsed school building in annex to this Field Guide, both interviewed survivors paint a picture of what exploitation on a construction site looks like in practice. It goes without saying that even subtle forms of exploitation destroy every initiative to make our construction sites safer at the core.

#### Paternalism

Paternalism is on the other side of the spectrum and is more common than exploitation. It's what happens when we give respect, but don't allow permission. In practice, this means telling subcontractors what to do because it's in their best interest. A "benevolent higher authority" will supply your needs or regulate our behavior, because it doesn't believe you're able to do so yourself. Paternalism can have its added value and is in some cases even necessary, particularly when working with subcontractors whose health and safety capabilities are still too low. However, when a subcontractor has shown the ability to learn, to contribute and even innovate without a lot of guidance and direction, paternalism becomes misplaced and we need to "back off". Unnecessary paternalism runs the risk of breeding dependency and learned helplessness (so the opposite of ownership) on the one hand and frustration and even rebellion on the other hand.

**🔑 Key concept:** giving respect and permission go hand in hand. A disequilibrium between the two, even unintended, leads to an adverse climate.

## THE LEADERSHIP TOOLKIT

With every stage of psychological safety we've listed a number of questions which you can use in a workshop setting either with your team or with your subcontractors. These workshops create very interesting insights on how people perceive expectations. Identifying perceptions is extremely valuable because they shape a person's reality. Acquiring this knowledge will enable you to clarify, adjust and tweak certain practices. But just doing a workshop or even a series of workshops, will not magically create a climate of psychological safety. Creating the right climate is a continuous effort and requires three large groups of techniques: making psychological safety explicit, inviting participation and responding productively. Some of these techniques you might already be applying, maybe even consciously. The aim of this section is to offer you full scripts. The aim is to offer you nudges you can start working with and which you can integrate into your style of leadership.

At least one of the techniques you already know because it has been existing at BESIX Group since 2019. Let's start with that one.

### **The BE SAFE program as an enabler of psychological safety**

The BE SAFE program was initially developed as a behavioral based safety program. It still is about behavior, but by running the program on our projects, we've learned that the potential of the program goes well beyond "just correcting behaviors". The strategies which are put forward in the BE SAFE program increase mutual trust and learning. This is because the BE SAFE strategies destigmatize failure and focus on building relationships and understanding through enquiry.

A practical example of this is applying objective feedback (one of the strategies) when we observe a Life Saving Rule breach. First of all, we obviously stop the activity. But we don't apply judgement and blame in our interaction. Instead, we ask questions to understand the situation we've just observed. First of all, this makes sense: nobody comes to work in the morning to get hurt. Secondly, by genuinely trying to understand the underlying reasons why someone exposed himself to a fatal hazard, you do not only find solutions to solve the situation itself, but you also create functional trust. If you do this in a consistent manner, workers will indeed start to feel empowered to raise and discuss problems when they encounter them. This is in fact a form of reactive innovation and therefore a textbook example of Contributor Safety.

In some settings, the BE SAFE program has even empowered workers to start thinking of solutions which make their own workplace better. Not only did people think it was part of their job to think about how they could structurally improve the safety of their work, but they also felt confident enough to challenge the status quo by talking to their supervisor about their idea. Have a look at the following [video](#). At the end of the video, you will see two examples of this empowerment and confidence. It is in fact Challenger Safety in practice and what we mean with "participation" earlier on when we were talking about leadership and participation.

When creating a climate in which people feel safe to engage, modelling the behavior you want to see is key. This is why the effects of the BE SAFE program are amplified tremendously when not only Ambassadors engage in applying BE SAFE strategies, but also the project team models this behavior during their interactions on site.

If you'd like to know more about the BE SAFE program, contact your HSE Advisor for information and guidance.

### **Make psychological safety explicit**

Making psychological safety explicit doesn't mean talking about "psychological safety" or coining the concept in each and every meeting. It means being clear about what you expect and why you expect it (why it's important).

#### **Frame the work**

- Clarify the nature of the task at hand: to what extent is work complex and interdependent? How much uncertainty are you facing? The more complexity, interdependence or the more uncertainty is in the equation, the more you will need to refer to these aspects of work and the more you will need to assess shared understanding. Simply because when people understand what the nature of the work is in terms of complexity, interdependence and uncertainty, the more they will be alert and the more they will seek dialogue and cooperation.

#### **Emphasize purpose**

- Emphasizing why learning and speaking up matters and to whom it benefits helps people to put interpersonal risk taking in perspective. Connecting it to a "higher purpose" like caring for team mates (intrinsic motivator) will make it more likely for people to speak up.

### **Inviting participation**

Just telling people that you want and even need candor, will not be a guarantee for them to speak up. You'll be needing a few nudges to activate the desired behavior.

#### **Demonstrate situational humility**

Knowing is the enemy of learning. You might have a proven track record of years in health and safety or project management, but if you haven't poured concrete yourself, it's safe to say that the guy who's pouring the concrete knows things that you don't know yet. Acknowledging this is situational humility. And situational humility allows people to open up.

- Know what you don't know. You may yourself excel in an area, but as a leader you are, by definition, a generalist, or at least not per definition a specialist in the work someone else is doing. Rely on those who have relevant qualification, experience and expertise. Know when to defer and delegate.
- Resist falling for your own publicity. We all put the best spin on our success and then conveniently forget that the reality wasn't as flawless. Failure often comes before success as failure is where we learn the most. Extend this courtesy to others.

- Try to understand the bigger story: what people do or say makes sense to them because they reason from their own context. It is more valuable to try to understand this context than it is to judge (positively or negatively)
- Be passionately curious. Constantly welcome and seek out new knowledge, and insist on curiosity from those around you. Research has found linkages between curiosity and many positive leadership attributes (including emotional and social intelligence). Take it from Einstein. “I have no special talent,” he claimed. “I am only passionately curious.”
- Never underestimate people. Only when you are not convinced that your idea is or will be better than someone else’s do you really open your ears to what they are saying. But there is ample evidence that you should: the most imaginative and valuable ideas tend to come from people who may not hold an exalted position in an organization.

### **Practice enquiry**

Enquiry is the key to enable intellectual friction while lowering social friction. Questions have the power to silence someone, but also to stimulate reflective conversation, to generate energy and forward movement, to invite creativity and new possibilities. Or as the proverb goes: a smart person has the right answers, a wise person has the right questions.

- Ask questions with the intent to learn from people, not to have your assumptions validated. Open questions are better than closed questions.
- Ask questions which allow people to develop their reasoning (for example “That’s interesting. Why do you think that? Could you explain?”)
- Recap (if needed) what’s been said to confirm mutual understanding (for example “What I heard you say is...”)
- Stop convincing, start understanding. Dissent doesn’t mean per definition that people think your idea or point of view is seen as worthless. Dissent means often that people have genuine concerns about some things. Your challenge is to understand whether or not this dissent is fueled by good faith. If so, understanding the dissent and taking it into account will lead to improvement.

### **Set up structures and processes**

The quantity of meetings you have with the frontline supervisors of your subcontractors is not key. The quality of these meetings is. If you already have for instance weekly meetings during which you discuss progress, issues and so on, there’s no need to create extra platforms to invite participation. Instead, focus on raising the quality of these interactions. A few tips:

- LEAN is an excellent tool to build psychological safety. During so-called Daily Stands, supervisors are invited to give feedback about the work, progress and issues planned for that day. The main aim of these Daily Stands is obviously to optimize planning and make coactivity safe, but by letting supervisors take the lead when their activity is being discussed, you automatically give respect and permission. Next to the Daily Stands, some projects also organize Daily Debriefs. The format is the same as the Daily Stand, but the focus is sharing feedback on how the day went. These are excellent moments of interaction and drive engagement.
- Solicit input, opinions and feedback from workers during toolbox talks. Don't make it an exercise during which instructions or training are given. For example, if you do a toolbox talk about working at height, repeat briefly the rules, but insist on asking the workers if these rules are always easy to follow, ask them when and where they encounter difficulties or problems.
- During meetings, model the behavior you'd like to see:
  - Clearly communicate the purpose of the meeting and your expectations with regard to interactions and the wanted outcome.
  - Be in the moment and focus on the conversation. Show that you're actively listening and paying attention.
  - Don't interrupt or allow interruptions (for example, step in when someone is interrupted and ensure his/her idea is heard)
  - Step in when a person talks negatively about another person. We invite intellectual friction motivated by good faith, we don't want personal attacks.
  - Invite people who are more quiet in a meeting setting to voice their opinion.
  - Be mindful of your ratio of speaking to listening. The more you speak, the less you can listen.

### **Responding productively**

Responding productively when someone shows candor reinforces that candor.

#### **Express appreciation**

Expressing appreciation is in the first place showing gratitude (thanking) for contributions of people during interactions. But it goes further than that: it's about showing that you value the input you get, regardless whether it's an idea, a concern or a divergent opinion. Valuing people's input will motivate them to be more candid.

- Respond verbally to show your engagement ("That makes sense, tell us more")
- Validate comments ("I hear what you're saying")
- Accept and embrace dissent ("I see we have different opinions on the matter. That's interesting, could you tell me more?")

### **Destigmatize failure**

Destigmatizing failure is an important element of creating psychological safety. Framing failure as something we need to prevent at all costs might sound laudable, but it motivates people to hide failures to protect themselves. Reframing failure by promoting fast learning motivates people to have open discussions and to learn before failure turns into catastrophe.

- Reframe “failure is not acceptable” to “failure is a natural by-product of experimentation and leads to learning.”
- Reframe “effective performers don’t fail” to “effective performers produce, learn from and share the lessons from intelligent failures.”
- Avoid placing blame (“Why did you do this?”) and focus on solutions by offering help or support (“How can we work together towards making sure this goes more smoothly next time?”)

### **Sanction clear violations**

Sometimes sanctions can be an appropriate and productive response to a blameworthy act. But won’t this kill psychological safety? The answer is no, on the contrary. Most people are thoughtful enough to recognize and appreciate that when people willingly violate rules or repeatedly take risky shortcuts, they are putting themselves and their colleagues at risk. Remember that psychological safety is not about “being nice”: being nice when we observe clear violations or sloppy behavior will harm psychological safety rather than reinforce it.

- Ensure that you’ve clarified the boundaries (the proverbial line in the sand). Make sure people know what constitutes a blameworthy act.
- Ensure that you understand the nature and intent of the act: is it in fact a clear and intentional violation or repeated sloppy behavior or is it a mistake or failure which is triggered by another factor? The first are blameworthy, the second are not.
- Apply sanctions as a last resort when all other means have been used.
- Apply sanctions to clear violation so as to influence future behavior. Be transparent about it and avoid sanctioning mistakes or failures in order to set an example.



# A STORY ABOUT PSYCHOLOGICAL SAFETY AND CATASTROPHE

## 'Workers' safety is laughed away, more accidents will happen'

HUMO 2022-02-08 - SAM OOGHE / PHOTOS GEERT VAN DE VELDE

THE COLLAPSED SCHOOL IN ANTWERP: CONSTRUCTION WORKERS ALI AND SAID DENOUNCE ABUSES IN THE CONSTRUCTION SECTOR



The construction industry is running at full speed, but due to the high workload, accidents at work are commonplace. Belgian construction workers are 50 percent more likely to have an accident than their Dutch counterparts, and sometimes it is fatal: on June 18, 2021, five workers were killed when a school under construction in Antwerp collapsed. Said (27) and Ali (29) survived the disaster and testify for the first time about the abominable working conditions: 'We were working in chaos. Colleagues who have been in the business for years had never seen something like that.'

Ali (29) and Said (27) - they only want their first names in Humo - are the only two workers who have taken a civilian stand in the investigation into the collapse. Ali is an electrician and plumber, Said installs ventilation systems.

**HUMO** What do you remember about that day?

ALI "It was a very nice day, sunny and warm. We had worked well through and were able to clean up around two o'clock."

SAID "We were chilling on a mezzanine floor of the scaffolding that towered over the school building. It was almost the weekend, so I was in good spirits."

ALI "We saw kids playing in the water outside. 'I want to do that too,' I said. The atmosphere in the yard was always very chill. There was an atmosphere of brotherhood and we joked around a lot."

SAID "On a work site, colleagues become friends. That comes naturally in construction. You work together to complete a project. Without each other's help you can't make progress. You forge bonds, also with colleagues of other nationalities. The media may have prejudices about Poles, Romanians or Moroccans like me, but on a construction site you see that the clichés are not true. You learn from each other, and you automatically open up to others. With construction workers, you don't see racism."

ALI “I was born in Afghanistan and grew up in Iran, and I can only confirm that. In Antwerp we had been working together for a year.

That particular Friday afternoon, Said and I descended the scaffold. We walked through the new building and stood in a room with large windows, talking and looking outside. Suddenly we heard a huge noise behind us. A stone fell to the ground, boom! I said to Said, 'The crane man has dropped another load.' That had happened a few days before. But no: another stone fell. And another one. And one more.”

SAID “You should know: these are not small bricks, but large blocks of concrete.”

ALI “I grabbed Said by the arm and said, “We have to go outside! We ran out of the building as a deafening noise echoed behind us. The ground trembled under our feet as we ran as fast as we could. It seemed as if the earth was shaking, and great clouds of dust rose. Then it was silent. It had lasted barely ten seconds. We looked back and were in shock.”

SAID “A part of the new building had collapsed, along with the scaffolding on which we had been standing only ten minutes earlier. There were at least ten people working on that scaffold at the time, but we couldn't see them anymore. My brain couldn't process it.”

ALI “We saw that building and the high scaffolding every day, and now there was nothing left of it. All you could see was a pile of stones and folded pipes. We had stood on that scaffolding ourselves: we knew how thick those tubes were. >>It remained silent for only a moment: then we heard calls for help.”

SAID “We immediately ran over and together we pulled a colleague from under the rubble. His hands and arms were badly injured, his legs were unrecognizable - they looked like spaghetti. (Shaking his head) He was mutilated for life. I was completely covered in blood.”

ALI “I try not to think about it too much, because then everything comes back. People kept screaming, 'Help! Help! Said wanted to clamber onto the rubble, but I stopped him and pointed up: there were still big blocks of stone hanging there, I was afraid we could get hurt ourselves. I said to the victims, 'Try to move as little as possible.' We could do nothing but wait for the emergency services.

Fortunately, the ambulances and the fire department were quickly on the scene. Doctors from the neighborhood also rushed to help, some wearing casual clothes, one of them even wearing pajamas. There were wounded everywhere, some were unconscious. That's when I really realized: this is a disaster.”

SAID “I was afraid that there were people I knew well under the rubble.”

ALI “I can still see our colleague Leo coming towards us, all covered in dust. 'Leo, Leo, you're okay!' Afterwards we learned that five people had died.

In the hours and days following the accident, I consciously shielded myself from all news reports. I barely looked at my cell phone. I still don't know who was seriously injured or who died. A colleague accidentally dropped the name of a fatality, and I was not well for a very long time. I had talked to him that fateful day, and now he is no more. It makes me all cold inside. After so many months on a job site, you know each

## THE BESIX FIELD GUIDE TO

### *Subcontractor Engagement*

other. You chat about the weekend, lend each other a cigarette. The fact that the atmosphere on the construction site was so good makes it even harder to cope.”

**HUMO** You guys have been very lucky.

SAID “Yes. We were on that scaffold shortly before the disaster, but the little room we were talking in during the collapse was not safe either.”

ALI “We didn't realize that until days later, during the memorial ceremony. We walked around the building and saw that spot again. A joist had tipped over and catapulted into the new building, exactly where we had been standing. If we had been there a few seconds later, we would be dead now. For me, that was the real shock.

Two times we made the right decision, and because of that we're still here now. It was very strange to realize that, and I had a very hard time with it for the first few weeks. Sometimes the images flashed through my head out of nowhere. Fortunately, after a few months things started to improve.”

**HUMO** Your lawyer told me that you in particular are having a hard time, Said.

SAID “I have no physical scars, but I do have mental ones, and for the rest of my life. I still have nightmares and I feel anxious sometimes. I don't get into construction sites or even new buildings anymore. And not a hair on my head thinks about walking under a scaffold in the street. I cross the street.”

ALI “I avoided scaffolds for some time: if one nut comes loose, everything collapses.”

## WEAR A HELMET

**HUMO** After the disaster, workers gave anonymous testimony to VRT [national TV]: 'Sometimes we said it was too unsafe to work. Then the answer was, 'Wear a helmet.'

SAID “Yes, we were often told that too.”

ALI “About half an hour after the collapse, Said stormed out at one of the general contractor's people. He then exploded. A healthy reaction, because if he had bottled everything up, he might have gone crazy. It was always just about pettiness with the general contractor: 'Wear your helmet! And your mask! If you didn't wear a mouth mask, you had to pay a 50 euro fine.’”

SAID “They were full of talk about safety, but on site you had a lot of unsafe situations that weren't being dealt with. That was so hypocritical.”

ALI “For example, there was a guard rail that was loose. If you would put force on it, it would fall right down the stairs. To make a statement, I sometimes deliberately bumped into it. Two hours later the guard rail was hanging loose again. It was like that every day.

We had also asked for an elevator to carry bags of cement upstairs, but the main contractor didn't think that was necessary. We would have had to carry those bags up the whole day ourselves, on the narrow and high stairs of the scaffold, without being able to see our own feet. That was just insane.”

SAID “On other stairs we had to carry heavy heating elements upstairs, but around those stairs was carpet that you could trip over.”

ALI “I almost fell down several times. When I went to complain to the site manager, I was told, “Wear a helmet. There were many minor accidents due to the lack of communication between the different subcontractors and the general contractor.”

SAID “Some days before the disaster, huge bricks had fallen down and someone broke his hand falling down a flight of stairs.”

#### **HUMO Is this the way it is on other construction sites?**

ALI “Yes, but at the construction site in Antwerp it was worse than usual. That was also the opinion of colleagues who had been in the business for years. It was very chaotic and the workload was enormous. It's terrible that such a disaster has occurred, but maybe now something will finally change.”

#### **HUMO You don't have a good word to say about the general contractor.**

ALI “Because we felt a lack of respect on site. They had to run the project, but there were at most two or three supervisors running around the site, very young construction managers. You hardly ever saw them. We were just numbers to them, our well-being and our health didn't count.

Once I needed the key to a waste container, otherwise I couldn't continue my work. I knocked on the door of the room where people from the main contractor and the site managers were meeting. The big boss told a woman to lock the door. 'Excuse me, but I just need one key,' I said. The woman in the room took the key to the door, which was hanging next to the key I needed, and locked it. Furious I was. This is how we were treated.”

## **NO BENEFITS**

Lawyer Jan Buelens represents Said, Ali and the unions.

#### **HUMO Do we know more about the cause of the accident yet?**

JAN BUELENS “Maybe it was due to a construction error. Did something go wrong in the execution or was a wrong calculation made? That's what the experts are now trying to find out. The answer to the question of who bears the responsibility is also not easy. The Mayor of Antwerp talked shortly after the disaster about a tangle of dozens of companies involved in the construction of that school. A low estimate: it is about two to three hundred companies.

The construction site in Antwerp was crawling with fictitious self-employed workers. The client was the city council, and the main contractor was [...]. But the main contractor didn't have any workers walking around on the site: everything was subcontracted, down to at least four levels.

Ali and Said worked for one of those subcontractors. Many construction workers on sites in our country are self-employed or have a one-man business, sometimes with a post office box in Eastern Europe. Foreign

construction workers are often forced to set up a one-man business. They are then not subject to Belgian legislation and collective agreements on wages and working hours. They are de facto employees, but they hardly enjoy any protection. Moreover, they have to do the dirtiest and heaviest jobs. This is pure pseudo self-employment, which is why the social inspectorate has opened an investigation.

Thanks to this system of subcontractors, everyone can shrug off the responsibility if something goes wrong. And the city of Antwerp does just that: it places the final responsibility on the contractor, whereas as a principal it normally bears the risks. I find that very annoying.

SAID “I find this system of subcontracting very odd. Many injured people can't get disability benefits now. The others are left working without any social protection and for far too low a wage. The main contractor saves all those costs on our backs. How is such a thing possible in Belgium?”

## FINISH QUICKLY

The scale of the disaster in Antwerp was exceptional, but the number of work accidents in the Belgian construction industry is quite high anyway. According to 2020 figures from the Confederation of Construction, a construction worker in our country is 50 percent more at risk of an accident than his colleagues in the Netherlands, Ireland or Sweden.

**HUMO Is this because there are so many subcontractors active in our country, who don't always take all the safety regulations very seriously?**

BUELENS “It doesn't help in any way. All those subcontractors want to earn something from the construction project, and that means that those at the bottom of the pyramid are under the most pressure: they have to work the hardest for the lowest payment. The construction workers knock too many hours and work too hard, and that leads to above-average accidents. There is also no investment in a safe working environment or controls. I am currently working on a file about a workplace accident in Charleroi. No company had checked the scaffolding, and a Ukrainian worker who fell down did not survive. Then you have to untangle that tangle: who should have checked that scaffolding? The client, the government, the construction company, or the supposedly independent worker?”

**HUMO Said and Ali, did you feel there was pressure to deliver the school by September?**

ALI “Yes, sometimes it was really stressful. Every now and then someone from the main contractor would come and look and say, 'This has to be finished soon. I'll be back in half an hour.' That was unrealistic, and then people start making mistakes.”

SAID “You can't make cement dry faster by yelling at people either.”

ALI “In my opinion, the main contractor had no overview of the work. Often people had to start a job over. It was chaos. I sometimes said to my team leader, 'This school will never get finished.'”

BUELENS “It could have ended even worse in Antwerp, because at the time of the collapse a hundred people were working there, and there turned out to be too few exits. Because of work on the railings, the

stairs in the building were blocked. When the new building collapsed, some people couldn't get out. Fortunately, they were able to kick in a panel to escape through there.

With a construction project of this size, every subcontractor has to send someone to the coordination meetings. All these problems were raised there, but nothing was ever done. The safety of the workers was laughed away. It was clear that the building had to be finished as soon as possible. That may not be the main reason for the disaster, but it does make people make mistakes and accidents happen faster. That applies to a lot of shipyards in our country: it's a serious social problem.”

#### **HUMO What do you mean?**

BUELENS “When those buildings are finished, we will live and work in them. In Antwerp, children would have gone to a school built by sham self-employed workers in dubious conditions. It would be to its own advantage if society stood up more clearly for the rights of those workers.”

#### **HUMO Apart from Ali and Said, no other construction workers have taken a civil stand. Nor have the relatives of the three Portuguese, the Romanian and the Russian. Why do you guys?**

SAID “I want justice for the victims.”

ALI “I would like to know what caused the accident. And maybe this way I can still mean something to the survivors. That's why I want to give this interview: I want to make the impact on those involved clear. If I can change something with my story, it will have been worth it.”

SAID “Through this accident, big contractors now hopefully realize that we are more than numbers. We too have a family. And the government must now take responsibility, because contractors will continue to try to cut costs and use temporary workers, bogus self-employed workers and foreign companies. The construction industry today is neither safe nor fair.”

BUELENS “The family business for which the three Portuguese worked has taken sides, but the relatives of the other two victims did not want to do so. The city government did advance the funeral expenses of some of the workers. Whether the next of kin and the injured received compensation, I do not know.”

#### **HUMO Why didn't most of them join the proceedings?**

BUELENS “It's not that obvious: a case like this drags on for years, while the surviving relatives want a solution in the short term. There are also practical problems: often the family lives abroad. And sometimes there are problems with the residence status of workers and their families. Said and Ali worked for a Belgian company, which makes things easier.”

#### **HUMO Is this becoming a symbol case?**

BUELENS “I hope so. The trade unions have taken a civil side, which rarely happens. They want to send out a clear signal: too much is going wrong on the building sites in our country. Social dumping and false self-employment must be tackled urgently if we want to avoid further tragedies. The trade unions are also asking for the social inspection to be strengthened and for an attendance register to be compulsory on all sites.

After every accident there is a lot of sympathy, but the taboo to tackle the problem remains high. We need to thoroughly rethink social legislation in our country. As long as nothing is done about the phenomenon of subcontracting and false self-employment, more accidents will happen.”

#### **HUMO Said and Ali, do you still work in the construction industry?**

SAID “I was a temporary worker at the company where Ali has a permanent contract. I was absent for a few weeks after the accident, then I was not allowed to return by the boss. That dismissal has been my great fortune. I never want to do that work again. I had a hard time, though, because I couldn't find another job quickly because of corona. But I've been working for Volvo Trucks for a few months now and I'm very happy. (To Ali) You should come too, brother. It's better pay and much chiller work.”

I feel much better now, and I can also save a lot. My dream is to start my own business one day: a home car wash. That already exists in other countries.”

ALI “I will remain an electrician for a while. Colleagues have told me that we will soon be able to rebuild that school (according to the city of Antwerp, this is premature and the possibility of rebuilding is still being investigated, ed.). I don't know if it's true, but I would refuse anyway. It would stir up too many emotions, and I still don't know what caused the disaster. I would feel unsafe there.”

#### **HUMO Do you get support from Victim Support?**

ALI “They called me, but I politely said no. Every time I talk about it, I relive that day again, and I don't want that. There were five deaths, right. I also found this interview difficult. When I drove here, I thought: what can I tell that journalist? I thought I had forgotten everything, but the memories immediately surfaced. I don't know where all those details came from. It gives me goose bumps.”

## FURTHER READING

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If you'd like to get a deeper understanding of the concepts and strategies in this Field Guide, we recommend the following research papers, books and articles:

- Amabile, Teresa, Kramer, Steven. (2011) *The Power of Small Wins*. Harvard Business Review. <https://hbr.org/2011/05/the-power-of-small-wins>
- Clark, Timothy. (2020) *The 4 Stages of Psychological Safety. Defining the Path to Inclusion and Innovation*. Berrett-Koehler Publishers.
- Deci, Edward. (1972) *Intrinsic Motivation, Extrinsic Reinforcement and Inequity*. Journal of Personality and Social Psychology. <https://asset-pdf.scinapse.io/prod/1995724078/1995724078.pdf>
- Edmondson, Amy. (2019) *The Fearless Organization. Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. Wiley.
- Edmondson, Amy, Lei, Zhike. (2014) *Psychological Safety: The History, Renaissance, and Future of an Interpersonal Construct*. The Annual Review of Organizational Psychology and Organizational Behavior. <https://www.ixistenz.ch/objectcomponent774.pdf>
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- Hewitt, Karen. (2021) *People Power. Transform your business in the era of safety and wellbeing*. Panoma Press.
- Lloyd, Clive. (2020) *Next Generation Safety Leadership. From Compliance to Care*. CRC Press.
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- Pink, Daniel. (2018) *Drive. The Surprising Truth About What Motivates Us*. Canongate Books.
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- Schein, Edgar. (1992) *How can organizations learn faster? The problem of entering the Green Room*. MIT Sloan School of Management. <https://dspace.mit.edu/bitstream/handle/1721.1/2399/SWP-3409-45882883.pdf>