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demonstrate to the worker that the neglect of a safety practice is likely to jeopardize something that is important to him—such as his life, his health, or his job—before the practice, in itself, can become important."

Peterson suggested that workers might be required to keep records of safety practices related to their jobs as a means of "keeping safety at the forefront," at least during the critical learning period.

Citing the principles of reinforcement—in which a given act tends to be repeated, or not repeated, according to what happens immediately following—he stressed the importance of follow-up, in the form of supervisory praise or recognition for safe acts, as the backbone of a systematic and successful training program. "The nature and frequency of this follow-up must be suited to the scope of the safety program, the worker's particular job, his work setting, and, most importantly, to the worker himself," Peterson said.

Myers cast the supervisor in a similar reinforcing role and stated that he must provide both the conditions of motivation and the satisfaction of maintenance needs.

Since the conditions of motivation are task-centered, they depend on the supervisor's skill in planning and organizing work. Ideally, according to Myers, this planning and organization begins at the top, "to provide members at each succeeding organizational level with responsibilities, which in turn can be subdivided into meaningful chunks that challenge capabilities and satisfy aspirations."

It's also essential that supervisors satisfy their employees' maintenance needs, such as pay, supplemental benefits, supervision, working conditions, status, and job security, since these are basic to security and orientation.

Myers pointed out that "the satisfaction of orientation needs requires supervisors steeped in company lore, policies, procedures, and practices. The ability and willingness of supervisors to dispense information when requested meets a need seldom satisfied by handbooks and other written communications. Further, this information-dispensing role of the supervisor,

served with friendly small talk, keeps communication channels open."

In order to be effective, this motivation-maintenance theory must find expression in the day-to-day behavior and decisions of supervisors, Myers stated. "For supervisors with 'a natural aptitude for effective supervision, motivation-maintenance theory offers additional insights and guidance for reinforcing and further developing leadership skills." For them, the theory finds almost immediate expression. For others, adopting and practicing this approach requires "an evolutionary process whereby 1) awareness, 2) understanding, 3) conviction, and, 4) habits are developed over a period of perhaps five years."

Since safe working conditions fall within the realm of maintenance needs, once these needs have been met, they would serve to reinforce supervisory efforts to motivate workers to be safe.

According to Ingenhol, the very fact of the vast improvement in safety conditions over the last half-century has served to lull the workers' concern for safety. Since there is no inner tension within the worker concerning his own safety, it's difficult for safety educators, such as supervisors, who lack deep attachments with the individual workers and must, therefore, approach safety needs "from the outside rather than the inside," to motivate workers to adopt safer work habits.

"We have, perhaps, too long, sought the link between our high level and other people's apparent low level of motivation for safety in skillful communication and persuasion," Ingenhol stated. "We have spent much effort, research, money, and time in becoming better persuaders and better communicators. We have not only communicated, but we have written more on communication than anyone can ever hope to read."

"Perhaps the solution to motivating others to be safer does not lie in the media of communication and persuasion. Perhaps we can help to produce situations in which people will find for themselves the necessary needs, tensions, and drives to actually behave more safely on their own."

Congress Exposition: a Changing Scene

THE three exhibit areas at the Conrad Hilton Hotel were targets for nearly every delegate who came to the Chicago Congress. (In a stack of more than 400 questionnaires completed by a random sample of delegates we couldn't find even one who hadn't been or didn't intend to go.)

This year 1,500 exhibitors representing 247 firms (in 361 booths) and 41 educational interests traded ideas with more than 10,000 safety men, foremen, supervisors, line workers, labor officials, and government employees. These 10,000 men had four goals in the exhibition areas: 1) check new products, 2) collect product literature, 3) discuss prices and terms, and, 4) compare competing products.

We wondered what were the essential differences between the men engaged in this huge exchange of safety product information today and those pioneers who met on the same ground 40 years ago.

We looked up F. R. Davis Sr. and T. R. Claff, of Davis Emergency Equipment Co., Inc., and W. H. Salisbury and Co., respectively. Both are among the dozen or so companies exhibiting back in 1923.

We asked them what significant changes they had noted in the business of making and selling safety

