Construction safety leadership training

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A collaboration between...

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Goal

Develop a safety leadership training elective for an OSHA 30-hour course
Safety Leadership

Safety programs

Safety climate

Safety outcomes (e.g., injuries)

Worker perceptions of how well company safety programs are actually implemented on the job site
Range of safety leadership styles

Positive company & employee outcomes

Abusive
- Waits until safety is an issue
- Laissez-faire - inaction

Passive

Transactional
- Sets expectations and monitors performance

Transformational
- Lead by example
- Inspire
- Coach
- Motivate

Active style
Worker perceptions of how well company safety programs are actually implemented on the job site
“So, I ended up cutting my hand on a stud, when I...was [a] second year apprentice. So, I went to my foreman he started laughing at me you know, come on you’re a big baby. I am like I am not a big baby, you told me I have to report all accidents so I am doing what I am supposed to do. Are you going to fill out the report or you’re not going to fill out the report? Oh, you’re a big baby, so I am kind of, I am left there - what do I do right?”

_Buddies in Bad Times?_  
_The Role of Co-workers After a Work-Related Injury._  
By A. Kosney  
2013
Safety Management in the Construction Industry: Identifying Risks and Reducing Accidents to Improve Site Productivity and Project ROI

http://www.cpwr.com/publications/reports/all
What are the components of a world class safety program?

(McGraw Hill Construction, 2013; N = 263 contractors)

1. Regular meetings on safety at the jobsite level
2. Strong safety leadership abilities in supervisors
3. Regular safety audits
4. Hazard assessments and safety plans at each jobsite
5. Ongoing access to safety training across the organization
6. Strong emphasis on communication
7. Thorough incidence and near-miss investigations
8. Jobsite worker's input
9. Staff positions dedicated to safety
10. Regular meetings on safety among staff at the C-Suite level
% of companies requiring **OSHA 30 training** for supervisors/foremen by size of company

(McGraw Hill Construction, 2013; N = 263 contractors)
• Provide a variety of training to workers with some safety responsibility

• Training should emphasize:
  • Hazard identification
  • Avoidance
  • Control and prevention
  • NOT OSHA standards
  • Currently, NO LEADERSHIP ELECTIVE AVAILABLE

30-hour Course
In 2014...

118,395 completed the Construction OSHA 30-hour course

Plan for research findings’ future use to reduce occupational injuries and illnesses
Target audiences

Dissemination of information about the module or actual module

OSHA Training Institute (authority to adopt training)

OSHA 500 trainers (master trainers)

OSHA 30-hour trainers (use training “on the ground”)

Safety Professionals (Request training from trainers)

Construction Company Owners (Request training/offer training)

Frontline supervisors/foremen (ultimate training recipients)
Project timeline

- **Year 1**: Develop
- **Year 2-3**: Pilot and Full Evaluation
- **Years 4-5**: Disseminate
Year 1 Activities

- Assembled an active multidisciplinary curriculum development team
  - Experienced OHSA 30-hour trainers
  - OSH professionals
  - Construction companies
  - Unions
  - Director of OSHA’s Construction Directorate
  - OSHA Training Institute
  - Academia
Year 1 Activities – Cont.

- Developed training materials
- Developed pilot study plans to determine how well the training improves...

**Supervisors (trainees)**
- Safety leadership knowledge
- Safety leadership behaviors

**Workers**
- Safety climate perceptions
- Personal safety behaviors
Foundation

1. The basis or groundwork of anything
2. The natural or prepared ground or base on which some structure rests
Safety leader

Safety leaders demonstrate they value safety by working and communicating with team members to identify and limit hazardous situations even in the presence of other job pressures such as scheduling and costs.
Training materials

- Instructor and student guides
  - Didactics
  - 7 scenarios
    - Written
    - Animated videos
    - Role plays
  - Discussion questions
  - Knowledge assessment
LEADER-ship Skills & Behaviors covered in the training

BE A SAFETY LEADER

LEAD BY EXAMPLE: Make safety a core value by ‘walking the talk’ and reinforcing the idea that everyone owns safety.

ENGAGE TEAM MEMBERS: Engage, encourage, and empower team members to identify and act upon unsafe situations.

ACTIVELY LISTEN AND PRACTICE 3-WAY COMMUNICATION: Actively listen and practice three-way communication by having people repeat the message heard.


RECOGNIZE TEAM MEMBERS FOR A JOB WELL DONE: Publicly and privately acknowledge team members when they consistently work safely and contribute to a positive safety climate.
Scenarios

• Variety of safety situations

• Display multiple safety leadership skills

• Leadership of management and workers
Scenarios

- Structure
  1. Situation set-up
  2. Outcome A
  3. Outcome B
- Discussion questions throughout
- Checklist for each outcome

<table>
<thead>
<tr>
<th>Leadership Skills</th>
<th>Good Leadership Actions</th>
<th>Demonstrated?</th>
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<tr>
<td><strong>Leads by Example</strong></td>
<td>Establishes safety expectations as a core value, shares safety vision with team members, and demonstrates a positive attitude about and personal commitment to safety by consistently 'walking the talk', and reinforcing the idea that everyone owns safety.</td>
<td>Yes</td>
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<tr>
<td><strong>Engages Team Members</strong></td>
<td>Engages, encourages and empowers team members to identify and act upon unsafe situations by reporting hazards and safety concerns, providing solutions, reporting near misses, or stopping work if necessary.</td>
<td>No</td>
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<td><strong>Actively Listens and Practices 3-Way Communication</strong></td>
<td>Actively listens to hear what team members have to say rather than listening to come up with a response. Practices 3-way communication to ensure understanding by all parties, including having person repeat the message they heard.</td>
<td>Yes</td>
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<td><strong>Develops Team Members Through Teaching, Coaching, and Feedback</strong></td>
<td>Starts a dialogue to respectfully teach and coach team members found in unsafe situations. Watches the learner mitigate the hazardous situation. Focuses on potential consequences and root causes rather than on the team member. Uses the FIST principle: Facts, Impact, Suggestions, Timely.</td>
<td>Yes</td>
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<td><strong>Recognizes Team Members for a Job Well Done</strong></td>
<td>Takes time to privately and publicly acknowledge team members when they consistently work safely and go above and beyond to maintain a positive jobsite safety climate.</td>
<td>Yes</td>
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Project short, medium and long term goals

Short-term
- Training materials
- Train-the-trainer materials
- Evaluate

Intermediate
- OSHA 30 instructor adoption
- Contractor push for training

Long term
- Proactive improvement of OH&S
Thank you!

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Questions?
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