A group of construction workers wearing hard hats and safety vests are standing on a dirt construction site. The workers are arranged in a loose circle, and the background shows a clear sky and some construction equipment. The image is overlaid with a semi-transparent grey box containing text.

Construction safety leadership training

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WestON – September 17-18, 2015

colorado school of public health

A collaboration between...

Linda Goldenhar



Stefanie Johnson



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Jack Dennerlein



John Rosecrance



Goal

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



Safety Leadership

```
graph TD; SL([Safety Leadership]) --> SP([Safety programs]); SL --> SC([Safety climate]); SL --> SO([Safety outcomes (e.g., injuries)]); SP --> SC; SC --> SO; WP[Worker perceptions of how well company safety programs are actually implemented on the job site] --> SC;
```

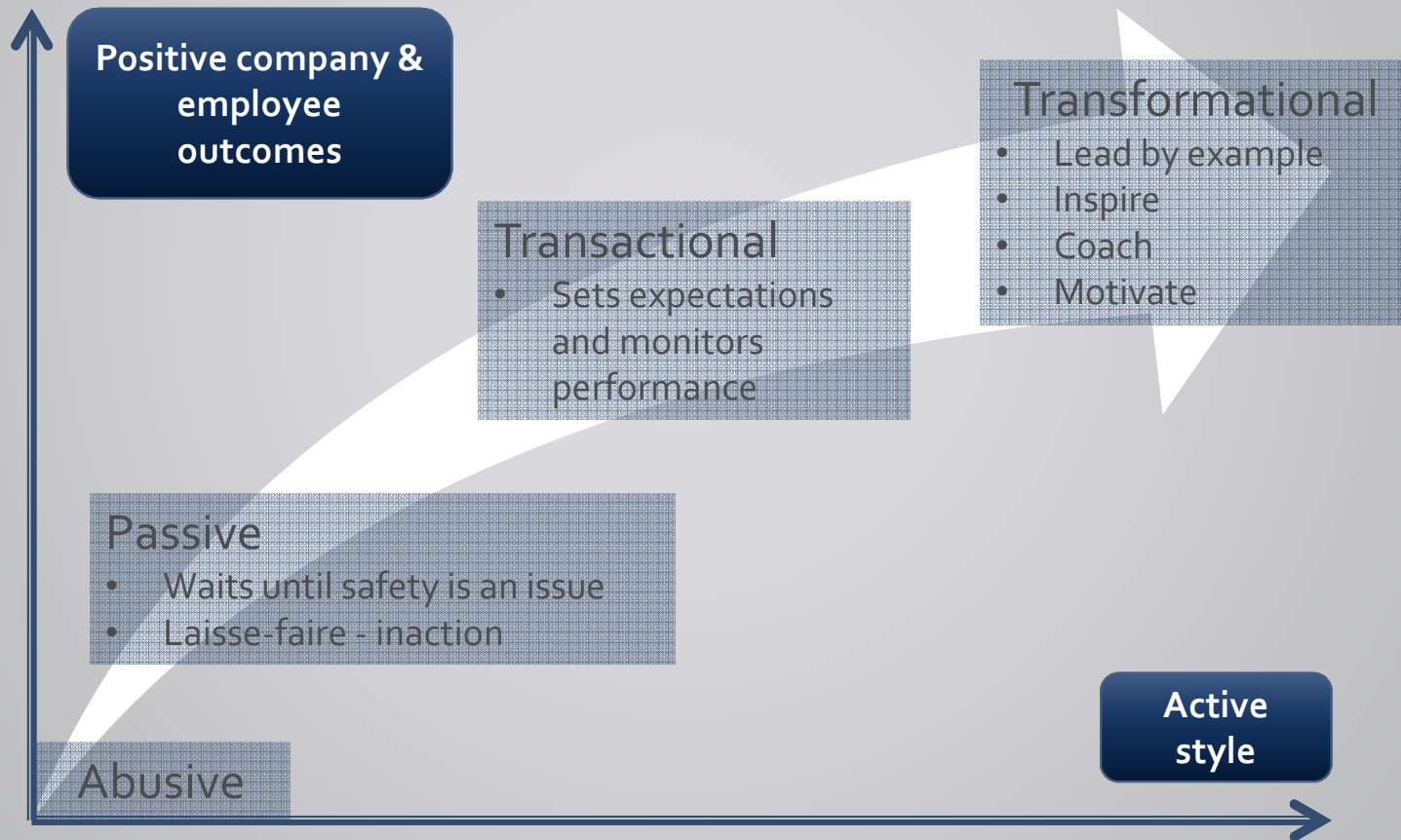
Safety programs

Safety climate

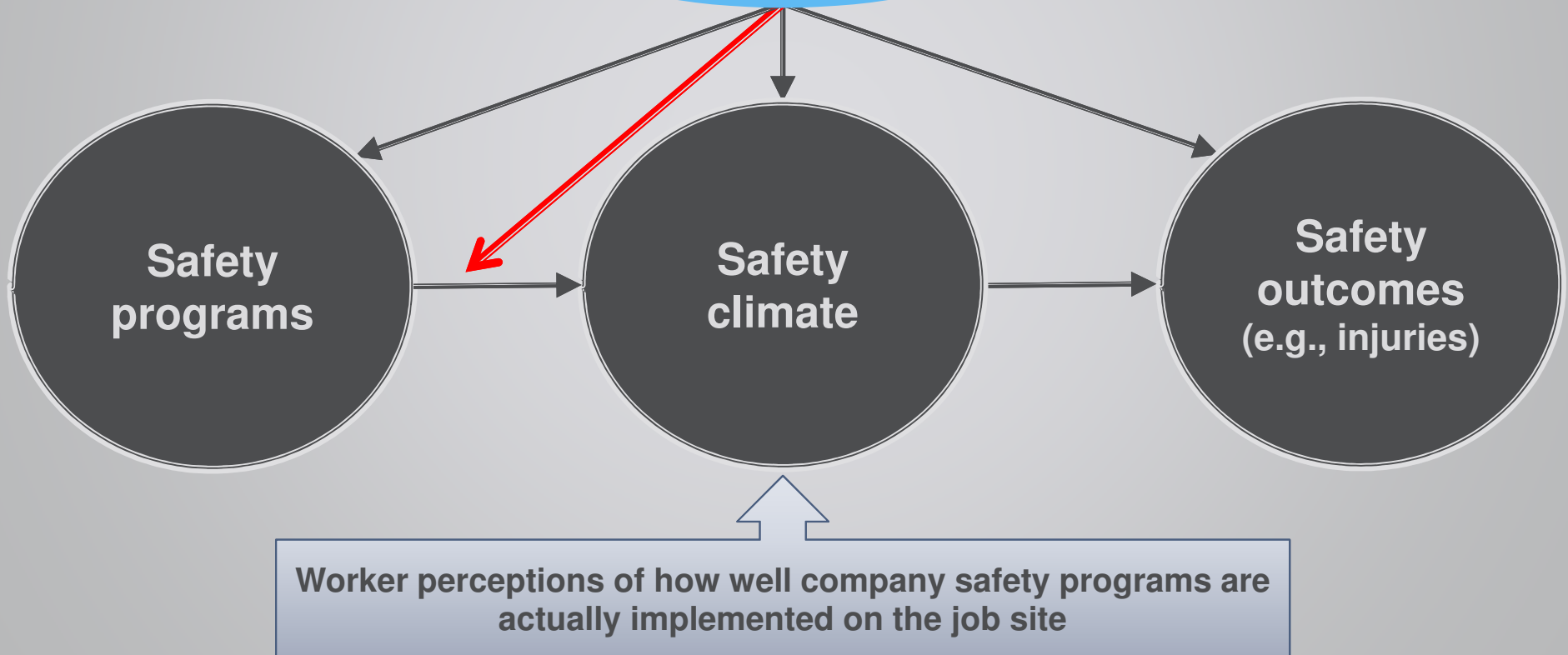
Safety outcomes
(e.g., injuries)

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

Range of safety leadership styles



Safety Leadership



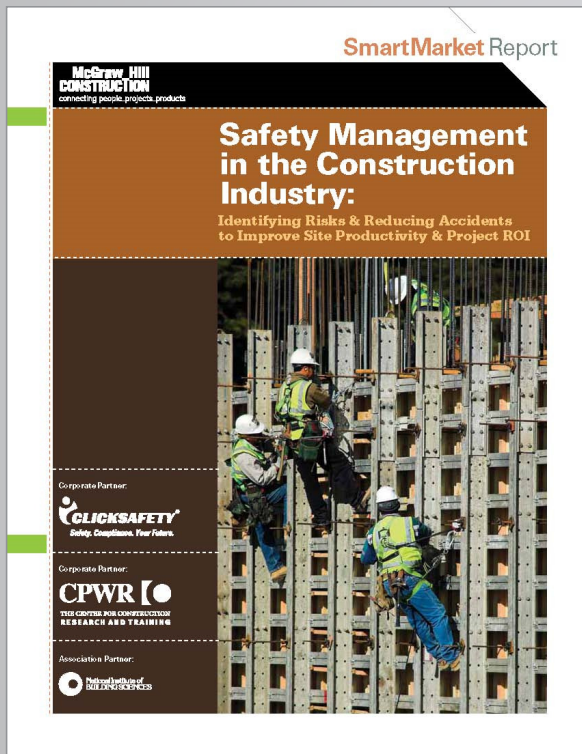
“So, I ended up cutting my hand on a stud, when I...was [a] second year apprentice. So, I went to my foreman he started laughing at me you know, come on you’re a big baby. I am like I am not a big baby, you told me I have to report all accidents so I am doing what I am supposed to do. Are you going to 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

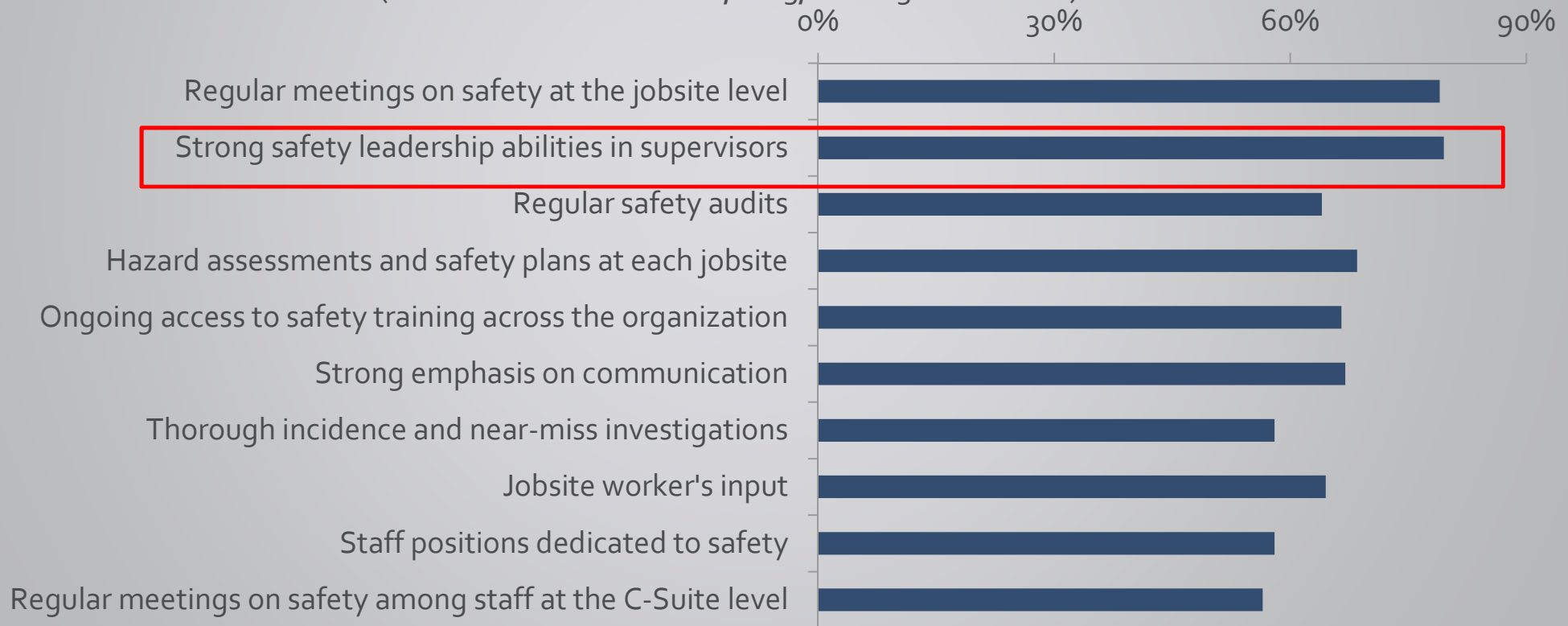


Safety Management in the Construction Industry: Identifying Risks and Reducing Accidents to Improve Site Productivity and Project ROI

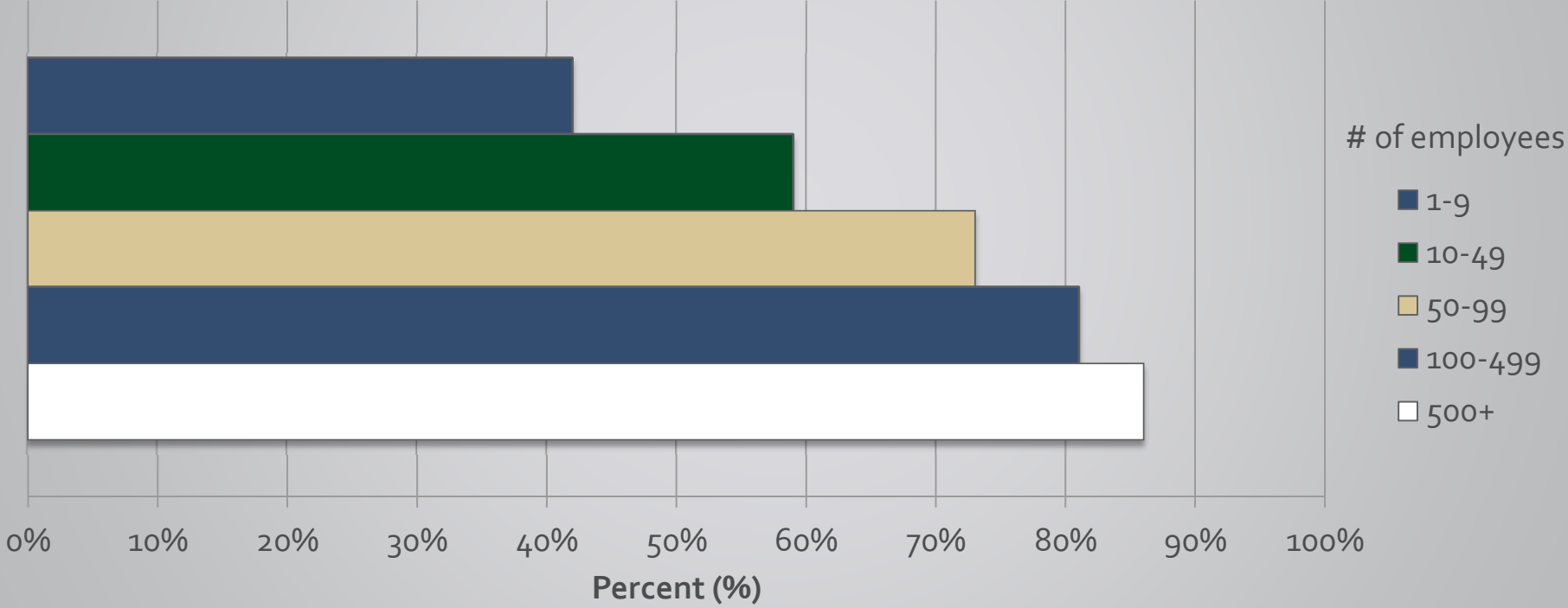
<http://www.cpwr.com/publications/reports/all>

What are the components of a world class safety program?

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



% of companies requiring OSHA 30 training for supervisors/foremen by size of company



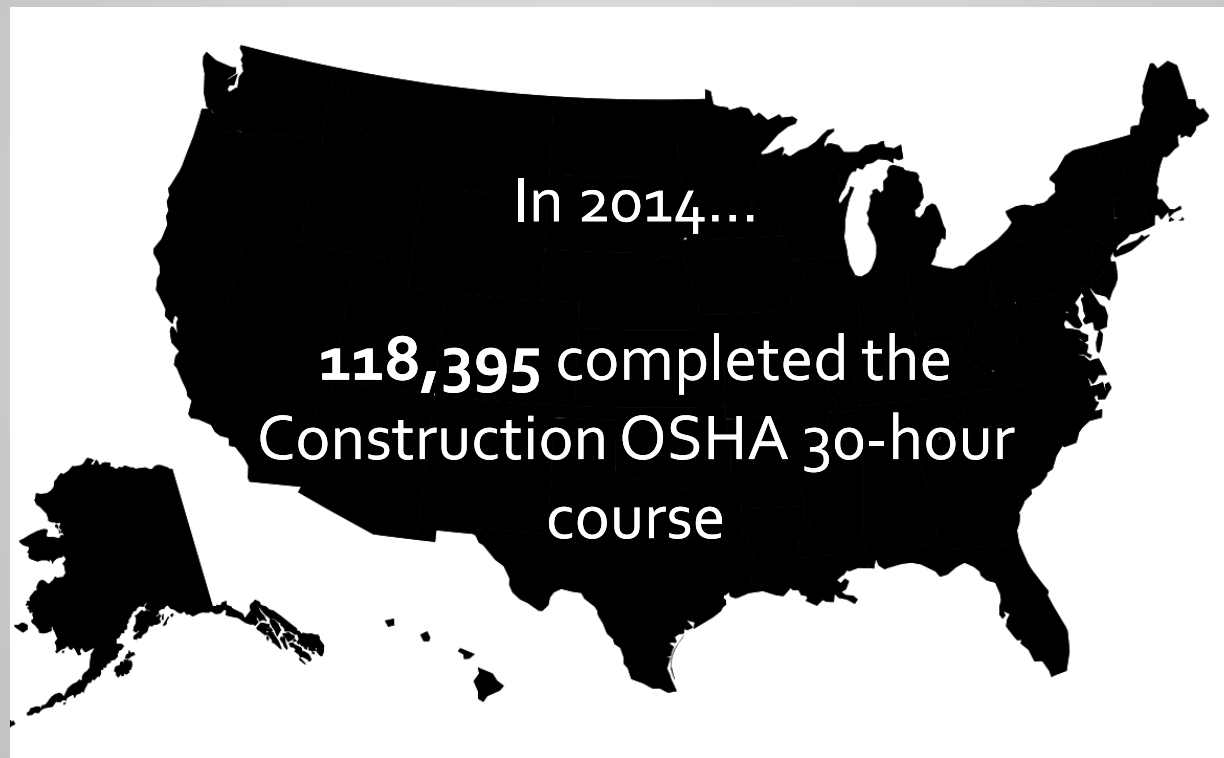
(McGraw Hill Construction, 2013; N = 263 contractors)



30-hour Course

- 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**

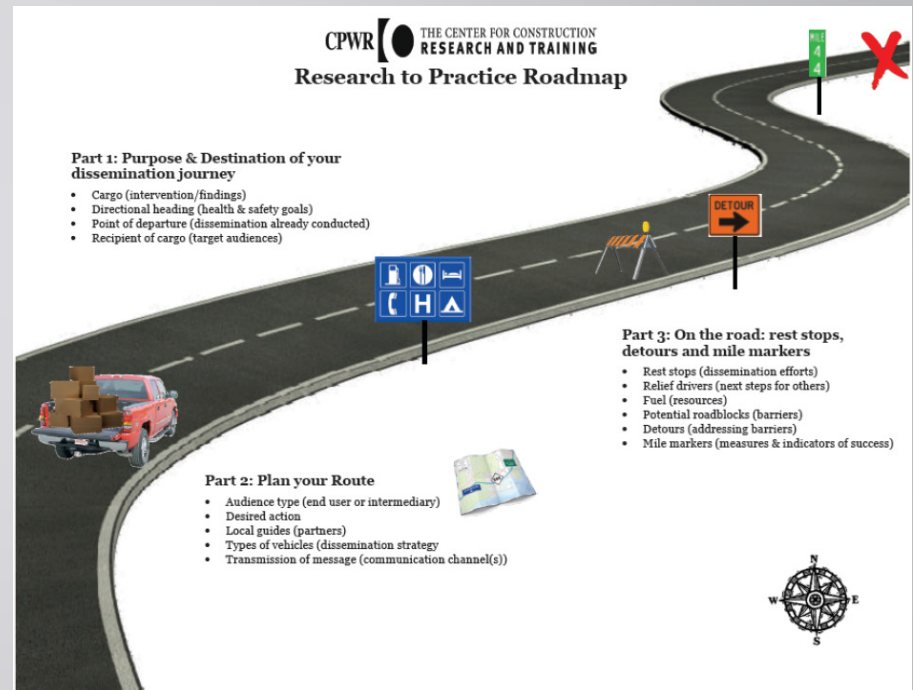
OSHA 30-hour course



https://www.osha.gov/dte/outreach/outreach_growth.html

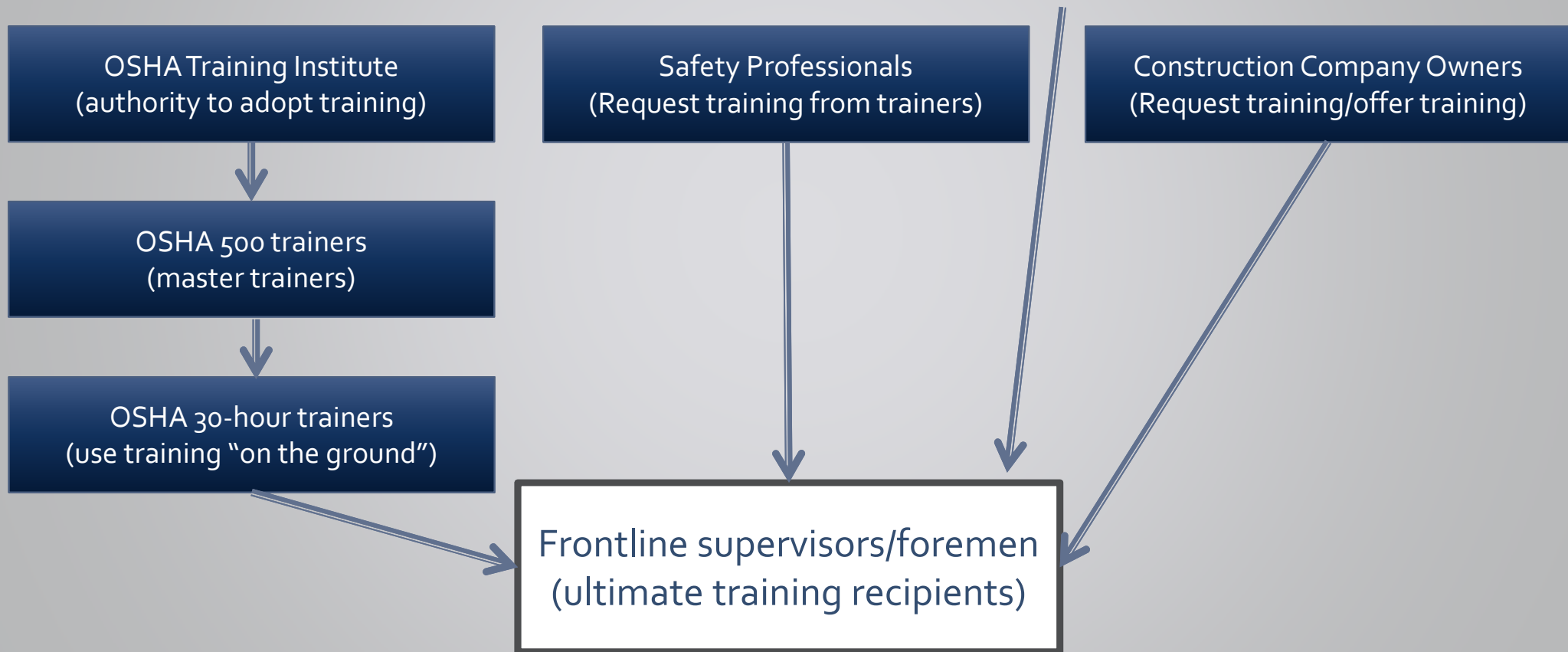
CPWR R2P Roadmap Tool

Plan for research findings' future use to reduce occupational injuries and illnesses

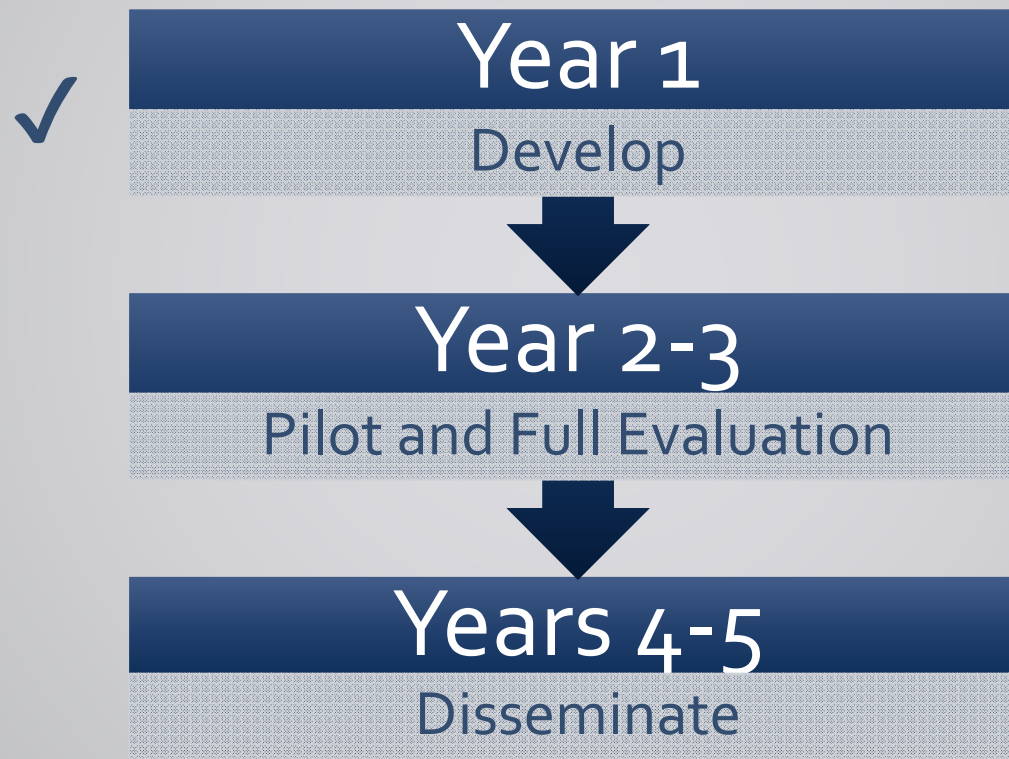


Target audiences

Dissemination of information about the module **or** actual module



Project timeline



Year 1 Activities

- Assembled an active multidisciplinary **curriculum development team**
 - Experienced OSHA 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

Draft training material – Do not cite or quote



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.



DEVELOP TEAM MEMBERS THROUGH TEACHING, COACHING, AND FEEDBACK: Act as a teacher and coach. Give FIST feedback (Facts, Impact, Suggestions, Timely).



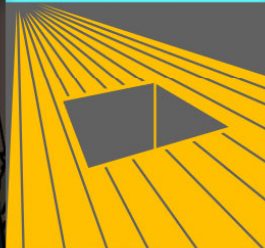
RECOGNIZE TEAM MEMBERS FOR A JOB WELL DONE: Publicly and privately acknowledge team members when they consistently work safely and contribute to a positive safety climate

Foundations for Safety Leadership

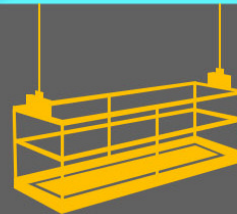
Introduction



Cover Up!



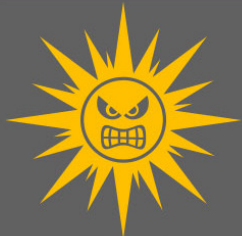
Do We Have To?



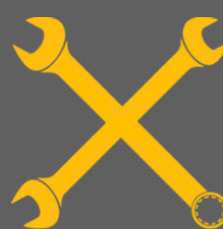
Gimme Space



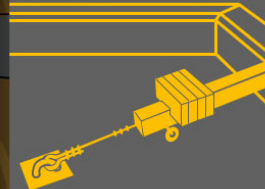
It's Too Hot



The Right Tool



To Check



Fritz's Shortcut

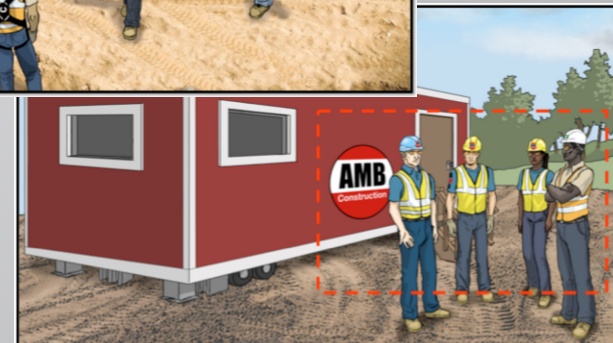
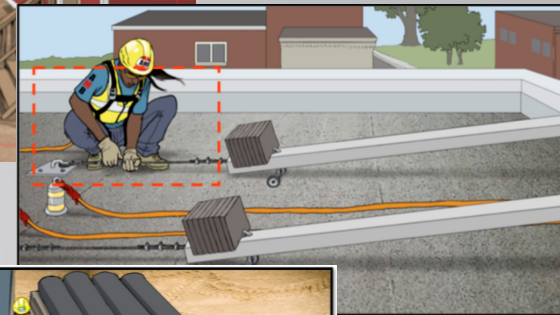


Scenarios

- Variety of safety situations
- Display multiple safety leadership skills
- Leadership of management and workers



Sample preliminary illustrations for scenario videos



Scenarios

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

Outcomes A & B Checklist		
Leadership Skills	Good Leadership Actions	Demonstrated?
L eads by Example	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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
E ngages Team Members	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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
A ctively Listens and Practices 3-Way Communication	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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
D evelops Team Members Through Teaching, Coaching, and Feedback	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 .	<input type="checkbox"/> Yes <input type="checkbox"/> No
R ecognizes Team Members for a Job Well Done	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.	<input type="checkbox"/> Yes <input type="checkbox"/> No

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!

This project was supported by
CDC/NIOSH Center for Construction Research and Training

Questions?

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