Safety leadership to strengthen jobsite safety climate and improve safety and health outcomes

Linda M. Goldenhar, PhD
Director, Research and Evaluation
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This afternoon’s agenda

2:30 - 3:20 Safety Climate: Workbook and Assessment Tools

BREAK

3:30 - 4:30 Foundations for Safety Leadership (FSL) training
At the end of the FSL session participants will be able to:

- Describe what a safety leader is
- List critical safety leadership skills that are needed to be an effective safety leader
- Explain how leaders can apply the skills on their jobsites
8 Leading Indicators of Jobsite Safety Climate

1. Demonstrate management commitment
2. Align and integrate safety as a value
3. Ensure accountability at all levels
4. **Improve supervisory leadership**
5. Empower and involve employees
6. Improve communication
7. Train at all levels
8. Encourage owner/client involvement
Enhancing Safety Climate through Safety Leadership

Project Goal
Develop an evidence-based leadership educational module that introduces trainees, especially those with supervisory responsibilities, to a number of critical leadership skills they can use to improve safety climate and safety outcomes on the job site.

Research Team
Linda M. Goldenhar, PhD
Stefanie K. Johnson, PhD
Natalie Schwatka, PhD
Marissa Beldon, MPH
Enhancing Safety Climate through Safety Leadership

Specific Aim

That the new leadership training program will be incorporated into the OSHA 30-hour as an elective
Foundations for Safety Leadership

Leadership Skills for Promoting a Strong Jobsite Safety Climate

2.5 Hour Module
Curriculum Development Team (CDT)
FSL Structure and Content

Section 1 - Foundational material - (50-55 mins)

• Costs of ineffective leadership
• Benefits of effective leadership
• Definition of safety leader
• How safety leaders improve safety outcomes
• 5 critical leadership skills

Section 2 - Application - (85-90 mins)

• 10 Real world construction scenarios
• Watch (videos), Reading, Role Plays
Safety Leader is Defined as...

A person who has the **courage** to demonstrate that s/he values 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.
5 Leadership Skills

LLeads by example
Engages and empowers team members
Actively listens and practices three-way communication
DEvelops team members through teaching, coaching, & feedback
Recognizes team members for a job well done
How to Lead by Example

• Have a positive attitude about safety
• Establish safety as a core value
• Set high expectations for safety
• Share safety vision with the team
• “Walk the talk”
• Reinforce the idea that everyone owns safety
• Lead up!
How to Engage and Empower Team Members

• Explain why safety is critical to getting the job done
• Engage team members in safety decision-making
• Conduct daily morning safety huddles and joint worker-management walk-arounds throughout the workday
• Empower team members to
  – Report safety concerns, injuries and near misses
  – Report or fix hazards or unsafe situations
How to Actively Listen & Practice 3-way Communication

• Treat team members with respect when they are speaking
• Pay attention to non-verbal cues such as body language & eye contact
• Listen to hear what is being said vs. to come up with a response.
• Ask clarifying questions
How to Actively Listen & Practice 3-way Communication

“I need paper airplanes NOW!”
“I need paper airplanes NOW!”

Fold the paper in half, lengthwise

Unfold and fold corners into center line

Fold the top edges to the center

Fold the plane in half

Fold the wings down to meet the bottom edge of the planes body.
How to
Actively Listen &
Practice 3-way Communication

• Make sure you have listener’s attention
• Be direct and concise with your request and instructions
• Ask team member to repeat message
• Clarify any misunderstandings
How To Develop Team Members through Teaching, Coaching, and Feedback

1. Observe worker action
2. Problem solve
3. Practice action
4. Address the issue

Teach & coach
How To Develop Team Members through Teaching, Coaching, and Feedback

Use the *FIST* Principle:

- Describe the **FACTS**
- Explain the **IMPACT**
- Provide **SUGGESTIONS**
- Be **TIMELY**
How to Recognize workers for going above and beyond

- Give recognition separately from other types of feedback
- Regularly give praise in private
- Be specific about why you giving praise
- Give praise publically if the person is comfortable with it
Foundations for Safety Leadership

1. Cover Up!
2. It's Too Hot
3. To Check
4. Gimme Space
5. The Right Tool
6. Do We Have To?
7. Fritz's Shortcut
8. Takeaways
Job site

- Six-story mixed use building (1st floor commercial)
- North Carolina
- 12-14 month project
- Began in January, scenarios start in July

Scenario structure

- Situation
- Outcome A
- Outcome B
### 6. Do We Have To?

<table>
<thead>
<tr>
<th>Who</th>
<th>Role</th>
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<tbody>
<tr>
<td>Floyd</td>
<td><em>Painting Perfection</em> Foreman</td>
</tr>
<tr>
<td>Ed</td>
<td><em>Painting Perfection</em> Experienced Worker</td>
</tr>
<tr>
<td>Tom</td>
<td><em>Painting Perfection</em> Trainee/apprentice</td>
</tr>
<tr>
<td>Tina</td>
<td><em>Painting Perfection</em> Trainee/apprentice</td>
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</table>
6. Do We Have To?
Discussion Questions: **Situation**

1. Keeping in mind the five leadership skills, what do you think Floyd should do?
6. Do We Have To?

Outcome A
Discussion Questions:  **Outcome A**

1. What are your thoughts on how Floyd handled this situation?
2. Which safety leadership skills did or did he not demonstrate?
3. What message is Floyd sending to Ed, Tina and Tom about the value of safety?
6. Do We Have To?

Outcome B
Takeaways

• It takes COURAGE to be a leader
• It takes COURAGE to speak up
• These skills can easily be inserted into the daily workflow & productivity won’t be negatively effected
• Leaders...
  • Lead by example
  • Engage and empower team member
  • Actively listen and Practice 3-way communication
  • Develop team members
  • Recognize team members

• Leaders improve Safety Climate, Safety/Health Outcomes
Resources
(Most also available in Spanish)

Primary Teaching Materials
- FSL PowerPoint Presentation (PC or MAC)
- Instructor Guide & Student Handout

Additional Resources
- Train the Trainer Materials
- Hard Hat Sticker
- Pocket reference card
- FSL Handbook
- Self-Assessment + Action Plan
- 6 Toolbox Talks
- 6 Skill Sheets
- Create your own scenario worksheet
- Posters to use in class
- Completion certificates
- Paper airplane activity
Lean Production:
Not or under utilizing talent

Frontline leadership
Emotional Waste

“While there are many tangible and measurable forms of waste that can be addressed in a company (on the jobsite), one of the hardest to measure and get rid of is the emotional kind”. (Scrum, Jeff Sutherland 2015)

Emotional waste is a real thing. Company leaders should be brave enough (aka have courage) and have the skills they need to point it out, change their own practices, and squash it.
<table>
<thead>
<tr>
<th>FSL Skill</th>
<th>Practice</th>
<th>Emotional waste</th>
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<tbody>
<tr>
<td><strong>Lead by Example</strong></td>
<td>‘Walk the talk’</td>
<td><strong>Uncertainty</strong> due to being told what to do and how to act, but watching others, particularly leaders, not following rules.</td>
</tr>
<tr>
<td><strong>Engage and Empower</strong></td>
<td>Encourage and motivate crew members</td>
<td><strong>Frustration</strong> at not being asked for ideas on how to do tasks even though they may know a safer and more efficient way</td>
</tr>
<tr>
<td><strong>Actively Listen, 3-Way Comm.</strong></td>
<td>Listen to hear and understand, make sure you’re understood</td>
<td><strong>Annoyance</strong> at not being listened to when raising an issue and <strong>anxiety</strong> due to not understanding the desired outcome of requests made.</td>
</tr>
<tr>
<td><strong>DEvelop Team Members</strong></td>
<td>Act as a teacher and coach provide constructive feedback</td>
<td><strong>Apprehension</strong> and <strong>fear</strong> of being ignored or ridiculed when they ask for more direction on how to complete a task.</td>
</tr>
<tr>
<td><strong>Recognize Team Members</strong></td>
<td>Acknowledge job well-done</td>
<td><strong>Resentment</strong> from never being recognized for going above and beyond what’s expected.</td>
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Impact on Leaders
Red line (Trained)  Black line (Control)

Understand leadership skills

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Use leadership skills

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Safety practices

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<th>3.7</th>
<th>3.5</th>
</tr>
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</table>

Crew report hazards

| 4.9 | 4.7 | 4.5 | 4.3 | 4.1 | 3.9 | 3.7 | 3.5 |
Dissemination
Estimated # of FSL-trained individuals (Dec 2016-present)

16/27 OSHA Ed Centers (30-hour or 500-level) 33,614
Authorized outreach trainers survey (30-hour, stand-alone) 11,248
Attended the 2016, 2017, or 2018 CPWR webinar 5,273
Downloaded FSL materials and completed survey 600
Attended an FSL presentation at a safety/health conference 5,481
Emailed CPWR directly to learn more about the FSL 4,671
Continued using FSL after participating in evaluation study 273
Participated in a company/union training session we conducted 705
63,339
“I think the crew is more willing to bring up items to the foreman..., and we've actually made changes on site or brought it to the attention of people who can make changes because of what our guys are bringing up.” (Company President)

“It’s rare that Construction leaders thank us for a training, but that is what we received from our supervisors after the FSL training. What’s even better is that they’ve been able to improve their communication and engagement with their team. This training was a key component of our Workplace Safety program that earned us the AGC Construction Safety and Health Excellence award in 2016. (Company Owner)

“In my opinion, a successful training that benefited not only the foreman/superintendents/stewards in the field but also the overall safety climate of the project.” (Company Safety Trainer)
Our FSL Journey

CPWR Foundations for Safety Leadership

Bob Kunz
Corporate Safety Director
Thank you

Any Questions?

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FSL  http://www.cpwr.com/foundations-safety-leadership-fsl

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