

# Foundations for Safety Leadership in Residential Construction (FSL4Res)

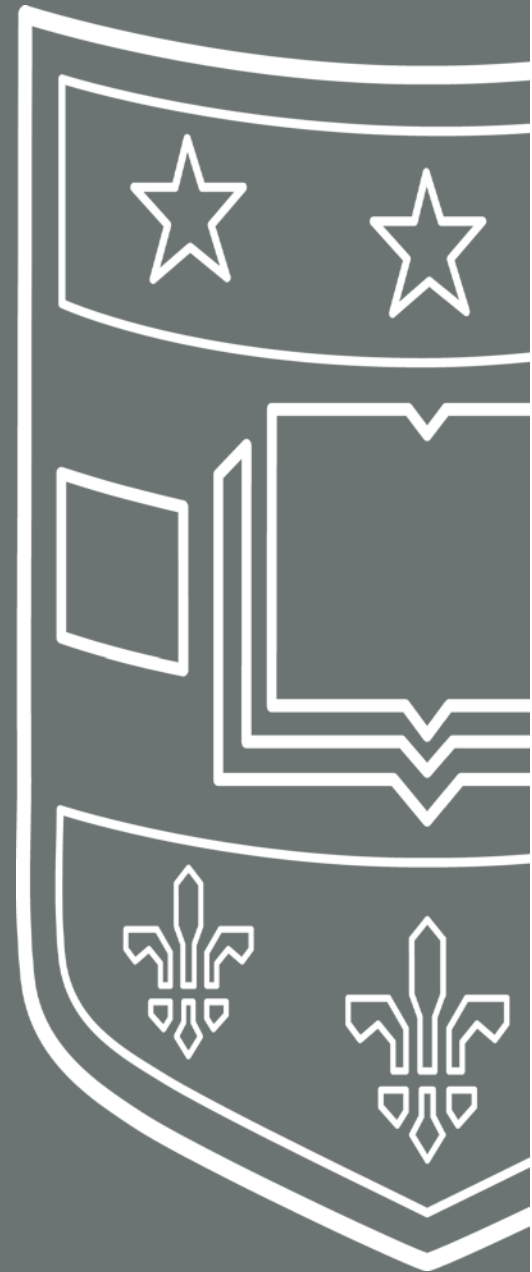
Bradley Evanoff, MD, MPH  
Anna Kinghorn, MS

 **Washington**  
University in St. Louis  

---

SCHOOL OF MEDICINE

**Healthy Work Center**



# Safety and Health Work in Construction



- Fall prevention in Residential Construction
- Musculoskeletal injuries
- Ergonomic interventions
- Safety management
- Opioid use
- Suicide



Why do we need to teach Safety Leadership?

# Benefits of Effective Safety Leadership



- Increased morale
- Better teamwork
- Positive safety climate
- Reduced hazards
- Safer work practices
- Fewer injuries and fatalities
- Better business reputation
- More productivity and better quality
- Better worker retention

# Foundations for Safety Leadership (FSL)



- Training program created by CPWR in 2016
- 2.5 hr training, teaches 6 essential safety leadership skills
- Video / discussion
- Trainers guides
- Approved as an OSHA 30 elective 2017 – widely disseminated (over 100,000 trained)

# Adapt FSL for Residential Construction



- Residential construction is different than commercial
- Smaller contractors, fewer resources
- Fewer foremen trained via OSHA 30
- Residential workers harder to reach than commercial
- FSL could be highly effective in this high-risk population
- Project will teach safety leadership with a focus on preventing falls

# Importance for Construction Industry



- Falls from height: the major cause of work fatalities in residential construction
- Fall prevention: difficult to implement
- Foremen / other first line supervisors: may lack the skills to effectively lead their teams to safer behaviors

# Our Project



- Conducted needs assessment:
  - FSL is a great training tool, but needed some adaptation to work best in residential
  - Preference for delivery option of multiple shorter pieces & YouTube videos for ease of use on the worksite
  - Important to show BIPOC individuals in scenarios
- Developed residential specific scenarios & modifications to delivery plan



# Jeremy Bethancourt



- [jbethancourt@Leblancbuilding.onmicrosoft.com](mailto:jbethancourt@Leblancbuilding.onmicrosoft.com)

# Foundations for Safety Leadership 4 Residential Construction

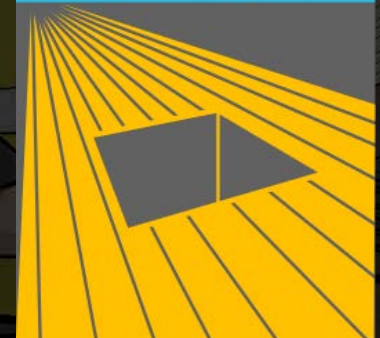
Derailing The Job



Reality Check



Cover Up!



Don't Shortcut Safety



Takeaways





# Teaching Modes & Scenario Structure

## Teaching Mode



**WATCH**

- Watch activity contains 3 animated video sections and discussion questions



**READ**

- Read activity contains key points from the full scenario, plus discussion questions.

## Scenario Structure

- Situation
- Outcome A
- Outcome B



# Learning Objectives

*By the end of this training students will be able to:*

1. Explain why safety leadership is important
2. Describe the safety leadership skills
3. Discuss how to apply safety leadership skills on the job site

# Safety Leadership Skills



<b>Skill</b>	<b>Practice</b>
Lead by Example	“Walk the talk.” Make Safety a core value and make sure everyone owns safety.
Engage and Empower Team Members	Encourage and empower crew members to identify, report, and remove hazards – and to come up with solutions.
Actively Listen	Listen to hear and understand what crew members are telling you.
Practice 3-way Communication	Make sure crew members understand what is being said or asked.
Develop Team Members by Teaching, Coaching, & Feedback	Act as a teacher and coach and provide constructive feedback using the FIST principle: Facts, Impact, Solutions, and Timely.
Recognize Team Members for a Job Well Done	This can be done in private or public if the employee is comfortable with it.

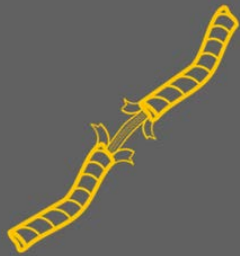
# Foundations for Safety Leadership

## 4 Residential Construction

### 2. Reality Check

14

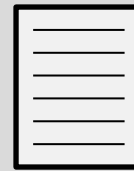
#### Reality Check



Who	Role
<b>Foster</b>	<i>Five Star Roofing</i> Foreman
<b>Eduardo</b>	<i>Five Star Roofing</i> Experienced Worker
<b>Troy</b>	<i>Five Star Roofing</i> Trainee
<b>Tara</b>	<i>Five Star Roofing</i> Trainee



**WATCH**



**READ**

# Foundations for Safety Leadership

## 4 Residential Construction



### 2. Reality Check

15





# Foundations for Safety Leadership

## 4 Residential Construction



### 2. Reality Check

16

## Discussion Questions: **Situation**



1. Keeping in mind the leadership skills, what can Eduardo do to demonstrate safety leadership?
2. What are your thoughts on Troy & Tara's responses to Eduardo?



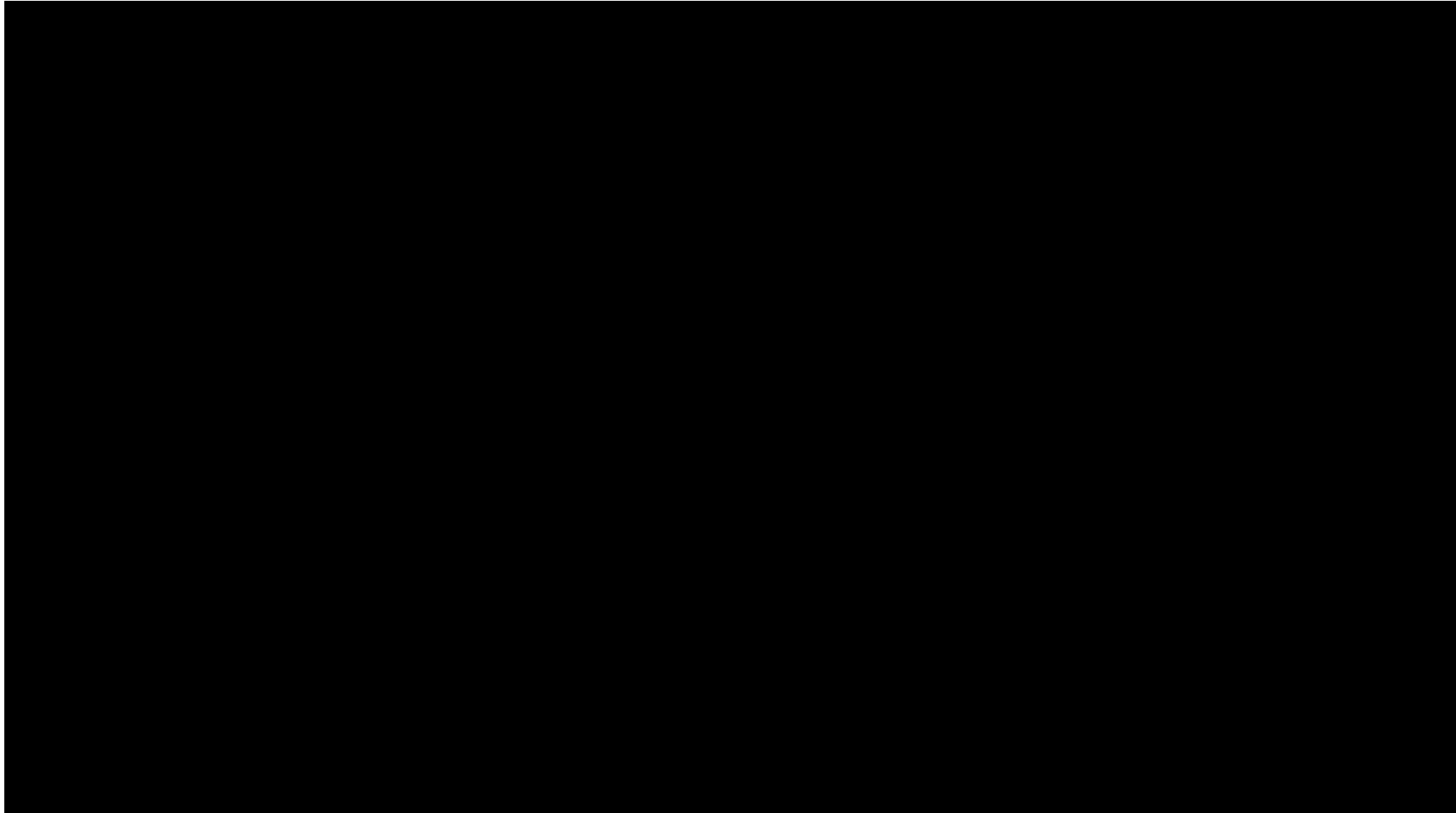
# Foundations for Safety Leadership

## 4 Residential Construction



### 2. Reality Check

17



# Foundations for Safety Leadership

## 4 Residential Construction



### 2. Reality Check

18

## Discussion Questions: Outcome A



1. What are your thoughts on how Eduardo handled this situation?
2. Which safety leadership skills did or did he not demonstrate?
3. What message is Eduardo sending to Troy and Tara about the value of safety?

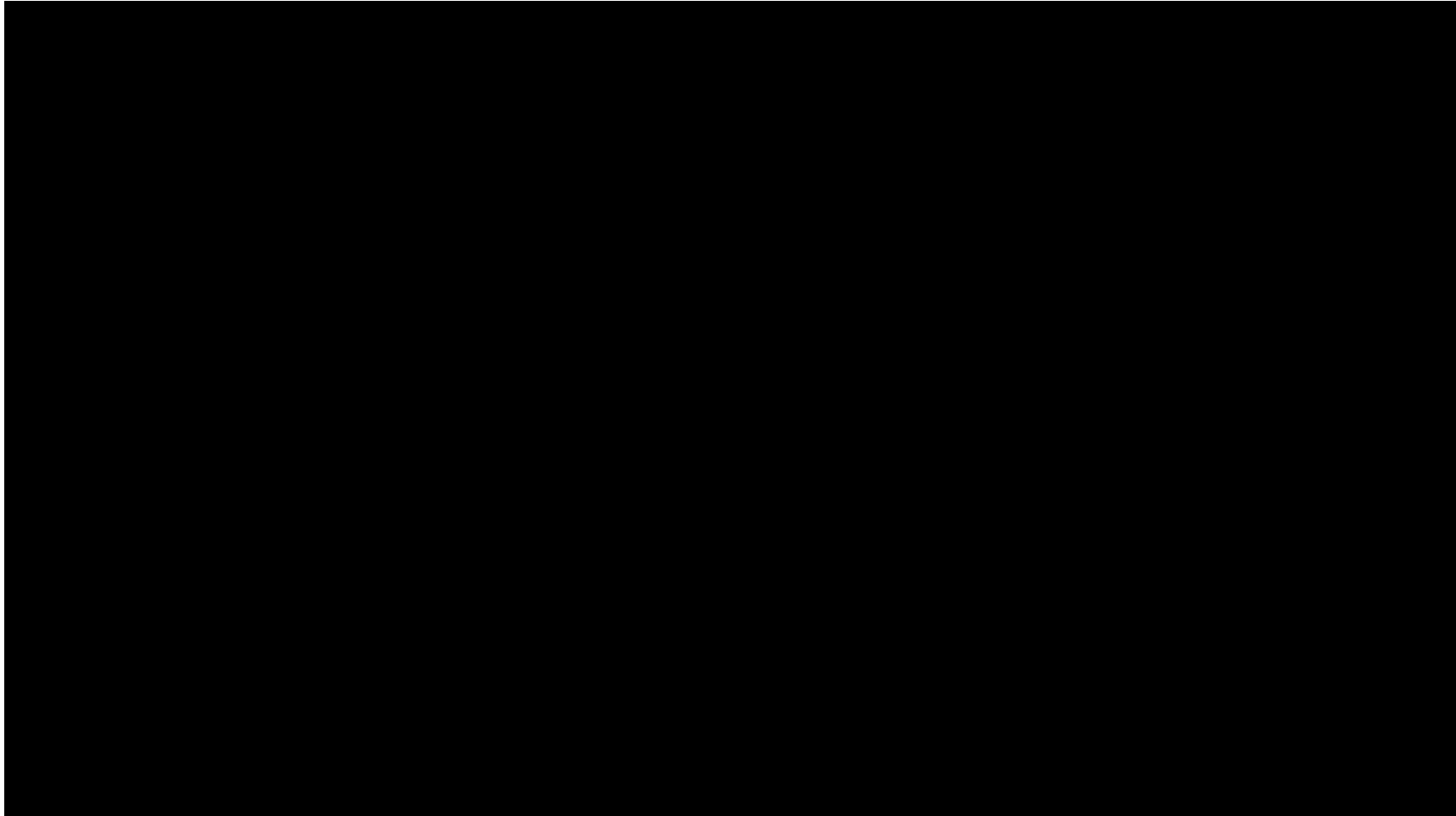
# Foundations for Safety Leadership

## 4 Residential Construction



### 2. Reality Check

19



# Foundations for Safety Leadership

## 4 Residential Construction



### 2. Reality Check

20

## Discussion Questions: Outcome B



1. What do you think of the way Eduardo handled the situation this time?
2. Which of the leadership skills did he demonstrate?

# How Use FSL4Res in Your Company



- Two methods of delivery
  - Single Session or Multiple Session
- Ease for on-site use
  - Videos on YouTube
- Multiple ways to engage
  - Watch or Read
- Create your own scenarios
  - Worksheets to make scenarios specific to your workers

# FSL4Res Resources



## Foundations for Safety Leadership

An Introductory Handbook to the Foundations for Safety Leadership Course



Be a Part of the Foundations for Safety Leadership Course



## BE A SAFETY LEADER

FSL4Res

Foundations for Safety Leadership 4 Res

FOREMEN  
&  
LEAD  
WORKERS

EFFECTIVE  
SAFETY  
LEADERSHIP

6 CRITICAL LEADERSHIP SKILLS



## Lead by Example

### John's Story

During the morning huddle in the leader, the safety guy told us to use lifting equipment or get help from a co-worker when we lift and move the wood beams so we don't hurt our backs or shoulders, since they weigh more than 50 pounds. But when we got onto the jobsite and started working, our foreman didn't know where the lifting equipment was and said our number one priority was to get the job done by the end of the day because we had to be on another jobsite tomorrow.

- Have you ever been in a similar situation?
- How do you think this foreman's actions might affect jobsite safety? What about the morale of the crew?
- What could this foreman have done to lead by example?

### Frontline safety leaders **Lead by Example** when they...

- Follow all safety procedures and policies.
- Ensure the equipment or additional labor needed to do a job safely is available and used.
- Always consider the safety implications of the decisions they make on the job site.
- Set clear safety expectations every day for their crew.
- Reinforce the message that everyone owns safety.

### Leadership actions we will practice today and every day:

- As your frontline supervisor/foreman and safety leader, I will:
  - "Walk the talk" by always following safety procedures and safety policies.
  - Make decisions that demonstrate I value safety and believe it goes hand in hand with productivity and quality of work.
  - Make the contractor aware of any safety issues that come up that they need to take care of.
- Crew members are also safety leaders and are expected to:
  - Follow all safe work practices and procedures.
  - Immediately tell me if you see hazardous or unsafe conditions and provide suggestions on how to fix the issue.
  - Immediately report to me any near miss or injury experienced by you or a co-worker.
  - Participate in keeping the jobsite safe.

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



Foundations for Safety Leadership

FSL4Res

Foundations for Safety Leadership for Residential Construction

EMOTIONAL WASTE



Skill	Practice	Emotional waste if not practiced
Lead by Example	"Walk the talk." Make Safety a core value and make sure everyone owns safety.	<b>Uncertainty</b> due to being told what to do and how to act, but watching others, particularly their leaderships are not following the rules.
Engage and Empower Team Members	Encourage and empower crew members to identify, report, and remove hazards – and to come up with solutions.	<b>Frustration</b> at not being asked for ideas on how to do task even though they may know a safer and more efficient way to do it.
Actively Listen	Listen to hear and understand what crew members are telling you.	<b>Annoyance</b> at not being listened to when raising an issue.
Practice 3-way Communication	Make sure crew members understand what is being said or asked.	<b>Anxiety</b> due to not understanding the desired outcome of the request being made.
Develop Team Members by Teaching, Coaching, & Feedback	Act as a teacher and coach and provide constructive feedback using the FIST principle: Facts, Impact, Solutions, and Timely.	<b>Apprehension</b> and fear of being ignored or ridiculed when they ask for more direction on how to complete a task.
Recognize Team Members for a Job Well Done	This can be done in private or public if the employee is comfortable with it.	<b>Resentment</b> from never being recognized for going above and beyond what's expected.



## SELF ASSESSMENT ON THE 6 LEADERSHIP-SKILLS (FSL4RES)

How often do you....

	Always	Sometimes	Never
<b>1. Lead by Example</b>			
Maintain a positive attitude about safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider the safety implications of all of your decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set high expectations for team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk the talk – always follow safe work practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with your team that everyone owns safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Engage and Empower Team Members</b>			
Engage team members in daily meetings or morning safety huddles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Request input from team members about safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage team members to identify and report safety issues such as hazards concerns, injuries, and near misses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Actively listen</b>			
Treat team members with respect when communicating with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively listen to team members when they speak to you – pay attention to nonverbal cues, such as body language and eye contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Practice three way communication</b>			
Ensure you have the listeners attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be direct and concise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask your listener to repeat back what they heard and clarify any misunderstandings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Develop Team Members Through Teaching, Coaching, and Feedback</b>			
Teach and coach members in a respectful manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on the problem rather than judging the person when you give them feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make sure team members know how to do a new task before actually doing it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Recognize Team Members for a Job Well Done</b>			
Say “good job” or “thank you” to team members who go above and beyond to create a safe jobsite	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use positive recognition of team members to encourage job safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Total number of checks for each column

\_\_\_\_\_

# Spanish Translation



## AUTOEVALUACIÓN SOBRE LAS 6 HABILIDADES DE LIDERAZGO

¿Con qué frecuencia hace lo siguiente?

	Siempre	Algunas veces	Nunca
<b>1. Liderar con el ejemplo</b>			
Mantener una actitud positiva sobre la seguridad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considerar las implicaciones de la seguridad de todas sus decisiones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establecer expectativas altas a los miembros del equipo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hacer lo que dice y seguir siempre las prácticas de trabajo seguras.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comunicar a su equipo que todos son dueños de la seguridad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Involucrar y empoderar a los miembros del equipo</b>			
Involucrar a los miembros del equipo en reuniones de seguridad diarias o reuniones de seguridad matutinas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Solicitar la opinión de los miembros del equipo sobre la seguridad.

Alertar a los miembros del equipo a identificar e informar de pro  
seguridad como riesgos, preocupaciones, lesiones y conatos de

### 3. Escuchar activamente

Tratar a los miembros del equipo con respeto cuando se comuni  
ellos.

Oír activamente para escuchar lo que se dice en vez de pensar  
respuesta.

Prestar atención a las señales no verbales y hacer preguntas ac

### 4. Practicar la comunicación de 3 vías

Ser directo y conciso, y asegurarse de que tiene la atención de

Le pide al miembro del equipo que repita el mensaje o las instru  
adare los malentendidos.

### 5. Desarrollar a los miembros del equipo mediante ense

Enseñar y asesorar a los miembros del equipo de manera respe

Concentrarse en el problema en vez de juzgar a la persona cuan  
comentarios.

Asegurarse de que los miembros del equipo sepan cómo hacer  
antes de hacerla.

### 6. Dar reconocimiento a los miembros del equipo por un

Decir "buen trabajo" o "gracias" a los miembros del equipo que  
lo posible por crear un lugar de trabajo seguro.

Usar el reconocimiento positivo de los miembros del equipo para  
la seguridad en el lugar de trabajo.

Cantidad total de marcas de marcas en cada col

## Fundamentos de Liderazgo en Seguridad para Construcciones Residenciales

3

## Meta

Dar a conocer habilidades fundamentales de liderazgo en seguridad que puede utilizar para mejorar el clima y los resultados de seguridad en el lugar de trabajo.

## Autoevaluación de liderazgo y plan de acción personal







# How to Access Materials

- All materials can be found for free on the CPWR website: [www.cpwr.com/fsl](http://www.cpwr.com/fsl)
- Measuring reach & uptake
  - Follow up emails with short online surveys to determine who is using it and what their experience has been like