



## Department-Approved Course Requirements: 2.50-Hour Foundations for Safety Leadership

**Course Required for:**

**Worker Training**

**Purpose:**

This course is a specialized elective course that can help fulfill the requirement for an individual applying for a Site Safety Training Card. **THIS IS AN AWARENESS-LEVEL TRAINING ONLY and does not provide any other qualification or authorization outside of the Site Safety Training Card.**

**Duration:**

2.5 Hours of instructional time, excluding breaks

**Class Size:**

**1-40 Trainees**

**NYC Requirement:**

In order to continue to operate in the City of New York, the designated construction worker is required to complete a minimum number of hours of approved site safety training and to carry site safety identification cards as proof of completion of the training (As per New York City Local Law 196 of 2017 also known as 'LL196' or 'Local Law'). This course provides 2.5 hours towards the satisfaction of that requirement.

**Facility Requirements:**

The Training Facility used by the Course Provider must:

- Have sufficient room to accommodate all expected attendees and the equipment needed to perform hands-on exercises where required as part of the course.
- Make provisions for the presentation of training material in all media types (computer, projectors, video/DVD players, etc.); and
- Comply with all applicable laws, rules & regulations relating to occupancy, zoning, egress, fire detection, fire suppression, light, ventilation, cleanliness, sanitary facilities, emergency notification and evacuation procedures.

Training may be held at construction sites, provided the above requirements are met.

**Instructor Requirement:**

To deliver this course the instructor(s) must demonstrate that he or she is credentialed or trained in instructional methods and learning processes. The instructor(s) must also successfully demonstrate his or her ability to solve or resolve problems relating to the subject matter by possession of a recognized degree, certificate, licensure or professional standing, or by extensive knowledge, training, and experience, in the subject matter being taught. To the extent that the course instructor(s) holds, or has held, a trade license issued by the Department, it must be in good standing and not be surrendered to, suspended by or revoked by the Department.

The instructor(s) must also be authorized by the Occupational Safety and Health Administration ('OSHA') as a trainer(s) for its Construction and Outreach Program.

**Curriculum Requirement:**

All **topics** listed under **Course Content Outline** must be covered using the listed **Instructional Delivery Method**. The time dedicated to each outline topic should be appropriate for the course content and can vary depending on the trade or job performed by the trainee. The **Instructional Delivery Materials** used in this course must contain all current applicable NYC Construction Code references, current rules, policies & bulletins.

**Course Curriculum Proposal Package Review:**

A comprehensive review will be performed by the **Department of Buildings** to determine compliance with these Course Curriculum Requirements.

## Instruction Delivery Method

**Media:** Lecture/Discussion, Slide Presentation, video

**Handouts:**

**Guided Learning:** Instructor will guide trainees through various case studies in effective leadership and look at the common components of successful leaders in many endeavors.

## Course Content Outline

1. Introduction
  - a. Instructor introduces topic and describes their qualifications and relevant experience for training this module.
  - b. Establish that all trainees can hear and fully understand you i.e. 'raise your hand if you fully understand me' or 'clap your hands if you fully understand me'
  - c. State basic classroom rules, bearings and decorum
    - i. Inform trainees of duration or training and breaks (if any)
    - ii. Remind trainees about limiting distractions (phone use, texting, sidebar conversations)
    - iii. Emergency procedures (location and means of egress, exits or other contingencies)
    - iv. Location of restrooms
  - d. Training Objectives and Expectations:
    - i. Trainees will learn the qualities of leadership and how effective leaders utilize various techniques to help them manage people and activities on construction worksites.
2. Define Leadership and provide examples of successful leaders and unsuccessful leaders
  - a. Emphasize importance of leadership is in an Injury and Illness Prevention Program (IIPP)
  - b. Demonstrate that leaders do not necessarily have to be the 'boss' and that you can lead as one among many or even from the bottom of the hierarchy, at the bottom of the chain of command.
  - c. Challenge trainees by asking, 'Who do you work for?' and reminding trainees that we do not work for a company but rather our families and the goals and aspirations of our lives. We work to go home and live our lives. We work to live, we should not live to work.
3. Illustrate the 'value added' proposition for effective leadership at every level of the team.
  - a. Higher moral
  - b. Fewer incidents, less injuries and illnesses
  - c. Higher productivity
  - d. Higher job satisfaction
  - e. Lower costs of doing business
  - f. Higher employee retention
4. Describe and illustrate an Injury and Illness Prevention Program and how effective leaders must thoroughly know how a system works. Explain the various parts of typical systems.
  - a. Management commitment
  - b. Effective employee (and subcontractors) participation
  - c. Accountability, responsibility and transparency

- d. Compliance with regulatory laws and Codes
  - e. Benchmarking other successful organizations
  - f. Multilateral and open means of communications and collaboration
  - g. Hazard identification, assessment and controls (Job Hazard Analysis)
  - h. Education and training and instruction
  - i. Recordkeeping
  - j. A robust means of evaluation and monitoring
5. Describe and provide examples of basic principles of leadership at the management level:
- a. Describe the importance to communicate a commitment to a safety and health program, with a clear, written policy helping communicate that safety and health is a primary organizational value, just as important as productivity, profitability, product or service quality, and customer satisfaction.
  - b. Communicate the policy to all workers and, at appropriate times and places, to relevant parties, including:
    - i. Other Contractors
    - ii. Subcontractors
    - iii. Suppliers and vendors
    - iv. Visitors
    - v. Clients
  - c. Reinforce management commitment by considering safety and health in all business decisions, including contractor and vendor selection, purchasing, and facility design and modification.
  - d. Be visible in operations and set an example by following the same safety procedures you expect workers to follow. Begin work meetings with a discussion or review of safety and health indicators and any outstanding safety items on a 'to do' list.
  - e. Define program goals: By establishing specific goals and objectives, management sets expectations for managers, supervisors, and workers and for the program overall. The goals and objectives should focus on specific actions that will improve workplace safety and health.
  - f. Establish realistic, measurable goals for improving safety and health. Goals emphasizing injury and illness prevention should be included rather than focusing on injury and illness rates.
  - g. Develop plans to achieve the goals by assigning tasks and responsibilities to particular people, setting timeframes, and determining resource needs.
  - h. Allocate resources: Management provides the resources needed to implement the safety and health program, pursue program goals, and address program shortcomings when they are identified.
  - i. Estimate the resources needed to establish and implement the program.
  - j. Allow time in workers' schedules for them to fully participate in the program.
  - k. Integrate safety and health into planning and budgeting processes and align budgets with program needs.
  - l. Provide and direct resources to operate and maintain the program, meet safety and health commitments, and pursue program goals.
  - m. Expect performance: Management leads the program effort by establishing roles and responsibilities and providing an open, positive environment that encourages communication about safety and health.

- n. Identify a front line person or persons to lead the safety program effort, make plans, coordinate activities, and track progress. Define and regularly communicate responsibilities and authorities for implementing and maintaining the program and hold people accountable for performance.
  - o. Provide positive recognition for meeting or exceeding safety and health goals aimed at preventing injury and illness (e.g., reporting close calls/near misses, attending training, conducting inspections).
  - p. Establish ways for management and all workers to communicate freely and often about safety and health issues without fear of retaliation.
6. Using examples of effective and ineffective leadership through case studies (video representations, literature or instructor narration) and discussions demonstrate various worthy traits common to all successful leaders. Use such traits:
- a. Able to communicate messages
  - b. Be helpful and constructive
  - c. Lead by example in speech, conduct and concern
  - d. Put the team's safety and wellness first beyond personal achievement and look at yourself as serving to the team's interest first.
  - e. Promote unity and multilateral communication and cohesiveness by being a team builder
  - f. Be genuine and sincere in your actions and adherence to safety and health compliance mission
  - g. Build trust by being accountable and delivering on what you say and in your actions
  - h. Be hospitable open to teach and mentor, not quarrelsome or overly authoritative
  - i. Ask for help and select able people to assist in the team's overriding mission
  - j. Encourage team members to assist the efforts of others
  - k. Enfranchise every member of the team into the team
  - l. Demonstrate how each member of the team is critical to the entire team's success
  - m. If a problem arises, first ask if you could have done anything better to have prevented the problem from occurring.
  - n. Encourage all team members to ask questions and offer suggestions
  - o. Work as hard as the hardest worker
  - p. Provide clarity and guidance in your directives and solicit feedback
  - q. Exhibit and practice self-control
  - r. Do your best to be active on the jobsite and present during pre-task huddles and throughout the day
  - s. Investigate deficient observations, incidents with the intent to fix the problem (root causality) not to affix blame
  - t. Don't be intimidated, stand your ground against the crowd that may be moving away from the team's goals, values and beliefs
  - u. Redirect personal accolades back to the team by acknowledging that the team leads you to be better
  - v. Respect experienced workers and solicit their leadership assistance
  - w. Volunteer to do the tough stuff
  - x. Be patient but persistent

- y. Insure the task is understood, supervised and accomplished
  - z. Praise in public, criticize in private
    - aa. Communication on multiemployer worksites
7. Resources:
- a. <https://www.osha.gov/shpguidelines/management-leadership.html>
  - b. Worker's Rights (See OSHA: <https://www.osha.gov/Publications/OSHA3146.pdf>)
  - c. OSHA Regional Map: <https://www.osha.gov/html/RAmap.html>
8. Debriefing (Informal evaluation)
- a. Guided by instructor, trainees, in a class discussion talk about the course's content and means of delivery and provide verbal feedback to the instructor.
  - b. Instructor takes notes (either committing them to writing during discussion or ascribing them later into noted-comments).
  - c. Instructor applies lessons learned from debriefing to future trainings.
9. Written (Multiple Choice with easy questions) Assessment