

Qualification concept for advanced professional training in the field of Health & Safety in small businesses

Manual

State:

October, 17th

2011

Labitas train-the-trainer conception
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Project: Labitas -
Labor et Sanitas

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1. Train-the-trainer qualification conception

1.1 Target group and tasks of the manual

The present manual is addressed exclusively to disseminators who will qualify specialized staff and the management of small enterprises in the construction industry with less than 10 employees to be able to operate a Health & Safety management.

The trainers are skilled:

- Basic knowledge in health sciences/work sciences, e.g. from an employment in the fields of occupational health, occupational psychology, operational health promotion or health management, as health & safety officer or in prevention tasks
- Consultancy practice and knowledge about business organization as well as fundamental knowledge in the fields of Health & Safety, operational health promotion, job engineering, organizational or human resources development and leadership,
- Experience in configuration, moderation and realization of qualifications.

This manual is intended to support disseminators to be able to impart contents and methods practically and quality coordinated.

1.2 Train-the-trainer workshop topics

The workshop resp. the disseminators training will form the conditions for an institutional and standardized qualification for trainers from different countries, occupational backgrounds and disciplines.

The workshop shall enable the participants to

- Operate an advanced training for experts and management (organization, information, operation and evaluation) on the basis of an specified standard and
- Inform interested enterprises both goal and topic oriented in preparation of workshops and to form regional and sector specific networks in the context of the qualification.

The workshop will be held during one day and should be understand as a pilot workshop. Further changes and development will be subject of quality assurance.

1.3 Introducing the NOAH basic concept and the LABITAS concept expansion

The underlying concept for a qualification of small enterprises with less than 10 employees is the well approved NOAH basic concept which was developed by the German Management Technique Institute (itb) for owners and employees in small enterprises. This concept follows an integrative, salutogenetic approach¹ of health and focuses on health maintaining factors.

The superior target in this approach is to preserve, support and improve health and work ability of working people which on the one hand will be achieved by compliance and observation of country specific regulations for employment protection, work safety and health promotion.

On the other hand human work ability and the capacity to manage a given task depend also from a balance of individual resources and operational work requirements.

¹ Refer to Antonovsky, Aaron: *Unraveling The Mystery of Health - How People Manage Stress and Stay Well*, San Francisco: Jossey-Bass Publishers, 1987

Age changes productive efficiency. If the work content meets changed capacities then productive efficiency can be preserved up to the high working-age. At the same time the risk of occupational exit ahead of time caused by illness can be minimized.

The question of work ability² is determined by both the individual and the requirements and work loads each single person is exposed to.

These differentiations are intentionally adopted by the NOAH concept with following criteria:

1) Health & Safety is holistic:

Prevention in the sense of safety at work, employee protection and health promotion to maintain work ability of employees and the management and to protect economic success of the company

Prevention in the sense of structural prevention (like work conditions and work organization) and behavior oriented prevention (performance of management executives and staff members)

2) Health & Safety is integrative:

Human resources and organizational development in the activity areas work organization, corporate culture, expertise/qualification, conditions of work

3) Health & Safety is participatory:

Both business operation and employees are centric and incorporated into the process; learning from and with each other also in a network with other regional or sector specific enterprises based on the pivotal questions:

- What can employees do by themselves and where is support by business operation required?
- What is business operation able to perform and where is external support needed?

4) Health & Safety will be implemented systematically:

Step-by-step implementation of a continuous improvement process, customized implementation guide and implementation consulting service

5) Health & Safety will be served within the network:

Small enterprises organize themselves regional or sector specific in networks together with 10-12 other enterprises, support each other and claim external advise, supervision and qualification jointly.

² The Finnish fitness for work concept referring to Ilmarinen is described in summary: Ilmarinen J. *Aging and Work: An International Perspective*. In: Sara J. Czaja and Joseph Sharit (eds.) *Aging and Work. Issues and Implications in a Changing Landscape*. The Johns Hopkins University Press, Baltimore, 2009, 51-73.

The present Labitas qualification concept for experts and management in small enterprises of the construction industry has been provided by practical experience of the nation-wide implementation of NOAH in Germany.

Beyond that, results have been considered from initiatives to improve work protection from the countries involved in the project, Ireland and Austria, which are targeted to small enterprises with less than 10 employees in the construction industry and related sectors.

1.4 Qualification organization

Different steps are necessary to organize the qualification which the trainers have to run through:

- a) **Announcing Labitas as an advanced professional training (Schedule)**
 - Project partners in Dublin/Vienna make acquisitions for pilot enterprises interested in participation
 - Project partners in Dublin/Vienna organize information events for those pilot enterprises
 - Attendance at the information event to win pilot enterprises in Ireland and Austria taking part in the workshop
 - Face-to-face introduction and presentation of the qualification schedule
 - Tool: Labitas flyer

- b) **Preparing the advanced professional training**
 - Completion of workshop handouts when required
 - Acquisition of printed media
 - Compilation of attendance sheets resp. lists of participants
 - Compilation of participation confirmations and Safe-T-Cert (certification) when required
 - Tools: Standardized forms for participants, printed media

- c) **Running the advanced professional training**
 - Compliance with the manual and the given sequence of modules
 - Tools: Workshop handouts

- d) **Post-processing the advanced professional training**
 - Handover the attendance sheets to the project management
 - Photographic documentation of discussion results for the participants
 - Evaluation report tot he project management as part of the quality assurance
 - Tools: Evaluation questionnaire

1.5 Imparting standards

The following structure is corresponding to the organizational sequence of the operational qualification which shall be imparted to the experts and the management. Each single module is filled with content, methods and, if required, with further applicable material. Educational objectives are placed at the beginning of each component.

Planning the scope of time should consider the potential of a small enterprise with less than 10 employees, i.e. the time frame of the advanced professional training has to meet operational requirements and should not take more than half a (working) day per workshop.

The first module requires most of the time when the network enterprises meet the first time and become acquainted with each other intensively.

Educational objectives describe both cognitive and affective targets which shall be imparted by the trainers and accordingly accepted and internalized by the attendants. Referring to Bloom et al.^{3 4} the educational objectives mainly are described as follows:

- Cognitive educational goals:
 - ❖ Exhibit memory of previously-learned materials
 - ❖ Using new knowledge. Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way
- Affective educational goals:
 - ❖ Change interests, values and attitudes
 - ❖ Forming appreciation and adequate adaptability.

1.6 Module 1: Awareness for Health & Safety issues

Teaching goals:

- ❖ Establish an environment conducive for learning
- ❖ Let the participants have one's say at an early stage and allow room for discussions and encounter
- ❖ Acquire orientation about the attendant's knowledge and experience in Health & Safety
- ❖ Define the formal frame of the advanced professional training
- ❖ Create a foundation for a network-oriented cooperation of different enterprises and trades
- ❖ Describe Health & Safety as a comprehensive process to be implemented step-by-step into operational management
- ❖ Name criteria of a comprehensive health & safety management.
- ❖ Learn to distinguish between process-related change and condensed singular activities
- ❖ Describe and explain the Finnish model „The work ability house“ and the subsidy scheme derived from this model
- ❖ State a reason for the necessity of a permanent care to stabilize all particular structural elements (operational areas) of working ability
- ❖ Introduce and operate the measuring instrument „work ability index (WAI)“
- ❖ Deny the operation of WAI by the management

Learning goals:

- ❖ Observe differences and similarities in other participant's expertise and experience
- ❖ Become aware that work protection is more than preventing accidents
- ❖ Understand and accept that comprehensive health & safety management is about a transformation process involving both employees and management
- ❖ Become acquainted with and be able to identify operational areas within the company where health & safety management can actively be formed
- ❖ Describe and explain the work ability concept
- ❖ Observe and show with interest the mutual influence of both operational requirements and individual resources regarding their impact on work ability

³ Bloom, B.S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D.R.: *Taxonomy of educational objectives: the classification of educational goals; Handbook I: Cognitive Domain*. New York, Longman, Green, 1956

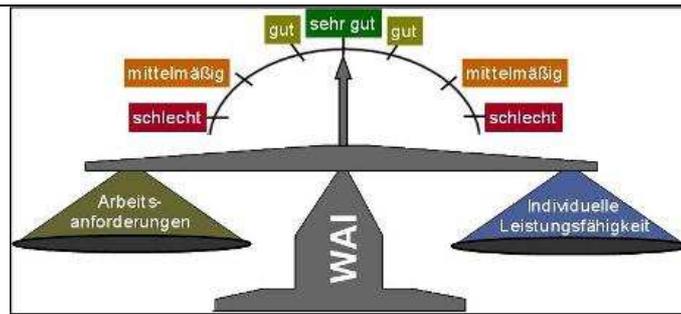
⁴ Krathwohl, D. R., Bloom, B. S., & Masia, B. B.: *Taxonomy of educational objectives; the classification of educational goals. Handbook II: The affective domain*. New York: Longman, Green, 1964

- ❖ Compare, know and distinguish positive and negative parameters
- ❖ Self-test of the measuring instrument „work ability index (WAI)“, meet the own personal exposure and show the individual safety and promotion objectives
- ❖ Accept WAI as a valid and reliable instrument for risk assessment

Content	Method / Materials
<p>Salutation and self-introduction of the trainer</p>	<p>FlipChart or overhead transparency</p>
<p>Organisational and temporal procedure</p> <ul style="list-style-type: none"> ▪ Scheduling of the workshops in overview (Block of four workshops in combination with counseling and inspection) <p>and</p> <ul style="list-style-type: none"> ▪ Scheduling of the single blocks with breaks and methods of mediation (input, self-experiment, interaction, group work, assignments in between workshophs) ▪ Handing over workshop documents 	<p>FlipChart or overhead transparency as an overview which should include the following information:</p> <p>The qualification of the responsible persons for internal occupational safety and health protection is a combination of four workshops, one counseling on site in the company, accompanying counseling over the phone and possibly complementary occupational health preventive medical examinations.</p> <p>If required further assistance in the on site implementation is offered.</p> <p>The modules will be mediated in the course of the year 2011/12 and include practical as well as theoretical elements.</p> <p>In a predisposed information-meeting for companies and their representatives regional networks will be built, which can deploy qualification- and counseling-services together.</p>
<p>Presentation of the participants</p> <ul style="list-style-type: none"> • A positioning with regards to questions of occupational safety in accordance with the following questions: <ul style="list-style-type: none"> ▪ From where did you travel today? ▪ Self-assessment occupational safety at the workplace: What do you as an executive contribute to the occupational safety at the workplace? ▪ Self-assessment occupational safety at the workplace: How – in your opinion – consider your 	<p>Sociometric formation with flags in the room (E-S-W-N)</p> <p>Flags from 0 % to 100 %</p> <p>or</p> <p>Flags from + to -</p>

<p>employers this?</p> <ul style="list-style-type: none"> ▪ Self-assessment occupational safety at the workplace: How – in your opinion – value the authorities this? 	
<ul style="list-style-type: none"> • Personal presentation ▪ Name ▪ Origin / branch and experiences with occupational safety and health protection at the workplace ▪ Personal goals for the training 	Bulleting board – maps - pointers
Comprehensive occupational safety and health protection	Input: ppt
<p>Creating awareness for a comprehensive and preventive occupational safety and health protection and an illustration of in-company fields of action</p> <ul style="list-style-type: none"> ○ Model: the work ability house ○ Subsidy scheme for the improvement of the working ability ○ Operational fields of action ○ Measuring off the working ability with the help of 	Input: ppt
<p>Practical part:</p> <p>Personal risk assessment through WAI</p>	<p>Online-Version in Englisch:</p> <p>http://www.arbeitsfaehigkeit.uni-wuppertal.de/index.php?wai-online-en</p>
<p>The following text merges the information to WAI in an excellent way und is derived from the HAWAI4U⁵ project:</p> <p>„In a company not only work requirements change continuously but also the potential of employees. The Finnish work ability concept is describing those changes more exactly. It is a result of a long lasting research in progress with more than 6000 employees. (Ilmarinen & Tempel, 2002; Ilmarinen & Tuomi, 2004).</p> <p>Individual constitution (age, health, sickness) is one of the most important influence factors on work ability. Beyond that, also labour organization which can be determined by risk assessment as well as skills and abilities (professional competence, method skills and social skills) are of great importance. Another influence has the dominant corporate culture which is shown by management style, communication skills and recognition of activity.</p> <p>It is of vital importance that work requirements which result from efficiency and quality of work and individual or collective work ability consisting of quality of life and well-being are in a well-balanced relation both in the medium term and the long term.</p>	

⁵ http://hawaii4u.de/index.php?option=com_content&task=view&id=100&Itemid=150, access on 14th March 2011



Arbeitsanforderungen = work requirements

Individuelle Leistungsfähigkeit = individual work ability

sehr gut = excellent | gut = good | mittelmäßig = moderate | schlecht = poor

Graphics: Sina Hattesoht with kind permission

The questionnaire „Work Ability Index" (WAI) was developed in a comprehensive Finnish research project to evaluate work ability. This measuring instrument today is used in a large number of countries for operational health & safety management. Target of its operational utilization is to preserve and promote work ability.

Big Finnish studies have shown that the calculated WAI value has a high predictive power regarding future development of work ability (Ilmarinen & Lehtinen, 2004).

In companies WAI is used in a wide variety: it is suitable for individuals as well as for employee groups. Single surveys could be as reasonable as longitudinal studies. It is easy to operate and leads to quick results. The measuring instrument consists of 10 questions which are divided into 7 dimensions. Those dimensions give answers about physical and mental work requirements, the state of health and the power reserve of an employee:

- Current work ability compared to the best scored work ability ever
- Current work ability related to the physical and mental work requirements
- Current number of diseases diagnosed by medicines
- Dimension of work restrictions for illness or injury reasons
- Working days lost caused by illness during the last 12 months
- Own estimation of work ability during the next 2 years
- Mental resources and sensitivities

Evaluating each dimension will lead to a total result between 7 and 49 points. This calculated WAI -value shows an employee how the own ability is rated to manage existing work requirements.

Points/ Index	Work ability/Balance	Measure targets
7 - 27	Bad	Restore work ability
28 - 36	Moderate	Improve work ability
37 - 43	Good	Support work ability
44 - 49	Excellent	Keep work ability

An excellent work ability index means that the balance is „perpendicular“. Lower rates give an indication that there is an ambivalent balance and different components of the work ability have to be analyzed deeper. For this it is necessary to get a more detailed image of exposures and resources which give more distinction to the content of work requirements.

For this purpose it is reasonable to combine WAI with other measuring instruments to be able to assess the working situation more precisely. At the same time those factors can be determined which have a positive or negative influence on work ability maintenance. A combination with KFZA (Short questionnaire for work analysis) is a typical example.

Those combinations allow the compilation of rankings which can be evaluated easily by an analysis repetition after a successful proceeding of measurements regarding work ability constitution.

Sources

Ilmarinen, J. & Lehtinen, S. (2004). *Past, Present and Future of Work Ability - People and Work Research Report 65*. Helsinki: Finnish Institute of Occupational Health, Helsinki.

Transition to module 2:

Using the NOAH short check to get a baseline study by the management

Evaluation during the next workshop module

Download from:

<http://www.noah-projekt.de/Toolbox/tabid/239/language/de-DE/Default.aspx>

1.7 Module 2: Law regulations and the organization of Health & Safety

Teaching goals:

- ❖ Improvement of branch-specific and/or regional co-operations and networking of the participants.
- ❖ Overview and presentation of legal regulations.
- ❖ Presentation of state-specific regulations and provisions for small businesses with less than 10 employees in the field of construction.
- ❖ Presentation of in-company and field-specific actors and their assignments.
- ❖ Assignment of rights, obligations and assignments to in-company responsible persons.
- ❖ Creating spaces for a critical assessment with the own role as a responsible person for occupational safety and health protection.
- ❖ An acceptance of the fact that actors may act and react differently within the confines of their roles.

Learning Goals:

- ❖ An ability to name and implement the specific laws and regulations.
- ❖ A transfer from the valid regulations, rights and duties and assignments for the own company work.
- ❖ An ability to name and know the actors of the in-company and field-specific occupational safety and their key assignments.
- ❖ Awareness for the need for contact to and networking with the actors of occupational safety in the region and/or in branch-specific fields.
- ❖ Raising awareness for the possible benefits of cooperation and networking.
- ❖ An acceptance of the fact that actors may act and react differently within the confines of their roles.
- ❖ Raising awareness for the benefits of a constructive handling of role-conflicts.

Content	Methods / Materials
Reception	
Scheduling of the workshops	FlipChart or PowerPoint
Evaluation of the NOAH-quick-checks Key questions (One-word-answers): <ol style="list-style-type: none"> 1. Were you able to work well with the questionnaire? 2. What felt good and easy? 3. Did you have questions? 4. Which activating impulses did you receive for your company? 5. With which company or companies could you team up for the solution of remaining problems/questions? 	Moderated discussion For questions 2 and 4 the answers should be visualized to direct the attention to positive aspects. Bulleting board – maps - pointers The collection of remaining questions in a thematic magazine.
An overview of the specific legal groundwork / basic principles and the organization of occupational safety	Input: ppt
An animation of discussion and reflection: <ul style="list-style-type: none"> • Which regulations are you aware of, 	Small-group-work (3-4 members) Presentation of the results in front of the

<p>which ones do you not know about at all?</p> <ul style="list-style-type: none"> • Which rights and duties are helpful for you? • Who or what stops in-company implementation? • How and where can you get assistance and how can you help others? 	<p>whole seminar</p> <p>A collection of keywords / points of discussion for a possible field-specific exchange</p> <p>An appointment of responsible persons who organize the field-specific exchange</p>
<p>An animation of discussion and reflection with the following possible questions:</p> <ul style="list-style-type: none"> • How do I handle my personal occupational safety and health? • How do I understand my role within the company? • In what way and with who do I communicate in this role? • How transparent are my actions for others? • Which competences and responsibilities do I have, which are attributed to me and which do I lack? • Are there conflicts? How do I handle them? Where do I find support and solutions? 	<p>Possible methods:</p> <ul style="list-style-type: none"> • Partner interviews • Moderated discussion in the whole seminar group
<p>Transition to module 3:</p> <p>Development of an IS-analysis of the company with the help of results</p> <ul style="list-style-type: none"> • of the <u>guidelines for the improvement of in-company occupational safety and health protection and the health-improvement in artisanry businesses</u> • of interviews with employees • risk assessments by technical security personnel <p>If no (current) risk assessments by (external) personnel is available, these will be organized until the next module together with other small businesses, use of resources</p>	<p>Download of the guideline from:</p> <p>http://www.noah-projekt.de/Toolbox/tabid/239/language/de-DE/Default.aspx</p>

1.8 Module 3: Planning and developing of measures

Teaching goals:

- ❖ Acceptance and impartment of the fact that occupational safety and health protection are integral parts of the corporate culture.
- ❖ Advocation of understanding and acceptance for the fact that the employees have the necessary expertise to find problems as well as solutions.

Learning Goals:

- ❖ To ascribe Health & Safety a noticeable higher meaning.
- ❖ To accept Health & Safety as a common assignment of all parties involved and to consider lived participation as valuable.
- ❖ To accept that close-calls, hazards and the conditions of work are topic and result of in-company discussions and concerted action.
- ❖ To realize that possibilities to participate have to be existent and have to be noticeably wanted.
- ❖ The knowledge of possibilities and methods for the implementing of the shared assignments and to offer the resources necessary for this.
- ❖ To accept that the company – if necessary – needs outside-support.

Content	Method / Materials
Reception	
Scheduling of the workshops	FlipChart or PowerPoint
Presentation of the IS-analysis by the respective manager	Free design by the participants
<p>How does the company get from IS to SHOULD?</p> <p>Guidance and support in order to initiate a process for the improvement of the work-safety at the workplace under the participation of all employees</p> <p>Prioritization of fields of action</p> <p>Determination of necessary company-specific actions</p> <p>Communication of the results with the employees</p> <p>Implementation of the agreed upon actions</p>	
<p>Transition to module 4:</p> <p>IS-analysis of the in-company documentation:</p> <ul style="list-style-type: none"> • Which documents do I need to provide? • Which documents do I lack? • Where and how are the documents stored? • Who has access to the documents? 	<p>The shared compilation of a check-list that has to be executed until the next module begins</p> <p>Orientation with the help of implementation-guidelines for artisanry companies (s. NOAH-basic concept) and the implementation-guidelines from the qualification SMP 20</p>

1.9 Module 4: Recording and evaluation

Teaching goals:

- ❖ To demonstrate ways to an artisanry suitable and practical work-security-management which are adjusted to the specific conditions of the company
- ❖ Demonstration of the personal and in-plant benefit and gain for a systematic approach
- ❖ To advocate cooperation and networking with internal and external experts

Learning goals:

- ❖ To realize that Health & Safety has to be managed professionally and represents a chance.
- ❖ To look at the personal and in-company gain of a systematic action with interest.
- ❖ To see as valuable that practical Health & Safety management is to be adjusted permanently to the changing in-company conditions.
- ❖ To realize that measurable goals have to be formulated, agreed upon and be made known.

Content	Method / Materials
Reception	
Scheduling of the workshop	FlipChart or PowerPoint
IS-analysis of in-company documentation Questions: <ul style="list-style-type: none"> • What has already been documented? • How did you document it? • To whom is it accessible? 	FlipChart or Wallpapers
Implementation, systematization and documentation of all action as well as further development of the (change)process <ul style="list-style-type: none"> ○ In-company organization of the work-security and health-security ○ Documentation (check-lists, guidelines, lists of hazards, protocols etc.) 	If necessary adjustment of the compiled check-list
In what way can the process be continuously evaluated and adjusted? Who takes care of this?	Discussion Assistance through external Counselors
Reflection of the further training	Questionnaires
Outlook	To agree on a binding date for the next network-meeting

2. Tools and standard forms (CD)

- Labitas-Flyer
 - Download under: http://www.labitas.eu/Labitas_Flyer_EN.pdf
- NOAH-Quick-Check
 - Download under: <http://www.noah-projekt.de/Toolbox/tabid/239/language/de-DE/Default.aspx>
- NOAH-Judgement of hazards (guideline)
 - Download under: <http://www.noah-projekt.de/Toolbox/tabid/239/language/de-DE/Default.aspx>
- Questionnaire WAI (English)
 - The assistance for the assessment of the questionnaire can be found under: <http://www.arbeitsfaehigkeit.uni-wuppertal.de/picture/upload/file/WAI-Berechnung.pdf>
 - Download of the German version under: <http://www.arbeitsfaehigkeit.uni-wuppertal.de/picture/upload/file/WAI-Kurzversion.pdf>
 - An online-version in English can be found under: <http://www.arbeitsfaehigkeit.uni-wuppertal.de/index.php?wai-online-en>
- Documents for participants
- Questionnaires
 - Lists of the participants (interested persons, list of addresses)
 - List of attendance
 - Proofs of participation, if necessary certificate (e.g. Safe-T-Cert)

3. Slide set of the train-the-trainer workshop