

Risk Assessment of Construction Site

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ASSIGNMENT 1

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CHARTER ONE: INTRODUCTION

Statistics of Occupational Safety and Health Statistics Bulletin, 2005 show that between 1995 and 2004 the number of occupation injuries in Construction industry workplace, 119532 injuries includes 381 deaths occurred on Hong Kong. (Statistics of Occupational Safety and Health Statistics Bulletin, Issue No.5, July 2005, Occupational Safety and Health Branch, Labour Department)

There is a great need to pay attention to site safety. I believed this report would be useful for everyone, who lives in Hong Kong.

CHARTER TWO: CONSTRUCTION SITE RISK ASSESSMENT

Risk assessment for construction industry involves three key activities: 1. Hazard identification; 2) Evaluation of risk; 3) Prevention and protection measures.

1. Hazard identification

A hazard is something which presents a potential to cause harm. This could be through the occurrence of an accident or exposure to a danger situation, material or substance. Within the construction industry, ever-present hazards leading to fatal and serious injury commonly involve working at height, use of ladders and scaffolds, collapse of temporary structures, use of vehicles, mechanical plant and equipment, and exposure to harmful substance.

2. Evaluation of risk

Risk is “likelihood that a specified undesired event will occur due to the realization of hazard” (Croner, 1994). (Croner, Croner’s Management of Construction Safety, Corner Publications Ltd, 1994) Once a hazard has been identified the degree of risk must be determined. Two factors are influential to this determination: 1) The severity of harm – the level of harm that a circumstance would create and 2) The likelihood of occurrence – the frequency of a hazardous circumstance.

A risk assessment gives the statistical probability of a hazardous event occurring. The outcome is based on a body of information, both qualitative and quantitative, obtained from factual experience to develop a numerical figure, which represents the degree of risk. The following example illustrates this.

Practically, transformational leadership could be implemented in the tactical

managerial role, which is more developmental and constructive for both individuals and the organization. Transformational leaders could act as role models encouraging employees to be innovative and thus achieve a collective vision.

It describes someone who is truly inspirational as a leader and who arouses others to seek extra-ordinary performance accomplishments. A transformational leader uses charisma & related qualities to raise aspirations and shift people and organizational systems into new high performance patterns.

CHARTER THREE - ARE PEOPLE ONLY MOTIVATED BY MONEY

A well-known psychologist, Abraham Maslow, stated that people are motivated by much more than just money or job satisfaction and identified five motivating factors in his hierarchy of needs and indicated that as each need is satisfied, others then emerge.

(Abraham Maslow's Hierarchy of Human Needs, http://en.wikipedia.org/wiki/Maslow#Hierarchy_of_Human_Needs)

SELF-MOTIVATION

Maslow's Hierarchy reviewed that the importance of the self-motivation is self-esteem. I believed those related to the four I's and which is the central theme of the four I's, such as self-actualization and self-development.

Now, we should understand that why self-actualization is two of the most essential building blocks to assertive supervision.

SELF-DEVELOPMENT

Personality can be thought of as individual's relatively consistent way of thinking, feeling and acting, which is the result of the individual's combined physical, feeling emotional, social characteristics and experiences.

CHARPER FOUR - KNOWLEDGE AND SKILLS AFFECT THE LEADER

I found that a high-performing team had a leader or leaders who were very knowledgeable about the leader's work and that these teams allowed this knowledge to have a large influence on team decisions.

Skills mean the implementations of the knowledge, such as personal skills, which we need to know how to monitor and give detailed instructions for a staff to carry out our plan.

I found that the level and types of skills of the team members directly affected all dimensions of the leader, including the leader's interpersonal processes, decision-making abilities, training needs, and talent applied to the work. A leader lacked management skills, which resulted in inefficiently scheduling the work so that what could have done in two days sometimes took three. It was clear that the team needed training and coaching in these many areas.

A good leader behaves in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work. Team spirit is aroused. Enthusiasm and optimism are displayed.

A leader gets followers involved in envisioning attractive future states. He creates clearly communicated expectations that followers want to meet and also demonstrates commitment to goals and the shared vision.

A leader stimulates their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways.

There is no public criticism of individual members' mistakes. New ideas and creative problem solutions are solicited from followers, who are included in the process of addressing problems and finding solutions.

Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the leaders' ideas.

We have to pay special attention to each individual's needs for achievement and growth by acting as coach or mentor. Followers and colleagues are developed to successively higher levels of potential. Individualized consideration is practiced as follows: New learning opportunities are created along with a supportive climate.

In past twelve months, to maintain the resilience and psychological well being of officers in the midst of large-scale incident, Psychological Services Group of Hong Kong Police made amount special arrangements during the whole HKMC period in

order to allocate major resources for the provision of professional psychological support services to officers in need.

Individual differences in terms of needs and desires are recognized. Hong Kong police's behavior demonstrates acceptance of individual differences (e.g., some employees receive more encouragement, some more autonomy, others firmer standards, and still others more task structure).

A two-way exchange in communication is encouraged, and walking around practices "management by walking around" workspaces. Interactions with followers are personalized. (e.g., the leader remembers previous conversations, is aware of individual concerns, and sees the individual as a whole person rather than as just an employee).

The individually considerate policeman listens effectively. The Police Force delegates tasks as a means of developing followers. Delegated tasks are monitored to see if the followers need additional direction or support and to assess progress; ideally, followers do not feel they are being checked on.

Each of the four components describes characteristics that are valuable to the "transformation" process. When superiors are strong role models, encouragers, innovators, and coaches, they are utilizing the "four I's" to help "transform" their associates into better, more productive and successful individuals.

CHAPTER FOUR - TRANSFORMATIONAL LEADERSHIP FOUR I'S RELATED TO THE THINGS TO REMEMBER AND THE THINGS TO DO

Commissioner of Police Force, is admired, respected, and trusted. Among the things he does to earn this credit is considering the needs of others over his or her personal needs. He shares risks with his followers and is consistent rather than arbitrary. He can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct. He avoids using power for personal gain and only when needed.

Managing others to optimize results

Commissioner of Police competences are about the qualities we need to develop to achieve the best results possible, and to this end we need to consider our

relationship with others and the way you manage yourself. He set up a web site for us about vision, and statement common purpose and value.

It is reminded that we have to consider in our relationship with others. A team is more than a group working together so it is an essential role in making a highly effective team.

I learnt that a famous leader have an ability to understand how others are thinking with sensitivity. He develops antennae that allow him or her to understand what is going on and to realize when things are going wrong before they do. E.g. Create team goals with the team; keep an eye on team harmony, etc. Taking the feelings of others into consideration before acting.

Being a competence supervisor must know the people around them and can sense when things are not as they should be. We are not work in isolation. It is not enough to know about motivational theories and interpersonal skills. We needs to consider how they relate to those around us, there superiors, colleagues or subordinates, and how them behavior affects the way those around them relate to each other.

As a leader I hold a leadership position and others will expect me to act as a leader. How I dress, how I act, how I speak etc. will be indicative of the image I present. The more confident I fell about myself, the more positive an image I will present. As a leader I am moving into a different area of the organizational focus, and I will be representing not just myself but my section and perhaps the whole organization: dress, speech, manners etc., especially when I am making presentations, leading or taking part in meetings, or even when I am on the telephone, is important if I am to be competent in your expended role.

Managing oneself to optimize results

Everyone needs self-esteem if the leader is to present a positive image. If we wish others to be committed, we need to show commitment ourselves; if we want respect we must show respect to others and show respect to ourselves. Personal drive comes from understanding of our job and the skills, the attributes and competence we need, and knowledge of our personal comfort zones. We cannot expect others to display drive and react positively to change if we cannot do it ourselves.

The further up the management continuum one progresses the more stress one is in danger of being put under. There is a myth that those in leadership positions should not show emotion. One of the causes of stress is the suppression of feelings. The competent leader does not suppress emotion but manage it. Decisions are made rationally and not in the heat of the moment. Personal likes and dislikes have no place in the decision-making process.

We do not take criticism as a personal affront but as opportunity to learn more about the task, more about those around him or her and more about his or herself. Criticism is viewed as constructive and not destructive.

When others have problems, I support but do not become so involved that he or she cannot be objective.

Managing personal learning and development

Learning and development are on-going processes. By doing this assignment I also have made a commitment to my own development again. I am aware of my needs for training and development; I recognized my personal strengths and weaknesses and plan to play to former and eliminate the latter.

Mistakes and problems are seen as learning opportunities and challenges to be overcome, and form part of a larger development plan that the competent supervisor has set for myself.

CHAPTER SIX - THE RANGE OF METHODS AND APPROACHES SELF DEVELOPMENT PROGRAM

There is a wide range of different methods and approaches are available to help me with myself-development. Reading, studying videos, listening to audiotapes, carrying out projects, undertaking short attachments, learning from job-swaps, shadowing another famous people, trying role reversal: all those and many more can be used.

The methods available include both the formal and the informal. The learning provision may be either formal and structured or informal and loosely organized. The process used by the individual may have different degrees of formality and

structure.

A superior tend to be most familiar with formal courses and learning programs: these are normally specific customized activities established solely for learning purposes. Such courses and programs will often trainer-led, but they might involved a degree of learner independence. Checking out the best method for you and me!

Our Six Development Topics

I, as a Sergeant, will be concerned with the specific content of my own personal development program. Now management task and managerial activities cover a very wide range of subjects and to attempt to refer to them all would be unwieldy and possibly confusing. I have chosen, therefore, six major mainstream managerial topics, which form a framework upon which to set out the various ideas, suggestions and discussions on self-development captained in this assignment.

The six topics are listed below:

1. Team building and Team working
2. Leading, Managing and Motivating Lead
3. Coaching and Mentoring Coach
4. Planning and Organizing Plan
5. Performance Improvement Performance
6. Effective Customer Services

Self-development program

Here are the examples:

1. Team building and Team working

Visit a manager who is a good team-leader and who has a well-developed and well-run team. Consult our manager and choose someone in another section whom we do not know personally. When we visit the chosen manager, persuade him or her to provide some coaching on teams and team working for us. Discuss team issues. Review our own team actions in retrospect with him or her in order to learn from them.

2. Leading, Managing and Motivating Lead

Make an agreement with our manager for us “take the lead” in certain meeting or task-group situations. Get some briefing beforehand, review our performance

afterwards and seek some honest and constructive feedback on our effectiveness.

3. Coaching and Mentoring Coach

Keep a “daily” to record, analysis and learn from key experiences during our working day. On Internet we will find a format for a troop command’s notebook, which we can adapt and use. Write down in our own words each difficult or significant incident or situation with which we have had to deal. Ask us how often we encounter this kind of incident or situation and describe how we reacted to it. Think back over our response how we reacted to it. Think back over our response and consider how we could have improved the way in which we dealt with the incident or situation.

4. Planning and Organizing Plan

Arrange to spend a day or two in a section of the company which adopts a process of informed prioritization, which reviews and adjusts plans on a rolling basis, and which ensures that departmental planning is in line with corporate strategy. Soak up the approach and look for ways to apply what we learn.

5. Performance Improvement Performance

Arrange to “shadow” a senior manager who is good with ideas and is noted for initiating improvements. Observe the approach he or she use and seize every opportunity to discuss change and improving with the manager concerned.

6. Effective Customer Services

Get your staff together to talk about customer service, in order to improve understanding and involvement. Discuss the service provide at present. Consider any problems. What needs to be done? How should it be done? End by preparing an action plan.

There are possible obstacles we will face:

1. Poor or incomplete assessment of learning needs
2. Conflicts between your commitment and that of our organization
3. Unsuitable or impractical ideas
4. Good ideas which fail through poor implementation
5. Unsatisfactory advice and encouragement from our manager
6. Poor timing
7. Program dilutor or loss of learning discipline
8. Conflicting in monitoring and evaluating our development program

CHAPTER SEVEN – CONCLUSION

However well skilled and trained you are, as a leader we need the commitment of others in order to achieve the objectives our organization has set. Commitment has to be earned; its components are job satisfaction, respect, trust and understanding. Involving our staff in decision-making is likely to aid their commitment, as we will have a clearer understanding of “why” as well as the “what” and the “how”. If we have not achieved the commitment of our staff we will have problems raising standards, service, etc. above the merely adequate.

Self-development can discover our particular problems and difficulties, because tackling self-directed learning is not as easy and straightforward as participating in a turn up and begin trainer-led course.

On the other hand, the clear and specific advantage of self-development is that we learning program is likely to prove much more effective than the equivalent course. So any problems and difficulties, which might be encountered, will be worth the extra effort necessary to overcome them. In addition, the process of overcoming difficulties represents a clear learning experience in itself.

It is believed that, after comparing the importance of transformational leadership, the practical operations do involve some difficulties.

The transformational leadership is only works if the followers are very sensitive and could admire the influences of the leaders. Some team members are very ignorant and can hardly ‘feel’ or inspired by the leader. It can be applied if the learners or followers are not too sensible but just follow the style of the leaders. However, in my organization in which following disciplines is the essential, the four “I” seem just a little important. In contrast, a clear instruction, communication and harmony relationship plays a dominant role.

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