



**NATIONAL WIRELESS
SAFETY ALLIANCE**

Foreman Leadership Guidelines

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NWSA Certified Foreman

A Certified Foreman is a supervisor of a crew performing construction, installation, demolition, and/or maintenance on communication sites in accordance with construction drawings and/or written scopes of work. It is the Foreman's responsibility to ensure work is performed in compliance with applicable industry standards and best practices.

NWSA Code of Ethics

NWSA candidates and certificants must comply with NWSA's Code of Ethics during their certification, as set forth below:

1. In my occupation, I will conduct myself in a manner:
 - a. *So as to place the safety and welfare of others associated with my work above all other considerations;*
 - b. *So as to protect and preserve nearby general public property and the environment; and*
 - c. *So as to be free of bias with regard to religion, ethnicity, gender, age, national origin, and disability.*

2. Furthermore, in connection with my work and in my dealings with NWSA, I will:
 - a. *Make management and appropriate personnel aware promptly if I have any safety concerns relating to the work that I am performing or with which I am involved;*
 - b. *Not knowingly violate any safety-related regulations, warnings, or instructions set forth by OSHA, recognized safety standards, prevailing jurisdictions, or equipment manufacturers; and,*
 - c. *Not mislead, misrepresent or knowingly deceive others concerning my experience or the capabilities of myself or the equipment I am operating or with which I am working.*

3. In addition, in my dealings with NWSA, I will:
 - a. *Provide accurate and complete information and abide by NWSA's policies and procedures, including this Code of Ethics, as they may be updated from time to time;*
 - b. *Cooperate fully and completely with any administrative inquiries or investigations by NWSA; and,*
 - c. *Not misrepresent or misuse any NWSA card, or the NWSA or NWSA acronyms and logos, or any registered trademark or other intellectual property of NWSA; and I understand that I must return the card to NWSA immediately if required to do so.*

Job Description and Competency

I. Leads Others

Leaders motivate, inspire and influence others to take initiative, work towards a common purpose, accomplish critical tasks, and achieve organizational objectives. Influence focuses on motivating and inspiring others to go beyond their individual interests and focus on contributing to the scope of work and the common good of the crew. This competency has five components:

- a. Uses appropriate methods of influence to energize others.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Assesses the situation and determines the best influence technique to foster commitment. • Considers the task(s) when exerting influence. Uses positive influence to do what is right. • Uses pressure only when the stakes are high, time is short, and attempts at achieving commitment are not successful.

- b. Provides purpose.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Determines goals or objectives. • Translates task goals and objectives into a construction sequence. • Restates the task(s) so that it resonates with the crew and is understood easily. • Communicates clear instructions that detail each process step through task completion; provides guidance as needed throughout the process. • Focuses on the most important aspects of a task(s) to emphasize priorities and align efforts. • Empowers authority to the lowest level possible.

c. Enforce standards and industry best practices.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Reinforces the importance of the role of standards and industry best practices. Explains the standards and their significance. • Prioritizes crew activities to ensure not everything is a number one priority. • Ensures tasks meet established standards and industry best practices. • Recognizes and takes responsibility for poor performance and addresses it properly. • Sets attainable milestones to meet the standard and best practice.

d. Balances scope of work and welfare of crew members.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Regularly assesses task(s) effects on the mental, physical, and emotional well-being of crew. • Checks-in with crew members to monitor morale and safety. • Provides appropriate relief when difficult conditions risk jeopardizing crew success. • Builds a cohesive crew moving in one direction to achieve common goals. • Offers support and resources when a crew member seems unnecessarily overloaded.

e. Provides supervision and oversight of safety.

II. Builds Trust

Building trust forms the bedrock of mutual respect, shared understanding, and common experiences. For crews and organizations to function at the highest level, a climate of trust needs to exist. Leaders create a climate of trust by displaying consistency in their actions; and, through relationship-building behaviors such as coaching, counseling, and mentoring. This competency has three components:

a. Sets personal example for trust.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Follows through on commitments and promises. Presents the truth, even if unpopular or difficult. • Protects and safeguards confidential information. Admits mistakes. Keeps confidences. • Shows respect for others; remains firm and fair. Acts with great integrity and character.

b. Takes direct actions to build trust.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Mentors, coaches, and counsel's others. Demonstrates care for others. • Identifies areas of commonality and builds upon shared experiences. • Empowers others in activities and objectives. • Unwilling to tolerate discrimination. Corrects actions or attitudes of those who undermine trust. • Communicates honestly and openly with others.

c. Sustains a climate of trust.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Assesses recurring conditions that promote or hinder trust. • Keeps people informed of goals, actions, and results. • Follows through on actions related to others' expectations. • Maintains high morale.

III. Extends Influence

Leaders can influence beyond their direct line of authority and chain of command. Influence can extend across crews, companies, partners and others. A key to extending influence beyond the chain of command is creating and communicating a common vision and building consensus. In these situations, leaders use: indirect means of influence, diplomacy, negotiation, partnering, conflict resolution, consensus building, and coordination. This competency has two components:

- a. Understands the means and extent of influence.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Assesses situations, tasks, and assignments to determine the parties involved in decision making and decision support. • Evaluates possible interference or resistance. • Reviews organizational structures to understand who reports to whom and informal relationships illustrating who influences whom. • Has a good sense of when and when not to influence beyond the chain of command. • Gets input from crew members before influencing others outside it.

- b. Negotiates, builds consensus and resolves conflict.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Identifies individual and crew positions and needs. • Sees conflict as an opportunity for shared understanding. • Facilitates understanding of conflicting positions and possible solutions. • Works to collaborate on solving complex problems in ways acceptable to all parties. • Builds consensus by ensuring that all crew members are heard.

IV. Leads by Example

Leaders can influence others by acting in a manner that provides others with an example to measure and model their own behavior. Leading by example is a form of influence where leaders provide models rather than explicit direction. Leading by example is a manifestation of character and presence attributes. This competency has seven components:

a. Displays Employer’s Values.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Displays high standards of performance, personal appearance, company and professional bearing, and physical fitness and health. • Takes an ethical stance; fosters an ethical climate. Demonstrates good moral judgment and behavior. • Completes tasks to quality and safety standards and industry best practices, on time, and within the Scope of Work’s intent.

b. Displays empathy.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Reads others’ emotional cues. • Considers other points of view in decision making. Reacts appropriately to others’ emotional states. Shows compassion when others are distressed. Predicts how others will react to certain events. • Demonstrates ability to establish good rapport.

c. Exemplifies the NWSA Code of Ethics.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Removes or works through obstacles, difficulties, and hardships to accomplish the task. • Demonstrates the will to succeed and perseveres through difficult and complicated situations. • Demonstrates physical and emotional courage.

d. Exhibits self-discipline.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Exhibits discipline in absence of instructions. • Maintains standards for both self and crew. • Displays proper time management. • Encourages positive behaviors and disciplines negative behaviors.

e. Leads with confidence.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Provides professional presence. • Displays self-control and composure; remains calm under pressure. • Remains decisive after discovering a mistake. Makes decisions; acts in the absence of guidance. • Remains positive, even when the situation changes or becomes confusing. • Encourages crew.

f. Demonstrates strategic planning and technical competence.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Uses technical expertise to accomplish Scope of Work. • Displays the appropriate knowledge of methods, procedures, and equipment for the position. • Embraces and employs new technology to accomplish Scope of Work. • Recognizes and generates innovative solutions. • Identifies the critical issues present in a situation or issue and uses this knowledge to make decisions and take advantage of opportunities.

g. Seeks diverse ideas and points of view.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Encourages respectful, honest communication. • Explores alternative explanations and approaches for accomplishing tasks. • Willing to consider alternative perspectives to resolve difficult problems. • Uses knowledgeable sources and subject matter experts. • Encourages crew members to express their ideas even if they question the consensus.

V. Communicates

Leaders communicate by clearly expressing ideas and actively listening to others. By understanding the nature and importance of communication and practicing effective communication techniques, leaders will relate better to others and be able to translate goals into actions. Communication is essential to all other leadership competencies. This competency has four components:

a. Listens actively.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Pays attention to nonverbal cues. • Asks questions to clarify meaning when the speaker’s point is not understood. • Summarizes and paraphrases the speaker’s main points before creating an answer. • Maintains eye contact. • Takes brief mental or written notes on important points for clarification. • Stays alert for the speaker’s common themes. Reflects on information before expressing views.

b. Creates shared understanding.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Expresses thoughts and ideas clearly. • Double checks that crew understand the communicated message. • Reinforces the importance of current crew objectives and priorities for crew members. • Recognizes and addresses the potential for miscommunication. • Uses a communication method aligned with the information that will be expressed. • Communicates effectively to ensure everyone is in the loop.

c. Employs engaging communication techniques.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • States goals to energize others. Makes eye contact when speaking. • Speaks enthusiastically; maintains listeners' interest. • Selects the appropriate communication medium to deliver the message. • Recognizes and addresses misunderstandings. Seeks feedback about how communications worked. • Determines, recognizes, and resolves misunderstandings.

d. Sensitive to cultural factors in communication.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Is sensitive to cultural variations in communication; is willing to accommodate or adapt to them. • Maintains a broad awareness of communication customs, expressions, and behaviors. • Demonstrates respect for others regardless of their culture, race, or ethnicity. • Looks beyond individual features or manner of communication to discern the message and its meaning.

VI. Creates a Positive Environment

Leaders have the responsibility to establish and maintain appropriate expectations and attitudes that foster healthy relationships and a positive organizational climate. Leaders are charged with improving the organization while accomplishing scope of work. They should leave the organization better than it was when they arrived. This competency has eight components:

a. Fosters crew, cohesion, cooperation, and loyalty.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Encourages crew members to work together effectively. Promotes teamwork and achievement to build trust. • Draws attention to the consequences of poor coordination. • Attributes project/task success or failure to team performance. • Rapidly and effectively integrates new members. Uses crew activities to build cohesion and trust. • Encourages crew members to take on extra responsibilities for the betterment of the crew.

b. Encourages fairness and inclusiveness.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Applies the same guidance, requirements, and policies to all crew members and others in the organization. • Uses skills and capabilities of crew members without providing preferential treatment. • Adheres to equal opportunity policies and prevents harassment. • Encourages and supports diversity and inclusiveness. • Actively seeks to integrate all crew members.

c. Encourages open and candid communications.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Reinforces the importance of expressing contrary and minority viewpoints. • Remains calm, objective, and facts-focused when receiving potentially bad news. • Encourages input and feedback especially during times of change. • Shows respect for opinions even while disagreeing with them. • Communicates positive attitude to encourage others and improve morale. • Displays appropriate reactions to new or conflicting information or opinions.

d. Creates a learning environment.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Uses effective assessment and training methods. • Consistently reassess existing processes. • Regularly expresses the value of seeking counsel and expert advice. • Encourages leaders and crew members to reach their full potential. • Motivates and stimulates innovative and critical thinking in others. • Seeks new approaches to problems.

e. Encourages crew members to exercise initiative, accept responsibility, and take ownership.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Encourages crew members to explore new approaches to a problem. • Encourage decision making at the lowest appropriate level to inspire new crew member responsibility and empowerment. • Involves others in decisions and keeps them informed of consequences that affect them. • Provides crew members with their “own piece of the task” to ensure ownership and accountability. • Guides crew members and others in thinking through problems for themselves.

f. Demonstrates care for crew's well-being.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Ensures crew safety, health, and development. • Monitors morale and encourages honest feedback. • Sets a personal example for colleagues. • Nurtures long-term well-being through rigorous training and preparation.

g. Anticipates individuals' needs.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Monitors crew members' current positions, duties, strengths, and developmental needs for a performance baseline. • As part of informal conversations with crew members, discusses professional interests and goals. • Interacts with crew members frequently to ensure roles and responsibilities are clear and satisfaction and morale are high. • Assigns roles based on crew members' interests, motivation, strengths, and developmental needs against project tasks.

h. Sets and maintains high expectations for crew members.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Clearly states expectations for crew members. • Expects good performance and provides recognition. • Identifies poor performance and seeks to understand and address its cause. • Speaks frequently with the individual or crew regarding their ability to meet the standard. • Ensures that expectations relate clearly to crew goals and objectives.

VII. Prepares Self

Leaders ensure they are prepared to execute their leadership responsibilities fully. They are aware of their strengths and limitations and seek to develop themselves. Leaders maintain physical fitness and mental well-being. They continue to improve their personal skills and knowledge required of their leadership roles. To fulfill the responsibilities of leadership an individual must continuously prepare to complete scope of work, maintain safety, overcome challenges, be aware of self and situations, practice life-long learning and personal development. This competency has five components:

- a. Maintains mental health, physical health and well-being.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Recognize and maintain appropriate personal actions. • Removes emotions from decision making. Seeks work and life balance. • Applies logic and reason to make decisions when interacting with emotionally-charged individuals. • Recognizes the sources of stress and maintains appropriate levels of challenge to motivate self. • Takes part in regular exercise, leisure activities, and time away from routine work.

- b. Expands knowledge of industry standards, safety and strategic planning.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Stays current on industry standards and best practices and effectively communicates to crew members. • Embraces efforts that share knowledge across and between organizations. • Encourages crew members to share their specialized skills and knowledge.

- c. Expands interpersonal capabilities.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Applies lessons learned to avoid repeating mistakes and guide future actions. • Filters unnecessary information.

d. Analyzes and organizes information to create understanding.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Analyzes relevant source information, sees implications, and draws conclusions. • Reflects on learning; organizes insights for future application. • Identifies reliable sources of data and other resources to acquire knowledge. • Implements strategies to learn new information faster and more thoroughly. • Considers source, quality or relevance, and criticality of information to improve understanding.

e. Maintains relevant cultural awareness.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Explore opportunities to expand knowledge of different cultures and languages. • Stays aware of current events, particularly those of international interest.

VIII. Develops Others

Leaders encourage and support others to grow as individuals and crews. They facilitate the achievement of organizational goals through assisting others to develop. They prepare others to assume new positions elsewhere in the organization, making the organization more versatile and productive. This competency has four components:

- a. Assesses developmental needs of others.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Discusses crew member’s motivation to analyze developmental needs. • Gathers information about a crew member’s development needs from others. • Observes and monitors crew members under different conditions. • Helps crew members develop individual development plans.

- b. Counsels, coaches, and mentors.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Encourages crew members through actions while guiding them. • Helps an individual understand the current level of performance; Instructs and guides on how to reach the next level of knowledge and skill. • Candidly discusses a crew member’s strengths, developmental needs, and the courses of action to improve.

- c. Facilitates ongoing development.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Maintains awareness of existing individual and organizational development programs. • Recommends and encourages crew members to take advantage of developmental opportunities. • Help crew members improve self-awareness and competence. • Identifies and removes obstacles for development. • Provides crew members with (or directs them to) the necessary resources for development.

d. Builds crew skills and processes.

Strength Indicators

- Presents challenging assignments that require crew interaction and cooperation.
- Sustains and improves the relationships among crew members.
- Facilitates effective and ongoing communication between crew members.
- Provides realistic, task-oriented training. Provides feedback on processes.
- Emphasizes the importance of working together to achieve a “common purpose.”

IX. Representative of the Profession

In planning, leaders think beyond their current crew, scope of work, and direct chain of leadership. Leaders represent the profession when they act to improve the organization even when the effects may not be realized until after their tenure. Representing the profession is about life-long learning, a commitment to an effective future organization, and developing others. This competency has two components:

- a. Supports professional and personal growth.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Encourages crew members to pursue learning opportunities. • Provides information about training and career progression to crew members. • Maintains resources related to development.

- b. Improves the organization.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Demonstrates commitment to the organization and others by attitude, beliefs, and behaviors. • Prioritizes the future of the organization beyond immediate, personal goals. • Considers the effects of decisions carefully.

X. Gets Positive Results

A leader’s ultimate purpose is to get results while maintaining safety, quality, and efficiency. A leader achieves these results through guidance and managing resources as well as demonstrating the other leader competencies. This competency focuses on consistent and ethical task accomplishment through supervising, managing, monitoring, and guiding the crew’s work. Taken together, these nine components require initiative on the part of the leader to make decisions, act to solve problems, and accomplish the scope of work:

- a. Prioritizes, organizes, and coordinates tasks for crews or others.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Breaks down work into process steps or tasks. • Accurately scopes out duration, sequence, and difficulty of tasks to achieve desired outcomes. • Sets goals and clear objectives that are specific and measurable. • Develops schedules, assigns tasks, and organizes individuals to accomplish tasks.

- b. Identifies and accounts for individual and crew capabilities and commitment to task(s).

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Considers assignment positions, capabilities, and developmental needs when assigning tasks. • Assesses skills, capabilities, and developmental needs when beginning a new task. • Align tasks to crew members’ skills.

- c. Designates, clarifies, and establishes duties and responsibilities.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Explains how crew member roles support the crew’s goals and work of others. • Establishes procedures for monitoring, coordinating, and regulating crew members’ activities. • Informs crew members of work expectations, particularly when taking on a new role. • Successfully resolves crew member conflicts regarding duty tasks or roles. • Clearly outlines responsibilities and desired outcomes.

d. Identifies and manages resources.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Allocates adequate time and personnel for task completion. • Keeps track of people, equipment, material, and other resources. • Figures out effective and efficient ways to accomplish work. • Allocates resources objectively by evaluating priorities and needs presented by the situation.

e. Managing obstacle(s).

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Decline tasks that would overload and distract the crew from its primary objectives. • Proactively and resolves scheduling conflicts, resources and personnel challenges. • Asks for input on effective solutions to manage work obstacles.

f. Recognizes and rewards good performance.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Directs credit or praise to those crew members. • Recognizes individual and crew accomplishment and provides rewards appropriately. • Gives clear, specific performance feedback. • Looks for ways to build on crew and individual successes.

g. Provides feedback on work processes.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Gives and seeks accurate and timely feedback. • Uses feedback to modify duties, tasks, and procedures where appropriate. • Provides regular, ongoing feedback and coaching to crew members to increase their awareness of performance. • Uses assessment techniques and evaluation tools, such as after-action reviews, to identify lessons learned and facilitate continuous improvement.

h. Executes plans to accomplish the scope of work.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Schedules activities to meet all commitments. • Manages task assignments. • Evaluates work progress and accomplishments against plans.

i. Identifies and adjusts to external influences on the scope of work.

<i>Strength Indicators</i>
<ul style="list-style-type: none"> • Gathers and analyzes relevant information about the changing situation. • Determines the causes, effects, and contributing factors to problems. • Considers contingencies and their consequences. • Maintains awareness of multi-employee work sites. • Makes necessary, on-the-spot adjustments.



NATIONAL WIRELESS SAFETY ALLIANCE

2750 Prosperity Avenue, Suite 501
Fairfax, VA 22031-4312

Phone: 703-459-9211
Fax: 703-459-9124

Email: nwsa@nws-a.org
Website: www.nws-a.org