Instructor Teaching Guide
For Additional Scenarios
The Foundations for Safety Leadership (FSL) course was developed collaboratively by

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Applying Leadership Skills in Real World Scenarios

This guide contains the information instructors/trainers need if they want to use any of the three additional scenarios when teaching Section 2 of the Foundations for Safety Leadership (FSL) course. Section 1 course material is not included here. To get the full power point and instructor guide containing all other teaching material go to https://www.cpwr.com/foundations-safety-leadership-fsl.

Additional Scenarios Main Menu

NOTES FOR SLIDE 1

We’re going to work through [list the scenarios you’ve picked]. If we have time, we’ll do some others.

CLICK THE ICON OF THE SCENARIO YOU WISH TO USE

CLICK THE TAKEAWAY ICON IF YOU ARE AT THE END OF THE CLASS

Additional Instructor Notes

Clicking on any of the first 3 icons on Slide 1 will take you to the introductory slide of that scenario.

The last icon on Slide 1 takes you to the Takeaway messages. You can also access the Takeaway slides on slide #26 in the full FSL PowerPoint slide deck.

Whenever you want to return to Slide 1, you can click on the home icon located in the bottom right corner of other slides.
1. PILLARS OF SAFETY

Fred – Munk’s Masonry, Inc. Foreman
Fay – AMB, Inc. Foreman
Terrie – AMB, Inc. Trainee
Tim – AMB, Inc. Trainee

Situation
Now that the Cain Building is finished, AMB, the general contractor, is putting in some decorative outside structures including two large brick pillars on either side of the parking lot entrance. The concrete block structure for one of the pillars is almost done and AMB really wants both of them finished before the grand opening in a month.

It’s Friday afternoon and the masons have been working hard to meet that goal, but a guardrail on the scaffold was getting in their way so they decided to remove it and then they also forgot to put it back before they climbed down to clean-up and leave for the weekend.

On Monday morning, when AMB laborers Terrie and Tim conduct their pre-shift scaffold inspection, they don’t notice the missing guardrail, so they sign the green tag indicating that the scaffold is 100 percent OSHA compliant.

Outcome A
Later that morning, after noticing the missing guardrail and the signed green inspection tag, Fred the masonry foreman, looks up and sees that Terrie, Tim, and their foreman Fay are coming towards him.

Fred yells at Fay, saying that her crew signed off on a scaffold with a missing guardrail and now he won’t be able to start work which will put them behind schedule and adds that he’ll still have to pay his crew while they wait.

Fay apologizes and says it will only take about 30 minutes to fix the problem. Fay turns to Terrie and Tim and yells at them for signing-off on a non-compliant scaffold and for making her look bad in front of the masonry sub-contractor.

Outcome B
Later that morning, after noticing the missing guardrail and the signed green inspection tag, Fred, the masonry foreman, sees Terrie, Tim, and their foreman Fay walking toward him. Fred yells at Fay saying that her crew signed off on a scaffold with a missing guardrail and now he won’t be able to start work which will put them behind schedule and adds that he’ll still have to pay his crew while they wait.

Fay apologizes and says it will only take about 30 minutes to fix the problem. Fay’s immediate reaction is to yell at Tim and Terrie for making her look bad, but she knows from experience that it will only make them defensive and tune out what she’s saying, so she tries a different approach and asks them to follow her.

Once they are away from the pillar, she asks if they know why Fred was so mad. When they don’t respond, she realizes they may not actually know what was wrong. Rather than getting angry, she points out the problem and explains that they must always do a thorough top to bottom inspection before letting anyone use a scaffold that AMB builds. Fay brings up OSHA’s e-tool on her tablet, reads aloud the instructions for properly inspecting a scaffold and asks Tim and Terrie to repeat the steps and requirements so she can clarify any misunderstandings. Once Fay is satisfied that they understand all of OSHA’s inspection steps, she says she’ll go with them and watch as they replace the guardrail, re-inspect the scaffold, and fill out the tag indicating that it’s 100% compliant and ready for the masons to use.
The key safety leadership moment illustrated in Pillars of Safety is how to help crew members correct an unsafe situation.

The safety hazard in this scenario is falls.

INSTRUCTOR INFORMATION – This scenario is designed to illustrate the following safety leadership skills:
1. Leading by example
2. Actively listening and practicing 3-way communication
3. Developing team members through teaching, coaching, and feedback

CLICK ON DESIRED TEACHING MODE…

WATCH

NOTES FOR SLIDE 3

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 4

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE
NOTES FOR SLIDE 5

Reveal the discussion questions and/or use the facilitation table to go through skills.

In outcome A, neither Fred nor Fay used any safety leadership skills. Fay did not lead by example when she yelled at them for making her look bad. She didn’t use any of the active listening skills to understand why they signed off on a non-compliant scaffold. She also did not teach, coach, or provide constructive feedback to help Terrie and Tim be more informed and engaged safety leaders.

ADVANCE SLIDE

NOTES FOR SLIDE 6

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 7

Reveal the discussion questions and/or use the facilitation table to go through skills.

In outcome B, Fay leads by example by taking the time to help Terrie and Tim understand the importance of the situation. She uses her active listening skills to help her realize that Terrie and Tim might be unsure of how to properly inspect a scaffold and she develops them by teaching and coaching them on how to do it.

CLICK THE SCENARIO MENU ICON TO RETURN TO MAIN MENU
Refer students to page 5 in the student guide

Read/have students read the situation in the Pillars of Safety script (or instructor reads it aloud).

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Read/have students read outcome A in Pillars of Safety script (or instructor reads it aloud).

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Reveal the discussion questions and/or use the facilitation table to go through skills.

In outcome A, neither Fred nor Fay used any safety leadership skills. Fay did not lead by example when she yelled at them for making her look bad. She didn't use any of the active listening skills to understand why they signed off on a non-compliant scaffold. She also did not teach, coach, or provide constructive feedback to help Terrie and Tim be more informed and engaged safety leaders.
NOTES FOR SLIDE 11
Read/have students read outcome B in Pillars of Safety script (or instructor reads it aloud).

ADVANCE SLIDE TO READ THE REST OF OUTCOME B

NOTES FOR SLIDE 12
Continue reading or have students continue reading outcome B in Pillars of Safety script (or instructor reads it aloud).

ADVANCE SLIDE

NOTES FOR SLIDE 13
Reveal the discussion questions and/or use the facilitation table to go through skills.

In outcome B, Fay leads by example by taking the time to help Terrie and Tim understand the importance of the situation. She uses her active listening skills to help her realize that Terrie and Tim might be unsure of how to properly inspect a scaffold and she develops them by teaching and coaching them on how to do it.

CLICK THE SCENARIO MENU ICON TO RETURN TO MAIN MENU
For the role play activity, we’ll first watch the scenario situation together. Then, in groups of 2, each person will take the role of one character and for 2 minutes play out the conversation the characters might have by using or not using the skills. After, we’ll come back as a group to discuss how it went.

Divide students into groups and ask them to do a role play as indicated on the slide using none of the leadership skills.

After 2 minutes, reveal the discussion questions or use the facilitation table to go through skills.

In outcome A, Fay did not lead by example when she yelled at Terrie and Tim for making her look bad. She didn’t attempt to actively listen to understand why they signed off on a non-compliant scaffold. She also didn’t teach, coach, or provide constructive feedback to develop Terrie and Tim into more informed and engaged safety leaders.

Now have the students redo conversation between Fay and Terrie/Tim using one or more of the skills such as:

1. Leading by example
2. Actively listen and practice 3-way communication
3. Developing team members through teaching, coaching and feedback

After 2 minutes, reveal the discussion questions or use the facilitation table to go through skills.

In outcome B, Fay leads by example by taking the time to help Terrie and Tim understand the importance of the situation. She uses her active listening skills to help her realize that Terrie and Tim might be unsure of how to properly inspect a scaffold and she develops them by teaching and coaching them on how to do it.
2. STORMY WEATHER

Sam – AMB, Inc. Superintendent
Francis – Aiden’s Carpentry Foreman
Evan – Aiden’s Carpentry Experienced worker
Filip – Parson’s Sheet Metal Foreman
Elaine – Parson’s Sheet Metal Experienced worker
Tad – Parson’s Sheet Metal Trainee

Situation
At the morning huddle, AMB’s superintendent, Sam, tells the sheet metal and carpentry crews that today’s biggest task is to prepare the roof for the HVAC systems. After they discuss the steps involved and the potential hazards that may come up, Sam adds that they need to get started because the afternoon weather forecast is calling for severe thunderstorms with a chance of lightning.

Once on the roof, Francis and Evan from Aiden’s Carpentry cut two holes for the sheet metal workers to install the HVAC duct work. Since they won’t be starting the installation until after lunch, Francis and Evan screw down pieces of plywood over the holes and put out a few safety cones.

Outcome A
After lunch, as Parson’s sheet metal crew is getting ready to start work, Filip, the foreman at Parson’s Sheet Metal, notices dark clouds coming in. At the same time, Elaine, an experienced sheet metal worker, realizes that she’s the only one who has fall protection, which they will need when they remove the plywood that’s covering the holes. She calls to the trainee Tad to hold-up for a minute.

As she’s telling Tad that everyone needs to be wearing fall protection before they can start their work, Filip interrupts her saying that it’s going to start raining really soon and they can’t waste any time going to get getting fall protection. And besides, he says, there’s really no risk of falling since they’re not working at the edge of the building and the hole won’t be open for that long before they install the duct work.

As Elaine starts to explain that the holes in the roof present a fall risk no matter how long they are open, she notices that Filip is glaring at her, so she stops talking. Tad is pleased because it means he won’t have to trudge down to the trailer to get the fall protection equipment.

Outcome B
After lunch, as Parson’s Sheet Metal crew is getting ready to start work, Filip, the foreman, notices dark clouds coming in. At the same time Elaine, an experienced sheet metal worker, realizes that she’s the only one who has fall protection, which they will need when they remove the plywood that’s covering the holes. She calls to the trainee Tad to hold-up for a minute.

As she’s telling Tad that everyone needs to be wearing fall protection before they can start their work, Filip starts to interrupt her but stops.

While he would really like to get started before the storm, he realizes the situation gives him an opportunity to recognize Elaine for taking ownership of safety and for demonstrating good safety behavior in front of Tad. So he lets Elaine continue explaining why it’s important they all should be wearing fall protection.

After she’s done, Filip thanks her for being a good role model and asks Tad to go down and get the fall protection equipment. He adds that if the stormy weather starts, they’ll just have to wait it out and maybe even finish-up tomorrow.
The primary safety leadership moment illustrated in Stormy Weather is how to encourage others to use safety leadership skills.

The safety hazards in this scenario are falls and bad weather.

INSTRUCTOR INFORMATION - It is designed to illustrate the following safety leadership skills:
1. Leading by example
2. Engaging and empowering team members
3. Developing team members through teaching, coaching, and feedback
4. Recognizing team members for a job well done
NOTES FOR SLIDE 20

Reveal the discussion questions and/or use the facilitation table to go through skills.

In outcome A, Elaine was leading by example and developing her team member, Tad, when she started teaching him that the hole in the roof presents a fall hazard and that they should all be wearing fall protection. Filip on the other hand was not leading by example when he interrupted her and gave reasons why they didn’t have to worry about the fall protection. He undercut Elaine’s authority as an experienced worker and sent a message to Tad that in the future he need not pay attention to what she asks him to do in terms of jobsite safety.

ADVANCE SLIDE

NOTES FOR SLIDE 21

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 22

Reveal the discussion questions and/or use the facilitation table to go through skills.

In outcome B, Elaine was leading by example and developing her team member, Tad, when she started explaining that the hole in the roof presents a fall hazard and that they should all be wearing fall protection. This time, Filip leads by example and empowers Elaine by giving her the time to explain the fall hazard to Tad despite the impending storm. Filip also recognized Elaine by thanking her for being a good role model to Tad.

CLICK THE SCENARIO MENU ICON TO RETURN TO MAIN MENU
NOTES FOR SLIDE 23

Refer students to page 7 in the student guide

Ask students to read the situation for Stormy Weather (or instructor reads it aloud).

ADVANCE SLIDE

NOTES FOR SLIDE 24

Ask students to read outcome A for Stormy Weather (or instructor reads it aloud).

ADVANCE SLIDE

NOTES FOR SLIDE 25

Reveal the discussion questions and/or use the facilitation table to go through skills.

In outcome A, Elaine was leading by example and developing her team member, Tad, when she started teaching him that the hole in the roof presents a fall hazard and that they should all be wearing fall protection. Filip on the other hand was not leading by example when he interrupted her and gave reasons why they didn’t have to worry about the fall protection. He undercut Elaine's authority as an experienced worker and sent a message to Tad that in the future he need not pay attention to what she asks him to do in terms of jobsite safety.

ADVANCE SLIDE
NOTES FOR SLIDE 26

Ask students to read outcome B for Stormy Weather (or instructor reads it aloud).

ADVANCE SLIDE

NOTES FOR SLIDE 27

Reveal the discussion questions and/or use the facilitation table to go through skills.

In outcome B, Elaine was leading by example and developing her team member, Tad, when she started explaining that the hole in the roof presents a fall hazard and that they should all be wearing fall protection. This time Filip leads by example and empowers Elaine by giving her the time to explain the fall hazard to Tad despite the impending storm. Filip also recognized Elaine by thanking her for being a good role model to Tad.

CLICK THE SCENARIO MENU ICON TO RETURN TO MAIN MENU

PLAY

NOTES FOR SLIDE 28

For the role play activity, we’ll first watch the scenario situation together. Then, in groups of 2, each person will take the role of one of the scenario characters and for 2 minutes play out the conversation the characters might have either not using or using leadership skills. After 2 minutes is up, we’ll come back together as a group to discuss how it went.

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE
NOTES FOR SLIDE 29

Divide students into groups of 2 and ask them to do a role play as indicated on the slide using none of the leadership skills.

After 2 minutes, reveal the discussion questions or use the facilitation table to go through skills.

In outcome A, Elaine was leading by example and developing her team member, Tad, when she started teaching him that the hole in the roof presents a fall hazard and that they should all be wearing fall protection. Filip on the other hand was not leading by example when he interrupted her and gave reasons why they didn’t have to worry about the fall protection. He undercut Elaine’s authority as an experienced worker and sent a message to Tad that in the future he need not pay attention to what she asks him to do in terms of jobsite safety.

ADVANCE SLIDE

NOTES FOR SLIDE 30

Now have the students redo conversation between Filip and Elaine using one or more of the leadership skills such as:

1. Leading by example
2. Engaging and empowering team members
3. Developing team members through teaching, coaching, and feedback
4. Recognizing team members for a job well done

After 2 minutes, reveal the discussion questions or use the facilitation table to go through skills.

In outcome B, Elaine was leading by example and developing her team member, Tad, when she started explaining that the hole in the roof presents a fall hazard and that they should all be wearing fall protection. This time, Filip leads by example and empowers Elaine by giving her the time to explain the fall hazard to Tad despite the impending storm. Filip also recognized Elaine by thanking her for being a good role model to Tad.

CLICK THE SCENARIO MENU ICON TO RETURN TO MAIN MENU
3. OH SOLAR MIO

Ferris – Alan’s Operators Foreman
Ethan – Alan’s Operators Experienced worker
Emily – Alan’s Operators Experienced worker

Situation
It’s 7 am. Operating engineers Ethan, Emily, their foremen Ferris, and a few ironworkers are in The Cain Building parking lot checking out the flatbed trailer that’s loaded with mounting structures needed to build solar carports.

Earlier that week, Ferris had developed a lift plan that took into account the size and weight of the materials, the ground conditions, and the crane’s load and lift capacity. However, late yesterday afternoon the GC needed the larger crane at a different job site and the only one that was available to rent was smaller with less capacity.

In the past, Ferris has had the GC’s superintendent make the go/no-go decision, particularly when a change could delay the schedule. Unfortunately, AMB’s superintendent isn’t at the jobsite yet, so Ferris must decide whether or not to do the lift using the smaller crane.

As Ferris considers what to do, one of the iron workers starts pressuring him to begin hoisting the steel mounts immediately, reminding him that the carport installation is behind schedule and the GC is already ticked-off. The ironworker’s pushing and the fact that they are behind schedule lead Ferris to put his concerns aside and go ahead with the lift.

Outcome A
Ferris asks Ethan and Emily to get the slings and attach them to the first structure. Emily is worried about the size of the crane and tells Ferris that she’s concerned the crane may be too small to do the lift safely. Ferris responds defensively, saying that he’s sure it will be okay to do the lift.

Ethan and Emily look at each other before they reluctantly get the slings. As Ferris lifts the load and extends the boom, he feels the bed of the crane begin to shift and the outrigger starts to lift off the ground. Luckily, he is able to retract the boom just in time to prevent a possible disaster.

Outcome B
Ferris asks Ethan and Emily to get the slings and attach them to the first structure. Emily is worried about the size of the crane and tells Ferris that she’s concerned the crane may be too small to do the lift safely.

Ferris hears what Emily is saying and in the back of his mind he recognizes that she’s right. He also realizes that if ignores her comment, then all his talk about expecting his crew to openly voice jobsite safety concerns is meaningless, and that his role as a safety leader will be greatly weakened.

So, instead of going ahead with the lift, Ferris brings everyone together and tells them that even though the GC may not be happy about it, he is taking Emily’s concern seriously and is going to postpone the lift. He goes on to say that he’ll let AMB’s superintendent know what’s going on as soon as he gets to the jobsite and work with him to find a larger crane they can use, hopefully by the end of the day.

Before he starts discussing alternative job assignments, Ferris turns to Emily and, in front of everyone, thanks her for having the courage to speak up and question his decision about the smaller crane, adding that he appreciates it when she and others on the jobsite take their role as a safety leader seriously.
The key safety leadership moment in Oh Solar Mio is what can happen when production and scheduling are prioritized over safety.

The safety hazard in this scenario is use of proper equipment.

INSTRUCTOR INFORMATION - It is designed to illustrate the following safety leadership skills:
1. Leading by example
2. Actively listening and practicing 3-way communication
3. Engaging and empowering team members
4. Recognizing team members for a job well done
NOTES FOR SLIDE 34

Reveal the discussion questions and/or use the facilitation table to go through skills.

In outcome A, Ferris did not use any safety leadership skills. He didn’t lead by example when he decided to go ahead with the lift even though he knew he didn’t have the right equipment. He didn’t engage his crew in the safety decision-making process and he also didn’t listen to Emily when she voiced her concern.

ADVANCE SLIDE

NOTES FOR SLIDE 35

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 36

Reveal the discussion questions and/or use the facilitation table to go through skills.

In outcome B, Ferris leads by example, actively listens to Emily’s concerns, and empowers her when he decides to stop the job until the proper equipment is available. He also recognizes Emily for having the courage to speak up and for being a valuable team member.

CLICK THE SCENARIO MENU ICON TO RETURN TO MAIN MENU
NOTES FOR SLIDE 37

Refer students to page 9 in the student guide

Ask students to read the situation for Oh Solar Mio (or instructor reads it aloud).

ADVANCE SLIDE

NOTES FOR SLIDE 38

Ask students to read outcome A for “Oh Solar Mio” (or instructor reads it aloud).

ADVANCE SLIDE

NOTES FOR SLIDE 39

Reveal the discussion questions and/or use the facilitation table to go through skills.

In outcome A, Ferris did not use any safety leadership skills. He didn’t lead by example when he decided to go ahead with the lift even though he knew he didn’t have the right equipment. He didn’t engage his crew in the safety decision-making process and he also didn’t listen to Emily when she voiced her concern.

ADVANCE SLIDE
NOTES FOR SLIDE 40

Ask students to read outcome B for Oh Solar Mio (or instructor reads it aloud).

ADVANCE SLIDE

NOTES FOR SLIDE 41

Reveal the discussion questions and/or use the facilitation table to go through skills.

In outcome B, Ferris leads by example, actively listens to Emily’s concerns, and empowers her when he decides to stop the job until the proper equipment is available. He also recognizes Emily for having the courage to speak up and for being a valuable team member.

CLICK THE SCENARIO MENU ICON TO RETURN TO MAIN MENU

PLAY

NOTES FOR SLIDE 42

For the role play activity, we’ll first watch the scenario situation together. Then, in groups of 2, each person will take the role of one of the scenario characters and for 2 minutes play out the conversation the characters might have either not using or using leadership skills. After 2 minutes is up, we’ll come back together as a group to discuss how it went.

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE
NOTES FOR SLIDE 43

Divide students into groups of 2 and ask them to do a role play as indicated on the slide using none of the leadership skills.

After 2 minutes, reveal the discussion questions or use the facilitation table to go through skills.

In outcome A, Ferris did not use any safety leadership skills. He didn’t lead by example when he decided to go ahead with the lift even though he knew he didn’t have the right equipment. He didn’t engage his crew in the safety decision-making process and he also didn’t listen to Emily when she voiced her concern.

ADVANCE SLIDE

NOTES FOR SLIDE 44

Now have the students redo conversation between Ferris and Emily using one or more of the leadership skills such as:

1. Leading by example
2. Actively listening and practicing 3-way communication
3. Engaging and empowering team members
4. Recognizing team members for a job well done

In outcome B, Ferris leads by example, actively listens to Emily’s concerns, and empowers her when he decides to stop the job until the proper equipment is available. He also recognizes Emily for having the courage to speak up and for being a valuable team member.

CLICK THE SCENARIO MENU ICON TO RETURN TO MAIN MENU
TAKEAWAYS

NOTES FOR SLIDE 45

We’ve come to the end of the FSL course and we’ve covered a lot.

Before we uncover the take away messages, tell me one or two things you learned today, or even better, something you’re going to start doing right away (or stop doing) when you get back to the jobsite.

So, here are the key points I hope you will take away with you and put into practice on the jobsite:

• It takes COURAGE to be a leader.
• It takes COURAGE to speak up.
• These skills can easily be inserted into the daily workflow and productivity will not be affected.
• Leaders...
  1. Lead by Example
  2. Engage and Empower team members
  3. Actively listen and Practice 3-way communication
  4. Develop team members by teaching, coaching, and knowing how to give constructive feedback
  5. Recognize team members for going above and beyond for safety

And finally, if you use these skills on the jobsite and become a true safety leader, you can improve both jobsite SAFETY CLIMATE and SAFETY OUTCOMES.

ADVANCE SLIDE

NOTES FOR SLIDE 46

The FSL course was developed collaboratively by these organizations.