



Foundations for Safety Leadership

Instructor Teaching Guide For Additional Scenarios

The Foundations for Safety Leadership (FSL) course was developed collaboratively by



Center for Health, Work & Environment
colorado school of public health



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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

SLIDE 1



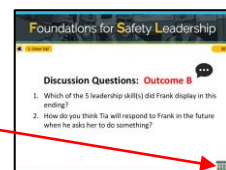
Additional Instructor Notes

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.

NOTES FOR SLIDE 2

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

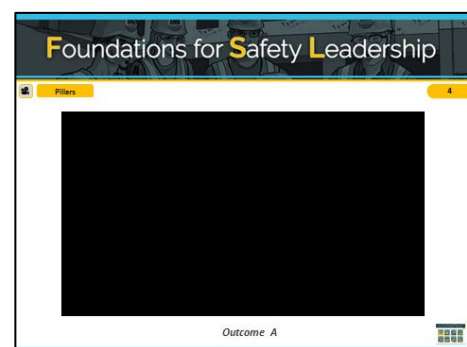
SLIDE 2



SLIDE 3



SLIDE 4



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

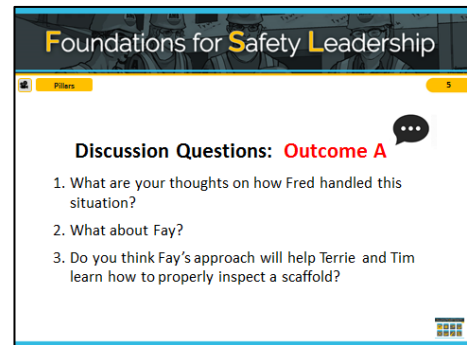
NOTES FOR SLIDE 7

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

SLIDE 5



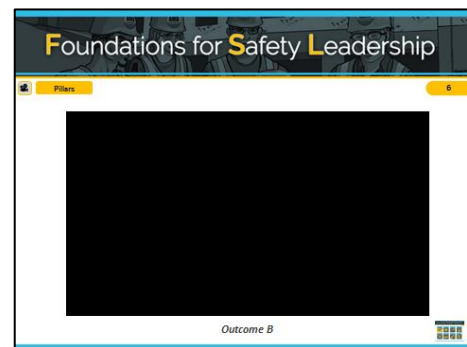
Foundations for Safety Leadership

Filters 5

Discussion Questions: **Outcome A**

1. What are your thoughts on how Fred handled this situation?
2. What about Fay?
3. Do you think Fay's approach will help Terrie and Tim learn how to properly inspect a scaffold?

SLIDE 6

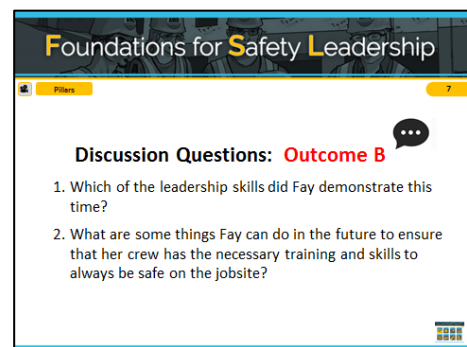


Foundations for Safety Leadership

Filters 6

Outcome B

SLIDE 7



Foundations for Safety Leadership

Filters 7

Discussion Questions: **Outcome B**

1. Which of the leadership skills did Fay demonstrate this time?
2. What are some things Fay can do in the future to ensure that her crew has the necessary training and skills to always be safe on the jobsite?

READ

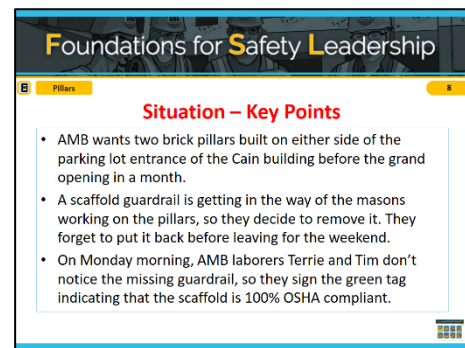
NOTES FOR SLIDE 8

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).

ADVANCE SLIDE

SLIDE 8



Foundations for Safety Leadership

Situation – Key Points

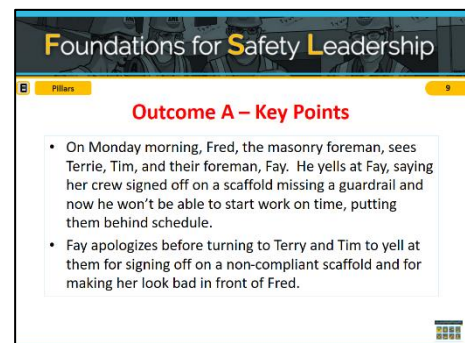
- AMB wants two brick pillars built on either side of the parking lot entrance of the Cain building before the grand opening in a month.
- A scaffold guardrail is getting in the way of the masons working on the pillars, so they decide to remove it. They forget to put it back before leaving for the weekend.
- On Monday morning, AMB laborers Terrie and Tim don't notice the missing guardrail, so they sign the green tag indicating that the scaffold is 100% OSHA compliant.

NOTES FOR SLIDE 9

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

ADVANCE SLIDE

SLIDE 9



Foundations for Safety Leadership

Outcome A – Key Points

- On Monday morning, Fred, the masonry foreman, sees Terrie, Tim, and their foreman, Fay. He yells at Fay, saying her crew signed off on a scaffold missing a guardrail and now he won't be able to start work on time, putting them behind schedule.
- Fay apologizes before turning to Terry and Tim to yell at them for signing off on a non-compliant scaffold and for making her look bad in front of Fred.

NOTES FOR SLIDE 10

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

SLIDE 10



Foundations for Safety Leadership

Discussion Questions: Outcome A

1. What are your thoughts on how Fred handled this situation?
2. What about Fay?
3. Do you think Fay's approach will help Terrie and Tim learn how to properly inspect a scaffold?

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

SLIDE 11

Foundations for Safety Leadership

Outcome B – Key Points

- On Monday morning, Fred sees Terrie, Tim, and their foreman, Fay. He yells at Fay, saying her crew signed off on a scaffold missing a guardrail and now he won't be able to start work on time, putting them behind schedule.
- Fay wants to yell at Terrie and Tim for making her look bad, but she knows it will make them defensive and tune out what she's saying. Instead, she takes them aside to discuss the situation.
- Once away from the pillar, Fay asks Terrie and Tim if they know why Fred was mad.

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

SLIDE 12

Foundations for Safety Leadership

Outcome B – Key Points (cont.)

- When they don't respond, Fay explains that they must always do a thorough inspection before letting anyone use a scaffold that AMB builds.
- Fay reads OSHA's e-tool scaffold inspection instructions aloud from her tablet, asking Tim and Terrie to repeat the steps back to her so she can clarify any misunderstanding.
- Afterwards, Fay watches as they replace the guardrail, re-inspect the scaffold, and fill out the tag indicating its 100% OSHA compliant.

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.

SLIDE 13

Foundations for Safety Leadership

Discussion Questions: Outcome B

1. Which of the leadership skills did Fay demonstrate this time?
2. What are some things Fay can do in the future to ensure that her crew has the necessary training and skills to always be safe on the jobsite?

CLICK THE SCENARIO MENU ICON TO RETURN TO MAIN MENU

PLAY

NOTES FOR SLIDE 14

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.

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 15

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.

ADVANCE SLIDE

NOTES FOR SLIDE 16

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

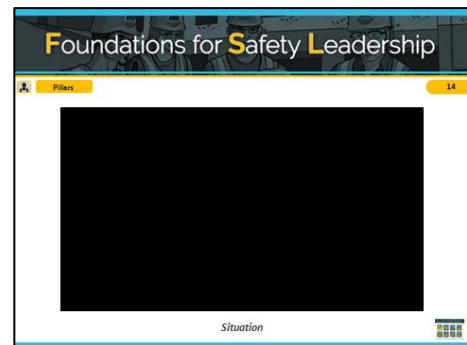
1. Leading by example
2. Actively listen and practice 3-way communication
3. Developing team members through teaching, coaching and feedback

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

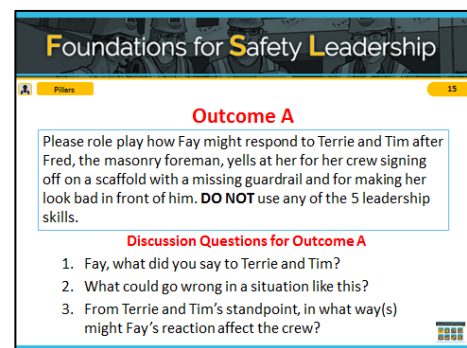
In outcome B, Fay leads by example by taking the time to help Terrie and Tim understand the importance of the situation. She uses her active listening skills to help her realize that Terrie and Tim might be unsure of how to properly inspect a scaffold and she develops them by teaching and coaching them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

CLICK THE SCENARIO MENU ICON TO RETURN TO MAIN MENU

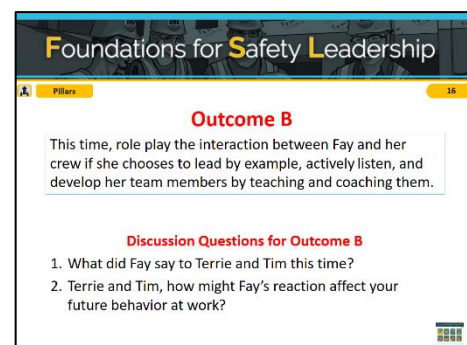
SLIDE 14



SLIDE 15



SLIDE 16



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 lightening.

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.

NOTES FOR SLIDE 17

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

SLIDE 17

Who	Role
Sam	AMS, 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

CLICK ON DESIRED TEACHING MODE...

WATCH

NOTES FOR SLIDE 18

VIDEO WILL START AUTOMATICALLY

SLIDE 18

ADVANCE SLIDE

NOTES FOR SLIDE 19

VIDEO WILL START AUTOMATICALLY

SLIDE 19

ADVANCE SLIDE

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

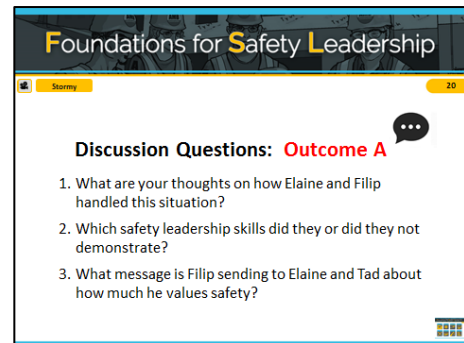
NOTES FOR SLIDE 22

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

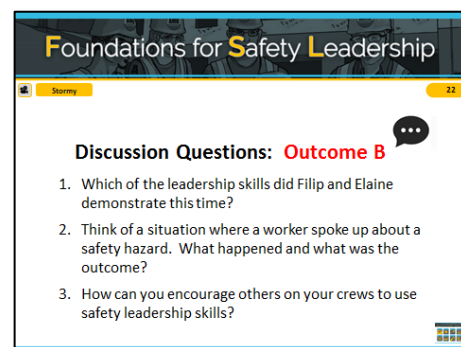
SLIDE 20



SLIDE 21



SLIDE 22



READ

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

SLIDE 23

Foundations for Safety Leadership

Stormy 23

Situation – Key Points

- At a morning huddle, AMB superintendent Sam tells sheet metal and carpentry crew that today they'll prepare the roof for the HVAC systems.
- After discussing the steps and potential hazards, Sam adds that they'll need to get started because the forecast is showing severe storms with lightning this afternoon.
- Once on the roof, Francis and Evan from Aiden's Carpentry cut 2 holes for the sheet metal workers to install duct work.
- They won't start duct work until after lunch, so they screw down plywood over the holes and put out safety cones.

NOTES FOR SLIDE 24

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

ADVANCE SLIDE

SLIDE 24

Foundations for Safety Leadership

Stormy 24

Outcome A – Key Points

- After lunch, Filip, the foreman at Parson's Sheet Metal, notices dark clouds coming in. At the same time, Elaine, an experienced sheet metal worker, notices she's the only one wearing fall protection, which they'll need when they remove the plywood covering the holes.
- As Elaine starts telling Tad that everyone needs to be wearing fall protection, Filip interrupts saying there's really no risk of falling since they're not working at the edge and the hole won't be open for that long.

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

SLIDE 25

Foundations for Safety Leadership

Stormy 25

Discussion Questions: Outcome A

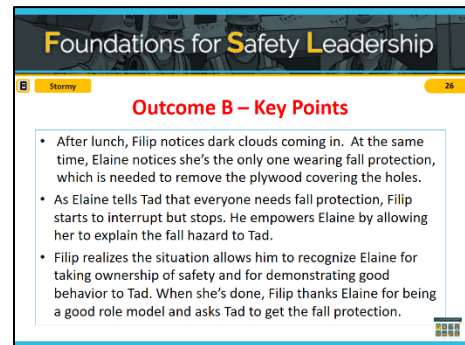
1. What are your thoughts on how Elaine and Filip handled this situation?
2. Which safety leadership skills did they or did they not demonstrate?
3. What message is Filip sending to Elaine and Tad about how much he values safety?

NOTES FOR SLIDE 26

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

ADVANCE SLIDE

SLIDE 26



Foundations for Safety Leadership

Stormy 26

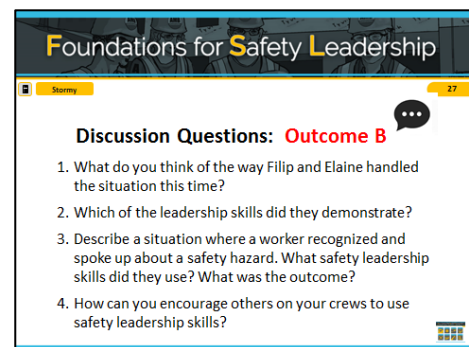
Outcome B – Key Points

- After lunch, Filip notices dark clouds coming in. At the same time, Elaine notices she's the only one wearing fall protection, which is needed to remove the plywood covering the holes.
- As Elaine tells Tad that everyone needs fall protection, Filip starts to interrupt but stops. He empowers Elaine by allowing her to explain the fall hazard to Tad.
- Filip realizes the situation allows him to recognize Elaine for taking ownership of safety and for demonstrating good behavior to Tad. When she's done, Filip thanks Elaine for being a good role model and asks Tad to get the fall protection.

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.



Foundations for Safety Leadership

Stormy 27

Discussion Questions: Outcome B

1. What do you think of the way Filip and Elaine handled the situation this time?
2. Which of the leadership skills did they demonstrate?
3. Describe a situation where a worker recognized and spoke up about a safety hazard. What safety leadership skills did they use? What was the outcome?
4. How can you encourage others on your crews to use safety leadership skills?

CLICK THE SCENARIO MENU ICON TO RETURN TO MAIN MENU

PLAY

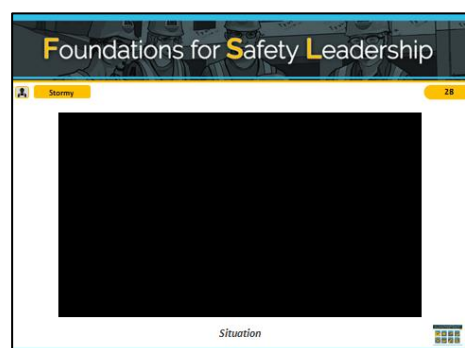
NOTES FOR SLIDE 28

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

SLIDE 28



Foundations for Safety Leadership

Stormy 28

Situation

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:

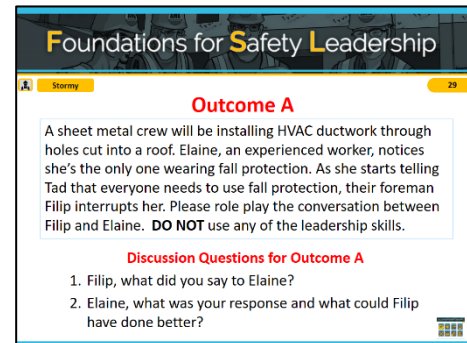
1. Leading by example
2. Engaging and empowering team members
3. Developing team members through teaching, coaching, and feedback
4. Recognizing team members for a job well done

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

SLIDE 29



Foundations for Safety Leadership

Stormy 29

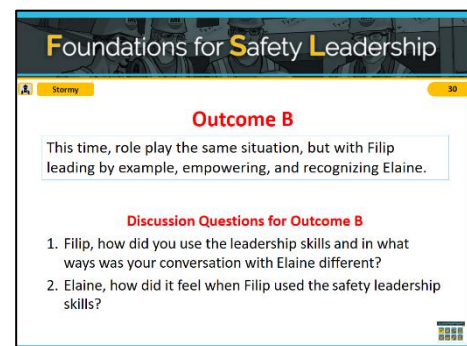
Outcome A

A sheet metal crew will be installing HVAC ductwork through holes cut into a roof. Elaine, an experienced worker, notices she's the only one wearing fall protection. As she starts telling Tad that everyone needs to use fall protection, their foreman Filip interrupts her. Please role play the conversation between Filip and Elaine. **DO NOT** use any of the leadership skills.

Discussion Questions for Outcome A

1. Filip, what did you say to Elaine?
2. Elaine, what was your response and what could Filip have done better?

SLIDE 30



Foundations for Safety Leadership

Stormy 30

Outcome B

This time, role play the same situation, but with Filip leading by example, empowering, and recognizing Elaine.

Discussion Questions for Outcome B

1. Filip, how did you use the leadership skills and in what ways was your conversation with Elaine different?
2. Elaine, how did it feel when Filip used the safety leadership skills?

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.

NOTES FOR SLIDE 31

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

CLICK ON DESIRED TEACHING MODE...

WATCH

NOTES FOR SLIDE 32

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 33

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

SLIDE 31

Foundations for Safety Leadership

Oh Solar Mio

Who	Role
Ferris	Alan's Operators Foreman
Ethan	Alan's Operators Experienced worker
Emily	Alan's Operators Experienced worker

WATCH READ PLAY

SLIDE 32

Foundations for Safety Leadership

Oh Solar Mio

Situation

SLIDE 33

Foundations for Safety Leadership

Oh Solar Mio

Outcome A

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

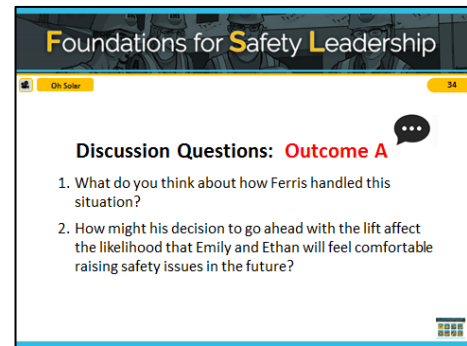
NOTES FOR SLIDE 36

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

SLIDE 34



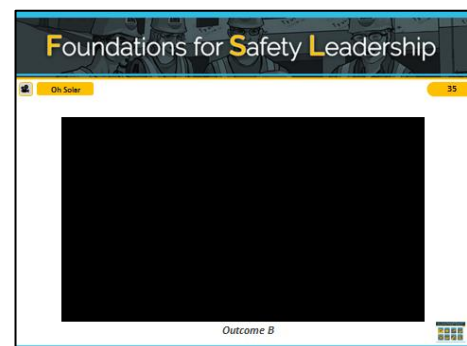
Foundations for Safety Leadership

On Scene 34

Discussion Questions: **Outcome A**

1. What do you think about how Ferris handled this situation?
2. How might his decision to go ahead with the lift affect the likelihood that Emily and Ethan will feel comfortable raising safety issues in the future?

SLIDE 35

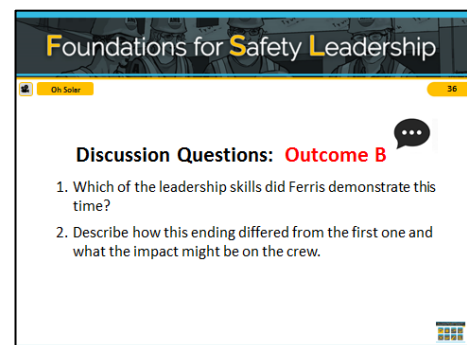


Foundations for Safety Leadership

On Scene 35

Outcome B

SLIDE 36



Foundations for Safety Leadership

On Scene 36

Discussion Questions: **Outcome B**

1. Which of the leadership skills did Ferris demonstrate this time?
2. Describe how this ending differed from the first one and what the impact might be on the crew.

READ

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

SLIDE 37

Foundations for Safety Leadership

Oh Solar

Situation – Key Points

- Operating engineers Ethan and Emily, their foreman Ferris, and some ironworkers are at the Cain Building parking lot checking out a trailer loaded with mounting structures needed to build solar carports.
- Ferris's lift plan involves using a crane with a load and capacity big enough to lift the materials, but the GC needed that crane on another jobsite and the only one available to rent is smaller with less capacity.
- When an ironworker reminds him they're behind schedule, Ferris feels pressured and decides to use the smaller crane.

SLIDE 38

Foundations for Safety Leadership

Oh Solar

Outcome A – Key Points

- Ferris asks Ethan and Emily to get the slings and attach them to the mounting structure.
- Emily says she's worried the crane may be too small to do the lift safely. Ferris responds defensively, saying he's sure it will be fine.
- As Ferris starts the lift and extends the boom, he feels the bed of the crane begin to shift and the outrigger starts lifting off the ground. Luckily, he's able to retract the boom just in time to prevent a possible disaster.

SLIDE 39

Foundations for Safety Leadership

Oh Solar

Discussion Questions: Outcome A

- What do you think about how Ferris handled this situation?
- How might his decision to go ahead with the lift affect the likelihood that Emily and Ethan will feel comfortable raising safety issues in the future?

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

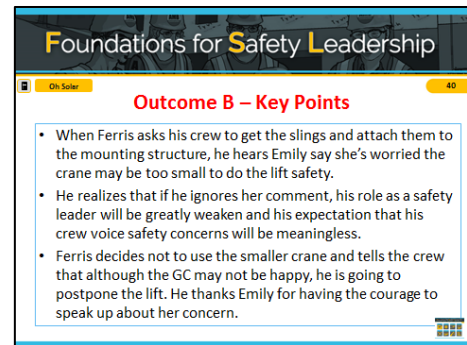
NOTES FOR SLIDE 42

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

SLIDE 40



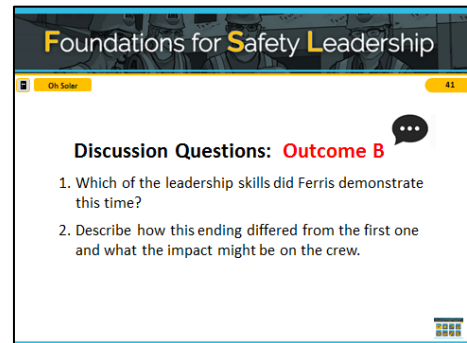
Foundations for Safety Leadership

Oh Solar 40

Outcome B – Key Points

- When Ferris asks his crew to get the slings and attach them to the mounting structure, he hears Emily say she's worried the crane may be too small to do the lift safely.
- He realizes that if he ignores her comment, his role as a safety leader will be greatly weakened and his expectation that his crew voice safety concerns will be meaningless.
- Ferris decides not to use the smaller crane and tells the crew that although the GC may not be happy, he is going to postpone the lift. He thanks Emily for having the courage to speak up about her concern.

SLIDE 41



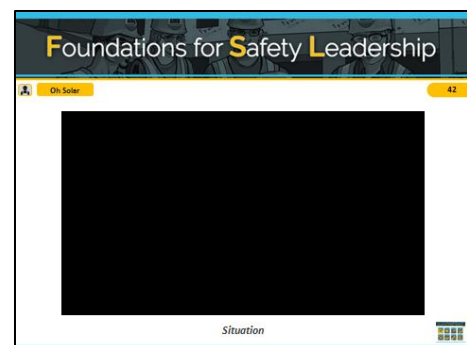
Foundations for Safety Leadership

Oh Solar 41

Discussion Questions: Outcome B

1. Which of the leadership skills did Ferris demonstrate this time?
2. Describe how this ending differed from the first one and what the impact might be on the crew.

SLIDE 42



Foundations for Safety Leadership

Oh Solar 42

Situation

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

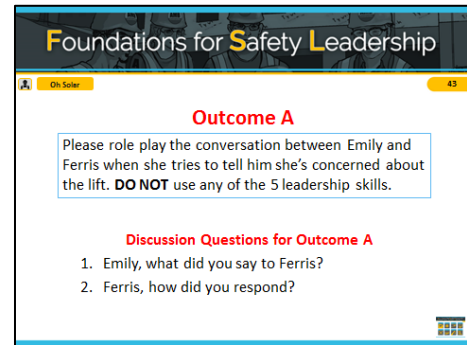
Now have the students redo conversation between Ferris and Emily using one or more of the leadership skills such as:

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

SLIDE 43



Foundations for Safety Leadership

Oh Saker 43

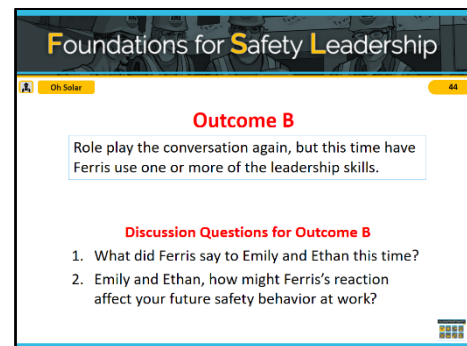
Outcome A

Please role play the conversation between Emily and Ferris when she tries to tell him she's concerned about the lift. **DO NOT** use any of the 5 leadership skills.

Discussion Questions for Outcome A

1. Emily, what did you say to Ferris?
2. Ferris, how did you respond?

SLIDE 44



Foundations for Safety Leadership

Oh Saker 44

Outcome B

Role play the conversation again, but this time have Ferris use one or more of the leadership skills.

Discussion Questions for Outcome B

1. What did Ferris say to Emily and Ethan this time?
2. Emily and Ethan, how might Ferris's reaction affect your future safety behavior at work?

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

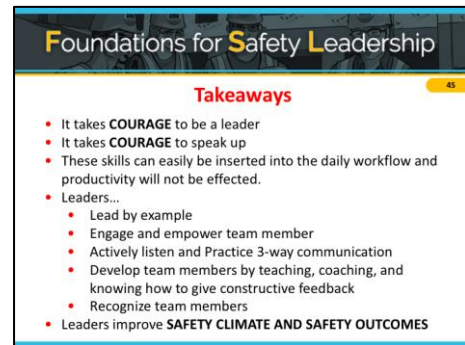
And finally, if you use these skills on the jobsite and become a true safety leader, you can improve both jobsite **SAFETY CLIMATE** and **SAFETY OUTCOMES**.

ADVANCE SLIDE

NOTES FOR SLIDE 46

The FSL course was developed collaboratively by these organizations.

SLIDE 45



Slide 45: Foundations for Safety Leadership Takeaways

- 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...
 - Lead by example
 - Engage and empower team member
 - Actively listen and Practice 3-way communication
 - Develop team members by teaching, coaching, and knowing how to give constructive feedback
 - Recognize team members
- Leaders improve **SAFETY CLIMATE AND SAFETY OUTCOMES**

SLIDE 46



Slide 46: Foundations for Safety Leadership

This module is a collaboration between

CPWR THE CENTER FOR CONSTRUCTION RESEARCH AND TRAINING

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Center for Health, Work & Environment colorado school of public health

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