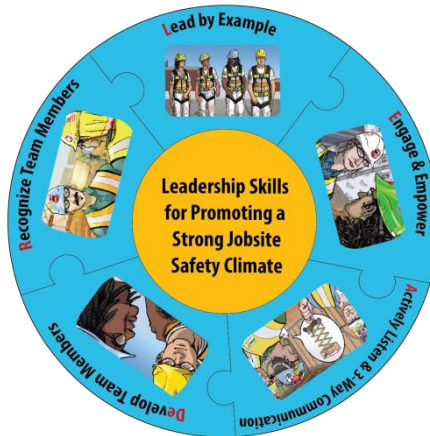


Introducing The Foundations for Safety Leadership (FSL) training module



Train the Trainer Teaching Guide

This is a 50-55 minute train-the-trainer presentation that 500/502 instructors can use if they don't have a full 2.5 hours to introduce OSHA Construction outreach trainers to the new Foundations for Safety Leadership, or FSL, module that is available as an elective in the OSHA 30-hour course. We strongly recommend that before using this presentation, 500/502 instructors carefully read the FSL instructor guide, including the introductory section, and go through the full FSL power point presentation to become familiar with its contents. This will enhance their ability to inform the outreach trainers about the FSL and answer their questions.

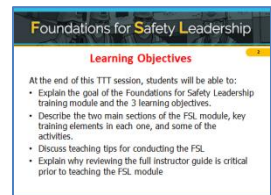
SLIDE 1



SLIDE 2 – Today I'm going to introduce you to the new Foundations for Safety Leadership, or FSL, that became an official 2.5 hour elective in the OSHA 30-hour outreach course on January 1, 2017. Since I don't have 2.5 hours to present the full FSL elective, I'm going to spend about 50 minutes telling you about its overall structure, and share some content, including one of the real-world scenario videos. I'll also be sharing some teaching tips from trainers who have already presented the FSL as an elective in the 30-hour or as a stand-alone course.



SLIDE 3 – These are the learning objectives for this FSL train-the-trainer presentation.



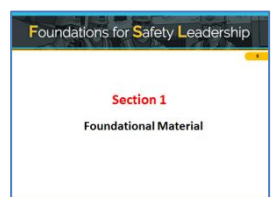
SLIDE 4 - First, some background. The FSL module was developed by these organizations in collaboration with a 17 member curriculum development team that included OSHA 30-hour outreach trainers, construction workers and safety and health directors from both large and small construction companies. The team also received a great deal of input from many construction industry experts along the way.



SLIDE 5 – The FSL training is divided into two sections. The first one covers foundational material such as the costs of ineffective leadership, the benefits of effective leadership, the definition of a safety leader, and how leaders improve safety climate and safety outcomes and most importantly the five skills covered in the FSL. In the second section students have the opportunity to apply the information covered in the first section by working through real-world construction scenarios either by watching a video, reading through the script, or doing a role play.



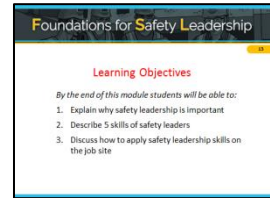
SLIDE 6 - Let's talk about some of the topics in Section 1 and I'll show you some tips you can use depending on the size of the room and number of students in the class.



SLIDE 7 - This is the overarching goal that starts off the training. It is important because research has shown, and we all know from experience, that effective leaders, whether they are coaches, teachers, or foremen, tend to achieve better and more positive outcomes than leaders who don't have or don't practice leadership skills. In construction those outcomes include not only a better product but most importantly a safer and healthier jobsite.



SLIDE 8 – And here are the 3 learning objectives



SLIDE 9 – In Section 1, there are a number of brainstorming activities designed to get students to reflect on their own experiences with leaders they've had in the past, think about what it means to be an effective safety leader, and also think about the direct and indirect costs of not being an effective leader. If the training room doesn't have a flip chart or white board for the brainstorming activities, if there are lots of students and some may not be able to see the printing, or if you have terrible penmanship, you can create and embed an editable text box in the brainstorming slides. Doing this also keeps you from having to turn your back to the class. Once you add the text box and are in slide show mode, you can type directly into the box. Try to type slowly and accurately to avoid mistakes and having to delete text.



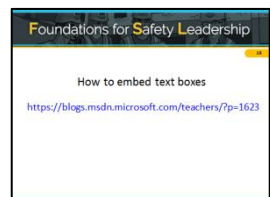
SLIDE 10 – So for example, you can add a text box on this slide for the first brainstorming activity about characteristics of ineffective leaders.



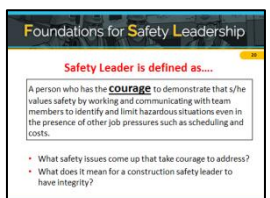
SLIDE 11 – and also on the next slide for characteristics or behaviors of an effective leader. You can do the same on the slides about direct and indirect costs of ineffective safety leadership.



SLIDE 12 - This is the web address where you can learn how to embed interactive text boxes.



SLIDE 13 - Early in Section 1, the students learn the FSL definition of a safety leader. The instructor guide suggests that before revealing the definition, the trainer first ask the students to share what they think a safety leader is. After you reveal the definition, you may consider asking students for some jobsite issues that take courage to address. You may even want to ask the students what it means when a construction safety leader has or doesn't have integrity. (<https://www.merriam-webster.com/dictionary/integrity>)



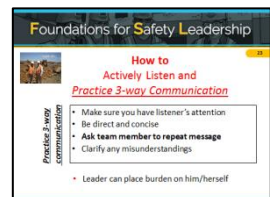
SLIDE 14 - A key message in the FSL is that safety leaders improve safety climate and safety outcomes. The current research shows that safety leadership training improves safety climate. Research is ongoing, including evaluations of the FSL, and we continue to learn more all the time. This is the definition of safety climate presented in Section 1. In addition to the questions provided in the instructor guide, you may also consider asking the students to share how they or their company know if the safety climate on their job sites is strong or weak. This helps them put the foundational material into their own context.



SLIDE 15 - A large part of Section 1 pertains to five critical leadership skills foremen and lead workers can use to be more effective safety leaders. For each skill there's a slide that covers specific practices they can use on the jobsite to demonstrate that skill and there are lots of discussion questions and activities in the instructor guide the trainer can use to engage the students in thinking about each skill based on their own experiences. I don't have time to go through all the leadership skill slides but I want to mention a couple of things about one of them.



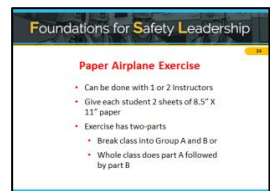
SLIDE 16 - The third leadership skill listed is about learning how to communicate more effectively with crew members and others. It includes both Active Listening and Practicing 3-way Communication. Practicing 3-way Communication helps ensure everyone understands what's being said or the request being made. It is done by making sure you have the listener's attention, by being direct and concise when giving the information, and most importantly, by asking the listener to repeat what you said to be sure the message was understood. This also allows you to clarify any misunderstandings.



Some students have expressed concern about the point on asking team members to repeat the message because they think it may be insulting to the receiver. If a student in your class expresses this concern, suggest that a leader can avoid this by placing the burden on him or herself by saying "I am not always clear with my assignments, I would appreciate it if you would repeat the assignment back to me so I can be sure that my instructions were clear".

I also want to share an activity different from the one in the instructor guide that you can use to demonstrate how practicing 3-way communication can improve performance outcomes. It's called the paper airplane exercise.

SLIDE 17 - The paper airplane exercise can be done with one instructor acting as the foreman who's asking the students to make the airplane or with two instructors where one acts as the superintendent who's asking the foreman (the other trainer) to get paper airplanes made immediately. First, give each student two sheets of 8.5" X 11" paper. The activity has two parts so you can either break the class into Group A (does not benefit from communication skills) and Group B (benefits from communication skills) or you can have the group as a whole do part A followed by part B. Here's how it goes



SLIDE 18 - First, say, "I need paper airplanes now" and you have three minutes to make one. Don't give them any construction drawings and don't show them the video. After two-three minutes have them hold up what they've produced.



SLIDE 19 - Next, tell Group B (or the whole group) that you need paper airplanes NOW, only this time show them construction drawings and let them watch the video, or just explain how you want the plane made. Then, before they get started, ask one person in the group to repeat instructions and ask the whole group if they have any questions. Give them the same amount of time to make the planes. When they show what they've done, comment on the variation in outcomes without and with practicing 3-way communication. If you're really psyched about this activity you could even use part A for an ice-breaker and part B as the 3-way communication demonstration



That's all of the Section 1 material I'm going to cover today. Are there any questions about what I've covered so far?

SLIDE 20 - Next I'll talk a bit about the scenarios in Section 2 and show you one of the real-world scenario videos.



SLIDE 21 – This is the home slide for the scenarios. It contains titled and numbered hyperlinked icons for each one. In the instructor guide there's a recommendation that you go through all the scenarios and pick out three or four to which you think the audience will best relate.



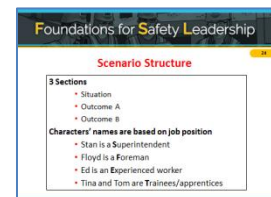
SLIDE 22 - Once you've decided, you can superimpose numbers over the scenario icons to make it easier for you to remember which ones you've planned to use.



SLIDE 23 – There are 10 scenarios. They all take place on the same jobsite and the jobsite is overseen by the same general contractor.



SLIDE 24 - Each scenario is made up of three sections. The first presents a specific safety situation. Then, Outcome A shows what might happen when the leadership skills are not used and Outcome B shows students what can happen when they are. There are slides with discussion questions in-between the sections. Also, the first letter of each scenario character's name reflects his or her role on the jobsite.



SLIDE 25 - The first slide of each scenario, in this case Do We Have To, has the same look. It has the scenario icon, the scenario characters, buttons to select the teaching mode you want to use - video, reading the script, or doing a role play. And a home button at the bottom that will take you back to the first slide of Section 2 so you can select the next scenario you want to use. All of this detail is laid out in the introductory section of the instructor guide.



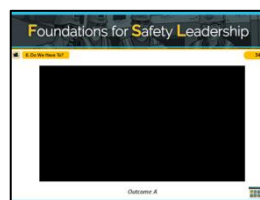
SLIDE 26 - The first clip shows the safety situation for the scenario →



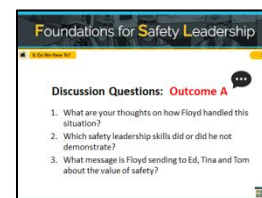
SLIDE 27 - Followed by questions designed to help you get the discussion going →



SLIDE 28 - Then you can move on to Outcome A video →



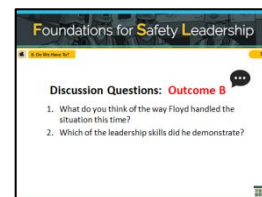
SLIDE 29 - Next come questions about Outcome A →



SLIDE 30 - Followed by Outcome B video →



SLIDE 31 - The final set of questions help you wrapup the discussion about the scenario. →



SLIDE 32 - In the Instructor Guide the trainer is encouraged to draw a skills table like this one on a flipchart or white board to work through the discussion questions about which leadership skills were or were not used by the scenario's main character. If you don't have access to a flipchart or white board, if the room is large with lots of students, or you have poor penmanship you can add PowerPoint slides after each scenario outcome that contains a skills table like this one

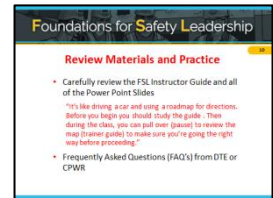
Leadership Skill	Outcome A	Outcome B
Lead by Example	Yes	No
Engage and Empower	No	No
Actively Listen/seek communication	No	No
Develop - coach, teach, feedback	No	No
Recognize	No	No

Then you can go through the exercise and not mark the table or you can use the Microsoft Pen Tool to annotate the table during the classroom discussion. After the Outcome A segment is done, go to your new skills table slide and tap Control & P. This will turn your arrow pointer/cursor into a pen which you can use to mark Yes or No for the leadership skills displayed in Outcome A. When you're done doing this, tap ESC to turn the pen back into a pointer/cursor and do the same thing after you go through the Outcome B segment.

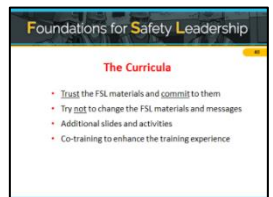
SLIDE 33 - So that's all the FSL content I'm going to cover and I really only skimmed the surface. To actually teach the FSL you'll need to spend some time carefully going through the materials and probably doing some dryruns before presenting it to a class. In these last few slides, I'm going to share a few teaching tips from some experienced FSL trainers



SLIDE 34 - Prior to teaching the FSL it is critical that you carefully review the complete PowerPoint and all of the information in the instructor guide, which includes questions and classroom activities that actively engage students in discussions based on their own experiences. And don't skip over the introductory section of the guide. It contains important information about the course and ideas for presenting it. One trainer had this to say about the instructor guide :[present/read quote]. There's a good chance you'll get frustrated if you simply download the slides and attempt to use them without studying the instructor guide and rehearsing beforehand. You'll also want to familiarize yourself with the FAQ available on the DTE or CPWR site.



SLIDE 35 - Because the content and approach has been researched, developed, and evaluated by professionals in partnership with construction industry experts, including many OSHA 30-hour outreach trainers, you should trust the FSL materials and commit to them. That is, you shouldn't modify or change the information in the slides or instructor guide. If you decide to add any slides, tools, or activities to support the overall learning experience make sure they build on the leadership themes covered in the FSL and don't conflict with or detract from them. In particular we strongly discourage instructors from adding material about behavior based safety, technical safety topics, slogans, or disciplinary programs because they don't fit with the information covered in the FSL.



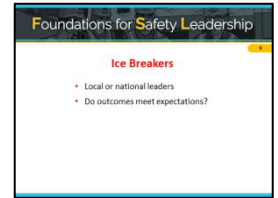
You may also want to work with a co-trainer to enhance the training experience for yourself as well as your students. For example, while one person is presenting, the co-trainer can record student responses on a flip chart or white board, setup exercises, and make sure that no important points from the instructor guide are missed. This also gives you an opportunity to train new trainers.

SLIDE 36 - Because the FSL is very different from other OSHA 30 modules, instructors have commented that a key to making the FSL successful is to actively encourage student discussions throughout the 2.5 hours. To facilitate these discussions the instructor needs to know who's in the audience and pay attention to certain factors that will create a sense of trust and respect within the teaching environment.



First is class size. If the class is very large, you will need to be creative on ways to engage everyone in the activities and discussions. For example, you may want to divide the class into groups for brainstorming and role play activities. On the other hand, if you have only three or four students you may need to work a bit harder to create an atmosphere of trust, engagement and excitement with the discussion questions and activities. It's particularly challenging to teach the FSL if there are only two students. Next, you need to know who's in the audience. Having craft workers and management from the same company in the same class is not ideal because the workers may be hesitant to participate fully and share their thoughts and ideas honestly. However, it may be okay if students in a mixed class come from different companies.

SLIDE 37 - Since so much of the FSL depends on student interaction with the trainer and with each other, if the students already know each other they will probably be more open to sharing their thoughts and ideas. You may have to work harder if the class is made up of strangers or workers from different trades. Starting off with an icebreaker can help overcome this challenge. Here are a couple of icebreaker ideas. To get students thinking about good - and not so good – leadership, it can be helpful to mention one or two local or national leader examples, such as, sports, business, or teachers to whom the class can relate, and ask for their thoughts on why she or he is a good leader.

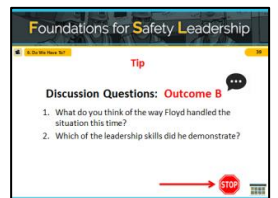


Another one that gets also students thinking about the benefits of one of the most important leadership skills – effective communication – is to create the following slides that ask both supervisors and non-supervisors how often they get the outcome they want when they've asked someone to do something.

SLIDE 38 - Ask if there are supervisors in the room – past or present. After they answer the question about outcomes meeting expectations, ask them to discuss possible reasons why it's not 100% and to think about what they did differently when the desired outcome was achieved compared to when it wasn't. Experience has shown that this ice breaker opens the pathway to learning how practicing the leadership skills improve outcomes.



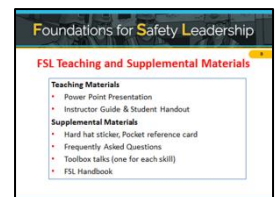
SLIDE 39 – The final tip that it may be helpful is to add a clip art stop sign, or the word END, to the bottom right corner of the Outcome B discussion slides to let you know you've reached the end of the scenario and should click the home button to go back to the scenario selection slide.



SLIDE 40 Here's a little feedback about the FSL from folks in the field.



SLIDE 42 - The developers of the FSL have created a full complement of teaching materials for instructors to use including a PowerPoint presentation, instructor guide and student handout. There are also some nice supplemental items available like a hard hat sticker, a pocket reference card, frequently asked questions document, toolbox talks and a summary handbook.



SLIDE 43 - Remember that all of these materials including a FAQ sheet, are available free of charge on the DTE website or more directly from CPWR - The Center for Construction Research and Training. Also, you'll want to check back periodically to find additional tools like FSL toolbox talks and an FSL Handbook.





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