

Instructor Teaching Guide

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The Foundations for Safety Leadership for DOE (FSL4DOE) course was developed collaboratively by



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



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Table of Contents

Introduction	5
INFORMATION FOR TEACHING THE FSL4DOE.....	6
Purpose of the Instructor Guide	6
Teaching Materials and Tips	6
Key Terms and Concepts	9
Foundational Material	10
Welcome!.....	10
Goal of the FSL4DOE Module	10
Learning Objectives	11
Characteristics of Effective and Ineffective Leaders	11
Importance of Safety Leadership – Safety Climate	13
Costs of Poor Safety Leadership	14
Benefits of Effective Leadership	15
Safety Leadership Skills	16
LEADER.....	17
Leads by Example	17
LEADER.....	18
Engages and Empowers Team Members	18
LEADER.....	19
Actively Listens and Practices 3-Way Communication.....	19
LEADER.....	20
DEvelops Team Members through Teaching, Coaching, and Feedback.....	20
LEADER.....	22
Recognizes Team Members for a Job Well Done	22
Applying Leadership Skills in Real World Scenarios	23
SCENARIO STRUCTURE AND CHECKLIST	23
Overall Description of Jobsite.....	24
Scenario Main Menu	25
1. COVER UP!.....	26
WATCH.....	27
READ	29
PLAY	30
2. IT’S TOO HOT, TOO HOT, TOO HOT BABY... ..	32
WATCH.....	33
READ	35
Play	36
3. TO CHECK OR NOT TO CHECK.....	38
WATCH.....	39
READ	42
PLAY	45
4. GIMME SOME SPACE.....	47
WATCH.....	48
READ	50
PLAY	52
5. THE RIGHT TOOL FOR THE RIGHT JOB.....	54
Watch.....	55
READ	57

PLAY	59
6. FRITZ TAKES A SHORTCUT	61
WATCH.....	62
READ	65
PLAY	67
Takeaways	69
SHORT QUIZ.....	70
Reference list and suggested readings for more information	71

INTRODUCTION

Everyone, from the company owner to the experienced foreman and new trainee/apprentice, needs to own safety and be a safety leader. The Foundations for Safety Leadership for the Department of Energy (FSL4DOE) training module is designed to introduce construction workers on DOE sites, particularly those with supervisory responsibilities such as foremen, to safety leadership principles and give them the skills to be a safety leader who can help create and sustain safe and productive jobsites. The FSL4DOE module was developed by a curriculum development team that included experienced OSHA 10 and 30-hour outreach trainers, construction workers, safety and health professionals from the construction industry, and safety, health, and leadership experts.

The first part of the FSL4DOE module introduces foremen/workers to reasons why safety leadership is important and describes five safety leadership skills emphasized in the training. The remainder provides opportunities to work through real-world construction-based scenarios that allow students to think more about how to apply the safety leadership skills on the jobsite.

INFORMATION FOR TEACHING THE FSL4DOE

Purpose of the Instructor Guide

This guide is designed to provide instructors/trainers with all the information and materials needed to successfully conduct the Foundations for Safety Leadership FOR DOE (FSL4DOE) training.

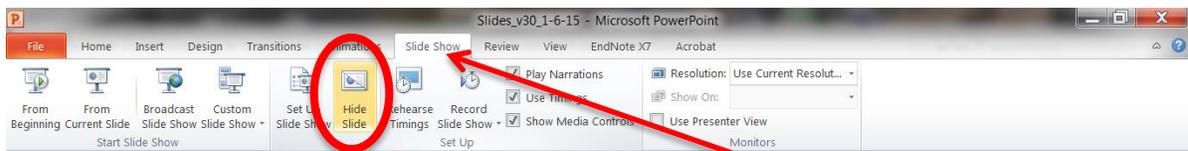
Teaching Materials and Tips

- **Instructor Guide - Includes:**
 - Numbered thumbnails of PowerPoint slides
 - Instructor notes for each slide (also in the PowerPoint slides)
 - Questions to engage students in discussion
 - Written scenarios
 - Role-plays
 - Short quiz to use at the conclusion of training
- **Student Handout – Includes:**
 - Foundational information on importance of safety leadership
 - 7 written scenarios
 - Leadership skills and action checklist
- **PowerPoint slides - Include:**
 - Slides plus notes for all foundational material
 - Slides for each teaching mode for all 7 scenarios:
 - Watch - Animated videos and discussion questions
 - Read – Bullet points from script and discussion questions
 - Play - Role play guidance and discussion questions

It's likely that you won't have time to cover the foundational material AND work through all 7 scenarios. One strategy is to review all the scenarios ahead of time and pick-out 3, 4, or 5 that you find most interesting and feel most comfortable teaching.

Then, you need to decide which teaching mode (Watch, Read, or Play) you would like to use for the ones you've picked. You might want to use different modes for each of the scenarios you will use during the training session.

Finally, rather than deleting the scenario slides you won't be using, **HIDE** them so you have the flexibility to use them in the future. To **HIDE** slides, simply go to the Slide Show tab and click on HIDE SLIDE button. If you want to use the slide in the future, simply unclick the HIDE SLIDE button.



Time Management - It takes approximately 2.5-3 hours to complete the FSL4DOE training. Consider using the following as a general guide.

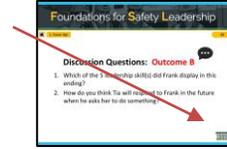
Introductory Material (50-55 minutes)			
Activity	Time	Page # / Slide #	Description
Welcome, introductions, goals & learning objectives	5 mins	10 /1-3	Introductions and describe goals and learning objectives.
Characteristics of ineffective and effective leaders	10 mins	11 /4-5	Engage students in discussion of their experiences with ineffective and effective leaders.
Importance and benefits of effective safety leadership	10 mins	13 /6-11	Discuss the following points: <ul style="list-style-type: none"> ➤ Everyone is a safety leader ➤ Safety leaders strengthen jobsite safety climate ➤ Costs of poor safety leadership ➤ Benefits of effective safety leadership
Safety leadership skills	30 mins	16 /12-20	Present and discuss: <ul style="list-style-type: none"> ➤ Definition of safety leadership ➤ 5 Safety leadership skills & how to use them on the job
Break (5-10 mins)			
6 Real-world scenarios (70-80 mins)			
1. Cover up!	15 – 20 mins per scenario	25 /21-117	For each scenario you've chosen, use notes to discuss the characters' use or non-use of safety leadership skills.
2. It's too hot, too hot, too hot baby...			
3. To check or not to check			
4. Gimme some space			
5. The right tool for the right job			
6. Fritz takes a short cut			
Wrap up, pass out Hard Hat Stickers, Conduct quiz	5 mins	70 /118-119	Review final take away points. End with collaboration slide. Pass out quiz to finish.

The Scenarios

MAIN MENU - This is the menu slide that precedes the scenario slides. The icons are all hyperlinked and clicking on one will take you directly to the introductory slide for that particular scenario.



Also, at the bottom right corner of each scenario slide, there is a main menu icon. Clicking on it will take you back to slide 26 so you can click on the next scenario you want to work through.



When you are ready to discuss the training's takeaway messages, click the "Takeaways" icon.

ACTIVE BUTTONS - On each scenario's introductory slide, there are hyperlinked icons for each teaching mode. Clicking on one will take you to that activity.



- **Watch** activity slides contain 3 animated video sections and discussion questions
- **Read** activity slides contain key points from the full scenario, plus discussion questions. The expectation is that the students will read the scenario or instructor will read it aloud to the class
- (Role) **Play** activity slides contain the situation animated video and then guidance for how to act out each outcome, followed by discussion questions

KEEPING TRACK OF WHERE YOU ARE - In the upper left hand corner of each slide there is an icon and text to give you a quick indication of which scenario and activity you are on.



1. Cover Up!

SCENARIO CHARACTER NAMING SCHEME - The first letter of each character's name is based on their job position: Superintendent, Foreman, Experienced worker, or Trainee/apprentice.

CONDUCTING ROLE PLAYS - The objective of the role plays is to give students the opportunity to apply the safety leadership skills illustrated in the scenarios using their own words and styles. Before starting the activity, break the class into groups of 2. You may consider conducting an ice-breaker activity if participants don't know each other. Then, introduce the role play activity by saying something like...

"You'll have 2 minutes to act out the role play as described on the slide. Then we'll come back together as a group to discuss how it went. Decide which of you will play each role. If there's time you can switch roles."

Facilitating the discussion for any/all of the teaching modes

Consider drawing a table like this one. After each outcome, you can ask the class to discuss if and how well the characters demonstrated each skill. Remember that most of the scenarios don't cover all 5 leadership skills.

Leadership Skill	Outcome A	Outcome B
Lead by Example	___ Yes ___ No	___ Yes ___ No
Engage and Empower	___ Yes ___ No	___ Yes ___ No
Actively Listen/3 way communication	___ Yes ___ No	___ Yes ___ No
Develop – teach, coach, feedback	___ Yes ___ No	___ Yes ___ No
Recognize	___ Yes ___ No	___ Yes ___ No

Key Terms and Concepts

- **Safety Climate Definition** – How well a company’s policies, procedures, and practices are actually implemented on the jobsite.
- **Safety Leader Definition** - Safety leaders have the **courage** to demonstrate that s/he values safety by working and communicating with team members to identify and limit hazardous situations even in the presence of other job pressures such as scheduling and costs. There are many skills that safety leaders can use to demonstrate leadership.
- Five critical safety **LEADER**ship skills and actions are covered in the FSL4DOE training module:

5 Skills and Actions of an Effective Safety <i>LEADER</i>	
Leadership Skills	Good Leadership Actions
Leads by Example	<ul style="list-style-type: none"> • Establishes safety expectations as a core value • Shares safety vision with team members • Demonstrates a positive attitude about safety • ‘Walks the Talk’ • Leads up!
Engages and Empowers Team Members	<ul style="list-style-type: none"> • Engages, encourages, and empowers team members to identify and act upon unsafe situations by... <ul style="list-style-type: none"> ➢ Reporting hazards and safety concerns ➢ Providing solutions ➢ Reporting near misses ➢ Stopping work if necessary
Actively Listens and Practices 3-way Communication	<ul style="list-style-type: none"> • Actively listens to hear what team members are saying • Practices 3-way communication by having person repeat the message they heard
DEvelops Team Members Through Teaching, Coaching, and Feedback	<ul style="list-style-type: none"> • Respectfully teaches and coaches workers • Watches the learner fix the hazardous situation or perform the task to make sure it's done correctly • Focuses on potential consequences rather than on the team member • Uses the FIST principle: Facts, Impact, Suggestions, Timely
Recognizes Team Members for a Job Well Done	<ul style="list-style-type: none"> • Privately and/or publicly acknowledges team members for going above and beyond when it comes to safety

OSHA FOCUS 4 – For each scenario, we note which of the OSHA Focus 4 safety hazards is occurring. Feel free to mention the hazard, but given that the goal of the FSL4DOE is on leadership skills, please don’t spend time discussing the hazards themselves, because that is covered in much greater detail in other OSHA training materials.

Foundational Material

(TIME 50-55 minutes)

Welcome!

NOTES FOR SLIDE 1

Introductions:

- Name
- Trade
- Position
- Years in construction

Most of the slides we'll be going over are in the student handout starting on page 4. You can follow along and take notes.

SLIDE 1



Goal of the FSL4DOE Module

NOTES FOR SLIDE 2

The overall goal of this training is to give you the opportunity to learn/enhance some critical safety leadership skills that you can use to improve the safety climate and safety outcomes on jobsites.

ASK CLASS:

HOW MANY OF YOU HAVE HEARD THE TERM SAFETY CLIMATE? DO YOU HAVE SOME THOUGHTS ABOUT WHAT IT MEANS?

(AFTER SOME DISCUSSION, LET THEM KNOW YOU'LL BE PRESENTING THE DEFINITION IN A FEW MINUTES)

SLIDE 2



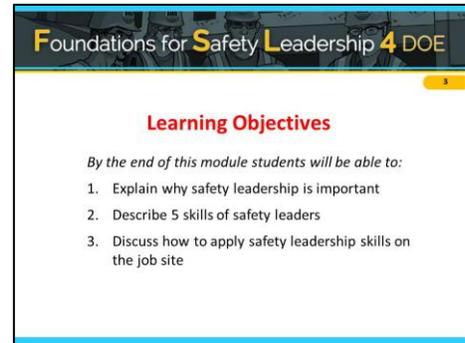
Learning Objectives

NOTES FOR SLIDE 3

We expect that by the end of today's training each of you will be able to:

1. Explain why safety leadership is important
2. Describe 5 critical safety leadership skills and
3. Discuss how an effective leader can apply them on the jobsite.

SLIDE 3



Foundations for Safety Leadership 4 DOE

Learning Objectives

By the end of this module students will be able to:

1. Explain why safety leadership is important
2. Describe 5 skills of safety leaders
3. Discuss how to apply safety leadership skills on the job site

Characteristics of Effective and Ineffective Leaders

NOTES FOR SLIDE 4

To get us started let's brainstorm about the types of actions that effective and ineffective leaders display. It can be someone you work or have worked with, or maybe he or she was a coach, a teacher, or a parent, or even a friend. Ok, now tell me some behaviors that make or made them ineffective leaders.

< ON A WHITE BOARD OR FLIPCHART MAKE 2 COLUMNS, ONE WITH HEADING 'INEFFECTIVE' AND THE OTHER HEADING 'EFFECTIVE' >

SLIDE 4



Foundations for Safety Leadership 4 DOE

What types of things do ineffective leaders do?

ADDITIONAL INSTRUCTOR NOTES FOR INEFFECTIVE LEADERS

If students provide only a few (or no) ideas, you can ask a few of these questions.

- **What are some of the basic behaviors ineffective leaders display?** (e.g. lies to protect themselves, withholds information, blames worker, blames superiors, reacts angrily to a problem without addressing the problem and seeking solutions)
- **In what ways might ineffective leaders communicate with their team members?** (e.g., yell, say "just do it and don't ask questions", threaten them with retaliation)
- **How might an ineffective leader fail to create a sense of teamwork?** (e.g. say things like, "I'm in charge here and you'll do as I say." "You don't need to ask X for their opinion." "I'll tell you when something is risky.")
- **How might an ineffective leader fail to lead by example?** (e.g. is a poor role model by having team members wear PPE and demands safety from them, but doesn't 'walk the talk,' ignores worker safety concerns, thinks that conducting a weekly toolbox talk that may or may not be relevant to the work being done is enough to comply with OSHA regulations and doesn't need to do anything else, etc.)

NOTES FOR SLIDE 5

SLIDE 5

Now, think of someone who you believe is or was a very effective leader, or may have even been a really great leader, and tell me some behaviors that type of person displayed.

< WRITE EFFECTIVE LIST ON THE BOARD OR FLIPCHART >



ADDITIONAL INSTRUCTOR NOTES FOR EFFECTIVE LEADERS

If students provide only a few (or no) ideas, you can ask a few of these questions.

- **What are some behaviors effective leaders demonstrate?** (e.g. never goes back on their word, tells the truth, works hard)
- **How do effective leader communicate with other people?** (e.g. listens to hear vs. listens to speak)
- **How might an effective leader create a sense of teamwork?** (e.g. s/he might ask about a team member's family or the weekend, make sure team members know each other, highlight the importance of working together as a team to improve safety and ensure no one is working on their own, etc.)
- **How might an effective leader lead by example?** (e.g. always wears PPE, never takes or encourages workers to take shortcuts, gets the resources necessary to work safely, conducts productive daily safety huddles and pre-task planning meetings during which s/he asks workers for input on how to best carry out their tasks safely, makes sure team members are working safely, is fair, holds everyone accountable for being safe and reporting hazards, etc.)

Importance of Safety Leadership – Safety Climate

NOTES FOR SLIDE 6

ASK CLASS:

WHO ARE THE SAFETY LEADERS ON A JOBSITE?

Anyone, regardless of their title or role, who values their safety and well-being and that of their fellow workers, is responsible for being an effective safety leader. This means that everyone needs to develop and use safety leadership skills.

SLIDE 6

Foundations for Safety Leadership 4 DOE

Who are Safety Leaders?

- Foremen
- Experienced workers
- Trainees/apprentices
- Superintendents
- Owners
- *Anyone....Everyone*



6

NOTES FOR SLIDE 7

Safety leaders work at all levels of a company:

- Leaders at the highest level develop the safety programs and policies
- Everyone on the jobsite is a leader when it comes to reducing safety incidents

But it is the

- Frontline supervisors and foremen who make sure programs and policies are implemented and enforced which creates a strong jobsite safety climate

SLIDE 7



NOTES FOR SLIDE 8

When we use the term safety climate, we are talking about how well a company's safety policies, procedures, and practices are actually implemented on the jobsite.

When team members practice safety leadership skills they are helping to create a strong safety climate to ensure that everyone works productively, efficiently, and safely.

ASK CLASS:

CAN WORKERS TELL WHEN THERE'S A MISMATCH BETWEEN WHAT MANAGEMENT OR SUPERVISORS SAY ABOUT SAFETY AND WHAT IS ACTUALLY DONE ON THE JOBSITE? HOW MIGHT THAT AFFECT THEIR THOUGHTS ABOUT SAFETY AND THE JOBSITE SAFETY CLIMATE?

IS THERE A DIFFERENCE BETWEEN A PRIORITY AND A VALUE? HOW MIGHT SAFETY CLIMATE BE AFFECTED IF SAFETY IS JUST A PRIORITY AND NOT A VALUE?

Costs of Poor Safety Leadership

NOTES FOR SLIDE 9

It's been shown that over the course of their career, a construction worker has a 78% chance of getting injured at work.

The total cost of these injuries to workers, contractors, and the construction industry as a whole is over \$11 billion per year or about \$27,000 per injured construction worker.

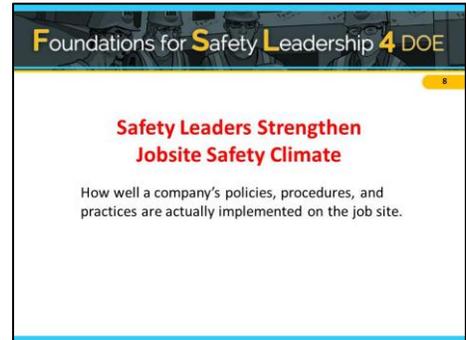
There are costs which are easier to see called Direct Costs, and others which may not be so obvious, called Indirect Costs. Leadership can play a part in whether or not a company experiences these costs.

ASK CLASS:

WHAT DO YOU THINK ARE EXAMPLES OF DIRECT COSTS OF JOBSITE INJURIES?

Direct costs include medical treatment, lost wages, sick pay, damage to work product or equipment, and increased insurance premiums.

SLIDE 8



SLIDE 9



NOTES FOR SLIDE 10

**ASK CLASS:
WHAT ARE SOME EXAMPLES OF INDIRECT COSTS?**

Indirect costs include things like family and co-worker suffering, lost productivity related to incident investigations and work stoppage, hiring costs to replace an injured worker, and the company's diminished public reputation, especially if the incident is covered by local media. This can reduce the company's ability to win bids.

SLIDE 10

Foundations for Safety Leadership 4 DOE

Indirect Costs

- Disability
- Shorter life expectancy
- Family and co-worker suffering
- Lost productivity
- Hiring costs
- Diminished company reputation
- Death

**ASK CLASS:
ARE SOME OF THESE COSTS MORE IMPORTANT THAN OTHERS?**

Benefits of Effective Leadership

NOTES FOR SLIDE 11

**ASK CLASS:
SO, TO SUMMARIZE, TELL ME WHAT YOU THINK SOME OF THE BENEFITS ARE OF BEING AN EFFECTIVE SAFETY LEADER ON A JOBSITE?**

(After you make a list on the board, present the slide list and if there's time, tie this back to costs from slide 9 and 10)

SLIDE 11

Foundations for Safety Leadership 4 DOE

Benefits of Effective Safety Leadership

- Increased morale
- Increased teamwork
- Positive safety climate
- Reduced hazards
- Safer work practices
- Fewer injuries and fatalities
- Better business reputation
- More productive and better quality
- Others?

So far, we've gone over the costs of ineffective safety leadership and benefits of effective leadership and how good leadership can improve safety climate and safety outcomes. But we actually haven't defined what a safety leader is or what skills she or he can use on the jobsite. That's what we're going to cover next before we get into the scenarios.

SAFETY LEADERSHIP SKILLS

NOTES FOR SLIDE 12

**ASK CLASS:
HOW WOULD YOU DEFINE A SAFETY LEADER?**

In the FSL4DOE course, we define a **safety leader** as...
A person who has the courage to demonstrate that s/he values safety by working and communicating with team members to identify and limit hazardous situations even in the presence of other job pressures such as scheduling and costs.

**ASK CLASS:
WHAT DO YOU THINK ABOUT THE WORD COURAGE? DOES IT TAKE COURAGE TO BE A LEADER? DOES THE AMOUNT OF COURAGE DEPEND ON YOUR ROLE OR POSITION ON THE JOBSITE?
WHEN A COMPANY VALUES SAFETY AND IT'S NOT JUST A PRIORITY, HOW MIGHT THAT AFFECT THE NEED FOR COURAGE?**

NOTES FOR SLIDE 13

The FSL4DOE course focuses on 5 critical skills that you as a safety leader can use to create a strong jobsite safety climate and reduce safety incidents.

Here they are...

**DISTRIBUTE WALLET CARD WITH SKILLS AND
TELL CLASS:**

These wallet cards list the skills.

I'd encourage you to put it in your wallet and look at it every so often to refresh your memory of what you learned today.

Next, we are going to discuss the specific actions you can use to demonstrate each of these on the jobsite.

SLIDE 12

Foundations for Safety Leadership 4 DOE

Safety leader is defined as...

A person who has the **courage** to demonstrate that s/he values safety by working and communicating with team members to identify and limit hazardous situations even in the presence of other job pressures such as scheduling and costs.

SLIDE 13

Foundations for Safety Leadership 4 DOE

5 LEADERSHIP Skills

- L**eads by example
- E**ngages and empowers team members
- A**ctively listens and practices three-way communication
- D**evelops team members through teaching, coaching, & feedback
- R**ecognizes team members for a job well done

LEADER

Leads by Example

NOTES FOR SLIDE 14

Leading by example is probably the most important of the five safety leadership skills in the FSL4DOE course.

ASK CLASS: WHAT DO YOU THINK IT MEANS TO LEAD BY EXAMPLE?

Team members learn from their leaders. They notice when they cut corners, don't follow safety policies or procedures, or give inconsistent safety messages.

ASK CLASS: HOW DOES COURAGE PLAY INTO LEADING BY EXAMPLE?

Let's go over some ways you can lead by example.

First, you need to personally value and consistently demonstrate a positive attitude about safety. You should also establish safety as the team's core value by building it into all aspects of the job.

As a safety leader you must set high safety expectations for every team member. Let them know on a regular basis that you expect them to always use safe work practices and ensure that other team members do too, and immediately report hazardous conditions and all injuries or near misses.

These actions send the message that safety is an integral part of working everyday and not just a way to avoid safety violations. The next way to lead by example is to develop and share your safety vision with your team.

ASK CLASS: WHAT DO YOU THINK IT MEANS TO HAVE A SAFETY VISION?

You can talk about the importance of safety for you and for them in terms of the direct and indirect costs we talked about. You can emphasize that safe work goes hand-in-hand with productive and quality work. Another part of creating a vision is to consider the safety implications of all your decisions and share those with your team.

An action you can put into place immediately is to not practice the old way of "Do as I say, but not as I Do," and instead, "Walk the talk" by always following safe work procedures and practicing safe practices.

As a leader, you need to consistently communicate that everyone owns safety. It's not just the foreman's or safety person's responsibility. It's up to everyone to keep the jobsite safe for themselves and others. A final way to lead by example ...

SLIDE 14



is to lead up by working to persuade individuals like company owners and others in supervisory positions to improve jobsite safety and health.

ASK CLASS: HOW DOES COURAGE PLAY INTO LEADING UP?

Some ideas for things you can do to lead up include:

- Find out what has (and hasn't) worked in the past to motivate them to improve safety and health policies
- Try to get them to think about safety in a new way
- Present solutions, rather than only pointing out problems
- Find others (workers, foremen, etc.) to help you convey your message

LEADER

Engages and Empowers Team Members

NOTES FOR SLIDE 15

The next leadership skill is to engage and empower team members in the safety process.

ASK CLASS: WHAT ARE SOME IDEAS FOR DOING THAT?

You can explain why working safely is critical to getting the job done and not just say “be safe”.

You can engage the team in safety-related decisions so they can see how they, too, own safety. These skills can be used with the whole group as well as with individual workers.

Involving workers in daily huddles and joint management walk-arounds lets the team know that safety is valued, it is an essential aspect of how work gets done, and they are a critical part of the overall safety effort.

Finally, as a leader, you need to empower team members to report jobsite hazards, safety concerns, and near misses, and to act upon unsafe situations and make it clear that there will be no negative consequences or retaliation when they do. You can develop an “action list” to show how issues raised are addressed and place the list in a prominent place to help ensure accountability and build trust.

SLIDE 15

Foundations for Safety Leadership 4 DOE

How to

Engage and Empower Team Members

- Explain why safety is critical to getting the job done
- Engage team members in safety decision-making
- Conduct daily morning safety huddles and joint worker-management walk-arounds throughout the workday
- Empower team members to
 - Report safety concerns, injuries and near misses
 - Report or fix hazards or unsafe situations



LEADER

Actively Listens and Practices 3-Way Communication

NOTES FOR SLIDE 16

Being able to communicate effectively is at the core of all the other leadership skills and is critical to becoming an effective safety leader.

There are 2 aspects to this skill. The first one we'll discuss is about learning to be an Active rather than Passive listener. The second one outlines a simple strategy you can use to reduce misunderstandings between you and the person you're speaking with.

ASK CLASS:

HAVE YOU EVER TRIED TELLING SOMEONE SOMETHING IMPORTANT AND YOU CAN TELL THEY AREN'T LISTENING? HOW CAN YOU TELL?

Learning to actively listen first involves treating your team member with respect and giving that person your full attention. Don't check phones, emails, or read other materials during the conversation. Pay special attention to your and the speaker's body language because it can sometimes convey more information than words. Maintain eye contact; avoid making negative facial expressions or raising your voice. If you're feeling resentful or insulted, make an extra effort to maintain professional conduct.

Most importantly, you need to listen to hear what the person is saying rather than listening just to come up with a response. Finally, ask clarifying questions to ensure you understand what speaker is saying or asking.

SLIDE 16

Foundations for Safety Leadership 4 DOE

How to
Actively listen and
Practice 3-way Communication

- Treat team members with respect when they are speaking
- Pay attention to non-verbal cues such as body language and eye contact
- Listen to **hear** what is being said vs. to come up with a response.
- Ask clarifying questions

NOTES FOR SLIDE 17

SLIDE 17

ASK CLASS:

HAVE YOU EVER GIVEN SOMEONE INSTRUCTIONS TO DO SOMETHING, THEY SAY SURE THING, AND THEN GO AND DO SOMETHING ELSE? COULD IT BE THAT THEY DIDN'T UNDERSTAND WHAT YOU WERE ASKING THEM TO DO?

Practicing 3-way communication helps ensure everyone understands your message or instructions. This is done by making sure you have the listener's attention, being direct and concise, and most importantly, having the listener repeat what you said to be sure the message was understood. This also allows you to clarify any misunderstandings.

CLASS ACTIVITY:

PRACTICE 3-WAY COMMUNICATION WITH SOMEONE IN THE CLASS – OR ASK STUDENT TO DO IT

Example: "Hey [student's name], can you go get me a sandwich?" After the student responds, comment that they did not get you the right kind of sandwich and they didn't get you a chips or a drink, either!

Foundations for Safety Leadership 4 DOE

How to Actively Listen and Practice 3-way Communication (cont'd)

- Make sure you have listener's attention
- Be direct and concise
- Ask team member to repeat message
- Clarify any misunderstandings

LEADER

DEvelops Team Members through Teaching, Coaching, and Feedback

NOTES FOR SLIDE 18

SLIDE 18

Effective safety leaders work to develop their team members by teaching and coaching them on how to do things correctly and safely on the jobsite. They also provide feedback to let them know how they are doing and if any changes are needed.

ASK CLASS:

WHAT IS THE DIFFERENCE BETWEEN TEACHING, COACHING, AND FEEDBACK?

Teaching = telling

Coaching = watching

Feedback = evaluating performance

First, we'll talk about teaching and coaching.



When you want to teach a team member a new or better way to do something, respectfully ask questions to understand why s/he is doing it that way and then problem-solve together (even if you already have a solution) to find a better or safer approach to completing the task.

Show the team member how to perform the activity correctly, then watch him/her to be sure they have learned how to do it. If they need to be corrected, treat the person with respect and be a coach.

Encourage team members to constantly update their knowledge and skills so they can do their jobs better and safer.

NOTES FOR SLIDE 19

SLIDE 19

Providing constructive feedback is another leadership skill you can use to develop your team members.

When giving constructive feedback, try hard to focus on the situation or behavior rather than the person.

The FIST principle can help you do that.

First, describe the **Facts**: What is the situation or activity/behavior for which you are providing feedback? When and where did it occur? What were the circumstances?

Next, explain the **Impact**: What are the potential consequences that may result (good or bad)?

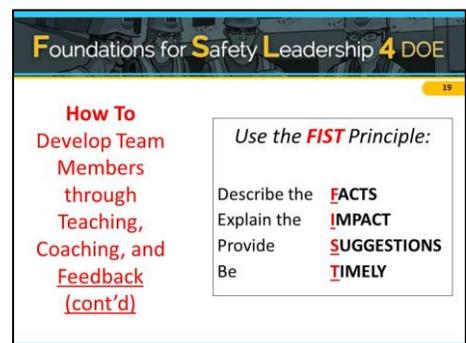
Then, offer **Suggestions**: Work together to problem-solve and come up with solutions. Think of ways team members might use the same approach in the future.

Finally, be **Timely**: Don't wait to provide feedback. It is more effective when you give it close to when the situation/behavior occurred.

CLASS ACTIVITY:

PRACTICE THE FIST PRINCIPLE

FOR EXAMPLE, USE THE FIST PRINCIPLE TO GIVE A TEAM MEMBER CONSTRUCTIVE FEEDBACK ABOUT ALWAYS BEING LATE TO WORK.



LEADER

Recognizes Team Members for a Job Well Done

NOTES FOR SLIDE 20

The final skill effective safety leaders display is to recognize team members when they go above and beyond to maintain a strong positive jobsite safety climate.

ASK CLASS:

WHY IS IT IMPORTANT TO DO THIS? (e.g. Appreciation motivates and encourages team members to continue working to maintain and improve the jobsite safety climate)

Like other types of feedback, recognition should be given in a timely manner and it must be sincere. It's also important to separate this type of "way to go" or praise feedback from the type of feedback we just discussed. It may be as simple as saying "good job," giving a hand shake, or saying "thank you" for going the extra mile for safety or for something really well done.

It's important to know your team members as individuals so you can use praise and acknowledgement effectively. For those who are comfortable with public praise, it is a great way to show others that safety is valued. However, a person uncomfortable with public praise may be more embarrassed rather than pleased.

ASK CLASS:

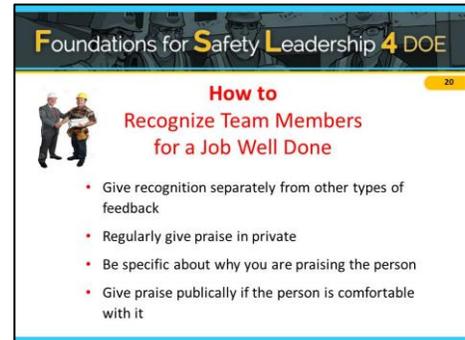
WHAT ARE SOME THINGS YOU MIGHT WANT TO CONSIDER WHEN GIVING PRAISE? (Generational differences - millennials – always needing praise; Old days = no news is good news; Personality of individual; Jobsite culture or climate)

IS THERE EVER A DOWNSIDE TO GIVING RECOGNITION? (Coworker reaction, perceived favoritism, preferential treatment)

So we've covered the costs of ineffective safety leadership, the benefits and importance of effective safety leadership, and presented the five safety leadership skills covered in this course. Next we're going to work through some real-world construction scenarios to see how the skills are or are not applied on the jobsite.

Before we start that though, as we go through the scenarios I want you to keep in mind that practicing and using these skills is really not very time-consuming. And that they can be easily inserted into daily workflow and are likely to improve productivity.

SLIDE 20



Applying Leadership Skills in Real World Scenarios

(TIME 85-95 minutes)

SCENARIO STRUCTURE AND CHECKLIST

NOTES FOR SLIDE 21

Have students turn to page 14 in handout

Depending on how we are doing on time, we may not go through each scenario, but we will be covering all 5 skills. You can find the scripts for all the videos in your handout, to read after the class.

SLIDE 21



Additional Instructor Notes

While the primary goal of the scenarios is to demonstrate the 5 safety leadership skills, they also illustrate important safety hazards. Sometimes the hazards include the OSHA's Focus Four. As you go through the scenario, you might find it useful to mention them, but please do NOT spend time discussing the hazards themselves, because that is covered in much greater detail in other safety training materials.

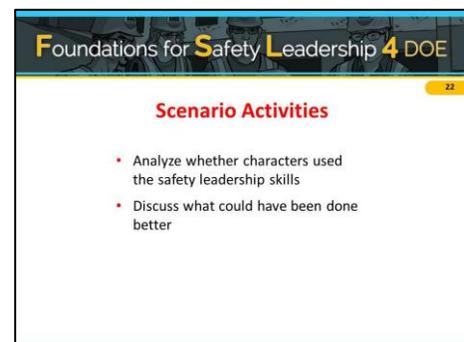
NOTES FOR SLIDE 22

As we work through each scenario together, we will be analyzing if the characters use any or all of the 5 safety leadership skills and then discuss what they could have done better.

FOR INSTRUCTOR ONLY – HERE'S WHEN YOU COULD CREATE THE TABLE ON A WHITEBOARD OR FLIP CHART TO USE FOR THE SCENARIOS

Leadership Skill	Outcome A	Outcome B
Lead by Example	___ Yes ___ No	___ Yes ___ No
Engage and Empower	___ Yes ___ No	___ Yes ___ No
Actively Listen/3 way communication	___ Yes ___ No	___ Yes ___ No
Develop – teach, coach, feedback	___ Yes ___ No	___ Yes ___ No
Recognize	___ Yes ___ No	___ Yes ___ No

SLIDE 22



NOTES FOR SLIDE 23

Each scenario starts with a description of a safety situation on a construction site. This is followed by two possible outcomes where a leader either uses or doesn't use one or more of the 5 leadership skills.

In each scenario, you'll be introduced to a number of different characters. The first letter of each character's name is based on their job position. For example in one of them, Stan is a **S**uperintendent Frank is a **F**oreman, and Tia is a **T**rainee/apprentice.

SLIDE 23

Foundations for Safety Leadership 4 DOE

Scenario Structure

- Situation
- Outcome A
- Outcome B
- First letter of character's name based on job position:
 - Stan is a **S**uperintendent
 - Frank is a **F**oreman
 - Emilio is an **E**xperienced worker
 - Tia is a **T**rainee/apprentice

NOTES FOR SLIDE 24

On page 17 of your handout, there is a checklist like this one of the leadership skills that you can use as a sort of cheat sheet as we work through the scenarios.

They are also on the back of your wallet card.

SLIDE 24

Foundations for Safety Leadership 4 DOE

Skills	Actions
Leads by Example	<ul style="list-style-type: none"> • Establishes safety expectations as a core value • Shares safety vision with team members • Demonstrates a positive attitude about safety • Walks the Talk • Leads by
Engages and Empowers Team Members	<ul style="list-style-type: none"> • Engages, encourages, and empowers team members to identify and act upon unsafe situations by: <ul style="list-style-type: none"> • Reporting hazards and safety concerns • Providing solutions • Reporting near misses • Stopping work if necessary
Actively Listens and Practices 3-way Communication	<ul style="list-style-type: none"> • Actively listens to hear what team members are saying • Practices 3-way communication by having person repeat the message they heard
Develops Team Members Through Training, Coaching and Feedback	<ul style="list-style-type: none"> • Respectfully teaches and coaches workers • Watches the learner fix the hazardous situation or perform the task to make sure it's done correctly • Focuses on potential consequences rather than on the team member • Uses the FRST principle: Facts, Impact, Suggestions, Timely
Recognizes Team Members for a Job Well Done	<ul style="list-style-type: none"> • Privately and/or publicly acknowledges team members for going above and beyond when it comes to safety

Overall Description of Jobsite

NOTES FOR SLIDE 25

Here's a description of the jobsite setting for all the scenarios. It is a free-standing, six-story building in North Carolina with commercial offices on the first floor and residential housing on the upper five floors. The 12-14 month project began in January. The scenarios start taking place in July.

It is being managed by the large general contractor *American Master Builders (AMB) Inc.* Fifty percent of the employees work directly for *AMB*. The other 50% are specialty subcontractors. There are between 30-50 union and non-union workers on the site at any one time.

SLIDE 25

Foundations for Safety Leadership 4 DOE

<p>Job site</p> <ul style="list-style-type: none"> • A DOE owned plant where enriched uranium was produced • Arkansas • 12-14 month project • Began in January, scenarios start in July 	<p>Cleanup Contractor</p> <ul style="list-style-type: none"> • American Master Builders (AMB) Inc. • 50% AMB employees • 50% specialty subs • 30-50 workers on site at any one time • Union and non-union
--	---

Scenario Main Menu

NOTES FOR SLIDE 26

Today 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

SLIDE 26



Additional Instructor Notes

This is the main menu for all the scenarios. You can click on any of the icons and you will be taken to the introductory slide of that scenario. Also, you'll find this icon in the bottom right corner of each scenario slide. You can click on it and it will take you back to slide 26 so you can click on the next scenario you want to work through.



When you are ready to discuss the FSL4DOE course's takeaway messages, click the "Takeaways" icon.

1. COVER UP!

Stan – *Volt Electric* Superintendent
Frank – *Volt Electric* Lead Foreman
Tia/Tio – *Volt Electric* Trainee/Apprentice

Situation

To perform her tasks, Tia, a trainee with Volt Electric, has to walk by a large hole in the floor where a hole has been cut into the concrete. Stan, Volt's superintendent, knows it's a serious fall hazard that needs to be addressed immediately. The GC has been slow to respond to safety requests, so he asks his lead foreman, Frank, to take care of it.

Outcome A

Frank tells Tia she needs to cover the hole in the floor. Tia nods and decides she'll take care of it in 15 minutes when she's done securing the electrical wire to the stud. She knows Frank hates it when one person holds up someone else's work.

Meanwhile, two carpenters don't see the hole until the last minute when a nearby worker yells, "Stop!" which gives them just enough time to avoid it.

Frank gets word of this, goes back over to Tia, and yells at her for not covering the hole immediately. He adds that if the worker had stepped into the hole, she would have been seriously injured, or maybe worse, and points out that this isn't the first time she's ignored his instructions. Tia, feeling humiliated, apologizes and explains that she didn't realize he wanted her to drop everything.

Outcome B

Frank tells Tia she needs to cover the hole in the floor immediately because it's a serious fall hazard. He tells her to stop what she's doing, get a piece of plywood, secure it over the hole, and spray paint the word "hole" on it. He reminds her to tie off so she won't become a victim while fixing the problem.

When he's finished, he asks her to repeat his instructions to make sure they're on the same page. Tia repeats Frank's instructions word for word and Frank gives her the thumbs-up.

When she's done covering the hole, Tia thinks how glad she is Frank asked her to confirm what he wanted her to do and by when he wanted it done because there have been times when she hasn't understood exactly what other foremen she's worked with were asking her to do.

A few minutes later, when Frank comes by to thank Tia for removing the fall hazard, two carpenters walk across the piece of plywood she just put down.

NOTES FOR SLIDE 27

The key safety leadership moment illustrated in Cover Up! is how a safety leader can effectively communicate with a team member about how and why to carry out a safety-related task.

*The safety hazard in this scenario is **falls**.*

INSTRUCTOR INFORMATION - It is designed to illustrate the following safety leadership skills:

1. Practicing 3-way communication
2. Recognizing team members for a job well done

SLIDE 27

Foundations for Safety Leadership 4 DOE

1. Cover Up!

Who	Role
Stan	Volt Electric Superintendent
Frank	Volt Electric Lead Foreman
Tia	Volt Electric Trainee/apprentice

WATCH READ PLAY

CLICK ON DESIRED TEACHING MODE...

WATCH

NOTES FOR SLIDE 28

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

SLIDE 28

Foundations for Safety Leadership 4 DOE

1. Cover Up!

Situation

NOTES FOR SLIDE 29

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

SLIDE 29

Foundations for Safety Leadership 4 DOE

1. Cover Up!

Outcome A

NOTES FOR SLIDE 30

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

In outcome A, Frank does not practice 3-way communication when he asks Tia to cover the hole in the concrete floor and, therefore, she didn't understand exactly what he wanted. She feels humiliated when Frank yells at her, which is likely to have a negative effect on their future communications.

ADVANCE SLIDE

NOTES FOR SLIDE 31

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

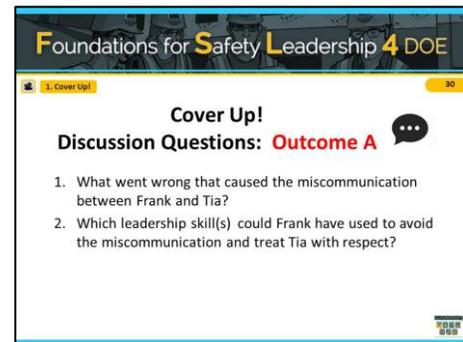
NOTES FOR SLIDE 32

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

In outcome B, Frank does practice 3-way communication. This ensures that Tia understands exactly what Frank wants and by when he wanted it done. The 2 minutes that it took for Frank to do this helped prevent Tia from being humiliated and also from the carpenters from getting hurt. Frank's recognizing Tia for doing a good job carrying out his instructions, makes Tia feel valued and she is likely to be even more safety-conscious in the future.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

SLIDE 30



Foundations for Safety Leadership 4 DOE

1. Cover Up!

Cover Up!

Discussion Questions: Outcome A

1. What went wrong that caused the miscommunication between Frank and Tia?
2. Which leadership skill(s) could Frank have used to avoid the miscommunication and treat Tia with respect?

SLIDE 31



Foundations for Safety Leadership 4 DOE

1. Cover Up!

Outcome B

SLIDE 32



Foundations for Safety Leadership 4 DOE

1. Cover Up!

Cover Up!

Discussion Questions: Outcome B

1. Which of the 5 leadership skill(s) did Frank display in this ending?
2. How do you think Tia will respond to Frank in the future when he asks her to do something?

READ

NOTES FOR SLIDE 33

Refer students to page 18 in the student guide

Read/have students read the situation in the Cover Up! script (or instructor reads it aloud).

ADVANCE SLIDE

SLIDE 33

Foundations for Safety Leadership 4 DOE

3. Cover Up! 33

Cover Up!
Situation – Key Points

- There is a large hole in the concrete floor causing a fall hazard.
- Stan, AMB superintendent asks Frank AMB's foreman to take care of it.

NOTES FOR SLIDE 34

Read/have students read outcome A in Cover Up! script (or instructor reads it aloud).

ADVANCE SLIDE

SLIDE 34

Foundations for Safety Leadership 4 DOE

3. Cover Up! 34

Cover Up!
Outcome A – Key Points

- Frank tells Tia, a trainee/apprentice to cover the hole.
- Tia decides to take care of it in 15 minutes so she can finish what she's doing and not delay other workers.
- Two carpenters almost fall into the hole.
- Frank yells at Tia for not immediately doing what he'd asked.
- Tia feels humiliated. She did not realize he wanted her to drop everything to cover the hole.

NOTES FOR SLIDE 35

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

In outcome A, Frank does not practice 3-way communication when he asks Tia to cover the hole in the concrete floor and, therefore, she didn't understand exactly what he wanted. She feels humiliated when Frank yells at her, which is likely to have a negative effect on their future communications.

ADVANCE SLIDE

SLIDE 35

Foundations for Safety Leadership 4 DOE

3. Cover Up! 35

Cover Up!

Discussion Questions: Outcome A

1. What went wrong that caused the miscommunication between Frank and Tia?
2. Which leadership skill(s) could Frank have used to avoid the miscommunication and treat Tia with respect?

NOTES FOR SLIDE 36

Read/have students read outcome B in Cover Up! script (or instructor reads it aloud).

ADVANCE SLIDE

NOTES FOR SLIDE 37

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

In outcome B, Frank does practice 3-way communication. This ensures that Tia understands exactly what Frank wants and by when he wanted it done. The 2 minutes that it took for Frank to do this helped prevent Tia from being humiliated and also from the carpenters from getting hurt. Frank's recognizing Tia for doing a good job carrying out his instructions, makes Tia feel valued and she is likely to be even more safety conscious in the future.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

PLAY

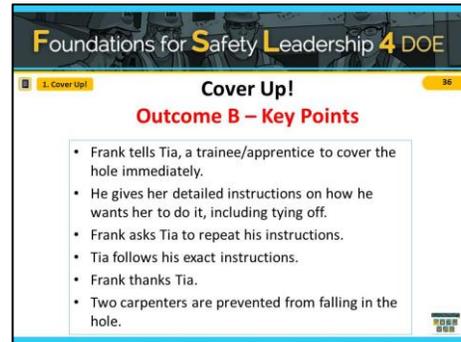
NOTES FOR SLIDE 38

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 36



Foundations for Safety Leadership 4 DOE

1. Cover Up! 36

Cover Up!

Outcome B – Key Points

- Frank tells Tia, a trainee/apprentice to cover the hole immediately.
- He gives her detailed instructions on how he wants her to do it, including tying off.
- Frank asks Tia to repeat his instructions.
- Tia follows his exact instructions.
- Frank thanks Tia.
- Two carpenters are prevented from falling in the hole.

SLIDE 37



Foundations for Safety Leadership 4 DOE

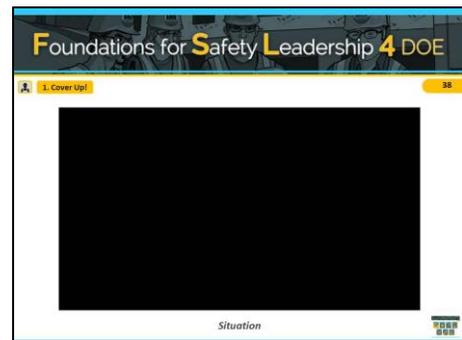
1. Cover Up! 37

Cover Up!

Discussion Questions: Outcome B

1. Which of the 5 leadership skill(s) did Frank display in this ending?
2. How do you think Tia will respond to Frank in the future when he asks her to do something?

SLIDE 38



Foundations for Safety Leadership 4 DOE

1. Cover Up! 38

Situation

NOTES FOR SLIDE 39

SLIDE 39

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, Frank does not practice 3-way communication when he asks Tia to cover the hole in the plywood floor and, therefore, she didn't understand exactly what he wanted. She feels humiliated when Frank yells at her, which is likely to have a negative effect on their future communications.

ADVANCE SLIDE



Foundations for Safety Leadership 4 DOE

1. Cover Up!

Cover Up!

Outcome A

Please role play the conversation where Frank tells Tia (or Tio) to cover the hole. **DO NOT** use any of the 5 leadership skills.

Discussion Questions for Outcome A

1. Frank, what did you say to Tia/Tio?
2. What could go wrong in a situation like this?
3. From Tia/Tio's standpoint, what could Frank have done better?

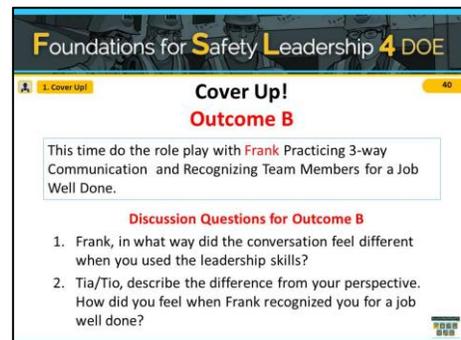
NOTES FOR SLIDE 40

SLIDE 40

Now have the students redo conversation between Frank and Tia/Tio using the following safety leadership skills:

1. Practicing 3-way Communication
2. Recognizing Team Members for a Job Well Done

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



Foundations for Safety Leadership 4 DOE

1. Cover Up!

Cover Up!

Outcome B

This time do the role play with Frank Practicing 3-way Communication and Recognizing Team Members for a Job Well Done.

Discussion Questions for Outcome B

1. Frank, in what way did the conversation feel different when you used the leadership skills?
2. Tia/Tio, describe the difference from your perspective. How did you feel when Frank recognized you for a job well done?

In outcome B, Frank does practice 3-way communication. This ensures that Tia understands exactly what Frank wants and by when he wanted it done. The 2 minutes that it took for Frank to do this helped prevent Tia from being humiliated and also prevented the carpenters from getting hurt. Frank's recognizing Tia for doing a good job carrying out his instructions, makes her feel valued and she is likely to be even more safety conscious in the future.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

2. IT'S TOO HOT, TOO HOT, TOO HOT BABY...

Franco – AMB, Inc. Foreman
Emilio – AMB, Inc. Experienced Carpenter

Situation

Late one afternoon, Franco, a foreman for AMB, notices Emilio, an experienced carpenter, pouring a jug of water over his head. Franco suspects heat exhaustion.

He shouts to Emilio that he'll be right down to walk him to the trailer where it's cool, so he can rest, get something to eat and drink, and stay inside, out of the sun, until quitting time.

Emilio responds that he's fine, except for a slight head and stomach ache. But agrees to go to the trailer.

Outcome A

After guzzling a sports drink and eating some peanuts, Emilio notices it's 2:00 and thinks if he gets back to work soon, he can finish what he was doing before the day ends. So, he leaves the trailer to go back to work.

The sweltering heat hits him as he leaves and soon he is overcome with nausea. He gets a leg cramp, his knee buckles, and he drops to the ground. Franco sees this and runs over to see if he's ok.

Emilio's wave of nausea subsides and he tells Franco not to worry, it was "just a little cramp." Franco tells Emilio his instructions were very clear to sit out the rest of the day and that he should have listened to him.

Outcome B

Franco asks Emilio to tell him exactly what he's going to do once he gets into the trailer. Emilio repeats Franco's instructions, but leaves out the part about stopping work for the day.

Franco corrects him and emphasizes that he expects him to stay and rest in the trailer until quitting time. Emilio frowns, saying it will only take him a few minutes to finish what he was doing.

Franco tells Emilio that the only job he has left to do today is to get better for tomorrow and that another crew member will be able to finish up for him. Emilio knows that Franco is doing this because he's concerned, so he explains what's left to do, and heads to the trailer.

NOTES FOR SLIDE 41

The primary safety leadership moment illustrated in “It’s too hot, too hot, too hot baby” is how a safety leader approaches a team member who may be facing a potentially serious health risk.

*The safety hazard in this scenario is **heat stress**.*

INSTRUCTOR INFORMATION - It is designed to illustrate the following safety leadership skills:

1. Leading by example
2. Practicing three-way communication
3. Engaging and empowering workers

CLICK ON DESIRED TEACHING MODE...

WATCH

NOTES FOR SLIDE 42

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 43

VIDEO WILL START AUTOMATICALLY

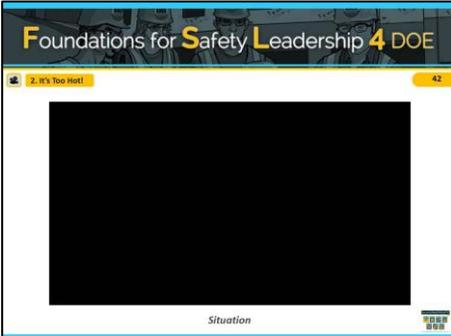
ADVANCE SLIDE

SLIDE 41



Who	Role
Franco	AMB, Inc. Foreman
Emilio	AMB, Inc. Experienced Worker

SLIDE 42



SLIDE 43



NOTES FOR SLIDE 44

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

Franco led by example by putting safety ahead of productivity when he asked Emilio to go to the trailer and rest. Unfortunately, Franco did not practice three-way communication skills, which resulted in Emilio not understanding that Franco wanted him to not only to rest, but also to stop work for the day.

ADVANCE SLIDE

NOTES FOR SLIDE 45

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 46

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

In addition to leading by example as in outcome A, Franco engages in three-way communication with Emilio. This allows both of them to understand and agree that Emilio should go to the trailer where it's cool, drink fluids, eat a snack and not return to work that day. He also leads by example and engages Emilio by offering to get one of the other guys to finish what Emilio had started. This let's Emilio knows that he is valued and he can focus on getting better.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

SLIDE 44



Foundations for Safety Leadership 4 DOE

2. It's Too Hot! 44

It's Too Hot!

Discussion Questions: Outcome A

1. What do you think of the way Franco handled this situation?
2. Which of the 5 leadership skills did Franco display or not display?

SLIDE 45



Foundations for Safety Leadership 4 DOE

2. It's Too Hot! 45

Outcome B

SLIDE 46



Foundations for Safety Leadership 4 DOE

2. It's Too Hot! 46

It's Too Hot!

Discussion Questions: Outcome B

1. What leadership skills did use Franco this time?
2. Describe his communication style and how it was different from the first ending.

READ

NOTES FOR SLIDE 47

Refer students to page 19 in the student guide

Ask students to read the situation for “It’s too hot...” (or instructor reads it aloud).

ADVANCE SLIDE

SLIDE 47



Foundations for Safety Leadership 4 DOE

2. It's Too Hot!

It's Too Hot!

Situation – Key Points

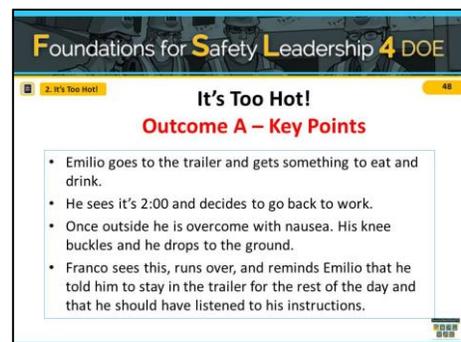
- Franco, a foreman, sees Emilio, an experienced worker, pouring water over his head and sweating profusely and suspects Emilio may have heat exhaustion.
- He shouts to Emilio that he'll come down and walk him to the trailer so he can rest, get something to eat and drink and get out of the sun.

NOTES FOR SLIDE 48

Ask students to read outcome A for “It’s too hot...” (or instructor reads it aloud).

ADVANCE SLIDE

SLIDE 48



Foundations for Safety Leadership 4 DOE

2. It's Too Hot!

It's Too Hot!

Outcome A – Key Points

- Emilio goes to the trailer and gets something to eat and drink.
- He sees it's 2:00 and decides to go back to work.
- Once outside he is overcome with nausea. His knee buckles and he drops to the ground.
- Franco sees this, runs over, and reminds Emilio that he told him to stay in the trailer for the rest of the day and that he should have listened to his instructions.

NOTES FOR SLIDE 49

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

Franco led by example by putting safety ahead of productivity when he asked Emilio to go to the trailer and rest. Unfortunately, Franco did not practice three-way communication skills, which resulted in Emilio not understanding that Franco wanted him to not only to rest, but also to stop work for the day.

ADVANCE SLIDE

SLIDE 49



Foundations for Safety Leadership 4 DOE

2. It's Too Hot!

It's Too Hot!

Discussion Questions: Outcome A

1. What do you think of the way Franco handled this situation?
2. Which of the 5 leadership skills did Franco display or not display?

NOTES FOR SLIDE 50

Ask students to read outcome B for “It’s too hot...” (or instructor reads it aloud).

ADVANCE SLIDE

SLIDE 50

Foundations for Safety Leadership 4 DOE

2. It's Too Hot! 50

It's Too Hot!

Outcome B – Key Points

- After Franco tells Emilio what he expects him to do, he asks him to repeat his instructions.
- Emilio repeats them but he leaves out the part about staying in the trailer for the rest of the day, because he wants to finish what he was doing.
- Franco corrects him and says that his only job today is to get better for tomorrow and that he'll have another crew member finish-up.

NOTES FOR SLIDE 51

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

In addition to leading by example as in outcome A, Franco engages in three-way communication with Emilio. This allows both of them to understand and agree that Emilio should go to the trailer where it's cool, drink fluids, eat a snack, and not return to work that day. He also leads by example and engages Emilio by offering to get one of the other guys to finish what Emilio had started. This let's Emilio knows that he is valued and he can focus on getting better.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

SLIDE 51

Foundations for Safety Leadership 4 DOE

2. It's Too Hot! 51

It's Too Hot!

Discussion Questions: Outcome B

1. What leadership skills did Franco use this time?
2. Describe his communication style and how it was different from the first ending.

Play

NOTES FOR SLIDE 52

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 52

Foundations for Safety Leadership 4 DOE

2. It's Too Hot! 52

Situation

NOTES FOR SLIDE 53

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 in the scenario Franco leads by example by putting safety ahead of productivity when he asked Emilio to go to the trailer and rest.

However, he did not practice three-way communication skills, which resulted in Emilio, not understanding that Franco wanted him not only to rest but also to stop work for the day.

ADVANCE SLIDE

NOTES FOR SLIDE 54

Now, have the students redo the conversation between Franco and Emilio using the following safety leadership skills:

1. Leading by example
2. Actively listening and practicing 3-way communication

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

In addition to leading by example as in outcome A, Franco engages in three way communication with Emilio. This allows both of them to understand and agree that Emilio should go to the trailer where it's cool, drink fluids, eat a snack, and not return to work that day. He also leads by example and engages Emilio by offering to get one of the other guys to finish what Emilio had started. This let's Emilio knows that he is valued and he can focus on getting better.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

SLIDE 53



Foundations for Safety Leadership 4 DOE

2. It's Too Hot!

It's Too Hot!

Outcome A

Role play the conversation where Franco tells Emilio what he expects him to do next. **DO NOT** use any of 5 leadership skills.

Discussion Questions for Outcome A

1. Franco, what did you say to Emilio?
2. What did or could go wrong by communicating that way?
3. Emilio, what could Franco have done better?

SLIDE 54



Foundations for Safety Leadership 4 DOE

2. It's Too Hot!

It's Too Hot!

Outcome B

This time have Franco using 3-way communication and leading by example when speaking with Emilio

Discussion Questions for Outcome B

1. Franco, how did you use the leadership skills?
2. Emilio, describe the difference between the first and second ending from your perspective and how it may affect what you do.

3. TO CHECK OR NOT TO CHECK

Finn –AMB, Inc. General Foreman
Enzo – AMB Inc. Cement Mason
Erika – AMB Inc. Cement Mason
Scott – TJ's Roofing Site Superintendent

Situation

It's 7 a.m. in early August. Five AMB cement masons and the foreman, Finn, are in their daily safety huddle. Finn goes over the day's tasks of grinding seams and patching "She-Bolt" holes from a suspended scaffold and talks about possible safety issues. When he finishes, he asks if anyone has anything else to discuss before starting work.

The workers look at each other, and Erika speaks up, saying she's concerned about tiebacks for the suspended scaffold. She'd heard TJ's Roofing is undoing them and the lifelines because they think they'll get their work done faster.

Outcome A

Finn thanks Erika for letting him know and says Ok, if there's nothing else, let's get to work. On the job, Erika inspects the suspended scaffold tiebacks and notices that one isn't secure. So she fixes it before starting work.

Outcome B

Finn is surprised and asks if anyone else heard this – or seen it happen. The workers nod and Enzo says yesterday he saw someone on a suspended scaffold that didn't have the tiebacks secured.

Finn gets angry and says to the crew that if the tiebacks aren't attached, and something compromises the scaffold, the rigging devices can move which will put us all out of work while ambulances take care of the mess. He thanks both Erica and Enzo for paying attention to hazards and for speaking up, and says he's going to talk to the sub's supervisor immediately before any of them go on the site.

Finn, Erika, and Enzo leave and run into Scott, TJ's site supervisor. As Finn tells Scott about his crew's concerns, Scott gets defensive, exclaiming that he and his crew always put safety first! Although he also admits he's getting pressure from the owner because there's another job starting next week.

In a raised voice, Finn says to Scott that he's putting workers' lives at risk, and that he won't stand for it. He tells Scott that until he calls his crew together and tells them directly that they should never disconnect any suspended scaffold tieback or lifeline, he won't allow his workers to go on site which will not only delay TJ's work on this project, but also the one starting next week.

Scott glares at Finn but then gathers his workers and tells them never to untie any suspended scaffold tiebacks or lifelines. He goes on to say that if they find any unsecured connections they must let him know so he can make sure the problem is immediately fixed.

NOTES FOR SLIDE 55

The key safety leadership moment in 'To Check or Not to Check' is how a safety leader responds to team member(s) bringing up safety concerns.

*The major safety hazards in this scenario are **falls, struck by, and caught-in between.***

INSTRUCTOR INFORMATION - It is designed to illustrate the following safety leadership skills:

1. Leading by example
2. Active listening
3. Engaging and empowering team members
4. Recognizing team members for a job well done

CLICK ON DESIRED TEACHING MODE...

WATCH

NOTES FOR SLIDE 56

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 57

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

Try not to spend too much time on the Situation so you have time for the 2 outcomes.

ADVANCE SLIDE

SLIDE 55

Foundations for Safety Leadership 4 DOE

3. To Check 55

To Check	Who	Role
	Finn	AMB, Inc. General Foreman
	Enzo	AMB, Inc. Cement Mason
	Erika	AMB, Inc. Cement Mason
	Scott	TJ's Roofing Site superintendent

WATCH READ PLAY

SLIDE 56

Foundations for Safety Leadership 4 DOE

3. To Check 56

Situation

SLIDE 57

Foundations for Safety Leadership 4 DOE

3. To Check 57

To Check

Discussion Questions: Situation

1. What do you think about Erika bringing up her concern about the roofing subcontractor during the safety huddle?
2. What do you think Finn will do?

NOTES FOR SLIDE 58

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 59

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

While Finn gives Erika a minimal amount of positive recognition by saying thank you, he basically ignores her concerns demonstrating that he is not actively listening to one of his team members. He is not leading by example and is putting productivity before safety. Finn is also sending a message to the whole crew that he really isn't interested in engaging or empowering them to identify and bring up hazards.

ADVANCE SLIDE

NOTES FOR SLIDE 60

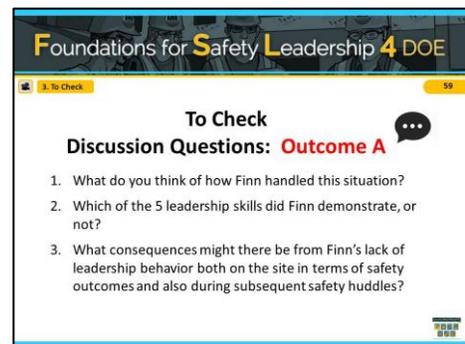
VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

SLIDE 58



SLIDE 59



To Check

Discussion Questions: Outcome A

1. What do you think of how Finn handled this situation?
2. Which of the 5 leadership skills did Finn demonstrate, or not?
3. What consequences might there be from Finn's lack of leadership behavior both on the site in terms of safety outcomes and also during subsequent safety huddles?

SLIDE 60



NOTES FOR SLIDE 61

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

In this ending, Finn displays quite a few of the 5 safety leadership skills.

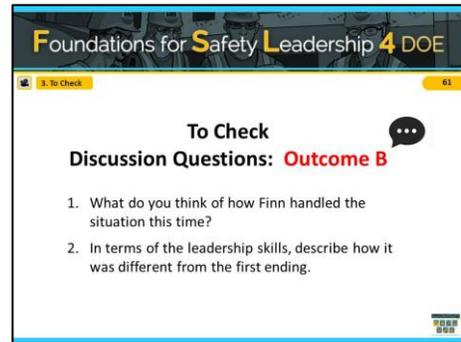
He engages and empowers his team members by asking for their opinions, which lets them know he expects them to take responsibility for their own and each other's safety.

Just by saying "this is great guys", Finn gives Eric and Enzo positive feedback and recognition which encourages the others to speak-up and sends the message that he trusts them and wants to hear their thoughts.

Finally, Finn is clearly leading by example by immediately speaking with the subcontractor and inviting Erika and Enzo to come along. In both his words and actions he demonstrates that safety comes before productivity. The other team members who see Enzo and Erika going over to the subcontractor with Finn get a stronger sense of the role they play in safety and are, therefore, more likely to take ownership of it on an on-going basis and identify potentially hazardous situations.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

SLIDE 61



Foundations for Safety Leadership 4 DOE

3. To Check 61

To Check

Discussion Questions: Outcome B

1. What do you think of how Finn handled the situation this time?
2. In terms of the leadership skills, describe how it was different from the first ending.

READ

NOTES FOR SLIDE 62

Refer students to page 20 in the student guide

Ask students to read the situation for “To Check...” (or instructor reads it aloud).

ADVANCE SLIDE

SLIDE 62

Foundations for Safety Leadership 4 DOE

3. To Check 62

To Check
Situation - Key Points

- Finn and his crew are in their daily safety huddle discussing the day's tasks
- Finn asks if anyone has anything to discuss.
- Erika says she's concerned about the tiebacks. She's heard TJ's Roofing had been undoing them.

NOTES FOR SLIDE 63

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

Try not to spend too much time on the Situation so you have time for the 2 outcomes.

ADVANCE SLIDE

SLIDE 63

Foundations for Safety Leadership 4 DOE

3. To Check 63

To Check
Discussion Questions: Situation

1. What do you think about Erika bringing up her concern about the roofing subcontractor during the safety huddle?
2. What do you think Finn will do?

NOTES FOR SLIDE 64

Ask students to read outcome A for “To Check...” (or instructor reads it aloud).

ADVANCE SLIDE

SLIDE 64

Foundations for Safety Leadership 4 DOE

3. To Check 64

To Check
Outcome A - Key Points

- Finn thanks Erika for letting him know and the tells them it's time to get to work.
- Erika inspects the tiebacks and notices one isn't secure. She fixes it before starting work.

NOTES FOR SLIDE 65

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

While Finn gives Erika a minimal amount of positive recognition by saying thank you, he basically ignores her concerns demonstrating that he is not actively listening to one of his team members. He is not leading by example and is putting productivity before safety. Finn is also sending a message to the whole crew that he really isn't interested in engaging and empowering them to identify and bring up hazards.

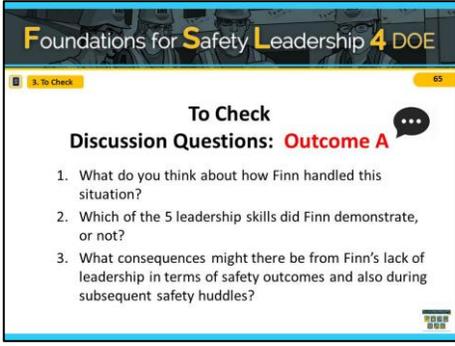
ADVANCE SLIDE

NOTES FOR SLIDE 66

Ask students to read outcome B for “To Check...” (or instructor reads it aloud).

ADVANCE SLIDE

SLIDE 65



Foundations for Safety Leadership 4 DOE

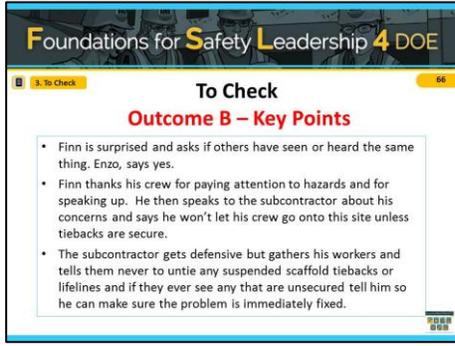
3. To Check 65

To Check

Discussion Questions: Outcome A

1. What do you think about how Finn handled this situation?
2. Which of the 5 leadership skills did Finn demonstrate, or not?
3. What consequences might there be from Finn's lack of leadership in terms of safety outcomes and also during subsequent safety huddles?

SLIDE 66



Foundations for Safety Leadership 4 DOE

3. To Check 66

To Check

Outcome B – Key Points

- Finn is surprised and asks if others have seen or heard the same thing. Enzo, says yes.
- Finn thanks his crew for paying attention to hazards and for speaking up. He then speaks to the subcontractor about his concerns and says he won't let his crew go onto this site unless tiebacks are secure.
- The subcontractor gets defensive but gathers his workers and tells them never to untie any suspended scaffold tiebacks or lifelines and if they ever see any that are unsecured tell him so he can make sure the problem is immediately fixed.

NOTES FOR SLIDE 67

In this ending, Finn displays quite a few of the 5 safety leadership skills.

He engages and empowers his team members by asking for their opinions which lets them know he expects them to take responsibility for their own and each other's safety.

Just by saying "this is great guys," Finn gives Eric and Enzo positive feedback and recognition which encourages the others to speak-up and sends the message that he trusts them and wants to hear their thoughts.

Finally, Finn is clearly leading by example by immediately speaking with the subcontractor and inviting Erika and Enzo to come along. In both his words and actions, he demonstrates that safety comes before productivity. The other team members who see Enzo and Erika going over to the subcontractor with Finn get a stronger sense of the role they play in safety and are, therefore, more likely to take ownership of it on an on-going basis and identify potential hazardous situations.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

PLAY

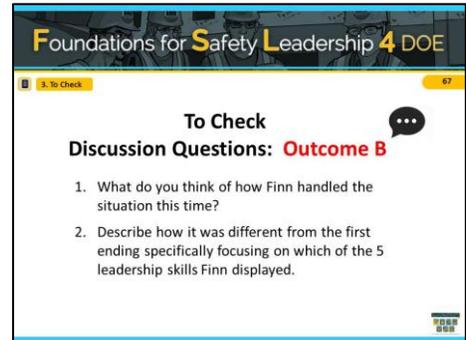
NOTES FOR SLIDE 68

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 67



SLIDE 68



NOTES FOR SLIDE 69

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 in the scenario, Finn gives Erika a minimal amount of positive recognition by saying thank you, but he basically ignores her concerns demonstrating that he is not actively listening to one of his team members. He is not leading by example and is putting productivity before safety. Finn is also sending a message to the whole crew that he really isn't interested in engaging or empowering them to identify and bring up hazards.

ADVANCE SLIDE

NOTES FOR SLIDE 70

Now have the students redo conversation between Finn and Erick's (or Erika) using the following safety leadership skills:

1. Leading by example
2. Actively listening and practicing 3-way communication
3. Recognizing them for a job well done

In this ending Finn displays quite a few of the 5 safety leadership skills.

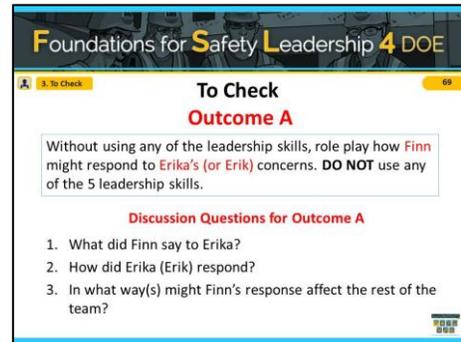
He engages and empowers his team members by asking for their opinions which lets them know he expects them to take responsibility for their own and each other's safety.

Just by saying "this is great guys," Finn gives Eric and Enzo positive feedback and recognition which encourages the others to speak-up and sends the message that he trusts them and wants to hear their thoughts.

Finally, Finn is clearly leading by example by immediately speaking with the subcontractor and inviting Erika and Enzo to come along. In both his words and actions he demonstrates that safety comes before productivity. The other team members who see Enzo and Erika going over to the subcontractor with Finn get a stronger sense of the role they play in safety and are therefore more likely to take ownership of it on an on-going basis and identify potential hazardous situations.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

SLIDE 69



Foundations for Safety Leadership 4 DOE

3. To Check 69

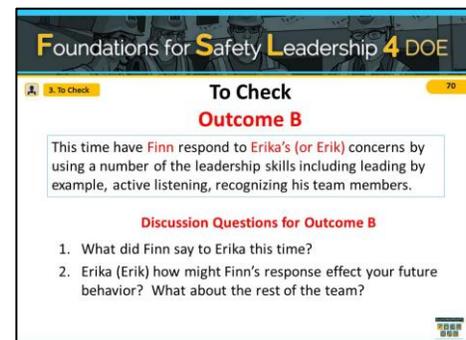
To Check
Outcome A

Without using any of the leadership skills, role play how Finn might respond to Erika's (or Erik) concerns. **DO NOT** use any of the 5 leadership skills.

Discussion Questions for Outcome A

1. What did Finn say to Erika?
2. How did Erika (Erik) respond?
3. In what way(s) might Finn's response affect the rest of the team?

SLIDE 70



Foundations for Safety Leadership 4 DOE

4. To Check 70

To Check
Outcome B

This time have Finn respond to Erika's (or Erik) concerns by using a number of the leadership skills including leading by example, active listening, recognizing his team members.

Discussion Questions for Outcome B

1. What did Finn say to Erika this time?
2. Erika (Erik) how might Finn's response effect your future behavior? What about the rest of the team?

4. GIMME SOME SPACE...

Simon –Burnett Superintendent
Freddy – Burnett Insulation Foreman
Eli – Burnett Insulation Experienced Worker
Ted – Burnett Insulation Trainee/Apprentice

Situation

Simon, the superintendent for Burnett Insulation, checks on his crew, asks them how it's going and if they need anything to complete their work. No one comments at first, until the trainee, Ted, says that everything is fine. Simon notices the other workers aren't looking at him.

Outcome A

Simon disregards the lack of eye contact and turns to leave, saying ok, and asks them to let him know if they need anything.

Outcome B

Rather than taking Ted's word for it, Simon asks the crew to walk him through their plans for the day, including any safety issues that might come up.

Fred, Burnett's foreman, says they're supposed to insulate the copper pipes in the ceiling. But, because the pipes are in a tight space close to electrical wires, they can't set-up their ladder correctly and will have work in awkward positions.

Simon thanks the crew for identifying the problems ahead of time, rather than starting work and getting in a bind. He agrees that the last thing they want to do is damage the wiring and delay the project. And he's sure no one wants any more back strains.

Simon's positive response encourages Eli to chime in, saying that they found a few places they could get in opposite the pipes, but they can't figure out how to reach most of the other spots.

Simon asks them to think about other types of equipment that might work better than a ladder. The crew suggests a scissor lift, an articulating boom, or a one-man vertical lift. Simon comments they are all great ideas but the best one is a one-man lift because it will fit the space, they can take all their materials with them and they won't have to bend and twist to get the work done.

He tells them that there's one on the first and asks Ted to get it. He then turns to Fred and asks him to write up a short paragraph on their plan and put it in the JHA binder in case they're in the same situation again.

NOTES FOR SLIDE 71

The key safety leadership moment in “Gimme some space” is how a site-superintendent may react to a team member telling him about safety risks they may face while completing a work task.

The major safety hazards in this scenario are ergonomics and electrocution.

INSTRUCTOR INFORMATION - It is designed to illustrate the following safety leadership skills:

1. Active listening
2. Engaging and empowering team members
3. Recognizing team members for a job well done

CLICK ON DESIRED TEACHING MODE...

WATCH

NOTES FOR SLIDE 72

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 73

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

Spend a few minutes getting students' ideas and then say, Ok, let's see how your ideas match the two alternative endings we came up with.

ADVANCE SLIDE

SLIDE 71

Foundations for Safety Leadership 4 DOE

4. Gimme Space 71

Who	Role
Simon	AMB, Inc. Site superintendent
Fred	Burnett Insulation Foreman
Eli	Burnett Insulation Experienced Worker
Ted	Burnett Insulation Trainee/apprentice

WATCH READ PLAY

SLIDE 72

Foundations for Safety Leadership 4 DOE

4. Gimme Space 72

Situation

SLIDE 73

Foundations for Safety Leadership 4 DOE

4. Gimme Space 73

Gimme Space

Discussion Questions: Situation

1. Keeping in mind the 5 leadership skills, given his role as a superintendent, what do you think Simon should do?

NOTES FOR SLIDE 74

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 75

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

It is true that Simon at least asks the crew if they need anything. However, because he decides to ignore the crew's lack of eye contact, he isn't really actively listening.

ADVANCE SLIDE

NOTES FOR SLIDE 76

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

SLIDE 74



SLIDE 75



SLIDE 76



NOTES FOR SLIDE 77

SLIDE 77

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

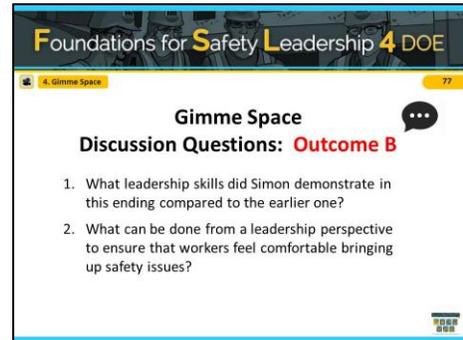
In this ending, Simon displays at least 3 safety leadership skills. He displays his ability to actively listen by paying attention not just to their words but also their body language which allows him to pick up on cues that something more might be going on.

He engages and empowers his team members by asking them to walk him through what they are going to be doing then when they bring up an issue he asks them to come up with ideas and works with them to resolve their concerns.

Although it sounds simple, by him saying “this is great guys” he’s giving them positive recognition which is likely to embolden them to continue identifying and bringing up, and work to resolve potential safety issues.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

READ



Foundations for Safety Leadership 4 DOE

4. Gimme Space 77

Gimme Space

Discussion Questions: Outcome B

1. What leadership skills did Simon demonstrate in this ending compared to the earlier one?
2. What can be done from a leadership perspective to ensure that workers feel comfortable bringing up safety issues?

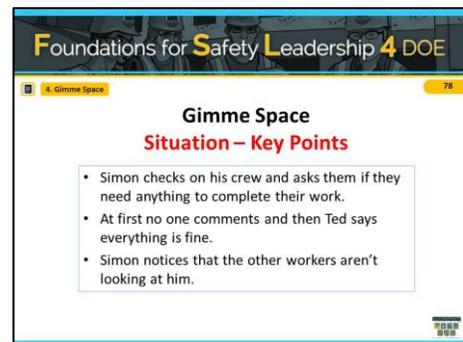
NOTES FOR SLIDE 78

SLIDE 78

Refer students to page 21 in the student guide

Ask students to read the situation for “Gimme some space” (or instructor reads it aloud).

ADVANCE SLIDE



Foundations for Safety Leadership 4 DOE

4. Gimme Space 78

Gimme Space

Situation – Key Points

- Simon checks on his crew and asks them if they need anything to complete their work.
- At first no one comments and then Ted says everything is fine.
- Simon notices that the other workers aren't looking at him.

NOTES FOR SLIDE 79

SLIDE 79

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

Spend a few minutes getting students' ideas and then say, Ok, let's see how your ideas match the two alternative endings we came up with.

ADVANCE SLIDE



Foundations for Safety Leadership 4 DOE

4. Gimme Space 79

Gimme Space

Discussion Questions: Situation

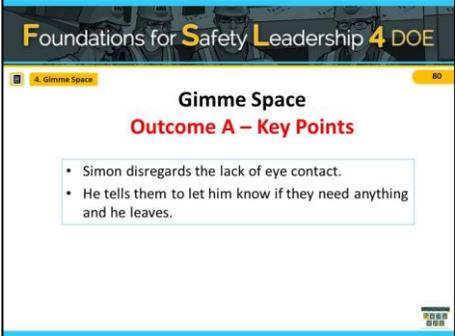
1. Keeping in mind the 5 leadership skills, given his role as a superintendent, what do you think Simon should do at this point?

NOTES FOR SLIDE 80

Ask students to read the outcome A for “Gimme some space” (or instructor reads it aloud).

ADVANCE SLIDE

SLIDE 80



Foundations for Safety Leadership 4 DOE

4. Gimme Space 80

Gimme Space

Outcome A – Key Points

- Simon disregards the lack of eye contact.
- He tells them to let him know if they need anything and he leaves.

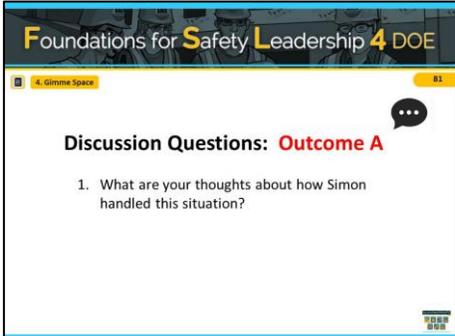
NOTES FOR SLIDE 81

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

It is true that Simon at least asks the crew if they need anything. However, because he decides to ignore the crew’s lack of eye contact, he isn’t really actively listening.

ADVANCE SLIDE

SLIDE 81



Foundations for Safety Leadership 4 DOE

4. Gimme Space 81

Discussion Questions: Outcome A

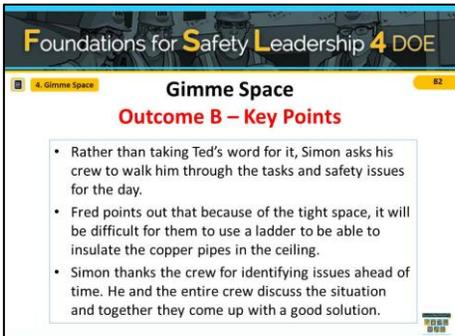
1. What are your thoughts about how Simon handled this situation?

NOTES FOR SLIDE 82

Ask students to read the outcome B for “Gimme some space” (or instructor reads it aloud).

ADVANCE SLIDE

SLIDE 82



Foundations for Safety Leadership 4 DOE

4. Gimme Space 82

Gimme Space

Outcome B – Key Points

- Rather than taking Ted’s word for it, Simon asks his crew to walk him through the tasks and safety issues for the day.
- Fred points out that because of the tight space, it will be difficult for them to use a ladder to be able to insulate the copper pipes in the ceiling.
- Simon thanks the crew for identifying issues ahead of time. He and the entire crew discuss the situation and together they come up with a good solution.

NOTES FOR SLIDE 83

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

In this ending Simon displays at least 3 safety leadership skills. He displays his ability to actively listen by paying attention not just to their words but also their body language which allows him to pick up on cues that something more might be going on. He engages and empowers his team members by asking them to walk him through what they are going to be doing then when they bring up an issue he asks them to come up with ideas and works with them to resolve their concerns. Although it sounds simple, by him saying “this is great guys” he’s giving them positive recognition which is likely to embolden them to continue identifying and bringing up, and work to resolve potential safety issues.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

PLAY

NOTES FOR SLIDE 84

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 85

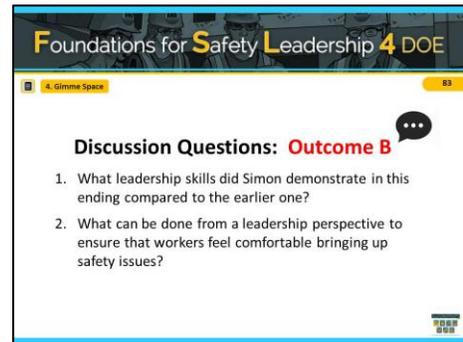
Divide students into groups of 2 and ask them to do a role-play as indicated on the slide using none of the leadership skills.

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

It is true that Simon at least asks the crew if they need anything. However, because he decides to ignore the crew’s lack of eye contact, he isn’t really actively listening.

ADVANCE SLIDE

SLIDE 83



Foundations for Safety Leadership 4 DOE

4. Gimme Space 83

Discussion Questions: Outcome B

1. What leadership skills did Simon demonstrate in this ending compared to the earlier one?
2. What can be done from a leadership perspective to ensure that workers feel comfortable bringing up safety issues?

SLIDE 84



Foundations for Safety Leadership 4 DOE

4. Gimme Space 84

Situation

SLIDE 85



Foundations for Safety Leadership 4 DOE

4. Gimme Space 85

Gimme Space Outcome A

Role play the conversation between **Simon** and **Ted** in which **Simon** responds to **Ted's** statement that everything is fine. **DO NOT** use any of the leadership skills.

Discussion Questions for Outcome A

1. How did Simon respond to Ted saying everything was OK?
2. What was Ted's reaction?

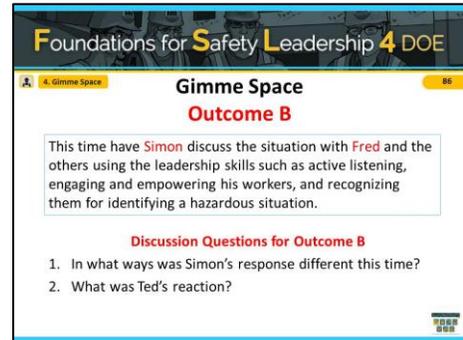
NOTES FOR SLIDE 86

SLIDE 86

Now, have the students redo conversation between Simon and the crew using the following safety leadership skills:

1. Actively listening
2. Engaging team members
3. Recognizing team members

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



The screenshot shows a presentation slide with the following content:

- Header: Foundations for Safety Leadership 4 DOE
- Section: Gimme Space
- Outcome: Outcome B
- Text: This time have Simon discuss the situation with Fred and the others using the leadership skills such as active listening, engaging and empowering his workers, and recognizing them for identifying a hazardous situation.
- Section: Discussion Questions for Outcome B
- Questions:
 1. In what ways was Simon's response different this time?
 2. What was Ted's reaction?

In this ending Simon displays at least 3 safety leadership skills. He displays his ability to actively listen by paying attention not just to their words but also their body language which allows him to pick up on cues that something more might be going on.

He engages and empowers his team members by asking them to walk him through what they are going to be doing then when they bring up an issue he asks them to come up with ideas and works with them to resolve their concerns.

Although it sounds simple, by him saying “this is great guys” he’s giving them positive recognition which is likely to embolden them to continue identifying and bringing up, and work to resolve potential safety issues.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

5. THE RIGHT TOOL FOR THE RIGHT JOB

Felicia –AMB, Inc. Co-Owner
Eric –AMB, Inc. Experienced carpenter
Tyler –AMB, Inc. Trainee/Apprentice

Situation

Felicia, co-owner of AMB Inc., sees Eric, an experienced carpenter, using an open-ended wrench to tighten bolts on a ledger board above the delivery door opening where they will install a security monitor. As the company owner, she knows she plays a key role in reducing jobsite risks. So, she decides to ask Eric why he's not using a tool that would be less likely to slip, like a ratchet or box wrench.

Eric agrees with Felicia that either one of those tools would be safer, but says the wrench was close by and he just wants to finish up and move on. Felicia raises her voice slightly, saying that at AMB safety is our number one value and that Eric needs to find and use the right tool to finish the job.

Eric goes to the gang box, doesn't see a ratchet or box wrench, and decides to continue using the open-ended wrench.

Outcome A

Tyler, a trainee at AMB, overhears Felicia speaking with Eric and mutters to himself that Eric always talks about working safely, but it looks like he doesn't really mean it.

Outcome B

Tyler sees that Eric is still using the wrench but he isn't comfortable challenging him. He then remembers seeing a ratchet on the ground. So he goes to get it.

He hands the ratchet to Eric and asks if it's what he was looking for. Eric thanks him. Tyler grins, says it was no problem and that he'd hate to see Eric bust up his pretty face with that open-ended wrench. Felicia happens to look over and see their interaction.

Later, Felicia thanks Tyler for his extra effort and asks if it would be ok if she mentions it at the next safety huddle. Tyler says he'd prefer to not be singled out, but is glad to know that she appreciates what he did and thinks Eric does too, although he might not say so! Felicia agrees not to mention it, but says that she will speak with Eric and tell him that from now on she expects him to take his role as a safety leader seriously which includes leading by example.

NOTES FOR SLIDE 87

The key safety leadership moment illustrated in “The Right Tool for the Right Job” is how both a company owner as well as a trainee/apprentice can be a safety leader.

*The major safety hazard in this scenario is being **struck by a tool**.*

INSTRUCTOR INFORMATION - It is designed to illustrate the following safety leadership skills:

1. Leading by example
2. Recognizing team members for a job well done

CLICK ON DESIRED TEACHING MODE...

Watch

NOTES FOR SLIDE 88

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

NOTES FOR SLIDE 89

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

By taking her responsibility as co-owner of AMB to make sure her workers are as safe as possible, Felicia is leading by example. Eric is not leading by example at all.

ADVANCE SLIDE

SLIDE 87

The Right Tool	Who	Role
	Felicia	AMB, Inc. Foreman & Co-owner
	Eric	AMB, Inc. Experienced Worker
	Tyler	AMB, Inc. Trainee/apprentice

SLIDE 88

SLIDE 89

Right Tool

Discussion Questions: Situation

1. What are your thoughts about how Felicia handled this situation?
2. Was Eric demonstrating safety leadership? Why or why not?

NOTES FOR SLIDE 90

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

SLIDE 90



NOTES FOR SLIDE 91

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

ADVANCE SLIDE

SLIDE 91

Foundations for Safety Leadership 4 DOE

5. Right Tool 91

Right Tool

Discussion Questions: Outcome A

1. What safety leadership skills might Tyler use to help Eric, his foreman?
2. How likely is it that a trainee/apprentice would approach his foreman when s/he observes an unsafe situation or practice? What can the foreman do to encourage it?

NOTES FOR SLIDE 92

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

SLIDE 92



NOTES FOR SLIDE 93

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

Tyler is leading by example by taking the initiative and finding a way to have Eric practice a safer behavior without confronting him directly. Eric is not leading by example at all.

Felicia recognizes Tyler by thanking him for going above and beyond by getting the right tool for Eric to use. She also makes sure to ask him whether or not he's comfortable with public praise, which he isn't. She is again leading by example by telling Tyler she will speak with Eric later about how he needs to be a safety leader and lead by example.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

READ

NOTES FOR SLIDE 94

Refer students to page 22 in the student guide

Ask students to read the situation for "The Right Tool..." (or instructor reads it aloud).

ADVANCE SLIDE

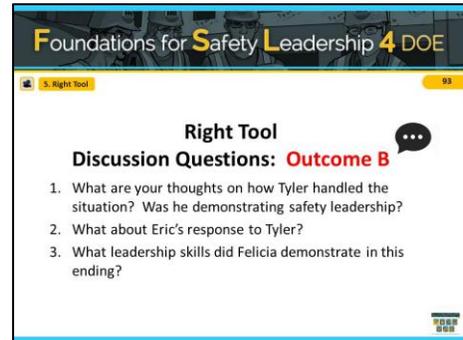
NOTES FOR SLIDE 95

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

By taking her responsibility as co-owner of AMB to make sure her workers are as safe as possible, Felicia is leading by example. Eric is not leading by example at all.

ADVANCE SLIDE

SLIDE 93



Foundations for Safety Leadership 4 DOE

5. Right tool 93

Right Tool

Discussion Questions: Outcome B

1. What are your thoughts on how Tyler handled the situation? Was he demonstrating safety leadership?
2. What about Eric's response to Tyler?
3. What leadership skills did Felicia demonstrate in this ending?

SLIDE 94



Foundations for Safety Leadership 4 DOE

5. Right tool 94

Right Tool

Situation - Key Points

- Felicia sees Eric using an open ended wrench rather than a safer tool to tighten bolts on a ledger board.
- She tells Eric he needs to find and to use the right tool to finish the job.
- Eric looks in the gang box, doesn't find a ratchet or box wrench, so he decides to continue using the open-ended wrench.

SLIDE 95



Foundations for Safety Leadership 4 DOE

5. Right tool 95

Right Tool

Discussion Questions: Situation

1. What are your thoughts about how Felicia handled this situation?
2. Was Eric demonstrating safety leadership? Why or why not?

NOTES FOR SLIDE 96

Ask students to read the outcome A for “The Right Tool...” (or instructor reads it aloud).

ADVANCE SLIDE

SLIDE 96



Foundations for Safety Leadership 4 DOE

5. Right Tool 96

Right Tool
Outcome A – Key Points

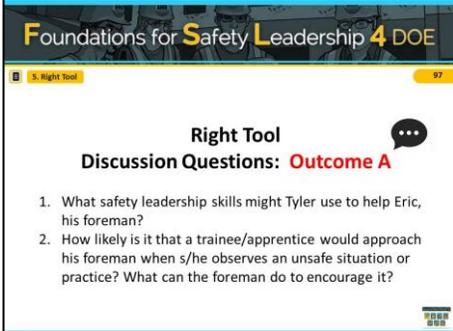
- Tyler overhears Felicia speaking with Eric about using the right and safety tool for the job he’s doing
- Tyler mutters to himself that Eric always talks about working safely but it looks like he doesn’t really mean it

NOTES FOR SLIDE 97

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

ADVANCE SLIDE

SLIDE 97



Foundations for Safety Leadership 4 DOE

5. Right Tool 97

Right Tool
Discussion Questions: Outcome A

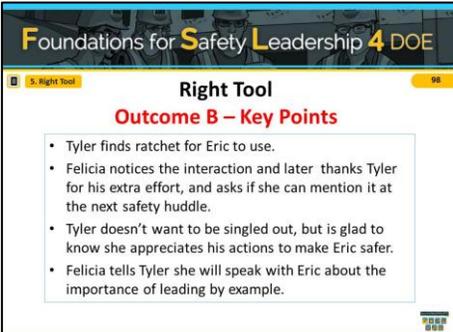
1. What safety leadership skills might Tyler use to help Eric, his foreman?
2. How likely is it that a trainee/apprentice would approach his foreman when s/he observes an unsafe situation or practice? What can the foreman do to encourage it?

NOTES FOR SLIDE 98

Ask students to read the outcome B for “The Right Tool...” (or instructor reads it aloud).

ADVANCE SLIDE

SLIDE 98



Foundations for Safety Leadership 4 DOE

5. Right Tool 98

Right Tool
Outcome B – Key Points

- Tyler finds ratchet for Eric to use.
- Felicia notices the interaction and later thanks Tyler for his extra effort, and asks if she can mention it at the next safety huddle.
- Tyler doesn’t want to be singled out, but is glad to know she appreciates his actions to make Eric safer.
- Felicia tells Tyler she will speak with Eric about the importance of leading by example.

NOTES FOR SLIDE 99

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

Tyler is leading by example by taking the initiative and finding a way to have Eric practice a safer behavior without confronting him directly. Eric is not leading by example at all.

Felicia recognizes Tyler by thanking him for going above and beyond by getting the right tool for Eric to use. She also makes sure to ask him whether or not he's comfortable with public praise, which he isn't.

She is again leading by example by telling Tyler she will speak with Eric later about how he needs to be a safety leader and lead by example.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

PLAY

NOTES FOR SLIDE 100

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 99



Foundations for Safety Leadership 4 DOE

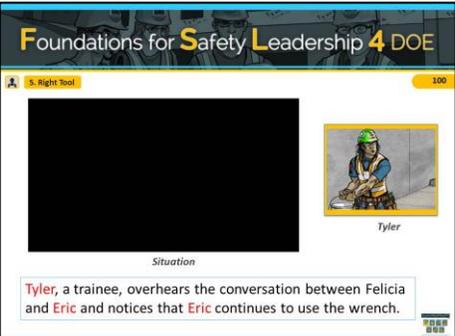
5. Right Tool 99

Right Tool

Discussion Questions: Outcome B

1. What are your thoughts on how Tyler handled the situation? Was he demonstrating safety leadership?
2. What about Eric's response to Tyler?
3. What leadership skills did Felicia demonstrate in this ending?

SLIDE 100



Foundations for Safety Leadership 4 DOE

5. Right Tool 100

Situation

Tyler

Tyler, a trainee, overhears the conversation between Felicia and Eric and notices that Eric continues to use the wrench.

NOTES FOR SLIDE 101

Divide students into groups of 2 and ask them to do a role-play as indicated on the slide using the leading by example leadership skill.

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

Tyler is leading by example by taking the initiative and finding a way to have Eric practice a safer behavior without confronting him directly. Eric says thank you to Tyler, but he really isn't leading by example.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

SLIDE 101

Foundations for Safety Leadership 4 DOE

5. Right Tool 101

Right Tool Outcome

Using the leadership skill Leading by Example, role play the situation assuming the roles of **Tyler** (the trainee who just witnessed the interaction) and **Eric**.

Discussion Questions

1. What did Tyler say and what was Eric's response?
2. How likely is it that a trainee/apprentice would approach his foreman when s/he observes an unsafe situation or practice? What can the foreman do to encourage it?

6. FRITZ TAKES A SHORTCUT

Fritz – Mighty Mechanical Foreman –Sheet Metal Subcontractor
Elliot – Mighty Mechanical - Experienced worker

Situation

The crane operator gave Fritz, Mighty Mechanical's foreman the wire rope slings and shackles they will need to lift 2 HVAC units to the roof and Fritz gave them to Elliot an experienced worker.

While inspecting the equipment, Elliot notices that one sling is severely kinked and a shackle is damaged. So he tells Fritz they should ask the crane operator for replacements.

Fritz knows that getting replacements would take hours and earlier he caught hell from the GC about the tight timeline. So he tells Elliot to go with what they have. Elliot tells Fritz that he is not comfortable with the decision to proceed with the current rigging equipment because it will create a really unsafe situation. Fritz reminds him that as his foreman Elliot just needs to do what he says.

As one of the units is lifted, the kinked sling abruptly stretches, one end of the unit drops 6 inches, and the damaged shackle breaks open....causing the unit to fall to the ground severely damaging it and nearly crushing a worker.

Outcome A

Later, Fritz tells Elliot not to mention the damaged rigging equipment to anyone. Elliot is angry about Fritz's request, but he wants to keep his job

Outcome B

Later, Fritz tells Elliot he was right to question his decision and says he did it because the GC has been pressuring him. But if that worker had been crushed because of his bad decision he couldn't have lived with himself.

Fritz calls for a safety stand-down. He repeats to the crew what he told Elliot adding that from now on he's going to hold a daily safety huddle to discuss the day's tasks and how to eliminate hazards that may come-up.

He says he has learned the hard way to listen to his crew's safety concerns and expects everyone to report unsafe situations. Fritz ends by saying that he doesn't want to lose any of them due to poor decisions, pride or ego ... some of the bad behaviors he displayed today.

NOTES FOR SLIDE 102

The key safety leadership moment in 'Fritz Takes a Shortcut' is how a leader handles a near miss incident created because he made a decision to put productivity before safety.

*The major safety hazards in this scenario are **struck by and caught in-between**.*

INSTRUCTOR INFORMATION - This scenario is designed to illustrate the following safety leadership skills:

1. Leading by example
2. Engaging team members
3. Actively listening
4. Recognizing team members for a job well done

CLICK ON DESIRED TEACHING MODE...

WATCH

NOTES FOR SLIDE 103

VIDEO WILL START AUTOMATICALLY

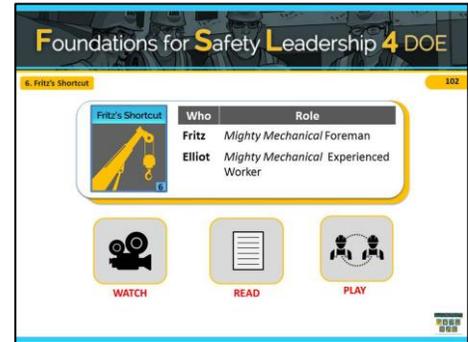
ADVANCE SLIDE

NOTES FOR SLIDE 104

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

ADVANCE SLIDE

SLIDE 102



SLIDE 103



SLIDE 104



NOTES FOR SLIDE 105

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

SLIDE 105



NOTES FOR SLIDE 106

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

Fritz is displaying very poor leadership skills. He is definitely NOT leading by example. He is NOT actively listening to Elliot, nor is he engaging and empowering him to identify and report hazards and unsafe situations.

ADVANCE SLIDE

SLIDE 106



NOTES FOR SLIDE 107

VIDEO WILL START AUTOMATICALLY

ADVANCE SLIDE

SLIDE 107



NOTES FOR SLIDE 108

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

In outcome B, Fritz leads by example by letting his guard down and sharing with his crew that he, too, can be negatively influenced by pride and ego, which can cause him to make poor safety-related decisions.

ASK CLASS:
THINKING ABOUT THE SAFETY LEADER
DEFINITION WHAT IS FRITZ DISPLAYING HERE? (courage)

He recognizes Elliot for identifying and trying to prevent an unsafe situation. He then engages his team by initiating a daily safety huddle and empowers them by creating the expectation that everyone is to report hazardous conditions and near misses. Fritz promises that in the future he will actively listen to their ideas and feedback.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

READ

SLIDE 108

Foundations for Safety Leadership 4 DOE

6. Fritz's Shortcut 108

Fritz's Shortcut

Discussion Questions: Outcome B

1. How did Fritz do this time?
2. Describe how the two endings differ in terms of demonstrating the leadership skills.

NOTES FOR SLIDE 109

Refer students to page 24 in the student guide

Read/Have students read the situation in the “Fritz takes a shortcut” script (or instructor reads out loud).

ADVANCE SLIDE

SLIDE 109

Foundations for Safety Leadership 4 DOE

6. Fritz's Shortcut 109

Fritz's Shortcut

Situation – Key Points

- Eliot, an experienced worker, sees that the rigging equipment needed to lift the HVAC units to the roof is damaged and tells Fritz, his foreman.
- Fritz tells Eliot to go with what they have because they need to keep on-schedule.
- Eliot tells Fritz he's not comfortable with it, but Fritz tells him to do as he says.
- The rigging equipment fails, and the HVAC unit falls nearly crushing a worker.

NOTES FOR SLIDE 110

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

ADVANCE SLIDE

SLIDE 110

Foundations for Safety Leadership 4 DOE

6. Fritz's Shortcut 110

Fritz's Shortcut

Discussion Questions: Situation

1. How often have you felt pressured to get a job done at the cost of safety? What did you do?
2. Keeping in mind the 5 leadership skills, what do you think Fritz should do next?

NOTES FOR SLIDE 111

Read/have students read outcome A in “Fritz takes a shortcut” script (or instructor reads out loud).

ADVANCE SLIDE

SLIDE 111

Foundations for Safety Leadership 4 DOE

6. Fritz's Shortcut 111

Fritz's Shortcut

Outcome A – Key Points

- Later, Fritz tells Elliot not to mention to anyone the damaged rigging equipment and his decision to use it.
- Elliot is angry about Fritz's request, but he wants to keep his job.

NOTES FOR SLIDE 112

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

Fritz is displaying very poor leadership skills. He is definitely NOT leading by example. He is NOT actively listening to Elliot, nor is he engaging and empowering him to identify and report hazards and unsafe situations.

ADVANCE SLIDE

SLIDE 112

Foundations for Safety Leadership 4 DOE

6. Fritz's Shortcut 112

Fritz's Shortcut

Discussion Questions: Outcome A

1. What do you think of the way Fritz handled this situation?
2. What do you think Elliot should do?

NOTES FOR SLIDE 113

Read/have students read outcome B in “Fritz takes a shortcut” script (or instructor reads out loud).

ADVANCE SLIDE

SLIDE 113

Foundations for Safety Leadership 4 DOE

6. Fritz's Shortcut 113

Fritz's Shortcut

Outcome B – Key Points

- Fritz tells Elliot he was right to question his decision
- Fritz calls a safety stand down, and explains ...
 - They will have daily safety huddles to discuss the day's tasks.
 - From now on he will ask questions and listen to crew members have to say.
 - He expects his crew to always report any unsafe situations or hazards.

NOTES FOR SLIDE 114

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

In outcome B, Fritz leads by example by letting his guard down and sharing with his crew that he too can be negatively influenced by pride and ego, which can cause him to make poor safety-related decisions.

ASK CLASS: THINKING ABOUT THE SAFETY LEADER DEFINITION WE LEARNED, WHAT IS FRITZ DISPLAYING HERE? (courage)

He recognizes Elliot for identifying and trying to prevent an unsafe situation. He then engages his team by initiating a daily safety huddle and empowers them by creating the expectation that everyone is to report hazardous conditions and near misses. Fritz promises that in the future he will actively listen to their ideas and feedback.

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU

PLAY

NOTES FOR SLIDE 115

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 116

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.

Fritz is displaying very poor leadership skills. He is definitely NOT leading by example. He is NOT actively listening to Elliot, nor is he engaging and empowering him to identify and report hazards and unsafe situations.

ADVANCE SLIDE

SLIDE 114

Foundations for Safety Leadership 4 DOE

6. Fritz's Shortcut 114

Fritz's Shortcut

Discussion Questions: Outcome B

1. How did Fritz do this time?
2. Describe how the two endings are different in terms of demonstrating specific leadership skills.

SLIDE 115

Foundations for Safety Leadership 4 DOE

6. Fritz's Shortcut 115

Situation

SLIDE 116

Foundations for Safety Leadership 4 DOE

6. Fritz's Shortcut 116

Fritz's Shortcut

Outcome A

Role play a conversation between Fritz and Elliot that might take place after the incident. **DO NOT** use any of the 5 leadership skills.

Discussion Questions for Outcome A

1. What did Fritz say to Elliot?
2. How did Elliot respond?
3. What, if anything, do you think Elliot should do?

NOTES FOR SLIDE 117

SLIDE 117

Now have the students redo conversation between Fritz and Elliot using the following safety leadership skills:

1. Leading by example
2. Actively listening

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

In outcome B, Fritz leads by example by letting his guard down and sharing with his Eric that he too can be negatively influenced by pride and ego, which can cause him to make poor safety-related decisions.

Fritz promises that in the future he will actively listen to Eric's ideas and feedback.

ASK CLASS:

THINKING ABOUT THE SAFETY LEADER DEFINITION WE LEARNED, WHAT IS FRITZ DISPLAYING HERE? (courage)

CLICK SCENARIO MENU ICON TO RETURN TO MAIN MENU



The screenshot shows a presentation slide from a program titled "Foundations for Safety Leadership 4 DOE". The slide is titled "Fritz's Shortcut" and is labeled "Outcome B". The text on the slide reads: "This time, have one person role play Fritz leading by example and actively listening to Elliot and the other person demonstrating how Elliot would respond." Below this, under the heading "Discussion Questions for Outcome B", are two questions: "1. What did Fritz say to Elliot this time?" and "2. Did Elliot respond or feel differently about the situation this time?". The slide number "117" is visible in the top right corner.

TAKEAWAYS

NOTES FOR SLIDE 118

We've come to the end of the FSL4DOE 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's 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

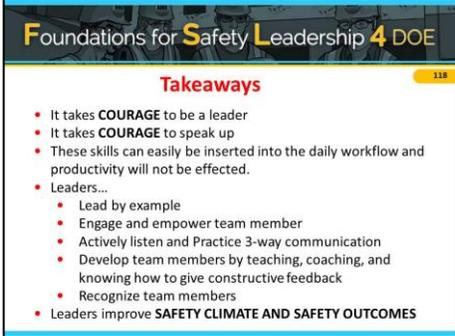
And finally, if you use these skills on the jobsite and become a true safety leader, you can improve both jobsite **SAFETY CLIMATE** and **SAFETY OUTCOMES**.

ADVANCE SLIDE

NOTES FOR SLIDE 119

The FSL4DOE course was developed collaboratively by these organizations.

SLIDE 118



Foundations for Safety Leadership 4 DOE

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 effected.
- 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 119



Foundations for Safety Leadership 4 DOE

This module is a collaboration between

CPWR THE CENTER FOR CONSTRUCTION RESEARCH AND TRAINING

Leeds School of Business UNIVERSITY OF COLORADO BOULDER

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

MetaMedia Training for International, Inc.

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SHORT QUIZ

Read each statement and choose the safety leadership skill that best fits each situation. Enter the letter in the blank. Use each skill only once.

- A) Leading by Example
- B) Engaging and Empowering Team Members
- C) Actively Listening and Practicing 3-Way Communication
- D) DEveloping Team Members Through Teaching, Coaching, and Feedback
- E) Recognizing Team Members for a Job Well Done

1. After explaining how to address a safety hazard, a superintendent asks his foreman to repeat the steps back to him to make sure he understands his instructions. This is an example of: _____.
2. Being safe in everything you do on the job site, also called 'Walking the Talk', is an example of: _____.
3. If an apprentice identifies a job hazard and helps to come up with a solution, her foreman should use _____ to reward her.
4. An experienced worker respectfully tells a team member why what he is doing is unsafe and explains how he could do it more safely. This is an example of: _____.
5. At a daily safety huddle, a foreman asks for input from her team on what hazards they may face during the day, and how they plan to avoid them. This is an example of: _____.

REFERENCE LIST AND SUGGESTED READINGS FOR MORE INFORMATION

Safety culture and climate

<http://www.cpwr.com/safety-culture>

Direct and indirect costs of ineffective safety leadership

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Benefits of Effective Leadership

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