

# Trainer's Guide

## Foundations of Safety Leadership: Building a Safety Culture



This material has been made possible by a grant from the Oregon Occupational Safety and Health Division, Department of Consumer and Business Services

**For this class you will need a flip chart and markers for group discussions along with the handouts and workbook provided.**

**Trainer:**

**This course is designed as a 4-hour course. It can be taught in its entirety or can be broken down into smaller workshops. The learning outcomes are stated on Page 3. We recommend class sizes of 6 to 16 to gain the best class participation.**

**Welcome your participants:**

**“Developing sound safety processes can be difficult and time consuming but implementing and administering is often the greater challenge. In order to do this effectively a leader must gain buy-in. Gaining buy-in is your job as a leader.”**

**Go over course outline and objectives on page 3.**

**Have participants take the pre-test provided.**

# Foundations of Safety Leadership

Leading safety is challenging — Do you have the guidelines, tools and skills that are required? This class will prepare you to be more effective at leading safety in your organization. If you have a significant role in “making safety happen” in your organization, this class will help you be more effective!

## Learning Outcomes

**By the end of this training program, you will be able to:**

- Define leadership and explain how it impacts the safety effort.
- Recognize those actions that build or break trust.
- Make informed decisions that promote buy-in.
- Empower those around you to be advocates for safety.
- Coach safety following the STAR method of feedback.
- Assess your abilities to lead safety, as related to the competencies covered in this class.

**Trainer:**

**Start by having each participant jot down what it means to “lead safety” and “manage safety”. Facilitate a larger group discussion on what it means. For large groups you can divide and have them work in smaller groups and come back together for a debrief.**

**Discuss participant responses to the questions at the top of the page. Have them work individually to mark which items in the table describe their role at work. Point out that the items on the left are management (process) related and items on the right are leadership (people) related.**

**Have participants work independently to circle the items from the chart on page 5, that apply to their work.**

**Point out that everyone marked some on both sides of the chart. Left: managing and Right: leading.**

**“Today we will be focusing on “leading safety.” This will transition you to the next exercise on page 6.**

## Which items describe your role at work?

Reporting	Team-building
Observing and monitoring	Taking responsibility
Budgeting	Having a clear vision
Measuring performance	Having courage
Applying rules and policies	Consulting with team
Discipline	Giving responsibility to others
Facilitating meetings	Determining direction
Interviewing	Explaining decisions
Recruiting	Making tough decisions
Counseling	Defining goals and objectives
Planning	Being honest with people
Problem-solving	Supporting others
Evaluating programs	Keeping promises
Training others	Collaborating with others
Negotiating	Sharing a vision with team members
Developing programs	Inspiring and motivating others
Doing things right	Doing the right thing
Using systems	Gaining buy-in
Communicating instructions	Developing successors
Appraising others	Giving trust to receive trust
Getting people to do things	Resolving conflict
Formal team briefing	Allowing others to make mistakes
Responding to e-mails	Empowering others
Scheduling	Nurturing and growing people
Delegating	Giving praise
Trending	Giving constructive feedback
Organizing resources	Accepting criticism and suggestions
Implementing programs	Listening

# Notes

Leadership is (influence) gained by demonstrating respected qualities.

What words describe the qualities of a strong leader? (group discussion/brainstorm)

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**Leadership Model** Using the list generated ask participants what is the foundation for safety leadership. **Someone should say "trust or something like this. Reinforce that trust is the foundation of safety leadership. Build on the model below starting at the bottom.**

EFFECTIVENESS - Leads to accomplishment



BUY-IN - Enhances involvement and support



INFLUENCE - Allows one to gain buy-in



TRUST - Increases influence

# Building Trust

## Six Dimensions of Trust

**Competence:** Having the ability to do what you say you can do

**Consistency:** Being predictable

**Courage:** Facing risk without giving into fear

**Caring:** Showing regard to the needs and well-being of others

**Composure:** Demonstrating confidence, focus and poise

**Character:** The total quality of an individual's behavior

### With regard to building trust...

What are your strengths? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are your weaknesses? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are you going to do to improve? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Notes

### Trainer:

**Transition to the 6 Dimensions of Trust by having each participant complete the "trust assessment" (Handout) Go through each of the 6 Dimensions of Trust elaborating on each of them. This is a great chance to have the group discuss what that looks like and why they matter. Have each participant record their strengths and weaknesses surrounding trust and identify at least one specific thing they can personally do to build trust with their team.**

# Notes

**Trainer:**

**Have participants complete the two questions at the top of the page.**

**Ask them why they did not choose themselves as the "safest person they know."**

**Inform them that the "negative influence" could be them. Have participants work in groups to make lists of what to do and what not to do to demonstrate commitment to safety.**

## Demonstrating Commitment

Who is the safest person you know? \_\_\_\_\_

Why did you pick that person? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The negative influence: \_\_\_\_\_

To demonstrate commitment:

Do	Don't



# Demonstrating Commitment

## Support the safety efforts of others

Describe how you support the safety efforts of others: \_\_\_\_\_

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### Exercise:

*On the lines provided, describe what could be done to support the efforts of the individuals in these scenarios.*

1) Employees are failing to properly store ladders.

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2) Employees are frequently violating a particular lockout procedure.

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3) The safety committee struggles to get maintenance to correct hazards.

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4) The safety manager gets no cooperation from supervisors.

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5) The mill manager is committed to excellent safety performance but doesn't know how to get it.

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## Notes

**Trainer:**

**Have participants pair up to work through the page and debrief as a larger group.**

# Notes

## Trainer:

Read the paragraph and help participants fill in the sentence blanks with "expertise", "perspectives", "trust", and "buy-in", in that order.

Have participants work in groups to complete the exercise. Debrief.

## Decision Making

Our day-to-day operating decisions affect people as well. Since decisions are often change-related and people tend to resist change, how we make those decisions is as important as making the right ones. Although different situations require a variety of decision-making techniques, involving others will help insure positive results by adding expertise and different perspectives to the process while helping you build trust and gain buy-in from others.

### Exercise:

On the lines provided, identify which type of decision needs to be applied to the following five statements (**command, consultative, consensus, delegated**) and explain why.

1. You (production manager) are asked by the vice president to develop a plan to decrease the number of unsafe behaviors at the facility. You must make decisions on how to approach this.

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2. You (supervisor) must decide whether or not to shut down a malfunctioning machine.

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3. You (safety manager) must determine what personal protective equipment (PPE) to require in each department.

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4. Observing an unsafe behavior, you (supervisor) must decide how to address it.

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5. You (human resources manager) must make decisions regarding the development of a safety orientation process to be implemented in three departments. The departments share employees based on orders.

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## Decision Table

Decision Type	Pros	Cons
<b>Command</b> (one decision-maker)	<ul style="list-style-type: none"> <li>• Quick</li> </ul>	<ul style="list-style-type: none"> <li>• One perspective</li> <li>• Can be ill-informed</li> <li>• Sacrifices buy-in</li> </ul>
<b>Consultative</b> (one decision-maker gets input from others)	<ul style="list-style-type: none"> <li>• Fairly quick</li> <li>• Somewhat informed</li> </ul>	<ul style="list-style-type: none"> <li>• Must involve the right people</li> <li>• Must get quality feedback</li> </ul>
<b>Consensus</b> (group decision)	<ul style="list-style-type: none"> <li>• Can produce high-quality decisions</li> <li>• Can produce strong buy-in</li> </ul>	<ul style="list-style-type: none"> <li>• Time-consuming</li> <li>• Difficult</li> <li>• Group must be open and honest</li> <li>• Can hurt relationships</li> </ul>
<b>Delegated</b> (responsibility given to others)	<ul style="list-style-type: none"> <li>• Responsibility and trust are given</li> <li>• Frees up time</li> <li>• Can grow others</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes depend on clear guidance and/or ability of others</li> <li>• Requires high level of trust</li> </ul>

**Trainer:**

**Discuss the 4 types of decisions. You can divide into groups and allow them to come up with pros and cons and then debrief or simply go through them as a group.**

# Notes

Trainer:

Read the paragraph and help participants fill in the sentence blank with "ownership". Help the group define the words "delegate" and "empower" and discuss the differences. Ask the group to list the benefits of empowering others and have them review the bulleted keys to empowerment.

## Empowering Others

Delegating to empower others means using the delegation process to prepare others to take ownership of activities.

Delegate: \_\_\_\_\_

Empower: \_\_\_\_\_

What are the benefits of empowering others?

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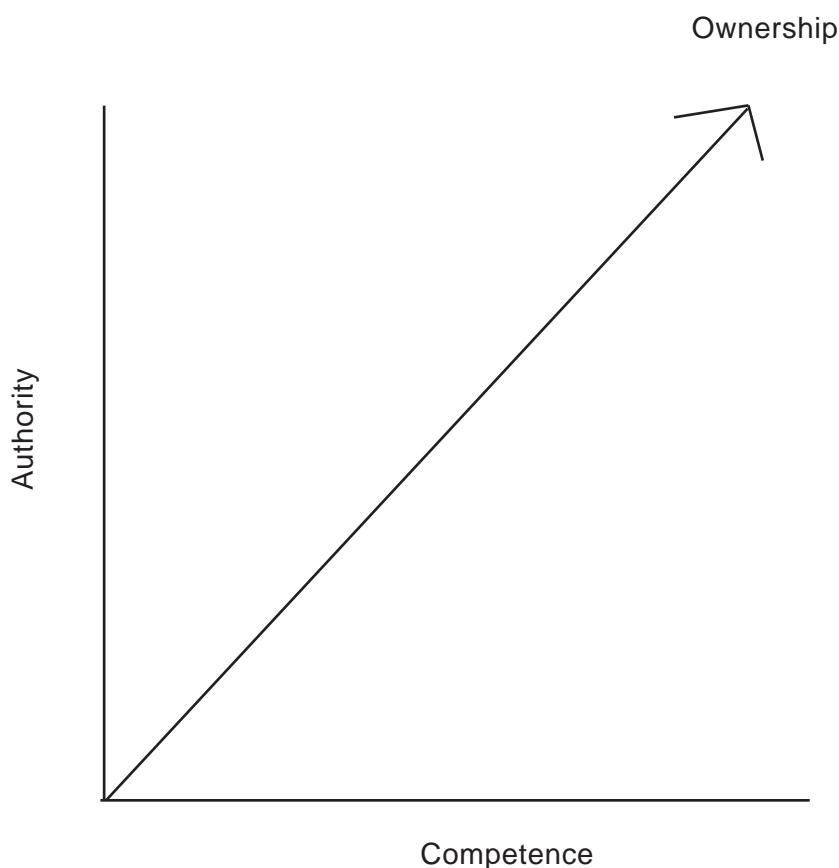
To empower someone you have to:

- **Enable:** Give ability, resources, and authority
- **Coach:** Give guidance without directing
- **Allow failure:** Don't protect them from their mistakes
- **Establish accountability:** Ensure that they are answerable for performance
- **Give up control:** Don't micromanage
- **Give/give up recognition:** Give and redirect recognition. Don't take undue credit

# Empowering Others

Ownership can be instilled by increasing the level of authority when delegating. Here is an example of four levels of authority:

1. Don't move until I tell you.
2. Don't go to the next step without my approval.
3. Take action, but keep in regular contact.
4. Take action and report when you're done.



List two empowerment opportunities you have (activity/person) that you can do when you get back to your facility.

1. \_\_\_\_\_
2. \_\_\_\_\_

## Notes

**Trainer:**

**Explain how ownership can be transferred through the delegation process by increasing the level of authority as competence is demonstrated (point this out on the illustration).**

**Ask participants to identify and list two opportunities they have to empower someone on the lines at the bottom.**

# Notes

**Trainer:**

**Review the “Steps for reinforcing safe behaviors” and the STAR feedback model at the bottom of the page. Provide a scenario and have participants write out examples of STAR and STAR-AR feedback on the blank worksheets provided in the workbook.**

**End this section by having them role play to practice delivering the feedback verbally.**

## Intervening to Promote Safety

**Steps for reinforcing safe behaviors:**

1. Approach the individual safely
2. Start a conversation
3. Deliver STAR feedback
  - Ask questions
  - Get their input
4. Get their commitment to work safely
5. Follow-up on all developmental feedback

**STAR Feedback**

<b>S</b> ituation or <b>T</b> ask	<b>S/T</b>	State the situation or task that the individual was involved in.
<b>A</b> ction	<b>A</b>	Describe the action(s) (negative and/or positive) that you observed the individual do.
<b>R</b> esult	<b>R</b>	Explain the result, or potential result, of the individual's action(s).

**Developmental Alternatives**

<b>A</b> ction	<b>A</b>	Present a better action
<b>R</b> esult	<b>R</b>	Explain the result of the better action

# STAR Feedback Practice

POSITIVE FEEDBACK	S/T	
	A	
	R	
DEVELOPMENTAL ALTERNATIVES	A	
	R	

# STAR Feedback Practice (practice)

POSITIVE FEEDBACK	S/T	
	A	
	R	
DEVELOPMENTAL ALTERNATIVES	A	
	R	



STAR Feedback Practice **(so they can make copies)**

POSITIVE FEEDBACK	S/T	
	A	
	R	
DEVELOPMENTAL ALTERNATIVES	A	
	R	

# Safety Leadership Assessment

Rate your safety leadership ability by placing the number 1, 2, or 3 next to each statement:

**1 = Never;**

**2 = Sometimes;**

**3 = Always**

<b>Demonstrating Commitment</b>	
	Enforces and follows established policies and procedures
	Stands for safety even when it's not popular
	Supports others' efforts to administer and/or practice safety
	Addresses safety concerns/issues with a sense of urgency
	Ensures timely and accurate follow-up with others regarding safety
	Exhausts efforts to eliminate hazards before settling for less effective controls measures
	Works at identifying difficult safety behaviors/processes and makes them easier
	Safety is the first thing he/she considers and discusses when evaluating processes
	Communicates safety in conversations with others
	Demonstrates commitment to safety away from work, as well as at work
	<b>Total</b>
<b>Decision-making</b>	
	His/her decisions are well supported
	Doesn't hesitate to make command decisions when necessary
	His/her decisions lead to positive results
	Involve informed and influential personnel in high impact decisions
	Is not afraid to delegate decisions when others are prepared to make them
	Gives consensus decision-making adequate preparation and process time
	Gets buy-in from above and below when making safety-related decisions
	Communicates the rationale behind their decisions to those who are affected
	Closes-the-loop with those who provide input for his/her consultative decisions
	His/her decisions are well thought out and involve appropriate personnel
	<b>Total</b>

**Trainer: Have participants take the Leadership Assessment for their own personal growth. After this activity have them complete the goal sheet provided. One copy goes into their files, one copy stays with them and they meet with their supervisor to discuss what they learned and what they commit to doing to improve their leadership skills around safety.**

<b>Empowering Others</b>	
	Easy to share authority and recognition for safety performance
	Looks for opportunities to empower others in safety
	When empowering others, he/she give authority and establishes accountability
	Coaches for success prior to, and while transferring responsibility and authority
	Passes recognition on to those he/she has empowered
	Allows those he/she has empowered to make mistakes
	Seeks professional growth opportunities for key personnel
	Instills ownership and empowers others by delegating increasing levels of responsibility
	People closest to him/her would assess them as secure and confident
	Creates an innovative environment and embraces change
	<b>Total</b>
<b>Intervening to Promote Safety</b>	
	Corrects unsafe behaviors immediately
	Looks for opportunities to deliver positive reinforcement
	Is conversational, rather than dictatorial, when intervening and providing feedback
	Asks questions to learn why the unsafe (undesirable) behavior occurred
	Delivers feedback in a timely manner
	Gives feedback that describes the situation, actions observed, and results of the actions
	When delivering developmental feedback, offers or solicits alternative actions
	After delivering developmental feedback, get the individual's commitment to change
	Clearly communicates/reinforces expectations going forward
	Follows-up to ensure that developmental feedback was effective
	<b>Total</b>

**30-40** This aspect of leading is a strength of yours. Continue to enhance your abilities while helping others grow in this area.

**0-29** This aspect of leading safety is a weakness of yours. Focus on improving 2-3 areas at a time to enhance your effectiveness at driving safety.

**Trainer: Close class by having participants complete the post-test. Hand out the poster and the pocket cards provided. Feel free to contact Valerie Pyle at Vigilant, [valeriep@vigilant.org](mailto:valeriep@vigilant.org) if you have additional questions or need clarification with material.**