Safety Leadership

**Developed by**

Build it Smart

The Building Trades Labor-Management Organization of Washington State.

**Funded by:**

SHIP – Safety and Health Investment Projects.

A grant program designed to provide funding for safety and health projects for workplaces insured for workers’ compensation through the department’s state fund. The purpose of these projects shall be to: prevent workplace injuries, illnesses, and fatalities; create early return to work programs; and reduce long-term disability through the cooperation of employers and employees or their representatives.

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USE OF THIS TRAINING PACKAGE

INTRODUCTION

Safety Leadership is a unique training opportunity for workers and supervision to realize that in order to effect change in the construction industry, there needs to be a cultural change among the workers and the realization that everyone plays an integral part in the reduction of injury and illness.

This Safety Leadership training package is designed for use by both the instructor or facilitator and the participant. This package contains four components that you and the participants will use in going through this material.

1. Safety Leadership PowerPoint slide handouts – This is the main source of the content.

2. Group exercises – These materials are designed to engage the trainee and to help reinforce main points in the curriculum.

3. Pre and post quizzes – These quizzes are used to measure the level of understanding before and after the training.

4. Facilitator Guide – This guide is designed for use by the facilitator and contains

information on how to conduct the course. This guide also includes a course syllabus,

course outline, evaluation form, and information on how to be an effective facilitator.

COURSE OUTLINE

The course outline presented in this guide is a model plan of the training to be delivered. It presents the course activities needed to accomplish the participant learning objectives described in the course syllabus. The facilitator may develop other practice activities and prepare case studies, role plays or other learning situations which are specific to the course participants.

The course outline is divided into three columns.

Unit/Activity: This column lists the course sessions and activities. Because the sessions and activities outline the sequence of training, they are presented here in order. The information in this column outlines the flow of training.

Approximate Time: This section of the outline indicates the approximate amount of time to be devoted to each session or activity.

Training Suggestions: This column describes the various methods, activities and strategies to be used to deliver the course content.

COURSE EXERCISES

The course provides quizzes; roll plays and small group activities for use in a classroom setting. The purpose of these exercises is to afford the participants an opportunity to apply course content and to spur discussion among participants. Please note the following points regarding these exercises.

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COURSE EVALUATION FORM

A course evaluation form is included in this facilitator guide. This should be copied in advance and distributed to the participants for completion after each session or at the end of the course.

FACILITATION SKILLS

This guide contains information on how to facilitate interactive training sessions. After reading the information the facilitator should be able to use:

• Small-group activities

• Role plays

• Group discussions

All of these skills will be required to effectively conduct this course. The facilitator should learn and apply these essential training skills.

COURSE PREPARATION

The following steps should be completed before the course begins and before the facilitator walks into the classroom for specific course sessions.

1. Review all components of the training package.

2. Review the slides, roll plays and quizzes.

3. Review the course syllabus.

4. Study the course outline and slides, then mark up or personalize the content.

Examples of personalizing the content include the following.

• Determining when to have participants act out or role play.

• Adding notes (e.g., key points, examples from personal experience).

• Adding questions.

• Adding photos you your jobsite or specific craft.

5. Review and make copies of each of the exercises and make sure the purpose and

instructions are clear. When needed, prepare for the exercise in advance.

6. Copy the course evaluation form.

7. Read the information on facilitation skills and apply these skills during delivery of the

course sessions.

8. Prepare the classroom including:

• Prepare the Audio Visual equipment (computer/ projector)

* Make copies of the slide handouts, quizzes and exercises.

• Set the tables in a U-shape.

9. At this point the room is ready for the delivery of an interactive, informative and enjoyable

course.

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**Course Description:**

Construction is the highest risk industry in Washington State in terms of occupational safety and health. Construction industry leaders have identified lack of leadership in safety and health on part of mid-level personnel to be a key barrier to better safety and health performance.

It has long been recognized that in order to reduce occupational safety and health risks in the construction industry, there has to be a cultural change, which places greater emphasis on safety and health throughout the industry. The leading employers have demonstrated that they can achieve safety and health performance that is comparable to any other industry, but that level of performance is still not the norm.

This course requires a minimum of 4 classroom hours and provides participants with useful information about effective leadership skills. Using these materials, participants will be encouraged to think about important issues facing them and their peers and to discuss solutions.

**Course Objective:**

The objective of this course is to instill leadership skills in mid level supervisory personnel in the construction industry.

**Unit Objectives**

A. Introduction

This section outlines what Safety Leadership is as well as the purpose and rationale of the

course.

B. Safety culture

This unit will help the individual understand that safety and health leadership requires

setting clear organizational safety expectations, being positive about the safety system

and supportive of others' safety efforts, creating and insisting on a positive safety climate

and culture, and that every individual shares responsibility for safety and health.

C. Leader

This unit will help the individual understand that a leader in safety and health

is a person who influences people towards the common goal and

accomplishes it by example.

D. Responsibilities of foreman

This unit will help the individual understand the local, state and federal

regulations regarding foreman responsibilities.

E. Communication

This unit will help the individual understand that communication involves speaking,

listening, and recognition of body language.

F. Create an effective team

This unit will help the individual understand that effective team building brings workers

together to achieve a common goal and contribute to the overall success of the workers,

project and employer.

G. Responding to unsafe acts / conditions

This unit will help the individual to effectively respond to unsafe acts and conditions as a

leader and coach and to minimize further risk of incident or injury.

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Target Audience:

Construction workers of all levels of experience can use the Safety Leadership course. However, the syllabus is geared towards mid level supervisory personnel.

Length of Course:

This course is designed to be offered over a total of 4 hours of classroom instruction. Course sessions may be conducted as part of other training courses or orientation sessions.

Facilitator Information:

It is expected that instructors for the course will have training as an instructor and as a facilitator.

Course Materials for Participants:

* Safety Leadership slide handouts
* Roll plays and exercises
* Quizzes
* Course syllabus

Course Materials for Instructors or Facilitators:

* Power point slides
* Facilitator guide
* Roll plays and group activities

The course schedule follows the structure of the Power point slides. Each section requires approximately 1 hour to complete.

Course Overview:

• Welcome and introductions

• Course goals and objectives

• Review of the course schedule

• Review of the course materials

• Participant expectations

Introductory Unit

• Encourage questions and comments throughout the presentation of the materials

Course summary

• Review of main points and question and answer session

• Final course evaluation

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**Course Outline**

|  |  |  |
| --- | --- | --- |
| **Section/Activity** | **Approximate**  **Time** | **Training Suggestions** |
| **Notes:**  • Prepare handouts for the course  • Prepare a completion certificate so that these can be presented to the participants at the end of the course. | | |
|  |  |  |
| **Course Overview and**  **Introductory** | 15 minutes |  |
| Welcome and introduction |  | Welcome the participants to the course.  Explain that they will be going through all of the  Sections in this course. Some sections can be delivered out of order at the discretion of the facilitator. |
| Course goals and objectives |  | Review the course syllabus and discuss the goals of the Safety Leadershipcourse and the participant learning objectives. |
| Review of the course materials |  | Make sure the participants have all the course materials including copies of the slides, quizzes and activities. |
| Participant expectations |  | Ask participants to share their expectations of the course and record responses on the flipchart. Attach the flipchart page(s) to the wall for |

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|  |  |  |
| --- | --- | --- |
| **Unit/Activity** | **Approximate**  **Time** | **Training Suggestions** |
| Introduction | 15 minutes | • Have the participants complete the  trainers log   * Present the introductory slides.   • Explain that the information presented in this unit is meant to illustrate a missing component in our safety programs and is meant to spur questions and discussion on the past, present and future of our safety initiatives.  • Let them know that questions and comments are encouraged throughout the session as long as everyone’s opinion is respected. |
| Safety Culture | 45 minutes | • Explain that this session is designed to help the participant understand what a safety culture is, recognize the type of safety culture they are a part of and steps they can take to improve the culture on their site.  • Encourage them to ask questions and take part in discussion. |
| Leader | 1 hour | • This unit is designed to help the individual  understand that a leader in safety and  health is a person who influences people  and leads by example.   * Hand out the **Leader Quiz**. Allow the participants time to complete and share individual scores. Encourage discussion of the questions and score description.   • Present the slides in the unit  • **Leadership Behavior** activity. Handout  individual sheets or conduct in small  groups.  Allow time for the participants to complete the  worksheet. Discuss the results.   * **Leadership Characteristics** activity. Divide the class in to small groups. Ask the groups to discuss / share stories of their personal experiences. * **Visualize Leadership styles** activity.   Ask someone to play the part of the person who arrives late or play the part yourself.  Give each group time to perform the role play  and for follow-up discussion about each  approach. |

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|  |  |  |
| --- | --- | --- |
| Unit/Activity | Approximate  Time | Training Suggestions |
| Responsibilities | 45 minutes | • The intent of this unit is to educate the participant of Washington State regulations regarding employer and employee actions and responsibilities.   * Reinforce the fact that supervisors have a moral, ethical and legal responsibility of the people that work under them. |
| Communication | 45 minutes | * This unit is designed to help the individual understand the elements of communication and that a leaders success depends on their ability to communicate with others. * **Effective communication handout**. Discuss the information on the sheet and ask for examples from the group. Allow time for discussion. * **Non-Verbal cues activity**. Break the group into small groups. Have each group write down as many non verbal cues as they can in the time allotted. Discuss the cues with the group. * **Good communication skills** roll play |
| Create and effective Team | 45 minutes | * This unit is designed to help the individual understand that team building brings workers together for the completion of a common goal and contribute to the overall success of the project and or employer. |
| Responding to unsafe acts  and conditions | 45 minutes | * This unit will give the individual an opportunity to practice leadership skills covered in this course. * **Hand out the Unsafe Acts** form. Go over the slides and have the participants answer each question. This can be done individually or in small groups. |

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|  |  |
| --- | --- |
| **Course Title: Safety Leadership** | **Date:** |
| **Presenter:** | **Location:** |

We are constantly trying to improve the quality of our courses. Please take a few minutes at the completion of the program to evaluate this course and presenter. Thank you.

**PLEASE CIRCLE YOUR RESPONSE TO EACH OF THE FOLLOWING:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Strongly**  **Disagree** | | | **Strongly**  **Agree** | | |
| Meeting site was adequate in size, comfortable, and convenient | 1 | 2 | 3 | | 4 | 5 |
| Course administration was efficient and friendly | 1 | 2 | 3 | | 4 | 5 |
| Course objectives were consistent with the course as advertised | 1 | 2 | 3 | | 4 | 5 |
| Course material was up-to-date, well-organized, and presented in sufficient depth | 1 | 2 | 3 | | 4 | 5 |
| Instructor demonstrated a comprehensive knowledge of the subject | 1 | 2 | 3 | | 4 | 5 |
| Instructor appeared to be interested and enthusiastic about the subject | 1 | 2 | 3 | | 4 | 5 |
| Instructor spoke clearly and distinctly | 1 | 2 | 3 | | 4 | 5 |
| Instructor encouraged questions and participation | 1 | 2 | 3 | | 4 | 5 |
| Audio-visual materials used were relevant and of high quality | 1 | 2 | 3 | | 4 | 5 |
| Handout materials enhanced course content | 1 | 2 | 3 | | 4 | 5 |
| Overall, I would rate this course: | 1 | 2 | 3 | | 4 | 5 |
| Overall, I would rate this instructor: | 1 | 2 | 3 | | 4 | 5 |

**Comments (positive or negative):**

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FACILITATION SKILLS

After reading and applying this information during the delivery of training courses, you will be able to:

• Facilitate small-group activities

• Facilitate role plays

• Facilitate group discussions

INTRODUCTION

An effective presentation can be a very rewarding aspect of an instructor’s responsibilities. The instructors ability to maintain participant interest with an exciting delivery using a variety of learning techniques is more likely to be successful in helping participants reach course objectives. The instructor will find that the time and effort invested in planning were well spent as the instructor and participants interact, discuss, question and work together.

FACILITATING SMALL GROUP ACTIVITIES

There are many times during this training when the participants will be divided into several small groups.

• Solving a problem that has been presented by the instructor or a participant

• Preparing and conducting a role play within a small group

Small group activities offer many advantages including:

• Providing participants an opportunity to learn from one another

• Involving all participants

• Creating a sense of teamwork among members as they get to know one another

• Providing for a variety of viewpoints

When small group activities are being conducted, it is important that participants not be in the same group every time. The instructor can create small groups by:

• Assigning participants to groups

• Asking participants to count off “1, 2, 3,” etc. and having all the “1s” meet together,

all the “2s” meet together, etc.

• Asking participants to form their own groups

• Asking participants to draw a group number (or group name) from a basket

The classroom(s) used for small group activities should be large enough to allow several arrangements of tables and chairs so that individual groups can work without disturbing one another. The instructor should be able to move easily about the room to visit each group.

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Activities assigned to small groups should be challenging, interesting and relevant; should require only a short time to complete; and should be appropriate for the background of the participants. Each small group may be working on the same activity or each group may be taking on a different problem, case study or role play. Regardless of the type of activity, there is usually a time limit. When that is the case, inform groups when there are 5 minutes left and again when their time is up.

Instructions to the groups may be presented:

• In a handout

• On a flipchart

• On a PowerPoint slide

• Orally by the instructor

Instructions for small group activities typically include:

• Directions

• Time limit

• A situation or problem to discuss, resolve or role play

• Participant roles (if a role play)

• Questions for a group discussion

After the groups have completed their activity, the instructor will bring them together as a large group for a discussion of the activity. This discussion may involve:

• Reports from each group

• Responses to activity questions

• Role plays developed and presented by participants in the small groups

• Recommendations from each group

It is important that the instructor provide an effective summary discussion following small group activities. This provides closure and ensures that participants understand the point of the activity.

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FACILITATING ROLE PLAYS

A role play is a learning method in which participants act out roles in a situation related to the learning objectives. Although knowledge is usually required to conduct an effective role play, its purpose is to influence the behavior of participants. Role plays offer several advantages:

• Role plays can create a highly motivational climate because participants are

actively involved in a realistic situation.

• Participants can experience a real-life situation without having to take real-life

risks.

• Role plays give participants an understanding of another person’s situation.

• Make apprentices aware of the communication skills needed to be effective on

the job.

• Practice communication skills by asking two participants to role play a situation.

To conduct the role play, the instructor should:

• Decide what the participants should learn from the role play (the objectives)

• Devise a simple situation

• Explain what the participants should do and what the audience should observe

• Discuss important features of the role play by asking questions of both the

players and observers

• Summarize what happened in the session, what was learned and how it applies

to the information being learned

FACILITATING GROUP DISCUSSIONS

The group discussion is a training technique in which most of the ideas, thoughts, questions and answers are developed by the participants. The instructor typically serves as the facilitator and guides participants as the discussion develops.

• Group discussion useful:

• At the conclusion of a presentation

• After viewing a video

• Following a demonstration

• After a role play

• At any other time when participants have prior knowledge or experience related

to the topic.

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Attempting to conduct a group discussion when participants have limited knowledge of or experience with the topic often will result in little or no interaction and thus an ineffective discussion. When participants are familiar with the topic, the ensuing discussion is likely to arouse participant interest, stimulate thinking and encourage active participation. This interaction affords the facilitator an opportunity to:

• Provide positive feedback

• Emphasize key points

• Create a positive learning climate

The facilitator must consider a number of factors when selecting group discussion as the training strategy:

• Discussions involving more than 15 to 20 participants may be difficult to lead and may not give all participants an opportunity to participate.

• Discussion requires more time than a typical classroom presentation because of the interaction among the participants.

• A poorly directed discussion may move away from the subject and never reach the objectives established by the facilitator.

• If control is not maintained, a few participants may dominate the discussion while others lose interest.

Follow these key points to ensure successful group discussions:

• Arrange seating to encourage participant interaction (e.g., tables and chairs set up in a

“U” shape, square or circle so that participants face one another).

• State the topic as part of the introduction.

• Shift the conversation from the facilitator to the participants.

• Act as a referee and intercede only when necessary.

• Summarize the key points of the discussion periodically.

• Ensure that the discussion stays on the topic.

• Use the contributions of each participant and provide positive reinforcement.

• Minimize arguments among participants.

• Encourage all participants to get involved.

• Ensure that no one participant dominates the discussion.

Conclude the discussion with a summary of the main ideas. The facilitator must relate the summary to the objective presented during the introduction.

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**Safety Leadership Pre-Post Training Questionnaire**

1) What is Safety Leadership?

2) What is a safety culture?

3) What does communication involve?

4) What are some principles for building an effective team?

5) List the steps in responding to an unsafe act.

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**Leader Quiz (slide 21)**

Read each of the statements below and give yourself:

4 points when you Strongly Agree 3 points when you Agree

2 points when you Disagree 1 point when you Strongly Disagree

Question **Score 1-4**

|  |  |
| --- | --- |
| 1. I like it when my people find safety problems and correct them on their own. |  |
| 2. I have a clear vision of an accident-free workplace. |  |
| 3. When an accident occurs, I try to understand how my actions might have contributed to it. |  |
| 4. I make it a point to be on site with my people observing safety every day. |  |
| 5. I know and follow all the safety rules I expect my people to follow. |  |
| 6. When I really need to understand a safety issue, I talk with some of my workers about it. |  |
| 7. I know good safety practice when I see it and I always let the person involved know I like what I see. |  |
| 8. My people have full and open access to all the tools and equipment they need to do their jobs safely. |  |
| 9. I've learned that the person who knows the job best is nearly always the person doing it. |  |
| 10. I always know the status of safety and safety projects in my organization and those involved know how I feel about that status. |  |
| 11. We consistently get a positive return on our investment in safety. |  |
| 12. I enjoy attending safety meetings and feel good about the results. |  |
| 13. I know whenever an accident occurs and consider it my role to get involved in addressing the issues it raises. |  |
| 14. I know enough about the safety process to be able to speak about it to employees, groups and training sessions. |  |
| 15. I'm always looking for the good things people do so I can recognize them for their efforts. |  |
| 17. Some of my greatest satisfaction comes from walking the site and learning from my people. |  |
| 18. I worry more about having the right safety values than about having safety rules. |  |
| 19. I see teamwork everywhere I look in my organization. |  |
| 20. If my people know what to do for safety, I reinforce them; if they don't know, I train them. |  |
| 21. I am blessed with really good people in my organization. |  |
| 22. My people helped form my vision of safety, which they now share and support. |  |
| 23. I know that my actions say more than my words about safety, so I always act out my belief that safety is a key organizational value. |  |
| 24. Before I send my people to training, I go to the program so that I can reinforce and support their post-training efforts. |  |
| 25. I know that my people hold safety as a key company value, so they know they don't need my permission to take safety action. |  |

**Leader quiz continued**

**How Did You Score?**

As a general rule, the closer your score comes to 100, the stronger your safety and health leadership skills.

If your score is 75 or higher, you are probably operating in a fairly positive, empowered environment and are viewed as a leader by your people.

To improve, look at areas where you scored less than strongly agree and understand why. Get your people involved in helping you improve. They're probably already interested and supportive and will welcome the opportunity to enhance your effectiveness and that of the organization.

Your score is between 51 and 74, you're probably in the transition zone to a new style of management. To improve, spend some more time learning leadership skills. Look at the quiz and select several areas where you answered strongly disagree. Try to understand why you act or feel that way and work on changing your approach. As you make some progress, find other areas where you disagreed or strongly disagreed and work on those. Be patient and be sure to get feedback from your people on how you are doing.

Your score is less than 51, You are probably fairly traditional in your approach to management and probably tend to hold a fairly tight rein on your control of operations. To improve your score, consider reading one or two of the recent crop of books on leadership. Spend some time in the field asking people how they feel about you and the culture of the organizational. Be patient, listen without being defensive, select two or three approaches suggested by the quiz and try them for a while. if you see results, select some more and try them, also. This will be hard work; but the more time you spend with your people during this process, the more they will reinforce and encourage you.

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**Objective:** Recognize actual **leadership behavior** and to set behavior goals.

Activity Description:

1. This activity can be performed individually or in small groups. Have the participants think about what they actually do on a daily basis.  Then ask them to draw generalizations about how they spend their leadership time.  Each participant completes the Leadership Behavior Chart below.
2. You can follow up with full group or small group discussion.
3. The central question is this:
4. Is your leadership behavior out of sync with the way that you feel an effective leader should be spending his or her energy?

Think about your daily interaction with the people you lead.   Generally speaking, determine the actual behaviors that define that interaction.

1) Using the list of behaviors below, determine the amount of time (in percentages) that you generally spend on each behavior.

2) In the second column, determine what you feel would be ideal distribution of time (in percentages).

|  |  |  |
| --- | --- | --- |
| Behavior | Percentage of time on each behavior | Ideally the percentage of time you would devote to each behavior |
| Informing |  |  |
| Directing |  |  |
| Clarifying or justifying |  |  |
| Persuading |  |  |
| Collaborating |  |  |
| Brainstorming |  |  |
| Reflecting |  |  |
| Disciplining |  |  |
| Resolving interpersonal conflicts |  |  |
| Praising and or encouraging |  |  |
| Coaching |  |  |

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***Leadership Behavior continued***

***Follow Up Questions***

Is there a gap between how you should spend your energy and how you actually spend it?

Are there some behaviors that are taking up too much of your leadership time?  Why?

Are there some strategies that you can employ that would move you closer to your ideal distribution of behavior?

**Added thoughts or considerations**: Since this activity helps participants see what they are actually doing, it helps them translate leadership theory into real behavior.  Once participants review their charts it is easier for them to design strategies to align their leadership behavior.

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**Leadership Characteristics**

**Objective:** Seek leadership characteristics through personal experience

Stories can be a powerful way for participants to connect to the subject matter, as people like to tell and hear stories.

**Activity Description:** Divide the group into small groups. Ask participants to share a story about the best or most influential leader that they have encountered.

After each story, identify leadership characteristics by asking the question: “What was it that made this person such an effective leader?”

Then as a group, identify the traits that all the leaders seemed to share. All groups then write the shared traits on a white board.

These traits can be used to explore more about what makes a good leader.

**Options:** You can ask the groups to share stories about the worst leaders they have encountered.

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**Nonverbal communication** is the way a person expresses him/herself through movement, posture, and facial expression. It is possible to send one type of verbal message and at the same time, a different type with body language. Nonverbal communication is powerful. Approximately 90% of the information we give and receive is actually nonverbal.

|  |  |
| --- | --- |
| Description of cue | Meaning |
|  |  |

As a group, make a list of non-verbal cues you’ve encountered on your job and what they mean. Since many cues have multiple meanings, list as many meanings as you can for each cue. Discuss with the group the cues and meanings in emphasize the effects of not understanding non verbal communication.

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**Objective: Visualize different leadership styles**

**Activity Description:** Ask for four volunteers. One volunteer plays the role of an employee who typically arrives late. The other three volunteers each play the role of a different kind of leader. Have the volunteers think of a personality trait from which they can relate or assign them one of the following: the by-the-book leader, the self-absorbed leader, the paternalistic leader, the softy, the blamer, the lecturer, the know-it-all. Allow the volunteers some time to think about their role.

Gather the full group in a circle and place two chairs in the middle. In turn, have each leader confront the employee. Explain the situation to the group before the role playing begins: Joe, the late employee, has not only been missing work or arriving late, he has also appeared to be very tired and disjointed. Some co-workers have suggested that Joe’s wife is ill, but others say the situation is rooted with Joe himself. As a leader, what is a good way to handle Joe?

After all three scenarios have been played out, ask the full group to comment on the different leadership approaches—

What worked?

What could the leaders have done differently?

How would the “ideal” leader handle this situation?

This activity is a great for exploring different leadership styles.

Options: You may want to have the full group identify three different role playing situations.

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**Effective safety leaders** communicate to establish a relationship with the worker. They establish and insist on high standards and care about everyone’s health.

Leaders know that all interactions with the workers not only relays information but sustain, fixes or changes the working relationship.

* Every communication sends a content and relationship message….

**A)** Joe, you idiot, wear your &#@\* eye protection!

**B)** Joe, remember to wear your eye protection.

* A content message relays data.
* A relationship message fixes and emotional connection.

1. Which is the content message? What is the content?
2. Which message would we intend to convey?
3. What can we assume when the receiver’s response to our message is not what we expected?

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**GOOD COMMUNICATION SKILLS**

**Objective:** Participants will gain an awareness of how good communication skills facilitate communication.

Participants will learn that what they say is very important in being able to work effectively with others in the workplace. This will help productivity in the workplace and help the participants move closer to resolving conflict with others.

1. **Acknowledge** others communicating with you verbally and non verbally.
2. **Rephrase thoughts**. It is often good to rephrase and repeat what is being said to you back to those who are speaking. This insures not only that you understood what they said but more importantly what they meant.
3. **Give examples**. Using examples or personal experiences is a helpful way to communicate your ideas.
4. **Use good diction.** Speaking clearly and distinctly is extremely important. People may miss your point if you are hard to understand.
5. **Maintain a positive attitude.** You can communicate with a positive attitude whenever you speak. People will be more interested in what you say if you are using a positive sentence structure too.
6. **Listen actively**. Listening is the key in developing any type of relationship.
7. **Interpret.** Read between the lines of what is being said. Some people have a hard time expressing themselves. You can help them by trying to interpret what they mean.
8. **Share.** Sharing your ideas is a personal effort to relate to others.
9. **Build trust.** You need to build a bond of trust between you and the others in the conversation. Make them feel more at ease and they will be more likely to exchange ideas.
10. **Make a connection.** True communication requires a connection between the parties to a conversation. Try to build a connection. Find a common ground or common interest to open the way to a good conversation.

Participants define empathy and communication and discuss how the two influence each other. Instructor makes sure that participants understand the difference between sympathy and empathy. Empathy includes "the quality or process of entering fully, through imagination, into another's feelings or motives. Empathy implies putting yourself into the other person's shoes or even getting into his or her skin so that you really understand and feel his/her pain, fear, etc. The opposite of empathy would be (in communication terms) invalidation: when someone presents an idea or feeling and it is rejected or contradicted. Feelings of anxiety, sorrow, fear or the like will occur and it could be very painful for the person.

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**Good communication skills continued**

**Activity Description:**

Use about 6 of the class attendees. Half of the group are assigned to be "nay-sayers" and the other half are "encouragers." The instructor plays the role of a new employee and the role-players are the remainder of the group during a meeting. One possibility for the role-play is that the situation is played twice, once with only the "nay-sayers" and the new employee and the second time with only the "encouragers" and the new employee. The other possibility is that both groups of employees are in with the new employee at the same meeting, and the situation is played out once with both groups of employees present.

The situation is that the new employee has been quiet over the past couple of weeks, but today speaks up and has a suggestion to help increase productivity. It is not a realistic idea and the outcome varies:

The "nay-sayer" colleagues express how the idea would never work. Some say why it would not work and some even snicker at the very thought. One person may even say how dumb of an idea that was. "He must be new."

The empathetic "encouragers" acknowledge the idea by nodding heads and making comments such as: "Yes, that might increase productivity. And here's another idea." No one puts down the idea or makes the new employee feel stupid. Instead they try to build on what has been said. As they sit and brainstorm, perhaps, as a team, they can come up with an even better solution.

1) Debrief the role-playing with the class discussing which group of people they would rather be working with. (The instructor facilitates the discussion modeling the Good Communication Skills.) Note the participants' comments on a flip chart.

2) Present the Good Communication Skills listed above as the content of the lesson. Students should be able to see a copy of the skills either as a handout or on a flipchart or overhead projector. Relate the previous discussion of the role play with the Good Communication Skills, pointing out any examples of these skills being used by the participants in the role play or by the instructor or class members in their discussion following the role play.­­­­­

Reflection: After the skills have been presented to the class as content, the instructor will be able to remind the students of immediate past instances where the students saw these communication skills used and encourage students to use the same skills in future class and on-the-job communication.

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**Individual or Group Hazard Identification and Problem Solving**

**Review the Photo being shown**

List potential Hazards that can be seen or anticipated.

How can we reduce or eliminate each of these Hazards?

What would you say to the worker(s)?

Can we change the work process without significantly disrupting production? Yes No

If Yes, How?

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