



GLOBAL CENTRE_{for}
LEADERSHIP & SAFETY EXCELLENCE

SEF-L

Learning Objectives



SEF-L MODULES

Leadership and Safety Culture Introduction
Safety Leadership Essentials
Principles of Motivation
Communication
Understanding Non-Performance
Feedback on Performance Issues

WIN Feedback in the Moment
Proactive Reporting
Workforce Competency
Pre-Job Planning and Work Execution
Worksite Engagements
Off The Job Safety
C2A - Commitment to Action

CUSTOMIZATION

Customization Level ONE:

No customization
Utilize GCLSE programming
Our facilitators and materials come to your operations centres and teach your participants.

Customization Level TWO:

Logo and branding customization
Minor program customization to include client materials as supplemental program handouts
Our facilitators come to your operations centres with customized materials and teach your participants.

Customization Level THREE:

Logo and branding customization
Internal program customization to include client policies, procedures, tools and specifics directly within Participant Guide textbook and PowerPoint presentations
Our facilitators come to your operations centres with customized materials and teach your participants.

DEVELOPMENT INFORMATION

- Approximate time frame is a minimum of 6 weeks from a confirmed SEF-L Session.
- Customization available upon consultation.
- Approximate Program Development time is 20-40 hours.
- When utilizing Customization Option Level Two, the resources of our Global Project Lead, team leaders, technical advisors, support writers, editing, graphic artists, researchers, administration and publishing teams are fully available.

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SEF-L MODULES

Safety Excellence for Leaders

MODULE 1: Leadership and Safety Culture Introduction

OUTLINE: This module introduces participants to their SEF-L journey by establishing expectations through engagement activities from both, client and participants. Participants are introduced to the SEF-L program Core and Supporting concepts approach by diving into Core Concept #1 of “Can, Can’t, Will, Won’t”. The stage has then been set to discuss the SEF-L Culture definition and establish the SEF-L behavioural focus which then is linked to several culture models illustrating past practice using lagging indicators for culture assessment. The module concludes with a culture assessment activity using the SEF-L Culture Tool. The activity findings are used to reinforce leaders’ cultural challenges and then referenced throughout the program.

LEARNING OBJECTIVES: By the end of this module participants will be able to:

- Understand engagement and learning expectations.
- Recognize the relationship between Facilities / Working Conditions, Safety Management Systems and People.
- The SEF-L Core Concept and supporting concepts design layout and introduce SEF-L Core Concept #1 – Can, Can’t, Will, Won’t
- Introduce the definition of Safety Culture and discuss three culture models and the connection to culture assessment using safety output versus behavioral assessment.

TOOLS AND ADDITIONAL RESOURCES:

- Senior Leader attendance to open (and close) the program.
- Culture Maturity Model / Safety Culture Evolution Model used.
- Participant Guide
- SEF-L User Cards

MODULE 2: Safety Leadership Essentials

OUTLINE: The module begins with a historical walk through leading up to safety “revolution” arriving at today’s objectives of modern safety management. Building off the opening behavioural theme, through discussion and activity, participants establish the difference between “values and priorities” and the behaviours that illustrate both. The discussion also includes personal and corporate value approach.

LEARNING OBJECTIVES: By the end of this module participants will be able to:

- Safety system development and progression
- Evolution through revolution
- The challenge of “Priorities and Values” within a business
- The values of a business
- The Four Values of Business Model©
- How Business and Safety culture co-exist

TOOLS AND ADDITIONAL RESOURCES:

Client specific resources can be included in the attached documents for delivery:

- Company Mission, Vision and Value statements.
- Common models used to describe the HSE Safety Management System.
- Company specific perspectives on safety at the company.

SEF-L MODULES

Safety Excellence for Leaders

MODULE 3: Principles of Motivation

OUTLINE: This module's underlying theme is "motivation is planned".

The approach begins with acknowledging that everyone needs motivation, there are many influences to motivation and "one size fits all" is not an effective approach. Through establishing the traits of great leaders activity, Core Concept #2 is identified and messaged as the pivot point to identify "where leaders need to focus" to improve effectiveness when planning motivation strategy. The module then progresses by using the "reinforcement model" Activators, Behaviours and Consequences (ABC's) to assist in identifying effective actions to influence worker decisions.

LEARNING OBJECTIVES: By the end of this module participants will be able to:

- Identify the traits of a great leader.
- Complete a Personal Leadership Assessment (PLA) using "Traits of a Great Leader".
- Understand Core Concept #2 - Clear Expectations, Feedback and Accountability (CEFA).
- Distinguish between "have to" and "want to" behaviours.
- Understand the apply the ABC Model to increase effectiveness in influencing behaviours.

TOOLS AND ADDITIONAL RESOURCES:

- Personal Leadership Assessment (in-class)
- Team Leadership Assessment (digital)
- SEF-L Super User Cards

MODULE 4: Communication

OUTLINE: This module is based on the widely accepted premise "communication effectiveness can always be improved". To find the improvement opportunities a "communication basics" approach is taken. The approach begins with discussion defining each "content and intent" (linked to motivation is planned), the intent is to establish the criticality in aligning both. The next build occurs by discussing the fundamental makeup of communication, "sending, receiving to achieve understanding" and is linked back to Core Concept #2. Through discussion and application, the types of communication are examined to establish "intentional" use of different methods for managing communication risks.

LEARNING OBJECTIVES: By the end of this module participants will be able to:

- Understand the challenges of communication, specifically "content and intent".
- Understand the key components of communication.
- Identify communication gaps and the required corrections.

TOOLS AND ADDITIONAL RESOURCES:

- Recent examples of communication failures.

SEF-L MODULES

Safety Excellence for Leaders

MODULE 5: Understanding Non-Performance

OUTLINE: This pivotal module introduces the journey of performance management by understanding “why” non-performance occurs through both, group activity and video analysis. Participants are then introduced to Core Concept #3 – Error, Erosion, and Violation. The module highlight is the use of a practical field-based scenario, participant teams are assigned specific areas within the scenario to determine the behavioural non-performance Core Concept cause category(s). Robust discussion during debriefs also includes the use of the GCLSE UPI-t Super User tool to assist leaders in identifying change opportunities.

LEARNING OBJECTIVES: By the end of this module participants will be able to:

- Gain an understanding of existing behaviours within our worksites.
- Competing consequences
- List and describe three key cause categories.
- Core Concept #3 – Performance Issues Categories – Errors, Erosions, Violations
- Work an exercise within our groups to gain an understanding on how to categorize multiple behaviours into the appropriate cause categories.

TOOLS AND ADDITIONAL RESOURCES:

- Examples of company focus safety standards (ie, Life Saving Rules).
- GCLSE Understanding Performance Issues Tool (UPI-t)
- Company reference / terminology used to describe the internal process or discipline policy.
- SEF-L Super User Cards

MODULE 6: Feedback on Performance Issues

OUTLINE: This module is integral to the previous “Understanding Non-Performance” module, as leaders must take feedback action on the performance issues they now understand. The module begins with an assurance check on the performance category, then examines the importance of feedback, types (this module focuses solely on “managing performance feedback” – provided to groups) and how feedback affects performance. Next participants engage in a practice activity, using the GCLSE WIN (What Impact Next) Feedback tool to develop a corrective feedback conversation from the previous UPI module activity. WIN tool use reinforces the criticality for structure to result in “effective” team feedback. Participants are then introduced to the “gateway” approach, which is linked to risk and layers into violation discussion to include escalating performance system structure discussion as a key component in establishing the accountability needed to extinguish erosions.

LEARNING OBJECTIVES: By the end of this session participants will be able to:

- Understand the difference between “in the moment” feedback and “managing performance feedback”.
- Effectively deliver “managing performance” feedback.
- Use Performance Systems to ensure expectations are met or exceeded through positive accountability.

TOOLS AND ADDITIONAL RESOURCES:

- Examples of common safety standards that have eroded / trends that signify “erosions”.
- GCLSE WIN Feedback tool
- Company reference / terminology used to describe the internal process or discipline policy.
- SEF-L Super User Cards

SEF-L MODULES

Safety Excellence for Leaders

MODULE 7: WIN Feedback in the Moment

OUTLINE: This module continues to build the feedback momentum from “Understanding Performance Issues” to “Feedback In the Moment” using WIN feedback tool in an impromptu approach. The discussion begins with links to accepted safety management observation and intervention approaches, then expands on previous feedback usefulness discussion to flesh out the differences between behaviours and labels. Using a series of application activities, participants learn to provide WIN, “In the Moment” feedback, succinctly and clearly. In the final individual activity, participants create a constructive WIN feedback plan for an existing performance issue.

LEARNING OBJECTIVES: By the end of this module participants will be able to:

- Understand the difference between an observation and an intervention.
- Understand what makes WIN Feedback effective.
- Deliver effective WIN Feedback.

TOOLS AND ADDITIONAL RESOURCES:

- WIN Feedback Tool

MODULE 8: Proactive Reporting

OUTLINE: Through a series of safety triangle illustrations, this module takes participants on a journey from “traditional” industry approaches into the principle of “mining the triangle” to “prevent” loss. The approach is then reinforced using two example incidents, recordable and near miss (to be analyzed later in Risk Management Module). Then leads to the critical “WIIFM” conversation of who proactive and reactive information is most useful to and the leaders’ role in both. The final activity focuses on identifying barriers to reporting and identifying what leaders need to do break down reporting barriers to increase “involvement” and establishes the basis for the conversation on developing effective Personal Performance Indicators (PPIs).

LEARNING OBJECTIVES: By the end of this module participants will be able to:

- Clarify proactive and reactive reporting.
- Shift safety triangle focus information to data mining from volume
- Understand Leadership requirements to create an environment that encourages proactive reporting.
- Set the background relationship of proactive reporting and Personal Performance Indicators.

TOOLS AND ADDITIONAL RESOURCES:

Client specific resources can be included in the attached documents for delivery:

- Company specific proactive reporting tools (Hazard IDs, Near Misses)
- Company Reactive Reporting System
- Company examples of any leading indicators currently being measured and trending.

SEF-L MODULES

Safety Excellence for Leaders

MODULE 9: Workforce Competency

OUTLINE: This module begins with competency and competent person definitions, then builds using Core Concept #1 as a basis for delivering a “balanced” approach by linking competency to desire and prevention of overload. Participants are then introduced to the States of Competency supporting concept, to stimulate application conversation for sharing and identifying methods to develop and maintain competency across the workforce.

LEARNING OBJECTIVES: By the end of this module participants will be able to:

- Understand the definition of competency and the challenges involved.
- Explain the different states of the States of Competency Model.
- Learn what methods can be utilize to check and maintain competency.

TOOLS AND ADDITIONAL RESOURCES:

- Company reference / terminology used to describe competency, competent person.
- Company specific training material on Workforce Competency.

MODULE 10: Pre-Job Planning and Work Execution

OUTLINE: This pivotal module ties several modules together to establish the principal idea “risk management needs to be continuous”. The module begins with engaging activities intended to clarify pre-job planning intent, then a dynamic team risk assessment activity reveals where the gaps exist. Participants review typical HSE tools used and SEF-L tools that are intended to close risk management gaps. Groups then perform a Hazard Assessment job planning activity using crafted tasks and observers. The focus is to identify meeting dynamic strengths and opportunities to provide leaders valuable insight in identifying critical leadership behaviors to focus on for Hazard Assessment job planning.

LEARNING OBJECTIVES: By the end of this module participants will be able to:

- Understand the intent of pre-job planning and the tools we have to ensure success.
- Clarify what tools are needed, why they are needed and how to utilize effectively.
- Exhibit Leadership behaviours to improve job execution including a “Core Concepts” checklist to ensure successful and safe job execution.

TOOLS AND ADDITIONAL RESOURCES:

- Company reference / terminology used to describe control of work structure.
- Company specific tools used for Mental Planning (Stop and Think, Step Back, Take 5), before the job (JSA, THA, FLHA), during the job (Stop Work Authority, Observations, Interventions), and after the job (Lessons Learned).
- SEF-L Super User Cards

SEF-L MODULES

Safety Excellence for Leaders

MODULE 11: Worksite Engagements

OUTLINE: This crescendo application module of SEF-L begins by linking behaviours, why leaders tour, and tours to avoid with the objective to establish the need for a structured approach when in the worksite. Application activities then use the SEF-L open-ended question approach, by first observing live facilitator demonstration, then through debrief discussion, apply all Core Concepts with the intent of identifying appropriate, immediate, and future leader actions to eliminate performance issues. Using the same approach and scenario, each participant then engages facilitators with the goal of personal opportunity discovery when seeking to understand using open-ended questions.

LEARNING OBJECTIVES: By the end of this module participants will be able to:

- Learn the knowledge and skill to successfully participate and champion Behaviour Observations, Worksite Safety Tours and Leadership Engagements.
- Why visible leadership is important.
- The purpose of worksite engagements and what it can do for our worksite culture.
- How to use OEQs "Open Ended Questions" to understand errors, erosions and violations in our workplaces.
- Corrective conversations to ensure success.

TOOLS AND ADDITIONAL RESOURCES:

- Company reference / terminology used to describe types of field engagement tours.
- Company specific pictures (people performing at risk behaviours that require correction (staged or real))
- SEF-L Super User Cards

MODULE 12: Off The Job Safety

OUTLINE: This module delivers a powerful message for the need to take safety home by linking to Core Concept #1 and then using statistics, personal shares, off the job injury causes, and pictorial examples of "at risk behaviours". Embedded within the messaging is a frank discussion of the mental health realities and actions needed when leaders are facing mental health challenges within their teams.

LEARNING OBJECTIVES: By the end of this module participants will be able to:

- Gain an understanding of where we (our families) are most at-risk.
- Be committed to off the job safety to influence "one set" of behaviours at work and at home!
- Create awareness and a safety culture at home.

TOOLS AND ADDITIONAL RESOURCES:

- Company specific initiatives that promote off the job safety.
- Company specific Mental Health Programs.

SEF-L MODULES

Safety Excellence for Leaders

MODULE 13: C2A - Commitment to Action

OUTLINE: The conclusion module creates the opportunity for participants to collect their thoughts to establish and share at least one behaviour they are going to commit to work on while a client senior leader is present. Participants are then provided an overview of the next Super User follow-up steps along with question and answer.

LEARNING OBJECTIVES: By the end of this module participants will be able to:

- Effectively utilize the SEF-L core and supporting concepts
- Use their Personal Action Planner to commit to what they want to use from the SEF-L program when they get back to work (SEF-L does not end after the two days).
- Commit to what they are going to stop doing, start doing, or continue doing.
- Utilize the GCLSE team if they ever need help, assistance or a support system.

TOOLS AND ADDITIONAL RESOURCES:

- Company specific Super User path forward plan.

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