



SAF-200

SAFETY CONSCIOUS WORK ENVIRONMENT

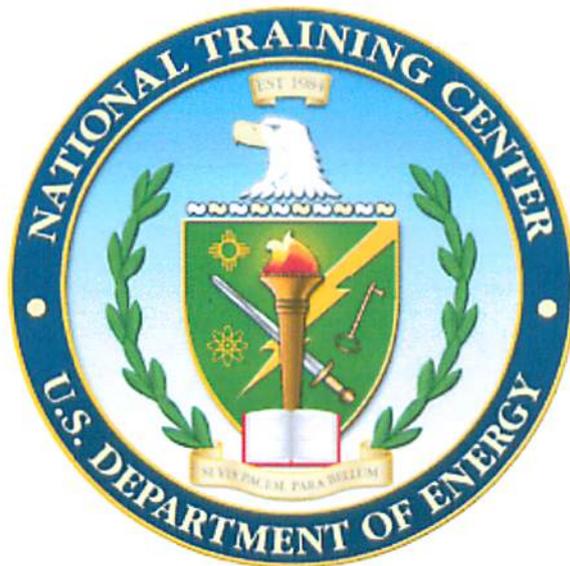
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June 26, 2012

Student Guide

SAF-200, Safety Conscious Work Environment

U.S. Department of Energy National Training Center



Student Guide

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Syllabus

Title

Safety Conscious Work Environment Course

Length of Course

One-day (8-hour) course

Mission and Purpose

The purpose of this course is to provide Safety Conscious Work Environment (SCWE) training for Department of Energy (DOE) Federal and contractor senior leaders on the importance of establishing and maintaining an open and collaborative work environment within the department. This course will provide knowledge that will help senior leaders create an environment where employees feel free to raise concerns without fear of retribution.

Audience

This course targets all DOE Federal and contractor senior leaders and managers with responsibility for defense nuclear facilities and/or construction projects and the Federal offices with associated oversight responsibilities.

Prerequisites

SAF-200DE, Prerequisite to SCWE

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Course Composition

Lesson		Hours
1	Preparing for the Journey That Starts With You--The Importance and the Necessity for Change	1.25
2	Warming Up Your Engine--Case Study	1.00
3	Blind Spots and Road Hazards--Sharing Lessons Learned	1.50
4	Shifting Gears, Gaining Ground, Utilizing Your Pit Crew and Toolbox--Case Study	2.00
5	Ensuring You Reach Your Destination--Defining the First Steps for Your Journey Ahead	1.00
		6.75

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Course Goals and Objectives

Lesson 1: Preparing for the Journey That Starts With You--The Importance and the Necessity for Change

Instructional Goal

- 1.0 The DOE Federal and/or contractor senior leader will know what a Safety Conscious Work Environment (SCWE) is, their roles and responsibilities in establishing and maintaining a SCWE, the benefits and importance of establishing and maintaining a SCWE, and the risks of not establishing and maintaining a SCWE.

Instructional Objectives

- 1.1 Explain the importance of implementing a Safety Conscious Work Environment.
- 1.2 Explain the expectations (roles and responsibilities) for DOE Federal and contractor senior leaders in establishing and maintaining a SCWE.

Lesson 2: Warming Up Your Engine--Case Study

Instructional Goal

- 2.0 The DOE Federal and/or contractor senior leader will be able to identify barriers to establishing and maintaining a Safety Conscious Work Environment (SCWE).

Instructional Objective

- 2.1 Given a case study and working in small groups, locate the SCWE issues and/or other barriers to establishing a Safety Conscious Work Environment (SCWE) within the case study.

Lesson 3: Blind Spots and Road Hazards--Sharing Lessons Learned

Instructional Goal

- 3.0 The DOE Federal and/or contractor senior leader will be able to identify behaviors that promote a positive SCWE, as well as contribute to a chilling effect; they will utilize tools to assist in establishing and maintaining a Safety Conscious Work Environment, and they will be able to respond to and mitigate a chilling effect.

Instructional Objective

- 3.1 Discuss the impact that the behaviors of leadership and employees have on the implementation and maintenance of a Safety Conscious Work Environment.

Lesson 4: Shifting Gears, Gaining Ground, Utilizing Your Pit Crew and Toolbox--Case Study

Instructional Goal

- 4.0 The DOE Federal and/or contractor senior leader will be able to identify barriers to establishing a Safety Conscious Work Environment (SCWE).

Instructional Objective

- 4.1 Given a complex case study involving a composite of a real situation encountered at DOE sites and working in small groups, locate the Safety Conscious Work Environment (SCWE) issues within the case study, develop/discuss proposed solutions to the issues and the impacts those solutions may have on the work environment (real or perceived).

Lesson 5: Ensuring You Reach Your Destination--Defining the First Steps for Your Journey Ahead

Instructional Goal

- 5.0 The DOE Federal and/or contractor senior leader will be able to implement a SCWE using the information provided in this course.

Instructional Objective

- 5.1 Using the information provided in this course, explain what behaviors the senior leader will need to demonstrate in order to establish a work environment that promotes trust, a questioning attitude, and a willingness to raise issues within the Department of Energy.

Completion Criteria

Senior leaders will be evaluated by their active participation in case studies and group discussions. No written test will be administered.

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Lesson 1: Preparing for the Journey That Starts With You--The Importance and the Necessity for Change

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Lesson 1: Preparing for the Journey that Starts With You--The Importance and Necessity for Change



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Fig. 1

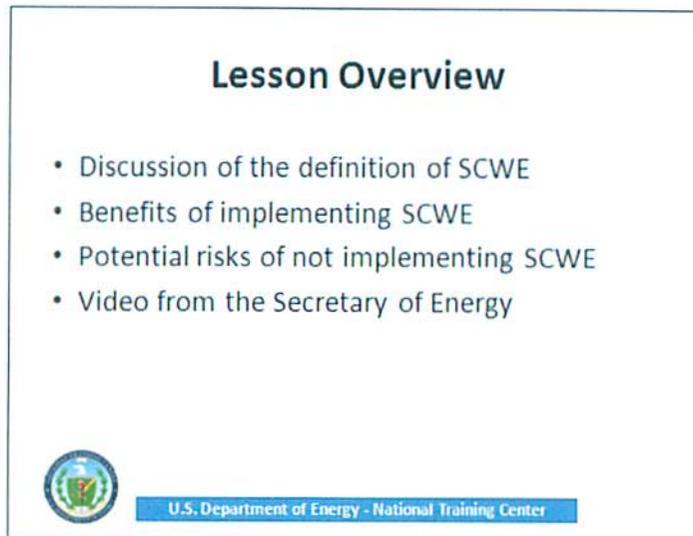


Fig. 2

Introduction

This lesson will start your journey on the implementation of a Safety Conscious Work Environment (SCWE). The lesson begins with a discussion of the definition of SCWE, the importance of and benefits of establishing and maintaining a SCWE, and the potential risks of not establishing and maintaining a SCWE. Some of this information may be new, while other information may be familiar, you may even recognize a few of the SCWE elements that may already be embedded within your systems, structures and processes.

We will continue with a video from the Secretary of Energy on his commitment to establish and maintain a SCWE and his expectations for DOE Federal and contractor senior leaders. Let's begin this lesson with a class discussion of a SCWE.

Instructional Goal

The DOE Federal and/or contractor senior leader will know what a Safety Conscious Work Environment (SCWE) is, their roles and responsibilities in establishing and maintaining a SCWE, the benefits and importance of establishing and maintaining a SCWE, and the risks of not establishing and maintaining a SCWE.

Lesson Objectives

1. 1 Explain the importance of implementing a Safety Conscious Work Environment.
1. 2 Explain the expectations (roles and responsibilities) for DOE Federal and contractor senior leaders in establishing and maintaining a SCWE.

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Lesson 1: Preparing for the Journey That Starts With You--The Importance and the Necessity for Change

Lesson Development References

1. 10 CFR Part 708, *DOE Contractor Employee Protection Program*
2. 10 CFR 851, *Worker Safety and Health Program*
3. DOE P 450.4A, *Integrated Safety Management Policy*, Apr. 25, 2011
4. 29 CFR Part 24, *Procedures for the Handling of Discrimination Complaints Under Federal Employee Protection Statutes*
5. DOE G 450.4-1C, *Integrated Safety Management System Guide*, Attachment 3, *ISM Overview*, Sept. 29, 2011
6. DOE G 450.4-1C, *Integrated Safety Management System Guide*, Attachment 10, *Safety Culture Focus Areas and Associated Attributes*, Sept. 29, 2011
7. DOE P 420.1, *Department of Energy Nuclear Safety Policy*, Feb, 8, 2011

Lesson 1: Preparing for the Journey That Starts With You--The Importance and the Necessity for Change

Implementing a Safety Conscious Work Environment

- What is a Safety Conscious Work Environment (SCWE)?

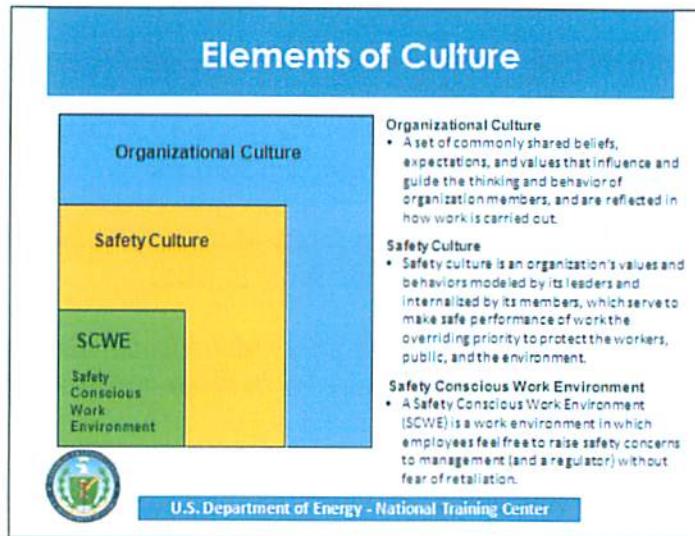


Fig. 5

Integrated Safety Management (ISM) and SCWE

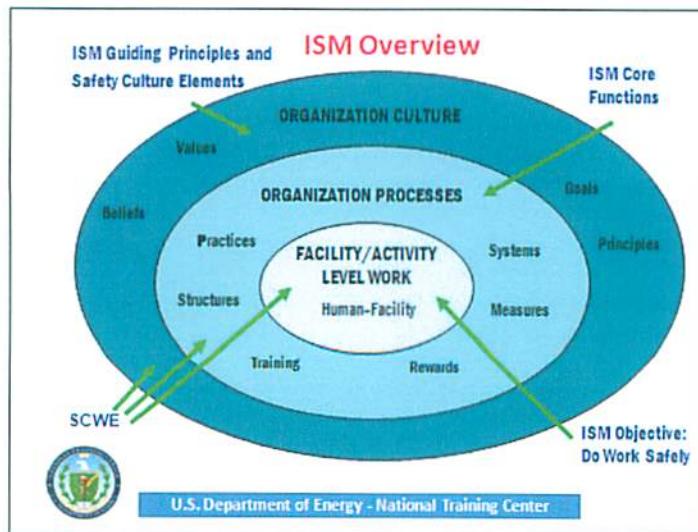


Fig. 6

Lesson 1: Preparing for the Journey That Starts With You--The Importance and the Necessity for Change

Roles and Responsibilities

- What is your role and responsibility for establishing and maintaining a SCWE?

- Watch Secretarial Video

- What is your take away from the S-1 video? How does it change your perspective on your role and/or responsibility for establishing and maintaining a SCWE, if at all?

Note: This information will be used in Lesson 5 to develop your personal action plan.

Secretary of Energy Address to Safety Conscious Work Environment Course

"Hello, and thank you for participating in this important training course. The Energy Department's mission is critical to America's prosperity and security. To succeed, we must ensure the safety and well-being of our people, the public, and the environment.

Nuclear safety is integral to our mission and a core value of the Department. Ensuring nuclear safety requires a strong, healthy safety culture. This in turn requires a commitment to continuous improvement, effective communication, and an environment of trust.

Each one of us is responsible for safety, and we must continually review and improve our approach.

To achieve and sustain a strong safety culture, management must be attentive to interactions with, and reactions to, employees when they bring us issues. As senior leaders for the Department and its contractors, we bear a special responsibility to promote a safety culture that encourages constant vigilance and a questioning attitude.

I hold myself and all of you accountable for fostering a Safety Conscious Work Environment where workers feel free to raise safety concerns without fear of retribution.

Our work is complex and challenging, and we cannot make progress if we don't know about issues because we did not welcome reporting. I tell my managers and employees to bring me tough issues early on. I encourage you to do the same with your colleagues and employees.

I expect management to actively engage with employees. When employees raise issues, they should be involved in determining the solution, and should receive feedback on the resolution of their concerns. Workers should actively participate in the preparation and execution of corrective action plans. And employees must be a part of planning and improvement initiatives at their work locations.

This training is required for senior managers because I expect all of us to constantly learn and improve. Today is an opportunity for you to examine and reflect on how you react when employees bring safety concerns and problems to you.

Throughout the training, please share your thoughts or questions with your colleagues and instructors. The goal today is to equip you to lead a positive cultural shift in your organizations by fostering a work environment that promotes trust, a questioning attitude, and receptiveness to raising issues. This is essential to maintaining nuclear safety and achieving our mission.

Thank you, and I wish you a successful training session."

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Lesson 1: Preparing for the Journey That Starts With You--The Importance and the Necessity for Change

Summary

This lesson began with a discussion of the Safety Conscious Work Environment (SCWE). A Safety Conscious Work Environment was defined as "...a work environment in which employees feel free to raise safety concerns to management (and a regulator) without fear of retaliation." It continued with a discussion of the benefits of, and potential risks of not establishing and maintaining a SCWE.

The Secretary of Energy relayed his expectations for you, the DOE Federal and contractor senior leaders, for establishing and maintaining a SCWE. The class reviewed the written comments of the Secretary and discussed their roles and responsibilities in light of his comments. The bottom line is that the senior leader has the ultimate responsibility for establishing and maintaining a SCWE.



Lesson 2: Warming Up Your Engine--Case Study

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Lesson 2: Warming Up Your Engine--Case Study



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Fig. 13

Lesson Overview

- Case Study
- Debrief



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Fig. 14

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Lesson 2: Warming Up Your Engine--Case Study

Introduction

This lesson will provide an opportunity to work on a case study based on a composite of real situations encountered at DOE sites. Using DOE G 450.4-1C, *Integrated Safety Management System Guide*, DOE Federal and contractor senior leaders will use the ISM Safety Focus Areas and Associated Attributes to engage in individual analysis, small group evaluation, and large group discussions of the case study to report recommendations, conclusions, and share practices.

Instructional Goal

The DOE Federal and/or contractor senior leader will be able to identify barriers to establishing and maintaining a Safety Conscious Work Environment (SCWE).

Lesson Objective

- 2.1 Given a case study and working in small groups, locate the SCWE issues and/or other barriers to establishing a Safety Conscious Work Environment (SCWE) within the case study.

Warming Up Your Engine

Instructions on the Case Study—This is a four-part exercise

Part 1: Small Group Exercise

- Break into your assigned small group
- Using the Lesson 2 case study, answer the following questions:
 - Do you terminate Jesse?
 - Do you need more information?
 - If so, what information do you need?
 - Are there any other immediate actions you need to take?
- Capture your group responses on a flip chart
- Select a spokesperson to present your responses to classroom

Part 2: Classroom Discussion

- Spokesperson presents responses to the classroom
- Respond to questions from classroom

Part 3: Individual Exercise

- Review the case study (Lesson 2 Handout)
- Review DOE G 450.4-1C, ISM Guide, Attachment 10, *Safety Focus Areas and Associated Attributes* and the case study
- In the SCWE-Related Associated Attributes (highlight/blue text), identify five elements relevant to this case
- Using a marker provided by the instructors, mark the five elements you identified on the SCWE-Related Associated Attributes Poster (on the classroom wall)

Part 4: Classroom Discussion

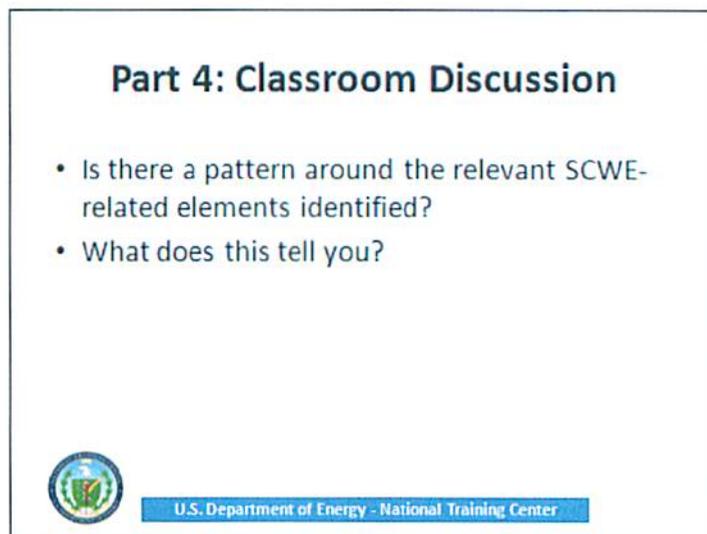


Fig. 19

- Is there a pattern around the relevant SCWE-related elements identified?
- What does this tell you?

Case Study Summary

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Lesson 3: Blind Spots and Road Hazards--Sharing Lessons Learned

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Lesson 3: Blind Spots and Road Hazards—Sharing Lessons Learned

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Fig. 20

Lesson Overview

- Understand how your actions/behaviors affect your organization
- Intent versus impact
- Tools and resources



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Fig. 21

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Lesson 3: Blind Spots and Road Hazards--Sharing Lessons Learned

Introduction

This lesson will expand on the discussion of the DOE ISM Safety Focus Areas and begin to delve into a comprehensive discussion of the associated attributes within each area. It will address behavioral elements underlying the associated attributes, while providing tools that can help the senior leader implement them. Best practices used by instructors and senior leaders in the field will be discussed during this lesson. Senior leaders will be expected to identify how these tools may be utilized in the case study referenced in Lesson 4.

Instructional Goal

The DOE Federal and/or contractor senior leader will be able to identify behaviors that promote a positive SCWE, as well as contribute to a chilling effect; they will utilize tools to assist in establishing and maintaining a Safety Conscious Work Environment, and they will be able to respond to and mitigate a chilling effect.

Lesson Objective

- 3.1 Discuss the impact that the behaviors of leadership and employees have on the implementation and maintenance of a Safety Conscious Work Environment.

Lesson Development Reference

1. DOE G 450.4-1C, *Integrated Safety Management System Guide*, Sept. 29, 2011

Blind Spots and Road Hazards

Evaluating Impact to the Work Environment

Evaluating Impact to the Work Environment

- Had Jesse been terminated or not, what impact could it have had on the workforce?



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Fig. 22

- Had Jesse been terminated or not, what impact could it have had on the workforce?

Chilling Effect

- A chilled effect exists when employees are unwilling or unable to raise concerns because they fear retaliation.



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Fig. 23

Rate Your Organization

Rate Your Organization

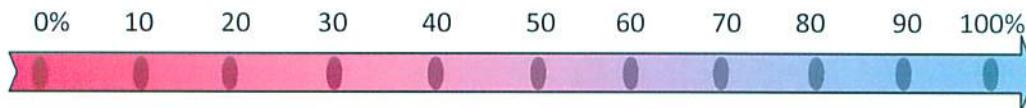
- On a scale of 0 to 100%, what percentage of your organization is willing and able to raise concerns without fear of retaliation?
 - Note: You do **not** need to share your assessment with others



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Fig. 24

On a scale of 0 to 100%, what percentage of your organization is willing and able to raise concerns without fear of retaliation? [You do not need to share this with others.]



Unwilling/Unable Willing/Able to raise concerns to raise concerns

Instructions: Classroom Exercise—This is a two-part exercise

Part 1: Individual Exercise

- Rate your organization on the scale listed above
- Also identify your rating in your book and on the slip handed out by the instructors
- Submit your completed slip to the instructors

Part 2: Classroom Discussion

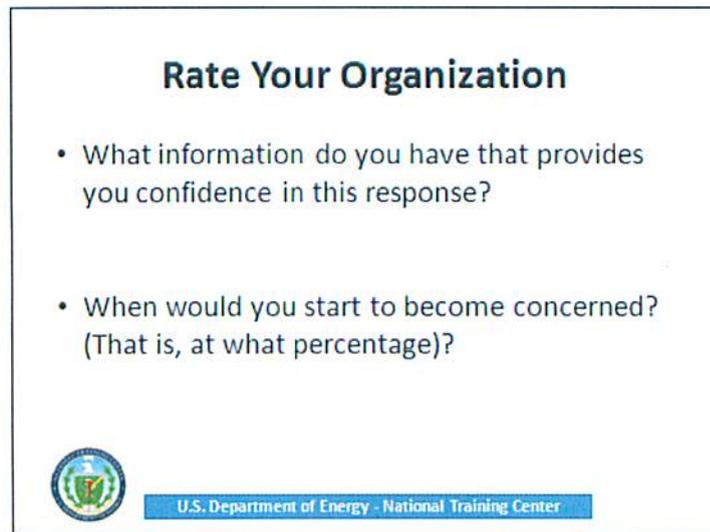


Fig. 25

- What information do you have that provides you confidence in this response?
- When would you start to become concerned?

Federal Employee Viewpoint Survey (FEVS)

The Federal Employee Viewpoint Survey is a survey issued by the Office of Personnel Management (OPM). The FEVS was initially issued in 2002, and repeated in 2004, 2006, 2008, 2010, and 2011, and 2012. Results from 2012 are pending.

FEVS:

- Is a critical tool for driving change within the Federal government
- Measures employees' perceptions, specifically whether, and to what extent, conditions that characterize successful organizations are present within their agencies
- Responses aid leadership in assessing the human capital climate and work environment
- General indicators provide Federal leaders information on:
 - Effectiveness/Efficiency of Federal Government HR management systems
 - What they can do (on an individual level) to make their agency work better

Participation included:

- 25 Large Federal Agencies
- 54 Small Federal and Independent Agencies
- 97% of participants came from executive branches

Lesson 3: Blind Spots and Road Hazards--Sharing Lessons Learned

- Data was weighted to ensure unbiased statistically unbiased results due to differing response rates among the various demographic groups
- Adjusted for over- and under-represented groups within sample
- 49.3% Participation Rate (266,376 of 540,727 Returned)

One question/statement on the FEVS is:

17. I can disclose a suspected violation of any law, rule or regulation without fear of reprisal.

Exercise Instruction: Classroom Discussion

- What do you believe the responses were to this question for DOE in 2011?

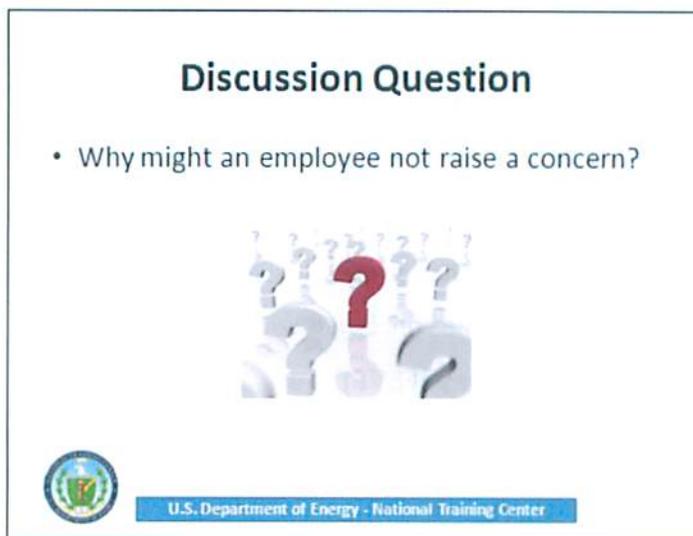


Fig. 26

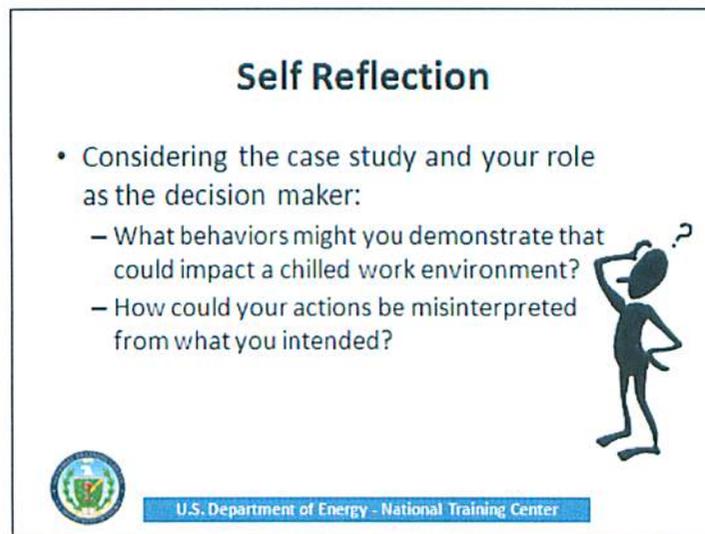


Fig. 27

Intent versus Impact—What About Communication?

Video excerpts

Exercise: Small Groups

Objective: Understand and identify behaviors that contribute to perceptions. Understand intentions and impact are not always the same and can result in a chilled environment.

Instructions

- Break into four pre-assigned small groups.
- The instructor will identify a specific number of video vignettes that will be shown and identify a video vignette “number” to be assigned to your group (for example, Video Vignette #1).
- Each small group will have 10 minutes to prepare responses to the following questions:
 - What was the intent of individual?
 - What were the behaviors of the individual?

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 Lesson 3: Blind Spots and Road Hazards--Sharing Lessons Learned

- What was the impact on the individual receiving the communication?

- What kind of environment did this communication create?

- How likely is it that there is a chilling effect in this environment?

- Select a spokesperson to present responses
- We bring our “whole self” to work
 - Influenced by:

Values	Assumptions	Beliefs
Experiences	Education	Culture
Family	Ethnicity	

- Creates “filters” and limitations
- What is clear to one of us—may not be clear to the other
- Communication occurs in many ways—not just verbal
 - Words _____ % What we say
 - Tone of Voice _____ % (Pitch/Sound/Volume)
 - Body Language _____ % (Eye contact/Competence/Charisma)

The Dirty Dozen

Communication: The Dirty Dozen

- Conversation stoppers: Demonstrating these behaviors will stop your conversation before it even begins.

<u>Blatant (Direct)</u>	<u>Subtle (Indirect)</u>
<ul style="list-style-type: none">▪ Ordering▪ Lecturing▪ Rejecting▪ Blaming▪ Judging▪ Advising	<ul style="list-style-type: none">▪ Analyzing▪ Reassuring▪ Sympathizing▪ Questioning▪ Humoring (using humor)▪ Praising



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Fig. 30

- The left-hand column describes blatant behaviors
 - Behaving in any of these ways will stop the conversation with anyone bringing an issue
 - The right-hand column describes more subtle behaviors
 - If an individual “senses” you demonstrate these behaviors (intentional or unintentional) before they believe you understand their issue, they may interpret you have not listened, you do not care, or that you have no intent to address the issue identified

Getting on the Road to a Healthy Work Environment

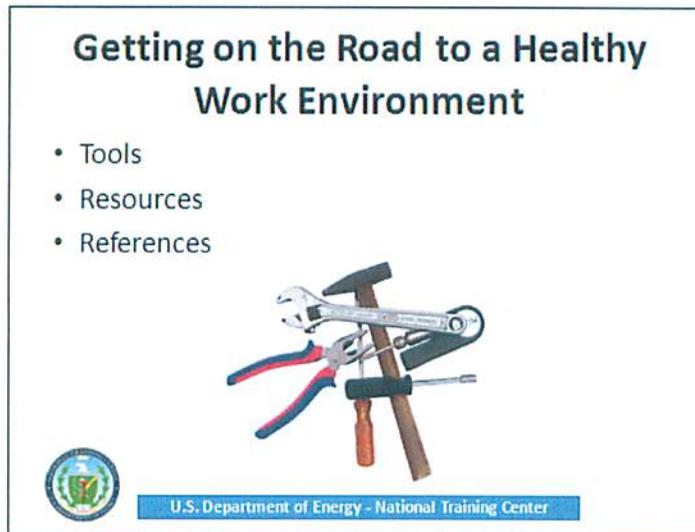


Fig. 31

Tools



Fig. 32

- Effective listening (Two-way communication)
 - The gateway skill to having a SCWE is listening for understanding
 - Listen to understand (hear)
 - Be open (that is, not judgmental/don't minimize)
 - Inquire/Ask what they need

Lesson 3: Blind Spots and Road Hazards--Sharing Lessons Learned

- Express appreciation (thank them)
- Ensure timely/transparent actions are taken (provide action/dates/times, if possible)
- Listen to understand (Hear)
 - Be open (non-judgmental/don't minimize)
 - Inquire/Clarify—Check in
 - Express appreciation (thank them)
 - Take timely/transparent actions
 - Accurate and timely feedback to individual

Pinch-Crunch Model

- Questions to ask when recognizing a pinch or crunch
 - What expectations of mine weren't met? What expectations of theirs weren't met?

 - Were these expectations clear, specific, and stated? Am I sure they were understood? How do I know?

 - What needs to happen now to resolve it? Does that need to happen within me or with someone else?

Pinch-Crunch Model

- Conflict resolution tool
 - From defensiveness and blaming to problem solving
 - Puts individuals in a common state of mind
 - Promotes cohesive working relationships
 - Focuses on issue not on the person
- Address the "Pinch"
 - Requires a two-way conversation
 - Occurs before the situation reaches the "Crunch" point (relationship destruction)



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Fig. 33

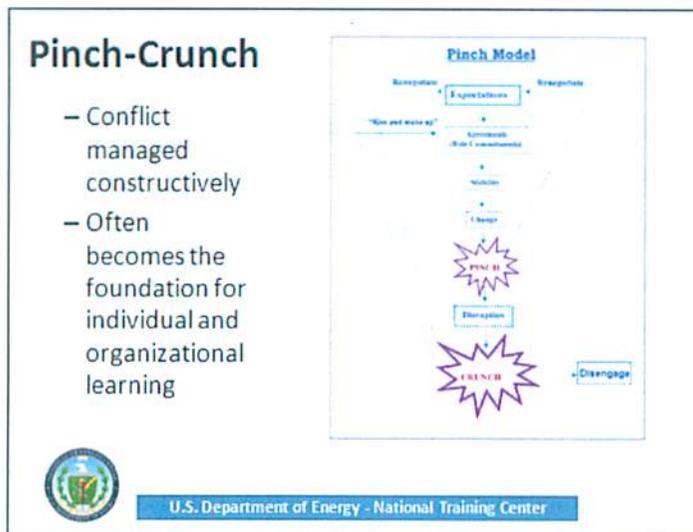


Fig. 34

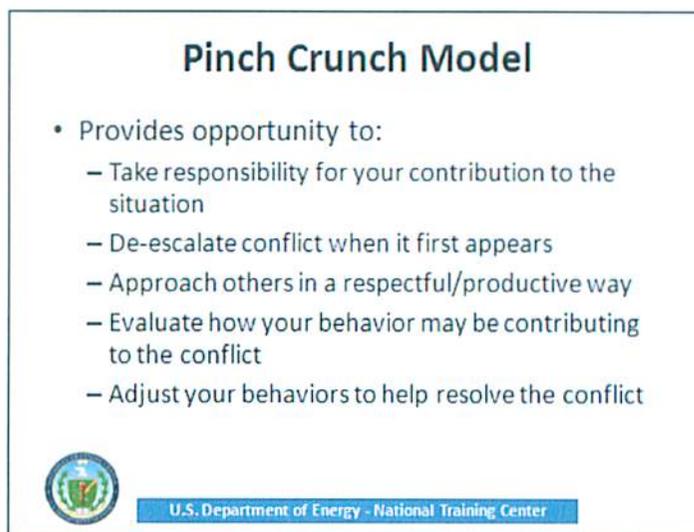


Fig. 35

Pinch-Crunch Model

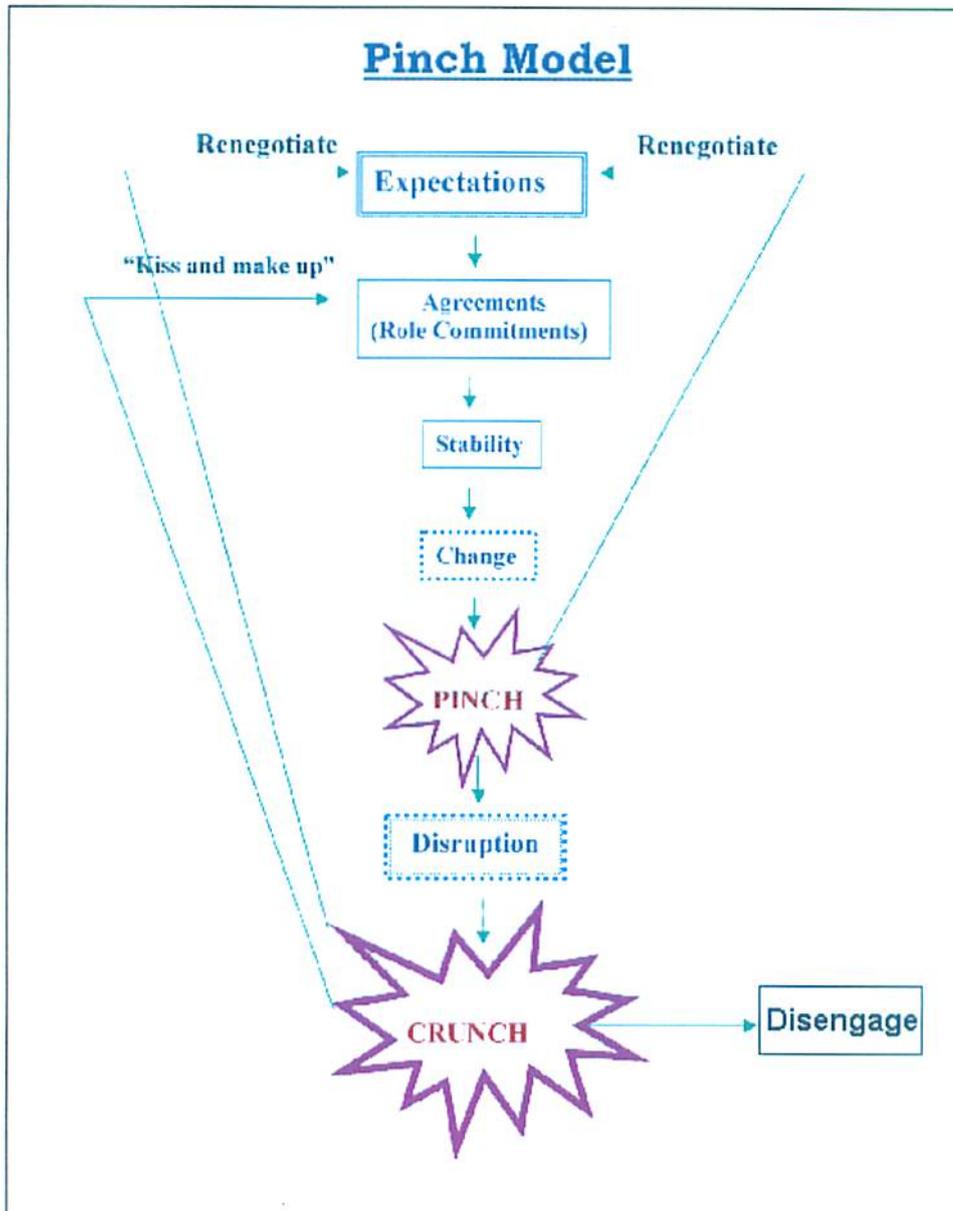
- Video

- How does this relate to SCWE?



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Fig. 36



Ladder of Accountability

Ladder of Accountability

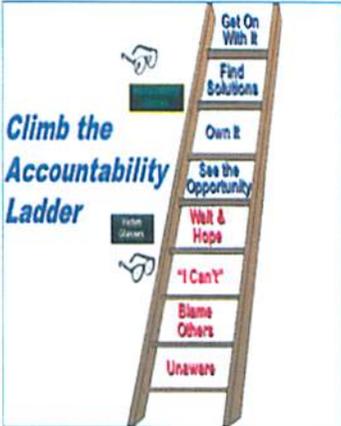
- Self-reflection tool to evaluate ownership and accountability of personal and organizational behaviors
- Provides objective way to:
 - Look at an issue and make deliberate decisions about how to approach the issue on a personal and organizational level
- Each situation has to be evaluated individually (you/your organization may be on a different step)
- Assists leaders in identifying underlying negative behaviors that undermine organizational performance

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Fig. 37

Ladder of Accountability

- Top 4 steps:
 - Focus on problem solving and movement to the future
 - Focuses on holding ourselves and each other accountable
- Bottom 4 steps:
 - Focus on sustained conflict and the past
 - Focuses on blaming others



Climb the Accountability Ladder

The diagram shows a ladder with 8 rungs. From top to bottom, the rungs are: 'Get On With It', 'Find Solutions', 'Own It', 'See the Opportunity', 'Wait & Hope', 'I Can't', 'Blame Others', and 'Unaware'. A hand icon is shown climbing the ladder from the bottom. A box labeled 'Value Creation' is positioned between the 'Wait & Hope' and 'I Can't' rungs.

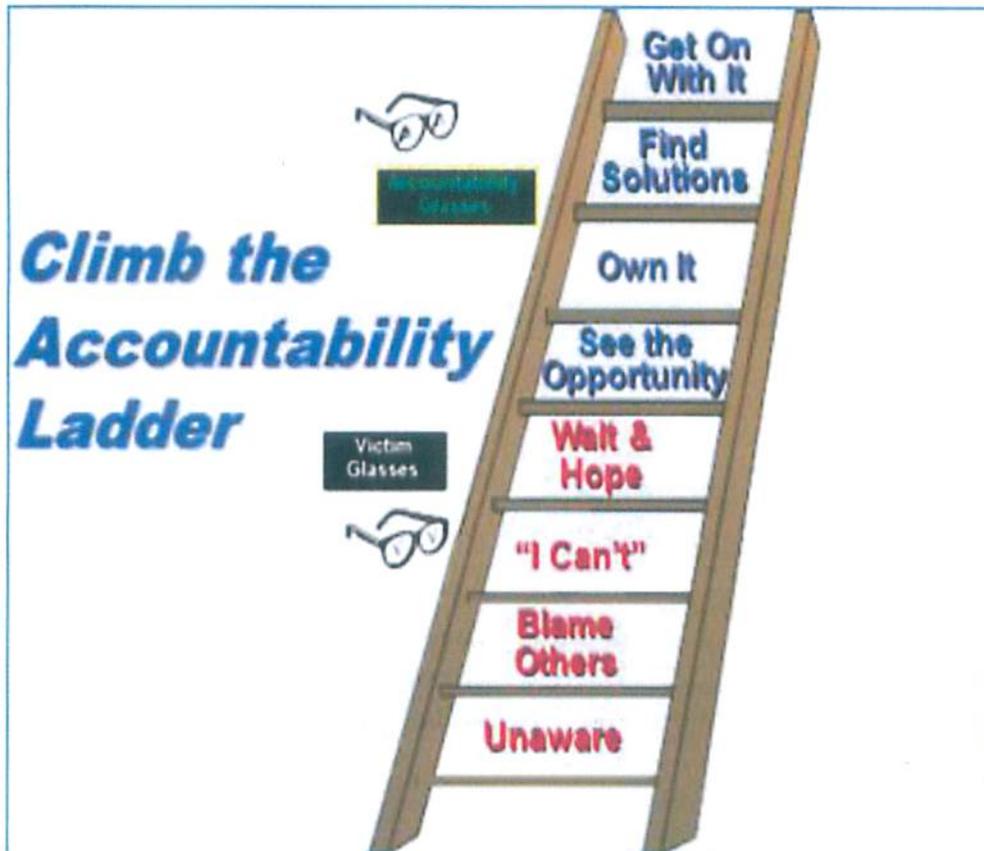
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Fig. 38

- Visual tool that provides individuals the ability to evaluate their individual behaviors as well the organizations behaviors for ownership and accountability
- Assists leaders in identifying underlying negative behaviors that undermine
 - An effective way to look objectively at an issue and make some deliberate choices about how you want yourself, and your organization to approach issues

Lesson 3: Blind Spots and Road Hazards--Sharing Lessons Learned

- Provides effective utilization of “positive” reinforcements to move behavior up the ladder
- The greater the percentage of employees/team members who choose stances in the top portion of the ladder, the greater the chance of successful collaboration to attain mission objectives and goals
- Lead by example and demonstrate the behaviors that consistently put you at the top of the ladder



Fair and Consistent Treatment of Employees

Fair and Consistent Treatment of Employees

- Before taking an administrative action, consider the potential impact on SCWE and whether it may create a chilling effect (that is, what message it will send)?
- If the action is necessary, how do you mitigate the impact on SCWE?



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Fig. 39

Walk-Abouts

Walk-Abouts

- Improves performance by providing direct management observation and oversight of work activities
- Helps reinforce expectations and improve communications between management and workers



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Fig. 40

Walk-Abouts

- Identifies and corrects unsafe conditions/behaviors
- Promotes two-way communication between management and the workers
- Builds trust
- Reinforces positive behaviors
- Including related safety culture considerations should involve minimal additional effort



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Fig. 41

- Managers and supervisors consistently observe work performed in the field and provide real-time feedback.
- Things that could prevent work from being successful (that is, error-likely situations) are identified and removed and discussed as appropriate.
- Expected behaviors are reinforced positively, and behavioral shortfalls are corrected.
- Work packages, procedures, work plans, and so forth are accurate, walked down, reviewed and ready.

Note: Timing is everything (no Friday afternoons)

Summary

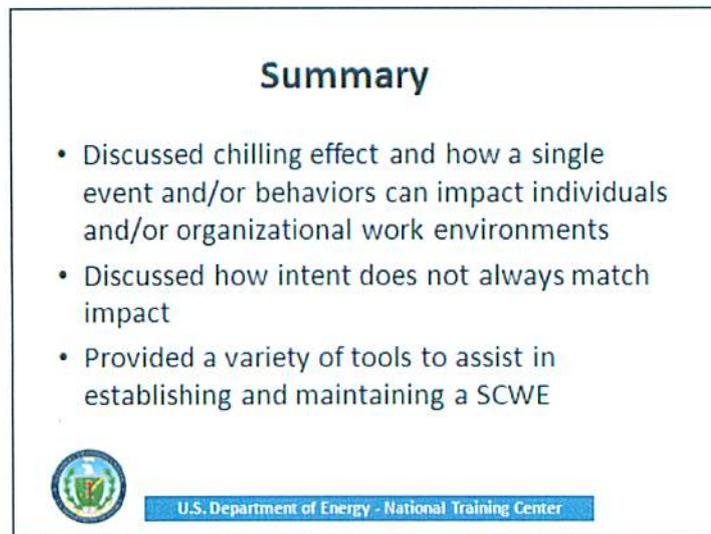


Fig. 42

This lesson provided foundational information and tools to effectively establish and mitigate a SCWE, as well as prevent and mitigate a chilling effect. Senior leaders and instructors also provided best practices from their experience that would help in the implementation of SCWE. You may be asked to find ways to apply these tools and best practices in the second part of the case study.

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Lesson 3: Blind Spots and Road Hazards--Sharing Lessons Learned

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Lesson 4: Shifting Gears, Gaining Ground, Utilizing Your Pit Crew and Toolbox--Case Study

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Lesson 4: Shifting Gears, Gaining Ground, Utilizing Your Pit Crew and Tool Box–Case Study



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Fig. 43

Lesson Overview

- Analysis of continued case study of SCWE issues
- Develop solutions based on additional information
- Debrief results on proposed solutions



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Fig. 44

Lesson 4: Shifting Gears, Gaining Ground, Utilizing Your Pit Crew and Toolbox--Case Study

Introduction

This lesson will challenge each group as they analyze part II of the case study. Senior leaders will analyze the additional data and develop new conclusions and recommendations based on the information provided in Lesson 4. Each group will debrief their results to the class and be prepared to defend their respective solutions.

Instructional Goal

The DOE Federal and/or contractor senior leader will be able to identify barriers to establishing a Safety Conscious Work Environment (SCWE).

Lesson Objective

4. 1 Given a complex case study involving a composite of a real situation encountered at DOE sites and working in small groups, locate the Safety Conscious Work Environment (SCWE) issues within the case study, develop/discuss proposed solutions to the issues and the impacts those solutions may have on the work environment (real or perceived).



Shifting Gears, Gaining Ground, Utilizing Your Pit Crew and Toolbox

Lesson 4 Instructions: This is a two-part exercise

Part 1: Small Group Exercise

- Break into your assigned small group
- Using the Lesson 4 case study, answer the following questions:
 - How has the new information changed the situation?
 - What risks exist to the organization?
 - What red flags do you see that you did not see before?
 - How did management contribute to the CWE?
 - How can you recover/mitigate this situation?
 - How might you have prevented some of these issues? In Lesson 3, you were provided with a variety of tools. Which tools could you have used to prevent this? Which tools can you use now? Why/Why not? How can these tools be leveraged to assist you?
 - What assistance do you need from others? What options do you have? Where can you get the assistance?
- Capture your group responses on a flip chart
- Select a spokesperson to present your responses to classroom

Part 2: Classroom Discussion

- Spokesperson presents responses to the classroom
- Respond to questions from classroom

Questions to discuss after reading the case study

- How has the new information changed the situation?
- What risks exist to the organization?
- What red flags do you see that you did not see before?
- How did management contribute to the chilled work environment?
- How can you recover/mitigate this situation?

Lesson 5: Ensuring You Reach Your Destination--Defining the First Steps for Your Journey Ahead

- How might you have prevented some of these issues? In Lesson 3, you were provided with a variety of tools. Which tools could you have used to prevent this? Which tools can you use now? Why/why not? How can these tools be leveraged to assist you?
- What assistance do you need from others? What options do you have? Where can you get the assistance?

Case Study Summary

Summary

- Lessons learned
- Tools used
- Roles and responsibilities for establishing and maintaining a SCWE



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Fig. 49

Lesson 5: Ensuring You Reach Your Destination--Defining the First Steps for Your Journey Ahead

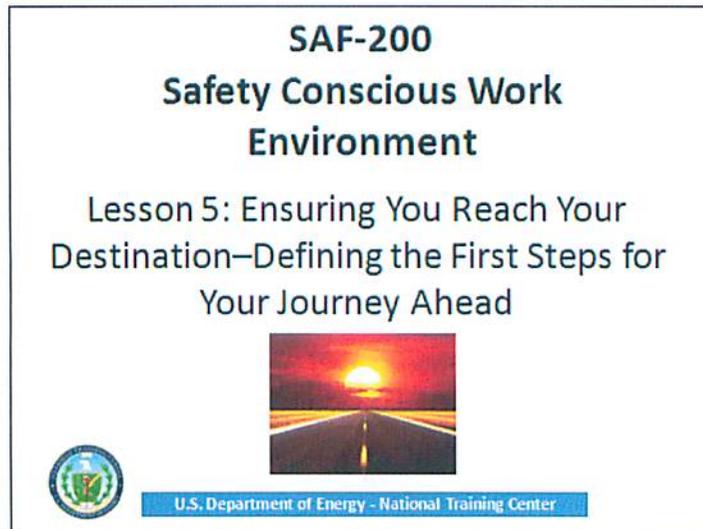


Fig. 50

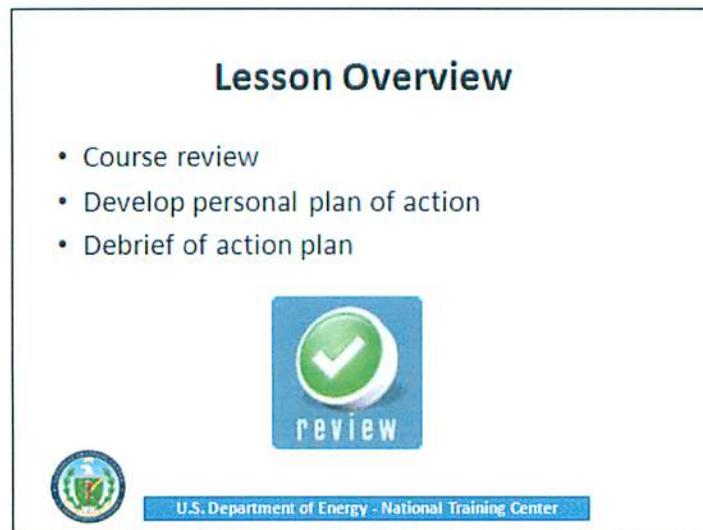


Fig. 51

Lesson 5: Ensuring You Reach Your Destination--Defining the First Steps for Your Journey Ahead

Introduction

This lesson will provide you with an opportunity to reflect on the lessons of today. Take this time to consider how your site would benefit from the implementation of a SCWE. We hope you use this time to consider goals as well as personal behaviors that might help in the implementation of a SCWE.

Instructional Goal

The DOE Federal and/or contractor senior leader will be able to implement a Safety Conscious Work Environment at their facility using the information provided in this course.

Lesson Objective

- 5.1 Using the information provided in this course, explain what behaviors the senior leader will need to demonstrate in order to establish a work environment that promotes trust, a questioning attitude, and a willingness to raise issues within the Department of Energy.

Lesson 5: Ensuring You Reach Your Destination--Defining the First Steps for Your Journey Ahead

Ensuring You Reach Your Destination

Course Review

Lesson 1: Preparing for the Journey That Starts With You--The Importance and the Necessity for Change

- Definition of SCWE
- Attributes/Behaviors of a SCWE
- Potential risks of **not** implementing SCWE
- Benefits of implementing SCWE
- Video from the Secretary of Energy

Lesson 2: Warming Up Your Engine--Case Study

- Worked in groups to analyze a composite case study
- Discussed conclusions of group work

Lesson 3: Blind Spots and Road Hazards--Sharing Lessons Learned

- Understand how your actions/behaviors affect your organization
- Intent versus impact
- Tools and resources

Lesson 4: Ensuring You Reach Your Destination--Defining the First Steps for Your Journey Ahead

- Analyzed continued case study of SCWE issues
- Developed solutions based on additional information
- Debriefed results on proposed solutions

Activity Instructions

- Review your pre-assessment document
- What behavior(s) will you change when you go back to your workplace?

- List two short-term goals and expected results
 - What will it look like/feel like?

 - How are these different from today?

Lesson 5: Ensuring You Reach Your Destination--Defining the First Steps for Your Journey Ahead

- List a way you will measure the progress of these short-term goals

Small Group Debrief

- Share at least one of the short-term goals
- Identify how you will measure this goal



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Fig. 53

Course Overview

- What did you learn today?

It's up to you –
Make it happen



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Fig. 54

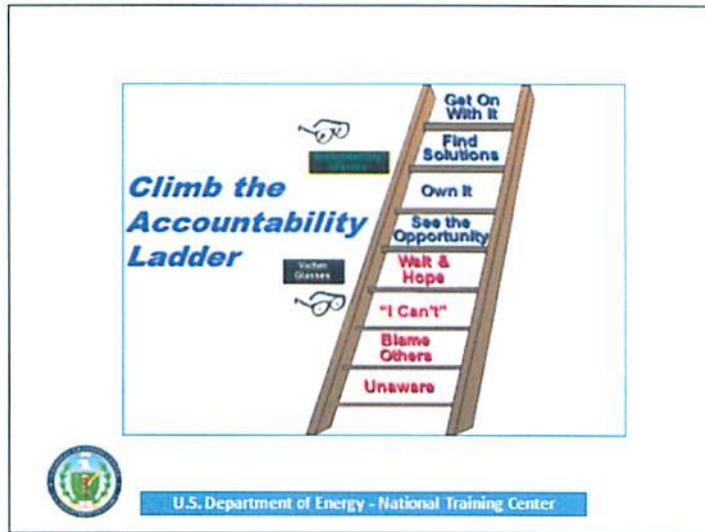


Fig. 55

