



Electrical Transmission & Distribution Partnership

Continuing Education Training -Safety Accountability

Presenter Guide

-3rd Quarter 2021

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Introduction

This Safety Accountability Refresher course is a presenter lead (supervisor, safety professional) process. The presenter may choose to augment the material with videos, handouts or other media to enhance the learning experience. The presenter may want to incorporate visual aids to enhance the presentation.

Using this material in combination with practical experience, good presentation skills and knowledge of adult learning techniques, the presenter has a greater opportunity to deliver the information.

Edgar Dale stated that 2 weeks after a learning event, adult learners remember:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say
- 90% of what they say while performing a task

Microsoft® PowerPoint® combined with good instructional skills and instructor/student dialogue work strongly in the fifty to seventy percent range. PowerPoint® presents the information to the attendee and the instructor summarizes the content of the slides. It is critical to engage and involve the attendee in the process. Ask open-ended questions that will elicit conversation and discussion but be cautious to maintain control of the discussion.

Conversation and scenarios are good but can cause the discussion to run long. If it seems like the group is losing focus during the course, the presenter can direct the group back on track by using comments like “Good discussion, but let’s get back to the subject at hand”.

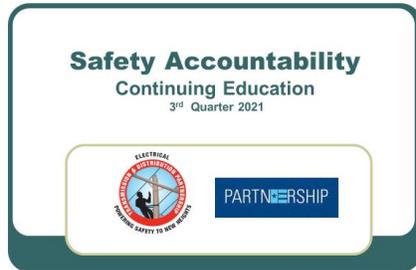
Another tool is the “Parking Lot” which is simply a newsprint chart or dry erase board or note pad where the presenter records questions/discussion points not answered or addressed during the meeting and that may require more research. It is vital to capture any ongoing discussions or questions on the “Parking Lot” and follow up when the information is known.

Deliver this refresher during the third quarter of 2021. Delivery time is approximately 45 minutes to 1 hour, in one setting or divided-up into two, 20-25 minute settings. The presenter may deliver the topic in a formalized meeting room setting using the PowerPoint slide deck or by using the three, key point sheets (located at the end of each session) as in a tailgate safety talk. It is critical that the facilitator makes him or herself familiar with the material prior to delivery.

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Begin session one

Slide 1

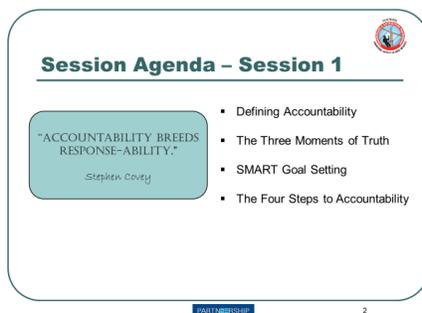


1-1

Introduce the module...

Explain that the intent of this presentation is as a continuing education training topic related to certain aspects from the **ET&D 10-Hour/20-Hour OSHA training class**, the **OSHA Partnership Best Practices**, and/or **incident trending analysis**.

Slide 2



We will be **defining Accountability** along with its benefits...

Discussing the **Three Moments of Truth**...

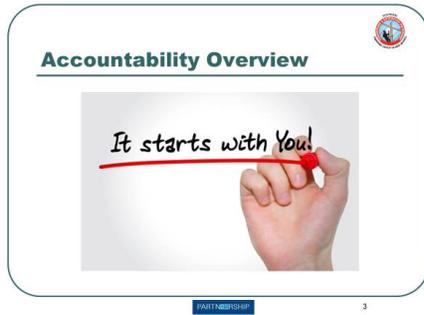
Introduce **SMART Goal-Setting** to clarify and increase your chances for success

And finally, we will introduce the **Four Steps to Accountability**

Transition

Let's get started.

Slide 3



READ...

Accountability means getting employees to do what you need them to do, so your team and organization **can be successful**.

Transition

To start our conversation, let's think about the main reasons **WHY** people **don't do** what you need them to do.

Slide 4



Review the items within each box on the slide.

READ... Keep in mind that a strong system of accountability addresses all of the issues listed here.

Pause and then read below...

So...have you ever noticed any of these issues in your past or current role?

Transition

Ask (student) to head over to News Print Chart and then ask the class.....So... what is accountability anyway?

Slide 5



Ask participants for their own ideas of accountability:

What is accountability?

What does it mean to you and how can we apply it here?

Some potential answers might be. . .

Taking responsibility for your role or actions

Doing what the boss wants you to do

Owning up to an outcome that your actions helped to produce whether positive or negative

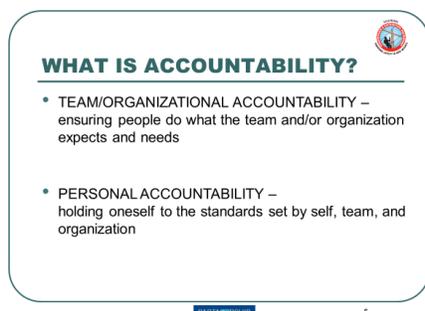
Discipline (someone usually says this one. While discipline is certainly a part of accountability, it is by no means the main part. It's the last step.)

Webster's Dictionary defines "accountability" as "the quality or state of being accountable; an obligation or willingness to accept responsibility for one's actions."

Transition

Now let's take a look at the **two main types of accountability** and consider both for a moment.

Slide 6



Let's take all of the examples you just provided and see which category they fit into.

But first, take a moment to review the difference between **team/organizational accountability** and **personal accountability**. They both play a vital role in creating a successful environment.

Ask employees to assist...by giving an example of a T/O for Team/Organization or P for Personal accountability

Take two minutes to review examples from the previous discussion and identify them as personal or team/organizational.

Then ASK:

As a leader, which type of accountability are we discussing when you try to hold others accountable?

ANSWER: Team/Organizational

This is the type of accountability we'll be discussing during the remainder of this module.

However, if we do our job well as a leader, **each individual team member** should take **personal accountability** for their role.

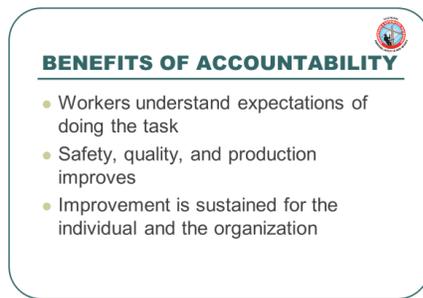
But our main question is this. . . What does a leader need to do every day to make sure their direct reports do what is needed to keep themselves and others safe?

After **WE** complete this module, you should be able to answer that question with confidence and do those things every day.

Transition

Now let's take a look at some of the **benefits** of **strong accountability**.

Slide 7



BENEFITS OF ACCOUNTABILITY

- Workers understand expectations of doing the task
- Safety, quality, and production improves
- Improvement is sustained for the individual and the organization

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When we build **strong accountability**, improvement efforts are sustained over time.

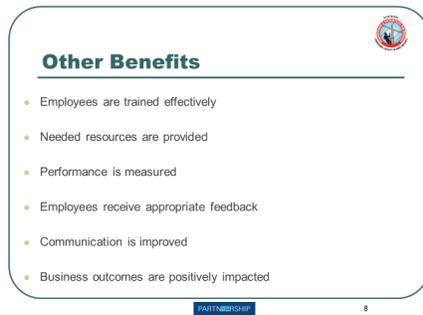
Without it, people will eventually go back to doing what they have always done before.

Desired changes in behavior **will not** be sustained.

Transition

Here are some **ADDITIONAL** benefits of a strong accountability culture:

Slide 8



Slide 8 features a title 'Other Benefits' in a blue box at the top left. To the right is a circular logo with a red border and a white center containing a blue figure. Below the title is a list of six bullet points, each preceded by a small blue circle. At the bottom left, there is a blue rectangular button with the word 'PARTNERSHIP' in white capital letters. At the bottom right, there is a small number '8'.

Other Benefits

- Employees are trained effectively
- Needed resources are provided
- Performance is measured
- Employees receive appropriate feedback
- Communication is improved
- Business outcomes are positively impacted

PARTNERSHIP 8

Here are some other benefits of a strong accountability culture:

Employees are trained more effectively

Needed resources are provided with less push-back

Performance is always measured

Employees receive appropriate and continuous feedback

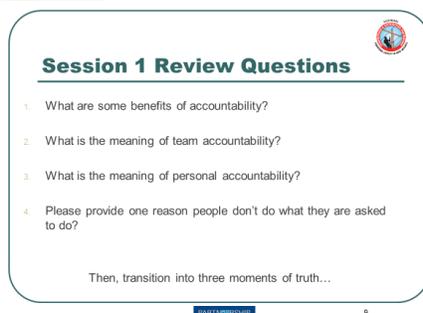
Communication is improved

Business outcomes are positively impacted

Transition

Next, let's discuss a **few review questions** to make sure we are catching on to the key take-aways...

Slide 9



Slide 9 features a title 'Session 1 Review Questions' in a blue box at the top left. To the right is a circular logo with a red border and a white center containing a blue figure. Below the title is a list of four numbered questions, each preceded by a small blue circle. At the bottom, there is a line of text: 'Then, transition into three moments of truth...'. At the bottom left, there is a blue rectangular button with the word 'PARTNERSHIP' in white capital letters. At the bottom right, there is a small number '9'.

Session 1 Review Questions

1. What are some benefits of accountability?
2. What is the meaning of team accountability?
3. What is the meaning of personal accountability?
4. Please provide one reason people don't do what they are asked to do?

Then, transition into three moments of truth...

PARTNERSHIP 9

1. Workers understand expectations of doing the task...safety, quality, and production improves... and improvement is sustained for the individual and the organization
2. Ensuring people do what the team and/or organization expects and needs
3. Holding oneself to the standards set by self, team, and organization
4. They didn't know you wanted them to do it

Next Slide...

Slide 10

Session Agenda - Session 2



- The Three Moments of Truth

PARTNERSHIP 10

REMEMBER... Accountability **isn't** something we do once and forget about it.

It's an **Everyday Activity** for us as leaders.

To build a strong culture of accountability, you must optimize **three moments of truth** in which we, as leaders, must demonstrate at a high level of skill every day.

Slide 11

THE THREE MOMENTS OF TRUTH



1. At the beginning:
 - of a new relationship with an employee, or
 - when new expectations are assigned
2. Every day as we interact with our employees, and
3. During a periodic summary discussion of performance with each employee

Let's discuss them one at a time

PARTNERSHIP 11

Read slide...

Let's discuss the **three moments of truth** when our skill as a leader must be strong if we are to build a culture of accountability.

Transition

Now let's look more deeply at each one individually.

Slide 12

Moment of Truth #1

- At the beginning
- When new expectations are assigned
- New procedure
- New equipment
- New job activity

THE BEGINNING

PARTNERSHIP 12

The first moment of truth is at **the beginning of a relationship** with a new worker or when new expectations are assigned to existing workers.

Those new expectations might be a **new procedure**, a **new piece of equipment**, or even a **new job activity**.

For the new employee, we have to start off on the right foot by helping them **gain understanding** of what's expected

How they will be trained, the **resources they will need** to do their work safely

How their performance will be measured, what **feedback they can expect** from you as their leader

And finally... how you'll need to communicate with each other to be most effective.

It may even begin during the **onboarding process** or when you **first meet with your foreman**.

Transition

So, what happens in **Moments of Truth No. 1?**

Slide 13

Moment of Truth #1

AT THE BEGINNING

- As soon as relationships begin, or when new expectations are assigned
- Share your intent
- Communicate to create accountability
 - Job role expectations
 - Training and resources needed
 - How performance will be measured
 - How feedback will be given
- Agree on how to communicate the difficult messages

PARTNERSHIP 13

Read the bullets on the slide.

Then ask the class to give an example of ...

Share your intent as the leader of the team.

You might say something like . . .

I want to create a high-performance team that is willing to strive each day to set the standard.

I've selected you to be a part of it because I felt like you had the unique set of skills and talents to help us perform at an **ELITE** level and I'm excited to have you as a part of our team.

Communicate to create accountability.

You might say something like . . .

Let's take time to review **what will be expected of you in your new job role**, the **training and resources** you'll need to be able to fulfill those expectations well, **how your performance will be measured**, and **how I will provide you feedback** as we go along.

Then, you'll review those things with the new employee. Explain their job role expectations – what you'll expect them to do every day.

Inform them how they will be trained to do those things well, so they'll know exactly what "good, safe performance" looks like.

Let them know you'll allocate resources effectively so they can do their work safely.

Inform them that it's your job to pay attention to their performance every day and provide feedback based on what you observe – positive recognition for working safely and accurately and coaching to improve when you see them working unsafely or incorrectly.

Lastly, you'll want to **agree on how to communicate the difficult messages.**

Sometimes, difficult messages are hard to deliver and hard to receive. When someone is not doing what you've asked them to do, there's a chance it could create conflict when you try to address it.

It's best to discuss this now before anything happens than to stumble upon it on the spur of an awkward moment.

You might say something like this . . .

I've learned over the years that sometimes, when I need to give you critical feedback, it could have the potential to create conflict. I don't want that to happen. I need you to understand that it's my job to pay attention to your work every day and provide you feedback based on what I observe. To avoid the conflict, let me ask you a question. If I see you doing something unsafe or incorrect, how would you like me to approach you?

(Pause for a moment and let them try to answer. Many times, people have a hard time with this question, probably because no one has ever asked it of them. After they've had a chance to consider it, move on with your conversation.)

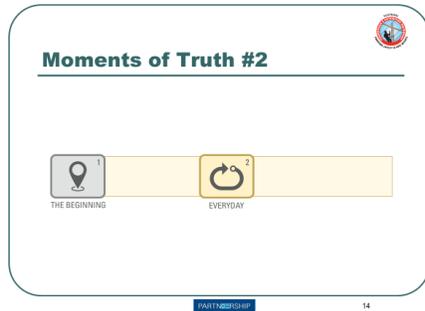
I realize that may be a difficult question to answer. Perhaps it would help if I told you what I'd like you to say to me if you see me doing something you don't understand or that appears to you to not make sense. I would appreciate it if you would simply give me a brief heads-up before offering your critical remark.

Say something like... Do you remember when you said you wanted me to give you feedback if I saw something I didn't understand? Is now a good time for that?' That heads-up will help me prepare to receive your critical remarks and it should go much better for us in the process. I'll do the same with you and let's just remember that we want to work together to perform at the highest level possible and we all make mistakes sometimes or come across to others in a way that doesn't make sense. My job is to make sure you understand what's expected, what good looks like, and that you do those things every day. And I need your help to let me know when I'm coming across to you in a way that doesn't make sense to you as well. Can we agree to communicate like that? And in the process, let's remember that we have each other's and the team's best interest in mind.

Transition

Let's take a look at the second moment of truth

Slide14



Moment of truth No. 2 is “every day” as we interact with our folks.

Accountability is an everyday activity. Now, let's explore exactly what that might look like on the next slide.

Click to the next slide.

Slide 15

Slide 15: Moment of Truth #2. The slide title is 'Moment of Truth #2'. Below the title is the text 'EVERY DAY' and 'As you interact with each other...'. There is a list of four bullet points: 'Pay attention to what people are doing and provide feedback', 'Recognize what's right and provide positive re-enforcement', 'Coach to improve what's wrong and provide focused feedback', and 'Reinforce standards and expectations at every opportunity'. An image of two workers in safety gear is on the right. A small circular logo is in the top right corner. The slide number '15' is at the bottom right.

Read below first...

This is where the rubber meets the road with accountability and it's also where most of us struggle a bit.

It's your job as a leader to pay attention to the work of everyone who reports to you and provide them feedback every day.

This takes time, but without it, who knows what your people will be doing. Paying attention to their work requires intentional effort on your part. The more direct reports you have, the more work you have to do.

If you work in the same geographic location as your direct reports, you can observe their performance most of the time simply by going about your daily duties and observing them in the process.

However, if you work remotely from one another, it's a bit more challenging. You will need to develop communication routines, or what we like to call a “cadence of accountability” in your communication to follow-up with others.

You'll need to ask them targeted, detailed questions about what you expect them to do, so you can get input on their execution of duties. A good resource for you to consider to help you with this is a book titled **The Four Disciplines of Execution** by McChesny, Covey, and Huling.

Once you've observed their performance, you then have a responsibility to provide feedback based on what you observe. If you notice them working safely and accurately, you should provide them with positive recognition.

Positive Recognition is the single-most powerful thing you can do to steer them toward safe work and reinforce what you expect them to do.

It's easy, positive, and should be well received.

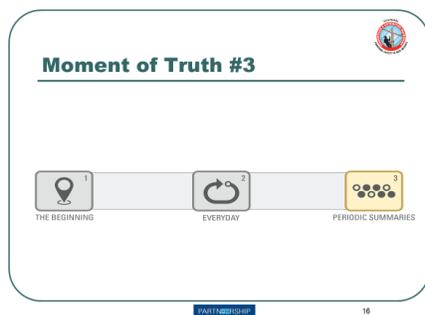
Transition

By paying attention every day to the performance of your direct reports and providing them appropriate feedback on what you observe, you are **reinforcing what's expected, re-training when needed, and steering them toward safe and accurate work.**

It's the work of accountability that's most critical.

By paying attention every day to the performance of your direct reports and providing them appropriate feedback on what you observe, you are reinforcing what's expected, re-training when needed, and steering them toward safe and accurate work. It's the work of accountability that's most critical.

Slide 16



Moment of Truth No. 3 is “the periodic summary” discussion.

Every so often, you'll need to have **about an hour conversation** with each **direct report** to **summarize** how things are going and what you'll both need to focus on in the near future.

Let's take a look at what that might look like in practice.

Click to the next slide. . .

Transition

What happens in the third Moment of Truth?

Slide 17

Moment of Truth #3

PERIODIC SUMMARY DISCUSSIONS

- For employees
 - One hour, once per quarter
 - Prepare them for what will be discussed
 - Past performance
 - Current status
 - Future goals and development needs
 - Employee does most of the talking



PARTNERSHIP 17

For hourly employees, the conversation might look something like this.

(Review the bullets on the slide)

It's best to let the employee do most of the talking with you asking questions like this. . .

Talk to me a bit about your performance over the past few months. What's gone well and what have you been challenged by?

If we were to do an official performance evaluation today, how would you assess your performance so far this period?

What do you see happening in the near future? Do you have any development needs I can help you with? What else do you need from me?

You'll also need to be prepared to provide feedback on these questions from your perspective, especially if you see things differently.

One way to mitigate that would be to have them prepare their thoughts on these questions ahead of time, give them to you so you can review them, and you can prepare your thoughts accordingly.

The conversation should last about an hour and should be very positive and reinforcing in nature. This is not the time to reprimand or discipline. Those actions should be taken as soon as low or poor performance is observed. This is a time for summary discussion and clarification.

For more on this topic see **First Break all the Rules by Marcus Buckingham.**

Transition

If you're a leader of a leader, it may look a little bit different

Slide 18

Moment of Truth #3

PERIODIC SUMMARY DISCUSSIONS

- For leaders
 - One hour, once per month
 - Structured according to what's important
 - Subordinate does most of the talking
 - Discuss SMART goals that have been established



Leaders of leaders usually have this type of discussion much more often.

Many times, leaders have performance goals for their teams that are more clearly defined in numeric terms.

If that's the case, the conversation should revolve around progress toward those goals.

All the other rules about letting them do the talking, asking questions, and making it positive still apply.

Transition

Many companies use the **SMART goal-setting process** with leaders. Here's what that looks like.

Slide 19

SMART GOAL-SETTING

- S – Specific
- M – Measurable
- A – Actionable, Accurate
- R – Realistic, Relevant
- T – Time-bound



SMART goal-setting provides a process for making sure goals are clearly written for the best chance of accomplishment.

The goals should be:

Specific (you want to improve, increase, or decrease something; should be able to count, rate, or rank the result with a number)

Measurable (the metric is a number that can be measured)

Actionable (by doing certain things, you can impact this result)

Realistic (a stretch goal, but achievable)

Time frame (by a specific date; there is a specific performance period during which you are expected to achieve this outcome.)

By rule of thumb, the more clearly a goal is stated, the more likely it is to be achieved.

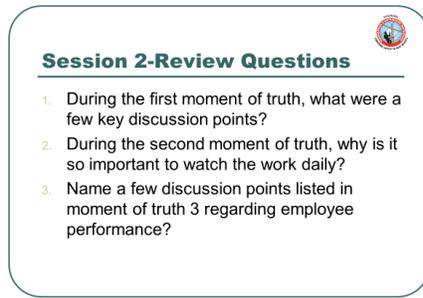
The SMART goal-setting process helps you accomplish this.

Note: if the organization has its own method of leader performance measurement, it should be reviewed here in this section.

Transition

Now that we've reviewed the **three moments of truth** where we must be highly skilled to create strong accountability, let's review **the four basic steps to creating accountability**. This will form the remainder of our discussions during this module.

Slide 20



Session 2-Review Questions

1. During the first moment of truth, what were a few key discussion points?
2. During the second moment of truth, why is it so important to watch the work daily?
3. Name a few discussion points listed in moment of truth 3 regarding employee performance?

Answers:

Question #1

- As soon as relationships begin, or when new expectations are assigned
- Share your intent
- Communicate to create accountability
- Job role expectations
 - Training and resources needed
 - How performance will be measured
 - How feedback will be given
- Agree on how to communicate the difficult messages

Question #2

As you interact with the crew members...

- Pay attention to what they are doing and provide feedback
- Recognize what's right and provide positive re-enforcement
- Coach to improve what's wrong and provide focused feedback
- Reinforce standards and expectations at every opportunity (no less than daily for best results)

Question #3

For employees...

- One hour, once per quarter
- Prepare them for what will be discussed
- Past performance
- Current status
- Future goals and development needs
- Employee does most of the talking

Slide 21



These are the **four steps to accountability** that we will study in detail in a future session.

Step 1 is to clearly define what's expected and plan the work. This is a critical first step. It's important to get this right because the remaining three steps are related to these expectations.

Step 2 is to equip your direct reports with the training and resources they'll need to perform their defined expectations safely and accurately.

Step 3 is to measure performance daily. As we've discussed before, measurement simply means to pay attention to their work. You do this every day as you interact.

Step 4 is to provide appropriate feedback – positive recognition for safe and accurate work; coaching to improve for unsafe or inaccurate work.

During the next session, we'll take a deeper look at each one of these so you can learn exactly what you need to do every day to drive accountability into your team.

