



Building the Basin: Supervision

Facilitator Guide



MODULE I: CULTURE

- Session Kickoff: (Low information Introduction)
- Welcome everyone and state the name of the course: Permian Basin Orientation course

Facilitator Notes:

Do not brand this course (in facilitation or feedback) as a **Safety Training**, and do not specifically note Life Saving Actions (LSAs) until it is specified in the facilitator notes.

While LSAs are important elements in the course (to be covered in the second and third modules), the first two modules are meant to begin to develop an awareness and value for the culture and collaboration of the Permian Basin (PB).

It is critical that before we discuss the practical practice of the LSAs, that participants feel that they are a part of the culture, that their actions are important to the culture, and that everyone working together in the PB is collaboratively responsible.

	I OBSERVED	MAIN POINTS AND NOTES
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Course Goal

The Goal of this course is to improve the operational performance by **building** on to the **Experience of Permian Basin Supervisors** by...

- Better understanding the structure of the Basin, and what's at risk
- Working toward improving the Basin's **safety culture**
- Leveraging the value of **leadership tools** for safety, leadership and team development
- Committing to the principles of **safety culture, performance improvement and leadership**



SAY:

- OK, let's get started.
- At the beginning of any course, you always see a slide that says "COURSE GOALS"...
- And usually people in any training use this time to check their emails, or Facebook... or anything else rather than listen to someone blah blah blah about something only important only to the facilitator...
- BUT... really knowing what the COURSE GOAL is, is the key to you better understanding what we are trying to do (point down)... IN HERE.... So, you can make the changes we need (point outward)... OUT THERE
- Let me explain... The course goal really isn't for you... it is a statement of what the businesses in the Permian Basin want to have change in the Basin.... It's why this course exists, and why you are sitting here.
- So, what we want to do here, is to build on your experience as supervisors.
- **FIRST**, we will examine the value of the Permian Basin, and demonstrate how close you really are to critical areas, that could shut down a significant part of this operation, and what impacts that might have to us, our industry... and the global oil markets.

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(cont.)

SAY:

- **SECOND**, we will talk about a culture that value safety... I don't mean valuing staying out of trouble... I mean a CULTURE where safety is the (say slowly... emphasize and pause after each statement, let the words sink in):
 - foundation...
 - the thing we build on...
 - the first consideration... for operations...
- **Third**, we will look at the safety and procedural tools that you are already sick of.... I mean using and... and show you that they are extremely valuable in not only seeing hazards that you may not be aware of, BUT also GREAT tools for the development of your team members. How great it would be to develop team members to be risk awareness leaders!
- **Lastly**, we will ask you to reflect on what we covered in this course, and make a commitment to...(point to the root of the goal)... improve on the Permian Basin's Operational performance, by leveraging your experience... and what you've learned in this course...

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What if?

- Emergency Evacuation
- Test Schedules
- Exits and Muster
- Restrooms

DO:

Before beginning the training sessions, contact the building supervisors to determine:

1. The Emergency Evacuation protocol (alarms, what they mean, etc.)
2. Are there any tests scheduled? (If there are, be prepared to give instructions before your participants evacuate.)
3. Point out, and demonstrate (with pointing), the evacuation routes. Ask who will lead the class out, and who will go last.
4. Note your break schedule, and the locations of the washrooms, and kitchen.

	I OBSERVED	MAIN POINTS AND NOTES
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SAY:

OK, let's get started on Module I:

We are going to start off with the Module entitled "CHALLENGE".

I know that there is no need to talk to you about the fact that work in the Permian Basin is Challenging. BUT we all have different challenges, and a workshop like this lets us get to know the challenges of others, AND we can help each other figure out how to work through them.

Now the other thing we all have in common is the fact that we are all supervisors. From our boss' perspective, it's our job to complete work safely. But we also have to consider what our responsibilities are to our teams, and to the Permian Basin altogether.

This is what the training will be about: How to serve as a leader for the Permian Basin, our employers and our teams. That's the challenge.

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Module One Objectives

- Understand how the Permian Basin Operates and creates value
- Gain awareness of who else works in the Permian Basin
- Begin to understand the necessity and value of working together

SAY and DO:

First things first:
Briefly introduce yourself

Name

Organization

Years’ experience

I do want to get to know you all too, but first it’s best to get to know yourselves a bit too.

When we are done with this module, you will be able to:

1.

Describe to your family and friends how the Basin works and YOUR critical place in the process.
2.

Have a better understanding of the other people working in the Basin, what they are doing and how their work connects with your work, and lastly,
3.

Hopefully come to the conclusion that if we don’t all work together, our work is not only harder, but can become very, very dangerous... OK? So, let’s jump right in!

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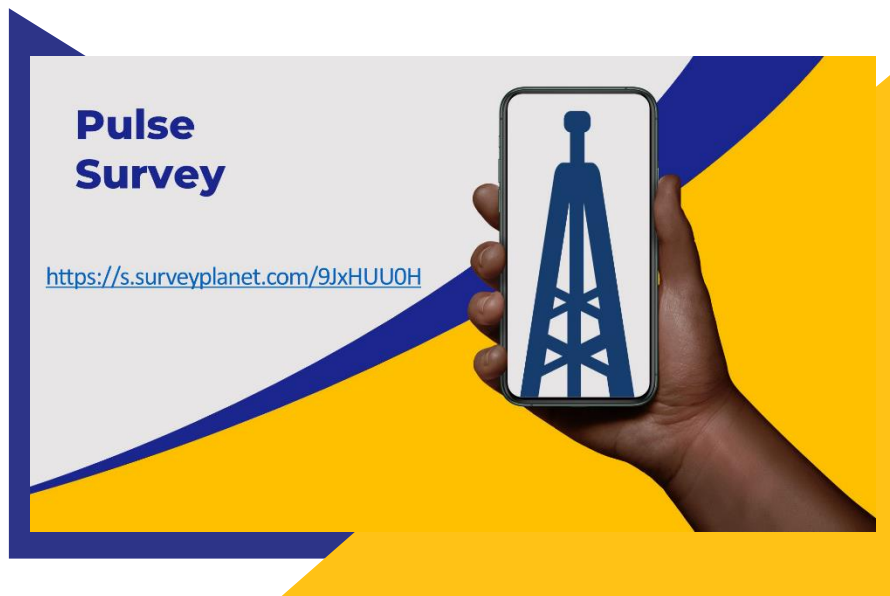
SAY:

So, we are going to have you all do a bit of a fun survey, that asks some... ODD... questions, probably questions that you were not expecting today.

We are calling it your **Pulse Check**, and it will help use in our discussions around a term we call Risk maturity....

So, take the quiz, **be HONEST**, and have some fun.

	I OBSERVED	MAIN POINTS AND NOTES
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DO:

- Instruct participants to complete Risk Maturity Survey.
- Facilitator directs participants to the website in their email.
 - o If Participants do not have Internet-connected devices, they use facilitator's, course-provided devices or last resort, a paper version.
 - o Facilitator directs the participants to complete the survey (nine questions).
- Tell them to take their time and answer truthfully.
- Survey results delivered instantly to facilitator's device (Discuss).

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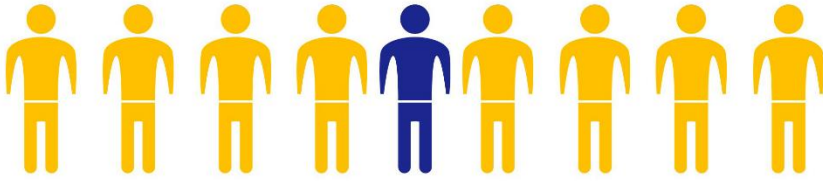


DO:

- Discuss the survey results that were delivered to facilitator's device.
- Sort groups heterogeneously for multi-maturity discussions and perspectives.
 - o Results delivered in ranked order and separated by quartiles.
 - o Each group has a member from each quartile. NAME INDIVIDUALS within each group; A,B,C, OR D.
- Facilitator groups teams and assigns numbers (identifiers) to each group.

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Who Are You?



DO (Part I):

INTRODUCTION ACTIVITY:

Facilitator Notes: While this is an introduction activity, its instructional purpose is to illustrate the formation of micro-cultures (grounding on commonalities, common tasks) and then a creation of identity around the otherwise arbitrary and sometimes chance elements.

The activity is structured to create diversity within the groups (grouping by scoring in the survey), followed by an activity that creates a unifying identity (name and mascot), and then an activity that creates a work-focused culture (consensus).

IT IS CRITICAL that the facilitator be observant in the formation of these cultures, note examples of these stages, and use them as the foundation for questioning and challenging. Direct attendees to:

- Introduce each other (within the groups of four).
- Exchange name, (job/role) in the PB, what company, and how long they have been practicing their trade.
- Find five things that everyone has in common.
- Select a name for their groups, something that identifies them to the rest of the class HID: They are creating a micro-culture, based upon their commonalities.
- Create a team name and select a mascot (animal, car type, etc.).
- Record information on white-board or flip chart.

Facilitator asks if teams have completed these tasks (do not ask them to report yet).



Who Are You?



DO (Part II):

When all groups report completion of the introductory task, ask them to discuss and come to a consensus on the answer for the first survey question (50k game show award).

Describe what a consensus is (general agreement based upon discussion and compromise... Not a vote (three minutes).

*****Facilitator observes the group dynamics and discussions (shared ideas or is someone driving the conversation)**

- Animated, passionate, passive, democratic?
- Group members share/compare answers decide on consensus choice.
- When teams have completed all tasks, ask for a volunteer to report out (do not give them a warning; this will require them to select a presenter/leader, under time stress).

Facilitator Notes:

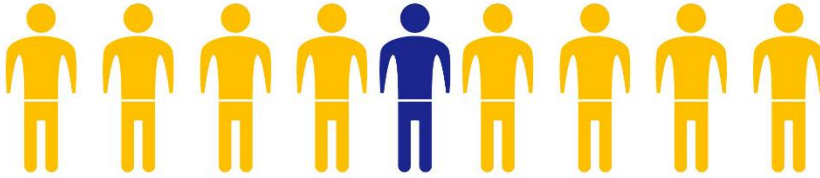
Note who is selected as presenter/leader, and how quickly they select. Was it someone who domineered the discussion? Was it difficult to select (illustrates shared status in the group)?

It is CRITICAL that the same person be the leader/presenter for the first two sections of this module.

- Facilitator directs the group presenter/leader to report-out first names (only) of the group members, their team name, and their mascot, and the one thing that they all have in common.
- Facilitator affirms and welcomes the group.
- Repeats the first question and asks the first reporting team what they decided was the best answer.
- Facilitator asks for clarification, explanation, justification... prompts other groups to react...
- Presenter is group leader for the rest of the module.



Who Are You?



DO (Part III):

Facilitator asks presenter/leader about group dynamics and follows up by asking other group members if they agree with the presenter/leader's assessment of the working dynamics.

Facilitator Notes: Do not use the word "culture," but they will be reflecting on their group as a culture.

- Did one person take over the group?
- Did group members accept challenges to their thinking?
- Did the group come to a consensus by deliberation, or some other way?
- Did you feel heard?

The Facilitator will not process the culture dimension here, BUT will ask the groups questions that may reveal the forming of the culture...

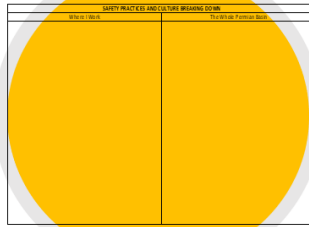
Facilitator ends this section with affirming statements AND directs the groups to keep the same presenter/ leader for the rest of the module.

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OBSERVED AND EXPERIENCED SAFETY ISSUES

ACTIVITY

1. Think about what is working and not working around safety (culture and operations)
2. Work with your group to compile your table's list
3. Present a list to the classroom
4. Let's discuss and produce a group list



DO:

Engage participants in a discussion activity to prompt recall and discussion of the breakdowns of safety practices and culture where they work (15 MINUTES).

SAY:

We all are aware that the work we do can be risky.

But since we work in different areas, doing different work, we might not think that an issue extends beyond our jobs. Or on the other hand, we might think that the risk exists everywhere, when it does not!

ASK:

First take sixty seconds to think yourself of some of the safety issues and attitudes (these attitudes might be a big part of what makes up your culture),

Then, take three minutes to discuss them with your table group. Look for commonalities, and look for ones that might exist only on your site...

List them on the flip chart in two columns, common to all of the PB, and unique to me/us.

DO:

Have each group rotate to the chart one station over from theirs.

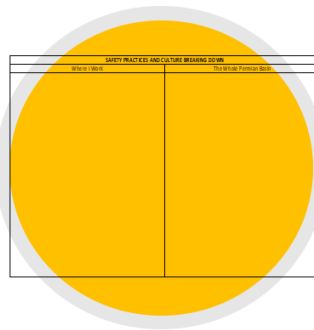
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OBSERVED AND EXPERIENCED SAFETY ISSUES

ACTIVITY

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3. Present a list to the classroom
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(cont.)

ASK:

Ask each group to present and interpret the lists of the other groups.

Ask if any don't make sense.

Ask if there are any that they would challenge.

Guide and facilitate the discussion to begin to establish the discussion nature of the workshop.

DO:

After the discussion, have each group pick one issue from their list, and capture the tops ones on a flip chart at the front of the workshop area.

After the activity, make sure that this list stays visible for reference.

FACILITATOR CORNER:

Trainees know things about what's going on in the field that we will never know. Ask them questions, draw out their experience of where safety practices and safety culture are breaking down in their workplace. Write down what they say. This list becomes the anchor of the course, personalizing it to them and their experience. Frequently reference the items on this list throughout the course.

	I OBSERVED	MAIN POINTS AND NOTES
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Permian Basin Operations

- 4.2 Million Barrels of Oil A Day
- Employs More Than 260,000 Oil-Related Workers
- Covers 86,000 Square Miles
- Most Active Basin in the World
- 20% of All US Oil Production



SAY:

Visual Representation of Permian Basin operations

Facilitator directs groups to construct a PB visual model of how the region produces goods and services.

Provide participant groups with material needed (Markers, flip-charts/white board).

Give the participants a brief overview of the PB's size:

- Energy security for US and the World
- Millions of Barrels of Oil A Day
- Employs hundreds of thousands of Oil-Related Workers
- Covers 86,000 Square Miles
- Most Active Basin in the World

Bottom line, this is an incredible place to work and grow!

	I OBSERVED	MAIN POINTS AND NOTES
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THE PERMIAN BASIN VALUE CHAIN

ACTIVITY

PART ONE

1. Draw a picture of how the Permian Basin **MAKES MONEY**
2. Do not use any WORDS
3. You have **10 minutes**



DO:

Direct participants to draw a representation of HOW the Permian Basin produces goods and services OR how it makes money (10 minutes).

Facilitator Notes:

- Do not give too much guidance.
- It is valuable for individuals to realize that they only have a small (stove-piped or myopic) understanding of the region, from their perspectives.
- This will connect with the concepts of micro-cultures in the next section.

When it appears that the drawings are almost complete, facilitator directs each group to label their drawing with their group's name.

- Facilitator directs participants to rotate (move to the white-board, flip chart on the right).
- Direct the groups to translate the drawing at their new workstation.

After three minutes, ask the participants to explain the boards they interpreted.

	I OBSERVED	MAIN POINTS AND NOTES
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THE PERMIAN BASIN VALUE CHAIN

ACTIVITY

PART TWO

1. Return to your Value Chain
2. Draw red (**Rs**) wherever there is a risk to the supply chain (Max 5)
3. You have **30 seconds**



DO:

After the ten minutes, ask the participants to explain the boards they interpreted. Facilitator processes this point through discussion:

- What may be clear to you, may not be clear to others. Their perspective of the processes and YOUR ROLE in that process may be misunderstood, just as they may misunderstand yours.
- Direct the participants to **return to their maps** and make any adjustments to make them clearer, more accurate and generally easier to understand.
- Direct each **group to present their maps** as they meant them to be presented.

After all groups have presented their maps, facilitator tells groups that they have 30 seconds to identify the most critical element of juncture in the map (where the structure/flow etc. is most vulnerable and if damaged, the whole thing could fall apart... mark with an "**R**") . . .

. . . Direct them to draw a **RED 'R'** on that spot. (Do not process this further at this time)

	I OBSERVED	MAIN POINTS AND NOTES
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THE PERMIAN BASIN VALUE CHAIN

ACTIVITY

PART THREE

1. Take turns identifying where you spend most of your time at work
2. Draw a picture of yourself (different from your teammates), in the area where you spend most of your day working
3. You have **three minutes**



Facilitator moves the discussion to the workers personally.

SAY:

Where do you fit in on this map?

Each member of the group **draws a pictures of themselves** IN DIFFERENT COLORS

Facilitator processes this activity by explaining that each and every one is in close proximity to things which they can protect to keep the PB working and protect to prevent a disruption.

Individuals need to see the importance of acting in a way to enhance value and protect the elements of the PB.

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DO:

Play video.

ASK:

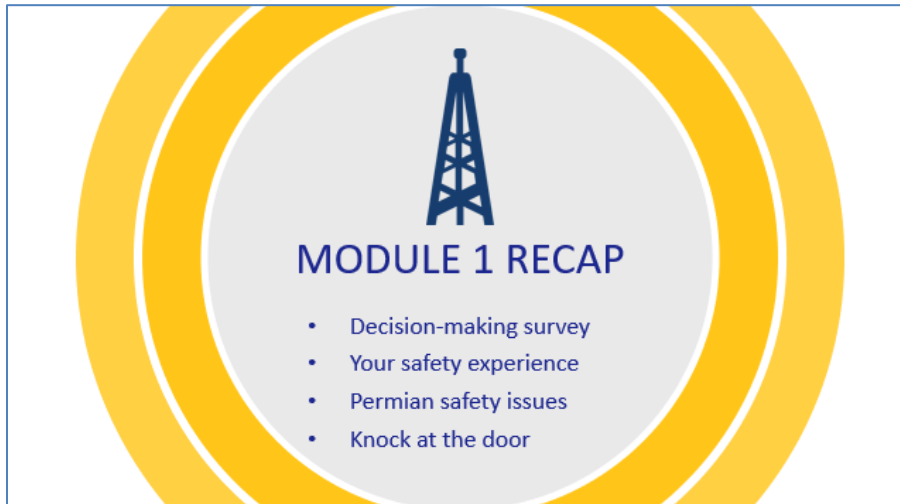
How many of you have had to make that visit, or phone call, or trip to the hospital?

It's hard for everyone, the family, the co-workers and for the supervisor.

How much guilt might someone carry if he/she hasn't felt that they could have done something more, made something better, to prevent something like this from happening...?

While we hope that you may never have to, **let's work our hardest** to make sure we don't have to make this call!

	I OBSERVED	MAIN POINTS AND NOTES
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SAY:

So, we've finished our first module.

I hope you understand why we've named it "CHALLENGE;" you are supervisors to one of the largest workforces in the world. In one of the most dangerous professions in the world. Every day, you and your teams work near, pass by, or work on some of the deadliest environments in the world, and for the most part, you do it safely. But we can do better. We can always improve.

This is what this training is about... so we never have to make a knock at the door.

	I OBSERVED	MAIN POINTS AND NOTES
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SAY:

OK, let's move on to Part Two, and try to answer the question of why we make mistakes.

Mistakes happen for all kinds of reasons – bad conditions or situations, faulty equipment or material, or just bad decisions. But we can take actions both short-term and long-term to lower the possibility of a mistake.

This section will focus on the conditions, states of mind and the tools that are available for us to lower the probability of making a mistake.

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Module Two Objectives

- Understand how conditions can create opportunities for mistakes
- Understand the influence of safety culture and your role in it



SAY:

So, in order to prevent the mistakes that we or our teams might make, we need to examine the different dimensions of mistakes, specifically,

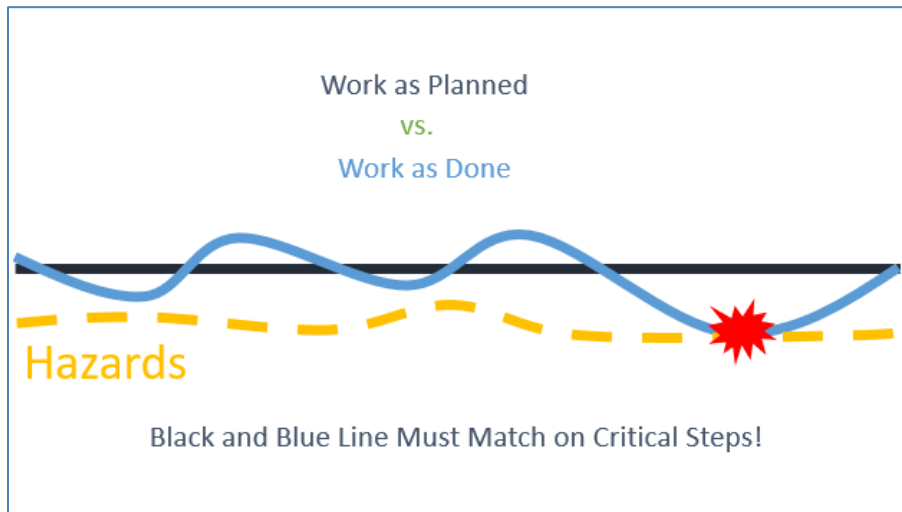
1. Understand how conditions can create opportunities for mistakes
2. Understand the influence of safety culture and your role in it

It seems like common sense, but it still needs to be emphasized and evaluated. Remember, just because a task is simple, doesn't mean it isn't hazardous.

Even in a culture divided by different micro-cultures, we all have these things in common, so when talking to someone from another company, you can approach them with this idea, this commonality, and know that you won't be questioned from this point of view.

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ASK:

Has anyone seen this model? (Wait for hands.)

SAY:

OK, take a minute and discuss with your teams what this means, and be able to explain it to everyone in one sentence.

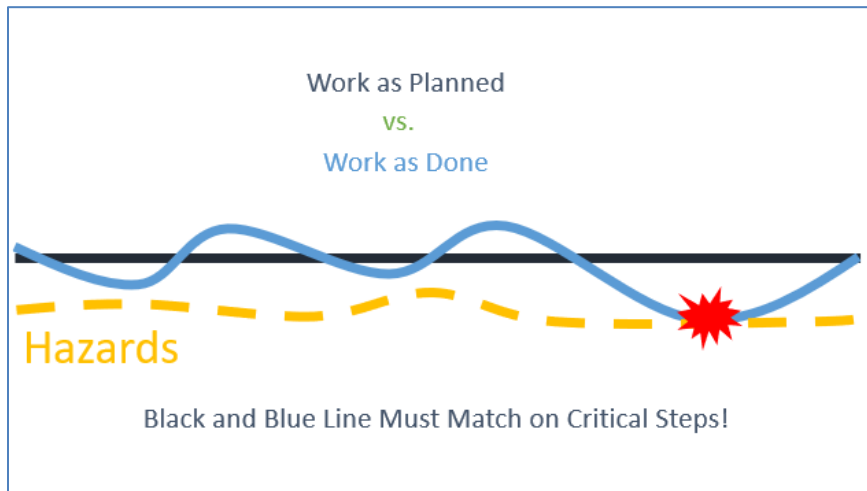
Write it down if you need to.

DO:

Have each table present their ideas of what it means, asking if people agree of if the concept is clear. After each table presents, summarize.

ADVANCE SLIDE TO REVEAL “WORK AS Planned AS WORK AS DONE”]

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BLACK LINE BLUE LINE (cont'd)

SAY:

This is really the concept in one line.

ASK:

So, how common is this scenario where you work?

What do we do if we find that the work that we are supposed to do does not match the work site?

Is there any place in which we should *never* make an exception to the work plan?

ASK:

Ask students, what caused the deviations and safety incidents?

Anticipate answers like:

- Lack of competency
- People make mistakes
- Time pressure, change of plans, deviation from procedures
- Changing work environment/situation
- Simultaneous operations
- Lack of planning, people taught the wrong way.

SAY: (Ask rhetorically)

Why are these mistakes being made? Don't we all know the rules, we know what we are supposed to do and what we are not supposed to do?

[Let participants try to answer]...

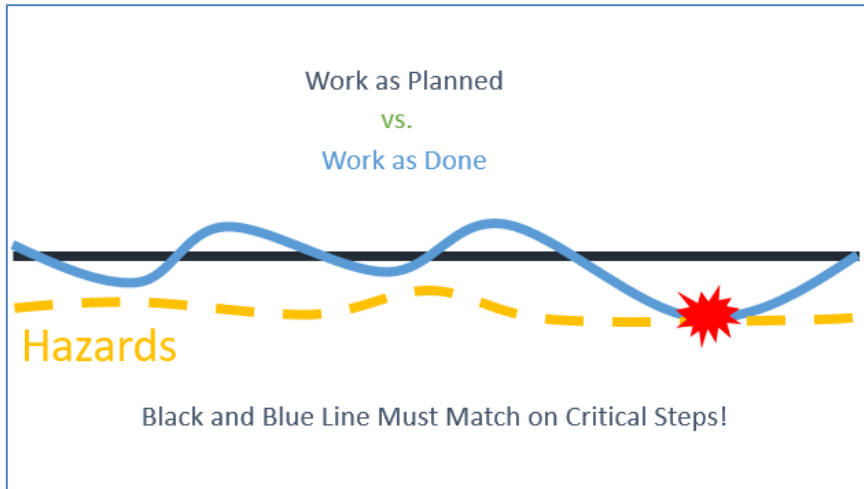
SAY:

I really believe that most of the mistakes made in the field are not malicious--rather, they are well-meaning behaviors intended to get the job done.

ASK:

What do you think???? Well, we'll discuss your thoughts on that later... Let's move on...



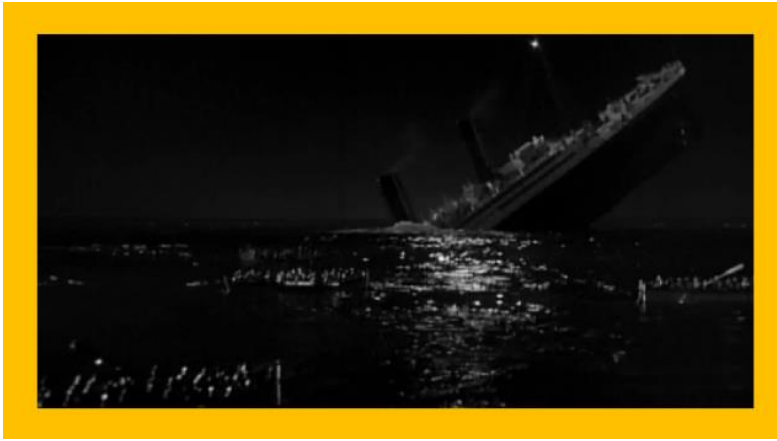


FACILITATOR'S CORNER:

The rhetorical questions are designed to begin a “dripping process” on the participants... to start to introduce a new way of thinking to them. These comments will begin to lay a subconscious layer of understanding and acceptance before the main topics are introduced and discussed. MAKE SURE you do this step, AND do not spend too much time on it.

Be clear, but subtle.

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SAY:

OK, we are going to watch a video about a famous disaster that happened just over 100 years ago, the sinking of the Titanic.

This video will be highlighting a number of the areas where different people made mistakes that led to or contributed to the sinking of this great ocean liner.

Now, the video is about six minutes long, and as the video is playing, take a second and jot down the **DECISIONS** that people took that led to the disaster. Ok, enjoy...

DO:

Play Titanic video.

SAY:

OK, let's discuss a few of these errors... (ADVANCE THE SLIDE.)

	I OBSERVED	MAIN POINTS AND NOTES
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SAY:

OK, let's discuss a few of these errors... [\[\[\[ADVANCE THE SLIDE\]\]\]](#)

DO:

Go to each table and ask for one error, and facilitate the discussion around these HUMAN PERFORMANCE POINTS... DON'T INTRODUCE THE TERM HUMAN PERFORMANCE UNLESS YOU ARE USING IS AS A VERB:

1. Smith's decisions as the captain:

QUESTION: What decisions did he make that were wrong?

DISCUSSION QUESTIONS (HPI REFERENCES IN PARENTHESES)

- o He was trying to rush and get across the Atlantic quicker and ahead of schedule (not slowing for iceberg field). **(His behavior was influenced by the organization's processes and values); ALSO, the icefield WAS an (error-likely situation that could be and was foreseen (by other ships)).**
- o He skipped the lifeboat drills. **(His behavior was influenced by the organization's processes and values).**

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TITANIC ACTIVITY (cont'd)

2. J. Bruce Ismay deciding to have fewer lifeboats than required for all passengers.

QUESTION: Why do you think he made this decision?

- o Save money? (His behavior was influenced by the organization's processes and values)
 - o Choose aesthetics over safety? (His behavior was influenced by the organization's processes and values)
3. Incoming warning messages interrupted with outgoing telegraphs for the wealthy passengers. (The operator's behavior was influenced by the organization's processes and values)
 4. Half full lifeboats lowered. (Error-likely situation (needing lifeboats) was predictable, and the lifeboat drill would have prevented panic, and disorderly evacuation). You can make a comparison here to H2S evacuation, if you know what to do at different alarm levels and environmental conditions, there is no reason to panic, if you do panic, you can make critical errors). (His behavior was influenced by the organization's processes and values)

SAY:

Improving is about learning from our mistakes. Several changes that were made as a result of this disaster include changes in the required number of lifeboats AND required lifeboat/evacuation drills.

This is how organizations, and industries improve, by looking honestly at the mistakes that were made, whether large or small, and making changes to remove the likelihood of errors.

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DO:

Refer to Captain Smith skipping the lifeboat drills.

Focus on the **decision**, and why he would have made the decision (Drivers). Why would a ship captain with over 30 years of experience skip the lifeboat drill? ASK: could we consider the lifeboat drill a type of Life Saving Action?

SAY:

Do you remember the Blue-Line-Black Line discussion in the last module?

Guide participants to connect the idea that **Capt. Smith deviated from the black line.**

ASK:

- What would the black line represent? (Answers like lifeboat drill, stopping on an ice field, etc.)
- What was the blue line? (Skipping the lifeboat drills, not stopping in ice field)
- What was the hazard line? (The position of the ice relative to the boat's pathway, and needing the lifeboats)

SAY:

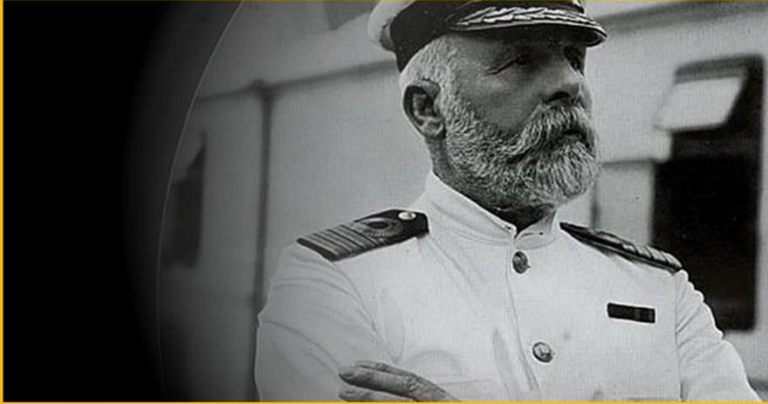
So, there is no 1:1 ratio of taking a risk (blue line) and having an accident or incident... or fatal disaster.

But all it takes is your decision to deviate from the black line, or work as planned, at the time a hazard is present to create a disaster.

So the time you don't tie off when you climb a scaffold, or you don't walk around your vehicle before backing up, or you don't check overhead before you move your truck... what's the worst that can happen... then remember Captain Smith...

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Conclude the Titanic conversation by referring learners back to the worksheets and asking...

ASK:

“So, what if when Smith ordered the lifeboat drills canceled (remember it was likely one of his officers’ duty), the responsible officer asked for an explanation, reminded him of the importance of the drill...

1. What if a crew member challenged Captain Smith? ***Prompt and allow some discussion that this is a difficult thing with a chain of command... Acknowledge that this WAS a problem in the maritime industry.
2. How different is this scenario compared to the Permian Basin?
What if EVERYONE had agreed that a number of CRITICAL elements could be challenged, without the concern of negative consequences? *** Foreshadow the upcoming module Challenging... that there are things that anyone could challenge another person on... even Captain Smith.

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Incident Investigations—**BU WILL DO**

Review 1-2 incident investigations as a large group that involved at least 1 of the 12 LSAs, preferably multiple LSAs per incident. What happened? Why? Introduce biases, failure modes, error traps, and fast vs slow thinking depending on incidents selected. Link in Operational Reality as well: time pressure, etc. Incident should be realistic but could be embellished from a real event to incorporate more learnings. Consider events in different scenarios as well: drilling, construction, transportation, etc.

DO:

After the “Actions to Prevent” section is complete, direct the participants to write “Prevented from Action” over the third column.

Have them write their responses in the second column. After five minutes, ask each group report out.

Take note of the responses, especially those that would have required the participant to challenge authority or commit some other uncomfortable act. Note them below in the I OBSERVED section to refer to in the next discussion activity.

NEXT SLIDE

	I OBSERVED	MAIN POINTS AND NOTES
1		
2		
3		



Small Group Incident Investigations—**BU TO DO**

Break into groups and review different incident investigations based on LSAs and as above, report back on what happened and why

DO:

Go to each board, and while referring back to your “I OBSERVED” section of the last discussion, ask individuals what they would have done if they were on the Titanic, AND they observed these issues.

ASK:

What would you SAY?

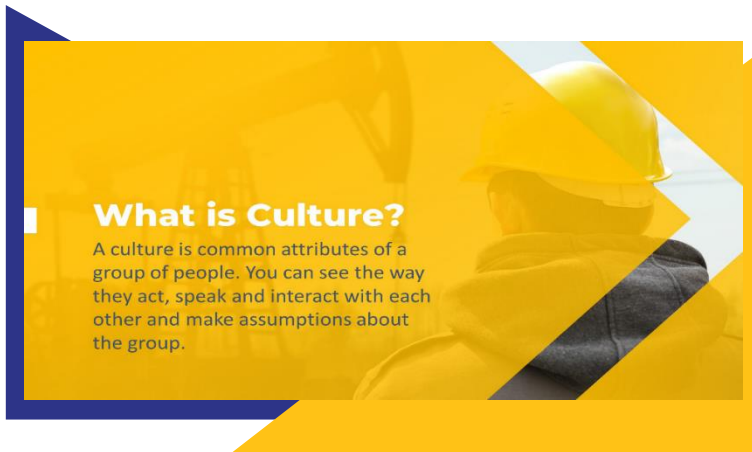
What would you DO?

Challenge them in an attempt to bring the reality of their own barriers (rank, uncertainty, or embarrassment) to light. Respond in ways like: “Really, you would challenge Captain Smith? 40 years of experience... the millionaire’s captain?”

	I OBSERVED	MAIN POINTS AND NOTES
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3.



(Culture and Micro-Cultures)

SAY:

Direct participants to discuss and define the PB culture (leave this ill-defined; allow the groups to struggle with it).

After 30 seconds, facilitator adds, A culture is common attributes of a group of people. You can see the way they act, speak and interact with each other and make assumptions about the cultures, so give it a shot...

Facilitator checks progress and directs them to write it on their white board/flip charts.

When all have a culture identified, facilitator asks them to **create a tag line or a slogan** that everyone can get behind that communicates the cultural norms. Facilitator gives some examples from other companies:

- Beat Coke (Pepsi),
- Build Marines and win battles (USMC),
- A computer on every desk and in every home (Microsoft at its founding).

Facilitator has each **group present and explain their cultures and their tag lines...** (Facilitator should connect the tag lines with their actions or the value they add). Facilitator should make sure that these are affirming statements and respond to them as such.

Facilitator reinforces those that illustrate pride in their work and cultures or the value they bring to the region, the US or the world...

	I OBSERVED	MAIN POINTS AND NOTES
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DO:

Facilitator directs a discussion (whole class) to identify some (just two or three) of the subcultures in the PB.
 [[[Advance slide to the activity]]]

	I OBSERVED	MAIN POINTS AND NOTES
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DEFINE THE MICRO-CULTURES

ACTIVITY

1. Define your Micro-Culture (two minutes)
2. Give names other Micro-Cultures in the Permian Basin
3. How would you define them?
4. How would they define you?
5. What do you respect about them?



Facilitator directs groups to identify and list (on their whiteboard/flip charts) as many of the PB's functional (sub) cultures (drillers, construction, drivers, etc.) they can by naming the cultures on their PB drawings.

Direct the groups to describe the cultures with adjectives (or tag lines if they feel the group is up to it).

Facilitator Notes: *As a facilitator, you are trying to drive them to truth... let them have some fun with this... Ask questions... "How do you really feel?" It's likely that there might be some teasing... be careful that these are not offensive.*

	I OBSERVED	MAIN POINTS AND NOTES
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DEFINE THE MICRO-CULTURES

ACTIVITY

1. Define your Micro-Culture (two minutes)
2. Give names other Micro-Cultures in the Permian Basin
3. How would you define them?
4. How would they define you?
5. What do you respect about them?



ASK:

Facilitator asks the groups to present their lists and their explanations (at this point, it is no longer important to keep the same presenter/leaders).

Facilitator asks each group to discuss and describe how others might perceive the culture of the work that they do personally (their own trade area), or that their company does.

- Describe your own cultures with adjectives.
- Have some fun... Allow for self-deprecation but encourage respectful honesty.

Facilitator should reinforce some lighthearted joking BUT emphasize that these are rooted in actual perceptions.

CAUTION:

It's possible that you may get a negative participant who had an inappropriate interaction with another culture.

It is important to retain credibility with the participants, so it is important to NOT ignore the issue. Instead "play the scenario forward by asking questions like:

- What happened next?
- Were there any negative consequences to your actions?
- Did you put yourself or of job at risk?
- Would you handle it another way today?

	I OBSERVED	MAIN POINTS AND NOTES
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SAY:

So, what exactly is a Safety Culture? What makes a good safety culture? DuPont, one of this country's oldest companies and a pioneer in safety, describes the four stages of safety culture in this graphic, known as the Bradley Curve.

It basically describes four states of safety culture, from the perspective of the relationship of People's maturity, within the businesses that they work.

The **Reactive** culture is indicative of few rules, processes and procedures. This may be a new business, just starting, and they haven't had the time to develop a mature safety system or mindset. They are focused on getting the job done. Safety is an afterthought.

The **Dependent** segment of the curve is a business that has developed and instituted a robust safety program. There are rules, processes, procedures and training. This is a difficult step for hazardous operations to achieve, but it significantly decreases the potential for incidents.

Now, BOTH of these phases are COMPANY DRIVEN. By that we mean that the companies can institute and *drive* these changes. They make the rules, processes and procedures, they make sure that everyone is trained on them, and that there are consequences for following or not following them.

	I OBSERVED	MAIN POINTS AND NOTES
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SAFETY CULTURE (cont'd):

ASK:

So, what do we do next? I mean, you guys know the rules, you train your teams on them. So, what is left?

DO:

Let a few responses come in after a pause... **Let them sit in uncomfortable silence.** (They may not have come to the conclusion of why they are in this training.) HOPEFULLY, they will discover for themselves that they are being asked to model and foster the behaviors in the independent and interdependent phases.

SAY:

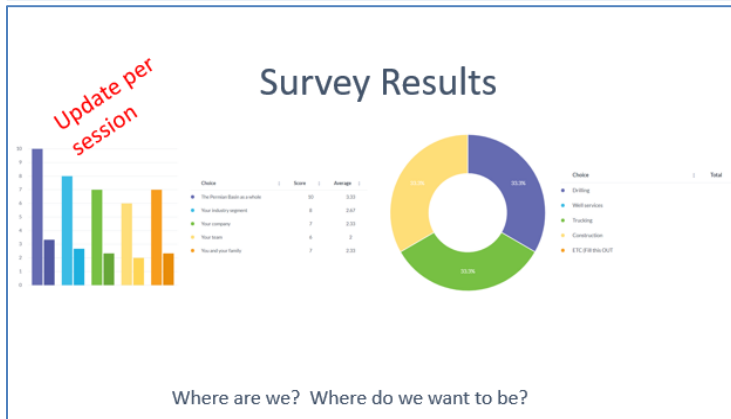
This training, above all else, is meant to show you how to activate the independent and interdependent mindsets, and attitudes in YOUR TEAMS. We can't institute attitudes, values or mindsets, BUT we can train you on how to grow your teams' attitudes to be...

Independent: to take responsibility for their own safety. To speak up if they see something wrong with the job, to take the extra time needed to check their PPE, to reference the **Life Saving Action**, or just to do a hazard assessment.

What are these mindsets?

Then you will need to demonstrate and develop an **Interdependent** mindset, questioning if they see something wrong, listening to advice and criticism, to watch out for each other. This is an Interdependent Safety Culture (dependent on each other) ... And we can't MAKE it happen, it's up to you.

	I OBSERVED	MAIN POINTS AND NOTES
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DO:

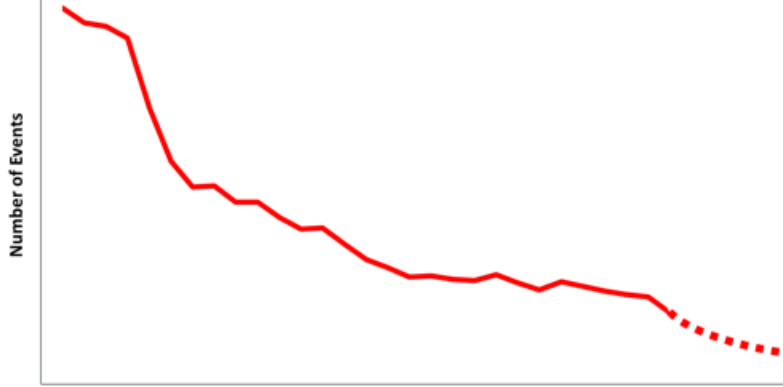
Direct the students to the second survey URL.

Ask them to answer the questions and the results will appear on the PowerPoint. Ask students to answer the following questions on their phones: What is the current state of each safety culture on the Bradley Curve? 1) Permian Basin, 2) industry segment (drilling, wells services, trucking, etc.), 3) Your company, and 4) your team?

Once the results are coming up on the Survey Planted Feedback link, copy and paste the results into the "SURVEY RESULTS" PowerPoint Slide.

	I OBSERVED	MAIN POINTS AND NOTES
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WHAT DOES THIS LOOK LIKE?



ASK:

What does this look like?

Let participants volunteer answers...

SAY:

It looks like the Bradley curve, doesn't it?

Well, this is the Permian Basin's journey so far.

ADVANCE SLIDE

	I OBSERVED	MAIN POINTS AND NOTES
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SAY:

As you can see, we've done a pretty good job. We've moved down the curve quite a bit...BUT the bottom line is that, we are still killing people.

We have the rules, processes and the procedures, what we need to institute the Culture... The culture where it is.

- NORMAL for someone to stop work when an LSA is not being used,
- To say something when concerned or not sure, and
- To do whatever it takes to make sure that safety is the first priority, so the oil can flow... for a lifetime.

YOU are the critical point to introduce, grow and maintain this culture...

	I OBSERVED	MAIN POINTS AND NOTES
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THE IMPORTANCE OF YOUR SUPERVISORY ROLE



SAY:

Ok, how do you improve your team? How can you move our culture to the Interdependent phase?

YOU CAN'T.

Your boss can't MAKE you improve your attitude, BUT he can create the conditions that improve an attitude.

It's a slight distinction, but an important one.

It's about building a team, AND you are part of that team.

Your question should be how do WE improve...?

Let's look at that a little more.

	I OBSERVED	MAIN POINTS AND NOTES
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SAY:

What should we be looking for in the Permian basin **SAFETY** Culture?

What does it LOOK like? I mean that literally, what do we SEE that would show us that we have that strong, interdependent safety culture?

The answer is simple...

A safety culture is an environment where safety is the normal state. Unsafe practices are “out of place”, uncomfortable, and immediately addressed by the culture.

A strong safety culture RELIES on shared perceptions of risk. And further to the point, the DOMINANT shared perception of risk WILL influence the level of safety activity applied to the risk!

How do we change a person’s attitude about safety?

The key is a concept of a Cultural Norm...

Why does everyone face the door in an elevator, not smoke in buildings, or even mow our lawns? They are CULTURAL NORMS.

ASK:

How do we know that they are cultural norm?

DO:

Let participants struggle and answer.

SAY:

ANSWER: You can tell when there is a cultural norm, when it **LOOKS ODD** when it’s not done. Behaviors that DO NOT adhere to cultural norms stand out.

It is your job, to establish, grow and maintain the safety culture of your teams, and by extension, your businesses.

	I OBSERVED	MAIN POINTS AND NOTES
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SAY:

We really need to do two things to establish and improve the Permian Basin's safety culture.

1. We need to set the example and make it clear that we want our teams to act as we do.
 - o We need to ENCOURAGE our teams to be observant, and SEE what is happening, at all times. We call this being Risk Aware.
 - o We need to ENCOURAGE and reinforce their willingness to speak up and be honest about concerns and observations. Your response to this is very important. You need to reward a team member for bringing a concern to you (it takes some guts, especially for the new workers, WHO YOU ARE TRYING TO INFLUENCE).
 - o Problem-solve. A leader that leaves a safety or operational concern with a comment like "just figure it out" is not building a good safety culture. Safety is everyone's responsibility, so engage in the problem-solving and come up with good solution.
 - o But the most important thing is to Model this behavior, and it will become the cultural norm, and very evident if its missing.

AND.... We must.... **(advance to next slide)**

	I OBSERVED	MAIN POINTS AND NOTES
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How Can We Learn From The Past?

- INDIVIDUALLY . . .
- ORGANIZATIONALLY . . .

SAY:

2. Learn from the past.
 - o Make sure that the things we learn though our success and failure are shared and talked about.
 - o Are you the type of leader who a worker can approach if a mistake was made?
 - o How will you respond?
 - o If mistakes are not discussed, examined and learned from, they are missed opportunities for growth.
 - o Be the approachable supervisor, help your team learn, and grow.

	I OBSERVED	MAIN POINTS AND NOTES
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SAY:

OK, so that is module two, we discussed how plans, even the best designed one, can be pulled off track by changing circumstances.

Remember it is our job to prepare our teams to operate in such a dynamic work environment.

Remember that the Titanic's fate was sealed by a series of decisions, not the iceberg.

A more robust safety culture, that focused on error-likely situations and seeing the potential hazards in all decisions might have led to someone stepping up and challenging decisions.

	I OBSERVED	MAIN POINTS AND NOTES
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MODULE THREE

SAY:

In this module, we will show you how to make a difference in the lives of your teams, and in the Permian Basin.

The best part is that you are likely already doing some of these things, so we will be covering how to leverage the skills and characteristics you already may have.

	I OBSERVED	MAIN POINTS AND NOTES
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Module Three Objectives

- Explore qualities of a successful supervisor
- Develop tools for effective communication
- Integrate understanding of safety issues and safety leadership



SAY:

In module three, we will discuss and explore the qualities that an effective and risk-aware facilitator exhibits. These are qualities that are sometimes natural, and some will take practice.

Next, we will discuss the tools that are at your disposal, including JHAs and JSA, and how you can use them to communicate with your teams and build a team of risk-aware individuals, constantly analyzing the situations in which they work.

Lastly, we look at safety leadership and connect the attributes of an effective leader with the safety issues that are here at the Permian Basin.

	I OBSERVED	MAIN POINTS AND NOTES
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Activity:

Key Behaviors of a Good Leader

- Take a minute to think about who was the best boss you ever had.
- Pick one word that describes him/her
- Why did that character (one word) mean so much to you?
- Are you leading using that same character?

DO:

Conduct discussion activity about leadership qualities and behaviors.

Facilitator be prepared with your own story.

SAY:

Ok, take a minute to think back to your favorite supervisor or boss.

What made him or her so good?

Now, try to answer the question with one word.

DO:

Have the participants report their one words, with contextual answers to these questions:

- Now, why did that characteristic mean so much to you?
- Can you do it?
- How did it make you feel?

Record One Words on a flip chart or whiteboard for reference in the next mini-activities.

Click slide to reveal last step.

ASK:

Now... be honest... are you living that characteristic in your job? With your team?

How could you do it better? What could you improve?

Why/How?

	I OBSERVED	MAIN POINTS AND NOTES
1		
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The Intervening Leader: Stepping in to save a life... and grow your team

- Stop work
- Raising Awareness

People are fallible, and even the best people make mistakes

Individual behavior is influenced by organizational processes and values

People achieve high levels of performance because of the **encouragement and reinforcement** received from leaders, peers, and subordinates.



DO:

Conduct discussion activity about leadership qualities and behaviors:

Facilitator be prepared with your own story.

SAY:

Ok, take a minute to think back to your favorite supervisor or boss.

What made him or her so good?

Now, try to answer the question with one word.

DO:

Have the participants report their one words, with contextual answers to these questions:

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How could you do it better? What could you improve?

Why/How?

	I OBSERVED	MAIN POINTS AND NOTES
1		
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Play Video One-Liner

ONE LINER ACTIVITY INTERVENTION ACTIVITY WITH JUST THE “INFORM” PART OF THE PERSUASION MODEL....

Facilitator discusses that over the time in the PB, you will have an occasion where you see someone not following an LSR, or for that matter, just doing something wrong, unsafe, inefficient etc.

- ASK the participants (especially the veterans) if they have had experience with this?
- ASK if they can recall the way they first intervened.
- What did you say?
- Did you ASK a question, jump right in?
- ASK if they have used that intervention before, is that something you often say?

Facilitator responds accordingly:

- If it is something that they used more than once, ASK if it brings them confidence?
- If not, ask:
 - o How they came up with it?
 - o Do they regret the manner in which they intervened?
 - o If they had a chance would they try another way?

Facilitator shows “One Liner Video.”

	I OBSERVED	MAIN POINTS AND NOTES
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Develop Your own One-Liners



ASK:

Facilitator asks, what is your one liner?... Is there a phrase that you can use to work your way into challenging someone?

DO:

Have teams write one-liners in their notebooks and be prepared to share them.

ASK:

After they share, ask, will that work in all situations?

Will it work on all people?

	I OBSERVED	MAIN POINTS AND NOTES
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ACTIVITY:
***The Communicating
Leader***

- Break into groups of three.
- Select and rotate roles
- Make sure you use the communication skills
 - *Clear purposeful communication*
 - *Checking for understanding*
 - *Open to questions and critique*
 - *Summarizing and agreeing*
- Are you communicating like a persuasive leader?



(PART ONE)

DO:

Draw the attention of the class to the list from the last activity.

Get the class to identify which of them are related to effective communication.

(Most of the one-liners will be focused on getting attention, stopping the work, and questioning what is being done.)

ASK:

Are these all that is required for good communication?

What else?

MAKE SURE THAT THE LIST INCLUDES:

- Clear purposeful communication
- Checking for understanding
- Open to questions and critique
- Summarizing and agreeing.

DO:

Direct participants to get into groups of three.

Choose roles (supervisor, worker, observer reporter).

In a 30 second scenario, have the supervisor and worker engage in a conversation, while the observer/reporter watches.

SCENARIOS:

- Worker is working on top of a scaffold/truck/crane with no fall protection.
- Worker is using a grinder without face shield.
- Worker is backing up a truck without a spotter.



ACTIVITY:

The Communicating Leader

- Break into groups of three.
- Select and rotate roles
- Make sure you use the communication skills
 - Clear purposeful communication
 - Checking for understanding
 - Open to questions and critique
 - Summarizing and agreeing
- Are you communicating like a persuasive leader?



(PART TWO)

DO:

Choose roles (supervisor, worker **(FROM ANOTHER COMPANY)**, observer/reporter).

In a 30 second scenario, have the supervisor and worker engage in a conversation, while the observer/reporter watches.

SCENARIOS:

- Worker is working on top of a scaffold/truck/crane with no fall protection.
- Worker is using a grinder without face shield.
- Worker is backing up a truck without a spotter.

	I OBSERVED	MAIN POINTS AND NOTES
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ACTIVITY:

The Communicating Leader

- Break into groups of three.
- Select and rotate roles
- Make sure you use the communication skills
 - Clear purposeful communication
 - Checking for understanding
 - Open to questions and critique
 - Summarizing and agreeing
- Are you communicating like a persuasive leader?



(PART THREE)

DO:

Choose roles (supervisor, manager, observer/reporter).

In a 30 second scenario, have the supervisor and Manager engage in a conversation, while the observer/reporter watches.

SCENARIOS:

- Manager is on site without H2S monitor. Once you mention it to him, he tells you he's only there for a minute.
- Manager is cutting across a work area outside of the designated pedestrian pathway.
- Manager is backing up a truck without a spotter.

DO:

Have groups report out experiences, challenges and what worked/didn't work.

Did they feel uncomfortable?

Did referring to the list on the screen help?

SAY:

Communicating effectively is a foundational skill that all other skills are built on.

	I OBSERVED	MAIN POINTS AND NOTES
1		
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The Predicting Leader: Using the tools to predict the future

- JHAs
- JSAs

The true purpose of these tools is to uncover what we call "Error Likely Situations"

ANALYSIS: The practice of breaking a large element down into smaller elements and examining each.



ASK:

Can we predict the future?

SAY:

Not really, BUT what we can do is find the strong indicators of what might happen and what might not.

ASK:

How many of you use these tools, or something like them?

How well do they work?

What is the biggest problem with them?

What is the overall purpose of them?

[[[ADVANCE SLIDE]]]

SAY:

It is analysis... The JHA and JSA are tools that... if used properly... guide us into looking at the small facets that make up the whole job. It's not just a linear checklist, it is a guide for the MENTAL EXERCISE of analysis.

Now, I know that in this industry, it can be seen as a procedural pain in the A**. But...

ASK:

How can you **grow your team** by using the JSA or JHA process?



The Predicting Leader: Using the tools to predict the future

- JHAs
- JSAs

The true purpose of these tools is to uncover what we call "Error Likely Situations"

ANALYSIS: The practice of breaking a large element down into smaller elements and examining each.



(cont'd)

DO:

Let them give some answers.

MAKE SURE THAT THE POINT IT MADE THAT TAKING JUNIOR MEMBERS WITH YOU TO DO THE JHA/JSA, YOU ARE MODELING THE IMPORTANCE, AND MAKING THEM MORE AWARE OF ALL THE RISKS IN THE JOB.

SAY and EMPHASIZE:

THIS IS GROWING A SAFETY CULTURE.

	I OBSERVED	MAIN POINTS AND NOTES
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What's the "Craziest" thing...

ACTIVITY

1. What's the craziest thing that you saw one of your team members do?
2. How did you respond?
3. What was the outcome???

Craziest thing you've seen done	How did you Respond?	What was the Outcome?

SAY:

OK, let's have a bit of a discussion,

In your table groups, discuss and select the craziest thing that you've actually seen someone do that was potentially hazardous, AND how you responded.

Write your responses on the flip chart like this.

DO:

Have each group select the best one and present them to the class.

ASK:

After each table presents, ask the whole class, what could have happened with this scenario.

Could he/she have responded better?

Did this response help to grow the safety culture?

Why/Why not?

	I OBSERVED	MAIN POINTS AND NOTES
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DO:

Present the following model.

FACILITATOR NOTE: Refer to the “interventionist” from the previous activity to explain and validate the points. As you describe the different elements, walk over and point to the effective strategies.

SAY:

So, the bottom line is that we all are empowered to discuss safety matters with ANYONE, whether they are the team that reports to you, your friends, a complete stranger, or even your boss.

So, let’s take a quick look at this model, which will help you to communicate with others in a way that will change behaviors – not because you are standing there watching, but in a way that your team **WANTS** to change...

	I OBSERVED	MAIN POINTS AND NOTES
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The elements of the Persuasion model translate roughly into these elements.

- **Inform**, the information that is required to ensure understanding of the subject. You guys are supervisors, you know your jobs, AND you should know everyone else's. So, make sure you pick the one thing you want them to understand; make sure that you can communicate it clearly. Avoid second and third topics when talking about safety... focus... inform on the ONE THING
- **Inspire**, the ability to put safety performance as essential to protecting something important to the worker, health, family, career, or even hobbies. Connecting the possible consequences of an error will have more meaning (more than just following a stupid rule), if YOU can connect it to something that will internally inspire a change.
- **Influence** is something that you grow with your team over time, and is made up of three parts: rapport, respect and credibility.
 - **RAPPORT:** The way you build this is by taking a little extra time to talk about a team member's family or personal life.
 - **RESPECT:** Speaking respectfully (listening to their problems, correcting performance behaviors in private, etc.). Remember the golden rule: treat others how you would like to be treated.
 - **CREDIBILITY:** Remember that the workers should look up to you as an experienced expert. Act that way, talk that way. If you don't know the answer admit it, and then figure it out. Being a leader doesn't mean you stop being human.
- ***The real value here, is that this is an effective model to use at work and in your everyday life. Clearly explain why someone should do it, from a perspective of influence and care (inspire) will go a long way toward changing a behavior in the long run.***

	I OBSERVED	MAIN POINTS AND NOTES
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SAY:

As we finish this training, it is time to reflect on what we are trying to accomplish. We all want the same things: we want to keep the Permian Basin working and producing the oil that the US and the world needs.

1. Be the Leader we need... Walk the Walk... Remember that your team is always watching you. If you are asking them to improve, be honest, learn from mistakes and communicate. You need to model that behavior.
2. Remember you are GROWING your team. Each interaction is an opportunity to develop the individuals or your team. Remember that most mistakes are a result of people trying their best to complete their work. If you start from that perspective, you will find it easier to guide, improve and coach.
3. We can't improve the culture for you... It really is up to you! We have put into place the processes and procedures. You and your teams know the Life Saving Action agreed to by all of the businesses in the PB. Now we need to empower the individuals on your teams to make these changes a part of their everyday... so that unsafe practices become so rare, they really stand out.

	I OBSERVED	MAIN POINTS AND NOTES
1		
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DO:

In this summary activity, Participant groups add to visual maps from **activity slides (22 AND 23)**

1. Where did the incidents noted demonstrate HPI, safety culture, safety leadership issues?
2. Present team maps. Once all maps have been presented, the facilitator challenges the groups/individuals to ID where they can make improvements...

Build action plans for those improvements.

	I OBSERVED	MAIN POINTS AND NOTES
1		
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SAY:

As the supervisor of a team of workers, it is your responsibility to not only direct work and to keep workers safe; it's up to you to provide opportunities for them to develop.

It is important for you to leverage the qualities that you have learned here, informing, inspiring and influencing them.

Remember the keys to effective communication: singular ideas, reflective listening and checking for understanding.

Also, it is up to YOU to make sure that your team members know that you will “have their backs” if they use the stop work authority. Even if it's an effort, it is up to you to support them and back them up.

	I OBSERVED	MAIN POINTS AND NOTES
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SAY:

Our final section is commitment. You have been working with each other, listening to us; now it's time for you to consider what you are willing to do to institute the changes that you have seen here.

	I OBSERVED	MAIN POINTS AND NOTES
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Module Four Objectives

- Understand the importance of commitment to ourselves and each other
- Understand how to Collaborate and Challenge to improve the Permian Basin Culture
- Understand how to put it all together to build an improving organization

SAY:

As we close out this supervisor development course, we will engage you in these three areas, and when we are finished, you will

- Understand the importance of commitment to ourselves and each other,
- Understand how to Collaborate and Challenge to improve the Permian Basin Culture,
- Understand how to put it all together to build an improving organization.

	I OBSERVED	MAIN POINTS AND NOTES
1		
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Leading the Change we
NEED...Emphasizing the
Fundamentals

*Sports don't build
character, they reveal
it...*

J. Wooden

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SAY:

Now that we are finishing, let's talk about what is next.

It's easy for us to commit to lead these changes here in the room, surrounded by your peers, many of whom think like you...

BUT...

What will you do when a manager or another supervisor tries to pressure you to do something that is not safe, or not aligned with procedures?

Who knows who John Wooden is?

- He is the former UCLA basketball coach who won TEN National Championships in 12 years.
- He coached Kareem Abdul Jabbar and many other NBA stars.
- He knew how to grow a team. He took nothing for granted; in fact, every year when he began practice, he coached his players on how to put on their socks (so they would not cause blisters), and how to lace their shoes.
- He knew that practice of the fundamentals, and the TIME he spent making sure those fundamentals were taught communicated their importance and his EXPECTATIONS.

It is said that sports don't build character, they reveal it...

Winning did not come easy... It was earned, by his attention to details, using failure (losses) to coach to improve, and never taking his attention away from reinforcing the fundamentals to build his team.

	I OBSERVED	MAIN POINTS AND NOTES
1		
2		
3		



Leading the Change we NEED...Walking the Talk

*It's easy to say that you
are going to stand up
and lead... but will you
rise to the challenge?*



SAY:

It is easy to say the right things, and to act the right way when you are not pushed or challenged.

It takes deeply-rooted character to do what is right, especially when there are influences around you that are trying to convince you otherwise, through word and deed.

Here is an example.

In 1962, Martin Luther King was assaulted during a speech in Birmingham Alabama by Roy James, a member of the American Nazi party.

While King had the opportunity to retaliate personally or through his guards, he said "Don't touch him, pray for him."

King's message was built upon a philosophy of non-violence, and while no one would have questioned his right to hit HIS ATTACKER back, his direction to hold fast and firm to his principles of non-violence took courage, AND was observed by his followers, his team and his peers (other civil rights leaders and politicians).

He led and persuaded by staying true to his character.

	I OBSERVED	MAIN POINTS AND NOTES
1		
2		
3		



Leading the Change we NEED...Walking the Talk



*Improving the Safety
Culture... One person at
a time!*

SAY:

So how do we move the whole culture?

One person at a time. We build individuals, develop into the workforce that we need, AND they will pull our whole culture to the right.

BUT it starts with you. Remember when we reflected back on the qualities you liked best of past supervisors?

Well those qualities were passed on to you... what will you pass on?

What will you commit to?

	I OBSERVED	MAIN POINTS AND NOTES
1		
2		
3		



COMMITMENT TO THE PERMIAN BASIN

SAY:

To finish up here, let's talk about commitment. Commitment to safety, commitment to helping others, and commitment to building a culture that we can all be proud of.

Your leadership has committed to this reality as evidenced by this course, which is being delivered to every supervisor in the Basin, by committing that no one will experience consequences for stopping a job if an LSA of other safety matter is in question.

ASK (Slow down, and emphasize the Module Titles as you read this sentence):

How will YOU commit to acknowledge and accept the Challenges of working in the Permian Basin... by working hard and together to identify and climate the mistakes that can hurt , our businesses and our country, and lastly, by making a difference to those who count on use to build them up and make them Basin United Strong.

Can we commit to this? To work together to COLLABORATE and CHALLENGE each other to create and build a CULTURE that we can all prosper in??

	I OBSERVED	MAIN POINTS AND NOTES
1		
2		
3		



DO:

Table group activity:

- Have groups write three “I WILL.”
- Tell them to be honest, if they are going to keep doing what they have in the past, tell them to say that.
- Ask people to share.

	I OBSERVED	MAIN POINTS AND NOTES
1		
2		
3		



OUR ASK OF YOU . . .

- Appreciate the many different cultures and how each drives performance
- Help see the things that can hurt our Basin family
- Confidently engage ANYONE when you see life-altering situations (without fear of repercussion)
- Because.....WE are charged with and responsible for building the Basin



SAY:

We hope you have gotten a new sense of understanding of your career here in the Permian Basin. In conclusion, we would just like to ask you to remember these things and make them the things that you are KNOWN for.

Appreciate the many different cultures and how each drives performance.

Help see the things that can hurt our Basin family.

Confidently engage ANYONE when you see life-altering situations (without fear of repercussion).

Because.....WE are charged with and responsible for building the Basin.

	I OBSERVED	MAIN POINTS AND NOTES
1		
2		
3		





SAY:

Because...WE ARE... you are... Basin United... now go live it...

	I OBSERVED	MAIN POINTS AND NOTES
1		
2		
3		