**Psychosocial Risks (RPS)**

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| **Reminders of this module's objectives:**At the end of this module, you:* Will know the behavior to adopt to avoid RPS.
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This document is the trainer guide. You must follow it because it contains all of the elements that will enable you to lead such a module, namely:

* instructions for the exercises,
* references to the accompanying Powerpoint and/or various resources such as films, e-learning, etc.
* questions to ask participants,
* exercises to be completed, if necessary.

**Estimated duration:** 45 minutes

**Teaching methods:** Classroom and simulations.

**Prerequisites:** none

It should be noted that, during their course, participants will follow the "RPS awareness" e-learning. This module contains very general initial information.

**Important points for preparing the sequence:**

As the topic at hand is a sensitive and complex topic, before beginning this module, we recommend you ensure:

* that someone who has a good knowledge of RPS can attend.
* that the e-learning they will follow in their HSE integration course will give them more details.
* that the duration of this module remains within the scheduled 45 minutes. To do this, prepare in advance with this person, by specifying that it is about initial information and that the objectives are limited. In class, cut short any digressions or guide personnel towards the correct contact in the event of proven signs of RPS.
* Print slides 5 and 6 and distribute them at the appropriate point in the sequence.

**Welcome the participants:**

Welcome to this module.

To start with, let's look together at the objectives of this module.

**Show slide 2.**

**Ensure that the objectives are clear to everyone.**

**Answer any potential questions.**

**5 minutes** **00:05**

**Sequence 1:**

***The aim of the sequence:*** *participants should understand what the term RPS means.*

Let us start by clarifying this concept of RPS. To do this, different situations are proposed and you will look at what they have in common.

**Show slide 3 and read the 3 situations.**

**Let participants reflect**

**After 2 minutes, ask what these situations have in common.**

**(Answer for the trainer: difficult situations, stressful situations, breaking point situations).**

Let us see how Total understands this issue, which is close to the heart of all of the Group's executives. It is about a new health risk which was defined few years ago, like Psychosocial Risks.

As we saw in the HSEQ charter, preventing risks and preserving the health of both its employees and the people likely to be impacted by its activities are at the forefront of Total's priorities.

This requirement is related to its social responsibility. It is also the performance and development condition of the Group.

The psychosocial risks (RPS) are, along with chemical, physical, biological and ergonomic risks, a major focus of concern within the framework of day-to-day work.

**Show slide 4, emphasizing:**

TOTAL signed an important agreement in 2016 on this issue, which you can find on the intranet, and offers a practical kit.

**Show slide 5 and specify that this involves a document from Total's practical kit to prevent RPS.**

**Let participants read.**

**After 5 minutes, return to each of the 4 paragraphs and answer any potential questions.**

**Present slide 6 on the risk factors related to the working situation, individual factors and the social and family situation.**

**Make it clear that the working situation contributes to it like the other two…**

**Take time to read the consequences, asking participants in turn if it strikes a chord with them.**

**20 minutes** **00:25**

**Sequence 2:**

***The aim of the sequence:*** *participants should have an idea of the behavior to adopt.*

These difficult situations can evoke past experiences. However, how do you react in these situations? What is the correct behavior to adopt as a colleague? As a general manager?

**The behavior to adopt as a “new” colleague consists of: show slide 7.**

**Clarify that an e-learning and a kit are to be created and will be obligatory for general managers in France**

Let us look at the first case: what does conducting yourself "well" mean to you?

**Let participants think of ideas and note them on the board.**

**Overall, the answers will be about the ethics code: respect people, listen to them, recognize in them signs of stress/fatigue, etc.**

**Show slide 8 to sum up.**

**5 minutes** **00:30**

Here is an idea of good behavior to be adopted. It is not easy to detect and these signs may be momentary, temporary and will not necessarily lead to RPS or burn-out. Nevertheless, it is important to be vigilant when it comes to others.

Let us look at the situations at the beginning again and organize a role play. For each situation, it is a question of setting an example of good behavior to be adopted. There are no correct answers but the previous slide gives you some indications.

For each one, I will need 2 people: one to play the colleague in a difficult situation, and the other the colleague who demonstrates concern.

**Remind participants of the situations using slide 9.**

**Organize the groups and play out the situations one by one.**

**When the groups are formed, discuss for 1 minute (without the other participants hearing) with the colleague in a difficult situation to clarify the circumstances:**

* + - * + **situation 1: nothing dramatic, a bad period with the children, who are not sleeping, and the person is extremely tired.**
				+ **situation 2: this has lasted for a long time (several weeks). Very stressed and has the feeling that it will not end. On the verge of breaking.**
				+ **situation 3: this has also lasted for several weeks. Their manager has given them a significant amount of work, at the limit of their skills. The manager is not very available. No longer knows where he stands.**

**Play out the situations, reminding participants of the 3 points of “good behavior”.**

**When the role play is finished, debrief by:**

* + - * + **first asking the colleague in charge to identify the feeling (easy, difficult)**
				+ **then ask the others to advise on it.**

**Aim of situation 1: to listen, understand and alert the relevant manager.**

**Aim of situation 2: to listen, understand and alert the relevant manager.**

**Aim of situation 3: to listen and understand.**

**As a trainer, pay attention to participants playing out the behaviors identified on the slide and ensure that the suggestions of participants during the debriefing are tangible and realistic.**

**Finally, summarize that “like any employee in the Group, your role is to be interested in the person, to listen to them. Other elements will complement the e-learning and site/subsidiary methods."**

**15 minutes** **00:45**

Thank the participants.