**Behaviors (positive and negative)**

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| Reminders of this module's objectives:  At the end of the module, participants:   * Should understand that behavioral errors can have major consequences (HIPO, accidents, etc.). * Should know the HSE behavior expected of Total employees. * Should be able to identify positive behavior to be encouraged and negative behavior on which action should be taken within Total. |

This document is the trainer guide. You can follow it because it contains all of the elements that will enable you to lead such a module, namely the instructions for exercises, accompanying Powerpoint references and/or various resources such as films, e-learning, etc., the questions to ask participants, the exercises to be completed if necessary.

**Estimated duration:** **01:20**

**Teaching methods:** In-class presentation.

**Prerequisites:** None

Important points for preparing the sequence:

Before beginning this module, we recommend you ensure:

* that the “Death in the oil field” video is working.
* that you have enough copies of the “RC - HSE Performance Appropriate Response Guide” booklet for each participant, pocket-sized if possible.

**Welcome the participants:**

Welcome, everyone.

Before beginning, let's look together at the objectives of this module and how it is rolled out.

# Show slide 2.

The objectives of this module are, for you:

## To understand that behavioral errors can have major consequences (HIPO, accidents, etc.).

## To be aware of the HSE behavior expected of Total employees.

## To be able to identify positive behavior to be encouraged and negative behavior on which action should be taken within Total.

# Ensure that the contents are clear to everyone.

# Answer any potential questions.

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

**Sequence 1:**

***The aim of the sequence:*** *participants should understand that most accidents are related to behavioral problems****.***

I would like to start by watching a feedback video. Throughout the video, note the problems, in particular behavioral problems, which you can identify.

# Show the “Death in the oil field” video (6 minutes), slide 3

What are the problems you identified that led to this catastrophe?

# Participants discuss the problems they have identified in this operation. Then specify to participants the nature of the issues raised (technical, resources, course of action, behavior, etc.).

# Emphasize the importance of human behaviors and the associated impacts.

**15 minutes** **00:20**

# Show slide 4

# For each pillar, comment on the slide with the following points:

# -The equipment/facilities are designed to function under specific conditions.

# -The regulations and procedures are designed to guide people in the application of best practices.

# - Failure to comply with the regulations and procedures for use of the equipment can lead to consequences which you may perhaps not have anticipated, and which may prove to be major.

# Adherence to these conditions of use and these documents remains, however, dependent on the decisions or understanding of people.

**5 minutes** **00:25**

**Sequence 2:**

***The aim of the sequence****: participants should know the definition of a behavior and be aware of the importance of recognizing good safety behaviors.*

Let us start by clarifying the concept of behavior.

In a few words, who can tell us what behavior means to them?

# Ask participants to discuss.

# The aim is to arrive at the idea that behavior is an observable, tangible action, and not an idea or an intention…

# If needed, steer participants by asking them to compare behavior and intention.

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

# Present slide 5 to clarify the concept of behavior.

Let us now move on to an exercise. For each of the following cases: is this a behavior?

# Exercise:

# Show slide 6 and ask participants to discuss, point by point, whether or not it involves a behavior.

**5 minutes** **00:35**

Adopting “good” safety behavior is not so easy.

# Show slide 7 and illustrate the example in slide 8.

# The aim is for participants to understand that safe behavior is not always “natural/innate”, and that we respect a red light because we are taught that this is what we should do.

Safe behaviors are not so easy to adopt. Sometimes, we need to change our practices, to learn, to evolve… that is why it is all the more important to recognize them, to value them as a way to be closer to colleagues. I would like you to look together at the way in which good and bad behaviors are dealt with at Total.

Let's start with “good” behaviors.

# Show slide 9 (extract from the “RC - HSE Performance Appropriate Response Guide” booklet, p.4).

**5 minutes** **00:40**

# Distribute the “RC - HSE Performance Appropriate Response Guide” booklet and ask participants to read pages 4 and 5.

# Leave 5 minutes for participants to read them.

# Ask participants to ask questions about these two pages or to provide any comments.

What advantages do you see to encourage good safety behaviors?

Did you expect this kind of recognition of safety behavior?

# Direct this question to everyone. Ask participants to discuss.

**10 minutes** **00:50**

**Sequence 3:**

***The aim of the sequence:*** *participants should understand the difference between error and fault: there is room for error but a fault is the willful breach of a regulation, hence the importance of acting with understanding. Any deviation needs to be reported, assessed then acted on accordingly.*

Unfortunately, not all behaviors are positive. Let us look again at the example of the red light:

“In your opinion, is not stopping at a red light an error or a fault?”

“What do you think is the difference between an error and a fault?”

# Direct this question to everyone.

# Guide them towards whether an action is intentional in nature or not.

# To summarize, show slide 10.

I would now like you to do an exercise. For each point, tell me, according to you, if it is an error or a fault, and discuss.

# Exercise:

# Show slide 11. Let participants answer point by point, and ask them to justify their answers.

# Clarify whether, depending on the circumstances, a point could be both an error and a fault.

# For example, in the first point, if the driver is not informed of the speed limit, that can be regarded as an error.

**10 minutes** **01:00**

So now we can see that it is important to recognize behaviors (positive or negative). Let us look again at the red light situation:

How you would react if, while in the car, one of your colleagues did not respect the red light:

* Passing through the red light to show you the power of their car?
* Passing through the red light because they were distracted, busy talking to you?

# Direct this question to everyone.

# Organize a discussion. Ensure that participants understand that, in both cases, a reaction is necessary, but that it is different in each case.

**5 minutes** **01:05**

# Read page 7 of the “RC - HSE Performance Appropriate Response Guide” booklet.

# Show slide 12 to clarify the flow diagram, to help analyze the deviation on page 7 of the booklet.

# Show slide 13 and establish the link with the types of reactions on page 9 of the booklet.

# Focus on the fact that the stop card is, of course, an essential tool in reacting to the deviation.

What new questions does this module bring up?

# Show slide 15 to sum up.

# Answer any questions

# Thank the participants

**15 minutes** **01:20**