**Teamwork, relationships with management/APR**

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| **Reminders of this module's objectives:**At the end of the module, participants:* Should understand the added-value of teamwork (collective vs. individual).
* Should understand the importance of expressing themselves if in doubt about safety.
* Should understand the importance of addressing the HSE component during the APR and be able to establish the link between elements of the HSE policy.
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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: 01:30**

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

**Prerequisites:**

**Important points for preparing the sequence:**

Before beginning this module, we recommend you ensure:

* that the “Strength through cooperation” video is working,
* that the “Asch conformity experiment” video is working,
* that the “Work meeting” video is working,
* that you have enough copies of the “My APR guide” to distribute to each participant.

**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:

# To understand the added-value of teamwork (collective vs. individual).

# To understand the importance of expressing yourself if in doubt about safety.

# To understand the importance of the HSE component during the APR and be able to establish the link between elements of the HSE policy.

## **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 the “collective effort” team dimension is a cornerstone for safety. Each link in the chain is essential to the team.*

I would like to start by watching a funny video.

## **Show the “Strength through cooperation” video (2 minutes), slide 3**

What do you think are the advantages of working in a team in the safety field?

## **Ask participants to discuss.**

## **Ensure that the discussions are relevant to safety.**

## **To summarize, show slide 4.**

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

**Sequence 2:**

***The aim of the sequence:*** *Participants should understand the importance of expressing themselves in case of doubt.*

Teamwork is paramount, an effort. On the other hand, decisions made as a group can also lead to errors.

To understand this aspect correctly, let us start by watching a video of an experiment on compliance.

## **Show the “Asch conformity experiment” video (2 minutes), slide 5**

What do you think could encourage people to provide a response that they think is incorrect in this kind of situation?

## **Ask participants to discuss.**

## **The idea is to encourage participants to express the following reasons:**

## **-Fear of having to cope with a conflict in the event of a disagreement**

## **-Inhibition**

## **-A wish to be included in the group, not to stand out**

## **-Fear of being perceived as being inefficient**

## **Show slide 6 to sum up.**

**10 minutes** **00:30**

I would now like you to complete a brainstorming workshop on the possible consequences of this group “effect”. In pairs, list the problems that this can pose to compliance with group decisions when someone feels that something is not right.

## **Workshop. Show slide 7**

## **Give participants 10 minutes in pairs to list the problems they might face in complying with decisions made in a group without expressing any doubts or opinions when they have them.**

## **Then ask a group to present the outcome of their brainstorming session on the board. Have the other groups complete the brainstorming.**

## **Show slide 8 to sum up.**

**20 minutes** **00:50**

To illustrate the kind of shortcomings that can induce a group effect if questions are not asked, I will show you an experiment carried out by Dr. Harlow on monkeys.

## **Show slides 9 to 14 on the banana experiment.**

Note that this group effect can have positive consequences, particularly regarding compliance with basic safety regulations. But when it is inappropriate behavior that is reproduced by the group effect, reversing the trend is very complicated, safety initiatives taken being seen as questioning the rule of thumb.

**5 minutes** **00:55**

Let us continue on the importance of expressing ourselves, in particular with regard to safety. Let's take some time to watch this video.

## **Show the “Meeting” video (2 minutes), slide 15**

What have you taken away from this video? What did you find interesting?

What could the consequences have been if the “young person” had kept silent?

What do you think made him speak up?

## **Ask participants to discuss. The aim is for participants to conclude that the intervention of “young person” prevented an accident, that everyone's opinion is important.**

## **In summary, show slides 16 and 17.**

## ***Slide 17 comments:***

## ***Express any doubts concerning a situation: The only risk that you take is being right.***

## ***Respect what your colleagues say: If somebody expresses a doubt, ensure you understand what is concerning them before trying to convince them that it is not a problem***

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

**Sequence 3:**

***The aim of the sequence:*** *Participants should understand the importance of giving meaning to their HSE objective in relation to the overall HSE policy.*

This module evokes the importance of teamwork, relationships with colleagues and managers… one of the ways to assess safety behavior and enable constructive discussion during the annual performance review.

To start, I would like you to answer, together, some questions concerning the APR.

## **Show slide 18.**

## **Let participants discuss each question.**

## **Note the answers on the board.**

## **Then distribute a copy of the APR guide (My APR Guide) to each participant, and give them 2 minutes to read pages 2, 3 and 6.**

## **Revisit the questions so they can clarify their answers when they have finished reading.**

## **Show slide 19 to sum up.**

## **If participants have already started their job, ask whether they have already had objectives set and if so, what kind, and if they are well aligned with the Group's policy.**

## **Let participants reflect for 5 minutes, then ask one or two to give an example.**

## **If it is their first week, clarify that at the end of the General Common Trunk course they will be able to make H3SE commitments, which they will in turn be able to convert into objectives with their manager during the APR.**

Do you have any other questions about this module?

## **Answer any questions**

## **Thank the participants**

**15 minutes** **01:30**