

## Behavior-Based Safety

### Lesson Plan:

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**Duration:** 50 Minutes

**Teaching Method:** Lecture/Discussion

**References:** Student Guide, Slide Presentation, & CAPR 62-1

**Teaching Aids/Handouts:** Student Guide & Slide presentation

**Reading Assignment:** Student Guide

**Lesson Objective:** Comprehend the importance of safety in unit command.

### Desired Learning Outcomes:

1. Define the role of behavior-based safety in a positive safety culture.
2. Describe the mandatory requirements of a unit safety program.
3. Discuss qualities a commander should look for when selecting a unit safety officer.
4. Summarize the commander's role in maintaining a pervasive culture of safety in the unit.

### Lesson Strategy:

This segment is designed to impress upon commanders their responsibility in implementing the CAP safety program and the importance of maintaining positive safety culture through verbal, written, and "by example" actions. The primary goals of the safety program are the protection of our members and the safeguarding of CAP assets. The unit commander is the driving force behind the success of the safety program.

The member will understand the mandatory requirements of the unit safety program as outlined in the CAPR 62-1. Apply the requirements as needed in a positive manner to encourage desired behaviors. Promote and develop safety officers in both cadet and senior member ranks by choosing well qualified and motivated individuals. Safety needs to be presented positively and not punitively. Safety should be included as a part of planning and executing all approved CAP activities.

The teaching outline provides an introduction, outline of the main points, and a conclusion to be adapted as required to meet the needs of a particular wing. The presenter should personalize the lesson to reflect the unique characteristics of the wing.

## Lesson Outline:

### MAIN POINTS:

- I. Safety culture defined.
- II. Mandatory requirements and tools.
- III. Selecting a unit safety officer.
- IV. Safety leadership.

## Teaching Plan

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### ATTENTION:

How many times have you heard, “I’ve done this before.”, or, “I’ve got it covered.”, only to see a few minutes later that things had not gone as planned? On TV it can be funny, and perhaps in real-life too. Or it can be very, very dangerous. In CAP, lapses in attention, overconfidence, unawareness, or even negligence can get people hurt. As the commander, the safety culture you promote and nurture goes a long way towards how your members perceive safety and the world around them.

### MOTIVATION:

Protecting your members and safeguarding corporate assets by living and leading safely will ensure your unit’s success in CAP and non-CAP activities. As a unit commander, you develop the safety culture that encourages safe behavior by positive reinforcement and universal inclusion. Safe behavior comes from the tone and the leadership that the commander and the safety officer provide to achieve mission success. It is recommended that positive behaviors outweigh identifying undesired behaviors 4:1. The mindset of reinforcing the positive sometimes has to be adjusted to ensure the balance is towards the positive. Compliance will be achieved voluntarily when members recognize they are appreciated for good behaviors.

### OVERVIEW:

This lesson talks about safety culture, your responsibilities as a commander; how hiring and training the right member to be the safety officer can help you and your members achieve the most effective balance in accepting risk for mission accomplishment.

## **TRANSITION:**

Poll your students: How would you define a positive safety culture?

Note: Provide the FAA definition and the CAP definition to provide a foundation

How does a commander protect his team members and the CAP material assets assigned to his unit? By actively promoting good policies, behaviors, advanced planning and inclusion of safety processes into all activities. Avoid punitive, “gotcha” or “whack-a-mole” management techniques and replace it with supportive, positive reinforcement.

## **SAFETY OFFICER DEVELOPMENT:**

During this part of the presentation we’ll look at what is expected of a safety officer, what skills and traits are needed, and what resources and tools should be included in the safety officer’s toolkit. The cadet safety officer program should also be utilized to ensure safety is included at all levels of CAP management and to provide qualified personnel to transfer to senior membership, providing safety officer career flow-through support.

## **SAFETY LEADERSHIP:**

Provide policies, stated and written, that encourage good behavior. Practice what you preach and show subordinates good examples of exactly what safe behaviors are and how team members need to look out for one another. Compare and contrast risky behavior with risk management and continuous improvement through use of ORM in **all** CAP activities. Reward good behavior and use “close-call” reporting as teaching opportunities.

## **Main Points:**

### **MP I. Safety culture defined**

- A. Poll students for their understanding of the concept.
- B. Provide the CAP definition and its relevance to the membership.
- C. Provide students with ample examples of positive safety behavior

### **MP II. Mandatory requirements and tools**

- A. Training Requirements
  - 1. Annual training
  - 2. Monthly training
  - 3. Entry training
- B. Status Reporting Requirements
  - 1. Safety Survey
  - 2. Online Hazard reporting

### C. Mishap Reporting Requirements

#### 1. Online Form 78

##### Pitfalls to Avoid:

- a. Not including all involved persons
- b. Failing to complete it within 48 hours
- c. Waiting to get unnecessary facts
- d. Including personal opinions
- e. Not utilizing the NOC
- f. Not informing your wing commander
- g. Not reporting it at all

#### 2. CAP Form 79

### D. Online Tools for a more effective safety program

#### 1. Command tools

#### 2. WMIRS

#### 3. Commercial and Air Force tools

### **MP III. Selecting a unit safety officer**

#### A. Duties

#### B. Skills and Traits

#### C. Cadet Safety Officer Program

### **MP IV. Safety leadership**

#### A. Demand a safety program, hold accountable for non-compliance

#### B. Use ORM to plan and execute your missions

#### C. Delegate

#### D. Have contingency plans available

### **QUESTION AND ANSWERS:**

Field any questions that the students may have.

## Lesson Summary

### **SUMMARY:**

YOU are THE UNIT COMMANDER. YOU are the instrument of leadership, the leader of the unit safety program by your example, by your choice of Safety Officers, and your positive leadership.

### **REMOTIVATION:**

Mishap prevention, through education and constant awareness, ultimately safeguards CAPs members and assets to ensure their availability when called upon. This will assure your success as a commander and your unit's ability to accomplish the mission.

### **CLOSURE:**

Getting your people behind you and working toward unit goals is a sure path to success. Take care of their needs and instill in them a need to accomplish the mission in compliance with CAP standards. This will ensure success in safety.

### Suggested Questions:

1. **How would you describe the term "positive safety culture"**

Answer: both attitudinal and structural, relating to individuals and organizations. It concerns the requirement to not only perceive safety issues but also match them with appropriate action. Safety culture relates to such intangibles as personal attitudes and the style of the organization

2. **Where do I begin? My safety program is non-existent.**

Answer: Start with appointing a unit safety officer.

3. **Can anyone really stop any CAP activity?**

Answer: Yes, every member is responsible for safe operations and should take action when needed.

4. **How do I get the members to buy in?**

Answer: Start by leading by example.

Field any other questions that the students may have.