

SAFM 641: Leadership in Safety Management
Fall, 2018

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Office hours: T,R 9:00 – 11:00
Other hours by appointment

Required Textbooks:

1. Winn, G.L. *Practical Leadership Skills for Safety Professionals and Project Engineers* (2016). CRC Press, New York. ISBN: 978-1498758222
2. Crandall, D. (ed). *Leadership Lessons from West Point* (2007) . Josey-Bass, San Francisco. ISBN: 0787987735

Recommended books (choose one):

1. Kolditz, T.A. *In Extremis Leadership: Leading as if Your Life Depended on it.* (2007). Josey-Bass, San Francisco. ISBN: 0787996041
2. Sweeney, P.J., Matthews, M.D., Lester, P.B. *Leadership in Dangerous Situations: A Handbook for the Armed Forces, Emergency Services and First Responders* (2011). Naval institute, Annapolis, MD. ISBN: 1591148324
3. O'Brien, J. *At Home in the Heart of Appalachia* (2001). Knopf, New York. ISBN: 0394564510

Mission of the Safety Management Program: Graduates of the Safety management Program will preserve and protect the people, property and business efficacy of their organization.

Program Goal of Course: The goal of this course is for students to demonstrate skills and knowledge of professional development and leadership necessary for safety managers or civil engineers.

Program objectives of the course:

1. Upon completion of the course, successful students can synthesize a professional development plan to enhance their careers in safety or engineering;
2. Upon completion of the course, successful students will be able to compare and contrast leader vs manager;
3. Upon completion of the course, successful students will be able to analyze methods needed to change safety cultures which will be more compatible with leader development;
4. Upon completion of the course, successful students will be able to identify ways to create leaders under unfavorable conditions.

5. Upon completion of the course, the successful student will be able to synthesize an appropriate model for business protocol applicable to recently hired safety professionals or project engineers.

Grading:

Grades are assigned based on this scale:

100 per cent – 92 per cent:	A
91 per cent – 84 per cent:	B
83 per cent – 75 per cent:	C
74 per cent -- 66 per cent:	D
Below 66 per cent:	F

Homeworks and Projects:

These are assigned to provide a broader understanding of the topic in the Module or as a Culminating Experience such as the *Professional Development Plan exchange* where we compare ideas about how to succeed as a professional. Some homework assignments are individual and forwarded to the instructor. Some assignments are shared with other students in groups or at-large. Participation in the homework and group assignments is required and subsequently the content of the material AND the participation level is graded, as follows:

Grades work distribution:

Homework cumulative	35 per cent
Midterm Exam	25 per cent
Final Exam	25 per cent
Participation (class and group)	15 per cent

Field Trip (voluntary): historical tour of Fort Necessity (1754) (Saturday).

Academic Integrity/Dishonesty Policy:

For this and all classes I teach, I invoke WVU's Academic Integrity/Dishonesty policy which regards cheating and plagiarism. Please review this policy in the WVU Undergraduate Bulletin pp 48 - 49 or see me about specific details

Statement on Social Justice:

West Virginia University is committed to social justice. I concur with that commitment. I expect to foster a nurturing learning environment that is based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Statement on Persons with Disabilities:

If you are a person with a disability and anticipate needing any type of accommodation in order to

participate in this class, you must make appropriate arrangements through Disability Services (293-6700). They will identify the nature of the accommodation your disability requires.

Other WVU Policies can be found at <https://tlcommons.wvu.edu/syllabus-policies-and-statements> including these:

- Academic Integrity Statement
- Academic Standards Policy, including Academic Dishonesty
- Accessibility Statement (see Inclusivity Statement)
- Adverse Weather Statement
- Attendance Policy
- Campus Safety Statement
- Incomplete Policy
- Sale of Course Material Statement
- Sexual Misconduct Statement
- Student Evaluation of Instruction Statement

Note on graded material:

Final exams, projects, student activities and homeworks will be available, graded, a week after the final exam or homework is due. Please do not contact the instructor about final grades until the University's this time has passed.

Note of the use of "project engineer" in this course

While this course is directed to graduate students in safety, it is the observation of many academics that safety professional and project engineers will work closely together on most projects; they will lead teams of worker on closely aligned -- if not identical—missions for industry, government agencies, small business and the burgeoning and complex health care industry. Their missions are identical when it comes to saving lives and providing business continuity. Their methods overlap significantly and they have been trained at universities where they take courses with each other. In places where there is no safety professional, the project engineer will be called upon to develop means and methods to preserve and protect the people, property and business efficacy of the organization.

Engineers share the mission, methods and desire to protect their employer's assets. Perhaps their closest working partners on-site are safety professionals, and vice-versa. Neither should feel left out of advancing the mission of the other. On the contrary, there are inextricable linked to the mission success of each other.

The safety professional and project engineer are partners on every job.



(source: <http://www.thinkstockphotos.com/image/stock-photo-civil-engineer-and-foreman-at-construction/612225866/popup?sq=undefined>)

Schedule of topics by week/module

Module 1. Introduction to the course and concepts (module 1)

- a. Why study leadership now? Isn't compliance enough?
- b. Safety professionals and engineers have to be right the first time
 - a. Engineers and safety professionals: similar complex and high-stakes jobs
- c. Millennials and the study of leadership, ethics and protocol
- d. Leading vs managing: is there a difference?
- e. Homework: assign Personal Professional Development Plan
- f. Read and comment on: Matthews, J.T. (2018, April 1) "A Stroll Through the Seven Liberal Arts and Sciences" . Tell me why you had misconceptions about the Liberal Arts generally.

Module 2. Professional development

- a. What does it mean to be a professional in safety or engineering?
- b. A sample code of ethics for young professionals
- c. The hazards of plagiarism to the young professional

- d. Why moral Relativism has no place in safety or engineering
- e. Read: VUCA: Developing Leaders in a VUCS Environment (K. Lawrence)

Module 3: Professional Development Continued

- a. Schein's model: art factual, espoused values, values-in-use
- b. Self discovery must come before acting as a leader or developing subordinates
 - taking stock using the MBTI or real Colors
- c. Reading to become an *interesting* professional
- d. Using maxims and stories at the department level
- f. Creating a development plan
- g. *Extra Credit Opportunity* - We think we know something about the "liberal arts" but here is a pretty honest review of the seven "liberating arts" (the trivium and the quadrivium). First, read this article...

Online Reading:

A Stroll Through the Seven Liberating Arts and Sciences

Then, after reading the content in Module 3 (and please just take this article at face value), write a one or two-page paper about why a well-read professional should know something outside his technical content area of expertise in order to advance his or her career.

The title of your essay is, "What I Thought I knew about the Liberal Arts". This is supposed to be fun and fairly light-hearted, not tedious. Points for humor.

Modules 4,5: Leadership Models

- a. Is the military a useful model for teaching leader development?
- b. Can a mid-level leader change safety culture even when upper management doesn't seem to care?
- c. Toxic leadership and its effect on organizational behavior
- d. Uses of Experiential Training in Safety

Module 6,7. Leadership models: crisis and non crisis

- a. Servant leadership (Greenleaf)
- b. Level 5 leaders (Collins)
- c. Leadership models: crisis based
- d. Can a motivated junior leader change a local culture during a crisis or in a "depleted environment"?

Mid- term exam

Module 8,9: Leadership Challenges for the future

- a. Stressors and resilience
- b. Gender
- c. Discipline for difficult employees
- d. International and Global Challenges
- e. Technology Challenges
- f. Other/new topic, same, same (emerging issues)

Module 10-12: Knowing protocol of the Business Office

- a. Communication techniques
- b. Memoranda, letters, phone, office dress, thank-you cards, and the flag
- c. The importance of symbolism, honest gestures and paying forward
- d. Summary of course concepts and wrap-up

Final exam; projects due by the close of business day of the final exam

Note: The required book for this course, *Practical Skills for Safety Professionals and Project Engineers*, provides a carefully-developed structure and sequence of topics for this course. Much of the material for this course is adapted from the book and then expanded or enhanced in course materials. The first half is dedicated to introductory topics and professional development for Millennials. The second half of the course also follows the framework established in the accompanying book and addresses leadership models, experiential training, toxic leadership, stress and resilience, gender and diversity, and elements of office protocol. The author of this course acknowledges the editors of CRC Press, the Taylor and Francis Group, New York, for granting permission for academic purposes and non-commercial excerpts of *Practical Leadership Skills for Safety Professionals and Project Engineers*, 2016 in this course material.