



SCC Training
Briefing Notes
Module 3: Structure and Lead Responsibility



Introduction

The Safety Critical Communications training programme is modular. The full programme consists of **six** modules:

- Foundation
- Protocols 1 (ABC-P, Phonetic Alphabet, Numbers, Time)
- Structure and Lead Responsibility
- Protocols 2 (Standard Words and Phrases, Emergency Call, Equipment)
- Confirming Understanding (Repeat Back, Questioning)
- Communication Skills (Assertiveness, Challenging, Considering Others)

For best results, please deliver the modules in order. It is especially important to deliver the **Foundation Module** first. However, you may want to prioritise one of the other modules if you are faced with a particular communication issue.

Timing

The module will take at least 50 minutes to deliver. The timings are as follows:

- Presented Content: 15min
- Discussions and Questions (7): 25min
- Test Questions: 10min

Discussions

Do not skip the discussions. They are essential to the learning process. Without them, the content will just be a stream of meaningless words. It is important that attendees work through the issues themselves as well as listening to the briefing material.

Try and ensure that everyone participates in the discussions. You may need to balance 'loud' individuals with those more reluctant to speak. Bear in mind that the quiet, thoughtful person at the back of the room may have a valuable contribution to make.

Your input is welcome. Your specific experience and knowledge are relevant to the discussion. You may wish to guide the discussion and make it relevant to your particular area of the industry, though please don't detract from the minimum standard set by this training course.

Notes for each discussion are provided below in the Content Notes. Don't 'wade in' with your answers too early. Let the group make their own suggestions and perhaps argue with each other.



National Minimum Standard

The standard is composed of **Key Learning Points** which are highlighted throughout the module and again, in the summary at the end. There is nothing difficult or complex about the standard. It simply seeks to set a minimum level, above which we should all be operating.

The **Key Learning Points** are:

- A safety critical message should have four sections:

Opening> Information> Actions> Confirmation

- The person with **Lead Responsibility** must manage the communication and ensure that a clear understanding is reached
- We must all support the person with **Lead Responsibility**

and be prepared to do some of the leading, if necessary (listening, repeating back, questioning..)

The Test

The test is not designed to catch anyone out. It simply makes sure that attendees have understood the material. The questions are all based on the National Minimum Standard. As the Briefer, you will be responsible for delivering the questions, which are provided below.

The questions should be directed to **individuals** within the group, making sure that **each person answers at least one question**. If someone fails a question, allow the other group members to help them, and then ask them another.

Delivering the Presentation

The PowerPoint presentation contains voice-over and example communication recordings. You will therefore need to make sure that you can **deliver audio to the room** at a suitable volume.

Most of the content is voice-over driven and the **slides will auto-forward**. However, we have paused the auto-forwarding in certain places to allow you to facilitate a discussion, play an example, or check that attendees are happy with the content.



Slides which require you to press forward (space bar, forward arrow or left-mouse click) are marked with this icon in the bottom right-hand corner.

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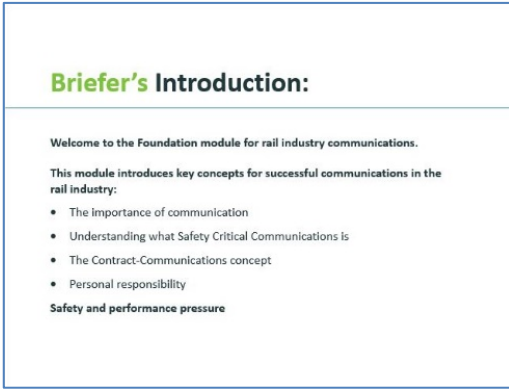
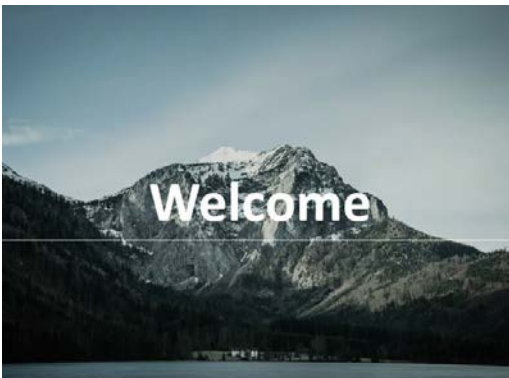

Slides containing voice-over. Note, the voice over is **sometimes delayed** to allow learners to digest the contents of a slide before listening to it. **Be patient!**

...VO pause before VO VO... pause after the VO VO...VO pause between VOs







Content Notes







The following relate to specific content in the module. You may wish to have the module open

Page Reference	Notes
 <p>Briefer's Introduction:</p> <p>Welcome to the Foundation module for rail industry communications.</p> <p>This module introduces key concepts for successful communications in the rail industry:</p> <ul style="list-style-type: none"> • The importance of communication • Understanding what Safety Critical Communications is • The Contract-Communications concept • Personal responsibility <p>Safety and performance pressure</p>	<p>The presentation has some notes at the beginning. These are for you, the Briefer, and not for attendees.</p>
 <p>Welcome</p>	<p>This Welcome page is designed to sit on the screen while you take care of 'housekeeping' details such as fire exit and introductions.</p>
 <p>Safety Critical Communications</p>	<p>This first section goes over what we have learnt in the previous SCC modules.</p>



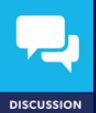
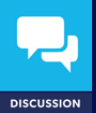


 <p>Message Structure</p>	<p>This first section looks at how to structure a message.</p> <p>It begins with a discussion, to get attendees to think about the need for structure and what that structure should be.</p>
 <p>DISCUSSION</p> <p>Q. why would we need to structure/ organise a message?</p> <p>Q. what structure should we put in place?</p>	<p>By message structure, we mean ‘what you say and when you say it.’</p> <p>Attendees will probably identify the need for an opening/ introduction and the need for a close/ confirmation.</p> <p>Let the discussion develop. You may need to ask about what happens in the middle of the message.</p> <p>No need for you to provide answers – we’ll do that in the following slides</p>
 <p>Opening</p>	<p>We start with the message opening.</p> <p>The precise way in which we identify ourselves is dependent upon our role. Don’t get bogged down in discussions about these differences. There is a discussion item to talk about exactly how to do this at the end of the section (see below).</p> <p>The important thing is to open the message by identifying who and where we are.</p>
 <p>DISCUSSION</p> <p>Q. Exactly how should you identify yourself and your location</p> <p>Do this for each role (dispatcher, shunter, driver etc.) represented in the room.</p>	<p>Please do this exercise – it’s important to make this idea relevant to everyone in the room.</p> <p>It will obviously be easier if you have a single job function represented in the room but will be more interesting if there are attendees with different roles.</p> <p>Also, you may need to look at more than one situation per role.</p>








<p>Play the recording and answer the questions.</p>  	<p>This recording moves us into the section on Information and Actions.</p> <p>Note. If you're unfamiliar with driver communications: the phrase "...go back and check..." means that he intends to get out of the cab so he can look at the overhead line equipment.</p> <p>This example is based on a real conversation which led to a near-miss incident as the driver went out onto the tracks.</p>
 <p>Q. What structure did the message have? When were the actions given?</p> <p>Q. What's the problem with giving actions in this order?</p>	<p>There was a poor opening and no confirmation at the end. The rest of the message was a muddle.</p> <p>The actions were given mid-way through the message, followed by lots of information.</p> <p>The problem is that by the end of the message, the actions have probably been forgotten. A clear understanding is not reached. The communication contract is very poor.</p>
<p>In this version, the Signaller realises that the communication is losing structure and refocuses it.</p>   <p>The Signaller is demonstrating Lead Responsibility – our next subject.</p>	<p>In this model-answer, the driver is still giving a commentary on what he's doing – mixing up information and actions. However, this time, the Signaller takes control of the communication (Lead Responsibility), focussing on actions and then asking for a 'repeat back.'</p> <p>This action by the Signaller would have avoided the near-miss incident which took place.</p>
 <p>Why do we not want to mix up Actions and Information?</p>	<p>If short on time then provide the answers:</p> <ol style="list-style-type: none"> 1. Mixing up actions and information is confusing 2. Placing Actions before Information risks them being forgotten 3. We need a concise list of actions so that it can be agreed and repeated back <p>Placing Information before Actions means that the actions will be understood – they will be in context.</p>



 <ul style="list-style-type: none"> • They can be passed in both directions • Actions should be definitive, eg. "You must..." • The instruction "Do nothing until..." is a valid action <p>And they are an essential part of the communication contract</p>	<p>It has been pointed out that some operational communication is just about passing information. Eg, Control providing an update on a situation.</p> <p>However, there is always an action, even if that action is 'we're going to continue to monitor the situation' or 'do nothing.'</p>
	<p>Having looked at message structure we now move on to Lead Responsibility.</p> <p>We've already seen this in action – the Signaller in our previous example, showed Lead Responsibility by taking control of the message structure, re-stating actions and asking for a 'repeat back.'</p> <p>Some attendees may say that this section doesn't apply to them because they will never have Lead Responsibility. We'll see that this is not the case...</p>
 <p>True or False?</p> <p>Lead Responsibility is:</p> <ul style="list-style-type: none"> • being in charge of the job • being in charge of the communication • giving instructions to workers • being most senior 	<p>LR means being in charge of the communication. The other statements may be true of the person with LR, but LR is about managing the communication.</p> <p>This means making sure that the protocols are used; making sure that the communication is structured correctly; and, above all, making sure that a clear understanding is reached.</p>
 <p>Q. Who is likely to have Lead Responsibility in our operational communications?</p> <p>Discuss relevant communication scenarios and who has Lead Responsibility.</p>	<p>Lead a discussion about the likely communication situations encountered by the attendees. Be as specific as possible. For example:</p> <p>Drivers are probably going to encounter Signallers and Controller Trackworker likely to talk to a COSS etc.</p> <p>Signallers will have LR unless talking to Electrical Control. ES will have LR when talking to a PICOP PICOP will have LR when talking to a Driver</p> <p>Pose some difficult ones: signaller to signaller; COSS to COSS etc.</p>



 <p>DISCUSSION</p> <p>Play the recording and answer the question.</p>  <p>How is the Signaller taking Lead Responsibility for the communication? List...</p> <p>SPAD: Signal Passed At Danger – a very serious and traumatic incident for a driver. </p>	<p>Don't get 'bogged down' in the detail of the SPAD – especially if your attendees are unfamiliar with the term. What's important is the way the Signaller manages the conversation.</p> <p>The Signaller:</p> <ol style="list-style-type: none"> 1. Prevents the Driver from rambling 2. Focusses the conversation on the precise details 3. Gives clear instructions 4. Asks for a 'repeat back' for the instructions. 5. Remains Calm 6. Calms the Driver down 7. Shows empathy for the Driver by providing him with time to collect himself before completing the necessary paperwork. 8. Is assertive yet polite (we'll look at this in module 6)
 <p>Module Review</p>	<p>This section provides an opportunity to review the module. There is some introductory text and then a list of the three Key Learning Points.</p> <p>For the list, you need to hit the space bar to reveal each point.</p> <p>You could run this as a question-and-answer session, asking the attendees to provide the Key Learning Points. You may need to give hints.</p>
 <p>Module Conclusion</p>	<p>This section concludes this module and looks forward to the remaining modules.</p> <p>On the last slide, there's a note to remind you to conduct a short test. For this Foundation module, there are only a few questions. In subsequent modules the questions will become more detailed.</p>



M3 Test Questions

This module has presented the 'Structure and Responsibility' module of the course.

The National Minimum Standard requires that attendees understand the following Key Learning Points:

The **Key Learning Points** are:

1. **A safety critical message should have four sections:**
Opening> Information> Actions> Confirmation
2. **The person with Lead Responsibility must manage the communication and ensure that a clear understanding is reached**
3. **We must all support the person with Lead Responsibility**
and be prepared to do some of the leading, if necessary (listening, repeating back, questioning..)

Questions

Make sure that everyone in the room answers at least one question. It's best to ask them in order as some of them build on previous questions.

1. **Q. A safety critical message should have four sections. Name them.**
A. Opening | Information | Actions | Confirmation
2. **Q. Name at least 2 bits of information that should form part of the message opening.**
A. Two of: who we are (job role) | where we are | our name
3. **Q. Why should Actions generally be given after Information?**
A. "So that they are fresh in everyone's mind, so that we focus on them" or something similar
4. **Q. 'Do nothing' is not a valid action. True or false?**
A. False. "Do nothing" is a valid action.
5. **Q. The 'repeat back' confirmation at the end of a message is only required if the actions are unclear. True or false?**
A. False. All safety critical communications must have a 'repeat back' confirmation at the end.
6. **Q. Who is responsible for safety critical communications?**
A. We all are.



7. **Q. Lead Responsibility means being in charge of a communication. True or False?**
- A. True. The person with Lead Responsibility may also be in charge of other things but Lead Responsibility applies to the communication itself.
8. **Q. The main objective of the person with Lead Responsibility is to ensure that a clear understanding is reached. True or false?**
- A. True. They may take various actions but this is the main objective/ responsibility.
9. **Q. Which of the following actions could a person with Lead Responsibility take? Clarifying details | correcting mistakes | summarising information | calming the situation | challenging poor communication?**
- A. All of them.
10. **We must never, under any circumstances, perform any of these actions (Q. 9) unless we have lead responsibility. True or false?**
- False. We must support the person with lead responsibility and be prepared to take some of these actions ourselves if necessary.

