

Agenda

(9:00 am) Welcome, Administration, Review
(9:50 am) Core Competencies presentation
(10:35 am) BREAK
(10:45 am) Program Management workshop
(11:05 am) EH&S Moments that matter: Customer complaints
(11:35 am) Influence & Negotiation workshop
(12:00 pm) Influence Connections, Group Photo
(12:10 pm) LUNCH
(12:55 pm) Technical overview, stations, discussion
(2:45 pm) Emergency Management Case Study
(3:00 pm) Communication workshop
(3:15 pm) BREAK
(3:25 pm) Leadership / Networking
(3:55 pm) Teamwork workshop
(4:30 pm) Debrief
(5:00 pm) Adjourn

Training Materials

1. Go to www.ehsProfessional.education
2. Select “**Workshop**” for **UC San Diego**
3. Click on “**Download**”



Networking

Name:

Campus:

Email:

Phone:

Menti

1. Go to www.menti.com
2. Enter the code **192383**
3. Type in your **name**
4. Use your phone to answer the questions

HP Reveal

Instructions

- Download **HP Reveal**
- Click on “Log In” (bottom right-hand corner after *Already have an account?*)
- Login with username **training.uc**
- Enter password **ucr**
- Click on the **View Finder** icon when prompted by facilitator (bottom center of app)



Questions

1. Who do you report concerns to regarding unsafe food, water quality, pests, or housing?
2. What is crawling around the unsanitary food facility?
3. What color is the background video of the earthquake safety tips (drop, cover, hold on)?
4. What are three principles for safe pushing/pulling?

Zappar

Instructions

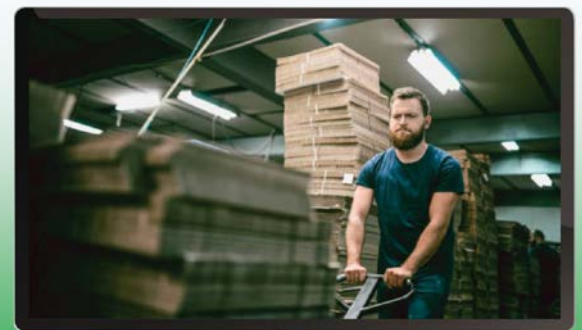
- Download **Zappar**
- Press the **Zap** icon when prompted by facilitator



Questions

1. What personal protective equipment is missing in the **laboratory**?
2. What personal protective equipment is missing in the **kitchen**?

Environmental Health



Push/Pull safely

Laboratory Safety



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General Safety



Risk & Safety
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University of California

EH&S Moments that matter

Customer Complaints

Faculty is upset at having to complete additional compliance work for his laboratory. EH&S has asked them to complete the Laboratory Hazard Assessment Tool, develop SOPs for each chemical, certify their laboratory is safe on a self-audit, and use an online form WASTE to pickup hazardous waste.

Staff are mad at all the facility problems they're experiencing, especially because no one is helping them fix it. EH&S has identified multiple problems in the Child

Development Center during an inspection including: broken tile (asbestos), chipping paint (lead hazards), lack of Lockout/Tagout procedures for each equipment, evidence of unused paint being poured down the drain in a sink, and mold growing on the walls.

Students like to use a local street vendor "El Elotero" to help them fundraise for their clubs and organizations. They are upset that EH&S policies only allow food permits to be granted to campus organizations, but not to street vendors that work with them.

Scenario #2

Staff facilities Concern

EH&S staff #1

Bad example:

- Don't look at us, this is all Facilities' fault. They're the ones behind on their workorders
- Just pick up the phone and call them, I don't see what the problem is
- Why are you asking me to fix the problems when I'm not the one in your building in the first place
- You need to figure out who is pouring paint down the sink, that's a serious violation of environmental law
- If you can't come up with procedures for your equipment, then stop using it!

EH&S staff #2

Good example:

- I understand your frustration
- How we can work together to make this right?
- Not all of these hazards are life-threatening. Let's talk about how "safe" we need to be
- What if I work with Facilities to help address these issues for you?

Scenario #3

Student policy Concern

EH&S staff #1

- The law is the law. Why should he be exempt from getting a food permit, while other restaurants do it?
- You always pull the race card. This has nothing to do with it!
- You need to find another way to raise money
- We don't know how safe his food is. For all you know, he doesn't have training in handwashing techniques. That's why we give out food permits.

EH&S staff #2

Good example:

- I can see how you think our policies can seem exclusive
- It sounds like your dilemma involves a roadblock to your fundraising efforts
- Are there other options we can use for a vendor until this policy issue is resolved?
- Let's talk about coming up with a solution that can bring fairness to both our on-campus vendors as well as your organization

Influence Plan

Identify a challenging influence opportunity that will occur within the next three weeks. Specify who you need to influence and the action you want him/her/them to take.

1. I need to influence: _____
(who)

2. To: _____
(what)

3. List 3 or 4 steps you intend to take, or opening statements you will say, in order to achieve success with this opportunity

Influence Model

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If you intend to	Then you will
TELL Communicate the desired action	Suggest <ul style="list-style-type: none"> I suggest/propose/recommend that Here is an idea ... What if we ... Express needs <ul style="list-style-type: none"> It is important to ... I really need ... Here is what I'd like ...
SELL Convince the other to commit to action	Offer reasons <ul style="list-style-type: none"> The reasons are... Here is why ... My analysis shows ... Refer to goals and benefits <ul style="list-style-type: none"> The benefit to you is... The goal of us is... This could help us achieve...
NEGOTIATE Give the other a vested interest in taking action	Offer incentives <ul style="list-style-type: none"> If you do this, I will... In exchange, I can... Here is my offer... Describe consequences <ul style="list-style-type: none"> I need to let you know the consequences of... Here is what we face if you do not, (I cannot)...
ENLIST Create enthusiasm and alignment	Envision <ul style="list-style-type: none"> Here is what I believe could happen... Picture this... I can see us... Encourage <ul style="list-style-type: none"> I know you are capable of... I believe, as a team... I know you can do this—remember when you...
INQUIRE Get information or involvement; guide thinking	Ask open-ended questions <ul style="list-style-type: none"> What do you think about...? What concerns do you have regarding...? How do you think we could...? Draw out <ul style="list-style-type: none"> Tell me more about... Say more about that... How do you see that working?
LISTEN Learn about, reinforce, or expand the other's thinking	Check understanding <ul style="list-style-type: none"> So you are saying that... From your point of view... So you feel (think, hope, believe) that... Test implications <ul style="list-style-type: none"> I am wondering if you might be concerned about... If you do "X" you are concerned about "Y"?
ATTUNE Built trust or increase openness	Identify with other <ul style="list-style-type: none"> if I were in your shoes, I might be feeling/thinking... if I were as busy as you are, I might not want to be asked... Disclose <ul style="list-style-type: none"> I could really use your help on... You are right, I should have... I am uncertain about...
FACILITATE	Clarify issues <ul style="list-style-type: none"> So your dilemma/concern is...

Help the other to take responsibility for action

- On the one hand you..., and on the other...
- Pose challenging questions**
- What action could you take to...?
 - What would it take for you to...?