



# Training and Consulting Portfolio

[Click Here to Begin](#)

## **Legacy Training and Development focuses on custom solutions**

For maximum effectiveness, all initiatives and programs are always custom branded for your organization and tailored to your policies, procedures, and programs.

The following portfolio depicts a variety of custom branded examples from various Legacy Training and Development clients

### LEADERSHIP COMPETENCY ASSESSMENT

This unique survey enables leaders to reflect on and assess their own personal leadership skills while providing employees an opportunity to provide anonymous feedback to their immediate supervisor on his/her leadership. While all leaders have good intentions, receiving feedback on the actual impact of their actions helps leaders adjust what they do and ensure those within their span of influence are as safe and productive as possible.

Leaders Name: \_\_\_\_\_ Years of Leadership Experience: \_\_\_\_\_  
 Evaluator's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please use the following rating scale when assessing

|   |   |  |
|---|---|--|
| 1 | Never seen, observed or demonstrated        | Has not yet demonstrated or has never been observed demonstrating skill/behavior   |
| 2 | Seldom seen, observed or demonstrated       | Familiar with and demonstrates skill/behavior in few situation / interactions  |
| 3 | Occasionally seen, observed or demonstrated | Demonstrates skill/behavior in many situations/interactions, but not consistently  |
| 4 | Consistently seen, observe or demonstrated  | Demonstrates skill/behavior with consistency and effectiveness in most situations/ interactions  |
| 5 | Mastered, lives and breathes it, values it  | Demonstrates skill/behavior with highest degree of consistency and effectiveness in routine and complex interactions AND helps develop other leaders to do the same. |

| Interpersonal Skills                     |   | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| Competency                               | Examples of behaviors   |   |   |   |   |   |
| Keen self-awareness                      | Aware of various aspects of self-including traits, emotions, behaviors, stressors and how they impact others;   |   |   |   |   |   |
| Demonstrates empathy                     | Understands and shares feelings of others; listens to understand; responds to emotions appropriately  |   |   |   |   |   |
| Fosters trusting relationships           | Initiates conversations; trustworthy; maintains confidentiality; approachable; respected by peers; takes time to engage employees in conversation               |   |   |   |   |   |
| Desire to equip others to be leaders     | Volunteers their assistance; looks for opportunity to help and support; takes time to teach, train and coach; provides both positive and constructive feedback. |   |   |   |   |   |
| Demonstrates care, concern and sincerity | Admits mistakes; authentic; offers support; listens; avoids judging; honest; personable   |   |   |   |   |   |
| Accepts and celebrates diversity         | Treats others with respect; fair; consistent; identifies strengths and opportunities and builds upon them; listens to diversity of thought and opinion          |   |   |   |   |   |
| Manages conflict                         | Remains calm; able to think rationally under pressure; able to diffuse situations; considers all perspectives before making decision                            |   |   |   |   |   |
| Total from this page                     |   |   |   |   |   |   |

### Baffinland Coaching Assessment

In order to ensure we employ the most competent site-based coaches, we are assessing all current coaches. Please review these competencies and provide your honest feedback. Whenever possible, provide specific examples where you have seen these competencies demonstrated. This is a critical role to the development of our people, and we regard these coaches as extremely influential to our success. Your time and effort are greatly appreciated.

Coach's Name: \_\_\_\_\_ Years of Coaching Experience: \_\_\_\_\_  
 Evaluator's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please use the following rating scale when assessing coaches

|   |                              |   |
|---|------------------------------|---|
| 1 | Not observed or demonstrated | Has not yet demonstrated or has never been observed demonstrating skill/behavior  |
| 2 | Basic                        | Familiar with and demonstrates skill/behavior in some situations / interactions   |
| 3 | Competent                    | Demonstrates skill/behavior in most situations / interactions, but not consistently   |
| 4 | Skilled                      | Demonstrates skill/behavior with consistency and effectiveness in most situations/ interactions   |
| 5 | Master                       | Demonstrates skill/behavior with highest degree of consistency and effectiveness in routine and complex interactions. Able to help develop other coaches. |

| Interpersonal Skills  |                        | 1 | 2 | 3 | 4 | 5 |
|---|------------------------|---|---|---|---|---|
| Competency  | Examples (Be Specific) |   |   |   |   |   |
| Keen self-awareness   |                        |   |   |   |   |   |
| Demonstrates empathy for others   |                        |   |   |   |   |   |
| Ability to foster relationships   |                        |   |   |   |   |   |
| Desire to help and grow others  |                        |   |   |   |   |   |
| Demonstrates care, concern and sincerity                                    |                        |   |   |   |   |   |
| Ability to respect diversity and leverage our commonalities and differences |                        |   |   |   |   |   |

### OUR PURPOSE AND APPROACH

The purpose of this **Coach Assessment Program** is to ensure we employ the most competent, site-based coaches throughout company facilities. Effective assessment and follow-up must take place in order to:

1. Celebrate best practices,
2. Clearly identify competencies which require further development and
3. Track the progress of company coaches.

A five step approach ensures a thorough assessment of each coach and facilitates follow-up and continual improvement.

# Assessments

Custom assessments for organizational culture, safety culture, leadership, coaching, etc. assist in assessing a current state and developing training initiatives for a desired future state

## Performance Development Process



L

5

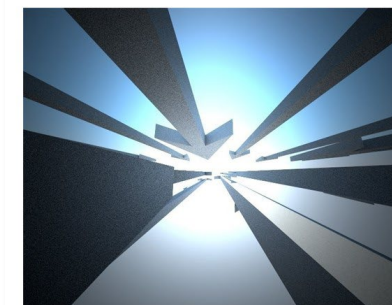
## Seven Steps of Decision Making

- 1 Outline the goal and outcome
- 2 Gather data and information
- 3 Develop alternatives (i.e. brainstorm)
- 4 Evaluate pros and cons of each alternative
- 5 Make the decision
- 6 Take action to implement it
- 7 Learn from and evaluate the decision

Pam Brown, 2007

Baffinland

48



Align Expectation  
to the Vision

- Creates alignment with the company
- Helps team members understand how their behaviors support the vision of the company
- Communicates the big picture
- Helps team members put their behaviors and decisions into context
- Helps communicate the *What's In it For Me*

26

# ILT and Virtual ILT Training Design

Instructor-led or virtual instructor-led training customized for your organization, based on your needs, policies, and procedures



## Safety

- Risk Assessing ABC
- Building Belief in Safety
- How to Communicate Safety to Gain Massive Buy-In
- Five Free Ways to Reinforce Safety

## Team Building

- Building Teams to Maximize Talent
- 4 Secrets to Maximizing Employee Engagement
- The Power of Positive Reinforcement in Building Resilient Teams
- Integrating DISC (personality insights) into Your Team Building

## Leadership

- DISCovering your Leadership Style
- Influence - The Key to Leadership
- Leading with Impact
- Finding Your WHY and Sharing Your Story
- Leadership – The Human Element

## Culture

- 8 Key Elements to Building Sustainable Cultures
- Branding Your Culture to Build Your Identity
- Culture - What it Is and What it Isn't

# Speaking Topics

With a dynamic presence and a wealth of experience, Diane delivers engaging and thought-provoking presentations that leave a lasting impact. These topics are just a sample of keynotes, workshops, and breakout sessions she has delivered.

### 6 Tips to Resolving Conflict



|                                      |   |
|--------------------------------------|---|
| Ask Questions                        | Remain Calm                                   |
| Actively Listen                      | Diffuse the Emotion                           |
| Consider issue from all perspectives | Seek assistance from cultural and HR advisors |




## Course Objectives

This orientation is designed to:

- 1 Continue to build Noble's NO HARM culture.
- 2 Provide an introduction to Noble Midstream's Pipeline Safety Management System (PSMS).
- 3 Communicate clear expectations.
- 4 Answer critical questions related to Noble Midstream's PSMS.

## Agreements




- 1 **Set Expectations**  
Expectations help paint a picture of the desired outcomes.
- 2 **Agree on Solution or Next Steps**  
Next steps should be specific and behavior-based. Allow them to be part of the solution.
- 3 **Get Agreement**  
An agreement establishes ownership and accountability.

25

# eLearning

Used alone or in conjunction with ILT or Virtual ILT to create blended learning solutions to reinforce concepts

## Messaging Matters



*As the leaders who drive safety messaging, the success of our NO HARM culture depends on what we say, or don't say, and what we do, or don't do.*

**84%**  
of employees say they don't get enough information from sr. management.


As senior leaders, we must consciously consider the messages we send between safety and operations.

We may not be aware of the messages we send with what we say or do.

**74%**  
of employees say they rely on immediate supervisors for this information.

Just as important as WHAT we say or do is WHO we send these messages to. Effective communication means ensuring employees, at every level, feel informed and stay engaged. Whether communicating with supervisors, or directly with field employees, the messaging must remain consistent, efficient and effective.

Communication is...



10%

what is said






20%

what we hear





70%

what we see



Studies show that people give **75% more** attention to **visual** information vs. verbal information...  
Knowing this, how can we challenge ourselves to communicate better?

## Share Observations

**If you are having a general coaching conversation:**

- Explain the reason why you want to talk
- Be specific about your intent

**If you are coaching because of a specific issue:**

- Explain the reason why you want to talk
- Be specific with what you saw-how, when, where...
- Stick to your observation - don't make things up
- Avoid absolute statements, i.e. Always, Never
- Avoid judging the observations - just state the observation

## Ask Questions

**Open - Ended Questions:**

- Encourage the person to think and talk
- Typically start with words like "How, Why, What, Where"
- Are effective when you're trying to understand what the other person is thinking or to problem solve solutions

If you understand the motivation or the reason for the behavior ...

You can accurately direct the rest of your conversation!

Saffinland

## Performance Development Plan

A **performance development plan** is a tool for improving employee performance. The PDP process helps managers and employees identify areas of success, areas for improvement, set goals, measure progress, and outline a strategy to achieve those objectives

### Leader's Responsibility with PDPs

- Initiate a PDP for every employee
- Submit PDP to HR for review and gain approval
- Review PDP with employee and gain agreement
- Submit completed PDP to HR. Retain copy for yourself.
- Review PDP at each bi-annual check-in and update as needed
- Keep updated copy and submit copy to HR



| SMART GOALS |            |
|-------------|------------|
| S           | Specific   |
| M           | Measurable |
| A           | Attainable |
| R           | Relevant   |
| T           | Time-based |

Saffinland

# Workbooks & Participant Guides

Created based on specific training concepts to drive participation and engagement

## Coaching Prompts

The intent of this coaching prompt card is to provide coaches with examples of behaviors to demonstrate and questions to ask when conducting coaching conversations.

### Message to Communicate

- You are a valuable part of the team
- Coaches are here to support you
- We want you to be successful
- We hold conversation in confidence

### Behaviors to Demonstrate

- Demonstrate care and concern
- Demonstrate trustworthiness
- Recognize a *job well done*
- Be respectful and constructive when giving feedback
- Model the behaviors you expect
- Respond quickly to safety concerns and encourage others to do the same
- Be open to feedback yourself
- Be willing and able to demonstrate skills necessary to learn



Baffinland

### Explain

- Explain WHAT the task is
- Explain HOW to do the task
- Explain WHY we do the task this way
- Explain WHERE it should be completed (if applicable)
- Explain WHEN the task should be done and how long it should take (if applicable)
- Explain safety concerns with the task

### Demonstrate

- Demonstrate task in a systematic fashion...step by step
- Explain each step as you demonstrate it
- Pause along the way for questions and clarification
- Be willing to repeat steps as needed
- Go slow and be thorough
- Help them understand WHY each step is important
- Emphasize safety throughout the demonstration

### Observe

- Allow trainee to complete task
- Carefully observe each step
- Reinforce when the steps are done correctly
- Intervene when a step is done incorrectly
- DO NOT take over, unless necessary

### Feedback

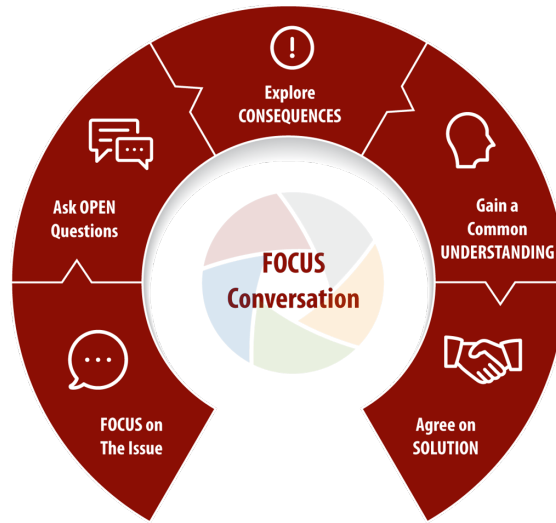
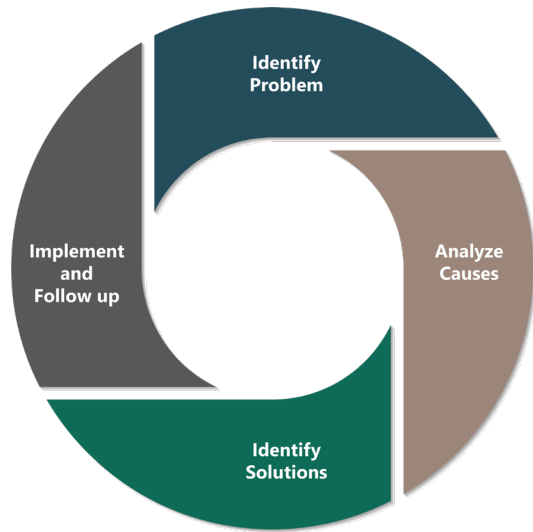
- Start with the positive
- Emphasize the positive as much as possible
- Discuss the concerns and corrections
- Ask questions to ensure understanding
- Answer trainee's questions to clarify understanding
- Have trainee paraphrase understanding

### Assess

- Assess competency of trainee on specific task
- Determine whether trainee:
  - Needs more coaching
  - Can complete task with oversight
  - Competent to complete task solo (with follow up)
  - Completely competent
- Repeat as needed

# Prompt Cards

Used as quick reference tools to reinforce concepts  
in the field and/or office



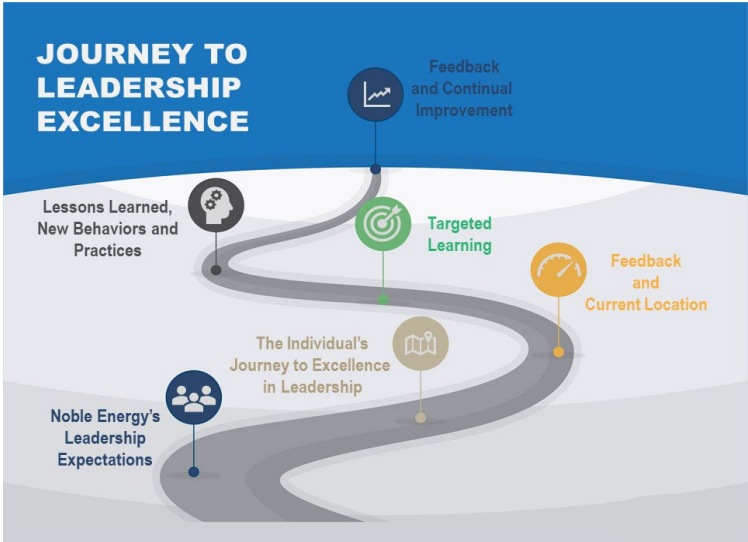
# Miscellaneous Graphics/Models

Custom designed models used to easily represent concepts throughout training initiatives and programs



# Logos & Hard Hat Stickers

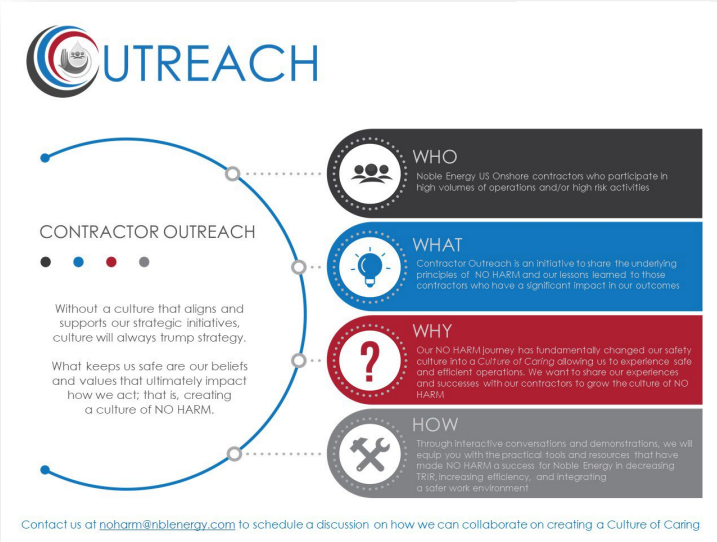
Custom designed to represent programs and safety initiatives



### 3 TYPES of Distracted Driving and AVOIDING Them

| VISUAL  | MANUAL  | COGNITIVE  |
|---|---|--|
|   |   |  |
| <p>Keep your eyes on the road</p> <p>Place your phone on "Do Not Disturb"</p> <p>Pull over if you need to read a map or directions</p> <p>Do not look in the mirror or apply makeup while driving</p> | <p>Keep your phone out of reach</p> <p>Make adjustments to your steering wheel, mirrors and seat before driving</p> <p>Don't reach for items or food/drink while driving</p> <p>Avoid changing radio settings</p> | <p>Avoid or minimize phone calls, even hands-free</p> <p>Stay focused on the road</p> <p>Keep thoughts and emotions calm</p> <p>Keep conversations and distractions to a minimum</p> |
| <p>Even checking texts, making phone calls or reading directions at a stop light increases your risk of a crash because attention is not on the road and your surroundings</p>                        | <p>Keeping your phone in reach might seem more convenient, but it increases your temptation to look at texts or calls. Pre-plan trips, car and phone settings so you aren't pre-occupied</p>                      | <p>Even hands-free calls are distracting because your mind is focused on your conversation, not the road. Avoid distractions and focus on your driving, not calls or passengers</p>  |

**Whatever it is...IT CAN WAIT!**



# Infographics

Used to easily depict everything from procedures to programs




# Getting Started

## Lesson Map


**Title:** *Process Safety, Keep it in the Pipe, Field Guide*

**Objective:** Designed as a quick reference guide following the Process Safety, Keep it in the Pipe, workshop and workbook




**Information**

Comments and notes to read in preparation for the section



**Question**

Questions provided to further involve and engage you in the content



**Response**

Responses or answers to the previous question(s) asked

1

# Personal versus Process Safety

## What's the difference?

### How do they each impact ME?

The following series of questions are designed to gauge YOUR current understanding of process safety. Individually, review this field guide and respond to the corresponding questions in the allocated spaces. There are no right or wrong answers. This is intended to be a field guide to either:

- Introduce you to how this company defines Process Safety and/or
- Remind you how to utilize the process safety tool, Safe Operations Map (SOM)

One of the main objectives of this guide is to define the difference between personal and process safety, and to emphasize the importance that process safety plays in furthering our culture of NO HARM.

**What is process safety?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*"Being sure our assets are working at their full capacity – asset integrity; operational integrity; well integrity; prevention of fires or explosions; managing high risk, etc."*

**How does process safety differ from personal safety?**

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


*"It (personal safety) focuses on the everyday tasks that may lead to a personal injury versus the everyday tasks that are part of a larger process and have the potential of leading to a bigger incident that harms multiple people, the environment, communities, the company, etc."*

2



Noble defines process safety as a risk based framework to prevent major incidents through appropriately designed and maintained operating systems.


***Process safety is a risk based framework to prevent major incidents through appropriately designed and maintained operating systems.***



The Safe Operations Map or SOM (page 7) is a tool that:

- Provides an illustration to assist you in recalling the Noble Energy process safety definition
- Assists you in identifying what you can do during daily tasks to keep it in the Pipe or avoid a process safety event


***A process safety event is any unplanned loss of primary containment of a potentially hazardous substance.***



Using the blank Safe Operations Map (SOM) on page 7, identify and label where a *process safety event* would occur?

Consider our definition of process safety – a risk based framework to prevent major incidents. Using the blank SOM on page 7, label where *major incidents* would occur?

**What comes to mind when you consider a *major incident*?**



What comes to mind when you consider a *major incident*?

# Virtual Mentor

Series developed on various topics to empower supervisors and personnel to lead conversations/learning in meetings in the office and field



## Life Saving Rules

|  |   |  |
|--|---|--|
| <b>Fit for Work</b><br>Report to work in 'fit' and able physical, mental, and emotional condition                  | <b>Working at Heights</b><br>Always wear proper fall protection and secure objects when working at heights              | <b>Lock Out Tag Out</b><br>Always follow proper 'lock out and tag out' procedures for all work requiring isolation of energy sources |
| <b>Confined Space</b><br>Obtain authorization and follow all necessary procedures before entering a confined space | <b>Suspended Loads</b><br>Never position yourself under a suspended load and follow all lifting and rigging procedures  | <b>Traffic Rules</b><br>Obey all traffic rules when driving vehicles and equipment   |
| <b>Safety Devices &amp; PPE</b><br>Wear the required and properly fitted PPE and do not disable safety devices     | <b>Barricading</b><br>Respect physical barriers used to restrict entry into an area and/or prevent exposure to a hazard | <b>Line of Fire</b><br>Position yourself in a safe zone away from the hazards of moving, suspended, and energized equipment          |

Beeffinland

**Family** is about expanding our connections and caring for the people here at work and at home and treating everyone as our family.

Each one of us has an **Obligation** to perform our jobs efficiently, effectively and safely in a manner that protects the health and safety of us and those around us.

**Communication** is engaging in respectful conversations that focus on our common goals and values.

**Understanding** is being aware of our safety goals and how we can each contribute towards achieving them.

**Support** is working together to create an environment where Zero is Possible ... a safe working environment to ensure we all return home safely to our families.

**Remember, Zero is Possible when we FOCUS on Safety!**

## 10 life saving rules

### 4 CONFINED SPACE ENTRY & CHECK FOR GAS

Obtain authorization before entering a confined space and conduct gas tests.

**PURPOSE**  
Manage the risk associated with working in any confined space, including checking for any gas in the air that could result in an explosion or individual injury due to exposure.

**ESSENTIAL STEPS**

- ☒ Assess site risks with a competent person(s), including:
  - Test the atmosphere prior to any work
  - Understand and confirm which gas tests the work permit requires and how often
  - Use certified equipment for the tests
  - Request more gas tests, if necessary
- ☒ Use the buddy system; never perform a CSE without a buddy
- ☒ Ensure all work permit requirements are in place
- ☒ Confirm energy isolation procedures have been performed
- ☒ Approve and control access to a confined space
- ☒ Confirm with the Person in Charge (PIC) it's safe to start work
- ☒ Verify all people involved understand and follow the work permit requirements, including the means of communication with people in the confined space
- ☒ Confirm a qualified attendant is always present when people are in a confined space
- ☒ Have a rescue plan and rescue team
- ☒ Pause or stop the job anytime, if necessary

**DEFINITIONS / REFERENCES**

- Confined space: space large enough for a person's entire body to enter and perform their assigned work, has limited or restricted means for entry or exit, is not designed for continuous employee occupancy
- PIC: Person in Charge, front line supervisor or his or her designee
- EH&S Handbook
- Hazard/Permit Tool
- Confined Space Entry Program – Tier 2

# Posters

Used to visually represent and reinforce concepts in office buildings and field locations

### ACCESSING GEMS via Mobile App

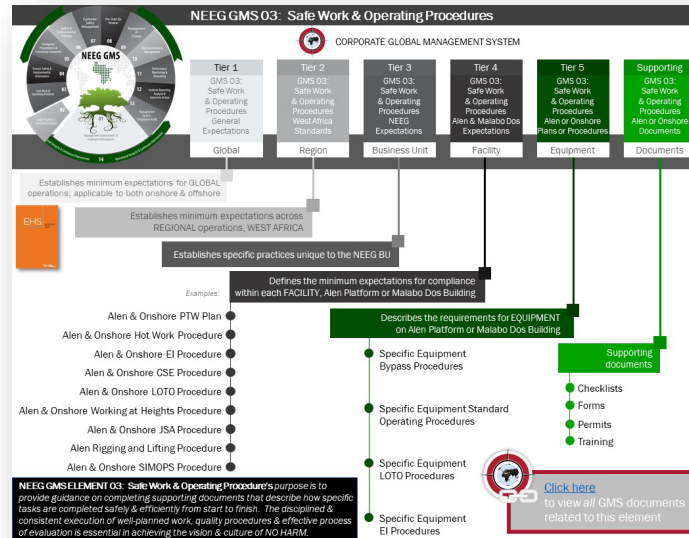
- General Mobile App Store**
  - ➔ Navigate to Pronto Forms
  - ➔ Click Open
- Noble Energy App Store**
  - ➔ Click on Pronto Forms
  - ➔ Click on Open

### ACCESSING GEMS via PC

- My Noble**
  - ➔ Click on Workspaces
  - ➔ Click on ACTS Banner
- My Noble Favorites**
  - ➔ Click on Favorites
  - ➔ Click on Global Event Management System
- NO HARM Resource Center**
  - Visit [blenergy.sharepoint.com/sites/noharm](http://blenergy.sharepoint.com/sites/noharm)
  - ➔ Click the Global Event Management System button on the home page
- Internet Browser**
  - ➔ Visit [xx](#)
  - ➔ Click to login

### BENEFITS OF GEMS

- One Tool
- Aligned leading & lagging indicators
- Multiple interfaces (access points)



# Procedures / Visual Workflow

Used for at-a-glance quick reference of procedures or workflows in office buildings and field locations



Resulting in an average of...

**11**  
missed work days per incident



**\$40,000**  
cost per incident

**FOCUS**  
ON SAFETY

**FOCUS on**  
**PREVENTING**  
**Slips, Trips & Falls**

Take Steps  
to Prevent

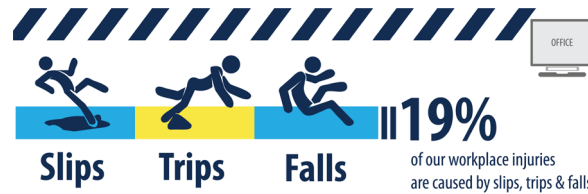
- Ensure no one runs on the job site
- Wear the proper footwear with good treads
- Make sure all areas have adequate lighting to illuminate any possible hazards
- Mark all walkways, slopes and change of levels

Keep it  
Clean and Clear

- Remove slip, trip and fall hazards from the work area
- Ensure all walking surfaces are kept free of spills, water, oil and other substances that may affect surface traction
- Clear snow and ice from walkways

Stay  
FOCUSED

- Ensure your boots don't have muddy, greasy or oily soles
- Watch for holes, cracks or uneven areas on walkways
- Take your time and pay attention to where you are going
- Adjust your stride to a pace suitable for the walking surface and tasks you are doing



Resulting in an average of...

**11**  
missed work days per incident



**\$40,000**  
cost per incident

**FOCUS**  
ON SAFETY

**FOCUS on**  
**PREVENTING**  
**Slips, Trips & Falls**

Take Steps  
to Prevent

- Wear the proper footwear with good treads
- Fix loose or curled carpets, mats and floor tiles
- Make sure lighting is bright enough to see properly
- Mark walkways, slopes and change of levels
- Secure loose, or trailing cables

Keep it  
Clean and Clear

- Keep floors clean and dry
- Wipe up spills quickly
- Keep aisles and walkways clear of clutter and obstacles
- Clear snow and ice from walkways

Stay  
FOCUSED

- Watch for holes, cracks or uneven areas on walkways
- Take extra care on steps, or surfaces that could be slippery
- Take your time and pay attention to where you are going
- Adjust your stride to a pace suitable for the walking surface and tasks you are doing

## PARKING LOT SAFETY

Did you know that parking lots have just as many potential hazards as streets and intersections?

*2,057 work-related deaths were reported on company parking lots between 1993 and 2003.*

### CONTROL & SAFETY PRACTICES CONSIDERATIONS

*Parking lots have both a set speed limit and markings to indicate traffic patterns, therefore both pedestrians and drivers should view parking lots as if they were streets and intersections.*



#### Pedestrians

- Be cautious and aware of your surroundings when walking in a parking lot.
- Do not assume that drivers can see you when you can see them. In many cases, the pedestrian sees and hears a vehicle before a driver can see the pedestrian due to blind spots in vehicles.
- Walk down the parking lot aisles and not in-between vehicles when walking to and from your vehicle. Use cross walks whenever possible.



#### Drivers

- Whenever possible, avoid being in reverse. More incidents happen in reverse due to not knowing your surroundings.
- Slow Down! The speed limit is 11 mph in the parking lots.
- You should also register your car with Security. This way they can contact you if they notice anything out of the ordinary with your vehicle.
- You should contact Security to report any suspicious behaviors or incidents in the parking lot.



# Message Spotlights/Did You Know

Created for both field and office applications, these campaigns are used to reinforce concepts and personalize messages for specific location/role





## Training solutions for slowing the spread of infectious diseases in your school community

**Our Solutions**  
Video resources and infographic signage to remind faculty, staff, students, and visitors of the proper precautions and preventative measures to slow the spread of infectious diseases in your school community.

These training resources are designed to provide guidance on:

- Recognizing the threat of germs in your school
- Understanding infections today, how they spread, and who is at risk
- Slowing the spread by managing the risk of infections
- Knowing the difference between cleaning, sanitizing, and disinfecting
- Best practices and techniques for a clean, safe school

**Convenient Delivery Options**

- Video link to distribute via email to watch at learner's convenience
- Video download for presenting in an online meeting or school in-service
- Print ready versions of signage

**Customizable Upon Request**

- Materials listed here are offered in a standard option, following CDC recommended guidelines for reopening schools
- Custom materials can be created for organizations upon request

**About Us**  
Legacy Training and Development provides custom high impact, training, coaching and consulting services. With over 30 years of experience in the learning industry, we bring cutting edge solutions to meet the needs of today's learning environment.

For more information:  
Call Diane Dick @ 512.762.8446 - [dianedick@legacytd.com](mailto:dianedick@legacytd.com)



**Video training** for faculty/staff based on CDC recommendations for reopening schools and slowing the spread of infectious diseases



**Video presentation** for students/families outlining preventative measures, precautions, and how they can help slow the spread of infectious diseases



**Infographic signage** package including reminders around social distancing, handwashing, surface cleaning, face coverings, etc.



## Live Virtual TRAINING

Live facilitator in a virtual classroom using video conferencing

**Strong Group Engagement**

- Case Studies
- Experiential Exercises
- Video Simulations
- Application Exercises
- Flipchart Exercises

**Modular Format**

- Flexible learning
- Facilitates shorter time away from home or office

**Supplemental Materials**

- Participant guides and/or handouts delivered electronically to follow along and reinforce concepts

**Economical**

- Economically resourceful in these uncertain times
- Highly impactful training delivered for less than instructor led courses

**about us**  
Legacy Training and Development provides custom high impact, interactive training, coaching and consulting services. With over 20 years of experience in the learning industry, we bring cutting edge solutions to meet the needs of today's learners.

**why choose us**  
We can help you meet your training needs with a **NEW** and **INNOVATIVE** delivery method.

Schedule a complimentary 15 minute session to experience this new way of training delivery!



Legacy TD is equipped to travel or deliver virtually



512.762.8446



[www.legacytd.com](http://www.legacytd.com)



## EHS COMPLIANCE

In Today's Virtual World

Legacy Training and Development focuses on providing the training you need with flexible options to meet today's learning environment.

We offer EHS compliance courses and instructional support material to train your workforce on a variety of topics, including:

- General safety and environmental topics
- OSHA awareness and regulations
- DOT regulatory information

We offer materials, in a variety of delivery options including, but not limited to:

- eLearning and virtual instructor-led courses
- Guided discussions and toolbox talks
- Safety alerts and newsletters
- Video messaging
- Posters and handouts
- Coaching
- Supervisor checklists and tools

Custom training plans managed by us or you.

Customized branding

Customized content where requested



[www.legacytd.com](http://www.legacytd.com)

[dianedick@legacytd.com](mailto:dianedick@legacytd.com)

512.762.8446

# Flyers / One Sheets

Created to showcase a concept, outline program roll out, or market a training course or offering

# Our Portfolio

## Notable Clients

- Chevron
- Rice Energy
- Noble Energy
- Noble Midstream
- Baffinland
- EQT
- Teck
- ArcelorMittal
- Kroger
- Energy Transportation
- Applied Construction Services

## Our Focus

- Culture Transformation
- Leadership Development
- Management Coaching and Training
- Communications Consulting and Training
- Custom Instructor-led, Virtual Instructor-led, and e-Learning Training Solutions
- Sales Development
- Client Engagement





## Available HR/Mgmt Training Topics - please note base content for these topics are available, specific CBT/ILT development of topics is customized per client and therefore lead time is quoted per project

|   |  |   |
|---|--|---|
| ADA--What Supervisors Need to Know                                    | Handling Employee Complaints                                     | Sales and Customer Service                      |
| Affordable Care Act: What You Need to Know                            | HAZCOM and GHS--What Employees Need to Know                      | Shiftwork Safety                                |
| All About Nutrition   | Healthy Aging  | Slips, Trips, and Falls                         |
| Attendance Management--What Supervisors Need to Know                  | Hiring Legally   | State-of-the-Art Classroom Training             |
| Avoiding Exposure to Bloodborne Pathogens                             | Home Safety  | Strategies for Legally Avoiding Unions          |
| Back Safety   | How to Manage Challenging Employees                              | Stress Management                               |
| Business Ethics--What Employees Need to Know                          | How to Manage Downsizing and Layoffs                             | Substance Abuse in the Workplace                |
| Business Writing for Employees, Supervisors, and Managers             | Interrupting Unconscious Bias for Supervisors                    | Supervising Alternative Work Arrangements       |
| Coaching for Superior Performance                                     | Interviewing Skills for Supervisors                              | Supervising Various Generations                 |
| Communication Skills for Employees                                    | Introduction to OSHA and the General Duty Clause                 | Teambuilding for Employees and Supervisors      |
| Conflict Resolution and Consensus Building                            | Job Descriptions--How to Write Them Effectively                  | Temporary Employees and Independent Contractors |
| Coping with Downsizing and Layoffs                                    | Leadership Skills for Supervisors and Managers                   | Terminating Employees--The Process              |
| Creative Problem-Solving  | Measuring Job Performance--What Supervisors Need to Know         | Time Management for Supervisors and Employees   |
| Customer Service Skills--How We Can All Improve                       | Motivating Employees--Tips and Tactics for Supervisors           | Violence in the Workplace – Preventing          |
| Dealing with Challenging Employees                                    | Negotiation Skills   | Workplace Ethics for Supervisors                |
| Dealing with Change--How Supervisors Can Help                         | New Employee Orientation--"How To" for Supervisors               | Workplace Harassment                            |
| Delegation Techniques   | New Employee Safety Orientation                                  | Workplace Privacy, Safety, and Security         |
| Diversity Fundamentals  | New Supervisors' Guide to Effective Supervision                  |   |
| Effective Communication for Supervisors                               | Office Hazards   |   |
| Effective Decision-Making Strategies                                  | Organizing and Planning for Success--What Employees Need to Know |   |
| Effective Meetings--How to for Supervisors                            | Pandemic Flu--How to Prevent and Respond                         |   |
| E-Mail Best Practices for All Employees                               | Performance Appraisals--How to Conduct Effectively               |   |
| Employee Benefits--What Supervisors Need to Know                      | Performance Goals--Manage Employees More Effectively             |   |
| Encouraging Employee Input  | Planning and Organizational Skills                               |   |
| Enhancing Professional Development of Employees                       | Preventing Discrimination In the Workplace                       |   |
| Essential HR--For Those Who Have Recently Assumed HR Responsibilities | Preventing Sexual Harassment: A Guide for Supervisors            |   |
| Fire Safety   | Preventing Workplace Violence                                    |   |
| FMLA for Supervisors  | Problem Solving  |   |
| Generational Diversity  | Professional Behavior  |   |
| Good Housekeeping   | Progressive Discipline   |   |
| Grounds for Termination – What You Should Know                        | Project Management   |   |



**Available EHS Training Topics** - please note base content for these topics are available, specific CBT/ILT development of topics is customized per client and therefore lead time is quoted per project

|   |   |   |
|---|---|---|
| Accident Prevention and Investigation                         | Flammable Liquids                               | PPE - General   |
| ADA Prevention and Investigation                              | Foot Protection                                 | Process Safety Management   |
| Aerial Lifts  | Forklifts                                       | Recordkeeping   |
| Air / Air Contaminants – General awareness and safety         | Hand and Power Tools                            | Recycling   |
| Alcohol & Drugs – General and for DOT                         | Hand Safety                                     | Respiratory Protection  |
| Asbestos  | Hazard Communication (GHS and Labels and SDS)   | Risk Management   |
| Audits  | Hazardous Waste – General awareness and storage | Safety – General / Safety Culture / Safety Leadership / Belief-based                  |
| Back Safety   | HazMat Transportation                           | Scaffolding   |
| Bloodborne Pathogens  | HAZWOPER  | Security  |
| Chemicals and Chemical Hazards                                | Head Protection                                 | Shift Work  |
| Combustibles  | Health - General                                | Silica  |
| Community/Stakeholder Notification                            | Healthcare Safety                               | Slips and Falls / Slips, Trips and Falls  |
| Compressed Gases  | Heat and Cold (Extreme temps)                   | Solid Waste and Solid Waste Transportation  |
| Confined Spaces   | Housekeeping                                    | Spill Prevention and SPCC Plans   |
| Construction Safety   | Injury and Illness Records (OSHA 300)           | Stormwater  |
| Containers  | Inspections                                     | Temporary Workers   |
| Conveyors   | Job Hazard Analysis / Job Safety Analysis       | Toxic and Hazardous Substances  |
| Corrosives and Battery Safety                                 | Laboratory Safety                               | Trenching   |
| Cranes and Derricks (Construction) / Cranes and Slings        | Ladder Safety                                   | Underground Storage Tanks   |
| Dipping and Coating   | Lead Safety and Awareness                       | Universal Wastes  |
| Driving Safely (commercial/non-commercial)                    | Lockout/Tagout                                  | Used Oil Management   |
| EHS General (Metrics/Approach)                                | Machine Guarding / Machine Safety               | Ventilation   |
| Electric Power Generation                                     | Manifests                                       | Violence in the Workplace   |
| Electrical Safety   | Material Handling - General                     | Water   |
| Emergency - Action Plans; Planning and Response; Preparedness | Medical Waste                                   | Welding, Cutting, and Brazing   |
| Environment - General   | New Employee Orientation (generic or custom)    | Wellness  |
| Ergonomics  | Noise   | Workers' Compensation   |
| Exit Routes   | Office Safety                                   |  |
| Explosives  | OSHA Compliance                                 |   |
| Eye and Face Protection                                       | Painting and Spraying                           |   |
| Fall Protection   | Pesticides                                      |   |
| Fire – Prevention / Safety / Fire Extinguishers               | Pharmaceutical Waste                            |   |
| First Aid   | Powered Platforms                               |   |
|   |   |   |