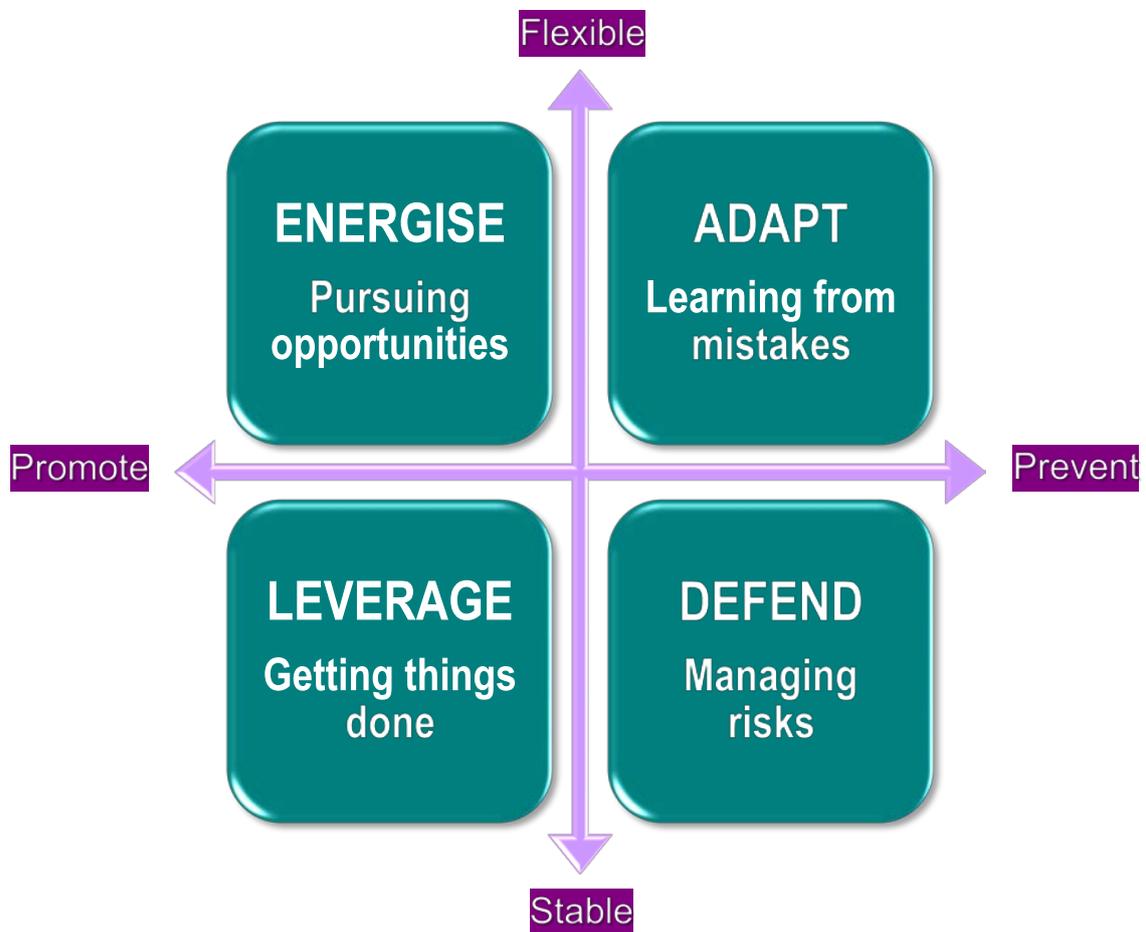


LEAD safety leadership skills

Participant workbook

The LEAD model for effective safety leadership

- L – Leverage** – getting things done
- E – Energise** – pursuing opportunities
- A – Adapt** – learning from mistakes
- D – Defend** – managing risks



1.0 Leverage

Leverage focusses on **getting things done** by providing **clarity and fairness** in work processes.

This is achieved through three elements:

1. clarity of goals
2. recognition of good performance
3. coordinating the work.

1.1 Clarity

List one or two health, safety or wellness goals you would like your team to focus on over the next month. Your goals should be SMART – Specific, measurable, achievable, relevant and timely.

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1.2 Recognition

Recognition is important for health and safety because it reinforces desired behaviours, clarifies what is valued by the organisation and increases workers' motivation to work safely.

Pick a health, safety or wellness behaviour that you have observed and want to encourage in your team	How could you provide recognition?

1.3 Coordination

Coordination is essential for good health and safety because it promotes successful achievement of work activities despite variability and uncertainty. Coordination helps to remove uncertainty from the workplace and provides workers with support they need to complete the job safely.

Please rate to what extent you agree that your team engaged in the following behaviours and practices during your last activity together.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Team members kept each other informed about progress towards the activity/task goals.					
Team members maintained high quality communication throughout the job, such as confirming receipt of information and sharing updates.					
Team members had all the necessary work tools, equipment and other resources needed to perform the work safely.					
Team members remained alert to and talked about any changes in environmental conditions (e.g. weather, time pressures).					
Team members corrected any deviations or violations that could have impacted the achievement of work goals.					
Team members encouraged each other to support the completion of the task/activity together (e.g. helping each other with difficult tasks).					
Team members established ground rules and/or expectations for how they would conduct the work activity before commencing.					
Team members dealt with any conflict in productive ways (e.g. problem solving, compromise).					
Team members motivated each other to perform at their best (e.g. provided encouragement and recognition).					
Team members managed their emotions (e.g, frustration, annoyance) appropriately throughout the task.					

2.0 Energise

Energise applies when the team is pursuing new opportunities, such as a safety initiative, or introducing a new way of working or new safety tool or process. Energise encourages the team to take ownership over the change and give them the motivation and skills they need to tackle the initiative head on.

There are three core elements for energise:

1. inspiration
2. empowerment
3. growth.

2.1 Inspiration

An inspiring safety leader gives people the energy and motivation they need to participate in health, safety and wellness initiatives.

Inspiring leaders role model the types of behaviours they expect their team to demonstrate. This could mean getting involved in safety initiatives themselves, sharing a mistake with the team, or helping others to complete work safely.

Tips to inspire workers include:

- focus on the positive – what you want to see
- identify specific actions that can be undertaken
- draw on values and what is meaningful/important
- use inclusive language (i.e. 'we', 'our')
- use positive and encouraging language
- share examples of where the team has been successful.

Describe your ideal workplace culture in terms of health and safety	How do you communicate this to your team in a way that inspires?

2.2 Empowerment

Empowerment is using our authority as leaders to give the team confidence and a sense of ownership and responsibility for achieving outcomes.

Empowerment is achieved by giving people autonomy and support. Autonomy means we allow people to make their own decisions about work. Support means we offer help and guidance, if needed, to ensure workers are successful.

Identify one or two health, safety or wellness decisions that your team could make themselves in the near future.

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Why do you think there was there a difference between your goal and the expected/actual outcomes?	
What would you do differently next time?	

2.3 Growth

Growth means coaching and nurturing teams to increase their health and safety skills and capabilities. Let's explore the GROW model in reference to coaching.

In the context of work health and safety leadership consider the below questions:

	G= GOALS. What is one skill or capability in health and safety leadership you would like to grow in the next 3-6 months?	
	R = REALITY Considering the current state of play, what is your main strength in this area?	
	Where do you have an opportunity to improve in this area?	
	O = OPTIONS and OBSTACLES What option can you brainstorm to increase or enhance your skills?	
	What are some obstacles or barriers to improving this area?	
	W = WAY FORWARD. What could be the next step, and how would you turn the above into actual change and actions?	

3.0 Adapt

Adapt is where the team has experienced failure or a mistake and the focus is on returning performance back to an acceptable level as quickly as possible. Adapt has three elements:

1. reflection
2. voice
3. resilience.

3.1 Reflection

This covers the monitor and review steps in the risk management process. This should be conducted periodically or after an incident to improve safety at the workplace.

- What was expected to happen? – Discuss the goals and intended outcomes that were originally planned by the team.
- What actually happened? – Balance what went wrong with what went right.
- What caused the differences between the expected and actual outcomes?
- Plan what will be done differently next time to achieve success and prevent failures from reoccurring.

Some practical tips that help to use the After Action Review process in practice include:

- try to establish ground rules
- consider using a third-party facilitator

What did you intend to happen/what was your goal?	
What happened – consider what went well or was successful?	
What went wrong or surprised you?	
Why do you think there was there a difference between your goal and the expected/actual outcomes?	
What would you do differently next time?	

- make sure to document and action outcomes
- take time to also review the reflection process
- judge performance not the person(s)
- try to balance reflection on failure with success.

Think about a recent project or task that involved some challenges:

3.2 Voice

When a team has a shared perception that it is safe to speak up they will believe:

- it is okay to make mistakes
- people aren't treated differently because of their experience or backgrounds
- it's okay to voice concerns or disagree with others.

Choose a strategy to increase your teams 'voice' and describe below how you could implement it (visible leadership, role-modelling openness and sharing your weaknesses, invite and recognise input, ask questions, reframe difficulties, encourage diversity).

Strategy	How I could I implement this my team/work area?

3.3 Resilience

Being resilient in a work health and safety sense means being prepared for emergency scenarios and recovering back to original functioning as quickly as possible.

Some practical things we can do to build resilience include:

- integrate 'what if' scenario thinking into planning sessions
- rotate emergency response roles around the team
- defer to expertise over hierarchy
- encourage error reporting and provide timely feedback
- analyse team performance during emergency drills and provide feedback.

Answer the following questions to see how resilient the team is.

Resilience Skill	Yes	No
People on this team both give and receive adequate feedback on performance.		
Team members accept occasional setbacks and surprises as inevitable.		
Team members are genuinely committed to safety.		
This team has regular meetings that consider relevant safety issues.		
Past events are reviewed thoroughly and lessons learnt are shared.		
This team tries to improve defences rather than make individuals feel bad.		
This team regularly receives and reviews safety performance information/data.		
Safety-specific meetings are attended by people in our team.		

This team acknowledges explicitly when production and safety goals are in conflict.		
People who report incidents in this team are not punished or discouraged.		
This team is given opportunities to build soft- or non-technical skills.		

4.0 Defend

Defend is useful when the team is faced with dangerous or high-risk work. It is achieved in practice through three elements:

1. vigilance
2. accountability
3. monitoring.

4.1 Vigilance

This element means we are helping the team to be vigilant to risk in the environment through a focus on characteristics of the human brain.

Attention is like a spotlight, illuminating a small area at once; however, it is limited. One the one hand, focussed attention is a powerful tool to spot risks, and on the other hand, we can miss things that we aren't consciously looking for.

Autopilot is a brain capability that automates complex behaviours and movements. Have you ever driven your car home and not realised how you got there? This is autopilot in action. Repeated and routine behaviours become automated by a region of the brain called the Cerebellum. When the behaviours are helpful, such as wearing the correct PPE, autopilot can be powerful. If the habits are unsafe, then autopilot can be a problem.

Stress actually has a positive effect on our performance, if delivered in the right dose. Too much and we become overwhelmed, and too little and we become bored or distracted. Knowing your team's tolerance for stress and managing their environment so they experience the right amount of stress is important to achieve safe outcomes.

Fatigue is about managing energy: physical, emotional, and mental energy. Over time, these energies will become depleted. Take physical energy for example. If we miss a night's sleep or work at a high pace all day, our physical energy levels will be depleted. Same with emotional and mental energy – we may have a distressing event happen in our lives or have to concentrate for long periods of time. As a supervisor it is vital that you are aware of your team's energy levels and take active steps to manage it.

Employers should ensure they are managing risks of work-related fatigue and work-related stress through work design.

Complacency is the state we come to when we become used to risks in our environment. When we perform a task repeatedly and don't experience an accident, sometimes this can lead to a false sense of security. We may feel that we can take shortcuts when in fact it is only luck or chance that we don't get injured. Discussing the consequences of unsafe actions and engaging in meaningful risk assessment are ways to reduce complacency.

Thinking about complacency, tick the hazards below where you think your team has become complacent (underappreciating the risk).

Gravity		Stress	
Electricity		Bullying	
Machinery		Work-related violence	
Chemicals		Posture	
Temperature		Force/over-exertion	
Noise		Repetitive movements	
Radiation		Vibration	
Biological		Routine/monotonous tasks	
Task complexity		Work-related fatigue	

4.2 Accountability

Developing a fair and just culture is a way to increase accountability through improving the context that drives behaviour, rather than simply addressing the behaviour itself.

Accountability is making our expectations known and driving these standards across the team to produce a minimum level of acceptable performance.

List your health, safety and wellness expectations (what you consider to be minimum standards of behaviour in your work area).

From the listed expectations, choose one that you believe is not satisfactory and tick the possible causes:

- Was there a leader instruction or influence to do it?
- Was the expectation/procedure clear and workable?
- Did he/she have required skills and knowledge?
- Was an honest mistake/slip/lapse involved?
- Is this an accepted practice among peers?
- Is the system of work appropriate to the tasks being performed?
- Are risks systematically managed at the workplace?

Other _____

What can you put in place to ensure the minimum standard of behaviour for this health, safety and wellness expectation is improved?

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4.3 Monitoring

We can think of monitoring as a spectrum, ranging from passive at one end, through to attentive in the middle and finally up to controlling. What we want to aim for as leaders is to be attentive. Monitoring in this sense doesn't mean micromanaging or being on top of your team as they carry out work, rather, it means taking an active interest in how work is being done and ensuring workers are enacting your expectations.

What's one activity you <u>currently</u> do to monitor health, safety and wellness in your team?	Would you do anything differently?

As a safety leader, write down at least:

One thing you will start doing;
One thing you will stop doing;
One thing you will keep doing:



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