

LEAD safety leadership skills

Workshop facilitation guide

A guide to assist facilitators to deliver the LEAD safety leadership face-to-face workshop

Developing capable and confident leaders who contribute to a positive safety culture and a mentally healthy workplace.

WHSQ

Workplace Health and Safety Queensland
worksafe.qld.gov.au



| Slide | Key | Timing (Mins) |
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| 1 | <ul style="list-style-type: none"> • Title page - Welcome • Housekeeping (restrooms, water, evacuation procedures) • Introductions/getting to know you activity (if required) | - |
| 2 | <p>Objectives</p> <p>By the end of today's workshop, you will learn:</p> <ul style="list-style-type: none"> • the concepts of safety leadership, safety climate and safety culture • how these concepts are linked to safety performance • what the LEAD safety leadership model involves • how leadership practices are associated with the LEAD model • how to identify and implement workplace practices that positively influence safety culture. | 1 |
| 3 | <p>What is safety leadership?</p> <p>Safety leadership is influencing others to adopt health and safety as an important work goal.</p> <p>Safety leaders demonstrate their commitment to work health and safety by being actively involved in their business and encouraging and valuing workers' participation.</p> <p>Safety leaders can exist at all levels of an organisation from senior executives, middle management to informal leaders among workers.</p> <p>Leading by example in the workplace can:</p> <ul style="list-style-type: none"> • help build workers' safety knowledge and motivation • increase compliance with safety rules • encourage proactive safety behaviours. | |
| 4 | <p>Safety climate is the perceived value placed on safety in an organisation at a particular point in time. These perceptions and beliefs can be influenced by the attitudes, values, opinions and actions of other workers in an organisation, and can change with time and circumstance.</p> <p>The safety climate is referred to as an organisation's 'mood'.</p> <p>Example: the safety climate might be raised after putting a new safety procedure in place or after an incident.</p> <p>Safety culture embodies the value placed on safety and the extent to which people take personal responsibility for safety in an organisation.</p> <p>Safety culture is often described as the 'personality' of an organisation, as it is a shared value of safety.</p> <p>Example: if that safety climate lasts a long time, it can lead to positive changes in the underlying safety culture.</p> | |

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| 5 | <p>Putting this all together: Strong safety leadership will influence the safety climate and build a positive safety culture within an organisation. This will result in improved worker safety behaviours, leading to improved safety performance.</p> <p>If safety leaders display a strong commitment to safety, motivate staff and provide a positive example of safety, this will improve the safety climate.</p> <p>If safety leaders continue these efforts over time, it will cause workers to reassess and change their beliefs and values about safety which will positively effect safety culture.</p> <p>This improved safety culture then positively influences worker safety performance and/or safety behaviors.</p> <p>Remember:</p> <ul style="list-style-type: none"> • When we invest in safety leadership, we can start to influence the safety climate. • Over the long term we can build a positive safety culture. • The desired end product is improved worker safety behaviours. <p><i>Note: It all starts with positive, proactive, engaged safety leadership practices - a leader sets the standard for what is expected, valued, and prioritised.</i></p> <p>More information on this can be found at:</p> <p>https://www.worksafe.qld.gov.au/_data/assets/pdf_file/0013/20803/safety-culture-climate-leadership.pdf</p> | |
| 6 | <p>The LEAD Model:</p> <ul style="list-style-type: none"> • was developed by the Accelerated Learning Laboratory at the University of Western Australia and underpins the workbook, describing the specific skills required by frontline safety leaders. • brings together many different theories of safety leadership into one practical framework. It provides an evidence-based approach to measuring, understanding and improving safety culture. • summarises the different types of safety leadership behaviours that safety leaders need to maintain health and safety in different situations. <p>L.E.A.D. identifies that an effective safety leader will need to apply the following four leadership skills:</p> <p>L – Leverage – getting things done E – Energise – pursuing opportunities A – Adapt – learning from mistakes D – Defend – managing risks.</p> <p>LEAD identifies four control strategies a safety leader can apply to exert influence over workers and maintain effective safety in different environmental conditions (e.g. change, routine work etc.). In different situations, a leader will need to draw on different control strategies to maintain safety because the demands of the situation require a corresponding approach.</p> | 3-5 |

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| | <p>These control strategies are:</p> <ol style="list-style-type: none"> 1. Promote: encouraging workers to focus on positive gains and engage in proactive safety behaviour that goes beyond minimum job requirements. 2. Prevent: encouraging workers to focus on avoiding losses and engage in mindful or deep compliance behaviour (e.g., thinking carefully about how to apply a risk assessment while doing it). 3. Flexibility: encouraging workers to embrace uncertainty and explore new ways of doing things to improve safety or expand the capability to be safe. 4. Stability: encouraging workers to reduce or eliminate uncertainty by drawing on established routines and processes that have a demonstrated track record of being effective. <p>The combination of these different leadership skills and control strategies produces the LEAD Model.</p> <p>Importantly, the LEAD Model is dynamic and interactive, meaning that effective safety leaders can switch between and combine different behaviours as the situation requires.</p> <p>Throughout this session we will learn more about each of the four safety leadership skills.</p> <p>Discuss some examples relevant to the workplace. Examples to discuss if participants do not provide their own examples:</p> <ul style="list-style-type: none"> • Senior management provides opportunities for effective, meaningful worker consultation (where workers can raise safety concerns and they are involved in decision making processes for developing solutions). • Senior management endorse and provide worker training and professional development in the area of health and safety. • Senior management routinely conduct professional development on their legislative duties. • Middle management treats any workplace incident/mistake/failure as a learning opportunity and don't assign blame to any one worker or group of workers. | |
| 7 | <p>The first safety leadership skill we will explore is Leverage.</p> <p>Leverage focusses on getting things done by providing clarity and fairness in work processes.</p> <p>The way we achieve this is through three elements:</p> <ol style="list-style-type: none"> 1. clarity of goals 2. recognition of good performance 3. coordinating the work. | |
| 8 | <p>The first element of the Leverage skill is clarity. And more specifically clarity around health and safety goals for our team.</p> <p>We will use the SMART goals framework for this.</p> | |

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| | S – Smart M – Measurable A – Achievable R – Relevant T – Timely. | |
| 9 | <p>Specific: Goals should be specific enough so that the team knows what they need to do to achieve them. For example, ‘zero harm’ as a goal doesn’t work because it is too high level and vague.</p> <p>Measurable: Goals should be able to be tracked and measured, so think about how you can evaluate the team’s progress and performance.</p> <p>Achievable: Goals should be challenging, but not so difficult that they are outside the reach of the team to achieve.</p> <p>Relevant: The goal should be relevant to the types of work that the team performs, there is no point talking about reducing lost-time injuries with a team who is largely office bound and has a low incident rate.</p> <p>Timely: Goals should have an expiry or time frame in which they should be completed.</p> <p>Activity 1.1 of your workbook. List one or two health, safety or wellness goals you would like your team to focus on over the next month. Remember your goals should be SMART – specific, measurable, achievable, relevant and timely.</p> | |
| 10 | <p>The second element of the Leverage skill is recognition.</p> <p>Recognition of an individual or a team 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.</p> <p>Often we forget to recognise our team. In fact, recognition is one of the least-demonstrated safety leadership behaviours according to one survey of over 1,500 leaders (Sentis, 2018).</p> <p>Recognition builds good safety performance by clarifying what behaviours are valued and rewarded, building confidence to demonstrate the behaviour, and increasing energy or motivation to show it in the future.</p> | |
| 11 | <p>To recognise effectively, include the following:</p> <ul style="list-style-type: none"> • set the context of the scene by describing the situation in which the recognition took place • describe the specific achievements or outcomes of the activity • make sure you link the achievements to specific actions and efforts taken by the person. <p>Share an example of recognition that resonates with you.</p> <p>Tips to ensure recognition is carried out effectively include:</p> <ul style="list-style-type: none"> • provide timely feedback – provide it promptly following the behaviour | |

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| | <ul style="list-style-type: none"> • check preferences for recognition – how does the individual prefer to receive praise? • recognise leading rather than lagging indicators – whilst both have a place in employee recognition – leading indicators will look forward at future outcomes and events, for example in a safety sense looking at proactive measures rather than focusing on looking back at whether an intended result was achieved or a reactive measure tracking a negative outcome. A leading indicator is a performance driver, a lagging indicator is an outcome measure. <p>Activity 1.2 in your workbook. Pick a health, safety or wellness behaviour that you have observed and want to encourage in your team – how could you provide recognition for the team?</p> | |
| 12 | <p>The last element of the Leverage skill is coordination.</p> <p>Coordination essentially means that work is sequenced and carried out successfully under the pressures and demands of the workplace.</p> <p>Coordination is essential for good health and safety because it promotes successful achievement of work activities despite variability and uncertainty.</p> <p>Coordination helps to remove uncertainty from the workplace and provides workers with support they need to complete the job safely.</p> | |
| 13 | <p>We can separate coordination into two broad areas – task related coordination and interpersonal related coordination.</p> <p>Task related coordination includes the following considerations:</p> <ul style="list-style-type: none"> • How is the team progressing towards their goals? • Is the team maintaining good quality communication throughout the job? • Does the team have adequate resources to complete the work? • Are there any changes in the environment that the team needs to be aware of? • Do you need to correct any unsafe or risky practices that have deviated from what is acceptable or expected? • Is the team actively supporting each other to complete the job successfully? <p>Interpersonal related coordination includes the following considerations:</p> <ul style="list-style-type: none"> • Have you established ground rules around how the team will deal with and manage conflict? • Are you observing for signs of unhelpful conflict and helping the team to problem solve and compromise? • Are you motivating and building the team’s confidence through the use of positive language? • Are you watching for signs of team members venting their emotions onto others and supporting them to take time out to recover from their frustrations and annoyances before returning to the job? <p>Activity 1.3 in your workbook. Let’s complete the survey and then we can discuss the results.</p> <p>Did you select disagree or strongly disagree for any of the survey statements?</p> | |

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| | <p>If so, explore why this is the case. Think of some coordination activities/actions that could transform these answers to the positive end of the rating scale.</p> <p>If you selected neutral for any of these statements, ask yourself why? Is this saying you don't know the answer or that you neither agree nor disagree with the statements. Again, think about some coordination activities/actions that could transform these answers to the positive end of the rating scale.</p> <p>If you selected agree or strongly agree, think about some coordination activities/actions that will help sustain these behaviours in your team.</p> | |
| 14 | <p>The second safety leadership skill we will explore is Energise, which is about giving meaning and purpose.</p> <p>Energise is used when a team is pursuing new opportunities, such as a safety initiative, or introducing a new way of working or a new safety tool or process. Energise encourages a team to take ownership over the change and give them the motivation and skills they need to tackle the initiative head on.</p> <p>There are three elements for energise: inspiration, empowerment, and growth.</p> <p>These elements encourage your team to adopt a promotion-focussed and flexible mindset, which means they are more receptive to change.</p> | 3-5 |
| 15 | <p>The first element of Energise is inspiration.</p> <p>Inspiration is important for a safety leader because it gives people the energy and motivation they need to participate in health, safety and wellness initiatives.</p> | |
| 16 | <p>Inspiring leaders provide a role model of 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.</p> <p>Inspiring leadership can be broken into four key areas.</p> <ol style="list-style-type: none"> 1. Inspirational motivation means using positive language that builds the team's confidence to perform and tackle the opportunity head-on. Inspiring leaders use language to build the team's confidence – they share examples of where the team has been successful in the past and how the team will be able to overcome challenges. 2. Intellectual stimulation means that the leader doesn't solve all the problems him/herself, rather, they encourage the team to step up and take responsibility and ownership. Inspiring leaders stimulate their team intellectually by asking questions rather than giving the answer straight away. 3. Individualised consideration means that the leader spends time developing close and meaningful relationships with his/her team. They | |

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| | <p>check in about home life and show a genuine concern for people's wellbeing.</p> <p>4. Idealised influence means that the leader role-models 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.</p> <p>Tips to inspire workers include:</p> <ul style="list-style-type: none"> • 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. <p>Activity 2.1 in your workbook. Describe your ideal workplace culture in terms of health and safety – how do you communicate this to your team in a way that inspires?</p> <p>*Remember, we want to use positive and inclusive language like 'we', 'our'. We want to draw on our values and what is important and include specific actions that can be taken.</p> | |
| 17 | <p>The second element of Energise is empowerment.</p> <p>Empowerment is using the authority or position as a leader to build confidence to a team to create a sense of ownership and responsibility for achieving outcomes.</p> | 2-3 |
| 18 | <p>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.</p> <p>There are three types of autonomy we can give to our team:</p> <ol style="list-style-type: none"> 1. when specific work tasks are undertaken 2. participative decision making 3. how specific work tasks are undertaken. <p>Some examples include:</p> <ul style="list-style-type: none"> • giving teams the chance to make WHS decisions • using participative decision-making such as seeking out ideas, solutions and opinions from the team. • meaningful consultation at the workplace • providing teams with different options to complete WHS tasks. <p>Activity 2.2 in your workbook. Identify one or two health, safety or wellness decisions that your team could make themselves in the near future.</p> | |

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| | Example: this could be when specific work tasks are undertaken such as safety meetings, how specific tasks are undertaken or by whom, or ways to provide meaningful consultation. | |
| 19 | <p>The last element of Energise is growth.</p> <p>Growth means coaching and nurturing teams to increase their skills and capabilities around health and safety.</p> | 1 |
| 20 | <p>Coaching can help teams to develop new health and safety skills in line with opportunities or changes being pursued.</p> <p>A widely used coaching model is the GROW model consisting of the following coaching stages or steps:</p> <ul style="list-style-type: none"> • G stands for goals: What does the worker want to develop? Where do they see themselves in the next three to six months with their health and safety performance? • R stands for reality: What is the current state of play? Where are they strong and where are their areas of opportunity? • O stands for options and obstacles: What options can we brainstorm to increase or enhance skills, and what might block or impede development of these skills? For example, lack of time in the job, lack of training opportunities. • W stands for way forward: Deciding on and documenting a specific action plan, let's commit to what we will work on so that our discussion materialises into actual change and actions. <p>Some practical tips to use the GROW model in practice:</p> <ul style="list-style-type: none"> • focus on one or two key goals at a time • practice the GROW model on yourself • use open questions • use active listening • integrate into professional development planning. <p>Activity 2.3 in your workbook. In the context of work health and safety leadership, consider the below questions:</p> <p>G = Goals – What is one skill or capability in health and safety leadership you would like to grow in the next three to six months?</p> <p>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?</p> <p>O = Options – What are some obstacles or barriers to improving this area?</p> <p>W = Way Forward – What could be the next step, and how would you turn the above into actual change and actions?</p> | |
| 21 | <p>The third safety leadership skill is Adapt.</p> <p>Adapt is where the team has experienced failure or a mistake, and the focus is on returning performance to an acceptable point as quickly as possible.</p> | |

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| | <p>As safety leader, when we use our Adapt skills, we are encouraging our team through learning and development.</p> <p>Adapt skills are achieved in practice through three elements:</p> <ol style="list-style-type: none"> 1. reflection 2. voice 3. resilience. | |
| 22 | The first element of Adapt is reflection on past health and safety performance. | |
| 23 | <p>The After-Action Review (AAR) was created by the US military as a way to learn from active deployments. Team leaders use the AAR following field trips and missions and has since been applied by many organisations with success.</p> <p>The AAR has four key steps:</p> <ol style="list-style-type: none"> 1. What was expected to happen? <ul style="list-style-type: none"> • Discuss the goals and intended outcomes that were originally planned by the team. 2. What actually happened? <ul style="list-style-type: none"> • Balance what went wrong with what went right. 3. What caused the differences between the expected and actual outcomes? 4. Finally, plan what will be done differently next time to achieve success and prevent failures from reoccurring. <p>This is in effect 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.</p> <p>Practical tips that help to use the After-Action Review process in practice:</p> <ul style="list-style-type: none"> • try to establish ground rules • consider using a third-party facilitator • 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. <p>Activity 3.1 in your workbook. Think about a recent project or task that involved some challenges. Now answer the questions. Can someone provide an example of their reflection process?</p> | 2-3 |
| 24 | The second element in Adapt is voice – that means encouraging team members, so they are willing to speak up and voice their concerns. | 1 |
| 25 | <p>Voice is created when the team has support for speaking up. Also seen as 'psychological safety'.</p> <p>Psychological safety is the term used to describe a team environment where everyone feels safe and comfortable to take interpersonal risks, such as raising a safety issue or concern with others. When we achieve psychological safety, we achieve a team environment where information is free flowing.</p> | 1-2 |

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| | <p>Psychological safety can be characterised by the following beliefs:</p> <ul style="list-style-type: none"> • it's ok to make mistakes • people aren't treated differently because of their experience or backgrounds • It's ok to voice concerns or disagree with others. <p>Young workers in particular are likely to be impacted by the use of voice. If not heard or considered when they first speak up, they are unlikely to raise issues in the future.</p> <p>Practical tips to achieve psychological safety include:</p> <ul style="list-style-type: none"> • show 'visible leadership' • role-model openness and fallibility (showing you have your own weaknesses, doubts, etc.) • invite and recognise input • ask open-ended questions rather than providing the answers • reframe difficulties and mistakes as opportunities to learn • encourage opinions from diverse team members • follow-up with quiet team members individually. <p>Activity 3.2 in your workbook. 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).</p> | |
| 26 | <p>The last element of Adapt is resilience.</p> <p>Being resilient in this sense means being prepared for emergency scenarios and recovering back to the original functioning as quickly as possible.</p> | 1 |
| 27 | <p>We can think about resilience like a piece of metal.</p> <p>When our team lacks resilience, they can be seen as a solid piece of steel that cracks or distorts under pressure. In some cases, they can be permanently deformed or damaged (e.g. as a result of an incident that injures a team member).</p> <p>Instead, we aim to operate more like a spring – there is a capacity to withstand applied pressures and come back to the original mode of functioning when the pressure is removed.</p> <p>Practical actions to build resilience:</p> <ul style="list-style-type: none"> • 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. <p>Activity 3.3 in your workbook. Let's answer the following questions to see how resilient your team can be. Discuss as a group. What could you do to encourage your team to be more resilient?</p> | 1 |

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| 28 | <p>The final safety leadership skill is Defend, which is useful when the team is faced with dangerous or high-risk work.</p> <p>Defend is achieved in practice through three elements:</p> <ol style="list-style-type: none"> 1. vigilance 2. accountability 3. monitoring. | 1 |
| 29 | <p>The first element of Defend is vigilance.</p> <p>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.</p> | 1 |
| 30 | <p>For this section we will look at the workings of the human brain. Let's talk about some characteristics that play a role in health and safety.</p> <p>Attention is like a spotlight, illuminating a small area at once; however, it is limited. On 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Employers should ensure they are managing risks of work-related fatigue and work-related stress through work design.</p> <p>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.</p> | 3-4 |

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| | <p>Activity 4.1 in your workbook. Thinking about complacency, tick the hazards below where you think your team has become complacent (underappreciating the risk).</p> | |
| 31 | <p>The second element of Defend is accountability – making our expectations known and driving these standards across the team to produce a minimum level of acceptable performance.</p> <p>How do you ensure that people in your team are accountable to health and safety requirements at work?</p> <p>What is your role, as supervisor in achieving this?</p> | 1 |
| 32 | <p>We can build accountability across our team by ensuring organisational justice and procedural fairness.</p> <p>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. This means we look deeper than ‘someone violated a procedure’ when investigating incidents.</p> <p>Here are some questions you could consider asking next time an incident or near-miss happens in your area:</p> <ul style="list-style-type: none"> • Was there a leader instruction or influence to do it? • Was the expectation/procedure clear and workable? • Did the worker have the 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? <p>Activity 4.2 in your workbook. List your health, safety and wellness expectations (what you consider to be <u>minimum</u> standards of behaviour in your work area). Discuss as a group.</p> <p>From the listed expectations, choose one that you believe is not satisfactory and tick the possible causes:</p> <ul style="list-style-type: none"> • Was there a leader instruction or influence to do it? • Was the expectation/procedure clear and workable? • Did the worker have the 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? <p>Other_____</p> <p>What can you put in place to ensure the minimum standard of behaviour for this health, safety and wellness expectation is improved?</p> | 2-3 |

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| 33 | <p>The last element for Defend is monitoring.</p> <p>Monitoring doesn't mean micromanaging. It means taking an active interest in how work is being done and ensuring workers are enacting your expectations.</p> | 1 |
| 34 | <p>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 aim for as leaders is to be attentive.</p> <p>Some of the ways we can monitor the team's health and safety performance are:</p> <ul style="list-style-type: none"> • sample activities with a curious eye • provide balanced feedback • discuss performance individually and as a team • speak with clients and other stakeholders about team performance. <p>Activity 4.3 in your workbook. What's one activity you <u>currently</u> do to monitor health, safety and wellness in your team?</p> <p>Would you do anything differently?</p> | 2-3 |
| 35 | <p>This brings us to the conclusion of the LEAD model. We have examined the four safety leadership skills and the three elements that enable us to achieve success in different work situations.</p> <p>The key takeaways from this model are to be adaptable and flexible in your safety leadership, respond to the situation as required, and use different elements to help your team achieve their goals.</p> | 1-2 |
| 36 | <p>We'll finish up today with one final activity.</p> <p>As a safety leader, write down at least:</p> <ul style="list-style-type: none"> • one thing you will start doing • one thing you will stop doing • one thing you will keep doing. <p>Ask for volunteers to share their actions.</p> <p>Now that you have these, put them up on your desk/post-it-note/diary at work.</p> <p>Start thinking about an action plan to put in motion how you are going to start, stop and continue these safety leadership actions?</p> <p>Share your learnings with your senior management and your team and involve them in the planning process.</p> | 5 |
| 37 | Comments, questions, feedback? | 5 |

Workshop ends

The LEAD Safety Leadership workshop facilitation guide

A Joint Initiative between Workplace Health and Safety Queensland, University of Queensland, and Curtin University

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