


Individual Safety Performance, Leadership and Organisational Culture: Behavioural Approaches to Change


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Content

- Introduction
- Individual differences
- Project One
- Project Two
- Project Three
- Implementing the process
- Current state of the measures
- Reflection: What works, what's important



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Introduction

The Safety Equation


Effective safety systems & procedures

+

Individual behaviour management

=

Excellence in Safety Performance



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Introduction


Effective safety systems & procedures

+

Individual behaviour management

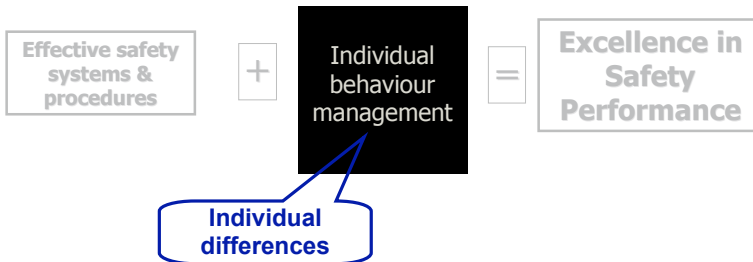
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Excellence in Safety Performance



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Introduction



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Individual differences

Individual differences involve all the areas where humans are different from each other.

Generally, these differences reduce to a number of fundamental dimensions.



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Individual differences



PEOPLE:

- Our greatest and most valuable asset
- Our most complex asset
- Our asset with the greatest ability to impact upon our Health, Safety, Environment and Community Performance



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Individual differences

How are the areas of individual difference related to safety performance?



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Individual differences

Previous research:

(Limited research with specific focus on safety performance)

- Impulsiveness
- Conscientiousness
- Recognition of risk

} linked to injury



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Individual differences

Guiding beliefs

- There are critical differences between people that are linked to variations in safety performance.
- These differences can be identified and moderated to improve individual and organisational safety performance.



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Individual differences



Individual differences





PROJECT ONE 2003



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PROJECT ONE

Two objectives:

- Develop measures to investigate links between individual differences and safety performance;
- Behaviour change;



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PROJECT ONE

2003 Project: Behavioural Predictors of Injury

The number of injury events over previous 3 years

- LTI x 10
- Medical Treatment – Alternate duties x 8
- Medical Treatment – normal duties x 4
- First Aid Treatment x 2
- Report only x 1

- Sum = **Total Injury Severity Score**
- Scores adjusted for time employed if < 3 years



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PROJECT ONE

Distribution of Injury

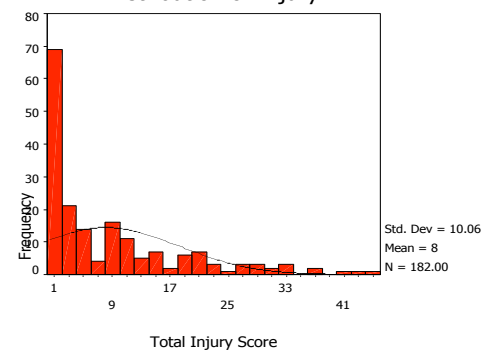


Figure 1. Distribution of Total Injury scores. (N=182).



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PROJECT ONE

Individual differences:

Measured by supervisor ratings on **Safety Performance Rating Scale**.

- **Responsibility:** demonstrating a sense of ownership of personal safety outcomes;
- **Conscientiousness:** adhering to work and safety procedures;
- **Impulsiveness:** rushing into tasks or situations before assessing the risks;
- **Resilience:** managing the tensions and stresses of the workplace;
- **Achievement:** demonstrating an orientation to achievement;
- **Recognition of risk:** recognising and avoiding unsafe situations and risks;
- **Communication:** reporting unsafe situations, talking with others about unsafe behaviour;
- **Physical:** managing fitness for work and physical capacity for the job;



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PROJECT ONE

Distribution of Supervisor Total Ratings

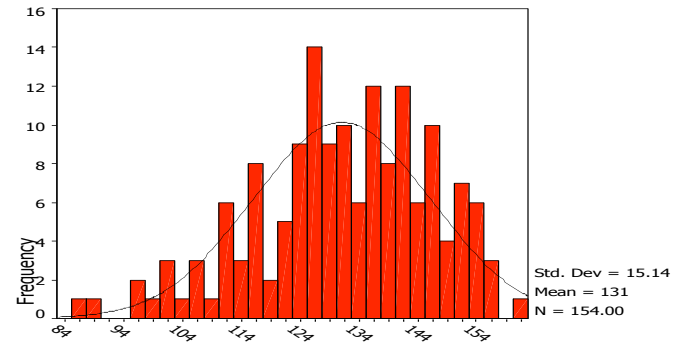


Figure 2. Distribution of total scores from the Safety Performance Rating Scale.



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PROJECT ONE

Table 3

Correlations between injury scores, absenteeism, and supervisor ratings.

Measure	Total injury score	Absent hours	Total SPRS Score
Total injury score	1.0		
Absent hours	.54**	1.0	
Total SPRS Score	-.44**	-.45**	1.0
Responsibility	-.44**	-.35**	.88**
Conscientiousness	-.44**	-.45**	.81**
Safety Orientation	-.37**	-.42**	.82**
Resilience	-.24**	-.22**	.57**
Need for Achievement	-.20*	-.26**	.73**
Recognition of Risk	-.43**	-.48**	.72**
Communication	-.25**	-.31**	.68**
Physical	-.31**	-.31**	.73**

Note. * $p < .05$ ** $p < .01$ n=154



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PROJECT ONE

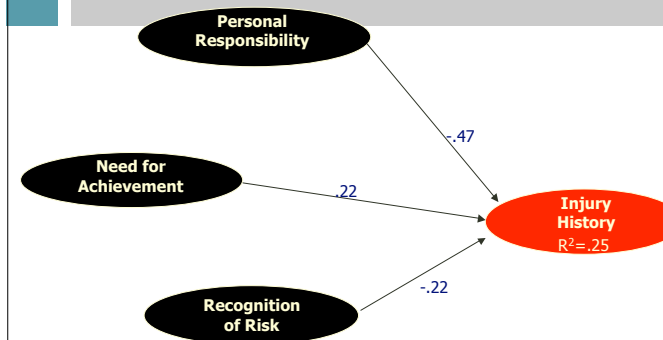


Figure 3. Predictors of injury history - workforce.



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PROJECT ONE

Stage Two analysis:

- Identified a smaller group who represented the best (n=14) and worst (n=16) safety performers;
- Completed Cognitive and Personal Factors Inventory – a computer based assessment of individual differences.

Analyses:

- Predicting total injury severity scores
- Differences between groups



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PROJECT ONE

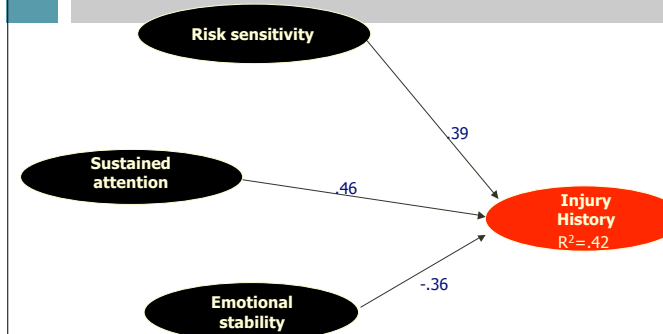
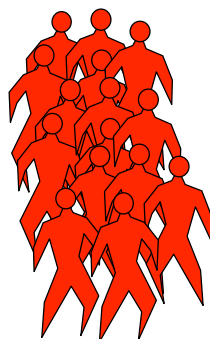


Figure 4. Predictors of injury history – smaller group.



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PROJECT ONE



Differences between groups:

- Personal responsibility for safety
- Risk sensitivity
- Need for achievement
- Sustained attention

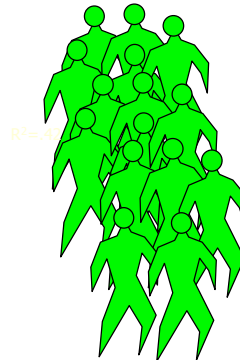


Figure 5. Differences between groups.



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PROJECT ONE

The intervention (aimed at behaviour change):

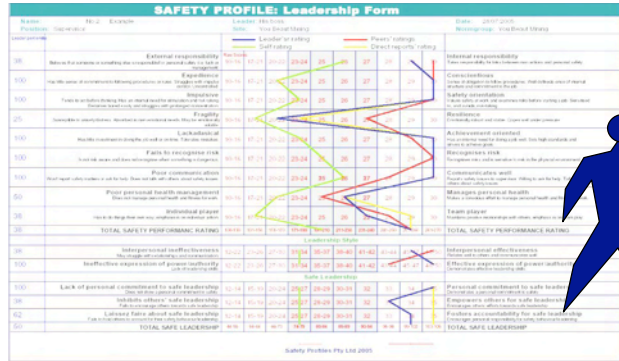
- Interviews giving feedback on results of supervisor rating
- Conversation about likely outcomes of current style
"Keep doing what you've always done, you'll get what you've always got"
- Identifying keys areas where change is required
- Identifying any relevant supports required
- Setting goals and schedule of monitoring
- "Individual development plan"



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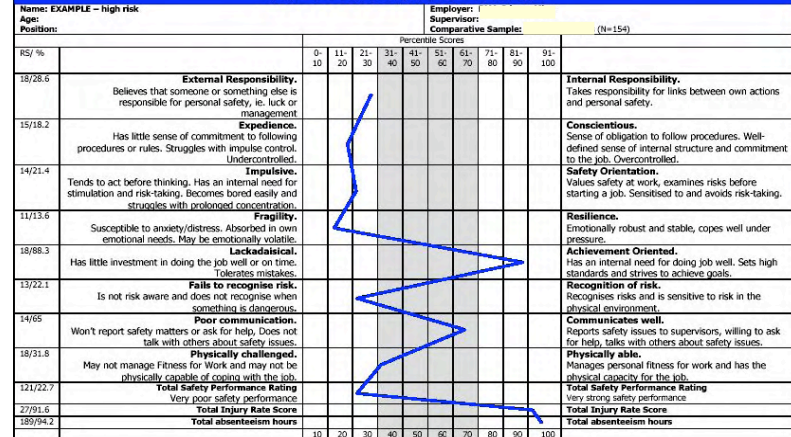
PROJECT ONE

Initial interview: Presentation of feedback/results



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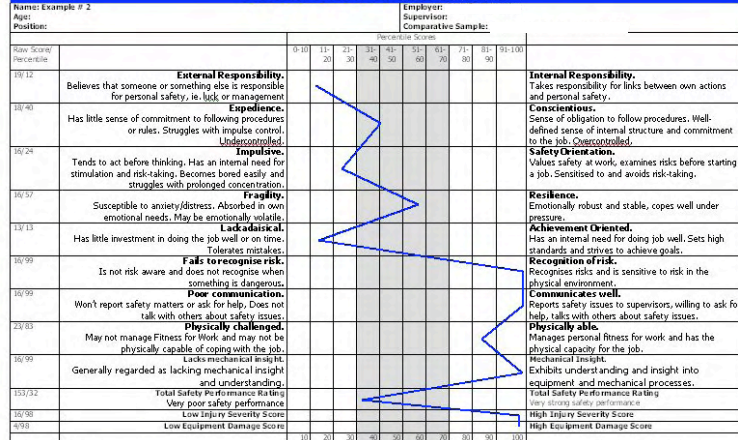
SAFETY PERFORMANCE PROFILE



Notes: Percentile scores represent comparative positions rather than absolute scores or ratings. For example, a percentile score of 83 on the Conscientious measure means that the person is regarded as being more careful to follow procedures and committed to the job than 83% of Crinum operational people.

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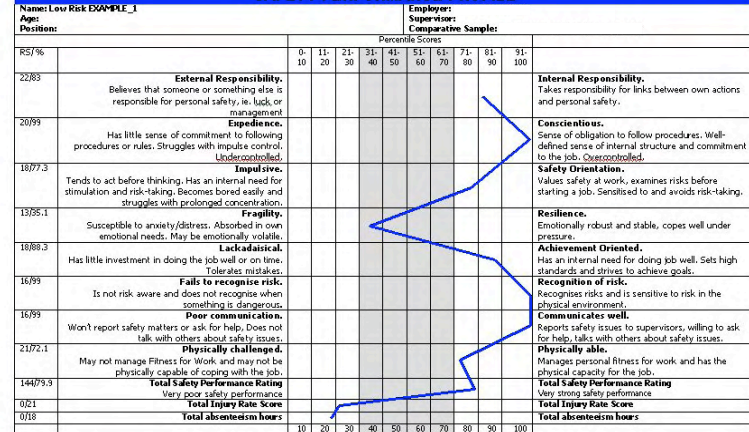
SAFETY PERFORMANCE PROFILE



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SAFETY PERFORMANCE PROFILE



Notes: 1. Percentile scores represent comparative positions rather than absolute scores or ratings. For example, a percentile score of 83 on the Conscientious measure means that the person is regarded as being more careful to follow procedures and committed to the job than 83% of Crinum operational people.
2. A raw score of 0 for injury (& absenteeism) produced a percentile score > zero because 21% of people did not record any injuries over the 3-year period.

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PROJECT TWO 2004 -



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PROJECT TWO

Open-cut Metaliferous Operation

Starting position:

- Organisation in trouble in terms of safety performance;
 - Emphasis on Leadership:**
 - The functioning of the leader is reflected in the performance of the team*
 - "Safety Performance is symptomatic of an organisation's operating discipline"*
 - "You get what you're prepared to put up with"*
- Strategy:**
 - Start at the top - **Engage** the leadership/management team (measure, feedback, set goals for change, continue the conversation)
 - Outline a direction for organisational change and a set of expectations/goals and standards – work on accountabilities!!;
 - Watershed conversations that mark out change;
 - Stage 1 – Leadership team, Stage 2 – Workforce.



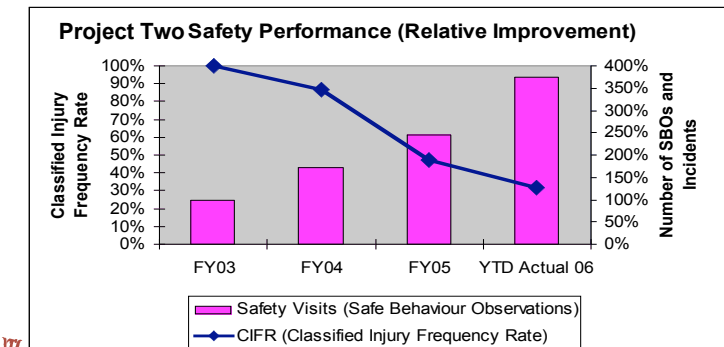
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SUPERVISOR'S SAFETY PERFORMANCE PROFILE																					
Name: Example Position: Co-Ordinator		Supervisor: Comparative Samples Across the supervisors																			
5 th Raw Score Percentile		RAW SCORES																			
Peer ratings		Self Ratings																			
		Supervisor's ratings																			
22/53	External Responsibility.	Believes that someone or something else is responsible for personal safety, e.g. Ludd, or management	14-15	16	17	18	19	20	21	22	23	24	Internal Responsibility.						Takes responsibility for links between own actions and personal safety, e.g. Ludd, or management		
16/8	Experience.	Has little sense of commitment to following procedures or rules. Struggles with impulse control. Undercontrolled.																	Conscientious.	Sense of obligation to follow procedures. Well-defined sense of internal structure and commitment to the job.	
16/17	Impulse.	Tends to act before thinking. Has an internal need for stimulation and risk-taking. Becomes bored easily and struggles with prolonged concentration.																	Safety Orientation.	Values safety at work, examines risks before starting a job. Sensitized to and avoids risk-taking.	
18/75	Flexibility.	Susceptible to anxiety/distress. Absorbed in own emotional needs. May be emotionally volatile.																	Resilience.	Emotionally robust and stable. copes well under pressure.	
20/99	Lack of risk.	Has little investment in doing the job well or on time. Tolerates mistakes.																	Achievement Oriented.	Has an internal need for doing job well. Sets high standards and strives to achieve goals.	
12/8	Fails to recognize risk.	Is not risk aware and does not recognise when something is dangerous.																	Recognition of risk.	Recognises risk and is sensitive to risk in the physical environment.	
13/11	Poor communication.	Doesn't report safety matters or ask for help. Does not talk with others about safety issues.																	Communicates well.	Reports safety issues to supervisors, willing to ask for help, talks with others about safety issues.	
22/86	Physically challenged.	May not manage Fitness for Work and may not be physically capable of coping with the job.																	Physically able.	Manages personal fitness for work and has the physical capacity for the job.	
20/99	Lacks mechanical insight.	Generally regarded as lacking mechanical insight and understanding.																	Mechanical Insight.	Exhibits understanding and insight into equipment and mechanical processes.	
159/17	Total Safety Performance Rating		100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250	260	Total Safety Performance Rating	
24/22	Interpersonal ineffectiveness.	May struggle with relationships & communication.	17-18	20	23	26	29	32	35	38	41	44	47	50	53	56	59	62	65	Interpersonal effectiveness.	Relates well to others and communicates well.
35/68	Ineffective Leadership.	Lacks of leadership skills.	24	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	Effective Leadership.	Demonstrates effective leadership skills.
36/36	Poor Safety Leadership.	Shows little regard for and commitment to safety.	22/23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	Excellent Safety Leadership.	Shows a strong regard for and commitment to safety.
95/91	Total Leadership.		7-75	76	80/81	85	86	90	91	94	96	98	99	100	104	107	110	113	116	Total Leadership.	
46/94	Completed low proportion of Safety Visits.		0-10	11	21	31	41	51	61	71	81	91	100	103	106	109	112	115	118	Completed high proportion of Safety Visits.	
Notes: The profile line marks the various raw score ratings on each of the subscales, the raw scores and percentile scores for supervisor ratings are listed in the left hand column.																					

Notes: The profile line marks the various raw score ratings on each of the subscales, the raw scores and percentile scores for supervisor ratings are listed in the left hand column.

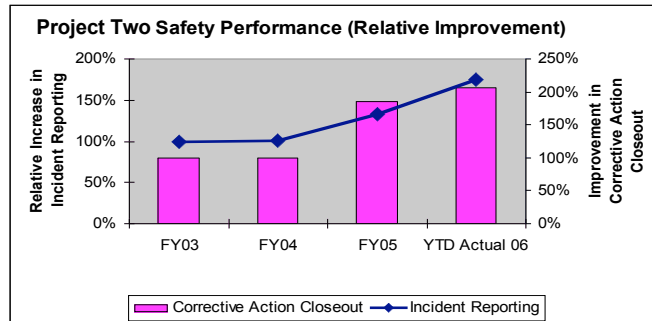
PROJECT TWO

- Reduced number of injuries (+ve Behavioural change)
- Increased safety visit participation (Increased Personal Accountability)



PROJECT TWO

- Incident Reporting (Hazard/Risk Identification, Personal Accountability and Maturity)
- Corrective Action Closeout (Increased Personal Accountability)



PROJECT TWO

Reflections:

- Key role of leaders in shaping organisational expectations and culture;
- Success is achieved when a lot of people understand the vision and expend effort and commitment;
- It is possible to change organisational culture;



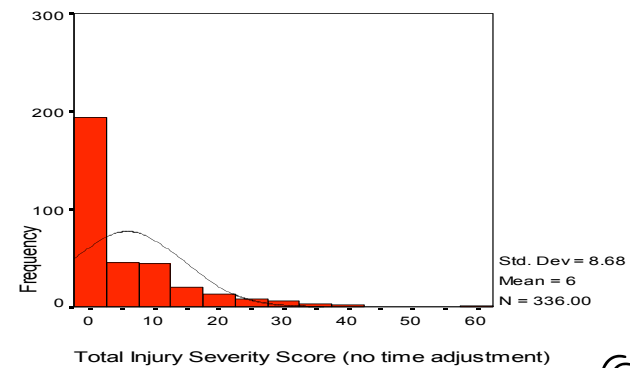
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PROJECT THREE 2004-



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PROJECT THREE



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PROJECT THREE

Table 1

Injury Severity Scores (not time corrected).

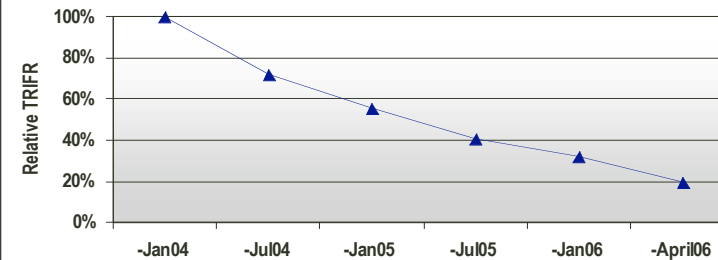
Injury Severity Scores	Frequency	Percent	Valid Percent	Cumulative Percent
0	122	36.3	36.3	36.3
1	25	7.4	7.4	43.8
2	47	14.0	14.0	57.7
3	8	2.4	2.4	60.1
4	25	7.4	7.4	67.6
5	4	1.2	1.2	68.8
6	6	1.8	1.8	70.5
7	2	.6	.6	71.1
8	13	3.9	3.9	75.0
9	2	.6	.6	75.6
10	14	4.2	4.2	79.8
11	2	.6	.6	80.4
12	13	3.9	3.9	84.2
14	7	2.1	2.1	86.3
15	1	.3	.3	86.6
16	6	1.8	1.8	88.4
17	6	1.8	1.8	90.2
18	2	.6	.6	90.8
20	7	2.1	2.1	92.9
22	4	1.2	1.2	94.0
23	1	.3	.3	94.3
24	4	1.2	1.2	95.5
25	1	.3	.3	95.8
26	2	.6	.6	96.4
28	3	.9	.9	97.3
30	1	.3	.3	97.6
31	1	.3	.3	97.9
32	1	.3	.3	98.2
33	1	.3	.3	98.5
34	1	.3	.3	98.8
36	1	.3	.3	99.1
40	1	.3	.3	99.4
42	1	.3	.3	99.7
81	1	.3	.3	100.0
Total	336	100.0	100.0	



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PROJECT THREE

Project Three



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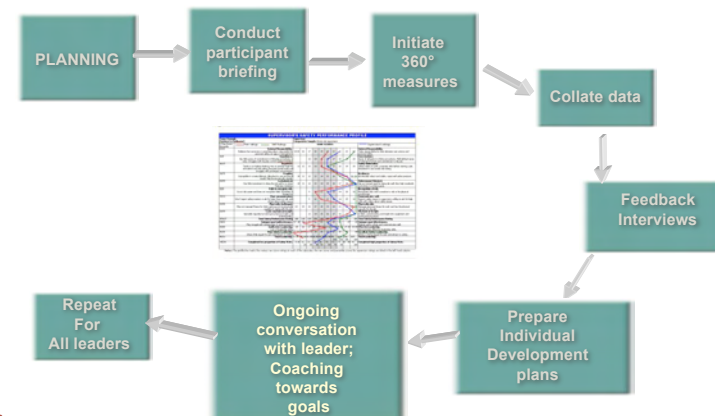
Strategies for Change – Implementation

The Process of Implementing Change



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Strategies for Change – Stages of Implementation



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Strategies for Change – Implementation

Phase 1:

• Engage the leadership team

- Measuring individual performance;
- Giving feedback;
 - Mirrors;
 - Cobwebs;
- Setting goals;
- Monitoring individual performance towards goals;
- Typical safety initiatives triggered by the process of engaging leaders:
 - Take 5, JHA's, Safety Visits (procedural level);
 - "Stop for a Clean Start" - Weekly clean-up (Organisational level);
 - Goes towards building "news of difference" and a culture of safety;
- Key – context for conversation;
- Events that imply senior management are prepared to back up the words with action.



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Strategies for Change – Implementation

Phase 2:

• Engage the workforce

- Significant improvement in overall safety performance is usually achieved as a result of Phase 1 – progress acknowledged by workforce;
 - Management are serious about safety!!
- Briefing sessions to introduce program to workforce:
 - "Next step involves everyone taking a step forward and accepting a responsibility for personal improvements in safety performance";
- Measure individual performance, give feedback and design an individual development plan;
- Monitor individual progress towards goals – continue the discussion;
- Follow-up interviews (x 2) for all employees with measures of achievement towards personal goals;
- *In addition: provide professional support for individuals with special needs.*

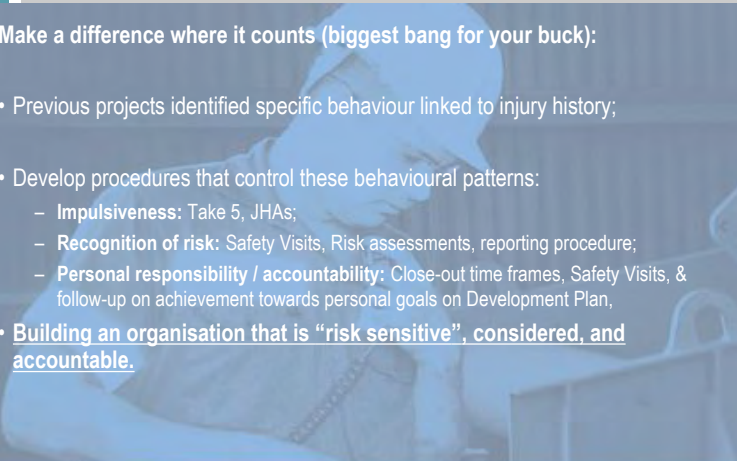


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Strategies for Change – Implementation Fundamentals

Make a difference where it counts (biggest bang for your buck):

- Previous projects identified specific behaviour linked to injury history;
- Develop procedures that control these behavioural patterns:
 - **Impulsiveness:** Take 5, JHAs;
 - **Recognition of risk:** Safety Visits, Risk assessments, reporting procedure;
 - **Personal responsibility / accountability:** Close-out time frames, Safety Visits, & follow-up on achievement towards personal goals on Development Plan,
- Building an organisation that is "risk sensitive", considered, and accountable.



Strategies for Change – The Measures

The Measures



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The Measures..

Safety Performance Rating Scale (SPRS)

- **Provide the structure and language for the conversations;**
 - Numbers are important for a numerically oriented audience;
- **Basic Form:**
 - Critical human factors inherent in driving individual safety performance;
- **Leadership Form:**
 - Basic Scales + Leadership Scales;
 - Critical dimensions of leadership inherent in driving organisational safety performance;



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The Measures..

SPRS - Basic Form Subscales:

- **Responsibility:** a person's demonstrating a sense of responsibility for their own safety
- **Conscientiousness:** adhering to work and safety procedures
- **Impulsiveness:** rushing into tasks or situations before assessing the risks
- **Resilience:** managing the tensions and stresses of the workplace
- **Achievement:** demonstrating an orientation to achievement
- **Recognition of risk:** recognising and avoiding unsafe situations and risks
- **Communication:** reporting unsafe situations and talking with others about unsafe behaviour
- **Health:** managing personal health and fitness in preparation for the job
- **Team player:** understanding the mutual obligations between people in relation to safe behaviour
- **Mechanical insight:** understanding and looking after equipment and machinery
- **Independence:** maintaining an independent position in the face of peer pressure



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The Measures..

SPRS – Leadership Form Subscales:

- **Basic scales**
- **+**
- **Leadership Grid:** defined by the dimensions
 - **Interpersonal effectiveness:** capacity to maintain effective relationships;
 - **Influence:** capacity to make the tough decisions;
- **Leadership Style:** Constructive, Aggressive, Passive
- **Safety Leadership:**
 - **Personal commitment:** walking the talk;
 - **Empowerment:** encouraging/supporting others to work towards safety performance;
 - **Accountability:** holding others accountable for their safety performance;



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SAFETY PROFILE: Leadership Form														
Name: No 3 Example		Leader: His Boss		Date: 6/10/2005		Peer group:								
Position: A Manager		Title: You Should Mine												
Leader's rating		Peer's rating		Self rating		Direct reports' rating								
46	External responsibility	10-16	17-19	20-22	23-24	25	26-27	28	29	30	31	32	33	34
67	Expedience	10-16	17-19	20-22	23-24	25	26-27	28	29	30	31	32	33	34
75	Impulsiveness	10-16	17-19	20-22	23-24	25	26-27	28	29	30	31	32	33	34
27	Resilience	10-16	17-19	20-22	23-24	25	26-27	28	29	30	31	32	33	34
38	Achievement oriented	10-16	17-19	20-22	23-24	25	26-27	28	29	30	31	32	33	34
100	Recognizes risk	10-16	17-19	20-22	23-24	25	26-27	28	29	30	31	32	33	34
71	Effective communication	10-16	17-19	20-22	23-24	25	26-27	28	29	30	31	32	33	34
7	Manages personal health	10-16	17-19	20-22	23-24	25	26-27	28	29	30	31	32	33	34
45	Team player	10-16	17-19	20-22	23-24	25	26-27	28	29	30	31	32	33	34
30	TOTAL SAFETY PERFORMANCE RATING	100-108	109-118	119-128	129-138	139-148	149-158	159-168	169-178	179-188	189-198	199-208	209-218	219-228
11	Interpersonal effectiveness	12-22	23-26	27-30	31-34	35-37	38-41	42-43	44-44	45-47	48-50	51-52	53-54	55-56
82	Ineffective expression of influence	12-22	23-26	27-30	31-34	35-37	38-41	42-43	44-44	45-47	48-50	51-52	53-54	55-56
72	Personal commitment to safe leadership	12-14	15-19	20-24	25-27	28-31	32-33	34-34	35-35	36-36	37-37	38-38	39-39	40-40
70	Empowers others for safe leadership	12-14	15-19	20-24	25-27	28-31	32-33	34-34	35-35	36-36	37-37	38-38	39-39	40-40
86	Fosters accountability for safe leadership	12-14	15-19	20-24	25-27	28-31	32-33	34-34	35-35	36-36	37-37	38-38	39-39	40-40
72	TOTAL SAFE LEADERSHIP	44-46	47-51	52-56	57-60	61-64	65-68	69-72	73-74	75-76	77-78	79-80	81-82	83-84

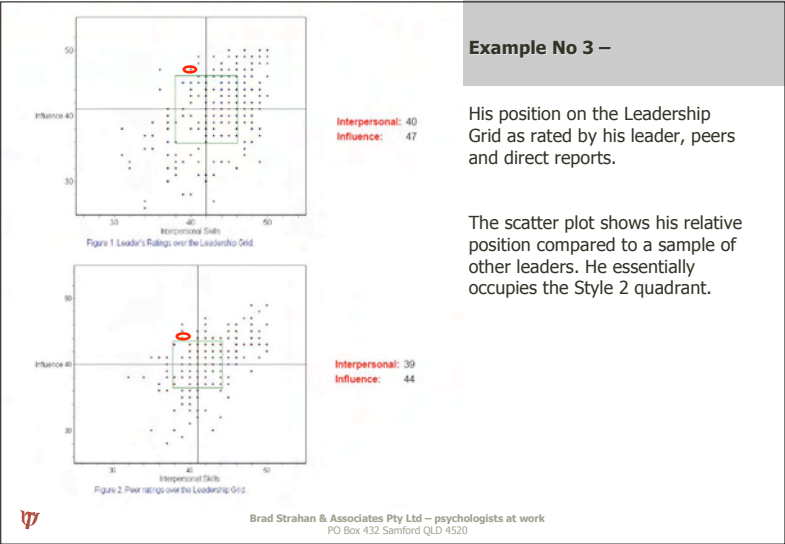
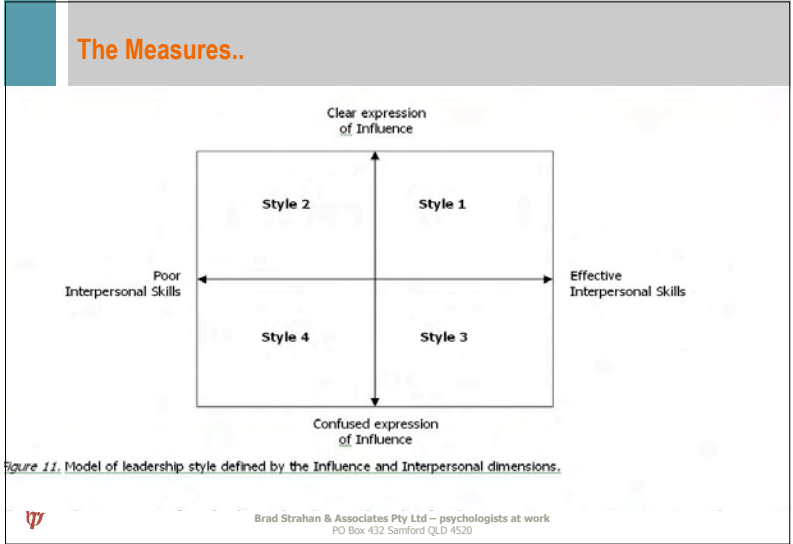
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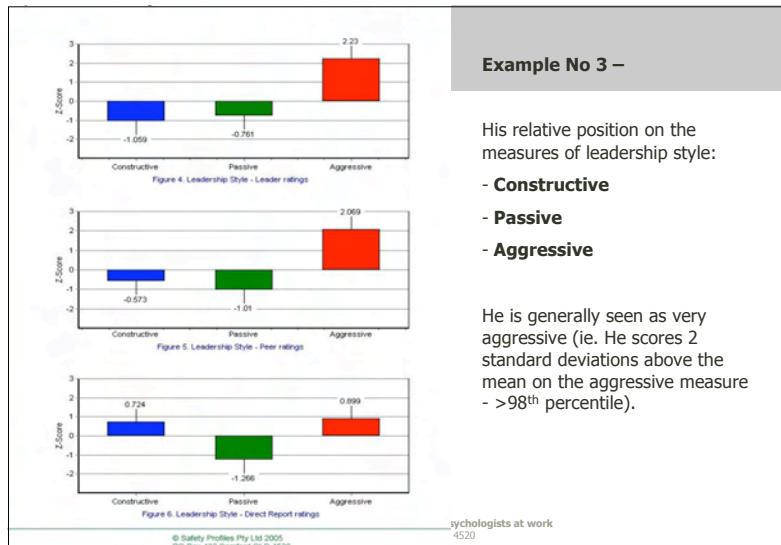
SAFETY PROFILE: Leadership Form															
Name: No 3 Example			Leader: His Boss			Date: 6/10/2005			Normgroup:						
Position: A Manager			Site: You Bead Mine												
Leader percentile			Leader's rating			Peers' ratings									
			Self rating			Direct reports' rating									
			Raw Scores												
46	External responsibility		10-16	17-19	20-22	23-24	25	26	27	28	29	30	Internal responsibility		
Believes that someone or something else is responsible for personal safety (i.e. lack of management).													Takes responsibility for links between own actions and personal safety.		
67	Expedience		10-16	17-19	20-22	23-24	25	26	27	28	29	30	Conscientious		
Has little sense of commitment to following procedures or rules. Struggles with impulse control. Uncontrolled.													Sense of obligation to follow procedures. Well defends ethics of internal structure and contributes to the job.		
75	Impulsive		10-16	17-19	20-22	23-24	25	26	27	28	29	30	Cautious and deliberate		
Tends to act before thinking. Has an internal need for stimulation and risk-taking. Becomes bored easily and struggles with prolonged concentration.													Values safety at work and examines risks before starting a job. Sensitized to, and avoids, risk-taking.		
27	Fragility		10-16	17-19	20-22	23-24	25	26	27	28	29	30	Resilience		
Susceptible to anxiety/distress. Absorbed in own emotional needs. May be emotionally volatile.													Emotionally robust and stable. Copes well under pressure.		
38	Lackadaisical		10-16	17-19	20-22	23-24	25	26	27	28	29	30	Achievement oriented		
Has little investment in doing the job well or on time. Tolerates mistakes.													Has an internal need for doing a job well. Sets high standards and strives to achieve goals.		
100	Fails to recognise risk		10-16	17-19	20-22	23-24	25	26	27	28	29	30	Recognises risk		
Is not risk aware and does not recognise when something is dangerous.													Recognises risks and is sensitive to risk in the physical environment.		
71	Poor communication		10-16	17-19	20-22	23-24	25	26	27	28	29	30	Effective communication		
Won't report safety matters or ask for help. Does not talk with others about safety issues.													Reports safety issues to supervisor. Willing to ask for help. Talks with others about safety issues.		
7	Poor personal health management		10-16	17-19	20-22	23-24	25	26	27	28	29	30	Manages personal health		
Does not manage personal health and fitness for work.													Makes a conscious effort to manage personal health and fitness for work.		
45	Individual player		10-16	17-19	20-22	23-24	25	26	27	28	29	30	Team player		
Has to do things their own way, emphasis is on individual action.													Maintains positive relationships with others, emphasis is on team play.		
36	TOTAL SAFETY PERFORMANCE RATING					100-102	103-105	106-108	109-110	111-112	113-114	115-116	117-118	119-120	121-122
					TOTAL SAFETY PERFORMANCE RATING										
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The Measures..

						Leadership Style															
11	Interpersonal ineffectiveness May struggle with relationships and communication.					12-22	23-26	27-30	31-34	35-37	38-40	41-42	43-44	45-47	48-50	Interpersonal effectiveness Relates well to others and communicates well.					
82	Ineffective expression of influence Lack of leadership skills.					12-22	23-26	27-30	31-34	35-37	38-40	41-42	43-44	45-47	48-50	Effective expression of influence Demonstrates effective leadership skills.					
						Safe Leadership															
72	Lack of personal commitment to safe leadership Does not show a personal commitment to safety.					12-14	15-19	20-24	25-27	28-29	30-31	32	33	34	35	Personal commitment to safe leadership Demonstrates a personal commitment to safety.					
70	Inhibits others' safe leadership Fails to encourage others towards safe leadership.					12-14	15-19	20-24	25-27	28-29	30-31	32	33	34	35	Empowers others for safe leadership Encourages others' efforts towards safe leadership.					
86	Permissive safety leadership Fails to hold others to account for their safety behaviour/leadership.					12-14	15-19	20-24	25-27	28-29	30-31	32	33	34	35	Fosters accountability for safe leadership Encourages personal responsibility for safety behaviour/leadership.					
72	TOTAL SAFE LEADERSHIP					44-56	56-64	64-72	72-79	80-84	84-88	88-91	91-95	95-102	102-105	TOTAL SAFE LEADERSHIP					
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Reflections: learning from previous projects



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Reflections on the Process to Date

Recognition of:

- **Value of focus on the individual:**
 - Individual accountability – one-on-one conversation;
 - Recognition of the tensions around individual responsibility and our embeddedness in "culture";
- **Value of feedback on personal performance and critical conversations:**
 - Acknowledges each persons' uniqueness and allows a more in-depth response to each person's situation;
 - Offers direction and suggestions about change;
 - Goal setting is critical, follow-up is even more important;



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Reflections on the Process to Date

Recognition of:

- **Role of leadership:**
 - Process needs to be seen to be driven by site boss;
 - Provides a language and structure for thinking about leadership;
 - Identifies any alignment; issues;
 - Value for leaders in sitting in on conversations with their people;
 - Some follow-up coaching can be required;
- **The importance of follow-up:**
 - Understand the post-interview process – continue the conversation;
 - Monitor progress towards goals and effectiveness of supports;



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Reflections on the Process to Date

Recognition of:

- **The Process, Resources and Structure:**

- Process has rigour, structure and credibility;
- Measures are easily understood and have demonstrated validity;
- Interviews are structured, facilitated and provide a controlled environment for the tough discussions to take place;

- **Significant growth within individuals**

- Individual focus can identify and follow-up with people special needs;
- Lots of stories of personal gain and growth ranging from the small to the dramatic;



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Questions & discussion



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