



People
Solutions

Individual Safety Attributes Test **Development Report**

Candidate: Sam Sample

Job Title:

Company: [Company]

Date of Assessment: 15/03/2021

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Interpretation of Assessment

Introduction

Striving to provide employees with the safest possible working environments, organisations have begun moving away from reactive approaches to safety (e.g., conducting investigations once accidents have happened), towards engaging in more proactive techniques to catch and correct potentially error-inducing situations before they become consequential. Essential to the success of these proactive initiatives is the selection and development of individuals that will have attributes conducive of good safety cultures. Against this background, the Individual Safety Attributes Test (ISAT) has been designed to not only explore whether individuals will abide by organisational rules, but also to assess their likelihood to engage in learning behaviours such as asking questions, seeking feedback, reflecting on results and discussing errors and unexpected outcomes of actions. Furthermore, the ISAT seeks to assess whether individuals are likely to be assertive enough to enforce rules and stick to them when appropriate, as well as whether they will have the confidence to guide others.

How to effectively use the report

This report should be used as a tool for development discussion to assist you in your understanding of 'appropriate' and 'inappropriate' safety behaviours. The results should help you to identify potential strengths and limitations in various safety behaviours.

We recommend the following points to aid you in maximising the information in this report:

1. Use this report in a facilitated discussion with an experienced facilitator or coach, and alongside other available feedback you have received.
2. The Discovery Questions and Development Suggestions are intended to be used to guide the discussion on the key development areas to examine what skills need to be improved on, what types of training and/or development can be provided and how to apply them in the workplace.
3. Discuss report content in conjunction with performance development and action planning frameworks (templates provided in Appendices). This report should be used as a starting point to understand and track your safety development progress.
4. Where you require further assistance or personal development to help implement particular actions, use a coach or behavioural development specialist to support in developing the required skills, knowledge, values, and behaviours.

Scoring

The following report is divided into 5 key areas. Each of these areas have 5 individual attributes found to be important for maintaining high reliability organisations. The predicted pattern of strengths and weaknesses can be seen from the shading of the coloured bands. The greater the number of coloured bands the more likely the individual is to exhibit the desired attribute.

Scoring Key



Likely Strength
Understands which behaviours are appropriate and which behaviours are inappropriate. Likely to exhibit appropriate behaviours and engage in learning.

Likely Competence
Generally aware of the effectiveness or ineffectiveness of most behaviours. Should be open to learning.

Potential Limitation
Depending on circumstance he/she may demonstrate the most appropriate behaviours, but could also exhibit inappropriate behaviours.

Development Required
May not always be aware of the effectiveness or ineffectiveness of some behaviours. Likely to exhibit some appropriate and some inappropriate behaviours.

Significant Development Required
Does not understand which behaviours are effective or ineffective. Likely to exhibit inappropriate behaviours. Behavioural development required.

Sam Sample

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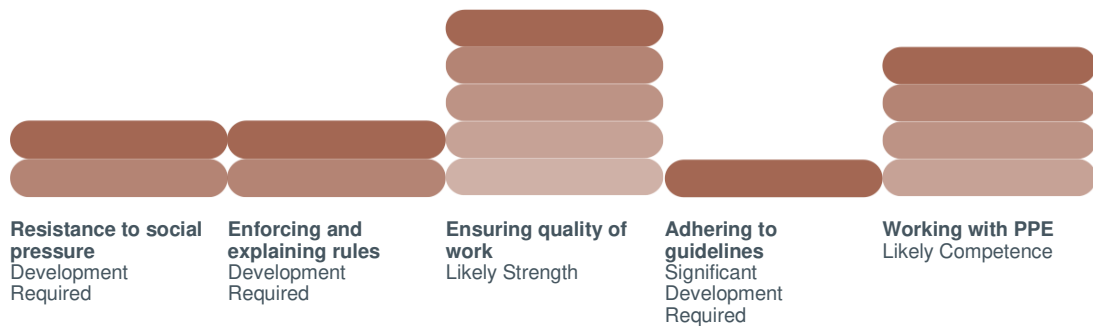
Safety Diligence and Conscientiousness

It is widely recognised that a significant degree of accidents occur as a result of employees breaking rules, ignoring rules, or simply being unaware of them. However, safe working habits involve more than knowing and following the safety-related rules and procedures in an organisation. There are inevitable limitations of prescriptive procedures for guiding safe behaviour. Prescriptive process controls (e.g. procedures, rules, and regulations) will always lack the variety necessary to guarantee safe behaviour, even if employees are meticulously compliant. There will always be situations in which no rules are available, or in which variations in the local circumstances contradict the applicability of the available rules. Whether an employee will successfully deal with these situations, as well as whether they will comply with existing rules and procedures, has been found to have strong links to their levels of diligence and conscientiousness.

Of relevance, it has been found that safer individuals:

- Do not succumb to social pressures; prioritise work above socialising.
- Enforce rules in an agreeable manner; explain the reasoning behind safety rules to others.
- Ensure high quality work is accomplished in a timely manner.
- Follow induction procedures and professional practice guidelines rather than local lore.
- Never work without appropriate Personal Protective Equipment (PPE).

The following profile indicates Sam's likelihood to adopt these desired behaviours:



Interpretation

- **Resistance to social pressure** - Sam, you have indicated that you deem getting to know your colleagues as more important than strictly abiding by organisational policies. As such, you may be inclined to bend rules in the face of social pressure.
- **Enforcing and explaining rules** - Sam, your responses suggest that you may not always enforce safety rules within your team.
- **Ensuring quality of work** - Sam, your responses indicate that you will personally ensure that the workplace environment is kept at a high standard of safety at all times.
- **Adhering to guidelines** - Sam, your responses suggest that you may not stick to set procedures if others around you are using alternative methods to those previously prescribed.
- **Working with PPE** - Sam, your responses indicate that whilst you understand the importance of wearing PPE, you may be prepared to work with faulty or inferior PPE.

Discovery Questions

- When have you felt under pressure to engage in a social activity at the expense of your core duties? How did you go about this? What was effective about your approach? What was less effective? How did you manage those relationships?
- **When do you think it is important to enforce a safety rule with others? Have you had to enforce rules with others in the past? If so, what was your approach? How effective do you feel you were? How did they respond to you? How did you deal with their reactions? What would you do differently?**
- **When have your colleagues suggested alternative methods to prescribed procedures? How did you respond? What was the reason for responding this way? How effective was this response? What happened? What would be a more effective way of handling the situation? What are the barriers you face to responding in this way?**
- **Has there been a time when you felt pressured to work with inappropriate or inferior FFE? What were the circumstances? What action did you take and why? What was the outcome?**

Development Suggestions

- Consider assertiveness training/coaching to help identify statements (or other strategies) to effectively manage social pressures.
- **Envision situations where you have found or would find it difficult to enforce safety rules with their colleagues. Envision reasons why it would be difficult and strategies to overcome this. Consider coaching on executive communication and/or active listening.**
- **Envision with a leadership coach specific situations in which you would feel it appropriate to follow others advice and deviate from set procedures. What would be reasons for doing so? Seek training on the rules, safety regulations, and procedures that govern your work. Consider coaching around executive communication skills and seek opportunities to use these skills when faced with pressure to bend the rules.**
- **Clarify the company rules on FFE and seek to understand the importance of strict adherence. Clarify the appropriate channels for reporting and addressing FFE concerns.**

Notes

Coping with Pressures

Job stress and workload have consistently been found to affect a person's ability to work safely. Specifically, the way in which an individual reacts to stressors determines their propensity to have accidents. The more effectively an individual can cope with these work pressures, the likelier they are to work in a safe manner. Research has found that individuals who are more effective at managing error recognise stress as an error inducer, and:

- Acknowledge stress so that workload can be redistributed as necessary.
- Maintain an even temper; deal with interpersonal work conflict in an assertive but agreeable manner.
- Do not adopt short-cut work methods in the face of time pressure or increased work demands.
- Maintain emotional stability during emergency situations.
- Take personal responsibility for resolving interpersonal conflict at work.

The following profile indicates Sam's likelihood to adopt these desired behaviours:



Interpretation

- **Acknowledging stress** – Sam, you may not always communicate when you feel stressed or overworked.
- **Asserting oneself constructively**- Sam, your responses indicate that you understand the importance of addressing behavior with others. However, you may benefit from guidance on how to communicate with your colleagues in an assertive and polite manner.
- **Placing safety over other performance demands**- Sam, when faced with time constraints and other work demands, you may not understand how to effectively balance safety with other work priorities.
- **Taking time out to settle nerves**- Sam, you have indicated that you are likely to push through any safety limiting situations without taking time out to settle your nerves.
- **Taking personal responsibility to resolve interpersonal conflict**- Sam, you may look to keep relationships agreeable though you may not always be proactive in resolving interpersonal conflict with others.

Discovery Questions

- How would you define stress? What makes you feel stressed? What do you find most difficult about communicating your stress to others?
- **How would you describe your communication style? Are you comfortable about not offending people or more likely to tell it like it is? In what situations are you most likely to be like this? When would you communicate differently?**
- **Tell me about a time when you had a high workload? What did you do to manage this? At any point did you feel stressed? What were the signs you displayed (physical, emotional, mental)? How did you ensure that you did not risk safety? What did you do to communicate this to your superior? What happened as a result?**
- **Has there been a time in which you would have benefited from taking time out after an safety including situation, but didn't? What was most important to you at the time? (e.g. not letting down the team/managering I was with) What did you do afterwards? What could have you done differently?**
- **Has there been a time in which you would have benefited from asking superior to resolve interpersonal conflict or tension? Why is this? What would you do differently? How important is it to you that situations of interpersonal conflict or tension are resolved?**

Development Suggestions

- Seek training/coaching on how to improve confidence in communicating stress to others in a work setting, and brainstorm different techniques of communicating stress in a professional and agreeable manner.
- **Seek training/coaching focused on different communication styles and how to assert yourself in a constructive manner. Consider role play exercises to practice assertiveness techniques and consider or discuss with a leadership coach how to apply these when frustrated with others.**
- **Discuss with a leadership coach the consequences of a high workload on safety. Explore any previous situations you have been in when you have had a high workload. Discuss how you have felt during this situation, how you responded, and what lessons you found and consider how to overcome these.**
- **Seek training aimed at improving your understanding of stress (including physiological symptoms), familiarising yourself with the symptoms of stress at work, and understanding the consequences. Discuss strategies for dealing with stress effectively with a leadership coach.**
- **Discuss with a leadership coach previous times when you have faced interpersonal conflict and how you handled it. Consider training/coaching in conflict resolution and active listening skills.**

Notes

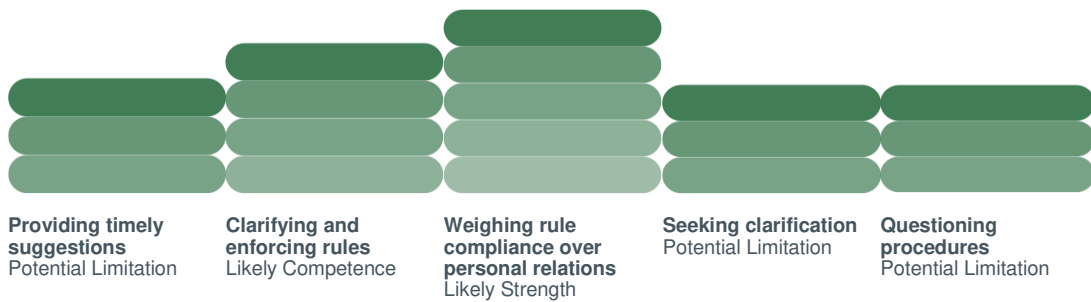
Responsibility for Safety

Problematically, employees typically equate normal work methods (i.e., what everyone does) with safe/ideal work methods. An employee's ability to question these practices and take responsibility for their own actions and safety, rather than expecting or assuming that others have taken due care or followed the correct procedures, is an integral part of safe work practice. There is a key distinction drawn here between responsibility and accountability. Accountability is other-directed, rather than self-directed. When an employee is held accountable, they are expected to complete a task and may be reprimanded if that task is not completed as requested. Responsibility on the other hand can go beyond accountability, and involves an employee doing more than what is required. It entails employees proactively working towards catching and correcting errors before they become consequential.

Individuals that take responsibility for safety:

- Provide suggestions for improving safety in a timely manner.
- Clarify safety rules for other employees in addition to enforcing rules.
- Do not modify rules for personal reasons; weigh rule compliance more heavily than personal relations.
- Ask for re-clarification of rules and procedures when necessary.
- Question procedures appropriately.

The following profile indicates Sam's likelihood to adopt these desired behaviours:



Interpretation

- **Providing timely suggestions** – Sam, you have indicated that you feel verbally communicating safety suggestions is important, but you may not see the value in offering these ideas immediately.
- **Clarifying and enforcing rules** – Sam, your responses suggest that **you see the importance of all employees abiding by best practice. Sam, you should generally take responsibility for clarifying and enforcing best practice procedures, even with technically proficient staff.**
- **Weighing rule compliance over personal relations** – Sam, you should take personal responsibility to ensure others are fit for work. Sam, your responses indicate that you will report your peers non-compliance if stipulated by organisational policy.
- **Seeking clarification** – Sam, you may or may not always admit your need for information when clarification is required. It is suggested that this area be explored further with your independent coach.
- **Questioning procedures** – Sam, you rated all behaviours in the Questioning Procedures category as being equally effective and you may not understand how to respond when faced with procedures which you feel are inappropriate. It is suggested that this area be explored further with your independent coach.

Discovery Questions

- When you notice a safety problem, when do you feel is the right time to talk about it? Describe a time when you thought of a suggestion for improving safety in the workplace. How and when did you go about communicating this to others? What was the result?
- **Has there been a situation at work in which you had to push or repeatedly ask somebody for something vital? What response did you get from the other person? How did you manage that? What did you find most difficult about that? What would you have done differently?**
- **Has there been a time when you felt a work procedure was inadequate? In what way? What was the circumstance? What action did you take and why? What was the end result?**

Development Suggestions

- Seek training/coaching aimed at familiarising yourself with the appropriate channels and processes for communicating safety suggestions. Identify any necessary support you may need.
- **Openly discuss situations with your line/peer/manager in which you might find it difficult to assert your need for information. Practice roleplaying an assertive questioning technique that you can use when you are faced with negative reactions from others after seeking information.**
- **Discuss with your line/peer/manager procedures in your work environment that you think need to be improved. Discuss effective and ineffective responses if required to work those procedures, as well as how to communicate concerns or question those procedures appropriately.**

Notes

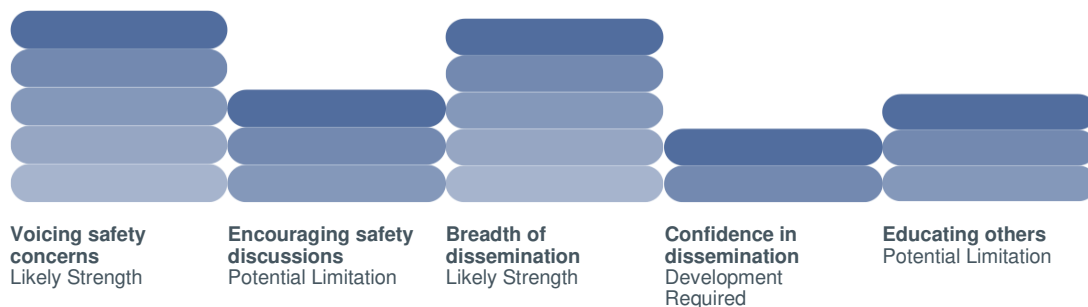
Communicating Safety Information

Studies into accident causation have frequently linked safety-critical errors to poor communication between team members. In particular, the communication between employees is believed to influence safety through the development of norms regarding how employees approach each other with safety related issues, and the degree to which safety issues are discussed and disseminated. In order to effectively manage error and maintain a safe working environment, employees need to feel comfortable discussing non-routine problems. There needs to be an open, free-flowing exchange of safety-related information.

Employees, who are more open and constructive communicators, have been found to:

- Openly voice safety concerns.
- Encourage discussions about safety.
- Widely disseminate safety-critical information.
- Confidently present safety information.
- Educate others about correct procedures; discuss causes of accidents with others.

The following profile indicates Sam's likelihood to adopt these desired behaviours:



Interpretation

- **Voicing safety concerns** – Sam, you have indicated that you believe sharing safety concerns in group situations is an effective way of communicating safety issues. Sam as such we would expect you to raise any suggestions that you have in safety workshops or meetings.
- **Encouraging safety discussions** – Sam, your responses suggest that you may not understand how to facilitate group safety discussions thoroughly. There may be times in which you may conflict with the goals of group consensus, or become more reluctant to avoid conflict. It is suggested that this area be explored further with your line/department.
- **Breadth of dissemination** – Sam, we expect you will go out of your way to clearly communicate safety information with others. Sam, you are likely to spend appropriate time and resources to ensure that any safety related information is widely and correctly disseminated.
- **Confidence in dissemination** – Sam, you may prefer not to present safety information to groups of people. Sam, you may be willing to lower the quality of the content of the information that is disseminated in order to avoid having to publicly communicate information.
- **Educating others** – Sam, you rated all Educating Others behaviours as being equally effective and you may or may not educate others on taking personal accountability or preventative action to ensure safety. It is suggested that this area be explored further with your line/department.

Discovery Questions

- Describe a time when you had to facilitate a peer safety discussion? How did you go about this? What aspects do you feel went well? What went less well? How would you do things differently next time?
- **Have you ever been responsible for communicating safety information to a group of people? How did you approach this? What was most difficult about this? What did you enjoy about this? If you did this again, what would you do differently? What do you think would help you feel at ease providing information publicly?**
- **What do you understand about explaining the safe way of doing things to the other people in your team? Why do you think it is important? How do you approach conversations about accidents or near-misses with others?**

Development Suggestions

- Brainstorm with your leader/peer/coach different strategies for facilitating group discussions. Consider training on facilitation skills where necessary.
- **Discuss with your leadership team the importance of quality communication when it comes to safety and discuss the consequences of not providing quality information. Reiterate what would stop you from providing important safety information to a group of people and what would help you to do so.**
- **With your leadership team, list situations in which the colleagues were engaging in behaviour that went safe. Discuss effective and ineffective responses to dealing with these situations. Discuss potential barriers to effective responses.**

Notes

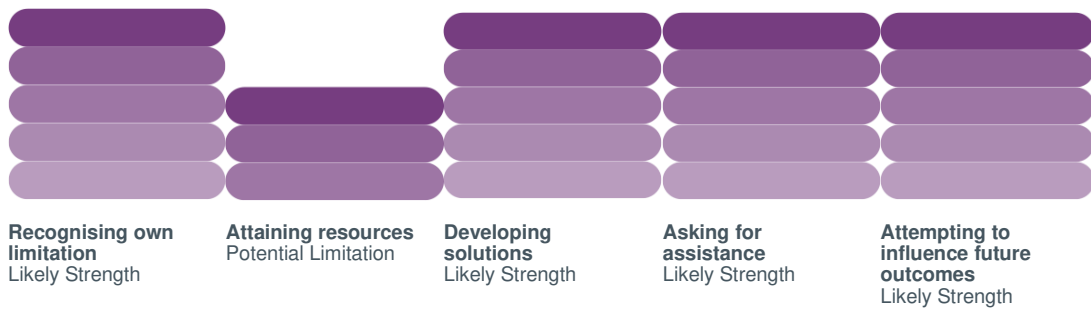
Confidence in Delivery

Related to communicating safety information is an employee's confidence in their ability to complete tasks to a high quality. Higher degrees of self-confidence have been linked to an increased likelihood of communicating safety-relevant information without hesitation. Individuals that believe their work-related knowledge is accurate and justified are more likely to voice their opinions openly and stand by safety rules and procedures. Furthermore, employees with higher levels of confidence in their own ability to master tasks have been found to spend more time checking for mistakes in work procedures, and put more effort into trying to continually improve the overall quality of services or product being provided.

Individuals with higher levels of self confidence have been found to:

- Seek guidance for tasks at the boundaries of their skills sets; recognise their limitations and handover tasks if appropriate.
- Attain resources appropriately, including equipment and knowledge.
- Show initiative; develop solutions to work problems.
- Accept responsibility for tasks within their skill sets; ask for assistance if appropriate.
- Feel future outcomes are within their control; attempt to personally influence the success of future outcomes.

The following profile indicates Sam's likelihood to adopt these desired behaviours:



Interpretation

- **Recognising own limitations** – Sam, you are likely to cautiously take on tasks you feel are at the boundaries of your skill set. Rather than jump straight in, you are more likely to learn from others before attempting the task.
- **Attaining resources** – Sam, you rated all Attaining Resources behaviors as being equally effective. Sam, you may not understand the most effective way to assemble the resources you need from others than not with assistance. It is suggested that this area be explored further with your independent team.
- **Developing solutions** – Sam, you have indicated that you believe neither of certain and probably. When encountering new work-related problems, you should work diligently towards developing appropriate and timely solutions.
- **Asking for assistance** – Sam, your responses suggest that you recognize the benefits of asking experienced others for assistance in high status situations. As such, you should seek the involvement of others when appropriate.
- **Attempting to influence future outcomes** – Sam, you should be enthusiastic about influencing the future outcomes of your team and set specific actions to attain desired goals.

Discovery Questions

- When you're unsure of how to carry out a task what do you do? **What help do you seek and/or receive from others? How would you respond if they were too busy to offer help? What would you feel about about this situation?**

Development Suggestions

- Work together with your leader/peer/coach to identify situations in which you may need to seek resources from others. **Identify resources to obtain resources in each situation and develop a second approach when resources are not easily available.**

Notes

Appendices

Identifying Development Areas of Focus

This section helps to identify key safety behaviours that require further development. The safety behaviours required for development can be further categorised into two categories: Essential or Desirable. Safety behaviours under the Essential category are safety behaviours that are critical to the role and should be prioritised for further development. Safety behaviours under the Desirable category are behaviours that are deemed important for development, but are not as critical to the role as those in the Essential category.

Tip! - Consider the core competencies and tasks of the specific role and compare that to the safety behaviours listed below.

Construct	Safety behaviours	Essential	Desirable
Safety Diligence and Conscientiousness	Resistance to social pressure	<input type="checkbox"/>	<input type="checkbox"/>
	Enforcing and explaining rules	<input type="checkbox"/>	<input type="checkbox"/>
	Ensuring quality of work	<input type="checkbox"/>	<input type="checkbox"/>
	Adhering to guidelines	<input type="checkbox"/>	<input type="checkbox"/>
	Working with PPE	<input type="checkbox"/>	<input type="checkbox"/>
Coping with Pressures	Acknowledging stress	<input type="checkbox"/>	<input type="checkbox"/>
	Asserting oneself constructively	<input type="checkbox"/>	<input type="checkbox"/>
	Placing safety over other performance demands	<input type="checkbox"/>	<input type="checkbox"/>
	Taking time-out to settle nerves	<input type="checkbox"/>	<input type="checkbox"/>
	Taking personal responsibility to resolve interpersonal conflict	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility for Safety	Providing timely suggestions	<input type="checkbox"/>	<input type="checkbox"/>
	Clarifying and enforcing rules	<input type="checkbox"/>	<input type="checkbox"/>
	Weighing rule compliance over personal relations	<input type="checkbox"/>	<input type="checkbox"/>
	Seeking clarification	<input type="checkbox"/>	<input type="checkbox"/>
	Questioning procedures	<input type="checkbox"/>	<input type="checkbox"/>
Communicating Safety Information	Voicing safety concerns	<input type="checkbox"/>	<input type="checkbox"/>
	Encouraging safety discussions	<input type="checkbox"/>	<input type="checkbox"/>
	Breadth of dissemination	<input type="checkbox"/>	<input type="checkbox"/>
	Confidence in dissemination	<input type="checkbox"/>	<input type="checkbox"/>
	Educating others	<input type="checkbox"/>	<input type="checkbox"/>
Confidence in Delivery	Recognising own limitations	<input type="checkbox"/>	<input type="checkbox"/>
	Attaining resources	<input type="checkbox"/>	<input type="checkbox"/>
	Developing solutions	<input type="checkbox"/>	<input type="checkbox"/>
	Asking for assistance	<input type="checkbox"/>	<input type="checkbox"/>
	Attempting to influence future outcomes	<input type="checkbox"/>	<input type="checkbox"/>

Safety Development Planning

This section of the report provides a framework for you to improve your safety behaviours. Using the development planner as a guide, you can carry out safety development conversations with your supervisor, coach, or mentor.

Key Development Areas of Focus	
Potential Obstacles	Strategies for Overcoming Obstacles
Development Action Steps	
Development Review (With whom, when, and how?)	
Development conversation with: Review date: Content to be covered during review:	

Disclaimer

The information contained within this report is private and confidential. and should be accessible only to those individuals within the organisation who are directly involved in the process and whom have been debriefed as to the information contained herein. This report should only be utilised for the purpose/s communicated to these individuals. People Solutions accept no liability for the misuse of the information by the organisation or its representatives.

Assessment is but one tool in the information gathering process. It provides valuable information often not available through other means; however, they are not intended to replace all other sources of information. Assessment findings should be considered as hypotheses regarding an individual's likely abilities and behaviours. Scientific research keeps assessment error to a minimum; however, it remains a possibility. Therefore, organisations are encouraged to consider other information sources to corroborate the data obtained.

The assessment findings should be considered valid for no more than 12 months from the date of assessment.



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