



People  
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## Team Development Report

### Individual Safety Attributes Test

**Team name:** Sample Team

**Company:** [Company]

**Date of report:** 04/07/2022

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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 and teams that will have attributes conducive of good safety cultures.

The Team Safety Attributes Report has been designed to provide a team level analysis of the Individual Safety Attributes Test (ISAT). The report provides information on the safety attributes of the team; exploring whether individuals in the team are likely to abide by organisational rules and engage in learning behaviours such as asking questions, seeking feedback, reflecting on results, and discussing errors and unexpected outcomes of actions. In addition, the report provides an indication of whether team members are likely to be assertive enough to enforce rules and stick to them, and have the confidence to guide others.

## How to effectively use the report

This report should be used as a tool for discussion around the team's understanding of what are 'appropriate' and 'inappropriate' safety behaviours. Variation in individual responses will usually mean there are members of the team who have an understanding of what constitutes appropriate and inappropriate safety behaviours; and these individuals can assist in the development of other team members' safety behaviour. The results should identify specific areas for discussion that can drive the team's safety behaviour development focus. When combined with other feedback on individual results, and onsite experiences and observations, team members should be able to clearly identify and address development gaps.

This report sets a framework for discussion of strengths and development priorities within the team. We recommend that this report be discussed with the team as follows:

1. Present the results to the team by an accredited facilitator in conjunction with any other available team or individual feedback.
2. Utilise the Discover Questions and Development Suggestions to guide 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. Enable the team to create targeted development initiatives by using the Development Areas of Focus template and the Safety Development Planner in the appendix of this report.
4. Where the team requires further assistance or personal development to help implement particular actions, use a coach or development professional to support the team in developing these required skills, knowledge, values, and behaviours.

## This team

**Number of team members who completed the ISAT: 8**

**Names of team members:** [REDACTED]

## Individual Scoring

The following report is divided into 5 key areas, each of which has 5 individual safety attributes found to be important for maintaining high reliability organisations. Team members' individual scores for each of these attributes falls into one of the 5 scoring categories outlined below.

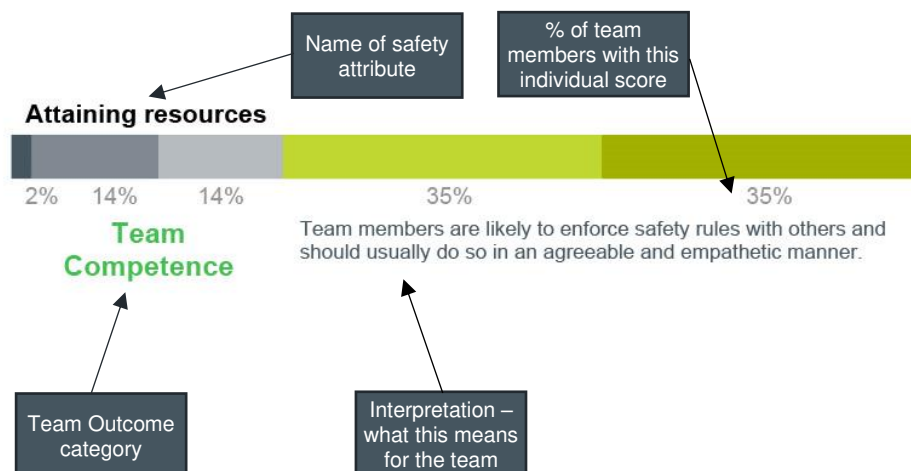
| Significant Development Required   | Development Required   | Potential Limitation  | Likely Competence   | Likely Strength   |
|--|--|---|---|---|
| Does not understand which behaviours are effective or ineffective. Likely to exhibit inappropriate behaviours. Development required. | May not always be aware of the effectiveness or ineffectiveness of behaviours. Likely to exhibit some appropriate and some inappropriate behaviours. | Depending on circumstance he/she may demonstrate the most appropriate behaviours but could also exhibit inappropriate behaviours. | Generally aware of the effectiveness or ineffectiveness of most behaviours. Should be open to learning. | Understands which behaviours are appropriate versus inappropriate. Likely to exhibit appropriate behaviours and engage in learning. |

## Team Outcome Categories

Team performance on each of the 25 attributes will be classified into one of 4 possible outcome categories, outlined below. Each of these outcomes reflects a different level of attention required.

| Outcome                                 | Description   |
|---|---|
| <b>Team Strength</b>                    | Indicates that 75% or more of the team scored in the "Likely Strength" or "Likely Competence" range, with none falling into the bottom two individual scoring categories, demonstrating an overall strength for this attribute. |
| <b>Team Competence</b>                  | Indicates that 75% or more of the team scored in either the "Likely Strength" or "Likely Competence" range, with some falling into the middle to lower range. Some development may be beneficial for this attribute.            |
| <b>Medium Priority Development Area</b> | Indicates that a significant number of team members scored in the middle to lower range and therefore some development is recommended for this attribute.   |
| <b>High Priority Development Area</b>   | Indicates a significant number of team members scored in the lower range and therefore development is highly recommended for this attribute.  |

The distribution of the team's scores is presented in a graph, showing the proportion of team members falling into each of the scoring categories for each attribute. For example:



# Safety Diligence and Conscientiousness

Propensity to follow safety related rules and procedures. How individuals and teams can successfully deal with situations where no rules are available or when variations in the local circumstances contradict the applicability of the available rules.

The following table indicates the spread of individual team members' scores across each of the scoring categories, as well as the overall outcome for the team based on these scores:



## Discovery Questions

- What social pressures has this team faced that may impact their ability to behave safely? How could the team do things differently? What are the potential obstacles to this and how could the team overcome these? What support do they need?

[Redacted]

[Redacted]

## Development Suggestions

- Brainstorm possible social pressures that team members have encountered or might encounter in the workplace (i.e. social pressures that could influence them to behave in an unsafe way) and discuss strategies for resisting such social pressures. Provide the opportunity for assertiveness training to enhance team members' communication skills and their capacity to work against social pressure.

[Redacted]

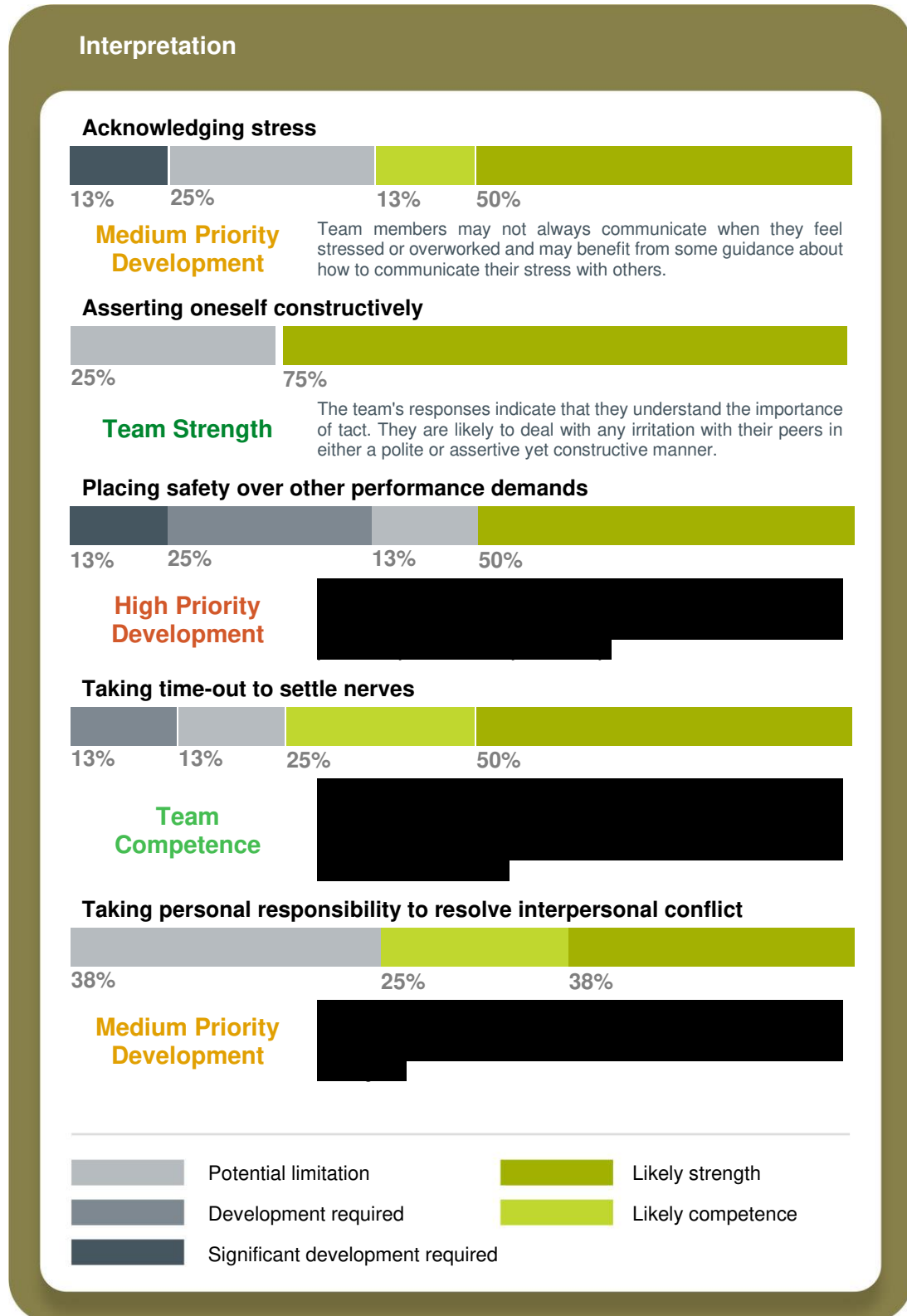
[Redacted]

## Notes

# Coping with Pressures

Capacity to manage daily situations that may generate some anxiety. The ability to recognise stressors and respond in a manner avoiding projecting overt dissatisfaction and effectively coping with workplace pressures, so safety for self and others is not compromised.

The following table indicates the spread of individual team members' scores across each of the scoring categories, as well as the overall outcome for the team based on these scores:



## Discovery Questions

- What is the team's understanding of stress? What makes them feel stressed? Ask team members to think about a time they felt stressed. What were the circumstances? How do they recognise that they are feeling stressed (i.e. physical, emotional, mental signs)? What did they do to cope? How did they communicate this to others? What would have helped them manage the situation better?

[Redacted]

[Redacted]

## Development Suggestions

- As a team, brainstorm current and potential workplace stressors and identify barriers to acknowledging and communicating these. Clarify the appropriate communication channels, identify available support networks, and develop an action plan for effectively communicating stress. Where necessary, provide training aimed at enhancing the team's understanding of stress (e.g. what stress is and how to recognise it; how it affects them; how to proactively manage stress).

[Redacted]

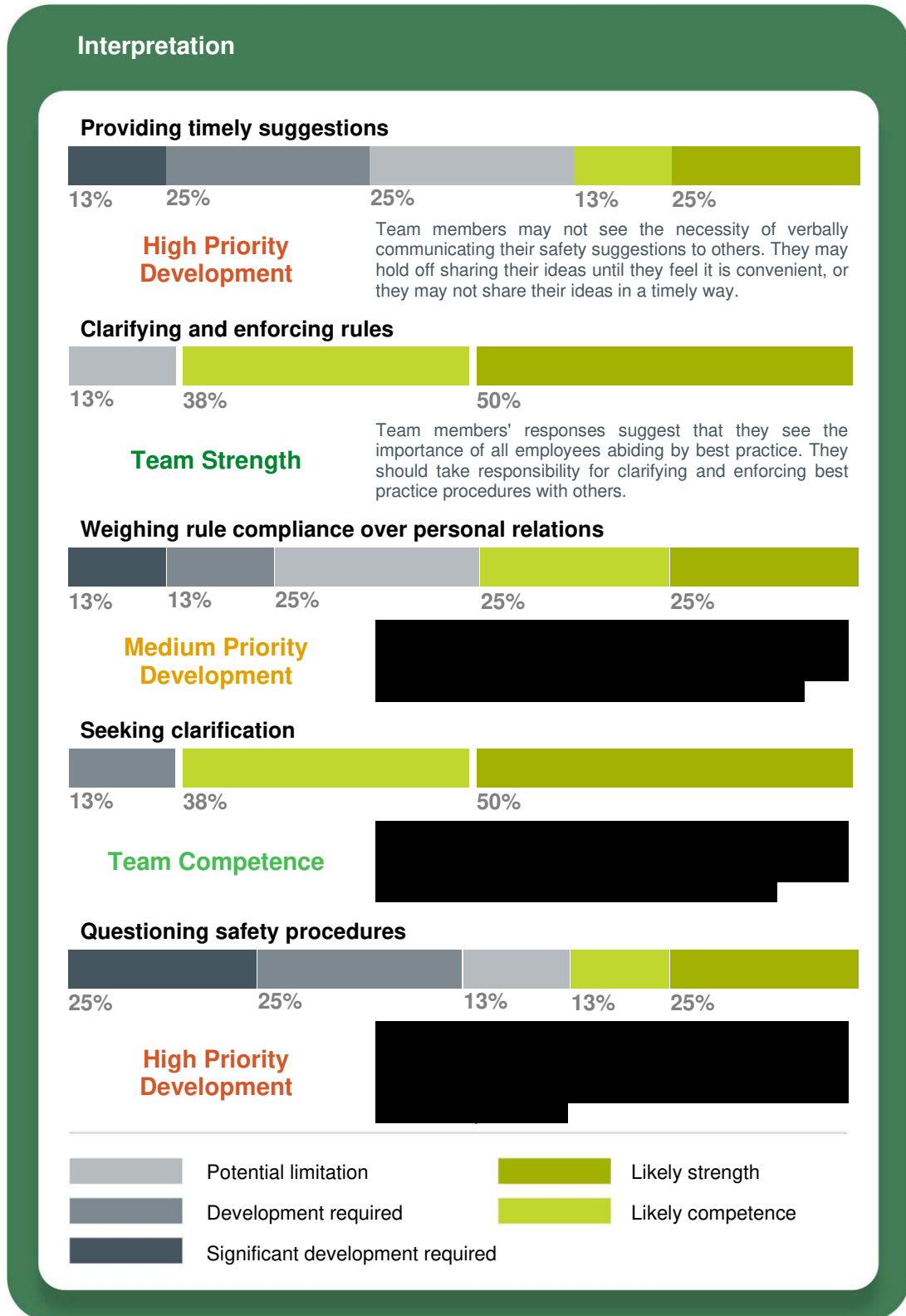
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## Notes

# Responsibility for Safety

Likelihood for individuals and teams to assume personal responsibility and proactivity for avoiding on-the-job accidents and improving own and others safety, including catching and correcting errors before they become consequential.

The following table indicates the spread of individual team members' scores across each of the scoring categories, as well as the overall outcome for the team based on these scores:





## Discovery Questions

- Ask team members to describe a time when they had a suggestion for improving safety in the workplace. How and when did they communicate this to others? What was the result? What do they find difficult about raising safety suggestions in meetings? When they notice a safety problem, when do they feel is the right time to talk about it?

[Redacted]

[Redacted]

## Development Suggestions

- Discuss with the team the importance of providing timely safety suggestions and the potential consequences of not doing so (use real life examples if possible). Work together to identify appropriate channels, processes, and support for communicating safety suggestions. Devise an action plan for safety communication.

[Redacted]

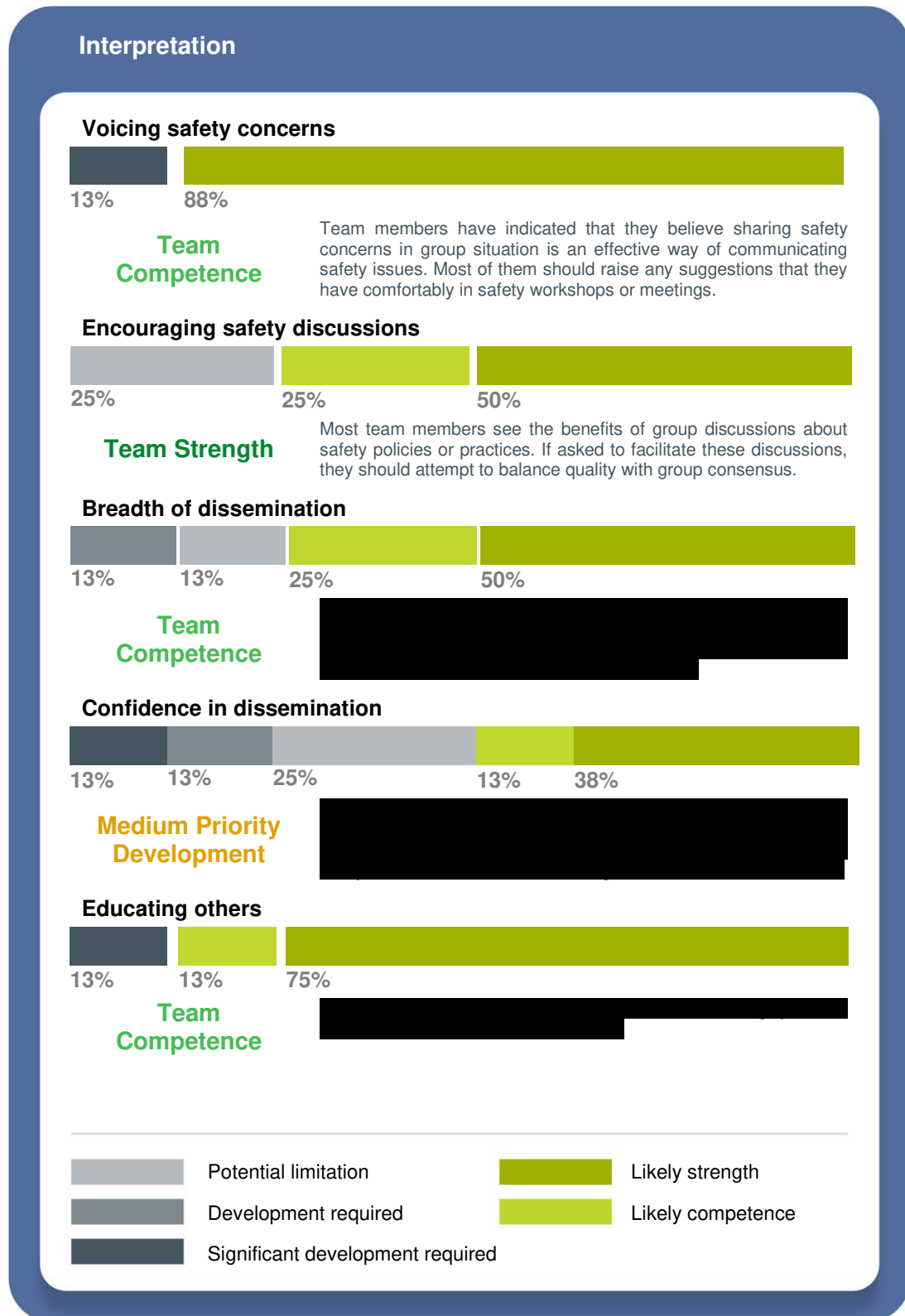
[Redacted]

## Notes

# Communicating Safety Information

Willingness to provide open and constructive safety communication and how individuals and teams communicate non-routine problems and information.

The following table indicates the spread of individual team members' scores across each of the scoring categories, as well as the overall outcome for the team based on these scores:



## Discovery Questions

- Have team members ever been responsible for communicating safety information to a group of people? How did they approach this? What did they find most difficult? What did they enjoy about this? If you did this again, what could they do differently? What would help them feel at ease presenting information publicly?

## Development Suggestions

- Discuss with the team the importance of quality communication when it comes to safety and the potential consequences of not providing quality information. Brainstorm what would stop them from presenting important safety information to a group of people and what would help them to do so. Consider providing training in public speaking and presentations to ensure team members are prepared for and rehearse planned safety presentations.

## Notes

# Confidence in Delivery

Propensity for individuals and teams to be quality focused, to invest effort into continuous improvement and to work within their skillset and abilities.

The following chart indicates the percentage of team members falling into the different scoring categories:



## Discovery Questions

- In this team, do people work outside their capabilities? What causes this? What do team members do when asked to complete a task for which they feel they don't have the necessary skills? Talk through a time when this happened. What did they do? What risks were involved and how did they assess these? What was the outcome?



## Development Suggestions

- Brainstorm situations where team members have encountered a new task that they weren't qualified to do. Discuss both effective and ineffective responses, possible barriers they might face, and solutions to these barriers. Make a list of people/resources they can draw on when unsure about how to approach a new task and develop an action plan to tackle these situations in the future.



## 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 team 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 team as those in the Essential category.

**Tip!** - Consider the core competencies and tasks of the specific team 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 team's safety behaviours. Using the development planner as a guide, you can carry out safety development conversations with your team.

| Key Development Areas of Focus   |                                     |
|--|-------------------------------------|
|  |                                     |
| Potential Obstacles  | Strategies for Overcoming Obstacles |
|  |                                     |
| Development Action Steps   |                                     |
|  |                                     |
| Development Review (With whom, when, and how?)   |                                     |
| Development conversation with:<br>Review date:<br>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 the individuals within this team. 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 a team'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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