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# Leadership Safety Attributes Test **Development Report**

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**Job Title:**

**Company:**

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# Interpretation of Assessment

## Introduction

The Leadership Safety Attributes Test (LSAT) is based on a situational leadership model and identifies two key dimensions of safety leadership, Transactional and Transformational. These two broad dimensions are further broken into 5 Safety Leadership Attributes (Rewarding, Monitoring, Supporting, Inspiring, Innovating). Each of these 5 Attributes is associated with distinct behaviours that are appropriate for various safety situations.

Strong safety leadership is knowing when to use which style of leadership. To that end, the LSAT assesses an individual's knowledge of when to adopt each style. This is achieved by presenting 15 realistic yet distinct safety scenarios and asking respondents to rate how effective each behaviour is in each of the specific scenarios.

The 5 Safety Leadership Attributes are explained below:

The Transactional leadership style is made up of the following key behaviours:

- **Rewarding:** Clearly identifying safety goals and providing employees with rewards such as praise and acknowledgment for their effort towards, and achievement of, safety goals.
- **Monitoring:** Proactively monitoring employees' task performance for safety problems and correcting issues pre-emptively to maintain a safe working environment.

The Transformational leadership style is made up of the following key behaviours:

- **Supporting:** Expressing genuine concern for the safety and welfare of individuals through the identification of their individual needs and the provision of safety coaching and learning opportunities.
- **Inspiring:** Communicating a compelling vision for safety, using positive and encouraging messages that build safety motivation and confidence in employees.
- **Innovating:** Enhancing employees' awareness of, and interest in, safety issues and increasing their ability to question, reframe and problem solve creatively when it comes to matters of safety.

## 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 leadership behaviours. The results should help you to identify potential strengths and limitations in various safety leadership 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.

### Sound

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

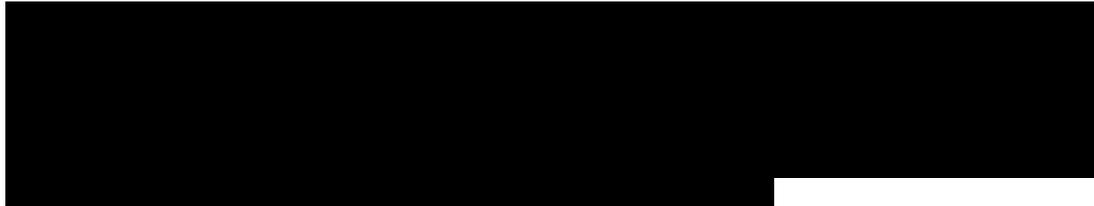
Does not understand which behaviours are effective or ineffective. Likely to exhibit inappropriate behaviours. Behavioural development required.

# Transactional

## Rewarding

Rewarding leadership, also known as 'Contingent Reward', involves clearly identifying safety goals and providing employees with rewards such as praise and acknowledgment for their effort towards, and achievement of, safety goals.

Your responses suggest that you may use some sound strategies for rewarding and recognising others' safety efforts, which would help to encourage safety compliance in your team. Overall performance in this area suggests some limitations and you could further enhance this approach through the targeted development suggestions outlined below.



The following profile indicates your likelihood to adopt these desired behaviours:



### Interpretation

- **Effectively praises safety behaviour** – You should see personal recognition as necessary, though you may not be aware of the most or least effective approach when it comes to praising safety behaviour.



### Potential Derailers

- **Effectively praises safety behaviour** – Ingratitude or Over-incentivising: You may not recognise the most effective way of praising safety behaviour. You could instead see no need to provide recognition or, at times, rely too heavily on extrinsic motivators such as financial rewards to motivate others.



## Discovery Questions

- Finding the right balance of praise and recognition can be challenging. Think of a time when your team members displayed positive safety behaviour. What was your approach to praising safety behaviour? How effective was this? What would you do differently next time?

● [REDACTED]

## Development Suggestions

To build your skills in this area, you would benefit from:

- focusing on setting and working towards team-based safety goals;
- giving the right balance of praise and recognition to your team (i.e. not too much nor too little); and
- placing less emphasis on extrinsic rewards (e.g. financial or material rewards and perks) to gain compliance.

Doing so would assist you to lift the focus of your team from safety compliance to also include safety excellence. Additionally, to achieve a strong safety culture, Transformational approaches should take priority over using rewarding approaches.

## Notes

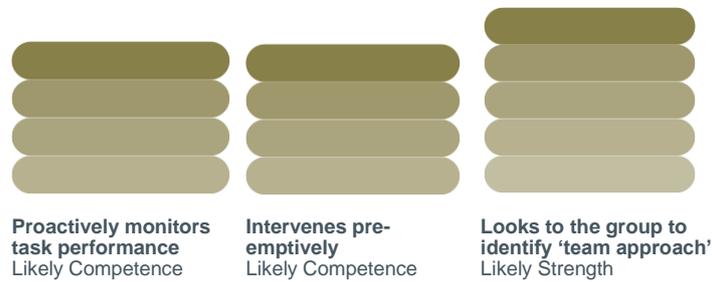
# Monitoring

Monitoring leadership, also known as 'Active Management by Exception', involves actively monitoring and watching for deviations from rules and standards and taking corrective action to prevent mistakes. This form of leadership has shown to be effective in circumstances where immediate compliance is required (i.e. a significant threat to a person's safety is imminent).



You appear to recognise when to use a monitoring leadership style. This is likely to send a clear message that compliance is essential at a minimum and breaches will not be overlooked. Furthermore, a clear message on the importance of safety reduces ambiguity and clarifies expectations for all employees.

The following profile indicates your likelihood to adopt these desired behaviours:



## Interpretation



- **Looks to the group to identify 'team approach'** – You will likely correct issues pre-emptively and look to the group to identify a team approach to safety. This suggests that you should be well placed to maintain accountability within the team as well as foster an autonomous and safe work environment.

## Potential Derailers

- **Proactively monitors task performance** – No derailers selected
- **Intervenes pre-emptively** – No derailers selected
- **Looks to the group to identify 'team approach'** – No derailers selected

## Discovery Questions

No development questions for this area.

## Development Suggestions

With strength in this area of leadership, you may wish to share your understanding of the appropriate use of monitoring leadership behaviours with others. These situations might include:

- When applied to relatively straight forward tasks;
- In a crisis situation, when employees need clear directions and the manager has more information than the employees;
- When even slight deviations from compliance will have serious consequences (e.g. enforcing safety regulations); and
- With problem employees, when all else has failed and improvement or termination are the only alternatives.

While monitoring leadership has its place when it comes to managing safety compliance, long term use of this Leadership approach can have negative effects on employee motivation and satisfaction. To achieve a strong safety culture, Transformational approaches should take priority over approaches based on monitoring and rewarding.

## Notes

# Transformational

## Supporting

Supporting leadership, also known as 'Individualised Consideration', involves developing authentic relationship with employees, by listening to employees' needs and concerns and caring about their personal and professional development.

Your responses suggest that you may have a good understanding of the role that interpersonal support and concern for the safety and welfare of others plays in building a positive safety culture. In most, but not necessarily all, instances you are likely to identify the individual needs of your team members and invest time in developing their safety skills through coaching and other learning opportunities.



The following profile indicates your likelihood to adopt these desired behaviours:



### Interpretation

- **Provision of Safety Coaching** - You will likely express genuine concern for the safety and welfare of others through the identification of their individual needs and the provision of safety coaching and learning opportunities.



### Potential derailers

- **Provision of Safety Coaching** - No derailers selected



## Discovery Questions

- From your experience, what have you seen as the benefits for displaying genuine concern for their welfare of your team? In what circumstances is this more effective than endorsing safety from a compliance perspective?

## Development Suggestions

With strength in this area of leadership, you may wish to support other leaders to build their awareness and skills around the use of supporting Leadership. Sharing the situations in which you have found a supporting leadership approach as effective. These are likely to include:

- [REDACTED]
- [REDACTED]
- [REDACTED]

In doing so, employees' level of engagement, accountability and commitment to the organisation is likely to increase. Appropriate use of supporting leadership behaviours is likely to increase commitment and when used in conjunction with innovating and inspiring behaviours, can facilitate exceptional levels of performance.

## Notes

# Inspiring

Inspiring leadership, also known as 'Idealised Influence', involves leaders behaving in an authentic manner and communicating in a way that instils confidence in employees and increases their identification with the leader and organisation.

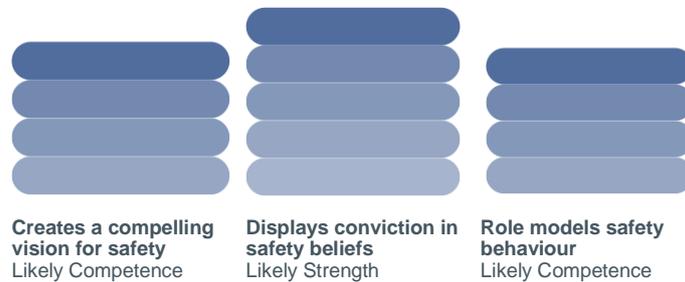
Your responses suggest that you should have a good understanding of the importance of inspiring others towards achieving a positive safety culture.

[Redacted]

You appear to recognise when to use inspiring leadership behaviours.

[Redacted]

The following profile indicates your likelihood to adopt these desired behaviours:



## Interpretation

[Redacted]

[Redacted]

- **Role models safety behaviour** – You should recognise the downsides of possessing a negative attitude toward safety. You may not always be aware of the importance of role modelling safety beliefs through the alignment of verbal and non-verbal behaviour to your ideals.

## Potential derailers

- **Creates a compelling vision for safety** – No derailers selected
- **Displays conviction in safety beliefs** – No derailers selected
- **Role models safety behaviour** – No derailers selected

## Discovery Questions

No development questions for this area.

## Development Suggestions

With strength in this area of leadership, you may wish to support other leaders to build their awareness and skills around the use of inspiring Leadership. Sharing the situations in which you have found an inspiring leadership approach as effective. These are likely to include:

[Redacted text block]

## Notes

# Innovating

Innovating leadership behaviours, also known as 'Intellectual Stimulation', involve enhancing employees' awareness of, and interest in, safety issues and increasing their ability to question, reframe and problem solve creatively when it comes to matters of safety.

Your responses suggest that you may use some sound strategies for encouraging new ideas to address safety challenges, and enhancing your team's awareness of, and interest in, safety issues.

Your results indicate you may not consistently demonstrate this leadership style.

The following profile indicates your likelihood to adopt these desired behaviours:



## Interpretation

[Redacted text]

[Redacted text]

- Encourages group approach to problem solving** – Your responses suggest that you may not be aware of the most or least effective behaviours when encouraging a group approach to problem solving. You may be open to change, but may also refer problems to the HSE Team, missing opportunities to enhance followers awareness of safety issues and problem solving.

## Potential derailers

[Redacted text]

[Redacted text]

- Encourages group approach to problem solving** – Stagnation: Your responses suggest that you will likely approach safety in a highly conventional way. You may attempt to maintain the status quo and see little value in change, or you may not believe that you have the time to invest in change.

## Discovery Questions

- In what situations is it beneficial to adopt a conventional approach to safety? What do you think could be the benefits of investing time and energy in change processes? What situations are you more open to innovation?
- What approach do you take to increasing your team's awareness of a safety issue? Are there times when it's easier to refer problems to the HSE team? How would referring issues without engaging your team impact their problem solving approach?

## Development Suggestions

To enhance your skills in this area, you would benefit from doing one or more of the following:

- Creating safe conditions for experimentation and the sharing of ideas;
- Soliciting team members' input to safety problems and encouraging solutions;

- [Redacted]
- [Redacted]
- [Redacted]

## 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
<b>Transactional</b>			
<b>Rewarding</b>	Effectively praises safety behaviour	<input type="checkbox"/>	<input type="checkbox"/>
	Clearly identifies safety goals	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies team and group accountability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Monitoring</b>	Proactively monitors task performance	<input type="checkbox"/>	<input type="checkbox"/>
	Intervenes pre-emptively	<input type="checkbox"/>	<input type="checkbox"/>
	Looks to group to identify 'team approach'	<input type="checkbox"/>	<input type="checkbox"/>
<b>Transformational</b>			
<b>Supporting</b>	Provision of safety coaching	<input type="checkbox"/>	<input type="checkbox"/>
	Adopts a 'keeping people safe approach' to safety	<input type="checkbox"/>	<input type="checkbox"/>
	Shows a genuine concern for and identifies people's needs	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inspiring</b>	Communicates a compelling vision for safety	<input type="checkbox"/>	<input type="checkbox"/>
	Displays conviction in safety beliefs	<input type="checkbox"/>	<input type="checkbox"/>
	Role models safety behaviour	<input type="checkbox"/>	<input type="checkbox"/>
<b>Innovating</b>	Enables continuous improvement whilst meeting targets	<input type="checkbox"/>	<input type="checkbox"/>
	Challenges the status quo	<input type="checkbox"/>	<input type="checkbox"/>
	Encourages group approach to problem solving	<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: Insert name Review date: Insert review date Content to be covered during review: Insert content	

### 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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