



STRICTLY CONFIDENTIAL

Individual Safety Attributes Test

Team: Team A

Team Manager: XXXX

Company: COMPANY A

Date of Assessment:

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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 development of individuals that will have attributes conducive of good safety cultures.

Against this background, the Team Report for the Individual Safety Attributes Test (ISAT) has been designed to not only explore whether individuals in the team 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 Team Report seeks to assess whether team members 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.

Using this Report

This report should be used as a tool for discussion around the team's understanding of what are 'appropriate' and 'inappropriate' safety behaviours. Differing individual responses will generally mean that some members of the team will have a level of understanding as to what are appropriate safety behaviours. These individuals can help in developing those who do not understand what appropriate safety behaviours might be. 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 best address development gaps.

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

1. Use this report in a facilitated discussion forum with an experienced facilitator and in conjunction with any other available team or individual feedback.
2. Allow the team to discuss this report in conjunction with communications and action planning frameworks to develop targeted Behavioural Safety Action Plans to address the developmental issues contained in this report.
3. Where the team requires further assistance or personal development to help implement particular actions, use a coach or development professional to support you in developing these required skills, knowledge, values, and behaviours, as required.

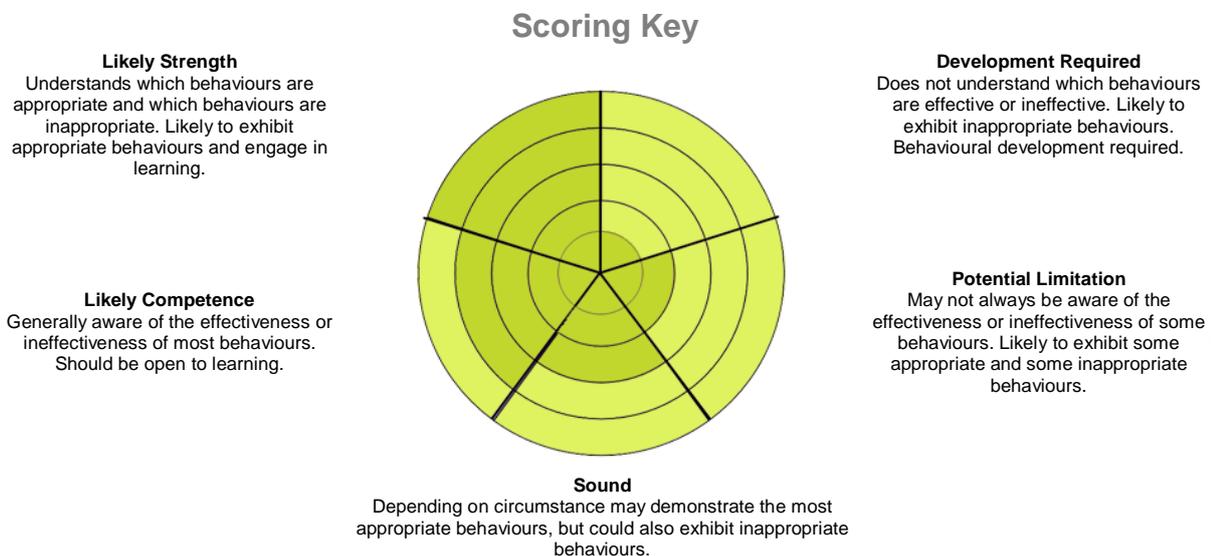
Scoring

The Team Report collates and presents the responses of a group of individuals in a number of different ways. Each output may provide a differing level of understanding of team member's strengths and areas of development in respect to safety behaviours. These include:

1. **The Overall Score** An aggregation of team member's results that provides a general level of understanding as to how the team has scored.
2. **Specific Attribute Scores** The team's predicted likelihood of displaying a number of critical safety attributes is presented graphically using a number of circular profiles. Specifically, the team results are presented under the following 5 attributional clusters:
 - Safety Diligence and Conscientiousness
 - Coping with Pressures
 - Responsibility for Safety
 - Communicating Safety information
 - Confidence in Delivery
3. **Individual Responses** Tables present the frequency counts of individual scores for each specific safety attribute. Also useful for identifying differing levels of understanding amongst team members at a more fine-grained level.
4. **Key Strengths** Written interpretation of the team's strengths against each specific attribute.
5. **Development Suggestions** Suggested areas of development for team discussion

Using the Circumplexes

The predicted pattern of strengths and weaknesses of the group can be seen from the shading of the circular profiles. The greater the number of darkly coloured bands (i.e., the closer the shading is to the perimeter of the circle) the more likely the majority of the members of the group are to exhibit the desired attribute.



Note: The group scores are derived from the average effectiveness ratings provided by the individuals comprising the group.

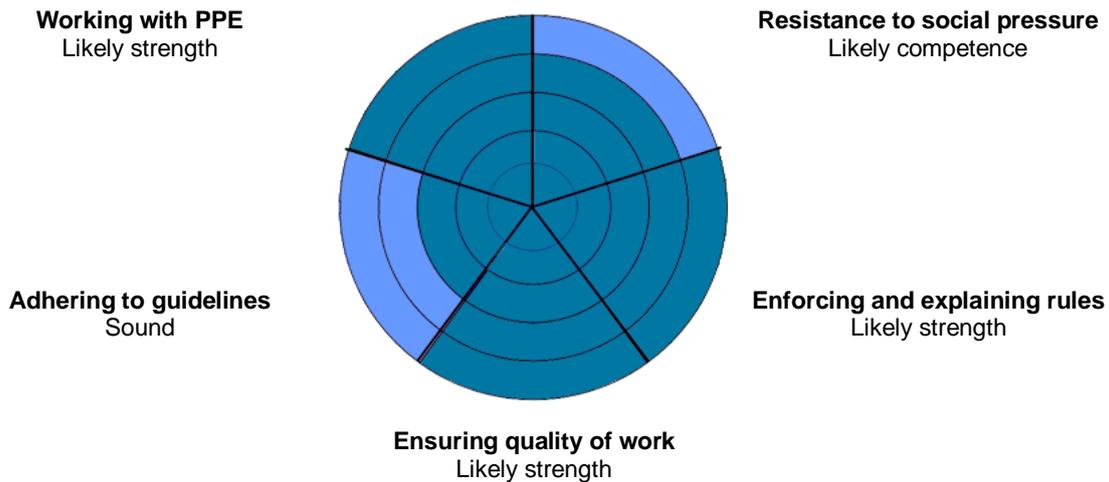
Overall Score

Team A's Overall Safety Score is 85. A score in this range suggests The Team A should have a good awareness as to which behaviours are either appropriate or inappropriate. The Team A should have the attributes to function effectively in a safety driven environment and should be open to learning programs.

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 employees 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.

The following profile indicates The Team A's collective likelihood to adopt desired safety behaviours:



Individual Responses

Attribute	Development required	Potential limitation	Sound	Likely competence	Likely strength
Resistance to social pressure	- (0%)	2 (6.06%)	8 (24.24%)	10 (30.3%)	14 (39.39%)
Enforcing and explaining rules	- (0%)	1 (3.03%)	1 (3.03%)	4 (12.12%)	28 (81.82%)
Ensuring quality of work	- (0%)	1 (3.03%)	1 (3.03%)	6 (18.18%)	26 (75.76%)
Adhering to guidelines	4 (12.12%)	10 (30.3%)	8 (24.24%)	4 (12.12%)	8 (21.21%)
Working with PPE	1 (3.03%)	- (0%)	- (0%)	3 (9.09%)	30 (87.88%)

Key Strengths

- **Working with PPE** – The Team A's responses indicate that they understand the necessity of working with PPE at all times.
- **Enforcing and explaining rules** – The majority of Team A's members are likely to enforce rules in an agreeable and empathetic manner.
- **Ensuring quality of work** – The Team A's responses indicate that the team will personally ensure that work is completed to a high standard at all times.

Development Suggestions

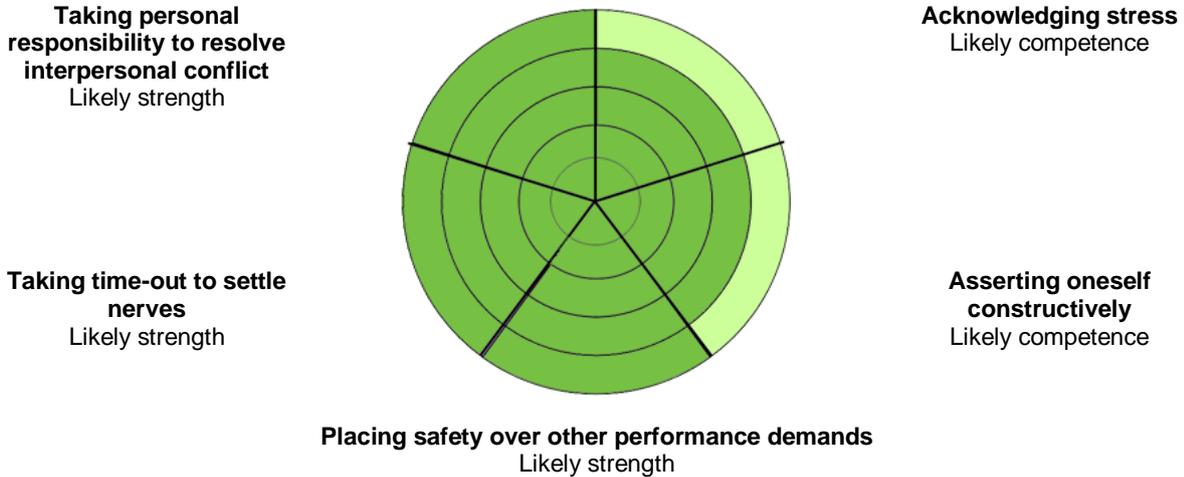
- **Adhering to guidelines** – Whilst a number of the Team A's members are unlikely to deviate blindly from set procedures, some team members may at times rely on the advice of their more experienced peers or alternatively continue against local lore without explaining their behaviours to those around them.

As a group, brainstorm current tasks and local practices carried out by the team that are not aligned to the prescriptive rules and procedures (refer to safety procedures and professional guidelines where clarification is needed). Discuss and agree on ways to improve how these tasks will be carried out. Consider how the team will monitor progress towards achievement of goals.

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.

The following profile indicates The Team A's collective likelihood to adopt desired behaviours:



Individual Responses

Attribute	Development required	Potential limitation	Sound	Likely competence	Likely strength
Acknowledging stress	-	1 (3.03%)	3 (9.09%)	21 (60.61%)	9 (27.27%)
Asserting oneself constructively	(0%)	2 (6.06%)	6 (18.18%)	14 (39.39%)	12 (36.36%)
Placing safety over other performance demands	-	1 (3.03%)	3 (9.09%)	10 (30.3%)	18 (51.52%)
Taking time-out to settle nerves	(0%)	- (0%)	1 (3.03%)	8 (21.21%)	24 (72.73%)
Taking personal responsibility to resolve interpersonal conflict	2	- (0%)	2 (6.06%)	7 (21.21%)	25 (72.73%)

Key Strengths

- **Taking time-out to settle nerves** – The Team A's has indicated that they feel taking time out to settle their nerves after an emergency situation is an effective way of reducing any anxiety. The team's responses suggest that they would not present as overly "gung-ho" after an emergency situation.
- **Taking personal responsibility to resolve interpersonal conflict** – The Team A's should take personal responsibility for resolving interpersonal conflict. The team is likely to approach others proactively, rather than avoiding or ignoring the situation, or becoming defensive.

Development Suggestions

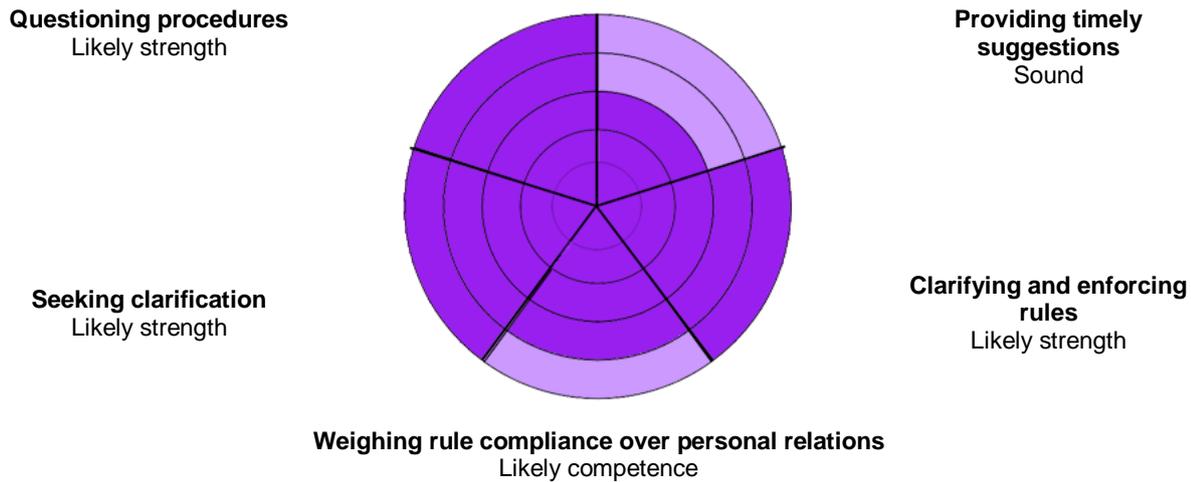
- **Asserting oneself constructively** – Some members of the Team A's have indicated that they may show irritation openly and prefer to communicate with their peers in a very direct manner. While such an approach is likely to be valuable in an emergency situation, it may prove more beneficial to adopt an assertive and/or coaching style when discussing or problem solving non-emergency situations where behaviour change is needed.

We recommend that the team practice having coaching conversations. It may also be beneficial for the team to develop their understanding of other people and why they behave in certain ways; this in turn will help team members positively impact the actions of others.

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.

The following profile indicates The Team A's collective likelihood to adopt the desired behaviours:



Individual Responses

Attribute	Development required	Potential limitation	Sound	Likely competence	Likely strength
Providing timely suggestions	4 (12.12%)	12 (36.36%)	4 (12.12%)	7 (18.18%)	7 (21.21%)
Clarifying and enforcing rules	1 (3.03%)	- (0%)	3 (9.09%)	3 (9.09%)	27 (78.79%)
Weighing rule compliance over personal relations	- (0%)	3 (9.09%)	6 (18.18%)	13 (36.36%)	12 (36.36%)
Seeking clarification	- (0%)	1 (3.03%)	3 (9.09%)	12 (36.36%)	18 (51.52%)
Questioning procedures	4 (12.12%)	2 (6.06%)	4 (12.12%)	4 (12.12%)	20 (57.58%)

Key Strengths

- **Clarifying and enforcing rules** – The Team A's responses suggest that the team sees the importance of all employees abiding by best practice. The team should take responsibility for clarifying and enforcing best practice procedures, even with technically proficient staff.
- **Seeking clarification** – We expect that Team A will understand the importance of remaining composed when information provided to them is not clear or readily available. The team should take personal responsibility for obtaining the correct information.

Development Suggestions

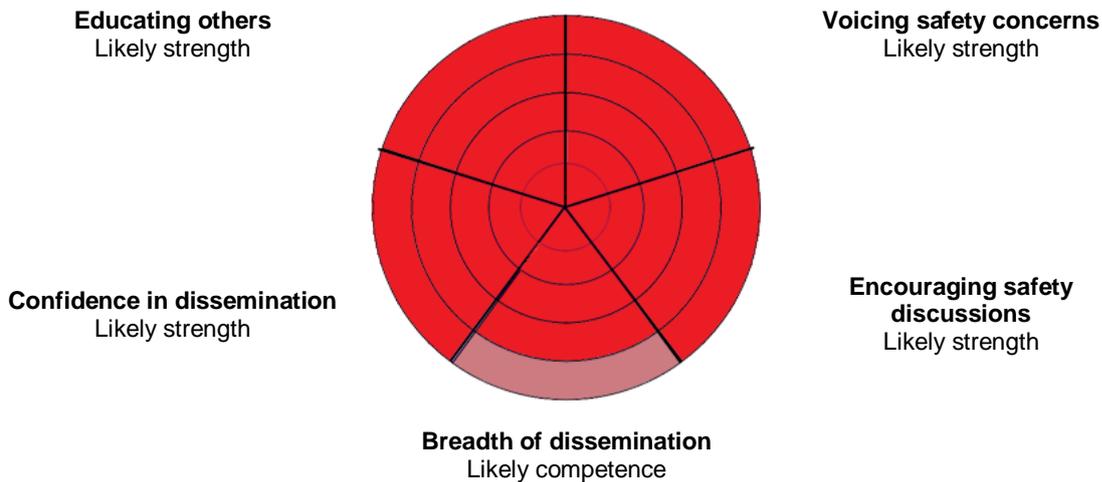
- **Providing timely suggestions** – The results indicate that many of the Team feel that verbally communicating safety suggestions is important, but they may not see the value in offering these ideas immediately.

We recommend the Team discuss the importance of communicating safety suggestions in a timely manner by identifying the current level of knowledge and access to communication channels and potential barriers to this, (e.g. "I'm too busy taking care of production-related matters", or "when I put forward my suggestions they always end up falling by the wayside"). Work as a team to identify strategies to overcome these barriers and put in place an action plan for increasing and monitoring performance towards providing timely suggestions.

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.

The following profile indicates The Team A's collective likelihood to adopt the desired behaviours:



Individual Responses

Attribute	Development required	Potential limitation	Sound	Likely competence	Likely strength
Voicing safety concerns	1 (3.03%)	- (0%)	2 (6.06%)	3 (9.09%)	28 (81.82%)
Encouraging safety discussions	- (0%)	- (0%)	7 (21.21%)	9 (27.27%)	18 (51.52%)
Breadth of dissemination	4 (12.12%)	4 (12.12%)	7 (18.18%)	8 (24.24%)	11 (33.33%)
Confidence in dissemination	2 (6.06%)	2 (6.06%)	1 (3.03%)	5 (12.12%)	24 (72.73%)
Educating others	- (0%)	1 (3.03%)	- (0%)	5 (15.15%)	28 (81.82%)

Key Strengths

- **Voicing safety concerns** – Almost all of the Team A has indicated that sharing safety concerns in group situations is an effective way of communicating safety issues. As such, we would expect The Team A to raise any suggestions that the team has in safety workshops or meetings.
- **Encouraging safety discussions** – The Team A's responses suggest that the team sees the benefits of group discussions about safety policies or practices. The team should attempt to balance quality with group consensus.
- **Educating others** – The Team A should educate others about taking personal accountability for preventing accidents.

Development Suggestions

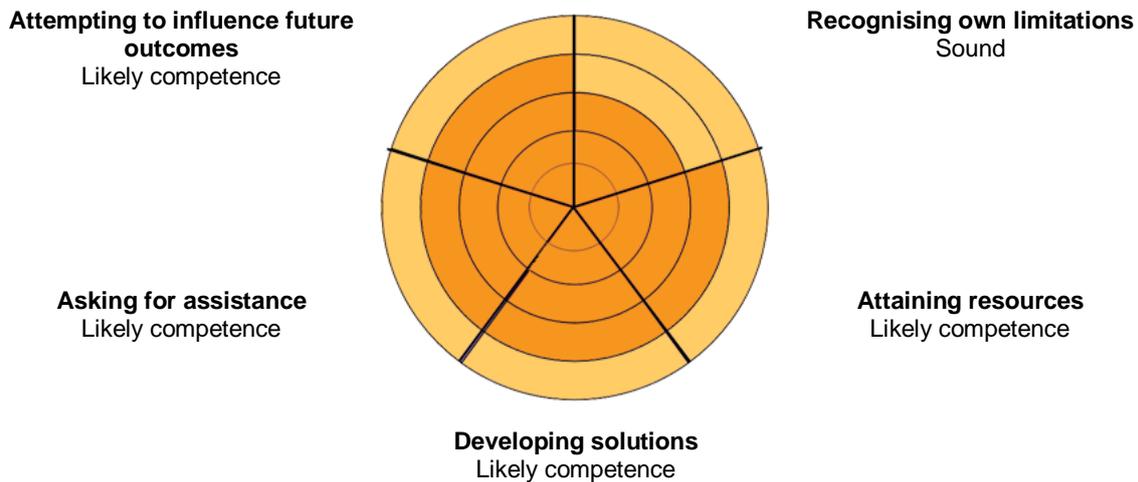
- **Breadth of dissemination** – The Team A is likely to direct some time and energy towards ensuring that safety relevant information is correctly disseminated. Some members of the team may however feel pressured to sacrifice quality in order to conserve resources.

As a team, assess knowledge around available channels for communicating safety related information (e.g. emails, meetings) and access to these channels. Brainstorm the potential barriers to communicating (e.g. perceived as ineffective or impractical; not everyone has access; lines of communication get broken). Brainstorm strategies for overcoming potential obstacles and identify appropriate mediums for effectively communicating safety information.

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 improving the overall quality of services or product being provided.

The following profile indicates The Team A's collective likelihood to adopt these desired behaviours:



Individual Responses

Attribute	Development required	Potential limitation	Sound	Likely competence	Likely strength
Recognising own limitations	5 (15.15%)	7 (21.21%)	7 (21.21%)	8 (21.21%)	7 (21.21%)
Attaining resources	- (0%)	1 (3.03%)	3 (9.09%)	14 (39.39%)	16 (48.48%)
Developing solutions	- (0%)	1 (3.03%)	5 (15.15%)	19 (57.58%)	9 (24.24%)
Asking for assistance	3 (9.09%)	- (0%)	8 (24.24%)	7 (21.21%)	16 (45.45%)
Attempting to influence future outcomes	- (0%)	4 (12.12%)	12 (36.36%)	14 (39.39%)	4 (12.12%)

Key Strengths

- **Attaining resources** – The Team A's responses suggest that when met with resistance, the majority of team members will look to independently ascertain the resources that they need from others to complete their work in a timely manner.
- **Developing solutions** – When encountering new challenges, the majority of the team should look to balance caution and productivity. They should work towards developing appropriate and timely solutions.

Development Suggestions

- **Recognising own limitations** – When undertaking tasks at the boundaries of their skill set, some members of the Team A may feel the need to "jump straight in" or alternatively, actively avoid taking on the task at all. As a team, discuss how individuals approach tasks that are at the boundaries of their skill set. Assess team members' knowledge of and access to, appropriate channels for learning new tasks. Brainstorm barriers to these (e.g. training availability, time to invest in learning new skills) and strategies for overcoming them.
- **Attempting to influence future outcomes** – Some Team A's members may at times attribute outcomes to external factors as opposed to things that are within their own control. As a result, they may not always see the value in setting specific plans to ensure desired future goals are attained.

The team will likely benefit from increasing their understanding of their 'Sphere of Influence'; increasing their awareness around the control they have in determining outcomes. In addition, the team will likely benefit from increasing the perceived acceptability of 'healthy challenge' in the workplace; whereby team members encourage each other to challenge perceptions that create barriers to safety growth.

Appendices

Scores

Safety Diligence and Conscientiousness

Resistance to social pressure: 1
Enforcing and explaining rules: 2
Ensuring quality of work: 2
Adhering to guidelines: 0
Working with PPE : 2

Coping with Pressures

Acknowledging stress : 1
Asserting oneself constructively : 1
Placing safety over other performance demands : 2
Taking time-out to settle nerves : 2
Taking personal responsibility to resolve interpersonal conflict : 2

Responsibility for Safety

Providing timely suggestions : 0
Clarifying and enforcing rules : 2
Weighing rule compliance over personal relations : 1
Seeking clarification : 2
Questioning procedures : 2

Communicating Safety Information

Voicing safety concerns : 2
Encouraging safety discussions : 2
Breadth of dissemination : 1
Confidence in dissemination : 2
Educating others : 2

Confidence in Delivery

Recognising own limitations : 0
Attaining resources : 1
Developing solutions: 1
Asking for assistance : 1
Attempting to influence future outcomes : 1

Disclaimer

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.