Foundations of Safety Leadership: Building a Safety Culture

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Foundations of Safety Leadership

Leading safety is challenging — Do you have the guidelines, tools and skills that are required? This class will prepare you to be more effective at leading safety in your organization. If you have a significant role in "making safety happen" in your organization, this class will help you be more effective!

Learning Outcomes

By the end of this training program, you will be able to:

- Define leadership and explain how it impacts the safety effort.
- Recognize those actions that build or break trust.
- Make informed decisions that promote buy-in.
- Empower those around you to be advocates for safety.
- Coach safety following the STAR method of feedback.
- Assess your abilities to lead safety, as related to the competencies covered in this class.

Which items describe your role at work?

Reporting	Team-building
Observing and monitoring	Taking responsibility
Budgeting	Having a clear vision
Measuring performance	Having courage
Applying rules and policies	Consulting with team
Discipline	Giving responsibility to others
Facilitating meetings	Determining direction
Interviewing	Explaining decisions
Recruiting	Making tough decisions
Counseling	Defining goals and objectives
Planning	Being honest with people
Problem-solving	Supporting others
Evaluating programs	Keeping promises
Training others	Collaborating with others
Negotiating	Sharing a vision with team members
Developing programs	Inspiring and motivating others
Doing things right	Doing the right thing
Using systems	Gaining buy-in
Communicating instructions	Developing successors
Appraising others	Giving trust to receive trust
Getting people to do things	Resolving conflict
Formal team briefing	Allowing others to make mistakes
Responding to e-mails	Empowering others
Scheduling	Nurturing and growing people
Delegating	Giving praise
Trending	Giving constructive feedback
Organizing resources	Accepting criticism and suggestions
Implementing programs	Listening

Notes

Leadership is (influence) gained by demonstrating respected _____.

What words describe the qualities of a strong leader?

_____

_____

_____

Leadership Model

_____ - Leads to accomplishment

↑

_____ - Increases involvement and support and allows you to become more effective

↑

_____ - Allows one to gain buy-in

↑

_____ - Increases influence

Building Trust

Six Dimensions of Trust

Competence: Having the ability to do what you say you can do

Consistency: Being predictable

Courage: Facing risk without giving into fear

Caring: Showing regard to the needs and well-being of others

Composure: Demonstrating confidence, focus and poise

Character: The total quality of an individual's behavior

With regard to building trust...

What are your strengths? _____

_____

_____

What are your weaknesses? _____

_____

_____

What are you going to do to improve? _____

_____

_____

Demonstrating Commitment

Who is the safest person you know? _____

Why did you pick that person? _____

_____

_____

The negative influence: _____

To demonstrate commitment:

Do	Don't

Demonstrating Commitment

Support the safety efforts of others

Describe how you support the safety efforts of others:_____

_____

_____

Exercise:

On the lines provided, describe what could be done to support the efforts of the individuals in these scenarios.

1) Employees are failing to properly store ladders.

_____

_____

_____

2) Employees are frequently violating a particular lockout procedure.

_____

_____

_____

3) The safety committee struggles to get maintenance to correct hazards.

_____

_____

_____

Decision Making

Our day-to-day operating decisions affect people as well. Since decisions are often change-related and people tend to resist change, how we make those decisions is as important as making the right ones. Although different situations require a variety of decision-making techniques, involving others will help insure positive results by adding _____ and different_____ to the process while help-ing you build _____ and gain _____ from others.

Exercise:

On the lines provided, identify which type of decision needs to be applied to the following five statements (**command, consultative, consensus, delegated**) and explain why.

1. You (production manager) are asked by the vice president to develop a plan to decrease the number of unsafe behaviors at the facility. You must make decisions on how to approach this.

   _____

2. You (supervisor) must decide whether or not to shut down a malfunctioning machine.

   _____

3. You (safety manager) must determine what personal protective equipment (PPE) to require in each department.

   _____

4. Observing an unsafe behavior, you (supervisor) must decide how to address it.

   _____

5. You (human resources manager) must make decisions regarding the development of a safety orientation process to be implemented in three departments. The departments share employees based on orders.

   _____

Decision Table

Decision Type	Pros	Cons
Command (one decision-maker)	• Quick	• One perspective • Can be ill-informed • Sacrifices buy-in
Consultative (one decision-maker gets input from others)	• Fairly quick • Somewhat informed	• Must involve the right people • Must get quality feedback
Consensus (group decision)	• Can produce high-quality decisions • Can produce strong buy-in	• Time-consuming • Difficult • Group must be open and honest • Can hurt relationships
Delegated (responsibility given to others)	• Responsibility and trust are given • Frees up time • Can grow others	• Outcomes depend on clear guidance and/or ability of others • Requires high level of trust

Empowering Others

Delegating to empower others means using the delegation process to prepare others to take _____ of activities.

Delegate: _____

Empower: _____

What are the benefits of empowering others?

_____

_____

_____

To empower someone you have to:

- **Enable:** Give ability, resources, and authority

- **Coach:** Give guidance without directing

- **Allow failure:** Don't protect them from their mistakes

- **Establish accountability:** Ensure that they are answerable for performance

- **Give up control:** Don't micromanage

- **Give/give up recognition:** Give and redirect recognition. Don't take undue credit

Empowering Others

Ownership can be instilled by increasing the level of authority when delegating. Here is an example of four levels of authority:

1.   Don't move until I tell you.

2.   Don't go to the next step without my approval.

3.   Take action, but keep in regular contact.

4.   Take action and report when you're done.

Ownership

Authority

Competence
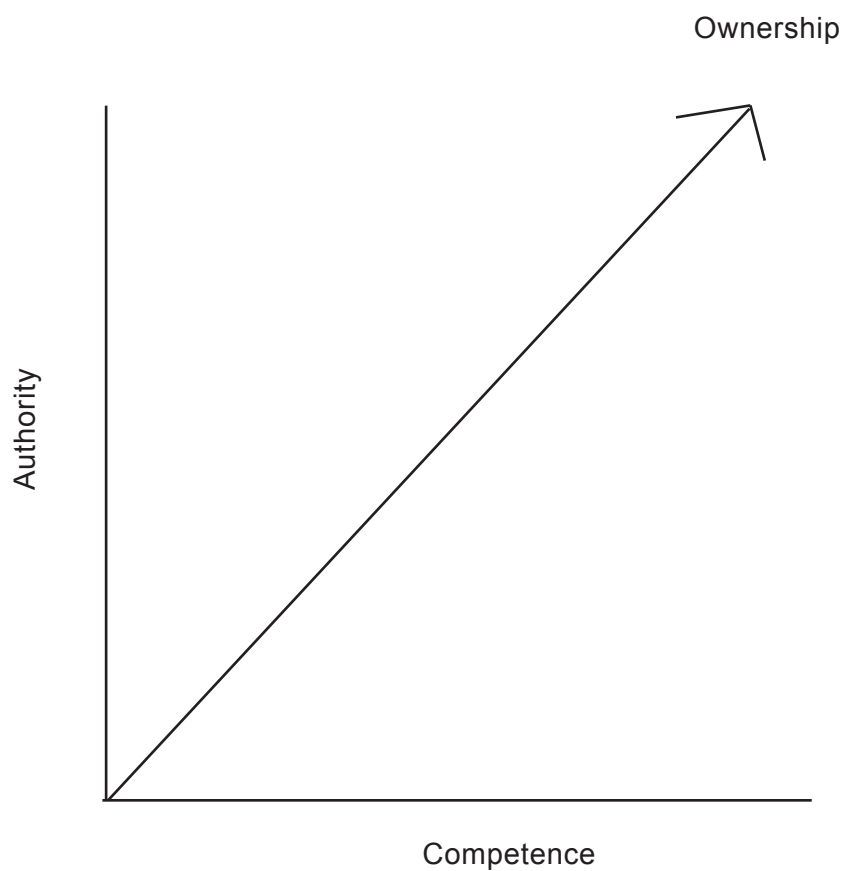
List two empowerment opportunities you have (activity/person) that you can do when you get back to your facility.

1. _____

2. _____

Intervening to Promote Safety

Steps for reinforcing safe behaviors:

1. Approach the individual safety

2. Start a conversation

3. Deliver STAR feedback

   • Ask questions

   • Get their input

4. Get their commitment to work safely

5. Follow-up on all developmental feedback

STAR Feedback

Situation or Task	S/T	State the situation or task that the individual was involved in.
Action	A	Describe the action(s) (negative and/or positive) that you observed the individual do.
Result	R	Explain the result, or potential result, of the individual's action(s).

Developmental Alternatives

Action	A	Present a better action
Result	R	Explain the result of the better action

STAR Feedback Practice

POSITIVE FEEDBACK	S/T	
	A	
	R	
DEVELOPMENTAL ALTERNATIVES	A	
	R	

STAR Feedback Practice

POSITIVE FEEDBACK	S/T	
	A	
	R	
DEVELOPMENTAL ALTERNATIVES	A	
	R	

STAR Feedback Practice

POSITIVE FEEDBACK	S/T	
	A	
	R	
DEVELOPMENTAL ALTERNATIVES	A	
	R	

Safety Leadership Assessment

Rate your safety leadership ability by placing the number 1, 2, 3, or 4 next to each statement: **1 = Never**;   **2 = Rarely**;   **3 = Generally**;   **4 = Always**

Demonstrating Commitment	
	Enforces and follows established policies and procedures
	Stands for safety even when it's not popular
	Supports others' efforts to administer and/or practice safety
	Addresses safety concerns/issues with a sense of urgency
	Ensures timely and accurate follow-up with others regarding safety
	Exhausts efforts to eliminate hazards before settling for less effective controls measures
	Works at identifying difficult safety behaviors/processes and makes them easier
	Safety is the first thing he/she considers and discusses when evaluating processes
	Communicates safety in conversations with others
	Demonstrates commitment to safety away from work, as well as at work
	Total
Decision-making	
	His/her decisions are well supported
	Doesn't hesitate to make command decisions when necessary
	His/her decisions lead to positive results
	Involve informed and influential personnel in high impact decisions
	Is not afraid to delegate decisions when others are prepared to make them
	Gives consensus decision-making adequate preparation and process time
	Gets buy-in from above and below when making safety-related decisions
	Communicates the rationale behind their decisions to those who are affected
	Closes-the-loop with those who provide input for his/her consultative decisions
	His/her decisions are well thought out and involve appropriate personnel
	Total

Empowering Others	
	Easy to share authority and recognition for safety performance
	Looks for opportunities to empower others in safety
	When empowering others, he/she give authority and establishes accountability
	Coaches for success prior to, and while transferring responsibility and authority
	Passes recognition on to those he/she has empowered
	Allows those he/she has empowered to make mistakes
	Seeks professional growth opportunities for key personnel
	Instills ownership and empowers others by delegating increasing levels of responsibility
	People closest to him/her would assess them as secure and confident
	Creates an innovative environment and embraces change
	Total

Intervening to Promote Safety	
	Corrects unsafe behaviors immediately
	Looks for opportunities to deliver positive reinforcement
	Is conversational, rather than dictatorial, when intervening and providing feedback
	Asks questions to learn why the unsafe (undesirable) behavior occurred
	Delivers feedback in a timely manner
	Gives feedback that describes the situation, actions observed, and results of the actions
	When delivering developmental feedback, offers or solicits alternative actions
	After delivering developmental feedback, get the individual's commitment to change
	Clearly communicates/reinforces expectations going forward
	Follows-up to ensure that developmental feedback was effective
	Total

30-40   This aspect of leading is a strength of yours. Continue to enhance your abilities while helping others grow in this area.

0-29   This aspect of leading safety is a weakness of yours. Focus on improving 2-3 areas at a time to enhance your effectiveness at driving safety.