A Construction Safety Competency Framework:

Improving OH&S performance by creating and maintaining a safety culture

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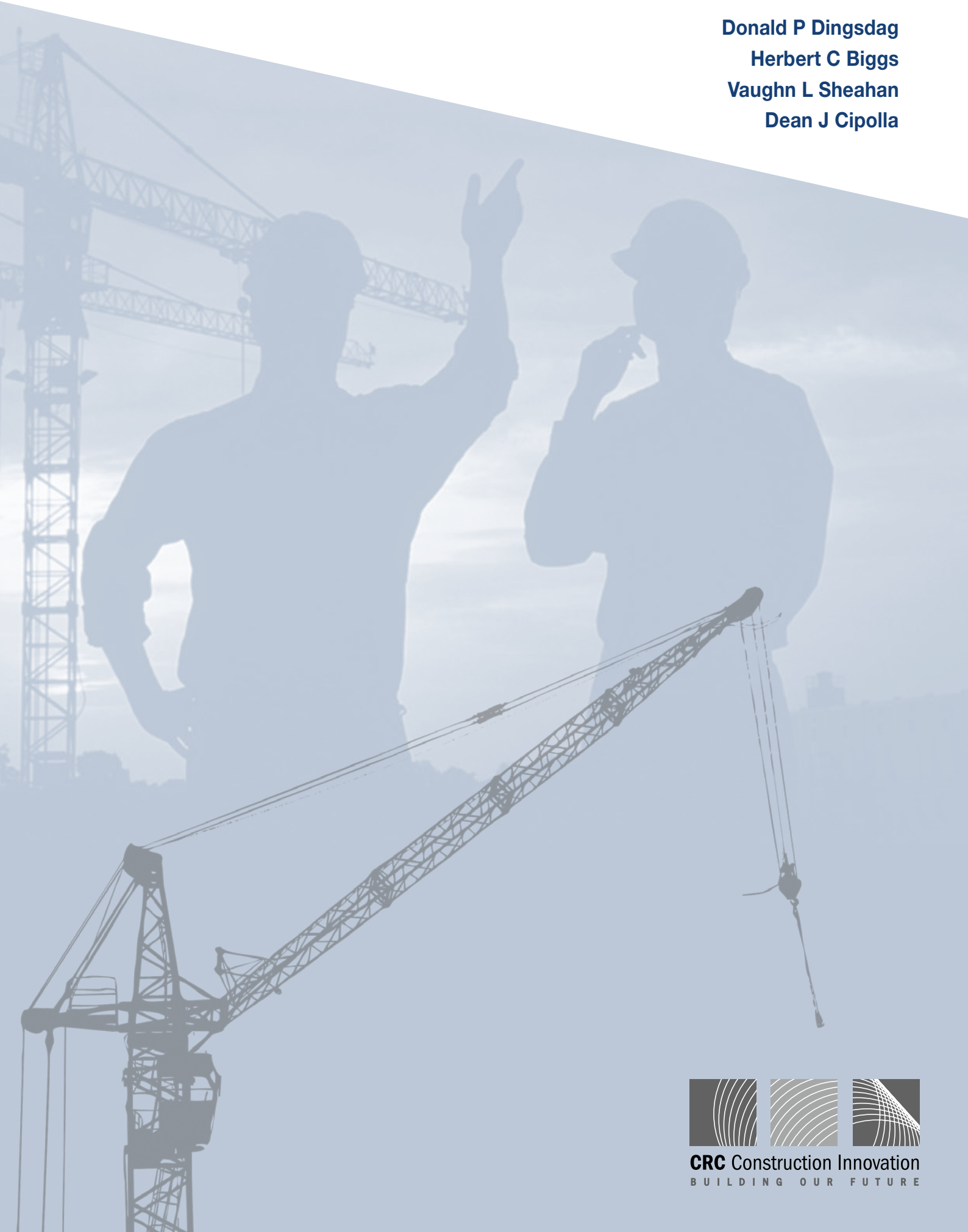

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Foreword

The building and construction industry is dynamic, diverse and of critical importance to Australia's economy and our way of life. The health of the industry is directly linked to the health of its people. While industry OH&S performance is improving, it is still a long way short of best practice and too many Australians are still being killed and injured every year.

As the Federal Safety Commissioner, I have a responsibility under the *Building and Construction Industry Improvement Act 2005* to promote improved health and safety in the construction industry.

In my view, sustained improvement will not happen without cultural change. I and my Office are committed to working with all industry participants to help achieve this. However, improving OH&S is a shared responsibility. Everybody associated with the industry has a role to play and this report helps identify those roles.

I commend this report to all involved in the industry, particularly those who must play leading roles in fostering and promoting a culture that recognises and rewards improved OH&S initiative and performance.

Tom Fisher
Federal Safety Commissioner

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Preface

The Cooperative Research Centre for *Construction Innovation* is committed to leading the Australian property, design, construction and facility management industry in collaboration and innovation. We are dedicated to disseminating practical research outcomes to our industry — to improve business practice and enhance the competitiveness of our industry. Developing applied technology and management solutions, and delivering education and relevant industry information is what our CRC is all about.

Our *Business and Industry Development Program* identified safety as one of our key research areas. Improving safety in the workplace with an emphasis on cooperation at the individual workplace is critical to improving health and safety in our industry.

A Construction Safety Competency Framework results from one of our most important projects — industry-led by Dean Cipolla, Group Safety Manager, John Holland Group, with a team comprising Linda Sokolich and Danny Potocki (Bovis Lend Lease), Wayne Artuso (Australian Government Department of Employment and Workplace Relations, Office of the Federal Safety Commissioner), Dr Herbert Biggs and Vaughn Sheahan (QUT) and Dr Don Dingsdag (University of Western Sydney). The report is a culmination of two years of significant input from the broader construction industry represented by employers and employees.

We look forward to your converting the results of this applied research project into tangible outcomes and working together in leading the transformation of our industry to a new era of enhanced business practices, safety and innovation.

Mr John McCarthy
Chair
CRC for *Construction Innovation*

Dr Keith Hampson
Chief Executive Officer
CRC for *Construction Innovation*

Acknowledgments

A Construction Safety Competency Framework: Improving OH&S performance by creating and maintaining a safety culture by Dr Donald P. Dingsdag, Dr Herbert C. Biggs, Vaughn L. Sheahan, and Dean J. Cipolla is based on the outcomes of the Cooperative Research Centre (CRC) for *Construction Innovation* research project "Construction Site Safety Culture".

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Dr Donald Dingsdag – University of Western Sydney

The project team wish to thank the assistance given by CRC for *Construction Innovation* staff, in particular Colleen Foelz for her help in editing this document.

Without the financial and collaborative efforts bringing together industry, government and applied researchers, this valuable report may not have been successfully delivered to our industry.

Project partners

Project participants

Vital to the success of this project has been the involvement and consultation with the major industry stakeholders. The following organisations have had significant involvement in the collection of data (participating in focus groups, interviews and surveys) and the generation of research outputs:

Australian Constructors Association
AbiGroup
Australian Council of Trade Unions
Australand
Barclay Mowlem
Baulderstone Hornibrook
Bovis Lend Lease
Construction, Forestry, Mining & Energy Union
Clough
Hooker Cockram
John Holland Group
Leighton Contractors
MacMahon
McConnell Dowell
Multiplex
St Hilliers
Thiess
WorkCover ACT
WorkCover NSW
WorkSafe NT
Workplace Health & Safety Qld
WorkCover SA
WorkCover Tas
WorkSafe Victoria
WorkSafe WA

Definitions and acronyms

competency framework — for the purposes of this document, this comprises a framework of (1) who needs to be able to do which safety management tasks and (2) the knowledge, skills and behaviour that are required to complete the task effectively.

safety behaviour — the behaviour required to complete an activity safely

safety competency — the capability to complete a safety task effectively

safety management task (SMT) — a definable activity, action or process such as carrying out project risk assessments, delivering OH&S training in the workplace or evaluating OH&S performance of sub-contractors

safety culture — a term used to describe the safety beliefs, values and attitudes that are shared by the majority of people within an organisation or workplace ("The way we do things around here"). See page 2 for a full definition.

safety critical position — an identified management position that has an important and ongoing safety leadership role.

AS/NZS — Australian/New Zealand Standard

CEO — Chief Executive Officer

CPR — cardio-pulmonary resuscitation

EAP — Employee Assistance Program

First Aid TI — First Aid Treatment Injuries

GM — General Manager

HRM — Human Resource Management

IR — Industrial Relations

JSA — Job Safety Analysis

LTI — Lost Time Injury

MD — Managing Director

MSDS — Material Safety Data Sheet

MTI — Medical Treatment Injuries

OH&S — Occupational Health and Safety

RTW — return to work

SMS — Safety Management System

SMT – Safety Management Task (see definition above)

SWMS — Safe Work Method Statement

Introduction

Industry context

On-site employees, arguably those at greatest risk of injury, have not been receiving a consistent and clear message from all levels of management that safety is important. This inconsistency has in part been due to:

- the ongoing movement of the sub-contractors and workforce between construction companies, projects and sites making it difficult for any one company to consistently influence the attitudes and behaviours of this mobile workforce
- the lack of a consistent industry-wide understanding of the meaning of safety competency, with the sector traditionally not recognising behaviours such as communication and leadership as integral to safety competency.

Recognition of the need to further improve occupational health and safety (OH&S) performance within the Australian construction industry has led some companies to adopt the safety culture concept to change safety behaviours. However, the principles of safety culture are challenging to apply in practice.

Purpose of the competency framework

A Construction Safety Competency Framework: Improving OH&S performance by creating and maintaining a safety culture presents a clear way forward for the construction industry by promoting a consistent national standard to improve OH&S competency for key safety positions.

A Construction Safety Competency Framework provides the information required particularly for senior safety managers, senior managers and executives to implement the safety culture approach and to adapt it to suit their organisational requirements. It does this by identifying "who needs to be able to do what". In the terminology of the framework, this means identifying the "safety critical position holders" and the "safety management tasks" that those occupying the safety critical positions need to perform competently and effectively. Once customised, the framework should then be linked to existing business and OH&S management plans to achieve an improvement in culture and performance.

By having a standardised competency framework (founded on safety culture principles) that is consistently applied throughout the industry, it is possible for the industry as a whole to be more proactive in improving the behaviours and attitudes of those most at risk of disease, injury and death. This would significantly reduce the difficulties that companies face when managing the OH&S performance of a mobile labour pool and sub-contracting workforce.

The framework structure

The five sections of *A Construction Safety Competency Framework* and a brief explanation of their content is provided below.

1. **Developing a positive safety culture** — a definition of safety culture and the particular principal contractor staff actions that lead to a positive safety culture.
2. **Identifying safety management tasks (SMTs) and safety critical positions** — a definition of key staff competency requirements, based on identifying the safety management tasks that safety critical position holders must be able to complete effectively.
3. **Defining competency requirements: The Tasks and Position Competency Matrix** — the allocation of competency requirements for the identified principal contractor's safety critical positions, that is, "who needs to be able to do what activities".
4. **Integrating the framework** — guidelines for implementing the competency framework outlined in this document.
5. **SMT competency specifications and culture outcomes to be achieved** — elements for each of the 39 identified safety management tasks, including:
   1. the process that should be followed when performing the task
   2. the knowledge, skills and behaviours required to complete the task safely and effectively
   3. the major safety culture outcomes that should be achieved with the effective completion of the task.

Developing a positive safety culture

The concept of safety culture is a very useful and relevant way of understanding how an organisation influences the safety behaviour of its employees and contractors. Safety culture is used to characterise the safety beliefs, values, and attitudes that are held by an organisation. These are created and maintained principally by management (principal contractor staff) through their words and actions in regard to safety. From this behaviour, employees learn what actions will be rewarded, tolerated or punished. This in turn influences what actions and behaviour employees initiate and maintain, which directly relates to safety performance.

A positive safety culture leads to both improved OH&S and organisational performance. Nationwide interviews, focus groups and surveys conducted with the industry identified nine broad staff behaviours (referred to as culture actions) as vital to the development of a positive safety culture. As a consequence, **safety competency is characterised as an ability to undertake the nine identified culture actions as part of the effective completion of relevant OH&S management tasks.** The competency requirements for each task (presented in section 5) reflect this focus on achieving safety culture outcomes. These culture actions are:

1. Communicate company values
2. Demonstrate leadership
3. Clarify required and expected behaviours
4. Personalise safety outcomes
5. Develop positive safety attitudes
6. Engage and own safety responsibilities and accountabilities
7. Increase hazard/risk awareness and preventive behaviours
8. Improve understanding and effective implementation of safety management systems
9. Monitor, review and reflect on personal effectiveness.

Table 1 defines each of these actions and indicates how they positively influence the safety behaviour of staff (referred to as behaviour change mechanism).

Table 1 The culture actions which lead to a positive safety culture

Culture action	Mechanism for improving safety culture and behaviour
1. Communicate company values — relate the behaviours, decisions and attitudes that are expected, supported and valued by the company.	By indicating what is rewarded and supported, company values serve to broadly direct management, employees and sub-contractors towards safer behaviours, actions and decision-making. Staff should ensure that their communication and behaviour consistently send a message that safety is embedded as a core value.
2. Demonstrate leadership — act to motivate and inspire others to work towards achieving a particular goal or outcome by sending clear and consistent messages about the importance of OH&S.	Effective exhibited leader behaviours will increase the likelihood of copied and reciprocated safety behaviours. Staff should ensure that they gain involvement from their workforce and behave in a manner that builds positive relationships within the workforce.
3. Clarify required and expected behaviours — clarify to immediate employees the specific behaviours which are required and expected of them.	Effectively undertaking this action ensures that people understand specifically what behaviours their direct supervisor wants them to pursue. Staff should ensure that they give consistent and clear messages to their direct employees about the specific behaviours that they expect. This expectation can be achieved by displaying the behaviours through clear communication and by reinforcement and recognition of desired behaviours by others.

Culture action	Mechanism for improving safety culture and behaviour
4. Personalise safety outcomes — make OH&S more obvious, relevant and emotional for the individual to personalise their role in preventing and eliminating risks and hazards.	The understanding of OH&S risks at a personal and emotional level will serve to change attitudes and behaviour. Staff should ensure that they communicate to the workforce: • the personal impact of the risks of a process or a distinct task • why it is important to the individual and the project • what behaviours the individual is expected to consistently adopt.
5. Develop positive safety attitudes — foster the development of attitudes and beliefs that support safe behaviour.	Attitudes that value health and safety will help to drive positive behaviours. Staff should take any opportunity to encourage the workforce to gain insight into their attitudes by having open conversations about safe and unsafe behaviour. Staff should also challenge unsafe behaviours and attitudes in others, and recognise and encourage those who have shown a positive attitude towards safety.
6. Engage and own safety responsibilities and accountabilities — increase input, actions and involvement in the safety management process by individuals.	This involvement, input and participation leads to empowerment, which in turn should result in a conviction that the organisation's safety management plan, decisions and procedures are driven by shared interests and purpose. Staff should ensure that they take every opportunity to gain involvement and collaboration in the completion of safety management tasks. Staff should: • ask for input from people who are directly impacted by decisions and actions • take on board the comments of the workforce • undertake collaborative goal setting which clearly identifies the required behaviours.
7. Increase hazard/risk awareness and preventive behaviours — increase the individual's (site and office-based) understanding of the OH&S outcomes associated with their decisions, behaviours, and actions.	This increased awareness will lead to greater engagement with the workforce in behaviours that reduce hazards and risks including activities such as talking to their colleagues about their own behaviours and actions. Staff should ensure that the workforce understands that there are identified and as yet unidentified hazards on site. Increased awareness can be achieved via regular oral and written communication, inspections and enforcement of safety requirements. Staff should ensure that hazard-specific training is given to their workforce and that a collaborative approach is taken to undertaking hazard/risk assessment and control.
8. Improve understanding and effective implementation of safety management systems — enable individuals to increase their knowledge of the specific ways in which hazards are managed, as well as their ability to apply and implement the actual OH&S processes.	A greater understanding will increase a person's ability to solve problems and to develop safe work processes to further improve safety performance. It will also increase uniformity and predictability of safety management behaviour and provide a greater understanding of what each system element is designed to achieve. Staff should seek to understand the company's systems and values and communicate the requirements and the purpose of the requirements to their own workforce.
9. Monitor, review and reflect on personal effectiveness — frequently use various sources of information to gain feedback on the effectiveness of culture actions and other safety-related behaviours.	This action enables the individual to fine tune and continually improve their ability and effectiveness in completing the other, listed culture actions. Staff should seek and use feedback obtained from consultations, "walk-arounds", collaborative decision making, self-reflection and performance management.

2 Identifying safety management tasks (SMTs) and safety critical positions

The effective implementation of this competency framework will improve the consistency with which principal contractors view safety management tasks for their staff. A safety management task is a definable activity, action or process such as carrying out project risk assessments, delivering OH&S training in the workplace or evaluating OH&S performance of sub-contractors.

The framework identifies 39 safety management tasks (see the Task and Position Competency Matrix p. 8 and 5. *SMT competency specifications and culture outcomes to be achieved* pp. 12–53). These 39 tasks fall into seven categories seen as critical to the management of OH&S performance. They are:

a. Proactively identify, assess and determine appropriate controls for OH&S hazards and risks

b. Effectively communicate and consult with stakeholders regarding OH&S risks

c. Monitor, report, review and evaluate safety program effectiveness

d. Engage with sub-contractors in OH&S performance management

e. Identify and implement relevant components of the OH&S and workers' compensation management system

f. Understand and apply workers' compensation and case management principles

g. Provide leadership and manage staff and sub-contractor OH&S performance.

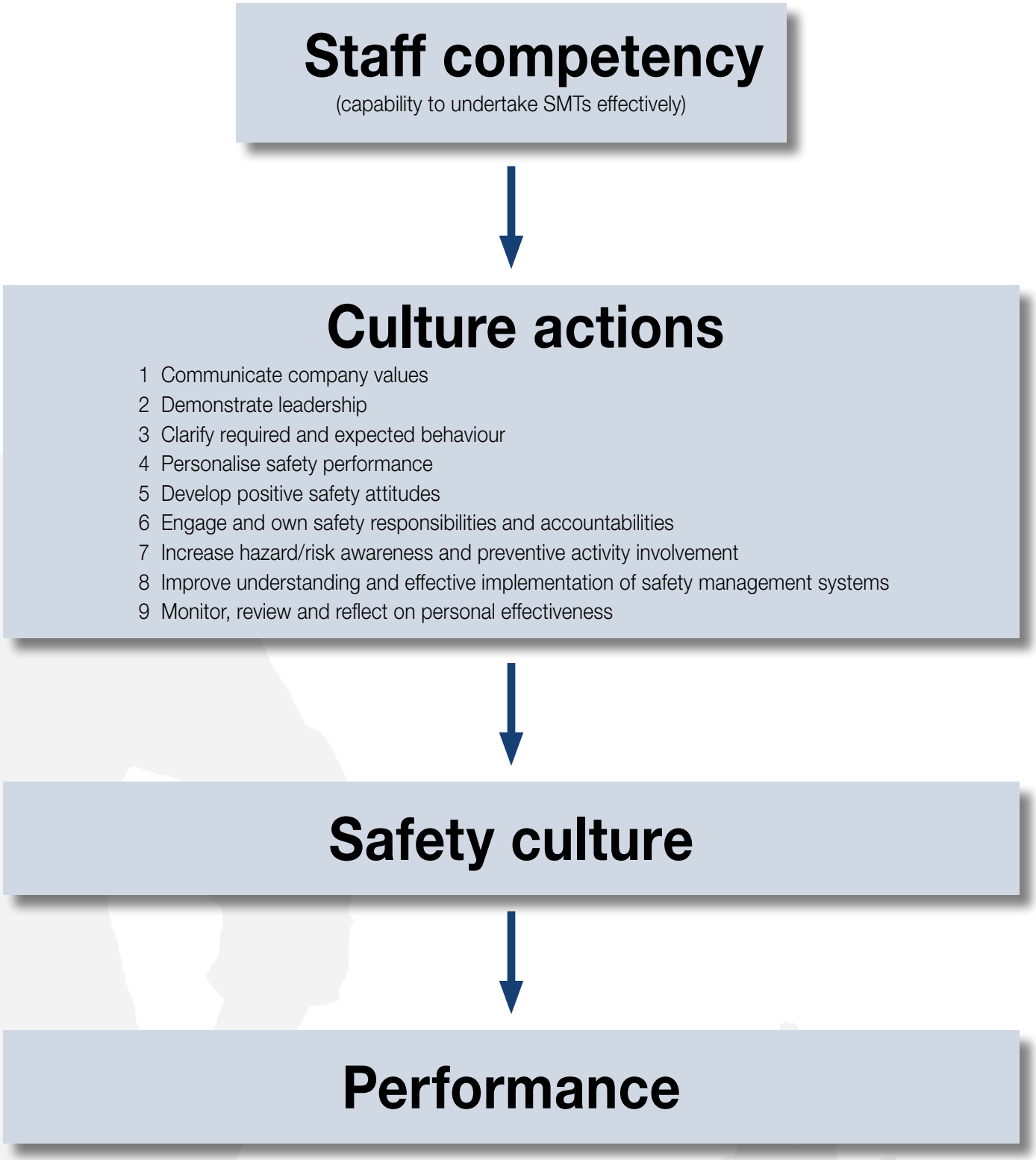
The framework also identifies the principal contractor safety critical positions. This list of positions is not prescriptive and individual construction companies should customise it to reflect organisational and regional requirements. A critical position was defined as a position that has an important and ongoing safety leadership role. These position holders are:

- Managing Director (MD)/Chief Executive Officer (CEO)/General Manager (GM)
- Senior Manager
- Construction/Operations Manager
- Project Manager
- Engineer
- Site Manager/Superintendent
- Foreman
- Site OH&S Advisor
- Regional OH&S Manager
- State OH&S Manager
- National OH&S Manager.

The identification of these particular positions as being critical to safety is not to say that other positions are not important. As the requirement to show "safety leadership" is often determined by time and place, it is important for companies to develop safety competency in all staff so that, should the occasion arise, the given staff member is capable of "stepping up" and fulfilling the particular safety leadership role.

Figure 1 indicates how staff competency relates to culture actions, which in turn lead to safety culture and performance.

Figure 1 Flow chart linking individual competency to safety culture and performance



3 Defining competency requirements: The Task and Position Competency Matrix

The Task and Position Competency Matrix (p. 8) displays the competency requirements for each of the safety critical positions. It indicates which of the safety critical position holders require:

- full competency to undertake and/or supervise a particular safety management task (scored as a 1)
- a working knowledge of the safety management task (scored as a 2).

It is important to emphasise that the task competency allocation used in this matrix reflects an effective and robust minimum standard. Each company is at a different stage of cultural development in OH&S, so it is not practical at this stage to assign a best practice model that would meet every company's needs. Rather, it is important to ensure at least that there is consistency across a minimum standard.

Companies are encouraged to customise the Task and Position Competency Matrix to ensure that the scoring is appropriate to the stage of development of the organisation's safety culture. That is, those companies with a stronger positive safety culture are in a good position to drive competency improvements through the organisational hierarchy and seek more active involvement from senior and line management in particular. Those with less-developed positive safety cultures should ensure that at minimum they meet the basic standards listed within this document.

The matrix needs to be periodically monitored and evaluated to ensure that competency improvements are always being pushed to higher levels in the line management structure in alignment with continuous improvement principles, with a decreasing emphasis on safety department professionals driving safety outcomes.

The next step in the competency framework is to ensure that the safety critical position holders listed in the Task and Position Competency Matrix are capable of effectively completing the relevant safety management tasks (SMTs). By ensuring the position holders attain the appropriate level of task competency, construction organisations maximise the likelihood that their staff will undertake the actions that lead to the desired outcome — a positive safety culture and improved safety performance.

For the effective completion of each of the 39 safety management tasks, see section 5, *SMT competency specifications and culture outcomes to be achieved.* This provides in detail the:

- steps and process to follow when completing an SMT
- knowledge, skills and behaviours required to complete the SMT effectively
- safety culture outcomes that should be achieved.

Some of these SMTs and their associated process steps may incur direct costs as well as the labour time of the staff implementing them, for example, hiring external experts to recruit and select appropriate employees (SMT 37), or purchasing Standards and being audited according to their compliance requirements. These capital and labour costs are dependent on the stage of development of the organisation's safety management system as well as the expertise of the staff it employs. Some of the tasks incur no capital costs, but do involve labour costs (e.g. Plan and deliver toolbox talks – SMT 13, or Challenge unsafe behaviour/attitude at any level when encountered – SMT 18). The allocation of resources to undertake the implementation successfully displays senior management commitment and a desire to improve safety culture and performance. In a more evolved safety culture the undertaking of the majority of activities will form a natural part of each line management role, rather than being regarded as an added duty and/or cost. Significantly, SMTs will be considered an investment in achieving successful project outcomes. Further, there is evidence in the industry that clients give preference to contractors with demonstrated safety performance.

Section 5 should be used as an example and starting point in developing safety training and education as well as to form the basis of performance management activities. It can be adapted to suit the stage of development of each organisation's safety culture.

Task and Position Competency Matrix

Task and Position Competency Matrix

Competency legend

1 = full understanding required

2 = working knowledge and awareness required

Task category		Safety management tasks (1-39)	Safety critical positions										
			MD / CEO / GM	Senior Manager	Operations / Construction Manager	Project Manager	Engineer	Site Manager / Superintendent	Foreman / Supervisor	Site OH&S Advisor	Regional Safety Manager	State Safety Manager	National Safety Manager
a. Proactively identify, assess and determine appropriate controls for OH&S risks	1	Carry out project risk assessments	2	2	1	1	1	1	1	1	1	1	1
	2	Undertake and design safety reviews for constructability, operability and maintenance				1						2	
	3	Undertake formal OH&S review of tenders				2				2		1	
	4	Develop project safety management plans		1		2				1	1	1	
	5	Develop OH&S procedures and instructions	2	2	2	1	1	1	2	1	1	1	1
	6	Carry out workplace and task hazard identification, risk assessments and control (JSAs/SWMSs)	2	2	1	1	1	1	1	1	1	1	1
	7	Carry out basic task competency assessments of employees						2		1		2	
b. Effectively communicate and consult with stakeholders regarding OH&S risks	8	Provide general OH&S information and provide basic OH&S instruction	2	2	1	1	1	1	1	1	1	1	1
	9	Deliver company induction						1		2			
	10	Deliver site/workplace-specific induction	2	2	2	2	2	1	2	1	1	2	2
	11	Facilitate group/work team OH&S discussions and meetings	2	2	1	1	2	1	1	1	1	1	1
	12	Initiate and coordinate OH&S awareness activities or presentations	2							1	1	1	1
	13	Plan and deliver toolbox talks	2	2	2	1	2	1	1	1	1	2	2
	14	Give formal OH&S presentations to management									2	2	1
	15	Participate in site safety committee				2		1	2	1	2	2	
	16	Consult on and resolve OH&S issues	1	2	1	1	2	1	1	1	1	1	1
	17	Speak to senior management about OH&S issues in the workplace	2	1	2	2		2	1	1	1	1	1
	18	Challenge unsafe behaviour/attitude at any level when encountered	1	1	1	1	1	1	1	1	1	1	1
	19	Make site visits where a site worker is spoken to directly about OH&S in the workplace	1	2	1	1	1	1	1	1	1	1	1
	20	Recognise and reward people who have positively impacted on OH&S	1	2	1	2	2	1	1	1	1	1	1
	21	Deliver OH&S training in the workplace								1	1	1	2
c. Monitor, report, review and evaluate safety program effectiveness	22	Carry out formal incident investigations				1		1	1	1	1	1	1
	23	Carry out basic project OH&S system element audits				2		2		2	1	2	1
	24	Carry out formal inspections of workplace and work tasks	1	2	1	1	1	1	1	1	1	1	1
	25	Research and prepare reports on OH&S issues, performance and improvement strategies								1	1	2	
d. Engage with sub-contractors in OH&S performance management	26	Monitor sub-contractor activities	2	2	1	1	1	1	1	1	1	1	2
	27	Identify and include suitable OH&S requirements into sub-contractor packages	2	1	1	1	1	1	1	1	1	1	2
	28	Evaluate OH&S performance of subcontractors	2	2	1	1	2	1	1	1	1	1	2
e. Identify and implement relevant components of the OH&S and workers' compensation management system	29	Understand and apply general legislative OH&S requirements	2	1	1	1	1	1	1	1	1	1	1
	30	Understand and apply detailed OH&S legislative requirements			2			2		1		1	2
	31	Apply full working knowledge of the organisation's safety management system	2	1	1	1	1	1	1	1	1	1	1
f. Understand and apply workers' compensation and case management principles	32	Assist with return to work and rehabilitation processes								2	1		2
	33	Understand and apply general regulatory workers' compensation requirements								2	1		2
g. Provide leadership and manage staff and sub-contractor OH&S performance	34	Mentor staff and follow their progress	1	1	1	2		2			2	1	2
	35	Conduct employee performance appraisals	1	1	1	1							
	36	Work with staff to solve safety problems	2	2	1	1	1	1	1	1	1	1	1
	37	Discipline staff for poor OH&S behaviour/attitude	2	2	1	1	2	1	1	1	2	1	2
	38	Recruit and select new staff	1	2	2	2		2					
	39	Administer first aid to injured persons						2	1	2			

4 Integrating the framework

This section is designed to stimulate discussion and thought about how best to integrate this framework into existing company strategies. It examines both broad strategic approaches and specific steps companies should consider to customise the material to meet their unique organisational needs and situations.

Once an organisation has developed a matrix that lists safety critical positions, and the activities that need to be undertaken with the competencies required to be skilful in the positions, it is important to establish how the framework can be applied for maximum effect. This objective is likely to be achievable through the use of existing human resource management (HRM) and safety management strategies — that is, the safety culture competencies can be incorporated in current employee selection and recruitment, training and performance management processes.

Recruitment and selection

Selecting new employees who have the competencies required to successfully maintain and develop an appropriate safety culture is one method an organisation can use to improve safety. For example, a construction company seeking an engineer may assess candidates for communication, leadership styles and attitudes and beliefs about safety. By structuring the assessment process around key competencies it is possible for organisations to exclude people who are most likely to have a negative impact on safety culture. The skill and safety competency level of existing employees is also an issue. Hence, a robust training system based on adult learning principles also needs to be in place.

Training and development

A set of safety competencies should make clear to the organisation the difference between an employee's current behavioural competencies and the behaviour that is required. After conducting a traditional training needs analysis, the organisation should develop a training plan to develop the skills, abilities and behaviours required by employees to positively affect safety culture.

Additionally, by standardising and integrating core safety culture competencies into the organisational safety management and HRM system, it is possible to mitigate the behavioural skills loss when employees shift to new projects either with the organisation or with another construction company. The greater the uptake of standardised safety culture competencies by individual organisations, the more uniform safety practice will be across the industry.

Performance management

After ensuring that the employees hold the required competencies, it is then important to promote the desired behaviours. This could be done by linking behaviours to existing performance management and appropriate reward systems. For instance, an employee may be motivated to increase their safety communication by a management requirement that they show evidence of this behaviour in order to receive public recognition or even a satisfactory performance review. Incorporating safety competency and demonstrated safety performance improvement in performance appraisals reinforces organisational values while also giving incentive to individuals to focus on safety as part of their everyday actions.

In summary, by using the human resource and safety management strategies and processes that are already in place, it is possible to apply safety culture competencies to educate staff to engage in safety culture practice and behaviours, and in doing so improve an organisation's safety culture. When viewing the safety culture of the industry as a whole, it becomes apparent that any improvement in safety performance requires organisations to include safety competencies, informed by safety culture, as part of their current core strategic competencies.

Specific steps to integrate and customise material

When using the material in this framework, companies should consider how it can best be incorporated into their organisation. Recommendations have been made throughout as to how companies can customise this material to meet their unique organisational needs, situations and the stage of their safety culture and safety management development. Figure 2 on page 11 displays a flow chart of the process that an organisation should follow when integrating this material.

When to implement, how much, who does what and how, can only be decided by senior management determined to make a change in safety culture and safety performance. Simply put, no matter the size or the capital resource base of the organisation, there are irreducible staff behaviours and safety management tasks the organisation must implement.

Arguably, other than the time and effort required, most of the nine culture actions needed for developing safety culture can be introduced at no direct cost. Visible safety leadership by senior management (preferably the managing director in a larger organisation or the general manager or owner in a small to medium enterprise) will not incur a direct financial cost. However,

by visiting a site and talking to individuals, senior managers are not only demonstrating leadership (culture action 2) but they are also communicating company values (culture action 1). By engaging with individuals and clarifying required and expected behaviour (culture action 3) they are also making OH&S more obvious, relevant and emotional for the individual, which, in turn, personalises safety performance (culture action 4) and in so doing they are also developing positive safety attitudes (culture action 5).

Simply having a senior manager on site taking an interest in OH&S is known to demonstrate that management is serious about safety. But by using the other suggested staff behaviours, management is enabling the engagement and ownership of safety responsibilities and accountabilities (culture action 6). These "softer" aspects of staff behaviour influence the so-called "hard" or core safety performance aspects of behaviour, namely, increasing hazard/risk awareness and preventive activity involvement (culture action 7) and improving understanding and effective implementation of safety management systems (culture action 8). Additionally, senior management involvement in various site safety activities, such as "walk-arounds", provides the opportunity for feedback and self-reflection for managers determining site safety outcomes (culture action 9).

Having endorsed the effectiveness of staff behaviour, it is important to recognise and remember that safety culture does not and cannot provide an instant "magic bullet". Further, culture actions 1–9 must be complemented and supplemented by the safety management tasks identified in the Task and Position Competency Matrix.

As previously noted, organisations are at different levels of cultural development, with some more advanced than others. For those beginning cultural development it is important to determine a starting point for minimum competency requirements. It is suggested that any organisation intent on improving safety performance by introducing or enhancing their current safety culture program should at minimum (as well as meeting legal obligations) implement competency requirements for the following safety management tasks (SMTs):

SMT 1 Carry out project risk assessments

SMT 6 Carry out workplace and task hazard identification, risk assessments and controls (JSAs and SWMSs)

SMT 13 Plan and deliver toolbox talks

SMT 16 Consult on and resolve OH&S issues

SMT 18 Challenge unsafe behaviour/attitude at any level when encountered

SMT 19 Make site visits where a site worker is spoken to directly about OH&S in the workplace

SMT 20 Recognise and reward people who have positively impacted on OH&S

SMT 22 Carry out formal incident investigations

SMT 24 Carry out formal inspections of workplace and work tasks

SMT 26 Monitor sub-contractor activities

SMT 29 Understand and apply general legislative OH&S requirements

SMT 33 Understand and apply general regulatory workers' compensation requirements

SMT 36 Work with staff to solve safety problems

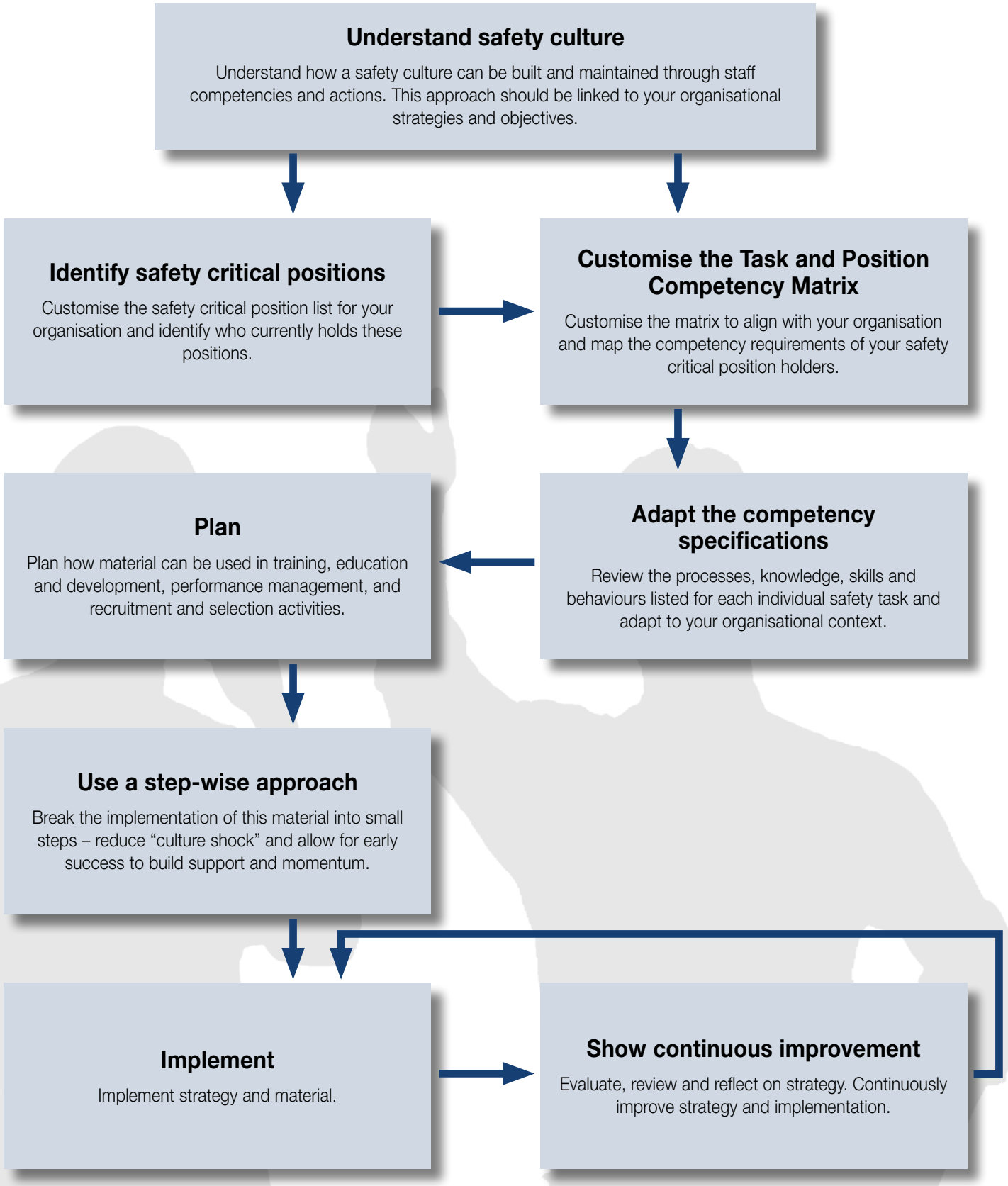
NOTE: These SMTs were identified in the management survey as the most important activities for reducing injury and incidents in the workplace.

The construction industry's safety culture has been identified as having a direct impact on the industry's current poor injury and incident rates. This competency framework directly addresses the industry's safety culture and provides the opportunity for significant cultural change and reduction of injury and incident rates.

The challenge that we face as an industry is to use this approach to ensure that our safety critical staff have the knowledge, skills, understanding and clarity of what needs to be done and the most effective way to do it in order to achieve safe outcomes in the workplace.

With increased knowledge and understanding comes increased ownership and safe behaviours. This in turn will ultimately improve the safety culture in our workplaces and across the industry.

Figure 2 How to use the safety competency framework



5 SMT competency specifications and culture outcomes to be achieved

As discussed in previous sections, the following pages list for each of the 39 identified SMTs:

Column 1: the steps that should be followed when completing the SMT (process steps)

Column 2: the knowledge and skill required to effectively complete the SMT and the behaviour that should be undertaken while completing the SMT

Column 3: examples of the specific outcomes that should be achieved by the effective completion of the SMT.

This framework should be used as a starting point in developing training and behavioural strategies. It should also be adapted to suit the stage of development of each organisation's safety culture.

Please note that the "process steps" in the first column are *suggested* activities only and they are not an exhaustive list of required process steps. Further, they should be modified to suit the needs and structure of each organisation.

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 1. Carry out project risk assessments		
• Gather project information required to undertake the risk assessment (scope of work, contract requirements, legislative requirements). • Select and form risk assessment team. • Conduct project risk assessment. • Identify risk controls (resources, people and procedural actions required), and ensure actions are completed. • Communicate and review project risk assessment. • Review control implementation progress.	**Knowledge** • The provisions of OH&S Acts, Regulations and Codes of Practice relevant to the workplace including legal responsibilities of principal contractors, sub-contractors, manufacturers, suppliers, employees and other parties with legal responsibility • Management arrangements for keeping the organisation abreast of developments in OH&S (e.g. law, control measures for hazards), mandatory licensing and certificates • Legally required risk assessment/management procedures or based on industry standard/ equivalent tools such as: ▪ AS/NZS 4360:2004 Risk management ▪ AS/NZS 4801:2001 Occupational health and safety management systems — Specification with guidance for use ▪ AS/NZS 4804:2001 Occupational health and safety management systems — General guidelines on principles, systems and supporting techniques. • Company system procedures • Appropriate links to other management systems (e.g. contractors, maintenance, quality, purchasing) **Skill** • Communication Competency A (Group Communication) – see p. 52 • Developing and maintaining legally required risk assessment/management procedures/tools • Developing and maintaining relevant and appropriate risk assessment tools based on AS/ NZS 4360 or legislatively approved equivalent linked to AS/NZS 4801, AS/NZS 4804 or similar other tools auditable to nationally/internationally recognised standards • Communication of risk assessment requirements to management/workforce/contractors and sub-contractors **Behaviour** • Seeks input/participation from workforce/ management in development of proactive hazard identification/risk control/minimisation processes • Seeks commitment to process and tool(s) from management/workforce/contractors and sub-contractors • Communicates conclusions/results regularly to all relevant parties • Continuously monitors, communicates and reviews procedures and related safety performance • Reinforces the personal significance of safety	• Consistent and visible leadership in OH&S behaviours and actions • Consistent proactive communication of organisation's values, policy and procedures throughout the project/site including management/workforce/ contractors and sub-contractors • An increase in broader OH&S risk awareness and action before start up throughout the project/site including management/workforce/ contractors and sub-contractors • Development and communication of standard procedures and instructions across the organisation at all levels and throughout the project/site including contractors and sub-contractors • Emphasis on importance of proactivity in hazard identification and risk control before risk exposure occurs • Benchmarking of Project Risk Assessments to similar past and current projects with in-house and cross-industry examples — sharing information with competitors as far as possible (on comparison and learning basis) • Achievement of continuous improvement based on realistic and realisable safety performance indicators

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 2. Undertake and design safety reviews for constructability, operability and maintenance		
• Plan a design review meeting and determine appropriate personnel required to participate. • Undertake concept design review and document findings. • Incorporate relevant findings into detailed design. • Undertake a detailed design review and involve relevant personnel. • Incorporate review findings into final design. • Follow-up, monitor and review activities and actions.	**Knowledge** • Discrete construction activities required for the project/site • Safe work methods for key construction activities • Relevant OH&S legislation, Codes of Practice and Standards • Internal OH&S systems, processes and requirements • OH&S management and audit systems/tools • Hierarchy of risk controls • Incident investigation and process improvement **Skill** • Interpret OH&S legislation, Codes of Practice, Standards and management systems • Identify hazards, assess risks and control risks • Analyse workplace data • Evaluate OH&S systems • Work effectively with teams/groups • Comprehension to a required level to interpret and analyse job instructions, workplace documentation and inspection reports • Written communication to a level required to complete workplace documentation and OH&S audit reports • Interpersonal communication • Communication techniques including language style and active listening • Techniques for giving and receiving feedback • Negotiation techniques • Research techniques • Analysis techniques • Techniques for supporting others **Behaviour** • Seeks input/participation from workforce/management in development of proactive hazard identification/risk control/minimisation processes • Seeks commitment to process and tool(s) from management/workforce/contractors and sub-contractors • Regularly communicates conclusions/results to all relevant parties • Continuously monitors, communicates and reviews procedures and related safety performance • Reinforces the personal importance of safety	• Consistent and visible leadership in OH&S behaviours and actions • Consistent proactive communication of organisation's values, policy and procedures throughout the project/site including management/workforce/contractors and sub-contractors • Development and communication of standard procedures and instructions for safety reviews across the organisation at all levels and throughout the project/site including contractors and sub-contractors • Workforce engagement and collaboration with development/practice/maintenance of safety reviews

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 3. Undertake formal OH&S review of tenders		
• Evaluate and verify the adequacy of the safety management system with the client's system requirements. • Assess past OH&S performance of client. • Evaluate the client's understanding of the project/ site OH&S requirements. • Evaluate the adequacy of the client's proposed OH&S hazard control methods. • Meet and consult with client to verify and clarify information provided and seek further information if necessary. • Make evidence-based decision regarding OH&S competency of company and suitability for project.	**Knowledge** • Comprehensive knowledge of the nature, duration and scope of the project • Detailed knowledge of company's and sub-contractor's work/contract, task, labour and plant requirements and associated hazards and risks • Detailed knowledge of principal OH&S Acts, regulations and potential OH&S issues and related legal requirements or based on industry standard/ equivalent tools such as: ▪ AS/NZS 4360:2004 ▪ AS/NZS 4801:2001 ▪ AS/NZS 4804:2001. • Non-compliance provisions **Skill** • Measures client's SMS against legally required risk assessment/management procedures/tools • Ensures that client's SMS has a good "fit" with company's SMS, values and commitment • Ensures that company's risk assessment and safety performance tools are based on AS/NZS 4360 or legislatively approved equivalent linked to AS/NZS 4801, AS/NZS 4804 or similar other tools auditable to nationally/internationally recognised standards • Communicates organisation's risk assessment and control requirements, values and commitment to contractors/sub-contractors at tender review stage • Ensures that non-compliance provisions are made clear in tender/contracts **Behaviour** • Assesses and verifies the adequacy of the client's SMS • Evaluates the client's understanding of the specification of OH&S requirements and that they interlock with the organisation's, SMS and meet its expectations, values and commitment • Checks the adequacy of client's proposed OH&S risk control methods and tools • Meets the client to verify and clarify accuracy of information provided and seek further information if necessary • Post-acceptance of tender: ▪ requests and achieves input/participation from workforce/management in the implementation of client's hazard identification/risk control/ minimisation processes ▪ seeks and obtains commitment to process and tool(s) from management workforce/contractors and sub-contractors ▪ communicates regularly to all relevant parties ▪ continuously monitors, communicates and reviews procedures and related safety performance.	• Consistent review (against benchmarks from previous projects) of client's generic OH&S management systems and documentary evidence of past LTIs, MTIs, first-aid TIs, audits, knowledge, skills and experience of the client's projects and other safety performance indicators indicative of client's OH&S credentials • Company develops a contract/site specific health and safety management plan that meets the organisation's safety cultural values and OH&S performance benchmarks throughout the project/site. • Company key staff plan their work, supervise and train their workforce, identify hazards proactively and have in place suitable control measures as part of a recognised risk assessment procedure and check regularly that these requirements are met throughout the project • Company undertakes contract/site-specific regular risk assessments using industry-recognised tools and approaches • Company provides regular reports on OH&S performance as specified by the reporting requirements under the OH&S specifications to the contract • Company's and sub-contractors' non-compliance provisions are detailed and consequences are formally recognised • In particular for smaller contractors engaged by the company the following site/ project requirements consistently apply: ▪ The contractors have a thorough understanding of the site-specific hazards and risks associated with their activities based on SWMSs/JSAs. ▪ The contractors establish systems and procedures for managing the OH&S risks, although these may not be documented. ▪ The contractors are licensed for the relevant activities and their employees have appropriate training, competencies and licences required for the contract work. ▪ Plant and equipment is appropriately licensed or registered and maintained/ inspected regularly and operators are fully trained and certificated. ▪ The company undertakes a contract-specific risk assessment to ensure risks are identified and controlled for the contract duration.

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 4. Develop project OH&S management plans		
• Identify and communicate OH&S areas of responsibility. • Establish and communicate participative arrangements for the management of OH&S. • Develop project OH&S risk profile and key controls. • Examine project OH&S specification requirements. • Incorporate applicable OH&S legislative requirements. • Decide on required hazard control procedures. • Allocate and communicate project responsibilities and accountabilities. • Determine and communicate required generic system requirements. • Establish monitoring and review processes. • Document, review and finalise plan.	**Knowledge** • Risk management principles • Company internal OH&S standards and procedures • Currency of legislation, control measures, hazards • Mandatory notifications and reporting requirements • Mandatory licences and certificate requirements • Range of control measures available along with considerations for choosing different control measures to address possible inadequacies • Consideration of when to seek expert advice • How the characteristics and composition of the workforce impacts on OH&S including literacy, communication skills, cultural background, gender, workers with disabilities, part-time, casual and contract workers • How to access further information and resources **Skill** • Ability to analyse the entire working environment in order to identify risks, assess risks and design and implement appropriate safety management systems • Ability to analyse relevant workplace data (e.g. incident, environmental monitoring) to identify and assess risks and evaluate the effectiveness of the safety management system • Ability to assess the resources needed to establish and maintain safety management systems including a range of risk control measures **Behaviour** • Seeks input/participation from workforce/ management in development of project OH&S plan • Seeks commitment to process and tool(s) from management/workforce/contractors and sub-contractors • Communicates conclusions/results regularly to all relevant parties • Continuously monitors, communicates and reviews plan and related safety performance • Reinforces the personal importance of safety	• Consistent and visible leadership in OH&S behaviours and actions • Consistent proactive communication of organisation's values, policy and procedures throughout the project/site including management/workforce/ contractors and sub-contractors • Development of project safety management plan involving all key stakeholders, i.e. including all of the workforce, gaining commitment and workplace-based ownership of plan • Communication of the necessity of having site-specific OH&S management plans/safety management plans • Consistent communication and clarification of which behaviours and actions are required to enact safety management plan

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 5. Develop OH&S procedures and instructions		
• Identify key process and behavioural outcomes required by procedure. • Identify relevant legislative requirements. • Consult on the development and implementation of procedures and instructions. • Prepare and circulate a draft procedures document. • Plan implementation of procedure document. • Monitor implementation. • Review effectiveness of procedures and instructions.	**Knowledge** • Oral and written communication processes • Training and adult learning principles • Understanding of current safety risk management principles and controls • Understanding of site safety culture and site dynamics • Educational and OH&S objectives underpinning procedures and instructions • Adult learning and basic psychology principles **Skill** • Capacity to create and develop process documents that comply legislatively and that meet the organisation's values, policy and project requirements • Capacity to create and develop procedures that meet industry and organisational OH&S and professional standards • Capacity to create and develop procedures and instructions that can be understood and implemented by all personnel at every level of the organisation as well as by contractors/sub-contractors and labour hire workers • Educational and OH&S objectives underpinning procedures and instructions • Ability to communicate clearly and concisely in oral and written format • Consultation skills incorporating a 360-degree consultation process • Communication Competency A (Group Communication) – see p. 52 • Established organisational skills to manage multiple tasks **Behaviour** • Develops and enhances workforce engagement and collaboration with development/maintenance of OH&S policy/procedures and instructions • Embodies safety behaviours in all procedures and written and oral instructions • Proactively seeks out information to inform the development and implementation process of OH&S procedures and instructions • Gathers and disseminates information • Communicates and works with others to achieve common goals	• Workforce engagement and collaboration (ownership) with development/maintenance of OH&S policy/procedures • Communication of organisation's values, policy and procedures throughout the project/site including management/workforce/ contractors and sub-contractors • Evidence of safety leadership culture with public identification of critical safety position holders and their leadership tasks • Development and communication of standard OH&S procedures and instructions across the organisation at all levels and throughout the project/site including contractors and sub-contractors • Positive reinforcement or affirmation of good safety practices/attitudes • Consistent communication of the consequences of "at-risk" behaviours and why they should be avoided under all circumstances • Communication and reinforcement of corrective actions necessary to remedy "at-risk" behaviours/attitudes and actions

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 6. Carry out workplace and task hazard identification, risk assessments and controls (JSAs and SWMSs)		
• Identify who needs to be involved in the development of a JSA/ SWMS. • Identify activity process steps. • Identify hazards associated with each step using JSAs/SWMSs. • Assess risks associated with each hazard identified by JSAs/SWMSs. • Determine controls for each hazard identified by JSAs/SWMSs. • Allocate responsibilities and timeframes for implementation of controls • Consult all persons required to undertake the activity and seek input. • Monitor implementation and review effectiveness of controls.	**Knowledge** • The provisions of OH&S Acts, Regulations, Codes of Practice relevant to the workplace including legal responsibilities of employers, sub-contractors, employees and other parties with legal responsibility • Risk management principles • Incident and accident investigation principles • OH&S record keeping • Considerations for choosing between different control measures including potential hazards created with the introduction of another control measure • Consideration as to when to seek expert advice **Skill** • Communication Competency A (Group Communication) – see p. 52 • Identifies potential and existing hazards • Proactively controls/reduces/minimises hazards/risks • Prepares easily understood JSAs/SWMSs incorporating Hazpak or similarly easily understood Risk Matrix • Consults meaningfully and consistently on content of JSAs/SWMSs • Ability to analyse the entire working environment in order to identify hazards, assess risks and design and implement appropriate safety management systems • Ability to analyse relevant workplace data (i.e. incident, environmental monitoring) to identify risks and assess risks and evaluate the effectiveness of the safety management system • Ability to assess the resources needed to establish and maintain OH&S systems **Behaviour** • Seeks input/participation from workforce in proactive hazard identification/risk control/minimisation • Commitment to and ownership of process is obtained • Conclusions communicated to relevant parties • Continuously monitors and reviews procedures and related safety performance • Reinforces the personal importance of safety • Delivers information in a clear and understandable fashion • Checks understanding at appropriate times • Records process so that auditable records are retained • Creates a culture by systematically paying attention to the collective practices the company needs to adopt	• Shared understanding of key hazards, their risks and engagement of everyone throughout the site and the organisation to achieve solutions • Constant promotion of the significance of ownership, a sense of belonging, the meaningful involvement of all in safety procedures, and the advantages of sharing information • Communication of organisation's values throughout the project/ site including management/ workforce/contractors and sub-contractors • SMWSs/JSAs and other similar tools consistently applied before any activities are begun with enthusiastic input from individuals and teams based on the knowledge that the organisation is committed to make the site, jobs/tasks safer • Reduction of "at-risk" behaviours because the personalisation of consequences is consistently communicated • Increase in risk awareness • Proactive hazard identification with risks controlled before risk exposure occurs • Regular and consistent positive affirmation and reinforcement of "good" safety practices/attitudes

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 7. Carry out basic task competency assessments of employees		
• Identify and specify workforce skill and competency requirements. • Assess employees for competency. • Identify skills shortages to improve task skills base. • Undertake measures to augment required skills through training, mentoring and/or hiring of additional skilled employees.	**Knowledge** • Discrete construction activities required for the project/site • Staff competency requirements for identified discrete activities • Training and assessment procedures • Safe work methods for key construction activities • Relevant OH&S legislation, Codes of Practice and Standards • Internal OH&S systems, processes and requirements • OH&S management and audit systems/tools **Skill** • Communication Competency A (Group Communication) – see p. 52 • Developing and maintaining legally required risk assessment/management procedures/ tools • Carries out skills and competency inventory • Understands and implements adult learning and training, and assessment principles • Implements nationally accredited training and assessment **Behaviour** • Implements standardised task and work competencies and related required OH&S procedures and communicates assessment procedures to the workforce and all levels of management throughout the project/site including contractors and sub-contractors	• Consistent and visible leadership in OH&S behaviours and actions • Consistent proactive communication of organisation's values, policy and procedures throughout the project/ site including management/workforce/ contractors and sub-contractors • Task and work competencies and related required OH&S procedures are standardised and assessment procedures communicated to the workforce and all levels of management throughout the project/site including contractors and sub-contractors • Clarification and consistent reinforcement and communication of required task competencies, associated OH&S behaviours and why competent execution is important • Enhanced productivity and safety performance achieved through accredited training that "skills up" employees • The public recognition of competencies gained at toolbox talks, through public announcements or other shared communication channels • Pay increases awarded to successful trainees on attaining recognised competencies

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 8. Provide general OH&S information and provide basic OH&S instruction		
• Develop and prepare for delivery. • Deliver information, instruction and/or training • Confirm understanding of imparted knowledge. • Seek questions and discussion. • Monitor and review training. • Record instruction/training conducted.	**Knowledge** • OH&S legislation and codes of practice • Company OH&S policies and procedures • Company risk management and safety management system • Human resource policies and procedures **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Effective consultation throughout the project/site including management/workforce/contractors and sub-contractors • Internal marketing and promotion of OH&S • Negotiation skills • Language suitable to explain complex ideas to different audiences • Written advice and reports requiring reasoning and precision of expression • Communication techniques taking into account culture, gender and disability **Behaviour** • Seeks input/participation from management/workforce/contractors and sub-contractors • Commitment to process is obtained • Conclusions communicated to relevant parties • Continuously monitors and reviews procedures and related safety performance • Reinforces the personal importance of safety • Delivers information in a clear and understandable fashion • Records of process are made so that auditable records are retained • Aligns people to the goals of the company • Creates a culture by systematically paying attention to the collective practices the company needs to adopt	• Consistent and visible leadership in OH&S behaviours and actions • Consistent proactive communication of organisation's values, policy and procedures throughout the project/site including management/workforce/contractors and sub-contractors • Enhanced safety performance due to an increase in knowledge and understanding of OH&S procedures • Implementation of the accurate recording and communication of negative and appropriate positive indicators • Relating and sharing with the workforce the impact of negative and positive outcomes • Increase in knowledge and understanding of working safely and efficiently • Reduction of "at-risk" behaviours because the personalisation of consequences is consistently communicated • Ensuring that information is relevant to task/work environment and shared • Promotion of the significance of ownership of safety involvement and the advantages of shared values and behaviours

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 9. Deliver company induction		
• Develop and plan company induction and/or training. • Deliver company induction. • Engage with audience and maximise learning opportunity. • Determine/assess comprehension of topics covered. • Record company inductions/ training conducted.	**Knowledge** • Appropriate legislation and Standards and Codes of Practice relevant to the industry/organisation, project/site, for example: ▪ OH&S ▪ key hazard areas ▪ relevant terms and conditions of employment ▪ employee contracts ▪ industrial relations systems ▪ understanding the concept of diversity ▪ equal employment opportunity ▪ human resource policies and practice ▪ employee obligations and accountabilities ▪ management obligations and accountabilities. • How to access further information and resources • Adult learning and training principles **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53. Ability to: identify what sort of training is required for new recruits ▪ determine how and when to deliver the training ▪ determine how to evaluate and assess the training ▪ use a variety of words and language to explain complex ideas to different audiences. **Behaviour** • Reinforces the personal importance of safety • Delivers information in a clear and understandable fashion • Encourages consultation with the audience • Checks understanding at appropriate times • Records process so that auditable records are retained • Establishes direction • Motivates and inspires • Aligns people to the goals and values of the company • Creates a positive safety culture by systematically paying attention to the collaborative practices the organisation needs to adopt	• Consistent and visible leadership in OH&S behaviours and actions • Communication of knowledge and organisation's values • Reduction of "at-risk" behaviours because the personalisation of consequences is consistently communicated • Clarification of required behaviours

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 10. Deliver site/workplace-specific induction		
• Develop and plan site induction. • Deliver site induction/training. • Engage and maximise audience learning opportunity. • Determine/assess comprehension of topics covered. • Record site inductions/ training conducted.	**Knowledge** • OH&S legislation including Standards and Codes of Practice relevant to the specific site, for example: ▪ fall from heights ▪ falling objects ▪ work on roofs ▪ steel construction ▪ concrete pumping ▪ working in confined spaces ▪ electrical and hot work ▪ hazardous substances ▪ other key hazard areas ▪ relevant terms and conditions of employment. **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Ability to: ▪ identify who should be trained ▪ identify what sort of training is required ▪ determine how to deliver the training ▪ determine how to evaluate and assess the training ▪ use a variety of words and language to explain complex ideas to different audiences. **Behaviour** • Reinforces the personal importance of safety • Delivers information in a clear and understandable fashion • Encourages consultation with the audience • Checks understanding at appropriate times • Records of process are made so that auditable records are retained • Establishes direction and purpose • Motivates and inspires • Aligns people to the goals and values of the company • Creates a positive safety culture by systematically paying attention to the collaborative practices the organisation needs to adopt	• Increased knowledge and understanding of potential hazards and required OH&S actions and behaviours • Reduction of “at-risk” behaviours because the personalisation of consequences is consistently communicated • Clarification of required behaviour • Workforce engagement and collaboration

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 11. Facilitate group/work team OH&S discussions and meetings		
• Arrange meetings. • Facilitate meetings promoting encouraging discussion and interaction. • Determine and assign actions. • Record meeting outcomes and follow-up assigned actions.	**Knowledge** • Communication Competency A (Group Communication) – see p. 52 • Organisational objectives, policies and procedures • OH&S legislation and Codes of Practice **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Generic meeting skills (e.g. ensures that appropriate meeting conventions are established and observed, that only relevant safety issues are raised in committee and work group meetings, that meetings are kept to set time limits and that minutes are kept) • Negotiation skills to resolve conflict • Mediation skills • Language suitable to explain complex ideas to different audiences • Communication techniques taking into account cross-cultural, gender and disability • Facilitation skills **Behaviour** • Seeks input/participation from management/ workforce/contractors and sub-contractors • Commitment to process is obtained • Behavioural requirements are clearly articulated to team throughout the project/site including management/workforce/contractors and sub-contractors • Supports and enacts effective functioning of committee meetings and ensures that adequate resources, facilities and time are allocated • Reinforces the personal importance of safety • Ensures that roles of committee members and functions of committee and work group are clarified and understood • Makes certain that assigned tasks allocated by the committee are completed • Designs policy and procedures which ensure that hazards and related safety issues are resolved outside of committee meetings as much as possible	• Communication of knowledge and organisation's values throughout the project/ site including management/ workforce/contractors and sub-contractors • Visible support for and active promotion of safety leadership • Meaningful engagement in safety discussions by all team/work group members • Encouragement and facilitation of resolution techniques to promote positive outcomes • Demonstration of positive behaviours on site to consistently promote effective safety procedures that reflect the credibility of the committee/work group • Demonstration of commitment by development of and participation in checklist inspections, audits, JSAs and SWMSs by all committee members • Encouragement of participation in designated tasks for committee/group members and non-members arising from meetings' determinations • Promotion and prominent publication of the committee/ work group's activities throughout the site and the organisation

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 12. Initiate and coordinate OH&S awareness activities or presentations		
• Identify OH&S awareness requirements. • Determine target audience. • Develop the program based on consultation. • Implement the program. • Monitor and review the program.	**Knowledge** • Adult learning principles • Basic organisational motivation principles • Basic principles underlying OH&S including: ▪ safety in design ▪ proactive hazard identification methods/tools, for example: – SWMSs/JSAs, checklist inspections – hierarchy of controls – deliver toolbox talks – "accident"/incident causation models – human error and its ramifications – duty of care – OH&S legislation/Standards/Codes of Practice – requirements for the maintenance and confidentiality of records. • How to access further information and resources • What activities are possible, for example: ▪ poster campaigns ▪ training ▪ short awareness sessions ▪ videos ▪ news bulletins. **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Language and communication techniques suitable to explain complex ideas to different audiences taking into account cross-cultural differences • Facilitation skills • Written communication skills **Behaviour** • Reinforces the personal importance of safety • Delivers information in a clear and understandable fashion • Encourages consultation with the audience/group • Checks understanding at appropriate times • Keeps accurate records of process so that auditable records are retained • Establishes direction and purpose • Motivates and inspires • Aligns people to the goals and values of the company • Creates a positive safety culture by systematically paying attention to the collaborative practices the company needs to adopt	• Visible support for and active promotion of safety leadership • Communication of knowledge and organisation's values • Reduction of "at-risk" behaviours because the personalisation of consequences is consistently communicated • Observable increase in risk awareness, for example: ▪ proactive reporting and controlling of hazards ▪ consistent wearing and use of appropriate PPEs ▪ completion of SWMSs/ JSAs before tasks are begun ▪ demonstrated improvement in safety performance • Meaningful engagement in safety discussions by all team and workforce members

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 13. Plan and deliver toolbox talks		
• Identify discussion and awareness points to be discussed at toolbox meeting. • Nominate and invite attendees. • Deliver toolbox meetings regularly. • Assign actions arising from meeting and allocate responsibilities. • Record toolbox meeting information and follow-up on required actions.	**Knowledge** • OH&S issues and requirements • Adult learning principles **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Personalise message to maximise impact **Behaviour** • Encourages and promotes discussion and information exchange • Seeks input/participation from workforce • Talks not used to publicly discipline/ reprimand workforce • Leads by example • Highly visibly and observes all site OH&S requirements (e.g. wearing of PPEs) • Visibly works safely and efficiently	• Visible support for and active promotion of safety leadership • Increase in specific knowledge and understanding of various OH&S issues • Increase in hazard/risk awareness • Workforce engagement and collaboration • Reduction of “at-risk” behaviours because the personalisation of consequences is consistently communicated • The importance of safety performance and significance of an individual’s input to team effort is consistently and uniformly reinforced • Accurate recording and communication of negative and appropriate positive performance indicators • Communication and sharing with the workforce the impact of negative and positive outcomes • Promotion of the significance of ownership of safety involvement and the advantages of shared values and behaviours

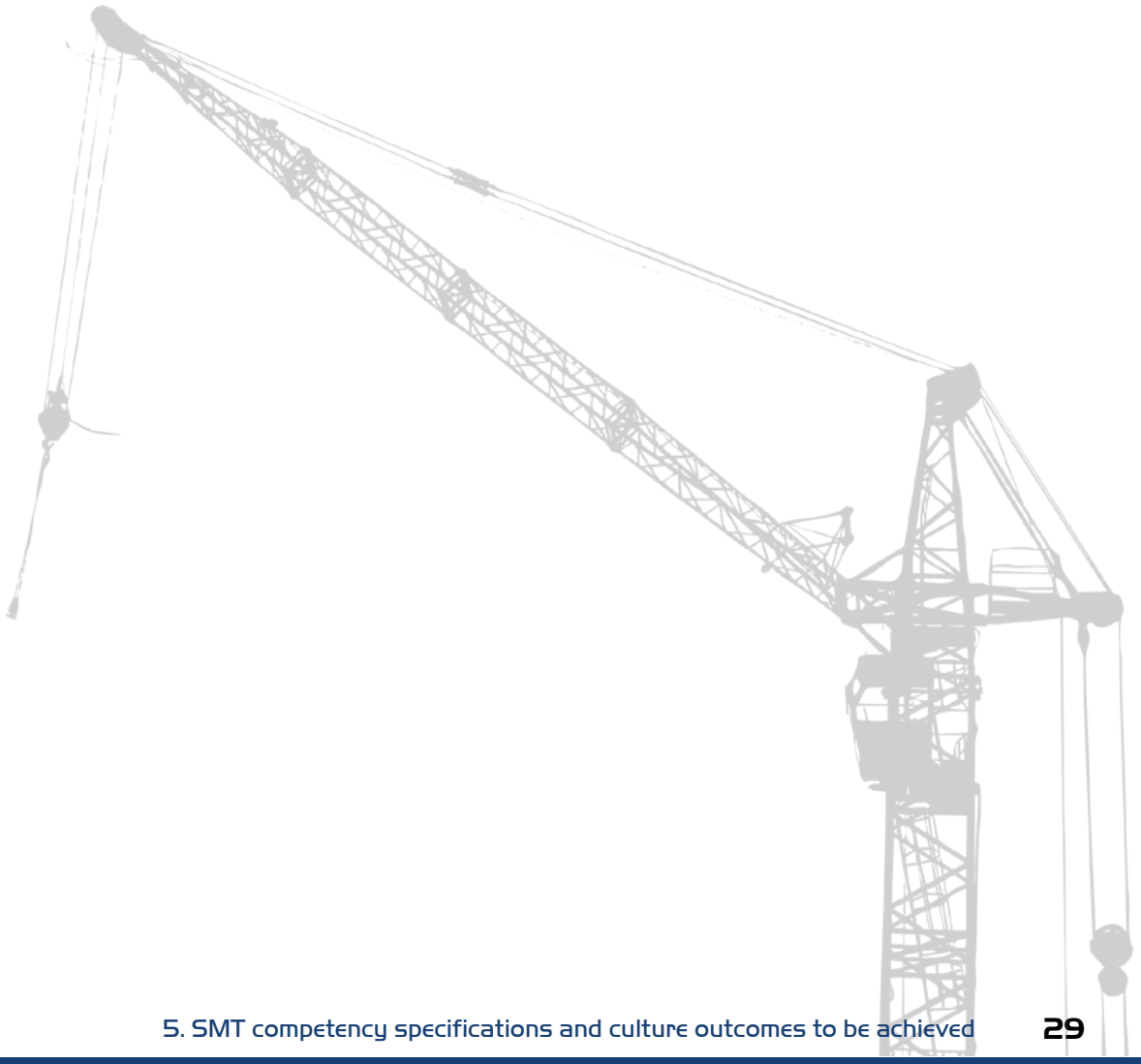
Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 14. Give formal OH&S presentations to management		
• Research and prepare the presentation. • Determine key messages and outcomes required from presentation. • Arrange and deliver the presentation relevant to audience. • Review the presentation based on audience reactions and input. • Communicate results/ actions.	**Knowledge** • Relevant OH&S legislation and Codes of Practice • Understanding of current safety risk management principles • Knowledge and understanding of the target audience so that relevant information can be presented in an effective manner **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Presentation skills • Literacy skills to prepare presentation information, and write in a range of styles for different target audiences **Behaviour** • Reinforces the personal importance of safety • Clearly outlines the purpose and relevance of discussion in the introduction • Varies tone, rhythm and pace of discussion to maintain interest • Use of support PowerPoint/overheads to summarise discussion points • Use of real examples to link to OH&S methods/tools • Question and answer time allocated at appropriate points in presentation	• Reduction of "at-risk" behaviours because the personalisation of consequences is consistently communicated • Clarification of required behaviour • Increase knowledge and understanding of OH&S

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 15. Participate in site safety committee		
• Support and promote participation in safety in the workplace. • Support and facilitate effective functioning of committee meetings. • Support, promote and communicate achievement of committee's safety objectives.	**Knowledge** • Knowledge of OH&S risk management principles • OH&S legislative requirements • How to access further information and resources • Meeting procedures **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Negotiation skills to resolve conflict • Problem solving • Record keeping **Behaviour** • Collaborates with team • Shares information • Communicates actions of committee to workforce • Sets and keeps an agenda • Records minutes • Keeps discussion relevant • Adheres to time limits • Actively listens to others and does not dominate the discussion • Ensures the committee stays focused on achieving strategic improvement outcomes for the workplace	• Increased knowledge and understanding of OH&S • Collaboration in OH&S planning and consultation • Clarification of required processes when reporting OH&S concerns • Reduction of "at-risk" behaviours because the personalisation of consequences is consistently communicated

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 16. Consult on and resolve OH&S issues		
• Identify potential conflict situations and OH&S issues. • Initiate and take part in meaningful discussion and consultation to pre-empt risks and resolve issues. • Initiate conflict resolution and problem-solving strategies. • Identify and implement corrective action. • Communicate resolution outcomes with relevant stakeholders. • Use effective interpersonal skills. • Provide feedback.	**Knowledge** • Industrial relations requirements relating to the resolution of OH&S issues and conflict • OH&S issues and legal requirements pertaining to consultation • Codes of Practice on consultation **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Developing and maintaining legally required risk assessment/management procedures/tools • Proactive monitoring of workplace issues to prevent conflict • Implementation of conflict resolution strategies • Implementation of corrective action • Use of effective interpersonal skills **Behaviour** • Seeks input from workforce • Implements workforce's opinions and suggestions where they add value • Shows empathy when engaged in resolving issues • Defuses conflict in a timely fashion • Actively seeks employee involvement in resolving issues • Reviews effectiveness of corrective action • Provides feedback	• Facilitation of workforce engagement and collaboration • Proactive identification of potential conflict situations and workplace issues • Providing an open and participative environment for employees to raise workplace issues in accordance with OH&S and IR requirements • Meaningful input by all members of the workforce on all OH&S issues according to the legislatively required consultative process • Communication of knowledge and organisation's values and policy on consultation • Responsibility for implementing corrective action is delegated so that it can be fairly and speedily implemented • Barriers to communication are overcome

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 17. Speak to senior management about OH&S issues in the workplace		
• Speak to senior management informally and frequently about OH&S practices, activities, issues and remedial action as required. • Engage senior management in developing a safety culture. • Communicate the importance of leadership in establishing safety culture.	**Knowledge** • Project/site OH&S requirements relating to technically/operationally specific conditions • The provisions of OH&S Acts, Regulations, Codes of Practice relevant to the workplace including legal responsibilities of principal contractors, sub-contractors, manufacturers, suppliers, employees and other parties with legal responsibility • Management arrangements for keeping the organisation abreast of developments in OH&S (e.g. law, Standards, Codes of Practice, mandatory licensing and certificates) • Legally required risk assessment/safety management procedures or industry standard/equivalent tools such as: ▪ AS/NZS 4360:2004 ▪ AS/NZS 4801:2001 ▪ AS/NZS 4804:2001. • Appropriate links to other management systems (e.g contractors, maintenance, quality, purchasing) • Knowledge and understanding of the target audience so that relevant information can be presented in an effective manner **Skill** • Communication Competency A (Group Communication) and C (Interpersonal Skills) – see pp. 52 and 53 • Communication of OH&S requirements to senior management/workforce/contractors and sub-contractors **Behaviour** • Seeks and takes opportunities to speak to senior management about OH&S • Encourages senior management involvement and ownership of OHS in the workplace and emphasises the importance of their interest and involvement. • Message is personalised to maximise impact • Message is relevant and direct • Seeks input/participation from workforce/management/senior management in development of proactive hazard identification/risk control/minimisation processes • Seeks commitment to OH&S practice and culture from senior management/workforce/contractors and sub-contractors • Regularly communicates OH&S successes and inadequacies to senior management • Continuously monitors, communicates and reviews procedures and related safety performance • Reinforces the personal significance of safety to senior management	• Consistent and visible leadership by senior management in OH&S behaviours and actions • Consistent proactive communication of organisation's values, policy and procedures throughout the project/site including senior management/workforce/contractors and sub-contractors • An increase in broader OH&S awareness and action throughout the project/site including senior management/workforce/contractors and sub-contractors • Development and communication of standard procedures and instructions across the organisation at all levels and throughout the project/site including senior management, employees, contractors and sub-contractors • Emphasis on importance of proactivity in hazard identification and risk control before risk exposure occurs • Benchmarking of project safety performance to similar past and current projects with in-house and cross-industry examples – senior management sharing information with competitors as far as possible (on comparison and learning basis) • Achievement of continuous improvement based on realistic and realisable safety performance indicators • Personalisation of consequences is understood and advocated by senior management

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 18. Challenge unsafe behaviour/attitude at any level when encountered		
• Identify specific behaviour/attitude of concern. • Discuss "at-risk" behaviour with individuals. • Identify "at-risk" behaviour activators. • Discuss causes and potential risk of behaviour/attitude. • Identify required behaviour/attitude.	**Knowledge** • Safe work methods for key construction activities • Relevant OH&S legislation and Codes of Practice • Understanding of current OH&S and risk management principles • Knowledge and understanding of the target audience so that relevant information can be presented in an effective manner **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Ability to identify unsafe behaviours/attitudes **Behaviour** • Personalises message to maximise impact • Intervenes when unsafe behaviour or attitude is encountered • Clearly articulates required behaviour • Delivers message respectfully • Seeks input regarding future improvements to activities or processes • Publicly acknowledges and encourages safe behaviours	• Consistent and visible leadership by management in OH&S behaviours and actions • Communication of knowledge and organisation's values • Reduction of "at-risk" behaviours because the personalisation of consequences is consistently communicated • Clarification of required behaviour • Workforce engagement and collaboration • Increased risk awareness



Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 19. Make site visits where a site worker is spoken to directly about OH&S in the workplace		
• Conduct planned and unplanned site visits. • Interact with site personnel at all levels and discuss site safety and their impact on it. • Identify major OH&S issues and required safe practices for discussion. • Identify opportunities for improvement and communicate these to site managers and workers. • Identify and communicate actions that need to be taken. • Monitor follow-up and completion of actions.	**Knowledge** • Key construction processes and tasks • Safe work methods for key construction activities • Key OH&S legislation and Codes of Practice • Understanding of current safety management and risk management principles • Knowledge and understanding of the target audience so that relevant information can be presented in an effective manner **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Ability to identify unsafe behaviour • Ability to communicate to people from a range of different backgrounds **Behaviour** • Managers frequently speak to site workers informally relating to OH&S • Conducts communication in a respectful manner • Seeks engagement in conversation • Establishes rapport • Clarifies future required behaviour • Seeks input regarding future improvements to activities or processes • Always observes OH&S and safety requirements • Consistently displays safe behaviours and actions ("walks the talk")	• Consistent and visible leadership by senior management in OH&S behaviours and actions • Communication of knowledge and organisation's values • Reduction of "at-risk" behaviours because the personalisation of consequences is consistently communicated • Increased risk awareness • Mutual trust and workforce engagement and collaboration (ownership) and development of mutually beneficial relationship • Constant promotion of the significance of ownership, a sense of belonging, the meaningful involvement of all in safety procedures and the advantages of sharing information • Positive reinforcement or affirmation of good safety practices/behaviours/attitudes • Continuous improvement in safety performance

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 20. Recognise and reward people who have positively impacted on OH&S		
• Identify and communicate behaviour requiring recognition. • Identify and publicly recognise individuals who undertake desired behaviour.	**Knowledge** • Positive performance indicators – both individual and group • Recognises the significance of positive safety culture/shared values • Principles of intrinsic and extrinsic rewards **Skill** • Ability to identify positive performance and behaviour • Recognises individual and collective OH&S performance and behaviour • Ability to reward performance and behaviour appropriately • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 **Behaviour** • Recognises and communicates specific behaviour to individuals and workforce • Recognises the behaviours, examples and importance of "safety champions" • Ensures that reward does not encourage hiding or under reporting of incidents/near misses • Ensures that reward does not encourage over reporting of positive performance indicators • Promotes intrinsic value of safe behaviour	• Consistent and visible leadership by management in OH&S behaviours and actions • Communication of organisation's values throughout the project/site including management/workforce/ contractors and sub-contractors • Communication and clarification of required behaviour • Promotion of intrinsic value of safe behaviour • Promotion and rewarding of extrinsic value of safe behaviour (not monetary reward) • Publicly praising safe behaviour and giving recognition to "safety champions" • Promotion and reinforcement of the significance of "ownership" of safety involvement and the advantages of shared values and behaviours

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 21. Deliver OH&S training in the workplace		
• Identify training and key outcome requirements. • Identify who requires training and to what level. • Develop training package based on adult learning principles. • Devise training schedule and undertake training. • Monitor, assess and review impact of training. • Improve future training based on feedback.	**Knowledge** • OH&S legislation and Codes of Practice • Company OH&S policies and procedures • Company risk management system • Adult learning principles and different learning styles • How to access further information and resources **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Effective consultation throughout the project/site with management/workforce/contractors and sub-contractors • Internal marketing and promotion of OH&S • Negotiation skills • Language suitable to explain complex ideas to different audiences • Written advice and reports requiring reasoning and precision of expression • Communication techniques taking into account cross-cultural differences, gender and disability • Aligns people to the goals of the organisation • Creates a culture by systematically paying attention to the collective practices the organisation needs to adopt **Behaviour** • Reinforces the personal importance of safety • Encourages questions and employs active listening • Treats conflict as an opportunity to explore difference • Encourages participation and creativity • Engages all group members in an appropriate way • Maintains objectivity • Establishes credibility • Uses a positive, tactful tone • Presents concepts, logically, one at a time • Recognises non-verbal cues	• Increased knowledge and understanding of OH&S • Increased risk awareness • Clarification of required behaviour • Reduction of “at-risk” behaviours because the personalisation of consequences is consistently communicated • Provision of relevant and educationally validated training • Provision of legally required training (e.g. construction induction – soon to be nationally standardised) • Provision of site-specific construction induction

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 22. Carry out formal incident investigations		
• Undertake immediate post-incident response. • Plan investigation of incident. • Gather and analyse evidence. • Determine causal factors of incidents. • Identify and implement corrective actions. • Produce report and communicate findings and actions to relevant stakeholders.	**Knowledge** • Standard industry procedures and documentation • Understanding incident causation • Appropriate and timely remedial actions • Audit review process and techniques • OH&S legislative requirements for incident investigation/ reporting applicable to worksite/particular jurisdiction • Legal implications of incidents • Legislative requirements regarding resumption of normal operations • Hazard minimisation and control techniques for specific incidents • Risk management principles and techniques • Classification and recording of types of incidents • Structure, tasks, capabilities and operational limitations of external resources and agencies used during incidents • Media policies and procedures (for major or prominent incidents) • Economic considerations and decisions • Workers' compensation and related property and public liability insurance considerations **Skill** • Communication Competency B (Giving Feedback) – see p. 52 • Development and application of appropriate incident notification and investigation tool(s) • Determining root cause of injury/illness to avoid same or similar incident from occurring • Devising procedures to control the hazard and to minimise the risk exposure or eliminate where possible • Read and interpret plans/worksite documentation • Assess potential related hazards and associated risks • Evaluate systems and equipment • Write reports • Identify site facilities for incident management • Access and use site information and recording systems • Analyse information • Make effective and informed decisions • Effectively question • Effectively interview • Delegate responsibility and tasks **Behaviour** • Findings and new work methods are widely communicated to workforce and all levels of management throughout the project/site including contractors and sub-contractors • Rewards proactive identification of the same hazard or similar hazard • Checks that control measures applied exceed legal minimal expectations	• Consistent and visible leadership in supporting the reporting and investigation of incidents • Communication of knowledge and organisation's values in incident prevention and recording where they occur • Learning from incident investigations across the organisation/project/site to avoid the same or similar risk exposure. • Reporting of all incidents and near misses is actively encouraged and supported by all levels of management • Formal process for investigation in place incorporating worker representative where possible • Investigations are carried out visibly and immediately • Publication of investigation findings at all levels of the organisation from toolbox talks to the boardroom • The investigated hazard/risk immediately remedied and the remedial action widely communicated throughout the project/site including to management/workforce/ contractors and sub-contractors • Reduction of "at-risk" behaviours because the personalisation of consequences is consistently communicated

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 23. Carry out basic project OH&S system element audits		
• Identify audit focus and element criteria. • Notify relevant personnel of intention and purpose of audit. • Hold introductory meeting with workplace manager and relevant personnel. • Execute system element audit. • Hold exit meeting with workplace manager and relevant personnel. • Record and communicate findings and actions in a report. • Provide draft report to workplace manager for comments identifying opportunities for improvement. • Incorporate comments and finalise report. • Ensure that corrective actions are completed.	**Knowledge** • OH&S legislation, regulations and Code of Practice • Audit and legal requirements • Suitable tools and approaches • Industry benchmarks **Skill** • Ability to develop a suitable audit tool with site/project-specific bank of items • Ability to adapt and apply a suitable and appropriate "off-the- shelf" audit tool • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 **Behaviour** • Consults and communicates throughout the project/site including management/workforce/contractors and sub-contractors • Audit findings, resulting changes to OH&S and work procedures are widely communicated to workforce and all levels of management throughout the project/site including contractors and sub-contractors	• Communication of knowledge and organisation's values relating to unannounced and regular proactive audits conducted by internal or external auditors • Consultation on audit process throughout the project/site including management/workforce/contractors and sub-contractors • Incorporation of trained members of management and workforce in regular basic audits that comply with SafetyMap or similar proprietary in-house systems (noting that SafetyMap is not a dedicated audit tool) • The conduct of regular full Safety Management System audits every 12 months on long projects that comply with national and international auditing standards ranging from compliance with AS/NZS 4804:2001, for example or other similar Standards or recognised audit tools (on shorter projects – the conduct of audits at regular shorter intervals)

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 24. Carry out formal inspections of workplace and work tasks		
• Plan formal inspection document(s). • Undertake regular formal inspections. • Interact positively with workers and leadership team members. • Record, follow-up and communicate on required and completed actions.	**Knowledge** • Extensive knowledge of construction processes and discrete work tasks • The provisions of OH&S Acts, Regulations, Codes of Practice relevant to the workplace including legal responsibilities of employers, sub-contractors, employees and other parties • Understands proactive hazard identification risk assessment and inspection principles • Suitable inspection methods and tools • OH&S record keeping and related systems • Considerations for choosing between different control measures including potential hazards created with the introduction of another control measure • Consideration as to when to seek expert advice **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Ability to proactively control/reduce/minimise hazards/risks • Ability to inspect the entire working environment in order to identify hazards, assess risks and design and implement appropriate safety management systems • Ability to prioritise hazards and appropriate controls according to assessment and evaluation of risks • Ability to analyse relevant workplace data (i.e. incident, environmental monitoring) to identify risks and assess risks and evaluate the effectiveness of the safety management system • Ability to assess the resources needed to establish and maintain OH&S systems **Behaviour** • Reinforces the personal importance of safety • Findings and new work methods are widely communicated to workforce and all levels of management throughout the project/site including contractors and sub-contractors • Rewards proactive identification of identified hazards or similar hazards • Seeks input/participation from workforce in proactive hazard identification/risk control/minimisation • Commitment to and ownership of process is obtained • Communicates conclusions of inspections to relevant parties • Continuously monitors and reviews procedures and related safety performance • Delivers information in a clear and understandable fashion • Checks understanding at appropriate times • Records of process are made so that auditable records are retained • Creates a culture by systematically paying attention to the collective practices the company needs to adopt	• Consistent and visible leadership in OH&S behaviours and actions • Consistent proactive communication of organisation's values, policy and procedures throughout the project/ site including management/ workforce/contractors and sub-contractors • Communication of knowledge and organisation's values relating to regular and proactive inspections • Incorporation of workforce in regular formal inspections, such as checklist inspections and unannounced walk-arounds by senior management • Reduction of "at-risk" behaviours because the personalisation of consequences is consistently communicated • Development and nurturing of ownership of safety culture processes by incorporating employees in formal inspections • An increase in broader OH&S risk awareness and action throughout the project/ site including management/ workforce/contractors and sub-contractors • Development and communication of standard procedures and instructions across the organisation at all levels and throughout the project/site including contractors and sub-contractors • Emphasis on importance of proactivity in hazard identification and risk control before risk exposure occurs • Benchmarking of inspection results with similar past and current projects with in-house and cross-industry examples – sharing information with competitors as far as possible (on comparison and learning basis) • Achievement of continuous improvement based on realistic and realisable safety performance indicators

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 25. Research and prepare reports on OH&S issues, performance and improvement strategies		
• Obtain information and identify potential OH&S issues. • Identify improvements and associated actions. • Draft report for discussion and consultation. • Produce and communicate findings and improvement strategies of final report.	**Knowledge** • OH&S Legislation, Regulation, Standards, Codes of Practice • Safety Management Systems • Incident investigation and process improvement • How to access sources of information • Research techniques • Analysis techniques • Range of control measures available along with considerations for choosing different control measures to address possible inadequacies • Consideration of when to seek expert advice • Communication techniques including language style and active listening • Techniques for giving and receiving feedback **Skill** • Report writing • Make recommendations • Research techniques • Clarity of written communication • Ability to analyse data • Ability to obtain appropriate data or information • Preparing draft reports and producing final reports (note: reports referred to in this context are of a complex nature and require significant written communication skills) **Behaviour** • Reinforces the personal importance of safety in written material • Uses written material to clarify what specific behaviour is required • Takes a collaborative and inclusive approach to gathering information for reports • Communicates information to relevant parties in language that is most likely to result in understanding • Seeks commitment to process from management/ workforce/contractors and sub-contractors • Regularly communicates conclusions/results to all relevant parties • Continuously monitors, communicates and reviews procedures and related safety performance • Reinforces the personal importance of safety	• Emphasis on importance of proactivity in hazard identification and risk control before safety performance is adversely affected • Improvement of standard safety management procedures and practice across the organisation at all levels and throughout the project/site including contractors and sub-contractors • Workforce engagement and collaboration with development/implementation/ maintenance of safety performance improvement • Communication of the necessity of having site-specific OH&S improvement strategy renewing commitment and workplace-based ownership • Consistent communication and clarification of those behaviours and actions required to enact safety performance improvement • Consistent and visible leadership by management in OH&S behaviours and actions

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 26. Monitor sub-contractor activities		
• Determine scope of hazards/risks and associated sub-contractor activities and consult on expected performance standards. • Include OHS requirements and performance expectations on sub-contractor's tender and contract specifications. • Develop and administer documents/tools. • Monitor sub-contractor's site and personnel's activities. • Communicate results of monitoring process and follow-up with corrective and preventive actions.	**Knowledge** • OH&S issues and legal requirements relating to specific duty of care of all parties • Safe work methods for key construction activities and the organisation's SMS • Understanding of current safety risk management, auditing principles and tools • Key performance indicators including "negative/ lag" indicators (e.g. LTIs) and "positive/leading" indicators (e.g. reporting of "near misses" • Knowledge and understanding of the target audience so that relevant information can be presented in an effective manner **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Ability to identify and monitor acceptable performance standards in sub-contractor's SMS document and to rectify substandard elements • Ability to identify risks and hazards specific to sub-contractor's specific tasks or work area and monitor performance • Ability to monitor and evaluate OH&S performance **Behaviour** • Informs sub-contractors of specific OH&S performance requirements • Provides sub-contractors with relevant OH&S information making certain that they understand their duty of care and their OH&S obligations • Frequently and regularly documents reviews • Frequently seeks input from sub-contractors to identify current and potential issues • Continuously monitors, communicates and reviews procedures and related safety performance • Resolves non-compliance issues equitably and speedily	• Consistent and visible leadership in OH&S behaviours and actions • Consistent proactive communication of knowledge and organisation's values, policy and procedures to contractors and sub-contractors • Consistent clarification of required behaviour to contractors and sub-contractors • Provision of a site/project-specific SMS document that relates directly to an organisation's OH&S values, policy and procedures before start-up if appropriate or before engagement, whichever applies • Provision of a basic audit tool that compares projected stated performance standards of sub-contractor's SMS with achieved outcomes at regular intervals dependent on length of sub-contractor engagement on project/ site • Meaningful regular communication/ discussion with sub-contractor on safety performance praising outcomes that have met or exceeded projected outcomes • Meaningful communication/ discussion with sub-contractor on safety performance outcomes that have not met projected outcomes and negotiation of appropriate remedial action by sub-contractor • Equitable resolution of non-compliance issues • Regular examination of incident notifications/injury/first-aid register that proactively identify hazards/ "hot spots"

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 27. Identify and include suitable OH&S requirements into sub-contractor packages (e.g. risk assessment tools)		
• Define sub-contractor's scope of work and OH&S requirements and include these in initial tender documentation provided to sub-contractor. • Specify OH&S requirements and performance standards in contract. • Determine additional contract specification/ OH&S requirements as needed. • Hold pre-mobilisation meeting with sub-contractor's leadership team to discuss and ensure clear OH&S performance expectations are understood and aligned. • Measure, review and communicate performance.	**Knowledge** • Nature and duration of the sub-contractor's work/ contract, task, labour and plant requirements and associated hazards and risks • Detailed knowledge of principal OH&S Acts, regulations and potential OH&S issues as they relate to duty of care of principal contractor/persons in control of premises/construction sites, sub-contractors • Legally required risk assessment/management procedures • Performance measuring processes/tools • Incident notification procedures • Non-performance inclusions **Skill** • Ensures that subcontractor's SMS/safety plan complies with legally required risk assessment/ management procedures/tools • Ensures that subcontractor's SMS/safety plan has a good "fit" with organisation's SMS, values and commitment • Ensures that sub-contractor's risk assessment and safety performance tools are based on legislatively or industry-approved tools auditable to recognised or industry performance standards • Communication Competency B (Giving Feedback) – see p. 52 **Behaviour** • Communicates organisation's risk assessment and control requirements, values and commitment to sub-contractors • Requests and achieves input/participation from workforce/management in the implementation of sub-contractor's hazard identification/risk control/ minimisation tools • Seeks and obtains commitment to sub-contractors process and tools from management/workforce • Communicates to all relevant parties at regular intervals (dependent on length of contract) records and reports on OH&S performance • Regularly examines incident notifications/injury/ first-aid register to proactively identify hazards/"hot spots"	• Consistent and visible leadership in OH&S behaviours and actions • Communication of knowledge and organisation's values to sub-contractors • Consistent requirement for sub-contractors to regularly undertake contract/site-specific regular risk assessments using industry recognised tools and approaches • Provision of regular reports on OH&S performance by sub-contractors as specified by the reporting requirements under the OH&S specifications to the contract. • Development and communication of standard procedures and instructions which ensure that: ▪ the sub-contractor has a good understanding of the site-specific hazards and risks associated with their activities based on SWMSs/ JSAs ▪ the sub-contractor has established systems and procedures for managing the OH&S risks, although these may not be documented ▪ the sub-contractor is licensed for the relevant activities and employees have appropriate training, competencies and licences required for the contract work ▪ plant and equipment is appropriately licensed or registered and maintained/ inspected regularly and that operators are fully trained and certificated

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 28. Evaluate OH&S performance of sub-contractors		
• Determine OH&S performance standards and measurements. • Assess and evaluate sub-contractor's OH&S performance. • Provide feedback to sub-contractors and sub-contractors' personnel for future use and reference.	**Knowledge** • Safe work methods for key construction activities and the organisation's SMS • Understanding of current safety risk management, auditing principles and tools • Key performance indicators, that is "negative/lag" indicators, (e.g. LTIs) and "positive/leading" indicators (e.g. reporting of "near misses") • Techniques to benchmark intra-organisational performance indicators (project to project and cross-industry whenever possible) • Regular and proactive performance monitoring during the project and evaluation at conclusion of project • Knowledge and understanding of the target audience so that relevant information can be presented and communicated in an effective manner **Skill** • Ability to proactively identify hazards and risks • Ability to develop and implement appropriate and relevant performance indicators • Ability to benchmark, monitor and evaluate OH&S performance • Communication Competency B (Giving Feedback) – see p. 52 • Ability to regularly communicate and/or publish performance successes and non-conformance **Behaviour** • Positive performance recognised • Sub-contractors' non-performances are recognised and consequences are discussed • Steps needed to improve performance are clearly communicated to sub-contractors • Regularly and proactively monitors health and safety performance throughout the project to ensure that contract conditions are being complied with and legal requirements are being met • Carries out a progressive review of sub-contractor's OH&S performance at regular intervals throughout the project to evaluate performance during currency of project/contract to make proactive adjustments to performance • Retains the Project SMS Plan as an important resource document on health and safety issues for the completed project so that it can be referenced when maintenance and repair work is to be carried out	• Consistent and visible leadership in OH&S behaviours and actions • Communication of knowledge and organisation's values to sub-contractors • Consistent performance indicators applied throughout the project • The achievement of performance benchmarking, monitoring and evaluation throughout the project/site by: ▪ developing an inspection and audit schedule regularly measuring performance and implementing corrective actions where needed over the duration of the project ▪ holding regular meetings with sub-contractors to review health and safety performance and to discuss successes and non-conformance and to ensure corrective actions are discussed equitably ▪ ensuring that the sub-contractors meet their performance reporting requirements under the OH&S specifications to the contract. • At the completion of each project, the sub-contractor's OH&S performance on the project within the framework of the project, OH&S objectives and performance targets are evaluated and recorded in the Project SMS Plan. • Evaluations are used to identify OH&S problems which arose and successes that were achieved in order to compare performance against the OH&S goals that were set for the project at its commencement • Outcomes of this review recorded in the Project SMS Plan and used to inform OH&S procedures and sub-contractor selection for future projects

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 29. Understand and apply general regulatory OH&S requirements		
• Interpret and communicate sources of information regarding OH&S legislation. • Provide relevant useable information on site regarding the company's OH&S legislative obligations. • Describe and explain organisational due diligence requirements. • Explain basic requirements of OH&S legislation. • Communicate effectively and positively with all stakeholders regarding compliance matters. • Incorporate legislative requirements into practice.	**Knowledge** • Fundamental OH&S regulatory requirements, for example, Acts, (including principal OH&S Act), workers' compensation, Regulations, Standards and Codes of Practice **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Ability to regularly communicate and/or publish performance successes and non-conformance • Understanding of enforcement requirements and how to use these to develop safety behaviours that exceed legislative expectations • Ability to identify when and how to apply legal requirements to comply to prevent penalty notices and/or prosecutions • Understanding of enforcement requirements and how to incorporate these into OH&S procedures/tools **Behaviour** • Clearly communicates behavioural requirements to others • Develops and applies requirements exceeding legal expectations • Personalises message to maximise understanding of regulatory requirements	• Shared understanding of legislative obligations • General regard towards legislative requirements as lowest standard • Willingness and capacity to exceed legislative compliance • Communication and clarification of required behaviour • Personalisation of consequences • Provision of relevant and educationally validated training • Provision of legally required training (e.g. construction induction – soon to be nationally standardised) and risk assessment • Provision of site construction induction

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 30. Understand and apply detailed OH&S legislative requirements (e.g. welfare provisions as well as safety and health)		
• Locate and identify relevant detailed OH&S legislative requirements. • Interpret and explain detailed requirements of legislation. • Apply detailed requirements of legislation. • Communicate effectively and positively with all parties including regulatory representatives.	**Knowledge** • Detailed OH&S regulatory requirements, for example Acts (including principal OH&S Act), workers' compensation, Regulations, Standards, Codes of Practice, for example, Hazard identification processes, Risk assessment procedures, Elimination or control risks, Review of risk assessments and control measures for construction-specific hazards/tasks such as: ▪ working at heights ▪ fall prevention ▪ scaffolding, dogging, rigging ▪ electricity ▪ hazardous substances ▪ asbestos ▪ dangerous goods ▪ noise management ▪ atmosphere/confined spaces ▪ manual handling ▪ working with plant ▪ explosive-powered tools. • Provide instruction, training and information • Provide supervision • Provision of appropriate PPE • Provide for emergencies • Provide amenities • Maintenance of amenities and accommodation • Provide first-aid facilities and personnel • Detailed welfare provisions • Notification of incidents • OH&S policies and procedures • Induction procedures • Materials Safety Data Sheets and materials handling methods • Setting up consultation arrangements • Work groups represented by OH&S committees or OH&S representatives etc.	• Shared understanding of detailed safety, health and welfare legislative requirements and their implementation to enhance OH&S performance and culture • General regard towards legislative requirements as lowest standard • Willingness and capacity to exceed legislative compliance • Development and maintenance of safety and health and welfare provisions that are above the standards legislatively required • Provision of adequate site amenities and other welfare requirements (e.g. EAP, alcohol and drug counselling) • Communication of legislative requirements throughout the project/site including management/workforce/ contractors and sub-contractors • Consistent and visible leadership in OH&S behaviours and actions • Consistent proactive communication of organisation's values, policy and procedures throughout the project/site including management/workforce/ contractors and sub-contractors

Continued next page

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 30 *(continued)*. Understand and apply detailed OH&S legislative requirements (e.g. welfare provisions as well as safety and health)		
	Skill • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Ability to regularly communicate and/or publish performance successes and non-conformance • Understanding and implementation of enforcement requirements and how to use these to develop safety behaviours that exceed legislative expectations • Ability to identify when and how to apply legal requirements to comply to prevent penalty notices and/or prosecutions etc. to prevent downtime • Understanding and implementation of enforcement requirements and how to incorporate these into OH&S procedures/tools • Develops relevant policy and procedures culture throughout the project/site including management/workforce/ contractors and sub-contractors • Ability to collect, analyse and organise information • Collects organises, interprets and understands the information required for the preparation and application of OH&S policies and procedures including, for example, safe work instructions, quality assurance procedures, manufacturer's instructions, and MSDSs, entry permits for confined spaces, certification for plant operation **Behaviour** • Develops and applies requirements exceeding legal expectations • Develops procedures that work to complement and supplement the behaviours intended to develop the safety culture • Clearly relates behavioural requirements to others • Personalises message to maximise understanding of regulatory requirements • Constantly monitors and reviews policy and procedures	• An increase in general OH&S risk awareness and action throughout the project/ site including management/ workforce/contractors and sub-contractors • Communication of standard procedures and instructions across the organisation at all levels and throughout the project/site including contractors and sub-contractors • Emphasis on importance of proactivity in hazard identification and risk control before risk exposure occurs

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 31. Apply full working knowledge of the organisation's safety management system (SMS)		
• Understand OH&S policy, system requirements and intent. • Identify individual components of the OH&S management system relevant to task. • Apply and communicate system's requirements effectively. • Ensure system's practical application to the site's/project's OH&S requirements.	**Knowledge** • Principles of the internal SMS • The provisions of OH&S Acts, Regulations, Codes of Practice relevant to the project/site including legal responsibilities of principal contractors, sub-contractors, manufacturers, suppliers, employees and other parties with legal responsibility • Management arrangements for keeping the organisation abreast of developments in OH&S (e.g. law, control measures for hazards), mandatory licensing and certificates • Legally required risk assessment/management procedures or based on industry standard/ equivalent tools such as: ▪ AS/NZS 4360:2004 ▪ AS/NZS 4801:2001 ▪ AS/NZS 4804:2001 company system procedures. • Appropriate links to other management systems (e.g. contractors, maintenance, quality, purchasing) • Company vision, strategy and OH&S policy **Skill** • Ability to identify when and how to apply company vision to the SMS and how it impacts OH&S performance • Ability to clearly communicate OH&S policy to work groups and individuals • Planning, implementing, auditing, investigation and inspection • Ability to show leadership in enacting SMS • Communication Competency B (Giving Feedback) – see p. 52 • Ability to regularly communicate and/or publish performance successes and non-conformance **Behaviour** • Visibly observes SMS procedures and behaviours • Consistently communicates the purpose of the system to others • Communicates required behaviours to others	• Principles and requirements of the organisation's SMS are widely and regularly communicated, understood and applied • Shared understanding of key hazards, their risks and engagement of everyone throughout the site and the organisation to achieve solutions using the SMS tools/procedures • Constant promotion of the significance of ownership, a sense of belonging, the meaningful involvement of all in safety procedures and the advantages of sharing information • Communication of organisation's values throughout the project/site including management/workforce/ contractors and sub-contractors • SMWSs/JSAs and other similar tools consistently applied before any activities are begun with enthusiastic input from individuals and teams based on the knowledge that the organisation is committed to making the site, jobs/tasks safer • Reduction of "at-risk" behaviours because the personalisation of consequences is consistently communicated • Increase in risk awareness • Proactive hazard identification with risks controlled before risk exposure occurs • Regular and consistent positive affirmation and reinforcement of "good" safety practices/attitudes

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 32. Assist with return to work and rehabilitation processes		
• Inform work group(s) of reporting and RTW processes and requirements. • Develop and maintain reporting processes. • Coordinate claims submission and follow-up processes. • Assist with development and monitor implementation of RTW plans. • Monitor and evaluate injured person's progress. • Maintain records of hazards that caused injury/illness. • Effectively interact with injured worker and all injury treatment and RTW stakeholders.	**Knowledge** • Relevant legislation • Return to work and rehabilitation requirements, processes and value of early RTW and its impact on rehabilitation • Return to work process including implementation of RTW plan • Legislative injury management requirements • Workers' compensation requirements • Record-keeping requirements **Skill** • Implementation of RTW plan based on meaningful communication from injured person, medical practitioner, workers' compensation insurer and injury management coordinator to effect full recovery and reasonable return to work • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Finding suitable duties for injured/ill person if they cannot perform their former duties • Meaningful communication with injured person, medical practitioner, workers' compensation insurer and injury management coordinator • Reassigning injured/ill person to full duties as reasonably as possible or to lighter duties if necessary • Identifies hazard that caused injury/illness and eliminates/minimises future risk exposure according to Hierarchy of Controls **Behaviour** • Monitors and evaluates injured person's progress and capacity to full reassignment based on meaningful discussion with injured/ill person, medical practitioner, workers' compensation insurer and injury management coordinator • Communicates policies and procedures to injured/ill person making clear that the organisation's aim is to rehabilitate the injured/ill person as close as possible to the situation before they sustained injury/ill-health • Ensures that the hazard that caused injury/illness is controlled by eliminating/minimising future risk exposure	• Communication of knowledge of organisation's values and commitment to timely and viable RTW, rehabilitation and injury management process • Communication and publication of organisation's policy and commitment to mutually acceptable RTW and RTW Plan based on input from injured person, medical practitioner, workers' compensation insurer and injury management coordinator • The function of reasonable RTW provisions are understood • Policies and procedures making clear that the organisation's aim is to rehabilitate the injured/ill person as close as possible to the situation before they sustained injury/ill-health • Personalisation of consequences of injury/ill-health and to strive hard to prevent them at all times • Communication and publication of control strategies managing hazards that caused injury/illness

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 33. Understand and apply general regulatory workers' compensation requirements		
• Provide and explain organisational workers' compensation processes to work group(s). • Interpret and apply workers' compensation legislative requirements. • Explain basic requirements of workers' compensation legislation. • Incorporate legislative workers' compensation and organisational requirements into practice.	**Knowledge** • OH&S legislation, including Acts, Regulations, Codes of Practice • workers' compensation legislation • Rehabilitation and RTW policy and procedures • Record-keeping procedures for incidents, LTIs, MTIs, first-aid TIs **Skill** • Understands workers' compensation/RTW requirements and implementation • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Consults with and counsels employees and liaises with management • Provides advice to management and employees • Assesses injured employees for suitable duties under RTW provision **Behaviour** • Highlights that the workers' compensation/RTW processes reflect the concern the company has for the health and wellbeing of employees • Communicates and explains responsibilities for management and workers to report all injuries • Encourages the workforce to report all injuries, incidents and hazards • Ensures that injury register is used to report all injuries on site including LTIs, MTIs, first-aid TIs • Regularly monitors injury register for injury/incident "hot spots" to implement remedial actions	• Communication of knowledge of organisation's values and commitment to timely and viable workers' compensation processes, RTW, rehabilitation and injury management process • Legislatively required workers' compensation provisions are quickly and efficiently implemented and reasonable RTW provisions are mutually understood • Communication and publication of organisation's policy and commitment to timely and viable workers' compensation processes • Development of mutually acceptable RTW plan based on input from injured person, medical practitioner, workers' compensation insurer and injury management coordinator • Policies and procedures making clear that the organisation's aim is to rehabilitate the injured/ill person as close as possible to the situation before they sustained injury/ill-health • Personalisation of consequences of injury/ill-health and to strive hard to prevent them at all times

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 34. Mentor staff and follow their progress		
• Plan and schedule regular mentoring meetings. • Undertake unplanned positive interaction with mentee. • Collaboratively identify improvement goals. • Provide support and feedback to mentee. • Review and improve mentoring process.	**Knowledge** • OH&S principles and practice • Basic mentoring principles and relationships • OH&S behaviour expected and required of staff **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Active listening • Meaningful engagement techniques • Work effectively with individuals/groups **Behaviour** • Allocates time to mentoring • Establishes meaningful relationships and engagement • Exhibits leadership through safe behaviours and actions • Discusses OH&S in meetings and in informal conversations • Clarifies expected behaviour • Always observes OH&S and safety requirements • Consistently displays safe behaviours and actions ("walks the talk") • Makes the importance of OH&S personally relevant • Seeks engagement in problem-solving of OH&S issues • Seeks ownership in OH&S actions	• Evidence of visible safety leadership culture with the active interaction of safety critical position holders and mentees • Interactive workforce engagement and collaboration in interventions before risk exposure occurs • Workforce ownership of safety cultural process exhibited through safe behaviours and actions • Communication of organisation's values, policy and procedures throughout the project/site including management/workforce/contractors and sub-contractors • Positive reinforcement or affirmation of good safety practices/attitudes • Consistent communication of the consequences of "at-risk" behaviours and why they should be avoided under all circumstances • Consistent proactive communication and sharing of organisation's values, policy and procedures throughout the project/site including management/ workforce/contractors and sub-contractors • Emphasis on importance of proactivity in hazard identification and risk control before risk exposure occurs

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 35. Conduct employee performance appraisals		
• Identify and communicate OH&S performance requirements and behaviours. • Assess performance and behaviours using objective methods. • Provide feedback to employee and recognise performance. • Collaboratively define and discusses new performance goals. • Evaluate and improve performance appraisal process.	**Knowledge** • Employment performance appraisal processes • OH&S key performance indicators • Principles of safe work methods • OH&S and task performance appraisal best practice **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Active listening • Meaningful engagement techniques • Work effectively with individuals/groups • Communication skills to collaborate with others on using performance appraisal methods, training packages and accredited courses, for example: ▪ discussing issues ▪ asking questions ▪ accepting feedback and instruction ▪ interpreting written information • Planning skills to: ▪ develop a structure for a particular application of the performance appraisal process, education and training packages and accredited courses ▪ coordinate the use of more than one training package/learning approach/accredited courses or more than one performance/competency standard • Skills to: ▪ analyse, interpret and apply qualifications frameworks of appropriate learning, training packages and accredited courses ▪ select, analyse and interpret individual performance/competency standards ▪ analyse, interpret and apply all sections of the performance appraisal/assessment guidelines **Behaviour** • Includes OH&S performance in any performance appraisal process • Clearly and specifically communicates future performance requirements • Constantly makes importance of OH&S personally relevant • Seeks engagement in problem-solving OH&S issues • Seeks ownership of future safe work and safety management activities • Defines competency standards on performance outcomes, applied knowledge, adult learning principles and skills needed for tasks and processes • Ensures that performance standards form the basis for learning and training delivery on recognised adult educational principles • Ensures that learning is outcomes-focused not inputs-driven • Ensures that performance standards establish requirements for periodic and regular appraisal	• Consistent and visible leadership in OH&S behaviours and actions • Consistent proactive communication of organisation's values, policy, task and OH&S performance standards throughout the project/site including management/workforce/contractors and sub-contractors • Development and communication of standard task and OH&S procedures and instructions across the organisation at all levels and throughout the project/site including contractors and sub-contractors • Emphasis on importance of proactivity in hazard identification and risk control before risk exposure occurs • An increase in broader OH&S risk awareness and action throughout the project/site including management/workforce/contractors and sub-contractors • Development of project task and OH&S performance standards involving all key stakeholders, i.e. including all of the workforce, gaining commitment and workplace-based ownership • Communication of the necessity of having site/project-specific task and OH&S performance appraisals • Consistent communication and clarification of which behaviours and actions are required to meet OH&S and task performance and appraisal standards

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 36. Work with staff to solve safety problems		
• Collaboratively and proactively identify OH&S hazards and issues. • Seek input from stakeholders. • Collaboratively develop and implement solutions. • Assess outcomes of implementation.	**Knowledge** • Basic management and group/team processes • Problem-solving techniques • Oral and written communication processes • Training and adult learning principles • Understanding of current safety risk management principles and controls • Understanding of site safety culture and site dynamics • Educational and OH&S objectives underpinning procedures and instructions • Adult learning and basic psychology principles • Legislatively required hazard identification and risk control methods based on Standards and Codes of Practice relevant to the specific site activities, for example: ▪ falls from heights ▪ falling objects ▪ work on roofs ▪ steel construction ▪ concrete pumping ▪ working in confined spaces ▪ electrical and hot work ▪ hazardous substances. **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Capacity to create and develop learning and problem-solving skills that exceed legislative requirements which meet the organisation's values, policy and project requirements • Capacity to create and develop learning and problem-solving processes that exceed legislative requirements that create industry and organisational OH&S and professional standards • Capacity to create and develop OH&S procedures and instructions that can be understood and implemented by all personnel at every level of the organisation as well as by contractors/sub-contractors and labour hire workers • Develop and implement educational elements for OH&S objectives underpinning procedures and instructions • Ability to communicate clearly and concisely in oral and written format • Consultation skills incorporating a 360-degree consultation process • Established organisational skills to manage multiple tasks	• Interactive workforce engagement and collaboration in interventions before risk exposure occurs • Increased knowledge and understanding of OH&S requirements • Workforce engagement and collaboration (ownership) with development of proactive problem-solving techniques • Communication of organisation's values, policy and procedures throughout the project/site including management/ workforce/contractors and sub-contractors • Evidence of safety leadership culture with the active involvement of safety critical position holders in solving safety problems • Development and communication of standard OH&S problem-solving procedures and instructions across the organisation at all levels and throughout the project/site including contractors and sub-contractors • Positive reinforcement or affirmation of good safety practices/ attitudes • Consistent communication of the consequences of "at-risk" behaviours and why they should be avoided under all circumstances

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Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 36 *(continued)*. Work with staff to solve safety problems		
	Behaviour • Displays consistent and visible leadership in OH&S behaviours and actions • Clearly and specifically communicates performance requirements • Seeks input and participation from staff • Seeks commitment to process • Proactively seeks out information to inform the development and implementation process of problem solving • Gathers and disseminates information • Communicates and works with others to achieve common goals	• Communication and reinforcement of corrective actions necessary to remedy "at-risk" behaviours/ attitudes and actions • Clarification of required behaviour • Personalisation of consequences

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 37. Discipline staff for poor OH&S behaviour/attitude		
• Identify and communicate rules/ OH&S behaviour/ attitude requirements to all on site. • Provide feedback to individuals regarding specific breach of requirements/ expectations. • Provide disincentives for future breaches and encouragement where improvement has been achieved.	**Knowledge** • Safe work methods for key construction activities • Unsafe behaviours and actions • Organisation's values and policies • OH&S legislation including Acts, Regulations, Codes of Practice • Employment/IR law requirements for disciplinary procedures • Company HR/IR disciplinary policy and procedures **Skill** • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 • Feedback and counselling techniques • Implementation of company disciplinary policy and procedures **Behaviour** • Personalises message to maximise impact • Seeks engagement and collaboration in remediation process • Uses feedback and counselling as an alternative to punishment • Provides feedback on improvements in observed performance • Reinforces safe behaviours through praise • Explicitly links the safe behaviour to the praise • Consistently identifies why the "at-risk" behaviour occurred without attributing blame • Consistently examines why the "at-risk" behaviour occurred to establish root cause so that solutions can be implemented • Builds trust in the organisation/on project/site by using an incident analysis process to identify improvement opportunities • Replaces investigation of "accidents" with an incident analysis process that identifies real causes • Focuses on fact-finding not fault-finding to remove fear and mistrust • Clearly and specifically articulates future performance requirements • Uses a collaborative approach to incident analysis, with managers, contractors, sub-contractors and employees participating as equals in the analysis process • Tactfully and privately uses punishment as last resort	• Communication of knowledge and organisation's values • Personalisation of consequences • Clarification of required behaviour • Workforce engagement and collaboration • Increased risk awareness

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 38. Recruit and select new staff		
• Identify role expectations, accountabilities and responsibilities. • Identify expected behavioural and attitudinal requirements of role. • Identify and communicate specific staff competency requirements against expectations. • Recruit and select staff based on these requirements. • Provide training and development to improve competency of selected staff where gaps are identified.	**Knowledge** • Current and contingency workforce and skills requirement for project/site • Future projects' workforce and skills requirements • Task, skill and OH&S competency requirements of intended staff • Recruitment and selection processes • HR/IR policy and procedures • Interview procedures **Skill** • Selection and interviewing skills that bring out: ▪ that the interviewee has the length and type of experience as it relates to the position ▪ that the interviewee has the necessary technical skills ▪ performance and (OH&S) skills that an individual may use on- or off-the-job (e.g. written and oral communication, analytical ability, persistence, assertiveness) ▪ unique (OH&S) experiences or ideas that an individual brings to the job/organisation/project/site ▪ interviewee's ability to function as part of a team and as an individual ▪ creativity and flexibility in adapting to the particular task/skill/OH&S requirements needed for project/site ▪ problem-solving and conflict resolution abilities ▪ leadership potential among peers, employees/juniors ▪ evidence of ability to be an effective manager/employee/team member and task model relative to the organisation's (OH&S) values • Use of qualified consultants to risk-profile prospective employees • Uses medical checks before employment commences by company-designated doctor to establish health and fitness adequate to perform work efficiently and safely • Communication Competency A (Group Communication), B (Giving Feedback) and C (Interpersonal Skills) – see pp. 52 and 53 **Behaviour** • Includes OH&S competency requirements in all recruitment and selection practices • Consistently displays safe behaviours and actions ("walks the talk") • Ensures all new recruits are provided with general and site induction • Ensures that all new recruits are instructed, trained and supervised in safe work performance for all techniques, tasks and processes, equipment and machinery as required • Ensures that all new recruits have the appropriate and current qualifications and certification as required • Organises for new recruits to attend OH&S training courses as required • Provides adequate supervision for new recruits depending on the nature of the tasks and associated processes • Regularly and periodically evaluates and monitors recruit's task and OH&S performance • Establishes and reinforces organisation's commitment and OH&S values • Displays consistent and visible leadership in OH&S behaviours and actions • Clearly and specifically communicates performance requirements • Seeks input and participation from staff • Seeks commitment to process	• Communication of knowledge and organisation's values • Clarification of required behaviour • Personalisation of consequences • Increased risk awareness

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 39. Administer first aid to injured persons		
• Follow all legislative and organisational procedures regarding the provision of first aid.	**Knowledge** • Specific first-aid qualifications • Ability to quickly manage common injuries **Skill** • Ability to apply first aid • Trained in senior first aid • Trained in CPR • Development and implementation of emergency management plan • Documenting of first-aid plan, for example: ▪ first aiders – number required to cover all shifts/areas, roster for shifts/areas, contact numbers ▪ specific training requirements for first aiders ▪ response procedures following an incident – who does what and in what sequence ▪ first-aid room/requirements, location – who is responsible ▪ first-aid kits/requirements, location – who is responsible ▪ first-aid records documentation ▪ forms used – who fills them out, where are they kept and by whom. **Behaviour** • Ensures that treatment is provided in a timely manner • Focus is on care and concern for injured person, not assigning blame ▪ conducts a periodic review of all first-aid arrangements, involving the people who have accountabilities under original first-aid plan ▪ if work practices are modified, or new work practices introduced, reviews the first-aid plan against original risk exposure to ensure it is still adequate ▪ periodically organises a mock first-aid emergency to check that the first-aid plan works ▪ regularly checks that kits and first-aid rooms are accessible and not locked ▪ evaluates the effectiveness of first aid provided if an incident requiring first aid does occur and makes changes to the original first-aid plan if necessary ▪ regularly reviews first-aid provisions as unidentified hazards are identified ▪ communicates first-aid plan to first aiders, supervisors/ team leaders/managers, employees, sub-contractors and visitors ▪ includes first-aid information in inductions ▪ ensures that critical contact telephone numbers (emergency services, ambulance, fire), medical services, hospital, Poisons Information Centre are provided ▪ ensures correct signage is erected.	• Shared understanding of legislative first-aid obligations • General regard towards legislative requirements as lowest standard • Willingness and capacity to exceed legislative compliance • Provision of legislatively appropriate and readily available first-aid facilities/ first-aid kits and trained officers/senior first aiders • Well publicised and readily available training programs that identify as many site employees as necessary to act as first aiders and includes remuneration for successful trainees • Communication to all employees/contractors/sub-contractors the necessity to treat and register all injuries immediately no matter how minor they seem • Communication and clarification of required behaviour • Personalisation of consequences • Reduction of “at-risk” behaviours because the personalisation of consequences is consistently communicated • Proactive hazard identification with risks controlled before risk exposure causes harm • Regular and consistent positive affirmation and reinforcement of “good” safety practices/attitudes

Communication Competency A (Group Communication)

The purpose of this competency is to set out the skills, abilities and behaviours required to effectively communicate in groups. This competency is vital for ensuring that information is given to the workforce in a way that is likely to result in a greater understanding of safety and what behaviours/actions are required of it.

To achieve these aims, it is recommended that staff requiring this competency have the following knowledge.

- Understanding of adult learning principles:
  - building new information on previous contexts
  - observational learning or modelling
  - self-paced learning.

Fundamental to successful group communication is the ability to:

- build trust and rapport
- engage with the audience through interaction and stimulation
- develop an open and fair dialogue
- deliver messages in different formats to best suit the audience.

Some possible learning strategies that could be employed to augment current approaches to information sharing:

- participants invited to discuss what has worked in the past in similar toolbox talks/work groups etc. and discuss what actions and behaviours contributed to the success — once agreed, build these elements into the current session
- case studies
- presentation of audiovisual material followed by discussions
- coaching or mentoring arrangements
- use of social learning or modelling.

Communication Competency B (Giving Feedback)

The purpose of this competency is to set out the skills, abilities and behaviours required to effectively give feedback and to manage safety performance at an individual level. Effectively given, feedback or “constructive criticism” is important for increasing the probability that the message will be understood and accepted by the recipient.

Poorly communicated feedback can result in anger and other strong negative emotions, which can draw a recipient’s attention away from the actual message, focusing it on the recipient’s own feelings of resentment for example. Well-delivered feedback should engage recipients in identifying the undesired behaviour as well as presenting a way of working with them to identify strategies for improvement. This engagement should increase the likelihood of the recipient undertaking the required behaviour in the future.

To achieve these aims, it is recommended that staff requiring this competency have the following knowledge:

- adult learning principles
- basic interpersonal techniques, for example knowing when to ask:
  - what motivates people?
  - why do people behave in particular ways?
  - how do people make decisions?
  - what are the best ways to encourage behaviour change?
- a thorough knowledge of the work environment.

A person competent in giving feedback will ensure the following actions occur:

- The focus is on observable behaviours.
- No inferences will be drawn between observable behaviours and personal characteristics (e.g. people are not referred to as idiots).
- Feedback will occur early in the process.
- Amount of feedback is appropriate (too little is ineffective; too much or over-detailed causes frustration).
- Every opportunity is taken for positive feedback.
- Negative feedback, if needed, to be provided by a trained and knowledgeable individual who is valued by the employee.

Communication Competency C (Interpersonal Skills)

Effective interpersonal skills are important for the everyday management of safety and the creation and maintenance of a safety culture. Competency in this area is useful for activities such as consultation, safety audits, and inspections and participation in various safety-related committees and work groups. The purpose of this competency is to improve working relationships on site and to reduce conflict and any concept of "us and them" developing. By improving working relationships, it will be easier to collaborate and consult on OH&S issues.

A person who is competent with interpersonal skills will have the following knowledge:

- Basic interpersonal skills, such as knowing:
  - what motivates people
  - why people behave in particular ways
  - how people make decisions
  - the best ways to encourage behaviour change.
- An understanding of the role and processes of communication in group and individual interactions.

A competent person would display the following abilities:

- active listening
- clear and unambiguous speech and instructions
- appropriate and timely feedback.

Notes

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A Construction Safety Competency Framework: Improving OH&S performance by creating and maintaining a safety culture presents a clear way forward for the construction industry by promoting a consistent national standard to improve OH&S competency for key safety positions. It directly addresses the industry's safety culture and provides the opportunity for significant cultural change and reduction of injury and incident rates.

A Construction Safety Competency Framework provides the information required by senior safety managers, senior managers and executives to implement the safety culture concept and to adapt it to suit their organisational requirements. By outlining the knowledge, skill and behaviour required of safety critical staff and the processes for achieving a change in safety culture, the framework paves the way for improving workplace safety in the industry.

An executive summary is also available online

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