

A Practical Guide to Safety Leadership

Implementation Checklists

Implementing A Construction Safety Competency Framework



Australian Government

Department of Education, Employment
and Workplace Relations
Office of the Federal Safety Commissioner



CRC Construction Innovation
BUILDING OUR FUTURE

Implementation Checklists

These checklists of practical steps are taken from *A Practical Guide to Safety Leadership* and can be used by your company to customise the requirements of developing a safety culture within your company.

Step 1: Understand safety culture

✓ when completed

- Establish your company's safety values and whether you and your senior leaders are committed to them
- Measure where your company is at with regards to living and applying these values
- Identify what actions the senior leaders need to take to drive, communicate and display the safety values
- Communicate these safety values to your employees
- Encourage senior management to lead by example to demonstrate your company's safety values
- Develop and communicate standard procedures and instructions/standards to all employees so they understand the specific behaviours required and expected of them to achieve the company values
- Include and communicate company values in subcontractor, tender and contract information
- Make sure ALL your contractors and subcontractors adhere to these site/project requirements and have:
 - a thorough understanding of the site-specific hazards and risks associated with their activities based on the implementation of SWMSs and JSAs
 - established systems for managing their ongoing OH&S risks
 - their employees appropriately trained, and with competencies and licences required for the contract work
 - their plant and equipment appropriately licensed or registered and maintained/inspected regularly
 - their plant and equipment operators fully trained, competent and certified where relevant
- Personalise the importance of your employees' role in preventing and eliminating risks and hazards
- Motivate your workforce to think and act safely by encouraging worker involvement and collaboration, developing relationships and supporting your workforce
- Increase your employees' awareness of hazards and risks
- Train your managers to communicate more effectively — including becoming better listeners
- Review and improve the OH&S knowledge of your managers by providing training where appropriate
- Encourage your managers to:
 - continuously monitor, communicate and review all procedures and related safety performance
 - achieve continuous improvement based on realistic and realisable safety performance indicators
 - foster workforce engagement and collaboration with the development, practice and maintenance of safety reviews
 - regularly promote the significance of ownership, a sense of belonging, the meaningful involvement of the site workforce in safety procedures and the advantages of sharing information
 - reinforce the personal importance of safety

- embody safety behaviours in all procedures and written and oral instructions
- review the effectiveness of procedures and instructions
- check the understanding of instructions by the workforce at regular intervals
- ensure that educational and OH&S objectives underpin procedures and instructions
- communicate and reinforce corrective actions necessary to remedy 'at risk' behaviours, attitudes and actions
- provide regular and consistent positive affirmation and reinforcement of 'good safety practices and attitudes'
- relate and share with the workforce the impact of negative and positive outcomes
- ensure that task and work competencies and other 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 subcontractors
- clarify and consistently reinforce and communicate required task competencies, associated OH&S behaviours and why competent execution is important
- seek and use feedback obtained from consultations, 'walk arounds', collaborative decision making, self-reflection and performance management to gauge personal effectiveness.

Step 2: Identify safety critical positions

- Identify the positions within your company that have ongoing safety leadership and/or safety responsibilities and are considered 'safety critical'
- Identify the individuals within your company that hold the identified safety leadership positions
- Review the relevant job descriptions (if applicable) to ensure they reflect the safety responsibilities.

Step 3: Customise the Task and Position Competency Matrix

- (Refer to the blank Task and Position Competency Matrix for additional information on how to complete the matrix)

Perform a quick 'health check' on your company's current position in regard to the safety critical positions and safety management tasks indicated in the competency framework. This guide includes an additional copy of the matrix that can be customised to align with your company's needs. Implementing the competency framework into your daily business practices may seem a challenging task, so to begin, you may find it useful to follow these steps:

Internal documentation

The simplest way to start is to systematically go through the 39 safety management tasks (SMTs) in the blank matrix and indicate with 'yes' or 'no' which of these tasks are already in your company's safety management system documentation/matrices/required activities.

Role responsibility

The second step would include reviewing the 39 SMTs and identifying with 'yes' or 'no' whether a specific role or position in your company is clearly responsible for this task. You should also identify if there are other tasks specific to your organisation that may not be listed in the 39 SMTs.

Training and development

The third step requires you to review the 39 SMTs and identify with 'yes' or 'no' whether your company has a specific training program or module that delivers skill and behavioural competencies required to effectively undertake each task.

Prioritising missing SMTs

In the fourth step you need to identify which of the 39 SMTs you answered no to for each of the questions, and prioritise these as H, M or L (High, Medium or Low priority) for future inclusion as a required activity.

This simple four-step process will enable you to identify any SMTs that are relevant to your company and are or are not currently in your company's safety management system and also allows you to identify who, if anyone, in your company is responsible for particular SMTs. This process will also highlight where additional training packages may need to be developed and delivered to employees.

- Use the blank matrix listing the SMTs to align the roles that are responsible for each of the SMTs in your company so they align with what your company currently has in its operations.

Step 4: Adapt the competency specifications

- Review the processes, knowledge, skills and behaviours listed for each individual safety task
- Gain feedback and input from people who are currently in safety critical roles and required to undertake SMTs and identify what changes need to be made to ensure the process steps and competencies are company specific and relevant
- Adapt the competency specifications to suit the specific needs of your company.

Step 5: Plan

- Develop job descriptions for each position in your company that include the identified SMTs relevant to each position — start with any positions that are currently vacant
- When recruiting, structure your assessment process around key competencies
- Undertake a training needs analysis

It can be used to identify the training needs of a whole company, a department, a project team or an individual position. Consider the following steps:

- decide the scope of your training needs analysis — e.g. an individual, a project team, the whole company or any other group
- identify the primary and secondary business objectives for the group or individual undertaking the training needs analysis.

Consider its purpose in the company and its goals and objectives. Consider how this relates to your company's strategic or business plan, as all your activities should relate back to the overarching plan for the company;

- identify the experience and skills that are required and rank them in order of importance (e.g. give each a rank of H, M or L (High, Medium or Low priority)
- identify the individuals who fall within the training needs analysis and what their current skills and experience are
- identify gaps between what you have and what you require
- develop a training plan to meet the needs that have been identified by the training needs analysis.

- Develop a training plan

A training plan can be developed for a company as a whole, a business unit or an individual. It outlines the negotiated delivery of competencies by your company to facilitate learning and development. A good training plan will:

- provide an opportunity to select what, how, where and when skills will be achieved
- identify a measure to assess the progress of those undertaking the training plan
- determine a timeframe by which skills must be demonstrated
- detail the training methods to be undertaken and the monitoring arrangements (i.e. how and when assessment will occur)
- identify competencies that will be achieved in a work environment
- specify monitoring, contact arrangements and obligations
- specify start and end dates for completion, demonstration and assessment for each competency of on and off-the-job skills.

(Source: www.trainandemploy.qld.gov.au)



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