A Practical Guide to Safety Leadership

Implementing A Construction Safety Competency Framework

CRC for *Construction Innovation* participants

Industry

Bovis Lend Lease · John Holland · mirvac · BROOKWATER · ARUP · RLB | Rider Levett Bucknall

LEIGHTON · dem · THIESS · TRANSFIELD SERVICES · NEXUS POINT SOLUTIONS · WOODS BAGOT

Government

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Department of **Tourism, Regional Development** and **Industry**
Department of **Public Works**
Department of **Main Roads**

Building Commission · SYDNEY OPERA HOUSE

BRISBANE CITY · BSA · ABCB · Department of Housing and Works Government of Western Australia

Research

THE UNIVERSITY OF NEWCASTLE AUSTRALIA · RMIT UNIVERSITY · Curtin University of Technology · QUT · CSIRO · The University of Sydney

A Practical Guide to Safety Leadership

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Implementing A Construction Safety Competency Framework

RECYCLED CONTENT   FOREST MANAGEMENT   EMS ENVIRONMENTAL MANAGEMENT SYSTEMS   ECO BLEACHING PROCESS   ISO CERTIFICATION

Contents

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 improve business practice and enhance the competitiveness of our industry.

Safety is one of our key research areas. Improving worker safety in the workplace with an emphasis on cooperation at the individual workplace is critical to improving health and safety in our industry.

A Practical Guide to Safety Leadership is a follow-up to *A Construction Safety Competency Framework: Improving OH&S performance by creating and maintaining a safety culture*, launched in 2006. Each of these is the culmination of significant input from the broader construction industry represented by employers and employees. Congratulations and thanks must go to the team of the original project, industry led by Dean Cipolla, Group Safety Manager, John Holland Group, and comprising Wayne Artuso (Department of Education, 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).

Safety needs to be embraced by all levels of an organisation. The guide is intended to provide a practical tool for following the competency framework, for use across industry by CEOs and senior managers through to project managers, site foremen and OH&S managers and advisors.

We look forward to developing tangible outcomes and working together to enhance the future of Australia's construction industry and to develop 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

Project participants

The involvement of and consultation with major industry stakeholders has been vital to the success of this project. 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 used in the guide:

> AbiGroup
> Australian Constructors Association
> Baulderstone Hornibrook
> Bovis Lend Lease
> Clough
> CFMEU
> Department of Employment and Industrial Relations Queensland
> John Holland Group
> Joss Group
> Laing O'Rourke
> Leighton Contractors
> Master Builders Queensland
> St Hilliers Contracting

Definitions and acronyms

competency framework — the components of *A Construction Safety Competency Framework* that identify (1) those responsible for 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 subcontractors

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')

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

CEO — Chief Executive Officer
CRC — Cooperative Research Centre
JSA — job safety analysis
OH&S — occupational health and safety
SMT — safety management task (see definition above)
SWMS — safe work method statements

Introduction

Safety performance is a challenge for everyone in the construction industry. Australia has a poor safety record, with injury and fatality rates within the building and construction industry being the fourth highest across all industries.[1]

All levels of management need to provide on-site workers, arguably those at the greatest risk of injury, with the consistent and clear message that safety is critical and safe behaviour needs to be consistently adopted throughout the industry. It is suggested that high injury and fatality rates are due to on-site workers not being advised of these messages in a consistent way, which is in part due to:

- the ongoing movement of the subcontractors 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.

The construction industry has been identified as a priority industry for safety improvement under the *National OHS Strategy 2002–2012*, which provides a basis for developing sustainable, safe and healthy work environments and for reducing the number of people injured or killed at work.

The Cooperative Research Centre (CRC) for *Construction Innovation* developed *A Construction Safety Competency Framework: Improving OH&S performance by creating and maintaining a safety culture*, a key outcome of the CRC's *Construction Site Safety Culture* Project. It provides recommendations for companies to customise the competency framework to meet their individual and unique organisational needs, situations and the stage of their safety culture and safety management development.

A Practical Guide to Safety Leadership is the follow-up resource. This practical guide, designed to be used in conjunction with *A Construction Safety Competency Framework*, is a useful tool to help industry apply the principles of safety culture within their organisations.

The guide examines the safety critical positions and the safety management tasks outlined in the competency framework and combines practical examples and case studies to help companies in identifying behaviours and attitudes which need improvement.

It is designed for use by safety professionals from the front-line to the boardroom and demonstrates how to create and maintain a positive safety culture.

How to use the guide

A Practical Guide to Safety Leadership builds on the safety critical positions and safety management tasks in *A Construction Safety Competency Framework*. It is a useful tool to help industry apply the principles of safety culture within their organisation.

The guide looks at safety critical positions and safety management tasks that companies should implement to have a positive safety culture. It is based on a flowchart taken from page 11 of *A Construction Safety Competency Framework*. The flowchart has eight steps outlining the process an organisation should follow when incorporating the material in the framework into their organisation.

The guide examines each of the eight steps in the flowchart and provides practical information and examples to help companies better understand how they can implement each step. Each step of the flowchart is divided into three sections:

1. why this step is important
2. how you can implement it in your company — a checklist of practical steps that can be followed so that large and small companies can customise this material to meet individual organisational needs, situations and the stage of safety culture and safety management development
3. industry case studies to illustrate how companies have implemented the competency framework.

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[1] Workplace Relations Minister's Council, Comparative Performance Monitoring Report, 9th ed February 2008.

Introduction

The guide includes:

- *A Practical Guide to Safety Leadership* book
- *A Construction Safety Competency Framework: Improving OH&S performance by creating and maintaining a safety culture* book
- An Implementation Checklist for each of the steps contained within *A Practical Guide to Safety Leadership*
- A blank Task and Position Competency Matrix for companies to adapt to suit their organisational requirements
- A CD featuring PDF versions of the above documents.

The safety competency framework flowchart

The flowchart below forms the basis of *A Practical Guide to Safety Leadership*. By following the steps outlined within, you will be better equipped to implement a safety culture within your company.

Understand safety culture

Understand how a safety culture can be built and maintained through staff competencies and actions. This approach should be linked to your organisational strategies and objectives.

Identify safety critical positions

Customise the safety critical position list for your organisation and identify who currently holds these positions.

Customise the Task and Position Competency Matrix

Customise the matrix to align with your organisation and map the competency requirements of your safety critical position holders.

Plan

Plan how material can be used in training, education and development, performance management, and recruitment and selection activities.

Adapt the competency specifications

Review the processes, knowledge, skills and behaviours listed for each individual safety task and adapt to your organisational context.

Use a step-wise approach

Break the implementation of this material into small steps – reduce 'culture shock' and allow for early success to build support and momentum.

Implement

Implement strategy and material.

Show continuous improvement

Evaluate, review and reflect on strategy. Continuously improve strategy and implementation.

Step 1: Understand safety culture

Why is this step important?

A safety culture is an organisational culture that places a high level of importance on safety beliefs, values and attitudes — and these are shared by the majority of people within the company or workplace. It can be characterised as 'the way we do things around here'. A positive safety culture can result in improved occupational health and safety (OH&S) and organisational performance.

For a safety culture to be successful it needs to be led from the top — that is, safety culture needs to be embraced and practised by the CEO and senior managers. Their behaviour is directly related to safety performance as it demonstrates by example to employees what actions will be rewarded, tolerated or punished, which in turn influences what actions and behaviour employees initiate and maintain.

The first part of management commitment is to examine individual attitudes towards safety. Senior managers need to ask themselves:

- how important is safety?
- is safety important most of the time or all of the time?
- is it OK to compromise on safety if it's going to be more expensive?

Companies that want to have a positive safety culture, which everyone owns, should develop and promote managers with the right knowledge, skills and attitudes to successfully undertake the responsibilities of the safety critical positions identified in Step 2 of the flowchart.

A Construction Safety Competency Framework identified nine broad behaviours, or culture actions, that are considered essential to the development of a positive safety culture. These are:

1. Communicate company values
2. Demonstrate leadership
3. Clarify required and expected behaviour
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.

The culture actions can easily be implemented by any company regardless of its size, and most of them can be introduced with little or no direct financial cost to the company. Each of the nine culture actions are outlined below.

Culture action 1
Communicate company values
Relate behaviours, decisions and attitudes that are expected, supported and valued by the company

Organisational safety values vary from company to company. They can be based on zero incident programs or defined as a general preventive statement (e.g. '… prevention of work-related injury and illness by providing a safe and healthy work environment for a company's employees and subcontractors').

The real message for any safety values approach is *safety first*. Safety should become a part of your everyday values and action, and not be seen as an 'extra task'.

Messages can be communicated and embedded via:

- company OH&S policy statements
- safety posters
- toolbox talks
- 'walk-arounds' by management
- regular reinforcement by all 'non-safety' managers.

Step 1: Understand safety culture

Culture action 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

Leading from the top down can be demonstrated by:

- seeking staff engagement and participation when developing 'safety' tools (e.g. checklist inspections, safe work method statements, job safety analyses)
- wearing personal protective equipment when on-site
- conducting periodic checklist inspections
- conducting periodic risk assessments
- conducting periodic toolbox talks.

Leadership attributes can also be fostered among all people on-site based on developing 'ownership'. Consider seeking staff engagement and participation when developing safety 'tools' such as checklist inspections or safe work method statements/job safety analyses (SWMSs/JSAs). Compliance with these is more likely if the individual has a sense of ownership of the task.

Culture action 3
Clarify required and expected behaviours
Clarify to immediate employees the specific behaviours required and expected of them

Develop and standardise behaviours and actions by clearly communicating via:

- emails
- memos
- informal conversations
- toolbox talks
- other communication processes used in your company
- addressing inappropriate behaviours, actions or lack of action
- reinforcing appropriate behaviours and actions with praise or thanks.

Culture action 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

Managers can personalise the impact of an employee injury or death by communicating:

- the personal impact of the risks of a process or distinct task when an individual is injured or becomes ill; or if his or her actions (or lack of them) cause injury, illness or death to a workmate
- why it is important to the individual and the project that employees ensure their own safety and health and that of others
- the behaviours your company expects everyone to consistently adopt.

The impact of a death on-site can be personalised by relating that the deceased is not just an anonymous fatality statistic reported in annual workers' compensation reports, but a workmate who has a name, a partner, children, parents and siblings.

Emphasise that the construction industry still has far too many avoidable injuries and fatalities, and that in some Australian OH&S jurisdictions, individuals may be held accountable under reckless conduct or workplace death provisions. Consequences of this accountability could include heavy fines and/or imprisonment.

Step 1: Understand safety culture

Culture action 5
Develop positive safety attitudes
Foster the development of attitudes and beliefs that support safe behaviour

The significance of 'driving down' the safety culture to the site or project, where the risk exposure is the greatest, cannot be overestimated. Companies that encourage managers, employees and subcontractors to challenge unsafe behaviours and attitudes in others, and to also recognise and encourage those who have shown a positive attitude towards safety, will maximise the likelihood of positive attitudes and beliefs becoming shared values, resulting in a positive safety culture.

By developing positive behaviours and encouraging open and informed conversations, managers are creating an environment where it is OK for anyone to challenge unsafe behaviours and attitudes in others. The absence of safety policies and procedures or a lack of commitment to safety makes it more difficult to develop and maintain a positive safety culture.

Some overall values, beliefs and attitudes that should be fostered and regularly reinforced as personally relevant are:

- values
    - workmates' lives and wellbeing are important — people should go home in the same condition they came to work in
    - doing the 'right' thing is important.

- beliefs
    - speaking up about safety won't threaten my job
    - if I do speak out, something will be done
    - if I don't act, I would be responsible if something happened
    - good construction is about working safely — it is not a separate concern.

- attitudes
    - my personal safety is more important than money
    - wellbeing and personal safety in the workplace are more important than money.

Culture action 6
Engage and own safety responsibilities and accountabilities
Increase input, actions and involvement in the safety management process by individuals

On a 'safe' site people will:

- understand what they need to do and why they need to do it
- think about what they are doing before they do it
- look for hazards proactively and manage risks before they cause harm
- take care of hazards themselves without needing policing
- believe they are responsible and accountable for making sure that they and their workmates remain healthy and safe
- follow site rules.

Ownership is one of the indispensable cornerstones of a successful safety culture. To encourage or develop ownership, managers can foster and maintain the following:

- Engaging employees:
    - obtaining employee input into safety management on a daily basis — not just through OH&S committees or other formal means
    - reducing the 'us' versus 'them' mentality through building trust
    - involving all site management in the planning process
    - sharing the information with on-site workers.

- Building relationships:
    - creating a sense of belonging through team building
    - providing opportunities for people to meet socially (e.g. BBQs)
    - having regular conversations at a social level (e.g. enquiring about things important in colleagues' lives)

Step I: Understand safety culture

    o generating conversations about safety — subtle weaving of safety into general conversation
    o providing good site amenities that promote interaction and show that management cares for the wellbeing of site employees (e.g. clean and tidy crib rooms, tea, coffee and hand washing facilities and clean toilets).

- Demonstrating support:
  - o trusting people's judgments on safety and opinions on work matters
  - o having an open-door policy by encouraging people to speak openly about safety breaches
  - o empowering by rewarding those who raise safety issues and helping them to progress and resolve issues.

Culture action 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

Meaningful two-way communication is key to heightening hazard and risk awareness as it enables necessary preventive behaviours to be generated among employees and contractors. Proactive identification and controlling of hazards and risk exposure are required under OH&S laws, but are also cornerstones of a productive safety culture that take safety beyond legal compliance.

Managers' ability to communicate clearly and concisely in oral and written format for formal and informal occasions is vital in ensuring the management of OH&S performance. Effective communication for managers is a skill that is based on effective awareness raising, giving feedback and interpersonal skills. Pages 52–53 of the competency framework outline three communication competencies:

- group communication
- giving feedback
- interpersonal skills.

Companies that encourage management to obtain these communication competencies will increase their likelihood of successfully increasing hazard/risk awareness and preventive behaviours.

Well planned communication is critical if a company wants to increase awareness, and when speaking with people about changing or improving their behaviour. It can also help build mutual trust between management and the site workforce.

Effective communication should:

- be clear and direct
- be relevant to those receiving the message
- avoid blame (as this is likely to create defensiveness and the message will not be heard)
- emphasise the personal impact of the action or decision.

Communicators are also active listeners. Active listening means really hearing what the speaker is saying, not just waiting for your turn to speak. By confirming the listener understands what is being said, there is an increased likelihood of the speaker and listener having a shared understanding of the matter. An important offshoot of good communication is creating an environment where messages can be listened to and heard. Active and better listening can happen by:

- mirroring (matching/copying language and body language)
- reflecting (confirming understanding by repeating key points in sender's message)
- paraphrasing (summarising what has been said to confirm shared understanding).

> Regardless of the circumstances or the language used, the consistent
> message is always that safety is a shared responsibility.

Step 1: Understand safety culture

Safety focused managers will provide:

- consistent communication of the consequences of 'at risk' behaviours and why they should be avoided under all circumstances
- consistent communication of the company's values, policies and procedures throughout the project/site, including management, workforce, contractors and subcontractors
- a shared understanding of key hazards and their risks, and engagement by everyone throughout the site and the company to achieve solutions
- hazard-specific training to their workforce
- a collaborative approach to hazard identification/risk assessment and control.

Culture action 8
Improve understanding and effective implementation of safety management systems
Enable individuals to increase their knowledge of specific ways in which hazards are managed, as well as their ability to apply and implement the actual OH&S processes

Managers can improve their OH&S knowledge by getting involved with the people who are doing the actual work or specific tasks. Increased knowledge should result in:

- the ability to identify unsafe work practices and unsafe behaviours
- the ability to do things better (e.g. safer work methods based on continuously improved JSAs or SWMS)
- the ability to problem solve to achieve safer work practices and safer behaviours.

To increase uniformity, predictability and understanding of safety behaviours and their elements, many companies base their safety systems on Australian/NZ Standards (or equivalent tools). Regardless of the developmental stage of your company or the tools it currently uses, it is important that there is the ability to systematically:

- analyse and inspect the entire working environment to identify and assess risks as well as design and implement appropriate safety management systems and evaluate their effectiveness
- assess the resources needed to establish and maintain safety management systems
- prioritise hazards and appropriate controls according to assessment and evaluation of risks
- consider a range of control measures to address possible inadequacies
- consider when to seek expert advice.

Companies can demonstrate their commitment to safety by having senior managers periodically on-site, and taking an active interest in OH&S. This, in conjunction with the systems outlined in this and the other culture actions, can develop engagement and ownership of safety responsibilities and accountabilities.

Culture action 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 culture action enables managers to fine tune and continually improve their ability and effectiveness in completing the other eight listed culture actions, through the use of various sources of information and communication to gain feedback on the effectiveness of culture actions and other safety-related behaviours.

Leadership style is also important in developing and maintaining a positive site safety culture. Central to any leadership approach is the ability to foster good relationships with other managers and the workforce. Better relationships increase the likelihood that people will behave in a way that will achieve the safety goals articulated in the company values. If managers have good relationships with their employees, contractors and subcontractors, and they behave in a manner that promotes working safely, those working on-site are more likely to behave safely. For positive relationships, seek to develop a style that promotes close involvement with site employees to build trust and respect, while still maintaining authority and adherence to the safety processes.

Step I: Understand safety culture

How do I implement this step in my company?

To complete *Step 1: Understand safety culture*, it is recommended the following actions are undertaken.

✔ 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/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 I: Understand safety culture

Industry examples

The two case study excerpts provide an example of how *Step 1: Understand safety culture* can be implemented within a company. The complete case studies can be found in the Appendix at the end of the guide.

Excerpt 1 (from case study 4 on page 31)
Linking the *A Construction Safety Competency Framework* with developing safety culture in an organisation

A Construction Safety Competency Framework provides tools for companies to develop strategies to drive desirable behaviours and enable individuals to develop competencies. While they can be acquired using traditional training methods, they may be realised by establishing benchmarks.

Baulderstone Hornibrook recognises that the key to developing and sustaining a strong safety culture is the development and reinforcement of strong safety beliefs, values and positive attitudes across their organisation. It used the competency framework to focus on values and competencies, and to set benchmarks against its current competency statements.

These were then refined so they aligned with existing safety culture development activities, enabling management to better identify necessary development activities for new and existing staff as part of the cycle of personal development reviews. By using a combination of theoretical, philosophical and practical methods, Baulderstone Hornibrook was able to manage and improve its safety culture.

Excerpt 2 (from case study 5 on page 31)
Linking competencies with current internal organisational documentation

The St Hilliers Skills Matrix, developed by St Hilliers Contracting, is an internal competency and skills assessment framework that forms the foundation for the selection, training, development and performance management of staff. It was developed in response to management's commitment to developing a safety culture, and its acknowledgment that it needed to manage its culture before developing training programs.

The matrix comprises nine competency clusters, which include the technical and interpersonal skills required for all project-based staff. *A Construction Safety Competency Framework* was used to form the basis of the environment, systems and safety competency cluster in the matrix. It provides a tool to measure the skills, knowledge and behaviours of construction project staff and will be incorporated into all human resource and people management systems.

Step 2: Identify safety critical positions

Why is this step important?

As growing evidence points to the importance of having positive safety outcomes, many companies are adopting a safety management approach.

Step 2 identifies a range of safety critical positions that have an important and ongoing safety leadership role. Some examples of safety critical positions are:

- Managing Director/Chief Executive Officer/General Manager
- 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.

Safety critical positions will differ from company to company. The title of the position is not important. What is important is that your principal contractors and staff are allocated tasks via the safety management system, take responsibility for safety and are aware of their obligations. Once you have identified the safety critical positions, you will then need to identify which individuals hold these positions within your company.

Smaller organisations may only have staff in broad categories, who undertake multiple tasks; for example, a senior manager, a regional manager, a project manager and an engineer, a site foreman and an OH&S advisor.

Don't forget to ensure the positions you identify as safety critical have the safety authority and responsibilities included in their position descriptions.

The identification of these particular positions as being critical to safety is not to say that other positions are not important. Generally, if a position is considered safety critical then it either has a direct or indirect impact on workplace safety. As the requirement to show safety leadership is often determined by time and place, it is important for your company 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.

How do I implement this step in my company?

To complete *Step 2: Identify safety critical positions*, it is recommended the following actions are undertaken.

✓   when completed

☐	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 2: Identify safety critical positions

Industry examples

The two case study excerpts provide an example of how *Step 2: Identify safety critical positions* can be implemented within a company. The complete case studies can be found in the Appendix at the end of the guide.

Excerpt 3 (from case study 1 on page 28)
Identifying all roles in the organisation with a direct or indirect impact on safety

The John Holland Group's vision of 'No harm' is underpinned by its occupational health, safety and workers' compensation (OHS&WC) improvement strategy and its Passport to Safety Excellence program. The initial step of the OHS&WC initiative involved the identification of safety critical positions within the company; a safety critical position being defined as one that has a direct or indirect impact on OH&S in the workplace. Fourteen safety critical positions were identified within the company ranging from the Managing Director to Leading Hand.

Excerpt 4 (from case study 2 on page 29)
Using peer groups to stimulate discussion about role responsibility

Bovis Lend Lease had some gaps in expectations between job titles and position descriptions. To address this anomaly, the company held discussions within its various peer groups to determine which roles should be required to attain Level 1 (Full Understanding required) or Level 2 (Working Knowledge required) competencies. As a result of these discussions the company began a comprehensive review of all environmental, health and safety (EH&S) content in the roles and responsibility descriptions to ensure compatibility with the competency framework. By customising *A Construction Safety Competency Framework* to integrate OH&S with its environmental management system, Bovis Lend Lease now has a global EH&S management system.

Step 3: Customise the Task and Position Competency Matrix

Why is this step important?

Step 3 is to customise the Task and Position Competency Matrix. This matrix displays the competency requirements for each of the identified safety critical positions, as identified in Step 2.

The matrix also identifies 39 safety management tasks (SMTs) that can be undertaken by the relevant safety critical position holders. These can be found in *A Construction Safety Competency Framework* on page 7, and in detail on pages 13–51. The 39 tasks fall under seven categories seen as critical to the management of OH&S performance:

    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 subcontractors 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 subcontractor OH&S performance.

Each safety critical position has a number of competency requirements. The level of competency can be either:

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

The sample Task and Position Competency Matrix on page 7 of *A Construction Safety Competency Framework* provides an example of how a company can complete the matrix by identifying safety management tasks and competencies for each safety critical position.

For those companies at the early stages of their safety cultural development, it is important to determine a starting point for minimum competency requirements. If your company is intent on improving safety performance by introducing or enhancing its current safety culture program you should at a minimum (as well as meeting legal obligations) implement competency requirements for the following 13 SMTs. These were identified during the development of the competency framework as the most important activities for reducing injury and incidents in the workplace:

    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 subcontractor 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

The completed matrix should identify who needs to be able to do what. It is important to identify the safety critical position holders and the SMTs that those position holders need to perform competently and effectively.

Once customised, the matrix can then be integrated to existing business and OH&S management manuals and plans with the aim of achieving an improvement in culture and performance through full integration of the approach into 'the way you do business'. For example, matrix data would be used for the development and prioritisation of training and could also be incorporated into the staff development and approval processes. It could also be incorporated into position statements for use in recruitment and selection processes.

Step 3: Customise the Task and Position Competency Matrix

...d Position Competency Matrix

Safety critical positions

...category

Safety management tasks (1-39)

Competency legend

| 1 | = full understanding required |
| 2 | = working knowledge and awareness required |

Positions (column headers):
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

...vely identify, assess ...etermine appropriate ...ols for OH&S risks

1 Carry out project risk assessments
2 Undertake and design safety reviews for constructability, operability and maintenance
3 Undertake formal OH&S review of tenders
4 Develop project safety management plans
5 Develop OH&S procedures and instructions
6 Carry out workplace and task hazard identification, risk assessments and control (JSAs/SWMSs)
7 Carry out basic task competency assessments of employees
8 Provide general OH&S information and provide basic OH&S instruction

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

9 Deliver company induction
10 Deliver site/workplace-specific induction
11 Facilitate group/work team OH&S discussions and meetings
12 Initiate and coordinate OH&S awareness activities or presentations
13 Plan and deliver toolbox talks
14 Give formal OH&S presentations to management
15 Participate in site safety committee
16 Consult on and resolve OH&S issues
17 Speak to senior management about OH&S issues in the workplace
18 Challenge unsafe behaviour/attitude at any level when encountered
19 Make site visits where a site worker is spoken to directly about OH&S in the workplace
20 Recognise and reward people who have positively impacted on OH&S
...ing in the workplace

Snapshot of the top of the matrix from A Construction Safety Competency Framework

The following examples look at two safety critical positions within a company. The safety management tasks and required competency levels for each link back to the matrix. These task lists demonstrate possible responsibilities that could be identified by your company once you have identified safety critical positions.

By enabling the position holders to become competent to complete the relevant tasks, your company can maximise the likelihood that staff will undertake the actions that lead to a positive safety culture. By customising the matrix, your company can reflect your organisational and regional requirements.

Step 3: Customise the Task and Position Competency Matrix

These two examples reflect the safety management tasks for two roles as indicated in the Task and Position Competency Matrix on page 7 of *A Construction Safety Competency Framework*.

Role 1: Managing Director/CEO/General Manager

Full understanding

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 24	Carry out formal inspections of workplace and work tasks
SMT 34	Mentor staff and follow their progress
SMT 35	Conduct employee performance appraisals
SMT 38	Recruit and select new staff

Working knowledge/awareness

SMT 1	Carry out project risk assessments
SMT 5	Develop OH&S procedures and instructions
SMT 6	Carry out workplace and task hazard identification, risk assessments and control (JSAs/SWMSs)
SMT 8	Provide general OH&S information and provide basic OH&S instruction
SMT 10	Deliver site/workplace-specific induction
SMT 11	Facilitate group/work team OH&S discussions and meetings
SMT 12	Initiate and coordinate OH&S awareness activities or presentations
SMT 13	Plan and deliver toolbox talks
SMT 17	Speak to senior management about OH&S issues in the workplace
SMT 26	Monitor subcontractor activities
SMT 27	Identify and include suitable OH&S requirements into subcontractor packages
SMT 28	Evaluate OH&S performance of subcontractors
SMT 29	Understand and apply general legislative OH&S requirements
SMT 31	Apply full working knowledge of the organisation's safety management system
SMT 36	Work with staff to solve safety problems
SMT 37	Discipline staff for poor OH&S behaviour/attitude

Step 3: Customise the Task and Position Competency Matrix

Role 2: Regional Safety Manager

Full understanding

SMT 1	Carry out project risk assessments
SMT 4	Develop project safety management plans
SMT 5	Develop OH&S procedures and instructions
SMT 6	Carry out workplace and task hazard identification, risk assessments and control (JSAs/SWMSs)
SMT 8	Provide general OH&S information and provide basic OH&S instruction
SMT 10	Deliver site/workplace-specific induction
SMT 11	Facilitate group/work team OH&S discussions and meetings
SMT 12	Initiate and coordinate OH&S awareness activities or presentations
SMT 13	Plan and deliver toolbox talks
SMT 16	Consult on and resolve OH&S issues
SMT 17	Speak to senior management about OH&S issues in the workplace
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 21	Deliver OH&S training in the workplace
SMT 22	Carry out formal incident investigations
SMT 23	Carry out basic project OH&S system element audits
SMT 24	Carry out formal inspections of workplace and work tasks
SMT 25	Research and prepare reports on OH&S issues, performance and improvement strategies
SMT 26	Monitor subcontractor activities
SMT 27	Identify and include suitable OH&S requirements into subcontractor packages
SMT 28	Evaluate OH&S performance of subcontractors
SMT 29	Understand and apply general legislative OH&S requirements
SMT 31	Apply full working knowledge of the organisation's safety management system
SMT 32	Assist with return to work and rehabilitation processes
SMT 33	Understand and apply general regulatory workers' compensation requirements
SMT 36	Work with staff to solve safety problems

Working knowledge/awareness

SMT 14	Give formal OH&S presentations to management
SMT 15	Participate in site safety committee
SMT 34	Mentor staff and follow their progress
SMT 37	Discipline staff for poor OH&S behaviour/attitude

Step 3: Customise the Task and Position Competency Matrix

How do I implement this step in my company?
To complete *Step 3: Customise the Task and Position Competency Matrix*, it is recommended the following actions are undertaken.

✓   when completed

☐   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. 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 whether they are or are not currently in your company's safety management system. It 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.

Following this activity you should be able to identify strengths:

- the SMTs that are already in your company's requirements
- the SMTs that have a strong link to responsibility in a role
- the SMTs that have current training modules

and also identify opportunities for improvement:

- the SMTs that are not currently in your company's requirements
- the SMTs that have a very weak or non-existent link to role responsibility
- the SMTs that are not currently included in training for employees.

Step 3: Customise the Task and Position Competency Matrix

You may begin to determine which, if not all, of the 39 SMTs your company will focus on implementing or improving. For example, the embedding of SMTs to role responsibilities can occur through position statements, competencies, recruitment and selection criteria, and evaluations.

It is important to note that the task competency allocation used in the matrix in the competency framework is indicative. As companies have individual needs, and will be at different stages of cultural development and OH&S maturity, the matrix should be used as a guide to meet your company's individual needs. Thus the scoring will reflect the stage of development of your company's safety culture and safety management system.

Industry examples

The three case study excerpts provide an example of how *Step 3: Customise the Task and Position Competency Matrix* can be implemented within a company. The complete case studies can be found in the Appendix at the end of the guide.

Excerpt 5 (from case study 1 on page 28)
Initial identification of the safety management tasks

John Holland initially determined the OH&S activities that needed to be undertaken by each identified safety position in order to achieve best practice safety standards in the workplace. This analysis resulted in 39 identified safety critical activities. John Holland then developed skill and behavioural competencies necessary to effectively undertake all identified safety critical OH&S activities, which is expected to result in improved safety.

Excerpt 6 (from case study 5 on page 31)
First steps in identifying safety critical positions in your company

St Hilliers Contracting used *A Construction Safety Competency Framework* to audit position descriptions and site safety management plans to ensure all appropriate safety management tasks were incorporated. First it modified the safety critical position titles from the competency framework to align with current internal positions.

Next it identified the safety critical positions to verify that all safety management tasks, as identified by the competency framework, fall within someone's scope of accountability, either within the position descriptions or the site safety management plans. It is proving to be a useful tool to differentiate the levels of responsibility and competence required of their employees.

Excerpt 7 (from case study 2 on page 29)
Customising the safety critical position list for your company

Bovis Lend Lease (BLL) customised the safety critical positions outlined in *A Construction Safety Competency Framework* to add in cost planners and contract or finance managers as a discrete group within the system, as they are also considered to be critical to safety performance. BLL directly employs construction workers, unlike some principal contractors who might rely entirely on subcontractors or labour hire workers, and included this group in their safety critical positions.

Blank Task and Position Competency Matrix

Task category / Safety management tasks (1–39)

Competency legend

Key for Yes & No Questions
1 = full understanding required
2 = working knowledge and awareness required

Please insert a 'Y' for yes & 'N' for no

Questions
Q1. Do we have this SMT as part of our internal safety documentation?
Q2. Do we have a formal job position that is responsible for this SMT?
Q3. Do we have a training item that specifically relates to this SMT?
Prioritise the SMTs that had a 'no' answer for all questions as H, M or L (High, Medium or Low)

Safety critical positions

a. Proactively identify, assess & determine appropriate controls for OH&S risk

#	Task
1	Carry out project risk assessments
2	Undertake and design safety reviews for constructability, operability and maintenance
3	Undertake formal OH&S review of tenders
4	Develop project safety management plans
5	Develop OH&S procedures and instructions
6	Carry out workplace & task hazard identification, risk assessments & control (JSAs/SWMSs)
7	Carry out basic task competency assessments of employees
8	Provide general OH&S information and provide basic OH&S instruction

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

#	Task
9	Deliver company induction
10	Deliver site/workplace-specific induction
11	Facilitate group/work team OH&S discussions and meetings
12	Initiate and coordinate OH&S awareness activities or presentations
13	Plan and deliver toolbox talks
14	Give formal OH&S presentations to management
15	Participate in site safety committee
16	Consult on and resolve OH&S issues
17	Speak to senior management about OH&S issues in the workplace
18	Challenge unsafe behaviour/attitude at any level when encountered
19	Make site visits where a site worker is spoken to directly about OH&S in the workplace
20	Recognise and reward people who have positively impacted on OH&S
21	Deliver OH&S training in the workplace
22	Carry out formal incident investigations

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

#	Task
23	Carry out basic project OH&S system element audits
24	Carry out formal inspections of workplace and work tasks
25	Research and prepare reports on OH&S issues, performance and improvement strategies
26	Monitor sub-contractor activities

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

#	Task
27	Identify & include suitable OH&S requirements into sub-contractor packages
28	Evaluate OH&S performance of subcontractors

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

#	Task
29	Understand and apply general legislative OH&S requirements
30	Understand and apply detailed OH&S legislative requirements
31	Apply full working knowledge of the organisation's safety management system
32	Assist with return to work and rehabilitation processes

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

#	Task
33	Understand and apply general regulatory workers' compensation requirements
34	Mentor staff and follow their progress

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

#	Task
35	Conduct employee performance appraisals
36	Work with staff to solve safety problems
37	Discipline staff for poor OH&S behaviour/attitude
38	Recruit and select new staff
39	Administer first aid to injured persons

Step 4: Adapt the competency specifications

Why is this step important?

Step 4 involves reviewing the processes, knowledge, skills and behaviours listed for each individual safety task and adapting these to your organisational context.

Pages 13–51 of *A Construction Safety Competency Framework* outline the process steps, knowledge, skills and behaviours (KSBs) and culture outcomes for each safety management task (SMT). These are also available in a Word document on the enclosed CD for customisation by your company.

When you review each SMT process step, it may become evident that your company has already identified some of these processes and is using them in training programs, human resource processes or skills development.

For example, in SMT 20 *Recognise and reward people who have positively impacted on OH&S*, your company may have already identified and communicated the behaviour requiring recognition, but not perhaps formalised the public recognition process.

If your company has not identified these processes, then the process steps can act as a prompt to start implementing the relevant SMTs.

By examining the KSBs for each SMT, you may find common KSBs that can be interchanged or combined within existing company programs. For example, your company may not provide specific training on current OH&S legislation, regulations or codes of practice to all staff, however you may distribute information about OH&S legislation updates through general internal media postings (email, memos, toolbox talks) for relevant employees.

Process steps	Knowledge, skill and behaviour	Culture outcomes
SMT 4. Develop project OH&S management plans		

Snapshot of page 16 of the A Construction Safety Competency Framework

Step 4: Adapt the competency specifications

How do I implement this step in my company?

To complete *Step 4: Adapt the competency specifications*, it is recommended the following actions are undertaken.

✔ when completed

☐ 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.

Industry examples

The two case study excerpts provide an example of how *Step 4: Adapt the competency specifications* can be implemented within a company. The complete case studies can be found in the Appendix at the end of the guide.

Excerpt 8 (from case study 5 on page 31)
Using knowledge, skills and behaviour to create a safety competency 'cluster' in your company

To achieve an organisational 'fit', St Hilliers Contracting reviewed the knowledge, skill and behaviour (KSB) statements from *A Construction Safety Competency Framework* by identifying and incorporating 10 common KSB statements across the 39 safety management tasks. These common KSB statements became the basis for the Environment, Systems and Safety cluster in St Hilliers' internal competency and skills assessment framework. They are measured by a variety of means including observation, performance data, project outcomes and knowledge assessment.

Excerpt 9 (from case study 2 on page 29)
Expanding the process steps involved in the knowledge, skills and behaviour criteria.

Mapping Bovis Lend Lease's (BLL) senior management team against all the requirements of its environmental health and safety (EH&S) and quality management systems required an expansion of the knowledge, skills and behaviour criteria in the process steps identified by *A Construction Safety Competency Framework's* 39 safety management tasks, and some expansion of the process steps themselves.

Following discussions regarding competency requirements, BLL began a comprehensive review of all EH&S content in the roles and responsibility descriptions to ensure compatibility with the new framework. This led to the identification of eight priority EH&S competencies and the production of training modules and assessment criteria to achieve the required competency at these levels.

Step 5: Plan

Why is this step important?

This step involves planning how the information competency framework can be used in training, education and development, performance management, and recruitment and selection activities. Some suggestions for incorporation are outlined below.

Recruitment and selection

Recruitment and selection of the best person for the job can be a difficult task!

Developing a job description for the vacant position can help you and candidates understand what you are looking for. In addition to the information you would normally include in a job description (job title, reporting arrangements, company background, job requirements, qualifications and experience required), you also need to include safety competencies such as:

- occupational health and safety
- leadership
- risk management
- skills, knowledge and abilities
- relevant behavioural competencies.

Structure the assessment process around key competencies, as this will allow you to gain insight or evidence during the interviews to better identify which candidates are the most suitable, and which are more likely to have a negative impact on safety culture. This could be done by using scenario or case study based questions at the interview, and by asking a series of questions that align to your internal competency requirements and key result areas. Possible questions could include 'when you see unsafe actions in the workplace what do you do?', 'how do you ensure your workplace is safe for visitors?'.

Consider candidates who have the competencies and safety values required to successfully maintain and develop an appropriate safety culture. For example, a construction company seeking an engineer may assess candidates for communication, leadership styles, attitudes and values in safety.

Training, education and development

The skill and safety competency levels of existing employees are key issues for their training, education and development. Therefore, a robust training plan is recommended.

A set of safety competencies should clearly identify the difference between an employee's current behavioural competencies and the behaviour that is required. By implementing a training needs analysis and generating a training plan to develop the skills, abilities and behaviours required by employees, it is possible to positively affect safety culture.

Encouraging the uptake of standardised safety culture competencies by individual companies can also help improve uniform safety practice across the industry.

Performance management

It is important you promote the desired behaviours to your employees.

Promoting and encouraging desired behaviours does not have to be difficult. Ways this can be achieved include:

- senior and middle management leading by example
- linking behaviours to existing performance management and appropriate reward systems
- displaying signage on-site to show how many injury-free days you have had
- celebrating achievements with activities such as a BBQ attended by all management, employees and subcontractors
- focusing on examples of best practice in the company newsletter and company addresses given by management
- thanking your employees for engaging in safe behaviour — don't take it for granted.

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.

Step 5: Plan

How do I implement this step in my company?
To complete *Step 5: Plan*, it is recommended the following actions are undertaken.

✔ when completed

☐ 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

A training needs analysis is a method to identify what training staff have undergone versus what the company requires for job effectiveness and effective delivery of the SMTs. 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 and 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 and 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)

☐ Promote and encourage desired employee behaviours

☐ Incorporate safety competency and demonstrated safety performance improvement in employee performance appraisals

☐ Acknowledge and reward where appropriate, the positive behaviours of your employees.

Step 5: Plan

Industry example

The case study excerpt provides an example of how *Step 5: Plan* can be implemented within a company. The complete case studies can be found in the Appendix at the end of the guide.

Excerpt 10** (from case study 1 on page 28)
Developing a national training program

The John Holland Group identified and specified those safety critical positions and associated safety critical behaviours from the competency framework that it wanted across the company. The company developed competency-based adult training and assessment modules to deliver the necessary OH&S training to the whole company across Australia, as a program called 'Passport to Safety Excellence' (PSE).

The PSE program has been nationally accredited as a Certificate IV in Safety Leadership — Construction throughout Australia. It provides a number of objectives for the safety critical position holders in:

a. providing knowledge of the core tasks required to meet group and Australian legislative requirements
b. providing an understanding of why, how and to what performance standard each task needs to meet to achieve required outcomes
c. providing specific training and management support to meet the needs of individual position holders
d. establishing proof of competency which is portable throughout the group and eventually throughout other companies within the sector
e. providing national training body recognition.

The John Holland Group PSE program during the next few years will deliver 7000 training days to more than 1000 employees. In addition, the program is being made progressively available to clients, subcontractors and other construction sector companies and relevant institutions.

** Note this case study example is suited to larger companies.

Step 6: Use a step-wise approach, and Step 7: Implement within your company

Why are these steps important?

Steps 6 and 7 have been combined. Both examine how to implement the competency framework within your company.

It is recommended the implementation of new safety competencies and guidelines be introduced to staff in small steps, as this will help employees to absorb any new ideas and allow for early success to gain support and momentum.

Once your company has customised the Task and Position Competency Matrix (Step 3) by identifying "who needs to be able to do what", you will be in a good position to drive competency improvements through the entire hierarchy.

Refer back to Step 4 for the steps and processes to follow to complete a safety management task and the related knowledge, skills and behaviours required to achieve safety culture outcomes for your company.

Allocating resources to allow your company to implement the SMTs displays your company's commitment and desire to improve its safety culture and safety performance. In an 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. Implementing the SMTs should be thought of as an investment in achieving successful project outcomes.

As discussed in Step 3 consider your organisation's level of cultural development and determine a starting point for minimum competency requirements. Developing and implementing new safety competencies and guidelines may be a new way of doing things for many people in your company, and changes of this nature can be problematic for some. Clear and frequent communication will be critical to the success of your safety plan. Make sure you clearly communicate your plan to those who are directly and indirectly involved. This should include:

- what you are doing
- why the change is happening, including the history and context for the decision
- who is involved
- how long you expect it to take
- how it will impact on you and others
- the expected outcomes
- how you will keep people updated
- how you'll know your goals have been achieved.

Keeping people updated will help you maintain momentum throughout the implementation process. Some of these suggested ways to update people are suitable for the head office, others are site-based:

- emails and memos
- company newsletter
- company intranet
- toolbox talks and other face-to-face information sessions
- staff meetings
- posters
- fact sheets.

Critical to the success of *A Construction Safety Competency Framework* is how it is implemented within your company.

A number of recommendations have been made throughout this guide, and in *A Construction Safety Competency Framework*, as to how companies can customise this material to meet their unique organisational needs, according to the stage of your safety culture and safety management development.

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 company, there are certain staff behaviours and safety management tasks the company must implement.

Step 6: Use a step-wise approach, and Step 7: Implement within your company

How do I implement these steps in my company?

To complete *Step 6: Use a step-wise approach* and *Step 7: Implement within your company*, it is recommended the following actions are undertaken.

✔ when completed

☐	Allocate resources for the implementation of the SMTs
☐	Develop a plan to communicate the changes to your workforce
☐	Review the recommendations in this guide and *A Construction Safety Competency Framework* to determine how to appropriately implement the competency framework in your company
☐	Talk to your human resources department about including safety competencies in job descriptions and performance appraisals
☐	Incorporate your safety competencies and guidelines into your training program.

Industry examples

The three case study excerpts provide an example of how *Step 6: Use a step-wise approach and Step 7: Implement within your company* can be implemented within a company. The complete case studies can be found in the Appendix at the end of the guide.

Excerpt 11 (from case study 4 on page 31)

Developing training programs by identifying current gaps between *A Construction Safety Competency Framework* and current organisational practice

Baulderstone Hornibrook's approach to putting *A Construction Safety Competency Framework* to use within the company was to first undertake a 'gap' analysis of current training and staff development activities, on a national level, against the framework.

This exercise was carried out during a workshop session with state safety managers. From this initial exercise, an additional 13 distinct training modules were identified in order for the company to deliver on all the identified competencies in the framework. The majority of these training modules were developed and delivered 'in-house', with a few provided by external training providers. Three modules are currently under development.

For each training module there is a training activity plan (TAP) which identifies the specific details for each training activity, the subjects covered, the learning outcomes and the competencies achieved. The TAP is now being aligned with *A Construction Safety Competency Framework*.

Step 6: Use a step-wise approach, and Step 7: Implement within your company

Excerpt 12 (from case study 2 on page 29)
Developing training programs by prioritising safety management tasks

Bovis Lend Lease (BLL) identified eight priority environment health and safety SMTs (SMT numbers 1, 6, 18, 23, 26, 27, 31 and 39 of *A Construction Safety Competency Framework*). These were identified by assessing where the most Level 1 competencies on the matrix fell across the most safety critical roles, or areas of high risk such as first aid and emergency procedures. As a result, the company has produced training modules and assessment criteria to achieve the required competency at these levels, and has commenced training and assessment activities. These support materials are also being progressively developed and implemented for the remaining SMTs. This process has also identified some SMTs that can be bundled into single training modules.

Looking to the future, BLL hopes to partner with a registered training organisation to align the BLL framework with the Australian Certificate IV in Business, majoring in OH&S qualification, so that progressing through the BLL competency matrix creates a pathway to the award of this national qualification. BLL is also examining how it can monitor and evaluate staff periodically to ensure the competencies are kept current.

Excerpt 13 (from case study 3 on page 30)
Developing training programs by mapping *A Construction Safety Competency Framework* and the Certificate IV in Business, majoring in OH&S

Laing O'Rourke reviewed its minimum training requirements for its company before mapping these against the structured training frameworks identified in the Certificate IV in Business, majoring in OH&S, and *A Construction Safety Competency Framework*. This process identified the tasks each role holder must be competent to complete. By customising the competency framework they were able to identify specific training requirements for the individuals in these roles.

During this process, Laing O'Rourke partnered with a registered training organisation to develop a program based on existing internally run skill development courses (e.g. communication skills), prescribed training and nationally recognised units of competency. However, a training only solution was not deemed to be sufficient to meet the requirements of the company, as classroom learning does not always lead to behaviour change on-site.

Consequently, a skills portfolio supervision system and a safe behaviours program were developed to support this behaviour change and to formalise the skills and competency of the employees.

Step 8: Show continuous improvement

Why is this step important?

Continuous improvement is critical throughout this whole process as it enables companies to evaluate, review and reflect on strategy, which allows for improved strategies and implementation processes.

Achievement of continuous improvement should be based on realistic and realisable safety performance indicators. Some ways to improve current practices may be to:

- establish an initial benchmark for injury figures so you can look at how it changes after implementation
- evaluate and improve OH&S systems and equipment
- evaluate and improve performance appraisal processes.

Use various information sources to monitor and review, and to gain feedback on the effectiveness of culture actions and other safety-related behaviours. This will help individuals fine tune and continually improve their ability and effectiveness when completing the culture actions. For example, staff can seek and use feedback obtained from consultations, 'walk-arounds', collaborative decision making, self-reflection and performance management.

One opportunity to show and evaluate continuous improvement is at employees' performance development reviews. For example, employees can demonstrate their current and future training requirements and completed training can be acknowledged.

How do I implement these steps in my company?

To complete *Step 8: Show continuous improvement*, it is recommended the following actions are undertaken.

✓   when completed

☐	Determine the methods you will use to evaluate the success of implementation of the competency framework
☐	Establish safety benchmarks so you can evaluate changes over time
☐	Regularly review the 8 steps of the flowchart to improve your safety strategy and implementation plans.

Industry example

The case study excerpt provides an example of how *Step 8: Show continuous improvement* can be implemented within a company. The complete case studies can be found in the Appendix at the end of the guide.

Excerpt 14 (from case study 3 on page 30)

One way to provide feedback and demonstrate continuous improvement on the employee level.

Laing O'Rourke has developed a skills portfolio which is similar to a logbook as it requires the employees' supervisor (typically a regional safety coordinator) to observe employees on a number of occasions undertaking a particular safety management task. The skills portfolio clearly communicates the behaviour and the steps associated with the task (as derived from *A Construction Safety Competency Framework*), thus reinforcing and building the skills and behaviours required to be effective safety leaders. By regularly reviewing outcomes and successes, and quickly reinforcing learnings in the field, Laing O'Rourke is following a process of continuous improvement.

Appendix

Case studies

It has been demonstrated that most companies are committed to safety and improving the safety culture within their organisation. *A Construction Safety Competency Framework: Improving OH&S performance by creating and maintaining a safety culture* has provided a tool with which companies can align and structure their safety dynamics to suit their organisational requirements.

The competency framework can be implemented using different approaches to align it to existing safety structures, and to enhance and develop individual safety programs. Five case studies highlighting different companies' approaches when implementing the competency framework appear in the guide.

Note that even though the case studies are provided by large companies, the lessons learned and the principles within can be applied to small and medium companies.

John Holland has based its integrated safety approach on the competencies identified in the framework, using it to help align a range of knowledge, skills and behaviours associated with each safety management task. John Holland has also developed competency-based adult training and assessment modules to deliver training to more than 1,500 employees.

Bovis Lend Lease fully endorses the competency framework and has adapted it to its own environment health and safety management system. The competency framework has been applied to improve inclusion of various roles in the safety matrix, definitions of roles and responsibilities and intensive training development.

Laing O'Rourke used the competency framework as the basis of training and development programs for staff in safety critical roles. A skills portfolio has been created in order to build behaviour change and ultimately a culture change.

Baulderstone Hornibrook undertook a 'gap analysis', enabling it to develop training packages to address key areas. Its training activity plans are being aligned with the competency framework and improvement is underway for developing strategies that drive safety culture.

Finally, St Hilliers mapped the competency framework competencies to its own Skills Matrix for use in selection, training, development and performance management. In addition, the competency framework competencies are being used to audit position descriptions and site safety management plans.

Case study 1:
John Holland Group: Occupational health, safety and workers' compensation improvement strategy and Passport to Safety Excellence Training Program

The John Holland Group's vision of 'No harm' is underpinned by its occupational health, safety and workers' compensation (OHS&WC) improvement strategy and its Passport to Safety Excellence (PSE) Program.

The initial step of the OHS&WC initiative involved the identification of safety critical positions within the company; a safety critical position being defined as one that has a direct or indirect impact on OHS in the workplace. Fourteen safety critical positions were identified within the company ranging from the Managing Director to Leading Hand.

The next step involved the determination of the OH&S management activities that needed to be undertaken by each identified position in order to achieve best practice safety standards in the workplace. This analysis identified 36 safety critical activities. John Holland then developed skill and behavioural competencies necessary to effectively undertake all 36 identified safety critical OH&S management activities.

Once the John Holland Group identified and specified the safety critical positions and associated safety critical behaviours, it developed competency-based adult training and assessment modules to deliver the necessary OH&S training to the whole organisation throughout Australia.

This training program, the "Passport to Safety Excellence" (PSE), has been nationally accredited as a Certificate IV in Safety Leadership – Construction throughout Australia. The program serves a number of objectives for the safety critical position holders in:

      a. providing knowledge of the core tasks required to meet Group and Australian legislative requirements
      b. providing an understanding of why, how and to what performance standard each task needs to meet to achieve
         required outcomes

Appendix

c. provision of specific training and management support to meet the needs of individual position holders

d. establishing proof of competency which is portable throughout the Group and by other companies within the sector

e. provision of national training body recognition.

Over the next few years, the John Holland Group PSE program will deliver 12,000 training days to more than 1,500 employees. In addition, the program is being made progressively available to clients, subcontractors and other construction sector companies and relevant institutions.

With the successful establishment of the PSE program, the John Holland Group is now working on developing the next stage, which will see the core principles of the existing program expanded to blue collar and subcontractor roles.

Key learning

The John Holland Group's identification of its safety critical positions and the associated safety management tasks, and its subsequent development of dedicated training modules to Certificate IV accreditation standard, clearly demonstrates a systematic pathway from identification of need to development and use of training solutions.

Case study 2:
Bovis Lend Lease: Environment health and safety competency framework

Bovis Lend Lease (BLL) endorses *A Construction Safety Competency Framework.* It has been adapted to suit BLL's environment health and safety (EH&S) management system and the responsibilities of people identified as holding posts critical to the company's EH&S performance. The competency framework is being used to improve and standardise the current approach to EH&S training, ensuring consistency in both training outcomes and management system application.

BLL customised the competency framework in several ways. In keeping with an integrated management system, the framework competency specifications and process steps were amended to include environmental management. As BLL directly employs construction workers, the safety critical positions in the competency framework were customised to include this new type of role that is critical to safety performance. Additionally cost planners, designers, contract and finance managers were also added as a discrete group within the BLL system as critical to safety performance.

BLL is now in the process of identifying the minimum EH&S management competency specifications that will be expected from its subcontractors' supervisors. Mapping BLL's employees against all the requirements of its EH&S and quality management systems required a substantial expansion of the knowledge, skills and behaviour criteria in the process steps identified by the competency framework's 39 safety management tasks (SMTs) and some expansion of the steps themselves.

There has been some valuable discussion within the company's various peer groups to determine which roles should be required to attain Level 1 (full knowledge required) or Level 2 (working knowledge required) competencies, due to a gap in expectations between some job titles and descriptions. This has led the company to begin a comprehensive review of all EH&S content in the roles and responsibility descriptions to ensure compatibility with the new framework.

Following these discussions, eight priority EH&S competencies (SMTs numbered 1, 6, 18, 23, 26, 27,31 and 39), were identified by assessing where the most Level 1 competencies on the matrix fell across the most number of safety critical roles, or areas of high risk such as first aid and emergency procedures.

As a result, the company has produced training modules and assessment criteria to achieve the required competency at these levels, and has commenced training and assessment activities. These support materials are also being progressively developed and implemented for the remaining SMTs. This process has also identified some SMTs that can be bundled into single training modules.

Looking to the future, BLL hopes to partner with a registered training organisation to align its framework with the Certificate IV in Business, majoring in OH&S qualification, so that progressing through the BLL framework creates a pathway leading to the award of this national qualification. BLL is looking at ways to monitor and evaluate staff periodically to ensure the competencies are kept current.

Appendix

The framework is a valuable tool which will continue to see BLL staff improve their EH&S performance within their designated role, and to better understand and apply the Bovis Lend Lease EH&S management system.

Key learning

The adoption and customisation of the competency framework not only provided consistency in environmental, health and safety training outcomes across Bovis Lend Lease, but also generated a comprehensive review of all environment health and safety content in the roles and responsibility descriptions and sections of its management system. This will enable it to better align roles and responsibilities to tasks.

Case study 3:
Laing O'Rourke: Safety training and development program

Laing O'Rourke used *A Construction Safety Competency Framework* as the basis of a training and development program for foremen/supervisors, junior engineers and site safety advisors. Laing O'Rourke has a separate leadership program covering higher roles within the organisation.

The first step in developing this program was to review the minimum training requirements for the company. These were then mapped against the structured training frameworks identified in the Certificate IV in Business, majoring in OH&S, and the competency framework. Secondly, the tasks which each role holder must be competent to complete were identified. From the customisation of the competency framework, specific training requirements were identified for people in these roles.

During this analysis, registered training organisations (RTOs) developed a program based on existing internally run skill development courses (e.g. communication skills), prescribed training and nationally recognised units of competency. However, a training only solution was not deemed to be sufficient to meet the requirements of the company, as classroom learning does not always lead to behaviour change on-site. As a consequence, a skills portfolio supervision system and a safe behaviours program were developed to support this behaviour change and to formalise the skills and competencies of the employees.

The skills portfolio is similar to a logbook as it requires the employees' supervisor (typically a regional safety coordinator) to observe employees undertaking a particular safety management task on numerous occasions. The skills portfolio clearly communicates the behaviour and the steps associated with the task (as derived from the competency framework), thus reinforcing and building the skills and behaviours required to be effective safety leaders, ensuring what is taught is quickly reinforced in the field.

Key learning

Training and development should be available to all staff to develop capability in safety behaviours and to promote the knowledge and understanding required to gain ownership and involvement in OH&S activities.

Case study 4:
Baulderstone Hornibrook

Baulderstone Hornibrook recognises that significant improvements in safety performance cannot be driven by safety management systems alone. To develop and sustain a strong safety culture, it also needed to establish and reinforce strong safety beliefs, values and positive attitudes towards safety across all levels of the organisation.

A Construction Safety Competency Framework has provided a point of reference from which Baulderstone Hornibrook has improved efforts and progress towards building a stronger safety culture.

Baulderstone Hornibrook's approach to putting the competency framework to use within the organisation was to first undertake a 'gap' analysis of current training and staff development activities, on a national level, against the competency framework. This exercise was carried out during a workshop session with each of the company's state and business unit safety managers. From

Appendix

this initial exercise, it was determined that 10 existing training courses already satisfied several requirements specified in the competency framework, and that a further three distinct training modules were needed to deliver on all the remaining competencies specified within the competency framework.

The competency framework, however, is not just about training. It is also about developing strategies that drive desirable behaviours and enable individuals to develop competencies that are not necessarily acquired through traditional training methods. In this instance, the competency framework has been extremely useful in enabling the company to evaluate current competency statements, against the framework, and to further refine these to align with existing safety culture development activities.

The company's internal competency statements are then better equipped to identify necessary development activities for new staff and existing staff as part of the company's personal development review process.

Key learning

The analysis of competency training needs and a 'gap' analysis of current and planned training benchmarked against the competency framework communicates a strong message that Baulderstone Hornibrook is committed to safety culture development.

Case study 5:
St Hilliers Contracting

St Hilliers Contracting developed the St Hilliers Skills Matrix, an internal competency and skills assessment framework that forms the foundation for the selection, training, development and performance management of staff.

This matrix comprises nine competency clusters and includes the technical skills and interpersonal skills required for all project-based staff. It provides a tool to measure the skills, knowledge and behaviours of construction project staff and will be incorporated into all of St Hilliers' human resource and people management systems.

A Construction Safety Competency Framework forms the basis of the environment, systems and safety competency cluster in the St Hilliers Skills Matrix.

To achieve an organisational 'fit', St Hilliers reviewed the knowledge, skill and behaviour (KSB) statements in the competency framework by identifying and incorporating 10 common KSB's across the 39 safety management tasks within the competency framework. These common KSB's became the basis for the environment, systems and safety cluster in the St Hilliers' internal competency and skills assessment framework. They can be measured by a variety of means including observation, performance data, project outcomes and knowledge assessment.

In addition, the competency framework is being used to audit position descriptions and site safety management plans to ensure all appropriate safety management tasks are incorporated. This outcome will be achieved by first modifying the safety critical position titles to reflect current internal positions and then using the matrix to verify that all safety critical tasks as identified by the competency framework fall within someone's scope of accountability, either within the position descriptions or the site safety management plans. It is proving to be a very useful tool in differentiating the levels of responsibility and competence required of their employees. These two steps are a simple and meaningful way for companies to incorporate the competency framework in to daily business.

Key learning

St Hilliers developed a skills matrix with nine competency clusters. By incorporating an environment, systems and safety competency cluster, it demonstrated a practical solution to embedding the OH&S required competencies in the regular human resources practices of the organisation. This process clearly indicates that St Hilliers values safety behaviour and culture as importantly as other human and environmental resource issues.

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A Practical Guide to Safety Leadership: Implementing A Construction Safety Competency Framework

A Practical Guide to Safety Leadership is the follow-up resource to *A Construction Safety Competency Framework: Improving OH&S performance by creating and maintaining a safety culture*. The guide is a useful tool to help industry apply the principles of safety culture within their organisations.

It examines the safety critical positions and the safety management tasks outlined in the competency framework and combines practical examples and case studies to assist organisations in identifying behaviours and approaches which need improvement.

It is designed for use by safety professionals from the front-line to the boardroom and guides the user to create and maintain a positive safety culture.

A CD insert provides copies of and extracts from *A Practical Guide to Safety Leadership* to help organisations customise content.

A Practical Guide to Safety Leadership is available from www.construction-innovation.info

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