Safety Intelligence

Intelligence—Capacity for learning, reasoning and understanding
Training needs to be the ability to **enhance intelligence**

**Learn** – Safety is not a separate issue. It is an integral part of the working scope.

**Reason** - The ability to foresee where the level of safety is required to reduce risk.

**Understand** – A shared leadership and collective effort for accountability.

*A case study of a disengaged culture*

Ageing workforce
Due to aging leadership, accountability was missing in crews
Needed to train and develop crew to be leaders in safety awareness
Safety training and leadership required

*Road trip to worksites*
Where the problems were;

The Generational Gap

Generational development in workforce.
• Silent Generation late 1940’s
• Baby Boomers 1950 - 64
• Generation X 1965- 80
• Millennials 1980- 2000

Social – Cultural – Technological differences. Need common ground

➢ Empathy with experience but lacked formalised training
➢ Value each others knowledge
➢ Incorporate in workforce to help each other with acquired talents
➢ Feeling of empowerment
Workforce Intelligence Development Program

“We cannot solve a problem with the same thinking that created it” Einstein

Training Modules for Improvement

The program took the form of 4 stages;

1) Behavioural based management – Character and awareness to be a leader
2) Hazard awareness and risk mitigation – Site hazard control measures and instigation
3) Procedural engagement – Empathy and accountability
4) Trust building
1) Behavioural characteristics looked at:

**Visionary** - Seeks out and learn more effective and better ways

**Champion** - Actively leads and develops safety ethics. Accountability

**Supporter** - Understands safety and believes its importance

**Compliant** - Required to do things because it is mandatory due to trust in leaders

2) Hazard Awareness and Risk Mitigation

**Communication** - Seek to understand before you seek to be understood

Effective communication is also the basis of effective teamwork

Team members must be in constant communication. Explaining, listening, discussing and keeping everyone relevant and up to date

Good communication ensures accountability because everyone knows who is responsible for what. (example pipe cut country)
3) Procedural Engagement

Team Building
It is better to provide negative critical feedback that can be improved on than no feedback at all

The feeling of being ignored leads to employee disengagement. (Example hole digging)

Enhanced creativity, with people working together to come up with innovative ideas;

Greater safety, as groups focus on solving safety problems and developing safe procedures;

Negotiating and Empathy
The purpose of negotiation is to achieve agreement through discussion and compromise.

Let each party know what they are achieving not that they are suffering defeat
4) Trust Building

Trust is a function of three components

**Character**
- Integrity
- Sincerity
- Honesty

**Competence**
- Ability
- Intelligence
- Capability

**Ethics**
If something doesn't feel like it's the right thing to do, it probably isn't.
You must go from being a follower to being the one who guides, directs, motivates and manages.

Character and Ethics is doing the right thing
Competence is doing the thing right
Safety Intelligence

Teaching - Learning - Leadership
ENGAGING THEIR MINDS

Teach with Passion, Listen with Empathy

Teaching - Giving lessons about a particular subject that they have knowledge on

Learning – Gaining knowledge from the teaching

Leadership – Application of that knowledge required for critical tasks
Three Stages Of Teaching
Giving knowledge to a group of learners

1- Knowledge – Imparting of words to who wants to hear them (Short term outcome)

2 – Comprehension - Understanding of that knowledge (Shaping mindset )

3 – Application – Ability to use this knowledge (Thinking transformation )

Within that there are 4 stages of learning: (gaining knowledge by ways of teaching)

Explanation - Everyone learns in different ways. Give the ability to understand by using visual, auditory and tactile learning avenues (example illiterate)

Demonstration – Engagement (example excavator)

Imitation – Seen to be reinforcing the commitment to safety and quality. Leader integrity

Repetition – Consistent with the standards set and messages relayed.
Where the problems are and what to fix:

Safety Inductions.

- Generally a waste of time, money and resources. (QLD example x2)
- Need to be incorporated in onboarding of workers/contractors
- Take them on a journey, keep interest and motivation of what they are going to achieve, personal and for company
- Follow up with bite size refresher training at work site
- Look at what isn’t working. Ask the workers, the small things make a difference

What is being taught and how

- “Tell them what you are going to tell them, tell them, then tell them what you told them.” ??? (insanity)
- Don’t dwell on the negative
- Blended learning – share past experiences
- Training to be relevant to workers
- Ethnic diversity – different priority to safety principles
Leadership Mistakes

- Setting impossible goals – Set up people for failure
  - Over complicate and over achieve to a ridiculous level
  - Way beyond a reasonable level of compliance

- Not accepting blame – Don’t tolerate blame and shrug it off
  - Everyone is accountable and true leadership is learning from mistakes
  - Involve the crew and find a better way or process to do things

- Accept second rate – Don’t try and win favours by accepting shoddy work
  - Be firm but fair
  - Communicate the need for pride in your work

- Don’t give feedback – All workers want acceptance and praise even, if they are doing the job they are meant to do
  - Involve workers with objectives and business targets. Ask for opinions
**Leadership Mistakes**

- **Not developing trust** –
  - **Sincerity**: Are you believable in doing what you say you will do. Do you have credibility, validity and sound advice
  - **Reliability**: Will you deliver on what you say you will
  - **Competence**: Do you have the ability, training and knowledge to deliver.

- **Not being genuine** – Create rapport with individuality
  - Be in control and use guidance not micro manage

- **Not looking at what matters** – Data of safety trends and key indicators
  - Lean processes – costings, efficiency
Other factors that undermine Safety Intelligence.

**Incivility** – defined as ‘Low intensity deviant behaviour with ambiguous intent to harm the target’
- Rudeness, discourteous, interrupting and talking over
- Aggression, short tempered, gossip, insinuations
- Leads to disruption in learning capabilities, reasoning and understanding

**Intended violation** – sabotage, theft, horseplay.
- Leads to job disloyalty, can get more and more brazen if not quickly controlled
- Defamation, harassment, threats.
- Fear of reprisal if have complaint or opinion
• Hernán Cortés de Monroy y Pizarro, 1st Marquis of the Valley of Oaxaca (Wah Hakka)
• Spanish conquistador who led an expedition that caused the fall of a leader in the Aztec Empire

  ● He went to the metropolis of Tenochtitlán to meet the Aztec leader Montezuma II.
  ● Montezuma II thought Cortés was the feathered serpent God Quetzalcoatl
  ● Cortés demanded all of Montezuma II gold – under threat of death.
  ● Montezuma II dutifully provided the Gold
  ● Cortés promptly killed Montezuma II and 240,000 of his people.
  ● And his empire fell
• Francisco Pizarro González, Marquess
• Spanish conquistador who led an expedition that caused a leader to fall of the Incan Empire
  
  • He went to Cajamarca to meet the Incan leader Atahualpa.
  • Atahualpa was taken hostage by Pizarro and held in the “Ransom Room”
  • Unless the room (7m by 5m by 3 m) was filled with gold Atahualpa would be executed.
  • The Incans provided the Gold
  • Pizarro promptly killed Atahualpa
  • And his empire fell
• The Spanish Army then turned to North America and warred against the Apaches
• They fought for 2 centuries and failed to overthrow the Apaches
• Why?
• The Apaches had no leader to threaten
• The Apaches had a series of Nant’ans – spiritual and cultural leaders who had no coercive powers (In fact the phrase “you should” has no equivalent in Apache)
• Many Nant’ans were killed but a replacement was always nearby
• No one person was essential to the Apache civilisation
Learnings

• We need to have a culture where no one individual is essential for site and work safety

• We are all accountable and responsible

• We need to work together making decisions to the limit the risks we encounter

• Even when we have setbacks we should be resilient and keep moving forward

• Don’t make the 5% of accidents become the 100% of focus

• Learn from the 95% that was safe.
Awareness of hazardous situations

Learn – Safety is not a separate issue. It is an integral part of the working

Reason - The ability to foresee where the level of safety is required to reduce risk

Understand – A shared leadership and collective effort for accountability
Would You Stop This Job?
Risk Awareness

• Risk assessment with associated works
• How is risk assessed in a new work scope

Take a high risk situation such as Demolition

➢ Structure stability
➢ Load bearing capacity of floors
➢ Degrading of materials over time
➢ Traffic management
➢ Greater exclusion zones
➢ Basements and cavities
Ladders

- Major contributor to working at heights injuries
- Treated with complacency
- Ladder selection for work scope
- 3 points of contact
- A solid working platform
Height awareness- Above and below

• New to a work site. Lack of supervision – Leadership
• Look up, look down, look near, look far
• Disguised heights – undercut ledges, false covers, shut doors blind corners.
• Rusted braces, roof panels corroded, open voids.
New workers and Young workers

- Supervision is essential- Mentor and empower

- Site risk management
  - Work together to put prevention in place
  - Don’t cut corners
  - If it doesn’t feel safe it will not be safe
Out Takes

- Teach so as they learn and understand
- Focus on the needs for a successful outcome
- Value the workers knowledge of positive learnings from negative outcomes
- Think in negotiating and delegation – Listen with empathy, give empowerment and provide accountability.
- Show leadership to Learn, Reason and Understand for greater Safety Intelligence
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Thanks for your time