

# Leading Safety

## Why lead safely?

The University of Nottingham Global Strategy 2020 sets out a vision for the future. Part of that vision is being committed to excellence, enterprise and social responsibility. As leaders at the University it is essential that you align your school or professional department to this vision and an essential part of that is ensuring the health and safety of all of those effected by your activities.

A leader's style of leadership and visible demonstration of their commitment to safety through actions is important in shaping the school or professional services culture. A long term focus, commitment and a willingness to walk the walk is essential is to leading safely.

Leadership drives culture which in turn drives behaviour.

Safety Culture can be defined as the way things get done round here.

## Leadership Characteristics

Good leaders will display a number of characteristics which allow them to leader and shape their team.

**Credibility** – Strong safety leaders have a high level of credibility, people believe what they say and trust them to tell the truth, even if it is unpopular or unlikely to be well received. Their actions are perceived by others to be consistent with what they say.

**Action Orientated** – A good leader will not only direct work and monitor compliance and rules and regulations but also encourages the workforce to solve safety issues in a proactive manor.




**Vision** – Recognise the gap between the present situation and the vision.



**Accountability** – Recognising that you are ultimately answerable for the completion of the task by the responsible person. Assigning tasks to the responsible person, ensuring they have the competence, time and resources to carry out the task. Measure the performance of the responsible person.



**Communication** – Leaders influence the behaviour of their teams by communicating their expectations for safety and then explaining how they and their teams will be held accountable for their behaviour.

**Collaboration** – A collaborative leader encourages teamwork, asks for and acts upon others input in resolving safety issues and creates a greater sense of ownership.

**Feedback and recognition** – Providing feedback and recognition for individuals and teams is a powerful tool for encouraging safe behaviour.

UoN Leadership Theme	Leadership Characteristics	What should I be doing?	H&S Information and Resources	Leadership and Management Academy Links
 <p>The Diplomatic Leader</p>	Credibility	<ul style="list-style-type: none"> <li>• Asking for ideas on how to improve performance.</li> <li>• Following through on commitments and actions.</li> <li>• Consistently applying safety standards.</li> <li>• Lead by example.</li> <li>• Be willing to take safety decisions that may be unpopular.</li> <li>• Demonstrate personal concern for wellbeing of employees, students contractors etc.</li> </ul>	Link to A-Z and compliance indicators?	
 <p>The Strategic Leader</p>	Vision	<ul style="list-style-type: none"> <li>• Create a vision for safety in your management area.</li> <li>• Articulate the vision clearly.</li> <li>• Recognise the gap between the present situation and the vision and ensure resources are available.</li> <li>• Ensure that your leadership team is engaged with safety and empowered to make decisions.</li> </ul>	Link to leading indicators?	
 <p>The Organised Leader</p>	Action Orientated	<ul style="list-style-type: none"> <li>• Ensure that the management unit has a risk register and safety plan in place so that you understand your significant risks and ensure they are being managed by your team.</li> <li>• Learn from incidents, accidents and near misses.</li> <li>• Challenge business decisions that may impact negatively on your risk profile, now or in the future.</li> </ul>	Link to Risk Register and safety plan. Link to Leading indicators. Link to accident reporting.	

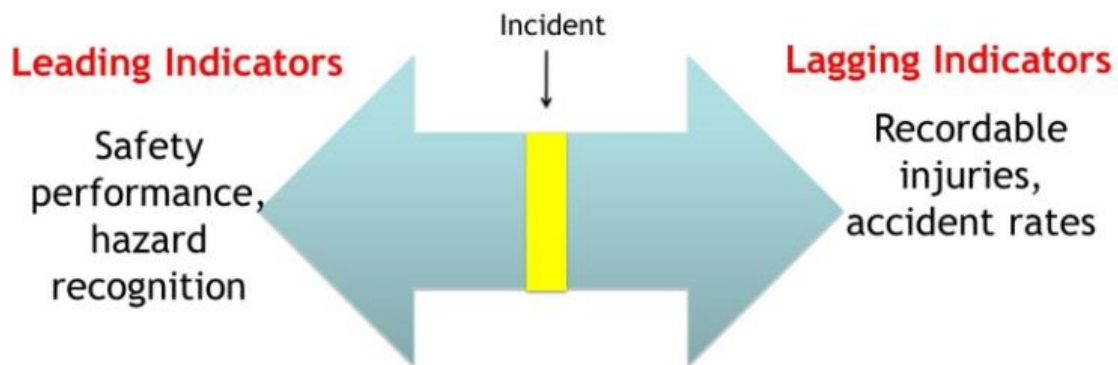
		<ul style="list-style-type: none"> <li>• Intervene during day-to-day activities when safety may not be met.</li> <li>• Leading or actively participating in safety meetings, audits, accident investigations and safety campaigns.</li> <li>• Act as a role model for reporting safety issues and near misses.</li> <li>• Create opportunities to talk to staff and students about safety.</li> <li>• Support staff and students in their obligation to stop work if they feel it is not safe.</li> <li>• Monitor and set goals on leading indicators.</li> </ul>		
 <p>The Motivated Leader</p>	Accountability	<ul style="list-style-type: none"> <li>• Define and communicate clear safety roles and responsibilities as well as goals and objectives.</li> <li>• Provide adequate resources including time.</li> <li>• Hold your team accountable for performance, include safety targets in the PDPR process.</li> </ul>	<p>Link to safety related job descriptions / duties.</p> <p>Link to safety action plan.</p>	
 <p>The Change Leader</p>	Communication	<ul style="list-style-type: none"> <li>• Give regular open and honest feedback on performance.</li> <li>• Show appreciation for a job well done.</li> <li>• Ensure safety objectives are clearly communicated to everyone in the school.</li> <li>• Provide the opportunity for the team to get involved and gain ownership of safety challenges and solutions.</li> </ul>	<p>Link to safety related job descriptions / duties.</p>	

	Collaboration	<ul style="list-style-type: none"> <li>Asking for, listening to and showing that you value others views.</li> <li>Encouraging the team to openly discuss safety concerns.</li> </ul>		
	Feedback and recognition	<ul style="list-style-type: none"> <li>Describe the impact behaviour has on others and the organisation.</li> <li>Celebrate safe behaviour.</li> <li>Involve people in new projects.</li> </ul>	Examples to be provided.  <a href="#">Email your good examples</a>	

## Monitoring performance – Leading and Lagging Indicators

Leading indicators are pre-incident measurements, as opposed to lagging indicators, which are measurements collected after an incident occurs. For example, a flat tire is a lagging indicator because the blowout already has occurred, but an inspection that notes the poor quality of the tire and prevents a blowout from taking place is a leading indicator.

A key competent of leading indicators is that they are measurements of safety events or behaviours that precede incidents and have a predictive quality.



By measuring leading indicators including conditions, events and sequences that precede and lead up to accidents and as such have some value in predicting the arrival of the event can provide the opportunity to introduce controls measures to stop the event happening. Leading indicators such be relevant to the school and worth measuring. They should present the important aspects of the schools safety management system.

Leading indicators include but are not limited to;

Leading Indicator	How to measure this	How to make improvements
Maintaining a high	Is safety an agenda item for key	Ensure that safety is on the

profile for safety in meetings	<p>management meetings?</p> <p>Are relevant safety issues discussed at the meeting?</p> <p>Are actions reported back and signed off?</p>	<p>agenda</p> <p>Allocate areas of safety to different people and ensure safety is reported on.</p> <p>Ensure actions are signed off.</p>
Personal attendance of managers in safety meetings and safety audits	<p>Are senior members of the school active in your safety committee?</p> <p>Do senior members of your school and PI's attend walk rounds, inspections and audits?</p>	<p>Encourage engagement.</p> <p>Require your leadership team to report back at senior management meetings.</p>
Face-to-face meetings with employees that feature safety as a topic	<p>How many safety related meetings or events ran in your school in the last year?</p> <p>What was the level of attendance?</p> <p>Were any actions raised completed?</p>	<p>Report back at your safety committee and senior management meetings.</p>
Jobs descriptions that include safety roles	<p>Commission a review of job descriptions or ask your senior team to report back after the PDPR process.</p> <p>Ensure those with a safety role are given the time and recognition in meeting their goals.</p>	<p>Task your senior managers to add safety related duties to PDPR goals.</p> <p>Set school or departmental safety targets and add as goals as part of the PDPR process.</p>
Providing adequate safety resources	<p>What is your safety budget?</p> <p>Do you and the senior team think it is adequate?</p>	<p>Review your safety budget</p>
Percentage of incident reports on which root cause analysis was undertaken	<p>Ensure that the root cause of accidents are reported at your safety committee</p>	<p>Use this data to inform your risk register and focus your attention on key areas for improvement.</p>

Number of safety training sessions delivered	Set annual KPI's and report back at your safety committee	Review the school activities and ensure that training covers your key activities and risk areas.
Ergonomic opportunities identified and corrected	Log any interventions and report back at the safety committee.	Review was ergonomic hazards your employees and students are likely to face and ensure controls are in place.
Number of DSE assessments completed	Create a log of your DSE users and when their last DSE assessment was completed.	Raise awareness of the DSE process and ensure that you have enough school or departmental DSE assessors to support the process.
Employee perception surveys		
Number of safety inspections and actions completed	Set KPI's for the number of inspections to be carried out and time frames for key actions to be completed.	Ensure actions that have not been completed are noted by the safety committee and reasons recorded, develop action plans to deal with these areas.
Number of safety audits	Set KPI's for the number of inspections to be carried out and time frames for key actions to be completed.	Ensure actions that have not been completed are noted by the safety committee and reasons recorded, develop action plans to deal with these areas.
% of jobs for which risk assessments are carried out	Create a register of jobs that require a risk assessment (and SOP and training records). Set and monitor KPI's for ensuring they are carried out or updated in the required timeframe	Ensure that your staff are competent to complete a risk assessment by adding the requirement for training to your training matrix

#### Why use leading indicators?

- Allows you to see and celebrate small improvements in performance
- Measure the positive rather than failure

- Increase constructive problem solving
- Track impact rather than intention
- Produces clear actions and enable frequent feedback to stakeholders.

**[Reference the University of Nottingham Leadership and Management Academy](#)**