JvR Psychometrics

SAFETY PROFILE

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INTRODUCTION

The Safety Profile provides a summary of a candidate's current safety attitude and/or behaviour. This report is based on the results from the Basic Traits Inventory (BTI) and Locus of Control Inventory (LCI). When used for selection or development purposes, it should be kept in mind that this report provides insights into only certain aspects of an individual's functioning and that other sources of information should also be taken into account.

REPORT OVERVIEW

This report consists of five sections: The Safety Model, Definitions of Safety Scales, Interpretation, Results, and Strengths and Development Areas.

Safety Model

The Safety Model explains the two distinct aspects of workplace safety behaviour, namely Compliance and Participation. The specific safety competencies associated with these two aspects of behaviour are provided in the model.

Definition of Safety Scales

Definitions of the aspects of the Safety Model are provided in this section, including those for Compliance and Participation, and the relevant competencies associated with each.

Interpretation

In preparation for the results section, a specified guideline on how to interpret the scores on the competency rating scales is given in the Interpretation section.
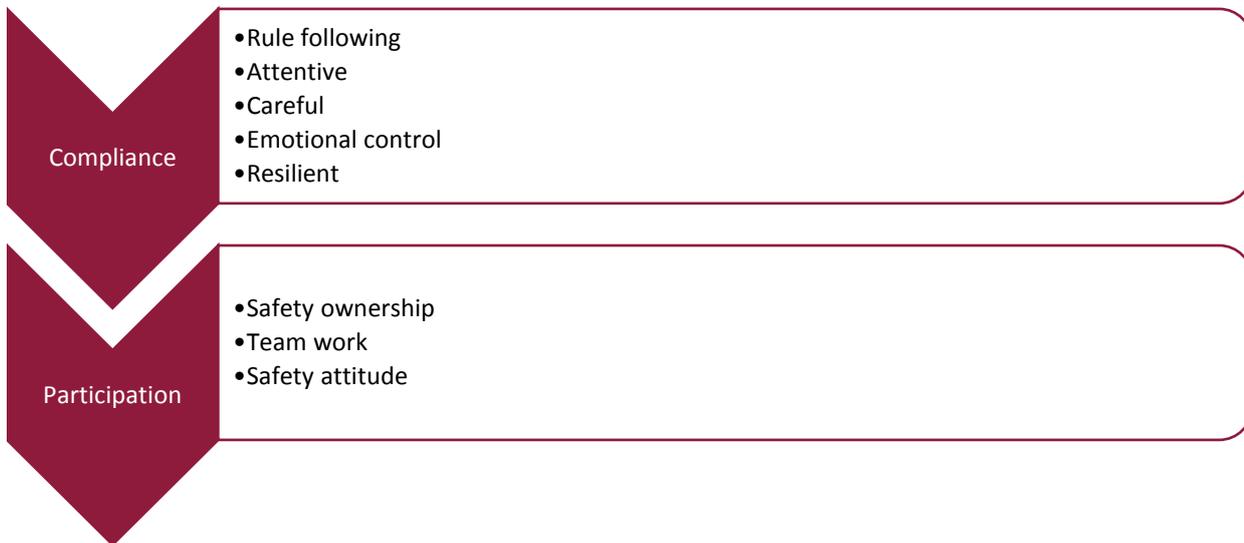
Results

This section provides a graph of the results on each safety competency. A table containing the competency scores with a description of the interpretation range is also provided. Where relevant, safety flags are highlighted that correspond with competency scores.

Strengths and Development areas

Based on the individual's results on the Safety Profile, the report concludes with the Strengths and Development section. This section can be removed and provided to the individual with feedback when used as a part of a personal development or coaching process. It provides the reader with specific areas where the individual showed strengths, but also some advice around those areas within the safety environment that may create flags for safety behaviour.

SAFETY MODEL

The most popular behavioural safety models cover two distinct aspects of workplace behaviour. The first is the compliance aspect, which has to do with behaviours such as wearing protective clothing and following safety protocols. The second aspect is often called safety participation, and has to do with engaging in the kinds of behaviours that create a safer working environment. These tend to be more generic workplace behaviours, but they do influence the safety climate in the organisation.

Compliance
- Rule following
- Attentive
- Careful
- Emotional control
- Resilient

Participation
- Safety ownership
- Team work
- Safety attitude

DEFINITION OF SAFETY SCALES

SAFETY COMPLIANCE	The likelihood that the person will follow the rules and engage in safe working behaviours
Rule following	The degree to which a person will follow rules, follow instructions and work in a structured, orderly manner.
Attentive	The degree to which a person will focus on the task at hand, and not be distracted by people or the environment.
Careful	The degree to which a person will avoid unnecessary risks, work deliberately, and consider the consequences of their actions.
Emotional control	The degree to which a person will be able to control the expression of their anger and frustration.
Resilient	The degree to which a person will handle prolonged stress and react calmly in times of crisis.

SAFETY PARTICIPATION	Behaviours that nurture the creation of a safety culture and environment that sustains safe behaviours
Safety ownership	The degree to which a person will take responsibility for safety of others and act as a safety role model.
Team work	The degree to which a person is likely to work collaboratively towards a common goal.
Safety attitude	The degree to which a person is concerned about their own and others' safety.

INTERPRETATION

This report provides combined feedback from the results of two psychological instruments in the form of safety competencies. Competencies are behaviours that, if an individual does well, will result in effective on-the-job performance. The graphs that follow will show the individual's scores on each of the safety competencies. Scores can range from 1 to 4. Here are some guidelines on how to interpret the scores:

RATING 1 – 1.5: DEVELOPMENT SUGGESTED

The individual would probably prefer to work in environments where this competency is not required. Although they might be able to perform this kind of task, they might not be comfortable doing so over longer periods of time. Development is therefore suggested to improve the individual's level of comfort and possible functionality in this area.

RATING 1.5 – 2.5: COACHING SUGGESTED

The individual might have some level of comfort in functioning in this area of competence. Some coaching is suggested in order to increase their level of comfort and possible functionality in this area.

RATING 2.5 – 3.5: HIGH POTENTIAL

The individual seems to be comfortable in functioning in this area of competence. Because they already have a level of comfort in this area, it suggests that they might have the natural resources required to be able to perform such tasks frequently and consistently over an extended period of time.

RATING 3.5 – 4: POTENTIAL STRENGTH

The individual seems to enjoy functioning in this area of competence. They will probably find pleasure in performing tasks related to this area and may tend to seek out such tasks. The individual will likely have the natural resources required to be able to perform and enjoy such tasks over an extended period of time.

When interpreting this information, remember that the competency scores are inferred from a personality profile. The individual may have developed skills in lower scoring areas, and draw on those when necessary. Bear in mind that excessive use of skills outside of the individual's level of comfort can be hard to sustain for long periods of time and may lead to fatigue and burnout.

RESULTS

The scores on each of the safety competencies are presented in this section. The results in the graph show the position of the scores in relation to one another. The detail is presented in the tables below the graphs. Safety flags show potential safety risks when scores fall in the lowest score category.

SAFETY COMPLIANCE
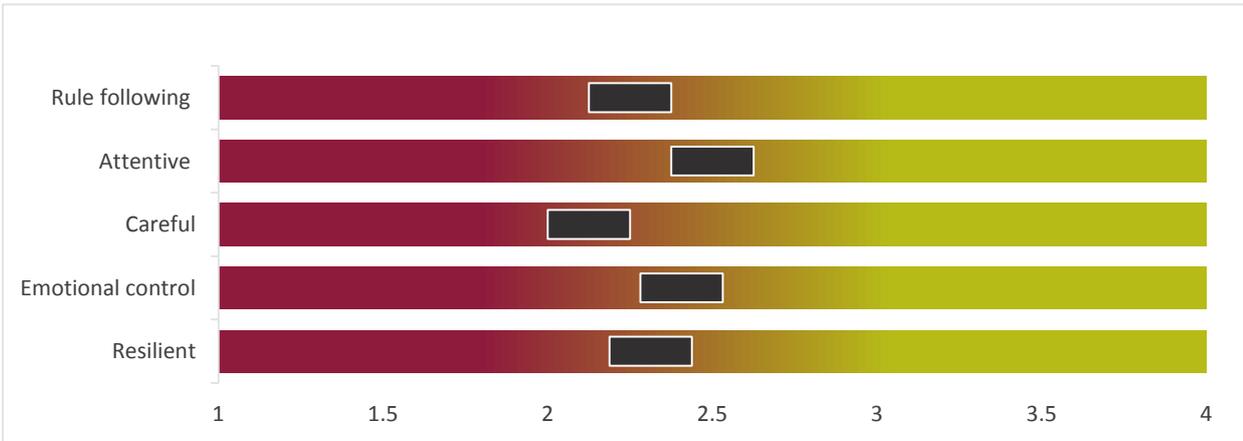
Scale	Score	Category	Safety flag
Rule following	2.3	Coaching suggested	
Attentive	2.5	High potential	
Careful	2.1	Coaching suggested	
Emotional control	2.4	Coaching suggested	
Resilient	2.3	Coaching suggested	

SAFETY PARTICIPATION
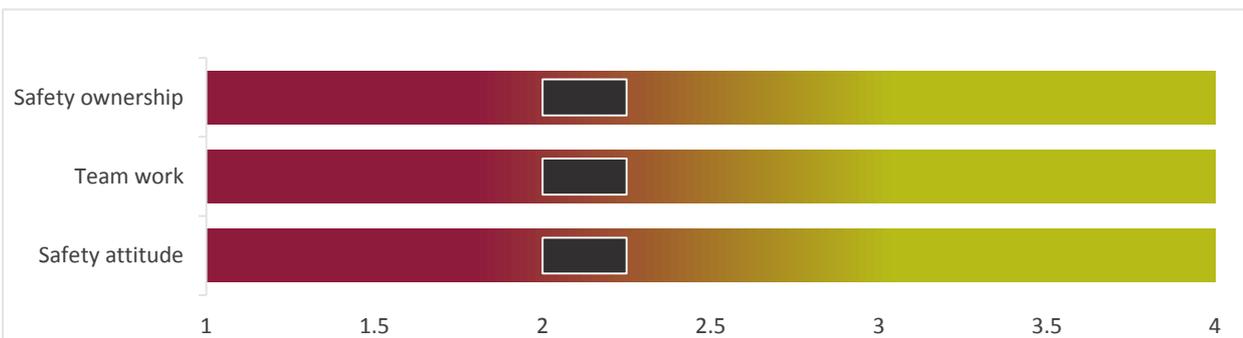
Scale	Score	Category	Safety flag
Safety ownership	2.1	Coaching suggested	
Team work	2.1	Coaching suggested	
Safety attitude	2.1	Coaching suggested	

STRENGTHS AND DEVELOPMENT AREAS   Jenna Sample

This section is intended to be used as a development guide to highlight areas of strength and development in safety behaviours.

Dealing with people

• Make sure you keep the balance between working independently and with others, in accordance to the task at hand.
• While large groups can be intimidating, your opinion is important - challenge yourself to speak up if you have something to say.

• Depending on the situation, you may at times enjoy leading a group of people and at other times would prefer not to draw attention to yourself.
• Be prepared that some situations will require you to take the lead on ensuring that safety measures are taken.

• You may at times be enthusiastic, optimistic and cheerful, and at other times be a little more serious and earnest.
• Be aware of how you communicate your emotions to others. For example, when you are feeling more serious, be conscious of not coming across as angry.

• Depending on the situation, you may sometimes actively seek out events where you will have the opportunity to be around people, and other times avoid large gatherings, and prefer to spend time by yourself or with close friends.
• Know when a situation requires you to be around people rather than being alone. For example, it is necessary to participate in safety meetings even if you don't feel like it. Other times it will be necessary for you to focus on a task and hold back on socialising.

Dealing with stressful situations

• Be aware of what causes you stress and identify the reasons why. Practise not responding to the triggers, especially in a crisis situation.
• Look at difficult safety situations as a challenge, rather than a problem, and stick to relevant safety measures.
• Use positive self-talk and rely on skills learnt in situations where you feel less confident.

Dealing with decision-making

• You may at times enjoy the rush of adrenaline you get from high-risk activities. At other times you tend to avoid activities that you perceive to be dangerous.
• In your line of work, safety rules and regulations are there for a good reason. Avoid getting involved in high-risk activities.

• Depending on the situation, you may at times think things through carefully and consider all the pros and cons of any situation, and at other times may make impulsive and rash decisions and not consider all the possible consequences of the decision.
• Be aware that in your industry it is critical to think things through, as impulsive decisions may have severe safety implications.

• Depending on the situation, you may at times enjoy coming up with creative solutions to problems, and at other times be more practical and down-to-earth.
• Beware to not lose focus by daydreaming. Furthermore, ensure to stick to policies and procedures rather than coming up with creative solutions.

STRENGTHS AND DEVELOPMENT AREAS

Dealing with rules and regulations

• Learn to prioritise: Do the most important things first, ensuring to abide by safety measures at all times.
• Managing your time is important in your work. Focus on effective time management.
• Make a note of what motivates you to spend extra time on a task and try to use this to motivate yourself in future.

• Depending on the situation, you may at times like to do things in a systematic way and find routine comforting, and at other times prefer to work according to your own schedule.
• Bear in mind the significance of safety schedules, and adhere to these at all times.

• You don't tend to feel that the rules apply to you in many cases, and like to do things your own way.
• Pay close attention to doing things the "right" way, according to safety regulations.

• You seem able to start tasks immediately and carry them through to completion and at other times find it a little more difficult to sit down and complete a task before the deadline is due.
• Realise that in your line of work it is essential to complete tasks as incompletion may influence safety outcomes.

Dealing with conflict

• You may tend to avoid arguments most of the time, however, you can also be fairly strong-willed, and come into conflict with others.
• It is important to understand when conflict is for the greater good as opposed to when it interferes with safety measures.

• In crisis situations, you may become less considerate towards others. Check people's responses to you to make sure you are not unintentionally alienating them. It is important for you and your co-workers to work together in stressful situations.
• Remain aware of your responsibilities, and that you don't simply "back down" to avoid perceived conflict. Speak up if you feel that safety measures are being violated.

Dealing with self-management

• It is essential that you acknowledge the significance of your abilities in creating and maintaining a safe and productive workplace.
• Set realistic work goals and dedicate time to achieve these. Persevere in spite of challenges.
• It is important to realise that you have an active role to play to ensure that safety measures are met at all times, regardless of challenges faced.

• You may be convinced that your work behaviour is determined by influences that you cannot control. Such influences may include fate, luck, random or fortuitous events, or other people.
• Start to acknowledge how your actions, good and bad, may influence the outcomes in your workplace. Pay close attention to, and ask others what they think of your approach to work situations.
• Be careful not to blame others or outside forces for negative outcomes that you were able to control.

• You may at times feel that you have control over your working environment and other times that you do not. It is key to test your assumptions about the control you have when you feel that situations are beyond your influence.