

Guidance on using this scorecard and rating a leadership engagement is provided on the reverse side.

	STATEMENT	WEIGHT	TRUE = 1 FALSE = 0	WEIGHTED SCORE
	<i>EXAMPLE</i>	2	0	2*0=0
1	The leader was prepared to be on the jobsite.	2		
2	The leader was paying attention during the engagement.	3		
3	The leader was not conducting a safety audit.	3		
4	The leader attempted to understand and learn the project and specific challenges faced by workers.	2		
5	The leader used names in the conversation.	3		
6	The leader learned something personal about the employees.	4		
7	The leader asked what motivates workers to be in this trade.	3		
8	The leader asked questions to understand the job.	4		
9	The leader showed employees how their job fits into the company's big picture.	3		
10	The leader made everyone feel like safety is more important than production.	3		
11	The leader asked what is needed to be safer and more effective.	5		
12	The leader asked questions to learn more about the most dangerous parts of the job.	5		
13	The leader asked questions to learn more about how the dangerous parts of the work will be controlled.	5		
14	The leader empowered the workers to share ideas for improvement.	5		
15	The leader confirmed that they understood the ideas and concerns that were shared.	3		
TOTAL WEIGHTED SCORE (sum weighted scores for items 1 through 15)				

This page provides example characteristics of a high-quality leadership engagement. This is not a comprehensive list and the observer should use their best judgement when scoring.

1	The leader was prepared to be on the jobsite.	<input type="checkbox"/> Was dressed appropriately (e.g., wearing work boots, not in business attire etc.). <input type="checkbox"/> Used all PPE and followed applicable safety rules even if they were not required. <input type="checkbox"/> Appeared as a member of the team instead of an office representative.
2	The leader was paying attention during the engagement.	<input type="checkbox"/> Actively avoided any distractions like phone or paperwork. <input type="checkbox"/> Used positive body language (eye-contact, nodding head). <input type="checkbox"/> Asked follow-up questions or acknowledged what was being said.
3	The leader was not conducting a safety audit.	<input type="checkbox"/> Introduced themselves and clarified the reason for their visit. <input type="checkbox"/> Used the engagement as an opportunity to have a conversation. <input type="checkbox"/> Was friendly and personal.
4	The leader attempted to understand and learn the project and specific challenges faced by workers.	<input type="checkbox"/> Asked questions to understand the challenges that workers may be facing. <input type="checkbox"/> Verbally appreciated the challenges and importance of the work.
5	The leader used names in the conversation.	<input type="checkbox"/> Learned (or knew) names and used them throughout the engagement.
6	The leader learned something personal about the employees.	<input type="checkbox"/> Attempted to learn something personal about the workers (e.g., family, background, hobbies, hard hat stickers etc.). <input type="checkbox"/> Shared something personal about themselves. <input type="checkbox"/> Asked about any personal concerns that the workers have related to work.
7	The leader asked what motivates workers to be in this trade.	<input type="checkbox"/> Asked workers why they joined this line of work. <input type="checkbox"/> Asked workers what they enjoy about their work.
8	The leader asked questions to understand the job.	<input type="checkbox"/> Attempted to learn about the craft and the work environment. <input type="checkbox"/> Asked questions about the work and listened to the responses without interrupting.
9	The leader showed employees how their job fits into the company's big picture.	<input type="checkbox"/> Praised workers for their contributions or acknowledged how they are helping the company achieve its mission. <input type="checkbox"/> Acknowledged workers unique perspectives. <input type="checkbox"/> Acknowledged the value of workers time, skill, and/or ideas. <input type="checkbox"/> Communicated back to workers what was learned from them.
10	The leader made everyone feel like safety is more important than production.	<input type="checkbox"/> Asked workers about their work pressures. <input type="checkbox"/> Recognized safety as top priority by emphasizing stop-work authority.
11	The leader asked what is needed to be safer and more effective.	<input type="checkbox"/> Asked workers what they need to be safer and/or more efficient. <input type="checkbox"/> Asked workers to share their ideas and suggestions for improving the work environment.
12	The leader asked questions to learn more about the most dangerous parts of job.	<input type="checkbox"/> Asked workers what hazards in their job could lead to serious injury or fatality (i.e., life-critical hazards).
13	The leader asked questions to learn more about how the dangerous parts of the work will be controlled.	<input type="checkbox"/> Asked workers what safeguards are required to protect against life-critical hazards. <input type="checkbox"/> Was direct and clear about safety concerns and expectations related to life-critical hazards.
14	The leader empowered the workers to share ideas for improvement.	<input type="checkbox"/> Explicitly asked for ideas or feedback on safety. <input type="checkbox"/> Listened to safety ideas and did not appear to be in a rush. <input type="checkbox"/> Shared how previous ideas were considered and incorporated. <input type="checkbox"/> Provided a point of contact to share new ideas or concerns.
15	The leader confirmed that they understood the ideas and concerns that were shared.	<input type="checkbox"/> Ended the engagement by summarizing what they learned from workers and what support they will provide. <input type="checkbox"/> Was genuine and personal in their responses.