

OPERATIONAL LEARNING





WHAT IS HOP?

◀ PEOPLE MAKE MISTAKES.

Destigmatizing failure improves innovation.

BLAME FIXES NOTHING.

Failure is hidden as a result of fear.

3 LEARNING AND IMPROVING IS VITAL.

The people doing the work are the experts.

4 CONTEXT DRIVES BEHAVIOR.

We must be deliberate about learning and improving.

SESPONSE MATTERS.Our reaction creates or hinders a learning environment.

These principles are the foundation of "operational learning," a cycle we use at WestRock to better understand the context and conditions of the tasks our team members perform.





WHAT IS OPERATIONAL LEARNING?

- Operational learning is used to understand the work from the perspective of the worker—the context and conditions of the tasks they perform.
- We use operational learning to understand these conditions and where they either did or didn't allow our workers to fail safely.
- We leverage our workers as experts and problem solvers because they know the conditions of these systems the best.

Session 1: Learning Mode (approx.1 hour)

 Ask questions of our workers as problems solvers that best know the system.

Soak/Reflection Time

Session 2: Discovery Mode (approx.1 hour)

 Review the information from session 1 and define problems while developing problem statements.

Soak/Reflection Time

Session 3: Problem Solving Mode (approx. 1 hour)

· Brainstorm areas and actions for improvement.

These sessions will lead to telling the story of the workers and work being performed.







OPERATIONAL LEARNING

- Operational learning uses a specific cycle to gain a better understanding of unsafe events or successes that may occur on the job.
 - It is different than traditional incident investigation.







WHAT IS A LEARNING TEAM?

- Not a traditional investigation
- Not worried about collusion
- Not focused on the "one true story"
- Not focused on the one root cause
- Not focused on blame
- Tells the story of how work normally gets done
- Tells the story of complexity
- Tells the story of normal variability and coupling
- Tells how the conditions lead to this type of event if an event brought the learning team together





WHO IS ON A LEARNING TEAM?

- Coach or facilitator (and co-facilitator)
- Small enough to manage but large enough to capture the context (i.e., 5 7ish)
- Those close to the event or issue
 - But also, possibly someone from outside the process
- Support members, as needed
- Leadership to sponsor it and kick it off





WHEN IS A LEARNING TEAM USED?

- Not for everything
- Based on severity or potential severity
- For post-event injury
- When there is a near miss
- For stop work
- For interesting successes to uncover best practices
- For high-risk tasks
- When there are challenging design problems

A learning team is <u>not</u> used for punishment or criminal behavior.





SESSION #1: LEARNING MODE





SESSION 1

TYPES OF QUESTIONS

Tell me about your work

What does a good day look like (for this process)?

Where is it easy to make a mistake?

What near misses have we had?

How hard is it to get things done?

What does a bad

day look like?

What is very predictable?

What is very unpredictable?

What is the worst thing that could happen in this process/area?

What tools do you use?

How far back in the process should we start for us to understand?

Event Questions

Was there anything different before or at the time of the event?

What else should I know?

What did you hear/see/think?



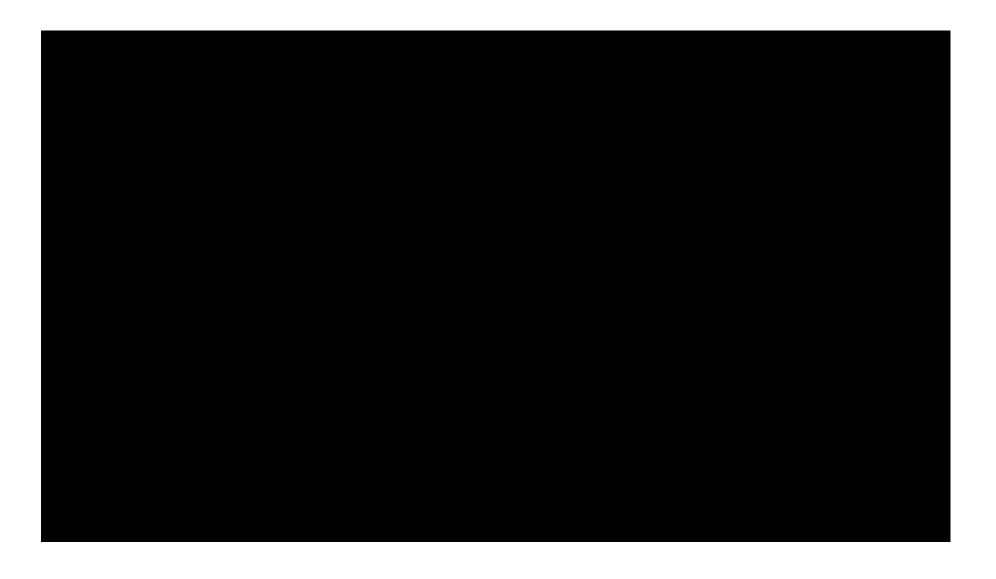


ACTIVITY

WHAT QUESTIONS WOULD YOU ASK?



WHAT QUESTIONS WOULD YOU ASK?







SESSION 1 REMEMBER!

- Focus on the "how" and conditions of the event.
- Beware of counter-factual statements—what didn't or should have happened.
- Don't jump to solutions—remain in learning mode.

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Soak/Reflection Time

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Soak/Reflection Time

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SESSION #2: DISCOVERY MODE





SESSION 2

- Review prior session and "ask what else?"
- Continue in learning mode with a deeper understanding of discovery.
- Evaluate current defenses (good, bad, broken).
- Continue to build the "wall of discovery."
- Document the problem statements.
- Address all conditions which must exist in order for the event to occur, with the problem statements.
- Resist the urge to fix.

Session 1: Learning Mode (approx.1 hour)

 Ask questions of our workers as problems solvers that best know the system.

Soak/Reflection Time

Session 2: Discovery Mode (approx.1 hour)

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Soak/Reflection Time

Session 3: Problem Solving Mode (approx. 1 hour)

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DETERMINE NEED & ESTABLISH TEAM LEARN SOAK TIME TRY- STORM IDEAS SUSTAIN & IMPROVE CONDITIONS TEST DEFENSES TEST DEFENSES

ACTIVITY

IDENTIFY THREE PROBLEM STATEMENTS



WHAT QUESTIONS WOULD YOU ASK?







SESSION #3: PROBLEM SOLVING MODE



ACTIVITY

IDENTIFY THREE SOLUTIONS





SESSION 3 REMEMBER!

- Map solution sets to problem statements.
- Use high level controls in the hierarchy of controls for the most effective solutions
- Layer defenses using the hierarchy of controls
- Team-owned solutions are best!

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Soak/Reflection Time

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LAYER DEFENSES

Hierarchy of Hazard Control Measures from ANSI Z10

Elimination

Eliminate the hazard during design

Substitution

Substitution of less hazardous equipment, system or energy

Engineering Controls

Design options that automatically reduces risk

Warnings

Automatic or manual, permanent or temporary, visible or audible warning systems, signs, barriers and labels

Administrative Controls

Planning processes, training, permits, safe work practices, maintenance systems, communications, and work management

Personal Protective Equipment

Available, effective, easy to use





QUESTION AND ANSWER



