HUMAN AND ORGANIZATIONAL PERFORMANCE (HOP) OPERATIONAL LEARNING

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THE 5 PRINCIPLES REVIEW

THE PRINCIPLES

1. **PEOPLE MAKE MISTAKES.**
   Destigmatizing failure improves innovation.
2. **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.
5. **RESPONSE MATTERS.**
   Our reaction creates or hinders a learning environment.

PRINCIPLE 1

PEOPLE MAKE MISTAKES

1 | PEOPLE MAKE MISTAKES

Destigmatizing failure improves innovation

"Mistakes arise directly from the way the mind handles information, not through stupidity or carelessness"

- EDWARD DE BONO, PHD

PRINCIPLE 1

PEOPLE MAKE MISTAKES

ERROR IS NOT A CHOICE

PRINCIPLE 2

BLAME FIXES NOTHING

2 | BLAME FIXES NOTHING

Failure is hidden as a result of fear

Don’t limit yourself to the quest for worker error or procedural non-compliance

You will always find both

(Conklin,2019, p. 51)

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PRINCIPLE 2

BLAME FIXES NOTHING

*We can **blame and punish?***

or

learn and improve?

But we can't do both!

PRINCIPLE 3

LEARNING & IMPROVING IS VITAL

3 | LEARNING AND IMPROVING IS VITAL

The people doing the work are the experts

Our **Goal** . . .

. . . is to become **less surprised** by human error and failure . . .

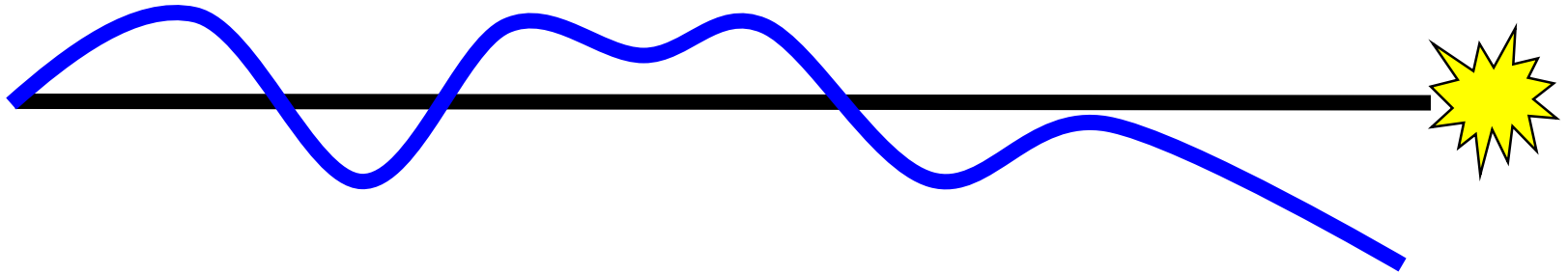
. . . and instead, become a **lot more interested in and a lot better at operational learning!**

PRINCIPLE 3

LEARNING & IMPROVING IS VITAL

Work as Planned

vs. Work in Practice



Normally Successful!

"Masters of the blue line" or the "Experts"

PRINCIPLE 4

CONTEXT DRIVES BEHAVIOR

4 | CONTEXT DRIVES BEHAVIOR

We must be deliberate about learning and improving

PRINCIPLE 4

CONTEXT DRIVES BEHAVIOR

If we want **better answers . . .**

we have to **ask better questions!**

PRINCIPLE 5

RESPONSE MATTERS

5 | RESPONSE MATTERS

Our reaction creates or hinders a learning environment

As leaders, we are being watched!!!

How we respond to both good and bad information will determine how our workers move forward after successful work and how to recover after failure.

PRINCIPLE 5

RESPONSE MATTERS

The worker is not the problem to be solved . . .

. . . the worker is the problem solver.

OPERATIONAL LEARNING

What is Operational Learning?

- Used to understand the work from the perspective of the worker—the context and conditions of the tasks they perform
- Operational learning teams are used to better understand the conditions of an event where the system did or did not allow our workers to fail safely
- Operational learning events support our workers, the experts, as problem solvers that know the system best

OPERATIONAL LEARNING TEAMS

The Learning Team

1. What is a Learning Team?
2. When do we use them?
3. Who should be on it?
4. What is their goal?
5. How do we reach that goal?

OPERATIONAL LEARNING TEAMS

- 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 **actually** 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

OPERATIONAL LEARNING TEAMS

The Learning Team

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OPERATIONAL LEARNING TEAMS

When?

- Not everything (resources!!)
- Based on severity (or potential)
- Post-event (Injury/Quality/Operations)
- Near Miss or Close Call
- Stop Work
- Interesting Successes
- High Risk Operations
- Challenging Design Problems
- Not for determining punishment
- Not for criminal behavior

OPERATIONAL LEARNING TEAMS

The Learning Team

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OPERATIONAL LEARNING TEAMS

Who?

- 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
- Possibly someone from outside the process
- Support members as needed
- Leadership to sponsor it and kick it off (they may or may not be able to stay, depends. If you are not sure, have them step out)

OPERATIONAL LEARNING TEAMS

The Learning Team

1. What is a Learning Team?
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OPERATIONAL LEARNING TEAMS

The Goal

*"Our goal is to learn enough that we realize, given the **conditions** they faced and the **information** they had, the **tools and equipment** they used and the **pressure** they were under, that we would probably have made the same decision."*

OPERATIONAL LEARNING TEAMS

The Learning Team

1. What is a Learning Team?
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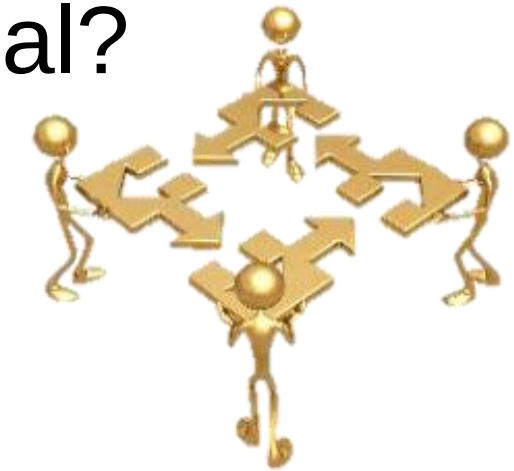


OPERATIONAL LEARNING TEAMS

What the event looks like

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 TEAMS

First Learning Session

- Provide space and time to learn (around the table)
- Have a leader kick it off
- **Start back in the process, not at the event**
- Identify **latent conditions**
- Stay in **“LEARNING MODE!!!”**
- **Build a wall of discovery**
- Solicit input from all team members
- Keep it informal (flip charts, Post-it™ notes, etc.)
- Don’t go too long (~ 1 hour is usually enough)

OPERATIONAL LEARNING TEAMS

Soak Time

- At least overnight (if at all possible)
- Allows time to process learnings
- Allows time to go look
- Allows time to study and research
- Allows the coach time to think of additional questions.

OPERATIONAL LEARNING TEAMS

Second Learning Session

- Review prior session, ask what else!
- Continue in **Learning Mode**
- Evaluate current defenses (good, bad, broken?)
- Continue to build the "**wall of discovery**"
- **Document the problem statements**

Problem statements should state...

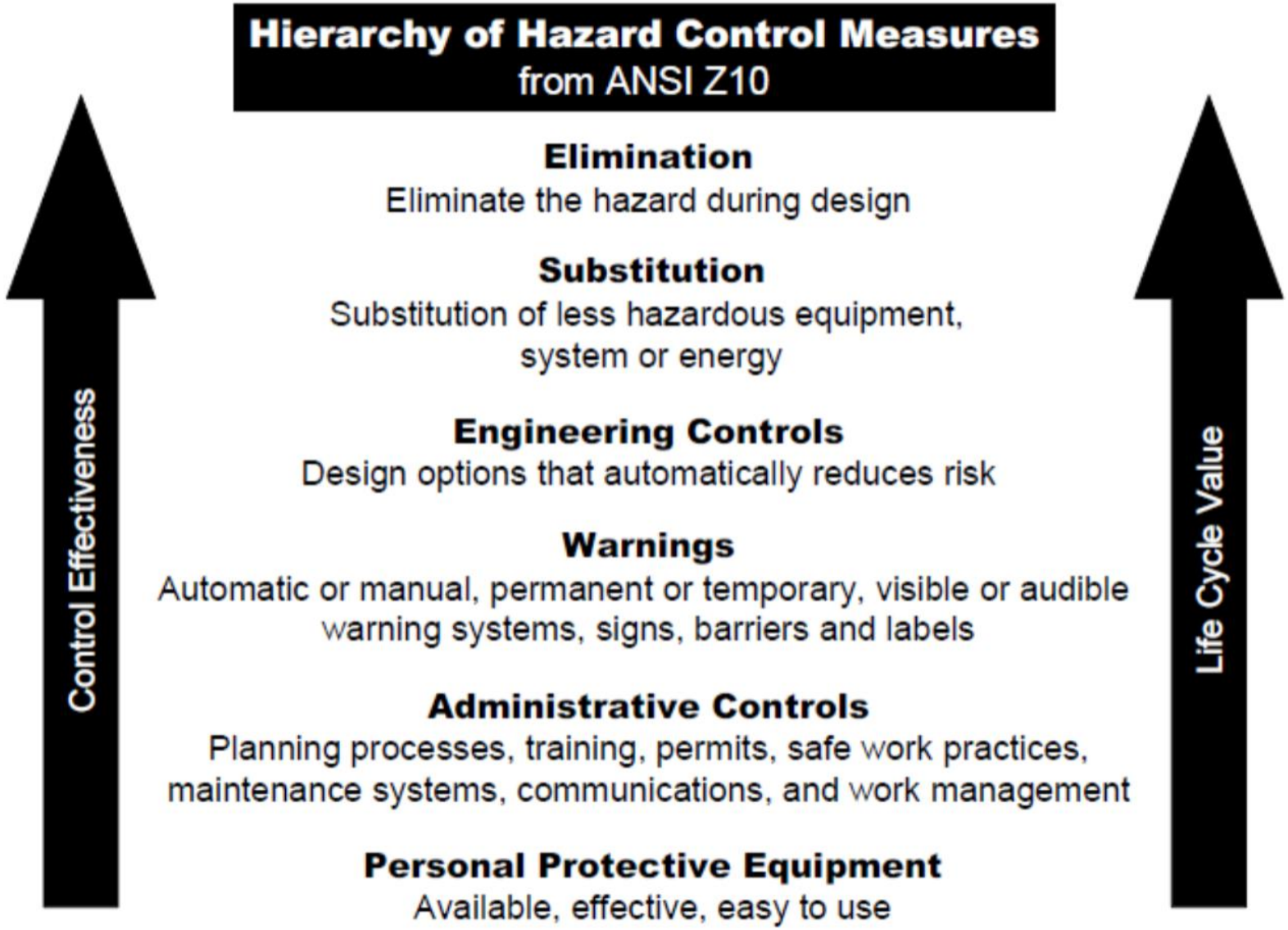
What *the problem is;*
Why *it is a problem and;*
Potential impact *(injury, costs, customers, productivity, etc.)*

OPERATIONAL LEARNING TEAMS

Third Learning Session

- When ready, begin discussion of new defenses
- Ease of implementation and priority
- Set up team for “quick wins”
- Use Lean Tools (i.e. try-storming, 7-ways, etc.)
- Have a leader check in and close out
- Remember: **Team owned solutions are best**

OPERATIONAL LEARNING TEAMS



Note. From H. Floyd (2015), A practical guide to applying the hierarchy of hazard controls to electrical hazards. *IEEE Transactions on Industry Applications*, *51*, fig. 1.

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OPERATIONAL LEARNING TEAMS

If we want **better answers . . .**

we have to **ask better questions!**

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OPERATIONAL LEARNING TEAMS

Instead of asking...	Try...
Did you follow the policy or procedure for this task?	Tell me the procedure for performing this task.
Have you been trained to perform this task?	Tell me about the training you received for this task.
Do you have the right tools?	What tools do you need to perform this task?
Is there a safer way to do this task?	Is there anything that scares you or concerns you about this task?
Is this how you normally do this task?	Would you walk me through how you do this task?
Were you frustrated when performing this task?	What makes for a bad day when performing this task?
Did you inspect the equipment?	What doesn't work well on this equipment?

OPERATIONAL LEARNING TEAMS

LET'S PRACTICE

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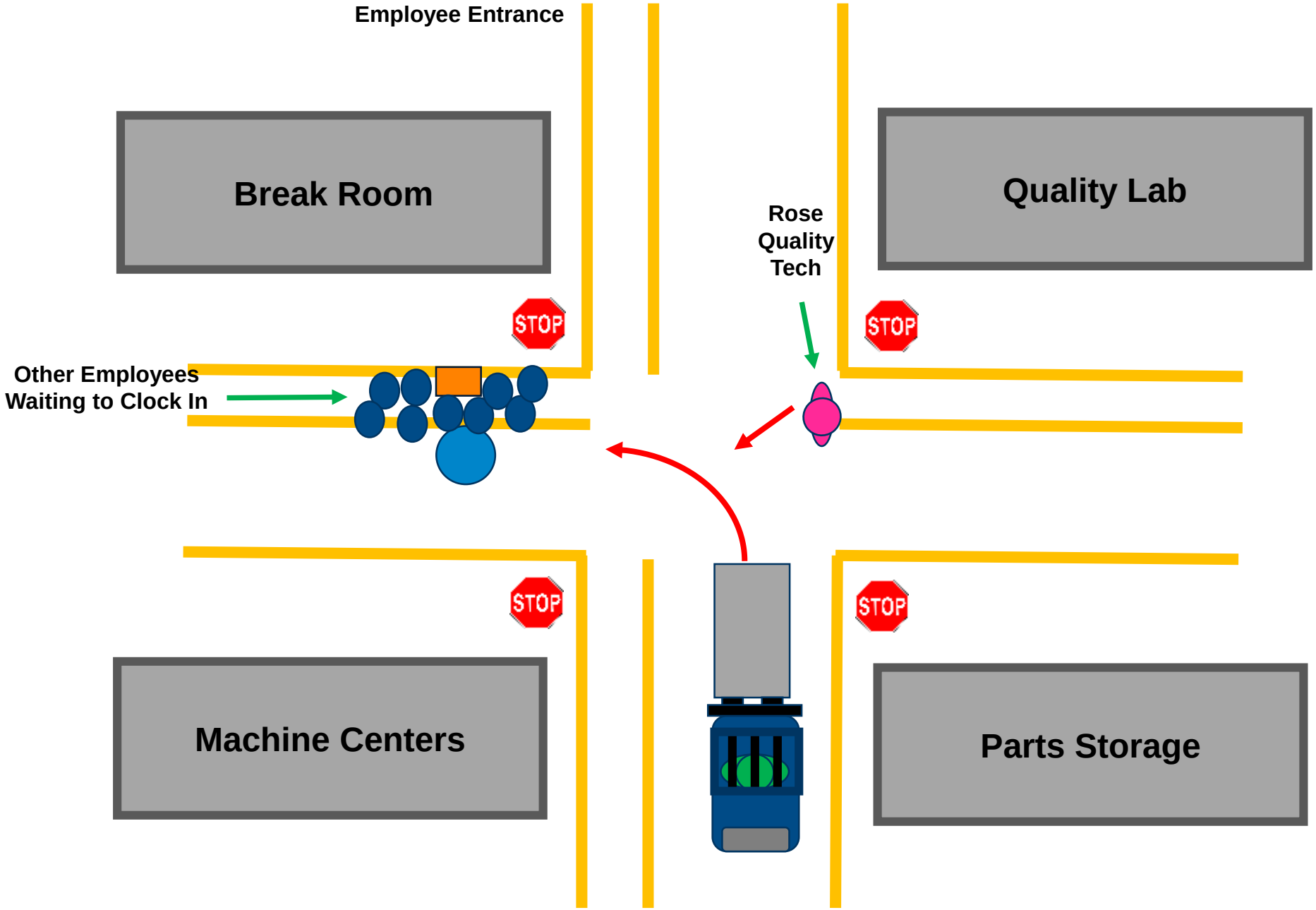
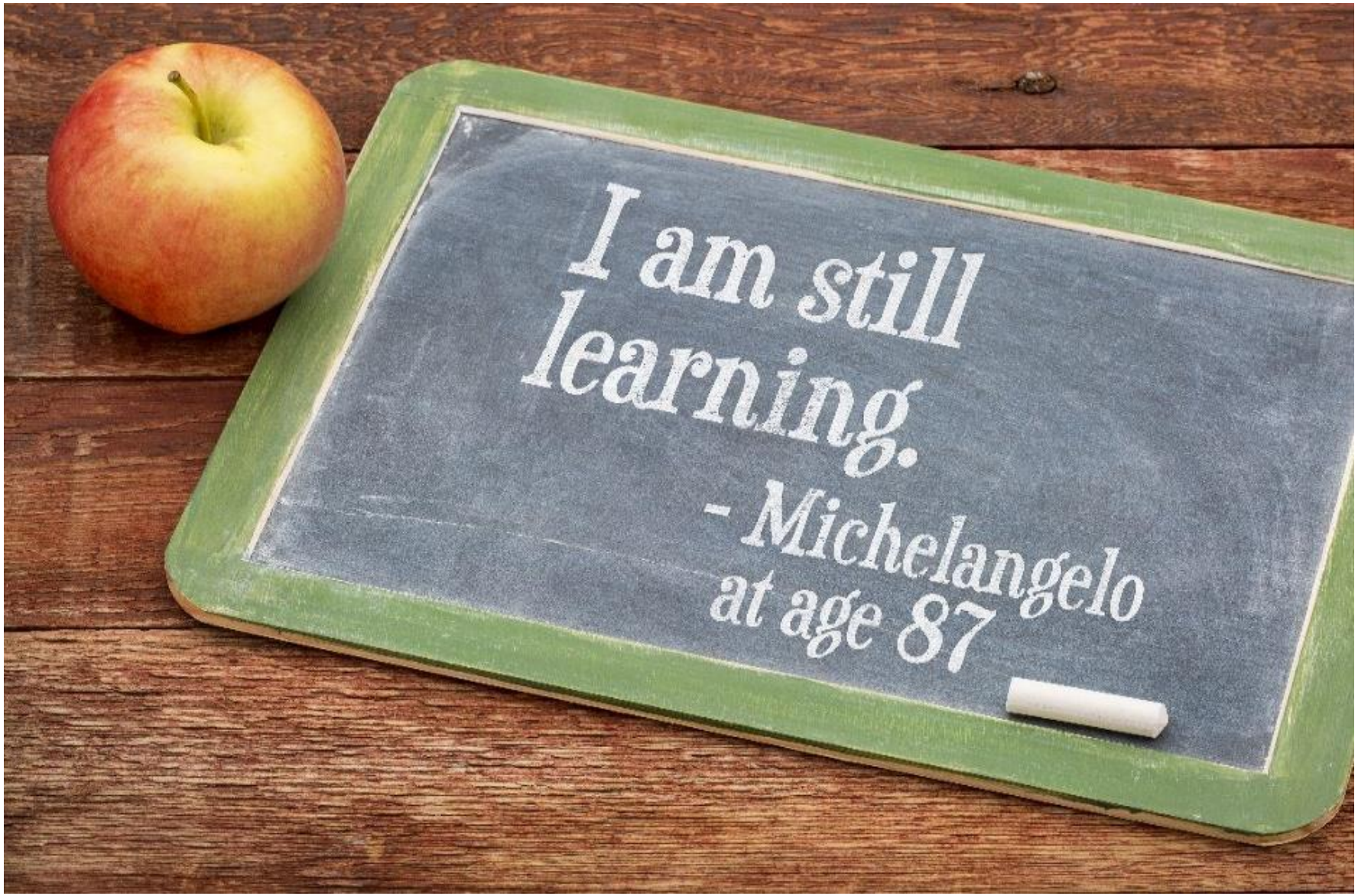

Employee Entrance
Break Room
Quality Lab
Rose
Quality
Tech
STOP
STOP
Other Employees
Waiting to Clock In
STOP
STOP
Machine Centers
Parts Storage

Until you've reached a point of understanding . . .

. . . you've not finished learning!

QUESTIONS?

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