

APPENDIX K

**SAFETY
FORWARD**

A SoCalGas Program

Introduction to a Learning Team



Learning Teams (LTs)

- One Method of Learning
- Opportunity for deeper organizational learning via broader stakeholder participation and exploration of complex human and organizational factors.
- Identify possible system deficiencies or unknown underlying conditions.
- Bolster the current incident investigation model to a more comprehensive, systems-based approach that focuses less on “who failed” during the event and focuses more on “what” aspects of the system surrounding the event for improved resiliency.

Applicability

- Significant Events,
- Significant Trends,
- Events that warrant additional learnings,
- Successes

Approaches

- Empower employees to conduct either of the following:
 - Integrate LT in select evaluations; or
 - Conduct LT in addition to select evaluations

Potential Team Members

- Facilitator/Coach
- Sponsor
- Local Safety Champions
- Representative employees
- Impacted employees
- Supervisors
- Field Safety Advisors
- SMEs
- Contractors



Definitions

Learning Teams - Focused on learning and continuous improvement

- Less structured and stakeholder-driven learning and exploration to identify possible system deficiencies or unknown underlying conditions

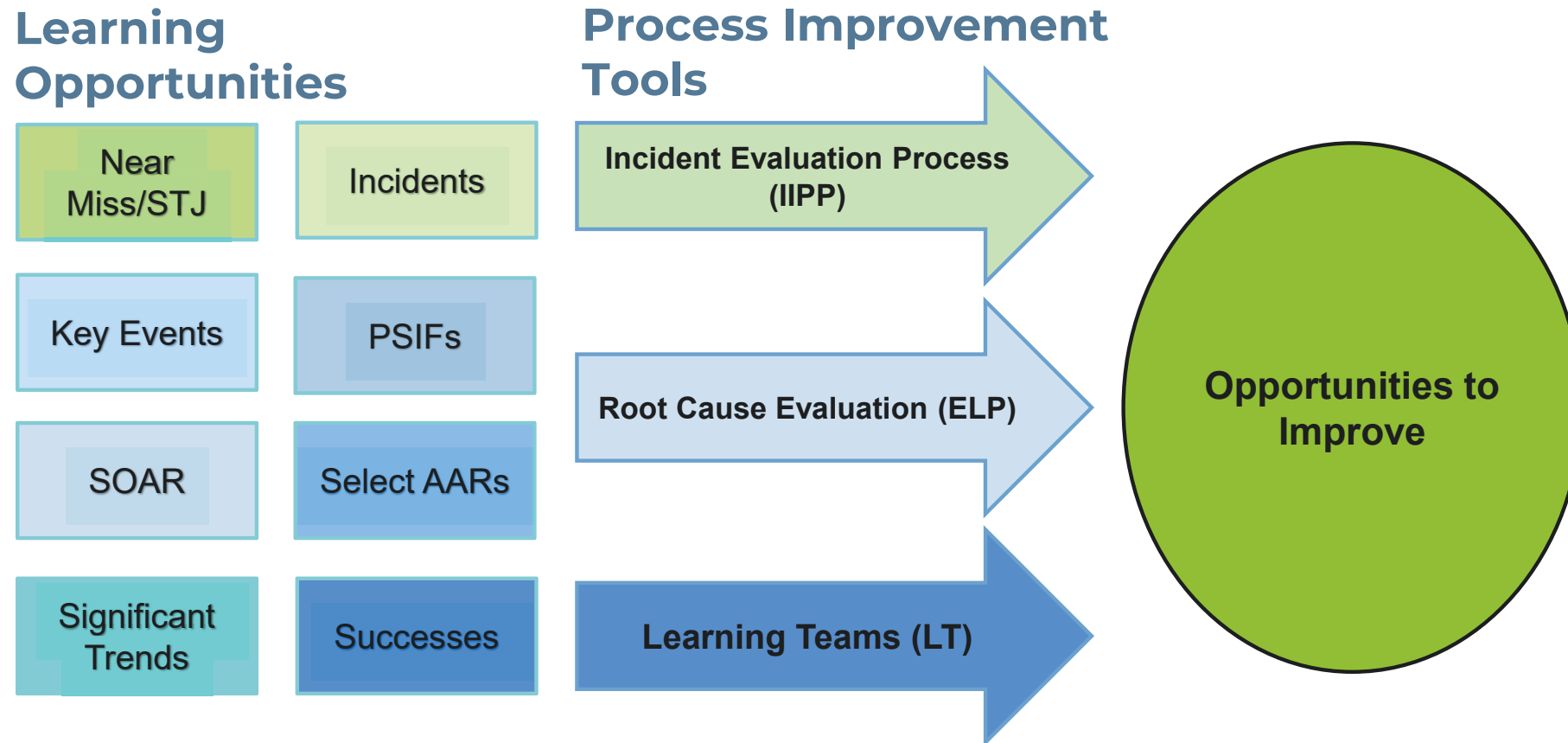
Event Learning Process (ELP) - Learning from events that happened or nearly happened

- Structured and deeper-dive analysis of “Moderate” or “Significant” events to determine root causes and identify corrective actions or enhancements

IIPP Incident Evaluation Process (IEP) - Learning from events that happened or nearly happened

- Structured evaluation of “Minor & Moderate Events” to find the root causes of an event and prevent a recurrence

Learning Opportunities High Level Process



Learning Team Goals

To gain a deeper understanding of how work takes place on the [Blue Line](#). In addition to this context rich understanding of work, LTs provide:

1. Areas for improvements
2. Worker owned ideas to improve
3. Restoration and healing
4. A tangible way to demonstrate the power and value of HOP principles in action

Question Difference

Investigation

Questions are designed to test a **theory**, check a **cause**, or hunt for an **explanation**

Learning

Questions are designed to **encourage** people to **teach us** the good, bad and ugly of their work world

Learning Team is **not**



Learning Team *is*



Not the only way to learn (e.g., 5 Why, Fishbone, RCA, TapRoot)



Helps us understand the context from the worker's point of view



Allows us to walk in worker's shoes



Practice of Industrial Empathy (Listening to Understand vs. Listening to Respond/Solve)



Allows to understand Context and discover underlying conditions



Promotes Psychological Safety for all team members



Provides clarity around workers are not "problem to be solved" but the actual "problem solvers"

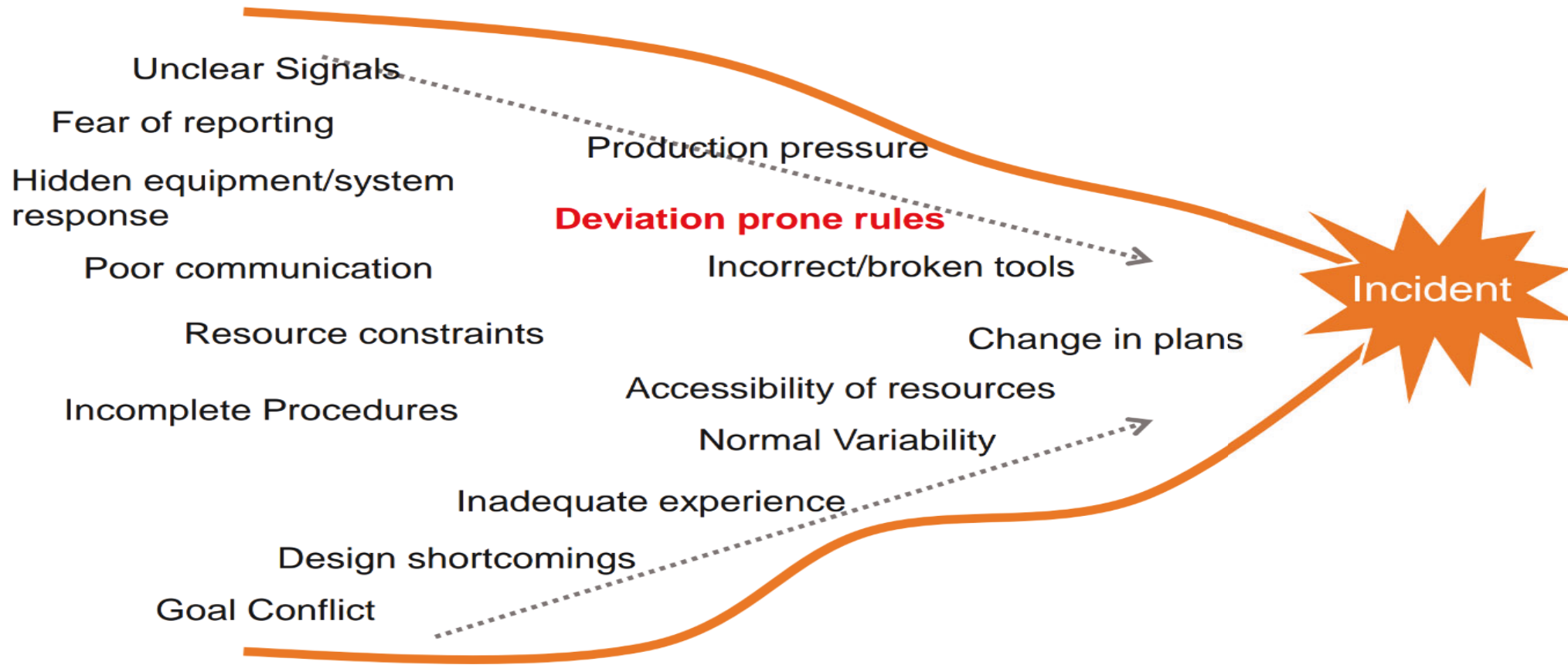


Promotes accountability in the form of ownership

Good Concepts for Learning Teams

What Works	What Doesn't Work
Workforce/Org Changes/Issues	If Discipline is in Consideration
Process Improvement	Can't Justify Resources
Complex Systems	Personal Conflicts
Employees Frustrations with "Normal" Work	Formal RCA process is specified
Near Misses/Stop the Jobs	Employees involved with the event that are not available
Significant Trends	SIFs

Common Error Traps



Latent Conditions and System Weaknesses

Latent Conditions: Job Factors	Latent System Weaknesses: Organizational Factors
Constant disturbances and interruptions	Poor work planning
Missing or unclear instructions	Lack of system safety and barriers
Poorly maintained equipment	Inadequate responses to previous incidents
High workload	One-way communications
Noisy and unpleasant working conditions	Deficient coordination and responsibilities
Individual factors	Poor design of equipment or layout
Low skill and competence levels	Ineffective training
Tired employees	Inadequate supervision
Bored or disheartened employees	Inadequate resources (e.g., people and equipment)

6 Characteristics of Learning Teams



Psychological Safety

- 1) Having a manager kick-off the session
- 2) The style of how we ask questions
- 3) How we set up
- 4) How we take notes
- 5) The team make-up



Learning about normal work

The questions are designed to learn about the good, bad and ugly of what it takes to get work done.



How we ask questions

Avoid asking questions that put people on the defensive.

6 Characteristics of Learning Teams



Providing time to think

Reflection/Soak Time



Learning before defining what to improve

Learn before deciding what we want to work on



End Product

- 1) A deeper, context-rich understanding of work
- 2) Areas for action
- 3) Team-owned ideas to improve

The Learning Team Process



Learning

Learn before 'fixing'
Understand Context



Define Problem(s)

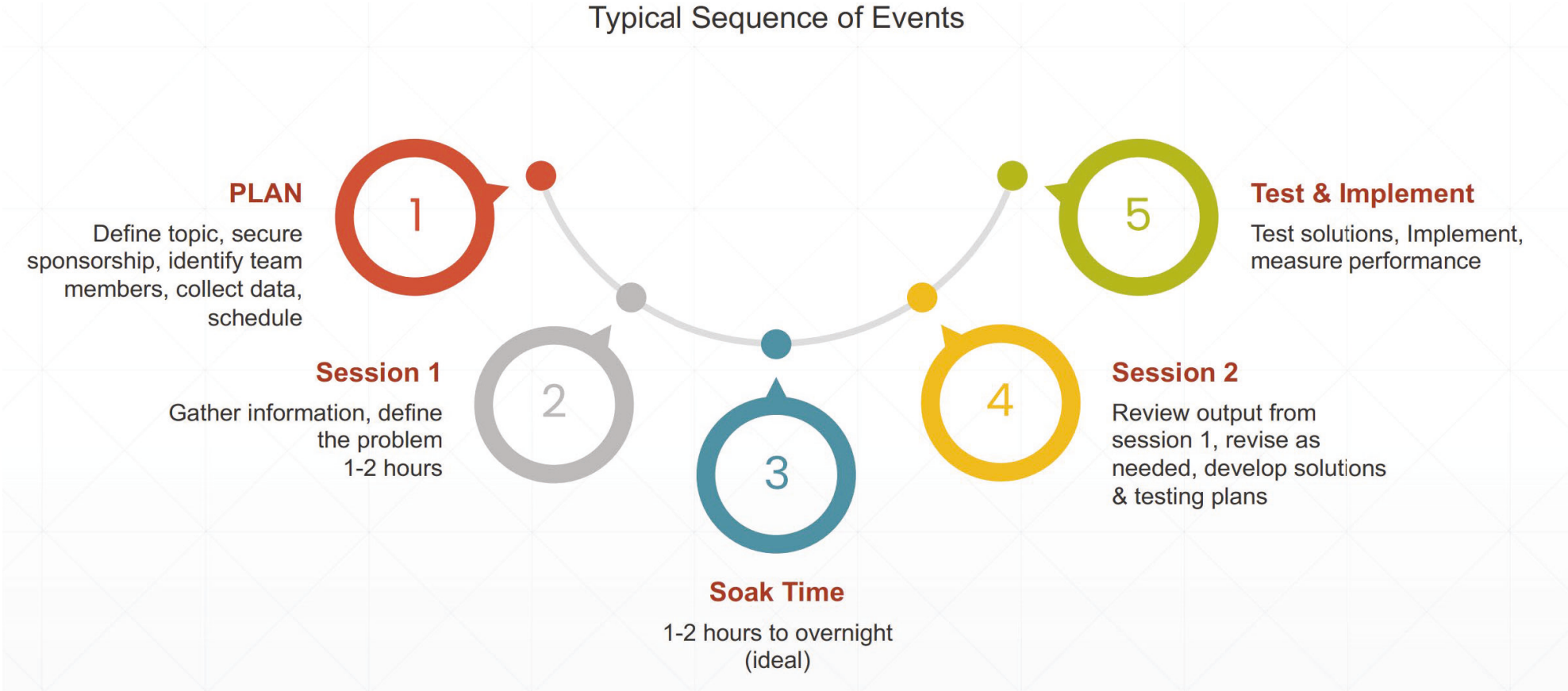
Area for Improvements



Improvement

Build Defenses & Capacity
TryStorming
Span of Control

Learning Team Process



Learning Team Roles & Responsibilities

Sponsor

- Person with authority over the work being studied; sets boundaries for the Learning Team, actively supports the activities of the team, works with team to remove barriers, approves outcome, follows up on actions generated. Kicks off session 1, attends wrap-up

Coach

- Facilitates the activities of the team; keeps team on task, ensures all viewpoints are heard, resolves conflicts within team, works to create consensus among team members, ensures focus stays on learning.

Scribe

- Documents information identified by the team, works with team members and coach to prepare final report.

Involved Persons

- Those closest to the issue; victims, witnesses, those that do the work, those that raised the issue.

Outside Eyes

- Someone not as close to the issue, that can offer an outside perspective, ask clarifying questions.

SME

- Optional - someone with recognized expertise on the subject; brought in as needed

Others

- Supervisor (Optional)
- Those that perform similar work (Optional)
- Union representative or safet delegate (Optional)