Safety, leadership and learning
- A practical guide to HOP

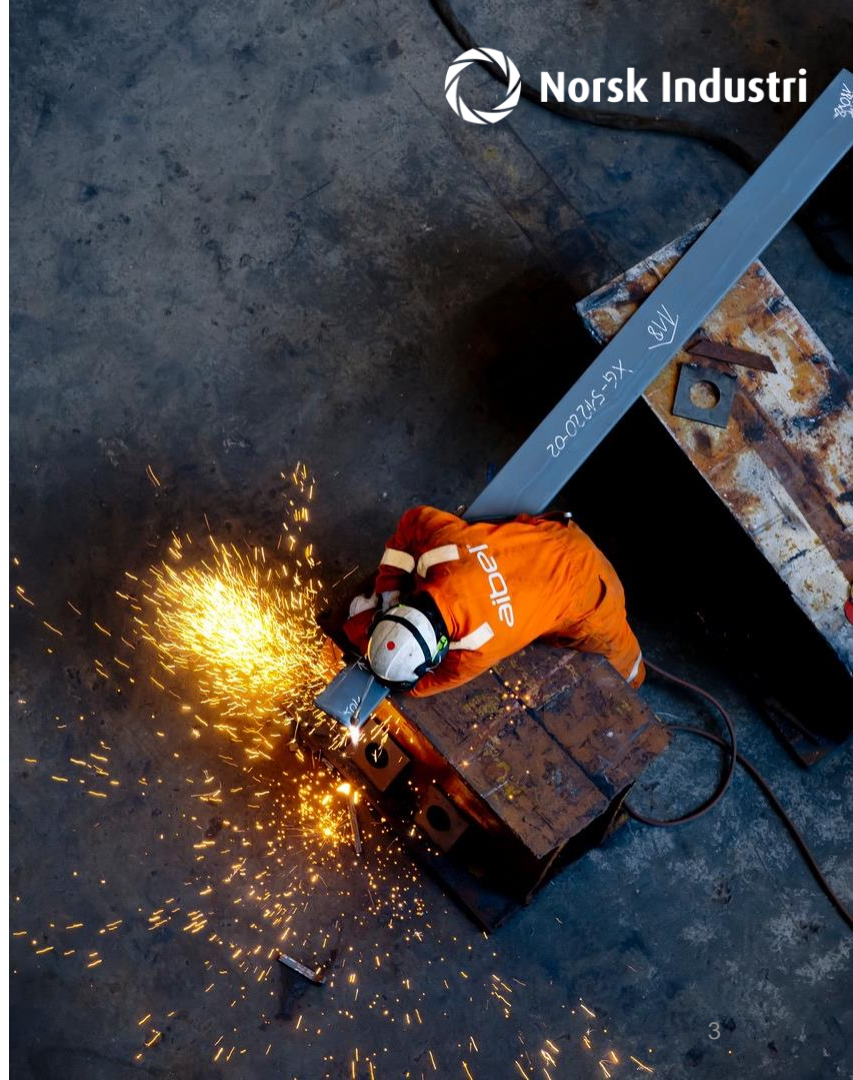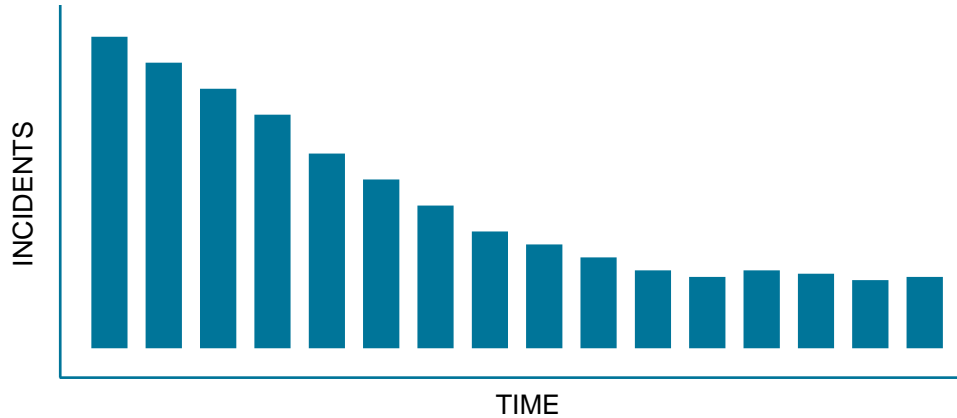**OVERVIEW**

o What is human organisational performance (HOP)?

o Why is it important?

o How do we do it in practice?

We have gone from being one of the most dangerous industries to being one of the safest, but the improvements have slowed down and the curve is flattening.
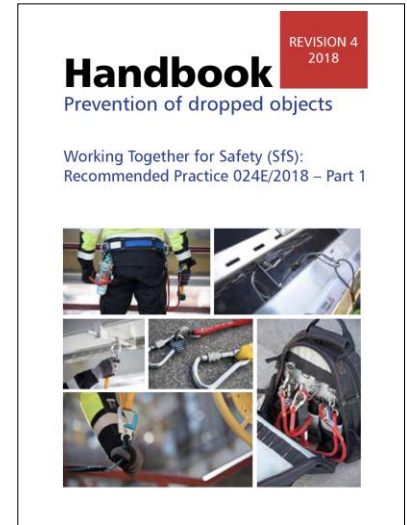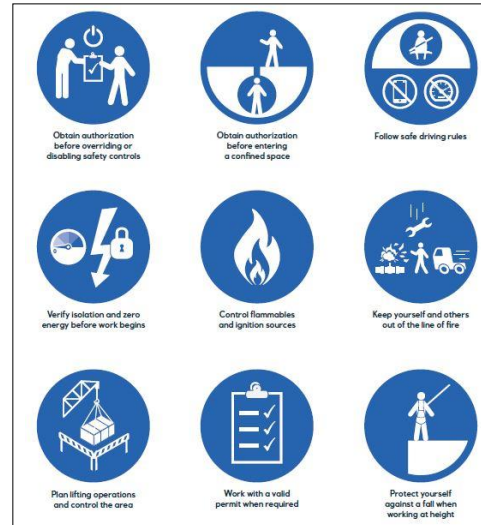
Why aren't rules and requirements enough to achieve good safety?

BACKGROUND

Safety, leadership and learning is based on Human Organisational Performance (HOP) and is a further development of our existing approach to safety.

The HOP principles:

1. People make mistakes
2. Blame fixes nothing
3. Learning is the key to improvement
4. Context drives behaviour
5. How we respond matters

We have a tendency to focus on the individual

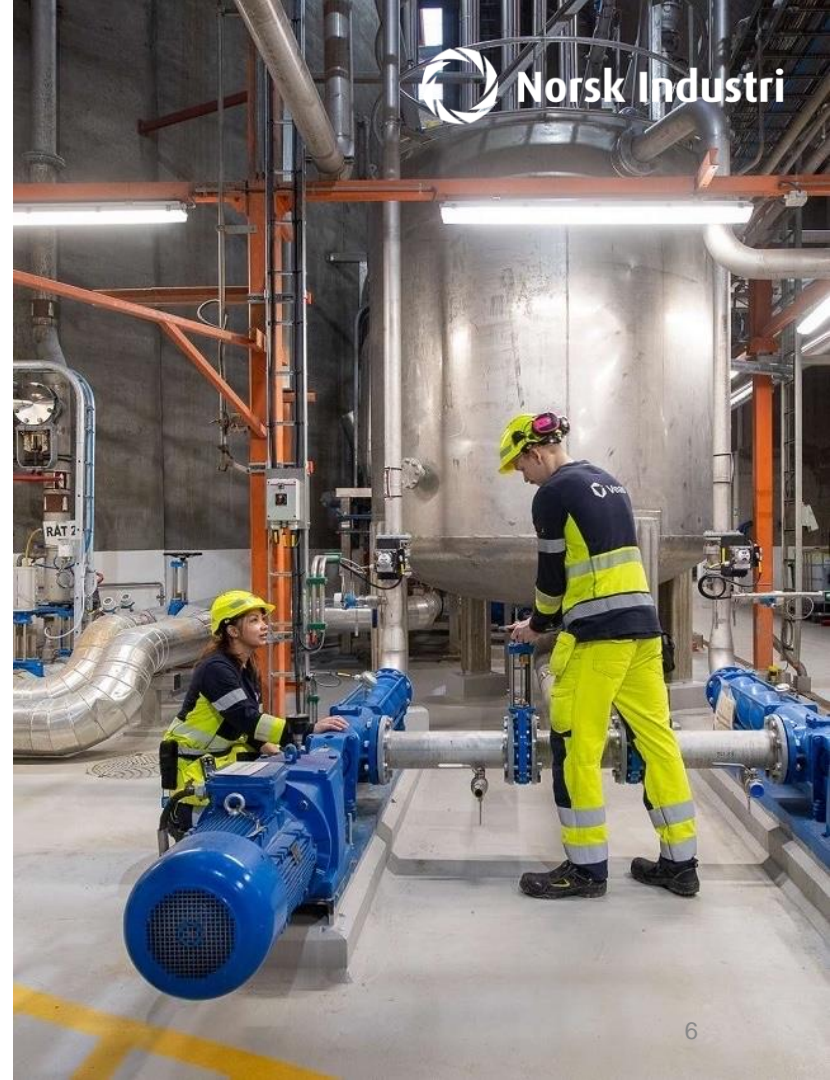|		
Not present	Experience	Shortcuts
Attitudes	Risk perception	Lack of rest
Misinterpretation	Poor cooperation	Boredom

When we talk about the reasons why requirements and procedures are not followed, or why mistakes are made, we often talk about conditions related to the individual(s) performing the work.

PEOPLE MAKE MISTAKES

We must ensure that we have good systems that remove or minimize the chance of errors, and that the consequences of the errors that do occur are minimal.

We need to focus more on the systems we work within

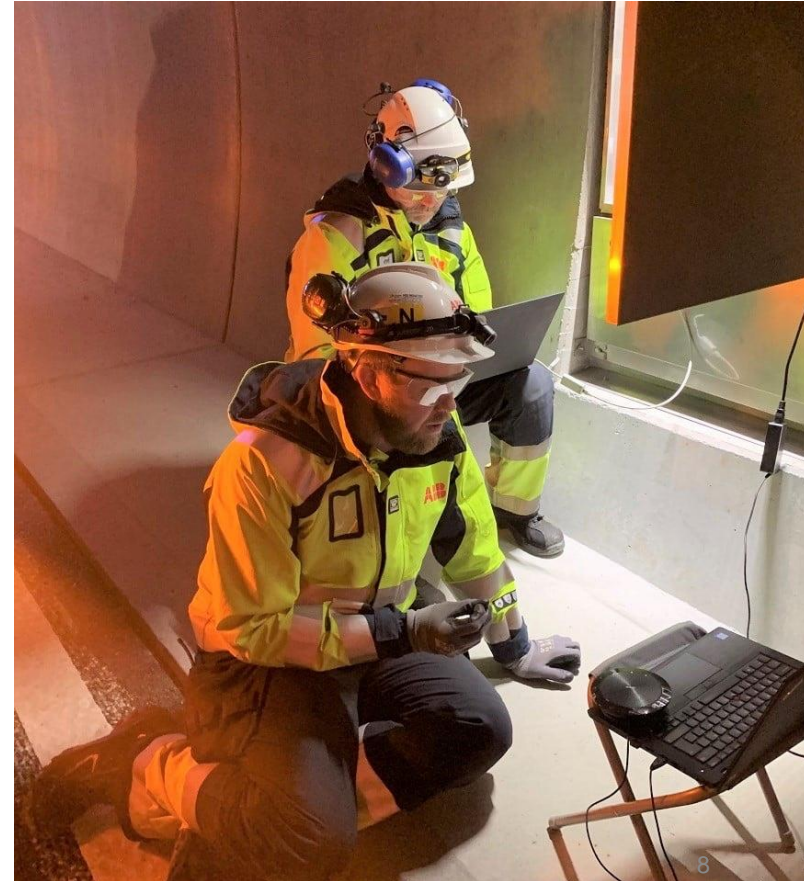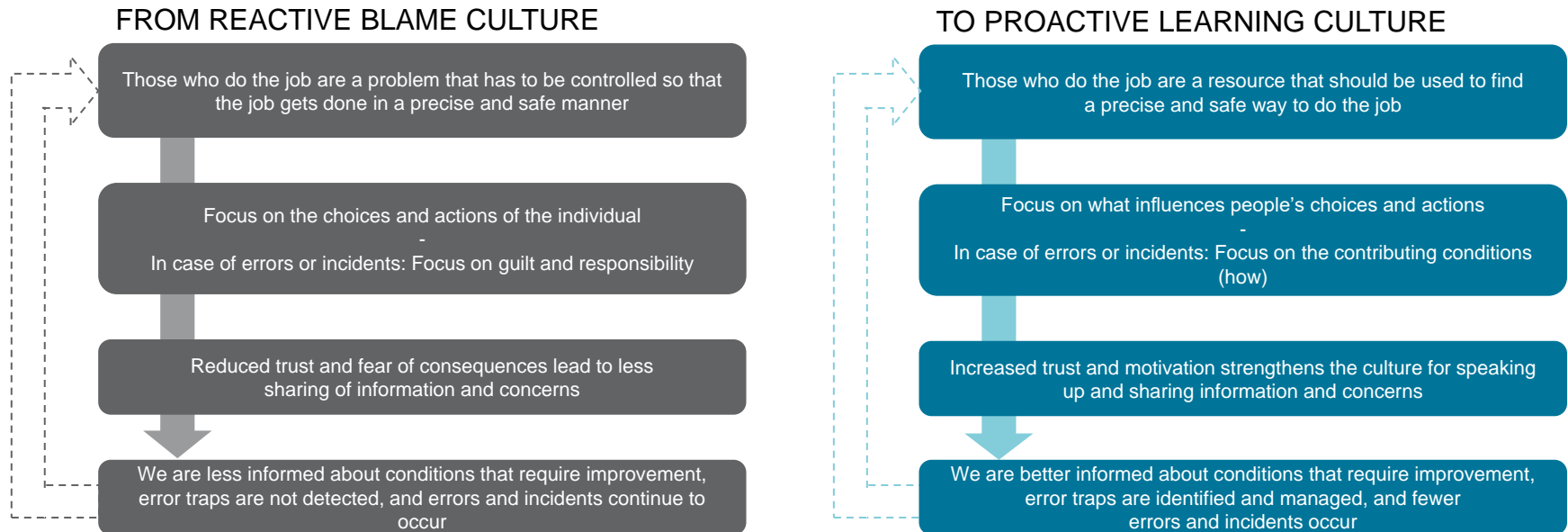|		
Unclear roles / responsibilities	Complex tasks	Inadequate documentation
Low staffing	Lack of training	Unsuitable tools / Equipment
Inadequate planning	Communication problems	Poor access
Time pressure	Lack of rest	Equipment / system error

Our choices and actions are influenced by the conditions around us. We have to understand how people, technology, work processes and organisation work together. How can we improve this interaction?

Focus on individuals and blame stops learning and improvement

FROM REACTIVE BLAME CULTURE

Those who do the job are a problem that has to be controlled so that the job gets done in a precise and safe manner

Focus on the choices and actions of the individual
-
In case of errors or incidents: Focus on guilt and responsibility

Reduced trust and fear of consequences lead to less sharing of information and concerns

We are less informed about conditions that require improvement, error traps are not detected, and errors and incidents continue to occur

TO PROACTIVE LEARNING CULTURE

Those who do the job are a resource that should be used to find a precise and safe way to do the job

Focus on what influences people's choices and actions
-
In case of errors or incidents: Focus on the contributing conditions (how)

Increased trust and motivation strengthens the culture for speaking up and sharing information and concerns

We are better informed about conditions that require improvement, error traps are identified and managed, and fewer errors and incidents occur
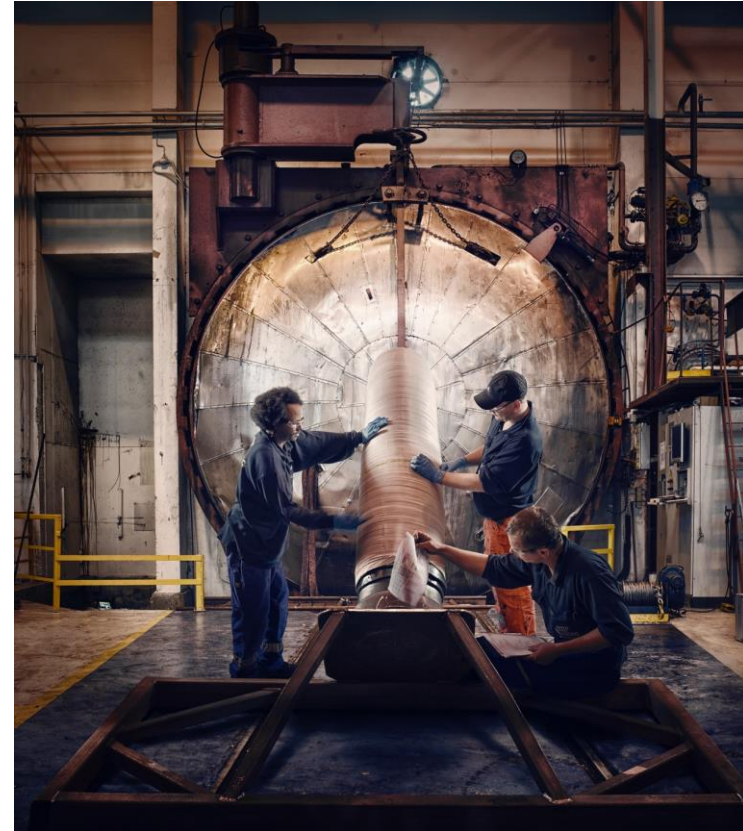
From procedure to practice

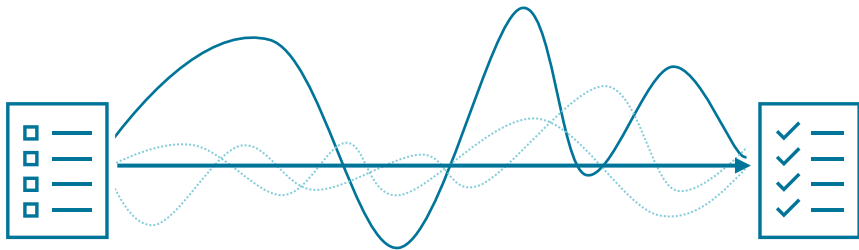Procedures and requirements exist to ensure that the work we do is performed in a precise and safe manner.

REFLECTION

What changes from week to week where you work?

From procedure to practice

Work is performed under varying conditions and we make various adjustments to solve the task.

From procedure to practice

When the gap between procedures, requirements and practice becomes too large, the risk of incidents increases. Therefore, we must understand how work is actually done and which conditions create variation.
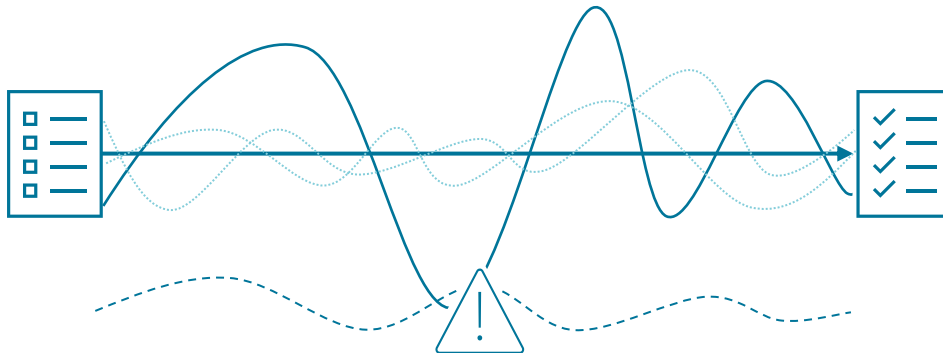
ERROR TRAPS

Error traps are conditions that make it difficult to follow procedures and requirements, and to work safely.

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Examples of error traps

Organisational error traps

- Unclear roles and responsibilities

- Task conflicts

- Problems with communication/ collaboration

- Staffing and resource management

- Organisation of work (e.g. workload and planning)

Task-based error traps

- Unknown tasks

- Unpredictable tasks

- Complex tasks

- Too little time

- Trivial or repetitive tasks

Technical error traps

- Equipment or system failure

- Deficiencies in documentation (e.g. incomplete, outdated)

- Unclear instructions, labelling or signals

- Unsuitable equipment

- Poor access

- Noise, lighting conditions, temperature, air quality

Individual error traps

- Lack of training/competence

- Lack of experience

- Lack of rest

- Health problems

- Stress

REFLECTION

| Unclear roles / responsibilities | Complex task | Inadequate documentation |

| Inadequate early planning | Communication problems | Unsuitable tools / equipment |

How common or uncommon is it to face challenges like these in our work?

Unclear roles / responsibilities

Complex task

Inadequate documentation

Inadequate early planning

Communication problems

Unsuitable tools / equipment

Together, these conditions led to an incident in which a person suffered a serious crushing injury during a lifting operation.

"

Many of the same conditions that become visible after an incident are also present when the job is going well.

We have to learn from normal work _before_ an incident occurs.

Learning from incidents is an important part of our safety work. But the majority of the jobs we do go well!

How can we work actively to make use of the learning potential in these jobs?

Working safely should be easy

By learning from normal work we can improve work conditions and strengthen our barriers, reducing the occurrence and potential consequence of errors.

Identifying and understanding error traps

To identify error traps we have to understand how the job is actually done and what can make it difficult.

- Be present where the job is planned, carried out and evaluated
- Focus on dialogue and learning, rather than blame
- Be curious
- Ask open questions and listen actively
- Respond constructively to deviations and undesirable conditions

Norsk Industri

A new way of thinking; a new way of speaking

By adjusting the way we speak, others will feel safer and the dialogue will become more open.

This will give you better insights into the conditions behind what people do.

FROM:

- *Who was responsible for what happened?*
- *The people doing the job have to be fully present.*
- *It's about following the rules.*
- *What are the risks?*
- *I can see that you're using the wrong equipment.*
- *Are you following the work process?*
- *Shouldn't you rather have done it like this?*

TO:

- *What conditions contributed to this happening?*
- *Leaders need to understand what gets in the way of working safely.*
- *If it is difficult to follow the rules, we have to talk about why.*
- *What are the risks, and what makes this task difficult?*
- *Can you explain this job to me?*
- *What makes this job difficult?*
- *What would help you do this job?*

Use dialogue

Examples of questions to ask:

o What experiences do we already have with this type of job?

o What are common challenges in this type of job?

o Are the requirements for this job easy to comply with? (If not: Why not?)

o Is there anything about the job that is new, unknown or unpredictable?

o Is there a specific part of the job where errors can easily occur?

Include the questions in established tools and conversations such as safe job analysis (SJA) and pre-job conversations.

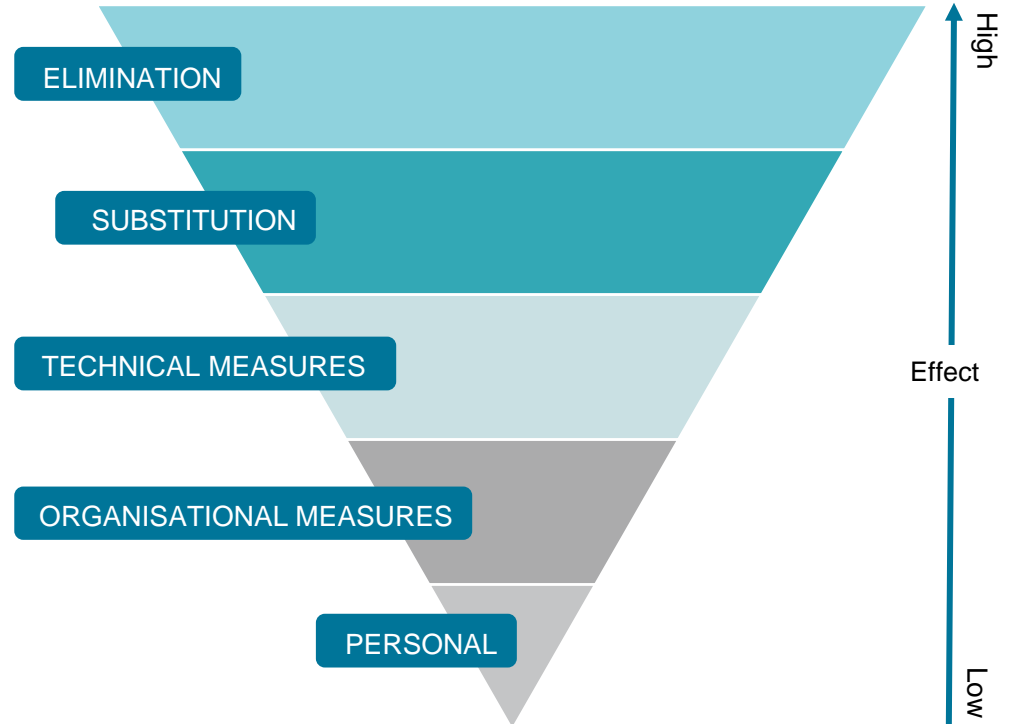# Use the hierarchy of controls actively

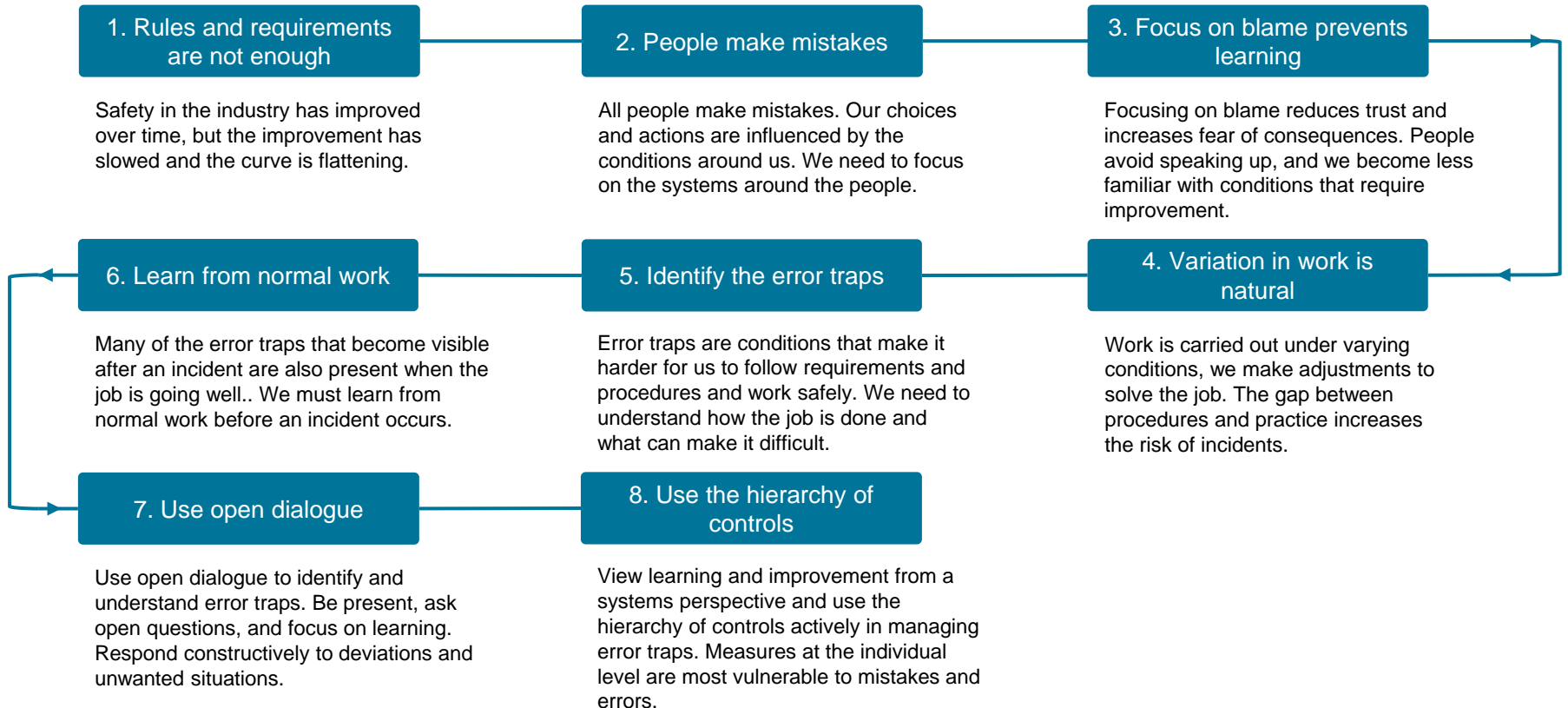First, try to remove the error trap.

If that is not possible:

- Can we replace the existing solution?
- Can we find a better technical solution?
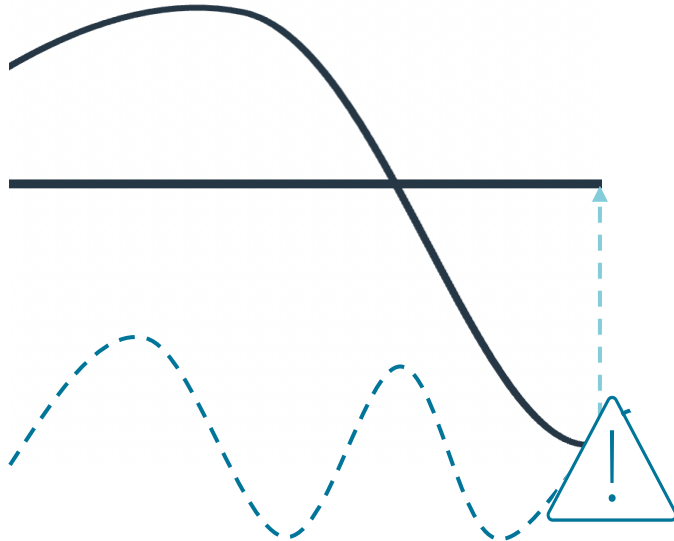- Can we organise the work differently?

Measures at the individual level are most vulnerable to mistakes and errors.

ELIMINATION

SUBSTITUTION

TECHNICAL MEASURES

ORGANISATIONAL MEASURES

PERSONAL

High

Effect

Low

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1. Rules and requirements are not enough

Safety in the industry has improved over time, but the improvement has slowed and the curve is flattening.

2. People make mistakes

All people make mistakes. Our choices and actions are influenced by the conditions around us. We need to focus on the systems around the people.

3. Focus on blame prevents learning

Focusing on blame reduces trust and increases fear of consequences. People avoid speaking up, and we become less familiar with conditions that require improvement.

6. Learn from normal work

Many of the error traps that become visible after an incident are also present when the job is going well.. We must learn from normal work before an incident occurs.

5. Identify the error traps

Error traps are conditions that make it harder for us to follow requirements and procedures and work safely. We need to understand how the job is done and what can make it difficult.

4. Variation in work is natural

Work is carried out under varying conditions, we make adjustments to solve the job. The gap between procedures and practice increases the risk of incidents.

7. Use open dialogue

Use open dialogue to identify and understand error traps. Be present, ask open questions, and focus on learning. Respond constructively to deviations and unwanted situations.

8. Use the hierarchy of controls

View learning and improvement from a systems perspective and use the hierarchy of controls actively in managing error traps. Measures at the individual level are most vulnerable to mistakes and errors.
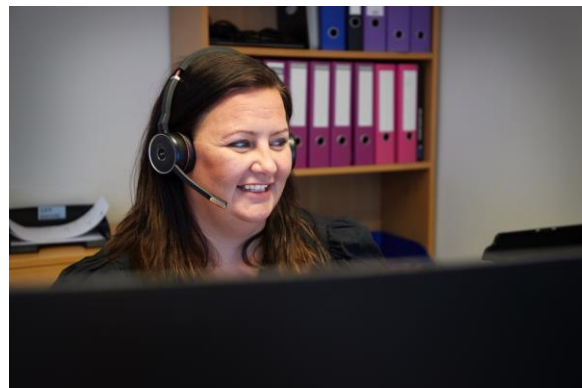
Get to know the variation in work, so you can identify error traps and reduce the gap from procedure to practice.

- Be present and be curious
- Build trust
- Ask open questions
- Invite people to join the conversation
- Understand what is going on
- Learn to recognise signs of things that require attention
- Respond constructively to deviations and unwanted conditions
- Improve together
- Share learning

Fix the work, not the worker!