Learning Teams Introduction

An introduction to Learning Teams for organizational learning and improving.

Using Learning Teams to learn and improve on safety in the workplace.

1. PURPOSE

This visual framework has been designed to help you:

1) Better understand what a Learning Team is and how it helps both workers and the organization to better understand safety.

2) Understand what, when, how and why people do things differently from the formal systems and procedures to get the job done.

3) How to problem identify with people sharing their stories and perspectives on normal everyday work.

4) How to problem solve, learn and improve to reduce uncertainty.

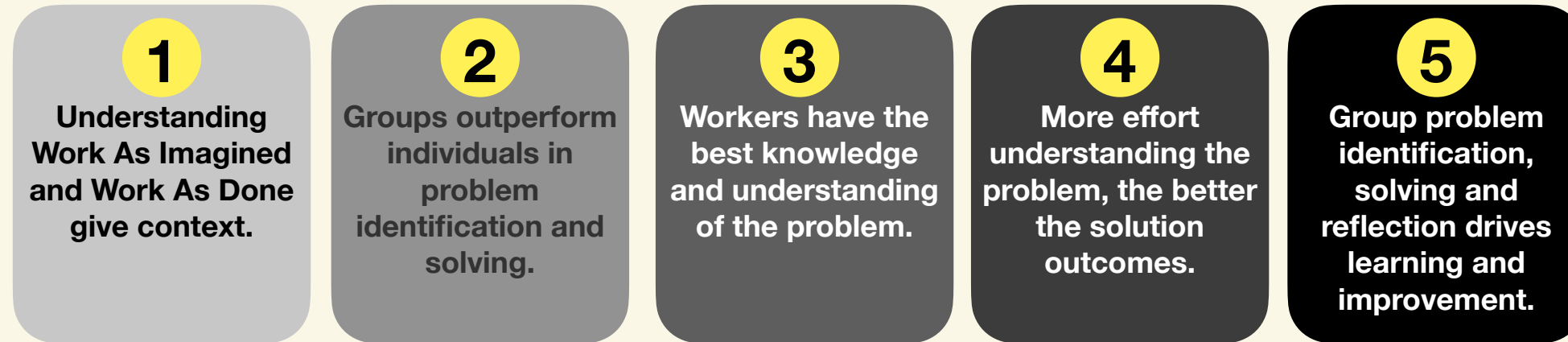**People are as Safe as they think they need to be** Dr Todd Conklin

2. PEOPLE

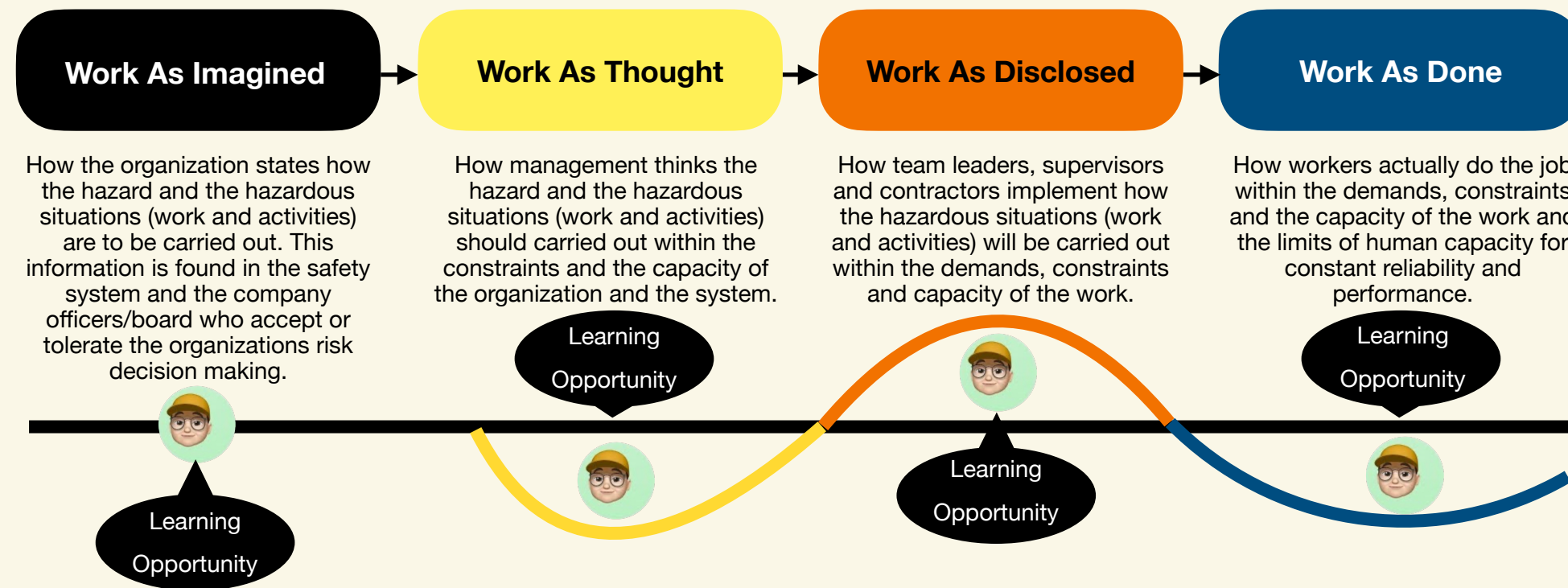The people who influence the risk or are exposed to the risk need to be part of the Learning Team, because:

1) Everyone sees risk differently.

2) Groups always out perform individuals in problem identification and solving.

3) Functional diversity gives better context to risk when you explore the stories and views of others.

4) Sharing your stories and being valued when creating transparency of critical risk creates buy-in.

5) Embrace diversity of thought and co-construction of

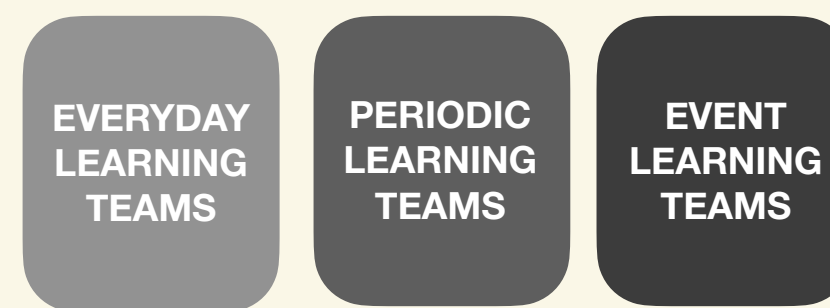## 3. FRAMEWORK

3A. The five (5) principles of Learning Teams

1 Understanding Work As Imagined and Work As Done give context.

2 Groups outperform individuals in problem identification and solving.

3 Workers have the best knowledge and understanding of the problem.

4 More effort understanding the problem, the better the solution outcomes.

5 Group problem identification, solving and reflection drives learning and improvement.

3B. Where operational learning occurs across the organization

Work As Imagined → **Work As Thought** → **Work As Disclosed** → **Work As Done**

How the organization states how the hazard and the hazardous situations (work and activities) are to be carried out. This information is found in the safety system and the company officers/board who accept or tolerate the organizations risk decision making.

How management thinks the hazard and the hazardous situations (work and activities) should carried out within the constraints and the capacity of the organization and the system.

How team leaders, supervisors and contractors implement how the hazardous situations (work and activities) will be carried out within the demands, constraints and capacity of the work.

How workers actually do the job within the demands, constraints and the capacity of the work and the limits of human capacity for constant reliability and performance.

Learning Opportunity

Learning Opportunity

Learning Opportunity

Learning Opportunity

Learning Opportunity

3C. Learning modes

Problem Identification/Problem Clarity

Soak Time

Problem Solving

Ideas and Improvements

3D. Learning Team opportunities

EVERYDAY LEARNING TEAMS

PERIODIC LEARNING TEAMS

EVENT LEARNING TEAMS

4. COMMUNICATE

Develop your improvement plan (**SMART**) and communicate to the wider audience.

SPECIFIC, MEASURABLE, ACHIEVABLE, RELEVANT & TIME BOUND

The problem is to know what the problem is.

We are managing uncertain outcomes with certain controls

5. FOLLOW UP

As Dr Todd would say "*Remember that we are managing uncertain outcomes with certain controls*".

Using the P-D-C-A model of continuous improvement, you need to identify if the ideas and improvements are working as expected. Conduct a mini Learning Team with the same people to reflect on the change. If they are not working as intended, you should:

1) Improve and review, or

2) Remove and review.

KEEP LEARNING AND IMPROVING TO REDUCE UNCERTAINTY.

This is to be read in conjunction with the book "The Practice of Learning Teams" - www.learningteamsbook.com

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