LEARNING TEAMS INC
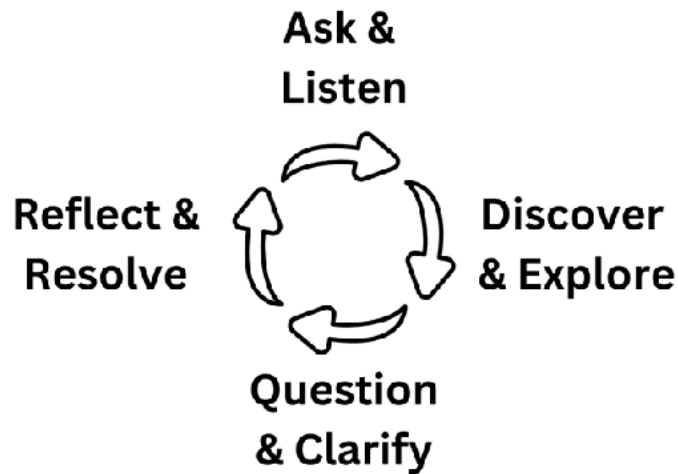Building Better Community Of Practice

STKY/STRM ENGAGEMENT AND REVIEW ACTIVITY

This engagement is focused on an activity or task that is performed by the frontline, and the review activity follows a continuous improvement cycle of:

1. Ask and Listen

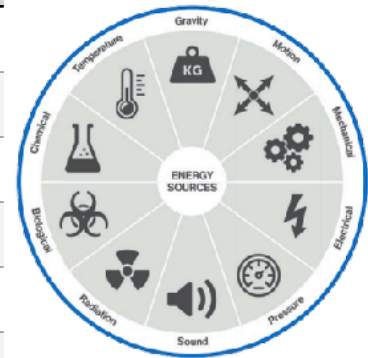What STKY is present when performing that activity or task?

What energy can the STKY release?

How does the STKY release energy?

What stops the energy being released?

What responds if the energy is released?

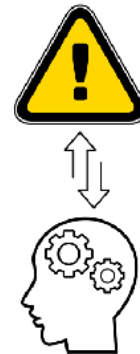What helps to recover from the energy being released?

Energy Wheel

2. Discover and Explore

Which of those things is about controlling the STKY versus those that are trying to influence the workers doing the work?

And which of those safety measures are the Stuff That Really Matters ("STRM") to the frontline workers?

3A. Question and Clarify - STKY Controls

Which of those are critical control(s) to prevent the energy being released?

Which of those are critical control(s) to respond if the energy is released?

Which of those are critical control(s) to recover from the energy released?

Which of those identified critical controls rely on a human for the control to function or work as intended? (These are called Critical Steps).

Please describe times when the critical control(s) or critical step(s):

- Didn't make sense when you were performing the work? (Dumb)

- Didn't work as intended? (Dangerous)

- Was more difficult to function or perform than normal? (Difficult)

- Was different from what you expected? (Different)

How do you know the safety measure(s) is present and working?

What monitoring, inspection or maintenance activities are undertaken? When, how and by who?

Where are those critical control(s) referenced or documented in your induction, training, work planning, job safety analysis or job start processes or systems?

3B. Question and Clarify - Worker Influenced Safety Measure(s)

If the safety measure(s) is influencing how the worker does the work, is the safety measure(s):

1. An Action (Do something)?

2. A Process (Follow something)?

3. A Goal (An outcome of something)?

4. Or a combination of the above?

Which of those are critical step(s) to preventing the energy being released?

Which of those are critical step(s) to responding if the energy is released?

Which of those are critical steps(s) to recover from the energy being released?

Please describe times when the critical steps(s):

- Didn't make sense when you were performing the work? (Dumb)

- Didn't work as intended? (Dangerous)

- Was more difficult to function or perform than normal? (Difficult)

- Was different from what you expected? (Different)

Where are those critical step(s) referenced or documented in your induction, training, work planning, job safety analysis or job start processes or systems?

3B. Question and Clarify - Worker Influenced Safety Measure(s)

Are those critical steps(s):

- **Available** to the worker when performing that critical step?

- **Unworkable** or **not usable** to the worker in areas because of:

  - **Field decision making**, where it requires a decision, or drives a decision by the user without specific guidance on how to make the decision?

  - **Vague or unclear guidance,** with terms like, if or when applicable, if or when appropriate, if or when needed, if or when required?

  - **Multiple or embedded actions,** with 3 or more actions in a single step or actions that are embedded or implied.

  - **Misleading or missing critical information**, where information needs to be interpreted, or can be interpreted in multiple ways. Information limits the users' ability to effectively recognize the risk of the task, or provides an easier path without ensuring elevated risk is identified?

  - **Conflicting Information,** where information looks or feels different than intended? This can be physical (i.e. reverse acting valves without telling the user it is reverse acting), or in the presentation of that information.

- **Un-Intelligible Rules,** where it is conveyed in a way that people struggle to understand due to literacy, numeracy, or beliefs?

- **Correct Rules but Unuseable,** where it is conveyed in a way that is technically accurate but not useable?

- **Not Consistently Reinforced**, where it can't be consistently applied by the frontline?

4. Reflect and Resolve - Knowing What You Know Now

How much weight is given to controlling the STKY versus influencing the worker?

If you can do more:

- What is it?

- How will that happen?

- With whom?

- When will it happen?

- How will you review the improvement with a Learning Team?

If you can't do more:

- What is your rationale for this?

- What plan will you implement to find opportunities to do better?