



Building a Resilient Safety Culture: Doing Safety Differently





c ad
M ILE
f ilte



Courage to Care

practical application



1. Underpinning theory & guiding principles
2. Communication
3. Learning from normal work...



Courage to Care

practical application



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Courage to Care

underpinning theories



Erik Hollnagel

Safety II



Sydney Dekker

Safety Differently



Tod Conklin

Human &
Organisational
Performance



Dave Snowden

Cynefin
Framework &
anthro-
complexity



PEPSICO
**COURAGE
TO CARE**

guiding principles...



No news is not good news -
communication leads to action



Response matters -
blame fixes nothing



Learning is vital



Error is normal



Systems, environment &
culture drive **behaviour**



Work as imagined is
generally not the same
as **work as is done**



People work safely
most of the time



Cultivate trusting relationships

No news is not good news, communication leads to action



Respond with respect

Blame fixes nothing, learning is vital



Engage with our associates -

People work safely most of the time



Amplify our focus on work -

Systems, culture & environment drive behaviour



Prepare for possibilities

Error is normal. Anticipate & plan to create best outcomes



Explore situational context

Work as imagined is generally not the same as work as is done

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TO COURAGE
CAREER



Courage to Care

practical application



1. Underpinning theory & guiding principles

2. Communication

a. The road less travelled

b. Zero - philosophy v target

c. Safety Cross

3. Learning from normal work...



Courage to Care

the road less travelled





Courage to Care

p a t i e n c e



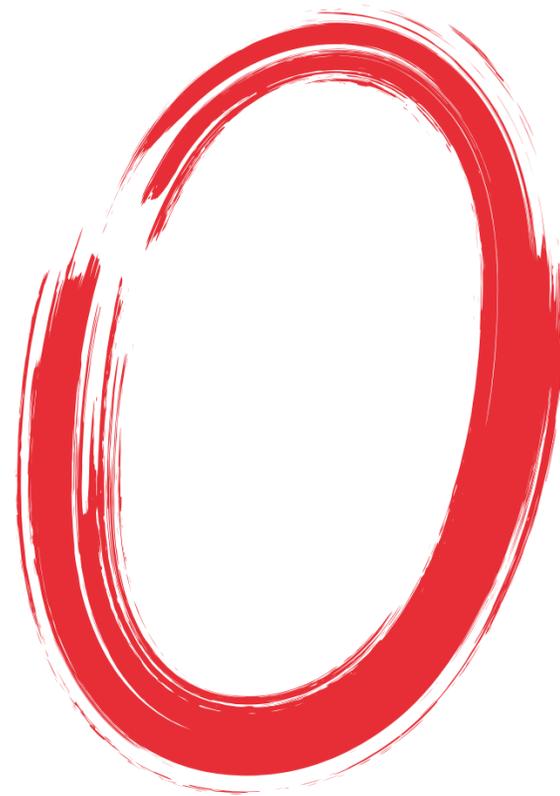
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Courage to Care

zero - philosophy v target



as a philosophy

as a target



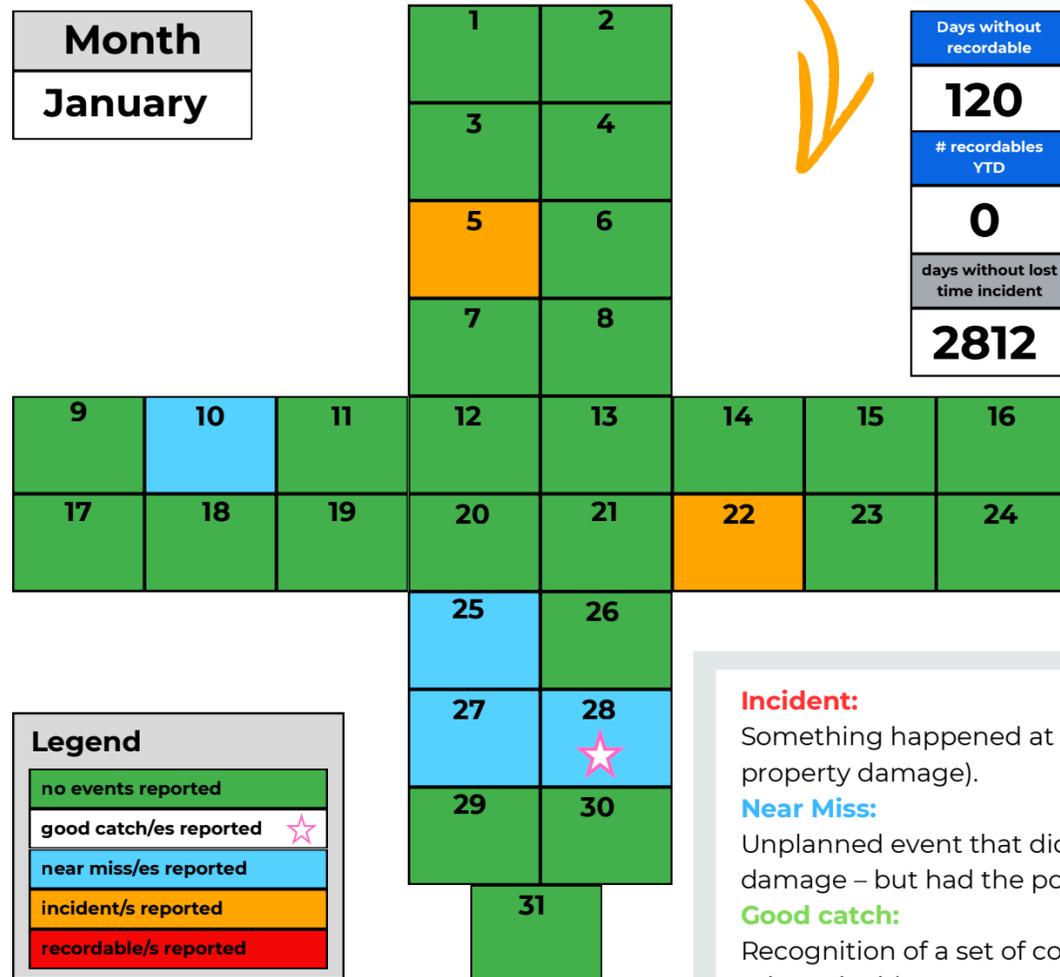


Courage to Care

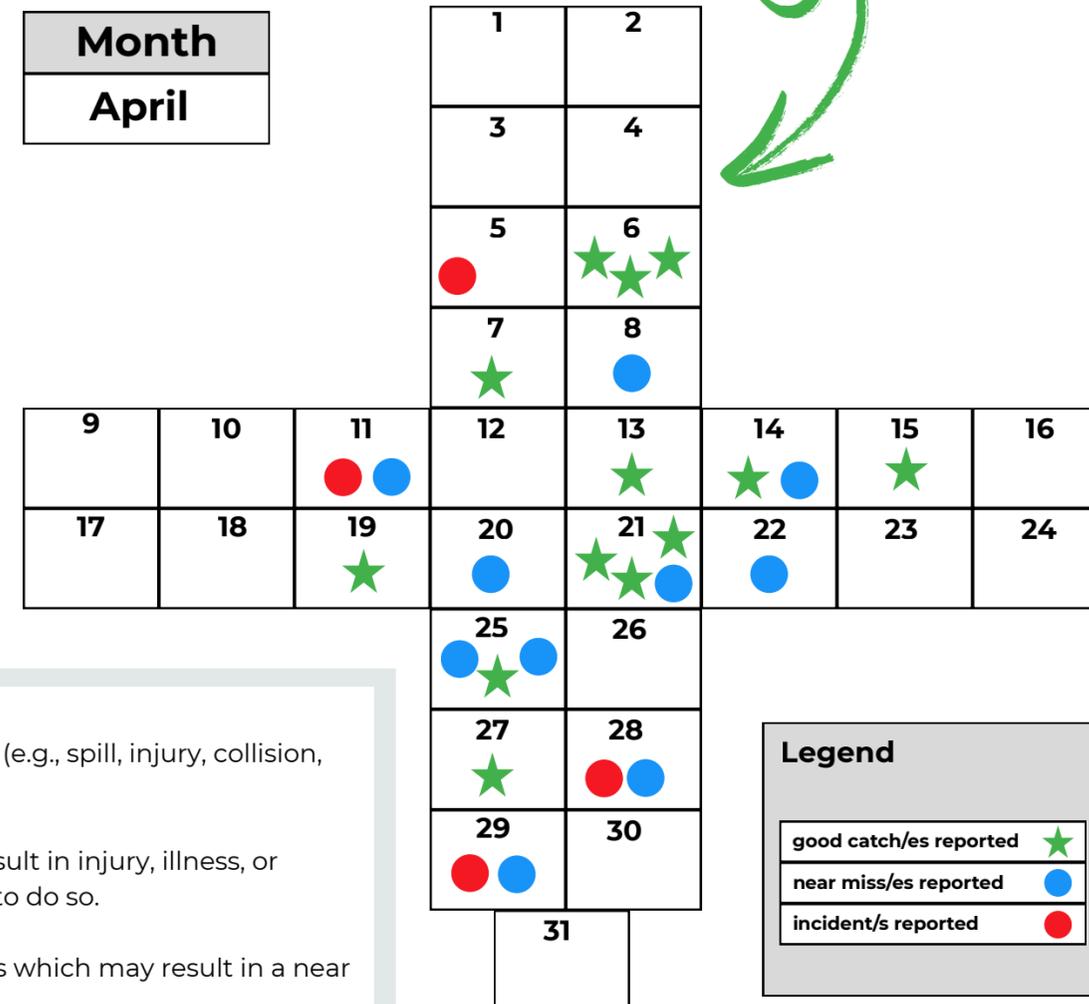
communicating events (safety cross)



we moved from this...



to this...



Incident: Something happened at the site (e.g., spill, injury, collision, property damage).
Near Miss: Unplanned event that did not result in injury, illness, or damage – but had the potential to do so.
Good catch: Recognition of a set of conditions which may result in a near miss or incident.

to communicate our event reporting at each site...



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learning from normal work



1. Underpinning theory & guiding principles
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3. Learning from normal work...
 - a. 'Work as imagined' v 'work as done'
 - b. Courage to care conversations
 - c. Learning teams
 - d. Empower the experts



Courage to Care

work as imagined v work as done



- the plan (work as imagined)

The things that we do to keep people, plant, environment, etc. safe.

designed to reduce risk to low as is reasonably practicable...

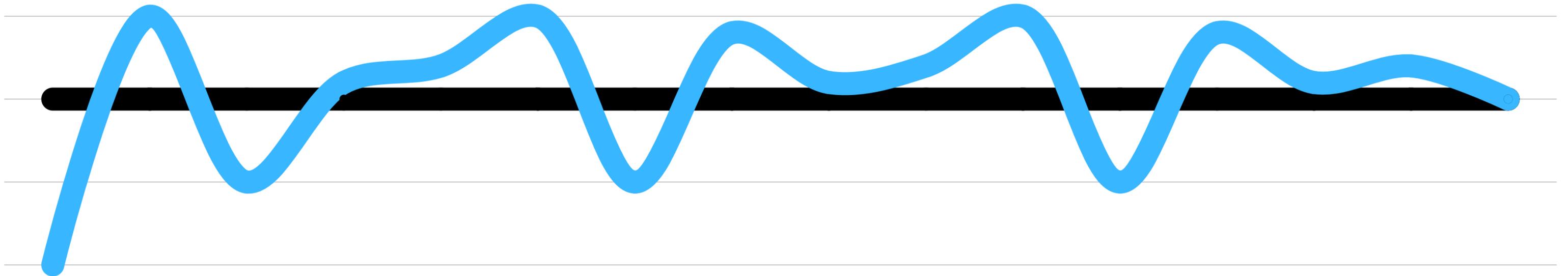


Courage to Care

work as imagined v work as done



● the plan (work as imagined) ● reality (work as done)



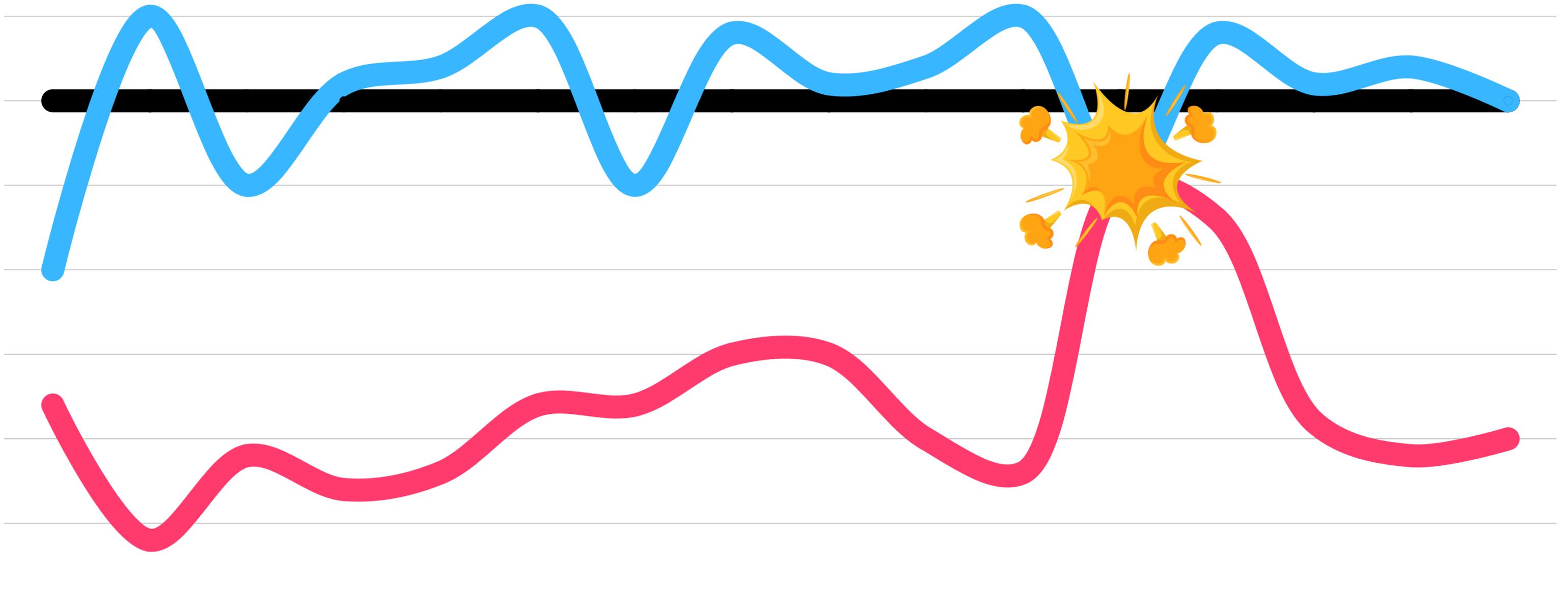


Courage to Care

work as imagined v work as done



● the plan (work as imagined) ● reality (work as done) ● emergent hazards





Courage to Care

Courage to Care Conversations



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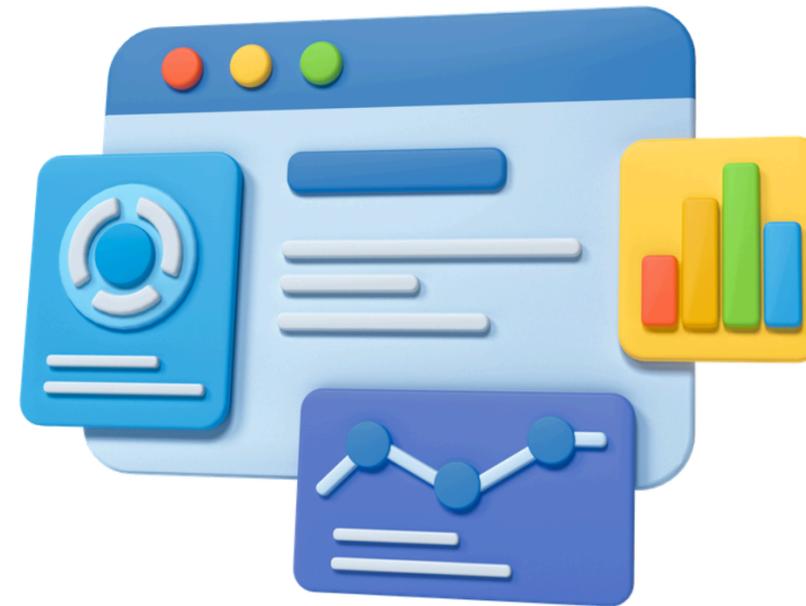
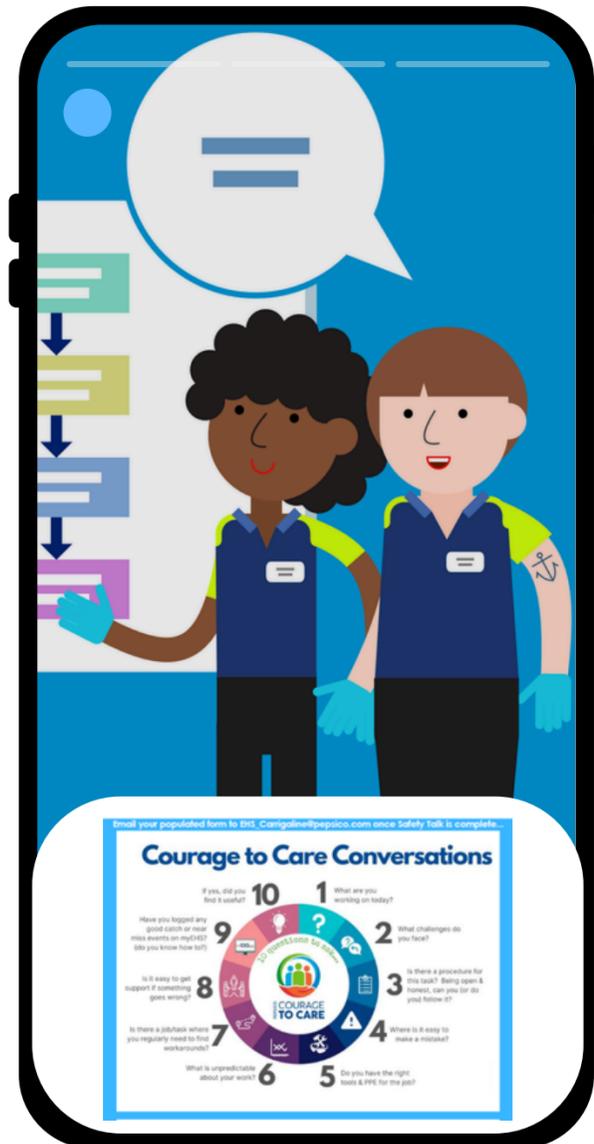
Courage to Care Conversations





Courage to Care

C2C Conversations - building capacity



- Develop leading metrics
- Remove barriers to information
- Make the circle bigger



Courage to Care

Learning Teams



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Learning Teams



Learning Teams

A Learning Team is an operational learning tool that brings those that are closest to the work together to describe how work is actually being done.

The goal of a learning team is to reveal the complexity of the system to leadership while simultaneously empowering those closest to the work to take what actions they can locally.

Teams unpack the adaptations and variations, along with the dynamic trade-offs and goal conflicts, which are inherent in all work processes and systems. This helps us understand the gap between work-as-imagined and work as done.

After learning the many nuances involved in doing the work, the team agrees on corrective actions, and learnings are shared with the wider team, business area or across the organisation. Our C2C principles are worth keeping in mind as you go through the Learning Team process.

PEPSICO COURAGE TO CARE **guiding principles...** **pgcs**

1



Prepare

1. Decide which work task or topic you'd like to explore in your Learning Team.
2. Identify who to include in your first Learning team workshop (normally around 6 attendees)
3. Send out a meeting invitation, allowing at least 1.5 hours
4. Set some context in the meeting invitation
5. Have senior sponsor kick off the meeting (if possible) - highlighting how they're looking forward to seeing the output of the Learning Team.

2



Learn

1. Set the context. Introduce the Learning Team principles, to help put everyone in a 'learning' frame of mind. Introduce the task(s) that you want to explore with the team.
2. Appoint a scribe.
3. Start with questions about normal everyday work. Don't let the team jump to 'fix it' mode. Today is all about discovery and understanding why.
4. Explain the next steps. Ask if anyone else would be involved in the improve workshop.

3



Bubble

1. This time is valuable in letting the ideas, concepts, learnings, discussions and revelations from the first workshop soak in.
2. Go & collect any missing information or speak with a SME to verify any uncertainties highlighted during the Learning Team (maybe the SME would like to join the Learning Team when we reconvene).
3. Soak time is ideally one day, or can be as short as 1-2 hours. Either way, get this one in the calendar when you prepare.

4



Improve

1. Review what you learned at the last workshop.
2. Ask more curious questions.
3. Decide whether to return to soak time, or move into the next phase. If you're ready to move on, and you've got the time, do it in this workshop!

5



Action

1. List and prioritise. Capture corrective actions based on the discussions. Brainstorm how to improve and add in defences.
2. Develop action plans and assign owners and timeframes.
3. Determine how you are going to share the learnings and tell the story within your broader team, your group and organisation.
4. Decide how you will track progress, and when you will regroup for a post implementation review.
5. Prepare your Learning Team report using the template and capture actions in your system.
6. Present output to senior sponsor.



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Empower the experts



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Courage to Care

empower the experts



**racking
safety
awareness
training**



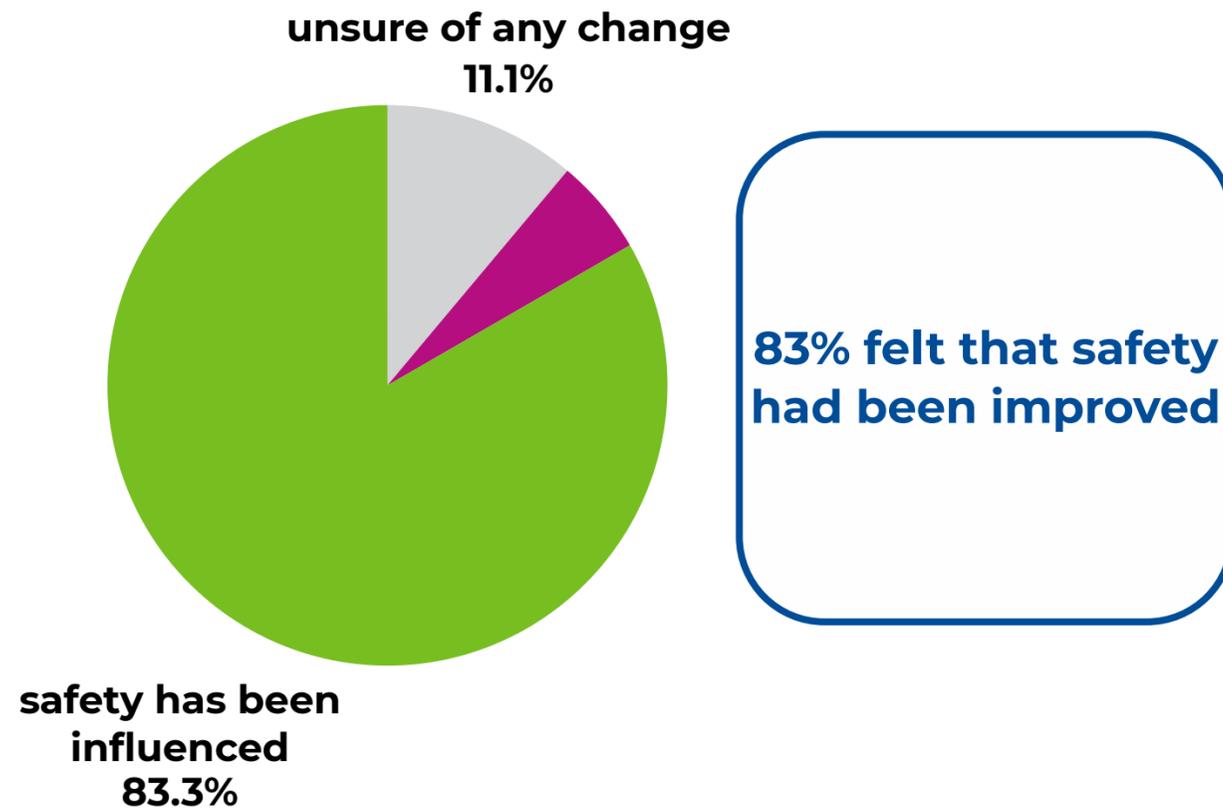


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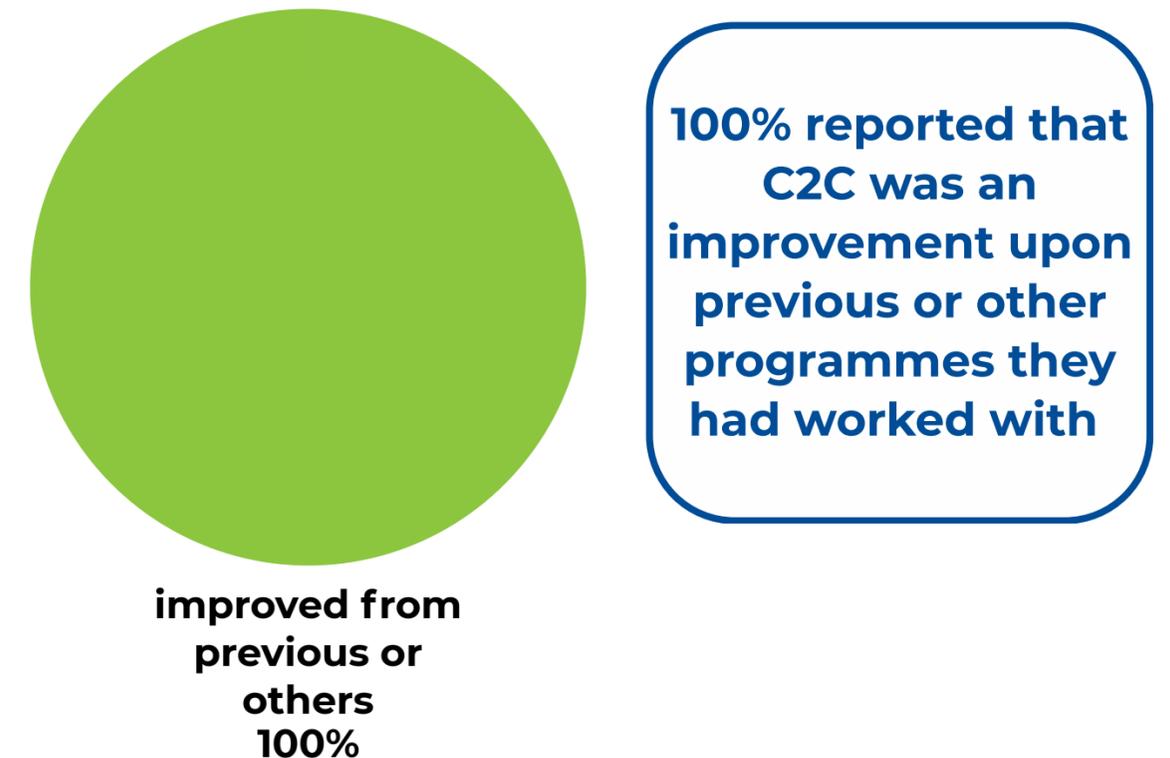
University College Cork research



Do you feel safety has or has not been impacted following the implementation of the C2CP?



How would you compare C2CP to previous or other Safety Programmes you have worked with?





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GO RAIBH
MAITH AGAIBH