

HSE LIFE **U** **n** **I** **O**

The National Oil&Gas industry standard for professionals

# Lessons Learned

# Facilitator's Guide

***You are the presenter of an interactive learning session about real life incidents to an audience of professionals in the Oil and Gas Industry. This trainer's guide will help you plan, set up and present an engaging, effective learning session.***

### **Purpose**

The purpose of a lesson learned is for the professionals to gain more insight into the origin of real life incidents in order to prevent these incidents from happening in their own work. The set up is to watch a video and to learn individually as well as to discuss the situation in groups. The discussions will also increase (more) awareness of the risks involved in the work. We want everyone to think and talk about the incident and to give input on what they could do differently in order to prevent it from happening. Watching the video supports these discussions and it's an interactive way of learning with and from each other.

### **Discussion group**

The incident will be analyzed from three different perspectives (parties):

- 1. Design/Preparations**
- 2. Supervisor/Manager**
- 3. Workforce**

So your discussion group exists of members of each party. Analyzing the incident means discussing the role each party has in the origin of the incident and what each party can do to prevent such an incident from happening. Each member will be given a handout to answer questions asked in the video. This is the basis for discussions.

### **How many professionals?**

15 – 25

### **How many groups?**

Depending on the number of professionals: up to 5 groups of 5 people

### **When?**

Use a lesson learned session during a toolbox meeting or fixed HSE meetings

### **Time needed**

1,5 hours

### **Facilities**

- A room where you can form up to 5 discussion groups of 5 people
- PC or laptop for presenting the lessons learned video
- A screen for projection of the lessons learned video
- Flipcharts and markers

## Tools

- Pens
- Paper
- Handouts (printed)
- DVD Lessons learned
- Flipcharts and markers

## Before you start

- Talk with Design/Preparations and the Supervisor/Manager about their role in the discussions
- Have the handouts printed (hand them out when the individual learning or team learning starts)
- Make sure all tools and facilities are available
- Test the facilities that need testing (video, sound, equipment)
- Make sure you have already watched the video and know its content
- Be well prepared on the topic of the lesson learned
- Make a classification of groups
- Spread the team members into groups when they enter the room

## Points of interest

- Take breaks every now and then throughout the video in order to answer questions asked by the voice over
- Spend time discussing thoughts and how the information relates to what each party does
- Talk about what parties have learned and what they can do differently: this is the most important part of the session because it's all about the discussions and what the participants can do to prevent the incident from happening in their own work

## Introduction

- Introduce yourself
- Explain the purpose of the interactive learning session and the approach of learning from and with each other
- If necessary have all the professionals introduce themselves (name, function)
- Explain briefly the set up of the video and the discussions
- Explain briefly the topic of the lesson learned

## Set up of the video

First part

The first part of the video contains:

- general information about working safely
- the title of the incident
- the planning of the work involved
- precautions that were taken
- the set up of the equipment
- description and the location of the incident
- immediate causes
- contributory factors
- photos/illustrations

At the end of the first part there's a brief pause in which the participants are asked to think of the victims and families of the incident and of course of their own colleagues, friends, families and their own life.

The first part finishes with a few questions that are meant for the audience to already start thinking about what they could learn from the incident.

Ask each group to take 5 minutes to discuss these questions. Have each group write down the answers on the flipcharts and let two groups give their feedback.

### **Second part**

In the second part of the video you can choose between 'individual learning' and 'team learning'. Each member will be given a handout with questions.

#### **Individual learning**

The individual learning program is meant for:

- Design/Preparations
- Supervisor/Manager
- Workforce

The voice over will ask questions to each party to think about their key role to minimize the risks, their own work and more importantly about what they can do to prevent the incident from happening.

Goal is to have them think about why the incident happened in relation to their own work. Let them use the handout to answer these questions.

Possibility is to ask each group to take 15 minutes to discuss and capture their thoughts on the flipcharts. Subsequently let two groups share their ideas with the whole group.

#### **Team learning**

Team learning is meant for discussion too. But first the voice over will briefly highlight each party by asking questions (Design/Preparations, Supervisor/Manager, Workforce). With These questions each party has to think about their key role to minimize the risks, their own work and more importantly about what they can do to avoid the incident. Goal is to have them think about why the accident happened in relation to their own work. Let them use the handout to answer these questions.

After that, discussions can start in small teams. Each individual will discuss:

- his role
- his answers to the questions
- what he needs to ensure the situation improves

Discussions will take 15 minutes. Subsequently let two groups capture their thoughts on the flipcharts and let them share their ideas with the whole group.

Finally each individual will write down one or two commitments and share these with the whole group.

### **The end**

Collect all the handouts at the end of the learning session to make a report. Tell the participants that they will receive the report with the conclusions of the session. And finally tell the participants that they will receive an e-mail after two months in which they will be asked if they have put their thoughts and ideas into practice.