What would a HRO roadmap look like?

Dr. Michael Collins, Business School

To recap …

High reliability **practices** are "mindful" observable **behaviours and actions** that identify:

1. **Weak signals:** process or system lapses that signal potential underperformance or failure.

2. **Unwanted system interactions:** incidents, events or process variations that are potential indicators of a systemic problem.

3. **Hidden conditions or system interactions:** unexpected events that arise from routine operations that are normally dormant but can rapidly become bigger problems if not identified and fixed early.

4. **Small problems:** that often occur unexpectedly yet can be contained and fixed before they become a major disruption.

5. **The expert in the room:** the person who has the most knowledge of the situation, is closest to the front line during a disruption, and can make a decision.

Six steps to high reliability

1. Set high reliability goals

2. Conduct a reliability gap-analysis

3. Assess HRO maturity

4. Develop an implementation plan

5. Implement high reliability practices

6. Monitor progress and adjust the plan

1.Set high reliability goals

Essential that the senior leadership team are **involved and committed** to establishing **holistic** goals, e.g.:

1. Acceptable number of near misses or incidents (safety).

2. Frequency and quality of incident reporting (environment).

3. Frequency and content of post-activity/after-action ("lessons learned") debriefs (operations).

4. Frequency and quality of critical feedback processes, and who needs to be involved (community).

5. Frequency and quality of field supervision (leadership).

6. Emergency response readiness, reaction times and adherence to protocols (regulation).

7. Frequency and quality of critical capability and skills gap-analysis (culture).

2. Conduct a reliability gap-analysis

Maturity Stages:

5. **Summit:** relationships between <u>leaders and employees</u> are built on <u>mutual respect and trust</u>, 360-degree feedback is actively sought and seen as a performance improvement opportunity, the entire workforce is <u>mindful of operations</u>, and is <u>proactive to safeguard and improve</u> work procedures and processes.

4. **Sustain:** employees begin to understand and agree with the reasoning behind work procedures and processes, they <u>start to take ownership</u>, and see themselves as central to sustaining these. In addition, they begin to own their own learning and development, and begin to <u>see feedback as a positive process</u> for themselves and the organisation.

3. **Stable:** work procedures and processes for most jobs are fully developed, understood, and (mostly) executed with precision, and a <u>culture of compliance is established</u>.

2. **Starter:** gradual development of standardised procedures and processes, <u>improved communication</u>, <u>capability development</u>, and near miss and incident reporting.

1. **Silent:** a general <u>lack of standardised procedures and processes</u>, poor communication, punitive relationships, and a false sense of safety and security.

3. Assess HRO maturity

High Reliability Practice 4: Focus on Small Problems (Building Resilience)	High Reliability Goal	Current Assessment
5. **Summit:** People generally have more than enough skills for their jobs. Competence and skills assessment is a proactive process. Emergency response and contingency plans are robust, and implementation is a shared responsibility among all staff. Everyone trusts one another and relies on one another during routine work and emergencies.		
4. **Sustain:** Leaders and staff work together to identify training and development gaps and close them. Competence assessment is an ongoing process and feedback is constructive. People actively seek to understand and review emergency response and contingency plans.	✔	
3. **Stable:** There is a formalized training and competence/skills assessment for all staff and the plan is generally enforced. Emergency drills are done, and people are mandated to participate.		✔
2. **Starter:** Training exists, but only used to reward staff. Individual leaders assess competencies and skills in their own way. There are emergency response and contingency plans, but people are generally not aware of them.		
1. **Silent:** The company does not organize/sponsor training. Competencies and skills are not assessed. There are no emergency response and contingency plans.		

4. Develop an implementation plan

- Identify **trade-offs** between gaps from your reliability analysis and available resources

- Best results are achieved by a **gradual phased approach**, accounting for workforce acceptance or resistance

- Focus on **incremental actions** to improve maturity **one level at a time** to develop several high reliability practices over time

- Focus on enhancing reliability practices over the long-term by actively engaging your workforce in a **collaborative** manner – avoid enforcing **compliance** over the short-term

- Requires sustained and visible commitment from all levels of **leadership across the organisation**

5. Implement high reliability practices

Needs leaders who are capable and confident in **planning and implementing change**

Requiring a combination of:

- **Leading expansion:** behaviours that increase employees' alertness and awareness of "weak signals" and creates the environment where they are willing to report mistakes, near misses, and incidents.

- **Leading reaction:** behaviours that respond to immediate demands quickly and effectively in both stable and unstable operating conditions.

6. Monitor progress and adjust the plan

Remember, there's no fast track to high reliability … it takes a sustained team effort.

Questions

Dr Michael Collins | Lecturer in Management
Business School
m.collins@business.uq.edu.au
0409 910 100

https://www.linkedin.com/in/hipotential