



Reflective learning – facilitator guidance

Generic guidance

Introduction

Much organisational knowledge rests with people, therefore it is important to allow and encourage people to reflect on, make sense of, and put into practice the information contained in incident alerts. Providing the time and resource to allow people to reflect on incidents is vital to learning. Engaging people in the learning from incidents (LFI) process itself is also necessary in order to ensure people take ownership to learn from incidents.

More information on learning from incidents can be found in the Hearts and Minds tool *Learning from incidents* (<https://heartsandminds.energyinst.org/toolkit/learning-from-incident>).

Reflecting is one of the elements of the Hearts and Minds process model. People need to be given opportunity to reflect on incident alerts, allowing them to think about the relevance of an incident to their own work. People must also be able to offer input and feedback for improving safety by reflecting on their own behaviours and defining their own personal improvement action.



Hearts and Minds booklet



Reflective learning video tools

On the Hearts and Minds website, 9 reflective learning video tools can be found that organisations can use freely.

Valuable lessons from incidents are included.

The video-tool helps the facilitator to guide the participants through the learning session.

For each video, a separate facilitator guide leaflet can be downloaded with specific information and instructions.

Individual or team follow-up is part of the exercise.

Available video tools

- Chronic unease
- I own my barrier
- I keep my barrier strong
- Stay out of the line of fire
- Together we can lift safely
- Stop the drop
- Removing the hazard
- Sleep matters



Why reflective learning

Current learning from incident practices is not always effective and there is a need to learn in a different way. We need a method that creates behavioural change. Reflective learning creates that change. It helps to shift an organisation from focusing on one-way communication and compliance, from one that listens and involves staff to build commitment.

People learn in different ways. Traditional engagement styles for sharing learnings are mainly focused on transferring information, while reflective learning involves a variety of different types of learning activities, including reading, listening, watching, discussing.

What is reflective learning

Reflective learning is a face-to-face facilitated group discussion, supported by simple and engaging materials. It is about making an emotional connect.

In the group discussion, attendees reflect on questions such as:

- How could a similar incident happen at our site?
- What are the behaviours at the site?
- What could you do differently?

A reflective learning exercise is **not about watching a video**, but about the engagement and a reflective discussion with colleagues.

Please manage and prepare the session carefully, and ensure there is sufficient time available for discussion.

It is also important to keep the group size small - a maximum of 20/25 persons, but preferably less.



1. Checklist: Preparing the session

- ❑ Prepare for a safety briefing at the start of your sessions
- ❑ Make sure facilities are in order and test video and sound
- ❑ Invite participants with enough notice
- ❑ When possible, arrange tables so that people can sit in small groups
- ❑ Be aware of recent local or company incidents related to the topic and check with your legal adviser before the session if an incident can be discussed
- ❑ Adjust the session to your audience!

About the video

- ❑ The video is the tool to use for the reflective learning session to initiate a discussion
- ❑ Download the video and review it
- ❑ The menu structure will help you go through the session and makes facilitation very easy
- ❑ **No slides** are needed (this is not an information sharing session)

TIP: When rolling out a theme in your organisation, organise a special session with all facilitators. Walk them through the materials, watch the video and discuss the content. Good preparation is key and the facilitator is as important as the video itself.



2. Checklist: During the session

- ❑ Welcome everyone and do the safety briefing
- ❑ Set the scene: create an open atmosphere, stress confidentiality (what's discussed in the room, stays in the room)
- ❑ If possible, use an ice-breaker
- ❑ Where needed, ask participants to introduce themselves, providing their name and role
- ❑ Explain how the session is structured using the menu structure from the video tool
- ❑ Be open, curious and ask open questions > the answer is in the room!
- ❑ Avoid negative feedback and don't put people down. There are no wrong answers
- ❑ Build on feedback from participants given during session
- ❑ Make sure the audience internalise the topic and develop their own insights
- ❑ Create space for people to reflect on their own role and take away their own learnings
- ❑ Present the topic with passion!

Remember: Don't talk too much yourself (this is not a tell/instruction session)

Reflective learning training is available through the Energy Institute ([link here](#))



3. Individual follow-up

Ask what participants learned from the session and what they will do with it?

How will they behave differently? What action will they take?

Ask them to involve their supervisor, who can coach them and monitor progress.

TIP: Individuals that are involved in design and preparation of work should focus on "Hardware barriers", staff working on sites on "Human barriers" and supervisors and leaders should focus on the "Critical processes" they are responsible for.



4. Optional team follow-up



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