



# **Guidelines for Leadership Site Engagement for the Deepwater Industry**

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# Guidelines for Leadership Site Engagement for the Deepwater Industry

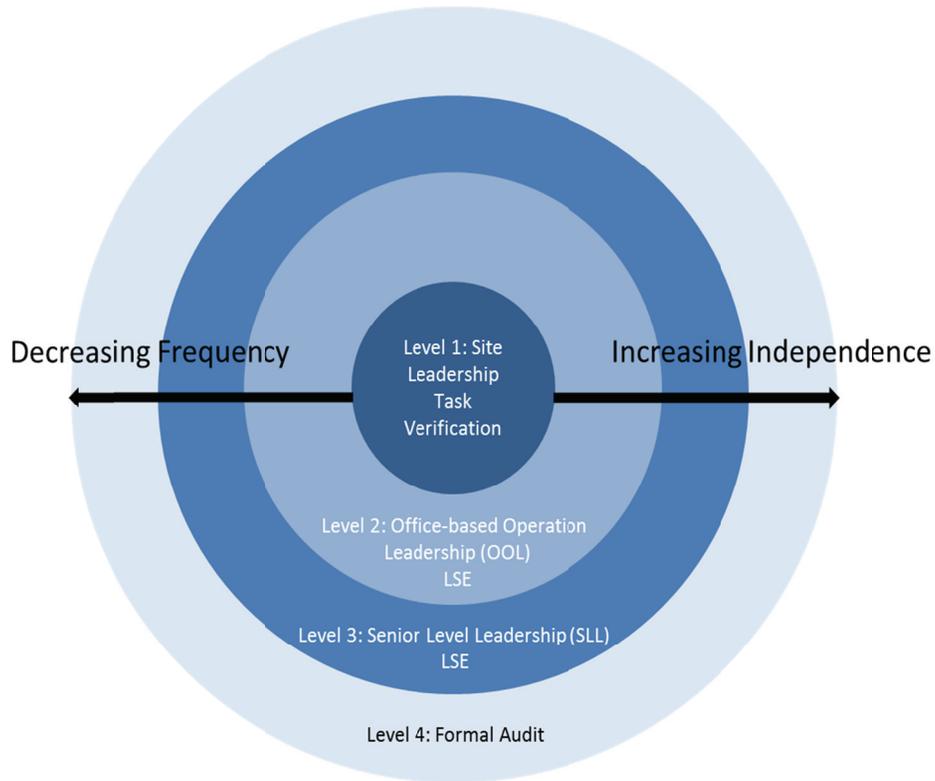
## 1 Scope

This Center for Offshore Safety (COS) publication provides guidance for Leadership Site Engagements (LSE) to:

- Demonstrate visible commitment to safe operations
- Evaluate the health of the site safety and environmental management system
- Evaluate site safety culture

The intent of the guidance is to help the deepwater industry understand the value of engaging personnel at offshore sites in delivering and improving safety performance. The evaluation of the safety performance of an offshore site can occur at several levels within an organization as illustrated in Figure 1.

- Level 1: On a daily or weekly basis, Site Leadership (SL) verify safety and environmental management system conformance at the task level as depicted at the center of the circle.
- Level 2: Office-based Operations Leadership (OOL) evaluate conformance at each site under their responsibility.
- Level 3: Senior Level Leadership (SLL) may also evaluate conformance at a selected number of sites.
- Level 4: Formal audits may be conducted periodically at a selected number of sites.



**Figure 1—Levels of Safety and Environmental Management System Evaluation**

The targeted audience of this guidance is the Level 2 OOL within the deepwater industry. However, Level 3 SLL can also use all or parts of the guidance. SSL and OOL establish management systems and expectations for how work is done that drive operating discipline and safety culture. Technical, organizational and administrative changes occur frequently on offshore facilities and site management systems require maintenance to avert deterioration. These COS guidelines focus primarily on barriers that prevent and mitigate major hazards. So it is important that SLL and OOL visibly engage the offshore workforce and review site management systems and facilities regularly to evaluate whether barriers are meeting expectations.

The general lines of inquiry the SLL and OOL may engage the workforce on include:

- What are the major hazards?
- Who is accountable for the health of the major hazard prevention and mitigation barriers?
- How are operating procedures used and maintained?
- How are individuals and teams skills and knowledge verified before their work commences?
- How is 'stop work authority' exercised? How often is work stopped?
- Do the local verification processes demonstrate systematic control and reliable operation of the barriers?

Where barriers are found to be meeting performance requirements, SLL and OOL can reinforce expectations and encourage the workforce to maintain the barriers. Where barriers are found to be weak or inadequate, SLL and OOL may take appropriate action to ensure that the barriers are restored and functioning as intended or new barriers are put in place so that the hazards are being managed to the required or acceptable level. When new requirements are being introduced to the facility, it is important that SLL and OOL communicate their purpose and express clear expectations for conformance.

COS acknowledges that there are many good practices in place in industry to demonstrate visible commitment to safety and that site safety and environmental management system and safety culture are healthy. This publication provides SLL and OOL with guidance on one suggested way of engaging offshore sites. It is not intended to set a minimum standard. COS members can adopt parts of this guidance into their current practice or adopt it in its entirety.

A limitation of LSEs is that they may provide only a snapshot of performance at the time of the engagement. However, they can support and reinforce the verifications that occur regularly by the SLs and the less frequent formal audits.

The material in this publication is covered in seven sections and three annexes that contain additional information and examples:

- Section 1 introduces the concept of LSE and states the objectives, scope, structure and definitions of terms and acronyms used within the publication.
- Section 2 provides definitions used in this guidance document.
- Section 3 provides acronyms for terms used in this guidance document.
- Section 4 describes the application of LSE for Level 3 SLL.
- Section 5 describes the LSE process for Level 2 OOL
- Section 6 provides guidance for OOL in preparing for a site engagement which culminates in a plan with targeted objectives.
- Section 7 provides guidance for OOL on executing the site engagement with intent to meet LSE objectives and/or to intervene if concerns are discovered during the engagement.
- Section 8 provides guidance for OOL to close the engagement through documentation of outcomes and, if required, assignment of actions.
- Annex 1 provides guidance questions for OOL to consider during the execution of a LSE.
- Annex 2 provides a template for a LSE Plan.
- Annex 3 provides an example of a LSE.

## 2 Definitions

### 2.1

#### **Barrier**

A constraint on a hazard that reduces the probability of an incident or its consequences. There are two types of barriers: Prevention and Mitigation.

### 2.2

#### **Bridging Document**

A written document which defines how two or more safety management systems coexist to allow cooperation and coordination on matters of health, safety and environmental protection between different parties. Such a document cross-references the detailed procedures which will be used and defines the responsibilities, accountabilities and work activities of the various parties.

### 2.3

#### **Contractor**

The individual, partnership, firm or corporation retained by the Operator to perform work or supply services or equipment. The term contractor includes sub-contractors.

### 2.4

#### **Critical Equipment**

##### **CE**

Equipment and other systems determined to be essential in preventing the occurrence of or mitigating the consequences of an uncontrolled release. Such equipment may include vessels, machinery, piping, blowout preventers, wellheads, and related valves, flares, alarms, interlocks, fire protection equipment and other monitoring, control and response systems.

### 2.5

#### **Critical Positions**

Any facility position that includes key activities, tasks, supervision, and/or responsibilities for component procedures critical to the prevention of and recovery from major accident events.

### 2.6

#### **Deepwater Industry**

Wells, Projects and Production facilities and operations in the U.S. Gulf of Mexico Exploration and Production deepwater (equal to or greater than 1000 feet) industry including all activities related to facility start-up, shutdown or decommissioning.

### 2.7

#### **Engagement**

Face-to-face observation of and interaction with site leaders and work force and evaluation of the processes and equipment to meet planned objectives and/or respond to real-time interventions.

### 2.8

#### **Facility**

Includes all types of offshore structures permanently or temporarily attached to the seabed (mobile, offshore drilling units, floating production systems, floating production, storage and offloading facilities, tension-leg platforms, and spars) used for exploration, development, production, and transportation activities for oil and gas from areas leased in the Outer Continental Shelf, including Department of Interior regulated pipelines.

### 2.9

#### **Hazard**

Types of chemical, thermal, toxic, kinetic or potential energy with the ability to harm to people, the environment, or facilities.

**2.10****Leadership Site Engagement****LSE**

Face-to-face observation of and interaction with site leadership and the workforce and evaluation of the processes and equipment at a site by Senior Level Leadership and Office-base Operations Leadership to meet planned objectives.

**2.11****Major Hazard**

A hazard that can reasonably be foreseen as having the potential to cause a major incident.

**2.12****Mitigation Barrier**

Barrier that can reduce or minimize the probability of actual harm as a result of an incident. For example, active fire protection is a mitigation barrier.

**2.13****Office-Based Operations Leadership****OOL**

In the context of this publication, OOL are defined as onshore direct supervisors of offshore Site Leadership e.g., Operations Manager, Drilling Manager, Rig Manager.

**2.14****Operator**

The individual, partnership, firm or corporation to whom the United States issues a lease and has been assigned an obligation to make royalty payments required by the lease.

**2.15****Prevention Barrier**

Barrier that can prevent or reduce the probability of an incident occurrence. For example, a safety instrumented system is a prevention barrier.

**2.16****Production**

Petroleum and natural gas production activities, including administrative and engineering aspects, repairs, maintenance and servicing, materials supply and transportation of personnel and equipment.

**2.17****Projects**

All offshore construction activities including administrative and engineering aspects and materials supply and transportation of personnel and equipment.

**2.18****Safety**

As used in this publication, 'safety' may relate to personal safety, process safety, health, environment and security.

**2.19****Safety Performance Indicator****SPI**

A measurement that provides insights into the strength of barriers. SPIs are inclusive of those that measure performance with respect to protection of personnel, the environment, and offshore facilities and property.

**2.20****Senior Level Leadership****SLL**

Any management position higher than Office-based Operations Leadership (OOL) e.g., head of production, head of drilling and completions, head of projects, head of health, safety and environment, head of engineering, head of process safety.

**2.21****Site**

A facility, including its workforce, its safety and environmental management system and all supporting marine vessels within the 500 meter zone of the facility.

**2.22****Site Leadership****SL**

in the context of this publication, SL is defined as supervisors working on an offshore facility assigned accountability for operations and personnel e.g., Offshore Installation Manager, Maintenance Supervisor.

**2.23****Subject Matter Experts**

In the context of this publication, these are technical specialists e.g., Engineering Authority, Lifting Authority, Marine Authority.

**2.24****Wells**

Includes all exploration, appraisal and production drilling, wireline, completion, workover and intervention activities as well as their administrative, engineering, construction, materials supply and transportation of personnel and equipment.

**3 Acronyms**

<b>API</b>	American Petroleum Institute
<b>BOP</b>	Blowout Preventer
<b>CE</b>	Critical Equipment
<b>COS</b>	Center for Offshore Safety
<b>HAZID</b>	Hazard identification Study
<b>HAZOP</b>	Hazard and Operability Study
<b>HSSE</b>	Health, Safety Security and Environment
<b>JSA</b>	Job Safety Analysis
<b>LOTO</b>	Lock Out Tag Out
<b>LSE</b>	Leadership Site Engagement
<b>MOC</b>	Management of Change
<b>OOL</b>	Office-based Operations Leadership
<b>P&amp;ID</b>	Piping and Instrumentation diagrams
<b>PPE</b>	Personal Protective Equipment
<b>PSSR</b>	Pre-start Up Safety Review

<b>SL</b>	Site Leadership
<b>SLL</b>	Senior Level Leadership
<b>SIMOPS</b>	Simultaneous Operations
<b>SPI</b>	Safety Performance Indicator

## **4 Senior Level Leadership LSE**

### **4.1 General**

Senior Level Leadership (SLL) may conduct LSEs on a selected number of sites and may use all or parts of the guidance provided in Section 5.0 for OOL. The objectives of the SLL LSE may vary but the general lines of inquiry will apply:

- What are the major hazards?
- Who is accountable for the health of the major hazard prevention and mitigation barriers?
- How are operating procedures used and maintained?
- How are individuals and teams skills and knowledge verified before their work commences?
- How is 'stop work authority' exercised? How often is work stopped?
- Do the local verification processes demonstrate systematic control and reliable, consistent operation of the barriers?

### **4.2 Safety Culture Evaluation**

#### **4.2.1 Safety Culture Objectives**

SLL may target the objectives of the LSE to address safety culture. Some safety cultural characteristics to consider evaluating might include those found in Figure 2.

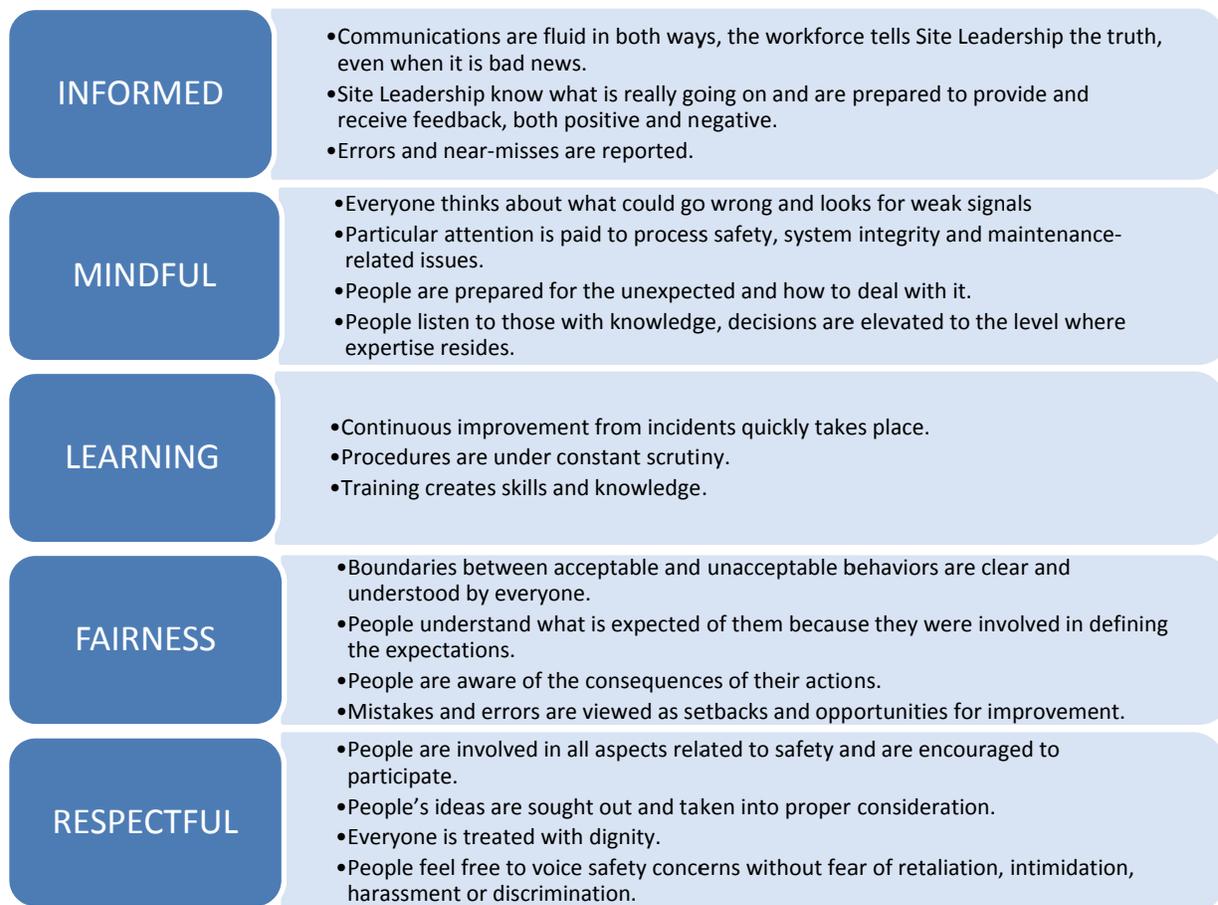
#### **4.2.2 Questions**

Potential open-ended questions SLL might ask the workforce to evaluate safety culture are:

- How do SLs receive feedback from you, both positive and negative? Provide examples where SLs have genuinely listened to you.
- How do you stay constantly mindful of the work that is occurring at this site and what could go wrong?
- How do you demonstrate continuous improvement through learning, particularly in building your skills and knowledge?
- How are expectations and boundaries communicated? Provide examples where clarity was given and understanding was sought.
- How are your ideas and concerns received by others? Provide examples where you voiced an idea or concern and the response you received.
- Can you give an example of work that was stopped as a result of a safety concern that was raised by you or others?

#### **4.2.3 Frequency**

LSEs by SLL could occur on a quarterly or annual basis at a selection of sites. It is recommended that SLL commit to LSE frequency targets as part of their annual objectives.



**Figure 2—Safety Culture Characteristics**

## 5 Leadership Site Engagement for Office-based Operations Leaders

As stated, the primary audience for this guidance document is the OOL. It is recommended that OOL follow a three-phase process in conducting an LSE as illustrated in Figure 3.



**Figure 3—Three Phases of a Leadership Site Engagement.**

The first phase is Preparation where the OOL establishes the scope of the LSE, collects information about the site, reviews major hazards at the site, sets objectives, gets ready personally, and then documents a LSE plan. The second phase is Execution of the plan which may involve a site orientation, meetings with SLs and the workforce and a site walk around. The third phase is Closure where the OOL may communicate and document the results of the LSE. Guidance for each of these phases is provided in Section 5.1 to Section 5.3.

## 5.1 Leadership Site Engagement Preparation

### 5.1.1 General

The first phase of a LSE is Preparation. In this phase, OOL will determine the scope and objectives of the LSE based on information that is gathered on the site's operations, major hazards, performance and status. Six steps are recommended to prepare for a LSE which are illustrated in Figure 4.

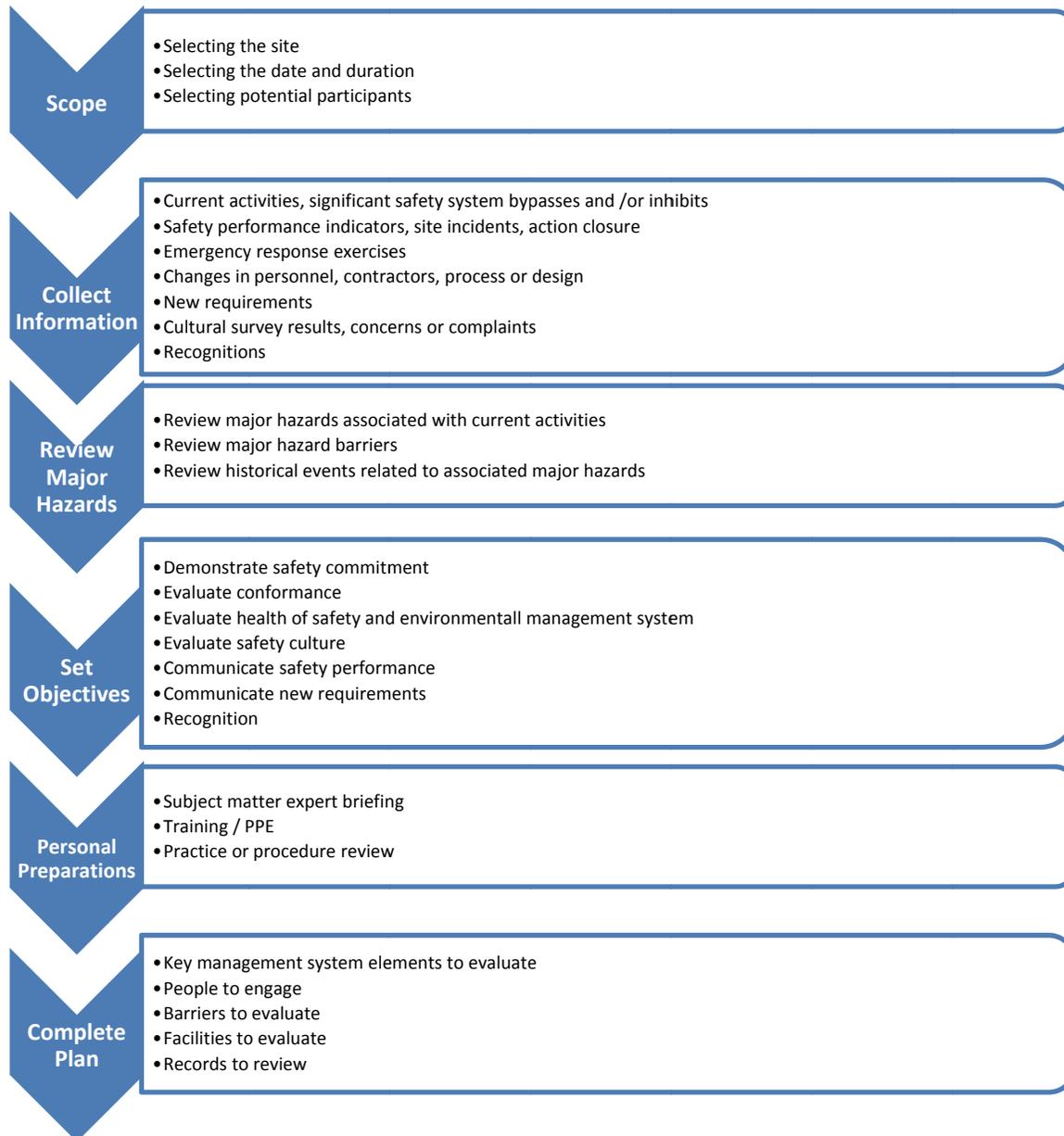


Figure 4—LSE Preparation Steps

### 5.1.2 Step 1: Scope

The preparation phase starts with defining the scope of the engagement, specifically which site, on which date(s) and with which OOL. For OOL, the site might be selected on the basis of a planned activity, such as a commissioning of new equipment, isolation of a hydrocarbon formation, start up after a turnaround or an emergency response exercise. The site may be selected on other criteria, such as communication of a new requirement or recognition of a significant achievement.

For OOL, the engagement typically could occur on a monthly or quarterly frequency per site and preferably include at least one overnight stay. Personnel to engage at the site will depend on the objectives of the LSE. At a minimum, the engagement should include those ultimately accountable for the site and its operations. It is recommended that OOL commit to LSE frequency targets as part of their annual objectives.

In selecting a site and the dates, the OOL may consider the activities that are scheduled to occur at that time and assess whether the LSE might cause a distraction for site personnel. However, demonstrating visible commitment to safety and evaluating the health of the management system and safety culture may have its greatest impact during key operations.

### 5.1.3 Step 2: Collect Information

The next preparation step is to gather relevant and current information about the site and the people working on it. The most important information is the current activity that will be occurring during the LSE date(s). The nature of that activity may actually be the driver for the engagement, as OOL may want to evaluate whether barriers are meeting performance requirements for the major hazards associated with the activity.

Information that will help the OOL to determine the objectives of the engagement include:

- Register of major hazards associated with the site and barriers in place to prevent major incidents
- Operating Plans that provide schedule for activities at the site including emergency response exercises
- Impact of changes in personnel, contractors, process or design on barriers
- Recent audit results
- Recent incident reports
- New internal or regulatory requirements impacting site
- New or progress against safety goals and objectives
- Safety performance indicators results
- Performance of site individuals or teams
- Results of recent culture surveys
- Recent concerns or complaints
- Most recent LSE Report

This information would be available from both onshore and offshore leadership and subject matter experts.

### 5.1.4 Step 3: Review of Major Hazards

A main focus of the LSE is to evaluate whether the barriers that will prevent a major incident are meeting performance requirements. A deepwater operation may be exposed to several major hazards at any given time and it is important that the OOL periodically evaluates both prevention and mitigation barriers at the site. Therefore, OOL might review the major hazards that are present on the site, identify those that will be active during the LSE, or that may be emerging in near-future activities, and target those barriers in the LSE objectives. A review of pertinent hazard analyses may also be valuable.

Examples of major hazards for deepwater operations include but are not limited to:

- Hydrocarbons
- Other flammable materials
- Toxic materials
- Pressure hazards
- Objects under induced tension
- Dynamic situation hazards
- Environmental hazards
- Explosives
- Working at height
- Electricity
- Asphyxiates
- Corrosive substances
- Security related hazards

The OOL should be cognizant of events that could occur if the prevention barriers fail. These may include but are not limited to:

- Loss of primary containment
- Loss of integrity
- Exceeding exposure limits
- Exceeding discharge limits
- Dropped or dragged objects
- Falls to lower or same level
- Exposures
- Electrical shock
- Unwanted detonation

These events could lead to major incidents that include harm to people, harm to the environment and loss or damage to facilities.

The OOL can then prepare a set of questions to evaluate the barriers and may choose to target specific barriers. A set of guidance expectations and questions that the OOL can consider is provided in Annex 1.

#### **5.1.5 Step 4: Set Objectives**

Using the information collected in Step 2 and 3, the OOL can set objectives for the engagement. Items to consider in setting the objectives include:

- Evaluation of whether barriers associated with a current or planned activity meet performance requirements
- Opportunity to reinforce operating discipline or a specific requirement based on findings from a recent audit or incident investigation
- Evaluation of the effective implementation of an action from incident investigation, audit, or risk assessment.
- Communication of new requirements to be implemented at the site
- Communication of new or progress against safety goals and objectives
- Positive recognition of an individual or a team for an achievement or a Stop Work Authority intervention
- Evaluation of the capabilities of new personnel or contractors
- Addressing a specific concern or complaint generated by personnel at the site
- Reinforcement of OOL commitment to safe operations and the site safety and environmental management system.

### 5.1.6 Step 5: Personal Preparations

The OOL should be equipped with the required personal protective equipment and training and avoid variances from these requirements.

Depending on the objectives of the LSE, the OOL may need specific instruction or coaching in order to deliver an effective result. Instruction or coaching could be achieved by meeting with subject matter experts to discuss requirements and develop questions that the OOL would use to engage the site workforce or simply reviewing specific requirements or procedures. If the OOL is going to conduct the engagement with others, such as a subject matter expert, it may be incorporated into the LSE Plan.

If the engagement involves speaking to a large audience, the OOL might be prepared to cover the objectives of the engagement. The OOL could share good practices and experiences to drive key messages but should minimize the use of statistics. Use simple techniques to illustrate and reinforce major hazards and barriers.

### 5.1.7 Step 6: Complete a LSE Plan

The OOL may formalize the LSE by completing a LSE Plan. The LSE Plan can then be used to structure the engagement, communicate its objectives and logistics to those who need to support it, and to gain alignment from those who may be impacted by it.

The LSE Plan could include specific structural or logistical information:

- Site Name(s)
- Participant(s) (name, job title and companies)
- Date(s)

It could also state the objectives of the LSE as determined in Step 4.4. It could list the people or job titles that will be engaged and through what mechanism, i.e.; Site Leadership meeting, Contractor Leadership meeting, workforce meeting and/or walk around.

The Plan could include what activities will be observed such as lifting, energy isolation, or emergency response exercises and what barriers and supporting processes and facilities will be evaluated e.g., maintenance, procedures and practices, or management of change, and BOPs, cranes or dynamic positioning equipment.

The Plan could also include a structure for capturing the outcomes of the LSE and what needs to be done for effective closure. This information could include opportunities for improvement; recognitions of individuals, teams and good practices; interventions; and agreed actions with accountable persons and due dates.

Once the Plan is developed, it may be communicated to the SL for their input and concurrence. The final deliverable of the preparation phase of the LSE is the completion of the Plan. Upon completion, the OOL is now ready to execute the LSE which begins when the OOL arrives at the site.

A template for a LSE Plan is provided in Annex 2.

## 5.2 Leadership Site Engagement Execution

### 5.2.1 General

The first principle is that the OOL stop work, as appropriate, if a safety concern is discovered during a LSE. The subsequent response depends on the severity of the concern.

The execution phase of the LSE involves the steps illustrated in Figure 5. A site orientation should be attended, meetings could be held with SLs and the workforce and a walk around should be conducted dependent on the objectives of the LSE.



**Figure 5—LSE Execution Steps.**

### 5.2.2 Site Orientation

Upon arriving at the site, the first action by the OOL should be to participate in the site orientation. During the orientation, the OOL can listen for and potentially evaluate and reinforce the following:

- Station bill – muster point location and an alternate, if available
- Route to muster point location and alternate
- Emergency shutdown device stations
- Stop work authority
- Major hazards
- Local site rules and restrictions e.g. medication, drugs, alcohol, smoking, firearms
- Major activities currently underway and planned
- Alarms – purpose and types
- Environmental requirements
- Regulatory requirements
- Incident reporting requirements
- Safe work practices – PPE, permit to work, energy isolation, working at height, hot work, lifting
- Safety and Environmental Management System (SEMS)
- Organizational structure – accountabilities

The OOL can demonstrate safety leadership by listening, showing interest, asking questions for clarity and understanding, and providing constructive feedback.

### 5.2.3 Site Leadership Meeting

A meeting can then be held with the SL. The main purpose of this meeting may be to check the status of current activities and to confirm what operational risks exist during the LSE. The objectives may include:

- Reconfirming the LSE scope and objectives
- Reviewing the LSE schedule
- Status of current activities
- Exploring possible operational concerns regarding major hazards, including recent incidents or conditions
- Reviewing stop work authority events and their impact, specifically those prompted by the SL.
- Reviewing by-passed or inhibited safety devices or systems
- Reviewing current work permits
- Reviewing local verification processes relating to the LSE objectives
- Updating the closure or progress of actions from last LSE

The OOL can use this meeting to set the context for the engagement and ask open-ended questions to evaluate changes in activities or new concerns that may impact the original LSE Plan. The OOL may

defer to the SL's advice regarding any concerns that may have arisen that could impact the execution of the Plan. The result of this meeting could be changes to LSE Plan.

#### **5.2.4 Contractor Leadership Meeting**

An optional meeting could be held with the Contractor Leadership depending on the objectives in the LSE Plan. The purpose of this meeting may be to check the status of current activities from the Contractor's perspective, to share learnings, and to visibly demonstrate the OOL's commitment to safe operations. The meeting agenda could include some of the following:

- Communicate the LSE objectives and schedule
- Evaluate appropriate knowledge of the major hazards involved in the current activity, including those under work permits, and priorities for the duration of the engagement
- Explore potential operational concerns, including recent incidents and observations
- Evaluate knowledge of by-passed or inhibited safety devices or systems
- Evaluate commitment to Stop Work Authority and seek out examples
- Review local verification processes related to the LSE objectives
- Evaluate understanding of any aspects of the safety and environmental management system, especially those that have been agreed through bridging documents
- Inquire about work that Contractors are doing internally to improve their performance at the site
- Inquire about the date of the last LSE that occurred by a Contractor's OOL, what was discussed and what was the outcome
- Communicate actions taken from OOL's most recent LSE and check awareness of its impact

The OOL can take this opportunity to lead by example and 'walk the talk', specifically in actively listening to the Contractor Leadership. Ask open-ended questions to create a two-way conversation, listen for concerns, and provide constructive and informative feedback. The result of the meeting may be changes to the original objectives and schedule of the engagement based on what is happening and any concerns heard.

#### **5.2.5 Workforce Meeting**

A second, optional meeting could be held with the entire or a cross-section of the workforce depending on the objectives in the LSE Plan. The purpose of this meeting is to check the status of current operations from the broader workforce perspective, to share learnings, and to visibly demonstrate the OOL's commitment to safe operations. The meeting agenda could include some of the following:

- Communicate the LSE objectives and schedule
- Evaluate appropriate knowledge of the major hazards involved in the current activity, including those under work permits, and priorities for the duration of the engagement
- Explore possible operational concerns, including recent incidents and observations
- Evaluate knowledge of by-passed or inhibited safety devices or systems
- Evaluate commitment to Stop Work Authority and seek out examples
- Review local verification processes related to the LSE objectives
- Evaluate understanding of any aspects of the safety and environmental management system, especially those that have been agreed through bridging documents
- Communicate actions taken from OOL's most recent LSE and check awareness of its impact

The OOL can take this opportunity to lead by example and 'walk the talk', specifically in actively listening to the workers. Ask open-ended questions to create a two-way conversation, listen for concerns, and provide constructive and informative feedback. The result of the meeting may be changes to the original objectives and schedule of the engagement.

### 5.2.6 Site Walk Around

The final step in executing the engagement is a site walk around. The purpose of the walk around is to evaluate whether specific barriers targeted in the Plan meet performance requirements, observe the execution of the work and the behaviors of people, and evaluate the equipment and work conditions. The walk around involves engaging the people doing the work in the actual work environment. The engagement can evaluate that:

- Documented practices and procedures are used to conduct the work and manage the barriers
- Accountabilities are known and understood for managing and using the barriers
- People have the skills and knowledge to manage and use the barriers
- Site verification processes are working effectively to demonstrate systematic and reliable control of the barrier
- Trust and respect permeate the site organization where safety concerns are freely raised and addressed and clear, realistic and acceptable criteria are established for decision-making in discussing and resolving conflicting objectives.

In conducting the walk around, the OOL should lead by example and 'walk the talk', particularly in following all site safe work practices. It is important that the OOL consider conducting the walk around during the night shift as well as the day shift and observe shift handovers and job safety analyses. The OOL should be in observation mode and approach workers only when safe to do so.

The OOL may ask open-ended questions and actively listen to the responses, paying specific attention to concerns and anomalies from expectations. The OOL can provide constructive and informative feedback, share personal experiences and lessons learned, and ask if there is anything that can be improved in the way work is done at the site. Any observations of unsafe behaviors or conditions during the engagement may be addressed through corrective action agreements with the worker(s). OOL can recognize, reinforce and encourage good performance by individuals and teams. Any concerns that point to potential systemic issues may be captured for discussion with the SL, as appropriate.

The result of the walk around is an evaluation of the targeted barriers from the activities engaged as well as improvement actions. It is at this point that the Execution phase of the LSE is complete and the OOL then moves to Closure.

## 5.3 Leadership Site Engagement Closure

### 5.3.1 General

The final step of the Leadership Site Engagement is Closure. Closure not only means ending the engagement at the site but also evaluating if the objectives have been met, agreeing and assigning any actions that have been generated and, if appropriate, documenting the results. Some actions may have been agreed and concluded in real time to correct unsafe behaviors or conditions.

### 5.3.2 Workforce and Contractor Leadership Meetings

If the optional engagement meeting with the workforce and/or Contractor Leadership occurred, the OOL may want to bring those groups back together and provide feedback on what was observed, focusing on the positive recognitions and the systemic concerns that were raised by the people engaged during the walk around. The OOL may want to commit to any actions that will be taken personally or ask for commitment from the workers or the contractor leadership. The OOL may communicate that the concerns will be discussed with the SL in order to determine if action needs to be taken.

### **5.3.3 Site Leadership Meeting**

The final meeting before departing the site should be with the SL. The purpose of this meeting is to provide the results of the engagement and provide a perspective on the health of the implementation of the safety and environmental management system and the site safety culture. It is recommended that any significant interventions that occurred during the engagement be communicated to the SL. The OOL may inform the SL of any systemic concerns that were raised during the engagement and any actions that were agreed by the OOL and the workforce. The OOL can discuss concerns that need to be addressed by the SL and agree on actions if appropriate. Finally, any concerns that were raised by the SL that need to be addressed by the OOL may be discussed and actioned, as appropriate. All actions generated by the engagement may be documented with accountability and due date.

### **5.3.4 Complete Closure**

The LSE officially ends when the Closure Section of the Plan, if used, is completed and communicated to the appropriate persons. The Closure Section lists the outcomes versus the planned objectives that could include results, opportunities for improvement, recognitions, interventions, and actions.

It is recommended that any actions generated by the engagement be tracked to closure by the OOL or designees. The final completed Plan may then be used in planning the next engagement at that site.

## Annex 1

### Guidelines Expectations and Questions

Guidance expectations and questions that a OOL might consider in evaluating the safety and environmental management system and safety culture.

Management System Elements	Expectations Guide	Guidance Questions
Leadership and Accountability	<ul style="list-style-type: none"> <li>• Site Leadership spend time in the workplace to understand what is going on</li> <li>• Site Leadership use workplace time to set expectations for the workforce</li> <li>• Site Leadership use workplace time to verify that activities are in control.</li> </ul>	<ul style="list-style-type: none"> <li>• How much time is Site Leadership spending in the workplace?</li> <li>• How are expectations and boundaries communicated? Provide examples where clarity was given and understanding was sought.</li> <li>• What questions are Site Leadership asking when they are in the workplace?</li> </ul>
Regulatory Compliance	<ul style="list-style-type: none"> <li>• Regulatory requirements are addressed by work practices and procedures.</li> <li>• Local regulatory requirements are clearly communicated to the workforce</li> <li>• Reporting of possible non compliances to regulatory requirements is prompt and clear</li> <li>• Data relating to non-compliance issues are reported to appropriate Site Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• How are regulatory requirements addressed?</li> <li>• How are regulatory requirements communicated to the workforce?</li> <li>• How are non-compliances communicated to regulatory authorities?</li> <li>• How are Site Leadership made aware of non-compliance issues?</li> </ul>
Communication and Engagement	<ul style="list-style-type: none"> <li>• Site workforce understands the barriers to preventing and mitigating major risk events.</li> <li>• Site workforce understand the rules of the work site</li> <li>• Site workforce have a clear means of raising safety issues and concerns to positively reduce risk</li> </ul>	<ul style="list-style-type: none"> <li>• What are the major risks on this facility?</li> <li>• How do you protect yourself against these risks / hazards?</li> <li>• When you raise a safety concern, how is it addressed?</li> <li>• How do you stay constantly mindful of the work that is occurring at this site and what could go wrong?</li> </ul>
Behavioral Based Safety	<ul style="list-style-type: none"> <li>• Systems in place to identify and assess the behavior of personnel working on the facility</li> <li>• Trends of common issues relating to behaviors are assessed and action taken to address concerns</li> </ul>	<ul style="list-style-type: none"> <li>• How are behaviors of those working on the facility assessed?</li> <li>• How are trends and common issues identified?</li> <li>• How is action taken to address behavioral concerns identified?</li> </ul>

<b>Management System Elements</b>	<b>Expectations Guide</b>	<b>Guidance Questions</b>
Stop Work Authority	<ul style="list-style-type: none"> <li>• The obligation to stop work when an unsafe condition is identified is clearly understood by all.</li> <li>• Recognition is given when Stop Work Authority occurs</li> <li>• A 'no retaliation' policy is clearly demonstrated for those that legitimately stop unsafe work</li> </ul>	<ul style="list-style-type: none"> <li>• What do you do if you see an unsafe condition?</li> <li>• Can you give an example of work that was stopped as a result of a safety concern that was raised by you or others?</li> </ul>
Performance Management and Reporting	<ul style="list-style-type: none"> <li>• Safety performance is reviewed at an agreed frequency by site leadership</li> <li>• Safety performance indicators and management information exists to drive safe and compliant operations</li> <li>• Action is taken to address any deficiencies identified in safety performance.</li> <li>• Assurance of action closure exists for identified safety performance deficiencies</li> </ul>	<ul style="list-style-type: none"> <li>• How is safety performance reviewed by site leadership?</li> <li>• What safety performance indicators and management information exists to drive safe, compliant and reliable operations?</li> <li>• How is action taken to address deficiencies in the safety performance?</li> <li>• How is closure assured for identified actions?</li> </ul>
Safety and Environmental Management System Performance	<ul style="list-style-type: none"> <li>• Safety and environmental management system performance is regularly assessed and action taken to address deficiencies.</li> <li>• Appropriate safety and environmental management system requirements are understood by those engaged in facility operations</li> </ul>	<ul style="list-style-type: none"> <li>• How is safety and environmental management system performance assessed?</li> <li>• How is action taken to address deficiencies against safety and environmental management system performance?</li> <li>• How are safety and environmental management system requirements communicated to those on the facility?</li> </ul>
Hazard Analysis: HAZOP / HAZID / Hazard Identification and Task Risk Assessment (JSA)	<ul style="list-style-type: none"> <li>• HAZOPs are conducted at an agreed frequency by the facility.</li> <li>• Operational hazards are understood and control measures monitored to ensure safe and compliant operations</li> <li>• Task risk assessments consider the risk to operations of the work being performed and the control measures required to maintain safe and compliant operations</li> <li>• Process hazards and the necessary control measures to ensure safe and compliant operations are understood by those performing work.</li> </ul>	<ul style="list-style-type: none"> <li>• When are HAZOPS conducted?</li> <li>• What are the key operational hazards on the facility and how are these managed?</li> <li>• What are the hazards involved in your work and how do you control them?</li> <li>• How do people know of the process safety hazards in the work they are performing?</li> </ul>

<b>Management System Elements</b>	<b>Expectations Guide</b>	<b>Guidance Questions</b>
Activity Planning / Scheduling (Drilling Program, Work Packs, Job Planning / Tasks)	<ul style="list-style-type: none"> <li>• Activity planning addresses the highest priority risks.</li> <li>• Sufficient time is given to create quality plans for work</li> <li>• Activity planning includes risk assessment and preparation of work activities.</li> <li>• Activity planning ensures that the correct resource and materials are available.</li> <li>• Checks are conducted to ensure activity planning is performed well</li> </ul>	<ul style="list-style-type: none"> <li>• How are jobs planned and prioritized for scheduling?</li> <li>• How much time is there normally between identifying the work to be done and executing the work?</li> <li>• When is a risk assessment of the work conducted?</li> <li>• How do you know that you have the right resources and materials to do your job?</li> <li>• What site measures and verification are done to ensure accurate planning of work?</li> </ul>
Management of Change (MOC)	<ul style="list-style-type: none"> <li>• A system exists to assess and manage the impact of changes to a facility</li> <li>• Personnel understand when a change requires use of the MOC system</li> <li>• Actions are completed and authorized before making changes</li> <li>• Subject matter experts are involved in the risk assessment and identification of actions required for a change</li> </ul>	<ul style="list-style-type: none"> <li>• How are changes to a facility assessed and managed?</li> <li>• When are personnel required to use the MOC process?</li> <li>• How is it ensured that actions are closed before changes are made?</li> <li>• Who is involved in the risk assessment and identification of actions?</li> </ul>
Operating Procedures	<ul style="list-style-type: none"> <li>• Operating procedures are identified and documented.</li> <li>• Operating procedures are readily available to those that need them.</li> <li>• Operating procedures are regularly reviewed by those involved in the work activity to confirm accuracy</li> <li>• The process for deviating from operating procedures is understood.</li> <li>• Verification of adherence to operating procedures is regularly conducted</li> </ul>	<ul style="list-style-type: none"> <li>• How are operating procedures identified and documented?</li> <li>• What operating procedures are used to complete tasks?</li> <li>• How are operating procedures reviewed?</li> <li>• Who reviews the operating procedures and on what frequency?</li> <li>• What is the process for deviating from an operating procedure?</li> <li>• How is adherence to operating procedures verified?</li> </ul>
Shift Handover	<ul style="list-style-type: none"> <li>• A written handover of key information is provided at shift handover</li> <li>• Safety events, work status, isolation changes, work permit status and maintenance are included in the handover</li> <li>• Bypasses and inhibits, abnormal situations and defective equipment are included in handovers</li> <li>• Handovers are face to face in the workplace, if achievable</li> </ul>	<ul style="list-style-type: none"> <li>• How is shift handover conducted?</li> <li>• What key information is included in the shift handover?</li> <li>• How are bypasses, alarm inhibits, abnormal situations and defective equipment handed over?</li> <li>• Where do handovers take place?</li> </ul>

<b>Management System Elements</b>	<b>Expectations Guide</b>	<b>Guidance Questions</b>
Abnormal Operations	<ul style="list-style-type: none"> <li>• A register of abnormal operations may be maintained</li> <li>• Communication of the status of abnormal operations may be included in shift handovers</li> <li>• Abnormal operations may be risk assessed</li> <li>• Mitigations for abnormal operations may be identified</li> <li>• The number of abnormal operations may be monitored and the cumulative effect assessed</li> </ul>	<ul style="list-style-type: none"> <li>• How are abnormal operations recorded?</li> <li>• How are abnormal situations passed between shifts?</li> <li>• How are abnormal situations risk assessed?</li> <li>• How are mitigating actions identified and managed for abnormal situations?</li> <li>• How is the cumulative effect of abnormal situations monitored and risk assessed?</li> </ul>
Operating Discipline	<ul style="list-style-type: none"> <li>• Accurate records of shift operations are created and handed over across shifts</li> <li>• Safe operating limits are understood by those operating the facility</li> <li>• Excursions from safe operating limits are recorded and assessed for their impact on safe, compliant operations.</li> </ul>	<ul style="list-style-type: none"> <li>• What records of shift operations are handed across shifts?</li> <li>• What are the safe operating limits on the facilities or equipment you are using?</li> <li>• How are the safe operating limits managed?</li> <li>• How are excursions from safe operating limits recorded and assessed for their impact on the facility?</li> </ul>
Safe Work Practices	<ul style="list-style-type: none"> <li>• Safe work practices are identified and documented.</li> <li>• Practices are readily available to those that need them.</li> <li>• Practices are regularly reviewed by those involved in the work activity to confirm accuracy</li> <li>• The process for deviating from practices is understood.</li> <li>• Verification of adherence to practices is regularly conducted</li> </ul>	<ul style="list-style-type: none"> <li>• How are safe work practices identified and documented?</li> <li>• What safe work practices are used to complete tasks?</li> <li>• How are safe work practices reviewed?</li> <li>• Who reviews the safe work practices and on what frequency?</li> <li>• What is the process for deviating from a safe work practice?</li> <li>• How is adherence to safe work practices verified?</li> </ul>
Safe Systems of Work (Control of Work, Permit to Work)	<ul style="list-style-type: none"> <li>• A safe system of work is in place with defined roles and responsibilities.</li> <li>• A safe system of work identifies task hazards and process hazards before work commences</li> <li>• A safe system of work identifies adequate control measures before work commences.</li> <li>• A safe system of work verifies that all hazards are identified and control measures are in place and robust before work commences</li> </ul>	<ul style="list-style-type: none"> <li>• What are the defined roles identified for the safe system of work?</li> <li>• How are hazards identified before work commences?</li> <li>• How are control measures identified before work commences?</li> <li>• What checks are in place to ensure all hazards and controls have been identified before work commences?</li> </ul>

<b>Management System Elements</b>	<b>Expectations Guide</b>	<b>Guidance Questions</b>
Safe Isolation and Re-instatement of Plant - Isolation of Hazardous Energy	<ul style="list-style-type: none"> <li>• A system to identify all necessary isolation points is in place</li> <li>• A system to verify energy isolation is achieved e.g. LOTO</li> <li>• A system to confirm safe removal of all isolation points is in place</li> </ul>	<ul style="list-style-type: none"> <li>• How are isolation points identified for work activities?</li> <li>• How is energy isolation verified?</li> <li>• How is the removal of isolations managed?</li> </ul>
Bypassing and Inhibiting Safety Devices and Systems	<ul style="list-style-type: none"> <li>• Alarm inhibits and instrument bypasses may be recorded in a register.</li> <li>• Inhibits and bypasses may be positively communicated and handed over from shift to shift until they are removed.</li> <li>• Mitigating measures can be identified and monitored while inhibits and bypasses are live.</li> <li>• Inhibits and bypasses are approved by an appropriate level of the organization.</li> <li>• Inhibits and bypasses may form a part of the management information and could be reviewed regularly by site leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• How are alarm inhibits and bypasses recorded?</li> <li>• How are alarm inhibits and bypasses communicated between shifts?</li> <li>• How are mitigating actions identified and monitored while alarm inhibits and bypasses are live?</li> <li>• Who approves alarm inhibits and bypasses?</li> <li>• How is Site Leadership informed of the number and type of alarm inhibits and bypasses on a facility?</li> </ul>
Simultaneous Operations (SIMOPS)	<ul style="list-style-type: none"> <li>• Systems exist to identify simultaneous operations.</li> <li>• Operations demonstrate preference to eliminate simultaneous operations before managing or controlling them.</li> <li>• Simultaneous operations are risk assessed and control measures identified</li> <li>• Simultaneous operations are included in shift handovers</li> </ul>	<ul style="list-style-type: none"> <li>• What system exists to identify simultaneous operations?</li> <li>• How is elimination of a SIMOPS situation demonstrated in the facility?</li> <li>• How are SIMOPS risk assessed and controlled?</li> <li>• How are SIMOPS situations handed over between shifts?</li> </ul>
Hazard Communications	<ul style="list-style-type: none"> <li>• The workforce have knowledge of the products and materials they are handling</li> <li>• Current material safety data sheets exist for all products and materials on a facility</li> <li>• Material safety data sheets contain key information on the properties of materials and the control measures required in handling them.</li> </ul>	<ul style="list-style-type: none"> <li>• How is the workforce made aware of the products and materials they are handling?</li> <li>• How are material safety data sheets maintained?</li> <li>• What information is available on the material safety data sheets?</li> </ul>

<b>Management System Elements</b>	<b>Expectations Guide</b>	<b>Guidance Questions</b>
Contractor Management	<ul style="list-style-type: none"> <li>• Operator personnel are assigned to the oversight of Contractor activities</li> <li>• A system of contractor HSSE performance review is established</li> <li>• Contractor skills and knowledge are verified and monitored and action taken on deficiencies</li> <li>• Contractor equipment is verified to be of appropriate for work being performed</li> <li>• Contractors are working to agreed bridging documents, as applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• How are contractor activities overseen?</li> <li>• How is HSSE performance reviewed for contractors?</li> <li>• How are skills and knowledge of contractors verified and monitored?</li> <li>• What action is taken to address deficiencies in contractor's skills and knowledge?</li> <li>• What checks are performed to ensure that contractor's equipment is appropriate for the job?</li> <li>• What bridging documents exist to detail the agreed safety management systems to be followed by the workforce?</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• A system is in place to identify, deliver and verify the skills and knowledge of people in critical positions</li> <li>• Deficiencies in skills and knowledge for critical positions are identified and action taken as required</li> </ul>	<ul style="list-style-type: none"> <li>• How are the skills and knowledge of critical positions verified?</li> <li>• What action is taken to address any deficiencies in identified skills and knowledge?</li> </ul>
Procurement	<ul style="list-style-type: none"> <li>• Procurement of materials is done against an approved standard</li> <li>• Appropriate expertise is involved in specifying procurement requirements</li> <li>• Quality assurance / control exists for procured materials and services</li> <li>• Accurate inventory control / management is conducted on for key materials</li> </ul>	<ul style="list-style-type: none"> <li>• How are standards used in the procurement of materials?</li> <li>• Who is involved in specifying procurement requirements and standards?</li> <li>• How are goods and services checked for quality?</li> <li>• How is inventory managed to ensure quality is maintained for key spares and materials?</li> </ul>
Material Management	<ul style="list-style-type: none"> <li>• Materials are of the correct specification</li> <li>• Materials are correctly stored to prevent deterioration</li> </ul>	<ul style="list-style-type: none"> <li>• How are materials checked to ensure they meet specifications?</li> <li>• What checks exist to ensure stored materials are not deteriorating?</li> </ul>
Critical Equipment (CE)	<ul style="list-style-type: none"> <li>• A register of CE is maintained for the facility</li> <li>• A maintenance and inspection strategy exists for the testing and repair of CE</li> <li>• Failed testing and repair of CE is reported and investigated by appropriate subject matter experts</li> <li>• Failed and overdue tests of CE are recorded and acted upon.</li> </ul>	<ul style="list-style-type: none"> <li>• How are CE identified for the facility?</li> <li>• What is the strategy for maintaining and inspecting CE?</li> <li>• How are failed testing and repairs of CE managed?</li> <li>• What happens to failed or overdue tests of CE?</li> </ul>

<b>Management System Elements</b>	<b>Expectations Guide</b>	<b>Guidance Questions</b>
Maintenance	<ul style="list-style-type: none"> <li>• Scheduled maintenance program exists for CE</li> <li>• Unplanned maintenance is minimized</li> <li>• CE repair is prioritized</li> <li>• Problems with CE are escalated as necessary to subject matter experts</li> <li>• Overdue maintenance is monitored and addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• How is CE identified?</li> <li>• What program exists for the maintenance of CE?</li> <li>• How is unplanned maintenance minimized?</li> <li>• How is CE prioritized for repair?</li> <li>• Who is involved in helping resolve problems with CE?</li> <li>• How is overdue maintenance of CE monitored and addressed?</li> </ul>
Inspection and testing	<ul style="list-style-type: none"> <li>• An inspection and testing regime exists for CE</li> <li>• Identified problems with CE are dealt with quickly</li> <li>• Overdue inspections are monitored and addressed</li> </ul>	<ul style="list-style-type: none"> <li>• What is the inspection and testing regime for CE?</li> <li>• How are identified problems with CE handled?</li> <li>• How are overdue inspections and tests monitored?</li> </ul>
Corrosion monitoring	<ul style="list-style-type: none"> <li>• A program of corrosion management exists for CE</li> <li>• A regime of chemical inhibiting exists for CE.</li> <li>• Corrosion management is monitored and action taken on overdue activities</li> </ul>	<ul style="list-style-type: none"> <li>• What is the program for corrosion management of CE?</li> <li>• What is the program for chemical inhibiting for CE?</li> <li>• How is corrosion management monitored?</li> <li>• How are overdue activities for corrosion management addressed?</li> </ul>
Facility surveillance	<ul style="list-style-type: none"> <li>• Regular field rounds are conducted to ensure safe, compliant and reliable operations</li> <li>• Field rounds include monitoring of CE and checks for leaks, isolations, and status of operations.</li> <li>• Field rounds may include verification of conformance of safe work practices for maintenance activities</li> <li>• Facility trips and alarms observed in the control room are recorded and reported in shift logs</li> </ul>	<ul style="list-style-type: none"> <li>• How are field rounds conducted to ensure safe, compliant and reliable operations?</li> <li>• What is included in the field rounds?</li> <li>• What checks of safe working practices are performed during the field round?</li> <li>• How are facility trips and alarms recorded and reported?</li> </ul>
PSSR (Pre-start Up Safety Review)	<ul style="list-style-type: none"> <li>• A system exists to ensure that all work activities have been completed and a PSSR has occurred prior to re-start of major systems and equipment</li> <li>• Formal approval to restart exists for major systems and equipment is documented.</li> </ul>	<ul style="list-style-type: none"> <li>• How is it ensured that all work activities have been completed prior to the restart of major systems or equipment?</li> <li>• Who approves the restart / recommissioning of major systems and equipment?</li> </ul>

<b>Management System Elements</b>	<b>Expectations Guide</b>	<b>Guidance Questions</b>
Emergency Response	<ul style="list-style-type: none"> <li>• Emergency response procedures are communicated and readily accessible to those on or visiting the facility</li> <li>• Emergency response drills are regularly conducted to test personnel and equipment and cover all emergency scenarios.</li> <li>• Emergency response equipment is a part of a regular maintenance regime</li> </ul>	<ul style="list-style-type: none"> <li>• How are emergency response procedures communicated and made available to all on the facility?</li> <li>• How frequently are emergency scenarios drilled to test personnel, equipment and procedure?</li> <li>• What scenarios are covered by the emergency responses drills?</li> <li>• How is emergency response equipment maintained?</li> </ul>
Incident Reporting and Management	<ul style="list-style-type: none"> <li>• All incidents are reported and recorded</li> <li>• Investigations are conducted on incidents</li> <li>• Incidents trends and systemic root causes may be regularly evaluated.</li> <li>• Measurement and reporting of incident information is provided to Site Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• How are incidents reported?</li> <li>• What investigations on incidents are conducted?</li> <li>• Who reviews root causes of incidents to identify trends?</li> <li>• How are Site Leadership made aware of incidents and recommendations?</li> </ul>
Organizational Learning	<ul style="list-style-type: none"> <li>• Learning from incidents can drive change in operations</li> <li>• A system of sharing learnings is in place</li> <li>• Actions generated from learnings are tracked to closure</li> </ul>	<ul style="list-style-type: none"> <li>• How is learning from incidents used to change operations?</li> <li>• How is learning shared?</li> <li>• How are actions from learning tracked to closure? Provide examples.</li> </ul>
Audit / Assurance / Verification	<ul style="list-style-type: none"> <li>• A system of site verification of the implementation of the safety and environmental management systems exists</li> <li>• A system of task verification exists with evidence of action taken on any deficiencies</li> <li>• Analysis of the verification results exists</li> </ul>	<ul style="list-style-type: none"> <li>• How is the implementation of the safety and environmental management system verified?</li> <li>• How are tasks verified?</li> <li>• What action has been taken on identified deficiencies from the management system and task verifications?</li> <li>• How are the analyses of results from verifications conducted?</li> </ul>
Records and Documentation	<ul style="list-style-type: none"> <li>• Records of facility performance are maintained and reviewed for accuracy</li> <li>• Process safety information is accurate and available to the facility personnel (design parameters, up to date P&amp;IDs, alarm and trip settings)</li> </ul>	<ul style="list-style-type: none"> <li>• What checks are performed on accuracy of facility performance records?</li> <li>• How is process safety information accessed? How do you know the information is accurate?</li> </ul>

## Annex 2

### Example of a Leadership Site Engagement Plan

#### Purpose of all Leadership Site Engagements

The purpose of a Leadership Site Engagement is to demonstrate visible commitment to safe operations, assess the health of the site safety and environmental management system and assess site safety culture.

#### Execution Section

##### 1. Structure

- a. Site Name(s): \_\_\_\_\_
- b. Participant(s) (name, job title and company):
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- c. Date(s): \_\_\_\_\_

##### 2. Objectives

Examples of objectives include reinforcing commitment to safe operations, assessing a specific safety and environmental management system element, assessing barriers for a specific hazard, recognizing people, communicating or evaluating progress on safety and environmental goals and objectives, communicating new regulatory requirements and/or new company requirements.

List of objectives:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

##### 3. People to engage

Site Leadership Meeting

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Contractor Leadership Meeting (optional)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Workforce – entire or cross-section town hall (optional)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Others

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Activities to observe e.g. lifting, energy isolation, emergency drills:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. Barriers to inspect

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Closure Section**

1. Capture results vs. plan (narrative)

2. Opportunities for improvement

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Recognitions (individuals, teams, practices)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Interventions

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. Actions (content, responsible person, due date)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Annex 3

### Leadership Site Engagement Example Preparation

Sarah is an OOL with an Operator accountable for wells operations and is planning her monthly LSE. She is the direct supervisor of several offshore facilities and wants to coordinate this LSE with an OOL of a drilling rig contractor for one of her MODUs.

She has selected Rig A which is scheduled to be drilling ahead in a hydrocarbon interval at the time of the LSE and plans to spend 24 hours at the site including an overnight stay. Rick is the rig contractor OOL accountable for Rig A and it's Site Leadership. Sarah and Rick meet to determine the objectives of the LSE. They reviewed what activities are scheduled on the planned dates of the LSE, recent incidents, and the site's safety performance indicators. They next reviewed the major hazards and potential events associated with the scheduled activities and agreed to target well control and lifting barriers. Well control barriers were selected to evaluate the readiness of the rig team to respond to a well kick. Lifting barriers were selected because recent incidents on Rig A, as well as across the industry, have increased in frequency and both wanted to evaluate operating procedures and personnel skills and knowledge.

The objectives of the LSE were then set:

1. Evaluate the barriers that prevent a well kick from escalating into a loss of well control, specifically targeting activation of the BOP.
2. Evaluate the lifting barriers that prevent loss of a suspended load, specifically targeting operating procedures and personnel skills and knowledge.
3. Evaluate commitment to stop work authority.

Sarah and Rick were familiar with the BOP performance requirements including activation, but both were not as competent in lifting. Lifting specialists were consulted to confirm the performance requirements for lifting procedures and skills and knowledge and it was decided that the specialist would participate in the LSE. They reviewed a list of potential open-ended questions to structure the engagement on critical equipment, inspection and testing, maintenance, safe systems of work, operating procedures, safe work practices, shift handover, operating discipline, skills and knowledge and emergency response. Sarah and Rick then established the list of personnel they wanted to engage and the activities to observe to meet the objectives:

#### Personnel

- Operator and Contractor Site Leadership accountable for Rig A
- Driller
- Drilling crew
- Mud Logger
- Mud Engineer
- Maintenance Team Leader
- Crane Operator
- Riggers

#### Operations

- Drilling
- Lifting

Sarah and Rick agreed that following the site orientation, they would first meet with the Site Leadership to review the LSE plan and make adjustments based on any changes to current activities. They would then conduct the site walk around focused on the drilling tasks and the lifting operations, covering both day and night crews.

The final step was to document the LSE plan and communicate it to the Rig A Site Leadership and to the Lifting Specialist.

### **Execution**

Sarah and Rick arrived at Rig A at 11 am. They completed the site orientation, noting that a lift was scheduled to offload casing and that drilling operations were continuing at a depth within 2000' of the targeted hydrocarbon zone.

Sarah, Rick and the Lifting Specialist then met with the Site Leadership and reviewed the LSE Plan. No changes were required and Sarah and Rick began evaluating the Site Leadership's knowledge and understanding of the performance requirements and their accountabilities regarding well control and lifting.

Over the next 10 hours, Sarah and Rick conducted the site walk around, observing both drilling and lifting activities and engaging the personnel during both the day and night shifts. They observed a shift handover. They reviewed records and documentation covering inspections and testing, work permits, JSAs, operating procedures, training, and emergency response drills. They also listened to the concerns of the workforce and inquired as to the commitment and confidence to stop work perceived to be unsafe.

### **Closure**

At the end of the walk around, they documented key results, opportunities for improvement, positive recognitions of good work and interventions. Any actions that were generated from the results, opportunities, recognitions and interventions were assigned with a due date.

#### Results

- At the time of this LSE, personnel engaged who were involved in the drilling operations that had a role in managing and executing barriers that prevent a well kick from escalating into a loss of well control understood the hazards and their accountabilities for the barriers and had the required skills and knowledge.
- At the time of this LSE, personnel engaged in the lift operations that had a role in managing and executing barriers that prevent a loss of control of a suspended load understood the hazards and their accountabilities for the barriers and had the required skills and knowledge.
- All personnel engaged were cognizant of the stop work authority policy. Several examples were provided that demonstrated their commitment and confidence to act.

#### Recognitions

- The Maintenance Leader was recognized for completing 100% of the planned maintenance on Rig A critical equipment during the previous quarter and for identifying a part that did not meet specifications during routine maintenance of the BOP.

#### Interventions

- In one instance, a sling that was still in service but had exceeded its inspection date was identified and taken out of service.

#### Actions

- Conduct investigation on why sling was not removed prior to inspection date expiration – Rig Contractor Site Leadership within 30 days.

Sarah and Rick then communicated the outcomes of the LSE to the Site Leadership and requested concurrence with the action. The LSE was now complete except for final documentation and follow up on action closure to be completed onshore.