What can we learn from the collected data?

LearnSafe Final Seminar 28th – 29th April 2004

Bethan Jones

Lancaster University Management School

Lancaster University
MANAGEMENT SCHOOL

Outline

Data

Content Analysis

- Method

- Procedure

Findings

- Phase 1

- Phase 2

Lessons Learnt?

Data

PHASE 1

Semi-structured interviews with 11 top utility management from 6 utilities within 5 European countries.

19 **metaplan sessions** with senior and multifunctional NPP mangers at 10 NPPs within 5 European countries and1 session at WANO.

PHASE 2

Semi-structured group interviews with 36 participants from 8 NPPs within 5 European countries.

11 **metaplan sessions** at 9 NPPs within 5 European countries and 1 session at Head's of Safety and Environment Meeting in the UK.

11 **discussion sessions** at 9 NPPs within 5 European countries and 1 session at Head's of Safety and Environment Meeting in the UK.

Content Analysis

Method
- Content analysis involves the definition of key words and phrases, from the generated data, being listed, counted and categorised.
- Content analysis enables researchers to generate frequencies from qualitative data, whilst maintaining its richness.

Procedure
- Conducted using computer assisted qualitative data analysis software (N-Vivo 2.0);
- Browse and explore the documents;
- Responses are identified and grouped;
- References to the text stored within specific nodes labelled to reflect their content;
- Data is retrieved and reported.

Learn Safe

Lancaster University
MANAGEMENT SCHOOL

Phase 1 Findings

ECONOMIC AND FINANCIAL (139)	WORKFORCE AND COMPETENCE (356)	TECHNOLOGY (107)	SYSTEMS AND PROCEDURES (140)	ENVIRONMENT (317)
Lack of Resources (28) Corporate Pressures (13) Deregulation and Competition (20) Mergers and Acquisitions (7) Shorter Outages (5) Decommissioning (7) Management of Resources (34) Reduction in costs (9)	**Generation Turnover and maintaining SQEP (173)** **Personnel management and policies (76)** Recognition of the importance of human factors (16) **Attitudes and health (72)**	Ageing Technology (32) New Technology (26) Safety and Maintenance (28) Competence (13)	Excessive (21) Inefficiencies and Difficulties (25) **Management Priorities (51)** Responsibility (7) New Requirements (12) Modernisation (3)	**Attractiveness of the Industry (121)** Sabotage and Terrorism (14) Global Perception (11) Distrust and Hostility (13) Public Opinion (25) **Regulator (68)** Political Climate (26) Tension in the Sector (20)

Phase 2 Findings

FEATURES AND ATTRIBUTES OF LEARNING ORGANISATIONS (254)		
Structural (112)	Psychological (59)	Support systems (83)
Questioning and challenging approach (12) Dissatisfied with the present situation (8) LS Model (17) **Learn from self and others (22)** Time and patience (8) Visible benefits (7) **The learning process (25)** Organisational focus (13)	Empowerment (10) Trust (5) Communication (15) **Culture (20)** Motivation (9)	**Formal (53)** **Informal (30)**

Phase 2 Findings

BARRIERS TO ORGANISATIONAL LEARNING (476)				
Individual (181)	Management (164)	Organisation (57)	Culture (51)	External Pressures (23)
Behaviour – Routine and Turnover (28) – **As an agent for OL (33)** – Communication (30) – Competency (7) – Insularity (7) Attitudes – Resistance to change (24) – Trust (5) – Motivation (26) – Self-conceit and attitude towards others (21)	**Focus and Priorities (42)** Decision making (10) Commitment (6) Responsibilities and guidance (27) **Workload, time and resources (61)** Management of change (18)	Technology (8) Strategic learning and training (4) Support and tools (17) Structures and procedures (28)	Not invented here (7) Influence of the past (11) Sub-cultures (15) Trust (3) Defensive and critical (15)	Social (3) Political (5) Regulator (9) Competition (6)

Phase 2 Findings

REMOVAL OF BARRIERS (192)				
Individual (63)	Management (57)	Organisation (48)	Culture (18)	External (6)
Communication (13) **Participation and benefit (27)** New personnel and job rotation (15) Sensitivity (3) Information overload (5)	**Clarification of Focus and Priorities (42)** Management of change (14) Clarification of responsibilities (11)	**Methods and tools to support OL (29)** Clear procedures (6) Allocation of time and resources (13)	Recognition (7) Continuous Learning (6) Trust (5)	Society (4) Regulator (2)

CULTURE/ SUB-CULTURES INFLUENCE ON ORGANISATIONAL LEARNING (55)		
Leadership focus (25)	Change management (9)	**Group differences (21)**

What Can We Learn?

PHASE 1

Highlight the challenges facing the nuclear power industry from a senior management perspective

Identification of the differences in the challenges proposed by various groups

- Countries;
- Organisations; and
- Management level.

PHASE 2

Understanding of the facilitators and barriers to becoming a learning organisation

Identification of strategies for facilitating organisational learning

Identification of the differences in the challenges proposed by various groups

- Countries;
- Organisations; and
- Management level.

Learn Safe

Lancaster University
MANAGEMENT SCHOOL