

# **Traffic Incident During Refinery Turnaround**

**Lessons Learned**

**Volume 02 Issue 04**

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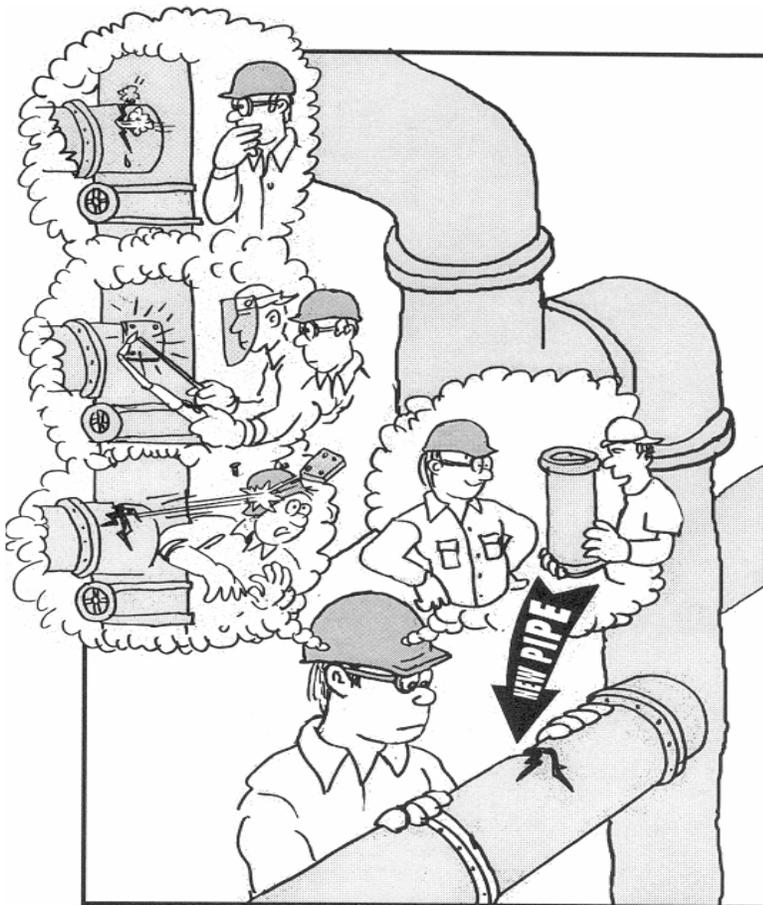
## Traffic Incident During Refinery Turnaround

### Purpose

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To conduct a small group “lessons learned” activity to share information gained from incident investigations.

To understand “lessons learned” through a systems of safety viewpoint.



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The incident and recommendations made are from an actual USW represented facility. These recommendations are a product of the site’s analysis of the incident and not meant to represent the USW official view on the topic(s). In fact, one of the goals of this exercise is evaluate the recommendations made and to suggest improvements.

## ***Introduction***

### **One Hour “Lessons Learned” Safety Training Activity**

This is a Small Group Activity Method (SGAM) exercise. It is designed for use in toolbox style meetings where a group of craft persons, operators, or other small group is assembled for a safety training session. The whole group should be further divided into smaller discussion groups of four to six people.

The tone of the meetings should be informal to create as much discussion as possible within the groups and among the groups. Active participation by group members is essential for this exercise to be successful.

If you plan to present a Lessons Learned Activity and have not been trained in the USW worker trainer program, you should contact the USW Health, Safety & Environment Department:

Phone (412) 562-2581

email: [safety@steelworkers-usw.org](mailto:safety@steelworkers-usw.org) for trainer information.

For this exercise, each person in the group should have their own copy of this activity printed in its entirety. The exercise consists of three tasks. Each task is designed to provoke thought and generate discussion about the incident at hand. Each discussion group should designate a scribe to keep notes and report back to the facilitator and class after each task. When the exercise is completed, review the Summary on page 13.

Definitions of terms used in this exercise are provided throughout the activity. A glossary of terms is also provided in the appendix.

The incident(s) depicted in this activity are based upon real occurrences. The names of persons and corporations are fictitious.

## Task 1

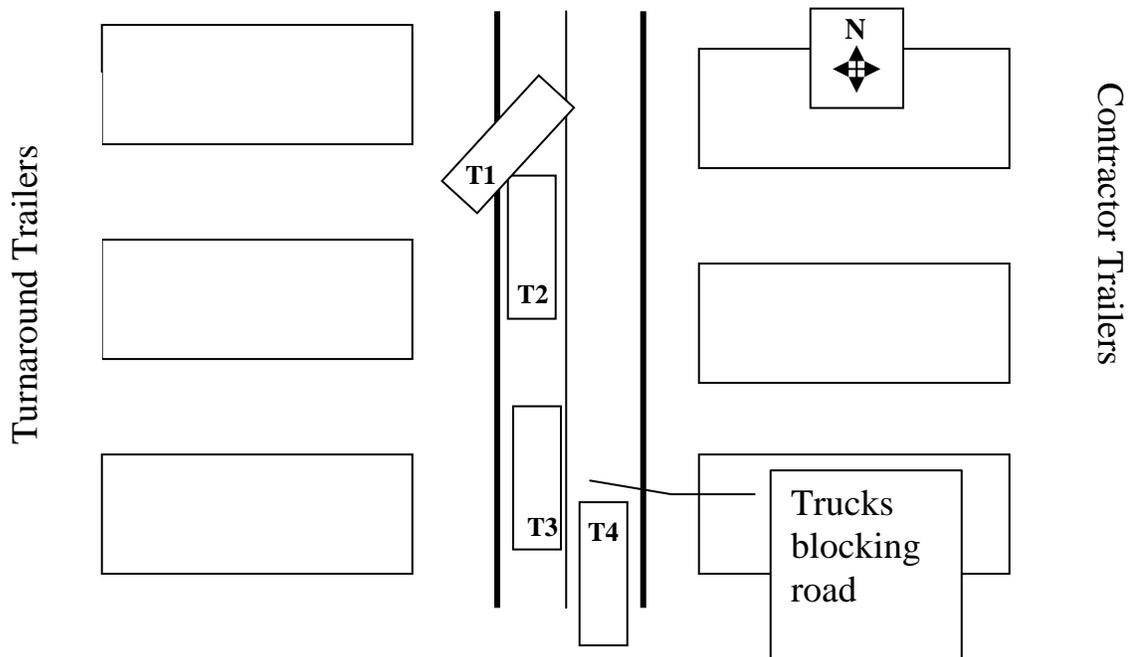
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### Please read the following scenario:

The following occurred in a refinery Turnaround staging area (a place where trailers are set up for temporary administration during a unit shutdown for maintenance). A Maintenance truck (T1) was backing out of a parking space between two trailers on the west side of a north/south roadway to go south. T1's driver thought the roadway was clear.

Two vehicles (T3 and T4), facing opposite directions, were stopped in the roadway as the drivers talked. They were located just south of T1's position. Just as T1 began to back onto the roadway, the driver was able to see another maintenance truck (T2) approaching from the north and stopped until T2 had passed, then resumed backing. T2 stopped abruptly because of the blockage caused by the talking drivers. T2's driver decided to back up far enough to clear the blockage and pass the two trucks by driving off the road on the right (east) side. As T2 backed up it struck T1 just behind the cab as T1 backed onto the road.

No one was hurt and damage was listed as \$1500. Due to the congestion of trailers and vehicles because of the Turn-Around, it was difficult to maneuver and to have a clear field of vision while driving. Not only were there several vehicles in the area, but there was a multitude of personnel on the ground - nearly 3000 contractors and plant employees were on hand during the turnaround.



## **Task 1** *(continued)*

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**On the next page you will find a logic tree that shows how the investigators at this site linked the incident that occurred (the top event) to the facts described in the scenario and the incident’s root causes. Below each root cause in the logic tree you will find a block with the title “SOS” (System of Safety).**

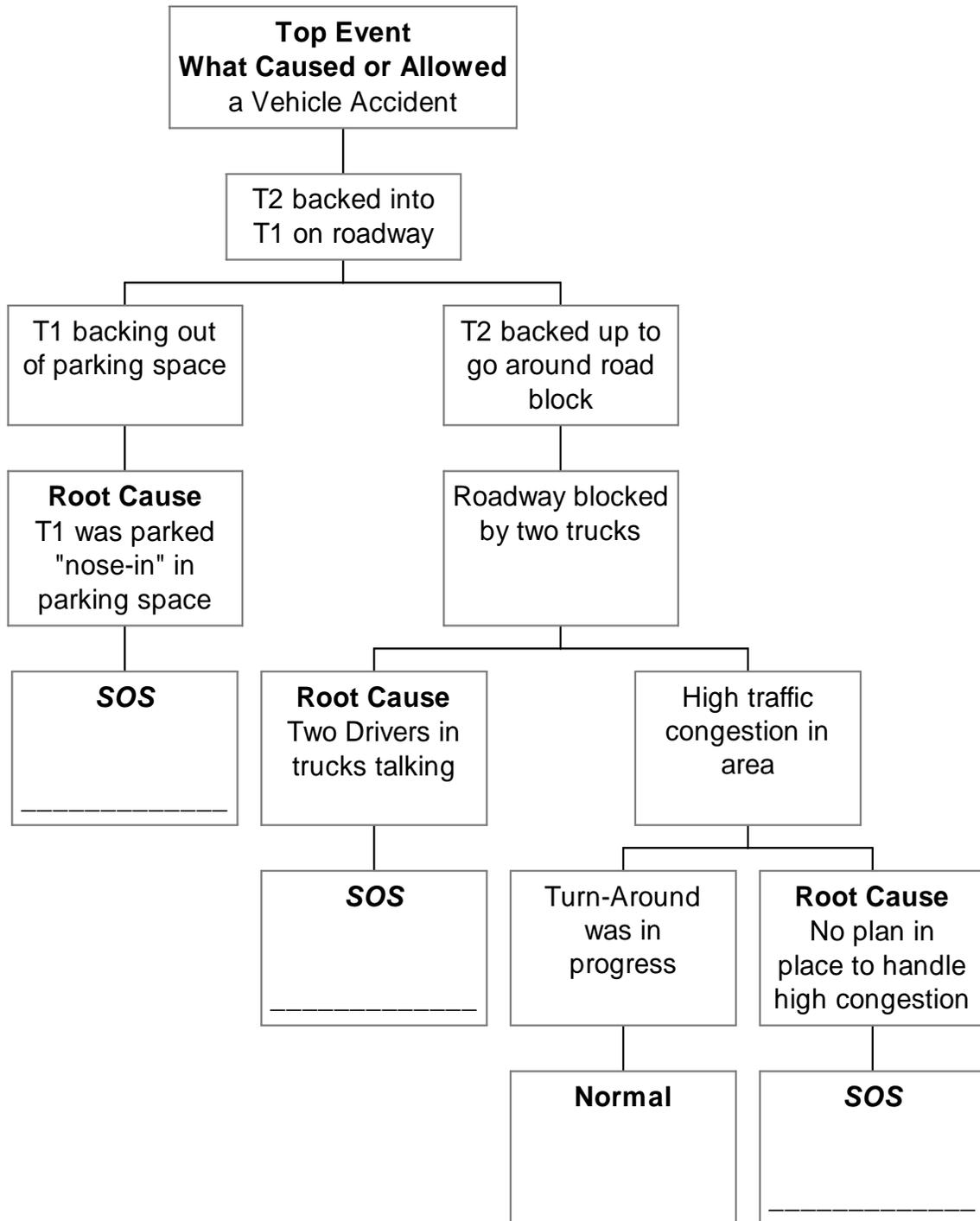
**Find the boxes marked SOS. Directly above those boxes will be a root cause of the incident. Your task is to complete the logic tree by identifying the *major* system of safety affected where the root cause failure occurred and list it in the box. These “systems” are listed in a chart on page 9. *Note: some of the SOS boxes may already be completed for you.***

**Please select someone in your group to act as scribe to report back your answers.**

A USW "Lessons Learned" Activity

A **Logic Tree** is a pictorial representation of a logical process that maps an incident from its occurrence to the root causes of the incident.

Traffic Incident During Turnaround



## Task 2

**A. Below you will find two lists. On the left are the root causes from the logic tree on the previous page. On the right are recommendations made by the team that investigated this incident. On the chart below identify which of the “recommendations” would eliminate or reduce each “root cause” by placing the number of the recommendation(s) on the line provided. More than one recommendation can apply to a root cause.**

	Root Causes	Recommendations
	A. T1 was parked "nose-in" in the parking space. (Truck required to back into busy street with limited visibility).	<ol style="list-style-type: none"> <li>1. Establish procedures to back into parking spaces where possible.</li> <li>2. Use someone from the area to act as a spotter to stop traffic and direct the truck when backing up in a highly congested area or an area with poor visibility.</li> <li>3. Cover the importance of not blocking traffic/roadway in employee and contractor "toolbox" meetings.</li> </ol>
	B. Road blocked by two drivers and their trucks, while they held conversation.	<ol style="list-style-type: none"> <li>4. Establish procedures to control high congestion in work areas, such as:                             <ol style="list-style-type: none"> <li>a. One-way roads to control traffic patterns and eliminate "head-on" traffic.</li> <li>b. Lower speed limits in Turn-Around area.</li> <li>c. Limit unnecessary traffic in work areas.</li> <li>d. Install temporary speed bumps, warning signs, flashing lights at entrance of work area.</li> </ol> </li> </ol>
	C. High congestion during Turn-Around work.	<ol style="list-style-type: none"> <li>5. Establish plant-wide no-passing rule unless waved on by driver or a spotter.</li> </ol>

*A USW “Lessons Learned” Activity*

**B. Use the concepts found on the factsheets on pages 9 through 12 and evaluate the recommendations from Question A. How would you strengthen or add to the list?**

### **Task 3**

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**Discuss ways in which the “Lessons Learned”(listed below) from this incident can be applied at your workplace. Please explain.**

#### **Lessons Learned**

- When operating vehicles when visibility is restricted or there is high congestion - use extra caution.
- Be aware of creating traffic hazards such as blocking roadway.
- Changes in normal operations (such as the congestion of vehicles and personnel during a Turn-Around) may require temporary changes in traffic patterns, speed limits, etc.
- Safety devices such as flashing lights and special back-up mirrors can enhance the awareness of both pedestrians and drivers when the vehicle is backing up.

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## All Systems of Safety Are Not Created Equal!

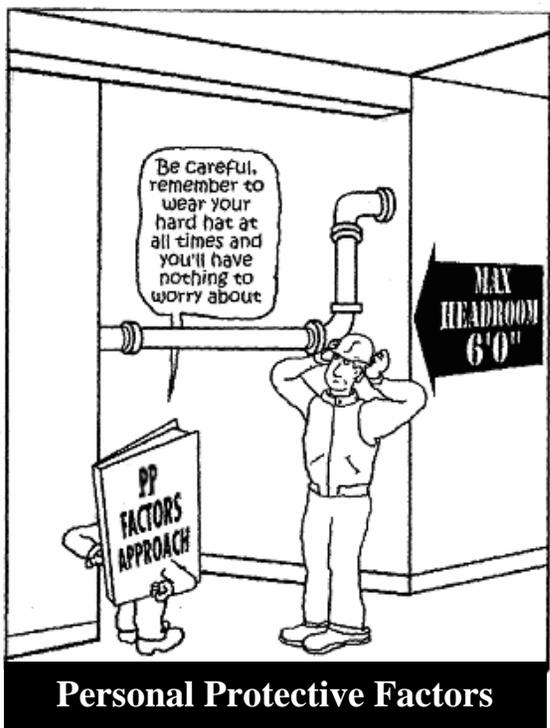


Surprisingly, the same hazard can often be addressed in more than one system. Take the low pipe in the doorway above, on the next two pages you'll see how this same problem could be handled by each of the major Systems of Safety.

Which is the best approach? Well, if you look at the Systems of Safety Chart on the previous page, you will find the SOS's arranged in order of strength: the most powerful – Design – on down to the least powerful – Personal Protective Factors.

A good investigation team will consider the full range of recommendations for each root cause.

A USW “Lessons Learned” Activity



**Personal Protective Factors**

Sub-systems that include a broad range of working conditions and situations that affect workers.

- Weakest system
- Controls the hazard directly at the individual’s level



**Procedures and Training**

The instructions and knowledge necessary to maintain and operate equipment or processes

- Easier to affect groups of workers.
- Dependent on individuals’ memories and lack of distraction

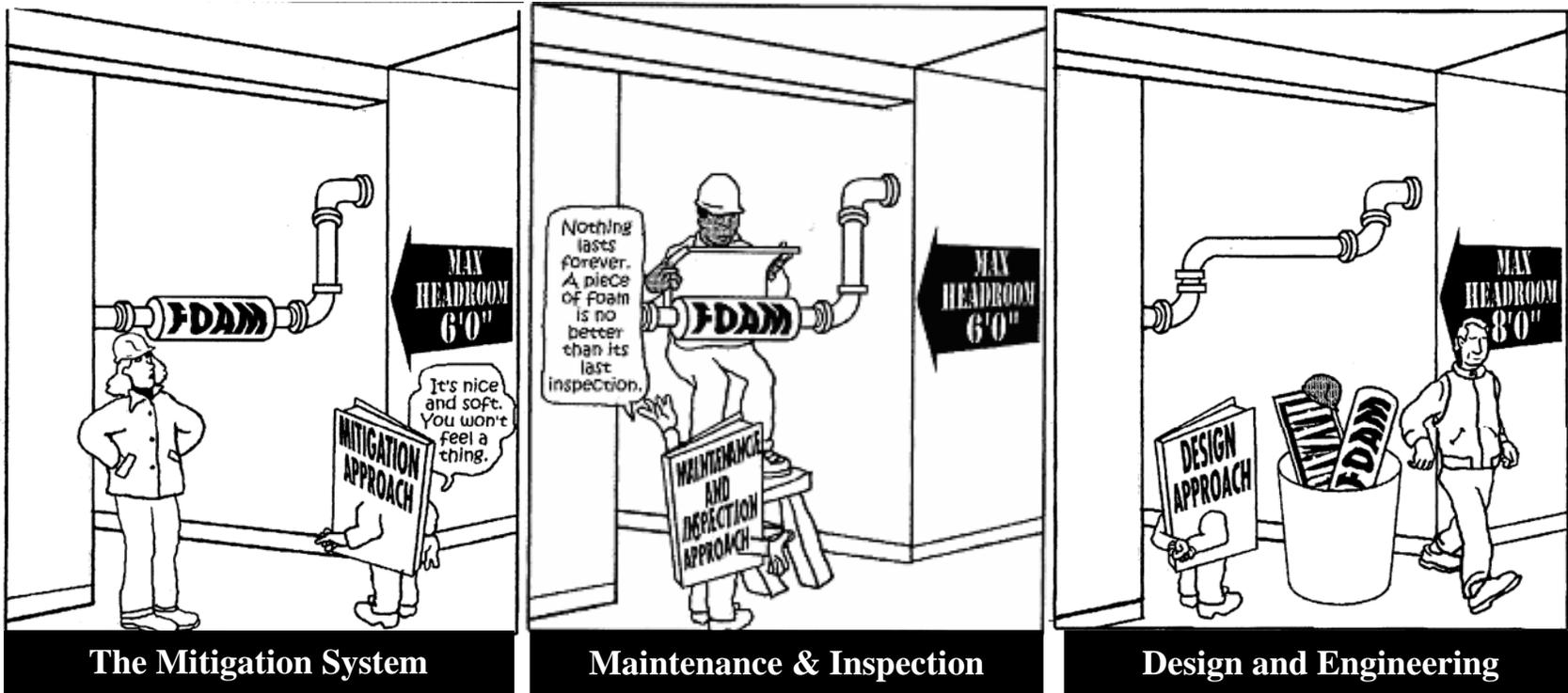


**The Warning System**

Devices that warn of a dangerous or potentially dangerous situation.

- Draws attention
- May be missed or ignored

A USW "Lessons Learned" Activity



Sub-systems that automatically act to control or reduce the effect of hazards.

- Workers protected automatically

The system responsible for maintaining, repairing and inspecting equipment and processes.

- Vital to make sure even the best designed system continues to function safely

The primary (highest level) system that designs the hazard out of the process.

- Strongest system
- Hazard eliminated

## **Summary: Lessons Learned**

1. The objective of “lessons learned” is to prevent accidents through identifying and correcting underlying defects in systems of safety. To achieve maximum prevention, all recommended changes should be made.
2. Corrective action resulting from lessons learned is one of the best methods for achieving proactive health and safety. Maximum prevention is achieved by correcting the conditions that led to the incident at other sites in the plant and at other sites.
3. Systems of safety-based analysis help identify the underlying causes of incidents and are valuable for determining what corrective measures should be taken as a result of the lessons learned.
4. Many times the result of an incident investigation is that worker error is identified as the main contributing factor. When a systems of safety-based analysis is used, multiple root causes are usually uncovered.
5. The most effective controls of health and safety hazards are those which are integrated or designed into the process, such as engineering controls. The least effective controls involve personal protective equipment and procedures that merely acknowledge the hazard and do nothing to eliminate it.
6. All work-related hazards must be evaluated before work begins to eliminate or reduce worker exposure to hazards and to prevent injuries.

## Glossary of Terms (Appendix)

Several unique terms are used while doing the “Lessons Learned” exercises. Their definitions are listed below.

**Contributing Factor**—something that actively contributes to the production of a result, an ingredient.

**Fact**—a piece of information presented as having objective reality, an actual occurrence or event.

**Hierarchy of Systems of Safety**—the ranking of systems of safety as to their relative effectiveness in providing accident prevention. This hierarchy is represented by the “Fulcrum” with the most effective system of safety residing on the left side of the lever. Less effective systems reside further to the right on the lever.

**Lessons Learned**—A summation of an investigation that describes safety hazards or conditions with general educational recommendations to identify and correct similar conditions. These differ from investigation recommendations as illustrated below:

*Investigation recommendation:* Replace the carbon steel gate valve on the vacuum tower bottoms line with a chrome valve. The valve failed due to corrosion.

*Lessons Learned:* Verify that carbon steel valves and piping are not used in vacuum tower bottoms service because corrosion can cause them to fail.

**Logic Tree**—a pictorial representation of a logical process that maps an incident from its occurrence to the root causes of the incident.

**Recommendations**—calls for specific changes that address each root cause of an incident or accident to prevent its reoccurrence.

**Root Cause**—basic cause of an accident found in management safety systems.

**Glossary of Terms** (*continued*)

**Supports and Barriers**—“supports” are conditions that promote or render assistance to implementing recommendations while “barriers” are conditions that obstruct the implementation of recommendations.

**Systems of Safety**—management systems that actively seek to identify and control hazards before they result in an incident or injury.

- Design and Engineering
- Maintenance & Inspection
- Mitigation Devices
- Warning Systems
- Procedures and Training
- Personal Protective Factors

### Conducting a “Lessons Learned” Activity

Circle the number that best shows your response to each of the following questions.

1. How easy was it for you to understand the “systems of safety” approach presented in this activity?

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very easy</b>	<b>Somewhat easy</b>	<b>Somewhat hard</b>	<b>Very hard</b>

2. How useful do you think this “systems of safety” way of thinking could be for tackling safety and health problems at your workplace?

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not very useful</b>	<b>Of no use</b>

3. How much do you agree or disagree with the following statement:

The logic tree diagram approach can be helpful for analyzing the root causes of safety and health incidents.

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>

4. Overall, how useful was this “lessons learned activity” for considering safety and health problems at your workplace?

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not very useful</b>	<b>Of no use</b>