OCHS13017 *Resilient Organisations*
Term 2 - 2019

Profile information current as at 03/05/2024 10:17 am

All details in this unit profile for OCHS13017 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will consider some of the latest theories in the Safety Sciences, particularly in relation to the concept of resilience in organisations and broader organisational culture issues. The factors which influence the quality and validity of decision making within organisations, such as, values, mindfulness, culture, adaptive systems, participation and leadership in complex socio-technical systems will be considered. You will critically reflect on and evaluate theories such as resilience engineering, high reliability organisations, safety culture and safety climate, and discuss the usefulness of these theories to practice. You will also have the opportunity to evaluate the usefulness of the tools and methods available to measure and monitor factors that affect resilience and other safety science concepts within organisations.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisite:- AINV11002
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2019

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Critical Review**
Weighting: 20%
2. **Written Assessment**
Weighting: 40%
3. **Literature Review or Systematic Review**
Weighting: 40%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have Your Say Feedback.

Feedback

Students requested the assessment tasks be made clearer.

Recommendation

Review and revise the assessment tasks to ensure that the assessment requirements are clear and easily understood.

Feedback from Have Your Say Feedback.

Feedback

Students requested less reading material and felt the volume of reading was too high.

Recommendation

Review the amount of reading material provided to students.

Feedback from Have Your Say Feedback.

Feedback

Students requested that the lecturer be more engaging during the Zoom lecture.

Recommendation

Review the lecture delivery and content to better engage with the students.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explore the characteristics of resilience in organisations.
2. Develop an ability to critically read and write on contemporary safety science theories from an evidence-informed advancing safety professional perspective.
3. Evaluate the theories that underpin resilience in organisations such as resilience engineering, safety culture and high reliability organisations and discuss the usefulness of these theories to practice.
4. Discern those factors which influence the quality and validity of decision making within organisations, such as, values, mindfulness, culture, adaptive systems, participation and leadership.
5. Compare controversial terms related to safety and culture and the ongoing debate underlying these precepts and relationships.
6. Evaluate the usefulness of the tools and methods available to measure and monitor contemporary safety science concepts such as organisational resilience potentials and safety culture/safety climate.

Nil at this time but congruent with the new Body of Knowledge released by the Australian OHS Education Board.

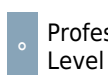## Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	○ Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Critical Review - 20%	●	●	●		●	

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
2 - Written Assessment - 40%		•	•	•		•
3 - Literature Review or Systematic Review - 40%	•	•	•	•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•	•	•
2 - Problem Solving						
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy	•	•	•		•	•
5 - Team Work						
6 - Information Technology Competence						•
7 - Cross Cultural Competence	•		•	•		•
8 - Ethical practice			•	•		•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Critical Review - 20%			•	•						
2 - Written Assessment - 40%	•	•	•	•						
3 - Literature Review or Systematic Review - 40%	•		•	•			•			

Textbooks and Resources

Textbooks

OCHS13017

Prescribed

Managing the Unexpected: Sustained Performance in a Complex World
Edition: Third (2015)
Authors: Karl E. Weick and Kathleen M. Sutcliffe
Wiley
USA
ISBN: 978-1-118-86241-4
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Peter Marshall Unit Coordinator
p.marshall@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
An Introduction to Critical Reading High Reliability Organisations (HROs) - Early Theory Underpinnings	Prescribed Readings Supplied via Moodle Text Book Chapter 1	Weekly Zoom Tutorial and Catch Up

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
High Reliability Organisations (HROs) - Current Theory	Prescribed Readings Supplied via Moodle Text Book Chapter 2	Weekly Zoom Tutorial and Catch Up

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Resilience Engineering (RE)	Prescribed Readings Supplied via Moodle	Weekly Zoom Tutorial and Catch Up

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Resilience Engineering v Organisational Resilience - Conflict or Conversion?	Prescribed Readings Supplied via Moodle	Weekly Zoom Tutorial and Catch Up

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Five Principles of Resilience - Organisational Mindfulness and Mindful Organising	Prescribed Readings Supplied via Moodle Text Book Chapters 3 - 7	Weekly Zoom Tutorial and Catch Up **Critical reading** Due: Week 5 Friday (16 Aug 2019) 5:00 pm AEST

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Break Week - Continue your readings		

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Safety Culture and Safety Climate	Prescribed Readings Supplied via Moodle Start Text Book Chapter 8	Weekly Zoom Tutorial and Catch Up

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Organisational Resilience Strategy and Leadership	Prescribed Readings Supplied via Moodle Finish Text Book Chapter 8	Weekly Zoom Tutorial and Catch Up

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Fifth Age of Safety - The Adaptive Age and Adaptive Leadership for Complexity	Prescribed Readings Supplied via Moodle	Weekly Zoom Tutorial and Catch Up

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Safety I and Safety II - Erik Hollnagel's Potentials for Resilience in Organisations Hollnagel's FRAM Concepts/Context of Event	Prescribed Readings Supplied via Moodle	Weekly Zoom Tutorial and Catch Up **Organisational Surveys Report** Due: Week 9 Monday (16 Sept 2019) 10:00 am AEST

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Healthy Organisations - Being Resilient	Prescribed Readings Supplied via Moodle Text Book Chapter 9	Weekly Zoom Tutorial and Catch Up

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Integrating concepts from this unit into your evidence-based professional practice	Prescribed Readings Supplied via Moodle	Weekly Zoom Tutorial and Catch Up

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Organisational Resilience Review - drawing it all together		Weekly Zoom Tutorial and Catch Up

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

		Literature review Due: Review/Exam Week Monday (14 Oct 2019) 10:00 am AEST

Assessment Tasks

1 Critical reading

Assessment Type
Critical Review

Task Description
This assessment item requires you to critically read, reflect on and comment on two readings and will form part of the skills you will learn as an emerging professional. You will be asked to reflect on the theories and research which make up the notions of both High Reliability Organisations (HROs) and Resilience Engineering as concepts which inform organisational practices of safety, reliability and resilience. This assessment item relates to the course learning outcomes (1 to 6) as stated in this course profile.
You are therefore required to:-

- (a) Convey your <u>reflection on the two theories</u> being discussed (what do you think of these concepts) being (a) HRO's (5%) and Resilience Engineering (5%); and
- (b) Deliver view points and opinion which demonstrates your <u>critical reading on the papers</u> supplied on (a) HRO's (5%) and Resilience Engineering (5%).

Your written piece will therefore consist of both <u>reflection on the theories</u> and <u>critical reading of the articles supplied</u> around these concepts.
You must use correct Harvard style in-text referencing when referring to reading material in your posts but no reference list is required.

Assessment Due Date
Week 5 Friday (16 Aug 2019) 5:00 pm AEST

Return Date to Students
Week 8 Friday (13 Sept 2019)

Weighting
20%

Assessment Criteria
The grading criteria are below:

- Conveys Reflection on Resilience Engineering theory (5%)
- Delivers view points or opinions based on the critical reading of the Resilience Engineering material presented (5%)
- Conveys Reflection on High Reliability Organisational Theory (5%)
- Delivers view points or opinions based on the critical reading of the HRO material presented (5%)

Referencing Style

- [Harvard (author-date)](#)

Submission
No submission method provided.

Learning Outcomes Assessed

- Explore the characteristics of resilience in organisations.
- Develop an ability to critically read and write on contemporary safety science theories from an evidence-informed advancing safety professional perspective.
- Evaluate the theories that underpin resilience in organisations such as resilience engineering, safety culture and high reliability organisations and discuss the usefulness of these theories to practice.
- Compare controversial terms related to safety and culture and the ongoing debate underlying these precepts and relationships.

Graduate Attributes

- Critical Thinking
- Information Literacy

2 Organisational Surveys Report

Assessment Type
Written Assessment

Task Description
This assessment enables you to gain experience in reviewing and assessing workplace survey tools used to measure an aspect of organisational culture.
You will be presented with several survey tools, from which you are required to choose one for review. You will analyse and review the appropriateness of the survey's application in real-world practice.
You are required to:
(a) Recognise the purpose of the survey and its history/relevance to current theory
(b) Understand when and how the survey would be used in real-world applications
(c) Evaluate how the meaning of any results obtained by use of such surveys might inform strategic leadership decision making
(d) Discuss your own thinking (opinions, questions, decisions, thoughts) on the usefulness of the survey (ie how well it is measuring the concept it is supposed to be measuring)
(e) Discuss your own final view on the usefulness of the survey from a safety professional viewpoint, based on what you have discovered in your reading this term
(f) Reference appropriate material to support (evidence) your written arguments.

Assessment Due Date
Week 9 Monday (16 Sept 2019) 10:00 am AEST

Return Date to Students
Week 12 Monday (7 Oct 2019)
Assessments will be returned within 3 weeks of the due date.

Weighting
40%

Minimum mark or grade
In order to pass this unit students must attempt this assessment item and achieve an overall grade of at least 50% for the whole unit.

Assessment Criteria
(a) Recognise the purpose of the survey and its history/relevance to current theory (20%);
(b) Understand when and how the survey would be used in real-world applications (20%);
(c) Evaluate how the meaning of any results obtained by use of such surveys might inform strategic leadership decision making (20%);
(d) Discuss your own thinking (opinions, questions, decisions, thoughts) on the usefulness of the survey (ie how well it is measuring the concept it is supposed to be measuring) (20%);
(e) Discuss your own final view on the usefulness of the survey from a safety professional viewpoint, based on what you have discovered in your reading this term (15%); and
(f) Reference appropriate material to support (evidence) your written arguments (5%).
A detailed assessment rubric will be provided in Moodle during the term.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Develop an ability to critically read and write on contemporary safety science theories from an evidence-informed advancing safety professional perspective.
- Evaluate the theories that underpin resilience in organisations such as resilience engineering, safety culture and high reliability organisations and discuss the usefulness of these theories to practice.
- Discern those factors which influence the quality and validity of decision making within organisations, such as, values, mindfulness, culture, adaptive systems, participation and leadership.
- Evaluate the usefulness of the tools and methods available to measure and monitor contemporary safety science concepts such as organisational resilience potentials and safety culture/safety climate.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

3 Literature review

Assessment Type
Literature Review or Systematic Review

Task Description
A literature review is a critical look into current theories and research findings to enable the reader to make an informed decision and gain knowledge about current issues or gaps in current research.

Choose <u>one</u> of the six topics listed below. You are required to write a literature review on one of the six topics listed below for further investigation with a view to being able to propose an answer to the question being asked:-

1. Organisational resilience: Do all organisations have the potential to be resilient as proposed by Hollnagel's Safety II concepts?
2. Resilience Engineering and Organisational Resilience: What does the current debate tell you about these resilience concepts being the same or different?
3. The Five principles of Collective Mindfulness: What is understood about how these principles work to enable organisations to be resilient?
4. Safety Culture: How can organisations and the leaders in those organisations increase safety culture?
5. Strategic Safety leadership for Managing the Unexpected: What should leaders be doing to manage complex systems emergence?
6. The 5th Age of Safety: Where have we been and where are we going from a safety professional's point of view?

You are required to search and find both relevant and the latest information and research on your chosen topic. You are also required to incorporate in your writing how the answers you are proposing can translate into evidence-based practice for you as a safety professional.
The literature review should include a minimum of 10 peer-reviewed journal articles and should be 3,500 words.

Assessment Due Date
Review/Exam Week Monday (14 Oct 2019) 10:00 am AEST

Return Date to Students
Exam Week Monday (21 Oct 2019)
Assessment will be returned within 3 weeks of submission

Weighting
40%

Assessment Criteria
The grading criteria are below:

- Comprehension and discussion and critical review of the theory by examination of the past and current writing and research on the subject. It would be expected that you will reference at least 10 peer-reviewed journal articles to support your writing (30%).
- Evaluation of the review findings and how you critically view those findings to answering the major question under review (30%).
- Demonstrates the ability to write about the transfer of knowledge of the literature review findings/results into practice as evidence-informed based practice skills (30%).
- Uses correct Harvard style referencing and demonstration of advanced academic writing (10%).

Referencing Style

- [Harvard (author-date)](#)

Submission
No submission method provided.

Learning Outcomes Assessed

- Explore the characteristics of resilience in organisations.
- Develop an ability to critically read and write on contemporary safety science theories from an evidence-informed advancing safety professional perspective.

- Evaluate the theories that underpin resilience in organisations such as resilience engineering, safety culture and high reliability organisations and discuss the usefulness of these theories to practice.
- Discern those factors which influence the quality and validity of decision making within organisations, such as, values, mindfulness, culture, adaptive systems, participation and leadership.
- Compare controversial terms related to safety and culture and the ongoing debate underlying these precepts and relationships.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem