



OCHS13017 Resilient Organisations

Term 2 - 2023

Profile information current as at 09/05/2024 07:19 pm

All details in this unit profile for OCHS13017 have been officially approved by CQU University 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

Co-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 - 2023

- 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 SUTE Comments

Feedback

The lecturer could have been more supportive as some of us student are from different cultural background and not local and we need that support but seems like its was challenging to get constructive feedback and quiet disheartening.

Recommendation

This is a conceptually challenging unit for students as it requires critical reading and writing skills. Students who are not local and who do not have English as a first language may therefore struggle more than other students as this unit requires more than simply regurgitating information, as students are used to in other units. Only one student reached out for support and was offered as much support as could be provided, however this was clearly not seen as enough. It is therefore recommended that more CQUniversity support service awareness can be added to this unit in further offerings so that student understand the full range of support services available.

Feedback from SUTE Comments

Feedback

Very organised materials, very clear expectations communicated. I was pretty happy with the amount of information/resources embedded in each tile. The resources were relevant and allowed for further research. Appreciated the flexibility and short lectures during our final semester while we were also juggling placements

Recommendation

It is recommended to maintain, with minor improvements, the content, resources and lecture style in this unit.

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.

The course is accredited by the Australian OHS Education Board. This unit relates to the OHS body of knowledge chapters on the organisation.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

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

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

All readings will be provided on the Moodle site via the eReading area.

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

Elise Crawford Unit Coordinator

e.crawford@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
An Introduction to Critical Reading and Writing High Reliability Organisations (HROs) - Historical Theory Underpinnings	Prescribed Readings Supplied via Moodle and Text Book Chapter 1.	Weekly Zoom Lecture

Week 2 - 17 Jul 2023

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

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
HRO and Organisational Resilience - The 5 Principles of Resilience	Prescribed Readings Supplied via Moodle and start Text Book Chapters 3 - 7 The Five Principles of Resilience in Depth	Weekly Zoom Lecture

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Organisational Resilience - Measuring The 5 Principles of Resilience Organisational Mindfulness - One Step Further	Prescribed Readings Supplied via Moodle	Weekly Zoom Lecture

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Resilience Engineering (RE) - Theory	Prescribed Readings Supplied via Moodle and continue Text Book Chapters 3 - 7 - The Five Principles of Resilience in Depth	Weekly Zoom Lecture High Reliability Organisational Theory Due: Week 5 Friday (11 Aug 2023) 11:45 pm AEST
--------------------------------------	--	---

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Resilience Engineering (RE) Theory Safety I and Safety II Theory Erik Hollnagel's 4 Potentials for Resilience in Organisations	Prescribed Readings Supplied via Moodle	Weekly Zoom Lecture

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Resilience Engineering (RE) Theory Measuring the 4 Potentials for Resilience in Organisations	Prescribed Readings Supplied via Moodle and start Text Book Chapter 8.	Weekly Zoom Lecture

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
The Fifth Age of Safety - The Adaptive Age and Adaptive Leadership for Complexity Organisational Strategy and Leadership	Prescribed Readings Supplied via Moodle and finish Reading Textbook Chapter 8.	Weekly Zoom Lecture Measuring Organisational Resilience Due: Week 8 Friday (8 Sept 2023) 11:45 pm AEST

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Professional Resilience Business Continuity - Resilience In Practice	Prescribed Readings Supplied via Moodle	Weekly Zoom Lecture

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Safety Culture and Safety Climate Measuring Safety Culture and Safety Climate	Prescribed Readings Supplied via Moodle and Text Book Chapter 9.	Weekly Zoom Lecture

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Healthy Organisations	Prescribed Readings Supplied via Moodle	Weekly Zoom Lecture

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Organisational Resilience Wrap Up and Summary		Leading Organisational Resilience Enhancement Due: Week 12 Friday (6 Oct 2023) 11:45 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Term Specific Information

All required readings are available in the eReading List within Moodle.

Assessment Tasks

1 High Reliability Organisational Theory

Assessment Type

Critical Review

Task Description

This assessment item requires you to critically reflect on your readings and understanding of High Reliability Organisations (HROs) and the 5 Principles which make up this theory, which informs organisational practices of safety, reliability and resilience. The context for this assignment is that: -

A senior manager in your company (either real or made up) went to a management conference where several speakers discussed organisational resilience based on the notion that all organisations can embrace and embed the 5 Principles of High Reliability Organisations (HRO's) theory. The manager would like a brief report about High Reliability Organisations (HROs) and the 5 Principles which are believed to enhance organisational resilience practices and maturity.

The senior manager is not sold either way on HRO theory and therefore, as the safety professional, you have been asked to provide a brief report which provides your opinion and viewpoint on the theory, supported by at least 10 quality references, in order to explain and develop your viewpoint (either for or against) HRO theory and the 5 Principles it encompasses.

Your review should be 1000 words and submitted as a word document, not a PDF.

Assessment Due Date

Week 5 Friday (11 Aug 2023) 11:45 pm AEST

Return Date to Students

Week 7 Friday (1 Sept 2023)

Weighting

20%

Assessment Criteria

The grading criteria are below:

- Conveys reflection and understanding of High Reliability Organisational Theory and the 5 Principles (10%)
- Delivers viewpoints and/or opinions based on the critical reading of the HRO material presented (10%)

Referencing Style

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

Submission

Online

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.

2 Measuring Organisational Resilience

Assessment Type

Written Assessment

Task Description

This assessment enables you to gain experience in reviewing and assessing survey tools used to measure organisational

resilience.

In this unit you were presented with two organisational resilience survey tools, from which you are required to choose one for review.

You will choose either the **4 Potentials of Resilience Survey** (RE Theory) or the **5 Principles of Resilience Survey** (HRO/Organisational Resilience Theory) for your assignment.

You will then analyse and review the appropriateness of the survey's application in real-world practice.

You are required to prepare a paper which shows your: -

(a) Understanding of the purpose of the survey and its relevance to measuring organisational resilience based on the theory which supports it i.e. RE theory or HRO/Organisational Resilience theory;

(b) Understanding of when and how the survey would be used in a real-world application;

(c) Understanding of how the results obtained by the use of the survey would inform an organisational resilience maturity enhancement action plan;

(d) Ability to make recommendations on the use of the survey by discussing your own critical thinking on the usefulness (benefits and limitations) of the survey from a safety professional viewpoint, based on what you have discovered in your reading this term;

(e) Ability to reference appropriate material to support your written arguments.

Your review of the literature to support your writing should include a minimum of 10 peer-reviewed journal articles and your review should be 1,500 words.

NB: You are NOT required to administer the survey within an organisation, this is purely a theoretical exercise.

Assessment Due Date

Week 8 Friday (8 Sept 2023) 11:45 pm AEST

Return Date to Students

Week 10 Monday (18 Sept 2023)

Weighting

40%

Assessment Criteria

(a) Recognise the purpose of the survey and its relevance to measuring organisational resilience (20%);

(b) Understand when and how the survey would be used in a real-world application (20%);

(c) Evaluate how the meaning of the results obtained by use of a survey might inform an organisational resilience action plan (40%);

(d) Discuss your own critical thinking on the usefulness of the survey from a safety professional viewpoint, based on what you have discovered in your reading this term (15%); and

(e) Reference appropriate material to support 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.

3 Leading Organisational Resilience Enhancement

Assessment Type

Literature Review or Systematic Review

Task Description

Continuing with and building on your knowledge of your chosen topic from Assessment 2 (measuring HRO or RE), you are required to write a report in which you use critical reflection of the theories covered in this unit to understand how resilience might be enhanced in real-world practice.

Choose your topic from the two topics listed below on which to base the focus of your report. You are required to write a

report which examines either: -

1. Strategic Leadership for Managing Organisational Resilience Potentials (RE Theory): Discuss your understanding of how leaders in organisations can enhance the 4 Resilience Potentials (Respond, Monitor, Learn and Anticipate), as proposed by Hollnagel's Safety II in Practice concepts; or
2. Strategic Leadership for Managing the Unexpected (HRO/Organisational Resilience Theory): Discuss your understanding of how leaders in organisations can enhance the 5 Principles of Resilience (Preoccupation with Failure, Reluctance to Simplify, Sensitivity to Operations, Commitment to Resilience, Deference to Expertise), as proposed by Weick and Sutcliffe (in your textbook) in relation to managing the unexpected.

You are also required to incorporate in your report recommendations on how organisations can enhance resilience based on your critical review of the theory from an evidence-based practice concept.

You are required to undertake self-directed research on your chosen topic by reviewing the latest literature on the topic. Your literature review should include a minimum of 10 peer-reviewed journal articles and should be 1,500 words.

Assessment Due Date

Week 12 Friday (6 Oct 2023) 11:45 pm AEST

Return Date to Students

Exam Week Friday (20 Oct 2023)

Weighting

40%

Assessment Criteria

The grading criteria for the formal report are below:

- Provides a discussion and critical review of the theory under examination (HRO/Organisational Resilience or RE) using historical and current writing/research on the subject (30%).
- Provides an thorough examination on what the literature/research is saying on how leaders can enhance organisational resilience based on strategic leadership efforts (30%).
- Demonstrates the ability to make formal recommendations (incorporating your knowledge from Assessment 2) on how organisations should enhance organisational resilience. Use critical reading and thinking skills from a safety profession evidence-informed based practice perspective (30%).
- Uses correct Harvard style referencing and demonstration of advanced academic report writing (10%).

Referencing Style

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

Submission

Online

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.

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