

The Messy World of Work

Identifying and closing the gaps between Work as Imagined, Work as Disclosed, and Work as Done

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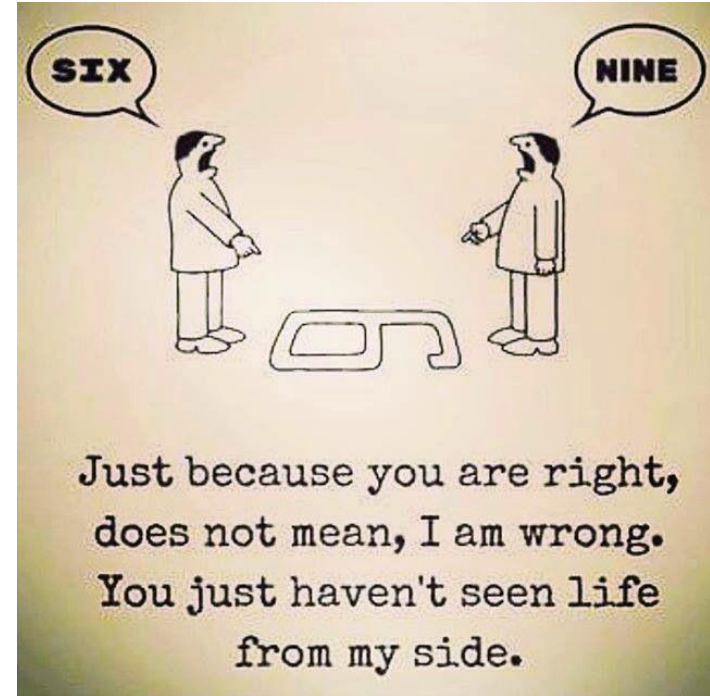
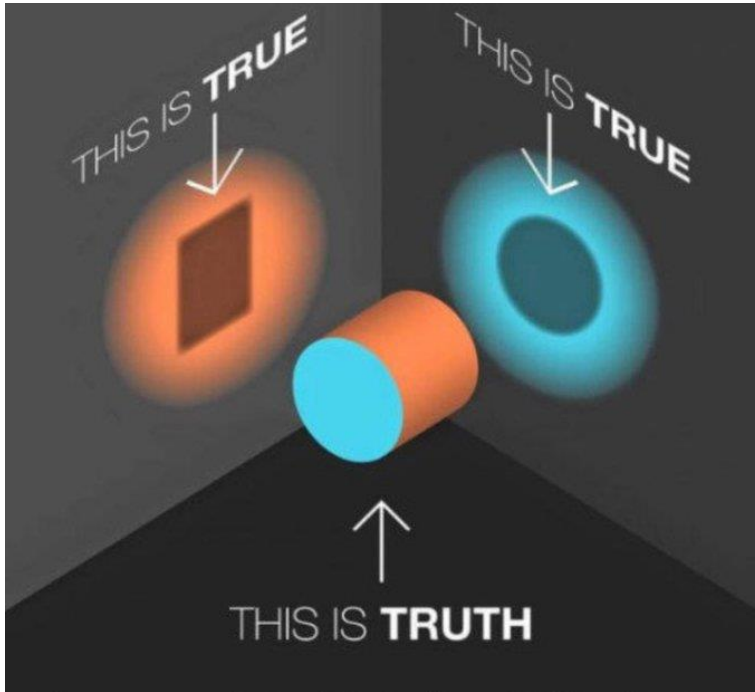
What do these have in common?



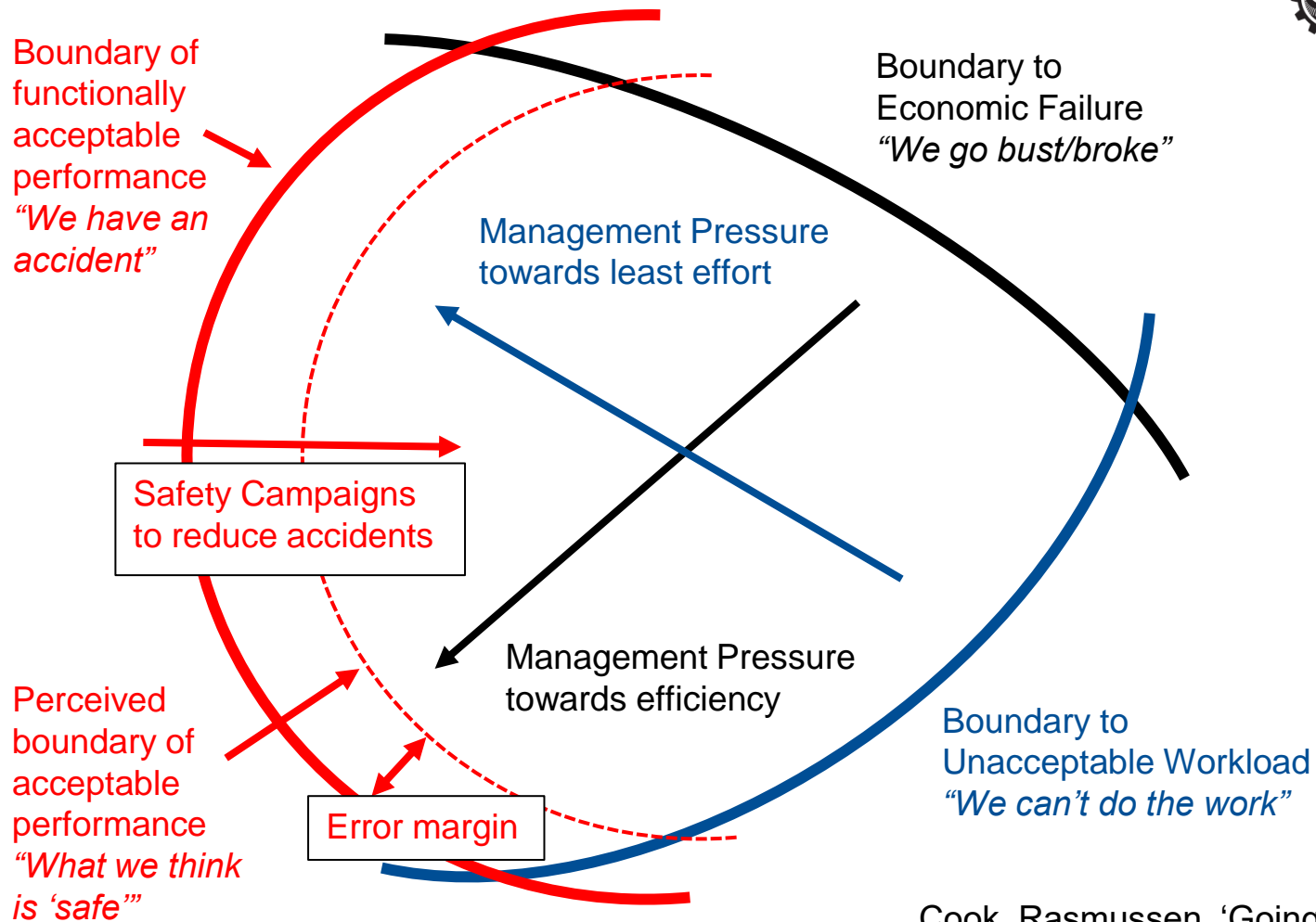
Figure 6: BEAUMAIDEN passing the waypoint
Source: © Made Smart Group BV 2021 © i4 Insight / DMAIB

“The more I looked for traditional culprits, the more I realized that this accident occurred not because something extraordinary had happened, but rather just the opposite... it was normal because it occurred as the result of normal people behaving in normal ways in normal organization.” Snook

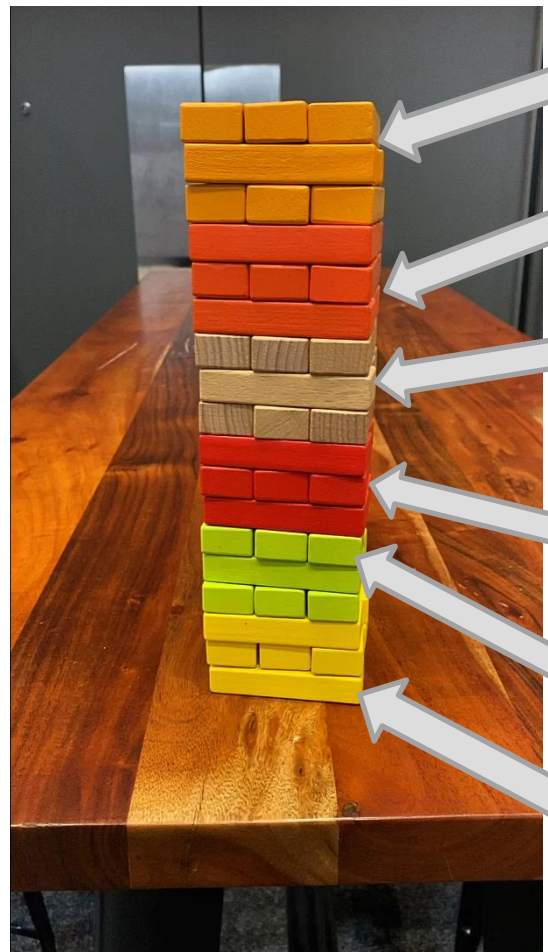
Perspectives



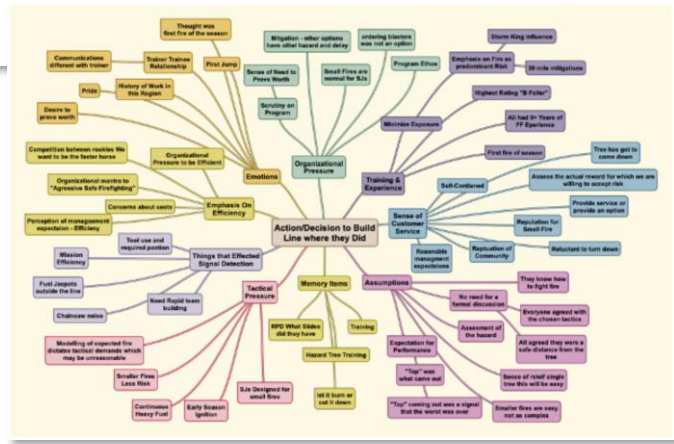
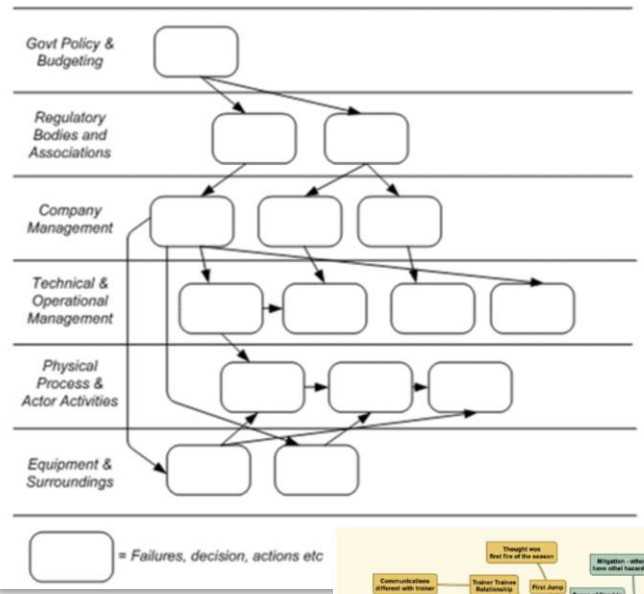
We construct meaning. It does not objectively exist.



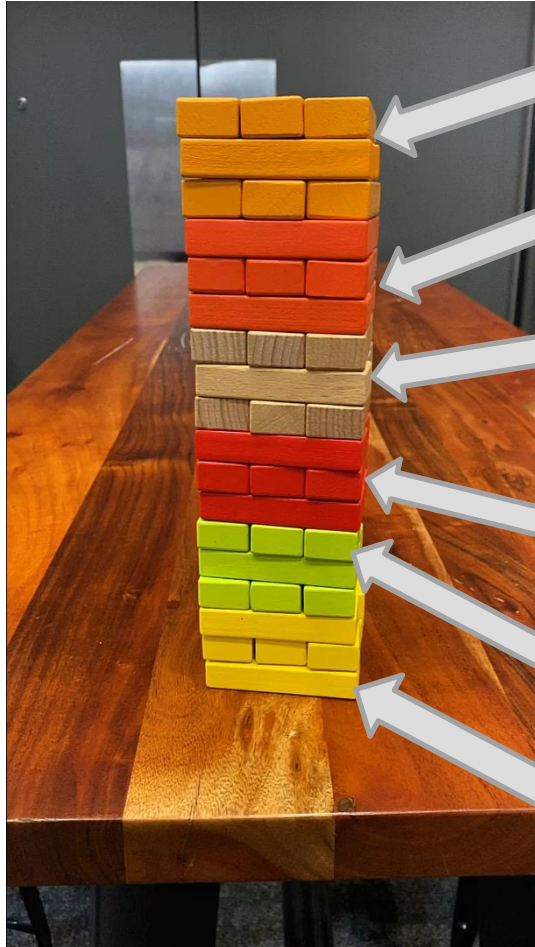
A Systems View. But Where is the Boundary?



- Government Policy & Budgeting
- Regulatory Bodies and Associations
- Company Management
- Technical and Operational Management
- Physical Processes & Actor Activities
- Equipment and Surroundings



A Systems View.



Government
Policy &
Budgeting

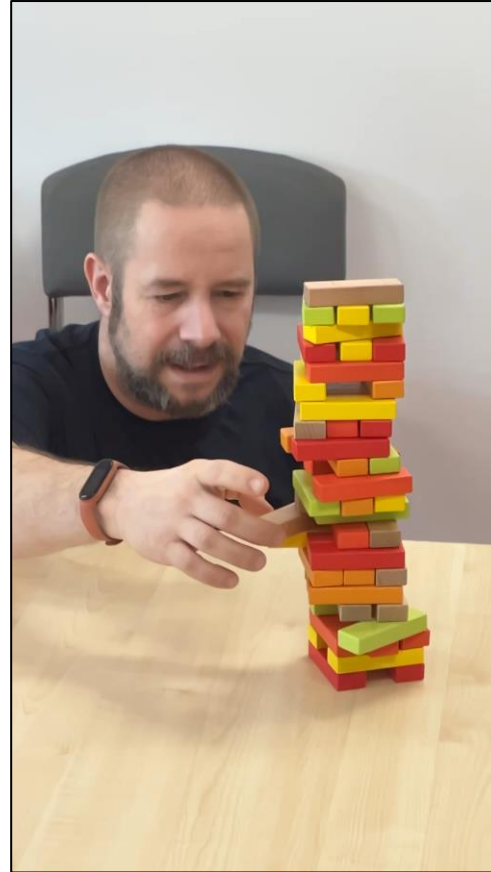
Regulatory
Bodies and
Associations

Company
Management

Technical and
Operational
Management

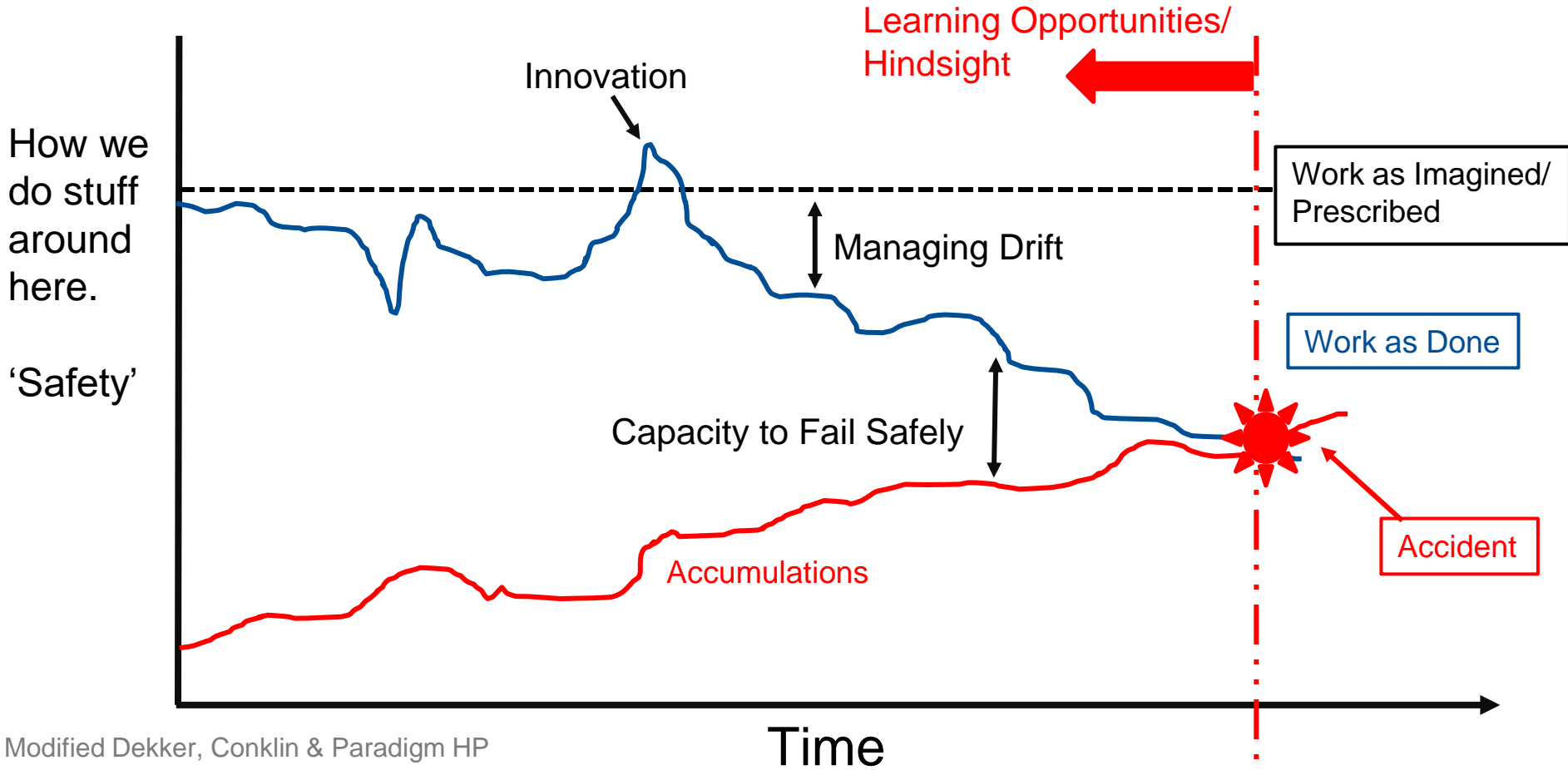
Physical
Processes &
Actor Activities

Equipment and
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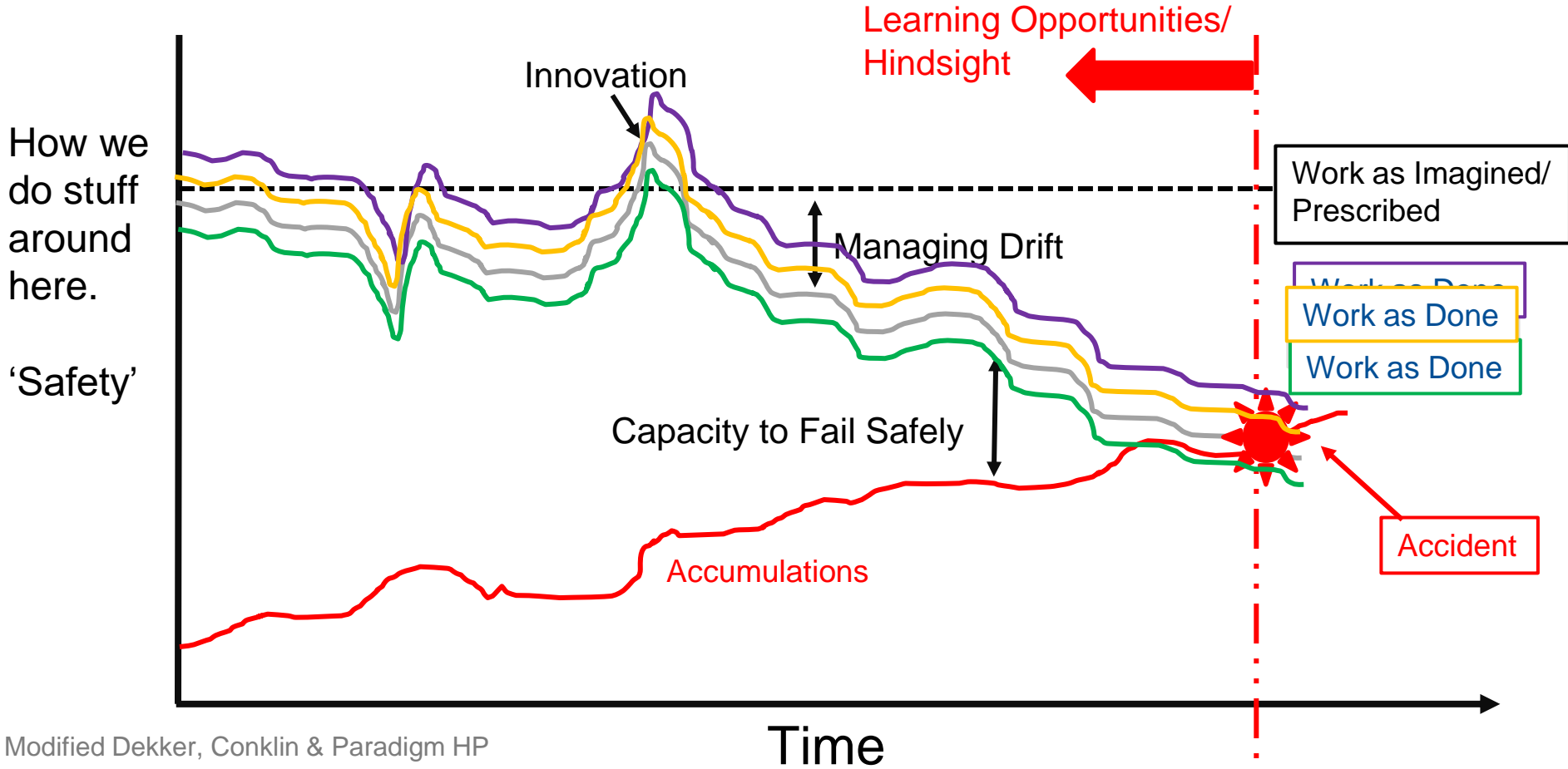


“Look what you have left for me!”

Organisational Drift Model



Organisational Drift Model (Eng, Admin, Logs, ...)



Adaptations and Workarounds are Normal

When problem solving prevents organizational learning

Anita L. Tucker, Amy C. Edmondson and Steven Spear
Harvard Business School, Boston, Massachusetts, USA

Managing risk in hazardous conditions: improvisation is not enough

Rene Amalberti ,¹ Charles Vincent²



Article


Aircrews, Rules and the Bogeyman: Mapping the Benefits and Fears of Noncompliance

Leonie Boskelion-Horst ^{1,*}, Robert I. De Boer ², Vincent Steinmetz ³ and Sidney W. A. Dekker ⁴



Article

Goal Conflicts, Classical Management and Constructivism: How Operators Get Things Done

Leonie Boskeljon-Horst ^{1,*}, Robert J. De Boer ², Simone Sillem ³ and Sidney W. A. Dekker ⁴



Applying Human and Organisational Performance (HOP) Principles

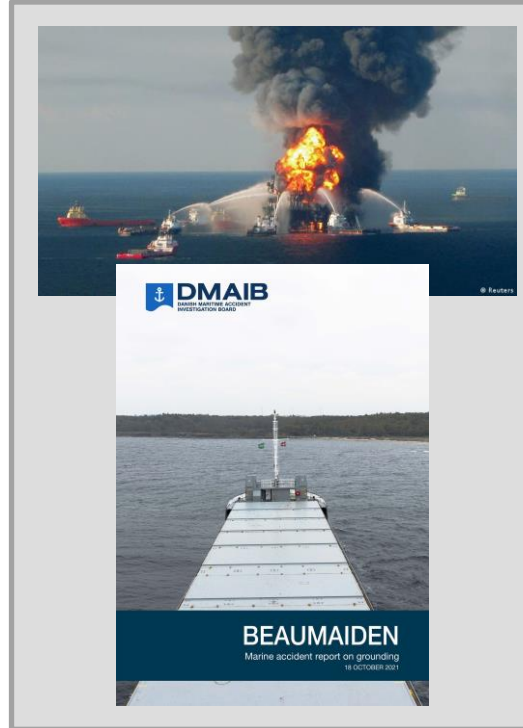
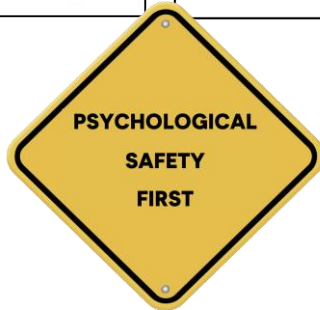
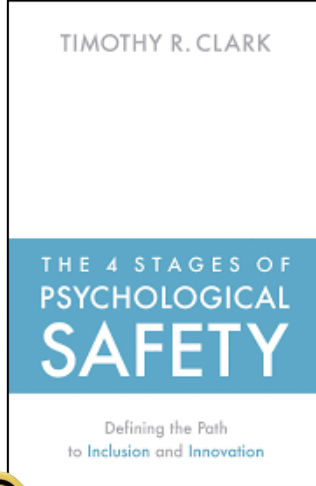
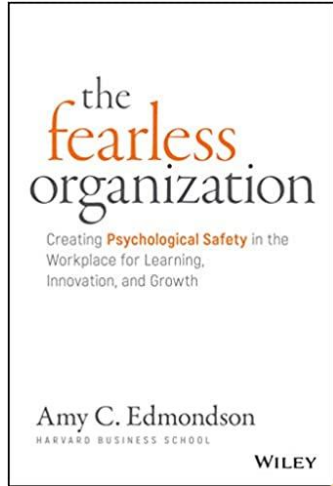


FIVE PRINCIPLES OF HOP

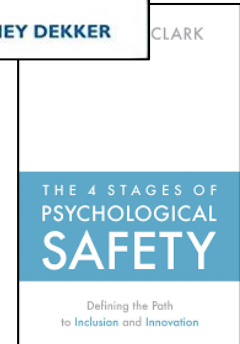
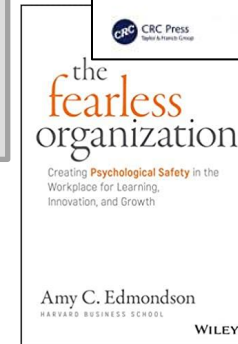
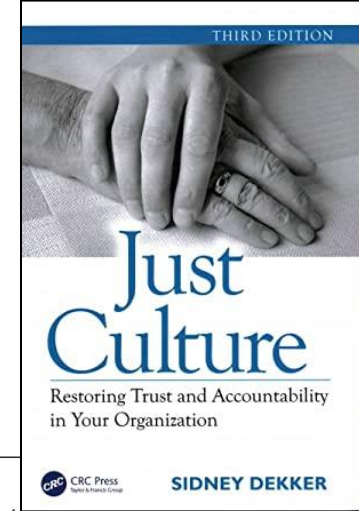
1. Human error is normal
2. Blame adds no value to learning
3. Context drives behaviour
4. How leaders respond matters
5. Learning is vital for improvement

Psychological Safety and Just Culture Are Different

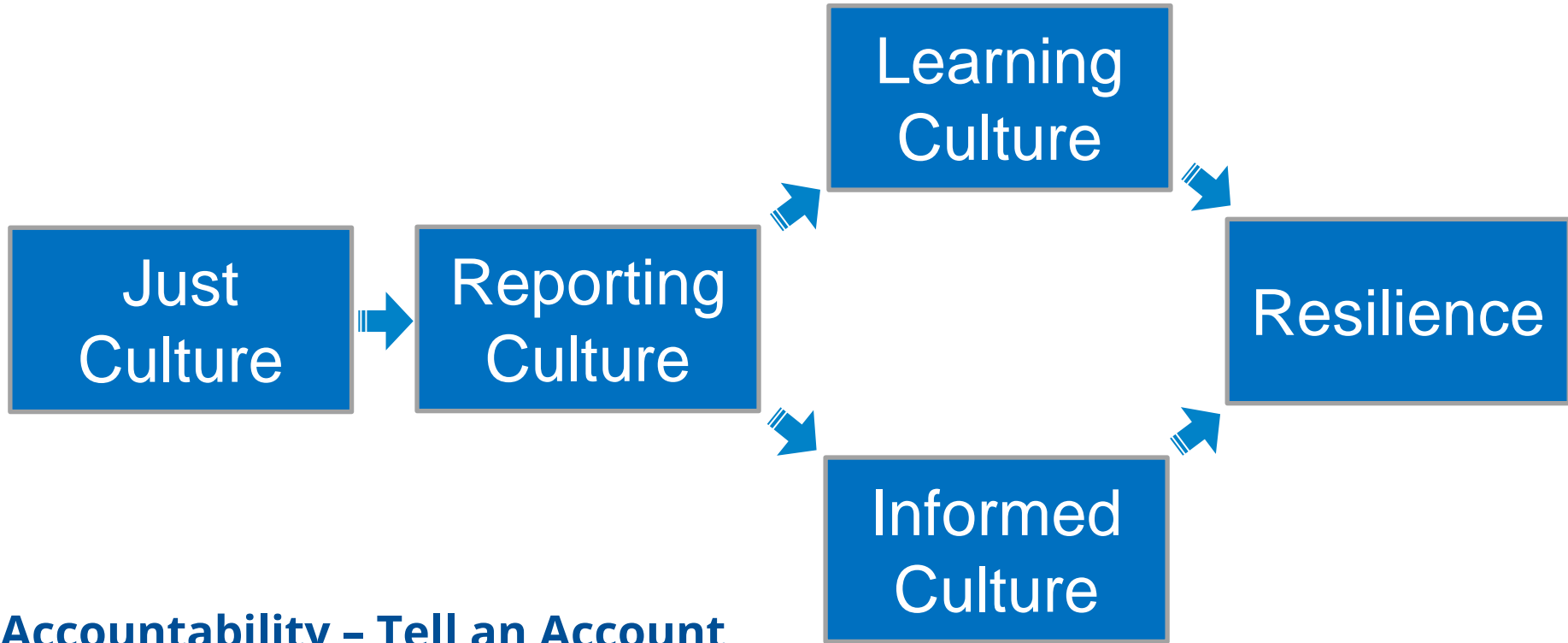
Proactive



Reactive



Why a Just Culture is So Important




Accountability – Tell an Account
Responsibility – Do Something

Learning is Not Easy – Look Up and Out, Not Down and In

Learning Review for Diving

Learning from Unintended Outcomes -
Focusing on 'Normal' rather than 'Non-Compliance'



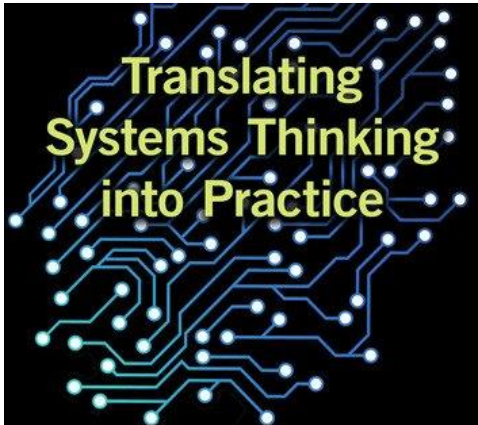
COUNTER-ERRORISM
Version 0.93, 19 October 2023 - Draft

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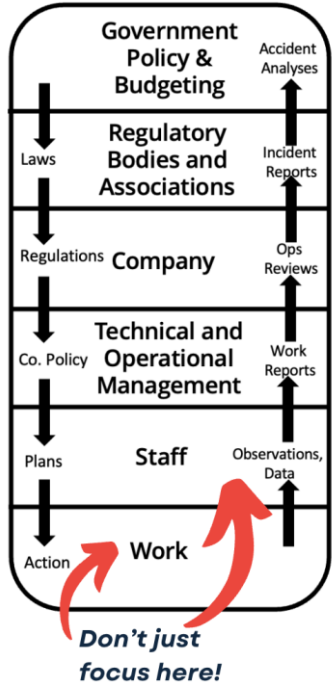
Translating Systems Thinking into Practice

A Guide to Developing Incident Reporting Systems

Natassia Goode
Paul M. Salmon
Michael G. Lenné
Caroline F. Finch



CRC CRC Press
Taylor & Francis Group



The Statistical Invalidity of TRIR as a Measure of Safety Performance

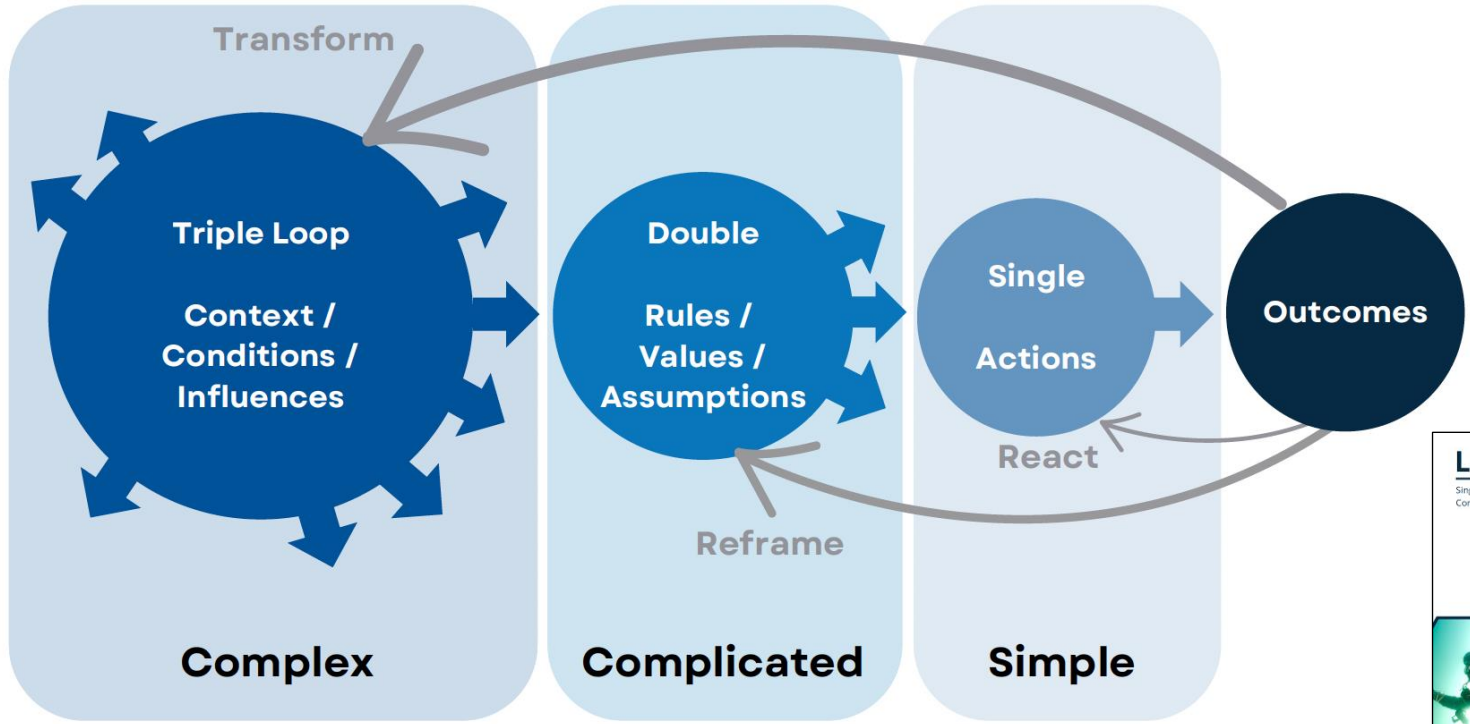
Dr. Matthew Hallowell, Mike Quashne,
Dr. Rico Salas, Dr. Matt Jones, Brad MacLean,
Ellen Quinn

November 2020



“...the incident-reporting scheme is not integrated into technicians’ practices and cultural frame and it does not seem to serve their interests. Storytelling, however, is an integral part of their practices... and it provides a way for the technicians to address risks...” Sanne. 2008.

Learning in Loops



Based on Argyris and Schön

Parting thoughts

"The difference between a safe and an unsafe organisation lies not in how many incidents it has, but in how honestly it deals with the incidents that it does have." – Dekker. Just Culture. 2017.

"Cultures are thus determined as much, if not more, by what they ignore as by what they pay attention to and what they consider important and meaningful." – Reiman & Rollenhagen. 2014.

For learning, we have to understand the relationships within the system and how they influence behaviours and actions. Focusing on individual or organisational blame or attribution seriously limits learning. You can learn or blame, you can't do both. Accountability should be forward-looking (change), not backwards (blame).

*“Knowledge is not enough, we must apply
Willing is not enough, we must do”
– JW Goethe*

Questions?

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