MGMT 6004

PEOPLE, ORGANISATION AND RISK

Course Outline
Semester 1, 2016

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
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PART A. COURSE SPECIFIC INFORMATION

Please Note: This course outline needs to be read in conjunction with Part B, which contains essential information on key policies, student responsibilities, special consideration and student resources.

1. STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Consultation time</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-in-charge</td>
<td>Professor Michael Quinlan</td>
<td><a href="mailto:m.quinlan@unsw.edu.au">m.quinlan@unsw.edu.au</a></td>
<td>Tues 15:00-16:00</td>
<td>9385</td>
</tr>
</tbody>
</table>

Also: School of Management Office Ph 9385 7770

2. COURSE DETAILS

2.1. Teaching Times and Locations

<table>
<thead>
<tr>
<th>Type</th>
<th>Section/class</th>
<th>Time</th>
<th>Location</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/Seminar</td>
<td>7045</td>
<td>Tues 16:00—19:00</td>
<td>Quadrangle GO 46</td>
<td>1-12</td>
</tr>
</tbody>
</table>

Please note: lectures commence in Week 1 and seminars in Week 2. Thereafter seminars cover course material from the previous week’s lecture.

A full list of tutorials offered, times and tutors will be on the Course Website.

2.2. Units of Credit

This course is weighted at 6 units of credit (6UOC). It is offered only to students admitted to programs at the postgraduate level.

2.3. Summary of Course

The course examines the social features and institutional role of risk in developing the cultural and normative expectations of people in advanced societies. It applies a social science approach to risk, in seeking to develop an understanding of the organizational and people aspects of risk and uncertainty in society. It particularly addresses, the institutional arrangements and management systems that emerge to address risk and uncertainty in their socio-political and normative contexts. The issues of, organizational arrangements, work roles, cultural, knowledge, and behavioural features of accidents and risks are examined. The course covers organisational and workplace systems, particularly in managing health and safety as key themes, as well as institutions, governance systems, regulatory principles, organization features, management systems, and people’s activities in social and work contexts that centre on risk.

2.4. Course Aims and Relationship to Other Courses

People Organisation and Risk provides an introduction to the social, organizational and occupational features of risk and risk management. It complements the range of approaches and issues in risk management program.

Accordingly the course has three central aims, to foster:
An awareness of the social context of risk
An understanding of the organisational and systemic nature of risk
An understanding of the key features of organisational and occupational risks and risk management
And encourage independent learning and reflection on academic and professional work.

While the general social orientation has become more sensitive to risk, underpinning demand in a wide variety of social and economic domains, specific patterns of risk and the emergence of systemic risk, in and across these domains is often overlooked. This course seeks to raise awareness, perspective and critical questions of the wider social context, but also approaches and frameworks understanding and examining such risks. Particular emphasis is given to occupational risks in organisations. While traditionally associated with ‘older and traditional’ sectors, the effects of system failures (accidents, exposures, diseases, and similar) may, or potentially, be directly or indirectly experienced by are much larger population. Issues of awareness, perceptions, understanding frameworks, design, system ‘interaction’ and similar, are paralleled in other areas of risk and risk management.

The course is a required core course (of 8 required courses) in the Master of Risk Management (MRM) degree program (code 8428) offered in the Business School. The MRM is an integrated program of 72 UOC providing up-to-date knowledge and skills in the management of a broad spectrum of risks that organisations are confronted with in the context of the fast changing, increasingly global business environment. This course contributes to assisting students to develop a broad perspective on risks and their management. It aims to extend students’ knowledge on the use of risk analysis and decision tools in the understanding and practical application of the latter across a range of fields.

2.5. Student Learning Outcomes

The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes assist you in achieving some of the overall Program Learning Goals and Outcomes for the program you are completing. Program Learning Goals focus on your knowledge, skills and attributes obtain on successfully completing your degree. You demonstrate this by achieving specific Program Learning Outcomes - what you are able to do by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

By the end of this course, you should be able to:

1. outline a broad understanding of risk and risk management principles in an occupational and organisational context rather than a ‘one-size-fits-all’ model.
2. understand and outline the key principles of occupational risk and safety in an organisational and regulatory context
3. develop critical analysis and arguments about risk and risk management
4. examine and evaluate a broad range of issues and matters having an impact on occupational, organisational and safety risk.

Consistent with the Program Objectives the course encourages students to challenge traditional decision models in risk management.
Business Postgraduate Coursework Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective communicators in professional contexts.
You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork: Our graduates will be effective team participants.
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.
You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and/or management practice.

Table 1 provides an indicative outline of the relation between Course and Program Learning outcomes. It indicates how each Program Learning objective is addressed for each Learning Objective in the course. It is stressed that the education philosophy underpinning this course is that learning is inherently interrelated and holistic.

Table 1 Learning Outcomes and Assessment

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Explain the assumptions and principles of occupational risk/s and risk management</td>
<td>• Essay assignment</td>
</tr>
<tr>
<td></td>
<td>Use of a critical approach to</td>
<td>• Seminar presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Group Report</td>
</tr>
<tr>
<td></td>
<td>understanding, examining and proposing action for occupational and organisational risk</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Critical thinking and problem solving</td>
<td>Critically examine approaches and perspectives in occupational risk</td>
</tr>
</tbody>
</table>
| | | • Seminar Presentation  
| | | • Group Report  
| | | • Essay assignment |
| 3a | Written communication | Construct written work which is logically and professionally presented. |
| | | • Essay Assignment  
| | | • Group Report |
| 3b | Oral communication | Communicate ideas in a succinct and clear manner. |
| | | • Seminar presentation |
| 4 | Teamwork | Work collaboratively to complete a task. |
| | | • Group Report (based on group project through the semester)  
| | | • Monitored during semester, though not specifically assessed. |
| 5a. | Ethical, environmental and sustainability responsibility | Identify and assess environmental and sustainability considerations in problems in occupational and safety risk. |
| | | • Component in written assignments |
| 5b. | Social and cultural awareness | Identify and evaluate a broad range of issues and matters having an impact on occupational, organisational and/or safety risk |
| | | • Seminar assessment  
| | | • Written assessment |

The teamwork component in the course assessment is discussed below.

3. LEARNING AND TEACHING ACTIVITIES

The following approach informs the design of the course – including the objectives, content, and learning and assessment activities.

3.1. Approach to Learning and Teaching in the Course

Learning and teaching in this course is based on interactive lecture delivery, examination of key issues in the relevant knowledge in selected disciplines, and their appropriate application. The seminar structure and requirements seek to foster participation, critical analysis and understanding in areas perhaps unfamiliar to many students.

It is recognised that learning is complex, inter-related and holistic. Individuals differ in a range of features in their learning styles and activities. They differ in their orientation to learning, expectations of learning processes and outcomes, nature of their learning styles, competency preferences in assessment types and tasks, and other dimensions. All are key elements in the processes of learning.

As an introductory course at the Masters level, students will be encouraged to build on their knowledge background and experience, in understanding approaches to risk and risk management. Dependence is placed on reflective learning in, and for professional practice.

This course seeks to:

► build knowledge through introducing new material in the disciplinary areas addressed
► develop scholarly skills – with a concern for curiosity-lead learning and an interest in
research
► develop receptiveness to a wide range of approaches and frameworks
► appreciate skills in critical and ethical thinking
► develop an understanding of the application of knowledge and skills
► provide opportunity, encourage and develop group working experience and skills

3.2. Learning Activities and Teaching Strategies

The course adopts an adult learning approach that stresses interactive teaching and learning through a combination of self-directed, peer-directed and teacher-directed learning activities. Reading and preparation provide a foundation for active engagement in class activities and deeper insights and learning in the area of innovation and organisation change.

The course places considerable emphasis on the reflective consideration of a range of frameworks and approaches in the risk and risk management literature. Some of this material will be unfamiliar to many students, but is specifically designed to address central Program objectives. The objectives emerge from global and societal contexts in which many such issues have overlooked in policy, managerial and business consideration of risk and risk management.

The responsibility for ensuring preparation and assessment items are completed as required remains with students.

4. ASSESSMENT

4.1. Formal Requirements

In order to pass this course, you must:
☑ attempt all assessment items
☑ achieve a composite mark of at least 50 percent
☑ attend classes in accordance with UNSW policy, see below.
☑ No more than one assessment item may fall below a mark of 40 percent.

4.2. Assessment Details

There are four assessment items for this course, each designed to evaluate knowledge content, and academic and professional skills for the program (see Table 2). Summary details are set out in the Table, with specific details in the sections following. Requirements for the assessment in the course will be discussed in the first classes of the course.

Table 2: Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>Business Program Learning Outcomes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seminar Presentation</td>
<td>20 %</td>
<td>1,2,3,4</td>
<td>1, 2, 3b, 5a, 5b</td>
<td>10 minute presentation in class</td>
<td>On-going – as allocated for each week</td>
</tr>
<tr>
<td>2. Essay</td>
<td>40%</td>
<td>1,2,4</td>
<td>1,2,3a, 5a,5b</td>
<td>1850 words</td>
<td>Week 9, Tues.</td>
</tr>
<tr>
<td>3. Group Report</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
<td>1,2,3a,4,5a,5b</td>
<td>5500 words</td>
<td>Week 13, Tues.</td>
</tr>
</tbody>
</table>
1. Seminar Presentation

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>Business Program Learning Outcomes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Presentation</td>
<td>20 %</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3b, 5a, 5b</td>
<td>10 minute presentation in class</td>
<td>On-going – as allocated</td>
</tr>
</tbody>
</table>

The course is designed to encourage discussion and debate in seminars. Students are required to attend all classes, to read in advance for them, and to participate in discussion and examination of various viewpoints. You will also be required select one seminar question from the list in the Seminar Program (see below). On the basis of listed readings and other sources, you must prepare a short presentation (10 minutes) for the class on the question. This presentation should be analytical rather than a simple summary and should focus on the key issues needed to understand and answer the question (a good way of doing this is to focus on 6-10 key points in your presentation). Following the presentation you should lead class discussion for 5-10 minutes. The seminar presentation is worth 20% of your final grade, and includes the following grading criteria:

- Evidence of diligent and relevant reading and scholarly enquiry in terms of obtaining information to address the question
- Capacity to critically analyse evidence and to construct an assessment based on a number of sources that entail different disciplinary perspectives
- Capacity to effectively communicate information and argument pertaining to the question in regard to the quality of the structure and delivery in class
- Degree to which discussion is directed and elicited
- Conceptual clarity/understanding and critical analysis

2. Essay

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>Business Program Learning Outcomes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>40%</td>
<td>1, 2, 4</td>
<td>1, 2, 3a, 5a, 5b</td>
<td>1850 words</td>
<td>Week 9 Wed</td>
</tr>
</tbody>
</table>

The essay allows students to develop a deeper understanding of knowledge and frameworks examined in the course, as well as developing skills of logical evaluation and presenting an argument. Thus the written skills are also an important component of this assessment.

**Essay Question:**

1. Critically discuss and evaluate the relationship between financial risk and health risks (including both public/community and occupational health and safety) and how this could be incorporated into an organisation’s risk management policies?

The grading criteria are:
- Demonstrate understanding of the issues in a clear and concise manner
- Quality of the analysis – depth, logical structure, and coherence of the argument or position advanced
- Linked to relevant concepts
The Group Report is designed to assist students in developing and practising group skills in considering a practical example in a broader analysis of risk. It is based on the scenario below, with groups having options of type of client, and type of event. Groups or two or three students are required to work on this assessment item (word length will be modified for groups of three).

Groups must be formed and recorded by Week 3 and groups will be required to submit a group monitoring sheet in Week 7. The teaching periods in Week 7 will be used to discuss your proposed project in detail with the lecturing staff.

Scenario:
You have been engaged to prepare a report on accident risks and risk management.

To prepare a background report on assessing the risks associated with catastrophic events or hazardous health exposures in the following areas (choose one option):

a) Underground mining (coal or metalliferous)
b) Major chemical hazard facilities
c) Refineries, oil and gas production (note speak to Professor Quinlan if you are considering offshore oil rigs).
d) Air, maritime or road transport
e) The risk to health (such as occupational violence; exposure to hazardous substances (eg needle stick events); or ergonomic risks (eg slips, trips or manual handling) in an industry like healthcare

Specifically you have been asked to review investigations into five serious incidents in the same industry or other relevant data/information to identify if and why there was a failure to manage risk. Were there any common causes in the event/incidents? What criteria should be used with regard to assessing and managing risk in future operations (including the KPIs to be used in deciding whether to invest in or insure a particular project if you have been engaged by an insurer/merchant bank or, alternatively, what criteria best safeguard workers and the? Are there any relevant trends in regulatory oversight?

The grading criteria are:
- Clear identification of the Project – type of client and event
- Clearly set out of the issues
- Use of relevant research and explanatory literature for the Report
- Quality of the description and analysis of the Report using relevant literature
- Appropriate structure and presentation of the Report (see questions/issues above)
- Quality of the argument and independent evaluation
- Quality of the written communication – clear, concise and incisive writing is a valuable skill, and referencing is appropriate, consistent and accurate
4.3. Assessment Format

As indicated for the assessment items above.

4.4. Assignment Submission Procedure

You are responsible for the correct and timely submission of assessment items. Assignments may be submitted prior to the due date, but must be clearly identified, using the Assignment Coversheet (see below). You must submit written assessment items by the following procedures:

- Upload to the Moodle course site through Turnitin

AND

- to the lecturer at Seminar classes but not at lectures. This minimises the possibility of confusion in tracking assignments

or

- deposit the assignment in the Assignment Box of the School of Management, Foyer Level 5 West Wing in the UNSW Business School Building.

Written assignments are due at the close of business (5 pm) on the day/date of the Week specified above in the relevant section of the Assessment above.

No late submission is permitted – see sec.4.5.

All assignments – which ever procedure is chosen – must have a School of Management Assignment Cover Sheet (there is one for individual and group assignments).

4.5. Late Submission

Late submission, that is, assignments submitted after the due date, will not be accepted without penalty.

If you experience any difficulties prior to the submission of any assignment, you must contact, the LIC prior to the formal date of submission. Any difficulties that are covered by the UNSW and Business School Special Consideration policy, will be handled under the procedures required by the policies.

The penalty for unauthorised late submission shall be:

a) five (5%) percent per working day of the gross mark

b) no paper will be accepted after the elapse of ten (10) working days from the due date for the relevant assignment.

To avoid late penalties, note the dates of due work in your Diary, start thinking about assignments early, and plan your work for the session.

Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.
5. COURSE RESOURCES

A text to purchase is:


In addition: Students may wish to obtain a copy, or sections from the following texts

Quinlan, M. (2014) Ten Pathways to Death and Disaster: Learning from Fatal Incidents in Mines and Other High Hazard Workplaces, Federation Press, Sydney (this book is especially useful with regard to the major project but includes other issues covered in the subject).


Other readings will be available on the course Moodle site. The course reading is set out in the lecture and seminar program.

Further material – lecture material, readings, and other resources – will be available on the Moodle site for this course.

6. COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. In this course, we will seek your feedback through [e.g. end of semester CATEI evaluations, and other feedback]....

Feedback from MGMT6004 students resulted in amendments to assessment - minor amendments to the criteria, and some course content on people perspective and management systems. Change of some readings. Further feedback will be sought to inform staff should changes be required to improve the course in future semesters.

7. ATTENDANCE

Your regular, punctual and full attendance at lectures, seminars and tutorials is expected in this course. University policy and specific regulations indicate that if students attend less than eighty per cent (80%) of scheduled classes they may be refused final assessment.
## 8. COURSE SCHEDULE

### Table 3: Summary - Lecture, Seminar Program and Assessment Dates S1 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Date (classes – Wed)</th>
<th>Lecture Topic</th>
<th>Seminar Topic</th>
<th>Other activities/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 March</td>
<td>Introduction</td>
<td>No seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frameworks and Approaches to Risk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8 March</td>
<td>Frameworks and Approaches to Risk and Regulation</td>
<td>Introduction, and Frameworks and Approaches to Risk</td>
<td>Groups, Presentations, Initial Allocation</td>
</tr>
<tr>
<td>3</td>
<td>15 March</td>
<td>Information Sources of Risks at Work: Their Use and Misuse</td>
<td>Frameworks and Approaches to Risk and Regulation</td>
<td>Seminar questions/presentations</td>
</tr>
<tr>
<td>4</td>
<td>22 March</td>
<td>The Regulation of Hazards at Work and Risk Based Regulation</td>
<td>Information Sources of Risks at Work: Their Use and Misuse</td>
<td>Seminar questions/presentations</td>
</tr>
<tr>
<td></td>
<td>25 March to 3 April</td>
<td>Break Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5 April</td>
<td>The Safety Case Regime and Regulating High Hazard Workplaces</td>
<td>The Regulation of Hazards at Work and the Emergence of Risk Based Regulation</td>
<td>Seminar questions/presentations</td>
</tr>
<tr>
<td>6</td>
<td>12 April</td>
<td>OHS Management and Risk: Systematic or Systems?</td>
<td>The Safety Case Regime and Regulating High Hazard Workplaces</td>
<td>Seminar questions/presentations</td>
</tr>
<tr>
<td>7</td>
<td>19 April</td>
<td>Submission of Project Monitoring Sheet (see Appendix 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>26 April</td>
<td>Learning Lessons from Major Disasters</td>
<td>OHS Management and Risk: Systematic or Systems?</td>
<td>Seminar questions/presentations</td>
</tr>
<tr>
<td>9</td>
<td>3 May</td>
<td>Pervasive Risks at Work: Ergonomic hazards/musculoskeletal injuries and Hours of Work</td>
<td>Learning Lessons from Major Disasters</td>
<td>Seminar questions/presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Essay DUE 3 May</td>
</tr>
<tr>
<td>10</td>
<td>10 May</td>
<td>Insidious Hazards at Work: Disease and Exposure to Hazardous Substances/ Carcinogens</td>
<td>Pervasive Risks at Work: Ergonomic hazards/musculoskeletal injuries and Hours of Work</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic and Activity</td>
<td>Attendance Details</td>
<td></td>
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<tr>
<td>------</td>
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<td>------------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>17 May</td>
<td>Insidious Hazards at Work: Work-related Stress and Psychosocial Hazards</td>
<td>Seminar questions/presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Insidious Hazards at Work: Disease and Exposure to Hazardous Substances/Carcinogens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>24 May</td>
<td>Emerging Risks at Work: Changes to Work Organisation and Workforce Demographics</td>
<td>Seminar questions/presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Insidious Hazards at Work: Work-related Stress and Psychosocial Hazards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>31 May</td>
<td>No lecture</td>
<td>Seminar questions/presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emerging Risks at Work: Changes to Work Organisation and Workforce Demographics</td>
<td>Group Report DUE 31 May</td>
<td></td>
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<tr>
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</tr>
</tbody>
</table>
8.1 LECTURE AND SEMINAR OUTLINE AND READINGS

Note: Dates for each Week are clearly listed in Table 3 above

Week 1:

Introduction and Frameworks of Approaching Risk I

This lecture outlines the course, structure, content and requirements for assessment. The lecture also outlines the social and cultural basis of concerns over risk. Central issues of framing the understanding and examination of risk are reviewed in social context. Disciplinary approaches to risk in the research literature are outlined, and patterns of risk perceptions and behaviour. While there is some focus on accidents and safety in regard to the understanding and responses to risk, parallels are drawn in other areas of society.

Readings


Lupton, Debra Risk New York: Routledge chapter 2 ‘Theorizing Risk’


Questions for Discussion

1. Why do you think ‘risk’ has become so important in modern society with more resources devoted to mitigating risk?
2. What approaches to understanding risk have been developed in the literature?
3. How do people perceive risk and why?

Week 2:

Frameworks of Approaching Risk and Regulation

This lecture examines the social, organisation and regulation frameworks in which risk is understood. Some examples of different perspectives on the role of these features of risk and risk management are provided.

Readings

Questions for Discussion

1. Critically assess the features of 'people'-based and 'system'-based causes of accidents.
2. What causes financial accidents, what role do institution and organisations play?
3. Critically discuss what the best regulation may mean?

Week 3

Information Sources of Risks at Work: Their Use and Misuse

After briefly identifying the array of health and safety hazards associated with work this lecture will examine different sources of information of the incidence and impact of these hazards. It will critically assess the strengths and weaknesses of particular data sets (such as workers’ compensation statistics) which in turn informs how such information can be used and where is application would amount to misuse. The problematic nature of data in relation to particular hazards and more generally is identified, as well as strategies for dealing with this, and other information sources that should be considered when making risk based assessments of hazards at work.

Readings


Matthews, L. Bohle, P. Quinlan, M. & Rawling Way, O. (2011), Traumatic Work-Related Deaths in the Construction Industry: Experiences of Victims’ Families. University of Sydney (note: two journal articles based on this report have been accepted but have not appeared as yet).

Questions for Discussion

1. Assess the strengths and weaknesses of two different sources of data on the extent of occupational injury, illness and disease.
2. What are the social and human costs of death at work? Can these be measured for the purposes of risk assessment?

Week 4

The Regulation of Hazards at Work and Risk Based Regulation

This lecture provides an overview of how various bodies of law regulate hazards at work and traces the emergence of risk-based regulation in Europe, Australasia and elsewhere. The reasons for this shift and key features of this legislation are described (such as general duty provisions, participative mechanisms and enforcement) as well as on-going debates about the respective roles of performance, process and prescriptive standards.

Readings


Gadd, S., Keeley, D. & Balmforth, H., (2003), Good practice and pitfalls in risk assessment, prepared by the Health and Safety Laboratory for the Health and Safety Executive, Sheffield, UK.

Questions for Discussion

1. Who are the duty-holders under work health and safety legislation in Australia, the UK, and Canada? What is the role of risk assessment in meeting the general duty provisions of this legislation?
2. What are the specification standards, process standards and performance standards? Should specification standards be abandoned altogether?

Week 5

The Safety Case Regime and Regulating High Hazard Workplaces

This lecture examines the more stringent regulatory regimes that have been imposed on major hazard facilities, most notably the safety case regime (SCR), which followed serious incidents in Seveso Italy and elsewhere. The lecture also examines the more stringent regulatory requirements that commonly pertain to mining and other high hazard work environments. Comparisons are also made between countries and with regard to generic OHS legislation.

Readings (see also readings on Moodle)


**Questions for Discussion**

1. How do laws regulating high hazard workplaces (like mines, off-shore oil rigs and major hazard facilities) differ from general OHS legislation? What do such differences indicate about the nature of risk in such undertakings?

2. Critically assess the value of imposing a safety case regime (CSR) on high hazard workplaces (including major hazard facilities). Illustrate your answer where possible.

---

**Week 6**

**OHS Management and Risk: Systematic or Systems?**

This lecture will critically assess OHS management systems and particular elements of them for managing risk at work. The essential components of such systems will be identified along with common flaws. The lecture will also highlight the lessons that can be learned from systems failures.

**Readings**


Quinlan, M. (2009), *Report on OHS management at the Beaconsfield Joint Venture Gold Mine, Tasmania up to and including the time of the rock fall incident at the 925 level of the mine that occurred around 9.23pm, resulting in the death of Larry Paul Knight and the entrapment of Todd Andrew Russell and Brant George Webb* (expert report prepared for Greg Melick SC, Independent Investigator appointed by the Tasmanian Government), 30 August 2007.
Questions for Discussion

1. What is the role of risk assessment in an OHS management system? Identify the different types of hazards that systems need to address?
2. When safety management systems fail it is due to poor design, poor implementation or both. Discuss this statement, referring to actual incidents to illustrate your points.

Week 7

Group Report project monitoring and discussion

Week 8

Learning Lessons from Major Disasters

This lecture will consider the lessons that can be learned about assessing and managing the risk associated with major hazards by examining both the critical literature and a series of catastrophic events in mining, oil rigs and at major hazard facilities. Are there ‘pattern’ causes, can these be identified prior to an event and what interventions are required to minimize the risk of such events?

Readings
(Note: As these are books you only need to select two from those listed unless you are doing a presentation).


Questions for Discussion

1. Explain how failures in risk assessment and monitoring/ auditing contributed to two major workplace disasters. As an external auditor what lessons would you draw from this in terms of your own role?
2. Why is the failure to learn from serious incidents such an enduring problem?
Week 9

**Pervasive Risks at Work: Ergonomic hazards/musculoskeletal injuries and Hours of Work**

This lecture examines two of the most commonly OHS encountered injuries in workplaces, namely those arising from what might be broadly termed ergonomic hazards and hours of work. Focusing on musculoskeletal injuries and shiftwork respectively, it will assess the risks to health and the value of particular interventions in managing these risks.

**Injury Risk Readings**


**Questions for discussion**

1. As a risk assessor you have been asked to review the ergonomic program of a large retailer. What factors would you consider in evaluating how well the retailer is managing its risks?
2. Why has the identification, recognition, treatment and minimisation of musculoskeletal injuries often proved to be contentious historically?

**Hours of Work Readings**


Questions for discussion

1. As a risk assessor what proposed changes to working hour arrangements at a client would require consideration in terms of their potential impact on the health, safety and wellbeing of the workforce?
2. Assess the statement that ‘long or irregular working hours are not a problem so long as fatigue is managed.’

Week 10

**Insidious Hazards at Work: Disease and Exposure to Hazardous Substances/Carcinogens**

This lecture will examine the risk of work-related disease with particular reference to knowledge of and regulatory responses to hazardous/carcinogens at work.

**Readings**


Questions for Discussion

1. Is it possible to address bullying, harassment, stress or health damaging behaviour at work without examining their underlying causes? Illustrate your answer.
2. Why are the risks associated with hazardous substances difficult to assess? Would you advise a client to ‘wait til the evidence is clear’ or take earlier measures if they can to minimise exposure to substances suspected to be harmful?
**Week 11**

**Insidious Hazards at Work: Work-related Stress and Psycho-social Hazards**

This lecture will examine evidence on work-related stress and psychosocial risks such as bullying and harassment and regulatory responses to this.

**Readings**

(Note: this topic has a large diffuse literature. Priority readings are asterisked but students should also select from those most relevant to their interest or presentation)


### Questions for Discussion

1. Is it possible to address psychosocial risks at work without examining their underlying causes? Illustrate your answer.
2. Why is bullying and harassment attracting so much media attention of late? Is this likely to affect the assessment of such risks and if so how?

## Week 12

**Emerging Risks at Work: Changes to Work Organisation and Workforce Demographics**

### Changes to Work Organisation Readings

(Note: priority readings are asterisked but students should also select two others from those most relevant to their interest or more if they are doing a presentation)


**Gender references (note there is overlap with ethnicity)**
(Note: priority readings are asterisked but students should also select two others from those most relevant to their interest or more if they are doing a presentation)

*Quinlan, Bohle and Lamm, (2010) check index for sections relating to immigrants, age and women (especially chapters 1,3 & 5 but also chapters on regulation)


**Ethnicity references**
(Priority readings are asterisked but students should also select two others from those most relevant to their interest or more if they are doing a presentation)


**Age and OHS references**
(Note: priority readings are asterisked but students should also select two others from those most relevant to their interest or more if they are doing a presentation)

Quinlan, Bohle and Lamm, check index for sections relating to young workers, older workers, ageing and OHS (especially chapters 1,3 & 5 but also chapters on regulation)


**Questions for discussion**

1. You have been asked to audit two organisations in the same industry (manufacturing). One has recently changed strategy to make considerable use of outsourcing, subcontracting and temporary agency workers. The other organisation has, while making some use of contractors, largely retained a permanent workforce, many with long periods of tenure. As a risk assessor what issues would you need to consider on account of these differences?

2. Compare and contrast the differences in OHS risks associated with young workers (aged 16-25 years) and older workers (aged 55-70 years).

3. How can gender affect the nature and incidence of OHS problems at work? Illustrate your answer.
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

9. PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge:</strong> Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</td>
</tr>
<tr>
<td>You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td><strong>2. Critical thinking and problem solving:</strong> Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.</td>
</tr>
<tr>
<td>You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
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<tr>
<td><strong>3. Communication:</strong> Our graduates will be effective communicators in professional contexts.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
</tr>
<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td><strong>4. Teamwork:</strong> Our graduates will be effective team participants.</td>
</tr>
<tr>
<td>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
</tbody>
</table>
5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.
You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and/or management practice.

10. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz:
https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see:
https://student.unsw.edu.au/harvard-referencing

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see:

11. STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students ‘Managing your Program’ webpages: https://student.unsw.edu.au/program.

11.1. Workload
It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.
We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc

11.2. Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

11.3. General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct

11.4. Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

11.5. Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

12. SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General information on special consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.

3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), **not** by tutors.

5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.

6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

### 13. STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
  
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)

  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**

  For online help using Moodle, go to: [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support).

  For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre**: Provides technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html) Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services**

  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.

- **Student Equity & Disabilities Unit**
  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)

  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au
APPENDIX 1

MGMT6004  PEOPLE, ORGANISATION AND RISK

Individual Assessment – PRESENTATION

Family Name: ___________________________ Given Name: ___________________________

Student Number: ___________________________

Seminar Time: ___________________________

PRESENTATION (20%)

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<th>VGood</th>
<th>Ex</th>
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<tr>
<td>Relevance to the topic &amp; readings</td>
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<td>Evidence of wider research</td>
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<td>Degree to which discussion is directed &amp; provoked</td>
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<td>Quality of structure &amp; delivery</td>
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<td>Conceptual clarity/understanding and critical analysis</td>
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COMMENTS________________________________________________________
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MARK______
Appendix 2  
MGMT6004  **PEOPLE, ORGANISATION AND RISK**
Assessment Item: Group Report (3,500 words)

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>Business Graduate Attributes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Group Report</td>
<td>40%</td>
<td>1, 2, 3, 4, 5</td>
<td>1,3,4,5</td>
<td>3500 words</td>
<td>Week 13, 30 Oct</td>
</tr>
</tbody>
</table>

Project Monitoring:  
Group Number: Thurs 4pm # _____  Thurs 7:30pm # _____

**Group Members**

<table>
<thead>
<tr>
<th>Family Name and Given Name</th>
<th>Student Number/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
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<tr>
<td>Name</td>
<td></td>
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</tbody>
</table>

**Group Report**

Agreed (Proposed or Tentative) Title of Report Topic:

The Group Report case to be investigated: (max 30 words)

A short outline (150 words)

**Team Meetings**

How Many meetings have you conducted?  
Number: __________

**Team Dynamics**

Do you have any problems with the team or other team members?  
Yes [ ] No [ ] Some [ ]

If yes or some:  
Details (if applicable)

1. Arranging meetings/times to meet
2. Lack of attendance at meetings
3. Deciding allocation of tasks
4. Follow through or completion of tasks
5. Interpersonal issues
<table>
<thead>
<tr>
<th>6. Uncomfortable or inappropriate behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Other issues</td>
</tr>
</tbody>
</table>