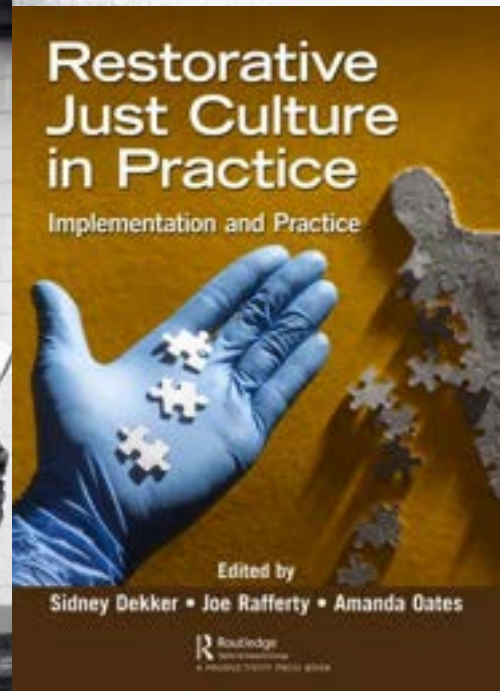
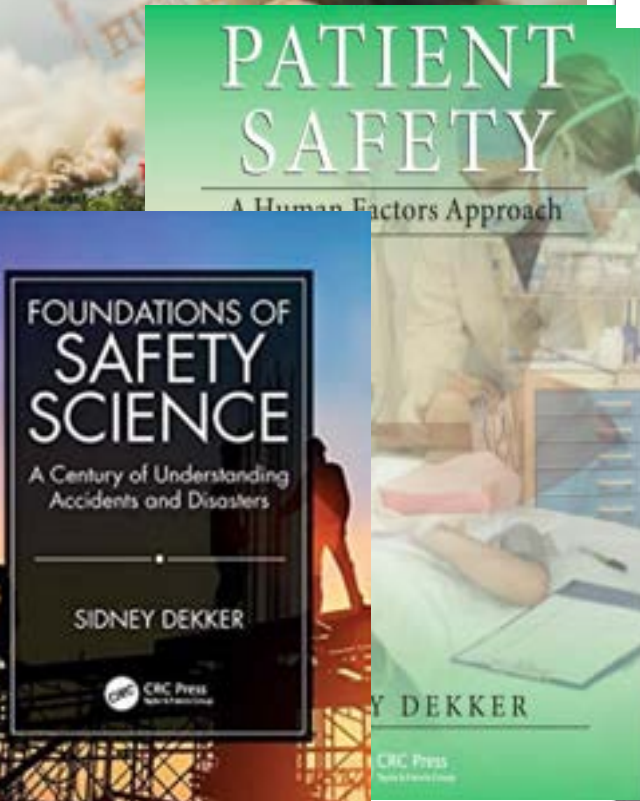
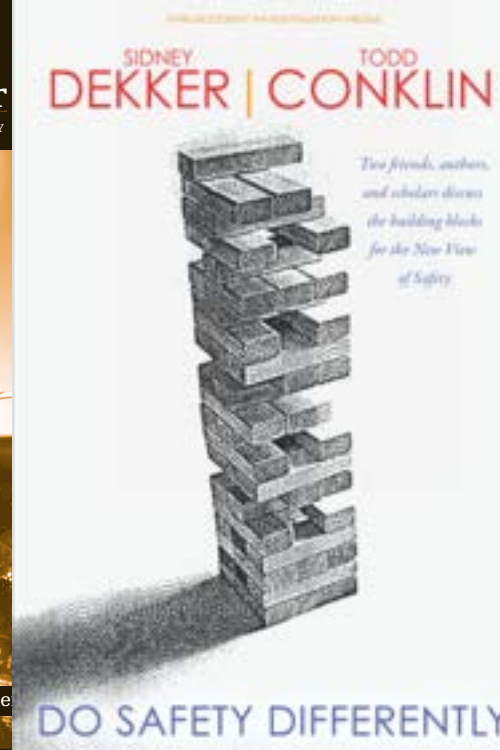
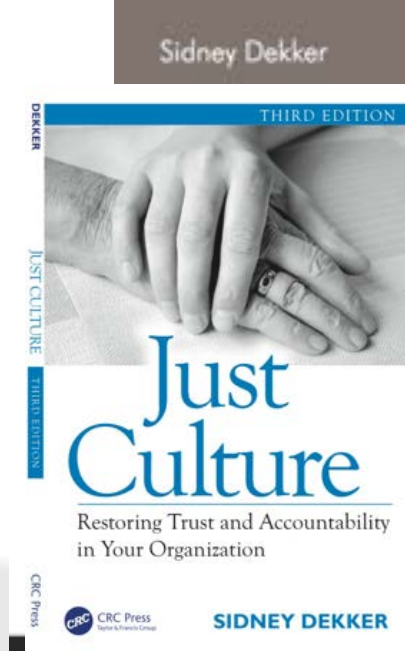
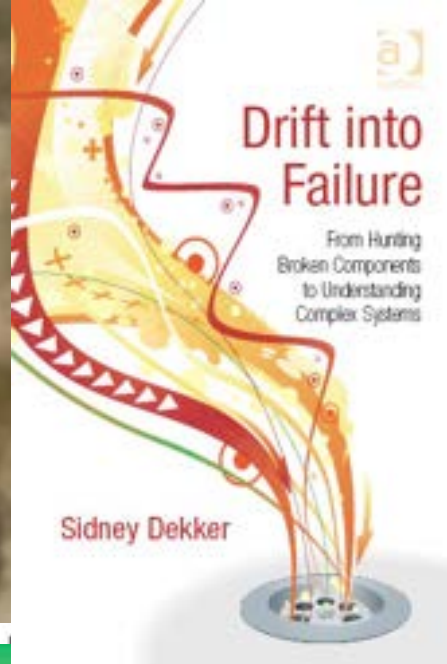
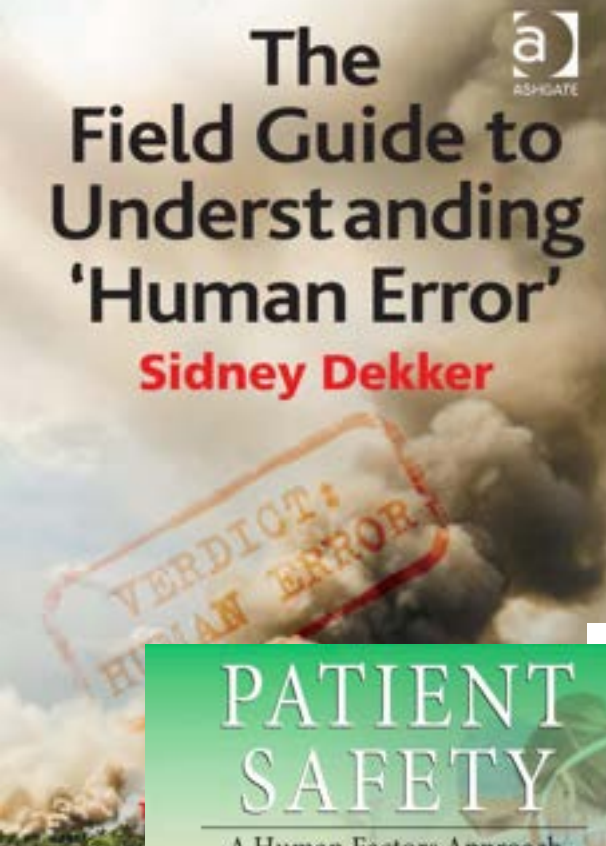


HFN 25 år

Prof. Sidney Dekker







Ex-Officer Who Held George Floyd's Legs Sentenced to 30 Months in Prison

Thomas Lane, 39, helped to hold Mr. Floyd down while another officer fatally knelt on his neck. He was the only officer to suggest they should roll Mr. Floyd on his side so he could breathe.



Give this article



Old view

System is basically safe

‘Human error’ is major cause

Fix, fire, restrict human

People need to try harder,
care more

HFN's contribution

*Systems are not inherently safe:
people need to create safety*

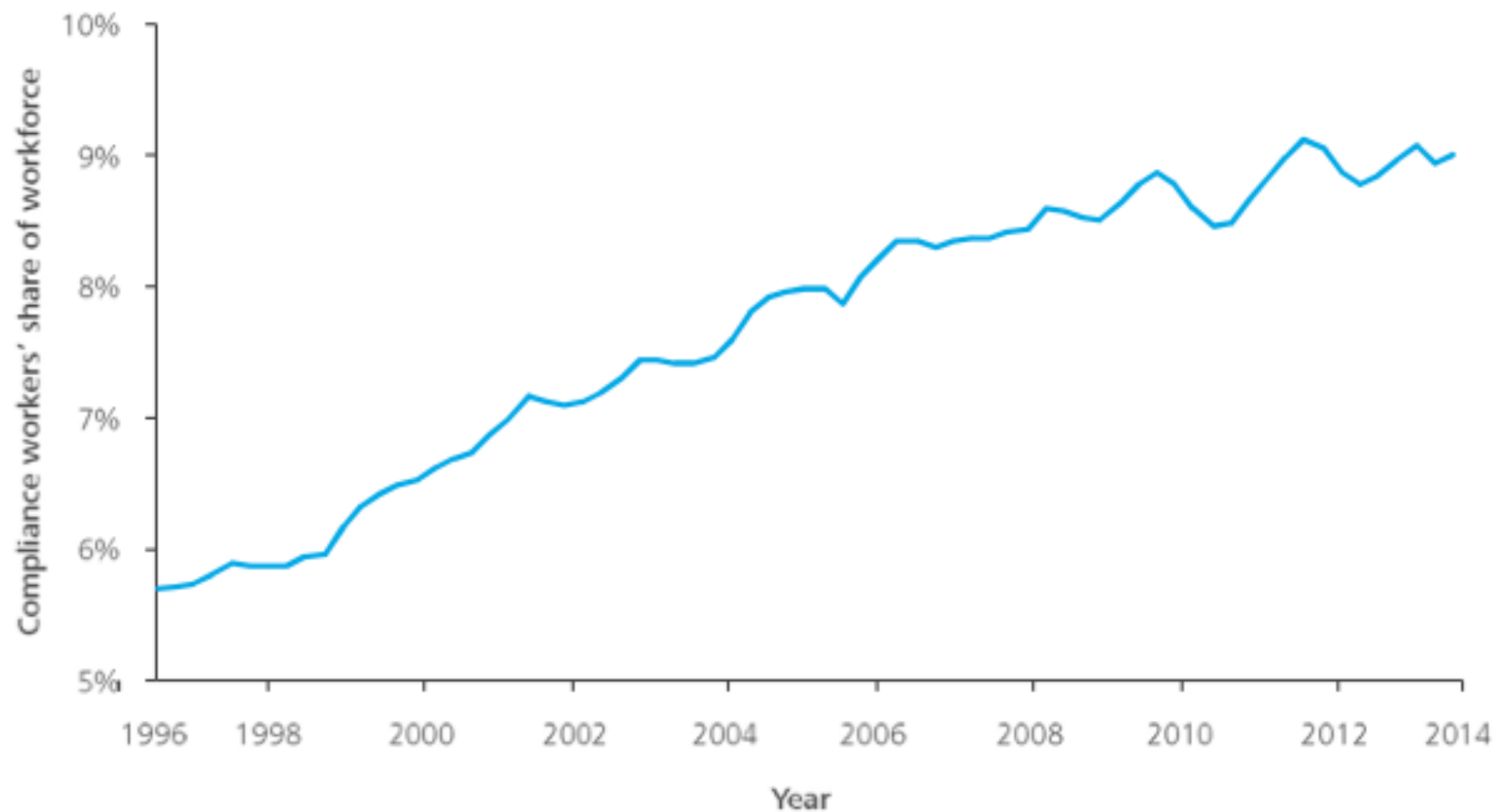
*‘Human error’ is consequence of
trouble deeper inside system*

*Understand and leverage human
capacities in complex systems*

Challenges

1. *Safety clutter and bureaucracy, asymptote in progress*
2. *Lack of good safety measures*
3. *Blame and risk secrecy*

Chart 9: The rise and rise of Australia's compliance culture – and workers



Source: Australian Bureau of Statistics

Safety level



10^{-1}



10^{-3}

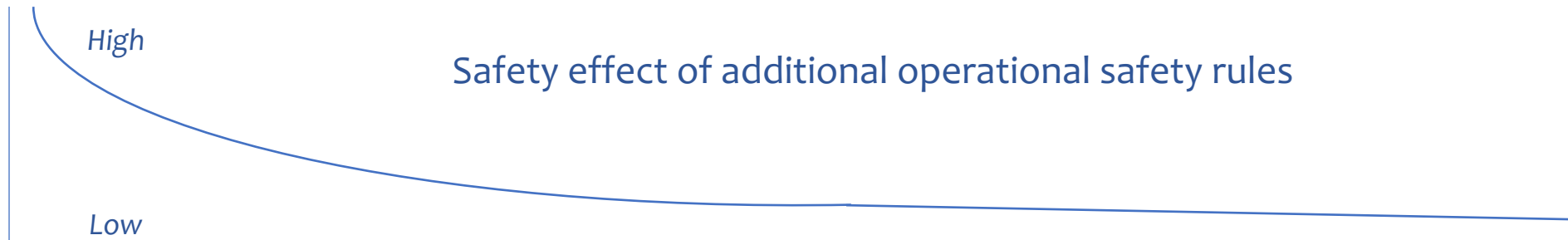


10^{-5}



10^{-7}

Amalberti, 2001



How many policies
for a ward nurse to
follow every day?



Professor Jeffrey Braithwaite, PhD
Centre for Clinical Governance Research
Australian Institute of Health Innovation



How many policies
for a ward nurse to
follow every day?

600



Professor Jeffrey Braithwaite, PhD
Centre for Clinical Governance Research
Australian Institute of Health Innovation



How many policies
for a ward nurse to
follow every day?

600

And how many can
the nurse recite back
to you?



Professor Jeffrey Braithwaite, PhD
Centre for Clinical Governance Research
Australian Institute of Health Innovation



How many policies
for a ward nurse to
follow every day?

600

And how many can
the nurse recite back
to you?

Between 2 and 3



How many years of reading all rules and guidelines for US anesthesiologist?



SECTIONS ▾ EDUCATION ▾ BUYER'S GUIDE MULTIMEDIA MEETINGS CLASSIFIEDS SUBS

Commentary

MARCH 3, 2017

Glut of Anesthesia Guidelines a Disservice, Except for Lawyers

By Robert E. Johnstone, MD



Anesthesia practice guidelines are out of control—too many to adopt, too anecdotal to accept and too political to take seriously! Every society seems to issue them now, in order to announce their existence, promote their brand or troll for members. I would ignore most of them, but unfortunately lawyers use society guidelines as standards of practice for malpractice suits, to evidence actionable breaches. I might try to follow them.

How many years of
reading all rules and
guidelines for US
anesthetist?

2,000 years

Commentary

MARCH 3, 2017

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Anesthesia practice guidelines are out of control—too many to adopt, too anecdotal to accept and too political to take seriously! Every society seems to issue them now, in order to announce their existence, promote their brand or troll for members. I would ignore most of them, but unfortunately lawyers use society guidelines as standards of practice for malpractice suits, to evidence actionable breaches. I might try to follow them.

More safety bureaucracy

40% from government

60% self-inflicted

Deloitte.

Building the Lucky Country
Business imperatives for a prosperous Australia

#4

Get out of
your own way
Unleashing
productivity

THE BUSINESS, MANAGEMENT
AND SAFETY EFFECTS OF
NEOLIBERALISM



Compliance Capitalism

How Free Markets Have Led to
Unfree, Overregulated Workers

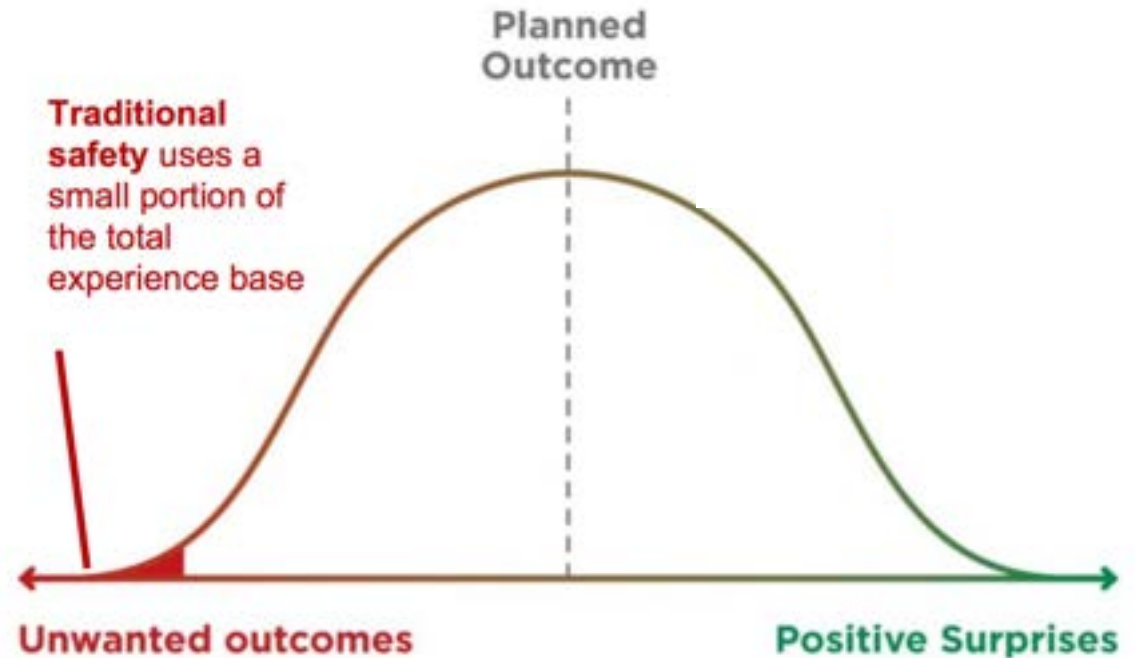


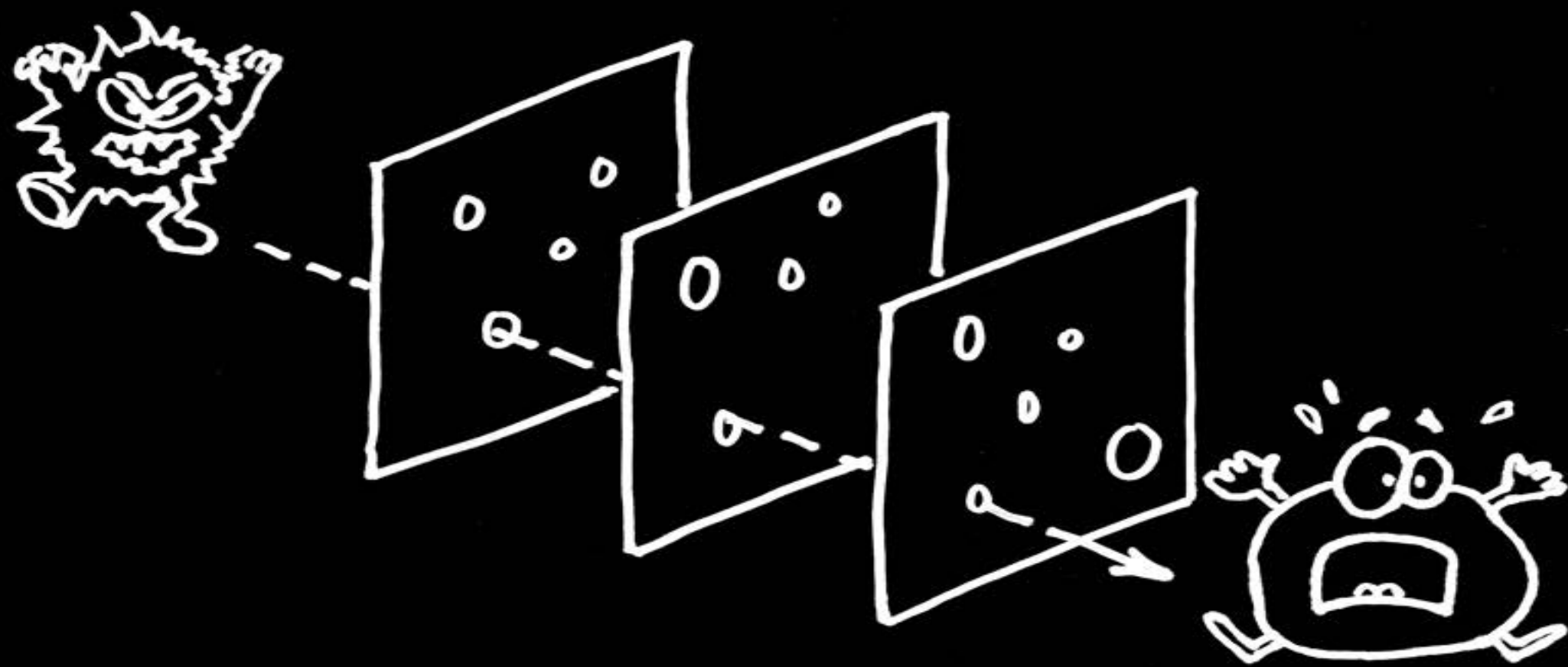
SIDNEY DEKKER

Safety traditionally

Absence of negative events

Stopping things from going wrong





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Spanish prostitutes ordered to wear reflective vests for their own safety

Prostitutes working on the street outside a town northern Spain have been ordered to wear reflective vests to make them visible to passing traffic and reduce the risk of accidents.

 17K  939  6  17  18K  Email



Prostitutes wearing high visibility vests in Els Alamos Photo: REX

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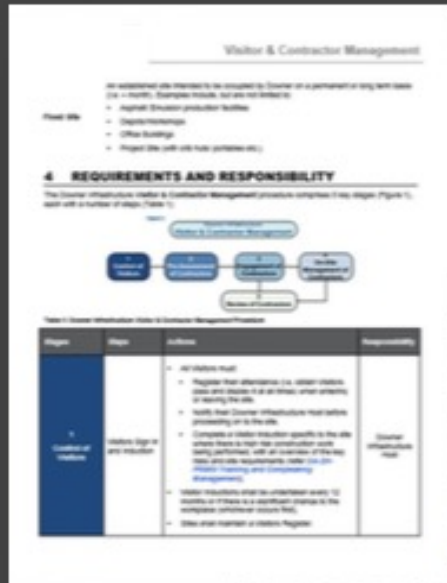
[The best way to transfer money overseas](#)

In Spain





work as imagined



- what managers think should happen
- ordered - without surprise
- everything runs by the book

work as done



VS

- what actually happens
- messy - lots of variation, adaptive
- driven by operational demands and needs, not procedures





Don't ask

Why are you violating

Who is responsible for this

What should the consequences be

Do ask

Help me understand why makes more sense this way

What is responsible for putting you in this position

What is the stupidest thing we're asking you to comply with



⚠ WARNING ⚠

TO AVOID
SERIOUS INJURY



**DON'T TELL ME HOW
TO DO MY JOB**



Saddleback Fire Learning Review



CONTENTS:
Introduction
Purpose of the Learning Review
Field Perspective
• Typical Mission Flow
• Saddleback Fire Narrative
• Organizational Narrative
Synthesis, Analysis and Sensemaking
• Key Concepts and Techniques
• Building Context
• Analysis
• Sensemaking Discussion
Using this Information to Learn
• Margin of Maneuver
• Hazard Tree Awareness
• Proposed IWI Study
• Organizational Learning
Glossary of Terms
List of Appendices
Supporting Information

"The greatest obstacle to discovery is not ignorance – it is the illusion of knowledge."

Daniel J. Boorstin

Proceedings of the 53rd ESReDA Seminar, Ispra, Italy, 14 – 15 November 2017
European Commission Joint Research Centre

The Learning Review: Adding to the accident investigation toolbox

Ivan Pupulidy
US Forest Service, Innovation and Organizational Learning

Crista Vesel
Dynamic Inquiry LLC

Abstract

Accident investigation techniques have remained essentially the same for many decades, yet the recognition that complexity is increasing in most organizations demands an added form of inquiry. The Learning Review, first adopted by the U.S. Forest Service, explores the human contribution to accidents, safety, and normal work. It is specifically designed to facilitate the understanding of the factors and conditions that influence human actions and decisions by encouraging individual and group sensemaking at all levels of the organization. The Learning Review introduces the need to create a narrative inclusive of multiple perspectives from which a network of influences map can be created. This map depicts the factors that influence behaviors and can aid the organizational leadership to effect meaningful changes to the conditions while simultaneously helping field personnel to understand and manage system pressures.



Debriefing Facilitation Guide

Leading through adversity to learn from accidents
Authors: John Higgins, Morgan Evans, Sarah Thompson

Etsy

Guidelines for successful Learning Teams

Contact

What is a learning team and why are they useful?

Learning teams bring together a group of people who were involved in a safety incident, or who might have useful information about it, to learn and improve – both when things have gone well or when things have gone wrong.

They're useful in a number of ways:

1 Preparation

Hold the learning team as soon as practical after the incident, avoid an activity (other information and memory to add facts).

2 Prepare a good facilitator

The facilitator has to be someone who is not involved in the incident, who can remain good and objective and who can help the team to learn.

3 Hold a debrief

Use a structured approach to the debrief, an approach that will help the team to learn from the incident and to improve their performance.

After the debrief, the facilitator should ensure that the team has a clear understanding of the next steps and that the team is motivated to take action.

Consider the impact of the debrief on the team and on the organization. The debrief should be a positive experience for the team and for the organization.



A manual for

LEARNING REVIEWS

June 2021



Dr. Sidney Dekker
sidneydekker.com

1 in 13



In 1 that went wrong

Workarounds

Shortcuts

Violations

Guidelines not followed

Errors, miscalculations

Unfindable people or tools

Unreliable instruments

User-unfriendly technologies

Organizational frustrations

Supervisory obstacles

In 12 that went well

Workarounds

Shortcuts

Violations

Guidelines not followed

Errors, miscalculations

Unfindable people or tools

Unreliable instruments

User-unfriendly technologies

Organizational frustrations

Supervisory obstacles

Difference

Diversity of opinion/dissent

Keep discussion of risk live

Past success not taken as guarantee

Ability to say stop

Deference to expertise

Don't wait for inspections, audits

Break down departmental/hierarchical barriers

Pride of workmanship

Capacity index

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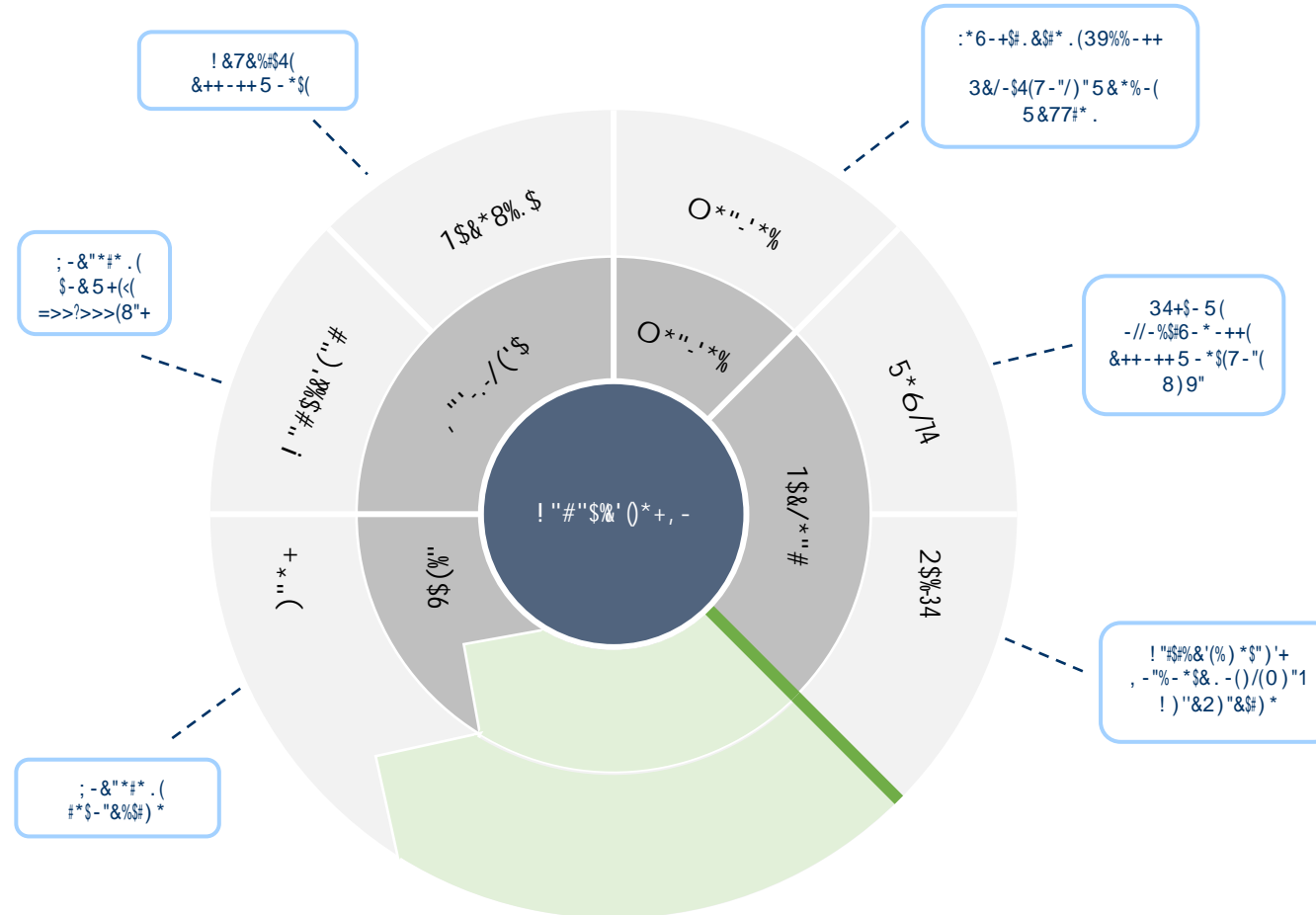
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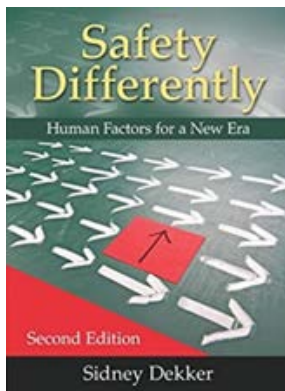
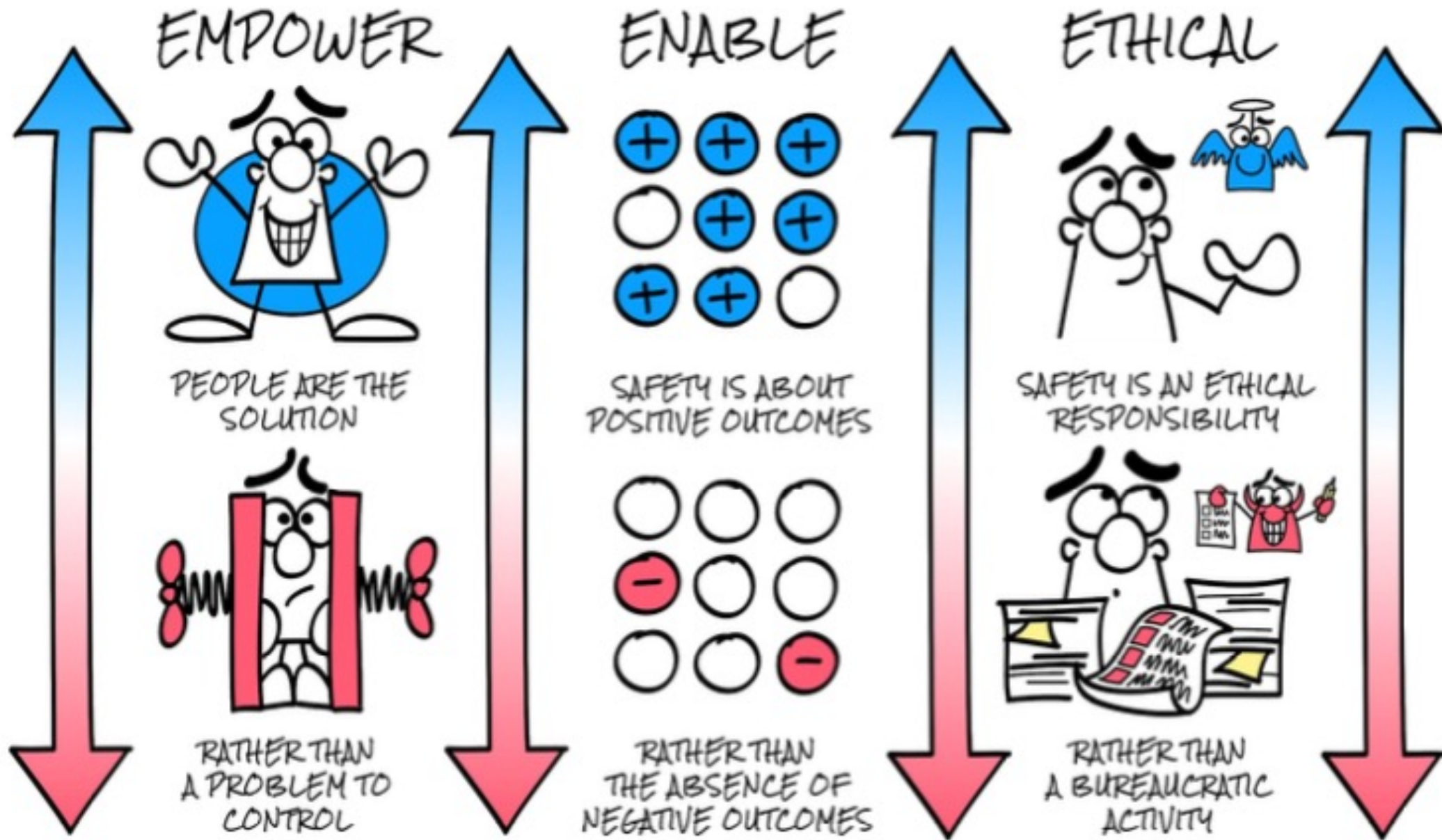
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When things go wrong...

What rule is broken

How bad is the breach

What should the consequences be



Retribution effects

Risk secrecy

Organizational learning disabilities

GLOBAL HEALTH POLICY

By Veronica Toffolutti and David Stuckler

A Culture Of Openness Is Associated With Lower Mortality Rates Among 137 English National Health Service Acute Trusts

ABSTRACT The English National Health Service (NHS) started to implement reforms in 2016 to create a culture of openness, transparency, and accountability across the entire hospital system. However, there is a debate among policy makers and researchers about whether and to what extent openness is related to significant improvements in health system performance or lower mortality rates. Drawing on data from 137 English acute trusts (or hospital systems) for the period 2012–14, we used multivariate regression models to test whether mortality rates, taken from the Summary Hospital-level Mortality Indicator, were lower in hospitals that had higher levels of openness among staff members, a measure derived from the NHS National Staff Survey. When we adjusted for hospital operating capacity, our results showed that a one-point increase in the standardized openness score was associated with a 6.48 percent reduction in hospital mortality rates. These findings have important policy implications: They offer empirical evidence to support further efforts to increase openness in the English hospital system, since doing so has improved health care quality.

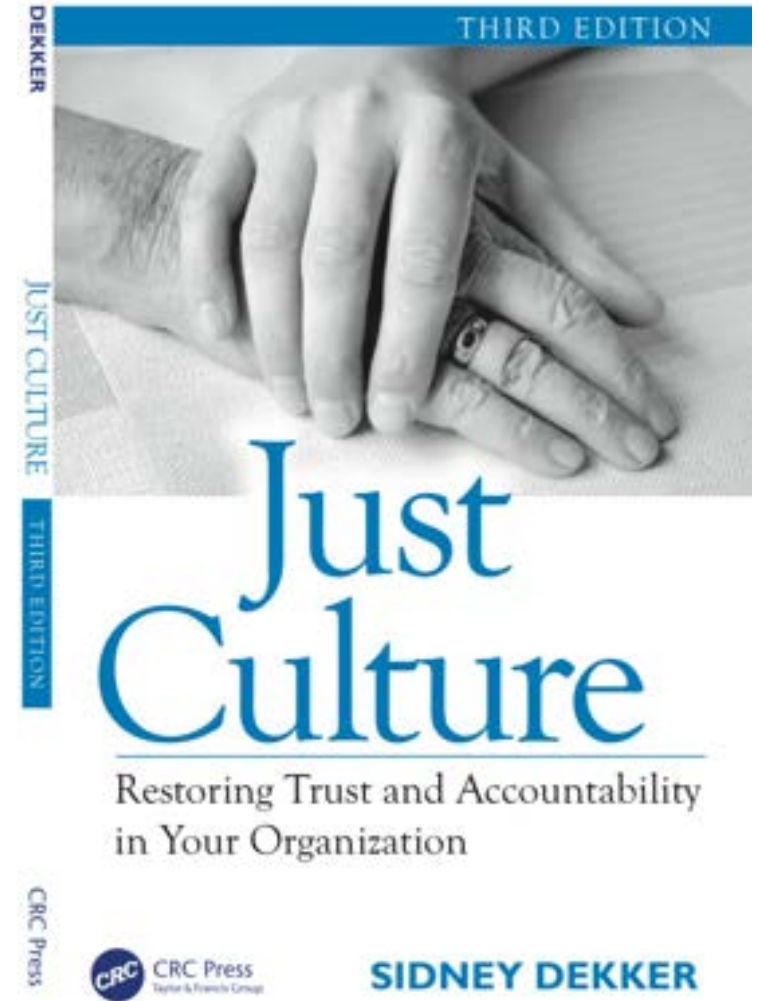
Restoration

Who is impacted

What are their needs

Whose obligation is it to meet those needs

And how do we involve the community



Accountability (retributive versus restorative)

You *pay* or *settle* an account

You *tell* an account

Who is responsible

What is responsible

Backward-looking accountability

Forward-looking accountability

Whom do we blame?

What do we need to set people up for success?

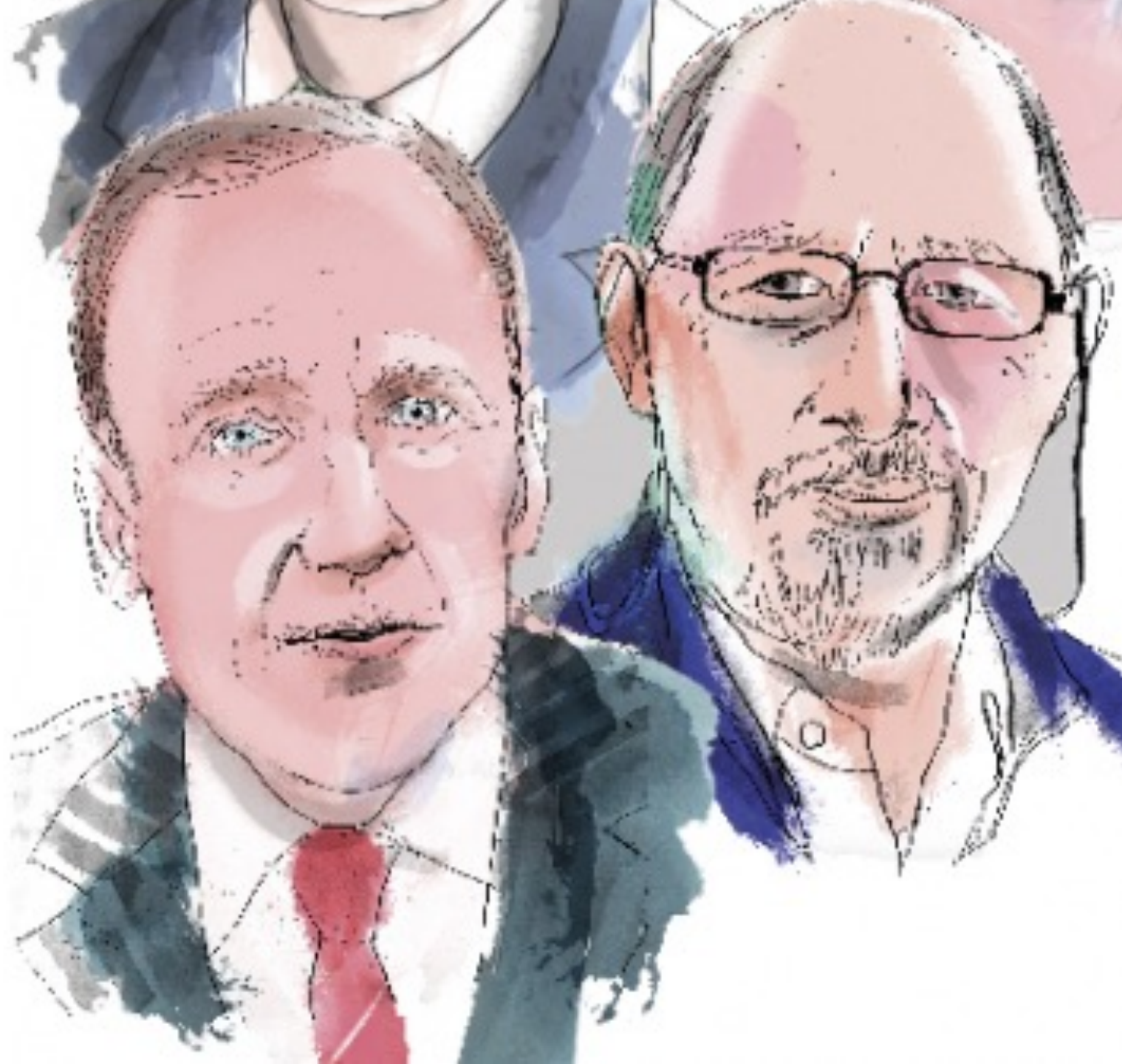


I was informed that there was
allegations made against me.

Människor och möten



















































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