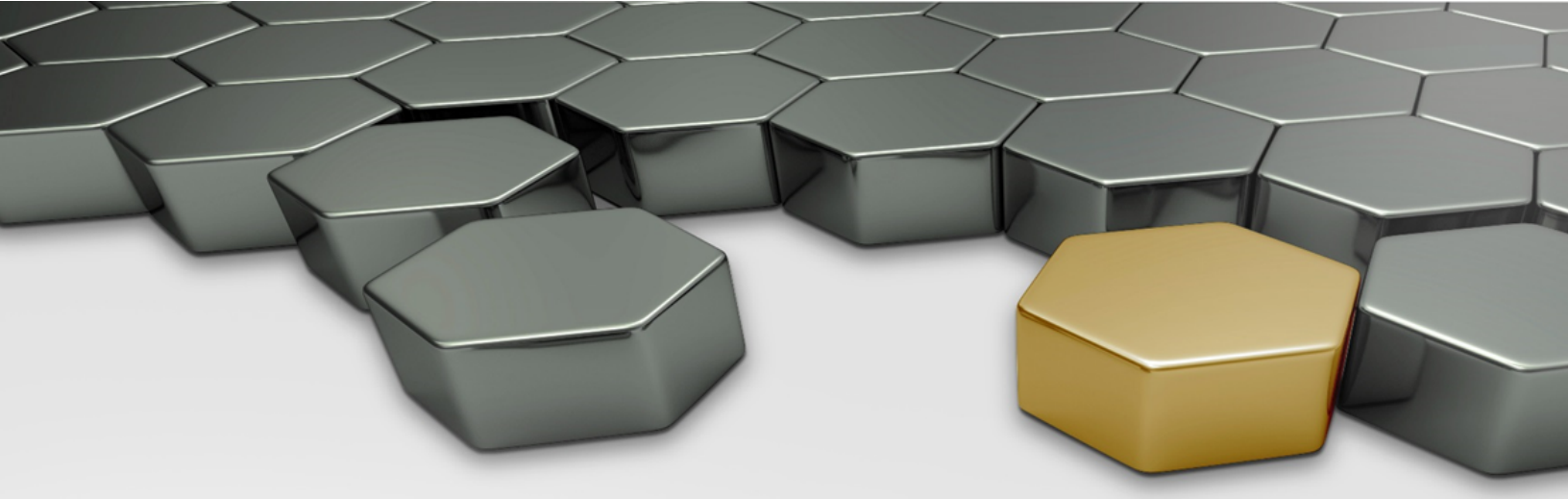




Collaborative Just Culture® Program

Sequence of Reliability

Training Program Syllabus



SG Collaborative Solutions, LLC™

Designed for Impact. Powered by Partnership.



Introduction

This document provides a syllabus for the Collaborative Just Culture® Program Qualification Cohort. This Cohort initiative is an online training program designed to help leaders and managers from various organizations develop a Collaborative Just Culture® Program (CJCP) that has structural elements in alignment to meet the standard for qualification and future certification.

Revision Date of Approval:

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Feedback

SG Collaborative Solutions values your feedback. Please provide general comments, along with any errors and omissions to: info@sg-collaborative.com



TABLE OF CONTENTS

PURPOSE OF THE SEQUENCE OF RELIABILITY® TRAINING PROGRAM	4
PARTICIPANTS.....	4
TIME COMMITMENT AND EXPECTATIONS	4
Opportunities for Review and Questions	5
REFERENCE MATERIALS AND PRE-SESSION ASSIGNMENTS	5
Video Courses (online modules).....	5
Principles of Reliability	5
Performance vs. Behavior	6
Using the Reliability Response Guide (Level 3)	6
Essential Supervisor Skills	6
Video Courses to Prepare for Role Qualification.....	6
Role Qualification – Fact Gatherer	6
Role Qualification – Process Facilitator.....	6
Written Materials	7
Reliability Response Guide (version 9.2 revised 08-31-23).....	7
Reliability Response Guide Manual (version 9.1, Aug. 2024)	7
Other Helpful Printed Materials.....	7
COURSE DESCRIPTION	8
SOR-01 Introduction to the Sequence of Reliability™.....	8
SOR-02 System Reliability and Common Biases.....	9
SOR-03 Performance vs. Behavior.....	10
SOR-04 Using the Reliability Response Guide	11
SOR-05 Probabilities of Risk and Justifiable Choices	12
SOR-06 Fact Gatherer and Process Facilitator Roles	13
SOR-07 Essential Supervisor Skills	14
SOR-08, SOR-09, SOR-10 Case Scenario Analysis – Practice	15



Purpose of the Sequence of Reliability® Training Program

This training program is designed to help leaders and managers from various organizations learn the **Sequence of Reliability®** to a level of proficiency that will be required in order to develop a qualified **Collaborative Just Culture® Program (CJCP)**.

The following syllabus provides course descriptions, learning objectives, assignments, and a schedule. However, ***please be aware that training sessions may deviate from this syllabus to provide the most up-to-date information, and if any schedule changes become necessary.***

Participants

This training program is intended for those who are primarily responsible for managing risk in their organization and/or preparing to become future members of a Reliability Management Team within a CJCP. These individuals are typically involved with Quality, Safety, Risk Management, and Human Resources departments. They may include clinical and non-clinical leaders, as well as others who must regularly analyze risk in the organization.

Time Commitment and Expectations

Participants should expect an intense study program where interactive online sessions shall be conducted by an SGCS partner about 1-2 times per week, 1-2 hours each. There may also be reading or online video assignments, and short quizzes to complete before each session (about 1-2 hours per week). This syllabus describes the learning objectives for each session.

Individuals should plan on dedicating sufficient time and attention to the coursework each week. Each training session builds upon previous lessons so learners must be committed to attending each online session. There is a large amount of material to cover, and it is vitally important for everyone to remain current with the curriculum.

Reviewing the material, discussing the methods and taxonomy, and practical applications are some of the best ways to retain what you learned.

- **Participants should turn cameras on** while attending online sessions (eating is allowed). This is very helpful for the learning/teaching process.
- **Please eliminate background noise** by muting your microphone when not speaking.
- **But, please unmute yourself and participate with questions and comments.** Questions verbalized in the session is more beneficial than items entered in the chat box.



Opportunities for Review and Questions

Many principles discussed in the learning sessions shall be reviewed (and often repeated) to help participants become familiar with CHRO methods and taxonomy more quickly. Participants should be aware that the more exposure to the material, the faster they will become proficient. Opportunities for review are intentionally built into this program because experience has shown repetition to be very helpful for participants to achieve the desired level of proficiency.

In addition, online sessions shall be recorded and available for review if needed. ***To be clear, watching a recorded session is not the same as participating in a live session and it is expected that participants will commit to attending all online sessions whenever possible.***

Additional time to further clarify issues or ask questions shall be made available. Scheduling specific dates and times of availability shall be discussed at the beginning of the training. Participants are encouraged to seek help early and whenever there is an area of confusion.

Reference Materials and Pre-Session Assignments

Much learning takes place beyond the online learning sessions and supervised course activities. Participants shall be provided with assignments to enhance their learning before each learning session. Assignments may include brief video modules to view in the LMS, short quizzes, and/or distributed reading material. Completing assignments before sessions enhances retention of the material discussed in the sessions. In fact, participants are encouraged to read all the material or watch all the video modules ahead of time and review them as needed. After you register for an account, you can access the video modules at any time, but the modules must be viewed in sequence the first time around. After you complete watching all the videos in a course, you will then be allowed to go back and select any specific module to review.

Video Courses (online modules)

The SGCS Learning Management System (SGCS LMS) is a continually updated resource used by many high-risk, high-consequence organizations, including healthcare, commercial aviation, EMS, and others. There are four (4) primary courses in the LMS that provide basic knowledge and describe some of the skills needed to develop a CJCP. Each of the primary courses is comprised of a series of short video modules, with the average time of ***less than five minutes***. The videos build on one another to communicate CHRO concepts, some of which can be difficult to grasp. Therefore, participants should view the LMS courses before attending the cohort training sessions. “Homework assignments” are described for each session. Required LMS courses are described below:

Principles of Reliability

The first, foundational video course includes 48 short video modules covering the basic principles of reliability, risk, and resilience. Fundamental concepts related to systems, organizational culture, human performance, and human behavior are introduced, along with proven strategies for improvement. This course considers the realities we each face and what we must do to prepare for reliability in healthcare



Course Description – Sequence of Reliability

today. It also explores the impact that the systems that surround our work have on us, and how the *design of those systems* can impact the *choices we make*. The videos help us examine how we behave in our work environment, and how our behaviors are affected by the forces we encounter each day

Performance vs. Behavior

The eight (8) short video modules in this approximately 30-minute course cover the differences between *Human Performance*, which is associated with cognitive aspects such as distractions, experience, health, and our knowledge, skills, and abilities, and *Human Behavior*, which is focused on attitudes, choices, and errors. Science has proven these must be managed differently if we are to improve reliability, and this course includes tips on writing remedial plans, taking corrective action, and defining the problem areas when talking with employees.

Using the Reliability Response Guide (Level 3)

This course consists of 38 video modules that are designed to walk the viewer through the Reliability Response Guide. Using actual case examples, the learner is taken step-by-step through a powerful tool that helps them evaluate Risk, Competing priorities, Systems, Human Performance Factors, and Human Behavior. With this more detailed and comprehensive version of the RRG, individuals can more easily become proficient.

Essential Supervisor Skills

The seven video modules in this course are designed to be informative, fun, and engaging. Sub-titled “Cop, Coach, Bartender, Mentor, and Apprentice,” they discuss five primary skill sets every leader, manager, or supervisor should be working to develop. High Reliability can only be achieved when our leaders demonstrate reliable, consistent, and effective qualities.

Video Courses to Prepare for Role Qualification

Role Qualification – Fact Gatherer

This course describes the role and responsibilities of those who are assigned the task of gathering facts related to a risk event in 5 video modules. In order to analyze risk fairly, fact gathering must be done as completely as possible before the team can begin following the Sequence of Reliability. Thorough and objective fact gathering is also important to gain context in order to fairly and accurately analyze the actions and decisions of individuals involved in an event. This course is intended to help prepare individuals to take the Qualification Examination for the role of Fact Gatherer.

Role Qualification – Process Facilitator

This course is comprised of 6 video modules which describe the role and responsibilities of those who will be facilitating risk reviews (i.e. Collaborative Risk Reviews or Triad Reviews). Reviewing a risk event is often complex, involves strong emotions and opinions, and can be difficult to lead. The facilitation skills of the individual moderating discussion can significantly impact quality and effectiveness of a risk reviews. This course explains how a CRR or Triad Review should be managed by the facilitator from the moment it starts to how it should end. Participants shall learn techniques on how to set the tone of the meeting, establish psychological safety that enables others to speak freely, and maintain the focus and flow of the meeting. Participants shall also learn how to present cases for review and how to document findings in internal and external reports. This course is intended to help prepare individuals to take the Qualification Examination for the role of Process Facilitator.



Written Materials

There are a number of written materials that may be downloaded from the LMS which are intended to help clarify the content that will be covered during the cohort training sessions. The primary items to download are the Reliability Response Guide™ (RRG) and the manual that provides detailed explanations about the RRG. Participants will need to have these two documents available as early as the second training session.

Reliability Response Guide (version 9.2 revised 08-31-23)

This document includes a complete list of all required elements in a CJCP which are required in order for the program to be qualified, and the standard for CHRO certification. The core team of the organization (RMT) responsible for guiding the CJCP to become qualified must review the standard thoroughly. A Gantt Chart may be created to track preparation for a qualification audit is based on this standard.

Reliability Response Guide Manual (version 9.1, Aug. 2024)

This reference guide explanations and context of the questions in the Reliability Response Guide (RRG) along with some helpful examples. Participants should refer to the RRG Manual whenever they are unsure if they are understanding what the question is referring to. If confusion remains, they should contact their SGCS partner for further clarification.

Other Helpful Printed Materials

Several other printed documents shall be provided during the course. These include:

- CHRO Standard
- Guarding Against Bias
- Tips for Developing Policies, Guidelines, Checklists
- Brief Overview of Knowledge, Skill, Ability, and Proficiency
- Collaborative Risk Review Manual



Course Description

SOR-01 Introduction to the Sequence of Reliability™

During this initial session, participants shall receive (if they haven't already) a code to access the Learning Management System (LMS) to view pre-recorded video modules (about 5 minutes each) included in the four main video courses described above. The course schedule and expectations shall be reviewed. A brief overview of Collaborative High Reliability® and the importance of establishing a Collaborative Just Culture® Program will be presented before the framework CHR, the Sequence of Reliability™, is introduced. This session will begin the discussion on how we see and understand risk and review some important concepts to understand in order to become highly reliable. This session also includes some theories in behavioral science and, how we see and understand risk influences decision-making.

Learning Objectives:

- Define High Reliability and the importance of CJCP/CHRO
- Explain the importance of reporting risks and not just reporting events
- List the Sequence of Reliability and why most people have difficulty following it (unless they practice)
- Describe the Sociotechnical Model of Risk and how it represents a paradigm shift in how we must respond to a risk event.
- Define Risk Intelligence and Risk Tolerance and what shapes our Risk Perception.
- Describe how Competing Priorities create issues for front line workers.
- Name two things that compels us to follow rules.
- Describe System One and System Two modes of thinking.

Estimated Time: 2 hours

Homework Assignments:

- View "Principles of Reliability" course in the LMS before Session SOR-02. Also review the documents called, "Guarding Against Bias" and "Tips for Developing Policies, Guidelines, and Checklists". Also, review the document called "CHRO Standard" throughout the duration of this training.



SOR-02 System Reliability and Common Biases

This session explains how we are trying to see, understand, and manage risk in socio-technical systems and continues the conversation that began in the first session about the Sequence of Reliability™. Participants will also learn about common biases that can influence how we see risk or assess behaviors. This session will then focus heavily on System Reliability including: how we define a “system”, how we assess systems, and resilient system design strategies.

Learning Objectives:

- Describe some biases which commonly influence our perspective of risk.
- Provide some strategies we can use to help us guard against bias.
- Differentiate between a macro system and sub-systems.
- Define system effectiveness and resiliency.
- Differentiate between prescriptive and autonomous policies.
- List some design strategies to increase system resiliency.
- Provide examples of how system issues can contribute to risk.
- List the questions we should ask to test system redesign proposals.
- Describe the characteristics that help estimate the strength of a system redesign proposal proactively.

Estimated Time: 2 hours

Homework Assignments:

- View “Performance vs. Behavior” course in the LMS before Session SOR-03. Also review the document called “Brief Overview of Knowledge, Skills, Abilities, and Proficiency” and have a copy of the Reliability Response Guide available for all future training sessions starting with Session SOR-03.



SOR-03 Performance vs. Behavior

This session begins with a brief review of important high reliability concepts (previously discussed) before focusing on the differences between human performance and behavior. Participants shall learn about how (and why) we must assess and manage performance separately from behavior. Factors that can greatly influence human reliability shall also be discussed. Different human performance factors and different categories of behavior shall be explained as well as how we can try to improve performance deficiencies or behavioral issues.

Learning Objectives:

- Describe the different categories of Human Performance and Behavior.
- Explain why Performance and Behavior should be managed separately.
- Differentiate between System Influences and Personal Influences on performance and behavior.
- Explain why punishment is not recommended to improve performance.
- Describe approaches to coaching performance and characteristics of an effective Performance Improvement Plan.
- Define common categories of behavior commonly related to risk events and how these should be managed.
- Describe recommended approaches to improve behavior and components of a Disciplinary Action Plan.

Estimated Time: 2 hours

Homework Assignments:

- View “Using the Reliability Response Guide” course in the LMS before Session SOR-04. Also review the Reliability Response Guide Manual.



SOR-04 Using the Reliability Response Guide

This session explains how to follow the Sequence of Reliability™ when analyzing a risk event while using the Reliability Response Guide (RRG). The nuanced questions in the guide shall be discussed in detail using various examples.

Learning Objectives:

- Differentiate between cause, contributor, and a correlation.
- Recognize some important differences of a *Collaborative* Just Culture from earlier just culture models. Red-box” and “Blue-box” questions
- Explain the difference between “on the RRG.
- Name some important considerations about the first step in the Sequence of Reliability (“See and Understand Risk”).
- Describe how we should test system re-design proposals.
- Explain the difference between System Influences and Personal Influences.
- Describe an example of an autonomous-based expectation of performance.
- Explain important actions when managing Human Error.
- Discuss how we determine an At-Risk choice from a Reckless choice.
- Explain what should be done when Higher Culpable Behavior is suspected.

Estimated Time: 2 hours

Homework Assignments:

- Continue reviewing (completely) the Reliability Response Guide Manual before Session SOR-05.



SOR-05 Probabilities of Risk and Justifiable Choices

This first part of this session provides a perspective of risk based on probabilities. It shall also demonstrate how knowing the probability can help us better see and understand risk, and help us think about the effectiveness and resilience of the systems we design. The session then turns our attention to situations where a violation of a rule may be justified. Multiple case examples that highlight these types of situations shall be reviewed.

Learning Objectives:

- Describe how different expectations on failure rates can affect what we consider to be reliable.
- Describe how risk is probabilistic and dynamic.
- Explain how the probability of a risk can be deceiving when applied to repeated instances over time.
- Explain why we may aspire to making zero errors, but we should anticipate failure and manage the risks around them.
- Explain the benefits in knowing inherent rates of failure.
- Describe how systems greatly influence the probability of failure.
- Describe how a justifiable choice involves accepting one risk over another.
- Identify who determines if a choice not to follow a rule was justified or not.

Estimated Time: 2 hours

Homework Assignments:

Complete the “Role Qualification I Fact Gatherer” course and the “Role Qualification I Process Facilitator” course in the LMS and review the Collaborative Risk Review Manual before Session SOR-06.



SOR-06 Fact Gatherer and Process Facilitator Roles

This session will review the lessons learned in the corresponding courses in the LMS. Especially since each of these roles is vital to how we respond to and analyze a risk event, the roles of Fact Gatherers and Facilitators shall be reviewed in depth including actions that may need to be done immediately. Common pitfalls during fact gathering and facilitating a risk review shall be discussed as well as techniques which can help improve the effectiveness and efficiency of these processes.

Learning Objectives:

- Explain the importance of having an established protocol for Collaborative Risk Reviews.
- Name some of the resources available for assistance related to CRRs.
- Identify who should be contacted when managing sensitive information.
- Explain the importance of a Planning Checklist.
- List the immediate actions that must be considered after a risk event.
- Explain the pros/cons of templates and timelines in analyzing a risk event.
- Describe how we should gather and manage relevant items.
- Explain why we should generally interview involved staff as a group.
- Define the purpose of a Collaborative Risk Review.
- List five things that Facilitators should do to prepare for an effective CRR.
- Describe how a Facilitator should open a CRR and how we might encourage participation.
- List three things a Facilitator should maintain for an effective CRR.
- Describe recommended strategies for how a Facilitator should manage conflicts.
- List important things to remember when closing a CRR.
- Describe some techniques to avoid Groupthink Bias.

Estimated Time: 2 hours

Homework Assignments:

- View the “Essential Supervisor Skills” course in the LMS before Session SOR-07. It would also be helpful to review the “Performance vs. Behavior” course in the LMS and the document called “Brief Overview of Knowledge, Skills, Ability, and Proficiency” as well in preparation for SOR-07.



SOR-07 Essential Supervisor Skills

This session reviews the lessons from the corresponding course in the LMS and some of the techniques discussed in SOR-03 (on managing performance and behavior issues). This session is intended to show how skillful managers can significantly help improve organizational culture. Some case examples that reflect this shall also be included during this session.

Learning Objectives:

- List the five roles a supervisor/manager should try to develop in a Collaborative Just Culture®, and the skills associated with each.
- Describe some techniques that managers can use to coach/mentor their employees.
- List the recommended steps when managing a worker with performance deficiencies.
- Describe a recommended approach when meeting with an employee about risky behavior.
- Describe the profound influence that local managers and supervisors have on human reliability of frontline workers in an organization.

Estimated Time: 2 hours

Homework Assignments:

- Participants in future sessions (SOR-08, SOR-09, and SOR-10) will be immersed in risk analysis of example case scenarios. Since the course began, everyone has learned a new way of analyzing risk (utilizing CJC taxonomy and methods). Therefore, the focus in the remaining time will be spent on becoming more consistent in following the Sequence of Reliability. Review the LMS modules in preparation for upcoming Practice Sessions where we will utilize the RRG and follow the Sequence of Reliability to analyze risk case scenarios. Since the LMS courses have been completed, participants are now able to go directly to any specific module in the LMS (instead of having to watch the entire course in sequence).

Participants are encouraged to bring a case of their own to the session for the group to analyze. **Do NOT include any protected or sensitive information unless it has already been made publicly available.** Also, please send the case to the SGCS Instructor to review for appropriateness before the session.

Practice using the RRG on actual cases that occurred either in your workplace, personal life, or in the media, whether they occurred recently or in the past, is highly recommended. This is the most helpful thing you can do to learn the Sequence of Reliability and be able to follow it most reliably.



SOR-08, SOR-09, SOR-10 Case Scenario Analysis – Practice

The last three training sessions shall involve analyzing risk events using CJC/CHR methodology and taxonomy. It is likely that two or three different case scenario examples shall be reviewed during each session (likely the minimum amount of practice necessary to develop proficiency in following the Sequence of Reliability).

Learning Objectives:

- Explain how we follow the Sequence of Reliability using the RRG in a risk event.
- Describe how we can have collaborative discussions about how we see and understand risk(s) as well as appropriate actions to manage the risk(s).

Estimated Time: 2 hours (for each session)