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Occupational Safety and Health Management and Change, 7.5 credits

COURSE MEMO

Study period 3 2025

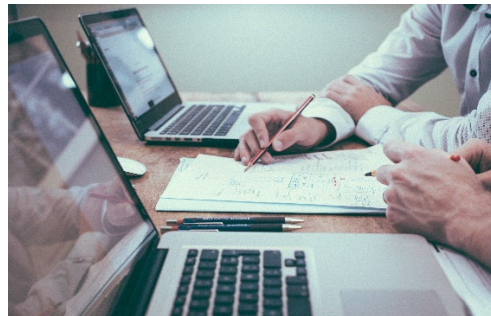


Figure 1. New York construction workers & Office work (photo by Free-photos in Pixabay).

Welcome to the course!

In this course memo, you will find general information about the course, the intended learning outcomes (ILOs), learning activities, the mandatory course literature, and examination criteria. We look forward to the course and we hope that you will enjoy, learn, and have some new insights during the course.

Malin Håkansson, PhD, is responsible for the course. You are welcome to make contact via email, but you are encouraged to use Canvas for general questions regarding the course, literature, or assignments where the answer may be of interest for all students.

The course is given during one study period and you are expected to allocate about **20 hours** weekly for the course for lectures, workshops, seminars, and self-study activities. In the detailed schedule in Canvas you can find more information about the learning activities and how to prepare for them. Please make it a habit to check in to Canvas regularly to stay informed of any changes. Notifications about important updates will also be sent through 'Announcements' in Canvas. Make sure to have set up your notifications to suit your needs. Here is [a KTH web guide](#) about how to do that. [Forwarding your KTH-emails](#) to an inbox that you check more regularly can be good to stay updated about the course.

The course consists of lectures, *mandatory seminars* with related assignments, and a group project where you are expected to *describe and analyze a planned, ongoing, or implemented change in a workplace's physical, social, or organizational work environment with a focus on the change process*. Reading connected course literature, and doing assignments prior to or after the seminars, are required to be able to take an active part in the seminars and for you as students to get the most out of the course.

Please plan time for your studies to make the most of the course and to balance your own workload. The course is based on constructive alignment. This means that the course objectives run like a red thread through the learning activities, and what is assessed at the examinations is whether you as a student have achieved the learning objectives for the course. The course literature is presented at the end of this document and in the first module in Canvas.

Course Coordinator and Examiner

Malin Håkansson, PhD and Lecturer

Teachers

Malin Håkansson, PhD, Lecturer

Jörgen Eklund, PhD, Professor

[Ann-Beth Antonsson](#), Professor KTH

[Åsa-Karin Engstrand](#), Associate Professor, KTH, Unit of Accounting, Finance and Change

Guest Teachers

Lena-Nord Nilsson, Ergonomist, Scania

Bengt Sahlin, Senior OSH consultant

Annika Bergenheim, SOL, Society for Organizational Learning

Linda Söderlindh, Lecturer, KTH, Language & Communication

Teresa Söderhjelm, PhD, Psychologist.

Main Content

During this course, we focus on *organisational factors in relation to development processes, change management, interventions and project organisations, change leadership and organisational learning, using a system perspective on sustainable OSH management.*

Intended Learning Outcomes (ILO:s)

After the course, the student should be able to:

1. Describe and analyse different forms of work organisations and their influence on development processes.
2. Understand and reflect on safety and health management using a systems (human, technology, and organisation) perspective.
3. Independently suggest and evaluate improvements of the work environment, workplace health, and the overall system performance.
4. Reflect on and apply important factors for sustainable, systematic OHS management, during times of change, including reflecting on one's own leadership role and change competencies needed.
5. Describe and reflect on different kinds of processes that relate to project organisation, interventions, and change management, with special focus on OHS.
6. Understand the basic meaning of gender in relation to work organisations and occupational safety and health.

[Link](#) to the course syllabus.

Examination and Completion

Examinations

SEM1 – Seminars, 2.5 credits. Grading scale: Pass, Fail

PRO2 – Project Work, 2.0 credits. Grading scale: Pass/Fail

TEN1 – Written Examination, 3.0 credits. Grading scale: A, B, C, D, E, FX, F

The final grading is based on the scale **A-F**. For grading criteria, please see **Appendix 2**.

Table 1. What intended learning outcomes (ILO) each course module examines

	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6
PRO1	x	x	x	x	x	
SEM1	x	x	x	x	x	x
TEN1	x	x		x	x	x

SEM1 – Seminars

The five mandatory seminars (**SEM1, 2.0 credits**) in the course require in-person participation as well as approved hand-ins in order to fulfill the course requirements. Active participation throughout each seminar is expected. The seminars are graded **Pass/Fail**.

In case of absence, **one** seminar can be substituted with an alternate assignments corresponding to the content of the seminar, including interviewing one student who participated in the seminar. The student need to email the course coordinator to sign up for an alternate assignment. Typically the alternate assignment will be published after all the seminars are completed. The student need to hand in the written alternate assignment in Canvas no later than *June 9th*. If the student misses more than one seminar the student need to wait until the following year when the seminar is offered again. It is important that you come prepared to seminars. You are expected to read the literature and do any preparatory work before the seminar, so that our discussions are based on a solid understanding of concepts and theory. You can make the preparation in groups, but the hand-ins before or after the seminars are individual.

Here are some advice to help you approach the seminars in the course:

- Check the detailed schedule and instructions on Canvas to see if you are expected to do any *preparatory work* before the seminar, such as completing a specific task, reading a text or noting down questions on a topic. Also check the assignment dates for the course work.
- In the room, pick a seat that enables you to contribute to the discussion. We want to sit together. Unfortunately, the room are not always very suitable for round-table discussion but together we can make the most of it.
- *Be prepared to talk*. Seminars are places where questions are explored, topics are discussed and analysed. You are expected to actively contribute to the discussion.
- *Be prepared to listen*. Pay attention to and respect the views of other students. You do not have to agree with your teacher and fellow students but listen first, then you are encouraged to clarify any points that need clarification and argue you view.
- In addition to what is stated above: To be able to actively participate in *online seminars* it is your responsibility to *secure a quiet space* with a good internet connection. We expect that you have your *camera on*, that you are audible, that you monitor the chat, and that you take part in polls in Zoom. See tips about how to use Zoom in Canvas.

PRO2 –Project work

The project work consists of a group project with 3-4 students in each group where you are expected to *describe and analyze a planned, ongoing, or implemented change in a workplace's physical, social, or organizational work environment*. The project (**2.0 credits**) and is individually examined using grade Pass/Fail (code PRO2). Times for project work and supervision are shown in the schedule. The groups are formed on the first day of the course in the introduction.

The examination consists of a written report and an oral presentation by each project group on **May 26th**. All group members are expected to participate actively in the mandatory project sessions, the project work itself, in the writing of all parts of the report, and the presentation. For the presentation, when you are expected to participate actively in order to pass, you will need to have the camera on to promote interaction between participants.

The written report needs to be uploaded on Canvas no later than *May 19th*, and the final revised version need to be uploaded in Canvas by *June 2nd*.

The report should be written in the student's own words with support from the mandatory course literature. To pass the students must, where required, relate to concepts/models/theories described in the mandatory course literature, supported by with references in the text and in a reference list at the end according to an accepted reference system. Learn more under the heading *Academic Writing & Integrity* on the next page. You can advantageously use [APA 7th](#) as a reference system. Detailed information on the content and structure of the report is presented in Canvas.

The report also need to include a group authorship statement where you describe who has contributed to what in the report.

TEN1 – Written Exam

The written exam is an open-book computer exam (TEN1 – 3.0 credits) on campus. The exam is 4 hours. The exam is to be written individually. In your answers, justify your arguments by referring to literature, e.g. the articles you have read in the course. You are not allowed to collaborate during the exam. The exam can be written in English or Swedish. Examples of written exam questions are provided in Canvas. A re-exam will be offered in August.

Referencing: For the articles included in the course literature, you only have to mention the author(s) and publishing year, for instance (Håkansson et al., 2017). Other sources need to be listed in a reference list in your exam file, in addition to mentioning them in the text. You are free to use all course literature when answering the exam questions. When you write direct quotes, use “ ” around the quotation and state the reference including page number. Learn more under the heading *Academic Writing & Integrity*.

Academic Writing & Integrity

All exams and hand-ins will be checked for plagiarism. Failure to cite references in a correct manner can be interpreted as plagiarism and lead to negative consequences for you as a student. To learn more about how to steer away from plagiarism we recommend that you watch the film *Avoid plagiarism and cheating* [<4 min] about how to make a reference to your sources and avoid plagiarism from the [KTH Centre for Academic Writing](#).

You can find more tips in the KTH handbook [Guiding students away from plagiarism](#) on how to avoid plagiarism. [Note that the English version of the book starts at Adobe page 86]. In the TTAHM Program Canvas you will find more tips about writing and referencing.

Generative AI: For this course, the use of unedited text produced by generative AI (such as ChatGPT) is not allowed. This since the purpose of the assignments/project is for you to read texts and process the course material on your own. Generative AI is digital technology that can generate novel text (e.g. Chat GPT and other chat bots), images (e.g. Dall E), as well as video and audio, but AI cannot take the responsibility to stand as an author. The use of AI language translation tools (such as Google Translate or [DeepL Translate](#)) and basic text editing software (such as [Grammarly](#)) is permitted provided that you add it to your contribution statement. If you are in doubt about what type of AI tools are allowed, please ask your teachers.

Writing Resources: General information about [writing references](#) from KTH.

If you struggle with academic writing or want to improve your writing, we suggest you make an appointment with a writing tutor at KTH's *Centre for Academic Writing & Rhetoric*. You can schedule a meeting on Zoom, click here to learn more about how to [set up an appointment](#).

An informative guide to referencing, called [Refero](#), from Linnaeus University.

If you want to start to refresh your academic writing skills this pdf-book about [Academic Writing for Second Language Writers from Lund University](#) can be a good start.

Venue

The lectures and seminars on campus weeks will be “live” at Campus Flemingsberg, Hälsovägen 11C, in Huddinge. Learning activities in non-campus week will be offered online in Zoom, see the detailed schedule in Canvas for more information.

Zoom: The Zoom link for the course is published in Canvas. For the seminars you need to login using your KTH-id, by signing in here: <https://kth-se.zoom.us/> More instructions about Zoom is published in Canvas.

Raising a Passing Grade

In this course it is possible to attempt to raise a passing grade once. This is then done in connection with the regular exam or re-exam, provided that there are seats available and more students are taking the exam. Notification is made to the examiner.

Support for Students with Disabilities

If you have a disability, you can apply for compensatory support through Funka, see more information about how to apply [here](#).

We hope you will enjoy the course and learn a lot!

Appendix 1 - Mandatory Course Literature

Instructions about the mandatory course literature will be given during the first course lecture. In addition, scientific articles, reports plus legal and regulatory texts may be added.

Abrahamsson, L. (2014). Gender and the modern organization, ten years after. *Nordic Journal of Working Life Studies*, 4(4), 109-136.

AFS 2023:1. *Arbetsmiljöverkets föreskrifter och allmänna råd (AFS 2023:1) om systematiskt arbetsmiljöarbete – grundläggande skyldigheter för dig med arbetsgivaransvar*. [The Swedish Work Environment Authority's regulations and general advice (AFS 2023:1) on systematic work environment work - basic obligations for you with employer responsibility]. Swedish Work Environment Authority. <https://www.av.se/arbetsmiljoarbete-och-inspektioner/publikationer/foreskrifter/afs-20231/>

AFS 2023:2. *Arbetsmiljöverkets föreskrifter och allmänna råd (AFS 2023:2) om planering och organisering av arbetsmiljöarbete – grundläggande skyldigheter för dig med arbetsgivaransvar*. [The Swedish Work Environment Authority's regulations and general advice (AFS 2023:2) on planning and organizing work environment work - basic obligations for you with employer responsibility]. Swedish Work Environment Authority. <https://www.av.se/arbetsmiljoarbete-och-inspektioner/publikationer/foreskrifter/afs-20232/#> [Chapter 2: Organizational and Social Work Environment]

Andersson, P., Dellve, L., Gillberg, G., & Lindgren, H. (2021). Building perspective awareness as a workplace practice. *Journal of Workplace Learning*, 34 (4), 373-387. <https://doi.org/10.1108/JWL-06-2021-0076>

Broberg, O. & Hermund, I. (2004). [The OHS consultant as a 'political reflective navigator' in technological change processes](#). *International Journal of Industrial Ergonomics*, 33, 315-326.

Broberg, O. & Hermund, I. (2007). The OHS consultant as a facilitator of learning in workplace design processes: Four explorative case studies of current practice. *International Journal of Industrial Ergonomics*, 37(9), 810–816. <https://doi.org/10.1016/j.ergon.2007.07.007>

Ellström, P-E. (2010). Practice-based innovation: a learning perspective. *Journal of Workplace Learning*, 22 (1/2), 27–40. Available at: <https://pdfs.semanticscholar.org/bf2d/788204cf1221ac3063260c18dbc845c77e37.pdf>

European Agency for Safety and health at work (2010). Mainstreaming OSH into business management. Luxembourg: Office for Official Publications of the European Communities. Available at: https://osha.europa.eu/en/publications/reports/mainstreaming_osh_business

Gyi, D., Shalloe, S., & Wilson, J. (2015). Participatory Ergonomics. In: Wilson, J., & Sharples, S. (Eds.). *Evaluation of Human Work* (Fourth ed.). CRC Press.

Håkansson, M., Holden, R. J., Eriksson, A., & Dellve, L. (2017). [Managerial practices that support lean and socially sustainable working conditions](#). *Nordic Journal of Working Life studies*, 7(3), 63–84.

ILO & IEA (2021). [Principles and Guidelines for Human Factors/Ergonomics \(HFE\) Design and Management of Work Systems](#). Joint Document by International Ergonomics Association and the International Labour Organization (ILO).

- Johansson, J. & Abrahamsson, L. (2009). The organisation of production and work. In Bohgard, M. et al. (Eds.). *Work and technology on human terms*, 73 – 125. Prevent. Available online: <https://www.prevent.se/onhumanterms/>
- Johansson, J., & Abrahamsson, L. (2009). The good work – A Swedish trade union vision in the shadow of lean production. *Applied Ergonomics*, 40(4), 775-780. <https://doi.org/10.1016/j.apergo.2008.08.001>
- Jordan, T (2011). Skillful engagement with wicked issues: A framework for analysing the meaning-making structures of societal change agents. *Integral Review: A Transdisciplinary and Transcultural Journal for New Thought, Research, and Praxis*, 7(1): 47-91.
- Karlsson, S., Osvalder, A-L., Rose, L., Eklund J., & Odenrick, P. (2017). Design Processes. In Bohgard, M. et al. (Eds.). *Work and technology on human terms*. Prevent.
- Loup, R. & Koller, R. (2005). The road to commitment: Capturing the Head, Hearts and Hands of People to effect Change. *Forum Articles*, 23 (3). [Article provided in Canvas]
- Nielsen, K., & Randall, R. (2013). Opening the black box: Presenting a model for evaluating organizational-level interventions. *European Journal of Work and Organizational Psychology*, 22(5), 601-617. <https://doi.org/10.1080/1359432X.2012.690556>
- Noblet, A., & Nielsen, K. (2018). *Organizational interventions for health and well-being : A handbook for evidence-based practice* (First ed., Routledge Psychological Interventions). [Chapter 2 Getting everyone on the same page - Cocreated program logic (COP)]
- Nord Nilsson, L., & Vänje, A. (2018). Occupational safety and health professionals' skills – A call for system understanding? Experiences from a co-operative inquiry within the manufacturing sector. *Applied Ergonomics*, 70, 279-287. <https://doi.org/10.1016/j.apergo.2018.03.005>
- Swedish Institute for Standards. (2018). *Occupational health and safety management systems – Requirements with guidance for use*. (SS ISO 45001:2018, IDT). <https://www.sis.se/en/produkter/management-system/occupational-health-and-safety-management-systems/ss-iso-450012018/>
- Swedish Work Environment Authority. (n.d.) [Guide to improving the work environment](#). ADI 683.
- Swedish Work Environment Authority. (2018). [How to improve the work environment for both women and men](#). ADI 690.
- Todnem By, R. (2005). Organisational change management: A critical review, *Journal of Change Management*, 5(4), 369-380, <https://doi.org/10.1080/14697010500359250>
- Väyrynen, S., Häkkinen, K. & Niskanen (Eds.). (2015). [Integrated Occupational Safety and Health Management Solutions and Industrial Cases](#). Springer International Publishing: Imprint: Springer.
- Vänje, A. (2017). [Under the Magnifying Glass - Gender perspectives in work environment and work organisation](#). Knowledge Review, Report 2013:1, Swedish Work Environment Authority.
- Yukl, G. (2009). Leading organizational learning: Reflections on theory and research. *The Leadership Quarterly*, 20, 49 -53. <https://doi.org/10.1016/j.leaqua.2008.11.006>

The list of course literature will be updated in Canvas.

Appendix 2 - Intended Learning Outcomes and Grading Criteria (A – E)

Intended Learning Outcomes	E	D	C	B	A
1. Describe and analyse different forms of work organisations and their influence on development processes.	Sufficient – the results complies mere descriptions of the theories and if they open up for change or not.				Good analytic ability. The student show clearly that she or he has understood the meaning of the theories and how they affect the possibilities to initiate and drive change.
2. Understand and reflect on safety and health management using a systems (human, technology, and organisation) perspective.	Sufficient – the student can show that she or he has understood what OSH-management is and can reflect on the interconnections in the work system using an HTO-perspective.				Good analytic ability. The student shows clearly that she or he has understood what an HTO-perspective is and can reflect on it in OSH-management.
3. Independently suggest and value improvements of the work environment, workplace health, and the overall system performance.	Sufficient – the student can show that she or he has understood how improvements can be applied in a certain context/system.				Good analytic ability in how work environment improvements can be applied in different kinds of contexts and systems.
4. Reflect on and apply important factors for sustainable, systematic OHS management, during times of change, including reflecting on one's own leadership role and change competencies needed.	Sufficient – the student can show that she or he has understood what kinds of factors that are crucial for establish a systematic and sustainable work environment management. The student can reflect on his or her future professional role and change competences needed in relation to the course material.				Good analytic ability in how to, in different kinds of contexts and systems, establish a systematic and sustainable work environment management. The student can reflect on his or her future professional role and change competences needed in relation to the course material, including how they can be applied in different work contexts.
5. Describe and reflect on different kinds of processes that relate to project organisation, interventions, and change management, with special focus on OHS.	Sufficient – the student can show that she or he has understood different kinds of change processes in relation to OHS management.				Good analytic ability. The student shows clearly that she or he has gained a deeper understanding of change processes in relation to OHS management.
6. Understand the basic meaning of gender in relation to work organisations and occupational safety and health.	Sufficient – the student can show that she or he has understood what meanings gender can play in work organisations and how it might affect the work environment.				Good analytic ability. The student shows clearly that she or he has gained a deeper understanding in what meanings gender can play in work organisations and how it might affect the work environment.