



**Managing  
Risk**  
Systems Planning  
for Outdoor  
Adventure  
Programs

# Accelerated Training: Using systems to get staff quickly up to speed

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# Managing Risk

Systems Planning for Outdoor Adventure Programs



Jeff Jackson  
Jon Heshka



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Book info:

[TheManagingRiskBook.com](http://TheManagingRiskBook.com)

Adventure  
Risk Report

[AdventureRiskReport.blogspot.com](http://AdventureRiskReport.blogspot.com)

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# Bottom line:

- Shortcuts: you don't get your cake...
- Peer influence, clear expectations and supervision structure need to cover for less training
- Accelerated training needs to focus on testing, sensemaking, non normal and failure

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# Question:

- Is training a management challenge in your organization?

## No issue:

straight forward,  
small part of what we  
do

## Manageable:

consciously managed

## Ongoing

concern:  
significant time &  
energy

# Agenda

1. Systems perspective on training
2. Supervision and complexity
3. Training priorities

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“Human error is a consequence,  
not a cause.”

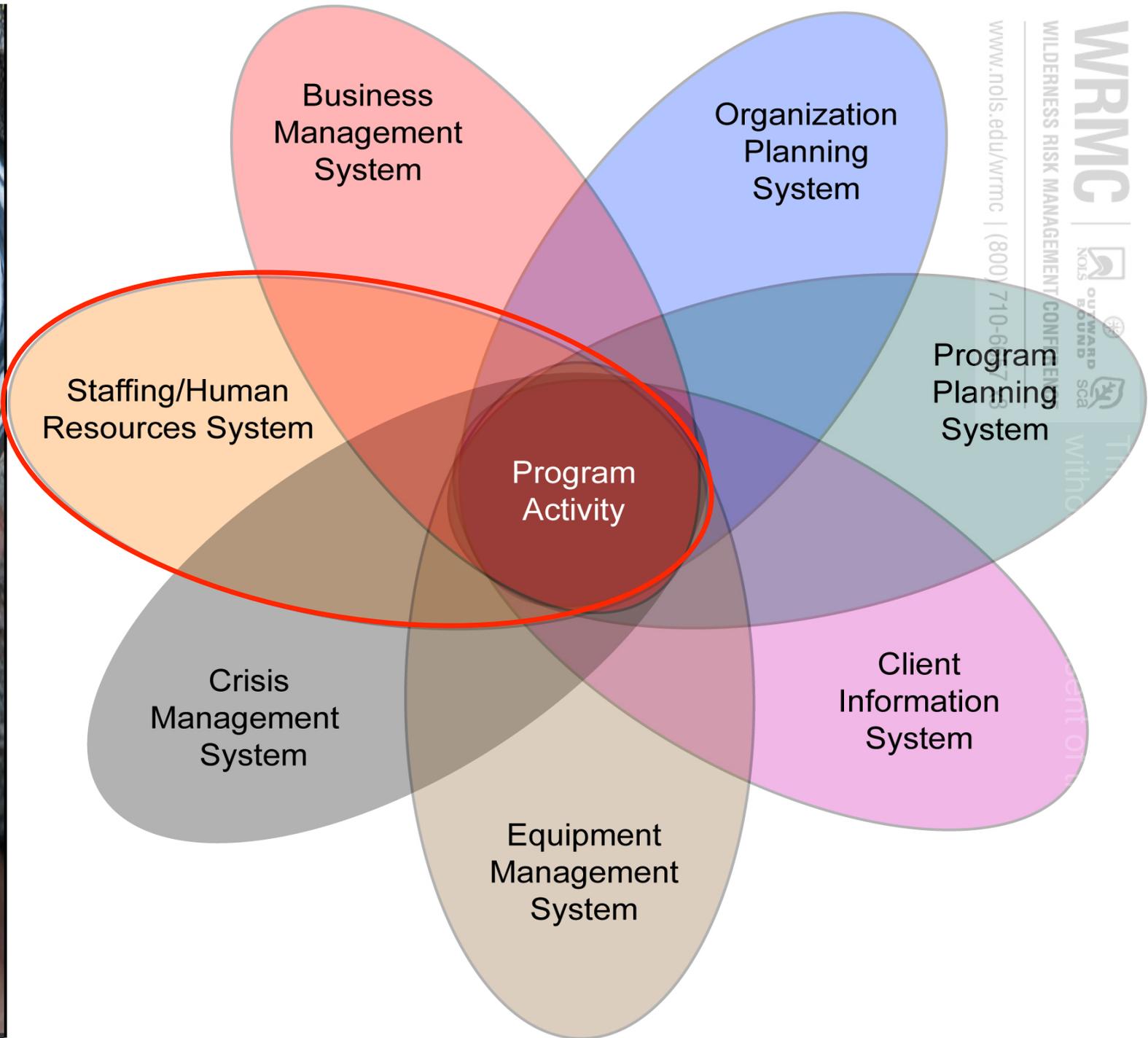
*Reason (1997), Managing the Risks of Organizational Accidents*

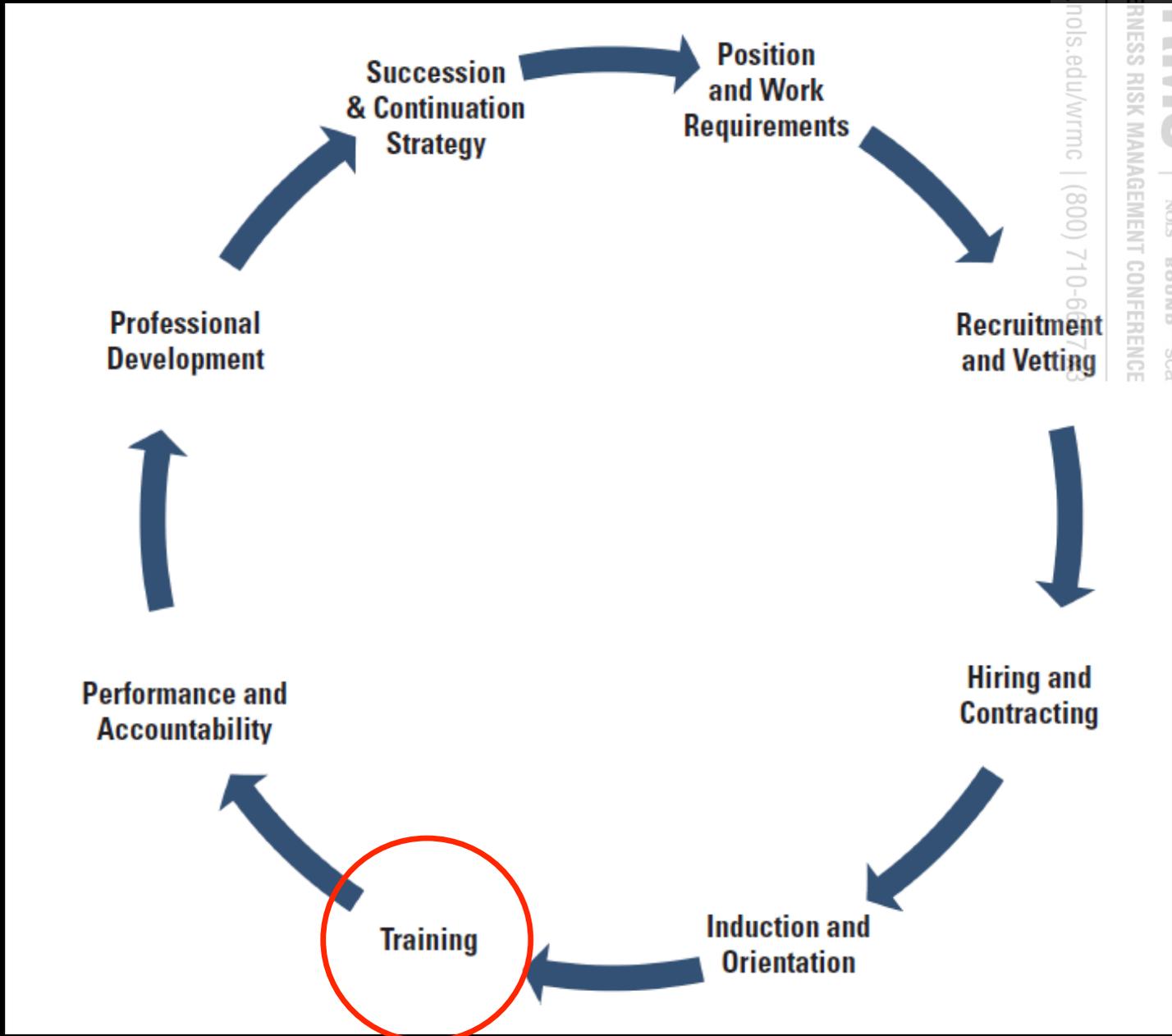
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# Goal of training new staff:

1. Field ready product delivery
2. Know the rules
3. Understand normal
4. Respond to non normal

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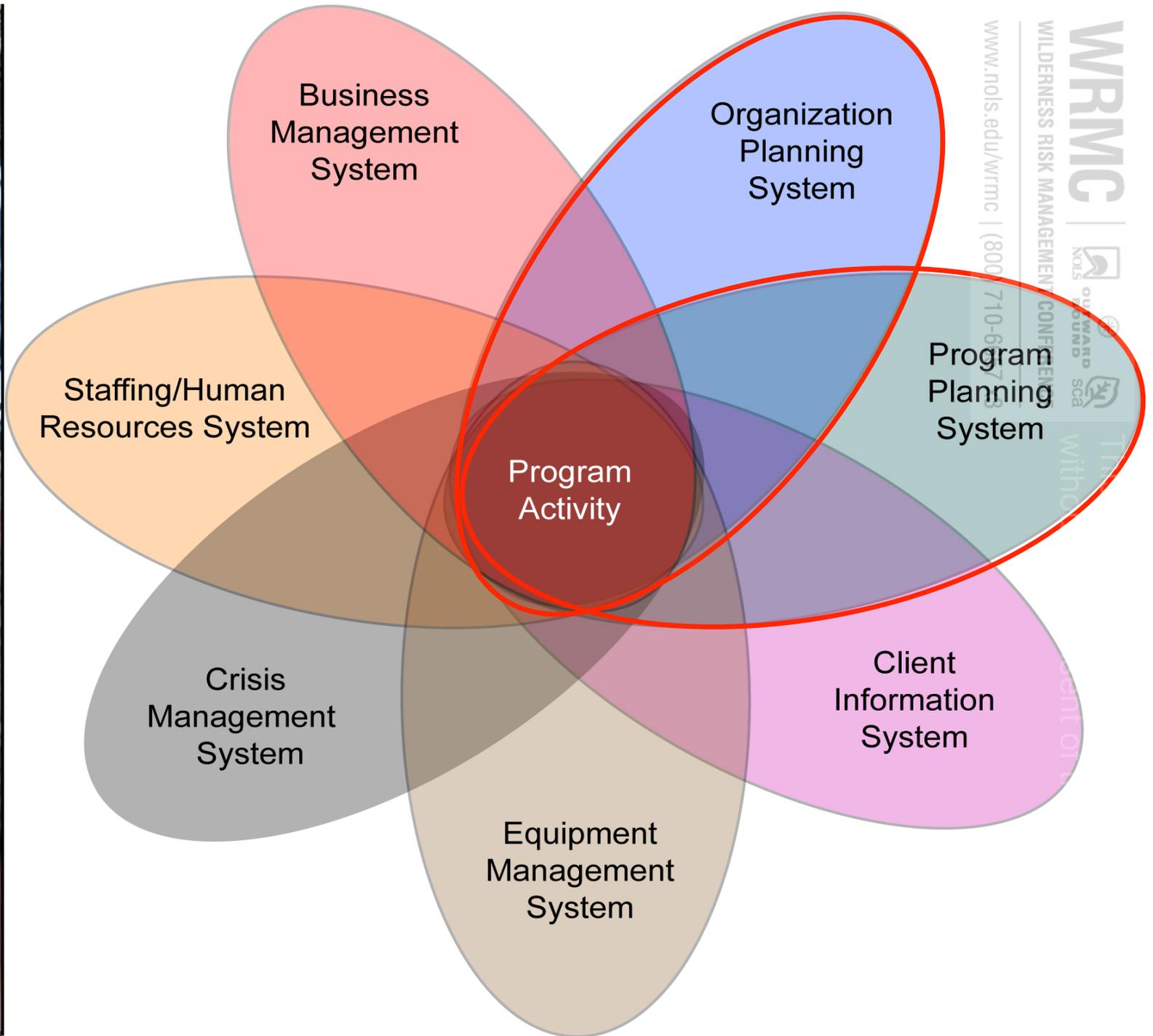
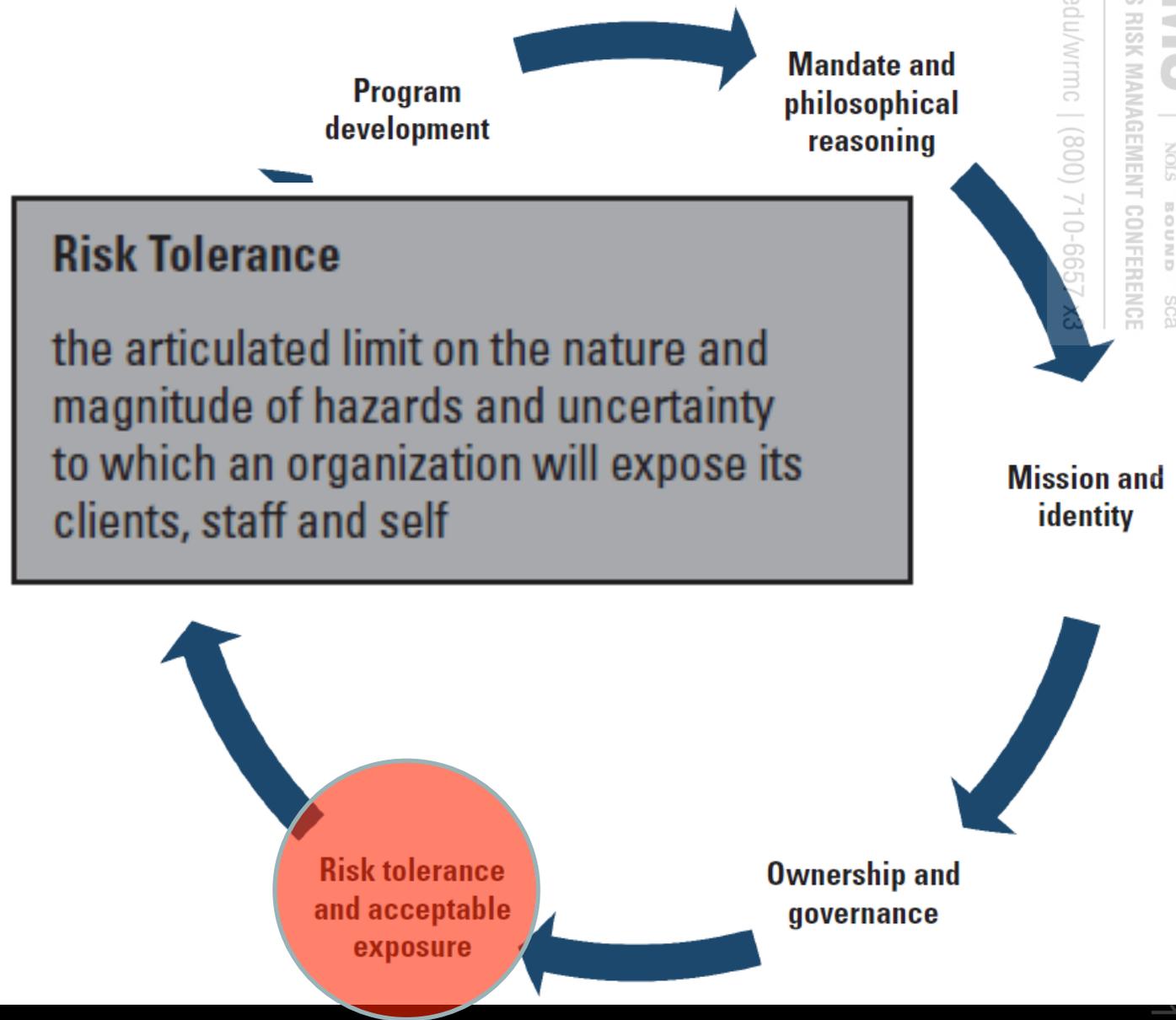




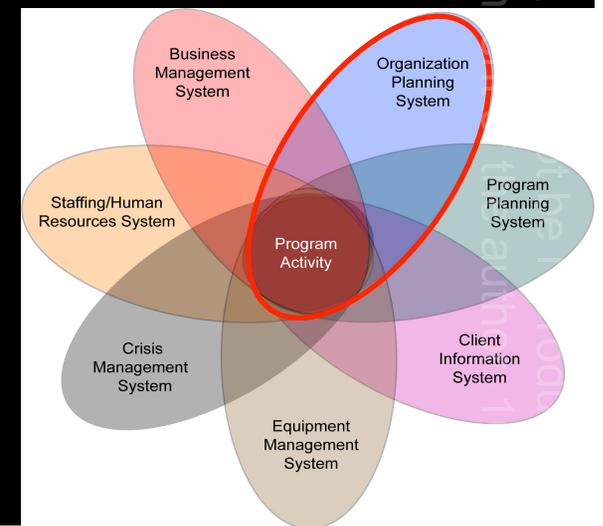
Figure 2.1-1 The Organizational Planning Cycle



# Organizational Planning System

- Outcomes and measures of quality
- Risk tolerance:
  - Explicit vs. implied\*

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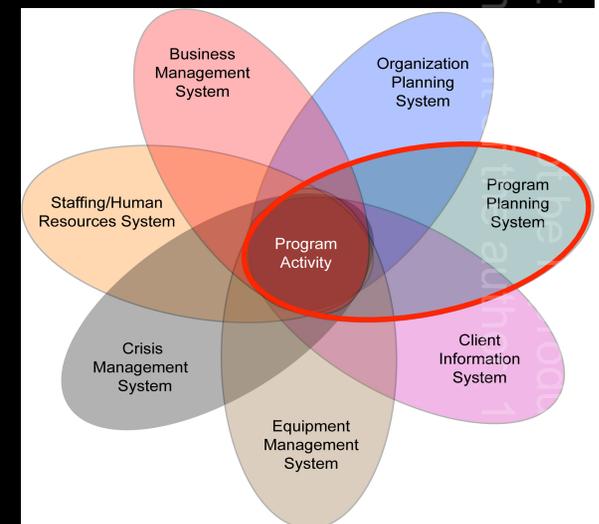




# Program Planning System

- Risk and skill requirements
- Solo instructing vs team
- prescribed vs *Practical drift*
  
- Program *want* to run vs *able* to run

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	Linear (single activity)	Complex (multi-layered)
Loosely coupled (flexible, with time to correct errors)	<p>centralized or decentralized man</p> 	<ul style="list-style-type: none"> <li>decentralized management struc-</li> </ul>  <p><b>NATIONAL OUTDOOR LEADERSHIP SCHOOL</b> NOLS, the premier teacher of outdoor skills and leadership, offers courses 10 days to full semesters in the world's most spectacular wildemess classrooms.</p>
	<p><b>A</b> Small owner/operator guide service, one trip at a time</p>	<p><b>B</b> Expedition-based leadership program, multiple groups. same time</p>
Tightly coupled (inflexible and time-restricted)		<ul style="list-style-type: none"> <li>centralized for tight cou-</li> </ul> 
	<p><b>C</b> Large rafting company running several daily-trips back to back</p>	<p><b>D</b> Large adventure-travel service, many trips, many locations, tight timelines and complex scheduling</p>

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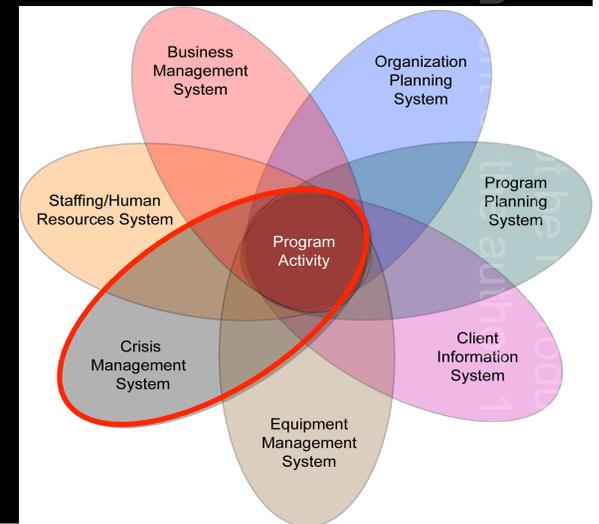
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# Crisis Mgt. System

- Clear definition of crisis
- Clear boundaries and non-normal
- Directive action
- Directive comm.

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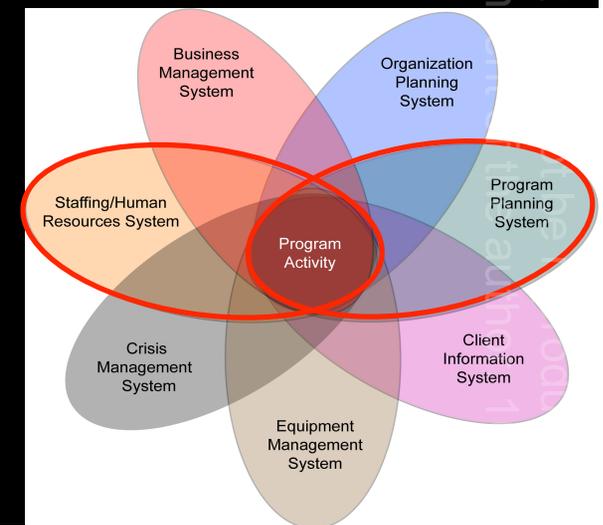


# System perspective on training

1. What are we trying to accomplish?
2. What is our tolerance for risk?
3. What are the demands of our programs?
4. *Does any of this need to change?*

# Agenda

1. Systems perspective on training
2. Supervision and complexity
3. Training priorities





# What do my supervisors 'supervise'?

Hired hand vs. Free Agent

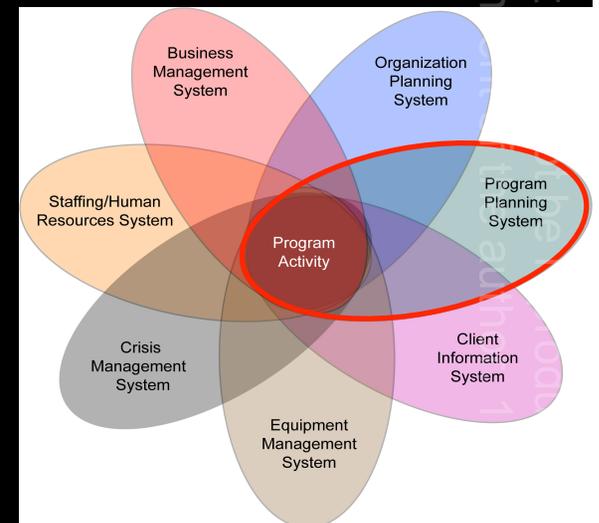


Supervising vs. Un-supervising

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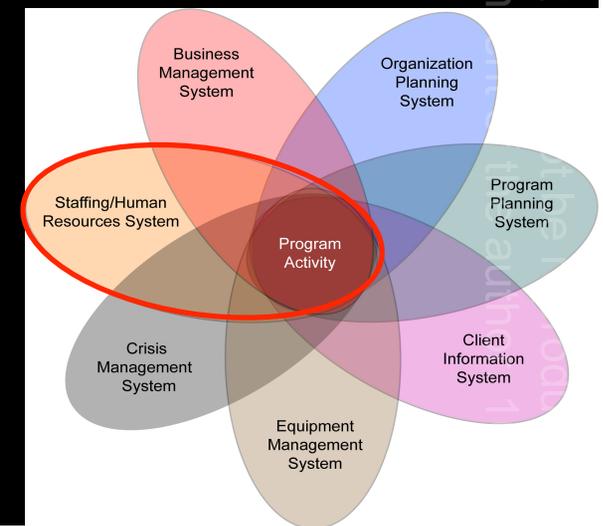
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# Supervision/HR System

- Lead staff as trainers
  - Continual training, daily feedback
  - Create authority
- Put into team and keep together
  - Peer pressure
- Clarify role ambiguity

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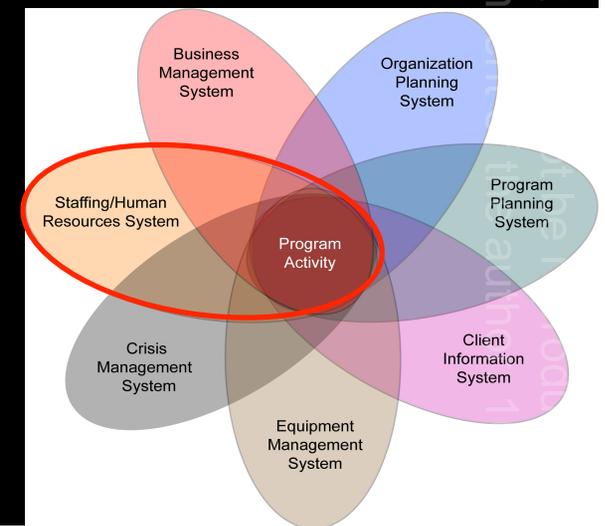


# Agenda

1. Systems perspective on training
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# Typical approach to training

1. Field ready product delivery
  - *Process of delivery*
2. Know the rules
  - *Familiarize*
3. Understand normal
  - *Normal*
4. Respond to non normal
  - *Decision making*



# Accelerated Training

1. Field ready product delivery

- Process of delivery

Delivery outcomes

2. Know the rules

- Familiarize

Test

3. Understand normal

- Normal

Non Normal

4. Respond to non normal

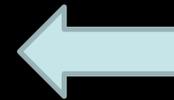
- Decision

Sensemaking



# Accelerated Training

- Product over Process\*



Delivery outcomes

- Risk tolerance
- Limits and boundaries

• Test

• Non Normal

*\*process self evident!*

• Sensemaking



# Accelerated Training

- Homework!
- Test and retest
- Prove competency under critical stress
- Peer pressure
- Delivery outcomes
- Test
- Non Normal
- Sensemaking



# Accelerated Training

- Process = normal
- Outcomes = non normal

- Train to failure

- Define behaviours

*Risk creep; non clicking triggers*

- Delivery outcomes

- Test

← Non Normal

- Sensemaking



# Accelerated Training

- Meaning over deciding
- Delivery outcomes
- Bricolage
- Test
- Non Normal

*Interpreting ambiguous signals;  
Schema selection*

← Sensemaking



# Accelerated Training

- Bricolage
  - intimate knowledge of resources
  - situational awareness
  - trusting one's ideas
  - self-correcting structures, with feedback
- Delivery outcomes
- Test
- Non Normal

← Sensemaking



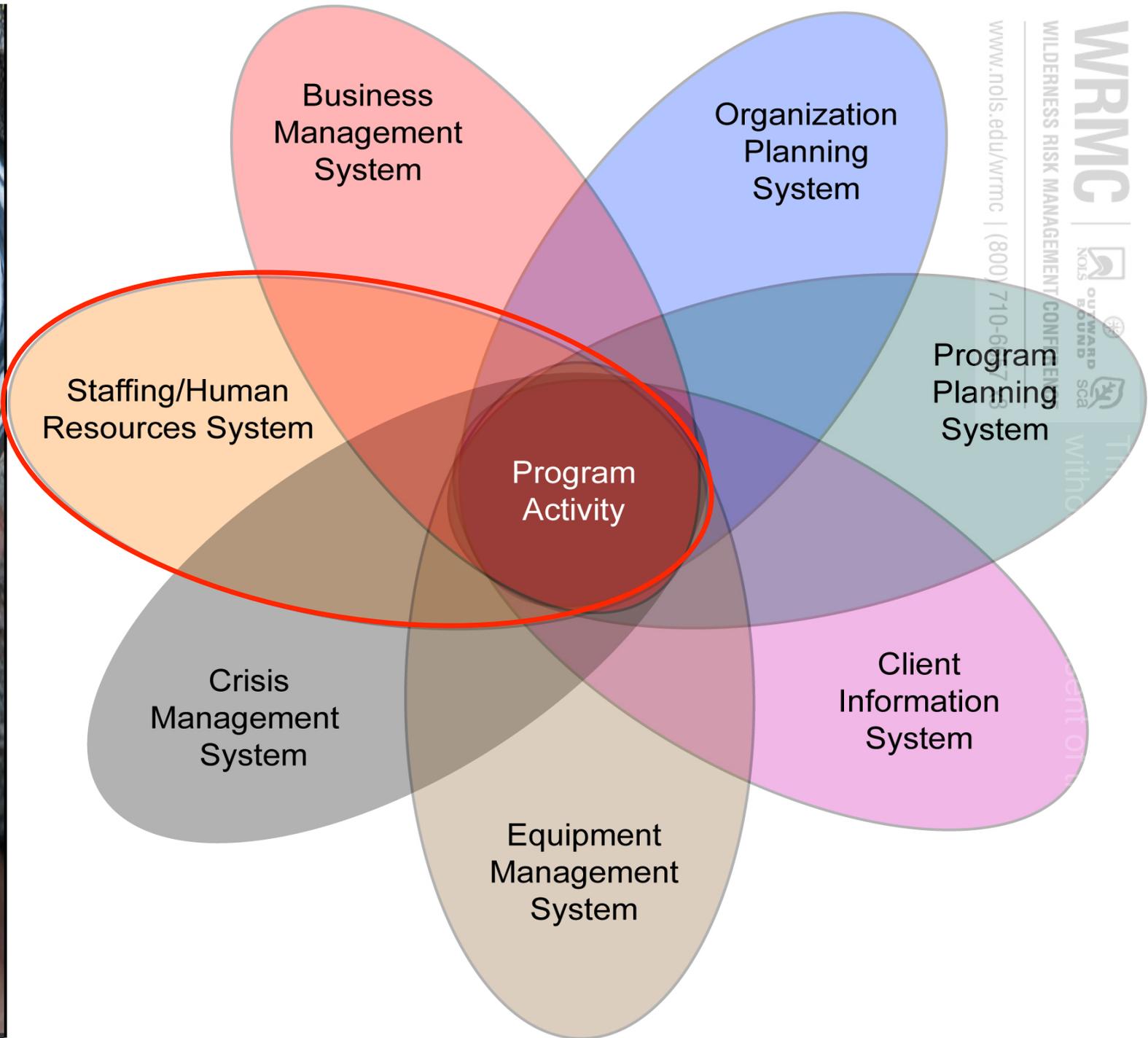
# Training Priorities

1. Field ready product delivery
  - Delivery outcomes
2. Know the rules
  - Test
3. Understand normal
  - Non Normal
4. Respond to non normal
  - Sensemaking



# How do we do all this (with no time?)

- Outcomes and risk tolerance:
  - From the top, from the outside
- Critical incident; failure
- Case study org IRF's



# Bottom line:

- Shortcuts: you don't get your cake...
- Peer influence, clear expectations and supervision structure need to cover for less training
- Accelerated training needs to focus on testing, sensemaking, non normal and failure



# To Do List:

1. System influence and program demands re. training realities
2. Risk tolerance: explicit vs. implied
3. Do supervisors 'supervise'?
4. Train to failure – non normal, risk creep & non-clicking triggers
5. Peer influence on training (and performance)



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Risk Report

[AdventureRiskReport.blogspot.com](http://AdventureRiskReport.blogspot.com)

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# References / further reading

- Jackson, J. & Heshka, J. (2010). *Managing Risk, Systems Planning for Outdoor Adventure Programs*, Direct Bearing Inc., Palmer Rapids, ON.
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