USING A BEHAVIORAL SKILL FRAMEWORK TO BUILD A CULTURE OF SAFETY

WRMC 2023

Intros

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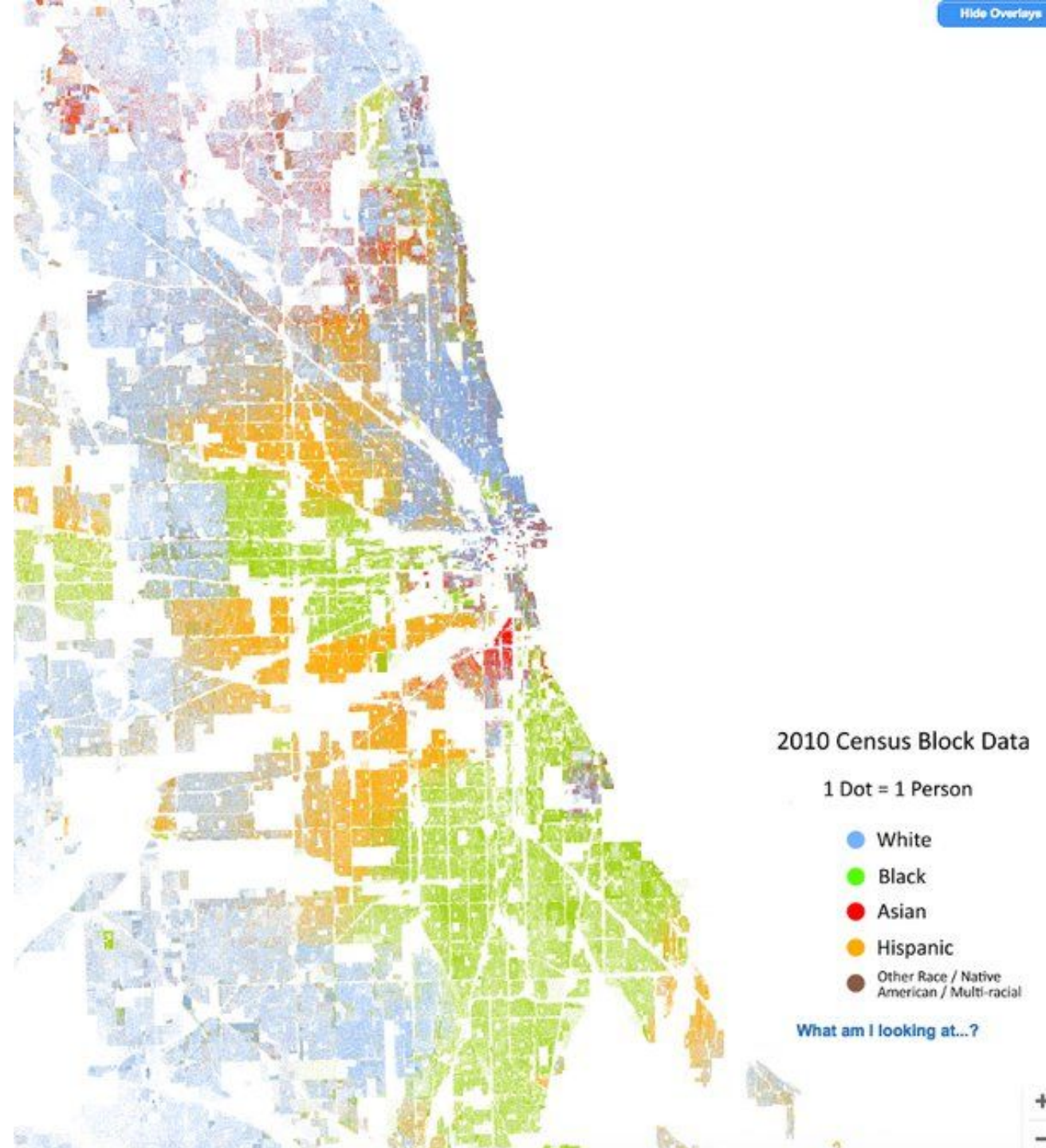
Partner
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Our Mission

To disrupt segregation by uniting and empowering young people of all backgrounds through transformative experiences.

What We Do

We provide meaningful opportunities to unite our city's young people and lead them to common ground, foster positive cross-racial relationships, and develop the skills and values necessary to become empowered community builders.

2010 Census Block Data

1 Dot = 1 Person

- White
- Black
- Asian
- Hispanic
- Other Race / Native American / Multi-racial

What am I looking at...?

Hide Overlays

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Agenda

1. Overview of Risk Management

2. Risk assessment activity

3. Behavioral skill overview & activity

4. Interactive & reflective time to tie to your own work

Learning Outcomes

1. Understand how to use behavioral skills as a component of your Organization Risk Management framework.

2. Understand how to use a behavioral skill model as a tool to support your equity and inclusion goals.

3. Plan initial steps for implementing a behavioral skill model at your organization.
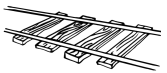
Group Agreements

 Make Space, Take Space. We make space by actively listening (one mic) and take space while practicing awareness of others.

 Right to Pass, **Right to Pause**. If something makes us uncomfortable, we can choose to not participate, or take a moment before sharing.

 Don't Yuck My Yum. We respectfully disagree. We don't put down the ideas or beliefs of others.

 Stay on Track. We have limited time and can't cover everything, so we may reign in the conversation from time to time.

Formative Assessment

1. Where are you from?

2. What is your primary role at your organization?

3. Years of experience managing risk in dynamic environments?

4. What are your goals for being here?

When We Think About Risk Management...

# A Holistic Approach to Risk Management

Instructions

1. Review this framework

2. Which of these components do you currently have impact on?

3. What are you currently doing in those areas?

4. Think, pair, share

Approach at different levels of the system

| SYSTEM LEVEL	CONTRIBUTING FACTORS
Local Government	
Regulatory Body	
Organizational Management	
Your Organization	
Program Staff	
The Activity	
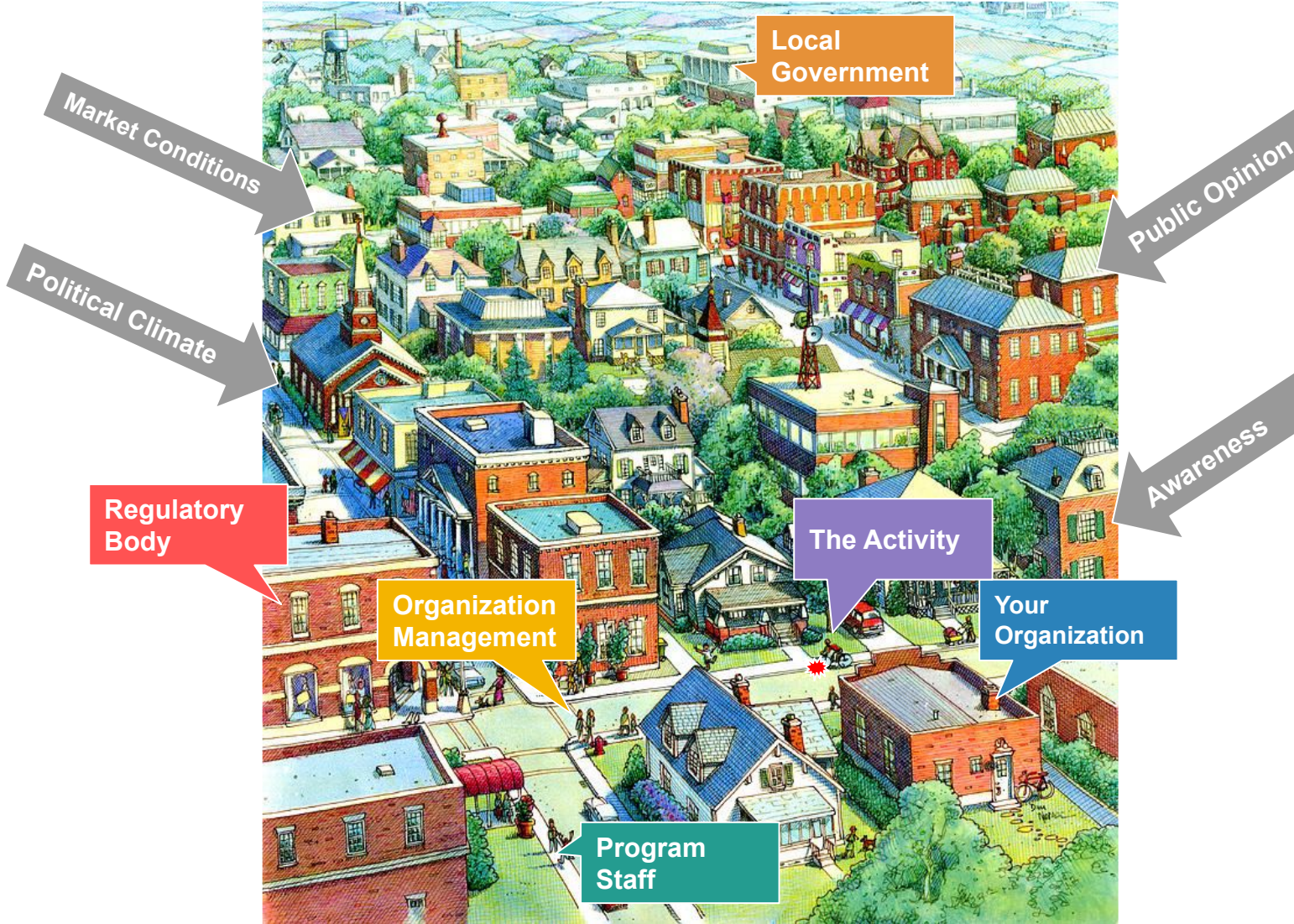
Drawing Conclusions

- Adventure programs are good at managing "risky activities" not less risky

- Incidents are created by multiple contributory factors at many scales

- We can't predict which interacting factors will cause incidents

- These "emergent risks" - interactivity of multiple issues - can't be trained away with specificity, blamed on an individual, or a single cause

We Can't Predict All Incidents. **We can build resilient, mission focused teams.**

1. Ensure Mission and Vision are clear and understood.

2. Define and cultivate and an organizational Culture (values) that supports our Mission.

3. Implement mission through intentionally designed Programs.

4. Hire and train People that are mission driven.

5. **Clearly define key Behavioral Skills necessary to successfully implement our programs.**
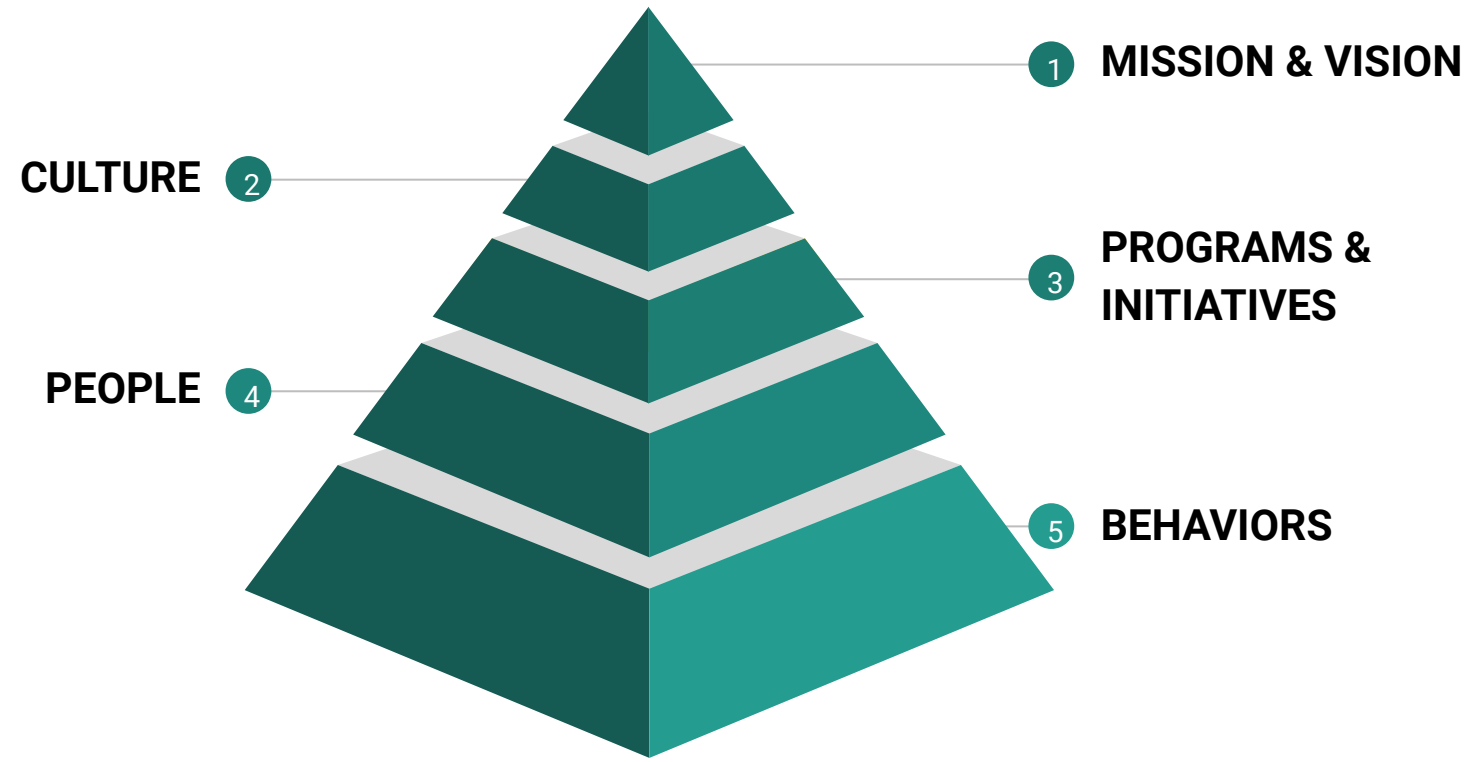
Why We're Excited About This

- Participant and employee experience hinge on a risk management mindset

- Everyone has a meaningful role to play in organization risk management

- Behavioral Skills > Experience Alone

- We can remove barriers to access employment through a behavioral skill based hiring process

So What Are Behavioral Skills?

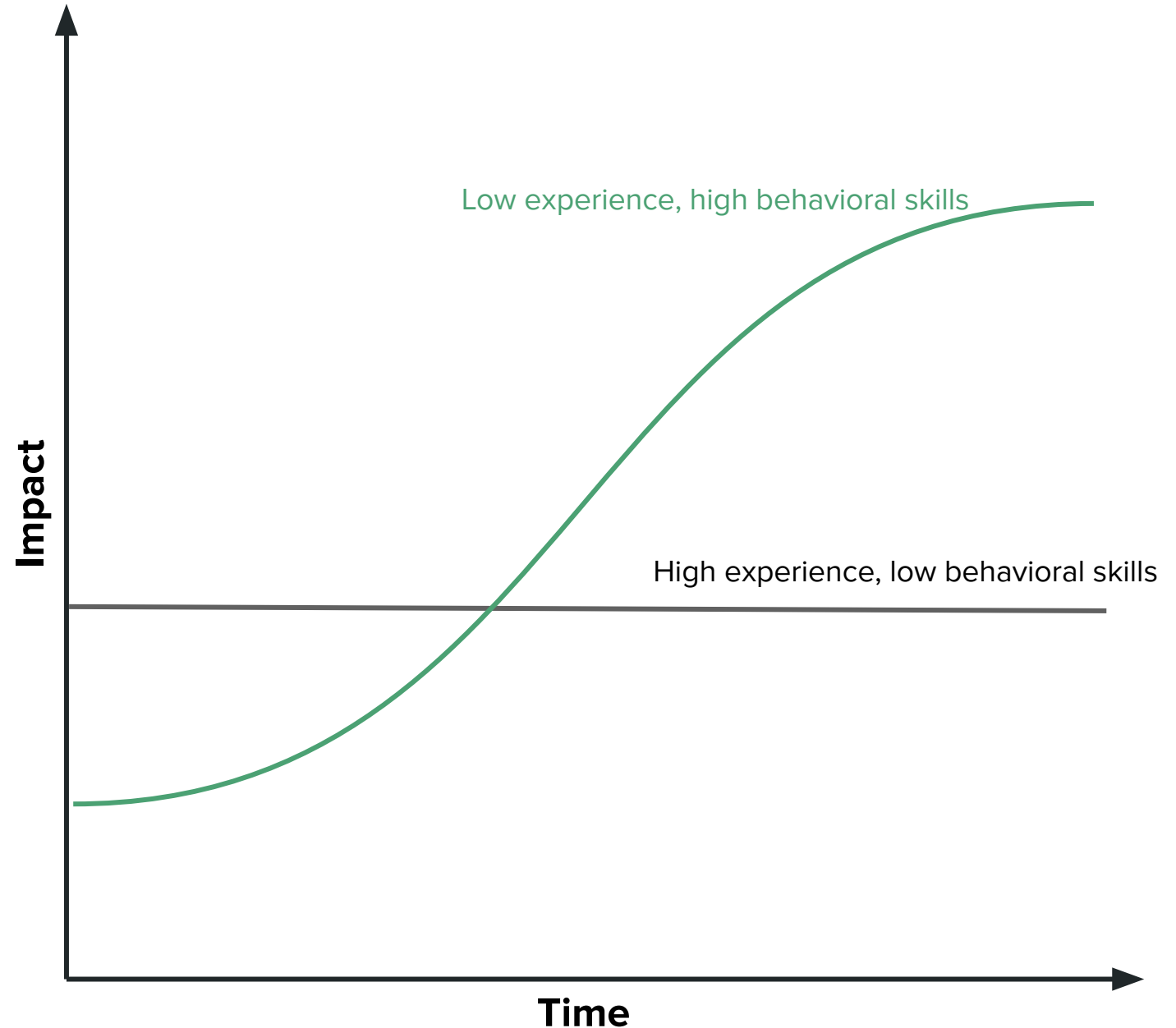Technical skills reflect what knowledge professionals need for their jobs

Behavioral skills (also known as competencies) reflect *how* they apply this knowledge

Technical vs. Behavioral Skills

TECHNICAL SKILLS	BEHAVIORAL SKILLS
Professional Certs • AMGA • ACCT • ACA Medical Training • WFR • WEMT • Mental Health First Aid Management Experience Relevant Field Experience	• Communication • Adaptability • Problem Solving • Cultural Competence • Teamwork • Trust

Skill vs. Experience

- Investing in staff lower experience can open doors to those who are historically excluded from our industries

- And leads to greater impact over time

Behavioral Skill Examples

SKILL	DEFINITION
EMPATHY	- Genuinely cares about others and takes an active interest in their concerns. - Able to understand and share another person's feelings, experiences, and emotions without judgment. - Tries to understand how a person is feeling in the moment or around a particular issue by actively listening.
ADAPTABILITY	- Can effectively cope with change and will change approach, style, and expectations when necessary to achieve goals; - changes gears comfortably to respond to the needs of the situation. - Responds to change with a positive attitude and willingness to learn new ways to accomplish work.
TEAMWORK	- Promotes cooperation and commitment within a team to achieve goals and deliverables. - Understands when and how to contribute to a project or team, both as a leader and as a contributor. - Provides constructive feedback to others as appropriate.

LET'S PRACTICE

Incident Example

You are in charge of a climbing facility at a college. The facility has top rope and bouldering walls. Students must pass a belay test to belay at the wall. Several students are climbing while you monitor the front desk.

As you are checking in other students, you hear a yell and a loud thump. You come around the corner from the desk to the climbing area and see one student standing over another who has a clearly deformed left leg injury and is crying.

They fell from near the top of the climb and their belayer was unable to arrest their fall. This belayer had been checked off by one of your student staff.

Instructions

1. Reread the example

2. Identify 3 missing behaviors that may have contributed to this incident

3. Identify 3 behaviors that, in the event of this incident, may contribute to a resilient response

4. Post your answers on the chart paper.

You are in charge of a climbing facility at a college. The facility has top rope and bouldering walls. Students must pass a belay test to belay at the wall. Several students are climbing while you monitor the front desk.

As you are checking in other students, you hear a yell and a loud thump. You come around the corner from the desk to the climbing area and see one student standing over another who has a clearly deformed left leg injury and is crying.

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HOW TO IMPLEMENT A BEHAVIORAL SKILL MODEL

Implementing A Behavioral Skill Model

| IDENTIFY | INTERVIEW | TRAIN | EVALUATE |

Implementing A Behavioral Skill Model
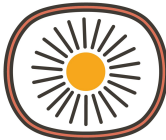
| IDENTIFY | INTERVIEW | TRAIN | EVALUATE |

Identify the "must have" behavioral skills for your team (3-5) and eliminate all unnecessary job requirements ("barriers to entry")

Project Kindred Case Study: **Operationalizing our Values**

SELF-AWARENESS

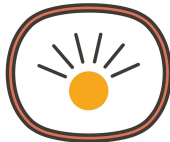We are true to ourselves and we own our impact.

KINDNESS

We uplift ourselves and others with thoughtful words and actions.
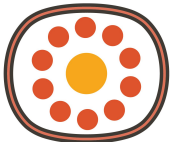
COURAGE

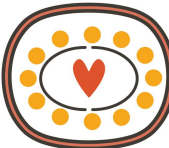We choose to stand up for ourselves and each other, even when it's hard.

COMMUNITY

We include, respect, and empower one another.

JOY

We share our passion, playfulness, and positivity with one another.

Project Kindred Case Study: **Operationalizing our Values**

| VALUE	PRIMARY DEFINITION	WHAT IT LOOKS LIKE
SELF-AWARENESS	We are true to ourselves and we own our impact.	- We consider how we impact the people, places, and communities of which we are a part. (*"Who am I in this moment and how does that affect the people around me and the space I'm in?"*) - We seek out the perspectives and feelings of others. - We remain aware of our biases and privileges. - We take responsibility for our mistakes and work to learn from them.
KINDNESS	We uplift ourselves and others with thoughtful words and actions.	- We spot the needs of others and respectfully offer support. - We actively listen and seek to understand before responding. - We cheerlead for each other. - We offer a warm welcome to all.
COURAGE	We choose to stand up for ourselves and each other, even when it's hard.	- We are willing to be the first ones to step up. - We surface conflict and pursue peace. - We provide helpful and timely feedback. - We accept challenges and try new things in order to keep growing.
COMMUNITY	We include, respect, and empower one another.	- We celebrate differences and similarities. - We respect each person's dignity. - We foster loving relationships. - We stay present with the group.
JOY	We share our passion, playfulness, and positivity with one another.	- We celebrate personal and group successes. - We spread love and positivity everywhere we go. - We show gratitude for each other, our environment, and our time together.

Skill Rubric Example: **Adaptability**

BUDDING	BLOOMING	PROPAGATING
● **Willingness and ability to adjust to new situations, challenges and environments** ● Open-mindedness ● Willingness to learn and explore new ideas ● Willingness to listen to others' perspectives ● Ability to build relationships with diverse people	● **Ability to navigate change with ease and effectiveness** ● Positive attitude towards change ● Flexibility and agility ● Ability to communicate effectively in different contexts ● Ability to analyze and solve complex problems ● Emotional intelligence and empathy	● **Ability to thrive in constantly changing situations** ● Resilience and determination ● Proactivity and initiative ● Confidence in expressing ideas and opinions ● Ability to make effective decisions in an ever changing environment ● Ability to lead and collaborate with others

SIGNS OF FERTILE GROUND IN TEAM MEMBER	A FERTILE ORGANIZATION
● Asks insightful questions ● Shows evidence of reflection ● Identifies resources	● Clear expectations are exchanged between management and direct reports ● Staff are empowered, not micromanaged ● Staff are rewarded for achieving end goals effectively and safely

Instructions

1. Identify your mission

2. Define your culture by listing 3-5 key adjectives, or list your core values

3. Identify your most mission aligned program or initiative

4. Identify 1-2 roles/people central to those programs or initiatives

5. List 2-3 behavioral skills that are essential to delivering those programs effectively.
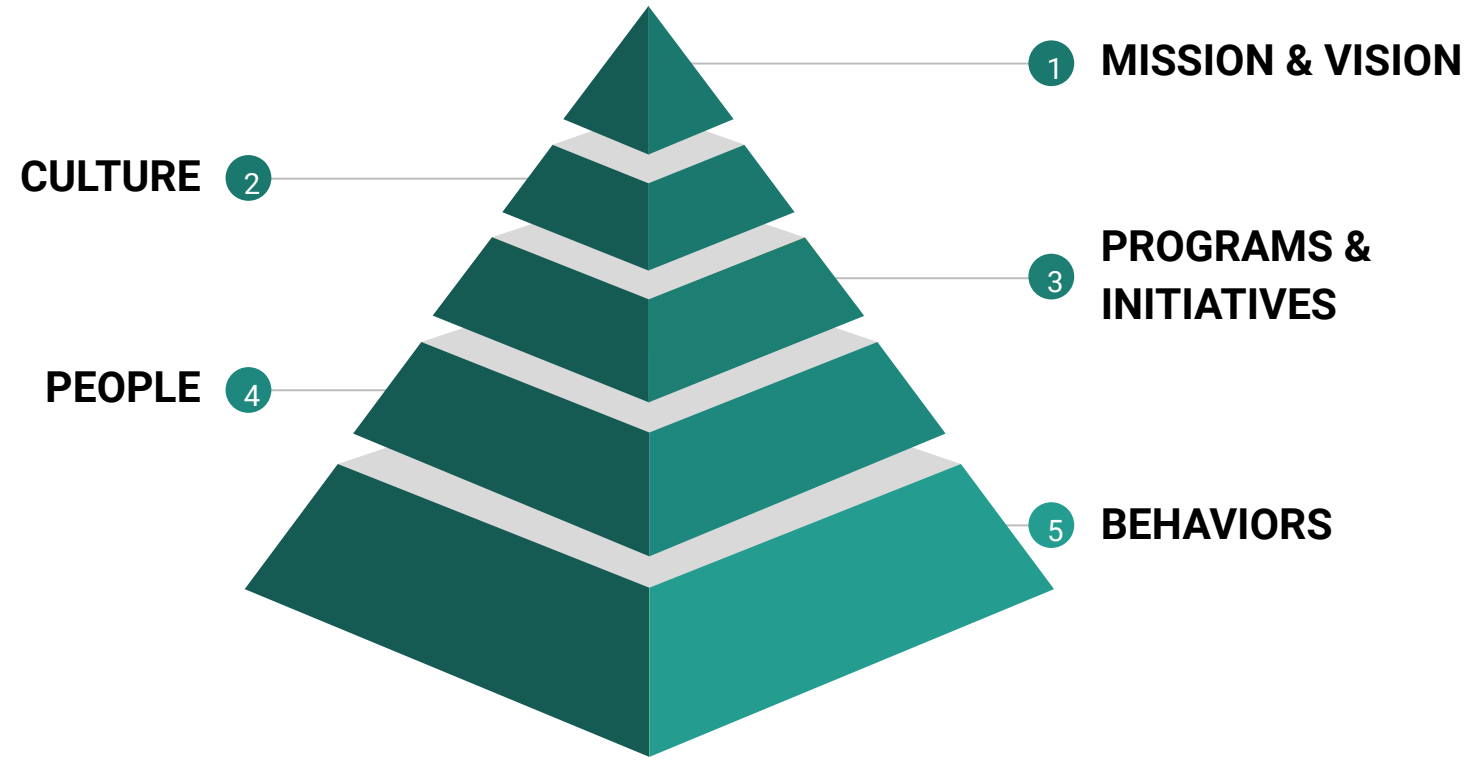
Implementing A Behavioral Skill Model

IDENTIFY	INTERVIEW	TRAIN	EVALUATE

Identify the "must have" behavioral skills for your team (3-5) and eliminate all unnecessary job requirements ("barriers to entry")

Develop behavioral interview questions and simulations/ exercises to evaluate for these skills

Project Kindred Case Study:
Interviewing for "Adaptability":

- <u>Behavioral based interview questions</u>:

  - Tell us about a situation in which you had to adjust to changes over which you had no control. How did you handle it?

  - Give me an example of when you initiated a change in process or operations in response to customer feedback.

- <u>Simulation/Scenario</u>:

  - It's the night before a major outdoor climbing event you've been planning, and you get an alert that there's a major storm in the forecast. Talk me through your course of action after receiving that information

Implementing A Behavioral Skill Model

| IDENTIFY | INTERVIEW | TRAIN | EVALUATE |

Identify the "must have" behavioral skills for your team (3-5) and eliminate all unnecessary job requirements ("barriers to entry")

Develop behavioral interview questions and simulations/ exercises to evaluate for these competencies

Develop a training plan that supports growth of these "must have" skills

Project Kindred Case Study:
Assessing our Training Plan

TRAINING	SELF-AWARENESS	ADAPTABILITY	COMMUNICATION	KINDNESS	CONTINUOUS LEARNING
Living Our Values	X			X	
Group Management 101	X	X	X	X	
Reactive Behavior Management	X	X	X	X	
Intentional Inclusion	X	X		X	X
Emergency Procedures		X	X		
Parents as Customers			X	X	X

Implementing A Behavioral Skill Model

IDENTIFY	INTERVIEW	TRAIN	EVALUATE
Identify the "must have" behavioral skills for your team (3-5) and eliminate all unnecessary job requirements ("barriers to entry")	Develop behavioral interview questions and simulations/ exercises to evaluate for these competencies	Develop a training plan that supports growth of these "must have" competencies	**Include behavioral skill rubrics in your staff evaluation system**

Project Kindred Case Study:
Evaluation, Feedback, and Growth

ENGAGEMENT MANAGER SKILLS	MID	FINAL
INITIATIVE: Begins work that improves or enhances products or services without being asked. Evaluates, selects, and acts on strategies for solving problems and meeting objectives without prompting. Plans ahead to minimize and avoid problems.	B	-
COMMUNITY FOCUS: Is dedicated to exceeding the expectations and needs of Kindred community members (internal and external). Solicits first-hand information and proactively uses it to help improve services; acts with community members in mind. Establishes and maintains authentic relationships with Kindred community members.	B	-
PROJECT MANAGEMENT: Can marshal and align resources and communications to accomplish significant objectives across time (and geographic boundaries). Sets objectives, breaks work down, develops schedules and assignments; orchestrate multiple activities over time. Maintains information, files, and budgets. Adjusts and adapts with bumps in the road. Measures performance against goals.	BL	-
PROBLEM-SOLVING: Uses logic and methods to effectively resolve difficult problems. Analyzes situations and actively searches for information, support, and resources to discover approaches and answers. Looks beyond the obvious and applies creative approaches. Is resourceful.	P	-

B = Budding **BL** = Blooming, **P** = Propagating

Implementing A Behavioral Skill Model

IDENTIFY	INTERVIEW	TRAIN	EVALUATE
Identify the "must have" behavioral skills for your team (3-5) and eliminate all unnecessary job requirements ("barriers to entry")	Develop behavioral interview questions and simulations/ exercises to evaluate for these competencies	Develop a training plan that supports growth of these "must have" competencies	Include competency rubrics in your staff evaluation system

TYING IT ALL TOGETHER

Organizational Impact

- Skills trump Experience Alone ➜ Broader Picture

- Removing barriers to access employment ➜ By IDing skills we don't exclude

- Risk Management has many components ➜ We can intervene at all levels

- Customer experience hinges on safety ➜ synergy of educative and safety goals and delivery skills

Assessment

- How do we measure behavior change?
- Formative, Ongoing, and Cumulative Assessment
    - Behavior change requires understanding behaviors
- Observational Assessment
- Outcomes Oriented
- Assessment includes what is going well!

WHAT NOW?

We're Here To Help

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