

Training Your Staff to Be Risk Managers

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Formal Staff Training

What do you want your staff to remember from their staff training?

Step two: If you could only choose three, what would they be? (circle)

Study questions for later:

- Do you have written position descriptions?
- How do your staff know what criteria determines successful performance?
- If a staff member has to leave the field, do you have a replacement plan?
- If a staff member calls from the field to initiate an evacuation, who is in the ultimate decision-making role, you or them?

Staff Training Key Components:

- Area-specific objective hazard management
- Communication training
- Judgment and decision-making training
- Evacuation procedures/protocols
- Position responsibilities
- Organizational mission and values
- Culture of staying calm, prepared and focused throughout the job

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Risk Management Framework

1. Write down 4 - 6 hazards in your program that could cause a fatality, disabling injury, or traumatic stress injury.

2. Identify one way that you can make an organizational distinction between the hazards listed above, and hazards that do not have as severe a consequence.

Study questions for later:

- Do you have organizational expectations for managing the significant objective hazards?
- Are you confident in your staff's ability to assess and manage significant hazards in their course areas?
- Does your staff have a common language for decision making?
- Does your staff reflect back on their decisions?
- What distracts your staff from the primary goals of risk management?
- How can you support focused prioritization by your field staff?

Framework Key Points:

You want your staff to make good decisions around potentially life-threatening hazards. You want your trip leaders to be able to:

- Recognize a hazard is life threatening. **Wish it said: recognize a hazard with a potentially severe consequence.**
- Calmly assess and make a good plan for managing that hazard that takes into considerations both the objective hazard and subjective factors.
- Communicate that plan to everyone involved.

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Culture of Learning

Identify where your organization falls in each of the following continuums:

Continuum 1

I think staff regularly reflect on decision making

I do not know of regular habits or structure that supports reflecting on decisions.

Continuum 2

I think that in the field, staff act in full accordance with organizational expectations.

I think that staff do not always act according to organizational expectations.

Continuum 3

As an administrator I can give you data that explains what risks our program encounters regularly and how we manage them.

I'm not sure what incidents occurred last summer, other than the "big one".

Continuum 4

Staff have awareness of how to mitigate power dynamics in decision making.

I see a pattern of power dynamics getting in the way of decision making and feedback.

Continuum 5

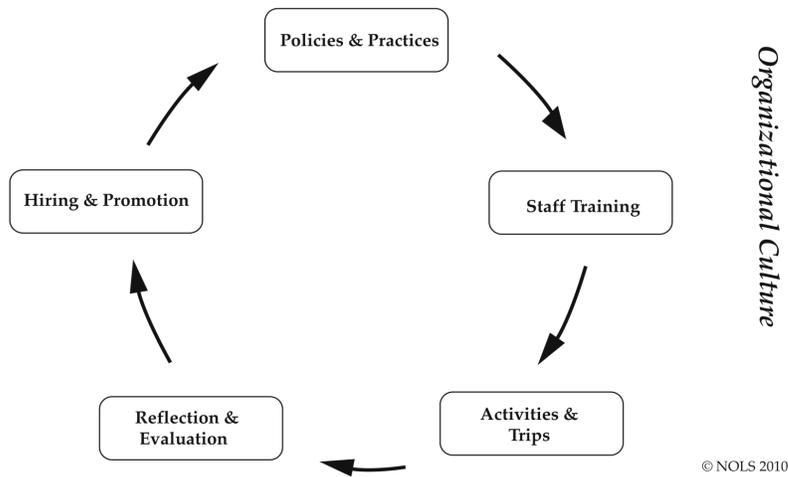
In the field, staff remain calm, prepared and focused so that they are able to make good decisions.

Staff are overwhelmed in the field with all the things that they have to remember and manage, and they make decisions in a state of chaos.

Culture of Learning Key Components:

- Regular debriefs.
- A culture of open reporting and learning from mistakes.
- Effective and positive supervision.
- Incident/near-miss collection and analysis.
- Attention to power dynamics like position, race, gender, etc.
- Coaching and mentorship.
- A culture of staying calm, prepared and focused in all situations.

The Program Management Cycle



Action Plan

Please take 5 minutes to outline three measurable staff training steps that you plan to implement in the next 6-12 months.

1.

2.

3.