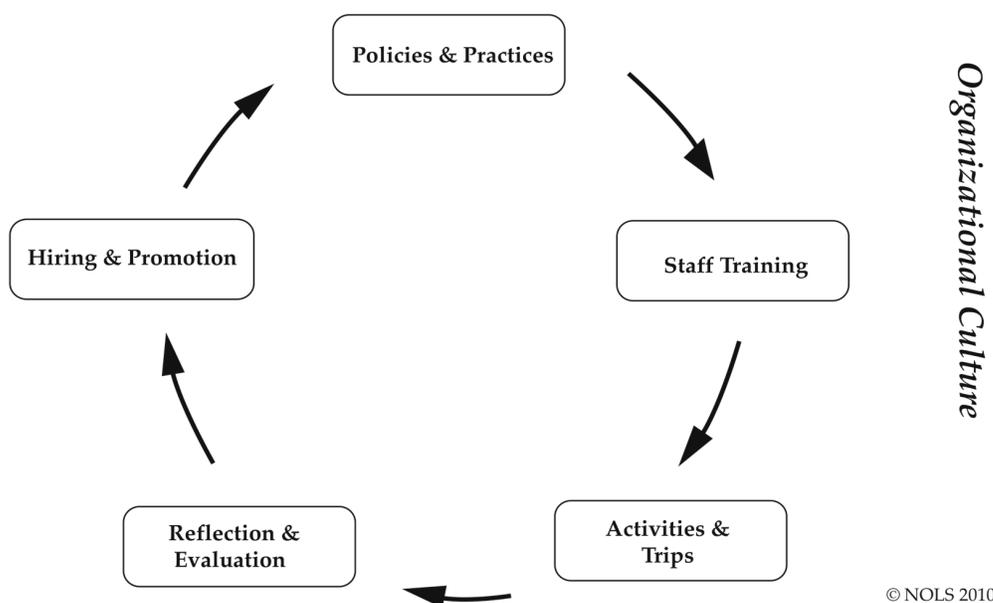


## The Program Management Cycle



### Situational Awareness

1. What competes with your field staff's focus on mitigating the risks most likely to cause a serious illness, injury or fatality?
2. What is one thing you could implement in your organization to better support field staff prioritization of serious hazard management?

### Training Your Staff to be Risk Managers

Wilderness Risk Management Conference, Oct. 2014

### **Situational Awareness Key Components:**

- Understanding of program risks
- Effective practices for preventing, managing and responding to risks with the potential to cause fatality, disabling illness or injury
- Context-specific training (i.e. training in actual environments, or “training to failure”)
- Activities and routes designed to match the level of staff training and participant competence
- A culture of staying calm, prepared and focused in all situations

### **Exercise to take to your field staff:**

1. Name the hazards on your upcoming trip/program most likely to cause a fatality or serious injury illness (i.e. lightning, drowning, rockfall, transportation)
2. What most distracts you from these highest priorities?
3. What can you do to maintain focus on serious hazard evaluation?

### **How do you know if your organizational protocols are adequate for the risks your participants face? Consider the following...**

- Hire staff with expertise in your program area.
- Provide expertise yourself, if applicable.
- Hire an expert in a given program area to train your staff, help you write protocols, and/or conduct a review of your organizational protocols.
- Check your protocols against peer organizations.
- Check your protocols against reputable written materials.
- Apply for accreditation.

### **Questions for later:**

- Identify a quality that you particularly appreciate or admire in your staff.
- How might that quality be an asset and/or a liability in risk management?
- What is one thing your organization does well to support field staff prioritization of serious hazard management?

## Culture of Learning

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

### Continuum 1

I think I know what staff do in the field

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I think field staff makes decisions that admin never hears about.

### Continuum 2

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

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I think that trip leaders 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.

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

### Continuum 4

My staff have training that prepares them for their specific program.

---

Most staff go straight from a generic training to a program that has specific needs unaddressed in their pre-season training.

**Culture of Learning Key Components:**

- Regular debriefs
- Effective and positive supervision
- Coaching and mentorship
- Incident/near-miss collection and analysis
- Program-specific preparation
- Asking “What factors contributed to this incident?” rather than “Who is to blame for this incident?”
- Asking “What variables were known and considered at the time of the decision, and how was the decision made?” rather than “Given hindsight, was it a good decision?”
- A balance of learning and accountability

**Role Clarity: Self Study Questions for later:**

- Do you have written position descriptions?
  - How do your staff know what criteria determines successful performance?
  - Do you hire for risk management skills, or do you train for risk management skills?
  - Is your staff familiar with your organizational mission and values?
-

## Role Clarity Exercise

<b>Exercise instructions:</b> For the following hypothetical situations, place a <b>STAR</b> in the box that represents the primary decision maker in your organization, and a <b>CHECK</b> the boxes that represent other people who your organization expects to be part of the decision.	Trip Leader	Assistant Trip Leader	Administrator	Manager	Medical
<b>Evacuation</b> of a student/participant due to signs and symptoms of a head injury					
<b>Expulsion</b> of a student after he or she is found snorting another student's Adderall (ADHD medication)					
Changing an intended <b>campsite</b> because the group is moving slowly due to an ankle sprain					
Retreating from a mountain pass due to <b>threat of lightning</b>					
<b>Promotion</b> or rehire of an assistant instructor					
<b>Hiring a contractor</b> to take students horseback riding during an international semester abroad					

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## Action Plan

Outline three measurable improvements to your staff training systems that you plan to implement in the next 6-12 months.

1.

2.

3.

### Examples:

1. Make case studies available to staff of serious incidents that have occurred in the type of terrain they will lead trips.
2. Establish a routine method to record and discuss near misses or incidents after each trip.
3. Identify areas in which decision making roles are not clearly defined pertaining to risk management systems.