

Institutional Risk Tolerance

Welcome & Directions...

Please complete the survey
N.B. Complete side one first
without reviewing side two, then
complete side two...

Risk Tolerance Survey: Page One, Please Complete Prior To Reviewing Or Completing Page Two

Scenario for your staff/instructors/leaders with a group of your participants (professional setting)	Circle the most likely response of your organizations staff/instructors/leaders to the presented scenarios.		
<p>1 Traveling at 3pm 1,000 ft above tree line in the presence of towering cumuli-nimbus clouds with a recent history of afternoon lightning storms with 500 ft more to ascend to a pass on the planned route.</p>	Continue on the route, responding only to a flash-bang count of 30 or less as per protocol	Encourage the group to move efficiently up and over the pass and descend the other side	Immediately increase separation between group members and descend to tree line.
<p>2 Setting top rope anchors for a group which requires traversing out on 5.2 terrain with 25+ feet of vertical exposure.</p>	Complete the anchor setting efficiently	Clip-in via a tether to the first available anchor	Set up a belay with another staff member prior to anchor setting
<p>3 Traveling in a large & loaded vehicle at 55 mph (speed limit) in a busy urban environment with surrounding traffic traveling at 65-80 mph.</p>	Focus on the challenge at hand and continue traveling with diligence	Utilize the right lane and turn on hazard lights to warn fast approaching vehicles	Exit the road and seek an alternate route or wait for traffic to calm
<p>4 Winter route crosses a 20 meter wide, 34° avalanche path, mid-season continental snowpack, current avalanche danger scale rating is moderate (2), total avoidance would require 500 ft climb & 1.5 miles travel, 3:30pm, the group is behind schedule, and at risk of not finishing the day tour before dark.</p>	Carefully cross the slope one at a time with spotters	Have two staff dig hasty pits and if the snowpack is deemed stable (independent agreeing decisions) cross one at a time	Avoid the risk entirely by ascending and then descending, knowing that the group may be late and return after dark.
<p>5 Layover day for a group is in an area with no prior history of undesirable bear-human interaction, in-camp today the group has spotted a black bear 3 times in the last 6 hours, the group has no specialized bear camping equipment, it is 3pm.</p>	Remind the students to travel in pairs or more at all times (including going to the bathroom) and keep an eye out for the bear	Separate a group kitchen from sleeping areas and store all scent items there, require everyone to travel in pairs around camp, improvise a bear hang	Keep everyone together and leave the area entirely immediately.
<p>6 1.5 miles from a road head, student with no prior history goes into anaphylaxis and cannot complete a sentence, staff inject epinephrine and administer Benadryl, rapidly evacuate to the trailhead, on trail the student relapses and they re-inject, now in the vehicle 20 minutes from the hospital, near a rural town with EMS, the student relapses again.</p>	Administer epinephrine again and continue to the hospital with prudent haste.	Call for medical control and seek permission to administer epinephrine in a non-wilderness setting, continue to the hospital	Call 911 and have them meet you to take over care and transportation of the student.
<p>7 15 person group at the end of a backpacking trip, recent rains seriously rutted out the 15 mile dirt road. Towing a low clearance trailer with a 15-p van.</p>	Load and go (slowly)	Proceed slowly, stop as needed to unload gear and people to minimize damage to van & trailer	Ferry half of the group & gear at a time to minimize damage to the vehicle and trailer
<p>8 1 Instructors & 1 intern evacuating a student on foot with an infection on their arm (with long red inflammation marks), they come to a rural road with occasional traffic on which they must hitch-hike to a phone & clinic. 3rd vehicle to pass in 2 hours stops, a 1978 F-150 with a nice family of three in the front bench seat and they offer a ride to town (23 miles on rural roads) in the bed of the pickup truck.</p>	Accept the ride in the open pickup truck bed and ready to bang on the window if it feels unsafe.	Intern stays with the student and the instructor accepts a ride to town and then arranges a pickup of the intern & student	Group passes up the ride and waits for another vehicle with sufficient seatbelts for all three people.
<p>TOTAL of three Boxes to the right = _____</p>	3 points for each answer in this column X _____	2 points for each answer in this column X _____	1 points for each answer in this column X _____

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AFTER YOU HAVE COMPLETED PAGE ONE, CONTINUE TO PAGE TWO ON REVERSE

Risk Tolerance Page Two: Please Complete AFTER Page One (Same Scenarios But Different Perspective!)

Scenario for your staff/instructors/leaders with a group of your participants (professional setting)	Circle your organizations desired response by staff/instructors/leaders to the presented scenarios.		
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THANK YOU FOR PLAYING!

WRRMIG



**OUTWARD
BOUND**



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Institutional Risk Tolerance

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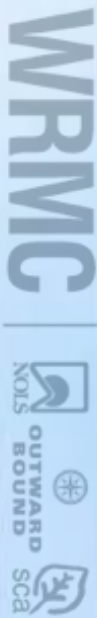
Probability of ..



loss or injury.

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$$\frac{\text{Likelihood} \times \text{Severity}}{= \text{RISK}}$$

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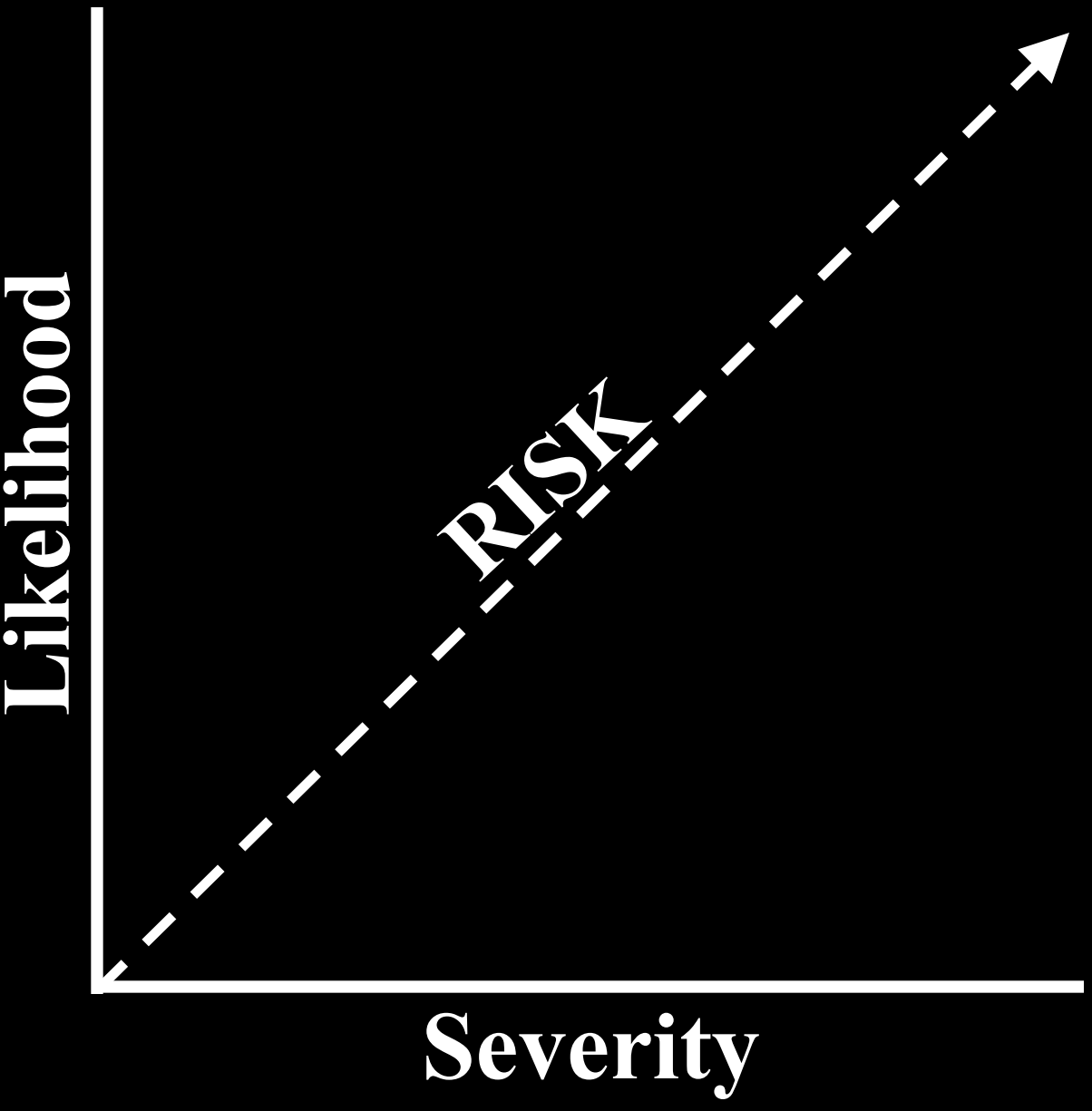
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Risk Tolerance?

Tolerance: The act or capacity of enduring; endurance

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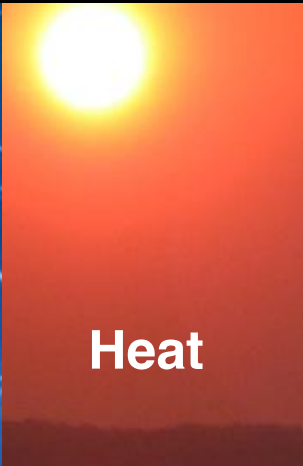
The Outer Limits

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Type and severity of acceptable hazards



Lightning



Heat



Transportation



Avalanches

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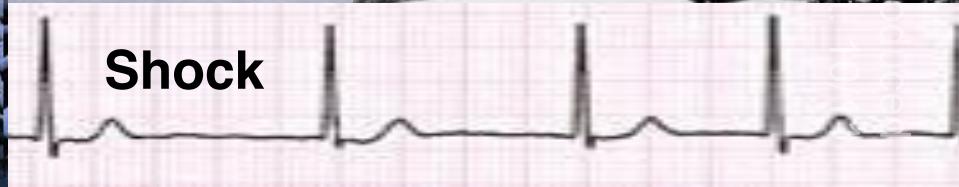
Moving Water



Cold



Falls



Shock



"...because as we know, there are known knowns; there are things we know we know. We also know there are known unknowns; that is to say we know there are some things we do not know. But there are also unknown unknowns – the ones we don't know we don't know"

Organizational Risk Tolerance is Based on...

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Participant Age

Desired and (hopefully) stated outcomes

- What risks (potential negative outcomes) are worth the rewards?
- Has the organization carefully and honestly identified and evaluated the risks?
- Have industry experts been engaged in ID and assessment?

Desired outcomes should be based on...

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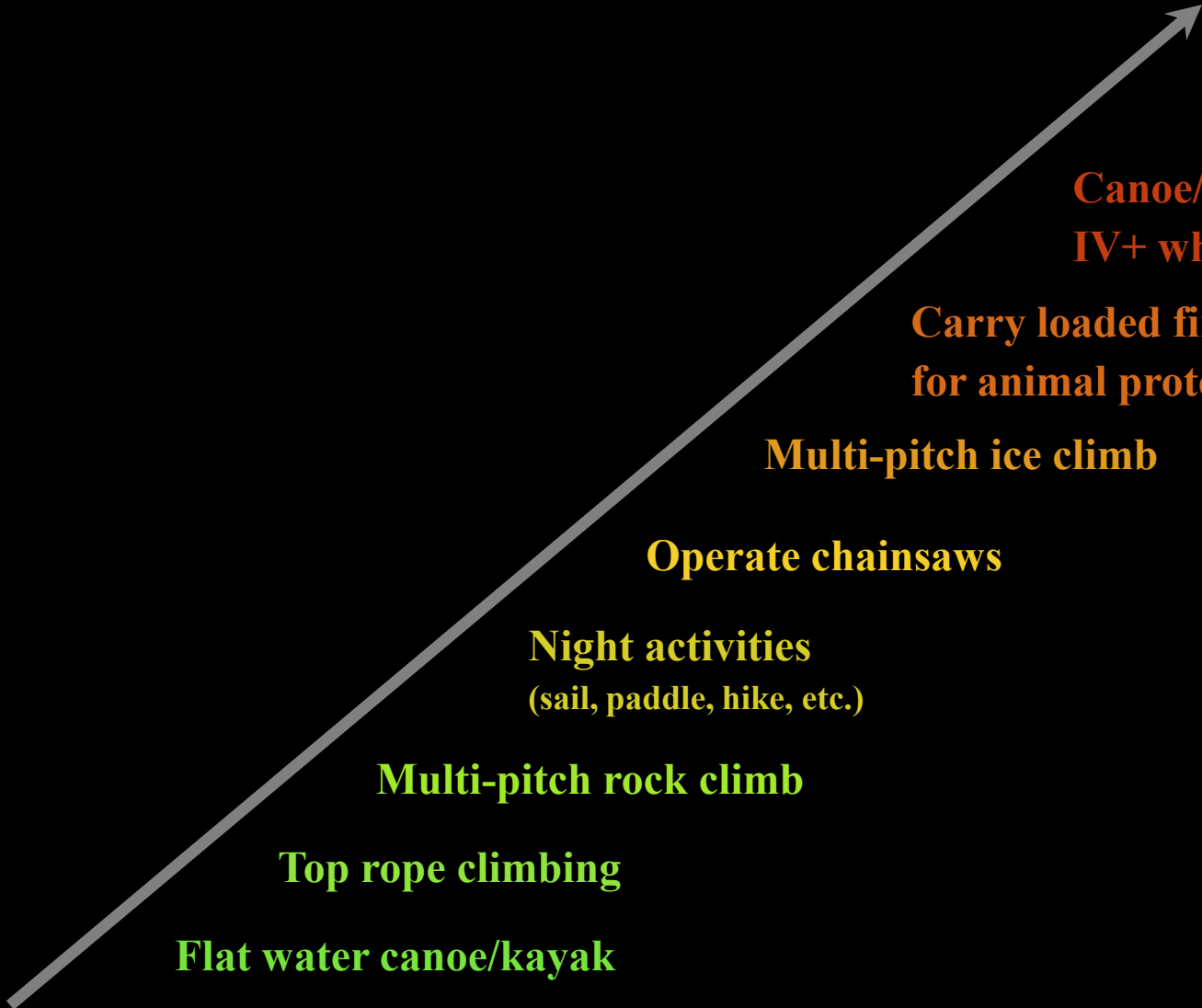
Organizational Mission...

Does Mission Matter?

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The _____ is organized to:

- Unite the energy, interest, and knowledge of the students, explorers, and lovers of the mountains of _____;
- Collect and disseminate information regarding the _____ Mountains on behalf of science, literature, art, and recreation;
- Stimulate public interest in our mountain area;
- Encourage the preservation of forests, flowers, fauna, and natural scenery; and
- Render readily accessible the alpine attractions of this region.



Nature walks in protected forests

Flat water canoe/kayak

Top rope climbing

Multi-pitch rock climb

Night activities
(sail, paddle, hike, etc.)

Operate chainsaws

Multi-pitch ice climb

**Carry loaded firearms
for animal protection**

**Canoe/kayak class
IV+ whitewater**

Climb above 6000M

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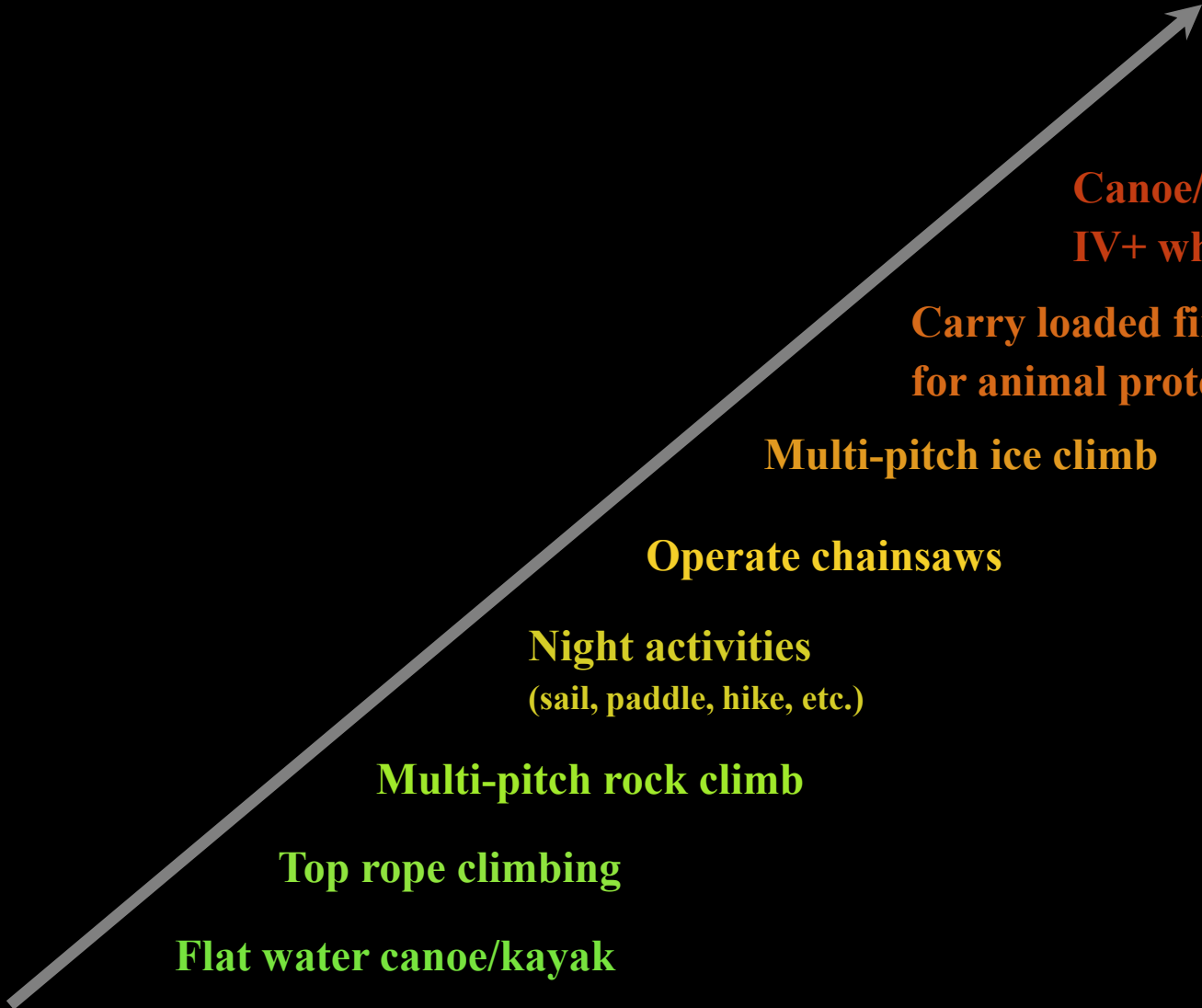
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The _____ College community combines structured academic study with experiential challenges and plain hard work to build responsible problem solvers who become stewards of the environment as they pursue productive lives.

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To Inspire character development and self-discovery in people of all ages and walks of life through challenge and adventure, and to impel them to achieve more than they ever thought possible, to show compassion for others and to actively engage in creating a better world.

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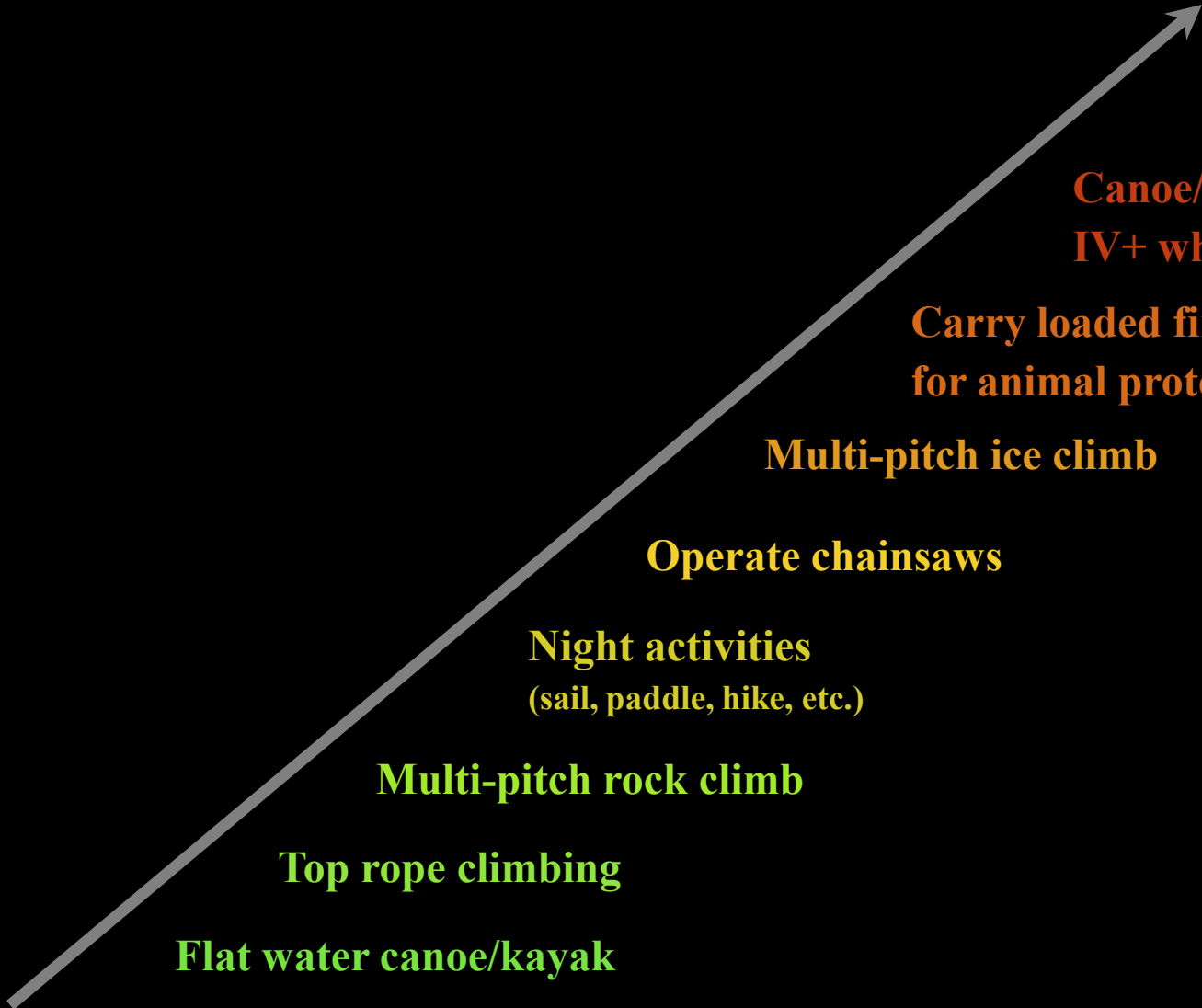
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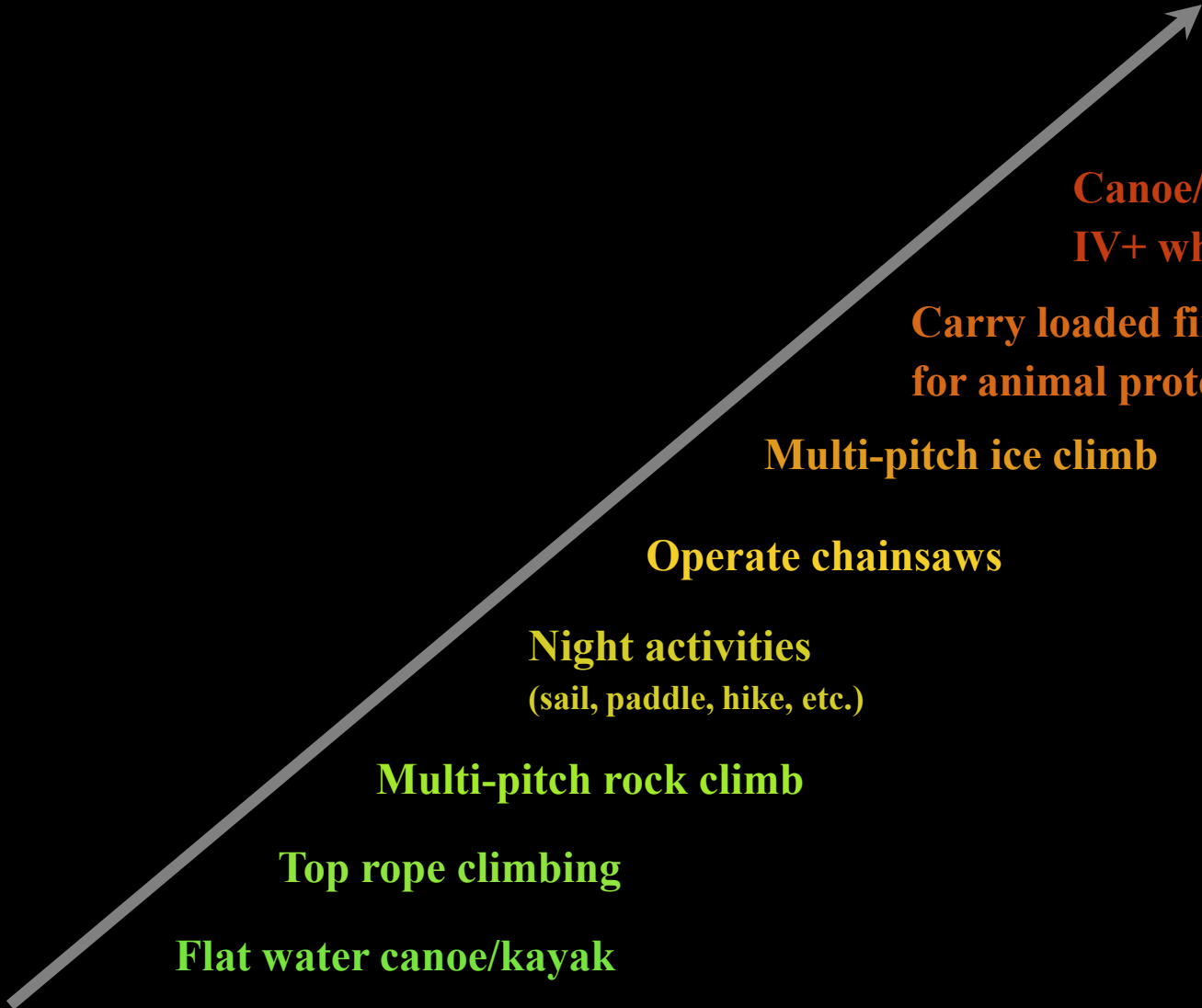
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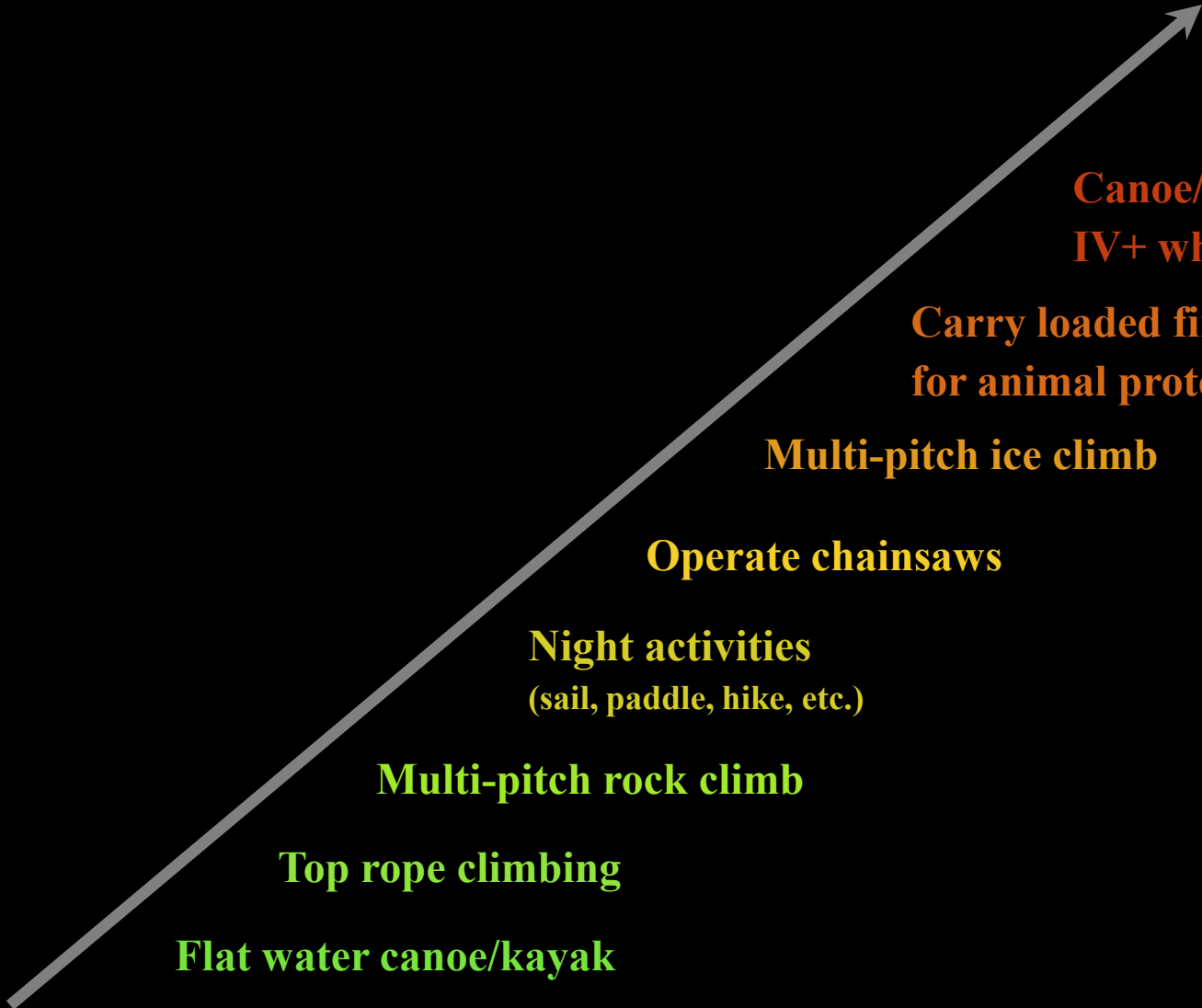
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As a K-12 community, the mission of the _____ School is to empower students and staff to be learners, thinkers, citizens, and explorers engaged in and inspired by the real world. "We are crew not passengers."

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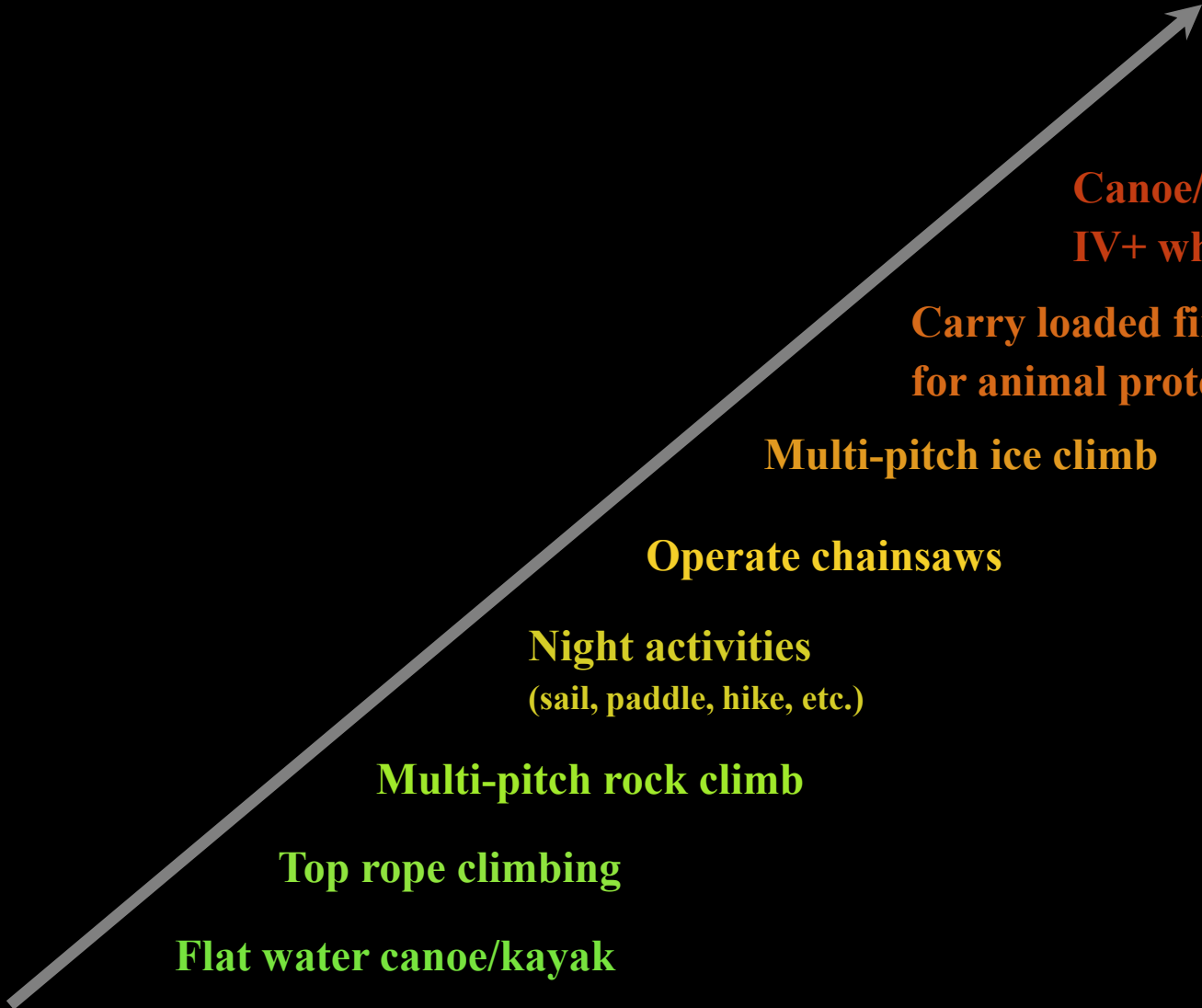
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_____ mission is to provide the highest quality medical, security, transport, and other critical services for our members anytime, anywhere in the world.

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Alignment between organizational Risk Tolerance and Staff Risk Tolerance is Critical

Without alignment, participants
and possibly other staff are
exposed to more risk than
appropriate and expected

Determining Alignment, how?

- Close connection to field staff and program activities
- Field visits
- Attend trainings
- Listen to staff
- Incident data
- Post program surveys/de-briefs
 - Participant surveys
 - Parent communications

Not aligned?

What do you do?

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Do you have the wrong staff?

- Hiring standards?
- Job descriptions accurate?
- Technical standards?
- Staff orientation?

Wrong Culture?

- Who is responsible for establishing, promulgating and maintaining culture?
- Sum of the parts isn't right. What's the mix?
- History, what are the senior staff teaching the new staff?
- Hidden culture what's between the lines
 - What don't you emphasize?

Inappropriate training?

- Organizational tolerance not clearly articulated?
- Outcomes unclear?
- Too much emphasis on technical skills?
- Emphasizing incorrect outcomes?

Does your organization have the wrong tolerance for risk?

- Just unaware?
- Too audacious?
- Role of expertise?
- Should you have known?
- Unknown unknowns?

Possible negative outcomes

- Multiple fatalities
- Fatality
- Life altering injury (spinal injury, TBI, etc)
- Femur Fx
- Psychological harm
- Long bone Fx
- Athletic injury (can't complete program)

Where do these things fit on a line from low risk to high risk?

1. Night travel/activities
2. Minors managing their own medications
3. Independent Student Travel
4. Towing trailers behind passenger vehicles
5. Allowing students to lead climb on rock
6. White water canoe/kayaking Class II
7. White water canoe/kayaking Class III
8. White water canoe/kayaking Class IV
9. White water canoe/kayaking Class V
10. Alpine mountaineering
11. Alpine backpacking

Take this home with you...Do this activity with your staff, administrators, board (?), etc.

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Comments and Questions

THANK YOU!

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