



Chance and Randomness

The Complications of
Managing Incidents
Overseas

Lines of Communication



Action Items

- Identify the essential components of a trip orientation
- Differentiate between wilderness and international settings.
- Identify and prepare proactive layers of RM





POTENTIAL CAUSES OF ACCIDENTS IN OUTDOOR PURSUITS

A matrix designed by Dan Meyer (1979) and edited by Jed Williamson (1989-2008) ©

Potentially Unsafe Conditions Due To:

- Falling Objects (Rocks, etc)
- Inadequate Area Security(Physical, Political, Cultural)
- Weather
- Equipment/Clothing
- Swift/Cold Water
- Animals/Plants
- Physical/Psychological Profile of Participants and/or Staff



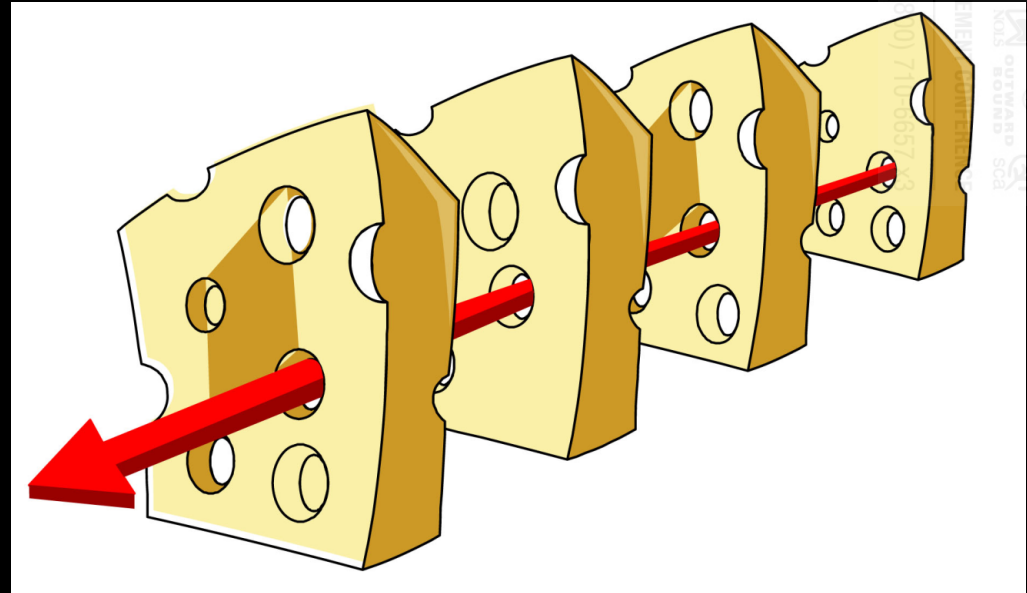
POTENTIAL CAUSES OF ACCIDENTS IN INTERNATIONAL PROGRAMMING

Potentially Unsafe Conditions Due To:

- Transportation
- Inadequate Area Security (Physical, Political, Cultural)
- Urban hazards
- Language/ Cultural barriers and communication
- Physical/Psychological Profile of Participants and/or Staff
- Weather and natural disasters
- Food, water, and equipment
- Local contacts and contractors

Layers of Proactive RM

- 1) Pre-trip preparation
- 2) In-field Orientation
- 3) Supervision
- 4) Communication
- 5) Decision Making



PRE-TRIP PREPARATION

Staffing:

- Identifying holes
- Getting the right folks
- Tone-setting
- Training



PRE-TRIP PREPARATION

Marketing/Admissions:

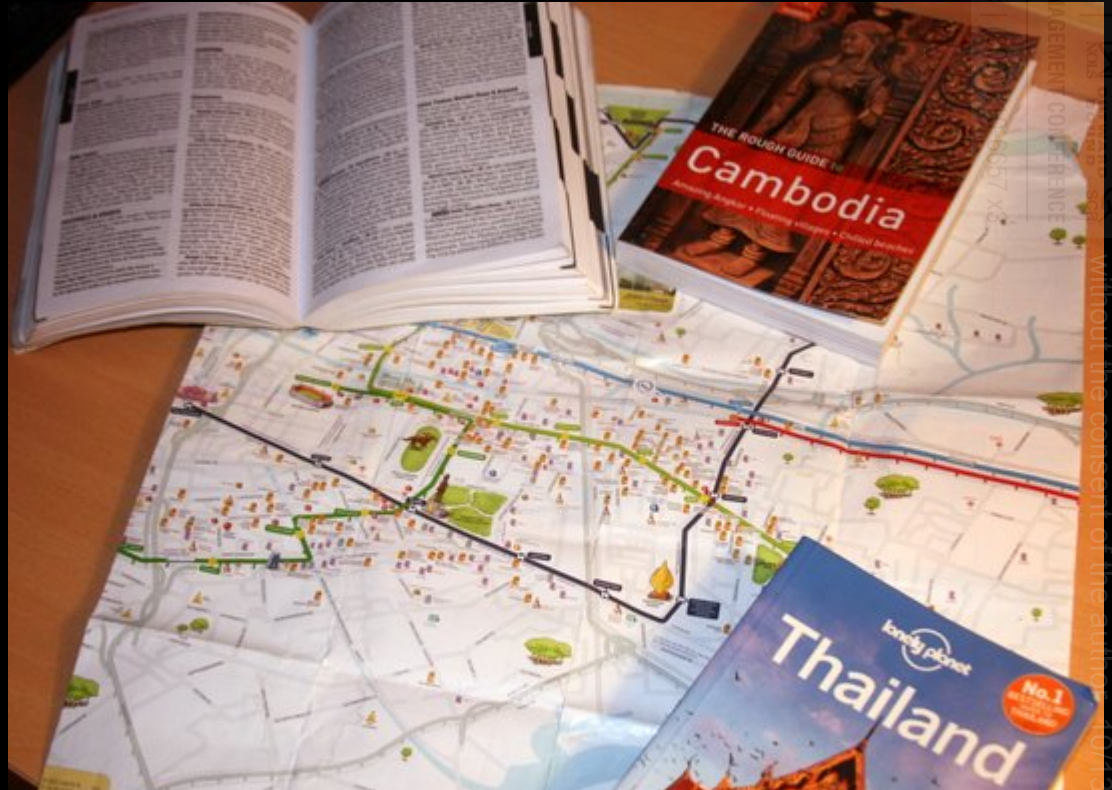
- Tone-setting appropriate expectations
- Screening students for risk issues



PRE-TRIP PREPARATION

Participant Prep:

- Pre-course briefings and meetings
- Gear lists
- Assignments/ Materials
- “Parent Support Kit”
- Travel alerts



PRE-TRIP PREPARATION

Program Design:

- RM plans
- In-country orientations
- Safety briefings
- Materials and resources
- Training
- Perceived vs. actual risks
- Course design
- Teacher manuals (med guides, training, local resources)





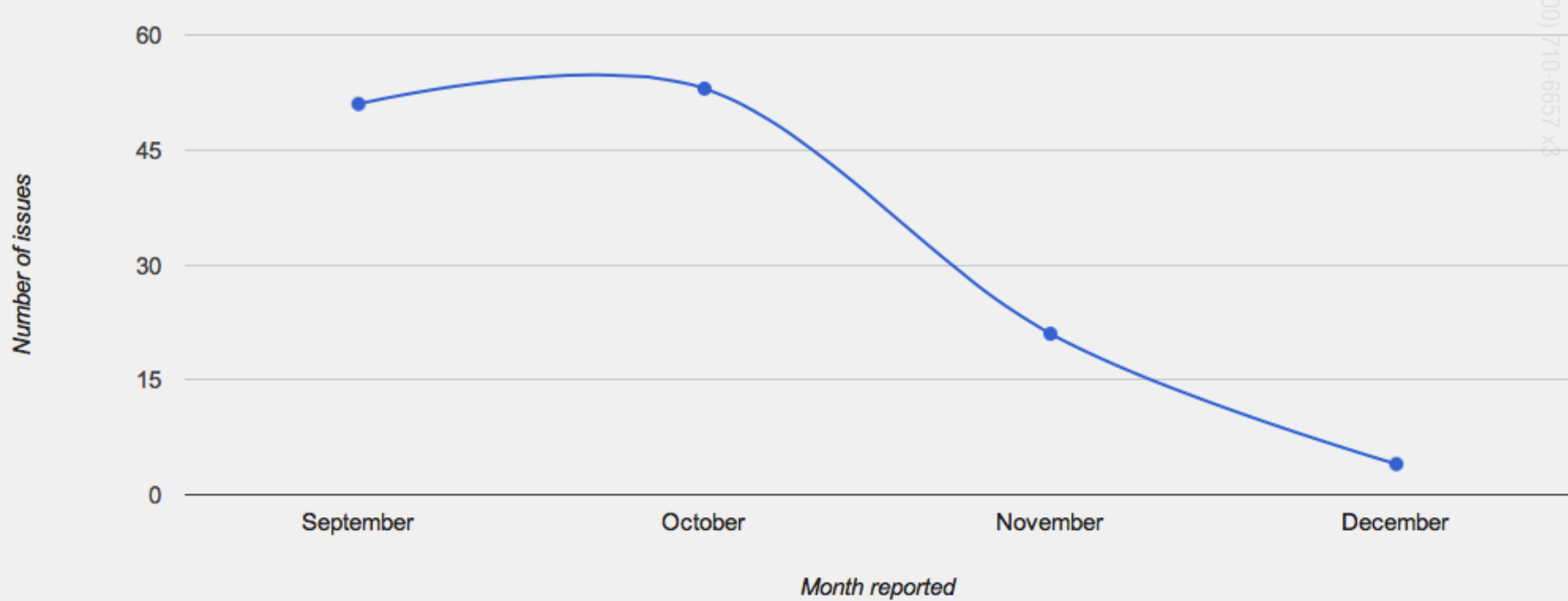
ORIENTATION

The First 72 Hours and “Container Building”

- Safety briefings and building a group culture
- Cross-programmatic checklists
- Setting appropriate expectations
- Creating “risk managers” -> Skill Building, Practicing, Expedition progression
- Group Contracts and Norms
- Ceremony and “Magic”



Reported issues by month



SUPERVISION

su·per·vi·sion noun \,sü-pär-'vi-zhən\

: the action or process of watching and directing what someone does or how something is done : the action or process of supervising someone or something

The trouble with trouble
is it starts out as fun



SUPERVISION

Supervising secondary school students overseas:

- Rules
- Curfew
- Expulsion for breaking rules



SUPERVISION

Supervising gap semester students overseas:

- Rules
- Curfew
- Expulsion for breaking rules
- Drinking age?



SUPERVISION

Supervising higher ed/college students overseas:

- Rules different overseas than US
- Curfew?
- Expulsion for breaking rules



SUPERVISION

Supervising adult clients overseas:

- Define travel by autonomy and exploration
- Paid for the “experience of a lifetime”



SUPERVISION

1.) You have a group of 10 high-school students under 18.



SUPERVISION

1.) You and your co-worker are the two trip leaders.



SUPERVISION

1.) Your group is staying in a hostel overseas.





SUPERVISION

- You have a group size of 10 + 2.
- You have one male and one female instructor.
- You have 6 female students and 4 male.
- You have made a reservation for a group of 12. When you arrive, there are three rooms: each has 4 beds.
- Where does everyone stay?

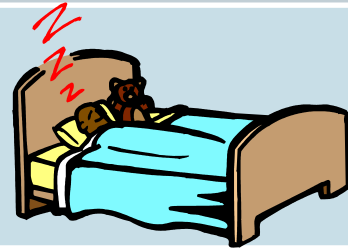
SUPERVISION



4 Boys



3 girls & 1
female
staff



3 girls & 1
male staff



SUPERVISION

International variables:

- 1.) Lodging can be inconsistent.
- 2.) Other guests can pose large issues in shared space.
- 3.) Shared bathrooms.
- 4.) Locks?
- 5.) Urban environment.
- 6.) Culturally different perceptions of “safety.”

SUPERVISION

1.) You are leading a group of 14 adult women in Peru for 10-days.



SUPERVISION

2.) You and your co-worker are leading the trip. You both speak Spanish.



SUPERVISION

3.) After you have been in-country for 4-days, the group has an evening on their own for dinner. You recommend they take taxis back to the hotel after dinner, because Cusco can be dangerous after dark.

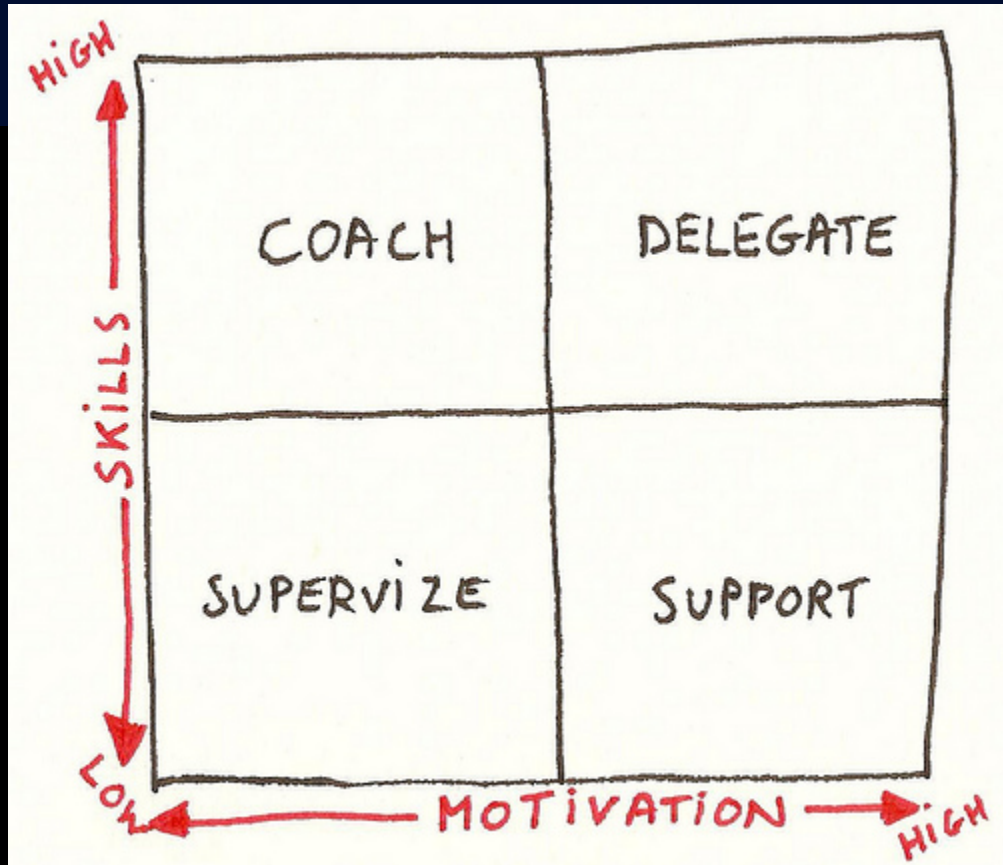


SUPERVISION

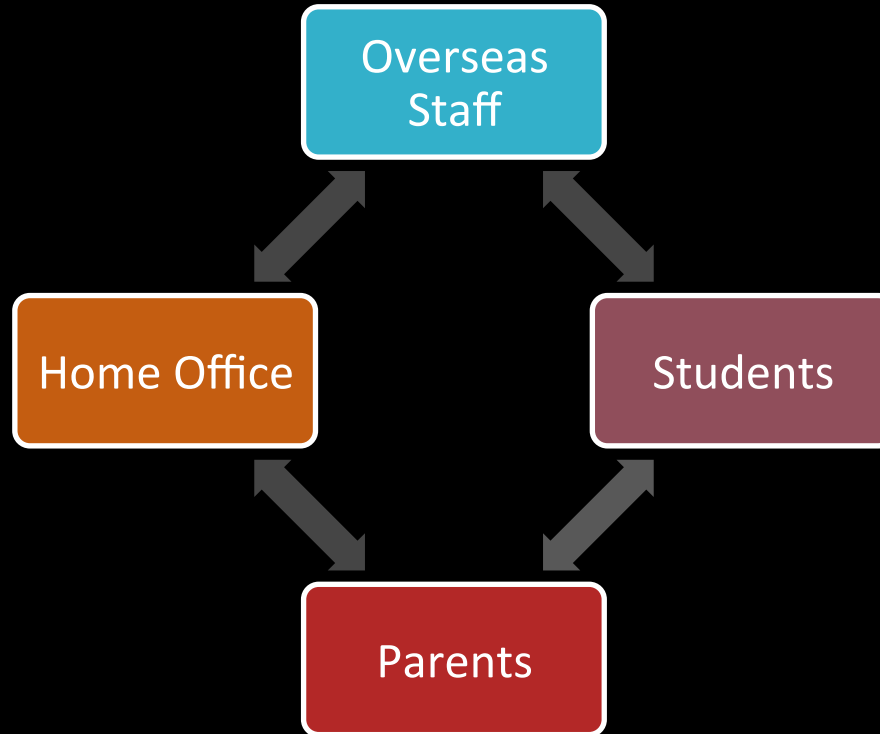
When two women refuse to take taxis and walk home – what can you do?


- If they make it home safely - how do you address it? To the individuals? To the group?
- If they have an unpleasant encounter – who is responsible?





Communication

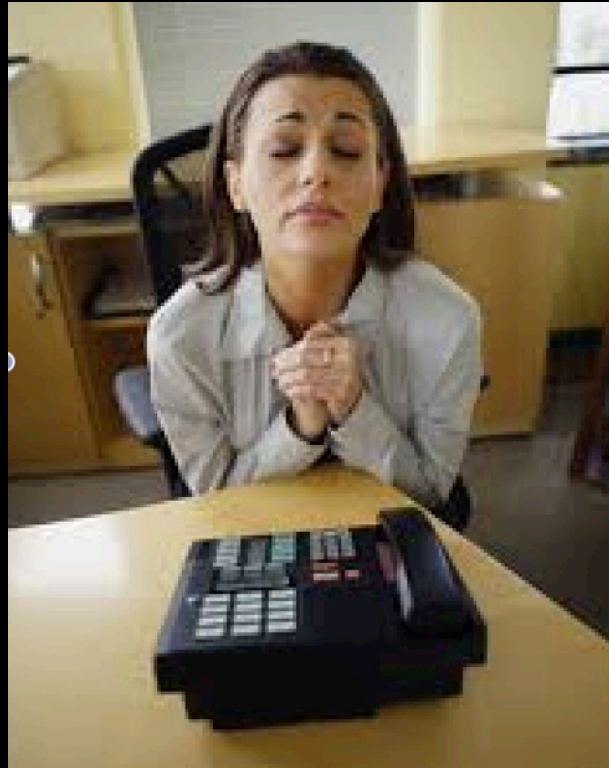




Communication challenges in an international setting

- Access
- Time Zones
- Expectations from home
- Security issues
- Program goals
- Age of participants
- Other . . .

Expectations from home



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WRMIG

WILDERNESS RISK MANAGEMENT CONFERENCE

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Access






Social Media

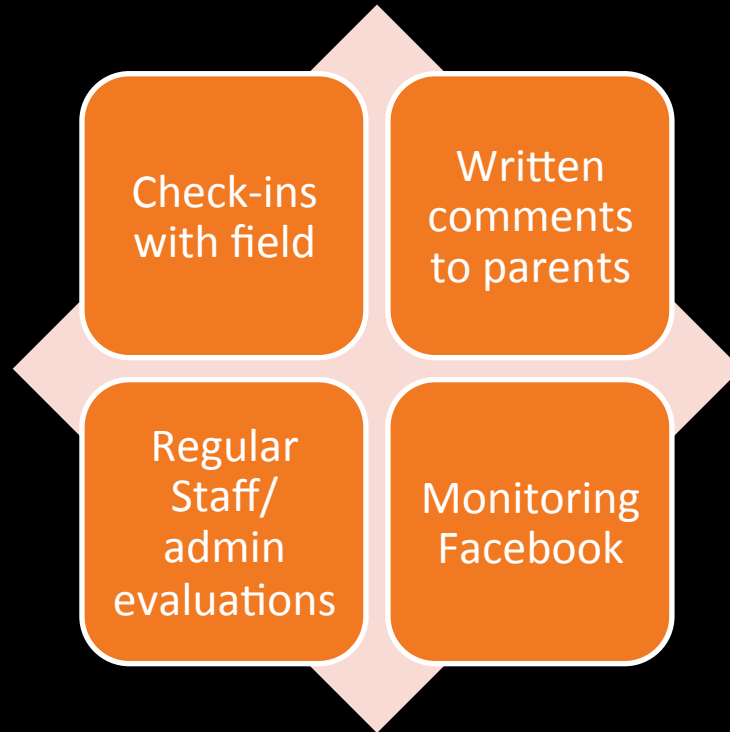
 Update Status  Add Photos/Video

Tomorrow morning we're crossing the boarder to Mozambique! I LOVE AFRICA!!
[#OMG](#) [#boardercrossing](#) [#travelingschool](#)

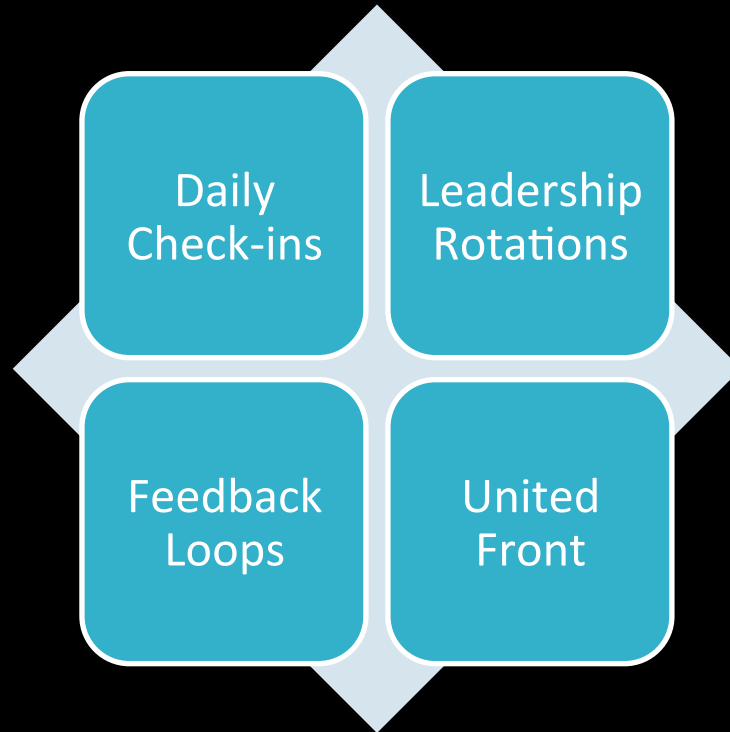
   

 Public  

Home Office Communication



Field/ Overseas Communication



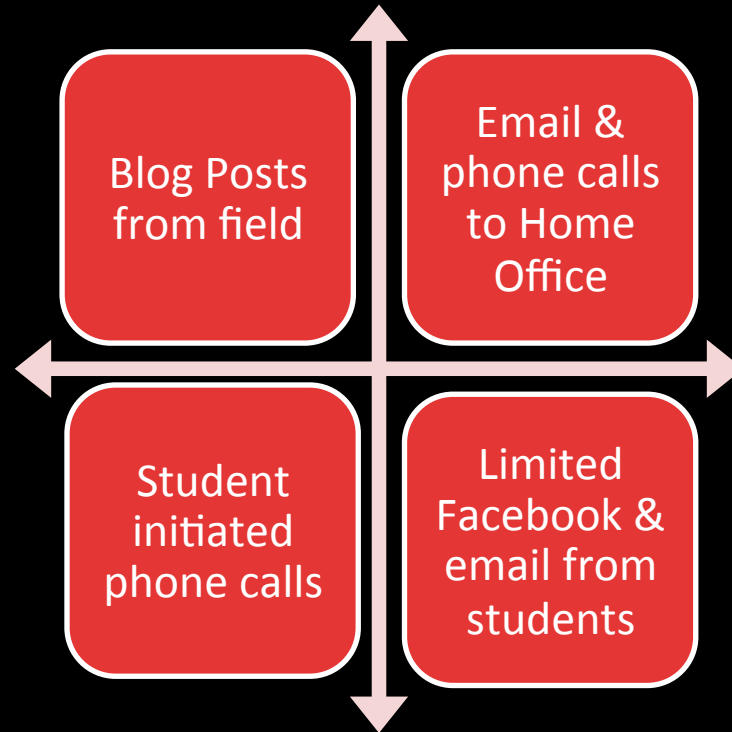
Staff to Staff



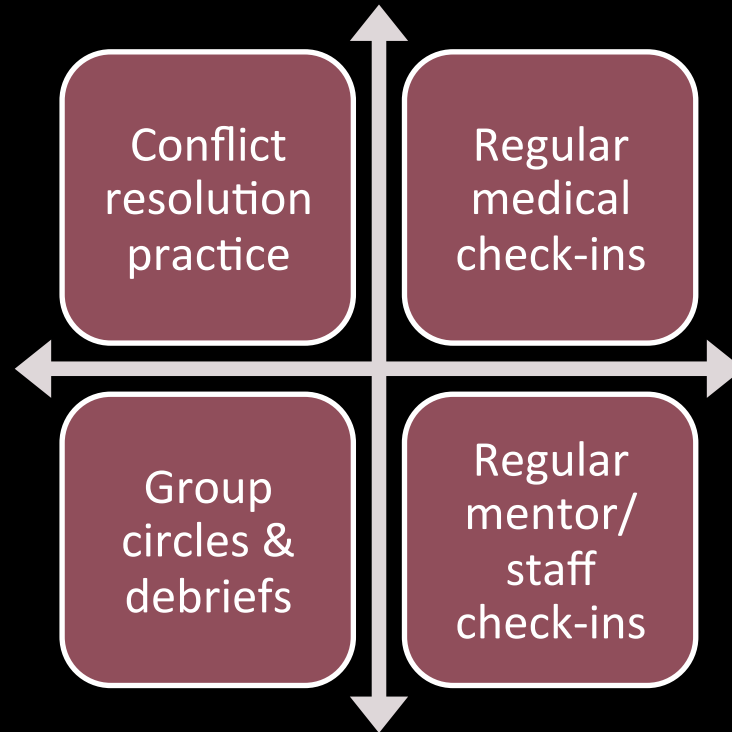


Staff to Local Contacts

Parent Communication



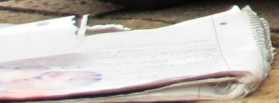
Student Communication



Staff to Student



"The old is dying and the
New cannot be born; in this
interregnum there arises a great
diversity of morbid symptoms."
-Antonio Gramsci



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a consent of the



Student to Student



Community Relationships

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DECISION MAKING AND JUDGMENT

- Decision making assumptions and pitfalls
- Factors of time, desire to please, competition, and fatigue
- Using tools and models e.g., Risk Matrix model
- Teaching judgment to students





Scenario 1: Cultural Norms

You love your student group and find them to be engaged with the people and place of the host country. One student in particular, however, has consistently been dressing inappropriately. Despite many, many reminders from the instructors, she continues to wear short skirts and tanks tops to all activities. Jess is a strong student and a leader among her group, but you have also noticed that she is quite sensitive. She takes your comments as personal criticisms and she somewhat shuts down when you discuss her clothing choices. Despite all of your interventions, Jess showed up today at the local temple dressed in revealing attire. You approach Jess to discuss the issue. How would you handle this situation?

- What were the main issues going on with Jess? How did the instructors confront these issues?
- Did the instructors create a venue for Jess to open up? Why or why not?
- Did the instructors choose to engage a more formal disciplinary process? Why or why not?



Scenario 2: Health and Emotional

You are half way through your trip and Delia has had consistent stomach issues. When asked about symptoms, Delia is consistently vague with your instructor team. She often says that her stomach just ‘hurts’ and that she does not have an appetite. Feeling worried about her symptoms, you took Delia to the doctor last week and her tests came back negative leaving you with no specific medical recourse. Your instructor team has started to notice that Delia’s stomach issues often flair up around meal times and certain group activities. Today Delia approached your team and let you know that her stomach pains have increased. She confessed that she has been skipping breakfast and lunch. You decided to let Delia skip the group activity and rest for the afternoon, but now you need to follow-up with her.

- How do the instructors approach the student?
- What outside support might you seek?
- What are some underlying issues? Physical vs. emotional health?
- What does this student actually need? What is your management plan?



Scenario 3: Dog Bite

You are the Program Director for a student travel trip to Bolivia. Your field staff call the emergency line to report a dog bite. The participant was apparently playing with a neighborhood dog when the dog nipped his ankle and broke the skin. The student is very casual about the incident and doesn't think the bite was a big deal. The dog is owned by a local family, but they do not have rabies vaccination records for the animal. Rabies is widespread in this area of Bolivia. What is your response?

- What information do you want from the student? Field staff? Parents?
- What external parties would need to be contacted and consulted?
- What are your considerations for a possible evacuation?
- What are the anticipated problems and complications?



Scenario 4: Drinking

You gave participants dinner stipends and told them to report back to the main town square at 8pm. It's now 8:30 and Carrie is still missing. Carrie is a mature, easy going, and intelligent student; he is one of your favorite participants. Suspecting that something is amiss, you check out the nearby restaurants. You immediately spot Carrie coming out of a popular tourist bar. You are upset that Carrie broke the curfew, but also have a strong suspicion that he was drinking with a couple of Australian travelers the your group met earlier in the day. You confront Carrie about the curfew and possible drinking. How do you approach Carrie?

- What are the considerations of this potential risk issue?
- When do you reach out to Admin for guidance?
- What's your plan to “investigate” other possible rule violations?



Scenario 5: Lost Student

You let participants go to lunch in groups of 3 with a 2 hour time-limit to explore the local market and eat. 2 of your more responsible participants return on time, but they are missing their third group member, Lisa. Lisa does not speak the local language and it has now been 2 hours since she was last seen. What are your next steps?

- When do you contact local authorities? When do you contact Admin? Parents?
- What are the considerations for an urban v wilderness search?
- How do you manage the rest of the group?

SCENARIO DEBRIEFS

- Where were the holes in the proactive RM layers that led to the scenario?
- What would the response be?
 - Consider lines of communication: in-field, admin, parents, and external parties
- What systems would you recommend to facilitate an effective response?
 - e.g., communication chains, roles, resources, polices and procedures, call guides, etc.



Action Items

- Identify the essential components of a trip orientation
- Differentiate between wilderness and international settings.
- Identify and prepare proactive layers of RM



DEBRIEF AND DISCUSSION

争做文明使者

共建文明景区

You are just the very angel of the excellent scenery gifted by god traveling here rather than merely a traveler.

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