

WRMC Action Steps 2010

Action steps should not be confused with workshop goals. Action steps are measurable tasks or ideas you should be able to do or implement in your program within a reasonably short time frame. They are not meant as large sweeping changes, rather as small steps to move you forward in your risk management strategy.

Staff Training & Decision-Making

The Phone Interview: Evaluating Candidates from a Distance **Gates Richards**

1. Write 3 qualities of an employee you consider a model in his/her position.
2. Pick one interview from your workplace to go home and critique.
3. Replace or rewrite 3 questions from that interview.

Ambushed by Myself: Growing Beyond Several Unexpected Leadership Pitfalls **Lester Zook**

1. Develop a tool or questionnaire for leaders to help them evaluate what personal qualities they possess that might predispose them towards an incident.
2. Schedule a meeting with program leaders to discuss, or routinely include as a part of trip debriefs, input on specific programmatic and administrative vulnerabilities. Or maybe: Send out an anonymous survey to program leaders designed to gain insight into specific programmatic and administrative vulnerabilities.
3. Seek out one or two well know program leaders and ask them to begin sharing stories of prior incidents and mistakes to begin establishing a climate of mutual learning from past incidents and mistakes.

Training Your Staff to be Risk Managers **Liz Tuohy**

1. Define the risk management skills your staff need and which are pre-requisites and which you will train them in. Update your job description and staff training accordingly.
2. Design two thought-provoking reflective debrief questions to support your highest priority training topic and use them for one entire field season. Use this feedback to update your staff training.
3. Add three opportunities for your staff to practice your highest priority training topic prior to leading their first trip.

Evacuation Decision **Making-Deb Ajango**

1. Identify the difference between tier I, tier II and tier III evacuations;

2. At your next staff training, teach your staff the difference between tier, I, II and III evacuations and have them brainstorm examples of injuries that could potentially stay in the field for days with minimal negative repercussions.
3. Make a list of critical information that should be forwarded to outside agencies during an evacuation call and add it to your emergency response plan.

Risk Management Lessons from the Aviation Industry

Clark Glenn

1. Over lunch with 3 staff/colleagues, compare notes from presentation to current practices to see if any of the information provided is applicable in your program.
2. Consider 1 or 2 organizations/businesses in your area that may have to consider risk management in daily operations (factories, police/fire, aviation) and reach out to see what their current practices are what new ideas may be applicable for you. Cross pollination is good and builds connections and support outside of your normal sphere.
3. Go to the AOPA (Aircraft Owners and Pilots Association) Air Safety Foundation's website www.aopa.org/asf/ and search for "free courses". Watch one of the available courses and afterwards reflect on what lessons were learned from the video and how the same lessons apply to your field of adventure.

Medical Topics - New, Controversial and Old

Dr. David Johnson

1. Review your medical policies, procedures and protocols for currency and accuracy.
2. Assess quality and level of training required (if any) and actually completed by staff for consistency with internal policy and appropriateness for your programming.
3. Develop or update a list of resources to answer medically related questions (e.g., including screening, acute management, policy, procedures and protocols).

When Judgment Fails

Brendan Madden

1. Implement one new staff training component centered around awareness of research-proven decision-making traps.
2. Conduct a heuristics-based pre-mortem test of a realistic critical field decision.
3. Conduct an internal training focusing on field staff decision making traps and incorporate new vocabulary into staff supervision, mentoring and coaching.

Is Your Outdoor Adventure Program Safe? Balancing Staff Competency with Program Design

Paul Nicolazzo

1. Use the staff competency matrix discussed during the workshop to evaluate the skills of both staff and participants in each outdoor program.
2. Utilize the basic concepts of site management theory and training discussed during the workshop to develop a site management training progression for each outdoor

- program.
3. Utilize the three basic instructor skill sets (outdoor skills, human skills, & educational skills) discussed during the workshop to evaluate their outdoor program staff.

Program Administration

Essential Eligibility Criteria: A Risk Management Tool **Janet Zeller and Catherine Hansen-Stamp**

1. Arrange a short staff training or meeting to inform your staff about the importance of developing Essential Eligibility Criteria (EEC) and provide them with the telephone number and e-mail for their regional DBTAC (ADA resource center) office.
2. Select one activity your organization offers and develop EEC for that activity.
3. Distribute the newly developed EEC to your staff for feedback.

*Note: You can repeat these last two steps until you have developed EEC for all of your organization's activities. You can then post the EEC for your organization on your website, with input, as appropriate, from your legal counsel.

Small Program Risk Management **Justin Talbot**

1. Draft a ten item "to-do" list and prioritize
2. Tear off the bottom 5 items and discard... do the top 5 to the highest standard.
3. At your next staff meeting ask you staff to list the benefits and challenges of being a small program. Share you to-do list from the conference and talk about how you can address some of the challenges your program faces.

Medical and Psychological Screening for Outdoor Programs **Billy Roos, David Johnson and Amberleigh Hammond**

1. Work with your medical advisor and management team to determine the appropriate level of medical and psychological screening necessary for the organization.
2. Develop an organization specific, and possibly program specific, set of screening guidelines (OB/WMA Medical and Psychological Screening documents will be available) for use in your admissions process.
3. Develop a job description (or component of a larger job description) that describes the role of a screener within your organization, the required qualifications for this position and the training process.

Crossing the Border Matters: Practical Risk Management in International Settings **Mark Ritchie and Brendan Carroll**

1. Plan and lead an international trip.
2. Create a plan for managing the inherent risks your international program(s).
3. Develop appropriate checklists/data/resources your next international trip.

Insurance Basics - What You Need to Know!

Rick Braschler

1. Oftentimes, employees use their own vehicles for business errands. Look at your insurance policy to see if you have a coverage called “Non-owned and Hired Auto Liability” coverage. If not, ask your agent for pricing and coverage options.
2. Liability policies are generally written on two basic forms of coverage: “Occurrence” and “Claims Made.” Contact your agent to determine which type of form your Liability Coverage’s are written on. (Note: Claims Made forms can offer problems if you switch companies in the future).
3. Adding equipment to vehicles can oftentimes create problems with coverages, such as snow plows or lifts. If you add any equipment to your vehicles, contact your agent to determine if these changes effect the insurance coverage.

Managing Risk from Behind the Desk (A Systems-Based Approach)

Josh Cole, Mitsu Iwasaki and Steve Smith

1. Evaluate you safety management systems using the metaphor of an ecosystem, identifying elements that may co-exist or compete.
2. Identify elements you've introduced into your ecosystem that may have unintended consequences.
3. Identify areas in your programs in which conflicting incentives may undermine your safety system.
4. Develop ways to assess and manage the root cause of policies that have been broken in your program.

Risk Management and Technology

Peter DeRogo

1. Conduct an incident reporting assessment to determine your specific reporting needs and facilitate policy and procedure based on experience.
2. Conduct a field technology assessment to determine whether your field technology is adequate in terms of quantity, quality, and currency.
3. Investigate technology solutions proposed (both office and field), determine what, if any, are applicable to your program and within financial your parameters. Discuss your decisions with your management.

Field Practices

Utilizing Pre-Program and Dynamic Hazard Identification

Mark Vermeal

1. Select two programs/courses within your organizations and use a Job/Activity Hazard Assessment tool to assess the risks and make decisions about program appropriateness.
2. Evaluate the risks pre and post application of risk mitigation strategies in these two programs and prepare a report/presentation for your stakeholders.

3. Provide field staff with a dynamic hazard identification and risk assessment tool that can engage an entire group in a conversation regarding the risks associated with a program activity.

Fundamentals of River Rescue: Not A Discipline Unto Itself

Cody Harris

1. Incorporate hands-on experience with at least one piece of river rescue equipment into each course briefing this year.
2. Review your river rescue training curriculum and evaluate it for accuracy, efficiency and adequate practice time.
3. Make an intentional decision to include or exclude specific river rescue techniques at each course level.

Betting the Farm: Risk Propensity and Field Applications

Alan Ewert and Jay Whitacre

1. Have participant take an individual survey that includes risks from the adventure field and everyday life allowing them to develop a connection between the various risks we are exposed to regularly.
2. Create training protocols that ensure future employees have a proper understanding of the process the average human being goes through when faced with new risks often associated with outdoor programs.
3. Utilization of an instrument that measures participants' level of acceptance of new risks and their ability to cope with new, unfamiliar situations. Using this tool to get a baseline of how your organization is operating and how it compares to the industry standard.

Backcountry Lightning "Safety?"

John Gookin

1. Develop a training module for your trip leaders that utilizes the peer-reviewed paper "Backcountry Lightning Risk Management" and uses this reference to manage backcountry lightning risks in your specific terrain and climate.
2. Explain to your staff how your own personal experience with simulated ground current demonstrates why the lightning position is more concerned with foot placement than with crouching.
3. Bookmark websites on your staff computers that explain frontcountry lightning safety, and show them to staff, for ongoing management of lightning risks near your facilities.

Behavioral Risk Management- Preventing Critical Incidents in the Field

Sky Gray and Kevin Moeller

After attending the workshop, participants will be able to:

- Develop a training session for staff to explain how behavioral risk factors mirror

- physical risk factors in the field.
- Choose a recent critical incident and analyze it using "cascade of events" or the "safe container" to identify contributing behavioral factors.
 - Create a set of prescriptive expectations for use with staff to both anticipate behavioral risk factors and help mitigate the risks they create.

Managing Urban Adolescents in the Field: Front and Backcountry Considerations **Alexander Chu**

1. Initiate a conversation at your organization to discuss whether you are ready to undertake the new challenge of working with youth of color.
2. Create three scenarios/activities helpful in developing instructional staffs' understanding of working with urban youth.
3. Train your program managers to identify and modify key phrases or trigger words in the language and culture of their organization that may adversely affect the students they work with.

Legal Considerations

Your Participant Agreement - What's Going on Here? **Reb Gregg**

1. Ask a few acquaintances -typical of your participants and parents - to read your Participant Agreement and comment on its clarity, tone and readability.
2. Consult with legal counsel familiar with your program to assure that your Agreement meets the legal requirements of the areas in which you operate.
3. With your staff, review for accuracy your Agreement's description of activities and inherent risks.

Navigating Between Safety and Liability **Frances Mock and Bill Frederick**

1. Identify three areas where safety and liability create conflicts in your organization.
2. Develop one strategy for mitigating each conflict.
3. Present your findings and strategies to your shareholders to ensure they understand and approve of your operational and risk management choices.

What to Expect if Your Program Gets Sued - An Overview of a Lawsuit **Tony Clapp**

1. Practice describing the basic mechanics of a lawsuit to your staff.
2. Develop an action plan in the event of a lawsuit and review it with your legal counsel and stakeholders.
3. Consult with your general counsel to establish the roles and responsibilities they will share with the insurer's counsel in the event of legal action.

Chose Words Carefully... What You Say Matters! **Wilma Gray**

1. Train your employees to be thoughtful about their verbal and written communication, by thinking about what and how it could be later interpreted.
2. Include challenging verbal scenarios in your staff training programs to help people learn to speak precisely and appropriately.
3. Have your staff review examples of written and verbal communication with an eye towards legal exposure.

Fundamental Legal Issues **Catherine Hansen-Stamp**

1. Focus on running a quality program - in all aspects of your operation.
2. Understand basic legal doctrines and laws in your jurisdiction – this is one piece of your risk management picture.
3. Secure experienced legal counsel to assist you in understanding the law and prioritizing your response.
4. Review the key program areas of exposure (risk management ‘categories’). Identify issues, assess them, and respond. If you’ve got a problem, fix it before you do it.

Standards in Recreation: What That Means and How it Affects Your Operation **Tracey Knutson**

1. Discuss the definition of a "standard in the industry" with your legal counsel and develop a list of program or skills areas where you will adopt an externally defined standard.
2. Develop a list of resources that define the standards for each program or skill area within your organization. Update this list annually.
3. Within your organization's management team, make an intentional decision about which standards you choose to adopt, document this decision and revisit it on a regular basis or when your management personnel change.

Haubner & Miller vs. Abercrombie & Kent: Case Study of and Ongoing Lawsuit **Ross Cloutier**

1. Discuss with your legal counsel the issue and implications of legal jurisdiction in your operations.
2. Ensure that clear legal jurisdiction (governing law) language is included in your contracts and legal releases used with clients.
3. Check back on the status of Haubner & Miller v A&K in one year to review the standard of care applied to this wilderness base camp operation.

Emergency Planning & Crisis Response

Risk Management: The Traumatic Aftermath **Will Marling**

As an introduction to area of crisis response and intervention:

- To identify emotional needs after a critical incident, risk managers should diagram the emotional impact to determine priorities.
- To equip team leaders with skills to support victims, risk managers should introduce crisis intervention checklists to team leaders during training.
- To promote physical and emotional health, risk managers should follow a self care checklist with every managed incident.

Getting Beyond Operator Error: Using Systems to Analyze Accidents **Jeff Jackson**

1. Map your program's / organization's core process and seven systems
2. Expand definition and scope of error to standards created in mapping process
3. Apply the systems analysis framework to past and future events

Promoting Risk for its Rewards: Transforming the Argument **Christopher Barnes**

1. Prepare and deliver a presentation to your supervisor, board etc. advocating for risk taking at your institution.
2. Discuss with your staff your organization's imperative and cultural tolerance regarding providing and managing risks.
3. Develop and train staff in talking points regarding the value of risk to use with internal and external audiences.

That Would Never Happen In My Program! **Rhonda Mickelson**

1. Describe 3 trends in crisis hotline situations and share them with your staff.
2. Add 3 new resources to your crisis plan.
3. Based on scenarios shared in the session, develop additional training resources in at least two areas that help prepare staff for crisis situations.

Crisis Management: A Preplan in Action **Drew Leemon**

1. Build or utilize a simple template to develop a crisis management plan.
2. Identify key players in your organization who will be involved with crisis management and assign roles and responsibilities.
3. Run a crisis drill to determine current areas of strength and areas that need improvement in your organization's existing crisis response capabilities.

Internal and External Critical Incident Reviews **Jed Williamson and Jay Satz**

1. Establish criteria for when and how reviews should be conducted.

2. Develop a working list of all pre-incident actions that need to be accomplished within the organization to assure that should an incident requiring a review occur, that it can be launched in an effective and timely manner.
3. Develop a list of qualified participants within the industry to call on for an external review.

Accidents in Outdoor Pursuits – Their Causes and Cures
Jed Williamson and Aram Attarian

1. Introduce the Meyer/Williamson Accident Matrix into staff training.
2. Use the matrix to analyze a previous accident within your organization.

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