

Time Critical Risk Management (TCRM) Multimedia Training Module, Facilitator Guide

(Version 2 - August 2009)

Executive Summary:

This multimedia training module is intended to introduce a new way of thinking about personal and organizational risk management through a process called Time Critical Risk Management. This training module introduces a new tool that will help improve performance in all that we do while remaining true to the four principles of risk management:

Accept risk when benefits outweigh the cost.

Accept no unnecessary risks.

Anticipate and manage risk by planning.

Make risk decisions at the right level.

The training module was designed to be used either as a stand-alone training opportunity for the individual or as the point of discussion for facilitated discussions in small groups. Everyone must know that there are consequences for the decisions we make and a better choice is to make an informed risk decision. The target audience is the individual sailor, at any experience level, and can be used as a tool for the supervisor's on-going leadership and personal development training. The information contained in this guide will provide a basic overview of the training, as well as, provide suggestions for tailoring and facilitating training within your command.

After completion of all or part of this training, you will have a better understanding of managing your risks and resources and be better prepared to succeed at the mission, both on- or off-duty.

This guide is designed to fully facilitate training either in a particular section or in procession from page one to the last topic. The choice is yours.

Supporting Material:

The Time Critical Risk Management multi-media training module is available through the Navy Knowledge On-line website. Additionally, the Naval Safety Center Operational Risk Management website, www.safetycenter.navy.mil/, the later has a multitude of risk management resources. If you require assistance or have questions you may contact the Naval Safety Center ORM Division at (757) 444-3520 ext 7816 or by sending an email, with your command's name, address and point of contact to: M_NRFK_SAFE_ORM_FEEDBACK@navy.mil.

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Introduction

Facilitation is the process of guiding personnel in identifying, analyzing and discussing the material presented in this training module and relating the concepts to their world. A facilitator does not lead all discussions, answer all questions, provide all examples, etc. Instead, participants are used as resources. This information will aid you in identifying the attributes required to be an effective facilitator.

References

1. Developmental Sequence in Small Groups by Bruce W. Tuckman
2. Department of the Navy Facilitation Program NAVEDTRA 134 Navy Instructor Manual

Basic Principles:

The effective facilitator employs a variety of skills to keep the class moving and on-track. Throughout the presentation, a facilitator will typically employ all of the following facilitation skills.

Open-ended questions – Questions that cannot be answered with a single word, such as “Yes,” “No,” “three,” etc. Example: Ask the question “Have you ever or do you know someone who has done any of the scenarios before”?

Redirection – Restating a student's question and then inviting the class to answer. The facilitator guides class discussion and then summarizes using participants' words whenever possible.

Sharing experiences – Facilitator shares personal experiences to amplify/clarify a point. Example: Tell of your experiences during TAD time and the challenges of.

Intervention – Refocusing the class discussion back on topics after interrupting a distracting or potentially distracting situation in the class.

Projection – Facilitator projects the participants into the future. Example: All participants will perform some of these events in the future explain to them that the TCRM tool will assist them in accomplishing the mission.

Role-plays – Facilitator describes a particular scenario and then asks students act out character responses through role-playing to project participants into a real-life experience.

Bridging – Connecting all topics within a discussion together into a single, flowing course. Example: Discuss with the participants to see if they find the connection of the videos and how one person's actions can affect the whole crew.

Transitioning – Facilitators change with minimal impact on the flow of the class.

Becoming an effective facilitator does not happen by accident. It takes time, study, and practice. To become effective, the prospective facilitator must **PREPARE**.

Perception of important issues

Respectful to all group members

Expertise with facilitation skills/techniques

1. Mastery of facilitation techniques
2. Knowledge and ability to use each appropriately

Patience

1. Allow some tension
2. Allow discussion of differing views
3. Ask open-ended questions

Attitude is positive, upbeat, and realistic

Responsible by meeting course objectives

Expert who knows the subject and available resources

Facilitating TCRM:

The facilitator can use the following suggestions for analyzing and discussing the material presented in the training module and relating the concepts to their environment. The intent of facilitating this training is to draw out the issues and generate discussion with your people. It is a perfect opportunity to illustrate to them that they are part of a team and their decisions impact that team. Some examples to generate discussion:

1. Share examples of personnel experiences, best practices and lessons learned from your work place for similar situations.
2. Brainstorm when and where the **ABCD** model can be used in on and off duty activities.
3. Based on the results of items 1 & 2 above create role playing scenarios to permit sailors to coach, observe, discuss or share material to build on each other's strengths.

Some general discussion items and open questions to ask your group:

1. Does the environment in which you operate or work allow for good communication?

2. Discuss the link between the controls identified in the deliberate planning process and their use as resources in the execution of the mission, task or event?
3. Who is responsible for the implementation of risk controls? Are your personnel aware of identified controls and do they have the ability to access these resources during execution?
4. When you brief an evolution, do you ask and answer “What’s different today?”
5. Are evolutions debriefed when complete? If not, why not? If they are debriefed are best practices and lessons learned documented for use the next time? Where is the information stored and how can your personnel access it?
6. Does it make a difference whether you follow procedures or not, so long as the job gets done? Luck will get you through any number of times but what about the next time? Example, use of PPE. What examples can your group provide?
7. What does integrity mean? How many people do one thing on base and another off base? Example, wearing a seatbelt while driving a car.

There are inaccuracies, a few procedural errors, and minor inconsistencies within each scenario. Some of these were intentional others were due to limitations of the production. Do not let yourself get bogged down in whether the depiction of the event is 100% realistic. That is not the point. The vignettes are simply vehicles for illustrating use of time critical risk management concepts and the **ABCD** tool. Instead, when you recognize these irregularities, consider using them as part of the discussion. For example, do you consider the crew properly dressed for the line handling scenario, whether by Navy instruction or ship’s policy? Are there other controls that should be in place?

As the scenarios play out, the viewer is presented with multiple options. The choices presented are not all encompassing, nor is the goal to pick the “right” answer. Rather it is to understand we are presented with choices everyday and sometimes we make poor decisions and other times good decisions. While emphasizing the four principles of risk management, this training introduces a tool which can help individual’s make informed risk decisions given any particular situation.

Introduction to TCRM and the “ABCD” mnemonic:

“ORM...oh, no not again!” I am sure you have heard that phrase, usually hand-in-hand with “We already use ORM everyday. Now get out of my shop [squadron, command, etc.] *we have work to do!*” Take a breathe. Most folks know that ORM is geared toward planning, tasks and missions. However, many problems arise in the actual execution of the mission that may impact the outcome. Sometimes we fail to execute the plan as briefed, or more likely the plan or situation changes and we fail to manage the “change” as it occurs. “Change” is often considered to be the most significant of all risks. Our ability to manage risk and resources at this time critical level is when the success of a mission is significantly impacted.

The Naval Safety Center was designated as the Navy’s ORM model manager in 2006 and tasked by the Chief of Naval Operations to review the effectiveness of ORM in the Navy. The multiple research projects, analysis, and studies conducted in the following years revealed a gap in how personnel manage personal and mission risk during execution, both on- and off-duty. The conclusions, in general are: that senior personnel who have used the in-depth and deliberate levels of ORM process actions understand the process and can apply it in development and mission planning. However, training on the use of ORM in the Time-critical level, when time and resources are limited – has been minimal. One principal finding, elevated by more than one study, is the perception that the 5-step process used in planning evolutions is too complicated and difficult for the mental on-the-run application and therefore not used. A solution begins to form with the use of a simple mnemonic - “**ABCD**.”

“**ABCD**” is a tool which will assist you in applying risk management principles during execution, thus helping you to make informed risk decisions which will lead to success in personal and professional missions. So let’s take a closer look at this tool.

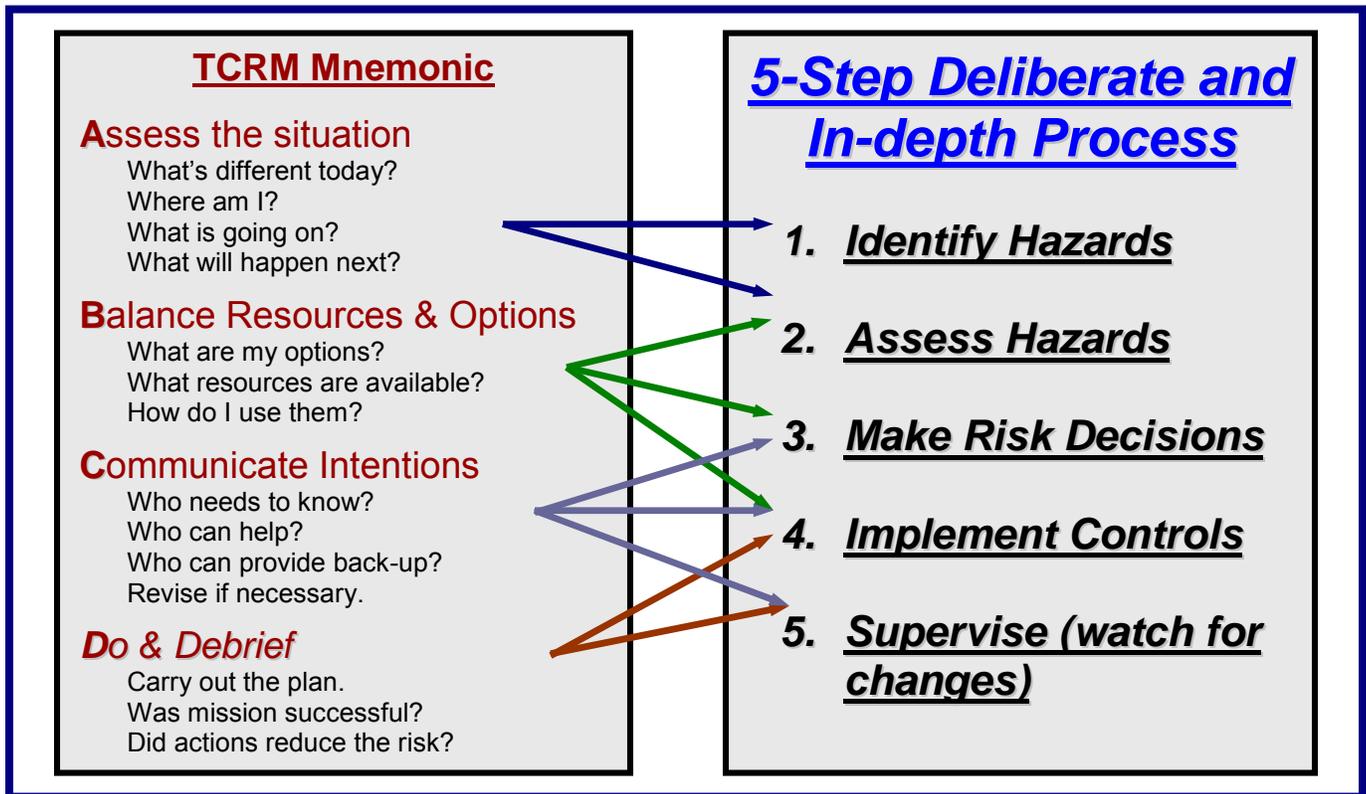


Figure 1: Link between Deliberate ORM, TCRM

Assess the situation - what's going on and what has changed. This is about achieving and maintaining good situational awareness. You have likely received the brief which outlined the plan and should have identified hazards, the associated risks and the controls to be used to mitigate those risks to ensure the missions success. Now you are in the execution phase – time is limited. Ask yourself these types of questions:

What's different today?

What's going on?

What will happen next?

What's going to effect successful completion of the mission?

Take a moment to consider what factors and barriers might affect mission success. Weather conditions, team skill or experience level what's different today than the other times that we've done this, time of day, early or late in a deployment or training cycle, distractions, fatigue and group mindset are just some of the potential candidates. Are there any changes from the original plan that need to be considered?

As you assess the situation keep in mind as you assess the situation is to consider the difference between a "can-do" and a "will-do" attitude. "Will-do" leaves no room for risk management because the mentality is to press on regardless; whereas, "can-do" acknowledges that risk is a necessary part of action. A "can-do" attitude is part of the

thinking man's measured and calculated approach to accepting risks only when the benefits outweigh the costs. The “can-do” attitude also accepts the concept that although we could do something, maybe we actually shouldn't do it right now. That is - accept no unnecessary risks.

In the end, the key is awareness which allows us to consider resources and make informed risk decisions.

Balance your resources and options. Now that you have assessed the situation you must consider the resources at your disposal to facilitate mission success.

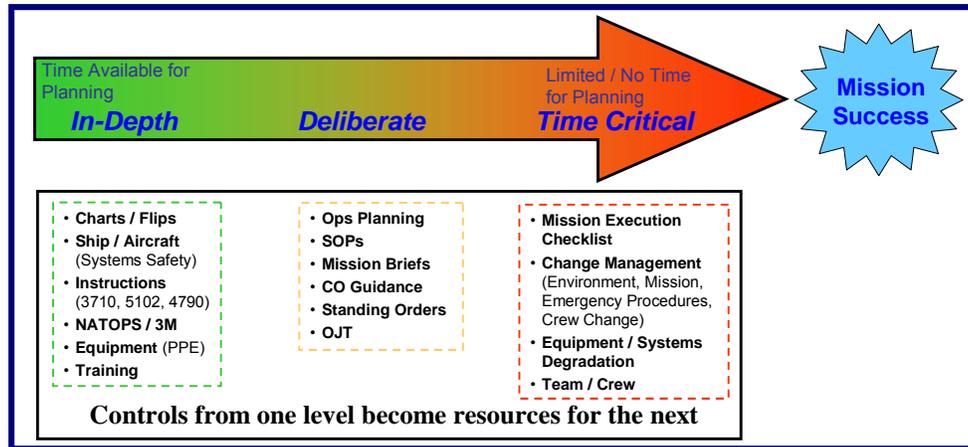


Figure 2: Risk Management Levels - Highlighting the link between Controls and Resources

Some resources are the controls developed during the in-depth and deliberate planning; such as, training, publications, SOPs, Standing Orders, checklists, tactics, techniques and procedures, TTP's and equipment. Additionally, they can be your teammates or others supporting the operation. And although we are talking about time critical level, time is still a resource you can balance. Consider:

What resources are available?

How do I use them?

What are my options?

Communicate your intentions. Once the situation is assessed and you have identified resources at your disposal and how you might use them, it is time to update your team, up and down the chain, on the plan. Effective communication is an essential element for the successful execution and we all have a part to play. If you are in charge, are you allowing for open communication? If you are just part of the team, do you know who to talk to should an issue arise? What barriers are preventing the team from communicating well? Consider:

Who needs to know?

Who can help?

Who can provide back-up?

Revise, if necessary.

Do and Debrief. First and foremost we have a mission to complete – execute the plan, manage change as it occurs and use the resources available to mitigate risk. Managing risk never stops. As you execute, keep going through the **ABCD**, adjusting as required.

After completing the task, debrief how things went and capture what worked and didn't work to improve your performance next time. As it turns out, the structure provided by "**ABCD**" is a great template to follow for debriefing.

Assess how things went - Was mission successful?

How well did you balance the resources available? - Did your actions reduce the risk?

How was the communication?

In the debrief, discuss what you would do different or better the next time?

As you discuss the scenarios within each training module, consider the above discussion regarding managing risk. We still have to measure up and TCRM can assist. TCRM is for on & off – duty, learn it, use it.

Breakdown of the TCRM Training Modules:

The Introduction:

The introduction to the training is provided by ADM Greenert, former Commander, U.S. Fleet Forces Command, and Master Chief Campa, recently retired Master Chief Petty Officer of the Navy. Representing the senior leadership, they drive home the importance of managing risk and the expectation all DoN personnel apply risk and resource management concepts in all that they do.



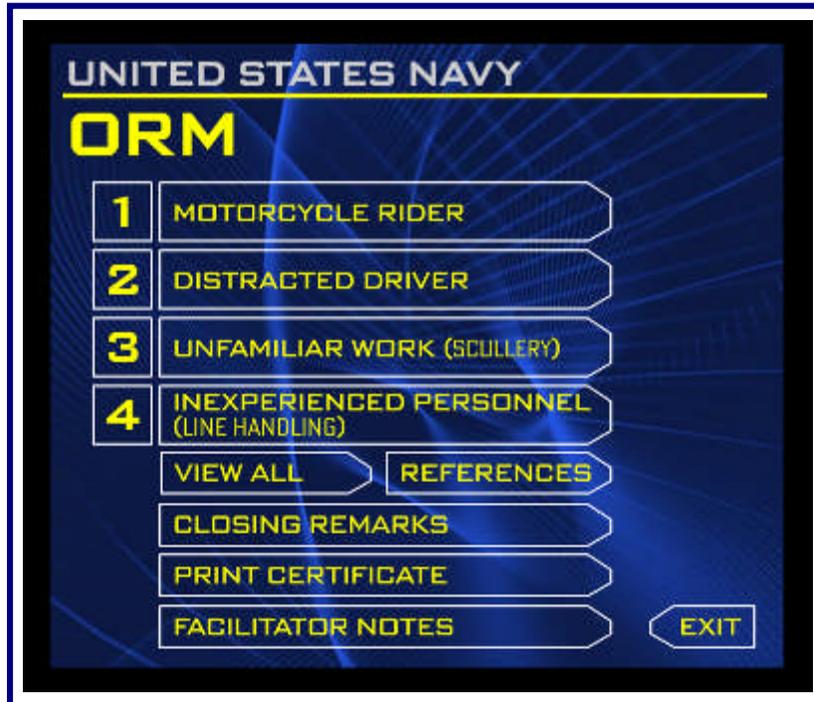
Key points:

- Use of risk management, in particular time critical risk management is expected by every Sailor, Marine and Civilian employee of the Department of the Navy
- Using risk management requires a change in mindset; in other words, a change in the way we think and make decisions
- The **ABCD** model is a straight forward, simple approach to managing risks when time and resources are limited.
- The decisions we make effect our shipmates and the big Navy team
- Use risk management every day, in every situation, on or off duty

Main Menu:

The figure below shows the main menu for the training. The four interactive scenarios can be selected individually or you can select “View All” which will walk you through each scenario. If you select “View All” you can not return to the main menu until you have completed all four vignettes. Additional details of each scenario, references, closing remarks and certificate are provided later in this guide.

The “Facilitator Notes” button is a link to the Naval Safety Center’s website.



Scenario #1: Motorcycle Driver:

Synopsis: SN Garret overslept and is now late for duty in the scullery. Two options are presented. “What would you do”?



Apply ABCD:

- Assess the situation:
 - Mission: SN Garrett is extremely late for duty in the scullery
 - Possibly still feeling the effects of alcohol combined with fatigue
 - Not thinking with a clear head
 - Maybe not considering all the other things going on around him (tunnel vision)
 - A bit stressed – worried about consequences of being late (missing ships movement, report chit, NJP, EMI, peer pressure, etc.)
 - Are weather conditions a factor?
 - Are traffic conditions a factor?
 - Ship’s schedule – getting underway today
- Balance your resources and options
 - Resources:
 - Phone (cell or land line)
 - Car or motorcycle
 - Any standing instruction, guidance or policy with regard to being late
 - What was he trained to do
 - Options:
 - Call supervisor or friend
 - Use a friend to cover for him until he gets there?
 - Take a car or motorcycle - is one better than the other? – motorcycle can get around traffic jams?
 - What route should he take, considering traffic situation?
- Communicate your intentions
 - Anyone else, besides himself, he should talk to? Friend? LPO? Chief? Division Officer?
- Do and Debrief
 - Pick a choice and see what happens. Are there other options to consider?

What would you do?

Choice 1: “Get to Work”



- Not necessarily the best choice
- No consideration given to anything other than getting to work as fast as possible. At this point, do a few minutes really matter? Is it worth rushing through traffic?
- Accepted unnecessary risks.
- “Speed plus stress plus zero time – the results can be catastrophic.” What could he have done differently to avoid this outcome?
- Did he anticipate and manage risk by planning. Consider the decisions made the night prior that got him in this situation. If he had considered the consequences of his decision to celebrate the night prior could he have avoided this situation? Could he have put in controls that might have prevented this – set multiple alarms, have a friend provide a wakeup call, or not drink as much? Our decisions can have unintended consequences.
- Why not consider other options?
- Could this really happen?
- What about the accident? One of the hazards with driving is unanticipated actions by others. Also, due to their size, motorcycles are not always seen by car drivers. Has this ever happened to you? How about for the motorcyclist in the group? If so, how did they handle the situation?

Choice 2: “Call the Chief”



- A better option, letting someone know your running late. Lets the command know where you are and reduces some of your stress.
- Still will be held accountable for your actions, but this action can help reduce the pain.
- Is the Chief the only one he could have called?
- Remember, actions have consequences. Maybe next time, reconsider partying so hard on a night before you have to be in work. Or if you do decide to party on a work night, put in some controls to mitigate the risks.
- If you take this scenario further, the next opportunity to consider **ABCD** and informed risk decisions might be whether or not SN Garrett drives responsibly, or as if he is on a race track.

Facilitator discussion points:

- Has anyone had a similar experience? What did they do?
- What are the risks for each choice?
- What about the impact to others on the road or SN Garrett’s crew members
- Did someone have to cover for SN Garrett? What impact could that have?
- What could be the consequences for each choice?
- If you were Chief McCoy, SN Garrett’s supervisor, how are you going to react? What environment / climate have you established in your work-center?
- What do you think about Chief McCoy’s response (listen close)?
- Whether or not you think it true, as a Sailor you are on 24 – 7 and are part of a team that relies on you being there to do your part.

Experts:



Several experts provide their perspective with regards to managing risk through proper motorcycle training, equipment and thinking – these are controls that become resources you can use at the time critical level.

- If you ride, make sure you are aware of the Navy's requirements and take the available riding courses.
- Wear the right gear to protect yourself. Maybe not from something you do, but from what others on the road are doing.



Scenario #2: Distracted Driver:

Synopsis: Shawn is trying to get Tiffany to take his duty so that he can attend a sporting event. The conversation starts in the parking lot but continues via cell phone while Tiffany is driving home. The conversation is pretty heated. “What would you do?”



Apply ABCD:

- Assess the situation:
 - Mission: Sean wants to switch duty with Tiffany, Tiffany is looking for some time off
 - Sean seems desperate and a bit hyper
 - Both are upset at each other and they get into an argument
 - When Tiffany agrees, Sean wants her to call the Chief immediately – adding pressure
 - Tiffany is driving and not using a hands-free device
 - Cell phone reception begins to deteriorate - adding frustration and confusion
 - How bad is the traffic?
 - How immediate is the situation?
 - Where should Tiffany’s focus be – on driving or on the conversation?
- Balance your resources and options:
 - Resources and options:
 - What is the law with regards to cell phone use while driving
 - Can she pull off the highway – use an exit? shoulder?
 - Does she have pen and paper to take down the information
 - Does she have a passenger who can take over the conversation and write down the information?
- Communicate your intentions:
 - Tiffany and Sean’s emotions along with the poor cell phone reception affect their ability to communicate well.
- Do and Debrief:
 - Pick a choice and see what happens
 - Are there any other options to consider?

What would you do?

Choice 1: “Keep Driving”



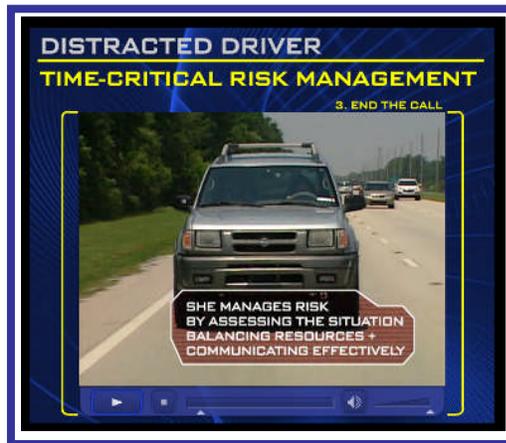
- Not the best choice.
- Tiffany is distracted and loses Situational Awareness as she continues down the road. Consider what the impact might be to other drivers around her?
- Communication is not going to get any better as emotions flare.
- By continuing she is accepting unnecessary risk, at the same time increasing the risk to others.

Choice 2: Pull Off the Road and continue the discussion



- Although the decision to pull over is better than staying on the road, Tiffany is still distracted as she maneuvers through traffic.
- By continuing to talk while she drives, Tiffany is accepting unnecessary risk, at the same time increasing the risk to others.
- What are the issues with pulling over onto the shoulder? Is it legal for non-emergencies? Chance to get hit? What about trying to pull back out again into on-coming traffic?

Choice 3: End the Call



- This is the best choice among the four. It allows Tiffany to focus on the task at hand – driving.
- By discontinuing the conversation, Tiffany regains her situational awareness and reduces a potentially stressful situation.
- Tiffany determined that the risks she was accepting by talking on the phone while driving were unacceptable.
- What is the impact of the delay in calling the chief. Consider the impact of perceived pressure. Is the Chief driving the urgency or is Sean?

Choice 4: Call Right Back



- By trying to call Sean back Tiffany is now even more distracted while she tries to enter his number (similar to texting) and accepting more risks.

Facilitator discussion points:

- What are the hazards with Tiffany driving and arguing on the cell phone?
- Who in your audience drives while talking or texting on a cell phone? Some folks may feel they can handle it just fine. But ask them if they have ever observed others that seemed to be having trouble multi-tasking behind the wheel
- What other things besides cell phone use might lead to distracted driving?
 - Eating
 - Tuning the radio
 - Looking at scenery or accidents - “rubber-necking”
 - Talking with a passenger
 - Do these things make driving more difficult?
- What are the hazards associated with distracted driving?
 - Not paying attention
 - Not seeing other vehicles, such as the motorcycle speeding up from behind
 - Erratic speed
 - Missing turns or exits
 - Others?
- What might the consequences be?
 - Accident
 - Longer travel time
 - Others?
- What are the local, state or federal laws regarding texting or cell phone use while driving?

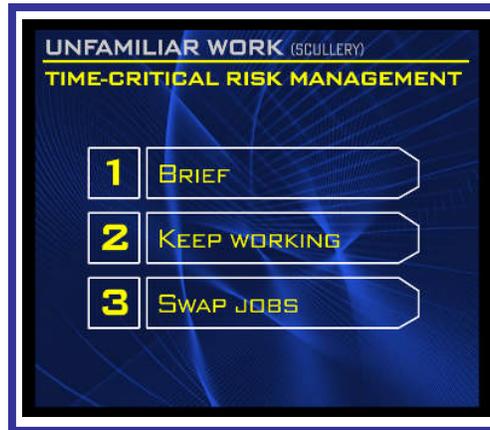
Experts:



Two experts provide their perspective on driving safely, to include other things which distract drivers and the consequences of individual decision, specifically with regard to drinking and driving.

Scenario #3: Unfamiliar Work (Scullery):

Synopsis: It's not quite the typical day in the scullery. Because SN Garrett is out due to his injuries from the motorcycle accident, a new guy is brought in to cover his job. The chief is a little short fused and the other worker is annoyed that he has been covering the work without help up to that point. And his day doesn't get any better when he realizes the new guy doesn't have a clue. "What would you do?"



Apply ABCD:

- Assess the situation:
 - Mission: Get the pots, pans & dishes clean and ready for use again.
 - Worker unfamiliar with the task and equipment
 - Irritated Chief
 - SN Doherty, the co-worker, is already busy – disgruntled & impatient
 - Multiple physical hazards: knives, scalding water, noise, slippery floor to name a few
 - Hot, crowded working environment

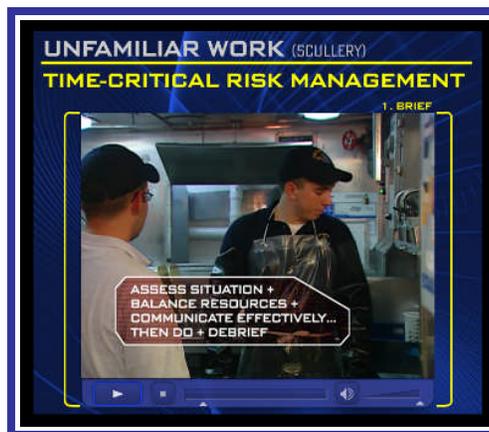
- Balance your resources and options:
 - Resources
 - PPE is available – but is it the right PPE for the job?
 - Policy and guidance were provided, procedures outlined
 - Time
 - Experience of SN Doherty
 - Experience of the Chief
 - Options:
 - Take time to brief SN Booker about: what the job is, what the hazards are, what controls are in place to mitigate the hazards such as proper PPE, and review the process for using the equipment and cleaning the dishes and trays
 - Let SN Booker fend for himself
 - Let SN Booker take the simplest task
 - Use the PPE or not

- Communicate your intentions:
 - Brief the Chief. Get his take and guidance.
 - Provide a good brief to SN Booker and ensure he understand what is going on and what his responsibilities are.

- Do and Debrief:
 - Pick a choice and see what happens
 - Are there any other options to consider?

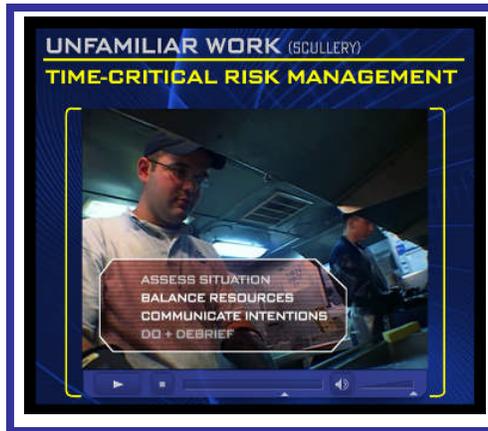
What would you do?

Choice 1: “Brief”



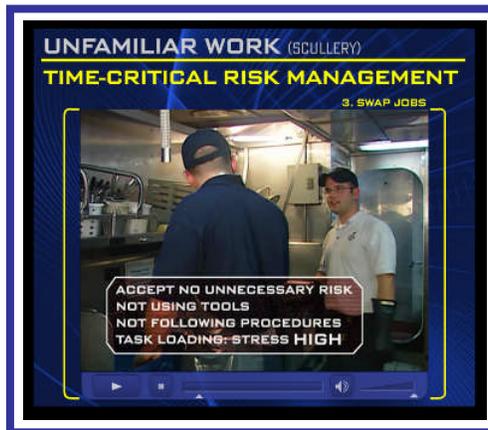
- Good choice.
- By taking a few minutes to brief SN Booker, SN Doherty will go a long way to preventing a mishap, improving team work, and ensuring the mission is successfully completed.
- The time lost by the brief is minimal and the consequences of not briefing could be significant.
- This decision lets SN Booker anticipate hazards and associated risks with the job and lets both of them succeed at the job without accepting unnecessary risks.
- Is it realistic to assume SN Doherty is prepared and equipped to train an inexperienced person?
- What responsibility does the Chief have in preparing either SN Doherty or SN Booker?

Choice 2: “Keep Working”



- Not the best choice, as unnecessary risks are being accepted.
- By letting the new, inexperienced guy go it on his own, SN Doherty is setting SN Booker up for failure.
- The consequences result in an injury and once again being short-handed.

Choice 3: “Swap Jobs”



- Not the best choice, as unnecessary risks are being accepted.
- SN Doherty swaps jobs with SN Booker but still does not provide any guidance on the process or right way to do the job. This failure to communicate essential information sets SN Booker up for failure.

Facilitator Discussion Points:

- Has anyone in the group had to teach a new guy the ropes when time was short? If so, how did you do it? Were you successful? Did you capture any lessons learned for the next time?
- Do the Chief's attitude and the way he responds to the knife in the deep sink or the sailor at the window have any impact on the SN Booker and SN Doherty and mission success? Is this the right way to handle the situation? If not, what would be the better approach?
 - Establishing a climate that fosters good communication is an important aspect of managing risk. Individuals should be encouraged to be part of the team and communicate hazards and risks among themselves and up the chain of command.
- Consider situations beyond the scullery.
- What role do procedures, policy and PPE play in other activities your team is involved with on a regular basis?
- How do you address questions like: "Why do I have to wear this?" or "Why do I have to do it this way? I know a faster, better way?"
- Do you and your team handle routine evolutions and tasks differently or the same as unique or less frequent evolutions or tasks?
- Are some jobs so simple that "common sense" is enough to get the job done? What is common sense and does everyone have it?
 - Common sense is what an individual brings to a situation based on his background – education, life experience, job training, personality, etc. It is not a constant nor is it uniform across a group of people. What is common sense to one person may be completely foreign to another.
 - Do not make assumptions about a person's ability.
- How does 'complacency', a feeling of security while unaware of some potential danger or hazard, impact mission success? Is there complacency in your work-center?
- Has anyone ever skipped steps to make a job go quicker?
- What is the impact of a missing man to the ability to accomplish the mission? Is there an impact to mission readiness? If not in this scenario, can you think of any others? Has anything similar happened in your work-center - NJP, sickness or injury, vacation, emergency leave – that has impacted the way you execute the mission.
- Emphasize that there are consequences to our decisions – personal and professional – on-duty or off-duty.

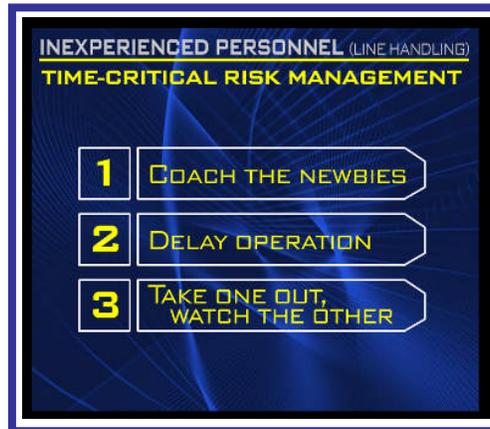
Experts:



Two experts provide some insight about understanding the importance of the ‘little stuff’ – the right tools for the job, good communication, and avoiding complacency.

Scenario #4: Inexperienced Personnel (Line Handling):

Synopsis: The ship is preparing to get underway. On the foc'sle, the leading petty officer is trying to organize his line handling team, but finds out that two of his normal members have been replaced by two new guys who have no experience with this evolution. To add to the petty officer's frustration, one of the new guys seems more concerned with his cell phone than the task at hand. "What would you do?"



Apply ABCD:

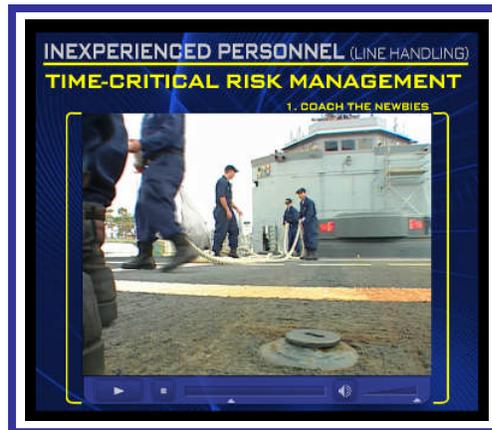
- Assess the situation:
 - Mission: Properly handle the lines to facilitate the ship's departure on time.
 - Two inexperienced personnel supporting the evolution
 - One of the replacements is distracted by his cell phone
 - Rest of the team is up to speed, but no extra personnel to guide the newbies
 - Pressure to perform the task on time without error from supervisory personnel, including the CO looking down from the bridge.
 - Leading Petty Officer is agitated/frustrated
 - Weather and environment not a factor

- Balance your resources and options:
 - Resources
 - Any policy and guidance provided or procedures outlined for replacement of team members?
 - Time
 - Experience of other team members
 - Chain of Command
 - Communication by radio, runner, sound-powered phone, etc.
 - Options:
 - Take time to instruct the inexperienced team members and brief them on their responsibilities
 - Ask for some time to sort through the issues and prepare
 - Remove one from the team to observe – minimizes the hazard of multiple inexperienced guys on the same team, but increase work load for the rest

- Remove both inexperienced personnel from the team – significantly increases
 - Ask for another replacement, one with experience. You could use this third replacement to support the team in execution and/or have him mentor and train the new guys.
- Communicate your intentions:
- Brief the team and chain of command on you plan
- Do and Debrief:
- Pick a choice and see what happens
 - Any other options that come to mind? Combination of options, maybe?

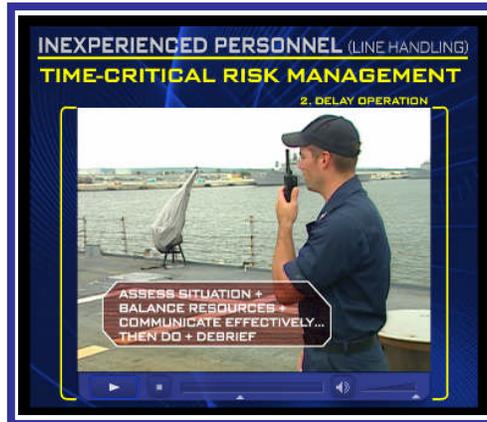
What would you do?

Choice 1: “Coach the Newbies”



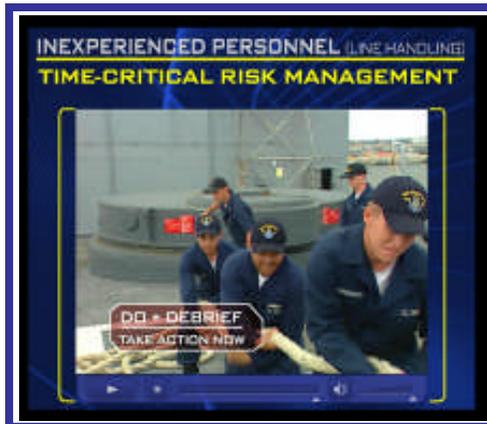
- Not the best choice.
- In this scenario the only choice given is to use the Line Safety Petty Officer. By re-tasking him to “coach” the Newbies, you have essentially removed a risk control put in place to mitigate the risks associated with the overall evolution. Therefore, you are accepting unnecessary risk for your team.
- Is this a decision that the team leader can make? Removing a control from the evolution that was approved by the CO likely requires the decision to be made at a higher level?
- Is there anyone else that could provide the “coaching” besides the line safety petty officer?
- Were risks balanced? In the end a man goes down, the evolution is delayed and potential at a critical moment.

Choice 2: “Delay the operation”



- The better choice
- Taking a little time prior to beginning the evolution to inform the chain of command about a deficiency and get some additional assistance outweighs the potential for longer delays or serious injuries.

Choice 3: “Take one out, watch the other”



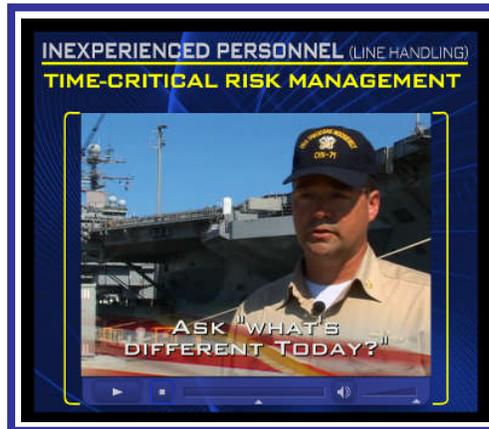
- Not the best choice.
- In the scenario given, one of the inexperienced guys is removed and the line handling petty officer actually starts to perform line handler duties vice his supervisory duties. This re-tasking essentially removed a risk control put in place to mitigate the risks associated with the overall evolution. Therefore, you are accepting unnecessary risk for your team.
- Is this a decision that the team leader can make? Removing a control from the evolution that was approved by the CO likely requires the decision to be made at a higher level?
- Could the line handling be done with less than the assigned number of handlers? Who can make that decision?

- Were risks balanced? In the end a man goes down, the evolution is delayed and potentially at a critical moment.

Facilitator’s Discussion Points:

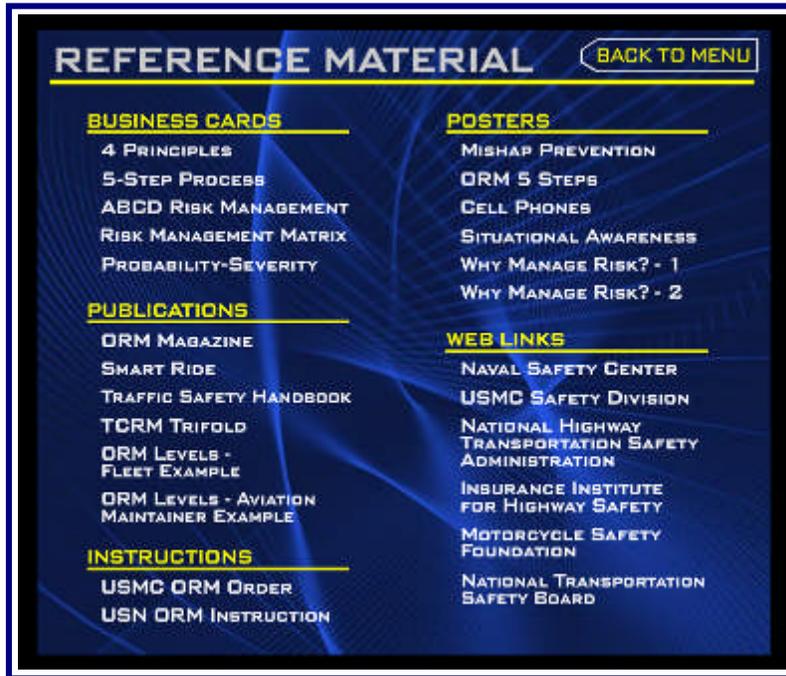
- What are the hazards with bringing inexperienced personnel into your operations?
For example:
 - Injury to themselves or others from lack of awareness or understanding of policies or procedures
 - Distraction for the other team members as they watch the new guy fumble.
 - Delay in execution of the task
 - Decreased quality product or result
 - Failure to complete task
- How can you mitigate these hazards?
- How do you incorporate new personnel into your operations?
- What kind of training do you do to get new folks up to speed and improve teamwork skills - formal classroom, on the job, practice, simulations, etc.
- Do you assign a trainer or mentor for new personnel?
- What guidance do you provide supervisory personnel with regards to handling changing situations or pop-up hazards? Do they know at what level decisions should be made?
- How many people had to do a job when they didn’t exactly know what they were doing? How did it work out?
- For those of you that are supervisors, have you ever had to put inexperienced personnel in a job that they were unprepared to do? If so, did you consider the risks?
- Have you ever witnessed a supervisor not paying attention and a mishap occurred or about to occur?
- Is it only the supervisor’s job to watch for “lollygagging”? How can you as a teammate help in a situation like this?

Experts:



When personnel show up and their skills or qualifications are unknown, it is the supervisor's job to figure it out and determine the best way to utilize that person in the tasks at hand. During the evolution is not the time to make assumptions about someone's capabilities.

Reference Material:

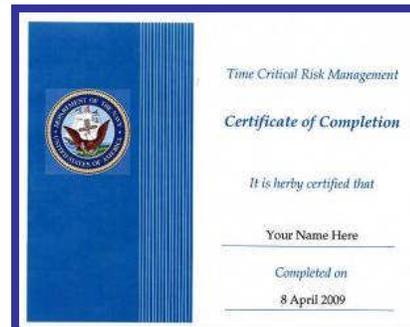


Selecting “References” from the main menu will bring up a list of resources which you can use to support integrating and applying risk and resource management within your unit. These and other resources are also available through the Naval Safety Center website:

<http://www.safetycenter.navy.mil/>

Certificate:

The certificate can be printed whether you worked thru every scenario, one scenario or completed a facilitated discussion. However, after printing the certificate you should document which scenarios were viewed.



Closing Remarks:

RADM Arthur Johnson, the Commander, Naval Safety Center, provides the closing remarks.



Key Points:

- Incorporate time critical risk management in everything that you do; at work, at home, in the car, with your family, with your friends...
- TCRM is not just for on duty – as Sailors we are on 24 hours a day, 7 days a week, 365 days a year
- Risk management helps ensure mission success
- Anticipate and manage risk by planning.
- Always ask - “What’s different today?”

Conclusion:

Use these examples or make up your own to discuss how to use **ABCD** to improve decision making while executing a task or plan. Involve your audience in the discussion. Emphasize decision making and situational awareness in your discussions.

You can also use the feedback from this training to improve your own internal processes and procedures. **GET YOUR PEOPLE INVOLVED!**

We welcome feedback, not only on this training but on all aspects of risk and resource management training, education and resources. Please send your comments and recommendations to:

M_NRFK_SAFE ORM_FEEDBACK@navy.mil.