

## Facilitator Resource Guide

### Introduction

The 2015 Operations Team Coordination Training Refresher continues the practice of focusing on group, or “crew” problem solving activities rather than a lecture presentation format. The 7 components of TCT will be the guiding principle to emphasize as you lead this problem solving session. The facilitator should be a trained instructor, someone familiar with the operations program and familiar with the TCT program (but does NOT have to be a TCT Facilitator).

**Note: This TCT refresher session should last about one hour.**

This Team Coordination Training (TCT) Refresher reflects an emphasis on the 7 components of Team Coordination;

- ❖ Leadership
- ❖ Mission Analysis
- ❖ Adaptability
- ❖ Situational Awareness
- ❖ Decision Making
- ❖ Communication
- ❖ Assertiveness.

This training is part of the mandatory annual currency maintenance requirements for the USCG Auxiliary Boat Crew program, and must be completed by 31 Dec 2015 to avoid going into REYR status.

The format, takes the form of a group problem solving session, rather than facilitated discussion. This approach will emphasize your role as a facilitator and, hopefully, make the training interesting for both you and your participants.

**IMPORTANT: Do not deliver this as a straight lecture,** the key learning objective is the interaction of small ‘crews’ (3-5 members) solving the problem presented.

## Facilitator's Role

As facilitator, your role is to help participants discover new knowledge or discover new applications for knowledge they already have. This is not accomplished by lecturing. Lecturing is one of the least effective ways to promote learning. If you find yourself talking a lot and teaching numerous techniques and required actions in detail, you are probably talking too much. Trust that the participants have the answers, and you are there to help them discover new relevance for a familiar concept.

A facilitator creates a positive, interesting and challenging environment for the participants in the classroom so **they, as a crew**, can learn to solve problems and make better decisions for crew safety, the public's safety, and accomplishing the mission.

A facilitator leads the learning, but allows the participants to go their own way... **to a point**, always gently steering the process so learning objectives are met...but also insuring that participants learn to make decisions in a "team format", similar to the "crew" onboard our air and surface facilities. Let the discussions happen, but do not hesitate to step if they get "off topic".

### Note:

*The patrol story presents a scenario with several sub-plots describing problems, incidents or situations. This scenario paints a picture that, with some analysis, will lead the team to recognize core problems or issues among the crews in the scenario. The process is similar to what a physician goes through while diagnosing the disease in a patient from a list of specific "symptoms." In this case we want the participant groups to identify the symptoms (incidents or situations) pointing to the underlying TCT missing or dysfunctional components and therefore threatens the success and/or safety of the patrol. In addition participants are to suggest a course of action for the scenario group to take to correct this deficiency.*

**The crew has intentionally been made less efficient and effective than normal to help stimulate the discussion.**

## Facilitator Responsibilities

1. (10 min) At the outset of the session, organize the participants into "crews" of 3-5 members who will work together on the patrol story (case study). Ask them to appoint a recorder/reporter to take notes.
2. (5 min) Provide each group with a piece of paper, pencil, and 2 blank GAR forms. Tell them that the group is to:
  - **Describe the elements in the story where they feel the principles of TCT were not followed.**
  - **Suggest a course of action or change in behavior that might correct the problem(s) or align this crew's activity with TCT principles.**
3. (10 min) Present the patrol scenario (see page 7-9). Be sure that everyone is clear on the scenario, but be careful not to give away answers. If possible hand

a copy of the story to each group. Be sure to have them **complete the first GAR form**, after reading page 7 but before reading/discussing the scenario itself.

4. (15 min) Redirect the session into small groups. During the small group work, **circulate among the crews and listen**. Make notes for yourself, if needed. Allow the groups to struggle (discuss/disagree) a little in making their lists. They are developing a problem solving relationship with their fellow crewmembers. Leaders may emerge in the groups (they usually do). Your job is to **keep the groups focused on their question list and the determination of dysfunctional TCT components**, and to assist them by asking questions if and when they get off track or bogged down. Use the definitions of the TCT components below, your knowledge of the boat crew program and the targeted questions that accompany the scenario (see pages 7 - 9) to refocus groups that have gone astray. Try to ensure that everyone participates, and that no one “hijacks” the process because they are more experienced, or louder, or because others seem willing to just go along. ***If you hear something that is inappropriate or not consistent with good practice, intervene with a gentle comment so that the group recognizes the problem. Try not to take control of the session away from the crew,*** but get them “back on course,” then let them continue.

**Now have them complete the GAR form** as a crew and review any differences in scoring based on the scenario conditions after reading page 8.

5. (15 min) Lead a focus session during which the participant crew reporters present their crew solutions to the other participants. Don't indicate how you feel about one solution versus another! Only act as a clerk and record, in brief, the reports. When all crews have reported, ask the group, at large, to choose the better three solutions (there's rarely one “right” answer) or to rank order the best solutions. Use the last 2-3 minutes to summarize the crew results (crews almost always find good answers, as a group) and, if necessary, interject one or two considerations that may have been missed.
6. (5 min) Thank the participants for their participation and assist with any final questions or concerns. If there are suggestions from the group on how to improve the course, jot those down as well and forward them to the Chief, Response Projects and Educational Outreach address found at the end of this guide.

6. \_\_\_\_\_

### Review of TCT Basics

Materials for the Initial/5-Year Currency 4 hour TCT class can be found at the Response Directorate web site <http://rdept.wow.uscgaux.info/> under the “What's New” tab in the left navigation column (reference is half way down the what's new page. Or download the documents from our Workshop Archives page at <http://www.rdept.wow.uscgaux.info./content.php?unit=R-DEPT&category=workshop-archives>

## Mission Analysis

1. Always conduct a risk assessment (and complete a GAR form) prior to a patrol, no matter how routine you believe the mission to be. Every mission is unique, contingency planning based on experience should include complexity of mission, environmental factors, crew fitness factors and any other circumstance which could impact the mission & your safety.
2. Develop escape/contingency plans for any potential risk scenarios.
3. Reassess risk AND GAR score throughout the mission when conditions change.

## Situational Awareness

1. To make good decisions we must **know what is going on around us**. Plans are critical to success, that is for sure...but we must be ready, based on what we encounter during the mission, to change those plans, and/or use contingency plans as necessary.
2. Stressful situations, complacency and boredom will inhibit our situational awareness and increase the likelihood of poor decision making. Remember the 3 levels of human error:
  - a. Slips ..... Misspeak
  - b. Mistakes ..... Bad Plan
  - c. Errors .... Flawed execution
3. Catch the slip before it becomes a mistake. Catch the mistake before it becomes an error.

## Adaptability & Flexibility

1. Adaptability is the ability to react to changes in conditions, crew fitness, equipment failures, etc. and is based on the “situational awareness” we mentioned above. How flexible are we? How receptive are we to differing opinions? Leaders do not necessarily have “all the answers”. Leaders do take advantage of everyone’s ideas and experience and they remain adaptable to new conditions and challenges.

## Communication

1. Communication takes many forms. There are verbal and non-verbal (facial expressions, voice inflection, etc.) communication everyone uses to convey thoughts and ideas.
2. The key is to ensure that the person or persons we communicate with have a **clear** understanding of what we wish to convey. This is the ‘senders’ responsibility.
3. Good communication involves closing the “**feedback**” loop. We can ask for feedback, or we can observe behavior to be sure the message was received.
4. This feedback is a two-way expression, either verbally or non-verbally, which confirms the communication process was completed. Both parties are responsible for insuring the message received is accurate, understood, and effective.

## Leadership

1. Leadership is not about giving orders. Good leaders do find ways to obtain the willing participation of others towards accomplishing a goal. That goal, in this case, must be consistent with the Coast Guard's core values as well as consistent with the mission at hand.
2. Since we cannot "order" anyone to do anything, we must strive to achieve the respect, confidence, collaboration and loyalty of those entrusted to our care.
3. Remember all Auxiliarists have the opportunity to lead, regardless of their position.

## Assertiveness

1. The Coast Guard values people who are assertive, but not aggressive.
2. Know where the dividing line is. The difference between these two characteristics is sometimes hard to see. The aggressive person seeks to bully his/her way through situations for their own ego or self-image.... while an assertive person cares about the "mission" more than themselves and their ego.
3. The assertive person will always communicate their concerns but they also, try to get a reasonable resolution when ideas are in conflict without stepping on top of those who may disagree.

## Decision Making

1. Making good decisions is at the heart of TCT. How do we ensure that we act or perform in a manner that maximizes mission safety and success and minimizes risk to ourselves, our crew, the public, etc.?
2. The elements of TCT all play a role in improving decision making. We define a problem or condition, seek information about that problem, analyze that information, identify alternatives and select one or a range of alternatives.
3. Then we measure our success or failure in order to adjust our course of action. This process can take us 20 seconds in the case of routine decisions, or 20 months in the case of large complex problems. The process is the same; ...the depth of analysis and level of importance is always changing.
4. There is always time to consider other actions, use that time before you act.

## Learning Objectives

- **Participants will understand the importance of crew complement as it relates to mission activities (Mission analysis).**
- **Participants will understand the need to fully assess the health and/or limitations of the crew. (Leadership, Assertiveness, Mission Analysis)**
- **Participants will understand the need to remain alert to all conditions during the mission both operational and crew related. (Communication and situational awareness).**

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- **Participants will understand that the Coxswain AND the Crew are responsible to ensure that all crew members are well and fit for duty. (Assertiveness and communication).**
- **Participants will understand that the mission needs to be staffed with the right team with the right responsibilities and ability/temperament to handle the assigned tasks. (Leadership, Mission Analysis)**
- **Participants must understand that when conditions change, especially due to injury or apparent illness, the GAR must be quickly re-examined and a safe decision made. (Assertiveness and adaptability)**
- **Participants must understand that incident reporting (when appropriate) should always be considered during any mission. (Mission Analysis, Situational Awareness)**

**Participants will identify at least three examples of good decision making by this crew and others.**

**Participants will identify at least three examples of poor decision making by this crew & others.**

## The Patrol

**Mission:**

- **Facility:** 35 foot trawler with single inboard diesel engine
- **Weather:** clear skies, temperature 83 degrees and sunny with scattered clouds, winds 6-8 knots from the east, seas 2-3 foot swells
- **CREW**  
Coxswain Winthrop 20+ years total boating experience, 15 years as Coxswain, age 78. Winthrop is also a mentor
- Crew #1, Joyce** 10 years total experience boating but only 5 patrols as crew age 65
- Crew #2, Morgan** 18 years total experience boating, 5 years as crew and now a coxswain in training, age 50

**Note:** All three of them have boated together for years both formally on Auxiliary patrols and privately as friends. All three also knew that each of the others were all on some form of prescription medication. All three for blood pressure, Morgan for cholesterol, and Winthrop a mild heart condition, although nothing that would seriously impair their functioning as competent crew or coxswain on a mission.

**Crew #3, Bonnie** 3 years boating, crew trainee, third time on an Auxiliary vessel under orders, first time with this vessel and crew, and first time on a vessel this large with the second deck and upper helm station, Age 24.

- **Venue:** Any body of water, Any-town USA

**Scenario:** - Routine MDA/Training patrol

It was planned that the patrol would begin at 1200 hours and would end no later than 1730 hours. Winthrop, the coxswain and vessel owner, was fussy about his boat and was very particular about letting other people operate his vessel. Because the mission involved coxswain training for Morgan, and because Winthrop was the certified mentor for the signoffs, it was evident Winthrop was very concerned that Morgan would be at the helm for part of the mission and he went into great detail about how he wanted the facility operated. Knowing Winthrop, Morgan did not expect much helm time, but he knew he would be directing all other activities of the mission as the coxswain in training. Bonnie would also be getting her training for crew.

The mission was discussed in detail shore-side with all three crew present. Morgan encouraged Bonnie's input as they all discussed the GAR scoring. The plan was to have several anchor evolutions, a couple of SAR expanding square and parallel search pattern practices and at least one navigation exercise. The Coast Guard boat station was called to report the beginning of the training patrol. Winthrop provided the station with a cell phone number, and reported the initial GAR score of 18. Winthrop completed the final safety and vessel briefings and the crew got underway.

The mission went more or less as planned, although Winthrop was hovering over Morgan and watching very closely whenever he had the helm. Not long after Morgan had the helm, coxswain Winthrop indicated they would not do all of the planned exercises because he was not sure of their capabilities. During the training, everyone on board fulfilled his or her crew roles with no significant problems, although Bonnie remained a bit nervous and stayed on the main deck the entire cruise. Coxswain Winthrop never left the upper helm station. Morgan noticed that Winthrop was not issuing his instructions as clearly and energetically as he usually did and he had to ask him to repeat the orders on a couple occasions.

At 1700 hours, the coxswain said to the crew, "Let's call it a day and return to port". The weather remained un-changed that afternoon and Winthrop had taken the helm for the return to port. Morgan noted that Winthrop seemed a bit distracted as he was bringing the facility into the channel to the marina. At one point, Joyce noticed that Winthrop was staring straight ahead and that the vessel was angling across the buoy line and heading out of the channel. It was at this moment she called to him, "Winthrop you are cutting through the buoys. Is that right?" There was no immediate response. She shouted louder, "Winthrop, you're going out of the channel!" At this time Morgan, who was standing near the helm station observing his mentor, realized the significance of what was going on. He touched the coxswain's arm and asked, "What's going on? Shouldn't you turn?" There was no response. "Turn to starboard!" he shouted. "Are you OK?" he asked Winthrop. Again, there was no response. Morgan reached past Winthrop and turned the wheel to starboard. As the bow swung back toward the center of the channel, Winthrop finally responded as if coming out of a fog, "OK . . . yeah, . . . I've got it".

Once back in the center of the channel, Winthrop headed for the marina entrance. When asked if he was OK, Winthrop repeated that he was fine and continued into the

port. However, he didn't say another word unless spoken to, which was quite out of character for the usually talkative Coxswain. Even Bonnie noticing the quiet, thought his face seemed a bit pale. She mentioned this to Joyce, who asked Winthrop again if he felt OK; His reply was "I am OK."

The always talkative Winthrop was silent as he negotiated the vessel down the channel toward the slip. Usually Winthrop excelled at close quarter handling of his heavy trawler. This time, however, he fumbled; he dinged the post at the end of the slip and had to hit hard reverse to slow the vessel down before it hit the dock. . A little concerned Morgan again asked Winthrop how he was feeling. Sounding annoyed, he replied with, "I feel fine".

After docking, the crew made the facility secured for the day, but with few instructions or "corrections" in the line adjustments from the usually very meticulous Winthrop. Joyce called the USCG boat station to secure the patrol. The crew helped Winthrop with boat cleanup and as they were about to leave, asked if he needed any more help or maybe even a ride home. Coxswain's reply was "I am fine, see you later." The crewmembers were still a little concerned and after leaving the dock area, watched Winthrop from the parking lot to be sure he got to his car all right. Winthrop sat in his car for a long time before starting it. After he was on his way, the rest of the crewmembers went home.

Later that evening Morgan heard from Winthrop's wife. She told him that Winthrop had gone to the hospital and had been admitted. It was suspected that he had suffered a "mini stroke" earlier in the day.

***What did the crew do correctly during this mission?***

1. GAR was completed with crew input especially the 'Junior' member of the crew (Mission analysis)
2. Although they had the required minimum number of qualified crew on-board, based on the mission with a Crew in training, a Coxswain in training, and the Coxswain/owner also being the mentor did they really have enough crew for the mission? (Mission analysis, Decision making)
3. Vessel Briefing completed (Leadership)
4. Joyce notices the vessel not on course for the channel and spoke up. (Situational awareness, Leadership, Assertiveness)

Recognition by the crew that something was wrong with Winthrop (but no real action taken) (Situational awareness, Leadership)

***What did this crew do incorrectly during this mission?***

1. Everyone notices something was wrong with Winthrop. The two-challenge rule was invoked twice with both Joyce and Morgan and, although Morgan did intercede to put the boat back on course, Winthrop continued at the

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helm. No one suggested that he be relieved. (Decision Making, Situational Awareness, Leadership)

2. Was Winthrop (and his facility) the right choice for a coxswain-training mission considering his attitude toward others operating his boat? Because of that attitude, was he even qualified/able to “mentor” a crew person? What if he should need to leave the helm to someone else while he did some mentoring tasks? (Mission Analysis, Decision Making)
3. There was no de-briefing – this would have been another opportunity to examine Winthrop’s behavior and push to do something about it (Decision making, Assertiveness)
4. GAR was not reevaluated after Winthrop’s loss of focus.
5. Two of the crew were close friends of Winthrop, what could/should they have done even though he repeatedly said he was alright? (Assertiveness)
6. Considering Winthrop’s attitude about anyone else operating his vessel should he have even taken out a patrol for Coxswain training, or just stuck to a crew training missions? (Decision making)

### To all participating crews, some final questions:

Did your GAR scores take into account the inexperience of the new crew member (Bonnie) and that both Bonnie and Morgan would be training. This is certainly not high risk, but it would add some complexity to the mission.

Did you ever consider rethinking the GAR score at any time while reading the scenario? Think back to the last few times you were out on patrol; on how many of them did you or anyone on the crew say “we should rethink the GAR”?

What about reporting this incident? Considering Winthrop’s repeated responses, that he was “OK” would this even have been considered an “incident”?

Send your comments to:  
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