U.S. Department of Homeland Security
United States Coast Guard Auxiliary

National Response Directorate

Team Coordination Training
Initial & Recurrent

Facilitator Resource Guide

Introduction

Team Coordination Training (TCT) is focused on the principle that improved decision-making through better leadership, preparation and attention to detail will result in fewer casualties and less property damage throughout the U.S. Coast Guard Auxiliary. TCT provides the means and framework for employing Operational Risk Management principles that will accomplish that goal.

The "team" approach to TCT is focused on reducing injuries and property damage while accomplishing the mission, incorporating pre mission crew briefings, post mission crew debriefings and understanding and applying the seven elements of team coordination training. Those seven elements are:

1. Mission Analysis
2. Leadership
3. Communication
4. Assertiveness
5. Decision-Making
6. Adaptability and Flexibility
7. Situational Awareness

Course Objectives

The objectives of this course are as follows:

1. Participants will understand the concept of risk management and the need to reduce mishaps which cause injuries or property losses/damage.
2. Participants will review and understand each of the seven elements of Team Coordination Training.
3. Participants will understand the direct relationship between applying the seven elements of Team Coordination Training and reducing casualties and property losses.

4. Participants will demonstrate their knowledge of TCT by completing a Risk Assessment scoring sheet using the GAR Model, based on a training scenario provided.

Format

The training session format will include these elements:

- Presentation of fundamental risk management concepts.
- Presentation of the 7 elements of TCT.
- Short group activities designed to reinforce understanding of each of those elements.
- A final group problem solving session that requires that participants apply what they have learned by completing a GAR (Green-Amber-Red) score sheet. Scenarios are provided as case studies to accomplish this objective.

IMPORTANT NOTES FOR FACILITATORS:

Presentation Slide Notes have been provided for many key slides throughout this presentation. Please review these slide notes carefully when you prepare to facilitate the session. They will provide good advice concerning key points and time management suggestions that can help make your training session a success.

Before beginning, organize the members into “crews”, groups of 3 to 5 members. They will consider the scenarios and work on their responses as if they were crewing a facility. Achieving the key learning objectives of this course relies on the interaction between the crewmembers as they solve the problems presented.

Do not deliver this as a straight lecture. Do not read the slides to the audience. Allow the audience to read the bullet points on the slides for themselves. Add appropriate commentary, when necessary, to reinforce the points presented.

Not all slides need to remain on the screen for the same length of time. You can move quickly to make your point and keep the audience’s attention. Thoroughly review the material well in advance of your training session. Practice delivering the material before you present the training in front of a “live” audience.

It is preferred that printed copies of the scenarios and a printed copy of the GAR Worksheet, be provided to the participants. There should be at least one printed copy of these materials available to each “crew”. Should it be impossible to provide the members with the scenarios in printed form, the text of the scenarios is provided as slides. If the audience has been provided with printed copies of the scenarios, please skip the scenario slides, as prompted.

Remember, the use of the GAR exercise at the end of the training session is key to reinforcing risk management and TCT principles. It ensures that the crews know and understand those elements and can apply them in real world situations. Stress

the importance of applying their knowledge by using the GAR score sheet as realistically as possible.

This training program will emphasize your role as a facilitator and, hopefully, make the training interesting for both you and your participants. 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 or by reading the slides. Lecturing is one of the least effective ways to promote learning. Reading the slides is ineffective and a poor use of your and the audiences' time.

You should ensure that much of the talking is done by the audience. Trust that the participants have, or will have, the correct answers based on this training and their own experience. You are there to help them discover new relevance and application for that knowledge.

A facilitator creates a positive, interesting and challenging environment for the participants in the classroom. The facilitator encourages the participants to learn to solve problems and make better decisions to keep themselves safe, the public safe, and accomplish the mission. A facilitator leads the learning, but allows the participants to go their own way… to a point. The facilitator is always gently steering the process so learning objectives are met, but also ensuring that participants learn to make decisions in a "team format", similar to the "crew" onboard our facilities. Let the discussions happen, but do not hesitate to redirect them if they get "off topic".

It will be important for you to move the presentation and group along at a brisk pace. The slides are designed to keep the presentation focused so that you can cover the material completely and expeditiously. The short group activities should take no more than 5 to 10 minutes each, with a few added minutes for familiarization with the scenario. If you find that these activities are taking more than that, please consider stopping the discussion with an offer to address any un-resolved issues at the next break or after the session ends.

The activities in the program are all based on the use of scenarios or sea stories to illustrate the objectives of this program. The scenarios used in this program provide you and the participants with a general story containing several sub-plots that describe problems, incidents or situations. The scenario paints a picture that, with some analysis, will lead the team to recognize important TCT issues and elements that relate to assessing and managing risk. The process is similar to that of a physician diagnosing a disease in from a patient's specific "symptoms." In this case we want the participant groups to identify the symptoms (risk factors) found in the story that point to the underlying TCT elements that apply. The goal is that they recognize the element, identify the risk and make good decisions about reducing those risks. The final GAR exercise, as well as the short group activities, will be the method by which the participants will demonstrate their knowledge and ability to apply TCT principles to a realistic situation.

Activity 1 will introduce a scenario and the elements of TCT. Activities 2 through 9 will reinforce the individual elements of TCT. These activities should set the tone for a rapid and lively analysis of the TCT elements. The slides that introduce the group

activities for each of the 7 elements are very similar so that little time is wasted trying to orient participants to each group activity.

This program is composed of “modules”, or general topics. Each module will achieve a few learning objectives that ultimately build towards the final group activity scheduled at the end of the program, the completion of the final GAR sheet. The modules you see below will assist you in achieving the learning objectives within the recommended time frame. The time frames noted should be used as a guide to help you keep the program on schedule. Maintaining that schedule can be a significant challenge. We strongly suggest that you practice your presentation prior to delivering it to your audience and that you monitor your time carefully. There is ample time for discussion of each topic but it’s important to keep things moving, too.

Module 1- Introduction & Risk Management Slides 1 through 19 - 15 Minutes

Module Objectives:

1. Participants will be introduced to fundamental “risk management” principles.
2. Participants will understand the need for TCT by reviewing casualty & accident rates.
3. Participants will be *introduced* to the seven components of TCT; (in depth explanation and reinforcement will occur in succeeding modules).
4. Participants will understand the principle that we can reduce injuries/property damage by actively applying the seven components of TCT.

Instructional Method:

- Instructor will provide a short introductory presentation using the presentation slides. Those slides will cover all the topics described in the module objectives. This module should present the purpose and need for TCT training and prepare participants to actively engage you and other participants throughout the next 4 hours.
- Group activity # 1 will introduce the case study method of instruction to participants and encourage active give and take among the “crew”. This case study method will be used throughout this training session and should create a higher energy and positive learning environment.
- Please remember that the 7 elements of TCT are the “means to the end” (reduced injuries). The 7 elements provide the framework for making good decisions to reduce risk and injuries in real world situations. This simple concept must be repeated stressed throughout the day’s activities.

Slide Notes:

#2 - Inform participants that this program:

- Satisfies the initial boat crew TCT requirement.
- Satisfies the 5-year renewal TCT training requirement.
- Is designed to last approximately 4 hours

This will cover all the elements of TCT and includes opportunities for everyone to participate.

#3 - Please introduce yourself (and any other Facilitators participating), provide participants with information about restroom facilities, breaks, exits and remind them to silence their cell phones. Inform them of any restricted areas (if applicable) and cover any special needs or other instructions.

#5 - Try not to over-complicate the slides on risk management. This is where we begin formulating an overall risk management mentality. More detailed information and activities will follow.

#7 - Members need to understand Risk Management terms clearly in order to communicate risk effectively and to use the ORM process.

#8 – These simple principals are the heart of Risk Management.
Remember - You Don't have to go out, You DO have to return.
AS with maintaining and updating your GAR score throughout the mission, Risk Management is a continuous exercise both in planning and during mission execution

#9 – Isn't all of this Risk Management stuff just "common sense"? Although it sometimes may seem that way, "common sense" has a way of becoming "uncommon" just when we need it the most. Because there is a natural tendency to "just do it", we need a formal, structured approach to risk management.

Remember the T in TCT is for TEAM as a member of the team, make sure that "common sense" is an active part of your thought process during the mission, don't assume that the coxswain or other crew members know it all.

#10 - Remember accidents only happen to "the other guy", problem is that to everyone else out there YOU are "the other guy".

#12 - Remember….TCT elements are designed to provide the method/means to achieve reduced casualties and mishaps. TCT must be used in combination with good pre-mission crew briefings and post mission debriefings.

#13 - Team Coordination Training is a Coast Guard training program designed to change the way we look at risk, in order to increase crew and team effectiveness while reducing the potential for human error and accidents.

#14 - The "TEAM" concept focuses on group activity that achieves a goal. As part of "Team Coast Guard", the Auxiliary must work together to reduce injuries while achieving our goal of improved boating safety. Everyone has a stake in safety!

There will always be risk. Often the risk is low and the severity/impact is minimal if it does happen. However, there are ALWAYS things that can be done to minimize the risk and/or reduce the severity or impact if the risk avoidance methods fail. Leverage that "common sense" to continually look for ways to reduce/manage risk.

#15 - The following slides on “causes” and statistics are taken directly from Active Duty TCT guides for their personnel.

#19 - Although there are no specific statistics regarding mishaps or casualties in the Coast Guard Auxiliary, we can use active duty Coast Guard statistics to better understand the nature and scope of the problem.

Activity # 1 Slides 22 through 34 - 15 minutes including review of case study scenario

This initial activity will focus on “Scenario # 1”, a fictitious mission that will present participants with the task of identifying the 7 elements of TCT in the story. Later in the training, participants will continue to use this scenario to examine each individual element of TCT. Remember that, at first, we are only trying to identify as many elements as possible within the time frame. Do not get bogged down if crews do not immediately find one or two elements. You will fill in those gaps later on.

Be sure to have sufficient copies of the scenario on hand for each “crew” of 3 to 5 participants. If this is impossible, the scenario is in the slides of the presentation. If you do have printed copies of the scenario, please skip the individual scenario narrative slides.

Again, do not spend too much time on this initial activity; this activity will only introduce the 7 elements and is NOT designed to provide comprehensive understanding. The modules that follow will accomplish that goal.

Slide Notes:

#22 - There will be several activities during this 4 hour program.

- Be sure that you organize into “crews” of 3 to 5 participants…we want to avoid just reviewing slides to a passive audience.
- Be sure they designate a “recorder” to track ideas and findings for later presentation.
- It is always best for each “crew” to have a paper copy of the scenarios and a paper copy of the GAR Worksheet to work with.

Clicking on the “slide # 32” in the last bullet will jump you directly to that slide.

#23 - Timing: It should have taken you about fifteen minutes to cover the introductory material on Risk Management and introduce the 7 elements of TCT.

In other words, you should be about fifteen minutes into your program by the time you get to the scenario.

#32 - Be sure that they understand to use the list of 7 elements of TCT to complete this activity

#33 - Note: Do not delve too deeply into this activity- 10 minutes or less should be enough time for each crew to compile a list. We will examine each individual element in much greater depth shortly.

#34 - Timing:

This activity includes:

- Review of the scenario # 1 …
- Deciding on the elements in the scenario …
- Reporting out findings…

Should take approximately 15 minutes.

Scenario # 1 Slides 23 through 31 (to be used for this introductory activity, and the short activities pertaining to each of the 7 elements of TCT)

Facility: 1963, 36 foot Chris Craft cabin cruiser, twin-screw inboard engines, wood construction.
Weather: Hot & humid, little wind.
Crew:

Coxswain: Jack, 55 year old with 12 years experience with his own 20 foot center console, no experience with facility used in this patrol.

Crewmember: Joe, 82 year old "retired Cox'n who offered his 36 footer for use since a heart ailment forced him to drop back to "crew" status earlier this year. Joe now takes heart medicine that causes an occasional dizzy spell in hot weather

Crewmember: Ed, 64 year old with 4 years experience as an outstanding crewmember and helmsman.

The patrol is a MOM conducted under orders and communications maintained by the local CG boat station. The coxswain considered this to be a routine patrol that posed no special problems and advised his crew of that finding.

During the patrol, a passing boater informs them that they saw a lone fisherman fall off a small skiff after a large wake violently rocked his boat caused by a passing party fishing boat.

Jack is at the helm and proceeds to the location approximately 500 yards away to assess the situation before notifying the CG duty officer.

At about 100 yards from the scene, they see a male struggling in the water some 20 yards from a small skiff with no one aboard.

Ed immediately yells “Man Overboard”, points to the port side and yells again, “Man overboard… 100 yards at 270 degrees relative”.

Jack immediately powers down and begins approaching the PIW (person in the water). Joe goes below and begins rummaging through his cabin, looking for his throwable life ring (several minutes pass), while Jack tries to maneuver the 36 footer closer to the struggling man.

As the facility approaches the PIW, Joe finally emerges from the cabin, but seems unsteady and a little pale as he tries to untangle the line attached to the life ring.

Jack sees Joe’s difficulty and realizes that Joe cannot heave the ring, nor will he be able to assist retrieving the man from the water due to his weakness and instability on deck.

Due to the size & configuration of the large cabin cruiser & his inexperience with this vessel, Jack has been having trouble maneuvering the twin screw vessel close in, without losing sight of the person in the water. He feels helpless to assist with the retrieval.

Jack then realizes that Joe must take the helm, while he heaves the life ring.
Ed waits to help Jack lift the exhausted man from the water.
Jack reluctantly orders Joe to the helm, and throws the ring.
Ed has stood by since the PIW event started awaiting orders.

As the PIW grabs onto the ring, Jack notices the facility, still under power, moving further away from the man as he hauls in on the life ring line with the man hanging on.
They begin to inadvertently tow the man through the water, which causes the man to lose his grasp on the ring.
Jack retrieves the ring and throws it again to the PIW.

Jack then quickly re-takes the helm from Joe and places the facility in reverse to stop its forward motion and begins to close the gap between man in water & the facility.
As the facility comes up to the man, he places both engines into neutral and then leaves the helm to assist Ed in retrieving the man according to proper procedure. They call the CG station and request immediate assistance, unsure of the medical condition of the man just retrieved.

Possible Correct Responses to Activity # 1 (Identify the 7 Elements)

Scenario # 1 asks that participants quickly identify as many of the 7 elements of TCT that they can locate in the story. Participants may not be able to identify all 7, or may

incorrectly identify some elements. This is to be expected. Remember that this activity is designed to start participants thinking in terms of the 7 elements…more detailed analysis will follow.

We have listed some possible passages that contain a TCT element for your information; please understand that participant responses may be and probably will be different and that there is no "precisely correct" response for each element. Use your own judgment & experience as you and the participants work through this identification of the TCT elements.

Note: Some passages reflect a positive example of an element; others reflect a negative or poor example of an element. This activity seeks only to "identify" those elements. Do not spend too much time debating individual choices; the modules that follow will provide the depth of analysis needed to reinforce what they are learning in this activity.

Examples:

- Coxswain Jack fails to prepare a GAR score sheet, and fails to include his crew in any joint risk assessment prior to getting underway.
    - Leadership (poor e.g. by not following policy),
    - Mission Analysis (failure to use the GAR tool reduces quality of his analysis of the mission) ,
    - Communication (fails to create good communication among crew by ignoring their input into mission preparation).

- Crew Ed immediately observes the PIW, points and calls out the correct verbal alarm with relative position.
    - Situational Awareness (quickly sees PIW),
    - Communication (good communication to rest of crew).

- Jack observes Joe emerge from the cabin looking pale and unsteady.
    - Situational Awareness (Jack is on top of new developments)

- Jack is having difficulty maneuvering the boat due to his inexperience with this particular boat & feels helpless.
    - Communication (fail to admit is inexperienced at start),
    - Decision Making (should not attempt tasks he is not capable of)

- Jack realizes the problem of his own inexperience at the helm of the Chris Craft & places Joe at the helm of his own boat while he and Ed retrieve the PIW.

- Adaptability (Jack reacts quickly to solve the problem; you may disagree with the decision, but Jack does act quickly to changing conditions)
- Leadership (same reason),
- Decision Making (same reason).

- Ed has stood by awaiting orders while Jack has been dealing with Joe's problem and Jack's own helm problems.
  - Assertiveness and possibly
  - Situational Awareness (Ed fails to offer any assistance, or has Ed failed to recognize the problems?)

- Jack re-takes the helm from Joe, but then leaves the helm un-manned to help Ed.
  - Decision Making (leaves vessel without a helmsman)
  - Adaptability (Jack continues to adapt & be flexible in a difficult situation?)

Module 2 - Mission Analysis - Slides 35 through 44 - 10 Minutes

Module Objectives:

1- Participants will briefly review the principles of ORM (Operational Risk Management) below:

2- Participants will understand that active and thorough mission analysis will reduce risks and improve decision making throughout the patrol or mission.

3- 3-Participants will be introduced to the GAR model as a mission analysis tool. Do not attempt to explain the GAR in this module; participants will apply the GAR score sheet in Module 9 including Planning, Supervision, Mission complexity, Environmental factors and Crew selection and fitness.

Method: (PowerPoint Presentation)

- Instructor will facilitate discussions based on PowerPoint slides.
- Instructor should distribute a GAR form to each participant for use later on in the training.

Facilitator Notes:

Operational Risk Management Principles

a. Accept no unnecessary risk.

b. Make risk decisions at the appropriate level.

c. Accept risk when benefits outweigh the costs.

d. Integrate ORM into CGA doctrine and planning at all levels.

Slide Notes:

#35 – This crew is getting off to a good start. They are conducting a pre-mission briefing where they will conduct a Risk Assessment.

#36 - Mission Analysis is essential at the outset of the mission. It will dictate how the rest of the mission will go. This is the planning and information gathering element of TCT. It will impact all other elements.

#37 - Leadership depends on mission analysis (and the other 7 elements) to generate confidence. Confidence can be viewed as a natural outgrowth of good preparation and competence.
In the Auxiliary you have no RANK that gives you authority; it is your LEADERSHIP that establishes confidence and respect in the rest of your team for every mission.

#38 - PEACE – this is found on the back of AUX GAR Worksheet.
http://rdept.cgaux.org/documents/GAR%20Model%20Surface%20Ops.pdf

Use this GAR sheet unless your OIA (Order Issuing Authority) mandates another one that they want you to use.

#40 – Emphasize that the Risk Assessment process, using the GAR worksheet, is a CREW activity, not the exclusive task of the coxswain. Every mission should start with a crew briefing, at which the Risk Assessment should be done together.

#41 – It would be very helpful to provide each "crew" with a copy of the GAR Worksheet

#43 – These are the fundamental principals of Risk Management, which everyone should understand.

#44 - This activity should take no more than 15 minutes

Activity #2 – Slide 44 – 10 Minutes

As a crew, re-visit Scenario # 1… discuss the Mission Analysis slides presented and then decide if you accurately identified all the correct passage(s) from scenario # 1 that are directly linked to Mission Analysis.

What issues did you find that indicate that good planning and analysis was used before or during this patrol?

Possible responses to Activity # 2 Mission Analysis

Note to Facilitator: This activity focuses on the predominant theme that the coxswain performed minimal (at best) pre-underway analysis of potential risks. There is almost no real or tangible evidence of analysis prior to getting underway. After the mission is in progress, the Cox'n and crew focused on reacting to new risks presented to them. Although crews may find some marginal analysis occurred, the best responses should be that there was no good planning or analysis conducted by this Cox'n and crew.

Module 3 - Leadership Slides 45 through 51 - 10 Minutes

Module Objectives

1. Participants will discuss why “effective leaders” gain the willing, enthusiastic participation of the team towards goal achievement.
2. Participants will discuss why “marginal leaders” (managers?) achieve minimal participation through use of authority and by “managing” or directing tasks.
3. Participants will discuss the three qualities of good leaders: ***courage, confidence and competence***.

Instructional Method:

Activity 3 should be conducted in the same manner as Activity 2.

As a crew, re-visit Scenario # 1… discuss the Leadership slides presented and then decide if you initially identified all the correct passage(s) from scenario # 1 that are directly linked to Leadership.

Did the coxswain exhibit good leadership, or was he lacking in leadership?

- Identify at least two examples that illustrate your answer to the question above.

Discuss you findings with the other crews when requested by your facilitator.

Slide Notes:

#45 – The famous painting of Washington Crossing the Delaware, by Emanuel Leutze, 1851. Although we can wonder if he really stood up in the boat while crossing the icy river (is that good situational awareness), Washington was undeniably a great leader. Although we may not have another George Washington in our midst, we can all be inspired by his example.

#46 - Leadership is another element of TCT that will impact all the other elements, for better or for worse.

#50 - Being well prepared is a key element to exhibiting good leadership. If we ensure that we have as much information as possible about the mission (planning, etc.)…and we respect the 7 elements of TCT … then those around us will have confidence in leadership we need to succeed.

#51 - This activity should take no more than 10 minutes.

Possible Responses Activity # 3 - Leadership

Note to facilitator- remember that:

1- Good Leaders should exhibit the courage to make decisions that may be unpopular.
2- Good Leaders exhibit the confidence that comes from being well prepared.
3- Good Leaders exhibit the competency gained through training and experience.

If a crew decides that Jack exhibited good leadership, they might cite these examples:

- Jack acts quickly and decisively when notified of a possible PIW by another boater.
- Good leadership when he initially decided that Joe would be better off at the helm of his own vessel, despite Joe's apparent health issues that made him a poor choice to actively retrieve the PIW.
- He recognized Joe's problem that caused him to relieve Joe from the helm position when he saw Joe's problem.

If the crew decides that Jack exhibited poor leadership, they might cite these examples:

- Jack failed to jointly complete the initial GAR with his crew, nor did he opt to re-evaluate the risks as conditions/situations changed.
- Jack failed to make a difficult decision to cancel or drastically alter the patrol based on the medical history of crewmember Joe and his own lack of experience with the Chris Craft.
- Jack exhibited a lack of courage when he failed to admit to the crew that his inexperience with this facility caused him to lack confidence in his ability to manage the vessel to a high degree of competence.

Module 4 - **Communication** Slides 52 through 59 - 10 Minutes

Module Objectives

1. Participants will discuss how verbal and non-verbal communication techniques interact to improve communications.
2. Participants will discuss the need to close the feedback loop to improve communications.
3. Participants will review some barriers to good communication.

Instructional Method:

- Conduct a short presentation regarding the feedback loop and value of both verbal and non-verbal communication to reduce risks.
- The short group activity will reinforce the principles of good Communication.

Slide Notes:

#52 – Perhaps we first think of “Communication” in the context of making radio calls. But the most important communication during a mission is between crewmembers. It’s vital that communication be “loud and clear”.

#53 – Communication includes both verbal and non-verbal cues. Non-verbal includes facial expressions, posture or “body language”, and tone of voice or other sounds.

#54 - Communication will impact everything we do on a mission, and everything we must consider to remain safe. All other elements of TCT rely on the quality of our communication.

#56 – The Feedback Loop is an important part of insuring accurate that the message transmitted was, in fact, the message received. An example of the Feedback Loop is when helmsmen repeat the commands of the coxswain.

#57 – Facilitate a brief discussion on barriers to communication. Some examples of barriers are listed on the next slide.

#58 - A key concept here is to be sure that communication…in both directions…is acknowledged, either verbally or some clear non-verbal signal.

Activity # 4 – Slides 59 - 5 minutes

As a crew, re-visit Scenario # 1. Discuss the Communication slides presented and then decide if you initially identified all the correct passage(s) from scenario # 1 that are directly linked to Communication.

As a crew, find at least three examples of communication failures that had an impact on the circumstances in Scenario # 1.

Possible Responses to Activity # 4 (3 examples of poor communication)

- Coxswain Jack fails to include crew in GAR preparation
- Jack fails to inform crew of his lack of confidence & experience with this particular boat.
- Joe fails to communicate the current state of his health during the mission (his unsteadiness etc.).
- Jack waits too long before notifying the CG of the report of a PIW.
- Ed fails to ask Jack if he needs any assistance while Jack & Joe are clearly having difficulty.

Module 5 -Assertiveness - Slides 60 through 64 - 10 Minutes

Module Objectives

1. Participants will examine the difference between assertiveness and bullying.
2. Participants will discuss the difference between *ego-based* opinions and *fact based* opinions.
3. Participants will discuss how communication is adversely affected by ego-based communication of opinions.

Instructional Method:

- PowerPoint presentations on issues of assertiveness.
- Group Activity regarding failures to be assertive by crewmembers.

SLIDE NOTES:

#60 – Our favorite Uncle is being assertive when he says, "I want you!" We need to know how to be respectfully assertive, too.

#62 - The key to this element is: Be assertive, but **not** aggressive. The difference between the two terms is at the heart of this element.

#63 - You "own" your feelings – You can say "I'm uncomfortable with this course of action" and that is a statement of fact. You can use this technique to state concerns without being disrespectful or insubordinate.

#64 - Timing: This activity should take no more than 5 minutes

Activity # 5 – Slide 63 – 5 Minutes

As a crew, re-visit Scenario # 1… discuss the Assertiveness slides presented and then decide if you accurately identified all the correct passage(s) from scenario # 1 that are directly linked to Assertiveness.

As a crew, use scenario # 1 to identify two examples of crewmember assertiveness.

As a crew, identify two examples of a failure to be assertive when required by circumstances.

Possible Responses Activity # 5 Assertiveness

Examples of Assertiveness:

- Jack wastes no time changing crew assignments as conditions evolve and change.
- Joe takes immediate action to retrieve equipment below without waiting for orders from the coxswain.
- Ed takes immediate and affirmative action when he first spots the PIW and begins to complete the appropriate tasks without waiting for direction.

Examples of failure to be assertive:

- Ed fails to step up to the circumstances surrounding Joe's medical condition and Jack's trouble with the boat. He seems passive when things start to go wrong.
- Jack fails to be assertive regarding Joe's medical condition, especially considering the heat. Jack may be reluctant to assert his responsibility as Cox'n in deference to Joe's age, status and experience…but he must be assertive when there is obvious risk of injury based on a crewmember who may not be up to the task on this particular day.
- Joe must have known of Jack's lack of experience with his boat and should have questioned Jack about how confident he was about handling his vessel.

Module 6 - Decision Making Slides 65 through 70 - 10 Minutes

Module Objectives

1. Participants will discuss decision making as the "action" component of the TCT process.
2. Participants will review a basic decision making process such as:

Facilitator Note:

Decision Making Method as a guide for use in this module:

a- Identify-Frame problem

b- Gather relevant information

c- Select useful alternative(s)

d- Implement alternative(s)

e- Re-evaluate results

f- Adjust if necessary

Instructional Method:

- Short presentation on Decision Making
- Group activity to identify the quality of decision making as measured by use of a decision making methodology.

SLIDE NOTES:

#65 – Decision Making is where we tie it all together. If we practice other elements of TCT….Decision Making will improve…not just at the beginning or end, but throughout the mission. Get the members ideas regarding the steps needed to make a decision. This can be in any context, not just mission oriented. This is just to get them thinking, so don't let it go too long.

#69 - Timing**:** This activity should take no more than 10 minutes

Activity # 6 – Slides 70 – 10 Minutes

As a crew, re-visit Scenario # 1… discuss the Decision Making slides presented and then decide if you accurately identified all the correct passage(s) from scenario # 1 that are directly linked to Decision Making.

Review the slide (# 67) that listed the 7 steps in the "Decision Making Process".

As a crew, evaluate how effectively the Cox'n and crew used each of the 7 steps of the decision making process.

- Give examples of how each step may, or may not have been used.

Possible Responses Activity # 6 Decision Making

The 7 steps in the decision making process are listed below with some suggested responses that would satisfy this activity.

1. Define a problem or condition- Jack failed to define the mission as comprehensively as he could have because he failed to conduct a proper risk assessment GAR). You cannot hope to identify or solve a problem (a successful mission?) if you do not know all or most of the conditions you will face. We must understand our own capabilities, skills and competencies. That knowledge can only come when we sit down and collectively, as a crew, work through an analysis of all possible conditions, limitations **and goals of the mission**.

2. Seek information about that problem – This step is more specific than step one regarding information gathering. Again, a thorough assessment of all potential risks, via the GAR, is the best way to be sure we are asking ourselves all the right questions before we embark on any mission.

3. Analyze & verify that information - This step includes being "aware" of possible outcomes, both favorable and unfavorable during a patrol or mission. We try to dissect the information we gathered (in the GAR and other sources), and verify or check on that information.

   For example, ask about and verify the health of all crew members today (not generally). Re-check weather forecasts. Review individual crew competencies (including your own as coxswain.) Review your required facility equipment (pre-underway checklist) so that everything is accounted for and everyone knows the locations of all needed equipment.

4. Identify range of possible alternatives. – Identifying all reasonable or viable alternatives is of course very important so that we can ultimately make a good selection (decision). Open discussion of possible alternative options with the crew is always best. More heads are better than just one. We need a range of choices, whether we are considering who should be on a particular crew (based on medical status or experience), or special equipment needs.

5. Select an alternative or range of alternatives - The ultimate selection of one or more options is at the heart of good decision making. Our choices may not always be "perfect", but if we make an effort to make

better decisions based on a methodology…we have a much-improved chance of success. The need for contingency plans is also part of this step; we may not succeed with our initial choices, so let's be ready with some reasonable alternatives.

6. Implement and examine the results of that implementation - As the patrol unfolds, we need to ask ourselves, "How are we doing? Are we accomplishing our tasks towards completing the mission? Should we consider any changes? If so, what of our contingency plans?" We need to constantly ask questions of our plan and ourselves.

7. Adjust our actions according to the examination of results - If we ask the right questions throughout the patrol or mission, we should be well positioned to make those adjustments (adaptability?). We hope those adjustments are minor, but if not…we need to be ready and able to make more dramatic changes- collectively as a crew, to ensure risk is minimized and injuries are avoided.

Module 7 - **Adaptability/Flexibility** - Slides 71 through 75 - 10 Minutes

Module Objectives

1. Participants will be reminded that maintaining situational awareness (module 3) enables us to recognize new information or conditions that may arise during a mission.
2. Participants will understand the need to alter our plans and actions based on any new information/conditions that present themselves throughout the mission.
3.

Instructional Method:

- Short presentation on adaptability/ flexibility and its role in improving decision making and risk management.
- Short group activity that illustrates instances of adaptability in the scenario.

SLIDE NOTES:

#71 – Semper Gumby! Always Flexible!

#72 - Adaptability is crucial because changing situations & conditions will require crews to alter plans (contingency). If we remain rigid & resist contingency planning & change, we risk making poor decisions & increasing risks.

#73 - Learn to accept input from the entire team. Never shut anyone down with "well that was a dumb idea". Use their expertise, experience, and insight to adjust, adapt as needed to insure the safety and success of the mission.

#75 – Lead a brief discussion about being adaptable. This should take no more than about 10 minutes.

#76 - Timing**:** This activity should take no more than 10 minutes

Activity # 7 – Slide 76 – 10 minutes

As a crew, re-visit Scenario # 1… discuss the Adaptability slides presented and then decide if you accurately identified all the correct passage(s) from scenario # 1 that are directly linked to Adaptability.

As a crew, re-examine the actions and decisions made by all crewmembers.

- Did they exhibit good adaptability skills?
- Did they fail to adapt to changing conditions?
- Give examples of both poor and good adaptability skills.

Possible Responses Activity # 7 Adaptability-Flexibility

Good Adaptability:

- Jack quickly recognizes that Joe has a problem and immediately implements a change in crew assignments on some occasions.
- The initial change of helm from Jack to Joe when he see's Joe's condition (this could be a good decision, or bad, but he did adapt.)
- Jack makes another change when he takes over for Joe when circumstances seem to dictate that another change is needed.
- Joe seems to have reacted quickly to the initial PIW evolution by going immediately below to retrieve equipment…so he adapted from a routine patrol to a PIW situation well.

Poor Adaptability:

- Ed may have exhibited poor adaptability when he failed to take any initiative when the problems with Joe and Jack began to become more and more serious. He seems to have waited for "orders", rather than adapt and re-act.
- Jack displayed a lack of flexibility when he failed to adjust his thinking about his ability to handle the Chris Craft prior to getting underway. This could also be a pride situation, but he failed to act in the best interests of the crew & mission. This is also a Leadership and Decision Making item as well.

Module 8 - Situational Awareness - Slides 77 through 82 - 10 Minutes

Module Objectives:

1- Participants will be introduced to the concept that situational awareness leads to good decisions and reduced risk.
2- Participants will be introduced to some barriers to situational awareness:

Facilitator Note: These are some barriers to maintaining situational awareness.

- Complacency-experience leads to over-confidence and lack of attention.
- Environmental factors- (sea state, weather, droning engines, etc.)
- Poor communication- feedback loop incomplete among crew
- Fatigue- medical issues, rest, length of mission, age, other factors

Method: (PowerPoint Presentation)

1. Instructor will review the importance of situational awareness at all times.
2. Instructor will facilitate a short group activity to identify barriers to good situational awareness- and corresponding remedies.

SLIDE NOTES:

#77 – Do you think this guy has good Situational Awareness?

#78 - Situational Awareness gives us the *information* we need to make better decisions. Be sure to emphasize how this element, communication, leadership and mission analysis all depend on each other & are almost inseparable- acting together in a system called *risk management.*

#79 – Facilitate a brief discussion about barriers to maintaining Situational Awareness (SA) . This should take no more than 5 minutes. Some barriers will be listed on the next slide.

#83 - Timing**:** This activity should take no more than 10 minutes

Activity # 8 – Slide 83 – 10 Minutes

As a crew, re-visit Scenario # 1… discuss the Situational Awareness slides presented and then decide if you accurately identified all the correct passage(s) from scenario # 1 that are directly linked to Situational Awareness.

As a crew, discuss each crewmember to decide if all or any crewmember lost situational awareness.

If you find that a crewmember did lose situational awareness, identify the circumstance and list three ways to reverse that loss.

Possible Responses Activity # 8 Situational Awareness

Coxswain Jack - Jack did not lose situational awareness; he was alert and responded to new conditions as the mission unfolded.

- You might argue that his failure to perform a pre-underway risk analysis reflects a lack of awareness that the situation (mission) can be compromised by his failure to do a proper risk assessment.

Crewmember Joe - Joe lost situational awareness if you consider the impact of his medical problems had on his judgment and ability to perform at an acceptable level. He may have been "aware" of his declining capabilities, but we must evaluate the effects that a heart condition and/or drugs will have on a crewmember that will degrade their ability to see risks and act appropriately. In other words we can assume there was a loss based on his physical condition.

Crewmember Ed - Ed seemed to have maintained his awareness level, although you can argue that his failure to act quickly when he saw the difficulty experienced by both Jack and Joe indicates that he may not have fully grasped the risks (i.e. he may not have maintained awareness). On the contrary, you could argue that, irrespective of the commotion going on around him, he remained focused on the important task of keeping the PIW in sight.

Module 9 - GAR Model Exercise - Slides 84 through 108 - 30 minutes

Module Objectives:

- Participants will demonstrate their ability to apply all 7 TCT elements to a new patrol scenario by completing the GAR scoring sheet based on the circumstances and conditions they encounter in scenario # 2.

- As they work through the GAR scoring sheet they must draw on their knowledge of the elements of TCT while they consider and evaluate each of the GAR categories listed below.

- Before encountering the scenario, we will review use of the GAR Worksheet.

NOTE: The exercise will be divided into Part A, for the pre-underway GAR, and Part B, which will change conditions such that a decision should be made to review the GAR and revise the operational plan based on those changes.

SLIDE NOTES:

#85 – Before beginning the scenario, we will review use of the GAR Worksheet. Remember, it's not "magic", it's not a "silver bullet", it's just a tool to help focus our thinking onto the hazards and risks of the mission. It is an effective tool is we use it correctly. Everyone should participate in the Risk Assessment.

#86 – This is a generic Green / Amber / Red Risk Assessment process model, before specific risks are considered and before numerical values are assigned. The idea is to categorize the over all risk level into one of the three categories., i.e., Green = Acceptable, Amber = Maybe – Acceptable only if certain controls are in place, Red = Not acceptable.

#87 – To begin the GAR analysis, we must consider the various elements affecting risk. Discuss each of the elements and how they individually affect risk.

#88 - The PEACE model – Is found on the back of AUX GAR Worksheet and is a great reminder of elements that should be considered when evaluating risks. PEACE is an excellent mnemonic device for remembering these risk elements.

#89 – Next, we assign numerical values, or quantify, the Risk Elements. This is illustrated on the next slide.

#90 – Here we see the Risk Scoring table. Note: Any element with a rating score above a 5 must be mitigated to an acceptable level using the STAAR Model. Your total score is not as important as your individual scores. You can have a total score in the green but yet you can have an individual score above 5 that could cause you to have a mishap if not mitigated such as crew fitness.

#91 - Here are the options to control risk. Any GAR Model element with a rating score above a 5 must be mitigated to an acceptable level using the STAAR Model.

- Spread out - refers the movement of forces, equipment or tasks to other areas. Spreading your resources can mitigate this potential by reducing the exposure of these resources in a single, combined area. Utilizing all assets in the vicinity of a SAR case would be an example of spreading out risk.
- Transfer – to transferring all or some portion of that mission or task, to another individual, unit or platform that is better positioned, more survivable or more expendable. Transferring the responsibility to another unit that is closer to the SAR case is an example of transfer.
- Avoid – refers to "going around them" or doing the mission or task another way. An example would be planning the mission during day time vice night time or hold off for better weather.
- Accept- only accept risk when the benefits out weigh the costs, but only as much as necessary to accomplish the mission or task.
- Reduce – reducing the number of individuals, equipment or resources exposure to a particular risk is a very simple way of mitigating overall risk. Reduction can also have the negative consequence of not having enough back-up options available when you need them.

#92 – Once numerical values have been assigned to the various Risk elements, we can code them according to the GAR color scale. If the total falls in the green zone, risk is at a minimum. If the total falls in the amber zone, risk is moderate and you should consider adopting procedures to minimize risk. If the total falls in the red zone, you need to implement measures to reduce the risk prior to starting the event/evolution. NOTE: Although the risk scale starts at Zero, is there ever a situation in which there is ever Zero Risk? Facilitate a brief discussion on this topic.

#93 – It cannot be stressed too much that everyone on the crew has a say in the risk assessment process. Begin Risk Assessment at the pre-mission crew briefing. Let the least experienced members go first, lest they be unduly influenced by the more "salty" crewmembers. A "secret ballot" technique is to

ask crew to hold a number of fingers behind their backs, then have the leader look at them to determine the responses. This avoids embarrassment if one member perceives higher risk than another. This is the time to be completely honest with your fellow crewmembers and with the process. Don't try to manipulate the score to achieve a pre-determined outcome.

#94 - Stress using the 7 Elements of TCT to complete this activity
Take the time to review the GAR work sheet carefully…do not rush through this final activity if you are running late.
Timing: GAR sheet instruction should take 15 minutes

Instructional Method:
Key teaching points that may help participants see the relationship between TCT and the 6 categories of the GAR scoring sheet. Briefly review the two teaching points that follow before beginning the activity.

1- The **G A R** is broken down into 6 categories and scored 0 to 10

1. Supervision
2. Planning
3. Crew Selection
4. Crew Fitness
5. Environment
6. Event Complexity

G A R -CALCULATING RISK

- Assign Risk Code of 0 - 10 to each element (Is there ever 0 risk?)
- The larger the number – the larger the risk
- **Add Scores** to determine total risk score
- Refer to Chart
    - **GREEN**: Minimum risk **0-23**
    - **AMBER**: Moderate risk – **24-44** Attempt to minimize
    - **RED**: *Implement measures to reduce risk 45-60+*

NOTE: Although the GAR Model risk scale starts at zero, is there ever zero risk? Discuss. If not, should there ever be a zero score on a GAR worksheet?

2- The GAR relates to all 7 components of TCT and we can link each component to a specific GAR variable for instructional purposes. For example:

Planning-relates directly to Mission Analysis and indirectly to Situational Awareness.
Mission complexity- relates to Mission Analysis & Adaptability
Crew Fitness and Crew Selection – relates to Leadership, Assertiveness & Decision Making if we view "crew fitness & selection".
Environmental factors- Situational Awareness, Communication issues.
Supervision- relates to Leadership and Decision Making.

Now proceed to the Final Activity- Scenario # 2, Part A ONLY.

SLIDE NOTES:

#96 - Part A of this scenario gives enough information/detail for crews to complete the "pre-underway" GAR sheet. Be sure they do not go to Part B . Stick with the PART A pre-underway GAR.

If the crews have printed copies of the scenarios, please skip ahead to slide 104.

Scenario # 2, Part A

Mission : Fireworks Display Safety and Crowd Control:– Routine

Facility: # AUX-224345; a 24 foot walk around cuddy cabin, 175 HP outboard

Crew:

Coxswain: Ed - 14 years experience as boatcrew, 10 of those years as coxswain

Crew#1: Bill - 7 years experience, some medical history includes loss of night vision, and high blood pressure.

Crew#2: Howard – 3 months experience, 1st night mission.

Crew #3: Doris - 15 years experience, history of broken hip within the last year.

Weather:

- 93F and hazy
- wind: W at 5 mph
- Humidity: 82%
- 60 % Chance of T-storms predicted after 9PM

Venue: Fireworks barge; Mississippi River, St. Louis Mo.

This Auxiliary facility was assigned to assist in maintaining safety during a July 4th fireworks display on the river that normally draws over 150 recreational spectator boats to the fireworks area located in St. Louis.

Three Auxiliary vessels and one A/D CG 25 footer were tasked with securing a safe perimeter around the fireworks barge so that recreational boaters are kept at a safe distance.

After the fireworks, at about 2200 hrs, the AUX crews were to help with traffic control on the river as a large number of vessels attempt to leave the area all at once, at night. This mass egress has caused minor collisions in the past; drinking on the part of a few boaters has added to the problem in previous years.

Four hours prior to getting underway, Ed quickly fills out the GAR; he is confident he and his crew can handle this mission with ease and he looked forward to watching a great display.

Underway at 2000 hours, Ed, contacts the duty officer at the CG Small Boat Station on the CG working channel 23A

The noise of the boat and the lively conversations of the crew, plus the stormy weather in the area makes the radio difficult to hear.

After several attempts, the watch stander at the Station instructs Ed, “When on station, contact PATCOM on channel 81A”.

STOP HERE for Part A Activity

The Final Group activity is in two parts. Part A focuses on the initial evaluation (mission analysis) of conditions and the preparation of the pre-underway GAR sheet. Be sure participants use only Scenario # 2 Part A to complete this 1st activity to complete that GAR. The instructions to your participants are as follows:

Group Activity for Part A

- As a crew, use the **GAR** scoring sheet to complete an analysis of potential risk based on the information contained in Part A of Scenario # 2.

- Now, based on that score…

    - As a crew, decide if the mission should proceed as currently described.
    - As a crew, decide if some contingency planning and/or operational changes are needed to reduce risk.
    - As a crew, decide if the mission should be canceled based on your scores.
    - Provide examples that illustrate your decisions.

Possible responses for Group Activity Part A

SLIDE NOTES:

#104 – As before, all of these activities should be conducted as crews. The crews should take no more than 10 minutes to complete the pre-underway GAR based on Part A only. Then, direct them to consider the questions presented on this slide. When all of the crews have completed this, ask them, in turn, to present their findings. Ask them to explain how they came to their conclusions and how the elements of TCT entered into their decisions. When this activity has run it's course, proceed to the next slide.

Notes for Facilitator:

- The GAR scores that the crews give for each of the 6 categories should be based on an assessment of the degree of potential risk they see in each category as expressed by the numerical score. Participants should also identify the TCT element that applies to that particular category score. (see examples below)
- As the facilitator, you are looking for a range of reasonable GAR category scores coupled with a knowledge of the relevant TCT element. The actual number each crew reports is not important in itself; the learning objective is to ensure that participants see the issues/risks, develop a score, and can justify the score to a reasonable degree.
- If a crew seems to give scores that indicate a lack of understanding of how to use the GAR sheet, address that issue directly.
- If a crew understands the mechanics of using the GAR, but fails to find the risk factors and issues in the scenario, or they do not quantify (score) the levels of potential risk for those factors reasonably, then you must review those findings with the crew so that they see the risks, apply "reasonable" scores and understand the rationale behind the process.

Reasonable GAR Score Responses- Part A

Supervision- Score of 3 to 5 based on Cox'n experience. Reduction in score could be made because he fails to include crew in GAR preparation, so the TCT elements "Leadership" and "Communication" is lacking. (Clearly the Cox'n would not see this in himself & would not make that deduction). The Cox'n could always seek to have another experienced and highly qualified Cox'n on board as a resource for him or her during missions of high risk or complexity. There is no disgrace in asking for help from other qualified Auxiliarists.

Planning- Score of 5 to 7. Cox'n should have noted the medical issues & experience issues regarding his crew as he planned the mission. Since he did not make any changes in his crew, we know he ignored or was unaware of those risks.

He did complete a GAR, but again, the Cox'n fails to include his crew, which greatly reduces the effectiveness of his planning. He may also have failed to note the weather issue as a potential problem. These mistakes indicate poor "Leadership" and "Decision Making". This lack of the best information available can be corrected by including all crew members in the preparation of the GAR. The Cox'n could have sought to change crew members based on some of the information that was available long before the day of the mission.

Crew Selection- Score of 6 to 7. Cox'n chose a crewmember who is generally inexperienced and is embarking on his first night mission. This is poor "Mission Analysis", and "Decision Making". Again, some crew selection issues could have been corrected long before the day of the mission. Selection decisions should be made far enough in advance to ensure that enough well qualified people are available on the day of the mission.

Crew Fitness- Score of 5 to 7 One crewmember has night vision problems and another has mobility limitations. Those may become critical factors if they need to pull a person out of the water. This is poor "Mission Analysis" and Poor "Decision Making". These fitness issues should have been known prior to the day of the mission and changes could have been made to reduce risk.

Environmental Factors- Score of 4 to 6, based on the weather report that predicts hot and hazy temperatures, plus a good chance of thunderstorms at the same time that the fireworks are scheduled. The communication problems also adversely impact the GAR score in this category. This relates to "Mission Analysis" and "Decision Making". We cannot change most environmental risks, but we can ensure that our crews and equipment are optimized. If the environmental factors cannot be reduced to an acceptable level, decisions need to be made about cancellation.

Event Complexity- Score of 6 to 7 based on the difficulty of navigating and operating at night, in marginal weather, in a venue of possibly hundreds of boats operated by people with varying levels of experience and ability. Alcohol usage by spectators may increase complexity. This relates to TCT elements "Mission Analysis" and "Decision Making". Event complexity cannot always be improved by operational changes (i.e. change times, locations, goals of mission etc.) but we can ensure that our crews and equipment are up to standard prior to getting underway. A good pre-underway checklist is one way to improve our readiness.

Crew Instructions:

Share your pre-underway GAR score Sheet with the facilitator and other crews.

Explain the reasons for your scores and any key factors/examples that led you to those scores.

Suggest any changes or ways that you could have reduced risks before getting underway.

SLIDE NOTES:

#105 – After the Pre Mission Briefing discussion, direct the group to continue reading the scenario. As before, if they have printed copies of the scenario, skip ahead to slide 107.

After completing Part A, as a crew, proceed to Scenario # 2 Part B.

Scenario Part B

At 2000 hrs, the facility arrives at their designated station on the river on the east side of the perimeter.

The coxswain begins patrolling his area on the east side of the perimeter, between the barge and the anchorage area for spectators. Once the boats in the "front row" of the observation area have anchored, they stand off to the side, within their assigned post and monitor the situation as darkness begins to fall at 2100 hrs..

At 2145 hrs, another facility ,AUX 36454, arrives on scene. The Cox'n shouts…"Hey, you guys! Is your radio broken? PATCOM has been trying to reach you for over an hour!"

As Ed listens to the crew of the 36454, it sinks in that the instructions from the station (which he didn't hear very well) were to contact PATCOM on another channel. He has not been in contact since 2000 hours.

Ed and crew all realize that they should be embarrassed that a SAR case had almost been initiated because of their "disappearing act"…but "no harm done" he smiles to his crew.

Ed assures the AUX 36454 that they were all OK. He contacts the PATCOM by phone and confesses the mistake.

The fireworks display was just beginning at 2200 hrs. when he notices that Doris was unusually quiet and seemed detached from the others who were watching the fireworks.

Ed shrugs this off and continues watching the display; he tunes his marine radio to channel 81 Alpha as the fireworks became even louder; Ed notices that thunder and lightning in the area is causing static on the radio.

SLIDE NOTES:

#109 – All of these activities should be conducted as “crews”. Direct the crews to consider Part B of the Scenario and discuss it among themselves. Then, ask them to consider the questions presented on this slide. After they have had time to do so, ask them, in turn, to explain their findings. Encourage the group to discuss them in the context of the elements of TCT and Risk Management.

#110 – So how did this mission turn out? Well, it appears that, with all of the fireworks and lightning, Ed finally “sees the light” and decided to involve the crew in a reassessment of risks of the mission. We will presume that, together, they found the correct course of action to conclude the patrol safely. Any thoughts on what their new GAR score might be?

Instructions to Participants

As a crew, based on Part B, decide whether to return to your pre-underway **G A R worksheet** to adjust or alter the scores.

OR

As a crew, decide that the information in Part B does not warrant any changes in the **G A R** or in our mission plans.

If your crew decided that the conditions and circumstances in Part B require a change in scores, and that those score changes require action…provide those new scores and explain whatever actions and decisions you take.

OR
If your crew decides that no additional actions or decisions are required based on Part B… explain the reasoning your crew used to make that decision.

Now….please share your Part B GAR results and/or your subsequent decisions/actions with the facilitator and the other crews.

Facilitator Notes:

Crews should decide generally, that the GAR sheet should be re-evaluated and revised based on current conditions and circumstances in Part B. The new scores should generally indicate increased risk. The actual numbers given by crews are not so important as long as they reflect a realization that the situation has changed, the GAR scores must go up, and changes need to be made to the operational plan.

Also please note that relevant Categories and TCT Elements have been highlighted in the examples provided to you below. Participants should be encouraged to report findings by citing both the Category and the TCT Elements involved.

Possible Responses Scenario # 2 Part B

Some specific observations (there will undoubtedly be more) that the crews could make are:

- Crews should decide that the communications problems encountered early in the mission are continuing and worsening. This is an Environmental factor.

  Changes- The Communication situation needs constant monitoring by reducing the time between radio status reports and/or additional radio checks among other facilities on the mission. The impact of the noise of the fireworks & vessel power plant can be minimized by ensuring that crewmembers refrain from any distractions (conversations?) to concentrate on the communication issue. The Cox'n might assign one crewmember to monitor the radio as his or her sole watch responsibility.

- Crews should be concerned that weather issues are becoming increasingly risky. This is also an Environmental factor that should raise the score & risk potential.

  Changes- The weather cannot be changed, but close coordination with CG assets and auxiliary assets can ensure that if the weather becomes an immediate problem, swift action has been planned for and can be carried out in time to avoid accidents. Mission Analysis could have resulted in contingency planning with active duty CG commanders that would expedite any decision to cancel the fireworks and evacuate boaters from the area in anticipation of storms.

- Crews should also be concerned with an apparent loss of situational awareness by Doris. This is a Crew Fitness issue that is also worsening as it appears the crewmember may have lost the ability to function adequately. The score for Crew Fitness would clearly rise if this condition is confirmed.

  Changes- there are ways to improve a loss of Situational Awareness; several were covered earlier in this program. Crews should suggest some remedies such as watch rotation, etc.

  Crews should consider using the two challenge rule to determine if Doris can continue. This is a method to assess whether the Crew Fitness situation, and GAR score, have changed for the worse. Decisions may be needed regarding the medical health of the crewmember if the two challenge rule does not satisfy concerns.

- The Coxswain or any crewmember who notices a change in the behavior of a fellow crewmember must be Assertive by speaking up and ensuring that the Cox'n is aware of the issue. Remember, you "own" your feelings. You can say "I'm uncomfortable with this course of action" and that is a statement of fact. You can use this technique to voice concerns without being disrespectful or insubordinate.

- In this scenario, the Coxswain's attitude about the loss of communications is a problem that reflects directly on the quality of Supervision. Even though the Cox'n is unlikely to cite himself as a reason to raise the risk & GAR score, a good Cox'n would employ participative Leadership by involving his or her crew in the second mid-mission GAR process and accept the fact that he overlooked the importance and potential risk of a loss in communication. The Assertive crew would gently express these concerns.

Part B – Epilogue

As the fireworks explode, Coxswain Ed has a nagging feeling that something isn't right. Still stung by the embarrassing communications error, it finally dawns on him that he may have lost Situational Awareness. He asks Doris if she is OK. Doris replies that she has some unexpected pain in her "bum" hip and that it is really bothering her. As flashes of lightning provide a counterpoint to the fireworks, Ed a light also goes on in Ed's mind. He finally thinks about his GAR score and decides that it's about time to re-evaluate the mission. "Hey, crew!", he yells. "Let's take a look at our GAR."

Are there any thoughts on what their new GAR score might be? Although this was discussed in the earlier activity, this is a great opportunity to have a final discussion of this topic now that we know that "Ed" is actually going to involve the crew in taking another look at the GAR Risk Assessment.

Module 10 Wrap-up & Review - Slides 111 through 115 - 10 minutes

This module will help tie together all the presentations and activities. You should be sure to return to the basic concepts of Risk Management from Module 1. Hopefully, participants will have a much greater appreciation for and understanding of the role that TCT and Risk Management plays in reducing accidents and injuries. The ideas below will re-cap those concepts.

Earlier today we said that risk management is a way of asking these questions:

- What is out there that can hurt me?
- How do I keep it from hurting me and still get my job done?

Risk Management

- It can be a simple system of using common sense procedures to avoid errors, or it can be complex methodology that must be employed in larger scaled operations.
- The ultimate goal however is the same…
- To reduce mishaps, injuries and damage, while we achieve the goal of the mission.

SLIDE NOTES:

#111 – Review the fundamentals of Risk Management and TCT. The summary and re-cap should take no more than about 10 minutes.

#112 – Remember, the 7 TCT elements are Human Factors, they are not “things” or objects. Humans make decisions, humans make errors, therefor, to control error and to make better decisions, we need to be mindful of these human factors.

#113 – The bottom line says it – “Safety has priority over mission accomplishment”. All of the Risk Assessment and Management things we’ve talked about are there to help us stay safe. We must always be prepared to reject a mission if we cannot keep risk at acceptable levels. Sometimes Leadership requires us to make what may be an unpopular decision, the decision to say “No-Go”.

TCT, is a method we use to implement risk management. TCT is comprised of these 7 Human Factors elements.

1. Mission Analysis
2. Leadership
3. Communication
4. Assertiveness
5. Decision-Making
6. Adaptability and Flexibility
7. Situational Awareness

We use the GAR Model as a risk assessment tool to help us determine our risk exposure.

We also use the GAR model to quantify the severity of those risks.

The group activities that you have engaged in today were designed to help you understand how to apply this to real world situations. It's the application of TCT concepts that will improve risk management and most importantly, help keep us all safe while we fulfill our mission.

- The really important thing to keep in mind is that once we understand what the risks are, and we also understand the severity and consequences of those risks…
- We must make good decisions to reduce or eliminate those risks in order to keep everyone safe, and accomplish our mission.

"Safety has priority over mission accomplishment". This cannot be stressed too much. It is always OK to say "No-Go" for safety reasons.

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 **DVC_OE, email** address found at the end of this guide.