TEAM MONITORING, DECISION MAKING & ORGANIZATIONAL LEARNING

Chris Bearman[1,3], Benjamin Brooks[2,3], & Christine Owen[2,3]

1 Central Queensland University - Appleton Institute
2 University of Tasmania
3 Bushfire and Natural Hazards CRC, Australia

- Dr Chris Bearman – Central Queensland Uni
- Dr Benjamin Brooks – University of Tasmania
- Dr Christine Owen – University of Tasmania
- Heather Stuart – NSW State Emergency Service
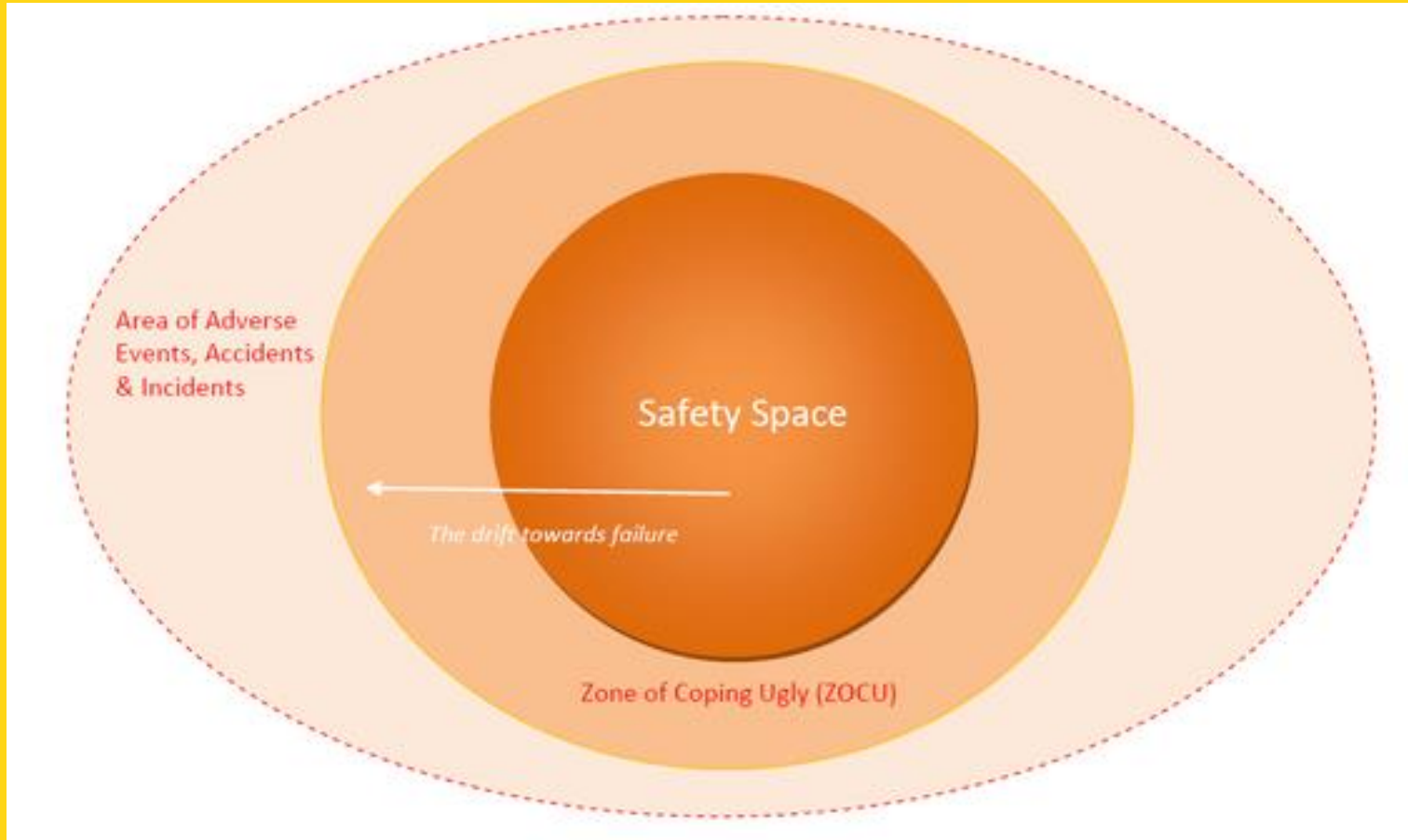- Mark Thomason – SA Country Fire Service
- Sandra Whight – Tasmanian Fire Service

TEAM MONITORING

TEAMWORK

- What a team is (Kozlowski & Ilgen, 2006)
- High performing teams (Salas et al., 2005)
- Processes in teams (Burke et al., 2006; Marks et al., 2001)
- Pre-formed teams (Hayes, 2014)

From Brooks (2014)

TEAM MONITORING TOOLS

- Emergency Management Aide Memoire (EMBAM)
- Team Process Checklist (TPC)

DEVELOPMENT OF THE TOOLS

- Iterative Design Cycle
- 3 Data Collection Opportunities
  - 5 Exercises at the Regional Level of Coordination
  - A Severe Weather Event
  - Used Throughout a Fire Season

TPC - COOPERATION

Cooperation
Are team members showing a willingness to work as a team?
Do team members exhibit confidence and trust in fellow team members?
Are team members following team objectives without opting for independence?
Are any team members creating unnecessary conflict?
Are team members resolving any conflict effectively?

DECISION MAKING

Decision concept	Tool being tested or approach taken
Awareness of and an ability to work across the spectrum from intuitive to classically rational decision approaches as the context requires them to.	Training course to understand decision styles linked with several meta-cognitive tools.
Balancing the need to record decisions for future reference with the effect recording has in creating bias in decision-making.	Modified decision-logs to record decisions that map uncertainties and trigger change decisions.
Monitoring themselves and their teams for evidence of bias or decision errors.	Checklist for biases and decision errors.
Creating psychologically safe decision environments that build and maintain trust between teams.	Training course and a simple tool to apply the steps of psychological safety identified by Edmondson (1999).

Best/Worst & Most likely Case Scenario Planning

Anticipatory thinking

Managing Pressure, Bias and Situational Awareness

Building , Maintaining and Retrieving Psychological Safety

AL HAZARDS CRC 2015

Training Course Structure – paired with the use of checklists
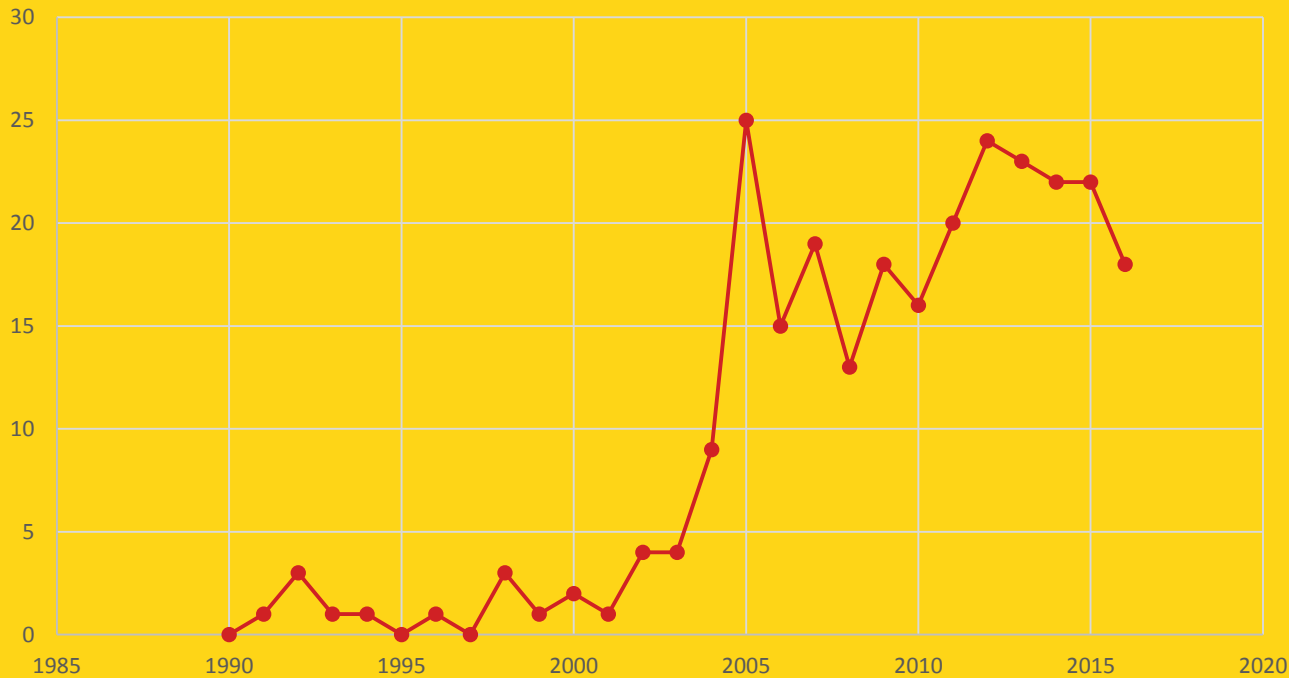
ORGANIZATIONAL LEARNING

"LEARNING LESSONS" IN EMERGENCY MANAGEMENT
: … INCREASING INTEREST-- A RELATIVELY NEW PHENOMENON

Search on "learning lessons" and "emergency management"

Search "Proquest" n=266 publications

REVIEW OF LITERATURE

Espoused learning- what one "ought" to learn
- An aspirational learning approach- the "creation myth"
- I observed ..*therefore-I-must-have* …learned
- Analysis of event where "lessons" are identified by the author and assumed to be learned

Lessons management literature

- Provide accounts of processes at collecting, reflecting, analysing, synthesising
- Setting up lessons management processes
- Also notes the challenges at implementing change
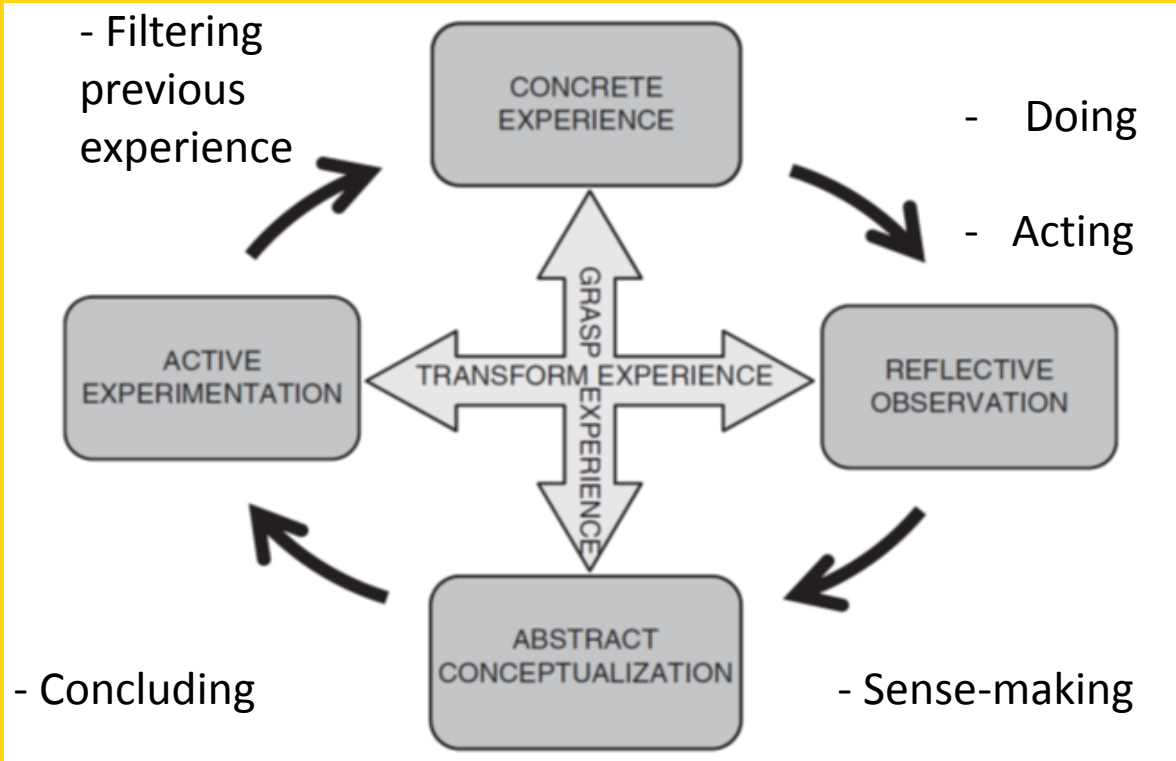
…. And finally…
- Why learning is so hard

KOLB'A MODEL OF EXPERIENTIAL LEARNING

The experiential learning cycle (Source: A. Y. Kolb & Kolb, 2009)

Too Busy-

lessons perishable

can DO culture-reactive

- near-sightedness
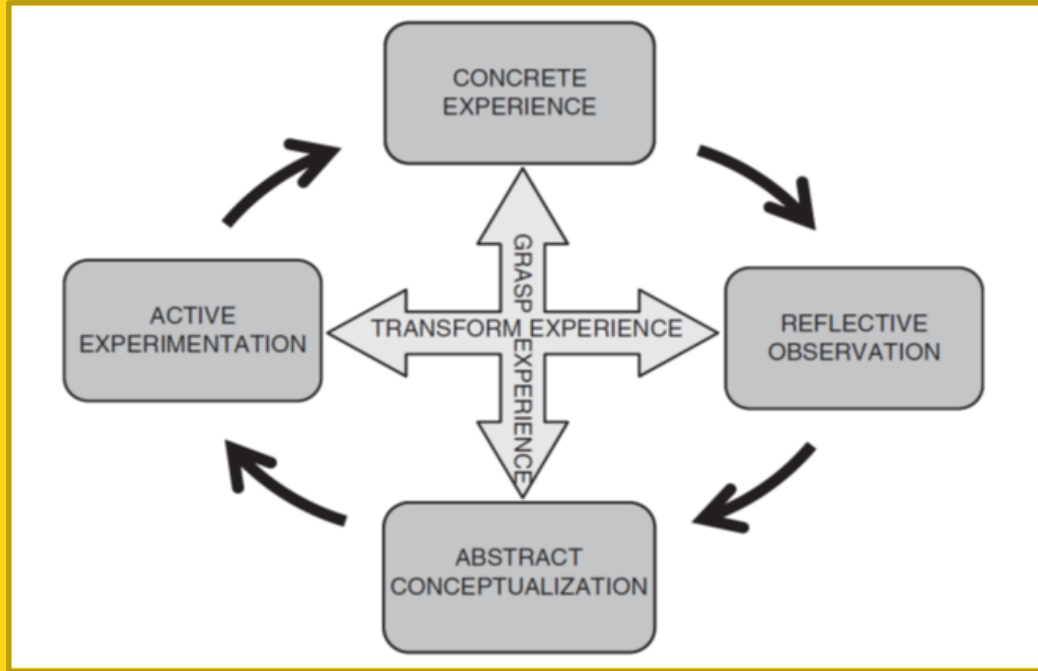
Practice gets short-changed

Political scrutiny = ADHD

Short time horizons - hard to sustain commitment long enough

Concerns for retribution

Pattern or aberration? Is the problem the worker or the work?

MAKING LEARNING STICK

- Embedding roles and responsibilities for learning, review and **follow-up**
- Developing measure to monitor and measure change
- Making best use of crises when political attention is focussed
- Pay attention to linking learning and practice
- Embed looking for lessons in low complexity low risk events
- Focus also on what needs to be sustained as well as what might have been
- Invest in BETTER training and exercising – FEWER exercises with narrower and sharper objectives

- "**According to our focus group experts, fixing the weak links in the lessons learning cycle requires that response agencies have a deeper understanding of how to learn.**"

  Donahue, A., & Tuohy, R. (2006). Lessons we don't learn: A study of the lessons of disasters, why we repeat them, and how we can learn them. *Homeland Security Affairs*, *2*(2).

CONCLUSIONS AND WHERE TO NEXT!

- Enhanced tools for real time team management
- Enhanced tools to help people make better decisions
- Better understanding of lessons learned