ENHANCING TEAMWORK
RESEARCH DEVELOPMENT TEAM

- Heather Stuart – NSW State Emergency Service
- Dr Chris Bearman – CQ University
- Mark Thomason – SA Country Fire Service
- Sandra Whight – Tasmanian Fire Service
- Dr Benjamin Brooks – University of Tasmania
- Dr Christine Owen – University of Tasmania
TEAM MONITORING TOOLS

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

- Networks
- Missing Information
- Conflicting Expectations
- Intuition
- Familiarity
<table>
<thead>
<tr>
<th>Cooperation</th>
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<td>Are team members showing a willingness to work as a team?</td>
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<td>Do team members exhibit confidence and trust in fellow team members?</td>
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<td>Are team members following team objectives without opting for independence?</td>
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<tr>
<td>Are any team members creating unnecessary conflict?</td>
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<tr>
<td>Are team members resolving any conflict effectively?</td>
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EMBAM - RESOLUTION

- Delegate
- Resource
- Mentor
- Assert
- Replace
HOW AND WHEN CAN IT BE USED?

- Jeremy Smith (TFS)
- Mark Thomason (SA CFS)
Case Study - Tasmania Fire Service on using the Emergency Management Breakdown Aide Memoire and Team Process Checklist
SUMMARY: HOW CAN IT BE USED?

- As a Health Check
- To Identify Problems
- As a Debrief Tool
- As a Way To Build Better Teamwork
SUMMARY: WHEN CAN IT BE USED?

- Real Time Performance Monitoring
- Reflection During Quieter Times
- After the Incident
SUMMARY: WHO CAN USE IT?

- People in a team
- Team Leaders
- Team Supervisors
- Independent Observers
BARRIERS TO ADOPTING RESEARCH
BARRIERS TO ADOPTING RESEARCH

- Too busy
- Lessons identified are perishable
- Focus is on immediate and tangible
- Bias for action in ‘can-do’ cultures
- Blaming individuals
- People don’t speak up
- Time to embed new practice is too short
- Jumping onto the next most pressing problem too fast
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
QUESTIONS?