TEAM MONITORING, DECISION MAKING & ORGANIZATIONAL LEARNING

Chris Bearman\textsuperscript{1,3}, Benjamin Brooks\textsuperscript{2,3}, & Christine Owen\textsuperscript{2,3}

\textsuperscript{1} Central Queensland University - Appleton Institute
\textsuperscript{2} University of Tasmania
\textsuperscript{3} Bushfire and Natural Hazards CRC, Australia
RESEARCH DEVELOPMENT TEAM

- A/Prof Chris Bearman – CQUniversity
- A/Prof Benjamin Brooks – University of Tasmania
- A/Prof Christine Owen – University of Tasmania
- Heather Stuart – NSW State Emergency Service
- Mark Thomason – SA Country Fire Service
- Sandra Whight – Tasmanian Fire Service
- Dr Peter Hayes – CQUniversity
- Dr Steve Curnin – University of Tasmania
• **Team Monitoring** – Chris Bearman
• **Decision Making** – Benjamin Brooks
• **Organizational Learning** – Chris Owen
TEAM MONITORING
TEAM MONITORING TOOLS

• Emergency Management Aide Memoire (EMBAM)
• Team Process Checklist (TPC)
WHO CAN USE THEM?

• Team Members
• Team Leaders
• Team Supervisors
• Independent Observers
HOW CAN THEY BE USED?

- As a Health Check
- To Identify Problems
- As a Debrief Tool
- After Action Reviews
- As a Way To Build Better Teamwork
WHEN CAN THEY BE USED?

• Real Time Performance Monitoring
• Reflection During Quieter Times
• After the Incident
HOW CAN I GET THEM?

• Come to the break-out session for more information
• Email me at c.bearman@cqu.edu.au
DECISION MAKING
DECISION-MAKING AS PART OF A BROADER APPROACH TO ORG RESILIENCE
Training Program developed to support EM Decision-Making

- Worst & Most likely Case Scenario Planning
- Anticipatory thinking and situational awareness
- Managing Pressure and Avoiding Bias
- Building, Maintaining and Retrieving Psychological Safety
CHECKLIST 1: Decision & Option Analysis

1. **CONFIRMATION BIAS**: Are we favouring intelligence that confirms our understanding or preferred options.

2. **ANCHORING BIAS**: Our decisions can be anchored by early intelligence. Have we assessed credibility of the intelligence to the same standard throughout?

3. **AUTHORITY BIAS**: Have we deferred to or given greater weight to the opinions of people in authority without assessing those opinions rigorously?

4. **AVAILABILITY BIAS**: Are we making decisions based on our previous experience of similar incidents and if so, are these incidents really the same?

5. **CURSE OF KNOWLEDGE**: Have we made efforts to make sure everyone truly understands the decision and reasons for it?
From the available literature and our own research a training course in emergency management decision-making has been developed.

The course is suitable for anyone who makes highly complex, high consequence decisions in these environments.

A set of checklists (aides memoir) have been developed and are linked to the training modules.

These have been tested in exercise-based scenarios for their usability.
STAGE 2 OF THE PROJECT

The next phase of the research (2018-2020) will investigate the challenges around flexibility, creativity and divergent thinking during complex, high consequence decision-making.

Digging deeper into issues such as options analysis and unexpected changes in incident dynamics. Building tools to support decision-making in this space.
To assist agencies to learn how to learn from experience (their own and other’s, including research)
WHY?

- Organisational Resilience = innovation + learning including through utilising evidence to inform practice

- Utilisation of research outputs not taken-for-granted
WHEN UTILISING RESEARCH WORKS WELL IT ENABLES

- the pace of adoption processes to be accelerated
- the number of adoptions possible from conducted research to be increased
- the quality of research implementation to be enhanced
- the use of worthy innovations
- the research effectiveness at agency and sector levels to be demonstrated
WHAT IS HAPPENING NOW?

• Developing a tool for agencies to self-evaluate their own research utilisation maturity
• Developing resources to assist in moving utilisation forward
### WHAT IS INCLUDED IN THE SELF EVALUATION FRAMEWORK?

<table>
<thead>
<tr>
<th>Element of research utilisation</th>
<th>Definition</th>
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<tr>
<td><strong>Product</strong></td>
<td>The outputs from research available for agencies to utilise</td>
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<tr>
<td><strong>Structure and governance</strong></td>
<td>The organisational processes and structures in place to support utilisation, including role responsibilities and structures for review, monitoring and reporting through the organisation</td>
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<tr>
<td><strong>People</strong></td>
<td>The human resource development in place to support people in their capacity to develop and enhance the skills needed to support utilisation, including research literacy</td>
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<td><strong>Culture</strong></td>
<td>The degree to which utilisation is collectively valued within the cultures of the organisation</td>
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<td><strong>Support systems and processes</strong></td>
<td>The financial, physical and resources to enable people to be able to make use of research; the policies procedures and doctrine supporting utilisation and the communication and engagement affordances in utilisation participation.</td>
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WANT TO KNOW MORE?

• Come to the workshop this afternoon (or tomorrow) on research utilisation and

• Be here early tomorrow morning for an overview of insights so far