

FACILITATOR RESOURCE

INTRODUCTION

The 2008 Operations Team Coordination Training Refresher will follow the same format as the 2007 workshop. We will focus on group, or "crew" problem solving activities rather than a lecture presentation format. As always, the 7 components of TCT will be the guiding principle for you to emphasize as you lead this problem solving session. The facilitator should be someone familiar with the operations program, a trained instructor and familiar with the TCT program.

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 that you have previously been introduced to:

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

This training is now part of the annual currency maintenance requirements for the USCG Auxiliary Boat Crew program.

The format, as last year, 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. Do not deliver this as a straight lecture. The key learning objective is with the interaction of small 'crews' in solving the problem presented.

FACILITATOR'S ROLE

As the facilitator, your role is to help participants discover new knowledge or discover new applications for knowledge you may already have. This is not accomplished by lecturing. Lecturing is one of the least effective ways to promote learning that can be utilized. 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 that **they, as a crew**, can learn to solve problems and make better decisions that will keep the crew 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**, always gently steering the process so that learning objectives are met but also insuring that participants learn to make decisions in a “team format”, similar to the “crew” that exists onboard our air and surface facilities. Let the discussions happen but do not hesitate to step in if they get “off topic”.

Note:

The patrol story presents a scenario with several sub-plots that describe 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 who must diagnose 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) that point to the underlying TCT component that is missing or dysfunctional and therefore threatens the success of the patrol. In addition we want participants to suggest a course of action for the scenario group to take to correct this deficiency.

We have intentionally made the crew 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 that will work together on the patrol story (case study). Tell them to appoint a recorder/reporter to take notes.
2. (5 min) Provide each group with one piece of paper and pencil. Tell them that the group is to:
 - **Describe the elements in the story where you feel that the principles of TCT were not followed.**

- **Suggest a course of action or change in behavior that might correct the problem or align this crew's activity with TCT principles.**
- 3. (10 min) Present the patrol story (see page 7). Be sure that everyone is clear on the scenario but be careful not to give away any answers. If possible hand out a copy of the story to each group.
- 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 crew members. Leaders may emerge in the groups (they usually do). Your job is to **keep the groups focused on their question list and 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 page 9) to refocus groups that have gone astray. Try to insure 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.*
- 5. (15 min) Lead a focus session during which participant group reporters present their group solutions to the other participants. Don't try to discriminate between solutions! Simply be a clerk and record, in brief, the reports. When all groups have reported, ask the group, at large, to choose the best three solutions (there's rarely one "right" answer) or to rank order the best solutions. Use the last 2-3 minutes to summarize the group results (groups almost always find good answers, as a group) and, if necessary, interject one or two considerations that might 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 DVC_OE, email address is at the end of this guide.

REVIEW OF TCT BASICS

A short summary of the key points of Team Coordination Training is provided to assist you, the facilitator, in presenting the material in the refresher. This information is accessible to all members on the Coast Guard's TCT website: <http://www.uscg.mil/hq/g-w/g-wk/wks/TCT.htm>.

Mission Analysis

1. Always conduct a risk assessment 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 that could impact the mission & your safety
2. Develop escape/contingency plans for potential risk scenarios
3. Reassess risk when conditions change

Situational Awareness

1. We must **know what is going on around us** to make good decisions. Plans are critical to success, that is for sure...but we must be ready to change those plans, use contingency plans if necessary, based on what we encounter during the mission.
2. Stressful situations and 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 Miss Speak
 - 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 different opinions?

Leaders do not necessarily have “all the answers”. Leaders do take advantage of everyone's ideas and experience and remain adaptable to new conditions and challenges.

Communication

1. Communication takes many forms. We have verbal and non-verbal (facial expressions, etc.) communication that everyone uses to convey thoughts and ideas.
2. The key of course 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 is a two way expression, either verbally or non-verbally, that 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. 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 this 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 really at the heart of TCT. How do we ensure that we act or perform in a manner that maximizes mission success and minimizes risk to ourselves, our crew, the public, etc.
2. The other elements of TCT all play a role in improving those decisions. 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

Identify the key risk factors from this patrol that may impact our judgment and decision making.

- ❖ complexity of tasks
- ❖ high traffic volume
- ❖ skills of crew such as photography
- ❖ GPS familiarity
- ❖ Impact of stress, fatigue

Discuss how planning can contribute to the success of this mission

- ❖ knowledge of seamanship skills of crew
- ❖ knowledge of sea conditions and boat traffic patterns
- ❖ selection of day & time to do survey
- ❖ training and briefings on equipment

Discuss at least 3 errors, and 3 good decisions made by this crew during the mission.

THE PATROL

Mission: Conduct a physical survey of state ATONS (channel markers and buoys) in a large bay that may be missing, damaged, or out of position. Photograph each ATON, report its GPS coordinates, and complete a detailed report of findings.

Facility: A 21 foot walk-around cuddy with outboard...crew of 3. (crew experience can be variable for discussions)

Weather

- ❖ Air temp 88 degrees Humidity 75 %
- ❖ Water temp. 66 degrees
- ❖ Sea state 1 to 2 foot seas on the bay, 3 to 4 feet on the ocean
- ❖ Winds 10-15 MPH out of the east
- ❖ Atmospheric conditions-visibility 6 miles with hazy sun.

Story

The FSO-AN is requested to perform a survey of all State ATONS in a heavily populated resort area known for a high concentration of pleasure boating, jet skis and sailboats. He arranges through the FSO-OP to have assigned a vessel and crew who have already been scheduled to patrol the target area. His Coxswain has assembled a crew, which will now number three, including himself. The patrol will take place on a Saturday morning in mid July. Although the FSO-AN has performed this mission before, the Coxswain and the other crewmember have not. The bay is located approximately 20 miles, by sea, from the marina. The Coxswain has rejected a suggestion to use the intra-coastal waterway to reach the destination because of the extra travel time this twisting and turning route would cost them; the sea journey is a rougher, more difficult route but considerably quicker.

When the crew assembles at the marina at 0800, the FSO-AN begins to brief the Coxswain and the other crewmember on the mission. The crewmember asks why they are not taking the ICW (intra-coastal waterway), noting that the ocean was "a little choppy", but the Coxswain dismisses his question by saying that time is more important

than comfort. The briefing continues after a brief silence; the FSO-AN describes the tasks to be completed when they arrive at the bay; clearly this is the 1st time the Coxswain and crewmember had heard of the nature of the patrol. The briefing lasted about 10 minutes until the Coxswain decides that they had better get going if they were going to get back before 1800.

One and a half hours later they arrive at the bay, a little wet, but feeling fine as they began looking for the first ATON on the list. The tasks require that they approach very close to each ATON to survey for damage, and to get a good photo that shows the buoy number clearly. The Coxswain at the helm has to maneuver to within 3 to 4 feet of each buoy for the photo. This is a tricky task because of the heavy wake action caused by various pleasure boats using the channel; he finds his OPFAC being pushed towards the markers at unexpected times as he concentrates on the helm. The FSO-AN holds the portable GPS in one hand, while making notations on the clip board with the ATON list with the other. The crewmember holds a digital camera belonging to the FSO-AN; he is not familiar with its features and is calling to the helm to change course in various directions around the buoys as he tries to get the proper photo image. The Coxswain asks the FSO to please give the third crewman some instruction before they continue; the FSO complies with the request.

The mission proceeds in this manner for about 30 minutes until the Coxswain lets out a curse as his boat scraped up against the ATON he was trying to maneuver around. He thrusts the throttle forward and shoots out into the channel to clear the offending buoy...he then hears an excited shout from the crewmember taking photos. The Coxswain and FSO looked up and see a larger pleasure craft bearing down on them as they drift into mid channel and away from the buoy. The larger boat veers to port, and the two vessels miss each other by a few feet. At this point the clearly rattled Coxswain suspends the mission, proceeds slowly to an area clear of the channel, and begins a review of what they were doing and how they were doing it. After a full 30 minutes of discussion and review, they all decide that they were unable to complete the mission under the current circumstances, and that the ATON survey would wait for another time. They return to the marina, feeling disappointed.

PARTICIPANT CHALLENGE QUESTIONS – use *these questions* to help stimulate discussion in the small groups.

If you had been the Coxswain, what would you have included in your pre-underway planning & risk assessment phase?

(Mission Analysis, Communication, Decision Making & Leadership)

1. Talk to the FSO-AN to understand the mission & tasks required prior to arrival at marina. You can't make good decisions without this analysis.
2. Break down the tasks to decide which tasks can be completed by each crewmember. Are they prepared to perform those tasks? What work load can each person handle effectively & efficiently?
3. Determine the number of crew needed to safely complete the mission based on steps 1 and 2
4. Ensure selected members are familiar with required equipment.
5. Decide if the mission can be undertaken safely given the limitations of crew, environment, and complexity of the tasks.

What did the crew do correctly during this mission?

(Situational Awareness, Leadership, Adaptability, Assertiveness, Decision Making)

1. The Coxswain did ensure that the crewmember was trained on the camera, although that should have been done before getting underway
2. The Coxswain did suspend the mission after the near mishap to review the situation. This adaptability & willingness to change direction is a key element of leadership.
3. The crew, as a group, made a decision to abort the mission even though this type of action is highly distasteful. This joint decision making resulted in a responsible result and reduced risk of injury to anyone.

What did this crew do incorrectly during this mission ?

(Mission Analysis, Leadership, Communication)

5. The Coxswain did not plan appropriately to determine the crew size & skills required to complete the mission safely.
6. The Coxswain failed to post lookouts with specific duties that led to the near collision.
7. The Crew did not assert itself with the Coxswain to ensure that they could complete the mission.
8. The FSO-AN did not ensure that the Coxswain and crew understood the tasks required in sufficient time to address issues prior to the mission.

Thank you for your participation as a facilitator for the 2008 Team Coordination Training Refresher. Please share your thoughts about this training and the format with us!

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