

Lesson Plan:

Using ORM to Avoid the Hazing Trap

Part 2 of CAPP 52-12, *Required Staff Training*

Lesson Title:	Using Operational Risk Management to Avoid the Hazing Trap
Method:	Informal Lecture
References:	CAPP 52-12, <i>Required Staff Training</i> (2 vols) CAPR 52-10, <i>CAP Cadet Protection Policy</i> <i>Introduction to Operational Risk Management</i> , www.capnhq.gov
Visual Aids:	Slides
Handouts:	Worksheet to be used with the learning exercise
Time Required:	45 minutes

LESSON OBJECTIVES

Cognitive Objective: Comprehend the principle that ORM can help reduce the risk of hazing at cadet activities

Samples of Behavior:

1. Explain how ORM can be used to reduce the risk of hazing and other forms of abuse
2. Summarize the reasons why ORM should be used to reduce the risk of hazing at a cadet activity
3. Predict the effects related to abuse that ORM will have on cadet activities

Affective Objective: Respond positively to the principle that ORM can help reduce the risk of hazing at cadet activities

Samples of Behavior:

1. Answer questions about the principle that ORM can help reduce the risk of hazing at a cadet activity
2. Discuss reasons why cadet abuse can be prevented through ORM
3. Perform an ORM analysis of a cadet activity, as assigned in class

STRATEGY AND OUTLINE

Organizational Pattern: Topical

Strategy: Conduct this lesson as an informal lecture. Gain your students attention by illustrating a hazing scenario, and then motivate them to participate in class by telling them they will learn practical skills that will help them avoid the hazing trap.

Paraphrase what is written in the overview. This will let students know what to expect during the lesson, as well as your expectations of them. Also, during the overview, informally define operational risk management and discuss the differences between the “compliance culture” and the “performance culture.”

Proceed into the body of the lesson. During main point #1, the main goal is for students to know the six steps in the ORM process and understand how ORM can be applied to hazing and hazing issues that could arise at their activity. For each of the six steps in the ORM process, have students read aloud the specified passages from the *Student Guide*. By seeing the lesson in print and hearing the words read aloud, students will retain their knowledge of ORM. Then you’ll reference the slides as you lecture to emphasize the key aspects of each ORM step. Next, ask the students to respond to the discussion question. If they can answer the discussion questions, you will know they understand the ORM process.

During main point #2, the main goal is for students to demonstrate they comprehend how ORM can manage the hazing risk at their activity. Have the students follow the ORM process to analyze and propose a way to control hazing related risks at their activity. Review their findings, discuss them together, and relate them to the findings listed in the learning activity review section. If the students can identify the major hazards and select appropriate risk controls, you will know they understand how ORM can help ensure cadets will be free from abuse.

Summarize the lesson by outlining the six steps in the ORM process once more and review some of the students’ results from the learning exercise completed during main point #2. Finish with a remotivation and closing that will encourage students to apply what they have learned.

Lesson Outline:

Main Point 1

ORM is a six-step process for managing risks – any risk, including hazing.

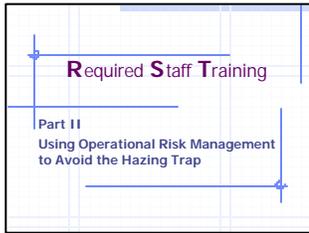
- A. Identify the hazards: List all potential hazing hazards for your activity
- B. Assess the risks: How likely is the risk? How severe?
- C. Analyze controls: Look at your options
- D. Make decisions: Decide how to control your hazing risks
- E. Implement: Make your risk controls part of your routine
- F. Supervise: Have your risk controls been effective?

Main Point 2

You can use ORM to manage the hazing risk at your activity

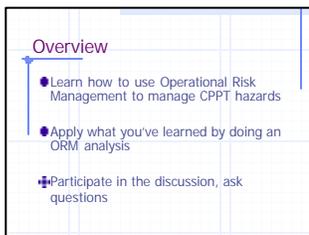
- A. Physical fitness
- B. Showers and personal privacy issues
- C. Staff responses to cadet misconduct; performance counseling
- D. Sleep and morning wake-up
- E. Barracks and uniform inspections
- F. Other facets of the cadet activity

TEACHING PLAN



Attention: What's the best way to deal with a hazing problem? Suppose you find a cadet acting out an infamous scene from one Hollywood's portrayals of military culture. Do you reprimand him or her orally? Do you document the incident in writing? Do you expel him or her from the activity? Of course, that will depend on the situation, but one thing is certain: the best way to deal with hazing is to prevent it from happening in the first place.

Motivation: You already know what hazing is. You've defined it and spotted examples and non-examples of hazing seen in photographs. Now you'll learn how to avoid the hazing trap in the first place. Do you want to answer an angry IG, wing commander, mother, or attorney? Of course not. In this next part of the course, I'm going to teach you practical skills that will help you avoid the hazing trap.



Overview: I'll be briefing you on operational risk management. Maybe you've used ORM to stay safe during emergency services missions. Today we'll learn how to use ORM to keep cadet activities free from abuse.

This is how we'll proceed: First, you'll read aloud short explanations of each of the six steps in the ORM process. I'll lecture briefly to focus your attention on the most important information, and then I'll ask you to respond to some questions to show you understand how ORM can be used to avoid the hazing trap.

Second, you'll apply what you've learned by completing an actual ORM analysis for our cadet activity. So, not only will you be learning about ORM, you'll actually be doing real, productive work that our staff needs to do anyway.

Third, everyone will share his or her ORM analysis with the class, and we'll review what we have learned.

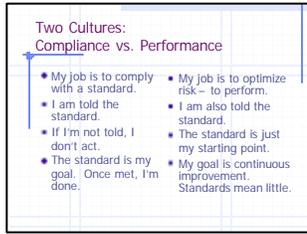
Your active participation is essential. If you have any questions, just ask. But let's also be sure to stay on track because we have a lot of information to cover.



Slide 3: What is ORM?

Before we get too far ahead of ourselves, let's first answer the question, "What is ORM?"

- Paraphrase or have student(s) read aloud page 13, *Student Guide*
- Brief using slide #3



Slide 4: Two Cultures

It's fair to say that ORM is one way to fulfill our core value "excellence in all we do." Let's look at the difference between what can be called a "compliance culture" and the "performance culture."

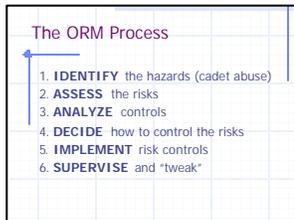
- Paraphrase or have student(s) read aloud page 14, *Student Guide*
- Brief using slide #4

Transition: We've defined ORM – operational risk management – and discussed what it can do for us if we build a performance culture at our activity. Now let's look at specifics, the six steps in the ORM process. If you're already familiar with ORM, I'll be relying on your help when it comes time to answer the discussion questions for each step.

BODY

Main Point 1:

ORM Is A Six-Step Process For Managing Risk – Any Risk, Including Hazing

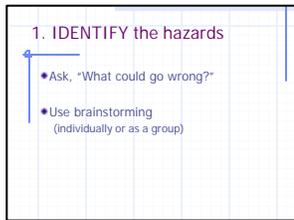


Slide 5: The ORM Process

Here are the six steps in the ORM process. Pilots, ground team leaders, and other ES crewmembers use ORM to avoid physical injury. We're going to use these six steps to avoid the hazing trap at our activity.

- Brief using slide #5

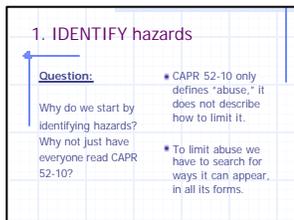
A. Step 1 - Identify the Hazards: List All Potential hazing Hazards for Your Activity



Slide 6: Identify the Hazards

To manage the risk of hazing or other hazing violations at our activity, the first thing we need to do is identify the hazards. "What could go wrong?" That is, what types of abuse are possible at an activity such as ours? We should use brainstorming to answer that question. That seems like common sense, right?

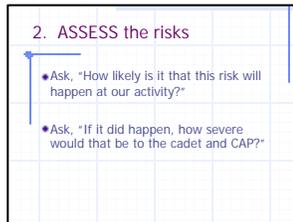
- Paraphrase or have student(s) read aloud from page 16, *Student Guide*



Slide 7: Identify Hazards

- Ask students to answer the discussion question on slide #7
- Give several students and opportunity to respond
- Anticipated Responses: to define the problem; to figure out what is wrong
- Click the mouse forward to reveal the answers on slide #7
- Explain those answers and relate them to the students' responses

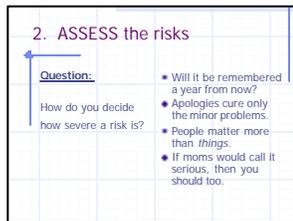
B. Step 2 - Assess the Risks: How Likely is the Risk? How Severe?



Slide 8: Assess the Risks

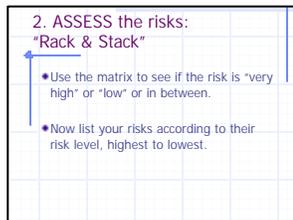
By completing step 1 in the ORM process, we've identified potential hazards; in our case, those hazards are related to hazing. The next step is called "assessing the risks." We do that by asking two questions:

- Brief using slide #8
- Paraphrase or have student(s) read aloud page 17, *Student Guide*



Slide 9: Assess the Risks

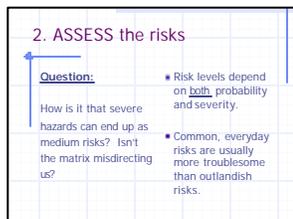
- Ask students to answer the discussion question on slide #9
- Give several students and opportunity to respond
- Anticipated Responses: how much the cadet was harmed; if laws were broken
- Click the mouse forward to reveal the answers on slide #9
- Explain those answers and relate them to the students' responses



Slide 10: Assess the Risks - Rack and Stack

We've identified the risks, assessed how likely it is that the risk would happen at our activity, and how severe the incident would be if it did happen. Now let's build a risk inventory, a workable document for us to manage our hazing risks.

- Paraphrase or have student(s) read aloud page 19, *Student Guide*
- Brief using slide #10



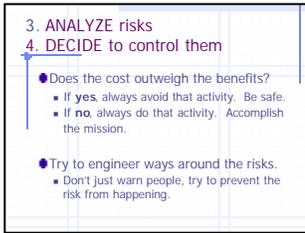
Slide 11: Assess the Risks

Okay, let's see if you understand what racking-and-stacking risks is all about.

- Ask students to answer the discussion question on slide #11
- Give several students and opportunity to respond
- Anticipated Responses: it's a mix of severity and frequency; focus on the important risks, not the obscure ones
- Click the mouse forward to reveal the answers on slide #11
- Explain those answers and relate them to the students' responses

C. Step 3 - Analyze Risk Controls: Look at Your Options

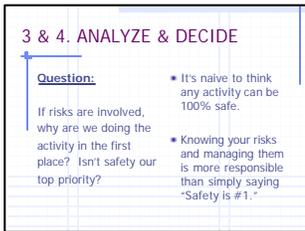
D. Step 4 - Make Decisions: Decide How to Control Your Hazing Risks



Slide 12: Analyze Risks and Decide to Control Them

We've racked and stacked our risks and you understand why that is important. Now we'll analyze our risk controls and decide how to control those risks. Actually, those are two separate steps, but for our purposes today it's easier to look at them together.

- Paraphrase or have student(s) read aloud page 21, *Student Guide*
- Brief using slide #12

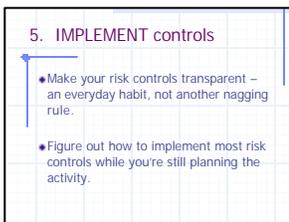


Slide 13: Analyze & Decide

We've been talking about identifying hazards, assessing the risks, analyzing our control options and finally making decisions about how we'll control hazing risks at our activity. Let's pause for a second and consider how ORM relates to safety.

- Ask students to answer the discussion question on slide #13
- Give several students and opportunity to respond
- Anticipated Responses: safety is never the top priority; the mission is the priority; do the mission but do it safely
- Click the mouse forward to reveal the answers on slide #13
- Explain those answers and relate them to the students' responses

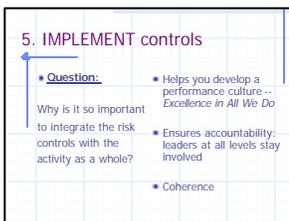
E. Step 5 - Implement: Make Your Risk Controls Part of Your Routine



Slide 14: Implement Controls

We're in the home stretch of the ORM process. Let's look at the guidelines for how we should implement the risk controls to keep our activity free of cadet abuse.

- Paraphrase or have student(s) read aloud page 24, *Student Guide*
- Brief using slide #14

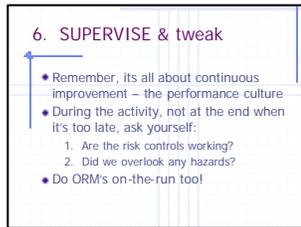


Slide 15: Implement Controls

Let's see what you know about implementing risk controls.

- Ask students to answer the discussion question on slide #15
- Give several students and opportunity to respond
- Anticipated Responses: risk controls should be transparent; make risk controls just another good habit; start at the planning stages
- Click the mouse forward to reveal the answers on slide #15
- Explain those answers and relate them to the students' responses

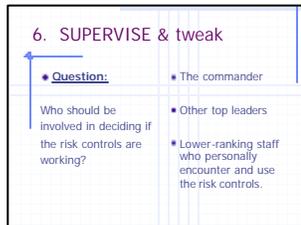
F. Step 6 - Supervise: Have Your Risk Controls Been Effective?



Slide 16: Supervise and Tweak

As with any endeavor, the final step is to take stock in what you've done and see if your efforts have been transformed into successes.

- Paraphrase or have the student(s) read aloud page 25, *Student Guide*
- Brief using slide #16



Slide 17: Supervise and Tweak

Let me toss you another discussion question to help bring that information home.

- Ask students to answer the discussion question on slide #17
- Give several students and opportunity to respond
- Anticipated Responses: encampment commander; cadet commander; tactical officers; other staff members
- Click the mouse forward to reveal the answers on slide #17
- Explain those answers and relate them to the students' responses

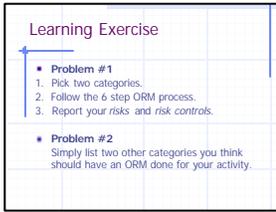
Transition: Now you're armed with an understanding of how ORM works. You know ORM is a way to manage risks – any risks, including hazing. There are six steps in the ORM process [use the diagram on page 5 of the *Student Guide* as a visual aid]– identify hazards; assess risks; analyze risk controls; decide how to control risks; implement risk controls; and finally supervise or tweak those controls.

Next, you're going to demonstrate your understanding of how ORM can manage the hazing risk at your activity by completing an actual ORM analysis.

- Before continuing, ask the students if they have any questions about the ORM process

Main Point 2

You Can Use ORM To Manage The Hazing Risk At Your Activity



Slide 18: Learning Exercise

Your task is to complete an ORM analysis for hazing and any other hazing related hazards for a facet of our cadet activity. You'll not only be demonstrating that you understand ORM and know how to proceed through the six steps, you'll be accomplishing real work that we can use at our activity.

You are free to use your *Student Guides* as you complete this exercise. I suggest that you take a closer look at the examples for each step in the ORM process, which are found in the *Student Guide*, to help you along your way. Record your work on the worksheet provided.

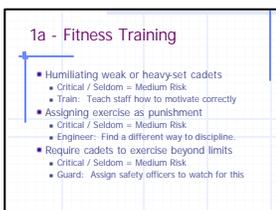
[Emphasize that following the ORM process is what matters most here; no one expects a perfect risk assessment under these time constraints]

- Paraphrase or have students read aloud page 26, *Student Guide*
- Ask if anyone has any questions before beginning the learning exercise
- Brief using slide #18

[See Instructor's Notes on page 26, Instructor's Guide, for detailed guidance on how to conduct this learning exercise. Also, refer to the Instructor's Examples on pages 28-30 of the Instructor's Guide for a model ORM analysis].

Learning Exercise Review:

A. Physical Fitness Training

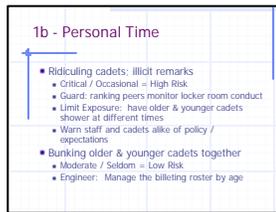


Slide 19: Fitness Training

What sort of hazing or other hazing related risks might we encounter during cadet fitness training at our activity? How will you control them?

- Have the students who worked on this problem share their findings
- Allow other students to comment as well
- Anticipated Responses: see Instructor's Resource mentioned above
- Click the mouse forward to reveal the answers on slide #19
- Explain those answers and relate them to the students' responses

B. Showers and Personal Privacy Issues



Slide 20: Personal Time

What sort of hazing or other hazing related risks might we encounter relative to showering or personal privacy issues at our activity? How will you control them?

- Have the students who worked on this problem share their findings
- Allow other students to comment as well
- Anticipated Responses: see Instructor's Resource mentioned above
- Click the mouse forward to reveal the answers on slide #20
- Explain those answers and relate them to the students' responses

C. Staff Responses to Cadet Misconduct; Performance Counseling

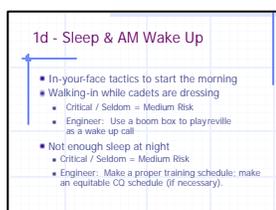


Slide 21: Responding to Misconduct

What sort of hazing or other hazing related risks might we encounter relative to how the staff responds to cadets who don't conduct themselves accordingly, or require counseling? How will you control those risks?

- Have the students who worked on this problem share their findings
- Allow other students to comment as well
- Anticipated Responses: see Instructor's Resource mentioned above
- Click the mouse forward to reveal the answers on slide #21
- Explain those answers and relate them to the students' responses

D. Sleep and Morning Wake-Up



Slide 22: Sleep & AM Wake-Up

What sort of hazing or other hazing related risks might we encounter relative to the time after lights out and how cadets are roused in the morning? How will you control those risks?

- Have the students who worked on this problem share their findings
- Allow other students to comment as well
- Anticipated Responses: see Instructor's Resource mentioned above
- Click the mouse forward to reveal the answers on slide #22
- Explain those answers and relate them to the students' responses

E. Barracks and Uniform Inspections

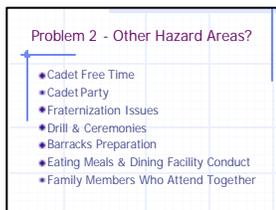


Slide 23: Inspections

What sort of hazing or other hazing related risks might we encounter relative to our inspection program? How will you control those risks?

- Have the students who worked on this problem share their findings
- Allow other students to comment as well
- Anticipated Responses: see Instructor's Resource mentioned above
- Click the mouse forward to reveal the answers on slide #23
- Explain those answers and relate them to the students' responses

F. Other Facets of the Cadet Activity



Slide 24: Problem 2 – Other Hazard Areas

When it comes time to complete a thorough ORM analysis for our activity, what other facets or events should we consider besides the ones we've already discussed?

- Have the students share their findings
- Anticipated Responses: see Instructor's Resource mentioned above
- Click the mouse forward to reveal the answers on slide #24
- Explain those answers and relate them to the students' responses

Transition: You've done a good job using ORM to identify hazards and control potential risks for our activity. Now let's review what we've covered today.

CONCLUSION

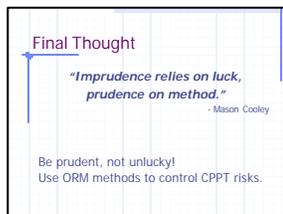


Summary: We know that ORM – operational risk management – is a tool to manage risk of any sort, including hazing. There are six steps in that process: identifying the hazards, assessing the risks, analyzing risk controls, deciding how to control the risks, implementing the risk controls, and supervising or tweaking the results.

You then demonstrated your comprehension of ORM by performing an ORM analysis that we can use to keep our activity free of cadet abuse. You even pointed out other areas that we should include when we complete our thorough ORM analysis.

- Restate or summarize some of the results from the students' ORM analyses
- Brief using slide #25

Remotivation: None of us wants to receive a phone call from an angry IG, wing commander, mother, or attorney. Worse still, none of us wants to be associated with an activity that allows youth to be abused. Let's use ORM as a tool to avoid the hazing trap.



Closing: "Imprudence relies on luck, prudence on method."
(Mason Cooley)

Or in other words, be a responsible leader of cadets; use operational risk management methods to manage your hazing risks.