



LESSONS MANAGEMENT FORUM 2024

DAY 1 | 28 MAY

Welcome

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LESSONS MANAGEMENT FORUM 2024

DAY 1 | 28 MAY

Thank you for joining us, the
forum will commence at
10.00am ACST (Adelaide time).

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Welcome

Des Hosie

National Operations Advisor, Safety, Continuous Improvement & Lessons Management, Fire & Emergency New Zealand

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NOW MORE THAN EVER

NATIONAL RECONCILIATION WEEK 2024

27 MAY – 3 JUNE

#NRW2024

RECONCILIATION.ORG.AU



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Opening Address

Rob Webb

CEO, AFAC

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Housekeeping

- Please ensure all phones are switched to silent
- Q&A will be through Slido, please post your questions using the Slido link and QR Code.
- For those of you online, please use the chat window to share any thoughts or reflections
- Make sure to select 'everyone' in the dropdown menu for everyone to view your messages.
- Please be respectful to each other and our presenters when posting your comments or questions.

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Building a culture of learning, how FEMA's continuous improvement program has grown and continues to evolve

Mike Icardi

Director of Continuous Improvement Program (CIP), United States Federal Emergency Management Agency (FEMA)

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Building a culture of learning, How FEMA's continuous improvement program has grown and continues to evolve

May 28, 2024

FEMA Continuous Improvement Program

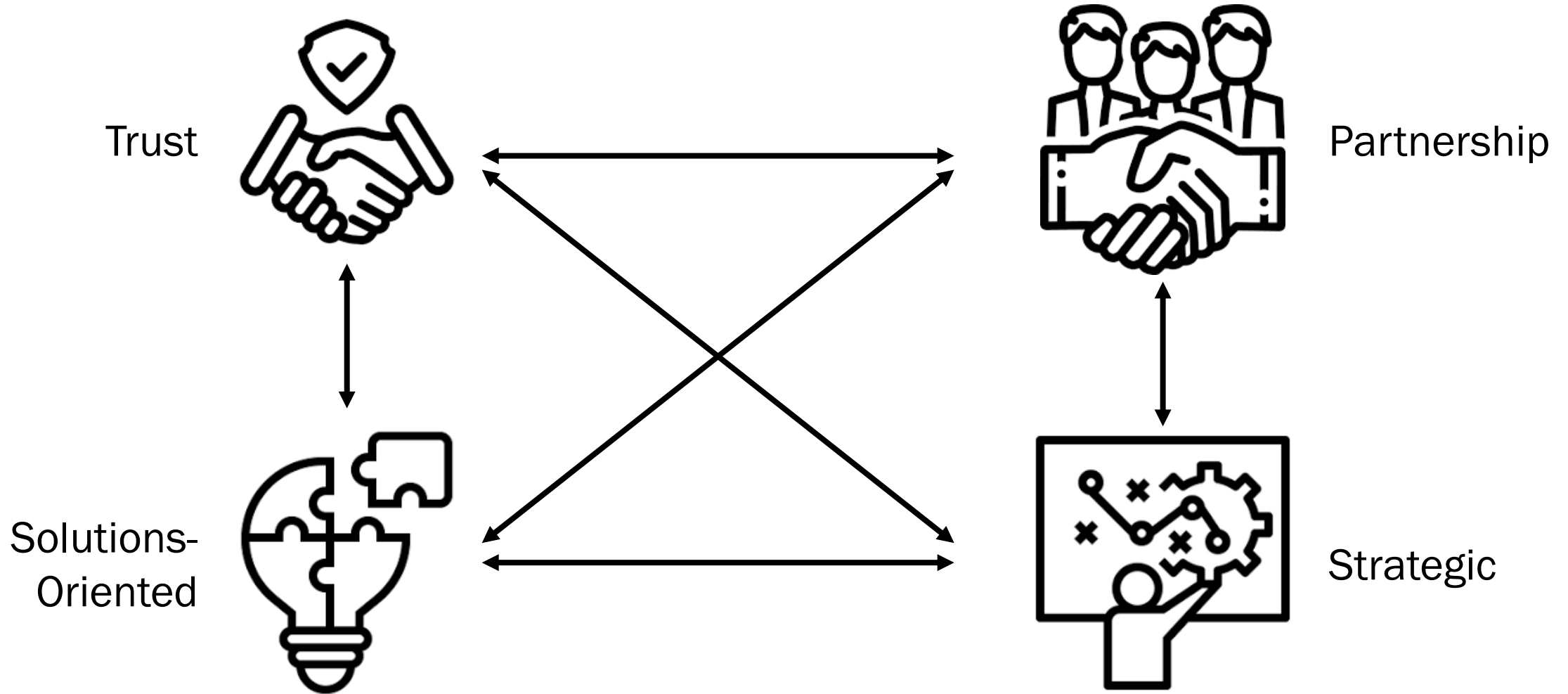


FEMA

A little about me...



Building a Culture of Learning – Principles of Success



Program Vision and Mission

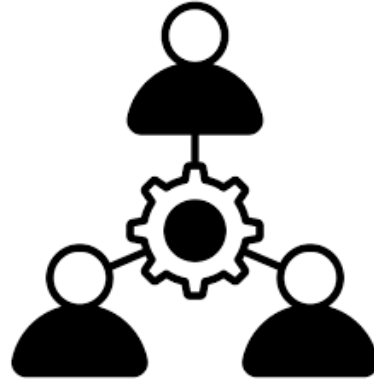
FEMA CIP Vision: A culture of learning within emergency management where change is deliberate, and improvement is championed for a prepared and resilient Nation.

FEMA CIP Mission: The FEMA CIP provides collaborative and consistent services, empowering our customers to improve their programs, processes, and decision-making.

Our Program Aspirations

- Operational role advising on historical learning, applying real-time improvement, and capturing learning.
- Informal, ongoing learning with formal, incremental strategic change.
- Enterprise information management system.
- Deeper root cause analysis and solutions generation.
- Strategic and purposeful learning at the intersection of preparedness and operations.

Our Program's Story



Trust

- Known program leadership
- Demonstrated capability
- Operational excellence and process development
- Engagement approach



Keys to building trust: 1) Listening; 2) Perspective and Context; 3) Humility; 4) Collaboration, and 5) Mentality/Approach



Trust leads to 1) Access and Insight; 2) Requests; 3) Influence, 4) Partnership

Partnership

- Value proposition
- Organizational engagement and input
- Equip others



Keys to building partnership: 1) Flexibility and openness; 2) Understanding needs and operating context, and 3) Advocacy



Partnership leads to 1) Expanding opportunities; 2) Deeper organizational and leadership access and insight, and 3) Participating in the solution

Solutions-Oriented

- Advisory roles
- Solving the problem versus addressing symptoms
- Process and outcome focused



Keys to be solutions-oriented: 1) Flexibility; 2) Objective focus; 3) Long-term minded, and 4) Requires operational discipline



Being Solutions-oriented leads to 1) Root cause change; 2) Addressing problems; and 3) Lasting improvement

Strategic

- Priorities that matter to leadership
- Products that lead to change
- Systemic trends and themes crossing incidents
- Building sustainable, usable, repeatable policies and systems



Keys to being strategic: 1) Focus; 2) Context; 3) Objective Analysis; 4) Time and Space, and 5) Long-term planning



Strategic approaches lead to 1) Higher value work; 2) Depth of insight rather than breadth, and 3) Pursuing and solving the right problems

Our current journey...

- New and updated policy signed by the FEMA Administrator
- Focused data from all major disaster declarations
- New Systems Branch
- Building capability among partners
- Engaging and fun program culture
- Learning along the way:
 - Be strategic and purposeful
 - Speed may jeopardize trust, partnerships, solutions, and strategy

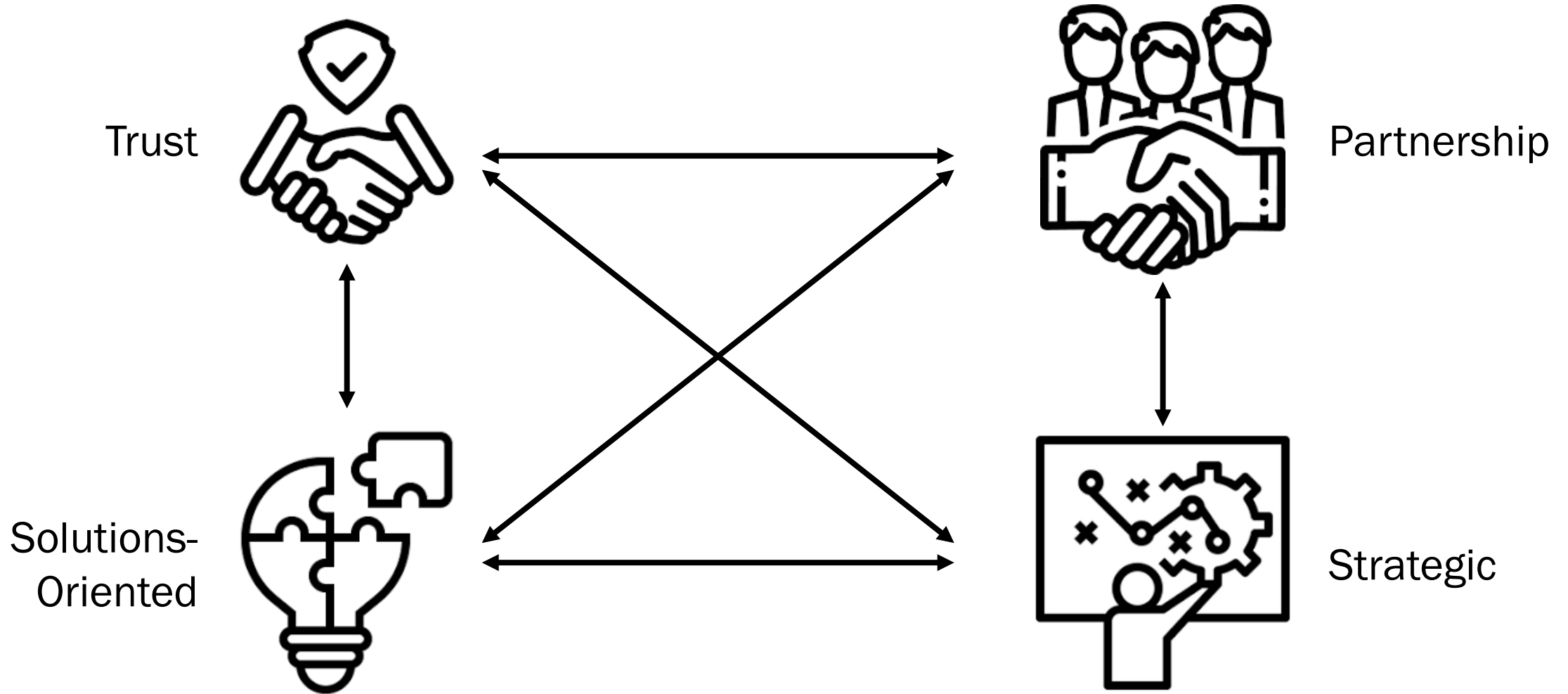
CITAP Resources



Our continued growth potential



Building a Culture of Learning – Principles of Success



Thank you for your time!

Mike Icardi

Director, FEMA Continuous Improvement Program

Michael.icardi@fema.dhs.gov



FEMA

Continuous
Improvement
Program (CIP)

Q&A

Please submit your questions to Slido.

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Morning Tea Break

We will recommence at 11.45am Adelaide time.

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Lesson on lessons – a unique view of continuous improvement by Queensland's Inspector-General of Emergency Management

Alistair Dawson

Office of the Inspector-General of Emergency Management,
Queensland

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***Lessons on Lessons:
A unique view of
continuous improvement***

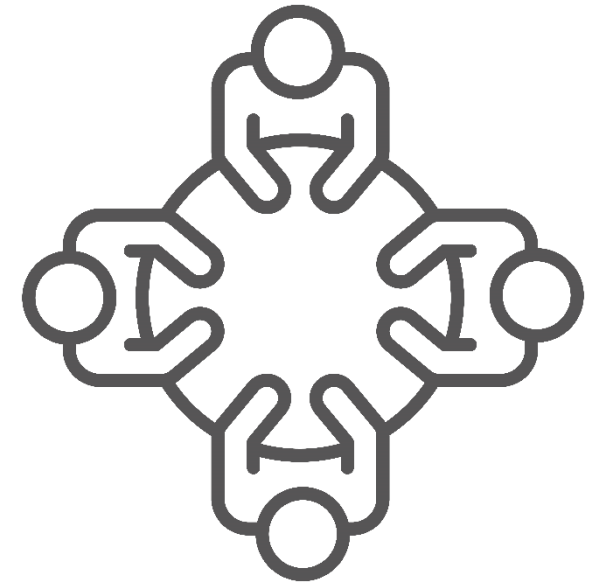
**Alistair Dawson APM
Inspector-General of Emergency Management**



Office of the Inspector-General of Emergency Management

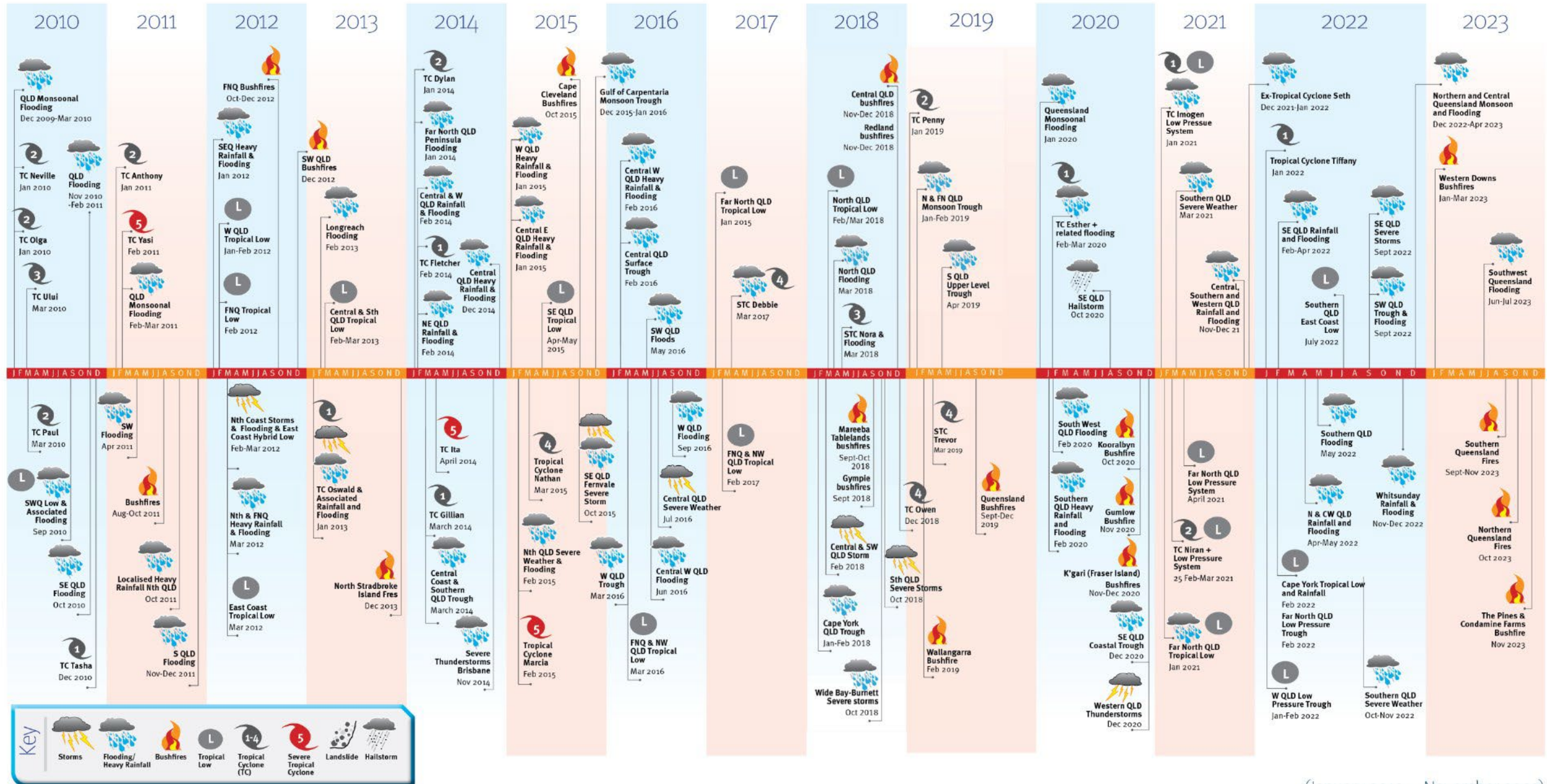
Provides the Premier, Government and Queenslanders assurance in our disaster management arrangements by:

- Establishing and implementing the *Standard for Disaster Management in Queensland*.
- Reviewing and assessing the effectiveness of disaster management.
- Bringing together the disaster management sector to focus collective efforts on enhancing capability.



Office functions are prescribed in the *Disaster Management Act 2003*.

Natural disaster events in Queensland



Deloitte Access Economics 2022

Tangible Costs

Residential and commercial damage

Insured losses
(residential and commercial)

Uninsured losses
(residential and commercial)

Public infrastructure damage

Public assets and infrastructure losses

Agricultural damage

Lost agriculture production

Lost economic activity

Business disruption

Tourism disruption

Network damage

Emergency response and clean up

Emergency response

Commercial clean up

Household evacuation

Temporary housing costs

Other clean up (e.g., pest control)

Intangible Costs

Health

Fatalities

Injury

Mental health

Alcohol misuse

Chronic disease

Social and community impacts

Family violence

Other intangible costs

Crime


Education disruptions


Environmental impacts


Key

 Financial costs from private asset damage

 Other financial costs

 Death and injury

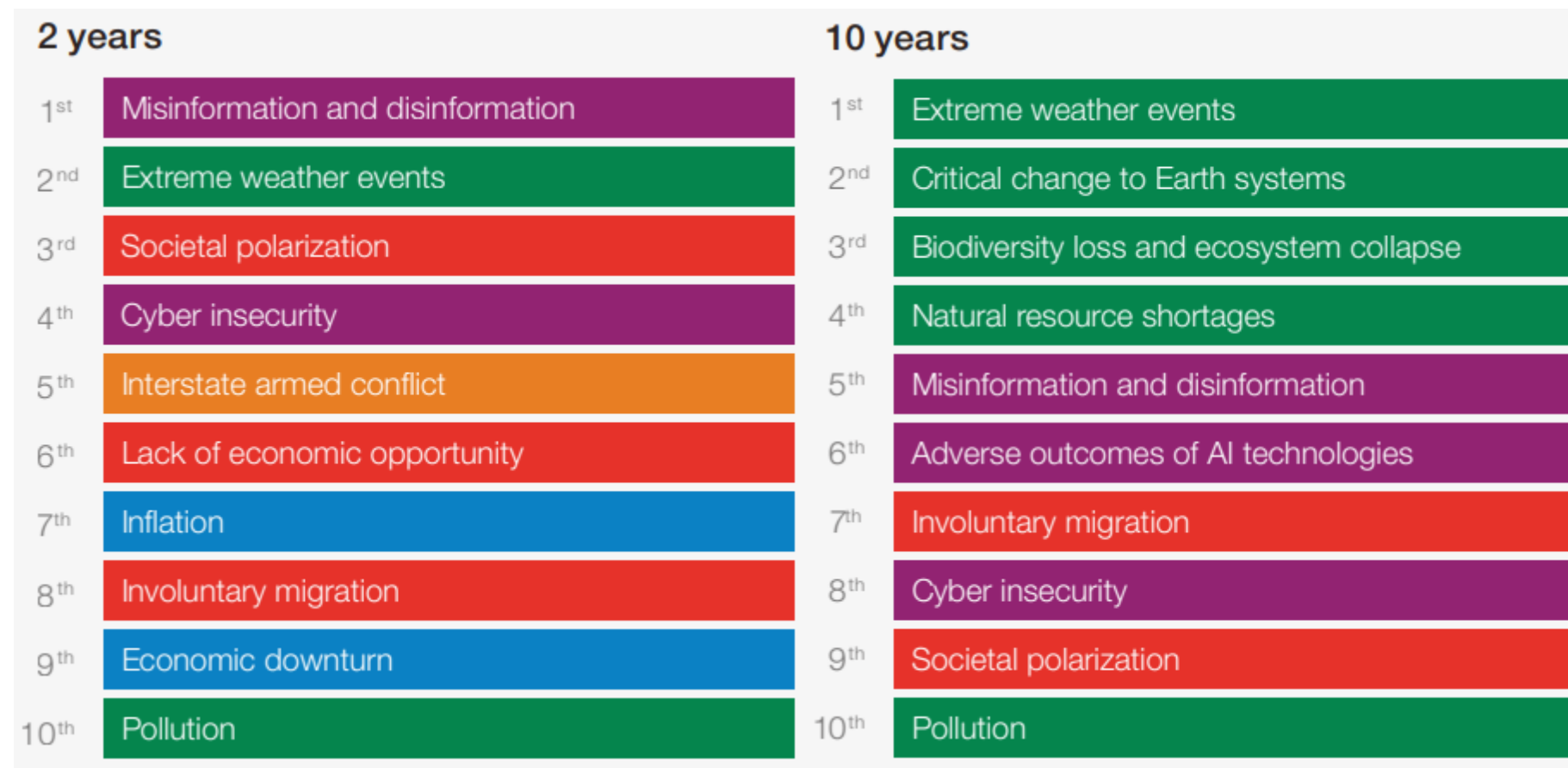
 Other social costs

 Items not included in cost estimates

Global risks ranked by severity over the short and long term

Risk categories

- Economic
- Environmental
- Geopolitical
- Societal
- Technological

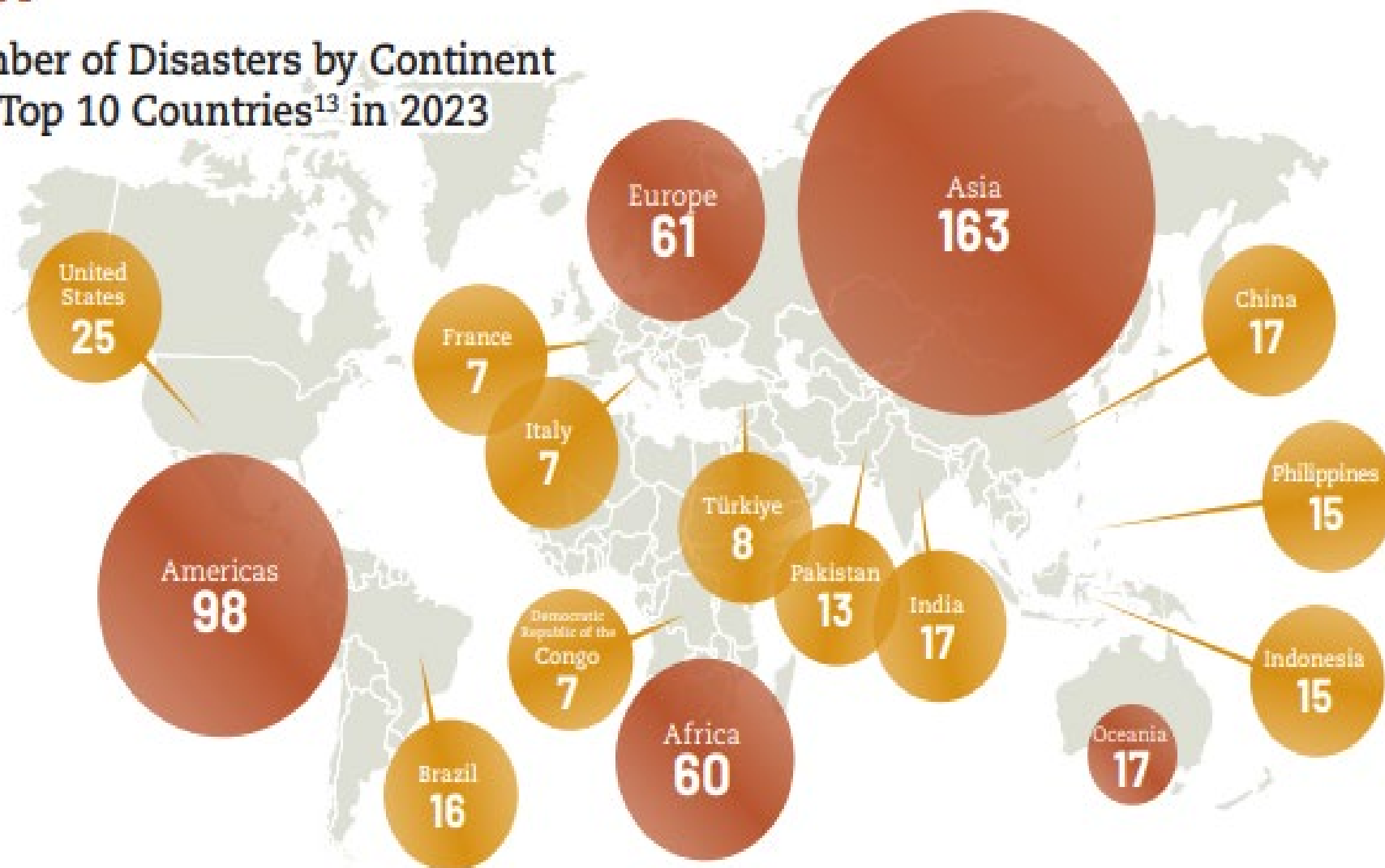


Source: The Global Risks Report 2024 19th Edition, Insight Report, World Economic Forum, page 8.

2023 Disasters in Numbers, A significant year of disaster impact

Figure 1

Number of Disasters by Continent
and Top 10 Countries¹³ in 2023

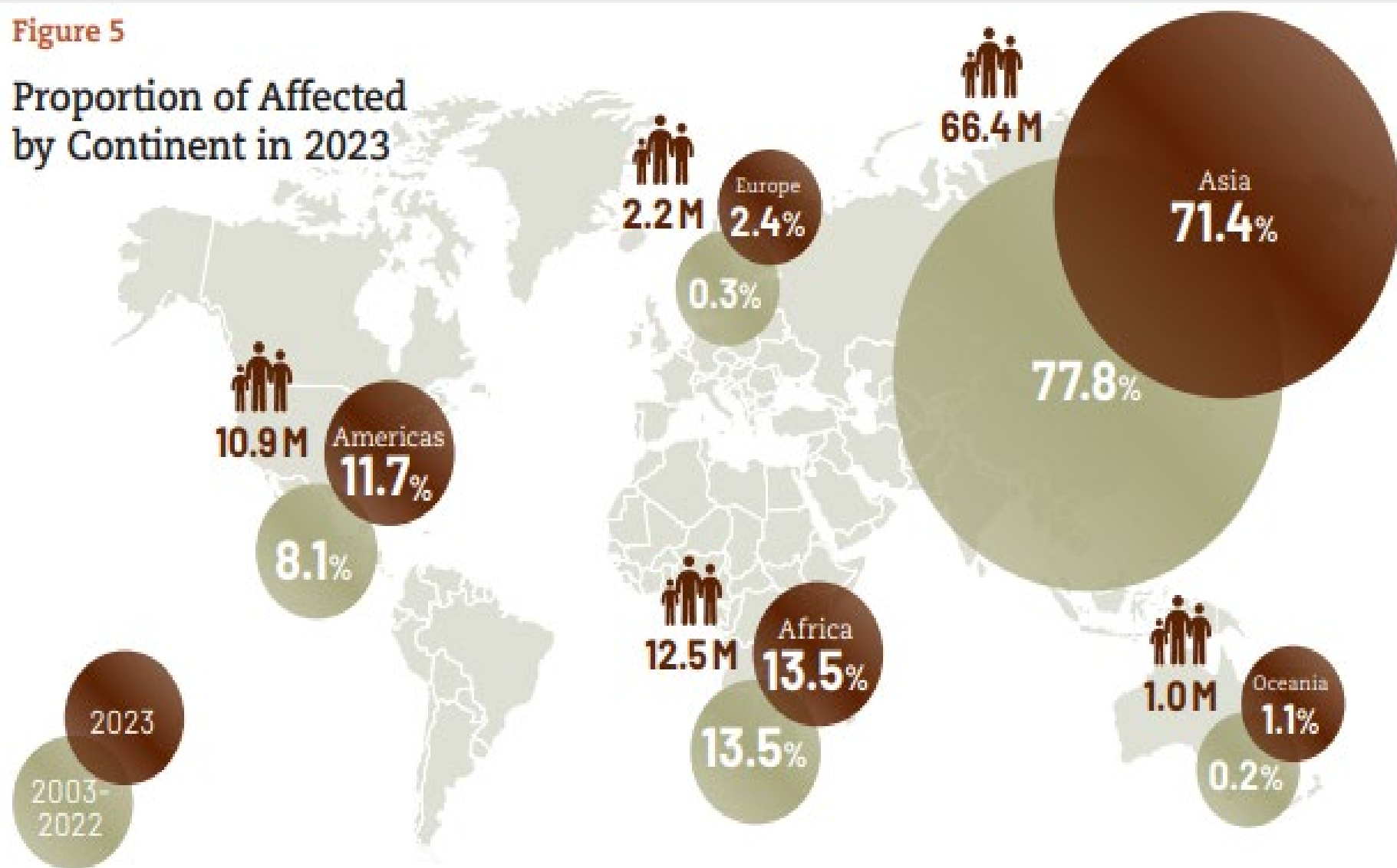


Source: 2023 Disasters in Numbers, A Significant Year of Disaster Impact, EM-DAT – The International Disaster Database.

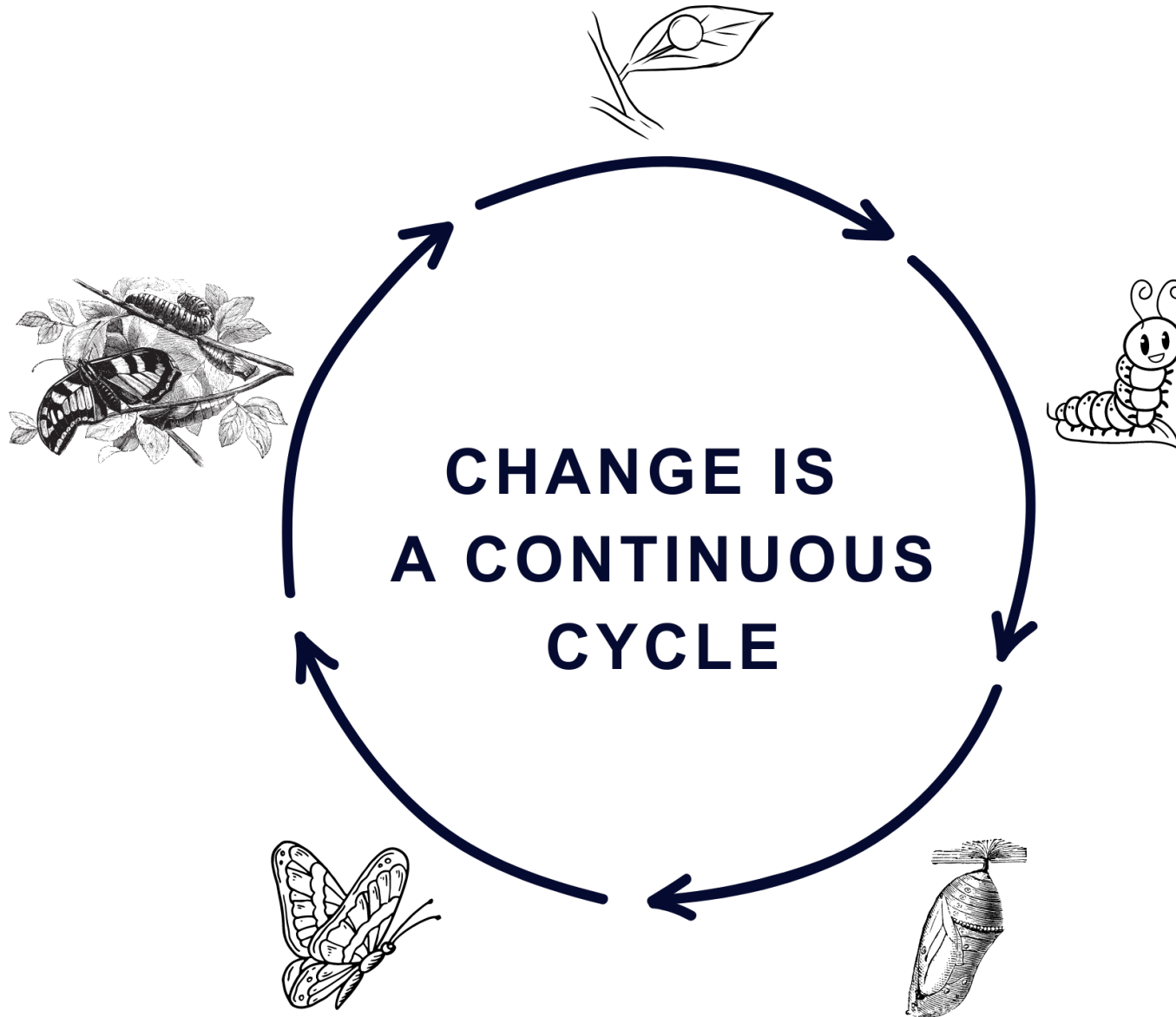
2023 Disasters in Numbers, A significant year of disaster impact

Figure 5

Proportion of Affected
by Continent in 2023



Source: 2023 Disasters in Numbers, A Significant Year of Disaster Impact, EM-DAT – The International Disaster Database.



Small, gradual steps create **BIG CHANGE**

Incremental growth and fine-tuning are key.

Over time, small changes compound and create lasting change.

Horizon scanning

When scanning the horizon, we need to look at:

- the sector
- the edges of the sector
- beyond the sector

To identify gaps and areas for growth, development and future opportunities.

It is an ongoing cycle that facilitates continuous improvement across the sector.

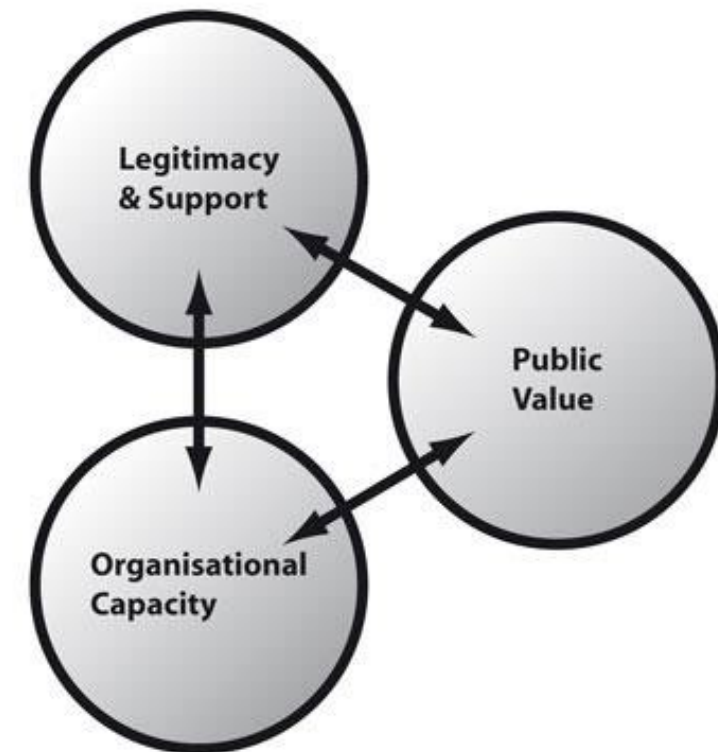


Source: Kate Retzki, Office of the Inspector-General of Emergency Management

To be successful, we need...

- to be agile
- to be adaptive
- to move at pace
- an authorising environment
- strong partnerships
- all to contribute.

Mark Moore's Strategic Triangle



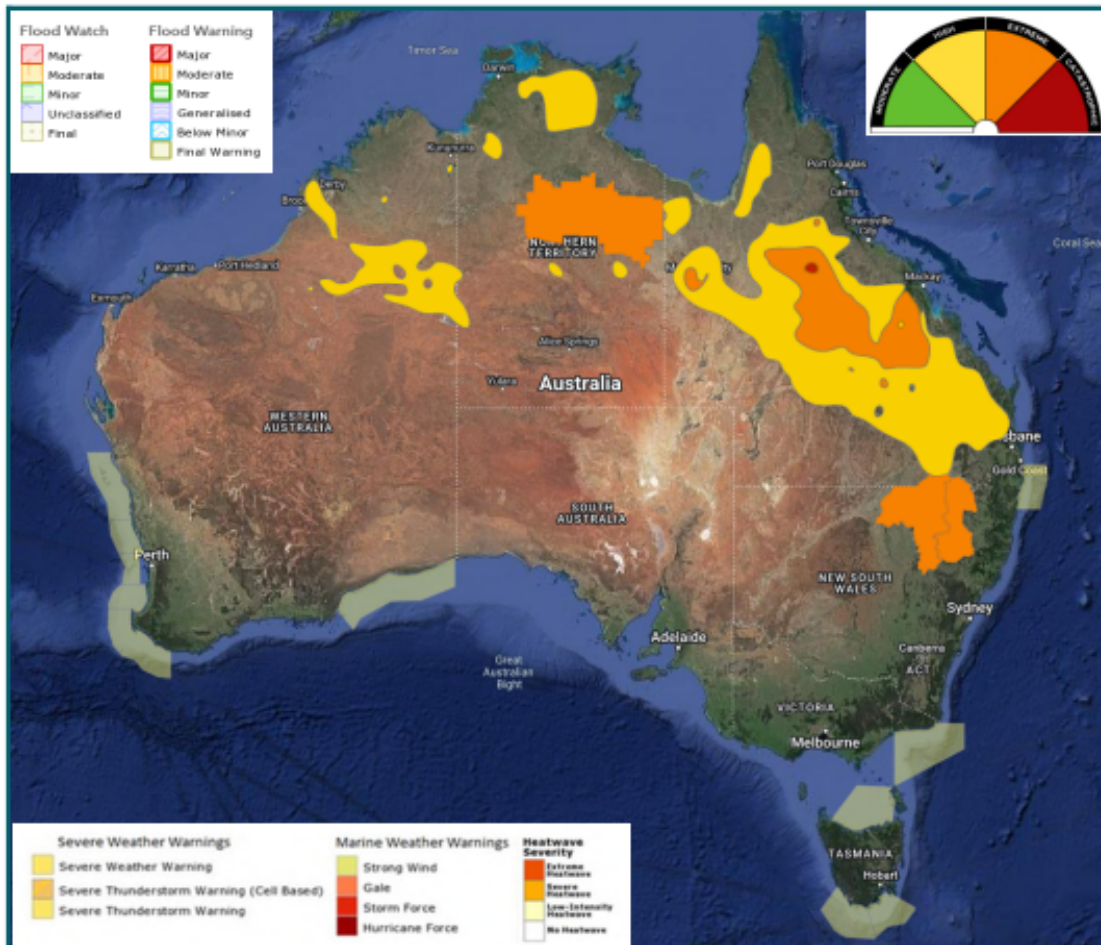
Source: Building the capacity for local government innovation: Draft for Peer Review - Scientific Figure on ResearchGate.



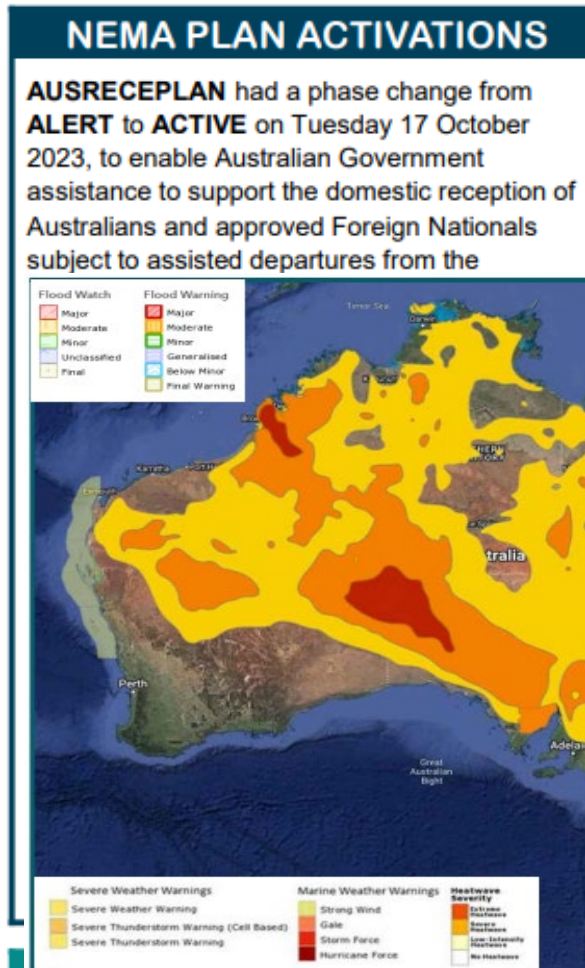
**An example of adaption
by the QRA**

Image source: Queensland Reconstruction Authority Strategic Plan 2022-26

A good example of situational awareness from NEMA



A persistent trough stretching from Western Australia over South Australia and Northern Territory to Queensland and New South Wales is triggering showers and storms and trapping heat to its north. Showers and storms are heavier in the west for now. Another cold front has crossed Tasmania and is sending cool, showery southerly winds over southeast Australia.



Troughs will trigger showers and storms in Western Australia's interior and north, the Northern Territory's north and Queensland's north. Troughs will also drive hot winds deeper to the interiors of the Northern Territory, Western Australia, South Australia and New South Wales. A front will cool Tasmania and bring a few showers. A high will keep much of New South Wales, Victoria, South Australia and southern Western Australia dry.

Extract from National Situation Report (NSR) Report 16 Nov 2023

Extract from National Situation Report (NSR) Report 5 Dec 2023

We're all in this together





Scan the above QR Code to follow us
on LinkedIn.

Questions?



Q&A

Please submit your questions to Slido.

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Lessons Learners as Learners in Lessons – A Lessons Occupational Development Continuum.

Wayne Snell

Australian Civil-military Centre

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AUSTRALIAN CIVIL-MILITARY CENTRE

Lessons learners as learners in lessons – A lessons occupational development continuum.

Wayne Snell
A/Deputy Executive Director
Australian Civil-Military Centre
AFAC Lessons Management Forum - May, 2024





OUR MISSION

To support the development of national civil-military-police capabilities to prevent, prepare for and respond more effectively to conflicts and disasters.

OUR VISION

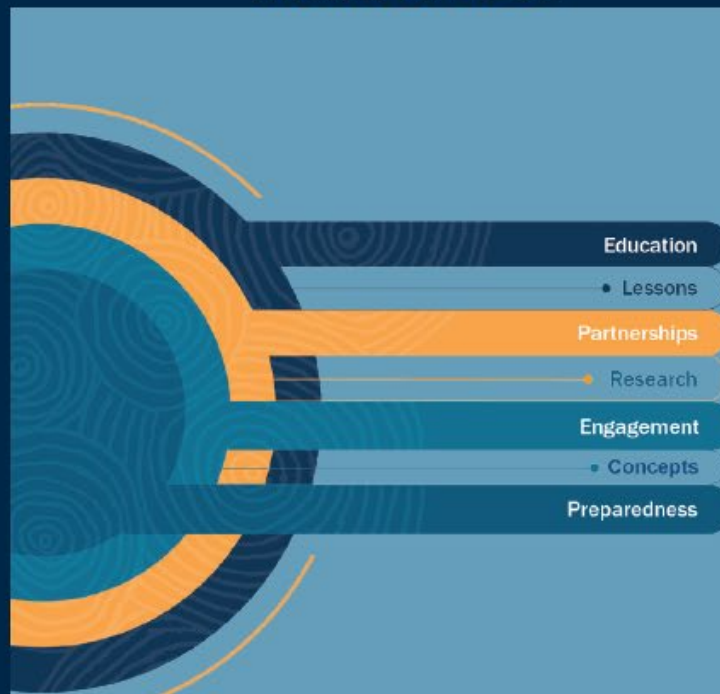
To be Australia's leading innovator in joining up civil-military-policing cooperation for crisis management.

WHO WE ARE

- Australian Government initiative
- Defence administered; cross-agency governed
- Unique capability, supporting whole-of-government and civil society



WHAT WE DO



HOW WE DO IT

ADVICE

Promoting good practice; encouraging coordination

TEACHING

Facilitating collaboration; delivering new thinking

LESSONS

Identifying learnings; recommending improvement

ADVOCACY

Championing innovation; engaging stakeholders

SUPPORT

Influencing exercises; enabling change



Forum Theme – Where to from Here?

- Challenging Question
- Lots of Priorities
- Competing Interests
- First Principles?





Education and Training in Lessons

- Excellent developing opportunities
- Developing organically
- Driven by key personnel
- Sustainable?
- Articulated?
- Adult Development Strategies



Continuous Improvement of Our Profession or Discipline?

- Discrete Body of Knowledge
- Distinct language, concepts and education pathway
- Registration or Licencing?
- Self Disciplining?



Proposal – Lessons Development Continuum

- Continuum not a Program?
- Articulated Progression
- Skills, knowledge and disposition
- Different Cohorts



Proposal – Lessons Development Continuum (2)

- Recruitment to Retirement
- Lifelong Learning Linkage
- Discipline/Occupational Led and Populated





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Continuum DRAFT Discussion **ACMC**

AUSTRALIAN CIVIL-MILITARY CENTRE

Stakeholders & Beneficiaries	Career Progression →						
		Recruit	Induct	Tech	Mastery	Sup	Manage Senior Lead - Retire
	Lessons Officer		OILL (Vision)	Lessons Mgt Crs	Lessons Analysis	Lessons L/ship	
				Obsers/ live			
	SES	Image & Occup					Intro Decision Makers
	Communities		OILL (How)				
	Service Provider						



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Continuum Considerations



AUSTRALIAN CIVIL-MILITARY CENTRE

Recruit	Induct	Tech	Mastery	Supervisor	Manager	Senior Lead
	Corporate	Definitions Language	Process Manage	Functional Coord	HR Mgmt	
	Culture	Collection Process	Influence Op's	Planning	Research	
	Personal Dev'ment Strategy	Realtime V Post	Visual Expert	Performance Management	Risk	
	Continuous Improve't	Tools	Planning	Cognitive Proficiency	Dev'ment Planning	
		Comm's	Cognitive Proficiency		Continuous Improve't	
		Evaluation			Functional Planning	
		Continuous Improve't			Knowledge Mobilisation	

Four Key Elements

- Lessons Managers & Operators
- Senior Leaders – Decision Makers & Policy Makers
- Constituent Communities
- Service Providers – Training/Research





Benefits

- Increasing Demands = Increased Expectations
- Intellectual Edge/Demonstration
- Preparation – AI ect.
- Development Pathway
- Shift in Mindset
- Personal V Organisational Responsibility
- Self Improvement-Ongoing Learning & Currency
- Improve Lessons Contribution!



Where to from here?

- Discussion Paper
- Duplication? (Evaluation, Continuous improvement..)
- Continuum Needs Analysis?
- Workshop?
- Senior Leader Engagement





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AUSTRALIAN CIVIL-MILITARY CENTRE

Same Space – Different Mandates

- Developed by the Australian Civil-Military Centre and the Australian Council for International Development
- Overview of the principles, operational approaches, key terminologies, and roles and responsibilities of civilian, military and police stakeholders.
- www.acmc.gov.au



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Australian Civil-Military Centre



AUSTRALIAN
COUNCIL
FOR
INTERNATIONAL
DEVELOPMENT



SAME SPACE – DIFFERENT MANDATES

A Civil-Military-Police Guide for Stakeholders in
International Disaster and Conflict Response

2023 Edition



Australian Government
Australian Civil-Military Centre



AUSTRALIAN CIVIL-MILITARY CENTRE

Thank you!

As military as necessary – as civilian as possible!

Wayne Snell

**A/Deputy Executive Director,
Australian Civil-Military Centre**

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E: wayne.snell@acmc.gov.au

www.acmc.gov.au



Q&A

Please submit your questions to Slido.

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Status Quo is not an Option

Dorothea Huber and Mark Semmler

Australian Maritime Safety Authority

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Australian Government

Australian Maritime Safety Authority

Status quo is not an option

Lessons Management at the Australian Maritime Safety Authority

CONTENTS

What we will cover:

- **Our working environment**
 - Some known trends
 - Hazards are changing
 - Focus is changing
- **Our 10-Step approach to Lessons Management**
 - What are the 10 steps?
 - What have we achieved?
 - How do we rate?
 - How does Lessons Management help adapt to the new norm?
- **Concluding Comments**

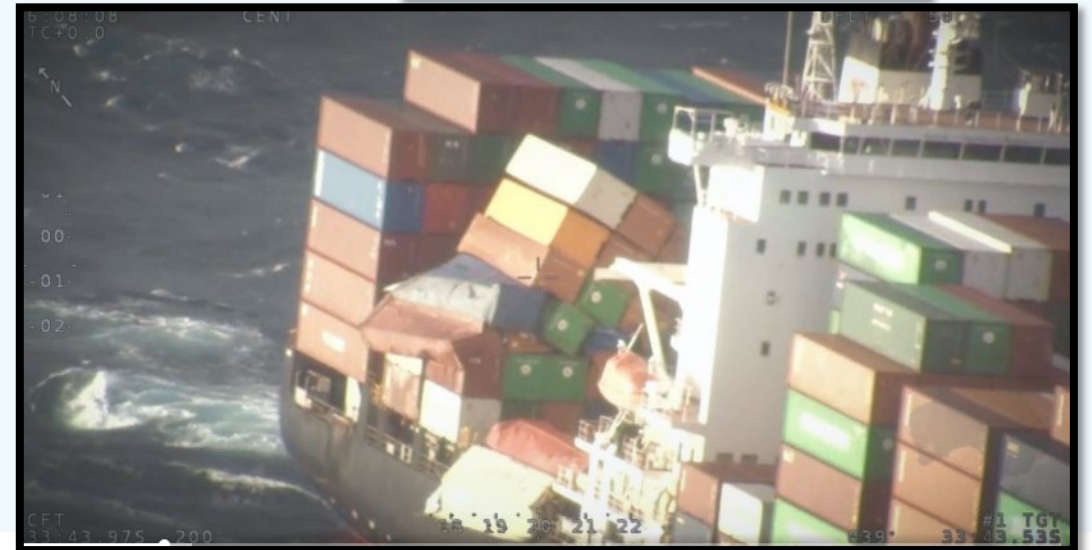
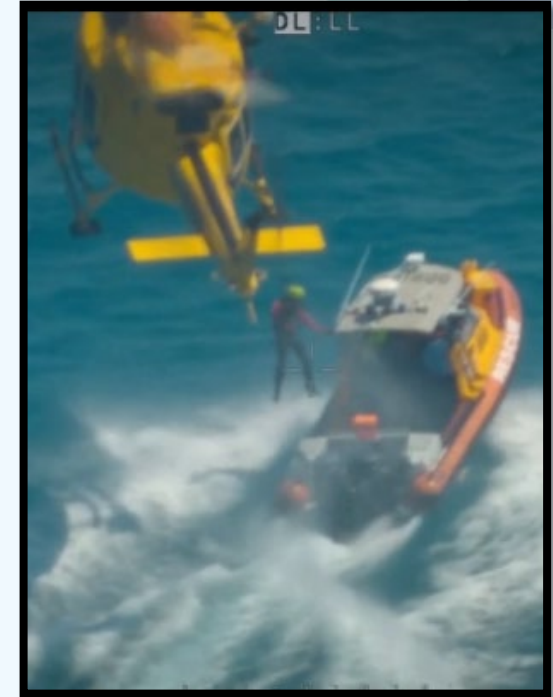
AMSA – WHAT WE DO

AMSA's vision is about:

- Safe and clean seas, saving lives

In doing this, AMSA's Response Centre:

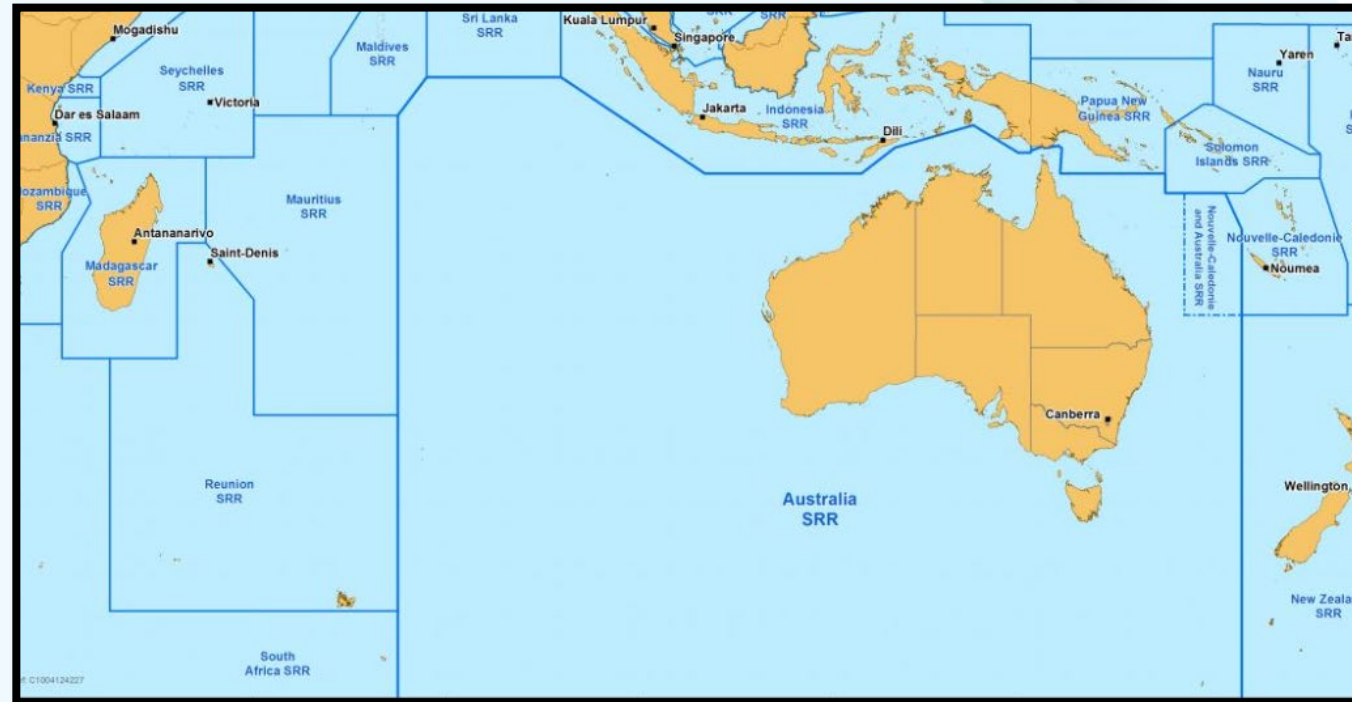
- Is on stand-by 24 hours a day, 365 days a year
- The Response Centre deals with:
 - vessels in distress
 - pollution incidents, and
 - search and rescue operations within our region
- The Response Centre is operated by Search and Rescue officers who specialise either in maritime or aviation responses



AMSA – WHAT WE DO

Extent of AMSAs work:

- Australia's search and rescue region covers nearly 53 million square kilometres – that's 1/10 of the earth's surface
- We respond to nearly 6,000 operational incident saving more than 150 lives a year
- In many respects, the future is presenting us with some challenges:
 - So, the status quo is not an option



SOME KNOWN TRENDS

What we are seeing:

- Increased competition for ocean space
 - Fishing industry
 - Container ships (getting larger | lithium batteries)
 - Cruises and tourism
 - Wind farms
 - Solar farms
 - Oil and gas industries
- Climate change
 - Extreme weather systems
- Decarbonisation
 - Alternative fuels with lower flash-points
- Changes in incident profiles
 - Decrease in oil spill incidents
 - Increasing risk of chemical incidents



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Decarbonisation

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SOME KNOWN TRENDS

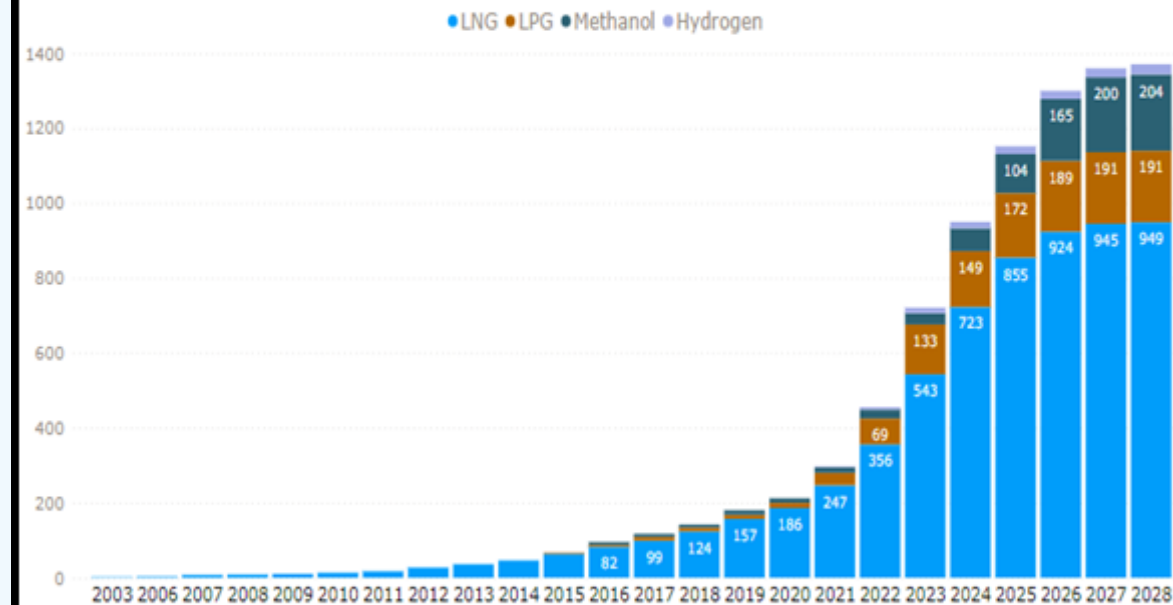
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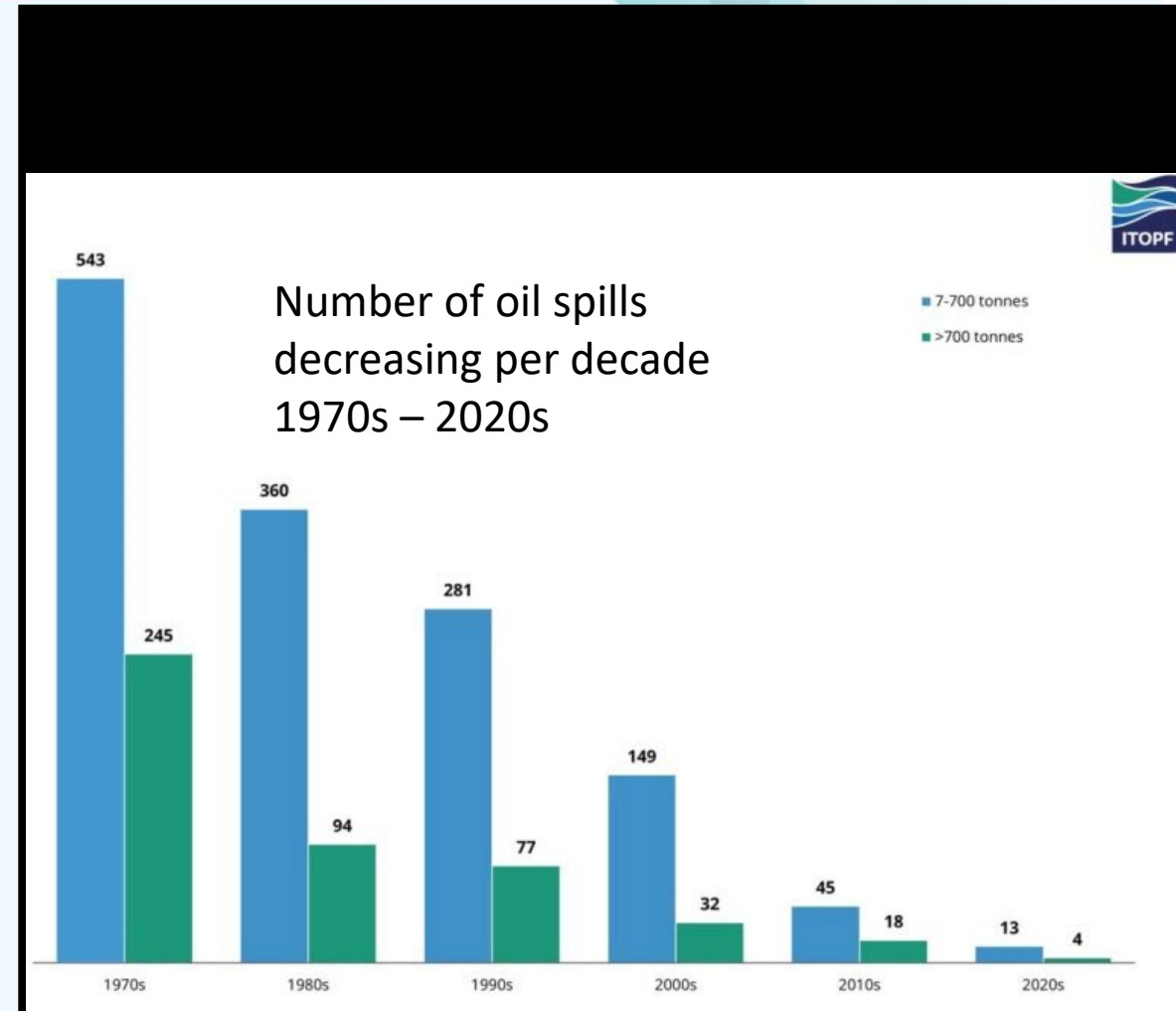
Growth of alternative fuel uptake by number of ships



SOME KNOWN TRENDS

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HAZARDS ARE CHANGING ...



Oils are known...

- We contain, recover, disperse and clean-up

HAZARDS ARE CHANGING ...



The future is complex...

HAZARDS ARE CHANGING ...

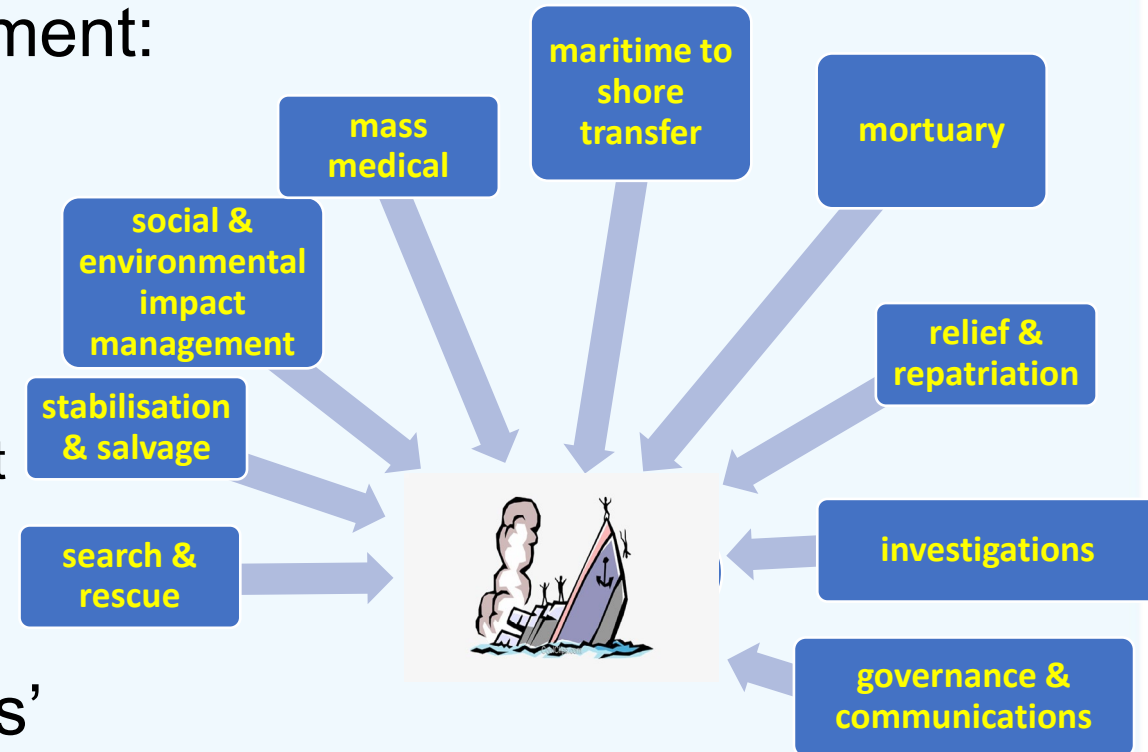


The future is complex...

FOCUS IS CHANGING ...

A focal shift

- It's no longer 'just' about the environment:
 - Supply chain issues
 - Critical infrastructure management
 - Community protection
- It's no longer 'just' us:
 - Crisis management not incident management
 - Political engagement
 - Many government agencies
- Need to manage 'events' not 'incidents'



AMSA's 10-STEP APPROACH

A systematic approach to maximise outcomes:

1. Obtain corporate engagement and support
2. Prepare and review the LM policy framework
3. Monitor organisational performance
4. Elevate LM issues for risk-appropriate governance
5. Agree on actions and track implementation status
6. Provide real-time feedback to staff
7. Educate staff on LM importance and their contribution
8. Promote a LM culture among staff
9. Make LM everyone's responsibility
10. Horizon scan for LM developments and improvements

AMSA's 10-STEP APPROACH

4/5

1. Obtain corporate engagement and support

Strategies

- Lessons management & continual improvement is stated in AMSA's Corporate Plan (2022/23) as a strategic priority
- Dedicated budget for a Lesson Management unit (2 people) and the outsourcing of some evaluation work (~\$150K)
- Executive Director Response is a Lessons Management Champion
- Regular reports are provided to the AMSA Executive
- A Lessons Board has been established which meets quarterly and has oversight of the Lessons Management process

AMSA's 10-STEP APPROACH

AMSA Lessons Management Approach

Introduction

Purpose

Across Australia and in fact internationally, there are many and varied examples of organisations repeatedly failing to learn from the errors and mistakes of previous operational events. The worst cases result in death, on a lesser scale a lack of efficiency in effort translates to effectiveness which is well below community and stakeholder expectation and sometimes extends to both time and costs in responding to incidents.

The Emergency Management industry in Australia has for some time adopted a 'Lessons Management' approach. This has stemmed from many Inquiries and Royal Commissions which in almost every instance, identified a series of failings which had either occurred previously or were ought to have been well known to authorities and government.

AMSA more recently has a suite of examples on which to rely on including the 1066 in which significant adjustments have been made to how we both regulate and operate.

The Response Division bears many similarities to the broader EM community and needs to reflect on operational issues and learn from those events in a structured approach.

The purpose of this document therefore is to summarise AMSA's approach to managing lessons. This Lessons Approach is internal to AMSA however consistent with Australian best practice.

Benefits of lessons management

The process of managing lessons is integral to the continuous improvement of organisational capability and individual learning. Lessons management is an overarching term that refers to collecting, analysing, disseminating and applying learning experiences from events such as, incidents, operations, exercises, projects, programs and reviews.

Learning lessons leads to improved operational effectiveness and reduced risk. Consistent approaches to lessons management will encourage adaptability and flexibility and will most certainly reduce public criticism following missed or ignored opportunities for improvement.

Lessons management can also have a positive impact on the culture of the organisation.

The intended outcomes of the Approach include:

- enhanced contribution to evidence based decision making
- improved organisational and personal performance and knowledge management
- enhanced capability
- better informed engagement and collaboration with stakeholders
- integrated approach to lessons management
- executive leadership champion support for a learning and just culture
- improved collective responsibility for identifying lessons and implementing learnings
- enhanced ability to demonstrate that lessons have been learned and improvements made.

AMSA Lessons Board Terms of Reference

Background

During 2021-22 AMSA adopted a lessons management approach that is based on the Australasian Institute of Disaster Resilience (AIDR) – Lessons Management Handbook (2019) and consistent with lessons management approaches adopted by emergency management agencies across Australia.

In adopting the lessons management approach, AMSA also developed guidelines and supporting doctrine as practical references for the consistent application of AMSA's lessons management approach. This doctrine recognises that lessons management is a shared responsibility across the organisations and identifies that while overall responsibility rests with AMSA's executive, this authority should be discharged through a Lessons Board.

The primary responsibility of the Lessons Board is to make decisions necessary to address the lessons

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Strategic priority 8: Organisational capability and resilience

2022-23 initiatives:

8.1

Incorporate lessons management into AMSA's culture and business processes to improve regulatory and incident management performance.

Regulator
Performance
Principle

1, 2 & 3

Report to AMSA Executive on the actions of the Lessons Board and any high-level issues that requiring Executive oversight.

Membership

Members of the AMSA Lessons Board include:

- Manager, Response Planning – Jamie Storrie (Chair)
- Manager, AMSA Response Centre – Kevin McEvoy
- Manager, Operations – Greg Witherrall
- Principal Advisor, Integrated Operations – Dan Giles
- Manager, Governance – Lloyd Dobson
- General Counsel – Mary Dean

The Advisor Evaluation (Dorothea Huber) is the Executive Officer to the AMSA Lessons Board, providing project management and administrative support.

AMSA's 10-STEP APPROACH

3/5

2. Prepare and review the LM policy framework

Strategies

- The LM policy framework addresses continuous improvement and promotes new opportunities to react to a changing environment.
- Development and regularly update AMSA's Lessons Management doctrine
 - Theming framework
 - Types of assessments
- Maximises the use of standardised templates, guides and forms (prescribed under operational procedures)

AMSA's 10-STEP APPROACH

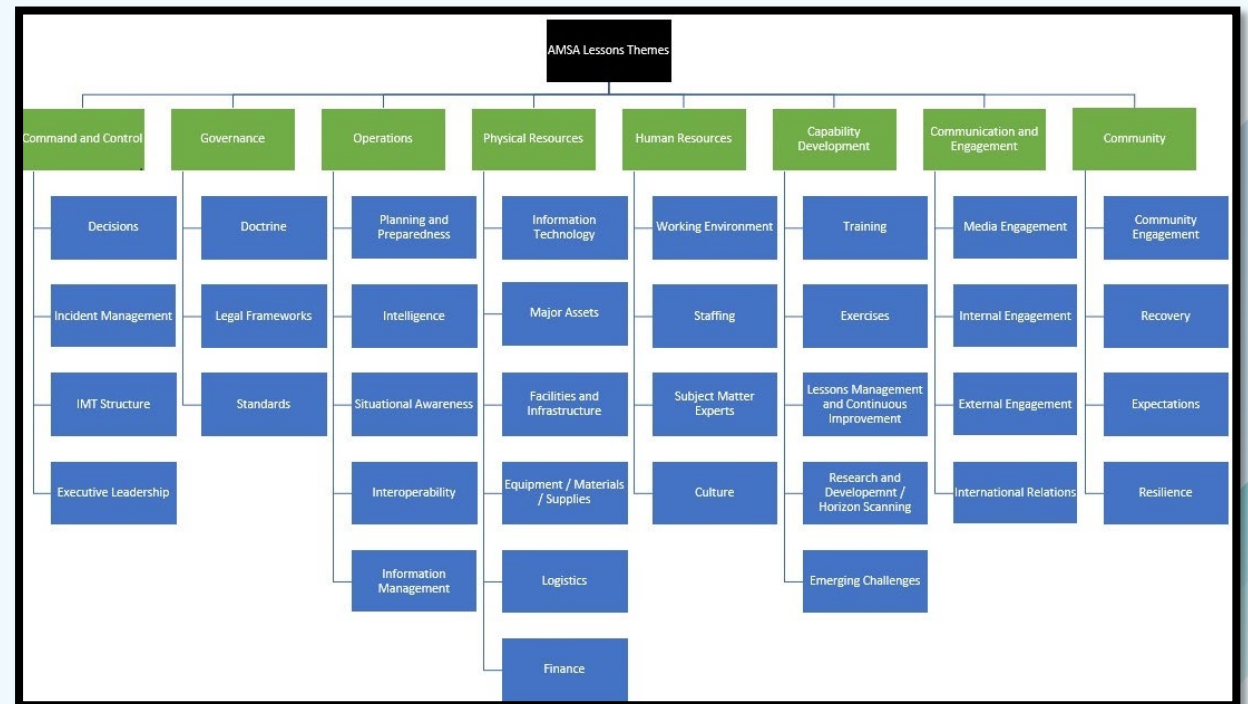


Australian Government
Australian Maritime Safety Authority



AMSA lessons management guidelines

11 October 2022



AMSA's 10-STEP APPROACH

3/5

3. Monitor organisational performance

Strategies

- Conduct evaluations (post-hoc and real-time) on incidents managed by AMSA using a range of assessment techniques:
 - Formal post-event debriefs
 - Direct observations
 - Interviews
 - Online observations
 - Documentary research
- Prepare formal Lessons Management Reports
 - Full & Abridged Lessons Reports
- Track progress in how well Lessons identified are being addressed
- Conduct organisational maturity & capability assessments

AMSA's 10-STEP APPROACH

Incident management - system

The decision to appoint an Incident Controller to manage AMSA's overall response to this incident was appropriate and allowed for the separation of responsibilities of the ARC and other areas of AMSA involved in the response.

Incident management - system

The construct of an IMT as described in the MAR SOP is significantly different to what is generally understood as an IMT under AIIMS and other recognised incident management systems. While this may be appropriate for AMSA-led responses, there is significant potential for confusion and misalignment with other agencies or staff who are familiar with AIIMS.

Incident management - system

The appointment of an Incident Controller, the establishment of an IMT and the function/s that staff are performing, when managing a complex incident should be communicated to all staff involved in the incident. This is often presented in an organisational chart and communicated through regular briefings, IMT meetings, Sitreps and/or Incident Action Plans.

Incident management - facilities

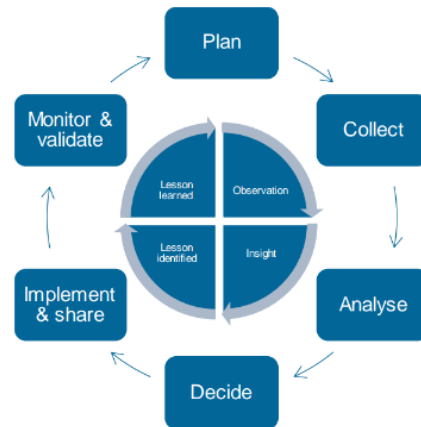
The ARC was the focal point for some of the work undertaken by AMSA in response to this incident. However, as a facility, the ARC is not suitable for accommodating the ARC's aviation and maritime SAR responsibilities and a fully staffed and functioning IMT, when responding to a complex incident.

Incident management - people

AMSA has limited surge capacity to bring additional staff into an IMT, when established. This was exacerbated on this occasion by COVID restrictions, school holidays and decentralisation of staff and positions away from the Canberra office.



Portland Bay Maritime assistance incident 2022



Operations – maritime assets

The existing ETV arrangements provide AMSA with access to a range of vessels at various locations around Australia. On this occasion, the nearest capable ETV (Level 2) was more than 12 hours away and took more than 15 hours from activation to reach the Portland Bay. Locally deployed tugs and alternate ETV (Level 3), provided some assistance, however they were not equipped for the conditions experienced in this incident.

Operations – aviation assets

The deployment of aviation assets for this incident was coordinated by the ARC, after consultation with the NSW Police as the responsible agency for SAR in NSW. Despite this arrangement, an additional helicopter entered the area of operation without the previous knowledge of the ARC or aircraft operating in the area and had the potential to conflict with the AMSA deployed aircraft.

Command and control – arrangements

Arrangements for command and control for a maritime casualty incident have been established and documented at a national, state and AMSA level. While these appear to work well in isolation, they do not work as well in a multi-jurisdictional setting as there is potential for conflict when activated in response to a single incident.

Command and control – roles & responsibilities

Roles and responsibilities are documented in national, state and AMSA arrangements, however knowledge of these and their application in a complex incident is not well understood.

Command and control – all-AMSA approach

A complex incident such as this one is likely to result in conflicting priorities across business units within AMSA. As such, it is essential that all business units involved in an incident work together and communicate with each other as one-AMSA, to resolve conflicts and benefit from limited available resources..



Australian Government
Australian Maritime Safety Authority



Lessons Report for – MV Portland Bay NSW South Coast - 2022

19 October 2022

AMSA's 10-STEP APPROACH

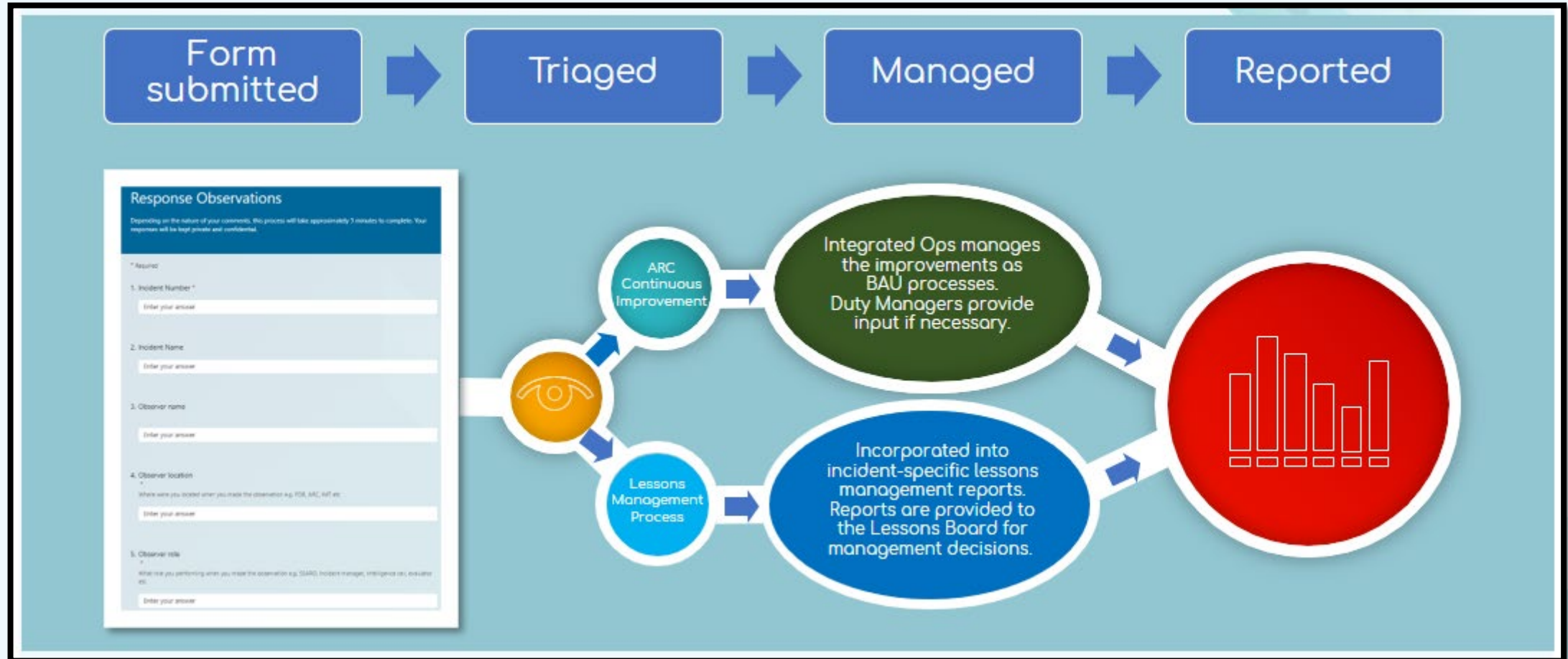
4/5

4. Elevate LM issues for risk-appropriate governance

Strategies

- Lessons and insights are viewed on a spectrum of potential improvements:
 - a) Continuous Improvement Process
 - Oversighted by Duty Managers Group
 - Leads to operational efficiencies
 - Provides clarity on policies and procedures
 - b) Lessons Management Process
 - Oversighted by the Lessons Board
 - Has broader impact on AMSA
 - Higher risk implications if not addressed

AMSA's 10-STEP APPROACH



AMSA's 10-STEP APPROACH

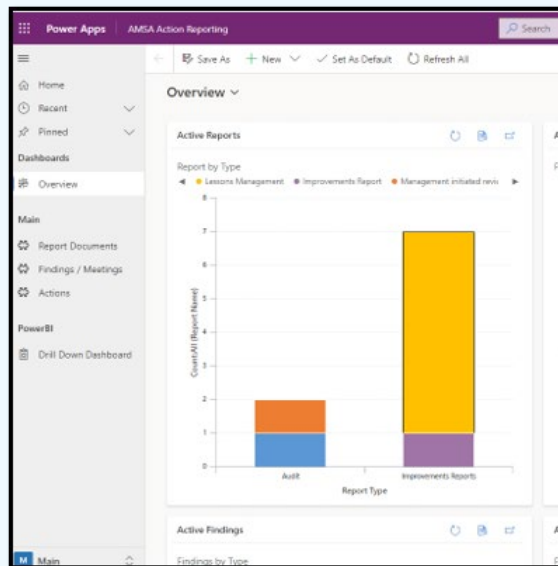
2.5/5

5. Agree on actions and track implementation status

Strategies

- For Lessons formally identified in Lessons Reports, actions are assigned to relevant line areas for implementation, specifying the following:
 - Priority of Lesson
 - Risk if Lesson is not addressed
 - Time frame for response
- End-to-End monitoring of assigned actions includes:
 - Progress monitoring
 - Final reporting
 - Review of reoccurrence of the Lesson in future incidents

AMSA's 10-STEP APPROACH



Power Apps | AMSA Action Reporting

Search

Try the new look

Show Chart New Refresh Visualize this view Email a Link Flow Share

Active Reports*

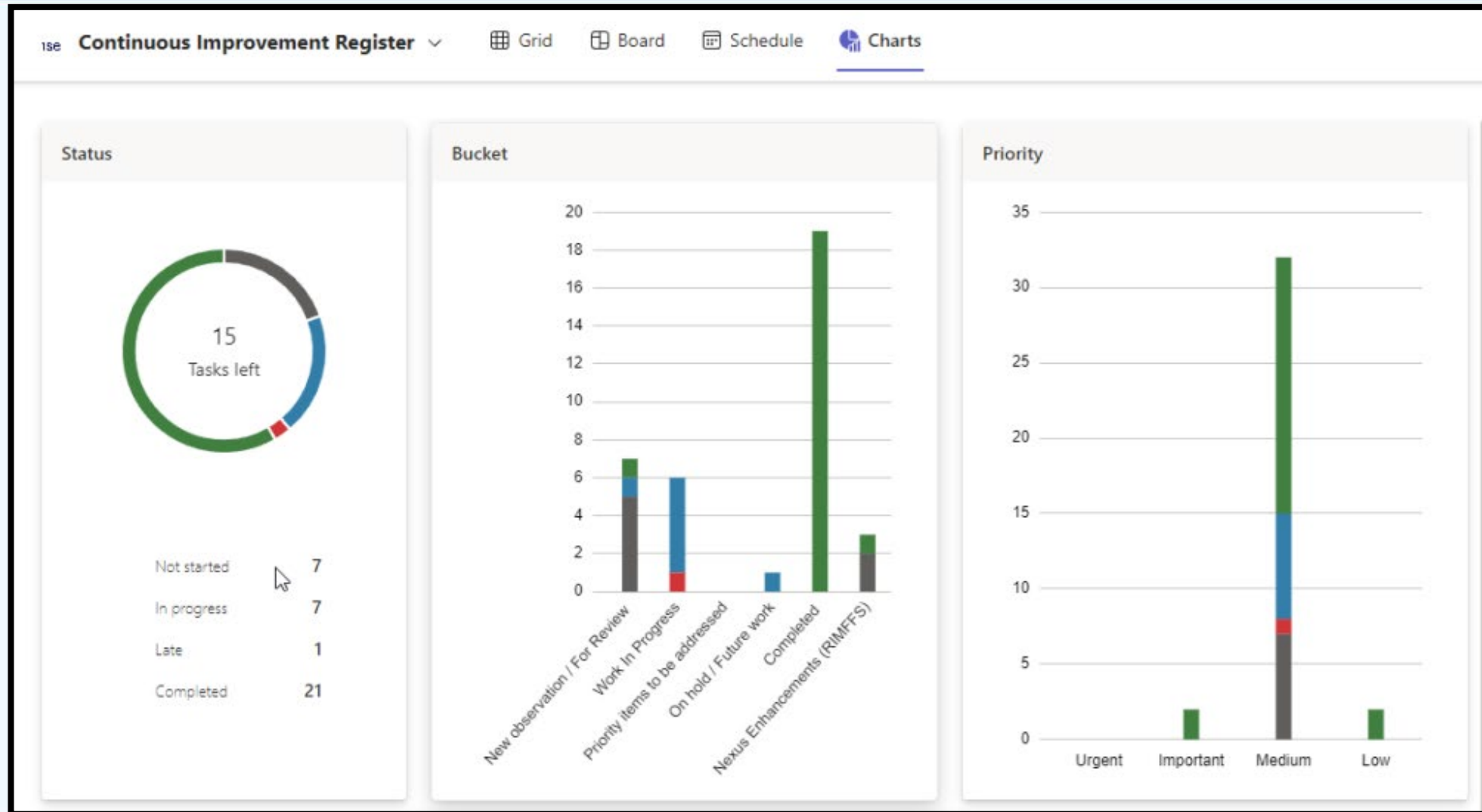
Edit columns Edit filters Filter by keyword

Report Name	Report Type	Report Sub Type	Count Of Findings
Kariyushi Leader - Lessons Report	Improvements Reports	Lessons Management	13
Lu Peng Yuan Yu - Lessons Report	Improvements Reports	Lessons Management	26
Frontier Unity - Lessons Report	Improvements Reports	Lessons Management	10
Portland Bay - Lessons Report	Improvements Reports	Lessons Management	22
Goliath Collision - Lessons Report	Improvements Reports	Lessons Management	11
Cocos Keeling Islands - Lessons Report	Improvements Reports	Lessons Management	12
Hagen Oldendorff - Lessons Report	Improvements Reports	Lessons Management	9

1 - 7 of 7

Page 1

AMSA's 10-STEP APPROACH



AMSA's 10-STEP APPROACH

2/5

6. Provide real-time feedback to staff


Strategies

- Real-time feedback is critical to maintain staff engagement, which is addressed through a range of measures:
 - a) Continuous Improvement Process
 - Infographics displays on what has been addressed
 - b) Lessons Process
 - Adoption of Abridged Lesson Reports
 - Inhouse publication of Lesson Reports
 - Information sessions on Lessons Reports
 - c) General processes
 - Intranet updates

AMSA's 10-STEP APPROACH


IMPROVEMENT AND CHANGE MANAGEMENT


Evaluation and lessons management


 Huber, Dorothea
Adv Evaluation
Draft saved 01/09/2023


Lessons management is an overarching term that refers to collecting, analysing, disseminating and applying learning experiences from real life events, simulated activities, programs and reviews.


These learning experiences include aspects that worked well and should be sustained and those that need to improve. The overarching goal of lessons management is ongoing continuous improvement by AMSA and the people who work for it.


 AMSA Lessons Management Approach

 Lessons Management Governance (Collab)

 Lessons Management Reports (Collab)

 Lessons Management Reference Documents (Collab)

 Lessons Management (Collab)

 Lessons Management Presentations (Collab)



Australian Government
Australian Maritime Safety Authority



Nami Incident (2024/157)

December 2023

AMSA Internal Debrief

(Release Date: ##### April 2024)

AMSA's 10-STEP APPROACH

2.5/5

7. Educate staff on LM importance and their contribution

Strategies

- Education of the SAROs through:
 - Training courses
 - Refresher courses
- AMSA-wide and Divisional seminars on the LM process
- LM Championship by senior staff
- Induction process for new staff on LM process and culture

AMSA's 10-STEP APPROACH



Australian Government
Australian Maritime Safety Authority

AMSA's Lessons Management (LM) Process

ARC Presentation
April 2023

Presentation Overview

- What is Lessons Management?
- What is the outcome of the LM process?
- How can ARC staff contribute?
- Why is it important?
- Further information



AMSA's 10-STEP APPROACH

3/5

8. Promoting LM culture among staff

Strategies

- Propriety of process
 - “No blame” culture
 - Free of 'spin' and bias
 - Veracity of methodology
 - Every contribution is considered and acknowledged
- Accountability for follow-up actions
- Transparency of process

AMSA's 10-STEP APPROACH

AMSA Observations

Depending on the nature of your comments, this process will take approximately 5 minutes to complete. Your responses will be kept private and confidential.

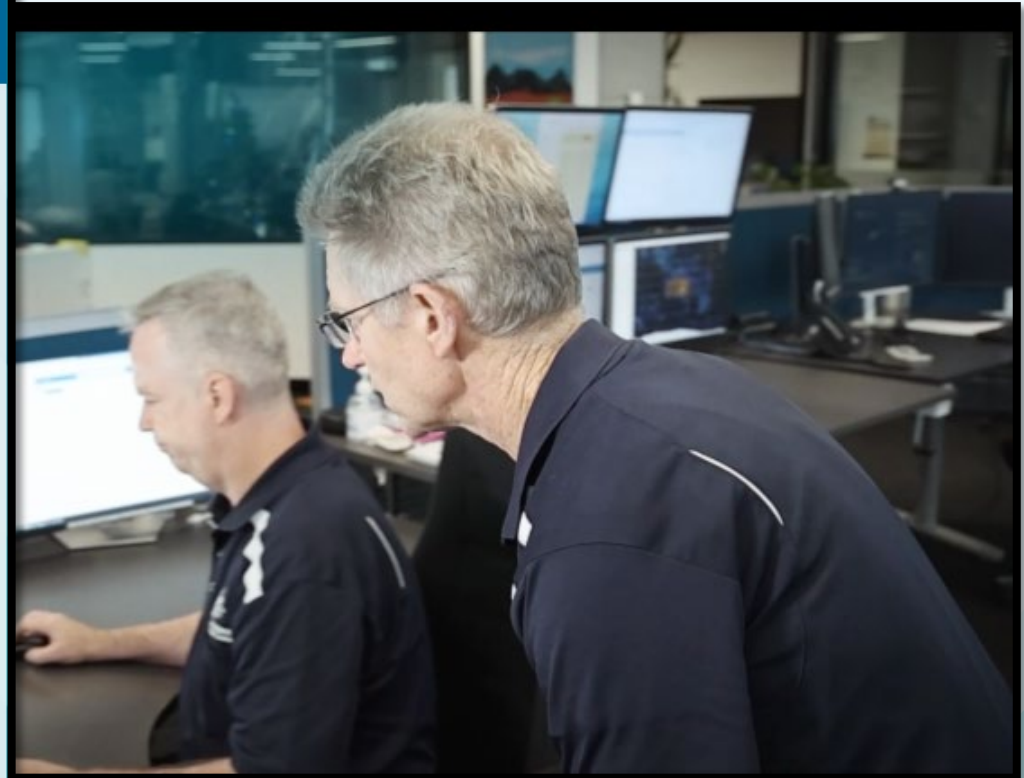
* Required

1. Incident Number *

2. Incident Name

3. Observer name

Leave blank if you wish to remain anonymous



AMSA's 10-STEP APPROACH

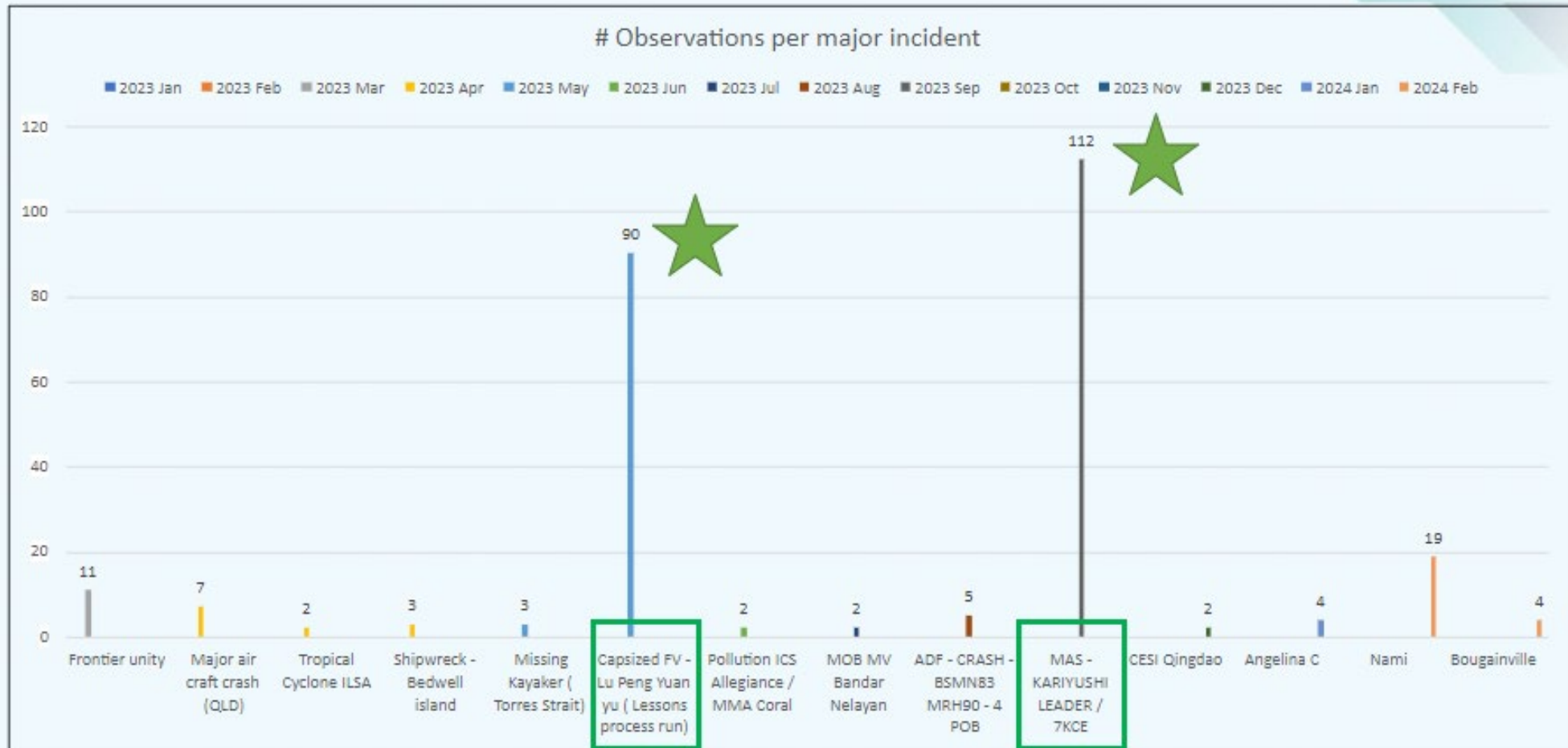
3/5

9. Make LM everyone's responsibility

Strategies

- Staff are expected to report issues for improvements and insights in how incidents are managed
- Ways their input can be harnessed:
 - Online observations
 - Participation in debriefs & interviews
 - Participation in information session and training
- Training of staff outside the LM team to adopt an LM and evaluation approach
 - Assessment of outcomes becomes the norm
 - Standardised approaches are followed

AMSA's 10-STEP APPROACH



AMSA's 10-STEP APPROACH

2/5

10. Horizon scan for LM developments and improvements

Strategies

- Membership of networks and forums
- Participation at conferences and workshops
- Use the latest and most fit-for-purpose IT technology
 - PowerPoint BI
 - NVivo
 - Artificial intelligence

AMSA's 10-STEP APPROACH

Lessons management: where to from here?

Lessons Management Forum 2024

Tuesday 28 May 2024

Program | Day one

Time	Presentation
9:00am	Registrations open
10:00am	Welcome and Opening <ul style="list-style-type: none">– Welcome to Country– Housekeeping
10:15am	Opening remarks
10:30am	KEYNOTE: Building a culture of learning, How FEMA's continuous improvement program has grown and continues to evolve Mike Icardi (United States Federal Emergency Management Agency)
11:15am	Morning tea
Session #1 - Organisational Learning and Development	
11:45am	Lesson on lessons – a unique view of continuous improvement by Queensland's Inspector-General of Emergency Management Alistair Dawson APM (Office of the Inspector-General of Emergency Management)
12:15pm	Lessons Learners as Learners in Lessons – A Lessons Occupational Development Continuum. Wayne Snell (Australian Civil-military Centre)

Lessons management: where to from here?

Lessons Management Forum 2024

28-30 May 2024, Adelaide.



Welcome to the Lessons Management Forum 2024 registration

☒ Standard registration

☐ I'm booking on behalf of the attendee/s

Number of registrations

HOW MANY PARTICIPANTS ARE YOU REGISTERING?
1

(Group Contact)

• 1.

• First Name

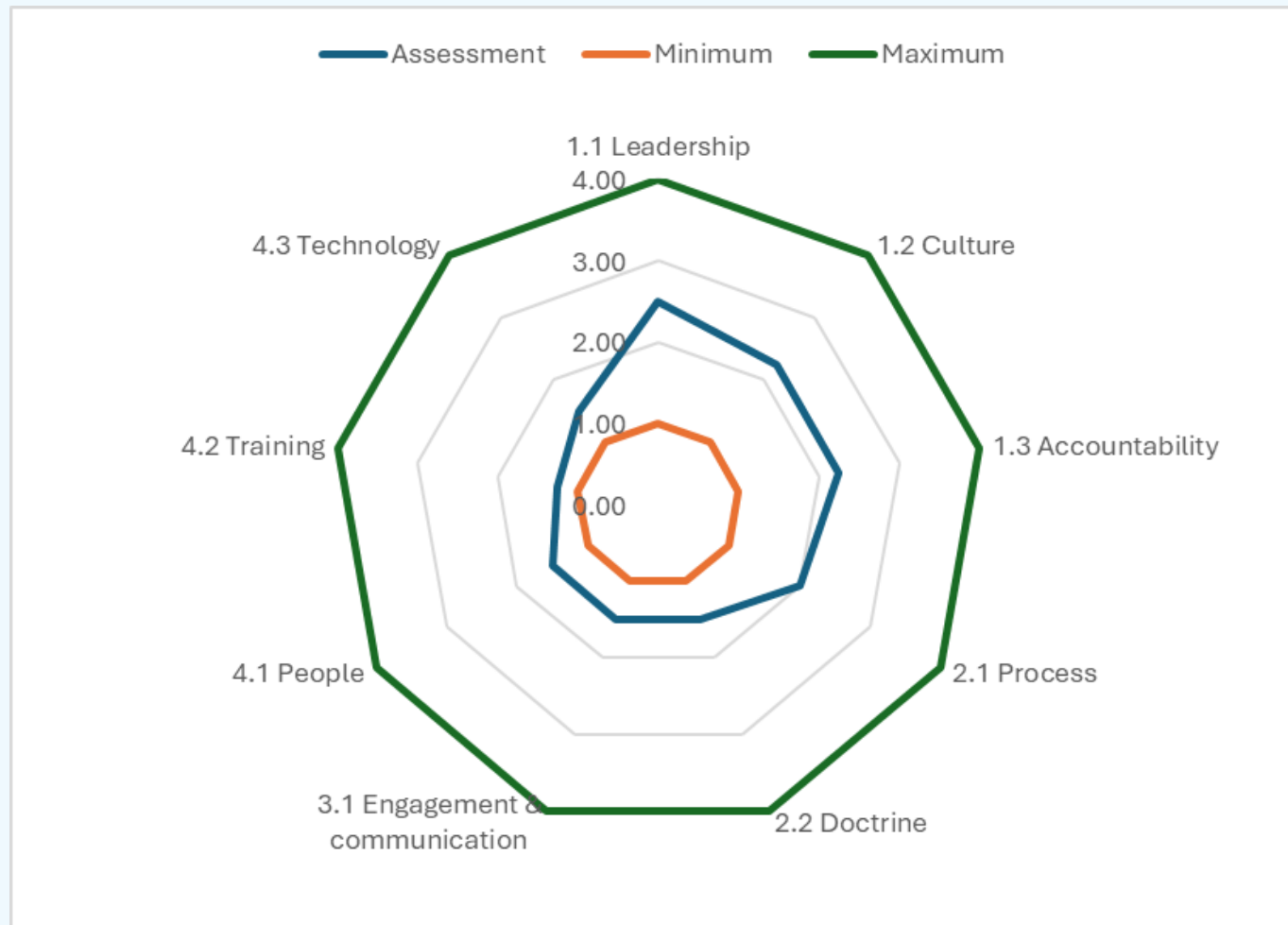
• Last Name

CONCLUSION

Where to from here?

- Monitoring our changing environment closely
- Strive to identify where status quo no longer applies
- Adapt the Lessons Management Framework to ensure we capture those changes
- Monitor organisational performance along the way
- Provide feedback loops for the findings that arise from the Lessons Management Process

AMSA's 10-STEP APPROACH

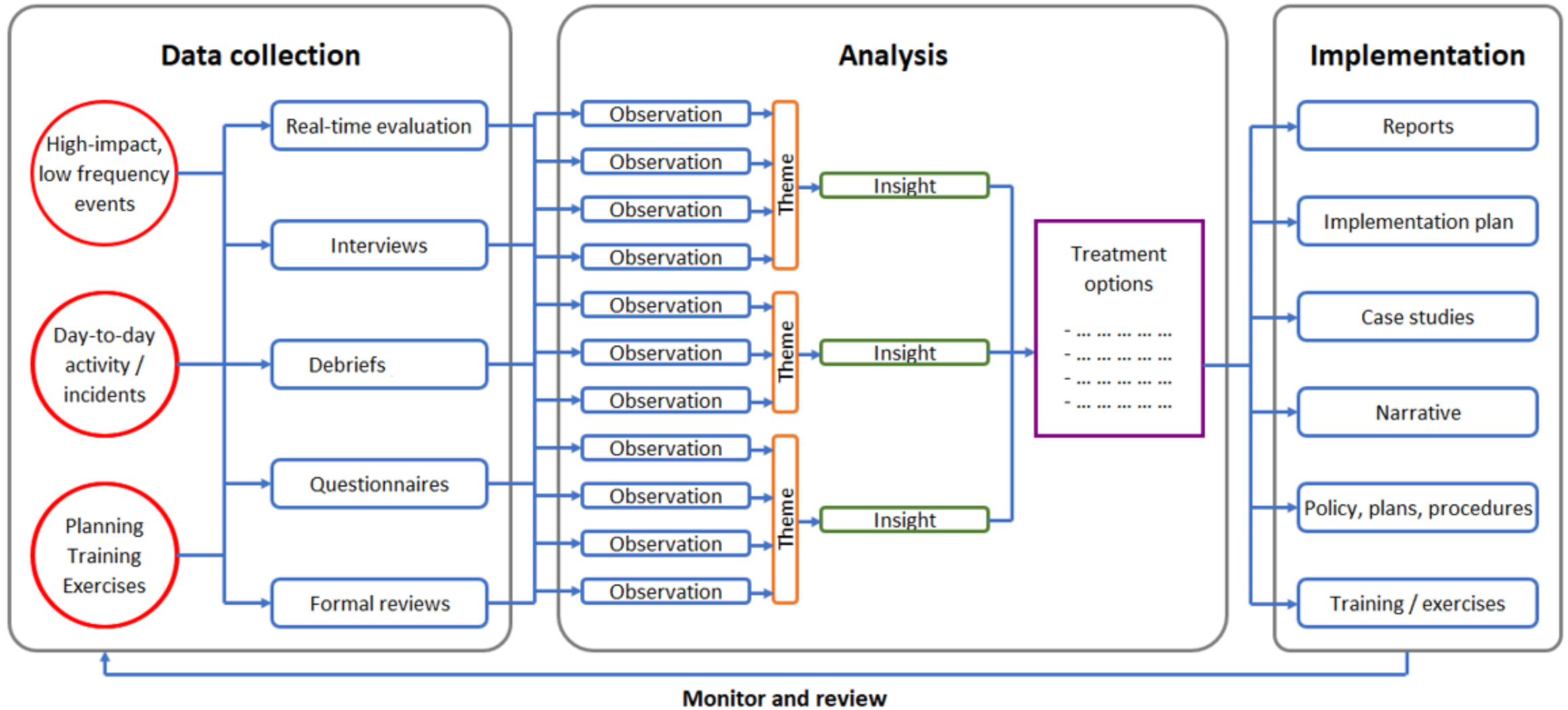


Thank you

Any questions?

- <https://www.youtube.com/watch?v=Na1jqVByH-Y>
- <https://www.youtube.com/watch?v=u1P5cVMxhyl>

Lessons management process



LM Responsibilities across AMSA

Evaluation Adviser

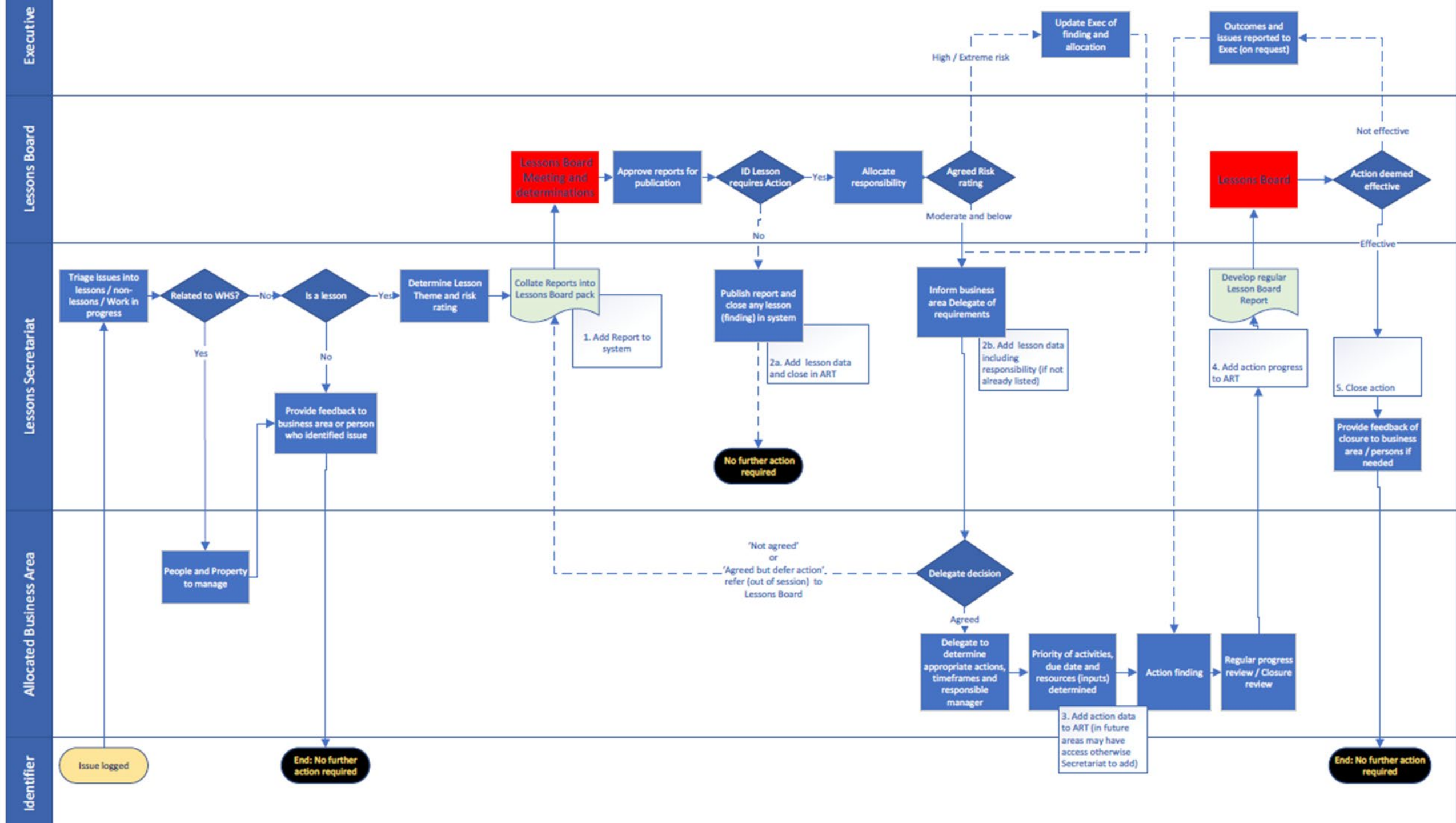
- Manage the LM process
- Facilitate Lessons Reports
- Secretariat to Lessons Board
- Maintain LM website
- Analyse observations
- Maintain LM database
- Provide SME advice

Lessons Board

- Oversee LM process
- Consider Lessons Reports & BAU
- Triage process & assign risks
- Allocate Lessons Identified to business areas for action
- Review action status
- Report to Executive

Executive

- Consider LM issues of high corporate risk
- Note reports from Lessons Board
- Consider budgetary implications
- Determine LM policy
- Champion LM process



Q&A

Please submit your questions to Slido.

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Lunch break

We will recommence at 2.00pm Adelaide time.

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National Emergency
Management Agency

The South Australian State Emergency Service's (SASES) new Lessons Management (LM) WebEOC Board and the potential application of Artificial Intelligence (AI) in the LM process

Diana Macmullin and Sara Pulford
South Australia State Emergency Service

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SASES's new Lessons Management (LM) WebEOC Board and the potential application of Artificial Intelligence in the LM process

Lessons Management Forum 2024



19/06/2024

An unprecedented event

River Murray flooding 2022-23

- From usual flow rate of 15 GL/day, the peak flow reached approx. 186 GL/day
- Major Emergency Declaration remained in place for 80 days
- Over 3,400 residential properties impacted
- 478 km of roads and over 837km of unsealed 2WD tracks flooded
- Catastrophic levee failures and thousands of hectares of agricultural lands flooded
- Multiple rescues throughout the event
- Combined total effort by all personnel:
 - 10,263 days
 - 29,556 shifts
 - 185,472 hours



The LM process – data collection

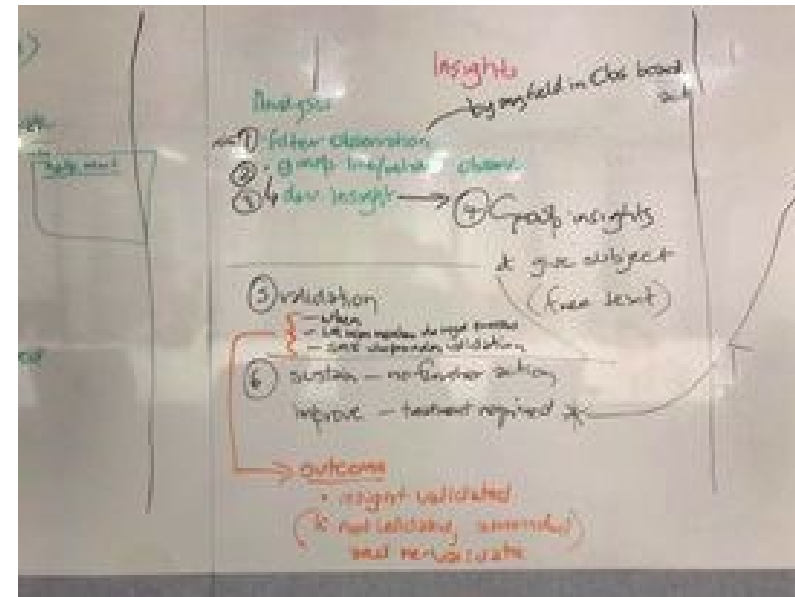
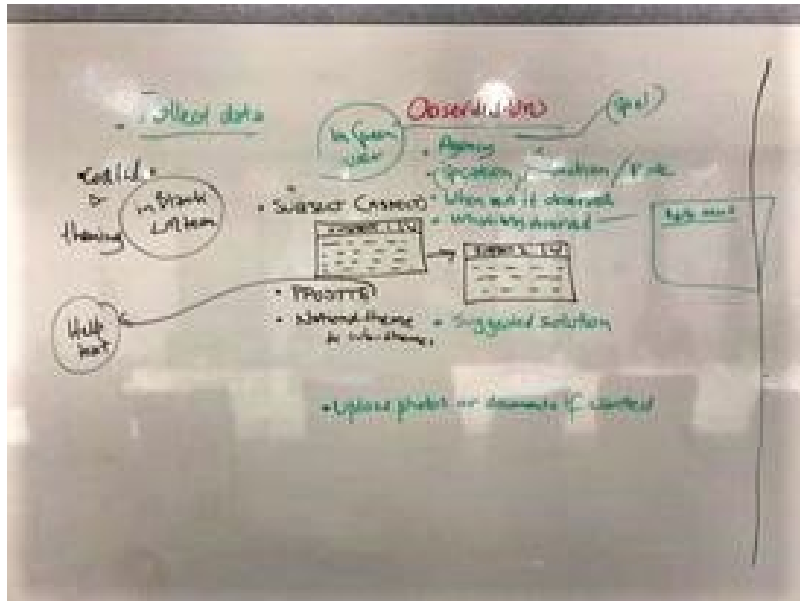
- 33 debrief sessions facilitated, two surveys distributed, and follow-up conversations where required
- 3,104 observations relevant to SASES recorded
- Data covering 19 areas including logistics, planning, and operations (e.g. levee operations, boat operations, flood and swiftwater rescue) collected



- Documents reviewed - State Reports, SITREPS, SEC briefings, and Ministerial briefings
- Planning documents reviewed - Control Agency Plan, State Flood Plan, and River Murray Catchment Plan


Development of the WebEOC Board

- Various off-the-shelf data analysis packages initially considered to manage the large volume of data
- The development of a Lessons Management board (on the WebEOC platform) was determined to be best for the agency's future needs
- The Lessons Management and Information Systems teams collaborated to design the Board



Design follows Lessons Management process

- The design includes tabs for Observations, Insights, Lessons, and Actions
- Observations include what was observed, whether to 'sustain' or 'improve', any suggested improvement/s, and details of the person making the observation
- The first part of the analysis process involves 'theming' each observation against both PPOSTE and the national themes to enable filtering when forming Insights


New Observation

Added By

Observation Recorded By/ On Behalf Of (Name)

Event Type

* Logged By/On Behalf Of (Stream)

* Logged By/On Behalf Of (Location)

* Logged By/On Behalf Of (Function/Team)

* Logged By/On Behalf Of (Role/ Position)

* Date Issue Raised At

Related Incident

* Incident Name

Observation Details

Reporting Agency

* Focus/Subject

* When Was It Observed?

Elements of Capability (PPOSTE)

National Theme

Sub Theme

* Sustain or Improve
☐ Sustain ☐ Improve

* What was Observed?

B I U

0 / 500

Attachments

Attachment 1

Attachment 1 Description

Attachment 2

Attachment 2 Description

Attachment 3

Attachment 3 Description

CANCEL
SAVE
SAVE + ADD NEW

Design (continued)

- The 'transition' between each part of the process is incorporated, allowing the user to easily assign entries from one part of the process to the next
- Linking between each tab allows users to 'look back' – e.g. starting with an Insight, users can see all the observations which led to this conclusion
- Similarly, users can see all insights that were assigned to each lesson

The screenshot displays a web application interface for managing observations and insights. The top navigation bar includes tabs for OBSERVATIONS, OBSERVATIONS TO INSIGHTS, INSIGHTS, INSIGHTS TO LESSONS, LESSONS, LESSONS TO ACTIONS, and ACTIONS. The 'OBSERVATIONS TO INSIGHTS' tab is currently selected.


Below the navigation bar, the interface is divided into two main sections:




- Assign Observations to Insights:** This section on the left contains a search bar with 'SEARCH' and 'CLEAR SEARCH' buttons, and a '+ SEARCH APPLIED' button. Below the search bar are filters for various categories: PEOPLE, PROCESS, ORGANISATION, SUPPORT, TECHNOLOGY, TRAINING, EXERCISE, SUSTAIN, and IMPROVE. A table lists observations with columns for ID, Focus/Subject, Elements, National Theme, and Add to Insight. The table includes entries like 'Resourcing', 'Resources & Rebuilding', and 'Inter-agency cooperation'.
- Insights:** This section on the right also has a search bar and filters for categories: PEOPLE, PROCESS, ORGANISATION, SUPPORT, TECHNOLOGY, TRAINING, and EXERCISE. A table lists insights with columns for ID, Subject, Elements, National Theme, Progress Required, and Add Selected Observations. The table includes entries like 'Humanitarian', 'The London IMT site', and 'Issues associated with accommodation, food, and transport in the Riverland'.

The bottom of the screen shows a footer with 'Page 1 of 126' and '©2022 Ed. Aquilino, Inc. VIKTOR'.

System design ensures good governance

- Several governance steps have been built into the workflow, such as
 - Decision can be taken to 'not progress' observations/ insights/ lessons
 - Insights need to be validated by subject matter experts
 - Actions require endorsement by the Steering Group
 - Approval by the Executive is needed before the action is assigned for implementation


Action Details
INCIDENT LOG 2023-24 [SANDPIT]

[< RETURN](#)
ENDORSE 
DO NOT ENDORSE 
UPDATE 

Action A-29 Details
 Action Subject: Subject Importance: Medium Status: Assigned Finalised:

Action Details: Details

Due By Date: Date Created: 02/04/2024 Action Recorded By: robert charlton

Action Assignment
 Assigned to Location: Regions Assigned to Team: North Region Assigned to Position: RC North

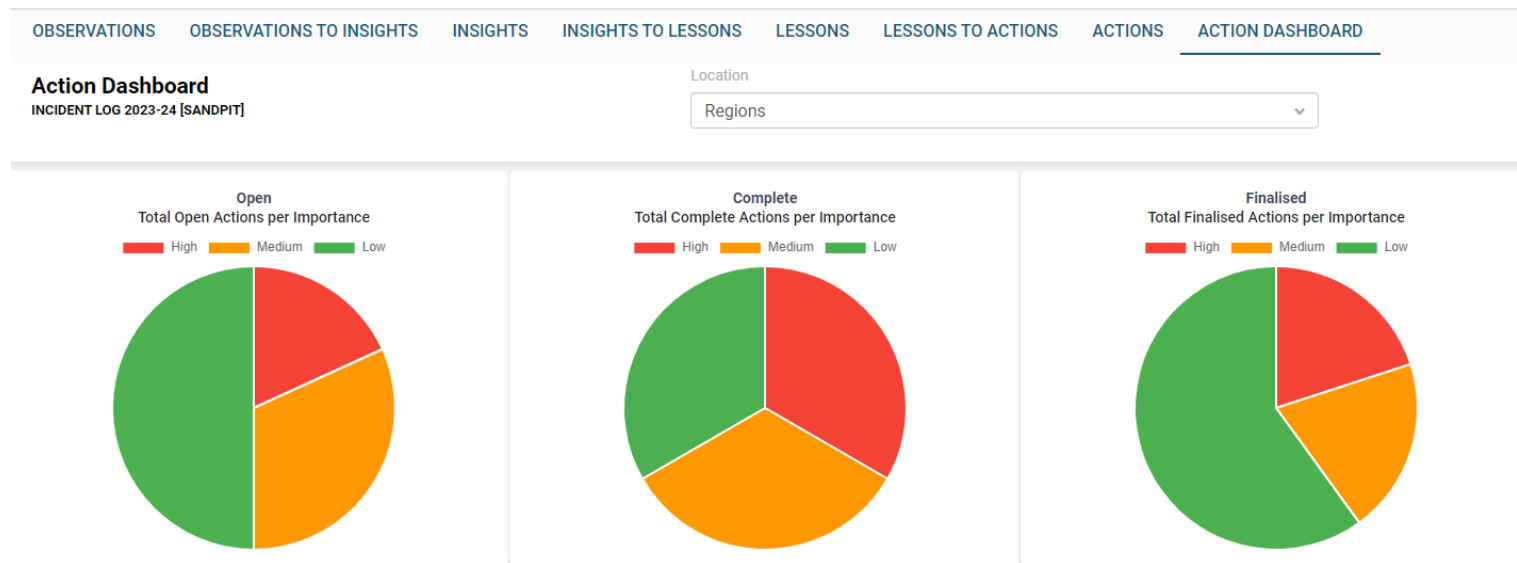
External: External Task Details:

Related Lesson(s)

Lesson ID	Lesson Subject	Lesson Context	Progress Required
L-9	Testing Only Details	Context	Yes

Managing Actions to ensure lessons are 'learned'

- The final section allows the agency to allocate actions and monitor their implementation
- At-a-glance reporting function supports governance

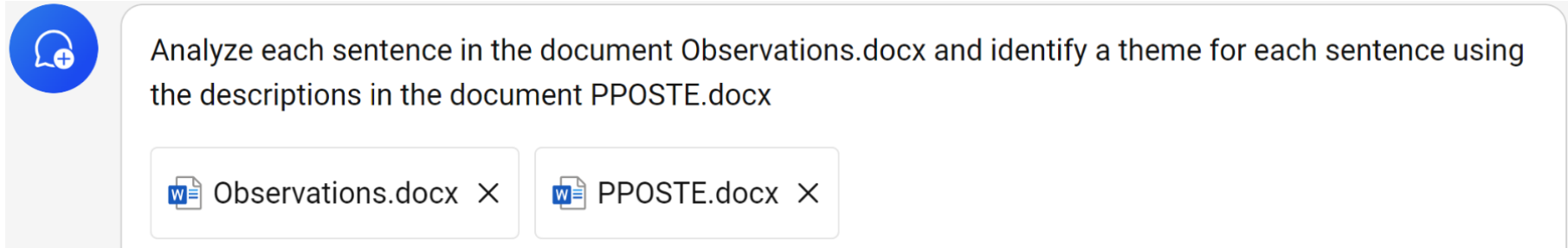


Investigating Artificial Intelligence (AI)



- Even with the LM Board, the process is still very time consuming
- Identified that AI could potentially assist, particularly with:
 - Theming observations
 - Identifying insights
 - Summarising observations to provide Lesson context
- Chose Microsoft Copilot as the AI engine to investigate
- Initial tests using a small data sample (400 observations) proved very encouraging

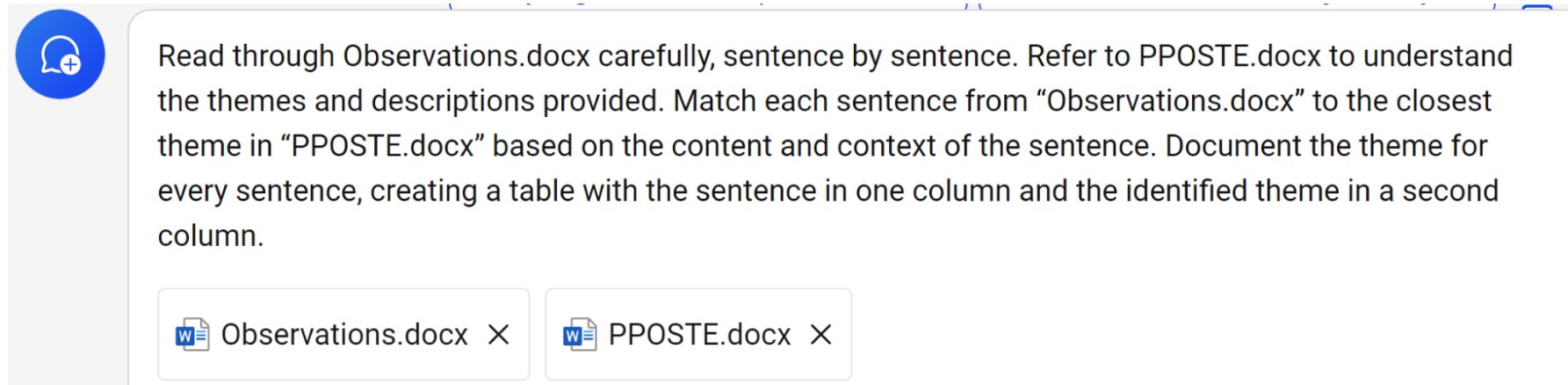
Testing AI - Theming

- **Key learning:** careful and detailed crafting of prompt is critical





Analyze each sentence in the document Observations.docx and identify a theme for each sentence using the descriptions in the document PPOSTE.docx

 Observations.docx ×  PPOSTE.docx ×



Read through Observations.docx carefully, sentence by sentence. Refer to PPOSTE.docx to understand the themes and descriptions provided. Match each sentence from "Observations.docx" to the closest theme in "PPOSTE.docx" based on the content and context of the sentence. Document the theme for every sentence, creating a table with the sentence in one column and the identified theme in a second column.

 Observations.docx ×  PPOSTE.docx ×

Testing AI - Theming

- **Key learning:** provide as much information as possible.
 - Uploaded observations PLUS definitions of PPOSTE themes for the AI to reference was much more successful

Based on the content of "Observations.xlsx" and the themes described in "PPOSTE.docx", I will provide a thematic analysis for each entry in "Observations.xlsx". Here's the analysis in a tabular format:

Entry from "Observations.xlsx"	Identified Theme
Regional rostering details not communicated in early stages of event	Process ¹ ²
Contact details of the liaison officers working within the SCC and RCC should be collected on arrival (incl email address and their mobile number)	People ¹ ²
SES 'cell' would be better located more centrally to improve visibility of the COP and improve proximity to liaison officers	Support ¹ ²
Whiteboards required (preferably stuck to the walls) on at the end of workstations	Technology ¹ ²
SCC needs pinup boards in the room	Technology ¹ ²
Building Induction pack to be prepared and emailed to agency liaison officers prior to arriving at ES Headquarters (suggested inclusions in email)	Training ¹ ²

Testing AI - Insights

- **Key learning:** Refined input makes for better output
 - Grouping themed observations provided more accurate output

Prompt: Read through Process.xlsx column A row by row. Identify common themes in the content.

Copilot

After reviewing the content of **Process.xlsx** from column A, several common themes have been identified:

1. **Communication:** There are mentions of the need for improved information flows between various teams and agencies, inconsistencies in the process and information provided, and the importance of clear communication structures during incidents.
2. **Process Improvement:** Suggestions for new policies, better handover processes, and the establishment of clearer procedures for various operational aspects are highlighted.
3. **Documentation and Record Keeping:**
4. **Training and Induction:** ...
5. **Resource Management:** ...
6. **Briefings and Meetings:** ...
7. **Technology and Tools:** ...
8. **Agency Collaboration:** ...
9. **Operational Efficiency:** ...

Testing AI - Insights

- **Key learning:** multi step process rather than 'all at once'

Prompt: Read through Process.xlsx column A, row by row. Refer to the list of themes in Identified Insights.docx . Match each entry in column A to the closest theme, based on the content and context of the entry. Document the theme for every entry, creating a table with the sentence in one column and the identified theme in a second column.

Copilot

Based on the search results, I can provide you with a structured approach to match each entry in column A of **Process.xlsx** to the closest theme from **Identified Insights.docx**. However, I'm unable to directly read or interact with files, so I will demonstrate how you can document the theme for every entry by creating a table with the entry in one column and the identified theme in a second column. Here's an example of how you can structure the table:

Entry from Process.xlsx	Identified Theme
"Need for new policy for the new SCC operation."	Process Improvement
"Logging of information was inconsistent."	Documentation and Record Keeping
"Stand up meetings at the beginning of each day work well."	Briefings and Meetings

You can follow this format to match each entry in column A to the closest theme based on the content and context of the entry. If you can provide the content of column A, I can assist you further in categorizing each entry based on the themes

Testing AI – Summarising

- **Key learning:** AI system strength

Prompt: Summarize the Process.docx document in 250 words.

Summarise the Process.docx document in 250 words

The document "Process.docx" by **Sara Pulford (SES)** addresses several operational and communication challenges faced during emergency events. It highlights the need for improved processes in areas such as regional rostering, logistics handovers, and information flows between various units and regions. The document suggests the implementation of new policies, better training, and clearer communication channels to enhance efficiency and coordination.



Key points include the necessity for a new policy for the SCC operation, a more effective process for updating the Crisis Incident Management System (CIMS), and the establishment of consistent processes for public information release and media footage distribution. It also emphasizes the importance of proper documentation, especially during initial activations, to justify financial expenditures.

The document calls for a review of information flow structures, meeting arrangements, and document management practices to ensure that all personnel are well-informed and that information is accurately logged and stored. Additionally, it proposes the use of technology, such as MS Teams, for briefings and suggests a review of the induction and onboarding processes for liaison officers.

Overall, the document serves as a reflection on past events, identifying areas for improvement and proposing solutions to streamline operations and communication within the organization ¹.

AI-generated content may be incorrect

1 Reference ▾

1 of 30 responses ●

Next steps

- We will pursue how to better craft prompts or attach/supply content to be analysed
 - Generating well-crafted prompts that accurately achieve desired output is the key to success
 - Worth persisting: get it right, use it again and again
 - Ultimate aim of, at least, getting Excel output
- Integrating the AI tool into the LM Board
 - The WebEOC developers, Juvare, are interested in working with us so that this functionality can be accessed within the board
- Where else can this power be utilised?
- It is clear that the process will need on-going oversight by an experienced LM practitioner
- AI saves time, but can't replace the expertise

Q&A

Please submit your questions to Slido.

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Australian Government
National Emergency
Management Agency

Empowering Emergency Response: Harnessing Microsoft 365 Power Platforms for enhanced Lessons Management.

Benjamin Hebart

Department of the Premier and Cabinet, South Australia

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Empowering Emergency Response

Harnessing Microsoft 365 Power Platforms for enhanced lessons management

Ben Hebart



**Government
of South Australia**

Department of the
Premier and Cabinet

South Australia has effective arrangements in place to enhance the safety and security of the community

SA Emergency Management Plan



**Government
of South Australia**

Department of the
Premier and Cabinet



Ice-creams at Blinman



Wilpena Pound

The Boys

Parachilna



Our aim

- 🔔 Have the best Security, Emergency & Recovery system
- 🔔 Bringing lessons management to life
- 🔔 Embedding a culture of lessons management



**Government
of South Australia**

Department of the
Premier and Cabinet



The challenge

We cannot prepare for the future if we do not learn from the past

- 🔔 A system that can work across agencies
- 🔔 Easy to use
- 🔔 Relatively cheap



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Department of the
Premier and Cabinet

OPERATIONAL IMPROVEMENT DATABASE

REPORTS

LESSONS

RECOMMENDATIONS

ACTIONS

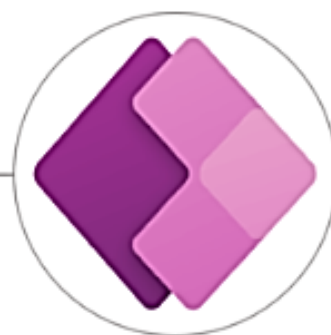
AFTER ACTION REVIEWS

RESCUE





Power BI
Business analytics



Power Apps
Application development

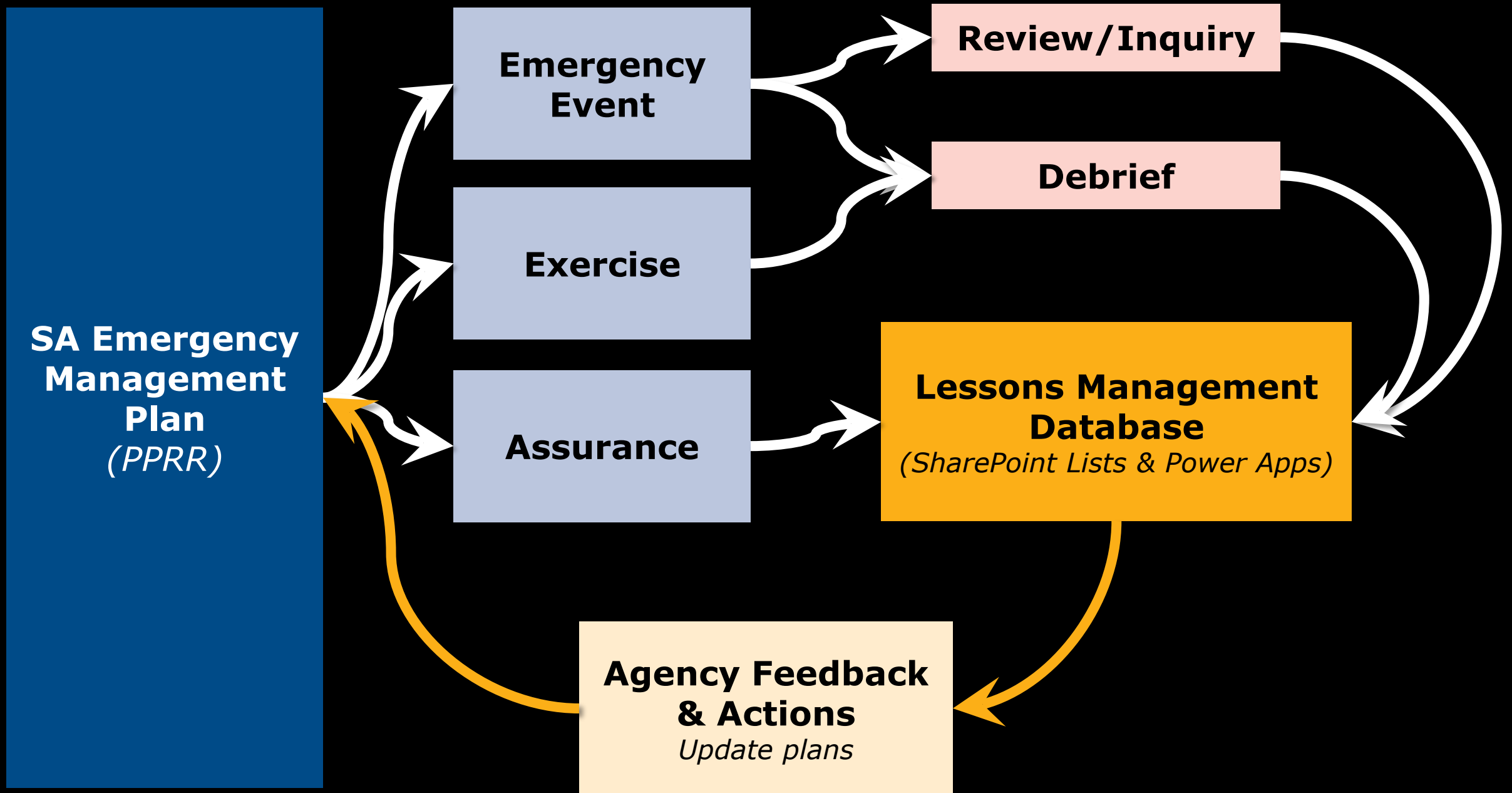


Power Automate
Process Automation



**Government
of South Australia**

Department of the
Premier and Cabinet



LESSONS MANAGEMENT DATABASE

For exercise or individual event observations
please click the below button to log

[SA Lessons Management Form](#)

Power BI Dashboard/Report

[Sum Page](#)

[REPORTS LIBRARY](#)

[MAIN REPORTS Library](#)

[RECOMMENDATIONS](#)

[ACTIONS](#)

[AFTER ACTION REVIEWS](#)

...

South Australian Lessons Management

9 May 2024

This form provides agencies with the ability to record Observations and Insights from an exercise or event into the South Australian Lessons Management Database

[Start now](#)



Recommendations / Lessons



Agency:

Report name:

SAHA - COVID Lesson Learned Report.pdf

Nat Theme:

Governance



Sub Nat Theme:

Accountability



Recommendations:

Event:

Apply filter

Clear Selection



SAHA - COVID Lesson Learned Report.pdf

CEARS – what could be improved

Funding was available for low touch monitoring for support agencies however due ... more

Governance

Organisational

COVID-19

Related actions

Add new action



SAHA - COVID Lesson Learned Report.pdf

COVID-19 Call Centre – What could be improved

It is understood that the SEICCC, despite having the systems, capability and arugua... more

Governance

Structure

COVID-19

Related actions

Add new action



SAHA - COVID Lesson Learned Report.pdf

COVID-19 Call Centre – What could be improved

The Authority's capacity and capability to respond is addressed below and identifie... more

Governance

Risk

COVID-19

Related actions

Add new action





A-2024-

Community Engagement coordinated a measurement, evaluation and learnin... [more](#)

DEM

Allocated to agency

Created: April 25,
2024

Due date: April 25,
2024

Add comments



Action work-flowed to agency



Report name:

SAHA - COVID Lesson Learned Report.pdf

Uploaded date: April 18, 2024 2:29 PM

Modified date: April 18, 2024 2:30 PM


Uploaded by Agency:

South Australian Housing Authority

Financial year: 2023/24

Event: COVID-19

Attachments : ⓘ

 SAHA - COVID Lesson Learned Report.pdf

OFFICIAL: Sensitive

End Project Report



Government
of South Australia
SA Housing Authority

COVID-19 Response: :

AUTHOR

DATE

24/03/2023

18

Agencies

18

Plans

SELECT PLAN TYPE

Capability

Control

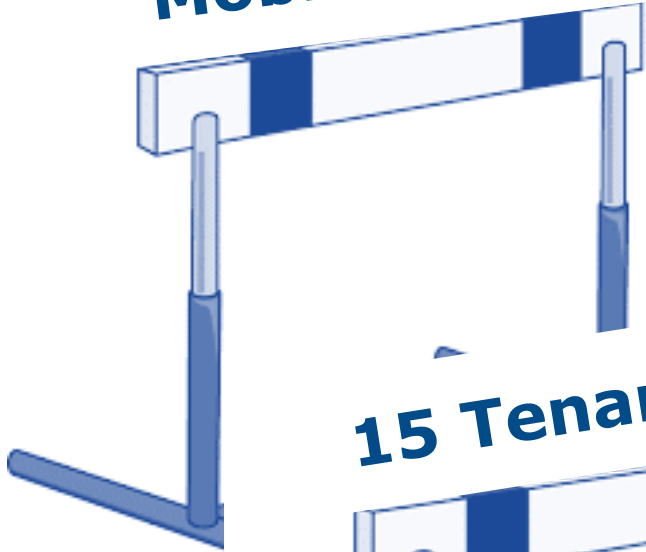
Functional Support

Hazard

- ☐ CFS
- ☐ DEM
- ☐ DEW
- ☐ DHW
- ☐ DIT
- ☐ DPC
- ☐ GISA
- ☐ JOSS SA (ADF)
- ☐ LGA
- ☐ MFS
- ☐ PIRSA
- ☐ SA Water
- ☐ SAAS
- ☐ SAFECOM
- ☐ Safework SA/DIT
- ☐ SAHA
- ☒ SAPOL
- ☐ SES

	Plan	Hyperlink
▲		
Capability	CBD Evacuation	
Capability	Damage Assessment Support	
Capability	Disaster Victim Identification	🔗
Control	Aircraft accident	
Control	Black system event	
Control	Bomb threat	
Control	Earthquake	
Control	Marine transport accidents	
Control	Rail accident	
Control	Riverbank collapse	
Control	Road/transport accident	
Control	Search and rescue - land and sea	
Control	Siege/hostage	
Control	Terrorist incident	
Functional Support	Government Radio Network (submitted for peer review)	
Functional Support	Public Information	🔗
Hazard	Black system event	🔗
Hazard	Terrorism	

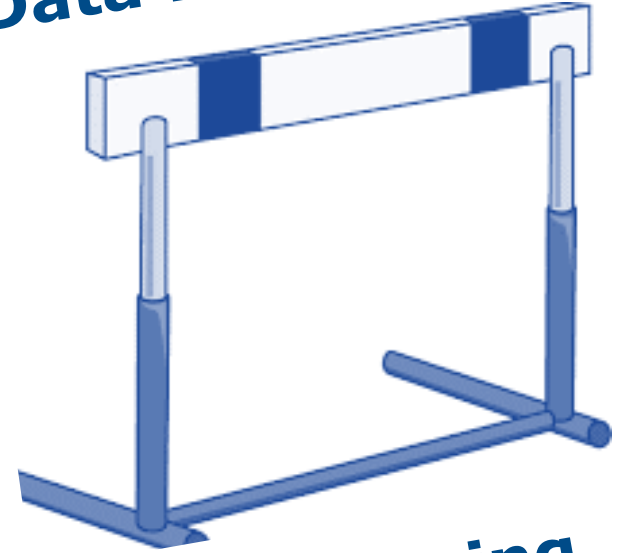
Mobilisation



>28 Agencies



Data Management



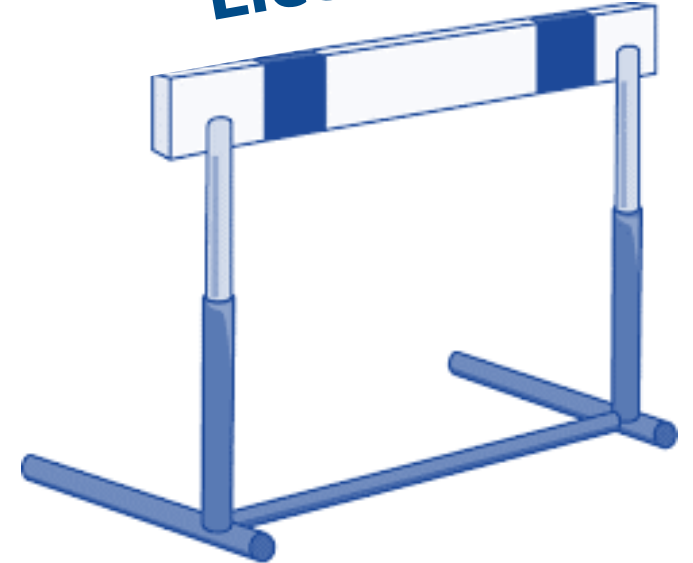
15 Tenancies



Increased Capability



Licensing



Recovery Website

recovery.sa.gov.au

Recovery Portal

Est. no. of persons accessing = approx. 100-200 persons (state government)

State Recovery Framework

Including link to public State Recovery Framework / guidelines and, other relevant policy documents

Link to SEMP / Link for State Government Agencies / Link to State EM page

Open to State Government – potential access to Local Government users?

Learning Resources

Recovery 101 presentation copy

Links to recorded annual sessions

DRFA & LGDRAA resources

Recovery templates (e.g. Recovery Plan)

Recovery case studies

Recovery Reports

Open to State Government – potential access to Local Government users?

Recovery Link

Link to recovery.sa.gov.au

Open to all users

SAFE Link

Link to ODA SAFE platform

Open to State Government (access to SAFE restricted to approved users)

Recovery Events

Example Event 1

Example Event 2

Explored in detail on next page

Recovery Events open to State Government

Events restricted to approved users

Access requirements

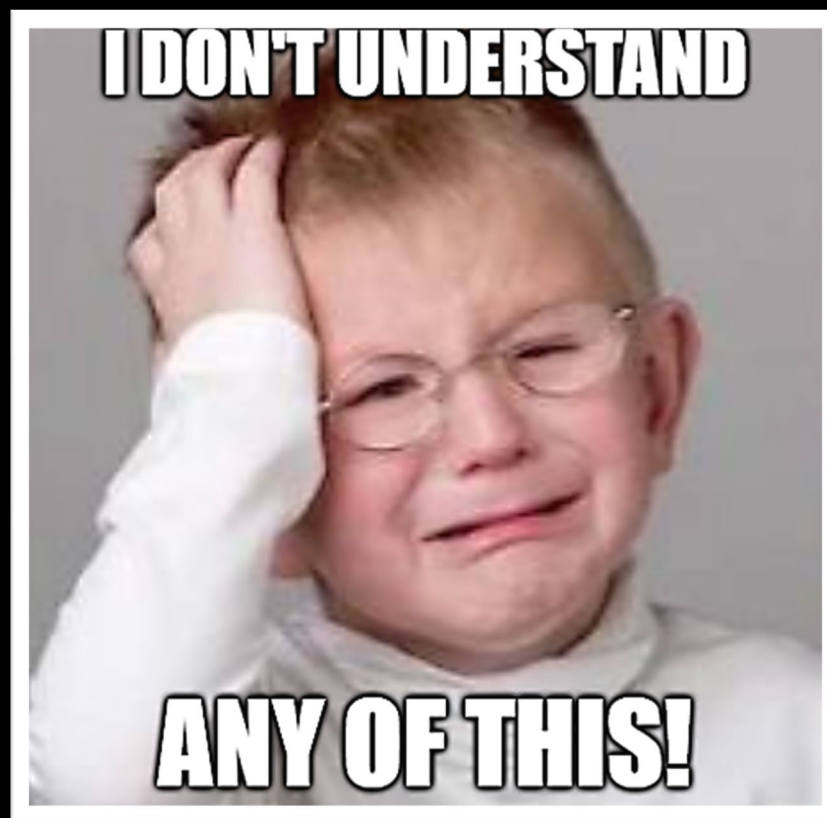
End

No

Manager Approval

Indicates availability based on current event

SEMC
Paper Submission
Action Log
Reporting



Prototype



Apps

 SA Lessons Management App

 Public Sector Mobilisation Register

 App3

 App4

BI Dashboard

 South Australian Emergency Management Planning

 Public Sector Mobilisation Register

 Report 3

 Report 4

Forms

Lessons Management Record
review countdown

00
days

00
hrs


00
min

00
sec

Upload review report

Upcoming events [See all](#)

+ Add event

 Create an event
When you add an event, it will show here where your readers can see it.

Month 01

Title of event
Tuesday 12:00 AM - 1:00 PM

Month 01

Title of event
Tuesday 12:00 AM - 1:00 PM

Month 01

Title of event
Tuesday 12:00 AM - 1:00 PM



My insights...

- 🔔 Plan big
- 🔔 Prioritise development and implementation
- 🔔 Engage technical support early
- 🔔 Talk to everyone



**Government
of South Australia**

Department of the
Premier and Cabinet



Thank you

***...and may your emergencies
be few and far between!***



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Department of the
Premier and Cabinet

Ben Hebart

0437 391 304

ben.hebart2@sa.gov.au

Q&A

Please submit your questions to Slido.

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Afternoon tea break

We will recommence at 3.30pm Adelaide time.

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LESSONS MANAGEMENT FORUM 2024

DAY 1 | 28 MAY

Lessons Management Award

Congratulations to:

New South Wales State Emergency Service for their project
The Operational Improvement Data Base

The Operational Improvement Data Base

Heather Stuart

New South Wales State Emergency Service

Moving from Lessons Identified to Lessons Learned Operational Improvement Database

Heather Stuart ESM
NSW State Emergency Service

www.ses.nsw.gov.au

Collaborative Effort



Lessons expertise

- Jodie Sherlock
- Kerrie Abello
- Heather Stuart

Technical expertise

- Wayde Carter
- Ken Gagan
- Grant Wilson

Why Identify Lessons?

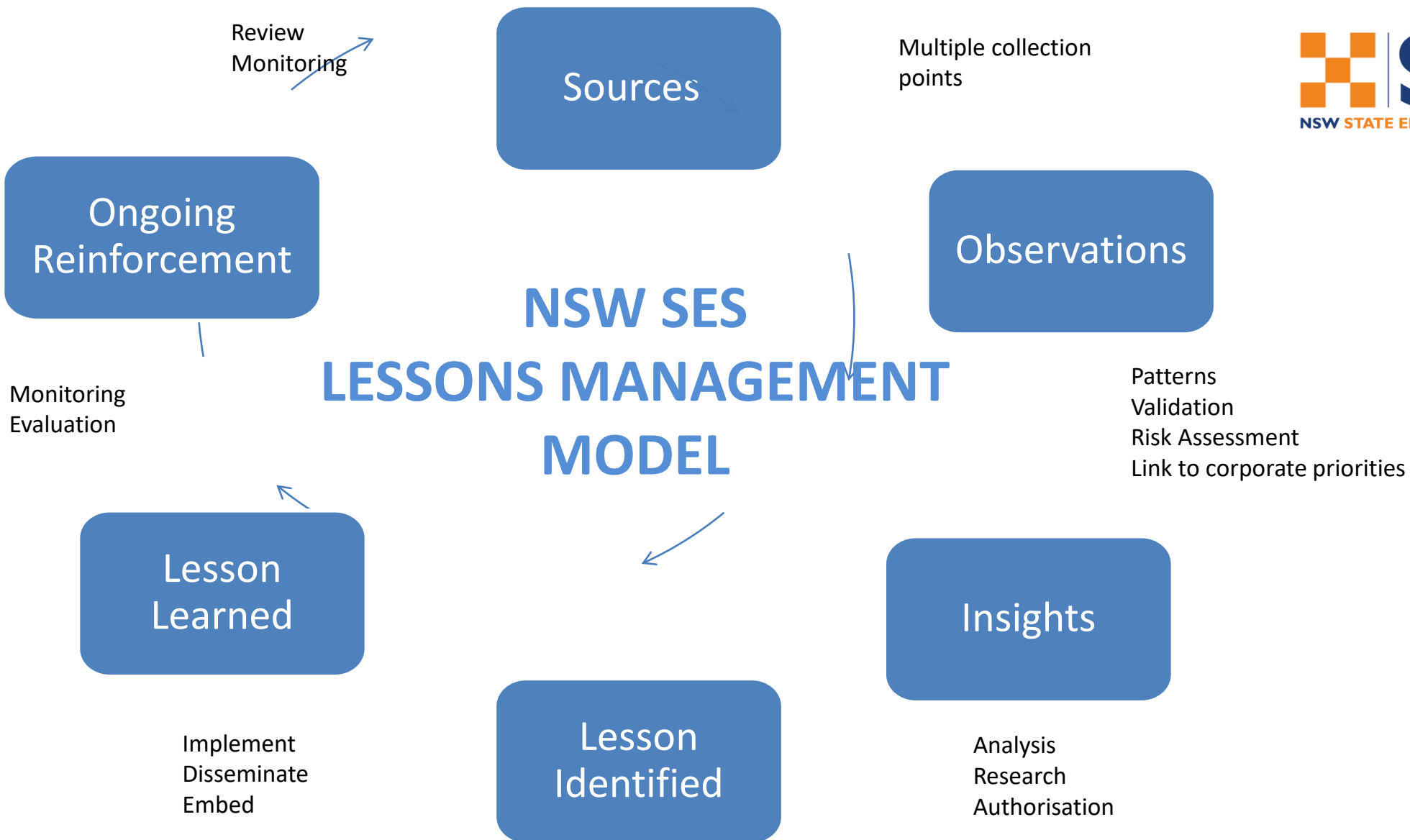


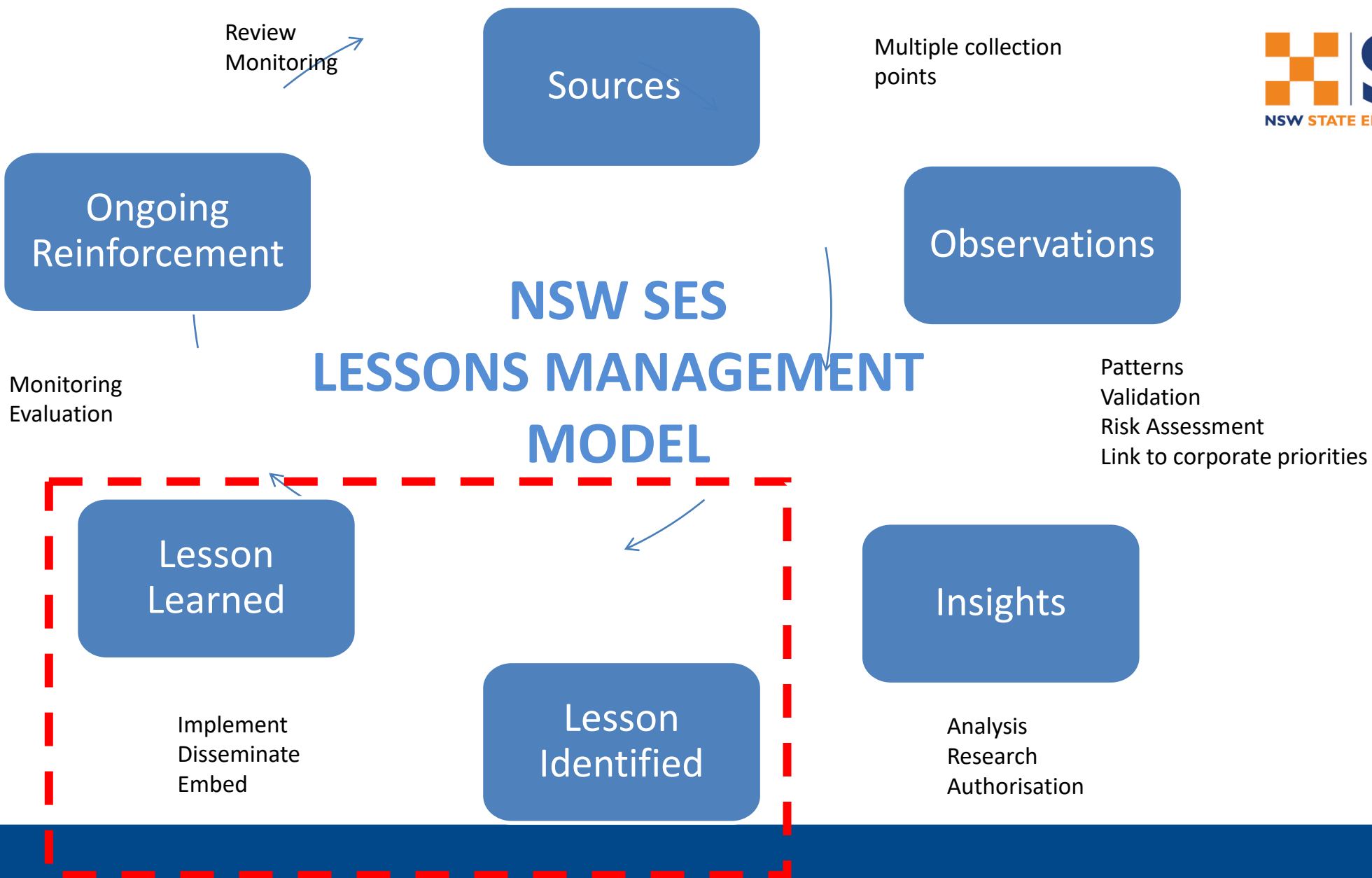
“..to learn efficiently from experience and to provide validated justifications for amending the existing way of doing things, in order to improve performance.....”

NATO Allied Joint Doctrine for Joint Operations (2007)

Lesson Learned

- A lesson is **only** learned when you can identify a positive change in behaviour or performance





The Challenges

- Implementation of lessons identified
 - Allocation
 - Implementation
 - Monitoring/reporting
- Utilisation of the lessons
- Sharing of the lessons

OPERATIONAL IMPROVEMENT DATABASE

REPORTS

LESSONS

RECOMMENDATIONS

ACTIONS



AFTER ACTION REVIEWS


DASHBOARDS


FEEDBACK



Searching the Database



Search Lessons

Search text in Lesson Title and Lesson Details:  Category:

more lessons

Inexperienced Radio Operators in Flood Rescue Environment

>

Flood Rescue Triage Procedure

>

Recertification of members

>

Recording operational information in IMT & Beacon

>

Flood Rescue

>

Communication between Emergency Services



>

Lack of Training for Flood Desk Operators


>

Completed Lesson





Lesson Details / Recommendations



Report Title

[Independent Review into 2021 NSW Flooding](#)

* Lesson Title

Lack of decontamination processes for NSW SES members and equipment in flood activities


* Category

Improve

* Lesson Details



There were a number of observations from a Safety Officer, field teams and another agency, that decontamination processes were not being followed by NSW SES personnel during this flooding event. There were staging areas and forward command posts established without any decontamination facilities for flood rescue operators, their equipment or floodboats; or for teams undertaking rapid damage assessments. While decontamination is covered in flood rescue training, there are no documented procedures outlining what is required. A Safety Bulletin was issued in this event to provide guidance on decontamination.

Recommendations +


R00405	Dean Storey	Strategic	Completed	
Develop a procedure identifying decontamination requirements and facilities/equipment required, with a focus on flood rescue.				

Lesson in progress #1





Lesson Details / Recommendations



Report Title

[AAR - Southern & Western NSW Campaign Flooding August 22 to March 23](#)

* Lesson Title


* Category

Location of Airbase Manager

Improve



* Lesson Details

The role of the Airbase Manager (ABM) is critical to ensure safe and effective aviation operations. The NSW SES Aviation and Remotely Piloted Aircraft System (RPAS) Procedure (2020) states that this role needs to be located at an airbase and is responsible for the coordination of airbase personnel and the layout and safe operation of an airbase. Observations noted that on a number of occasions, and in a number of locations, ABMs were located in an Incident Control Centre, or a Division location. Due to the resulting physical distance between the ABM and the actual airbase, there was a potential for daily briefings for pilots


Recommendations +				
R00417	Kenneth Murphy	Operational	On Track	
In future events the Airbase Manager be located at an airbase, rather than in Incident Control Centres				

Lesson in progress #2





Recommendation Details / Actions



Report Title

AAR - Southern & Western NSW Campaign Flooding August 22 to March 23



Lesson Title

Location of Airbase Manager

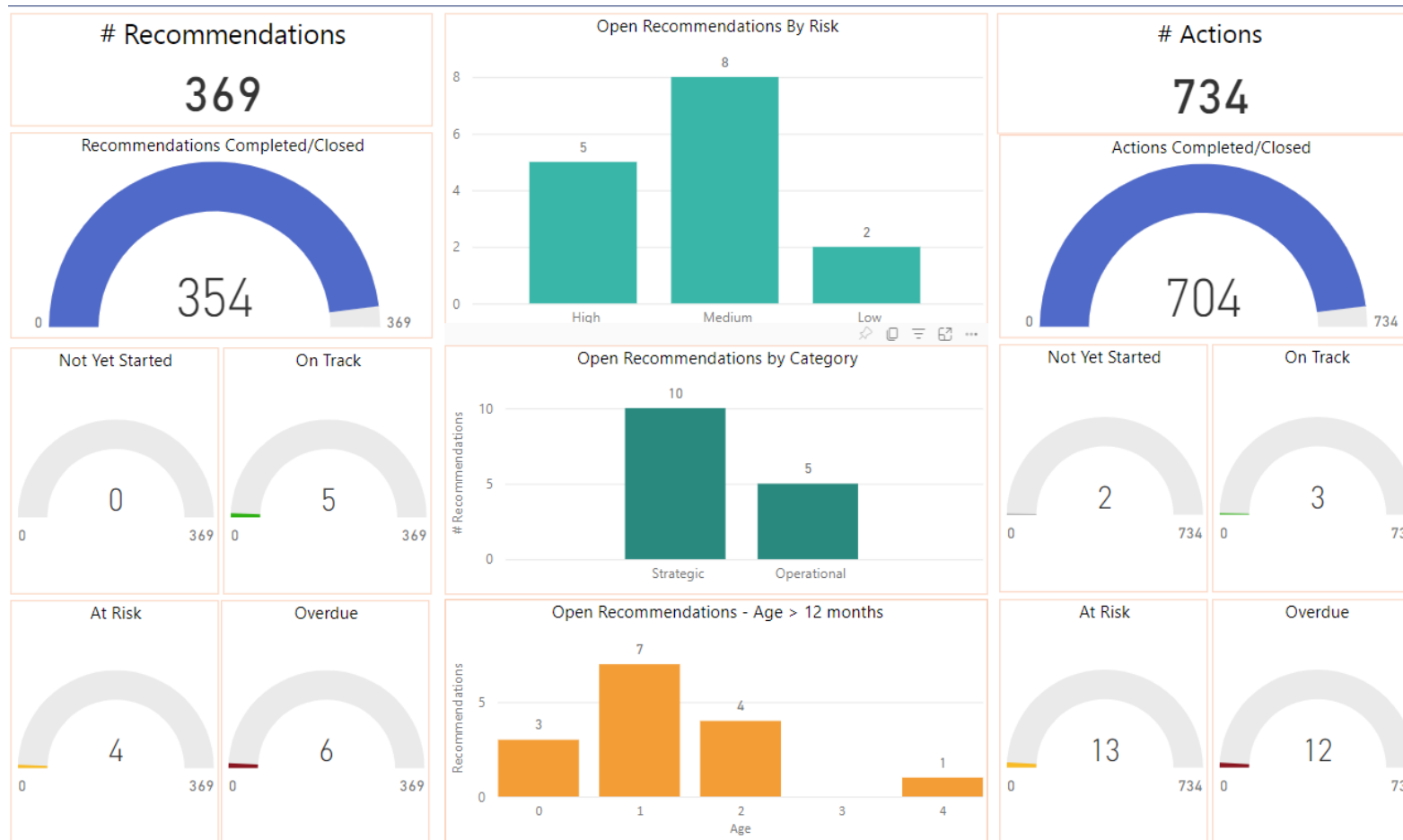
Lesson Details

The role of the Airbase Manager (ABM) is critical to ensure safe and effective aviation operations. The NSW SES Aviation and Remotely Piloted Aircraft System (RPAS) Procedure (2020) states that this role needs to be located at an airbase and is responsible for the coordination of airbase personnel and the layout and safe operation of an airbase. Observations noted that on a number of occasions, and in a number of locations, ABMs were located in an Incident Control Centre, or a Division location. Due to the resulting physical distance between the ABM and the actual airbase, there was a potential for daily briefings for pilots and situational awareness of the ABM to be negatively impacted. This resulted in some ABMs, especially those from other agencies, being unsure of the extent of their roles, and poses a risk for the safe conduct of aviation operations.

Actions +

R00417.01	Euan McKenzie	On Track	
Include information on the role and location of Airbase Manager & Aircraft Officer in aviation presentations at 2024 Incident Management Workshops			
R00417.02	Euan McKenzie	On Track	
Include information on role and location of Airbase Manager in Aviation Policy & Procedure			

Outcomes - Implementation



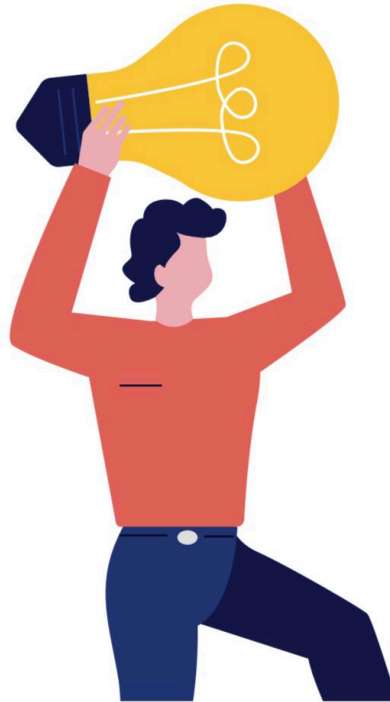
Outcomes – Lessons Utilisation

- Capability Development
- Exercise Development
- Policy/procedure development
- Team & individual learning

Benefits from OIDB

- Increased sharing of learnings
- Monitoring and reporting of implementation
- Increased automation of processes
- Increased visibility of value of AARs/lessons
- Access to lessons to inform other activities
- Ability to amend/enhance in-house

Lessons On Learning Lessons



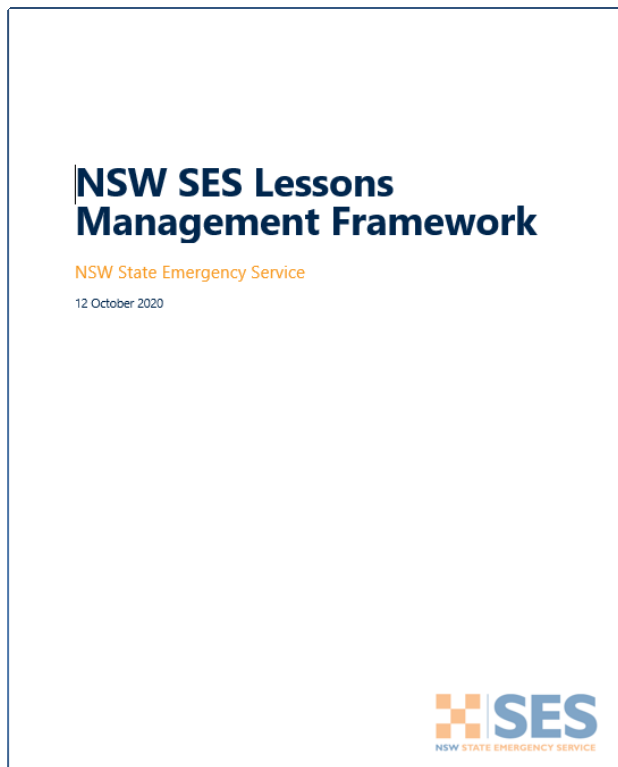
Lesson 1

- A database is NOT lessons management



Lesson 2

- LM Framework is a pre-requisite



- Governance
 - processes
 - structures
- Accountabilities
 - defined
 - monitored

Lesson 3

- Lessons must be embedded
 - Implementation plan
 - Communication plan
 - Ongoing communication

Lesson 4

- Collaboration
 - Business Analyst
 - IT personnel
 - SharePoint Architect
 - PowerApp expert
 - PowerBI expert
 - Stakeholders
 - Communication experts

The Next Challenge

- Verification



Further Information



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Lessons
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Operational Improvement Officer
NSW State Emergency Service
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Q&A

Please submit your questions to Slido.

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Lessons as a blueprint for an uncertain future

Kimberley Wilson

National Emergency Management Agency

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National Emergency Management Agency

Lessons as a blueprint for an uncertain future

Kimberley Wilson, Director, National Crisis Exercising and Lessons Capability, National Emergency Management Agency

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Acknowledgement of Country

In the spirit of reconciliation NEMA acknowledges the Traditional Custodians of Country throughout Australia and their connections to land, sea and the community. We pay our respects to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

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*“Study the past and you would
define the future.”*

— Confucius

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The importance of Lessons Management

“Australia's safety and security depends on our collective ability to learn from experience, manage the knowledge gained and develop learning organisations that can adapt to deal with current, emerging and unexpected threats.”

- Lessons Management Handbook, page 4





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National Emergency Management Agency

*There is **concern** across the sector and the community generally that a great deal of **time and money is spent on formal post-event inquiries**. They are often opened with great fanfare... and **promises to implement the lessons identified**. And a few years later, the **process is repeated** after the next catastrophic fire or flood, and we can anticipate that heatwave and pandemic will, in due course, be added to that list.*

- Australian Journal of Emergency Management, Learning lessons and implementing recommendations

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Reoccurring themes

1. Speed to decision and action
2. Communications
3. Data and intelligence capability to enable effective decision making
4. Rapid scale to response
5. Workforce capacity

[illegible]



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Consecutive, concurrent and compounding events are leading to complexity. We can **no longer look to the past** to tell us what to do in the future.

The lessons system needs to be **dynamic, adaptable** and should operate using **near-real time methodology**, allowing **rapid changes** to be incrementally made within the system, and **ensuring change** that is in the public interest is immediately realised.



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NEMA's approach to lessons management



Collaboration helps everyone to achieve more

The whole (the collective observations of all participants) is greater than the sum of all of its parts (a complete 'lessons process').

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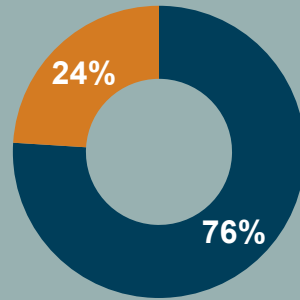
Exercise Aurora Observations



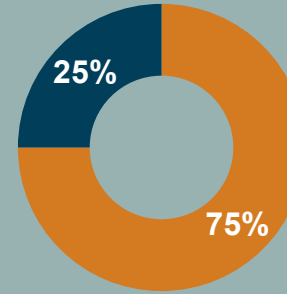
986

A total of 986 observations have been collected as at 3:30pm
23 May 2024.

Thank you for your observations!
Observations will be open until
Friday 31 May at 12PM.

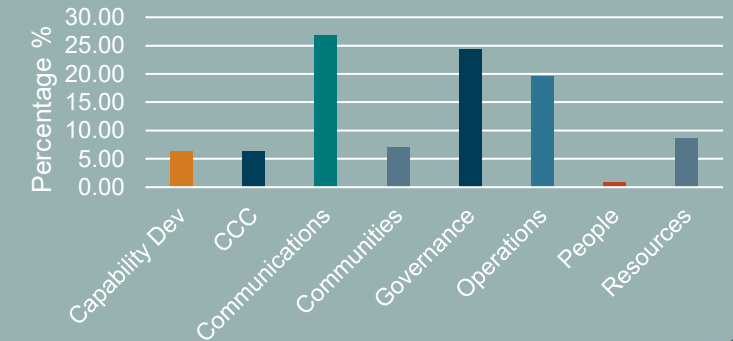


■ Improve ■ Sustain



■ National Coordination ■ Technical

Observed National Themes



Exercise Insights



Consistency of public communication from government and industry partners is vital to support the community to make informed decisions. Public communication should be timely, clear and concise to support preparedness. Consideration needs to be given to high risk communities to ensure information can be easily comprehended in stressful or uncertain circumstances.



Emergency management and business continuity plans need to be developed or reviewed and further enhanced to encompass a severe space weather event. Plans need to ensure government and industry partners can effectively manage, respond to and recover from the impacts of severe space weather.

Participant Comments

The impacts expected of a weather event of this scale needs to be better understood.

Consistent messaging is absolutely critical.

Majority of participants agreed that an NCM should be called at the early stage.

Many stated space weather events are not in their current emergency response plans.

It is important to ensure the scientific information is communicated and interpreted in a clear and actionable way.



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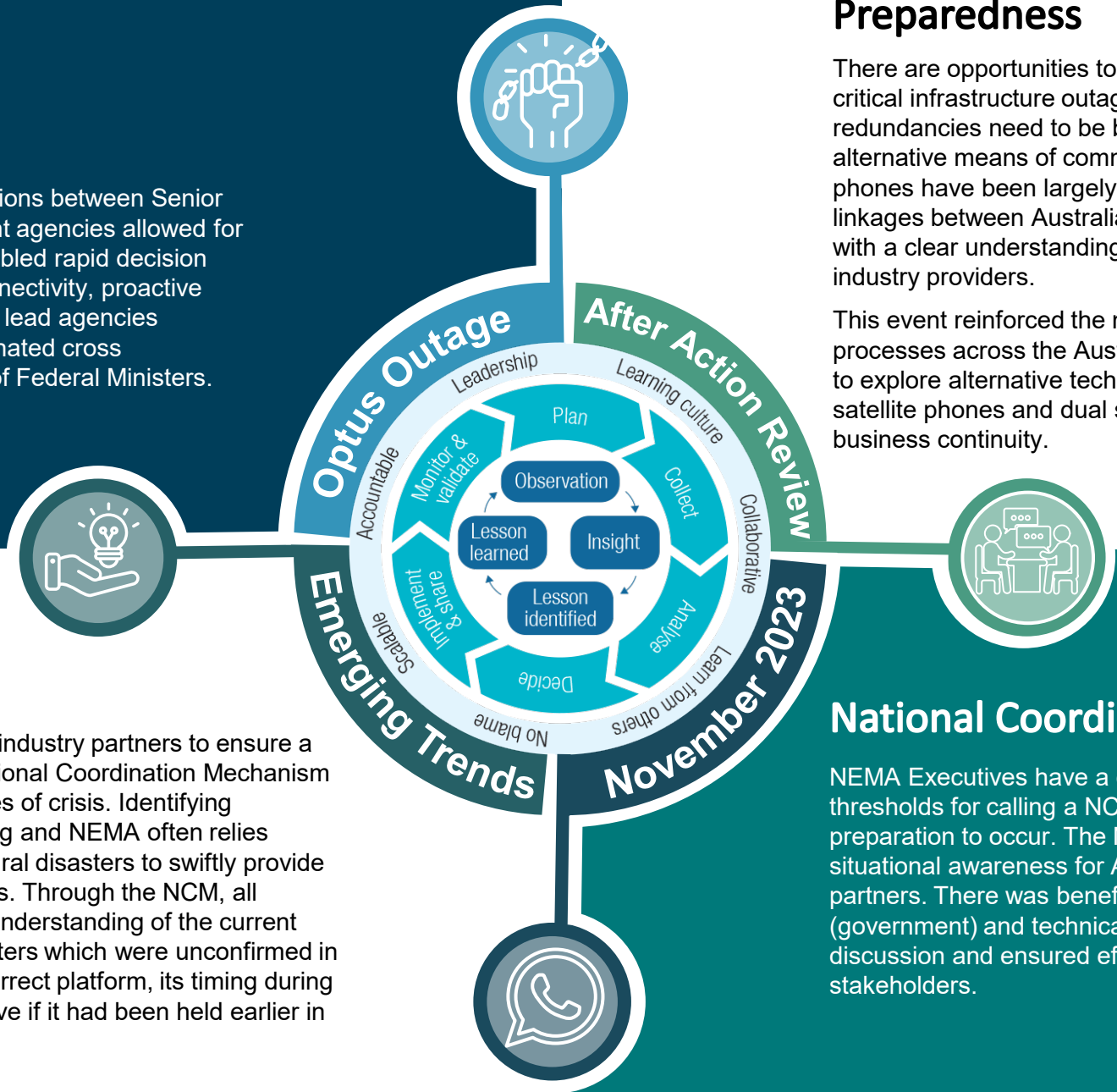


Coordinated Leadership

Observations indicate the strong connections between Senior Executives across Australian Government agencies allowed for enhanced situational awareness and enabled rapid decision making. Despite the outage affecting connectivity, proactive discussions between Senior Executive in lead agencies allowed for swift decision-making, coordinated cross government action and efficient briefing of Federal Ministers.

Speed to Action

Opportunities exist to better engage with industry partners to ensure a clear understanding of the role of the National Coordination Mechanism (NCM), and how it can be of value in times of crisis. Identifying stakeholders prior to a crisis is challenging and NEMA often relies heavily on external agencies for non-natural disasters to swiftly provide relevant contacts to attend NCM meetings. Through the NCM, all stakeholders were able to gain a strong understanding of the current response actions and seek clarity on matters which were unconfirmed in the media. Despite the NCM being the correct platform, its timing during the outage would have been more effective if it had been held earlier in the day.



Preparedness

There are opportunities to enhance Australia’s preparedness for critical infrastructure outages. Observations indicate that redundancies need to be built in tandem with resilience initiatives, as alternative means of communication such as land lines and public phones have been largely retired. It was also highlighted that stronger linkages between Australian Government and industry are required with a clear understanding of how government infrastructure relies on industry providers.

This event reinforced the need for greater business continuity processes across the Australian Government. There are opportunities to explore alternative technological options such as utilisation of satellite phones and dual sim cards for critical roles to ensure business continuity.

National Coordination Mechanism

NEMA Executives have a clear understanding of risk tolerances and thresholds for calling a NCM meeting. This enabled proactive preparation to occur. The NCM was successful in enhancing situational awareness for Australian Government and industry partners. There was benefit holding two NCM streams: strategic (government) and technical (industry), as it enabled efficient discussion and ensured effective information sharing for all stakeholders.



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Questions

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Closing remarks

Des Hosie

National Operations Advisor, Safety, Continuous Improvement & Lessons Management, Fire & Emergency New Zealand

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LESSONS MANAGEMENT FORUM 2024

DAY 1 | 28 MAY

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