FACILITATED LEARNING ANALYSIS
IMPLEMENTATION GUIDE

Prepared by

U. S. FOREST SERVICE

RISK MANAGEMENT AND HUMAN PERFORMANCE

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The Fire Operations Risk Management Council

The U.S. Forest Service's **Fire Operations Risk Management Council** is the sponsor of this guide.

The Council's Mission:

To promote a comprehensive, proactive, and recognizable program that significantly advances the safety and effectiveness of Forest Service employees.

The Council's Vision:

Regardless of the mission, the challenge, or the environment, U.S. Forest Service employees engaged in fire management and all-risk incident response activities are safe, effective, and error resilient.

The Council's Goal:

To improve employee performance through information transfer and education with an emphasis on Strong Leadership, a Comprehensive Operational Approach, and Focused Action.

While the Facilitated Learning Analysis process was born from a yearning to approach wildland fire related accidents and close calls as learning opportunities, the process has been used successfully in a variety of non-fire related activities. ,

The Facilitated Learning Analysis process helps us to maximize learning opportunities presented by unintended outcomes or "near miss" events. The intent is to improve performance by generating individual, unit, and organizational learning that capitalizes on shared experience—blaming is replaced by learning.

The Facilitated Learning Analysis exercise and report—discussed and explained in this guide—is more structured than an After Action Review. This effective wildland firefighter learning process is also less intense and less formal than an Accident Prevention Analysis or a Serious Accident Investigation.

Most importantly, this new information-sharing analysis tool is filling a significant knowledge gap. It is capturing lessons learned from the field without having to go through a more formal, elaborate, and costly process.

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By conducting a Facilitated Learning Analysis, we can help the wildland fire organization learn from the missed "weak signals" that lead to errors that any one of us could have made. Then, by sharing this information and follow-up insights, the Facilitated Learning Analysis—or "FLA"—can prevent the eventual serious accident or tragedy. In this way, the FLA helps us revisit our *recent* performance to improve our *future* performance.

I. Introduction

Industrial safety studies repeatedly show that people of all organizations will "get away" with an unsafe act more than 300 times—before a serious accident or true tragedy occurs. In all workplaces, as many as 30 "near miss" events can happen, or even 10 minor accidents, before this eventual much more serious incident eventually occurs.

Consider a recent tragedy fire in which firefighters did not have adequate lookouts nor adequately ground-proofed escape routes and safety zones. On their previous fires, did these same firefighters also perform without ensuring that these basic mitigations were in place? Were any of these firefighters troubled by this? Did they have an opportunity to speak up to address solutions—without any concern about repercussions or blame?

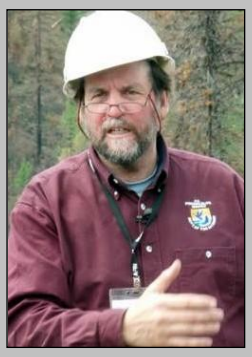
The Facilitated Learning Analysis—FLA—process realizes that none of us are immune from making errors. The intent is to create a culture in which errors are openly identified

'Facilitated Learning Analysis' Background and History

To prevent the eventual serious accident from occurring, Paul Chamberlin knew that there must be a better way for firefighters to learn from their near misses. He realized that the wildland fire community needed an easy-to-adopt vehicle for sharing such vital "learning" information.

This veteran smoke jumper who became Fire Operations Safety Specialist for the Northern Rockies Fire Operations Safety Aerial Fire Depot in Missoula, Montana did his homework.

Blending his longtime, hands-on background in wildland fire operations with his "High Reliability Organizing" savvy, Chamberlin perfected the "Facilitated Learning Analysis." With assistance from the U.S. Forest Service Fire Operations Risk Management Council, Wildland Fire Lessons Learned Center, Dr. Karl E. Weick, Dr. Kathleen M. Sutcliffe, and Dr. Gary Klein, Chamberlin launched his idea in 2007.



Paul Chamberlin

"I like to think of the FLA (Facilitated Learning Analysis) as an AAR on steroids," Chamberlin, who retired in 2008, explains. He envisioned this process being simple and expedient—to be performed by wildland fire units across the country literally hundreds of times each year.

This Facilitated Learning Analysis Guide incorporates Chamberlin's FLA goals and objectives. It provides all the information you need to conduct your own FLA. Wildland fire near misses are never the same. Therefore, as you will see in this guide report, this is an adaptable process.

"Learning" is this guide's primary objective. Sharing these subsequent FLA lessons in a timely manner will be the hallmark of our success.

Jed Conklin

and discussed. Without placing blame on anyone, the FLA provides employees—and, in turn, the entire organization—the necessary vehicle to perform this proactive learning process.

Expanding Our Collective Learning Opportunities

When we consider and discuss our "small" errors—these "weak signals" of more severe outcomes that could potentially occur—we successfully engage in a vital function of a learning organization. We, collectively, learn from our mistakes.

At the same time, when we are guided by *learning* rather than *blame*, the opportunities for learning expand. Examples of positive behaviors, experiences, and outcomes can also emerge from FLAs—demonstrating, reinforcing, and promoting outstanding performance.

Through the FLA process, all of us can better see what effective firefighting looks like.

Dialogue is Key to Identifying Risk and Sharing Lessons Learned

When a crew meets as a group to discuss an accident using the Facilitated Learning Analysis approach, dialogue is the key component. Through employee participant interaction and dialogue, the Facilitated Learning Analysis helps to target how we can avoid unmitigated risk. While it is most likely impossible to completely eliminate risk—especially within the wildland environment—risks must still be identified, assessed, and mitigated to facilitate learning.

Unlike an "investigation" during the FLA process a facilitator creates a "discussion space" in which participants can talk openly—in a non-defensive way—not only about the more obvious perspectives on how and why the accident occurred, but also about the underlying factors that could have contributed to this event. For instance, what clues could the larger organization have seen and anticipated that might have prevented this accident? Through open-ended non-threatening dialogue, the crew's actions can be discussed and better understood, as well as the actions of the entire system—up and down the chain of command.

The overall intent of the FLA is to improve performance by generating individual, unit, and organizational learning through this constructive, facilitated dialogue process.

Facilitated Learning Analysis Results in Organizational Improvements

The Facilitated Learning Analysis process promotes more effective dialogue through the disciplined practice of respectful interaction, in a group problem solving exercise.

Another important FLA spin-off is the creation of more experienced facilitators—at all levels of the organization, for all disciplines.

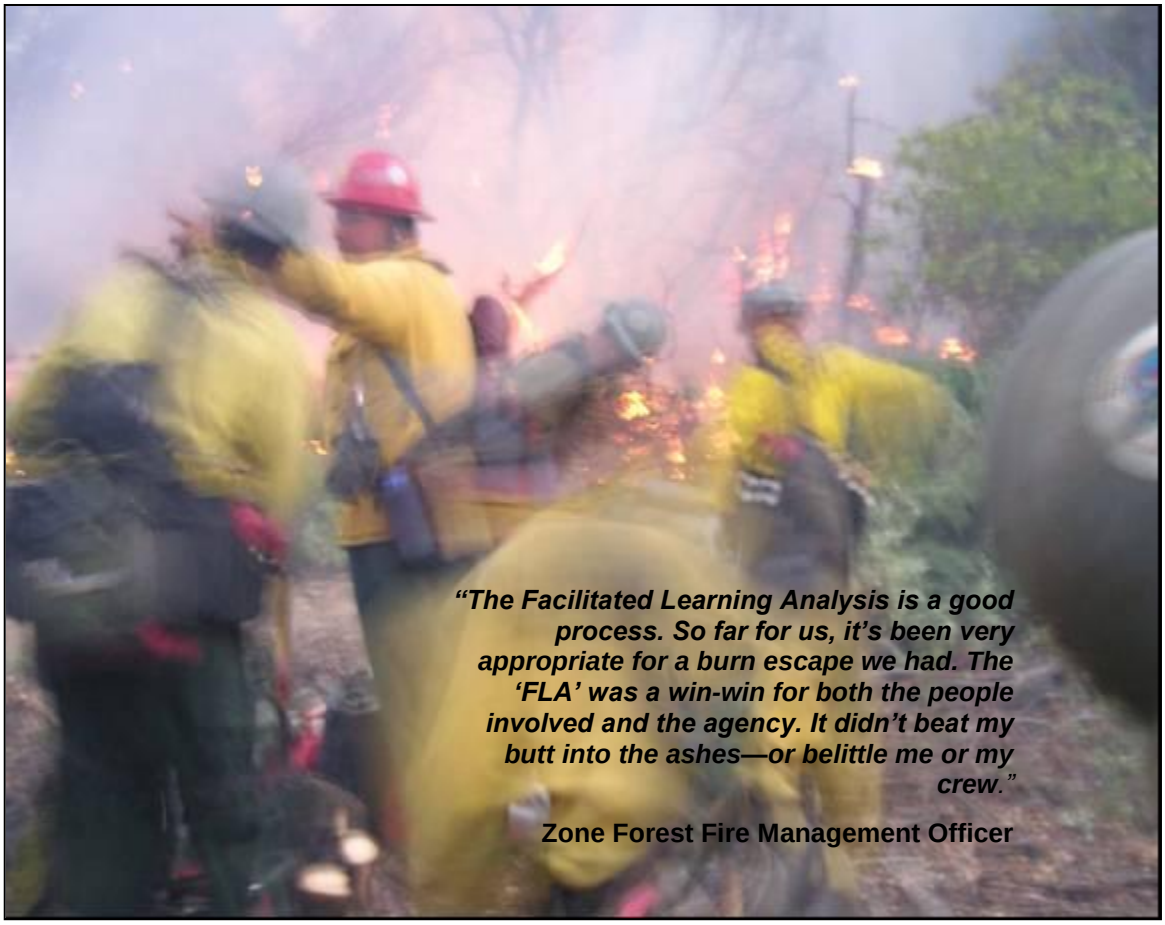
Perhaps most importantly, engaging in this process in a group dialogue can focus the conversation on how risks are seen differently between supervisors and employees. This helps daylight the gap between the hazards planned for and hazards actually encountered and can be a foundation for organizational learning.

One Key Tool in Lessons Learned Toolbox

The overall effort to develop a progressive organizational "Learning Culture" is encouraged by the U.S. Forest Service Fire Operations Risk Management Council as part of its continuous mission for developing risk management and human performance awareness.

The Facilitative Learning Analysis is just one key "tool" in the lessons learned and analysis toolbox.

This FLA Guide is a tool for those units trying to implement the principles and values representative of 21st century Wildland Fire Management, Doctrine, and organizational Guiding Principles.



Keith Redington

II. Deciding to Use the Facilitated Learning Analysis Process

Several Wildland Fire Lessons Learned Analysis Tools are Available

The Facilitated Learning Analysis is one of three follow-up, post-event "learning analysis tools" available to units seeking to develop a learning culture – an essential foundation of a safety culture:

- After Action Review (AAR)
- Facilitated Learning Analysis (FLA)
- Accident Prevention Analysis (APA)

For accidents involving fatalities or litigation, a Serious Accident Investigation (SAI) or Administrative Investigation (AI) is usually conducted.

A "Decision Aid" flowchart (highlighted on page 9) helps to illustrate how to determine the correct analysis tool process by targeting the following three types of accidents:

- A positive or lucky event with important organizational learning potential.
- A significant "close call" or "near miss" event, or;
- An accident or other event in which outcomes were unacceptable to participants and management.

In addition, a table that outlines the "Comparison of Analysis Tool Methodologies" is available in Appendix A.

The Facilitated Analysis Decision and Questions to be Addressed

The administrators involved—Regional Office, Forest Headquarters, or Ranger District—can make a joint decision for implementing a Facilitated Learning Analysis (FLA).

Before the FLA team is convened, the following questions need to be answered and discussed:

- Were all employees properly certified and trained for their assignments?

- If the event surrounded a prescribed burn, was the prescribed fire plan properly prepared and implemented—using current policy?

User Questions

Typical Questions Concerning The Facilitated Learning Analysis Process

Why should we complete an FLA rather than an AAR?

Much of the information gathered through an AAR stays with the crew, unit, or organization. Unlike most AARs, the FLA has an outside facilitator and is also a "peer review" process in which an outside party looks at the event. Information and lessons learned gathered through an FLA—via a report—is quickly shared across the wildland fire community.

Are we only documenting the major events or all actions that led to an error?

The philosophy that surrounds the FLA is encouraging individual and organizational learning. In doing so, the FLA attempts to discover the features and conditions that enabled the event to occur. This discussion might include "at risk" behaviors or how our personal histories influence our behaviors.

"When we had a recent Facilitated Learning Analysis on a prescribed burn escape, I felt one of its key benefits was its facilitated 'peer review' aspect. To have someone come in from outside our forest to review our event as a peer was extremely helpful and non-threatening."

Forest Fire Management Officer

- Is a Delegation of Authority from the Forest necessary?
- Did the event cause damage to private property, serious personal injury, or large monetary losses to National Forest lands?

Another FLA Benefit

By engaging in this learning process, individuals often experience a positive emotional catharsis.

Discussing and expressing their thoughts can help people reduce and eliminate lingering negative emotion.

Important! ☞ **FLAs are very flexible. FLA teams can add supplemental analysis as deemed important (if funding is available) such as an engineering report or a Fire Behavior Analyst's summary. Also, FLAs that are used to review any prescribed fire that was declared a wildfire *must* address the escaped fire review elements contained within the Interagency prescribed Fire Planning & Implementation Procedures Reference Guide.**

Who Conducts the Facilitated Learning Analysis?

This largely depends on the situation—the action or event being analyzed and examined. In some instances, a peer from an adjacent unit or agency may be a great candidate, or perhaps a regional expert or someone from across the country.

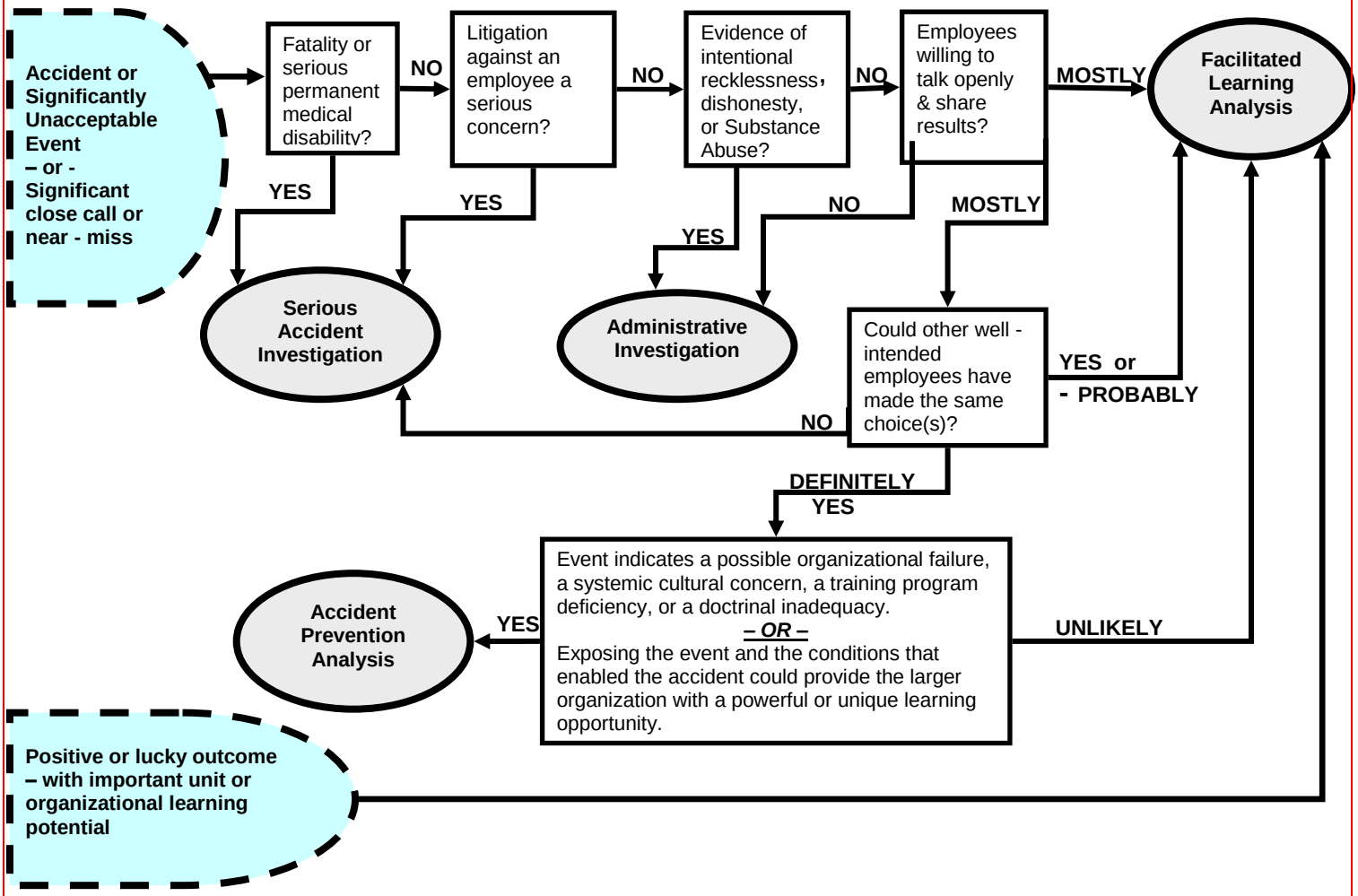
It is important to find the optimum person for the moment. This person should be a facilitator, *not* an investigator. He or she should also be knowledgeable of the tasks and skills represented in the event.

The key factor for an FLA team is to establish trust and credibility with the people involved.

For recommendations for FLA coaches or facilitators - contact the Forest Service Risk Management & Human Performance program manager at (208) 387.5970

DECISION AID FOR AGENCY ADMINISTRATORS FOR CHOOSING A POST EVENT INVESTIGATIVE / ANALYSIS PROCESS

The following 'Decision Aid', provided by the USFS Risk Management Council, is designed to assist Agency Administrators when choosing a post event investigation / learning analysis option.



III. How to Convene a Facilitated Learning Analysis Team

The size and structure of a Facilitated Learning Analysis team are flexible and usually depend on the nature of the accident or event that is being reviewed.

Simple Facilitated Learning Analyses can be done with one unbiased facilitator. The facilitator should be chosen for subject matter expertise as well as the ability to lead a "learning" discussion in a non-defensive manner. He/she should have the respect of their peers.

More complicated accidents could require more FLA team personnel than the facilitator. For instance, a writer-editor for preparing the report and other specialists (such as fire behavior analysts, equipment operators, or other subject matter experts) may be necessary.

FLA Team Logistics

Logistics for the Facilitated Learning Analysis team need to be planned in advance (such as lodging, office work room, necessary computers, etc.).

While a visit to the site of the event is preferred, this is sometimes impossible. Therefore, sand table or Google Earth recreations can serve as acceptable alternatives.

The key personnel involved with the event should always be invited to participate in the Facilitated Learning Analysis. If some of these primary people aren't available in person, they need to be included in the FLA via telephone conferencing etc.

User Questions

Typical Questions Concerning The Facilitated Learning Analysis Team

How many people should be assigned to our FLA team?

The number of participants on an FLA team depends on the complexity of the event. A simple event may have only a single facilitator. A more complex event will probably require more members, including writer/editor and subject matter experts. Use the same concept that the Incident Command System uses—staff up depending on need and complexity of the event being analyzed.

What if we can't find an experienced "facilitator"?

You should use the most proficient facilitator that you can find. Remember that the FLA's goal is organizational learning—not skilled facilitation.

Can the facilitator be someone from our own unit?

To ensure a fresh, unbiased perspective, it's best if your facilitator is from outside your unit. However, if an "off-unit" facilitator is not available, it is acceptable to proceed with an in-house facilitator.

What if a key member of our organization doesn't want to participate in our FLA?

It is important not to force anyone to attend an FLA session. Hopefully, the unit's safety culture is such that all employees understand the importance of organizational learning and the need to participate in an FLA.

How much time should be spent on our FLA?

As much time that is necessary. Simple FLAs can be facilitated and written/documented in a half day or less.

As the dialogue goes on, is someone taking notes?

Assigning an "official" note taker is up to the FLA team. Remember, an FLA is not an investigation. It is a group dialogue in which a team is collectively discussing why a certain event occurred. Detailed notes may not be necessary.

Won't it be difficult to determine the exact reason for an error? Aren't errors always complicated, not easy to clarify—even in hindsight?

Yes, errors are often hard to determine—even with the benefit of hindsight. Remember: with an FLA you are not being asked to do the impossible. Within a limited timeframe, you are making a professional attempt to find out why something happened.

Won't it be difficult to set the tone for a discussion that doesn't blame anyone?

Setting the correct, productive tone for an FLA dialogue is extremely important. This is not necessarily difficult to accomplish. To successfully do so, it is absolutely necessary that the FLA team exhibit a non-blaming posture that attempts to always seek the "what" of what happened and not the "who".

What if a member of the discussion group becomes angry or defensive?

Strong emotions such as anger and shame should be expected. It is important for the FLA team to view these strong emotions as part of the process.

The Facilitated Learning Analysis process is a very efficient tool for "mining" learning opportunities from close-call or non-serious accidents that are currently "under the radar" or not yet being discussed.

IV. How to Conduct a Facilitated Learning Analysis

The Facilitated Learning Analysis process generally includes one facilitator helping a group to analyze a recent work-related performance to help improve future performance. The following general outline provides a flexible structure for adapting to audience, event, organization, and facilitator.

Principles

1. There must be a clear agreement with the agency administrator that no administrative actions, (that is, *disciplinary actions* such letters of caution, stand-downs, forced retrainings, etc) may result from anything learned through the FLA process. If there is any question about this, ensure there is an letter of delegation (see appendix)
2. *Respectful* discussion is paramount.
3. Active listening promotes respectful discussion.
4. Learning for future events is more important than assessing past blame.
5. Participants should be conscientious and well-meaning.
6. Remember: We all make errors—it's inevitable. It's OK to openly discuss these occurrences.
7. Almost all our decisions are learned behaviors based on based on past experiences. It is extremely rare that employees are actually careless.
8. Overwhelmingly, accidents are the result of rare combinations of normal performance variability.
9. Safety is never an absolute; within the FLA dialogue safety should be thought of, and referred to, as the reasonableness of risk. .

Participants

The nature of the Facilitated Learning Analysis often depends on who is participating. For instance, each of the following people could be involved, and benefit from, an FLA:

- People involved in the event
- Supporting team members (such as specialists)
- Supervisors
- The FLA facilitator and the FLA facilitator-in-training

Of course, you can have a very successful discussion when you involve only those people who were on-site at the event. During these FLAs, the participant discussions tend to be hands-on and tactical.

When specialists, support staff, and supervisors are involved in the FLA, successful discussions also result—often broader in scope with organizational and interdepartmental topics included in the lessons learned discussions. However, in some cases, it may be more productive to conduct the discussion without supervisors being present. The FLA's dialogue will focus on topics and issues based largely on who attends. Factors that lead

up to the actual event are rarely limited to the people on site. The broader organization is often deeply involved.

Wade Clack

Agenda

Develop an agenda for the Facilitated Learning Analysis dialogue session. A typical FLA session could include gathering at the incident site or in a meeting room. When not on-site, projected pictures and graphics and a sand table can be helpful.

Make sure to take a few minutes to explain the Facilitated Learning Analysis process.

Introductions allow everyone to share who they are and what their involvement is. Throughout the process, the facilitator must ensure that everyone has the opportunity to speak. The facilitator should also be encouraged to ask probing questions—that more fully explore "what" occurred without pointing blame at individuals.

Briefly discuss the FLA process and seek suggestions for improvement next time. Also, discuss the nature of the report that will document the learning analysis discussion's lessons learned.

Discussion Focus

Five key question groups have been designed to help determine each participant's perspective. By discussing the answers to these questions, a better "picture" of the event can be formed that further explores the decisions and behaviors involved in the event. These key questions will also help the writing of the FLA report:

1. **What was planned? What was your leader's intent?**
2. **What information were you provided? What did you feel was missing? Why couldn't you get this?**
3. **What was the situation? What did you see? What were you aware that you couldn't see?**
4. **What did you do? Why did you do it? What didn't you do? Why didn't you do it?**
5. **What did you learn? What might you do differently next time? What can we learn as an organization? What might we do differently?**

The five key principles of High Reliability Organizations (HRO) can also be used to help structure or outline a Facilitated Learning Analysis process. If you are familiar with these HRO principles it might be helpful to post them. They can help to structure your discussion:

1. **Preoccupation with Failure**
2. **Reluctance to Simplify**
3. **Sensitivity to Operations**
4. **Deference to Expertise**
5. **Commitment to Resilience**

[Editor's Note: *High Reliability Organizations and High Reliability Organizing (HRO) is discussed in Karl Weick and Kathleen Sutcliffe's 2007 book* Managing the Unexpected: Resilient Performance in an Age of Uncertainty – Second Edition. *There are also several videos and reports on HRO available on the Wildland Fire Lessons Learned Center's Web site <www.wildfirelessons.net>.***]**

Sand Tables and Google Earth

If you can't actually go to the site where an event occurred, using computer, projector and Google Earth can also be utilized. People skilled with Google Earth are generally not hard to find and they can set up and animate a display that adds a bird's eye view and a features that often helps participants see a larger perspective.

Using an informal, interactive sand table approach to present what happened during an event can also be particularly helpful. The very act of setting up the sand table using employees involved in the event can reveal different understandings of what employees thought was reality. Either Google Earth or a sand table presentation can illustrate how good, well-intentioned people acted when confronted with difficult situations. Via the recreation of the event, you can share what people were thinking, how they performed, and what they might do differently in the future.

With one eye to the five key question groups (above)—and perhaps also to the five High Reliability Organizing principles—*make sure that everyone's perspectives are shared*.

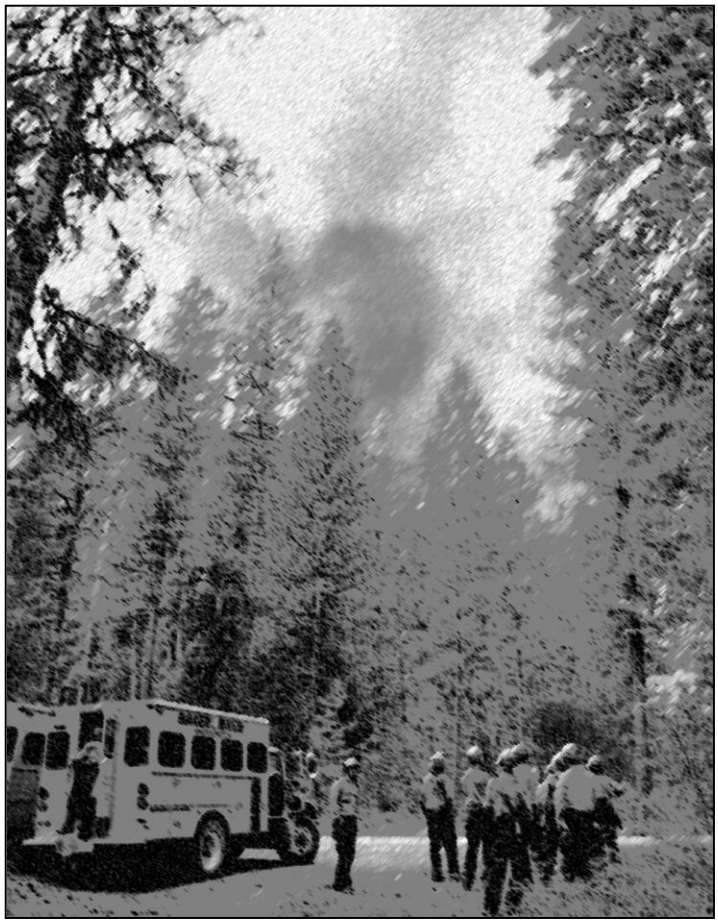
Perhaps the greatest value of the Facilitated Learning Analysis process is the ability to release a written report in a timely manner that enables others to learn from these incidents and immediately apply the lessons learned.

V. How to Write the Facilitated Learning Analysis Report

The written Facilitated Learning Analysis report focuses on the key learning elements associated with an event rather than trying to document and analyze every aspect of an entire event.

As outlined on the next page, documentation should include:

1. A summary.
2. A description of the event.
3. The sequence of events/chronology (include visuals—maps and photos).
4. The conditions.
5. Lessons learned and recommendations by FLA participants.
6. Lessons learned and recommendations by facilitator.



Eli Lehmann

While the true strength of the FLA is expanding the participants' individual knowledge and learning base, if key learning opportunities can also be communicated to others via this written report, this learning can be further underscored and accelerated with a wider audience.

That is why all of the written FLA reports should be completed and posted on the Wildland Fire Lessons Learned Center's Web site (<www.wildfirelessons.net>) as soon as possible after the event. FLA report lengths can vary. A simple event might be just one page, while complex events usually require more pages. For all FLA reports, clarity and brevity are always key components.

Important Note

Focus on why actions and decisions made sense at the time—not what people should have done from the perspective and benefit of hindsight.

Facilitated Learning Analysis
Report Format

Either the facilitator or a competent writer can write the report from the home unit. However, seeking the facilitator's review is highly advised. Include a statement at the beginning of the report identifying who requested the FLA.

Type of Event: [For instance, escaped burn, chainsaw incident, auto accident . . .]

I. Summary

[Follow the structure of the five key question groups on page 13 of the FLA Guide.]

II. Describe the Event and the Outcome

III. Sequence of Events or Chronology

IV. Conditions [If the event pertains to fire and environment-related events, this section could include the subheads: "Fuel:", "Topography", and "Weather".]

V. Lessons Learned and Recommendations from FLA Participants

[From the voice/perspective of those involved, the most important advice to others that will help ensure that such an event will not happen to them.]

VI. Lessons Learned and Recommendations from Facilitator

VI. Facilitated Learning Analysis Report Publication

Whoever provided the initial delegation for the FLA needs to review the report before it is submitted to the Wildland Fire Lessons Learned Center, where it will be reviewed once again before being posted on the Center's Web site (<www.wildfirelessons.net>).

User Questions

Typical Questions Concerning
The Facilitated Learning Analysis Report

How soon after the incident should the FLA report be posted?

Every attempt should be made to have the FLA report written and approved in the shortest timeframe possible.

Is the final FLA report prepared only by the facilitator?

This depends on the FLA team's agenda/process as discussed with the participating unit. A joint effort—between the FLA team and unit that experienced the event—is usually optimum, but situations may surface in which this is not possible.

What if we don't have an adequate writer-editor?

The goal of the FLA is organizational learning—not a "perfectly" written report. The overriding intent is to get the appropriate information from the FLA dialogue into the written report—to ensure that others in-the-field don't make the same mistake. Make your best attempt to get the most proficient writer for completing this task. Remember: for all FLA reports, clarity and brevity are always key components.

Can we use digital and video materials as part of the report?

Again, this is up to the participating unit and the FLA team. There is no reason why these electronic mediums can't be used.

Before the term "Facilitated Learning Analysis" was widely accepted, some of the first "near-miss" type incidents reviewed under this new process were known as "peer reviews" or "lessons learned" analyses (for instance, the 2006 "*Gash Creek Lessons Learned Analysis*").

VII. Examples of Facilitated Learning Analysis Reports

This chapter provides examples of events in which Facilitated Learning Analysis concepts were used. [Note: These FLAs were performed and written prior to the creation of this guide. They, therefore, do not necessarily conform directly to the current report format described on page 15.]

Little Grass Valley Tree Falling Accident (2009)
An engineering crew was involved in a tree thinning operation in a developed recreation area. One crewmember was hit by a tree requiring a life-flight rescue. The report details the interesting tension between efficiency and safety in day-to-day operations on a complex work project.
http://www.wildfirelessons.net/documents/LittleGrassValley_FellingAccident_FLA_081709.pdf

Pole Creek Facilitated Learning Analysis (2008)
An escaped prescribed fire involving cooperating fire departments.
http://wildfirelessons.net/documents/Pole_Creek_Rx_Escape_FLA.pdf

Elkhorn II Escaped Fire Facilitated Learning Analysis (2008)
A detailed report of an escaped prescribed fire involving an attempted stand replacing fire in pinyon-juniper. This report contains an extensive fire behavior analysis.
http://www.wildlandfire.com/docs/2008/lessons-learn/elkhorn2-fla/ElkhornII-FLA&EscapeReview.pdf**Madison Arm Fire Entrapment Facilitated Learning Analysis (2007)**
Eight Forest Service employees (two engine supervisors and their crews) and a dozer contractor were entrapped by wildfire. The resources entrapped and burned-over included two Forest Service engines and a chase truck, as well as a contractor-owned heavy pickup truck, trailer and dozer.
http://www.wildfirelessons.net/documents/MadisonArm_FacilitatedLearning_Analysis_Report.pdf

Little Goose Fire Facilitated Learning Analysis (2007)
A taskforce leader and a structure protection specialist were surprised and entrapped in extreme fire behavior.
http://wildfirelessons.net/documents/Little_Goose_Fire%20_FLA.pdf

East Roaring (2006)
Multiple packs and firefighting gear were destroyed by wildfire.
http://www.wildfirelessons.net/documents/East Roaring Fire LLA.doc

VIII. Appendices

Appendix A – Delegation of Authority Example

File code: 6730 Date:
Route to:

Subject: Delegation of Authority

To: (Facilitated Learning Analysis Team Leader)

This memorandum formalizes your appointment as team leader of the Facilitative Learning Analysis Team Leader formed to analyze the (accident name, location).
To the extent reasonable, follow the procedures displayed in the 2010 Facilitated Learning Analysis Guide. You are expected to produce the 72-hour briefing report and the final report as soon as practicable.

With this letter, I agree that no punitive actions will be taken against any employee as a direct result of information provided to the any member of your team.

Please brief me periodically on your progress.

Your authority includes, but is not limited to:

- Controlling, organizing, managing and directing the Facilitated Learning Analysis.
- Controlling, and managing the confidentiality of the process.
- Issuance of Safety Alerts, if warranted, in coordination with _____ the Regional Safety Manager, cell number: _____.

All travel; equipment and salary costs related to this investigation should be charged to ___ (job code) ___ with an override code of _____.

For additional information, please contact me at phone: _____.

/s/_____
Agency Administrator

Appendix B – Comparison of Analysis Tool Methodologies

To Help Choose the Appropriate Analysis Tool to Promote Learning from Our Successes and Our Failures

	After Action Review – "AAR"	Facilitated Learning Analysis – "FLA"	Accident Prevention Analysis – "APA"	Serious Accident Investigation – "SAI"
Focus of process:	**Continuous Improvement** This process promotes continuous improvement at the single-unit level—both informal and self-directed—initiated by crew or Incident Management Team.	**Employee Learning** This process dissects an event and demonstrates to employees—through their own words—both what they should learn from the event and how they should similarly learn from subsequent events.	**Organizational Learning and Forward Looking Accountability** This process identifies the cultural and organizational conditions that enabled the accident to occur as well as any latent factors that—if not corrected—could contribute to subsequent accidents.	**Managerial Understanding and Awareness** This process identifies causal and contributing factors (rules that were broken and procedures that were inadequate) that can be corrected to prevent future similar accidents.
Human error and at-risk behavior:	Is viewed as normal and correctable through feedback provided by members of the unit.	Is viewed as normal and inherent in any human endeavor. Errors and their consequences are viewed as opportunities to gain insights into improving individual and group performance.	Is viewed as inevitable and inherent to the human condition. Both are viewed as conditions that must be managed as a component of system safety. Accidents that result from human error are typically predictable and therefore an indication of an un-resilient system. Accidents resulting from human error and at-risk behaviors are viewed as consequences of cultural and organizational conditions. Significant attention is directed human factors.	Is viewed as either a causal or contributing factor to the accident.

	After Action Review – "AAR"	Facilitated Learning Analysis – "FLA"	Accident Prevention Analysis – "APA"	Serious Accident Investigation – "SAI"
Intent of report:	Reinforce success or correct deficiencies in performance. However, an AAR written report is not required. Feedback is verbal and changes can be implemented immediately.	Report is optional but highly recommended to track learning. If a report is written and distributed, its intent is to show how employees can *and should* continuously learn from similar events.	Promote a learning culture and expose flaws in agency safety programs. 1. Identify latent conditions within organizations that enable unintended outcomes. 2. Display achievable recommendations to address latent organizational conditions (such as the causal factors). 3. Chronicle the accident to facilitate widespread learning for employees engaged in similar work.	Prevent similar accidents and defend the agency in litigation. 1. Determine causal and contributing factors. 2. Provide foundation for accident prevention action plan to address, mitigate or eliminate the identified causal factors.
Report format:	[Not applicable.]	If documented, the report is generally a brief description of the event and a summary of what those people involved learned from the accident. Report is intended to share the lessons learned. Reports describes event, tiers to intent, and can offer recommendations.	1. Report displays what those involved learned for themselves and shares their recommendations of what the organization can learn from this accident. 2. The accident narrative is a factual account of the event as told from the perspective of those directly involved. To facilitate widespread organizational learning, the accident is described using professional storytelling techniques. 3. The *Lessons Learned Analysis* is an expert analysis of the accident the conditions and human factors that enabled the outcome. 4. The recommendations address changes needed in training, controls, organizational structure and culture, supervision and accountability.	1. A factual and chronological display of the events, decisions and errors that caused the accident. 2. Includes factual section and management evaluation section.

	After Action Review – "AAR"	Facilitated Learning Analysis – "FLA"	Accident Prevention Analysis – "APA"	Serious Accident Investigation – "SAI"
Witness statements:	[Not applicable.]	Statements are given in a group debriefing atmosphere. Employees talk based on their willingness to share their perspectives and lessons learned. The FLA—employee statements—should *not* be tape recorded.	Witnesses are assured that their statements are administratively confidential. They are also advised that if anyone volunteers information that indicates there was a reckless and willful disregard for human safety (see definition in the APA guide) the Agency Administrator will be advised that there is cause for an independent administrative review. Witnesses are interviewed generally individually but are not requested to sign statements or have their statements recorded. Key witnesses proofread the narrative for accuracy prior to publication.	Witnesses could be asked to provide signed, written statements to investigation team. Typically, these statements are also recorded. If anyone volunteers information indicating a reckless and willful disregard for human safety, such information may be passed on to the appropriate Agency Administrator.
Policy Requirement:	AARs are a "best practice" for small group continuous improvement.	FLAs are a "best practice" for local unit cohesion and continuous learning.	Meets the requirements of an accident investigation. APAs are a "best practice" for developing a resilient and learning organization.	Meets the requirements of an accident investigation and may best protect the agency from subsequent litigation.

It should be noted that many similarities exist between SAIs and APAs—for example the Team size and composition may be quite large and complex. But while their shared intent is to prevent future accidents, their analysis of causal factors is very different. APAs seek to display how or why key decisions of employees involved in an accident made sense to those employees in the context of their training, experience, organizational pressures and workplace culture. Causal factors in APAs are the conditions of the workplace that combine with human factors to influence, if not determine, human performance. SAIs however, seek to display how the decisions of employees involved in the accident contributed to or caused the accident. Causal factors in SAIs are typically either inadequate precautions or an employee's failure to follow rules, standards or precautions.