

Section 3: Potential Damage

Having determined which threats are more likely, think about what damage those threats might do. Below, consider your top three threats. When responding to each threat, consider the following questions:

1. Should this threat present itself during work hours, which employees would be the first to get hurt? Who else would get hurt if the problem escalated? How many employees might get hurt? How badly could they get hurt?

- a) _____

- b) _____

- c) _____

2. If the threat came to the community while no one was at work, how might employees be affected? How would this impact their ability to do their work?

- a) _____

- b) _____

- c) _____

3. What systems critical to the functioning of the organization might be damaged?

- a) _____

- b) _____

- c) _____

FACILITATOR'S GUIDE

Facilitator's Role

As the facilitator of the Emergency Preparedness tool, your goal is to create an environment that stimulates healthy discussion, with the aim of becoming more prepared to respond to emergencies.

The Process

1. Facilitator sets the stage by outlining the purpose of the meeting(s).
2. Each person fills out an assessment tool (approximately 10 minutes).
3. Facilitated discussion based on assessment tool results (1+ hours).

The length of this process will vary depending on your organization or group. You may also want to consider follow-up sessions.

Interpreting Results of Assessment Tool

In the first two sections of the assessment, the markers of "Often" or "Sometimes" indicate a higher level of risk. In the second section of the assessment, higher numbers indicate an interpretation of greater potential for emergencies related to that question.

FACILITATING DISCUSSION

Phase 1 - General Observations

Once people have filled out the assessment on their own, open a conversation about some of their key observations in general terms. For example:

- "Which of your responses to the assessment questions stands out to you as most concerning?"*
- "What questions had you not previously considered prior to using this assessment tool?"*

If you are facilitating the discussion with a larger group, consider breaking people up into smaller groups for an initial conversation before reporting back to the large group.

Phase 2 - Identifying Significant Issues and Themes

Now lead the group through their response to each of the questions. When significant themes and/or common issues arise, spend additional time exploring them. In this phase, common concerns will typically emerge that will form the basis of the final discussion. Try to limit the discussion around solutions to the issues until the next phase.

Phase 3 - Identifying Solutions to Concerns

If significant themes or common issues have emerged, spend time identifying possible ways to decrease the risks identified in previous phases. Focus on developing specific plans and strategies.

FACILITATION CONSIDERATIONS

- Who is the best person to lead the facilitated discussion? What is their role within the organization, and what are the potential dynamics to be aware of related to this?
- Consider group size. The larger the group, the more time you will likely need. However, more voices may mean you don't miss important issues that only a few people may have seen.
- Consider group make-up. What are the positives and negatives of having people from various departments in one group versus more focused departmental groups?
- Set guidelines for discussion and interactions - how will you speak with each other when you disagree? How will you listen to each other? Be prepared for differences of opinion and potential conflict.

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