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THE PANDORA PROJECT TEAM

# RISK MANAGEMENT



## TIPS & TRICKS

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*This is not a learning manual. We just offer some advice and suggestions that may be useful during the next sessions you plan.*

### **Table of Content**

<i>Before you start</i>	1
<i>Your preparation</i>	2
<i>Learning is about making connections</i>	2
<i>Two basics: brainstorm and problem solving discussion</i>	3
<i>Brainstorming</i>	3
<i>Problem solving discussion</i>	5
<i>Pitfalls</i>	5
<i>Participation counts</i>	6
<i>Working with groups</i>	6
<i>Module A01: About risks</i>	8
<i>Module A02: From chaos to structure</i>	12
<i>Module A03: Frequency</i>	14
<i>Module A04: Concurrent consequences</i>	15
<i>Module A05: Risk related costs</i>	16
<i>Module A06: Risk identification card</i>	17
<i>Module A07: How serious is it</i>	18
<i>Implementation</i>	19

## Before you start

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### **EXERCISES/ASSIGNMENTS**

During the sessions participants are required to do exercises using cards/forms that you must provide them with. These materials are all downloadable from our website.

*Once the results of these exercises have been discussed, make sure that the various cards and forms that have been used are kept safe as you will need them during the next meeting(s).*

### **THE PANDORA RISK MANAGER**

From our website you can download a simple tool to use in the process of risk management. You are advised to try it out before the sessions start.

*You could also use this tool during the training sessions. For instance to register some of the results. During the following sessions you can add the then available results. Use a beamer to demonstrate the progress to the participants.*

### **THE CHOICE OF LOCATION**

Much work will probably be done in a conference room where people sit around the conference table and discuss about their ideas and findings. In this room you need to have a white board and/or flip over, as results of brainstorms and discussions have to be written down.

*When discussing risks it may be wise to move to the location where the risk is actually experienced. It often helps to see the real situation when in pursuit of a solution.*

# Your preparation

*Organising a training session does not require a whole lot of preparation; you will rely on the information the participants offer. Your role is to facilitate this.*

## READ THE TRAINING LETTER BEFORE YOU START

There is nothing so de-motivating as a trainer who seems to be ill prepared for the job. If the trainer shows so little respect for the matter at hand, it can't be of any importance. So why should the participants think it important?

### *Understand the content*

The best way to prepare is to read the training letter a few days before the training will actually happen.

Some hands-on exercises with the Pandora Risk Manager will also help you to get a better understanding of the matter at hand.

### *Find real-life examples*

Although you are supposed to tempt the participants to come up with the required real-life examples, you had better prepare some for yourself. Especially in the beginning you must expect the participants to be rather reluctant to express their opinions and (professional) fears.

In that case you are able to get things started with some examples you found yourself.

### *Select the right location*

You will focus on the real-life situation, so 'leave' the classroom situation occasionally to have a look at the real-life situation. But always arrange the meetings in such a way, that you have a whiteboard or flip over at your disposal.

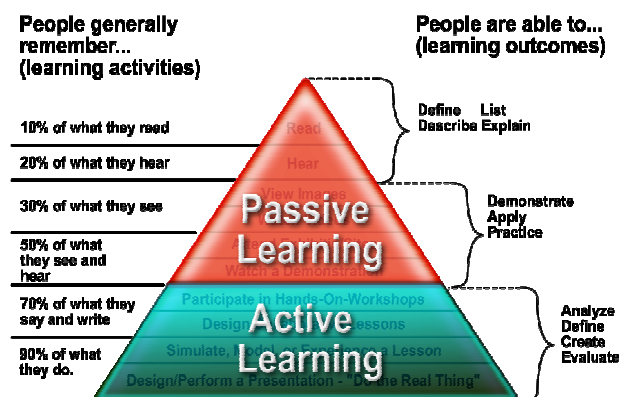
# Learning is about 'making connections'.

People know a lot. This certainly goes for the experienced employee. Educating and training them has far less to do with 'bringing something new' than with 'helping to make new connections'. It is as with preparing a dinner. All the ingredients are there, but depending on the combinations you make the results will taste like a more local dish or something exotic.

And 'making those new connections' should be based on experiences in practice and in training sessions.

It is 'active learning' we seek; the best way to influence attitudes. This graph offers a good illustration of the need for active learning. And creating risk-awareness has everything to do with changing attitudes.

*(This graph was 'borrowed' from the internet. The percentages may not be exact, but the author's message is clear and convincing.)*



# Two basics: brainstorm and problem solving discussion

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*We will now pay some attention to some techniques that are likely to be most useful.*

## Brainstorming

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*The brainstorm session helps to generate information quickly, without the pretence of completeness.*

The brainstorm starts with a rather open question. The answers 'yes' or 'no' do not apply.

An example of a 'good' question may be: 'What problems may we run into when shipping our product to our clients?'

Now the participants are invited to volunteer their answers like some kind of basic exclamation.

NOT: The present transport system may fail, and our product may get lost and therefore never reach the client, which causes reputation damage.

BUT: getting lost  
Reputation damage

Write all these results on the whiteboard.

NO DISCUSSION!

By the time all ideas have been volunteered, you start the phase in which you can ask for clarifications.

NOT: I suppose you meant.....

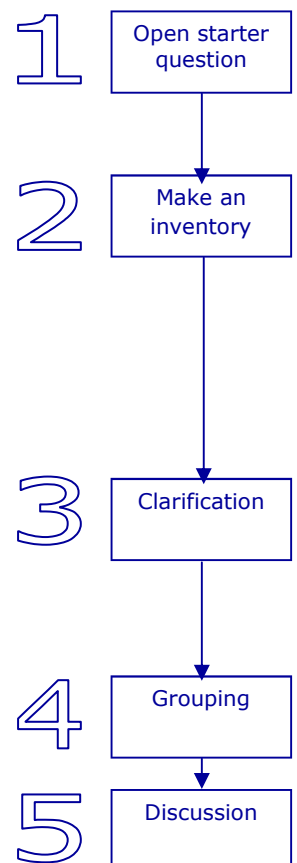
BUT: What do you mean....

NO DISCUSSION

Now we reach the beginning of a discussion. As we are not interested in dealing with 1200 different topics, we try to create clusters. We group items so that we can deal with them in a coherent way.

In this final phase we discuss the various clusters successively. If there is a sequence in the clusters, we will respect that sequence as much as possible.

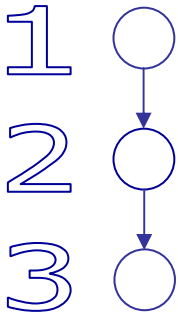
Now the question is: what type of discussion? On the next pages we will describe the characteristics of a few best suited for the job



# Problem solving discussion

Discussions form the main ingredient in our approach. Please do not underestimate the difficulty of starting a discussion and keeping it going while aiming for useful results.

## The general overview



### Clarification

During this phase participants should obtain a clear idea of the problem.

### Research and findings

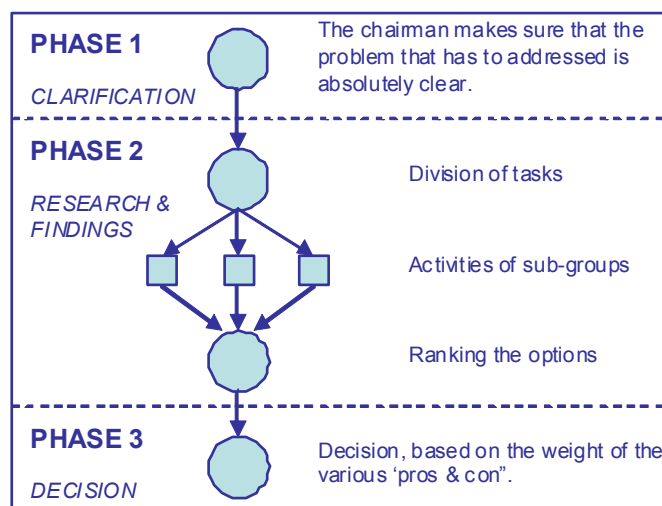
Participants gather information on the topic. They study/discuss the various options and come up with one or more proposal(s).

### Decision

A decision is reached, based on the assessment of 'pros & cons' that come with each option.

It is not uncommon that during the phase of 'Research & findings' subgroups are formed to study the various alternatives.

In that case, the overall structure will look something like this:



Depending on the complexity of the phase 'Research & findings', it is not uncommon, even very likely, that there lies a considerable period between the start and the end of this type of discussion.

**BEWARE:** for simple problems this approach is attractive. If the problem gets too complicated there is a fair chance/risk that this type of discussion takes the shape of a project team. And that is not what a problem solving discussion is meant to become.

On the other hand, when you are working with project teams, it is quite likely that those team often apply this type of discussion.

# Pitfalls

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## *We all react differently, but...*

In almost every setting you will find them: the shy and modest ones that keep quiet, the loud ones you will hear all the time, the serious participants and the semi-professional jokers. The problem is that the quiet ones may have information but seem to fear to bring it forward; the loud ones are not helping much either as they seem to run the show and the jokers are often being funny at the wrong moment. So how to deal with these attitudes?

## *Treatment of the Joker*

Tell him/her in private that you appreciate his/her intention to liven up the meeting but it should not be overdone. That message is usually understood.

## *The shy and modest ones*

Constantly react positive to their (few) remarks. This will increase their status in the group and will result in a more active participation.

## *Respect is important*

As a rule: avoid negative or mocking reactions during the meetings. It ruins the atmosphere and will probably have a negative influence on the outcome of the discussion. Never call an honest suggestion 'ridiculous'; even if you have all the reason to believe so.

## *What to do with seemingly useless suggestions?*

Suggestions that seem useless should not be discarded with a laugh or—even worse—a joke. You write them down like all other suggestions. When in the end you are left with some remarks you can do little or nothing with:

- Try to match them with other remarks so that they will, in a moderate way, still be included in the process.
- Keep them on the whiteboard and suggest that they are put there as a reminder; maybe they will fall into place at a later moment.

## *You are the manager.*

This will often lead to the rather ridiculous conclusion that you know everything. Especially in cultures where the manager is regarded with the utmost respect. In those cultures people will be careful to volunteer opinions that may contradict with those of the manager. This attitude may occasionally come in handy, but it is no great help in creating an atmosphere that allows an open discussion.

## *You are the manager.*

This will make the participants hesitant in the beginning. What if they make a mistake? What will happen if it turns out that they neglected risks everybody else has seen? Or what will be the consequence if they see all kinds of risks others can only laugh about? Being vulnerable among your equals is unpleasant; being vulnerable in the presence of your managers will by many be regarded as screaming hell.

## *Jumping to conclusions*

Good discussions are often liquidated by the clock: time is up, so let's get to a conclusion. The clock does not decide on the quality of the arguments!

## *Presiding over a meeting is a technical task*

When presiding over a meeting, your main concern should be that all goes well. That means that everybody who may have a contribution, has the chance to do so. You see to it that nobody 'takes the lead' thus claiming some kind of authority.

Frequently summarise the exchange of arguments to keep everybody involved.

You should postpone the final conclusions until all arguments have been heard and all the 'pros and cons' have been weighted.

## Participation counts

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*"If you are not part of the solution, you are likely to be a part of the problem."*

This is a rather blunt statement to stress the important of participation where problem solving is concerned.

So the question is: How do we optimise participation?



Well, one thing is sure: you don't create involvement by lecturing your audience into submission. As shown in the graph on the previous page, lecturing is not exactly the most effective method to provide knowledge. The old "sit, listen and absorb" approach may have been effective to prepare for written exams, but that is about it.

Our aim is to create an attitude with the employees that contributes to a *human 'early warning system'* where risks are concerned and to an *active participation in solving the problem*.

Discussions form the main ingredient in our approach. Please do not underestimate the difficulty of starting a discussion and keeping it going while aiming for useful results.

## Working with groups

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In the traditional setting the group's (company/department) activities are based on directives 'from above': i.e. management. The bureaucratic organisation is a perfect example of such an approach. Employees are responsible for their specific tasks only and the manager supervises and coordinates all activities. But with risk management you embark on something totally different.

Now people have to assume responsibility in a broader sense. No longer we are dealing with individual tasks and responsibilities. The team as a whole has to deal with all the risks. In a strictly bureaucratic organisation this might be regarded as trespassing on other's land and people don't like that. Like it or not, introducing risk management will have its effects on that type of organisation. The manager should be aware of these changes and he/she should be able to deal with them.

There are many descriptions on how such a process evolves, and most of them have their strong and weak points. Without delving too deep into all the details, we would like you to pay some attention to the ideas of Bruce Tuckman.

Bruce Tuckman (1965) proposed the four-stage model called Tuckman's Stages for a group. Tuckman's model states that the ideal group decision-making process should occur in four stages:

- *Forming*
- *Storming*
- *Norming*
- *Performing*

*Stage 1: Forming*

People are brought together in a group with, in this case, a specific task: to find the risks that play a role in our activities. They have known each other probably already for quite some time, but if this type of group work is new to them, you will probably face some politeness and suggestions that all is well. Maybe it is, maybe it isn't. You had better be prepared for the latter.

*Stage 2: Storming*

The artificial politeness will evaporate. People will move to the issues that are at hand and they will give room to their emotions. Discussions may, occasionally, get a bit rough. Nothing to worry about as long as you are able to control (their) emotions and bring in the then much needed relativity.

*Stage 3: Norming*

People are getting used to each other and together with an increase in mutual trust you will experience an increase in productivity.

*Stage 4: Performing*

Now the group functions as intended. They have accepted the common goals and cooperate to get things done.

In the stages 3 and 4 you recognise the involvement discussed on the previous page. There is, unfortunately, no time line available that will help us to say when each stage will set in. In our case we have the advantage that we are dealing with mainly (not completely) non-emotional issues. This will probably reduce stage 2 significantly in time.

**TIPS**

Make it understood, right from the beginning, that experiences in all those fields of activity that are going to be scrutinised is the most important factor. We need all the information that we can get and that requires the cooperation of everybody.

You will probably notice that especially during the stage 1 and 2 some participants will try to use their official authority in the organisation to get their opinion leading. You can not stop such a person bluntly as this will reduce his/her authority and consequently his/her cooperation. These problems are best solved in a one-to-one conversation outside the meeting, so nobody loses face.

# Module A01: ABOUT RISKS

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*In this module it is essential that we learn to speak the same language. All participants should understand the meaning of the words risk, chance and opportunity the way we use them in this program.*

*As this is the first meeting, you are advised to start with explaining the need for these meetings.*

**So: why risk management**

## INTRODUCTION

Suggested highlights

Losses are mainly due to risks. Sometime the occurrence of risks can not be helped, but more often they occur because we did not pay attention to them. That is not a matter of ill-will. Sometimes we are aware of risks and act accordingly. But if somebody else takes over the job, that awareness may not be present. And that is the moment things may go wrong.

In other cases we may underestimate the consequences and people get hurt (or worse) or the environment or assets get damaged. So in the end, we always pay a price when a risk becomes reality.

So now we will start with our own Pandora-project: keeping the evil spirits in the box!

Over the next few weeks we will try to identify these risks systematically. We will try to find out when they may occur, what their consequences may be and what we are going to do about it.

This is not a job for one man of woman behind his/her desk. **All** of us, nobody excluded, have to participate to make things safer; to keep the risks at bay.

*Use the first slide to summarise*



**PANDORA**  
The Project

## CHANCE, OPPORTUNITY & RISK

Risks loom in the dark, waiting to materialise.  
And when this happens we pay a price.

We will identify the risks before they become reality.

To do this we will all bring in our knowledge and experiences.

Risk management is done systematically, but above all.

### RISK MANAGEMENT IS TEAMWORK

Are there questions?

*Take your time to answer any questions.*

Suggested highlights

**CORE**

Over the next few weeks we will be discussing risks and their possible consequences. Therefore it is important that we speak the same language. Misunderstanding each other is a risk in itself and we are trying to avoid risks; not to create them.

*Show the next slide*

*Give people time to think it over.*



In principle, every definition is debatable, but as these descriptions are used throughout the method we have chosen, we have to stick to them.

- Chance = likelihood (roll the dice) of the occurrence
- Risk = an occurrence with negative consequences
- Opportunity = an occurrence with positive consequences

There is some kind of uncertainty involved with both Risk and Opportunity: This is the likelihood that something will or will not take place.

There is also a financial consequence with Risk and Opportunity. The difference is that risks will cost us money and opportunities may offer additional profit.

Are there questions?

*Take your time to answer any questions.*

# Module 1: ABOUT RISKS (continued)

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## Suggested highlights

Although we all love and adore them, we will not focus on 'Opportunities'. We are working on Risk Management So we will focus on:

*Show next slide*



Now what you see here that the third block is important. To avoid complete chaos when identifying risks and their consequences the methodology works with four different risk areas.

A risk may have, apart from the obvious financial consequences, an impact on one or more of the following risk-areas:

- People
- Environment
- Assets
- Reputation

The seriousness of this impact may differ for each risk area.

Are there questions?

*Take your time to answer any question. The discussion about risk areas has to be postponed until later.*

Suggested highlights

So what we are looking at is basically:

Show the next slide



In summary,

- Risk Management requires the participation of everybody.
- We need to learn from everybody's experiences.
- We see risks as possible occurrences with negative consequences.
- So there is an uncertainty we have to deal with.
- These consequences will effect one or more of the four risk areas
- These consequences will always cost money.

**SUMMARY**

# Module A02: FROM CHAOS TO STRUCTURE

## Risk Areas & AoM

*In this module we will deal with the four risk areas and the various levels of impact.*

### INTRODUCTION

#### Suggested highlights

During the previous session we have already addressed the existence of four Risk Areas. It was also mentioned that the severity of the consequences of a risk may differ per Risk Area. Sometimes damage to assets has no consequences for people etc. etc.

As consequences differ also depending on the business you are in, we will try to create an overview of the various levels of mischief, that may be caused by an incident in our organisation.

### CORE

#### Suggested highlights

We will deal with each risk area successively and try to develop our own criteria/examples.

*Provide the participants with a copy of the training letter (module 2) and ask them to read it and then focus on the risk area 'People'.*

*Discuss 'Consequences for People' (page 3 of Module 2)  
Use a whiteboard or a flip-chart!*

*Provide the participants with the card 'RISK AREAS Examples of AoM Levels  
Explain that AoM stands for 'Amount of Mischief'.*

PANDORA		RISK AREAS EXAMPLES OF THE AoM LEVELS			
		PEOPLE	ENVIRONMENT	ASSETS	REPUTATION
<b>A</b>	"The consequences of this risk are negligible."				
<b>B</b>	"There are some minor consequences; more so long than serious. Deal with them when you have some spare left. Don't harm people for the time being."				
<b>C</b>	"These problems are getting serious. Inform people and make arrangements as a result."				
<b>D</b>	"Serious consequences. The activity can only take place under special/supervised conditions. Immediate need for improvements."				
<b>E</b>	"Risk is absolutely unacceptable. The activity can not be executed until improvements have been implemented."				

*It is advised to split the group up in smaller groups for a preliminary discussion on the remaining risk areas. They should provide the group with suggestions that still have to be discussed. This will save time.*

*Once you agreed on the criteria/examples for a risk area, they can be entered on the card.*

Suggested highlights

Apart from the impact on each risk area, there is always an impact on our bank account. Risks cost money. (page 7 of Module 2)

*Assignment:*

*Small groups will now visit a part of the organisation and perform a risk identification.*

You will now assess a risk in your work environment.

Use the example-card to see how it works (and what criteria/examples should be improved.

Register your risk-identification using the second card: the Risk Assessment Card (Don't bother about the frequency!)



## RISK ASSESSMENT CARD

RISK: .....

FREQUENCY: 0  1  2  3  4

Consequences for PEOPLE:		Consequences for ASSETS:		Consequences for ENVIRONMENT:		Consequences for REPUTATION:	
Description	Costs	Description	Costs	Description	Costs	Description	Costs
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
(A) _____ +		(B) _____ +		(C) _____ +		(D) _____ +	

*First write down the consequences in one or two words. When all consequences have been laid down, you can add the expected costs for each element.*

*Discuss one card on the location where the risks has been identified. The rest is discussed in the meeting room.*

*Don't forget the 'money-issue'. This part of the consequences is usually underestimated.*

*Have two team members finalise the card with the examples. This should be ready before we start on module 3.*

Suggested highlights

We have now adjusted the examples of the AoM-levels for each risk area. We have experienced the assessment activities using the Risk Identification Card. Keep these cards with you; you will need them again.

**SUMMARY**

# Module A03: FREQUENCY

## From 'never heard of' to 'Happens here all the time'

*In this module we will deal with the frequency of the occurrence. Together with the severity of the impact (Amount of Mischief) the frequency of the occurrence is of crucial importance to decide on the acceptability of a risk.*

### INTRODUCTION

#### Suggested highlights


Last time we spent time and energy on the identification of possible risks. We skipped the frequency-question. Now we are going to focus on that aspect of a risk. Some risks become only once every 5,000 years while others may occur on a daily basis. We need to determine the frequency to know how to act.

### CORE

#### Suggested highlights

*Provide the participants with a copy of the Frequency Indication Card.*

This card offers an indication on how to score the frequency of an occurrence.



SCORE	
0	<b>Excluded here</b> This part of the work has been outsourced or eliminated due to specific techniques etc.
1	<b>Happens once every few years</b> People will volunteer examples of a few years back.
2	<b>About once per year</b> Again: not exactly. Could be once every eight, nine or even 14 months.
3	<b>Several times per year</b> Just two or three times per year.
4	<b>Happens here frequently</b> Four or more times per year can safely regarded as being 'regularly'.

These frequencies are not subject to change. We have to accept them as they are.

#### *Assignment:*

*The participants will use the Risk Identification Card they filled out last week and now add the frequency to it.*

*Discuss the results and try to calculate the costs (related to this risk)*

### SUMMARY

#### Suggested highlights

Today we have paid attention to the frequency levels used in the methodology. There is little to be discussed about these levels. The main thing is that we all are using the same concept when indicating the frequency of an occurrence.

# Module A04: CONCURRENT CONSEQUENCES

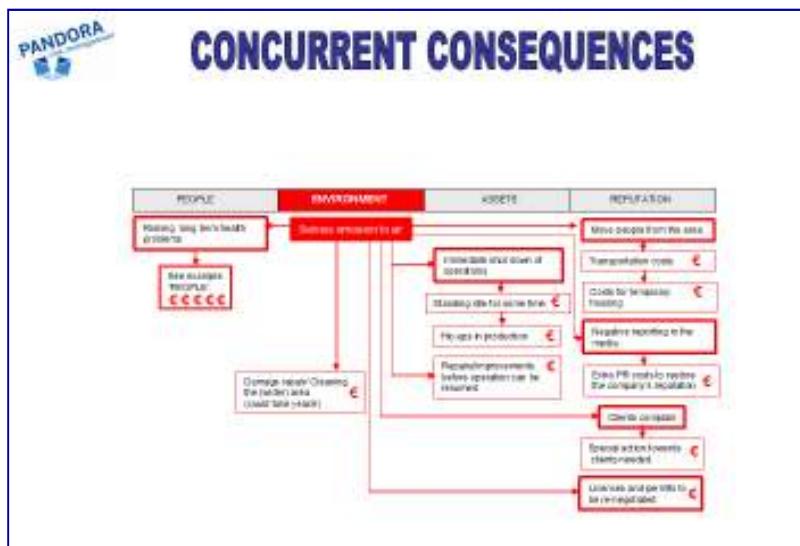
In this module we repeat the activities that were performed during module 2 and module 3. But now we focus on doing it all in one session.

## Suggested highlights

In most cases we face concurrent consequences. I'll show you an example.

Show the next slide

## INTRODUCTION



## Suggested highlights

As you see here, a simple mistake in the production that causes the emission to the air of some kind of pollution, has various consequences: starting with environmental damage and resulting in health problems and reputation damage. And everything costs money.

You are now invited to select a serious risk with consequences for at least three risk areas.

Provide the participants with a copies of:

- The finalised examples of the AOM-levels;
- The Risk Assessment Card and
- The Frequency Indication Card.

Let the participants select a complex risk. In case they can't come up with a suggestion, it would be wise if you had prepared some ideas.

**Preferably discuss the results at the actual location**

## CORE

## Suggested highlights

We have seen that a single risk may have an impact on various risk areas and that the impact differs per risk area.

## SUMMARY

# Module A05: RISK RELATED COSTS

*In this module we focus on the costs that arise with each occurrence of a risk. But that in itself does not say much. We also need to know the frequency of the occurrence to have an impression about the yearly costs.*

## INTRODUCTION

*Suggested highlights*

We have already discussed 'frequency', 'Amount of Mischief' and 'Costs'. Now we focus on yearly costs related to specific incidents/risks.

## CORE

*Suggested highlights*

*Use the Pandora Risk Manager  
Enter the costs for a specific risk in this screen.*

PEOPLE	ENVIRONMENT	ASSETS	REPUTATION
<b>CONSEQUENCES</b> People come in contact with toxic material. Some health damage possible.	<b>CONSEQUENCES</b> Minor environmental damage in the direct vicinity of the accident location (contaminates soil).	<b>CONSEQUENCES</b> For safety reasons nearby installations have to shut down temporarily.	<b>CONSEQUENCES</b> Frequent accidents like this will result in bad publicity. Labor disputes may get 'hot'.
<b>Act1</b> - Extreme indoor situation. All activities stopped until proper actions have been taken.	<b>Act2</b> - No treatment required.	<b>Act3</b> - Treatment needed, monitor the situation until zero levels only under controlled conditions.	<b>Act4</b> - ACTION EXTREMELY URGENT. Limit their activity postponed.
DETAILED COSTS PER OCCURRENCE (x €1000)			
Temporary replacement	clean up costs	Temp. reduced production	Wall probably get fixed
9,00	4,00	15,00	10,00
	additional waste disposal	Possible additional repairs	
	2,00	3,00	
Total	Total	Total	Total
9,00	6,00	18,00	10,00
<b>TOTAL COSTS FOR THIS RISK € 35,00 (x 1000)</b> <b>EXPECTED COSTS YEARLY € 70,00 (x 1000)</b>			

The 'yearly costs' are based on the frequency that has been established during an earlier session.

Repeat this for one or two other risks and focus on the total yearly costs that come with the risks.

## SUMMARY

*Suggested highlights*

All risks come at a price per incident that can be transformed to average yearly costs. If we do not create controls, the financial consequences alone will become unbearable.

# Module A06: RISK IDENTIFICATION CARD

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*At present we are working on a systematic approach to risk management. But risk management is never finished. New risks may arise with every change in the organisation or its processes. It is also possible that outsiders alert us about risks we never anticipated. That explains the introduction of the Risk Identification Card.*

## Suggested highlights

Risk Management is never 'done'. So we never can sit back behind our desk. Maybe we have forgotten something, or maybe things have changed in such a way that new risks appear on the horizon. To facilitate reporting on possible risks we use a Risk Identification Card. Like this one.

*Distribute the card that you have downloaded and printed. Make sure that there are additional cards in case something goes wrong.  
Give the participants some time to study the card.  
Discuss the content.*

**Note:** *The front side of the card allows for minor changes. But do not change the back side as that would conflict with the methodology we also use in the Pandora Risk Manager.*

**Suggestion:** *After the discussion participants will visit various spots in the organisation and use the card to identify risks. This will take about 15 minutes.*

We now have worked with the card for a short time. What are your findings? Are there changes required on the front side of the card?

*If so, discuss them and appoint someone to make the changes in order to create a new, customised card.*

## Suggested highlights

We can not afford to have people fill out these cards without some follow up. Therefore we have to stick to a simple procedure. How about this one?

*Show the slide A06 'Example of the procedure'.  
Discuss and adjust the procedure.*

There are two simple things to deal with.  
Where do we place stacks of cards so that every one—visitors included—has easy access to them?  
*Decide on the suggestions that are put forward.*

And the last question: Where do we hang the mail boxes where people can drop their filled out cards?  
*Decide on the suggestions that are put forward.*

## Suggested highlights

The Risk Identification Card will be adjusted by ..... and the procedure will be adjusted by ..... Both documents will be ready before our next meeting.  
We now have listed the place where stacks of cards will be available to everybody, visitors included, and we also have decided on the places of the mailboxes.

## INTRODUCTION

## CORE 1

## CORE 2

## SUMMARY

# Module A07: HOW SERIOUS IS IT?

*This is a very short module and it deals with the question of acceptability of a risk and its consequences.*

*More than any other module, this one calls for discussion as these decisions have to be made on 'personal assessment' more than 'formal criteria'.*

## INTRODUCTION

*Suggested highlights*

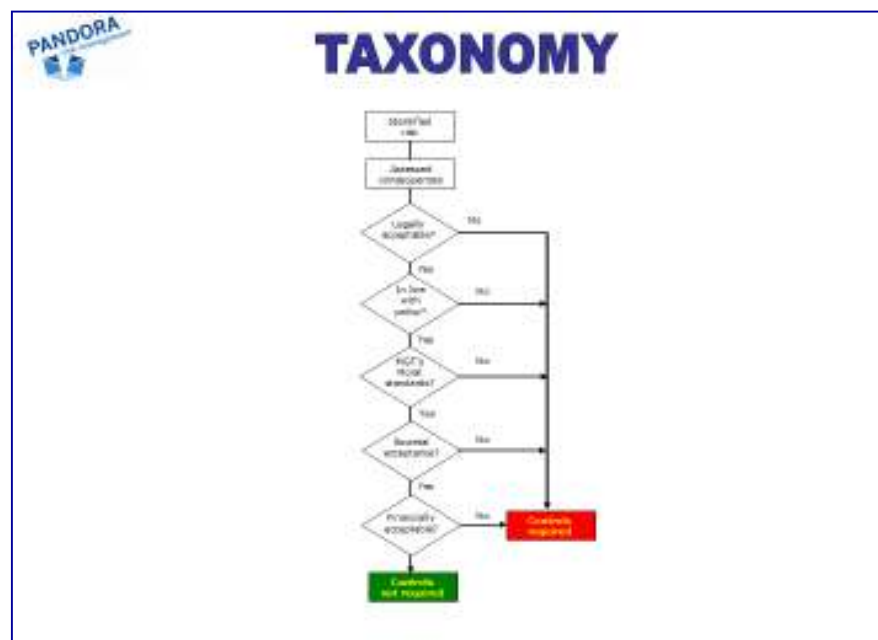
To accept risks and their consequences depends firstly on legal aspects. When the law instructs us in this respect, we can only comply. But even if the law allows this there are other considerations that play a role. Think about corporate/company policy, the reaction from society, costs etc.

## CORE

*Suggested highlights*

To reach a decision, we use a taxonomy.

*Show slide Module A07 Taxonomy*



This will help us to make up our mind.

*Provide participants with the training letter Module A07 How serious is it. Give them some moments to read it; especially page 3.*

*Organise a discussion.*

*Goal: participants understand this taxonomy.*

## SUMMARY

*Suggested highlights*

We have seen that there are various angles from which we can approach the following question: 'Is this risk, knowing the possible consequences, acceptable?'

Even when these consequences seem acceptable to us, we still have to consider the costs that come with the risk.

# IMPLEMENTATION

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## **Getting started**

Now you have finished the modules in the A-set, it is time for the official start of your Risk-management project.

The Risk Identification Cards are ready and so are the cards with the 'examples of the AoM' and the Risk Assessment Cards.

So everything is set.

### Select a department of process to start with

Although all departments/processes will have to be scrutinised for risks, it would be wise to start with a single department/process. Otherwise there is a fair chance that the project will get out of control.

### Appoint a focal point

Someone involved in the activities of that department/process should take the lead. This does not necessarily have to be the manager.

### Make the kick off something special

Just sending an e-mail with the message "Let's get started" will not constitute a memorable event. You need to give it something special.

How about a meeting with some drinks and snacks.

The general manager gives a speech about the importance of risk management for the sake of safety, quality and the prevention of financial losses.

The Introduction of the Risk Identification Cards and the way they will be treated is made public.

And then, as 'piece de résistance' you appoint the department/process that will start the project and the focal point.

## **Once the project is running**

Once the first department/process is on its way, other departments/projects may follow. Just avoid an avalanche of risk management activities as the organisation has primarily been created for other purposes. Risk management is not a goal in itself; it is just a means to an end.

## **Just a suggestion**

Entering all the information in the Pandora Risk Manager is a job that can be delegated. Just avoid that more than just one person is able to enter and adjust information.



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# It is all about risk management

Wheels up while landing!



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## Products you can download freely from our website

### An overview of the method

The method the Pandora project uses is part of the PARIS methodology for process management.

### An outline of the training program for managers

Managers play a key-role in risk management in their organisation. Therefore we offer a training program that supports every step in this process. This outline gives you a detailed overview of the training activities.

### A training program for managers

This program supports the manager to increase risk awareness in the organisation and to capitalise on the results. It offers a combination of theoretical background information, implementation strategies and practical tips.

### A risk assessment card

These cards should be freely distributed in the organisation. They are considered to be an important tool for the identification and assessment of risks. These cards come with an extensive instruction for their use.

### The Pandora Risk Manager

This is a simple, stand alone software tool that helps with the assessment of risks, their primary consequences (for people, environment, assets and reputation) and the secondary consequences: money, money and money. It also helps with the comparing the costs related to the incident with the costs related to the development, implementation and maintenance of controls. This tool comes with a comprehensive learning manual.

