The Journal of Risk Education
Innovative Ideas in Teaching

Volume 2, Number 1 Fall 2005

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Subscription information

The mission statement for the JRE is to be the leading publication of risk management and insurance education theory and practice. The intended audiences and authors are academic professors and professional lecturers of risk management and insurance.

The Journal of Risk Education is published by Kallman Consulting Services, with offices at 700 Furlong Drive, Austin, TX 78746-4127, USA. 631-748-0853.
email: kcserm@earthlink.net http://kcserm.com/

INFORMATION FOR ONLINE SUBSCRIPTIONS: Members of ARIA, SRIA, WRIA, RIMS, or SITE $10. Corporate sponsor memberships $100; student & retired $5. Associate subscriptions: $25.

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Introduction to the Journal of Risk Education

A controversy. In the last issue I stated there are some good academic journals providing excellent articles on the theories of risk economics, risk financing, and insurance. However, there is a need for a new journal that concentrates on the teaching component. This opinion received quite a bit of feedback, most of which was resounding agreement. The understanding of 'publish or perish' and the need for journal opportunities was also expressed. With only three major journals available and a very long lead time to publication the JRE seems to be filling a needed niche as the only journal dedicated to promoting pedagogical knowledge.

The JRE goal is achieved in two ways. First, the journal follows the peer reviewed process, and second, the journal solicits teaching articles from a diverse array of sources, including university professors, professional education instructors, and corporate trainers. These strategies enhance the diversity of ideas and uniformity of presentation. An interesting twist has arisen by trying to achieve these two strategies. The innovative ideas from non-academic sources are being subjected to rigorous academic analysis while the ideas from academics are being tested for practicality by practitioners. Neither set of reviewers have been gentle or subtle in their analyses.

As it should be. We should be willing to take off the gloves and scrutinize our teaching methods. An honest appraisal of teaching techniques and ideas can only better the industry, the students' education, and ourselves.

I hope you find these articles challenging, provoking, and innovative. If you do, perhaps you'll be motivated to apply these proposed techniques or to submit your own article. We all could benefit by learning from you.

In this issue. This second issue of the JRE contains articles from authors who have proven track records as dedicated instructors. Their submissions are controversial and have stimulated considerable dialogue in the review process. The reviewers have challenged the very foundations of pedagogical theory in their analyses. Their comments have questioned the validity of some submissions and cause major reworking of some sections. Their appraisals have surely resulted in articles that benefit us all. Thank you all for your assistance and submissions.

And now, enjoy the feature articles. ed.

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Manuscript Acceptance in Insurance Journals

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Abstract

Manuscript reviewers of insurance journals were sent a questionnaire to obtain information concerning reasons for manuscript acceptance. Several factors were found to influence the acceptance decision including: non significant results, out-of-date information, inclusion of the full manuscript in a proceedings, lack of generalizations, no control group, and a topic outside the mainstream of the field.

Introduction

In recent years the relative emphasis on published research for the promotion and tenure decision of insurance faculty has increased at many schools. Thankfully, the number of journals available as outlets for publications has also increased. Yet the acceptance rates are low at many journals creating a significant impact on the careers of most academics. Lack of acceptance of journal articles may also lead to some psychological difficulties on the part of the manuscript writers (Piercy, Moon and Bischof, 1994).

Journal reviewers obviously play an important role in the publication process. Beyer (1978) noted that reviewers, "are looking for something in the submission that justifies not publishing the article, and given the low consensus in the social sciences over many issues, they usually find it." Another study indicated that the low acceptance rates might lead many authors to assume that reviewers are actually critical gatekeepers. Yet an author's observations hardly provide a foundation for conclusions about how reviewers approach their task. (Jauch and Wall, 1989).

Although reviewers perform a gate keeping function, minimal research has been done as to why submissions are accepted. If authors knew in advance why journals do not accept submissions, they could address those issues before article design and submission. Thus, the question: Why do insurance journal reviewers accept submissions? This research is a logical step toward answering the above question. Therefore, the purpose of this paper is to report the findings from a survey of Insurance journal reviewers' opinions concerning the factors used to accept manuscripts. This study would benefit both new faculty and doctoral students by providing them with a framework of acceptance guidelines before manuscript submission.

Jauch and Wall (1989) have provided a wide range of references to the literature concerning the editorial process. They note in particular a book by Cummings and Frost (1985) that provide a variety of perspectives from authors, editors, reviewer, and readers. It deserves close attention for anyone involved with journal publishing. Although they focused on the reviewing process, Jauch and Wall did not ask critical questions concerning reasons for recommending the acceptance of an article.

Kerr, Tolliver, and Petree (1977), did seek reasons why manuscripts are not accepted in management and social science journals. They noted: In general, for manuscripts judged to be competent, three characteristics seem to be associated with increased likelihood of acceptance: strong author reputation, 'successful' test of the author's own new theory, and content different from that traditionally published by the journal. A number of characteristics were considered to seriously impair publication chances. Foremost among these are: results which are statistically insignificant; studies which are mere replications; manuscripts which lack new data; articles on the same topic as many recent articles in the journal (on one hand), or which fell well outside the mainstream of the discipline (on the other hand); and manuscripts which have been presented at professional association meetings and reproduced in proceedings.

Although each journal disseminates a set of publication guidelines, manuscript summiteers partially rely upon their own set of heuristics when putting research material together. To date no research has been conducted concerning reviewers' criteria for manuscript acceptance in insurance journals. The data presented in this paper provides a documented set of guidelines designed to help set the researcher's course of action before the submission of a manuscript.

Methodology

In an effort to learn more about the reasons for acceptance of insurance manuscripts, a similar methodology by Kerr et al. (1977) was used. A total of 280 questionnaires were

sent to reviewers of the leading insurance journals. The journals were selected from a list compiled by Dorfman, Ferguson, and Ferguson (2001). Only journals with primary emphasis in insurance were included in the sample. Reviewers were presented with manuscript items, which could affect their acceptance decision. Of the 280 questionnaires mailed, 64 were returned, resulting in a response rate of 22.9 percent.

The reviewers were asked to consider the following: As a reviewer for the journal, please indicate for each questionnaire item its importance to the overall acceptance decision. Use the following response choices to indicate that the information:
1 = Would add to the likelihood that you would recommend acceptance.
2 = Would count neither for nor against the article.
3 = Would count against the article, but not enough to cause you to recommend rejection.
4 = Would count against the article, and might cause you to recommend rejection.
5 = Would probably cause you to recommend rejection.
6 = Would surely cause you to recommend rejection.

Results

The following findings are the summary results of the study. As for reviewer demographics, most of the reviewers were academics, 75 percent. Their degrees were in the areas of Economics 27.6%, Risk Management and Insurance 17.2%, Law 15.5%, Finance 12%, Business and Business Administration 10.4%, and Math 8.6%. Their tenure with the journal ranged from three months to five years. Most of the reviewers, 92%, had reviewed an article with the last 12 months. Lastly, 85% of the reviewers were male and 15% were female.

According to Table 1, if the manuscript has not been previously included in a proceedings, the more likely it will be accepted. Publishing the study as an abstract reduces the chance of being accepted. Publishing the study fully as a proceedings further reduces the likelihood of acceptance. To no surprise, when the study is a direct replication of a recently published article, the manuscript has very little chance of acceptance and quite a strong chance of rejection.

Table 1
Previous Publishing of the Manuscript by the Author.

	1	2	3	4	5	6
The study has previously been presented at the National insurance conferences but not included in any proceedings	14	76	10			
The study has previously been presented at the National conferences and an abstract was included in the proceedings	7	75	12	5	1	
The study has previously been presented at the National meetings and was fully included in the proceedings.	7	42	18	17	11	5
The study is a direct replication of an original article recently published in your journal.	2		8	19	37	34

Legend: Reported amounts are in percent.
Column 1 = Would add to the likelihood that you would recommend acceptance.
Column 2 = Would count neither for nor against the article.
Column 3 = Would count against the article, but not enough to cause you to recommend rejection.
Column 4 = Would count against the article, and might cause you to recommend rejection.
Column 5 = Would probably cause you to recommend rejection.
Column 6 = Would surely cause you to recommend rejection.

Table 2 provides some interesting insights into the acceptance process by reviewers. The journal of origin for a reference citation does not influence the reviewer's perception of the manuscript. A manuscript writer would assume the opposite, but this was not supported by the data. The length of a manuscript does influence the acceptance decision. According to the data, a shorter manuscript is more favorable than a lengthy manuscript. A small sample size and an experiment without a control group both negatively affect the decision to accept a manuscript.

Table 2
Manuscript Characteristics

	1	2	3	4	5	6
The manuscript contains many references to earlier publications in the same journal.	11	76	8	5		
The manuscript contains no references to earlier publications in the same journal.	2	78	15	5		
The manuscript is twice as long as those full-sized articles usually appearing in the journal and cannot intelligibly be condensed or divided.		30	32	24	11	3
The manuscript is half as long as those smaller articles usually appearing in the journal.	8	59	12	13	8	
The manuscript is based on a sample size of less than 30.	2	34	30	16	15	3
The manuscript provides an experiment but contains no control group.		21	34	26	14	5

Legend: Reported amounts are in percent.
Column 1 = Would add to the likelihood that you would recommend acceptance.
Column 2 = Would count neither for nor against the article.
Column 3 = Would count against the article, but not enough to cause you to recommend rejection.
Column 4 = Would count against the article, and might cause you to recommend rejection.
Column 5 = Would probably cause you to recommend rejection.
Column 6 = Would surely cause you to recommend rejection.

Presented in Table 3 are the survey results concerning the study's type of data. Reviewers are not negatively or positively influenced by the type of data in a study. Data that is nominal, ordinal, or interval does not affect the acceptance decision. However, when the data does not yield statistical significant results, or when the data contains only secondary sources, will influence the reviewer in a negative manner.

Table 3
The Study's Type of Data

	1	2	3	4	5	6
The study contains nominal data and is treated accordingly	13	78	4	5		
The study contains ordinal data and is treated accordingly	15	79	4	2		
The study contains interval data and is treated accordingly	11	85		4		
The data does not yield results which approach statistical significance.	2	17	38	25	15	3
The study only contains secondary data previously collected by others.	2	29	30	24	10	5
The study discusses a new statistical test or a new data collection technique and contains no new data.	10	41	28	13	3	5
The study is a think-piece, an extension, elaboration, or refinement of a theory, but contains no new data.	29	43	15	13		

Legend: Reported amounts are in percent.
Column 1 = Would add to the likelihood that you would recommend acceptance.
Column 2 = Would count neither for nor against the article.
Column 3 = Would count against the article, but not enough to cause you to recommend rejection.
Column 4 = Would count against the article, and might cause you to recommend rejection.
Column 5 = Would probably cause you to recommend rejection.
Column 6 = Would surely cause you to recommend rejection.

Table 4 presents the reviewers' opinion concerning the study's topic. Upon examining the results presented in the Table 4, the most noteworthy point of interest would be when the manuscript tested topic is new and is the author's own. A large majority of the reviewers, 67%, responded with, "it would add to the likelihood that you would recommend acceptance," to the survey item, "when the tested topic is the author's own new topic."

Table 4
The Study's Topic

	1	2	3	4	5	6
The study's topic is of interest to the field, but differs in content from articles traditionally published in the journal.	32	37	26	3	2	
The study's topic is the same as a number of other articles recently published in the journal.	15	41	21	12	8	3
The study's topic is well outside the mainstream of the field.		27	33	18	15	7
The tested topic is new and is the author's own.	67	21	10	2		
The study is based on a topic which most people in the field are interested, but which you consider to be flawed or erroneous.	5	29	24	22	14	6
The study is based on a topic which most people in the field are interested, but which you consider to be method-bound.	7	34	27	22	10	
The study is based on a topic which most people in the field are interested, but whose importance you believe to be greatly overemphasized.	5	40	32	19	3	1

Legend: Reported amounts are in percent.
Column 1 = Would add to the likelihood that you would recommend acceptance.
Column 2 = Would count neither for nor against the article.
Column 3 = Would count against the article, but not enough to cause you to recommend rejection.
Column 4 = Would count against the article, and might cause you to recommend rejection.
Column 5 = Would probably cause you to recommend rejection.
Column 6 = Would surely cause you to recommend rejection.

According to data reported in Table 5, reviewers look unfavorably at a manuscript that does not: permit cause and effect inferences to be drawn; gives no evidence of generalizations to other situations; and gives no evidence of broader generalizations to other companies.

Table 5
Generalizations

	1	2	3	4	5	6
The study contains static correlational analysis only, which does not permit cause-effect inferences to be drawn.		30	25	32	10	3
The study is in a lab setting and gives no evidence of generalizations to other situations.		26	34	23	14	3
The study contains only one company and gives no evidence of broader generalizations to other companies.	3	16	31	30	17	3

Legend: Reported amounts are in percent.
Column 1 = Would add to the likelihood that you would recommend acceptance.
Column 2 = Would count neither for nor against the article.
Column 3 = Would count against the article, but not enough to cause you to recommend rejection.
Column 4 = Would count against the article, and might cause you to recommend rejection.
Column 5 = Would probably cause you to recommend rejection.
Column 6 = Would surely cause you to recommend rejection.

Summary

This research study has attempted to shed light on the manuscript acceptance process for insurance journals. Numerous factors were noted that would increase the chance for acceptance. Manuscripts containing an author's new and tested theory would have an increased probability of acceptance. Neutral variables that would not likely affect a reviewer's decision of acceptance are many, including: references to earlier publications in the same journal; ordinal, nominal and interval data treated accordingly; previous presentation at an insurance meeting but not included in a proceedings. Aspects of a manuscript that would probably count against a manuscript and may, or may not, influence the decision to not accept include: new or current interest study results that do not yield statistical significance; the topic of the manuscript is well outside the mainstream of the field; the manuscript contains only secondary analysis of previous efforts; the study is experimental with no control group; and the inability to draw cause-effect inferences due to solely static correlation analysis being presented. A characteristic that would probably, or surely, cause a lower rate of acceptance was replication of a recently published original study that added no new dimension to theory.

This paper also serves as a catalyst to encourage future research and classroom discussions concerning the preparation stage of manuscript development. The primary goal has been to assist new faculty focus on those areas leading to manuscript acceptance. This paper has attempted to reduce the intuitive part of writing process and replace it with a solid core of guidelines enabling new authors to contribute to the intellectual knowledge base.

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The Journal of Risk Education

Innovation Ideas in Teaching

Connect Students with the Real World: A Case Study Using Experiential Learning for Risk Management/Insurance Education

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Abstract

The paper presents a case study of an insurance course developed within the theoretic framework of experiential learning and collaborative problem solving. Students enrolled in this course selected real companies as their project subjects, for which two corporate risk managers agreed to be project sponsors. Connections between the students and faculty were built through face-to-face meetings or via electronic means including teleconference, online discussion, e-mail exchange and web source access. The evolution of this teaching strategy has followed both a problem-based learning and a collaborative group approach that is well supported by the literature. The paper shares results of the experimentation and invites discussion on how to provide students with real world or close-to real world experience by effectively using the web-based virtual environment.

Introduction and Theoretical Background

For the past five years, instead of using the traditional textbook chapter-by-chapter coverage, the instructional designer and the instructor have changed the instructional design of a series of four business school courses that are a part of a risk management and insurance major at a regional, Midwestern, public university to project-driven courses with strong emphasis on interaction and collaboration among the learners themselves. This team approach is a typical scenario in business operations where graduates of this program begin their professional careers. Research suggested the use of cases and projects for assessing critical thinking and problem-solving skills and the use of oral

presentations and written reports and papers to assess skills related to critical thinking, problem solving, and oral/written presentation (Bonfiglio, 1986; Gordon, 1998; Zvacek, 1999; Mierson with Parikh, 2000).

Experience with project-driven courses led to incorporating *Collaborative Problem Solving* (CPS), a newly developed instructional theory that combines two instructional approaches: cooperative learning and problem-based-learning (Nelson, 1999). CPS emphasizes cooperative learning in the context of "a carefully constructed problem scenario", which is the essence of problem-based-learning (Savery & Duffy, 1995). As a theory model, CPS provides guidelines that address the whole process of collaborative learning including: a) building a readiness in students to learn collaboratively; b) developing group skills; c) forming groups; d) engaging in collaborative problem solving; e) finalizing the process through appropriate analysis, synthesis, assessment, and closure activities (Nelson, 1999). The CPS theory aims at developing knowledge of a content area that consists of complex domains. In the meantime, it emphasizes the development of problem-solving, critical thinking, and collaboration skills. CPS holds the pedagogical values of maximizing the natural collaboration processes of learners; creating a situated, learner-centered learning environment; honoring ownership of the learning experience for students; encouraging content analysis and exploration from multiple perspectives; acknowledging the importance of social context for learning; and cultivating supportive relationships among learners (Nelson, 1999). With group problem solving being a common practice in this age of information, collaborative problem solving prepares learners with two of the most necessary skills in the workplace – the ability to collaborate and a desire for lifelong learning.

Purpose of the Study

The major purpose of this case study was to evaluate the effectiveness of an experiential learning environment where small teams collaborated to solve "real world" industry problems. During the past year, experiential learning had been identified by major segments of the campus community as one of three strategic areas of development for the University. For experiential learning to become a core element of the University's identity, …."the role of experiential learning must be defined, developed, accepted, implemented, evaluated, and refined by the campus community." The use of CPS as a curricular model can be viewed as being a major component of an experiential learning environment. Further, adopting a University charge where….."the complexity of advanced learning presents challenges to faculty to design experiences that are sequential, cumulative, and graded in complexity", the purpose of this study was: (1) to determine the feasibility of modifying an existing course (Commercial Property Risk Management and Insurance) to the extent that it met criteria of "experiential learning" (Kolb, 1984); (2) to identify corporations willing to partner in field testing

the course for this experience, and (3) to modify the course design and curriculum and teach it as an "experiential course" during the Fall 2004 Semester.

A secondary interest was to examine the difference of student perceptions in regard to direct and in-direct access to the resources. An analysis was conducted to compare student perceptions between groups that had direct access to the property risk being studied (a typical restaurant) and that sponsor's risk manager with perceptions from those groups that had to rely on technology (email or phone) for contact with their sponsor's risk manager and who also could not directly visit some distant manufacturing plant or distribution center.

Course Design

The goal of the course was to provide students with the knowledge and skill to examine major commercial property loss exposures including fire, business interruption, crime, inland marine, ocean marine, and to analyze these different risks so as to select optimal combinations of risk treatment and insurance for financial protection against property losses.

Given that a project becomes the central focus of the course, identification and selection of projects has posed a challenge to both students and the instructor. This project-based approach has been used in a three-course sequence covering (1) property risk, (2) liability risk, and (3) a capstone course in corporate risk management. Broadly speaking, the objectives of the group projects have been to articulate a situation involving at least two risk exposures (property, liability, or a combination depending on the course being taken) in the context of a publicly traded company or large organization (government or non-profit) setting, to develop loss control and loss financing alternative solutions for mitigating the possibility of financial loss, and to communicate recommendation(s) for solving the problem(s) with appropriate and supporting documentation. Typically, most projects can be described as representing "hypothetical" scenarios to "real world" companies. Occasionally, a group managed to connect with a local company and investigate a "real" problem. For the most part, students in groups working on these real problems have expressed a higher degree of overall course satisfaction from their project than those students taking a more textbook "case study" approach.

Because the project report takes on such a large component of the course, the instructor has spent considerable time developing the purpose and structure of this document. Over time and with major input from a group of course consultants of both industry professionals and former students, this one document has come to incorporate two types of industry reports; (1) a

consultant's risk assessment report and (2) a submission containing underwriting data and company background information for insurance coverage. The capstone course includes a section on loss development and trending for projecting ultimate aggregate loss. A major point of emphasis in the course and requirement of the report is that analysis leading to recommendations be amply supported by cost/benefit results. Since the majority of students have never seen these types of documents, several sample project reports from prior courses are made available to the class as examples of a final report. Students who graduate from the program and complete these three courses typically begin their professional careers in the claim or underwriting section of a commercial line insurer or as a risk analyst for a regional or global broker. Many former students provide positive feedback about their project experience after they have been employed for a year or two.

Contact was initiated with potential corporate/governmental sponsor organizations through their insurance brokers to solicit their commitment in becoming a participating sponsor/partner to the course. After preliminary discussions with these organizations and their brokers, it was determined that insurance brokerages who initially expressed an interest and who have been employing program graduates for several years could not participate as sponsors because they would be unable to provide the necessary financial data of their clients due to privacy and confidentiality statutes and contracts. However, through professional contacts of the instructor with corporate risk managers, we were able to secure the participation of one Fortune 1000 global manufacturing company and one regional restaurant company that operates and franchises more than 400 restaurants in 20 states. Both risk managers agreed to provide relevant financial documents from recent years of operations including property engineering reports, loss information, and property policies with specific location underwriting information. Both companies are publicly traded organization so that additional information was also available from SEC Reports and other independent sources. Perhaps the most valuable resource to the class was access to both risk managers who were available to the students throughout the semester. The course was delivered as a traditional lecture-style course that covered hazard risks and resulting accidental losses with suggested and optional "course web-enhancement" opportunities for group involvement including group discussions, file exchange, course email facilities, and a virtual classroom. In addition, course materials were posted on the course web site. Because this was an undergraduate course, there was a mid-term and a comprehensive final exam that covered the standard content found in a risk management program. Where possible, classroom lectures applied the content from the textbook to project activities that were currently underway.

Instead of following the traditional chapter-by-chapter coverage in a textbook, the project driven nature of the course required a strong emphasis on interaction and

collaboration among learners themselves. As a comprehensive instructional theory, CPS provides two general categories of guidelines to assist the implementation process: (a) comprehensive guidelines, which support the entire process, and (b) process activities, which provide step-by-step guidance for design of learning activities. Based on the comprehensive guidelines, the roles and the responsibilities of the instructor and the learners were clarified. As shown in Table 1, the instructional design for the learning process consisted of seven learning modules each carrying at least one process activity suggested by CPS.

Table 1: Course Learning Modules & CPS Process Activities

Learning Modules	Process Activities Suggested by CPS
Module 1: Introduction -- Students become acquainted with the course site through a number of learning activities.	1: Building Readiness (as an individual)
Module 2: Teaming Building, Role Selection --Students read job descriptions of four different roles for the project team and selected their own role.	2: Form and Norm Groups 4: Define and Assign Roles
Module 3: Warming Up Exercise for Team Project: A Mini-Case -- Each project team works on a mini-case assigned by the instructor as a way to warm up for the big project.	1: Building Readiness (as a group)
Module 4: Company Background --Students analyze the background of the company selected to gain a full understanding of the company's business climate, and strategic and tactical initiatives.	3. Determine a Preliminary Problem Definition
Module 5: Problem Identification -- Students identify what problem(s) will be analyzed and explain why these problems have been selected.	3. Determine a Preliminary Problem Definition 5: Engage in Iterative Collaborative Problem-Solving Process
Module 6: Solution Alternatives-Cost/Benefit Analyses -- The group develops several alternative solutions and then discusses and prioritizes them.	5. Engage in Iterative Collaborative Problem-Solving Process 6. Finalize the Solution for the Project
Module 7: Recommended Solutions -- Students demonstrate why they have determined that their recommended course of action is best.	7. Synthesize and Reflect
Course Survey -- Students provide feedback to the instructor.	8. Assess Products and Processes 9. Provide Closure

There were six, four-person groups established, with three groups for each company. Each group identified at least one significant property risk problem for their project and developed a recommended solution. The nature of this project activity closely corresponds to industry practice where corporations evaluate risk situations and attempt to mitigate potential financial losses with combinations of engineering and behavioral interventions coupled with self-funding and insurance for financing accidental losses. This instructional approach has been successful in structuring effective learning environments that prepare students with competencies and skills desired by employers (Guan and Mikolaj, 2003, 2002). Recent and similar results have also been reported for business education courses in operations management (Yazici, 2004).

In addition to corporate financial information, students had direct access to corporate risk managers through a classroom visit from one risk manager and a phone conference call from the other risk manager. Students could also email both risk managers. Each group identified their own unique problem to solve so that no group was duplicating another group's work. The course was taught on campus and had a Blackboard Course Web-site available for students. As company specific material became available from the risk managers, it was posted in the Course Documents section of the course web site so that **all** groups had access to **all** material.

Findings

The major purpose of this study was to evaluate the effectiveness of an experiential learning environment where small teams collaborated to solve "real world" industry problems. A secondary interest was to compare student perceptions between groups that had direct access to the risk being studied (a typical restaurant) and that sponsor's risk manager with perceptions from those groups, studying a major manufacturing facility, that had to rely on technology (email or phone) for contact with their sponsor's risk manager at some distant location.

The following are technical findings from the group project reports and represent a cross-section of outcome types that are typically observed:

> Market forces after 9/11 significantly increased the cost of insurance.
>
> To not disrupt budget projections, increases in self-retention were a common solution to maintaining levels of insurance coverage.
> There is a wide range in insurance policy coverage; from a standard
>
> ISO property form to broad, all-risk policies available from specialty carriers.

There have been major technology breakthroughs in fire sprinkler suppression systems that meet the varied needs of diverse industries.
To improve the use of "Hot Permits" in a manufacturing environment, innovative training and follow-up measures are an excellent behavioral loss control alternative for reducing fires.
To prevent heat exhaustion in the cooking areas of a busy restaurant, managers have a special responsibility to see that employees wear breathable clothing and take a fifteen-minute break every two hours.
A major source of risk for restaurants with drive-through windows is the architectural design of barriers to minimize physical damage to the restaurant. It is important to remove customer booths away from a sidewall drive-through to protect patrons from crash injuries and the restaurant from additional liability.
Because of the high employee turnover in the restaurant industry, special attention must be paid to maintaining current employee identification and contact information in a disaster plan to be able to account for all personnel.

Recommendations are required to be supported with a cost/benefit analysis and discussion. The format of the report is structured to reinforce the problem-solving approach of: (1) problem identification, (2) alternative solutions, (3) analysis of alternatives, (4) recommendations, and (5) references.

There were twenty-eight students initially enrolled in the class, however four students withdrew leaving the six, four-member groups. Students were surveyed upon completion of the course. Approximately one-third of the students were in their junior year and the rest were seniors. Two-thirds of the students indicated that they had taken at least one other course requiring a project based on real world experiences. Chart 1 shows that when asked whether the project conducted in the class was connected with their life experience, 64% of the students agreed.

When students were asked whether the project connected them with a "real world" that they were likely to experience after graduation, 76% said that the project connected them with "a real world" that they would be likely to experience upon graduation (see Chart 2).

Chart 2: Did the Project Connect Students with a "Real World" that They Were Likely to Experience After Graduation

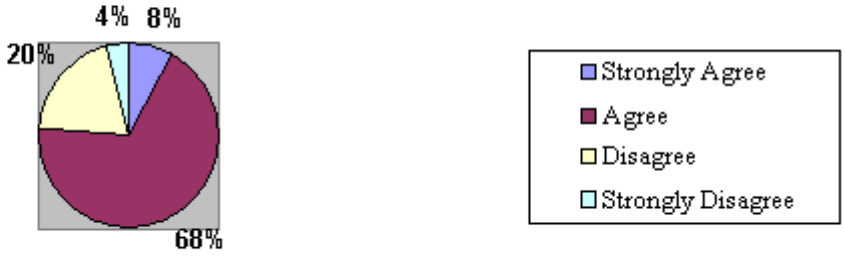
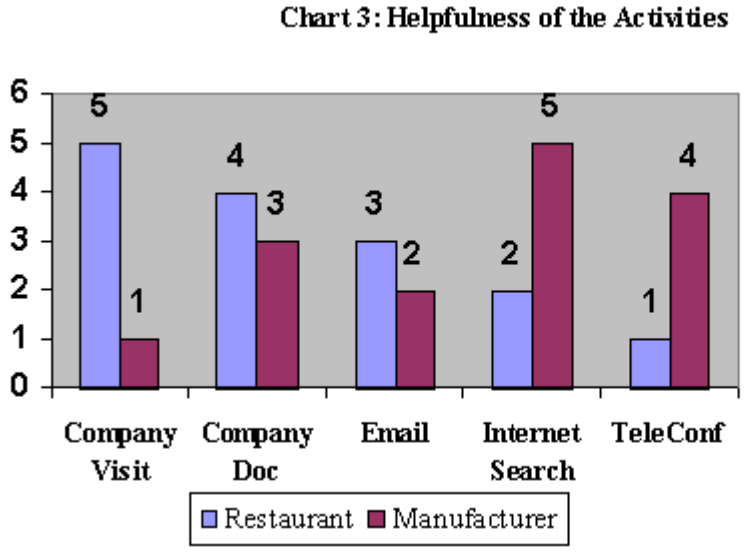


Chart 1: Was the Project Connected with Students Life Experience

The survey also showed that 64% of students felt they learned more by doing the course project collaboratively than had they been working alone and 76% felt that their group had worked effectively as a team.

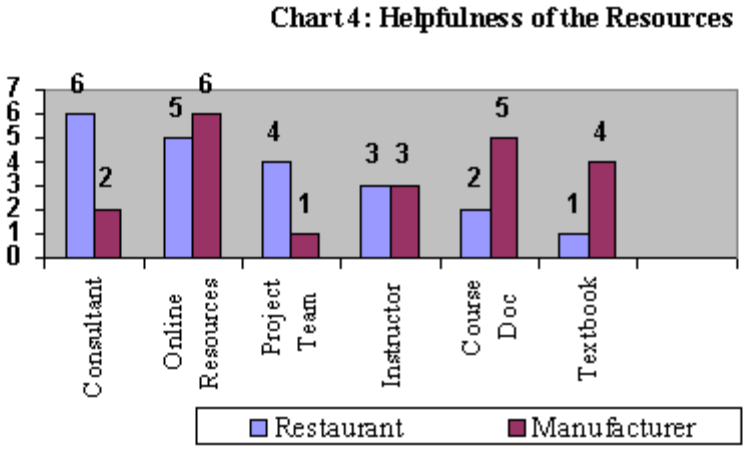
At the end of the term, students were asked to rank the helpfulness of the activities including: 1) visiting the company, 2) teleconferencing with the risk manager, 3) exchanging emails with the risk manager, 4) searching the internet for company related information, and 5) reading corporate documents posted on the course web-site that had been provided by each company. As Chart 3 shows, the groups differed with respect to their responses with 5 being most

helpful and 1 being the least helpful.



As might be expected, the groups having access to a local restaurant location reported visiting and observing the property site to be the most helpful activity. Those groups studying the global manufacturer selected reading the information provided by their sponsors risk manager as their most helpful activity. The next most helpful activity for the restaurant groups was reading documents provided by the risk manager while the manufacturing groups did not have a clear consensus, but found all the activities were equally helpful except for searching the Internet. Interestingly, a majority of respondents from all six groups selected searching the Internet for company related documents to be the least helpful activity of the possible choices given.

The choice of resources to the groups included: 1) course instructor, 2) risk manager, 3) online resources, 4) course documents including those provided by the risk manager, 5) textbook, and 6) project team members via the course-site group discussion page. Chart 4 indicated that in identifying the most helpful resource for their project, there was no clear consensus, however the restaurant groups chose the textbook and project team members, whereas the manufacturing groups also selected textbooks with course documents as their most helpful resource. The next most helpful resource for the restaurant groups was the instructor while the most selected item for the manufacturing groups was course documents. For least helpful resources, the restaurant groups selected course documents and the manufacturing group selected textbooks as being least helpful. It was apparent that there was divergent thinking among students regarding those items either most or least helpful where, for example where



course documents were selected as being both **most** helpful (6 points) and **least** helpful (1 point) by different students in the same groups working on the same project. Of course the total sample size was quite small, however most students who are into their junior if not senior year in college have adopted their own learning style preferences of material. This somewhat contradictory finding warrants further investigation and will be studied in future classes.

Nearly three-fourths of all group members felt that their group experience in this course compared favorably with their group experience in other courses. Eighty percent of the students involved in the restaurant groups reacted favorably to the experiential learning experience compared to 58% of those students where the company was not local and the information and contacts with the company required phone or electronic media contact. However, both groups were about evenly divided when asked whether they liked or disliked the course being primarily project driven. It was not surprising to observe this finding, given that throughout the semester many students complained that most of the courses they were taking required group projects and it was difficult to maintain all the necessary scheduling that the projects required. Overall, the students found that having access to a professional from a corporation that they might either interact with or work for upon graduation was an extremely valuable experience.

Conclusion

Our findings show that providing a "real world" risk problem situation for students to solve resulted in an effective collaborative learning environment. A major factor to this success was finding two organizations that agreed to participate as project sponsors through their corporate risk managers. Both companies provided corporate financial information that would be difficult to obtain from external sources. Their corporate risk managers and other professional risk management staff were available to students through a campus visit, phone teleconferencing, e-mail, and a guided tour through one of the sites. There is, of course, a potential difficulty in being able to have continual access to corporate sponsors, particularly if this access depends on instructors having risk manager friends willing and able to participate and provide corporate information.

As important as availability of "real world" project sponsors to the course, an even more fundamental determinant of project success was whether students benefitted and their learning was enhanced from participating in the collaborative activities found in this type of course. While not all students agreed that this learning environment was superior, the majority of students surveyed felt that this course and project connected them to "a real world" that they would soon be finding upon graduation. The use of national and global teams in today's business environment requires employees to collaborate and communicate effectively. As educators, we are called upon to prepare students who can be successful in this demanding collaborative work environment. There were many challenges to overcome in conducting this first "experiential learning" course, but it was well worth the effort to find that learning was enhanced and that students gained valuable experience in solving a "real world" problem.

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The Journal of Risk Education
Innovation Ideas in Teaching

WHAT MAKES AN EFFECTIVE RISK MANAGER?

CURRENT CONTEXT AND TRENDS IN RISK MANAGEMENT

The question of training and educating risk managers has been daunting for the first generation of professional association executives in the sixties. It has become possibly even more overwhelming in the last fifteen years when it expanded to providing a risk management education to all professionals and managers. Therefore, before even considering ways to approach the problem, it is necessary to investigate the present field of risk management and the competencies required to walk that field efficiently.

Since the beginning of the 21st century, it has become clearer and clearer that the traditional and reactive approach of protecting the assets of the organization through the purchase of insurance, even when extended to loss of profits and liabilities, does not offer a solution to the panoply of threats confronting an organization. Furthermore, it is high time that risks are seen again as value creating, managing uncertainties requires a global approach where opportunities as well as threats are considered when designing a dynamic strategy.

Under this new paradigm managing risks is based on a proactive vision aimed at achieving the organization's mission, goals and objectives under any stress or surprise. It requires a new expanded definition of "risks". The "new" risk management must think out of the traditional "tool" box and transcend the organization's frontiers. The globalization of the economy is experienced in all organizations, not anymore "stand alone" but depending on a complex network of economic partners, even on stakeholders with no direct contract with the organization. It is no surprise therefore that a new breed of risk managers are emerging devoted to the procurement chain and the interdependences of all parties.

In the field, over the last decade, risk management has experienced a real fragmentation in many organisations. This fragmentation requires that all risk managers or aspiring risk managers to position themselves in a totally revised check board. The "risks" to be diagnosed and mitigated have expanded to include, without priority or certainty of being complete, the following:

Environment issues, sustainable development,

Precaution principle with its legal and commercial implications,

Procurement and the logistics chain made more vulnerable with the "just on time approach",

Legal risk management,

Safety, security and terrorism

Reputation,

Crisis Management,

Ethics and corporate governance.

These risks or threats are also bearers of innovation and therefore offer opportunities for those with enough vision to size them. As early as 1992, Felix Kloman[1] had already written in a fascinating historical summary of the discussion on the nature of Risk Management that "*The Risk Management challenge is to learn how to live with this uncertainty so that risk can be an acceptable stimulus, rather than an unacceptable threat. Thus, given both the constraints of modern life and the opportunities for the future, the holistic development of risk management appears to be inevitable*". More recently, Felix Kloman[2] as an attentive witness of the evolution rightly pointed out, in each organisation, there are many who tackle risks of different forms and shapes. For a long time production site managers have been concerned with « risk management » as applied to quality, reliability, hygiene and safety in the workplace. What is new, however, and often publicised in press review or articles:

Project managers would not contemplate beginning a project without their version of a proper risk management process applied from the perspective of all parties involved in the project (general contractor, sub-contractors, suppliers and final owner of the project, etc.),

Procurement managers are in the process of recruiting their own risk management specialists to deal with the specific exposures of the logistics channels,

Legal counsels are clearly looking beyond the establishment of contracts to include the management of legal risk in the scope of their responsibilities,

Most finance directors have established credit managers to inquire into their clients and suppliers' solvency, and have long expected their treasurer to make sure of their own solvency and chosen long term financing in balancing risk and return. The new ART and complex financial mechanisms involving capital markets obviously pertain to the realm of financial strategy,

Internal auditors do not satisfy themselves with auditing the risk management process at the operational level and clearly try to find a new legitimacy through their involvement in the definition of the risk management strategy. They would like to concede only hygiene and safety to the field managers and insurance purchasing and claim management to the risk manager.

In this new cacophony, there is no way that the risk manager can play solo on his "insurance part". On the contrary, his best bet is probably to learn to be the first violin solo, the concertmaster that gives the note to all players in the orchestra and help each of them understand and interpret their own part in harmony.

All taking part in the orchestra of the organisation, be they members or visiting soloist, must learn their part, own and manage their risks, while understanding the

[1] Felix KLOMAN [the Geneva Papers on Risk and Insurance, (17 no 64, July 1992)] in his paper "*Rethinking Risk management*"

[2] Felix Kloman - The opportunities for risk management in 2005 - Risk Management Reports, Volume 32, Number 1, January 2005

overall work, the global strategy, written by the composer, the board of directors, and interpreted by the conductor, the C.E.O. It suffices for the risk manager to carry to the whole orchestra the intentions of the conductor!

Under these new circumstances, new skills or competencies will be required of the risk management professional, an extended knowledge of the field of management and strategic processes as well as communication skills and the art of convincing others. In summary, to be efficient, the new risk manager must show outstanding leadership and communication qualities.

This is a major reason that risk management professional conferences in Europe and Australia as well as in America have given some thought to developing a new title to evidence the evolution of the risk management scope and duties. How to name this new strategic manager of risks when clearly purchasing insurance is no longer the sole answer to managing risks?

As a direct consequence of this rapid evolution of the "risk domain" encompassing more and more non-insurable risks, as well as opportunities, means that any risk manager will need a host of new competencies to be effective. Therefore, listing these competencies would be daunting task, not to mention finding the right candidate for the job!

THE NEED FOR THE DEFINITION OF CORE COMPETENCIES – CONTRASTING THE UK & US APPROACHES

The Australian standards, the revised 2004 edition of which will serve as a basis for the projected ISO standard, and the British standard, developed jointly by ALARM, AIRMIC and the IRM are now accepted by FERMA[3] and have been translated into fourteen languages. If read as a road map to effective ERM (enterprise wide risk management) rather than a compliance reference, then these frameworks might provide a track to explore. However, both focus on the risk management process and offer no job description or core competencies needed for a corporate risk-manager. Indeed, some risk scholars even predict that the Chief Risk Officer is still born[4].

However, it is a fact both in the public sector and in healthcare organizations, in Europe as well as in the United states, risk managers positions are created. Furthermore, the exposures for a public entity are so diverse and far reaching in term of geography and time frame that both the American association of public risk managers (PRIMA)[5] and the British one (ALARM)[6] have developed in 2003 documents to approach the question of core competencies from different perspectives. As they seem to be the only published documents on the subjects, they are the pillars for the present article:

[3] See FERMA website : www.ferma-asso.org
[4] Chris Lajtha - Focus on the processes – Strategic Risk – October 2005 – p 34 & 35
[5] See website www.primacentral.org
[6] See website www.alarm-uk.org

The American document focuses on the competencies (knowledge) that any public entity risk manager should possess to be efficient, whatever the missions he or she is assigned in the risk management process.

The British document first covers the missions that should be assigned to the risk managers, then proceeds to define criteria to evaluate performance and finally defines what skills are generally found in a successful candidate (according to the defined performance criteria).

In other words, PRIMA's document tends to list knowledge that could constitute a university curriculum, whereas the ALARM document is more concerned with defining the scope of an effective risk management function and the skills and attitudes of the right candidates derive from there (without really dwelling on how they would be acquired).

However, a closer look at both documents leads one to realize that they point to very similar sets of skills and know-how. The main difference is that PRIMA's approach provides a more detailed list of what the candidate should have studied as a means to demonstrate the expected identified skills.

To facilitate the comparison between the two documents, PRIMA's list of competencies has been reorganized to fit in the four « standards » defined by ALARM. The reader will thus find the six chapters of PRIMA's list linked with the "skills" list of the four ALARM standards *(see following pages)*.

The following presentation is an attempt at producing a combined document that could be appropriate not only for a public entity but also for organizations of any structure and purpose. Therefore, the competencies are split into four areas, three of which are common to all risk management professionals wherever they operate.

What is proposed below is a template where part two could be adapted to the specific needs of any given organization. The main branches that would warrant a specific part 4 are identified here: public (local, regional and state), health (public and private), private sector entities (industrial, commercial and financial) and not-for-profit and NGO. A brief introduction to each will be offered.

The choice here is to stress the similarities of the risk management function in all organizations without undermining the specifics of each. It could lead to a more open field of job opportunities for all risk management professionals who could shift from one sector to another more easily.

THE FOUR AREAS OF CORE COMPETENCIES

The risk management professional is a manager who knows the risk management process and can effectively communicate and lead the processes within the organization to ensure continuing risk evaluation and mitigation[7]. Therefore the

[7] Lynn Drennan – Training for the future - Strategic Risk – October 2005 – p 33

proposed four areas of core competencies, where he/she must be able to lead "intelligent and informed dialogues with the specialists", are:

2. General Management:

Like any other person in a managerial position, a risk professional must understand the different sides of general management organized around the main resources. This knowledge must be sufficient to allow the risk manager to assist all managers in the evaluation of their exposures and available mitigation processes, hence draw a dynamic risk map. Therefore the competencies should always stress the exposures involved.

2.2. Human Resources:

Workers compensation is still often the core mission of the risk manager, however human resources is often a vital resource in many industries, and not only in the service area. Therefore the accomplished risk manager must understand career and knowledge management which are key to enhancing the potential of many organizations.

2.4. Technical Resources

Production has been the traditional domain for casualty insurance, but the understanding of production processes and the risks involved with them encompass perils far beyond those insurable risks like fire, explosion or machinery breakdown. However, from a "risk perspective", the technical resources encompass only the resources within the frontier of the organization, i.e. those it directly controls. *The technical resources in the hands of others, i.e. the procurement process, are addressed in the partners section, see here below "upstream" partners*.

2.6. Information Resources

Far beyond the computers and the information system, I.T. safety is a necessity in most organization whose operations rely entirely on the exchange and treatment of information. Furthermore, breach in confidentiality may be a source of huge liabilities. Therefore, cooperation with the Chief Information Officer is a necessity for any risk manager who must understand the architecture of an information system and databases.

2.8. Business Partners

This category of resources comprises all the economic partners of the organization, i.e., those on which it relies for the smooth operation of its activities from procurement to delivery including all the necessary logistics.

In addition to the specific of purchasing and marketing, the risk manager will need to be equipped with a solid understanding of contract law and the operations of civil courts in all the countries where the organization may be called upon to enter or defend a claim.

2.8.2. Upstream (subcontractors and suppliers)

It is the role of the procurement manager to search for the adequate partners, suppliers and contractors. However the risk manager must have a reasonable understanding of the purchasing process and the main component of logistics.

2.8.4. Downstream (distribution networks and customers)

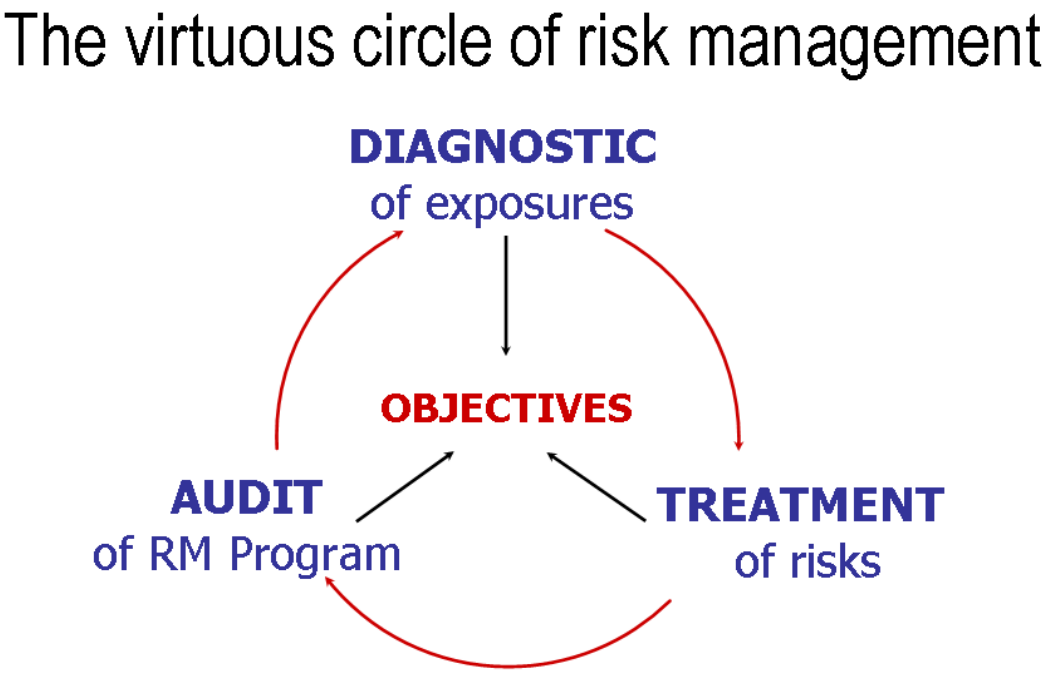
A marketing plan, a media program, a retail network strategy or hiring a sales force are the realm of the marketing director. However, while keen on sizing opportunities, he>.she may overlook some specific risks. The risk manager must have sufficient knowledge of the intricacies of the job to assist in the risk mapping exercise in the marketing department.

2.10. Financial Resources

Like all members in a management position, a risk professional must have a solid understanding of the financial side of the organization. That includes interpreting general and managerial accounting reports, including balance sheet, income statement, and financial planning, including present value and risk and return arbitrage.

4. Risk Management Process:

The heart of the missions of the risk manager is what is called the risk management process. It is a three step process, which, similar to a doctor's visit, goes from symptoms to diagnostic, treatment and verification of the effect of the prescription through an audit and monitoring process.



4.2. Diagnostic and risk profiling:

The risk manager must be able to translate the knowledge of the organization's goals and resources in a complete risk profile through a systematic exposure diagnostic process (identification, evaluation and assessment). Quantification of risk is essential for a rational approach to managing risks. Therefore, the risk manger must be able to develop data, use techniques like Monte Carlo or Bayesians networks. *The traditional two dimension approach (probability and financial impact) is probably insufficient to provide enough hindsight to the complexity of modern organizations and the way "chaos" can develop in them. But that would be the object of another article*.

4.4. Risk Treatment:

The risk manager must demonstrate a sound understanding and operational knowledge of all risk treatment instruments (risk control as well as risk financing) and have the capacity to design and implement a business plan for risk management in which proposed actions cans be evaluated (and possibly measured). Business continuity Planning and Strategic redeployment planning will be key in this exercise.

4.6. Auditing and monitoring the results:

The risk manager must have the ability to follow the evolution both within and without the organization as well as progress in risk management methods and tools and implement them to improve the risk management program. But also, an internal process must enable the top management to evaluate the progress of the risk mitigation efforts developed within the organization. This step requires cooperation with the internal audit. Therefore, the risk manager must be well aware of the audit process, its missions and methods: definition of standards, adequate reporting of the situation, assessment of the discrepancies and definition of measures to correct the course when necessary.

6. Leadership and Communication:

If the risk manager must master the risk management process, it is the mission of all operational managers to implement it in his/her own managerial department. Therefore risk management in any organization stems from teamwork, a continuous process. Therefore, the risk manager usually monitors a commission. Therefore, the candidate has to develop communications skills that enable him or her to be an effective communicator with all stakeholders both internal and external. The communication skills, written as well as oral, become more and more essential as the ERM models call for instilling a risk management culture throughout the organization and beyond to its partners and stakeholders and in light of the increasing impact of the governance issues on the management of risk balancing threats and opportunities.

8. Specific to the sector:

This fourth leg of the competencies is specific to the activities in the organization in which the candidate will be involved. Although the list may not be exhaustive, the main areas are:

8.2. Public Entities (local, regional and state):

Briefly summarized, for public entities, it is essential to understand the legal framework specific for local authorities, including the tender offer process, relationship with the state, political processes and relationship between elected official, civil servant, constituents and general public, etc

8.4. Healthcare Organizations (public and private),

Clearly, patients are at the heart of the hospital mission: restoring their health and ensuring their safety and security while hospitalized and therefore more vulnerable. Therefore the risk manager must have a sound knowledge of the medical profession and all the processes and procedures that take place in any health organization.

8.6. Private sector entities (industrial, commercial)

An overview of macro and micro economy as well as the main trends of the industrial or service branches is necessary to grasp the main issues in

developing and implementing a global strategy integrating risk and opportunity issues.

8.8. Private sector entities (financial)

The new emphasis on governance for financial institutions with the implementation of Basel 2 on operational risks for banks and the new requirements of Solvency 2 for the Insurance and reinsurance companies have clearly generated a new breed of risk managers in these institutions. Risks were even the dominant topic of the last International Insurance Society meeting in Hong-Kong in July 2005.

8.10. Not for profit and NGO.

The missions of any NGO are the very reasons of its existence and a key to its operations as well as to its fundraising exercises. The risk manager in such an organization must be aware of the specifics of the goals in such a context. In addition, reputation risk will be of great importance and understanding the levers that hinder or enhance it will be a must.

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CONCLUSION

Some risk management professionals would probably see no merit to the title question as they analyze the explosion that the management of risks has experienced an explosion in the last five years and that it is urgent that the real risk owners, the operational managers, repossess the risk-management process. In that vision, the question of effective risk management in all organizations rests on the training in risk management of all managers, and the modification of the MBA program to include risk management as a core subject.

Without disputing the need for “grass root” risk management, the process must be orchestrated from the executive suite and supervised from the board of directors. Therefore, it is a valid question to attempt a definition of the position of corporate risk manager and to analyze the competencies that will be needed to deliver efficiently in such a position. This paper is a first approach to a coherent answer open for much debate. If the current risk management professionals do not address the question, others will without them. Issues such governance, transparencies, stakeholders interest, social corporate responsibilities and ethics are all part of the new risk management paradigm. In such an environment, the perception of risks by all stakeholders is probably more important that its measure by specialists. Therefore, communication skills are becoming more and more essential in the panoply for the risk management professional[8].

[8] More comments on educating risk managers and managers for risk management - Jean-Paul Louisot – La gestion des risques – coll. « 100 Questions pour comprendre et agir » – AFNOR Paris Sept 2005

I am tempted to borrow a provisional conclusion to Eamonn Kelly and Steve Weber first article on a series on "Mastering Risks" recently published in the Financial Times. The authors state *"When advantage lies mostly in the unknown and uncertain, the ability to sense and learn faster, to correct mistakes and drop losing bets, to tolerate ambiguity and live with, even embrace, ambivalence becomes absolutely essential"* before concluding *"Loss aversion is not a way to win… re-embrace as a source of advantage"*.[9]

[9] Eamonn Kelly « Mastering risk » - Financial Time – September 8, 2005 as quoted by Felix KLOMAN in his conference at the IRM in London – October 10, 2005

APPENDIX 1: *Standard RM / 1*

Elements of competence:

Understanding and using the strategic and organizational concepts within which the council operates

Performance criteria

Underpinning knowledge, skills and attitudes:

Those who meet the performance criteria are likely to be able to:

Describe the environment and the community served by the Council in detail.

Describe the relationship between central and local government and the current regulators framework (statutory or otherwise) affecting local authorities.

Deliver the services of the risk management function within the constraints and opportunities presented by the political structure of the Council and the relationships within it.

State the strategic goals of the Council and indicate what the risk management function is doing to help meet them.

Make effective oral and written reports and representations to decision makers.

Operate effectively in a multi-disciplinary environment.

Justify proposed courses of action by reference to financial, legal and ethical criteria.

Participate in business/service plan for the risk management function.

Manage resources (human, financial and otherwise) effectively and efficiently.

Competencies found in PRIMA III - A & B, IV- E, F & G and V - A & B

III. Public Administration

A. Government Process

1. Policy Making
2. Ordinances and Code

4. Political Process (Formal)

6. Political Awareness (Informal)

5. Public Financial Management
    a. Investments
    b. Debt Financing
    c. Budgeting
    d. Accounting

B. Government Operations
    1. Understanding the operations of your entity's organization
    2. How to get things done in your organization
    3. Procurement – entity specific

APPENDIX 2: *Standard RM / 1(end)*

IV. General Management Knowledge and Skills

E. Decision Making Skills
1. Identification of Issue
a. Investigate
2. Analysis of Options
a. Cost Benefit Analysis
3. Make Decision
4. Implementation of Decision
5. Monitoring of Process
a. Performance measurement
b. Benchmarking

F. General Management Skills
1. Marketing
a. Internal
b. External
2. Labor Relations
3. Personnel Management
4. Budgeting
5. Planning
6. Program Development

G. Other Management Skills
1. Contract Administration
2. Customer Service Awareness
3. Managing Change

V. Information Technology

A. Basic Computer Skills
B. Working Knowledge of Organization's Systems

APPENDIX 3: *Standard RM / 2*

Elements of competence:

Establishing and supporting the risk management of the council

Performance criteria

Underpinning knowledge, skills and attitudes:

Those who meet the performance criteria are likely to be able to:

Establish the goals and objectives of activities of the Council,

Carry out systematic corporate risks assessments,

Carry out business/service interruption planning,

Communicate to decision makers the results and the implications of the identification of corporate hazards/risks and subsequent evaluation,

Evaluate risk treatment and loss control against pre-set targets/objectives,

State the most useful sources of professional information and use them systematically.

Competencies found in PRIMA I - A, II - A, IV- D, VI - A

I. Introduction of Core Competencies

A. History and Evolution of RM and Insurance

II. Risk Management Core

III A. Risk Identification and Assessment

2. Property

4. Identification Valuation

6. Investigation

IV. General Management Knowledge and Skills

D. Critical Thinking Skills

VI. Future of Risk Management

A. Openness to and awareness of industry trends and new ideas *(This means that the risk management practioner must remain a scholar, looking for ideas outside of his/her organization through formal training as well as networking with colleagues and providers).*

APPENDIX 4: *Standard RM / 3*

Elements of competence:

Treating risks

Performance criteria

Underpinning knowledge, skills and attitudes:

Those who meet the performance criteria are likely to be able to:

Communicate to decision makers the results and the implications of the identification of corporate hazards/risks and subsequent evaluation.

Evaluate risk treatment and loss control against pre-set targets/objectives.

Plan and justify appropriate methods of risk financing (whether by insurance or otherwise).

Describe the current situation and future trends in the local government insurance/risk financing market.

Maintain effective professional and contractual relationships with service providers.

Competencies found in PRIMA II - B, C, D & E

II. Risk Management Core

B. Risk Control

1 .Pre Loss

a. Safety/Loss Control

b. Regulatory Compliance

c. Crisis Management

2. Post Loss

a. Claims Management

C. Risk Financing

2. Retention

a. Self Insurance

b. Actuarial Concepts

4. Risk Transfer

a. Contractual Risk Transfer

b. Commercial Insurance (Large Subset to be Defined)

c. Bonds

6. Alternative Risk Financing

a. Pooling

b. Captives

D. Law/Legal Principles

1. Environmental Law
2. Judicial Process
3. Statutory Law
4. Contract Law
5. Case Law
6. Tort Law

E. Program Administration and Management

1. Policies
2. Procedures
3. Record Keeping and Documentation
4. RMIS

8. Cost Allocation

APPENDIX 5: *Standard RM / 4*

Elements of competence:

Communicating

Performance criteria

Underpinning knowledge, skills and attitudes:

Those who meet the performance criteria are likely to be able to:

Support and encourage the operation of group within staff (in particular a risk management group with access to top management).

Design and use appropriate methods of verifying the awareness of risk.

Design and use paper and electronic communications media.

Assess and design or commission training experiences to meet them.

Design and use value-for-money incentives to support planned risk management initiatives.

Assist decision makers on devising sanctions (budgetary or otherwise), which can be applied in order to encourage compliance with the Council's approach to risk management.

Competencies found in PRIMA IV- A, B & C

IV. General Management Knowledge and Skills

A. Communication Skills
   1. Listening
   2. Written Communication
   3. Oral Communication Skills
   4. Negotiation
   5. Persuasion
   6. Conflict Resolution

B. Education and Training Techniques

C. Leadership Skills
   1. Coalition Building
   2. Team Building
   3. Workplace ethics
   4. Mentoring

Book Reviews

There have been several new risk management and insurance books released recently. Your peers would greatly appreciate your thoughts on these books. If you are aware of some books or texts and would like to write a brief review please contact the editor.

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The Journal of Risk Education is an e-journal. Please submit your articles for review by sending an email to the editor with a WordPerfect or Word document attached. Please minimize the formatting and make your copy text as simple as possible. Please use the Chicago style for your references. The editor will make a copy of the attached document and remove the authors' names before forwarding on to the associate editors fro review. You will be notified as soon as is possible of the status of your submission. The final copy is saved as a PDF file for distribution.