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Australian Institute for
Disaster Resilience

**AUSTRALIAN EMERGENCY
MANUAL SERIES**

**PART IV
Skills for Emergency Services Personnel**

Manual 32

LEADERSHIP

EMERGENCY MANAGEMENT AUSTRALIA



Australian Government

Attorney-General's Department Emergency Management Australia

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NOTE: Expansion of the Australian Emergency Manuals Series

In August 1996 the National Emergency Management Principles and Practice Advisory Group agreed to expand the original AEM Series to cover a more comprehensive range of emergency management principles and practice publications. The new Series incorporates the 20 original AEMs as PART IV of a five-part structure as follows:

PART I	The Fundamentals
PART II	Approaches to Emergency Management
PART III	Emergency Management Practice
PART IV	Skills for Emergency Services Personnel
PART V	The Management of Training

From November 1996, the title, number and Part-colour of relevant new or revised EMA publications will reflect their place within the structure. Additionally, manuals in Part IV will be individually colour-coded to match the original AEMs. Existing manuals will remain current until their review date when they will be revised and integrated into the new Series. The first stage of this transition is indicated below in lists which will change as each new manual is published.

**Original AUSTRALIAN EMERGENCY MANUAL SERIES
(available until integrated into new series upon review)**

AEM-DISASTER RESCUE (3rd edition)	AEM-FLOOD RESCUE BOAT OPERATION
AEM-FOUR-WHEEL-DRIVE VEHICLE OPERATION	AEM-COMMUNITY EMERGENCY PLANNING GUIDE (2nd edition)
AEM-COMMUNICATIONS	AEM-ROAD ACCIDENT RESCUE
AEM-TRAINING MANAGEMENT	AEM-CHAINSAW OPERATION
AEM-MAP READING AND NAVIGATION	AEM-VERTICAL RESCUE
AEM-DISASTER MEDICINE	AEM-DISASTER RECOVERY
AEM-INSTRUCTIONAL TECHNIQUES	AEM-LAND SEARCH OPERATIONS

**New AUSTRALIAN EMERGENCY MANUALS SERIES
PART IV - Skills for Emergency Services Personnel**

Manual 1	STORM DAMAGE OPERATIONS (2nd edition)	A
Manual 2	OPERATIONS CENTRE MANAGEMENT	A
Manual 3	LEADERSHIP	A
Manual	LAND SEARCH OPERATIONS	R
Manual	ROAD ACCIDENT RESCUE	R
Manual	RESCUE (formerly Disaster Rescue)	R
Manual	EVACUATION MANAGEMENT	D
Manual	COMMUNICATIONS	R
Manual	EMERGENCY FOOD SERVICES	D
Manual	CIVIL DEFENCE	D

Publishing status (11/96): A=Available; D=Development; R=Revision; P=Planned

NB. Manuals will be issued subject to availability and guidelines in the latter paragraphs of the Foreword, page v

AMENDMENT LIST

Amendment		Effected	
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FOREWORD

THE AUSTRALIAN EMERGENCY MANUAL-LEADERSHIP HAS BEEN WRITTEN TO MEET THE NEEDS OF THOSE EMERGENCY SERVICES PERSONNEL WHO MAY NOT HAVE ACCESS TO PROFESSIONAL LEADERSHIP OR MANAGEMENT DEVELOPMENT PROGRAMS. THE MANUAL WILL BE USEFUL FOR MEMBERS OF THE VOLUNTEER EMERGENCY SERVICES, AND SHOULD BE A HELPFUL REFERENCE FOR PROFESSIONAL EMERGENCY SERVICE OFFICERS.

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INTRODUCTION

In the often trying and hazardous situations in which emergency workers find themselves, effective leadership is the key to a successful, well-executed operation. However, leaders in emergency management do not only lead in operations. Leadership must be maintained throughout all the phases of emergency management – prevention, preparedness, response and recovery.

No matter how large or small the team, no matter what the task, no matter what service the leader belongs to, the success or failure of the team is largely influenced by the leader's actions and example. Clearly, leaders will need to know a great deal, and more importantly they must be able to apply that knowledge.

Good leadership means consistently getting the best from the team. To achieve this means setting a personal example; being as part of, and leading the team; and sharing the experiences of the team.

Most individuals have the ability to develop leadership skills. This manual provides proven ideas that may be used to enhance a person's existing skills and increase their personal effectiveness as a leader.

There are many different aspects, conditions and factors which influence leadership and its application. This information contained in this manual can be no more than a basis of consideration. It has not been designed to give a guaranteed outcome. Ultimately, the onus is on individuals to adapt leadership principles, guidelines and experience to their own circumstances.

Individuals should develop their own unique approach to leadership. This manual should be used as a guide in that development.

AIM

The aim of this manual is to provide a framework for the theory and practice of leadership in emergency management.

SCOPE

Leadership in emergency management can be divided into three levels: leadership of individual teams; leadership of a number of teams; and leadership as a manager. This manual deals primarily with the first two levels, and provides an introduction to the complexities of leadership as a manager.

This manual is essentially aimed at those personnel who may not have access to professional leadership or management development programs. It will be most useful for members of the volunteer emergency services, and will be a helpful reference for the professional emergency service worker. It is a reference manual which can be used as a basis for the development of agency-specific training resource material

AUSTRALIAN EMERGENCY MANUAL

LEADERSHIP

SECTION ONE

LEADERSHIP OVERVIEW

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SECTION ONE—LEADERSHIP OVERVIEW

CHAPTER ONE

TERMINOLOGY

DEFINITIONS

1.01 A key leadership skill is clear communication. To achieve this there must be a shared understanding of common words, particularly command, control, coordination, leadership and management, which are used throughout this manual. They are defined below:

1.02 COMMAND

Command is the authority and responsibility within an agency for planning, organising, directing, coordinating and controlling the activities and resources of that agency in the achievement of assigned tasks.

- a. Command relates to a single agency only, and normally has a higher legislative basis.
- b. Command works vertically only within that service.
- c. Command relies upon service policy and procedures describing how that service achieves corporate strategies, aims and objectives.
- d. Command may be influenced, but cannot be interfered with, by outside agencies.

Command relates primarily to organisations.

1.03 CONTROL

Control is the overall direction of combined activities of agencies and individuals involved in meeting an agreed goal. Control operates horizontally across all agencies and individuals involved.

Control relates primarily to situations.

1.04 COORDINATION

Coordination is the process of bringing together agencies and individuals to ensure efficient and effective management of tasks and resources to achieve agreed goals. Coordination is effected through liaison. Coordination operates vertically through an organisation as a function of command, and horizontally across agencies as a function of control.

Coordination relates primarily to resources.

1.05 LEADERSHIP

Leadership is the ability to influence the activities of others through the process of communication to reach a common goal.

1.06 MANAGEMENT

Management is the process of planning, organising, directing, and controlling resources to reach a common goal.

SUMMARY

1.07 Leaders command people, control the situation, and coordinate resources by using leadership and management skills.

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**AUSTRALIAN EMERGENCY MANUAL
LEADERSHIP**

**SECTION TWO
TEAM LEADERSHIP**

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SECTION TWO TEAM LEADERSHIP

CHAPTER TWO

THE EMERGENCY MANAGEMENT LEADERSHIP MODEL

INTRODUCTION

2.01 There are many theories of leadership. Some argue that leaders are born and not made, others believe that leaders can be created. The emergency management model recognises that some aspects of leadership are inherent in the individual and accepts that leadership ability can be developed through education and training.

2.02 EMERGENCY MANAGEMENT MODEL

The model identifies three elements of effective leadership foundations, skills and actions. The foundations will help identify potential leaders, the skills of leadership may be developed in training and the actions will be practised in the day-to-day activities of a leader.

LEADERSHIP FOUNDATIONS

2.03 Experience indicates that certain foundations are common to successful leadership. Many lists of foundations are available in various leadership studies. These foundations are, however, only a beginning. Having these foundations will not guarantee success as a leader, although without these foundations, the leader's task may be made more difficult.

2.04 DESIRED ATTRIBUTES

Potential leaders may be identified by their ability to demonstrate leadership foundations which may include:

- a. confidence;
- b. courage;
- c. empathy;
- d. initiative;
- e. integrity;
- f. loyalty;
- g. self-motivation; and
- h. sound judgment.

LEADERSHIP SKILLS

2.05 Leadership foundations are the basic building blocks of effective leadership, but having leadership foundations is only the beginning of being a good leader. Effective leaders develop skills through training and education so they:

- a. know their job (task knowledge);
- b. know themselves (self- improvement);
- c. know their team members (interpersonal skills);
- d. know how to listen and be understood (communication skills); and
- e. know what is right (ethics).

LEADERSHIP ACTIONS

2.06 Possessing the foundations and knowing the skills required is still not enough to be an effective leader. A leader must act. The actions an effective leader must take are to:

- a. build the team (practise teamwork);
- b. focus the team (tell them why);
- c. manage the task (allocate resources effectively);
- d. support individuals (listen); and
- e. adapt your leadership style to suit the situation (be flexible).

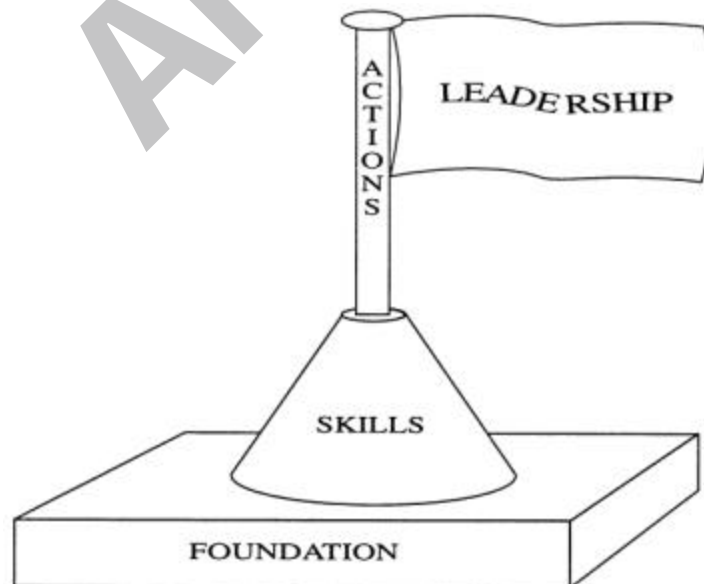


Figure 2:1 Emergency Management Leadership Model

SECTION TWO TEAM LEADERSHIP

CHAPTER THREE

THE FOUNDATIONS OF LEADERSHIP

INTRODUCTION

3.01 The emergency management leadership model (see Figure 2:1) highlights the importance of leadership foundations. These foundations enable leaders to perform the actions required for effective leadership and include:

- a. self-confidence;
- b. courage;
- c. empathy;
- d. initiative;
- e. integrity;
- f. loyalty;
- g. self-motivation; and
- h. sound judgement.

FOUNDATIONS DEFINED

3.02 SELF-CONFIDENCE

Self-confidence is the ability to make a decision, take charge of a situation, and see it through to a conclusion. At times, that decision may be to do nothing. A leader must be self-reliant and willing to act boldly when necessary.

3.01 COURAGE

Courage is the ability to do what is right because you know it to be right. It is the conviction to continue in the face of opposition or adversity to meet the goal. It is the ability to take the difficult decision, to admit when you are wrong, and to grow from that experience.

3.04 EMPATHY

Empathy is the ability to identify with a person and so understand his or her feelings. Empathy is a key to building rapport and good working relationships.

3.05 INITIATIVE

Initiative is the readiness and ability to act. A leader sees what has to be done and does it, even in the absence of orders or guidance. Teams will unite quickly behind a leader who acts decisively.

3.06 INTEGRITY

Integrity is behaving with honesty and in accordance with accepted principles of appropriate behaviour.

3.07 LOYALTY

Loyalty is giving total support to peers, team members and management. Loyalty cannot be expected if it is not given. Leaders will lose the respect of their team if they do not show loyalty to management and do not represent the needs and concerns of team members.

3.08 SELF-MOTIVATION

Self-motivation is the inner drive to succeed. The energy and determination displayed by a highly motivated leader gives the team the drive to get things done.

3.09 SOUND JUDGEMENT

Sound judgement is the ability to form a valid opinion, estimate, or conclusion from a given set of circumstances. Leaders use intellect and common sense in making sound judgements. Competent leaders must also be prepared to make sound judgements quickly and under pressure.

SUMMARY

3.10 Success as a leader cannot be guaranteed by these foundations. It would be difficult, however, to be a successful leader without being conscious of the value of these foundations. Emergency management leaders should build on their own personal foundations and attempt to develop other useful traits.

SECTION TWO TEAM LEADERSHIP

CHAPTER FOUR

LEADERSHIP SKILLS

INTRODUCTION

4.01 Leadership skills are integral to the Emergency Management Leadership Model. These skills enable the leader to earn respect and provide an example for others to follow. Leadership skills can be developed by training and education. There are five key skills to concentrate on. These are:

- a. know your job;
- b. know yourself;
- c. know your team members;
- d. know how to listen and be understood; and
- e. know what is right.

SKILLS EXPLAINED

4.02 KNOW YOUR JOB

Leaders must have sound task knowledge, and be skilled in the functions of the team. They must develop the skills and acquire the knowledge necessary to lead the team. Leaders should take every opportunity to expand their knowledge. Gaining knowledge helps leaders to:

- a. make sound decisions;
- b. make rapid decisions;
- c. train their team;
- d. give better advice to their peers and managers; and
- e. increase their confidence.

4.03 KNOW YOURSELF

Leaders require a sound understanding of their own strengths and weaknesses. Leaders should use every opportunity to evaluate their own performance. Good leaders listen to their team members and respond to feedback. Leadership is a continual process of learning. Leaders will learn best from their own experience and should not be afraid of trial and error, but reflect on any mistakes, and learn from them. Leaders may also observe other leaders in action and adopt positive styles where these suit their personality.

4.04 KNOW YOUR TEAM MEMBERS

Each member of the team has individual strengths. Good leaders will identify these strengths and use them to achieve the common goal. The leader will understand that everybody has bad days and will not always perform at their best. They will know the individuals in their team well enough to take account of this, and still realise the full potential of the team. Effective leaders are coaches and will take opportunities to encourage individuals to develop their own skills.

4.05 KNOW HOW TO LISTEN AND BE UNDERSTOOD

Interpersonal communication is a key aspect of leadership. Effective leaders must be able to listen to others. By listening, leaders will learn what other people think and feel. This is empathy. Listening is an active process. It requires concentration and skills including attending, encouraging, and paraphrasing. Attending skills include: paying attention by facing a person square on; leaning slightly forward; adopting an open posture; and maintaining comfortable eye contact and relaxing. Encouraging the speaker includes: non-verbal cues such as nodding and smiling; plus verbal cues such as 'go on'. Paraphrasing is the skill of restating a person's comment in your own words to check your interpretation.

4.06 Effective leaders must also be understood and have their messages acted upon in accordance with their directions. Good leaders will seek feedback to ensure the task is understood.

4.07 KNOW WHAT IS RIGHT

Leaders need to know and embrace the ethics of their service to be credible and to retain the confidence, respect and loyalty of their team members. Consistent application of the service's ethics in everyday behaviour is therefore an important leadership skill. Leaders must uphold and foster the ethos and values of their service.

SECTION TWO TEAM LEADERSHIP

CHAPTER FIVE

LEADERSHIP ACTIONS

INTRODUCTION

The difference between leaders and other people is that leaders act.

5.01 This chapter provides an overview of the actions required for effective leadership. Good leaders will practice leadership actions at every opportunity. They know that constant practice will improve their leadership ability. Good leaders adjust their style of leadership to suit different situations. They are prepared to listen to the ideas of others and learn through experience.

5.02 Leadership is not a step-by-step process. Effective leaders will constantly act in five areas: building the team; providing a focus for the team; managing the task; supporting individuals; and adapting their style to suit the circumstances. All of these actions are concurrent and continuous. The leader's challenge is to balance the division of time between the task, the team and individuals.

BUILD THE TEAM

5.03 TEAM Together Everyone Achieves More

A leader without followers is not a leader. Leaders need to spend time building their team by matching individuals to one another and the task. This is usually done during the preparedness phase of emergency management. Teamwork will ensure that team output is greater than the sum of individual efforts. Good leaders will accept this as fact and will always have team-building as their prime aim. To build the team, the leader must:

- a. inform;
- b. organise and train;
- c. set standards and examples; and
- d. develop and maintain discipline, morale and team spirit.

5.04 INFORM THE TEAM

Keep your team informed. When team members know the plan, they will be committed to achieving the common goal. By ensuring that the team is kept fully informed, leaders will encourage individual team members to feel that they hold a genuine stake in the team and its goals.

5.05 Leaders must ensure team members understand the plan and their part in it. Leaders should ask questions to confirm understanding and invite members to seek clarification where anything is unclear. This is NOT an opportunity to debate the merits of the plan. Delivery of instructions using SMEAC briefings (see Annex A) are a proven way to communicate the plan.

5.06 Circumstances are seldom static, particularly in emergency management. Good leaders remain flexible and are prepared to change their plans to meet the developing situation.

5.07 ORGANISE AND TRAIN

Effective teams must be organised. This is the responsibility of the leader who must take charge and create order out of chaos. Creating order may be as simple as arranging seating in a vehicle and appointing a radio operator, through to responding as a team in a major emergency.

5.08 A good leader will ensure that team members are given every opportunity to learn and improve their individual skills. The leader will then train those individuals to use the skills as members of the team. An individual cannot train for team skills in isolation. The team is only as strong as its weakest member. Leaders will take each individual's skills and combine these through team training to build an effective team.

5.09 SET STANDARDS AND EXAMPLES

Good leaders set performance standards and expect excellence from their team with respect to behaviour, ethics, dress and well-being. The leader will set and maintain high standards, and should not be afraid to correct faults. The team will take their cue from the leader's level of performance, attitudes and behaviour. Leadership by example requires leaders to:

- a. be capable, mentally alert, helpful, interested and appropriately dressed at all times;
- b. control their emotions – outbursts of anger or fits of depression will not win respect;
- c. be calm, confident and optimistic in all situations;
- d. ensure that personal habits are not open to criticism;
- e. display self-discipline;
- f. exercise initiative;
- g. be loyal to team members, peers and management;
- h. not show favouritism within the team;

- i. adhere to agency principles;
- j. be prepared to listen to others; and
- k. share the dangers and hardships experienced by the team.

5.10 DEVELOP AND MAINTAIN DISCIPLINE

Discipline is behaviour according to established rules. The effective leader will impose discipline for the good of the team. The team leader should aim to move from imposed discipline, which is leader centred and authoritative (directive), to a more team-centred consultative (supportive) style. This shift will reflect team members' increasing development of self-discipline and the team's development of collective discipline.

5.11 Discipline should produce willing, intelligent actions, appropriate conduct and cooperation within the team. Good discipline will ensure a readiness to do what is required for the good of the team, even though it may result in temporary discomfort for the individual.

5.13 Discipline should not be seen as simply awarding punishment, which can be a negative influence on behaviour. Punishment, however, remains as an important last resort. Leaders should concentrate on building strong self-discipline within their team which will strengthen team cohesion and build morale, and reduce or eliminate the need for punishment. This is helped by setting rules and parameters from the start.

5.14 Collective discipline exists when individuals accept group objectives and are willing to depend on, and be depended upon by, all other members of the team. At times this may be against their personal desires, but their training and identification with the team enables them to keep the team goals ahead of individual desires. Such discipline is a matter of persuasion rather than force, an attitude which can be encouraged through training and example. Collective discipline incorporates the following leadership actions:

- a. **Training** Preparation for the task is reflected in the maxim 'Train hard, work easy'. Effective training will ensure certain actions and skills are transformed into disciplined habits.
- b. **Standards** Discipline is established by insisting upon high standards. The team member who is allowed to get away with below average performance or poor conduct has little incentive to improve and will adversely affect the behaviour and attitude of the rest of the team.
- c. **Example** Leaders will not always be liked for demanding high standards but will always earn respect and develop discipline by constantly living up to them.

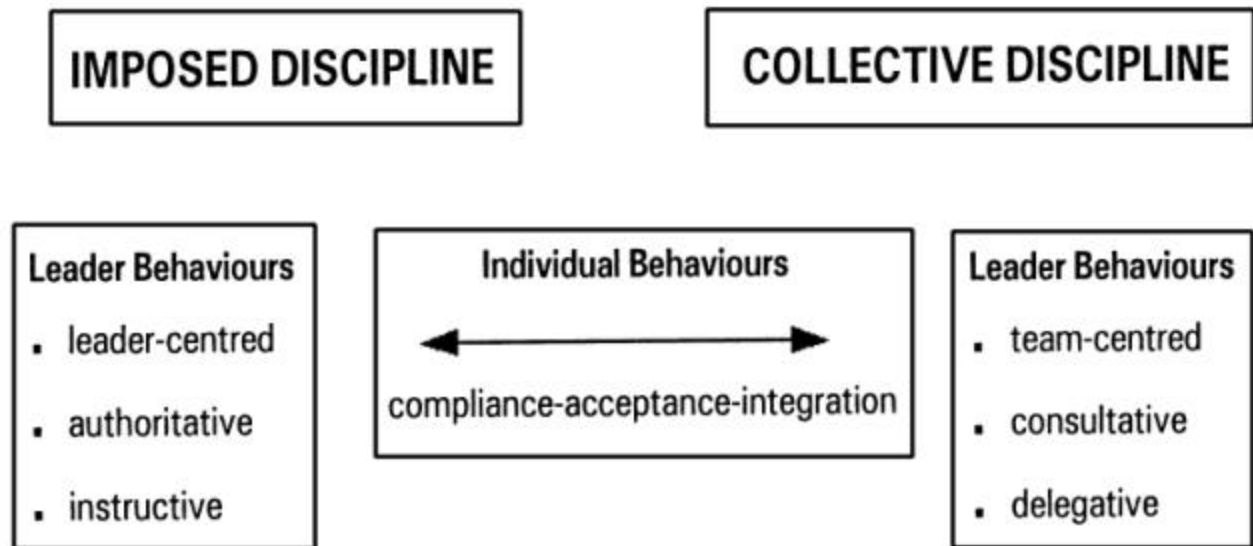


Figure 5:1 Discipline

5.15 MORALE AND TEAM SPIRIT

Morale and team spirit influence the sense of purpose, cohesion and motivation of the team. It would be unusual to find high team spirit in a group of people with low morale. Morale is a state of mind which reflects the collective mood of the group. When morale is low, team members may be unenthusiastic, doubting, uncooperative, and disruptive.

5.16 Even when team morale is high the leader must remain alert to the needs of individual team members whose morale might be low. Team morale will suffer if leaders fail to identify problems which are of concern to individual team members. Remember, support for individual needs is a leadership responsibility.

5.17 Good leaders will know that to maintain high morale in the team they should:

- a. display confidence and competence especially in the face of a hardship (*there is no quicker way to destroy team morale than for the leader to complain about the situation*);
- b. instil unity of purpose by keeping the team informed;
- c. foster good humour, respect and a sense of loyalty amongst team members;
- d. build team members' self-esteem by being constructive and avoiding negative criticism;
- e. treat all team members with dignity and respect, and never extend favouritism;

- f. be aware of assistance programs available to team members, and promote access to these when required;
- g. ensure the team has a meaningful place in the lives of its members;
- h. promote a sense of worth, purpose and pride in the team, and provide proper recognition for achievement;
- i. actively and forcefully represent member's concerns to management;
- j. pursue issues to conclusion;
- k. create opportunities for unique experiences and successes as a team; and
- l. promote trust and resolve conflict within the team.

FOCUS THE TEAM

5.18 Leadership is the art of motivating individuals within and across organisations to willingly achieve desired goals. In training or operations, it is the leader's responsibility to provide a focus and lead the team in pursuit of team goals and objectives.

5.19 PROVIDE A COMMON GOAL

A team cannot pursue its goal unless that goal has been identified. This is the leader's task. Team leaders must clearly define what the job is and what a good job looks like so that they, and the team, can monitor the quality of their own performance. Having a clearly understood goal is one of the best motivators for good team performance.

5.20 Goals (aims) are determined by problem solving and decision making. In emergency management this is called the **appreciation process**. In simple terms, leaders conduct an appreciation by:

- a. identifying what, if anything, is the problem;
- b. determining whether the problem is within the scope of the team's resources and responsibilities;
- c. reaching a decision; and
- d. deriving a plan of action to implement the decision.

The **appreciation process** as detailed in the Australian Emergency Manual Rescue (Chapter One) is included as Annex B.

5.21 SPECIFY THE MISSION

Leaders must specify the mission and give a general outline of how the mission will be achieved. In some situations, the leader alone will determine this. At other times, determining the mission will be a consultative process with members of the team, peers or other agencies. However, the final decision must be made and promulgated by the leader. Operational decisions cannot be made in committees. Leaders can confer and consult with others, but the decision must be made by the person who is ultimately responsible – the leader.

5.22 ENCOURAGE INITIATIVE

Leaders should encourage initiative by allowing team members to decide how they will complete their assigned tasks and only detail the actions required if warranted by an individual's level of training. Leaders should tell team members what is required and then provide the resources and support required to complete the task. By allowing team members to use their initiative, the leader shows trust and confidence in the team and in their ability to complete the task. This will raise team members' self-esteem and continue to build team morale and team spirit.

MANAGE THE TASK

5.23 The ultimate responsibility for completion of the task lies with the team leader. To succeed, leaders must know what is to be done, and how to do it to the required standard to reach the goal. This means the leader must **plan** the execution, **organise** what needs to be done, **check** the results and **revise** plans as necessary. This is managing the task.

5.24 PLAN

Leaders should remember that simple plans are usually the best plans. The key to successful planning is thinking the problem through and identifying the best solution. A useful approach to planning identifies:

- a. **what** to do;
- b. **when** to do it;
- c. **where** to do it;
- d. **how** to do it; and
- e. **who** will do it.

5.25 ORGANISE

The leader must organise for the plan to succeed. This requires clear direction by the leader. Good leaders will take charge, ensuring everyone understands and follows the plan. They will:

- a. make sound and timely decisions by monitoring the team's progress and ensuring that resources are available;
- b. coordinate team members' efforts, ensuring activities follow the plan and contribute to the task;
- c. regulate the pace of work to meet schedules;
- d. give advice when asked or when necessary and keep discussion relevant to the goal; and
- e. be accessible to team members, take an interest in their plans and support their initiative.

5.26 CHECK

Wherever possible, effective leaders should step back and take an overall view of the activity. This prevents them becoming too involved in the detail and enables them to maintain a focus on the bigger picture. The leader monitors effectiveness and efficiency, gives encouragement and explores alternative options as circumstances change.

- a. **Effectiveness** Leaders must check whether the goal is being, or is likely to be achieved. To help monitor progress, the leader should identify performance benchmarks and reporting arrangements. Leaders should constantly seek information from every possible source to assist them with monitoring progress.
- b. **Efficiency** Leaders must ensure that the best possible result is achieved with the minimum resources, time and effort. Leaders should aim to 'do the right thing right'. For example, there is no point in delaying evacuation by waiting for luxury coach transport when an available school bus will do the same job.
- c. **Alternatives** A good leader is always looking for a better way. Leaders should encourage initiative and where appropriate, incorporate new ideas from team members.

5.27 REVISE

In emergency management, circumstances can change as, or even before plans are implemented. A good leader will be prepared to revise the plan to meet changing circumstances. The appreciation process is ongoing and will alert the leader to the need for change. Checking provides the feedback that keeps the plan on track.

SUPPORT THE INDIVIDUAL

5.28 A team is made up of people. Good leaders recognise that they must support those people as individuals to make the team work. Leaders must seek to understand each individual's capabilities, problems, needs and wants. The leader should give individuals responsibility to the limit of their ability, employ them where they are best suited, use their talents and achievements and provide feedback. In summary, supporting the individual means that leaders **know, encourage, train** and **care** for the individual members of their team.

5.29 KNOW THE TEAM

Leaders develop trust and commitment by getting to know members of their team. It is important that leaders do not become intrusive, restricting their enquiries to what they need to know. This may include:

- a. employment situation and availability;
- b. family, social and sporting commitments that may impact on the team's ability to do its job;
- c. relevant skills, abilities and experience which may have been developed through agency training or life experience;
- d. team members' job preferences; and
- e. any restrictions that may impact on the team's ability to do the job.

The team member may volunteer additional information, but the team leader should be conscious of the individual's right to privacy.

5.30 ENCOURAGE TEAM MEMBERS

Leaders who pick the right people for the right job will maximise individual and team success. Leaders will build commitment by drawing on their knowledge of each individual to best fit them to succeed. This means the leader will give people jobs that the leader knows they can do well to further develop their skills and knowledge. There are four elements to encouraging team members:

- a. **Empowerment** Empowering people by delegating authority as well as responsibility implies trust on the part of the leader, improves individual performance, fosters ownership and increases commitment.

- b. **Foster Individual Participation** Leaders need to ensure that all members of the team are given the opportunity to participate. Often, quieter people may have excellent ideas or may be expert in a particular area but will not come forward. Leaders should identify these people and encourage their contribution.
- c. **Acknowledgment** Meaningful, appropriate acknowledgment will encourage continued good performance. The leader should be ready to praise when a job is done well. This may be just a quiet word to the individual or a public acknowledgment of that individual or the team's contribution.
- d. **Redirection** A good leader will concentrate on improving performance and correcting poor procedures through redirection and coaching, and never resort to abuse or public criticism. In providing redirection, the leader is giving feedback to the individual or team on their performance.

5.31 TRAIN TEAM MEMBERS

Leaders must ensure individual team members are trained to perform tasks that will contribute to the team goals. Well-trained team members will be an example to others and provide a positive role model. Leaders should encourage individuals to seek new skills and give them the opportunity to acquire those skills. A good leader will identify and develop additional leaders from well-trained members of the team. A key responsibility of leaders is to develop team members as possible successors.

5.32 CARE FOR INDIVIDUALS

It is essential that the team leader provides for the physical and psychological well being of members of the team. Leaders in emergency management should consider the following:

- a. Physical well-being including:
 - (1) appropriate safety measures;
 - (2) adequate rest;
 - (3) adequate nutrition; and
 - (4) shelter and warmth.
- b. Psychological well-being including:
 - (1) accepting and managing team members' concerns about family and friends who may be involved;
 - (2) resolving conflict within the team;

- (3) managing stress including critical incident stress; and
- (4) managing the stresses of boredom, false alarms and cancelled callouts.

ADAPT LEADERSHIP STYLE

- 5.33** Leadership style is the pattern of behaviour which is used by the leader when influencing team members. There are an infinite number of leadership styles. No single leadership style suits all occasions. Leaders need to adapt their style to meet the varying demands of the task, the team and their people as individuals. A style which is appropriate for dealing with one task may be inappropriate for dealing with another. For example, the style of leadership used to evacuate a building under threat will be more directive and urgent than that used when the same building is being evacuated as a trial to test a new procedure.
- 5.34** Similarly, a style which works for one individual may not work for another. A new team member might need a more directive style of leadership which includes close supervision, whereas an experienced team member can be expected to respond much better to a less directive approach with minimal supervision. Indeed, a leadership style which is effective with one individual for a particular task may be ineffective for the same individual with a different task. For example, a team member who lacks confidence in one part of their job will require a more supportive leadership style than they need for a part of their job in which they are confident of their ability.
- 5.35** To be able to adapt their style, leaders need to understand the elements of leadership style and how they may be applied. Leadership style is the mixture of **direction** and **support** given to the team member. The amount of direction and support is determined by the team member's **competence** and **confidence**, and influenced by the **urgency** and **critical nature** of the task.
- 5.36 DIRECTION AND SUPPORT**
- a. Team leaders provide **direction** when they specify how a task is to be completed, tell an individual or the team what to do, where to do it, when to do it, how to do it and supervise closely.
 - b. Team leaders provide **support** when they praise team members, listen to them, encourage their ideas, involve the team in planning, provide a reason why and delegate responsibility.
 - c. Team leaders can vary the balance between direction and support to meet the circumstances. To do this they will assess the team members' level of confidence and competence and the critical or urgent nature of the task.

5.37 COMPETENCE AND CONFIDENCE

Team members will have different levels of competence and confidence in completing a given task. Good team leaders know that **direction** is needed for people with low **competence** (they need to be told what to do and how to do it). They will also know that people who can do the job do not need much direction.

5.38 When people are not sure of themselves, the good leader provides support. **Support** builds **confidence** and is needed whenever team members' confidence or motivation is low. The wise leader understands that everyone needs some support at some time.

5.39 URGENCY OR CRITICAL NATURE OF THE TASK

Two environmental factors that will influence the leader's style are the degree of urgency and the critical nature of the task. Wherever a task is urgent or critical (or both), the leader's style will often become more directive. Team members should understand the need for increased direction under these circumstances.

SUMMARY

5.40 Leaders should vary their leadership style as follows:

- a. Direction may need to increase as the task becomes more urgent or more critical.
- b. Personnel with limited skills will usually need a more directive style.
- c. Direction will normally decrease as the individual becomes more competent.
- d. Support should increase when an individual lacks confidence, and conversely decrease as an individual becomes increasingly confident.

SMEAC BRIEFING

The SMEAC briefing is a proven method of relaying instructions to a team. Leaders should use the format as a checklist to make sure they cover all points in communicating to their team.

SITUATION

This section of the briefing should contain accurate information about what has happened, and what the situation is now, and why the team is involved. The briefing officer will give an overview of the resources available (personnel and time) plus any relevant intelligence, information and assumptions.

MISSION

This section of the briefing provides a concise, single purpose statement of the overall outcome (or mission) to be achieved by the operation.

EXECUTION

This section of the briefing provides detailed information about how the mission will be accomplished and must include the who, what, how, when, and where of the task to be carried out by the team. There may be a general outline, followed by specific details for sub-teams.

ADMINISTRATION/LOGISTICS

This section of the briefing contains all the information needed for the administrative and logistic support of the task.

COMMAND, CONTROL, AND COMMUNICATIONS (C³)

This section of the briefing provides information about the C³ arrangements for the task. Even a short, informal briefing should include essential elements of command structure and communications arrangements.

A conclusion or summary can reinforce key points. The briefing should always include an opportunity for questions.

THE APPRECIATION PROCESS

The appreciation process is a simple method of problem solving which is effective in rescue situations. It involves the logical assessment of the situation and results in the formation of a workable plan.

The appreciation process consists of five basic steps:

1. RECONNAISSANCE

It is essential that every member of a rescue team be trained in rescue reconnaissance, as in many instances the team leader may be responsible for a number of tasks and personnel deployed must be capable of conducting reconnaissance and of reporting observations back to the leader. All sources of information such as relatives, neighbours, Police officers etc, should be exploited to obtain information regarding casualties, damage and likely hazards.

The team leader's reconnaissance should be aimed at an accurate assessment of:

- a. the number and location of casualties;
- b. dangerous situations such as gas, electricity, overhanging walls, unsafe structural components, anything else which may endanger rescue personnel or survivors;
- c. access to the casualties or task;
- d. the extent and type of the damage;
- e. available resources, both personnel and equipment; and
- f. the time the task would take with available resources.

2. STATEMENT OF THE AIM

The aim (or objective) will define the problem which has to be resolved and will state what is intended to be achieved during the period under consideration. Several things may have to be done simultaneously but there must not be more than one aim. The aim must be clear, definite and attainable and should be expressed in positive steps. A typical aim might be:

TO EVACUATE THE TOWN OF HARVEY'

Note that this is a simple statement without any 'frills' or double meaning.

At this time, any limitations which have a direct effect on the aim should also be identified.

3. THE FACTORS

Factors are points relevant to the problem which has to be solved. Some factors which may have to be considered in an operational situation are:

- a. time and space;
- b. topography;
- c. weather;
- d. available resources, both personnel and equipment;
- e. support requirements and availability;
- f. communications;
- g. logistics; and
- h. priority of tasks.

Each factor will lead to one or more logical deduction, so that the leader should be in a position to say: 'if this is the case - therefore.....' Factors in an appreciation may be set out as in the following example:

Factor: There is no drinking water in the search area.

Deduction: Therefore, search teams must carry their own. I must allow for resupply.

Each factor should be thoroughly examined and care should be taken not to introduce irrelevant facts into the examination.

4. COURSES OPEN

All possible courses that will attain the aim and that are practical must be considered in the 'Courses Open' segment. Only facts dealt with in 'Factors' should be considered and no new material should be introduced at this stage.

Deciding Upon a Solution

At this stage a choice must be made from one of the possible solutions thrown up by the appreciation process.

If more than one workable solution is produced and the best course is not obvious, the following criteria should be applied to each:

- a. **Risk:** Which solution carries the greater risk factor in its execution, or the consequence of failure?
- b. **Simplicity:** Which is the simplest plan?

- c. **Time:** If urgency is a factor, which plan can be completed in the shortest time?
- d. **Economy:** In the terms of resources, which solution imposes the least demand?

Having decided upon a solution, there is now a need to prepare a plan and promulgate this in the form of orders or instructions.

5. THE OUTLINE PLAN

The outline plan will result from the choice of the best course open. That is, it will be the solution to the problem with the most important advantages and the least important disadvantages. The plan must be simple, and it must relate directly to the aim. When completed, the plan should be checked against the following test questions:

- a. Is the reasoning sound?
- b. Is it set out in logical order?
- c. Is everything in it relevant to the problem?
- d. Has anything relevant been left out?
- e. Is it free of uncertainties and ambiguities?
- f. Is it accurate? (positions, timings and so on).
- g. Has the aim been kept in mind throughout?
- h. Can the plan achieve the aim?

CONCLUSION

The appreciation process affords good practice in logical thought and sound reasoning. Whether written or not, it must never be allowed to become a theoretical process that will not stand up to the realities of operations. It should be a flexible means for the rapid, orderly and practical consideration of the factors and deductions affecting the solution to a problem.

AUSTRALIAN EMERGENCY MANUAL

LEADERSHIP

SECTION THREE

MULTI-TEAM LEADERSHIP

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SECTION THREE MULTI-TEAM LEADERSHIP

CHAPTER SIX

LEADERSHIP ACTIONS IN A MULTI-TEAM ENVIRONMENT

INTRODUCTION

- 6.01** Leaders will most often begin their leadership experience by leading a small team. It is here that they will start to enhance their existing skills and develop new skills by working with people. They will experience success and failure, and the good leader will learn from those experiences. As they continue to develop, they may be identified as a person capable of leading larger teams and leading in a multi-team environment. This chapter describes how leading in a multi-team environment differs from leading a single team, and will provide some additional techniques that may be used.
- 6.02** Chapter Two presented a model for leading a single team. The model suggested that leaders built upon foundations by developing leadership skills and practising leadership actions. This chapter extends those leadership actions to meet the challenges of multi-team leadership.
- 6.03** In a multi-team environment, leaders can be responsible for more than one team or group of people. They are often appointed for the duration of a single event. They will be more concerned with control and coordination tasks than they were as an individual team leader, where their focus was on command. The groups they lead may consist of their own service's teams, or teams from other agencies, or a combination of both. Where teams from another agency are involved, they may be working for the multi-team leader, but they will remain under the command of their own agency, and are only tasked by the multi-team leader. In this example, the leader has control, rather than command of teams from the other agency.
- 6.04** A multi-team environment can exist during normal work situations, training or operations. The basic leadership model remains the same but there will be other factors which must be considered. These factors and relevant leadership requirements will be discussed in this section.
- 6.05** The multi-team leader leads a team of leaders, each of whom will lead their own team to perform individual tasks in support of the common goal. Those leaders will guide their team in their own area of expertise under direction of the multi-team leader who sets the overall aim and provides continued support. Multi-team leaders will use the same leadership actions as they do in leading an individual team: build the team, focus the team, manage the task, support the individual, and adapt leadership style. There is a different emphasis, but the skills are the same.

BUILD THE TEAM

6.06 When dealing with an individual team, the team leader: informed; organised; trained; set standards and examples; and developed and maintained discipline, morale and team spirit. In a multi-team environment, the emphasis in team building will shift toward informing, organising and setting objectives and standards. A particular challenge for multi-team leaders is to achieve team building when they may never meet face-to-face with other team leaders.

6.07 PROVIDE INFORMATION

Keep your team of leaders informed. The greatest challenge a leader will face with a group of unfamiliar people is communication. Leaders must first establish their position and what they want from that group. Only after establishing communications will people start to feel committed to the goal. From the outset, all communication must be clear, consistent and complete.

6.08 To enable the team leaders to get commitment from their individual teams, the multi-team leader must first provide sufficient information to encourage team leaders to adopt the aim. Each team leader must understand the plan and their team's part in it. The multi-team leader should ask questions to confirm understanding and invite team leaders to seek clarification where anything is unclear.

6.09 In a multi-team environment, particularly with teams from other organisations, leaders must use words that everyone understands. Avoid jargon and acronyms wherever possible and check for understanding.

6.10 ORGANISE AND TRAIN

A multi-team leader's main task is coordination of other team leaders. To effectively coordinate those leaders, the multi-team leader will be more concerned with organisation, than training. The only training a multi-team leader may be able to deliver is guidance in establishing common operating systems and procedures, where required, for the duration of that activity. Prior to operations, the responsibility for training in a multi-team environment rests with the agency, who should prepare leaders and members of teams to operate in a multi-team environment.

6.11 Organising a number of team leaders is a challenge that will face every multi-team leader. The challenge can be met with effective delegation. Delegation is the sensible division of work amongst those who are competent to complete the task. Delegation is even more important when leading a number of teams than it is when leading an individual team. Multi-team leaders delegate entire tasks to teams and leave the detail to the individual team leader to manage. They will provide support and guidance on request but, in effect, leave the job to the person delegated.

6.12 SET STANDARDS BY EXAMPLE

Where a number of teams who have not previously worked together are combined in a multi-team environment it is important to have a common set of minimum standards that will be maintained for the duration of the activity. The role of the multi-team leader is to establish the minimum standards in consultation with the individual team leaders. In a large operation it may be prudent to establish a method of ensuring that standards are being maintained.

6.13 A good example set by an individual team leader will be a positive influence on that one team. A good example set by a multi-team leader will have a similarly positive influence over all the teams involved and hence the entire activity. The multi-team leader should be decisive, give clear directions when needed and provide a source of stability and calm.

6.14 DEVELOP AND MAINTAIN DISCIPLINE

Individual team leaders are responsible for maintaining the discipline of their teams, while the multi-team leader establishes a collective discipline within the multi-team environment. This is achieved by gaining commitment to the shared objectives and standards.

6.15 Multi-team leaders must develop a strong sense of self-discipline to help them make difficult decisions which, while contributing to the overall aim, may disadvantage an individual team. This will sometimes mean the multi-team leaders are seen as unpopular and demanding, however, they will earn respect by showing commitment to the overall aim.

6.16 MORALE AND TEAM SPIRIT

Just as individual team leaders should maintain high morale and team spirit, the multi-team leader should build high morale and team spirit amongst all the teams involved in the activity. They will do this by:

- a. displaying confidence in individual team leaders;
- b. providing information;
- c. seeking appropriate advice and comment;
- d. trusting individual team leaders; and
- e. ensuring open and constructive feedback.

FOCUS THE TEAM

6.17 Individual team leadership is primarily concerned with motivating individuals. Multi-team leadership, while concerned with motivating individuals, has a greater emphasis on motivating team leaders to willingly achieve desired goals. A multi-team leader's goal is to focus each of the individual team leaders on the overall task. This is achieved by establishing the overall aim, specifying team missions and encouraging initiative.

6.18 ESTABLISH THE OVERALL AIM

In a multi-team environment, the leader must ensure that the goals of each individual team are consistent with the overall aim. The multi-team leader will check that the overall aim is clearly understood by individual team leaders. They will also ensure individual team leaders understand how their team's goals contribute to the overall aim.

6.19 SPECIFY TEAM MISSIONS (TASKING)

Multi-team leaders should discuss with individual team leaders how each team's mission will meet the overall aim. They may give a general outline of how the mission will be achieved or this may be left up to the individual team leader.

6.20 ENCOURAGE INITIATIVE

A multi-team leader must rely on the skill and ability of individual team leaders to complete their tasks as they are best placed to decide how a task will be completed. The multi-team leader must show trust and confidence in each individual leader's judgement. It is sensible to build relationships with individual team leaders that encourage appropriate use of initiative.

MANAGE THE ACTIVITY

6.21 RESPONSIBILITY

The responsibility for completion of individual team tasks lies with the individual team leader. The multi-team leader, however, is ultimately responsible for **successfully** achieving the overall aim. Multi-team leaders must **plan** how all the team's tasks combine to meet the overall aim, **allot** the tasks to teams accordingly, **check** the progress of individual teams and **revise** plans as necessary.

6.22 The multi-team leader may be physically isolated from the activities of the teams. Therefore, each team leader must know how far to go before seeking guidance and support. In a multi-team environment, some team leaders may have a higher overall level of knowledge and experience of their task than the multi-team leader. These team leaders will be able to provide a better indication of the limitations of that task. The multi-team leader should be ready to accept the information provided by individual team leaders, determine what if any actions are required and alter the plan as necessary.

6.23 PLAN

Multi-team leaders are required to coordinate the activities of a number of teams, and the scale of the planning task increases with the number of teams involved. Despite the fact that planning in a multi-team environment will be a more demanding task than planning for a single team, leaders should stick to the principle that simple plans are usually the best plans.

6.24 The principles of planning remain (what to do, where to do it, when to do it, how to do it, who to do it). Multi-team leaders must, however, answer a new question - which team or agency is best placed to complete the mission?

6.25 ORGANISE

Organisation in a multi-team environment is an extension of the problems of organising a single team. Multi-team leaders need to liaise to determine the resources available and their capabilities. This is critical when coordinating teams from other areas or agencies.

a. Managing Human Resources (Coordinating the People)

The multi-team leader must take into account the following human resource issues:

- (1) Number of personnel available Are there enough to do the task?
- (2) Ability of available personnel Are they able to do the task?
- (3) Endurance How long can they stay on the task?
- (4) Relief personnel Are they required, if so, when?
- (5) Information and briefing What do they need to know?
- (6) Critical Incident Stress Management Do they need it?

b. Managing Materiel Resources (Coordinating the Things')

Materiel resources include equipment, vehicles and supplies needed to achieve the overall aim. This may include task-relevant items such as tarpaulins, radios or fuel, or personnel-relevant items such as food and raincoats. The multi-team leader is ultimately responsible to ensure that all available resources are obtained and deployed as necessary, and in accordance with local arrangements. Materiel issues to consider include the following:

- (1) Type of resource required Ask the practitioner.
- (2) Quantity required Exercise managerial responsibility to ensure economic use of resources.
- (3) Availability Local, commercial, and government resources.
- (4) Funding Local regulations.
- (5) Duration of requirement Consumable or not.
- (6) Transport.

6.26 CHECK (MANAGING THE ACTIVITY)

In order to effectively manage the activity, multi-team leaders must, wherever possible, establish themselves in a single location and remain there for the duration of the task. Reconnaissance will normally be allocated to individual team leaders. Multi-team leaders should open and maintain lines of communications to individual team leaders and establish a clear reporting process.

6.27 The multi-team leader will use the reporting process to monitor the effectiveness and efficiency of the plan, thereby keeping a check on progress. They will give encouragement and explore alternative options to meet the changing circumstances.

6.28 REVISE

Where a number of teams are deployed, information is collected centrally by the multi-team leader, who will continue to develop the plan to meet the changing circumstances. The multi-team leader must be prepared to respond to information received and redirect individual team leaders if required to meet the aim. The multi-team leader will have the most up to date and complete understanding of the state of the activity. The big picture, and any changes to the plan, should be communicated to team leaders so they will know, and be able to explain to their team members, what is happening.

SUPPORT TO TEAM LEADERS

6.29 In a multi-team environment, the multi-team leader supports the team leaders. The multi-team leader provides this support by:

- a. appropriately using the information provided by team leaders;
- b. knowing the capabilities of teams and using them on appropriate tasks;
- c. empowering the team leader to respond to the situation on the ground within the agreed limitations, while advising the multi-team leader;
- d. meeting reasonable requests where possible;
- e. keeping the team leader informed and involved through active communication;
- f. rostering adequate rest periods in consultation with team leaders;
- g. acknowledging team achievements and difficulties;
- h. monitoring the team leader's well being, including stress; and
- i. managing effective liaison with the media, other agencies and the public.

ADAPT LEADERSHIP STYLE

- 6.30** Multi-team leaders will continue to adapt leadership styles to meet the changing situation and the nature of the teams within the group who are allocated to the task. Multi-team leaders may have to liaise with personnel from the Defence Force, other emergency services, volunteers, industry, government representatives, contractors, the media and deal with members of the public. This will require the full range of leadership styles if the multi-team leader is to be successful.

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SECTION THREE MULTI-TEAM LEADERSHIP

CHAPTER SEVEN

OTHER MULTI-TEAM LEADER CONSIDERATIONS

CONFLICT RESOLUTION

- 7.01** Conflict may be constructive or destructive. The way in which the conflict is resolved will determine how constructive it is. Conflict is best dealt with as soon as it is identified, using open and honest two-way communication to discover the needs and concerns of all the involved parties. Conflicts which arise within the multi-team leader's area of operations must be dealt with immediately if the task is to be successfully completed. Multi-team leaders will have the responsibility of ensuring that any conflicts which occur between the teams working under their direction are constructively resolved by interservice cooperation or executive decision making within the leader's authority.

LIAISON

- 7.02** Liaison is the process of communication between personnel from various agencies to ensure that each organisation's contribution is coordinated for the benefit of the whole activity. Liaison is essential in any multi-team environment.

TASK COMPLETION, REST PERIODS, HANDOVER

- 7.03** It is often difficult for multi-team leaders to take adequate breaks and rest periods because of the demands on their time and their commitment to the task. Just as multi-team leaders guard the well-being of teams by rostering their work periods, they should initiate the same routine for their own well-being and that of the activity. Being a multi-team leader in control of an activity imposes special stress. Good leaders at any level will realise the danger of over-extending their period in authority and control, to the detriment of the activity. To remain effective a multi-team leader should program regular breaks, including sleep periods away from the control centre.

7.04 ROSTER AND HANDOVER BRIEF

Part of the multi-team leader's planning should include a rostered relief of the multi-team leader position. Indeed, the time will come when the multi-team leader will relinquish control of the operation to another agency or another person. At this time the outgoing multi-team leader will have prepared a clear handover brief for the incoming multi-team leader. This brief will include an up to date report on the status of the activity, also known as a situation report (SITREP), and a description of the operation of the activity control organisation, including personnel rosters and checklists.

DEBRIEFING

7.05 There are two types of debriefing for the multi-team leader to consider. The first is the operational debrief, the primary purpose of which is to evaluate the activity and prepare for the next activity. The second type of debriefing is critical incident stress debriefing which, when required, must always be conducted separately from the operational debrief.

7.06 OPERATIONAL DEBRIEFS

The time for operational debriefs will be decided by the multi-team leader but should normally be as soon as possible after the activity. The whole of the activity' debrief may be held in two stages, the first immediately after task completion and the second some days after the event to allow collection of facts. Uppermost in the mind of the multi-team leader should be the need to maintain accurate records of events as they evolve. This record will be used to form the basis of the operational debrief and after-action report. The purpose of the operational debrief and after-action report is to:

- a. evaluate the successes and shortcomings of the operation;
- b. identify the ways used to overcome problems as they occurred;
- c. ensure the record accurately reflects the timing of events;
- d. amend operating procedures and plans to include the lessons learnt from the activity;
- e. indicate any training needs; and f. indicate any resource needs.

7.07 CRITICAL INCIDENT STRESS DEBRIEFING

The need for critical incident stress debriefing or defusing should be guided by the nature of the activity and the effect on the people involved. Local policy will provide guidance on managing critical incident stress.

SUMMARY

7.08 Multi-team leadership is a challenging role, where effective, well-developed interpersonal skills are demanded. The responsibilities of multi-team leadership can be met by building on the skills developed as a leader of an individual team through training and experience.

AUSTRALIAN EMERGENCY MANUAL

LEADERSHIP

SECTION FOUR

LEADERS AS MANAGERS

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SECTION FOUR—LEADERS AS MANAGERS

CHAPTER EIGHT

TASK, ROLE AND ORGANISATION

INTRODUCTION

- 8.01** Readers of the previous chapters will have gained some insight into the theory of leadership, leading an individual team and leading a number of teams. The remainder of the manual explores the changing role of the leader as a manager.
- 8.02** Just as the individual team leader was identified as skilled enough to act as a multi-team leader, the successful multi-team leader is likely to be appointed as a manager. Once this occurs, managers will be challenged with a new form of leadership. Much of what was learnt in developing their skills as leaders will continue to be used, however, there has been a significant change to their role. This and the following chapters will introduce the concept of leaders as managers. For ease of understanding, the term **leader-manager** is used to describe this role.
- 8.03** Leaders at all levels are managers in their own right. The leader-manager, however, is the person appointed to the executive level, where policy and final authority may rest. Therefore the leader-manager's responsibilities and the expectations of the organisation will be greater and require a different emphasis between leadership and management skills.

DIFFERENCES BETWEEN LEADING A TEAM AND LEADING AS A MANAGER

- 8.04** Team leaders are task-focused and use task-relevant skills to achieve their goals. Leader-managers, on the other hand, tend to use more conceptual skills for problem solving, generating new ideas and providing direction for the broader organisation. Therefore, leader-managers will need to continue to build on their existing skills of leadership to meet the challenges of the leader-manager role, while leader-manager will generally have the role of senior management but this section will only address the leadership role, which is essential to effectiveness as a senior executive officer.
- 8.05** This section will provide some tools to assist leader-managers to develop essential leader-manager skills. It will not provide all the answers. Individuals may use the basic concepts presented here to further develop their own latent skills which they have gained through life's experience.

TASK AND ROLE

- 8.06** The leader-manager can be thought of as the 'manager once-removed'. This means that the leader-manager's role is to provide direction and guidance to junior managers and leaders to complete their tasks, within their competence, and with minimum supervision. The key skill of the leader-manager is the ability to provide junior managers within the organisation with a focal point, a clear direction, and a reason to act.

8.07 In the longer-term, leader-managers should aim to maximise delegation so they can focus on organisational leading by concentrating on issues which cannot be delegated. Leader-managers should be aware that the environment external to the organisation is always changing. They will have to review any changes and be prepared to make further changes to meet the challenges of the new environment. The key tasks of leader-managers are to provide the vision to focus the organisation, and ensure that best practices are followed. Leader-managers should remember their obligation to lead by example and ensure that effective communication is maintained throughout the organisation.

ORGANISATIONAL STRUCTURE

8.08 One task of leader-managers is to establish an easily recognised, agreed, organisational structure. This will provide members of the organisation with clear guidelines on who does what, who is responsible, and who can give direction or provide advice when needed. This is often called the command framework. Structure also provides individuals within the organisation with an identified position within the group, a sense of belonging to the group, and a sense of meaning and purpose as a member of the group.

8.09 Leader-managers will establish the structure to meet the organisation's goal. Structures need to be fluid because leader-managers, at times, will give the inexperienced an opportunity to hone their skills, and may accept a reduction in overall efficiency for the purpose of developing junior managers. Moreover, some tasks may require short-term arrangements which draw together people from across an organisation.

SECTION FOUR LEADERS AS MANAGERS

CHAPTER NINE

MANAGERIAL LEADERSHIP

INTRODUCTION

9.01 Managerial leadership is the method of combining people, processes and procedures to complete the organisation's work. Leader-managers must be clear about their own work before they can assign tasks, set the context and provide guidance for junior leaders. This will require planning and programming and careful resource management.

PLANNING AND PROGRAMMING

9.02 In order for members of an organisation to understand the division of work and responsibilities, leader-managers must derive agreed plans and program work. In the emergency management context, leader-managers will develop strategies and programs in the areas of training, organisational responsibilities and emergency planning.

9.03 TRAINING PROGRAMS

Training is one way of addressing a deficiency in performance. Leader-managers should appoint training managers to assist them in defining performance deficits and developing a program to address these. The AEM Training Management provides guidance in developing training programs.

9.04 ORGANISATIONAL PLANNING

The day-to-day work of any organisation must be continuously monitored to ensure that it is contributing to the achievement of that organisation's goals. Leader-managers will be monitoring work processes, policies and practices to ensure that they are both efficient and effective. Organisations sometimes fall into the trap of doing unnecessary work extremely well. Leader-managers will guard against this tendency by checking that the work which is done needs to be done. An important role for leader-manager is to facilitate junior leaders' development of their individual work plans and policies. In this way leader-managers ensure consistency of approach and conformity to the organisation's vision.

9.05 EMERGENCY PLANNING

Leader-managers in emergency management will be involved in the development of emergency plans at the appropriate level. This task should be accepted as an important tool to assist leader-managers in the development of their own organisational planning. Active participation in emergency planning will assist leader-managers to formulate the vision for their organisation. Leader-managers will represent their organisation in the development of emergency plans. This will give them the opportunity to influence planning and ensure that their organisation's skills, abilities and roles are planned to be used appropriately. Leader-managers will also have the opportunity to become aware of other agencies' resources and the plans that will be used in the event of an emergency. The importance of actively and positively participating in emergency planning cannot be over emphasised.

9.06 RESOURCE MANAGEMENT

Emergency management organisations are required to meet their community service obligations within the limitations of available resources. They will, in times of emergency, be able to access additional resources and effective leader-managers will adopt plans to identify the resources available in the local area and the means of obtaining those resources. Resources available to the leader-manager include people, equipment, money and time. The effective leader-manager will develop plans for the acquisition, improvement and maintenance of these resources.

9.07 Committed, well-trained people are the key to successful operations. Good leader-managers know that no matter how much money, equipment or time the organisation has available, if the organisation does not have the right people, it will fail. Effective leader-managers will not only concentrate on the development of the human resources within the organisation, they will constantly seek ways to recruit, and retain high quality people.

SECTION FOUR LEADERS AS MANAGERS

CHAPTER TEN

OTHER ASPECTS OF LEADERSHIP AS A MANAGER

HANDLING DIFFICULT SITUATIONS

- 10.01** The difficult situations faced by team leaders and multi-team leaders often revolve around solving operational problems. The skills needed to resolve these problems are generally practical, task-relevant skills. Leader-managers, however, will be more often challenged by the human element frequently found in difficult situations. At this level they will need to employ the advanced interpersonal skills of negotiation, mediation, conflict resolution, tact and diplomacy.
- 10.02** There is no magic formula that will enable leader-managers to acquire these skills. Committed leader-managers will seek opportunities for learning and developing their own interpersonal skills. It is beyond the scope of this manual to attempt to address these issues in detail.

DELEGATION AND EMPOWERMENT

- 10.03** Leader-managers are responsible for endorsing the appointments of leaders in the organisation. Leader-managers will select and appoint the right people for the job, and having made the appointment, empower them to do the job within agreed boundaries and guidelines. To be effective, leaders must have the authority of the position and the support of the executive. They will be made accountable and should be enabled to exercise their authority within the agreed limitations of the organisational structure. This is leader-manager delegation and empowerment.
- 10.04** Leader-managers delegate in much the same way as other leaders. The key element is that leader-managers will be providing more support than direction. Leader-managers will be conscious of the need to delegate using a consultative, rather than directive approach. For example, the appointment of a training officer will involve delegation of the responsibilities and authority of the position. Therefore, considerable discussion will be needed to ensure that the vision of the leader-manager is clearly understood and implemented.

VISION

- 10.05** Famous author and campaigner for vision-impaired people, Helen Keller, once said:

The greatest tragedy to befall a person is to have sight but lack vision'

Much has been said about the importance of having a vision. The vision provides excitement and motivation to accomplish something special. It provides a focus, leading to greater productivity and improved self-esteem. The vision is a comprehensive sense of where you are going, how you plan

to get there and what you will do when you arrive. People who have vision are not afraid to fail. Vision is an important tool for understanding leadership.

- 10.06** An emergency management organisation's vision is a short statement which encompasses the collective thoughts and goals of the organisation towards the ultimate aim. It is developed by consultation and open discussion with members of the organisation and with consideration for the public whom they serve. The leader-manager has the task of developing the vision. Sub-groups of an organisation must ensure that their vision supports the organisation's overall vision.

LEGISLATIVE OR ADMINISTRATIVE REQUIREMENTS

- 10.07** Leader-managers in emergency management operate within legislative or other administrative frameworks. These will vary throughout the nation and it is the responsibility of leader-managers to be thoroughly familiar with all the relevant information that impacts on their activities. Relevant acts and regulations can be found in the three tiers of government, Federal, State and Local. Legislation will have an impact on all areas of the organisation's operations, including health and safety, finance, operational responsibilities and interaction of agencies to name but a few. Leader-managers may refer to the headquarters of their service for advice on, and access to, all relevant legislation.

REPORTING

- 10.08** Leader-managers in emergency management have an important role in the management of information. A critical component of managing information is the production and distribution of reports both upwards to more senior managers, laterally to peers and downwards to members of their own team. Depending on local legislative requirements and operating procedures, there may be a statutory need for reports on any number of different aspects of the leader-managers' responsibilities. Effective leader-managers will, therefore, take every opportunity to develop their skills to ensure that reports are timely, accurate, concise and complete. An accurate, timely and well-written report will ensure better understanding, and may support any requests for additional funding or assistance required by the organisation.

MEETINGS

- 10.09** Meetings are a key area in which team members interact. Often meetings are unproductive and ineffective, usually because they have not been well planned or they have not been well controlled. Leader-managers may find themselves fulfilling one or more roles in meetings; the chair, the secretary or a contributor. There are skills that apply to each of these roles which, if utilised, will enhance the effectiveness of any meeting.

10.10 CHAIRING A MEETING

When acting as the chair of a meeting the effective leader-manager will employ the following strategies:

- a. Prior to the meeting taking place:
 - (1) ask, if the meeting is really necessary;
 - (2) decide the objectives; and
 - (3) produce a clear agenda including a time frame.
- b. During the meeting:
 - (1) start on time;
 - (2) clarify decision making and problem solving procedures;
 - (3) do not avoid conflict, get emotions and opinions out into the open;
 - (4) control speakers;
 - (5) clarify outcomes;
 - (6) identify individuals responsible for subsequent action;
 - (7) set time, date and venue for next meeting if necessary; and
 - (8) finish on time.
- c. After the meeting:
 - (1) ensure the minutes are distributed as soon as possible; and
 - (2) monitor the progress of the individuals responsible for actions.

10.11 MEETING SECRETARY

When acting as a secretary, the leader-manager's role is that of support for the chair. The secretary prepares the agenda in consultation with the chair, takes notes during the meeting, assists the chair maintain control by keeping an eye on the passage of time and produces and distributes minutes of the meeting after the chair's endorsement. The minutes must clearly identify who agreed to do what and by when.

10.12 CONTRIBUTING TO MEETINGS

When contributing to a meeting effective leader-managers will have read the agenda, discussed it with relevant members of their team and prepared a position on each agenda item. During the meeting leader-managers will represent their team and contribute to open and honest communication. They will need to employ their interpersonal skills to ensure that the meeting is productive. Effective leader-managers will brief their team on the outcomes of the meeting and advise them of any agreed commitments.

CONCLUSION

Leaders in emergency management have a responsibility to lead during each of the phases of prevention, preparedness, response and recovery. Leadership in emergency management is the ultimate challenge for those who seek to serve their community. Developing the skills of a leader is a lifelong journey which cannot be completed by reading books, attending training courses or slavishly copying those whom you respect. Successful leaders will continue to develop their own unique and special leadership styles through reflecting on their experiences, seeking the advice and counsel of others, actively seeking feedback on their performance as a leader, and listening.

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