CERT TOOLS FOR LEADERSHIP SUCCESS

In this module you will learn about:

- **Review of *CERT Basic Training* Concepts That Apply to Leadership.** How the Incident Command System (ICS), sizeup, and disaster psychology apply to CERT leadership.

- **Leaders and Team Members.** The relationship between leaders and team members; the characteristics, skills, and responsibilities of team leaders; leadership vs. management; the Leadership Competence Model; characteristics and responsibilities of team members; and team interactions.

- **Leadership Styles.** Situations that require leadership, how to apply leadership styles to different CERT situations, and determining a personal leadership style.

- **Leaders in Action.** How CERT leaders run successful team operations, steps for leading team operations, leading in stressful conditions, participant concerns about leading CERT operations, and roleplay of team dynamics.

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LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES	At the conclusion of this module, the participants will be able to: • Define leadership and team membership • Describe the *CERT Basic Training* concepts that apply to leadership • Describe the characteristics, skills, and responsibilities of an effective team leader • Describe the characteristics and responsibilities of an effective team member • Describe each style within a range of leadership styles that may be useful during CERT response • Identify the appropriate leadership response for a given situation • Recognize their personal leadership style • List the steps a leader should take to direct team operations during an activation • Describe tips for making decisions under stressful conditions • Describe tips for addressing various leadership concerns • As a team, choose a leader and develop an action plan for a given scenario
SCOPE	The topics that will be discussed in this module are: • Introduction and Overview • Review of *CERT Basic Training* Concepts That Apply to Leadership • Leaders and Team Members • Leadership Styles • Leaders in Action • Module Summary
ESTIMATED COMPLETION TIME	4 hours

TRAINING METHODS

The instructor will welcome participants to the training session, facilitate participant introductions, review the module purpose, and lead a discussion of why CERT members need to know about leadership. The instructor will define team leadership and team membership and then review the topics and learning objectives for the module.

Next, the instructor will review relevant points from *CERT Basic Training* related to incident command system (ICS), CERT sizeup, and disaster psychology, and review the local protocol for choosing leaders.

Then the instructor will discuss the relationship between team leaders and team members and lead a discussion to identify characteristics that make an effective CERT leader. The instructor will discuss some of the skills used by effective leaders and guide a discussion to identify responsibilities required of a CERT leader. The instructor will discuss differences between managers and leaders and review the Leadership Competence Model. Participants will complete self-assessments to determine their personal leadership competency.

The instructor will discuss the importance of team members and how team members and leaders depend on each other. The instructor will lead a discussion to identify characteristics of an effective team member and a group exercise to identify behaviors that demonstrate the characteristics. The instructor will then lead a discussion to identify the responsibilities of an effective team member and discuss how CERT members can help team interactions and team operations run more effectively.

Next, the instructor will lead a discussion to identify situations that require leadership. The instructor will categorize CERT leadership situations into three levels based on urgency and describe the leadership style best suited to each. The instructor will present several scenarios and ask participants to identify which leadership style is appropriate for each situation. Participants will complete a self-assessment worksheet to determine their own preferred leadership style.

TRAINING METHODS (CONTINUED)

Then the instructor will discuss how CERT leaders run team operations and maintain situational awareness. Participants will review steps a leader should take to direct team operations during an activation. The instructor will discuss how to lead and make decisions in stressful environments, and participants will individually determine steps for handling various stressful situations.

Next, the instructor will lead a discussion to identify any remaining concerns participants have about leading a CERT. Participants will break into small groups to identify ways to address each concern. Finally, participants will break into small groups to role play team dynamics: choosing a team leader and developing an action plan based on a given scenario.

The instructor will conclude the module by summarizing important points learned in each topic. Participants will receive certificates.

RESOURCES REQUIRED

- Community Emergency Response Team CERT Tools for Leadership Success Instructor Guide (for instructors)
- Community Emergency Response Team CERT Tools for Leadership Success Participant Manual (for participants)
- PowerPoint slides 0 to 82

EQUIPMENT

The following equipment is required for this module:

- A computer with PowerPoint software
- A computer projector and screen
- Masking tape
- Easel pad and easel or whiteboard
- Markers

PREPARATION

Review this module and add local information wherever requested.

- Insert information on p. 20 and Slide 21 about your CERT program's protocol for choosing team leaders.

- Review the checklist, Leading Team Operations, on page 67 to determine if any modifications are needed to align with local protocol(s).

NOTES

A suggested time plan for this module is as follows:

Introduction and Overview .... 15 minutes

Review of *CERT Basic Training* Concepts That Apply to

Leadership .... 20 minutes

Leaders and Team Members... 65 minutes

Break .... 10 minutes

Leadership Styles .... 50 minutes

Leaders in Action .... 65 minutes

Module Summary.. 15 minutes

Total Time: 4 hours

PARTICIPANT PREREQUISITES

Participants must have completed the *CERT Basic Training* course. In addition, prior completion of *FEMA ICS-100, Introduction to Incident Command System (ICS),* would benefit participants.

INSTRUCTOR QUALIFICATIONS

Instructors for *CERT Tools for Leadership Success* should have the following qualifications:

- Demonstrated knowledge of the CERT Program

- Instructional experience

- Leadership experience

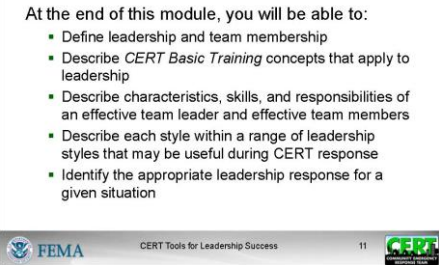- Experience interacting with volunteers

SOURCES

- *City of Portland OR Leadership Training for NETs*
- *FEMA IS 240: Leadership and Influence*
- Bruce Wilson: *Leadership Development for CERT*
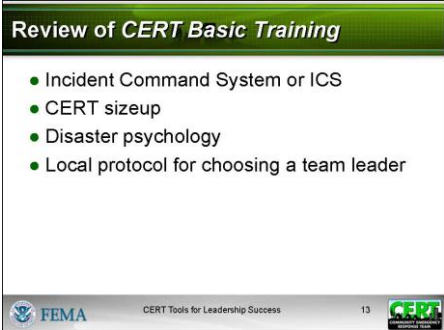
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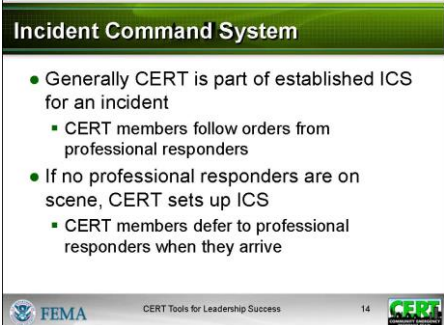# CERT Tools for Leadership Success

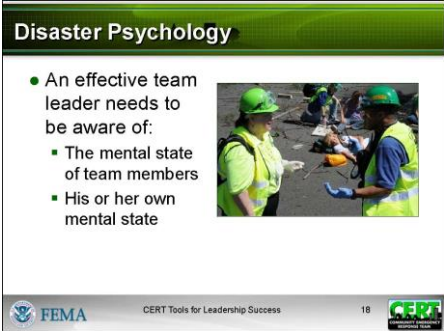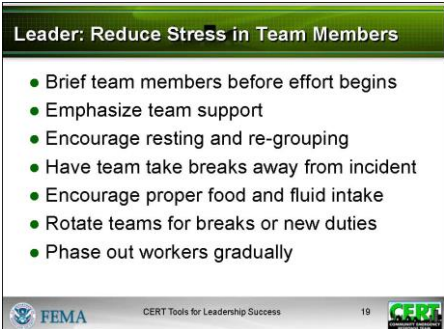| INSTRUCTOR GUIDANCE	CONTENT
Display Slide 0	***Introduction and Overview*** **Welcome and Introductions** Welcome the participants to the *CERT Tools for Leadership Success* supplemental training. Introduce yourself and provide some background information about your past experience with CERT or as a leader. Ask other instructors to introduce themselves in the same way.
Display Slide 1	**Participant Introductions** Develop a class roster by passing around a sheet of paper and asking the participants to write down their contact information, or having them check in on a roster already developed from pre-registration information. If participants do not already know each other, have participants introduce themselves by giving their names and the reason they want to learn more about leadership.
Display Slide 2	**Administrative Announcements** Make any necessary announcements such as: • Schedule of breaks for this session • Emergency exits • Restroom locations, smoking policy, silencing cell phones, etc. • Module completion requirements

INSTRUCTOR GUIDANCE	CONTENT
What Do You Think? • Why do CERT members need to learn leadership skills? FEMA — CERT Tools for Leadership Success — 3 **Display Slide 3** Conduct a discussion based on this question.	Ask participants: **Why do CERT members need to learn leadership skills?**
CERT Members and Leadership • In emergencies, every CERT member will encounter situations where they need to lead • Sometimes you may be a leader of your team • Being a leader during an emergency requires special training • Are you comfortable being team leader? • Do you know how to support your team leader by being an effective team member? FEMA — CERT Tools for Leadership Success — 4 **Display Slide 4**	**CERT Members and Leadership** Summarize the discussion by reviewing the slide. Say that CERT members need to learn leadership skills because: • In emergencies, every CERT member will encounter situations where they will need to lead • Sometimes they will be the leader of their team • Being a leader during an emergency situation requires special skills • They need to know if they are comfortable being a team leader • They need to know how to support a team leader by being effective team members Tell participants that any time they put on a CERT vest they may need to use leadership skills, as people in the community will come to uniformed CERT members for information and assistance.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 5	**Module Purpose** Review the module purpose: • To train CERT members to be successful team leaders and team members • To choose suitable team leaders during CERT activations • To apply appropriate leadership styles to various situations Explain that this module will discuss two roles: 1. The role of the person who leads the team 2. The role of those who do not lead but are a part of the team Say that sometimes these roles are referred to as "leader" and "follower," but in this module they will be referred to as "leader" or "team leader" and "team member."
Display Slide 6	**Leader Defined** Say that a leader does two things: 1. Inspires the act of following 2. Unites people as a team to work toward the accomplishment of a common mission Point out that a leader cannot *make* others follow. A team must *want* to follow its leader. This module will discuss ways that a leader can inspire and motivate others to follow.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 7	**Team Member Defined** Say that a team member works together with others in a team to accomplish specific goals. The goals are identified by the person appointed to lead the team. Point out that teams differ from other groups in that they are focused on achieving a common mission and depend on each other to reach it.
Display Slide 8 Conduct a discussion based on this question.	Ask participants: **What is your common mission as members of a Community Emergency Response Team?**
Display Slide 9	**Your Mission as CERT Members** Summarize the discussion by reviewing the slide. Tell participants that their mission as CERT members is to: • Reduce hazards in their homes, workplaces, and neighborhoods • Respond to the immediate needs of their families and communities brought about by disaster • Respond as a team to do the greatest good for the greatest number of people

INSTRUCTOR GUIDANCE	CONTENT
	Say that any time a CERT provides community assistance, team members work together to accomplish goals specific to the event or incident. This module will examine how effective leadership skills and the input and support of team members can drive the accomplishment of CERT goals.
Display Slide 10	**What You Will Learn** List the topics that will be learned in the module: • Review of *CERT Basic Training* Concepts That Apply to Leadership • Leaders and Team Members • Leadership Styles • Leaders in Action
Display Slide 11	**Module Objectives** Say that at the end of this module, participants will be able to: • Define leadership and team membership • Describe the *CERT Basic Training* concepts that apply to leadership • Describe the characteristics, skills, and responsibilities of an effective team leader • Describe the characteristics and responsibilities of an effective team member • Describe each style within a range of leadership styles that may be useful during CERT response • Identify the appropriate leadership response for a given situation

INSTRUCTOR GUIDANCE	CONTENT
Module Objectives (cont'd) At the end of this module, you will be able to: • Recognize your personal leadership style • List the steps a leader should take to direct team operations during an activation • Describe tips for making decisions under stressful conditions • Describe tips for addressing various leadership concerns • As a team, choose a leader and develop an action plan for a given scenario FEMA CERT Tools for Leadership Success 12 CERT **Display Slide 12**	• Recognize their personal leadership style • List the steps a leader should take to direct team operations during an activation • Describe tips for making decisions under stressful conditions • Describe tips for addressing various leadership concerns • As a team, choose a leader and develop an action plan for a given scenario

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 13	### Review of CERT Basic Training Concepts Tell participants that in this topic they will review the *CERT Basic Training* topics that apply to CERT leadership. These include: • Incident Command System (ICS) • CERT sizeup • Disaster psychology • Local protocol for choosing a team leader
Display Slide 14 Refer participants to *CERT Basic Training* Participant Manual, pages 6-4 and 6-5, for more information on ICS.	**Incident Command System** Remind participants that, in most cases when a CERT is activated, the team becomes part of an established ICS for the incident. CERT members follow orders from professional responders through a chain of command. Say that, during an unplanned incident or disaster when professional responders have not arrived, the CERT must set up an ICS and action plan of its own. Emphasize that CERT members defer to professional responders as soon as they arrive on the scene.

INSTRUCTOR GUIDANCE	CONTENT
CERT IC/TL Responsibilities • Provides overall leadership for incident response • Ensures incident safety • Establishes incident objectives • Is responsible for all functions until can be delegated • Delegates authority to others • Provides information to internal and external parties • Establishes and maintains liaison with other agencies • Manages media inquiries when necessary • Takes direction from agency official FEMA · CERT Tools for Leadership Success · 15 **Display Slide 15**	CERT IC/TL Responsibilities Remind participants that, if no professional responders are on the scene, a CERT Incident Commander/Team Leader (IC/TL) should guide the response effort. Describe the tasks of the CERT IC/TL: • Provides overall leadership for incident response • Ensures incident safety • Establishes incident objectives • Is responsible for all functions until they can be delegated • Delegates authority to others • Provides information to internal and external parties • Establishes and maintains liaison with other agencies • Manages media inquiries when necessary • Takes direction from agency official

Team Organization
 	
• CERT operates in one of two ways
  ▪ One team performing all tasks
  ▪ Smaller teams performing specific tasks
• Role of identified leader
  ▪ Supervise tasks
  ▪ Account for team members
  ▪ Report information to his or her leader
 	
FEMA · CERT Tools for Leadership Success · 16
 	
Display Slide 16
	Team Organization
	
	Explain that a CERT may operate as a single team that performs all tasks or may be divided into smaller teams to achieve specific goals established by the CERT IC/TL.
	
	Say that, in all situations, each unit assigned must have an identified leader to supervise tasks being performed, to account for team members, and to report information to his or her designated leader.
	
	Emphasize that ICS dictates the chain of command for the team and reinforces the team leader's authority; however, the team leader must demonstrate effective leadership skills in order to gain legitimacy within the team.

INSTRUCTOR GUIDANCE	CONTENT
What Do You Think? • What are the steps of the CERT sizeup? FEMA — CERT Tools for Leadership Success — 17 — CERT **Display Slide 17** Conduct a short discussion based on this question. Write the correct steps on an easel pad. The correct responses are: 1. Gather facts 2. Assess and communicate the damage 3. Consider probabilities 4. Assess your own situation 5. Establish priorities. Remember, life safety is the first priority! 6. Make decisions 7. Develop a plan of action 8. Take action 9. Evaluate progress Refer participants to *CERT Basic Training* Participant Manual, pages 2-12 to 2-15, for more information on sizeup.	Say that all CERT operations are guided by the CERT sizeup process. Ask participants: **What are the steps of the CERT sizeup?**

INSTRUCTOR GUIDANCE	CONTENT
	Explain that the sizeup process can help team leaders make important decisions, but effective leadership is required to implement those decisions.
	Say that this module will help CERT members learn and practice the skills required for effective leadership.
Display Slide 18	**Disaster Psychology**
	Remind participants that they learned basic concepts of disaster psychology in the *CERT Basic Training* course, including important roles for CERT leaders.
	Explain that an effective team leader needs to be aware of the mental state of team members, notice when a team member needs to take a break, and arrange for team members to rotate to other responsibilities as needed. The team leader is ultimately responsible for the safety and welfare of the team.
Refer participants to *CERT Basic Training* Participant Manual, Unit 7, for more information on disaster psychology, including symptoms of disaster trauma.	Tell participants that a leader must also be aware of his or her own mental state. A healthy state of mind is required to keep the team organized, watch out for team members, and maintain control of the situation.
Display Slide 19	Steps Leaders Take To Reduce Stress in Team Members
	State the steps a team leader can take to reduce stress on team members:
	• Brief team members on what they may encounter before the effort begins.
	• Emphasize that the CERT is a team and team members should support each other.
	• Encourage team members to rest and re-group.
	• Direct team members to take breaks away from the incident area.
	(continued)

INSTRUCTOR GUIDANCE	CONTENT
	• Encourage team members to eat properly and maintain fluid intake throughout the operation.
	• Rotate teams for breaks or new duties.
	• Phase out workers gradually from high-stress to low-stress areas of the incident.
	Stress that it is the leader's responsibility to recognize when a team member's effectiveness has been affected by the stress of the situation and to take steps to intervene, e.g., give the team member a different task, give the team member a break, or send the team member home.
Display Slide 20	Empathetic Listening Remind participants that listening is one of the most effective ways to assist those affected by the stress of disaster response. Explain that leaders interacting with team members who have survived trauma or dealt with the aftermath of disaster can employ the empathetic listening skills that participants learned in *CERT Basic Training*. Tell participants to: • Put themselves in their team member's shoes to better understand his or her perspective. • Listen for meaning, not just words. • Pay close attention to their team member's nonverbal communication. • Paraphrase their team member periodically to make sure they understand what he or she really means, e.g., "Let me make sure that I understand what you are saying. You think that …"

INSTRUCTOR GUIDANCE	CONTENT
Choosing a Team Leader • Insert local protocol for choosing a team leader FEMA — CERT Tools for Leadership Success — 21 — CERT **Display Slide 21** Insert information on protocols for choosing team leaders in your CERT program to the right and in the PowerPoint slide.	**Choosing a Team Leader** Remind participants of the local CERT program protocol for choosing team leaders. Insert local information here.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 22	***Leaders and Team Members*** Say that in this topic participants will learn about: • Characteristics of an effective team leader • Skills for effective leadership • Responsibilities of an effective team leader • The Leadership Competence Model • Characteristics of an effective team member • Responsibilities of an effective team member

Display Slide 23	**Team Composition**
	
	 Tell participants that a team is a unit of two or more individuals coordinating and cooperating to accomplish specific goals.
	
	 • Leaders and team members are all part of the same team, working toward the same established goals to achieve the mission of the organization.
	
	 • Team leaders and team members both need each other.
	
	    o Working together and looking out for each other are important aspects of successful teams.
	
	    o A team leader without team members has no one to lead; team members without a leader lack cohesion and direction.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 24	**Team Leaders** Ask participants if they have heard the following quote: "Great leaders are made, not born." Say that this quote sums up the true nature of leadership. The effectiveness of a leader does not depend as much on traits that people are born with as on specific principles that people can learn. Tell participants that all of them can be effective leaders by learning and practicing certain characteristics, skills, and actions. Some of these things may come naturally, but most are acquired through continuous work and study. Say that you are now going to discuss what it takes to be an effective team leader. Ask the class: **What are the characteristics of an effective CERT leader?**
Display Slide 25 Conduct a class discussion based on this question. Tell participants to think about a great leader they have seen in action.	

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 26	**Team Leader Characteristics** Summarize the discussion by reviewing the slide. Say that an effective CERT leader is: • Motivated • Inspiring • Goal-oriented • Good at prioritizing • Decisive • Trustworthy • Ethical • Good at communicating • Level-headed • Flexible

Display Slide 27	Add that a leader is:
	• Not necessarily a "star"
	  o A leader is not a star personality for whom everything always goes well.
	  o Leaders have shortcomings just like everyone else.
	• Open about what he or she does not know
	  o Secure leaders are open about their shortcomings and ask for help when they need it.
	• Open about errors
	  o Leaders are willing to acknowledge when they make mistakes.
	• Prepared to accept responsibility
	  o Leaders take responsibility for their actions and for the rest of the team.
	(continued)

INSTRUCTOR GUIDANCE	CONTENT
	• Prepared to give credit to others
	○ When things go well, leaders deflect attention from themselves by giving credit to the team.
	Emphasize that a CERT leader is a reflection of the team to the Incident Command. The leader defines the team for those running the incident.
	• If the team has a good leader, the Incident Commander will see the team as an asset.
	• If not, the Incident Commander will lack confidence in the whole team and limit the team's role in the response effort.
Display Slide 28	**Skills for Effective Leadership** Explain that many leadership characteristics can be built through the practice of effective leadership skills. The following leadership skills build team cohesion and drive the achievement of team goals. • Motivating • Taking responsibility • Acting decisively • Communicating effectively • Behaving ethically • Building trust Say that you will talk about each of these in more depth.
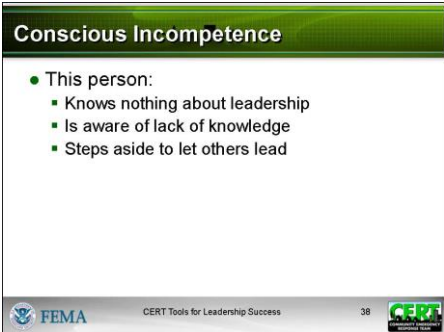
INSTRUCTOR GUIDANCE	CONTENT

Motivate
• Show passion for team's mission
• Get team members involved in decision-making
• Give team members meaningful responsibilities
• Praise team members
• Build sense of team cohesion
• Create positive working environment
 	
FEMA CERT Tools for Leadership Success 29 CERT
 	
Display Slide 29
	Motivate
	
	Say that motivated team members are focused on their goals and determined to accomplish them. Describe some ways a team leader can motivate the team:
	
	• Show passion for the team's mission.
	   o Show energy, drive, and enthusiasm for every task.
	   o Express pride in the CERT Program and in your team.
	
	• Get team members involved in the decision-making process.
	   o Even when the urgency of the situation requires you to make quick decisions, listen to team members' input and consider their perspectives.
	   o Trust their judgment.
	
	• Give team members meaningful responsibilities.
	   o Know your team members' strengths and limitations.
	   o Assign tasks that utilize their specific skills and knowledge.
	
	• Do not assign a task to someone whose limitations may keep them from accomplishing it.
	
	• Praise team members.
	   o Say something positive when your team members do a good job or accomplish a difficult task.
	   o Be specific about what they did right.
	   o Encourage team members who are attempting new tasks.
	
	(continued)

INSTRUCTOR GUIDANCE	CONTENT
	• Build a sense of team cohesion.
	o Look out for your team members and ask them to look out for each other.
	o Show concern for team members' welfare.
	o For people who behave in ways that detract from the team goals, guide them to accepted team standards.
	• Create a positive working environment.
	o Be compassionate.
	o Instill a sense of calm.
	o Team members are more likely to do their best and give their all when they feel supported and appreciated.
Display Slide 30	Take Responsibility
	Explain that a person who wants to take the lead must also take the responsibility that goes with it. A leader must take responsibility for personal actions and also accept responsibility for the team.
	Say that to show responsibility, a leader should:
	• Act as the final decision-maker for the team.
	• Accept consequences of decisions and actions.
	• Admit mistakes or errors.
	• Ask for guidance when needed.
	• Re-evaluate plans that are not working.
	• Improve situations that have gone wrong.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 31	Act Decisively Explain that, in stressful situations, a leader must remain calm and make clear, goal-oriented decisions. Tell participants that to act decisively, a leader should do the following: • Make decisions based on facts, not emotions. • Listen to feedback, but make final decisions alone. • Trust personal instincts. • Make decisions that are timely, before it is too late to act. • Do not second guess decisions unless it is clear that a wrong choice was made. o Then be flexible enough to change your decision. • Resolve conflicts quickly so they don't grow.
Display Slide 32	Communicate Effectively Say that effective team leaders have good interpersonal skills. They get along with others and know how to communicate to get the facts they need, guide team members, and interact with those outside the team. Explain that effective communication skills help build positive relationships with team members and other organizations. Tell participants that a leader should: • Use questions to guide exchanges and keep the conversation focused. o Listen to answers before asking the next question. (continued)

INSTRUCTOR GUIDANCE	CONTENT
	- Ask for the opinions and observations of team members and value their input. - Listen to all ideas, summarize exchanges, and then make a decision. - Gather as much information as you can. - React honestly to ideas, but be positive. - Build on team members' ideas if any part of the idea can be used. - Read verbal and non-verbal cues. - Pay attention to facial expressions, tone of voice, and body language. - Give clear directions. - State specifically what is expected from team members. - Choose words carefully before speaking and speak them clearly. - Ask team members to paraphrase what was said. - Ensure balanced exchanges within the team. - Make sure that everyone is being heard. - Minimize talking from those who monopolize conversation. - Encourage team members to ask questions if they are unclear or need help.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 33	Behave Ethically Say that a leader must set the standard of behavior for team members to follow. Explain that a leader must do the following: • Be honest. • Treat others with respect. • Take your duties seriously. • Treat everyone fairly. • Stay within your capabilities. • Set a good example by modeling the behavior you expect.
Display Slide 34	Build Trust Explain that one of the most important factors in effective leadership is building the trust of your team members. Team members will not follow a leader they don't trust. Remember, it is not what a leader says that generates trust, but what the leader does. Explain that the following behaviors help build trust: • Be consistent between words and actions. • Behave according to the same values and standards expected of team members. • Be honest about personal strengths and weaknesses. • Be open and honest about the situation. • Admit to mistakes or failures. • Listen to input from team members. • Trust the judgment of team members. • Expect team members to be successful.

INSTRUCTOR GUIDANCE	CONTENT
What Do You Think? • What are the responsibilities required of an effective CERT leader? FEMA — CERT Tools for Leadership Success — 35 **Display Slide 35** Conduct a class discussion based on this question. Make sure that the leadership responsibilities discussed fit with local policies.	Tell participants that they have discussed how to take responsibility as a team leader, so now they will look at the many responsibilities of a team leader. Ask participants: **What are the responsibilities required of an effective CERT leader?**
Leader Responsibilities • Establish team chain of command • Delegate responsibility to team members • Develop goals and tasks • Maintain view of entire situation • Anticipate changes • Resolve problems within team • Ensure safety of team members • Take care of personal well-being • Be available and visible to team FEMA — CERT Tools for Leadership Success — 36 **Display Slide 36**	**Leader Responsibilities** Summarize the discussion by reviewing the slide. Say that an effective leader has the following responsibilities: • To establish team chain of command • To delegate responsibility to team members • To develop goals and tasks required for each goal • To maintain a view of the entire situation • To anticipate changes and plan for potential problems • To resolve problems within the team • To ensure safety and well-being of team members • To take care of personal safety and well-being • To be available and visible to the team Emphasize that leadership is not about the leader. Leadership is about selflessness and mission. The team succeeds when the leader focuses on the team and the mission.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 37	**Leadership vs. Management** Say that good leadership is more than management. Explain that management is about **doing things right**: • Planning • Organizing • Staffing • Controlling Say that leadership is about **doing the right things**: • Setting a direction • Encouraging a vision • Getting people to work together • Motivating • Inspiring • Creating change Explain that management uses people to control results. Leadership motivates people by encouraging them and satisfying their needs. That is why management works better for resources and leadership works better for people.
This model applies competency learning theory to leadership. **Display Slide 38**	**The Leadership Competence Model** Introduce the Leadership Competence Model. Tell participants that you want to present a model of how people view themselves and leadership. The Leadership Competence Model poses four basic categories of leadership: Conscious Incompetence Say that a person in this category: • Knows nothing about leadership • Is aware of his or her lack of knowledge • Steps aside to let others lead

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 39	Conscious Competence Say that a person in this category: • Knows a little about leadership • Has a desire to improve – and works at it Say that 75% of people fit into this category, and most people in this category can be good team leaders.
Display Slide 40	Unconscious Competence Say that a person in this category: • Knows how to lead without thinking about it • Assumes the role of leader and others willingly follow Say that this person is a natural leader and that some CERT members may fall into this category because they are community helpers and organizers. Note that even unconsciously competent leaders can increase their effectiveness by consciously practicing leadership skills.
Display Slide 41	Unconscious Incompetence Say that a person in this category: • Has no natural leadership abilities • Doesn't realize that he or she lacks leadership abilities Say that this is the least desirable type of leader. People can work around this type of person regularly with no harm done. But in emergencies, lives are at stake and this is not the time for unconscious incompetence.

INSTRUCTOR GUIDANCE	CONTENT
	Tell participants that, if CERT members find themselves on a team with this type of leader, they need to ask the person to step down from the leadership position or they may need to make a request to a higher authority for a change.

Display Slide 42
 	
PM, P. 20
	Exercise: What Is Your Leadership Competence?
	
	Purpose: The purpose of this exercise is to allow participants to assess their own level of leadership competence.
	
	Instructions: Follow the steps below to conduct the exercise.
	
	1. Refer participants to the *What Is Your Leadership Competence?* self-assessment in their Participant Manual.
	
	2. Tell participants to:
	    a. Read sections A, B, C, and D below and identify which group of statements best describes how they feel about leadership and their leadership abilities.
	    b. Then turn to the following page and read the corresponding description for the group of statements that they chose.
	
	3. Emphasize that no one else will see the results of this self-assessment.
	
	Debrief: Point out the descriptions of each of the four categories. Say that you expect participants to gain leadership knowledge, skills, and practice in this module so that all of them are ready to move into the Conscious Competence stage of leadership when they leave this training.

PM, P. 20	**What Is Your Leadership Competence?**

Instructions

1. Read sections A, B, C, and D below and identify which group of statements best describes how you feel about leadership and your leadership abilities.
2. Turn to the following page and read the corresponding description for the group of statements that you chose.

A

Being in charge comes naturally to me.
I enjoy taking the leadership role.
When I am the leader, team members sometimes challenge me.
Team members don't always want me to be the leader.

B

Leadership does not come naturally to me.
I don't really know how to be a good leader, so I usually let others lead.
I would like to learn how to be a good leader.
I need a lot of training to become a good leader.

C

It takes effort for me to be a leader, but I can do it if the team appoints me.
It takes all my focus to be the leader even though I know a lot about leadership.
I am not a natural leader, but I am a good leader.
I already know a lot about leadership, but I would like to be able to lead without thinking about it.

D

Being a leader is instinctual for me.
I've been taking the leadership role for a long time.
Others often ask me to volunteer for the leadership position.
When I take the leadership role, people seem happy to follow.

A = Unconscious Incompetence

Although you enjoy taking the leadership role, others may not always see you as the best leader. You may think you know a lot about leadership, but there is always more to learn. Effective leaders know that great leadership involves a never-ending process of learning and self-reflection.

In order to begin developing your leadership skills, you need to listen to others' opinions about your leadership abilities and then take an honest look at yourself to identify the areas that you need to work on.

B = Conscious Incompetence

Even though you don't know much about leadership, you realize you have a lot to learn and that you can be an effective leader through study and practice. You know your limitations, are willing to accept guidance, and don't cause problems within the team. You may not be an effective leader at this point, but you make a valuable team member because you allow the leader to lead and you are willing to do what is asked of you.

If you would like to become an effective leader, you should work on identifying your leadership strengths and weaknesses and focus on developing your weaker areas. If you make a commitment to study and practice leadership skills, you can learn to be an effective leader.

C = Conscious Competence

You have practiced leadership a good deal, and you know how to be a successful leader. Leadership may not come naturally to you, but you don't need anyone telling you how to do it. If you are chosen as the leader of your team, you step up to the role and lead effectively. If asked, you could probably teach someone else how to be a good leader.

If you make a commitment to continue practicing your leadership skills regularly, it will eventually become easier for you. With enough practice, you should be able to lead effortlessly without having to think about how to do it.

D = Unconscious Competence

You know how to lead without thinking about it. You understand what it takes to be an effective leader, but you don't worry about it or analyze it. Maybe leadership was always easy for you, or maybe you practiced it so often that it became effortless. You enjoy fulfilling the leadership role, and others naturally listen to you and follow you.

You should continue fulfilling the leadership role when you are needed because you are a valuable asset to your team. Exercise your leadership skills often so that you remain proficient. Do not assume that you are always the best leader for the team. Let others be leaders too, and guide those who ask for your help.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 43	**Team Members**
	Explain that no matter how great a leader may be, a leader can do nothing without an effective team. It is the team members that define the success of a leader and ultimately the success of the team.
	Remember that the purpose of a team is to accomplish more than what one person can accomplish alone. However, the behavior of individual team members will determine the team's success.
Display Slide 44 Conduct a class discussion based on this question. Encourage participants to think about the qualities of people who enhance their CERT.	Remind participants that they are all members of a very important team and that is why they are here today. Ask participants: **What are the characteristics of an effective CERT member?**

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 45	**Team Member Characteristics** Summarize the discussion by reviewing the slide. Say that effective CERT members are: • Motivated • Energetic • Hard-working • Adaptable • Helpful • Loyal • Responsible Point out that many of these characteristics are similar to the characteristics required of an effective leader. Many CERT members can do a great job in both roles.
Display Slide 46	**Exercise: Characteristics of an Effective Team Member** **Purpose:** The purpose of this exercise is to identify behaviors that demonstrate positive team member characteristics.

INSTRUCTOR GUIDANCE	CONTENT

PM, P. 24
 	
 Suggested answers are provided in the Instructor Guide. They are not included in the Participant Manual.
	Instructions: Follow the steps below to conduct the exercise.
	
	1. Break participants into small groups.
	
	2. Refer participants to the *Characteristics of an Effective Team Member* scenarios in their Participant Manual.
	
	3. Assign one scenario to each group.
	
	4. Tell groups to review their scenario to identify the following:
	
	    a. What team member characteristic is demonstrated in the scenario? Note: There may be more than one.
	
	    b. What behaviors demonstrate the characteristic(s)?
	
	5. Have groups report out to the rest of the class. Use an easel pad to record a list of positive team member behaviors.
	
	Debrief: Say that the characteristics and behaviors of team members are as important as those of the team leader in determining the success of the team.

PM, P. 24	**Characteristics of an Effective Team Member**

Instructions

1. Review the scenario assigned to your group and identify the following:

    a. What team member characteristic(s) is demonstrated in the scenario?

    b. What behaviors demonstrate the characteristic(s)?

2. Report your findings to the class.

Scenarios

1. James arrives on the scene 10 minutes after he is notified that his CERT is activating for an emergency. He eats a healthy snack in his car as he drives to the team's meeting place. When he arrives, he spots the other CERT members and joins them immediately. He quickly introduces himself to everyone and asks the team leader what he can do to help.

    Answer: Characteristics: Motivated, energetic, responsible

2. Aisha is leading triage at the medical treatment area. She is deep in concentration prioritizing the needs of 16 survivors. The medical ops leader appears and says, "Aisha, we need you to go to the incident immediately and assess a survivor that cannot move. I'm going to take over for you." Aisha quickly explains her triage documentation and then leaves to assess the survivor.

    Answer: Characteristics: Adaptable, hard-working, responsible

3. Charlotte is the team's newest CERT member, and she is nervous about performing many team operations. She keeps herself busy as the team messenger, relaying communication between all units so that her team members can concentrate on their tasks. She brings water and snacks to her team members and watches out for members who look tired.

    Answer: Characteristics: Helpful, hard-working, loyal

4. Fahad is taking a break between search and rescue operations. A team member who has been somewhat uncooperative begins to talk to him about their team leader: "I don't think Sarah knows what she's doing. Everything is going wrong and she looks like she can't handle the stress." Fahad answers, "I think she's doing a fine job. The buildings have been searched, the survivors have been triaged, and the Incident Commander said we're doing a great job."

   Answer: Characteristics: Loyal, responsible

5. Eliana has been on scene for 2 days helping with recovery after a disaster. She slept for 4 hours last night at the shelter and has been handing out supplies to families all morning. Her teammate tells her to go home and rest, but Eliana says, "I feel fine. I know my family is safe and I have the energy to do more. We've got a lot to get done today." She takes over the intake job for a team member who needs to rest.

   Answer: Characteristics: Hard-working, motivated, energetic, loyal
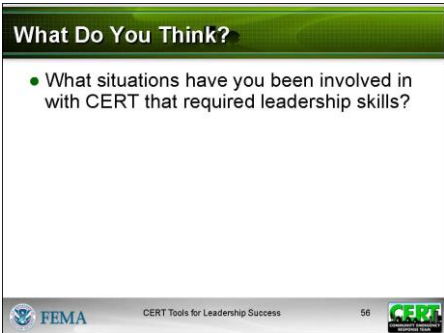
INSTRUCTOR GUIDANCE	CONTENT
 Display Slide 47 Conduct a class discussion based on this question. Tell participants to think about how team members can support a team leader.	Explain that the role of a leader is not the only role that comes with responsibilities. Team members have responsibilities too. Ask participants: **What are the responsibilities of an effective CERT member?**

Display Slide 48
	Team Member Responsibilities
	
	Summarize the discussion by reviewing the slide.
	
	Say that team members have the responsibility to:
	
	• Comply willingly.
	
	   o Just as a leader must be able to give orders and directions, those who are led must be able to accept the orders and directions given to them.
	
	   o Team members must recognize that there is a leader. When a leader is appointed and the team's direction is set, team members must follow and cooperate willingly and completely.
	
	   o A delay in compliance may result in a delay of the response operations.

INSTRUCTOR GUIDANCE	CONTENT
	- Follow directions per the chain of command. - Team members should only perform tasks that are assigned and authorized by the chain of command. - Team members should stay focused on their tasks and the leadership that they report to. - Team members should not take initial direction from others outside their reporting command. - Complete assigned tasks. - One simple task may play a more significant role in the overall operations and each task should be taken seriously. - It is crucial that team members complete the tasks assigned to them within the timeframe needed. - If assistance is needed, team members should work through the chain of command as soon as it has been identified. - Give their best effort. - Team members should work hard to accomplish their tasks and put forth their best effort. - Team members should be safe in their efforts and stay focused on their objectives. - Keep the team leader informed. - The team leader needs to receive information to understand the overall response efforts. - Team members should provide communication and updates to their leader regarding important progress and setbacks with their tasks.

INSTRUCTOR GUIDANCE	CONTENT

Display Slide 49
	• Seek clarification if they don't understand.
	
	   o Team members should ask questions if they are not completely clear on their tasks.
	
	• Support the team leader's actions.
	
	   o The team leader may have to make difficult and important decisions.
	
	   o Team members who support their leader even if they disagree will have a more successful response effort.
	
	   o Feedback can be provided through the correct channel at the appropriate time and place after the response operations.
	
	• Support their teammates.
	
	   o Team members may have difficulties with some aspects of their tasks.
	
	   o Team members should work together to complement each other's strengths and weaknesses.
	
	• Maintain scene safety.
	
	   o Team members must maintain safety for themselves and others, as safety is essential during disaster operations.
	
	   o Team members should communicate with their leader immediately if they need assistance.
	
	   o If a team member notices something that can affect the safety of the operations, he or she should notify the leader immediately.

INSTRUCTOR GUIDANCE	CONTENT
Successful Team Interactions • Put team mission first • Be supportive of each other • Recognize each other's strengths • Make use of your skills and be honest about weaknesses FEMA · CERT Tools for Leadership Success · 50 **Display Slide 50**	**Successful Team Interactions** Explain that CERT members often face challenging situations that require a high level of teamwork. Say that CERT members can create successful team interactions by: • Putting the mission of the team before personal ego • Being supportive of each other and helping each other out • Recognizing each other's strengths and not wasting time struggling over "turf" • Making use of their skills and being honest about their weaknesses
Successful Team Interactions (cont'd) • Trust each other • Communicate honestly • Work out conflicts quickly and respectfully • Providing the service requested of them without issues or attitudes FEMA · CERT Tools for Leadership Success · 51 **Display Slide 51**	• Trusting each other and depending on one another • Communicating openly and honestly with each other • Working out conflicts quickly and respectfully • Providing the service requested of them without issues or attitudes Emphasize that the way CERT members interact with each other and present themselves as a team will have a direct impact on how professional responders think about and use the CERT Program.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 52	**Successful Team Operations** Say that, when CERT members get together to help in an unplanned incident, uncertainty within the team may be high. • Choosing a team leader will help resolve some of the uncertainty. • The next step is for team members to accept the choice of a team leader and start following the leader's directions. When the course of action has been set, team members must put all of their energy into doing their part and pushing the goals of the team, even if it is not the plan of action that they personally prefer. • If a team member sees that a plan is not working, he or she should let the leader know. • Team members should not expect things to always go according to plan because emergencies rarely do. Team members must be flexible and adapt when plans change and new directions are given.
Display Slide 53	Suggest that, during team operations, team members ask themselves: • Am I doing my part? • Am I doing everything I can to support my team and team leader? • Am I giving my leader enough information to make a decision? Emphasize that the CERT mission is to provide for the welfare and safety of others. This is accomplished through the motivation, hard work, and reliability of team members.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 54	***Leadership Styles*** Tell participants that in this topic they will learn about: • Situations that require leadership • Categories of CERT situations • Leadership styles for CERT situations
	Explain that, while there are specific characteristics and skills for effective leadership, no specific leadership style has proven to be more successful than another. In fact, research has shown that the best leaders change their style based on the characteristics of their team and the situation at hand.
Display Slide 55 Conduct a group discussion based on this question. Possible responses: • Chairing the holiday party committee at my work • Coaching a soccer team • Coordinating other volunteers at the shelter where I volunteer (continued)	Say that there are many different types of situations that require leadership. Ask participants: **What are some situations you've dealt with in your personal life that required leadership skills?**

INSTRUCTOR GUIDANCE	CONTENT
• Getting my friends to stop arguing with each other • Teaching my daughter how to tie her shoes **What Do You Think?** • What situations have you been involved in with CERT that required leadership skills? FEMA — CERT Tools for Leadership Success — 56 — CERT **Display Slide 56** Conduct a discussion based on this question. Possible responses: ▪ Organizing a team drill ▪ Organizing a meeting in my neighborhood to develop a disaster preparedness plan ▪ Leading my family through a home fire drill ▪ Performing triage at the scene of an incident	Tell participants that we all use leadership skills in our day-to-day life tasks. If anyone came to this training because they thought they knew nothing about leadership or were fearful of leading a CERT, they may have had more leadership practice than they realized. Ask participants: **What situations have you been involved in with CERT that required leadership skills?**

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 57	**Situational Leadership**
	Explain that, in participants' personal lives, the way they respond to one situation will not always work in another situation. When faced with problems, they use judgment to decide the best way to respond to a particular issue. As a CERT leader, they need to do the same thing.
	Say that the same person can lead in different ways based on what is most appropriate for the situation at hand.
Display Slide 58	Explain that situational leadership is knowing when, where, and with whom to use each particular leadership style. The best way to judge how to respond as a leader in a CERT activation is to gauge the urgency of the situation.
Display Slide 59	**CERT Situations**
	Explain that CERT situations can be categorized into three levels based on urgency:
	1. Urgent
	2. Controlled
	3. Planned
	Tell participants that there is a corresponding leadership style that is most effective for each level of urgency.

INSTRUCTOR GUIDANCE	CONTENT

Display Slide 60	<u>Urgent Situations: Decisive Leadership</u>
	
	Explain that urgent situations are those that require immediate attention. This includes emergency and disaster situations where lives or property are at stake and immediate action is required.
	
	Say that urgent situations require a decisive leadership style.
	
	• A decisive leadership style is:
	  o Directive
	  o Task driven
	  o Risk driven
	
	• In an emergency, there is little time for group decision-making.
	  o A leader listens to input but makes decisions quickly and alone.
	  o The leader provides clear expectations to team members on what they should do and how it should be accomplished.
	
	Caution that overuse of a decisive style can be seen as bossy and controlling.
	
	Explain that leaders should also be careful to maintain respect for team members. Note that a calm demeanor when using a decisive style can help increase a leader's authority.

INSTRUCTOR GUIDANCE	CONTENT
	Demonstration: Decisive Leadership Style
	Purpose: This demonstration shows what a decisive leadership style looks like.
	Instructions:
	1. Point to a team member.
	2. Say the team member's name, followed by this script:
	"Please pick up this stack of papers and distribute one to each person in the class.
	Start on the left side of the classroom and move from the front of the room to the back.
	You have 3 minutes to complete this task.
	Please let me know as soon as you are finished."
Possible responses: • Calm • Respectful • Directive • Clear about what needs to be done • Clear about how the team member should do it	3. Ask participants to name the characteristics shown in the demonstration that indicate a decisive leadership style.
	Explain that, during CERT drills and exercises, a leader should use a decisive leadership style in order to mimic a real-life emergency situation.

INSTRUCTOR GUIDANCE	CONTENT

Controlled Situations: Participative Leadership
 	
● Situation is managed
  ▪ Lives and property are not in immediate danger
● Leadership style: Requests more feedback and advice from team members
● Leadership process:
  ▪ Encourage and motivate team members
 	
FEMA   CERT Tools for Leadership Success   61   CERT
 	
Display Slide 61
	Controlled Situations: Participative Leadership
	
	Explain that, once emergencies have been brought from a level of urgent crisis to a managed level, they can be categorized as controlled. The situation has been organized, and lives and property are no longer in immediate danger.
	
	Say that, during a CERT situation that is controlled, a leader may use a participative style.
	
	● A leader using a participative style involves team members in the decision-making process by seeking their advice and feedback, though the leader still remains the final decision-maker for the team.
	
	● This style tends to encourage and motivate team members.
	
	Demonstration: Participative Leadership Style
	
	Purpose: This demonstration shows what a participative leadership style looks like.
	
	Instructions:
	
	1. Say to the class:
	
	"We need to distribute this stack of papers to everyone in the class, and we have 5 minutes to do it.
	
	Does anyone have an idea of how we should begin?
	
	(Add team member's name), you have a lot of experience with this. What do you think?
	
	Okay, (add team member's name), I think you should take charge of this. Let me know when you are finished."
	
	(continued)

INSTRUCTOR GUIDANCE	CONTENT
Possible responses: • Said what needed to be done but asked the whole group how it should be done • Identified a specific person with experience and asked that person how it should be done • Listened to input but made the final decision	2. Ask participants to name the characteristics shown in the demonstration that indicate a participative leadership style.
 Display Slide 62	Planned Situations: Delegative Leadership Explain that CERT activations that have been organized in advance are categorized as planned situations. These situations have an established plan of action and pose no immediate safety risks. Say that, for a planned CERT activation, a leader may use a delegative style, which is more inclusive than the other styles. • A leader using a delegative style allows team members to make decisions and implement tasks themselves, based on their various skills and abilities.

INSTRUCTOR GUIDANCE	CONTENT
Delegative Leadership ● Caution: Team may be less productive ● Suggestions: 　▪ Have team members clearly define their roles 　▪ Have team members define all tasks that need to be accomplished 　▪ Maintain awareness of all team operations 　▪ Provide direction to team whenever needed 　▪ Remain available to team members who have questions 　▪ Maintain role of team leader FEMA　CERT Tools for Leadership Success　63　CERT **Display Slide 63**	Caution participants that a delegative style can lead to a less productive team because the team may lack cohesion or direction. While this style may be effective when team members are highly qualified in certain areas, it can also lead to poorly defined roles and an inability to achieve team goals. To avoid this outcome, a team leader should carefully consider the composition of the team before choosing this leadership style. When using a delegative leadership style, a leader can ensure that team operations run smoothly by doing the following: • Have team members clearly define their roles • Have team members define all tasks that need to be accomplished • Maintain awareness of all team operations • Provide direction to the team whenever needed • Remain available to team members who have questions • Maintain role of the team leader Demonstration: Delegative Leadership Style **Purpose:** This demonstration shows what a delegative leadership style looks like. **Instructions:** 1. Say to the class: 　"We need to distribute this stack of papers to everyone in the class, and we have 5 minutes to do it. 　You all have a lot of experience with this. Why don't you talk about who is best at what and decide who should carry out which tasks? 　I'll be here if anyone has any questions." Ask participants: **Does anyone have any questions about leadership styles?**

INSTRUCTOR GUIDANCE	CONTENT
 Display Slide 64 PM, P. 32 Answers are provided in the Instructor Guide. They are not included in the Participant Manual.	**Exercise: Choosing the Right Leadership Style** **Purpose:** The purpose of this exercise is to practice choosing the appropriate leadership style for various situations. **Instructions**: Follow the steps below to conduct the exercise. 1. Refer participants to the *Choosing the Right Leadership Style* exercise in their Participant Manual. 2. Read the first scenario and ask the class which style of leadership response would be most appropriate for the situation. 3. Tell them the correct style of leadership response for the situation and explain why. 4. Repeat the process with each scenario. **Debrief:** Say that a CERT leader may need to demonstrate different leadership styles throughout the same incident as the situation moves from one stage of urgency to another. Caution participants not to spend too much time thinking about the correct leadership style and to focus instead on the best way to respond to the present situation.

PM, P. 32	**Choosing the Right Leadership Style**

Instructions

Decide which style of leadership response would be most appropriate for each situation.

1. A school bus ran off the side of the road and 20 children are on board. None of them was injured, but traffic is piling up quickly around the incident. Your team has been asked to help direct traffic around the incident.

   Answer: Decisive

2. An office building was damaged during an earthquake. Two hundred people were in the building. Your CERT has been asked to assist with search and rescue.

   Answer: Decisive

3. Your CERT will be assisting with crowd management during the presidential inauguration. You are in charge of 45 CERT members, and the Incident Commander has briefed you on the plan of action.

   Answer: Participative

4. Heavy rains created a mud slide that damaged 15 homes in your neighborhood. Many of the homes belonged to elderly citizens. Your team has gathered on scene, and professional responders have not yet arrived.

   Answer: Decisive

5. A severe winter storm caused a 62-car pileup on a city freeway. Your CERT has been asked to help pass out food, water, and blankets to people who are caught in the incident.

   Answer: Participative

6. A construction crew hit a gas main when digging into the ground, creating a significant leak. Emergency responders are on scene. Your CERT has been asked to hand out gas masks and water to everyone on scene.

   Answer: Decisive

7. Your team is running intake at a shelter after a local disaster. You have checked in all 75 people that were waiting in line. Now your team needs to get additional documentation from every person staying at the shelter.

   Answer: Participative or delegative

8. An airplane crashed into a river and emergency personnel are on scene. Responders are rescuing people faster than medical personnel can care for them. Your team is assisting with triage.

   Answer: Decisive

INSTRUCTOR GUIDANCE	CONTENT
	Explain to participants that each individual tends to use one leadership style more than the other styles. Tell them that, in the next exercise, they will learn about which leadership style they prefer.
	Caution participants that, whatever their natural leadership style may be, during a CERT activation they may need to practice a different leadership style based on whatever is best for the situation.
	Exercise: What Is Your Preferred Leadership Style?
	Purpose: The purpose of this exercise is to help participants discover their preferred style of leadership.
Display Slide 65	**Instructions**: Follow the steps below to conduct the exercise.
	1. Refer participants to the *What Is Your Preferred Leadership Style?* self-assessment in their Participant Manual.
PM, P. 33	2. Tell them to read each statement and mark whether they Always, Sometimes, or Never demonstrate or agree with the action described by circling whatever number falls under the Always, Sometimes, or Never column for that statement.
	3. Allow participants to complete the assessment.
	4. After 4 minutes, tell participants to total the number of 1s, 2s, and 3s.
	5. Tell participants to record the total numbers at the end of the self-assessment.
	6. Say that participants who have more 1s prefer a decisive style of leadership. Those who have more 2s prefer a participative style. Those who have more 3s prefer a delegative style.
	Debrief: Point out that, in order to ensure a successful operation, a team leader may need to set aside his or her preferred leadership style and act within the style that best suits the situation or defer to another person whose preferred style may be better suited to the situation.

PM, P. 33	**What Is Your Preferred Leadership Style?**

Adapted from About.com: Psychology

Instructions

1. Read each statement and decide which of the following answers applies to how you feel about leadership.

    A = Always

    S = Sometimes

    N = Never

2. Circle the number in the column of the answer you have chosen.

3. When you have finished, add the number of 1s. 2s, and 3s in your answer column. Then write the totals in the space provided at the end of the questionnaire.

		A	S	N
1.	I have the final say over decisions made within my team.	1	2	3
2.	I tell team members what to do and how to do it.	1	2	3
3.	I consider suggestions made by others in the team.	3	2	1
4.	I carefully watch team members to be sure they perform tasks properly.	1	2	3
5.	If team members make mistakes, I reprimand them.	1	2	3
6.	I allow other team members to share my leadership power.	3	2	1
7.	I entrust important tasks to other team members.	3	2	1
8.	I allow team members to carry out their tasks with little of my input.	3	2	1
9.	I let team members decide what needs to be done and how to do it.	3	2	1
10.	Big decisions should have the approval of the majority of the group.	3	2	1

		A	S	N
11.	I prefer when decisions are made through team consensus.	3	2	1
12.	I want to help team members fulfill their potential.	3	2	1
13.	When there are problems in the team, I work with members to arrive at a reasonable resolution.	2	3	1
14.	I want team members to feel involved and relevant in the decision-making process.	3	2	1
15.	I ask for advice from team members when things go wrong.	3	2	1
16.	I accept input from team members.	3	2	1
17.	Team members need to be praised or reprimanded in order to complete tasks and meet goals.	1	2	3

Totals

1 _____

2 _____

3 _____

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 66	## *Leaders in Action* Say that participants have learned about leadership characteristics, responsibilities, and styles. They are now going to discuss leaders in action. Tell participants that in this topic they will discuss: - What leaders do and how they do it - Situational awareness - Tasks for leading team operations - Leading in stressful conditions - Participant concerns about CERT leadership Say that, finally, participants will put it all together and practice leadership and team membership.
Display Slide 67	## What Do Leaders Do? Explain that we know that leaders: - Guide the way - Direct and control the plan - Motivate and influence team members - Ensure progress toward team goals

INSTRUCTOR GUIDANCE	CONTENT

Display Slide 68	**How Do Leaders Do It?**
	
	Describe actions that effective CERT leaders take:
	
	• They are not afraid to make mistakes.
	
	   o They realize that they may need to take risks and that they may receive criticism no matter how they run an operation.
	
	• During emergencies, they get their plan moving and make things happen.
	
	   o They know that if they wait:
	
	     For things to be exactly right before they move . . .
	
	     Until they have no doubt that it is the right time . . .
	
	     They will be too late.
	
	• They know that there is never a perfect solution.
	
	   o Disasters and other emergencies evolve quickly.
	
	   o While the team is waiting for the situation to be just right, the situation will change.
	
	   o The leader must be prepared to get moving and to change direction if the situation does not go as planned.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 69	**Situational Awareness**
	Say that CERT leaders manage emergency operations by overseeing interactions between people, operating procedures, and equipment. CERT leaders have to stay on top of the big picture at all times, and they do this by maintaining awareness of the entire situation.
	Say that situational awareness includes an awareness of:
	• The physical conditions of the incident
	• Where team members are and what they are doing
	• Psychosocial conditions of the team (e.g., noticing when team members are tired, upset, overexerting themselves, or otherwise not handling the stress of the operation well)
	• The current status of all aspects of the incident
Display Slide 70	Loss of Situational Awareness
	Explain that a leader who has lost situational awareness may:
	• Show confusion, fixation, or impaired thinking
	• Provide too much information or conflicting information
	• Demonstrate a narrow focus or inability to think ahead
	• Give incomplete directions
	• Overlook unmet goals
	• Lose control of the situation
	• Neglect team standards

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 71	Say that loss of situational awareness, or poor leadership, can lead to: • No plan formulated or communicated • No personal accountability • Random, undisciplined communication • No regular periodic situation assessment • An unfocused span of control
Display Slide 72	Explain that loss of situational awareness can also lead to failure of team operations and inability to accomplish team tasks: • Team members may work alone instead of as a team • Tasks may not be accomplished as assigned • IC may not be aware of what the team is doing
Display Slide 73	Maintain Situational Awareness Tell participants that effective leaders maintain situational awareness by: • Anticipating scope of the event and adjusting span of control • Filtering out, controlling, or redirecting irrelevant or erroneous information • Expecting the unexpected and preparing for it • Keeping the big picture in mind • Developing a system of standard procedures that are easy to understand • Monitoring constantly • Evaluating constantly

INSTRUCTOR GUIDANCE	CONTENT
PM, P. 39	Refer participants to the *Leading Team Operations* checklist in their Participant Manual. Explain that some CERT members shy away from leadership because they fear that if they accept the leadership role, they may not know what to do during an actual activation. This checklist will help participants remember what steps to take if they ever lead a team during a CERT activation.

PM, P. 39	**Leading Team Operations Checklist**

Step-by-Step Tasks

1.   Upon arrival at your team's meeting location, find out if other members have already taken initial steps. Take charge.

2.   As soon as possible, follow local CERT protocol to inform the Emergency Operations Center (EOC) that the team is activated.

3.   If the pre-designated Logistics lead has not arrived, appoint one to continue checking in team members and other volunteers as they arrive.

4.   From the check-in list, identify the Communications lead and any other team members who are pre-designated for Fire Suppression, Search & Rescue, or Medical groups.

5.   Identify a leader for each of the groups.

6.   Set up the command post and medical ops area, including processes for documenting all operations.

7.   If the Communications leader has radio equipment that requires that he or she locate away from the command post, set up a procedure to link the two locations.

8.   Take inventory of your supplies: Medical cache? Search tools? Etc.

9.   Receive damage and injury reports. Prioritize the incidents and document.

10.   Based on priorities, develop a plan of action for handling the incidents.

11.   Quickly discuss the plan of action with the team. Assure that all members understand that there is a plan and that it should be followed.

12.   Immediately report any incidents that the team cannot handle to the EOC.

13.   Based on the plan, assign undesignated team members to Fire Suppression, Search & Rescue, or Medical group(s).

14.   Assign groups to incidents. Document.

15.   When all incidents have been handled, complete documentation. Collect all forms and other documentation for delivery to uniformed personnel who arrive on the scene or to Incident Command.

16.   Debrief the team. Ask if any members are willing to be re-deployed to another area.

17.   Inform the EOC that the team has been demobilized and how many members are willing to be re-deployed.

Ongoing Responsibilities

- Reassign groups to next incident as priorities are completed. Document.

- Keep your plan of action flexible. Evaluate team's progress and re-prioritize incidents as additional damage reports come in. Document.

- Provide support to team members and coordinate rotation, breaks, and rehab.

- Maintain situational awareness and good documentation of the status of each incident and the status of each Fire Suppression, Search & Rescue, and Medical group.

- Expand your ICS structure if needed. Formally designate Operations Section Chief, Planning Section Chief, and Logistics Section Chief if these positions become necessary.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 74	**Leaders in Stressful Conditions** Say that CERT leaders have the added responsibility of leading in stressful conditions. Leaders in stressful environments may experience: • Confusion or disorientation • Indecisiveness • Shortened attention span • Difficulty concentrating • Memory loss • Self-blame
Display Slide 75	Remind participants that team leaders are responsible for identifying when they need to take a break or to delegate leadership responsibility to someone else. Explain the following points: ▪ There may be times when a leader is too involved in the incident to realize that he or she needs to step down from the leadership position. ▪ If team members notice symptoms of stress in their leader, they may ask the leader if he or she needs to take a break or would like more help. ▪ If a team believes that a new leader should be chosen, one or two team members who have been working closely with the leader should approach the leader and discuss a change of command. ▪ Team members should not let a scene get out of control because their leader is too stressed to maintain control.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 76	**Making Decisions Under Stress** Say that, despite the fast-paced emergency environment, most leaders can and do remain calm and organized decision-makers. Say that a leader can take these steps to make decisions in a stressful environment: 1. Define all problems. • Eliminate unnecessary issues. 2. Evaluate the information carefully. • Organize information logically, ignoring what is irrelevant • Estimate unknown variables. 3. Identify the problems that the team can handle effectively. 4. Prioritize the order in which the identified problems will be handled. 5. Choose a course of action for each problem. • Identify alternatives for managing each problem. • Evaluate the risks and benefits of each alternative. 6. Select one of the alternative approaches if the initial course of action is ineffective. Emphasize that leaders can make things easier on themselves by remaining flexible and delegating responsibility whenever possible. Also note that, with practice, decision-making under stress can become intuitive for effective leaders.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 77	**Leading in Stressful Situations** Explain that a leader can help emergency operations run smoothly by remembering these tips for providing decisive leadership: • Limited discussion and unilateral decision-making can make response efforts faster and more effective. • In emergencies, team members need clear direction. • Having team members paraphrase a leader's instructions will minimize misunderstandings and miscommunication. • Simple language and short sentences are easier to understand and remember.
Display Slide 78	**Exercise: Leading in Stressful Situations** <u>**Purpose:**</u> The purpose of this exercise is to get participants to think about how they would handle various stressful situations as a CERT leader.
PM, P. 43	<u>**Instructions:**</u> Follow the steps below to conduct the exercise. 1. Refer participants to the *Leading in Stressful Situations* exercise in their Participant Manual. 2. Tell participants to individually review each scenario and use the space below it to write out the steps they would take to handle each situation if they were the CERT leader. 3. Remind participants to prioritize the steps.

INSTRUCTOR GUIDANCE	CONTENT
	Debrief: Debrief by asking the group these questions:
	• What did you learn about yourself when you were thinking about how to respond to these situations?
	• Did this exercise help you feel more comfortable with the idea of being a leader during a CERT activation?
	Say that leaders in stressful situations do have to think fast and act quickly, but CERT members have been trained all along to operate in these conditions.

PM, P. 43	**Leading in Stressful Situations**

Instructions

1. Individually review each scenario. Use the space below the scenario to write out the steps you would take to handle each situation if you were the CERT leader.

2. Prioritize the steps in the order they would happen.

Scenario #1

You are leading a search team to find a child that was reported missing in your neighborhood. Your team members have been searching throughout the night, and many of them look fatigued. You have asked them if they need to take a break, but no one wants to stop searching. You notice that one team member looks upset, and when you ask her what is wrong she starts crying. She tells you that her own daughter went missing 15 years ago and was never found. Suddenly you also realize that you have not heard from two of your members in over an hour.
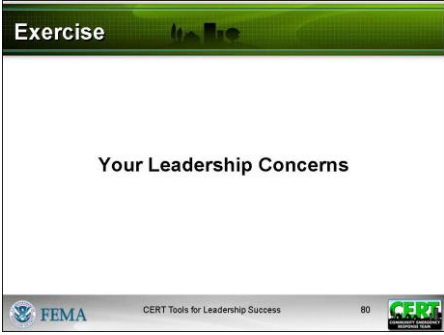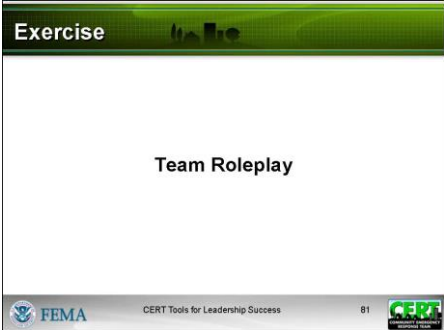
Scenario #2

Heavy rains are expected to cause river levels to rise rapidly in your community. Over the next 24 to 48 hours, many roads are expected to be washed out. Your community is told to evacuate within 24 hours. Your CERT has been asked to assist with traffic evacuation. You need to report to the scene in 3 hours, but your spouse and three children are still at home and have not yet evacuated.

Scenario #3

A fire caused damage to a nursing home in your area. Firefighters have contained the fire, and your team is assisting medical personnel care for injured survivors. The nursing home has 60 residents, and several of them have severe burns and other injuries. Two of your team members are standing over a survivor, arguing about whether he has the symptoms of shock. The survivor's breathing is very slow and labored, and his eyes are glazed. The Incident Commander is watching your team members argue.

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 79 Conduct a class discussion based on this question. Write participant concerns on an easel pad. You may prompt participants by suggesting some of the following concerns: - What if a leader can't decide on an action plan? - What if someone on the team won't follow your directions? - What if a non-CERT member tries to interfere with team operations? - What if the team leader is making poor decisions? - What if you need to take a break from being the leader?	Explain to participants that many of them probably have similar feelings about their confidence in being a leader and their questions about their leadership abilities. Say that participants will now get a chance to discuss any remaining concerns with each other and share ideas for addressing their concerns. Ask participants: **Does anyone have any remaining concerns about leading during a CERT activation?**

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 80	**Exercise: Your Leadership Concerns** **Purpose:** This exercise allows participants to share ideas on how to address various concerns about leadership during CERT activation. **Instructions:** Follow the steps below to conduct the exercise. 1. Break the class into pairs or small groups. 2. Assign to each group one or two of the leadership concerns that were identified by the class in the previous discussion. 3. Ask participants to discuss how to address each concern with the others in their group. 4. Have groups report their ideas to the rest of the class. 5. Encourage other participants to provide feedback. Be sure to add your own feedback as well. **Debrief:** Say that you hope this exercise helped participants feel more confident about being team leaders, but that some people may always prefer to be team members instead of team leaders.

INSTRUCTOR GUIDANCE	CONTENT

Display Slide 81
 	
PM, P. 47
	Exercise: Team Roleplay
	
	Purpose: This exercise allows participants to practice choosing a team leader and operating as a team during a CERT activation.
	
	Instructions: Follow the steps below to conduct the exercise.
	
	1. Split participants into groups of four or five.
	
	2. Assign each group to one of the scenarios in the *Team Roleplay* exercise in their Participant Manual. Explain that some groups may be working on the same scenario.
	
	3. Tell groups to read their scenario and imagine themselves as a team that has been thrown together in the situation described. Tell participants to act as themselves and be open about their personal skills, knowledge, and limitations.
	
	4. Tell groups to choose a team leader, explaining that they are choosing a leader only for the purpose of acting out this exercise.
	
	5. Tell groups to develop an action plan for the situation.
	
	6. Have groups report their action plans to the rest of the class.
	
	7. As each group reports, ask them:
	    a. How they chose their leader
	    b. How they came up with their action plan
	    c. Which leadership response style the leader should employ and why
	    d. How team members could support the team leader
	
	8. Lead the rest of the class in an evaluation of each group's responses.

INSTRUCTOR GUIDANCE	**CONTENT**
	Debrief: Say that it is important for team member actions to support a team leader's direction and for a team leader to prioritize tasks and assign them based on the knowledge and skills of team members.

PM, P. 47	**Team Roleplay**

Instructions

1. Read your group's assigned scenario and imagine yourselves as a team that has been thrown together in the situation described. Act as yourselves and be open about your personal skills, knowledge, and limitations.

2. As a group, choose a team leader. Remember, you are choosing a leader only for the purpose of acting out this exercise.

3. As a group, develop an action plan for the situation.

4. Be prepared to report your action plan to the rest of the class.

Scenarios

1. Your team has been dispatched to a damaged building. Several survivors are trapped in the building and the building appears ready to collapse. Family members of trapped survivors are imploring your team to save their loved ones.

2. Your community was flooded after a severe storm. Floodwaters have receded and your CERT has been asked to do a damage assessment of an outlying neighborhood.

3. A severe snow storm hit your community. Your CERT has been asked to help clear snow from fire hydrants in three outlying neighborhoods so that the fire department can access the hydrants.

INSTRUCTOR GUIDANCE	CONTENT

Display Slide 82
	Module Summary
	
	Summarize the topics that were discussed in this module:
	
	• Review of *CERT Basic Training* Concepts
	
	  o Participants can use knowledge and skills they learned in *CERT Basic Training* in establishing an ICS, performing CERT sizeup steps, and managing stress from disaster to guide them when leading team operations.
	
	  o However, they will need effective leadership skills in order to gain the support of team members.
	
	• Leaders and Team Members
	
	  o The team leader and team members are all part of the same team working together to accomplish the goals of the CERT mission.
	
	  o A leader needs team members just as team members need a leader.
	
	  o Both leaders and team members must demonstrate specific characteristics and behaviors to create a successful team.
	
	• Leadership Styles
	
	  o CERT leaders should lead differently based on the urgency of the situation.
	
	  o The same leader may use different leadership styles throughout different stages of an incident.
	
	  o A CERT leader who prefers one leadership style may have to lead by another style if the situation requires it.

INSTRUCTOR GUIDANCE	CONTENT

	• Leaders in Action
	
	    o Effective CERT leaders manage emergency situations by acting quickly and maintaining situational awareness at all times.
	
	    o CERT leaders can take specific steps to make decisions and manage team operations effectively in stressful conditions.
	
	    o The ultimate success of a team depends on how well team leaders and team members work together and support each other.
	
	Closing
	
	Remind participants of any upcoming CERT training or other activities.
	
	Present certificates to participants.
	
	Thank participants for attending the session.

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