

**AUSTRALIAN EMERGENCY
MANUAL SERIES**

**PART IV
Skills for Emergency Services Personnel**

**Manual 32
LEADERSHIP**

EMERGENCY MANAGEMENT AUSTRALIA



Australian Government

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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).

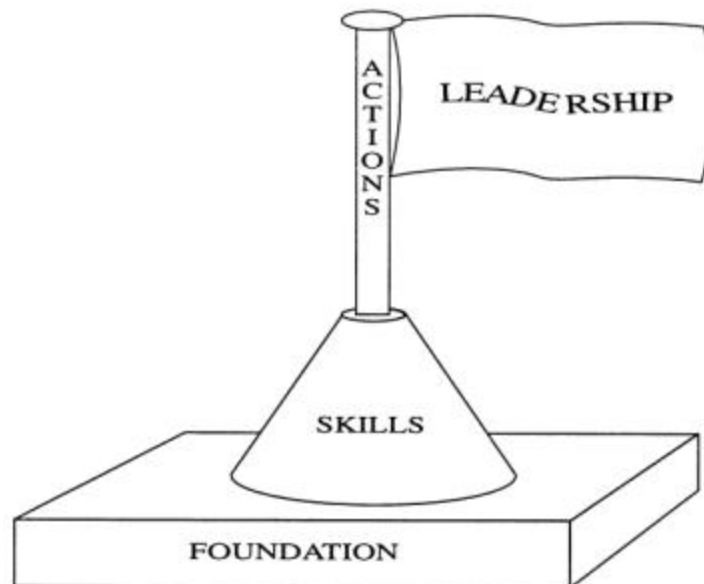


Figure 2:1 Emergency Management Leadership Model

SECTION TWO TEAM LEADERSHIP

CHAPTER 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.

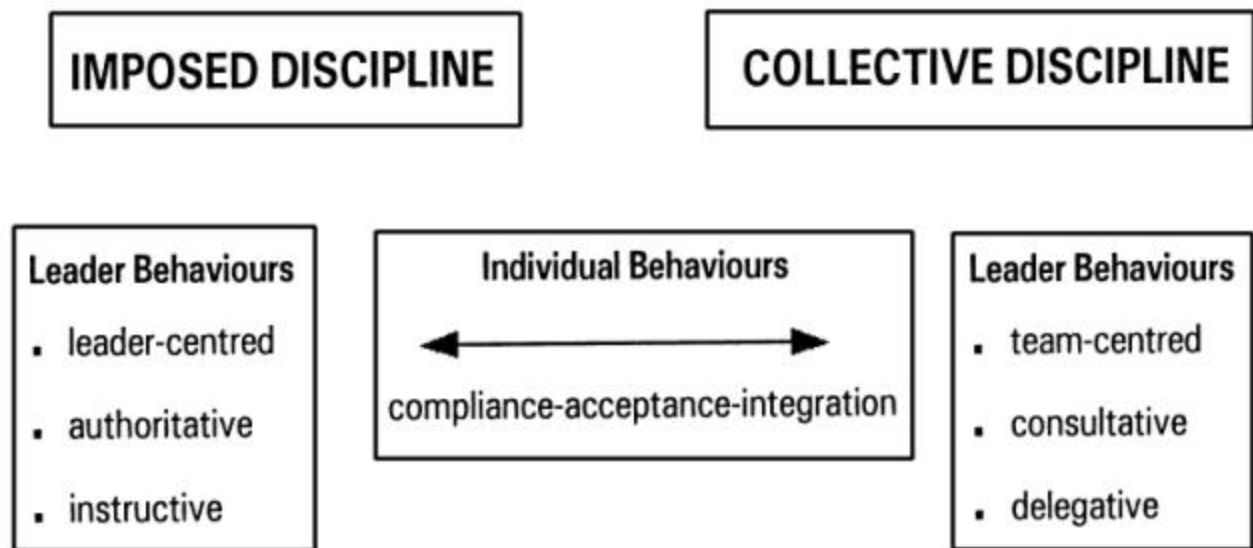


Figure 5:1 Discipline

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:

- 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*);
- instil unity of purpose by keeping the team informed;
- foster good humour, respect and a sense of loyalty amongst team members;
- build team members' self-esteem by being constructive and avoiding negative criticism;
- 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.

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.