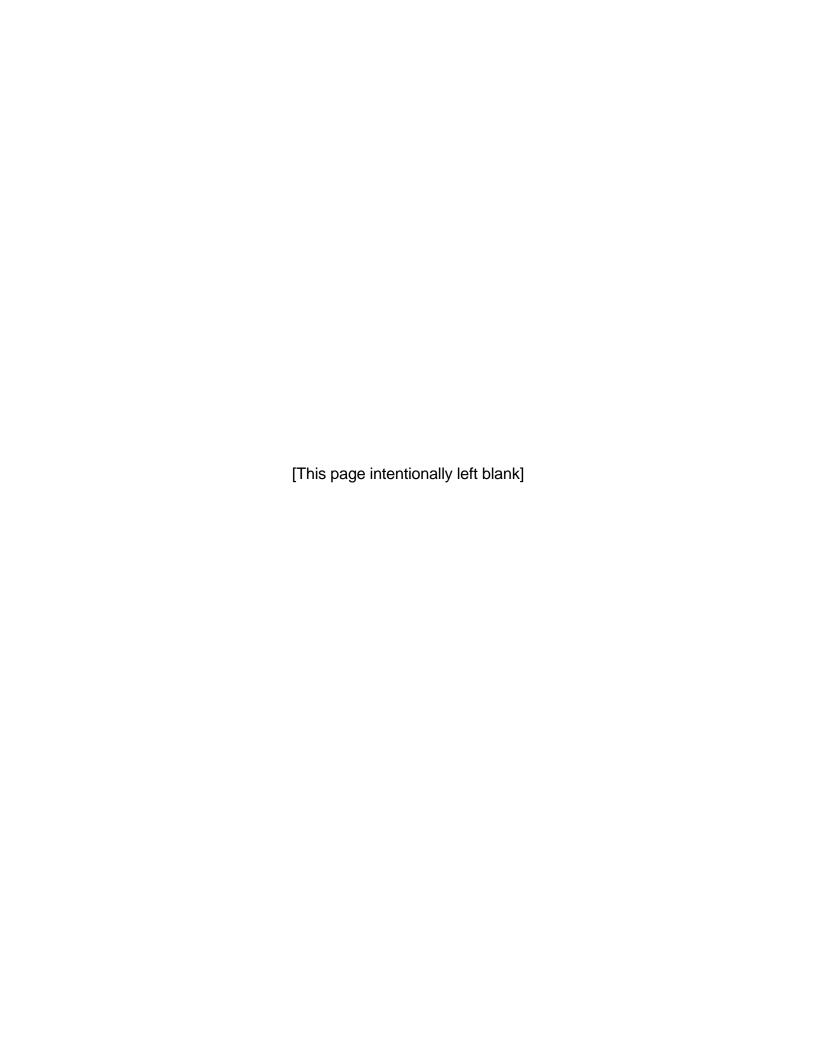# CERT TOOLS FOR LEADERSHIP SUCCESS

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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INTRODUCTION AND OVERVIEW

CERT MEMBERS NEED LEADERSHIP SKILLS

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.

Any time you put on a CERT vest, you may need to use leadership skills, as people in the community will come to uniformed CERT members for information and assistance.

MODULE PURPOSE

The purpose of this module is to train CERT members to:

- Be successful team leaders and team members

- Choose suitable team leaders during CERT activations

- Apply appropriate leadership styles to various situations

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

INTRODUCTION AND OVERVIEW (CONTINUED)

LEADER DEFINED

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

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.

TEAM MEMBER DEFINED

A team member is one who works together with others in a team to accomplish specific goals. The goals are identified by the person appointed to lead the team.

Teams differ from other groups in that they are focused on achieving a common mission and depend on each other to reach it.

CERT MISSION

Your mission as CERT members is to:

- Reduce hazards in your homes, workplaces, and neighborhoods

- Respond to the immediate needs of your families and communities brought about by disaster

- Respond as a team to do the greatest good for the greatest number of people

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.

INTRODUCTION AND OVERVIEW (CONTINUED)

WHAT YOU WILL LEARN

This module will cover the following topics:

- Review of *CERT Basic Training* Concepts That Apply to Leadership

- Leaders and Team Members

- Leadership Styles

- Leaders in Action

MODULE OBJECTIVES

At the end of this module, you 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 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

REVIEW OF CERT BASIC TRAINING CONCEPTS

In this topic, you will review the *CERT Basic Training* topics that apply to CERT leadership:

- Incident Command System (ICS)
- CERT sizeup
- Disaster psychology
- Local protocol for choosing a team leader

INCIDENT COMMAND SYSTEM

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.

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. CERT members defer to professional responders as soon as they arrive on the scene.

CERT IC/TL RESPONSIBILITIES

If no professional responders are on the scene, a CERT Incident Commander/Team Leader (IC/TL) should guide the response effort. 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

REVIEW OF CERT BASIC TRAINING CONCEPTS (CONTINUED)

Team Organization

A CERT may operate as a single team that performs all tasks, or be divided into smaller teams to achieve specific goals established by the CERT IC/TL. 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 the designated leader.

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.

CERT SIZEUP

The steps of the CERT sizeup are:

- Gather facts

- Assess and communicate the damage

- Consider probabilities

- Assess your own situation

- Establish priorities. Remember, life safety is the first priority!

- Make decisions

- Develop a plan of action

- Take action

- Evaluate progress

The sizeup process can help team leaders make important decisions, but effective leadership is required to implement those decisions.

This module will help you learn and practice the skills required for effective leadership.

REVIEW OF CERT BASIC TRAINING CONCEPTS (CONTINUED)

DISASTER PSYCHOLOGY

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.

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.

Steps Leaders Take To Reduce Stress in Team Members

Steps a team leader can take to reduce stress on team members include:

- 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.
- 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.

REVIEW OF CERT BASIC TRAINING CONCEPTS (CONTINUED)

Empathetic Listening

Listening is one of the most effective ways to assist those affected by the stress of disaster response. Leaders interacting with team members who have survived trauma or dealt with the aftermath of disaster can employ the empathetic listening skills learned in *CERT Basic Training*. If you are the leader, you should:

- Put yourself in your team member's shoes to better understand his or her perspective.

- Listen for meaning, not just words.

- Pay close attention to your team member's nonverbal communication.

- Paraphrase your team member periodically to make sure you understand what he or she really means, e.g., "Let me make sure that I understand what you are saying. You think that …"

LEADERS AND TEAM MEMBERS

In this topic, you 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

TEAM COMPOSITION

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.

TEAM LEADERS

The effectiveness of a leader does not depend as much on traits that one is born with, but depends more on specific principles that can be learned. Everyone can be an effective leader 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.

LEADERS AND TEAM MEMBERS (CONTINUED)

TEAM LEADER CHARACTERISTICS

An effective CERT leader is:

- Motivated
- Inspiring
- Goal-oriented
- Good at prioritizing
- Decisive
- Trustworthy
- Ethical
- Good at communicating
- Level-headed
- Flexible

LEADERS AND TEAM MEMBERS (CONTINUED)

A leader is:

- Not necessarily a "star"
  - A leader is not a star personality for whom everything always goes well.
  - Leaders have shortcomings just like everyone else.
- Open about what he or she does not know
  - Secure leaders are open about their shortcomings and ask for help when they need it.
- Open about errors
  - Leaders are willing to acknowledge when they make mistakes.
- Prepared to accept responsibility
  - Leaders take responsibility for their actions and for the rest of the team.
- Prepared to give credit to others
  - When things go well, leaders deflect attention from themselves by giving credit to the team.

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 the team has a poor leader, the Incident Commander will lack confidence in the whole team and limit the team's role in the response effort.

LEADERS AND TEAM MEMBERS (CONTINUED)

SKILLS FOR EFFECTIVE LEADERSHIP

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:

- Motivate the team

- Take responsibility

- Act decisively

- Communicate effectively

- Behave ethically

- Build trust

Motivate

Motivated team members are focused on their goals and are determined to accomplish them. A team leader can motivate the team by doing the following:

- 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 the 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 team members' judgment.
- Give team members meaningful responsibilities.
  - o Know your team members' strengths and limitations.
  - o Assign tasks that utilize their specific skills and knowledge.

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LEADERS AND TEAM MEMBERS (CONTINUED)

- 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.

- 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.

Team members are more likely to do their best and give their all when they feel supported and appreciated.

LEADERS AND TEAM MEMBERS (CONTINUED)

Take Responsibility

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.

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.

Act Decisively

In stressful situations, a leader must remain calm and make clear, goal-oriented decisions. To act decisively, a leader should:

- 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 Be flexible enough to change a decision.

- Resolve conflicts quickly so they don't grow.

LEADERS AND TEAM MEMBERS (CONTINUED)

Communicate Effectively

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.

Effective communication skills help build positive relationships with team members and other organizations. A leader should:

- Use questions to guide exchanges and keep the conversation focused.
  - Listen to answers before asking the next question.
- 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 possible.
  - 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.

LEADERS AND TEAM MEMBERS (CONTINUED)

Behave Ethically

A leader must set the standard of behavior for team members to follow. A leader must:

- Be honest.
- Treat others with respect.
- Take his or her duties seriously.
- Treat everyone fairly.
- Stay within his or her capabilities.
- Set a good example by modeling the behavior expected of team members.

Build Trust

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. It is not what a leader says that generates trust, but what a leader does.

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.

LEADERS AND TEAM MEMBERS (CONTINUED)

LEADER RESPONSIBILITIES

An effective leader should maintain the following responsibilities:

- Establish team chain of command

- Delegate responsibility to team members

- Develop goals and tasks required for each goal

- Maintain a view of the entire situation

- Anticipate changes and plan for potential problems

- Resolve problems within the team

- Ensure safety and well-being of team members

- Take care of personal safety and well-being

- Be available and visible to the team

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.

LEADERS AND TEAM MEMBERS (CONTINUED)

LEADERSHIP VS. MANAGEMENT

Good leadership is more than management.

Management is about **doing things right**:

- Planning
- Organizing
- Staffing
- Controlling

Leadership is about **doing the right things**:

- Setting a direction
- Encouraging a vision
- Getting people to work together
- Motivating
- Inspiring
- Creating change

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.

LEADERS AND TEAM MEMBERS (CONTINUED)

THE LEADERSHIP COMPETENCE MODEL

The Leadership Competence Model poses four basic categories of leadership:

Conscious Incompetence

A person in this category:

- Knows nothing about leadership
- Is aware of his or her lack of knowledge
- Steps aside to let others lead

Conscious Competence

A person in this category:

- Knows a little about leadership
- Has a desire to improve – and works at it

75% of people fit into this category, and most people in this category can be good team leaders.

Unconscious Competence

A person in this category:

- Knows how to lead without thinking about it
- Assumes the role of leader and others willingly follow

This person is a natural leader. Some CERT members may fall into this category because they are community helpers and organizers. Keep in mind that even unconsciously competent leaders can increase their effectiveness by consciously practicing leadership skills.

LEADERS AND TEAM MEMBERS (CONTINUED)

Unconscious Incompetence

A person in this category:

- Has no natural leadership abilities

- Doesn't realize that he or she lacks leadership abilities

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 there is no time for unconscious incompetence.

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.

EXERCISE: WHAT IS YOUR LEADERSHIP COMPETENCE?

Purpose: The purpose of this exercise is to allow you to assess your own level of 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.

LEADERS AND TEAM MEMBERS (CONTINUED)

TEAM MEMBER CHARACTERISTICS

No matter how great a leader may be, a leader can do nothing without an effective team. It is the behavior of team members that defines the success of a leader and ultimately the success of the team.

Effective CERT members are:

- Motivated
- Energetic
- Hard-working
- Adaptable
- Helpful
- Loyal
- Responsible

LEADERS AND TEAM MEMBERS (CONTINUED)

EXERCISE: CHARACTERISTICS OF AN EFFECTIVE TEAM MEMBER

Purpose: The purpose of this exercise is to identify behaviors that demonstrate positive team member characteristics.

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.

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.

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.

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."

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.

LEADERS AND TEAM MEMBERS (CONTINUED)

TEAM MEMBER RESPONSIBILITIES

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.

- Follow directions per the chain of command.

  o Team members should only perform tasks that are assigned and authorized by the chain of command.

  o Team members should stay focused on their tasks and the leadership that they report to.

  o Team members should not take initial direction from others outside their reporting command.

- Complete assigned tasks.

  o One simple task may play a significant role in the overall operation, and each task should be taken seriously.

  o It is crucial that team members complete the tasks assigned to them within the timeframe needed.

  o If assistance is needed, team members should work through the chain of command as soon as it has been identified.

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LEADERS AND TEAM MEMBERS (CONTINUED)

- 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.

- Seek clarification if they don't understand.

  - Team members should ask questions if they are not completely clear on their tasks.

- Support the team leader's actions.

  - The team leader may have to make difficult and important decisions.

  - Team members who support their leader even if they disagree will have a more successful response effort.

  - Feedback can be provided through the correct channel at the appropriate time and place after the response operations.

- Support their teammates.

  - Team members may have difficulties with some aspects of their tasks.

  - Team members should work together to complement each other's strengths and weaknesses.

- Maintain scene safety.

  - Team members must maintain safety for themselves and others, as safety is essential during disaster operations.

  - Team members should communicate with their leader immediately if they need assistance.

  - If a team member notices something that can affect the safety of the operations, he or she should notify the leader immediately.

LEADERS AND TEAM MEMBERS (CONTINUED)

SUCCESSFUL TEAM INTERACTIONS

CERT members often face challenging situations that require a high level of teamwork. 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

- 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

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.

LEADERS AND TEAM MEMBERS (CONTINUED)

SUCCESSFUL TEAM OPERATIONS

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.

During team operations, team members should 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?

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.

LEADERSHIP STYLES

In this topic, you will learn about:

- Situations that require leadership

- Categories of CERT situations

- Leadership styles for CERT situations

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.

SITUATIONAL LEADERSHIP

The same person can lead in different ways based on what is most appropriate for the situation at hand. Situational leadership involves 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.

CERT SITUATIONS

CERT situations can be categorized into three levels based on urgency:

1. Urgent

2. Controlled

3. Planned

LEADERSHIP STYLES (CONTINUED)

Urgent Situations: Decisive Leadership

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. Urgent situations require a decisive leadership style.

- A decisive leadership style is:
  - Directive
  - Task driven
  - Risk driven
- In an emergency, there is little time for group decision-making.
  - A leader listens to input but makes decisions quickly and alone.
  - The leader provides clear expectations to team members on what they should do and how it should be accomplished.

Be careful when using a decisive leadership style, because overuse of this style can be seen as bossy and controlling. Leaders should be careful to maintain respect for team members and avoid yelling or abusing power. A calm demeanor when using a decisive style can help increase a leader's authority.

During CERT drills and exercises, a leader should use a decisive leadership style in order to mimic a real-life emergency situation.

Controlled Situations: Participative Leadership

Once emergencies have been brought from an urgent crisis level down 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. 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.

LEADERSHIP STYLES (CONTINUED)

Planned Situations: Delegative Leadership

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.

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.

Be aware that a delegative style can sometimes 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

LEADERSHIP STYLES (CONTINUED)

EXERCISE: CHOOSING THE RIGHT LEADERSHIP STYLE

Purpose: The purpose of this exercise is to practice choosing the appropriate leadership style for various situations.

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.

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.

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.

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.

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.

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.

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.

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.

LEADERSHIP STYLES (CONTINUED)

EXERCISE: WHAT IS YOUR PREFERRED LEADERSHIP STYLE?

Purpose: The purpose of this exercise is to help you discover your preferred style of leadership.

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.

4. The instructor will explain the results in terms of your preferred leadership style.

		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

		A	S	N
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
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 _____

LEADERS IN ACTION

In this topic you will learn about:

- What leaders do and how they do it

- Situational awareness

- Tasks for leading team operations

- Leading in stressful conditions

- Participant concerns about CERT leadership

WHAT DO LEADERS DO?

We know that leaders:

- Guide the way

- Direct and control the plan

- Motivate and influence team members

- Ensure progress toward team goals

LEADERS IN ACTION (CONTINUED)

HOW DO LEADERS DO IT?

Effective CERT leaders take the following actions:

- They are not afraid to make mistakes.
  - 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.
  - 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.
  - Disasters and other emergencies evolve quickly.
  - While the team is waiting for the situation to be just right, the situation will change.
  - The leader must be prepared to get moving and to change direction if the situation does not go as planned.

LEADERS IN ACTION (CONTINUED)

SITUATIONAL AWARENESS

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.

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

Loss of Situational Awareness

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

LEADERS IN ACTION (CONTINUED)

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

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

Maintain Situational Awareness

Effective leaders maintain situational awareness by:

- Anticipating the 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

LEADERS IN ACTION (CONTINUED)

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.

(continued)

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.

LEADERS IN ACTION (CONTINUED)

LEADERS IN STRESSFUL CONDITIONS

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

Team leaders are responsible for identifying when they need to take a break or delegate leadership responsibility to someone else. However, 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.

LEADERS IN ACTION (CONTINUED)

MAKING DECISIONS UNDER STRESS

Despite the fast-paced emergency environment, most leaders can and do remain calm and organized decision-makers. 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.

Leaders can make things easier on themselves by remaining flexible and delegating responsibility whenever possible.

With practice, decision-making under stress can become intuitive for effective leaders.

LEADERS IN ACTION (CONTINUED)

IN STRESSFUL SITUATIONS, REMEMBER…

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.

EXERCISE: LEADING IN STRESSFUL SITUATIONS

Purpose: The purpose of this exercise is to think about how you would handle various stressful situations as a CERT leader.

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.

LEADERS IN ACTION (CONTINUED)

EXERCISE: TEAM ROLEPLAY

Purpose: This exercise allows you to practice choosing a team leader and operating as a team during a CERT activation.

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.

MODULE SUMMARY

Review of *CERT Basic Training* Concepts

- You can use the knowledge and skills you learned in CERT Basic Training for establishing an ICS, performing CERT sizeup steps, and managing stress from disaster, to guide you when leading team operations.

- You will need effective leadership skills in order to gain the support of team members.

Leaders and Team Members

- The team leader and team members are all part of the same team working together to accomplish the goals of the CERT mission.

- A leader needs team members, just as team members need a leader.

- Both leaders and team members must demonstrate specific characteristics and behaviors to create a successful team.

Leadership Styles

- CERT leaders should lead differently based on the urgency of the situation.

- The same leader may use different leadership styles throughout different stages of an incident.

- A CERT leader who prefers one leadership style may have to lead by another style if the situation requires it.

Leaders in Action

- Effective CERT leaders manage emergency situations by acting quickly and maintaining situational awareness at all times.

- CERT leaders can take specific steps to make decisions and manage team operations effectively in stressful conditions.

- The ultimate success of a team depends on how well team leaders and team members work together and support each other.

SOURCES

- City of Portland (OR) Fire & Rescue: Leadership Training for NETs

- FEMA IS 240: Leadership and Influence

- Bruce Wilson: Leadership Development for CERT