BECOMING A LEADER:
A LEADERSHIP LEARNING PATHWAY
FOR PIEMA MEMBER AGENCIES

MAY 2020

ACKNOWLEDGEMENTS

Key terms

To promote a common understanding of the language used in this document, key terms are defined below.

Leadership is understood differently across the Pacific. For PIEMA, demonstrating strong leadership is about building trust, confidence and enduring relationships that show a unity of purpose and commitment. This document refers to leadership in three areas:

Leadership of disaster management: This is about planning, including assessing risks, collaborating and communicating with key stakeholders, identifying appropriate roles and functions of team members and other agencies, and practising and revising the plan.

Leadership of people: This about leading staff to navigate the workplace, and successfully deliver their work. This includes conflict management, behaviour setting, and inclusive and adaptive leadership.

Leadership of strategy: This is about driving agency strategy and operations to achieve the goals of the agency.

A **learner** is an individual who is continually building and developing knowledge, skills and practice.[1]

Learning needs are the gaps between the learner's current level of knowledge, skills and practice, and the level of knowledge, skills and practice required to perform a task or a set of tasks.[2]

Leadership knowledge is the understanding of the concepts, principles or information necessary for leadership.
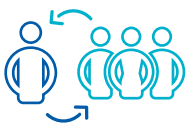
Leadership skills are the proficiencies in acting and reacting gained through experience and learning, in regards to holding a leadership position, for example decision-making, conflict management and empowering teams.

Leadership practice is the demonstration of an ability to lead, such as leading a successful operational response.

Competencies are related practices, commitments, knowledge and skills that enable a person to act effectively in a job or situation.

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1   The definition of 'learner' is derived from the concept of continuous learning: https://www.valamis.com/hub/continuous-learning

2   Drawn from the training and learning needs of the Pacific Competencies Model

This strategy will guide the PIEMA project's member agency staff to:

Build leadership knowledge

Build leadership skills

Build leadership practices

INTRODUCTION

About PIEMA

The Pacific Islands Emergency Management Alliance (PIEMA) was established in 2013. PIEMA engages directly with Pacific countries to improve resilience and create 'excellence in emergency management for safer Pacific communities'. PIEMA includes key umbrella organisations and emergency management agencies across 14 countries, including National Disaster Management Offices (NDMOs), police, fire and emergency services.

The current phase of the PIEMA project is jointly funded by Australia and New Zealand. It is implemented by the Pacific Community (SPC), which applies its experience in emergency and disaster preparedness to deliver strategic direction and strengthen the sustainability of initiatives.

About this learning pathway

The 'Becoming a Leader' learning pathway is a semi-structured framework designed to help PIEMA member agency staff strengthen and enhance their leadership skills. It allows individuals to develop and build upon existing leadership knowledge, skills and practices and to increase their competencies, based on their individual learning needs.

Making learning a priority

Institutional capacity building is a priority for the PIEMA project. The PIEMA project has a focus on the professionalisation and sustainability of disaster management in a number of ways. This includes training development and implementation, supporting accredited training, supporting endorsement of national Registered Training Organisations, supporting the credentialing of trainers, and supporting the establishment of multi-agency disaster management training groups.

Why this learning pathway is important

Achieving PIEMA objectives

PIEMA recognises the vital role of strong leadership to bring about meaningful change. The PIEMA Project recognises the vital role of leadership in this regard and works to support emergency management authorities in the Pacific to identify and support existing and emerging leaders.

"While PIEMA recognises that technology, infrastructure and equipment are important, the immediate and pressing emphasis is to strengthen the capacity of emergency management professionals in the Pacific Islands region through programs that have a strong focus on building the often less tangible foundations of trust, leadership and teamwork." [3]

PIEMA's Strategic Agenda 2020 articulates the project's focus on developing foundations of leadership for disaster management, with an emphasis on 'how we do it.' This learning pathway is an important step in supporting emerging and current leaders to be as effective in their roles as possible. The pathway will also support progress to achieve Key Result Area 2 of the PIEMA Strategic Agenda 2020 that calls for stronger relationships and leadership.

Providing a path for learning

This learning pathway can help emerging and current leaders identify their goals and map out a path for progress and achievement. The pathway enables learners to track their progress towards their learning objectives. The 2019 annual PIEMA meeting identified the top forms of learning for PIEMA member agencies: coaching and mentoring, courses, seminars and workshops, support resources and tools, job rotation and conferences/forums. The learning pathway creates a more structured approach to leadership development.

Supporting PIEMA member agencies

The learning pathway maps out the ways in which the PIEMA project can support member agencies' leaders to acquire the knowledge, skills and practice needed to succeed in a rapidly changing environment. At the 2019 annual PIEMA meeting, command/leadership was identified as the top priority area for member agencies. The learning pathway provides a simple and adaptable model which allows PIEMA member agencies to customise leadership learning pathways within their own agency structures.

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3 PIEMA Strategic Agenda 2020. p.8.
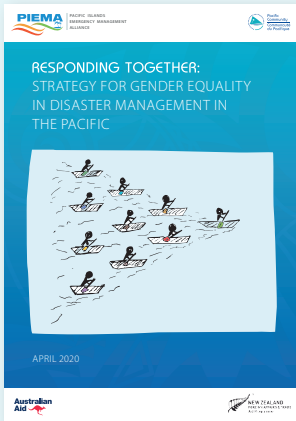
The 'Responding Together' strategy outlines how the PIEMA project can engage leaders across the alliance agencies to promote gender equality and support greater effectiveness in disaster response.
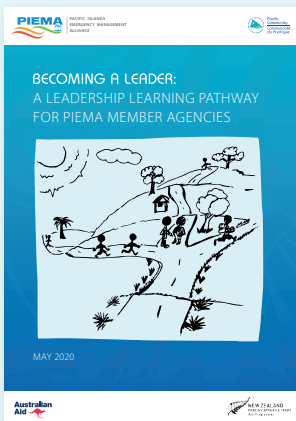
The Learning Pathway, articulates how the Responding Together strategy can be applied to build individual and organisational skills and to strengthen gender equality.

Women and leadership

As outlined in PIEMA's 'Responding Together' strategy, women are under-represented in the disaster management sector, particularly in leadership positions and in operational roles which serve as key pathways to leadership. However, PIEMA member agencies articulated that they are likely to be more effective in their operations, including community engagement, if both men and women are represented and able to meaningfully participate in the workplace. Men and women in the Pacific bring different skills, ways of thinking, and experiences to a situation, however these are not always leveraged and utilised by agencies. When these differences are harnessed and embraced, responses are more effective.

This learning pathway sits alongside the Responding Together strategy.

The two documents are intended to complement each other, with the learning pathway articulating how the strategy can be applied to build individual and organisational skills to increase more diverse leadership, thus strengthening gender equality.

There is a need for targeted interventions to support women entering the disaster management sector, and to progress their careers, including moving into leadership roles. Like the 'Responding Together' strategy, this learning pathway includes specific activities targeted at identifying women with leadership potential in the sector.

See *Targeted interventions for women* on page 17 for further information.

LEARNING PATHWAY FOUNDATIONS

This learning pathway is guided and underpinned by three foundations.

Foundation 1 – Learner led

"Individuals need to be able to choose their own development path" **(SPC representative)**[4]

Everyone's path to leadership is different, and each individual's learning needs in relation to leadership knowledge, skills and competencies are unique. Learner-led pathways can increase motivation and commitment to learning by allowing individuals to choose the leadership development activities that will help them achieve their learning objectives.

The foundation guides the pathway by:

- Supporting the development of tailored learning plans based on each learner's unique needs and wants.

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4   Interview 17

Foundation 2 – Progressive knowledge, skill and practice building
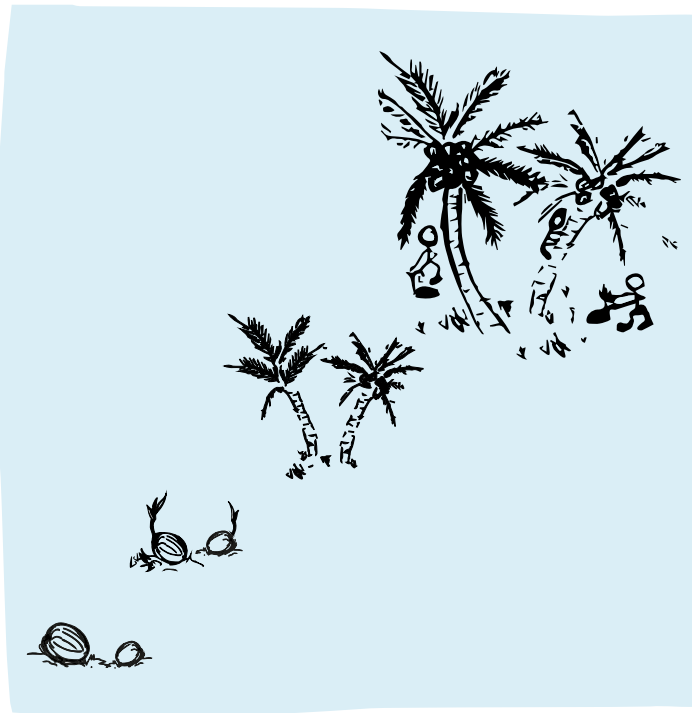
"There needs to be on-going activities so we can keep building on our skills" **(Fire service employee)[5]**

The pathway acknowledges that leadership skills, knowledge and practices are not gained or enhanced in one experience or course. Rather, knowledge, skills and practices are learnt and built upon over time. The pathway is intended to provide opportunities for training, practice and feedback that match each learner's needs.

The foundation guides the pathway by:

• Promoting skill, knowledge and practice development through cycles of learning, progressively gaining a deeper understanding of leadership.

Foundation 3–Flexibility

"People need to be able to choose when they want to take on learning activities based on their own lives" **(Police representative)[6]**

The strategy recognises that learners will need to continue doing their current job while developing and enhancing their leadership competencies. Flexibility enables learners to move within and across training and employment and to transition from one learning pathway to another. Several of the opportunities and actions identified in the pathway link into existing PIEMA project initiatives to help them to fit around each learner's schedule.

The foundation guides the pathway by:

• Advocating for a tailored learning plan that responds flexibly to the learner's needs, work and private life priorities, agency needs, and other external factors.

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5   Interview 15
6   Interview 24

USING THE LEARNING PATHWAY

This learning pathway outlines how PIEMA member agency staff will learn to be better leaders to support greater effectiveness in disaster management. Drawing on the approach of the Pacific Competencies Model (PCM)[7], the pathway is simple and flexible so as to meet the needs of learners and their agencies. The pathway has five steps, outlined below.

1 Conduct a gaps analysis to identify and prioritise learning needs

A gaps analysis enables the learner to identify their learning needs, their stage in the learning journey, where they need to go, and how best to get there. Learning needs can be categorised into three themes:

- **Leadership of disaster management** is about planning, including assessing risks, identifying appropriate roles and functions of team members and other agencies, and practising and revising the plan.
- **Leadership of people** is about leading staff to navigate the workplace, and successfully deliver their work. This includes conflict management, behaviour setting, and inclusive and adaptive leadership
- **Leadership of strategy** is about driving agency strategy and operations to achieve the goals of the agency. This includes strategic planning and delivery, and process improvement.

Refer to Gap Analysis Framework for guidance.

2 Develop a tailored learning plan

The learner can select activities to create a learning plan that meets their needs. A combination of courses, coaching and engagement activities will support the development of knowledge, skills and practice, depending on the learner's journey. The learner should sequence activities logically to enable progressive knowledge and reflection.

Refer to Tailored Learning Plan for guidance

3 Engage in learning activities

Over a time period identified by the learner, they will engage in activities designed to help them obtain, build on and apply knowledge, skills and practices.

4 Measure results against knowledge, skills and practice

The learner should monitor progress against their initial learning goals and needs. This could be done with a mentor, colleague or manager/leader.

5 Evaluate competencies, reflect, and revise tailored learning plan

The learner can reflect on their experiences from activities to identify what was learnt and any changes required.

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7   Pacific Competencies Model (PCM)

GAP ANALYSIS FRAMEWORK

The gap analysis framework is not a standalone tool. It is designed to complement existing competency frameworks and performance review processes within your agency. Learners are encouraged to continually revisit the framework and discuss strengths and areas for improvement with their supervisor/manager/leader and/or mentor/coach.

Objective

To identify the learner's knowledge, skills and practice gaps, and align learning objectives to them. The learner should understand which pathway/s they could be taking.

The learner reflects on the framing questions and transitions into the most relevant area(s) of leadership.

Framing questions

- What are your leadership goals?

- Which area of leadership do you want to strengthen in a structured learning pathway? Tick most appropriate (if more than one, prioritise from 1–3):

  ☐ a. Disaster management   ☐ b. People   ☐ c. Strategy

- How do your goals and priority areas align with your last performance review feedback?

- What skill sets and experiences from other jobs/ sectors can you draw on to support your learning journey?

- How does your focus in this area align with the needs of your organisation?

- Do you have the support of your manager to learn/develop in this area?

Area questions

Leadership of disaster management	Leadership of people	Leadership of strategy

Area questions

Leadership of disaster management

Assessment against competencies including: communication, response and operations, management, coordination, technology, information management, preparedness, recovery, decision-making, logistics, budgeting[8]

- What key points were raised at your last performance review/ manager meeting in relation to operations?
- What are your operational strengths?
- What areas of operations do you need to work on?

Where do you think you should focus your learning in this area (use the competencies above to guide your answers)? Tick the most appropriate:

- ☐ Knowledge
- ☐ Skills
- ☐ Practice

What specific areas do you need to improve on?

Leadership of people

Assessment against competencies including: communication, relationship building, conflict management, human resources, decision making, interpersonal skills, inclusion

- What key points were raised at your last performance review/ manager meeting in relation to people management/ engagement?
- What are your leadership strengths?
- What areas of leadership do you need to work on?

Where do you think you should most focus your learning in this area (use the competencies above to help guide your answers)? Tick the most appropriate:

- ☐ Knowledge
- ☐ Skills
- ☐ Practice

What specific areas do you need to improve on?

Leadership of strategy

Assessment against competencies including: strategic thinking, business operations, change management, results oriented, communication

- What key points were raised at your last performance review/ manager meeting in relation to strategic thinking/supporting business needs?
- What are your strategy and business development strengths?
- What areas of strategy and business development do you need to work on?

Where do you think you should most focus your learning in this area (use the competencies above to help guide your answers)? Tick the most appropriate:

- ☐ Knowledge
- ☐ Skills
- ☐ Practice

What specific areas do you need to improve on?

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[8] Drawn from PCM

TAILORED LEARNING PLAN

Disaster management

	Intervention	Suggestions on available resources
STRENGTHEN KNOWLEDGE	Complete relevant trainings, and where possible registered and recognised trainings	There are a number of trainings supported and delivered by SPC, including accredited courses, and courses delivered by Registered Training. Organisations. Speak to SPC for a full list ▸ Working as a team member in an Emergency Operations Centre (WEOC) ▸ Risk analysis and disaster risk management ▸ Pacific Incident Management Systems (PacIMS) Awareness Course ▸ Project Management APTC Certificate IV in Leadership and Management APTC International Skills Training USP- Certificates II and IV in Resilience (Climate Change Adaptation and Disaster Risk Reduction Deakin University Humanitarian Leadership Program
	Complete online courses	Critical Incident Management Disaster Ready Leadership course
	Attend seminars and workshops	Speak to PIEMA and your organisation about upcoming seminars and workshops
	Engage with support resources and tools	Give employees tool to help them perform their jobs better – manuals, checklists, procedural guidelines, etc. New tools may need to be developed to support identified learning needs
	Attend conferences and forums	The learner can attend conferences and forums about topics relevant to their position and agency – PIEMA meetings, SREM meetings, Boe Declaration meetings, Humanitarian Leadership Conference, AFAC conference
STRENGTHEN SKILLS	Shadowing	Job shadowing as a development opportunity Example job shadow guidelines
	Job rotation	Employees can work in a different area of the organization temporarily – keeping their existing jobs, but exchanging responsibilities with another employee
	Training	See trainings above
	Coaching and mentoring	Explore mentoring opportunities with people in your agency, the sector in your country, regionally and further. Consider NDMOs, Police, Fire, NZ and Australian emergency management through AFAC and twinning arrangements
STRENGTHEN PRACTICE	Engage in secondment opportunities	Asia Pacific Privacy Authorities secondment framework
	Engage in mentor programs as a mentor	As per 'Coaching and mentoring' under 'Strengthen skills' above
	Job buddy system	Two employees agree to help each other learn new tasks. Each should have expertise to impart to their co-worker
	Networking	Explore networking opportunities with people in your agency, the sector in your country, regionally and further. Consider NDMOs, Police, Fire, NZ and Australian emergency management, and leaders in other sectors, such as the private sector

People

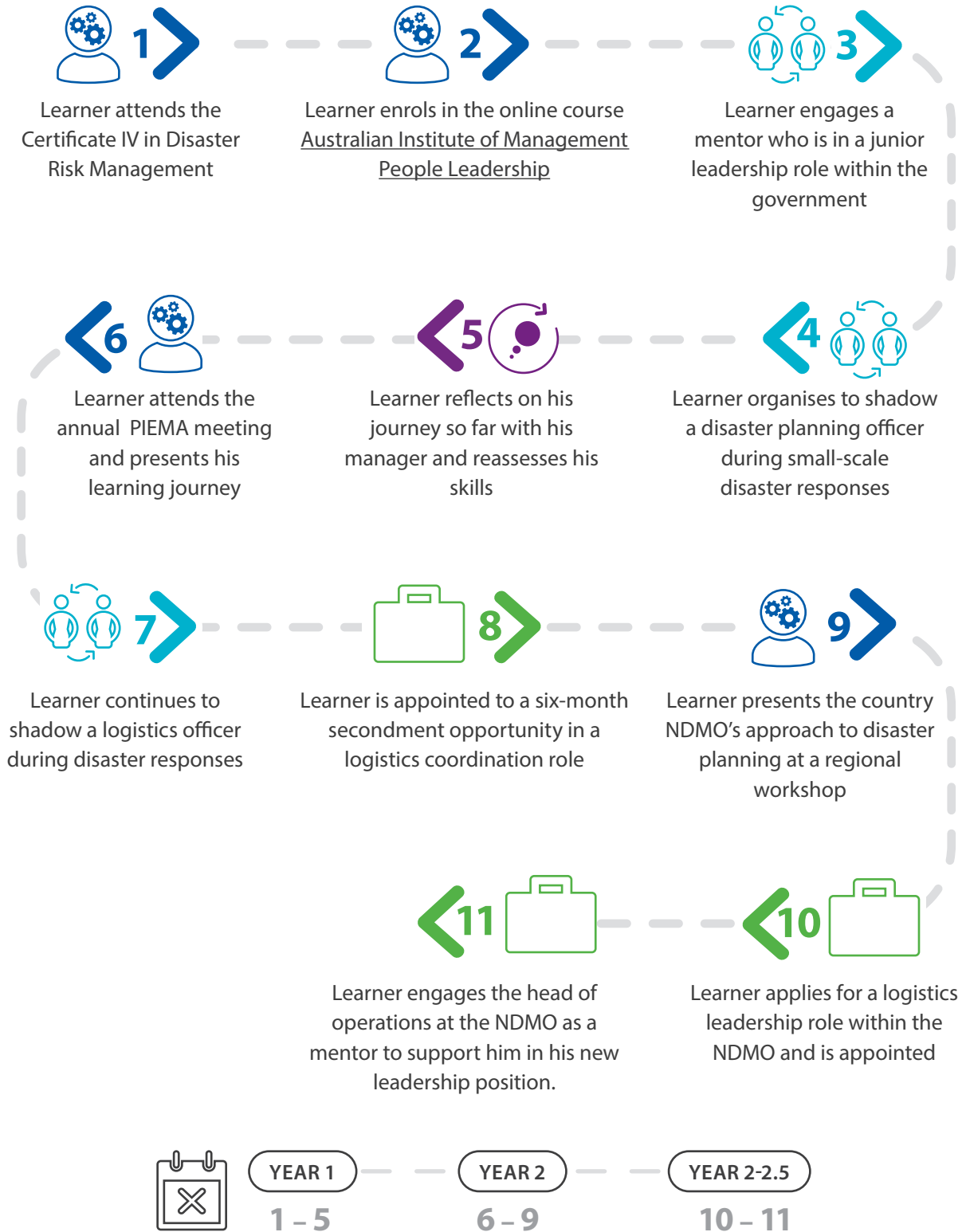|	Intervention	Suggestions on available resources
STRENGTHEN KNOWLEDGE	Complete relevant trainings, and where possible registered and recognised trainings	Australian Government, International Leadership Program
		APTC, Certificate IV in Leadership and management
		CG4001 Contribute to team effectiveness in the workplace (SSEOC2018)
		APTC, International Skills Trainer
		Deakin University Humanitarian Leadership Program
		Speak to PIEMA and SPC for further leadership training
	Complete online courses	Australian Institute of Management People Leadership
		Deakin University What is Leadership
	Attend seminars and workshops	Speak to PIEMA and your organisation about upcoming seminars and workshops
	Engage with support resources and tools	Give employees tool to help them perform their jobs better – manuals, checklists, procedural guidelines, etc. New tools may need to be developed to support identified learning needs
	Attend conferences and forums	The learner can attend conferences and forums that focus on topics relevant to their position and agency
STRENGTHEN SKILLS	Shadowing	Job shadowing as a development opportunity
		Example job shadow guidelines
	Job rotation	Employees can work in a different area of the organization temporarily – keeping their existing jobs, but exchanging responsibilities with another employee
	Skills based training	Leadership in crisis
	Coaching and mentoring	Explore mentoring opportunities with people in your agency, the sector in your country, regionally and further. Consider NDMOs, Police, Fire, NZ and Australian emergency management through AFAC and twinning arrangements
STRENGTHEN PRACTICE	Engage in secondment opportunities	Asia Pacific Privacy Authorities secondment framework
	Engage in mentor programs as a mentor	As per 'Coaching and mentoring' under 'Strengthen skills' above
	Job buddy system	Two employees agree to help each other learn new tasks. Each should have expertise to impart to their co-worker
	Networking	Explore networking opportunities with people in your agency, the sector in your country, regionally and further. Consider NDMOs, Police, Fire, NZ and Australian emergency management, and leaders in other sectors, such as the private sector

Strategy

	Intervention	Suggestions on available resources
STRENGTHEN KNOWLEDGE	Complete relevant trainings, and where possible registered and recognised trainings	Charles Darwin University Graduate Certification of Strategic Management Australian Institute of Management
	Complete online courses	Geneva Leadership Alliance; Lead strategically in turbulent times Australian Institute of Management Strategic Leadership short course
	Attend seminars and workshops	Speak to PIEMA and your organisation about upcoming seminars and workshops
	Engage with support resources and tools	Give employees tool to help them perform their jobs better – manuals, checklists, procedural guidelines, etc. New tools may need to be developed to support identified learning needs
	Attend conferences and forums	The learner can attend conferences and forums that focus on topics relevant to their position and agency
STRENGTHEN SKILLS	Shadowing	Job shadowing as a development opportunity Example job shadow guidelines
	Job rotation	Employees can work in a different area of the organization temporarily – keeping their existing jobs, but exchanging responsibilities with another employee
	Coaching and mentoring	Explore mentoring opportunities with people in your agency, the sector in your country, regionally and further. Consider NDMOs, Police, Fire, NZ and Australian emergency management through AFAC and twinning arrangements. Sources for establishing a mentoring program include: Australian Government, Establish a mentoring program and Leadership Victoria
STRENGTHEN PRACTICE	Engage in secondment opportunities	Asia Pacific Privacy Authorities secondment framework
	Engage in mentor programs as a mentor	As per 'Coaching and mentoring' under 'Strengthen skills' above
	Job buddy system	Two employees agree to help each other learn new tasks. Each should have expertise to impart to their co-worker
	Networking	Explore networking opportunities with people in your agency, the sector in your country, regionally and further. Consider NDMOs, Police, Fire, NZ and Australian emergency management, and leaders in other sectors, such as the private sector

Example

An NDMO policy officer conducts a gaps analysis using the toolkit and the performance management process in his workplace. He is not in a leadership position, but would like to lead operational response. He wants to strengthen his disaster management knowledge and skills and his people leadership knowledge.

1 Learner attends the Certificate IV in Disaster Risk Management

2 Learner enrols in the online course Australian Institute of Management People Leadership

3 Learner engages a mentor who is in a junior leadership role within the government

4 Learner organises to shadow a disaster planning officer during small-scale disaster responses

5 Learner reflects on his journey so far with his manager and reassesses his skills

6 Learner attends the annual PIEMA meeting and presents his learning journey

7 Learner continues to shadow a logistics officer during disaster responses

8 Learner is appointed to a six-month secondment opportunity in a logistics coordination role

9 Learner presents the country NDMO's approach to disaster planning at a regional workshop

10 Learner applies for a logistics leadership role within the NDMO and is appointed

11 Learner engages the head of operations at the NDMO as a mentor to support him in his new leadership position.

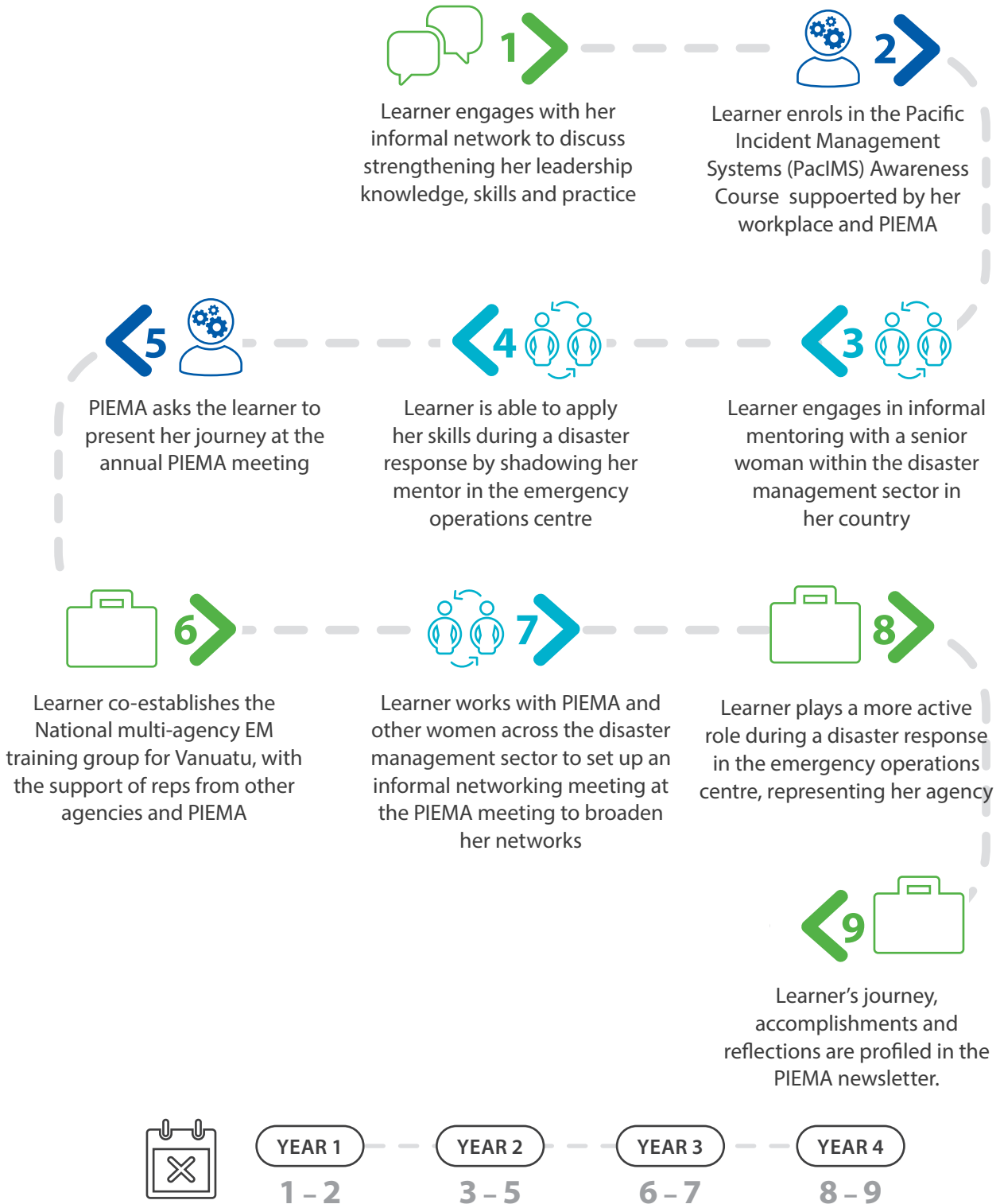| YEAR 1	YEAR 2	YEAR 2-2.5
1 – 5	6 – 9	10 – 11

Targeted interventions for women

The interventions below, which are drawn from the targeted activities in the Responding Together strategy, aim to explicitly support women in leadership and enable women to set directions for their professional development. They are in addition to the three leadership areas above (leadership of disaster management, people and strategy). Targeted interventions, that are appropriately resourced and supported, provide an opportunity for emergency management agencies to attract and retain more women in leadership positions, as well as support and leverage existing women. The activities aim to build women's confidence, networks skills and knowledge. There are also additional interventions in the Responding Together Strategy.

Intervention	Suggestions on available resources
Training	Cardno women's leadership initiative CARE Vanuatu Young Women's Leadership Program E-Workshop on Women's Leadership Inspiring Women Leaders APTC Certificate IV in Leadership and Management
Network and mentoring The PIEMA project can help with providing a platform (such as a meeting or workshop, side event at PIEMA meeting) for different women groups (like the Firefighters, medical or police women) to come together to discuss opportunities and challenges, and support these different groups to engage with each other.	Pacific Women's network Women's Leadership Initiative's Leadership & Mentoring program Humanitarian Women's Network Australasian Women in Emergencies Network Engaging in informal networks within your agency, sector, country and region. This could be through Facebook, face to face, emails, etc.
Secondment and shadowing	Kick-start leadership careers for young women by 'over-releasing' them for deployments and training in their early years

Example

A female disaster management worker conducts a gaps analysis using the toolkit and the performance management process in her workplace. She is not in a leadership position but wants to prepare herself for leadership. There are few women in leadership roles within disaster management across the Pacific; she is looking to increase her confidence and learn from other women in similar situations.

1 — Learner engages with her informal network to discuss strengthening her leadership knowledge, skills and practice

2 — Learner enrols in the Pacific Incident Management Systems (PacIMS) Awareness Course suppoerted by her workplace and PIEMA

3 — Learner engages in informal mentoring with a senior woman within the disaster management sector in her country

4 — Learner is able to apply her skills during a disaster response by shadowing her mentor in the emergency operations centre

5 — PIEMA asks the learner to present her journey at the annual PIEMA meeting

6 — Learner co-establishes the National multi-agency EM training group for Vanuatu, with the support of reps from other agencies and PIEMA

7 — Learner works with PIEMA and other women across the disaster management sector to set up an informal networking meeting at the PIEMA meeting to broaden her networks

8 — Learner plays a more active role during a disaster response in the emergency operations centre, representing her agency

9 — Learner's journey, accomplishments and reflections are profiled in the PIEMA newsletter.

YEAR 1	YEAR 2	YEAR 3	YEAR 4
1 – 2	3 – 5	6 – 7	8 – 9

LEARNER TRACKING SHEET

This tracking sheet is aimed to support the learner to keep track of their journey. The tracking sheet can be used by the mentor/supervisor/manager to ensure the learner has taken the appropriate steps and has the appropriate support needed to fulfil their learning journey. This sheet can be used numerous times throughout the learner's journey to ensure the pathway remains suitable and relevant for the learner as their needs continue to change.

Name: _____

1. Have you complete the gaps analysis? ☐ Yes ☐ No

If no, go to page 11 of the Learning Pathway

• What learning needs were identified?

• What are your goals and priority areas?

2. Have you developed a tailored learning plan? ☐ Yes ☐ No

If no, go to page 13 of the Learning Pathway

• What are the first steps of your tailored learning plan?

• What support is in place to help you complete the activities?

- What courses have you decided to take? What are the dates of the courses/activities?

- What reflections do you have on the steps you have taken?

- Have you identified additional strengths and/or opportunities for additional learning?

- Have you identified networks/mentors you would like to engage? How will you engage with these networks/mentors?

- Has a date been set for reflection review?   ☐ Yes   ☐ No

Date: _____

3. **What are your reflections on the knowledge, skills and practice you have learned?**

- Have your learning goals and needs changed? How?

- Are there additional activities you would like to add to your learning plan?

Sign off from manager/mentor/supervisor