**Emergency Preparedness Leadership Characteristics**

**Disclaimer:**

This template/document/framework is not intended to be comprehensive or exhaustive - rather, it seeks to provide a framework, be a reference, stimulate discussions, generate ideas, and facilitate further analysis to encourage additional exploration, research and/or policy development for your organization or group.

This template, referred to as “Emergency Preparedness Leadership Characteristics,” is free for use and has been developed to suit the Confederacy of Treaty Six First Nations’ business/operational needs. Should you elect to use it for your own use, we recommend caution before using it to replace any documents that you or your organization currently have in place. The Confederacy of Treaty Six First Nations is not liable for the use of this document in the event you choose to use it voluntarily. This document is not to be sold. The Confederacy of Treaty Six First Nations holds the rights to alter or amend this document at any time without notice. Updated: 2021.08.16.V1

**Purpose:**

Strong leadership with clear identification of the necessary competencies and skills required is critical to any organization – especially in the world of disaster emergency management. Disaster emergency managers must have various skillsets and competencies to respond adequately to numerous priorities at any given time in high-stress environments.

The content in this document can be used to help define the type of leadership your organization requires and subsequently the competencies effective leaders require. It can be used to identify training needs and/or for succession planning to identify individuals who may already demonstrate the behaviours to become effective indigenous leaders or to develop job descriptions or profiles for recruiting new indigenous leaders.

**How to Use:**

Complete the various sections of this worksheet document to help guide your discussions and ultimately help you identify the type of leader(s) your organization needs, including the competencies and skillsets that are expected of them.

This document supports and enhances pre-existing operational documents and should not replace existing policies and procedures. It is meant to support emergency preparedness capacity development for indigenous personnel working in the profession of emergency management.

Competency Matrix Library – Definitions found at end of document.

**Emergency Preparedness Leadership Characteristics**

**Indigenous Leadership – Context**

Indigenous leaders share a set of common key core values that may be used as their foundation when considering leadership competencies. Such values

include[[1]](#footnote-2) (but are not limited to):

|  |  |  |
| --- | --- | --- |
| 1 | Decolonization and Indigenization | A process in bringing both indigenous knowledge and western approaches together. This includes reclaiming indigenous culture and breaking down systems that compromise or harm indigenous culture so that self-determination and native nation building is promoted. |
| 2 | Community Service | Involves collective identity formed through relationships and peer networking; where indigenous leaders see their role as mentorship driven by community service. |
| 3 | Sustainability | Land rights and conservation are major issues for indigenous leaders. Addressing concerns like pollution, climate change, and deforestation are important focus points to ensure the earth’s land is respected and protected. |

**Competencies and Skills – The Difference**

|  |  |
| --- | --- |
| **Competencies** | **Skills**  |
| Competencies are a set of behaviours that are observable, measurable, and critical to the success of individual and organizational performance. They describe the behaviours an individual must demonstrate for successful job performance | Skills are the specific tasks a person must perform to do a job well |

**Part 1: Leadership Types and Definitions**

Through this exercise, please populate the various fields to help you:

* Explore the different leadership styles and what each of them means for you and/or your organization
* Realize what people may expect of you as a current or emerging leader (i.e. How are you expected to show up as a leader?)

**Leadership Types**[[2]](#footnote-3)

For each leadership type below, review the general definition and complete the fields.

| **Type** | **General Descriptor** | **Pros** | **Cons** | **Where might this type of leadership be seen?** | **What do you like about this leadership type?** | **Type of role/job this leadership type fits** |
| --- | --- | --- | --- | --- | --- | --- |
| Affiliative | Puts people before profit and believes the team comes first via building trust within the team and facilitating a sense of belonging. | * Effective during stressful times to boost morale and create a harmonious environment.
* *[add additional points]*
 | * Constant praise may cause performance issues to not be addressed.
* *[add additional points]*
 | * Health care
* Sports teams
* *[add additional points]*
 |  |  |
| Autocratic, Authoritarian, Coercive, or Commanding | Leaders who make decisions without consultation or seeking input from anyone. | * Effective when quick decisions are needed
* *[add additional points]*
 | * Leads to low job satisfaction or poor morale
* *[add additional points]*
 | * Military
* *[add additional points]*
 |  |  |
| Bureaucratic | May seek input when making decisions; is biased toward upholding policy or past practices. | * Enables effective utilization of resources as everything follows policy.
* *[add additional points]*
 | * A barrier to innovation and does not respond well to change.
* *[add additional points]*
 | * Public sector/ government institutions
* *[add additional points]*
 |  |  |
| Coaching | Identifies, nurtures, and leverages individual strengths on a team by placing emphasis on the growth and success of the individual employee. | * Fosters a positive environment where encouragement and communication flows freely.
* *[add additional points]*
 | * May cause employees to feel micromanaged
* *[add additional points]*
 | * Sports teams
* Non-profit
* *[add additional points]*
 |  |  |
| Delegative or Laissez-Faire | Trusts employees to do their jobs and offers minimal interference or direction. | * Least intrusive and can result in an empowered group of employees.
* *[add additional points]*
 | * Employees may not receive needed course-correction resulting in missed growth opportunities and inefficiencies.
* *[add additional points]*
 | * Startups
* Private sector
* *[add additional points]*
 |  |  |
| Democratic, Facilitative, or Participative | Values knowledge, skills, and diversity on their team via consensus building and asking input from peers and direct reports. | * Are leader-breeders and empowers employees to prepare them for senior-level roles.
* *[add additional points]*
 | * Decision-making style is too time-consuming
* *[add additional points]*
 | * Government
* *[add additional points]*
 |  |  |
| Emergent | Leadership that develops organically over time via interaction with the team. Relies on influence instead of authority, through relationship building. | * Best in developing, maintaining, and repairing relationships.
* *[add additional points]*
 | * Team members may not accept the emergent leader who has not been appointed or elected through formal processes.
* *[add additional points]*
 | * Volunteer groups
* Community leagues
* *[add additional points]*
 |  |  |
| Pacesetting | Leads by example by setting high standards for self so that others follow suit. | * Effective for self-motivated, high performers who value continuous improvement.
* *[add additional points]*
 | * Employees may feel pushed too hard if the leader’s ways don’t mirror their own.
* *[add additional points]*
 | * Government
* Non-profit
* *[add additional points]*
 |  |  |
| Servant (Leader)  | Focused on the well-being of people and the communities they belong to. Authority is shared; others’ needs are put first. | * Leader exists to serve direct reports and help people reach their full potential.
* *[add additional points]*
 | * Team may lose sight of overall goals.
* *[add additional points]*
 | * Non-profit
* Community boards
* *[add additional points]*
 |  |  |
| Strategic | Involves needing to manage the organization’s daily operations while capitalizing on its growth opportunities. The main objective is productivity. | * Rewards and incentives are popular tools for employees to consistently perform at a high level.
* *[add additional points]*
 | * Lack of control. Influenced by factors and organizations external to their own.
* *[add additional points]*
 | * Private sector
* Startups
* *[add additional points]*
 |  |  |
| Transactional | Concerned only with employee productivity and reaching defined goals. | * Roles and responsibilities are clearly defined. No ambiguity.
* *[add additional points]*
 | * May be demotivating for employees.
* *[add additional points]*
 | * Sales teams
* Retail
* *[add additional points]*
 |  |  |
| Transformational | Focused on continuous improvement that constantly pushes the team outside of their comfort zone and implements stretch goals. | * Motivates employees to achieve beyond what they believe they can.
* *[add additional points]*
 | * May risk burning out direct reports
* *[add additional points]*
 | * IT sector
* Private sector
* *[add additional points]*
 |  |  |
| Visionary | Natural-born problem solvers and relies on abstract thinking to visualize possibilities that most are unable to see. | * Big-picture thinkers who have the ability to articulate effectively with the team.
* *[add additional points]*
 | * Depend heavily on others to achieve goals.
* *[add additional points]*
 | * Private sector
* *[add additional points]*
 |  |  |
| *[Add additional leadership types]* |  |  |  |  |  |  |

**Leadership Types: What kind of leader resonates with you?**

Review and respond to each question below.

General Leadership Questions:

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Question** | **Prompts** | **Response** |
| 1 | What characteristics do you expect a good leader to have? | Integrity, honesty, respectful, accountable, responsible |  |
| 2 | What competencies do you expect a good leader to have? | Agility, resilience, results-oriented, relationship building |  |
| 3 | What skillsets should a good leader possess? | Communication skills (written and presentation), basic computer skills |  |
| 4 | What challenges do leaders face when managing emergency situations? | High-stress environments; uncertainty; high-pressure workloads |  |
| 5 | What can leaders do to prepare their communities and manage active emergencies/disasters in their communities? | Frequent communication with stakeholders; keep up to date with best practices related to emergency management; monitor relevant global trends |  |
| 6 | What role(s) can elders take on during active emergencies/disasters in the community? | Story sharing; relay past experiences and learnings |  |

What kind of leader do you want to be?

|  |  |  |
| --- | --- | --- |
| **#** | **Question** | **Response** |
| 1 | Which leadership style(s) must you employ during an active disaster emergency? Why? |  |
| 2 | Which leadership style(s) must you activate and demonstrate post-emergency, during the recovery phase? Why? |  |
| 3 | Are there leadership styles that you must never apply in emergency management? If so, which one(s) and why? |  |
| 4 | Which leadership style(s) should you utilize more than others? Why? |  |
| 5 | How can you enable your team’s professional development so that they may have the capabilities to be effective emergency management leaders? |  |
| 6 | In general, which leadership style(s) would be most effective for you in the world of emergency management? Why? |  |
| 7 | Identify some key developmental objectives for you and/or others as leaders in emergency management. Why is this development needed? |  |

Indigenous Leadership Definitions Exercise

|  |  |  |
| --- | --- | --- |
| **#** | **Question** | **Response**  |
| 1 | What does indigenous leadership mean to you? |  |
| 2 | How can the community support indigenous leadership, specifically disaster emergency managers? |  |
| 3 | What competencies would you like to see in leadership in your community during a disaster/emergency and during the recovery phase of a disaster? *(Suggest responding to this question after completing the Competency Matrix Library)* |  |
| 4 | What resources do indigenous leaders need to help develop their leadership capabilities? |  |
| 5 | How have you demonstrated your leadership style? |  |
| 6 | What area(s) would you like to build on to be the best leader you can be to better prepare your community for future/active disasters? |  |

**Part 2: Competency Matrix Library – How to Use**

1. For each indigenous leadership position, use the Competency Matrix Library definitions section to select the competency categories that are most applicable to the role.
2. For each competency category selected, identify the proficiency level that is required for the role (i.e. basic, intermediate, advanced, expert).
	1. For indigenous leadership positions that are vacant, the matrix worksheet can be completed by the entity and used to evaluate potential candidates when filling positions.

**ENTITY INFORMATION**

|  |  |
| --- | --- |
| **Governance Entity Type** |  |
| **Governance Entity Approved Name** |  |

**INDIGENOUS LEADERSHIP POSITION INFORMATION**

|  |  |
| --- | --- |
| **Position Title** |  |
| **Required Qualifications** |  |

**Competency Categories and Role-Specific Competencies**

* Refer to the Competency Matrix Library definitions section for detailed information on what each competency means
* Check all competency categories and their corresponding role-specific competencies. Note: Not all competency categories need to be checked off nor do all role-specific competencies need to be selected. Selections should be based on expectations of the behaviours the leadership role requires starting with addressing which competency categories are required followed by their role-specific competencies.

| **Competency Category** | **Role-Specific Competency** | **Required Proficiency Level****Proficiency Levels - Definitions*** **Basic:** Demonstrated limited use of a competency that would require additional training or constant supervision to further application of the competency.
* **Intermediate:** Demonstrated working or functional command that enables the competency to be applied effectively.
* **Advanced:** Demonstrated in-depth proficiency level; is able to assist, consult, or lead others in the application of the competency.
* **Expert:** Demonstrated broad, in-depth proficiency; is recognized as the authority or master performer in applying the competency.
 |
| --- | --- | --- |
| ☐ Business Acumen | ☐ Entrepreneurship | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Organizational Awareness | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Governance | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Political Acumen | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Individual Responsibility | ☐ Self-Awareness | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Resilience | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Indigenous Cultural Awareness | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Social Responsibility | ☐ Community Awareness | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Fostering Indigenous Relations | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Teamwork | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Decision-Making | ☐ Analytical Thinking | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Decisiveness | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Risk Management | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Results Oriented | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Communication | ☐ Listening Attentively | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Thought Expression | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Interpreting Information | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Motivational Leadership | ☐ Inspires Others | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Resource Management | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| ☐ Change Management and Innovation | ☐ Basic☐ Intermediate☐ Advanced☐ Expert |
| **Additional Comments** |  |

**Competency Matrix Library – Definitions**

**Core Competency: Business Acumen**

* Indigenous leaders demonstrate strong understanding of how business systems are interconnected and can be leveraged to realize organizational value through maneuvering appropriate strategy.

**Role-specific competencies for: Business Acumen**

* **Entrepreneurship:** Actively supports and carries out the indigenous community’s goals and values with an understanding of how the business fits into the broader marketplace. Identifies opportunities for enterprise growth, monitors trends, and understands global markets and conditions while maintaining awareness of how cultural and international differences may impact business plans and strategies.
* **Organizational Awareness:** Understands how work gets done in the organization and in the broader indigenous community. Builds networks that allow for projects to be completed efficiently and effectively through understanding the strategic priorities of relevant stakeholders as well as their own indigenous community. Follows organizational policies while maximizing productivity through staying within policy constraints and establishing connections between short and long-term objectives and direction.
* **Governance:** Understands the relationship between stakeholders, board members, and management with a clear understanding of the role between government and indigenous communities. Understands strategic planning, implementation, and review processes and acts in accordance with sound governance practices with the highest ethical standards.
* **Political Acumen:** Ability to perceive how actions may be interpreted by others with an understanding of the drivers and influences at play in decision-making processes. Demonstrates the ability to navigate politically sensitive issues effectively, including appreciating the implications policy decisions may have to parties involved.

**Core Competency: Individual Responsibility**

* Demonstrates a clear sense of understanding and respect of their own indigenous identity, including its values, beliefs, and traditions. Is personally aware and acts with a clear sense of accountability for own actions, follows through on commitments made, and makes sure others do the same.

**Role-specific competencies for: Individual Responsibility**

* **Self-Awareness:** Demonstrates awareness and control of emotional state, attitudes, and beliefs in a way that effectively maintains emotional stability. Views perceptions from other’s vantage point and takes care to communicate so that actions are perceived positively.
* **Resilience:** Demonstrates a positive attitude, is agile, and is open to change. Draws on cultural knowledge and experience to learn from mistakes and adapts approach based on evolving situations and circumstances. Always employs the mindset of continuous improvement and believes in continuous learning through both formal and informal ways.
* **Indigenous Cultural Awareness:** Self identifies as indigenous. Demonstrates the skills, knowledge, attitudes, and values that foster meaningful relationships and effective interactions with indigenous community members so that cultural continuity is maintained.

**Core Competency: Social Responsibility**

* Demonstrates an awareness, understanding, and appreciation of connections between people and the environment. Is a positive force in building upon cultural continuity within the indigenous community where people feel safe and have a sense of belonging.

**Role-specific competencies for: Social Responsibility**

* **Community Awareness:** Shows sensitivity toward social issues and causes that are important to the entity and indigenous community and the people and groups it serves. Demonstrates capacity to build networks and foster trusting relationships with indigenous community members and its stakeholders.
* **Fostering Indigenous Relations:** Fosters respect for the beliefs and traditions of the indigenous community as well as others. Demonstrates the ability to embrace the uniqueness of individuals and is willing to learn about others’ experiences.
* **Teamwork:** Actively participates in team meetings and activities, while leveraging the skills and interests of peers and colleagues to solve problems and achieve organizational objectives. Helps team members come to consensus by negotiating disputes and healing conflicts.

**Core Competency: Decision-Making**

* Demonstrates ability to make choices by identifying decisions based on gathering relevant information and integrating approaches into complete solutions. Such decisions are typically strategic and considers human and/or environmental impacts, despite ambiguous conditions.

**Role-specific competencies for: Decision-Making**

* **Analytical Thinking:** Demonstrates critical thinking that involves detailed insight and constructive feedback into complex problems and situations. Has the ability to look at situations from multiple perspectives and is able to find logical flaws in arguments and plans.
* **Decisiveness:** The ability to recognize when there is sufficient information to make a decision but avoids making assumptions or rushing into judgement. Provides clear rationale for decisions and considers long-term consequences and implications associated with decisions made. Sees how the indigenous community relates to other business systems, organizations, and the environment and considers problems from a range of viewpoints as a means to arrive at any decision.
* **Risk Management:** The ability to identify potential risks that may pose potential harm to the entity and/or indigenous community. Explores all plausible outcomes and ways to mitigate the risk(s) while effectively balancing risks and opportunities.
* **Results Oriented:** Aligns work with the mandate of the indigenous community and entity. Continually explores opportunities to improve quality, service, and productivity and demonstrates the ability to recognize the results that are needed to achieve organizational objectives through effective delegation and maneuvering of resources.

**Core Competency: Communication**

* Demonstrates ability to interact with others effectively through expressing ideas and information in a clear and concise manner tailored to the audience.

**Role-specific competencies for: Communication**

* **Listening Attentively:** Consistently demonstrates active listening by absorbing and accurately recounting and rephrasing what other parties relay in the communication exchange in an effort to reach a mutual understanding.
* **Thought Expression:** Displays confidence and poise in formal speaking situations that make for compelling presentations while being able to write documents that are easy for the intended audience to read, understand, and use in a short amount of time.
* **Interpreting Information:** The ability to accurately decipher and process large amounts of written information by following its logic and presented argument(s) and arriving at a thoughtful conclusion.

**Core Competency: Motivational Leadership**

* Demonstrates ability to motivate and guide the team to complete the objective while enabling people to achieve their best potential. Is purposeful to emphasize the importance of people’s contributions and focuses on why the team’s work is important and how it benefits themselves and the indigenous community.

**Role-specific competencies for: Motivational Leadership**

* **Inspires Others:** The ability to energize and create a sense of direction and purpose for members of the entity and/or indigenous community through helping people define goals and establish plans to achieve them. Has strategic vision that enables succession planning to support the ongoing future of the indigenous community.
* **Resource Management:** The ability to accurately estimate resources and time needed to complete a work task or project. Effectively secures the needed resources to complete tasks and initiatives by taking opportunities to leverage resources between stakeholder groups. Views people as an important resource and holds them accountable for working within their responsibilities and for accomplishing objectives. Provides effective performance feedback and timely recognition for a job well done.
* **Change Management and Innovation:** Enables progress by consistently creating an environment for people to take calculated risks to challenge the status quo and achieve continual improvement. Actively champions organizational change initiatives by exploring new ways to create or add value while encouraging others to do the same.

1. https://globalpeacecareers.com/magazine/what-is-indigenous-leadership/ [↑](#footnote-ref-2)
2. https://www.ivey.uwo.ca/academy/blog/2020/01/13-common-leadership-styles/ [↑](#footnote-ref-3)