

1XXXXX**Lead teams during response**

Kaupae Level	5
Whiwhinga Credit	10
Whāinga Purpose	<p>This skill standard is for people leading or aspiring to lead field teams or coordination centre teams during emergency response.</p> <p>People credited with this skill standard are able to manage self to lead teams during response, communicate effectively with team in a response environment, monitor and manage team wellbeing, and coach team members during response.</p> <p>This skill standard can be used for assessment within programmes across the Emergency Management sector.</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Manage self to lead teams during a response.	a. Seek feedback on own leadership practice.
	b. Reflect on own strengths and vulnerabilities.
	c. Describe and demonstrate self-care and wellbeing strategies.
	d. Analyse the impact of positive role-modelling and self-care for team.
	e. Reflect on effectiveness as a response leader and develop own action plan.
2. Communicate effectively with team in a response environment.	a. Identify and demonstrate effective communication strategies while leading in a response.
	b. Select communication medium appropriate to own leadership style and response environment.
	c. Communicate message clearly and concisely.
3. Monitor and manage team wellbeing and team dynamics during a response	a. Evaluate team dynamics and identify team issues.
	b. Develop strategies to enhance team performance.

	c. Recognise highly stressful situations and minimise team exposure.
4. Coach team members during response for effective performance.	a. Evaluate team performance and identify team members who require support.
	b. Provide appropriate positive and constructive feedback for a team member.
	c. Provide guidance to support team member.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

Assessment specifications:

- This standard may be assessed in simulated conditions.
- A critical part of leading response in Aotearoa New Zealand is knowledge of and commitment to working with iwi Māori. Assessment of this skill standard must be underpinned by leadership principles and practices reflective of Te Tiriti o Waitangi, to ensure that the indigenous status of Tangata Whenua and the role of Tangata Tiriti are understood.

Definition:

- *Response environment* refers to the dynamic, high-pressure conditions in which emergency teams operate during an incident, characterised by urgency, uncertainty, potential risk, and the need for rapid decision-making and coordination to protect lives, property, and the environment.

Ngā momo whiwhinga | Grades available

Achieved /

Ihirangi waitohu | Indicative content

Manging self to lead teams

- Importance of feedback for professional growth, feedback methods, feedback-friendly environments, and receiving and processing constructive criticism.
- Self-assessment tools, emotional intelligence and self-awareness, recognising triggers and areas for development, and leveraging strengths.
- Stress management techniques, personal boundaries, and building and maintaining personal resilience.
- Modelling, influence of leader wellbeing on team morale and performance, preventing burnout, and building a culture of wellness and accountability.
- Debriefing and critical reflection methods, identifying areas for improvement post-response, SMART goals, and personal leadership development plans.

Communication

- Maintaining presence and clarity under stress, active listening, briefings, check-backs and closed-loop communication, and addressing misunderstandings or misinformation.

- Appropriate communication mediums for urgency, complexity and team structure: radio, face-to-face, digital/text, whiteboards, and SITREP reports.
- Message structuring and language choice.

Team wellbeing

- Group behaviour indicators, observing morale, and recognising signs of dysfunction.
- Team reset techniques and interventions, conflict resolutions tools, and reinforcing shared goals and roles.
- Identifying red zones, rotating roles, mental health awareness, psychological safety practices, and MANERS model.

Coaching

- Observation and assessment, and indicators of poor performance.
- Feedback models, and timely and task specific feedback.
- Coaching techniques.

Rauemi | Resources

Where the resources have been updated, please refer to the latest version.

- Civil Defence and Emergency Management Act 2002.
<https://www.legislation.govt.nz/act/public/2002/0033/latest/whole.html>.
- Health and Safety at Work Act 2015.
<https://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.html>.

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Community and Social Services > Civil Defence Emergency Management > Civil Defence Emergency Management Response
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0223

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	DD MM 2025	N/A
Kōrero whakakapinga Replacement information	N/A		

Rā arotake Planned review date	31 December 2029
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Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council at qualifications@toitutewaioara.nz to suggest changes to the content of this skill standard.

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