



## RRLDP Tier I Part I - Online Component

A rapidly changing world				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Setting Direction	Candidate can identify contemporary issues shaping community expectations in response and recovery.	<p>Candidate researches and identifies contemporary issues shaping community expectations in response and recovery.</p> <p><b>Examples:</b>            Professional memberships, relevant current readings, conferences, study programmes, community engagement, customer satisfaction surveys, lessons management.</p> <p>Changes to technology, community demographics.</p>	<p>Provide a Portfolio of Evidence detailing any relevant research being used to identify contemporary issues shaping community expectations in response and recovery.</p> <p><b>Key points to consider include- research:</b></p> <ul style="list-style-type: none"> <li>• professional memberships</li> <li>• studies undertaken</li> <li>• conferences attended</li> <li>• relevant current readings</li> <li>• community engagement</li> <li>• customer satisfaction surveys</li> <li>• lessons management activities</li> </ul> <p>Provide a Portfolio of Evidence detailing two contemporary issues you are working to adapt to.</p> <p><b>Key points to consider include - contemporary issues:</b></p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Demographics</li> <li>• Social trends</li> </ul>	<p><i>"What research do you undertake to identify contemporary issues shaping community expectations in response and recovery?"</i></p> <p><i>"Tell me about two contemporary expectations you have or are working to adapt your response or recovery approach to."</i></p>
Setting Direction	Candidate can describe how they would need to modify emergency response and recovery approaches to accommodate contemporary community expectations.	<p>Candidate contributes new ideas to the emergency management programme in which they are involved to meet contemporary community expectations.</p> <p><b>Examples:</b>            New ideas about stakeholder engagement, technological changes, policies, procedures, partnerships required.</p>	<p>Provide a report on new ideas you have contributed to accommodate contemporary community expectations in the last three years.</p> <p><b>Key points to consider include:</b></p> <ul style="list-style-type: none"> <li>• engagement ideas</li> <li>• technological improvements</li> <li>• partnership development</li> <li>• policy or procedural improvements.</li> </ul>	<p><i>"Tell me how you have modified your response or recovery approach, methods, systems, networks to accommodate changing community expectations."</i></p>



## Managing Self

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Managing Self	Candidate can identify the effects on the body caused by sustained fatigue and stress.	Candidates understand how their body reacts to sustained fatigue and stress.  Examples:  Reaction to high stress, fatigue, campaign emergency response or recovery operations, time pressures.	Provide a report explaining how your body reacts to sustained fatigue and stress.  Key points to consider include: <ul style="list-style-type: none"> <li>• reaction to stress and fatigue</li> <li>• reaction to campaign response &amp; recovery operations</li> <li>• reaction to time pressure.</li> </ul>	<i>“Tell me about how your body reacts to sustained fatigue and stress.”</i>
Managing Self	Candidate can apply strategies to manage the effects of fatigue and stress.	Candidate can apply strategies to manage the effects of fatigue and stress on themselves.  Examples:  Use of third space, controlled breathing, exercise, diet, effective coping strategies.	Provide a report on strategies you apply to manage the effects of fatigue and stress.  Key points to consider include: <ul style="list-style-type: none"> <li>• techniques you use to manage fatigue and stress.</li> </ul>	<i>“Tell me about the ways you manage your body to better cope with sustained fatigue and stress.”</i>
Managing Self	Candidate can identify ethical issues in response and recovery.	Candidate identify ethical issues in response or recovery.  Examples:  Biases, diversity, social class, age, gender, difficult decision- making.	Provide a report on two ethical issues you have identified in your response or recovery context.  Key points to consider include: <ul style="list-style-type: none"> <li>• e.g. Biases, diversity, social class, age, gender.</li> </ul>	<i>“Tell me about ethical issues you have observed in response or recovery.”</i>



## Managing partnerships and relationships

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Managing Relationships and Engaging and Partnering with Māori	Candidate can identify factors that impact on the effectiveness of partnerships.	Candidate identifies factors that impact on the effectiveness of partnerships in the response or recovery context.  <i>Examples:</i> Trust, respect, empathy.	Provide a report of two examples you have experienced of factors that impacted on the effectiveness of partnerships in response or recovery.  <i>Key points to consider include:</i> <ul style="list-style-type: none"> <li>two examples should be different factors e.g. trust, respect, empathy.</li> </ul>	<i>“Tell me about factors you see that impact on the effectiveness of partnerships in the response or recovery context.”</i>
Managing Relationships and Engaging and Partnering with Māori	Candidate can apply strategies to improve the effectiveness of partnerships.	Candidate applies strategies to improve the effectiveness of partnerships in the response or recovery context.  <i>Examples:</i> Relationship building, power sharing, co-creation, engagement activities, partnering.	Provide a report on strategies you have applied to improve the effectiveness of partnerships in your response or recovery context.  <i>Key points to consider include:</i> Relationship building, power sharing, co-creation, engagement activities, partnering.	<i>“Tell me about strategies you use to improve the effectiveness of partnerships in the response or recovery context.”</i>



Leadership concepts and principles				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Leading People and Delivering Results	Candidate can identify factors that affect decision-making and multi-agency team effectiveness.	Candidate identifies factors that affect decision-making and multi-agency team effectiveness in their response or recovery context.  <b>Examples:</b> Hierarchy, existing relationships, communication barriers, perceptions, peer group pressure.	Provide a report identifying two factors that affect decision-making and multi-agency team effectiveness in your response or recovery context.  <b>Key points to consider include:</b> <ul style="list-style-type: none"> <li>• hierarchy</li> <li>• existing relationships</li> <li>• communication barriers</li> <li>• perceptions</li> <li>• peer group pressure.</li> </ul>	<i>“Tell me about factors that affect decision-making and multi-agency team effectiveness in your response or recovery context.”</i>
Leading People and Delivering Results	Candidate can apply strategies to improve decision-making and multi-agency team effectiveness.	Candidate applies strategies to improve decision-making and multi-agency team effectiveness in their response or recovery context.  <b>Examples:</b> Questioning, consensus techniques, debate.	Provide a report explaining strategies you use to improve decision-making and multi-agency team effectiveness in your response or recovery context.  <b>Key points to consider include:</b> <ul style="list-style-type: none"> <li>• questioning</li> <li>• consensus techniques</li> <li>• debate.</li> </ul>	<i>“Tell me about strategies you use to improve decision-making and multi-agency team effectiveness in your response or recovery context.”</i>



People in disasters				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Setting Direction	Candidate can describe a range of psychosocial impacts of disasters on communities.	Candidate considers the psychosocial impacts of disasters on the communities in response or recovery.  <b>Examples:</b> Confusion, anger, inability to take in information, anxiety, helplessness, disruption, divisions.	Provide a report explaining an example of when you considered the psychosocial impacts of disasters on a community in response or recovery.  <b>Key points to consider include:</b> <ul style="list-style-type: none"> <li>• confusion</li> <li>• anger</li> <li>• inability to take in information</li> <li>• anxiety</li> <li>• diversity of impact in groups.</li> </ul>	<i>“Tell me about an example of when you considered the psychosocial impacts of disasters on a community in response or recovery.”</i>
Setting Direction	Candidate can state how their decisions may impact on community recovery.	Candidate considers how their decisions may impact on community recovery.  <b>Examples:</b> Create victim mindsets, enable empowerment, rush people into decisions, do no harm.	Provide a report explaining how one of your decisions impacted on community recovery.  <b>Key points to consider include:</b> <ul style="list-style-type: none"> <li>• creating victim mindsets</li> <li>• enable and empower</li> <li>• rush people into decisions</li> <li>• facilitate and coordinate</li> </ul>	<i>“Tell me about how one of your decisions impacted on community recovery.”</i>
Delivering Results	Candidate can improve their capability to influence others.	Candidate implements strategies to improve their capability to influence others.  <b>Examples:</b> Join organisations, gain qualifications, learn public speaking, gain cross-cultural understanding.	Provide a report describing two strategies you are implementing to improve your capability to influence others.  <b>Key points to consider include:</b> <ul style="list-style-type: none"> <li>• joining organisations</li> <li>• gaining qualifications</li> <li>• learning public speaking</li> <li>• gaining cross-cultural understanding</li> <li>• conducting partnering workshops.</li> </ul>	<i>“Tell me about strategies you are implementing to improve your capability to influence others.”</i>



<p>Setting Direction</p>	<p>Candidate can recognise that a community is comprised of diverse groups with diverse needs, vulnerabilities and capabilities.</p>	<p>Candidate seeks to understand the diverse groups with diverse needs, vulnerabilities and capabilities in the community they serve.</p> <p><b>Examples:</b> Aged, youth, cultural groups, disability, business, tourism.</p>	<p>Provide a report explaining what you have learnt about two diverse groups with diverse needs, vulnerabilities and capabilities in the community you serve.</p> <p><b>Key points to consider include:</b></p> <ul style="list-style-type: none"> <li>• aged</li> <li>• youth</li> <li>• cultural groups</li> <li>• disability</li> <li>• business</li> <li>• tourism</li> <li>• difference in access to services.</li> </ul>	<p><i>“Tell me what you have learnt about the diverse groups with diverse needs, vulnerabilities and capabilities in the community you serve.”</i></p>
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## Political and governance layers

Capability	Learning outcome	Workplace evidence	RPL Assessment	Professional Conversation
<p>Setting Direction</p>	<p>Candidate can describe the social licence within which they operate and the importance of trust.</p>	<p>Candidate works to build social licence and trust for their organisation.</p> <p><b>Examples:</b> Knows the legitimate basis for the organisation, works to be seen as credible, builds trust with stakeholders.</p>	<p>Provide a report detailing activities you undertake to build social licence for your organisation/role.</p> <p><b>Key points to consider include:</b></p> <ul style="list-style-type: none"> <li>• legitimate basis for the organisation</li> <li>• builds credibility with stakeholders</li> <li>• builds trust with stakeholders.</li> </ul>	<p><i>“Tell me about activities you undertake to build social licence and trust for your organisation.”</i></p>
<p>Setting Direction</p>	<p>Candidate can describe how their role fits within the New Zealand national security system.</p>	<p>Candidate is objectively assessed to competently operate and lead in response or recovery leadership role - effectively aware of their role in the New Zealand national security system.</p> <p><b>Examples:</b> Active engagement with other national security system partners in readiness, relationship-building and planning for significant multi-agency, multi-level emergencies beyond the usual range of hazards and immediate partners.</p>	<p>Provide a report detailing how your organisation fits into the New Zealand national security system.</p> <p><b>Key points to consider include:</b></p> <ul style="list-style-type: none"> <li>• all agencies risk awareness, reduction, readiness, response and recovery</li> <li>• all hazards, all of government national security system</li> <li>• the role of central government leadership in national security.</li> </ul>	<p><i>“Tell me how your organisation fits into the New Zealand national security system.”</i></p>