



# RRLDP Tier 1 Part 2 – Face-to-Face Component

Understanding the disaster context				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Setting Direction and Managing relationships	Candidates can identify the cascading consequences of a disaster.	Candidate proactively identifies cascading consequences of a disaster event.  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Ripple maps</li> <li>• Consequence mapping</li> </ul>	Provide a report of the process you utilised to identify the cascading consequences in an event.  <b>Key points to consider are:</b> <ul style="list-style-type: none"> <li>• multi-agency engagement</li> <li>• multi-layer consequences forecasting.</li> </ul>	<i>“Tell me about the process you utilised to identify the cascading consequences in an event.”</i>
Setting Direction and Managing relationships	Candidates can identify the networks of groups and organisations involved in responding to and recovering from a disaster.	Candidate proactively identifies groups and organisations they need to influence.  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Government</li> <li>• Non-government</li> <li>• Private</li> <li>• Community.</li> </ul>	Provide a report of the groups and organisations you proactively created influence with in an event.  <b>Key points to consider are:</b> <ul style="list-style-type: none"> <li>• partnership development</li> <li>• engagement activities</li> <li>• consultation activities</li> <li>• co-creation activities</li> </ul>	<i>“Tell me about the groups and organisations you proactively created influence with during an event.”</i>



## Understanding the legislation framework and CIMS in complex emergencies

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Delivering Results	<p>Candidate can:</p> <ul style="list-style-type: none"> <li>describe CIMS as a set of management principles processes, roles and arrangements – rather than a structure</li> <li>explain the Incident Classification Matrix</li> <li>describe the role of Controllers and Recovery Managers as an interface with governance</li> <li>describe the intelligence cycle in a multi-agency context</li> <li>describe the planning process in a multi-agency context.</li> </ul>	<p>Candidate has been seen to operate and lead in response or recovery leadership roles in significant, multi-agency, multi-level emergency contexts.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Actual response or recovery context</li> <li>Protracted response or recovery exercise</li> <li>Leadership in readiness activities</li> </ul>	<p>Provide a report explaining how CIMS is applied within your organisation in response or recovery, and your leadership role within it.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>responsive to community needs / Urupare ki ngā hiahia haporiFlexibility / Ngāwaritanga</li> <li>unity of effort / Mahi ngātahi</li> <li>CIMS Incident Classification Matrix</li> <li>relationship with governance</li> <li>intelligence cycle</li> <li>planning process</li> <li>management by objectives.</li> </ul>	<p><i>“Tell me about how you lead in significant multi-agency, multi-level response or recovery contexts.”</i></p> <p><i>“How does the response or recovery leadership role that you are in, or aspire to, relate to similar roles at the same level, and at higher and lower levels?”</i></p> <p><i>“Tell me about how the intelligence and planning processes work within response or recovery for the organisation that your role is a part of.”</i></p>



Partnering with Iwi in response and recovery				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Managing Relationships and Engaging & Partnering with Māori	Candidate can partner with Iwi in emergency management.	Candidate identifies and implements approaches to partner effectively with Iwi in emergency management.  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Developing relationships</li> <li>• Exchanging information</li> <li>• Joint planning</li> <li>• Joint training</li> </ul>	Provide a report of an example of how you have implemented an action to partner effectively with Iwi.  <b>Key points to consider are:</b> <ul style="list-style-type: none"> <li>• the examples should show the development of a partnership approach e.g. develop trust, develop relationship, information exchange, joint planning, joint training.</li> </ul>	<i>"Tell me about examples of how you have implemented an action to partner effectively with Iwi."</i>
Leading at the political interface				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Managing Relationships	Candidate can interact effectively with the political layer.	Candidate anticipates and meets the expectations of the political layer.  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Understand information requirements</li> <li>• Foresee political issues</li> <li>• Provide briefings to politicians</li> </ul>	Provide a report explaining a time you anticipated and met the expectations of the political layer.  <b>Key points to consider are:</b> <ul style="list-style-type: none"> <li>• information requirements</li> <li>• political issues foreseen</li> <li>• briefings provided.</li> </ul>	<i>"Tell me about a time you anticipated and met the expectations of the political layer."</i>



## Leading your response or recovery team to make good decisions

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Setting Direction and Leading People	<p><b>Candidate can:</b></p> <ul style="list-style-type: none"> <li>implement tools and techniques to enhance decision-making of self and others.</li> <li>create an environment that optimises decision making in a multi-agency context.</li> </ul>	<p>Candidate actively works to improve decision-making of multi-agency teams.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Creates psychological safety</li> <li>Tools and techniques</li> <li>Critical questioning</li> <li>Probability cards</li> <li>Cognitive bias aide memoire</li> </ul>	<p>Provide a report explaining two examples of actions you have taken to improve decision-making of a multi-agency work group.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>biases and heuristics</li> <li>impact of stress/pressure on cognition groupthink</li> <li>psychological safety.</li> </ul>	<p><i>"Tell me about two examples of actions you have taken to improve decision-making of a multi-agency work group."</i></p>

## Leading your team for better performance

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Leading People and Managing Relationships	<p><b>Candidate can:</b></p> <ul style="list-style-type: none"> <li>identify inhibitors to effective multi-agency team performance.</li> <li>implement strategies to enhance multi-agency team performance.</li> </ul>	<p>Candidate actively identifies inhibitors to and implements strategies for enhanced multi-agency team performance.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Team launch techniques</li> <li>Psychological Safety</li> <li>Empowerment</li> <li>STICC</li> <li>Extreme teaming</li> </ul>	<p>Provide a report detailing a time you have actively identified inhibitors to and implemented strategies for enhanced multi-agency team performance.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>multi-agency team barriers</li> <li>multi-agency team culture</li> <li>psychological safety</li> <li>team launch</li> <li>team briefings.</li> </ul>	<p><i>"Tell me about a time you actively identified inhibitors to and implemented strategies for enhanced multi-agency team performance."</i></p>



## Leaders role in public information management

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Leading People and Managing Relationships	<p><b>Candidate can:</b></p> <ul style="list-style-type: none"> <li>work effectively with the PIM to ensure communities and stakeholders have their information requirements met</li> <li>work effectively with the PIM to influence perceptions of stakeholders and communities</li> <li>work effectively with the PIM to stimulate stakeholders and communities to take desired actions.</li> </ul>	<p><b>Candidate works effectively with their PIM to:</b></p> <ul style="list-style-type: none"> <li>ensure communities and stakeholders have their information requirements met</li> <li>influence perceptions of stakeholders and communities</li> <li>stimulate stakeholders and communities to take desired actions.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>PIM function</li> <li>Stakeholders diversity e.g. landowners, elected officials, tourists, business, Iwi, people from non-English speaking backgrounds, people with physical and intellectual challenges, community, evacuees, parents of school-age children etc.</li> <li>Information sharing</li> <li>All forms of media</li> <li>Community meetings</li> <li>Perceptions</li> <li>Actions</li> </ul>	<p>Provide a report selecting a stakeholder you and a PIM have needed to provide information to. Detail the stakeholder's information requirements, how these requirements were met and the action you were able to achieve.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>stakeholders' diversity e.g. landowners, elected officials, tourists, business, Iwi, people from non-English speaking backgrounds, people with physical and intellectual challenges, community, evacuees, parents of school-age children etc.</li> <li>information sharing</li> <li>all forms of media</li> <li>community meetings</li> <li>perceptions</li> <li>actions.</li> </ul>	<p><i>"Tell me about a time you have worked with a PIM to influence a stakeholder to take action."</i></p>



## Understanding the social impacts of disasters

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Managing Relationships and Managing Self	Candidate can explain psychosocial needs and general capacities of people in disaster contexts.	<p>Candidate considers the psychosocial impacts of disasters on self, staff and community.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Psychosocial impacts on communities and emergency workers</li> <li>• Psychosocial needs of communities in the short, medium and long term</li> <li>• Psychosocial recovery models</li> <li>• Psychosocial impacts can differ in individuals and communities.</li> <li>• Community-based psychosocial interventions.</li> </ul>	<p>Provide a report detailing the psychosocial impacts you considered in an event and the strategies utilised to support people.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>• psychosocial impacts</li> <li>• psychosocial recovery models.</li> </ul>	<i>"Tell me about a time you considered psychosocial impacts in an event and the strategies you utilised to support people."</i>



## Facilitating community involvement in response and recovery

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Leading People and Managing Relationships	<p><b>Candidate can:</b></p> <ul style="list-style-type: none"> <li>gain an oversight (from previous disaster experiences) as to the potential offers of goodwill from people, organisations, corporates and philanthropic within NZ in response to and recovery from a disaster</li> <li>establish knowledge of the roles of volunteering organisations in disaster work</li> <li>ensure the voluntary efforts and offers of goodwill from people, organisations, corporates and philanthropic are included in response and recovery approaches.</li> </ul>	<p>Candidate works in partnership with people, organisations, corporates and philanthropic sectors in disaster response and recovery.</p> <p>Candidate has knowledge of the roles of volunteering organisations in disaster work.</p> <p>Candidate ensures the voluntary efforts and offers of goodwill from people, organisations, corporates and philanthropic are included in response and recovery approaches.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>NGOs</li> <li>Emergent groups</li> <li>Community engagement</li> <li>Philanthropic organisations</li> </ul>	<p>Provide a report detailing an emergency where you worked in partnership with people, organisations, corporates and philanthropic sectors to achieve disaster response and recovery objectives.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>collaboration</li> <li>coordination</li> <li>co-creation</li> <li>partnerships</li> <li>NGOs</li> <li>emergent groups</li> <li>community engagement</li> <li>philanthropic organisations.</li> </ul>	<p><i>"Tell me about a time you where you worked in partnership with people, organisations, corporates and philanthropic sectors to achieve disaster response and recovery objectives."</i></p>



## Understanding and managing yourself in an operational context

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Managing Self and Leading People	<p>Candidate can proactively take care of self and others in their team.</p> <p>Candidate seeks to continuously improve the performance of self and others.</p>	<p>Candidate proactively takes care of self and others in their team.</p> <p>Candidate works to continuously improve the performance of self and others.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Reflective practice</li> <li>• Moral choice</li> <li>• Managing stress</li> <li>• Diet and dehydration</li> <li>• Fatigue</li> <li>• Psychosocial impacts</li> <li>• Using coping strategies.</li> </ul>	<p>Provide a report detailing how you proactively took care of yourself and others in your team during a response or recovery operation.</p> <p>Provide a report detailing how you continuously improve the performance of yourself and others.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>• example setting</li> <li>• coaching</li> <li>• mentoring</li> <li>• rule setting</li> <li>• life balance in stressful contexts.</li> </ul>	<p><i>"Tell me about how you proactively took care of yourself and others in your team during a response or recovery operation."</i></p> <p><i>"Tell me about how you continuously improve the performance of yourself and others."</i></p>