Natural Hazards Research Australia

WORKFORCE AND COMMUNITIES OF THE FUTURE WORKSHOP: Research Context

Blythe McLennan

5 August 2021 | 11am AEST
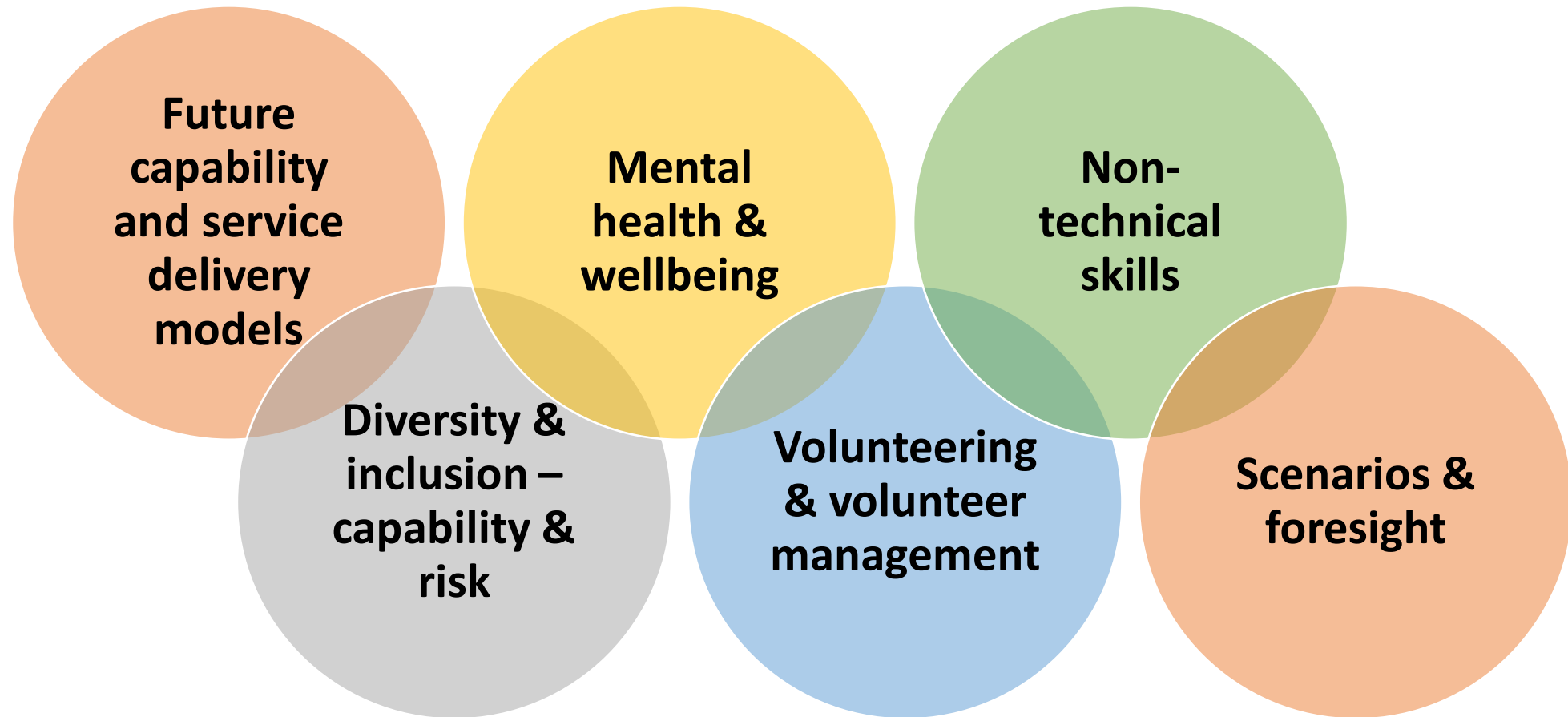
Research Context

A broad area	Getting broader
Getting more / differently skilled	Getting more diverse
Getting more contextual	Getting more strategic

Research areas

Research outputs
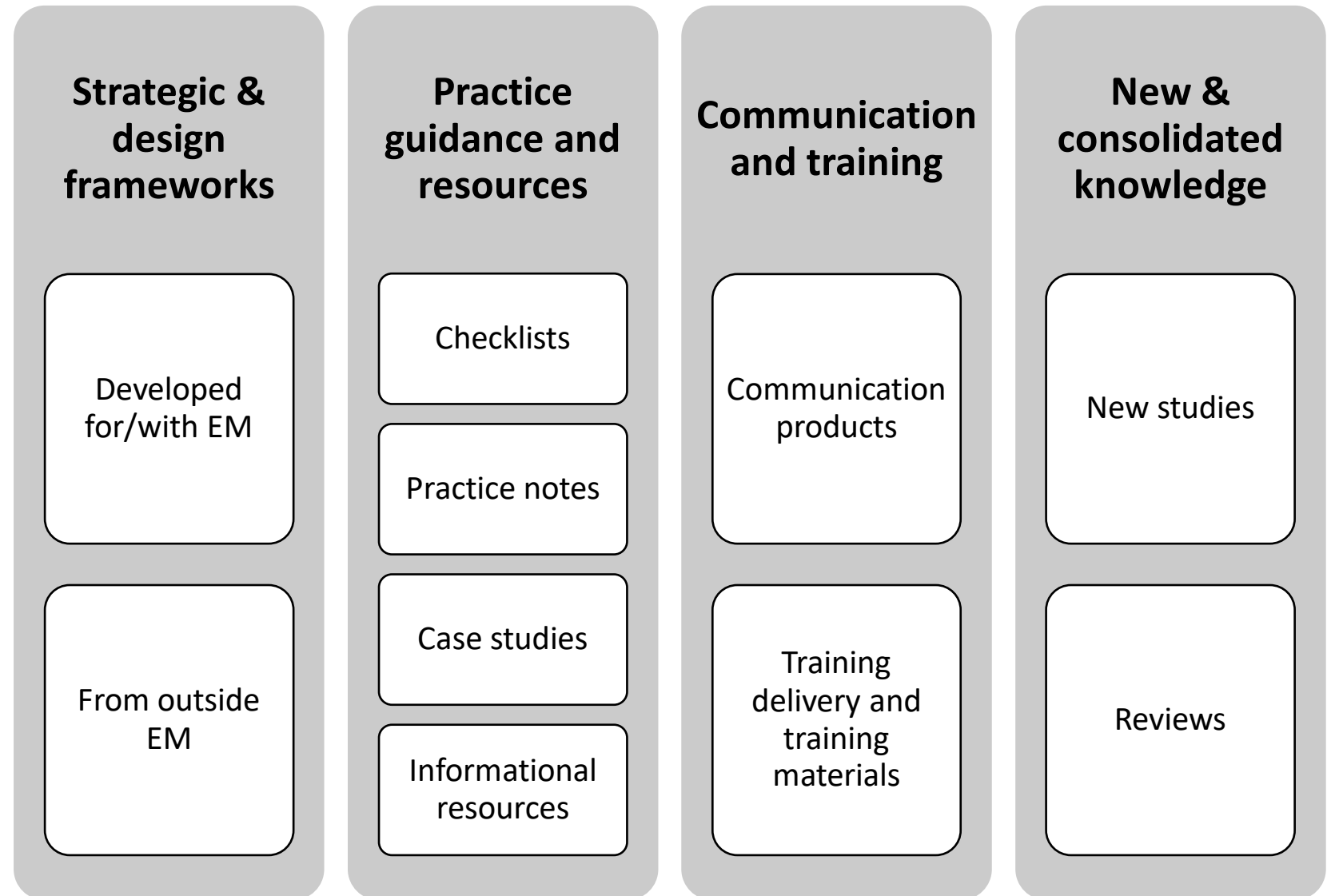
Strategic & design frameworks

Developed for/with EM

From outside EM

Practice guidance and resources

Checklists

Practice notes

Case studies

Informational resources

Communication and training

Communication products

Training delivery and training materials

New & consolidated knowledge

New studies

Reviews

S M A R T

Stimulating

Varied, interesting, meaningful work in which you use and develop your skills

- Adequate Skill Variety
- Sufficient Task Variety
- Problem Solving Demands

Mastery

Clarity about your goals/responsibilities, you receive feedback & know where your job fits in

- Role Clarity
- Feedback From Others
- Task Identity (Completing a Whole Piece of Work)

Agency

Autonomy over when, how, & where you do your work

- Control Over Scheduling
- Control Over Work Methods
- Decision Making Control

Relational

Social contact & support from others, being part of a team, and making a difference to others

- Support From Supervisor & Peers
- Sense of Task Significance
- Perceived Social Worth
- Connection with end-users & beneficiaries

Tolerable Demands

Having emotional, cognitive, workload & other demands that are experienced as tolerable

- Moderate Time Pressure & Workload
- Manageable Emotional Demands
- Low Role Conflict
- Monitoring that is not excessive

See: Parker, S.K., & Knight, (under review) C. A higher-order structure of work design. *Journal of Organizational Behaviour*

CENTRE FOR TRANSFORMATIVE WORK DESIGN

Curtin University
FUTURE OF WORK INSTITUTE

bnhcrc.com.au

LEARNING AS WE GO: DEVELOPING EFFECTIVE INCLUSIVE MANAGEMENT – CASE STUDIES AND GUIDANCE

Celeste Young, Craig Cormick and Roger Jones
In collaboration with the Bushfire and Natural Hazards CRC 'Diversity and inclusion: building strength and capability' end user project group

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bnhcrc.com.au

EMERGENCY VOLUNTEERING 2030 - FORESIGHT RESOURCES FOR STRATEGIC WORKFORCE PLANNING

Version 1, August 2021

Blythe McLennan
RMIT University, Victoria

GOVERNMENT OF WESTERN AUSTRALIA

DFES
Department of Fire & Emergency Services

BUSH FIRE SERVICE W.A.

STATE EMERGENCY SERVICE — WE SERVE — WESTERN AUSTRALIA

VOLUNTEER FIRE & EMERGENCY SERVICES WESTERN AUSTRALIA

W.A. FIRE & RESCUE

VOLUNTEER MARINE RESCUE SERVICES WESTERN AUSTRALIA

ONSLOW LT515

815015

Managing volunteers in the emergency services

A supporting resource for volunteer leaders in WA

CARE 4 GUIDE

Your guide to positive mental health and wellbeing as a young fire and emergency service volunteer

Skill Spotlight 1 - Mindfulness

Scan your body

Body scans are a way for us to pay **mindful attention** to all parts of our body and notice how we feel in the moment. You can do this activity wherever you are standing, sitting or lying down.

Starting from your feet, notice the way they **feel**. Are they touching the ground? Feel the points of contact and pressure that your feet create.

Allow your attention to move upwards to focus on your legs and observe the **sensation** in your legs.

Bring your **awareness** up higher in your body, to your stomach, your chest, and your back. Pay attention to how each part of your body feels.

Notice how your shoulders feel, and notice the sensations in your neck, head, and face. If you notice your **thoughts** wandering, bring your awareness back to your body scan.
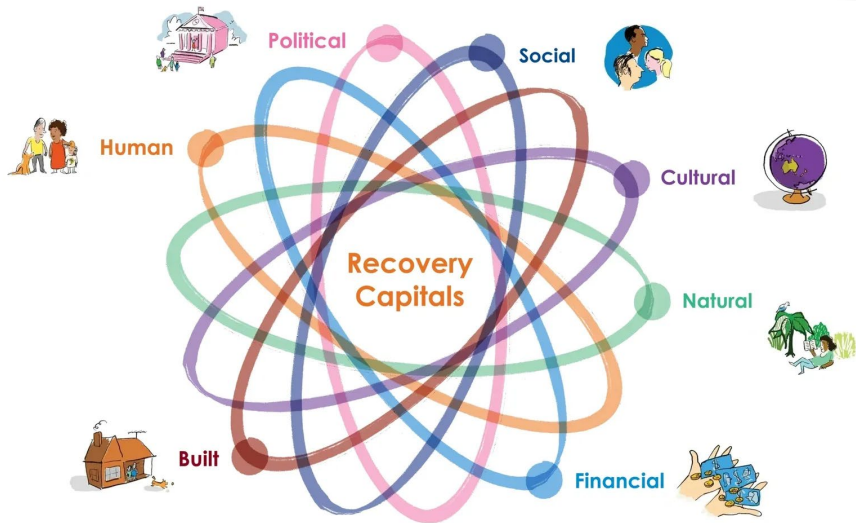
Lastly, notice your **breath** as you breathe in and out.

Once you have scanned from your toes to the tip of your head, take a **moment** to notice any differences in how you feel in your body.

bushfire&natural **HAZARDS**CRC

CQUniversity AUSTRALIA

Emergency Management Non-Technical Skills

PURPOSE

This tool helps emergency and incident management teams enhance non-technical skills (such as communication or leadership skills) to develop more effective teamwork capabilities.

There are seven core non-technical skill categories, divided into elements and behavioural markers.

To help ensure that both positive (helpful) and negative (unhelpful) behaviours are considered, there are negative behavioural markers included in the checklist – these are marked *in italics*.

The EMNoTS can be used in several ways:

- as a **simple checklist**, by completing the unshaded columns to quickly capture which non-technical skills are in play for a team

- to facilitate an **after-action review** at the end of a shift or training exercise

- to collect **more detailed data** to ascertain how well non-technical skills are being used, by completing the shaded columns.

COMMUNICATION

	NOT APPLICABLE	NOT OBSERVED	OBSERVED	SOMETIMES	MOSTLY	CONSISTENTLY
Effective communication				OBSERVED		
Information is passed on in a timely manner	☐	☐	☐			
Information is passed on accurately	☐	☐	☐			
Team members ensure that information has been received and understood by others	☐	☐	☐			
Inappropriate communication procedures are used	☐	☐	☐			
Proactive communication						
Situation updates are provided	☐	☐	☐			
Team members are not providing constructive comments to one another	☐	☐	☐			

COORDINATION

	NOT APPLICABLE	NOT OBSERVED	OBSERVED	SOMETIMES	MOSTLY	CONSISTENTLY
Clear roles, responsibilities and expectations				OBSERVED		
Actions are always carried out as expected	☐	☐	☐			
There is a clear and common purpose	☐	☐	☐			
Everyone has a common understanding relating to the operation	☐	☐	☐			
The roles and responsibilities of team members are unclear	☐	☐	☐			
Adjusting to demands						
Everyone is adjusting to meet the demands of the situation	☐	☐	☐			
Team members are not correcting any mistakes made by others	☐	☐	☐			

COOPERATION

	NOT APPLICABLE	NOT OBSERVED	OBSERVED	SOMETIMES	MOSTLY	CONSISTENTLY
Contributes to a positive team environment				OBSERVED		
Everyone shows willingness to work as a team	☐	☐	☐			
Team members are open and approachable	☐	☐	☐			
Team members do not exhibit confidence and trust in each other	☐	☐	☐			
Alignment of efforts and management of conflict						
Everyone is following team objectives without opting for independence	☐	☐	☐			
Differences of opinion are resolved effectively	☐	☐	☐			
Individuals are creating unnecessary conflict	☐	☐	☐			

LEADERSHIP

	NOT APPLICABLE	NOT OBSERVED	OBSERVED	SOMETIMES	MOSTLY	CONSISTENTLY
Creates a suitable team environment				OBSERVED		
Good behaviour is consistently modelled	☐	☐	☐			
Inclusive behaviours are modelled that enables others to speak up and offer suggestions and constructive comment	☐	☐	☐			
Others are not treated with respect	☐	☐	☐			
Provides focus, direction and coordination						
There is a focus on the important tasks at hand	☐	☐	☐			
Appropriate direction and guidance are provided	☐	☐	☐			
Activities are not well-coordinated within the team	☐	☐	☐			

Human | key considerations

Skills and livelihoods

What we know

Employment sector and status influence how people are affected by disasters. People are more likely to face reduced income if their employment is part-time, low-paying, in particular fields[75], and if they are women[76]. Those working in agriculture, accommodation and food services are generally hit hardest, while income can even increase in some sectors[75]. Community level impacts also vary based on local economies[82].

Consider

▶ Who is most likely to lose work or income? How can this be mitigated? Consider supporting people to transfer their skills or retrain for roles in another sector.

▶ Recovery funding and economic initiatives should focus on those that are likely to lose income and on heavily impacted businesses and sectors.

Recovery workforce

What we know

The recovery workforce must be assembled very quickly following a disaster. The increased demand means that staff and volunteers do not always have the knowledge and skills that they need, which can negatively impact the wellbeing of those in need of support[128].

The wellbeing of service providers themselves is also undermined when demands exceed what they are able to meet[35,129,130]. Disaster recovery support roles can be fulfilling but they can also be challenging and stressful. Workers and volunteers may face increased mental health risks, particularly if they have also been personally impacted by disaster and if training and support are inadequate[131–133]. Planning and coordination by organisations and governments are crucial in meeting these workforce demands, and in all aspects of recovery[58,107].

Consider

▶ What additional demands and issues will staff encounter in this recovery context? Are they being provided with appropriate training and support?

▶ What processes and plans does your organisation have in place to prepare for future risks? What is required for activating a rapid response and adapting to changed operating environments?

▶ Explore opportunities to work with local service providers that have existing, trusted relationships with a range of community members.

Natural · Social · Financial · Cultural · Political · Built · Human

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https://recoverycapitals.org.au/
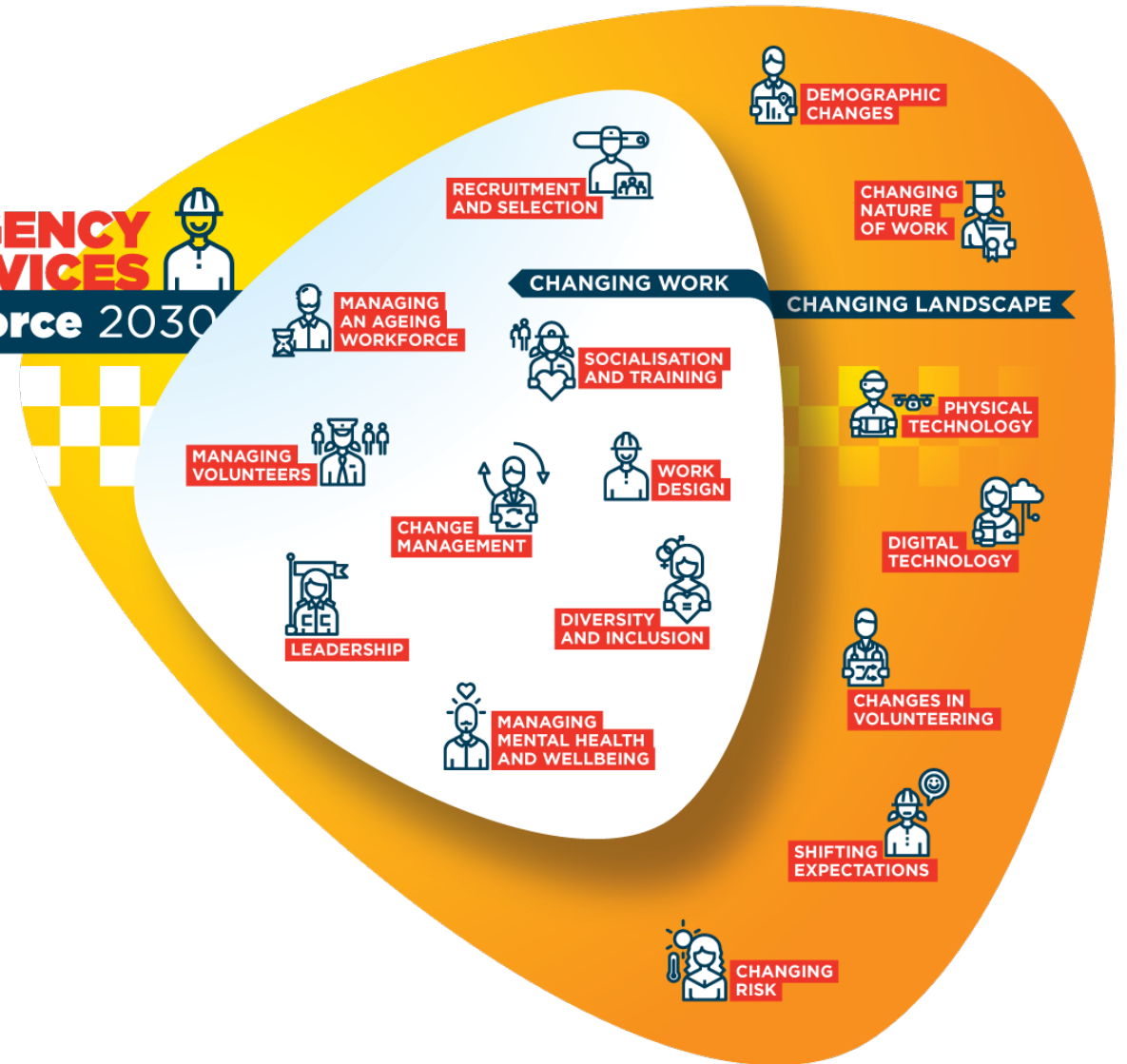
Answering the call
national survey

Beyond Blue's National Mental Health and Wellbeing Study
of Police and Emergency Services – Final report

Beyond Blue

EMERGENCY SERVICES
Workforce 2030

CHANGING WORK

RECRUITMENT AND SELECTION

MANAGING AN AGEING WORKFORCE

SOCIALISATION AND TRAINING

MANAGING VOLUNTEERS

WORK DESIGN

CHANGE MANAGEMENT

LEADERSHIP

DIVERSITY AND INCLUSION

MANAGING MENTAL HEALTH AND WELLBEING

CHANGING LANDSCAPE

DEMOGRAPHIC CHANGES

CHANGING NATURE OF WORK

PHYSICAL TECHNOLOGY

DIGITAL TECHNOLOGY

CHANGES IN VOLUNTEERING

SHIFTING EXPECTATIONS

CHANGING RISK

DRIVING CHANGE

Future Workforce

https://www.bnhcrc.com.au/driving-change/future-workforce