

Building Leadership Capacity in Emergency
Management:
Pillars, Definitions, and Theoretical
Architectures

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Objectives

1. Define the role of human factors in building leadership capacity among emergency managers.
2. Recognize the history and basic components of the Tulane University Disaster Resilience Leadership Academy (DRLA).
3. Describe the DRLA leadership capacity building strategy
4. Recognize practical applications for building leadership capacity in local disaster mitigation work.

Introductions

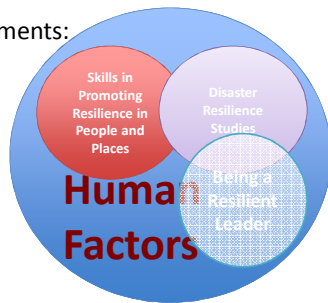
- Attendees
- Good disaster management leadership examples?

Part II: Disaster Resilience Leadership – The Role of Human Factors

- Objective 1: Define the role of human factors in building leadership capacity among emergency managers.
- My area of specialization. Thus I take longer to describe and discuss this important area.

Disaster Resilience Leadership – Human Factors

Major elements:



Skipping the Definitions

- Please review later (to save time in the workshop)

Cross Pillar Definitions:

Emergencies

A crisis caused by an event that is a local impact with few recovery challenges (Tierney, 2009, Table 1, p. 2).

Cross Pillar Definitions:

Disaster

A disaster is an extraordinary series of events that begins with little warning and causes excessive physical damage, human harm, economic loss, and social disruption. (See Colten, Kates, & Laska, 2008, p. 2).

Cross Pillar Definitions:

Catastrophes

“Extremely large physical and social impact requiring outside assistance due to being a massive challenge that exceeds local and regional capacity, though public is extensively involved with the response and long-term mass convergence with cascading, long-term effects with massive recovery challenges.” (Tierney, 2009, Table 1, p.2)

Cross Pillar Definitions:

Disaster or Emergency Management

- Providing direction in reaching organizational goals across the four phases of disaster, mitigation, preparedness, response, and recovery and must include long-term work on infrastructure, public awareness, and even human justice issues (Cuny, 1983).

Cross Pillar Definitions:

Disaster Management Studies

Conduct, facilitate and disseminate research on planning for preparation, response, ☐ management, recovery and mitigation from disasters (IDS, 2010)

Cross Pillar Definitions:

Disaster Response

- *Planned and unplanned disaster-related activities driven by hierarchies, rank, and standard operating procedures* (Tierney, 2009, p. 33);
- *a compelling, shared vision of how communities will go about addressing emergency management challenges and why they need to do so* (Tierney, 2009, p.24).

Cross Pillar Definitions:

Resilience

- *a community or region's capability to prepare for, respond to, and recover from significant multi-hazard threats with minimum damage to public safety and health, the economy, and national security" (Wilbanks, 2007).*

Cross Pillar Definitions:

Resilience Studies/Sciences

- scientific discipline to analyze ecological as well as social-ecological systems associated with achieving sustainability and promotes research efforts across disciplines and between science and policy (Brand & Jax, 2007).

Cross Pillar Definitions:

Leadership

- the strengths of an individual, both innate and developed, that enable one to adapt well to adversity, including the capacities to
- Maintain and improve mental health
- Function optimally – calmly, competently, flexibly
- Prevent the development of stress-related psychological disorders, such as PTSD, depression, anxiety, substance use disorders, and domestic violence or other forms of problem anger
- (Schiraldi, 2011)

Cross Pillar Definitions:
Leadership

- Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2007, p. 3)

Cross Pillar Definitions:
Disaster Resilience

- *is characterized by reduced likelihood of damage to and failure of critical infrastructure, systems, and components; reduced injuries, lives lost, damage, and negative economic and social impacts; and reduced time required to restore a specific system or set of systems to normal or pre-disaster levels of functionality* (Multidisciplinary Center for Earthquake Engineering Research, 2006).

Cross Pillar Definitions:
Leadership Sciences/Studies

- Bass (2008, p20) suggests that leadership focuses on measuring, predicting, and explaining leaders and leadership behavior associated with success of the organization and its clients/benefactors.
- McHugh (2007) suggests that it a field of study whose purpose is to “advance the theory, research and practice of all aspects of leadership and organizations.
- Santora (2009) suggests that leadership science is collectively engaged in studying and improving the lot of leaders, the effectiveness of their work and the social and economic contribution of all concerned with leadership.

Cross Pillar Definitions:

Disaster Resilience Equity

- DR Leaders seek equity as measured in fairness, opportunity, hope, and sustainability through interdependency as an aspect of community development, addressing issues that structurally do violence to the health outcomes of the community; defined as equality under the law as judged in common law jurisdictions; (Kidder, 2003; Campbell, 1996).

Pillar-Specific Definitions:

Psychosocial Dysfunction

- Psychosocial (human psychological development in interaction with the social environment) **morbidity**” is atrophy of the psychosocial self; lack of proper interpersonal competence, social effectiveness, and general level of civility and social graces.
- Sources Carroll (2005). Erick Erickson’s stages of social development)

Pillar-Specific Definitions:

Psychosocial Support

- is an approach to victims of disaster, catastrophe or violence to foster resilience of communities and individuals. It aims at easing resumption of normal life, facilitate affected people participation to their convalescence and preventing pathological consequences of potentially traumatic situations.

Pillar-Specific Definitions:

Psychosocial support

- Promoting human psychological development in interaction with the social environment for promoting resilience among the traumatized and those who help them.
- Promoting resilience aims at restoring a routine that enables a return to a normal life, facilitating self regulation, problem-solving, and thriving.

Source: Figley, 2002; Figley & Nash, 2007

Pillar-Specific Definitions:

Behavioral

Characteristics of a particular behavior; actions of an organism, usually in relation to the environment; can be conscious or subconscious, overt or covert, and voluntary and involuntary and affected by both biology (e.g., the nervous and endocrine systems) and psychology (e.g., social control, social norms, self regulation, self control) (Everly, 1989, p. 3).

Pillar-Specific Definitions:

Leadership analytics

The science of measuring and studying leadership in all phases and aspects of functioning and degrees of impacts.

Pillar-Specific Definitions:
Psychosocial and Behavioral Leadership Analytics

The science of measuring leadership by focusing on both their psychosocial and behavioral indicators that enable scholars to build predictive models for identify, facilitating, and studying disaster resilience leaders and how best to promote resilience in individuals, families, and communities.

Pillar-Specific Definitions:
Psychology of Leadership

- *the study of how leader's psychology (i.e., human factors) is influenced and shaped by psychosocial and behavioral factors; that leaders, in turn, shape the psychosocial and behavioral reactions of those who follow them*
- *the scholarship advances our understanding of leadership across the life span, racial, ethnic, geographical, and across all types of context, across national boundaries, and across historical periods (Figley, 2010). Devoted to the dissemination of research, theory, and clinical scholarship that advances our understanding of how leaders emerge, manage, and thrive in ways that illustrate and advance leadership excellence.*

Pillar-Specific Definitions:
Self of the Leaders

- Discovering and developing creative ways to externalize the internal hidden processes of leaders; confronting unresolved issues in their training through various methods of self awareness and ways of utilizing this awareness in improving the psychosocial and behavioral variables critical to effective leadership (Lum, 2002, p. 182).

Pillar-Specific Definitions:

Psychosocial Interventions (by and for leaders)

Psychosocial support is an approach to victims of disaster, catastrophe or violence to foster resilience of communities and individuals. It aims at easing resumption of normal life, facilitate affected people participation to their convalescence and preventing pathological consequences of potentially traumatic situations (Raphael, 2006).

Leadership Sciences

- This next section discusses the highlights of this area: Theories of leadership,

Based on Bass (2008): Explanations of DR Leadership

- 1. Biological-Genetic-based Theories: heroic, mythic, and destined.
- 2. Trait-based Theories assumes that leaders are born with sufficient leadership qualities that must become active voluntarily or involuntarily.

State-based Theories

- 3. Contingency-related Theories determine which particular style of leadership is best suited for the situation; no leadership style is best in all situations
- 4. Context-related Theories: leaders choose the best course of action based upon situational variable.

Interaction-based Theories: 5. Transformational Theories

- focus upon the connections formed between leaders and followers.
- motivate and inspire people by helping group members see the importance and higher good of the task.
- focused on the performance of group members, but also want each person to **fulfill his or her potential**.
- These leaders often have high ethical and moral standards that other leaders and it shows

6. Participative Theories (Interaction-based Theories)

- suggest that the ideal leadership style is one that retains control but takes the input of others into account by encouraging input from the group to help them feel more relevant and committed to the decision-making process.

7. Management Theories

- (also known as “Transactional theories”) focus on the role of supervision, organization, and group performance.
- base leadership on a system of reward and punishment.
- Employees successes are rewarded; when they fail, they are reprimanded or punished.

8. Behavioral Theories

- great leaders are made, not born;
- we can learn to become leaders through training and observation.

Charismatic-Transformational Leadership Theory

- Introduced by Weber (1924/1947) as a religious concept of charisma;
- leaders who are perceived as endowed with extraordinary abilities; are
- highly expressive, articulate, and emotionally appealing; self confident, determined, active, and energetic.

Discussion


- Who are the leaders that most seem like DR Leaders that follow which theory or theories discussed?

Part III: DR Leadership Capacity Building

- This section first discusses the emergence of the Disaster Resilience Leadership Academy and Center for Excellence at Tulane
- Then discusses the strategy for building leadership capacity world-wide

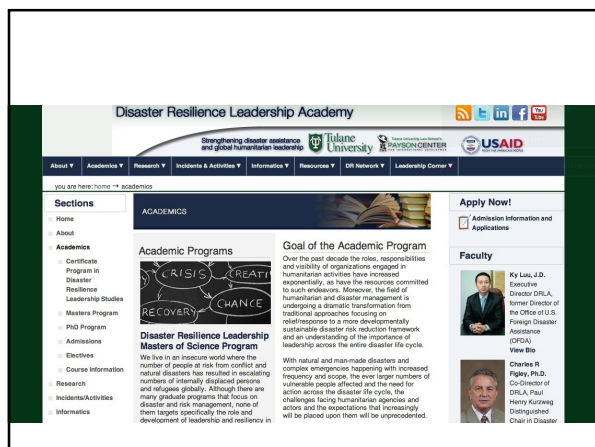


TULANE Disaster Resilience Leadership Academy



DRLA ACADEMIC PROGRAM

Academic Program Director: Dr. Charles Figley



The screenshot shows the website for the Disaster Resilience Leadership Academy. The header includes the title "Disaster Resilience Leadership Academy" and logos for the University of Illinois, the Center for International Disaster Preparedness and Relief, and USAID. The navigation menu includes links for About, Academics, Research, Incidents & Activities, Information, Resources, IRT Network, and Leadership Corner. The main content area is titled "ACADEMICS" and features a "Goal of the Academic Program" section. This section describes the academy's mission to strengthen disaster resilience and global humanitarian leadership through a Masters of Science Program. It highlights the need for a more developmentally sustainable disaster risk reduction framework and an understanding of the importance of leadership across the entire disaster life cycle. The "Faculty" section lists Ky Lau, J.D., Executive Director DRLA, and Charles R. Figley, Ph.D., Co-Director of DRLA. A sidebar on the left lists sections such as Home, About, Academics, Certificate Program in Disaster Resilience Leadership Studies, Masters Program, PhD Program, Admissions, Course Information, Research, Incidents/Activities, and Information.

DRLA Mission

The Disaster Resilience Leadership Academy is dedicated to the systematic strengthening of global humanitarian leadership, a process that integrates education, research, and application – to achieve increased resilience in communities and individuals impacted by natural and manmade disasters

Interdisciplinary Academic Program

DRLA is an interdisciplinary academic program with participating faculty from Tulane's School of Social Work, School of Public Health and Tropical Medicine, School of Law, A.B. Freeman School of Business, School of Architecture, the Departments of Mathematics, Economics and Sociology as well as the Payson Center, the Murphy Institute and the Center for Bioenvironmental Research

Why now & why Tulane University?

- Disaster Resilience Leadership Studies (DRLS) is an **innovative response** developed as a direct result of failures in disaster leadership, e.g. analysis of Post-Katrina New Orleans
- **No other disaster risk management graduate programs** focus on the role/development of leadership and resiliency in producing effective programs and outcomes
- **Leaders from premier academic institutions, international organizations**, NGOs, the UN, the donor community, think tanks and the Red Cross, all agreed that a systematic and interdisciplinary approach to leadership is needed and thus far, insufficiently addressed
- **New Orleans**, given its history and resilience post-Katrina, represent an **ideal setting** to support such learning and development

Academic Experts Consulted

- | | |
|---|--|
| • Boston University Trauma Center | □ Southern Oregon State College |
| • Duke University Medical Center | □ University of California |
| • Florida State University | □ University of Georgia |
| • Free University (Netherlands) | □ University of London (UK) |
| • George Washington University Medical Center | □ Institute of Psychiatry |
| • Georgetown University | □ University of Michigan |
| • Harvard University Carr Center | □ University of Mississippi |
| • Indiana University | □ Medical Center |
| • New York University School of Medicine | □ University of Oslo (Norway) |
| • Northwestern University Medical School | □ University of Southern Indiana |
| • Texas A&M University Health Sciences Center | □ University of Tel Aviv |
| • Tufts Medical School | □ University of Queensland (Australia) |
| | □ Yale University |

Industry Experts Consulted

- Africare
- Albright Group
- ALNAP
- Brookings Institute
- Catholic Relief Services
- CARE
- Department for International Development
- InterAction
- International Rescue Committee
- Monash Medical Center (Australia)
- National Center for PTSD USDVA
- National Centre for PTSD (Australia)
- National Israeli Center for Psychosocial Support for Holocaust Survivors and their Children
- National Security Council
- Oxfam International
- Secretary of Defense
- UN Assistant Secretary General for Peace Building Support
- UN Under-Secretary General for Humanitarian Affairs and Emergency Relief Coordinator, UN OCHA
- UNICEF
- VA Medical Center
- World Food Program
- World Vision
- UN Assistant Secretary General for Peace Building Support

Goal of the Program

- With the increased frequency and scope of natural/man-made disasters and complex emergencies, the challenges and expectations facing humanitarian agencies and actors will be unprecedented.
- The DRLA academic program goal is, consequently, to create communities that are better able to prepare for, respond to and recover from disasters by:
 - Generating individuals who lead their organizations and agencies into new ways of thinking and new modes of action
 - Promoting research in the field
 - Stimulating global communication among disaster resilience leaders
 - Training and nurturing current and future leaders in the disaster resilience and humanitarian assistance community

Programs of Study

Certificate Program in Disaster Resilience Leadership Studies (DRLS)

•12-credit certificate program comprised of four separate certificate courses representing the four academic pillars

•Seeks to provide interdisciplinary academic study to professionals and leaders in the disaster resilience and humanitarian assistance community

Disaster Resilience Leadership Masters of Science Program

•36 credit program, can be completed in a traditional 2-year or accelerated 3 semester formats

•18 credits are comprised of core courses; remaining 18 credits can be taken through electives

•Aims to advance the field of DRLS by developing and nurturing current/future leaders as well as promoting research and stimulating global innovation in the disaster resilience and humanitarian assistance community.

Elective courses offered by the DRLA

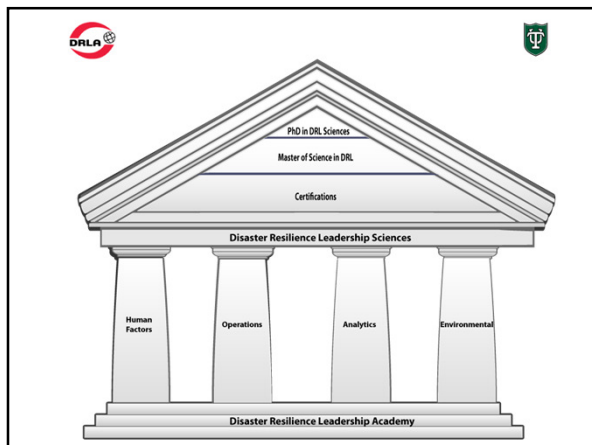
□The DRLA offers interdisciplinary electives to all students

- Disaster Resilience Human Services
- Catastrophic Crises: Leadership and Strategic Challenges in Complex crisis Response
- Resilience Theory in Urban Disaster Scenarios
- Crisis Informatics & Analytics
- Emergency Operations and Logistics

Academic Program Core Areas of Study

The DRLA Disaster Resilience Leadership Studies program is an interdisciplinary program founded upon four primary "pillars" of study relevant to Disaster Resilience Leadership:

- ☐ **Psychosocial/Behavioral Leadership Studies**
understanding human behavior of survivors, workers, and leaders in various contexts and how best to facilitate thriving and human development
- ☐ **Disaster Operations Leadership Policy & Management**
understanding evidence-based best practices for disaster operations and all aspects of disaster management
- ☐ **Leadership Analysis**
understanding the most sophisticated and evidence-based methods of leadership and decision analyses, drawing on a new and growing field of decision analysis and network analysis
- ☐ **Environmental and Hazards Sciences**
Understanding the most effective methods of measuring the impact of and managing disaster-related consequences including all types of hazards for unwanted environmental disruptions



Measuring Competencies

- DRLA consulted with academic and industry experts who support the development of an academic program focused on leadership and resilience in disaster response and humanitarian aid to draft a core set of competencies for students in the program.
- DRLS Masters faculty committee will evaluate students to determine that they have met all core competency areas required of the disaster resilience leadership curriculum.
- All students are required to take core course requirements in each of the four core areas to achieve expected leadership competencies:
 - **Psychosocial/Behavioral Leadership Sciences** - understanding human behavior of survivors, workers, and leaders in various contexts and how best to facilitate thriving and human development.
 - **Disaster Operations Policy & Management** - understanding evidence-based best practices for disaster operations and all aspects of disaster management.
 - **Leadership Analysis** - understanding the most sophisticated and evidence-based methods of leadership and decision analyses, drawing on a new and growing field of decision analysis and network analysis.
 - **Environmental and Hazards Sciences** - understanding the most effective methods of measuring the impact of and managing disaster-related consequences including all types of hazards for unwanted environmental disruptions

Competencies: Example

1. Identify Relevant Trauma Theories for Disaster Management Leadership

- Proficient:** Identify major trauma theories that would play a role in disaster management leadership decision making
- Competent:** Distinguish which trauma theories are relevant to a given situation for disaster management leadership decision making
- Master:** Integrate knowledge of relevant trauma theories in best practice decision making in disaster management leadership situations
- Expert:** Investigate the role of trauma and trauma mitigation in disaster management leadership situations to propose new methods of mitigating trauma and promoting resilience through effective disaster management policy and planning

Competencies
Goals & Objectives
Theory & Practice

Objectives/Activities/Evaluation

Subject: Psychosocial & Behavioral Leadership Sciences

Degree Program: DRLS

Competencies	Objectives	Instructional Activities	Outcome Measures
<p>53. Recognize resilience theories and how disasters affect the family and community and vice versa.</p> <p>1. Competent: Distinguish trauma related human services that are relevant to a given situation for disaster resilience leadership decision-making.</p> <p>4. Proficient: Identify the construct and dynamics of family systems and other relational contexts.</p> <p>4. Competent: Determine the elements in a given disaster situation that may disrupt or support family systems family systems and other relational contexts in</p>	<p>4.a. Using the Green Cross Response to NY 9/11, discuss trauma theory, phases of reaction to trauma, and traumatology services.</p> <p>4.b. Examine orientation to assessment and diagnostic instruments for trauma, the Traumatic Stress Recovery Process and the Four Waves of Assistance to the Traumatized and the Compassion Fatigue Model.</p> <p>4.c. Utilize the reflective listening method to explore events that were potentially traumatic and the lessons learned.</p> <p>4.d. Discuss class readings related to family violence and family therapy in student</p>	<p>Class Session 4: Identifying DR Leaders and Leadership - Part I: Green Cross Deployment in NYC (9/11 response) (Case Study 2)</p> <p>Preventing and Treating Compassion Fatigue: Green Cross Response to NY 9/11 Trauma & Assessment Treatment of Trauma</p> <p>Discussion of Readings 12-15 12. Figley, C. P. & Figley, K. R. (2007). Figley, C. R. & Figley, K. R. (2009). Stemming the Tide of Trauma Systemically: The Role of Family Therapy. <i>Australian & New Zealand Journal of Family Therapy</i>, 173-183.</p> <p>13. Canadian Family Violence Prevention Unit (2001). <i>Guidebook to Vicarious Trauma: Recommended solutions for anti-violence workers</i>. Health Canada Publication. Ottawa: National Clearinghouse on Family</p>	<p>4. a-b Multiple-choice Exam</p> <p>4. a-b Group Discussion</p> <p>4. c. Reflexive Listening Exercise</p> <p>4. d. Student Preceptor Reading Teams</p>

First Incoming DRLA Class – Fall 2011

Number of Students: 9

Diverse Academic Backgrounds:

Journalism, Political Science, English Literature, American Studies, Sociology, Communications, Psychology, Criminal Justice

Varied Professional Backgrounds:

- ◆ Senior Police Officer
- ◆ Freelance Journalist
- ◆ Architect
- ◆ Experience working on the Hill in DC
- ◆ Educational facilitator regarding hunger, poverty and interactive experiences

Varied international experiences:

- legal experience with South Africa Human Rights Commission
- AIDS Activism in Ghana
- Journalism experience in China
- Marketing experience in Austria
- Urban Development experience in Morocco
- Fellowship on illegal immigration in Morocco
- Community Development experience in Pessamit American Indian Reservation, Quebec

Evidence-based DRLA Program Growth

Positive trends that will support the continued development of Tulane's DRLA:

☐ **Tuition Revenue**

Increase each semester since began offering courses: \$96,412.50 (FY11) to \$382,500.00 (FY12 projected), showing an increase of \$286,087.50 in one year

☐ **Robust Grant Support**

From the Bill and Melinda Gates Foundation and the World Bank, generating funds of \$5.6 million over 3 years

☐ **Increase in Tulane Graduate Students** interested in DRLA course offerings, averaging 20 students per class

Students currently taking courses from different Tulane schools include: A.B. Freeman School of Business, School of Public Health and Tropical Medicine, School of Law, Payson Center of International Development and School of Liberal Arts

☐ **Increased outreach and advertising** which we expect will bring in additional DRLS MS and certificate students, we already have heard of interest

☐ **Increase in number of courses offered** from 6 to 9

DRLA RESEARCH INITIATIVES

Louisiana Deep Water Horizon Oil Spill Impact Assessment

- Funded by the State of Louisiana Department of Children and Family Services
- 10 month project (7/10 - 4/11) (\$125,000 over 10 months)

Through the DCFS' Deep Water Oil Spill Assessment, the Tulane Disaster Resilience Leadership Academy (DRLA) team provided situational analysis support to the Interagency Working Group. Specifically, The DRLA team:

- Developed a Louisiana Resilience Framework
- Identified potentially vulnerable hot spot communities
- Identified vulnerability/resilience criteria and a practical assessment approach
- Identified a comprehensive assessment and monitoring approach
- Developed a web based GIS and analysis platform

Louisiana Deep Water Horizon Oil Spill: Comprehensive Assessment

Goal

- ☐ The Louisiana Department of Children and Family Services required a needs assessment of communities impacted by the BP Deep Water Horizon oil spill.
- ☐ The gap analysis would help to identify and target specific resources to vulnerable populations whose livelihoods were adversely impacted, but who were not receiving adequate compensation or services.
- ☐ Detailed data and analysis on the actual measurable vulnerability and resilience of Louisiana communities and their geographic locations is not readily available.

Activities

- ☐ DRLA cultivated partnerships with government agencies, community and faith-based social service organizations to identify data sources that could be analyzed.
- ☐ Secondary data analysis involved Gulf Coast Claims Facility damage claims, containing a rich source of expressed needs by sector. Demographic analysis provided the foundation for the identification of focus group locations.
- ☐ Key focus group findings validated the robustness of the research, with participants expressing extreme health and financial duress.

Louisiana Deep Water Horizon Oil Spill: Comprehensive Assessment

Haiti Humanitarian Aid Evaluation Program

- Funded by the Bill and Melinda Gates Foundation
- 18 month project (8/10-2/12) (\$762,198 over 18 months)

Goal: To evaluate, and assess the scope and impact of the humanitarian response to the earthquake in Haiti in order to provide programmatic recommendations to the government (and people) of Haiti, donors, and implementing organizations that will increase the resilience of the people and government of Haiti.

Haiti Humanitarian Aid Evaluation Program Objectives

- ☐ Evaluate the relevance, effectiveness, efficiency, impact and sustainability of humanitarian interventions on human security and community resilience
- ☐ Develop recommendations for improving human security and resilience outcomes in catastrophic disasters
- ☐ Develop the capacity of Haitian academic institutions to execute and disseminate evaluation of humanitarian interventions and their effects on community resilience
- ☐ Disseminate findings widely among the international humanitarian community

Haiti Humanitarian Aid Evaluation: Capacity Building

Tulane DRLA and UEH capacity building component:

- ☐ Create a cadre of trained evaluators and enumerators at the State University of Haiti (UEH) to take on future resilience evaluation projects that assess programmatic impacts and provide recommendations to build the resilience of the Haitian people/ government
- ☐ Establish UEH/stakeholder partnership network that will enhance the visibility and credibility of UEH in disaster resilience modeling; allow UEH scholars, students and staff to enhance their understanding and support continued collaboration with the greater humanitarian community, both national and international.

To date, the UEH and DRLA have collaborated to build capacity by:

- ☐ Initial and continuing review of the latest research of Disaster Resilience
- ☐ Undertook a structured analysis of existing reports, assessments, and evaluations
- ☐ Hosted a series of stakeholder workshops to explore/define resilience and humanitarian assistance in Haiti
- ☐ Development of a resilience module for the CNSA national household and community survey and Deployment of UEH staff and students to participate in a national house hold and community survey

Haiti Humanitarian Aid Evaluation: Structured Analysis Report

Future Partnerships

Strengthening Leadership in Disaster Resilience

- ☐ Funded by the Bill and Melinda Gates Foundation
- ☐ \$5 million over 3 years – anticipated start date December 1, 2011

Goal: The Strengthening Leadership in Disaster Resilience Program (SLDRP) seeks to build human capacity in disaster vulnerable communities to more effectively save lives and alleviate suffering by systematically strengthening existing capacity, supporting the development of future leaders, and working towards sustainability through a global network of academic, public and private stakeholders.

Future Partnerships

Leadership in Disaster Risk Management

- ☐ Funded by the World Bank Global Fund for Disaster Reduction and Recovery (GFDRR)
- ☐ \$660,000 over 1 year – with possibility for future funding
- ☐ MOU signing anticipated December, 2011

Goal: In Partnership with GFDRR, Tulane's DRLA along with three regional network partners (East Africa HEALTH Alliance, Peri Peri U, and Haiti's Department of Civil Protection) will implement the Leadership in Disaster Risk Management Program that provides a systematic approach to strengthening existing DRM capacity, supporting the development of future leaders, and working towards sustainability through a global network of academic, public and private

DRLA & School of social work

DRLA Creation & Core Principles

- Faculty from varied disciplines throughout Tulane including social work, public health, law, architecture, environmental engineering, economics, mathematics and others have supported DRLA's mission
- The core issues underpinning all DRLA teaching are the following which mirror some of the core principles of social work as exercised by the Tulane School of Social Work:
 - 1) Understanding the systems and institutions affected in disaster that impact individuals and communities, including economics, education, health care, livelihoods, etc.,
 - 2) Recognizing that affected and at risk individuals and communities must be considered and given a role in their preparedness, response and recovery
 - 3) Disaster leadership must be developed within the affected and at risk communities in order to achieve sustainable disaster resilience

Similarities in DRLA & School of Social Work

- Tulane's School of Social Work (TSSW) espouses a **"person in environment" approach** to social work education viewing each individual as an interactive participant in surrounding systems and environment; this aligns with DRLA's first core issue
- Two **core values** of the social work profession include respect for the individual and their self-determination and social justice; this aligns with DRLA's second and third core issues
- In supporting the development of local disaster resilience leadership, the **DRLA seeks to better prepare individuals and communities to give voice to their needs** and to have a say in meeting the needs of their vulnerable populations which is similar to TSSW's objective
- From the approach to practice, we feel that the School of Social Work and the **DRLA share strong synergy in their goals, ethics and guidelines** for supporting those in need

Shared Approaches

- Tulane School of Social Work (a founding partner and strong supporter of the DRLA), also shares the approach of the DRLA:
 - The School of Social Work and the DRLA share:
 - **similar programmatic goals**
 - **focus on supporting human recovery/thriving**
 - **systems perspective that respects the many factors and issues that influence individuals and communities**
 - TSSW has developed over the past 75 years of providing graduate education to generate professionals who are responsive to rapid social change and dedicated to the enhancement of family and society and support professionalization of the field.

Shared Approaches

- These commitments, shared by the DRLA and supportive of its mission, are highlighted in the TSSW Strategic Plan, written in 2008-2009, specifying that the School is committed to growth and development in the following areas:

- **Focus on Research**
- **Commitment to Community**
- **Academic Excellence**
- **Multidisciplinary Approach**
- **International Social Work**

Commitment from School of Social Work

- The School of Social work has already made a great commitment to faculty participation with the DRLA, with Dr. Charles Figley serving as DRLA Academic Program Director and the following TSSW faculty pledging their support for DRLA academic and /or research initiatives:
 - **So'Nia Gilkey** (Facilitating the development of social work as a professional in Africa including Rwanda - is funded by a grant administered by Professor Mock)
 - **Qingwen Xu** (Incoming Associate Professor - China social welfare expert who can work on the current China initiative)
 - **Richard Ager** (Expertise in mental health and substance abuse as consequences of disasters and indicators resilience - Dr. Ager also directs the Porter Cason Institute (focused on methods of helping families including those affected by disaster and development measures of resilience))
 - **Fred Butell** (Understanding aggressive and abusive males and methods for measuring disaster managers and leaders), Ron Marks (understanding cultural differences, mindfulness, international social work services during and following disasters)
 - **Madeline Lee** (Credentialing, certification, and other markers of evidence-based standards for services including disaster mental health services).

Programmatic Support

- Housing the DRLA within the School of Social work would serve to strengthen the DRLA academic program in several ways.
 - It would provide Dr. Figley, as Academic Program Director, **better ability to monitor and maintain the academic rigor** of the program and to facilitate the faculty driven development and administration of the program.
 - It would enable Dr. Figley to be **more participatory in the DRLA research initiatives**, ensuring the quality of their work and creating connections with the academic program and DRLA students.
 - In addition to its academic synergy, the School of Social Work is also in a **strong position to provide administrative and financial support** to the DRLA. TSSW has experienced rapid growth in enrollment and is currently at or exceeding pre-Katrina master's program enrollment numbers.

DRLA Grant Portfolio Reflects School of Social Work Research

- Social Impact Assessment of the BP Oil Spill Disaster on Gulf Communities: funded by OXFAM America; 3 month project (11/10 – 1/11) – PI: Charles Figley (\$35,000 over 3 months)
- Deepwater Horizon Oil Spill Impact Assessment: funded by the State of Louisiana Department of Children and Family Services; 10 month project (7/10 – 4/11) – PI: Nancy Mock (\$125,000 over 10 months)
- Community Resilience Evaluation of Haiti Earthquake Emergency Response: funded by the Bill & Melinda Gates Foundation; 18 month project (8/10 – 2/12) – PI: Ky Luu, Co-PI: Nancy Mock (\$762,198 over 18 months)

Other DRLA Grants

- Disaster Resilience Leadership Academy (DRLA): funded by the US Office of Foreign Disaster Assistance; 3 year project (2/09 – 3/12) – PI: Ky Luu, Co-PI: Nancy Mock & Charles Figley (\$2.1 million over 3 years)
- Center of Excellence for Natural Disasters, Coastal Infrastructure and Emergency Management (NDCIEM): funded by the Department of Homeland Security through Jackson State University; 2 year project (11/09 – 10/11) - PI: Nancy Mock (\$183,036 over 2 years)
- Global Disaster Resilience Network Planning Grant: funded by the Bill & Melinda Gates Foundation; 10 month project (10/10 – 7/11) – PI: Ky Luu, Co-PI: Nancy Mock (\$125,000 over 10 months)

DRLA Research Portfolio Opportunities

- Inclusion of the DRLA and its research project portfolio will also provide opportunity for those MSW students interested in research to get involved on a work-study or volunteer basis, a unique opportunity that many clinical social work programs do not offer.
- DRLA master's program would serve as a natural feeder degree for the newly funded City, Culture, Community (CCC) PhD program, an inter-disciplinary PhD program that has the School of Social work as one of the three primary academic schools/departments.

Interdisciplinary Partnerships

- DRLA intends to remain firm in its commitment to developing and maintaining interdisciplinary academic and research partnerships, and would be dedicated to sustaining their vital association with both the Payson Center and the Law School.

Conclusion

- Leadership capacity building requires human factors
- Human factors are the least understood and a primary focus of research at the Academy
- The Academy has launched the most ambitious effort to date to build leadership capacity.

Conclusion

- This is possible through the collaboration of many dozens of organizations
- who care about leadership that leads to sustainability and
- attends to the Triple Bottom Line; of Profit and People & Planet.

Conclusion

- Humanitarian organizations and business interests must have leaders to build into any disaster response and response plans, the responsibility of building back smart and a social justice sensitivities.
