

1st Edition

**LEARNER'S  
GUIDE**



**CORE COMPETENCY UNIT**

**ADM.COR  
004.1**

Supervise Projects in a Pressured  
and Dynamic Environment



**ASCEND**

ASEAN Standards and Certification  
for Experts in Disaster Management

## ASEAN Standards and Certification for Experts in Disaster Management

# SUPERVISE PROJECTS IN A PRESSURED AND DYNAMIC ENVIRONMENT

ADM.COR.004.1

## Learner's Guide



ONE ASEAN  
ONE RESPONSE



### Project Sponsors:



The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Viet Nam. The ASEAN Secretariat is based in Jakarta, Indonesia.

The "ASEAN Standards and Certification for Experts in Disaster Management (ASCEND)" is under Priority Programme 5: Global Leadership of the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) Work Programme 2021-2025 that envisions ASEAN as a global leader in disaster management.

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**ASCEND Programme and  
Toolbox:**

# **Introduction**



**ASCEND**

**1.1**

## The ASCEND Programme

Southeast Asian governments, through the ASEAN Committee on Disaster Management (ACDM), continue to invest in strengthening disaster management systems for a more secure and resilient region. However, the compounding risks and increasing uncertainty of disasters in our new climate reality threaten to set back the socioeconomic development gains of ASEAN societies. Widespread and recurring disaster damages and losses can overwhelm national capacities and worsen regional transboundary effects.

The Declaration on One ASEAN One Response (OAOR) at the 2016 ASEAN Summit in Vientiane, Lao PDR, reaffirms ASEAN's vision to move towards faster and more integrated collective responses to disasters inside and outside the region. However, ASEAN's past experiences responding to large-scale disasters showed that realising the OAOR can be challenging. Various responders from different countries, institutions, organisations, and companies seek to contribute to the overall response. Their goodwill is appreciated, and several provide much-needed assistance. But ASEAN and affected Member States sometimes found it challenging to determine what knowledge and skills responders have and how they can effectively contribute to national and regional efforts.

Learnings from past experiences and shared commitment to realising the OAOR vision increased the need to develop regionally recognised Competency Standards and a certification process for disaster management professionals. The increased support led to initiatives that eventually created the ASEAN Standards and Certification for Experts in Disaster Management (ASCEND) Programme. ASCEND is now part of Priority 5: Global Leadership of the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) Work Programme 2021-2025, a programme that envisions ASEAN as a global leader in disaster management.

**1.2**

## The objectives of ASCEND

- To enhance the capacity of the ASEAN countries in the implementation of ASCEND.

- To establish regionally recognised Competency Standards and assessment processes covering five professions in disaster management.
- To improve the capacity of the AHA Centre to serve as the ASCEND Secretariat.
- To promote understanding of the ASCEND Framework among the ASEAN Member States (AMS) and other ASEAN sectors in preparation for the inclusion of ASCEND into the ASEAN Mutual Recognition Arrangement (MRA).

**1.3**

## Advantages and benefits of an ASCEND certification

### For ASEAN

The ASCEND certification can assist Member States in ensuring that competent disaster management professionals handle emergency assistance and disaster relief across the region. It also supports mutual recognition of disaster management competencies to facilitate acceptance of external aid and faster response.

### For AHA Centre

ASEAN, a rapidly developing and hazard-prone region, will need more competent disaster management professionals. The ASCEND certification can narrow current knowledge and skills gaps. It can also enable stronger cooperation and interoperability between disaster managers in their home countries and across regions.

### For disaster management professionals

Disaster management professionals can use their ASCEND certification to promote themselves professionally and serve as evidence of their experience and qualifications. It can also make it easier for organisations to determine the ability of certificate holders to perform critical work functions of specific occupations in the disaster management sector.

These ASCEND toolbox documents support the ASEAN Member States in identifying, building the capacity of, and mobilising competent disaster managers across Southeast Asia that are highly capable of contributing to reducing disaster risks and disaster losses in the region through timely and effective response.

**1.4**

## The ASCEND Toolbox

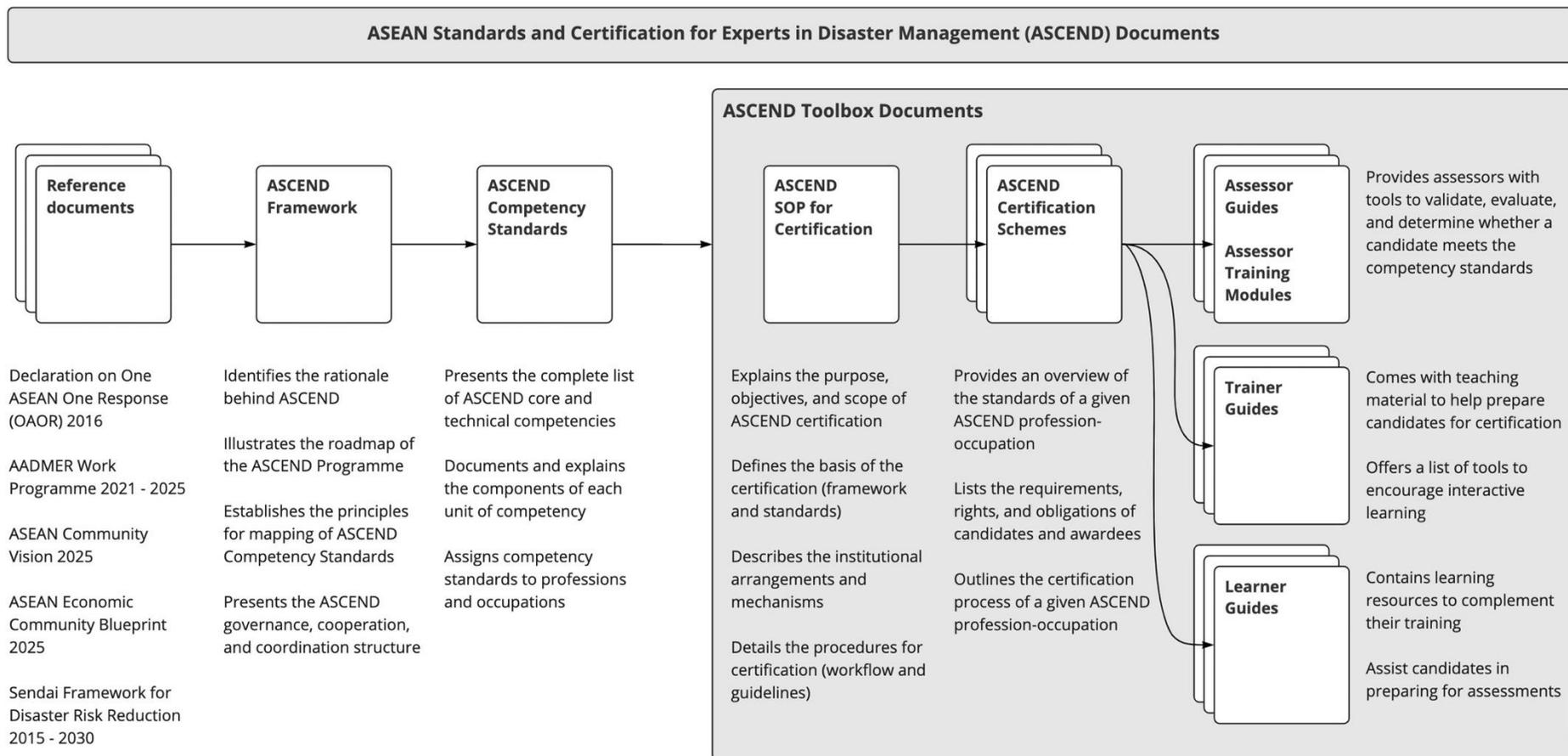
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards, containing forty-three (43) regionally recognised core and technical competencies in selected disaster management professions. The Competency Standards outline the work elements and performance criteria that guide for certification of disaster management professionals across the region.

Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor Guides, Trainer Guides, and Learner Guides. The ASCEND Competency Standards, approved by the ASEAN Committee on Disaster Management, are the primary basis of the Toolbox documents.

The SOP defines the basis of ASCEND, describes the institutional arrangements and mechanisms, and details the certification procedures. Certification Schemes present an overview of the standards of each profession-occupation and certification requirements, the rights and obligations of candidates and certificate holders, and general guidelines on the certification process. Assessor Guides provide assessors with tools to validate, evaluate, and determine whether a candidate meets the Competency Standards. Trainer Guides come with PowerPoint slides and presenter notes to help trainers prepare candidates for certification. It also offers a list of tools that trainers may use to encourage interactive learning. Learner Guides assist candidates preparing for ASCEND certification in their chosen disaster management profession and occupation. It contains learning resources and complementary readings that can help prepare them to undergo the required assessment.

The ASCEND Toolbox documents can assist the ASEAN Member States to identify, build the capacity of, and mobilise competent disaster managers across Southeast Asia to help reduce disaster risks and disaster losses in the region through timely and effective response.

Figure 1: Overview of ASCEND Toolbox Documents





# The Learner Guide: Introduction for Candidates



**ASCEND**

Welcome and thank you for your interest in pursuing an ASCEND certification. This Learner Guide is for you to read. It contains learning resources and helps you prepare for the required assessments: oral interviews, written tests, and observation checklists.

## Competency-based learning and assessment

**Competency** is the attitude and ability to use or apply one's experience, knowledge, and skills-sets to perform critical job functions in a defined work setting.

*Table 1: Competency areas and descriptions*

Competency area	Description
<b>Experience</b>	Refers to the qualifications of the candidate that make them eligible to pursue certification. It includes the candidate's formal education, work experience, professional training, and job-relevant life experiences.
<b>Knowledge</b>	Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.
<b>Skills</b>	Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.
<b>Attitudes</b>	Refers to associated beliefs, feelings, motivations, and values that influence a candidate to make decisions and act according to occupational standards and the professional work setting.

There is one Learner Guide for each unit of competency. The Competency Standards and Unit Descriptor section of this document outlines the content you will be studying – broken down into elements and performance criteria

that will be covered during training and assessed using competency-based methods. This guide contains a glossary of terms, a list of abbreviations, readings and activities, a self-assessment checklist, and information about the oral interviews and written tests.

**Competency-based methods** help ensure that the ASCEND certification process is relevant, valid, acceptable, flexible, and traceable – in alignment with the ASEAN Guiding Principles.

The relevance principle confirms that the ASCEND certification reflects the current professional needs in the disaster management sector. The validity principle relates to the consistency and equitability of the assessment process. The acceptability principle is about aligning the ASCEND certification to other disaster management professional standards and good practices. The flexibility principle refers to the responsiveness of the ASCEND certification to changes or differences in disaster management work settings and job requirements. The traceability principle ensures that evidence is sufficient to grant the ASCEND certification.

**Competency-based assessment (CBA)** is the process for evaluating whether a professional is qualified and competent to perform in a particular occupation. CBA is used to determine if the candidate's experience, knowledge, skills, and attitudes meet the standards and performance criteria defined in a unit of competency.



# ASCEND Competency Standards and Unit Descriptor



**ASCEND**

**3.1**

## Competency standards

Competency standards are a set of industry-accepted benchmarks that defines the experience, knowledge, skills, and attitudes professionals need to perform well in an occupation. It also reflects the requirements of work settings and considers the developments in the disaster management profession.

**3.2**

## ASCEND Competency Standards

The ASCEND Competency Standards identify the key features of work in selected disaster management professions and performance standards professionals need to meet to be deemed competent. It also provides the list of the forty-three (43) core and technical competencies that serve as the basis for defining the regionally recognised disaster management qualifications across the ASEAN Member States. The five (5) professions covered by the ASCEND Competency Standards include Rapid Assessment, Humanitarian Logistics, Information Management, WASH, and Shelter Management. Under these professions are five (5) categories of occupations: Manager, Coordinator, Officer, Promoter, and Engineer. Overall, there are fifteen (15) profession-occupation combinations (e.g., humanitarian logistics manager, information management coordinator, WASH promoter).

Each ASCEND Competency Standard has its dedicated Toolbox documents: an SOP, Certification Scheme, Assessor Guide, Trainer Guide, and Learner Guide. Only one SOP applies to all profession-occupation combinations covered by the ASCEND certification. The Certification Schemes, one for each of the profession-occupation combinations. Both these documents align with the AQRF Level Descriptors, Section 4: Guiding Principles and Protocols for Quality Assurance of the AGP, and ASEAN Disaster Management Occupations Map. The Certification Schemes also outline the ASCEND competencies under selected professions and occupations, eligibility criteria, basic requirements and rights of candidates, and obligations of certification holders. Assessor Guides describe the components of particular competency standards and offer tools to determine the candidate's qualifications. Trainer and Learner Guides expound on a given competency standard's elements and performance criteria for learning and assessment preparation purposes.

The Toolbox documents may also serve as a reference for ASEAN Member States' seeking to develop and implement national-level competency-based certification processes based on their respective capacities and needs. The ASCEND Competency Standards and its derivative Toolbox documents will be reviewed and updated every five (5) years to ensure it reflects changes in the disaster management profession and remains relevant. Table 2 describes its main components.

*Table 2: Components of the ASCEND Competency Standards*

Component	Description
<b>Unit title</b>	Describes the critical work function to be performed in an occupation
<b>Unit number</b>	<p>A coding system to organise the units of competency. It also indicates the types of competency standards.</p> <ul style="list-style-type: none"> <li>ADM.<b>COR</b>.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures.</li> <li>ADM.<b>TEC</b>.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.</li> </ul>
<b>Unit description</b>	Provides information about the critical work function covered by the unit.
<b>Elements</b>	Presents the occupational tasks required to perform the critical work function in the unit.
<b>Performance criteria</b>	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.

**3.3**

## Unit descriptor

**Unit title:** Supervise Projects in a Pressured and Dynamic Environment

**Unit number:** ADM.COR.004.1

**Unit description:** This unit deals with the knowledge, skills, and attitude required to supervise projects in a pressured and dynamic environment to work effectively within humanitarian contexts.

### Element 1.

#### Handle project in a stressful situation

##### Performance Criteria

- 1.1 Respond to obstacles, frustrations, and other people's negative behaviour objectively
- 1.2 Maintain self-discipline and stay focused to ensure tasks can be run consistently.
- 1.3 Sorting complicated issues into components for completion one by one consistently.
- 1.4 Maintain clarity of mind in analysing problems and finding solutions
- 1.5 Make decisions appropriately and quickly according to the situation
- 1.6 Promote wellbeing and a 'duty of care' culture

### Element 2.

#### Keep on-task to supervise projects by maintaining professionalism

##### Performance Criteria

- 2.1 Set realistic deadlines and goals
- 2.2 Focusing on the most important task
- 2.3 Make an outline of a project and break it down into manageable tasks
- 2.4 Enable others to carry out their roles and responsibilities
- 2.5 Monitor commitments and actions transparently
- 2.6 Make regular report

### Element 3.

## Implement humanitarian response

### Performance Criteria

- 3.1 Identify conflict-causing issues
- 3.2 Choosing the right effort or path for problem-solving
- 3.3 Determine the right people to help solve the problem
- 3.4 Resolve misunderstandings caused by cultural diversity
- 3.5 Choose the right strategies to resolve the conflict

## 3.4

## Glossary of Terms and List of Abbreviations

Terms and abbreviations	Descriptions
<b>HC</b>	Humanitarian Coordinator
<b>KISS</b>	Keep it Simple
<b>MHPSS</b>	Mental Health and Psychosocial Support
<b>MHPSS WG</b>	Mental Health and Psychosocial Support Working Group
<b>NGO</b>	Non-Governmental Organisations
<b>RC</b>	Resident Coordinator
<b>SMART</b>	Specific, Measurable, Achievable, Relevant, and Time-Bound
<b>VUCA</b>	Volatility, Uncertainty, Complexity and Ambiguity
<b>WB</b>	Work Breakdown Structure



# Unit Readings and Activities



**ASCEND**

**4.1**

## Element 1. Handle Project in A Stressful Situation

### 1.1 Respond to obstacles, frustrations, and other people's negative behaviour objectively

#### A. Introduction

Our world has been increasingly vulnerable, volatile, uncertain, complex, and ambiguous (VUCA). Operating and working in a VUCA world pose multiple challenges for emergency responders and humanitarian workers.

The term VUCA - in a humanitarian and emergency response context - describes a condition that appears increasingly very different from our familiar past.

- **Volatility**  
mean that disaster situations are dynamic and local context changes rapidly, often at unprecedented scales.
- **Uncertainty**  
means that emergency managers might find that predicting the future based on the past is no longer reliable. Forecasting and decision-making for becoming increasingly difficult. During disasters, critical decisions are often made under uncertainty and incomplete information.
- **Complexity**  
Choosing a single correct pathway is not only impossible but misleading. Problems and their consequences are more multi-layered and multi-level. The different layers and levels are interwoven, making it impossible for emergency managers and responders to fully comprehend how things are related.
- **Ambiguity**  
It has become rare for things to be completely clear-cut or precise. Managers who adopt 'one size fits all' and 'best practice' will fail in their mission. The information is often ambiguous and incomplete. Crisis managers face tremendous challenges in making informed decisions.

Emergency managers and responders need to be more adaptive when operating in the VUCA context. Some qualities to be considered:

- **Sense-making to make sense**  
A process where emergency managers and crisis leaders create meanings from their lived and shared experiences. It involves new ways to understand reality, being reflective, ready to challenge assumptions, situational awareness and commitment to continuous learning and helping others to learn
- **Collaborative leadership**  
is a quality of leadership where emergency managers adopt a more collaborative approach that allows learning from different perspectives and experiences to provide more effective direction in emergency assessment and operation.
- **Adaptive leadership**  
builds flexibility and tolerance for uncertainty and change. Adaptive leadership is flexible, dynamic, responsive, and holistic. It requires the adoption of systems thinking to guide the operation.
- **Stewardship**  
acknowledges what previous leaders have built and keeps a close eye on the future needs whilst attending to the present needs.
- **Meaning-making**  
an effective communication strategy adopted by crisis managers that is central to how a crisis is construed and understood. It is about creating an opportunity to make sense of a crisis in the world and create a shared understanding of the events and responses.

## B. Mitigation of PTSD

Aid workers and disaster responders can risk being kidnapped or killed in situations where security is at stake. Responding to disasters and crises often put the responders under various conditions that might lead to stress. Exposure to demanding and challenging tasks could put responders in posttraumatic stress disorder (PTSD).

Research shows industry-wide negligence to help disaster responders and aid workers' psychological health issues. Unmanaged risks include suicide, depression, anxiety disorders, hazardous alcohol and emotional exhaustion,

and other stress-related problems that are impossible to quantify but are considered endemic

**Responders' wellbeing and staff care.** It is imperative to manage and support responders' safety, wellbeing, rights, dignity

**Cumulative stress** is common but often neglected that can be corrosive to the mental health of humanitarian workers and disaster responders. If unmanaged, it erodes the effectiveness of both workers and workgroups over time. **A combination of stresses** can expose the responders to PTSD that can threaten life. These require immediate attention from colleagues and the organisation.

**PTSD management** starts with an individual. However, the organisation can create an ecosystem where support can be available to humanitarian workers and disaster responders.

**Work and life balance.** No one should feel essential to the team twenty-four hours a day, seven days a week. It is necessary to allot responsibilities and backup so that the whole team can get an individual respite regularly

## C. Summary

- We live increasingly dynamic, vulnerable, volatile, uncertain, complex, and ambiguous (VUCA) world.
- The nature of disaster response and humanitarian crisis response exposes humanitarian workers to various stress and mental health issues.
- Managing the VUCA, emergency managers should consider several measures to keep their team in a good mental state and conducive environment.

## 1.2 Maintain self-discipline and stay focused to ensure tasks can be run consistently.

### A. Goal-Oriented and Task-Oriented Mindset

There is a need for the team member to adopt a healthy balance of being a goal-oriented and task-oriented individuals.

A goal-oriented plan or activity suggests that the assessment team must always have a specific objective or target in mind whenever they embark on a mission. At the same time, task-oriented behaviour suggests that a team member must have the cognitive abilities to solve problems in a particular disaster response mission or task on time.

## B. Goal-Oriented Leadership

Emergency managers and coordinators must adopt a goal-oriented mindset to ensure the goal of assessment is achieved. The mindset includes:

- Setting clear goals with specific targets informed by experience and knowledge.
- Grounded in knowledge and a realistic outlook
- Awareness of contexts.
- Being flexible and adaptive to tasks and missions.
- Being able to see the big picture, ask the right questions, and pay attention to details.
- Involve establishing a hierarchy of goals that cascade down the organisation or a sequence of goals that acts as steps toward a long-term objective.

In humanitarian terms, Managers/Coordinators as leaders can set their goals by applying goal-oriented behaviour:

- **SMART system**  
Goals should be **specific**; they must be broken down into smaller, **measurable** elements, the goals are **attainable**; the goals must have a link with all stakeholders in the project (**relevant**), and goals should have a deadline (timebound)
- **Connecting to your 'why'**  
To ensure that the goals of each responder align with the organisation as a whole, communicate and reiterate humanitarian values and mandates to the team members. Encourage every team member to link their goals back to the humanitarian imperatives. One must create a solid connection to their why – that is, serving a purpose beyond our immediate self-interest results in the highest levels of engagement and motivation.

- **Create an action plan**

For each goal to be met, it needs an action plan. That relates to the “measurable” component of the SMART system – creating a list of milestones that the employee can use to keep their progress on track throughout the year. Another part of that action plan is ensuring that each staff has all the tools they need to achieve their goals.

- **Reflective practice**

A team member or the team must establish an approach to reflect on their action continuously. Questions to be asked include: how can things be done in different ways to achieve a better quality of processes and outcomes?

## C. Summary

- An emergency manager should develop a goal-oriented mindset by setting clear goals with specific targets informed by experience and knowledge; Grounded in knowledge and a realistic outlook; Awareness of contexts; and flexible and adaptive to tasks and missions.
- A goal-oriented mindset can start humble – e.g. by applying the SMART measure system: Simplicity, Measurable, Achievable, Reliable and Timebound.

## 1.3 Sorting complicated issues into components for completion one by one consistently

Emergencies are often complex. The key to accomplishing an emergency mission is the ability to ask the question: What are the basic building blocks of the tasks at hand? This will help sort complicated issues into manageable components.

- Responders and assessors can establish a detailed breakdown of their daily missions and deliverables.
- Adopt tools such as mind-mapping and issue trees to help field workers elaborate their plans.
- Mind map can help a team of the assessment team to brainstorm the issues they face. This will help them plan projects, map out information architecture, create flow charts, and develop assessment strategies.

- Problem tree or Issue tree analysis is another communication tool for the team or group to visualise the problem tree or issue. It helps to understand the potential root causes of the problem.

## 1.4 Maintain clarity of mind in analysing problems and finding solutions

### A. Introduction

Problem-solving is a mental process used to identify, analyse, and solve problems. Three strategies often used include trial and error, heuristic approaches and systemic analysis using a problem-solving cycle.

Some problems are better solved through an explorative approach by trial and error. The Trial and Error suggest that if you fail to try, try again. And if you fail, try, try again. This could be endless, and an assessment team could be trapped in optimism bias, a type of cognitive bias where you try harder and solutions you try out do not solve the problem.

The heuristic approach is a general problem-solving framework that often uses mental shortcuts to solve problems. It is a “rule of thumb”, a relatively automatic mental process that saves time and energy when making a decision – informed by experiences and past knowledge. Unfortunately, new disasters bring new challenges, it is not always work in an unknown situation, and it is not always the best method for making a rational decision.

### B. Problem-Solving Cycle

It is essential to follow a series of steps called the problem-solving cycle to solve a problem correctly. While this cycle is portrayed sequentially, people rarely follow a rigid series of steps to find a solution:

- **Identify and define the problem**  
State the problem as clearly as possible. Be specific about the issue, whether it is about road access, telecommunication, local contacts or areal views. For example: “I don’t have information about access to a particular village affected by a tsunami.”
- **Forming a strategy for possible alternatives**

The next step is to develop a strategy to solve the problem. The approach will vary depending on the situation and the individual's unique preferences: the more available information, the better. Try to list all the possible solutions; don't worry about the quality of the solutions at this stage. Try to list at least 10-15 solutions, be creative and forget about the quality of the solution

- **Organising information and evaluating alternatives**

Before coming up with a solution, the field assessor needs first to organise the available information at hand. It is wise to go through and eliminate less desirable or unreasonable solutions from the initial list.

- **Decide and execute a solution**

Specify the 3W1H: who will take action; when and how the solution is executed. If it is an urgent and important problem, ask what resources are allocated to solve it.

- **Monitoring progress**

Effective problem-solvers tend to monitor their progress as they work towards a solution to re-evaluate the approach or look for new strategies if the problems are not well solved.

- **Evaluating the results**

After a solution has been reached, it is essential to evaluate the results to determine the best possible solution.

## **1.5 Make decisions appropriately and quickly according to the situation**

### **A. Introduction**

Decision-making lies at the heart of effective humanitarian action. Many urgent and important decisions must be made under enormous pressure with limited information in an emergency response. This urgency requires a heuristic approach – a 'fast and frugal' – to decision making, which requires decision-makers to think and act differently than they would otherwise, such as with 'partial or incomplete information before completely understanding the problem they face to save lives.

## B. Effect of Time Pressure

Time pressure affects humanitarian decision-making in two ways:

- It can generally affect the overall decision-making approach by decreasing the number of people involved in the decision. Under circumstances of time pressure, humanitarian leaders are less likely to involve disaster-affected communities in participatory decision-making processes. Emergency assessment managers and coordinators are also less likely to consult with colleagues when experiencing time pressure, as they tend to assume that group decision-making will take longer.
- Time pressure influences decision-making at the level of the individual's cognitive processes. Working with people working in emergency conditions suggests that where decision-making is urgent, less time is available to process information

## C. Timely Decision Making

Timely decision-making involves planning, organising, regulating and controlling functions of a manager. It is crucial to achieving the organisational goals within the given time and budget. Several things should be considered to ensure the decision-making process are appropriate and do not consume much time, including:

- **Create Structure for Timely Decision Making**

In every other situation, it is necessary to think, deliberate a bit more, and assess a larger sight picture before deciding. Whenever possible, make use of the time available to make a decision. Immediate responses, while timely, can leave second or third-order impacts uncovered. Unless in crisis action mode, it is better to pause and think. Then decide. Give the benefit of the doubt.

Before processing the next decision-making challenge, take the time to build a mechanism and structure for making decisions in each situation. Let all emergency team/workers/staff know what this structure will look like to participate, not against it. And only adjust it when it's proven not to work. The main benefit of doing this is that this minimises the time when scrambling to figure out a structure within which will make timely decisions when the situation arises the next time. People want leaders who decide, not oscillate, especially when chaos reigns supreme.

- **Understand Cognitive Biases**

Cognitive biases can come naturally, and they cannot be entirely eliminated. Thus, it is necessary to be mindful of cognitive biases and mitigate them. There is an organising power inherent in knowledge. Simply knowing what biases might affect the thinking, prepared mentally to conquer them. Several biases should be considered:

- Evaluation of evidence
- Confirmation bias
- Overconfidence
- Perceived causality
- Estimating probabilities

Check out the [linked smart sheet](#) to help identify each of these biases and how to mitigate them in timely decision-making.

- **Law of 3 Option**

A decision often becomes untimely due to a lack of proper ideation that generates suitable options for the leader. Rarely, outside of crisis action situations, is the equation reduced to one answer. Creating three options for a decision and generating more than one viable option beyond “do X or do nothing”. At a minimum, this allows humanitarian workers to view a situation not as binary but as multidimensional. It can also eliminate stress, which often accompanies making decisions where there are no options.

- **Procrastinates On Purpose**

There are filters to sift every task through: do, defer, delete, or delegate. We can, and many do, apply the same filters in decision-making. It's highly effective for making their time and keeping an organisation moving. However, these four filters have a fault when faced with a decision whose time has not yet arrived.

Not every decision has to be made immediately, but every decision has to be made at some point. Instead, apply the filters: “delay it”. Permit to delay deciding on a decision whose time has not yet arrived. To ensure that it doesn't delay forever, also decide a date by when will be ready to implement a final decision to do, delete or delegate the task. Calculative waiting doesn't diminish the leaders' credibility.

- **Provide the Team with Frames**

Rarely, in most organisations, is it necessary or desired to generate innovative ideas to solve problems. Especially recurring problems. The reason isn't that leadership abhors creativity. It's simply that not every problem requires a unique way to solve it. Most organisations lack the resources necessary to constantly retool for the newest the box idea to solve problems that do not exist or can be resolved simply.

Most people want general guidelines to perform analysis, collect data, and create options, especially in unusual situations. Within the frame, they have free reign. As the adage sagely proscribes: if it isn't broken, provide a box within which your team can ideate and generate realistic options and result in a decision.

## **D. Summary**

- Decision-making is often undertaken under immense time pressure
- Time pressure can affect humanitarian decision-making in the overall decision-making approach and at the individual's cognitive processes level.
- Several things should be considered to ensure the decision-making process are appropriate and do not consume much time, including: (1) Create a structure for timely decision making; (2) Understand the effects bias will play; (3) Law of 3 option; (4) Procrastinates on purpose; and (5) Provide the team with frames

## **1.6 Promote wellbeing and a 'duty of care' culture**

### **A. Introduction**

As well as delivering on programmatic mandates, it is important to ensure that emergency responders remain physically and mentally safe.

### **B. Wellbeing and Duty of Care**

- **Wellbeing**

Mental Health and Psychosocial Support (MHPSS) framework promotes psychosocial well-being and/or prevents or treats mental

health conditions among emergency responders. The emergency response experience can significantly impact a responder's mental health and wellbeing. It can also have immediate as well as long-term and sometimes life-threatening consequences.

Among Humanitarian Cluster communities, there is an effort to establish an MHPSS Working Group (MHPSS WG) that serves as a platform where agencies providing MHPSS programmes can meet to discuss technical programming issues related to the humanitarian response.

- **Duty of Care**

Duty of care is increasingly being discussed within the humanitarian community. It has become an important area within risk management practice for organisations committed to ensuring better wellbeing for their staff, including addressing health, safety, and security issues. The UN's High-Level Committee on Management defines Duty of Care as "a non-waivable duty on the part of the organisation to mitigate or otherwise address foreseeable risks that may harm or injure its personnel and their eligible family members".

Duty of Care risks primarily comprises occupational security risks (e.g. due to an armed conflict), health risks including risks to mental health (e.g. due to exposure to contagious diseases, prolonged exposure to high-stress situations, instances of violence, harassment or discrimination) and safety risks (e.g. working in substandard facilities).

## C. Summary

- Mental wellbeing and duty of care have been the new imperatives in emergency response and management.
- Cultural safety demands actions that recognise, respect and nurture the unique cultural identity of a person and safely meet their needs, expectations and rights.

**4.2**

## Element 2. Keep On-Task to Supervise Projects by Maintaining Professionalism

### 2.1. Set realistic deadlines and goals

#### A. Introduction

Assessment activities are timebound. Setting clear deadlines and goals are imperative. Overall, setting realistic goals and deadlines are equally important. Disaster managers need to be realistic and attainable when setting goals. You are allowed to be ambitious and yet remain realistic.

One needs to ask the question:

How can I achieve this particular goal?

How realistic is the goal, based on known/unknown constraints, such as transportation factors, to access affected areas?

Goals are the specific result or purposes expected from the project. The goal is achieved through the project objectives and activities. The project goals specify what will be accomplished over the entire project period and should directly relate to the problem statement and vision. To achieve goals, it is necessary to identify tasks and set deadlines to meet them.

When deciding what goals are realistic, it can help break down the activities for the goals and evaluate from there. If the plan of action seems way out of reach, is not aligned with the project timeline, or requires out-of-budget spending, it can signify unrealistically.

Goals can be helpful to specify expectations and fill four types of gaps:

- **Performance gaps**

Performance gaps are addressed through feedback and meetings. The goals made for this may include increased effort on the employee, support from their supervisor, and specific training and resources to assist the person in their development.

- **Growth gaps**

Growth gaps refer more to areas of knowledge and skills that an employee possesses than what they would like to accomplish. The goals can mark the specific target and what they need to do to advance their careers.

- **Opportunity gaps**  
Opportunity gaps refer to when an opportunity arises for an employee and what goals must be achieved to take advantage of the opportunity.
- **Training gaps**  
Training gaps are identified when hiring new employees regarding their competencies. The goals will exist within the training plan, about the direction of the training and what to achieve

## B. SMART Goals

Ambiguous and unclear goals can lead to inefficiency and the possibility of not reaching the goal at all. Emergency managers can set SMART goals (Specific, Measurable, Attainable, Relevant, Timely).

- **Specific**  
Objective clearly states, so anyone reading it can understand what will be done and who will do it.
- **Measurable**  
Objective includes how the action will be measured. Measuring objectives helps to determine if the project is making progress. It keeps them on track and schedule.
- **Achievable**  
Objective is realistic given the realities faced in the community. Setting reasonable objectives helps set the project up for success
- **Relevant**  
A relevant objective makes sense. It fits the purpose of the grant, it fits the culture and structure of the community, and it addresses the vision of the project.
- **Timebound**  
Every objective has a specific timeline for completion

## C. Keep it Simple (KISS) Principle

The KISS principle is a common expression (albeit with slight variations) in project management. The KISS principle is also offered in two other forms (for those who feel delicate about the inclusion of the word “stupid”)

- Keep it short and simple
- Keep it simple and straightforward

It is a design standard that aims to keep the techniques as uncomplicated as possible (simple) and easy to understand and repair (stupid).

Complex goals make it difficult to understand, foresee, and control overall behaviour, even when given complete information about the goals and objectives. The reduction of complexity means that there are fewer unknowns and fewer variables to predict, and thus the goals and objectives of the project arguably become more manageable.

Three things should be considered when applying KISS Principle in project management:

- **Too Much Cross-Function Functionality in One Delivery**  
The project's scope was immense, combining half a dozen existing systems, building a substantial new database, adding new technology, and changing the entire network strategy. No one person, not even the genius who conceived the project, could keep track of what was being proposed, designed and delivered.
- **Excessively Detailed Project Plan**  
The first knock-on effect from the ridiculous amount of work to be done was a project plan that took over an entire room – walls, floor, table, and chairs. With hundreds of tasks to be completed and complex inter-dependencies, the management of this project was impossible.
- **Too Many People Involved**  
Because of the amount of work involved, virtually everyone with any experience was sucked in to help. And to make matters worse, all of the middle managers wanted to get involved, and there was no ONE project manager strong enough to keep everyone in line.

## D. Summary

- Setting deadlines effectively makes large projects or goals more manageable and establishes a clear plan that prepares for the workload ahead.
- Realistic goals and deadlines can be done by making a scope statement which acts as a tool to plan what activities to be done and the measurable goals to be achieved

- Goals can exist in many conditions, such as to help measure performance gaps, growth gaps, opportunity gaps, and training gaps for the employee

## 2.2. Focusing on the most important task

### A. Introduction

Good emergency managers are skilful at breaking these goals down into smaller units, and they know how to translate them into action-oriented to-do lists filled with tasks.

### B. Tasks in Goals

Reaching objectives towards goals requires a series of actions or tasks. Tasks are the most specific steps needed to achieve an objective and, in turn, a long-term goal. The amount of time required to complete a task can vary from a couple of hours to weeks.

#### The Basics of Tasks

Although tasks are the smallest increment in time management, they lead directly to the successful attainment of larger goals:

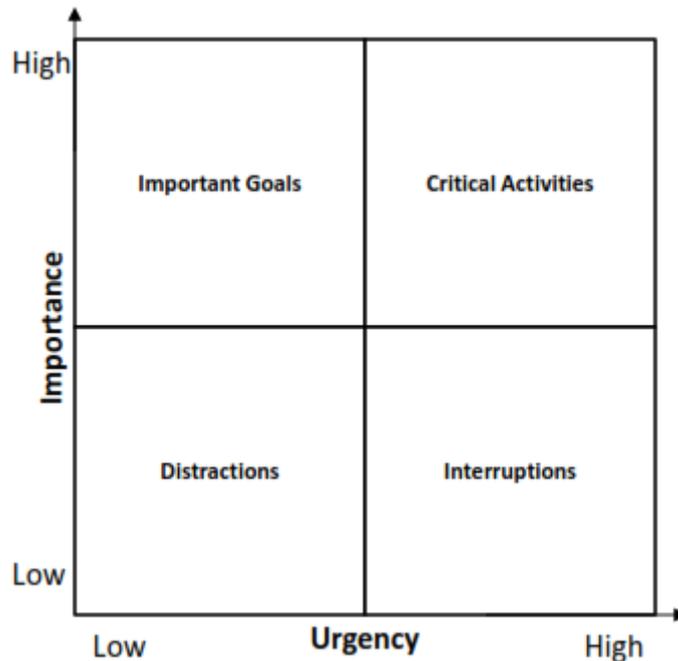
- Tasks are critical to achieving long-term goals.
- Tasks can be accomplished in a few minutes, hours, or days.
- Tasks must be taken as seriously as your larger objectives and goals.
- Tasks that seem intimidating should be broken down into smaller action items.

If a task seems too time-consuming or complex to tackle all at once, give some thought to how to break it down into “action items”—items that can usually be completed within hours or a day

### C. Eisenhower's Principle

It is simple to illustrate the power of planning priorities by drawing this matrix using Eisenhower's Principle like the figure below. Across the top axis, the word ‘urgent’ has both a high and low rating. The vertical axis is ‘Important’ with a high and low rating.

Figure 2: Eisenhower's Principle



- **Important activities/tasks** have an outcome that leads to us achieving our goals, whether these are professional or personal.
- **Urgent activities/tasks** demand immediate attention and are usually associated with achieving someone else's goals. They are often the ones we concentrate on, and they demand attention because the consequences of not dealing with them are immediate

The box consists of four different small boxes with different characteristics:

- **Critical Activities**  
There are two distinct types of urgent and important activities: Ones that could not foresee, and others that left to the last minute. Avoid the latter by planning and avoiding procrastination. On the other hand, issues and crises cannot always be foreseen or avoided. The approach leaves some time in the schedule to handle unexpected issues and important unplanned activities. Identify which urgent, important activities could have been foreseen and think about how to schedule similar activities ahead of time, so they do not become urgent.
- **Important Goals**  
These are the activities to achieve personal and professional goals and complete important work. Make sure to have plenty of time to do these things properly not to become urgent. Remember to leave enough time

on the schedule to deal with unforeseen problems. This will maximise the chances of keeping on schedule and help avoid the stress of work becoming more urgent than necessary.

- **Interruptions**

Urgent but not important activities can stop achieving goals and prevent completing the work. Decide whether these tasks can be rescheduled or someone else could do them.

- **Distractions**

These activities are just a distraction and should be avoided if possible. Others are activities from other people, but they do not contribute to the desired outcomes. Some can simply be ignored.

## D. Summary

- Tasks should be prioritised to ensure all the tasks can be done in a given time and reach objectives towards goals.
- Eisenhower's Principle can be used to sort out the task by their priority and urgency

## 2.3. Make an outline of a project and break it down into manageable tasks

### A. Introduction

Project breakdown aims to get sufficient detail to estimate the time and resources required, and assigned specific person responsible for doing the specific task has sufficient instructions. In a project breakdown activity, it is important to ensure the right level of detail to make the team more efficient.

### B. Logical Framework Approach

Without a proper breakdown of the project, it can be challenging to know whether the project can be accomplished and aligned with the objective. Breaking it all down will ensure a clear path to go and a target to hit. This can also ensure that all the responsibilities are cleared out. Logical Framework Approach (LFA) is a tool that can help structure a project avoid any unclear tasks and goals. The LFA is a set of interlocking concepts which must be used

together dynamically to develop a well-designed, objectively described and evaluable project. This framework should also be used to facilitate communications among all the parties involved in the project design

*Figure 3: Logical Framework Approach*

	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
Goal				
Outcomes				
Outputs				
Activities				

Here is the breakdown of the framework:

- **Goal** (overall aim)
- **Outcome/purpose** (what will be achieved, who will benefit, and by when)
- **Outputs** (specific results the project will generate)
- **Activities** (what tasks need to be done for the output to be achieved)
- **Project summary** (explaining the objectives)  
The project summary must provide a precise aiming point for everyone and be easily remembered and crucial.
- **Indicators** (how to measure the achievements)  
Objectively verifiable indicator is key to ensuring that the goal, purpose, and outputs are not misunderstood or ambiguous. There needs to be a measurable condition that can signal whether something has been achieved.
- **Risks and assumptions** (external conditions needed to get results)  
Assumptions explain the factors beyond control that are necessary for achievement in the project

Note that this tool only helps organise information related to the project, such as weaknesses and important insights, and helps to raise the fundamental questions. There are also weaknesses to keep in mind, such as being rigid and inflexible, where goals and indicators are often avoided during the implementation.

## C. Work Breakdown Structure

A Work Breakdown Structure (WBS) is a fundamental project management technique for defining and organising the total scope using a hierarchical tree structure. In project management, work breakdown structure is a method for completing a complex project by breaking it down into smaller chunks to help the team's productivity and easier project management. Here are a few critical benefits of WBS:

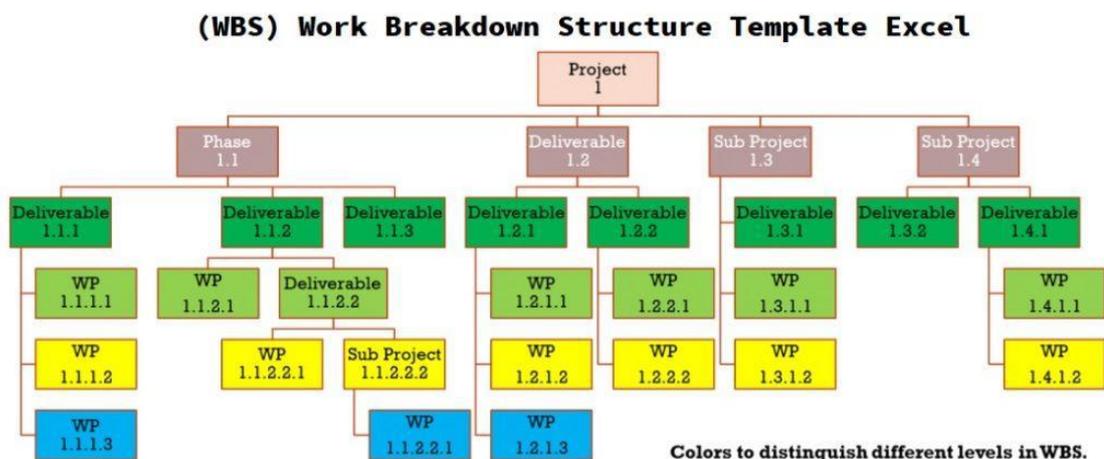
- It provides a visual and graphical representation of all major and minor sections of the project.
- It helps to estimate the cost of the project.
- It helps monitor a going project to the project manager and get an overall view of its progress.
- It breaks project work into small, easily manageable chunks.
- It helps to understand the dependencies links between activities.
- It defines measurable outcomes.
- It helps to develop project timelines and schedules.
- It helps to write a statement or work estimate to present to investors for getting funds.
- It helps to assign and ensure no overlaps in the definition of responsibilities and resources.
- It helps to include all essential things without forgetting any critical tasks and stay away from redundant activities

This structure is hierarchical and consists of a set of primary outcomes, where the project scope is, and the rest is the breakdown of that node. A good WBS should exhibit the following characteristics:

- **Definable**  
It can be described and easily understood by project participants.
- **Manageable**  
It is a meaningful unit of work where specific responsibility and authority can be assigned to a responsible individual.
- **Estimate-able**  
Duration can be estimated in the time required to complete, and cost can be estimated in resources required to complete.
- **Independent**  
Minimum interface with or dependence on other ongoing elements (i.e., assignable to a single control account and distinguishable from other work packages).

- **Integrate-able**  
Integrates with other project work elements and higher-level cost estimates and schedules to include the entire project.
- **Measurable**  
It can measure progress, start and completion dates, and measurable interim milestones.
- **Adaptable**  
Sufficiently flexible so the addition/elimination of work scope can be readily accommodated in the WBS framework.

*Figure 4: Work Breakdown Structure Template*



Different Forms of Work Breakdown Structure:

- **Phase-based structure**  
Define and structure project activities based on the project phases.
- **Deliverable-based structure**  
Define and structure project activities based on the deliverables agreed to deliver
- **Responsibility-based structure**  
Define and structure project activities based on the organisation units that will work on the project

## D. Project Work Scheduling

Scheduling is essential to get an idea of what progress should be expected at what time, track whether the project is falling behind or not, and which tasks should be prioritised. This can include when activities should be conducted,

the due dates of deliverables and when to hit a milestone within the project. If there is no end-point in mind, it can be hard to move forward with the project and evaluate the pace of the progress. There are three main types of schedules:

- **Master project schedule**  
A master schedule tends to be a simplified list of tasks with a timeline or project calendar.
- **Milestone schedule or summary schedule**  
Milestone schedule tracks major milestones and key deliverables, but not every task is required to complete the project.
- **A detailed project schedules**  
A project schedule identifies and tracks every project activity. If you have a complex, large, or lengthy project, it's important to have a detailed project schedule to help track everything.

## E. Summary

- Logical Framework Approach and Work Breakdown Structure are some of the tools to help with breaking down the project so it is more manageable
- Scheduling is imperative to make it easier to set priorities and break tasks down one step at a time

## 2.4. Enable others to carry out their roles and responsibilities

### A. Introduction

Leadership is concerned with the overall vision, broad-based strategy, advocacy and ensuring that principles are promoted and maintained. In general, leadership is an essential skill that helps give a clear vision and better achievement in a community, especially in humanitarian response where multiple organisations and many people are involved in coordination is critical. Hence, leadership skill is needed to bring people together, support each other, and ensure coherent emergency responses.

## B. Facilitating Up and Managing Team Work

Since leadership is known as the process of influencing others to achieve goals, a leader's focus is not only limited to the implementation of a project. Humanitarian response is characterised by dynamic conditions, including high staff turnover or responsible people. Hence, in such circumstances, a leader should manage teamwork. Below is shown some behaviours needed in team management (adopted from Emergency Team Leadership Competencies, IASC Task Force on Training, 2004):

- Draw on the knowledge and experience of all team members for the programme's benefit.
- Provide structure and establish a clear plan of action. Allow flexibility and allow all team members to know there is room to adapt to changes in the environment during implementation.
- Define responsibilities clearly, including an organogram and reporting lines.
- Emphasise the importance of sharing information among staff and with partners.
- Review objectives and progress regularly with team members.
- Recognising employee accomplishments. Give credit for work well done.
- Give close attention to managing staff turnover and integrating new team members.
- Ensure the preparation of good hand-over notes by staff preparing to leave, and arrange overlaps with successors whenever possible.

## C. Creating a Supportive Work Environment to Increase Team Performance

Excellent leadership is not about seeking individual greatness to make a well-performing team. Instead, it is about building up people, trusting, and enabling them to contribute well to a team. However, some obstacles can prevent individuals from becoming a good team. Hence, creating a supportive work environment is crucial to increasing team members wellbeing. Below are some ways to help a team do better:

- **Foster open collaboration and better methods of communication**  
Create an environment where openness and honesty in all aspects of communication are encouraged. In teamwork, this means clear communication of what needs to be done, encouraging the team to propose ideas, taking initiatives, brainstorming, and giving feedback.

Also, communication is about listening. A leader shall let all members know that their inputs are welcomed.

- **Be inclusive, build respect, and empower others**

Understand and respect the diversity and skills of team members. A diverse range of people with different backgrounds, personalities, expectations, strengths, and weaknesses require different approaches. A leader should help each of their subordinates use and develop their skills and overcome their weaknesses.

- **Show team appreciation**

Create an environment that fosters positivity and appreciation. Make the team feel valued by appreciating them. Leaders in supportive work environments should sincerely recognise employees for their hard work. Give credit for work well done. This also means giving credit to the effort of all individuals.

## D. Summary

- Leadership skill is needed to bring people together, support each other, and ensure coherent responses to emergencies.
- Since emergency responses are often characterised by dynamic conditions, including high staff turnover or responsible people, adopting a team management strategy.
- Creating a supportive work environment to increase team member wellbeing can be done by: (1) Foster open collaboration and better methods of communication; (2) Be inclusive, build respect, and empower others; (3) Show team appreciation

## 2.5. Monitor commitments and actions transparently

### A. Introduction

Monitoring can be defined as a systematic collection of data on specified indicators to track progress and inform the stakeholders of ongoing emergency management or intervention with indications of the extent of progress and achievement of objectives and progress. Commitments to action should have measurable results and rigorous methods for tracking progress. Greater transparency is now widely accepted as vital to ensure the effectiveness of humanitarian interventions. A lack of reliable, timely data on

what resources are used where significantly impacts the ability of donors, governments and responding agencies to plan and implement effective responses to crises. Documenting both quantitative and qualitative data will provide a way to measure and identify the impact of your commitment more effectively.

## **B. Performance Metrics for Monitoring**

Performance metrics measure an intervention's social, environmental, or economic impacts on a target community or population. A performance metric should be clearly defined and easily measurable and should answer a specific question about the outcome of commitment. Measuring the commitment results allows for determining the effectiveness of work, and the information can be used to enhance the commitment in the future. Better to share the metrics with supporters, partners, and any potential funders. There are several steps to establish performance metrics:

- **Establish baseline measurements**
  - Survey the community where the committee will be implemented and document the initial conditions.
  - These initial conditions will form the baseline measurements. Comparing the initial data with the outcome data can assess the commitment's impact.
  
- **Compile a list of metrics for measuring progress**

Some of the questions below can help establish monitoring measures:

  - What are planned inputs, outputs, and outcomes?  
An input is a resource needed to implement the commitment. An output is a direct product of commitment. An outcome is a benefit or change that results from your commitment.
  - What are the objectives? How well are they being met?
  - How is your intervention improving the quality of life of the targeted population?

Ensure to consider all stakeholders when devising the metrics and strategies for measuring progress. It is necessary to consider the inputs, outputs, and outcomes for the target population, the larger community, donors, and the organisation

- **Document and record data**
  - **Quantitative Data**

Quantitative data can be counted or expressed numerically and represented visually in graphs or charts. (e.g., number of lives affected, number of children with access to education, etc.). There is a vast range of options for quantitative data depending on the scope and focus of an intervention.

Use a program like Excel to make record-keeping efficient and straightforward.

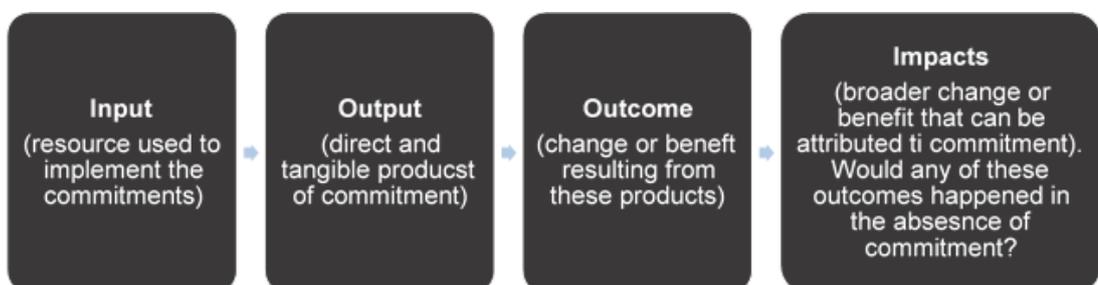
- **Qualitative Data**

Qualitative data can be observed but not quantified. Instead of using numbers, qualitative data is expressed in categories, descriptions, and text. (e.g., feedback from the target community, success stories, case studies, survey responses, personal interviews, field notes, etc.)

- **Analyse data**

- Determine whether the data indicates a positive change in the target community and whether they have met the commitment goals.
- If they did not meet goals, consider modifying the response plan.
- Consider whether revise the list of metrics or use a different data-collecting method in the future.
- Data can be analysed using the chart below to consolidate information and visually organise results.

*Figure 5: Step of Analysing Data*



- **Report and share the result**

- Create graphs, tables, and charts to display the data visually.
- Write up success stories, case studies, and detailed reports. Also, consider shooting video footage of the project's impact and recording personal interviews with beneficiaries.
- Share outputs, outcomes, and impacts with funders, partners, and the beneficiaries of commitment.

- Publish data on a website and create resources that show commitment result

## C. Transparent monitoring

Access to information is essential to enable people to exercise their human rights. In humanitarian response, transparent monitoring is necessary to help all stakeholders know the humanitarian process. Transparency is also the backbone of accountability in the monitoring process. The enhanced transparency monitoring is expected to build mutual trust and confidence and promote effective implementation by providing:

- A clear understanding of humanitarian action in the light of the objective, including clarity and tracking of progress towards achieving goals. Information can include good practices, priorities, needs and gaps.
- Clarity on support provided and received in the context of humanitarian response and, to the extent possible, provide a complete overview of aggregate financial support provided.

The information above can be provided through the reporting steps by sharing the output, outcomes, and impacts, as well as publishing data on a website and creating resources that show the result

## D. Summary

- Transparent monitoring in commitments and humanitarian response actions is necessary to ensure the effectiveness of emergency management response and accountable monitoring.
- Monitoring commitment and actions can be done by doing performance metrics

## 2.6. Make a regular report

### A. Introduction

Information and communication are vital tools for saving lives in emergency response, for aid organisations to assess what people need and where, and to tell people how they can best urgently access assistance. Reporting on

emergency response is not like regular reporting. Time is short; the situation is urgent and often chaotic. As unexpected conditions can keep changing in humanitarian response, it is necessary to establish a regular report to keep all stakeholders informed about the current information.

## B. Progress Report

Regularly reporting on humanitarian response can be done in a progress report. A progress report is a report that updates information about a project. Progress reports make it possible to stay informed about a project and change or adjust tasks, schedules, and budgets. Establish progress reports in a regular valuable timeline for several reasons:

- It gets everyone on the same page
- Facilitates collaboration
- Improves transparency and accountability by providing a paper trail
- Improves project evaluation and review
- Provides insights for future planning

In general, the main parts of a progress report are:

- **Introduction**  
This part provides an overview of the contents of the progress report. After completing all other parts of the report, it's best to write this to provide an accurate summary.
- **Accomplishments**  
This part will include the number and details of the result. The accomplishments should correspond to your goals.
- **Goals**  
What were the goals for the period covered by the report? This could be a goal for the day, week, month, or quarter. On the other hand, it could be a team goal, too. Be concrete when writing goals.
- **Roadblocks**  
Explain what situations, if any, things prevent achieving the goals or may prevent from reaching this month's targets. Be proactive and present an action plan and timeline for resolving the roadblocks. Include details, such as funds, materials, and human resources needed to implement the solution.

## C. Timeline for Report

The timeline of the progress report depends on the type of report and the intended stakeholders. A progress report may be written daily, weekly, or monthly. It may be written for an individual or a team

- **Daily Progress Report**

A daily progress report includes the goals for the day and the previous day's accomplishments. It also explains challenges encountered in performing tasks and achieving goals. Another section under the daily progress report is 'lessons learned. These must be directly related to the day's tasks and challenges and the previous day's accomplishments.

- **Weekly Progress Report**

A weekly progress report provides a week-by-week breakdown of what has been accomplished and what tasks remain to be completed. A weekly progress report may include challenges and lessons learned like a daily progress report.

- **Monthly Progress Report**

A monthly progress report is necessary for projects with longer durations. The report may provide both monthly and quarterly data on project progress.

- **Team Progress Report**

A team progress report provides information on all organisations in humanitarian response as a whole and each organisation's milestones and progress status.

## D. Situational Report

A situational report (SITREP) can be a form of progress report that aims to inform external and internal stakeholders. SITREP can be inclusive. However, SITREP can also be exclusive.

SITREP is a form of communication and coordination tool during an emergency. The Progress Report (Section B above) can be transformed into SITREP and shared widely with the public, depending on the nature of the information. As Section C above indicates, SITREP can also vary in its timeline.

## E. Summary

- Establish a regular report to keep all stakeholders informed about the current information necessary in humanitarian response, as the situation keeps changing in unexpected conditions.
- Establish a timeline for regular reports depending on the type of report and the stakeholders. It can be daily, weekly, monthly, or in the form of a team progress report.

### 4.3

## Element 3. Manage Possible Conflict

### 3.1. Identify conflict-causing issues

#### A. Introduction

Humanitarian response usually deals with time constraints and stressful conditions. This working dynamic requires a team of professionals who are aware of latent conflicts and know how to resolve them by using their analytical and management skills. Correctly identifying the issues is critical to ensure that the right problems are solved, not just temporary fixes. If the root cause is left unaddressed, the solutions implemented might not be sustainable and could cause a loss of time or, even worse, significantly impact the relief efforts. Meanwhile, if managing possible conflicts is done well, it could be a great learning environment as a source of trust-building for the team.

#### B. What is a conflict?

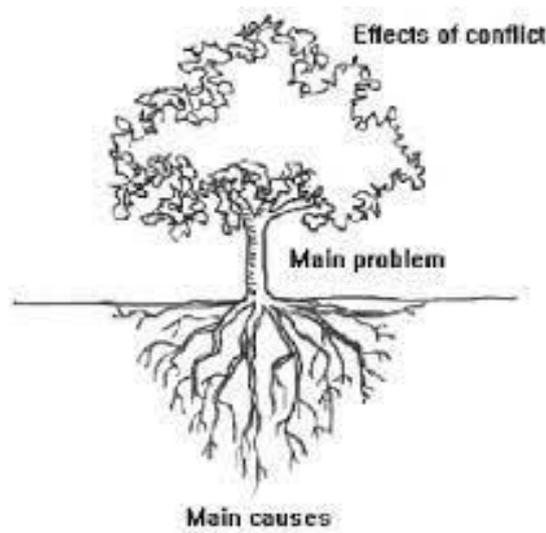
A conflict can be defined as a disagreement or clash between ideas, principles, or people. In some cases, conflict can be destructive to a project, meaning it can slow down progress, create tension and an uncomfortable environment, and even harm the team members. Conflict or problems within a project usually involves multiple parties and are more complex. Different conflict events require different approaches, but every conflict has a root cause and symptoms that arise from the cause.

Those components are to be identified as the early steps of conflict management. In this process, it is crucial to know how to differentiate between listing out the symptoms and addressing the root cause:

### C. Analysing Conflict

To look at a conflict more critically, one needs to have a clear definition of a conflict, its causes, and its effects on the project. The conflict tree analysis can be one of the tools that can help stimulate the discussion and have a clearer view of what is happening.

*Image 1: Conflict tree analysis*



Using conflict tree analysis, three components surrounding a problem:

- **Main Causes**

The roots represent the primary cause. The cause is usually non-visible and what the solution will be based on, which means it needs to be figured out through an open conversation and analysis together with the team. In other words, the main/root causes are the preconditions for a conflict. Finding the primary cause requires tracing the problem, which can be done by laying out the parties (e.g. primary and intervening actors) involved, their different interests and motivations, the relationship between actors, and the chronology of the conflict. It is essential not to be easily satisfied and to be critical about deciding the root cause while listing as many as possible.

- **Problem/Conflicts**

The trunk of the tree represents the problem in this context. Before finding the root cause, the problem and conflict must be defined and specific. Defining the statement can be one of the ways to prevent any

broad accusations during the process, which will harm the discussion. A good problem statement will contain the object/subject involved, the deviation, and the evidence of it happening. Problems/conflicts can also be referred to as a main issue/cause symptom. Meaning what needs to be tackled are the roots.

- **Effects of Conflict**

The tree branches represent the effects of the conflict. In the context of teamwork, this can be mistrust, slower progress, etc.

When done correctly, this visual breakdown creates an output to explain the problem that can be more easily understood. When the issues are complex and interrelated, these components may overlap. Such overlap is not a problem as long as the goal of understanding the conflict is achieved.

## **D. Summary**

- A conflict is a disagreement or clash between ideas, principles, or people. It existed from a precondition which is the root cause.
- Solving a conflict can be done through an open discussion with the teammate using conflict tree analysis to clearly define what causes the conflict, what the conflict is, and the effect of the conflict
- It is essential to resolve a conflict with a clear objective, ensure that the discussion does not trigger any further conflict and does not lead to a destructive solution

## **3.2. Choosing the right effort or path for problem-solving**

### **A. Introduction**

The general idea of problem-solving consists of defining the problem, gathering information, generating solutions, and evaluating the ideas. A judgement about what is possible or not should be made after having a clear idea of the situation, not before. Having structured thinking can help ease the stress and develop better solutions.

After the conflict has been identified correctly, problem-solving skills will figure out how to resolve and solve it. This process requires solid skills in decision-making as well as creative and critical thinking. In a disaster management context, the decision can directly or indirectly affect the affected people or community—synthesising the best solution needs preliminary analysis to give a more in-depth visualisation of the condition, the different driving forces, and the end goal. There are many ways to approach a problem, depending on the situation. One example is cooperative problem-solving, which leads to a win-win solution, focuses on maintaining the relationship, and prioritises solving the issue.

## B. Criteria for Effective Conflict Management

- **Organisational Learning and Effectiveness**  
Conflict management strategies should be designed to enhance organisational learning and long-term effectiveness.
- **Needs of Stakeholders**  
Conflict management strategies should be designed to satisfy the needs and expectations of the strategic constituencies (stakeholders) and attain a balance.
- **Ethics**  
A wise leader must behave ethically, and to do so, the leader should be open to new information and be willing to change their mind. Subordinates and other stakeholders have an ethical duty to speak out against the decisions of supervisors when the consequences of these decisions are likely to be serious

## C. Path to Problem Solving

Like the conflict tree analysis, problem-solving can be done with solution tree analysis. Depending on the situation, this tool can improve, structure, or fix a situation in a project or development program. This approach gives a better idea of the situation ahead, generating ideas. The solution tree also consists of three main components, which is:

- **Ends/Effect**  
The tree branches represent the result or the effect of the goal. From the conflict tree analysis, the harmful effects of the conflict are turned into positive achievements, which is the impact once the action plan has been implemented. This can be a medium and long-term outcome.

- **Objective/Goal**

The tree trunk is the goal to be achieved. When a problem is complex, there might be more than one goal, where choices and priorities are made. Do bear in mind that this tree will result in an actionable plan, hence why it is also essential to consider feasibility. Use SMART (Specific, Measurable, Attainable, Realistic, Time-Bound) thinking to help you have a clear objective or make a goal statement to help centre the focus on this.

- **Means/Solution**

The root of the tree represents the solutions. This means turning the root of the conflict that has been previously identified and thinking of the desirable opposite as well as the different alternative actions that are available. Backing the discussion with evidence and data will significantly affect the implementation process later because it is a way to keep the solutions and alternatives as authentic as possible. Using creativity in this section can also help generate valuable fresh ideas.

When identifying the path to problem-solving, it is essential to take the time to consider the different options and avoid making rushed decisions because the impact can be long-term and even create even more significant problems. Reading the situation and focusing on the goal can also help decide which effort is appropriate for a specific event. After the solution tree has been made, ideas should be evaluated to rethink what could work, prioritise, etc. It is encouraged that relevant stakeholders actively input the solution within the capacity.

## **D. Summary**

- Choosing the path to problem-solving can be broken down with the solution tree
- The solution tree consists of goals, outcomes and desired solution that is reflected in the conflict tree analysis
- Inputs and new ideas are very encouraged in this process

## **3.3. Determine the right people to help solve the problem**

### **A. Introduction**

In a difficult situation, it is crucial to find help when needed. Especially in a team's context where solving a problem is rarely one man's job, delegating the right people to help can be ideal. What is delegation? A delegation is when someone at a higher level (e.g. manager, supervisors, project leader) assigns responsibility to others within the team. It is important to not view this as a way to let go of responsibilities but instead as an opportunity to know the team better, learn opportunities and build trust. Delegating tasks is also a way to move faster and improve productivity.

## **B. Determine the Right People**

Choosing the right people will vary depending on the situation or the task given. It is vital to have a general idea of the strengths and weaknesses of your team members. Before assigning the task, the skills assessment is essential to determine whether the subordinates require training. For example, if you need help in making a solution, pick someone you feel has been critical and innovative. If you need someone to help lead a group discussion, pick someone with good communication and leadership skills.

In conclusion, being aware of job abilities before delegating a task is necessary. There are also other values to be considered, such as work ethic and performance as far as the project goes. It is crucial to have someone willing to learn and be reliable when solving a problem. It is also possible to delegate a task because someone else is more skilled in carrying out the responsibility. If that is the case, trusting them will improve the team's overall efficiency.

## **C. Ensuring the Delegation is Effective**

Delegating a task does not stop after the responsibility has been handed over. After the right people have been chosen, there are a few things to keep in mind to help with ensuring an effective delegation:

- It is important to provide them with the right and explicit instructions, which means a task with clear objectives and measurable milestones to be achieved.
- It is also vital to ensure that the tasks are not overloaded or too demanding because it can be counterproductive, primarily when no training is provided.

- Be open to questions before the task is delegated, and ensure communication is always open after the task has been given. It is best not to assume the subordinates can figure out everything. If they are having difficulties, teach them new skills.
- Giving feedback and appreciation is one of the many ways to build a healthy environment when delegating someone to help. Always let your team know when they're doing a good job
- For a successful delegation, subordinates need to do their part of taking accountability, meaning they should provide updates on how their work is going

## D. Summary

- Delegating the right people to help can go a long way for the betterment of the team/project
- Delegating responsibly means considering the task's load, the people's ability, and the working environment to support it.

## 3.4. Resolve misunderstandings caused by cultural diversity

### A. Introduction

Being in a disaster management or humanitarian organisation means you will meet a diverse group of people, including those you assist. Your actions, such as how you communicate with people, can be a great place to build inclusivity and trust, but it can go the opposite direction if it's not done right. Knowing cultural diversity alone is not enough to give you the proper knowledge to create a safe and comfortable environment for everyone with various backgrounds. By definition itself, cultural diversity refers to the existence of various cultural or ethnic groups within a society. These characteristics can range from culture, religion, ethnicity, language, nationality, sexual orientation, class, gender, age, disability, health differences, geographic location, etc. This does not equate to the competency to serve those groups.

In a humanitarian context, our sensitivity to these differences can go a long way in the assistance process because it requires direct communication with

the affected community. Cultural competency help prepare responders to be mindful of cultural differences by closing the gaps and avoiding friction along the way. Specific marginalised communities or groups might close themselves to external parties unfamiliar with them. Hence, it is essential to be sensitive to these different values and cultures and determine the best approach to carry out the assistance. Practising empathy and being wary of personal biases can be an excellent start for this.

At an organisational level, there needs to be an established understanding of cultural competence, both internally and in the field, when doing an operation. The way to do this is by addressing cultural incapacity, cultural blindness and gaps in multicultural representation.

## **B. Cultural Competency**

Cultural competency can be defined as recognising and adapting to cultural differences and similarities. It involves:

- The cultivation of deep cultural self-awareness and understanding (i.e., how one's own beliefs, values, perceptions, interpretations, judgments, and behaviours are influenced by one's cultural community or communities)
- Increased cultural other-understanding (i.e., comprehension of the different ways people from other cultural groups make sense of and respond to the presence of cultural differences)

What is culture shock? Culture shock and cultural differences are usually the first steps to recognise diversity. Culture shock is a feeling of disorientation caused by exposure to attitudes, beliefs, and practices caused by an unfamiliar culture. An example of this is different greeting gestures, which can be uncomfortable for others who don't come from the same culture.

Encountering a culture shock means that differences have been recognised and new knowledge has been gained. From this point forward, it is a matter of accepting and understanding those differences that will lead to cultural competence, such as adapting.

Three steps can be considered in evaluating whether an organisation has a culturally competent environment:

- A culturally competent organisation integrates knowledge about individuals and groups into specific standards, practices and attitudes

to increase the quality of services provided and ultimately yield better outcomes by reducing disparities.

- Organisations cannot be culturally competent without employing culturally competent individuals. Individuals cannot thrive in their journey toward becoming culturally competent without an organisation that fosters continued self-assessment, cultural learning and growth.
- Principles of cultural competence include valuing diversity, having the capacity for self-assessment, being conscious of the inherent dynamics when different cultures interact, institutionalising cultural knowledge and developing adaptations to service delivery that reflect an understanding of cultural diversity and new cultural knowledge.

Cultural competency is an ongoing process for an organisation to keep learning about cultures, including our own, realising the barriers that come with diversity and how to overcome them. This process should be supported with a clear structure and policies to establish a solid ground to develop cultural competencies. Inviting trainers and building programs can also be an addition.

### **C. Culturally Safe Workspace**

Cultural safety can be defined as a spiritually, socially, and emotionally safe environment and physically safe for people. It is about shared respect, shared meaning, shared knowledge, and learning experience. There is no assault challenge or denial of their identity, who they are and what they need.

Culturally safe practices include actions that recognise and respect the cultural identities of others and safely meet their needs, expectations and rights. Alternatively, culturally unsafe practices diminish or disempower an individual's cultural identity and wellbeing (e.g. responders and disaster survivors). An essential principle of cultural safety is that it doesn't ask people to focus on any culture other than their own cultural space. Cultural safety is primarily about examining our own cultural identities and attitudes and being open-minded and flexible in our attitudes towards people from cultures other than our own.

Cultural safety is common in the nursing profession, but the concept is transferable to many professions, including humanitarian response and disaster management.

#### **The process toward achieving cultural safety in practice**

The process toward becoming culturally safe includes three different vital elements. All need to be achieved to be in a position to negotiate culturally safe interactions with others. A practitioner who can understand their own culture and the concept of transfer of power between dominant and less dominant groups can be culturally safe in a number of contexts:

- **Cultural Awareness**  
It is a beginning step toward understanding that every culture has a difference.
- **Cultural Sensitivity**  
Alerts practitioners to the legitimacy of difference and begin a process of self-exploration as the powerful bearers of their own life experiences and realities and the impact this may have on others.
- **Cultural Safety**  
It is an outcome that enables safe service to be defined by those who receive it.

### **Strategies towards a culturally safe workplace**

Some strategies can be done to enhance the ability to be culturally safe:

- reflecting on one's own culture, attitudes and beliefs about 'others.'
- clear, value-free, open and respectful communication
- developing trust
- recognising and avoiding stereotypical barriers
- being prepared to engage with others in a two-way dialogue where knowledge is shared
- understanding the influence of culture shock

## **D. Summary**

- Cultural competency is one of the basic requirements for carrying out humanitarian assistance
- Cultural competency is an ongoing learning process and cannot be instant
- Having well-established structure and policies can help support the development of cultural competency in an organisation
- Cultural safety offers emergency responders lenses to understand their own culture, and the concept of transfer of power between dominant

and less dominant groups (e.g., beneficiaries or disaster survivors) can be culturally safe

## 3.5. Choose the right strategies to resolve the conflict

### A. Introduction

As previously defined, a conflict is where two or more parties encounter a disagreement, resulting in a clash. Conflicts can arise for various reasons, starting from different opinions, psychological differences, power imbalance, unclear job descriptions, inconvenient organisational structure and many more.

A conflict resolution requires mutual effort and the right approach and strategies to manage. Choosing the right strategies means reflecting on the problem identification and revolving the strategies around that to ensure that the solution does not shift from the actual problems. It is also vital to treat conflicts with care and effort because they might not end well. This is where good strategies come in to prevent errors and further problems. Same with conflict and solution trees, developing a strategy requires specific and clear results.

### B. Resolve Conflict

Ideally, resolving the issue means successfully addressing the root cause, strengthening relationships, and bringing growth to the team and the project. Having a clear objective and good interpersonal skills will be crucial for this process. Listed below are the tips to help with conflict management:

- **Find the best time and place for the conversation.**  
Before proceeding with the substantive, making sure that the team members are in a suitable mind space can go a long way. A more confrontational discussion might occur during the process, ensuring this would benefit the situation.
- **Assume positive intentions**  
In ensuring that this conflict management would help grow the team, making sure to improve the team can retract from contra-productive results and make a comfortable space for an open conversation so the discussion can be as fruitful as possible.

- **Make sure it's a two-way conversation**  
Every party has their interest, blind-spot and biases, so they need to realise the importance of two-way communication. All parties are to share perspectives and collaborate to reach the objective.
- **Listen and be open to change**  
It is essential to differentiate between trying to be understanding with simply waiting for our chance to respond. This is one of the crucial parts of conflict management because it determines the result and growth of the team.
- **Be specific about the issue and the impact**  
Having a well-defined and specific issue and impact is essential to limit assumptions. Once the issue and the impact have been cleared out, it will be easier to carry out the discussion and prevent unnecessary debate.
- **Don't bring up the past**  
As said previously, a clear objective is needed to guide the discussion and focus on relevant things. Past issues can be unproductive since they can stray away from the main discussion or create unnecessary tension between parties. Focusing on what can be improved can be one of the options to make the discussion more productive.
- **Take responsibility for your part in the problem**  
Mistakes are bound to happen in every operation, but whether or not a lesson is learned starts with acknowledging whether you have contributed to the problem. During relief operations, being responsible and taking accountability will help the team and help the team and the greater good.
- **Focus on the future**  
Reflecting on the past is necessary, but dwelling on what should have been done will not help the discussion move forward. Instead, focus on what can be done and prevent the issue from happening again.

## C. Conflict Management Strategy

Problem identification or diagnosis of conflict problems in an organisation must precede any intervention designed to manage the conflict. A comprehensive diagnosis involves measuring conflict, its sources, and effectiveness and analysing their relations. One of the ways is to refer back to the conflict tree

and gather as much information as possible. The conflict and solution tree can guide the development of a strategy, for example, when choosing if the external intervention will be needed, whether the organisational structure and procedure need to be changed, etc.

Five common conflict-handling style/intentions:

- **Competing (assertive and un co-operating)**  
A desire to satisfy one's interest, regardless of the impact on the other party to the conflict.
- **Collaborating: (assertive and cooperative)**  
A situation in which each party desires to fully satisfy all parties' concerns.
- **Avoiding (unassertive and uncooperative)**  
The desire to withdraw from or suppress a conflict.
- **Accommodating (unassertive and cooperative)**  
The willingness of one party in a conflict to place the opponent's interest above their own.
- **Compromising (midrange on both assertiveness and cooperativeness)**  
A situation in which each party to a conflict is willing to give up something.

When deciding what strategy is best, it is vital to reflect on the present situation and consider the future when it is implemented, especially in the long run. This is done to identify any follow-up efforts to solve the conflict. When solving a problem, it is crucial to be aware of the potential and possible errors, including:

- Type I error, the probability of rejecting a null hypothesis by mistake
- Type II error, probability of accepting an alternative hypothesis by mistake) are well known in statistics
- Type III error, which has been defined "as the probability of having solved the wrong problem when one should have solved the right problem"
- Type IV, the probability of not implementing a solution properly

## D. Summary

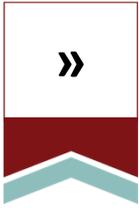
- Conflict management strategies require an outstanding problem identification
- There are different common conflict-handling intentions to be aware of
- Potential and possible errors are what strategies are made to tackle



# Self-assessment Checklist



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## Self-assessment Checklist

Please use the checklist below to help you determine whether you are prepared to be assessed in this unit of competency. The boxes without tick mark indicate that there may be some areas you need to work on to become ready for assessment.

### Instructions

Please tick (✓) the box if your answer is yes

### Questions

Have I read the Learner Guide and understood its contents?

Have I attended, participated in, and completed all training sessions and activities?

Have I reviewed the learning resources to reinforce what I've learned in training?

Am I able to demonstrate my understanding of each element and performance criteria of this unit of competency by writing a summary in my own words?

Am I able to communicate how my experience, knowledge, skills-sets, and attitudes make me qualified and competent enough to perform the job related to this unit of competency?



# Oral Interview and Written Test Guide



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## Oral interview and written test guide

This section guides candidates on how to communicate, demonstrate, or present evidence, responses, and their work in a professional manner. There are three primary ways the candidates will be assessed: through observation, oral interview, and written test. The assessor will determine the final assessment methods and tools depending on several factors like the local context, professional needs, and the like.

### On observations

Assessors will observe the candidate over a period of time to collect evidence of their capability to meet the required standards and performance criteria. Assessors may attend selected learning sessions, if any, to witness how candidates complete their activities and participate in exercises. In doing so, assessors can get a sense of the candidate's key strengths and areas for improvement concerning the unit of competency. It will benefit candidates to ensure that their work is always complete and presentable.

### On oral interview

Assessors will conduct oral interviews to confirm and evaluate the candidate's experience, knowledge, skills, and attitudes regarding the unit of competency under assessment.

Please review the Unit Readings and complete the Self-assessment Checklist in this document. It may include verification questions about what you learned from the training content and material. It may also include competency questions about your knowledge and skills. Assessors may ask you what knowledge or skill will you use or apply to address a specific occupational issue or problem. Candidates need to think about how they will carry out their critical job functions in a defined work setting.

Finally, the interview may also include behavioural questions that focus on attitudes. Assessors may ask for examples of what you will do when a particular situation happens or when circumstances change. Candidates will need to support their answers with reflections on their own or other's experiences and the lessons learned from those.

### On written tests

Assessors will also present a written test to candidates to confirm whether candidates learned and understood the training content and material concerning the unit of competency under assessment.

Accuracy, brevity, and clarity are the ABCs of good writing. The first thing candidates are suggested to do is answer the questions as accurately as possible. It helps structure your response and sharpen your main points in an outline before writing them down. Candidates are advised to use short and simple sentences and paragraphs. The key messages and transitions between your sentences and paragraphs must be clear. Your answers need to be easy to read and understand. It includes removing and leaving out irrelevant material. Candidates are also expected to write coherently and logically so that readers can follow their thought.

Proofread and correct errors in your work before submitting it. How you format your work also matters. If you are using a computer, please check whether your indentions, margins, spacing, listings (bullets, numerical sequencing), and page numbers are in order.



# Recommended Readings



**ASCEND**

## Recommended readings

Alutbi, M. (2020). *Work Breakdown Structure (WBS)*. Accessible [here](#).

Bennett, J. M. (2004). *Becoming Inter-culturally Competent*. Accessible [here](#).

British Council (2019). *Business magazine: Conflict management*. Accessible [here](#).

Chang, W. W. (2007). *Cultural Competence of International Humanitarian Workers*. *Adult Education Quarterly*, 57(3), 187–204. doi:10.1177/0741713606296755. Accessible [here](#).

*Conflict Resolution Training, Implementing the National Syllabus* (2004). Accessible [here](#).

Eckermann, A-K, Dowd, T. & Jeffs, L. (2009). *Culture and nursing practice*. In J. Crisp & C. Taylor, (Eds.), *Potter and Perry's Fundamentals of Nursing*, 3rd Ed., (pp. 118-124). Mosby: Sydney.

FEMA (2005) *Decision Making and Problem Solving*. Accessible [here](#).

Glasgow Learning Network (n.d.). *Identifying City Challenges and Opportunities: A Guide to Problem/Solution Tree Analysis*. Accessible [here](#).

Kodikal, R & Rahman, H & Pakeerrappa, Dr. (2014). *Conflict Management Strategies – A Comparative Analysis of the Employees Working For Service Sectors*. *International research journal of business and management*. VII. 1-12. Accessible [here](#).

Lassa, J. (2015) *Post Disaster Governance, Complexity and Network Theory: Evidence from Aceh, Indonesia After the Indian Ocean Tsunami 2004*. *PloS - Currents Disasters*. doi:10.1371/4f7972ecec1b6. Accessible [here](#).

Nursing Council of New Zealand. (2002). *Guidelines for cultural safety, the treaty of Waitangi, and Maori health in nursing and midwifery education and practice*. Wellington: Nursing Council of New Zealand.

Rahim, M. A. (2001). *Managing conflict in organisation 3rd ed*. ISBN: 1–56720–262–4. Accessible [here](#).

SAMHA (2003). *Developing Cultural Competence in Disaster Mental Health Programs: Guiding Principles and Recommendations*. Accessible [here](#).

Sear for Common Ground (2013). *Mediation & Dialogue Guidebook*. Accessible [here](#).

Tarisayi, K. (2013). *Strengths and Weaknesses of the Logical Framework as a Development Tool*. Accessible [here](#).

UNICEF (2016) *Guide to Conflict Analysis*. Accessible [here](#).

Williams, R. (1999). *Cultural safety – what does it mean for our work practice?* Australian and New Zealand Journal of Public Health, 23(2), 213-214.

## Learning resources

Calloway, T. W. (2020). *The Difference Between Cultural Competence and Diversity*. Accessible [here](#).

Cherry, Kendra (2020). *How Mental Sets Prohibit Seeing Solutions to Problems*. Accessible [here](#)

Cherry, Kendra (2020). *Overview of the Problem-Solving Mental Process*. Accessible [here](#)

Cherry, Kendra (2020). *Problem-Solving Strategies and Obstacles*. Accessible [here](#)

Clarizen. (2017). *The Importance of the KISS Principle in Project Management*. Accessible [here](#)

IGotAnOffer. (2018). *Issue trees: how to use them in case interviews?* Accessible [here](#)

Kenney, Liz, (2020). *Issue Tree: What It Is & How It Helps You Pass Case Interviews*. Accessible [here](#)

Knutson, C (n.d.). *5 Tips to Master the Art of Timely Decisions*. Accessible [here](#)

Larsson, N. (2015). *How to write a log frame: a beginner's guide?* Accessible [here](#)

Management Help (n.d.). *What is Supervision? How Do I Supervise?* Accessible [here](#)

Mindtools (n.d). *Eisenhower's Urgent/Important Principle*. Accessible [here](#)

NSWGovernment (n.d). *Cultural Safe Workplaces*. Accessible [here](#)

Piktochart (2018). *Progress Report: How to Write, Structure, and Make It Visually Attractive*. Accessible [here](#)

Project Insight (n.d.). *Project Scheduling*. Accessible [here](#)

Right to the Education (2017). *Transparency*. Accessible [here](#)

UNFCC (2019). *What is transparency and reporting?* Accessible [here](#)

Visual Paradigm (n.d.). *What is Work Breakdown Structure?* Accessible [here](#)

Vuca World (n.d.). *Leadership Skills & Strategies: VUCA World*. Accessible [here](#)

Quickbase (2015). *How to Set Realistic Project Deadlines*. Accessible [here](#)



# Training Evaluation Sheet



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## Training evaluation sheet

### Name of Training

**Competency unit title and number** ADM.COR.004.1 Supervise Projects in a Pressured and Dynamic Environment

### Location of training

### Date of training

### Instructions

Please tick (✓) your level of agreement with the statements below

**Strongly Agree**

**Agree**

**Neither Agree or Disagree**

**Disagree**

**Strongly Disagree**

### Training content and facility

The training objectives were clearly defined and met.






The training content was organised and easy to follow.






The training material was relevant and useful to me.






The training facility is adequate and comfortable.

### Training delivery and activities

The trainers/presenters were knowledgeable and well prepared.	<input type="checkbox"/>				
The trainers/presenters were engaging and helpful.	<input type="checkbox"/>				
The length of the training was sufficient for learning.	<input type="checkbox"/>				
The pace of the training was appropriate to the content and attendees.	<input type="checkbox"/>				
The activities and exercises encouraged participation and interaction.	<input type="checkbox"/>				

**What did you like most about this training?**

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**What parts of the training could be improved?**

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**Other comments and feedback:**

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**Thank you for completing this training evaluation form.  
Your response is appreciated.**



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ASEAN Standards and Certification for Experts in Disaster Management

**THE AHA CENTRE**

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