1st Edition

TRAINER'S GUIDE

CORE COMPETENCY UNIT

ADM.COR 004.1

Supervise Projects in a Pressured and Dynamic Environment

ONE ASEAN ONE RESPONSE

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

Trainer's Guide

ONE ASEAN
ONE RESPONSE

Project Sponsors:

ASEAN-KOREA COOPERATION FUND

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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.

The ASEAN Coordinating Centre for Humanitarian Assistance on disaster management (AHA Centre) implements the ASCEND project in collaboration with the Korean National Fire Agency (KNFA) and support from the ASEAN Secretariat and the Republic of Korea.

The publication of this document is part of the "ASEAN Standards and Certification for Experts in Disaster Management (ASCEND) Toolboxes Development for Five (5) Professions" project.

General information on ASEAN appears online at the ASEAN Website: www.asean.org

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The ASCEND Programme and Toolbox Development:

Overview

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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 of 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 of 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

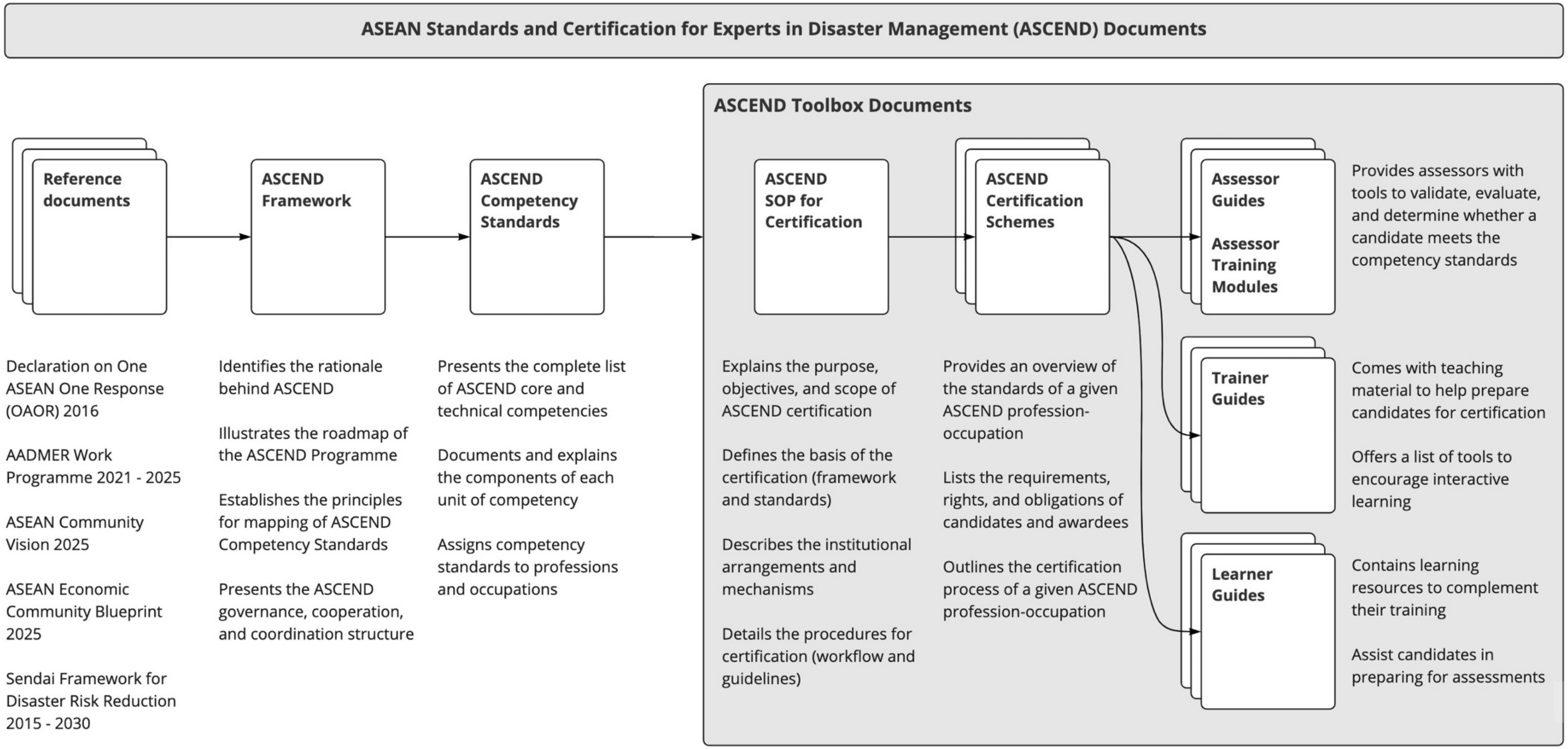
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management 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, is 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 presents 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 provides 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



Competency-based Training (CBT):

Introduction for Trainers

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Important: *Training is not a mandatory activity of the ASCEND certification process. Applicants or prospective candidates are expected to prepare themselves before the assessment by self-studying the Learner Guides provided to them when accepted for ASCEND certification.*

In case Authorised/Licensed National Certification Institutions decide to conduct training on material related to ASCEND, their trainers can use the contents of this guide to develop their courses or programmes. Candidates seeking certification may also use the "PowerPoint slides and presenter notes" section of this guide for self-study.

Competency-based learning and assessment

Competency is the characteristic and ability to use or apply knowledge and skills-sets to perform critical job functions in a defined work setting.

Table 1: Competency areas and descriptions

Competency area	Description
Experience	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.
Knowledge	Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.
Skills	Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.
Attitudes	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.

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 training (CBT) is a teaching strategy that aims to develop the candidate's knowledge, skills, and attitudes to become qualified and competent to perform in a particular occupation. CBT builds on the candidate's experience and uses different modes of instruction to assist them in meeting the standards and performance criteria defined in a unit of competency.

What do trainers do?

A trainer is someone who structures and facilitates the training of candidates to develop or increase their ability to communicate or demonstrate that they are competent in a specific unit of competency.

The role of trainers is to:

- interpret the scope and adapt the ASCEND competency standards to fit the context of where the training is taking place,
- adjust the training method and delivery of material to cater to learner diversity and needs, and
- assist candidates in preparing for competency-based assessments with the learning resources available.

Using the trainer’s guide

The material in this trainer guide is designed to assist trainers in conducting learner-centric activities that recognise prior experience, maximise engagement, teach for understanding, and build on learner strengths. The guide provides suggestions on how to prepare training sessions that enhance candidate participation and minimise disruptions during the session. It also offers a list of equipment and tools that trainers may use to encourage interactive learning and supplement traditional methods like lectures, case discussions, demonstrations, group exercises, simulation games, role-playing, and independent research. Finally, it includes a copy of PowerPoint presentation slides and presenter notes to guide trainers on what key messages to highlight during sessions.

Remarks: *Trainers also need to consider the diverse backgrounds (e.g., cultural, linguistic, social) and needs of candidates when planning and delivering the training. Trainers may have to adapt their training style to suit student preferences, use alternative activities for different levels of ability, and provide opportunities for various forms of participation.*

ASCEND Competency Standards

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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 identifies 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. 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 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. 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. Table 2 describes its main components.

Table 2: Components of the ASCEND Competency Standards

Component	Description
Unit title	Describes the critical work function to be performed in an occupation.
Unit number	A coding system to organise the units of competency. It also indicates the types of competency standards. • ADM.COR.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. • ADM.TEC.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.
Unit description	Provides information about the critical work function covered by the unit.
Elements	Presents the occupational tasks required to perform the critical work function in the unit.
Performance criteria	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.
Unit variables	Advises on how to interpret the scope and context of this unit of competence.
Assessment guide	Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.
Linkages to other units	Explains the connection of the competency standard to other units of competency.

Critical aspects of assessment	Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate's competency.
Context of assessment	Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments.
Resource implications	Identifies the resources needed to conduct the assessment.
Assessment methods	Describes the different assessment methods to assess the competency of candidates in the specific unit.
Key competencies	Presents the specific knowledge, skills, and attitudes related to the unit of competency that assessors need to evaluate to confirm whether the candidate for certification is qualified and competent.

3.3 Unit of Competency

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 how to supervise a project in a pressured and dynamic environment to work effectively within humanitarian contexts

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1. **Handle project in a stressful situation** 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	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment. This unit prescribes a series of actions, from handling projects in stressful situations, keeping on-task under pressure, and managing possible conflict, ensuring that staff can work well, coordinate, and projects run smoothly. **Handle project may have related, but not limited** to: • Confronts people with different gender and age • Comply with organisational rules • Provision of assistance • Contact family • Caring the victims • Caring for the sick • Deal with people's property • Provision of food services **Cultural diversity** may include: • Nation • Tribes • Language • Cultural norms and values • Religion • Custom

Element 2.

Keep on-task to supervise projects by maintaining professionalism

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.

Manage possible conflict

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

- Kinship and family structure
- Personal experiences and personal trauma
- Gender and gender relations
- Age
- Disability
- Sexuality
- Special needs

Realistic deadlines and goals refer to the scope of project supervision

Assessment Guide

This competency unit applies to all supervisor or coordinator levels. The following skills and knowledge must be assessed as part of this unit:

- Ability to handle the project in a stressful situation
- Ability to keep on-task to supervise projects by maintaining professionalism
- Ability to manage possible conflict

Linkages to other Units

This core unit underpins effective performance in all other units related to the Operational, Supervisory or Coordination Level. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Ability to handle project in a stressful situation
- Ability to keep on-task to supervise projects by maintaining professionalism
- Ability to manage possible conflict.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of working effectively with colleagues and assesses either in the workplace or through a simulation activity,

supported by various methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem-solving
- Roleplays
- Third-party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising, and analysing information	2	Respond to the related parties about problems occurring in the field
Communicating ideas and information	2	Provide direction on the work plan to staffs

Planning and organising activities	2	Make an outline of a project
Working with others and in teams	2	Coordinating with related stakeholders
Using mathematical ideas and techniques	2	Preparing project progress reports
Solving problems	2	Provide solutions when misunderstandings occur
Using technology	2	Use communication tools when coordinating with staff

Preparing for Training Sessions:

Equipment, Material, and Tools

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4.1 Onsite training

Please refer to the checklist and table below when conducting onsite training.

Checklist Tick box (✓) when completed	**Training resource requirements** Equipment and material
☐	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
☐	Gain access to a stable internet connection and printer, if needed.
☐	Reserve a conducive training facility with a dedicated workspace (large desk and chair with back support), projector, and black/whiteboards.
☐	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
☐	Request a list of confirmed attendees (candidates) and their contact details.
☐	Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, training venue, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).
☐	Print out copies of the Trainee Manual, if needed.

4.2 Online training

Please refer to the checklist and table below when conducting online training (remote).

Checklist Tick box (✓) when completed	**Training resource requirements** Equipment and material
☐	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
☐	Gain access to a stable internet connection.
☐	Purchase a licensed video conferencing account, if needed (e.g., Zoom Meetings, Webex).
☐	Reserve a dedicated workspace (large desk and chair with back support).
☐	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
☐	Request a list of confirmed attendees (candidates) and their contact details.
☐	Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, Zoom log-in details, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).

The list below recommends apps and tools that trainers may find helpful when planning and delivering the training. Trainers need to register and create their accounts before using the apps and tools.

Apps and tools	**Description**
Zoom	Zoom is a software program that provides a multi-user platform for video and audio conferencing. It has built-in collaboration and presenter tools

	useful in planning and delivering online training sessions like calendar integration, group chat, screen sharing, breakout rooms, and whiteboard functions. https://zoom.us/
For collaboration, group exercises, lectures, and demonstrations.	
Lucidspark	Lucidspark is a virtual whiteboard where training attendees can come together to create, develop, and present their ideas. It can be used for brainstorming, group presentations, and organising notes. https://lucidspark.com/
Ziteboard	Ziteboard is a collaboration software ideal for discussing topics visually and online real-time tutoring. It works seamlessly on different devices (laptops, tablets, and mobile devices) and web browsers (Apple Safari and Google Chrome). https://ziteboard.com/
For activities that test student understanding (quizzes) and decision-making (simulation games)	
Kahoot	Kahoot is a game-based learning platform that allows users to generate multiple-choice quizzes for distance education. Users can create a learning game on any topic in any language, and they can host a live game and share it with users. https://kahoot.com/
Quiz It! Live	Quiz It! Live is an app similar to Kahoot that allows users to create and host live quizzes for groups. It also comes with automated timing, scoring, and marking. https://www.quizit.net/
For gathering feedback, ideas, or responses	
Google Forms	Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more. https://www.google.com/forms/about/
Survey Monkey	Survey Monkey is the world’s most popular free online survey tool. Similar to Google Forms, users can create, send, and edit questionnaires. https://www.surveymonkey.com/

PowerPoint Slides and Presenter Notes

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5.1 Instructions for using PowerPoint presenter

The PowerPoint **Presenter View** allows you to view your presentation together with the presenter notes on your computer's monitor, while attendees view the note-free presentation on another monitor. It allows you to move the slides, control the pace of the presentation, see the elapsed time of your presentation, and use a tool to draw on point or highlight parts of the presentation.

Connect your computer (desktop or laptop) to a projector. Double click on the PowerPoint presentation to open the file. In PowerPoint, click on the **Slide Show** tab and select the **Use Presenter View** checkbox. Choose which monitor to display Presenter View **ON**. Finally, select **From Beginning** or press f5.

For more information, visit the Microsoft PowerPoint help & learning website: https://support.microsoft.com/en-us/powerpoint

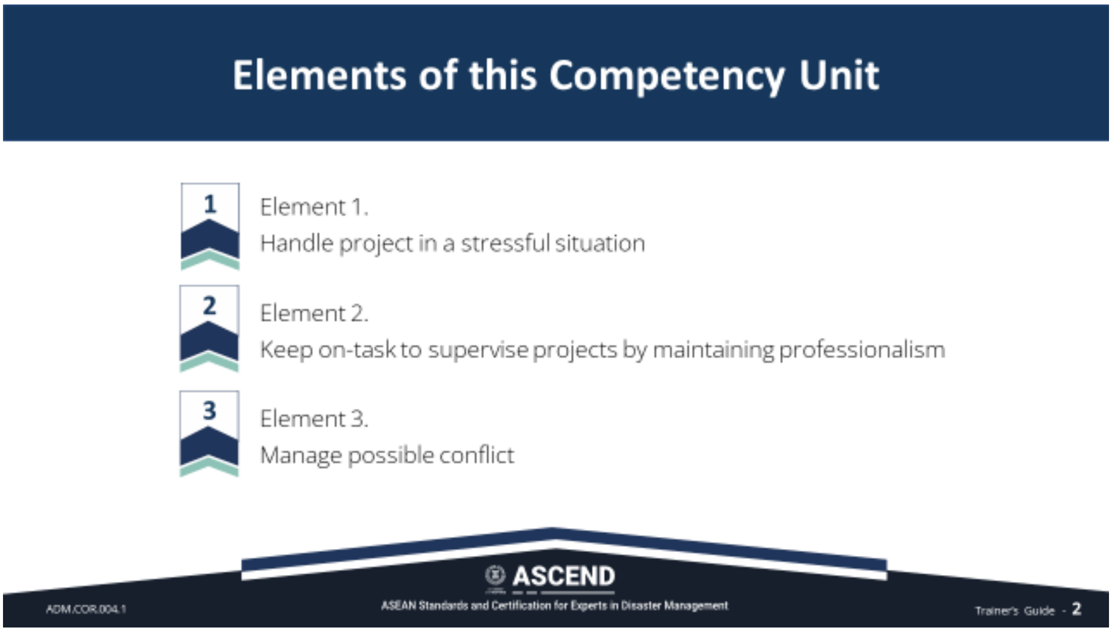
A video tutorial is available here:
https://support.microsoft.com/en-us/office/use-presenter-view-in-powerpoint-fe7638e4-76fb-4349-8d81-5eb6679f49d7

5.2 PowerPoint slides and presenter notes

Image 1: *Slide 1*

Slide No.	**1**
Trainer Notes	Trainer welcomes students to class. .

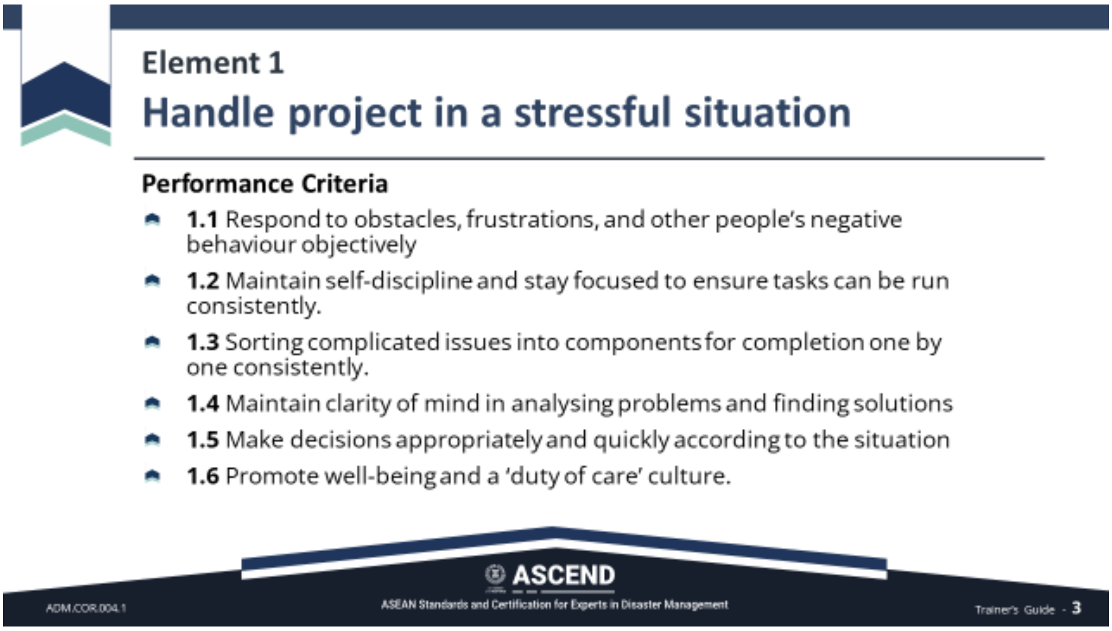
Image 2: *Slide 2*



Slide No.	**2**
Trainer Notes	Trainer advises this Unit comprises three Elements, as listed on the slide explaining:

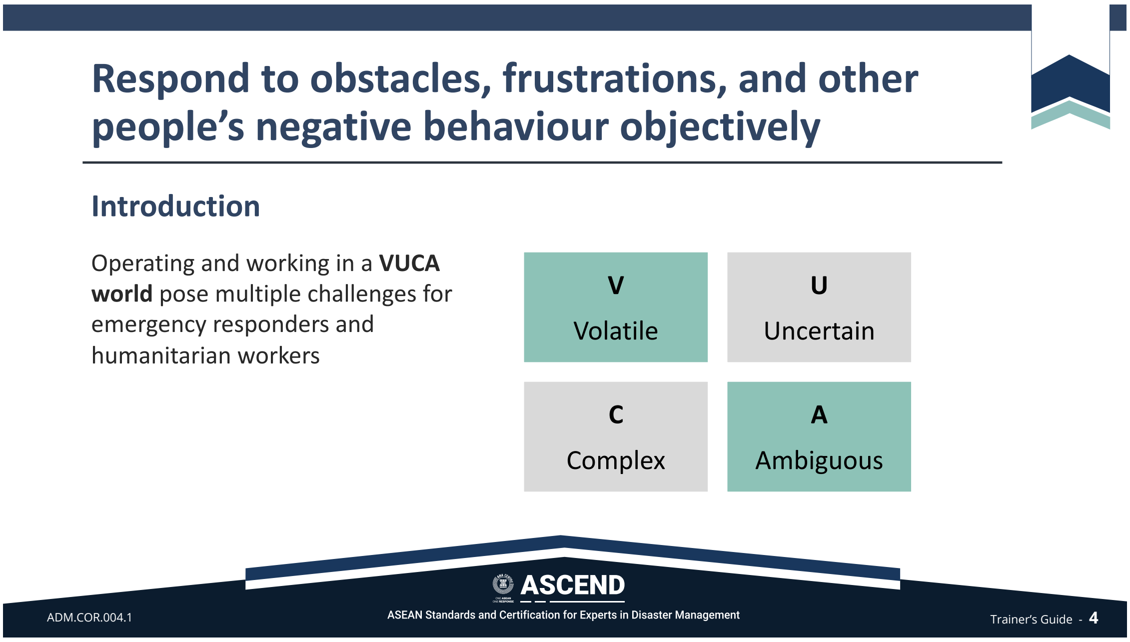
- Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail
- Trainees can obtain more detail from their Trainee Manual
- At times the course presents advice and information about various protocols. Still, where their workplace requirements differ from what is presented, the workplace practices and standards and policies and procedures must be observed.

Image 3: Slide 3



Slide No.	**3**
Trainer Notes	Introduce topic Trainer identifies the Performance Criteria for this Element, as listed on the slide.

Image 4: Slide 4



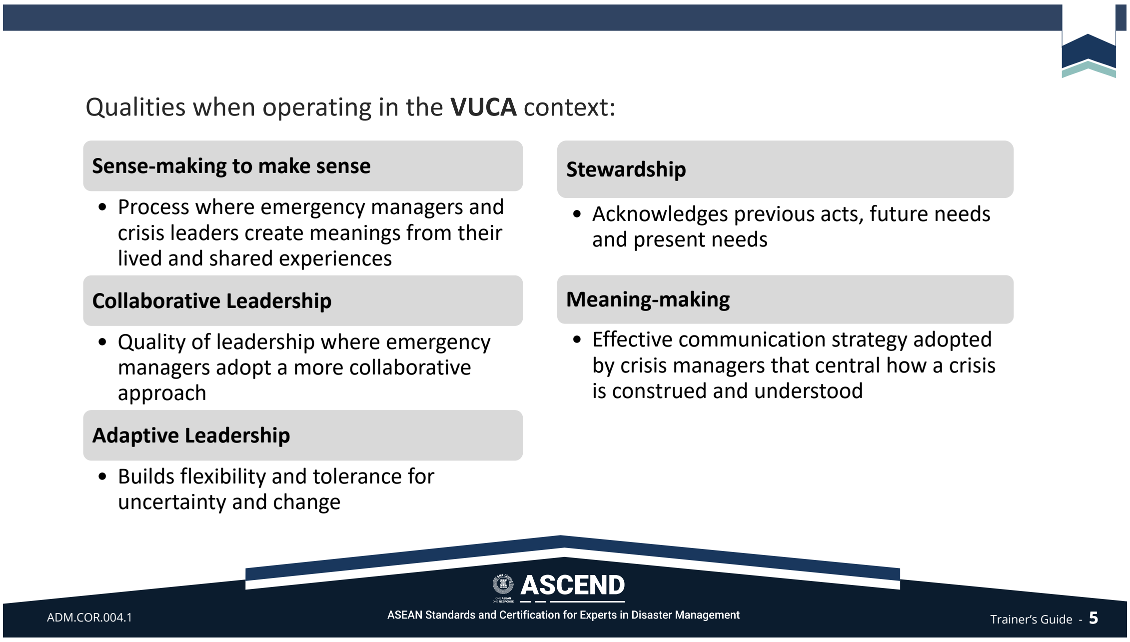
Slide No.	**4**

Trainer Notes

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

- **Volatility**: Means 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. Decision making must be 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 comprehend how things are related fully.
- **Ambiguity:** It has become rare for things to be completely clear cut or precise. The information is often ambiguous and incomplete. Crisis managers face tremendous challenges in making informed decisions. Managers who adopt 'one size fits all' and 'best practice' will fail in their mission.

Image 5: *Slide 5*



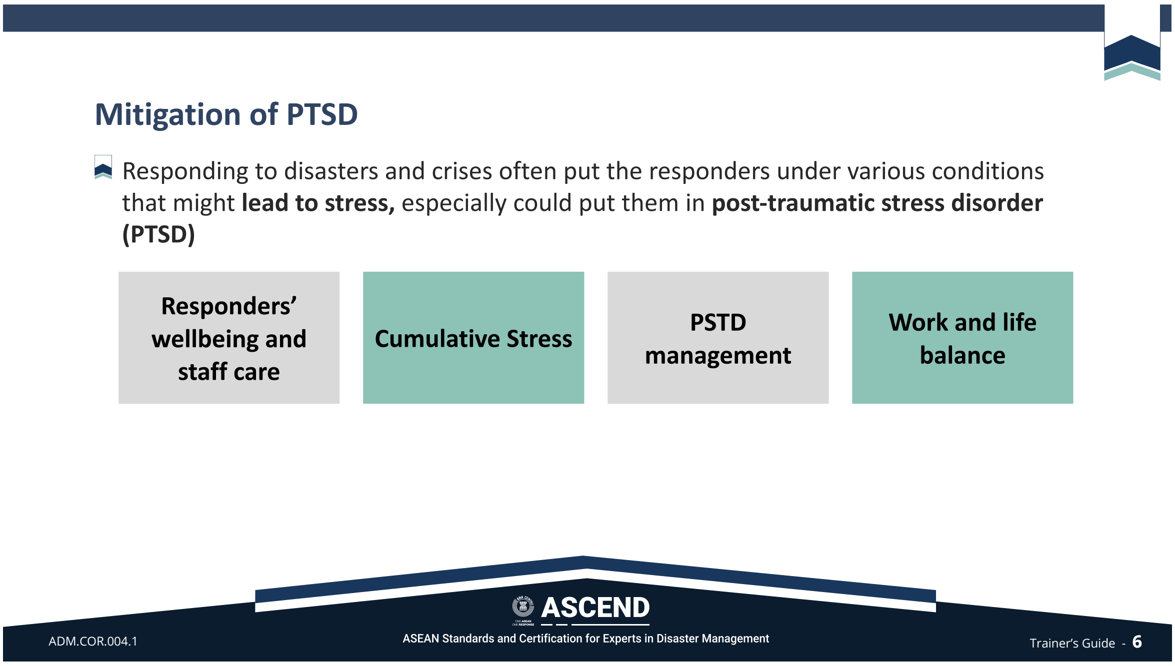
Slide No. **5**

Trainer Notes

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

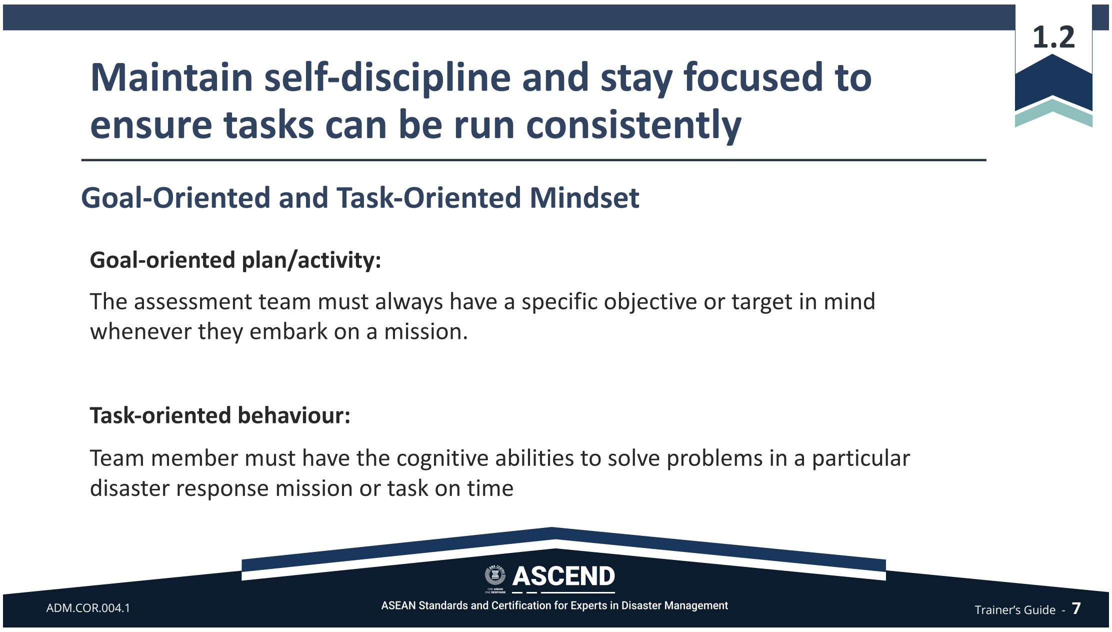
- **Sense-making to make sense**: a process where emergency managers and crisis leaders create meanings from their lived and shared experiences. It involves new ways to understand reality, being reflective, ready to challenge assumptions, situational awareness and commitment to continuous learning and 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 keep a close eye on the future needs whilst attending to the present needs.
- **Meaning-making:** an effective communication strategy adopted by crisis managers that central 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.

Image 6: *Slide 6*



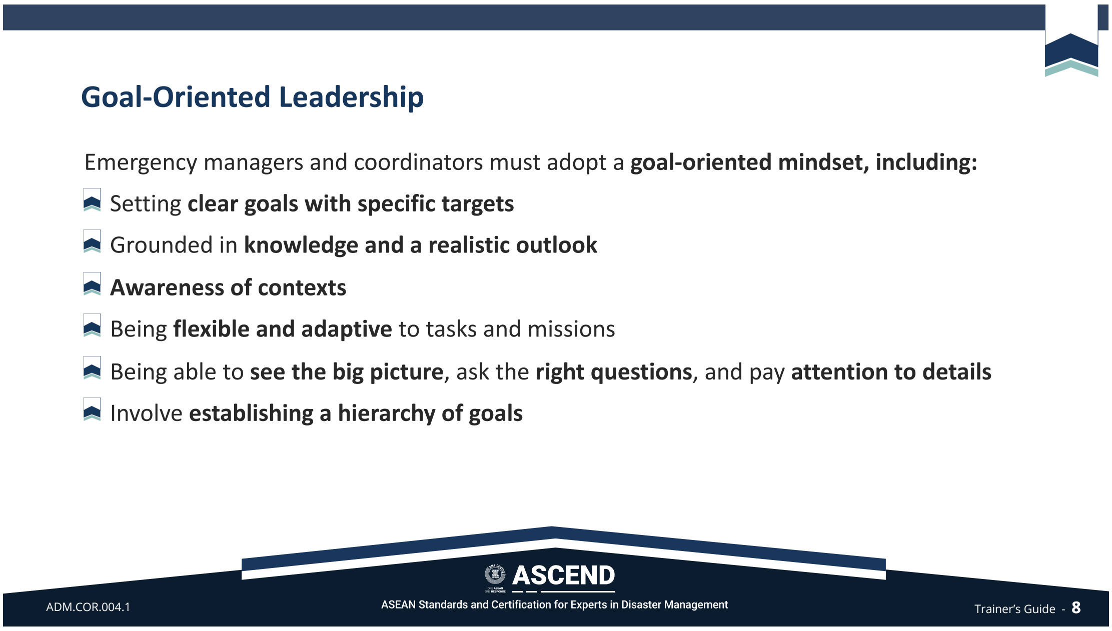
Slide No.	**6**
Trainer Notes	• **Responders' wellbeing and staff care**. It is imperative to manage and support responders' safety, wellbeing, rights, dignity • **Cumulative Stress** is common but often neglected that can be corrosive to the mental health of humanitarian workers and disaster responders. 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. • **PSTD management** in the first place 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

Image 7: Slide 7



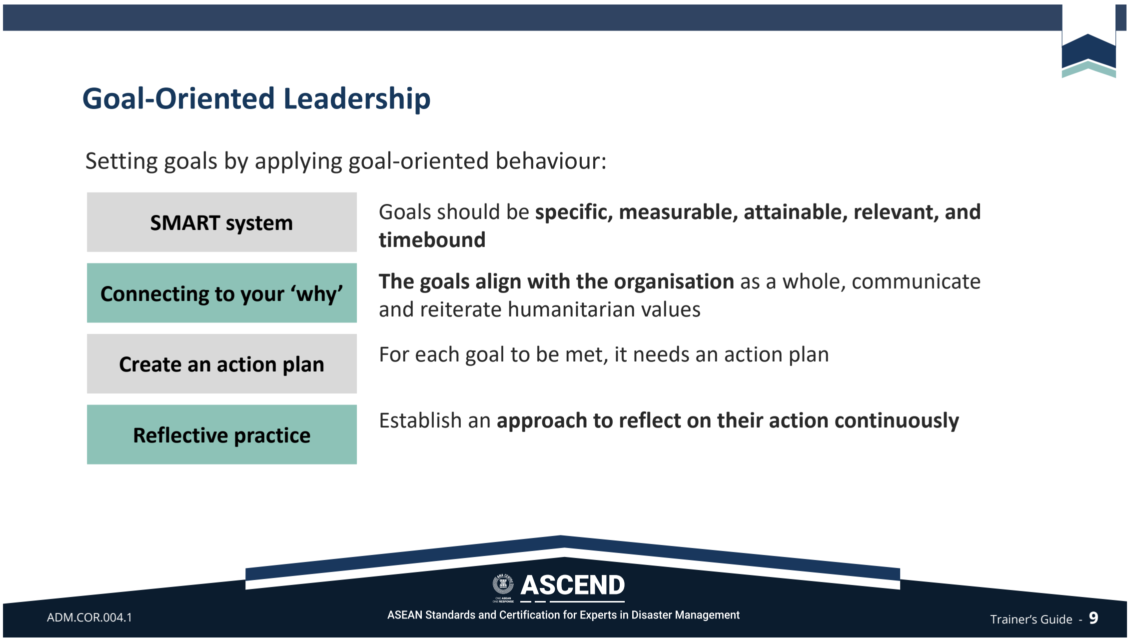
Slide No.	**7**
Trainer Notes	There is a need for the team member to adopt a healthy balance of being a goal-oriented and task-oriented individual.

Image 8: *Slide 8*



Slide No.	**8**
Trainer Notes	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 towards a long-term objective.

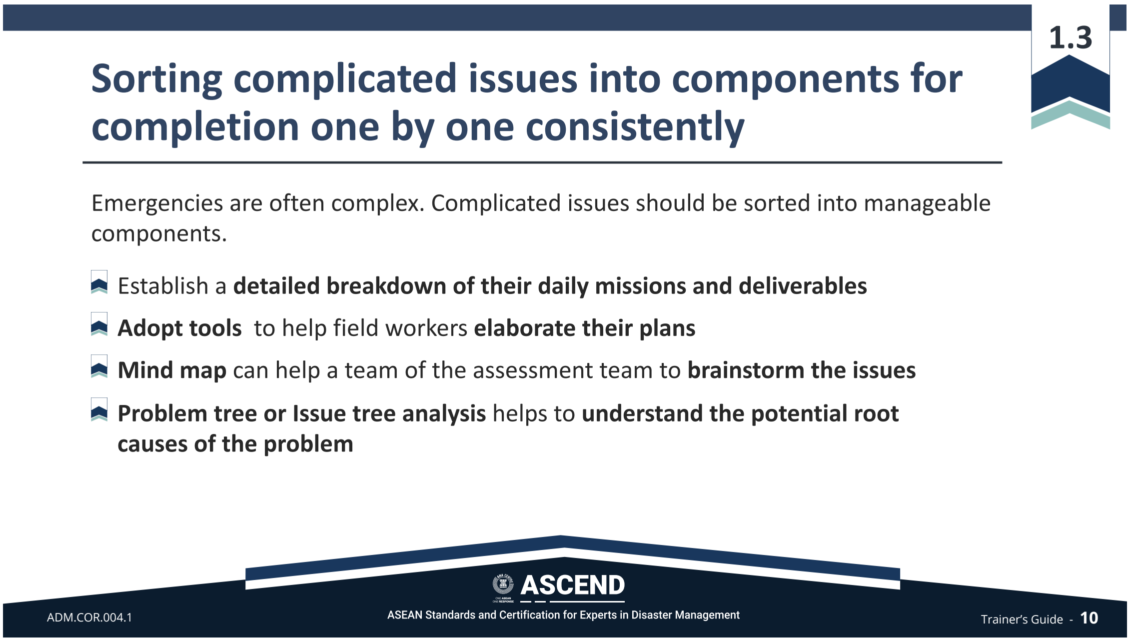
Image 9: *Slide 9*



Slide No.	**9**
Trainer Notes	In humanitarian terms, Managers/Coordinators as leaders can set their goals by applying goal-oriented behaviour:

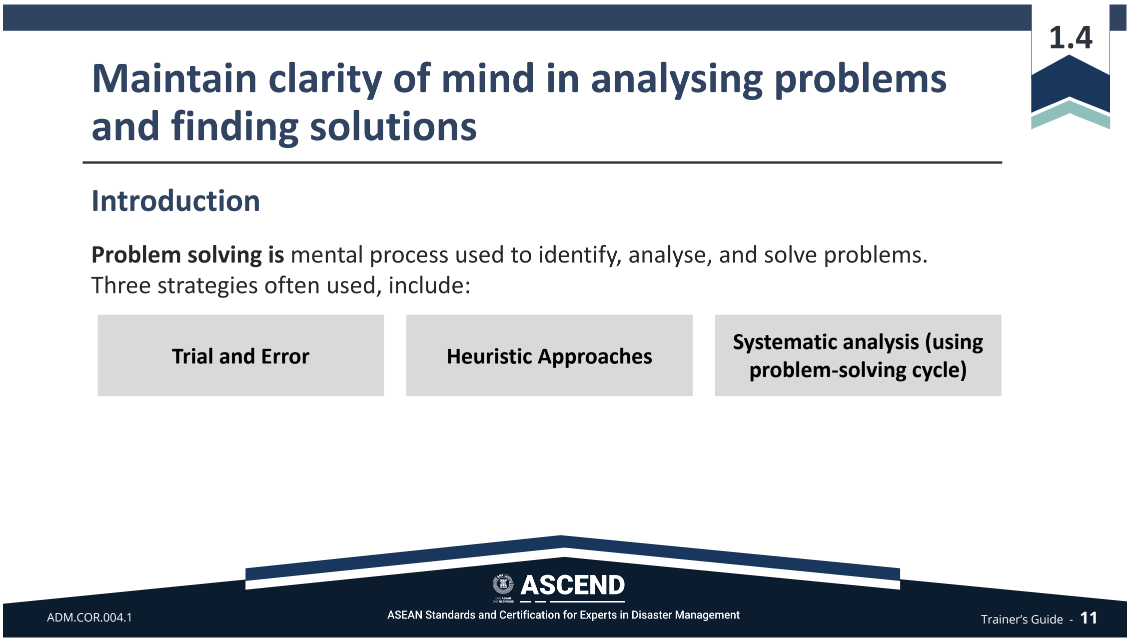
- **SMART system**
  Goals should be **specific**; they must be broken down into smaller, **measurable** elements, the goals are **attainable**; the goals must have a link with all stakeholders in the project (**relevant**), and goals should have a deadline (time-bound)
- **Connecting to your 'why'**
  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 strong 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 things can be done in different ways to achieve a better quality of processes and outcomes?

Image 10: Slide 10



Slide No.	**10**
Trainer Notes	Breakdown and sorting an issue and choosing the priority is not easy. It is a multi-step process involving analysis and negotiation within a group. Analysis is central to advocacy planning from beginning to end. The poor choices that arise from the inadequate analysis can be costly and, in politics, sometimes dangerous. Prioritisation and analysis are connected. To make choices, a group needs clear criteria for ranking problems and issues in related criteria.

Image 11: *Slide 11*



Slide No.	**11**

Trainer Notes

Three strategies often used include trial and error, heuristic approaches and systemic analysis using a problem-solving cycle.

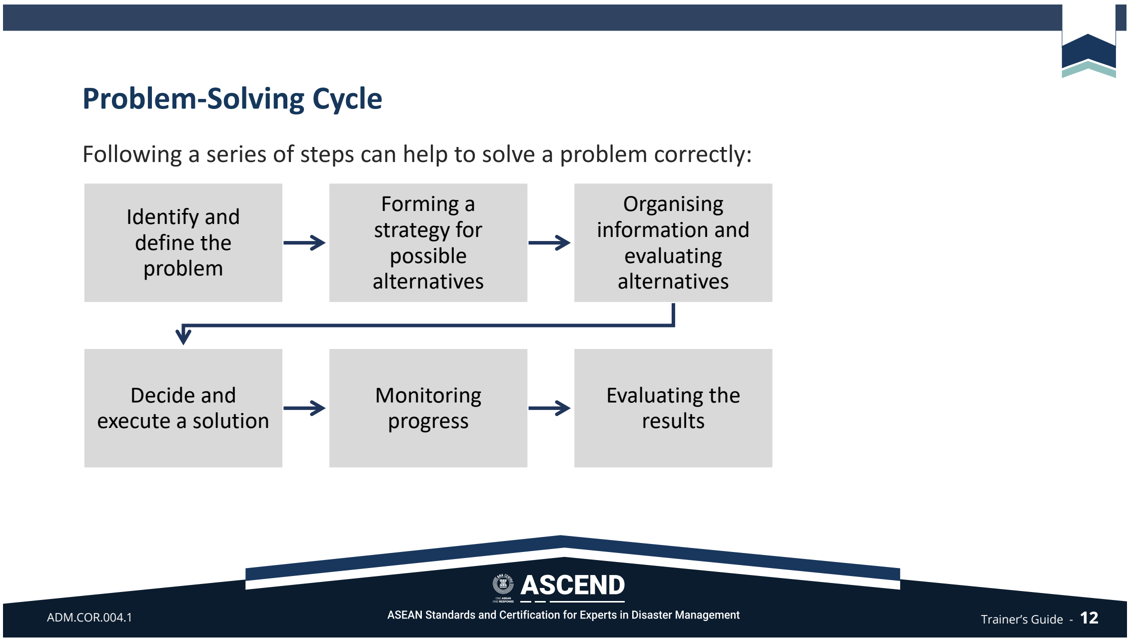
Trial and Error

Some problems are better solved through an explorative approach by trial and error. The Trial and Error suggest that if you don't succeed, try, try again. And if you don't succeed, 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

General problem-solving framework that often uses mental shortcuts to solve problems. It is a "rule of thumb", a rather 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.

Image 12: *Slide 12*



Slide No.	**12**

Trainer Notes

It is important 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:

1. 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.

2. 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

3. 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.

4. 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, what resources are allocated to solve it is probably asked.

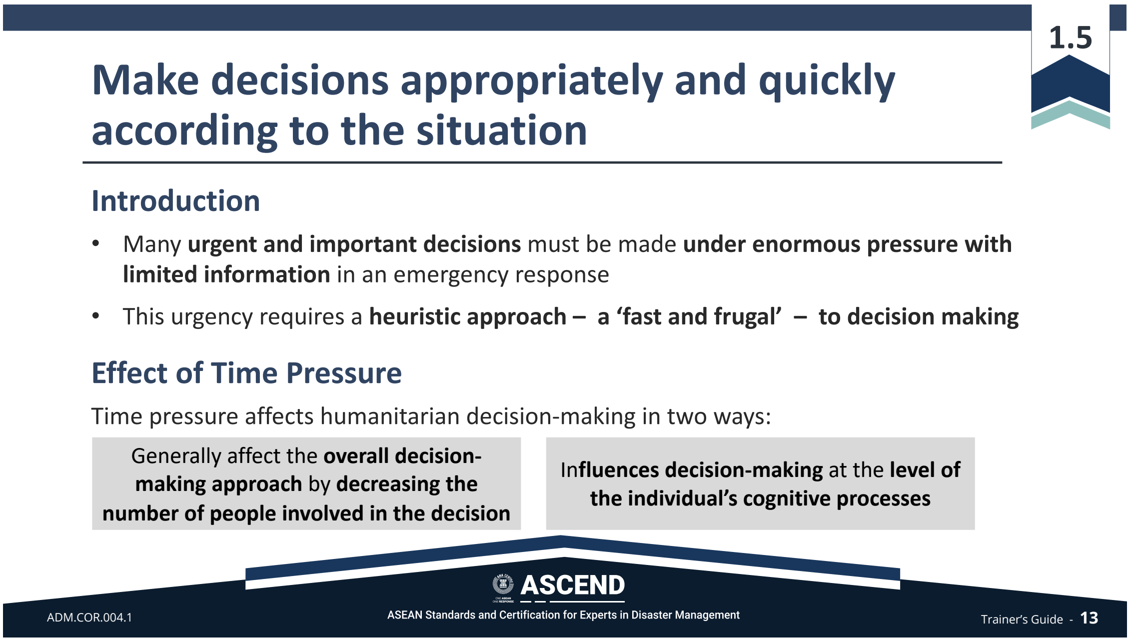
5. Monitoring progress

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.

6. Evaluating the results

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

Image 13: Slide 13

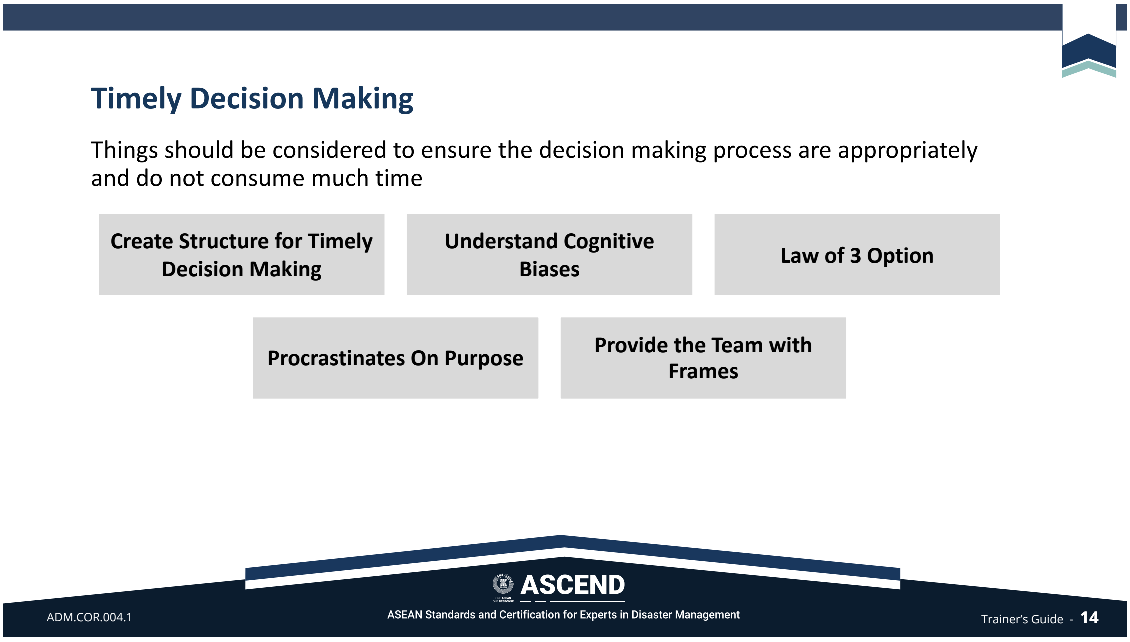


Slide No.	**13**
Trainer Notes	This urgency requires a heuristic approach – a 'fast and frugal' – to decision making, which requires decision-makers to think and act differently than they would otherwise, such as with 'partial or incomplete information before completely understanding the problem they face to save lives.

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 is 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

Image 14: *Slide 14*



Slide No.	**14**

Trainer Notes

Timely decision making involves planning, organising, regulating and controlling functions of a manager. It is important to achieve the organisational goals within the given time and budget.

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 methodology 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 fully 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 it. Several biases should be considered:

- Evaluation of Evidence

- Confirmation Bias
- Overconfidence
- Perceived Causality
- Estimating Probabilities

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" is necessary. 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 three filters to sift every task through: do, delete, 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 three filters have a fault when faced with a decision whose time has not yet arrived.

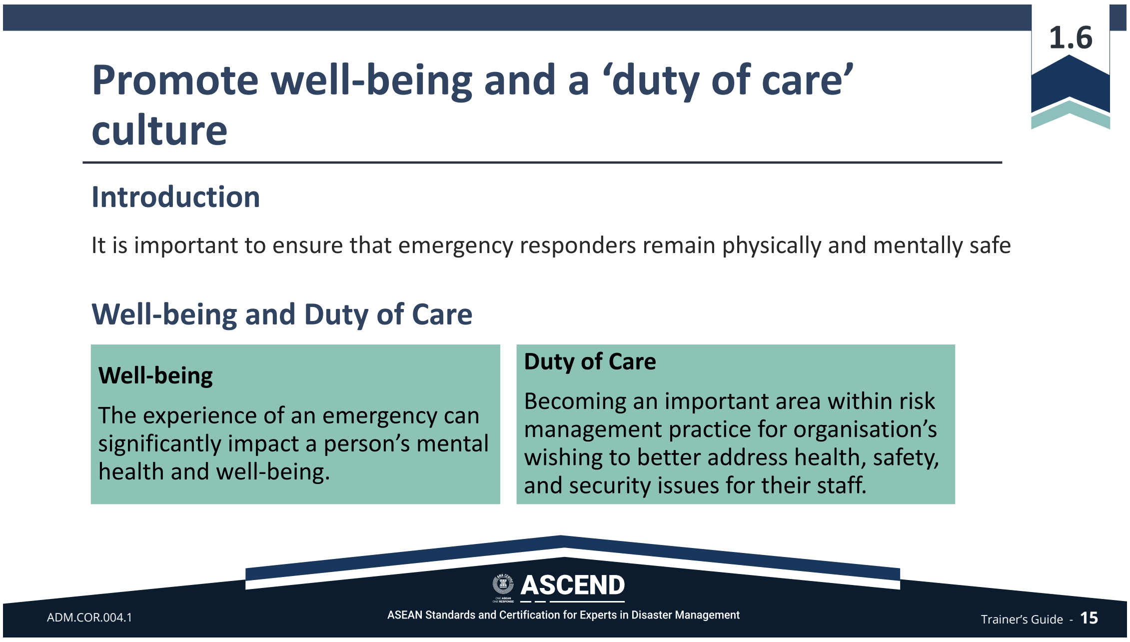
Not every decision has to be made immediately, but every decision has to be made at some point. Instead, apply the filters: "delay it". Permit them to delay deciding on a decision whose time has not yet arrived. To ensure that it doesn't delay forever, also decide a date by when will be ready to implement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

Image 15: Slide 15



Slide No.	**15**

Trainer Notes

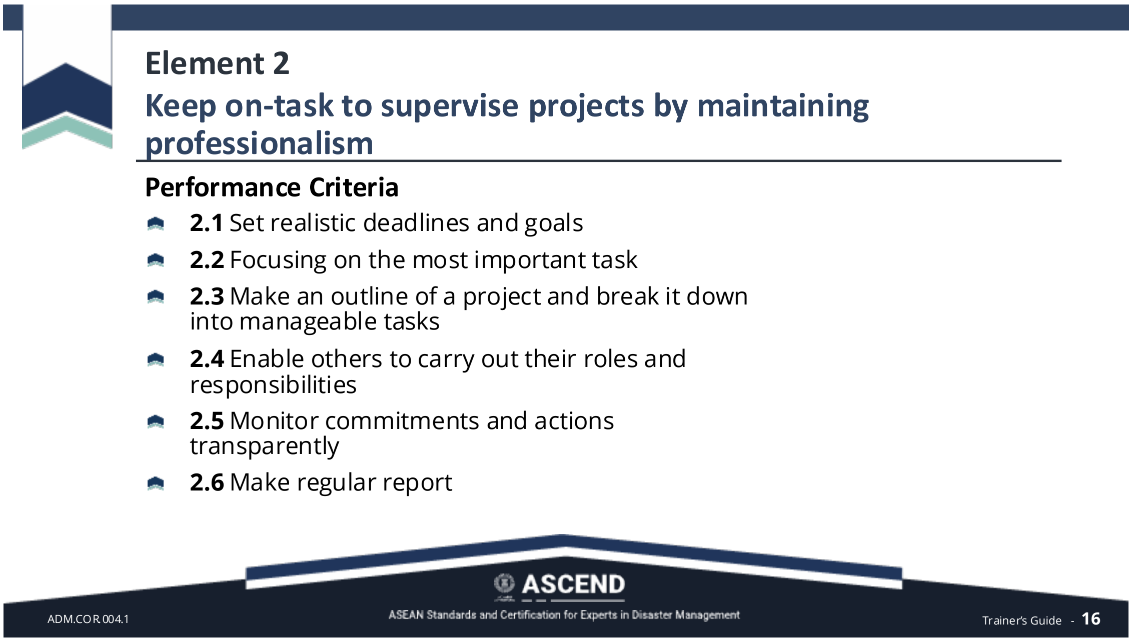
Wellbeing

- Mental Health and Psychosocial Support (MHPSS) framework promote psychosocial wellbeing and/or prevent or treat mental health conditions among emergency responders.
- The emergency response experience can significantly impact a responders' 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

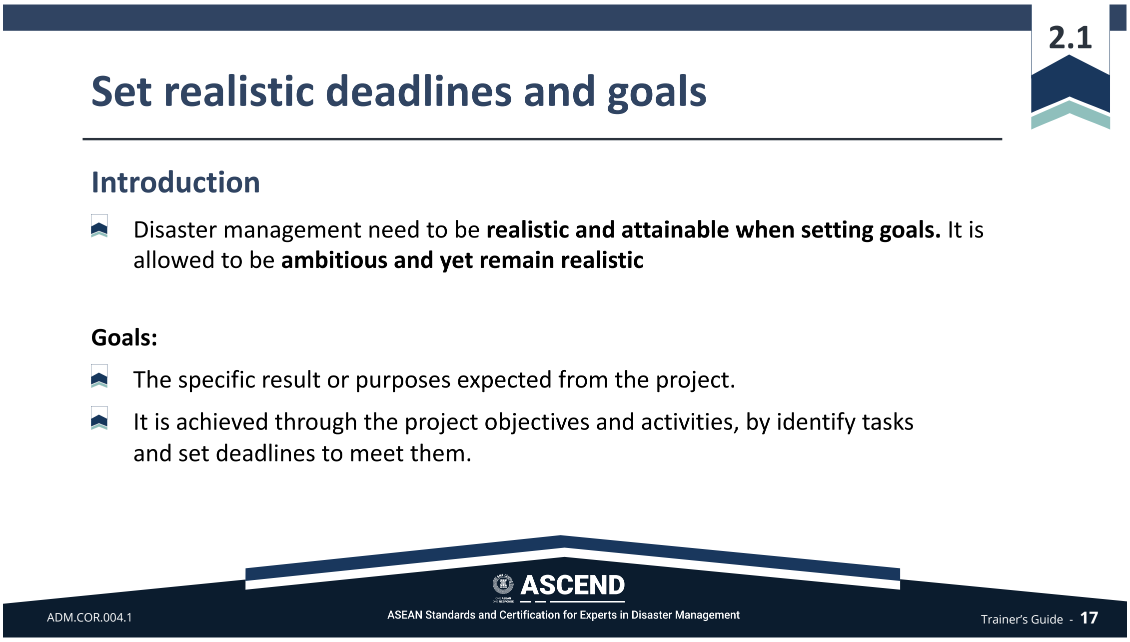
- Duty of care is increasingly being discussed within the humanitarian community.
- The UN's High-Level Committee on Management defines Duty of Care as "a non-waivable duty on the part of the Organisation to mitigate or otherwise address foreseeable risks that may harm or injure its personnel and their 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).

Image 16: *Slide 16*



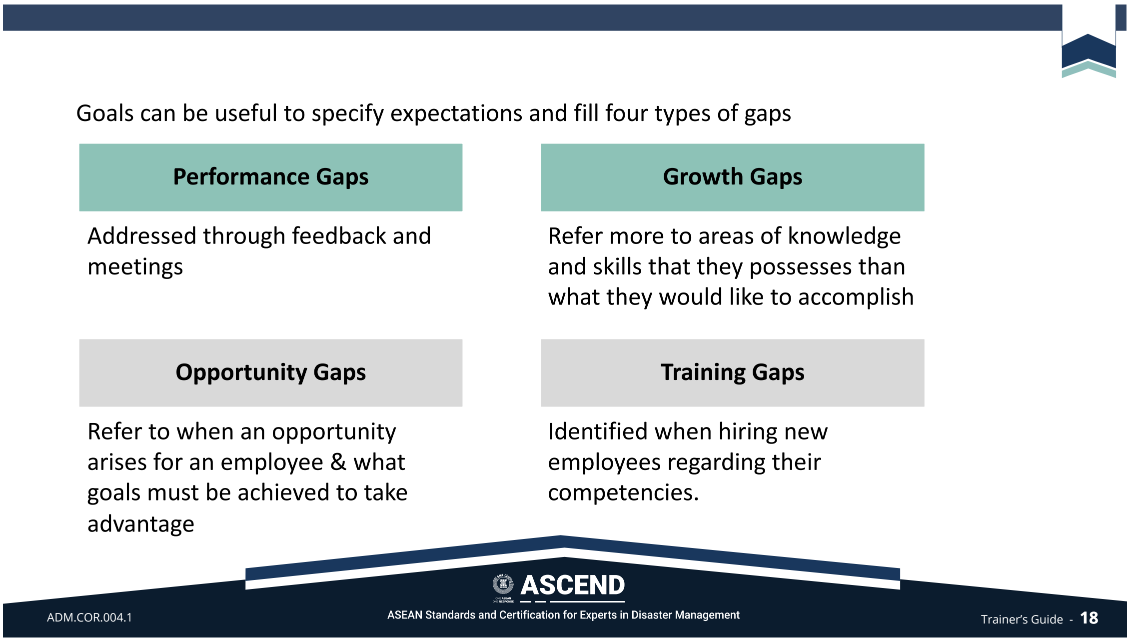
Slide No.	**16**
Trainer Notes	Introduce topic Trainer identifies the Performance Criteria for this Element, as listed on the slide.

Image 17: *Slide 17*



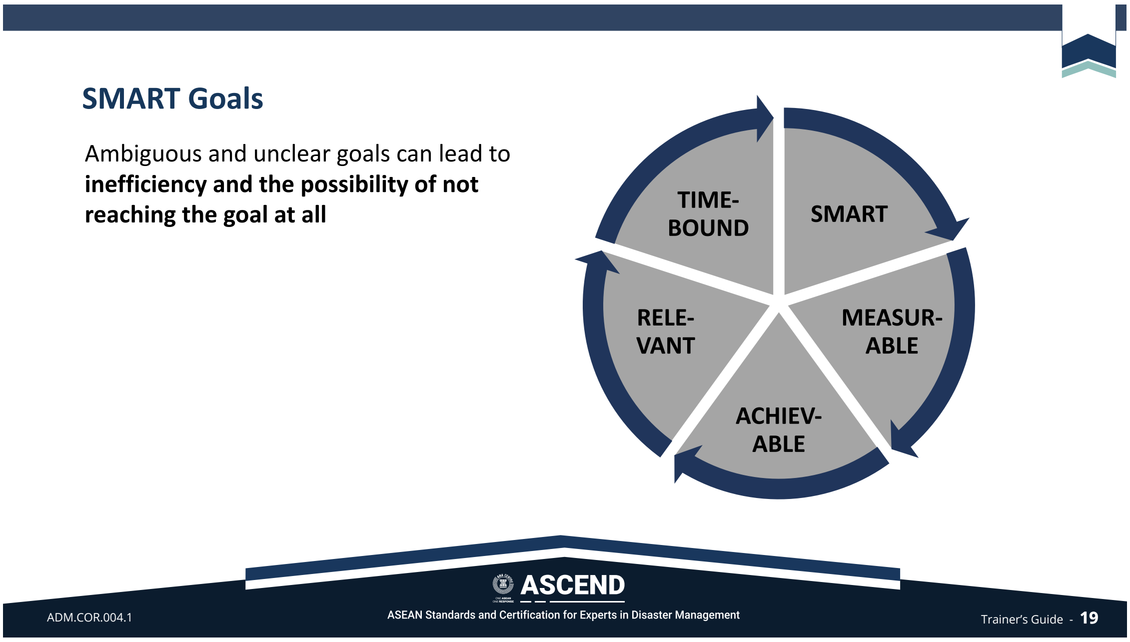
Slide No.	**17**
Trainer Notes	• The project goals specify what will be accomplished over the entire project period and should directly relate to the problem statement and vision. • When deciding what goals are realistic, it can help break down the activities for the goals and evaluate from there. If 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.

Image 18: *Slide 18*



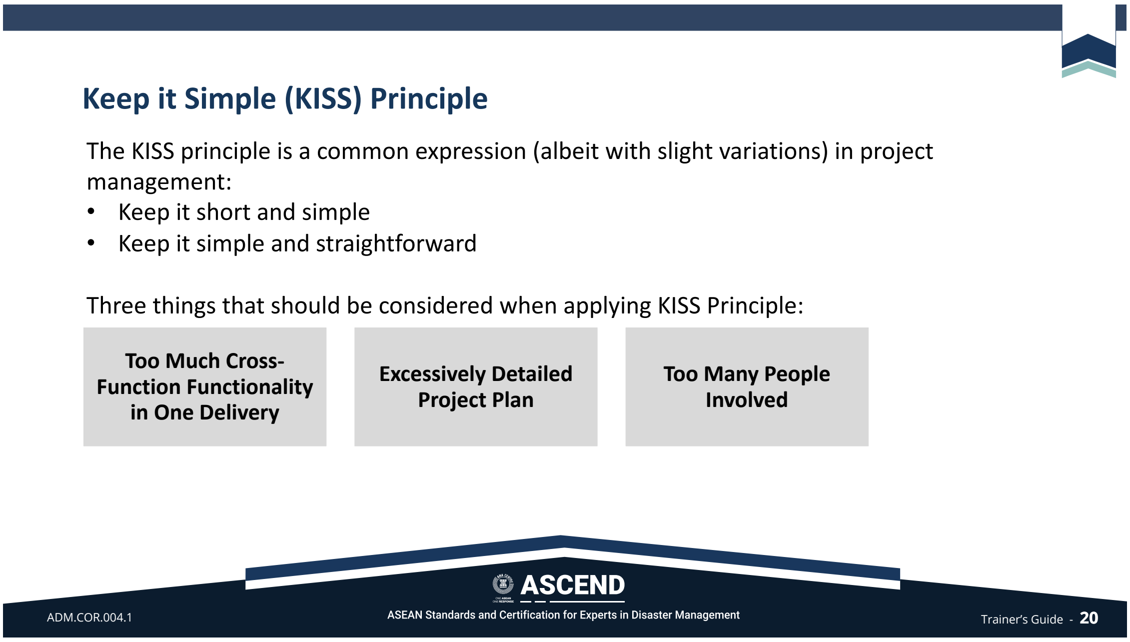
Slide No.	**18**
Trainer Notes	**Performance gaps** Performance gaps are addressed through feedback and meetings. The goals made for this may include increased effort on the employee, support from their supervisor, and specific training and resources to assist the person in their development. **Growth 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

Image 19: Slide 19



Slide No.	**19**
Trainer Notes	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. **Time-bound** Every objective has a specific timeline for completion

Image 20: *Slide 20*



Slide No. **20**

Trainer Notes

- KISS Principle is a design standard that aims to keep the used techniques as uncomplicated as possible (simple) and easy to understand and repair (stupid).
- 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 huge new database, adding new technology, 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, 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.

Image 21: Slide 21

2.2

Focusing on the most important task

Introduction

Good emergency managers are:

- Skillful at **breaking these goals down into smaller units**, and
- Know how to **translate them into action-oriented to-do lists filled with tasks**

Task in Goals

The **most specific steps** needed to achieve an objective and, in turn, a long-term goal

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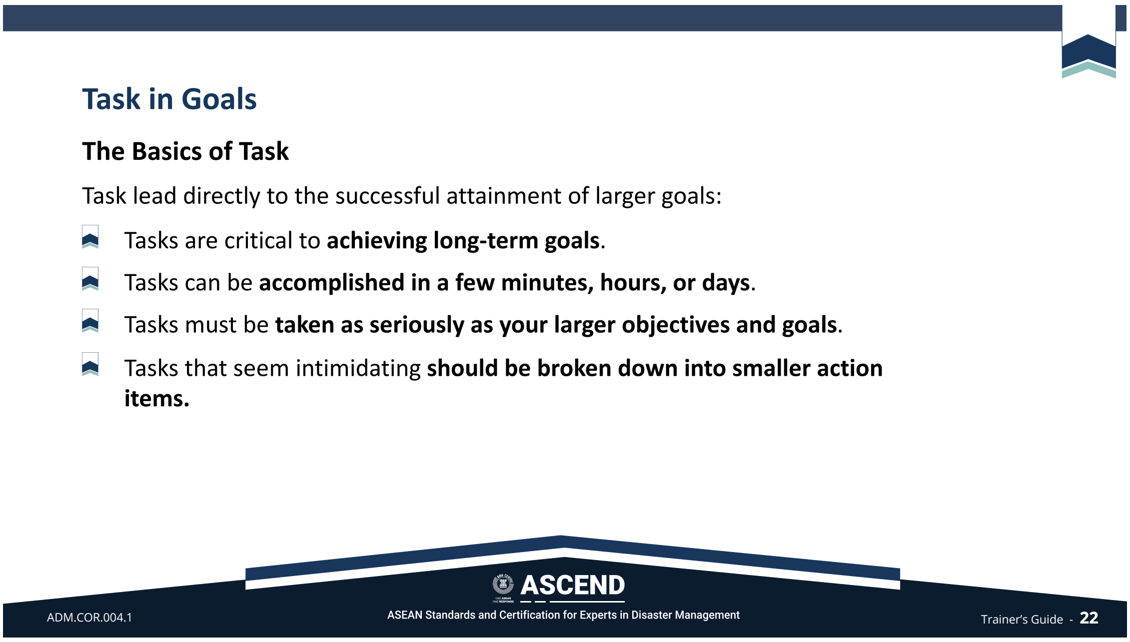
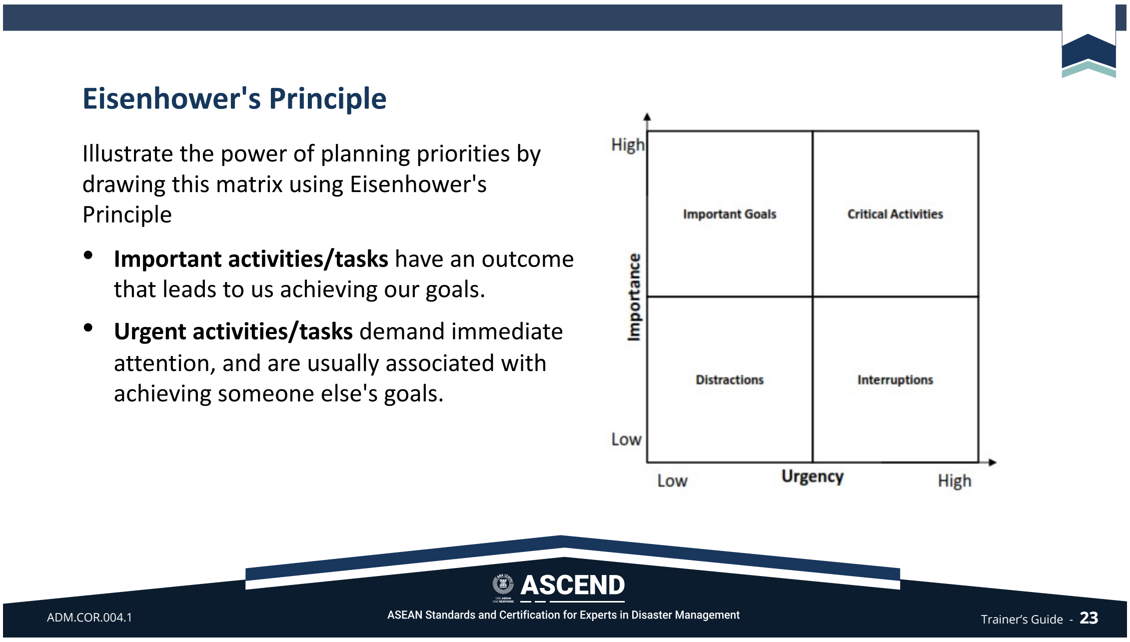
Slide No.	**21**
Trainer Notes	Reaching objectives towards goals requires a series of actions or tasks. Tasks are the most specific steps needed to achieve an objective and, in turn, a long-term goal. The amount of time required to complete a task can vary from a couple of hours to weeks.

Image 22: *Slide 22*



Slide No.	**22**
Trainer Notes	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

Image 23: Slide 23



Slide No. 23

Trainer Notes

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.

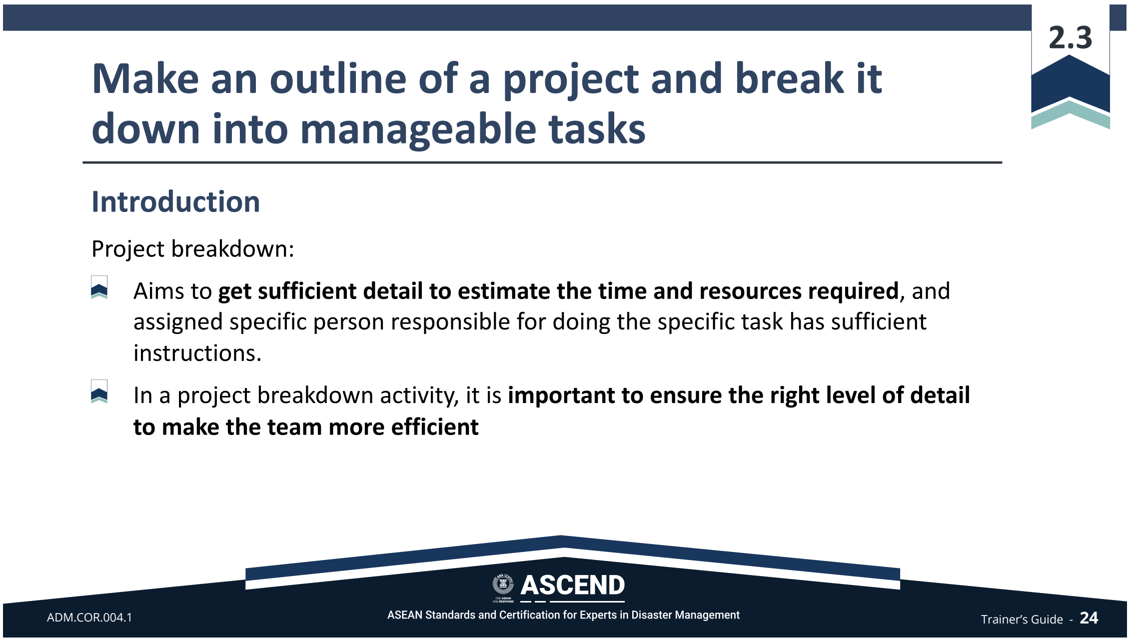
Interruptions

Urgent but unimportant activities can stop achieving goals and prevent completing the work. Decide whether these tasks can be rescheduled or someone else could do them.

Distractions

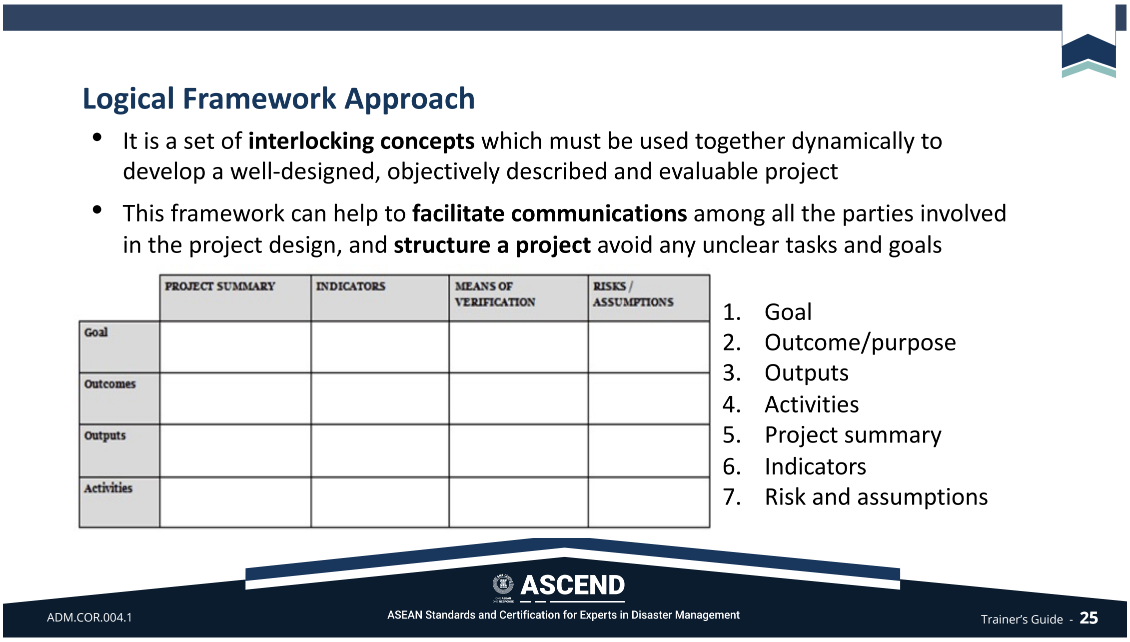
These activities are just a distraction and should be avoided if possible. Others are activities from other people, but they do not contribute to the desired outcomes. Some can simply be ignored.

Image 24: *Slide 24*



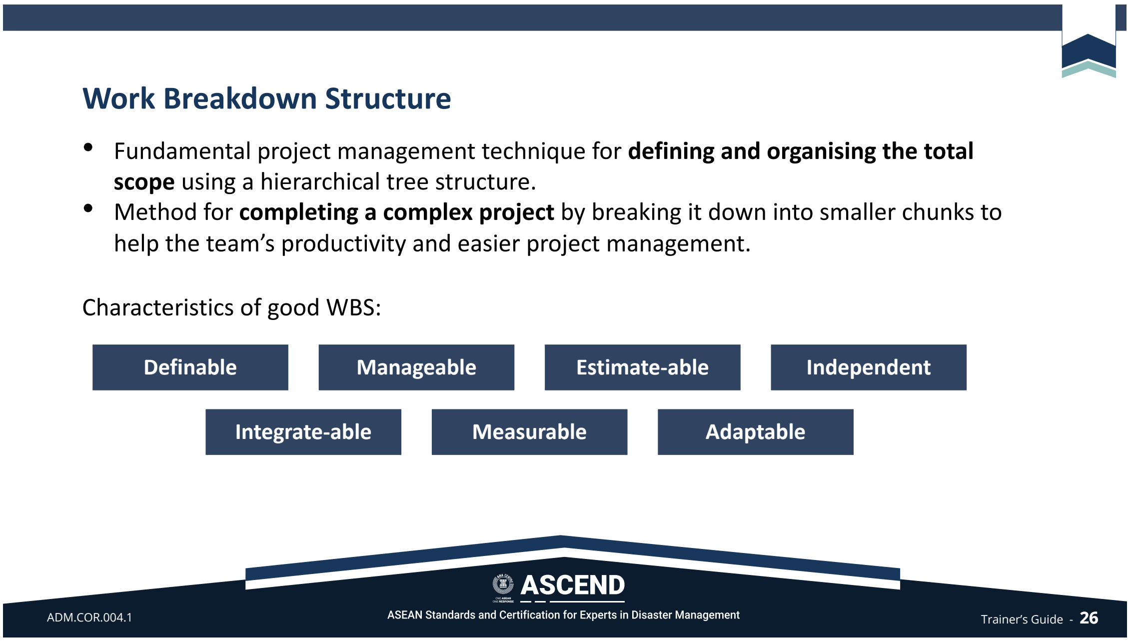
Slide No.	**24**
Trainer Notes	Trainer explains project breakdown activity

Image 25: Slide 25



Slide No.	**25**
Trainer Notes	Here is the breakdown of the framework: 1. **Goal** (overall aim) 2. **Outcome/purpose** (what will be achieved, who will benefit, and by when) 3. **Outputs** (specific results the project will generate) 4. **Activities** (what tasks need to be done for the output to be achieved) 5. **Project summary** (explaining the objectives): The project summary must provide a clear aiming point for everyone and be easily remembered and important. 6. **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. 7. **Risks and assumptions** (external conditions needed to get results): Assumptions explain the factors beyond control that are necessary for achievement in the project

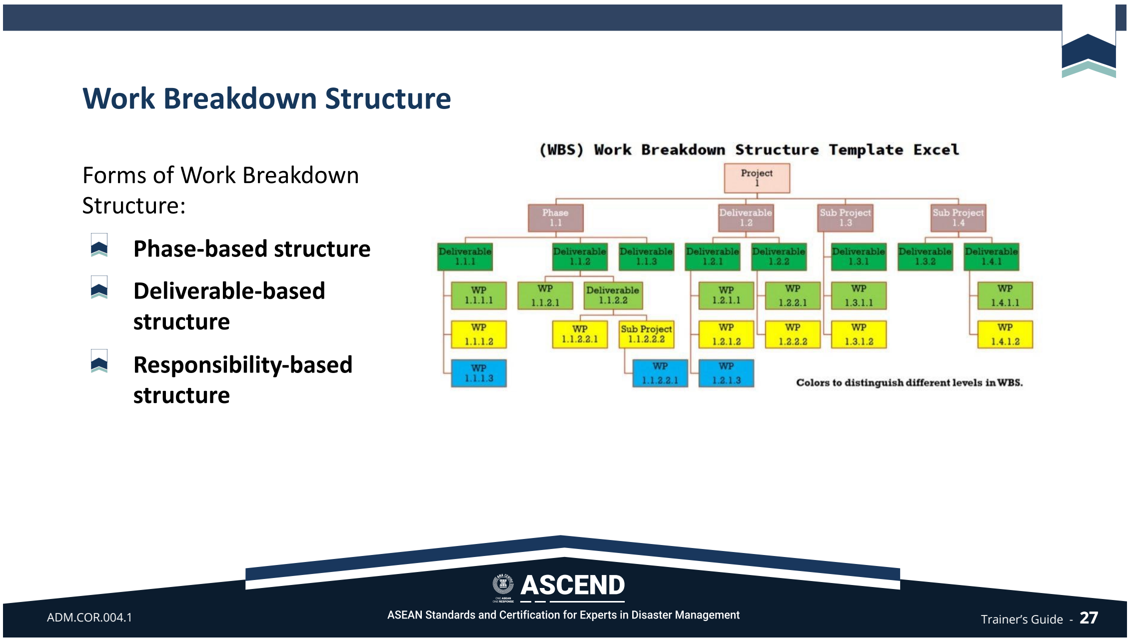
Image 26: *Slide 26*



Slide No.	**26**
Trainer Notes	Here are a few key 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 investors for getting funds. • It helps to assign and ensure no overlaps in the definition of responsibilities and resources. • It helps to include all important things without forgetting any critical tasks and stay away from redundant activities A good WBS should exhibit the following characteristics: 1. **Definable:** It can be described and easily understood by project participants. 2. **Manageable:** It is a meaningful unit of work where specific responsibility and authority can be assigned to a responsible individual. 3. **Estimate-able:** Duration can be estimated in the time required to complete, and cost can be estimated in resources.

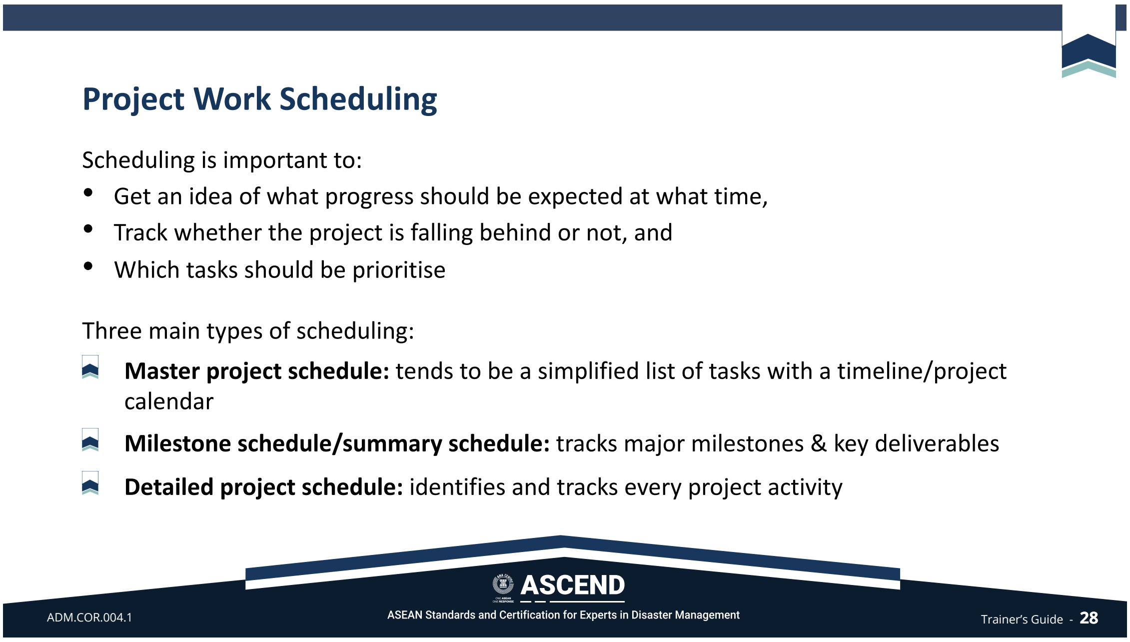
4. **Independent:** Minimum interface with or dependence on other ongoing elements (i.e., assignable to a single control account and distinguishable from other work packages).
5. **Integrate-able:** Integrates with other project work elements and higher-level cost estimates and schedules to include the entire project.
6. **Measurable:** It can measure progress, start and completion dates, and measurable interim milestones.
7. **Adaptable:** Sufficiently flexible so the addition/elimination of work scope can be readily accommodated in the WBS framework.

Image 27: *Slide 27*



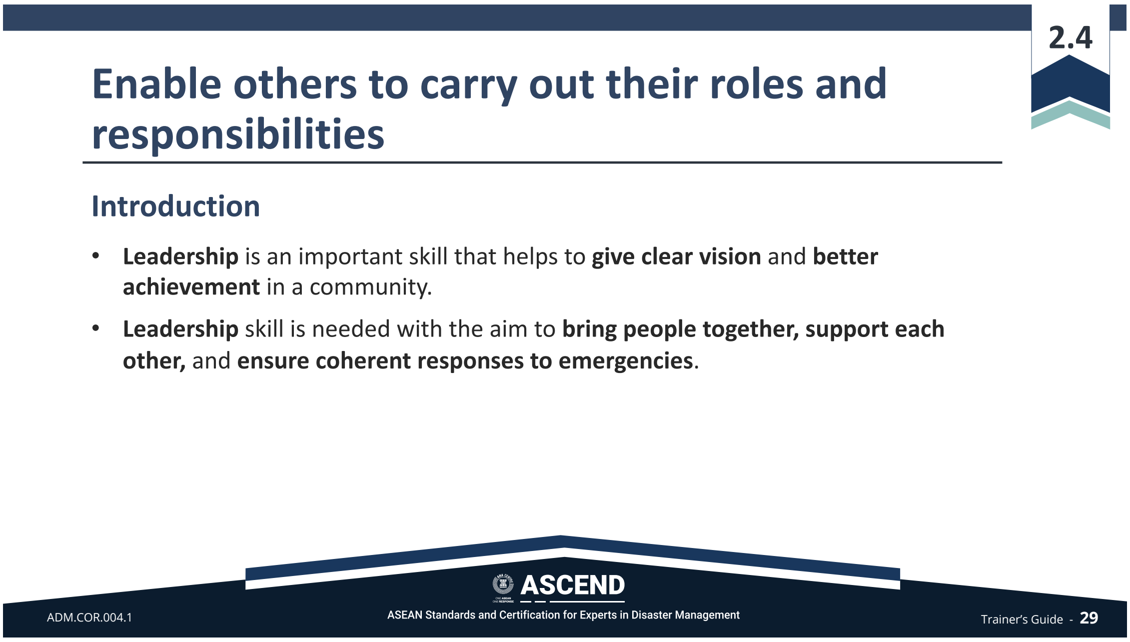
Slide No.	**27**
Trainer Notes	Different Forms of Work Breakdown Structure: **Phase-based structure** Define and structure project activities based on the project phases. **Deliverable-based structure** Define and structure project activities based on the deliverables agreed to deliver **Responsibility-based structure** Define and structure project activities based on the organisation units that will work on the project

Image 28: *Slide 28*



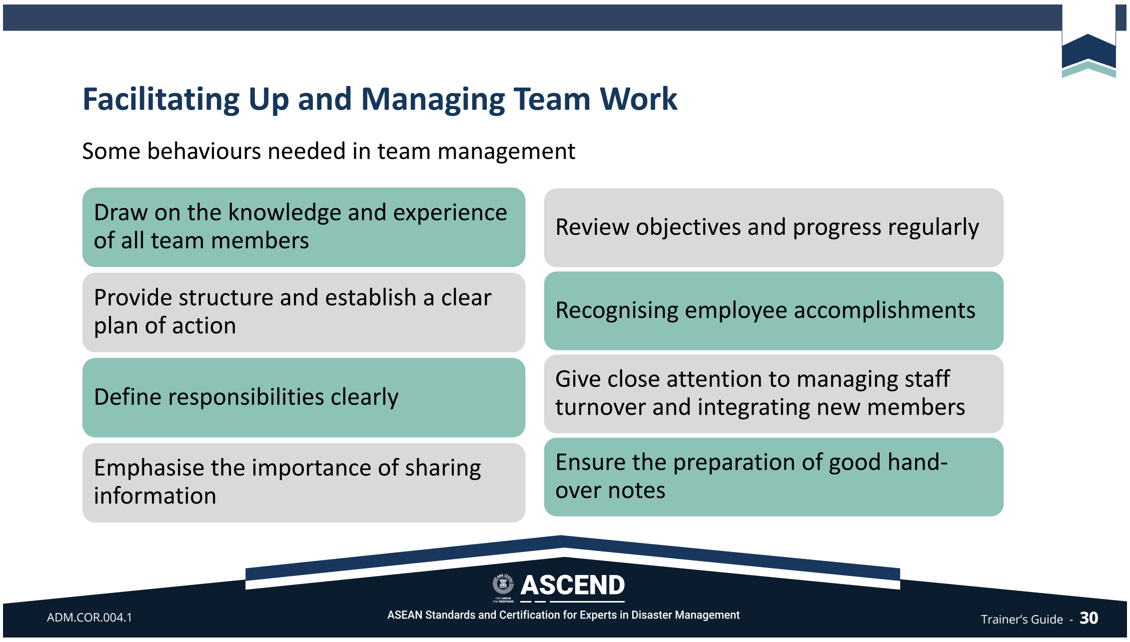
Slide No.	**28**
Trainer Notes	There are three main types of schedules: **Master project schedule** A master schedule tends to be a simplified list of tasks with a timeline or project calendar. **Milestone schedule or summary schedule** Milestone schedule tracks major milestones and key deliverables, but not every task is required to complete the project. **A detailed project schedule** 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.

Image 29: *Slide 29*



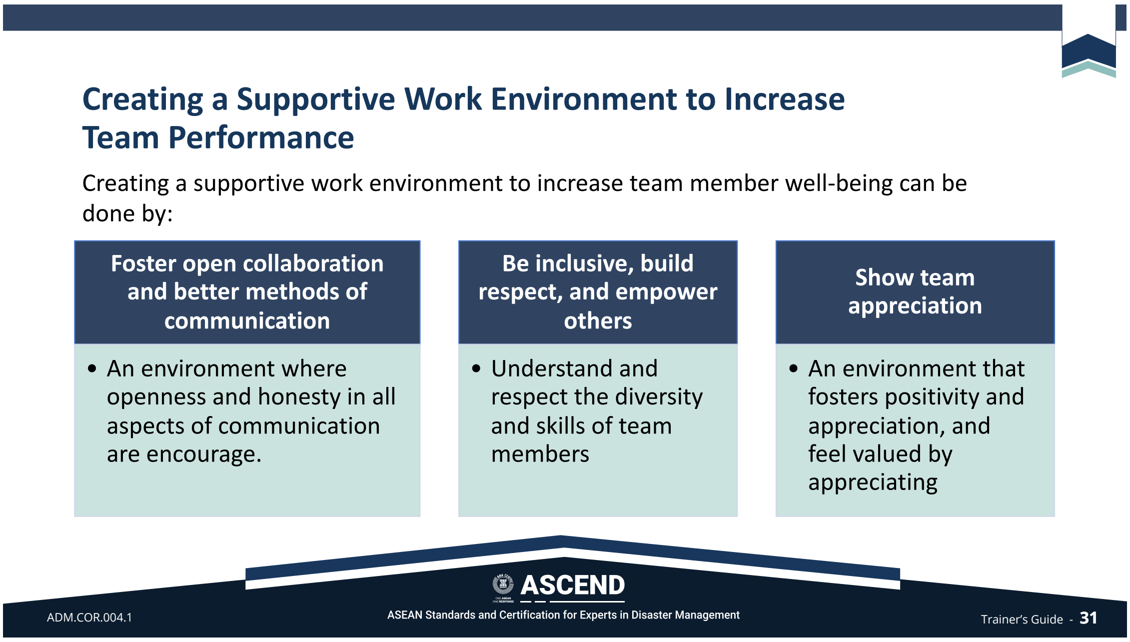
Slide No.	**29**
Trainer Notes	Leadership is concerned with the overall vision, broad-based strategy, advocacy and ensuring that principles are promoted and maintained. In general, leadership is an essential skill that helps give a clear vision and better achievement in a community, especially in humanitarian response where multiple organisations and many people are involved in coordination is critical.

Image 30: Slide 30



Slide No.	**30**
Trainer Notes	Since leadership is known as the process of influencing others to achieve goals, a leader's focus is not only limited to implementing a project. Some behaviours needed in team management: 1. Draw on the knowledge and experience of all team members for the programme's benefit. 2. 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. 3. Define responsibilities clearly, including an organogram and reporting lines. 4. Emphasise the importance of sharing information among staff and with partners. 5. Review objectives and progress regularly with team members. 6. Recognising employee accomplishments. Give credit for work well done. 7. Give close attention to managing staff turnover and integrating new team members. 8. Ensure the preparation of good hand-over notes by staff preparing to leave, and arrange overlaps with successors whenever possible.

Image 31: *Slide 31*



Slide No.	**31**

Trainer Notes

- Excellent leadership is about building up people, trusting, and enabling them to contribute well in a team.
- Creating a supportive work environment is crucial to increase 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.

Image 32: *Slide 32*

2.5

Monitor commitments and actions transparently

Introduction

- Commitments to action should have measurable results along with rigorous methods for tracking progress.
- Transparency is vital to ensure the effectiveness of humanitarian interventions.
- Documenting both quantitative and qualitative data will provide a way to more effectively measure and identify the impact of your commitment.

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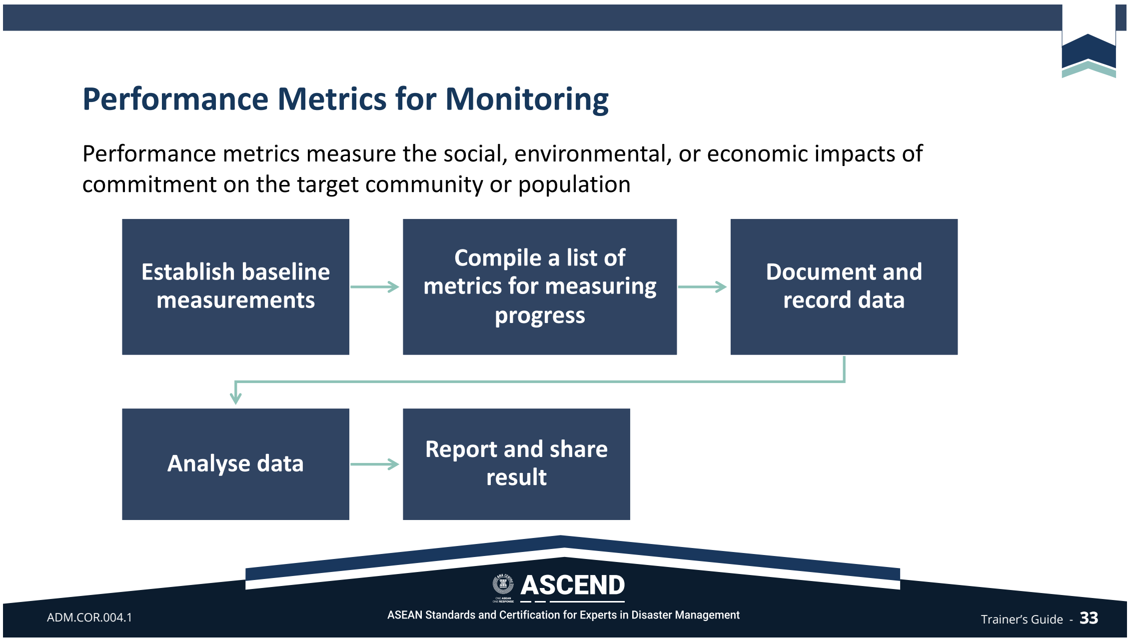
Slide No.	**32**
Trainer Notes	Monitoring can be defined as a systematic collection of data on specified indicators to track progress and inform the stakeholders of ongoing emergency management or intervention with indications of the extent of progress and achievement of objectives and progress.

Image 33: *Slide 33*



Slide No.	**33**

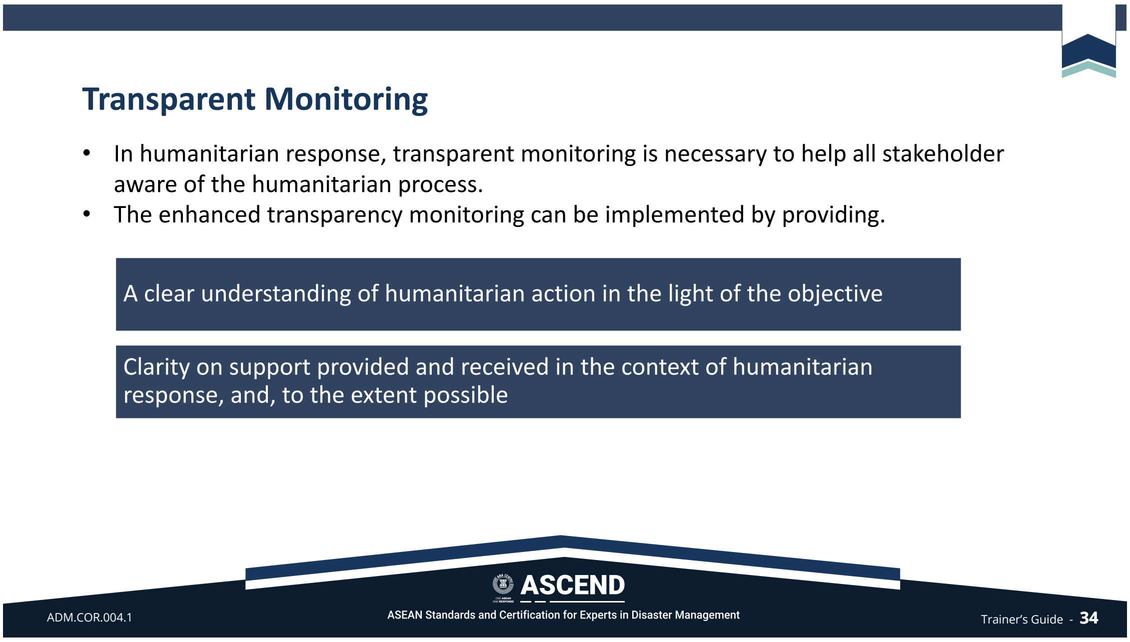
Trainer Notes

A performance metric should be clearly defined and easily measurable and should answer a specific question about the outcome of commitment.

There are several steps to establish performance metrics:

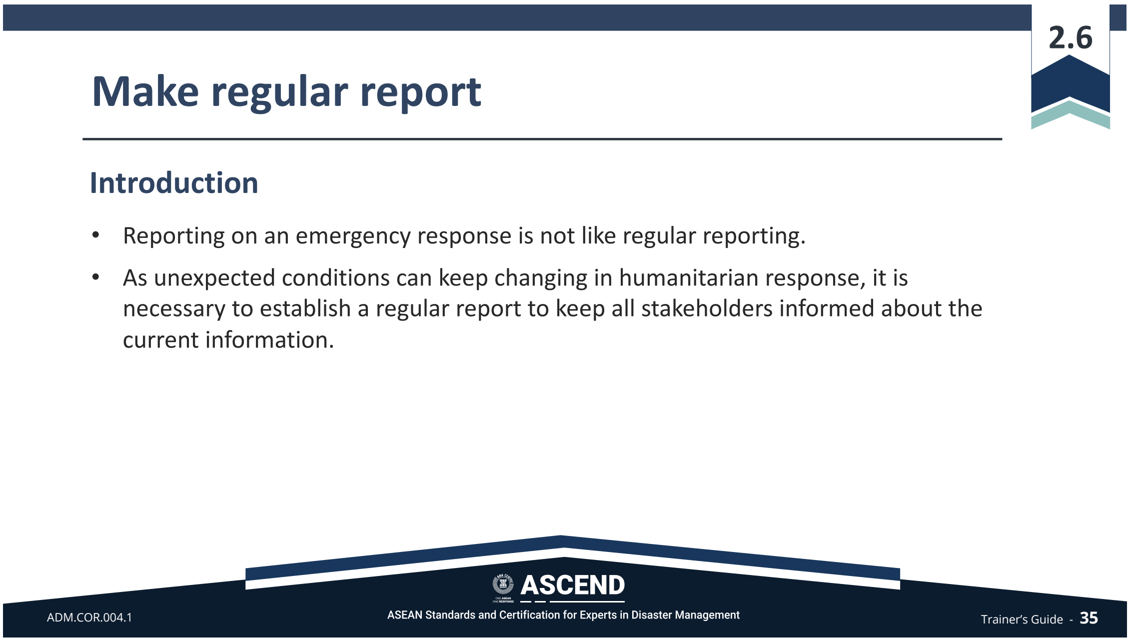
1. **Establish baseline measurements**: survey the community where the committee will be implemented and document the initial conditions.
2. **Compile a list of metrics for measuring progress**: to do this step, provide an answer for questions. Ensure to consider all stakeholders when devising the metrics and strategies for measuring progress.
3. **Document and record data:** quantitative and qualitative data have their own methods.
4. **Analyse data**: can be performed through the process: input → output → outcome → impact to consolidate information and visually organise results
5. **Report and share result:** Share outputs, outcomes, and impacts with funders, partners, and the beneficiaries of commitment.

Image 34: Slide 34



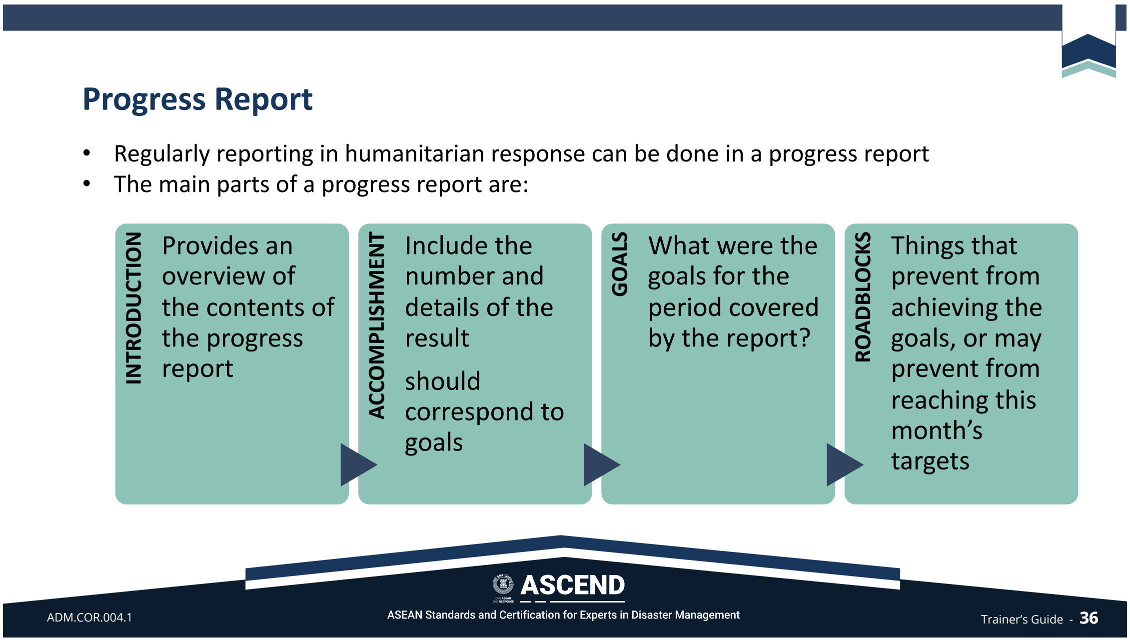
Slide No.	**34**
Trainer Notes	The enhanced transparency monitoring is expected to build mutual trust and confidence and promote effective implementation by providing: • A clear understanding of humanitarian action in the light of the objective, including clarity and tracking of progress towards achieving 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 full 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

Image 35: *Slide 35*



Slide No.	**35**
Trainer Notes	Information and communication are key tools for saving lives in emergency response, for aid organisations in assessing what people need and where, and to tell people how they can best urgent access assistance.

Image 36: Slide 36



Slide No.	**36**

Trainer Notes

- Progress reports make it possible to stay informed about a project and change or adjust tasks, schedules, and budgets.
- These reports are used for many steps from onset to completion and are issued at regular intervals.

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

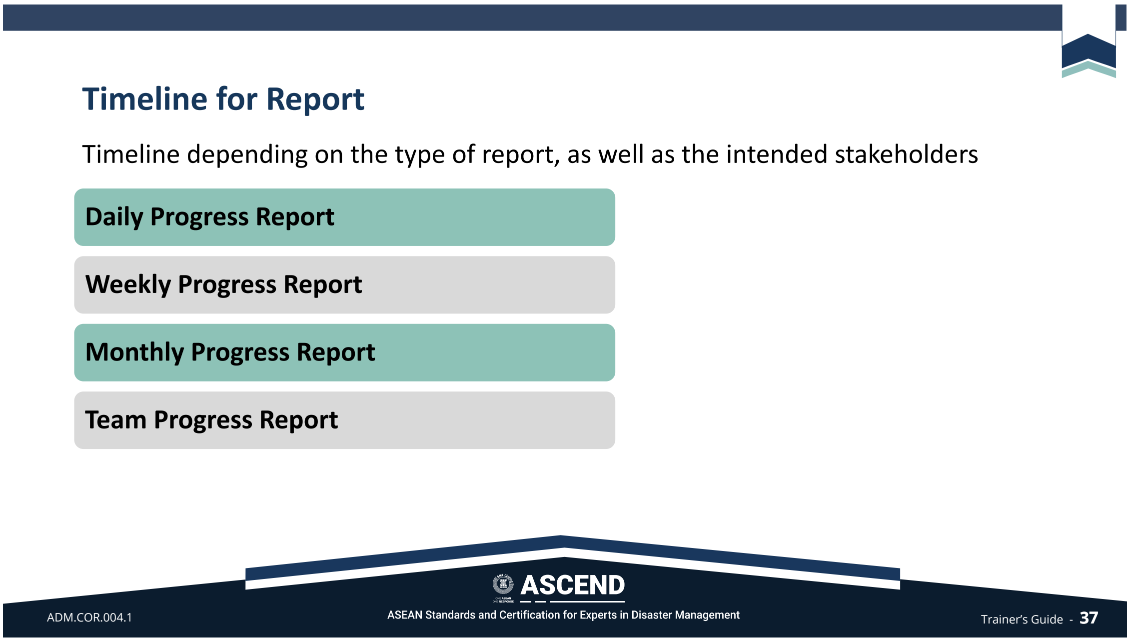
Introduction
This part provides an overview of the contents of the progress report. After completing all other parts of the report, it's best to write this to provide an accurate summary.

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.

Image 37: *Slide 37*



Slide No.	**37**

Trainer Notes

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

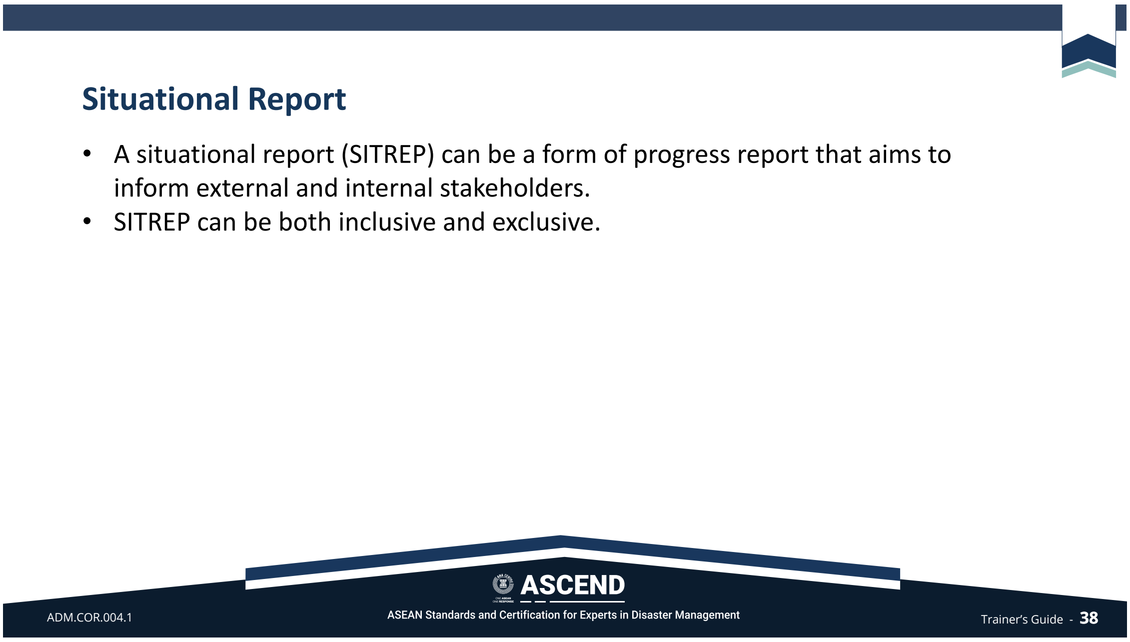
Daily Progress Report
A daily progress report includes the goals for the day and the previous day's accomplishments. It also explains challenges encountered in performing tasks and achieving goals. Another section under the daily progress report is 'lessons learned. These must be directly related to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

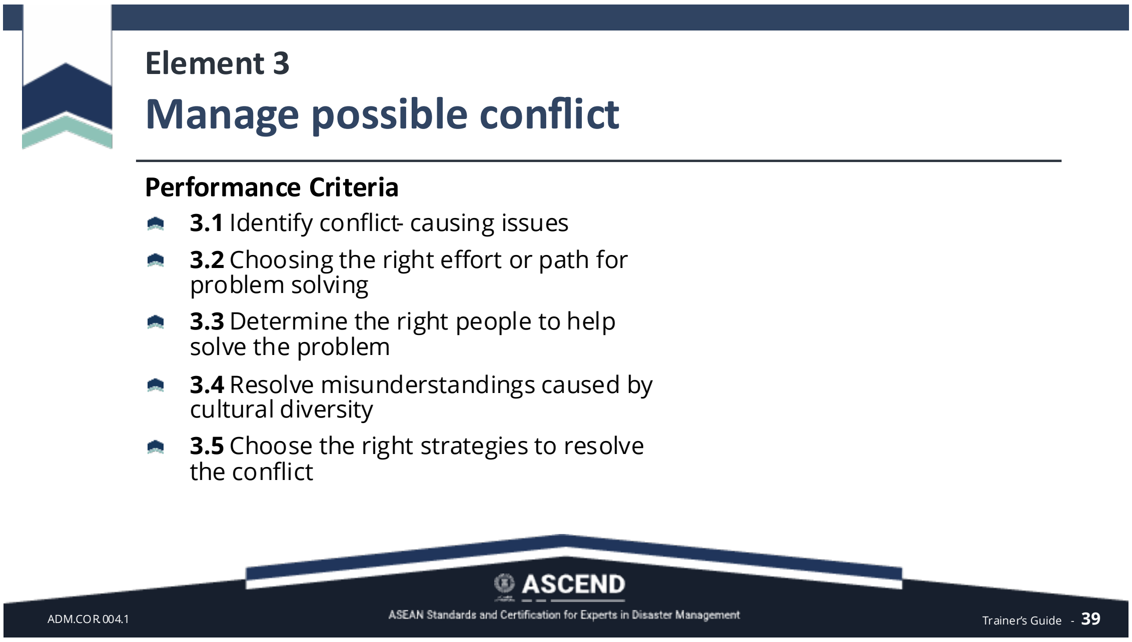
Team Progress Report
A team progress report provides information on all organisations in humanitarian response as a whole and each organisation's milestones and progress status.

Image 38: Slide 38



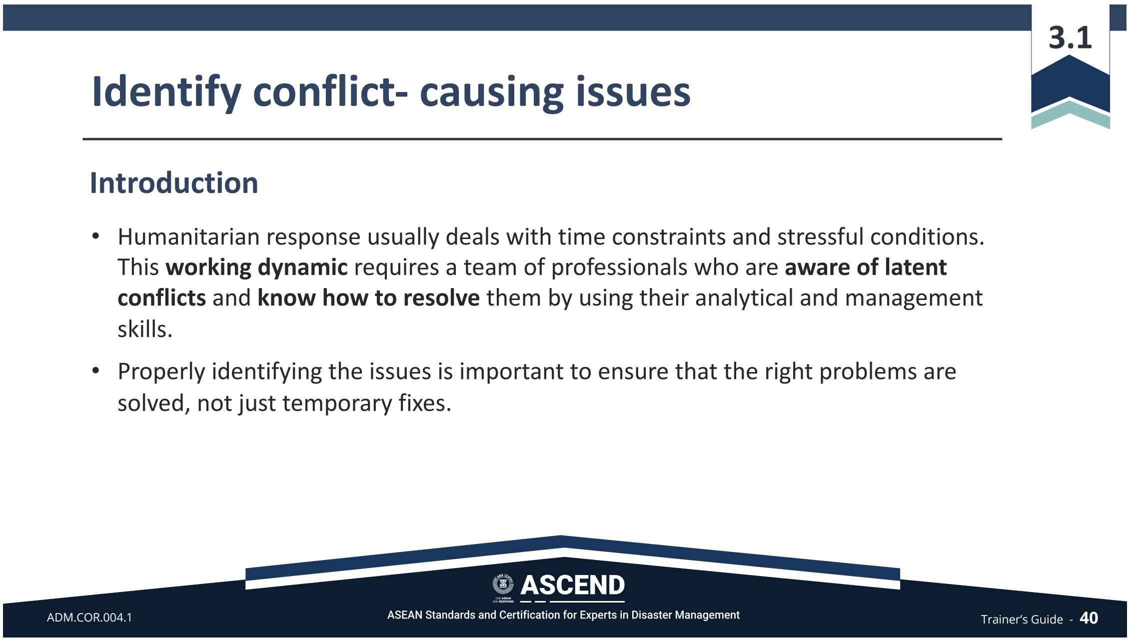
Slide No.	**38**
Trainer Notes	SITREP is a form of communication and coordination tool during an emergency.

Image 39: *Slide 39*



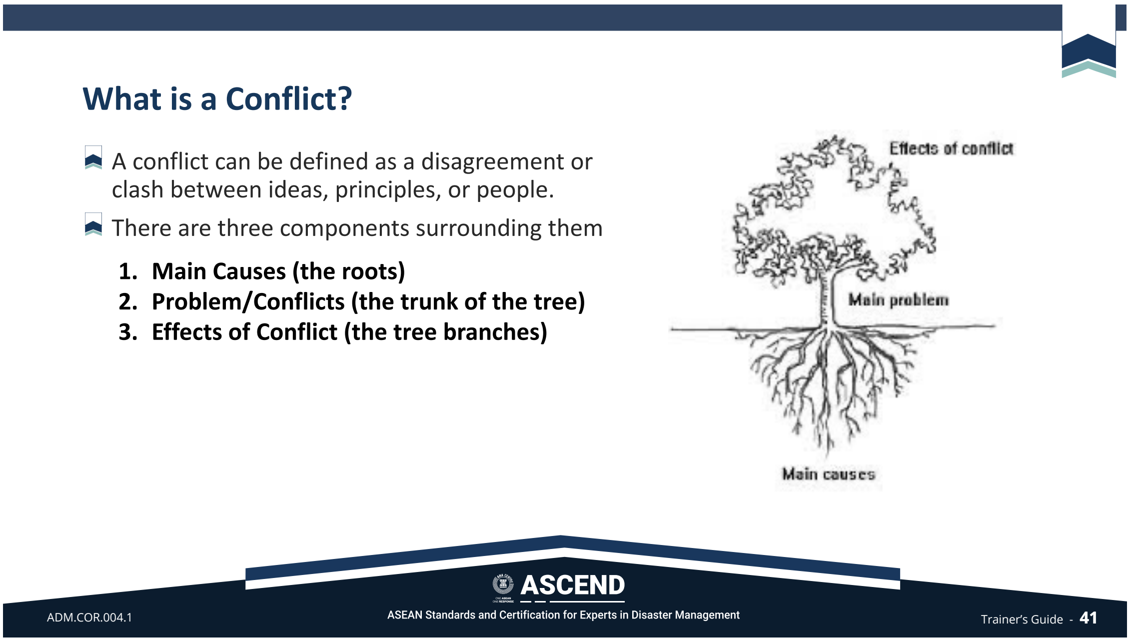
Slide No.	**39**
Trainer Notes	Introduce topic Trainer identifies the Performance Criteria for this Element, as listed on the slide.

Image 40: Slide 40



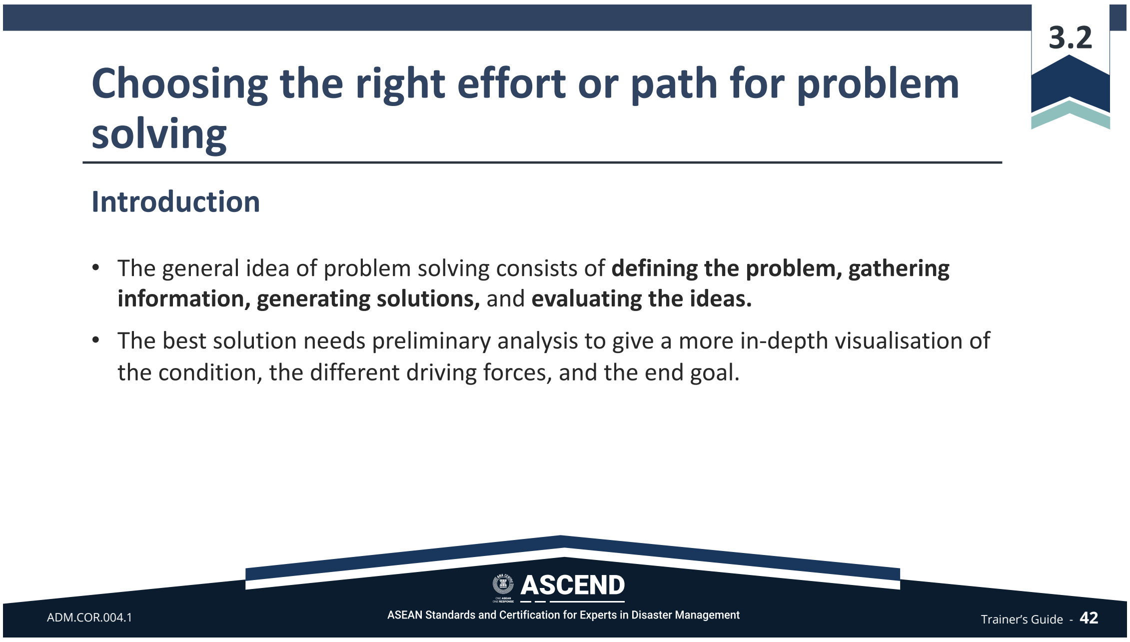
Slide No.	**40**
Trainer Notes	If the root cause is left unaddressed, the solutions implemented might not be sustainable and could cause a loss of time or, even worse, significantly impact the relief efforts. Meanwhile, if managing possible conflicts is done well, it could be a great learning environment as a source of trust-building for the team.

Image 41: *Slide 41*



Slide No.	**41**
Trainer Notes	In some cases, conflict can be destructive for a project, meaning it can slow down the 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. 1. Main Causes: 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. 2. Problem/Conflicts: the problem and conflict must be defined and made specific to prevent any broad accusations during the process, which will harm the discussion. 3. Effects of conflicts: in the context of teamwork, this can be mistrust, slower progress, etc.

Image 42: *Slide 42*

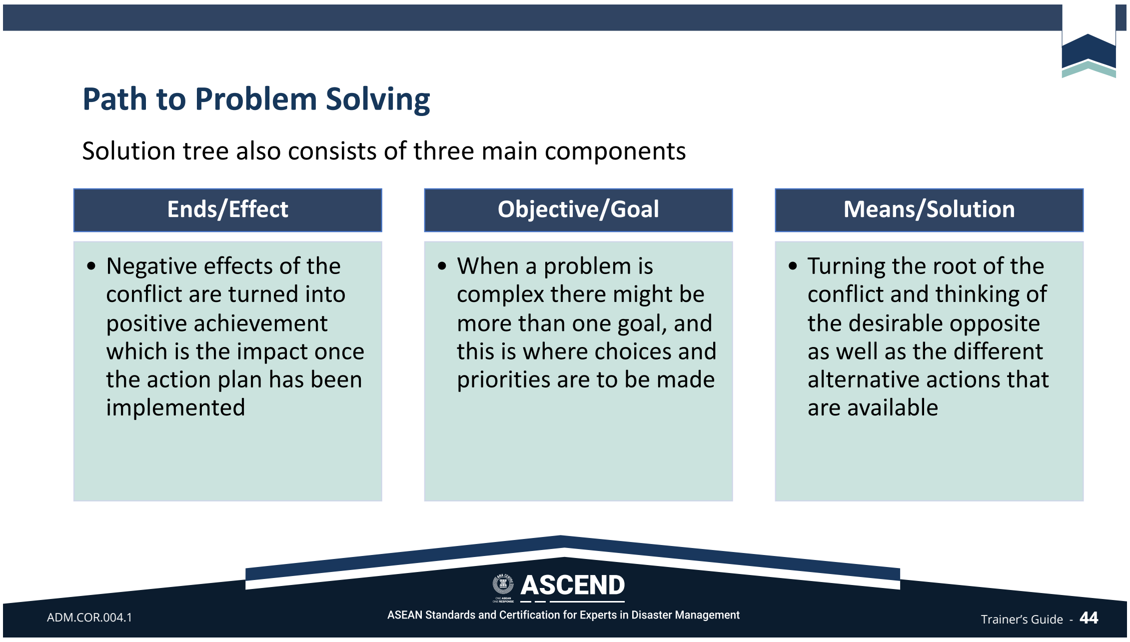


Slide No.	**42**
Trainer Notes	There are many ways to approach a problem, depending on the situation. One example is cooperative problem-solving, which leads to a win-win solution, focuses on maintaining the relationship, and prioritises solving the issue.

Image 43: Slide 43

Slide No.	**43**
Trainer Notes	**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.

Image 44: *Slide 44*



Slide No.	**44**

Trainer Notes

Similar to the conflict tree analysis, problem-solving can be done with solution tree analysis.

Ends/Effect
The tree branches represent the result or the effect of the goal. From the conflict tree analysis, the negative effects of the conflict are turned into positive achievement, 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 important 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 greatly affect the implementation process later because it is a way to keep the solutions and alternatives as real as possible. Using creativity in this section can also help generate valuable fresh ideas.

When identifying the path to problem-solving, it is important 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 bigger 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.

Image 45: Slide 45

3.3

Determine the right people to help solve the problem

Introduction

- Delegation is when someone at a higher-level assign responsibility to others within the team.
- It is important to not view this as a way to let go of responsibilities rather as an opportunity to know the team better, learn opportunities and build trust.
- Delegating tasks is also a way to move faster with the situation and improve productivity.

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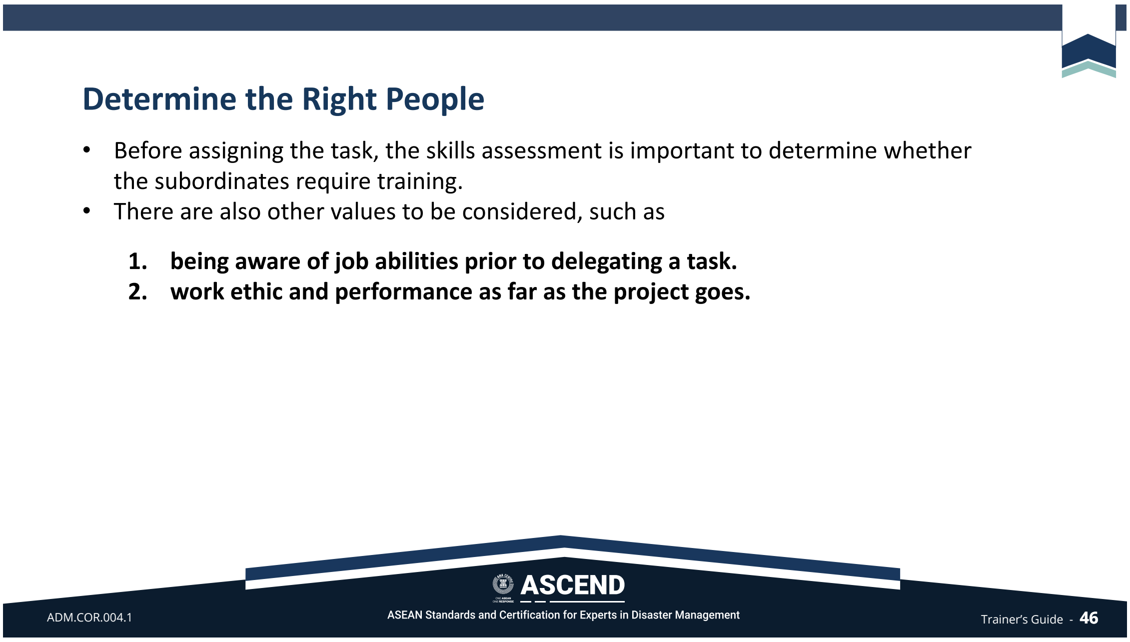
Trainer's Guide - 45

Slide No.	**45**
Trainer Notes	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.

Image 46: *Slide 46*

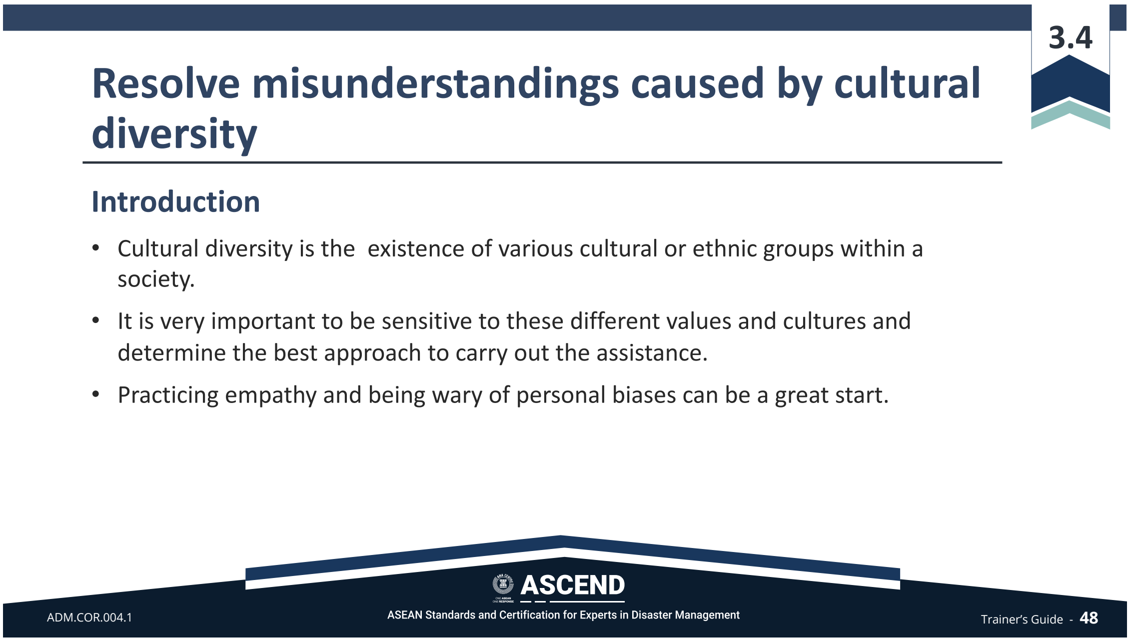


Slide No.	**46**
Trainer Notes	It is important to have someone willing to learn and be reliable when solving a problem. It is also possible to delegate a task because someone else is more skilled to carry out the responsibility. If that is the case, trusting them will improve the team's overall efficiency.

Image 47: Slide 47

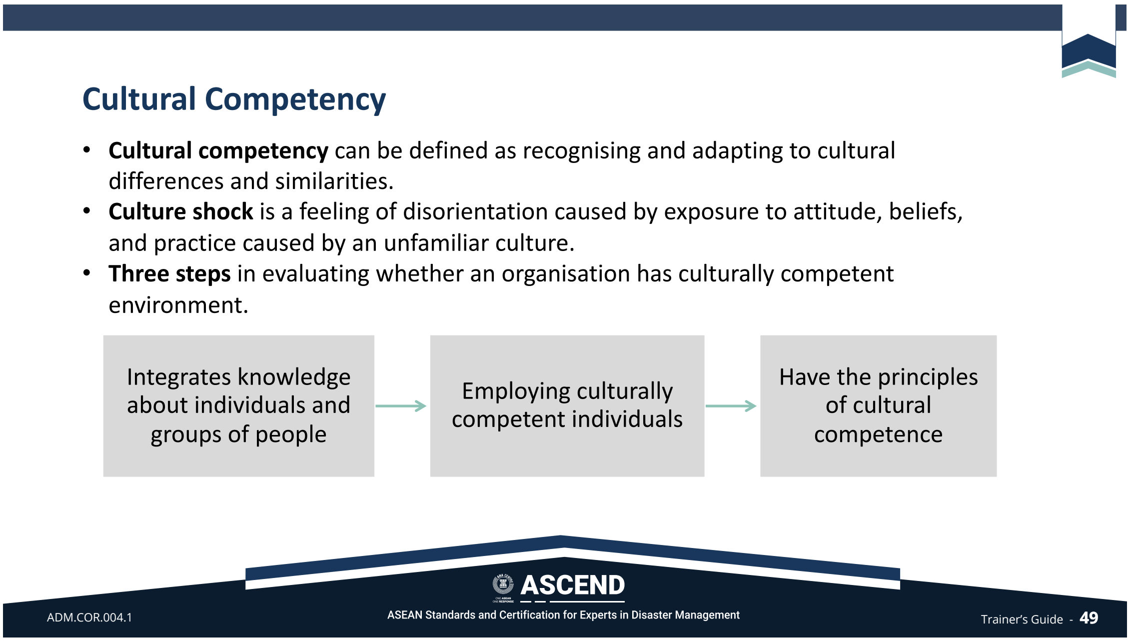
Slide No.	**47**
Trainer Notes	After the right people have been chosen, there are a few things to keep in mind to help with ensuring an effective delegation: • It is important to provide them with the right and explicit instructions, which means a task with clear objectives and measurable milestones to be achieved. • It is also important to ensure that the tasks are not overloaded or too demanding because it can be counterproductive, especially 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

Image 48: *Slide 48*



Slide No.	**48**
Trainer Notes	• Knowing cultural diversity alone is not enough to give you the proper knowledge of creating a safe and comfortable environment for everyone with various backgrounds. • Considering the importance of cultural competence, it is safe to say that this knowledge becomes basic equipment for conducting humanitarian assistance.

Image 49: Slide 49



Slide No.	**49**

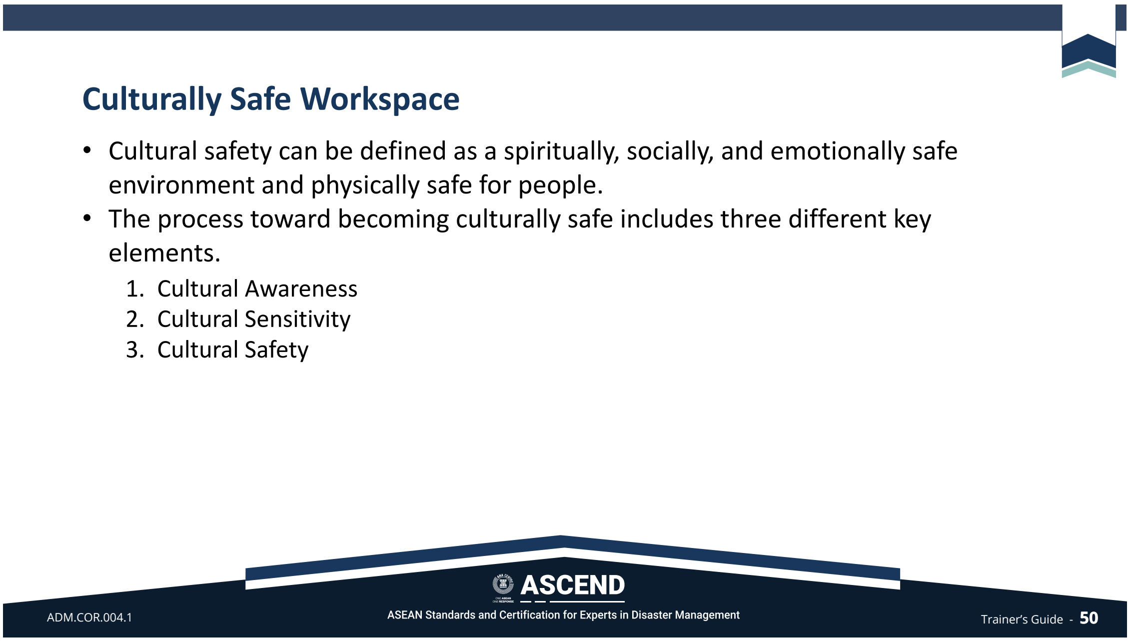
Trainer Notes

Cultural competency involves: the cultivation of deep cultural self-awareness and understanding and increased cultural other-understanding

There are three steps that can be considered in evaluating whether an organisation has a culturally competent environment:

1. 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.
2. 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.
3. 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

Image 50: Slide 50



Slide No.	**50**

Trainer Notes

- Culturally safe practices include actions that recognise and respect the cultural identities of others and safely meet their needs, expectations and rights.
- 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.

The process toward becoming culturally safe includes three different key elements.

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 experience 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.

Image 51: *Slide 51*

Slide No.	**51**
Trainer Notes	• Conflicts can arise from various reasons, starting from different opinions, psychological differences, power imbalance, unclear job descriptions, inconvenient organisational structure and many more. • Same with conflict and solution tree, developing a strategy requires specific and clear results.

Image 52: *Slide 52*

Slide No. **52**

Trainer Notes

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 the right 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 important 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 important 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.

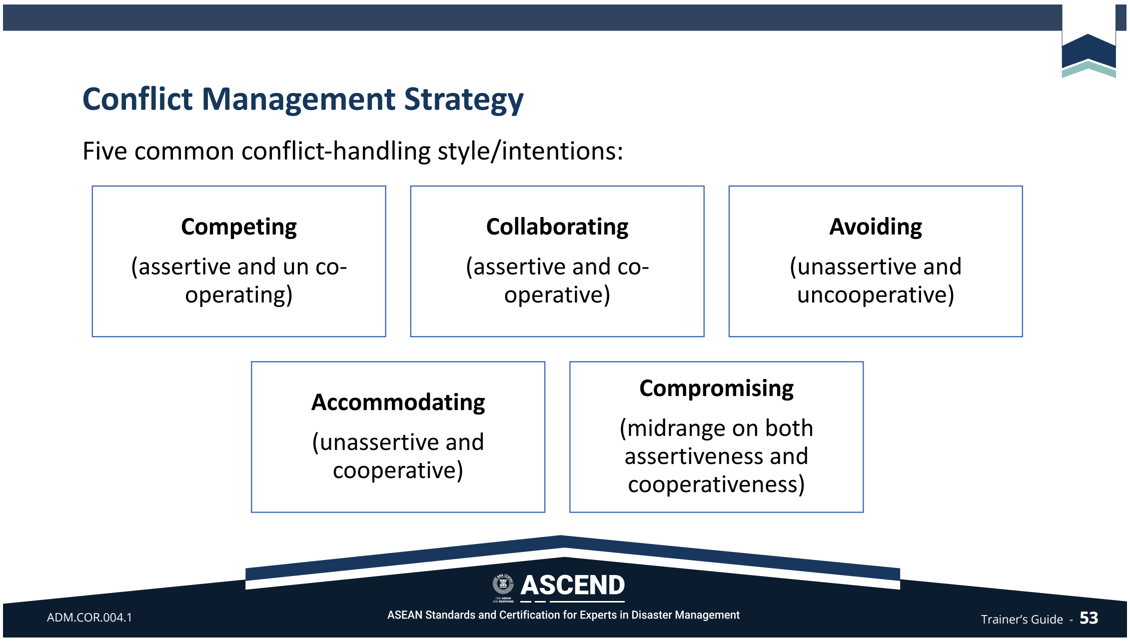
Take responsibility for your part in the problem

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. Especially in relief operations to save a life, 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.

Image 53: Slide 53



Slide No.	**53**

Trainer Notes

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 solving a problem, it is important 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

Image 54: *Slide 54*

Slide No.	**54**
Trainer Notes	Close presentation and thank the participants.

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