

Consortium of British Humanitarian Agencies

-- *working together for people in crisis* --



# Core Humanitarian Competencies Guide

**Humanitarian Capacity Building  
Throughout the Employee Life Cycle**

CBHA  
Humanitarian  
Capacity  
Building  
Programme

**act:onaid**



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Led and edited by ActionAid  
Facilitated by People In Aid

**Principal author**

Lynn Rutter

**Contributors**

Sara Swords  
Megan Price  
Ben Emmens

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## Why and how to use this Guide

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This guide has been developed as a “hands-on” resource to help you to use the recently developed Consortium of British Humanitarian Agencies (CBHA) competencies framework in all aspects of working with your staff – we’ve called this the Employee Life Cycle.

We have designed the guide so that you can dip into it in as much depth as you wish – from a quick “if you only have time to read one thing”, to recommended additional reading if this is an area that you wish to go into further. It has been produced on behalf of the CBHA as a practical working document, principally for humanitarian line managers, as part of a larger programme which aims to strengthen the capacity and ability of the NGO sector (“the Third Pillar”) to deliver appropriate high quality, effective and timely humanitarian responses.

The guide gives you a brief introduction to competencies and to the CBHA core humanitarian competencies framework in particular. It is then divided into sections based on the phases that you go through as a manager of staff in a humanitarian context - Planning and preparedness: recruiting and selecting; orientation and setting objectives; managing performance; personal/professional development and finally, debriefing.

The overall benefit for you and your organisation in using this guide is to:

- Help you to deliver a more effective humanitarian response by supporting you in the selection and management of your staff
- Support you in using the CBHA core humanitarian competencies framework which has been developed to increase the capability of your organisation to respond in emergencies
- Introduce an objective way of assessing your people’s competencies and development requirements
- Increase the professional approach to managing people in your organisation; encouraging the use of a quality, standard and consistent way of assessing staff competency

One word of caution, although the guide has been created following a collaborative process with all the CBHA Agencies and contains examples and case studies from various agencies, it is not intended to replace your own Agency’s systems and working practices. The intention of the guide is only to provide ideas of how competencies could be integrated into different aspects of staff management and share interagency experiences. Please refer to your own Agency for specific documentation and processes.

We hope you find it useful and that you will take time to give us feedback on its use. This is an ongoing project and we will always be looking at ways to increase its effectiveness and usability. Please send your feedback to us at [CBHA.guide@actionaid.org](mailto:CBHA.guide@actionaid.org).

## Section One: Introduction to Competencies

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*“All organisations say routinely, “People are our greatest asset”. Yet few practise what they preach, let alone truly believe it.”* PF Drucker, 1995

The quality of an organisation’s staff and management is widely recognised as key to the ability of an organisation to deliver against its stated vision and strategies, yet few organisations actively create a culture and environment to enable their staff to contribute to their maximum potential.

One factor that has been widely recognised as important to achieve this is the clarification of what competencies the organisation expects its staff to demonstrate and what exactly that looks like in behavioural terms. By clarifying these, and explaining how they link to the organisation’s ability to deliver impact, an organisation is able to send clear messages about what is expected to be successful and attain personal and organisational excellence.

Competencies emerged as an organisational tool during the 1980s as a response to the way that organisational thinking and society in general, were changing. The US academic, Richard Boyatzis wrote *“The competent manager: a model for effective performance”* which had considerable influence both at the time and over the following decades where competencies and the creation of competency frameworks has become increasingly important. Initially many organisations focused on defining the technical competencies required, but over time this has broadened to include the behaviours and attitudes required. This has encouraged organisations to use competencies in a very practical way to improve professionalism at both an individual and organisational level.

Some of the benefits of using a competency framework have been identified as:

- Assisting the organisation to take stock of staff capability and the organisation’s ability to deliver against its goals
- Helping to describe what attributes staff need to develop to meet present and future organisational challenges
- Clarifying expectations in a consistent and objective way
- Creating a shared language about what is expected from staff
- Supporting a feedback and development culture using measurable evidence

The Corporate Institute of Personnel and Development (CIPD) state in their factsheet on competencies:

*“Competencies are a signal from the organisation to the individual of the expected areas and levels of performance. They provide the individual with a map or indication of the behaviours that will be valued, recognised and in some organisations rewarded. Competencies can be understood to represent the language of performance in an organisation, articulating both the expected outcomes of an individual’s efforts and the manner in which these activities are carried out”*

During 2010, the Consortium of British Humanitarian Agencies (CBHA), supported by People in Aid, worked with 15 agencies to identify the core competencies which are critical in a humanitarian response. For the purpose of this work the definition of ‘competency’ was understood to mean:

*“the behaviours that employees must have, or must acquire, in order to achieve high levels of performance in their role.”*

Six areas of core competencies defined as *“the essential behaviours required by all staff, influenced by their skills and knowledge”*, were identified. These, and the process used to identify them, are detailed in the next section.

## Section Two: The CBHA Competencies

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Objective 1 of the CBHA Humanitarian Capacity Building Programme was to develop a set of core humanitarian competencies and leadership behaviours to be agreed on by the agencies within the consortium. The work, which was led by ActionAid and facilitated by People in Aid, took place during June and July 2010 and resulted in a common core competencies framework for humanitarian action for all CBHA members (see next page). The full process to achieve this agreement is documented in the Objective 1 Final Report.<sup>1</sup>

It was fundamental to this project to respect the work that had already been done on developing competencies in the sector. As a result, the CBHA Core Humanitarian Competencies Framework has built on a number of previous initiatives, synthesising frameworks from within and external to the CBHA, with the goal of drawing out the behaviours that are fundamental to all humanitarian positions. The framework attempts to reflect the reality of humanitarian work with its focus on delivery and accountability and to reflect future competency needs of humanitarian organisations. It is underpinned by good programming principles and widely recognised organisational standards and complements existing frameworks in use, with key applicability to humanitarian work.

Most importantly, this framework reflects a consensus-built, inter-agency approach. All 15 CBHA member agencies participated in the development of this framework. It is a living document and is being tested within the CBHA and by external agencies to ensure it meets the needs of the sector. The aim is to ensure it maintains an operational focus and can be useful and relevant for staff on the ground.

There are three important assumptions that should be emphasised as part of this framework:

- 1) It should be understood that beneficiaries - that is disaster and conflict affected people, - are at the centre of what we do. Core humanitarian behaviours exist in order to ensure that the focus on disaster and conflict affected people is not lost, and that appropriate accountabilities are maintained in accordance with fundamental humanitarian principles.
- 2) The framework is not intended to replace or supersede existing agency frameworks. However, it contains the elements which, by consensus, CBHA member agencies agree comprise core humanitarian behaviours.
- 3) The core humanitarian competencies framework only articulates core **humanitarian** behaviours. There are certainly many *generic* (or non-humanitarian specific) competencies which it is assumed agencies already reference or use.

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<sup>1</sup> <http://www.thecbha.org/what-we-do/capacity-building/>

# Core Humanitarian Competencies Framework

Keeping disaster and conflict affected people at the centre of what we do



Competencies	<u>Understanding of humanitarian contexts and application of humanitarian principles</u> <i>Key issues and practices impacting current and future humanitarian interventions</i>	<u>Achieving results effectively</u> <i>Behaviours to use resources efficiently and effectively to achieve results, considering the need for speed, scale and quality</i>	<u>Developing and maintaining collaborative relationships</u> <i>Behaviours to develop and maintain collaborative, coordinated relationships at times of heightened complexity and risk</i>	<u>Operating safely and securely in a humanitarian response</u> <i>Behaviours required to take responsibility to operate safely in a pressured environment</i>	<u>Managing yourself in a pressured and changing environment</u> <i>Essential personal behaviours required to operate effectively within a humanitarian context</i>	<u>Leadership in humanitarian response</u> <i>Seeing the overall goal within the changing context and taking responsibility to motivate others to work towards it, independent of one's role, function or seniority.</i>
<b>Core Behaviours for all staff in humanitarian response, informed by skills and knowledge</b>	<p><b>The humanitarian context</b>                      Demonstrate understanding of phases of humanitarian response including preparedness and contingency, DRR, response and recovery</p> <p>Apply understanding of the political and cultural context and underlying causes of the humanitarian crisis</p> <p>Demonstrate understanding of the gender and diversity dimensions of humanitarian situations</p> <p>Keep vulnerable people at the centre of the humanitarian response</p> <p><b>Applying humanitarian standards / principles</b>                      Ensure that programme goals and activities uphold the principles of the key national and international humanitarian frameworks, codes and commitments under which humanitarian organisations operate</p> <p>Demonstrate understanding of your role and that of your organisation and others within the humanitarian system</p>	<p><b>Programme quality</b>                      Demonstrate understanding of agency project cycle management</p> <p>Participate in the design and implementation of effective projects and programmes</p> <p><b>Accountability</b>                      Collect, analyse and disseminate information to and from communities and other stakeholders</p> <p>Demonstrate accountability to partners and disaster and conflict affected people and communities</p> <p><b>Decision making</b>                      Demonstrate flexibility to adapt plans and make decisions in rapidly changing environments</p> <p>Demonstrate understanding of when a decision can be taken and when to involve others</p> <p>Consider the wider impact of the decisions you make in your work to achieve positive results</p> <p><b>Impact</b>                      Maintain focus on delivery of timely and appropriate results using available resources</p>	<p><b>Listening &amp; dialogue</b>                      Actively listen to different perspectives and experiences of stakeholders</p> <p>Establish and maintain clear communication and dialogue with disaster and conflict affected people and other stakeholders</p> <p><b>Working with others</b>                      Contribute positively in the team to achieve programme objectives</p> <p>Share appropriate information and knowledge with colleagues and partners as and when appropriate</p> <p>Actively participate in networks to access and contribute to good practice</p> <p>Challenge decisions and behaviour which breach the ICRC/NGO and individual agency Codes of Conduct</p>	<p><b>Security context and analysis</b>                      Identify and communicate risk and threats and minimise these for you and your agency</p> <p><b>Personal safety &amp; security</b>                      Build and maintain a reputation in line with humanitarian standards and acceptance for your work</p> <p>Take appropriate, coordinated and consistent action to handle situations of personal risk and situations of risk for others</p> <p>Reduce vulnerability by complying with safety and security protocols set by your organisation and contextualise appropriately to local scenarios</p> <p>Champion the importance of safety and keep the safety of colleagues and team members in mind at all times</p> <p><b>Minimising risk to communities and partners</b>                      Take measures to do no harm and to minimise risks for your partners and the communities you work with</p>	<p><b>Resilience</b>                      Recognise stress and take steps to reduce it</p> <p>Remain constructive and positive under stress to be able to tolerate difficult and sometimes threatening environments</p> <p>Remain focused on your objectives and goal in a rapidly changing environment</p> <p>Able to adapt to changing situations</p> <p>Keep yourself emotionally stable when helping others</p> <p><b>Maintaining professionalism</b>                      Take responsibility for your own work and for the impact of your actions</p> <p>Plan, prioritise and perform tasks well under pressure</p> <p>Maintain ethical and professional behaviour in accordance with relevant codes of conduct</p> <p>Demonstrate personal integrity by using one's position responsibly and fairly</p>	<p><b>Self-awareness</b>                      Show awareness of your own strengths and limitations and their impact on others</p> <p>Demonstrate understanding of your skills and how they complement those of others to support team effectiveness</p> <p>Seek and reflect on feedback to improve your performance</p> <p><b>Motivating and influencing others</b>                      Communicate humanitarian values and motivate others towards them</p> <p>Inspire confidence in others</p> <p>Speak out clearly for organisational beliefs and values</p> <p>Demonstrate active listening to encourage team collaboration</p> <p>Influence others positively to achieve programme goals</p> <p><b>Critical judgement</b>                      Analyse and exercise judgment in new situations in the absence of specific guidance.</p> <p>Demonstrate initiative and ingenuity</p>

# Core Humanitarian Competencies Framework

Keeping disaster and conflict affected people at the centre of what we do



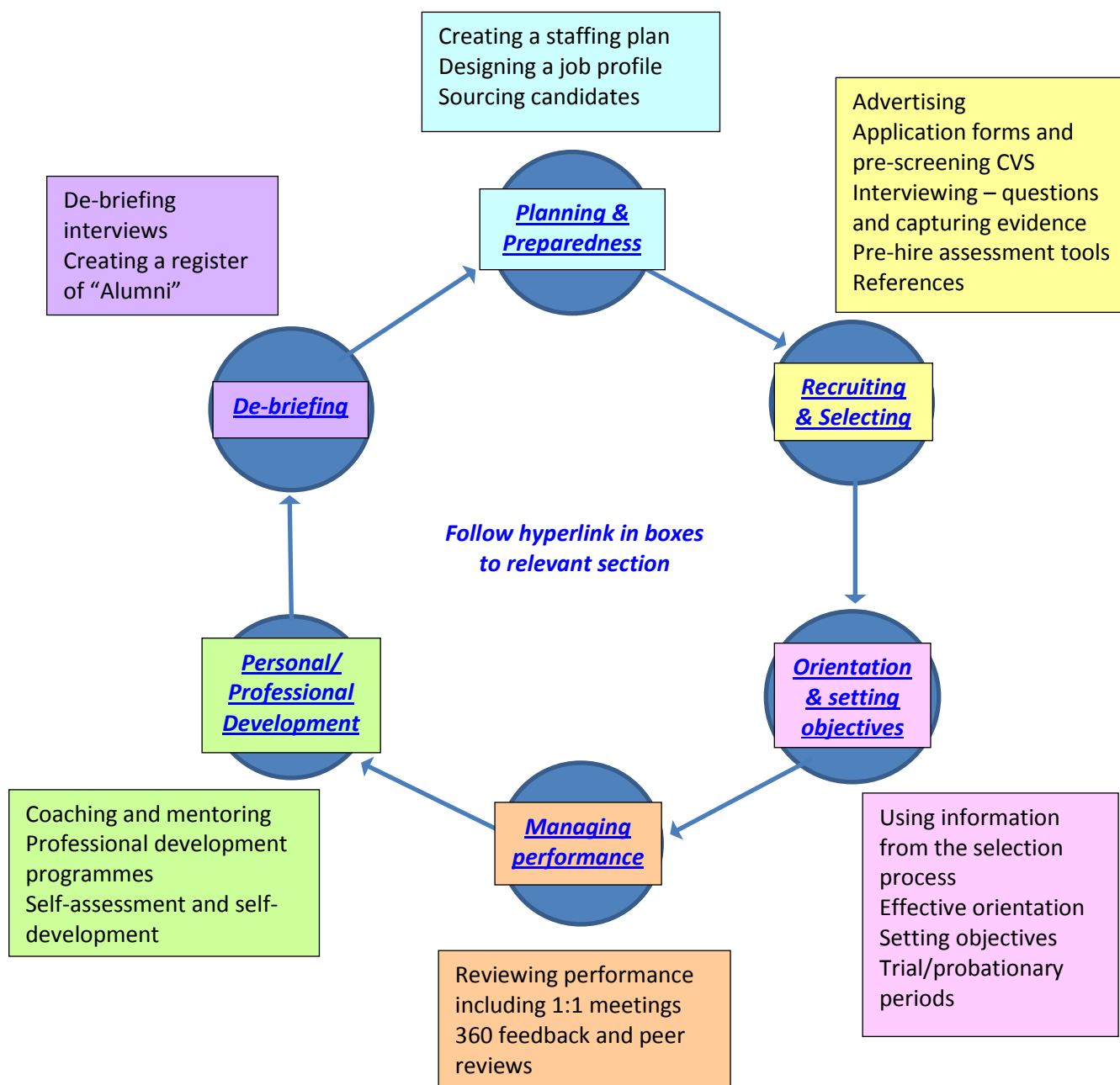
	<p>Integrate beneficiary accountability principles into your approach</p> <p>Demonstrate an understanding of coordination mechanisms</p>				<p>Be aware of internal and external pressures and how they might impact your effectiveness</p>	<p>Demonstrate tenacity to achieve solutions</p> <p>Address difficult situations and make tough decisions confidently and calmly</p> <p>Suggest creative improvements and different ways of working</p>
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Competencies	<u>Understanding of humanitarian contexts and application of humanitarian principles</u>	<u>Achieving results effectively</u>	<u>Developing and maintaining collaborative relationships</u>	<u>Operating safely and securely in a humanitarian response</u>	<u>Managing yourself in a pressured and changing environment</u>	<u>Leadership in humanitarian response</u>
<p><b>Additional Behaviours for 1<sup>st</sup> level line managers* in humanitarian response, informed by skills and knowledge</b></p> <p>*as defined in report</p>	<p><b>The humanitarian context</b> Able to assess and analyse key issues in the humanitarian situation and formulate actions around them</p> <p><b>Applying humanitarian standards / principles</b> Participate in the development of an organisational response based on an understanding of the contexts</p> <p>Actively engage in disaster coordination mechanisms and interagency cooperation from an understanding of your agency's perspective and approach.</p>	<p><b>Programme Quality</b> Set standards in your work and follow agreed procedures of work</p> <p>Document lessons learned and apply them to future projects</p> <p><b>Accountability</b> Ensure efficient and transparent use of resources in accordance with internal controls</p> <p>Establish community engagement mechanisms</p> <p><b>Impact</b> Clarify roles and responsibilities within your team to maximise impact</p> <p>Continuously provide feedback and updates to achieve improved results</p> <p>Coordinate with stakeholders to avoid duplication and maximise resources</p>	<p><b>Listening &amp; dialogue</b> Ensure beneficiary and partner feedback is incorporated into programme design, planning and learning</p> <p><b>Working with others</b> Establish clear objectives with teams and individuals and monitor progress and performance</p> <p>Establish agreed ways of working at a distance with partners and staff</p> <p>Work with your team to build trust with partners, communities and stakeholders</p> <p>Foster collaborative, transparent and accountable relationships through partners to formalise and operationalise partnering agreements</p> <p>Use negotiation and conflict resolution skills to support positive outcomes</p>	<p><b>Security context and analysis</b> Demonstrate an understanding of wider UN/NGO security co-ordination and how your organisation can benefit from, and contribute to, those mechanisms</p> <p>Undertake effective risk assessments and develop contingency plans</p> <p><b>Personal safety &amp; security</b> Monitor security risks and ensure organisational protocols are consistently followed by staff</p> <p>Take appropriate action and provide appropriate direction and support to team members in the event of a critical incident</p> <p><b>Minimising risk to communities and partners</b> Undertake effective risk assessments with communities and partners</p>	<p><b>Resilience</b> Help team members to practise stress management through prioritisation of workloads and modelling of appropriate self care</p> <p><b>Maintaining professionalism</b> Set realistic deadlines and goals</p> <p>Facilitate others to carry out their roles and responsibilities</p> <p>Make time to learn from experience and feedback, and apply the lessons to a new situation</p>	<p><b>Motivating and influencing others</b> Inspire others by clearly articulating and demonstrating the values, core purpose and principles that underpin humanitarian work</p> <p>Provide regular and ongoing informal and formal feedback to recognise the contribution of others</p> <p>Adapt leadership approach to the situation</p> <p><b>Critical judgment</b> Maintain simultaneously a broad strategic perspective and awareness of the detail of a situation</p> <p>Adapt plans quickly in response to emerging situations and changing environments</p> <p>Take calculated risks to improve performance</p> <p>Able to act decisively and quickly</p>



## Section Three: The Employee Life Cycle and the Practical Use of Competencies

Having identified the core humanitarian competencies and leadership behaviours, this next section aims to provide you with practical support in using them. The “Employee Life Cycle” model (shown below) shows the chapter framework. Each chapter includes key information, examples and where available, case studies.



## 1. Planning and Preparedness

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In a humanitarian response, experience has underlined the need to pause and plan before leaping into action. This is particularly important in the selection and deployment of staff where the appointment of the wrong person can have far reaching consequences.

In this chapter we look at how using behavioural competencies in the planning and preparedness phase can support targeted and strategic resourcing.

We look at:

- How to produce a staffing plan to ensure that the organisation has the right combination of people available to achieve its aims.
- How to create job profiles for each post to make sure that the focus, when recruiting, is on the competencies that the person will bring to the organisation.

The benefits for you and your organisation of using behavioural competencies in the planning and preparedness phase are:

- ✓ You can ensure that you have an overview of the competency mix in your existing team and know where the gaps are in order to address any competency gaps
- ✓ It helps to avoid bias in the recruitment process by ensuring that requirements are transparent and linked to the needs of the job
- ✓ It supports targeted and cost-effective decision making regarding issues such as where to source candidates and planning advertising

### **PART A: If you only have time to read one thing!**

- Make sure that you support your organisation's Strategic Plan with a Staffing Plan to analyse where you have competence gaps with your existing staff and create a plan to rectify this BEFORE the gap becomes a problem.
- Look at the behavioural competencies as well as the technical competencies. However qualified someone is, it is the behaviours that will make them successful or not in their job.
- Look at the CBHA behavioural competencies, or those used within your Agency, and identify those that are most important in your work situation. Make sure that your staff are aware that these are the key competencies needed to be successful in their humanitarian positions.
- Be sure to include behavioural competencies in the job profile as well as technical competencies so that your staff are clear about what is expected from them. Ensure you look for these aspects during recruitment.
- When deciding where to source new recruits, make sure that you think about where the competencies that you need are most likely to be found.

### **PART B: Looking at planning and preparedness in more detail**

#### **1.1 *Creating a staffing plan (also referred to as a workforce plan)***

Most organisations will have a strategic planning process which will include the creation of budgets and overall headcount plans. They do not always have a "matching" staffing plan which ensures that the competencies of that "headcount" are able to deliver against the plan. Where they do, that plan is likely to look at technical competencies only and the behaviours which lead to successful performance are often overlooked.

Where a humanitarian response occurs, time is important and the existence of a staffing plan framework covering the behaviours needed to perform well in such a response will save vital time and help to avoid costly resourcing errors.

Most staffing plan models have five steps:

1. A situation review – what are the facts/circumstances surrounding the situation or event? What are the key needs?
2. Current staffing profile – considering your existing staff, what is their competency profile? Create a grid to map this (see below) based on your observations and performance feedback.
3. Future workforce needs – what needs have you identified during the Situation Review? What competencies will you need for the future?
4. Gap analysis – what gaps exist between your future workforce needs and the current profile? What competencies are missing?
5. Creating the plan – what actions do you need to take to close the gaps? Based on the competency analysis, this may involve training existing staff, recruiting, redeploying, etc.

**Example:** Current Staffing Profile using CBHA Behavioural Competencies

Name Competency	Employee A	Employee B	Employee C	Employee D
Understanding of humanitarian contexts and application of humanitarian principles	X	X		X
Achieving results effectively	X		X	X
Developing and maintaining collaborative relationships		X	X	X
Operating safely and securely in a humanitarian response	X		X	X
Managing yourself in pressured and changing environment		X	X	
Leadership in humanitarian response		X		

**Conclusion:** The example grid demonstrates that the above staff profile highlights a lack of individuals who are currently capable of taking leadership positions in a humanitarian response. If your Strategic Plan (step 3 in the model) has identified that you expect to need more leaders for future incidents, you have a competency gap and a plan to resolve this will be needed. This plan might involve for example, leadership training for existing staff; creating secondment opportunities to allow staff to develop or the recruitment of individuals with these competencies.

## **1.2 Job Profiles**

In most organisations staff will have the job that they are required to perform documented in some way. This is usually referred to as a job description and typically lists the tasks that the person is required to perform.

A job profile will take this to the next stage by listing not only the tasks to be performed but also providing a complete “profile” of the requirements of the post. Typical content will include:

- Practical data such as Job Title, Job level, location, salary, reporting lines and budget responsibilities
- Job Purpose – a description of why the job exists
- Responsibilities of the Job – what tasks will the job holder be expected to perform

A good job profile will then include specific information on what competencies the job holder will need to have in order to perform these tasks:

- ✓ Technical skills and knowledge
- ✓ Experience
- ✓ Behavioural competencies

These will be divided into Essential and Desirable to reflect whether they are a “must have” or are just preferred.

The job profile has many uses which will be highlighted in later chapters but is used initially to ensure that the recruitment process is focused around the essential competencies and avoids personal bias or prejudices. The Job Profile can then be used to design a targeted advertisement and selection process.

The annexed Resource 2 is an example of a competency-based job profile which incorporates the CBHA core humanitarian competencies, based on Oxfam’s competency-based job profile ([RESOURCE 2: Competency-based Job Profile](#)).

## **1.3 Sourcing candidates**

Once a competency-based Job Profile has been created, you can use this to decide how you will go about sourcing for that post. Is the skill set that you are looking for likely to be found within your own organisation, from a register of past employees or, do you need to look externally?

It is important for you to think carefully whether an essential competency is one that **MUST** be in place at the point of recruitment or whether it can be developed. This is particularly important to encourage diversity in the organisation. In many cases there will be sections of the population who have not had access to the opportunities to develop the essential competency and it may be possible to identify at interview or through aptitude testing (covered later) whether the competency can be developed once in position. Where this is the case, care should be taken to avoid excluding the candidate from applying by stating too strongly that the competency is a requirement.

Two key sources for recruitment, where there has already been the opportunity to assess the competencies of the person, are the use of past employee registers and the use of interns.

The decision on how to go about sourcing for the post, and where to advertise, is critical to ensure the right mix of competencies and balance of diversity. Traditionally, a lot of recruitment in the humanitarian field has been from a pool of “known” individuals. This can work well if a register of properly sourced and screened candidates, with measured and recorded competencies, is created.

However, where it falls into the “people I know” bracket it can, be discriminatory as well as fail to develop new resources.

## **PART C: Case Studies**

### **Oxfam GB CASE STUDY: Using a Register**

The OGB Humanitarian Register is a tool that supports Oxfam GB (OGB) in sourcing appropriately qualified and experienced individuals for emergency responses. These recruitments are usually urgent and the register allows for the prior identification of individuals with the required competencies, in advance of the need. The register is maintained within the Humanitarian department but in recent years various OGB regions have also started maintaining regional registers.

All people on the register are interviewed and reference checked prior to acceptance on the register. While OGB experience is preferable many register members do not have this experience. Each register tracks whether candidates have OGB experience or not.

When a region or country makes a request for an employee to the Humanitarian Department they provide a full Job Profile, Terms of Reference as well as the essential skills and competencies. This enables the matching of the individual to the role.

As an example, the Emergency Food Security & Livelihoods (EFSL) Team has a medium sized register which includes a good mix of ex-OGB EFSL staff and people new to Oxfam. On one occasion, the EFSL team received a request for the Philippines. The request was for a short-period and required the person to take on duties and leadership very quickly. The request was not competency based but listed some the duties required:

- Provide support to the assessment and planning processes in the response.
- Work closely with the team to play a key role in validating the assessment which the team and partners will be conducting from DATE.
- Work with the team and partners to develop the plan for the EFSL response in the area.
- Work closely with partners to develop a clear operational plan and timeline for this response including a Monitoring & Evaluation (M&E) plan
- This plan should show clearly how women's rights are being addressed in this programme and ensure that all involved with the programme understand this.
- Handover to Regional EFSL coordinator all pending issues to ensure continued support

This detail was enough for the EFSL team to identify a candidate on the register to carry out the deployment. It was possible to link the duties with Oxfam competencies e.g. ‘Work closely with the team....’ to ‘Working effectively with others’ and ‘Develop clear operational plan’ to ‘Achieving results’.

The register was searched for all available people and then the request was compared to what was known about those who were available. Having ex-staff members on the register means we have more knowledge about their skills and competencies and also their areas of interest and any specialities.

The individual was then approached, accepted the offer and was deployed within the tight timescale.

## 2. Recruiting and Selecting

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In this chapter we look at how you can use a competency based approach to improve your chances of selecting the right candidates taking full account of diversity and cultural issues. The areas covered are:

- Getting the advertisement right so that you highlight the most important requirements
- Using application forms and pre-screening CVs
- Capturing evidence through the right interview questions
- Using pre-hire assessment tools
- Taking up references to confirm information

The benefits for you and your organisation of using competencies are:

- ✓ You can ensure that the best candidates are selected and that your hiring decisions are made objectively, with behaviour-based short-listing and interviewing
- ✓ It helps to support diversity; minimising bias by ensuring decisions are fact based
- ✓ You will save time and money by minimising failed recruitments by ensuring the candidates interviewed match the organisational needs

### **PART A: If you only have time to read one thing!**

- Use the Job Profile to ensure you keep your focus on the essential competencies that you have identified as needed to do the job successfully
- Get as much evidence as you can, using different tools such as presentations and written tests, to find out if the candidate can demonstrate the essential competencies
- Use the reference process to validate where possible
- Document your conclusions and make sure that you note any competency gaps that will need to be addressed as part of the person's orientation and objectives
- Keep objective and evidence based – look for examples of actual behaviour throughout the recruitment

### **PART B: Looking at Recruiting and Selecting in more detail**

#### **2.1 Advertising your vacancy**

Agencies will use a variety of recruitment tools – from print media, their own websites, and targeted NGO recruitment sites to local job boards. Advertising can be extremely expensive in some locations and agencies need to ensure the advertising is worth the cost.

Whichever recruitment avenue you choose to pursue, you are aiming to get the right people to apply. Your aim is not to get hundreds of applications from unsuitable applicants (quality over quantity) and you therefore need to be very clear about what you are looking for.

Using the job profile that you have created allows you to see what the essential competencies are. These are the areas that need to be emphasised in any advertising as you only want applications from people who can demonstrate these. At this stage, it is not recommended that you emphasise the competencies that are merely desirable. For example, someone who can speak French might be *preferred* but if it's not essential it is best not to limit your candidate pool by mentioning this – people have a tendency to be put off applying if they see too many requirements that they do not meet. See [RESOURCE 2](#) as an example of a Job Profile that might accompany your advertisement.

## **2.2 Application forms and pre-screening CVs**

Applicants will be asked to complete an Application Form and/or to send in a letter expressing interest with an accompanying CV. There is merit to both approaches but the most important issue is that you should receive enough information about the candidate to assess their suitability for the post. If not, you could waste time interviewing unsuitable candidates or miss excellent candidates who may not be good at expressing themselves on paper.

There are of course, advantages and disadvantages to both methods – an application form can better target specific information from the candidate but may put the candidate off applying if the process is too time consuming/onerous while a CV will say more about the candidates way of presenting themselves but may not address all the areas about which you need to know.

By using a competency focus you can tell the candidate what information you require from them in order to best consider them for the post. Asking for examples of how they have demonstrated the competencies you have identified in the job profile as essential for the role will give you evidence on which to base your short listing decisions.

Organisations use different approaches and we have included two guidance notes in the Resources Section. The first outlines the cover letter approach and the second uses application forms only. Whichever system is used, the key issue is to make sure that you are gathering information from the candidates about the competencies that are important to you.

[RESOURCE 3: Using a Cover Letter to Identify Competencies](#)

[RESOURCE 4: Using an Application Form to Identify Competencies](#)

In all cases, it is important when short listing the candidates to ensure that the assessment of the application is handled consistently and fairly. The use of a scoring grid can support this and ensures you are short listing only those who have the required competencies for interview.

A scoring grid need not be complex – generally it will be a table showing:

- Candidate name
- Competences identified as required (both Essential and Preferred)
- Decision – yes/no
- Brief statement of justification

Refer to [RESOURCE 5: Competency-based Short listing Form](#) for ideas on developing a short listing form for your recruitment.

## **2.3 Interviewing**

The interview remains the most commonly used selection tool and when based around competencies effectiveness can be significantly increased.

For each of the behaviours identified under the Core Humanitarian Competencies Framework, we have created some example questions that can be used to assess the candidate (see [RESOURCE 6: Competency-based Interview Questions](#)). As the recruiting manager, you will generally draw up an interview schedule to ensure that evidence is collected during the interview about the competencies that you have identified as essential on the job profile.

Each question within competency-based interviews should target a specific skill or competency. Instead of asking candidates about their knowledge in a particular area, competency-based interviews are designed to understand how an individual behaves in a situation and their ability to demonstrate a competency. Competency-based interviewing techniques are designed to ensure you get the most accurate understanding of a person's competence.

Candidates are asked to explain a situation where they demonstrated a competency or are asked questions relating to their behaviour in specific circumstances, which they then need to back up with concrete examples. It helps to be very clear to the person being interviewed that they will be expected to provide and explain a specific example of a real situation. Getting a good understanding of a particular situation when a competency was demonstrated will help you as interviewer, understand more about that person's experience and how they adjusted their behaviour to meet the needs of the situation.

When interviewing it will be important that you probe any responses to further explore the example by asking for specific explanations about the candidate's behaviour or skills. If a candidate responds in an unclear manner or refers to 'we did this', probe further to understand that person's specific role and actions within the example they provide.

In assessing the candidate, you will look for examples of positive indicators of the behaviours and will regard a candidate as not meeting the criteria where evidence of negative indicators are observed. At the end of the interview you should review the evidence collected and conclude whether the candidate is suitable for the position. The evidence gathered should be documented on the interview form and carried forward to input into the person's orientation (see section 3.1).

Look for evidence of behaviour and keep probing if you are not satisfied with the answer. In Section Four of this guide we have included some resources on interviewing and your agency may also have specific guides and training available to support you. Additionally we have included three other resources (adapted from CBHA member agencies' tools) in Section 5 to support your competency-based interviewing:

[RESOURCE 7: Interview Form](#), [RESOURCE 8: Interview Assessment Grid](#), [RESOURCE 9: STAR Interview techniques](#)

When recruiting at the height of an emergency, it is tempting to take short cuts in order to get candidates on board quickly. Experience has shown that this can be a false economy with the appointment of the wrong candidate with high costs in terms of poor performance, repatriation costs and, at worse, reputational risk. Where interviews have to take place at speed, it is recommended that you focus questions to get examples of:

- Resilience (can the candidate work under severe pressure?)
- Risk awareness (will they comply with safety and security requirements?)
- Working with others (can they form a team quickly and work in a collaborative way?)

See also [RESOURCE 10: Competency-based Reference Questions](#) for an example reference document. It is recommended that at least one reference is taken, by telephone if urgent, to confirm the candidate's suitability.

#### **2.4 Pre-hire assessment tools**

In addition to the interview, a large range of assessment tools are available for recruiting the right staff. These range from role play exercises and presentations to the use of psychometric assessment tools.



These can all be used to supplement evidence from the interview or to provide evidence that an interview cannot easily do. For example, asking the candidate to prepare and give a presentation on the importance of understanding the gender and diversity dimensions of a humanitarian situation, followed by a question and answer session, might give a greater opportunity to explore the candidates understanding of the issues as well as their presentation style and communication skills.

All of the tools that you use to assess the candidate will give you some information, although you may get more information from some tools than others about specific competencies. The example grid below demonstrates this. You may use the interview to ask questions about all competency areas but you might wish to ask the candidate to prepare a presentation on, for example, a specific humanitarian situation to judge in more detail if they can demonstrate the ability to fully understand contexts.

Similarly, for a job where forming collaborative relationships is particularly essential, you may wish to gain extra evidence by using a specific psychometric questionnaire to supplement the interview.

	Interview	Presentation	Occupational Personality Questionnaire (OPQ)	Simulation
Understanding of humanitarian contexts and application of humanitarian principles	X	X		
Achieving results effectively	X			X
Developing and maintaining collaborative relationships	X		X	
Operating safely and securely in a humanitarian response	X	X		
Managing yourself in a pressured and changing environment	X			X
Leadership in humanitarian response	X		X	X

We have included a case study in Part C of this chapter which gives an example of using an OPQ for recruitment of Country Directors.

## 2.5 References

Many organisations miss a golden opportunity to collect further evidence on actual behaviour by not using the taking-up of references to ask for behaviour based examples from previous employers.



This information can be used to both supplement and confirm the information obtained during the selection process.

By including competency-based questions in the request for a reference, you require the referee to provide examples of performance and evidence of competency. You can tailor the reference request document to gather information that you were not able to obtain in the interview. It is also important to remember that useful information can be gained by looking at what is missing from a referee's answers. See [RESOURCE 10: Competency-based Reference Questions](#) for sample questions using some of the CBHA competencies.

Unfortunately some organisations will not give formal references other than to confirm basic data such as job titles and length of employment however it is often possible to gain further information from personal references or by taking up a telephone reference. Several Agencies have also reported that one key question to ask is, "Would you re-employ this person?"

## **PART C: Case Studies**

### **Merlin CASE STUDY: Recruitment for Country Directors**

In 2010, during a review of organisational recruitment processes, Merlin introduced an additional assessment method of psychometric testing and personality profiling within the selection process for Country Director positions.

After a review of different psychometric testing methods, Merlin decided to use an Occupational Personality Questionnaire (OPQ). The OPQ provides an indication of the candidate's preferred behavioural style at work and likely performance against important job competencies. It is designed to measure a candidate's behaviour, preferences and attitudes. Each OPQ assessment is tailored to the individual job profile to draw indications of a candidate's likely strengths and limitations against key competencies within their role - such as influencing and analysing key issues in the humanitarian situation.

The questionnaire presents the candidate with 100 questions, each offering four statements of behaviour where they will need to determine which is most and least like them at work. These behaviour statements are repeated throughout the questionnaire to help the candidate establish their true preferred behaviour when working with others, their thinking style and their feelings and emotions whilst at work. The questionnaire also measures how consistently the candidate has responded to the statements presented. The candidate's responses are compared against those of a large relevant comparison group to give a profile of the candidate's perceived preferences for different ways of behaving at work.

The OPQ assessment takes place after a first interview and a report is produced which describes how the candidate's preferred style or typical way of working is likely to influence their potential on a range of management competencies within the job profile. The report is provided to the candidate and the interview panel before a second interview and the interview questions at the second interview are tailored to explore key areas of strength and possible development needs highlighted within the OPQ report.

The OPQ report is not used as a standalone selection method but is integrated into the interview process to enable a more comprehensive understanding of a person's behaviours against the required competencies and provides a useful tool to explore these competencies further within the interview process. Any areas highlighted within the OPQ report can be addressed following the selection process and through continued support and development provided to an individual within their role.

### 3. Orientation and Setting Objectives

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In this chapter we look at how to ensure you are successfully bringing your new employee into the organisation, giving them useful feedback, guidance and support to develop the required competencies. Your aim is to give them a good start to ensure they know what you expect from them and to make sure they will be successful in their new job.

We will look at:

- How to use the information gained at recruitment about the new employee and any competency gaps identified
- Making sure you give the employee an effective orientation into the organisation
- Setting objectives for successful performance
- Helping the employee to successfully complete their trial period

The benefits for the organisation of using a competency based approach are that it:

- ✓ Helps to minimise the time taken to get a new employee “up to speed”
- ✓ Reduces the failure rate of new employees
- ✓ Clarifies what is expected from the new employee in concrete terms to support future performance discussions

#### **PART A: If you only have time to read one thing!**

- Use the information gained from the recruitment process about the new employee to design a personal orientation plan that includes addressing any competence gaps that were identified
- Set objectives for your new employee and try to match them to the competencies that you expect them to have in order to do their job well
- If the employee has a trial period, work closely with them to help them to succeed and to check they have, or are developing, the competencies that you marked as essential in their job profile

#### **PART B: Looking at Orientation and Objective Setting in more detail**

##### **3.1 Using Information from the selection process for an effective orientation**

In too many cases information on competency gaps identified at selection is documented as part of that process rather than acted upon. Evidence has shown that in many cases, the reason for a person failing in their job is identifiable at selection yet the information has not been carried forward into their induction and development plans.

Where a competency gap is identified, it is important that this information is relayed to the person responsible for the induction. The new joiner should be given clear feedback from the selection process so that they are able to start developing their competencies from the outset. The orientation process should also start to address the identified gaps by connecting the new joiner with people who can help them to develop the necessary competencies.

The key issue is to start creating a supportive environment from the outset whereby the new joiner can discuss competency gaps openly and in a common language that encourages transparency. This is critical in a humanitarian environment where the ability to speak openly about issues may be the difference between the individual feeling supported or not.

In a humanitarian response, ensuring the individual is incorporated into the team quickly is vital. Building trust across the team is an important issue for which a culture of openness and honesty is critical for success. Early discussion with the new employee about their competencies, as identified at selection, will help to set the scene for a transparent relationship.

### **3.2 Setting Objectives**

The orientation period should be followed by the setting of clear performance objectives that include the continued development of the required competencies. By focusing on the competencies identified in the job profile and setting objectives which demonstrate the use of, and development of these competencies, you are able to focus a discussion on performance in a structured and fact-based way. The aim is to encourage the employee to master the competencies needed to perform their role. Initially these will be those identified in the job profile but as the role develops, it may be that new competencies are required and you will need to give space in any discussions with staff to try to identify these as the role evolves.

Wherever possible, the objectives set should be linked to the specific competencies that are required for the job. We have included a sample guide to setting objectives: [RESOURCE 11: Guide to Setting and Agreeing Objectives](#).

### **3.3 Trial / Probation periods**

The selection procedure is largely predictive so once the person is in post, the true evaluation can begin. Some agencies have a contractual trial/probation period where this is permitted under the laws of the employing country. Where this is possible, it is an opportunity to re-assess any identified competency gaps and review the development plan accordingly. During the employee's trial/probation period, the actual performance in delivering against the required competencies should be assessed and any additional development planning discussed with the individual.

## **PART C: Case Studies**

### **Oxfam CASE STUDY: Orientation and Trial/Probation Period Management**

During the tsunami response in Aceh, Oxfam had difficulty recruiting staff with all the required competencies. It was therefore essential that managers identified those competencies which were necessary to have at selection and those which could be developed later. The creation of a holistic plan to build on identified gaps was required.

As an example, Oxfam wished to recruit a local staff member with Acehnese language skills to work on the Partner Programme. Previous experience of working with partners in a humanitarian context was a requirement but it proved impossible to find this experience *and* the needed language skills. However, some candidates had some experience of working with partners in a development context and Oxfam selected one of these candidates who demonstrated all the other requirements.

It was recorded on the interview notes that competency gaps had been identified and this information was carried forward into the induction/orientation plan as follows:

1. Feedback was given to the individual regarding the expectations and the competence level required. A plan was discussed and agreed between the manager, HR and the individual.
2. The individual was assigned a "buddy" who was experienced in working with partners in a humanitarian context with regular face-to-face and telephone link-ups
3. A programme of shadowing with the "buddy" was agreed

4. A series of partner visits was built into the orientation plan, with manager de-briefing taking place after each visit
5. Attendance at a Partner Management workshop was built into the orientation plan

Throughout the trial/probation period, the manager held regular one-to-one meetings with the individual at which progress was monitored. As part of this, the individual was asked to give a self-assessment on how well they were developing an understanding of the competence and of any other support needed. The “buddy” was also asked, with the individual’s agreement, to provide feedback.

At the end of the trial/probation period the individual was regarded as having made excellent progress and this competency gap was not considered to be a barrier to continuing employment. Employment was confirmed and objectives set for the next year. One objective set focused on partner management so that this competency continued to be developed.

## 4. Managing Performance

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In this chapter we look at how you can use tools and techniques that are applicable for use in Humanitarian responses to manage the performance of your staff. We will cover:

- Reviewing performance including 1:1 meetings
- Self-assessment, 360 feedback and peer reviews

The benefits for the organisation of using competencies to help to Manage Performance are:

- ✓ Ensuring that all staff are aware of the competencies that they need to develop and that there is a two-way discussion on how to improve
- ✓ Helping staff to understand their strengths and development needs
- ✓ Encouraging “on the job” learning rather than course attendance

### **PART A: If you only have time to read one thing**

- Managing the performance of staff in a humanitarian response is critical and requires regular contact and more immediate feedback than a traditional annual appraisal process
- Set up regular 1:1 “chats” to ensure performance and delivery is on track, but keep a record of the discussion
- Use self-assessment and peer review tools to get a 360 picture of how the employee is doing
- Encourage openness by developing a supportive management style concerning the development of the competencies needed to perform the humanitarian role
- Keep a record of their performance against the essential competencies to use in their de-briefing and to help with decisions on their redeployment or reemployment

### **PART B: Looking at Managing Performance in more detail**

#### **4.1 Reviewing performance**

Agencies use many different performance review processes but one thing they all seem to have in common is the clear message that, whatever the system, reviewing performance in a humanitarian response is both critical and challenging! In many cases your staff will have fixed-term contracts and will move from assignment to assignment. This makes it important that a record is kept of their performance to ensure you are re-employing or retaining the right people with the right competencies. But the very nature of the work and pressures on time and resources however, makes it difficult to fit within a standard system. Many organisations will have developed a shorter, more immediate system to use in humanitarian situations.

Find out what your organisation uses but, at the very least, ensure that you are monitoring performance against the competencies that you have defined as essential in order to perform their job (refer to the job profile). Individuals should be given clear feedback against these essential competencies identified in their job profiles and not just a review of their task-based objectives. See [RESOURCE 12: Competency-based Performance Management](#) for an example of a performance management tool.

Acquiring information on performance during a humanitarian response can be difficult. It is recommended that you establish a regular **1:1** discussion process. This acts as a “check-in” with your staff where they can discuss any issues or concerns that they have as well as giving you the opportunity to look for evidence of how they are doing and to identify areas where you can support improvement. Keeping a record of these discussions will give you the information that you need to

complete more formal review documents and also the end of deployment/employment debriefing to help with decisions regarding the next deployment or reemployment. A very simple example of a brief 1:1 form is available in the resources section (see [RESOURCE 13: 1:1 Meeting Form](#)). You do not need a complicated form (in fact it would detract from the personal nature of 1:1s, but it is important that you keep some record of these discussions.

#### **4.2 Self-assessment, peer review and 360 feedback**

In order to supplement and support information that you personally gather on your staff's performance, it can be useful to ask them to complete a self-assessment form to - show both how they feel they are doing against the required competencies to do their job and also where they feel support is needed. This process is of course subjective, but will still provide both valuable information while giving the employee a "voice" to give input in a structured way.

To minimise subjectivity staff should be asked to score themselves against the relevant competencies and provide examples of how they have been demonstrating the competencies in the work they have been carrying out.

The use of **360°** competency based feedback and **peer reviews** from others who are working with your staff can also be important in forming an impartial view. This can also create a constructive culture where competencies are openly discussed and peer support encouraged, supporting a culture of continuous improvement. We have included several tools adapted from different CBHA member agencies for your reference:

[RESOURCE 14: Competency-based Self-assessment Tool](#)

[RESOURCE 15: Field Coordinator Self-assessment and Development Form](#)

[RESOURCE 16: Competency-based 360° Assessment Form](#)

### **PART C: Case Studies**

#### **World Vision CASE STUDY: Use of performance agreements and development agreements**

Performance Agreements (PAs) and Individual Learning and Development Plans (ILDPs) at World Vision are completed in November of each calendar year. This follows logically on from the Performance Review process that concludes in the previous month of October.

The PA process is essentially about looking forward, and provides an opportunity for managers and their employees to discuss and agree upon specific performance objectives for the coming fiscal year (October-September). It is advised that employee Performance Objectives be linked to managers' and/or the employee department's objectives. Objectives may also be linked to employee succession plans or department/programme future projects and initiatives.

Similarly, ILDPs provide an opportunity to identify specific learning and development objectives for the forthcoming year. This aims to place a development focus on identified competencies and specific capabilities from World Vision's Core Capabilities Framework (CCF). Learning and development objectives are usually tied to current job priorities and/or succession/career planning needs, and can be more technical in focus. The capabilities within the CCF are generally not technical and include areas such as communication. Employees are advised to include no more than four core capabilities in their ILDPs each year.

The following process is recommended for establishing PA and ILDPs in World Vision:

- Supervisor identifies key areas for objectives to be set.
- Employee (often) submits draft objectives for the next year to Manager for review before the

actual performance agreement discussion.

- Employee and Manager discuss proposed objectives, timeframes and measures of outcomes, reach agreement and sign the PA.
- Employee and Manager also complete the ILDP in a similar fashion, usually at the same meeting.

In terms of the actual templates used throughout the process, a different PA form exists for staff, people leaders and executives, while the ILDP is the same for all. Extensive guidance is also made available to support the process, with tips, hints and best practise examples provided.

PA and ILDPs are usually officially reviewed in March, when the manager and employee can review progress against stated objectives and make adjustments as necessary. This review is intentionally placed at the half-way point of the year, allowing sufficient time for additional progress before the end of year review in October when the employee receives their overall performance rating.



## 5. Personal/ Professional Development

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Having identified the competencies that are essential to the performance of a job, staff need to be given opportunities and support to develop those competencies. You are aiming to create and support a culture of continuous development where staff have a clear understanding of what is expected from them and what they need to do to develop. A culture of mutual support and self-awareness will ensure that your staff are able to perform at their best.

This chapter aims to help you to support your staff and team in developing those required competencies. We will look at:

- Coaching and mentoring
- Professional development through courses and on the job learning
- Self-assessment and self-development

The benefits for the organisation are:

- ✓ Ensuring that all staff are developing the required competencies rather than just “going on courses”
- ✓ Ensuring that development initiatives are cost and time effective
- ✓ Helping to support the strategic direction of the organisation by developing the skills and competencies needed for the future

### **PART A: If you only have time to read one thing!**

- Most staff want to grow and develop – your role is to provide the resources, encouragement, support and environment for this
- Self-awareness is key and you need to provide as much feedback as possible to help your staff to develop this, also encouraging them to take advantage of coaching opportunities where your Agency offers this
- Development does not consist only of formal courses but of day to day opportunities to learn and the opportunity to reflect on these experiences.
- Familiarise yourself with the CBHA Humanitarian Capacity Building Programme (HCBP) by visiting the website [www.thecbha.org/what-we-do/capacity-building/](http://www.thecbha.org/what-we-do/capacity-building/)

### **PART B: Looking at Personal/Professional Development in more detail**

#### **5.1 Coaching**

Many agencies are developing coaching and mentoring programmes to provide an environment of support and learning as well as feedback and challenge. Coaching can happen formally where appointed coaches work with an individual on an identified competency need. This could be where an individual has not been used to working with a humanitarian remit but is now expected to do so. A coach would enable them to think through and assess the current skills they have which are transferable to the humanitarian role as well as provide a ‘sounding board’ to voice any fears and concerns they may have about the new situation and be helped to find solutions to them.

Coaching can be used as part of a learning process. Following attendance on a humanitarian skills building course, coaching would be helpful to provide the supportive and challenging link as participants apply the learning. In this instance the coach and coachee can use the same competencies framework which was used to inform the skills building course.

A coach does not require job-specific knowledge in the same way a mentor does. A coaching conversation focuses on the coachee's perception of the challenges they face and encourages them to look for greater insight and resourcefulness to work through them.

Coaching can also happen on a more informal basis where staff nominate themselves as willing to match-up with a more junior colleague in a similar line of work such as peer coaching and buddying systems.

#### **CBHA example: Team coaching**

The CBHA competency framework provides a useful tool for team or individual coaching. It can be used for example in the following way:

- Start with a team discussion to prioritise three competencies that are critical to your current work in humanitarian response. (There can be an interesting discussion as to which competencies individuals select and why).
- Once you have three competencies to look at in more detail you can then pose the following questions: If we are to deliver our work well according to these competencies, what would the communities see us doing, or not doing? How would we work with other stakeholders? What are the implications of this?
- A further set of questions to ask would be: If we rank our current performance on a scale of 1-10 for that competency, how are we doing? What number do we need to get to? What needs to happen for us to get there? What individual strengths do we have in the team that we can draw on to boost that performance?

This is a very effective team coaching conversation which builds ownership for collective action. It also helps to build a common understanding of what some difficult concepts mean in reality such as practising accountability in day to day humanitarian work.

For these systems to work well, organisations need to build up coaching skills across levels of staff so that there is robust questioning and listening; all of which has the benefit as ongoing skills development for future managers.

## **5.2 Mentoring**

There are many definitions of mentoring but essentially the key themes are:

- A work-based relationship, often long term
- Its focus is to develop the mentee in their career
- The mentor will have experience that the mentee respects and can learn from
- The objective of mentoring should be to achieve the benefits required by all parties – mentor, mentee and the organisation

The use of buddy groups or 'peer mentor' schemes can be valuable in ensuring new recruits are brought on board effectively, that learning goals and development targets are achieved and, in the context of competencies, to ensure that key behaviours are reinforced.

## **5.3 Professional Development**

Most agencies have or are developing, targeted learning programmes designed to support the competencies needed to perform well. The existing performance level and the development required will be identified as part of the performance review – see section 4.

Professional development can be met in a variety of ways, including attending workshops or 'on the job' training opportunities. Staff can receive 'on the job' development through:

- secondments
- action learning projects
- additional responsibilities
- attending meetings with managers to learn different approaches and gain further experience, etc

Workshops and training programmes are a common way of building the capacity of agency staff. Developing competency-based learning programmes, allows agencies to develop specific competencies in their teams and measure the progress of staff against a specific set of relevant competencies to their position. Using a competency framework to build a training programme happens when you:

- Use it to guide the content of the sessions
- Design a self assessment tool based on the framework for completion by the participants
- Base any feedback on the language in the framework
- Include tools based on the framework within a training session e.g. how to recruit using a competency approach

#### **CARE example: Humanitarian and Emergencies Operations and Learning Programme**

Since the development of the CBHA core humanitarian competencies framework CARE International has used the competencies framework in their Humanitarian and Emergencies Operations and Learning Programme (CHEOPS) which was piloted in March 2011.

CARE used the CBHA competencies framework in **2 ways**: First, they reviewed the framework during the design phase of the CHEOPS course to inform what should be included and how to structure the course. While CARE did not map the course exactly to the competency framework it was used as a key input to the design.

The second way CARE used the competency framework was in the participant self assessment before the programme and for the action planning at the end of the programme. On acceptance to the programme, participants were asked to complete a self assessment questionnaire and identify their learning priorities based directly on the CBHA competencies framework and submit these to the training team. At the end of the CHEOPS programme, participants completed the questionnaire again, revising their responses based on their learning, and then completed an action plan for ongoing learning after the programme, again using the CBHA competencies.

#### **5.4 Self-assessment and self-development**

By making staff aware of the competencies that they need to develop in order to perform their jobs to the expected standard, staff are able to take ownership of their own development. Encouraging staff to complete self-assessment forms, while clearly subjective, is the first step in this process. It is very important that any such processes make clear why people are being asked to undertake such self assessment and what it will feed into. See [RESOURCE 15: Field Coordinator Self-assessment and Development Form](#) for an example of a self-assessment form.

Self assessment is beneficial as it gets staff to reflect on their own current competency level and builds internal commitment around areas that need development. It also can build into a 360° model which is complemented by peer/manager assessments.

## PART C: Case Studies

### World Vision CASE STUDY: Coach Register

World Vision International has created a register of pre-qualified executive coaches to enable HR Directors and Business Partners across the globe to select and appoint an external executive coach and give them access to detailed information about a range of coaches. It is a catalogue of global coaching expertise that can be used to make an informed selection and from which the HR Director/HR Business Partner and business leader can decide whom to appoint. Each coach in the register has been through a three stage “pre-qualification” process which is designed to provide users of the register with confidence about the quality of the coaches whose details appear in it. Coaching is used to support a range of competency development needs and the needs of the individual will be carefully considered when matching them to a suitable coach.

Stage 1 of the process involves the coach completing a questionnaire which now forms the basis of their entry in the register. At stage 2 references are taken up. This involves WVI's Senior Leadership Development Adviser contacting one or more people who have received coaching services and obtaining detailed feedback on the process. If those two processes produce a level of confidence about the coach, then the World Vision Adviser and the coach have a focused conversation about how the coach might serve leaders within World Vision.

Selecting a coach is a complex process and a personal one. It is for this reason that the information about each coach in the register is expressed in the first person. This enables the person who may engage the coach to “hear their voice” directly.

Coaching is an important tool to support individuals to take ownership of their growth and competency development.

### CBHA CASE STUDY: Use of CBHA competency framework in learning programme

The CBHA Humanitarian Capacity Building Programme (HCBP) focuses on developing capacity within the CBH Agencies and the wider sector to increase the numbers and competencies of potential leaders and increase the overall humanitarian skills and knowledge base of existing staff working in emergencies.

The CBHA competency framework was developed to inform these learning programmes. The design of the learning programmes which are being rolled out as part of the HCBP include; workshops, coaching, mentoring, learning projects, on-the-job learning, and self assessment elements. CBHA is currently rolling out three programmes under the HCBP which are being implemented by Oxfam/ECB and Save the Children:

#### HCBP - Objective 2 (Oxfam/ECB): Humanitarian Staff Development Project

This humanitarian skills development programme has used the CBHA framework to develop two national staff development programmes, being piloted in four countries. The courses are seen as part of the ongoing career development of the national staff participating in them and the interagency approach will help to strengthen coordination and collaborative elements within humanitarian work.

- a. The first course is aimed at Core Humanitarian Skills Development, focusing on an introduction to the key concepts of humanitarian programming (humanitarian principles, code of conduct, key areas of programming and good working practices).
- b. The second course is designed for the Development of Humanitarian Leadership and Management Skills, thereby examining key aspects of management and leadership in emergency situations.

These competency-based learning programmes are long-term professional development opportunities for national agency and partner staff and include two face-to-face workshops, coaching, learning project and self-assessments. A self assessment tool was developed using the CBHA competency framework which participants complete with their managers before entering the programme. A copy of this tool is available in the resources section (see [RESOURCE 17: CBHA Self-Assessment Wheel](#)). The framework is also used during the workshops to give feedback to each other and as a reference point for behaviours needed in their work.

**HCBP - Objective 3 (Save the Children): Humanitarian Leadership Development Programme**

The Humanitarian Leadership Development Programme (HLDP) is aimed at bringing new leadership talent into the humanitarian sector. It will help to drive up minimum standards in leadership across the sector and allow the CBHA to tailor courses to its member agencies' specific needs. This programme uses the same CBHA core competencies and leadership frameworks.

The trainee programme has two programme streams:

- a. International, with London as the hub
- b. National/regional, with Nairobi (Horn of Africa) as the hub.

These 12-month learning programme include two face-to-face courses, coaching, mentoring, on-the-job learning in agency placements and self-assessments. A copy of the self-assessment tool for this programme is available in the resources section (see [RESOURCE 18: CBHA HLDP Self-Assessment Form](#)). The framework is also used during the face-to-face courses to guide the group and peer-to-peer mentor sessions.

Further information on all of these programmes is available on the CBHA website: [www.thecbha.org](http://www.thecbha.org)

## 6. De-briefing

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The process of closing an assignment well for a staff member is as important as starting it well. Your staff need to have a de-briefing conversation at the end of their employment or deployment, whether they are leaving the organisation or moving to another assignment or position. This helps both you and them to close the assignment/employment, identify lessons to be learnt for future deployments, and, crucially, for you to evaluate whether different skills and competencies are required for future events.

In this chapter we look at how you can ensure that staff exit from the assignment/organisation in a positive way and also ensure that the organisation gains feedback to support future competency development.

The areas covered are:

- How to hold de-briefing interviews
- How to create a register of “alumni”

The benefits for the organisation of holding positive de-briefing interview are:

- ✓ Reduced future selection and deployment errors by positively utilising feedback
- ✓ Increased possibility of re-hiring competent staff
- ✓ Clarification of the competencies needed to perform well in the role and feedback to the competency development process
- ✓ Reduced future recruitment costs by building and maintaining an effective register of competent employees (and reducing the risk of re-hiring unsuccessful employees)

### **PART A: If you only have time to read one thing!**

- Take time to conduct a structured de-briefing with staff who are finishing an assignment/employment with your team
- You need staff who want to stay with your agency or work for you again. Paying attention to their feedback and “closing” their experience will contribute to this positive messaging
- It is important to build a solid understanding of the competencies of the people who have worked with you before. This will ensure that you deploy the best people in the next response and avoid costly mistakes

### **PART B: Looking at de-briefing in more detail**

#### **6.1 Exit interviews/de-briefings**

Humanitarian organisations will inevitably, have a higher than usual turnover often due to the end of an intervention. This may involve the individual leaving the organisation or moving to another assignment within the organisation. It is crucial that the organisation uses the exit interview or assignment de-brief to gather information in a structured way to identify personal and organisational lessons including feedback to help improve future selection and identifying future competencies needed for the position or context.

Recent People In Aid research into debriefing, retention and staff turnover, together with employee survey data, suggests that staff are sceptical about their organisation’s ability to act on debriefing or exit feedback from employees. Exit data and feedback from debriefings are clearly valuable, but

failure to act on robust feedback can lead to disengagement, bad feeling towards the organisation, and valid criticism that the organisation ‘fails to learn from its experiences’.

Some organisations have a two part process with HR conducting a personal interview and the manager looking at more programmatic issues. However the meetings are conducted, information on the competencies needed to perform the job well should be collected and fed back into future recruitment processes. A sample debriefing form is included in the resources section below (see [RESOURCE 19: Staff Debriefing Form](#)).

It is recommended that any debriefing should, at least, cover:

- The steps that the organisation could take to help the employee understand the humanitarian context better (eg. Were you able to quickly understand the context of this humanitarian response; your role and that of our organisation? What could have been done to improve this?)
- How effective relationships can be created (eg. Were you able to build effective relationships with your colleagues, staff and manager? What worked and what could have been improved? What could you have done differently?)
- Improving safety and security (eg. What did you personally do to raise security awareness and standards?)
- Increasing stress management and employee resilience (eg. What steps did you take to minimise or manage stressful situations in this role – for yourself and for your colleagues/staff?)
- Getting feedback on the job profile (eg. Do you have any suggestions on how we should review the job profile to take account of tasks or competencies that you consider are missing but were required?)

## **6.2 Creating a register of “Alumni”**

In a humanitarian response, it is essential that you can deploy competent staff quickly and effectively. Keeping a register of staff who have performed successfully in the past is an excellent way of achieving this and many agencies have developed their own registers, but it is also important to know they are up to date with standards and trends.

One of the big challenges for Humanitarian organisations is ensuring that good staff are kept within the NGO family and appropriately deployed, and the not so good staff are not “recycled”. Along with the need for agencies to give honest, fact-based references (and organisations to seek them), there is a need for organisations to build registers of ex-employees, or internal resources who can be seconded, with clear assessments of their competencies and gaps.

Section 3, Chapter 1 of this Guide looks at Planning and Preparedness. It emphasises the need to ensure that you have a well-thought through staffing plan in place which looks at the people available to you and their competencies. By creating a register of “tried and tested” staff, with a record of their known competencies, you will have an important foundation for your plan. See [Oxfam CASE STUDY: Using a Register](#) in section 1.3.



## Section Four: Further Reading

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This section is divided according to the main sections of this report.

### **SECTION ONE: Introduction to Competencies**

CIPD (2010) 'CIPD factsheet: Competence and competency frameworks', Revised June 2010  
<http://www.cipd.co.uk/hr-resources/factsheets/competence-competency-frameworks.aspx>.

Whiddett, S. and Hollyforde, S. (2003) *A practical guide to competencies: How to enhance individual and organisational performance*, CIPD publications ([www.cipd.co.uk/bookstore](http://www.cipd.co.uk/bookstore)).

### **SECTION TWO: The CBHA Competencies**

CBHA (2010) 'CBHA Humanitarian Capacity Building Programme: Objective 1 Final report', [Online]  
(<http://www.thebha.org/what-we-do/capacity-building/>).

### **SECTION THREE: The Employee Life Cycle and the Practical Use of Competencies**

#### **1. Planning and preparedness**

Bechet, Thomas (2008) *Strategic Staffing: A comprehensive system for effective workforce planning*, AMACOM.

CIPD (2010) *Workforce Planning – podcast 46*, [Online], 7 September 2010, Available from:  
<http://www.cipd.co.uk/podcasts/articles/workforce-planning-podcast-46.htm>. [Accessed 17 June 2010].

CIPD (2011) 'CIPD Guide: Workforce planning: right people, right time, right skills', March (members only).

People In Aid / Vale, I. (2010) 'Addressing staff retention'  
<http://www.peopleinaid.org/publications/retentionafrica.aspx>.

People In Aid / Dennison, M. (2006) 'Tackling recruitment and retention'  
<http://www.peopleinaid.org/publications/RecruitmentandRetentionDownload.aspx>.

People In Aid / Swords, S. (2006) 'Practical application of competencies'  
<http://www.peopleinaid.org/publications/CompetenciesDownload.aspx>.

#### **2. Recruiting and Selecting**

CIPD (2010) 'CIPD Factsheet, Recruitment: an overview', September <http://www.cipd.co.uk/hr-resources/factsheets/recruitment-overview.aspx>.

People In Aid (2008) 'Recruitment and selection', Policy Guidelines  
<http://www.peopleinaid.org/publications/RecruitmentandSelection.aspx>.

People In Aid / King, A & Dennison, M. (2007) 'Employment References', Policy Guidelines  
<http://www.peopleinaid.org/publications/EmploymentReferenceGuidelines.aspx>.

#### **3. Orientation and Setting Objectives**

CIPD (2010) 'CIPD Factsheet: Induction', Revised September 2010 ([www.cipd.co.uk](http://www.cipd.co.uk)).



ECB Project (2007) *Building Trust in Diverse Teams: The toolkit for Emergency Response*, Oxfam GB (available in English, French and Spanish and available as a download from <http://publications.oxfam.org.uk/>).

People In Aid (2005), 'Induction, briefing and handover', Policy guidelines <http://www.peopleinaid.org/publications/InductionBriefing.aspx>.

People In Aid / Hawker, D (Dr) (2009) 'Supporting staff responding to disasters' <http://www.peopleinaid.org/publications/SupportingstaffDownload.aspx>.

#### **4. Managing Performance**

Armstrong, Michael (2009) *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance*, Kogan Page Ltd.

Armstrong, M and Baron, A (2004) *Managing Performance: Performance Management in Action (Developing Practice)*.

CIPD (2010) 'CIPD Factsheet: Performance Appraisal', February 2010 <http://www.cipd.co.uk/hr-resources/factsheets/performance-appraisal.aspx>

CIPD (2011) 'CIPD Factsheet: Performance Management: an overview', April 2011 <http://www.cipd.co.uk/hr-resources/factsheets/performance-management-overview.aspx>.

Marr, Bernard (2008) *Managing and Delivering Performance: How government, public sector, and not-for-profit organisations can measure and manage what really matters*, Elsevier Ltd.

People In Aid / Buchanan-Smith, M & McConnan, I (2008) 'Coaching skills for you and your managers', <http://www.peopleinaid.org/publications/CoachingSkillsDownload.aspx>.

#### **5. Training and Developing**

CIPD (2010) 'CIPD Factsheet, Developing resilience: An evidence-based guide for practitioners', April, <http://www.cipd.co.uk/hr-resources/guides/developing-resilience-evidence-guide.aspx>.

People In Aid / McKay, L (2010) 'Building resilient managers in humanitarian organisations', <http://www.peopleinaid.org/publications/resilienceenglishnocon.aspx>.

#### **6. De-briefing**

People In Aid / Hawker, D (Dr) 6<sup>th</sup> Ed (2010) 'Debriefing aid workers and Missionaries – A comprehensive manual' <http://www.peopleinaid.org/publications/DebriefingAidWorkersDownload.aspx>.

People In Aid / Hawker, D (Dr) & Emmens, B (2004) "Effective debriefing" <http://www.peopleinaid.org/publications/EffectiveDebriefing.aspx>.

## Section Five: Resources

### RESOURCE 1: CBHA Core Humanitarian Competencies Framework with Limiting Behaviours

Competency	Core Behaviours for all staff in humanitarian response	Additional Behaviours for 1 <sup>st</sup> level line managers in humanitarian response	Limiting behaviours
<p><b>Understanding of humanitarian contexts and application of humanitarian principles</b></p> <p><i>Key issues and practices impacting current and future humanitarian interventions</i></p>	<p><b>The humanitarian context</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate understanding of phases of humanitarian response including preparedness and contingency, DRR, response and recovery</li> <li>✓ Apply understanding of the political and cultural context and underlying causes of the humanitarian crisis</li> <li>✓ Demonstrate understanding of the gender and diversity dimensions of humanitarian situations</li> <li>✓ Keep vulnerable people at the centre of the humanitarian response</li> </ul> <p><b>Applying humanitarian standards / principles</b></p> <ul style="list-style-type: none"> <li>✓ Ensure that programme goals and activities uphold the principles of the key national and international humanitarian frameworks, codes and commitments under which humanitarian organisations operate</li> <li>✓ Demonstrate understanding of your role and that of your organisation and others within the humanitarian system</li> <li>✓ Integrate beneficiary accountability principles into your approach</li> <li>✓ Demonstrate an understanding of coordination mechanisms</li> </ul>	<p><b>The humanitarian context</b></p> <ul style="list-style-type: none"> <li>✓ Able to assess and analyse key issues in the humanitarian situation and formulate actions around them</li> </ul> <p><b>Applying humanitarian standards / principles</b></p> <ul style="list-style-type: none"> <li>✓ Participate in the development of an organisational response based on an understanding of the contexts</li> <li>✓ Actively engage in disaster coordination mechanisms and interagency cooperation from an understanding of your agency's perspective and approach.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Consistently does not acknowledge cultural/political context in discussions.</li> <li>✗ Consistently demonstrates lack of beneficiary focus and does not consider needs of beneficiaries while addressing solutions.</li> <li>✗ Appears to be unclear about own and organisation's responsibilities.</li> <li>✗ Is too influenced by donor requirements rather than beneficiary or organisational priorities</li> </ul>

Competency	Core Behaviours for all staff in humanitarian response	Additional Behaviours for 1 <sup>st</sup> level line managers in humanitarian response	Limiting behaviours
<p><b>Achieving results effectively</b></p> <p><i>Behaviours to use resources efficiently and effectively to achieve results, considering the need for speed, scale and quality</i></p>	<p><b>Programme quality</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate understanding of agency project cycle management</li> <li>✓ Participate in the design and implementation of effective projects and programmes</li> </ul> <p><b>Accountability</b></p> <ul style="list-style-type: none"> <li>✓ Collect, analyse and disseminate information to and from communities and other stakeholders</li> <li>✓ Demonstrate accountability to partners and disaster and conflict affected people and communities</li> </ul> <p><b>Decision making</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate flexibility to adapt plans and make decisions in rapidly changing environments</li> <li>✓ Demonstrate understanding of when a decision can be taken and when to involve others</li> <li>✓ Consider the wider impact of the decisions you make in your work to achieve positive results</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>✓ Maintain focus on delivery of timely and appropriate results using available resources</li> </ul>	<p><b>Programme Quality</b></p> <ul style="list-style-type: none"> <li>✓ Set standards in your work and follow agreed procedures of work</li> <li>✓ Document lessons learned and apply them to future projects</li> </ul> <p><b>Accountability</b></p> <ul style="list-style-type: none"> <li>✓ Ensure efficient and transparent use of resources in accordance with internal controls</li> <li>✓ Establish community engagement mechanisms</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>✓ Clarify roles and responsibilities within your team to maximise impact</li> <li>✓ Continuously provide feedback and updates to achieve improved results</li> <li>✓ Coordinate with stakeholders to avoid duplication and maximise resources</li> </ul>	<ul style="list-style-type: none"> <li>✗ Displays an inflexible attitude in the face of changing plans/decisions which can have a negative impact</li> <li>✗ Consistently fails to deliver results by not focusing on outcomes.</li> <li>✗ Gives up easily when presented with challenges.</li> <li>✗ Does not seem able to meet deadlines regardless of the situation and resources.</li> </ul>

Competency	Core Behaviours for all staff in humanitarian response	Additional Behaviours for 1 <sup>st</sup> level line managers in humanitarian response	Limiting behaviours
<p><b>Developing and maintaining collaborative relationships</b></p> <p><i>Behaviours to develop and maintain collaborative, coordinated relationships at times of heightened complexity and risk</i></p>	<p><b>Listening &amp; dialogue</b></p> <ul style="list-style-type: none"> <li>✓ Actively listen to different perspectives and experiences of stakeholders</li> <li>✓ Establish and maintain clear communication and dialogue with disaster and conflict affected people and other stakeholders</li> </ul> <p><b>Working with others</b></p> <ul style="list-style-type: none"> <li>✓ Contribute positively in the team to achieve programme objectives</li> <li>✓ Share appropriate information and knowledge with colleagues and partners as and when appropriate</li> <li>✓ Actively participate in networks to access and contribute to good practice</li> <li>✓ Challenge decisions and behaviour which breach the ICRC/NGO and individual agency Codes of Conduct</li> </ul>	<p><b>Listening &amp; dialogue</b></p> <ul style="list-style-type: none"> <li>✓ Ensure beneficiary and partner feedback is incorporated into programme design, planning and learning</li> </ul> <p><b>Working with others</b></p> <ul style="list-style-type: none"> <li>✓ Establish clear objectives with teams and individuals and monitor progress and performance</li> <li>✓ Establish agreed ways of working at a distance with partners and staff</li> <li>✓ Work with your team to build trust with partners, communities and stakeholders</li> <li>✓ Foster collaborative, transparent and accountable relationships through partners to formalise and operationalise partnering agreements</li> <li>✓ Use negotiation and conflict resolution skills to support positive outcomes</li> </ul>	<ul style="list-style-type: none"> <li>✗ Does not actively listen to others' contributions or ask for their input (including team members, beneficiaries, other NGOs, or other key stakeholders).</li> <li>✗ Lacks ownership and relies on other team members to complete own tasks.</li> <li>✗ Is ineffective in communicating ideas/thoughts to the team as a result of either lack of confidence; withholding information; or inappropriate to audience.</li> </ul>

Competency	Core Behaviours for all staff in humanitarian response	Additional Behaviours for 1 <sup>st</sup> level line managers in humanitarian response	Limiting behaviours
<p><b>Operating safely and securely in a humanitarian response</b></p> <p><i>Behaviours required to take responsibility to operate safely in a pressured environment</i></p>	<p><b>Security context and analysis</b></p> <ul style="list-style-type: none"> <li>✓ Identify and communicate risk and threats and minimise these for you and your agency</li> </ul> <p><b>Personal safety &amp; security</b></p> <ul style="list-style-type: none"> <li>✓ Build and maintain a reputation in line with humanitarian standards and acceptance for your work</li> <li>✓ Take appropriate, coordinated and consistent action to handle situations of personal risk and situations of risk for others</li> <li>✓ Reduce vulnerability by complying with safety and security protocols set by your organisation and contextualise appropriately to local scenarios</li> <li>✓ Champion the importance of safety and keep the safety of colleagues and team members in mind at all times</li> </ul> <p><b>Minimising risk to communities and partners</b></p> <ul style="list-style-type: none"> <li>✓ Take measures to do no harm and to minimise risks for your partners and the communities you work with</li> </ul>	<p><b>Security context and analysis</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate an understanding of wider UN/NGO security co-ordination and how your organisation can benefit from, and contribute to, those mechanisms</li> <li>✓ Undertake effective risk assessments and develop contingency plans</li> </ul> <p><b>Personal safety &amp; security</b></p> <ul style="list-style-type: none"> <li>✓ Monitor security risks and ensure organisational protocols are consistently followed by staff</li> <li>✓ Take appropriate action and provide appropriate direction and support to team members in the event of a critical incident</li> </ul> <p><b>Minimising risk to communities and partners</b></p> <ul style="list-style-type: none"> <li>✓ Undertake effective risk assessments with communities and partners</li> </ul>	<ul style="list-style-type: none"> <li>✗ Consistently presents ideas/opportunities that may be a risk to self or others.</li> <li>✗ Actively disregards or lacks clear understanding of security protocols leading to personal/ organisational risk.</li> <li>✗ Demonstrates a casual attitude to risk</li> <li>✗ Is over familiar with the context, leading to complacency</li> </ul>

Competency	Core Behaviours for all staff in humanitarian response	Additional Behaviours for 1 <sup>st</sup> level line managers in humanitarian response	Limiting behaviours
<p><b>Managing yourself in a pressured and changing environment</b></p> <p><i>Essential personal behaviours required to operate effectively within a humanitarian context</i></p>	<p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>✓ Recognise stress and take steps to reduce it</li> <li>✓ Remain constructive and positive under stress to be able to tolerate difficult and sometimes threatening environments</li> <li>✓ Remain focused on your objectives and goal in a rapidly changing environment</li> <li>✓ Able to adapt to changing situations</li> <li>✓ Keep yourself emotionally stable when helping others</li> </ul> <p><b>Maintaining professionalism</b></p> <ul style="list-style-type: none"> <li>✓ Take responsibility for your own work and for the impact of your actions</li> <li>✓ Plan, prioritise and perform tasks well under pressure</li> <li>✓ Maintain ethical and professional behaviour in accordance with relevant codes of conduct</li> <li>✓ Demonstrate personal integrity by using one's position responsibly and fairly</li> </ul>	<p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>✓ Help team members to practise stress management through prioritisation of workloads and modelling of appropriate self care</li> </ul> <p><b>Maintaining professionalism</b></p> <ul style="list-style-type: none"> <li>✓ Set realistic deadlines and goals</li> <li>✓ Facilitate others to carry out their roles and responsibilities</li> <li>✓ Make time to learn from experience and feedback, and apply the lessons to a new situation</li> </ul>	<ul style="list-style-type: none"> <li>✗ Demonstrates considerable stress and does not show signs of taking steps to reduce it.</li> <li>✗ Displays unprofessional conduct that is not in line with the relevant Code of Conduct &amp; shows demonstrable damage to reputation of agency.</li> <li>✗ Resists adapting behaviours &amp; actions to changing environment.</li> <li>✗ Does not demonstrate a good work/life balance and shows evidence of loss of perspective.</li> </ul>

Competency	Core Behaviours for all staff in humanitarian response	Additional Behaviours for 1 <sup>st</sup> level line managers in humanitarian response	Limiting behaviours
<p><b>Leadership in humanitarian response</b></p> <p><i>Seeing the overall goal within the changing context and taking responsibility to motivate others to work towards it, independent of one's role, function or seniority.</i></p>	<p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>✓ Show awareness of your own strengths and limitations and their impact on others</li> <li>✓ Demonstrate understanding of your skills and how they complement those of others to support team effectiveness</li> <li>✓ Seek and reflect on feedback to improve your performance</li> </ul> <p><b>Motivating and influencing others</b></p> <ul style="list-style-type: none"> <li>✓ Communicate humanitarian values and motivate others towards them</li> <li>✓ Inspire confidence in others</li> <li>✓ Speak out clearly for organisational beliefs and values</li> <li>✓ Demonstrate active listening to encourage team collaboration</li> <li>✓ Influence others positively to achieve programme goals</li> </ul> <p><b>Critical judgement</b></p> <ul style="list-style-type: none"> <li>✓ Analyse and exercise judgment in new situations in the absence of specific guidance.</li> <li>✓ Demonstrate initiative and ingenuity</li> <li>✓ Demonstrate tenacity to achieve solutions</li> <li>✓ Address difficult situations and make tough decisions confidently and calmly</li> <li>✓ Suggest creative improvements and different ways of working</li> </ul>	<p><b>Motivating and influencing others</b></p> <ul style="list-style-type: none"> <li>✓ Inspire others by clearly articulating and demonstrating the values, core purpose and principles that underpin humanitarian work</li> <li>✓ Provide regular and ongoing informal and formal feedback to recognise the contribution of others</li> <li>✓ Adapt leadership approach to the situation</li> </ul> <p><b>Critical judgment</b></p> <ul style="list-style-type: none"> <li>✓ Maintain simultaneously a broad strategic perspective and awareness of the detail of a situation</li> <li>✓ Adapt plans quickly in response to emerging situations and changing environments</li> <li>✓ Take calculated risks to improve performance</li> <li>✓ Able to act decisively and quickly</li> </ul>	<ul style="list-style-type: none"> <li>✗ Resists or delays taking decisions when it is clearly required.</li> <li>✗ Attempts to maintain control by not delegating effectively to cater to specific skills of team members resulting in lack of confidence among the team.</li> <li>✗ Puts forward problems without solutions.</li> <li>✗ Communicates without clarity or structure in a way that is generally pessimistic.</li> <li>✗ Sees consultation as time consuming and irrelevant</li> </ul>

## RESOURCE 2: Competency-based Job Profile

### SAMPLE COMPETENCY-BASED JOB PROFILE (adapted from a competency-based Oxfam GB job profile)

<b>JOB TITLE:</b> Project Manager	
<b>DIVISION / DEPARTMENT / LOCATION:</b> Country X	<b>JOB FAMILY:</b> Programme
<b>SALARY:</b>	<b>LEVEL:</b>
<b>LOCATION:</b> (specific field locations)	
<p><b>ORGANISATIONAL PURPOSE:</b></p> <p><b>JOB PURPOSE:</b> To lead the regional response team in the preparation and implementation of emergency response to the floods affecting Country X.</p>	
<p><b>REPORTING LINES:</b>  <b>Post holder reports to:</b> Humanitarian Response Manager</p> <p><b>Staff reporting to this post:</b> Public Health Officer, Food Security Officer, Water and Sanitation Officer and Logistics Officer.</p>	
<p><b>BUDGET RESPONSIBILITY:</b>          Projects budget to be defined.</p>	
<p><b>BACKGROUND:</b>          Country X's rainy season, which began in the middle of April 2010, has intensified with the presence of the <i>La Niña</i> phenomenon, which the IDEAM (Institute of Hydrology, Meteorology and Environmental Studies) believes will continue through the first quarter of 2011. This forecast has been confirmed by the World Meteorological Organization (WMO).</p> <p>According to the report prepared by the Risk Management Office, the winter wave has already produced 206 deaths, 246 injuries, and 119 disappearances, while 1,959,928 people have been affected (402,886 families) and in which more than 1,083,376 are in urgent need of assistance (education has stopped, crops have been destroyed, cattle are dead, closure of health centers, electricity and other public services have stopped, houses and roads are destroyed, protection issues for women and elder are arising) . In addition, 3000 homes have been destroyed and more than 280,000 are severely damaged; 175,000 agricultural hectares have been affected and 400 roads have been blocked or rendered useless.</p> <p>OCHA reports that the main humanitarian needs in the three main cities are food, shelter and access to safe water and adequate sanitation.</p> <p>The population's distribution by gender is quite equal, as women represent 50.1 percent of the population, while men represent the remaining 49.9 percent.</p>	
<p><b>DIMENSIONS:</b></p> <ul style="list-style-type: none"> <li>Manages staff in specialist disciplines, often from a distance, or project management, including leading a small team in own area.</li> </ul>	



- Manages the first steps in the response to an emergency, understanding the implications of a humanitarian response in this midst of the conflict.
- Identifies, proposes, monitors and evaluates projects that will normally be implemented by staff and partners, in alignment with national or regional Programme Implementation Plans.
- Carries out advocacy work as necessary, including lobbying and alliance building if needed.
- Networks intensively with partners, regional leads and local government authorities
- Systematizes lessons learnt and shares them with relevant parties.
- Ensures programme quality, in particular gender mainstreaming, impact assessment, and rights approach.

**KEY RESPONSIBILITIES:**

- To lead a local team of professional staff and assess the extent of the humanitarian needs (with particular emphasis on public health, water and sanitation and food security) caused during the current floods emergency in Country X.
- To coordinate activities with local organisations (NGOs, UN agencies and authorities).
- To provide technical support, where required, to existing local partners and institutions in emergency programming.
- To integrate gender analysis into programme plans and implementation.
- To ensure security of staff, partners and communities linked with emergency operations.
- To coordinate with local partners and other agencies, advise and make necessary recommendations to the Coordinators and the project teams.
- Ensure all agreed administrative and financial procedures are followed and maintained by implementing partners to ensure programme quality
- Guarantee project quality and time schedule throughout close and horizontal coordination with implementing partners.
- To represent organisation in meetings with government or other NGOs whenever requested.

**SKILLS AND COMPETENCE: All are required unless marked (D) as desired.**

**Technical skills and experience:**

- Proven expertise and understanding of emergency preparedness and response, and development issues with a relevant technical competence in emergency needs assessment, project design, development and implementation.
- Extensive field experience in emergency and development programme management, preferably with non-government organizations.
- Substantial experience of non-formal, participatory training and staff development. (D)
- In-depth knowledge of their own area of work.

**Core humanitarian competencies:**

*Understanding of humanitarian contexts and principles:*

- Good understanding of humanitarian issues, with experience of/or ability to work directly with local NGOs or communities.
- Knowledge of Country X in terms of its political, economic and social trends plus a good understanding of the key development and humanitarian issues in the region. (D)
- Sympathy with the aims and objectives of organisation and a commitment to humanitarian principles and the Red Cross and INGO's code of conduct.
- Demonstrated experience of integrated gender and diversity into humanitarian response programmes.

*Achieving Results effectively:*

- Demonstrated ability to effectively develop project plans and budgets and ensure timely delivery of results.

- Proven analytical skills and ability to think strategically and implement.
- Ability to work in participatory manner with staff to assess needs, implement and monitor activities.
- Excellent organizational and problem-solving skills.

*Developing and maintaining relationships:*

- Excellent verbal and written communications skills and the ability to relate to people from all backgrounds.
- Ability to operate effectively across organizational boundaries and ability to establish and maintain effective working relations with people in a multi-cultural environment.
- Ability to effectively influence and liaise with key stakeholders on behalf of and in line with organisational beliefs.

*Managing yourself in a pressured and changing environment:*

- Demonstrated ability at being flexible and adapt to changing situations.
- The ability to remain calm while dealing with conflicting priorities and working under pressure.

*Operating safely and securely in a humanitarian response:*

- Proven experience in risk management.
- Proven experience in implementing security policy/protocols.

*Leadership in humanitarian response:*

- High-level interpersonal, influencing and communications skills.
- Competent to work with significant levels of autonomy and as a team player.
- The ability to take the initiative and proven ability to work creatively, innovatively and effectively to make decisions with limited direct supervision.
- Consistently approaches work with energy and a positive, constructive attitude.
- Behavioural role model for peers and fellow team members.

**Languages:**

- Fluency in spoken and written Spanish
- Fluency in spoken and written English (D)

**EDUCATION: (if relevant)**

- University degree in relevant subject or significant field experience.

## RESOURCE 3: Using a Cover Letter to Identify Competencies

### NOTES ON RESPONDING TO A COMPETENCY-BASED COVER LETTER REQUEST

(adapted from Oxfam GB's Application Guide)

#### Notes to Applicants:

##### Section 1 – Prepare, review your current skills set

We encourage you to spend time reviewing your current skills, achievements and experience. By doing this you are more likely to apply for positions that you will be suitable for. Your previous experience, interests and skills should help direct your job search. Once you know more about what sort of opportunities you want to apply for why not view our current vacancies or sign up to receive job alerts that match your interests.

##### Section 2 – Suitability – Are you right for the vacancy?

Read the job description. This will provide you with detailed information about the position. It should include basic information such as the role title, location and salary. It will also include in-depth detail about what the job will entail and the skills and competencies that we are looking for in the successful candidate.

Think about your achievements in the past, whether at school, at work, in the home or in social settings to see if they will have provided you with sufficient knowledge and skills that the role requires. If you believe you have the skills, experience and knowledge you could consider applying. If you feel you don't, why not search for other opportunities.

##### Section 3 – Apply – Getting your application submitted

Once you are confident that you have the skills and competencies that the role requires you can start the application process. Read carefully about our [application process](#).

Here are some explanations about some of the difference aspects of the process:

- **Screening questions**

These ensure that potential candidates have the very essential skills that the role requires or to ensure that you have the correct right to work requirements for the country in which you are applying.

- **Criminal Records Checks**

Not all roles require individuals to have a criminal record check, but where a post will involve unsupervised access to children and vulnerable adults we take our obligation to protect them very seriously. If the post is subject to a check it will notify you in the job description

- **Personal Details/Main details**

As part of the application process we collect some basic details from you. These are stored so that we can contact you about your application.

- **Sending a cover letter and CV**

We allow candidates to upload a letter of application (a cover letter) and a personal CV. Here are some hints and tips on how to tailor your CV. We want you to take this as an opportunity to emphasis your suitability for the position you are applying for.

- Don't be too broad in how you describe a specific skill or competency; we advise that you give us an example to demonstrate how well you meet each one. For example:

**If the role states:** 'Good IT skills, especially strong knowledge of Microsoft Word'

**Your response could be:** 'I use Microsoft word and excel in my current job and have used other similar packages over the years. I am confident at writing, formatting, merging and

editing word based documents; I frequently do this when writing letters to our supporters'

- Recruiting Managers will want to see a concise and informative application. For example 'I am an experienced manager having been responsible for monitoring and controlling expenditure against a budget of X'.
- Plan your time – CV's can take time to write. It's always a good idea to save a copy of your work in progress. Once you are happy with the content present it neatly and review it one last time before you submit.
- In the cover letter, we want you to briefly state why you think you are suitable for the role and why you want the job. You need to be able to convince the recruiting manager that you will add value to the team and appointing you will make a difference to our organisation. You should show the manager that you have noted the competencies required for the role and are able to demonstrate that you possess them.

## RESOURCE 4: Using an Application Form to Identify Competencies

### NOTES ON USING A COMPETENCY-BASED APPLICATION FORM

(adapted from Christian Aid's competency-based Application Guide and Form)

#### EXTRACT FROM GUIDE TO FILLING OUT THE APPLICATION FORM

##### **The competencies for the role:**

Our organisation has a competency framework which describes the behaviours that our staff must demonstrate in their work. This competency framework includes core competencies which every member of staff must demonstrate and a number of role specific competencies which must be demonstrated by members of staff doing particular jobs. The second section of the role profile therefore outlines the core competencies for the role and then goes on to outline the role specific competencies for the role.

How does this work in practice? The core competencies are a number of behaviour descriptions that we have identified as being common to all roles across the organisation. The role-specific competencies are a number of behaviour descriptions that are added to the profile to boost where the core competencies are lacking. We advise applicants to familiarise themselves with the full framework as they write their application form.

##### **Demonstrating the key competencies:**

Throughout the form we are seeking as much evidence as possible to assess a candidate's suitability for the role. In the spaces provided in this section of the form give examples of how you meet the knowledge, skills and competencies required by the role. The form asks you to respond to up to four competency-based questions from the advert, using the guidelines below:

- Situation – describe the situation in the example you have chosen. In this way you are providing a context for the next part – the task
- Task – describe the task you had to do
- Actions – describe the actions that you took to resolve the situation
- Result – describe the outcomes of your actions, including what worked well, what you might do differently next time and what you learnt as a result.

In the spaces provided on the application form you will need to explain in your own words, how, when and where you have put these competencies into practice. You must describe the actions that you took. Please bear in mind that you must show evidence that you have experience and capability of applying the specific competencies at the level described for the post for which you are applying. It is not enough to show that you have relevant qualifications.

In answering the up to four competency-based questions, our advice is that you do the following:

- Describe a carefully selected example from your previous experience, which gives you plenty of opportunity to express the required activities making up the competency.
- Use situations that help you demonstrate your capability at the level of competency described in the role profile.
- Set the scene and context for your action.
- Be succinct and to the point. Preferably using prose rather than just bullet point headings.
- Use your own words.
- Be well written, clear, grammatical and properly spelt.
- Describe what you did, thought and felt and why.

- Describe the impact of your actions on others and on the situation.
- Make clear what your responsibilities and objectives were and the resources you used that were relevant to the situation.
- Show that you know why your actions were effective and/or how you could have improved on what you did.
- Describe the outcome(s) or impact of your actions.
- If you describe a scenario where the result was not the intended outcome explain why, what you would do differently and what you learnt from the situation.

**Additional information:**

We recognise that you may have other examples you wish to include to demonstrate your suitability for the role in addition to those you have used in answering the questions. If that is the case, please use this section to provide any additional evidence that you feel is relevant to what is included in the job advertisement and role profile.

**EXTRACT FROM A SAMPLE APPLICATION FORM**

**Senior emergency programme manager, Haiti:**

Please show your suitability for this post by giving answers to the following questions: Using the guidance notes may help you formulate your answers.

**Project management** (*Understanding of humanitarian contexts/ Achieving results effectively*)

Please indicate the number and size of emergency programmes that you have managed. Please select an emergency programme and describe where you have led and managed the programme to achieve successful delivery. Ideally this will be in a complex environment and working with local partner organizations. You should include:

- What was the emergency programme and working environment?
- Describe your programme strategy or approach
- What were the challenges you encountered and how did you resolve them?
- What were the results?

**Analytical thinking** (*Understanding of humanitarian contexts/Developing and maintaining collaborative relationships/Leadership in humanitarian response*)

Explain how you identified and ensured that longer term development issues were taken into account while managing a significant emergency programme.

- What was the situation?
- How did you identify and prioritise the short and long term issues?
- How did you communicate and agree these issues?
- What was the outcome?

**Effectiveness and accountability** (*Understanding of humanitarian contexts/Achieving results effectively/ Developing and maintaining collaborative relationships*)

Describe how you have shown effectiveness and accountability, underpinned by international standards, to all stakeholders in a humanitarian response including donors and local communities.

- Outline the standards you followed and why they were appropriate?
- How did you measure the accountability to the different stakeholders?
- How did you work with both donors and local communities to determine and deliver programme goals?

**People leadership and management** (*Developing and maintaining collaborative relationships / Leadership in humanitarian response*)

Describe a time when you have developed a highly motivated staff team which has been able to deliver working with a cross section of stakeholders including donors and the affected community.

- Describe the situation
- Describe the various efforts you made in order to build the team and encourage them to work with different stakeholders
- How successful were you in getting support?
- What would you do differently next time?

To apply for this post, please download an application pack and email your completed **application form** to: [recruitment@organisation.org](mailto:recruitment@organisation.org).

Please note CVs will not be accepted.

## RESOURCE 5: Short listing Form

### SAMPLE SHORT LISTING GRID

#### CBHA Humanitarian Leadership Development Trainee Programme

(Save the Children tool for CBHA Programme)

Candidate ..... Short lister .....

		<b>TOTAL</b>			
<b>A</b>	<b>Does the Supporting Statement, CV and Scenario answer give evidence of the following ESSENTIAL CRITERIA?</b>	<b>SCORE</b>			
		<b>2</b> solid evidence of fulfilling criteria	<b>1</b> partial evidence of fulfilling criteria	<b>0</b> no/doubtful evidence of fulfilling criteria	
1	Excellent interpersonal & communication skills, including written & spoken English & proven excellence in writing concisely & clearly for different audiences				
2	Experience of living &/or working in difficult circumstances, ideally in a developing or conflict-affected country				
3	Experience of working successfully within a team and alone				
4	Demonstrated interest in working in the humanitarian and development sector				
5	Undergraduate degree in a field with transferable skills to humanitarian operations OR demonstrated equivalent level of expertise				
6	Experience of working with/volunteering within a non-governmental organisation				
7	Commitment to humanitarian work and principles and human rights				
8	Analytical and problem solving skills				
9	Respect for, and ability to work with, people of different ages, backgrounds and cultures				
10	Ability to manage stress and a closely linked professional and personal life				
11	Ability to show initiative/take responsibility for own learning/work				
12	Willingness and ability to work in insecure environments and commitment to upholding the security of self, team and beneficiaries				
13	Commitment to professional and ethical humanitarian work practice				
<b>Does the applicant work for an agency? If so, which one? .....</b>		<b>TOTAL</b>			
<b>B</b>	<b>Does the Supporting Statement, CV and scenario response give evidence of the following DESIRABLE CRITERIA?</b>	<b>SCORE</b>			
		<b>2 (Yes)</b>	<b>1 (Partial)</b>	<b>0 (No)</b>	
1	Ability to work in an international language other than English				
	If so, which language?	LANGUAGE:			
2	Understanding of complex emergencies				
3	Proposal writing for international institutional donors				
4	Basic budget development & financial monitoring skills				
		<b>TOTAL</b>			
<b>C</b>	<b>In the RESPONSE TO THE SCENARIO does the candidate give evidence of the following?</b>	<b>SCORE</b>			
		<b>2 (Yes)</b>	<b>1 (Partial)</b>	<b>0 (No)</b>	
1	Present a well-written & logical response				
2	Provides clear & credible examples referring to first phase emergency response				
		<b>TOTAL SCORE</b>			
(Please note: This score will not determine final decision as weighting is not rigorously calculated)					
<b>E</b>	<b>Please categorise applications into one of the three recommendations (circle as appropriate)</b>	<b>Yes</b> Proceed to telephone interview	<b>No</b> Does not meet criteria	<b>Maybe</b> (Please show preference and comment in the space below)	
				<b>Yes</b>	<b>No</b>



## RESOURCE 6: Competency-based Interview Questions

### SAMPLE INTERVIEW QUESTIONS FOR CBHA COMPETENCIES

(developed from several CBHA agencies resources, including ActionAid, CARE, Oxfam and Save the Children – plus additional new questions for the CBHA competencies)

#### Understanding of humanitarian contexts and application of humanitarian principles

The humanitarian context		
Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate understanding of phases of humanitarian response including preparedness and contingency, DRR, response and recovery</li> <li>○ Apply understanding of the political and cultural context and underlying causes of the humanitarian crisis</li> <li>○ Demonstrate understanding of the gender and diversity dimensions of humanitarian situations</li> <li>○ Keep vulnerable people at the centre of the humanitarian response</li> </ul> <p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Able to assess and analyse key issues in the humanitarian situation and formulate actions around them</li> </ul>	<p>What in your opinion, and from your experience in the field, do you think are the current three main issues in the humanitarian response debate?</p> <p>How do you ensure a sound technical basis for a programme at the outset (including humanitarian standards eg SPHERE) in places where technical understanding and capacity is likely to be limited? (use an example from your own area of expertise)</p> <p>Give an example of when you have had to assess a humanitarian situation and make recommendations regarding the actions to be taken. What were the steps that you took in making the analysis?</p>	<p>Ability to demonstrate capacity to think about issues; awareness of context of role and wider issues. Understanding of priorities.</p> <p>Ability to prioritise and apply appropriate standards as a base line. Adaptability but also clarity on core issues.</p> <p>Ability to conduct a baseline analysis and reach appropriate conclusions; systematic approach; logical analysis and conclusions.</p>
Applying humanitarian standards/principles		
Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Ensure that programme goals and activities uphold the principles of the key national and international humanitarian frameworks, codes and commitments under which humanitarian organisations operate</li> <li>○ Demonstrate understanding of your role and that of your organisation and others within the humanitarian system</li> <li>○ Integrate beneficiary accountability principles into your approach</li> <li>○ Demonstrate an understanding of coordination mechanisms</li> </ul>	<p>Tell us about an opportunity you've had to network with representatives of similar organisations. What benefits to your organisation resulted?</p> <p>What is your experience of using international codes of practice and law in relation to emergencies? How useful have you found these?</p>	<p>Ability to work within a wide context; to understand own role and relationship with other organisations and to understand the need to coordinate to achieve the greater goal.</p> <p>Awareness of codes of practice; experience of applying them and ability to evaluate their application.</p>

<p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>o Participate in the development of an organisational response based on an understanding of the contexts</li> <li>o Actively engage in disaster coordination mechanisms and interagency cooperation from an understanding of your agency's perspective and approach</li> </ul>	<p>When developing a disaster response strategy, how do you go about incorporating information from the context analysis? How do you assess the importance of information?</p>	<p>Ability to assess information and adapt accordingly. Context awareness and application of information appropriately.</p>
<b>Negative Indicators</b>		
<ul style="list-style-type: none"> <li>o Consistently does not acknowledge cultural/political context in discussions</li> <li>o Consistently demonstrates lack of beneficiary focus and does not consider needs of beneficiaries while addressing solutions</li> <li>o Appears to be unclear about own and organisation's responsibilities</li> <li>o Is too influenced by donor requirements rather than beneficiary or organisational priorities</li> </ul>		

### Achieving results effectively

Programme quality		
Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>o Demonstrate understanding of agency project cycle management</li> <li>o Participate in the design and implementation of effective projects and programmes</li> </ul> <p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>o Set standards in your work and follow agreed procedures at work</li> <li>o Document lessons learned and apply them to future projects</li> </ul>	<p>What has been your experience in promoting quality and accountability in emergency programmes? What was successful and why?</p> <p>Give me an example of how you stay informed about issues and events in your area of responsibility.</p> <p>Can you please with me why project cycle management is important even in the first stages of humanitarian response?</p> <p>Give me an example of when you were involved with the design and implementation of a project. What steps did you follow in developing a sound project plan and what impact did you planning have on achieving the intended results?</p> <p>How have you monitored your team's/group's productivity or performance? Give me a specific example.</p>	<p>Ability to learn from experiences and improve quality and accountability. Openness to continuous improvement.</p> <p>Attitude of continuous improvement; willingness to learn and introduce new thinking.</p> <p>Evidence of active monitoring, evaluation and learning; an attitude of continuous improvement</p>

Accountability		
Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>o Collect, analyse and disseminate information to and from communities and other stakeholders</li> <li>o Demonstrate accountability to partners and disaster and conflict affected people and communities</li> </ul> <p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>o Ensure efficient and transparent use of resources in accordance with internal controls</li> <li>o Establish community engagement mechanisms</li> </ul>	<p>Tell me about a time when you were accountable for the completion and success of a major assignment. What was the outcome? What would you do differently?</p> <p>Why is being accountable to the beneficiaries important? How do we ensure the right level of accountability? Share an example of when you demonstrated accountability to other stakeholders.</p> <p>What steps have you taken to make your job easier/more efficient/more productive? Give me an example.</p>	<p>Experience of accountability; willingness to take ownership of the outcomes and to learn and adapt approach.</p> <p>Evidence of a proactive approach; efficient use of resources; ownership</p>
Decision making		
Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>o Demonstrate flexibility to adapt plans and make decisions in rapidly changing environments</li> <li>o Demonstrate understanding of when a decision can be taken and when to involve others</li> <li>o Consider the wider impact of the decisions you make in your work to achieve positive results</li> </ul>	<p>Describe a situation where you had to change your approach half-way through a project or task following new input into the project.</p> <p>Describe an occasion when you decided to involve others in making a decision. Why did you do so? To what extent did you use their contributions?</p> <p>When faced with a situation where a group decision needs to be taken and you have a clear view on the issues, what role do you naturally take? Can you give an example?</p> <p>What do you do if a decision taken varies from your preferred option and is, in your opinion, the wrong decision?</p> <p>Tell us about the hardest work-based decision you have had to make recently and why you had to do so. What steps or actions did you have to take prior to making the decision and what was the outcome? How did you communicate your decision?</p>	<p>Ability to assess new information and adapt accordingly. Examples of judgement, flexibility and adaptability.</p> <p>Evidence of appropriate collaboration (as opposed to indecisiveness), ability to assess input and reach conclusions. Ability to take responsibility for the decision.</p> <p>Role in group decision making, and ability to accept the outcome. Willingness to go along with decisions even if they believe them to be wrong.</p> <p>Have they made difficult decisions in the past and what do they consider to be difficult. How did they go about making the decision, what process did they use. Were they aware of the impact of that decision.</p>
Impact		
Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p>	<p>Tell me about a time when you faced</p>	<p>Ability to determine and focus on</p>

<ul style="list-style-type: none"> <li>○ Maintain focus on delivery of timely and appropriate results using available resources</li> </ul> <p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Clarify roles and responsibilities within your team to maximise impact</li> <li>○ Continuously provide feedback and updates to achieve improved results</li> <li>○ Coordinate with stakeholders to avoid duplication and maximise resources</li> </ul>	<p>conflicting priorities/deadlines. How did you determine the top priority? What did you do about the issues you were not able to complete?</p> <p>Sooner or later, everyone comes under some pressure to sacrifice quality in order to get work done on time. Tell me about a time when this happened to you. What did you do?</p> <p>Can you share an example of when you had to manage a project or process within constrained resources. What was the situation? What did you do to ensure that results were delivered on time and within budget? How did you resolve issues that arose?</p> <p>Tell me about a time when you were responsible for determining assignments, schedules, and timelines for a project you were managing. Describe how you worked out a project plan. What happened?</p>	<p>priorities and mitigate issues around those deadlines not met.</p> <p>Ability to balance delivery with quality; prioritisation; use of resources.</p> <p>Ability to deliver in a planned and focused way; management of a project.</p>
<b>Negative Indicators</b>		
<ul style="list-style-type: none"> <li>○ Displays an inflexible attitude in the face of changing plans/decisions which can have a negative impact</li> <li>○ Consistently fails to deliver results by not focusing on outcomes</li> <li>○ Gives up easily when presented with challenges</li> <li>○ Does not seem able to meet deadlines regardless of the situation and resources.</li> </ul>		

## Developing and maintaining collaborative relationships

Listening & Dialogue		
Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Actively listen to different perspectives and experiences of stakeholders</li> <li>○ Establish and maintain clear communication and dialogue with disaster and conflict affected people and other stakeholders</li> </ul>	<p>Tell us about a time you communicated effectively under difficult circumstances.</p> <p>What have you done to make your organization's vision and values meaningful to others? Which strategies have worked, and which have not?</p> <p>Tell me about a time at work when you objectively considered others' ideas, even when they conflicted with yours.</p> <p>Can you give an example of when you have had to communicate an important message or piece of information?</p>	<p>Ability to think how best to communicate in different circumstances. Adaptability in difficult circumstances.</p> <p>Evidence of using varying and appropriate methods to communicate complex issues in a meaningful way. Ability to observe and analyse what works and modify approach.</p> <p>Flexibility of approach; willingness to listen and consider other views</p> <p>Willingness to think seriously about how to communicate and what method will work best. Ability to</p>

<p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Ensure beneficiary and partner feedback is incorporated into programme design, planning and learning</li> </ul>	<p>How did you prepare to deliver the message and decide what method of communication to use (eg e-mail, meeting etc)? What feedback did you seek / receive?</p> <p>How have you (would you) ensured that feedback from beneficiaries and/or partners is incorporated into your agencies future work?</p>	<p>reflect on the outcome and adapt</p> <p>Willingness to learn. Openness to the opinions and ideas of others. Awareness of the need to listen to beneficiaries and partners</p>
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**Working with others**

<b>Competencies</b>	<b>Suggested Interview Questions</b>	<b>Things to look for in the response</b>
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Contribute positively in the team to achieve programme objectives</li> <li>○ Share appropriate information and knowledge with colleagues and partners as and when appropriate</li> <li>○ Actively participate in networks to access and contribute to good practice</li> <li>○ Challenge decisions and behaviour which breach the ICRC/NGO and individual agency Codes of Conduct</li> </ul> <p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Establish clear objectives with teams and individuals and monitor progress and performance</li> <li>○ Establish agreed ways of working at a distance with partners and staff</li> <li>○ Work with your team to build trust with partners, communities and stakeholders</li> <li>○ Foster collaborative, transparent and accountable relationships through partners to formalise and operationalize partnering agreements</li> <li>○ Use negotiation and conflict</li> </ul>	<p>Tell us about a time when your actions inspired others to work towards achieving a common goal.</p> <p>Give an example from your own experience of how you manage a new or recently formed team and/or a team made up of staff and partner staff?</p> <p>How do you like to be managed? What do you look for from your manager?</p> <p>Describe a team that you have worked in that you felt was particularly successful. What made that team successful? What did you learn from this? How can you minimize the possibility of creating a dysfunctional team?</p> <p>Sometimes interacting with others at work can be difficult. Describe the most stressful interaction you've had with your manager/supervisor/team leader or a peer/team member. How did you respond?</p> <p>Describe the most effective techniques you've used to encourage full participation from every member of a team you were on.</p>	<p>Ability to inspire others and to lead by example. Team attitude rather than directive style.</p> <p>Ability to apply an adaptive style; prioritisation; working in virtual team situations and with networks/matrix management</p> <p>Willingness to keep manager informed; adaptability; understanding of requirements in a humanitarian situation</p> <p>Have they thought about building team success or is this left to chance? What do they contribute to this process?</p> <p>Willingness to discuss/recognise a negative situation; openness to own role; ability to handle and resolve conflict/stressful situation</p> <p>Diversity/gender awareness; ability to adapt approach to team; working with virtual teams</p>

resolution skills to support positive outcomes		
<b>Negative Indicators</b>		
<ul style="list-style-type: none"> <li>○ Does not actively listen to others' contributions or ask for their input (including team members, beneficiaries, other NGOs, or other key stakeholders)</li> <li>○ Lacks ownership and relies on other team members to complete own tasks</li> <li>○ Is ineffective in communicating ideas/thoughts to the team as a result of either lack of confidence; withholding information; or inappropriate audience</li> </ul>		

## Operating safely and securely in a humanitarian response

Security context and analysis		
Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Identify and communicate risk and threats and minimise these for you and your agency</li> </ul> <p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate an understanding of wider UN/NGO security co-ordination and how your organisation can benefit from, and contribute to, those mechanisms</li> <li>○ Undertake effective risk assessments and develop contingency plans</li> </ul>	<p>What does risk mean in the humanitarian context? Give me an example of when you have identified a risk (to a project, person or organisation) and describe how you communicated and managed this risk?</p> <p>What do you understand by the term “security management framework”? What are the key strategies it might comprise of?</p> <p>What strategies have you used to encourage others to challenge established assumptions about security and risk?</p>	<p>Awareness of security framework and key issues to be addressed. Treating security as a basic principle.</p> <p>Willingness to challenge; lack of complacency</p>
Personal safety and security		
Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Build and maintain a reputation in line with humanitarian standards and acceptance for your work</li> <li>○ Take appropriate, coordinated and consistent action to handle situations of personal risk and situations of risk for others</li> <li>○ Reduce vulnerability by complying with safety and security protocols set by your organisation and contextualise appropriately to local scenarios</li> <li>○ Champion the importance of safety and keep the safety of colleagues and team members in mind at all times</li> </ul>	<p>Can you give us an example of when you personally felt at risk. How did you manage this risk? What steps did you take to handle the situation?</p> <p>Tell me about a time (or what would you do) when you have been asked (possibly by your manager/supervisor/team leader) to do something that you felt compromised safety or security standards in the interests of the work. How did you (would you) respond? How do you balance these conflicting issues?</p>	<p>Ability to assess situation; prioritise safety/security; use judgement; withstand pressure and maintain balance/avoid complacency</p>

<p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Monitor security risks and ensure organisational protocols are consistently followed by staff</li> <li>○ Take appropriate action and provide appropriate direction and support to team members in the event of a critical incident</li> </ul>	<p>From your own experience, can you provide an example of how you have changed the culture of a team or organisation to encourage greater ownership and adherence to security procedures at any level?</p>	<p>Setting a personal example regarding security standards. Willingness to challenge the status quo where standards need improving and to inspire change.</p>
<b>Minimising risk to communities and partners</b>		
<b>Competencies</b>	<b>Suggested Interview Questions</b>	<b>Things to look for in the response</b>
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Take measures to do no harm and to minimise risks for your partners and the communities you work with</li> </ul> <p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Undertake effective risk assessments with communities and partners</li> </ul>	<p>What are the potential risks of humanitarian programmes to the communities we work with? How might you minimise these risks?</p> <p>What experience have you had of developing a national or local security risk assessment? How did (would you, if no experience) you go about it and what aspects did you (would you) take into account?</p> <p>What experience have you had of delivering training in security and safety practice and procedures? What were the main challenges you faced? Provide an example of how you overcame the challenge.</p>	<p>Awareness of context and key players to include partners and communities. Evidence of methodical approach.</p> <p>Evidence of willingness and ability to communicate security issues to others. Awareness of need to promote security and minimise risks.</p>
<b>Negative Indicators</b>		
<ul style="list-style-type: none"> <li>○ Consistently presents ideas/opportunities that may be a risk to self or others</li> <li>○ Actively disregards or lacks clear understanding of security protocols leading to personal/organisational risk</li> <li>○ Demonstrates a casual attitude to risk</li> <li>○ Is over familiar with the context, leading to complacency</li> </ul>		

## Managing yourself in a pressured and changing environment

<b>Resilience</b>		
<b>Competencies</b>	<b>Suggested Interview Questions</b>	<b>Things to look for in the response</b>
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Recognise stress and take steps to reduce it</li> <li>○ Remain constructive and positive under stress to be able to tolerate difficult and sometimes threatening environments</li> <li>○ Remain focused on your objectives and goal in a rapidly changing environment</li> <li>○ Able to adapt to changing situations</li> </ul>	<p>What was the last pressure situation you were in? How did it emerge? What was your part in the situation? What did you do to handle the pressure? How did you resolve it?</p> <p>Please describe your experience of working in remote, harsh or insecure environments. How do you recognise when you are becoming stressed? What do you do to manage this?</p>	<p>Ability to analyse the causes of a situation; to respond in a mature way and take responsibility for dealing with it. Techniques for handling pressure.</p> <p>Past experience, realistic attitude, ability to take responsibility for self. Methods used to deal with stress – personal and/or involving others?</p>

<ul style="list-style-type: none"> <li>Keep yourself emotionally stable when helping others</li> </ul> <p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>Help team members to practise stress management through prioritisation of workloads and modelling of appropriate self care</li> </ul>	<p>Can you give us an example of when you have had to change your work plan quite significantly? Why was this and what/who instigated the change? How did you feel about it and what was the outcome?</p> <p>Give an example of when you have observed that a colleague or member of your team is not coping well with stress. What did you do and what was the outcome? Would you do anything differently?</p>	<p>Willingness to adapt plans according to circumstances. Ability to be comfortable with requirement to change plans</p> <p>Sensitivity to staff/colleagues; ability to intervene in a positive way; ability to reflect and learn from the experience</p>
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### Maintaining professionalism

Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>Take responsibility for your own work and for the impact of your actions</li> <li>Plan, prioritise and perform tasks well under pressure</li> <li>Maintain ethical and professional behaviour in accordance with relevant codes of conduct</li> <li>Demonstrate personal integrity by using one's position responsibly and fairly</li> </ul> <p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>Set realistic deadlines and goals</li> <li>Facilitate others to carry out their roles and responsibilities</li> <li>Make time to learn from experience and feedback, and apply the lessons to a new situation</li> </ul>	<p>Have you ever been faced with an ethical or value conflict in your job? Give me an example of when this happened to you. What did you do?</p> <p>Tell me about a time when you had a particularly heavy workload. What impact did it have on you and how did you set about prioritising this work? What do you do if you simply cannot get everything done?</p> <p>Can you give me an example of when you provided feedback and assistance to another person about substandard performance? What did you do? How did you do that? What happened next?</p>	<p>Integrity, ability to apply standards and deal with conflict.</p> <p>Past experience and coping mechanisms – realistic expectations and coping systems</p> <p>Evidence of setting and maintaining appropriate standards; assisting others to meet standards; ability to learn from experience.</p>

### Negative Indicators

<ul style="list-style-type: none"> <li>Demonstrates considerable stress and does not show signs of taking steps to reduce it</li> <li>Displays unprofessional conduct that is not in line with the relevant Code of Conduct and shows demonstrable damage to reputation of agency</li> <li>Resists adapting behaviour and actions to changing environment</li> <li>Does not demonstrate a good work/life balance and shows evidence of loss of perspective.</li> </ul>
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## Leadership in humanitarian response

Self-awareness		
Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>Show awareness of your own strengths and limitations and their impact on others</li> </ul>	<p>Reflecting on your past experiences, what are the 3 things that you would be able to immediately contribute to this position?</p>	<p>The ability to reflect on past experiences, understand strengths and assess how they can contribute to the new role. Do they have a realistic</p>



<ul style="list-style-type: none"> <li>○ Demonstrate understanding of your skills and how they complement those of others to support team effectiveness</li> <li>○ Seek and reflect on feedback to improve your performance</li> </ul>	<p>Have you received tough feedback from a manager or colleague? Did you feel that it was valid and how did you respond? (Or if none received in the past - What would you do if a colleague criticised your management of a situation, unfairly, in your opinion?)</p> <p>How would your colleagues describe you? What would they identify as your strengths and weaknesses?</p> <p>Tell us about a time when a mistake you made affected others and how you dealt with this.</p>	<p>view of themselves.</p> <p>Ability to take criticism and consider it. Or if none received, this may indicate insensitivity or a denial, which should be explored in the hypothetical question.</p> <p>Ability to see self as others see them. Realism about how they come across.</p> <p>Learning from the mistake Acknowledgement of consequences Actions taken to own the consequences and rectify the situation.</p>
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<b>Motivating and influencing others</b>
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Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Communicate humanitarian values and motivate others towards them</li> <li>○ Inspire confidence in others</li> <li>○ Speak out clearly for organisational beliefs and values</li> <li>○ Demonstrate active listening to encourage team collaboration</li> <li>○ Influence others positively to achieve programme goals</li> </ul> <p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Inspire others by clearly articulating and demonstrating the values, core purpose and principles that underpin humanitarian work</li> <li>○ Provide regular and ongoing informal and formal feedback to recognise the contribution of others</li> <li>○ Adapt leadership approach to the situation</li> </ul>	<p>Tell us about a time when your actions inspired others to work towards achieving a common goal.</p> <p>Tell us about a time when other members of your team disagreed with you, what happened?</p> <p>Describe a situation or project in which you had no formal position authority, yet still maintained a clear leadership role. Talk us through how you demonstrated leadership.</p> <p>Do you have an example of a situation where you felt that you succeeded in building the confidence of others? How did you do this?</p> <p>What have you done to make your organization's vision and values meaningful to others? Which strategies have worked, and which have not?</p>	<p>Ability to inspire others and to lead by example. Team attitude rather than directive style.</p> <p>Openness to others views and to take others ideas on board. Ability to assess ideas, to influence where needed to reach a successful outcome.</p> <p>The ability to show leadership when it is not assigned. Ability to use strengths to gain respect and lead when not in a position of authority.</p> <p>Awareness of others and their different needs. Examples of interactions with others</p> <p>Evidence of using varying and appropriate methods to communicate complex issues in a meaningful way. Ability to observe and analyse what works and modify approach.</p>

<b>Critical judgement</b>
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Competencies	Suggested Interview Questions	Things to look for in the response
<p><b>Core Behaviours for all staff in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Analyse and exercise judgement in new situations in the absence of</li> </ul>	<p>Can you tell us about a situation, involving your staff or team, where you</p>	<p>Ownership and the willingness to take the initiative to resolve an</p>

<p>specific guidance</p> <ul style="list-style-type: none"> <li>○ Demonstrate initiative and ingenuity</li> <li>○ Demonstrate tenacity to achieve solutions</li> <li>○ Address difficult situations and make tough decisions confidently and calmly</li> <li>○ Suggest creative improvements and different ways of working</li> </ul> <p><b>Additional Behaviours for 1<sup>st</sup> level line managers in humanitarian response</b></p> <ul style="list-style-type: none"> <li>○ Maintain simultaneously a broad strategic perspective and awareness of the detail of a situation</li> <li>○ Adapt plans quickly in response to emerging situations and changing environments</li> <li>○ Take calculated risks to improve performance</li> <li>○ Able to act decisively and quickly</li> </ul>	<p>felt that things were not done well enough, or the right way? How did you take the initiative to put it right as you felt it should be? What did you learn from that experience?</p> <p>What new ideas would you bring to this position that others would not?</p> <p>Tell me about a time when you have had to take an immediate decision, with important consequences, but did not have all the facts that you would have liked? What process did you follow for decision making in such a critical situation? What was the outcome? What would you do differently in the future?</p> <p>Describe a situation in which you identified a problem and took action to correct it rather than wait for someone else to do so.</p> <p>What types of organizational systems (controls, compensation, communication, etc.) have you put in place to support a specific organizational strategy? Explain the process. What were the results?</p>	<p>outstanding matter</p> <p>Innovation and ability to apply experience to a new position</p> <p>Ability to deal with uncertainty, assess the risks and follow a decision-making process under pressure. Ability to assess outcome and learn from it</p> <p>Evidence of a proactive approach; willingness to take ownership</p> <p>Ability to implement the organisations strategy through operational actions; demonstrates helicopter vision and practical planning/implementation</p>
<b>Negative Indicators</b>		
<ul style="list-style-type: none"> <li>○ Resists or delays taking decisions when it is clearly required</li> <li>○ Attempts to maintain control by not delegating effectively to cater to specific skills of team members resulting in lack of confidence among the team</li> <li>○ Puts forward problems without solutions</li> <li>○ Communicates without clarity or structure in a way that is generally pessimistic</li> <li>○ Sees consultation as time consuming and irrelevant</li> </ul>		

## RESOURCE 7: Interview Form

### SAMPLE INTERVIEW FORM

(adapted from Concern's Interview Evaluation Form)

Position Interviewed for: \_\_\_\_\_

<b>Applicant's Name:</b>	Interviewed By:
<b>Date:</b>	

#### Structure:

<b>1. Introduction with names</b>	<b>5. Candidate questions</b>
<b>2. Interview format</b>	<b>6. Next stage</b>
<b>3. Terms and Conditions</b>	<b>7. Close</b>
<b>4. Questions to Candidate</b>	

#### GENERAL QUESTIONS:

**1. Motivation:** Why did you apply for this position?

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**2. Understanding of the role:** Describe for us how you intend to approach your first 3 months in this job. What will your priorities be, what do you perceive as the opportunities and challenges internally and externally?

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**3. Previous experience:** Talk us through the structure and the duties of your current role. (direct manager, how many direct reports, location, budget, tasks & duties)

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#### COMPETENCIES (*CBHA competencies framework used as example*):

##### Understanding of humanitarian contexts and application of humanitarian principles

1. What in your opinion, and from your experience in the field, do you think are the current three main issues facing humanitarian organisations? (*Humanitarian context*)

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2. What is your experience of using international codes of practice and law in relation to emergencies? How useful have you found these? (*Humanitarian principles*)

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**Achieving results effectively**

3. Tell us about a time when you were not able to deliver on your programme or project objectives. What did you do to address the situation? (*Programme Quality / Impact*)

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4. Describe a situation that illustrates how well you managed multiple projects with multiple stakeholders at one time. How did you ensure you achieved the required results and addressed the needs of the stakeholders? (*Accountability/ Decision Making/ Impact*)

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**Developing and maintaining collaborative relationships**

5. Tell us about a time when other members of your team disagreed with you, what happened? (*Listening and Dialogue*)

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6. Tell us about an opportunity you've had to network with representatives of similar organisations. What benefits to your organisation resulted? (*Working with Others*)

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**Operating safely and securely in a humanitarian response**

7. From your own experience, can you provide an example of how you have changed the culture of a team or organisation to encourage greater ownership and adherence to security procedures at any level? (*Personal safety and security*)

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**Managing yourself in a pressured and changing environment**

8. Describe a situation where you had to change your approach half-way through a project or task following new input into the project. (*Resilience*)

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9. Tell us about a time in your current role when you were deeply frustrated. How did you react? What did you do? What was the outcome? (*Maintaining Professionalism*)

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**Leadership in humanitarian response**

10. Reflecting on your past experiences, what are the 3 things that you would be able to immediately contribute to this position? (*Self-awareness*)

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11. Tell us about a time when you were part of a team that was not working well. What did you do? How was the situation resolved? (*Motivating and Influencing Others*)

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12. Tell us about a time when you have had to take an immediate decision, with important consequences, but did not have all the facts that you would have liked? What process did you follow for decision making in such a critical situation? What was the outcome? (*Critical Judgement*)

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**CODE OF CONDUCT**

1. Have you read the policy and are you prepared to commit to adhering to it?

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2. Where do you see the importance of a Code of Conduct?

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**General:**

Availability:

We may be in contact with you to gather information on your referees. It's important to note we may collect references for a number of candidates.

Yes

No

**Rating Scale**

1	2	3	4
Poor \ little relevant experience	Some relevant experience	Highly relevant experience	Experience exceeds requirements

Overall Evaluation	Rating	Notes
Motivation for & Understanding of the Role		
Previous experience		
Understanding humanitarian contexts		
Achieving results effectively		
Developing and maintaining relationships		
Operating safely and securely		
Managing yourself		
Leadership		
Technical Knowledge		

**General comments:**

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Decision	
Recommendations: Regret \ Hold \ 2 <sup>nd</sup> Interview Offer	

Interviewer's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## RESOURCE 8: Interview Assessment Grid

### SAMPLE FACE TO FACE INTERVIEW ASSESSMENT GRID CBHA Humanitarian Leadership Development Trainee Programme

(Save the Children tool for CBHA Programme)

Candidate .....

Interviewers.....

A	Does the candidate give evidence of fulfilling the following essential qualities: <i>See reverse side of page for explanation of qualities</i>	SCORE			
		3 solid	2 some	1 limited	0 no/ doubtful
1	Excellent interpersonal & communication skills				
2	Experience of living &/or working in difficult circumstances, ideally in a developing or conflict-affected country				
3	Experience of working successfully within a team and alone				
4	Shows commitment to humanitarian work and sector as a whole				
5	Relevant undergraduate degree or relevant professional experience				
6	Experience of working with/volunteering within a non-governmental organisation				
7	Analytical and problem solving skills				
8	Respect for, and ability to work with people of different ages, backgrounds and cultures				
9	Sense of professionalism as a humanitarian				
10	Ability to manage stress and a closely linked professional and personal life				
11	Ability to show initiative/take responsibility for own learning/work				
12	Willingness and ability to work in insecure environments and commitment to upholding the security of self, team and beneficiaries				
(Please note: This score will not determine final decision as weighting is not rigorously calculated)					<b>TOTAL</b>
B	Does the candidate give evidence of the additional qualities, experience and skills in their interview?	SCORE			
		Yes (2)	Some (1)	No (0)	
	Understanding of complex emergencies				
C	Do you recommend the candidate for the trainee scheme?	Yes	No	Unsure (please elaborate below)	
D	Comments re. candidate (to help with final decision making process):				
E	Feedback to candidate (feedback will be given to all candidates)				

## **Essential Qualities Descriptions**

### **1. Effective communication and interpersonal skills**

- Ability to communicate clearly and effectively
  - Ability to communicate effectively and appropriately to different audiences, taking into consideration cultural sensitivities, plus their background and age
  - Generates comprehension and support in different groups addressed, such as peers, partners, authorities
- Ability to deal with difficult people
- Ability to maintain interpersonal rapport despite pressure or tension
- Ability to listen to others and respond appropriately
  - Responds professionally when approached with queries and concerns
- Ability to persuade and influence

### **2. Ability to team**

- Experience of working successfully within a team
- Respect for, and ability to work with, people of different ages, backgrounds and culture
- Considers others' feelings
  - Socially aware of the professional and emotional needs of others
- Ability to motivate and support others
  - Asks for input from those who are quieter or less confident
  - Actively encourages group participation and team work
  - Listens to others who aren't as articulate, or have a different outlook, during discussions
- Acts on the input of others, e.g. by incorporating their concerns into work
  - Displays interest in others' experiences and new tools, approaches etc
- Is approached by others for advice and input

### **3. Commitment to humanitarian work and principles**

- Commitment to humanitarian work & principles & human rights

### **4. Undergraduate degree or relevant professional experience**

- Knowledge of sector through relevant degree or sector

### **5. Passion and enthusiasm/drive**

- Demonstrated interest in working in the humanitarian and development sector

### **6. Sense of professionalism as a humanitarian**

- Commitment to professional and ethical humanitarian work practice
  - Makes decisions based on strong ethics and values
  - Strives for quality as well as attainment of goals
  - Professional courage to question assumptions and make difficult decisions
  - Raises difficult issues even in the face of team consensus
- Pragmatism
- Takes initiative and responsibility for own learning and work
  - Willingness to learn and develop

### **7. Resilience**

- Ability to adapt to different and difficult situations in rapidly changing environments, *including working with little or no supervision (ability to work alone)*
- Ability to manage stress and a closely linked personal and professional life
  - Experience of travelling, living and/ or working in difficult circumstances
- Tolerates physical and mental discomfort
- Responds positively and constructively in the face of knock-backs such as criticism, constraints, etc
  - Continues in the face of adversity and obstacles
  - Keeps own spirits up
- Exudes sense of control, capability etc in hectic situations
- Solution focused and 'can do' attitude
  - Ability to achieve and remain calm under pressure
  - Shows determination

### **8. Self-awareness**

- Demonstrates humility (inc. absence of ego/arrogance)
- Demonstrates personal and inter-personal awareness
- Conscious of own strengths and weaknesses
  - Seeks to maximise others strengths and overcome their weaknesses
- Questions and analyses own views and decisions when appropriate
  - Admits mistakes

### **9. Security Awareness**

- Willingness and ability to work in insecure environments
- Commitment to upholding the security of self
- Commitment to upholding the security of team and beneficiaries



## RESOURCE 9: STAR Interview Techniques

### The STARS technique – a useful approach to conducting competency-based Interviews

(shared by Concern Worldwide)

STARS stands for **Situation** and/or **Task, Actions, Results** and **Summarise**.

The STARS technique is a questioning approach that allows interviewers to ask interview questions in a structured manner. Candidates are asked to:

- Describe a specific challenging work-related **Situation** or **Task**
- Describe the **Actions** taken to resolve the situation or complete the task
- Describe the **Results** of their actions

The interviewer can then **Summarise** the candidate's answer back to the candidate to confirm understanding.

When listening to a candidate's answer, we sometimes get lost in the details. To help us navigate the details, listen for each STAR component when your candidate responds, to help you hone in on the most important elements of each answer.

If one of the STAR components is missing in the candidate's answer, we need to ask further probing questions.

This structure facilitates more consistent note-taking and makes it easier to compare one candidate's response with that of another.

**Situation and/or Task:** Begin by asking a broad, open question about a specific situation or task – e.g. *Describe a challenging, work-related situation or task where you ...*

**Actions:** Try to understand the specific actions the candidate took to deal with the situation or task. This is the most important part of the answer. For example, *What specific actions did you take to resolve the situation? Tell me what you did to ensure the necessary structures were in place.*

**Results:** Finish off by asking the candidate what results they achieved in the end. It may also be appropriate to ask what lessons the candidate learnt.

**Summarise:** If you are in any doubt as to what the candidate said, it is a good idea to summarise briefly what the candidate told you. This allows you to check that you understood the candidate correctly.

## RESOURCE 10: Competency-based Reference Questions

### SAMPLE REFERENCE QUESTIONS

(adapted from IRC's reference questions)

1. Were you the candidate's supervisor? How long did you work together? When did you work together?
2. Why did the candidate leave the position? Would you rehire this person?
3. What are the candidate's strengths? Can you provide an example of when they demonstrated one of these strengths?
4. What areas would you say need improvement? What did the candidate do to develop in that area? (*Self-awareness*)
5. Can you comment on how the candidate gets along with colleagues (in a diverse multi-cultural environment)? How does the candidate build relationships? (*Working with others*)
6. How does this person work under pressure and deal with stress? (e.g. multiple priorities, heavy workload, unexpected problem situations, travel, etc.) (*Resilience*)
7. How would you describe the candidate's work style or typical approach to responsibilities (organized vs. disorganized, works independently vs. prefers or needs frequent guidance and directions, etc.)? (*Impact/ Decision making/Critical judgement*)
8. What was the candidate's attitude towards security issues? Did they assess and seek to minimise risk to themselves and others? (*Personal safety and security/Minimising risk*)
9. If relevant: What are the candidate's supervising and management skills and/or style?
10. Was the candidate able to quickly understand the humanitarian context and apply and follow the appropriate policies, procedures and requirements? (*Understanding the humanitarian context and principles*)
11. Please give us an assessment of the candidate's ability to build the capacity of coworkers. (*Motivating and influencing others/ Impact/ Working with others*)
12. What is the best approach, for us as supervisor/employer, to motivate and support the candidate in their new position?
13. After reviewing the attached job description, do you think the candidate would be a good fit for the position?
14. Anything you would like to add?

## RESOURCE 11: Guide to Setting and Agreeing Objectives

### GUIDE TO SETTING AND AGREEING OBJECTIVES

(adapted from Oxfam GB's resource on Agreeing Objective)

At the start of the financial year, or at the start of employment for new staff, everyone employed by the organisation must set and agree 'objectives' – the key things you must accomplish in your role. They will be very closely related to your job description and the required competencies for your role, linked to your team or department's annual plan, and often to the organisation's Strategic Plan. Putting it simply, our objectives make sure that we're all working for the same goal. So they're a vital part of your working life.

#### Getting started

Responsibility for setting and agreeing objectives is shared between you and your manager. You should start the process by discussing your initial ideas with your manager. As a guide, most employees will have between three and eight objectives – but no more than eight. You can use the Summary of Agreed Objectives Form below to capture your objectives. Make sure that you think about the key things you must do if you're going to carry out your job to the best possible standard. Ask yourself, 'what is it that my organisation employs me to do?' or 'what are my key responsibilities?' If you've answered these questions, you're now well on the way to setting your objectives.

#### Be SMART

SMART objectives help both you and your manager to see not only exactly what you'll be doing and by when but also to share an understanding of how you'll know if you succeed. Try to make your objectives:

**Specific.** Be clear about the outcome to be achieved and your contribution to it.

**Measurable.** Know the criteria on which you'll judge whether you've achieved your objectives.

**Achievable.** Make sure you have the resources, skills, knowledge, and available time.

**Relevant.** Your objectives must relate to your job and your division's plan.

**Time-related.** Set realistic dates to deliver your objectives – whether in full or in part.

#### Understanding competencies

'Competencies' is the overarching word for the knowledge, skills, and behaviours we need to do our jobs. If objectives are 'what' we do – what we must achieve in order to do our jobs effectively – then competencies are 'how' we do it.

Competencies give us a language we can all use when talking about the behavioural aspects of our work. This should mean that we're clearer about what's expected of us and that our performance is managed and developed in a way that supports everyone. Check the required competencies for your position.

The Core Humanitarian Competencies Framework developed with the Consortium of British Humanitarian Agencies (CBHA) covers six competency areas for focus in an emergency response. If you are working in this context, at least one of your objectives should focus on developing one of these specific competencies.

**Confidential**  
**Summary of Agreed Objectives**

Name	_____	Job title	_____
Job family	_____	Objectives period - From & to:	_____

You should set your objectives using the guidance provided in the Guide to performance management.

Outline below the key responsibilities (ideally between 3 and 7) from which your objectives for the year ahead will be drawn.

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→

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**Objectives**

**Objective 1**

What will you achieve?

How will you achieve?

What key competencies, skills and other resources are required?

**Add objective boxes as required.**

**Objectives agreed & performance development needs discussed:**

Job holder's signature:

Date:

Manager's signature:

Date:

## RESOURCE 12: Competency-based performance management

### SAMPLE COMPETENCY-BASED PERFORMANCE MANAGEMENT FORM

(adapted from Concern's Personal Development Review Form)

*There are just 4 easy steps in this form:*

**1) Objectives; 2) Competencies; 3) Personal Development Plan; 4) Feedback to Manager**

This standard form will be appropriate for most job-holders. It has been designed to accommodate those doing work of an administrative, technical or specialist nature where job-holders are empowered to make decisions on the way in which they carry out their role and prioritise their work to achieve agreed objectives. Examples are: technical/professional specialists, departmental administration roles, functional officers, etc.

It is recommended that, in advance of the objectives' setting or review meeting, both the job-holder and line manager complete the review form individually and share their comment.

<b>Job-holder's Name:</b>		<b>Job Title:</b>	
<b>Date:</b>		<b>Reviewing Manager's Name:</b>	
<b>Review period from:</b>			

#### **1) a Current Objectives:**

Transfer, as necessary, from the previous review form or the job description: the job-holder's objectives and any additional objectives agreed during the year.

Use the following codes to mark the achievement level:

**Y** – yes, objective achieved      **P** – objective partially achieved      **N** – no, objective not achieved

The following sections should be completed by: **JH** – Job-Holder      **Mgr** – Manager

**Agd** – Agreed by both after discussion at the review meeting

Objective	Agreed measures to determine objectives have been met	Achievement			Comments <i>Think back over the whole period under review. Keep comments objective. Give specific examples that demonstrate that the objective has or has not been achieved; include comments on any external events that have affected the objective. In discussing the objectives, consider any training and development needs that arise. These should be recorded in the personal development plan.</i>
		JH	Mgr	Agd	
		Y	Y	Y	Job-holder:
		P	P	P	Manager:
		N	N	N	

\*\*Please add rows as required

### **1) b Setting New Objectives**

Enter agreed new or revised objectives for the job-holder for the coming review period. These will either be ongoing objectives from the last review period or additional objectives to cover new/different responsibilities and activities.

Make the objectives S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time-related). Consideration should be given to objectives that will contribute to team success and link directly to achievement of organisational and/or departmental objectives.

In setting new objectives, thought should be given to the strategy as well as the required end result.

In discussing new objectives, it may become evident that certain training and development needs must be met in order to achieve certain objectives. These should be recorded in the personal training and development plan.

<b>Objective</b>	<b>Agreed measures to determine objectives have been met</b>	<b>Target date</b>	<b>Comments</b>
			Job-holder:
			Manager:

\*\*Please add or delete rows as required

### **2) Relevant Competencies:**

In the Objectives section of this form, you will already have discussed some aspects of what the job-holder does well and identified areas where training and development is needed. However, most of this will have been done with specific reference to job knowledge and skill. The following section looks at the job-holder's behaviour in line with the CBHA core competencies.

The CBHA Competencies Framework identifies six key areas of competencies, each with associated indicators, to articulate what behaviours are required to be effective and successful in humanitarian response. This articulation of behaviours helps us to be specific about what is required when we believe a certain competency is necessary for someone to succeed in their job.

In this section, the manager and job-holder should (a) agree which key competencies are most important to the job-holder's role and (b) identify what, if any, additional knowledge and/or skill, or change in attitude or behaviour, are required. The level to which competencies are necessary will vary according to the job.

In completing this section, both the job-holder and line manager should consider the key competencies as they relate to the job-holder's responsibilities, and rate them accordingly. Reading through the behavioural indicators associated with each key competency will help.

Some required competencies may not be stated in the CBHA framework. This does not make them less important. As long as the job-holder and manager are clear in their expectations of a certain competency, that competency is relevant and should be included as part of the review.

*Note: As with previous sections, be sure to give factual examples to support opinions and views*

Competencies – <i>based on CBHA core humanitarian competencies framework</i>	Achievement			Comments <i>Think back over the whole period under review. Keep comments objective. Give specific examples that demonstrate that the objective has or has not been achieved. In discussing the competencies, consider any training and development needs that arise. These should be recorded in the personal development plan.</i>
	JH	Mgr	Agd	
<b>Understanding of humanitarian contexts and application of humanitarian principles</b> <i>Key issues and practices impacting current and future humanitarian interventions</i>	Y	Y	Y	Job-holder:
	P	P	P	Manager:
	N	N	N	
<b>Achieving results effectively</b> <i>Behaviours to use resources efficiently and effectively to achieve results, considering the need for speed, scale and quality</i>	Y	Y	Y	Job-holder:
	P	P	P	Manager:
	N	N	N	
<b>Developing and maintaining collaborative relationships</b> <i>Behaviours to develop and maintain collaborative, coordinated relationships at times of heightened complexity and risk</i>	Y	Y	Y	Job-holder:
	P	P	P	Manager:
	N	N	N	
<b>Operating safely and securely in a humanitarian response</b> <i>Behaviours required to take responsibility to operate safely in a pressured environment</i>	Y	Y	Y	Job-holder:
	P	P	P	Manager:
	N	N	N	
<b>Managing yourself in a pressured and changing environment</b> <i>Essential personal behaviours required to operate effectively within a humanitarian context</i>	Y	Y	Y	Job-holder:
	P	P	P	Manager:
	N	N	N	
<b>Leadership in humanitarian response</b> <i>Seeing the overall goal within the changing context and taking responsibility to motivate others to work towards it, independent of one's role, function or seniority.</i>	Y	Y	Y	Job-holder:
	P	P	P	Manager:
	N	N	N	

\*\*Please add rows for additional competencies as required by the role

### 3) Personal Development Action Plan:

This section should:

- (a) list the training and development needs of the job-holder
- (b) specify how those needs will be met and by when.

Agree **immediate** action required to meet urgent development need or significant 'below requirement' performance.

Identify **medium to long-term** learning and development plans arising from the review. Keep notes on the manager's and the job-holder's thoughts on career aspirations.

Immediate Action:	
Medium to Long-Term Development:	
Career Aspirations – agreed career progression intentions/observations and action required to meet such expectations:	

### 4) Feedback to Manager:

This section does not need to be completed in advance of the review meeting. This section is for the job-holder to note areas s/he wishes to discuss with the manager concerning management support.

The best way to approach this is for the job-holder to say what they would like their line manager to *continue*, what they would like to *start* that is not happening now, and what they would like *stopped*.

There is space below for the job-holder's notes and the reviewing manager's comment.

*Note: The manager should encourage the job-holder to express open and frank views. Either the job-holder or the manager should make notes of the points raised and the manager's response.*

Job-holder: I would like my manager to ...	Manager's comments :
<b>Continue –</b>	
<b>Start –</b>	
<b>Stop –</b>	



Any other comments, notes or observations:	
Job-holder	Manager

Follow up:	
<b>Job-holder: All matters raised in my PDR last year have been followed up and where this has not been possible I understand and accept the reasons why</b>  <b>YES <input type="checkbox"/>    NO <input type="checkbox"/></b>	<b>Comments</b>  

Signed as accepted as a true record of the performance review meeting:

Job-holder .....

Date .....

Manager .....

Date .....

**RESOURCE 13: 1:1 Meeting Form**

**SAMPLE 1:1 MEETING FORM**

(adapted from Oxfam GB's One to One Meetings Form)

**NAME:**

**DATE :**

**MANAGER:**

Areas staff member wants to discuss	Areas Manager wants to discuss
<p><b>Support required to develop humanitarian competencies:</b> Understanding of humanitarian contexts and application of humanitarian principles Achieving results effectively Developing and maintaining collaborative relationships Operating safely and securely in a humanitarian response Managing yourself in a pressured and changing environment Leadership in humanitarian response</p>	
<b>Outstanding actions from previous meetings and new actions: What, who, when</b>	

## RESOURCE 14: Competency-based Self-assessment Form

### SAMPLE COMPETENCY-BASED SELF-ASSESSMENT FORM

(adapted from World Vision's competency-based Self-assessment Form)

Name of Individual	
Home Base Location	
Current Position	
Date of Assessment	

The following assessment tool includes the core humanitarian competencies that staff are expected to demonstrate. The intent is to have a simple yet comprehensive tool to assess core competencies of individuals in humanitarian positions. Upon completion of the assessment, the report provided will highlight the competencies that need to be developed. This will constitute the required information to complete an individual learning and development plan.

#### INSTRUCTIONS

1. Read the relevant competency description.
2. For each indicator provided, select one of the three ratings demonstrating your assessment of your effectiveness in that particular area. Select N/A if the indicator is not applicable or if unsure.
3. You can use the optional text box to provide evidence of how you have demonstrated the relevant competency.

#### 1. UNDERSTANDING OF HUMANITARIAN CONTEXTS AND APPLICATION OF HUMANITARIAN PRINCIPLES

*This competency refers to key issues and practices impacting current and future humanitarian interventions.*

<b>The humanitarian context</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Demonstrate understanding of phases of humanitarian response including preparedness and contingency, DRR, response and recovery				
Apply understanding of the political and cultural context and underlying causes of the humanitarian crisis				
Demonstrate understanding of the gender and diversity dimensions of humanitarian situations				
Keep vulnerable people at the centre of the humanitarian response				

<b>Applying humanitarian standards / principles</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Ensure that programme goals and activities uphold the principles of the key national and international humanitarian frameworks, codes and commitments under which humanitarian organisations operate				

Demonstrate understanding of your role and that of your organisation and others within the humanitarian system				
Integrate beneficiary accountability principles into your approach				
Demonstrate an understanding of coordination mechanisms				

Please provide comments that support your ratings for UNDERSTANDING OF HUMANITARIAN CONTEXTS AND APPLICATION OF HUMANITARIAN PRINCIPLES:

## 2. ACHIEVING RESULTS EFFECTIVELY

*This competency involves behaviours to use resources efficiently and effectively to achieve results, considering the need for speed, scale and quality*

<b>Programme quality</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Demonstrate understanding of agency project cycle management				
Participate in the design and implementation of effective projects and programmes				

<b>Accountability</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Collect, analyse and disseminate information to and from communities and other stakeholders				
Demonstrate accountability to partners and disaster and conflict affected people and communities				

<b>Decision making</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Demonstrate flexibility to adapt plans and make decisions in rapidly changing environments				
Demonstrate understanding of when a decision can be taken and when to involve others				
Consider the wider impact of the decisions you make in your work to achieve positive results				

<b>Impact</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Maintain focus on delivery of timely and appropriate results using available resources				

Please provide comments that support your ratings for ACHIEVING RESULTS EFFECTIVELY:

### 3. DEVELOPING AND MAINTAINING COLLABORATIVE RELATIONSHIPS

*This competency covers behaviours to develop and maintain collaborative, coordinated relationships at times of heightened complexity and risk*

<b>Listening &amp; dialogue</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Actively listen to different perspectives and experiences of stakeholders				
Establish and maintain clear communication and dialogue with disaster and conflict affected people and other stakeholders				

<b>Working with others</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Contribute positively in the team to achieve programme objectives				
Share appropriate information and knowledge with colleagues and partners as and when appropriate				
Actively participate in networks to access and contribute to good practice				
Challenge decisions and behaviour which breach the ICRC/NGO and individual agency Codes of Conduct				

Please provide comments that support your ratings for DEVELOPING AND MAINTAINING COLLABORATIVE RELATIONSHIPS:

#### 4. OPERATING SAFELY AND SECURELY IN A HUMANITARIAN RESPONSE

*This competency is about demonstrating behaviours required to take responsibility to operate safely in a pressured environment.*

<b>Security context and analysis</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Identify and communicate risk and threats and minimise these for you and your agency				

<b>Personal safety &amp; security</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Build and maintain a reputation in line with humanitarian standards and acceptance for your work				
Take appropriate, coordinated and consistent action to handle situations of personal risk and situations of risk for others				
Reduce vulnerability by complying with safety and security protocols set by your organisation and contextualise appropriately to local scenarios				
Champion the importance of safety and keep the safety of colleagues and team members in mind at all times				

<b>Minimising risk to communities and partners</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Take measures to do no harm and to minimise risks for your partners and the communities you work with				

Please provide comments that support your ratings for OPERATING SAFELY AND SECURELY IN A HUMANITARIAN RESPONSE:

#### 5. MANAGING YOURSELF IN A PRESSURED AND CHANGING ENVIRONMENT

*This competency refers to essential personal behaviours required to operate effectively within a humanitarian context.*

<b>Resilience</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Recognise stress and take steps to reduce it				
Remain constructive and positive under stress to be able to tolerate difficult and sometimes threatening environments				
Remain focused on your objectives and goal in a rapidly changing environment				

Able to adapt to changing situations				
Keep yourself emotionally stable when helping others				

<b>Maintaining professionalism</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Take responsibility for your own work and for the impact of your actions				
Plan, prioritise and perform tasks well under pressure				
Maintain ethical and professional behaviour in accordance with relevant codes of conduct				
Demonstrate personal integrity by using one's position responsibly and fairly				

Please provide comments that support your ratings for MANAGING YOURSELF IN A PRESSURED AND CHANGING ENVIRONMENT:

## 6. LEADERSHIP IN HUMANITARIAN RESPONSE

*This competency is about seeing the overall goal within the changing context and taking responsibility to motivate others to work towards it, independent of one's role, function or seniority.*

<b>Self-awareness</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Show awareness of your own strengths and limitations and their impact on others				
Demonstrate understanding of your skills and how they complement those of others to support team effectiveness				
Seek and reflect on feedback to improve your performance				

<b>Motivating and influencing others</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Communicate humanitarian values and motivate others towards them				
Inspire confidence in others				
Speak out clearly for organisational beliefs and values				
Demonstrate active listening to encourage team collaboration				
Influence others positively to achieve programme				

goals				
-------	--	--	--	--

<b>Critical judgement</b>	Aware/Basic (Knowledge) Proficiency	Proficient and utilize in practice	Advanced and can train others	N/A
Analyse and exercise judgment in new situations in the absence of specific guidance.				
Demonstrate initiative and ingenuity				
Demonstrate tenacity to achieve solutions				
Address difficult situations and make tough decisions confidently and calmly				
Suggest creative improvements and different ways of working				

Please provide comments that support your ratings for LEADERSHIP IN HUMANITARIAN RESPONSE:

*Consider the OVERALL assessment in determining strengths and development needs i.e. consider all core competencies.*

**7. What do you perceive to be your 3 key strengths? Place them in order.**

Key strength 1

Key strength 2

Key strength 3

**8. What do you perceive to be your 3 key development needs? Place them in order.**

Key development need 1

Key development need 2

Key development need 3

**9. Final comments (optional)**



## RESOURCE 15: Field Coordinator Self-assessment and Development Plan

### SAMPLE SELF-ASSESSMENT AND DEVELOPMENT PLAN

(adapted from IRC's Self-assessment Tool)

#### **Purpose:**

The purpose of the self assessment is for the Manager to work with Field Coordinators to determine what they perceive as their strengths and weaknesses in their roles as Field Coordinators, with particular reference to the humanitarian competencies required. The document should not be viewed as an appraisal but rather a tool to help establish training needs and short and mid-term goals. It will provide a baseline from which to build a more accurate, personalized and relevant capacity building plan over the next 12 months. Although highly subjective, the intent is to use the data as a starting point for more focused planning. The same assessment will be given in twelve months to determine improvements made during the course of the year.

#### **Objectives:**

- Encourage self-assessment on key competencies as well as strengths and weaknesses within the Field Coordinator role
- Differentiate key competencies between Field Coordinators as individuals
- Identify barriers
- Provide template for wider training plan

#### **Outcomes:**

- Baseline data based on self assessment by each Field Coordinator
- A capacity-building plan that can be implemented within a fixed time-line
- Tool for management to determine improvement on key competencies and provide necessary support

**Please complete the following information – this will be the basis for discussion with your Manager and will remain CONFIDENTIAL between you:**

1. What are your professional objectives for the next 12 months?
2. What are the three areas that you strongest at?
3. What are the three areas that you need to work on?
4. What do you most enjoy about your job?
5. What do you least enjoy about your job?
6. What indicators do you recognize as success in your job?
7. What do you see as the three barriers to performing your job?
8. What are your main expectations from headquarters?
9. What are the main sources of support to perform your work?
10. What, if any, ways would you like to contribute beyond your current job responsibilities?

## Self-Assessment Questionnaire

These are competencies have been defined as core humanitarian competencies by the CBHA. Please rate yourself according to your current knowledge and ability in each area.

Self-Assessment Questionnaire					
<i>Please rate yourself on the following; 1 needing development, 5 being excellent</i>					
<b>Understanding of humanitarian contexts and application of humanitarian principles</b>	1	2	3	4	5
Understanding of the phases of humanitarian response					
Understanding of the political and cultural context and underlying causes of the humanitarian crisis					
Understanding of the gender and diversity dimensions					
Ability to keep vulnerable people at the centre of the humanitarian response					
Demonstrates ability to uphold principles of humanitarian frameworks, and codes					
Understanding of own role and that of organization within humanitarian system					
Ability to integrate beneficiary accountability principles into my approach					
Understanding of coordination mechanisms					
	<b>Average Rating:</b>				
<b>Achieving results effectively</b>	1	2	3	4	5
Understanding of project cycle management					
Participation in the design and implementation of effective projects and programmes					
Ability to collect, analyse and disseminate information to/from stakeholders					
Shows accountability to partners, and conflict affected people and communities					
Flexible in adapting plans and making decisions in rapidly changing environments					
Understanding of when to take a decision and when to involve others					
Understanding of the wider impact of decisions you make					
Ability to maintain focus on delivery of timely and appropriate results using available resources					
	<b>Average Rating:</b>				
<b>Developing and maintaining collaborative relationships</b>	1	2	3	4	5
Ability to actively listen to different perspectives and stakeholder experiences					
Ability to establish and maintain clear communication/dialogue with stakeholders					
Ability to contribute positively in the team to achieve programme objectives					
Ability to share appropriate information and knowledge with colleagues and partners					
Ability to actively participate in networks to access and contribute to good practice					
Willingness to challenge decisions and behavior which breaches ICRC/NGO and agency Codes of Conduct					
	<b>Average Rating:</b>				
<b>Operating safely and securely in a humanitarian response</b>	1	2	3	4	5
Ability to identify and communicate risk and threats and minimize them for self and Agency					
Ability to build and maintain reputation and acceptance for your work in line with humanitarian standards					
Ability to take appropriate, coordinated and consistent action to handle risk situations for self/others					
Ability to reduce vulnerability by complying with safety and security protocols and contextualize to local scenarios					

Ability to champion the importance of safety and keep others safety in mind at all times					
Ability to take measures to do no harm and minimize risks for partners and communities you work with					
	<b>Average Rating:</b>				
<b>Managing yourself in a pressured and changing environment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Ability to recognize stress and take steps to reduce it					
Ability to remain constructive and positive under stress, tolerate difficult and sometimes threatening environments					
Ability to remain focused on your objectives and goal in a rapidly changing environment					
Ability to adapt to changing situations					
Ability to keep yourself emotionally stable when helping others					
Ability to take responsibility for your own work and for the impact of your actions					
Ability to plan, prioritise and perform tasks well under pressure					
Ability to maintain ethical and professional behavior in accordance with relevant codes of conduct					
Ability to demonstrate personal integrity, using your position responsibly and fairly					
	<b>Average Rating:</b>				
<b>Leadership in humanitarian response</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Ability to show awareness of your own strengths and limitations and their impact on others					
Understanding of your skills and how they complement others to support the team					
Ability to seek and reflect on feedback to improve your performance					
Ability to communicate humanitarian values and motivate others towards them					
Ability to inspire confidence in others					
Ability to speak out clearly for organisational beliefs and values					
Ability to demonstrate active listening to encourage team collaboration					
Ability to influence others positively to achieve programme goals					
Ability to analyse and exercise judgement in new situations in the absence of specific guidance					
Ability to demonstrate initiative and ingenuity					
Ability to demonstrate tenacity to achieve solutions					
Ability to address difficult situations and make tough decisions confidently and calmly					
Ability to suggest creative improvements and different ways of working					
	<b>Average Rating:</b>				

## RESOURCE 16: Competency-based 360° Assessment Form

### SAMPLE COMPETENCY-BASED 360° ASSESSMENT FORM

(adapted from World Vision’s 360° Assessment Form)

**Before you begin:** please assist us describing how well you know [Name].  
 In my opinion, I would say that I know this person:

Extremely well

Quite well

Hardly at all

#### INSTRUCTIONS

4. Read the relevant competency description.
5. For each indicator provided, select one of the five ratings demonstrating your opinion of the individual’s competency against that behaviour. Select ‘Don’t know’ if the indicator is not applicable to the individual or if unsure.

### UNDERSTANDING OF HUMANITARIAN CONTEXTS AND APPLICATION OF HUMANITARIAN PRINCIPLES

*This competency refers to key issues and practices impacting current and future humanitarian interventions.*

The humanitarian context		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
1	Demonstrate understanding of phases of humanitarian response including preparedness and contingency, DRR, response and recovery					
2	Apply understanding of the political and cultural context and underlying causes of the humanitarian crisis					

3	Demonstrate understanding of the gender and diversity dimensions of humanitarian situations					
4	Keep vulnerable people at the centre of the humanitarian response					

Applying humanitarian standards / principles		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
1	Ensure that programme goals and activities uphold the principles of the key national and international humanitarian frameworks, codes and commitments under which humanitarian organisations operate					
2	Demonstrate understanding of your role and that of your organisation and others within the humanitarian system					
3	Integrate beneficiary accountability principles into your approach					
4	Demonstrate an understanding of coordination mechanisms					

## ACHIEVING RESULTS EFFECTIVELY

*This competency involves behaviours to use resources efficiently and effectively to achieve results, considering the need for speed, scale and quality*

Programme quality		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
1	Demonstrate understanding of agency project cycle management					
2	Participate in the design and implementation of effective projects and programmes					

Accountability		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
1	Collect, analyse and disseminate information to and from communities and other stakeholders					
2	Demonstrate accountability to partners and disaster and conflict affected people and communities					

Decision making		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
1	Demonstrate flexibility to adapt plans and make decisions in rapidly changing environments					
2	Demonstrate understanding of when a decision can be taken and when to involve others					
3	Consider the wider impact of the decisions you make in your work to achieve positive results					

Impact		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
1	Maintain focus on delivery of timely and appropriate results using available resources					

## DEVELOPING AND MAINTAINING COLLABORATIVE RELATIONSHIPS

*This competency covers behaviours to develop and maintain collaborative, coordinated relationships at times of heightened complexity and risk*

Listening & dialogue		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
1	Actively listen to different perspectives and experiences of stakeholders					

2	Establish and maintain clear communication and dialogue with disaster and conflict affected people and other stakeholders					
---	---	--	--	--	--	--

<b>Working with others</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't know</b>
1	Contribute positively in the team to achieve programme objectives					
2	Share appropriate information and knowledge with colleagues and partners as and when appropriate					
3	Actively participate in networks to access and contribute to good practice					
4	Challenge decisions and behaviour which breach the ICRC/NGO and individual agency Codes of Conduct					

## OPERATING SAFELY AND SECURELY IN A HUMANITARIAN RESPONSE

*This competency is about demonstrating behaviours required to take responsibility to operate safely in a pressured environment.*

<b>Security context and analysis</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't know</b>
1	Identify and communicate risk and threats and minimise these for you and your agency.					

<b>Personal safety &amp; security</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't know</b>
1	Build and maintain a reputation in line with humanitarian standards and acceptance for your work					

2	Take appropriate, coordinated and consistent action to handle situations of personal risk and situations of risk for others					
3	Reduce vulnerability by complying with safety and security protocols set by your organisation and contextualise appropriately to local scenarios					
4	Champion the importance of safety and keep the safety of colleagues and team members in mind at all times					

<b>Minimising risk to communities and partners</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't know</b>
1	Take measures to do no harm and to minimise risks for your partners and the communities you work with					

## MANAGING YOURSELF IN A PRESSURED AND CHANGING ENVIRONMENT

*This competency refers to essential personal behaviours required to operate effectively within a humanitarian context.*

<b>Resilience</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't know</b>
1	Recognise stress and take steps to reduce it					
2	Remain constructive and positive under stress to be able to tolerate difficult and sometimes threatening environments					
3	Remain focused on your objectives and goal in a rapidly changing environment					
4	Able to adapt to changing situations					



5	Keep yourself emotionally stable when helping others					
---	--	--	--	--	--	--

Maintaining professionalism		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
1	Take responsibility for your own work and for the impact of your actions					
2	Plan, prioritise and perform tasks well under pressure					
3	Maintain ethical and professional behaviour in accordance with relevant codes of conduct					
4	Demonstrate personal integrity by using one's position responsibly and fairly					

### LEADERSHIP IN HUMANITARIAN RESPONSE

*This competency is about seeing the overall goal within the changing context and taking responsibility to motivate others to work towards it, independent of one's role, function or seniority.*

Self-awareness		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
1	Show awareness of your own strengths and limitations and their impact on others					
2	Demonstrate understanding of your skills and how they complement those of others to support team effectiveness					
3	Seek and reflect on feedback to improve your performance					

Motivating and influencing others		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
1	Communicate humanitarian values and motivate others towards them					
2	Inspire confidence in others					
3	Speak out clearly for organisational beliefs and values					
4	Demonstrate active listening to encourage team collaboration					
5	Influence others positively to achieve programme goals					

Critical judgement		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
1	Analyse and exercise judgment in new situations in the absence of specific guidance.					
2	Demonstrate initiative and ingenuity					
3	Demonstrate tenacity to achieve solutions					
4	Address difficult situations and make tough decisions confidently and calmly					
5	Suggest creative improvements and different ways of working					

You may also provide some concise comments below. These comments will be included in [Name]'s report. If you are concerned about confidentiality, be careful not to provide comments that may identify you specifically.

In my opinion, [Name]'s **strengths** are:

In my opinion, [Name]'s **development opportunities** are:

Any other **general comments** to make:

## RESOURCE 17: CBHA Self-Assessment Wheel

### CBHA CORE HUMANITARIAN SKILLS DEVELOPMENT PROGRAMME

#### PARTICIPANT'S SELF-ASSESSMENT

(Oxfam/ECB tool for CBHA programme)

**Your preparation - Assessment of your current learning priorities  
for increasing your ability to work in humanitarian response**

Name of the participant: \_\_\_\_\_

Before you come to the CBHA workshop, you are required to rate your current level of capability against each of the areas in the Core Humanitarian Competencies Framework. In order to do that, you need to familiarise yourself with the Framework. Please see the details of the behaviours expected under each area of the framework on the next two pages. Your assessment will indicate areas that you want to improve your skills and knowledge in and can be talked through further with your manager to help you finalise your views.

The six areas focus on:

- **Understanding of humanitarian contexts and application of humanitarian principles:**  
Your understanding of the components of a disaster, key stakeholders in the humanitarian context and humanitarian principles and standards to be applied in a response.
- **Achieving results effectively:**  
Your ability to make decisions and to use resources efficiently and effectively to achieve results, considering the need for speed, scale and quality.
- **Developing and maintaining collaborative relationships:**  
Your ability to develop cooperative relations and maintain key relationships through listening and dialogue at times of heightened complexity and risk.
- **Operating safely and securely in a humanitarian response:**  
Your ability to take responsibility to operate safely in a pressured environment which minimises risks to partners and communities worked with.
- **Managing yourself in a pressured and changing environment:**  
Your ability to perform tasks well under pressure and to be able to recognise stress in yourself and others and know how to reduce it.
- **Leadership in humanitarian response:**  
Your ability to see the overall goal within a changing context and to take responsibility to motivate others towards it. Leadership requires self awareness, ability to motivate and influence others and the use of critical judgment.

It is important to rate your level of ability in relation to your **current** level and not in relation to how you would like it to be. Also it is important that you try to rate it in relation to the needs in your **country context**. For example, if there are relatively few security incidents in your context then, you may not need as high a level as someone working in an insecure environment.

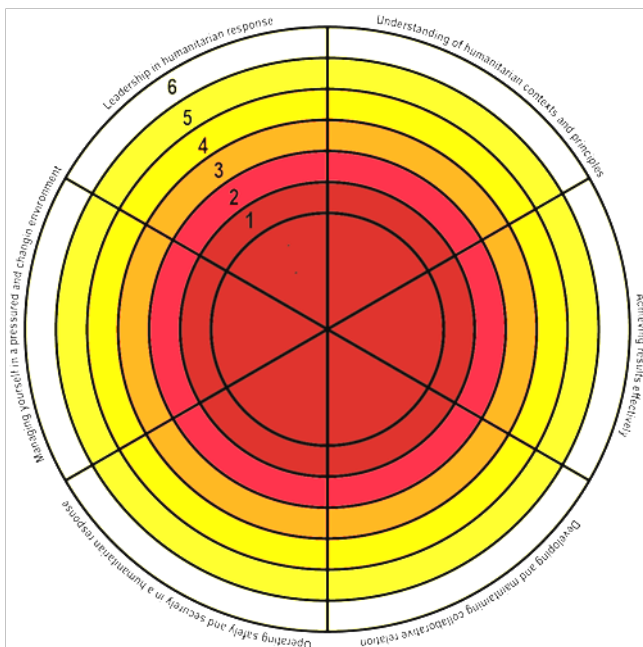
The six areas in the core humanitarian competencies framework are represented on the following wheel. The centre of the wheel is 0 and the outer edge is 6. The black shading in the spokes of the wheel is an **example** of how your score and self-assessment wheel could look like.

The six areas in the core humanitarian competence and leadership framework are represented on the following wheel. The centre of the wheel is 0 and the outer edge is 6.

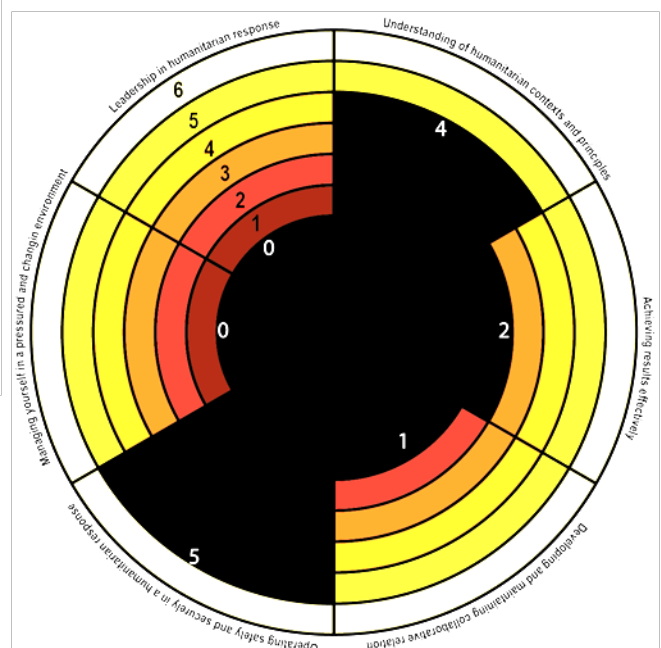
**Stage 1.** shows an empty self assessment wheel to be filled in.

**Stage 2.** shows black shading in the spokes of the wheel. This is an **example** of what your score and self-assessment wheel could look like. In this example, this person has rated their capability to operate safely and securely the highest and leadership and managing themselves the lowest.

Stage 1



Stage 2



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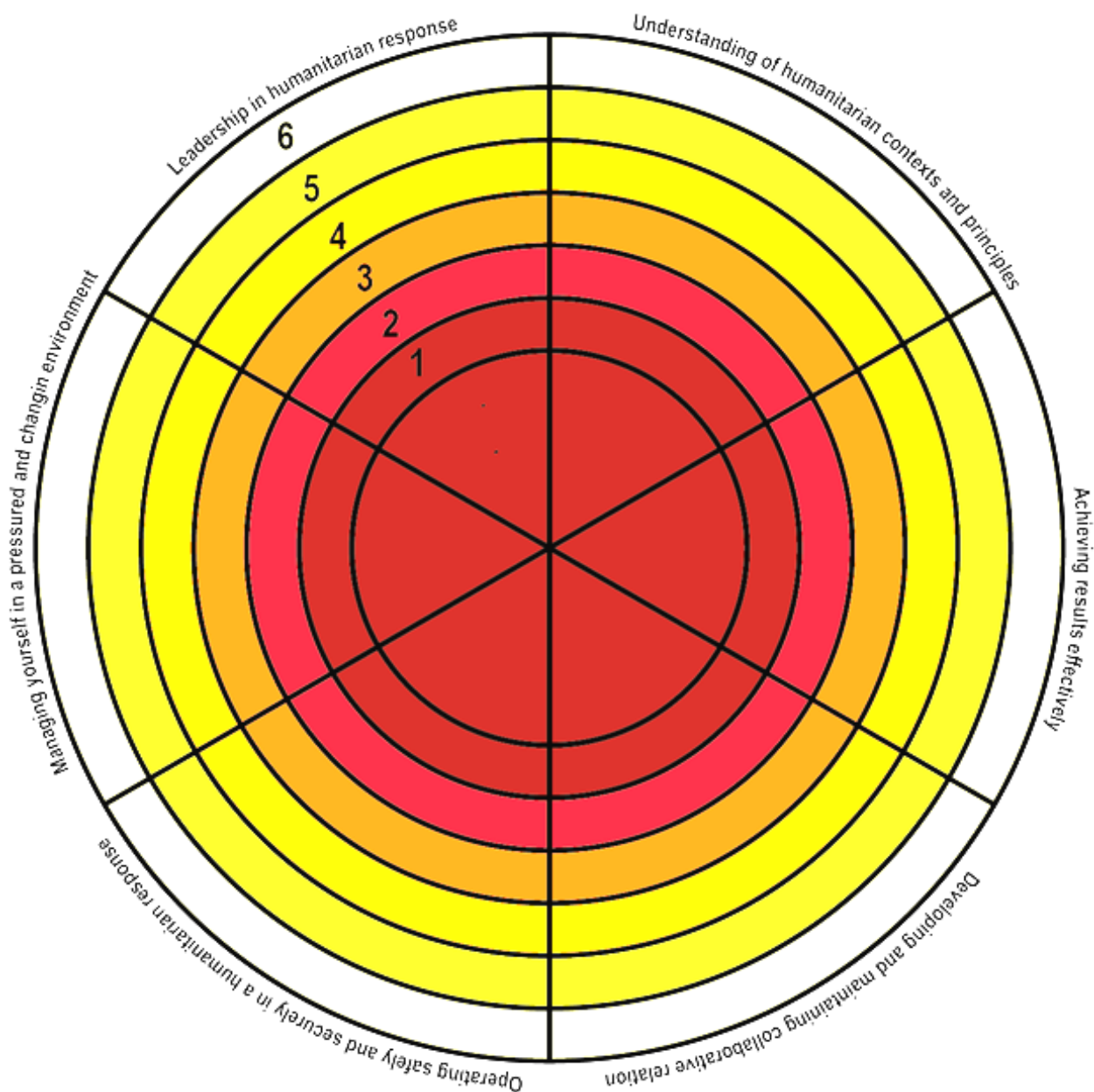
Mark up the following wheel with your own self assessment by **printing** the document and then drawing or filling in the spokes with a **black pen** to the appropriate point. Place low numbers near the centre of the circle, and the higher the number the further out towards the perimeter.

---

**My current capability wheel**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**From your wheel on the previous page, please complete the following:**

---

For each of the 6 areas in the Core Humanitarian Competencies Framework, indicate why you have selected the number/score that you have (0 – 6). In your explanation, please give **examples** by referring to the competencies/behaviours in the competency framework listed in the 6 columns.

- Understanding of humanitarian contexts and application of humanitarian principles:
- Achieving results effectively:
- Developing and maintaining collaborative relationships:
- Operating safely and securely in a humanitarian response:
- Managing yourself in a pressured and changing environment:
- Leadership in humanitarian response:

**Referring to your completed wheel, please make notes below:**

My key strengths are:

Some areas where I already have some skills and experience and see much potential to develop into key strengths are:

My critical gaps are:

My top 2-3 priorities for future learning are:

Other comments or reflections:

---

Ensure you share these reflections with your manager before the first CBHA residential event and add in any further reflections below.

- If your assessment really was a wheel, how smoothly would it roll around?
- What needs your attention now according to your manager?

Further comments from my manager about my strengths and areas to improve in relation to humanitarian work:

The top-two learning priorities agreed with my manager are:

---

Please make a photocopy of your current capability wheel and bring this and your answers above to the first session of your CBHA workshop and be prepared to share your learning priorities with the other participants and the facilitator.

## RESOURCE 18: CBHA HLDP Self-Assessment Form

### SELF-ASSESSMENT FOR EMERGENCY OPERATIONS PROGRAMME AGAINST THE CBHA CORE CAPABILITIES FRAMEWORK

(Save the Children tool for CBHA Programme)

Name: \_\_\_\_\_

The following framework is central to the self-assessment of humanitarian workers as they seek to build their capabilities, based on the CBHA Core Competencies. It develops the **6 core skill areas** shown in the central column of the summary table, which are the essential skills, knowledge and behaviours we expect of all Emergency Response personnel. These capabilities are to be used as a tool for structuring learning in the EOP programme. In order to do this, training participants are asked to assess themselves against them before the EFC, after the EFC, and if they are attending the AFT, then before the AFT and after the AFT.

#### Instructions

The key minimum practice standards are listed below. Based on the Core Capability framework, please now give yourself a score from 1 to 5 using the scale below for guidance. Also make notes of any specific capabilities which need development (if any stand out).

1 = significant development required

2 = have developed my ability in a limited number of these capabilities

3 = making progress but still some gaps in experience of key capability areas

4 = demonstrates ability in most of the capabilities – some work with specific areas required (make sure you write what these are)

5 = I can provide convincing evidence for mastery of this set of capabilities

It is suggested that the “CAR” approach is used to outline how capabilities have been demonstrated.

Outline the Circumstances of the situation, Action taken and Result of the action to give a simple demonstration of capabilities. A CAR can cover more than one capability area. The capability areas should be clearly highlighted.



CBHA Core Humanitarian Competencies Framework	Rating pre-training	Rating post-training	Circumstances of the situation Action taken Result of the action
<p><b>1. Understanding of humanitarian contexts and application of humanitarian principles</b> <i>Key issues and practices impacting current and future humanitarian interventions</i></p> <hr/> <p><i>1.1 The humanitarian context</i></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of phases of humanitarian response including preparedness and contingency, DRR, response and recovery</li> <li>• Apply understanding of the political and cultural context and underlying causes of the humanitarian crisis</li> <li>• Demonstrate understanding of the gender and diversity dimensions of humanitarian situations</li> <li>• Keep vulnerable people at the centre of humanitarian response</li> </ul> <hr/> <p><i>1.2 Applying humanitarian standards / principles</i></p> <ul style="list-style-type: none"> <li>• Ensure that programme goals and activities uphold the principles of the key national and international humanitarian frameworks, codes and commitments under which humanitarian organisations operate</li> <li>• Demonstrate understanding of your role and that of your organisation and others within the humanitarian system</li> <li>• Integrate beneficiary accountability principles into your approach</li> <li>• Demonstrate an understanding of coordination mechanisms</li> </ul>			

**2. Achieving results effectively**

*Behaviours to use resources efficiently and effectively to achieve results, considering the need for speed, scale and quality*

**2.1 Programme quality**

- Demonstrate understanding of agency project cycle management
- Participate in the design and implementation of effective projects and programmes

**2.2 Accountability**

- Collect, analyse and disseminate information to and from communities and other stakeholders
- Demonstrate accountability to partners and disaster and conflict affected people and communities

**2.3 Decision making**

- Demonstrate flexibility to adapt plans and make decisions in rapidly changing environments
- Demonstrate understanding of when a decision can be taken and when to involve others
- Consider the wider impact of the decisions you make in your work to achieve positive results

**2.4 Impact**

- Maintain focus on delivery of timely and appropriate results using available resources

<p><b>3. Developing and maintaining collaborative relationships</b>  <i>Behaviours to develop and maintain collaborative, coordinated relationships at times of heightened complexity and risk</i></p> <hr/> <p><i>3.1 Listening and dialogue</i></p> <ul style="list-style-type: none"> <li>• Actively listen to different perspectives and experiences of stakeholders</li> <li>• Establish and maintain clear communication and dialogue with disaster and conflict affected people and other stakeholders</li> </ul> <hr/> <p><i>3.2 Working with others</i></p> <ul style="list-style-type: none"> <li>• Contribute positively in the team to achieve programme objectives</li> <li>• Share appropriate information and knowledge with colleagues and partners as and when appropriate</li> <li>• Actively participate in networks to access and contribute to good practice</li> <li>• Challenge decisions and behaviour which breach the ICRC/NGO and individual agency Codes of Conduct</li> </ul>			
<p><b>4. Operating safely and securely in a humanitarian response</b>  <i>Behaviours required to take responsibility to operate safely in a pressured environment</i></p> <hr/> <p><i>4.1 Security context and analysis</i></p> <ul style="list-style-type: none"> <li>• Identify and communicate risk and threats and minimise these for you and your agency</li> </ul> <hr/> <p><i>4.2 Personal safety and security</i></p> <ul style="list-style-type: none"> <li>• Build and maintain a reputation in line with humanitarian standards and acceptance for your work</li> </ul>			

<ul style="list-style-type: none"> <li>• Take appropriate, coordinated and consistent action to handle situations of personal risk and situations of risk for others</li> <li>• Reduce vulnerability by complying with safety and security protocols set by your organisation and contextualise appropriately to local scenarios</li> <li>• Champion the importance of safety and keep the safety of colleagues and team members in mind at all times</li> </ul> <hr/> <p><i>4.3 Minimising risk to communities and partners</i></p> <ul style="list-style-type: none"> <li>• Take measures to do no harm and to minimise risks for your partners and the communities you work with</li> </ul>			
<p><b>5. Managing yourself in a pressured and changing environment</b>  <i>Essential personal behaviours required to operate effectively within a humanitarian context</i></p> <hr/> <p><i>5.1 Resilience</i></p> <ul style="list-style-type: none"> <li>• Recognise stress and take steps to reduce it</li> <li>• Remain constructive and positive under stress to be able to tolerate difficult and sometimes threatening environments</li> <li>• Remain focused on your objectives and goal in a rapidly changing environment</li> <li>• Able to adapt to changing situations</li> <li>• Keep yourself emotionally stable when helping others</li> </ul>			

<p><b>5.2 Maintaining professionalism</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for your own work and for the impact of your actions</li> <li>• Plan, prioritise and perform tasks well under pressure</li> <li>• Maintain ethical and professional behaviour in accordance with relevant codes of conduct</li> <li>• Demonstrate personal integrity by using one’s position responsibly and fairly</li> <li>• Be aware of internal and external pressures and how they might impact your effectiveness</li> </ul>			
<p><b>6. Leadership in humanitarian response</b>  <i>Seeing the overall goal within the changing context and taking responsibility to motivate others to work towards it, independent of one’s role, function or seniority</i></p> <hr/> <p><b>6.1 Self-awareness</b></p> <ul style="list-style-type: none"> <li>• Show awareness of your own strengths and limitations and their impact on others</li> <li>• Demonstrate understanding of your skills and how they complement those of others to support team effectiveness</li> <li>• Seek and reflect on feedback to improve your performance</li> </ul> <hr/> <p><b>6.2 Motivating and influencing others</b></p> <ul style="list-style-type: none"> <li>• Communicate humanitarian values and motivate others towards them</li> <li>• Inspire confidence in others</li> </ul>			

<ul style="list-style-type: none"> <li>• Speak out clearly for organisational beliefs and values</li> <li>• Demonstrate active listening to encourage team collaboration</li> <li>• Influence others positively to achieve programme goals</li> </ul>			
<p><i>6.3 Critical judgement</i></p> <ul style="list-style-type: none"> <li>• Analyse and exercise judgement in new situations in the absence of specific guidance</li> <li>• Demonstrate initiative and ingenuity</li> <li>• Demonstrate tenacity to achieve solutions</li> <li>• Address difficult situations and make tough decisions confidently and calmly</li> <li>• Suggest creative improvements and different ways of working</li> </ul>			

## RESOURCE 19: Staff Debriefing Form

### SAMPLE INTERNATIONAL STAFF DEBRIEFING FORM

(adapted from Concern Worldwide's Staff Debriefing)

Employee's name:	_____
Job title:	_____
Country of assignment:	_____
Assignment dates:	_____
Normal end of contract:	yes <input type="checkbox"/> no <input type="checkbox"/>
If no, reason for leaving:	_____
Continuous start date:	_____
Debriefed by:	_____
Debrief date:	_____
Confidential debriefing:	<input type="checkbox"/> yes <input type="checkbox"/> no
Professional counselling offered:	<input type="checkbox"/> yes <input type="checkbox"/> no

#### Introduction

- Introduce debriefer(s)
- Purpose of debriefing for employee: reflection on assignment, resolve any outstanding issues, sense of closure
- Purpose of debriefing for organisation: interest in employee's opinion, establish trends, act on feedback
- Confidentiality
- Notes will be taken and kept in the HR department
- If debriefing is confidential, highlight that notes may be still be used for statistics and reports

#### SECTION A: PRE-DEPARTURE:

- How did you find the recruitment process? (feedback on interview(s), delays...)
- Did you come to HQ for the induction? If yes, was it useful for you? Anything not covered? Recommendations for the future?
- If induction not completed in HQ:* Do you know the reason why?
- How was the support provided by the HR department during your pre-departure? Contact with any other department?
- Did you receive any country specific information prior to your departure (type of programmes, cultural norms, currency, climate, things to bring, arrival notes)? Was this information adequate?

## SECTION B: ARRIVAL IN-COUNTRY

1. Were you picked up at the airport by a staff member?
2. What accommodation was provided during the first couple of days? Any comments?
3. Was an in-country induction provided? If yes, what areas were covered (systems, programmes, security, policies...). Any recommendations?
4. Did you receive a handover from your predecessor (*if applicable*)?
5. How was the support during your first couple of days in-country?

## SECTION C: THE ASSIGNMENT

1. Was your job description a realistic reflection of your tasks and responsibilities? Was it adapted throughout your assignment?
2. Were the reporting lines clear? Any suggested changes to the reporting lines?
3. Did you have work objectives set? Did your manager conduct performance reviews with you?
4. **For managers:** Did you conduct performance reviews with your staff?
5. Did you feel sufficiently supported by your manager, team and colleagues? Did you participate at any training / workshops?
6. How was your relationship with national staff? How would you rate the capacity of the country team? (*Working with others*)
7. How was your relationship with the Country Director, the team, other stakeholders, other Programme Participants? (*Self-awareness/ Working with others*)
8. Were there any staff (management) issues? How much staff turnover was there? Are there any other issues we should be aware of?
9. How would you rate our activities in country? Are they appropriate considering beneficiary needs, priorities? Any recommendations?
10. What was the worst or most stressful situation / incident for you? Did you feel supported in-country / by HQ?
11. What was the best part of your assignment? What were the positive aspects of your assignment?
12. Reasons for leaving?
13. Did you do an exit interview? If yes, with whom?
14. Did you leave handover notes?

## SECTION D: PERFORMANCE

1. Were you able to quickly understand the context of this humanitarian response; your role and that of our organisation? What could have been done to improve this? (*Understanding the humanitarian context*)
2. How well were you able to include gender and diversity considerations in your work? Give an example. (*Understanding the humanitarian context*)
3. How satisfied are you with your contribution to the quality of your project/programme?



What could you have improved to increase the impact? (*Programme quality/ Impact/ Self-awareness*)

4. Were you able to build effective relationships with your colleagues, staff and manager? What worked and what could have been improved? What could you have done differently? (*Listening and Dialogue/ Working with others/ Self-awareness*)
5. What steps did you take to minimise or manage stressful situations in this role – for yourself and for your colleagues/staff? (*Personal safety and security/ Resilience*)
6. What would you say were your strengths? Were you able to use them to the full in this role? If not, why was this? (*Self awareness/ Impact*)

#### **SECTION E: SECURITY**

1. Was there a security management plan in place? Did you have a security briefing? Do you feel the SMP / security guidelines are sufficient and adequate? Any recommendations?
2. Were there any general security issues? Did you have any personal security incidents?
3. What was the policy on driving vehicles in-country? Did you have any concerns about staff driving practices?
4. What did you personally do to raise security awareness and standards? (*Personal safety and security*)

#### **SECTION F: ORGANISATIONAL ASPECTS**

1. In relation to the HR policies and procedures, did you have enough information on them? Any feedback in relation to other organisational policies?
2. How did you find the quality and quantity of support and contact provided by HR, HQ, Technical Support, etc? Any recommendations?
3. Were there any field visits from HQ staff during your assignment? Any recommendations?
4. Do you have any feedback on the Terms and Conditions, i.e. baggage allowance, hardship allowance, salary, annual leave?

#### **SECTION G: SOCIAL ASPECTS**

1. Did you have to work in remote / isolated places? Was enough work / life balance provided? What were your working hours? R&R? Any recommendations?
2. How were your accommodations? Any recommendations?
3. How did you cope with the local culture, the language?
4. How was your health on mission? How was the support when you were sick in-country? Any recommendations?

## **SECTION H: COMING HOME**

1. Have you already had/scheduled your post medical examination?
2. Can you confirm your contact details for any outstanding questions, payslip....?
3. What are your plans for the future?
4. Would you consider working for us again?
5. Do you feel a sense of personal and professional accomplishment? Do you feel that what you did was useful?
6. Any other comments / suggestions / recommendations? In particular, do you have any suggestions on how we should review the job profile to take account of tasks or competencies that you consider are missing but were required?