



**cbha**

# Humanitarian Capacity Building Programme

## Objective 1 Final Report

Led by ActionAid  
Facilitated by People In Aid

10 August 2010

**act:onaid**





Funded by UKaid from the Department for International Development through the Consortium of British Humanitarian Agencies (CBHA)

Endorsed by the CBHA Board

Edited by ActionAid with input from the CBHA Capacity Building Sub-committee

Authored by Ben Emmens & Sara Swords, People In Aid

August 10, 2010

## Message from the CBHA

The Consortium of British Humanitarian Agencies (CBHA) is a consortium based on the principles of partnership to reduce suffering, mortality and morbidity in conflicts and natural disasters by strengthening the coordination and capacity of the “third pillar” – the NGO sector – to deliver appropriate, higher quality, more effective and quicker humanitarian responses. We aim to do this by keeping disaster and conflict affected people at the centre of our all our work and in a way that maintains appropriate accountabilities in accordance with fundamental humanitarian principles.

An important part of the CBHA’s work in reaching this goal is the Humanitarian Capacity Building Programme. This aims to develop emergency response capacity within the consortium by increasing the numbers and competencies of potential leaders, as well as increasing the overall humanitarian skills and knowledge base of existing staff. The programme will contribute to the achievement of the overall CBHA goal by increasing staff and organisational capacity to respond quickly, effectively and to high quality and accountability standards.

This report is the first milestone of the Capacity Building Programme – shared competency and leadership behaviour frameworks for humanitarian response to apply to new and existing staff across the CBHA. It also includes an initial mapping of available learning resources and the development of proposed curriculum content in line with the common frameworks. These pieces will underpin the work of Oxfam GB and Save the Children UK under Objectives 2 and 3 of the programme.

This process represents a collaborative approach to capacity building within the CBHA and it is a great achievement of consensus building among agencies. We would like to thank ActionAid for leading on Objective 1 of the Capacity Building Programme and, together with People In Aid, for ensuring a cohesive and collaborative process and outcome.

It is important to note that these frameworks are not intended to replace or supersede existing agency frameworks. However, they contain the elements which, by consensus, CBHA member agencies have agreed represent core humanitarian and leadership behaviours and agree to take forward internally in a review or development of their own competencies for their humanitarian staff. These frameworks only articulate humanitarian behaviours and the report recognises that there are many non-humanitarian specific competencies which agencies should use for a full complement of staff competencies.

These frameworks are living documents which will be tested and built on throughout the life of the programme. As a first step, however, the CBHA Board commends this report and the commonly agreed frameworks to the 15 CBHA member organisations for acceptance and application.

Matthew Carter  
CBHA Chair

## Message from ActionAid

The capacity building component of the CBHA programme has been a key element of the consortium's work since its inception last year. The Humanitarian Capacity Building Programme was conceptualised and brought to life through the work of several members of the CBHA, and ActionAid welcomed the opportunity to be involved in this work as both a Board member and an implementing agency.

With the support of People In Aid, ActionAid has led on Objective 1 of the Capacity Building Programme, producing this report which captures the work of 15 agencies and many individuals from across our organisations. The process began with the collection of internal competency frameworks from within the CBHA, a significant step towards effective inter-agency sharing collaboration. Using these resources, along with additional key informing documents from the sector, People In Aid skilfully mapped out common frameworks as the starting point for the consultation process.

Over four weeks in July, ActionAid and People In Aid facilitated a consultation process to engage with all CBHA organisations on these frameworks, culminating in two workshops to come to a common agreement on the core humanitarian and leadership competencies. This process captured the views of the CBHA, with member agencies' input both prior to workshops and through more than 60 participants attending workshops in Nairobi and London. The result has been well-designed and agreed upon core humanitarian and leadership competency frameworks for the CBHA and its Capacity Building Programme.

We would like to acknowledge and thank all 15 agencies of the CBHA who have actively engaged throughout this process. Our gratitude is also extended to People in Aid for their excellent work in facilitating the consultation process and drawing the work of this process together in this report.



Bijay Kumar  
Head of International Emergencies and Conflict Team  
CBHA Board Member

## Contents page

1. Introduction.....	5
2. The Core Humanitarian Competency Framework.....	6
3. Leadership Behaviour Framework .....	12
4. Curriculum / Course Content .....	16
5. Next Steps .....	18
6. Conclusions.....	19
7. Appendices .....	20
7.1 Curriculum / course content in full	
7.2 Glossary of terms	
7.3 List of consultation workshop participants	

## 1. Introduction

The goal of the CBHA Humanitarian Capacity Building Programme is to develop capacity within the CBHA member 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.

Critical factors identified in successful humanitarian response are leadership, capacity development and surge capability and this report summarises the process and outputs that were developed in relation to these factors through Objective 1 of the Humanitarian Capacity Building programme. This component of the programme is being led by ActionAid, with the objective to develop shared competency and leadership behaviour frameworks for humanitarian response to apply to new and existing staff and map training curriculum content in line with the agreed common frameworks.

The process to achieve this was to:

- Review competency models in use within the CBHA member agencies and highlight particular behaviours that could transfer to a humanitarian core competency framework.
- Review leadership frameworks in use within the CBHA member agencies and highlight particular behaviours that could transfer to a leadership behavioural framework for humanitarian response.
- Look at other models and frameworks in use within the wider sector.
- Create resulting frameworks for consultation.
- Analyse course details for CBHA member agencies' people development programmes and map against behavioural developments highlighted in the frameworks above.
- Propose content curriculum that could inform the course designers of CBHA objectives 2 and 3.
- Hold consultation meetings in Nairobi and London to consult further on the frameworks and refine and test their applicability to meet staff capacity needs in the field and gain agreement on course content outline.

The work, which was led by ActionAid and facilitated by People In Aid, took place during June and July 2011, to provide timely information to inform CBHA Objectives 2 and 3. This report brings together the proposed:

- 1) Core Humanitarian Competencies Framework
- 2) Leadership Behaviour Framework
- 3) Curriculum (outline content) for the CBHA staff development courses

The frameworks and the curriculum will inform three CBHA staff development programmes which will be developed and delivered from late 2010. The two programmes within Objective 2 aim to build capacity of existing staff while they are employed. The first focuses on Core Humanitarian Skills Development and the second is for the development of Humanitarian Leadership and Management Skills and will be particularly relevant for those in line management positions. The Objective 3 course is a full-time trainee scheme aimed at those with some or limited previous experience working in emergencies and is designed to develop leadership skills in the sector.

As part of the consultation process, information on proposed learning methodologies to deliver the course content was also discussed, and this will inform the process of course design undertaken as part of Objectives 2 and 3.

## 2. The Core Humanitarian Competency Framework

### 2.1 Competency models already in use

Twelve of the CBHA member agencies have organisational competency or leadership behaviour models in existence. Others such as Merlin use performance and training objectives as an alternative to such a framework. The frameworks in Concern, ActionAid and Christian Aid are very new – being launched in 2009/10.

Regarding the working definition of ‘competency’, those participating in the consultation process understood competency to mean *the behaviours that employees must have, or must acquire, in order to achieve high levels of performance in their role.*

The agencies seem to value such frameworks as a cornerstone tool to inform recruitment, learning and development and performance management systems. Most of the agencies said however that the use of their frameworks was patchy at the field level.

Save the Children UK and Oxfam GB have competency frameworks specifically designed for humanitarian response. Save the Children UK’s emergency core clusters were developed in 2009 to inform their Humanitarian Leadership Development Programme. Within Oxfam GB, humanitarian managers identified key competencies from the organisational framework, particularly relevant to humanitarian response. The resulting competencies were aimed at humanitarian staff, to help focus training, to clarify personal development areas and to develop awareness amongst non-humanitarians about behaviours required in an emergency.

Fundamental to this project was to respect work that had already been done in the sector on developing competencies and to complement those initiatives. A number of the agencies had already been involved in a sector wide professionalisation study completed by ELRHA in 2010, and this CBHA project has very much taken forward the premise within that study to use what ELRHA had done and build on it for practical results. People In Aid has also worked with a consortium of Australian agencies that had mandated an external organisation to develop a humanitarian competency framework in the hope that work already done would not be duplicated. People In Aid used this, along with ELRHA’s work as key informing documents.

### 2.2 Features of the proposed CBHA Core Humanitarian Competency Framework

The Core Humanitarian Competency Framework:

- Is a synthesis from existing frameworks from 12 of the 15 CBHA member agencies. The relevant commonalities were identified and drawn together for the proposed framework.
- Attempts to reflect the reality of humanitarian work with its focus on delivery and accountability.
- Attempts to reflect future needs for humanitarian organisations<sup>1</sup>.
- Can translate into learning objectives to direct the design of training activity for the programmes to be delivered as part of CBHA Objectives 2 & 3.
- Attempts to be worded in everyday language and so avoid HR jargon and competency language.
- Can be adapted into tools for use by national staff.
- Has a definite and manageable size to it.
- Can be used sector wide.
- Is underpinned by good programming principles and widely recognised organisational standards.
- Complements existing frameworks in use, with key applicability to humanitarian work, and complements widely accepted *generic* management competencies.
- Reflects a consensus-built, inter-agency approach.
- Has an operational focus to be useful and relevant for staff on ground.

---

<sup>1</sup> Many CBHA member agencies are building workforce skills and capacities to build improved partnerships, accountability, relations with the private sector and prepare for the changing nature of humanitarian crises.

The framework does not, however:

- Replace existing organisational models
- Cover every area of humanitarian response
- Meet needs of middle and senior levels of managers

For this piece of work, People In Aid drew on a wide range of sources and learning and having done this, proposed 5 core humanitarian competencies and created a competency framework that is particularly relevant to all staff working in humanitarian response and additional core competencies for those in 1<sup>st</sup> level line management positions<sup>2</sup>.

The core humanitarian competencies in the original framework included:

- 1) Understanding of humanitarian contexts and application of humanitarian principles
- 2) Achieving results effectively
- 3) Developing and maintaining collaborative relationships
- 4) Operating safely and securely in a humanitarian response
- 5) Managing yourself in a pressured and changing environment

It is a framework that establishes the fundamental behaviours that straddle a range of humanitarian positions. People In Aid worked from an understanding of the humanitarian context and how best to help individuals direct their talents and behaviours to achieve goals within this, in order to test which of the behaviours were particularly relevant for humanitarian response. The framework does not therefore simply focus on the 'how' to get things done. This is particularly relevant to those organisations<sup>3</sup> who want to move to evaluate performance against outcomes rather than the activities undertaken. Outcomes are closely related to the kind of 'behaviours' that are required of each of each individual working in humanitarian response.

### 2.3 Other Sources

The sources used were:

- ELRHA: *'Professionalising the humanitarian sector: a scoping study'* by Dr. Peter Walker and Catherine Russ, June 2010 ([http://www.elrha.org/uploads/Professionalising\\_the\\_humanitarian\\_sector.pdf](http://www.elrha.org/uploads/Professionalising_the_humanitarian_sector.pdf))
- UN OCHA: *'Mapping the models: the roles and rationale of the humanitarian coordinator'* by R Kent, Humanitarian Futures Programme, King's College, London 2009
- Development and Humanitarian Assistance competency Development Project: Qualification and competency framework to which a consortium of Australian agencies contributed ([https://www.cshisc.com.au/index.php?option=com\\_content&task=view&id=84&Itemid=162](https://www.cshisc.com.au/index.php?option=com_content&task=view&id=84&Itemid=162))
- Catholic Relief Services: Emergency Competencies submitted through ECB project

### 2.4 Link to the leadership behaviour framework

Before the Nairobi and London consultation meetings, People In Aid had put together two different frameworks. These were the Core Humanitarian Competencies and the Leadership Behaviour Framework. It became clear during the meetings, that leadership needed to be valued and integrated as a core humanitarian

---

<sup>2</sup> The working definition that is being used for 1<sup>st</sup> level line managers is that they hold responsibilities to:

- lead a functional team,
- manage some of the operational delivery
- line manage a number of people
- manage budget and resources in line with their function

(These managers are not at the level of middle or more senior management positions where you would expect to find more a more strategic role, larger numbers of staff to manage, or scale of responsibilities).

<sup>3</sup> Christian Aid: Frequently Asked Questions Competency Framework document 2010



competency and as such was added in as a 6<sup>th</sup> column to the original framework and where appropriate, some elements were integrated directly into the other competencies. Users can now view it as part of the core humanitarian competencies framework and also as a standalone framework to inform CBHA objectives 2 and 3. Both frameworks are about assisting individuals and teams to identify the specific strengths they display and look for ways of deploying these strengths further within fast changing contexts.

## 2.5 Summary of discussion from consultation process

The consultation process began in July and involved a wide range of stakeholders from the CBHA member agencies. In addition, two consultation workshops were held in Nairobi and London between 27 and 29 July (London – 28 July only).

Both consultation workshops had a good mix of participants (Appendix 4). Humanitarian practitioners and HR professionals from key continents were able to influence the discussion and shape the content of the resulting frameworks. Participants contributed from an organisational standpoint, not personal opinion and in recognising the diversity of participants and the application of the frameworks, efforts were made to ensure that the language used in the consultation process (English) was as simple and accessible as possible; this principle was adhered to in the development of the frameworks.

All workshop participants benefited from hearing the background to the CBHA project and how the frameworks would be used for as part of the project. In addition, organisations widely agreed that the frameworks could be used to improve humanitarian work in a variety of ways and a number of participating organisations shared specific plans to use the frameworks with partners or to use them to develop their own humanitarian response.

Key points that emerged from the workshops on the core humanitarian competency framework:

- There is a need to make explicit the fundamental assumption that disaster and conflict affected people are central to our work and to the framework
- The framework represents the global context but can be adapted to local contexts from this starting point
- There are cross cutting themes within the framework, particularly relating to trust, change, cultural sensitivity, adaptability and confidence. There was a key discussion on 'confidence' in Nairobi: the debate centred on whether confidence was a more suitable word than courage, which can sound inappropriately heroic, or assertive, which is commonly misunderstood cross culturally where it has connotations of confrontation; and identified the importance of recognising when confidence can become arrogance.
- Distance or remote management is now a common function of how team leaders work with their staff and needs to be reflected in the framework
- The framework was seen to be user friendly in its current format

Precise work was done during the workshops to tighten up the original wording of the framework, and some of the behaviours were re-positioned to improve internal coherence, and headings were agreed for clarity. The need to focus specifically on what are humanitarian behaviours continually guided the discussion.

Moving forward, workshop participants suggested that:

- The behaviours associated with middle and senior levels of management could be developed and incorporated with the frameworks, to make them more complete.
- Guidance on how the frameworks can be taken forward within organisations beyond the CBHA's immediate work could be provided. This would clarify how they could be used alongside existing frameworks and make clear the operating assumptions behind the frameworks.
- A review process should be considered (and built into 'next steps') to ensure that the framework remained a 'living' framework and that future refinement and development could be incorporated.

## 2.6 Resulting framework proposed

Three important provisos (or assumptions) need emphasising as part of the proposed framework:

- 1) It should be understood that beneficiaries, that is disaster and conflict affected people, are at the centre of what we do, and the 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, and therefore, it should be understood that each CBHA member agency is expected to take the framework as a starting point for review or development, in order that each agency's values, operating systems and mandate are reflected in whatever competency framework they choose to adopt.
- 3) The core humanitarian behaviours framework only articulates core **humanitarian** behaviours. There are certainly many *generic* (or non-humanitarian specific) management competencies which it is assumed agencies already reference or use. For clarity, non-humanitarian specific competencies are not included in this framework.

# 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>
--	--	--	--	--	---	---

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>

## 3. Leadership Behaviour Framework

### 3.1 Creating a Leadership Behaviour Framework

Similar to the Core Humanitarian Competencies framework, the approach to develop a leadership behaviour framework was to draw on leadership behaviour models already in use within CBHA member agencies. Of the 15 agencies, 5 had leadership behavioural frameworks of which 2 said they needed refreshing, 6 had leadership as a subset of their competency frameworks, 1 had management standards it used instead and 3 agencies had not yet developed such frameworks.

Leadership is particularly pertinent in a humanitarian response as it is needed to make sense of uncertainty and decide the best way to respond to challenge. Likewise a response is delivered through teams and individuals working together to get things done and therefore leadership in humanitarian response is very much a social process and reflects that in a world in which power has diffused, leadership is about convening, listening and brokering agreements. It involves coordinating efforts and moving together as a group and with other stakeholders. In this way leadership is more about the need to listen, influence and support.

To identify necessary leadership behaviours People In Aid looked at the research by leading humanitarian agencies into the key characteristics of humanitarian response programmes. Highly effective leaders understand the power of context, reading the balance of skills within the team and the nature of the challenge and adapt their approach to the requirement of the situation. From this starting point the most relevant capabilities that an individual leader would need to display were pulled together. Common across the leadership behaviours within existing CBHA member agency frameworks (and very much relevant to humanitarian leadership) are behaviours relating to risk taking, the ability to take initiative, deal with change and sense of building continuous improvement. A balance is needed where leadership is often of a consensual variety.

Leadership is often seen as more of a senior manager issue rather than leadership for key staff. However, there is agreement among CBHA project participants (and more widely) that there are essential leadership capabilities for everyone involved in a humanitarian response to cope with the impact of an ever-changing strategic and operational environment. Humanitarian agencies have a responsibility to create a leadership ethos throughout a response that encourages all staff to use their initiative and make decisions within their remit. In addition, there are clearly behaviours associated with the positions of leadership (leader behaviours) and the CBHA leadership behaviour framework also draws out leadership skills that those in 1<sup>st</sup> level line management positions would need<sup>4</sup>.

### 3.2 Sources for the Leadership behaviour Framework

Sources for this research were:

- CBHA member agencies
- ELRHA: '*Professionalising the humanitarian sector: a scoping study*' by Dr. Peter Walker and Catherine Russ, June 2010 ([http://www.elrha.org/uploads/Professionalising\\_the\\_humanitarian\\_sector.pdf](http://www.elrha.org/uploads/Professionalising_the_humanitarian_sector.pdf))
- UN OCHA – *Mapping the models: the roles and rationale of the humanitarian coordinator*. R Kent, Humanitarian Futures Programme, King's College, London 2009

---

<sup>4</sup> The working definition that is being used for 1<sup>st</sup> level line managers is that they hold responsibilities to:

- lead a functional team,
- manage some of the operational delivery
- line manage a number of people
- manage budget and resources in line with their function

(These managers are not at the level of middle or more senior management positions where you would expect to find more a more strategic role, larger numbers of staff to manage, or scale of responsibilities).

- Development and Humanitarian Assistance competency Development Project: Qualification and competency framework to which a consortium of Australian agencies contributed. ([https://www.cshisc.com.au/index.php?option=com\\_content&task=view&id=84&Itemid=162](https://www.cshisc.com.au/index.php?option=com_content&task=view&id=84&Itemid=162))
- Mercy Corps: *The Cornerstones of Leadership* 2005
- British Red Cross; *Talent Management in the British Red Cross*, May 09
- Humanitarian Futures programme: Annex 1: Seven issues for humanitarian workers about the future
- IASC: Emergency Team Leadership programme (2006)

### 3.3 Features of the proposed leadership behaviour framework

The framework we propose has the following features:

- Behaviours are sourced from existing models in use from CBHA member agencies
- It offers a useful model to define sector wide leadership requirements
- It focuses on the end goal of achieving effectiveness and quality in humanitarian response, and is not simply a set of generic leadership competencies
- It is future proof in that it highlights behaviours that will develop leaders to work within the changing humanitarian context.
- It reflects necessary leadership attributes in situations of significant and stressful change. More change-leadership behaviours are needed to build engagement and flexibility of approach when there is a higher degree of uncertainty. Furthermore, leaders who are able to identify and judge what is right for the moment contribute significantly to the effectiveness of a humanitarian response.
- It informs what we are looking for in a particular situation and can be adapted to particular country contexts.
- It is underpinned by principles of good programming.

### 3.4 Summary of discussion from consultation process

As before, the consultation process began in July and involved a wide range of stakeholders from the CBHA member agencies. In addition, two consultation workshops were held in Nairobi and London between 27 and 29 July (London – 28 July only).

In Nairobi, groups applied particular lenses to the leadership framework to test its validity and content, reflecting on the characteristics of previous humanitarian responses in Haiti, Afghanistan, Kenya and Aceh. After considering the framework in this way, the facilitators then required the groups to focus and review the content from the perspective of a team leader, a water engineer, an operating partner perspective and from a joint agency approach.

As a result of input from the consultation process, the framework was revised to ensure:

- ‘managerial’ elements were removed
- the model proposed was not ‘western’
- it incorporated innovation and strategy, and recognised the welfare and security of staff and the need for resources and support

Looking forward, it is imperative that any tools and guidance developed to accompany the framework maintain this practically oriented approach, and that the frameworks can be applied to or implemented by a wide range of staff.

### 3.5 Resulting framework

Three important provisos (or assumptions) need emphasising as part of the proposed framework:

- 1) It should be understood that beneficiaries, that is disaster and conflict affected people, are at the centre of what we do, and the leadership 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 the most important leadership behaviours, and therefore, it should be understood that each CBHA member agency is expected to take the framework as a starting point for review or development, in order that each agency's values, operating systems and mandate are reflected in whatever competency framework they choose to adopt.
- 3) The leadership behaviour framework only articulates leadership behaviours that CBHA member agencies agreed are core to **humanitarian response**. There are certainly additional leadership behaviours that relate to non-humanitarian contexts or that are agency-specific, but for clarity, non-humanitarian specific leadership behaviours are not included in this framework.

# Leadership Behaviour Framework for Humanitarian Response

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



Key characteristics of humanitarian response programmes	<ol style="list-style-type: none"> <li>1. Large programmes, resources, team management and large budgets and cash flow</li> <li>2. Fast moving &amp; pressured working environments, including 24-hour programme support</li> <li>3. Complexity (security, political, social, economic, government, media, organisational profile)</li> <li>4. Large amount of internal/external communication, advocacy and lobbying</li> <li>5. Significant increase in internal pressure and demand for information</li> </ol>		
	<p style="text-align: center;"><b>Self-awareness</b></p> <p>Self Awareness, Commitment to personal development <i>Our people are self aware and their drive for achievement is aligned to codes of conduct and anchored by integrity and humanitarian values</i></p>	<p style="text-align: center;"><b>Motivation and influence</b></p> <p>Relationship building, Communication, Develop individuals and teams <i>Our people are known for their ability to communicate effectively and to build excellent collaborative relationships</i></p>	<p style="text-align: center;"><b>Critical judgement and decision making</b></p> <p>Problem analysis, judgment, handling ambiguity and decision making <i>Our people excel in taking decisive action to achieve goals in times of uncertainty and in fluid contexts</i></p>
<b>Core leadership behaviours for all staff in humanitarian response</b>	<ul style="list-style-type: none"> <li>• Show awareness of your own strengths and limitations and their impact on others</li> <li>• Plan, prioritise and perform tasks well under pressure</li> <li>• Demonstrate understanding of your skills and how they complement those of others within the team to build overall effectiveness.</li> <li>• Keep yourself emotionally stable when helping others</li> <li>• Seek and reflect on feedback to improve yourself and your performance.</li> <li>• Take responsibility for your own work and impact of your actions</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate humanitarian values and motivate others towards them</li> <li>• Demonstrate accountability to partners and disaster and conflict affected people and communities</li> <li>• Demonstrate a commitment to humanitarian principles</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>	<ul style="list-style-type: none"> <li>• Able to adapt to changing situations</li> <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>
<b>Additional leadership behaviours for 1<sup>st</sup> level line managers* in humanitarian response</b>  <small>*as defined in report</small>	<p><i>Self-awareness is core behaviour for all staff.</i></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>• Work with your team to build trust with partners, communities and stakeholders.</li> <li>• Provide regular and ongoing informal and formal feedback to recognise the contribution of others</li> <li>• Use negotiation and conflict resolution skills to support positive outcomes</li> <li>• Adapt leadership approach to the situation</li> </ul>	<ul style="list-style-type: none"> <li>• Able to assess and analyse key issues in the humanitarian situation and formulate actions around them</li> <li>• Make time to learn from experience and feedback and apply the lessons to a new situation</li> <li>• Maintain simultaneously a broad strategic perspective and awareness of the detail</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>

The Leadership Behaviour Framework has been integrated fully into the Core Humanitarian Competencies Framework. However, it was thought useful to have a separate leadership framework for agencies interested in focusing on leadership development.



## 4. Curriculum / Course Content

### 4.1 The Process

People In Aid analysed a wide range of people development programmes and learning development courses in use or under development within CBHA member agencies and other sector actors. Having done this it was possible to match these against the behavioural frameworks developed as part of the project (latest versions shown here in sections 2 and 3) and map out the relationship between project components, behavioural objectives and pre-existing staff development courses.

The proposed content (Appendix 2) is shown as a menu of elements from which course designers could select and tailor, with appropriate development, to the country and context in which the courses take place. This need for flexibility has been recognised from the outset of this project and reflects an important lesson learned during the National Staff Development Program (NSDP) Pilot Project undertaken as part of the Emergency Capacity Building Project ([www.ecbproject.org](http://www.ecbproject.org)) - namely that the context of the geographical location and the origins of the participants must be taken into account when designing, developing and delivering any course.

Another important NSDP lesson which is relevant to this curriculum content is the need to set appropriate ambitions in the programme design in terms of objectives and goals. In line with this, the course designers would prioritise from the menu of elements proposed in the following tables and not expect to cover all. Some of the elements would also combine within a session, linking together harder and softer skill development. For example, feedback could be covered as part of delivering results.

### 4.2 External sources

Externally, useful sources of information for the content mapping came from:

ECB	Building Trust in Diverse Teams, The Good Enough Guide
Listening Project	
ELHRA	Report on Professionalisation
IASC	Gender and Humanitarian Action
LINGOs	Project Management, Leadership & Management Basics, Staff Security
People In Aid	Management and Leadership programme
RedR	People and Project Management, Security Management
Oxford Brookes	Postgraduate Cert in Humanitarian Action and Conflict
Bioforce	Project Management, Humanitarian Programme Management Diploma in Humanitarian Assistance

### 4.3 Summary of discussion from consultation process

- The work done on curriculum content through the consultation meetings means that it can serve as a reference for agencies to find courses or modules to use without waiting for the CBHA courses themselves.
- Sharing resources between agencies - even if materials are openly available, will need reciprocity between agencies with parameters for this defined and encouraged by objective leads.
- There are time and resource constraints in determining the modules. Engagement by agencies to assist in the review of materials and to provide mentoring time or facilitation is vital.
- Ongoing learning needs to be acknowledged in the proposed curriculum. It was agreed that it is not about 'qualifying' as a leader pass/fail' but more about starting off on a career path, with self-identified and manager/organisation supported objectives.
- There were no requests to reduce the content identified in appendix 2, but the challenge of prioritising according to the finalised framework and to the time constraints of courses themselves is acknowledged. In its totality, the current list probably represents a 2 year full time course!



- Many participants highlighted the need for the curriculum to emphasise accountability / participation at community level and involvement of disaster and conflict affected people, and this is reflected in the proposed course content.
- Many participants agreed that 'operating safely and securely' must not be too introspective or security focused – it needs to relate to security risks for communities as well as colleagues/agencies; this is reflected in the proposed course content.

#### 4.4 Proposed course content

The course content is outlined as follows:

##### For core humanitarian behaviours:

- 1) Understanding of humanitarian contexts and application of humanitarian principles
  - a. Understand the humanitarian context
  - b. Apply humanitarian standards / principles

**Objective:** To provide participants with core knowledge of the humanitarian sector: stakeholders, systems, coordination mechanisms, legal frameworks and standards and applications relating to humanitarian programme management

NOTE – Overarching elements relating to disaster and conflict affected people should be incorporated, including:

- \* Key humanitarian principles
- \* Accountability to disaster and conflict affected people
- \* How to involve disaster and conflict affected people in the humanitarian response
- \* The right of disaster and conflict affected people to be involved in decisions that affect them

- 2) Achieving results effectively
  - a. Programme quality
  - b. Accountability
  - c. Decision making
  - d. Impact

**Objective:** To develop practical skills for humanitarian programming

- 3) Developing and maintaining collaborative relationships
  - a. Listening and Dialogue
  - b. Working with others

**Objective:** To increase skills to build positive internal and external relationships

- 4) Operating safely and securely in a humanitarian response
  - a. Security context and analysis
  - b. Personal safety and security
  - c. Minimise risk to communities and partners

**Objective:** To demonstrate knowledge, skills and behaviours to operate safely & securely in a humanitarian response

- 5) Managing yourself in a pressured and changing environment
  - a. Resilience
  - b. Maintain professionalism

**Objective:** To know what to do to manage yourself in a pressured and changing environment

### **For Leadership behaviours:**

- 1) Self-awareness
  - Objective: To provide participants with feedback and understanding to increase their personal effectiveness and performance
- 2) Motivation and influence
  - Objective: To provide participants with tools and techniques to communicate effectively and to build excellent collaborative relationships
- 3) Critical judgement and decision making
  - Objective: To provide participants with the knowledge and skills to manage resources, systems and practices to achieve identified outcomes

### **4.5 Recommendations and next steps for curriculum development**

The following recommendations and next steps for the proposed curriculum development were identified during the consultation workshops in Nairobi and London:

- 1) Follow up call out to agencies for lists of courses available, as the materials previously supplied were not sufficiently current.
- 2) Define parameters as to how agencies will share resources and check willingness to do so.
- 3) Make curriculum relevant for agencies and available now, without the need to wait for Objective 2 and 3 outputs.
- 4) Explore if there are any internal training programmes that other members can attend.
- 5) Undertake learning needs analysis on this competency framework to further develop training modules.
- 6) Many of the existing management development courses are aimed more broadly than humanitarian but could be refocused to include humanitarian aspects (using context and examples). Many are also aimed currently at middle and senior staff.
- 7) Identify what topics are organisationally-specific. Some may have to be dealt with by organisation (e.g. cemic) or decisions made about how to deal with (e.g. protection).

## **5. Next Steps**

Throughout the workshops there were extensive discussions on the frameworks, the context in which they are applied and their relevance to agencies. Interesting conversations also took place in small groups and the larger plenary on various ways to take this work forward, both within project and beyond. In addition to the work that Oxfam GB and Save the Children UK are undertaking, there are several suggestions from workshop participants for further work arising from the consultation process. These suggestions have been offered to the CBHA for consideration.

### **Next steps or considerations arising from the consultation process**

- 1) There was a request for tools and guidance notes to accompany the framework so that they can be easily implemented in agencies and integrated with current frameworks and HR processes.
- 2) One consideration that came through very strongly was how this framework can be extended to partners. Further work on this could be taken forward by a working-group from workshop participants.
- 3) As mentioned above, additional work needs to be completed for the curriculum report. This could include a follow up call out to agencies for lists of courses available as the materials previously supplied was not sufficiently current.
- 4) A mechanism for sharing information, materials and ideas could be identified, allowing for sharing of information on a more regular basis between agencies, and supporting the idea of this framework as a living document.



- 5) There is an immediate interest of several agencies to share training curriculum. This would help course developers for Objectives 2&3, but would also support work being done across CBHA to develop capacity. The willingness of agencies to share materials needs to be reconfirmed and a system developed to organise, share and store these materials (see No. 4).
- 6) A learning needs analysis could be developed and undertaken within agencies based on this competency framework to further develop training modules and assess general need across the CBHA beyond Objective 2.
- 7) Further work could be done on this framework to develop additional levels for middle and senior level managers.
- 8) Collaboration with other initiatives is essential to strengthen the sector-wide work being undertaken in this area and links between this and other initiatives could be explored further.

## 6. Conclusions

It is important to recognise the huge progress this work represents. Against a backdrop of limited resources, political uncertainty and a constrained timeframe, the CBHA's collective desire to improve the quality of humanitarian response and to better serve those affected by disasters has underpinned the robust consultation process and the development of the core humanitarian competencies and leadership behaviour frameworks, along with the proposed curriculum.

In the work led by ActionAid and facilitated by People In Aid under Objective 1, it is clear that CBHA member agencies have chosen to focus on what they have in common, and to concentrate on pragmatic, identifiable behaviours which transcend organisational boundaries.

The agreed frameworks will require updating at some point in the future, yet to be determined. They are living frameworks, and should evolve to reflect the changing nature of humanitarian work. But for now, and for the duration of this phase of the CBHA's humanitarian capacity building programme, they represent a significant step forward and, provide a sound basis for the project to proceed confidently into Objectives 2 and 3.

## 7. Appendices

### 7.1 Curriculum / course content in full

#### CBHA Humanitarian Capacity Building Programme – Objective 1

The following tables propose a comprehensive set of elements to cover the development of the behaviours identified in the Core Humanitarian Competency and Leadership frameworks. The analysis suggests that courses and other learning initiatives already in operation or under development are sufficient with some tailoring – to form the basic building blocks for the work of objectives 2 and 3.

#### Core Humanitarian Skill Development Proposed Curriculum Content

In the following table, Column 1 is a summary from the Core Humanitarian Competency framework. Column 2 is a set of content elements from which courses could be designed to cover the development needs of column 1. Column 3 shows which CBHA member agencies already have courses developed in these content areas, and other organisations that could source learning materials.

Core Humanitarian Competencies	Proposed Curriculum Elements	Relevant Courses offered by CBHA member agencies & other organisations (mapping to be completed)
<p><b><u>Understanding of humanitarian contexts and application of humanitarian principles</u></b>  <i>Key issues and practices impacting current and future humanitarian interventions</i></p> <p><b>The humanitarian context</b>  <b>Applying humanitarian standards / principles</b></p>	<p><b>Objective:</b> To provide participants with core knowledge of the humanitarian sector: stakeholders, systems, coordination mechanisms, legal frameworks and standards and applications relating to humanitarian programme management:</p> <p><b>Content Elements</b></p> <ul style="list-style-type: none"> <li>• Broader context for humanitarian work</li> <li>• Characteristics and causes of natural disasters and complex emergencies pertinent to context</li> <li>• Key International codes and standards/ Sphere</li> <li>• International Humanitarian Law (IHL) and Human Rights</li> <li>• Role of the State in humanitarian response</li> <li>• Role of the UN in humanitarian response</li> <li>• Humanitarian Principles and values</li> <li>• Humanitarian reform, Cluster system</li> <li>• Different categories of actors &amp; mandates within the sector. Civil-military relations, media, etc.</li> <li>• Working with government and local authorities</li> <li>• Coordination mechanism between NGOs and stakeholders</li> <li>• Downward accountability and transparency</li> <li>• Humanitarian financing – CAP, Flash, CERF, fundraising</li> <li>• Importance and mapping of context</li> <li>• Key areas of programming (sectors, protection,</li> </ul>	<p>Oxfam GB</p> <p>Tearfund</p> <p>Save UK</p> <p>Care UK</p> <p>Islamic Relief</p> <p>Help Age International</p> <p><b>External:</b>            Bioforce            RedR            IASC online</p>

	<p>etc) and operations</p> <ul style="list-style-type: none"> <li>• DRR and preparedness – HFA, Early recovery, transition</li> <li>• Programme risks within the humanitarian context</li> <li>• People issues in emergencies/ HR issues in response (higher level)</li> <li>• Vulnerable groups in affected populations – Identifying vulnerable groups (PVCA), working with vulnerable groups.</li> <li>• Cross cutting issues in humanitarian reform</li> <li>• Impact of emergencies on affected population (psychosocial)</li> <li>• Information collection and analysis</li> <li>• Understanding political context (internal and external)</li> </ul> <p><b>NOTE</b> – Although largely covered above and under the ‘achieving results effectively competency’, care should be taken to ensure that overarching elements relating specifically to disaster and conflict affected people should be included as part of the curriculum. Important elements to be incorporated include:</p> <ul style="list-style-type: none"> <li>* Key humanitarian principles</li> <li>* Accountability to disaster and conflict affected people</li> <li>* How to involve disaster and conflict affected people in the humanitarian response</li> <li>* The right of disaster and conflict affected people to be involved in decisions that affect them</li> </ul>	
<b>Core Humanitarian Competencies</b>	<b>Proposed Curriculum Elements</b>	<b>Relevant Courses</b>
<p><b><u>Achieving results effectively</u></b>  <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>  <b>Accountability</b>  <b>Decision making</b>  <b>Impact</b></p>	<p><b>Objective:</b> To develop practical skills for humanitarian programming:</p> <p><b>Content Elements</b>  <b>Project Cycle Management</b>      Applying project management skills to humanitarian work:</p> <ul style="list-style-type: none"> <li>• Key stages and actions of a successful project;</li> <li>• Skills and techniques to plan programmes, organise and implement projects;</li> <li>• How to review and transition projects successfully</li> <li>• Monitoring, evaluation and learning to support programme quality</li> </ul> <p><b>Understanding operational platform</b></p> <ul style="list-style-type: none"> <li>• How to make a good quality program function</li> <li>• Decision making – identify options to solve a problem, weigh their potential impact and make a logical and supportable choice of what to do.</li> </ul>	<p>Oxfam GB</p> <p>Save UK</p> <p>ActionAid</p> <p>Tearfund</p> <p>Christian Aid</p> <p>Islamic Relief</p> <p>CAFOD</p> <p>Save the Children</p> <p>World Vision</p> <p><b>External:</b>      Infoasaid</p>



	<ul style="list-style-type: none"> <li>• Fundamentals of management: understanding responsibilities in managing individuals and achieving results through others</li> <li>• Information Management</li> <li>• Writing quality proposals and reports – include writing skills and template donor formats</li> <li>• Technical programme design implementation</li> <li>• Minimum standards</li> <li>• Budget and grant management training</li> <li>• Donor compliance and fund management</li> </ul> <p><b>Community and Accountability</b></p> <ul style="list-style-type: none"> <li>• Mobilisation techniques for vulnerable communities</li> <li>• Community feedback mechanisms and accountability</li> </ul>	<p>Mango PM4NGOs RedR</p>
Core Humanitarian Competencies	Proposed Curriculum Elements	Relevant Courses
<p><b><u>Developing and maintaining collaborative relationships</u></b> <i>Behaviours to develop and maintain collaborative, coordinated relationships at times of heightened complexity and risk</i></p> <p><b>Listening and Dialogue Working with others</b></p>	<p><b>Objective:</b> To increase skills to build positive internal and external relationships through:</p> <p><u>Priority 1 items</u></p> <ul style="list-style-type: none"> <li>• Coordination and networking skills including the UN Cluster system/interagency</li> <li>• Humanitarian accountability (to communities, local authorities, other agencies)</li> <li>• Good principles of partnerships with local organizations (this should include how to engage with communities in addressing problems in their midst).</li> </ul> <p><u>Priority 2 items</u></p> <ul style="list-style-type: none"> <li>• Constructive engagement with media esp. in rapid onset of emergencies</li> <li>• Awareness of Civil/military cooperation (to inform how different agencies approach this, how different governments approach this etc in order to better understand the context in which the humanitarian worker is placed.)</li> <li>• Humanitarian/Private partnerships (awareness of how private companies are engaging in humanitarian response-awareness of possible advantages and disadvantages of this)</li> </ul> <p><u>Priority 3 items</u></p> <ul style="list-style-type: none"> <li>• Active listening skills; skills of listening to learn</li> <li>• Negotiation skills</li> <li>• Analytical skills</li> <li>• Influencing skills</li> <li>• Conflict resolution</li> <li>• Team building skills; analyzing an individual’s role within a team approach, understanding how</li> </ul>	<p>Merlin</p> <p>Christian Aid</p> <p>CARE</p> <p>Building Trust in Diverse Teams – ECB</p> <p>Listening project</p>



	<p>teams can work best together</p> <ul style="list-style-type: none"> <li>• Communications skills; Communicating effectively and appropriately, taking into consideration cultural sensitivities, background and age, productive dialogue with different stakeholders like donors, local leaders, organizations etc</li> </ul>	
<b>Core Humanitarian Competencies</b>	<b>Proposed Curriculum Elements</b>	<b>Relevant Courses</b>
<p><b><u>Operating safely and securely in a humanitarian response</u></b>  <i>Behaviours required to take responsibility to operate safely and securely in a pressured environment</i></p> <p><b>Security context and analysis</b>  <b>Personal safety and security</b>  <b>Minimising risk to communities and partners</b></p> <p>* – priority</p>	<p><b>Objective:</b> To demonstrate knowledge, skills and behaviours to operate safely &amp; securely in a humanitarian response:</p> <p><b>Content Elements</b></p> <ol style="list-style-type: none"> <li>1. *Context and risk - Situational awareness and personal security <ul style="list-style-type: none"> <li>• Application of the humanitarian principles</li> <li>• Risk management frameworks and tools for personal security</li> <li>• Minimise vulnerability in context situations where there are specific threats and prepare effectively for such scenarios</li> <li>• Respond to situations to prevent or mitigate crisis</li> <li>• Security and how it relates to affected communities</li> </ul> </li> <li>2. *Risk Assessment – how to do this.</li> <li>3. *First Aid element to be incorporated.</li> <li>4. *Incident management and post incident management.</li> <li>5. Others include: <ul style="list-style-type: none"> <li>• Security strategies (more for higher level staff)</li> <li>• Security frameworks and security management in the project management cycle (i.e. integrating security management principles and strategies at the different levels of the project cycle).</li> <li>• Occupational health and safety</li> <li>• Stress and personal health</li> <li>• Communications – equipments and protocols</li> <li>• Travel and transport safety and security</li> <li>• Cross cultural Issues in relation to safety</li> <li>• Security Plans</li> <li>• Evacuation/Hibernation Plans</li> <li>• Post Natural Disaster Hazards</li> <li>• Hostile working environment awareness (more extreme circumstances)</li> <li>• Kidnapping</li> </ul> </li> <li>6. How we work/interact with partners in terms of security. <ul style="list-style-type: none"> <li>• How will/can the security and safety apply to them?</li> <li>• Organizations may have to see each individually</li> </ul> </li> </ol>	<p>ActionAid</p> <p>CARE</p> <p>Christian Aid</p> <p>CAFOD</p> <p>ACF</p> <p>SAVE</p> <p>World Vision</p> <p>Islamic Relief</p> <p><b>External:</b> RedR</p> <p><b>General Comments:</b>  - Security and first aid trainings are not things that can be done once – have to be repeated and done with updates.  - It is felt that people attending the course will be familiar already with their agency security procedures.  - The training should include a simulation.</p>





	<p>how they use the framework in general with partners.</p> <ul style="list-style-type: none"> <li>Partners can engage in risky/dangerous behaviours that can jeopardise the organization</li> </ul>	
<b>Core Humanitarian Competencies</b>	<b>Proposed Curriculum Elements</b>	<b>Relevant Courses</b>
<p><b><u>Managing yourself in a pressured and changing environment</u></b>  <i>Essential personal behaviours required to operate effectively within a humanitarian context</i></p> <p><b>Resilience</b>  <b>Maintaining professionalism</b></p>	<p><b>Objective:</b> To know what to do to manage yourself in a pressured and changing environment:</p> <ul style="list-style-type: none"> <li>Function effectively under stressful conditions – Self care and stress reduction</li> <li>Dealing with conflict within the team</li> <li>Reflect on own work practice in field environment</li> <li>How to prioritise your time and tasks</li> <li>Adaptability and the ability to deal with ambiguous situations</li> <li>Effective feedback and coaching</li> <li>Demonstrate greater self-awareness and effectiveness in your interactions with others.</li> <li>Code of Conducts like ICRC, People In Aid, IASC, and respective organisation Codes of Conduct</li> <li>Cultural Awareness/ Sensitivity</li> </ul>	<p>CAFOD</p> <p>ActionAid</p> <p>Tearfund</p> <p>Oxfam GB</p> <p>Concern</p> <p>World Vision</p> <p><b>External:</b>  LINGOs/ other agencies, Headington Institutes, Inter Health in conjunction with People In Aid</p>

## Development of Humanitarian Leadership and Management Skills

This set of proposed course content elements focuses particularly on meeting development needs that arise from the Leadership Behaviour framework. Course designers could decide to combine some of the softer elements represented here with those from the core humanitarian competencies curriculum. This would depend on the learning needs of the participants and their roles in their agencies.

### Introductory Module

It is expected that an introductory module would be of particular relevance in such a learning development course and that this would cover:

- Increase your understanding of the importance of leadership effectiveness in humanitarian assistance
- Determine key attributes and abilities to balance in leadership and management
- Define what successful leadership looks like before an audit of your own leadership strengths

In the following table, Column 1 is a summary from the Leadership Behaviour framework. Column 2 is a set of content elements from which courses could be designed to cover the development needs of column 1. Column 3 shows which CBHA member agencies already have courses developed in these content areas, and other organisations that could source learning materials.

<b>Self-awareness</b> Self Awareness, Commitment to personal development	<b>Proposed Curriculum Elements</b>	<b>Relevant Courses offered            by CBHA member agencies            &amp; other organisations</b> (mapping to be completed)
<b>For all staff in humanitarian response</b>	<p><b>Objective:</b> To provide participants with feedback and understanding to increase their personal effectiveness and performance</p> <p><b>Content Elements</b></p> <ul style="list-style-type: none"> <li>• Recognise your own leadership skills through 360 feedback and reinforce your personal leadership style</li> <li>• Identify individual areas for improvement</li> <li>• Understand personal ways of learning</li> <li>• Increase self awareness</li> <li>• Emotional intelligence</li> </ul>	ActionAid  Merlin  <b>External:</b> People In Aid: International Leadership and Management
<b>Additional to develop leadership behaviours in 1<sup>st</sup> level line managers in humanitarian response</b>	<ul style="list-style-type: none"> <li>• Develop leadership style and skills to increase impact in your role</li> <li>• Resolve conflict to establish effective working relationships</li> <li>• Decision making and impacts (risks, opportunities, strategic questions)</li> </ul>	ActionAid  CARE UK  <b>External:</b> RedR



<b>Motivation and influence</b> Relationship building, Communication, Develop individuals and teams	<b>Proposed Curriculum Elements</b>	<b>Relevant Courses offered            by CBHA member            agencies &amp; other            organisations</b> (mapping to be completed)
<b>For all staff in            humanitarian response</b>	<b>Objective:</b> To provide participants with tools and techniques to communicate effectively and to build excellent collaborative relationships  <b>Content Elements</b> <ul style="list-style-type: none"> <li>• Communicate your views and listen</li> <li>• Negotiation skills 'bringing people on side'</li> <li>• Introduce influencing styles</li> <li>• Building trust</li> </ul>	<b>External:</b> RedR
<b>Additional to develop            leadership behaviours in            1<sup>st</sup> level line managers in            humanitarian response</b>	<ul style="list-style-type: none"> <li>• Recognise key factors in high performing teams</li> <li>• Communicating and managing Expectations</li> <li>• Ensure/champion accountability</li> <li>• Coach others to develop in confidence and achieve defined coaching outcomes</li> <li>• Balance workload</li> <li>• Increase your understanding of how to inspire and motivate others</li> <li>• Become more effective in leadership skills of communication, observing and reviewing</li> <li>• Negotiation skills 'bringing people on side'</li> <li>• Managing links between dispersed offices (awareness/acknowledge/utilise)</li> </ul>	ActionAid  Save UK  CARE UK

<b>Critical judgement and            decision making</b> Problem analysis, judgment, handling ambiguity and decision making	<b>Proposed Curriculum Elements</b>	<b>Relevant Courses offered            by CBHA member            agencies &amp; other            organisations</b> (mapping to be completed)
<b>For all staff in            humanitarian response</b>	<b>Objective:</b> To provide participants with the knowledge and skills to manage resources, systems and practices to achieve identified outcomes  <b>Content Elements</b> <ul style="list-style-type: none"> <li>• Recognise ways to spot and manage risk</li> <li>• Operational decision making</li> </ul>	CARE  OGB  <b>External:</b> ECornell Learning system
<b>Additional to develop            leadership behaviours in 1<sup>st</sup>            level line managers in            humanitarian response</b>	<ul style="list-style-type: none"> <li>• Project planning and management knowledge of the humanitarian system</li> <li>• Use critical judgment to define and solve problems and implement effective action</li> <li>• Tools and techniques to aid strategic thinking</li> <li>• Change leadership</li> <li>• Facilitating change for others</li> <li>• Lead/support organisational learning</li> </ul>	World Vision UK  <b>Comment: Ensure basic management is incorporated into the course overall. This helps to contextualise and apply leadership thinking.</b>

## 7.2 Glossary of terms

<b>Capability</b>	<b>Capability:</b> a measure of the ability; a characteristic that may be developed, often described in behavioural terms, that is associated with successful performance in the organisational context. (World Vision: Core Capabilities: Introductory Briefing)
<b>Competence</b>	<b>Competence</b> relates to a system of minimum standards or is demonstrated by performance and outputs. State of ‘good enough’.
<b>Competency</b>	A <b>competency</b> is generally defined as the behaviours that employees must have, or must acquire in order to achieve high levels of performance in their role. (CIPD 2009) Plural: competencies. We will take competencies to be the essential behaviours by all staff influenced by their skills and knowledge.
<b>Competency framework</b>	A <b>competency framework</b> relates to a system of minimum standards or is demonstrated by performance and outputs, which define the high levels of performance in a particular role. (CIPD 2009)
<b>Curriculum</b>	A <b>curriculum</b> is a programme or plan of activities. The content of the courses being developed as part of CBHA objectives 2 and 3 will be derived from the proposed curriculum.
<b>Humanitarian leadership</b>	<b>Humanitarian leadership:</b> the essence of humanitarian leadership lies in the capacity and willingness to make hard decisions in complex situations, characterised by insecurity, chaos, rapidly changing circumstances and a high level of uncertainty (ETLP 2008)
<b>Leader</b>	<b>Leader:</b> inspiration and director of the action. He or she is the person or group that possesses the combination of personality and skills that make others want to follow his or her direction. For us, a leader sees the bigger picture and motivates people to act towards achieving a common goal; they are able to handle ambiguity and able to make sound decisions in complex situations.
<b>Leadership</b>	<b>Leadership</b> is seeing the overall goal within the changing context and taking responsibility to motivate others to work towards it. Leadership is independent of one’s role, function or seniority.
<b>Skill</b>	<b>Skill:</b> ability and capacity acquired through deliberate, systematic and sustained effort to carry out complex activities or job functions.

### 7.3 List of consultation workshop participants

#### Nairobi Workshop

Participant name	Agency	Position
Alan Noble	World Vision	Manager, Global Surge Capacity Network
Bryony Glenn	Merlin	Director of Human Resources and Development
Caroline Hotham	Oxfam	Project Manager, Humanitarian Staff Development Project (CBHA)
Cathy Fitzgibbon	CAFOD	International HR Manager
Chele Degruccio	ECB	ECB Project Manager
Claire Wanjiku	Oxfam	Human Resources & Administration Manager, Oxfam GB Kenya
Edwin Kuria	World Vision	East Africa Humanitarian Emergency Affairs Capacity Building Adviser
Gabriel Thobias	ActionAid Tanzania	Head of HROD Tanzania
Geoffrey Okoth	ActionAid	Human Security Advisor, East and Central Africa
Heena Hasan	Save the Children	Senior Trainer, HLDP
Helen Horn	Christian Aid	Humanitarian Programme Unit Manager - Africa
John Abuya	ActionAid	International Programme Manager
Jon Bugge	infoasaid - BBC WST/Internews	Head of Project
Kaiser Rejve	Oxfam	Humanitarian Programme Coordinator, Bangladesh
Kedir Ligbicho	Islamic Relief Worldwide	Programme Manager
Lilian Mori-Nyaim	People In Aid, East Africa	Volunteer
Martha Newman	Help Age	Human Resources Manager
Maurice Onyango	Christian Aid	Regional Emergency Manager - East Africa
Megan Chisholm	CARE International	Global Staff Training Coordinator
Megan Price	ActionAid	International Project Manager, Humanitarian Capacity Building Programme (CBHA)
Moustafa Osman	Islamic Relief Worldwide	Head of Humanitarian Development
Murray Burt	Tearfund	WASH Programme Manager/Nairobi Office Manager
Nanang Subana Dirja	Islamic Relief Indonesia	Programme Coordinator
Niyika Musiyazwiryo	CAFOD	Regional Emergencies Coordinator
Pankaj Kumar	Concern	Assistant Country Director, Programmes, Ethiopia
Paula Tenaglia	Action against Hunger	Training Manager - Training Center
Peter Mutanda	International Rescue Committee	Programme Coordinator
Rachel O'Brien	Save the Children	Project Manager - Humanitarian Capacity Building Programme (CBHA)
Richard Sandison	Plan	Interim Regional Humanitarian Coordinator, East and Southern Africa
Roger Quiroga	Oxfam	Disaster Risk Reduction and Adaptation Coordinator
Sajid Raihan	ActionAid	Manager, Climate Change Adaptation & Disaster Risk Reduction
Sheila Waruhiru	Save the Children	CBHA Programme Manager for Regional Programme
Siboniso Ndluvo	ActionAid	Regional HROD Coordinator, East and Southern Africa
Steve McDonald	Save the Children	Senior Emergency Adviser
Wawan Yulianto	Islamic Relief Indonesia	Disaster Risk Reduction (DRR) Coordinator
Zoe Daniels	International Rescue Committee	Deputy Regional Director for Programs

## London Workshop

Participant name	Agency	Position
Alison George	Tear Fund	International Talent Management Adviser
Anamul Haque	Islamic Relief Worldwide	Operations Support Manager
Catherine Stow	Merlin	L&D Manager
Hannah Scott	Oxfam	Human Resources Adviser
Jane Ellis	International Rescue Committee	Executive Director, IRC UK
Jane Gould	Merlin	Human Resources Adviser
Jo Mason	World Vision	Senior Emergencies Officer
Karen Coleman	Plan	Leadership Development Manager
Kate O'Brien	Save the Children	People Development and Training Manager
Laura Jarque	CAFOD	Competencies Project Manager
Lisa Bedelian	Save the Children	Human Resources Adviser
Lisa Robinson	infoasaid - BBC WST/Internews Consortium	Project Board member
Mariana Merelo Lobo	Action against Hunger	Director of Operations
Marieke Hounjet	CBHA PMU	CBHA Coordinator
Mike Noyes	CAFOD	Head of Humanitarian Funding
Nick Guttman	Christian Aid	Head of Humanitarian Division
Partha Hefaz Shaikh	ActionAid	Head - Impact Assessment and Shared Learning
Perry Seymour	RedR	Training and Consultancies Manager
Ros O'Sullivan	Concern	Emergency Response Coordinator
Sarah Lumsdon	Oxfam	Strategic Project Manager (Humanitarian Management Adviser) and ECB Staff Capacity Adviser
Sean Lowrie	CBHA PMU	In-coming CBHA Director
Sonya Ruparel	ActionAid	Team Business Manager, IECT
Sultana Begum	Concern	Humanitarian Officer
Tamara Curtis	Plan	Disaster Management Programme Officer
Zahid Khwaja	ActionAid	HR Advisor