A comprehensive, dynamic staff development approach enabling organisations to recognise, refine and improve individual skills, strengthen behaviours in their staff, and raise standards and quality in future humanitarian responses.
Core Humanitarian Competencies Framework

Keeping crisis-affected people at the centre of what we do

Competency Domains
Understanding humanitarian contexts and applying humanitarian principles
Achieving results
Developing and maintaining collaborative relationships
Operating safely and securely at all times
Managing yourself in a pressured and changing environment
Demonstrating leadership in humanitarian response

Outcomes
Understand operating contexts, key stakeholders and practices affecting current and future humanitarian interventions
Be accountable for your work and use resources effectively to achieve lasting results
Develop and maintain collaborative and coordinated relationships with stakeholders and staff
Operate safely and securely in a pressured environment
Adapt to pressure and change to operate effectively within humanitarian contexts
Demonstrate humanitarian values and principles, and motivate others to achieve results in complex situations, independent of one’s role, function or seniority

Competencies and Core Behaviours for all staff in humanitarian response, informed by skills and knowledge

- Understanding the humanitarian context
  > Demonstrate understanding of the phases of humanitarian response including preparedness and contingency, Disaster Risk Reduction, response and recovery.
  > Apply understanding of the political and cultural context and underlying causes of the crisis.
  > Demonstrate understanding of the gender and diversity dimensions of humanitarian situations.
  > Take into account the needs, skills, capacities and experience of crisis-affected people and apply these in the response.

- Applying humanitarian standards and principles
  > Ensure that programme goals, activities and staff behaviour uphold key national and international humanitarian frameworks, standards, principles and codes which your organisation has committed to.
  > Use your power responsibly, in line with accountability principles and standards.
  > Demonstrate understanding of your role and that of other organisation and others within the humanitarian system.
  > Demonstrate an understanding of coordination mechanisms.

- Ensuring programme quality and impact
  > Demonstrate leadership in programme project cycle management.
  > Actively participate in the design and implementation of projects and programmes.
  > Maintain focus on delivery of timely and appropriate results using available resources.

- Working accountable
  > Be answerable to crisis-affected people for your actions and decisions.
  > Collect, analyse and disseminate relevant and useful information and feedback with crisis-affected people and other stakeholders.

- Making decisions
  > Demonstrate flexibility to adapt in situations of rapid change, always informed by a focus on crisis-affected people and other stakeholders.
  > Demonstrate understanding of when a decision can be taken and when to involve others.
  > Consider the wider impact of your decisions in order to achieve results.

- Listening and creating dialogue
  > Actively listen to new and different perspectives and experiences of crisis-affected people, stakeholders and team members.
  > Establish and maintain clear dialogue with crisis-affected people or other stakeholders.

- Working with others
  > Contribute positively in the team to achieve programme objectives.
  > Share useful information and knowledge with colleagues, partners and crisis-affected people and when appropriate.
  > Actively participate in networks to access and contribute to good practice.
  > Challenge decisions and behaviour which breach the International Red Cross and Red Crescent and NGOs' individual agency Codes of Conduct.

- Minimising risk to communities, partners and stakeholders
  > Pay attention to the safety of crisis-affected people and other key stakeholders and identify and communicate risk and threats and mitigate these for you and your agency.
  > Take measures to ‘do no harm’ and to minimise risks for your partners and the crisis-affected people you work with.

- Adapting and coping
  > Remain focused on your objectives and goals in a rapidly changing environment.
  > Adapt calmly to changing situations and constraints.
  > Recognise personal stress and take steps to reduce it.
  > Remain constructive and positive under stress to be able to tolerate difficult and challenging situations.

- Maintaining professionalism
  > Take responsibility for your own work and its impact on others.
  > 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.
  > Be aware of internal and external influences that affect your performance.

- Self-awareness
  > 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 build team effectiveness.
  > Seek and reflect on feedback to improve your performance.

- Motivating and influencing others
  > Communicate humanitarian values and encourage others to share 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.

- Critical judgement
  > Analyse and exercise judgment in challenging situations in the absence of specific guidance.
  > Demonstrate initiative and suggest creative improvements and better ways of working.
  > Demonstrate tenacity to achieve results.

Additional Behaviours for 1st level line managers in humanitarian response, informed by skills and knowledge

- Understanding the humanitarian context
  > Assess and analyse key issues in the humanitarian situation and formulate actions to respond to them.

- Applying humanitarian standards and principles
  > Participate in the development of an organisational response based on an understanding of the operating context.
  > Respect International humanitarian law and relevant treaties.
  > Actively participate in disaster coordination and interagency cooperation, based on a clear understanding of your organisation’s perspective and approach.

- Ensuring programme quality and impact
  > Set standards in your work and follow agreed operating procedures.
  > Clarify roles and responsibilities within your team to maximise impact.
  > Collaborate with stakeholders to avoid duplication and maximise resources.
  > Regularly provide feedback and information to achieve improved results.
  > Document lessons learned and apply them to future projects.

- Working accountable
  > Establish processes through which crisis-affected people can participate in the response and share their expectations and concerns.
  > Ensure efficient and transparent use of resources in accordance with internal controls.

- Listening and creating dialogue
  > Ensure feedback from crisis-affected people, partners and other stakeholders is incorporated into programme design, implementation and learning.
  > Working with others
  > Establish clear objectives with teams and individuals.
  > Monitor work progress and individual performance.
  > Establish agreed ways of working at a distance with partners and staff.
  > Work with your team to build trust with communities and stakeholders.
  > Foster collaborative, transparent and accountable relationships through partners to formalise and implement partnering agreements.

- Minimising risk to communities, partners and stakeholders
  > Undertake effective risk assessments with crisis-affected people and partners.
  > Demonstrate an understanding of wider UN/NGO security coordination and how your organisation participates in these mechanisms.
  > Develop contingency plans.
  > Managing personal safety and security
  > Monitor security risks and ensure organisational protocols are understood and consistently followed by staff.
  > Take appropriate action and provide direction to support team members in the event of a crisis.

- Adapting and coping
  > Help others to recognise and manage their own stress by modelling appropriate self care and prioritising your workload.
  > Promote well-being and a ‘duty of care’ culture.

- Maintaining professionalism
  > Set realistic deadlines and goals.
  > Enable others to carry out their roles and responsibilities.
  > Monitor commitments and actions transparently.
  > Take time to learn from experience and feedback and apply the learning in new situations.

- Motivating and influencing others
  > Inspire others by clearly articulating and demonstrating the values, core purpose and principles that underpin humanitarian work.
  > Provide regular and ongoing informal and formal feedback.
  > Recognise the contribution of others.
  > Adapt leadership style to the time frame and changing situation.

- Critical judgement
  > Maintain a clear and strategic perspective at the same time as an awareness of the detail of a situation.
  > Act decisively and adapt plans quickly to respond to emerging situations and changing environments.
  > Take informed and calculated risks to improve performance.
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Welcome

The Consortium of British Humanitarian Agencies (CBHA) was established to reduce suffering and death in conflicts and natural disasters by strengthening the coordination and capacity of the “third pillar” – the NGO sector – to deliver a higher quality, more effective and faster humanitarian response.

The Humanitarian Capacity Building Programme is an important part of the CBHA’s work. It aims to accelerate and improve the quality of emergency response by increasing the numbers and expertise of potential leaders, and enhancing the skills of all current personnel.

The Context Humanitarian Staff Development Project sits within this programme.

This project aims to develop core humanitarian expertise, plus leadership and management skills, for existing personnel, at a national level.

The project’s training materials have been designed for easy information access, cost-effective use and - above all - simple copying for wider distribution and use.

This project contains two learning programmes:

1. **Core Skills Development Programme**
   This is a six-month, inter-agency programme providing a stream of professional development to national agency staff in their current roles, focusing on an introduction to the key concepts and skills of humanitarian programming.

2. **Management & Leadership Skills Development Programme**
   This is a nine-month, inter-agency programme providing continuous professional development training for national agency middle/senior management staff, in their current roles, focusing on key aspects of management and leadership in emergency situations.

For both programmes, learning methods include coaching, face-to-face workshops, learning on the job, self-directed learning, group work and practical course work. The format encourages and facilitates each participant’s investment in applied and reflective learning whilst “on the job”, as part of a coherent and high quality staff development programme which, in turn, is actively supported by their agency and line manager.

How to use this guide

This guide is for:
- The commissioning agency
- Staff coordinating and administering the programmes, and
- Staff delivering the programmes

Here you can find an introduction to the design and intention of the learning materials, and the basis on which they are built. The guide describes the ‘learning journey’ these materials can provide for the participant as well as graphical route-maps showing the key intervals and progression of the programmes. There are suggestions on how best to integrate the multiple components into one of the full programmes (of six or nine months), how to contextualise the materials and ‘top tips’ for successful delivery, and a copy of the Core Humanitarian Competencies Framework.

For those not in a position to invest in the complete learning programme, it is also possible to access individual modules in order to adapt them for use in a stand-alone format.
1. Introduction

> Background
> The Core Humanitarian Competencies Framework
> Overview of Core Skills Development, and Management & Leadership Skills Development Programmes 2010 - 2012
> The Learning Process
1. Introduction

Background

The goal of the CBHA Capacity Building Programme is to provide the humanitarian sector with a set of core resources with which to develop capacity of staff - within the CBHA and the wider sector - to respond to emergencies more effectively. These are inter-agency initiatives and the learning materials are based on the Core Humanitarian Competencies Framework and outline curriculum agreed by the 15 CBHA member agencies in 2010.

The Context Humanitarian Staff Development Project aims to develop humanitarian skills and leadership competencies of existing staff at national level. The assumptions are that:

- The contexts and types of disasters vary between regions but the skills required to manage these disasters are broadly similar.
- When individuals' skills and competencies are strengthened and applied at work, this strengthens organisational capacity and performance, which in turn has a positive impact on the communities that the organisation works with and for.

The materials have been built using the best of existing staff development resources from a range of agencies (see Acknowledgements). They can be tailored to the specific situations where they are to be delivered.

They are fully available to the humanitarian sector and may be freely copied, distributed, transmitted and adapted strictly for non-profit, non-commercial use and provided reference is made to the CBHA Humanitarian Capacity Building Programme as their source.

This work is licensed under a Creative Commons Attribution-NonCommercial 3.0 Unported License (http://creativecommons.org/licenses/by-nc/3.0/).

For further information and explanation of the framework, please refer to the report that accompanied its launch in August 2010.

The Core Humanitarian Competencies Framework

A shared vision of Humanitarian Competencies: Both learning programmes were developed to build up the behaviours in the Core Humanitarian Competencies Framework established by the CBHA. This offers a unique opportunity to share best practice and establish a common, high quality learning experience for staff across humanitarian agencies and in different parts of the world.

The development of the Core Humanitarian Competencies Framework was led by ActionAid with support from People In Aid.

The collaborative formulation of the framework represents a great achievement of consensus-building among agencies. Its further promotion through the Humanitarian Staff Development Project developed by the CBHA Capacity Building Programme offers a rare opportunity to help ensure that universally agreed standards in humanitarian work become a reality for communities affected by disasters.

The framework is not intended to replace or supersede existing agency frameworks. Whilst the CBHA is confident that it articulates well a consensus view of core humanitarian skills, it recognises that there are many other broader competencies which agencies should continue to foster within their staff, boards and volunteers.

For further information and explanation of the framework, please refer to the report that accompanied its launch in August 2010.

1 All CBHA and ECB Project member agencies have engaged with the Humanitarian Staff Development Project during 2011 and can provide input on the pilot learning programmes.
Overview of:
Core Skills Development, and Management & Leadership Skills
Development Programmes
2010 - 2012

The two CBHA learning programmes were fully piloted in 2011 by ECB Project agencies, led by Oxfam GB. The pilots took place in the Horn of Africa (with a focus on Kenya/Somalia/South Sudan), Bangladesh, Indonesia and Bolivia.

The materials were tailored to each target location, with case studies and supporting materials adapted for relevance to the context and drawing on information gathered from capacity assessments undertaken before delivering the programmes.

There were 20 participant places per programme, open to agencies who respond to emergencies. Agencies were invited to nominate up to two staff from their own - or their partner (local NGO or government) - staff members.

Participants were advised to make a two- to three-hour commitment per week (for self-study, peer coaching /buddying, external coaching, action learning), and the programme included attendance at two short residential events.

The programme structure was influenced by expertise in initial design and by learning from practical implementation of the CBHA pilot during 2010-2012. People In Aid, the leading NGO in organisational effectiveness within the humanitarian and development sector, was heavily involved in the design and piloting of the programme. Senior humanitarians from several agencies have also contributed.

*http://www.thecbha.org/media/website/file/CBHA_Objective_1_Final_report_published.pdf*
The Learning Process

Each programme requires proactive learning-by-doing from the participant, and for them to establish a routine of learning while working as part of their team. Significant agency input from the line manager and other colleagues is also vital.

This humanitarian skills development process is a mixed-method learning programme and both programmes consist of several components:

- Pre-workshop reading, self assessment and reflection
- First workshop – four days’ experiential face-to-face workshop
- Between workshops – co-participant meetings, self-directed learning and coaching
- Second workshop – four days (Core Skills) three days (Management and Leadership) experiential face-to-face workshop
- Post-workshop self-directed action learning
- A project or piece of work, to apply the learning
- Manager support, use of the participants’ strengthened capacity, and feedback throughout

In 2011, a final learning review was undertaken at the close of both programmes in each country, to provide a finale to the learning journey and an opportunity for the wider humanitarian community to benefit from reflections, results and plans.

Core Skills Development Programme

<table>
<thead>
<tr>
<th>Participants are selected</th>
<th>Month 0</th>
<th>Month 1</th>
<th>Self Study Buddy Groups Coaching</th>
<th>Month 4</th>
<th>Month 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self-assessment against framework</td>
<td>Workshop 1</td>
<td></td>
<td>Workshop 2</td>
<td>Core Skills Development closes</td>
</tr>
</tbody>
</table>

Management & Leadership Skills Development Programme

<table>
<thead>
<tr>
<th>Participants are selected</th>
<th>Month 0</th>
<th>Month 1</th>
<th>Self Study Buddy Groups Coaching</th>
<th>Month 4</th>
<th>Month 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self-assessment against framework</td>
<td>Workshop 1</td>
<td></td>
<td>Workshop 2</td>
<td>M&amp;L Skills Development closes</td>
</tr>
</tbody>
</table>
2. The Two Learning Programmes

- Overview
- The Core Skills Development Programme
- The Management & Leadership Skills Development Programme
- Key principles and underlying assumptions
- Core components of the Programmes and how they fit together
- Participant selection
- Programme evaluation
2. The Two Learning Programmes

Overview

Both programmes promote universal humanitarian standards and best practice, tailored to a specific local context, by providing a long-term, mixed-method, active learning, reflection and development process for individuals, supported by their line manager.

As well as strengthening trust between participants and building a sense of community, spreading the experience over a six- to nine-month programme
- enables learning and knowledge to be applied in the workplace in a methodical and well-paced way,
- provides enough time for new skills to be practised,
- encourages reflection and peer accountability, and
- allows new behaviours to become embedded, increasing the likelihood that positive change will be sustained.

The nine-month Management & Leadership Skills Development Programme allows extra time for self-directed learning and introduction of items to participants’ teams, and gives them space to work on a specific learning project.

The overall programme design is consistently based on a set of learning principles and guidelines, but its implementation should look and feel different - depending on where it is used and the humanitarian context it serves. The methods used seek to build on knowledge and practice from inside and outside the humanitarian sphere. They reveal experience, reflect on it, place it in a wider context and either deepen the perspective or simply endorse it (for example, ‘What you did there was a good example of dealing with stress’).
The Core Skills Development Programme

This six-month programme introduces the key concepts and skills of humanitarian programming (humanitarian principles, NGO and Red Cross Code of Conduct, important areas of projects and activities and good working practices). Learning by doing, reinforcement by reflection and feedback are the themes. This programme draws from the first part of the framework – the essential competencies.

On successful completion of the entire course, participants will demonstrate:

- Knowledge and understanding of the humanitarian system and standards;
- Confidence and ability to apply humanitarian principles and standards in the country context;
- Practical skills to deliver timely and quality humanitarian programmes;
- Ability to manage yourself in a high-pressure, changing environment;
- A clear plan for personal ongoing learning and development, and contribution to the team effort.

The Management & Leadership Skills Development Programme

This aims to build humanitarian leadership effectiveness and performance through learning and applying skills and techniques and judging how best to manage resources, systems and practices for effective humanitarian action. Over the nine months, there is a constant theme of reflection and feedback.

The programme focus is geared towards the second tier and the sixth column of the Core Humanitarian Competencies Framework: areas with particular emphasis on management responsibilities and leadership.

On successful completion of the entire course, participants will demonstrate:

- Knowledge and skills to implement an effective humanitarian response
- Evidence of strong working relationships across agencies;
- Ability to communicate effectively under pressure
- Deeper self-awareness of leadership strengths and style, to increase positive impact in a humanitarian situation
- A clear plan for personal ongoing learning and development.

Target participants are existing national staff in key team leader or management positions from all programme areas or disciplines. Candidates will be middle-ranking to senior staff, likely to manage an aspect of a small-to-medium scale emergency response.

Materials are designed so that a candidate can take part in the Core Skills Development programme one year and move on to Management and Leadership Skills Development the next.
Key principles and underlying assumptions

The key principles of both Skills Development programmes are:

- ‘on-the-job’ learning
- applying learning in a context
- active participation
- ongoing learning
- structured reflection
- dynamic methodologies
- line manager involvement
- appropriate accountability
- an inter-agency approach that promotes exchange of experience

Programme design assumes that:

- The workshop exercises are highly interactive and delivered by an experienced humanitarian facilitator/trainer; case studies and the sharing of participants’ experiences are critical components.
- One-off training events are not effective at achieving lasting change in staff skills and behaviour. A mixed-method learning programme, delivered over several months, overcomes this by incorporating multiple learning strands into one coherent programme.
- During the gap between workshops, participants practise and consolidate their learning in their jobs; they explore issues in coaching sessions; and they support one another in buddy groups.
- The constant revisiting of applied learning through reflection helps place learning in the forefront of participants’ minds.

- The participant will self-assess, with the support of their manager, and identify areas of competency they wish to strengthen, then use opportunities provided by the programme to do this.
- Contact between participants over the full length of the programmes helps to build trust. This is vital to create an atmosphere of openness and shared learning.
- The content of the second workshop is an opportunity to discuss questions that arise from continued learning between the workshops.
- Delivery is in an inter-agency format, with the participation of the widest possible range of organisations, to gain the benefits of inter-organisational comparisons, building and networking.
- The commissioning agency provides adequate resources to prepare and deliver each programme. See “Resource implications for implementing agencies and “Setting a budget for a complete learning programme.
- The materials will be tailored to suit the local environment. See Contextualising the materials 1 on page 28.

The learning programmes are not:

- A set of ‘pick up and go’ materials that can be used without preparation
- A one-off course or stand-alone workshop
- Something designed to assess participants
- Technical training, with agency-specific content
- A training-of-trainers course
- A route to becoming an international humanitarian worker.

* Please refer to Annex Documentation online

Core components of the Programmes and how they fit together

A copy of this diagram is available online as part of the Annex Documentation.
Humanitarian Staff Development Project

Core Skills Development Programme

- Knowledge and understanding
- Confidence and ability
- Practical skills
- Manage yourself under pressure
- Plan for your ongoing development

Workshop 1
- Approaches and strategies
- Accountability, standards and principles
- Confidence and self awareness of skills
- Decision making and problem solving
- Development plan

Workshop 2
- Challenges of applying Sphere and humanitarian principles
- Using mapping tool
- Your ability under pressure
- Skills of leadership
- Ongoing development

Buddy Groups
- Share experiences of applying learning
- Support network

Coaching
- Increase confidence
- Support application
- Challenge you

Pre-course work
- Self assess
- Learning priorities

Management & Leadership Skills Development Programme

- Knowledge and understanding
- Strong working relationships
- Ability to communicate under pressure
- Self awareness of leadership style
- Plan for your ongoing development

Workshop 1
- Foundational knowledge and understanding
- Tools and techniques
- Confidence and self awareness of skills
- Decision making and problem solving
- Development plan

Workshop 2
- Personal learning influences agency learning
- Key themes of humanitarian leadership
- Addressing humanitarian challenges
- Skills for programme choices, practice and impact
- Ongoing development

Buddy Groups
- Share experiences of applying learning
- Support network

Coaching
- Increase confidence
- Support application
- Challenge you

Pre-course work
- Self assess
- Learning priorities
Participant selection

The target number of participants for each programme is 20, to achieve effective learning.

As well as the specified staff profiles, participants should:

• Have a current contract lasting at least the full duration of the programme
• Have an employer and manager who wish to develop them
• Be committed to all programme components and engage fully in the process
• Be willing to learn new skills and develop their potential for an enhanced humanitarian role
• Have verbal and written skills in the language in which the programme is delivered
• Be enthusiastic and keen to learn.

When selecting a participant group, remember that:

• A programme’s impact will be greater if the student’s level of English (or the language in which the programme is delivered) enables everyone to participate fully.
• Those who benefit most from the programme tend to be working for organisations involved in disaster management.
  - For the Management & Leadership Skills Development programme, the learning lands in fertile soil with people who have a number of years – but not decades - of experience.
  - For Core Skills Development programme, inexperienced candidates will benefit most after substantial study of (at the very least) humanitarian standards and principles. It is important to confirm that they have done this before their acceptance into the programme.
• Telephone interviewing of prospective participants can be very useful to establish the profile and motivations of the applicant.

Programme Evaluation

Learning never occurs in a vacuum. It is rare to exclusively attribute a skill and expertise - let alone field-based programme impact and organisational change - to a training course. Evaluation of this type of programme is better suited to ‘outcome mapping’ rather than an ‘impact assessment’. Outcome mapping does not try to attribute change; instead, it examines the logical links between interventions and results. It focuses on how the programme facilitates change, rather than how it causes change.

As with all evaluations, information gathering - and monitoring of the learning programme - must start at the very beginning of the process and be planned into the resourcing strategy.

See the section on Learning and Evaluation on page 45 for further detail.

Top tip
It is useful to ask, as part of the application process, whether participants have attended any Sphere training, whether they use Sphere and how and if they have access to a Sphere handbook.
3. Deciding on the Programme

- Key factors influencing the decision
- What agencies need to supply
- Potential benefits to participants and their organisations
- Using Context on-line
### 3. Deciding on the Programme

#### Key factors influencing the decision

Does your agency seek a top-quality learning programme or a good enough/cost-effective solution?

These programmes are designed with future sustainability – and limited budgets - in mind, but it is recommended to avoid cost-cutting that might influence good results.

All programme components are mutually reinforcing: when only some are delivered (or are supplied as stand-alone modules), the intended benefits will not be gained.

#### Full learning programme, inter-agency format

- Ability of a single co-ordinating body to bring on board a number of humanitarian agencies at the national/regional level who are willing to make the necessary resource commitments (participating staff and line manager time, funding, coaches etc)
- Individual agency willing to make the necessary resource commitments (participating staff and line manager time, maybe also funding, coaches etc)
- Availability (including funding) of experienced programme delivery staff (workshop facilitators, coaches)
- Availability of the materials in a suitable language or funding available for translations
- Is there a willingness to invest in strengthening Core Humanitarian Competencies (knowledge, skills and behaviours cross-discipline) for national staff in the location?

#### Full learning programme, single agency format

- Individual agency willing to make the necessary resource commitments (participating staff and line manager time, maybe also funding, coaches etc)
- Availability (including funding) of experienced programme delivery staff (workshop facilitators, coaches)
- Availability of the materials in a suitable language or funding available for translations
- Is there a willingness to invest in strengthening Core Humanitarian Competencies (core knowledge, skills and behaviours cross-discipline) for national staff in the location?

#### Using parts of the learning programme

- Availability of the materials in a suitable language or funding available for translations
- Is there a willingness to invest in strengthening Core Humanitarian Competencies (core knowledge, skills and behaviours cross-discipline) for national staff in the location?

Reference section: [Alternative Delivery Options](#)
When deciding whether to engage staff in one of these options, managers can consider this checklist:

<table>
<thead>
<tr>
<th>Decision</th>
<th>Potential output</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To engage staff in either of the full learning programmes</td>
<td>Staff develop an awareness of how essential elements of emergency response relate to each other, as well as to the context.</td>
</tr>
<tr>
<td>2. To engage staff in either of the full learning programmes</td>
<td>Full implementation offers a credible, ready-made staff development and/or Talent Management programme for emerging leaders in the organisation.</td>
</tr>
<tr>
<td>3. To engage staff in multi-agency full learning programmes</td>
<td>Inter-organisational comparisons, relationship building and networking can be achieved.</td>
</tr>
<tr>
<td>4. To engage staff in single-agency full learning programmes</td>
<td>Programmes can be adapted to meet specific agency needs and organisational emphasis.</td>
</tr>
<tr>
<td>5. To use isolated components of the materials</td>
<td>Single elements of the materials may assist in supporting an identified staff development gap.</td>
</tr>
</tbody>
</table>

**What agencies need to supply**

Agencies promoting candidates for the six- or nine-month programmes must let them:

- attend two short residential events
- undertake dedicated, self-directed learning in their current role (two to three hours a week during all course months)
- take part in regular group learning with other participants from the programme (for example, teleconferences)
- take advantage of other participants’ experiences and knowledge by developing informal and regular contact
- contact the programme facilitator or trainer for support

**Line managers role**

Line managers must:

- Support the participant’s pre-programme work
- Make their participating staff available for the fixed-date programme components
- Support ‘learning on the job’ between the two residential events
- Encourage the candidate to practise skills learned during the course
- Measure career progress and identify further opportunities for training beyond the programme
- Report how the programme affected the participant’s work performance

It is recommended that, before a programme begins, all participants and their agencies sign ‘learning contracts’ to formalise their commitments.

**Top tip**

Managers – incorporate references to the Core Humanitarian Competencies Framework and the programme participant’s Action Plan into your regular meetings with your staff member. Support them to incorporate their learning success measures into their performance objectives.
Potential benefits to participants and their organisations

Evidence from the 2011 pilot exercises shows that these programmes make people more confident about their roles in humanitarian work. They are better prepared and able to see their roles in a wider context. This makes them:

- More ‘rounded’ humanitarians with a wider outlook and an understanding of the ‘big picture’ of humanitarian work, seeing beyond their day-to-day, practical input;
- More assured about ‘doing the job’ - and more accurately able to gauge their abilities;
- More assertive and vocal, even in the most difficult situations;
- Braver, to enter unfamiliar scenarios or assume new responsibilities;
- Less inclined to respect red tape; and
- Better leaders.

Confidence and perspective

“We were familiar with a lot of the material; the main learning from the programme is doing the things we already know in an organised and structured manner”. (a participant)

“He now understands emergency response as an integrated whole rather than as a set of individual tasks, and no longer immediately assumes a technical role”. (a participant’s line manager)

More assertive

“The material on leadership and management had a huge impact on my understanding. I feel that I have become a leader and have learnt to say no to colleagues. Before the workshop, I was not very assertive but I feel that as a result of the confidence I have gained I am more assertive, particularly when prioritising work”. (an M&L participant)

Interested

“[I] now value humanitarian work more positively because, from a development perspective [I] used to judge humanitarian work as something very reactive, when in fact there is a creative and very challenging process of reconstruction. As a result, [I am] feeling much more confident about [my] own ability to contribute/ lead in humanitarian work”. (an M&L participant)

Courage

A participant now feels able to present the organisation in external forums and is no longer worried that the Government may not welcome the organisation in certain parts of the country because of its Christian identity – as she now feels able to explain what that identity does and does not imply. There are many similar examples.

New responsibilities

“As soon as I returned from the first workshop, I was asked to become the Emergency Manager, and in that role there have been a number of tools I immediately used” (a participant)

“More ‘rounded’ humanitarians with a “broadened outlook” (a senior emergency manager)

“He no longer just says ‘no’. Instead, he gives more thought to things”. (a participant’s line manager)

Understanding of ‘the entire package, instead of a few technical areas

“The most important thing is the newly gained ability to think of the scaling-up process as an integrated process, instead of as a set of piecemeal measures. Human resources, security issues, logistics, planning, coordination, preparation, equipment, linkages with other stakeholders: it all needs to be considered”. (a participant’s line manager)

Interested

“[I] now value humanitarian work more positively because, from a development perspective [I] used to judge humanitarian work as something very reactive, when in fact there is a creative and very challenging process of reconstruction. As a result, [I am] feeling much more confident about [my] own ability to contribute/ lead in humanitarian work”. (an M&L participant)

Top tip

Link up programme participants – past and present - in same country/region to raise interest and create opportunities. There is importance in creating a sense of cohesion and community among those who have been through the programmes; building alumni.
Using Context on-line

This dedicated Context website allows access to all the project materials from one single convenient place.

Registered users will find options for downloading each programme, however, a full download is recommended at the outset of running either programme to ensure all content is safely captured and also in order that users can evaluate and review material before starting their Context programme.

Individual files and copies of every item may still be accessed at any time from this site whenever required.

To access the Context content, users register via the ‘Context content and login’ tab and follow the instructions to navigate to the required programme content. It is recommended that downloaded content should be stored locally and a back-up made for future reference.

The majority of content is in Word (as doc. files, formatted and set-up to A4) and in PowerPoint. These materials are editable, to best serve the user’s individual criteria.

Useful charts, diagrams and posters are included within the documentation, to help support and deliver the programmes throughout their course.

Top tip

Once a programme has been decided on and registration successfully completed online, a full copy of the chosen programme should be downloaded at the beginning of the course. This will ensure that all content may be reviewed and properly assessed at the outset.
4. The Learning Journey
4. The Learning Journey

This section describes the Core Skills Development and the Management & Leadership Skills Development Programmes by component, as part of the complete longer term process. Divided conveniently into sectional phases over either six or nine months, the two programme journeys look like this:

**Phase 0** Baseline assessment in target location.
- Reference section titled ‘Contextualisation’.
- Core Humanitarian Competencies Framework is promoted to target audience.
- Reference section titled ‘Core Humanitarian Competencies Framework’.
- Prior to selection of participants/programme launch.

**Phase 1** Complete application form/select participants - PRE-MONTH 0
Pre-workshop study - MONTH 0

**Phase 2** Workshop 1 (3.5 days-4 nights) - MONTH 1
Self-directed learning, between workshops - MONTH 1 to 4

**Phase 3** Coaching – practise as coachee and as coach - MONTH 1 to 4
Buddy groups - MONTH 1 to 4

**Phase 4** Workshop 2 (2 days-3 nights) - MONTH 4

**Phase 5** Self-directed learning, post-workshop (including developing the learning activity or the learning project) - MONTH 4 to 6 (or 9)
End-of-programme event

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**Core Skills Development Programme**

- Participants are selected
- Month 0 Self-assessment against framework
- Month 1 Workshop 1
- Month 2
- Month 3
- Month 4 Workshop 2
- Month 6 Core Skills Development closes

**Management & Leadership Skills Development Programme**

- Participants are selected
- Month 0 Self-assessment against framework
- Month 1 Workshop 1
- Month 2
- Month 3
- Month 4 Workshop 2
- Month 9 M&L Skills Development closes
The Learning Journey involves:

a. Application form
Potential participants are asked to complete a simple application demonstrating personal motivation for undertaking the programme and support from line managers (see *Template Application Form). Each application should be reviewed along with others and places allocated on the basis of the strength of application against the agreed criteria, while aiming to optimise the mix of participants for a successful programme cohort. To reinforce the importance of both parties’ commitment to the learning journey, it is recommended that on offering a programme place, each participant and their line manager will be asked to sign an agreement to the minimum commitments as set out in the invitation.

b. Workshop study
The first chapter of the workbook should be sent to participants about one month before workshop 1. This is a critical self-assessment component of the programme and helps the participant to rate their current level of capability against each of the areas in the Core Humanitarian Competencies Framework – by completing a ‘competency wheel’. This self-assessment will indicate learning priorities, and it asks the participant to discuss their reflections on this with their line manager - so that they come to the first workshop being clear about their current strengths and areas to improve in relation to humanitarian work. See *Self-Assessment Competency Wheel.

The workbook chapter also aims to bring all participants to a minimum level of knowledge of the basic building blocks of sound humanitarian response. It requires participants to familiarise themselves with the NGO and Red Cross Code of Conduct and the Sphere Project, and to answer some questions relating to these.

Completion of this chapter, and its endorsement by the line manager, should be a precondition to attending workshop 1.

* Please refer to Annex Documentation online

c. Workshop 1
This is the first face-to-face component of the learning programme: A four-night residential event, when participants and facilitators first meet and work together intensively in a highly interactive, experiential workshop. The workshop builds skills and knowledge through plenary discussion, role-plays, small group work and individual presentations. The emphasis is on building on participant experience and relating the learning to the emergency context in which the staff member works. Workshop 1 sets up the group to move confidently into the phase ‘between workshops’ and introduces them to the various elements that they can take forward; with an ‘action plan’ drafted, a coach and/or coachee identified and with their buddy group formed.

d. Self-directed learning, between workshops
Participants will leave workshop 1 with a clear plan of what they want to explore further in this intervening period. This phase of about three months is an opportunity for the participant to focus on the competencies that they have identified to strengthen. The reinforcing process - in everyday work, by practising, sharing and recording, and by applying - is designed to build understanding and self-awareness.

Workbook chapter 3 can be used as a ‘learning log’, and encourages the participant to record their observations and reflections as they proceed. The workbook also provides references and suggested resources for participants to seek out information relevant to their chosen areas. This may include looking at agency-specific procedures and approaches for humanitarian response and – for Management & Leadership Skills Development participants - discussing with the line manager a possible project that they could start or plan for, which would be useful for them and their organisation (see below). The thrust of the programme outside the workshops is that it provides suggestions and inspiration for the participant to find the most relevant and up-to-date information independently and with their manager.
e. **Coaching**

If external coaching is included in the programme, each participant is given the opportunity to receive coaching, and ideally from an independent or external individual with experience in coaching. This is an opportunity for the participant to solve any challenges or questions they have in taking forward their action plan, and where they will be encouraged to reflect on their skills development and its transfer to the workplace.

The coaching approach will help participants of either programme by encouraging them to:-

- Set and reach better goals,
- Focus on actions and priorities,
- Be challenged to accomplish more; and
- Make use of the feedback and techniques in the coaching relationship to achieve success.

If the Core Skills Development Programme is being run in parallel with this programme: The Management and Leadership Skills Development Programme participants may be paired with a participant on the Core Skills Development Programme and asked to offer coaching sessions to them, to support their own action learning.

It is hoped that the coaching element will help the participants on the Management & Leadership Skills Development programme to be able to develop coaching skills as part of their management style, which will be applicable in their current job and any future humanitarian work involvement, too.

f. **Buddy groups**

A system of buddy groups of four or five people is established. Each group will be encouraged to work together to support each other throughout the learning programme. The specific objectives of the buddy groups are to enable participants to:

- Share with peers the experiences of applying knowledge and skills learned during the programme;
- Build a network of professionals who can give support and feedback to each other.

g. **Workshop 2**

The second face-to-face component comes towards the end of the learning programme for Core Skills Development, and at mid-point in the learning programme for Management & Leadership Skills Development:

- Core Skills Development - a four-night residential workshop
- Management & Leadership Skills Development - a three-night residential workshop

Both follow a similar style to workshop 1, but with greater emphasis on drawing on participant experience and observations in their work since the last workshop. The workshop addresses the preceding elements of the programme, and sets up the group to move into the final phase of the programme. During this workshop, participants are asked to review and revise their action plan, and for Management & Leadership participants to consolidate their thinking around a learning project in order to start producing this before the end of the programme. Both groups are reminded that they will need to construct a poster for the final event. For Core Skills, this is a summary of their learning journey and for Management and Leaderships, the tangible outcomes of applying their learning to a specific project.

h. **Self-directed learning, post-workshop**

This phase of two months (Core Skills Development) and four or five months (Management & Leadership Skills Development) is for the participant to continue to consciously strengthen the competencies they have identified. To build on the learning from the programme so far, the participant will benefit greatly from a practical application of their knowledge and skills through opportunities such as taking part in a humanitarian assessment or evaluation team, coaching of colleagues and on-going learning assignments.

The participant may arrange at least one more coaching session with their coach, and be encouraged to remain active members of their buddy groups or keep in touch with other participants by meeting or by phone/email.
The workbook reminds Management & Leadership Skills Programme participants of their learning project, and encourages them to use this period to work on this as a practical output of their self-learning.

A project can be decided on in the period between workshops 1 and 2, and then started no later than after Workshop 2. This is a piece of work that may be done in the agency, that would enable the participant to apply their learning from the programme. For example, it could be producing a ‘how to’ guide for an emergency procedure; proposing a quality framework based on what they have learnt from other agencies and from talking to emergency staff within your organisation; putting together essential information for staff 'new to emergencies' with instructions on how best to use it.

The workbook encourages Core Skills Development Programme participants to plan and see through an identified learning activity. Rather than producing a tangible project ‘product’, the emphasis for Core Skills Development participants is on proactively pursuing new or expanded experiences that reinforce their learning objectives, for example, taking part in an assessment, shadowing colleagues working on emergency programming or at coordination meetings.

The participants of both programmes will be expected to prepare a poster that summarises their project purpose, the results achieved, and reflections on the approach taken and how it built on the learning from the workshops. The poster will be used at the final programme event where managers, participants and other stakeholders may come together to reflect on the whole learning journey.

i. End-of-programme event
An end-of-programme event provides opportunity for the humanitarian community in each programme location to review, learn from and make recommendations based on the learning journeys taken as part of the programme(s). This event may be a one-day workshop-style meeting and
1. provides a finale for programme participants
2. encourages reflections and review of the programme(s)
3. serves as a look forward.

The event could be expanded to provide more focused participant reflection or to run an emergency simulation, for example.

All being well, the participant receives a certificate at this end-of-programme event stating that they have successfully completed the programme.
5. Coordinating the Programme

- Key stages of the learning journey for coordination
- Setting a budget for a complete learning programme
- Building the programme delivery team
- Contextualising the materials
- Concluding the programme
5. Coordinating the programme

Once the decision has been taken to run the complete learning programme, with or without multiple agency participation, key organisational tasks may include:

- Consultation with potential participating agencies
- Briefing a Programme Administrator (where applicable)
- Managing the Baseline Assessment process (towards contextualisation)
- Managing the contextualisation work
- Building a facilitator team
- Building a coaching team
- Programme promotion, and line manager liaison (where applicable)
- Managing the overall implementation budget
- Reporting to external funders (where applicable)
- Ensuring programme monitoring and evaluation

Key stages of the learning journey for coordination

An accompanying diagram for this section showing the key stages of the learning journey for coordination is included at the back of this guide.

Top tip
The bigger the gaps in expectation/perception of the programmes by the coordination function, the line manager and the participant, the smaller and more tentative the commitment and engagement are to the programmes.

Two strategies to towards this are:

- Ensure the audience is familiar with the Core Humanitarian Competencies Framework. The greater the recognition of the framework, the greater the chances are to reduce these gaps and to strengthen the commitment and engagement, and with that the programmes’ impact.

- Invest in a local, respected, colleague(s) to relentlessly maintain contacts with participants and their line managers. True, meaningful and frequent engagement, through different channels, with participants and their line managers, with the aims of the participants 1. Showing up; 2. Doing the required work; 3. Increasingly, wanting to participate and do the required work; and 4. Returning to an interesting and empowering work environment.
**Setting a budget for a complete learning programme**

Itemised costs for programme delivery will be influenced by many decisions, but the following outline may be useful:

<table>
<thead>
<tr>
<th>Output/Activity</th>
<th>Line Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Project Management Costs</strong></td>
<td>&gt; Coordination - staff time</td>
</tr>
<tr>
<td></td>
<td>&gt; Administration – staff time</td>
</tr>
<tr>
<td></td>
<td>&gt; Transport costs</td>
</tr>
<tr>
<td></td>
<td>&gt; Communications costs</td>
</tr>
<tr>
<td></td>
<td>&gt; Courier and postage</td>
</tr>
<tr>
<td></td>
<td>&gt; Equipment</td>
</tr>
<tr>
<td></td>
<td>&gt; Advisory support from technical specialists</td>
</tr>
<tr>
<td><strong>Baseline assessment of staff capacity in target location against the competencies and curriculum content</strong></td>
<td>&gt; Staff for seven days per assessment</td>
</tr>
<tr>
<td></td>
<td>&gt; Travel costs for assessor</td>
</tr>
<tr>
<td></td>
<td>&gt; Translation of findings</td>
</tr>
<tr>
<td><strong>Learning programmes are contextualised based on findings from assessment</strong></td>
<td>&gt; Skilled contracted or seconded staff: salary, taxes, benefits</td>
</tr>
<tr>
<td></td>
<td>&gt; Translation services</td>
</tr>
<tr>
<td><strong>The programme(s) is (are) delivered in the target location</strong></td>
<td>&gt; Action-learning/mentoring/follow-up provided to participants (remotely or in person)</td>
</tr>
<tr>
<td></td>
<td>&gt; Workshop venue and related costs</td>
</tr>
<tr>
<td></td>
<td>&gt; Workshop accommodation</td>
</tr>
<tr>
<td></td>
<td>&gt; Bus transport to and from hotel venues</td>
</tr>
<tr>
<td></td>
<td>&gt; Workshop administrator</td>
</tr>
<tr>
<td></td>
<td>&gt; Facilitators - three (daily rate)</td>
</tr>
<tr>
<td></td>
<td>&gt; Facilitator travel costs</td>
</tr>
<tr>
<td></td>
<td>&gt; Workshop equipment: Stationery</td>
</tr>
<tr>
<td></td>
<td>&gt; Workshop travel subsidisation (local organisations)</td>
</tr>
<tr>
<td></td>
<td>&gt; External coaching provision (hourly rate)</td>
</tr>
<tr>
<td></td>
<td>&gt; End-of-programme event venue costs</td>
</tr>
<tr>
<td></td>
<td>&gt; End-of-programme event facilitation</td>
</tr>
<tr>
<td><strong>Programme(s) impact is assessed and documented; learning is shared</strong></td>
<td>&gt; M&amp;E specialists time for support and evaluation</td>
</tr>
<tr>
<td></td>
<td>&gt; M&amp;E specialists travel</td>
</tr>
</tbody>
</table>

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**Beyond these costs, the most significant resource is time!** Participants and their line managers are expected to invest time in this, day-to-day and week-to-week because of the longer-term, on-job nature of what the programmes encourage.

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By charging a fee for participation in the programme, a sense of ownership from the nominating offices can be encouraged. Nominating agencies will need to appreciate the value of these programmes sufficiently to make a financial contribution for each staff member who will benefit. Agencies or managers are more likely to be motivated to consider carefully which staff to nominate and to better support staff to take part fully in all components of the programme.
Building the programme delivery team

The workshop materials will be delivered by a minimum of two facilitators (ideally, three). The facilitator should be someone with appropriate humanitarian experience, knowledge of the humanitarian context specific to that region and with facilitation ability (see *Workshop Facilitator Profile*). It is important that one of the team speaks the local language, at least to aid the small group work within sessions.

Workshop Facilitators:

Two critical dimensions are essential to perform the facilitator role:

1. **Extensive experience working in humanitarian emergencies**
   - Facilitators should have worked in humanitarian emergencies, to have the authority to run the workshops effectively
   - Facilitators should be able to talk about examples from their own work that demonstrate the practical relevance and application of the competencies, behaviours and principles covered in the programme
   - Facilitators need to be confident leading discussions and exploring questions raised by participants, which will go beyond the content of the workshop materials and could be challenging and unpredictable
   - Facilitators for the Management & Leadership Programme workshops must also have experience of managing people in an emergency response, either as a manager or as a team leader
   - Familiarity with the programme materials alone is not sufficient to be an effective facilitator

2. **Significant experience using interactive methods as a facilitator**
   - The workshops have been designed to use varied and interactive methods to maximise participant engagement and learning
   - Facilitators need to understand the value of this approach and be able to demonstrate experience of facilitating in this way
   - Facilitators also need the experience and confidence to adapt their methods and delivery during workshops, depending on how the group is responding
   - The workshops aim to minimise use of non-interactive methods (such as PowerPoint presentations) and excessive repetition of the same, commonly used workshop methods (such as group discussion followed by feedback to plenary)
   - Experience of these methods alone is not sufficient to be an effective facilitator

Please see *Workshop Facilitator Profile* for further suggestions about what is expected of the workshop facilitator. It is strongly recommended that the same facilitator group will support all workshops within the programme.

Workshop Administrator:

This function is essential. Don’t be tempted to hope that the facilitators can cover this element during the workshops. The design of the programme workshops means that all facilitators are busy with sessions for most of the time. The benefits of having the administrator available to set up break-out rooms, liaise with the venue staff, support with stationery, printing, posters and files is inestimable. A local point person, familiar with the location and with access to a telephone and a computer is very valuable – so that they may be on standby for transport and accommodation needs during the workshops.

* Please refer to Annex Documents online
Coaches:

The coaches should:

• Have demonstrable experience of using questioning, listening and feedback skills in their current work role
• Have experience of humanitarian work and understand and appreciate its dilemmas and challenges
• Speak the appropriate language
• Act as a catalyst in developing a participant’s potential and performance (the coaching emphasis is on action, accountability and follow-through)
• Ideally have some experience of managing at a distance

Please see Coaching Process for further information and guidance on the coaching component of the programmes.

Keeping the programme delivery team on track

It is suggested that facilitators (as well as coaches and other programme delivery people) write feedback in issue log format, such as the example below, with a brief explanatory narrative. Consistency in report and feedback formats for each programme component makes it easier to track follow-up required, measures taken and progress achieved in the programmes.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Category</th>
<th>Description of issue</th>
<th>Suggestion</th>
<th>Action taken/intended</th>
</tr>
</thead>
<tbody>
<tr>
<td>JB</td>
<td>11.10</td>
<td>M&amp;L, Workshop 1, day 0</td>
<td>Country context case study does not reflect typical emergency scenario, per participant feedback</td>
<td>Find better case study for WS 2 - see that used in XYZ regional workshop</td>
<td>JD to send JB new quotes by 20.11 for review</td>
</tr>
</tbody>
</table>

Refer to the *Participant Tracking Spreadsheets for another template tracking tool.

If the programmes are run as mixed-method programmes over several months, the team requires a number of key skills. The team also needs to be aware of the programme as a whole, so that members understand how the component they are supporting fits into the longer-term process.

* Please refer to Annex Documents online
Humanitarian Staff Development Project

Contextualising the materials 1

This package of learning materials includes a tool to support undertaking a baseline assessment. The assessment is a first stage in preparing materials for launching the programmes in a new location (or to update materials in a location where they might have already been delivered), and ensures that they are relevant and tailored to the country context.

The assessment tool is a versatile ‘guide’ that aids an experienced interviewer to map:

- The overriding issues for that country context
- The capacity needs of existing staff in each country to respond to humanitarian crises
- What agencies have already been doing to build up these skills that can be developed further
- How best to build on other recent initiatives for that country
- Most effective learning methodologies to develop staff capacity

The assessment is conducted through interviews with key agency staff (Directors, Deputy Country Directors, HR Managers and Emergency Managers) who can best highlight skills and knowledge needs in relation to humanitarian response. The tool is designed to be flexible and adaptable to context and means – telephone interviews as well as individual or joint face-to-face meetings may all be feasible ways of information-gathering for analysis. See online annex *Humanitarian Staff Development Project Baseline Assessment Tool.

The majority of case studies and examples used within the workshops reflect the typical emergency scenario of the target context (for example, flooding in Bangladesh, or slow-onset crises in the Horn of Africa). However, the bulk of the ‘contextualisation’ is created by the participants and those delivering the programmes (facilitators, coaches and so on). Even if these materials are delivered again in Bangladesh, Bolivia, the Horn of Africa or Indonesia, future programme delivery teams may decide to make minor changes or additions to the existing contextualisation.

Learning material components that will require contextualisation in advance of programme delivery are:

**Contextualised materials for Core Skills Development workshop 1 that need to change according to the region/country**
- Reality of a Disaster video clip (1.1.1 Humanitarian Context)
- The affected people video clip (1.1.2 Vulnerability and Accountability)

**Contextualised materials for Management & Leadership Skills workshop 1 that need to change according to the region/country**
- Humanitarian Emergency videos (1.1.2 Understanding Humanitarian Emergencies)
- Map and pictures on PowerPoint slides (1.1.3 Managing quality assessments)
- Casework 1 for workbook (1.1.3 Managing Quality assessments)
- Casework 3 for workbook (1.2.3 Humanitarian accountability)
- Casework 4 for workbook (1.4.1 Scale-up)

Top tip
Don’t forget to include photographs, references and make sure the delivery team is knowledgeable about the organisations, bodies, forums etc that are particular to the humanitarian environment in the target location.

Note that contextualising the materials should be done in good time – to rewrite one-page texts, build up film footage clips from existing source videos (for Core Skills Development), to allow for peer review, and for printing workbooks and supplying the workshop materials to facilitators in time for preparation. See the section about Delivering the Workshops on page 23 for further information on contextualisation.

Concluding the programme

If feasible, a third event, the final end-of-programme component, can be held in the capital city in the programme location in month nine or six for participants and for the wider humanitarian community. This provides a conclusion to (and a celebration of) the learning journey and a valuable opportunity for reflection and evaluation of the programme.

A suggested blueprint for the structure of a final Learning Event is provided. See *Learning Event Blueprint.*
6. Administration and Logistics

- Key stages of the learning journey for administration and logistics
- Deciding on time, place and approach
- Venue requirements
- Workshop schedules
- Participant travel and registration
- Materials, equipment and stationery lists
- Common questions
6. Administration and Logistics

Deciding on the time, place and approach

Be informed of any local factors that might influence timing, location or approach in delivering the programme. These might include:

- When are national holidays?
- What other significant events for the sector are taking place in the location during the proposed programme time?
- When is the rainy season, or similar?
- What is the working week/what are the office hours in the location?
- What is the predominant language of the target audience?
- Why might agencies/staff apply for this programme at this time/in this location?
- What assumptions might be made about this programme in this location?
- Why might some parts of the sector not find out about an invitation to apply for the programme?

Venue requirements

- Outside of the capital city, and further away than commuting distance from the office/home (two to three hours+ distance recommended)
- Conference facilities and full board available
- Comfortable accommodation, with space (away from the training room itself) for group meetings and socialising – away from the distraction of everyday work, so the group can focus on the programme and their experience
- Internet access and other facilities for facilitators to prepare for workshop delivery
- A light and airy conference or training room to accommodate up to 25 people
  - with space to move around in, as well as with tables for desk work
  - equipped with a screen and projector
  - with plenty of wall space for posters and displaying a large-sized Core Humanitarian Competencies Framework, workshop agendas as well as flipcharts

This kind of venue should reduce pressure on participants to attend to work or personal commitments during the workshop, help them and the facilitators to focus 100% on the learning process and spend time building rapport with their fellow participants.

Please refer to *Room Set-up for suggested workshop room configurations.

Workshop schedules

Arrangements for the workshops are probably the most time-intensive component of the programmes. These residential face-to-face events are:

I. Management & Leadership Skills Development: 1st event, four nights; 2nd event, three nights
II. Core Humanitarian Skills Development: 1st event, four nights; 2nd event, four nights

See *Workshop Schedules (available via ‘The Context Programmes’ tab on the Context Project website) to be familiar with the programme workshop schedules, and to use these templates to arrange participant arrival/departure times and meals/refreshments with the venue in advance. (Workshop start and end times are deliberately unspecified in the programme materials, so that these can be set according to the norms of where they will be delivered. These need to be arranged with the venue and the facilitators in advance.)
When deciding on the exact dates for each workshop:

- It is suggested to either start an event at the beginning of the week, or to make sure that the last day is just before the weekend.

- If Management & Leadership Skills Development and Core Skills Development are to run concurrently in one location, it would be ideal to have the two programmes’ residential events in adjacent weeks - to minimise the practicalities of setting up training rooms or number of international flights for external supporters of the events.

The workshops are designed so that participants arrive for the workshops on ‘Day 0’ in the early evening, and sometimes earlier depending on how far they have had to travel. An evening session (to be more or less intense, as decided by the facilitator) takes place on Arrival Day/Day 0.

The more you can achieve in a session on Arrival Day, the easier it is to start on the humanitarian content side of delivery the next morning.

* Please refer to Annex Documents online

Participant travel and registration

It is convenient to have participants arrive at the venue together, and coach transport from the capital city to the venue is recommended. Submission of the pre-workshop 1 workbook chapter to the programme coordinator can also serve as a useful way of managing workshop registration and to confirm participants’ attendance in good time.

Research when national holidays are and other significant days to avoid.

Friday prayers – check if this needs accommodating

Materials, equipment and stationery lists

A suggested **Workshop Equipment List can be found online.

Two template **Participant Tracking Spreadsheets can be found online.

It is a good idea to have the following spares at each workshop:

- Clean USB stick
- The workbook chapters relevant to the workshop itself, and to the periods prior to and immediately afterwards

Common questions

Common questions asked by facilitators before the workshops:

- What are the venue details (contract, photographs etc)?
- Where do we spend the days before, between or after the workshops? Do we stay at the venue?
- What equipment have you asked for at the venue?
- Is there internet at the venue?
- Can we print?
- Can we do laundry there if staying between workshops?
- What do participants pay for/not pay for?
- Is there dinner on the arrival day?
- Are there set times for meals or do we say what we want?
- Can we provide the participants with drinks on their arrival after the journey?
- Do we define the times for meals or have we been told them?
- What are the options for room layout? Can we change this part-way through the workshop?
- Do we pay extra for soft drinks at meal times?
- Who will provide the admin support for the two courses? We would like to put their name(s) on the welcome letter

** Available online
7. Delivering the Workshops - a guide for the facilitation team

- Key stages of the learning journey for the facilitation team
- Facilitator style
- Allocating roles
- Facilitation team coordination
- Tips for good preparation
- Getting to know the materials
- Contextualising the materials 2
- Timing for workshop sessions
- Notes on buddy groups
- Using visual aids
- Ideas for review exercises and energisers
- Capturing feedback and reporting
7. Delivering the Workshops – a guide for the facilitation team

Besides the two workshops, there are four other methods of learning. While some participants may want to use each one of them, it might be practical to ask participants to select two of these four methods, and then to follow up quite closely on each to help them fit this into their normal workload.

Key stages of the learning journey for the facilitation team

An accompanying diagram for this section showing the key stages of the learning journey for the facilitation team is included at the back of this guide.

1. The action plans are videoed statements on what participants will do when they return to their work. In future programmes, it may be possible to give the facilitators the chance to verify, prior to the recording of the action plan, that at least a few of the action points are actually competency-related. This would assist in avoiding action points being either some type of further exploration (‘I will read the Sphere Standards’) or some type of training of others (‘I will share my learning / train my partners’).

2. The projects are meant to provide an opportunity to apply competency-related learning. Coaching support for participants who select this option is strongly advisable.

3. Coaching is not everybody’s cup of tea - but where it works, it works wonders. To enhance the chance of success, participants should be invited, not forced, into a coaching role. One or more evening practice sessions to those who accept the invitation would be helpful.

4. The buddy groups that have worked best are groups with people who live and work in broadly the same areas. Ensuring that future groups are formed on that basis is probably the only thing future programmes can do to maximise the chance of buddy group success.

Facilitator Style

It’s crucial to insert ‘energy’ into material – we encourage innovation! But, on a pragmatic note, it is tiring to deliver these workshops. There is little down-time when facilitators are not finishing off sessions or preparing for others. You don’t get much other work done!

The facilitator Session Guides are written in a style designed to meet a range of potential needs. This language is to be taken and tailored according to your own style and to fit with what you find comfortable to deliver - and what participants will respond to.

Depending on your learners and the sessions planned for a particular day, you may decide to do a brief review of learning from the day before during the start-of-day session. Ideas for such sessions to reinforce the learning are available in the section Ideas for review exercises and energisers.
Tips for building your facilitator team

Agree the ground rules -

Why are we here?
- Strengthening in-country capacity to respond to emergencies / disasters
- Enhancing inter-agency or inter-collegiate coordination and collaboration
- Focusing on core humanitarian and leadership competencies
- Enabling a self-directed learning experience for participants

How are we going to work together?
- Use evenings to hold facilitators’ meeting to review the day; provide feedback, resolve conflict, plan and celebrate!
- The lead facilitator has the last word on managing a session. When you are in the room, you need to be engaged with the workshop in the room! Facilitators need clear communication about participation and who does what
- Be respectful to others and remain open to feedback
- Have a can-do attitude!

Practical things
- Dress: smart / casual. Collar / not suit, trousers / not jeans
- Be equipped with all the necessary materials
- Ensure room set-up: See *Room Set-up

Style guidance
- Informal / relaxed – Respectful
- Affirming style – positive
- Acknowledge agency/organisation differences, participants’ knowledge: Find the common ground
- Skills-building emphasis, a practical focus
- In an inter-agency format, take your agency hat off
- Your humanitarian knowledge and experience is the bridge between the materials and the participants
- Draw out participants’ input – listen and help them share with the group – peer learning
- Find out what is relevant to the particular learner
- The group has responsibility to itself and to each other as learners
- Build on the styles in the room – INGO, local NGO, government
- Ensure that those more able really do engage in the content of sessions such as resource mobilisation and problem-solving and project cycle management rather than just staying at top level

* Please refer to Annex Documents online

Top tips on style

The programmes are result-oriented and the components promote a combination of doing and reflection. While emphasis is on making things happen, this is balanced with reflection on the ‘how’ and on the learning from action taken. Our top tips for maintaining this sense during the face-to-face and coaching elements are:

- Keep lists of actions to keep a track record of suggestions made.
- Steer conversations on how to take responsibility for making this happen and results (explore learning transfer and potential obstructions, and the leadership needed at such times).
- Highlight how small actions can generate big hits.
- Where are the points of leverage? The quick wins that develop momentum?
- What is the legacy of what the group and the individual creates and enables through their participation in the programme?
- Enable participants to feel special and encourage high expectations of themselves
Allocating roles

The lead facilitator should allocate, in good time, which of the facilitators should lead which sessions. This can be based on which facilitator has the best core knowledge in a particular topic or who has prior experience of delivering a session on leadership - or who had a heavy workload the day before.

Fellow facilitators are still expected to be in the room to support the lead, even if they are not responsible for that particular session. Each facilitator is a team member, on hand to help.

Facilitation team coordination

It is particularly important for the Lead Facilitator to ensure they are familiar with the entire learning programme and that they have consulted with Programme Coordinator and Administrator and Workshop Administrator personnel as to any particularities of the location, or updates on participants and line managers.

Tips for good preparation

Consider what time evening meals will be held – to decide whether evening sessions (and your own debrief meetings) should be held before or after dinner.

Before the workshops:
If you want your participants to take home electronic copies of their action plan films from Workshop 1, ask them to bring along clean USB sticks.

Write a Welcome Letter for Reception to hand out to each participant on arrival. These will give details of the facilitation team, the time of the first session that evening and a reminder to bring their pre-course work to the session.

It’s helpful to write a simplified version of the workshop objectives on the wall, to accompany the large-scale workshop agenda (see *Supporting Materials for Workshop Room).

Clusters and Humanitarian Coordinators in the region: do you know the region, and which clusters are/have been implemented etc?

Useful information for facilitators to ensure they have with them beforehand:
- Coach/coachee list
- Buddy group lists – Workshop 2 (groups are set up during or after Workshop 1)
- A *Welcome Letter for your workshop (it avoids confusion on arrival)
- Extra copies of pre-workshop workbook chapters
- Any leaflets, booklets or flyers of current initiatives, reports or projects – to add to the workshop library
- At the start of workshop 2 (session 2.1.1), video clips of participant action plans are shown. Be familiar with the action plan video clips and check that they will play on available computers.
- Photos of national context to liven up any PowerPoint presentations and aid participant attention.
- Take a few DVDs with Sphere and NGO/Red Cross Code of Conduct films on them. This saves having to make copies when there, for those who may have had problems watching them online.
- If there is a Good Enough Guide produced in local language, make sure copies are available.
- It is very effective to have the HAP principles in the local language – check on the HAP website to see if this is available. If yes, print off copies for all participants and put a poster of them on the wall.

During the workshops:
To promote cohesion throughout the programme and reinforce its grounding in the Core Humanitarian Competencies Framework, it is crucial to constantly link key messages and learning points to the framework.

The learning journey starts from self-assessment against the Competencies Framework – to representing strengths and challenges on a Capacity Wheel – to planning actions to strengthen the identified competencies in an Action Plan.

* Please refer to Annex Documentation online
Getting to know the materials

The workbooks contain all the handouts, objectives, key messages and self-reflection questions that participants need. Facilitators are not expected to hand out further materials. Video case studies are preferred over long, written text versions which would test participant reading ability and leave less time for the experiential side of the workshops.

The materials for facilitators are not designed to be ‘pick up and go’. They do require some prior familiarisation and preparation. The workshops feature dynamic, confident facilitation – without reliance on PowerPoints or set piece presentations.

Some PowerPoint templates are provided to save on writing up session objectives, for example, for those who prefer not to write these by hand. However, these templates are deliberately minimal and simple, to discourage these being the principal facilitator resource for any workshop session. You may like to insert photos in these PowerPoints to help anchor them to the specific context in which they are being delivered.

Consider the opportunity to film parts of the first workshop as a useful tool for managers, facilitators and participants for the remainder of the programme, or for sister learning programmes. It’s an opportunity to start the sense of community right from the first face-to-face event, and to track how materials are received and how concepts of learning are initially met. You can use these films as ‘blogs’ to play at the start of the second workshop – this accountability tool reminds your participants of what they said they would do, what happened and gives opportunities to find positive unexpected consequences as well as exploring blockages.

To get a sense of the breadth and flow of the workshops, the outline “Workshop Agendas can be found here.

* Please refer to Annex Documentation online
The Programmes by Competency – A Guided Tour

Most of the examples of applied learning in these programmes are grounded in the use of tools and techniques (for example, the prioritisation matrix, the Five Whys and the principles of active listening), rather than competencies per se. This is not a bad thing: tools place issues in one's head, and applying them gradually creates expertise.

1. The first competency: understanding of humanitarian contexts and application of humanitarian principles. The participants with least relevant work experience may focus their learning on the various humanitarian standards and principles, and should be able to give many examples of applied learning. Relatively inexperienced participants may find it more comfortable to look at this first framework area rather than the softer ‘competencies.'

2. The second competency: achieving results effectively. This can be more solidly assessed some time after the project has ended, perhaps a year later, rather than while a programme is still in progress. More experienced participants may be able to report significant progress sooner.

3. The third competency: developing and maintaining collaborative relationships. A strengthened ability to build and foster relationships helps participants in different ways, and examples cover beneficiaries, partner organisations and other external stakeholders, managers and colleagues. Coaching can help here more than with any other competency. This is where people get stuck, and the many practical and conceptual ways that help people to understand the ins and outs of relationships, especially when under the pressure to get them right in an emergency, may well form the most powerful part of this learning programme.

4. The fourth competency: operating safely and securely in a humanitarian response. Core Skills Development and Management & Leadership Skills Development Programmes do not include a dedicated safety and security session because this training exists elsewhere, and different organisations manage security differently. So the programme curriculum focuses more on risk analysis and management, and framing what participants already know about safety and security, rather than on more organisation-specific topics of staff safety and security protocol.

5. The fifth competency: managing yourself in a pressured and changing environment. This is a complex area that might take longer to reveal and explore. Sometimes a simple tool works miracles – for example, the urgent-important matrix has been found to be most helpful to begin consciously dealing with the factors that contribute to pressure. The Core Skills Development Programme covers techniques and strategies to manage one's own and team stress, in both workshops.

6. The sixth competency: leadership in humanitarian response. This is the competency that receives, implicitly, most attention in this project, and is probably the biggest confidence-builder. Leadership issues are subtly integrated in many of the workshop sessions. Note that, because of the diversity of participants and the different roles they play in their respective organisations, organisational leadership issues will vary widely and can be dealt with in coaching sessions rather than during workshops.

Contextualising the materials 2

Most of the ‘contextualisation’ is created by participants and those delivering the programmes (facilitators, coaches and others).

The workshop and workbook materials available follow a consistent structure, but written and video case studies and examples are provided in this package in four contextualised forms. They refer to emergency scenarios relevant to participants working in:
- Bangladesh
- Bolivia
- The Horn of Africa, and
- Indonesia

Future programme delivery teams will need to develop new case studies and examples for other country contexts, perhaps using these materials as a source. See Contextualising the materials 1 on page 28.
You will also need to adjust the material content to the level of your group.

- It is possible to remove sections of a workshop session if you need to spend longer on one part, perhaps because of a competence or language issue. You may also choose to push more experienced participants to examine their answers in greater depth.

**Top tip**

Watch out for participants who only want to give ‘top-level’ answers (for example, on resource mobilisation or problem-solving). You might respond by asking them to work harder by checking their answers against indicators in the Sphere handbook etc.

- You could ask participants to read case studies the night before they come up in the course. This is particularly helpful for people unused to working in a second language. However, do make it clear that they do not also have to answer any questions in the studies (though they could arise during the workshop session).
- Participants may be very interested in a particular area, say Sphere and the Principles. It is important to remind them that a workshop is not a Sphere training, but then try to relate the application of Sphere within sessions where appropriate - for example, project cycle management and the use of Sphere at the different stages.
- You may need to remind Management & Leadership Skills Development participants that this is not a Training-of-trainers event, while guiding them to where Training-of-trainers materials or advice can be found. See *Alternative Delivery Options.*

* Please refer to Annex Documentation online

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**Timing for workshop sessions**

Workshop start and end times are deliberately unspecified, so that they can be set to suit the point of delivery.

Workshop agendas allow 30 minutes for coffee and tea breaks, with extra time built in if sessions run over. Occasionally, a session may run longer than 90 minutes and the facilitator must decide whether to start the session early or run over into the next break.

Timing of sessions is given as a guide only. The facilitator decides when to spend more time on a particular element or move on. There are also optional elements within some sessions which can be used where groups are experienced or working in their native language and can move more rapidly through the materials.

**Top tip**

For both programmes, the fourth day/final morning of workshop 1 is quite full. Session 1.4.2 involves reminding participants of the ‘elements’ of the programmes - and describing the next steps between workshops 1 and 2.

To relieve pressure on Day 4, you may wish to use the evening of Day 3, after the sketches, to talk about ‘between the workshops’.

**Notes on buddy groups**

Here are some suggestions about buddy group formation and group allocations for small group work sessions during workshop 1.

- Buddy groups should be formed mid-way through the week, to carefully consider what combinations will work best and give group members enough time to bond.
- Consider practicalities such as geographic location in forming groups. It may be most useful to group together participants who live and work in the same local area to encourage face-to-face buddy group meetings where possible.
- Try to avoid placing participants from one agency in the same group. This will encourage greater inter-agency exchanges. And avoid putting two participants together if one supervises the other.
• In theory, all participants should be able to work well together, but some will bond and support each other, while others may have personality differences that prevent the team playing its ideal role. Good judgement is important here.

• Pay particular attention to sessions in the first workshop (highlighted in the facilitator session guides) that build on each other. Participants should work in the same groups of five people for these sessions. This is an opportunity to test potential buddy group combinations, and fine-tune.

Remember that although forming buddy groups is an important and potentially valuable part of the programme, so is broader networking with all the participants and making sure they have a chance to learn from everyone else in the room. Don’t ‘overkill’ the buddy group idea. Make sure participants are regularly circulating, and get a chance to know everyone else.

Communications might be made more effective by highlighting the advantages of forming buddy groups – without insisting that it’s compulsory.

Using visual aids

Workshop equipment includes a bicycle hooter or bell to get attention, many coloured cards and post-it notes, coloured stickers and small toys. Make the room colourful and a fun atmosphere to be in! It makes a big difference. A large coloured Core Humanitarian Competencies Framework displayed on the wall is useful. See Supporting Resources for each programme workshop.

Ideas for review exercises and energisers

Ideas for exercises and energisers if workshop sessions require extra elements of interest may be found within the annex documentation available online. If you are running the full learning programmes, be careful that none of these exercises and energisers already feature in a previous – or future – workshop session!

• *Review Exercises
• *Energisers

Capturing feedback and reporting

➢ To track observations, feedback and recommendations on programme materials, the lead facilitator should compile a summary report for the project management team (and future facilitators). It could include:
  - Comments and recommendations per workshop session
  - Key changes or suggested amendments to sessions
  - Notes on session flow and continuity
  - Comments about contextualisation
  - Additional information about particular participants or suggestions for support that the group may need outside the workshops
  - Practical issues that require local follow-up

➢ Notes collected about individual participants can identify unexpected issues or highlight the need for extra support. These notes can also make it easier to initiate follow-up contact with participants and line managers. The lead facilitator could also report back to individuals after the workshop, summarising the objectives, reminding them about their next steps and providing feedback from other participants.

➢ To better track progress, the following items may be collected from the participants during each workshop:
  - Each individual’s self-assessment capacity wheel and their accompanying explanations for their scoring
  - Copies of each individual’s action plans (or extracts that provide action plan headlines)
  - Current participant contact details (if amended/updated) and a programme record highlighting any personal difficulties

See also the *Participant Tracking Spreadsheets for a template tracking tool.

Video recorded during sessions can also be useful for learning and evaluation, support to future facilitators and programme planning.

* Please refer to Annex Documentation online
8. The Coaching Component

- Introducing the Coaching Component
- Suggested format for Coaching Component Delivery
- Replicability of the coaching model in other formats
8. The Coaching Component

Introducing the Coaching Component

This is an important part of the learning programmes. It strengthens the overall learning process, but requires commitment in resources and time. If the coaching is provided by available agency staff or fellow programme participants (on a sister programme, for example) then commitment is an input of time only – without financial cost.

Coaching helps participants by encouraging them to:

• set and reach higher goals
• focus on actions and priorities
• be challenged to achieve more

Coaching can also enable individuals to coach their own teams, creating wider benefit and helping to promote the technique in agencies.

People In Aid explains more, in *The Case for Coaching: Investing in Leadership.*

A coaching component enhances the programme by

• signalling if a participant is falling behind.
• providing another feedback route: external coaches can gather general comment and opinion on course effectiveness and transmit it to facilitators as the programmes unfold. This strengthens monitoring and evaluation in a general way, without compromising the confidential nature of the relationship between the coach and the coached.

> A basic introduction to the concept of coaching should be provided for participants of both programmes in workshop 1, with guidelines also available in the workbook.

At least two sessions of one hour each (face-to-face, by telephone or via Skype) are recommended between workshop 1 and workshop 2, with a third session to follow workshop 2. This allows the participant to deal with any issues they had in taking forward their Action Plan, and to jointly reflect on their skills development and its transfer to the workplace.

Suggested format for Coaching Component Delivery

If the Core Skills Development Programme is being run in parallel with the Management & Leadership Skills Development programme:

The Management and Leadership Skills Development Programme participants may be paired with a participant on the Core Skills Development Programme and asked to offer coaching sessions to help them work through their own Action Plans. (This involves at least three sessions of one hour each over the programme duration.)

Explanation of coaching

It is important to set up and explain the intention of coaching sessions clearly during the first set of workshops. This is to equip participants better to understand what coaching is and to build their confidence about it, so they can make the most of the coaching they give and receive. It is crucial to

• be very clear about the role and expectation of Management & Leadership Skills Development coaches to Core Skills Development participants, or their equivalent. Coaching provided by Management & Leadership Skills Development participants is intended to practise the concept of coaching – and, in this format, it would not be formal or quality-controlled.
• Ensure that coachees understand the benefit of preparation before a session, i.e. what they want to talk about, what they have progressed since last meeting etc.

For further information on this format and a coach’s profile, see *Guide for Coaches.*


* Please refer to Annex Documentation online
Replicability of the coaching model in other formats

The decision to use an external network of coaches for the pilot CBHA Humanitarian Leadership and Management Skills Programme course in 2011 was made because of the global nature of the exercise (programmes run in four countries) and the need to produce an overview of the coaching, for course material development.

There are several ways to deliver coaching:

• Identify managers trained in coaching skills within an organisation where the programmes are being used and release them to take on the role (two or three hours per participant). This may require some development input for the managers and some support through the process. A toolkit, including prompting questions, can be designed as part of this support;

• HR and trainers within the organisation take on the role of coach. This is a powerful alternative where internal people could be allocated – perhaps from other activities - to undertake the role;

• Where a course is being delivered across organisations, each could release one coach for a designated for participants from one of the other organisations. A central point of contact would best be used to coordinate the coaches across the programme to ensure consistency.

> Past programme participants could serve as coaches in future programmes.

> An external network of coaches is particularly helpful where organisations are limited in such expertise or skilled staff are not available. You may find such a network within your wider agency.

> Coaching is very effective in improving performance and learning; it is being adopted in many organisations as a key management skill. Coaching in a learning programme can help to develop internal coaching skills. Only four or five coaches are needed to deliver this service to about 20 participants. It is a cost-effective methodology with a high return on investment.
9. Alternative Delivery Options
9. Alternative Delivery Options

Likely methods of programme replication:

- Organisations use the materials for an internal learning programme. This is possible and useful, but these organisations will lose the important benefits of inter-organisational comparisons and networking and, if the training will be regional rather than national, there is the risk of a language barrier.

- There may be a consortium-based follow-up programme. Ideally, national facilitators will be developed and deployed. This would reduce the language barrier and allow for the participation of smaller national NGOs that are so important for smaller emergencies and grassroots DRR work.

- Participants may go on to train their colleagues and partners. These learning programmes are not Training-of-trainers courses. To enhance the chance that such training activities are actually useful, basic training outlines should be provided to participants.

You may need to remind participants or line managers that this is not a Training-of-trainers package – and point them in the direction of where Training-of-trainers materials or guidance can be found. (Suitable Training-of-trainers resources for this project’s learning style are currently being researched - Spring 2012.)

Stand-alone components

The programmes use a variety of methods that jointly (and in combination with trying-while-doing) help participants to learn.

The workshops are the most prominent, costly and time-intensive parts. The programmes as a whole enable course delivery staff and the participants to reflect extensively on each of the sessions individually and all the sessions together. This on-going cycle of reflection and improvement is a key strength of the initiative, and the resultant materials cover each of the core competencies effectively.

With experienced review and re-design, the materials comprising the two learning programmes could be re-engineered as stand-alone components.

For example, a two-day workshop on leadership could be devised, or a three-day workshop on humanitarian management, or a series of sessions based on the Core Humanitarian Competencies Framework, but with organisational-specific inputs.

However, please bear in mind that the components have been designed to flow between topics, and to incrementally build – to tell a story. The order of workshops and their session order is deliberate.

Checklist for adapting the materials and workshop sessions to stand-alone:

- Refer to cross-references between sessions within workshop facilitator guides to see where one session links to another.
- What is the opportunity for your learners to practise their learning and to feed back to their peer group and colleagues?
10. Learning and Evaluation
10. Learning and Evaluation

It is important to distinguish between two types of information that delivery of the learning programmes generates:

A. Information related to the running of the programme components: The flow, the positives and negatives of each workshop session or programme module, the icebreaker tools, most of the contents in the evaluation forms of the participants, etc. This allows programme coordinator and delivery staff to continuously reflect on and improve these programme components and dynamics.

Evaluation forms at the end of each face-to-face event provide insights into how topics have "landed". You might expect to receive positives and negatives that are largely of gentle pie-in-sky nature (for example, 'this programme should be longer'). Often, points will relate to personal interests.

Contents of these forms serve as very valuable early warning systems ('Oops, this facilitator should clearly not be contracted again!' or 'Language is a major issue – do we have adequate local language facilitators?'). They allow for fine tuning ('Let’s make the evening sessions optional') and for trend analysis ('Over time, the perceived quality of the material went up from 4.5 to 4.7 on a five-point Likert scale').

B. Information related to learning of the participants and ultimately the impact of the programme: Action plans, correspondence about progress, the reports of coaches.

For a long list of potential data sources, please refer to "Opportunities for information collection."

Many data-gathering methods integrated into delivery of the learning programme simultaneously assess and stimulate learning. These types of 'intervention-related evaluation tools' are very powerful in the context of learning programmes.

> Much of the feedback and reflection serves two or even three purposes:

• Assessment (see Contextualising the materials on page 27) of a country prior to preparing for and delivering a learning programme is useful as a tool to set programme priorities; it also builds organisational awareness of (and commitment to) the programmes, and starts the learning process by forcing the assessments' contributors to reflect on what they want programmes to achieve.

• The pre- and post-programme competency wheels provide useful input to the assessor, but also force the participant to look at and reflect on their own learning needs; they may also help to frame some of the facilitators' focus.

• Coaches may be asked to also gather general feedback on the effectiveness of course materials and supporting methodologies and feed this back into the delivery process.

• The posters that participants produce at the end of the programme provide the evaluator with valuable insights in the way they have experienced the learning 'journey'; they also force participants to reflect on their learning.

2 The main advantages of this type of input are that you a) simultaneously assess and strengthen learning; b) integrate monitoring and evaluation into the programme instead of adding to it, which is cost-effective and means it will not be taken out in case of budget cuts or time constraints. Some evaluators object to this method because 'measurement of treatment effects should be separated from the treatment itself'. They are right in the sense that this type of data-gathering does not fulfil the standard validity criteria. The outcome of, say, the competency wheels should therefore obviously not be taken at face value but serve as input for any assessor's discussions with participants.

3 The obvious alternative is a pre- and post-project test, possibly with a control group to assure the validity of the findings. This would have avoided the social desirability bias of the competency wheels (people might feel that they should initially score neither high nor low to maximise their chances of being accepted, and that they should score higher at the end or be seen to have 'failed'). But the project would lose other and very substantial advantages.

* Please refer to Annex Documentation online
List of Annexes

Copies of these annexes are available online.

- Coaching Process (Word doc)
- Energisers (Word doc)
- Core components of the Programmes and how they fit together diagram
  > Graphic Representations of Objectives - CORE.ppt
  > Graphic Representations of Objectives - M&L.ppt
- Guide for Coaches (Word doc)
- Baseline Assessment Tool (Word doc)
- Opportunities for information collection (Word doc)
- Participant list with filter function (xls format)
- Programme objectives (Word doc)
- Review exercises (Word doc)
- Room setup (Word doc)
- Template Learning Event Blueprint (Word doc)
- Template Planning Table for Workshops (Word doc)
- Workshop Facilitator Profile (Word doc)

Supporting graphical material

- Display banners (hi-res pdfx1a format in quarter scale)
- BMP, jpg and pdf files of graphical assets and images for use in PowerPoint and Word documents
- Programme Certificates with active fields for adding and typing participant’s names (2 sided with the Core Humanitarian Competencies Framework on the reverse)
- The Core Humanitarian Competencies Framework in A4 portrait pdf (colour and grayscale)
- The Learning Journey sheets for Facilitators, Administration and Co-ordination in pdf format (colour and grayscale)
- The Context Introduction Leaflet in pdf format
- Self Assessment wheels in pdf and BMP formats
- Context Letterhead in Word
- Generic Context PowerPoint slide
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