

International Federation of Red Cross and Red Crescent Societies

# Core Competency Development Guide

Learning & Development tool

Developed by the Disaster Response Training Team

## How to use the Competency Development Guide (CDG):

In the CDG you will find learning opportunities listed by each competency and tier. These opportunities offer the possibility to develop the tier marked. In case of using an external learning opportunity, we advise to contact the training holder to confirm that the learning objectives match the desired tier.

As additional resources to support this guide you can explore attached the Surge Core Competencies –Tier 2 and Tier 3 resource list. This list is a living document and can be used as a 'wiki' for new members to add resources.

### Key guiding principles

- **70-20-10: Competency development is mainly happening on the job**

IFRC recognizes the 70-20-10 Model for Staff Development. It is as a commonly used formula for adult learning at the workplace. It holds that staff obtain 70% of their knowledge from job-related experiences, 20% from interactions with others, and 10% from formal educational activities.

When building your strategy to develop your competencies, please note that 70% and 20% elements are important for all the workflow but especially for tier 2 and 3.

- **Staff Development is the staff responsibility**

IFRC encourages its staff to take the lead role in managing their careers. They should use available organizational tools to develop their careers. IFRC managers have a critical role to inspire the empowerment required for staff to enhance their careers.

- **Many ways to develop a competency:** for developing a competency consider broadening your approach to learning and include the following tools: books, videos, podcasts, journals, online communities of practice, coaching, mentoring, internship, job-swaps, developing missions and virtual developing missions etc.

### For more resources please check:

- [Catalogue of Services](#): for information on rapid response role profiles and other rapid response tools please visit the catalogue of services
- [Rapid Response Brochure](#): Please check for more information on the Rapid Response System
- Overview of each generalist face to face training at the end of this document
- [Brochure](#) for the Disaster Response Training Team
- [Developing missions L&D guide](#): The guide gives practical tips for getting best out of your experience with a developing mission

Please note that these tools are under development at the moment and are being continuously updated.

<b>Competency 1</b>			
<b>Movement Context, Principles and Values</b>			
Ability to apply Movement knowledge and fundamental principles and standards within the humanitarian sector			
<b>Foundation</b>	<b>TIER 1</b>	<b>TIER 2</b>	<b>TIER 3</b>
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT	CAP	Managing IFRC Operations
		ETL	
<b>Internal Online</b>			
WORC: Where we come from	RCRC Movement Partnerships		
WORC	Sphere Handbook in Action		
	Sphere for managers		
	Volunteering RCRC Induction Course		
	Volunteering - Branch Leadership Development		
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency. Interview or online chat with Principles and Values department at Federation and ICRC can be recommended.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier, for example developing mission in Federation Regional Office and Country Cluster Office			

**Additional resources recommended:**

- Book: Movement principles
  - Book: Jean Pictet Fundamental Principles of the Red Cross, Commentary
  - Book: A Memory of Solferino
  - Book: Principles & Rules For RCRC Humanitarian Assistance
  - Article: Evaluations of previous Orange and Red level emergencies (Federation), and ICRC real time reviews of Rapid Deployment Mechanisms
  - Online training: PHAP courses on principles
- Article: RCRC Magazine
- Webinar: IFRC YouTube video on Principles & Rules & SMCC

## Competency 2

### National Society Capacity Strengthening

Ability to understand and promote the host National Society and to effectively collaborate and build short-term operational or sustainable long-term capacity within the National Society

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
		CAP	ETL
		IMPACT	Managing IFRC Ops
<b>Internal Online</b>			
RCRC Movement Partnership	Sphere Handbook in Action	PER training	
Volunteering Basic Course	Volunteering RCRC Induction Course	BOCA training	
	Volunteering – Branch Leadership Development	OCAC training	
	Intro to NSD		
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.			

### 70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier. It is useful to understand OCAC or other NS assessment tools and to understand the operations of one's own National Society first.

#### Additional resources recommended:

- Book: National Society Development Framework
- Book: National Society development in emergencies
- Website: <https://go.ifrc.org/preparedness#resources-catalogue>

## Competency 3 Coordination

Ability to harmonise interactions and activities between and among Movement members and external partners

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.

### 10%: Learning Through Formal Training

#### Internal F2F

	IMPACT	CAP	Managing IFRC Ops
		ETL	

#### Internal Online

WORC		Hum. Shelter Coordination (MA)	
Sphere Handbook in Action		SMCC	
Sphere for Managers			
Principles and Rules for RCRC Humanitarian			
Intro to Intl Disaster Response Laws, Rules			

#### External F2F

GNC National Coord	EHP	UNOSOC	
GNC Sub-national Coord	UN Disaster Assessment and Coordination (UNDAC) Induction	UN CMCOORD	
RedR UK MPPE			

### 20%: Learning by Working Together

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency. Additionally regular presentations by peers on relevant topics.

### 70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.

#### Additional resources recommended:

- Article: Cluster reference module, Coordination essentials, Handbook for RCRC Movement coordination (2010)
- Article: <https://www.unocha.org/sites/unocha/files/2018%20SOCC%20Guidelines.pdf>
- Article: UN-CMCOORD United Nations Humanitarian Civil-Military Coordination
- Article: OCHA Oslo Guidelines Guidelines On The Use Of Foreign Military And Civil Defence Assets In Disaster Relief
- Book: Callsign Chaos - Jim Mattis and Bing West
- Book: Team of Teams: New Rules of Engagement for a Complex World - Stanley McChrystal

## Competency 4 Assessment

Ability to identify and analyse the needs of the affected communities and gaps in existing capacity and use this information to make evidence-based decisions

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT	CAP	HIAC
		ETL	SAT
		Managing IFRC Ops	
<b>Internal Online</b>			
Sphere Handbook in Action	Emergency Needs Assessment		
Participation Challenge	Contingency Planning		
Surge Webinar Series			
<b>External F2F</b>			
GNC Sub-national Coord	EHP	Hum. Analysis learning, ACAPS	

RedR UK MPPE	GNC National Coord		
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regular display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			
<p><b>Additional resources recommended:</b></p> <ul style="list-style-type: none"> <li>• Resource: Emergency needs assessment guidelines</li> <li>• Resource: LEAP approach</li> <li>• Resource: REACH approach</li> <li>• Resource: The good enough assessment guide</li> <li>• Resource: Market Assessment</li> <li>• Resource: VCA</li> <li>• Resource: MIRA</li> <li>• Resource: <a href="http://needsassessment.unhcr.org/tools-and-templates">http://needsassessment.unhcr.org/tools-and-templates</a></li> <li>• Resource: <a href="https://www.acaps.org/methodology/needs-assessments">https://www.acaps.org/methodology/needs-assessments</a></li> </ul>			



<b>Competency 5</b>			
<b>Direction Setting and Quality Programme Management</b>			
Ability to develop plans, implement interventions, monitor progress and report against the plan			
<b>Foundation</b>	<b>TIER 1</b>	<b>TIER 2</b>	<b>TIER 3</b>
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
IMPACT		CAP	ETL
			Managing IFRC Ops
<b>Internal Online</b>			
Participation Challenge			
Contingency Planning			
PPP			
Intro to Monitoring and Evaluation			
M&E Planning			
<b>External F2F</b>			
GNC Sub-national Coord	EHP	GNC National Coord	APMG Program Management for Development Professionals
RedR UK MPPE			
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			
<b>Additional resources recommended:</b>			
<ul style="list-style-type: none"> <li>▪ Book: Managing the NPO by Peter Drucker</li> <li>▪ Resource: Previous EPoAs for Red and Orange level emergencies</li> <li>▪ Course: Linked with risk management &amp; consensus building &amp; decision-making skills as a leader. eDX has a set of course on risk management concepts in different industry</li> </ul>			

## Competency 6 Information Management

Ability to identify and make use of information for evidence-based decision-making

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.

### 10 %: Learning Through Formal Training

#### Internal F2F

	IMPACT	CAP	Managing IFRC Ops
		ETL	SAT

#### Internal Online

How we keep our info safe			
Surge Webinar Series			

#### External F2F

GNC National Coord	EHP		
GNC Sub-national Coord			
RedR UK MPPE			

### 20%: Learning by Working Together

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency, or joining specific networks (SIMS). Additional resource: Surge Information Management in Emergency Operations.

### 70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.

## Competency 7

# Resource Management

Ability to understand and effectively apply financial, logistical and human resource processes

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10%: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
		CAP	Managing IFRC Ops
		ETL	
<b>External F2F</b>			
GNC Sub-national Coord	GNC National Coord	MSF Basic Log Course (BLoC)	
	RedR UK MPPE	MSF Logco Management Course (LMC)	
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 8 Safety and Security

Ability to maintain safety and security for Movement personnel

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.

### 10 %: Learning Through Formal Training

#### Internal F2F

	CAP	ICRC Critical Incident Management Course	ETL
	IMPACT		Managing IFRC Ops

#### Internal Online

WORC			
Stay Safe Personal Security			
Stay Safe Security Management			
Stay Safe Volunteer Management			
Surge Webinar Series			

### 20%: Learning by Working Together

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.

### 70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier

#### Additional resources recommended:

- Resource: Operational Security Management in Violent Environments by the Humanitarian Practice Network
- Resource: International Crisis Group
- Resource: Weekly security updates from Federation
- TRIPLEX exercise

## Competency 9

### Transition and Recovery

Ability to manage operational transitions in a coordinated way from response to recovery to long-term programming

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.

#### 10%: Learning Through Formal Training

##### Internal F2F

IMPACT

CAP

ETL

Managing IFRC Ops

##### Internal Online

Intro to NSD

#### 20%: Learning by Working Together

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.

#### 70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier, or joining specific networks (recovery)

#### Additional resources recommended:

- Resource: Guidelines for recovery
- Resource: Refer to Transition plans made in the past (Ebola, Mozambique, etc.)

<b>Competency 10</b>			
<b>Community Engagement and Accountability</b>			
Ability to shape the response based on the voice of the community and to provide information to empower communities			
Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10%: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	CAP	ETL	
	IMPACT		
<b>Internal Online</b>			
Participation Challenge			
Surge Webinar Series			
<b>External F2F</b>			
GNC National Coord	EHP		
GNC Sub-national Coord			
RedR UK MPPE			
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			
<b>Additional resources recommended:</b>			
<ul style="list-style-type: none"> <li>• Resource: CEA in emergencies guidelines</li> <li>• Resource: DHEOPs thematic webinar on CEA with the CEA GVA focal point</li> <li>• Resource: CEA kit</li> <li>• IFRC Turkey Delegation / ESSN Programme</li> </ul>			

## Competency 11

### Protection, Gender and Inclusion

Ability to identify and analyse the distinct needs, risks to, and capacities of all girls, boys, women and men to inform programming

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.

#### 10%: Learning Through Formal Training

##### Internal F2F

CAP

##### Internal Online

Code of Conduct

PSEA

Gender Equality in Programme Planning

Unconscious Bias and Diversity Essentials

Surge Webinar Series

##### External F2F

RedR UK MPPE

#### 20%: Learning by Working Together

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.

#### 70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.

#### Additional resources recommended:

- Resource: Minimum standards for protection gender and inclusion in emergencies

<b>Competency 12</b>			
<b>Environmental Sustainability</b>			
Ability to identify, analyse, mitigate and report on environmental risks that could negatively impact programming and the affected communities			
<b>Foundation</b>	<b>TIER 1</b>	<b>TIER 2</b>	<b>TIER 3</b>
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	CAP		
<b>Internal Online</b>			
Climate Change – An Intro for Staff and Volunteers			
<b>External F2F</b>			
RedR UK MPPE			
	<a href="#">Green Recovery &amp; Reconstruction Toolkit: Training Toolkit for Humanitarian Aid (GRRT)</a>	<a href="#">Green Recovery &amp; Reconstruction Toolkit: Training Toolkit for Humanitarian Aid (GRRT)</a>	
<b>External Online</b>			
<a href="#">Environment &amp; Emergencies Centre</a>			
<a href="#">Environment in Humanitarian Action</a>	<a href="#">Environment in Humanitarian Action</a>		
		<a href="#">Environmental Sustainability MOOC</a>	
<a href="#">URD training modules</a>	<a href="#">URD training modules</a>		
<a href="#">Project monitoring, design and evaluation - GRRT training module</a>			



<a href="#">Environmental Impact Assessment Tools and Techniques - GRRT training module</a>			
<a href="#">Disaster Waste Management: best practices and tools</a>	<a href="#">Disaster Waste Management: best practices and tools</a>	<a href="#">Disaster Waste Management: best practices and tools</a>	<a href="#">Disaster Waste Management: best practices and tools</a>
<b>Other (toolkits and policies)</b>			
<a href="#">EHA Connect Toolkit</a>	<a href="#">EHA Connect Toolkit</a>	<a href="#">EHA Connect Toolkit</a>	
		<a href="#">Environment Marker</a>	<a href="#">Environment Marker</a>
<a href="#">Sphere Thematic Sheet on Environment in Humanitarian Action</a>	<a href="#">Sphere Thematic Sheet on Environment in Humanitarian Action</a>	<a href="#">Sphere Thematic Sheet on Environment in Humanitarian Action</a>	<a href="#">Sphere Thematic Sheet on Environment in Humanitarian Action</a>
<a href="#">Nexus Environmental Assessment Tool (NEAT+)</a>	<a href="#">Nexus Environmental Assessment Tool (NEAT+)</a>	<a href="#">Nexus Environmental Assessment Tool (NEAT+)</a>	<a href="#">Nexus Environmental Assessment Tool (NEAT+)</a>
		<a href="#">Rapid Environmental Impact Assessment (REA)</a>	<a href="#">Rapid Environmental Impact Assessment (REA)</a>
		<a href="#">Flash Environmental Assessment Tool (FEAT)</a>	<a href="#">Flash Environmental Assessment Tool (FEAT)</a>
	<a href="#">Identifying Critical Environmental Considerations in Shelter Site Selection, Construction, Management and Decommissioning</a>	<a href="#">Identifying Critical Environmental Considerations in Shelter Site Selection, Construction, Management and Decommissioning</a>	<a href="#">Identifying Critical Environmental Considerations in Shelter Site Selection, Construction, Management and Decommissioning</a>
		<a href="#">Energy Indicators and Monitoring template</a>	<a href="#">Energy Indicators and Monitoring template</a>
		<a href="#">Environmental activities/indicators registry and guidance</a>	<a href="#">Environmental activities/indicators registry and guidance</a>

<a href="#"><u>Sphere Shelter &amp; Settlements Environmental Sustainability Standard</u></a>	<a href="#"><u>Sphere Shelter &amp; Settlements Environmental Sustainability Standard</u></a>	<a href="#"><u>Sphere Shelter &amp; Settlements Environmental Sustainability Standard</u></a>	<a href="#"><u>Sphere Shelter &amp; Settlements Environmental Sustainability Standard</u></a>
		<a href="#"><u>Evaluation &amp; learning in humanitarian response</u></a>	<a href="#"><u>Evaluation &amp; learning in humanitarian response</u></a>
<p>Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regular display this competency.</p>			
<p><b>70%: Learning by Working</b></p>			
<p>Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.</p>			

## Competency 13

### Collaboration and Teamwork

Ability to build strong relationships within the team to achieve results

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.

#### 10 %: Learning Through Formal Training

##### Internal F2F

	IMPACT	CAP	Managing IFRC Ops
		ETL	

##### Internal Online

Team Development	Leadership Essentials		
Team Decision-Making			
Team Wellbeing for Managers			
Motivating your Team			
Wellbeing essentials			
Workplace essentials			

##### External F2F

GNC Sub-national Coord	GNC National Coord	EHP	
RedR UK MPPE			

#### 20%: Learning by Working Together

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.

#### 70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.

##### Additional resources recommended:

- Resource: Harvard Business Review

- Resource: Self-Assessments such as DISC and StrengthsFinder. Know thyself and accept the diversity of others is a keystone to success in this competency.
- Resource: The Leader's Bookshelf by Adm. James Stavridis USN

## Competency 14 Conflict Management

Ability to address conflicts by focusing on the issues at hand, to develop effective solutions when disputes or disagreements occur

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.

### 10%: Learning Through Formal Training

#### Internal F2F

	CAP		ETL
	IMPACT		Managing IFRC Ops

#### Internal Online

Wellbeing essentials			
Workplace essentials			

#### External F2F

GNC Sub-national Coord	EHP	GNC National Coord	Frontline Negotiations course
		RedR UK MPPE	Conflict Management training (University)

### 20%: Learning by Working Together

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.

### 70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.

#### Additional resources recommended:

- Resource: Crucial conversations, The seven habits (Stephen Covey)
- Resource: Long Walk to Freedom, by Nelson Mandela
- Resource: The Power of a Positive No: How to Say No and Still Get to Yes William Ury
- Resource: Getting to Yes by Roger Fisher
- Resource: Getting Past No: Negotiating with Difficult People Fisher and Ury

## Competency 15

### Interpersonal Communication

Ability to actively listen and clearly convey ideas and information in an engaging manner

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.

#### 10%: Learning Through Formal Training

Internal F2F			
	IMPACT	CAP	ETL
			Managing IFRC Ops
Internal Online			
Wellbeing Essentials			
Workplace Essentials			

External F2F			
GNC Sub-national Coord	EHP	GNC National Coord	
RedR UK MPPE	RedR Training of Trainers for the Humanitarian Sector		

#### 20%: Learning by Working Together

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.

#### 70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.

#### Additional resources recommended:

- Visual meetings, David Sibbet
- Resource: Crucial conversation
- Resource: Never split the difference
- Resource: The art of negotiation
- Resource: The orderly conversation
- Resource: [ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability/transcript?language=en](https://www.ted.com/talks/brene_brown_the_power_of_vulnerability/transcript?language=en)

## Competency 16 Cultural Awareness

Ability to demonstrate acute awareness of cultural surroundings and context

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.

### 10 %: Learning Through Formal Training

#### Internal F2F

	CAP	ETL	Managing IFRC Ops
	IMPACT		

#### Internal Online

Unconscious Bias and Diversity Essentials			
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#### External F2F

RedR UK MPPE	EHP	GNC National Coord	
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### 20%: Learning by Working Together

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.

### 70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.

#### Additional resources recommended:

- Resource: The Culture map: Eryn Meyer
- Resource: Managing across cultures: HBR

## Competency 17

### Judgement and Decision Making

Ability to make objective judgments and decisions

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT	CAP	Managing IFRC Ops
		ETL	
<b>Internal Online</b>			
Wellbeing Essentials			
Workplace Essentials			
<b>External F2F</b>			
GNC Sub-national Coord	EHP	GNC National Coord	
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			
<p><b>Additional resources recommended:</b></p> <ul style="list-style-type: none"> <li>• Resource: Decision Making in Disaster Response by John Stuart Tipper</li> <li>• Resource: Leadership Strategy and Tactics by Jocko Willinck</li> <li>• Resource: Once An Eagle by Anton Myrer</li> <li>• Resource: The Jocko Podcast</li> <li>• Resource: Nancy F. Koehn, Leadership in Crisis</li> <li>• Resource: Ernest Shackleton and the Epic Voyage of the Endurance</li> <li>• Resource: Article: Leadership Lessons from the Chilean Mine Rescue <a href="https://hbr.org/2013/07/leadership-lessons-from-the-chilean-mine-rescue">https://hbr.org/2013/07/leadership-lessons-from-the-chilean-mine-rescue</a></li> </ul>			



## Competency 18 Motivating Others

Ability to see the overall objective in a changing context and taking responsibility to motivate others to achieve it

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.

### 10%: Learning Through Formal Training

#### Internal F2F

	IMPACT		
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#### Internal Online

Wellbeing Essentials			
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Workplace Essentials			
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#### External F2F

RedR UK MPPE	EHP		
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### 20%: Learning by Working Together

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.

### 70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.

#### Additional resources recommended:

- Resource: Motivation by Dan Pink (<https://www.youtube.com/watch?v=wZySf0NQUP0>)
- Resource: Leadership in Emergencies Toolkit ([https://hr.un.org/sites/hr.un.org/files/Leadership\\_in\\_Emergencies\\_Toolkit.pdf](https://hr.un.org/sites/hr.un.org/files/Leadership_in_Emergencies_Toolkit.pdf))

<b>Competency 19</b>			
<b>Personal Resilience</b>			
Ability to maintain your own and others well-being in a stressful environment and cope with rapid change			
<b>Foundation</b>	<b>TIER 1</b>	<b>TIER 2</b>	<b>TIER 3</b>
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10%: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT	CAP	
<b>Internal Online</b>			
Team Wellbeing for Managers			
Wellbeing Essentials			
Workplace Essentials			
<b>External F2F</b>			
Headspace	EHP		
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

<b>Competency 20</b>			
<b>Integrity</b>			
Ability to act in an honest and ethical fashion to create a safe environment			
Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT		Managing IFRC Ops
<b>Internal Online</b>			
WORC: Where we come from			
WORC			
Code of Conduct			
101: Corruption Prevention			
102: Corruption Prevention for Managers			
103: Corruption Prevention in Humanitarian Aid			
Ethics			
<b>External F2F</b>			
RedR UK MPPE	EHP		
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or working on a developing mission on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Managing IFRC Operations

### Course aim

Better preparing RC/RC delegates to manage IFRC operations (DREF and Emergency Appeals) as Operations Managers in support to National Societies.

### Course objectives

- Ensure all internationally supported operations put affected individuals interests and wellbeing at the center while strengthening the capacity of affected National Society to effectively coordinate future operations, ensuring at all times effective Humanitarian Diplomacy.
- Ensure that key support services such as HR, Finance, Legal, Logistics, etc. follow IFRC standards, procedures and guidelines. Will actively seek support from the appropriate Federation specialists when needed.
- Ensure financial accountability as a project manager.
- To initiate and support an international humanitarian operation, following the key RCRC legal and policy frameworks that guide these operations.
- Establish and maintain safety and security management protocols and procedures according to IFRC standards.
- Effectively promote and implement IFRC coordinated international response options that uphold the RCRC Principles and Rules for Humanitarian Assistance while strengthening capacity of affected NS.
- Demonstrate the minimum required concrete skills, knowledge and attitudes that enhance operational coordination, while effectively utilizing IFRC policies, strategies, systems and procedures with a focus on medium and large scale operations.
- Acquire a deeper understanding about how Operations are funded and how to leverage resources.
- Design and implement operations following internationally recognized quality and accountability standards such as Core Humanitarian Standard, Sphere Project, Principles of Partnership, Better Programming Initiative, etc.
- Develop, revise and prioritize implementation of an Emergency Plan of Action (EPoA), following IFRC's guidelines, effectively linking it with the Emergency Appeal and DREF mechanisms including assessment and planning for transition to recovery.
- Define concrete options to ensure that the RCRC operation fits into the system-wide coordination structures, appropriately positioning the affected NS within the humanitarian system outside the RCRC Movement.
- Ensure adherence to the Monitoring, Evaluation and reporting requirements for IFRC supported operations.
- Prevent corruption, fraud, and misuse of resources entrusted for the operation and appropriately address if identified.
- To promote Information Management as a necessary mechanism for managing operations.
- Represent IFRC vis a vis media and public communications in a way that remains faithful to the RCRC Principles and Values while strengthening the affected National Society."

Target audience:

Internationally deployed surge personnel working with the affected National Society in a crisis and disaster response setting who will be accountable for the upholding of Federation Policies, Strategies and Guidelines as well as Secretariat standards of quality and transparency, amongst others. This person will need to be able to work individually or as a part of a small team; and may have limited functional resources and access to support.

Pre-requisites "Participant selection will be based on the following criteria:

- WORC and BTC/IMPACT trained
- Completed Stay Safe Personal Security
- Code of Conduct signed
- Completed online training Principles and Rules for RCRC humanitarian assistance.
- Minimum five years of disaster and crisis management experience, including managing staff in emergency settings.
- Experience working with the RC/RC including experience working with the IFRC on DREF or Emergency Appeal operations.
- Have permission from their respective National Society to deploy on an emergency response mission at a minimum of once per year."

### **Course description**

Operational leadership in humanitarian response has been recognized as an industry wide gap. As the response environment becomes increasingly more complex, the success of a disaster and crisis response operation often hinges on the capacity and availability of the operational manager.

The Red Cross/ Red Crescent (RC/RC) meta-analysis made up of real time evaluations from 2010-2016, operational reviews, evaluations and end of mission reports from 2005-2016 consistently identified the key operational challenges to be understanding of the global tools, IFRC process and procedures, and programming and leadership. It was consistently found that there is a lack of understanding of the system and such lack of clarity has an impact on the timeliness, quality and appropriateness of the overall operation. The Global Tools Review also echo similar findings stating there are benefits when operational managers support National Societies during an emergency response.

In response to this identified gap, a learning process has been developed with the aim of better preparing RC/RC delegates to manage IFRC operations (DREF and Emergency Appeals) as Operations Managers in support to National Societies.

## **International Mobilisation and Preparation for Action (IMPACT)**

### **Course aim**

The course will enable participants to:

- Understand the relationship between the Federation, NS and ICRC
- Be familiar with the strategic directions of each organisation and their core work
- Be better prepared for the challenges of a first RC/RC international mission"

### **Course objectives**

- Participants' understanding of and commitment to RC/RC principles, mandate and culture is increased
- Problems and challenges of working in situations of conflicts, disaster, capacity building and development are addressed
- Knowledge and practical tips to help participants work effectively with National Society, and Movement partners
- Participants' understanding in relation to relief and capacity building is enhanced"

### **Target audience**

Preselected individuals who are newly holding or will soon be holding an international posting with the Red Cross/Red Crescent. RC/RC staff who are newly responsible for implementing/managing/coordinating programmes and projects internationally (including potential ERU and FACT members).

### **Pre-requisites**

WORC

## Emergency Team Leader Training

### Course aim

To develop the competencies required of emergency team leaders. Focused, primarily, on strategic, operations management, and relational elements of leadership and also include some elements of Red Cross/Red Crescent specific systems and procedures required of FACT, RDRT and ERU team leaders.

### Course objectives

- To enhance the existing pool of trained emergency team.
- To enhance the collaboration and effectiveness of different response tools in the field.
- To continuously improve its design through participant feedback.
- To focus on a range of leadership competencies including relational, strategic, and operational and strengthen skills of the participants in these areas below.
- Relational Competencies including self-awareness, effective communications, situational leadership, conflict management and negotiation, and motivation and influence.
- Strategic Competencies including assessment, analysis, decision making, direction setting, planning and coordination.
- Operations Management including meeting operational objectives, team skill diagnosis, team management, and information management.
- Awareness raising topics related to Red Cross/Red Crescent Movement Systems and Administration

### Target audience

Up to 25 current or potential FACT, RDRT and ERU team leaders with the following pre-requisites:

- Relevant field emergency response experience including RC/RC emergency field mission.
- Project cycle management and planning.
- Relevant knowledge exposure including disaster management framework, disaster hazards and consequences, humanitarian structure, and humanitarian standards.

In addition, demonstrated personal traits and behaviours appropriate for emergency team leader role including:

- Demonstrated Red Cross/Red Crescent principles and values.
- Flexible, adaptable, and comfortable with ambiguity.
- Sensitive to individual and cultural differences.
- Effective work and support of others in high stress and changing environments.
- Willingness and ability to both lead and follow.
- Comfortable to supervise, manage, coach and provide feedback.
- Proven conceptual, problem solving, decision making, analytical skills.
- Effective written and spoken communication and presentation skills in English.
- Diplomatic skills."

### Pre-requisites

Prior to the training, participants will be required to be conversant with or complete:

- Code of Conduct.

- Principles and Rules for RCRC humanitarian assistance.
- IFRC Strategy 2020.
- IFRC Stay Safe Personal Security & Management.
- Project & Programme Planning (FACT candidates only)
- Pre-course work materials provided.
- BTC or WORC & IMPACT trained.
- ERU, RDRT or FACT trained and deployed.
- Technical & sector competence and experience.



## Coordination Assessment and Planning

### Course aim

To orient selected candidates who will lead on initiating, coordinating and implementing the initial rapid assessment, activating internal coordination mechanisms, engage in the planning and implementation of the IFRC's international response strategy and framework following large scale disaster response operations globally.

### Course objectives

At the end of the training participants are able to:

- Understand and be familiar with the Surge Mission Cycle, the dependencies and inter-dependencies between response functions, the minimum expected outcomes and deliverables that define the success of a surge mission
- Demonstrate skills, knowledge and attitudes that enable and enhance coordination within and between the components of the Movement, as well as external partners, while effectively utilising coordination policies, rules and procedures
- Effectively leverage the utilisation of Information Management (IM) remote and local support i.e. Surge Information Management Support (SIMS)
- Have a common language for diagnosing group functioning and increase skill in providing feedback to each other on team processes
- Effectively promote and implement IFRC coordinated international response options that uphold the RCRC Principles and Rules for Humanitarian Assistance while building capacity of affected NS
- Define concrete response options & analysis to ensure that the RCRC operation fits into the system-wide coordination structures, appropriately positioning the affected NS within the humanitarian system outside the RCRC Movement
- In partnership with the affected NS identify response related needs, field and triage requests for assistance or technical support and coordinate Federation hosted, and Secretariat managed Global Response Tools mission that supplements existing capacities from the regional and local levels. The previous learning objective should apply for sudden onset disasters and slow onset disaster, protracted and complex crisis
- Assess the need for, and ensure an effective programmatic alignment with the national and international response sectorial response (WASH, Shelter, Health, Livelihoods, CASH, CEA, etc)
- Identify and lay the foundation for key HR, Finance and Legal considerations, implications and technical support during an operation. Proactively anticipate, identify and request technical support from the Federation as needed
- Anticipate and develop a realistic and scalable exit and hand-over strategy that will be adapted to the situation on the ground. Establish, manage and handover effective Movement Coordination mechanisms that respect and support the affected NS
- Produce and present a comprehensive and integrated EPoA which is based on at least the following: priorities of affected NS, coordinated RCRC agreed assessment, priorities of in-country Movement Components and non-RC sectorial coordination forums, budget. This plan will meet the Federation's quality assurance standards
- Undertake periodic stock taking actions that will help the team perform better and review the work being undertaken
- Demonstrate their capacity to work as a team and operate effectively on a Surge mission"

### **Target audience**

Have a minimum of 3 years field experience with an extensive background in disaster response and/or emergency management, preferably with substantial international experience. Part of this experience should be within the Movement. Furthermore, candidates should have a strong understanding of the Red Cross/Red Crescent Movements principles and policies with an ability to promote Federation-wide initiatives

## Annex – additional Core Competencies Tier 2 and 3 resource list

List of additional suggested resources to CDG for Tier 2 and Tier 3. This list is a living document and can be used as a 'wiki' for new members to add resources.

### Movement context, principles, and values

#### 10% learning through formal training

- Book: Movement principles
- Book: Jean Pictet Fundamental Principles of the Red Cross, Commentary
- Book: A Memory of Solferino
- Book: Principles & Rules For RCRC Humanitarian Assistance
- Article: Evaluations of previous Orange and Red level emergencies (Federation), and ICRC real time reviews of Rapid Deployment Mechanisms
- Online training: PHAP courses on principles
- Article: RCRC Magazine
- Webinar: IFRC YouTube video on Principles & Rules & SMCC
- Podcast: <https://intercrossblog.icrc.org/intercross-podcast>
- Course: Harvard Humanitarian Studies course
- Course: Movement Coordination Training

#### 20% learning by working together

- Coach: individual identified and blocked for privacy
- Interview / Online chat with Principles and Values department at Federation and ICRC

#### 70% learning by working

- Learning deployment in Federation Regional Office and Country Cluster Office
- Shadow Coordination, Planning, & Resource Mobilization. Understand nuances & S-W-O-T between bilateral, multilateral and SMCC managed operations.

### National Society Capacity Strengthening

#### 10% learning through formal training

- Website: <https://go.ifrc.org/preparedness#resources-catalogue>
- Training: PER
- Training: OCAC
- Training: BOCA
- Book: National Society Development Framework
- Book: National Society development in emergencies

#### 20% learning by working together

- Coach: individual identified and blocked for privacy

#### 70% learning by working

- Understand OCAC or other NS assessment tools
- Link to readiness, preparedness, response, and recovery
- Understand the operations of your own National Society first
- DHEOps colleagues PNS elements they are considering, way of thinking, and challenges

## Coordination

### 10% learning through formal training

- Article: Cluster reference module, Coordination essentials, Handbook for RCRC Movement coordination (2010)
- Article: <https://www.unocha.org/sites/unocha/files/2018%20SOCC%20Guidelines.pdf>
- Article: UN-CMCOORD United Nations Humanitarian Civil-Military Coordination
- Article: OCHA Oslo Guidelines Guidelines On The Use Of Foreign Military And Civil Defence Assets In Disaster Relief
- Book: Callsign Chaos - Jim Mattis and Bing West
- Book: Team of Teams: New Rules of Engagement for a Complex World - Stanley McChrystal
- Training: Cluster Coordination training
- Training: Master level short course in Humanitarian Shelter Coordination
- Training: SMCC
- Training: UN CMCOORD
- Training: UNOSOC
- Training: UN Disaster Assessment and Coordination (UNDAC) Induction
- Observation of developments in external coordination

### 20% learning by working together

- Regular presentations by DHEOPs peers, including on coordination with military, SMCC, shelter coordination, and other relevant topics
- Coach: individual identified and blocked for privacy

### 70% learning by working

- Deployment: Mission to develop of Movement Country Plan
- Deployment: Large-scale sudden onset emergencies as HEOps or Inter-agency liaison profile
- Deployment: TRIPLEX exercise

## Assessment

### 10% learning through formal training

- Resource: Emergency needs assessment guidelines
- Resource: LEAP approach
- Resource: REACH approach
- Resource: The good enough assessment guide
- Resource: Market Assessment
- Resource: VCA
- Resource: MIRA
- Training: SPHERE
- Training: HIAC
- Training: Strengthening Analytical Thinking (SAT)
- Resource: <http://needsassessment.unhcr.org/tools-and-templates>
- Resource: <https://www.acaps.org/methodology/needs-assessments>
- Training: Emergency Needs Assessment and Planning
- Training: Mobile Data collection and survey design
- Training: Analysis learning program from ACAPS

### **20% learning by working together**

- Assessment Working Group
- Coach: individual identified and blocked for privacy
- Followed a real-time event to tease out the learnings from HIAC training to tease out an Assessment report
- Understand the Assessment Cell's function and staffing through interviews

### **Direction setting and quality programme management**

#### **10% learning through formal training**

- Book: Managing the NPO by Peter Drucker
- Resource: Previous EPoAs for Red and Orange level emergencies
- Training: Operations Management training
- Training: FACT / CAP
- Training: IFRC Scenario & Contingency Planning
- Training: Program Management for Development Professionals (PMDPro) course
- Course: Linked with risk management & consensus building & decision-making skills as a leader. eDX has a set of course on risk management concepts in different industry

#### **20% learning by working together**

- Mentor: individual identified and blocked for privacy

### **Information Management**

#### **10% learning through formal training**

- Resource: Surge Information Management in Emergency Operations
- Training: Strengthening Analytical Thinking training

#### **20% learning by working together**

- SIMS network
- Mentor: individual identified and blocked for privacy
- Answering the "So What"?!

#### **70% learning by working**

- Practical application on the job, field missions

### **Resource Management**

#### **10% learning through formal training**

- Training: MSF Basic Log Course (BLoC);
- Training: MSF Logco Management Course (LMC)
- Training: Operations Management training
- Training: Logistics
- Training: CVA
- Training: Budget Holder

#### **20% learning by working together**

- Mentor: individual identified and blocked for privacy

## Safety and Security

### 10% learning through formal training

- Training: IFRC Stay Safe for Managers
- Resource: Operational Security Management in Violent Environments by the Humanitarian Practice Network
- Training: HDLC Security Focal Point
- Training: HDLC Security Manager
- Training: HEAT
- Training: BSafe online UNDSS mandatory training for UN Personnel (<https://training.dss.un.org/thematicarea/detail?id=19948>)
- Resource: International Crisis Group
- Resource: Weekly security updates from Federation
- Training: ICRC Critical Incident Management Course

### 20% learning by working together

- Review existing Security Guidelines (from specific countries) and compare;

### 70% learning by working

- Deployment to high-risk/insecure settings is the best training you can obtain in safety and security
- Deployment: TRIPLEX exercise

## Transition and recovery

### 10% learning through formal training

- Resource: Guidelines for recovery

### 20% learning by working together

- Interview with recovery team in Geneva
- Recovery Working Group
- Mentor: individual identified and blocked for privacy
- Resource: Refer to Transition plans made in the past (Ebola, Mozambique, etc.)

## Community Engagement and Accountability

### 10% learning through formal training

- Resource: CEA in emergencies guidelines
- Resource: DHEOPs thematic webinar on CEA with the CEA GVA focal point
- Resource: CEA kit

### 20% learning by working together

- IFRC Turkey Delegation / ESSN Programme

## Protection, Gender, and Inclusion

### 10% learning through formal training

- Resource: Minimum standards for protection gender and inclusion in emergencies

## Environmental Sustainability

### 20% learning by working together

- Exchange with NS RC focal points on environmental sustainability in emergencies

## Collaboration and Teamwork

### 10% learning through formal training

- Training: Leadership Essentials
- Resource: Harvard Business Review
- Training: Team Leader
- Resource: Self-Assessments such as DISC and StrengthsFinder. Know thyself and accept the diversity of others is a keystone to success in this competency.
- Resource: The Leader's Bookshelf by Adm. James Stavridis USN

### 70% learning by working

- Including team members with strong personalities
- Leading through large operational meetings

## Conflict Management

### 10% learning through formal training

- Resource: Crucial conversations, The seven habits (Stephen Covey)
- Resource: Long Walk to Freedom, by Nelson Mandela
- Resource: The Power of a Positive No: How to Say No and Still Get to Yes Wiliam Ury
- Resource: Getting to Yes by Roger Fisher
- Resource: Getting Past No: Negotiating with Difficult People Fisher and Ury
- Training: Frontline Negotiations (<https://frontline-negotiations.org/>)
- Training: Conflict Management training of Airbus Leadership University
- Training: Conflict Management Training (Austria)

### 20% learning by working together

- Mentor: individual identified and blocked for privacy

## Interpersonal Communication

### 10% learning through formal training

- Visual meetings, David Sibbet
- Resource: Crucial conversation
- Resource: Never split the difference
- Resource: The art of negotiation
- Resource: The orderly conversation
- Resource: ted.com/talks/brene\_brown\_the\_power\_of\_vulnerability/transcript?language=en
- Training: RedR Training of Trainers for the Humanitarian Sector

## Cultural Awareness

### 10% learning through formal training

- Resource: The Culture map: Eryn Meyer
- Resource: Managing across cultures: HBR

## Judgement and Decision Making

### 10% learning through formal training

- Resource: Decision Making in Disaster Response by John Stuart Tipper
- Resource: Leadership Strategy and Tactics by Jocko Willinck
- Resource: Once An Eagle by Anton Myrer
- Resource: The Jocko Podcast
- Resource: Nancy F. Koehn, Leadership in Crisis
- Resource: Ernest Shackleton and the Epic Voyage of the Endurance
- Resource: Article: Leadership Lessons from the Chilean Mine Rescue  
<https://hbr.org/2013/07/leadership-lessons-from-the-chilean-mine-rescue>

### 20% learning by working together

- Mentor: individual identified and blocked for privacy

## Motivating others

### 10% learning through formal training

- Resource: Motivation by Dan Pink (<https://www.youtube.com/watch?v=wZySf0NQUP0>)
- Resource: Leadership in Emergencies Toolkit  
([https://hr.un.org/sites/hr.un.org/files/Leadership\\_in\\_Emergencies\\_Toolkit.pdf](https://hr.un.org/sites/hr.un.org/files/Leadership_in_Emergencies_Toolkit.pdf))

## Personal resilience

### 10% learning through formal training

- Headspace

### 20% learning by working together

- Mentor: individual identified and blocked for privacy

## Integrity

### 10% learning through formal training

- Training: Code of Conduct
- Training: IFRC training on integrity